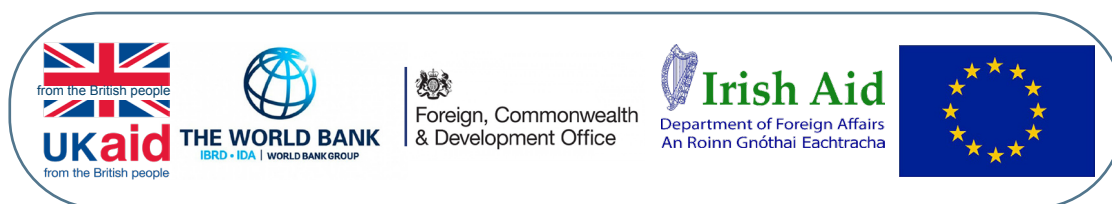


Supplementary Study Materials for Underperforming Schools

Verbal Aptitude for **NPSE**

March 2021



Not for sale

Copyright©GoSL (Government of Sierra Leone)

Text by TSC (Teaching Service Commission) Sierra Leone

All rights reserved. No portion of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopies, recording or by any information storage or retrieval system without written permission from TSC or the Government of Sierra Leone.

Printed by:
Winmat Publishers Limited
No. 27 Ashiokai Street
North Dzorwulu
Accra
Ghana

P. O. Box AN 8077
Accra North
Ghana

Tel: + 233 522 570 422/+ 233 302 978 784-5
info@winmatpublishers.com
www.winmatpublishers.com

Sierra Leone Address:
17A Bolling Street
May Park, Kingtom, Freetown
Sierra Leone

Tel: + 232 276 619837

TEACHERS' GUIDE

Dear Teacher,

The purpose of this material is to complement whatever teaching and learning materials you may have already utilised. Note that this is by no means different from what is required of your pupils to pass their exams. In fact, the materials were developed based on the current National Curriculum Framework. Also, it is intended for you the teachers to assist the pupils to get the basic skills and knowledge they require to pass their exams with good grades.

The Sierra Leone National Primary School Examination (NPSE) Verbal Aptitude Test is an improved version of the popular Selective Entrance test. The NPSE is set by the National Examination Council and it is compulsory for pupils intending to go to junior secondary school (JSS). Therefore pupils must pass the NPSE with very good grades in order to gain admission into the junior secondary schools of their choice. It is therefore important for all stakeholders (The TSC, MBSSE, teachers, parents and pupils) in education to play their parts for the success of the pupils. It is therefore in fulfilment of this goal that this material has been prepared. If you make good use of it, there is no doubt that your pupils will make good grades.

The Verbal Aptitude Exams for the NPSE consists of eight sections with a total of 40 questions to be answered in just 30 minutes. The Verbal Aptitude is a subject that requires critical thinking; therefore, every section starts with an example and the skills required to answer the questions which you need to understand properly in order to help the pupils understand the concept.

In that direction, you are expected to:

- i. Properly link this work to whatever you have been teaching.
- ii. Digest the materials to your understanding so that you will be the master in your class.
- iii. Explain the skills and techniques used to arrive at the answers.
- iv. Make sure your lesson is pupil centered and not teacher centered, by giving them activities in relation to the topic to provoke their understanding.

Teaching Service Commission Sierra Leone (TSC-SL)

- v. Cover each topic to the understanding of the pupils before you go to another topic.
- vi. Give your pupils classwork after each topic to evaluate your lesson.
- vii. Make corrections and revise pertinent issues you observed from the corrections.
- viii. Allow pupils to ask and answer questions.
- ix. The pupils understanding of the concept should be your focus.

***Note** that there are answers for all the activities at the back of the material for reference. Make sure the pupils only make reference to those answers after they have tried the questions on their own.*

In order to pass this paper with good scores, the candidate is expected to practice as many exercises as possible. In a bid to enhance that practice, this material contains thirty units of all that is required for your success in this paper. So if properly utilised by the teachers as well as pupils, there is no doubt that the results will be very good.

Table of Contents

Teachers' guide	iii
UNIT 1 Analogies	1
UNIT 2 Analogies Pair Review	4
UNIT 3 Word Groups	7
UNIT 4 Groupings	10
UNIT 5 Sentence Arrangement	12
UNIT 6 Word Patterns 1	16
UNIT 7 Word Pattern Review	19
UNIT 8 Word Making	22
UNIT 9 Four Key Block Letter Words	25
UNIT 10 Review Of Four Key Words	27
UNIT 11 Word Building	29
UNIT 12 Reading Comprehension	31
UNIT 13 Reading Comprehension Passages	34
UNIT 14 Reading And Comprehension Review	37
UNIT 15 General Knowledge	39
UNIT 16 True Sentences	41
UNIT 17 Alphabetical Position	43

UNIT 18	Alphabetical Order	45
UNIT 19	Correct Order Of Words According To Size And Shape	47
UNIT 20	Sentences That Make Complete Sense	49
UNIT 21	Word Making	52
UNIT 22	Word Making Review	55
UNIT 23	Synonyms	57
UNIT 24	Antonyms	59
UNIT 25	Code And Decoding	61
UNIT 26	Revision Of Sentence Arrangement	64
UNIT 27	Rhymes	68
UNIT 28	General Term For A Group Of Words	70
UNIT 29	Revision On Grouping	72
UNIT 30	Revision Of Word Groups	74
	Answers To The Activity Questions	77
	REFERENCES	80

UNIT 1

ANALOGIES

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Tell the relationship between two words.
- Answer the questions on it correctly.

What are Analogies? Analogies are relationships of resemblance or equivalence between two situations, people, or objects, especially when used as a basis for an explanation.

Analogies can also be defined as words that are related or connected in one way or the other. For instance, shoes are related to leather, and bread is related to flour. From these examples, you can see and learn that shoes have a relationship with leather as they are made out of leather. Similarly, bread has a relationship with flour as it is made of flour.

In the NPSE exams, analogies normally appear in section one. Below are some examples of questions in the section:

Instructions

In each of the following questions, a word is missing. Choose from the words lettered A – E the one that most suitably fills the blank space. An example is given below;

Food and water

Eat and

- A. drink
- B. dinner
- C. talk
- D. rice
- E. mouth

The missing word is drink, which is letter A and therefore, answer space A would be shaded.

Now use the following to practise by answering them in the same way.

1. Married and Divorced
Happy and
A. glad
B. healthy
C. lonely
D. sad
E. united
2. Nose and Smell
Eye and
A. mouth
B. see
C. hear
D. touch
E. sight
3. Today and Yesterday
Sunday and
A. church
B. Monday
C. Friday
D. Saturday
E. mosque
4. Chair and sit
Bed and
A. dance
B. sleep
C. room
D. lie
E. rest
5. Love and friend
Hate and
A. hatred
B. brother
C. enemy
D. pal
E. foe
6. Egg and Shell
Banana and
A. coat
B. covering
C. peel
D. rind
E. skin
7. Herd and Cattle
Swam and
A. bees
B. camel
C. cows
D. goats
E. sheep
8. Men and Male
Women and
A. babies
B. boys
C. children
D. female
E. girls

- | | |
|------------------------------------|--|
| 9. Book and Read
Song and | 10. Often and always
Seldom and |
| A. music | A. never |
| B. sing | B. ever |
| C. piano | C. some times |
| D. choir | D. now |
| E. dance | E. then |

Recap

State six pairs of words that are related or connected in one way or the other.

- | | |
|---------------------|--------------------|
| 1. Lawyer and | 4. Onion and |
| 2. Doctor and | 5. Neck and |
| 3. Pawpaw and | 6. Wrist and |

This is one of the main reasons why polygamous marriages are common in traditional society. Thus the family is usually larger than nuclear families. It is believed that the larger the family, the more work can be done on the farm.

UNIT 2

ANALOGIES PAIR REVIEW

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Review past NPSE questions related to Analogies.
- Answer questions correctly.

Main points

As in Unit One, analogies actually require the candidate to look at the original word carefully and pick from the options the word that is related to the original word. The examples should be observed carefully as the relationship of the words in the questions is determined by the types of relationships between the two words in the example.

Activity

Here are some past questions for you to answer.

Instructions:

In each of the following questions, a word is missing. Choose from the words lettered A–E and select the one that most suitably fills the blank spaces. An example is given below.

Food and water

Eat and

- A. dinner
- B. drink
- C. mouth
- D. rice
- E. talk

The missing word is drink, which is letter B and therefore answer space B would be shaded.

Now do the following.

- | | |
|---|--|
| <p>1. Pen and paper
Chalk and</p> <p>A. blackboard
B. cheese
C. school
D. teacher
E. wall</p> <p>2. Christians and Church
Muslims and</p> <p>A. Imam
B. market
C. mosque
D. pastor
E. pray</p> <p>3. In and out
Up and</p> <p>A. down
B. inside
C. off
D. on
E. under</p> | <p>4. Teacher and school
doctor and</p> <p>A. hospital
B. medicine
C. patient
D. stretcher
E. ward</p> <p>5. River and Swim
Mountain and</p> <p>A. climb
B. ride
C. run
D. stroll
E. walk</p> <p>6. Pawpaw and Orange
Onion and</p> <p>A. fruit
B. vegetable
C. tomato
D. mango
E. lemon</p> |
|---|--|

Recap

Fill in the blank space with a word that shows a relationship with the underlined word in each question.

- | | |
|--|--|
| <p>1. Arm is to hand
As leg is to</p> <p>2. is to brother
As uncle is to niece.</p> | <p>3. Bread is to baker
as clothes is to</p> <p>4. Neck is to tie
as waist is to</p> |
|--|--|

5. A B is to D E
As C D is to

6. Flock is to sheep
as herd is to

UNIT 3

WORD GROUPS

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Comprehend what word group are.
- Answer questions on word groups correctly.

Main points

Word groups means a group of words that belong to the same class. Therefore, the name of the group to which all the words belong is the general word. Thus, this unit is intended to test the ability of candidates to determine the general word group of a series of words given.

A group is a number of things or persons that are in some kind of relation to one another. It is also a number of people or things that are located, gathered or classed together. For example; blue, green, pink, red, and yellow belong to the general group name called, COLOUR.

Also, father, mother, sisters and brothers are called FAMILY because they are a group of people who live and do many things in common.

In the NPSE examinations, this type of unit is visibly seen in section two (2). Let us now take a look at how the questions will be like in the exams. Below are typical examples.

Instructions

In each of the following groups of words, pick out the one word that does not belong to the group. Example:

- A. tea
- B. beer
- C. coffee
- D. cocoa
- E. Ovaltine

The word beer does not belong to the group. In this case therefore, answer space B would be shaded.

Beer is not part of the group because it is an alcoholic beverage whereas all the other options belong to a group known as non-alcoholic beverages.

Activity

Now, get ready to answer these questions using the same principles:

In each of the following groups of words, pick out the one word that does not belong to the group.

- | | |
|-------------------|-----------------|
| 1. A. cabbage | 4. A. butterfly |
| B. carrot | B. ant |
| C. onions | C. wasp |
| D. lettuce | D. mosquito |
| E. orange | E. bee |
| 2. A. tulip | 5. A. skirt |
| B. palm | B. blouse |
| C. rose | C. sandals |
| D. lily | D. trousers |
| E. hibiscus | E. T-Shirt |
| 3. A. volley ball | 6. A. chair |
| B. golf | B. table |
| C. tennis | C. throne |
| D. javelin | D. stool |
| E. football | E. bench |

- 7. A. chest
B. eye
C. nose
D. mouth
E. ear
- 8. A. go
B. walk
C. depart
D. run
E. try

Recap

Fill in the blank spaces:

Under which collection are the following words?

- 1. Mathew, Mark, Luke and John are a collection of
in the
- 2. Cassava, yam, potato and rice are foods.
- 3. K. Man, Emmerson Bockarie, Kao Denero and LAJ are names of
.....
- 4. Diamond, gold, iron ore, bauxite, and rutile are
- 5. Table, chairs, desk, wall robe, are

UNIT 4

GROUPINGS

Learning outcome

By the end of this lesson, the pupils will be able to:

- Carefully examine past question papers relating to word groupings.

Main points

This revision exercise aims at enhancing pupils' understanding of the topic and enabling them to be in a better position to excel in their exams. With such an understanding, they will build on their vocabulary that they can use in other areas of study. Hence, their ability to identify the odd word from a group of words means the pupils have some knowledge on the type of words and their meanings.

Activity

In this section, we will look at the 2016 past questions on groups of words. In each of the following groups of words, pick out the one word that does not belong to the group by underlining it.

- A. axe
B. broom
C. cutlass
D. hoe
E. shovel
- A. Monday
B. January
C. February
D. March
E. April
- A. crape
B. shoes
C. slippers
D. trousers
E. boot
- A. fork
B. knife
C. plate
D. spoon
E. chair

5. A. ear
B. eye
C. hand
D. mouth
E. nose

6. A. saw
B. hammer
C. chisel
D. clamp
E. hoe

Recap

Odd means not belonging to a particular group. It means, single, sole, singular; not having a mate.

Can you state six groups of five with an odd item in each group?

Thank you for completing this session. I hope you did a very marvellous work.

UNIT 5

SENTENCE ARRANGEMENT

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Demonstrate clear comprehension on the meaning of a sentence.
- Arrange sentences in their correct sequence or order of occurrence.

Main points

A sentence is a grammatically complete series of words consisting of a subject and predicate even if one or the other is implied, and typically beginning with a capital letter and ending with a full stop.

1. It is also a group of words that make a complete sense or thought.
2. Arrangement simply means the act of arranging, the manner of being arranged and
3. A collection of things that have been arranged accordingly.
4. It is also a particular way in which items are organized.

There are three main types of sentences. They are:

1. Simple sentence: A Simple sentence has a subject and a verb.
2. A compound sentence is made up of two simple sentences joined by *and*, *or*, *but*, *so* and *so on*.

It is important to note that sentence arrangement appears in section V of this paper and pupils will be expected to see three numbered simple sentences and will be asked to arrange them in order of occurrence.

That is to tell which one should come first, which second and which third, irrespective of how they may have been arranged. This important as it helps the pupils learn the correct order in which things happen. That is knowing the order things happen.

Instruction

In each of the following questions, there are three numbered sentences. Read them carefully and decide which one should come first, which second and which third.

Example:

1. Leave it to boil.
 2. Put the kettle on the fire.
 3. Put some water in the kettle.
- A. 1, 2, 3 B. 2, 3, 1 C. 2, 1, 3
D. 3, 2, 1 E. 3, 1, 2

The correct answer is D, that is;

1. Put some water in the kettle.
2. Put the kettle on the fire.
3. Leave it to boil.

In this case therefore, answer space D would be shaded.

Activity

In each of the following questions, there are three numbered sentences. Read them carefully and decide which one should come first, which second and which third.

1. 1. I bought a pint of soft drinks.
2. I went to the shop.
3. My mother gave me some money.
A. 1, 2, 3 B. 1, 3, 2 C. 3, 2, 1
D. 2, 3, 1 E. 2, 1, 3
2. 1. He begged for some bread.
2. He ate the bread that was given to him.
3. I gave him the bread.
A. 1, 2, 3 B. 2, 1, 3 C. 3, 2, 1
D. 3, 1, 2 E. 1, 3, 2

3. 1. The prisoner pleaded for mercy.
2. The judge passed a five years sentence against him.
3. The prisoner was found guilty for house breaking.
A. 3, 1, 2 B. 2, 1, 3 C. 3, 2, 1
D. 1, 2, 3 E. 1, 3, 2
4. 1. He started playing it a long time ago.
2. He likes playing football.
3. And he still plays it.
A. 1, 2, 3 C. 3, 2, 1 E. 1, 3, 2
B. 2, 1, 3 D. 3, 1, 2
5. 1. The whistle went for the start of the match.
2. They won the game in the last five minutes.
3. At half time, Leone Stars were losing the game.
A. 1, 2, 3 B. 2, 1, 3 C. 3, 1, 2
D. 3, 2, 1 E. 1, 3, 2

Recap

Do the following at home to find out the extent to which you have understood the topic.

There are three numbered sentences, read them carefully and decide which one should come first, which second and which third.

1. 1. He greeted him.
2. John entered the room.
3. He saw his grandmother.
A. 1, 2, 3 B. 3, 2, 1 C. 1, 3, 2
D. 3, 1, 2 E. 2, 3, 1

UNIT 5 : SENTENCE ARRANGEMENT

2. 1. Go and fetch some water.
2. Take a bucket.
3. Take it to the bathroom.
A. 1, 2, 3 B. 2, 1, 3 C. 2, 3, 1
E. 3, 1, 2 D. 3, 2, 1
3. 1. My mother was ill.
2. The doctor gave her some pills.
3. She was taken to the hospital.
A. 3, 2, 1 B. 2, 1, 3 C. 1, 3, 2
D. 1, 2, 3 E. 2, 3, 1
4. 1. He trains every day.
2. Mary is a good runner.
3. She will win the race.
A. 1, 2, 3 B. 3, 2, 1 C. 2, 1, 3
D. 3, 1, E. 1, 3, 2

UNIT 6

WORD PATTERNS 1

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Form a second word by adding or subtracting a letter from the first word.
- Observe the words carefully in order to be able to identify the relationships between pairs of words and answer the questions correctly.

Main points

This exercise requires a careful observation of two pairs of words. Try to find out how the pairs of words are related and then find out a word from the options which is related to the other word which does not have a pair. So, candidates are required to do a careful observation in order to identify the relationship that exists between different pairs of words. They can do so either by adding or subtracting the first letter of the first or by writing the first in complete reversal, or by omitting a few letters from the first word given in each pair. This type of question always appear in section three.

Instructions:

In each of the following questions, you are given two pairs of words and then a fifth word followed by a gap. Look carefully at the two words in each pair and find out how they are related. Then choose from the five words lettered A - E the word which is related to the fifth word in the same way.

EXAMPLE: *bin, big; pin, pig; ran*

- A. run
- B. rot
- C. rang
- D. rain
- E. rag

In this example, the second word of each pair of the words is obtained by replacing the letter 'n' of the first word with the letter 'g'. Therefore the correct answer is rag which is lettered 'E'. In this case therefore answer space 'E' would be shaded.

Activity

1. Ponder, pore; wonder, wore; fonder,
A. fond B. pond C. fore D. wind E. powder
2. Blank, bank; flair, fair; place,
A. paper B. fare C. fast D. pace E. plant
3. Step, pets; live, evil; keel,
A. kill B. leek C. devil D. steep E. skill
4. Charm, arm; stair, air; clear,.....
A. ear B. care C. star D. chain E. rear
5. Boat, abbot; seat, asset; dear,
A. reader B. dread C. adder D. read E. deer
6. Make, mates; fake, fates; rake,
A. eats B. rakes C. rates D. rats E. takes
7. Car, race; lit, tile; mad,
A. dame B. lame C. made D. maid E. male
8. week, weak; feet, feat; meet,
A. meat B. meek C. neat D. team E. teem
9. Flour, four; bleak, beak; clobe,
A. carve B. cave C. cobe D. crave E. love
10. Lead, deal; room, moor; pear,
A. dear B. leap C. peal D. ream E. reap

Recap

Try on your own to form at least five pairs of words using your own pattern and explain to your teacher or your colleagues how you went about it.

1.
2.
3.
4.
5.

UNIT 7

WORD PATTERN REVIEW

Learning outcomes

By the end of the lesson, the pupils will be able to:

- Do more practice on Word Patterns in order to put them in a better position.
- Create different word patterns on their own.

Main points

Since the word pattern takes various forms to create a new word from the first word, it is necessary to have another unit to exhaust all the different forms of word pattern and enable the candidates to do well in their exams. This is because there is no specific rule to follow in order to do well in this particular topic. The most important thing here is for the candidate to carefully observe the example and find out the relationship that exists between the pairs of words that form the first two pairs and then use that to answer the question that follows.

Activity

Here are some questions for your attention.

Instructions:

In each of the following questions, there are two pairs of words and then a fifth word followed by a gap. Look carefully at the two words in each pair and find out how they are related. Then choose from the five words lettered A–E, the word which is related to the fifth word in the same way.

Example; eel, peels; rate, prates; late,

- A. plaits B. prates C. planes D. plates E. plains



Teaching Service Commission Sierra Leone (TSC-SL)

In this example, the second word of each pair is obtained by adding first and last letters to the first word. The correct answer therefore is plates and therefore answer space 'D' would be shaded.

1. Lap, pal; rat, tar; pin,
A. nap B. nip C. pan D. pen E. sip
2. Male, mile; tale, tile; lane,
A. file B. late C. line D. nail E. pane
3. Marry, may; puppet, put; pastry,
A. past B. pay C. pray D. tray E. try
4. Truth, rut; wares, are; capper,
A. cap B. cut C. care D. ape E. cape
5. Peal, pale; steak, stake; great,
A. grain B. greed C. grave D. grate E. graze
6. Tops, stop; leap, plea; rapt,
A. part B. arts C. trap D. tot E. tram
7. Rim, brim; lean, clean; well,
A. dwell B. weld C. drill D. weal E. win
8. Flap, ape; blow, owe; cry,
A. rye B. ruse C. revise D. rhyme E. rick
9. Gas, sag; now, won; pat,
A. tape B. try C. top D. tap E. torn
10. Golf, flog; era, are; dray,
A. bray B. yarn C. yard D. rays E. yore



Recap

Carefully look at these sets of words and fill in the gap for your home practice.

1. Pant, plant; tank, thank; wave,
2. Capable, capability; possible, possibility; versatile,
3. Line, like; dune, duke; stone,
4. Assure, are; section, son; affirm,
5. Barn, bars; want, west, nave,

UNIT 8

WORD MAKING

Learning outcomes

By the end of his lesson, the pupils will be able to:

- Use a single letter to make two words using it to begin the one word and end the other words.

Main points

This particular unit appears to be found in section VII Verbal Aptitude test (NPSE). In this unit, the candidates are given two incomplete words in which the last letter of the first letter as well as the first letter of the second is missing. The candidates are therefore expected to choose the letter that will end the first word and begin the second word.

In this unit, brackets will be introduced between both words to indicate the fact that there is a missing letter that relates to both words. This is important for the pupils because it helps to improve their vocabulary. Their ability to find a single letter that ends and completes two different words go a long way to contribute to their academic performance.

Activity

Take a careful look at the examples before you try solving questions under the activity.

Instructions:

In each of the following questions, there are two incomplete words. Choose from the letters labelled A - E the one that can end the first and begin the second. For instance: com () ook

- A. p B. d C. b D. k E. c

The correct answer is C because the letter B ends the first word to have comb and begins the second word book. In this case therefore, answer space C would be shaded.

Now do the following.

1. Zea () ead
A. c B. d C. i D. m E. t
2. Nigh () ight
A. b B. f C. i D. m E. t
3. Crea () ixer
A. f B. k C. m D. p E. t
4. Toa () oom
A. b B. d C. n D. r E. t
5. Musi () amel
A. c B. k C. n D. v E. y
6. Prin () ime
A. t B. d C. p D. g E. o
7. Bel () eam
A. t B. i C. k D. a E. f
8. Fue () eap
A. b B. l C. k D. c E. g
9. Rai () ight
A. n B. m C. t D. s E. f
10. Blac () now
A. k B. t C. h D. s E. f

Recap

Now copy these few questions in your books for home practice, and choose one of the given alternatives A – E that can end the first and begin the second word.

1. Whit () nergy

- A. a B. e C. f D. s E. r

2. Rea () raw

- A. d B. g C. b D. s E. k

3. Mov () nter

- A. e B. i C. f D. g E. y

4. Ea () ea

- A. r B. t C. s D. f E. b

UNIT 9

FOUR KEY BLOCK LETTER WORDS

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Identify designations to their right professions.
- Practice how to answer questions correctly on this topic.

Main points

Here, four keywords that are related to different professions are written in block letters. They are to be used to answer a number of questions. The questions are in a single word form referring to designations. The pupil is required to determine or choose from among the four professions (key words) which one suits the designation. Most of these words are familiar words that require very little thinking to answer the questions.

Activity

Let us see how this type of the NPSE question looks like:

Instruction:

Here is a list of four capitalised words lettered A – D and in numbers 1– 8 you are given the names of different types of people or designations. Decide which of the words A – D goes with each person in numbers. If a person cannot be paired with any of the four keywords lettered A–D, write E.

- | | | | |
|---------------|--------------|----------|-----------|
| A. PRISON | B. HOSPITAL | C. COURT | D. OFFICE |
| 1. Magistrate | 6. Dispenser | | |
| 2. Thief | 7. Mason | | |
| 3. Typist | 8. Manager | | |
| 4. Teacher | 9. Secretary | | |
| 5. Student | 10. Nurse | | |

Recap

Find out at least three class of people that are associated with these four key capitalised words.

- 1. SCHOOL
- 2. CHURCH
- 3. MOSQUE
- 4. PARLIAMENT

UNIT 10

REVIEW OF FOUR KEY WORDS

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Identify and match related words correctly.

Main points

In the previous unit, the pupils were required to observe the four keywords carefully and determine which word in each of the questions matches with any of the words lettered A – D. But here, the pupils are required to observe carefully the words in the questions numbered 1 – 5 and then find out which of the words lettered A – E it matches with. For Example:

- | | |
|----------------------------------|---------------|
| - Teacher can be paired with | - A. School, |
| - Patient can be paired with | - B. Hospital |
| - Pupils can also be paired with | - A. School |
| - Nurse can also be paired with | - B. Hospital |

Activity

Now do the following.

Instructions:

In each of the questions 1–5, you are given a word. Below also is a list of four words lettered A–D. Decide which of the words can be paired with the words in each question. But if the word in the question cannot be paired with any of the words lettered A–E, then write E.

- | | |
|--------------|---------------|
| 1. plant | 6. honey bee |
| 2. dog | 7. jeans |
| 3. suit | 8. paddle |
| 4. fisherman | 9. blackboard |
| 5. typist | 10. nurse |

- A. drycleaner
- B. bone
- C. canoe
- D. flower
- E. Cannot be paired.

Recap

Pair the following words

- i. library
- ii. bank
- iii. college
- iv. school

UNIT 11

WORD BUILDING

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Use a particular set of letters to make several words.
- Look at a group of words and pick out the words that are not formed with the same letters as the others.

Main points

Word building is vocabulary development. This topic requires the candidates to form several words out of just one word. This particular topic if properly practiced helps the pupils to have a wealth of vocabulary in their daily use of the English Language and therefore resulting in a good performance in their exams.

For example, READ = dear, dare

RATE = tear, tare

Activity

Now look at the following.

Instructions:

All the words except one in each of the questions 1 – 4 are formed with the same letters. Choose the word that is not formed with the same letters as the other four.

	A	B	C	D	E
1.	Meal	mate	tame	team	meat
2.	Deal	duel	lead	lade	dale
3.	Skate	stake	teaks	takes	stoke
4.	Liar	rail	airy	rial	lair

Recap

Try on your own at home to make at least two words from the following words in capital letters.

- i. TEAR =,
- ii. RAPE =,
- iii. RAT =,

UNIT 12

READING COMPREHENSION

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Learn how to spell and pronounce a variety of words.
- Form the habit of reading junior readers.
- Take note of new and difficult words and learn their meanings.

When I was in the primary school, my favourite reader books were; “Pa Demba’s Heir” and “The Kamara family”. When I went to the secondary school, my favourite book was “Jeneba and the Road”. During those years, reading was a real pleasure to me and I learnt lots of new things. From that time, I developed a reading habit and read several books at different stages of my education. At the moment, I am close to finishing a book titled “As a Man Thinketh”, by James Allen).

What supplementary books are you reading now? Can you share you experiences or new ideas you have learnt by reading the books?

Main points to remember:

It will be very difficult for anyone to read and understand a given passage if he/she cannot spell or pronounce the words that make up the sentences correctly. Therefore, one’s success in reading comprehension depends on how much vocabulary he/she has. So teachers as well as pupils are encouraged to learn the spelling and pronunciation as well as the meaning of several words.

However, in order to help you enhance your knowledge of reading comprehension, we will provide some reading materials that will be of great help to you. Look at the following on the next page:

How do I learn to spell and pronounce words well?

The easiest way to spell, pronounce and improve understanding is by reading a book. As such, ask your parents to get you good reading books or go to your library to borrow good reading books and read them. To test the level of your understanding, try to explain the content of the books you have read to your parents, friends and school mates.

Also, as you read each book, make sure you underline all the new and difficult words you come across. Try not to skip any word because you cannot pronounce it properly. That will not help you to improve your reading ability. Ask a family member or a friend to help you with both the meaning and pronunciation of the difficult words. Write them in your note book for further reference and practice purposes. That is one of the best ways to learn how to spell and pronounce new and difficult words thereby improving your ability to read.

Activity

Now look at the following for your attention.

Instructions:

Please make a review of how to spell and pronounce words correctly and then answer the following questions.

- What can you do in order to spell and pronounce words properly?

From the notes on how to learn spellings and pronunciation of difficult and new words, there are a few words that you might not be able to spell or pronounce well and they are underlined for special attention. These words are: pronounce, pronunciation, improve, understanding, parent, interesting, narrate, and difficult.

Please ask a senior family member to help you sound these words, spell them and help you with their meanings.

Recap

Follow the same patterns above to improve your reading comprehension knowledge and skills by:

- reading junior supplementary books.
- taking note of new and difficult words.
- writing the new and difficult words in a note book.
- trying as much as possible to pronounce and spell them correctly.
- learning the meanings of the new and difficult words.

UNIT 13

READING COMPREHENSION PASSAGES

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Read and understand comprehension passages.
- Use that understanding to answer the questions correctly.

Main points

In section viii of the National Primary School Examinations (NPSE) Verbal paper, you will be required to read short passages and answer the questions that follow. The passage may be a short one of only one paragraph or a set of statements for you to read and answer the questions that follow. In each of those, you are advised to read carefully so that you will understand the passage and answer the questions well.

Here are a few steps to follow in reading and answering the questions to the passage.

- i. Read the passage for the first time quickly.
- ii. Think about the facts in the passage as you read for the first time.
- iii. Read the questions and try to relate them to the facts.
- iv. Read the passage again just to make sure that what you have in mind is the correct answer to the question.
- v. Ensure to shade the answer space letter that is correct.

Let's look at an example of a reading and comprehension passage.

Instructions:

Read the following short passage and answer the questions on it.

Abu and Sama enjoy eating gari, while Marrie does not like it as much as she does rice. All three of them like foofoo although Sama does so more than the others.

UNIT 13 : READING COMPREHENSION PASSAGES

1. Who prefers rice to gari? Ans.: Marie
2. Who likes foofoo most? Ans.: Sama
3. Who likes gari as well as foofoo? Ans.: All three of them (Marie, Sama and Abu).

Activity

Now answer the following questions after reading the passage carefully. Please note down the answers in your exercise books for reference purposes.

Instructions:

Read the following passage carefully and answer the questions that follow;

In the Kamara Family, Santigie the first child is strong, and likes to study, while Alimamy is slim, tall and handsome. Isatu is pretty but with all arms and legs, but Baimba and Thaimu are both fat and cuddly.

1. Who are both fat and good looking?
2. How many people are not tall?
3. Which of the children is slim and strong?
4. Which child is the eldest?

Recap

- i. What are the steps you must follow in answering a Reading and Comprehension passage?
- ii. What other benefits do you get from reading passages?

Activity

Here is a second passage for more practice;

Instructions:

Read the following passage carefully and answer the questions that follow. After answering the questions, please write the answers in your note book for reference purposes. Do not forget to write the new and difficult words for further studies.

Going through primary and secondary school usually takes twelve years. Fatmata was given a double promotion in class three, and John repeated two classes. Joe and Abu went through school smoothly and Jane repeated class three.

1. Who spent the shortest time in school?
2. Who spent the longest time in school?
3. Who spent the normal number of years in school?
4. How many years did Fatmata spend in school?

Recap

List down all the new and difficult to pronounce words in your exercise books for study purposes.

UNIT 14

READING AND COMPREHENSION REVIEW

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Further develop their knowledge on how to read and answer longer passages with multiple choice questions.
- Read and answer the questions well.

Main points

Understanding reading and comprehension is crucial to the academic success of the pupils. It enhances their reading capacity thereby building on their vocabulary and the ability to read and understand other reading material. Since every other subject is taught in English, it is therefore incumbent on both the teacher and the pupils to make sure this topic is properly understood.

Activity

Now look at the following passage for more practice.

Instructions:

Read the following passage carefully and then answer the questions that follow.

In Mrs Kamara's class, there are twenty girls and ten boys. All the boys except two, love Mathematics and Science. Amadu who likes neither Mathematics nor Science, does very well in Social Studies. Half of the number of girls in the class love Language Arts and PHE and the other half except two, love Science and Mathematics.

1. How many boys love Mathematics and Science?
A. ten B. eight C. seven D. two E. one

Teaching Service Commission Sierra Leone (TSC-SL)

2. How many girls love Language Arts and PHE?
A. ten B. nine C. seen D. fifteen E. two
3. Which subjects do most pupils in the class like?
A. Language Arts and PHE
B. Science and Social Studies
C. Social Studies and Language Arts
D. Language Arts and Science
E. Mathematics and Science.
4. Which subject is not liked by most of the pupils in the class?
A. Mathematics
B. Mathematics and Science
C. Language Arts
D. Science
E. Social Studies.
5. How many girls love Language Arts and PHE
A. five B. seven C. eight D. ten E. two

Recap

Try to answer the questions on this two lines passage.

John, Peter and Mary are brothers and sisters, John is two years older than Mary and Peter is five years younger than John.

The questions:

- i. Who is the eldest of the siblings?
- ii. What is the age gap between Mary and Peter?
- iii. If John is eight years old, how old is Peter?
- iv. If John is eight years old, how old is Mary?

UNIT 15

GENERAL KNOWLEDGE

Learning outcomes

By the end of this lesson the pupils will be able to:

- Use their general knowledge to answer questions testing their general ability on issues around them.

Main points

The main purpose of this unit is to test the knowledge of pupils on general ideas and things around them. These are things that happen in one's daily life or things that you see, hear or interact with. It is a very good exercise as such exercises are used to assess the general performance of pupils outside the classroom work. It provokes their thinking beyond the general classroom work and builds on their ability to assess and take note of occurrences in their environment that is an additional knowledge to their class work.

Activity

Complete the following sentences by filling in the blank spaces with the correct option from the list of words given below.

1. When you write with a pencil, you cannot make
A. mistakes B. figures C. blots D. letters E. rights
2. Before entering someone else's room, you shouldon the door.
A. bang B. kick C. knock D. slam E. press
3. Sierra Leone has seasons.
A. one B. two C. three D. four E. five



Teaching Service Commission Sierra Leone (TSC-SL)

4. The tortoise is a very animal, while the hare is a very animal.
- A. fast & hungry B. slow & fast
C. strong & weak D. large & small
E. timid & wild
5. The sun in the East.
- A. rises B. falls C. rests D. grows E. sleeps

Recap

Answer these questions to recap your previous understanding on General Knowledge.

- i. One cannot make without flour. (Wheat, oven, bread, bakery)
- ii. Sierra Leone is in the Continent. (Asian, African, European, West African)
- iii. Freetown is the capital city of (Liberia, Guinea, Ghana, Nigeria)



UNIT 16

TRUE SENTENCES

Learning outcome

By the end of this lesson, the pupils will be able to:

- Read different sentences and determine whether they are true or not.

Main points

These type of questions also test the general ability of the pupils to look at different issues and make accurate decisions. Such exercises build on the thinking faculty and decision making on things that are facts and those that are not.

Activity

Now try to answer these set of questions on this topic.

Instructions:

In each of the following problems, you are given a sentence. Read it carefully and decide how true it is.

Write A if it is always true.

Write B if it is often true but not always.

Write C if it is never true.

Write D if it is impossible to say how often it is true.

EXAMPLE:

- i. Bread is baked in an oven.

ANS: : The answer is B, Often true but not always as bread can be baked in a pot.

- ii. God created the heaven and earth.

ANS: The answer is A, always true as the heaven and earth was created by God.

Teaching Service Commission Sierra Leone (TSC-SL)

1. The sun rises in the East.
2. The sun revolves around the earth.
3. Petrol catches fire.
4. What a boy can do a girl can do better.
5. Trains run on rails.
6. French teachers beat a lot.
7. The sky in the morning is cloudy.
8. The sun shines bright every day.
9. Rain falls only in the rainy season.
10. Education is better than silver and gold.

UNIT 17

ALPHABETHICAL POSITION

Learning outcome

By the end of the lesson, the pupils will be able to:

- Arrange a number of words in alphabetical order.

Main points

Alphabetical order is a system whereby character strings are placed in an order, based on the position of the characters in the conventional ordering of an alphabet. It is one of the methods of collation. Thus, in order to determine which two strings of characters come first when arranging in alphabetical order, their first letters are compared.

If the first letters are different, then the string whose first letter comes earlier in the alphabet comes before the other string. If the first letters are the same, then the second letters are compared, and so on. If a position is reached where one string has no more letters to compare, while the other does, then the first (shorter) string is deemed to come first in alphabetical order.

Activity

Here is an example of what is expected of the NPSE candidates on this topic.

Instructions:

In each of the following questions you are given a list of words, lettered A–E. Work out the alphabetical position of each word as directed, and write the letter of the correct answer.

Which word comes first in the dictionary?

- A. ailment B. agree C. action D. animal E. admit



The correct answer is Action which is letter C, and therefore, answer space C would be shaded.

Now do the following using the same method.

Activity

1. Which word comes third in the dictionary?
A. deep B. deal C. fancy D. deer E. debt
2. Which word comes second in the dictionary?
A. fame B. fares C. fancy D. false E. fable
3. Which word comes last in the dictionary?
A. mother B. month C. merry D. matter E. master
4. Which word comes fourth in the dictionary?
A. grant B. grate C. grass D. grace E. grin



Recap



Look at these sets of words and put them in their alphabetical order as they would appear in the dictionary.

cap, cat, car, cotton, battery, able, lorry, bench, table, book, pen.

- | | |
|---------|---------|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | J. |



UNIT 18

ALPHABETICAL ORDER

Learning outcome

By the end of this lesson, the pupils will be able to:

- Arrange words in alphabetical order.

Main points

An alphabet is a set of letters used when writing a language and Alphabetical Order simply means, arranging words according to the sequence of the letters of the alphabet.

There are twenty six letters of the alphabet and among the twenty six letters are twenty one consonant letters and five vowels.

Activity

Put the following words in alphabetical order by circling the letter.

Example:

- | | | | |
|---------------|------|------|-------|
| 1 | 2 | 3 | 4 |
| crab | case | corn | clamp |
| A. 1, 4, 3, 2 | | | |
| B. 2, 4, 3, 1 | | | |
| C. 2, 4, 1, 3 | | | |
| D. 3, 4, 1, 2 | | | |
| E. 3, 1, 4, 2 | | | |

The correct answer for this question is “CASE” which is letter B, and therefore answer space B would be shaded.

Now do the following:

- | | | | | |
|----|---|---------------|---|-------------------------------|
| 1. | 1
study
A. 2, 1, 3, 4
D. 3, 2, 1, 4 | 2
scene | 3
slate
B. 2, 1, 4, 3
E. 2, 4, 3, 1 | 4
shark
C. 2, 3, 4, 1 |
| 2. | 1
zygot
A. 1, 3, 4, 2
D. 4, 3, 2, 1 | 2
zoo | 3
zip
B. 2, 1, 3, 4
E. 4, 2, 3, 1 | 4
zebra
C. 2, 3, 4, 1 |
| 3. | 1
rude
A. 4, 2, 3, 1
D. 4, 2, 1, 3 | 2
ride | 3
rhinoceros
B. 4, 3, 1, 2
E. 3, 1, 4, 2 | 4
retreat
C. 4, 3, 2, 1 |
| 4. | 1
shy
A. 2, 3, 1, 4
D. 2, 4, 3, 1 | 2
shepherd | 3
shovel
B. 2, 3, 4, 1
E. 2, 4, 1, 3 | 4
shriek
C. 2, 3, 4, 1 |
| 5. | 1
threat
A. 3, 1, 2, 4
D. 3, 2, 4, 1 | 2
trick | 3
tinkle
B. 3, 4, 2, 1
E. 4, 2, 1, 4 | 4
tunic
C. 1, 3, 2, 4 |

Recap

In your notebook, form five words using the same method by arranging them in alphabetical order.

1.
2.
3.
4.
5.

UNIT 19

CORRECT ORDER OF WORDS ACCORDING TO SIZE AND SHAPE

Learning outcome

By the end of this lesson, the pupils will be able to:

- Put different groups of words in their order of importance or size.

Main points

Putting words in their correct order of importance and size helps the pupils improve on their vocabulary. This is so because one can only decide to arrange certain words in their order of importance if she/he knows the meaning of the words and the degree of their importance.

Activity

Here is an example for you to see and learn how to solve the following questions.

Instructions:

In each of the different rows of words, there are five words. Choose the row of words in which the words are arranged in the correct order, that is, from the least to the greatest (from the smallest to the biggest.)

Example:

- A. elephant, rat, goat, cat, cow
- B. cow, rat, goat, elephant, cat
- C. rat, cat, goat, cow, elephant
- D. goat, cow, rat, elephant, cat

The correct answer is; rat, cat, goat, cow, elephant; that is answer C and therefore shade the answer space C.

Now do the following:

1. A. town, continent, city, country, village
B. village, town, city, country, continent
C. city, town, country, village, continent
D. continent, country, village, town, city

2. A. word, paragraph, chapter, letter, sentence
B. sentence, letter, paragraph, word, chapter
C. chapter, word, letter, sentence, paragraph
D. letter, word, sentence, paragraph, chapter

3. A. second, minute, hour, week, day
B. second, minute, hour, day, week
C. week, minute, day, second, hour
D. minute, day, hour, week, second

4. A. palace, hot, mansion, cottage, bungalow
B. bungalow, hot, cottage, palace, mansion
C. mansion, palace, hot, bungalow, cottage
D. hot, cottage, bungalow, mansion, palace

5. A. hundred, one, million, fifty, five
B. five, one, million, hundred, fifty
C. one, five, fifty, hundred, million
D. one, five, million, fifty, hundred

6. A. hundred-weight, ounce, stone, pound, ton
B. ounce, pound, stone, hundred-weight, ton
C. stone, ounce, hundred-weight, pound
D. stone, hundred-weight, pound, ton, ounce

Recap

Carefully look at these groups of words and arrange them in their order of size from big to small.

- i. ones, thousands, tens, millions, hundreds
- ii. fifteen, thirty five, fifty five, twenty five, forty five
- iii. cow, sheep, cat, dog, goat

UNIT 20

SENTENCES THAT MAKE COMPLETE SENSE

Learning outcome

By the end of this lesson, the pupils will be able to:

- Identify the most correct sentence among the group of sentences lettered A – D.

Main points

A sentence is a group of words that makes complete sense. Thus a pupil learning the difference between a sentence that makes complete sense and the sentence that does not make complete sense helps him to speak and write good English. Thus, English being a core subject, such advantage will put the learner in a very good position in his academic work. In order for the pupil to learn and understand this topic easily, she/he should also learn the components of a sentence. That is; the subject and predicate or the subject, verb and object (SVO) form of simple sentences.

Activity

Look at the following example in order for you to know such questions are answered.

Instructions:

In each of the following problems, select and write the letter against the sentence in which the words are arranged to make complete sense.

Example:

- A. Milk to any other drink I prefer
- B. To any other drink prefer I milk
- C. I prefer milk to any other drink
- D. I prefer to any other drink milk

The correct answer is; "I prefer milk to any other drink" which is letter C and therefore answer space C would be shaded.

Now do the following:

1. A. Finished it and the letter signed Jinnah
B. Jinnah finished the letter and signed it
C. The letter finished Jinnah and signed it
D. Signed Jinnah it and finished the letter

2. A. With a screech of brakes stopped the bus
B. The bus stopped with a screech of brakes
C. Brakes of screech with a bus stopped the
D. The bus screeched of brakes with a stopped

3. A. The hot foolish iron touched the boy
B. The iron touched the boy hot foolish
C. The foolish boy touched the hot iron
D. The hot foolish boy touched the iron

4. A. We don't come to school on Saturdays
B. We don't Saturdays on come to school
C. On Saturdays don't we come to school
D. On Saturdays to come we don't school

5. A. Bicycle found that her Mary was flat tyre
B. Her Mary tyre bicycle found was that flat
C. Tyre flat Mary was found that her bicycle
D. Mary found that her bicycle tyre was flat

6. A. He is doing homework his mathematics
B. He is doing his homework Mathematics
C. He is doing his Mathematics homework
D. His Mathematics homework he is doing
E. His homework Mathematics he is doing

Recap

Pick out the correct sentence from the following sentences lettered A – D.

1. A. Going to the market I am
B. The going to market I am
C. I am going to the market
D. Market I am going to the

2. A. Mary sells in the market fish
B. Mary sells market in the fish
C. Mary sells fish in the market
D. Fish sells by Mary in the market

UNIT 21

WORD MAKING

Learning outcome

By the end of this lesson, the pupils will be able to:

- Make several words from one capitalised word by adding a prefix or suffix to the root word.

Main points

Most English words are derived from other words and that can happen either by adding a prefix or suffix to the root word to make a new word. Therefore, understanding the meaning of a root word can be of great help to the pupils to find the meaning of new words that were developed.

A root word therefore is a word or part of a word that can form the basis of new words as one comes across them. Therefore, it is good to know that most of the words that we use in our daily conversation come from the root word. So, whenever you remove the prefix or suffix, it is the root that remains.

Some examples of such words are:

ROOT	SUFFIX	FINAL NEW WORD
Act	- ing	acting
Pain	- ful	painful
Serious	- ly	seriously
Pray	- er	prayer
Danger	- rous	dangerous

PREFIX	ROOT	FINAL NEW WORD
Pre-	paid	prepaid
De-	code	decode
Ex-	wife	ex-wife
Il-	legal	illegal

A prefix is a group of letters placed before the root word to make a new word and a suffix is a group of letters placed before root word to make a new word.

Activity

Now look at the following and try to solve them.

Instructions:

In each of the following, choose the one word which can be formed by an arrangement of some or all of the letters of the word printed in capital letters.

Example:

CAREFULLY

- A. Real
- B. Earn
- C. Rail
- D. Cart
- E. Fill

The word that can be formed from the letters of the word CAREFULLY is REAL, which is letter 'A'. In this case therefore, answer space A would be shaded.

Now try to do the following by carefully studying the capitalised words and answer the questions.

1. PASSENGER

- A. message
- B. passage
- C. grapes
- D. danger
- E. gangster

3. SELECTION

- A. election
- B. shelter
- C. sections
- D. active
- E. electric

2. APPLICATION

- A. apple
- B. please
- C. apply
- D. carts
- E. caption

4. PLEASURE

- A. leisure
- B. ripe
- C. apple
- D. reason
- E. pear

Recap

Here is a little exercise for you to do.

Form the prefix for these words; possible, lead, place, visible, proper.

Form the suffix for these words; beauty, small, big, grate, act, kind.

UNIT 22

WORD MAKING REVIEW

Learning outcome

By the end of this unit, the pupils will be able to:

- Review past NPSE questions on Word Making.

Main points

A review of this topic will enhance the understanding of the pupils and put them in a better position to do well in their NPSE exams as practice makes perfect.

Activity

In this unit, we will cover as many examples as possible on past NPSE questions relating to word making review. Remember to note that, word making always appears in section four of the Verbal Aptitude test.

Instructions:

In each of the following, choose the one word which can be formed by an arrangement of some or all of the letters of the word printed in capital letters.

1. TEACHER

- A. chest
- B. cheat
- C. stich
- D. ream
- E. children

3. THEATRE

- A. threat
- B. artist
- C. dear
- D. their
- E. have

2. ALTHOUGH

- A. lost
- B. laugh
- C. taught
- D. all
- E. tall

4. YOURSELF

- A. rise
- B. sour
- C. year
- D. yawn
- E. sold



5. BARGAIN

- A. barge
- B. goat
- C. brain
- D. gaunt
- E. bark

7. RETROSPECT

- A. paste
- B. retreat
- C. roses
- D. sceptre
- E. spectacle

6. SUPPORT

- A. supper
- B. upper
- C. true
- D. trust
- E. port

8. SCHOLARSHIP

- A. broach
- B. happy
- C. phase
- D. scalp
- E. school

Recap

Teacher encourages pupils to form five words from the word EXTENSION and present to their parents or senior brother and sisters to tick or mark them.

- 1.
- 2.
- 3.
- 4.



UNIT 23

SYNONYMS

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Develop an understanding of words that have the same meaning with other words.
- Explain what synonyms are.

Main points

If you want to be fluent in English, you must improve upon your vocabulary. One way to do so is through synonyms.

What are synonyms?

Synonyms are words that have similar or the same meanings. This unit is important as it would enable the pupils to be familiar with most of the words that people use in expressing themselves. Being familiar with words from the dictionary would enable them to be good speakers and listeners and be able to analyse and interpret difficult words spoken by people.

Example: scared, petrified, afraid, terrified are all synonymous words as they mean the same or similar things.

Thus, you can increase your ability to communicate if you have many words in mind that can be used to express the same meaning. Let us now look at some examples of words and their synonyms.

Activity

Find the synonyms of the following;

- | | |
|-------------|---|
| - Hero | - champion |
| - Success | - achievement |
| - Greetings | - salutation |
| - Debate | - argument |
| - Award | - prize |
| - Have | - beget, acquire, possess |
| - Plan | - design, procedure, plot |
| - Destiny | - rupture, smash, demolish |
| - Keep | - hold, retain, withhold, sustain |
| - Fall | - descend, tumble, drop |
| - Go | - depart, disappear, fade, move, proceed |
| - Run | - dash, escape, elope, hasten, hurry, speed |
| - Hide | - conceal, cover, mask, cloak, camouflage, screen |
| - Move | - go, creep, crawl, inch, poke, drag |
| - Use | - employ, utilise, exhaust, spend, expend, consume. |

Recap: 20 minutes

Find at least two or three synonyms for the following words;

1. Come:,,
2. Create:,,
3. Beautiful:,,
4. Develop;,,
5. True ;,,

UNIT 24

ANTONYMS

Learning outcome

By the end of this lesson, the pupils will be able to:

- Build on their vocabulary by giving the opposite word for several words and their meanings.

Main points

This topic is very important for the pupils as it will help them build on their vocabulary that helps them speak, read and write good English.

Antonyms are words that are opposite in meaning to another word. The word opposite means not the same. For instance, the opposite of bad is good, and the opposite of absent is present. The words and their opposite words as given in the examples will definitely give you different meanings. Therefore, knowing more words and their meanings will be of great help to pupils as it will help them grow their vocabulary.

Activity

In this activity, a long list of words and their antonyms will be given and you will be required to write them in your note books. After that, you will be required to find the meanings of all the words. Try to understand them as they may be of help to you throughout your schooling.

Instructions:

Give the antonyms of the following words;

Agree : disagree

Appear: disappear

Decent : indecent

cheap : expensive

below : above

under : on top

Teaching Service Commission Sierra Leone (TSC-SL)

Lead : mislead sense : nonsense
Admit : deny able : unable

Recap

Please write the antonyms of the following words;

Captive deep open asleep behind
Beginning happy enmity go inside

UNIT 25

CODE AND DECODING

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Learn how to read through codes with letters and numbers.
- Associate codes with their appropriate numbers to figure out the required answer.

Main points

Codes consist of letters and numbers that have a secret meaning.

The military for example, uses lots of codes as a symbol for many things that can only be understood by them. Also, computer programmers use codes to come up with the many applications that are installed in phones and computers.

For your level, we are going to look at what is relevant for you in the exams. For instance, if you are asked to add $5462 + 2564$, how would you go about it? Try to arrange it in your note book as you usually do, such as:

$$\begin{array}{r} 5462 \\ + 2564 \end{array}$$

Did you observe that the second set of numbers are placed at the bottom of the first set in order to make the calculation easier for you? This skill is very necessary for codes and decoding. Two sets of letters or a set of letters and a set of numbers will be given and you must arrange them just as we did for the numbers above.

For instance, if the vowels; a, e, i, o, u stand for BOATS; BATS will be a, i, o, u. How did we arrive at

A, I, O, U ?



Teaching Service Commission Sierra Leone (TSC-SL)

We arrange the vowels and BOATS in perfect order just like this;

A E I O U

B O A T S

Then we look at the vowels that tally with BATS which are in bold (a, i, o, u). Do you notice that the vowel 'I' is missing? Can you guess the reason?

Activity

Now look at the following and try them yourself as codes and decoding appears in Section VI of the NPSE.

Instructions:

The words below are written in certain CODES. Study each word and its codes carefully and work out the codes to answer the questions below. For instance:

The word CUPBOARD represents the number 38625174, what numbers represent the word BROAD?

- A. 27543 B. 27542 C. 27541 D. 27514 E. 27513

The answer for this question is 27514 which is D, and therefore answer space D would be shaded.

Now do the following:

1. If LIFYAND is drunken, LFAN IS
 A. drink B. bring C. sang D. duke E. duck
2. If NOPQRS is friend FIND is
 A. NPQR B. QRSN C. NPRS D. NPRQ E. SPQN
3. If TUVWXYZ is chimney, UZWX is
 A. hime B. chin C. mine D. chime E. hymn



4. If KXVTXPNM is pancakes, paces is,
- A. XVTPN B. KXTNM C. PNMTX D. TVXPN E. KXVTX
5. If DHLKLMLNA is precedent, HLKLNA is
- A. tense B. precise C. recent D. decent E. dent

Recap

Copy the following in your books and do them at home.

1. If ABCDEF is 123456, FDCB IS
- A. 6432 B. 6423 C. 6342 D. 6432 E.4632
2. If PHOTOGRAPH is literature, GRATO is
- A. atuer B. tuaer C. raeut D. auter E. ature

UNIT 26

REVISION OF SENTENCE ARRANGEMENT

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Get clear comprehension on the meaning of a sentence.
- Be able to arrange sentences in their correct sequence or order of occurrence.

Main points

A sentence is a grammatically complete series of words consisting of a subject and a predicate, even if one or the other is implied. It typically begins with a capital letter and ends with a full stop.

1. It is also a group of words that make a complete sense or thought.
2. Arrangement simply means the act of arranging, the manner of being arranged, and a collection of things that have been arranged.
3. It is also a particular way in which items are organised.

There are three main types of sentences. They are:

1. Simple sentence: A simple sentence has a subject and a verb.
2. A compound sentence: Is made up of two simple sentences joined by '**and**' or '**but**' and '**so**', for example.

It is important to note that sentence arrangement appears in section V of this paper and pupils will be expected to see three numbered simple sentences and be asked to arrange them in order of occurrence. That is, to tell which one should come first, which second and which third irrespective of how they may have been arranged.

Activity

Copy the following for class discussions.

Instructions:

In each of the following questions, there are three numbered sentences. Read them carefully and decide which one should come first, which second and which third.

Example:

1. Leave it to boil.
2. Put the kettle on the fire.
3. Put some water in the kettle.

A. 1,2,3, B. 2, 3, 1 C. 2, 1, 3 D. 3, 2, 1 E. 3, 1, 2

The correct answer is D, that is

1. Put some water in the kettle.
2. Put the kettle on the fire.
3. Leave it to boil.

In this case therefore, answer space D would be shaded.

Activity

In each of the following questions, there are three numbered sentences. Read them carefully and decide which one comes first, which is second and which is third.

1.
 1. Their mother explained it to both of them.
 2. John could not understand the problem.
 3. Her sister said she could not understand it either.

A. 3, 2, 1 B. 2, 3, 1 C. 3, 2, 1 D. 1, 2, 3 E. 1, 3, 2
2.
 1. Joseph invited five people for the party.
 2. Two of them did not attend.

3. The rest enjoyed themselves well.
A. 1, 2, 3 B. 2, 1, 3 C. 1, 3, 2 D. 3, 2, 1 E. 2, 3, 1
3. 1. Moses is a good footballer.
2. He was given the player of the year award.
3. He won the competition.
A. 1, 3, 2 B. 2, 1, 3 C. 1, 2, 3 D. 3, 2, 1 E. 1, 2, 3
4. 1. I woke up in the morning.
2. I went to school.
3. I parked my bag and dressed up.
A. 3, 1, 2 B. 1, 2, 3 C. 1, 3, 2 D. 3, 2, 1 E. 2, 1, 3
5. 1. Mr Kabba started the car engine.
2. His sons washed the car.
3. He drove off to the office.
A. 2, 1, 3 B. 1, 3, 2 C. 1, 2, 3 D. 3, 2, 1 E. 3, 1, 2

Recap

Copy these in your notebook for home exercise.

1. 1. Everyone in the country is so happy now.
2. The war is finally over.
3. There is peace at last.
A. 3, 2, 1 B. 2, 1, 3 C. 2, 3, 1 D. 1, 2, 3 E. 1, 3, 2
2. 1. Mum wants me to learn French.
2. I always perform poorly in it.
3. But it is so difficult to understand.
A. 1, 3, 2 B. 3, 2, 1 C. 1, 2, 3 D. 2, 1, 3 E. 3, 1, 2
3. 1. He always looks untidy.
2. Joseph is a very handsome boy.
3. However, she doesn't care about her appearance.
A. 3, 1, 2 B. 2, 1, 3 C. 1, 2, 3 D. 1, 3, 2 E. 3, 2, 1

UNIT 26 : REVISION OF SENTENCE ARRANGEMENT

4. 1. Moses was suffering from malaria.
2. Mother give him some medicine.
3. He didn't go to church.
A. 1, 2, 3 B. 1, 3, 2 C. 2, 3, 1 D. 2, 1, 3 E. 3, 2, 1

UNIT 27

RHYMES

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Realise that rhyme means correspondence of sound between words or parts of words.
- Pick from a group of words the one that rhymes with the one in CAPITAL letters.

Main points

Rhyme is a thought expressed in verse or a tale told in verse. Rhyming simply means sameness of sounds or parts of a word or a word. That is when parts of two different words have the same sound when pronounced.

Activity

Now read the following questions below and answer them.

Instructions:

In each of the groups of words below labelled A – E, find the word that rhymes with the word in CAPITAL letters and at the same time corresponds to the meaning given against the word.

Example:

WAY: a month of the year.

A. Say B. Lay C. Win D. Day E. May

The correct answer is MAY which is letter E because it rhymes with the capitalised words. Also, it is the only month of the year among the group of words, therefore the answer space E would be shaded.

Now get ready to answer the rest of the questions.

1. SIN = to succeed
A. fin B. bin C. win D. pin E. lean
2. HOUSE = singular of mice
A. louse B. spouse C. drawn D. mouse E. wise
3. BACK = opposite of white
A. sack B. black C. rack D. jack E. dark
4. FROZEN = a set of twelve
A. cousin B. dozen C. dozing D. busy E. dowry
5. MIDDLE = a puzzling question
A. fiddle B. diddle C. kindle D. riddle E. double
6. FEET = to meet together
A. meet B. read C. greed D. tread E. met

Recap

Now copy the following questions in your books for home practice using the same principle of the word that rhymes with the capitalised word and defined by the meaning against the capitalised words.

1. BOX = a bushy tailed animal
A. fox B. pox C. rat D. ducks E. cats
2. SEAT = to hit with a stick
A. beaten B. bet C. beat D. fit E. read
3. PALE = a boy or a man
A. male B. pale C. sale D. female E. game
4. SAME = played for pleasure or to win
A. rain B. fame C. game D. blame E. dream

UNIT 28

GENERAL TERM FOR A GROUP OF WORDS

Learning outcome

By the end of this lesson the pupils will be able to:

- Determine and pick a general name for a group of words.

Main points

A general term is a word used for a group of people or things that are brought together by chance or by design. That is, a general or particular name you can use to call a group of things or people. In other words, a general term used to describe the other items, people or things that belong to that group.

For instance;

- car, bus, lorry and van belong to the general group name VEHICLE.

Activity

Now attempt the following questions with your pupils and as you go along make sure you give them the meanings of the words.

Instructions:

Each of the following items consists of five words labelled A – E. One of the words is a general term which describes what the other four words are. Pick out this word.

Example:

- Skirt, trousers, jacket, and blouse belong to a general group name CLOTHES.

UNIT 28 : GENERAL TERM FOR A GROUP OF WORDS

Now do the following:

A	B	C	D	E
1. hoe,	saw	axe	tool	cutlass
2. hour	minute	week	day	time
3. wheat	barley	millet	grain	rice
4. uncles	aunts	parents	cousins	relations
5. rat	mouse	squirrel	rodent	rabbit
6. furniture	chair	table	cupboard	bed
7. mosque	church	house	hall	building
8. cassava	potato	yam	tuber	coco yam
9. pineapple	orange	mango	fruit	pear
10. vegetable	tomato	pepper	lettuce	garden eggs

Recap

Now copy these few sentences and try them at home by picking out the general term which describes the other words in the group.

A	B	C	D	E
1. law	medicine	teaching	plumbing	profession
2. weapon	spear	dagger	gun	sword
3. full stop	comma	semi colon	colon	punctuation
4. utensils	knife	spoon	plate	pot
5. high jump	relay	sport	short put	long jump

UNIT 29

REVISION ON GROUPING

Learning outcomes

By the end of this lesson, the pupils will be able to:

- Carefully examine past paper questions relating to groups.
- Look at a group of words and pick the odd one out.

Main points

Odd means not belonging to a particular group. It means, single, sole, singular; not having a mate. As I said earlier on, this unit will help the pupils build on their vocabulary skills, which is key to academic progress. The pupils will use this skill to answer several other questions. For anyone to answer questions on this topic, they should have knowledge about the words before they can pick the odd one out.

Activity

Let's go through a few questions to see how we go about it. In this section, we shall be discussing past questions of 2016 pertaining to groups.

Instructions:

In each of the following group of words, pick out the one word that does not belong to the group by underlining it.

- | | |
|------------|------------|
| 1. A. axe | 2. A. boat |
| B. broom | B. ship |
| C. cutlass | C. canoe |
| D. hoe | D. ferry |
| E. shovel | E. forry |

UNIT 29 : REVISION ON GROUPING

- | | |
|--------------|-------------|
| 3. A. Monday | 5. A. skirt |
| B. January | B. jacket |
| C. February | C. trousers |
| D. March | D. shoes |
| E. April | E. blouse |
| 4. A. car | 6. A. spear |
| B. vehicle | B. gun |
| C. bus | C. club |
| D. van | D. van |
| E. boat | E. sword |

Underline the word that does not belong to each group.

1. leg, ankle, toe, arm, knee
2. come, move forward, approach, depart, advance.
3. crowd, plenty, scanty, people, many
4. red, dark, bright, glow, dim.
5. reliable, obedient, unfaithful, dependable, trustworthy.

UNIT 30

REVISION OF WORD GROUPS

Learning outcome

By the end of this lesson, the pupils will be able to:

- Identify the odd word from a group of words.

Main points

What does word group mean?

Group is a number of things or persons being in some relation to one another. It is also a number of people or things that are located, gathered or classified together.

For example, blue, green, pink, red, yellow, are all colours; therefore, they are a group of colours. Also, father, mother, sisters, and brothers are called family, because they are a group of people who live and work together and do many things in common.

In the NPSE examination, this type of unit is visibly seen in Section Two. Let us now take a look at what the questions will be like in the examination. Below are typical examples of questions that you will see on your exam paper in the exam.

Instructions:

In each of the following groups of words, pick out the one word that does not belong to the group.

Example:

- A. tea
- B. beer
- C. coffee
- D. cocoa
- E. Ovaltine

The word beer does not belong to the group. In this case therefore, answer space B would be shaded.

Beer is not part of the group because it is an alcoholic beverage whereas all the other options belong to a group known as non-alcoholic beverages.

A beverage is a drink other than water. It is a liquid to consume, usually excluding water, a drink. This may include tea, coffee, liquor, beer, milk, juice or soft drinks.

Activity

Now, get ready to answer these questions together with your pupils using the same principle.

In each of the following group of words, pick out the one word that does not belong to the group.

1. A. cabbage
B. carrot
C. onions
D. lettuce
E. orange

4. A. butterfly
B. ant
C. mosquito
D. honey bee
E. wasp

2. A. tulip
B. palm
C. rose
D. lily
E. hibiscus

5. A. deer
B. pig
C. cow
D. sheep
E. goat

3. A. volleyball
B. golf
C. tennis
D. javelin
E. football

6. A. stomach
B. shoes
C. knee
D. leg
E. ankle

Recap

Now copy these few questions in your books for home practice using the same principles by picking the odd one out.

1. A. Mathew
B. Mark
C. Luke
D. Genesis
E. John
2. A. cassava
B. yam
C. potato
D. rice
E. coco yam
3. A. Genesis
B. Luke
C. Exodus
D. Leviticus
E. Numbers
4. A. cow
B. goat
C. sheep
D. pig
E. elephant

ANSWERS TO THE ACTIVITY QUESTIONS

ANSWERS TO THE ACTIVITY QUESTIONS

UNIT ONE: ANALOGIES

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

UNIT TWO: ANALOGIES PAIR REVIEW

1. A 2. C 3. A 4. A 5. A 6. C

UNIT THREE: WORD GROUPS

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

UNIT FOUR: REVIEW ON WORD GROUPS

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

UNIT FIVE: SENTENCE ARRANGEMENTS

1. C 2. E 3. A 4. B 5. E

UNIT SIX: WORD PATTERN 1

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

UNIT SEVEN: WORD PATTERN REVIEW

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

UNIT EIGHT: WORD MAKING

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

UNIT NINE: FOUR KEY BLOCK LETTER WORDS

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

UNIT TEN: REVIEW OF FOUR KEY WORDS

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

UNIT ELEVEN: WORD BUILDING

1.A 2.A 3. E A 4. C

UNIT TWELVE: READING COMPREHENSION

- Developing a reading habit
- Writing down and studying new/difficult words
- Learning how to spell and pronounce them
- Learning the meanings of the new/difficult words

UNIT THIRTEEN: READING COMPREHENSION PASSAGES

1. Baimba and Thaimu.
2. Four
3. Alimamy and Santigie
4. Santigie

UNIT FORTEEN: READING AND COMPREHENSION REVIEW

1. B 3. E 5. D
2. A 4. E

UNIT FIFTEEN: GENERAL KNOWLEDGE

1.C 2. C 3. B 4. B 5. A

UNIT SIXTEEN: TRUE SENTENCES

1. A 2. A . A 4. B 5. A 6. B 7. D 8. B 9. C 10. B

UNIT SEVENTEEN: ALPHABETIC POSITION

1.A 2. D 3. A 4. B

UNIT EIGHTEEN: ALPHABETIC ORDER

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

UNIT NINETEEN: CORRECT ORDER OF WORDS

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

UNIT TWENTY: SENTENCES THAT MAKE COMPLETE SENSE

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

UNIT 30 : ANSWERS TO THE ACTIVITY QUESTIONS

UNIT TWENTY ONE: WORD MAKING

1. C 2. E 3. A 4. E

UNIT TWENTY TWO: WORD MAING REVIEW

1. C2. B 3. A 4. B 5. C 6. A 7. D 8. D

UNIT TWENTY THREE: SYNONYMS

Answers in the content

UNIT TWENTY FOUR: ANTONYMS

Answers in content

UNIT TWENTY FIVE: CODES AND DECODING

1. D 2. C 3. E 4. B 5. C

UNIT TWENTY SIX: SENTENCE ARRANGEMENT REVIEW

1. D 2. A 3. A 4. C 5. A

UNIT TWENTY SEVEN: RHYMES

1. C2. D 3. B4. C 5. D 6. A

UNIT TWENTY EIGHT: GENERAL TERMS

1. D 2. E 3. D 4. E 5. D 6. A 7. E 8. D 9. D 10. A

UNIT TWENTY NINE: REVISION OF WORDS GROUPING

1. B 2. E 3. A 4. E 5. D 6. D

UNIT THIRTY: REVISION OF WORD GROUPS

1. E 2. B 3. D 4. B 5. A 6. A

REFERENCES

- | | |
|--------------------|--|
| Frank Walter Mason | Junior Aptitude Tests and Exercises |
| Joe A. D. Alie | English and Verbal Aptitude Tests, Second Edition, 2018. |
| Ore Olunloyo | Steps to Verbal Reasoning for Primary Schools |
- Past NPSE Questions and Answers