



The Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION

ENGLISH LANGUAGE ARTS



SPECIMEN ITEMS
FOR THE SECONDARY ENTRANCE EXAMINATION



CURRICULUM PLANNING AND DEVELOPMENT DIVISION

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Note to Teachers

This collection of items is inclusive of contributions developed by teachers of Standard Five, who attended the National SEA ELA training workshops conducted by officers of the English Unit from May 14 to June 6, 2018. It includes Spelling, Grammar and Punctuation/Capitalisation items in the format of the revised SEA ELA Paper (Section 1). Solutions have been provided for all Section 1 items.

This Item Bank also includes Reading Comprehension items that illustrate the thinking processes and range of required skills: Literal, Inferential, Evaluation and Appreciation. All items are aligned to the objectives in the National Assessment Framework (2019-2023).

It is hoped that teachers who are preparing their students for SEA 2019 and beyond will find this Item Bank useful, as they implement the English Language Arts programme at the Upper Primary level. Teachers are also encouraged to develop their own school item bank with items that are age appropriate, culturally relevant and which appeal to both boys and girls.

The English Unit of the Curriculum Planning and Development Division offers sincere thanks to all the teachers who generously participated in the development of draft items during the training workshops.

1. Spelling (The Cricket Match)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

It was actually unbelievable. He was witnessing the

1.

West Indies Team on the eve of victry. He started

2.

pranceing around the television, swinging an

3.

imaginery bat. Throughout the neighbourhood,

4.

people were exubarent. The rhythmic drumming of

5.

the musiceans increased, in anticipation of success.

6.

12 marks

Solution (The Cricket Match)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

It was actually unbelievable. He was witnesing the

1. witnessing

West Indies Team on the eve of victry. He started

2. victory

pranceing around the television, swinging an

3. prancing

imaginery bat. Throughout the neighbourhood,

4. imaginary

people were exubarent. The rhythmic drumming of

5. exuberant

the musiceans increased, in anticipation of success.

6. musicians

12 marks

Assessment Objectives

1. Discover and correct frequently misspelled words.
2. Discover and correct frequently misspelled words.
3. When a word ends in a silent ‘-e’, drop the ‘-e’ before adding ‘ing’.
4. Make new words by adding suffixes to root words.
5. Discover and correct frequently misspelled words.
6. Make new words by adding suffixes to root words.

2. Spelling (Technology)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Technology presents exciting opportunitys in the

1.

twenty-first century. This can be witnessd in areas

2.

such as music, video producion and animation.

3.

Resently, the Caribbean also experienced an

4.

increase in the number of elektric vehicles. In the

5.

area of inovation however, the cellular phone wins!

6.

12 marks

Solution (Technology)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Technology presents exciting opportunitys in the

1. opportunities

twenty-first century. This can be witnesed in areas

2. witnessed

such as music, video producuon and animation.

3. production

Resently, the Caribbean also experienced an

4. Recently

increase in the number of elektric vehicles. In the

5. electric

area of inovation however, the cellular phone wins!

6. innovation

12 marks

Assessment Objectives

1. Plural form in which 'y' is changed to 'i' before adding an 'es' ending.
2. Discover and correct frequently misspelt words.
3. Make new words by adding suffixes to root words.
4. Produce the following correctly: words with hard and soft 'c'.
5. Produce the following correctly: words with hard and soft 'c'
6. Discover and correct frequently misspelt words.

3. Spelling (Roxborough Market)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

The Roxborough market was bustleing with various

1.

activityes. A vendor was arguing with a lady who

2.

had a substanshal quantity of plantains in her basket.

3.

It was an envigorating debate to witness. As I

4.

sauntered in further, the familear scent of fish

5.

impakted my senses, so I moved forward excitedly.

6.

12 marks

Solution (Roxborough Market)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

The Roxborough market was bustleing with various

1. bustling

activityes. A vendor was arguing with a lady who

2. activities

had a substanshal quantity of plantains in her

3. substantial

basket. It was an envigorating debate to witness.

4. invigorating

As I sauntered in further, the familear scent of fish

5. familiar

impakted my senses, so I moved forward excitedly.

6. impacted

12 marks

Assessment Objectives

1. When a word ends in a silent '-e', drop the '-e' before adding '-ing'.
2. Plural forms in which 'y' is changed to 'i' before adding an 'es' ending.
3. Discover and correct frequently misspelt words.
4. Discover and correct frequently misspelt words.
5. Discover and correct frequently misspelt words.
6. Produce the following correctly: words with hard and soft 'c'.

4. Spelling: Our School Garden

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Our school garden fasinates everyone. Several

1.

varietys of flowers and plants exist there.

2.

Numerous creatures enhabit the garden: lizards,

3.

birds, butterflies and other insects. In this peacefull

4.

environment, we observe polination, as insects visit

5.

the flowers like minute, majical messengers.

6.

12 marks

Solution (Our School Garden)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Our school garden fasinates everyone. Several

1. fascinates

varietyts of flowers and plants exist there.

2. varieties

Numerous creatures enhabit the garden: lizards,

3. inhabit

birds, butterflies and other insects. In this peacefull

4. peaceful

environment, we observe polination, as insects

5. pollination

visit the flowers like minute, majical messengers.

6. magical

12 marks

Assessment Objectives

1. Produce the following correctly: words with silent letters.
2. Produce the following correctly: plural forms in which 'y' is changed to 'i' before adding an 'es' ending.
3. Discover and correct frequently misspelt words.
4. Make new words by adding suffixes to root words.
5. Discover and correct frequently misspelt words.
6. Produce the following correctly: words with hard and soft 'g'.

5. Spelling (Nariva Swamp)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Tourists frequently visit the Nariva Swamp for its

1.

scenery and wildlife. The West Indian Manatee is

2.

one of the most anticipated sights in the swamp. In

3.

contrast, the anaconda is the most feared creature.

4.

The greatest swamp treat however is the mischievous

5.

Red Howler monkeys that swing among the trees.

6.

12 marks

Solution (Nariva Swamp)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Tourists frequently visit the Nariva Swamp for its

1. frequently

seenary and wildlife. The West Indian Manatee is

2. scenery

one of the most antiseptated sights in the swamp. In

3. anticipated

contrast, the anaconda is the most feared creeture.

4. creature

The greatest swamp treat however is the mischievous

5. mischievous

Red Howler monkeys that swing among the trees.

6. among

12 marks

Assessment Objectives

1. Discover and correct frequently misspelt words.
2. Produce the following correctly: words with silent letters.
3. Produce the following correctly: words with hard and soft 'c'.
4. Produce the following correctly: words with silent letters.
5. Make new words by adding suffixes to root words.
6. Discover and correct frequently misspelt words.

6. Spelling (The Archerfish)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

The Archerfish is among the most fasinating
speechies in the world. This fish lurks near the
surface to feast on insects perrched on plants
above the water. It also uses its unique talant of
spiting an acurate, powerful jet of water which
easily conquers its unsuspecting pray.

1.

2.

3.

4.

5.

6.

12 marks

Solution (The Archerfish)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

The Archerfish is among the most fasinating

1. fascinating

species in the world. This fish lurks near the

2. species

surface to feast on insects perrched on plants

3. perched

above the water. It also uses its unique talant of

4. talent

spiting an accurate, powerful jet of water which

5. spitting

easily conquers its unsuspecting pray.

6. prey

12 marks

Assessment Objectives

1. Produce the following correctly: words with silent letters
2. Discover and correct frequently misspelt words.
3. Discover and correct frequently misspelt words.
4. Discover and correct frequently misspelt words.
5. Use spelling rules: words that double the final consonant before adding endings
6. Produce the following correctly: apply common homophones

7. Spelling (Agricultural Science)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

People beleive that Agricultural Science is a
valueable subject which motivates students to tend
to animals and crops. As an eagar 'Agri Scientist',
you will understand the benefits of cultivateing
crops and raring livestock. Additionally, you will
partisipate in collaborative activities.

1.

2.

3.

4.

5.

6.

12 marks

Solution (Agricultural Science)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

People beleive that Agricultural Science is a

1. believe

valueable subject which motivates students to tend

2. valuable

to animals and crops. As an eagar 'Agri Scientist',

3. eager

you will understand the benefits of cultivateing

4. cultivating

crops and raring livestock. Additionally, you will

5. rearing

partisipate in collaborative activities.

6. participate

12 marks

Assessment Objectives

1. Apply spelling rules: "ie" and "ei" words.
2. Discover and correct frequently misspelt words.
3. Discover and correct frequently misspelt words.
4. Apply spelling rules: words that drop the final "e" before an ending.
5. Discover and correct frequently misspelt words.
6. Apply spelling rules: words with hard and soft "c".

8. Spelling (Nutrition)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Children are encoraged to eat nutritious meals to
remain enerjetic and healthy. Those who do, can
participate redily in sports: cricket, football,
netball and athletics. Such students develop
strong mussels, bones and teeth. Additionally, they
learn easily and excell at their academic studies.

1.

2.

3.

4.

5.

6.

12 marks

Solution (Nutrition)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Children are encoraged to eat nutritious meals to

1. encouraged

remain enerjetic and healthy. Those who do, can

2. energetic

participate redily in sports: cricket, football,

3. readily

netball and athlethics. Such students develop

4. athletics

strong mussels, bones and teeth. Additionally, they

5. muscles

learn easily and excell at their academic studies.

6. excel

12 marks

Assessment Objectives

1. Apply the spelling rules: words with silent letters.
2. Produce the following correctly: words with hard and soft 'g'.
3. Apply the spelling rules: words with silent letter.
4. Use the different types of vocabulary in context across content areas: technical terms.
5. Apply spelling rules: common homophones.
6. Discover and correct frequently misspelt words.

9. Spelling (Silk-Cotton Tree)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

There are several rumours about the anceint,

1.

mystikal silk-cotton tree that proudly stands

2.

adjacent to the cemetary. Many people believe

3.

that nauhty spirits lurk around the tree. Those

4.

couragous enough to wander close, experience

5.

wierd sensations throughout their bodies.

6.

12 marks

Solution (Silk-Cotton Tree)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

There are several rumours about the anceint,

1. ancient

mystikal silk-cotton tree that proudly stands

2. mystical

adjacent to the cemetary. Many people believe

3. cemetery

that nauhty spirits lurk around the tree. Those

4. naughty

couragous enough to wander close, experience

5. courageous

wierd sensations throughout their bodies.

6. weird

12 marks

Assessment Objectives

1. Produce the following correctly: 'ei' and 'ie' words.
2. Produce the following correctly: words with hard and soft 'c' and 'g'.
3. Discover and correct frequently misspelt words.
4. Apply spelling rules: words with silent letters
5. Produce the following correctly: make new words ending by adding suffixes to root words
6. Produce the following correctly: 'ei' and 'ie' words

10. Spelling (Carnival)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Carnival is an impressive spectacle. It helps the

1.

country earn foriegn exchange as tourists spend

2.

their money on expensive custumes. They love the

3.

steelpan music and danceing to the sweet sounds

4.

of our calypsos. Carnival is also attractive because

5.

of its numerous bands of masqueradars.

6.

12 marks

Solution (Carnival)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Carnival is an impressive spectakle. It allows the country to earn foriegn exchange since tourists spend their money on expensive custumes. They love the steelpan music and danceing to the sweet sounds of our calypsoes. Carnival is also atractive because of the numerous bands of masqueradars.

1. spectacle

2. foreign

3. costumes

4. dancing

5. attractive

6. masqueraders

12 marks

Assessment Objectives

1. Produce the following correctly: words with hard and soft 'c'.
2. Produce the following correctly: 'ie' and 'ei' words.
3. Discover and correct frequently misspelt words.
4. When a word ends in a silent '-e', drop the '-e' before adding -ing.
5. Discover and correct frequently misspelt words.
6. Discover and correct frequently misspelt words.

11. Spelling (Puppy Love)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

My father bought me an excellent birthday gift of
three brown and white puppies. I love them dearly,
but they are quite a feisty bunch. Their friskiness
can be irretating sometimes. They usually get mud
on their furry coats and dislike batheing. They
constantly get into mischief. What a handfull!

1.

2.

3.

4.

5.

6.

12 marks

Solution (Puppy Love)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

My father bought me an exellent birthday gift of

1. excellent

three brown and white puppys. I love them dearly,

2. puppies

but they are quite a fiesty bunch. Their friskiness

3. feisty

can be irretating sometimes. They usually get mud

4. irritating

on their furry coats and dislike batheing. They

5. bathing

constantly get into mischief. What a handfull!

6. handful

12 marks

Assessment Objectives

1. Discover and correct frequently misspelt words.
2. Produce the following correctly: plural forms in which 'y' is changed to 'i' before adding an "es" ending.
3. Produce the following correctly: 'ie' and 'ei' words.
4. Discover and correct frequently misspelt words.
5. When a word ends in a silent '-e', drop the '-e' before adding -ing.
6. When the suffix -full is added to the end of a base word, drop one '-l'.

12. Spelling (Eat your fruits)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Fruits are esential to human beings in various

1.

ways. Their chief purpuse is maintaining bodies

2.

and providing humans with some vital nutreints.

3.

Vitamin C is extremely efective because it

4.

enables us to fight infectous diseases. Fruits like

5.

guavas, berrys and oranges contain Vitamin C.

6.

12 marks

Solution (Eat your fruits)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Fruits are esential to human beings in various

1. essential

ways. Their chief purpuse is maintaining bodies

2. purpose

and providing humans with some vital nutreints.

3. nutrients

Vitamin C is extremely efective because it

4. effective

enables us to fight infectous diseases. Fruits like

5. infectious

guavas, berrys and oranges contain Vitamin C.

6. berries

12 marks

Assessment Objectives

1. Discover and correct frequently misspelt words.
2. Discover and correct frequently misspelt words.
3. Produce 'ie' and 'ei' words correctly.
4. Discover and correct frequently misspelt words.
5. Make new words by adding suffixes to root words.
6. Plural forms in which 'y' is changed to 'i' before adding an "es" ending.

13. Spelling (Exercising)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Physical activity is very usefull because it

1.

helps with the maintainance of a healthy lifestyle.

2.

It is adviseable to be physically engaged during

3.

our liesure time. Practise some form of exercise:

4.

dance, walk or run. Movement actualy improves

5.

consentration which is essential to our survival.

6.

12 marks

Solution (Exercising)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Physical activity is very usefull because it

1. useful

helps with the maintainance of a healthy lifestyle.

2. maintenance

It is adviseable to be physically engaged during

3. advisable

our liesure time. Practise some form of exercise:

4. leisure

dance, walk or run. Movement actualy improves

5. actually

consentration which is essential to our survival.

6. concentration

12 marks

Assessment Objectives

1. When the suffix -full is added to the end of a base word, drop one '-l'.
2. Discover and correct frequently misspelt words.
3. Produce the following correctly: words that drop the final "e" before an ending.
4. Produce the following correctly: words that contain 'ie' and 'ei'.
5. Make new words by adding prefix and suffixes to root words.
6. Produce the following correctly: words with hard and soft 'c'.

14. Spelling (The Important Meeting)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Many foriegn diplomats were present from

1.

the begining of the business conference.

2.

Arrangements for accomodation were made

3.

for all goverment ministers and officials.

4.

The various achievments of our country

5.

were vividly illustrated in the presentasions.

6.

12 marks

Solution (An Important Meeting)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Many foriegn diplomats were present from

1. foreign

the begining of the business convention.

2. beginning

Arrangements for acomodation were made

3. accommodation

for all goverment ministers and officials.

4. government

The various achievments of our country

5. achievements

were vividly illustrated in the presentasions.

6. presentations

12 marks

Assessment Objectives

1. Produce the following correctly: 'ie' and 'ei' words.
2. Double the last letter of words ending in a short vowel followed by a single consonant.
3. Discover and correct frequently misspelt words.
4. Discover and correct frequently misspelt words.
5. Discover and correct frequently misspelt words.
6. Make new words by adding prefixes and suffixes to root words.

15. Spelling (Sam's Hobby)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Sam attends cricket practise regularly.

1.

He is known for quickly retrieveing the

2.

ball when fielding. His batting tecnique

3.

is characterised by gracefull and fluid

4.

strokes of brillianse. It is always magical

5.

and exciteing to witness Sam playing cricket.

6.

12 marks

Solution (Sam's Hobby)

TASK 1

There is one incorrectly spelt word in each line. Underline the incorrectly spelt word. Write the correctly spelt word in the box provided for each line.

Sam attends cricket practise regularly.

1. practice

He is known for quickly retreiving the

2. retrieving

ball when fielding. His batting tecnique

3. technique

is characterised by gracefull and fluid

4. graceful

strokes of brilliance. It is always magical

5. brilliance

and exciteing to witness Sam playing cricket.

6. exciting

12 marks

Assessment Objectives

1. Use the different types of vocabulary in context across content areas: homophones.
2. Produce the following correctly: 'ie' and 'ei' words.
3. Produce the following correctly: words with silent letters.
4. Produce the following correctly: when the suffix -full is added to the end of a base word, drop one '-l'.
5. Discover and correct frequently misspelt words.
6. Produce the following correctly: when a word ends in a silent '-e', drop the '-e' before adding '-ing'.

1. Punctuation and Capitalisation (Caribbean Soup)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter within the passage.

Caribbean corn soup has special ingredients vegetables,

7.

meat and coconut milk. spices and other seasonings are

8.

also included to enhance the soups flavour. Throughout

9.

the region people cook soup with varied levels of heat.

10

“Do you prefer a lot of pepper in your soup” My father

11.

often says, Spicy corn soup is food for the soul.”

12.

6 marks

Solution (Caribbean Soup)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter within the passage.

Caribbean corn soup has special ingredients: vegetables,

7.

meat and coconut milk. Spices and other seasonings are

8.

also included to enhance the soup's flavour. Throughout

9.

the region, people cook soup with varied levels of heat.

10

“Do you prefer a lot of pepper in your soup?” My father

11.

often says, “Spicy corn soup is food for the soul.”

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: colon.
8. Use punctuation marks and capital letters correctly in writing.
9. Use the following punctuation marks in sentences: apostrophe in possessives.
10. Use the following punctuation marks in sentences: comma.
11. Use the following punctuation marks in sentences: question mark.
12. Use the following punctuation marks in sentences: quotation marks.

2. Punctuation and Capitalisation (Visit to the beach)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter within the passage.

What a spectacular day Brilliant sunshine motivated us to

7.

visit Maracas bay. Our parents ensured that everything

8.

was packed for the trip food, drinks, toys, towels and

9.

swimwear. My friends father arrived in his brand-new

10.

vehicle to accompany us. We anticipated a great day,

11.

much like scenes from the movie, The Little Mermaid”.

12.

6 marks

Solution (Visit to the Beach)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter within the passage.

What a spectacular day! Brilliant sunshine motivated us to

7.

visit Maracas Bay. Our parents ensured that everything was

8.

packed for the trip: food, drinks, toys, towels and

9.

swimwear. My friend's father arrived in his brand-new

10

vehicle to accompany us. We anticipated a great day, much

11.

like scenes from the movie, "The Little Mermaid".

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: exclamation mark.
8. Use punctuation marks and capital letters correctly in writing.
9. Use the following punctuation marks in sentences: colon.
10. Use the following punctuation marks in sentences: apostrophe mark (possession)
11. Use the following punctuation marks in sentences: full stop.
12. Use the following punctuation marks in sentences: quotation marks.

3. Punctuation and Capitalisation (Eating Healthy)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter within the passage.

Healthy foods contain numerous nutrients proteins,

7.

carbohydrates vitamins and various minerals. We

8.

should all eat nutritious and balanced meals, don t you

9.

agree The next time your Mom instructs, “Eat your

10.

vegetables! you should not hesitate. Poor diet may lead

11.

you straight to the San fernando General Hospital.

12.

6 marks

Solution (Eating Healthy)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter within the passage.

Healthy foods contain numerous nutrients: proteins

7.

carbohydrates, vitamins and various minerals. We

8.

should all eat nutritious and balanced meals, don't you

9.

agree? The next time your Mom instructs, "Eat your

10.

vegetables!" you should not hesitate. Poor diet may lead

11.

you straight to the San Fernando General Hospital.

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: colon.
8. Use the following punctuation marks in sentences: comma.
9. Use the following punctuation marks in sentences: apostrophe (contraction).
10. Use the following punctuation marks in sentences: question mark.
11. Use the following punctuation marks in sentences: closed quotation mark.
12. Use punctuation marks and capital letters correctly in writing.

4. Punctuation and Capitalisation (Penelope Wins)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“I won ” shouted Penelope in excitement. Penelope,

7.

a Standard 4 student had entered a competition entitled,

8.

Keep Your school Clean”. It was sponsored by the

9.

Arima Borough corporation. Penelope won numerous

10

prizes a digital camera, posters and videos about ways

11.

to keep the environment clean

12.

6 marks

Solution (Penelope Wins)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“I won!” shouted Penelope in excitement. Penelope, a

7.

Standard 4 student, had entered a competition entitled,

8.

“Keep Your school Clean”. It was sponsored by the

9.

Arima Borough Corporation. Penelope won numerous

10.

prizes: a digital camera, posters and videos about ways

11.

to keep the environment clean.

12.

6 marks

Assessment Objectives

7. Use exclamation marks in sentences.
8. Use commas in sentences.
9. Use quotation marks for titles.
10. Use capital letters correctly in writing.
11. Use colons in sentences.
12. Use a full stop in sentences.

5. Punctuation and Capitalisation (A Visit to the Movies)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

I really love to watch movies action, comedy and

7.

adventure. Kyle my best friend, went with me to view

8.

‘Avengers: infinity War’. We ate popcorn, nachos, candy

9.

and drank juice throughout the movie The only problem I

10

had, was overhearing some womens conversation while

11.

the movie was going on. Have you ever had that problem

12.

6 marks

Solution (A Visit to the Movies)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

I really love to watch movies: action, comedy and

7.

adventure. Kyle, my best friend, went with me to view

8.

‘Avengers: Infinity War’. We ate popcorn, nachos, candy

9.

and drank juice throughout the movie. The only problem

10.

I had, was hearing some women’s conversation while the

11.

movie was going on. Have you ever had that problem?

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: colon
8. Use commas in sentences.
9. Use capital letters in sentences.
10. Use a full stop in sentences.
11. Use apostrophe in possessives.
12. Use a question mark in sentences.

6. Punctuation and Capitalisation (Lunch with Grandma)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

When I arrived with grandma we had amazing food

7.

to choose from salads, peas, chicken, pasta and

8.

pies. Grandmas favourite dessert was chocolate ice-

9.

cream. I couldnt wait to have a huge scoop of

10.

vanilla ice-cream with all the toppings We are going

11.

to celebrate paul's victory with a party.

12.

6 marks

Solution (Lunch with Grandma)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

When I arrived with Grandma, we had amazing food

to choose from: salads, peas, chicken, pasta and

pies. Grandma's favourite dessert was chocolate ice-

cream. I couldn't wait to have a huge scoop of

vanilla ice-cream with all the toppings. We were

going to celebrate Paul's victory with a party.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: comma.
8. Use the following punctuation marks in sentences: colon.
9. Use the following punctuation marks in sentences: apostrophe (possession).
10. Use the following punctuation marks in sentences: apostrophe (contractions).
11. Use a full stop in sentences.
12. Use capital letters for the titles of proper names.

7. Punctuation and Capitalisation (Modes of Transportation)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Modes of transportation are numerous buses,

7.

cars, trucks, trains, airplanes helicopters and

8.

ships. Isnt it fun to learn about the main mode

9.

of transportation in any country Everyone uses

10

some sort of transport. A persons income will

11.

determine his choice of transport

12.

6 marks

Solution (Modes of Transportation)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Modes of transportation are numerous: buses,

7.

cars, trucks, trains, airplanes, helicopters and

8.

ships. Isn't it fun to learn about the main mode

9.

of transportation in any country? Everyone

10.

uses some sort of transport. A person's income

11.

will determine his choice of transport.

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: colon.
8. Use the following punctuation marks in sentences: comma.
9. Use the following punctuation marks in sentences: apostrophe in contractions.
10. Use the following punctuation marks in sentences: question mark.
11. Use the following punctuation marks in sentences: apostrophe in possessives.
12. Use the following punctuation marks in sentences: full stop.

8. Punctuation and Capitalisation (An Interesting Job)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Mr. Khan, the zoo keeper has a very demanding job.

7.

He works at the popular emperor Valley Zoo

8.

in Port-of-Spain His tasks include looking after

9.

a range of animals monkeys, lions, snakes, sea otters,

10.

alligators and birds. Wow Doesn't Mr. Khan have an

11.

interesting job

12.

6 marks

Solution (An Interesting Job)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Mr. Khan, the zoo keeper, has a very demanding

7.

job. He works at the popular Emperor Valley Zoo in

8.

Port-of-Spain. His tasks include looking after a

9.

range of animals: monkeys, lions, snakes, sea

10.

otters, alligators and birds. Wow! Doesn't Mr. Khan

11.

have an interesting job?

12.

6 marks

7. Use the following punctuation marks in sentences: comma.
8. Use capital letters correctly in writing.
9. Use the following punctuation marks in sentences: full stop.
10. Use the following punctuation marks in sentences: colon.
11. Use the following punctuation marks in sentences: exclamation mark.
12. Use the following punctuation marks in sentences: question mark.

9. Punctuation and Capitalisation (Recommended Reading)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Getting Around Your Kitchen”, is a useful

7.

handbook It gives instructions and directions

8.

for many related activities cooking, dusting,

9.

sweeping vacuuming and fixing old appliances.

10.

every chef, homeowner parent and avid youngster

11.

should get it. Its indeed a worthwhile purchase.

12.

6 marks

Solution (Recommended Reading)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“Getting Around Your Kitchen”, is a useful

7.

handbook. It gives instructions and directions

8.

for many related activities: cooking, dusting,

9.

sweeping, vacuuming and fixing old appliances.

10

Every chef, homeowner, parent and avid youngster

11.

should get it. It's indeed a worthwhile purchase.

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: quotation marks.
8. Use the following punctuation marks in sentences: full stop.
9. Use the following punctuation marks in sentences: colon.
10. Use the following punctuation marks in sentences: comma.
11. Use capital letters correctly in writing.
12. Use the following punctuation marks in sentences: apostrophe (contraction)

10. Punctuation and Capitalisation (An Imminent Camping Trip)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Tom packed the remaining items in his bag

7.

blankets clothes and snacks. He was going

8.

camping for three days in the aripo Forest.

9.

He couldnt wait to pitch his tent, go fishing

10.

and do birdwatching with his dad and brother

11.

What great fun

12.

6 marks

Solution (An Imminent Camping Trip)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Tom packed the remaining items in his bag:

7.

blankets, clothes and snacks. He was going

8.

camping for three days in the Aripo Forest.

9.

He couldn't wait to pitch his tent, go fishing

10.

and do birdwatching with his dad and brother.

11.

What great fun!

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: colon.
8. Use the following punctuation marks in sentences: comma.
9. Use capital letters correctly in writing.
10. Use the following punctuation marks in sentences: apostrophe (contraction)
11. Use the following punctuation marks in sentences: full stop.
12. Use the following punctuation marks in sentences: exclamation mark.

11. Punctuation and Capitalisation (Archery)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Isn't archery a fascinating activity It has been around

for centuries dating as far back as ten thousand years.

Today, bows and arrows are used for different activities

hunting, army training, entertainment and other activities

in recent times, crossbows have replaced bows and arrows.

Read "Modern Bows and Arrows", for more information.

6 marks

Solution (Archery)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

Isn't archery a fascinating activity? It has been around

7.

for centuries, dating as far back as ten thousand years.

8.

Today, bows and arrows are used for different activities:

9.

hunting, army training, entertainment and other activities.

10.

In recent times, crossbows have replaced bows and arrows.

11.

Read "Modern Bows and Arrows", for more information.

12.

Assessment Objectives

7. Use the following punctuation marks in sentences: question mark.
8. Use the following punctuation marks in sentences: comma.
9. Use the following punctuation marks in sentences: colon.
10. Use the following punctuation marks in sentences: full stop.
11. Use capital letters correctly in writing
12. Use the following punctuation marks in sentences: quotation marks (title)

12. Punctuation and Capitalisation (A Day Out)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“Tasty Treats” was owned by our friends mother, so our

7.

meals were free. We werent very hungry, yet, we each had

8.

slices of pizza French fries and drinks. We quickly

9.

became full. Wasn’t it silly to behave like that This

10.

outing really was about food pies, burgers, hotdogs and

11.

now pizza and fries. It’s so yummy

12.

Solution (A Day Out)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“Tasty Treats”, was owned by our friend’s mother, so our

7.

meals were free. We weren’t very hungry, yet, we each

8.

had slices of pizza, French fries and drinks. We quickly

9.

became full. Wasn’t it silly to behave like that? This

10.

outing really was about food: pies, burgers, hotdogs and

11.

now pizza and fries. It’s so yummy!

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: apostrophe (possession).
8. Use the following punctuation marks in sentences: apostrophe (contraction).
9. Use the following punctuation marks in sentences: comma.
10. Use the following punctuation marks in sentences: question marks.
11. Use the following punctuation marks in sentences: colon.
12. Use the following punctuation marks in sentences: exclamation mark.

13. Punctuation and Capitalisation (A Patient Teacher)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“Did anyone do my homework” asked the teacher.

7.

To her surprise many of the students admitted that

8.

they hadnt completed it. Very calmly, Miss

9.

khan began to guide them through the chapters

10.

of “Caribbean Birds. By lunchtime, every child had

11.

completed the Science project. What a sweet teacher

12.

Solution (A Patient Teacher)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

“Did anyone do my homework?” asked the teacher.

7.

To her surprise, many of the students admitted that

8.

they hadn't completed it. Very calmly, Miss

9.

Khan began to guide them through the chapters

10.

of “Caribbean Birds”. By lunchtime, every child had

11.

completed the Science project. What a sweet teacher!/.

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: question mark.
8. Use the following punctuation marks in sentences: comma.
9. Use the following punctuation marks in sentences: apostrophe (contraction).
10. Use capital letters correctly in writing.
11. Use the following punctuation marks in sentences: quotation mark (titles).
12. Use the following punctuation marks in sentences: exclamation mark/full stop.

14. Punctuation and Capitalisation (Chicle to Chewing Gum)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

More than a thousand years ago the peoples of Central

7.

America chewed chicle This is the hardened sap of the

8.

sapodilla tree. thomas Adams created two chicle-based

9.

brands of chewing gum Black Jack and Chiclets.

10

Adams products were once popular. What could have

11.

accounted for their popularity

12.

6 marks

Solution (Chicle to Chewing Gum)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

More than a thousand years ago, the peoples of Central

7.

America chewed chicle. This is the hardened sap of the

8.

sapodilla tree. Thomas Adams created two chicle-based

9.

brands of chewing gum: Black Jack and Chiclets.

10

Adams' products were once popular. What could have

11.

accounted for their popularity?

12.

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: comma.
8. Use the following punctuation marks in sentences: full stop.
9. Use capital letters correctly in writing.
10. Use the following punctuation marks in sentences: colon.
11. Use the following punctuation marks in sentences: apostrophe (possession).
12. Use the following punctuation marks in sentences: question mark.

15. Punctuation and Capitalisation (Nariva Swamp)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

The nariva Swamp is the largest and most diverse

7.

wetland in the country. Have you ever visited it It is

8.

conveniently located on Trinidads east coast. The

9.

swamp is home to different species of birds parrots,

10.

blue macaws egrets and red-bellied macaws. The

11.

popular BushTour” takes visitors through the swamp.

12.

Solution (Nariva Swamp)

TASK 2

Some punctuation marks and capital letters have been left out in the passage below. There is one mistake in every line. Insert the missing punctuation mark or capital letter.

The **N**ariva Swamp is the largest and most diverse

7.

wetland in the country. Have you ever visited it? It is

8.

conveniently located on Trinidad's east coast. The

9.

swamp is home to different species of birds: parrots,

10.

blue macaws, egrets and red-bellied macaws. The

11.

popular "BushTour" takes visitors through the swamp.

12.

6 marks

Assessment Objectives

7. Use capital letters correctly in writing.
8. Use the following punctuation marks in sentences: question marks.
9. Use the following punctuation marks in sentences: apostrophe (possession)
10. Use the following punctuation marks in sentences: colon.
11. Use the following punctuation marks in sentences: commas.
12. Use the following punctuation marks in sentences: quotation marks

1. Grammar (Our Country)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct version in the box provided.

Our country is one of the more beautiful countries in

13.

the Caribbean where many different races exists

14.

in peace. The diverse people all unite for celebrate

15.

various festivals and holidays annual. Tourists are

16.

amaze by the spectacular display of colours and

17.

creative during the Carnival celebrations.

18.

12 marks

Solution (Our Country)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Our country is one of the more beautiful countries in

13. most

the Caribbean where many different races exists

14. exist

in peace. The diverse people all unite for celebrate

15. to

various festivals and holidays annual. Tourists are

16. annually

amaze by the spectacular display of colours and

17. amazed

creative during the Carnival celebrations.

18. creativity

12 marks

Assessment Framework Objectives

13. Use Adjectives: comparative and superlative degree.
14. Choose verbs to agree with subjects in number.
15. Recognize the function of prepositions in context.
16. Recognize the function of adverbs in context.
17. Use the correct form of the verb in writing.
18. Use nouns: common, proper, collective and abstract in sentences.

2. Grammar (The Scarlet Ibis)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

One of the country's national birds are the Scarlet

13.

Ibis. An image of them is found on the Coat of

14.

Arms. Since it is an endanger species, action is

15.

needed to protect the Scarlet Ibis for extinction.

16.

Law enforcement, along with educate, is among the

17.

steps that could have the greater impact.

18.

12 marks

Solution (The Scarlet Ibis)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

One of the country's national birds are the Scarlet

13. is

Ibis. An image of them is found on the Coat of

14. it

Arms. Since it is an endanger species, action is

15. endangered

needed to protect the Scarlet Ibis for extinction.

16. from

Law enforcement, along with educate, is among the

17. education

steps that could have the greater impact.

18. greatest

12 marks

Assessment Framework Objectives

13. Choose verbs to agree with subjects in number.
14. Ensure noun and pronoun concord.
15. Recognise the function of adjectives in context.
16. Recognize the function of prepositions in context.
17. Make new words by adding prefixes and suffixes to root words.
18. Use adjectives: comparative and superlative.

3. Grammar (Canines)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Canines are useful animals who provide humans with a

13.

wide range off services. They are the first defence against

14.

crime elements. While some detect illegal drugs, or deter

15.

criminals, others serves in rescue operations. The Police

16.

Service can get rid of neither its Canine Unit or its dog trainers.

17.

Seeing Eye dogs are trained deliberate to guide blind persons.

18.

12 marks

Solution (Canines)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Canines are useful animals who provide humans with a

13. that/which

wide range off services. They are the first defence against

14. of

crime elements. While some detect illegal drugs, or deter

15. criminal

criminals, others serves in rescue operations. The Police

16. serve

Service can get rid of neither its Canine Unit or its dog trainers.

17. nor

Seeing Eye dogs are trained deliberate to guide blind persons.

18. deliberately

12 marks

Assessment Framework Objectives

13. Use relative pronouns.
14. Use prepositions in context.
15. Recognize the function of adjectives in context.
16. Choose verbs to agree with subjects in number.
17. Use conjunctions to combine ideas and sentences.
18. Recognise function of adverbs.

4. Grammar (Caroni Bird Sanctuary)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The teacher, in addition to her students, visit the Caroni

13.

Bird Sanctuary. The children neither fear the swamp or the

14.

snakes who curl overhead on the branches. Everyone

15.

excited takes photos of the swamp creatures. Since the trip is

16.

long, they enjoy themself thoroughly. Of the students,

17.

Sam is the only one who suffers with nausea.

18.

12 marks

Solution (Caroni Bird Sanctuary)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The teacher, in addition to her students, visit the Caroni

13. visits

Bird Sanctuary. The children neither fear the swamp or the

14. nor

snakes who curl overhead on the branches. Everyone

15. which/that

excited takes photos of the swamp creatures. Since the trip is

16. excitedly

long, they enjoy themselves thoroughly. Of the students,

17. themselves

Sam is the only one who suffers with nausea.

18. from

12 marks

Assessment Framework Objectives

13. Ensure concord in sentences that contain parenthetical phrases.
14. Use conjunctions to combine ideas and sentences.
15. Use relative pronouns.
16. Recognize the function of adverbs in context.
17. Use reflexive pronouns.
18. Use prepositions in context.

5. Grammar (Kite Flying)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The sun shone bright on that memorable Sunday

13.

morning. Since the day was perfect with kite flying,

14.

Kafra scampers out of his bed in excitement.

15.

He had the more magnificent 'Mad Bull' kite

16.

what he was eager to fly. After viewing a huge kite

17.

selection online, he had chose a red one.

18.

12 marks

Solution (Kite Flying)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The sun shone bright on that memorable Sunday

13. brightly

morning. Since the day was perfect with kite flying,

14. for

Kafra scampers out of his bed in excitement.

15. scampered

He had the more magnificent 'Mad Bull' kite

16. most

what he was eager to fly. After viewing a huge kite

17. which/that

selection online, he had chose a red one.

18. chosen

12 marks

Assessment Framework Objectives

13. Recognize the function of adverbs in context.
14. Use prepositions in context.
15. Use parts of speech with correct verb tense and concord.
16. Use Adjectives: comparative and superlative degree.
17. Use Pronouns: relative pronoun.
18. Use verbal forms: past perfect tense.

6. Grammar (Carnival)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Carnival is celebrated lavish in our country. Thousands of

13.

masquerader dance merrily for two days to the sweet

14.

sounds of calypso but they parade along the streets. This

15.

colourful festival originate many years ago among the

16.

Europeans himself. It has since been adapted by us and is

17.

now known internationally as the greater show on earth.

18.

12 marks

Solution (Carnival)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Carnival is celebrated lavish in our country. Thousands of masquerader dance merrily for two days to the sweet sounds of calypso but they parade along the streets. This colourful festival originate many years ago among the Europeans himself. It has since been adapted by us and is now known internationally as the greater show on earth.

13. lavishly

14. masqueraders

15. while/as

16. originated

17. themselves

18. greatest

12 marks

Assessment Framework Objectives

13. Recognize the function of adverbs in context.
14. Recognize the function of nouns in context.
15. Use conjunctions to combine ideas and sentences.
16. Use the correct form of the verb in writing.
17. Use reflexive pronouns.
18. Use adjectives: comparative and superlative degree.

7. Grammar (Night Sky)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Have you ever look up at the night sky,

13.

at a constellation of stars, that have

14.

a whitish cloud around them? If you have,

15.

you were looking in a beautiful portion

16.

off our own galaxy. That whitish cloud might

17.

actual be light that radiates from the stars.

18.

12 marks

Solution (Night Sky)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Have you ever look up at the night sky,

13. looked

at a constellation of stars, that have

14. has

a whitish cloud around them? If you have,

15. it

you were looking on a beautiful portion

16. at

off our own galaxy. That whitish cloud might

17. of

actual be light that radiates from the stars.

18. actually

12 marks

Assessment Framework Objectives

13. Use verbal forms: simple past.
14. Ensure agreement agreement of subject and verb.
15. Ensure noun and pronoun concord.
16. Recognize the function of prepositions in context.
17. Recognise the function of prepositions in context.
18. Recognize the function of adverbs in context.

8. Grammar (An Unexpected Event)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

I was standing besides a laden mango tree

13.

when I noticed a flock of birds were

14.

flying towards me. I dashed quick and

15.

hide against the tree trunk. Suddenly, a gust of

16.

wind caused a branch what was heavily laden to

17.

drop fruits like decorate on the ground.

18.

12 marks

Solution (An Unexpected Event)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

I was standing besides a laden mango tree

13. beside

when I noticed a flock of birds were

14. was

flying towards me. I dashed quick and

15. quickly

hide against the tree trunk. Suddenly, a gust of

16. hid

wind caused a branch what was heavily laden to

17. which/that

drop fruits like decorate on the ground.

18. decorations

12 marks

Assessment Framework Objectives

13. Recognize the function of prepositions in context.
14. Choose verbs to agree with subjects in number.
15. Recognize the function of adverbs in context.
16. Use verbal forms: simple past, future, present continuous tense, past perfect tense.
17. Use relative pronouns.
18. Use (common) nouns in sentences.

9. Grammar (Daydreaming)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Twilight approached more peaceful than I could have

13.

imagined. As I lied on my back looking at the sky, I

14.

saw fluffy, white clouds. It drifted slowly and

15.

sluggishly by the sky. Dancing playfully in my mind

16.

were images whom I had created. When my mother's

17.

voice interrupt the silence, I rose reluctantly.

18.

12 marks

Solution (Daydreaming)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Twilight approached more peaceful than I could have

13. peacefully

imagined. As I lied on my back looking at the sky, I

14. lay

saw fluffy, white clouds. It drifted slowly and

15. They

sluggishly by the sky. Dancing playfully in my mind

16. across

were images whom I had created. When my mother's

17. which/that

voice interrupt the silence, I rose reluctantly.

18. interrupted

12 marks

Assessment Framework Objectives

13. Recognize the function of adverbs in context
14. Use regular and irregular verb forms
15. Use noun and pronoun concord
16. Use prepositions in context
17. Use Pronouns: Relative Pronoun.
18. Use verbal forms: simple past.

10. Grammar (Rescue Mission)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The helicopter finally arrived but the pilot managed

13.

to find a spot to land safe. Rescue workers dived

14.

in the water to retrieve the crash victims. The doctor,

15.

together with volunteers, were administering medicine.

16.

Later, we medical team was commended publicly. Each

17.

member was giving a medal for gallantry, by the Mayor.

18.

12 marks

Solution (Rescue Mission)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The helicopter finally arrived but the pilot managed

13. and

to find a spot to land safe. Rescue workers dived

14. safely

in the water to retrieve the crash victims. The doctor,

15. into

together with volunteers, were administering medicine.

16. was

Later, we medical team was commended publicly. Each

17. our

member was giving a medal for gallantry, by the Mayor.

18. given

12 marks

Assessment Framework Objectives

13. Use conjunctions to combine ideas.
14. Recognize the function of adverbs in context.
15. Use prepositions in context.
16. Ensure concord in sentences that contain parenthetical phrases
17. Use pronouns: possessive.
18. Use participles-past and present.

11. Grammar (A Surprising Sight)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The excited boys, accompanied by their uncle, was strolling

13.

merry down the pathway. Suddenly, the most amazing sight

14.

captured his eyes. Three deer ran out of the bushes and

15.

burst through the small partition that separated the trees

16.

from the water. Captivated to this amazing sight, the boys

17.

found himself taking photos.

18.

12 marks

Solution (A Surprising Sight)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

The excited boys, accompanied by their uncle, was strolling

13. were

merry down the pathway. Suddenly, the most amazing sight

14. merrily

captured his eyes. Three deer ran out of the bushes and

15. their

burstd through the small partition that separated the trees

16. burst

from the water. Captivated to this amazing sight, the boys

17. by

found himself taking photos.

18. themselves

6 marks

Assessment Framework Objectives

13. Ensure agreement of subject and verb.
14. Recognise the function of adverbs in context.
15. Ensure noun and pronoun concord.
16. Use regular and irregular verb forms.
17. Use prepositions in context.
18. Use reflexive pronouns.

12. Grammar (Tobago)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Of the two islands, Tobago is the most tourism-oriented.

13.

Many interesting sites exists. Visitors are treated with

14.

courtesy but the streets are litter- free. Sea diving, along

15.

with hiking, continue to be popular. Tourists are amazed by

16.

the skillful of local craftsmen. Their creativity can be seen in

17.

the use of natural materials what are abundant on the island.

18.

12 marks

Solution (Tobago)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Of the two islands, Tobago is the most tourism-oriented.

13. more

Many interesting sites exists. Visitors are treated with

14. exist

courtesy but the streets are litter-free. Sea diving, along

15. and

with hiking, continue to be popular. Tourists are amazed by

16. continues

the skillful of local craftsmen. Their creativity can be seen in

17. skill

the use of natural materials what are abundant on the island.

18. which/ that

12 marks

Assessment Framework Objectives

13. Use adjectives: comparative and superlative degree.
14. Ensure agreement of subject and verb.
15. Use conjunctions to combine ideas and sentences.
16. Ensure concord in sentences that contain parenthetical phrases.
17. Use abstract nouns in sentences.
18. Use relative pronouns.

13. Grammar (The Scare)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Last Thursday, the Standard Five class travel to Trincity Mall

13.

in a maxi-taxi with we teacher. We first found the toy shop,

14.

after which we visited the arcade, had great fun there but then

15.

had lunch. Unfortunately, one student got lost in his way to

16.

the bathroom. We all searched frantic for him. Thankfully a

17.

security guard, which came to our assistance, found him.

18.

12 marks

Solution (The Scare)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Last Thursday, the Standard Five class <u>travel</u> to Trincity Mall	13. travelled
in a maxi-taxi with <u>we</u> teacher. We first found the toy shop,	14. our
after which we visited the arcade, had great fun there <u>but</u> then	15. and
had lunch. Unfortunately, one student got lost <u>in</u> his way to	16. on
the bathroom. We all searched <u>frantic</u> for him. Thankfully a	17. frantically
security guard, <u>which</u> came to our assistance, found him.	18. who

12 marks

Assessment Framework Objectives

13. Use verbal forms: simple past.
14. Use possessive pronouns.
15. Recognize the function of conjunctions in context.
16. Use prepositions in context.
17. Recognize the function of adverbs in context.
18. Use Pronouns: Personal, Possessive, Reflexive and Relative Pronoun.

14. Grammar (Tiger)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

One of the largest of all cat species are the tiger. This creature

13.

grows up to three and a half metres long. This makes them

14.

the third large of all land carnivores. Despite its speed and

15.

size, the tiger has become endanger due to the actions of

16.

humans. We must do all we could to ensure the safety of this

17.

animal who appeals to all feline lovers.

18.

12 marks

Solution (Tiger)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

One of the largest of all cat species are the tiger. This creature

13. is

grows up to three and a half metres long. This makes them

14. it

the third large of all land carnivores. Despite its speed and

15. largest

size, the tiger has become endanger due to the actions of

16. endangered

humans. We must do all we could to ensure the safety of this

17. can

animal who appeals to all feline lovers.

18. which/that

12 marks

Assessment Framework Objectives

13. Ensure agreement of subject and verb.
14. Ensure noun and pronoun concord.
15. Use adjectives: comparative and superlative degree.
16. Use the correct form of the verb in writing.
17. Use modals.
18. Use relative pronouns.

15. Grammar (Nick and His Father)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Nick, as well as his father, like nature. They go

13.

frequently to the swamp but observe the animals.

14.

Nick once saw a school of geese. There was a black

15.

goose between them, which caught Nick's attention. It

16.

was the larger one of them all. Nick ran down to the

17.

water's edge, anxiously to get a closer look.

18.

12 marks

Solution (Nick and His Father)

TASK 3

There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.

Nick, as well as his father, like nature. They go

13. likes

frequently to the village pond but observe the animals.

14. to/and

Nick once saw a school of geese. There was a

15. flock/gaggle

black goose between them, which caught Nick's

16. among

attention. It was the larger one of them all. Nick ran

17. largest

down to the water's edge, anxiously to get a closer look.

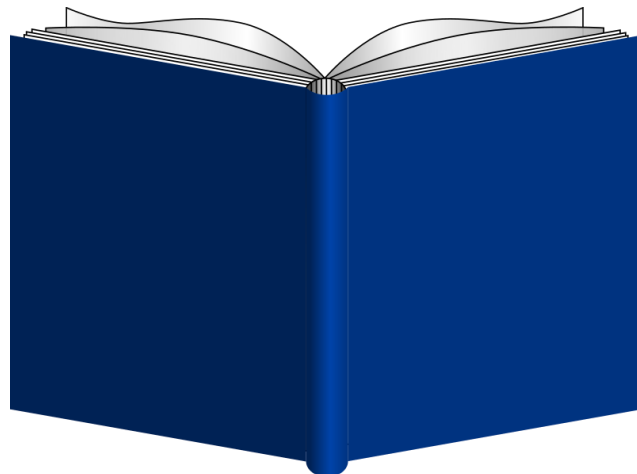
18. anxious

Assessment Framework Objectives

13. Ensure concord in sentences that contain parenthetical phrases
14. Recognize the function of prepositions, adverbs, adjectives, nouns, verbal forms and conjunctions in context
15. Use Nouns: common, proper, collective and abstract in sentences
16. Use prepositions in context
17. Use Adjectives: comparative and superlative degree
18. Recognize the function of prepositions, adverbs, adjectives, nouns, verbal forms and conjunctions in context

READING COMPREHENSION

Illustration
of
Item Types and
Thinking Processes



Narrative: Tommy and the Skateboard

Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard—a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and _"

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow—the world's finest motorcycle. A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

Tommy did not want to get a job but the skateboard demanded he try.

Adapted from: <https://www.readworks.org/article/A-Kid-In-A-Candy-Store/da55a094-0aef-4f98-bbc7-ea599d4a8baa#!articleTab:content/>

Sample Comprehension Items – Tommy and the Skateboard

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: three (3) literal, four (4) inferential and three (3) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	What is the problem that Tommy faces in the story?	13	Literal
2.	List two (2) features of the skateboard.	13	Literal
3.	State one phrase from the passage that show Tommy's admiration for the skateboard.	14	Inferential
4.	Why was the skateboard “not meant for tricks or speed” (line 3)?	13	Literal
5.	Why was Tommy's face pressed against the glass of the shop? (line 8)	14	Inferential
6.	What does the phrase, "conquer the stars" (line 11) mean?	14	Inferential
7.	What is the meaning of the word “cheapskate” (line 12) as mentioned in the story?	14	Inferential
8.	Explain the meaning of the sentence, "He collected himself."(line 18).	14	Inferential
9.	What is the mood in the first two paragraphs? Give a reason for your answer.	16	Inferential
10.	What do lines 17 to 20 tell you about Tommy’s personality? Support your answer with details from the passage.	21	Inferential
11.	Do you think Tommy will eventually get the skateboard? Give one reason for your answer.	21	Inferential
12.	Explain what is suggested by, “the skateboard demanded he try.” (line 33).	14	Inferential
13.	What lesson does Tommy’s father want to teach him?	21	Inferential
14.	What lesson might you learn from the story?	20	Evaluation and Appreciation
15.	Do you think Tommy’s father was being unfair? Give a reason for your answer.	26	Evaluation and Appreciation
16.	Of the two, Tommy and Dad, who is the more patient? Give a reason for your answer.	26	Evaluation and Appreciation
17.	"Dads are the worst, aren't they?" Is this a fair statement about Tommy's father? Give a reason for your answer.	26	Evaluation and Appreciation
18.	Is Tommy fair in referring to his dad as a "cheapskate"? Give a reason for your answer.	26	Evaluation and Appreciation
19.	Between the skateboard and the motorcycle, which has greater appeal to you? Give a reason for your answer.	20	Evaluation and Appreciation

Non-Fiction: Tigers

5 Tigers are the largest of all cat species. They grow up to three and a half metres long and weigh as much as 300 kilograms. This makes tigers the third largest land carnivore. The only larger land meat-eaters are polar bears and brown bears. Tigers are not only large; they are also fast. They can sprint as fast as 65 kilometers per hour for short distances and leap as far as nine metres horizontally. This makes for an extremely dangerous pounce. One might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

10 Despite all of the tiger's strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity had dwindled to just over 3,000. Humans are the major threat to tigers. This threat can be categorised in primarily two ways: hunting and destroying habitat.

15 Tigers are hunted for many reasons. People have long valued the famous striped skins. Although trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around \$10,000 on the black-market. Tigers have also been hunted as game. In other words, people hunt tigers solely for the thrill and the achievement of killing them.

20 Humans have done considerable damage to the world's tiger population through hunting, but perhaps more damage has been caused through the destruction of its habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and southeastern Asia.

25 In recent times, there have been organizations that are breeding tigers in captivity and reintroducing them into the wild. One organization in China has successfully brought tigers born in concrete cages to South Africa and taught them the necessary skills of a predator to survive in the wild. While this is just a small step, it shows that restoring the world's tiger population is possible.

Adapted from: <https://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-2-tigers-answers.html>

Sample Reading Comprehension Items – Tigers

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: three (3) literal, four (4) inferential and three (3) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	What phrase means the same as "carnivore" in paragraph one, line 2?	3	Literal
2.	What is another word used for "pelt" in the third paragraph (line 13)?	3	Literal
3.	What does the sentence, "This makes for an extremely dangerous pounce", in line 5, help you to understand about tigers?	4	Inferential
4.	What are two skills of the tiger that make it a successful predator?	4	Inferential
5.	What two characteristics of the tiger enable it to feed successfully, according to the passage?	4	Inferential
6.	Explain the meaning of the phrase, "endangered species", as used in line 7 of the passage.	5	Inferential
7.	What is another word or phrase that can be used for the word "extinction" (line 9) as used in the passage?	5	Inferential
8.	What is meant by the term, "black-market" (line 15) as used in the passage?	5	Inferential
9.	Using information from the passage, explain why tigers need to be protected.	7	Inferential
10.	Using evidence from the passage, identify one other way by which the tiger population could be restored.	4	Inferential
11.	What is the most important message you receive after reading this passage? Give a reason for your answer.	11	Evaluation and Appreciation
12.	What do you think is the purpose of this passage? Use the details from the passage to support your answer.	12	Evaluation and Appreciation
13.	"This makes for an extremely dangerous pounce". Is this sentence used appropriately? Give a reason for your answer.	8	Evaluation and Appreciation

Non-Fiction: Water

Water is essential to life. It is part of every living thing and is the most abundant and widely distributed natural resource on earth. It is used in the home for a variety of purposes and at the community level it is used in agriculture, manufacturing, transportation, health and recreation.

5 Fresh water is obtained from rainfall, streams, rivers, lakes, springs, wells and dams. Some countries, Dominica for example, obtain their supply of fresh water from surface drainage such as lakes and rivers. Others, such as Barbados and The Bahamas, get their supply mainly from underground sources and have to dig wells. In Curacao and St. Thomas (US Virgin Islands), fresh water is obtained mainly from sea water. Factories called desalination plants remove the salt to make the water drinkable.

10 The main problem in many Caribbean countries is a shortage of water. During certain months of the year, low rainfall can seriously reduce the water supply. Poor water distribution is another factor. A further problem affecting the water supply is pollution. This is caused by harmful chemicals and bacteria entering the water supply through the improper disposal of household and industrial waste. Another problem is wastage by consumers.

15 Most Caribbean countries have a Central Water Authority which is responsible for the water supply to all communities. The authority maintains and seeks to improve the water catchment areas, and also the collection, storage, treatment and delivery of water. In order to provide this service, the authority employs many trained persons for field and office work. It costs a lot of money to bring water to all sections of the community.

Sample Reading Comprehension Items -- Non-Fiction: Water

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: three (3) literal, four (4) inferential and three (3) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	Name two sources of fresh water mentioned in the passage.	2	Literal
2.	Should consumers pay money for the use of water from the Central Water Authority? Give a reason for your answer.	7	Inferential
3.	Explain the meaning of “disposal” as used in line 13 of the passage.	5	Inferential
4.	Based on the passage, what are two ways people can help to conserve water?	4	Inferential
5.	Select one word from the passage that means “plentiful”.	5	Inferential
6.	Suggest two things that could happen if persons consume polluted water.	7	Inferential
7.	What is the most important message you received on reading the extract? Explain your answer.	11	Evaluation and Appreciation
8.	What lesson did you learn after reading paragraph 3?	11	Evaluation and Appreciation
9.	If the word drinkable (line 9) is replaced with “usable”, give one way in which it would change the meaning of the sentence.	8	Evaluation and Appreciation

Poem: The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass –

5 O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.

I felt you push, I heard you call,
10 I could not see yourself at all –
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
15 Are you a beast of field and tree?
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Robert Louis Stevenson

Sample Reading Comprehension Items – The Wind

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: three (3) literal, four (4) inferential and three (3) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	What is the movement of the wind compared to in stanza 1?	18	Literal
2.	Identify two examples of personification in the poem.	18	Literal
3.	Identify three words that the poet uses to describe the wind.	13	Literal
4.	Give another meaning for the word ‘toss’ in line 1.	14	Inferential
5.	Explain the first two lines of the second stanza.	21	Inferential
6.	What does the line, ‘But always you yourself you hid’ (line 8), reveal about the wind?	21	Inferential
7.	Why does the narrator feel that the wind is hiding? Give a reason for your answer.	21	Inferential
8.	Identify the phrase in the poem that means the same as “constantly”.	14	Inferential
9.	Why does the poet question whether the wind is a "beast" in line 15?	14	Inferential
10.	Explain in your own words the meaning of lines 15 and 16.	21	Inferential
11.	What do you think is the mood of stanza 3? Give a reason for your answer?	16	Inferential
12.	What do the questions in stanza three tell the reader about the poet's opinion of the wind?	21	Inferential
13.	Who is the "I" referring to in the poem?	21	Inferential
14.	Give a reason why the poet repeats the last two lines of each stanza.	21	Inferential
15.	How important is the repetition of the lines at the end of each stanza? Explain your answer.	20	Evaluation and Appreciation
16.	How do you feel about the wind that is presented in the poem? Give a reason for your answer.	20	Evaluation and Appreciation
17.	Give a suitable title for the poem.	20	Evaluation and Appreciation
18.	Is the simile, ‘like ladies’ skirts across the grass’ (line 4) used appropriately? Give a reason for your answer.	20	Evaluation and Appreciation

Poem: Clouds

As I lay upon my back looking at the sky,
Watching soft white clouds passing by.
Some large, some quite small,
Many different shapes and sizes I recall.

5 As I lay there and watched the clouds take shape,
From my imagination a million images did escape.
I could see anything that was in my mind's eye,
In those fluffy white clouds as they went floating by.

For hours on end, no two images were ever the same,
10 As the clouds on their journey came.
As if on film, this movie played,
While quietly on my back I stayed.

Music came to the movie
That played in the sky,
15 By all the different birds, their songs
A soothing lullaby,

So beautifully orchestrated
And done for me,
That movie was created
20 For me to see.

Adapted from <https://www.scrapbook.com/poems/doc/34559.html>.

Sample Reading Comprehension Items – Clouds

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: three (3) literal, four (4) inferential and three (3) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	Identify one metaphor in the poem.	18	Literal
2.	What sense is appealed to in the line “so beautifully orchestrated”, (stanza 5)?	17	Literal
3.	What is described as “a soothing lullaby” in stanza 4?	13	Literal
4.	Why do you think “no two images were ever the same” (line 9)? Explain your answer.	21	Inferential
5.	Identify the mood in stanza 2 and give one example to support your answer.	16	Inferential
6.	Give a synonym for “my mind’s eye” in stanza 2.	14	Inferential
7.	What in the poem is referred to as “a movie”? Explain your answer.	27	Inferential
8.	Why is the word “movie” a suitable description for the action of the clouds?	20	Evaluation and Appreciation
9.	Give a reason for the use of the word “orchestrated” in line 17.	20	Evaluation and Appreciation
10.	State two ways in which the language of the poem affects you (the reader).	20	Evaluation and Appreciation
11.	How does this poem make you feel about clouds? Give a reason for your answer.	20	Evaluation and Appreciation

Graphic Text: Cricket Ticket

<p>ADMIT ONE 12 YEARS AND OLDER</p> <p>T-20 Cricket Tournament</p> <p>West Indies vs England</p> <p>Date: 5 June 2015 Start Time: 10:00 a.m. Venue: Queen's Park Oval, Trinidad Box office opens 1 June 2015</p> <p>Gates open at 8:30 a.m. Be there early, avoid the long lines.</p> <p>Guest players Brian Lara and Darren Ganga Cost: \$500 (TT) VIP Stand Refreshments Inclusive</p>  <p>0 123456 789012</p> 	<p>D E T A C H H E R E</p>	<p>T-20 Cricket Tournament West Indies vs England</p> <p>5 June 2015</p> <p>VIP TICKET</p>  <p>Keep Safely</p> <p>PLEASE RETAIN STUB</p>  <p>0 123456 789012</p>
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Sample Reading Comprehension Items – Graphic Text: Cricket Ticket

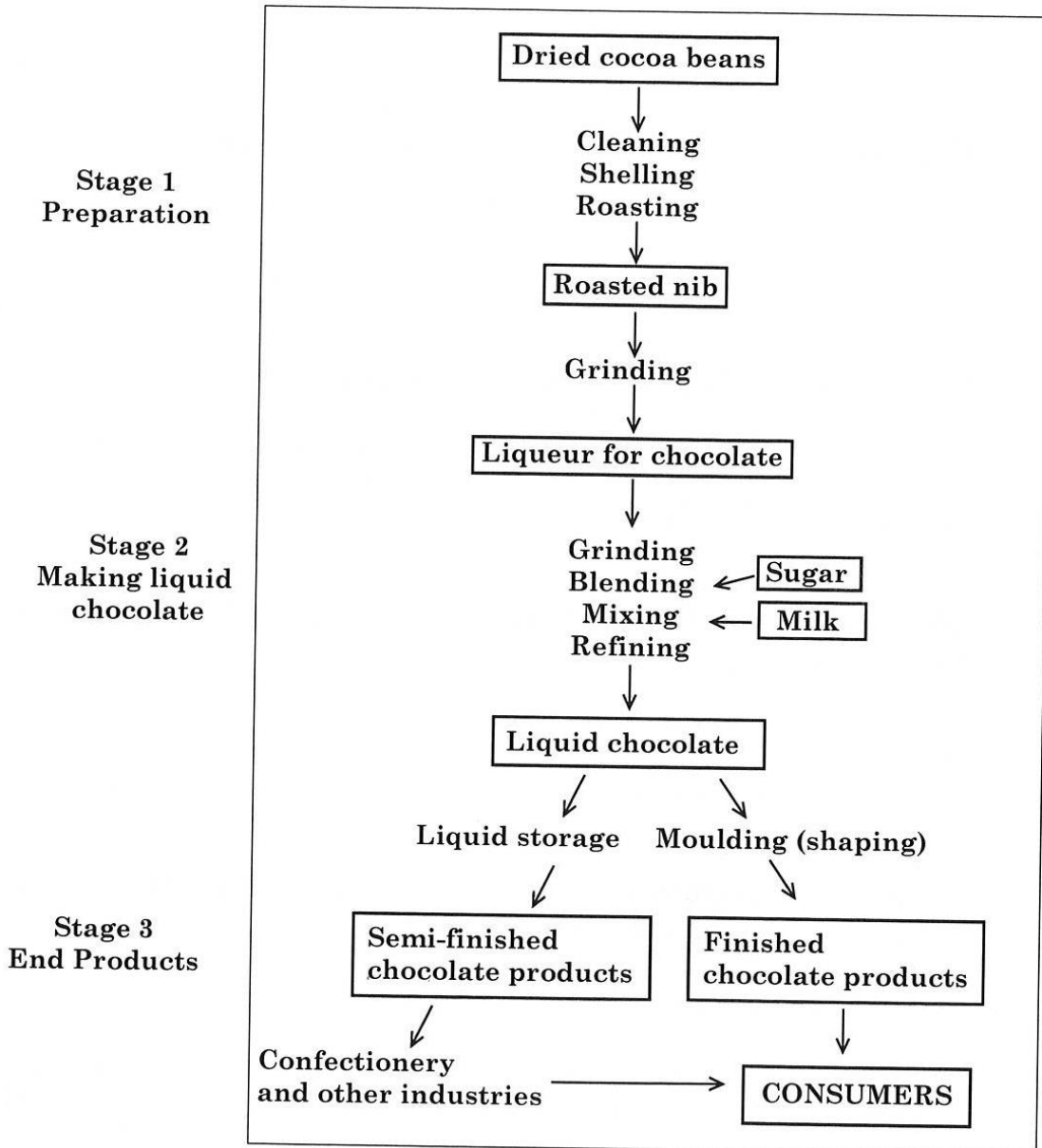
The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: two (2) literal, two (2) inferential and one (1) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	Identify two guest players who would be present on the day.	31	Literal
2.	Suggest why it would be necessary to ‘retain’ the ticket stub.	30	Inferential
3.	What do the words ‘refreshments inclusive’ on the VIP ticket mean?	28	Inferential
4.	Why is there a dotted line at the side of the words ‘DETACH HERE’?	32	Inferential
5.	Why is the word “DETACH” necessary on the ticket? Give a reason for your answer.	30	Inferential
6.	What is the meaning of the word “DETACH”?	28	Inferential
7.	Give one reason why ‘Admit 12 years and Older’ is written in bold print.	32	Inferential
8.	Why do you think the barcode image is printed twice on the ticket?	30	Inferential
9.	Why do you think ‘Guest Players Brian Lara and Darren Ganga’ is printed on the ticket?	30	Inferential
10.	Of the two cricket images presented in the graphic, which do you think is more effective? Give a reason for your answer.	34	Evaluation and Appreciation
11.	What other word or image would you include on the ticket? Give a reason for your answer.	34	Evaluation and Appreciation
12.	Do you think the images used on the ticket stub are appropriate? Give a reason for your answer.	34	Evaluation and Appreciation
13.	Do you think the ticket should have a contact number? Give a reason for your answer.	33	Evaluation and Appreciation

Graphic Text: Chocolate making flow chart

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: two (2) literal, two (2) inferential and one (1) evaluation/appreciation.

Chart showing the process of chocolate making



Adapted from www.brunswick.k12.me.us/bjh/depart/curic/chocoalte/flow_chart
Retrieved 9 February 2016.

Sample Reading Comprehension Items –Graphic Text: Flow Chart of Chocolate Making

The following questions have been categorised according to the three types of reading comprehension thinking processes. However, when selecting items for assessment purposes, teachers are reminded that the questions are to be allocated in the following manner: two (2) literal, two (2) inferential and one (1) evaluation/appreciation.

No.	Questions	Objective No.	Thinking Process
1.	What is the difference between “semi- finished “and “finished” chocolate products?	28	Inferential
2.	State the purpose of the arrows in the chart.	32	Inferential
3.	Why are there two separate sets of arrows at stage three?	32	Inferential
4.	Why are there two sets of arrows after the liquid chocolate stage?	32	Inferential
5.	If no arrows were on the chart, how would this affect your understanding of the process of chocolate making?	33	Evaluation and Appreciation
6.	Which of the three stages do you think is the most important? Give a reason for your answer.	34	Evaluation and Appreciation
7.	Is the information in the flow chart helpful to you? Give a reason for your answer.	34	Evaluation and Appreciation