ELA
ENGLISH LANGUAGE ARTS

CURRICULUM PLANNING & DEVELOPMENT DIVISION, MINISTRY OF EDUCATION

ENGLISH LANGUAGE ARTS (SEA)

SEA ELA STUDENT'S RESOURCE BOOKLET
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**PRONOUNS**

Write the correct form of the ‘SELF’ PRONOUN to complete the following sentences.

**SEA, 2009**

**EXAMPLE:** After several attempts he completed the job **himself**.

Now do these:

5. Jalani, did you prepare that delicious meal **_____________**?

6. Kelly said, “I can see **_____________** in the next five years as a famous artist.”

7. The two sisters, Bina and Chitra travelled by **_____________** to Canada.

**SEA, 2010**

**EXAMPLE:** We saw Mohan __**who**__ told us the good news.

Now do these:

5. Shari, ____________ house was destroyed in the floods__, is now staying with friends.

6. The lady ________________ we greeted at the door is the new librarian.

7. Mr Brown’s old shop ________________ has become an eyesore will soon be demolished.

“__________________ has become an eyesore...” This is a restrictive relative clause. The information is important for you to understand the meaning of the sentence.
EXAMPLE: I do not know to whom you spoke, but it wasn’t me.

“Who” and “whoever” are subjective pronouns; “whom” and “whomever” are in the objective case. That simply means that “who” (and the same for “whoever”) is always subject to a verb, and that “whom” (and the same for “whomever”) is always working as an object in a sentence.

Now do these:

5. We met the author ____________________________ won the first prize.

   Helpful Hint: Substitute “he/him” or “she/her”

   If it’s either “he” or “she,” then it’s “who” and if it’s “him” or “her,” then it’s “whom”

6. The girl ___________________________ brother was ill went to call her mother.

7. Tropical storm Tomas ______________________ swept across the Caribbean last year caused much damage.

2013 Now do these:

5. “I don’t need your help! I want to do it ________________!” instead the little boy.

6. You have to dry all those dishes again because ________________ are still wet’

7. I found this book on the floor: to ______________ does it belong?
**SUBJECT AND VERB AGREEMENT**

Only verbs in their finite forms can be singular or plural

A singular subject is followed by a singular. The subject of this sentence is ‘Brant’. Brant is one person. Therefore, a singular verb must follow – ‘writes’

Write the correct form of the verb

Brant **writes** (write/write) more neatly than his brother.

Now do these:

1. Justin and his brothers **go** to lessons every Saturday.

2. Andrew and Aaliyah **enjoys** (enjoy/enjoys) riding their bicycles.

3. Not one of those mango trees **is** (is/are) bearing fruit.

4. All the boys except Sunil **like** (like/likes) cricket.

5. Neither Leila nor her friends **want** (want/wants) to play.

6. Each of the players **tries** (try/tries) hard to score.

If two nouns, the former of which is singular are joined by expressions such as in addition to, like, as well as, with, together with, besides, including, then the verb must be singular.

The following expressions are singular and must be followed by a singular verb: each, each of, every, everyone of, one of, not one of, neither of, anyone, anyone of, some-one, somebody, everyone, everybody, nobody.
7. The coach, as well as the manager of the team, ____________ (attend/attends) practice every Saturday.

8. All the children except me ____________ (drink/drinks) water after playing at lunchtime.

9. The team members ____________ (clean/cleans) the tennis court before the game.

10. A box of crayons ____________ (was/were) left in the classroom.

11. Ronald, together with his parents, ____________ (visit/visits) England each vacation.

12. Each of the girls ____________ (do/does) her daily chores before coming to school.

13. A few of the apples ____________ (have/has) black spots.

14. Neither the desk nor the chair ____________ (was/were) clean.

15. Neither Mary nor her brother ____________ (like/likes) to be late.

16. We ____________ (was/were) going to our friend’s home when she became ill.

17. Each of the animals ____________ (do/does) its own tricks at the circus.

18. Neither the goats nor the cows ____________ (stay/stays) in their pens.

19. The members of the football team ____________ (has/have) to practise today.

Some Collective nouns may take a singular verb depending on how they are used

With neither…..nor and either…or, the verb form is determined by the noun or pronoun that is closest to the verb.
20. Social Studies ______________ (is/are) an interesting subject.

21. Neither Mark nor Tom ____________ (has/have) the correct answer.

22. The news of the flood ___________ (was/were) frightening.

23. __________ (Do/Does) the dog and the cat play with you?

24. Either Tom or this brother ___________ (climb/climbs) the mango tree.

With neither.....nor and either...or, the verb form is determined by the noun or pronoun that is closest to the verb.
ACTIVE AND PASSIVE VOICE

Rewrite the sentences below in the ACTIVE voice.

EXAMPLE: Jeremy was given a gift by the teacher.

The teacher gave Jeremy a gift.

Steps to change the Passive Voice to the Active Voice

1. Move the passive sentence's subject into the active sentence’s direct object slot

Jeremy was given a gift by the teacher. \[\rightarrow\] (gave) Jeremy a gift.

The subject, Jeremy, becomes the Direct Object

2. Remove the auxiliary verb be from the main verb and change main verb's form if needed. You may also need to change the verb tense.

Jeremy was given a gift \[\rightarrow\] gave Jeremy a gift.

be auxiliary verb no auxiliary verb

3. Place the passive sentence's object of the preposition by into the subject slot.

...by the teacher... \[\rightarrow\] The teacher gave Jeremy ...

Object of the preposition by the subject

Now do these:

10. All the Club members have been spoken to by the President.

_______________________________________________________________________

________________________________________________________________________
Rewrite the sentences below in the PASSIVE voice.

**EXAMPLE:**

Students from our school won all the prizes.

The students, the subject, are the doers of the action. Therefore, the sentence is in the active voice.

All the prizes, the object of the first sentence, is now the subject of the sentence.

All the prizes were won by students from our schools.

The students are now the direct object of the sentence and are being acted upon. Therefore, the sentence is now in the passive voice.

To change a sentence from active to passive voice, do the following:

1. Move the active sentence's direct object into the sentence's subject slot

   Students from our school won all the prizes. → All the prizes...

   Direct Object now the subject of the sentence

2. Place the active sentence's subject into a phrase beginning with the preposition **by**

   Students from our school... → by student from our school.

   Subject prepositional phrase

3. Add a form of the auxiliary verb **be** to the main verb and change the main verb’s form

   Students from our school won… All the prizes were won…

   Verb Verb + auxiliary **be**

Now do these:

12. The earthquake victims sent an urgent request for help.
Active and Passive Voice

The Simple Present Tense

Look at these sentences

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children play cricket on the weekends.</td>
<td>Cricket is played by the children on the weekends.</td>
</tr>
<tr>
<td>The farmers plant many crops.</td>
<td>Many crops are planted by the farmers.</td>
</tr>
</tbody>
</table>

Remember – when changing the ACTIVE VOICE in the Simple Present Tense to the PASSIVE VOICE use the verb ‘to be’ plus the Past Participle (is or are + Past Participle)

Simple Past Tense

Look at these sentences

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children played cricket.</td>
<td>Cricket is played by the children.</td>
</tr>
<tr>
<td>The best runner won the race.</td>
<td>The race was won by the best runner.</td>
</tr>
<tr>
<td>He caught ten fishes yesterday.</td>
<td>Ten fishes were caught by him yesterday.</td>
</tr>
</tbody>
</table>

Remember – when changing the ACTIVE VOICE in the Simple Past Tense to the PASSIVE VOICE, use the verb ‘to be’ plus the Past Participle (is, are, was, were + Past Participle)
## Simple Future Tense

*Look at these sentences*

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The policeman <em>will give</em> us proper directions.</td>
<td>Proper directions <em>will be given</em> to us <em>by</em> the policeman.</td>
</tr>
<tr>
<td>Sandy <em>will wash</em> the car tomorrow.</td>
<td>The car <em>will be washed</em> by Sandy tomorrow.</td>
</tr>
</tbody>
</table>

Remember – when changing the **ACTIVE VOICE** in the **Simple Future Tense** to the **PASSIVE VOICE**, use “*will be*” or “*shall be*” + the **Past Participle**.

## Present and Past Perfect Tenses

*Look at these sentences*

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon <em>has found</em> an ant in her food.</td>
<td>An ant <em>has been found</em> in Sharon’s food.</td>
</tr>
<tr>
<td>We <em>have caught</em> fishes in this lake before.</td>
<td>Fishes <em>have been caught</em> by us in this lake before.</td>
</tr>
<tr>
<td>I <em>had bought</em> the fishes.</td>
<td>The fishes <em>had been bought</em> by me.</td>
</tr>
</tbody>
</table>

Remember – when changing the **ACTIVE VOICE** in the **Present and Past Perfect Tenses** to the **PASSIVE VOICE**, use *has been/have been/ or had been* + the **Past Participle**.

## Present and Past Continuous Tenses

*Look at these sentences*

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew <em>is feeding</em> the dog.</td>
<td>The dog <em>is being fed</em> by Andrew.</td>
</tr>
<tr>
<td>They <em>are washing</em> the cars.</td>
<td>The cars <em>are being washed</em> by them.</td>
</tr>
<tr>
<td>Laurel <em>was cleaning</em> the bedroom.</td>
<td>The bedroom <em>was being cleaned</em> by Laurel.</td>
</tr>
<tr>
<td>Aaliyah and her friends <em>were playing</em> video games.</td>
<td>Video games <em>were being played</em> by Aaliyah and her friends.</td>
</tr>
</tbody>
</table>

Remember – when changing the **ACTIVE VOICE** in the **Present and Past Continuous Tenses** to the **PASSIVE VOICE**, use *is/are being or was/were being* + the **Past Participle**.
Rewrite the following sentences using the active voice.

SEA, 2011

EXAMPLE: All the water in the cooler was drunk by the thirsty children after the race.

The thirsty students drank all the water in the cooler after the race.

Now do these:

11. Over many years, the soil has been washed away by the heavy rains.

12. Craft items will be sold by the students at our school to raise funds for graduation.

Rewrite the following sentences using the passive voice.

EXAMPLE: A students from my school won the cross country race.

The cross country race was won by a student from my school.

Now do these:

13. The workmen are repairing the roofs which were damaged by the storm.

14. All the cinemas in the mall opened new movies last week.
Rewrite the following sentences using the ACTIVE voice.

SEA, 2011

EXAMPLE: All of the races were run by students from our school.

Students from our school ran all the races.

Now do these:

11. The Independence Day parade is watched by Shiva every year.

________________________________________________________________________

________________________________________________________________________

12. Some of the furniture from the burning house has been removed by alert neighbours.

________________________________________________________________________

Rewrite the following sentences using the active voice.

SEA, 2013

EXAMPLE: The play park was cleaned by the residents.

The residents cleaned the play park.

Now do these:

13. The new bridge is being built over the river by workmen from Patel’s Construction.

________________________________________________________________________

________________________________________________________________________

14. A new version of the song will be sung by the calypsonian at the Finals.

________________________________________________________________________
Direct and Indirect Speech

2013 SEA, ELA –

Rewrite the following sentences using indirect (reported) speech.

“No one is to talk in my absence.” warned the teacher.

The teacher warned that no one was to talk in her absence.

The First and Second Persons of pronouns are usually changed into the Third Person.

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
<th>Tense Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason said, “I walk to school.”</td>
<td>Jason said that he walked to school.</td>
<td>Present Tense to Past Tense</td>
</tr>
<tr>
<td>Jason said, “I am walking to school.”</td>
<td>Jason said that he was walking to school.</td>
<td>Present Continuous Tense to Past Continuous Tense</td>
</tr>
<tr>
<td>Jason said, “I walked to school.”</td>
<td>Jason said that he had walked to school.</td>
<td>Past Tense to Past Perfect Tense</td>
</tr>
<tr>
<td>Jason said, “I was walking to school.”</td>
<td>Jason said that he had been walking to school.</td>
<td>Past Continuous Tense to Past Perfect Continuous Tense</td>
</tr>
<tr>
<td>Jason said, “I have walked to school.”</td>
<td>Jason said that he had walked to school.</td>
<td>Perfect Tense to Past Perfect Tense</td>
</tr>
<tr>
<td>Jason said, “I will walk to school.”</td>
<td>Jason said that he would walk to school.</td>
<td>Future and Future Continuous Tense, change shall to should and will to would</td>
</tr>
<tr>
<td>Jason said, “I will be walking to school.”</td>
<td>Jason said that he would be walking to school.</td>
<td>Future and Future Continuous Tense, change shall to should and will to would</td>
</tr>
</tbody>
</table>

Change the Tense:

“is to talk” – present tense
 Changed to –
 “was to talk” – past tense
Now do these:


   ____________________________________________________________
   ____________________________________________________________

12. Joshua replied, “I will come later.”

   ____________________________________________________________
   ____________________________________________________________

Another helpful hint: Change words which indicate time or place

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here</td>
<td>There</td>
</tr>
<tr>
<td>Now</td>
<td>Then</td>
</tr>
<tr>
<td>This</td>
<td>That</td>
</tr>
<tr>
<td>These</td>
<td>Those</td>
</tr>
<tr>
<td>Today</td>
<td>That day</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>The next day</td>
</tr>
<tr>
<td>Yesterday</td>
<td>The day before</td>
</tr>
</tbody>
</table>

Rewrite the following sentences using direct speech. (2007)

Example: The boy boasted that he had two pencils.

   “I have two pencils,” boasted the boy.

   The boy boasted, “I have two pencils.”

Do you remember the rules of changing Direct Speech to Indirect Speech?

If you remember these rules, then simply do the opposite when changing from indirect Speech to Direct Speech.

Now do these:

20. Lynn asked if I wanted to see the prize that she won.

   ____________________________________________________________
21. Shastri shouted that he had not taken my eraser.

___________________________________________________________________________
___________________________________________________________________________

22. The secretary informed us that she did not think Mr. Lee was available.

___________________________________________________________________________
___________________________________________________________________________

Changes in Personal Pronouns

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>he, she</td>
</tr>
<tr>
<td>me</td>
<td>him, her</td>
</tr>
<tr>
<td>my</td>
<td>his, her</td>
</tr>
<tr>
<td>our</td>
<td>their</td>
</tr>
<tr>
<td>us</td>
<td>them</td>
</tr>
<tr>
<td>you</td>
<td>I, me, he, she, they, him, her, them</td>
</tr>
<tr>
<td>your</td>
<td>his, her, my, their</td>
</tr>
</tbody>
</table>

Rewrite the following sentences using reported (indirect) speech. (2008)

Now do these:

20. “It is raining too heavily for me to come out and play,” replied Ramesh.

___________________________________________________________________________
___________________________________________________________________________

21. The little girl insisted, “I am waiting on my father!”

___________________________________________________________________________
___________________________________________________________________________

22. “Where are you going tomorrow?” asks his friend.

___________________________________________________________________________
___________________________________________________________________________
EXAMPLE: “Marisa, have you seen my blue pen?” asked Leah.

Leah asked Marisa if she had seen her blue pen.

Now do these:

11. “I am the world’s greatest dancer!” boasts the girl.

________________________________________________________________________

________________________________________________________________________

12. “Teacher,” the children asked, “can we play outside?”

________________________________________________________________________

________________________________________________________________________

13. The teacher replied, “It looks as if it will rain today.”

________________________________________________________________________

Rewrite the following sentences using direct speech.

EXAMPLE: Rasheed exclaimed that he had the best drawing.

“I have the best drawing!” Rasheed exclaimed.

Now do these:

13. Mala told Sarah not to stand there because she was blocking her view.

________________________________________________________________________

14. Kamala insisted that she had not seen my diary yesterday.

________________________________________________________________________


**PUNCTUATION**

Insert the TWO missing punctuation marks to correctly complete EACH of the following sentences. YOU DO NOT NEED TO REWRITE YOUR SENTENCE.

**2009 EXAMPLE:**  “Where are you going young man” she asked

“Where are you going, young man?” she asked.

Now do these:

31. Mrs. Williams our new principal thanked us for our warm welcome.

32. “What is the time” asked the visitor

33. It’s too late to go to Aliyahs house tonight.

34. These are the countries we visited Barbados St. Lucia and Antigua.


**2010 EXAMPLE:** Where is the store you told me about

Where’s the store you told me about?

Now do these:

31.“That’s a wonderful idea” responded Ashas Mum excitedly.

32. After touring the museum visiting the exhibition, and having lunch they left for home.

33. Some students bought these snacks at the fair nuts popcorn and lollipops.

34. Did you watch the film Slum Dog Millionaire?
35. Haresh enquired, Has anyone seen my wristwatch?


Now do these:

31. “What a delicious meal Shari remarked as she got up from dinner.

32. The guest speaker a famous author told us about his new book.

33. “Are you finished Justin” the teacher enquired.

34. The girls bag was found, but they haven't found her purse.

35. The teacher said we still need these items mixed fruit two dozen eggs and a kilogram of butter.


Now do these:

31. The tiny puppy muddy and wet crept quietly into the kitchen.

32. The girls rooms havent been swept for the week.

33. Mrs. Davld’s son in law is a farmer.

34. “Oh yelled the boy who was stung by a bee.

35. These are all members of the cat family pumas cheetahs and jaguars.

Hint: Use a comma between items in a series or list.
EXAMPLE: “Will you take Asha’s lunch” she asked.
“Will you take Asha’s lunch?” she asked.

Now do these:

31. “What a beautiful sunset” Micha said excitedly to her brother.

32. It's been a long time since the children visited their Grandmothers house in Tobago.

33. Keisha asked me why I didn't go to the fair

34. Sunil the leader of our group presented the report this morning.

35. “Leah eat those vegetables at once, Mum instructed.”
An earthquake is a shaking of the ground. It is caused by the sudden breaking and shifting of large sections of the earth’s rocky outer shell. Most earthquakes occur along a fault or fracture in the rock and they usually begin deep in the ground. The part where the rock breaks is called the focus. The area above the focus, the epicenter, is the place on the surface where the strongest shaking is felt.

Earthquakes seldom kill people directly. However, the violent movement of an earthquake can make rivers change course. It can also trigger landslides and create huge destructive waves. When these occur they result in the death of many people. On average, a powerful earthquake strikes less than once every two years, while 40,000 to 50,000 small ones occur annually. Of these only about 1,000 are strong enough to cause damage.

It is important to know what to do when an earthquake strikes. Even more important is knowing how to detect earthquakes before they occur. Geologists are scientists who study the structure of the earth and learn how to detect earthquakes beforehand. Knowing where and how to build can help reduce injury and loss of property. People may also be evacuated before an earthquake strikes.

36. (a) According to the passage, what TWO actions cause an earthquake?

___________________________________________________________________________
___________________________________________________________________________

*The answer is found directly in the first paragraph of the passage.*

(b) What is a fault (line 3)?

___________________________________________________________________________

*The answer is found directly in the first paragraph of the passage.*
37. What is the difference in location of the “focus” (line 5) and the “epicenter” (line 5) of an earthquake?

___________________________________________________________________________

___________________________________________________________________________

The answer can be found in the first paragraph of the passage. However, students will have to understand the passage to select the relevant details to answer the question, since the answers to the first two questions also come from the first paragraph.

38. According to the passage, what are TWO effects of the movement caused by an earthquake?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

The answer can be found in the first part of paragraph two.

39. How often is a very serious earthquake likely to occur?

___________________________________________________________________________

___________________________________________________________________________

The answer can be found in the middle of paragraph two.

40. (a) Why is it important to know when an earthquake is likely to strike?

___________________________________________________________________________

___________________________________________________________________________

The answer is found in paragraph three. Students will have to understand and interpret the information given to respond correctly to this question.
(b) Suggest **TWO** actions that persons can take in preparation for an earthquake.

__________________________________________________________________________

__________________________________________________________________________

*Understanding and interpreting the details of the third paragraph are necessary to answer this question.*
Read the passage below carefully, and then answer the questions that are based on it. Use sentences and correct grammar and spelling.

It seems that children have always played the game of marbles, but no one is absolutely certain when it began. It is believed to have begun during the Stone Age. In Europe it was played in the Middle Ages. And in ancient Egypt and Rome children played with marbles long before modern times.

In some Caribbean islands, the game is referred to as "pitching". Boys are the main players. Although girls play, the numbers are very small. This may be as a result of the playing conditions which involve a great deal of stooping with the fingers and hands coming into regular contact with the ground. Some of the regular marble games played in the Caribbean are "tens and twenties" and "killa". In the latter, the players try to get a marble into a hole or holes which are prepared for the game. The player then "kills" or hits all of the other marbles which are near the hole.

Those who are unable to make it into the hole feel the pain of losing. As well as that left after they have been hit on the knuckles by the winner. This is a game that only the brave dare to play.

36. (a) How do we know that the game of marbles has been around for a long time?

___________________________________________________________________________
___________________________________________________________________________

The answer is found in the text and context clues related to ‘time’ such as ‘long before modern times’ signal when the game is believed to have started. Students can also use their knowledge of history when writing an answer.

(b) Name ONE place mentioned in the passage, other than the Caribbean, where the game of marbles has been played.

___________________________________________________________________________

Students must use context clues to know the location of the Caribbean and the other places. The word Caribbean is used to indicate the whole region so therefore the other countries mentioned must not be the Caribbean.
37. Give THREE reasons why many girls may not play marbles.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Some information for the answer is located in the text, but the third reason must be inferred/suggested from knowledge of what girls may or may not like. The word ‘reason’ means explanations are needed to answer the question why girls would not like to play marbles.

38. (a) To what do the words “the latter” (line 12) refer?

___________________________________________________________________________

___________________________________________________________________________

The context clue in the sentence that follows immediately after the word ‘latter’ provides the answer to the question.

(b) Describe fully how the game of “killa” is played.

___________________________________________________________________________

___________________________________________________________________________

Players unable to get their marble into the hole/holes are considered losers of the game and they must get hit on the knuckles by the winner of the game. The question uses the key word ‘describes’ and ‘fully’ to sequence the process of playing the game ‘killa’ from beginning to end.

39. Why might a player cry at the end of a game of “killa”

___________________________________________________________________________

___________________________________________________________________________

The context clues used in this part of the passage will give reasons why a player might cry at the end of the game. Words which suggest pain might also help students to understand why playing “killa” is a painful game.
40. Suggest a reason why the game of marbles continues to attract children.

While using information located in the passage to answer the question, students can also draw on their own prior knowledge of the game, (whether they have played the game themselves or seen others playing it), in order to respond to the question. They can ask and discuss questions such as ‘Why would a game continued to be played since the Stone Age? Why would I continue playing a game?’ in order to decide on an answer.
Tiger cubs lead dangerous and uncertain lives. Fewer than fifty per cent survive past their second year. They are threatened by other predators such as jackals and hyenas. Some cubs die of diseases or injury. When food is scarce, the weakest ones can die from starvation.

When cubs are a few months old, the tigress starts bringing meat back for them to eat. They also continue to drink her milk for about three months. As the cubs grow, their mother must provide more and more food for them. This is a tiring time for her. Sometimes she must make a kill every day.

Once they can walk, the cubs start to explore their world. They play with each other, wrestling, chasing, and stalking. This helps them to develop their muscles and also gives them practice in the kinds of movements needed to make a kill. Tigers are not born knowing how to kill prey. They learn slowly, through trial and error, over a period of years. Even when they become expert hunters, tiger make a successful kill only about one in fifteen times.

Male tiger cubs become independent earlier than their sisters and strike out to hunt on their own. When they do, they may face problems.

36. Give TWO reasons why many tiger cubs may NOT survive past their second year.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

This information is found in the text of the first paragraph. Students can locate information using the key words which may signal death; therefore, they also need to use their vocabulary knowledge.
37. According to the passage, what are TWO types of food for the tiger cubs?

Students should look for key vocabulary words which suggest food in the passage.

38. (a) Why must the female tiger sometimes “make a kill every day” (line 10)?

Students should read what comes before the line 10 and make a link to why she must make a kill every day. Signal words such as ‘this is’ help to make these links.

(b) How does this action affect the tigress?

Students need to explain how the activities which the tigress must do every day to care for her cubs make her tired.

39. (a) How does playing prepare the tiger cubs to become hunters?

The answer is located within the text in paragraph three. Students need to understand and link the key word ‘playing’ with how this develops the tiger’s hunting skill and use this knowledge to select the relevant details.
(b) Describe how a tiger can learn to hunt “through trial and errors” (lines 15-16).

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Students need to use their prior knowledge and understanding of the passage to answer this question. The student must first understand what ‘trial and error’ means and what the phrase ‘over a period of years’ means to know that the hunting skill is developed over a long period of time through hunting, making mistakes and trying again.

40. Suggest TWO “problems “which male cubs might face as they “strike out to hunt on their own” (line 20).

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Students must first understand what the words ‘problems’ and ‘suggest’ mean in the context of the question and the passage. ‘Problems’ in this context mean a difficulty which may threaten the survival of the male tiger. The context clues which signal the answer lies in the last sentence of paragraph three which shows that there may be problems getting food even after the tiger has developed expert hunting skills.
COMPREHENSION 2012

Read the passage below carefully and answer the questions based on it. Use complete sentences and correct grammar and spelling.

Skateboarding may have started in California but it is enjoyed by many young people in the Caribbean. The first skateboards were made for a surf shop in California which wanted something for surfers to do when they were not surfing. During this downtime the surfers used the boards to skate on the sidewalks and tried moves borrowed from surfing. Before long, the activity was referred to as “sidewalk surfing”.

The first skateboards were simple wooden boxes or boards with wheels attached to the bottom. Many people got hurt. These boxes were later replaced by planks. Later boards were made of lighter and stronger materials such as aluminium, fibre glass and plywood. Eventually, manufacturers produced skateboards with attractive design and colours.

Ramp skateboarding became fashionable in the 1980s. However, many people could not afford to build the ramps or use those already built, and so they took to the streets. This was the birth of freestyle skating. Street skaters also moved into shopping centres and car parks in an effort to find suitable sports and skate.

Several manoeuvres or tricks were invented. Most of them involved riding on two wheels, like the “wheelie”, and spinning on the back wheels. There was also the “hippie jump” which involved jumping over a bar and landing on the board again.

In some places today, skateboards are used by persons for transportation. Those who use them in this way say that skateboarding is a form of exercise and is environmentally friendly. Skateboards are also easy to carry.

36. (a) Why was skateboarding first called “sidewalk surfing” (line 6-7)?
(b) What words in the passage suggest that people are unsure of where skateboarding began?

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Students need to read the first paragraph, underline key words and use synonyms to assist in understanding the content. This will lead to identifying the word which shows that people are unsure of where skateboarding started.

37. Explain why person “got hurt” (line 9) in the early days of skateboarding.

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The key word in the question is ‘explain’ which means to give a reason. Students would have to read the passage and interpret from the information given a reason (s) why so many people got hurt. They can also use prior knowledge about safety as well as why the materials used would be unsuitable for skateboarding.

38. (a) Name TWO skateboard manoeuvres mentioned in the passage.

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The key word in the question is ‘name’-students have to read and re-read the passage to identify two manoeuvres.

(b) Why might other persons who use the roads and car parks be concerned about skateboarders?

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39. Suggest a suitable title for the passage.

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Students should determine the type of text-informative or descriptive. Then look at the main idea of each paragraph. This will help to determine a suitable title for the passage. Skateboards are a part of skateboarding. The passage gives information from the origins of skateboarding to the present day.
40. What are THREE advantages of using skateboards?

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The information is found directly in the text. Students should understand the word advantages and select information which would suggest that using skateboards are advantageous.
Most hummingbirds are about three to five inches long. However, the bee hummingbird is only five centimetres or about two inches, making it the smallest species of bird alive today. It isn't any bigger than a large insect, but don’t let its tiny body fool you, it is a fierce flier. It can beat its wings up to 80 times per second. If you ever see one in flight, you'll notice its wings are just a blur to the human eye. Humming birds are also the only vertebrates that can hover in one place. Add to that being able to fly backwards and upside down and these creatures are amazing flying machines.

Being a master flier isn’t the only talent of the hummingbird. It also assists in plant reproduction. During the course of a day, the bee hummingbird can visit up to 1800 flowers. When the hummingbird drinks nectar, pollen is transferred from the flower to the bird’s body. This pollen is carried to the next flower. Transferring pollen from one flower to another helps the pants to make seeds.

Hummingbirds eat insects. In fact they eat about half their body mass each day. But even more impressive is the fact that they drink up to eight times their mass in nectar every day. This is why they usually live in gardens and areas where there is shrubbery.

Adapted from Kelly Hashway, “A Mighty Flier,”
(b) Why are the hummingbird’s wings a blur to the human eye when it is flying (line 6)?

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Students should read what comes before and after the line as well as use their own understanding of the meaning of the word ‘blur’.

(2 mark)

38. Why are hummingbirds described as “amazing flying machines” (line 9)?

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Students should re-read the text looking and selecting information that show reasons why hummingbirds are called amazing flying machines. It is important that students understand their words of the question to decide on the relevant information to use for the answer.

(2 mark)

39. (a) What are TWO foods that hummingbirds feed on?

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The details to answer this question can be found directly in the passage/text. Students should use the supporting details of the paragraph to find these details.

(b) Why do hummingbirds live in gardens and areas of shrubbery?

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Students should re-read the passage containing the details highlighted by key words such as ‘why’ and ‘live’ and then find a link between where birds live, ‘in gardens and areas of shrubbery’ and why they live there. There is a clear connection between the two “This is
why” connects or comes right after the statement about the quantity of insects and nectar the birds need.

40. (a) Describe the important job that hummingbirds do in assisting in plant reproduction.

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Students need to understand the key words ‘describe’ and ‘reproduction’ when they read the passage. This may assist their understanding; they can also use their prior knowledge about pollination to describe the process.

(2 mark)

(b) Suggest a suitable title for the passage.

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To choose a title, students should think about what are the main ideas presented about the hummingbird in the passage.

(2 mark)

Total 14 marks
SEA 2009 poem

Up on Daddy’s shoulder response to 42 b
He is riding high-
The baby of the family, response to 42 b
A pleased, cherry pie.

5 I’m tired and my feet are sore
It seems so wrong.-response to 41 a
He’s lucky to be little response to 43 b
But it won’t last long. response to 43 b

The baby of the family.

10 He grabs my toys- response to 41 b
And when I grab them back he makes
A big, loud noise, response to 41 b
I mustn’t hit him, so I chant
Even though I know he’s wrong- response to 41 a

15 “You’re lucky to be little response to 43 b
But it won’t last long.” response to 43 b

Everybody looks at him
And thinks he is sweet,
Even when he bellows “No!”- response to 41 b

20 And stamps his feet.- response to 41 b
He won’t be so amusing response to 43 b
When he’s tall and strong. response to 43 b
It’s lovely being little response to 43 b
But it won’t last long. response to 43 b

Angela Hirth
41. (a) Which line in the poem tells that the speaker thinks he is being unfairly treated?
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(b) Identify TWO actions of the baby that are NOT pleasing to the speaker in the poem.
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42. (a) How is the baby related to the speaker in the poem?
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(b) Give a reason for your answer.
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43. (a) What is the meaning of the word “chant” as used in line 13?
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(b) Which line(s) in the poem suggest that the baby will NOT always be allowed to behave the same?
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44. Why is the line, “it won’t last long” repeated in each stanza?
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36
45. Write a suitable title for the poem.
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A Child’s Life

Chores are no favourites of mine response to 44
Because I just can’t find the time response to 44
To study Maths, English and Science too response to 44
And complete the list of tasks demanded by you. –response to 41 a

My computer games beckon me–response to 41 b
And my cell phone needs me constantly–response to 41 b
Chatting with friends online is a must–response to 41 b
What time is left for dishes and dust?

My life is as busy as a bee’s

It’s unfair to plan before consulting me! –response to 42 a
I must first check my calendar
To see if time for chores is left after. response to 43

I try to survive this pace so hectic
Yes, you guessed, chores are not a part of it!

At the mall with my friends I must lime–response to 41 b
But for housework, there’s just no time.

41. (a) Which word in stanza 1 suggests that someone has spoken sternly to the child about chores?

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(b) According to the poem, what are THREE activities that prevent the child from doing chores?

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42. (a) Which line in stanza 3 suggests that the child feels he or she is not being treated well?

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(b) Explain the child’s complaint in stanza 3 in your own words.

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43. Why does the child need to ‘check’ his or her calendar (line 11)?

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44. Does the poem cause you to feel any sympathy for the child? Give a reason to support your answer.

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45. What advice would you give to the child that might solve the problem?

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THE NIGHT

The night was creeping on the ground;
She crept and did not make a sound – response to question 43 a
Until she reached the tree, and then response to question 41, response to question 43 a

She covered it, and stole again—response to question 41, response to question 43 a

Along the grass beside the wall. – response to question 41

I heard the rustle of her shawl*—response to question 43 a
As she threw blackness everywhere—response to question 41, response to question 43 a

Upon the sky and ground and air; – response to question 41
And in the room where I hid; – response to question 41
But no matter what she did—response to question 43 a
To everything that was about,
She could not put my candle out.—response to question 45
So I stared at the night, and she—response to question 43 a
Stared back solemnly at me.

James Stephens

41. Name THREE things in the poem that the coming of the night changed.

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*The shawl is a piece of clothing worn by women.
42. Why does the poet use the word ‘creeping’, (line 1) to describe how the night moved?

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43. (a) Write TWO examples from the poem where the poet describes the night as a person.

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(b) Explain in your own words what the poet means by the line “threw blackness everywhere” (line 7).

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44. Write ONE line from the poem where the poet appeals to the sense of

(i) sight
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(ii) hearing
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45. Was the person in the poem changed by the night? Write the line or lines from the poem that supports your answer.

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Colour on the Move

Watch them flit from flower to flower - response to question 41

Beautiful butterflies
Like moving colourful paint boxes - response to question 42a

Always flashing by.

Tasting, stopping, waiting - response to question 41
For a touch from me - response to question 44 a
Maybe?

No!

Delicate wings are easily broken - response to question 44 b

So I watch and admire
The beauty of nature.

Their wings dancing up and down - response to question 41
Like ballerinas moving
To silent musical sounds.

Then off again
Smooth and graceful in flight,

Colour on the move

What a sight. - response to question 43 b
41. State THREE different actions of the butterflies in the poem. (3mks)

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42. (a) To what does the poet compare the butterflies in stanza 1? (1 mk)

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(b) Why does the poet make this comparison? (2 mks)

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43. (a) What does the word “flit” used in line 1 suggest about the butterflies’ movement? (2mks)

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(b) Which sense does the poet MAINLY appeal to in the poem? (1 mk)

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44. (a) What is the person in the poem thinking of doing to the butterflies? (1mk)

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(b) Why does the person have a change of mind? (2mks)

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45. Is the title “Colour on the move” a suitable one for this poem?

   Give a reason for your answer. (2mks)

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The Shark

A treacherous monster is the shark - response to question 41

He never makes the least remark.

And when he sees you on the sand,
He doesn’t seem to want to land.

5 He watches you take off your clothes,
And not the least excitement shows.

His eyes do not grow bright or roll,
He has astounding self-control. response to question 42 b and response to question 44

He waits until you are quite undressed. - response to question 42 b

10 And seems to take no interest.

And when towards the sea leap,
He looks as if he were asleep.

But when you once get in his range,
His whole demeanour seems to change.

15 He throws his body right about
And his true character comes out.

After this warning you will wish

20 To keep clear of this treacherous fish. - response to question 41

41. (a) Which word does the poet use to show that the shark is not to be trusted? (1 mk)
___________________________________________________________________________
___________________________________________________________________________
(b) What does the word “remark” (line 2) mean as used in the poem? (1 mk)
___________________________________________________________________________
___________________________________________________________________________
42. (a) Why does the shark not show “the least excitement” (line 6) when you take off your clothes? (2 mks)
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(b) Write TWO things about the shark which shows his patience. (2 mks)
___________________________________________________________________________
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43. (a) Explain what the words “his true character comes out” (line 16) mean. (2 mks)
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___________________________________________________________________________
(b) What causes the shark’s “true character” to come out? (2 mks)
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44. Do you think the poet admires the shark? Give a reason for your answer. (2mks)

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45. Write ONE lesson that the poem teaches. (2 mks)

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## Commonly Misspelt Words

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<td>persistent</td>
</tr>
<tr>
<td>piece</td>
<td>i before e</td>
<td>peice</td>
</tr>
<tr>
<td>politician</td>
<td>ends with -cian</td>
<td>politican</td>
</tr>
<tr>
<td>possession</td>
<td>two s’s in the middle and</td>
<td>posession</td>
</tr>
<tr>
<td></td>
<td>two at the end</td>
<td></td>
</tr>
<tr>
<td>preferred, preferring</td>
<td>two rs</td>
<td>prefered, prefering</td>
</tr>
<tr>
<td>publicly</td>
<td>ends with -cly</td>
<td>publically</td>
</tr>
<tr>
<td>really</td>
<td>two ls</td>
<td>realy</td>
</tr>
<tr>
<td>receive</td>
<td>e before i</td>
<td>recieve</td>
</tr>
<tr>
<td>referred, referring</td>
<td>two rs</td>
<td>referred, refering</td>
</tr>
<tr>
<td>religious</td>
<td>ends with -gious</td>
<td>religious</td>
</tr>
<tr>
<td>remember</td>
<td>-mem- in the middle</td>
<td>rember, remeber</td>
</tr>
<tr>
<td>resistance</td>
<td>ends with -ance</td>
<td>resistance</td>
</tr>
<tr>
<td>Restaurant</td>
<td>The a is left out</td>
<td>Resturant</td>
</tr>
<tr>
<td>sense</td>
<td>ends with -se</td>
<td>sence</td>
</tr>
<tr>
<td>separate</td>
<td>-par- in the middle</td>
<td>separeate</td>
</tr>
<tr>
<td>siege</td>
<td>i before e</td>
<td>seige</td>
</tr>
<tr>
<td>successful</td>
<td>two cs, two s’s</td>
<td>succesful</td>
</tr>
<tr>
<td>supersede</td>
<td>ends with -sede</td>
<td>supercede</td>
</tr>
<tr>
<td>surprise</td>
<td>begins with sur-</td>
<td>suprise</td>
</tr>
<tr>
<td>tattoo</td>
<td>two ts, two os</td>
<td>tatoo</td>
</tr>
<tr>
<td>tendency</td>
<td>ends with -ency</td>
<td>tendancay</td>
</tr>
<tr>
<td>therefore</td>
<td>ends with -fore</td>
<td>therefor</td>
</tr>
<tr>
<td>threshold</td>
<td>one h in the middle</td>
<td>threshold</td>
</tr>
<tr>
<td>tomorrow</td>
<td>one m, two rs</td>
<td>tommorrow, tommorrow</td>
</tr>
<tr>
<td>Word</td>
<td>Rule Description</td>
<td>Example</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>tongue</td>
<td>begins with <strong>ton-</strong>, ends with <strong>-gue</strong></td>
<td><strong>tounge</strong></td>
</tr>
<tr>
<td>truly</td>
<td>no e</td>
<td><strong>truely</strong></td>
</tr>
<tr>
<td>twelfth</td>
<td>Remember the h</td>
<td><strong>twelft</strong></td>
</tr>
<tr>
<td>unforeseen</td>
<td>remember the e after the r</td>
<td><strong>unforseen</strong></td>
</tr>
<tr>
<td>unfortunately</td>
<td>ends with <strong>-ely</strong></td>
<td><strong>unfortnatly</strong></td>
</tr>
<tr>
<td>until</td>
<td>one I at the end</td>
<td><strong>untill</strong></td>
</tr>
<tr>
<td>weird</td>
<td>e before i</td>
<td><strong>wierd</strong></td>
</tr>
<tr>
<td>wherever</td>
<td>one e in the middle</td>
<td><strong>whereever</strong></td>
</tr>
<tr>
<td>which</td>
<td>begins with <strong>wh-</strong></td>
<td><strong>wich</strong></td>
</tr>
</tbody>
</table>
‘I’ or ‘Y’

1) In some words, the short sound /i/ is spelt with ‘y’ or ‘i’ and in some words the long sound /i/ is spelt with the ‘i’ or ‘y’. Look out for these types of words and write them in the list.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/ short sound</td>
<td>/i/ short sound but spelt with (y)</td>
<td>/i/ long sound</td>
<td>/i/ long sound but spelt with (y)</td>
</tr>
<tr>
<td>City</td>
<td>Typical</td>
<td>Bionic</td>
<td>Typist</td>
</tr>
<tr>
<td>Gipsy</td>
<td>Cynic</td>
<td>Diaper</td>
<td>Cycle</td>
</tr>
<tr>
<td>Citizens</td>
<td>Cylinder</td>
<td>Siren</td>
<td></td>
</tr>
<tr>
<td>Slain</td>
<td>Lynch</td>
<td>Bicep</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Syrup</td>
<td>Stifle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crystal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) When you add a suffix to a word ending in ‘y’ that has a consonant before it, you must change the ‘y’ to ‘i’ except before ‘i’

<table>
<thead>
<tr>
<th>‘y’ to ‘i’</th>
<th>‘y’ to ‘i’</th>
<th>except before ‘i’</th>
<th>except before ‘i’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hungrily</td>
<td>Implied</td>
<td>Occupying</td>
<td></td>
</tr>
<tr>
<td>Likelier</td>
<td>Busily</td>
<td></td>
<td>Complying</td>
</tr>
<tr>
<td>Occupied</td>
<td>Complied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) When you add a suffix to a word ending in ‘y’ that has a vowel before it, no change is made to the ‘y’

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyable</td>
<td>Employed</td>
<td></td>
</tr>
</tbody>
</table>
‘I’ before ‘e’ except after ‘c’

The spelling rule *i* before *e* except after *c*, as in the following words:

<table>
<thead>
<tr>
<th>-ie-</th>
<th>-ei-</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
<td>ceiling</td>
</tr>
<tr>
<td>belief</td>
<td>conceit</td>
</tr>
<tr>
<td>believe</td>
<td>deceit</td>
</tr>
<tr>
<td>chief</td>
<td>deceive</td>
</tr>
<tr>
<td>piece</td>
<td>perceive</td>
</tr>
<tr>
<td>thief</td>
<td>receipt</td>
</tr>
<tr>
<td>yield</td>
<td>receive</td>
</tr>
</tbody>
</table>

The rule only applies when the sound represented is ‘ee’. However, it does not apply to words such as *science* or *efficient*, in which the -ie- combination does follow the letter *c* but is not pronounced ‘ee’.

Neither does the rule apply to any word without the *ee* sound, even when there is no *c* involved. For example:

<table>
<thead>
<tr>
<th>-ei- (not pronounced ee)</th>
</tr>
</thead>
<tbody>
<tr>
<td>beige</td>
</tr>
<tr>
<td>feign</td>
</tr>
<tr>
<td>foreign</td>
</tr>
<tr>
<td>forfeit</td>
</tr>
<tr>
<td>height</td>
</tr>
<tr>
<td>neighbour</td>
</tr>
<tr>
<td>vein</td>
</tr>
<tr>
<td>weight</td>
</tr>
</tbody>
</table>

There are a few exceptions to the general *i* before *e* rule, even when the sound is ‘ee’. Examples include *seize*, *weird*, and *caffeine*. **There is nothing for it but to learn how to spell these words, checking in a dictionary until you are sure about them.**
<table>
<thead>
<tr>
<th>I Before E</th>
<th>I Before E</th>
<th>Except After C</th>
<th>Exceptions</th>
<th>No ee Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>field</td>
<td>cashier</td>
<td>ceiling</td>
<td>ancient</td>
<td>beige</td>
</tr>
<tr>
<td>shield</td>
<td>siege</td>
<td>receipt</td>
<td>sufficient</td>
<td>feign</td>
</tr>
<tr>
<td>wield</td>
<td>shriek</td>
<td>receive</td>
<td>efficient</td>
<td>foreign</td>
</tr>
<tr>
<td>yield</td>
<td>priest</td>
<td>deceive</td>
<td>conscience</td>
<td>neighbour</td>
</tr>
<tr>
<td>brief</td>
<td>fierce</td>
<td>conceive</td>
<td>protein</td>
<td>vein</td>
</tr>
<tr>
<td>chief</td>
<td>pierce</td>
<td>perceive</td>
<td>seize</td>
<td>weight</td>
</tr>
<tr>
<td>grief</td>
<td>achieve</td>
<td>conceit</td>
<td>weird</td>
<td>sovereign</td>
</tr>
<tr>
<td>belief</td>
<td>believe</td>
<td>deceit</td>
<td>forfeit</td>
<td>leisure</td>
</tr>
<tr>
<td>relief</td>
<td>relieved</td>
<td></td>
<td>counterfeit</td>
<td>reign</td>
</tr>
<tr>
<td>mischief</td>
<td>reprieve</td>
<td></td>
<td>height</td>
<td>freight</td>
</tr>
<tr>
<td>niece</td>
<td>retrieve</td>
<td></td>
<td>neither</td>
<td></td>
</tr>
<tr>
<td>piece</td>
<td>diesel</td>
<td></td>
<td>either</td>
<td></td>
</tr>
<tr>
<td>anxiety</td>
<td>hygiene</td>
<td></td>
<td>science</td>
<td></td>
</tr>
<tr>
<td>besiege</td>
<td>sieve</td>
<td></td>
<td>species</td>
<td></td>
</tr>
<tr>
<td>pier</td>
<td>friend</td>
<td></td>
<td>heir</td>
<td></td>
</tr>
<tr>
<td>lenient</td>
<td>griev</td>
<td></td>
<td>their</td>
<td></td>
</tr>
<tr>
<td>diet</td>
<td>thief</td>
<td></td>
<td>heifer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fierce</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Double ‘LL’ and Single ‘L’ words

Words ending in double ‘ll’ drop the final ‘l’ when the endings – ment or –ful are added

<table>
<thead>
<tr>
<th>install</th>
<th>instalment</th>
</tr>
</thead>
<tbody>
<tr>
<td>skill</td>
<td>skilful</td>
</tr>
</tbody>
</table>

If you are adding –ly, though, you do need to drop the final ‘l’ before adding the ending

<table>
<thead>
<tr>
<th>chill</th>
<th>chilly</th>
</tr>
</thead>
<tbody>
<tr>
<td>frill</td>
<td>frilly</td>
</tr>
</tbody>
</table>

Adding -ful or –fully

The suffix -ful can form nouns or adjectives, like plateful or cheerful. People sometimes make the mistake of spelling this type of word with a double l at the end. Note that it is always spelt with just one -l

- dreadful, faithful, skilful, powerful
- cupful, mouthful, spoonful

The related ending –fully forms adverbs. Remember that this suffix is always spelt with two l’s

- dreadfully, faithfully, skilfully, powerful

| Faithful  | Spoonful | Handful  | Cupful  | Fanciful | Full/Fulfil | Total Enrolment | Total Quarrelsome | Total Annulment | Hopefully | Heroically | Dreadfully | Gratefully | Spitefully | Accidentally | Eventually | Skillfully | Wilfully | Tunnell/tunnelling | Marvel/marvellous | Model/modelling | Travel/travelling | Chisel/chiselled | Fine/finally | Whole/wholly | Fancy/fanciful | Ready/readily |
|-----------|----------|----------|---------|----------|-------------|----------------|------------------|-----------------|-----------|------------|-----------|-----------|-----------|--------------|--------------|-------------|----------|----------|----------|----------------|----------------|-------------|-------------------|----------------|-------------|-------------|-------------|---------------|
Double consonants when adding a suffix

If the word ends in a consonant and a short vowel sound comes directly before the consonant, double the last letter and then add the suffix

<table>
<thead>
<tr>
<th>Apply rule</th>
<th>Apply rule</th>
<th>Apply rule</th>
<th>Exceptions to rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzed</td>
<td>Admitted</td>
<td>Beating</td>
<td>Halting</td>
</tr>
<tr>
<td>Fattest</td>
<td>Handicapped</td>
<td>Heating</td>
<td>Filleted</td>
</tr>
<tr>
<td>Quitter</td>
<td>Kidnapper</td>
<td></td>
<td>Offering</td>
</tr>
<tr>
<td>Preferred</td>
<td></td>
<td></td>
<td>Gossipping</td>
</tr>
<tr>
<td>Admitting</td>
<td></td>
<td></td>
<td>Carpeted</td>
</tr>
<tr>
<td>Omitting</td>
<td></td>
<td></td>
<td>Profited</td>
</tr>
<tr>
<td>Transferred</td>
<td></td>
<td></td>
<td>Worshiping</td>
</tr>
<tr>
<td>Clapped</td>
<td></td>
<td></td>
<td>Picketed</td>
</tr>
<tr>
<td>Skipped</td>
<td></td>
<td></td>
<td>Galloping</td>
</tr>
<tr>
<td>Committed</td>
<td></td>
<td></td>
<td>Jacketing</td>
</tr>
<tr>
<td>Remitted</td>
<td></td>
<td></td>
<td>Buffeted</td>
</tr>
<tr>
<td>Equipped</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgotten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admitting</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling words with –tion & -sion

Say these words out loud: action, accommodation, decision, occasion, station, television.

Did you notice that the endings –tion and -sion, all sound the same and are pronounced 'shun’?

The endings sound the same but are spelt different so it's difficult to remember which to use. Good spellers know what looks right so you just have to learn the most popular words.

**-tion ending is the most common and are all nouns**

<table>
<thead>
<tr>
<th>action</th>
<th>condition</th>
<th>completion</th>
<th>accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>attention</td>
<td>communication</td>
<td>competition</td>
<td>condition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>invitation</td>
<td>nation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>position</td>
</tr>
<tr>
<td>protection</td>
<td>promotion</td>
<td>population</td>
<td>mention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>solution</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vocation</td>
</tr>
<tr>
<td>suggestion</td>
<td>station</td>
<td>occupation</td>
<td>revolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rejection</td>
<td>location</td>
</tr>
</tbody>
</table>

**-sion endings**

Not that many nouns have -sion endings. They are often formed from verbs which end with -d, -de, -se, -t.

| to collide | to comprehend | to infuse |
| to persuade | to explode | |
| Collision | Comprehension | Infusion |
| Persuasion | Explosion | |

**Other –sion endings**

| pension | persuasion | suspension |
| television | occasion | decision |
Spelling the endings *ant, ent, ance, ence*

-ance and -ence

1) Adjectives ending in *ant* can change to make nouns ending in *ance* :

- *elegant* > *elegance*  
- *distant* > *distance*  
- *brilliant* > *brilliance*  

2) Adjectives ending in *ent* can change to make nouns ending in *ence* :

- *evident* > *evidence*  
- *different* > *difference*  
- *violent* > *violence*  

Use the vowel clue from the adjective to help spell the noun - and vice versa.

Study these words and learn them by using the same tips as before:

<table>
<thead>
<tr>
<th>-ance as in</th>
<th>-ant as in</th>
<th>-ence as in</th>
<th>-ent as in</th>
</tr>
</thead>
<tbody>
<tr>
<td>abundance</td>
<td></td>
<td></td>
<td>absence</td>
</tr>
<tr>
<td>acquaintance</td>
<td></td>
<td></td>
<td>adolescence</td>
</tr>
<tr>
<td>allowance</td>
<td></td>
<td></td>
<td>competence</td>
</tr>
<tr>
<td>arrogance</td>
<td></td>
<td></td>
<td>confidence</td>
</tr>
<tr>
<td>assistance</td>
<td></td>
<td></td>
<td>convenience</td>
</tr>
<tr>
<td>defiance</td>
<td></td>
<td></td>
<td>dependence</td>
</tr>
<tr>
<td>extravagance</td>
<td></td>
<td></td>
<td>diligence</td>
</tr>
<tr>
<td>fragrance</td>
<td></td>
<td></td>
<td>evidence</td>
</tr>
<tr>
<td>ignorance</td>
<td></td>
<td></td>
<td>excellence</td>
</tr>
<tr>
<td>importance</td>
<td></td>
<td></td>
<td>existence</td>
</tr>
<tr>
<td>tolerance</td>
<td></td>
<td></td>
<td>incidence</td>
</tr>
<tr>
<td>radiance</td>
<td></td>
<td></td>
<td>magnificence</td>
</tr>
<tr>
<td>relevance</td>
<td></td>
<td></td>
<td>obedience</td>
</tr>
<tr>
<td>reluctance</td>
<td></td>
<td></td>
<td>patience</td>
</tr>
<tr>
<td>repentance</td>
<td></td>
<td></td>
<td>persistence</td>
</tr>
<tr>
<td>resistance</td>
<td></td>
<td></td>
<td>presence</td>
</tr>
<tr>
<td>significance</td>
<td></td>
<td></td>
<td>reverence</td>
</tr>
<tr>
<td>tolerance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vigilance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Examples that do not form –ant and –ent words**

<table>
<thead>
<tr>
<th>-ance words</th>
<th>-ence words</th>
</tr>
</thead>
<tbody>
<tr>
<td>appearance</td>
<td>audience</td>
</tr>
<tr>
<td>annoyance</td>
<td>circumference</td>
</tr>
<tr>
<td>ambulance</td>
<td>conference</td>
</tr>
<tr>
<td>alliance</td>
<td>conscience</td>
</tr>
<tr>
<td>appliance</td>
<td>essence</td>
</tr>
<tr>
<td>avoidance</td>
<td>experience</td>
</tr>
<tr>
<td>balance</td>
<td>innocence</td>
</tr>
<tr>
<td>circumstance</td>
<td>intelligence</td>
</tr>
<tr>
<td>clearance</td>
<td>interference</td>
</tr>
<tr>
<td>disturbance</td>
<td>persistence</td>
</tr>
<tr>
<td>endurance</td>
<td>reference</td>
</tr>
<tr>
<td>entrance</td>
<td>residence</td>
</tr>
<tr>
<td>grievance</td>
<td>science</td>
</tr>
<tr>
<td>guidance</td>
<td>sentence</td>
</tr>
<tr>
<td>maintenance</td>
<td>sequence</td>
</tr>
<tr>
<td>nuisance</td>
<td>silence</td>
</tr>
<tr>
<td>performance</td>
<td>succulence</td>
</tr>
<tr>
<td>substance</td>
<td>turbulence</td>
</tr>
<tr>
<td>vengeance</td>
<td></td>
</tr>
</tbody>
</table>

Here are some common nouns and adjectives ending in –ant:

<table>
<thead>
<tr>
<th>abundant</th>
<th>assistant</th>
<th>important</th>
<th>brilliant</th>
</tr>
</thead>
<tbody>
<tr>
<td>contestant</td>
<td>fragrant</td>
<td>distant</td>
<td>elegant</td>
</tr>
<tr>
<td>defiant</td>
<td>pleasant</td>
<td>attendant</td>
<td>tolerant</td>
</tr>
<tr>
<td>ignorant</td>
<td>hesitant</td>
<td>instant</td>
<td>expectant</td>
</tr>
<tr>
<td>relevant</td>
<td>observant</td>
<td>dominant</td>
<td>significant</td>
</tr>
<tr>
<td>radiant</td>
<td>applicant</td>
<td>vigilant</td>
<td>reluctant</td>
</tr>
</tbody>
</table>

These are some common words ending in -ent:

<table>
<thead>
<tr>
<th>different</th>
<th>recent</th>
<th>evident</th>
<th>competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>lenient</td>
<td>confident</td>
<td>permanent</td>
</tr>
<tr>
<td>innocent</td>
<td>prudent</td>
<td>silent</td>
<td>persistent</td>
</tr>
<tr>
<td>efficient</td>
<td>intelligent</td>
<td>consistent</td>
<td>incident</td>
</tr>
<tr>
<td>continent</td>
<td>resident</td>
<td>sufficient</td>
<td>patient</td>
</tr>
</tbody>
</table>
Words ending in -ance and -ence

These two endings are both used to make nouns from verbs (e.g., performance from perform) or nouns from adjectives (e.g., intelligence from intelligent).

In general, you'll need to remember how to spell these words (or else check their spelling in a dictionary). Here are some tips to help you remember:

Words ending in -ance

- If the word is formed from a verb that ends in -y, -ure, or -ear, then the ending will be spelt -ance. For example: alliance (from ally), endurance (from endure), or appearance (from appear).
- If the main part of the word (i.e., the bit before the ending) ends in a ‘hard’ c (pronounced like the c in cab) or a ‘hard’ g (pronounced like the g in game), then the ending will be spelt -ance. For example: significance or elegance.
- If the noun is related to a verb ending in -ate, then the ending is likely to be -ance. For example: tolerance (from tolerate).

Here are some common nouns ending in -ance:

<table>
<thead>
<tr>
<th>clearance</th>
<th>importance</th>
<th>distance</th>
<th>nuisance</th>
</tr>
</thead>
<tbody>
<tr>
<td>guidance</td>
<td>resemblance</td>
<td>substance</td>
<td>balance</td>
</tr>
<tr>
<td>acceptance</td>
<td>instance</td>
<td>maintenance</td>
<td>fragrance</td>
</tr>
<tr>
<td>relevance</td>
<td>allowance</td>
<td>appliance</td>
<td>circumstance</td>
</tr>
<tr>
<td>ignorance</td>
<td>insurance</td>
<td>disturbance</td>
<td>grievance</td>
</tr>
<tr>
<td>attendance</td>
<td></td>
<td>assistance</td>
<td>dominance</td>
</tr>
</tbody>
</table>
Words ending in -ence

- If the word is formed from a verb ending in -ere, then the ending will be spelt -ence.
  For example: reverence (from revere), adherence (from adhere), or coherence (from cohere).

Note that the word perseverance is an exception to this rule!

- If the main part of the word ends in a soft c (pronounced like the c in cell) or a soft g
  (pronounced like the g in gin), then the ending will be -ence. For example:
    adolescence or emergence.

Note that the word vengeance is an exception to this rule!

Here are some common nouns ending in -ence:

<table>
<thead>
<tr>
<th>consequence</th>
<th>presence</th>
<th>essence</th>
<th>coincidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>absence</td>
<td>innocence</td>
<td>evidence</td>
<td>sequence</td>
</tr>
<tr>
<td>convenience</td>
<td>difference</td>
<td>affluence</td>
<td>existence</td>
</tr>
<tr>
<td>preference</td>
<td>recurrence</td>
<td>insistence</td>
<td>silence</td>
</tr>
<tr>
<td>influence</td>
<td>audience</td>
<td>sentence</td>
<td>conference</td>
</tr>
<tr>
<td>patience</td>
<td>reference</td>
<td>confidence</td>
<td>experience</td>
</tr>
</tbody>
</table>
When do we use -ible and when do we use -able endings?

-able words

They're both common spelling patterns for adjectives and usually sound the same.

Knowing which of these suffix endings to use can be tricky.

There are more words ending in -able (about 900) than -ible (less than 200)

1) A general rule is if we take away the suffix (-able) we are usually left with a root word:
understandable = understand + able, enjoyable = enjoy + able, comfortable = comfort + able, dependable = depend + able.

2) If the root word ends in 'e' then usually we drop the 'e': value + able = valuable, desire + able = desirable, move + able = movable, believable, excitable...

3) BUT words that keep the 'e' are: saleable, hireable, sizeable, likeable, nameable... The best way to remember these is to memorise them.

4) But we can drop the 'e' or keep the 'e' in these words, both are correct:
likeable/likable, lovable/loveable, useable/usable.

5) The y becomes i when adding -able: justify - justifiable, rely - reliable.

6) Also, we usually keep the 'e' with words ending in -ce and -ge so the words retain the soft c and g sound: changeable, manageable, noticeable, peaceable, pronounceable, serviceable, traceable, knowledgeable.

7) If the main part of the word ends with a ‘hard’ c (pronounced like the c in cab) or a ‘hard’ g (pronounced like the g in game) then the ending is always -able. For example: amicable or available.

| available | forgettable | loveable | fashionable |
| adorabe | forgivable | peaceable | reliable |
| comfortable | inescapable | adaptable | excitable |
| understandable | inevitable | inimitable | lovable |
| acceptable | pleasurable | capable | believable |
| reasonable | preferable | adaptable | excusable |
| bearable | predictable | manageable | manageable |
| believable | sizeable | desirable | serviceable |
| capable | suitable | justifiable | measureable |
| changeable | unmistakeable | preferable | noticeable |
| inflatble | unshakeable | disposable | suitable |
| inflammable | usable | | changeable |
considerable
desirable
despicable
durable
transferable  
variable
laughable
likeable
lovable
operable
knowledgeable
amiable
durable
laughable
conceivable
tolerable
objectionable
comfortable
payable
impressionable

-ible words

1) As a general rule we aren't left with a root word when we take away the -ible ending like in the -able endings - terr/ible. horr/ible, vis/ible.

2) BUT as I've said before, there are always exceptions - look at these: corrupt +ible = corruptible, destruct/ible, contempt/ible, perfect/ible, covertible, digestible. Also access/ible, flexible

*notice the -tible pattern. It's always great to see patterns and also to know and understand exceptions to rules… this only applies in some cases

3) We also drop the 'e' with -ible: collapse+ible = collapsible, response+ible = responsible, sense+ible = sensible, reduce+ible = reducible

4) Words ending in c have a softer sound with -ible: forcible, invincible, reducible
Notice we drop the 'e' in force -ible= forcible, reduce ible = reducible

Learn the common ones - terrible, horrible, incredible, sensible, edible, accessible, flexible, legible, collapsible, reducible, responsible, reversible…

Common adjectives with -able and -ible

<table>
<thead>
<tr>
<th>sensible</th>
<th>plausible</th>
<th>eligible</th>
<th>convertible</th>
</tr>
</thead>
<tbody>
<tr>
<td>possible</td>
<td>incredible</td>
<td>incrediible</td>
<td>tangible</td>
</tr>
<tr>
<td>horrible</td>
<td>incrediible</td>
<td>reversiible</td>
<td>gullible</td>
</tr>
<tr>
<td>terrible</td>
<td>irresistiible</td>
<td>invinciible</td>
<td>plausible</td>
</tr>
<tr>
<td>legible</td>
<td>gullible</td>
<td>suggestible</td>
<td>credible</td>
</tr>
<tr>
<td>flexible</td>
<td>edible</td>
<td>contemptible</td>
<td>digestible</td>
</tr>
<tr>
<td>accessible</td>
<td>visible/invisible</td>
<td>feasible</td>
<td>credible</td>
</tr>
<tr>
<td>compatible</td>
<td>responsible</td>
<td>negligible</td>
<td>accessible</td>
</tr>
<tr>
<td>comprehensible</td>
<td>impossible</td>
<td>susceptible</td>
<td>audible</td>
</tr>
<tr>
<td>sensible</td>
<td>illegible</td>
<td>invincible</td>
<td></td>
</tr>
</tbody>
</table>
Nouns ending in -er, -or, and -ar

Nouns ending in -er

This ending is the most common. It's usually added to verbs to make nouns with the meaning ‘a person or thing that does something’, for example: builder, farmer, sprinkler, or beeper.

The -er ending can also be used to form nouns meaning:

A person or thing that has a particular quality or form’, for example: double-decker, two-wheeler, skyscraper

A person belonging to a particular place or group’, e.g. foreigner, prisoner

A person concerned with a particular thing’, e.g. jeweller, lawyer, treasurer, mariner

Nouns ending in -or

Like -er, the ending -or is added to verbs to make nouns meaning ‘a person or thing that does something’, e.g. investigator, decorator, escalator, ventilator.

There are no hard and fast rules as to when these nouns have an -or ending and when they are written -er, but what we can say is that there are fewer such words ending in -or! Here's a list of some of the most important:

councillor  radiator  collector  operator
ingvestigator  dictator  editor  conductor
projector  refrigerator  spectator  escalator
actor  calculator  commentator  survivor
counsellor  director  educator  conqueror
investor  narrator  supervisor  governor
protector  sailor  competitor  translator
administrator  vendor  elevator  inventor
decorator  constructor  ventilator  professor
indicator  inspector  contractor  visitor
There's a smaller group of nouns ending in -or that don't come from verbs

<table>
<thead>
<tr>
<th>ambassador</th>
<th>sponsor</th>
<th>doctor</th>
<th>equator</th>
</tr>
</thead>
<tbody>
<tr>
<td>chancellor</td>
<td>author</td>
<td>pastor</td>
<td>proprietor</td>
</tr>
<tr>
<td>janitor</td>
<td>mayor</td>
<td>bachelor</td>
<td>tenor</td>
</tr>
<tr>
<td>ancestor</td>
<td>successor</td>
<td>emperor</td>
<td>captor</td>
</tr>
<tr>
<td>major</td>
<td>tractor</td>
<td>tailor</td>
<td>impostor</td>
</tr>
<tr>
<td>jailor</td>
<td></td>
<td>senator</td>
<td>victor</td>
</tr>
</tbody>
</table>

Some nouns can be spelt with either an -er or an -or ending, for example adviser/advisor, and converter/convertor. Always check in a dictionary if you aren't sure.

**Nouns ending in -ar**

This ending is used in a few well-known words to mean ‘a person who does something’. Some of these nouns are related to verbs (e.g. beggar, burglar, liar) but others are not (e.g. vicar, bursar, scholar).

The -ar ending is also found in some other common nouns:

<table>
<thead>
<tr>
<th>altar</th>
<th>collar</th>
<th>cedar</th>
</tr>
</thead>
<tbody>
<tr>
<td>cellar</td>
<td>hangar</td>
<td>grammar</td>
</tr>
<tr>
<td>guitar</td>
<td>vinegar</td>
<td>nectar</td>
</tr>
<tr>
<td>pillar</td>
<td>caterpillar</td>
<td>nectar</td>
</tr>
<tr>
<td>calendar</td>
<td>dollar</td>
<td>mortar</td>
</tr>
<tr>
<td>Homophones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>air</td>
<td>heir</td>
<td>none</td>
</tr>
<tr>
<td>aisle</td>
<td>isle</td>
<td>oar</td>
</tr>
<tr>
<td>ante-</td>
<td>anti-</td>
<td>one</td>
</tr>
<tr>
<td>eye</td>
<td>I</td>
<td>pair</td>
</tr>
<tr>
<td>bare</td>
<td>bear</td>
<td>peace</td>
</tr>
<tr>
<td>be</td>
<td>bee</td>
<td>plain</td>
</tr>
<tr>
<td>brake</td>
<td>break</td>
<td>poor</td>
</tr>
<tr>
<td>buy</td>
<td>by</td>
<td>pray</td>
</tr>
<tr>
<td>cell</td>
<td>sell</td>
<td>principal</td>
</tr>
<tr>
<td>cent</td>
<td>scent</td>
<td>profit</td>
</tr>
<tr>
<td>cereal</td>
<td>serial</td>
<td>real</td>
</tr>
<tr>
<td>coarse</td>
<td>course</td>
<td>right</td>
</tr>
<tr>
<td>complement</td>
<td>compliment</td>
<td>root</td>
</tr>
<tr>
<td>dam</td>
<td>damn</td>
<td>sail</td>
</tr>
<tr>
<td>dear</td>
<td>deer</td>
<td>sea</td>
</tr>
<tr>
<td>die</td>
<td>dye</td>
<td>seam</td>
</tr>
<tr>
<td>fair</td>
<td>fare</td>
<td>sight</td>
</tr>
<tr>
<td>fir</td>
<td>fur</td>
<td>sew</td>
</tr>
<tr>
<td>flour</td>
<td>flower</td>
<td>shore</td>
</tr>
<tr>
<td>for</td>
<td>four</td>
<td>sole</td>
</tr>
<tr>
<td>hair</td>
<td>hare</td>
<td>some</td>
</tr>
<tr>
<td>heal</td>
<td>heel</td>
<td>son</td>
</tr>
<tr>
<td>hear</td>
<td>here</td>
<td>stair</td>
</tr>
<tr>
<td>him</td>
<td>hymn</td>
<td>stationary</td>
</tr>
<tr>
<td>hole</td>
<td>whole</td>
<td>steal</td>
</tr>
<tr>
<td>hour</td>
<td>our</td>
<td>suite</td>
</tr>
<tr>
<td>idle</td>
<td>idol</td>
<td>tail</td>
</tr>
<tr>
<td>in</td>
<td>inn</td>
<td>their</td>
</tr>
<tr>
<td>knight</td>
<td>night</td>
<td>to</td>
</tr>
<tr>
<td>knot</td>
<td>not</td>
<td>toe</td>
</tr>
<tr>
<td>know</td>
<td>no</td>
<td>waist</td>
</tr>
<tr>
<td>made</td>
<td>maid</td>
<td>wait</td>
</tr>
<tr>
<td>mail</td>
<td>male</td>
<td>way</td>
</tr>
<tr>
<td>meat</td>
<td>meet</td>
<td>weak</td>
</tr>
<tr>
<td>morning</td>
<td>mourning</td>
<td>wear</td>
</tr>
</tbody>
</table>
APPENDIX

B
SECTION I – GRAMMAR SKILLS

A. (i) Complete the sentences below by changing the noun in brackets to the plural form.

EXAMPLE: Alex found the missing keys on the floor.

Now do these:

1. The old man used a whole box of __________ to light the damp wood. (match) (1 mark)
2. Bina got invitations to four __________ during the holidays. (party) (1 mark)

(ii) Write a word from the box below to name the type of noun underlined in EACH sentence. Use each word ONCE only.

Abstract       collective       common       proper

EXAMPLE: A swarm of bees attacked the hikers. (collective)

Now do these:

3. Many young doctors now work at the General Hospital? _______________ (1 mark)
4. The student’s face shone with happiness when the winner was announced.

   _______________ (1 mark)

B. Write a word from the box below to name the part of speech of the word underlined in EACH sentence. Use a word ONCE only.

pronoun conjunction adverb adjective

EXAMPLE: We saw many colourful birds at the zoo. (adjective)

Now do these:

5. This is the child whose project won the Science prize. _______________ (1 mark)
6. Akeem is a **better** runner than Javon.  

7. **When** my mother came to collect me, I rushed out.  

C. Write the correct form of the verb in brackets to complete EACH sentence.

**EXAMPLE**: On Thursday she waited for two hours before the bus finally came.  
(wait)

Now do these:

8. Last week Daddy _____________ to the supermarket and _____________ the items for the party.  
(go)  
(buy)  
(2 marks)

9. Kamal _______________ the books yesterday when he _______________.  
(carry)  
(fall)  
(2 marks)

10. Neither the boy nor his friend _________________ chess but they both ______________ it.  
(like)  
(play)  
(2 marks)

D. Write a suitable preposition in EACH space to complete the sentence.

**EXAMPLE**: The neighbours complained **about** the loud noise coming

Now do these:

11. The students were inspired _______________ the athlete’s motivating words.  
(1 marks)

12. The neighbour’s children were accused ______________ breaking the window.  
(1 marks)
E. Rewrite the following sentences using the **PASSIVE** voice.

**EXAMPLE:** The vendors are not to sell bottled drinks.

Bottled drinks are not to be sold by the vendors.

Now do these:

13. A member of the club donated a piano to the school.

________________________________________________________________
________________________________________________________________

(2 marks)

14. The bus is taking the swimmer home after the competition.

________________________________________________________________
________________________________________________________________

(2 marks)

F. Rewrite the following sentences using the **DIRECT** speech.

**EXAMPLE:** The children asked their teacher if they could go outside.

“May we go outside?” the children asked their teacher.

Now do these:

15. My uncle said that he would buy me a bicycle for my birthday

________________________________________________________________
________________________________________________________________

(3 marks)

16. Leah asked Kiana if she was coming to her house.

________________________________________________________________
________________________________________________________________

(3 marks)
G. Write the correct form of the word in brackets to complete the following sentences.

**EXAMPLE:** The cricket team played _better_ this year than last year.

Now do these:

17. Some persons have a __________ reaction to bee stings than others.
    (bad)  (1 marks)

18. In my opinion, the rose is the __________ of all flowers
    (beautiful)  (1 marks)

19. Aamin spoke __________ than all the other students in the debate.
    (quickly)  (1 marks)

H. Underline the error in grammar in EACH sentence and write the correction on the line provided.

**EXAMPLE:** She _lose_ her money on the way to the shop. _lost_

Now do these:

20. The student responded correctly when the teacher _ask_ a question.
    ____________________________
    (2 marks)

21. The plums were shared between the five friends.
    ____________________________
    (2 marks)

22. Five tables _was_ bought at the furniture sale.
    ____________________________
    (2 marks)
SECTION II – VOCABULARY/SPELLING/PUNCTUATION

A. For EACH of the words underlined, write a word or phrase which a similar meaning on the line provided. Be sure to spell correctly.

EXAMPLE: Are you scared of dogs? afraid

Now do these:

23. A pleasant aroma fills the house whenever Chen cooks.

______________________

(2 marks)

24. All the students and their parents sat comfortable in the spacious ballroom.

______________________

(2 marks)

25. The number of prizes was adequate for all the children

______________________

(2 marks)

B. In the spaces below, write the APPROPRIATE form of the word in CAPITAL LETTERS to correctly complete EACH sentence. Remember to spell correctly.

EXAMPLE: PURE Water should be purified before it is drunk.

Now do these:

26. PERSON Salima placed all her ____________belongings in her desk.

(2 marks)

27. LAZY Amiya stretched out ____________ on the bed after cleaning her room.

(1 marks)
C. Underline the word that is incorrectly spelt in EACH sentence write the correct spelling on the line provided.

**EXAMPLE:** Every minute must be used carefully to succeed. minute

Now do these:

28. Protein makes our organs and muscles grow strong and healty. _______________ (2 marks)

29. She checked on the Internet for a suitable description of an eagle. _____________ (2 marks)

30. The customer walked down every isle of the supermarket looking for the item. ___________ (2 marks)

D. Insert TWO punctuation marks in EACH sentence to correctly complete the following. YOU DO NOT NEED TO REWRITE THE SENTENCE.

**EXAMPLE:** Why did you take your father's lunch

Why did you take your father's lunch?  

Now do these:

31. The child shouted excitedly, “The bus is here to take us to the zoo” (2 marks)

32. As we stood by the harbour we saw sailboats fishing boats and an oil tanker coming into port (2 marks)

33. She asked if he was the person who found Adam's bag (2 marks)

34. The vendor filled the lady's basket with tomatoes sweet peppers carrots and beans. (2 marks)

35. “Grandmother, isn't there really a Tooth Fairy” the little boy asked. (2 marks)
SECTION III – COMPREHENSION

A. Read the passage below carefully and then answer Questions 36-40 which are based on it. Use complete sentences, correct grammar and spelling.

Have you ever heard someone use the phrase “once in a blue moon”? People use this expression to describe something that they do not do very often. For example, someone may say that he tries to avoid eating sweets because they are unhealthy, but will eat chocolate “once in a blue moon”. Someone who does not usually like to go to the beach might say “I visit the beach once in a blue moon”. While many people use this phrase, not everyone knows the meaning behind it.

The first thing to know is that the moon itself is never actually blue. This is just an expression. The phrase “blue moon” actually has to do with the shape of the moon, not the colour.

As the moon travels around the earth, it appears to change shape. We associate certain names with certain shapes of the moon. For example, when we can see a small part of the moon, it is called a crescent moon. A crescent is a shape that looks like the tip of a fingernail. When we cannot see the moon at all, it is called a new moon. When we can see the entire moon, it is called a full moon. Usually, there is only one full moon every month. Sometimes, however, there will be two full moons in one month. When this happens, the second full moon is called a “blue moon”.

Over the next 20 years, there will only be 15 blue moons. As you can see, a blue moon is a very rare event.


36. (a) What does the expression “once in a blue moon” (lines 1-2) describe?

________________________________________

________________________________________

________________________________________

(1 mark)
(b) Give TWO examples from the passage when this expression might be used.

(i)  

(ii)  

(2 marks)

37. (a) According to the passage, what is the difference between a new moon and a full moon?

______________________________________________________________________________  

______________________________________________________________________________  

(2 marks)

(b) How many full moons are expected in a month?

______________________________________________________________________________  

______________________________________________________________________________  

(1 mark)

38. (a) What word in paragraph 3 suggests that the moon does not actually change its shape?

______________________________________________________________________________  

______________________________________________________________________________  

(1 mark)

(b) Describe a crescent moon.

______________________________________________________________________________  

______________________________________________________________________________  

(2 marks)
39. (a) What word in paragraph 4 suggests that “blue moon” is very unusual?

________________________________________

________________________________________

(1 mark)

(b) Explain why a “blue moon” is not often seen.

________________________________________

________________________________________

(2 marks)

40. Suggest a suitable title for the passage.

________________________________________

________________________________________

(2 marks)
The Kitten

He’s nothing much but fur
With two round eyes of blue,
He has a giant purr
And a midget mew.

5 He darts and pats the air,
He starts and cocks his ear,
When there is nothing there
For him to see and hear.

He runs around in rings
10 But why we cannot tell;
With sideway leaps he springs
At things invisible—

Then half-way through a leap
His startled eyeballs close,
And he drops off to sleep
With one paw on his nose.

Eleanor Farjeon, “Kitten”
Poems of A Child’s World,
An Anthology fo the Caribbean,

41. (a) What does the poet mean by the words “He’s nothing much but fur” (line 1)?

(b) Write TWO words from the poem that describe the kitten’s eyes

(i)

(ii)
42. (a) Write the TWO words from stanza 1 that are OPPOSITE in meaning.

________________________________________________________________________

________________________________________________________________________

(2 marks)

(b) What does the word “darts” (line 5) tell about how the kitten moves?

________________________________________________________________________

________________________________________________________________________

(1 mark)

43. Write TWO actions in stanza 2 that show that the kitten seems to hear a sound.

________________________________________________________________________

________________________________________________________________________

(2 marks)

44. Why do the kitten’s actions in stanza 3 puzzle the person in the poem?

________________________________________________________________________

________________________________________________________________________

(2 marks)

45. (a) Write TWO actions show that the kitten’s behaviour changes in stanza 4?

(i)________________________________________________________________________

(ii)_______________________________________________________________________

(2 marks)

(b) How does the person in the poem feel about the kitten? Give a reason for your answer.

________________________________________________________________________

________________________________________________________________________

(2 marks)
C. Study the Table of Contents below carefully and then answer Questions 46-50 which are based on it. Use complete sentences and correct grammar and spelling.

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46. (a) On which page of the book does the information on aquarium equipment begin and on which page does it end?

_________________________________________________________________  (2 marks)

(b) Which chapter of the book is MOST likely to contain pictures of snails and aquarium plants?

_________________________________________________________________  (1 mark)
47. Name TWO types of fish families that are discussed in the book.

________________________________________________________________________

________________________________________________________________________

(2 marks)

48. (a) On which pages of the book can a reader find information on food for fish?

________________________________________________________________________

________________________________________________________________________

(2 marks)

(b) In which chapter would a reader MOST likely find the sentence: “Fish sometimes develop heart and kidney failure.”?

________________________________________________________________________

________________________________________________________________________

(1 mark)

49. Write ONE example of the information that a reader might find in Chapter 6.

________________________________________________________________________

________________________________________________________________________

(1 mark)
50. (a) If Akil wants to find an alphabetical list of subjects in the book, where should he look?

___________________________________________________________________________

___________________________________________________________________________

(1 mark)

(b) Suggest a title for a book in which this Table of Contents is MOST likely to be found.

___________________________________________________________________________

___________________________________________________________________________

(2 mark)
SECONDARY ENTRANCE ASSESSMENT

SECTION 1 – GRAMMAR SKILLS

A. (i) Select ONE noun and ONE adjective from EACH sentence below and write them on the lines provided.

EXAMPLE: Ferocious fogs should be properly secured.

Noun: dogs 
Adjective: Ferocious

Now do these:

1. The strong winds tore the roofs off many houses.
Noun: _________________________ (1 mark)
Adjective: _______________________ (1 mark)

2. We waited for two hours before the computer store finally opened for business.
Noun: _________________________ (1 mark)
Adjective: _______________________ (1 mark)

(iii) Rewrite EACH of the following sentences using the POSSESSIVE form of the underlined words in the sentences.

EXAMPLE: The car belonging to my father was involved in an accident.

My father’s car was involved in an accident.

Now do these:

3. The office of the principal was recently repaired.

4. The bathrooms for the children are left open after school.

(1 mark)

(1 mark)
B. Complete the following sentences by writing a suitable pronoun in EACH space

EXAMPLE: There is no example for this question.

Now do these:

5. This is the gift _______________________ I bought for my mother. (1 mark)
6. I found a book under the desk. Is _______________________ your book? (1 mark)
7. Brian got a new computer but _______________________ did not get a new printer. (1 mark)

C. Write the correct form of the verb in brackets to complete EACH sentence.

EXAMPLE: Jivan ___loves___ to write songs and ___sing___ them.
(Love) (sing)

Now do these:

8. Sita _______________________ the ball into the pool and _______________________.
   (throw) (jump) (2 marks)

9. When faced with the problem yesterday, Zack ________________________, then
   ________________________ about the solution.
   (pause) (think) (2 mark)

10. I want _______________________ you to my party. It _______________________ at
    the Playzone.
    (invite) (hold) (2 mark)
D. Rewrite the following sentences using INDIRECT (reported) speech.

EXAMPLE: “Can we play outside?” the children asked their teacher.

The children asked their teacher if they could play outside.

Now do these:

11. Mummy asked, “Are you ready, Jessica?”

_____________________________________________________________________

___________________________________________________________________________

(2 mark)


_____________________________________________________________________

___________________________________________________________________________

(2 mark)

E. Rewrite the following sentences using the PASSIVE voice.

EXAMPLE: They will play a practice game tomorrow.

A practice game will be played by them tomorrow.

Now do these:

13. He is completing the project before he leaves.

_____________________________________________________________________

___________________________________________________________________________

(2 mark)

14. My parents have promised me a gift if I do well.

_____________________________________________________________________

___________________________________________________________________________

(2 mark)
F. Use the correct form of the word in brackets to complete the sentences.

EXAMPLE: My slice of pizza is thinner than yours.

Now do these:

15. This story is ______________________ than the first one.  (2 mark)

   (interesting)

16. This bottle contains ______________________ water than before.  (2 mark)

   (little)

17. My trip to the zoo was the ______________ experience I have ever had.  (1 mark)

   (happy)

G. Combine EACH pair of sentences into ONE sentence by using an APPROPRIATE conjunction. Write the combined sentence on the line provided.

EXAMPLE: Marks plays the drums. He does not sing.

Mark plays the drums but he does not sing.

Now do these:

18. Luke was too young. He was not allowed to go to the cinema alone.

   ___________________________________________________________________________

   (1 mark)

19. Sue Lin practiced her driving daily. She did not pass her driving test.

   ___________________________________________________________________________

   (1 mark)
H. Underline the grammatical error in EACH sentence and write the correct word on the pace provided.

EXAMPLE: There weren’t ___ no ___ plums on the tree. ___ any ___

Now do these:

20. The impatient customer spoke angry to the teller and left the bank immediately.

___________________________

(2 marks)

21. No one could say whose to blame for the increase in crime.

___________________________

(2 marks)

22. Anyone who don’t bring a consent form will stay at school.

___________________________

(2 marks)
SECTION II – VOCABULARY/SPELLING/PUNCTUATION

A. For EACH of the words underlined, write a word or phrase which has a similar meaning. Be sure to spell correctly.

EXAMPLE: Suresh is a 

Now do these:

23. My classmates and I were all 

24. The fireworks display commences at eight o’clock tonight; we will have to get there early to 

25. We had to 

B. In the spaces below, write the APPROPRIATE form of the word in CAPITAL LETTERS to correctly complete EACH sentence. Remember to spell correctly.

EXAMPLE: CIRCLE A high wire fence encircled the children’s play park.

Now do these:

26. HELP We all looked on since we couldn’t extinguish the raging fire

27. POWER Education is one way by which we can Ourselves.
C. Underline the word that is incorrectly spelt in EACH sentence and write the correct spelling on the line provided.

EXAMPLE: Electricity is usually described as a necessary service. described

Now do these:

28. Pedestrians should always be cautious when crossing busy highways.

__________________ (2 marks)

29. Jamal frequently checks his dictionary to discover the meaning of interesting words.

__________________ (2 marks)

30. Although the accident occurred several avenues away, we heard the crash.

__________________ (2 marks)
D. Insert TWO punctuation marks in EACH sentence to correctly complete the following. YOU DO NOT NEED TO REWRITE THE SENTENCES.

EXAMPLES:  
*All girl–guides were asked to assemble at Queens Park*

*All girl–guides were asked to assemble at Queen's Park.*

Now do these:

31. Are Amir and Adams parents taking them to Las Cuevas tomorrow (2 marks)

32. The President stopped raised his hands smiled, and then walked away. (2 marks)

33. Mummy asked Prianna if she couldn't go to the mall on Saturday (2 marks)

34. “Stand and be quiet shouted the judge sternly to the accused.” (2 marks)

35. Sir I Had a terrible night's rest I am not feeling well. (2 marks)
A. Read the passage below carefully, then answer Questions 36-40 which are based on it. Use complete sentences and correct grammar and spelling.

Ice Cream

Have you ever eaten Ice cream on a hot day? This cold, delicious, flavourful dessert is a wonderful treat that ‘sparks’ happiness from you as it is eaten. It is also used to make many tasty treats such as banana splits, ice-cream bars, sandwiches and cakes. However you choose to enjoy ice cream, whether alone or combined with another dessert, you can agree it is a memorable experience.

The invention of the ice-cream cone is associated with the 1904 World Fair in St Louis, United States of America. At this fair, an ice-cream vendor did not have enough dishes to put the ice cream in because of the amount that the customers wanted. The ice-cream vendor decided to ask a waffle vendor for help; he rolled his waffles into cones to fill the ice-cream.

Do you know that ice cream does not freeze solid in your freezer because of some of its ingredients? These ingredients are sugar, fat, and ice crystals. The amount of air in the ice cream helps to determine its taste and quality. Air prevents ice cream from becoming heavy and mushy.

There are many special Caribbean flavours of ice cream such as soursop and mango. In addition, there are also common flavours such as chocolate, cookies and ice cream, and strawberry coconut. It is interesting to know that vanilla is one of the world’s favourite ice-cream flavours.

36. (a) What are TWO words used in paragraph 1 to describe ice cream?

____________________________________________________________________

____________________________________________________________________

(2 mark)

(b) What do the words “sparks happiness” in line 2 suggest?

____________________________________________________________________

____________________________________________________________________

(2 mark)
37. (a) According to the passage, what are TWO other desserts in which ice cream is used?

_______________________________________________________________

_______________________________________________________________

(2 mark)

(b) Write a PAIR of words in paragraph 1 which have opposite meanings.

_______________________________________________________________

_______________________________________________________________

(2 mark)

38. What is the MAIN idea of paragraph 2?

_______________________________________________________________

_______________________________________________________________

(2 mark)

39. (a) Why did the ice cream vendor use waffles for cones?

_______________________________________________________________

_______________________________________________________________

(2 mark)

(b) What prevents ice cream from freezing solid (line 13)?

_______________________________________________________________

_______________________________________________________________

(1 mark)

40. (a) Give TWO reasons why air is important in the making of ice cream.

_______________________________________________________________

_______________________________________________________________

(2 mark)
(b) According to the passage, what is ONE special flavour of ice cream that can be enjoyed in the Caribbean?

________________________________________________________________________

________________________________________________________________________

(2 mark)

Total 14 marks
B. Read the poem below carefully and then answer Questions 41-45 which are based on it. Use complete sentences and correct grammar and spelling.

There once was an oyster, whose story I’ll tell
Who found that some sand, had gotten into his shell
It was only a grain, but gave him great pain
For oysters have feelings, although they are plain

Now, did he hate the harsh working of fate
That had brought him to such a terrible state?
“No, “ he said to himself, “Since I cannot remove it,
I’ll lie in my shell, and think how to improve it”

The years rolled around, as the years always do,
And he came to his final destiny — stew,
Now the small grain of sand that had bother him so,
Was a beautiful pearl all richly aglow.

The tale has a moral, for isn’t grand,
What an oyster can do with a morsel of sand?
Think what could we do, if we’d only begin,
With some of the things that get under our skin.

Retrieved from http://aimtobe.co.uk/Motivational-poem/#ixzz2x5vgcxGg

41. (a) What caused the oyster’s pain (line 3)?
______________________________________________________________________
______________________________________________________________________
(2 mark)

(b) Write out TWO lines from the poem which show that the oyster was in distress.
______________________________________________________________________
______________________________________________________________________
(2 mark)

42. (a) What did the oyster decide to do about his problem?
______________________________________________________________________
______________________________________________________________________
(2 mark)
43. Explain what is suggested by the words
   (a) “final destiny” (line 10)
   (b) “richly aglow (line 12)

44. Explain the lesson which you have learnt from this poem.

45. What is a suitable title for this poem?
C. Study the ticket below carefully and then answer Questions 46-50 which are based on it. Use complete sentences and correct grammar and spelling.

ADMIT ONE 8 YEARS AND OLDER

West Indies vs England

T-20 Cricket Tournament

Date: 5 June 2015
Start Time: 10.00 a.m.
Venue: Queen’s Park Oval, Trinidad
Box office opens 1 June 2015
Gates open at 8.30 a.m.
Be there early, avoid the long lines
Guest players Brian Lara and Darren Ganga
Cost: $500 (TT) VIP Stand Refreshments Inclusive

T-20 Cricket Tournament
West Indies vs England
5 June 2015

VIP TICKET

Keep Safely

Please Retain STUB

46. (a) Which event can the ticket allow someone to enter?

_____________________________________________________________________________________

(1 mark)

(b) Names the TWO teams taking part in the event.

_____________________________________________________________________________________

(2 marks)

47. (a) On what date can the ticket be used?

_____________________________________________________________________________________

(1 mark)

(b) Explain why the gates are being opened earlier than scheduled?

_____________________________________________________________________________________

(2 marks)

48. Who is ONE guest cricketer expected at the event?

_____________________________________________________________________________________

(1 mark)
49. (a) What is the cost of a VIP ticket to the event?

_____________________________________________________________________

(1 mark)

(b) What do the words “refreshments inclusive” on the VIP ticket mean?

_____________________________________________________________________

___________________________________________________________________________

(1 mark)

50. (a) What does the word “DETACH” on the side of the ticket mean?

_____________________________________________________________________

_____________________________________________________________________

(1 mark)

(b) Suggest why it would be necessary to “retain” the ticket stub.

_____________________________________________________________________

_____________________________________________________________________

(2 mark)

Total 12 marks
APPENDIX C
SEA ELA ANSWER BOOKLET 2003-2015
Please be advised that the following answers have not been verified by the CXC and as a result are considered unofficial.

SEA ELA Answers

2015

1. Winds, roofs, houses
   Strong, many
2. Hours, store, business
   Two, computer
3. Principal’s office
4. Children’s bathrooms
5. That
6. This
7. He
8. Threw, jumped
9. Paused, thought
10. To invite, will be held
11. Jessica’s mummy asked her if she was ready.
12. Javed said that he did not find chess to be very interesting.
13. The project will be completed by him before he leaves.
14. A gift has been promised to me by my parents if I do well.
15. More interesting
16. Less
17. Happiest
18. Luke was too young so he was not allowed to go to the cinema alone. Because Luke was too young, he was not allowed to go to the cinema alone because he was too young.
19. Although Sue Lin practised her driving daily, she did not pass her driving test.
20. Spoke angrily
21. Who’s
22. Did not
23. Elated – overjoyed, ecstatic, excited, delighted
24. Secure – ensure, make sure, obtain, get
25. Curtail – shorten, cut short
26. Helplessly
27. Empower
28. Cautious
29. Dictionary
30. Occurred
31. Are Amir and Adam’s parents taking them to Las Cuevas tomorrow?
32. The president stopped, raised his hands, smiled and then walked away.
33. Mummy asked Prianna if she couldn’t go to the mall on Saturday.
34. “Stand and be quiet!” shouted the judge sternly to the accused.
35. Sir, I had a terrible night's rest; I am not feeling well.
36. (a) Cold, delicious, flavourful, wonderful treat
    (b) One feels happy suddenly when one eats ice-cream. One experiences a sudden
        burst of happiness… immediate happiness or contentment because ice cream’s is
delicious, flavourful and fills one with joy

37. Banana Splits, ice-cream bars, sandwiches and cakes
    Alone/Combined

38. The invention of the ice-cream cone

39. (a) He used it because he did not have enough dishes to serve the ice-cream due to
    number of customers that wanted.
    (b) Sugar, fat and ice crystals are the ingredients that prevents ice-cream from
        freezing solid.

40. (a) Air is important as it determined the taste and quality and from becoming heavy
    and mushy of the ice-cream.
    (b) Soursop or mango

41. (a) A grain of sand
    (b) It was only a grain, but it gave him great pain
        Now, did he hate the harsh working of fate that had brought him to such a terrible
        state?

42. (a) He decided since he could not remove it, he would think how to improve it… he
    accepted and made the best out of the situation
    (b) The grain of sand turned into a huge, beautiful and shiny pearl

43. (a) The end of the oyster’s life… he became food
    (b) Bright, shiny and of great value

44. One should try and be positive /try and make the best out of adverse
    situations/improve/do not allow negative situations to overcome you

45. The pearl/Pearls/Good from Bad/Positive from Negative/Cup Half-full/Optimistic/unexpected result/the birth of a gem

46. (a) T-20 Cricket Tournament (b) West Indies and England

47. (a) 5th June, 2015 (b) To avoid crowding/long lines by the gates so that patrons may
    enter without/excess much delay

48. Brain Lara or Darren Ganga

49. (a) $500.00 (a) Patrons will not have to pay for refreshments/Refreshments are
    included in the cost of the ticket

50. (a) tear/rip the ticket at that point/along the perforated line… (b) In case one wants to
    leave the ground and then renter/in case there is a prize to be won/in case the game is
    postponed or cancelled and one has to get a refund/to enter the VIP section
1. Matches
2. Parties
3. Proper
4. Abstract
5. Pronoun
6. Adjective
7. Conjunction
8. Went, bought
9. Was carrying, fell
10. Likes, play
11. By
12. Of
13. A piano was donated to the school by a member of the club
14. The swimmers were taken home by the bus after the competition
15. “I will buy you a bicycle for your birthday,” uncle said.
16. “Kiana, are you coming to my house?” Leah asked.
17. Worse
18. Most beautiful
19. More quickly
20. Asked
21. Among
22. Were
23. Smell, scent, odour
24. Roomy
25. Sufficient, enough, ample
26. Personal
27. Lazily
28. Healthy
29. Description
30. Aisle
31. The child shouted excitedly, “The bus is here to take us to the zoo!”
32. As we stood by the harbour, we saw sailboats, fishing boats and an oil tanker coming into port.
33. She asked if he was the person who found Adam’s bag.
34. The vendor filled the lady’s basket with tomatoes, sweet peppers, carrots and beans.
35. “Grandmother, isn’t there really a Tooth Fairy?” the little boy asked.

36. (a) The expression describes something that is not done often.
(b) When someone does not eat many sweets that person may say that he/she eats chocolate once in a blue moon. When someone does not like going to the beach that person may say that he/she goes to the beach once in a blue moon.

37. (a) A new moon is when one cannot see the moon but a full moon is when one can see the entire moon.
(b) Usually, only one full moon is expected every month.

38. (a) Appears (b) a crescent moon is shaped like the tip of a fingernail

39. (a) Rare (b) a blue moon is only seen when there are two full moons in one month. However, this is a rare event as over the next 20 years there will only be 15 blue moons.

40. The Blue Moon; The Once in a Blue Moon Expression

41. (a) The poet means that most of the kitten’s body mass is fur. There is not much muscle or fat. (b) Round and blue

42. (a) Giant and midget (b) The kitten moves suddenly and quickly

43. Pats the air and cocks his ear are the two actions

44. The actions puzzles because the kitten is running around in a circle for no apparent reason and then would jump sideways suddenly at nothing. These actions make no sense to the person.

45. (a) 1. Midway through his playing he gets sleepy as his eyes begin to close 2. Then, he goes sleep with his paw covering his nose. (b) The person is fascinated by the kitten because of the detailed description of the kitten’s behaviours.

46. (a) Begins on page 20 and ends on page 27 (b) Chapter 2

47. Live bearing and egg bearing

48. (a) Pages 120-127 (b) Chapter 5, ‘Diseases of Fishes’

49. Instructions or steps to be taken in setting up a home aquarium. Preparation of the area that the aquarium will be set up. The external components that may be required.

50. (a) Subject Index (b) Getting started with aquarium fishes. Aquariums and freshwater fishes.
1. Nouns: holiday, days and Grenada  
   Verb: spent
2. Nouns: honesty, kindness, children  
   Verb: are, should possess
3. Brushes
4. Women’s
5. Myself
6. They
7. Whom
8. Planned
9. Dreamt, walking
10. Arrived, was
11. Saleema said that it was raining so she could not leave.
12. Joshua said that he would come later.
13. The workmen from Patel’s Construction are building a new bridge over the river.
14. The calypsonian will sing a new version of the song at the finals.
15. Noisiest
16. Bigger
17. More slowly
18. Who has
19. He had
20. Was
21. Any
22. Said
23. Private
24. Permanently, forever, always
25. Willing
26. Annually
27. Engulfed
28. Believes
29. Restaurant
30. Surprised
31. “What a beautiful sunset!” Micha said excitedly to her brother.
32. It’s been a long time since the children visited their grandmother’s house in Tobago.
33. Keisha asked me why I didn’t go to the fair.
34. Sunil, the leader of our group, presented the report this morning.
36. The bee hummingbird is the smallest species of bird alive today.
37. (a) The writer suggests ‘strong, powerful and remarkable’, by the use of the word “fierce” in line 4.
(b) The hummingbird’s wings appear to be a blur to the human eye when in flight because of how fast the wings beat. Their wings beat at up to 80 times per second which shows that its goes so fast that the image is blurred when humans see them.

38. Hummingbirds are described as ‘amazing flying machines’ because of their agility when flying; they are the only vertebrate which can hover like a helicopter in one place and are able to fly both backwards and upside down.

39. (a) Two foods which hummingbirds feed on are nectar and insects.
(b) Hummingbirds live in gardens and areas of shrubbery because gardens provide hummingbirds with their source of food—sufficient quantities of insects and nectar which they need to survive.

40. (a) Hummingbirds assist in plant reproduction when they transfer pollen from flower to flower. This helps plants to produce seeds.
(b) The Hummingbird – interesting and useful… Any plausible response

41. (a) Which word does the poet use to show that the shark is not to be trusted?
R: treacherous
(b) What does the word “remark” (line 2) mean as used in the poem?
R: The work “remark” means that the shark does not give any sign that it is dangerous.

42. (a) The shark shows “the least excitement” because it does not want to scare off his victims. He waits for the perfect opportunity to get close to his prey. He does not want you to know he is lurking.
(b) The two things about the shark show patience are: the length of time he watches and waits and he remains very calm until the right moment.

43. (a) His actions prove he is dangerous.
(b) The opportunity to feed causes his true character to come out.

44. Yes, I think the poet admires the cunning nature of the shark as he praises the shark self-control in line 8 “He has astounding self-control”.
No, he shows that the shark is deadly and should not be trusted and gives a warning to stay away from it

45. The poem teaches us to be observant of our surrounding and be aware of what we see because danger can be around any corner/predators may be waiting.

46. Channel 81 begins its programmes first.
47. (a) One programme shown at the same time is “Local News.”

   (b) The most news programmes are shown on channel 121.

48. (a) The “Talk Time” programme on channel 81 people will share their views
    (b) Sheila will be viewing, “We Country.”

49. (a) Mr. Chin will watch “International News” on channel 121 between 7:30 a.m. and 7:59 a.m.
    (b) Jamie will be watching “Junior Chefs”

50. (a) “Charlie and Friends” and “Kids’ Corner” will most likely have children cooperating.
    (b) “Voyage into the Unknown” suggests mystery.
1. Collective
2. Abstract
3. The little boy pushed his hand too far into the monkeys’ cage.
4. Many adults went to the children’s show.
5. Who
6. Whose
7. That
8. Will be travelling
9. Borrowed
10. Drank
11. Shiva watches the Independence Day Parade every year.
12. The alert neighbours removed some of the furniture from the burning house.
13. “Sarah, do not stand there. You are blocking my view,” Mala said. OR “Sarah, do not stand there because you are blocking my view,” Mala said.
14. “I didn’t see your diary yesterday,” Kamia insisted.
15. Happiest
16. More carefully
17. Yours
18. Past
19. Has
20. Or
21. But
22. Unless
23. Lightning
24. Scene
25. Aisle
26. Hurriedly
27. Customary
28. Picturesque
29. Sensible
30. Successful
31. The tiny puppy, muddy and wet, crept quietly into the kitchen.
32. The girls’ rooms haven’t been swept for the week.
33. Mrs. David’s son-in-law is a farmer.
34. “Oh!” yelled the boy who was stung by a bee.
35. These are all members of the cat family: pumas, cheetahs and jaguars.
36. (a) Skateboarding was first called “sidewalk surfing” because it provided an activity for surfers to do when they were not surfing. They used board to skate on sidewalks and borrowed moves from surfing.
(b) The word in the passage which suggest that people were unsure of the origins of skateboarding is ‘may have started’

37. According to the passage many people were hurt using the skateboards in the early days because of the quality of the material with which the skateboards were made (simple wooden boxes or boards with wheels attached to them). The materials used may have come apart easily during sketing resulting in injury to the skaters.

38. (a) Two skateboard manoeuvres mentioned in the passage are ‘Wheelie’ and ‘the hippie jump’.
(b) Other persons who use the roads and car parks may be concerned about their safety since free style skateboarding can be fast and dangerous and if the skateboarder cannot control the skateboard and this may cause injury to others.

They may also be concerned with the safety of their vehicles, since sometimes vehicles may be used to execute some of the skaters’ manoeuvres or the vehicles may be in the way or the vehicles may also be damaged if skateboarders lose control during their manoeuvres.

39. A history of Skateboarding OR Any plausible response
40. Three advantages of using skateboards are: they are environmentally friendly, can be used as a form of transportation and exercise.

41. Anyone of these are correct- flit from flower to flower (line 1), Tasting, stopping, waiting (line 5), Their wings dancing up and down (line 12).

42. (a) “Like moving colourful paint boxes” line 3 the speaker compares the butterflies to colourful paint boxes.
(b) The poet makes this comparison as the butterflies have varied or multiple colours like colours in a paint box.

43. (a) The word “flit” suggests that the butterflies move very quickly from flower to flower.
(b) The sense that the poet mainly appealed to is sight indicated on line 18.

44. (a) The poet wants to touch the butterflies as indicated in lines 6.
(b) The poet changes his mind as the butterflies are delicate and their wings can be easily broken, this is indicated in line 9.

45. Yes the title is appropriate because the poet speaks mostly about the colourful butterflies and their movements.

46. (a) The main purpose of the meeting is to share your views on bullying. The purposes of the meeting are to share your views on bullying, listen to actual victims and sign a petition.
(b) The date and time of the meeting is the 20 May, 2012, at 12:05 p.m.

47. (a) Students get information from actual victims of bullies and listen to other students’ share their concerns about bullying at the Excellence Primary School.
(b) One way students can assist in preventing bullying is by signing the petition OR by listening to actual victims and other students’ concerns so to better understand bullying.

48. Actual victims are students who have been bullied or who have suffered at the hands of bullies.
49. One intention may be for students to learn about the effects of bullying by listening to real stories from actual victims or for students to get a better understanding of bullying by listening to eyewitnesses.

50. We must all work together to stop bullying at our school.
SEA ELA Answers

2011

1. Boxes
2. Fishermen’s
3. Proper
4. Collective
5. Pronoun
6. Conjunction
7. Adjective
8. Reached
9. Hurrying
10. Will be showing
11. Over many years, the heavy rains have washed away the soil.
12. The students at our school will sell craft items to raise funds for graduation.
13. The roofs which were damaged by the storm are being repaired by the workmen
14. New movies were opened last week by all cinemas in the mall
15. Biggest
16. More difficult
17. Earlier
18. For
19. By
20. Well
21. Broken
22. Themselves
23. Overjoyed, ecstatic, delighted
24. Suddenly, unexpectedly
25. Useless, unsuccessful
26. Stealthily
27. Melodious
28. Athletes
29. Behaviour
30. Businesses
31. “What a delicious meal!” Shari remarked as she got up from dinner.
32. The guest speaker, a famous author, told us about his new book.
33. “Are you finished, Justin?” the teacher enquired.
34. The girl’s bag was found, but they haven’t found her purse.
35. The teacher said we still need these items: mixed fruit, two dozen eggs and a kilogram of butter.
36. Two reasons why tiger cubs may not survive past their second year are because of: (1) disease or injury and (2) predators
37. According to the passage two types of food for tiger cubs are meat and milk.
38. (a) The female tiger must sometimes ‘make a kill everyday” in order to provide sufficient food for her growing cubs. As her cubs grow they need more food therefore the female tigers must provide fresh meat daily.
   (b) The action of providing fresh meat daily for her cubs is very tiring and exhausting to the tigress.
39. (a) Playing helps the tiger cubs to prepare to become hunters by developing their muscles and giving them practice in the movements needed to successfully catch and kill their future prey.
   (b) A tiger can learn to hunt through ‘trial and error’ by using their experiences when hunting prey to improve their hunting skills. For example if while hunting prey the tiger is unsuccessful because the prey moved too quickly then the next time the tiger would learn to use more speed.

40. Because male tiger cubs do not have the similar play time as their sisters, their muscles may not be sufficiently developed as well as they may not have had enough practice in the kinds of movements necessary to make a kill. As a result, they may starve or be killed as they may not be strong or skillful enough to kill prey or evade predators.

41. The coming of the night changed the following into darkness: trees, sky, ground, air and even the room where the speaker hid. Refer to lines 3-5 and lines 7-9.

42. The word ‘creeping’ is used to highlight slow movement of the upcoming darkness.

43. (a) At every point where the speaker says ‘she’ Lines 2-4, Lines 6, 7, 10, 13 and 14
   (b) The speaker meant that with the coming of Night everywhere immediately turns into darkness, hence the word ‘blackness.’ Additionally, this gives the impression that the change was immediate and a description of the darkness is achieved.

44. (i) sight- Anyone one of these responses is correct-R: “night was creeping”, “She crept”, “She covered it”, “Along the grass beside the wall”, “Upon the sky and ground and air”, “And in the room where I hid”.
   (ii) hearing- R: I heard the rustle of her shawl

45. The person in the poem was not changed by the night as she clearly states that “She could not put my candle out.” So she was unaffected with the coming of the night.

46. (a) The date of the ferry trip is 15 April, 2011.
   (b) The ferry departs from Port of Spain.
   (c) The Cost for a ticket is fifty dollars.

47. She is an adult female.

48. (a) No, she cannot.
   (b) The ticket expires on the 16 April, 2011.

49. The three costs that make up her bill are her fare, the car and Vat.

50. It suggests that it is a fast passenger ferry.
1. Speed
2. Concern, seriousness
3. Seamen
4. Passers-by
5. Whose
6. Whom
7. That
8. Went
9. Scored
10. To like
11. The girl boasted that she was the world’s greatest dancer.
12. The children asked the teacher if they could play outside.
13. The teacher replied that it looked as if it would rain that day.
14. Chocolate, class
15. Annual, every
16. Three, car
17. Already
18. Very
19. Politely
20. Into
21. During
22. Before
23. Permitted, allowed
24. Foreign
25. Beautify
26. Generosity
27. Valuable
28. Occurred
29. Mischievous
30. Beautifully
31. “That’s a wonderful idea!” responded Asha’s Mum excitedly.
32. After touring the museum, visiting the exhibition, and having lunch, they left for home.
33. Some students bought these snacks at the fair: nuts, popcorn and lollipops.
34. Did you watch the film “Slum Dog Millionaire”?
35. Haresh enquired, “Has anyone seen my wristwatch?”

36. (a) The game of marbles has been around for a long time because, historically, it is believed that it began during the Stone Age which is a very long period of time from
the present. It was also played during the 'Middle Ages,' ancient Egypt and Rome long before modern times.
(b) One place where marbles have been played other than the Caribbean is Egypt/Europe.
37. Three reasons why girls may not play marbles are: (1) playing conditions which involve the girls stooping frequently. (2) girls’ fingers and hands may be soiled or dusty constantly because of regular contact with the ground and (3) if they lose the game ‘killa’, the girls will have to get hit on their knuckles by the winner which would be painful to them.
38. (a) The words ‘the latter’ (line 12) refer to the type of marble game played in the Caribbean called ‘Killa’.
(b) According to the passage, the game of ‘killa’ is played by first preparing some holes or a hole into which players must try to get one marble. Then, the player who successfully gets their marble into the hole or holes defend it by hitting or ‘killing’ all the opponents’ marbles that are near to the hole.
39. A player might cry at the end of the game ‘killa’ if they have lost the game; since the loser of the game must be hit on their knuckles by the winner of the game and this might be very painful. They feel the emotional pain of losing.
40. One reason why the game of marbles continues to attract children is because of how much children enjoy the game. This is shown by the length of time it has been enjoyed by children around the world from the Stone Ages to the present. The love of the game has been passed on from parents and grandparents.
41. (a) “And complete the list of tasks demanded by you.” Line 4.
(b) Any one of these Three- chatting online, going to the mall with friends, using the cell phone or playing computer games.
42. (a) “It’s unfair to plan before consulting me!” line 10.
(b) The child believes that if someone wants him/her to do chores, they must be consulted first and confirmed or agreed upon as the child should be treated as an adult and independently makes his/ her own decision.
43. The child has already scheduled many activities for the day. This may not allow for the time to complete the chores requested. Line 12 tells us this “I must first check my calendar/ to see if time for chores is left after.”
44. No, I do not feel sympathy for the child. The reason for this is that the child has planned only fun activities for the day, leaving out important elements such as study and daily chores. Clearly the child does not see the importance of study and helping out around the house.
45. I suggest that the child be more cooperative with adults and balance work and play time so that he/ she can get a good education while enjoying being a child.
46. (a) The purpose of the notice is to provide the public with important information about a lost dog so it can be returned to its owner. (b) That information was included to inform the public of the place the dog was lost and so that people who live or pass in that area can look out for the lost dog.
47. Two details are it answers to the name Cesar and it walks with a limp/the dog’s description.
48. The word approachable suggests that the puppy is friendly.
49. The $1000.00 reward and the statement no questions asked.
50. (a) Laura can be contacted by phone, home or cell, and email. (b) The notice should be placed around where the puppy was lost because a puppy may not have the strength to wonder or get very far from where it was lost because of the limp.
SEA ELA Answers

2009

1. Students, anxiety, festival
2. Amir, determination, task
3. Team
4. Crowd, mob
5. Yourself
6. Myself
7. Themselves
8. Dancing
9. Cancelled
10. The president has spoken to all members of the club.
11. The zookeeper takes good care of the animals.
12. An urgent request for help was sent by the earthquake victims.
13. All vehicles were being checked by airport security.
14. Farewell, last
15. Popular
16. Cricket
17. Occasionally
18. Much, closer
19. Somewhere
20. And, but
21. While
22. Since
23. Rich, prosperous
24. Destroyed, broken down
25. Restless
26. Multiplication
27. Laze
28. Occasion
29. Persuade
30. Received
31. Mrs. Williams, our new principal, thanked us for our warm welcome.
32. “What is the time?” asked the visitor.
33. It’s too late to go to Allyah’s house tonight.
34. These are the countries we visited: Barbados, St. Lucia and Antigua.
35. “How I long for a PlayStation 3!” cried out Ryan.
36. a) According to the passage, what TWO actions cause an earthquake?

Two actions that cause an earthquake are the sudden breaking and shifting of large sections of the earth’s rocky outer shell and when there is a break, fault or fracture in the rock usually starting deep in the ground.

(b) What is a fault (line 3)?

A fault is a break or a crack in a rock formation.

37. What is the difference in location of the “focus” (line 5) and the “epicentre” (line 5) of an earthquake?

The “focus” is found deep in the ground where the rock breaks and the “epicentre” is the place on the surface above the “focus” where the strongest shaking is felt.

38. According to the passage, what are TWO effects of the movement caused by an earthquake?

Two effects of the movement caused by an earthquake are that rivers can change course and landslides can be triggered.

39. How often is a very serious earthquake likely to occur?

A very serious earthquake occurs less than once every two years.

40. (a) Why is it important to know when an earthquake is likely to strike?

It is important to know when an earthquake is likely to strike in order to evacuate people before the earthquake and so prevent injury.

(b) Suggest TWO actions that persons can take in preparation for an earthquake.

People can use scientific knowledge to buy land where earthquakes are less likely to occur. They can also use this knowledge to determine how best to build structures in order to avoid loss of property when an earthquake actually occurs.

41. (a) Which line in the poem tells that the speaker thinks he is being unfairly treated?

R: LINES 6 AND 14 repetitively suggest that something is wrong.

(b) Identify TWO actions of the baby that are NOT pleasing to the speaker in the poem.

R: “And stamps his feet”, “Even when he bellows “No!”, “He grabs my toys” or “And when I grab them back he makes/A big, loud noise.”

42. a) How is the baby related to the speaker in the poem?

R: The baby is a sibling.

(b) Give a reason for your answer.

R: Lines 1 and 3 tells us that this is the baby of the family on their daddy’s shoulder.
43. (a) What is the meaning of the word “chant” as used in line 13?
R: The sibling “chant” refer to him saying how he feels, expresses his thoughts orally rather than hitting the baby OR the writer grumbles under his breath
(b) Which line(s) in the poem suggest that the baby will NOT always be allowed to behave the same?
R: Lines 8, 16, 24

44. Why is the line, “it won’t last long” repeated in each stanza?
R: To emphasise that this is only a phase, that babies are treated with much more love and affection than an adult. The older sibling is speaking from his childhood experiences as a child gets older the love, affection and attention from parents fades. The writer reminds constantly reminds himself that this unfair treatment will soon be over

45. Write a suitable title for the poem.
R: The main themes are Childhood versus Adulthood, Childhood Experiences, Sibling Rivalry, Innocence versus Adulthood, Childhood Innocence. Students will be correct if any response given captures the themes mentioned above.

46. The types/titles of shows; the differences in programming and the times the shows will be aired.
47. The length of the shows on TV II is one hour and on Channel 21, the length is thirty minutes. Secondly, the types of shows are different. On TV II, mainly sports are shown but on channel 21, there is more variety, for example, healthy foods and fitness.
48. (a) TV II – today’s news and today’s news in review. Channel 21 – Nightly news report and government programming.
(b) TV II at 10 p.m.
49. On TV II, Cricket world cup highlights at 4 p.m.
50. The movies are the main attractions of the channels so the titles are highlighted to catch the attention of the reader.
1. The girl’s dream was to become a scientist.
2. The children’s waiting room was painted yellow.
3. James’ football was found in the bushes.
4. I
5. Us
6. Whom
7. Stopping
8. Cut
9. Will be staying
10. Is
11. Like
12. Want
13. Less
14. Most careful
15. Easier
16. I have
17. There will
18. Overhead/behind
19. From
20. Ramesh replied that it was raining too heavily for him to come out and play.
21. The little girl insisted that she was waiting for her father.
22. His friend asked him where he would be going the next day.
23. aid, support, relief, help
24. alert, watchful, attentive, observant, aware, cautious
25. unacceptable
26. fortunate
27. disobedience
28. whose
29. lightning
30. principal’s
31. We should eat foods from the following groups: Proteins, carbohydrates and fats.
32. “Sita, eat your vegetables at once!” Mum said sternly.
33. After the wedding, the bride’s father-in-law thanked all the guests for attending.
34. The bathers remembered the lifeguard’s warning as they went into the water.
35. “Let’s leave that for tomorrow,” pleaded the tired boy.
36. Birds are different from other animals because they have feathers.
37. (a) Two ways in which feathers are useful to birds are: (i) to keep them warm and (ii) to help them fly. (b) The baby bird’s feathers differ from quality of an adult bird’s feathers is that the baby feathers are a soft and fluffy while the adult feathers are very strong and light and made up of a central shaft and flat vane.
38. Birds use their beaks or bills in place of hands.
39. Firstly, birds of prey use their sharp, hooked beaks to bite the skull or neck and to tear their prey’s body into pieces. They then swallow without chewing.

40. The main idea in the paragraph is

41. The names of the “speakers” in the poem are rover and River.

42. The two words in the poem which the poet uses to refer to the sea are (i) home and (ii) mother

43. Three ways in which the river has been used are:
   (i) People put up buildings near to it
   (ii) For fishing
   (iii) For wishing for things

44. (a) One line from the poem which shows that the river does not flow in a straight line is: “But I am a winder; I have to wander” (l.11). (b) The river has different stories to tell because of the many activities people carry on near it or in it. It passes through many different places as it flows towards the sea and sees many different things.

45. Longing to be free/escape/trapped

46. According to the label, the two purposes for which the medicine can be used are:
   Fast relief from fever and stuffy nose / fever and headache / stuffy nose and headache

47. (a) If Shari is 11 years old and weighs 35 kg, she can be given two (2) teaspoons of the medicine.
   (b) If Shari is given a dose at 6:00a.m., then the earliest she can be given another dose is 10:00a.m.

48. (a) The meaning of CAUTION is WARNING.
   (b) The warning is given so that people would not leave the medicine where children could reach it because an overdose could be dangerous/harmful and the medicine needs to be stored at a certain temperature so that it will work when taken.

49. The most amount of medicine that is allowed in one day is:
   Children under 5 – 6 teaspoons
   6-12 years – 12 teaspoons
   Other – 24 teaspoons

50. (a) The expiry date is missing.
   (b) People should not consume/eat anything or take any medicine that has expired because it could no longer work or probably make one sick.
1. stories
2. lives
3. teeth
4. me
5. she
6. whom
7. risen
8. laying
9. struck
10. tries
11. attends
12. drink
13. move loudly
14. faster
15. best
16. Ramesh always brushes his teeth when he eats sweet snacks.
17. The driver was asked to move his car so the ambulance could get to the crash scene.
18. As
19. beyond
20. “Do you want to see the prize I won?” asked Lynn.
21. “I have not taken your eraser!” shouted Shastri.
22. “I do not think that Mr. Lee is available now,” informed the secretary.
23. Hope, desire, aim, objective, desire, goal
24. Bravery, courage, daring, heroism, fearlessness
25. imaginative
26. loyally
27. disconnection
28. advice
29. whether
30. stationery
31. The librarian whispered sharply, “Be quiet.”
32. Rhonda’s teacher asked her why she was late for class.
33. Dinesh put the following gear into his bag: helmet, pads and gloves.
34. Dwight Yorke, the captain of the team, scored the only goal of the match.
35. “Don’t come into the house with muddy shoes, please.”
36. Two ways in which porpoises and dolphins are similar is that they are (any two of the following):
   Large; sleek-looking (l. 1); related to the whale (l.2); they eat the same food (l. 15);
   they don’t chew their food (l. 15); they can be found close to the ocean coasts (l. 16)
37. The word ‘former’ refers to the porpoise.
38. Three differences between the dolphin and the porpoise are (any three of the following):
Porpoises are smaller than dolphins; (l. 2); porpoises have blunt, rounded snouts while dolphins have pointed bird-like snouts (l. 4-8-9); the porpoise’s teeth are flat at the bottom but the dolphin’s teeth look like upside down ice-cream cones (l. 10-15); some dolphins swim in fresh waters of large rivers and lakes.

39. (a) The dolphins might be more dangerous to encounter. (b) The passage says the largest dolphins are called killer whales; they are very large (paragraph 2).

40. The porpoise grabs the small fish with its teeth then swallows it whole (paragraph 3).

41. Three lines in the poem that suggest that there was a struggle between the wind and the kite are:

“The wind tugged at the kite to take it” (l. 5)

“Untethered, toss and break it” (l. 6)

“But Frank held fast” (l. 7)

42. The person in the poem admired Frank because he did not let the wind take the kite from his hand.

43. Frank shouted “Let go” in line 12 because it was the right moment to catch the wind so that they could fly the kite.

44. The words “the blue” and “the white” in lines 13 and 14 refer to the blue sky and the white clouds.

45. (a) Two different feelings experienced by Frank and the writer while flying the kite were fear and delight. (b) They felt fear because the string could snap in the strong wind and they would lose the kite; they were delighted that they were flying their kite and it was rising high in the sky.

46. Three benefits from buying books are: (i) enjoying reading; (ii) getting books for one’s personal library and (iii) learning about new places.

47. The bookstore is also offering one hour of free internet access and a special gift.

48. The words “NOW” and “FREE” are written in capitals to attract the attention of shoppers.

49. Two ways of contacting the store are by telephone and e-mail.

50. The other information needed is the name and address of the store.

People need this information to be able to go to the store and buy books.
1. Chiefs
2. Shelves
3. Deer, cacti
4. Yourself
5. Themselves
6. Herself
7. Built
8. Arrived
9. Swum
10. Is used
11. Was invented
12. Are laid
13. Higher
14. Most serious
15. Most
16. Curious, heavy
17. Sunny, exciting
18. Low
19. Tomorrow
20. Cannot
21. Must have
22. She would
23. Denial
24. Beautify
25. Confessed
26. Very important/necessary
27. Check to determine truth/find out for certain
28. Accumulated
29. Disastrous
30. Embarrassed
31. He’s supposed to leave work at four o’clock
32. “Don’t do it!” yelled Maria, the oldest girl in the class.
33. Zena’s sister-in-law, although younger than her, was much taller.
34. “Didn’t you believe his version of the story?”
35. These were the items we bought: a pair of shoes, a blouse and a skirt.
36. Any three of the following: wheat/rye/barley/oats
37. It is the main food for half the world’s people
38. Peanut/groundnuts, soya beans, maize/corn
39. Peanuts can be used for eating, making oil for cooking, making margarine, making soap (Any three)
40. Plants are used to create many products that humans use/Humans use plants in a variety of ways/plant products are very valuable to people
41. Hands, face, fingers
42. The first stanza tells us that the poet is fed up/frustrated with constantly being asked to bathe
43. The poet feels that he’s always in the shower/bathroom/he is constantly being asked
to wash his body
44. Taking a walk/taking a ride
45. Any title that suggests displeasure at being asked to bathe – (The Washing Curse or
The Washing Ordeal)
46. January and February
47. (a) November and April
   (b) 600
48. During those months there is an influx of tourists
49. Lower rates will be charged to encourage more tourists to come/visit
50. Tourists arrival from October to May
SEA ELA Answers, 2005

1. Prizes
2. Lorries
3. Children, spectacles
4. Herself
5. Itself
6. Yourself
7. Bought
8. Laughed
9. Fell
10. Is held
11. Are given
12. Was designed
13. Lovelier
14. Best
15. Longest
16. Generous, large
17. Many, wet
18. Recently
19. Everywhere
20. Who has
21. Should not
22. Where did
23. Embarrassment
24. Dangerous
25. Full
26. Empty/deserted/not used
27. Let go/freed
28. Received
29. Formally
30. Invisible
31. “Stand at attention!” ordered the officer.
32. “Are you sure this is the right road to the museum?” the tourist asked the tour guide.
33. Jean, my eldest sister, met her mother-in-law yesterday.
34. She has the following in her bag: pen, pencil and eraser.
35. He’s attained the Principal’s award for excellence at his school.
36. Meat, milk
37. Melt/defrost/soften
38. Bacteria can grow on the food/can harm us when we eat it
39. Buy cold food last/Make sure that the frozen foods are rock solid before purchasing
40. Drinks remain hot/do not get cold/meats at risk of attracting bacteria/they are unable to store perishable food and must shop more often
41. The arrival of the new baby who gets all the attention
42. (a) The parents are excited/happy
   (b) “They’re thrilled when she giggles….” /“She burped!” they exclaimed with
delight/“Oh isn’t she precious!” they croon (any two)
43. (a) The poet is jealous/feels angry/upset
   (b) “There’s simply no way I agree”
44. “Oh isn’t she precious!” they croon/”They seem to believe she’s a treasure”
45. Then the poet will get more attention/become the most important/he longs for the
   attention the baby gets
46. Maximum temperature Monday: 34°C, Tuesday 29°C
47. Tides will be low at 2:03 a.m. and 5:53 p.m. on Monday
48. Monday
49. To plan your day/activities/movements during the day/to know when to go to the
   beach
50. (a) Monday
   (b) It will be a hot, sunny day and the clothes will dry quickly
1. The team members clean the tennis court before the game.
2. A box of crayons was left in the classroom.
3. Ronald, together with his parents, visits England each vacation.
4. I did not celebrate my birthday last week.
5. The children do not wish to play tennis now.
6. She does not have to go to the meeting tomorrow afternoon.
7. itself
8. ourselves
9. themselves
10. Peter told Kamla to give him one reason why she was not at the party the day before.
11. The teacher said that she did not know but promised that she would find out.
12. “You need to work harder, Sharon,” said her teacher.
13. I love netball but my sister prefers cricket.
14. They will not return the ball unless you pay for the broken window.
15. He did not buy a ticket for today’s concert because he prefers to go to the show tomorrow.
16. I understand the problem better than I did the first time.
17. He pronounced his words more clearly than the other radio announcer.
18. Her sad face made her appear to be the least cheerful student in the class.
19. I have nowhere to go on Friday.
20. The children always eat fruits with their breakfast.
21. Now it is time to plan for the meeting.
22. You can go to the match, but do not stay long.
23. Disclose- Reveal
24. Voracious- Greedy
25. gentleness
26. creative
27. impossible
28. uncertain
29. their
30. sole

31. Margaret began to question whether she was wrong about her friend. (full stop at the end of the sentence)

32. Father deposited one-hundred dollars in Curtis’ account. (Apostrophe after Curtis and hyphen between one and hundred)

33. The crowd shouted to the man, “Jump!” (Exclamation mark after Jump)

34. My teacher, Mrs. Singh, said that school would open on Monday. (Comma after Singh)

35. “The purse you found belongs to me,” claimed the woman. (Close quotation mark after me)

36. The two harmful effects of fires are that it can burn you and you can inhale smoke that is not good for your throat and your lungs.

37. A word that is similar in meaning as “inhaling” is “to breathing in”

38. A fire needs oxygen for it to stay lit.

39. Three suggestions to distinguish a fire are to (1) throw a wet blanket over it and put it out with water (2) throw dirt/sand over it (3) use special chemicals

40. Two safety measures to prevent fires at your home are to unplug appliances or electrical devices before leaving your home or when you are not using it. Also, to make sure there is no flammable materials next to open flames while cooking and to make sure to take off the stove after to cooking.

41. The three words that describe the rat tail are long, curly and fine.

42. The two lines from the poem that show that the rats are vain and boastful are lines 7 and 8, “Yours is the finest tails/ in the world, excepting mine.”

43. The two reasons that the rats went for the cheese are that it smelt good and they said it would make their everyday food more exacting and delicious.

44. The story teller felt pain when the rats went after the cheese because the narrator knows that this was a plan to lure the rats out of their hiding place and to possibly be killed.

45. An appropriate title for this passage might be, “The Story of Two Rats.”

46. The similar products found in Dominica and Grenada is Bananas.
47. The two countries that also export similar products are Guyana and Jamaica as they both export bauxite.

48. The country that produces a raw material for making furniture is Guyana and they export lumber.

49. (a) The product that is most likely to be used as fuel is Petroleum.

(b) The country that exports this product is Trinidad and Tobago.

50. The country that most likely exports lime or oranges is Dominica as they export Citrus.
1. Each of the girls does her daily chores before coming to school.
2. A few of the apples have black spots.
3. Neither the desk nor the chair was clean.
4. The Barbados netball team did not visit Tobago last year.
5. Today there is no fish in the market.
6. I did not see lifeguards at the beach.
7. ourselves
8. himself
9. herself
10. Jerod explained that he was absent the previous day because he was ill.
11. Anita’s father asked her where her mother was.
12. The reporter said, “The race is set for tomorrow.”
13. He must do his household chores or he will be punished.
14. He was allowed to go for a snack when he had completed his work.
15. The students continued to play in the road although the teacher told them not to play.
16. I understand the problem more clearly than I did the first time.
17. The oldest of the building's in the village is to be pulled down.
18. The poor colours used on our house mean that it is less beautiful than the house next door.
19. The child cries bitterly whenever his dog runs away.
20. I have nowhere to go.
21. The angry man left immediately.
22. Where did you see the hummingbird?
23. Prohibit - ban, prevent
24. Commence - start, begin
25. disagree
26. unable
27. purify
28. pleasure.
29. breadth
30. Board
31. Where is the taxi that you told me about?
32. The old man said, “I am not feeling well, today.”
33. Tom, the mischievous boy, was punished by his dad.
34. She won’t be coming to the party because she broke her leg.
35. The villagers pulled the fishermen’s net from the sea.
36. The three major problems faced by wild animals are that they find it difficult to get food, to find places to live and they are often hunted and killed by people.
37. The word that is similar to ‘thieves’ in the first paragraph is ‘poachers’.
38. The hunters do not respect the laws that protect the animals because they see the animals as a way to make products that they can sell and obtain money and profits.
39. The three products that are made from the whales are soap, glue and pet foods.
40. An appropriate title for this passage is, “Endangered Wildlife.”
41. The poet thinks that the alligators are unfriendly because they get upset easily and they have a bad temper, they may eat you.
42. The poet seems to be nervous to have an alligator in his bed as they can attack you they get upset easily and threaten to bite you.
43. The poet is referring to a dog in line 11.
44. The line that says that the alligator has no manners is line 13, “For their courtesy is lacking.”
45. I would not recommend the alligator as a pet they are unpredictable. One cannot play with an alligator because they are aggressive and dangerous
46. The subject that is most popular is Mathematics.
47. The most appropriate leader is Lee as he is the only child that likes Science.
48. Lyndon likes Spelling although no other child likes this subject.
49. The three students who most likely will represent the school in a story writing competition are Ariel, Keisha and Sunil.
50. The student who likes the least number of subjects is Keisha.
APPENDIX D
SEA English Language Arts Examination Tips

Section 1: Grammar Skills

In the first section of the SEA ELA examination, your grammar skills will be tested. Your knowledge of:

The parts of speech – read the sentences carefully and ask, what is the function of the word in the sentence? In other words, is the word naming something, is the word describing someone or is the word telling me how an action is being done? The answer will help you to determine the part of speech.

Example: The student’s face shone with happiness when the winner was announced. Abstract Noun

Singular and plural nouns – look at the last letter in the word you are being asked to change from singular to plural and try and remember the rule to be applied.

Example: The old man used a whole box of matches to light the damp wood. (match)

Subject and verb agreement rules – find the subject of the sentence and then try and remember the rule. Remember, they must agree.

Example: The boys play football every day.

Active and passive voice – remember the steps in changing active to passive and passive to active voice.
Direct and indirect speech – remember the steps in changing direct to indirect and indirect to direct speech.

Section 2: Vocabulary, Spelling and Punctuation Skills

In the second section of the SEA ELA examination, your vocabulary, spelling and punctuation skills will be tested. You will be expected to demonstrate knowledge of:

- **Synonyms** (words that are similar in meaning)
- **Context Clues** (found within the sentence or clause)
- **Root Words** (by adding prefixes and suffixes)
- **Spelling Rules**
  - ie and ei words
  - homophones
  - double ‘ll’ and single ‘l’ words
  - words ending in ‘y’
  - -tion and -sion words
  - -ance and -ence words
  - -ible and -able words
  - -er, -or, and -ar words
- **Punctuation**
  - full stops
  - question marks
  - commas
  - quotation marks
  - apostrophe
Section 3 – Comprehension

- Prose Passage
- Poem
- Table of contents, notices, television schedules are some examples of items that may be included.