

NT 2009



TEST CODE 302

BOX NO.	
FOLDER NO.	

Republic of Trinidad and Tobago  
Ministry of Education

NATIONAL TEST 2009

ENGLISH LANGUAGE ARTS STANDARD 3  
(75 Minutes)

Name:							
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	SCHOOL CODE			CLASS	STUDENT NUMBER		

Official Use: Tick if necessary

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**Directions for the Test**

This test is divided into EIGHT parts with a total of 39 items.

For each part of the test, there will be a different set of directions.

Make sure you understand the directions before you start to work.

Read EACH item CAREFULLY before answering it.

Write ALL your answers in the spaces provided in this test booklet.

Answer ALL items.

Work carefully but do NOT spend too much time on any one item



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*Division of Educational Research and Evaluation*

ENGLISH LANGUAGE ARTS  
STANDARD THREE

Part 1 – Spelling

In each of the following sentences, fill in the blank by adding a prefix from the box, to the words in brackets.

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Example: The unhappy boy visited the Principal. (happy)

- 1. My little brother rode his \_\_\_\_\_ in the backyard. (cycle)
- 2. Our Mathematics topic was \_\_\_\_\_ fractions. (proper)
- 3. Mother went to the \_\_\_\_\_ to buy groceries. (market)
- 4. Tom had great \_\_\_\_\_ when he twisted his ankle. (comfort)

There is one spelling error in each of the following sentences. Underline the error and write the correct spelling of the word on the given line.

- |    |   | Correct Spelling |                          |
|----|---|------------------|--------------------------|
| 5. | The lady showed kindness to the poor children.                | _____            | <input type="checkbox"/> |
| 6. | Fourty children attended the school concert last Wednesday.   | _____            | <input type="checkbox"/> |
| 7. | My parents arrived ten minutes after the accedent took place. | _____            | <input type="checkbox"/> |
| 8. | “I have allready cleaned out the jar,” she answered loudly.   | _____            | <input type="checkbox"/> |



## Part 2 - Vocabulary

Read the sentences below carefully. Use the clues in each sentence to find the meaning of each underlined word. Write the meaning of the word on the line provided.

### Example:

The wealthy owner bought the most costly gift.

wealthy means very rich \_\_\_\_\_

9. David was elected as the new class prefect from a list of twenty students.

elected means \_\_\_\_\_

10. We had to extend the show because the time given was not enough.

extend means \_\_\_\_\_

11. Since the meal was sufficient, no one asked for more food to eat that night.

sufficient means \_\_\_\_\_

12. The fragrance of the perfume was like the smell of fresh roses.

fragrance means \_\_\_\_\_

13. Please attach the string and tail to the kite before we fly it.

attach means \_\_\_\_\_



Turn to begin the Comprehension



### Part 3 – Comprehension

Read the poem below and answer the questions about what you have read.

#### If I Were

If I were a lizard  
I'd lie around all day  
And stick out my tongue  
In a very naughty way.

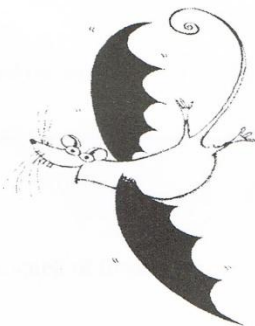
- 5 And my mother couldn't tell me  
It's a wicked thing to do  
Since she would be a lizard  
And she would do it too.

- 10 If I were a rat bat  
Then I would sleep all day  
And stay awake the livelong night  
In a most upsetting way.

- 15 And my mother couldn't tell me  
It's a wicked thing to do  
Since she would be a rat bat  
And she would do it too.

- 20 If I were an earthworm  
I'd play in dirt all day  
And drag my feet behind me  
In a lazy sort of way.

And my mother couldn't tell me  
It's a wicked thing to do,  
Since she would be an earthworm  
And she would do it too.



Pamela Mordecai, "If I Were". One Hundred and One Favourite Poems, HarperCollins, 2003, pp. 123-124. (*Adapted*)

Answer questions 14 to 18 based on the poem on page 4.

14. Apart from the poet, who is the other person spoken about in the poem?

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15. In the poem, apart from the earthworm, what two other creatures does the poet compare herself to?

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16. What words are repeated in the poem, that tell us the poet was pretending to be something else other than human?

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17. Explain what the poet means by '*And she would do it too*' in line 24.

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18. (a) Give another suitable title for the poem.

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- (b) Using one example of what the poet says or does, explain why you chose this title.

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**Part 4 – Study Skills**

Study the notice that was placed in the school’s weekly newspaper. Answer the questions using complete sentences, correct spelling and grammar.

**NOTICE**

**Patterson Primary School PTA  
Invites**

**ALL PARENTS AND TEACHERS**  
to

An urgent PTA meeting at the Patterson Primary School Hall  
on Friday, January 24<sup>th</sup>, starting at 10:00 a.m. sharp

Speaker  
**Mrs. Beverly Swan**  
**Ministry of Youth Culture and Sports**

Topic: The Value of Sports in Children’s Lives

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**Motto: Making the Difference in Our Children’s Lives**

19. Who placed the notice in the school’s newspaper?

\_\_\_\_\_

\_\_\_\_\_

20. As used in the notice, what do the words ‘starting at 10:00 a.m. sharp’ mean?

\_\_\_\_\_

\_\_\_\_\_

21. Why is this PTA meeting being called?

\_\_\_\_\_

\_\_\_\_\_



**Part 5 – Punctuation**

In each sentence there is one missing punctuation mark. Insert the missing punctuation marks – *full stops, question marks, apostrophe marks, quotation marks or commas.*

**Example:** The missing comma is inserted by the pencil shown below.

He rode his black, blue and green bicycle around the large hole.

22. Mr. John B Clarke has no children.

23. He lives all alone in a small house

24. Sometimes neighbours friends and well-wishers, should visit him.

25. His only companions are his two dogs Rex and Lassie.

26. Mr. Clarkes day begins with an early morning.

27. Sheba, Lassie, let's go!" he would say.

28. Have you ever seen them running



### Part 6 – Parts of Speech

On the line provided, write the part of speech of the underlined word. For example, *adjective, verb, adverb, preposition or pronoun.*

- |   | Part of Speech |                          |
|---|----------------|--------------------------|
| 29. Dave and Sandy are visiting <u>us</u> .           | _____          | <input type="checkbox"/> |
| 30. They <u>live</u> in Tobago.                       | _____          | <input type="checkbox"/> |
| 31. Both Dave and Sandy are <u>clever</u> children.   | _____          | <input type="checkbox"/> |
| 32. The spoke <u>excitedly</u> about their boat trip. | _____          | <input type="checkbox"/> |
| 33. They will stay with us <u>until</u> December.     | _____          | <input type="checkbox"/> |

### Part 7 – Sentence Structure

Choose the word from the brackets that best completes each sentence. Write the word on the line provided.

- |   |                          |
|---|--------------------------|
| 34. They have _____ us until Monday, to return the money. (give, gave, given)     | <input type="checkbox"/> |
| 35. Paul and Leela have _____ about the terrible accident. (spoken, speak, spoke) | <input type="checkbox"/> |
| 36. She has _____ the tune many times at the concert. (sing, sang, sung)          | <input type="checkbox"/> |
| 37. The man has _____ the bright light in the sky. (seen, see, saw)               | <input type="checkbox"/> |
| 38. We could have _____ killed during the violent storm. (get, got, gotten)       | <input type="checkbox"/> |

**Part 8 – Writing**

39. We all have favourite objects that we care about and would not want to give up.

Think of one object that is important or valuable to you. For example, it could be a book, a toy, a game, or any object you care about.

**Write about your favourite object. Be sure to describe the object and explain why it is valuable or important to you.**

**You can use this area to plan your writing**

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**YOU HAVE REACHED THE END OF THE TEST.  
CHECK THAT YOU HAVE ANSWERED  
ALL THE QUESTIONS.**

**WELL DONE!**

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