

# Study Assistant

ENGLISH LANGUAGE ARTS

Based on the revised SEA framework 2021-2023

Visit our website.

March 2025

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# English Language Arts

Based on the Revised SEA Framework 2021-2023

School:

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Student's Name:

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Date:

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## **INSTRUCTIONS**

There are TWO sections in this test with a total of 42 questions. You have 75 minutes for this test.

SECTION 1 has 19 questions (nos. 1-22) and a total of 37 marks.

SECTION 2 has 19 questions (nos. 23-42) and a total of 43 marks.

Answer ALL questions. Work carefully but DO NOT spend too much time on any question.

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

# SEA Practice Test #9 - ELA (75 minutes)

## Section 1

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### SPELLING

<b>TASK 1</b>	<b>There is ONE mis-spelt word in each line of the passage below. Underline the incorrect word and write its correct spelling in the box provided for each line.</b>
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Example: I am hapy to go to the park with you.

*e.g. happy*

In a busy comunnity, there lived a young girl named sofia who  
was fascinated by the stars and often ponderd the mysteries of  
the universe. One evening, she discovered a teliscope in her  
arttic and was determined to explore the night sky. With  
exctement, she invited her friends to join her for a stargazing  
adventure in her backyard. They were soon filed with wonder.

1.

2.

3.

4.

5.

6.

	12 marks
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## SEA Practice Test #9 - ELA (75 minutes)

### GRAMMAR

<b>TASK 2</b>	<b>There is ONE grammar error in each line of the passage below. Underline each error and write the correct form of the word in the box provided for each line.</b>
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Example: Today was November 4.

*e.g is*

Jake loved playing soccer everyday, and would practice his skills

7.

at the local park with he friends. They would play for hours,

8.

running and laughing beneath the bright sun. One day, they formed

9.

a team and enter a tournament. Jake was excited and knew that they

10.

can win the trophy if they worked hard together. As the tournament

11.

approaches they practiced even more, hoping to impress the judges.

12.

12 marks

SEA Practice Test #9 - ELA (75 minutes)

**PUNCTUATION AND CAPITALIZATION**

<b>TASK 3</b>	<b>There is either one punctuation mark or capital letter that is missing in each line of the passage below. Insert the punctuation mark correctly or the capital letter above the common letter it replaces for each line</b>
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Example: Splendid! I will show you.

last summer, Mia and her family decided to go on a camping trip in the  13.

mountains. They packed their bags with food sleeping bags and a tent. When  14.

they arrived at the campsite, they set up their tent quick and began to explore.  15.

Mia saw a sparkling lake, and she exclaimed, “Wow, this is beautiful ”  16.

Later that evening, they roasted marshmallows over the campfire but shared  17.

stories. Before going to bed, they looked up at the stars, and Mia said I wish I  18.

could stay here forever.”

	6 marks
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## SECTION TWO

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### COMPREHENSION

<b>TASK 4</b> Passage	<b>Read the passage below carefully then answer the questions (23 to 31) based on it. Please use complete and proper sentences to provide your answers.</b>
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#### **MESOPOTAMIA—THE SECOND CENTRE OF EASTERN CIVILISATION**

I AM going to take you to the top of the highest pyramid and I am going to ask that you imagine yourself possessed of the eyes of a hawk. Way, way off, in the distance, far beyond the yellow sands of the desert, you will see something green and shimmering. It is a valley situated between two rivers. It is the Paradise of the Old Testament. It is the land of mystery and wonder which the Greeks called Mesopotamia—the "country between the rivers."

The names of the two rivers are the Euphrates (which the Babylonians called the Purattu) and the Tigris (which was known as the Diklat). They begin their course amidst the snows of the mountains of Armenia where Noah's Ark found a resting place and slowly, they flow through the southern plain until they reach the muddy banks of the Persian Gulf. They perform a very useful service. They turn the arid regions of western Asia into a fertile garden.

The valley of the Nile had attracted people because it had offered them food upon fairly easy terms. The "land between the rivers" was popular for the same reason. It was a country full of promise and both the inhabitants of the northern mountains and the tribes which roamed through the southern deserts tried to claim this territory as their own and most exclusive possession. The constant rivalry between the mountaineers and the desert-nomads led to endless warfare. Only the strongest and the bravest could hope to survive and that will explain why Mesopotamia became the home of a very strong race of men who were capable of creating a civilisation which was in every respect as important as that of Egypt.

## SEA Practice Test #9 - ELA (75 minutes)

### Questions for passage

19. What are the names of the two rivers mentioned in the passage, and what were their alternative names as used by the Babylonians and Greeks? (2 mark)

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20. Where do the Euphrates and Tigris rivers originate, and where do they eventually flow into? (2 marks)

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21. How did the geography of Mesopotamia contribute to the development of civilization in that region? (3 marks)

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22. What factors might have led to the rivalry and warfare between the inhabitants of the northern mountains and the southern deserts? (3 marks)

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SEA Practice Test #9 - ELA (75 minutes)

23. In what ways did the author suggest that the civilization of Mesopotamia was similar in importance to that of Egypt? (2 marks)

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24. How does the author's imagery of viewing Mesopotamia from the top of a pyramid enhance the reader's understanding of its significance? (2 marks)

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25. What underlying themes about human resilience and survival can be interpreted from the description of the strong race of men in Mesopotamia? (2 marks)

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	16 marks
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## SEA Practice Test #9 - ELA (75 minutes)

<b>TASK 5 Poem</b>	<b>Read the poem below carefully then answer the questions (32-35) based on it. Please use complete and proper sentences to provide your answers.</b>
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### A Day Well Spent

If you sit down at set of sun  
And count the deeds that you have done,  
And, counting, find  
One self-denying act, one word that eased the heart of him that heard;  
One glance most kind, which felt like sunshine where it went,  
Then you may count that day well spent.

But if through, all the livelong day  
You've eased no heart by yea or nay,  
If through it all you've nothing done that you can trace  
That brought the sunshine to one face,  
No act most small that helped some soul and nothing cost,  
Then count that day as worse than lost.

### Questions for Poem

26. What does the speaker say you should do at the end of the day? (2 mark)

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## SEA Practice Test #9 - ELA (75 minutes)

27. What specific actions does the speaker mention that contribute to a day being well spent?

(2 marks)

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28. What can be inferred about the value the speaker places on selflessness? (3 marks)

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29. How does the speaker contrast a well spent day with a worse than lost day? (3 marks)

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30. What might the phrase “brought the sunshine to one face” symbolize in the context of the poem? (2 marks)

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## SEA Practice Test #9 - ELA (75 minutes)

31. How does the poem's structure contribute to its overall message about the importance of kindness? (2 marks)

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32. What emotional response does the poem seek to evoke in its readers regarding their daily actions? (2 marks)

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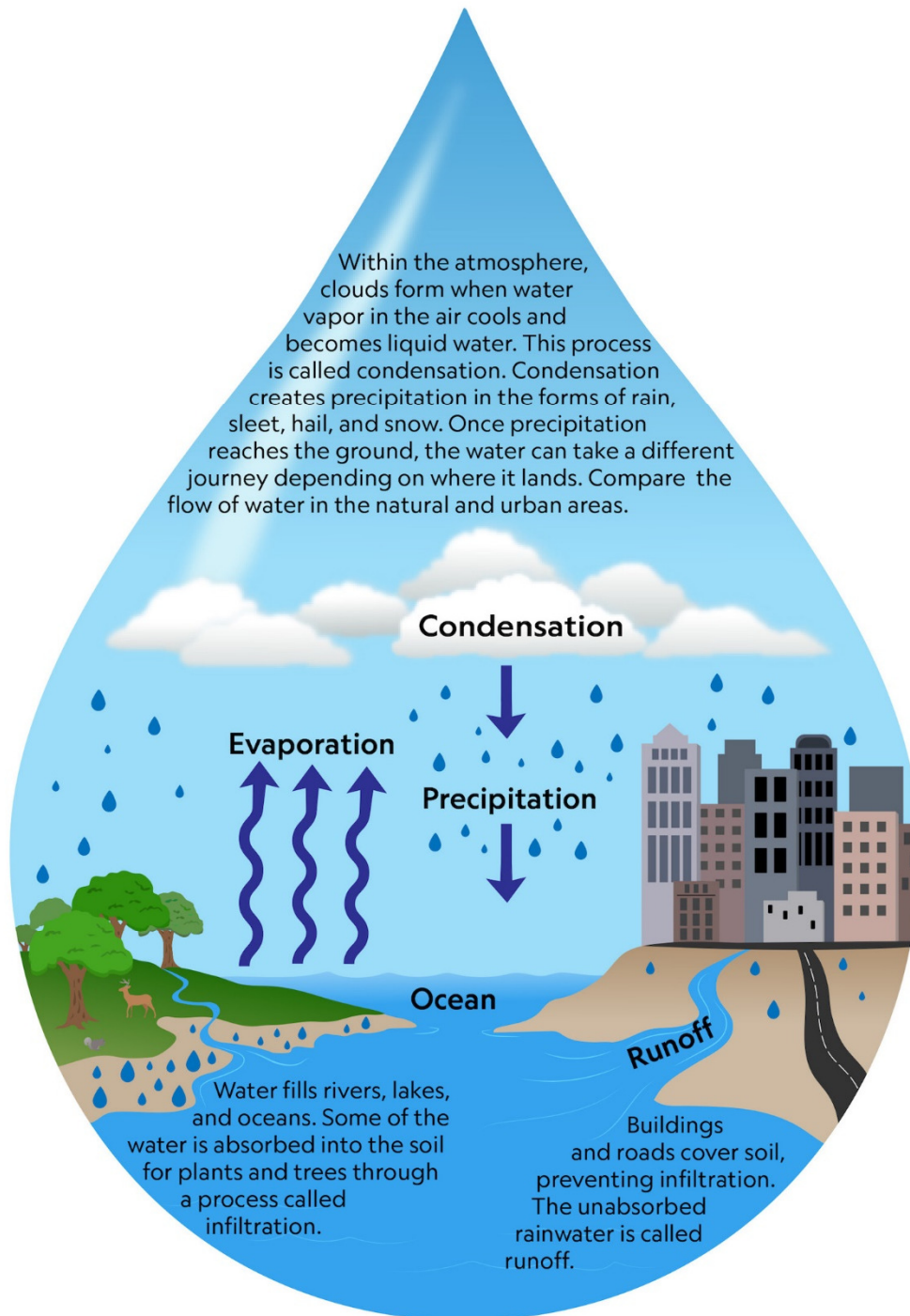
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	16 marks
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SEA Practice Test #9 - ELA (75 minutes)

<b>TASK 6</b> <b>Graphic Text</b>	<b>Read the graphic below carefully then answer the questions (34 to 40) based on it. Please use complete and proper sentences to provide your answers.</b>
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# THE WATER CYCLE



## SEA Practice Test #9 - ELA (75 minutes)

### Questions for graphic

33. What are the three main stages of the water cycle depicted in this infographic? (2 marks)

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34. Why do you think the water cycle is important for our environment? (2 marks)

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35. If there is a major increase in evaporation due to climate change, what might be a possible impact on precipitation patterns? (2 marks)

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36. How does the visual representation of the water cycle enhance your understanding of the process compared to reading a written explanation? (2 marks)

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	8 marks
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**END OF EXAM**

## SEA Practice Test #9 - ELA (75 minutes)

### Answers:

#### SPELLING

1. community (not comunnity)
2. pondered (not ponderd)
3. telescope (not teliscope)
4. attic (not arttic)
5. excitement (not exctement)
6. filled (not filed)

#### GRAMMAR

7. Everyday (should be Every day)
8. he (should be his)
9. running and laughing (could also be while running and laughing to clarify the action)
10. Enter (should be entered)
11. can win (should be could win)
12. approaches (should be approached)

#### PUNCTUATION AND CAPITALISATION

13. Last summer
14. food, sleeping
15. quickly
16. beautiful!
17. and shared
18. said, "I wish

#### COMPREHENSION ANSWERS

19. The two rivers mentioned are the Euphrates and the Tigris. The Babylonians called the Euphrates the Purattu, and the Tigris was known as the Diklat by the Babylonians.
25. Jocko is dressed in a blue and red

## SEA Practice Test #9 - ELA (75 minutes)

suit with a funny little cap. He looks sad and weak, and when the music man pulls the chain to make him dance.

20. The Euphrates and Tigris rivers originate in the mountains of Armenia. They flow through the southern plain until they reach the muddy banks of the Persian Gulf.

21. The geography of Mesopotamia, particularly its location between the Euphrates and Tigris rivers, provided fertile land that turned the arid regions into a garden, supporting agriculture. This agricultural potential attracted populations and facilitated the establishment of complex societies and civilizations.

22. The rivalry and warfare likely stemmed from competition for resources, particularly fertile land. Both groups, the mountaineers and desert-nomads, sought to claim Mesopotamia as their own, leading to conflict and struggle for dominance over this valuable territory.

23. The author suggests that both Mesopotamia and Egypt had significant civilizations that were crucial for the development of human history. By stating that Mesopotamia produced a very strong race of men capable of creating a civilization as important as Egypt's, the author emphasizes their equal historical significance.

24. The imagery of viewing Mesopotamia from a great height, such as atop a pyramid, allows the reader to appreciate the vastness and richness of the region. It evokes a sense of wonder and highlights the contrast between the desert and the lush valley, emphasizing Mesopotamia's importance as a cradle of civilization.

25. The description of the strong race of men implies themes of human resilience, adaptability, and the will to survive in challenging environments. It reflects how adversity—such as competition and warfare—can cultivate strength and ingenuity, leading to the creation and flourishing of complex civilizations.

### POETRY

26. The speaker suggests that you should sit down at sunset and count the deeds you have done throughout the day.,

27. The speaker mentions a self-denying act, a kind word that eases someone's heart, and a glance that brings kindness, all of which contribute to a day being well spent.,

28. The speaker places high value on selflessness, suggesting that acts of kindness and consideration for others are essential for a fulfilling and meaningful day.,"

29. A well spent day involves actions that positively impact others, whereas a worse than lost day lacks any meaningful contributions to others' well-being, resulting in a sense of regret or emptiness.

30. The phrase symbolizes the joy and warmth that can come from acts of kindness; it implies that positively affecting someone else's mood or spirit can lend significance to one's day.

31. The poem's structure, with its clear division between actions that are uplifting versus those that are not, reinforces the message that kindness and selflessness are vital to a fulfilling life. The contrast is effectively developed through the alternating lines describing positive and negative outcomes.,

## SEA Practice Test #9 - ELA (75 minutes)

32. The poem seeks to evoke a reflective emotional response, encouraging readers to evaluate their daily actions and consider the impact they have on others. It promotes a sense of accountability for one's behavior and inspires a commitment to engaging in acts of kindness.

### GRAPHIC TEXT

33. The three main stages are Evaporation, Condensation and Precipitation.

34. The water cycle is important for our environment because it helps distribute water across different areas, supports plant growth, replenishes water sources, and maintains ecosystems.

35. An increase in evaporation could lead to more intense and frequent rainfall in certain areas, while other areas may experience drought conditions due to reduced precipitation.

36. The visual representation enhances understanding by providing a clear and engaging way to see how the stages connect and flow into one another, making it easier to grasp the cycle's dynamics compared to a written explanation alone.

## SEA Practice Test #9 - ELA (75 minutes)

### Creative writing (50 minutes)

#### Choose one question

#### Narrative Writing

1. The Day I Found a Mysterious Key

Write a story about a day when you discovered a mysterious key while playing in your backyard. What does the key unlock? What adventures do you have because of it?

2. If I Could Talk to Animals

Imagine you woke up one morning and discovered you could talk to animals. Write a narrative about your day spent communicating with your pets or wildlife in the park. What do they say, and what do you learn from them?

OR

#### Incident Report

3. Incident: A student was found stealing students' lunch kits from the shelf during break time. Write a report on the incident.

You may include the following details:

- The date, time and place of the incident.
- Who were involved and what happened.
- What was the outcome

4. A student sustains serious injuries during a major sporting event on the school compound due to a failure to follow safety protocols. Write a report on the incident.

You may include the following details:

- The date, time and place of the incident.
- Who were involved and what happened.
- What was the outcome?

# Revision – Understanding Nouns

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## What is a Noun?

A noun is a word that represents a person, place, thing, or idea. Nouns are one of the basic building blocks of sentences.

## Types of Common Nouns

### 1. Common Nouns:

- These are general names for a person, place, or thing.
- Examples: dog, city, teacher, book
- Tip: Common nouns are not capitalized unless they are at the beginning of a sentence.

### 2. Proper Nouns:

- These name specific people, places, or organizations and are always capitalized.
- Examples: Sarah, New York, McDonald's
- Tip: Remember to capitalize the first letter of each proper noun.

### 3. Collective Nouns:

- These refer to a group of people or things.
- Examples: team (a group of players), flock (a group of birds), class (a group of students)

## SEA Practice Test #9 - ELA (75 minutes)

- Tip: Collective nouns can be tricky; remember they refer to a collection as one unit.

### 4. Abstract Nouns:

- These represent ideas, qualities, or conditions that cannot be seen or touched.

- Examples: happiness, bravery, freedom

- Tip: Think of abstract nouns as feelings or concepts.

### 5. Concrete Nouns:

- These are nouns that can be perceived through the senses (sight, smell, touch, taste, hearing).

- Examples: apple, car, flower

- Tip: If you can touch or see it, it's likely a concrete noun.

### Examples in Sentences

- Common Noun: The **dog** chased the **ball**.

- Proper Noun: **Emily** went to the **Trincity Mall**.

- Collective Noun: The **team** won the championship.

- Abstract Noun: **Courage** is needed to try new things.

- Concrete Noun: The **cake** smells delicious.

## SEA Practice Test #9 - ELA (75 minutes)

### Tips for Students:

- **Identify Nouns:** When reading, underline or highlight all the nouns. This will help you to recognize them in different contexts.
- **Practice Categorizing:** Try creating two columns: one for common nouns and another for proper nouns. This will help reinforce the differences.
- **Use Visual Aids:** Draw pictures of nouns or create flashcards. Visualizing can help you remember them better.
- **Play Games:** Engage in noun-themed games, such as Noun Bingo or Noun Scavenger Hunt, where you find nouns around your house or classroom.
- **Create Sentences:** Write sentences using different types of nouns. Challenge yourself to use at least one of each type.

### Conclusion

Understanding nouns is essential for constructing sentences and improving your overall writing skills. Practice identifying and using different types of nouns in your daily reading and writing, and you'll become a noun expert in no time

## SEA Practice Test #9 - ELA (75 minutes)

**NAME:** \_\_\_\_\_

### EXERCISE

Instructions for Students:

- Read the passage carefully.
- Identify the errors related to noun usage.
- Write down the corrections for each error.
- Discuss why each correction is necessary.!

### Passage with Errors:

mrs. noel walked into the classroom with a big smile on her face. She greeted all the students' and told them about the upcoming field trip to the emperors valley zoo. Everyone was excited, and the class was filled with happy chatter.

Suddenly, kevin raised his right hand and said, "I can't wait to see the elephants! They are my favourite animal."

The teacher replied, "That's great, kevin! Remember to write down your favorite animals in your Journal."

Later that day, the group had a discussion about the importance of protecting species that are endangered. The student shared their thoughts and opinions. Many mentioned that they want to help save the tigers and pandas.

At the end of the lesson, the teacher told the class she would be bringing a special surprise on thursday.