

# Study Assistant

PRACTICE SEA TESTS

ENGLISH LANGUAGE ARTS

Based on the Revised SEA Framework  
2021-2023

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August 2024

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# English Language Arts

Based on the Revised SEA Framework 2021-2023

School:

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Student's Name:

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Date:

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## **INSTRUCTIONS**

There are TWO sections in this test with a total of 38 questions. You have 75 minutes for this test.

SECTION 1 has 19 questions (nos. 1-19) and a total of 32 marks.

SECTION 2 has 19 questions (nos. 10-39) and a total of 36 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 #7 - ELA (75 minutes)

### Section 1

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#### SPELLING

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

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

*e.g. happy*

Tyler draged his weary body through the bustling

1.

streets of downtown, the kneon lights of the city flickering

2.

like distant stars that had lost their shine. After a gruelling

3.

double shift at the dinner, he felt as if he were moving

4.

through molases, each step heavier than the last. The

5.

clattering of plates and the relentless chatter of costumers

6.

still echoed in his mind, a cacofony that wouldn't fade

7.

away even as he escaped the confines of the resturent.

8.

|  |          |
|--|----------|
|  | 16 marks |
|--|----------|

## SEA Practice Test #7 - ELA (75 minutes)

### GRAMMAR

|               |                                                                                                                                                                     |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TASK 2</b> | <b>There is ONE grammar error in each line of the passage below. Underline each error and write the correct form of the word in the box provided for each line.</b> |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Example: Today was November 4.

*e.g is*

He had started the day with an fresh pot of coffee and the

9.

optimism of a new morning, when by the time the sun had

10.

dipped below the horizon's, his enthusiasm had long since

11.

evaporated. The diner were a haven for night owls, and Tyler

12.

was their reluctant caretaker. He had serve greasy burgers,

13.

poured endlessly cups of coffee, and smiled through fatigue, all

14.

while dreamt of the sweet embrace of his bed.

15.

|  |          |
|--|----------|
|  | 14 marks |
|--|----------|

## SEA Practice Test #7 - ELA (75 minutes)

### PUNCTUATION AND CAPITALIZATION

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

Example: Splendid! I will show you.

|                                                                                |                                    |     |
|--------------------------------------------------------------------------------|------------------------------------|-----|
| As he approached his apartment building                                        | the familiar sight of the worn-out | 16. |
| brick façade brought a flicker of relief to his tired mind.                    | he climbed the                     | 17. |
| stairs two at a time, “Who is cooking ”                                        | He wondered aloud. The smell of    | 18. |
| cooking wafted through the hallway. It smells like pelau.”                     | He exclaimed.                      | 19. |
| However, he had no appetite left for anthing but sleep. “daniel, is that you?” |                                    | 20. |
| I heard my mom asked as I entered my one-bedroom sanctuary. There i was        |                                    | 21. |
| greeted by the soft gentle glow of a tall lamp in the corner, casting warm     |                                    | 22. |
| light that danced playfully across the walls small room                        |                                    | 23. |

|  |         |
|--|---------|
|  | 8 marks |
|--|---------|

## SECTION TWO

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### COMPREHENSION

|                                 |                                                                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TASK 4</b><br><b>Passage</b> | <b>Read the passage below carefully then answer the questions (24 to 31) based on it. Please use complete and proper sentences to provide your answers.</b> |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

Famine remains one of the most devastating crises impacting global populations, with far-reaching implications for the health and development of children. Among these, school-age children are particularly vulnerable, as their educational opportunities are severely disrupted in times of food insecurity. The interplay between famine and education is complex; malnutrition can lead to cognitive impairments, diminished school attendance, and increased dropout rates, further perpetuating cycles of poverty and deprivation.

Food shortages can have a profound impact on long-term educational outcomes, creating a “ripple effect” that extends far beyond the classroom. When children lack consistent access to nutritious meals, their cognitive development suffers, leading to difficulties in concentration, memory retention, and overall learning capabilities. Hunger can cause fatigue and irritability, diminishing a student’s ability to engage actively and participate in educational activities.

Moreover, food insecurity often leads to increased absenteeism, as children may miss school due to health issues or the need to work to help support their families. This disrupted education can result in lower academic achievement, reduced graduation rates, and limited opportunities for higher education, perpetuating a cycle of poverty. Additionally, the psychological stress associated with food shortages can contribute to behavioral issues, further hindering a child's educational experience. Addressing food scarcity not only supports immediate health but is also crucial for fostering a generation capable of thriving academically and contributing positively to society.

## SEA Practice Test #7 - ELA (75 minutes)

### Questions for passage

24. Define the term “*cognitive impairment*”? (2 mark)

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25. What is one of the most devastating crises impacting global populations? (1 marks)

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26. Why are school-age children particularly vulnerable during famine? (2 marks)

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27. How does malnutrition affect educational opportunities for children? (2 marks)

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## SEA Practice Test #7 - ELA (75 minutes)

28. Suggest three consequences of food shortages on long-term educational outcomes? (3 marks)

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29. How does lack of access to nutritious meals impact cognitive development in children? (3)

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30. Which phrase or group of words in paragraph 2 defines the phrase “ripple effect”? (1 marks)

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31. What is the purpose of this writing? (2 marks)

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|  |          |
|--|----------|
|  | 16 marks |
|--|----------|

SEA Practice Test #7 - ELA (75 minutes)

|                              |                                                                                                                                                       |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TASK 5</b><br><b>Poem</b> | <b>Read the poem below carefully then answer the questions (32-37) based on it. Please use complete and proper sentences to provide your answers.</b> |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**Song of the Shirt** (*Thomas Hood*)

With fingers weary and worn,  
    With eyelids heavy and red,  
A woman sat in unwomanly rags,  
    Plying her needle and thread –  
Stitch! Stitch! Stitch!  
    In poverty, hunger and dirt,  
And still with a voice of dolorous pitch  
    She sang the “Song of the shirt!”

“Work! Work! Work!  
    While the cock is crowing aloof!  
And work – work – work,  
    Till the stars shine through the roof!  
It’s oh! To be a slave  
    Along with the barbarous Turk,  
Where a woman has never a soul to save,  
    If this is Christian work!

Work – work – work  
    ‘Till the brain begins to swim;  
Work – work – work  
    ‘Till the eyes are heavy and dim!  
Seam, and gusset, and band,  
    Band, and gusset, and seam,  
‘Till over the buttons I fall asleep,  
    And sew them on in a dream!

## SEA Practice Test #7 - ELA (75 minutes)

### Questions for Poem

32. Who wrote the poem above?

(1 mark)

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33. What is the condition of the woman described in the text?

(2 marks)

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34. What is the title of the song that the woman sings?

(1 marks)

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35. How does the woman feel about her work?

(2 mark)

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## SEA Practice Test #7 - ELA (75 minutes)

36. What are the repeated phrases in the poem that emphasize the theme of work? Why is this phrase repeated? (3 marks)

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37. How long does the woman work? Use the poem to support your an answer. (3 marks)

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|  |          |
|--|----------|
|  | 12 marks |
|--|----------|

## SEA Practice Test #7 - ELA (75 minutes)

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

### - Table of Contents

## DIY DECORATING The Essential Guide to Home Decorating

### Page

|     |                             |
|-----|-----------------------------|
| 6   | Introduction                |
| 8   | Colour                      |
| 34  | Basic Equipment             |
| 50  | Wiring and Plumbing         |
| 82  | Preparation                 |
| 96  | Structures                  |
| 128 | Staring Work                |
| 178 | Soft Furnishing             |
| 187 | Lighting                    |
| 210 | Flooring                    |
| 228 | Storage                     |
| 248 | Commissioning Professionals |
| 250 | Glossary                    |
| 267 | Index                       |



## SEA Practice Test #7 - ELA (75 minutes)

### Questions for graphic

38. What is the title of the section that starts on page 8? (1 marks)

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39. Which page would the topic of "Flooring" begins? (1 marks)

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40. What is discussed on page 34 to 49? (1 marks)

---

41. Where would you find information about laying tiles in a room? (2 marks)

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42. How many pages are allocated for the "Glossary"? (1 mark)

---

43. What is the purpose of the "Glossary"? (2 marks)

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## SEA Practice Test #7 - ELA (75 minutes)

44. Why would such a book require an index?

(2 marks)

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45. How would this book be useful for the homeowner?

(2 marks)

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|  |          |
|--|----------|
|  | 12 marks |
|--|----------|

**END OF EXAM**

## SEA Practice Test #7 - ELA (75 minutes)

### Answers:

1. dragged
2. neon
3. gruelling
4. diner
5. molasses
6. customers
7. cacophony
8. restaurant
9. a
10. but
11. horizon
12. was
13. served
14. endless
15. dreaming
16. building,
17. He climbed
18. cooking?
19. "It
20. Daniel
21. I
22. soft,
23. room.
24. Cognitive impairment can be defined as a term to describe any characteristic that acts as a barrier to one proper or full mental function and understanding.
25. One of the most devastating crises impacting global populations is famine.
26. School-age children are particularly vulnerable during famine because their educational opportunities are disrupted.
27. Malnutrition affect educational opportunities for children as it affects their cognitive processing and development.
28. Any three: absenteeism, difficulties in concentration, fatigue, irritability, memory retention.
29. Lack of access to nutritious meals impact cognitive development in children by affecting their concentration span, memory retention, and overall learning capabilities.
30. ...extends far beyond the classroom
31. The purpose of this writing is to inform the reader about the effects of famine on children and their ability to learn and go to school.
32. Thomas Hood
33. She was very tired due to the long hours of sewing.
34. Song of the shirt
35. She feels exhausted and overworked, underpaid, and trapped in a cycle of poverty.
36. Work ! Work! Work! is the repeated phrase. It is repeated to convey the relentless and exhausting nature of the woman's labour. it emphasize the overwhelming workload and the never-ending cycle of work.
37. "...while the cock is crowing aloof, and till the stars shine through the roof" tells us the woman works through the night and into the early morning.
38. colour
39. Page 210
40. On page 34 to 49, you will find information about the basic equipment you will need any task for home decorating
41. . I expect to find information on laying tiles in a room under the in the section "Flooring".
42. 16 pages
43. The glossary has the definition of a number of technical terms for interior decorating that are used in the book. It is place in alphabetical order like a dictionary.
44. An index is required to help the reader find the page number for specific topics addressed in the book.
45. This book will be useful for the homeowner who would like to learn more about interior designing or who would like to redecorate their home, and thus save money, or even determine if they are apt to do the task themselves.

## SEA Practice Test #7 - ELA (75 minutes)

### **Creative writing (50 minutes)**

1. You and several of your classmates were on an excursion at the zoo. A student fell and sprains his ankle. Write a report on the incident. Make sure to indicate what was the cause of the incident.

Ideas for development

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. Write a short story title "A Day At The Zoo".

## Revision Definition- Personification

**Personification** is a literary device in which human traits, emotions, or intentions are attributed to non-human entities, such as animals, inanimate objects, or abstract concepts.

### Why would a writer use this device?

Writers often employ personification to create vivid imagery, enhance emotional connection, and engage readers' imaginations. By giving life to the lifeless, authors can evoke empathy and make their narratives more relatable.

### Example 1:

For instance, in the poem "Because I Could Not Stop for Death" by Emily Dickinson, Death is depicted as a courteous gentleman who kindly takes the speaker on a carriage ride, illustrating the inevitability of mortality in a gentle manner.

### Example 2:

Similarly, in the line "*The wind whispered through the trees*," the wind is personified as a whispering presence, suggesting a serene and intimate interaction with nature. Through such examples, personification enriches the text, allowing readers to experience the world through a more emotional and human lens.

### How do you use personification in your narrative?

To effectively incorporate personification into your writing, begin by identifying the elements within your story that could benefit from a human touch. For instance, consider how a storm might "rage" or a tree might "whisper" secrets, allowing readers to connect more deeply with the setting.

## SEA Practice Test #7 - ELA (75 minutes)

Use vivid imagery and sensory details to create a more immersive experience, painting a scene where the environment responds to the characters' emotions.

Additionally, ensure that the personification aligns with the overall tone of your narrative; a whimsical tale may call for playful anthropomorphism, whereas a darker story might use personification to evoke foreboding.

Experiment with different forms of personification, whether it's through dialogue, where a character converses with nature, or descriptive passages that depict emotions in the landscape.

Moreover, consider the rhythm and flow of your sentences, as well-crafted personification can enhance the lyrical quality of your prose.

Lastly, be mindful of overuse; while personification can enrich your narrative, it should complement rather than overwhelm the plot. By weaving in these elements thoughtfully, you can create a more engaging and relatable story that resonates with readers, inviting them to see the world through a more imaginative lens.

Ultimately, the goal is to evoke emotions and foster connections, transforming the ordinary into the extraordinary through the artful use of personification in your narrative.

In **summary** personification is a literary device that attributes human characteristics, emotions, or actions to non-human entities, objects, or abstract concepts, thereby bringing them to life in the reader's imagination. This technique enhances storytelling by creating vivid imagery and fostering emotional connections. By using personification, writers can convey complex ideas and themes more effectively, inviting readers to explore deeper meanings behind the text. Ultimately, personification enriches the narrative, allowing for a more immersive and impactful reading experience.

## SEA Practice Test #7 - ELA (75 minutes)

### An Example



## SEA Practice Test #7 - ELA (75 minutes)

In the heart of a stormy night, the furious wind howled like a banshee, rattling the windows and causing the trees to sway in fear. Among them stood an ancient oak, its gnarled branches reaching out as if to protect the earth from the wrath above. As the tempest raged on, the oak seemed to roar back at the wind, its leaves rustling in defiance, displaying a fierce spirit that belied its age.

Meanwhile, in a nearby meadow, a playful willow danced gracefully, its long limbs swirling and twirling in a joyful ballet, inviting the rain to join in its celebration. The droplets kissed the ground, and the willow swayed, as if sharing a secret with the clouds. Each gust of wind sent ripples through the grass, creating a symphony of rustling whispers, while the angry storm continued its tirade. The oak stood firm, a stalwart guardian, while the willow, embraced by the storm, seemed to laugh in the face of chaos.

### **NOTE:**

Nature, with its remarkable ability to evoke emotion, transformed the scene into a vibrant tapestry of life. The oak's defiance and the willow's merriment painted a picture of resilience, showing that even in the midst of fury, there exists a dance of survival and joy. Each element in this tempestuous landscape embodied a character of its own, reminding us that even in the darkest of storms, the spirit of life continues to express itself in remarkable ways. The oak may have been angry and fierce, but the willow danced, proving that happiness can bloom even amidst the most chaotic of circumstances.