

Study Assistant

ENGLISH LANGUAGE ARTS

Based on the revised SEA framework 2021-2023

Visit our website.

February 2025

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English Language Arts

Based on the Revised SEA Framework 2021-2023

School:

Student's Name:

Date:

INSTRUCTIONS

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

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

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

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

DO NOT BEGIN UNTIL YOU ARE TOLD TO DO SO.

SEA Practice Test #9 - ELA (75 minutes)

Section 1

SPELLING

TASK 1	There is ONE mis-spelt word in each line of the passage below. Underline the incorrect word and write its correct spelling in the box provided for each line.
---------------	--

Example: I am hapy to go to the park with you.

e.g. happy

If any one had asked Johnny Morris who were his best freinds,
he wood have answered, "The sun and the wind, next to
mother." Johnny lived in a little cort that led off from one of
the busiest streets in the city, a noisy street, where taxi
horns blared and onmibuses rumbled all day long, going and
coming from several great depotes near by. The court was a
dull place, with only two or three shaby houses in it, and a
heigh blank wall at the end.

1.

2.

3.

4.

5.

6.

7.

8.

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

GRAMMAR

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

e.g is

The people who hurried by was too busy to do more than to
glancing at the young boy who sat in the sunshine against the
wall or to guess that there was a picture-gallery or a circulating-
library in the court. But Johnny knew both, and take such comfort
in them that he never would be grateful enough to the wind that
bring him his books and pictures, nor to the sun that made it
possible for him to enjoy it in the open air.

9.

10.

11.

12.

13.

14.

15.

14 marks

SEA Practice Test #9 - ELA (75 minutes)

PUNCTUATION AND CAPITALIZATION

TASK 3	There is either one punctuation mark or capital letter that is missing in each line of the passage below. Insert the punctuation mark correctly or the capital letter above the common letter it replaces for each line
---------------	--

Example: Splendid! I will show you.

The old lady was eighty today. Donned in her finest dress, she admired her

16.

reflection in the mirror. As she adjusted her favourite brooch, a family

17.

heirloom passed down through generations. A flicker of hope ignited within

18.

her. "Perhaps Jony might come, she mused softly, envisioning the warm

19.

embrace of her daughter. Despite the two hour distance that separated them,

20.

the old lady harbored an unwavering belief that Jony would remember this

21.

momentous occasion and grace her with a visit. After all, turning eighty was

22.

not merely a number; it was a celebration of life's journey.

23.

	8 marks
--	---------

SECTION TWO

COMPREHENSION

TASK 4 Passage	Read the passage below carefully then answer the questions (23 to 31) based on it. Please use complete and proper sentences to provide your answers.
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"A music-man! a music-man! Run quick, and see—he has got a monkey on his organ," cried little Neddy, running to the window in a great hurry one day.

Yes; there was the monkey in his blue and red suit, with a funny little cap, and the long tail trailing behind. But he didn't seem to be a lively monkey; for he sat in a bunch, with his sad face turned anxiously to his master, who kept pulling the chain to make him dance. The stiff collar had made his neck sore; and when the man twitched, the poor thing moaned and put up his little hand to hold the chain. He tried to dance, but was so weak he could only hop a few steps, and stop panting for breath.

The cruel man wouldn't let him rest till Neddy called out, "Don't hurt him; let him come up here and get this cake, and rest while you play. I've got some pennies for you."

So poor Jocko climbed slowly up the trellis, and sat on the window-ledge trying to eat; but he was so tired he went to sleep, and when the man pulled to wake him up, he slipped and fell, and lay as if he were dead. Neddy and his aunt ran down to see if he was killed. The cross man scolded and shook him; but he never moved, and the man said, "He is dead. I don't want him. I will sell him to someone to stuff."

"No; his heart beats a little. Leave him here a few days, and we will take care of him; and if he gets well, perhaps we will buy him," said Aunt Jane, who liked to nurse even a sick monkey.

SEA Practice Test #9 - ELA (75 minutes)

Questions for passage

24. Who is the first character to notice the music man with the monkey? (1 mark)

b. What does he shout from the window? (1 marks)

25. Describe how Jocko the monkey looks and how he behaves when the music man tries to make him dance. (3 marks)

26. What does Nelly ask the music man to do? (2 marks)

27. What happens when Jocko climbs up to the window ledge? (2 marks)

28. How does the music man react when Jocko falls and doesn't move? (3 marks)

SEA Practice Test #9 - ELA (75 minutes)

29. Why does Aunt Jane want to help Jocko after he falls?

(2 marks)

30. How do Neddy and Aunt Jane feel about Jocko's situation? Provide evidence from the text that supports your answer.

(3 marks)

31. What message do you think the story is trying to convey about how we should treat animals? Why is this important?

(3 marks)

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

TASK 5 Poem	Read the poem below carefully then answer the questions (32-35) based on it. Please use complete and proper sentences to provide your answers.
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What is Good

"What is the real good?" I asked in musing mood.

Order, said the law court;

Knowledge, said the school;

Truth, said the wise man;

Pleasure, said the fool;

Love, said the maiden;

Beauty, said the page;

Freedom, said the dreamer;

Home, said the sage;

Fame, said the soldier;

Equity, the seer.

Spake my heart full sadly:

"The answer is not here."

Then within my bosom

Softly this I heard:

"Each heart holds the secret:

Kindness is the word."

John Boyle O'Reilly

Questions for Poem

32. What does the speaker mean by asking, "*What is the real good?*". What kind of mood does this suggest? (2 mark)

SEA Practice Test #9 - ELA (75 minutes)

33. a. List three different answers given to the question *What is the real good?* (3 marks)

b. Explain what each answer represents about the values of different people. (3 mark)

34. What does the phrase “*spake my heart full sadly*” suggest about the speaker's feelings after hearing the various responses? (3 marks)

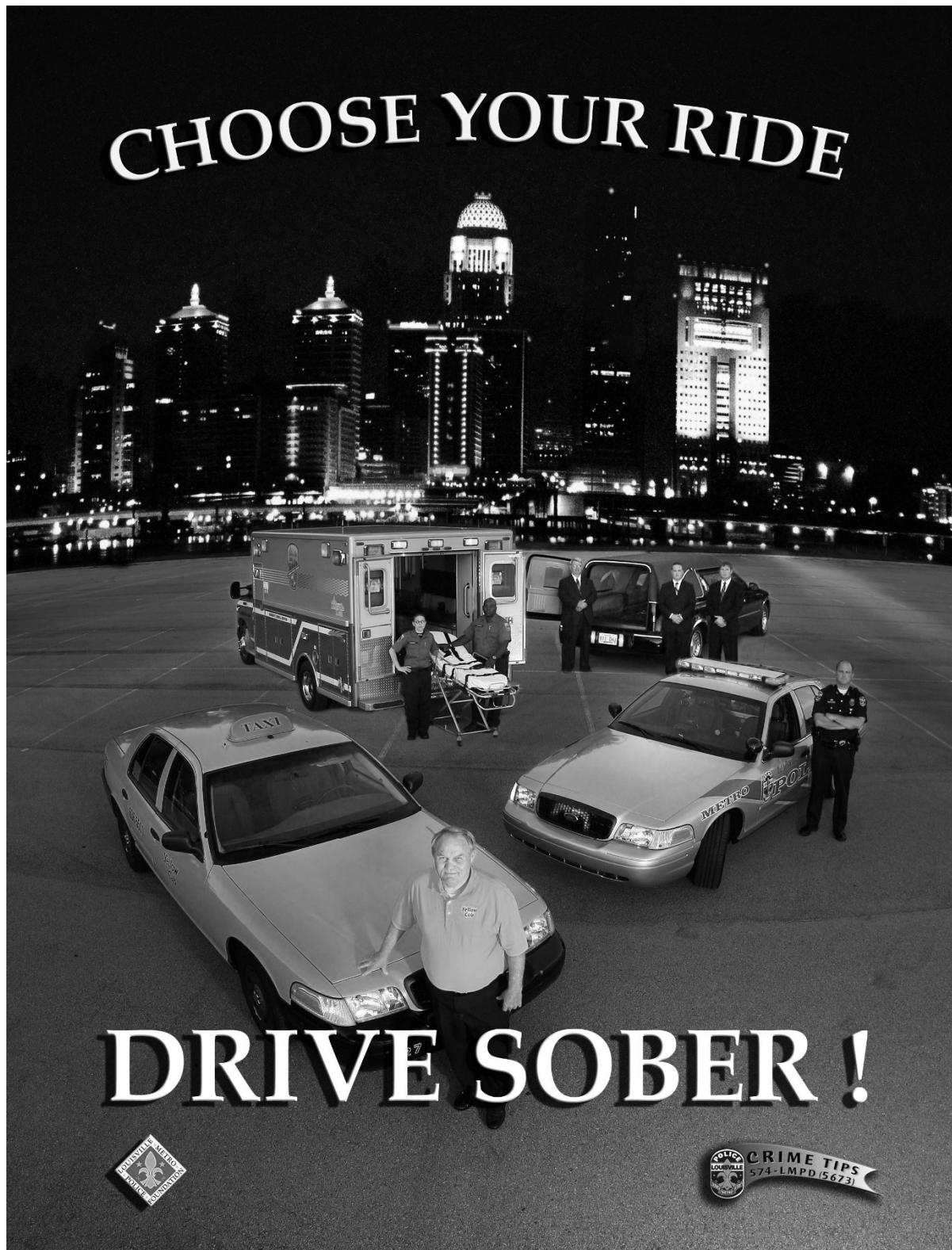
35. Discuss the significance of the last line of the poem: “*Kindness is the word.*” (3 marks)

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

TASK 6
Graphic Text

Read the graphic below carefully then answer the questions (34 to 40) based on it. Please use complete and proper sentences to provide your answers.



SEA Practice Test #9 - ELA (75 minutes)

Questions for graphic

36. a. What vehicles are depicted in the advertisement? (1 mark)

b. What kind of professionals are shown with each vehicle? (2 marks)

38. What message does the phrase “*Choose Your Ride, Drive Sober*” convey? (2 marks)

39. The ad includes a hearse among the vehicles. What message could this convey about the consequences of drinking and driving? (2 marks)

40. How does having individuals next to the vehicles enhance the message of the graphic text? (3 marks)

SEA Practice Test #9 - ELA (75 minutes)

41. Suggest two actions individuals can take to ensure they are making safe choices regarding transportation? (2 mark)

END OF EXAM

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

Answers:

1. friends
2. would
3. court
4. busiest
5. omnibuses
6. depots
7. shabby
8. high
9. ~~was~~ were
10. ~~glancing~~ glance
11. ~~or~~ and
12. ~~take~~ took
13. ~~would~~ could
14. ~~bring~~ brought
15. ~~it~~ them
16. today.
17. brooch,
18. generations,
19. come,"
20. two-hour.
21. Jony

SEA Practice Test #9 - ELA (75 minutes)

22. all,

23. life's

24.a. The first character to notice the music man is little Neddy.

b. He shouts, "A music-man! a music-man! Run quick, and see — he has got a monkey on his organ!"

25. Jocko is dressed in a blue and red suit with a funny little cap. He looks sad and weak, and when the music man pulls the chain to make him dance.

26. He asks the music man not to hurt Jocko and to let him come up to the window to eat cake and rest while the man plays.

27. When Jocko climbs up to the window ledge, he tries to eat but is so tired that he falls asleep.

28. The music man reacts with anger and frustration. He scolds and shakes Jocko. When Jacko doesn't respond, he says, He is dead. I don't want him. I will sell him to someone to stuff.

29. She wants to help him because she likes to nurse even sick animals and believes Jocko deserves a chance to recover.

30. Neddy and Aunt Jane feel sympathy and concern for Jocko's situation. Evidence from the text includes Neddy's plea: "Don't hurt him; let him come up here and get this cake", and Aunt Jane's willingness to take care of Jocko and her belief that he should be given a chance to heal.

31. The story conveys the message that we should treat animals with kindness and compassion. This is important because animals, like Jocko, can experience pain and suffering, and it is our responsibility to care for those who cannot speak for themselves and ensure they are treated well.

32. The speaker is pondering over the true meaning of goodness or what is truly valuable in life.

33. Three answers given are Truth, Pleasure, and Love.

- Truth represents the value placed on honesty and integrity by the wise man.

- Pleasure reflects a more superficial or immediate gratification sought by the fool.

- Love, given as the answer by the maiden, indicates the importance of emotional connection and relationships.

SEA Practice Test #9 - ELA (75 minutes)

34. The phrase suggests that the speaker feels disappointed or disheartened after hearing the different answers about what is considered good. It indicates that the speaker believes none of these answers fully capture the essence of what is truly good, leading to a sense of sadness or longing for a deeper understanding.

35. The last line, Kindness is the word, is significant because it encapsulates the poem's theme that true goodness transcends various external definitions. It suggests that, despite differing opinions on what is valuable, kindness is a universal quality that can bring about true goodness. This conclusion emphasizes the importance of compassion and empathy in defining what it means to be good, aligning with a moral perspective that values relationships and the well-being of others.

36. The vehicles depicted are a taxi, a police car, an ambulance, and a hearse. Each vehicle has a man in uniform (like a police officer or paramedic) and a plain-clothed person next to it.

37. The phrase conveys the important message that individuals should make responsible choices about transportation and avoid driving under the influence of alcohol or drugs. It emphasizes the importance of safety when traveling.

38. The inclusion of a hearse serves as a powerful reminder that impaired driving can lead to serious accidents and fatalities. It suggests that driving under the influence can have tragic consequences, including loss of life, and highlights the importance of sober driving.

39. These individuals near the vehicles is use to emphasize the message of sober driving. That it is relevant to everyone, and that there are possible consequences of not driving sober. It may also hint that everyone has a responsibility to drive safely and make smart choices.

40. Individuals can take several actions, such as always using a designated driver if they plan to drink, utilizing public transportation, calling a taxi or rideshare service, or arranging for a friend or family member to drive them. They can also choose to stay sober if they know they will need to drive.

SEA Practice Test #9 - ELA (75 minutes)

Creative writing (50 minutes)

1. The Day the pipe overflowed in your school's compound: An incident report

A student from your class broke a pipe line in the student's washroom. Write a report on the incident.

Start by outlining the timeline of events leading up to the incident. Include accounts from other students present to illustrate the impact on the school—both short-term effects and long-lasting repercussions.

You may include the following details:

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

2. The Last Train to Nowhere

Imagine a small town that has been cut off from the main train line for decades. One stormy night, a mysteriously old train pulls into the town's dilapidated station, seemingly out of nowhere. Write a narrative from the perspective of a curious teenager who boards the train, only to find that each carriage represents a different memory from the past—either their own or someone else's. As the train travels through these memories, the protagonist uncovers secrets about their family's history and the town's forgotten stories. What revelations do they encounter, and how does this journey change their perception of home?

Revision Definition- Vivid Adverbs and Adjectives

Vivid adjectives and adverbs are descriptive words that create strong, clear images in the reader's mind. They help to evoke emotions and portray specific scenes, actions, or characters in greater detail.

Adjectives and Adverbs: A Revision Guide

Adjectives describe or modify nouns (people, places, things). They provide more detail about a noun.

- Examples in Sentences:

1. The bright sun warmed our faces.
2. She wore a beautiful dress to the party.
3. The tall building stood out against the skyline.

Adverb modify verbs, adjectives, or other adverbs, often describing how, when, where, or to what extent something happens.

- Examples in Sentences:

1. He ran quickly to catch the bus.
2. She sings beautifully.
3. They will arrive soon.

Why would a writer use this device?

SEA Practice Test #9 - ELA (75 minutes)

1. *Use adjectives to give your reader a clearer picture of the noun.*

- Example: The excited children ran to the park. (Describes the noun 'children')

2. *Use adverbs to provide more information about how an action is performed.*

- Example: She spoke softly in the library. (Describes how she spoke)

Tips for using adjectives and adverbs

1. **Be Descriptive but Concise:** Choose strong adjectives and adverbs to convey vivid imagery without overloading your sentences.

- Instead of: The car is very fast.

- You might say: The speedy car zoomed past.

2. **Avoid Redundancy:** Don't use an adverb that repeats the meaning of the adjective.

- Instead of: The fast runner ran quickly.

- You could say: The fast runner sped by.

3. **Placement Matters:** Adjectives typically come before the noun they modify, while adverbs can often be placed at the beginning, middle, or end of a sentence.

- Adjective: The green grass.

- Adverb: Quickly, he completed the task.

4. **Vary Your Language:** Use a mix of adjectives and adverbs to enhance your writing's richness and prevent monotony.

- Instead of: The dog barked loudly.

SEA Practice Test #9 - ELA (75 minutes)

- You might say: The enormous dog barked ferociously.

Vivid Adjectives

Vivid adjectives are specific and evocative, painting a clear picture of the noun they modify.

Examples:

1. Glistening (instead of just shiny)

- The glistening dew on the grass sparkled in the morning sun.

2. Rugged (instead of just rough)

- The rugged mountains towered majestically over the valley.

3. Vibrant (instead of just bright)

- She wore a vibrant red dress that turned heads at the party.

Vivid Adverbs

Examples:

SEA Practice Test #9 - ELA (75 minutes)

1. Cautiously (instead of just carefully)

- He cautiously approached the edge of the cliff, peering over the steep drop.

2. Exuberantly (instead of just happily)

- The children danced exuberantly at the festival; their faces lit with joy.

How to Use Vivid Adjectives and Adverbs in Creative Writing

1. **Create Strong Imagery:** Use vivid words to help your readers visualize scenes and characters.

- Instead of writing: The garden was beautiful,
- Try: The lush, blooming garden was a riot of colorful flowers swaying gently in the breeze.

2. **Enhance Emotional Impact:** Select adjectives and adverbs that evoke feelings.

- Instead of saying: She was sad.
- You could say: She felt an overwhelming sadness wash over her, like a heavy cloud pressing down.

SEA Practice Test #9 - ELA (75 minutes)

3. **Set the Tone:** Choose words that reflect the mood of your piece.

- For a joyful scene, use words like radiant and bubbling. For a darker tone, consider using murky or ominous.

4. **Show, Don't Just Tell:** Use vivid modifiers to show emotions or traits through actions and descriptions rather than stating them outright.

- Instead of telling: He was angry.

- Show it: He slammed the door shut, fuming with barely-contained rage.

5. **Be Specific:** Instead of using generic terms, choose vivid adjectives and adverbs that precisely capture the essence of what you're describing.

- Instead of saying: She ran fast.

- Say: She sprinted breathlessly toward the finish line, her heart racing with every stride.

Name: _____

Practice Exercise

Try rewriting the following dull sentences using vivid adjectives and adverbs:

1. The dog barked loudly.

2. The sky was nice.

3. She spoke softly.

SEA Practice Test #9 - ELA (75 minutes)

Revised Examples:

1. The dog barked ferociously, echoing through the quiet neighborhood.
2. The sky was a brilliant canvas of fiery oranges and purples as the sun set.
3. She spoke hushedly, her voice barely a whisper in the hushed room.

By incorporating vivid adjectives and adverbs into your writing, you can create a more immersive experience for your readers and bring your stories to life!