ENGLISH LANGUAGE ARTS

SPECIMEN ITEMS
FOR THE SECONDARY ENTRANCE EXAMINATION

CURRICULUM PLANNING AND DEVELOPMENT DIVISION
Contents

Note to Teachers.................................................................................................................................................. 1

**Spelling Items** ...................................................................................................................................................... 2

1. Spelling (The Cricket Match)........................................................................................................................ 3
   Solution (The Cricket Match)........................................................................................................................ 4
2. Spelling (Technology)......................................................................................................................................... 5
   Solution (Technology)....................................................................................................................................... 6
3. Spelling (Roxborough Market)....................................................................................................................... 7
   Solution (Roxborough Market)....................................................................................................................... 8
4. Spelling: Our School Garden......................................................................................................................... 9
   Solution (Our School Garden)....................................................................................................................... 10
5. Spelling (Nariva Swamp)............................................................................................................................. 11
   Solution (Nariva Swamp)............................................................................................................................. 12
6. Spelling (The Archerfish)............................................................................................................................ 13
   Solution (The Archerfish)............................................................................................................................ 14
7. Spelling (Agricultural Science).................................................................................................................... 15
   Solution (Agricultural Science).................................................................................................................... 16
8. Spelling (Nutrition)........................................................................................................................................ 17
   Solution (Nutrition)....................................................................................................................................... 18
9. Spelling (Silk-Cotton Tree)......................................................................................................................... 19
   Solution (Silk-Cotton Tree)......................................................................................................................... 20
10. Spelling (Carnival)........................................................................................................................................ 21
    Solution (Carnival)...................................................................................................................................... 22
11. Spelling (Puppy Love)............................................................................................................................... 23
    Solution (Puppy Love).................................................................................................................................. 24
12. Spelling (Eat your fruits)............................................................................................................................. 25
    Solution (Eat your fruits).............................................................................................................................. 26
13. Spelling (Exercising)..................................................................................................................................... 27
    Solution (Exercising)................................................................................................................................... 28
14. Spelling (The Important Meeting).............................................................................................................. 29
    Solution (An Important Meeting)............................................................................................................... 30
15. Spelling (Sam’s Hobby).................................................................................................................................. 31
### Punctuation and Capitalisation Items

1. Punctuation and Capitalisation (Caribbean Soup) ................................................................. 34
   Solution (Caribbean Soup) .................................................................................................... 35
2. Punctuation and Capitalisation (Visit to the beach) ............................................................. 36
   Solution (Visit to the Beach) ............................................................................................... 37
3. Punctuation and Capitalisation (Eating Healthy) ................................................................. 38
   Solution (Eating Healthy) .................................................................................................... 39
4. Punctuation and Capitalisation (Penelope Wins) ................................................................. 40
   Solution (Penelope Wins) ................................................................................................. 41
5. Punctuation and Capitalisation (A Visit to the Movies) ....................................................... 42
   Solution (A Visit to the Movies) ........................................................................................ 43
6. Punctuation and Capitalisation (Lunch with Grandma) ....................................................... 44
   Solution (Lunch with Grandma) ........................................................................................ 45
7. Punctuation and Capitalisation (Modes of Transportation) ................................................ 46
   Solution (Modes of Transportation) ................................................................................... 47
8. Punctuation and Capitalisation (An Interesting Job) ........................................................... 48
   Solution (An Interesting Job) ............................................................................................. 49
9. Punctuation and Capitalisation (Recommended Reading) .................................................... 50
   Solution (Recommended Reading) ...................................................................................... 51
10. Punctuation and Capitalisation (An Imminent Camping Trip) .......................................... 52
    Solution (An Imminent Camping Trip) ............................................................................. 53
11. Punctuation and Capitalisation (Archery) .......................................................................... 54
    Solution (Archery) ............................................................................................................. 55
12. Punctuation and Capitalisation (A Day Out) ...................................................................... 56
    Solution (A Day Out) ......................................................................................................... 57
13. Punctuation and Capitalisation (A Patient Teacher) ............................................................ 58
    Solution (A Patient Teacher) ............................................................................................ 59
14. Punctuation and Capitalisation (Chicle to Chewing Gum) ................................................. 60
    Solution (Chicle to Chewing Gum) ................................................................................... 61
15. Punctuation and Capitalisation (Nariva Swamp) ............................................................... 62
    Solution (Nariva Swamp) ................................................................................................ 63

### Grammar Items

For classroom use only
<table>
<thead>
<tr>
<th>Sample Comprehension Items</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Grammar (Our Country)</td>
<td>Solution</td>
</tr>
<tr>
<td>2. Grammar (The Scarlet Ibis)</td>
<td>Solution</td>
</tr>
<tr>
<td>3. Grammar (Canines)</td>
<td>Solution</td>
</tr>
<tr>
<td>4. Grammar (Caroni Bird Sanctuary)</td>
<td>Solution</td>
</tr>
<tr>
<td>5. Grammar (Kite Flying)</td>
<td>Solution</td>
</tr>
<tr>
<td>6. Grammar (Carnival)</td>
<td>Solution</td>
</tr>
<tr>
<td>7. Grammar (Night Sky)</td>
<td>Solution</td>
</tr>
<tr>
<td>8. Grammar (An Unexpected Event)</td>
<td>Solution</td>
</tr>
<tr>
<td>9. Grammar (Daydreaming)</td>
<td>Solution</td>
</tr>
<tr>
<td>10. Grammar (Rescue Mission)</td>
<td>Solution</td>
</tr>
<tr>
<td>11. Grammar (A Surprising Sight)</td>
<td>Solution</td>
</tr>
<tr>
<td>12. Grammar (Tobago)</td>
<td>Solution</td>
</tr>
<tr>
<td>13. Grammar (The Scare)</td>
<td>Solution</td>
</tr>
<tr>
<td>14. Grammar (Tiger)</td>
<td>Solution</td>
</tr>
<tr>
<td>15. Grammar (Nick and His Father)</td>
<td>Solution</td>
</tr>
</tbody>
</table>

**READING COMPREHENSION** Illustration of Item Types and Thinking Processes

- Narrative: Tommy and the Skateboard
- Sample Comprehension Items – Tommy and the Skateboard
Non-Fiction: Tigers

Sample Reading Comprehension Items – Tigers

Non-Fiction: Water

Sample Reading Comprehension Items – Non-Fiction: Water

Poem: The Wind

Sample Reading Comprehension Items – The Wind

Poem: Clouds

Sample Reading Comprehension Items – Clouds

Graphic Text: Cricket Ticket

Sample Reading Comprehension Items – Graphic Text: Cricket Ticket

Graphic Text: Chocolate making flow chart

Sample Reading Comprehension Items – Graphic Text: Flow Chart of Chocolate Making
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.
Spelling Items
<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
</table>

1. It was actually unbelievable. He was witnessing the ____________ West Indies Team on the eve of ______________. He started ____________ around the television, swinging an ____________ bat. Throughout the ____________, ____________ were ____________. The rhythmic drumming of ____________ increased, in anticipation of ____________.  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 marks
**Solution (The Cricket Match)**

<table>
<thead>
<tr>
<th>TASK 1</th>
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</tr>
</thead>
</table>

| 1. witnessing    | It was actually unbelievable. He was **witnessing** the West Indies Team on the eve of **victory**. He started **prancing** around the television, swinging an **imaginary** bat. Throughout the neighbourhood, people were **exuberant**. The rhythmic drumming of the **musicians** increased, in anticipation of success. |
| 2. victory       |                                                                                                                                |
| 3. prancing      |                                                                                                                                |
| 4. imaginary     |                                                                                                                                |
| 5. exuberant     |                                                                                                                                |
| 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

| Technology presents exciting opportunitys in the twenty-first century. This can be witnessed in areas such as music, video producion and animation. Recently, the Caribbean also experienced an increase in the number of elektric vehicles. In the area of inovation however, the cellular phone wins! |

1.  
2.  
3.  
4.  
5.  
6.  

12 marks
Technology presents exciting opportunities in the twenty-first century. This can be witnessed in areas such as music, video production and animation. Recently, the Caribbean also experienced an increase in the number of electric vehicles. In the area of innovation however, the cellular phone wins!

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**

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The Roxborough market was bustleing with various activityes. A vendor was arguing with a lady who had a substanshal quantity of plantains in her basket.</strong></td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

12 marks
Solution (Roxborough Market)

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
</table>

The Roxborough market was bustling with various activityes. A vendor was arguing with a lady who had a substantial quantity of plantains in her basket. It was an invigorating debate to witness. As I sauntered in further, the familiar scent of fish impakted my senses, so I moved forward excitedly.

1. bustling  
2. activities  
3. substantial  
4. invigorating  
5. familiar  
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’.
Our school garden fasinates everyone. Several

varietys of flowers and plants exist there.

Numerous creatures enhabit the garden: lizards,
birds, butterflies and other insects. In this peacefull

environment, we observe polination, as insects visit

the flowers like minute, majical messengers.

1. 
2. 
3. 
4. 
5. 
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 fascinates everyone. Several varieties of flowers and plants exist there.

Numerous creatures inhabit the garden: lizards, birds, butterflies and other insects. In this peaceful environment, we observe pollination, as insects visit the flowers like minute, magical messengers.

1. fascinates
2. varieties
3. inhabit
4. peaceful
5. pollination
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)

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.

TASK 1

<table>
<thead>
<tr>
<th>Line</th>
<th>Incorrectly Spelt Word</th>
<th>Correctly Spelt Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tourists frequently visit the Nariva Swamp for its</td>
<td>seenary</td>
</tr>
<tr>
<td>2.</td>
<td>seenary and wildlife. The West Indian Manatee is</td>
<td>one of the most antisepated sights in the swamp. In</td>
</tr>
<tr>
<td>3.</td>
<td>contrast, the anaconda is the most feared creature.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The greatest swamp treat however is the mischievous</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Red Howler monkeys that swing amung the trees.</td>
<td></td>
</tr>
</tbody>
</table>

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

seenary and wildlife. The West Indian Manatee is

one of the most antisepated sights in the swamp. In

contrast, the anaconda is the most feared creature.

The greatest swamp treat however is the mischievous

Red Howler monkeys that swing amung the trees.

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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
</tr>
</tbody>
</table>

12 marks
The Archerfish is among the most fascinating species in the world. This fish lurks near the surface to feast on insects perched on plants above the water. It also uses its unique talent of spitting an accurate, powerful jet of water which easily conquers its unsuspecting prey.
7. Spelling (Agricultural Science)

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
</table>

People believe that Agricultural Science is a valueable subject which motivates students to tend to animals and crops. As an eager ‘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
People **believe** that Agricultural Science is a **valuable** subject which motivates students to tend to animals and crops. As an **eager** ‘Agri Scientist’, you will understand the benefits of **cultivating** crops and **rearing** livestock. Additionally, you will **participate** in collaborative activities.

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>People <strong>beleive</strong> that Agricultural Science is a <strong>valueable</strong> subject which motivates students to tend to animals and crops. As an <strong>eagar</strong> ‘Agri Scientist’, you will understand the benefits of <strong>cultivateing</strong> crops and <strong>raring</strong> livestock. Additionally, you will <strong>partisipate</strong> in collaborative activities.</td>
<td>1. believe 2. valuable 3. eager 4. cultivating 5. rearing 6. participate</td>
</tr>
</tbody>
</table>

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”.

For classroom use only
8. Spelling (Nutrition)

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
</table>

Children are encouraged to eat nutritious meals to remain energetic and healthy. Those who do, can participate readily 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**

<table>
<thead>
<tr>
<th>Children are <strong>encouraged</strong> to eat nutritious meals to remain <strong>energetic</strong> and healthy. Those who do, can participate <strong>readily</strong> in sports: cricket, football, netball and <strong>athletics</strong>. Such students develop strong <strong>mussels</strong>, bones and teeth. Additionally, they learn easily and <strong>excel</strong> at their academic studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>encouraged</strong></td>
</tr>
<tr>
<td>2. <strong>energetic</strong></td>
</tr>
<tr>
<td>3. <strong>readily</strong></td>
</tr>
<tr>
<td>4. <strong>athletics</strong></td>
</tr>
<tr>
<td>5. <strong>mussels</strong></td>
</tr>
<tr>
<td>6. <strong>excel</strong></td>
</tr>
</tbody>
</table>

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.
There are several rumours about the ancient, mystikal silk-cotton tree that proudly stands adjacent to the cemetery. Many people believe that naughty spirits lurk around the tree. Those courageous enough to wander close, experience weird sensations throughout their bodies.
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 **ancient**, mystical silk-cotton tree that proudly stands adjacent to the **cemetery**. Many people believe that **naughty** spirits lurk around the tree. Those **courageous** enough to wander close, experience **weird** sensations throughout their bodies.

---

1. ancient
2. mystical
3. cemetery
4. naughty
5. courageous
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnival is an impressive spectakle. It helps the</td>
<td>1.</td>
</tr>
<tr>
<td>country earn foriegn exchange as tourists spend</td>
<td>2.</td>
</tr>
<tr>
<td>their money on expensive custumes. They love the</td>
<td>3.</td>
</tr>
<tr>
<td>steelpan music and danceing to the sweet sounds</td>
<td>4.</td>
</tr>
<tr>
<td>of our calypsos. Carnival is also atractive because</td>
<td>5.</td>
</tr>
<tr>
<td>of its numerous bands of masqueradars.</td>
<td>6.</td>
</tr>
</tbody>
</table>

12 marks
Solution (Carnival)

<table>
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<tr>
<th>TASK 1</th>
<th>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.</th>
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</thead>
</table>

Carnival is an impressive spectacle. It allows the country to earn foreign exchange since tourists spend their money on expensive costumes. They love the steelpan music and dancing to the sweet sounds of our calypsoes. Carnival is also attractive because of the numerous bands of masqueraders.

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 exellent birthday gift of three brown and white puppys. I love them dearly, but they are quite a fiesty 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 handful!

1. 

2. 

3. 

4. 

5. 

6. 

12 marks
Solution (Puppy Love)

<table>
<thead>
<tr>
<th>TASK 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>My father bought me an <strong>excellent</strong> birthday gift of three brown and white <strong>puppies</strong>. I love them dearly, but they are quite a <strong>feisty</strong> bunch. Their friskiness can be <strong>irritating</strong> sometimes. They usually get mud on their furry coats and dislike <strong>bathing</strong>. They constantly get into mischief. What a <strong>handful</strong>!</td>
</tr>
</tbody>
</table>

1. **excellent**
2. **puppies**
3. **feisty**
4. **irritating**
5. **bathing**
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)

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
</table>

Fruits are essential to human beings in various ways. Their chief purpose is maintaining bodies and providing humans with some vital nutrients.

- Vitamin C is extremely effective because it enables us to fight infectious diseases. Fruits like guavas, berries and oranges contain Vitamin C.

1. 
2. 
3. 
4. 
5. 
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. essential</td>
<td></td>
</tr>
<tr>
<td>2. purpose</td>
<td></td>
</tr>
<tr>
<td>3. nutrients</td>
<td></td>
</tr>
<tr>
<td>4. effective</td>
<td></td>
</tr>
<tr>
<td>5. infectious</td>
<td></td>
</tr>
<tr>
<td>6. berries</td>
<td></td>
</tr>
</tbody>
</table>

Fruits are essential to human beings in various ways. Their chief purpose is maintaining bodies and providing humans with some vital nutrients.

Vitamin C is extremely effective because it enables us to fight infectious diseases. Fruits like guavas, berries and oranges contain Vitamin C.

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical activity is very usefull because it</td>
<td>1.</td>
</tr>
<tr>
<td>helps with the maintainance of a healthy lifestyle.</td>
<td>2.</td>
</tr>
<tr>
<td>It is adviseable to be physically engaged during</td>
<td>3.</td>
</tr>
<tr>
<td>dance, walk or run. Movement actualy improves</td>
<td>5.</td>
</tr>
<tr>
<td>consentration which is essential to our survival.</td>
<td>6.</td>
</tr>
</tbody>
</table>

12 marks
### Solution (Exercising)

**TASK 1**

<table>
<thead>
<tr>
<th>Task</th>
<th>Incorrectly Spelled Word</th>
<th>Correct Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>useful</td>
<td>1. useful</td>
</tr>
<tr>
<td>2</td>
<td>maintenance</td>
<td>2. maintenance</td>
</tr>
<tr>
<td>3</td>
<td>advisable</td>
<td>3. advisable</td>
</tr>
<tr>
<td>4</td>
<td>leisure</td>
<td>4. leisure</td>
</tr>
<tr>
<td>5</td>
<td>actually</td>
<td>5. actually</td>
</tr>
<tr>
<td>6</td>
<td>concentration</td>
<td>6. concentration</td>
</tr>
</tbody>
</table>

Physical activity is very **usefull** because it helps with the **maintainance** of a healthy lifestyle. It is **adviseable** to be physically engaged during our **liesure** time. Practise some form of exercise: dance, walk or run. Movement **actually** improves **consentration** which is essential to our survival.

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)

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Many forieg 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**

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many <em>f</em>org<em>ie</em>gn diplomats were present from</td>
<td>1. foreign</td>
</tr>
<tr>
<td>the <em>b</em>eginning of the business convention.</td>
<td>2. beginning</td>
</tr>
<tr>
<td>Arrangements for <em>a</em>ccomodation were made</td>
<td>3. accommodation</td>
</tr>
<tr>
<td>for all <em>g</em>overment ministers and officials.</td>
<td>4. government</td>
</tr>
<tr>
<td>The various <em>a</em>chievements of our country</td>
<td>5. achievements</td>
</tr>
<tr>
<td>were vividly illustrated in the <em>p</em>resentations.</td>
<td>6. presentations</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sam attends cricket practise regularly.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>He is known for quickly retreiving the</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ball when fielding. His batting tecnique</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is characterised by gracefull and fluid</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strokes of brilliant and It is always magical</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and exciteing to witness Sam playing cricket.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

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.

1. Sam attends cricket **practise** regularly.  
   - Correct: **practice**

2. He is known for quickly **retrieving** the ball when fielding. His batting **technique**
   - Correct: **technique**

3. is characterised by **gracefull** and fluid strokes of **brillianse**. It is always magical and **exciteing** to witness Sam playing cricket.
   - Correct: **graceful**, **brilliance**, **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’.
Punctuation and Capitalisation

Items
### 1. Punctuation and Capitalisation (Caribbean Soup)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
</table>

Caribbean corn soup has special ingredients vegetables, meat and coconut milk. Spices and other seasonings are also included to enhance the soup’s flavour. Throughout the region, people cook soup with varied levels of heat. “Do you prefer a lot of pepper in your soup?” My father often says, Spicy corn soup is food for the soul.”

6 marks
Solution (Caribbean Soup)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
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</table>

Caribbean corn soup has special ingredients: vegetables, meat and coconut milk. Spices and other seasonings are also included to enhance the soup's flavour. Throughout the region, people cook soup with varied levels of heat.

“Do you prefer a lot of pepper in your soup?” My father often says, “Spicy corn soup is food for the soul.”

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)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
</table>

| 7. | What a spectacular day Brilliant sunshine motivated us to visit Maracas bay. Our parents ensured that everything was packed for the trip food, drinks, toys, towels and swimwear. My friends father arrived in his brand-new vehicle to accompany us. We anticipated a great day, much like scenes from the movie, The Little Mermaid”. |

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 visit Maracas Bay. Our parents ensured that everything was packed for the trip: food, drinks, toys, towels and swimwear. My friend’s father arrived in his brand-new vehicle to accompany us. We anticipated a great day, much like scenes from the movie, “The Little Mermaid”.

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)

Healthy foods contain numerous nutrients proteins, carbohydrates vitamins and various minerals. We should all eat nutritious and balanced meals, don’t you agree? The next time your Mom instructs, “Eat your vegetables! you should not hesitate. Poor diet may lead you straight to the San Fernando General Hospital.

6 marks
Healthy foods contain numerous nutrients: proteins, carbohydrates, vitamins and various minerals. We should all eat nutritious and balanced meals, don’t you agree? The next time your Mom instructs, “Eat your vegetables!” you should not hesitate. Poor diet may lead you straight to the San Fernando General Hospital.

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
“I won!” shouted Penelope in excitement. Penelope, a Standard 4 student, had entered a competition entitled, “Keep Your school Clean”. It was sponsored by the Arima Borough Corporation. Penelope won numerous prizes: a digital camera, posters and videos about ways to keep the environment clean.

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 adventure. Kyle my best friend, went with me to view ‘Avengers: infinity War’. We ate popcorn, nachos, candy and drank juice throughout the movie. The only problem I had, was overhearing some women’s conversation while the movie was going on. Have you ever had that problem?

6 marks
Solution (A Visit to the Movies)

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 adventure. Kyle, my best friend, went with me to view ‘Avengers: Infinity War’. We ate popcorn, nachos, candy and drank juice throughout the movie. The only problem I had, was hearing some women’s conversation while the movie was going on. Have you ever had that problem?

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.
When I arrived with grandma we had amazing food to choose from salads, peas, chicken, pasta and pies. Grandmas favourite dessert was chocolate ice-cream. I couldn't wait to have a huge scoop of vanilla ice-cream with all the toppings. We are going to celebrate Paul's victory with a party.

6 marks
Solution (Lunch with Grandma)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
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</thead>
</table>

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. Isn't it fun to learn about the main mode 9. of transportation in any country? Everyone uses 10. some sort of transport. A person's income will 11. determine his choice of transport 12.

6 marks
Modes of transportation are numerous: buses, cars, trucks, trains, airplanes, helicopters and ships. Isn’t it fun to learn about the main mode of transportation in any country? Everyone uses some sort of transport. A person’s income will determine his choice of transport.  

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)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Khan, the zoo keeper has a very demanding job.</td>
<td></td>
</tr>
<tr>
<td>He works at the popular emperor Valley Zoo in Port-of-Spain His tasks include looking after a range of animals monkeys, lions, snakes, sea otters, alligators and birds. Wow Doesn’t Mr. Khan have an interesting job</td>
<td>7. 8. 9. 10. 11. 12.</td>
</tr>
</tbody>
</table>

6 marks
Mr. Khan, the zoo keeper, has a very demanding job. He works at the popular Emperor Valley Zoo in Port-of-Spain. His tasks include looking after a range of animals: monkeys, lions, snakes, sea otters, alligators and birds. Wow! Doesn’t Mr. Khan have an interesting job?

/ 1. Use the following punctuation marks in sentences: comma.
2. Use capital letters correctly in writing.
3. Use the following punctuation marks in sentences: full stop.
4. Use the following punctuation marks in sentences: colon.
5. Use the following punctuation marks in sentences: exclamation mark.
6. Use the following punctuation marks in sentences: question mark.

6 marks
**9. Punctuation and Capitalisation (Recommended Reading)**

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
</table>

Getting Around Your Kitchen”, is a useful

handbook It gives instructions and directions

for many related activities cooking, dusting,

sweeping vacuuming and fixing old appliances.

every chef, homeowner parent and avid youngster

should get it. Its indeed a worthwhile purchase.

6 marks
“Getting Around Your Kitchen”, is a useful handbook. It gives instructions and directions for many related activities: cooking, dusting, sweeping, vacuuming and fixing old appliances. Every chef, homeowner, parent and avid youngster should get it. It’s indeed a worthwhile purchase.

**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)

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.

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>Tom packed the remaining items in his bag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>blankets clothes and snacks. He was going</td>
</tr>
<tr>
<td></td>
<td>camping for three days in the aripo Forest.</td>
</tr>
<tr>
<td></td>
<td>He couldn't wait to pitch his tent, go fishing</td>
</tr>
<tr>
<td></td>
<td>and do birdwatching with his dad and brother</td>
</tr>
<tr>
<td></td>
<td>What great fun</td>
</tr>
</tbody>
</table>

6 marks
Solution (An Imminent Camping Trip)

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.

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>Tom packed the remaining items in his bag: blankets, clothes and snacks. He was going camping for three days in the Aripo Forest. He couldn't wait to pitch his tent, go fishing and do birdwatching with his dad and brother. What great fun!</th>
</tr>
</thead>
</table>

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: colon.
8. Use the following punctuation marks in sentences: comma.
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)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
</table>

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
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.

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)
“Tasty Treats” was owned by our friend’s mother, so our meals were free. We weren’t very hungry, yet, we each had slices of pizza, French fries, and drinks. We quickly became full. Wasn’t it silly to behave like that? This outing really was about food pies, burgers, hotdogs, and now pizza and fries. It’s so yummy.
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 meals were free. We weren’t very hungry, yet, we each had slices of pizza, French fries and drinks. We quickly became full. Wasn’t it silly to behave like that? This outing really was about food; pies, burgers, hotdogs and now pizza and fries. It’s so yummy!

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

To her surprise many of the students admitted that

they hadnt completed it. Very calmly, Miss

khan began to guide them through the chapters

of “Caribbean Birds. By lunchtime, every child had

completed the Science project. What a sweet teacher
**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.

To her surprise, many of the students admitted that they hadn’t completed it. Very calmly, Miss Khan began to guide them through the chapters of “Caribbean Birds”. By lunchtime, every child had completed the Science project. What a sweet teacher! /

**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.

6 marks
## 14. Punctuation and Capitalisation (Chicle to Chewing Gum)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
</table>
| More than a thousand years ago the peoples of Central America chewed chicle This is the hardened sap of the sapodilla tree. thomas Adams created two chicle-based brands of chewing gum Black Jack and Chiclets. Adams products were once popular. What could have accounted for their popularity | 7.  
8.  
9.  
10.  
11.  
12. |

6 marks
Solution (Chicle to Chewing Gum)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
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</thead>
</table>

More than a thousand years ago, the peoples of Central America chewed chicle. This is the hardened sap of the sapodilla tree. Thomas Adams created two chicle-based brands of chewing gum: Black Jack and Chiclets. Adams' products were once popular. What could have accounted for their popularity?

6 marks

Assessment Objectives

7. Use the following punctuation marks in sentences: comma.
8. 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: apostrophe (possession).
12. Use the following punctuation marks in sentences: question mark.
### TASK 2

<table>
<thead>
<tr>
<th>The nariva Swamp is the largest and most diverse wetland in the country. Have you ever visited it? It is conveniently located on Trinidad's east coast. The swamp is home to different species of birds, parrots, blue macaws, egrets, and red-bellied macaws. The popular BushTour” takes visitors through the swamp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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<tr>
<td>11.</td>
</tr>
<tr>
<td>12.</td>
</tr>
</tbody>
</table>
Solution (Nariva Swamp)

<table>
<thead>
<tr>
<th>TASK 2</th>
<th>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.</th>
</tr>
</thead>
</table>

The **Nariva Swamp** is the largest and most diverse wetland in the country. Have you ever visited it? It is conveniently located on Trinidad’s east coast. The swamp is home to different species of birds: parrots, blue macaws, egrets and red-bellied macaws. The popular “BushTour” takes visitors through the swamp.

<table>
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<tr>
<th>7.</th>
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<th>9.</th>
<th>10.</th>
<th>11.</th>
<th>12.</th>
</tr>
</thead>
</table>

6 marks

**Assessment Objectives**

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)

13. Our country is one of the more beautiful countries in

14. the Caribbean where many different races exists

15. in peace. The diverse people all unite for celebrate

16. various festivals and holidays annual. Tourists are

17. amaze by the spectacular display of colours and

18. creative during the Carnival celebrations.

12 marks
Our country is one of the more beautiful countries in the Caribbean where many different races exist in peace. The diverse people all unite for celebrate various festivals and holidays annually. Tourists are amazed by the spectacular display of colours and creative during the Carnival celebrations.
One of the country’s national birds are the Scarlet Ibis. An image of them is found on the Coat of Arms. Since it is an endangered species, action is needed to protect the Scarlet Ibis for extinction. Law enforcement, along with educate, is among the steps that could have the greater impact.
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

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

Arms. Since it is an endangered species, action is

needed to protect the Scarlet Ibis for extinction.

Law enforcement, along with educate, is among the

steps that could have the greater impact.

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 wide range of services. They are the first defence against crime elements. While some detect illegal drugs, or deter criminals, others serve in rescue operations. The Police Service can get rid of neither its Canine Unit or its dog trainers. Seeing Eye dogs are trained deliberately to guide blind persons.

13. 

14. 

15. 

16. 

17. 

18. 

12 marks
**Solution (Canines)**

**TASK 3**

<table>
<thead>
<tr>
<th>Error</th>
<th>Correct Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. that/which</td>
<td></td>
</tr>
<tr>
<td>14. of</td>
<td></td>
</tr>
<tr>
<td>15. criminal</td>
<td></td>
</tr>
<tr>
<td>16. serve</td>
<td></td>
</tr>
<tr>
<td>17. nor</td>
<td></td>
</tr>
<tr>
<td>18. deliberately</td>
<td></td>
</tr>
</tbody>
</table>

Canines are useful animals who provide humans with a wide range of services. They are the first defence against crime elements. While some detect illegal drugs, or deter criminals, others serve in rescue operations. The Police Service can get rid of neither its Canine Unit nor its dog trainers. Seeing Eye dogs are trained deliberately to guide blind persons.

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 Bird Sanctuary. The children neither fear the swamp or the snakes who curl overhead on the branches. Everyone excited takes photos of the swamp creatures. Since the trip is long, they enjoy themself thoroughly. Of the students, Sam is the only one who suffers with nausea.

13. 
14. 
15. 
16. 
17. 
18. 

12 marks
Solution (Caroni Bird Sanctuary)

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

Bird Sanctuary. The children neither fear the swamp or the

snakes who curl overhead on the branches. Everyone

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

long, they enjoy themself thoroughly. Of the students,

Sam is the only one who suffers with nausea.

13. visits

14. nor

15. which/that

16. excitedly

17. themselves

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.

<table>
<thead>
<tr>
<th>TASK 3</th>
<th>13.</th>
<th>14.</th>
<th>15.</th>
<th>16.</th>
<th>17.</th>
<th>18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun shone bright on that memorable Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>morning. Since the day was perfect with kite flying,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Kafra scampers out of his bed in excitement.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>He had the more magnificent ‘Mad Bull’ kite</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>what he was eager to fly. After viewing a huge kite</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>selection online, he had chose a red one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>The sun shone bright on that memorable Sunday morning. Since the day was perfect with kite flying, Kafra scampered out of his bed in excitement. He had the more magnificent ‘Mad Bull’ kite what he was eager to fly. After viewing a huge kite selection online, he had chose a red one.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. brightly</td>
</tr>
<tr>
<td>14. for</td>
</tr>
<tr>
<td>15. scampered</td>
</tr>
<tr>
<td>16. most</td>
</tr>
<tr>
<td>17. which/that</td>
</tr>
<tr>
<td>18. chosen</td>
</tr>
</tbody>
</table>

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.
17. Use Pronouns: relative pronoun.
18. Use verbal forms: past perfect tense.
6. Grammar (Carnival)

<table>
<thead>
<tr>
<th>TASK 3</th>
<th>There is one grammatical error in every line, in the passage below. Underline each error and write the correct form in the box provided.</th>
</tr>
</thead>
</table>

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.

<p>| | |</p>
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<td>15.</td>
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12 marks
Carnival is celebrated lavishly in our country. Thousands of masqueraders dance merrily for two days to the sweet sounds of calypso but they parade along the streets. This colourful festival originated 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, at a constellation of stars, that have a whitish cloud around them? If you have, you were looking in a beautiful portion off our own galaxy. That whitish cloud might actual be light that radiates from the stars.

13.

14.

15.

16.

17.

18.

12 marks
Have you ever look up at the night sky, at a constellation of stars, that have a whitish cloud around them? If you have, you were looking on a beautiful portion off our own galaxy. That whitish cloud might actual be light that radiates from the stars.

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.
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

when I noticed a flock of birds were

flying towards me. I dashed quick and

hide against the tree trunk. Suddenly, a gust of

wind caused a branch what was heavily laden to

drop fruits like decorate on the ground.

12 marks
I was standing **beside** a laden mango tree

when I noticed a flock of birds **were**

flying towards me. I dashed **quick** and

hid against the tree trunk. Suddenly, a gust of

wind caused a branch **what** was heavily laden to

drop fruits like **decorate** on the ground.

---

**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)

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 imagined. As I lied on my back looking at the sky, I saw fluffy, white clouds. It drifted slowly and sluggishly by the sky. Dancing playfully in my mind were images whom I had created. When my mother’s voice interrupt the silence, I rose reluctantly.

12 marks
Solution (Daydreaming)

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 peacefully than I could have imagined. As I lay on my back looking at the sky, I saw fluffy, white clouds. It drifted slowly and sluggishly by the sky. Dancing playfully in my mind were images which I had created. When my mother’s voice interrupted the silence, I rose reluctantly.

13. peacefully
14. lay
15. They
16. across
17. which/that
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 to find a spot to land safe. Rescue workers dived in the water to retrieve the crash victims. The doctor, together with volunteers, were administering medicine. Later, we medical team was commended publicly. Each member was giving a medal for gallantry, by the Mayor.

13. 

14. 

15. 

16. 

17. 

18. 

12 marks
Solution (Rescue Mission)

The helicopter finally arrived but the pilot managed to find a spot to land safely. Rescue workers dived into the water to retrieve the crash victims. The doctor, together with volunteers, were administering medicine. Later, the medical team was commended publicly. Each member was giving a medal for gallantry, by the Mayor.

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.
The excited boys, accompanied by their uncle, was strolling merry down the pathway. Suddenly, the most amazing sight captured his eyes. Three deer ran out of the bushes and bursted through the small partition that separated the trees from the water. Captivated to this amazing sight, the boys found himself taking photos.

13. 
14. 
15. 
16. 
17. 
18. 

12 marks
Solution (A Surprising Sight)

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 merry down the pathway. Suddenly, the most amazing sight captured his eyes. Three deer ran out of the bushes and bursted through the small partition that separated the trees from the water. Captivated to this amazing sight, the boys found himself taking photos.

13. were  
14. merrily  
15. their  
16. burst  
17. by  
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.
Of the two islands, Tobago is the most tourism-oriented.

Many interesting sites exists. Visitors are treated with courtesy but the streets are litter-free. Sea diving, along with hiking, continue to be popular. Tourists are amazed by the skillful of local craftsmen. Their creativity can be seen in the use of natural materials what are abundant on the island.
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.  

Many interesting sites **exist**. Visitors are treated with **courtesy but** the streets are litter-free. Sea diving, along with hiking, **continue** to be popular. Tourists are amazed by the **skillful** of local craftsmen. Their creativity can be seen in the use of natural materials **what are** abundant on the island.

13. **more**  
14. **exist**  
15. **and**  
16. **continues**  
17. **skill**  
18. **which/ that**

**Assessment Framework Objectives**

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 in a maxi-taxi with we teacher. We first found the toy shop, after which we visited the arcade, had great fun there but then had lunch. Unfortunately, one student got lost in his way to the bathroom. We all searched frantic for him. Thankfully a security guard, which came to our assistance, found him.

13. 

14. 

15. 

16. 

17. 

18. 

12 marks
Last Thursday, the Standard Five class travelled to Trincity Mall in a maxi-taxi with our teacher. We first found the toy shop, after which we visited the arcade, had great fun there and then had lunch. Unfortunately, one student got lost on his way to the bathroom. We all searched frantically for him. Thankfully a security guard, which came to our assistance, found him.

13. travelled
14. our
15. and
16. on
17. frantically
18. who

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)

One of the largest of all cat species are the tiger. This creature grows up to three and a half metres long. This makes them the third large of all land carnivores. Despite its speed and size, the tiger has become endanger due to the actions of humans. We must do all we could to ensure the safety of this animal who appeals to all feline lovers.

13.

14.

15.

16.

17.

18.

12 marks
Solution (Tiger)

One of the largest of all cat species are the tiger. This creature grows up to three and a half metres long. This makes them the third largest of all land carnivores. Despite its speed and size, the tiger has become endangered due to the actions of humans. We must do all we could to ensure the safety of this animal who appeals to all feline lovers.

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.

12 marks
Nick, as well as his father, like nature. They go frequently to the swamp but observe the animals.

Nick once saw a school of geese. There was a black goose between them, which caught Nick’s attention. It was the larger one of them all. Nick ran down to the water’s edge, anxiously to get a closer look.
Solution (Nick and His Father)

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 frequently to the village pond but observe the animals. Nick once saw a school of geese. There was a black goose between them, which caught Nick’s attention. It was the larger one of them all. Nick ran down to the water’s edge, anxiously to get a closer look.

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/appraisal.

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

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.

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.

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.

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.

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.

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

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.

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.

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.

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</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Name two sources of fresh water mentioned in the passage.</td>
<td>2</td>
<td>Literal</td>
</tr>
<tr>
<td>2.</td>
<td>Should consumers pay money for the use of water from the Central Water Authority? Give a reason for your answer.</td>
<td>7</td>
<td>Inferential</td>
</tr>
<tr>
<td>3.</td>
<td>Explain the meaning of “disposal” as used in line 13 of the passage.</td>
<td>5</td>
<td>Inferential</td>
</tr>
<tr>
<td>4.</td>
<td>Based on the passage, what are two ways people can help to conserve water?</td>
<td>4</td>
<td>Inferential</td>
</tr>
<tr>
<td>5.</td>
<td>Select one word from the passage that means “plentiful”.</td>
<td>5</td>
<td>Inferential</td>
</tr>
<tr>
<td>6.</td>
<td>Suggest two things that could happen if persons consume polluted water.</td>
<td>7</td>
<td>Inferential</td>
</tr>
<tr>
<td>7.</td>
<td>What is the most important message you received on reading the extract? Explain your answer.</td>
<td>11</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>8.</td>
<td>What lesson did you learn after reading paragraph 3?</td>
<td>11</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>9.</td>
<td>If the word drinkable (line 9) is replaced with “usable”, give one way in which it would change the meaning of the sentence.</td>
<td>8</td>
<td>Evaluation and Appreciation</td>
</tr>
</tbody>
</table>
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,
I could not see yourself at all –

10   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.

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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is the movement of the wind compared to in stanza 1?</td>
<td>18</td>
<td>Literal</td>
</tr>
<tr>
<td>2.</td>
<td>Identify two examples of personification in the poem.</td>
<td>18</td>
<td>Literal</td>
</tr>
<tr>
<td>3.</td>
<td>Identify three words that the poet uses to describe the wind.</td>
<td>13</td>
<td>Literal</td>
</tr>
<tr>
<td>4.</td>
<td>Give another meaning for the word ‘toss’ in line 1.</td>
<td>14</td>
<td>Inferential</td>
</tr>
<tr>
<td>5.</td>
<td>Explain the first two lines of the second stanza.</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>6.</td>
<td>What does the line, ‘But always you yourself you hid’ (line 8), reveal about the wind?</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>7.</td>
<td>Why does the narrator feel that the wind is hiding? Give a reason for your answer.</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>8.</td>
<td>Identify the phrase in the poem that means the same as “constantly”.</td>
<td>14</td>
<td>Inferential</td>
</tr>
<tr>
<td>9.</td>
<td>Why does the poet question whether the wind is a &quot;beast&quot; in line 15?</td>
<td>14</td>
<td>Inferential</td>
</tr>
<tr>
<td>10.</td>
<td>Explain in your own words the meaning of lines 15 and 16.</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>11.</td>
<td>What do you think is the mood of stanza 3? Give a reason for your answer?</td>
<td>16</td>
<td>Inferential</td>
</tr>
<tr>
<td>12.</td>
<td>What do the questions in stanza three tell the reader about the poet's opinion of the wind?</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>13.</td>
<td>Who is the &quot;I&quot; referring to in the poem?</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>14.</td>
<td>Give a reason why the poet repeats the last two lines of each stanza.</td>
<td>21</td>
<td>Inferential</td>
</tr>
<tr>
<td>15.</td>
<td>How important is the repetition of the lines at the end of each stanza? Explain your answer.</td>
<td>20</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>16.</td>
<td>How do you feel about the wind that is presented in the poem? Give a reason for your answer.</td>
<td>20</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>17.</td>
<td>Give a suitable title for the poem.</td>
<td>20</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>18.</td>
<td>Is the simile, ‘like ladies’ skirts across the grass’ (line 4) used appropriately? Give a reason for your answer.</td>
<td>20</td>
<td>Evaluation and Appreciation</td>
</tr>
</tbody>
</table>
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.

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,

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,

By all the different birds, their songs
A soothing lullaby,

So beautifully orchestrated
And done for me,
That movie was created

For me to see.

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

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

<table>
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<tr>
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<th>Thinking Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify two guest players who would be present on the day.</td>
<td>31</td>
<td>Literal</td>
</tr>
<tr>
<td>2.</td>
<td>Suggest why it would be necessary to ‘retain’ the ticket stub.</td>
<td>30</td>
<td>Inferential</td>
</tr>
<tr>
<td>3.</td>
<td>What do the words ‘refreshments inclusive’ on the VIP ticket mean?</td>
<td>28</td>
<td>Inferential</td>
</tr>
<tr>
<td>4.</td>
<td>Why is there a dotted line at the side of the words ‘DETACH HERE’?</td>
<td>32</td>
<td>Inferential</td>
</tr>
<tr>
<td>5.</td>
<td>Why is the word “DETACH” necessary on the ticket? Give a reason for your answer.</td>
<td>30</td>
<td>Inferential</td>
</tr>
<tr>
<td>6.</td>
<td>What is the meaning of the word “DETACH”?</td>
<td>28</td>
<td>Inferential</td>
</tr>
<tr>
<td>7.</td>
<td>Give one reason why ‘Admit 12 years and Older’ is written in bold print.</td>
<td>32</td>
<td>Inferential</td>
</tr>
<tr>
<td>8.</td>
<td>Why do you think the barcode image is printed twice on the ticket?</td>
<td>30</td>
<td>Inferential</td>
</tr>
<tr>
<td>9.</td>
<td>Why do you think ‘Guest Players Brian Lara and Darren Ganga’ is printed on the ticket?</td>
<td>30</td>
<td>Inferential</td>
</tr>
<tr>
<td>10.</td>
<td>Of the two cricket images presented in the graphic, which do you think is more effective? Give a reason for your answer.</td>
<td>34</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>11.</td>
<td>What other word or image would you include on the ticket? Give a reason for your answer.</td>
<td>34</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>12.</td>
<td>Do you think the images used on the ticket stub are appropriate? Give a reason for your answer.</td>
<td>34</td>
<td>Evaluation and Appreciation</td>
</tr>
<tr>
<td>13.</td>
<td>Do you think the ticket should have a contact number? Give a reason for your answer.</td>
<td>33</td>
<td>Evaluation and Appreciation</td>
</tr>
</tbody>
</table>
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.

Adapted from www.brunswick.k12.me.us/bjh/depart/curic/chocoalte/flow_chart
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.

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