

Supplementary Study Materials for Underperforming Schools

ENGLISH LANGUAGE CLASS 6

March 2021



Not for sale

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TEACHERS' GUIDE

Dear Teacher,

This work is a revised version of the harmonized teaching syllabus for Primary Schools prepared by the Teaching Service Commission (TSC). These notes are useful for teaching class six pupils who will be attempting the National Primary School Examination (NPSE). The aim of this work is to improve learning achievement for weak candidates or underperforming schools at the NPSE nationwide.

The English Language paper of the NPSE comprises two parts: English Paper 1 covers Comprehension Passages, Grammar and Vocabulary. English Paper 2 entails Essay Questions, Composition and letter Writing. Both papers last for a maximum of 45 minutes each.

There are thirty teaching units in this booklet, all of which cover main topics to help the pupil pass the examination. You are therefore expected to make use of this material in the best interest of the pupils following the guidelines below:

- You are expected to teach or deliver the lesson in simple and clear English using local examples or materials for achievable learning outcomes.
- Ensure that you use concrete learning scenarios and materials as examples to enhance learning outcomes.
- Recap lesson exercises to test memorisation, application and adaptation of concept.
- Ensure that regular assessment activities to arouse the interest of the pupils are carried out at the end of the each unit. Give class work, group work, make the class as interactive as you can, home practice/work on each topic covered, tests and exams.
- Guide the pupils to work through questions themselves to arrive at the answers.
- Use positive reinforcements in different ways.
- Set classroom rules.
- Apply methods that will suit slow and average pupils.



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UNIT 1

Introducing Parts of Speech

(35 minutes)

LEARNING OBJECTIVE: To review the Parts of Speech.

Question: What is grammar?

Answer: Grammar is the art of putting the right words in their right places in a sentence, to make it intelligible.

Examples: Abel is going to school.

Idrissa and Moses are brothers.

Question: Can you name the eight parts of speech?

Answer:

- | | |
|-------------|------------------|
| 1. Nouns | 5. Adjectives |
| 2. Pronouns | 6. Prepositions |
| 3. Verbs | 7. Conjunctions |
| 4. Adverbs | 8. Interjections |

For one to speak and write correct English, it is good that one understands the eight parts of speech that we have just named.

ACTIVITY 1

Write down the eight parts of speech.

ACTIVITY 2

Rewrite the following sentences by putting the words in their correct places to make the sentences meaningful.

1. Mary girl a is.

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2. The teacher teaching is the pupils.
3. Stop the class fighting in.
4. Give money me my.
5. I don't your habit like.
6. Boy is a Musa.
7. My pen me give.
8. Class stop talking in.
9. Homework go home and do your.
10. Teacher my father is a.

UNIT 2

Nouns

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to identify nouns and their uses.

Write the word “noun” on the blackboard.

What are Nouns?

Answer: Nouns are names of persons, animals, places, things and ideas.

EXAMPLES:

Persons: Abu, Mariama, Emmanuel



Animals: cow, goat, cat, dog



Places: Kenema, Rotifunk, Makeni



Things: pen, book, bus



Ideas: justice, democracy, patience

TYPES OF NOUNS

Ask

Question: Name the types of nouns you know?

Answer: Proper nouns, common nouns, countable nouns, uncountable nouns, collective nouns, abstract nouns, concrete nouns.

Nouns are classified according to the roles they play. Let us look at the following types of nouns:

Question: What are Proper Nouns?

Answer: *PROPER NOUNS* are names of particular persons, places or things. It should be noted that, all proper nouns begin with capital letters.

Examples:

- John
- Brima
- Mary
- January
- Tuesday
- Allen town
- Freetown
- Sierra Leone

Question: What are Common Nouns?

Answer: *COMMON NOUNS* are names given to all people, places, things and ideas of the same class or kind. It should be noted that common nouns don't start with capital letters unless they begin a sentence.

Examples:

- man
- boy
- teacher
- doctor
- pastor
- driver
- country
- town
- village
- month

ACTIVITY 1

1. Write down the names of two persons, two animals, two things, two places and two ideas.
2. Underline the names of the people in these sentences.
 - The children are staying with their parents.
 - The sailors were led by an officer.
 - The boy killed his pet.
 - The teacher is teaching the kids.
3. Put a suitable noun in each of the following blank spaces.
 - The _____climbed a _____ – and picked a _____.
 - Put a _____in the _____.
 - He cut the _____with his _____.
 - The _____drove the _____.
 - The _____ slapped his _____.

ACTIVITY 2

1. Write down five proper nouns and five common nouns.
2. Underline the proper nouns in the following sentences:
 - Freetown is the capital city of Sierra Leone.
 - Mr. Conteh went to Kenema on Tuesday.
 - Sewa is the longest river in Sierra Leone.
 - He lives at 3 Peacock Farm.
 - My birthday is on 7th January, 1980.

UNIT 3

Types of Nouns

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to identify the types of nouns.

Question: Can you count sugar and water?

Answer: No we can't.

Count the number of books in your bag. How many are they?

Answer: I have five books in my bag.

Write on the board: Countable and Uncountable Nouns, Possessive and Collective Nouns.

Say: Countable nouns are nouns that can be counted.

Examples:

- Stones
- Books
- Tables
- Animals
- Pens
- People
- Houses
- Cars

Say: Uncountable nouns are nouns that cannot be counted in units but can be counted in bulk.

'Grains of Sugar' for instance cannot be counted in unit form. Example: give me some sugar to prepare tea (here sugar grains cannot be counted) but if you say, give me a cup of sugar, then in this case, sugar can be counted in a bulk form.

Examples:

- Oil
- Water
- Salt
- Sand
- Soil
- Air
- Paint
- Milk
- Honey

ACTIVITY 1

Use each of the following countable nouns in a sentence:

- Books
- Cups
- Shirts
- Mangoes
- Apples

ACTIVITY 2

Underline the uncountable nouns in the following sentences:

- Let me have some salt.
- Could you please buy me some sugar?
- The ink in my pen has dried up.
- My blood group is O.
- Stop playing with the sand.

COLLECTIVE NOUNS

Collective nouns are sometimes considered singular or plural. They are singular in form but name a group

Examples:

- Family
- Class
- Crew
- Band

- Committee
- Troop
- Jury
- Flock
- Swarm
- Audience

ACTIVITY 3

Change the following to possessive forms:

- The color of the sky.
- The prices of the food.
- The chair of the queen.
- The temperature of the sun.
- The cover of the book.
- The leaves of the trees.
- The agenda of the meeting.

ACTIVITY 4

Underline the collective nouns in the following sentences:

- The committee is meeting now.
- The jury sits to the left of the judge.
- The police are very corrupt.
- The herd graze on grassland.
- Tell the audience to be quiet.
- A band of yam was offered me as a present.
- My family is very united.
- The football team received medals after the match.
- The crowd cheered when the team scored a goal.

UNIT 4

Nouns: Numbers

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to distinguish between singular and plural nouns.

Call pupils outside, one on the right and two on the left.

Question: How many pupils are on my right?

(Answer: one)

How many pupils are on my left?

(Answer: two)

Question: Nouns are classified based on numbers. Nouns that mean only one are referred to as singular nouns. Nouns that mean more than one are referred to as plural nouns.

Examples:

- Nouns that form their plural by adding – s.

Examples:

Singular	plural
Boy	boys
Chair	chairs
Book	books

- Singular Nouns ending in s,x,z,ch and sh, form their plurals by adding – es.

Examples:

Singular	Plural
Box	boxes
Match	matches
Brush	brushes

- Singular Nouns ending in a consonant followed by “y” form their plural by dropping the “y” and adding – ies.

Examples:

Singular	Plural
City	cities
Country	countries
Lady	ladies

- Nouns that form their plural by dropping the “f” or “fe” and adding – ves.

Examples:

Singular	plural
Thief	thieves
Knife	knives
Wife	wives

- Nouns that do not have any fixed rule to make their plurals.

Examples:

Singular	Plural
Man	Men
Foot	Feet
Person	People

- Some nouns are the same for both the singular and plural forms

Examples:

Singular	Plural
Sheep	Sheep
Fish	Fish
Deer	Deer

ACTIVITY 1

Give the singular and plural forms of the following nouns:

SINGULAR	PLURAL
woman	
	schools
monkey	
chief	

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	beaches
hero	
mango	
tooth	
	mosques
church	
library	

UNIT 5

Pronouns (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to replace nouns with pronouns in a sentence.

Tell Adama to stand up. In case I don't want to say Adama is standing. What should I use to replace Adama?

Answer: She (is standing).

PRONOUNS:

Pronouns are words used to replace nouns.

Examples: When Moses gave me the money, **he** told me to go and see a medical doctor. (The pronoun **he** takes the place of the noun Moses).

Adama and Mabel are best of friends. **They are** attending the King Fahad Primary School. (The pronoun **they** takes the place of the nouns Adama and Mabel.)

Examples of pronouns: He, she, it, him, his, they, I, we, their and so on

TYPES OF PRONOUNS ARE:

Personal pronoun: This refers to a specific person, place, thing or idea by showing the person speaking (first person), the person being spoken to (second person) or any other person, place or thing being talked about (third person).

Examples of personal pronouns: I, me, we, us, you, he, him, she, her, it, they, them.

- **We** will keep the money with **us**.
- **I** will see **you** tomorrow.
- **They** are in **their** car

Possessive pronouns: These take the place of possessive forms of nouns.

Examples include: my, mine, our, ours, your, yours, his, theirs, her, hers, its

- Is that **her** book?
- **It's** my mother's cat. (contraction for it is)
- The cat was eating **its** food. (possessive pronoun)
- **My** book has been stolen.

Demonstrative pronouns:

These are pronouns that point out specific persons, places, things or ideas.

Examples: this, that, these, those.

- **This** is your new ball.
- Let me do **that** for you.
- Are **these** the boys you are talking about?
- **Those** are my brothers.

ACTIVITY 1

Underline the pronouns in the following sentences:

- The dog wagged its tail.
- Please fix your seat belt.
- I am amazed at nature.
- We moved to the village three years ago.
- Bashiru must pay tax because his income is up.
- Mango trees lose their leaves in December month.
- Ours is the first house on the right.
- Dogs pant but they don't perspire.
- These are my parents.
- Give her this money.

UNIT 6

Functions of Pronouns

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to identify the different types of pronouns and their functions.

Definition:

Interrogative pronoun

This is used to ask questions.

Example of interrogative pronouns are:

- Who
- Whom
- What
- Where

Examples:

- **Who** took the book?
- **Whom** did you give the pen?
- **What** is your name?
- **Where** are you going?

Relative pronoun:

This is used to begin a special subject-verb word group called a subordinate clause.

Examples of relative pronouns include:

- Who
- Whom
- Whoever
- Whomever
- Whichever
- Which

- Whose
- That
- Whatever
- What

Examples:

- I saw the man, **who** gave me money to pay my debt.
- The book **that** he wrote is the best.
- **Whoever** came late to school will be sent back home.
- The boy, **whom** I told you about, has gone to America.

Indefinite pronouns.

Definition: These refer to a person, place, thing, or an idea in a more general way than a noun does.

Examples: Do you know **anyone** in your class? (The indefinite pronoun **anyone** does not refer to a specific person).

Several boys have gone to Libya. (The indefinite pronoun **several** does not refer to a specific group of people.)

Examples of indefinite pronouns: all, another, any, anybody, anyone, anything, both, each, either, enough, everybody, everyone, few, many, most, much, neither, nobody, none, no one, nothing, one, other, several, some, something.

ACTIVITY 1

Underline and name the type of pronoun used in each sentence:

- The person whom the headmaster appointed had five years of experience.
- Give my book to someone in the house.
- Whose birthday are you celebrating today?
- For whom is the phone call?
- Has anyone seen the Moon?

UNIT 7

Verbs (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to differentiate between regular and irregular verbs.

The teacher writes on the board.

Question: What am I doing?

Answer: You are writing on the board.

Say: A verb is a word or group of words that denotes an action or a state of being(experience).

Examples: Mary is **reading** her book. (**Reading** here is the main verb.)

Abdulai **was** late for school. (Here, **was** is the verb.)

Words such as:

look, think, study, see, work, walk, take, are all verbs.

TYPES OF VERBS

We shall look at the following types of verbs:

Regular verbs and irregular verbs.

Regular verbs: These are verbs whose past and past participle are formed by either adding **d** or **ed** to the base or root word.

Examples :

dance - danced,

play - played,

carry - carried,

mix - mixed,

kill - killed

arrive - arrived.

Irregular verbs: These are verbs whose past and past participle are formed differently.

Examples:

- Begin _____ began _____ begun
- Eat _____ ate _____ eaten
- Go _____ went _____ gone
- Blow _____ blew _____ blown
- Choose _____ chose _____ chosen
- Fly _____ flew _____ flown

ACTIVITY 1

Give the past and past participle of the following verbs:

Word	Past	Past participle
See		
Write		
Speak		
Look		
Read		
Play		
Cut		
Put		
Bring		

ACTIVITY 2

Use the correct form of the verb in each of the following sentences.

- It **took/takes** me two years to complete the work.
- I **see/saw** him last week.
- I **cut/cutting** my finger yesterday.
- They **looked/look** at the assignment before submission.

UNIT 8 Subject-Verb Agreement

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to use the right subject - verb agreement in a sentence.

Subject-Verb Agreement means, the subject in a sentence must agree with the verb to make a complete thought. The subject in a sentence can either be a noun or a pronoun. The verb in a sentence is the action or state of being in a sentence. The rule says, if the subject is singular the verb must be singular. If the subject is plural, the verb should also be plural.

Examples:

- Mary plays volleyball for the team. (Here the subject **Mary** is singular and the verb **plays** is also a singular.)
- John and Mary are in school. (Here the subjects **John** and **Mary** are plural, so the verb **are** is also plural.)

ACTIVITY 1

Fill in the correct verbs to agree with the different subjects in the following sentences.

- Eating and talking ——— bad habit. (is, are)
- The list of items ——— on the desk. (is, were)
- Cars and bikes ——— good means of transportation. (is, are)
- Many plants ——— lost their leaves. (have, has)
- Both the mother and his child ——— to receive the package. (Is, are)
- ——— any of the cards been printed? (has, have)
- My best friend and brother ——— Sallieu. (is, are)
- To take risk ——— sometimes costly. (is, were)

UNIT 8 : Subject-Verb Agreement

- My favorite food ——— on the table. (are, is)
- My daughter, along with her colleague —— taking the exam. (Is are)
- Adama’s interest ——— biology. (is,are)
- None of my friends ——— going to attend the meeting. (is, are)
- This one page of expenditures ——— missing. (is, are)
- Writing stories ——— not an easy task. (is, are)

UNIT 9

Verb Tenses

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to identify the various tenses.

Ask the child to form and write sentences on some of the things that happened a moment ago, or things he/she did or things he/she will have to do tomorrow.

Answer: I wrote my name.

I am doing my homework.

He has written his homework.

He will do his homework.

Tenses play an important role in English Language. They denote the time an action takes place, whether sometimes in the present, past or future.

TYPES OF VERB TENSES

Simple present tense: This is used to talk about general facts, repeated action, wishes and emotions.

Examples:

- I live at Wellington.
- Kadiatu plays volleyball for the School. (It should be noted here that, the third person singular always takes an **S**. Play therefore takes an S= **plays**.)
- Mosquitoes suck blood. (In this case, since the third person is plural, it does not take an S=suck.)
- The sun shines from the East.

Present continuous tense: This talks about action that is taking place at the moment. This is formed by using the auxiliary verb 'to be' examples: is, am, are) with the main verb ending in – **ing**:

I am reading my notes.

He is sleeping now.

We are leaving the town.

Present perfect tense: This is used to talk about past action for which time is not specific or important.

Example:

- I have worn my suit three times.
- They have seen him.
- I have gone to Kailahun.
- I have washed my car.
- She has written a letter.

We form the present perfect tense by using the auxiliary verb 'has' or 'have' with a past participle (which usually ends with 'ed' or 'en').

THE PRESENT PERFECT CONTINUOUS TENSE: This is used to show an action that began in the past but is still ongoing.

Examples:

- He has been talking for an hour.
- We have been playing football.
- She has been eating since this morning.

We form the present perfect continuous tense by using have/has + been + verb + ing.

Example: I have been dancing.

John has been reading.

ACTIVITY 1

Fill the table below with the correct tense:

Simple present	Present continuous	Present perfect	Present perfect continuous
Amid drinks tea everyday			
They pray on Fridays			
He lives at Mongegba			
They buy onions every weekend			
The sun shines everyday			

UNIT 10

Past Tense (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to correctly use the past tense.

SIMPLE PAST TENSE: This tense talks about an action that was completed in the past. With regular verbs, we form the simple past by adding **ed** or **d** to the root word.

Examples:

climb——climbed

Play——played

dance——danced

Irregular verbs can take different forms.

Examples:

Drink——drank

Take——took

Eat——ate

Go——went

Write——wrote

PAST CONTINUOUS TENSE: This is used to indicate that an action took place during a certain period time. It is used to provide background details or imply an activity interrupted. We form this tense by using the past forms of the verb “to be” (was, were)

With an – **ing** verb i.e. was + verb +ing or were + verb +ing

Examples:

- I **was watching** the show when it began to rain.

- We **were eating** when the news came about his award.
- I **was sleeping** when the snake entered the house.

Past Perfect Tense: this is used to talk about something that had been completed before another past action. We form the past perfect tense by using the verb '**had**' with a past participle verb. I.e. had + past perfect tense of a verb.

Examples:

I **had written** to the newspaper, but did not receive a reply.

She **had filed** the paper work in the wrong folder.

The school **had sent** me the money before the term ended.

Past Perfect Continuous Tense: this tense talks about an action that began in the past and continued until at least another point in the past. It is used to show length of time in the past or reason for a past result. We form this tense by using '**had been**' with an **ing** verb. I.e. Had + been +ing form of a verb.

Examples: length of time: They **had been living** in Sierra Leone for four years.

Reason for past result; I **had been struggling** to keep up, so the manager took me out of the game.

ACTIVITY 1

Complete the table below:

Simple past	Past continuous	Past perfect	Past perfect continuous
He drank the water			

UNIT 10 : Past Tense

The cat ate the mouse			
Amie went to school			
Susan wrote a letter			

UNIT 11

Future Tense (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to use the future tense.

THE SIMPLE FUTURE TENSE: This tense talks about something that will happen (even if you do not know when it will happen).

a. We form the **simple future tense** by using '**will**' or '**shall**' + **verb**.

Example:

- We will complain.
- I shall complain.
- You will complain.
- They will come.
- She will eat.
- We shall play.

b. We may also form the simple future tense by using the verb 'to be' with going to'

Examples: The house is going to collapse.

The teacher is going to read us a story.

We are going to eat our food.

Future Continuous Tense: This talks about something that will happen at a specific time in the future.

We form the future continuous tense by using 'will be' 'shall be' + verb+ ing.

Examples:

- I will be driving when the match starts.

- We shall be travelling by bus.
- You will be eating your breakfast in the morning.
- We will be walking when it starts to rain.

Future Perfect Tense: This tense talks about an action that will happen before another future action. We form this tense by using 'will have' with a past participle.

Examples:

- By the time you get here, I **will have watched** every show on the television.
- By the time you sit in the car, they **will have eaten** their food.
- By the time you brush your teeth, I **will have completed** my assignment.

Future Perfect Continuous Tense: This tense talks about an action that begins in the future and continue till another point in the future. It emphasizes how long something will take place.

We form this tense by using will/shall + have been + verb+ ing.

Examples:

- They **will have been drinking** water for 30 days by the time they break their fast.
- I **will have been playing** football for one month by the time school reopens.
- We **will have been eating** only by the time we get there.

ACTIVITY 1

Complete the table below:

Simple future	Future continuous	Future perfect	Future perfect continuous tense
They will complain			
We shall see you			
I will come			
We shall play			

ACTIVITY 2

Choose the correct verbs from those in brackets to fill the spaces in the sentences below:

1. Mary ——to school every day.(go, goes, going)
2. Don't disturb me——my work.(do, did, am doing)
3. I ——the letter before you arrived.(had written, wrote, will write)
4. The earth ——round the sun. (move, moves, moved)
5. My friend ——the film yesterday.(see, saw, had seen)

6. The train _____before we reach the station.(arrives, will have arrived, had arrived)
7. Fortune_____ the brave.(is favouring,will favour,favours)
8. He _____-us next week. (Will have met, will have been meeting, will be meeting.)
9. It started to rain while we_____tennis.(are playing, had played, were playing)
10. Perhaps I _____-the bookshop next month. (Visit, will visit, visited)

UNIT 12

Adverbs and Adjectives

(35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to correctly use Adverbs and Adjectives.

Call two pupils out and tell the class to observe what they are going to do. Tell one of the pupils to walk slowly to the other point and ask the other to shout loudly.

Question: How did Abu walk in class? How did Mabel shout?

Answer: Abu walked slowly. Mabel shouted loudly.

Both slowly and loudly are **adverbs**.

ADVERBS modify verbs, telling how, where, when or why an action is done.

Examples of adverbs are:

- | | |
|--------------|----------------|
| 1. quickly | 6. beautifully |
| 2. yesterday | 7. early |
| 3. today | 8. carelessly |
| 4. almost | 9. poorly |
| 5. softly | 10. quietly |

Call another set of pupils (tall one, short one, fat one and slim one) to move to the front of the class. Tell the class that, all four pupils are different in various ways.

What can you say about these four pupils?

Answer: Mary is tall. Abu is fat. Ansu is short. Ester is slim.

Words like **tall, fat, short and slim** are called **adjectives**.

ADJECTIVES describe nouns or pronouns.

Examples of adjectives are:

- | | |
|----------|----------|
| 1. blue | 6. big |
| 2. red | 7. small |
| 3. green | 8. short |
| 4. three | 9. tall |
| 5. my | 10. long |

ACTIVITY 1

Identify whether the underlined words are adjectives or adverbs

- The black hen is dead.
- He gave me a brown cat.
- The street is long.
- The wicked man has died.
- The boy ran quickly to school.
- She talks rudely to her parents.
- I got your letter yesterday.
- We generally eat at 6 six.

POSSESSIVE NOUNS USED AS ADJECTIVE

Question: Possessive nouns are nouns that show possession or ownership.

For instance, if we want to say “the daughter of Mrs kamara,” we can say, “Mrs kamara’s daughter”

To form the possessive of a singular noun, even one that ends in S, add an apostrophe and an S.

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Examples:

Gloria's car.

Morris's phone.

The boy's pen.

To form the possessive of a plural noun that ends in S, just add an apostrophe.

Examples:

The Contehs' house.

The boys' pet.

The girls' hair.

UNIT 13

Preposition, Conjunction and Interjection (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to

1. connect prepositions with nouns and pronouns in sentences.
2. use interjections correctly.

There are some words that show locations of nouns and pronouns in sentences. Also, other words connect sentences and some words express feelings. Now listen to these sentences: The pen is on the table.

Question : Where can we find the pen?

Answer: It's **on** the table.

'**on**' therefore is the preposition.

PREPOSITIONS show the relationship of a noun or a pronoun to another word in a sentence.

Let us look at this sentence: Joe is a boy and Mary is a girl. There are two sentences here. Can we read them and show the word that joins the two sentences together?

Answer: John is a boy **and** Mary is a girl. '**and**' joined the two sentences.

On that note '**and**' is the conjunction.

Examples of prepositions:

- | | |
|----------|------------|
| 1. of | 6. behind |
| 2. in | 7. between |
| 3. after | 8. for |
| 4. above | 9. on |
| 5. among | 10. into |

CONJUNCTION is a word that joins single words or groups of words.

Examples of conjunctions:

- | | |
|--------|--------|
| 1. and | 5. nor |
| 2. but | 6. for |
| 3. or | 7. yet |
| 4. so | |

Let us further look at this sentence: Wow! That is great! In this sentence there is an expression of emotion. An interjection usually ends with an exclamation mark (!). Now I will want you to give me some examples.

Answer: ouch! My God!

Oh! I lost my phone.

INTERJECTION is a word or phrase that expresses emotion or exclamation.

Examples of interjections are:

- | | |
|-----------|-----------|
| 1. Oh! | 5. Hey ! |
| 2. Ouch ! | 6. Alas ! |
| 3. Wow ! | 7. Whew ! |
| 4. Ah ! | 8. Ha ! |

ACTIVITY 1

Identify the preposition, conjunction and interjection in each sentence below:

1. The mother **of** the child lives here.
2. I will see you **after** lunch.
3. I gave her money **for** you.
4. The soup contains fish **and** meat.

UNIT 13 : *Preposition, Conjunction and Interjection*

5. Hang my cutlass on the wall outside **or** in the kitchen.
6. Alice **and** I must see the head teacher.
7. **Ah!** that's good.
8. **Alas!** It has started to rain

UNIT 14

Synonyms (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to identify and use words with similar meaning.

SYNONYMS

These are words with similar meaning or almost the same meaning. Think about these two words: big and large. They are the same. If you say something is big it is large. So, big and large are synonyms.

Examples of synonyms are:

- Afraid – scared
- Big – large
- Automobile – car
- Able – capable
- Admit – confess
- Agree – consent
- Aim – goal
- Bargain – deal
- Belly – stomach
- Blank – empty
- Daybreak – dawn/sunrise
- Delicious – yummy
- Lucrative – profitable
- Adamant – stubborn
- Frank – honest
- Execute – accomplish
- Love – affection
- Interrogate – question
- Harmful – dangerous

ACTIVITY 1

Choose from the words lettered A to E, the one which has almost the same meaning as the word underlined in the sentence.

1. His **ambition** is to be a lawyer.
 - A. education
 - B. anxiety
 - C. despair
 - D. desire
 - E. zeal

2. What is the **price** of a bag of rice.
 - A. cost
 - B. desire
 - C. education
 - D. expectation
 - E. learning

3. Most of the food was **distributed** well.
 - A. kept
 - B. shared
 - C. parted
 - D. cooked
 - E. spread

4. The meeting will **begin** soon.
 - A. commence
 - B. end
 - C. go away
 - D. assemble
 - E. father

5. Don't be **wicked** to beggars.
- A. gentle
 - B. kind
 - C. loving
 - D. rude
 - E. cruel
6. He is a **strong** boy.
- A. timid
 - B. healthy
 - C. thin
 - D. weak
 - E. sickly
7. I have **transferred** your belongings to my new house.
- A. park
 - B. leave
 - C. moved
 - D. fold
 - E. keep
8. I **requested** my principal to write a testimonial for me.
- A. ordered
 - B. queried
 - C. agreed
 - D. pleaded
 - E. asked

9. The test was so **simple**, I am sure I will get 100%.
- A. difficult
 - B. easy
 - C. tedious
 - D. strict
 - E. doubtful
10. I did not **understand** the assignment.
- A. follow
 - B. comprehend
 - C. commend
 - D. contrast
 - E. capable

ACTIVITY 2

Find the synonyms of the following words:

- | | |
|-------------|--------------|
| 1. Angry | 6. Essential |
| 2. Commend | 7. Cheating |
| 3. Fear | 8. Shield |
| 4. Happy | 9. Danger |
| 5. Teenager | 10. Accuse |

UNIT 15

Antonyms (35 minutes)

LEARNING OUTCOME: By the end of the lesson, the pupils should be able to talk about words and their opposite in meanings.

These are words that are opposite in meaning. Let us look at these two words: pass and fail. In school when you are promoted to a new class, you pass, but when you repeat the same class, you fail. Therefore, “pass” and “fail” are opposite words also called antonyms.

Examples of antonyms are:

WORD	OPPOSITE
Flexible	rigid
Narrow	wide
Bright	dull
Present	absent
Fail	pass
Truthful	insincere
Clever	stupid
Deny	admit
Late	early
Kind	wicked
Love	hate
Like	dislike

Enemy	friend
Sad	happy
Beautiful	ugly
Construct	demolish
Lead	follow
Ascend	descend
Coward	brave
Long	short

ACTIVITY 1

Choose from the list of words letter A to E the one which is almost nearly opposite in meaning to the underlined word in the sentence.

- My father is a very handsome man.
 - pretty
 - good looking
 - beautiful
 - ugly
 - simple
- We made a lot of profit from the lunch on sale.
 - loss
 - money
 - gain
 - benefit
 - price

3. All my mother's children look **alike**.
- A. strong
 - B. simple
 - C. different
 - D. ugly
 - E. handsome
4. James uses the **crooked** path to his village.
- A. narrow
 - B. wide
 - C. pave
 - D. straight
 - E. rugged
5. He **failed** his exams.
- A. took
 - B. ended
 - C. wrote
 - D. passed
 - E. completed
6. One is powerless against bees, unless one can **destroy** their nest.
- A. find
 - B. burn
 - C. build
 - D. hide
 - E. locate

7. He had an **increase** in salary.
- A. addition
 - B. more
 - C. much
 - D. decrease
 - E. small
8. He **accepted** every charge against him.
- A. denied
 - B. misinformed
 - C. convince
 - D. alerted
 - E. told
9. To **ascend** these stairs is difficult.
- A. desist
 - B. denied
 - C. descend
 - D. forward
 - E. exhausted
10. People were **sceptical** about the project.
- A. alleviate
 - B. initial
 - C. certain
 - D. aggravated
 - E. granted

ACTIVITY 2

Give the opposite meaning of the following words:

1. compulsory
2. control
3. noise
4. arrogant
5. fake
6. poor
7. obedient
8. allowed
9. promote
10. mad

UNIT 16

Punctuation Marks

(35 minutes)

LEARNING OUTCOME: By the end of this lesson, learners will be able to use punctuation marks correctly in their communication and writings

What are punctuation marks?

These are signals we use in communication. They can be compared to traffic signs in the road. There are various types of punctuation marks some of which are:

1. Capital letters (G,E,R,T,Q,H etc.)
2. Full stop (.)
3. Question mark (?)
4. Comma (,)
5. Quotation marks (" ")
6. Apostrophe ('S)
7. Colon (:)
8. Semi-colon (;)
9. Hyphen(—)
10. Dash (—)
11. Exclamation mark (!)

CAPITAL LETTERS:

Capital letters are used for the following purposes:

- The first letter of the first word in a sentence. Example: My name is Gloria.
- The first letter of the first word of a direct speech. Example: The teacher said: "Go away."

- The first letter of all proper nouns and adjectives. Examples: Abdul, Gloria, Hannah, January, Monday, Allen Town, American, Sierra Leonean.
- The first word of titles. Examples: The Gods Are Not To Blame,
- The personal pronoun I. example: **I** will see you when **I** come back.
- The first letters that are directed to God. Example: God is great.

FULL STOP (.):

This is used at the following:

- The end of a declarative sentence. Examples: John is a boy. My name is Hannah. Massaquoi is a teacher.
- In abbreviation. Examples: Economic Community Of West African State: E .C.O.W.A.S, Sierra Leone Roads Authority: S.L. R .S.A.
- When money is used in figures. Example: Le10, 000 Ten Thousand Leones.

COMMA (,):

This is used in the following:

- To show that a reader pauses.
- To separate items in a list. Example: the woman sells pens, books, chalks, food, and other materials.
- To enclose words that refer to a person just mentioned. Example: Mr. Conteh, the language Arts teacher, spoke to the pupils.
- To separate words spoken in direct speech from the rest of the sentence. Example: Reverend Nicol said, "I want to go home."

QUOTATION MARK (“ ”):

It is used in the following:

- When borrowed words are used to achieve special effects. Example: the use of the slangs like, My ‘Bece’ will bind me today.
- As a sign of drawing attention to something. Example: Those tables should be stored in a ‘cool dry place’

APOSTROPHE (‘S):

This is used to indicate possession.

Example : This is Mr. Massaquoi’s car.

This is Mrs. Nicole’s house...

COLON (:):

This is used in the following:

- To divide a sentence where the second half is an explanation of the first half. For example: The school becomes what the teacher tries to make it: a place for good training.
- To introduce direct speech. Example: This is what Mr. Kargbo said in school today: “Pupils must study hard to pass all exams.”

SEMI-COLON (;):

This is used to separate closely related statements instead of dividing them into sentences. Example: The teacher sits down; took his book; he opens it to chapter two; and began to read aloud.

HYPHEN(-):

This is used:

- To join two or more words to form a compound word.

Examples: son-in-law, twenty-nine.

- When some prefixes are added to a word. Examples: pre-colonial, pre – democrat, post-war Sierra Leone, Ex-president.

DASH (-):

This is used to indicate an interruption in a normal flow of a sentence.

Example: if you see my class master – and I hope you would – please tell him that am feeling ill.

EXCLAMATION MARK (!):

This is used after a word or a group of words to show strong feelings or emotion.

Examples: Help! Bravo! Shut up!

BRACKET ():

This is used to add information or clarification. Example: W.F.P (World Food Programme)

ACTIVITY 1

Punctuate the following sentences:

1. the name of my teacher is mr conteh.
2. where is my pen
3. what a hell
4. i saw the following things in the forest a cotton tree a snake a bush cow and a big hole
5. the teacher said go and bring your parent

ACTIVITY 2

Punctuate the passage below:

No no that isn't right cried the leopard look at the hole it is in the skin of some of the fruit

don't be silly said the monkey look its hard it is the shell of a big nut.

You are all wrong the bush rat said that the hole is for a bird to go in the thing is a birds nest and that deep part is for the eggs

UNIT 17

Reading and Comprehension (35 minutes)

LEARNING OBJECTIVE: By the end of the lesson, learners will be able to explain how to answer comprehension question.

Why is it important to develop good reading skills? The purpose of reading comprehension is to get the meaning from the reading text. A major goal of reading comprehension instruction is to help pupils develop the knowledge, skills and experiences to become competent readers.

What are comprehension passages?

Comprehension, by definition, is to understand a given passage. In section one of the English Language examination, you will be given a passage with some questions. The questions are to be answered by using the information given in the passage even if it differs from real life fact or situations.

Read the comprehension passage carefully and answer the questions that are in the activity section.

Passage

Morlai was born in a village not far from a major town in Sierra Leone. His parents were well-to-do because they owned a large farm and had many servants. He had five (5) sisters, who were older than him. He was much loved and people often said that he was stubborn because he was a spoiled child.

One day, he left home to visit his uncle a few miles away. On the way, he met an old woman and her grandchild Yema going home from their farm. He greeted Yema, but failed to greet her grandmother. Yema's grandmother was not surprised. However, she called out to him saying, "Morlai, it is always good to greet your elders". Morlai did not reply, but went on his way.

He arrived at his uncle's house and met one of his uncle's servants outside. He did not greet him, he just went into the house shouting, "Where is my uncle"? The servant did not reply.. Morlai went on like that for almost an hour demanding to know where his uncle was. Finally, he got tired and went back home sad; but on that day, he learned a very important lesson.

ACTIVITY 1

After reading the passage, answer the questions below.

1. Where was Morlai born?
2. Are Morlai's parents rich or poor?
3. How many sisters does Morlai have?
4. Who did Morlai go to visit?
5. Why was Morlai loved by his parents?
6. What lesson did Morlai learn from his visit?
7. Why was Yema's grandmother not surprised at Morlai's behaviour?
8. Why did the servant refuse to reply Morlai?
9. "It is always good to greet elders" Who said this and to whom?
10. Why was Morlai considered stubborn?

UNIT 18

Reading and Comprehension II (35 minutes)

LEARNING OBJECTIVE: To review past comprehension passages. By the end of this lesson, learner's will be able to:

1. review past comprehension passages
2. read the passage carefully and answer the questions that follow in the activity section

Read the passage carefully and answer the questions that follow in the activity section.

PASSAGE

Once upon a time, there lived a lion in the forest. One day, after heavy work, the lion fell asleep under a tree. After a while, a playful mouse which did not recognise that he was a lion climbed on his back and started to play. Suddenly, the lion woke up and roared angrily at the mouse which was disturbing his peaceful sleep. When the lion saw the little mouse, standing there and trembling with fear, he pitied the mouse and let it go. The mouse ran away.

A few days later, the lion was caught in a hunter's net. The mouse that was playing around in the forest saw the lion and remembered how the lion had forgiven him a few days before. He felt sorry for the lion and decided to help him. The mouse chewed the ropes of the net until it made a hole big enough for the lion to escape. From that time on the mouse and the lion lived happily in the forest.

ACTIVITY 1

Choose the correct option from a to e.

1. This story took place in a
 - a. City

- b. Field
 - c. Forest
 - d. Town
 - e. Village
2. The lion fell asleep because he had:
- a. been eating all day.
 - b. been hungry all day.
 - c. had a good meal.
 - d. walked around all day.
 - e. worked hard all day.
3. The mouse climbed on the lion's back because:
- a. it did not know he was a lion.
 - b. it knew that the lion was asleep.
 - c. it knew that the lion was friendly.
 - d. it wanted to wake the lion up.
 - e. it was being very troublesome.
4. How did the lion feel when he was woken from sleep?
- a. He was afraid.
 - b. He was angry.
 - c. He was excited.
 - d. He was hungry.
 - e. He was tired.
5. Why did the lion let the mouse go?
- a. He felt sorry for the mouse.

- b. He was afraid of hunting the mouse.
 - c. He was afraid of the mouse.
 - d. The mouse shook its head.
 - e. The mouse was too small.
6. From the story, we learn that the lion's life was saved because he:
- a. had shown kindness.
 - b. had shown power.
 - c. was a clever animal.
 - d. was a powerful animal.
 - e. was too big for the net.
7. A word from the passage that states the sound made by the lion is
- a. Chewed
 - b. Escape
 - c. Heavy
 - d. Roared
 - e. Trembling

Note: In answering comprehension questions, there are times the answers can be taken directly from the paragraphs and sometimes the answers can be interpreted from the paragraph. It is also very important to re-read the passage before attempting the questions.

UNIT 19

Letter Writing (35 minutes)

LEARNING OBJECTIVE: By the end of this lesson, learners will be able to tell the different types of letters and rules of these letters.

Introduction: What is a letter?

Answer: A Letter is a written, typed or printed form of communication sent from one person to another, either directly or by post.

TYPES OF LETTERS

There are three types of letters, these are:

1. Formal Letters
2. Semi-Formal letter
3. Informal Letters

FORMAL LETTER: Formal Letters are letters written in a formal manner and follow a correct format. The language should be simple and clear.

Examples of Formal Letters

Letters to top personalities like Presidents, Ministers, Managers, Directors and Employers.

FORMAT OF A FORMAL LETTER

1. The sender's address should be written on the right side of the page,, close to the centre. After the address, a space should be left and a date should be written
2. A line should be left again and the name and address of the recipient should be written on the left and closer to the margin.
3. Leave a space after the recipient address and write a salutation or greeting.

UNIT 19 : Letter Writing

4. The subject or purpose should be written. If it is **not** written in block letters it should be **underlined**. If it's in lower case it should be underlined.
5. The body of the letter starts with a paragraph that is not supposed to be indented.
6. Write a complimentary closing statement which could be:

Yours sincerely,

.....

Amadu Kamara.

Below is the outline of a formal letter that needs to be followed.

- Address of the writer and date (well punctuated).
- Designation and full address of the receiver.
- Greeting/salutation.
- Title/subject/purpose.
- Body – introduction, content, conclusion.
- Complimentary close.
- Signature/name of the writer.
- Description of the sender.

Example of a formal letter:

1. Your institution has just promoted you for your hard work. Write a letter of appreciation to them.

*41B Lowcost Housing,
Kissy Estate,
Freetown.*

18th February, 2021.

*The Personnel Manager,
Guma Institute,
Freetown.*

Dear Sir,

LETTER OF APPRECIATION

I write to thank the Management of Guma for promoting me to the rank of Chief Accountant for being industrious and rendering long service to the Institution.

I have served the Institution for twenty years and during my service, I made myself available at all times to everybody, who needed my service. I was obedient to the Chief Executive, the Management, Staff and all our Customers.

I wish therefore, to show my appreciation to the Management for promoting me to a position of this magnitude. I hope to discharge my duties diligently in this new capacity which has been entrusted to me.

Thank you.

Yours faithfully,

.....

Mohamed Abdulai.

ACTIVITY 1

1. Who wrote the letter?
2. To whom did he write the letter?
3. When did he write it?
4. Where does the writer live?
5. What is the reason for writing the letter?

ACTIVITY 2

Read the letter carefully. Note how it is set out. Write these letters on your own.

- Q1. Imagine you are suspended for misconduct. Write a letter of apology to your Manager for consideration.
- Q2. Write an application for employment as an accountant.

UNIT 20

Semi Formal Letters

(35 minutes)

LEARNING OBJECTIVE: By the end of this lesson, learners will be able to explain the various types of letters.

Semi-Formal Letters are letters sent to someone you know, but do not share any cordial relationship with him/her.

For example, school teachers, class teachers, parents and an age mate.

Format of a Semi-Formal Letter

In writing semi-formal letters, the writer should make sure that the letter is neither too formal nor too informal. It requires only the sender's address, a salutation, body and complimentary ending. The language has to be simple and straight forward with no slang or contractions.

A semi-formal letter is mostly concluded with yours sincerely, and your full name (first name followed by your surname).

ACTIVITY 1

- Q1. Write a letter to your Teacher telling him you want to buy some school materials.

INFORMAL LETTER

Informal letters are letters sent to close relations. The letters have an informal and personal tone. Casual language is used while writing informal letters.

Examples of informal letters are:

Letters addressed to friends, classmates, family and relatives.

Write a letter to your younger brother telling him to select your present school as his school of choice. State 3 qualities about your school to convince him.

UNIT 20 : Semi Formal Letters

86 City Road,

Wellington,

Freetown.

18th February, 2021.

Hello Mohamed,

It's been a long time since I heard from you. How is everybody doing at home? I hope you are all doing well, especially Mama and Papa. Abdulai told me about your promotion to class six (6), I was really happy when I got the message. Bravo for working hard and I hope you will put more effort in your studies to make it up to the Secondary level.

I have decided to write this letter to you in order to advise you to select King Fahad Islamic Secondary School as your school of first choice. King Fahad Secondary School has been one of the best schools in the east of Freetown since 1990 and up till now its standard is well maintained.

Moreover, King Fahad Secondary School has well-trained and qualified Teachers, who went to different universities and studied all kinds of the disciplines. For the past three years, our school has been the best in terms of public examinations. Last year, there was a candidate, who scored 8As at WASSCE and at BECE, we had a candidate who obtained aggregate six. Both of them were given awards on our Speech and Prize Giving Day.

Furthermore, the School has a conducive environment that facilitates teaching and learning. The School is situated at a quiet place that is free from all forms of side attractions.

Finally, King Fahad Islamic Secondary school has well-structured and conducive buildings for learning activities. Our school has good facilities; a library, canteen and large classrooms that ensure effective teaching and learning process. Mohamed, you will not regret if you choose King Fahad Islamic Secondary School as your first choice.

Extend my greetings to Mama and Papa. I am hoping to hear from you soon.

Your lovely sister,

Marian.

ACTIVITY 2

- Q1. Write a letter to your Teacher giving reason(s) for your absence from school today.
- Q1. Write a short letter to your friend expressing how happy you are in your new school.

Choose one of the above letters and follow the format as explained in the previous lessons.

UNIT 21

Composition/Essay Writing (35 minutes)

LEARNING OBJECTIVE: By the end of the lesson learners will be able to, write a composition/an essay.

Question: What is a Composition/Essay Writing?

Answer: A composition or an essay is an integral part of the study of English. It is a piece of writing that describes/narrates a person/place or a thing. How to write a composition?

If you want to excel in reading and writing good English Composition, there are basic aspects of the English Language you ought to learn. Effective planning gives the right direction. Planning is very important for preparing a great composition. It helps you to organise your thoughts, control your writing process, motivates you to write better and faster, and keeps you on track.

In preparation to write your composition you need to answer the **5Ws** and **1H** questions.

1. Who is the main character of your story?
2. Where do the events take place?
3. When do they happen?
4. What happens?
5. Why did they occur?
6. How was everything solved?

After answering these questions and identifying the main purpose of your composition (to inform, persuade, entertain, and call attention to something) you can proceed to write a simple composition.

A typical common composition structure in English Language consists of the heading, introduction, main body and conclusion.

Headings:

When choosing a title for your composition make sure it relates to the present content. Keep your heading short to grab the reader's attention. at once. A good title can range from two to several words. It is recommended not to use a heading that is long and complex.

Egs. MY FIRST DAY IN SCHOOL

MY BEST FRIEND

Introduction:

Following the heading is the introductory paragraph. It leads the reader to find out what your composition is about and makes him/her follow to the main part.

Therefore, make sure that your information:

- Is interesting enough to get the reader's attention.
- Prepare your reader for what is to follow.
- Lets your reader know what your composition will be about.
- Make sure it is clear and not too long.

If your introduction fails to catch the reader's attention, then you have not done a good job. Include a dialogue, amazing facts, shocking information or a joke to grab the reader's interest.

Main Body:

After the introductory paragraph make a smooth transition to the main part of your composition. This is the part where the main story develops. A good body should support the statement you have made in your introduction. It is where you express your feelings, thought and ideas on a particular topic. While writing, keep the following things in mind:

- Write simple and short sentences for your reader to easily follow your thoughts.
- Avoid complex structures and expression.
- Use transitional words and phrases to connect the sentence and paragraphs.
- Since the main body is the heart of your composition, state the main points consistently and reasonably.

Conclusion:

The conclusion is the last but not least part of your composition. Never end your story abruptly, take time to conclude your work beautifully. Your conclusion should be a summary of the main idea of your composition. Do not present new point and opinions.

Important things to know about a good composition

A good composition should have the following:

1. Your writing should be straight to the point and sharp.
2. Never use slang if it does not form part of the format of your composition.
3. Do not use words you are not sure about.
4. Keep your sentences short and not overwhelming.
5. Take care to express a clear point of view.

ACTIVITY 1

Using the steps above, write a composition about your schools field trip.

.....

.....

.....

.....

.....

.....

UNIT 22 Prefixes and Suffixes

(35 minutes)

LEARNING OBJECTIVE: By the end of the lesson learners will be able to tell the meaning of prefixes, suffixes and give examples.

Prefix: A prefix is placed at the beginning of a word to modify or change its meaning. This is a list of the most common prefixes in English, together, with their basic meanings and some examples. You can find more detail or precision for each prefix in any good dictionary. A prefix appears at the beginning of a word.

Suffix: A suffix is seen at the end of a word. The origins of words are extremely complicated. You should use this list as a guide only, to help you get the importance of the meanings. Often what appears to be a prefix is not a prefix at all.

Note: that this list does not include elements like “auto” or “bio” because these are “combining forms” not prefix.

Examples:

Anti – biotic	Antibiotic
Anti – climax	Anticlimax
Dis-mount	Dismount
Dis-believe	Disbelieve
Anti – social	Antisocial
Dis – like	Dislike
Dis – agree	Disagree
Fore-cast	Forecast
Extra – curricular	Extracurricular
Extra – Ordinary	Extraordinary

For-ward	Forward
Fore – see	Fore – see
Fore – most	Foremost
Fore – head	Forehead
In-correct	Incorrect
In-accurate	Inaccurate
In – ability	Inability
In-complete	Incomplete
Co-worker	Coworker
Co-pilot	Copilot
Co-operation	Cooperation
Co-exist	Coexist
Mis –fire	Misfire
Mis-take	Mistake
Mis – understand	Misunderstand
Mis – conduct	Misconduct
Mono – tone	Monotone
Mono – brow	Monobrow
Mono – lithic	Monolithic
Mono – poly	Monopoly
Mono – lingual	Monolingual
Bi – lingual	Bilingual

Multi – lingual	Multilingual
Dis – advantage	Disadvantage
Dis – appoint	Disappoint
Inter – change	Interchange
Inter – national	International
Be – side	Beside
In – side	Inside
Out –side	Outside
Infra – structure	Infrastructure

The words on the left hand side are prefixes while those on the right hand side are the root/main words.

ACTIVITY 1

Use the following prefixes to form new words.

- | | |
|---------|-----------|
| 1. Mono | 6. Anti |
| 2. In | 7. Extra |
| 3. Mis | 8. For |
| 4. Dis | 9. Pro |
| 5. Out | 10. inter |

UNIT 23

Suffixes

(35 minutes)

LEARNING OBJECTIVE: By the end of the lesson learners will be able to understand what suffixes are with examples.

Introduction: Think of a letter to join the words below.

LEAK –GE

BOND –GE

HAND – OME

LAZI – ESS

SOL – LY

Suffixes are letters that are added at the end of a stem to make new words. The suffixes used in the words are different from the prefixes used in the prefixed words, as they make different kinds of words. “A suffix (also called ending) is an affix that is placed after the stem of a word.

Example:

Reader = ‘Read’ Read is the stem of the word which has a different meaning and a different grammatical function in a sentence but an affix “**er**” changes both the meaning and the grammatical function of the word to make a new word.

Reading	Player	Peaceful	Bigger
Readable	Trader	Gainful	Begger
Creator	Faithful	Hopeful	Counter
Creation	Grateful	Helpful	Receiver
Pastor	Happiness	Smaller	Sender
Teacher	Wickedness	Seeker	Better

Plumber	Laziness	Fighter	Beautifully
Hunter	Quickly	Actor	Handle
Writer	Badly	Tailor	Guidance
Singer	Goodness	Betrayal	Sickness

NOTE:

It is not necessary that a suffix changes the meaning and the grammatical property of the words. It can perform either of them. A suffix can make a word/ stem of a word a noun, verb, adverb or adjective. A suffix can also make a transition in the degree of an adjective or in the tense of a verb.

EXAMPLES OF SUFFIXES

Confer + ence	Conference
National + ism	Nationalism
Place + ment	Placement
Sick + ness	Sickness
Active + ity	Activity
Employ + ee	Employee
King + dom	Kingdom
Child + hood	Childhood
Visit + or	Visitor
Play + er	Player
Farm + er	Farmer
Private + cy	Privacy

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Guide + ance	Guidance
Invite + ation	Invitation
Gain + ful	Gainful
Read + ing	Reading
Creat + or	Creator
Hunt + er	Hunter
Past + or	Pastor
Teach + er	Teacher
Happy + ness	Happiness
Write + er	Writer

UNIT 24

Idiomatic Expressions

(35 minutes)

LEARNING OBJECTIVE: By the end of the lesson, learners will be able to, understand the meaning of idioms with examples.

Introduction: Have you ever heard someone saying a particular individual has kicked the bucket? Well, it actually does not mean the person has physical kicked the bucket, but means, the person had died.

Definition: An idiom (also called idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idioms individual elements. In other words, idioms do not mean exactly what the words say.

Examples

“Kick the bucket”

“Spill the beans”

The meaning of these expressions is different from the literal meaning or definition of the words of which they are made. Their meanings are however used figuratively to mean the following.

“Kick the bucket” = to die

“Spill the beans” = to tell people secret information

EXAMPLES OF IDIOMS AND THEIR MEANING

No	IDIOM	MEANING
1	Back to the drawing board.	When an attempt fails and it's time to start all over.
2	Ball is in your court.	It is up to you to make the next decision or step.

3	Beat around the bush.	Avoiding the main topic.
4	Best of both worlds.	All the advantages.
5	Bite off more than you can chew.	To take a task that is very big.
6	Blessing in disguise.	Something good that is not recognized at first.
7	Burn the midnight oil.	To work late into the night.
8	Can't judge a book by its cover.	Cannot judge something primarily on appearance.
9	Cross the bridge when you come to it.	Deal with a problem if and when it becomes necessary.
10	Curiosity killed the cat.	Being inquisitive can lead you into an unpleasant situation.
11	Cut corners.	When something is done badly to save money.
12	Devil's advocate.	To present a counter argument.
13	Don't count your chickens before they are hatched.	Don't make plans for something that might not happen.
14	To put all your eggs in one basket.	To put all your efforts and resources into doing one thing.
15	Elvis has left the building.	When an event is over.
16	Every cloud has a silver lining.	Every difficult situation has a comforting end.
17	Give the benefit of the doubt.	Believe someone's statement without proof.
18	Hear it through the grapevine.	To hear something through rumours.
19	Hit the nail on the head.	Do or say something exactly right.

ACTIVITY 1

Interpret the following idioms:

1. Through thick and thin.
2. Look on the bright side.
3. Down to earth.
4. Couldn't be caught dead.
5. Your guess is as good as mine.

Recap: Write down other idioms you know.

UNIT 25 Homophones and Homonyms

(35 minutes)

LEARNING OBJECTIVE: By the end of this lesson learners will be able to, understand homophones and homonyms.

Introduction:

Two words might have the same pronunciation but different meanings. For example, the word “bare” sounds like “bear” but it is spelt differently and have different meanings.

These tricky words and many others like them are members of a group of words called homophones.

Homophones fall under the umbrella of the term homonym. Homophones are words that are pronounced the same (to varying extent) as another word but differ in meaning. Homophones may also differ in spelling as ‘rose’ (flower) ‘rose’ (past tense of “rise”) or differently such as “to”, “two” and “too”. The term “homophone” may also apply to units longer or shorter than words. Such as phrases, letters or groups of letters which are pronounced the same as another phrase, letter or group of letters. Any unit with this property is said to be homophonous.

Examples of Homophones

Air, hear	Bare, bear
Ante, anti	Brake, break
Be, bee	Cell, sell
Buy, by	Cereal, serial
Cent, sent	Complement, compliment
Coarse, course	Dear, deer

UNIT 25 : Homophones and Homonyms

Dam, damn	Eye, I
Die, dye	Hair, here
Flour, flower,	Hear, here
Heal, heel	Hole, whole
Him, hymn	Idle, idol
Hour, our	Knight, Night
In, inn	Know, no
Made, maid	Where, were
None, nun	There, their
One, won	Mail, Male
Peace, piece	mill ,meal
Poor, pour	Pair, Pear
Plan, Plane	Pray, prey

ACTIVITY 1

Write down the words that have the same pronunciation as the words below, but have different spellings:

Right	their
Sail	waist
Sea	wait
Sight	way
Trail	meal

HOMONYMS

Homonyms are homographs (words that share the same spelling, regardless of pronunciation) or homophones (words that share the same pronunciation), regardless of spelling or both. Examples, according to definition, the word “row” can mean, propel with oars, “row” can also mean argument and “row”, a linear arrangement are homonyms as are the words “see” (vision) and “sea” (body of water) examples of homonyms and the way they can be used in sentences.

Can – can: Can you throw these cans in the trash?

He says he can draw the pictures.

Examples of Homonyms

Week – days in the week

Weak – too lazy or unable to do something

Soul – in the body

Sole – alone

Route – way

Root – pertaining to plant

Cent – money

Scent – smell

Sent – past tense of send

ACTIVITY 2

Use the following homonyms in sentences.

Die – dye

Ate – eight

Allowed – aloud

Ant – aunt

UNIT 25 : Homophones and Homonyms

Site – sight

Facts – fax

Finish – finnish

Gene – jean

UNIT 26

Convention of Spelling using Conjugation (35 minutes)

LEARNING OBJECTIVE: By the end of the lesson learners will be able to demonstrate the influence of other languages and cultures in the spelling of English spellings, using mnemonic devices to spell correctly.

Spelling Conventions:

Modern English has been formed from and influenced by a variety of different Languages – Latin, Greek, French, German etc. In addition to its evolution from old and middle English, the ways in which words are spelt and created can often seem inconsistent, illogical and even contradictory. While there may be no single set of rules for English spelling, there are many different conventions and patterns we can use to help make it easy to grasp. We will briefly review these conventions below, but you can continue with each individual section to learn more.

Conjugation:

Conjugation specifically refers to the inflection of verbs. In terms of spelling changes, it refers to changing a verb's structure to reflect past tense (as in walk – walked) continuous tense (as in walk – walking) or the third person singular (as in walk – walks). Conjugation is the changing of a verb form to express a difference in person, number, tense, aspect, or gender.

In order to communicate in more than one tone, verbs must be conjugated. To conjugate something is to change the verb's form to express a different meaning.

Conjugation changes to express;

Person (subject)

Number (singular or plural)

UNIT 26 : Convention of Spelling using Conjugation

Tense (past, present, future)

Aspect (the degree to which the action is completed)

Gender (male or female – in some languages but not in English)

Changing (or conjugating) a verb means taking it out of its infinitive base form and using it in the sentence appropriately. Verbs conjugated have various forms according to the different English verb tenses. Furthermore, English verb conjugation changes with regular and irregular verbs.

How do you conjugate a verb?

Let's look at one example to get an overview of this idea.

Verb (infinitive) base form) to dance

Simple present conjugation

I dance, you dance (singular and plural)

He/she/it dances

We dance

They dance

Conjugated verbs communicate many things.

A conjugated verb expresses several different concepts. This is why it is important to use proper conjugation. Improper conjugation is very confusing to an audience.

Some of the concepts that a conjugated verb expresses are detailed below;

For each of the aspects of conjugation, we will use an example in present simple tense.

How verb conjugation affects a person. Example of infinitive verb: to cook

Consequently, changes in conjugation depending on the subject.

I cook

*You cook (**singular**)*

He/she/it cooks

We cook

*You cook (**plural**)*

They cook

How verb conjugation affects numbers.

Conjugated verb for “number” refers to whether the verb is used with a singular or plural subject. The appropriate conjugation needs to be used depending on the singular: I cook

Singular: you cook

Singular: He/she/it cooks

Plural: we cook

Plural: you cook

Plural: they cook

How verb conjugation affect tenses.

Three tenses exist in the English Language: present, past and future. Verbs are conjugated to express these tenses in which they occur.

Simple Present:

For English verbs, the only change in the present simple tense is that an “S” is added to the end of the third person singular verb.

for example:

I cook

*You cook (**singular**)*

UNIT 26 : Convention of Spelling using Conjugation

He/she/it cooks

We cook

*You cook (**plural**)*

They cook

Simple Past:

For most English verbs, a “d” or “ed” is added to the base form to create the past tense.

I cooked

*You cooked (**singular**)*

He/she/it cooked

We cooked

*You cooked (**plural**)*

They cooked.

Simple Future:

For English verbs “will” is added between the subject and the base form of the verb to create the simple future tense.

I will cook

*You will cook (**singular**)*

He/she/it will cook

We will cook

*You will cook (**plural**)*

They will cook.

How Verb Conjugation affects aspects.

The aspect of the verb changes to express the degree an action is completed. In English three aspects exist. Simple, progressive and perfect verbs are conjugated

accordingly. Each aspect exists in the present, past and future tenses. For these examples, the present aspect of simple, progressive, and perfect is used.

Simple present:

I cook

*You cook (**singular**)*

He/she/it cooks

We cook

You cook (plural)

They cook

Progressive;

I am cooking

*You are cooking (**singular**)*

He/she/it is cooking

We are cooking

*You are cooking (**plural**)*

They are cooking

Perfect:

I have cooked

You have cooked (singular)

He/she/it has cooked

We have cooked

UNIT 26 : Convention of Spelling using Conjugation

You have cooked (plural)

They have cooked.

How Verb Conjugation affects Gender. Conjugation of English Verbs does not affect gender (males and females).

He cooks.

She cooks.

Regular and Irregular Conjugations

Conjugation works differently in regular and irregular verbs.

Regular verbs:

Conjugation of regular verbs follow a regular pattern.

Regular verbs add 'd', 'ed' or 'ied' to form the past tense or past participle.

Example:

To soothe/soothed

To jump/jumped

To carry/carried

Irregular Verbs: An irregular verb is a verb that when conjugated does not follow a regular pattern in the past tense or past participle conjugations.

To sing/sang

To bring/brought

To go/went

ACTIVITY 1

Conjugate each of the following verbs:

1. To eat
2. To cook
3. To play
4. To be (simple present)
5. To cry (simple present)
6. To sleep (simple present)
7. To laugh (simple present)
8. Cooked (perfect)
9. Have been talking (perfect continuous)
10. Playing (present continuous)

UNIT 27

Conventions of Spelling using Acronyms and Contractions (35 minutes)

LEARNING OBJECTIVES: By the end of the lesson, learners will be able to demonstrate the influence of the language and cultures in the spelling of English words, constitutently applying rules of spelling, using mnemonic devices to spell correctly.

Introduction: Abbreviations or Acronyms are very important, as they help in breaking down a long definition or title. One can use acronyms to memorize certain definitions that are very difficult to understand. For example, WHO – World Health Organizations, SLRA – Sierra Leone Road Authority.

Acronyms and initialisms are abbreviations of multiple words using just their initial letters (or fragments of each word). Acronyms are distinguished by the fact that they are read aloud as a single word, while initials are spoken aloud as individual letters, rather than a single word.

Examples:

TSC – Teaching Service Commission

MBSSE – Ministry of Basic and Senior Secondary Education

ECOWAS – Economic Community of West African States

ATM – Automated Teller Machine

UN – United Nations

USA – United States of America

UK – United Kingdom

However, there are some acronyms that have become so common in modern English that they are not capitalised at all. For example, ASAP which stands for “as soon as possible”; this is normally used in lower case because of the frequency in usage of asap.

There are also two initials that are always in lower case. i.e meaning “that is”
e.g meaning for example.

ABBREVIATION OF WORDS

An abbreviated version of words are using a shortened form of the word or words. There are two main types of abbreviations.

1. These are formed by replacing missing letters, with an apostrophe. This is by shortening a word or merging two words into one.

For example

Do not – don’t

Cannot – can’t

Should not – shouldn’t

He is – he’s

2. Some are formed by compressing a word and they do not have apostrophes
for example.

Mister – Mr.

Reverend – Rev.

Doctor – Dr.

Professor – Prof.

ACTIVITY 1

Give the full meaning of these abbreviations:

- | | |
|-----------|--------|
| 1. UNICEF | 4. FBC |
| 2. UNFPA | 5. IMF |
| 3. AU | |

UNIT 28

Review of Word Replacement and Parts of Speech (35 minutes)

LEARNING OBJECTIVE: By the end of this lesson, learners will be able to understand how to replace words in sentences and to explore the correct figures of speech in answering filling the blank questions.

Introduction:

Replacement of words in sentences and explaining the figures of speech are very important components in the filling of blank space questions.

Example:

Choose from the list of words lettered **A – E**, the correct preposition to fill the gaps in the sentences.

1. He shared money.....the three of them.
 - A. against
 - B. among
 - C. between
 - D. for
 - E. to

2. The conflictMary and Agnes was solved yesterday.
 - A. along
 - B. beneath
 - C. between
 - D. among
 - E. in

Note: “between” can only be used for two people, things, places and ideas.
“among” can be used for more than two people, things, places and ideas.

ACTIVITY 1

1. The children go to school foot.
 - A. by
 - B. with
 - C. in
 - D. on
 - E. bye
2. Boys like playing footballthe rain.
 - A. under
 - B. in
 - C. outside
 - D. underneath
 - E. on
3. Mummy, there isn't food in the house.
 - A. many
 - B. no
 - C. much
 - D. few
 - E. a little
4. Are therepupils absent today.
 - A. enough
 - B. much
 - C. many

UNIT 28 : Review of Word Replacement and Parts of Speech

- D. some
E. any
6. This flashy house is.....
- A. there's
B. our
C. my
D. theirs
E. your
6. The patientan injection.
- A. were given
B. was given
C. was giving
D. has given
E. is giving
7.officer over there is my uncle.
- A. that
B. there
C. these
D. this
E. them
8.you take the punishment, or you leave the school.
- A. neither
B. either
C. so
D. or
E. but

Choose from the words, lettered A – E the one which has almost the same meaning as the word underlined in the sentences.

1. The storm caused immense destruction in the city.

- A. little
- B. excellent
- C. great
- D. small
- E. long

2. She was told to come back.

- A. her
- B. there
- C. she
- D. her's
- E. its

ACTIVITY 2

Choose from the list of words lettered A – E, the word which most suitably fills the gap in each sentence.

1. Neither Vick nor Janet.....here today.

- A. are
- B. been
- C. come
- D. is
- E. here

2. Either you take the punishment.....you go home.

- A. before
- B. or
- C. so
- D. that
- E. when

UNIT 28 : Review of Word Replacement and Parts of Speech

3. Monkeys like bananas.....groundnut.
- A. more of
 - B. more than
 - C. most
 - D. most of
 - E. mostly
4. The invigilators told them to leave bags outside.
- A. her
 - B. mine
 - C. their
 - D. theirs
 - E. them
5. The rebel shot in the hand.
- A. he
 - B. his
 - C. i
 - D. she
 - E. him
6.the player arrived, the game started.
- A. as soon as
 - B. because of
 - C. therefore
 - D. whenever
 - E. whereas
7. Fatu prepares her food very.....
- A. better
 - B. kind
 - C. much
 - D. right
 - E. well

8. Children of today.....like to study.
- A. did
 - B. didn't
 - C. does
 - D. doesn't
 - E. don't
9.she is clever, she does not answer questions in class.
- A. although
 - B. as
 - C. because
 - D. it
 - E. when
10. Long ago, a man a tree to see a prophet.
- A. climbed
 - B. claiming
 - C. climbs
 - D. is climbing
 - E. was climbing

REVIEW MORE PAST PAPERS.

UNIT 29

Sentences (35 minutes)

LEARNING OBJECTIVE: By the end of this lesson, teachers will be able to help pupils understand the uses of various sentences.

Introduction:

To write English correctly, the pupils must have basic understanding of the uses of various types of sentences, without which they cannot write intelligibly.

What is a sentence?

A sentence is a group of words that express a complete thought or idea. Every sentence has two basic parts, a **subject** and a **predicate**.

A sentence begins with a capital letter and ends with a full stop, a question mark or an exclamation mark.

Subject: Refers to the person or thing that is performing the action or is being talked about.

Example: **Jombla** is singing. Here **Jombla** is the subject.

Predicate:

Refers to the rest of the sentence which is after the subject and it always begins with a verb.

Example: Jombla is **singing**. Here **is singing** is the **predicate**.

Both the subject and the predicate can consist of more than one word.

The Subject:

This is the main noun or pronoun that tells whom or what the sentence is about.

The Predicate:

This is the verb or verb phrase that expresses the action or state of being of the subject in the sentence.

Examples:

Simple Subject	Simple Predicate
Michael	writes
Everyone	will attend
Traffic	slows
Teacher	is teaching
They	shall come
He	will dance
The egg	boils
The footballers	have played

TYPES OF SENTENCES

There are three main types of sentences we shall be looking at, namely:

1. Simple sentence
2. Compound sentence
3. Complex sentence

1. Simple Sentence:

This is a sentence that has one independent clause and contains one finite verb

for example. John is a boy.

He is a teacher.

They are all dancing.

We are reading.

They were absent.

2. Compound Sentence:

This is a sentence that has two or more sentences joined by either a semi – colon, colon or a comma and a conjunction.

Examples:

1. School will be dismissed early, everyone must leave the building by noon.
2. This house is too expensive, and that house is too small
3. I really need to work, but I am too sick to drive.
4. They went there early and they got good seats.
5. All of us have hopes and dreams, and we pursue them throughout our lives.

3. Complex Sentences:

A Complex sentence has one main clause and one or more subordinate clauses.

Examples

1. Because my coffee was too cold, I waited for an hour.
2. Although he was wealthy, he was still unhappy.
3. Whenever prices go up, customers buy less products.
4. As she was bright and ambitious, she became a manager in the office.
5. Wherever you go, you can always find beauty.
6. Although it was very long, the movie was still enjoyable.

ACTIVITY 1

Underline the simple predicate in the sentences below.

1. The members of the football team have been training well.
2. In preparation for the school examination, Joseph has been studying very hard.

3. The family had agreed on their courses of action.
4. Our friends from Freetown will be visiting here in June.
5. Not a sound could be heard that night.
6. The road through the bush suddenly came to an end.
7. In its carton, the cat slept soundly.
8. An assortment of books is on the shelf.

ACTIVITY 2

After reading the sentences carefully, combine them by putting a word/words between them.

1. The dancers performed a cultural dance. It was a Sierra Leone dance.
2. My brother spies on me. He is annoying. He does it every day.
3. The students waited for their examination results. They were nervous, so they waited anxiously.
4. The gentlemen strolled through the park. They stroll carelessly. The park was in their neighborhood.
5. The detective examined the evidence. They examined it carefully, they were surprised.
6. The baby played in the sand. The sand was wet. The baby played happily.
7. I drove the car to my village. I drove carefully. The car was old.
8. The woman wore a rain coat and carried an umbrella. The raincoat was tan, and the umbrella was black.

UNIT 30 Spelling and Vocabulary

(35 minutes)

LEARNING OBJECTIVE: By the end of his lesson, learners will be able to understand rules in spellings and develop new vocabularies.

There are rules in spelling and if you follow these rules, they will help you master a lot of words very easily. However, not all words follow these rules and so the best you can do is to check from your dictionary.

Rule 1: spelling words with **ie** and **ei**.

The rule says i always comes before **e**.

Examples: achieve, believe, chief, field, grief, niece, piece, quiet, tie, yield, etc.

However, there are some exceptions to this rule where **e** comes before i.

Examples: either, foreign forfeit, neither heir, leisure, protein, seize, their.

Rule 2: a verb ending in **eed** and **ede**.

Double ee must go with suc, ex and pro.

Examples: succeed, exceed, proceed.

All other words ending with the ceed sound are spelt with cede. Examples: concede, intercede, precede, recede.

Rule 3: In some words the noun has **c** and verb has **s**.

Examples:

Noun	Verb
A practice	To practise
A prophecy	To prophesy
A license	To license
Advice	To advise

Rule 4: For nouns ending in – **our** you drop the – u when forming adjective with – **orous**

Examples:

Noun	Adjective
Humour	Humorous
Vigor	Vigorous
Glamour	Glamorous

For nouns ending in **o**, add s to form the Plural.

Word	Plural
Piano	Pianos
Photo	Photos
Dynamo	Dynamos

Exceptions to this rule include:

Tomato	Tomatoes
Potato	Potatoes
Cargo	Cargoes

The following tips suggest ways to expand your vocabulary.

1. Whenever you notice new words in your reading or listening, write the word in your notebook and look for its meaning.
2. Look for the meaning and pronunciation in a dictionary.
3. Relate the new word to words you already know.
4. Verify your understanding of the new word with someone else like your teacher, your parent or friend.
5. Practise using the new word in your writing and conversation.

ACTIVITY 1

Find the mis-spelled word in each group and write it correctly.

1. yield, freight, conceive
2. exceed, procede, precede
3. sincecerly, engagment
4. scarves, theives,
5. dinng room, brother-in-laws
6. realy, occurring
7. illiterate, studing.

ANSWERS TO ACTIVITIES

UNIT 1

Pretest answers

1. Noun
2. Verb
3. Conjugation

ACTIVITY 1

- | | |
|-----------|----------------|
| • Noun | • Adjective |
| • Pronoun | • Preposition |
| • Verb | • Conjunction |
| • Adverb | • Interjection |

ACTIVITY 2

1. Mary is a girl.
2. The teacher is teaching the pupils.
3. Stop fighting in class.
4. Give me my money.
5. I don't like your habit.
6. Musa is a boy.
7. Give me my pen.
8. Stop talking in class.
9. Go home and do your homework.
10. My father is a teacher.

UNIT 2**ACTIVITY 1**

1.

- Persons..... Abu, Marie
- Animals.....goat, cow
- Things.....table, chair
- Places.....Bo, Kono,
- Idea.....justice, patience

2.

- Children, parents
- Sailors, officer
- Boy, pet
- Teacher, kids

3.

- Boy, tree, mango
- Spoon, cup
- Tree, cutlass
- Driver, car
- Boy, sister

ACTIVITY 2

1.

Proper nouns: Freetown, Joe, John, Abu, Moyamba.

Common nouns: street, town, man, teacher, pupil

2.

- Freetown, Sierra leone
- Mr. Conteh, Kenema, Tuesday
- Sewa, Sierra Leone
- Peacock farm
- January

UNIT 3

ACTIVITY 1

Countable Nouns

- My mother bought me six books.
- Three girls are talking in class.
- My uncle gave me three shirts as my birthday present
- I ate three mangoes this morning.
- I bought four apples for my sister and my brother.

ACTIVITY 2

Uncountable Nouns

- Salt
- Sugar
- Ink
- Blood
- Sand

ACTIVITY 3

- The sky's colour.
- The food's prices.
- The queen's chair.
- The sun's temperature.

- The book's cover.
- The tree's leaves.

- The meeting's agenda.

ACTIVITY 4

- | | |
|-------------|----------|
| • Committee | • Band |
| • Jury | • Family |
| • Herd | • Team |
| • Audience | • Crowd |

UNIT 4

ACTIVITY 1

- | | |
|-----------|-------------|
| • Women | • Mangoes |
| • School | • Teeth |
| • Monkeys | • Mosque |
| • Chiefs | • Churches |
| • Beach | • Libraries |
| • Heroes | |

UNIT 5

ACTIVITY 1

- | | |
|--------|---------|
| • Its | • Their |
| • Your | • Ours |
| • I | • They |
| • We | • My |
| • His | • Her |

UNIT 6

ACTIVITY 1

- Whom....relative pronoun
- My.....possessive pronoun
- Someone.....indefinite pronoun
- Whose.....relative pronoun
- You.....personal pronoun
- Whom.....relative pronoun
- Anyone.....indefinite pronoun
- Most.....indefinite pronoun
- Several.....indefinite pronoun
- My.....possessive pronoun

UNIT 7

ACTIVITY 1

Saw.....seen
Wrote.....written
Spoke.....spoken
Look.....looked
Read.....read
Play.....played
Put.....put
Brought.....brought

ACTIVITY 2

1. took
2. saw

3. cut
4. looked

UNIT 8

ACTIVITY 1

- | | |
|--------|------|
| • Is | • Is |
| • Is | • Is |
| • Are | • Is |
| • Have | • Is |
| • Are | • Is |
| • Has | • Is |
| • Is | • Is |

UNIT 9

ACTIVITY 1

Present continuous	Present perfect	Present perfect continuous
Amid is drinking tea	Amid has drunk tea	Amid has been drinking tea
They are praying	They have prayed	They have been praying
He is living at Mongegba	He has lived at Mongegba	He has been living at Mongegba

They are buying onions	They have bought onions	They have been buying onions
The sun is shining	The sun has shone	The sun has been shining

UNIT 10

ACTIVITY 1

Past continuous	Past perfect	Past perfect continuous
He was drinking water	He had drunk water	He had been drinking water
The cat was eating the mouse	The cat had eaten the mouse	The cat had been eating the mouse
Amie was going to school	Amie had gone to school	Amie had been going to school
Susan was writing a letter	Susan had written a letter	Susan had been writing a letter

UNIT 11

ACTIVITY 1

Future continuous	Future perfect	Future perfect continuous tense
They will be complaining	They will have complained	They will have been complaining

We shall be seeing you	We shall have seen you	We shall have been seeing you
I will be coming	I will have come	I will have been coming
We shall be playing	We shall have played	We shall have been playing

ACTIVITY 2

- | | |
|----------------|--------------------|
| 1. Goes | 6. Had arrived |
| 2. Am doing | 7. Favour |
| 3. Had written | 8. Will be meeting |
| 4. Moves | 9. Were playing |
| 5. Had seen | 10. Will visit |

UNIT 12**ACTIVITY 1**

- | | |
|--------------|-----------|
| 1. Adjective | 5. Adverb |
| 2. Adjective | 6. Adverb |
| 3. Adjective | 7. Adverb |
| 4. Adjective | 8. Adverb |

UNIT 13**ACTIVITY 1**

- | | |
|----------------|----------------|
| 1. Preposition | 3. Preposition |
| 2. Preposition | 4. Conjunction |

5. Conjunction

7. Interjection

6. Conjunction

8. Interjection

UNIT 14

ACTIVITY 1

1. D

6. B

2. A

7. C

3. B

8. D

4. A

9. B

5. E

10. B

ACTIVITY 2

1. Annoy

6. Important

2. Praise

7. Deceiving

3. Afraid

8. Protect

4. Joy

9. Harmful

5. Adolescence

10. Blame

UNIT 15

ACTIVITY 1

1. D

6. C

2. A

7. D

3. C

8. A

4. D

9. C

5. D

10. C

ACTIVITY 2

- | | |
|-------------|----------------|
| 1. Optional | 6. Rich |
| 2. Free | 7. Disobedient |
| 3. Quiet | 8. Disallowed |
| 4. Polite | 9. Demote |
| 5. Real | 10. Sane |

UNIT 16

ACTIVITY 1

1. The name of my teacher is Mr. Conteh.
2. Where is my pen?
3. What a hell!
4. I saw the following things in the forest: a cotton tree, a big snake, a cat, and a big hole.
5. The teacher said, "Go and bring your parents"

ACTIVITY 2

"No no that isn't right" cried the leopard. "look at the hole it is in the skin of the fruit". " don't be silly" said the monkey. "look! It's hard to it the shell of a big nut."

"you are all wrong" the bush rat said. "that is the hole for a bird to enter, the object is a bird nest and that deep part is for the eggs."

UNIT 17

ACTIVITY 1

1. He was born in a village.
2. They are rich.
3. He had five sisters.
4. He went to visit his uncle
5. He was the only male child.
6. One should not be rude.
7. She knew him not to have good character.
8. Because of his bad behavior.
9. The grandmother and to Morlai.
10. He was spoilt by his parents.

UNIT 18

ACTIVITY 1

1. C
2. C
3. A
4. B
5. A
6. A
7. D

UNIT 19

ACTIVITY 1

1. Mohamed Abdulai
2. The Personnel Manager.
3. 18th February, 2021.
4. 41b Lowcost Housing, Kissy.
5. Appreciation for promotion

UNIT 20

No activity

UNIT 21

No activity

UNIT 22

ACTIVITY 1

- | | |
|-----------------|-------------------|
| 1. Monosodium | 7. Extraordinary |
| 2. Invisible | 8. Formidable |
| 3. Misrepresent | 9. Production |
| 4. Disallowed | 10. Intermarriage |
| 5. Outdoor | |
| 6. Anti-malaria | |

UNIT 23

No activity

UNIT 24

ACTIVITY 1

1. To persevere through good times as well as bad.
2. Try to be cheerful about a bad situation by thinking of some advantages that could result from it.
3. Being open and honest.
4. Something someone won't venture no matter what.
5. We share the same opinion.

UNIT 25

ACTIVITY 1

Rite	There
Sale	Site
See	Sun
Waist	Break
Were	Mill

ACTIVITY 2

Die.... If you eat poison you will die.

Dye.....The old man dyes his hair every week.

Ate.....He ate all my food at home.

Eight.... I selected eight of the boys in my class.

Allowed.....I was not allowed to take the exams because of fees.

Aloud.....She speaks aloud to her colleagues.

Ant.....An ant bite my hand in the kitchen.

Aunt.....My aunt promised to buy me a watch.

UNIT 26

No activity

UNIT 27

ACTIVITY 1

TO EAT

(Simple present)

I eat

You eat (*singular*)

He/she/it eats

We eat

You eat (*plural*)

They eat

Progressive

I am eating

You are eating (*singular*)

He/she/it is eating

Teaching Service Commission Sierra Leone (TSC-SL)

We are eating

You are eating (plural)

They are eating

Perfect

I have eaten

You have eaten (*singular*)

He/she/it has eaten

We have eaten

You have eaten (*plural*)

They have eaten

ACTIVITY 1

1. UNICEF....United Nations International Children's Fund
2. UNFPA.....United Nation Population Fund
3. AU.....African Union
4. FBC..... Fourah Bay College
5. IMF.....International Monetary Fund
6. ECOWAS...Economic West African State
7. WAEC.....West African Examination Council
8. NPSE.....National Primary School Exam.

ACTIVITY 2

- | | |
|-------------|------------|
| 1. But, and | 5. But |
| 2. But | 6. But |
| 3. Because | 7. Because |
| 4. Because | |

UNIT 28**ACTIVITY 1**

- | | |
|------|------|
| 1. D | 5. D |
| 2. B | 6. B |
| 3. C | 7. A |
| 4. E | 8. B |

ACTIVITY 2

- | | |
|------|-------|
| 1. D | 6. A |
| 2. B | 7. E |
| 3. B | 8. B |
| 4. C | 9. A |
| 5. E | 10. C |

UNIT 29**ACTIVITY 1**

1. Have been training
2. Has been studying
3. Had agreed
4. Will be visiting
5. Could be heard
6. Came to an end
7. Slept soundly
8. Is on the shelf

UNIT 30

ACTIVITY 1

1. Yield
2. Proceed
3. Sincerely, engagement
4. Thieves
5. Dining
6. Really
7. Studying

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