



CHEETAH™ Purrrrrrr Publishing

P R E S E N T S

Primary Exit Profile (PEP) LANGUAGE ARTS PRACTICE SAMPLE QUESTIONS

6
GRADE

- Curriculum Based Test Items

- Full alignment with new National Standards Curriculum

- Answers and explanations included

- Key concepts for learning

- Learn about PEPality®



HOOTY HOOT™



Paulette Trowers, J.D.

VOLUME 1,
March
2019

THIS BOOK BELONGS TO

WHOSE DREAM IS TO BECOME A/AN

DATED

10 9 8 7 6 5 4 3 2 1

Copyright© 2019. All rights reserved.

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law.

Although every precaution has been taken to verify the accuracy of the information contained herein, the author and publisher assume no responsibility for any errors or omissions. No liability is assumed for damages that may result from the use of information contained within. Your legal remedy, if any, is limited to the amount paid for this book and/or training.

ISBN-13: 978-1-7328369-1-4

ISBN-10: 1-7328369-1-4

Permission request(s) should be submitted to the publisher in writing at one of the addresses below:

CHEETAH™ Toys & More, LLC
15 Lewis Street, Ste 302
Hartford, CT 06103

Lot 138, Bryan's Bay
Port Antonio PO
Portland, Jamaica
support@mydreamcheetah.net
paulettetrowers@yahoo.com
WhatsApp: 876-909-6311

Author: Paulette Trowers, JD and a team of educators

Editors: Fiona Porter-Lawson, Pauline Trowers

Cover and Interior Design: CHETAH™ Purrrrrrr Publishing ("CHEETAH™), an imprint of CHEETAH™ Toys & More, LLC.

Publisher: CHEETAH™ (Connect to Higher Education, Electronic Tools, Application & Help)



**SAMPLE
CURRICULUM BASED
TEST QUESTIONS**

FROM

CHEETAH™

**PRIMARY EXIT PROFILE (PEP)
LANGUAGE ARTS PRACTICE
QUESTIONS WORKBOOK**



PREFACE

Although geared for Grade 6, this book is a great resource and assessment tool that will aid all students. **Connect to Higher Education, Electronic Tools, Application and Help (CHEETAH)TM** is providing the tools to educate, inspire and entertain our students. Under our innovative **CAPE (Comprehend, Apply, Practise & Evaluate)** approach, we start with a review of the fundamentals, provide key concepts and rules and presents lots of practice with answers and explanations.

ACKNOWLEDGEMENT

This book is about **honour** on many different levels. I give **honour** first to my Creator who has not only given me the opportunity to be in the right place at the right time but “he” has also given me all the resources (people, time, money, health and skills) along with the tools, including my **C8TM**. I must also give **honour** to my strategic partners and my team who made this book possible.

Additionally, it is truly an **honour** to contribute to the Jamaican educational system that has greatly impacted my life. The tools were great for me 40 years ago (where did the time go!), but I strongly believe in the quote that we “... cannot do today’s job with yesterday’s methods and be in the business tomorrow.” I am truly **honoured**, and this is not an empty rhetoric, to be in the business of education; of educating and creating future leaders.

Special thanks to my family who has always believed in me and has given me the space to pursue all my dreams. Love you unconditionally.

Enormous thanks to:

- ✓ My editors, Fiona Porter-Lawson and Pauline Trowers, and all schools and students who reviewed and provided feedback.
- ✓ The Ministry of Education, Youth and Information (MOEYI) for reviewing and providing guidance, supporting our community initiatives within schools and for giving CHEETAHTM, and other publishers, the platform to positively impact our students.
- ✓ The Teachers’ Colleges including The Micro *University* College of Agricultural Science&Education (CASE) and its student teachers who volunteer with CHEETAHTM.
- ✓ The Jamaica Information Service for giving us permission to utilise its information and the platform to showcase our social responsibilities.
- ✓ The local printing companies including Phoenix Printing and book stores such as Bryan’s Bookstores that currently distribute and market our books.
- ✓ Those who I inadvertently forgot.

My name is Hoot,
Hooty Hoot™,
the wise owl!
I will educate,
inspire and entertain you –
the CHEETAH™ way.
Come with me!



Practice Items Test

TOTAL MARKS



Picture from CHEETAH's™ Gallery

“You can’t do today’s job with yesterday’s methods
and be in business tomorrow.”

– Author Unknown.

QUESTION 1

Strand: Research and Study Skills

Objectives:

- ✓ Use **glossaries** to support the comprehension of **fiction** and **non-fiction** texts
- ✓ Use **table of contents** and **index** to locate information in texts

Item type: Selected Response – Multiple Choice - Single select

Read through the table of contents, short passage and glossary. Then use these resources to answer the multiple choice questions.

OCTOPUSES AND THEIR BEHAVIOUR

(1) Cephalopods – An Invertebrate Family	1
(2) Octopuses of the World	12
(3) What’s on the Menu	20
(4) Masters of Camouflage	31
(5) Defensive Strategies	47
(6) Octopus Scientists	56

Octopuses are *notoriously* difficult to keep in the laboratory. They are highly intelligent, even remembering the faces of different people that they interact with. Octopuses have *distinct* personalities, and this is often shown in the ways that they approach puzzles, make attempts at escape, or air their *grievances*.

One researcher kept coming back to his lab in the mornings to find that the power was shorting out at nights. He installed a camera to see why. The footage showed an octopus in its tank that was popping its head out and squirting jets of water at light fittings, making the power trip. They might be a handful to study, but they are fascinating creatures.



GLOSSARY

Notorious — famous for being difficult or bad

Distinct — recognisably different things of a similar type

Grievance — a cause for complaint

Choose one correct response from each of the options below.

1. If you wanted to know the ways in which squids and cuttlefish are similar to octopuses, which chapter would you consult?
A. 5 **B. 2** **C. 4** **D. 1**
2. If you wanted to learn about the ink, acid and poison sacs that octopuses have, which chapter would you turn to for this information?
A. 2 **B. 5** **C. 1** **D. 3**
3. Which chapter do you think the excerpt is from?
A. 3 **B. 5** **C. 6** **D. 1**
4. What do you think would be an appropriate synonym for the word notorious as it is used in this extract?
A. challenging **B. troublesome** **C. Neither A nor B** **D. Both A and B**
5. What would be another way to describe octopuses' personalities aside from the word 'distinct'?
A. unmistakable **B. close** **C. funny** **D. weird**

5 MARKS



QUESTION 2

Strand: Reading for Meaning and Enjoyment (Comprehension)

Objective: Identify and discuss connections with texts: **text-to-self**, **text-to-text** and **text-to-world**; interpret texts accurately and with expression

Item types: Constructed Response- Short Constructed Response Table Grid

My first mistake was disobeying my mother. The second was lying to her, and I knew instinctively that the latter was the bigger of the two errors. I knew I was in big trouble because she had not punished me. She was giving herself time to think about a penalty worthy of the crime, and, of course, to discuss it with daddy. I was at sea in my tumultuous thoughts. I did not hear her calling my name until she was practically shouting.

“Joshua!”

“Coming, mommy”. The words rushed out my mouth, but my mind was telling me to do anything but go to her. I could hide. I could run. Surely, she would calm down if given a little time.

The next thing I knew, I was sitting at Aunt Beth’s table trying to catch my breath from the sprint I made up the hill. This was my third and worst mistake.

1. What 2 mistakes did Joshua make?

2. Is this an example of information that is explicitly stated or implied?

3. Joshua is clearly in big trouble. What do you think Joshua should do when he leaves his aunt’s house?





Read the questions below which are based on the extract above. Say whether each question is at the literal, inferential or critical level?

Question	Literal	Inferential	Critical
How do you know that Joshua was in a great deal of trouble?			
What evidence is there that this was not the first time Joshua had lied to his mother?			
How does the metaphor used in paragraph one help us to understand what the character was feeling?			





QUESTION 3

Strand: Reading for Meaning and Enjoyment (Comprehension)

Objectives:

- ✓ Identify and discuss connections with texts: **text-to-self**, **text-to-text** and **text-to-world**; interpret texts accurately and with expression
- ✓ Discuss explicit information and share personal views

Item types: Constructed Response — Short Constructed Response & Selected Response — Multiple Choice — Single select

- A.** If you are reading a story, do you prefer something that is funny or something serious? Funny stories are called **comedies**. Serious stories are called **dramas**. Of the two types, state which you prefer to read and explain why.

2 MARKS

- B.** Read the book excerpt below, and decide whether the people are connecting **text-to-self**, **text-to-text**, or **text-to-world**.

The Cow Pasture is a story about a group of children who spend their weekends playing on a farm near their houses. Their games change with the seasons, just like the colours and shapes of the place where they play.

1. I have travelled to the place where the author wrote the text. You can see how the plants and landscapes there inspired her descriptive language in the book.
 - A. Text-to-self
 - B. Text-to-text
 - C. Text-to-world

2. This story reminds me of a song that I heard a few years ago.
 - A. Text-to-self
 - B. Text-to-text
 - C. Text-to-world



PRACTICE ITEMS TEST

3. The main character reminds me so much of one of my best friends.
- A. Text-to-self B. Text-to-text C. Text-to-world
4. The way that the games change throughout the book, really says a lot about growing up and life.
- A. Text-to-self B. Text-to-text C. Text-to-world
5. *The Cow Pasture* reminds me of the games that my friends and I used to play when we were children.
- A. Text-to-self B. Text-to-text C. Text-to-world

5 MARKS



QUESTION 4

Strand: Grammar and Conventions

Objectives:

- ✓ Use **speech marks, exclamation signs, semi colons, and question marks** accurately
- ✓ Use **punctuation marks** (brackets, colons, ellipses, dashes) appropriately

Item type: Constructed Response – Short Constructed Response

A. Write about how the punctuation changes the meaning of this sentence.

“I won the prize!”

“I won the prize?”

1 MARK

B. Use a colon (:) to expand on a concept in a sentence. An example is provided to show you how.

She is just what I look for in a friend: honest and loyal.

1 MARK



QUESTION 5

Strand: Reading for Meaning and Enjoyment

Objective: Compare and contrast **setting** and **plot** in different stories

Item type: Selected Response – Multiple Choice – Single select

Read the passages below and complete the table grid as directed.

When Alice saw a rabbit taking a watch out of his pocket and hurrying someplace, curiosity got the better of her and she found herself following the rabbit down a very deep well. The story picks up when she hits the bottom of the well.

Alice was not a bit hurt, and she jumped up in a moment. She looked up, but it was all dark overhead; before her was another long passage and the White Rabbit was hurrying down it. There was not a moment to be lost. Away went Alice like the wind; the rabbit was till in view as he turned a corner. She was close behind it when she turned the corner, but the Rabbit was no longer to be seen.

She found herself in a long, low hall, which was lit up by a row of lamps hanging from the roof. There were doors all 'round the hall, but they were all locked; and when Alice had been all the way down one side and up the other, trying every door, she walked sadly down the middle, wondering how she was ever to get out again.

Adapted from Alice in Wonderland by Lewis Carroll

It was Toto that made Dorothy laugh; the little black dog who played all day long, and Dorothy loved him dearly. Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even grayer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.

“There’s a hurricane coming, Em,” he called to his wife. “I’ll go look after the stock.” Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

“Quick, Dorothy!” she screamed. “Run for the cellar!”

Adapted from The Wonderful Wizard of Oz by L. Frank Baum



Read the statements below that compare and contrast the two stories. Place a tick beside each statement that is true.

Question	Tick if True
The two main characters are facing conflicts; A storm is heading to Dorothy’s home and Alice is uncertain about how she will get out of the well.	
The two main characters are facing conflicts; Toto isn’t playing with Dorothy today and Alice can no longer see the rabbit.	
The setting in the well is cheery and magical, while the setting of Dorothy’s home is grey and gloomy.	
The setting in both narratives adds to the sense of danger.	
One difference between the two animals is that Rabbit is given human attributes and Toto is not.	



QUESTION 6

- Strand:** Research and Study Skills
- Objective:** Scan for specific information
- Item type:** Selected Response — Table Grid

Look at the pictures and read through the information. Afterwards, complete the table by placing a tick (✓) in the correct column. You will need to make inferences based on the reading material and pictures.



Name: Jamaican Iguana

Class: Reptile

Diet: Herbivore

Lifespan: Around 20 years

Habitat of the Jamaican Iguana: Dry coastal forests of the Hellshire Hills. Endemic to Jamaica and critically endangered.

Defence: Iguanas have long claws and sharp teeth. They can also attack with their tail or detach it to confuse a predator and then grow a new tail.

Fun fact: Iguanas are great swimmers and can spend 30 minutes under water without needing another breath.



THE JAMAICAN IGUANA

By .RGB. - <https://www.flickr.com/photos/rbulmahn/4925376483/>,
CC BY 2.0, <https://commons.wikimedia.org/w/index.php?curid=25873143>

LANGUAGE ARTS CBT QUESTIONS



Claim	True	False
There is an infestation of iguanas within Jamaica.		
An iguana hatches from an egg.		
An iguana mostly eats meat.		
Generally, iguanas can live longer than humans.		
An iguana could spend 20 minutes under the water without needing to come to the surface.		
An iguana can use its tail as a weapon or as a distraction.		

6 MARKS

QUESTION 7

Strand: Writing

Objectives:

- ✓ Organise paragraphs to reflect different internal text structures (**compare and contrast, cause and effect**)
- ✓ Write paragraphs in which topic sentences, supporting details and **concluding sentences** are easily identified

Item type: Constructed Response – Extended Response

Write an expository piece about the following pictures of a turtle and a tortoise in which you compare and contrast the two reptiles. To **compare** is to highlight the similarities, while to **contrast** focuses on the differences. Your piece must include a topic sentence, three sentences that compare and provide details for this comparison and three sentences with contrasting details. Lastly, you will finish with a concluding sentence.



10 MARKS

LANGUAGE ARTS CBT QUESTIONS







QUESTION 8

Strand: Research and Study Skills

Objectives:

- ✓ Scan for specific information
- ✓ Use dictionaries with greater degree of accuracy to support different oral and written tasks

Item type: Constructed Response – Short Constructed Response

Read the three definitions below and then use all three words in a single sentence. You are allowed to change the tense or form of the word.

- preposterous – ridiculous or foolish (What a preposterous idea!)
- scheme – a large-scale plan (They hatched a scheme to steal the exam papers.)
- thwart – to stop somebody from doing something (She thwarted his plan to avoid his chores.)

3 MARKS



QUESTION 9

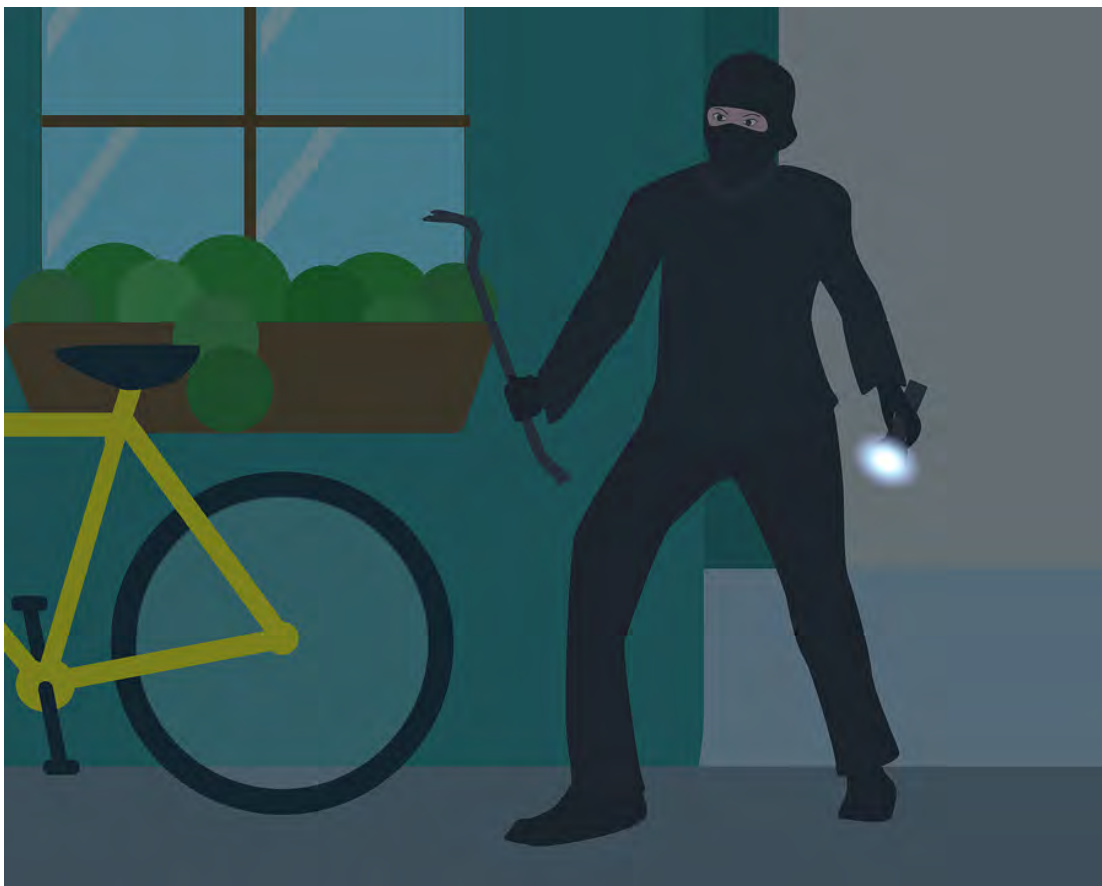
Strand: Reading for Meaning and Enjoyment (Comprehension)

Objectives:

- ✓ Skim, scan and apply other reading strategies to locate **main ideas** and other specific information in text
- ✓ Use text information to confirm or modify **predictions** made during reading

Item type: Constructed Response - Short Constructed Response

Look at the picture and consider what you think the passage will be about.



The thief looked in through the window. There was only an old lady at home. This was going to be even easier than he thought. He picked the lock and headed in through the back door so that he could creep upstairs while the old lady was still watching television.



A. We are halfway through the passage. What do you think the **main idea** is so far? What do you think is going to happen next?

2 MARKS

CONTINUATION OF STORY

But when he was on the third step, he was pulled down to the floor. His mask had been turned around, so he couldn't see who had grabbed him. Somebody had him on the ground in a stronghold, and he couldn't wriggle free.

“Guess you picked the wrong house,” came the croaky, old voice of the lady. Before long, the sounds of police sirens were audible down the street.

B. Was there a difference in what happened and what you expected to happen? If there was, explain why it was different.

3 MARKS





QUESTION 10

Strand: Research and Study Skills

Objectives:

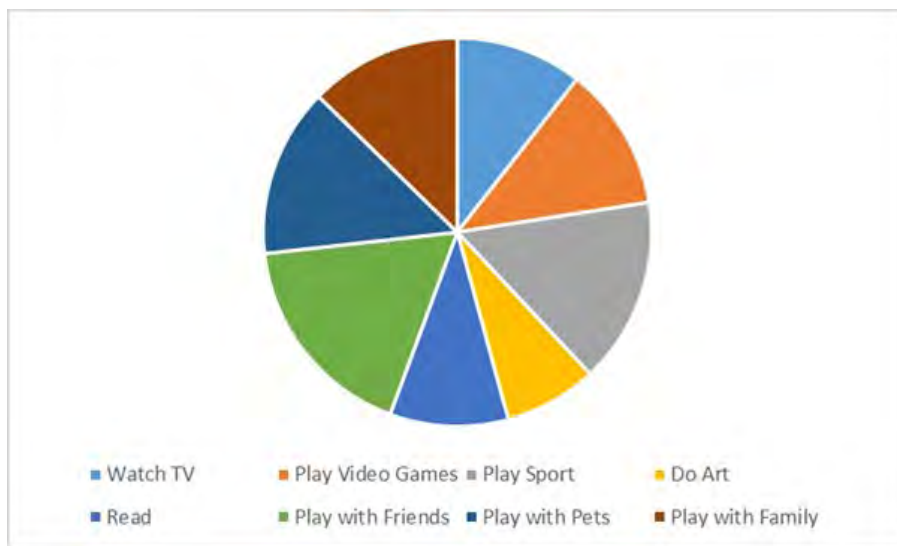
- ✓ Scan for specific information
- ✓ Use graphs, maps and charts with greater efficiency and accuracy

Item type: Selected Response – Single Selected Response

Have a look at this pie chart and answer the question below.

What do you think would be the best title for this chart?

- A. My Favourite Hobbies
- C. My After-School Activities
- B. My Career Goals
- D. My Spending Habits



1 MARK





QUESTION II

Strand: Grammar and Conventions

Objectives:

- ✓ Use **demonstrative pronouns** appropriately in written and oral sentences
- ✓ Apply knowledge of the basic rules of **punctuation** and **capitalisation** when writing

Item type: Order match

Order the following sentences according to how many errors occur in each. The sentence with the most errors is placed first. Write the letter of the corresponding sentence next to the number of errors in the space provided below.

- A.** This are my favourite book: The Crazy robot.
- B.** That is not what mama likes on her toast.
- C.** These is for his Dad who is, on holiday in canada.
- D.** Those are mr. Walkers book from when he used to teach.

- 1.** Four errors _____
- 2.** Three errors _____
- 3.** Two errors _____
- 4.** One error _____

4 MARKS



QUESTION 12

Strand: Writing

Objective: Identify and use various writing techniques in responding to narrative writing prompts: action, pictures, audio clips, questions, flashback and dialogue.

Item type: Constructed Response – Extended Constructed Response

Write a story that includes the following line (the sentence can be used anywhere in your story):

Take this note home to your mother.

10 MARKS



QUESTION 13

Strand: Writing

Objective: Develop several **linked paragraphs** using a variety of strategies and organisational patterns

Type: Order Match

This is the beginning of a story written by a student who wants to use dialogue.

Eddy is a man who always likes to do things in the right way; whenever he sees something that is wrong, he tries to correct it. Then, one day, he saw *something* dangling in the town square.

1. “A reason! What kind of a reason?”
2. “Seriously, Will. This is a big deal. I cannot just leave this big teddy bear hanging there.”
3. Willy Whittingham inhaled and exhaled slowly. “Take it easy, old man. There must be a good reason or it would not be there.”
4. “See it?” Ed pointed to the out-of-place object. It was swinging between the lamp post and a temporary log. “There it is. How long has it been there?” His voice rose excitedly. “What’s wrong with everybody? They just walk on past! Do you know the distractions and the car accidents that can occur because of this thing?”
5. “Look at it!” Eddy snapped. “Come on out here!”
6. Willy Whittingham came out of the store slowly, buttoning his pin-stripe coat with dignity.

Place the sentences, marked 1, 2, 3, 4, 5, and 6 as shown above, in the correct order so that the student’s dialogue flows logically from beginning to end.

Which sentence should come first? _____

Which sentence should come second? _____

Which sentence should come third? _____

Which sentence should come fourth? _____

Which sentence should come fifth? _____

Which sentence should come sixth? _____

6 MARKS



QUESTION 14

Strand: Language Structure (Grammar and Conventions)

Objective: Distinguish between **declarative**, **exclamatory** and **interrogative** sentences

Item type: Short Constructed Response with Selected Response – Table Grid

Read the story and complete the exercises.

“Are you ready to go to school?” Paulette asked her youngest son.

“I’m almost ready,” Jarvis yelled from the top of the stairs.

A few minutes later, Jarvis came running down the stairs. He almost dropped his books.

“Do you have everything you need for school?” Paulette asked Jarvis.

Jarvis nodded. They started to head for the door. Paulette stopped dead in her tracks.

“I can’t find my keys!” Paulette looked worried. She started looking around the kitchen. She knew she had put them somewhere. Jarvis pulled the coats off the rack thinking they would be there. Suddenly, the keys dropped out of one of the coat’s pockets. He picked them up.

“I found them!” He ran up to his mom and handed her the keys.

1. Write an exclamatory sentence from the passage.

2. Write an interrogative sentence from the passage.

2 MARKS



Directions: Place a check mark in the table if the statement is declarative.

STATEMENT	Declarative (Yes/No)
Do you have everything you need for school?	
“I can’t find my keys!”	
He picked them up.	
Paulette stopped dead in her tracks.	
She knew she had put them somewhere.	

3 MARKS

QUESTION 15

Strand: Language Structure (Grammar and Conventions)

Objective: Apply the **past perfect tense** appropriately to regular and irregular verb forms

Item type: Single Select Response

Directions: Select the sentence that is correctly written in the **past perfect tense**.

1.
 - A. I got a pet last December; I wanted one for years.
 - B. I got a pet last December; I had wanted one for years.
 - C. I had gotten a pet last December; I wanted one for years.
 - D. I had gotten a pet last December; I had wanted one for years.

2.
 - A. My grandfather walked with a slight limp because he had broken his ankle in an accident many years before.
 - B. My grandfather had walked with a slight limp because he broke his ankle in an accident many years before.
 - C. My grandfather had walked with a slight limp because he had broken his ankle in an accident many years before.
 - D. My grandfather walked with a slight limp because he broke his ankle in an accident many years before.

3.
 - A. Mom had finished the dinner by the time I had come home from school.
 - B. Mom finished the dinner by the time I had come home from school.
 - C. Mom had finished the dinner by the time I came home from school.
 - D. Mom finished the dinner by the time I came home from school.

3 MARKS



QUESTION 16

Strand: Communication (Writing)

Objective: Use a range of signal words to indicate **transitioning** in writing

Item type: Single Select Response

Directions: Fill in the blank by choosing an appropriate **transition word** or phrase for the sentence.

1. People should eat healthily. _____, they should exercise.

A. Otherwise

C. In addition

B. Later

D. Yet

2. This morning, the boys practiced at the baseball field. _____, they had their baseball game.

A. However

C. Otherwise

B. Later

D. On the other hand

3. The gardener was going to water the plants. _____, it began to rain.

A. In addition

C. First

B. However

D. Last

3 MARKS



QUESTION 17

Strand: Reading for Meaning and Enjoyment (Comprehension)

Objective: Identify and discuss connections with texts, interpret texts accurately and with expression

Item Type: Short Constructed Response

Read the passage carefully, then answer the questions that follow.

The **Maroons!** To the British Colonizers, this was a word of peril and terror spread along the skirts of the blue mountains of Jamaica. The word **Maroon** is derived, according to one source, from the Spanish word “Marrano”, a wild boar, and by another “*Cinarron*”, a word meaning *untamable* and used alike for apes and runaway slaves. Regardless of what they were called, these “rebel marauders” made themselves **formidable**, as they inspired fear and respect by being impressively large, powerful and capable.

As early as 1663, The Governor and Council of Jamaica offered freedom and 20 acres of land to each **Maroon** who would surrender, but no one accepted the terms. During 40 years, 44 Acts of Assembly were passed in respect to them, and a lot of money was spent in warfare against them. However, the **Maroons** continued to increase in numbers, despite all the measures that were concerted for their suppression. (*Excerpt from Black Rebellion, Five Slave Revolution*)

A. What is the **main idea** of this passage?

B. Explain your selection of the **main idea** using supporting details from the text.

4 MARKS



QUESTION 18

Strand: Reading for Meaning and Enjoyment (Comprehension)

Objectives: Use text main ideas/ important points to identify theme(s)

Item type: Selected Response – Single Choice

Read the passage carefully then answer the question that follows.

ANANSI

When I was growing up in the 1960s, there was no electricity and no phones or television in my home, so what did a family of 14 do? Most nights we gathered on the veranda, especially on “moon shine” nights, and told each other Anansi stories, like those my African ancestors retold through the oral tradition.

Who is Anansi? Depicted as a spider, he often appears as a man; either as a spider with a human face or a human with spider-like features. I am still wondering if he is a trickster or just someone with creativity and wisdom. Some believe that he was that sense of continuity with the African past or a symbol of resistance and survival to those enslaved.

What is the theme of this passage?

- A.** Tricksters are often very entertaining.
- B.** Cultural icons provide a sense of continuity and connection for many people in all cultures.
- C.** Family should always stick together.
- D.** Honesty is the best policy.

1 MARK



QUESTION 19

Strand: Writing

Objectives:

- ✓ Write descriptive pieces, using **adjectives** and **adverbs** appropriately and with appeal to the senses
- ✓ Use **adjectives**, **adverbs** and descriptive phrases to create different effects in writing

Item type: Constructed Response – Extended Response

Write a two-page description of your dream house in the space provided below. Be sure to use vivid adjectives and adverbs and draw a clear picture for your readers with your words.

10 MARKS



QUESTION 20

Strand: Word Recognition and Vocabulary

Objectives:

- ✓ Apply context clues to determine word meanings
- ✓ Use **synonyms** and **antonyms** to determine word meanings

Item Type: Selected Response – Multiple Choice

Read the passage carefully. Then, from the list below, choose the word(s) similar in meaning (**synonym**) to those underlined in the passage. There may be more than one correct synonym for each underlined word.

The Queen of Sheba from Ethiopia, Africa, bore two sons. One son loved all good. The other chose to (1) defy the way of peace and order. He is called the Son of the Dark Side. Still, villagers of Holeta do not (2) scorn this brother because they believe that the (3) integrity of a person cannot be completely lost. To the Ethiopians, each life has (4) mystical value; there is something divine in each of us.

(Fictional story with no connection to real life people and/or places).

- | | | | | |
|----|------------------------|--------------|--------------|-----------------|
| 1. | A. support | B. resist | C. oppose | D. believe |
| 2. | A. treat with contempt | B. mock | C. condone | D. promote |
| 3. | A. honesty | B. desired | C. sincerity | D. completeness |
| 4. | A. magical | B. spiritual | C. unknown | D. mysterious |

5 MARKS



QUESTION 21

Strand: Reading for Meaning and Enjoyment (Comprehension)

Objective: Skim, scan and apply other reading strategies to locate main ideas and other specific information in text

Item Type: Selected Response – Short Constructed Response – Writing

Read the passage and then answer the questions that follow.

First, I thank you for bringing me here. Your invitation reached me on my modest plantation in the West Indies, where I have experience with some of the newest and still the oldest methods for controlling slaves. I know your problems; you are not only losing valuable stock by hangings, you are also having uprisings, slaves are running away, your crops are sometimes left in the field too long for maximum profit, you suffer occasional fires and your animals are killed. I have a fool proof method for controlling your black slaves that will control them for at least 300 years.

I outlined the number of differences among the slaves, and I take these differences and make them bigger. Examples of these differences are colour or shade, whether the slaves live in the valley, on a hill, east, west, north, south, have fine hair, coarse hair, or is tall or short.

Now you have a list of differences, I shall give you an outline of action. You must pitch the old Black male vs. the young Black male, the male versus the female and the females versus the males. You must use the dark skin vs. the light skin slaves. Your servants and overseers must distrust all Blacks, but your slaves must trust and depend on you. I use distrust and envy among them for control purposes. Use intensely for one year and the slaves themselves will remain perpetually distrustful.

Thank you gentleman, Willie Lynch

(This is an excerpt from an infamous letter allegedly written by Willie Lynch although some historians do not believe the letter is real.)

1. From the passage, identify three ways in which the slaves showed resistance?





2. How would envy and distrust help to control the slaves?

3. Use two words or phrases that show that the planters were mainly interested in profits.

4. Do you believe the methods in the letter work? Explain your response.

5. Who is the author? That is, what role does he play? Who was he writing the letter to?

12 MARKS



Answers & Explanations





Question 1

1. D. 2. B. 3. C. 4. D 5. A (5 marks)

Question 2

- Joshua’s mistakes were disobeying his mother, lying to her and going to Aunt Beth’s house instead of going to his mother when she called him. (Any 2)
- Explicitly stated because each of the actions is identified as a mistake.
- Joshua should probably explain to his mother that he acted out of fear. He was afraid of getting in trouble and so he lied. This put him in more trouble and made him even more afraid. This is why he ran. He should apologise to his mother and let her know that he will face the consequences of his actions.

(5 marks)

Question	Literal	Inferential	Critical
How do you know that Joshua was in a great deal of trouble?	✓		
What evidence is there that this was not the first time Joshua had lied to his mother?		✓	
How does the metaphor used in paragraph one help us to understand what the character was feeling?			✓

Question 3

- A. Responses will vary. Share your response with your teacher and/or guardian.
- B.
1. C 2. B 3. A 4. C 5. A (5 marks)

Question 4

- A. The exclamatory sentence shows excitement and enthusiasm at winning. The interrogative

sentence gives the impression that the person did not expect to win. (1 mark)

- B. This is just what I wanted for my holidays: peace and quiet. (1 mark)

Question 5

Question	Tick if True
The two main characters are facing conflicts; A storm is heading to Dorothy’s home and Alice is uncertain about how she will get out of the well.	✓
The two main characters are facing conflicts; Toto isn’t playing with Dorothy today and Alice can no longer see the rabbit.	
The setting in the well is cheery and magical, while the setting of Dorothy’s home is grey and gloomy.	
The setting in both narratives adds to the sense of danger.	✓
One difference between the two animals is that Rabbit is given human attributes and Toto is not.	✓

Question 6

Claim	True	False
There is an infestation of iguanas within Jamaica.		✓
An iguana hatches from an egg.	✓	
An iguana mostly eats meat.		✓
Generally, iguanas can live longer than humans.		✓
An iguana could spend 20 minutes under the water without needing to come to the surface.	✓	
An iguana can use its tail as a weapon or as a distraction.	✓	

(6 marks)



Question 7

Answers will vary. Visit our website, www.mydreamcheetah.net, for more information. **(10 marks)**

Question 8

The students had a preposterous scheme to trick the teacher on the last day of school, but it was thwarted when their teacher saw a note with their plans. **(3 marks)**

Question 9

- A.** I think that the thief is going to rob the old lady. He thinks it will be easy because she is elderly. **(2 marks)**
- B.** There was a difference between what happened and what I expected because I did not expect the old lady to be able to apprehend the thief. **(3 marks)**

Question 10

C **(1 mark)**

Question 11

1. C 2. D 3. A 4. B **(4 marks)**

Question 12

Answers will vary. Please share your response with your teacher. **(10 marks)**

Question 13

Order of the sentences 5, 6, 4, 3, 1 2 **(12 marks)**

Question 14

1. I can't find my keys! I found them!
2. Are you ready to go to school? Do you have everything you need for school? **(2 marks)**

Declarative statements: **(3 marks)**

He picked them up.

Paulette stopped dead in her tracks.

She knew she had put them somewhere.

Question 15

1. I **got** a pet last December; I **had wanted** one for years.
2. My grandfather **walked** with a slight limp, because he **had broken** his ankle in an accident many years before.
3. Mom **had finished** the dinner by the time I came home from school. **(3 marks)**

Question 16

1. C 2. B 3. B **(3 marks)**

Question 17

- A.** For many years, despite the odds against them, the Maroons were formidable (respected and powerful) rebels against British rule. **(1 mark)**
- B.** The following statements support the main idea:
1. The British offered land and freedom to those who surrendered, yet no Maroons accepted the offer.
2. 44 Acts of Assembly were passed.
3. A lot of money was spent in warfare against the Maroons. **(3 marks)**

Question 18

Answer is B. **(1 mark)**

Question 19

Answers will vary. **(10 marks)**

Question 20

1. B and C
2. A and B
3. A and C
4. A, B, C D are correct

(5 marks. ½ mark for each correct word)



Question 21

1. They killed animals, started fires, some ran away, they left the crops too long before reaping them, they had uprisings or revolts.
2. The slaves would fight against each other instead of fighting against those trying to control them.
3. Valuable stock, maximum profit.
4. Responses will vary, so please share your response with your teacher(s) and/or guardian.
5. The author was a then famous plantation owner, who was writing a letter based on a request from other plantation owners.
6. The Control of Slaves; The New Method to Own Slaves for Generations or something along those lines. **(12 Marks)**

<https://pasadenajournal.com/the-making-of-a-slave-the-infamous-willie-lynch-letter/>