



Preparation for the National Grade Six Assessment

Guide #2 | English Free Response

Who are you?

If you are in grade 5 or 6 and will be taking the next National Grade Six Assessment, then this packet is for you. This packet has past exam questions which have been solved with explanations to help you learn how to solve similar questions. Completing this packet will increase your chances of passing the exam with the highest possible score.

Who are we?

This packet was created by the Caribbean Education Project, a team of students and teachers from universities in the United States and the Caribbean. Our goal is to help you with your preparations for the next exam and to help you better understand each topic. We want you to achieve your best score on the exam. If you are not clear on concepts after reading the material, ask your parent or guardian for help. If they cannot help, ask another family member or a friend. If no one can help you, then ask your parents to send us a message on Facebook or WhatsApp or e-mail us.

- To reach us through Facebook, go on Facebook and search for “Shawn Shivdat.” Then send me a message using Facebook Messenger.
- To reach us by WhatsApp, save this number “Shawn Shivdat, +1 404-406-9638” and message me on WhatsApp.
- To reach us by e-mail, send a message to this e-mail address: info@caribed.org.

Keep in contact

If you are using this packet to prepare, we would like to hear from you. Please keep in touch with us so we can help you with any questions you may have. We can also provide updates when future materials are posted. Send us your name and contact information through WhatsApp, Facebook Messenger, or e-mail (listed above), or send a picture of this sheet filled out through WhatsApp, Facebook Messenger, or e-mail.

Name: _____

Parent’s phone number: _____

Parent’s e-mail address: _____

**PLEASE SHARE THIS GUIDE WITH OTHERS WHO MAY BENEFIT
FROM USING IT.**



How to use this guide:

1. Try to answer these questions in the prescribed 55 minutes. If you are not able to answer a question, skip it and go on to the next question. When you are done answering all the questions, you can return to the ones you are having trouble with during your remaining time.
2. It is okay if you were not able to answer all the questions correctly on your first try. Keep practicing the questions, and you will get better. Soon, you will be able to answer all the questions in the 55 minutes. (**TIP:** Practice makes you perfect, so keep practicing.)
3. Answers to all the questions are on the pages immediately after the practice test. When you finish answering the questions, compare your answers to the answers on these pages.
4. Mark the questions which you got wrong.
5. Read our guide to solving each question. Even for questions you got correct, read the explanations we provided because you will likely learn something from them. Our explanations provide valuable information which can provide you with additional skills to solve other problems.
6. Always read the instructions for each question carefully before attempting to answer. Also, read the question itself carefully and pay attention to what the question is asking you to do before attempting to answer it.
7. We provide the answers to all the questions in the practice exams to help you. Do not look at the answers before you attempt the questions. If you look at the answers before, you will not learn a lot from this packet. So, do we have a deal? Okay, I heard you say yes.



**MINISTRY OF EDUCATION
NATIONAL GRADE SIX ASSESSMENT
PRACTICE TEST
ENGLISH LANGUAGE
PAPER 2
2013**

**Reading Time: 10 minutes
Writing Time: 45 minutes**

Write either a **letter OR a composition**

You can write on **one** of the four letters stated below in about **120 – 150** words.

- (1) Your class teacher has planned a team visit to a farm in your community. Write a letter to the owner of the farm asking for permission to do so. State clearly **three** different activities that you wish to see happen.
- (2) Write a letter to a friend in another country inviting him/her to spend a holiday with you. State **three** special activities you plan to do during that time and explain why they are special.
- (3) You recently attended a Flag Raising Ceremony in your community. Write a letter to your friend describing **three** items you enjoyed on the programme.
- (4)

<p>68 River View Road Happy Lands East Bank Demerara September 20, 2012</p>
<p>Dear Paul,</p> <p style="padding-left: 40px;">Congratulations! I was so happy to hear from you and to learn that you were a winner in the Champion Reader Competition organised by National Library. I plan to enter the Champion Reader Competition next year. Please explain one tip through which I can be successful.</p> <p style="padding-left: 40px;">I am glad you liked your new school. Tell me what you like best about your school.</p> <p style="padding-left: 40px;">Do you play the same games as we here? When you reply also tell me about one game that you play.</p> <p style="text-align: right; padding-right: 40px;">Your friend Allan</p>

Write a letter replying to Allan.



OR

You can write on **one** of the four compositions in about **120-150 words**.

- (5) Describe a bad dream you had.
- (6) Write a story based on the **opening words**: “Water was quickly filling the old fishing boat . . .”
- (7) Write a story entitled “Caught”
- (8) Write a story based on the picture below. Give your story a title.



END OF TEST



ANSWER EXPLANATIONS

QUESTION 1 ANSWER EXPLANATION

You can write on **one** of the four letters stated below in about **120 – 150** words.

- (1) Your class teacher has planned a team visit to a farm in your community. Write a letter to the owner of the farm asking for permission to do so. State clearly **three** different activities that you wish to see happen.

This prompt is asking you to write a letter to the owner of a farm asking him for permission to visit. When writing a letter, the first thing you want to remember is to greet the person. In this case you could say “Dear farm owner,” or even give him a name that you chose. Just make sure that if you give him or her a name, you specify that you know they are the owner of the farm. In this letter, you do not only want to ask permission to go to the farm, but you also have to say three different things you would want to do at the farm.

After you greet the farmer owner, you want your first sentence (this can also be divided into two sentences) to explain who you are and why you are sending him this letter. In this case, you are in grade 5 or 6 sending him this letter to ask for permission to visit the farm with your class. Next, you should state the three activities in a row that you would want to do at the farm. This way, you won’t forget to write about all three things later and if you run out of time, at least you wrote the three things. Once you state these three things, write one sentence for each activity describing why you want to do each of these activities. Before you finish, you can thank the farm owner. You can also say certain phrases, such as “Look forward to hearing from you soon,” “Please let me know what day is best for you,” “Thank you for your time,” and more. You can even include questions back to the farmer if you want to and have time.

When you finish your letter, you want to close off the letter by saying “Sincerely,” “Thank you,” “Best regards,” “Best wishes,” or “From,” and then writing your name underneath.

To format the letter, you also want to remember to put your address (you can make it up) in the top right corner. You should also include the date in the top right corner. Underneath, on the left, you should include your greeting. At the bottom right is where you should have your closing and signature. Refer to the example on the next page to see what it should look like.

When reading over your response make sure you have accomplished all of the items in the list below.

Check List:

- Addressed the letter using Dear _____, with a comma.
- Included a topic sentence.
- Asked the farmer for permission to go to the farm with your class.
- Stated three different activities you wanted to do at the farm with your class.
- Ended the letter with a concluding sentence.
- Closed off the letter with any of the phrases listed above and a comma at the end on the right side.
- Signed your name below the closing phrase.
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indented before every paragraph.
- Wrote everything in Standard English.
- Spelled most words correctly.
- Included an Address Line in top right corner.
- Included date in top right corner.

After you have checked your letter, you can read the sample example below. Your letter does NOT need to have the same activities or sound exactly the same. This is just an example that will include all the items in the checklist above so that you can get an idea of what the letter should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.



Example Answer for Question 1:

DO NOT COPY THE LETTER BELOW! IT IS ONLY AN EXAMPLE!

100 School View Road
School Land
East Bank Demerara
May 11, 2020

Dear Farm Owner,

My name is Alia and I am in 6th grade. I am writing you this letter to ask for permission to go and visit your farm with my class.

At the farm, I would like to see the farm animals, take a tour of the farm, and plant my own plant. I want to see the farm animals because I love animals, especially cows! I also want to tour the farm with my class because I think it would be cool to see all the different fruits and vegetables that you grow at the farm. Lastly, I would like to plant a fruit or vegetable plant with my class so that I can come back later in the year and see how much it has grown.

Would Wednesday be a good day to visit? I hope to hear from you soon!

Sincerely,
Alia

This is a good example because it first addresses the farm owner using the word “Dear,” followed by a comma. It also has a fake address on the top right with the date. It then indents the first sentence and introduces the student, Alia, as a 6th grader. The second sentence correctly asks the farm owner for permission to visit the farm with their class. The student then states the three activities that they would want to do at the farm. The student says why each of these activities interests them and even asks the farmer if Wednesday is a good day to visit. The student closes the letter with “Sincerely,” and signs their name correctly on the bottom right. Every sentence is capitalized and ends with a period or proper punctuation mark. The student used a transition word, “lastly,” and overall created a very clear letter.

QUESTION 2 ANSWER EXPLANATION

You can write on **one** of the four letters stated below in about **120 – 150** words.

- (2) Write a letter to a friend in another country inviting him/her to spend a holiday with you. State **three** special activities you plan to do during that time and explain why they are special.

This prompt is asking you to write a letter to your friend in *another country* inviting him or her to spend the holiday with you. When writing a letter, the first thing you want to remember is to greet the person. In this case you could say “Dear friend,” “Dear Michael,” or any name of a friend you chose. You might be thinking “Well, I do not have any friends that live in different countries.” You can make it up! That’s the fun in it. In this letter, you do not only want to invite your friend from another country to spend a holiday with you, but you also have to say three activities that you plan to do during their visit AND explain why these activities are special.

After you greet your friend from another country, you want your first sentence (this can also be divided into two sentences) to invite your friend to come visit you during a holiday. Since this is your friend, don’t be scared to start your letter by asking them how they are doing and then inviting them. You do not need to do this, this would just make your letter sound more personal. Next, you should state the three activities in a row that you plan to do with your friend. This way, you won’t forget to write about all three things later and if you run out of time, at least you wrote the three activities. Once you state these three activities, write one sentence for each activity describing why each of these things are special. Before you finish, you can tell your friend how excited you are to see them and restate your invitation. You can also say certain phrases, such as “Look forward to hearing from you soon,” “Please let me know if you can come,” “Hope to see you soon!” and more. You can even include questions back to your friend if you want to and have time to.

When you finish your letter, you want to close off the letter by saying “Sincerely,” “Your friend,” “Best regards,” “Best wishes,” or “From,” and then writing your name underneath.



To format the letter you also want to remember to put your address (you can make it up) in the top right corner. You should also include the date in the top right corner. Underneath, on the left, you should have the greeting. On the bottom right is where you should have your closing and signature. Refer to the example below to see what it should look like.

When reading over your response make sure you have accomplished all of the items in the list below.

Check List:

- Addressed the letter using Dear _____, with a comma.
- Included a topic sentence.
- Invited your friend from another country to come spend a holiday with you.
- Stated three different activities you wanted to with your friend.
- Said why each of these activities were special.
- Ended the letter with a concluding sentence.
- Closed off the letter with any of the phrases listed above and a comma at the end on the right side.
- Signed your name below the closing phrase.
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indented before every paragraph.
- Wrote everything in Standard English.
- Spelled almost all words correctly.
- Included an Address Line in top right corner.
- Included date in top right corner.

After you have checked your letter, you can read the sample example below. Your letter does NOT need to have the same activities or sound exactly the same. This is just an example that will include all the items in the checklist above so that you can get an idea of what the letter should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.

Example Answer for Question 2:

DO NOT COPY THE LETTER BELOW! IT IS ONLY AN EXAMPLE!

	100 School View Road School Land East Bank Demerara May 11, 2020
Dear Michael,	
How are you doing? I wanted to invite you to come visit me from the United States during the holiday. If you are able to come, I would take to you to the beautiful beach, to the local market and to the thick forest.	
I want to take you to the beach because it is one of my favourite places to go. It is special because of its crystal clear waters. I also want to take you to visit the local markets. That way, you can try all the local fresh and delicious fruits and vegetables. Finally, I want to take you through the thick forest. This is special because we will be able to spot all sorts of different animals.	
I hope that you are able to come! I look forward to hearing from you soon!	
	Best regards, Alex

This is a good example for many reasons. First, it uses all the correct letter requirements. It puts the address and date in the top right and the greeting underneath in the top left. You can also see the signature it correctly positioned in the bottom right. In terms of content, the letter does a good job in sounding friendly. The student, Alex, asks his friend Michael how he is doing. It then correctly invited Michael to visit him during the holiday. The student listed three different activities they could do together. He then explained why each of these activities were special. This letter also uses lots of descriptive adjectives such as, “crystal clear,” “fresh and delicious,” and “thick.” This makes the letter sound more sophisticated and interesting. It also makes use of the transition word “finally.” The letter ends using the phrases “I hope you are able to come!” and “I look forward to hearing from you soon!” as concluding sentences. It then signs the letter correctly with the phrase “Best regards,” with the name signed below. Overall, this is a very complete letter with an introduction, body and concluding sentence.



QUESTION 3 ANSWER EXPLANATION

You can write on **one** of the four letters stated below in about **120 – 150** words.

- (3) You recently attended a Flag Raising Ceremony in your community. Write a letter to your friend describing **three** items you enjoyed on the programme.

This prompt is asking you to write a letter to your describing items you enjoyed during a Flag Raising Ceremony in your community. When writing a letter, the first thing you want to remember is to greet the person. In this case you could say “Dear friend,” “Dear Michael,” or any name of a friend you chose. You can make up a name. In this letter, you are asked to describe items your enjoyed during the programme. Even though it does not say it here explicitly in the prompt, you want to make sure to include at least three items you enjoyed during the programme. Remember this as a rule of thumb – if it doesn’t say how many, write three. You also want to make sure you describe them.

After you greet your friend, you want your first sentence (this can also be divided into two sentences) to tell your friend that you recently attended a Flag Raising Ceremony in your community. Since this is your friend, don’t be scared to start your letter by asking them how they are doing. You do not need to do this; however, this would make your letter sound more personal. Next, you should state the three items that you enjoyed during the programme. This way, you won’t forget to write about all three things later and if you run out of time, at least you wrote the three items. Once you state these three items, write one sentence for each thing describing why enjoyed each of these things. Before you finish, you can tell your friend tell your friend that they should come to the next ceremony or that you hope to see them soon. You can also say certain phrases, such as “Look forward to hearing from you soon,” “Can’t wait to catch up,” “You should come to the next programme!” and more. You can even include questions back to your friend (i.e. “Have you visited any interesting programmes in your community recently?”) if you want to and have time to.

When you finish your letter, you want to close off the letter by saying “Sincerely,” “Your friend,” “Best regards,” “Best wishes,” or “From,” and then writing your name underneath.

To format the letter you also want to remember to put your address (you can make it up) in the top right corner. You should also include the date in the top right corner. Underneath, on the left, you should have the greeting. On the bottom right is where you should have your closing and signature. Refer to the example below to see what it should look like.

When reading over your response make sure you have accomplished all of the items in the list below.

Check List:

- Addressed the letter using Dear _____, with a comma.
- Included a topic sentence.
- Told your friend you recently attended a Flag Raising Ceremony in your community.
- Stated three different items that you enjoyed during the programme.
- Described each of these items.
- Ended the letter with a concluding sentence.
- Closed off the letter with any of the phrases listed above and a comma at the end on the right side.
- Signed your name below the closing phrase.
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indented before every paragraph.
- Wrote everything in Standard English.
- Spelled almost all words correctly.
- Included an Address Line in top right corner.
- Included date in top right corner.

After you have checked your letter, you can read the sample example below. Your letter does NOT need to have the same items or sound exactly the same. This is just an example that will include all the items in the checklist above so that you can get an idea of what the letter should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.



Example Answer for Question 3:

DO NOT COPY THE LETTER BELOW! IT IS ONLY AN EXAMPLE!

100 School View Road
School Land
East Bank Demerara
May 11, 2020

Dear Alisha,

How are you doing? I recently attended a Flag Raising Ceremony in my community and wanted to tell you about it. During the programme I really enjoyed watching the spirited dancers, seeing the Guards of Honour march, and listening to the band play.

I loved seeing the dancers dressed up in green, white, gold, black and red, matching the colours of our flag. These were all so spirited and it made me happy to watch them. I also enjoyed watching the Guards of Honour march. I got to see members from the Guyana Défense Force and the National Cadets all dressed in their uniform. Finally, it was very cool to hear the bands play their music loudly and enthusiastically. My favourite instrument to hear is the trumpet.

Have you been to any programmes in your community recently? Look forward to hearing from you soon!

Your friend,
Maria

This letter is a good example for many reasons. First, you can see that the address line, date, greeting, and picture are in all the right places. Next, you can see that the student, Maria, asks her friend how she is doing. She correctly tells Alisha that she recently attended a Flag Raising Ceremony in her community and wanted to tell her about it. She then states the three items she enjoyed from the programme. She continues to describe why she enjoyed each of these items. She uses adjectives and does a good job of describing why she enjoyed these events. She concludes the letter by asking Alisha if she has been to any programmes lately and states that she looks forward to hearing from her soon. This gives the letter a sense of closure and completion. She signs the letter off with “Your friend” which makes sense since this is personal letter. Overall, this is a very good letter.

QUESTION 4 ANSWER EXPLANATION

(4) You can write on **one** of the four letters stated below in about **120 – 150** words.

68 River View Road
Happy Lands
East Bank Demerara
September 20, 2012

Dear Paul,

Congratulations! I was so happy to hear from you and to learn that you were a winner in the Champion Reader Competition organised by National Library. I plan to enter the Champion Reader Competition next year. Please explain one tip through which I can be successful.

I am glad you liked your new school. Tell me what you like best about your school.

Do you play the same games as we here? When you reply also tell me about one game that you play.

Your friend
Allan

Write a letter replying to Allan.



This prompt is asking you to write a letter in response to Allan. Allan is congratulating you on being a winner in the Champion Reader Competition organised by the National Library. He states that he was happy to hear from you which implies that you had written Allan a letter before this. He is telling you that he plans to enter the Champion Reader Competition next year and is asking you to give him one tip to be successful since you were a winner. He also wants you to tell him what you like best about your new school and is asking if you play the same games as they do and to tell him about one of the games you play at school.

When writing a letter, the first thing you want to remember is to greet the person. In this case you would say “Dear Allan,”. After you greet Allan, you want your first sentence (this can also be divided into two sentences) to thank him. He just congratulated you for being a winner, so the appropriate response is to thank him. Since this is your friend, don’t be scared to start your letter by asking them how they are doing and then inviting them. You do not need to do this, this would just make your letter sound more personal. Next, give him a tip so that he can potentially be a winner next year.

In the next paragraph, tell Allan your favourite thing about your new school. Answer his yes or no question about whether or not you play the same games as you did at your old school and then tell him about one game that you play at school.

So, there are a lot of things you need to answer back in this letter. Make sure you answer each of his questions. You can also ask him questions back. He’s your friend, don’t be shy!

When you finish your letter, you want to close off the letter by saying “Sincerely,” “Your friend,” “Best regards,” “Best wishes,” or “From,” and then writing the name Paul underneath.

To format the letter, you also want to remember to put your address (you can make it up) in the top right corner. You should also include the date in the top right corner. Underneath, on the left, you should have the greeting. On the bottom right is where you should have your closing and signature. Refer to the example below to see what it should look like. You can also always just copy the format of the letter given to you here.

When reading over your response make sure you have accomplished all of the items in the list below.

Check List:

- Addressed the letter using Dear Allen, with a comma.
- Thanked him for the congratulations.
- Provided one tip so that he can succeed in the Champion Reader Competition.
- Said your favourite thing about your new school.
- Answered whether or not you play the same games as you did in your old school.
- Told him about one game you play at school.
- Ended the letter with a concluding sentence.
- Closed off the letter with any of the phrases listed above and a comma at the end on the right side.
- Signed the name “Paul” below the closing phrase.
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indented before every paragraph.
- Wrote everything in Standard English.
- Spelled almost all words correctly.
- Included an Address Line in top right corner.
- Included date in top right corner.

After you have checked your letter, you can read the sample example below. Your letter does NOT need to have the same activities or sound exactly the same. This is just an example that will include all the items in the checklist above so that you can get an idea of what the letter should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.



When reading over your response make sure you have accomplished all of the items in the list below.

Check List:

- Has a title and is placed in the centre of the page.
- Has a beginning (a topic sentence or at least placing the reader in the setting).
- Has a middle.
- Has lots of descriptive words and adjectives.
- Is all in present OR past tense (try not to mix the two tenses).
- Is all in first person point of view.
- Is written in chronological order so that it is not confusing.
- Has an end (with a concluding sentence about your bad dream).
- Capitalizes the beginning of every sentence.
- Uses proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indents before every paragraph.
- Writes everything in Standard English.
- Spells almost all words correctly.

After you have checked your composition, you can read the sample example below. Your composition should NOT be exactly the same as the one below. This is just an example that will include all the items in the checklist above so that you can get an idea of what the composition should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.

Example Answer for Question 5:

DO NOT COPY THE COMPOSITION BELOW! IT IS ONLY AN EXAMPLE!

The Woods

“AH!” I screamed. I woke up and realised it had all been a bad dream. I dreamt that one day I woke up and was going to school. When I met my friends, they were angry with me because I didn’t invite them to the party. So, I stayed alone for the entire morning when, suddenly, all became dark and I was in the woods. There was a strange noise. The trees were black and they didn’t have leaves. It was terrible and I was very scared. All of a sudden, I saw a wolf. I started to run but, I fell and I opened my eyes. When I opened my eyes, I had awoken. I can still remember the wolf’s bright yellow eyes staring at me. It felt so real. I am glad that it was all just a dream.

This is a good example of a composition. It titles the composition “The Woods,” drawing to the main idea of the story. It starts with the exclamation “AH!” as a grabber. This draws the reader in and makes the reader want to read more. It then instantly connects to the prompt as it says that the student realised it had all been a bad dream. The student then tells the story of their dream using lots of adjectives. It moves chronologically and ends with the student being glad that the scary wolf and dark forest had all been part of a dream. The story uses correct punctuation and capitalizes the beginning of every sentence. Overall, it is a very complete composition.

QUESTION 6 ANSWER EXPLANATION

You can write on **one** of the four compositions in about **120 – 150** words.

(6) Write a story based on the **opening words**: “Water was quickly filling the old fishing boat . . .”

This prompt is asking you to write a creative story with the information given. Since the first words are given, you are expected to come up with a detailed story that makes sense when following these words. Your story must start with the words “Water was quickly filling the old finish boat.” Once again, since this is a story you must come up with a title which can be simple but should allow anyone who reads your composition to know what the main idea will be about. Feel free to use some creativity and stand out! The graders of your exams probably don’t want to read hundreds of stories all titled “The Boat.” Make sure the title is centred at the top of your page.



Since the first words are already given, you want to focus on grabbing the attention of your audience with how you end this sentence. As the first sentence, this will set the tone for the rest of your story and is crucial for setting up the plot. You want to end this sentence with something that makes sense within the context given. Perhaps you can end it with a description of what is causing the boat to fill up, a description of the setting around the boat, some sound effects, or maybe even some dialogue. Even though you can't choose your starter words, you can choose the direction of the story, which is what the graders are looking for.

As you continue with your story, figure out the direction you want to take and make sure you stay focused. You probably don't want to take it in too many directions as it can often get confusing and overwhelming to write in the limited time given. When you figure out where you want to take your story, make sure to include lots of details and descriptions to make it colourful. You also want to make sure you keep it in chronological order (or in order) in a way that the story makes sense. To help with order, feel free to use time placement words that help the reader follow the time of events as well as transition words such as "First," "Then," "After," "Later," and more.

The story about the boat should have a beginning, middle and an end. The end should wrap up the story in a way that makes it feel complete. You may have been saved by someone, found land, fixed the boat, etc. You can write about anything you want as long as it makes sense within context given. If you have time after writing, go back and read your story out loud in your head. Make sure everything sounds right, is not confusing, and is in chronological order. Since this prompt does not ask for a personal story, you do not have to write in the first-person point of view if you choose. But, you definitely can. Lastly, make sure to write in complete sentences using proper punctuation marks.

When reading over your response make sure you have accomplished all of the items in the list below.

You have:

- Placed a title in the centre of the page.
- Began your story with the exact words provided and properly ended the sentence.
- Included a middle section.
- Used lots of descriptive words and adjectives.
- Wrote your story all in present OR past tense (try not to mix the two tenses).
- Wrote from a consistent point of view throughout (first or third person).
- Wrote in chronological order so that it is not confusing.
- Included a conclusion/concluding sentence
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indented before every paragraph.
- Wrote everything in Standard English.
- Spelled almost all words correctly.

After you have checked your composition, you can read the sample example below. Your composition should NOT be exactly the same as the one below. This is just an example that will include all the items in the checklist above so that you can get an idea of what the composition should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.

Example Answer for Question 6:

DO NOT COPY THE COMPOSITION BELOW! IT IS ONLY AN EXAMPLE!

The Stormy Swim

Water was quickly filling the old finish boat as the loud thunder storm filled the sky and boomed all around us. The boat that Jenny and I had decided to take out that morning wasn't built for rocky seas, it was too old and worn. I was so scared but I realized I could see the shore where our mom and dad were waiting for us. We decided that we had to hold onto each other and make the hard swim to safety. Next, we put on the life vests and jumped out of the lost boat and into the chilly water. Jenny and I began to swim to shore as the waves crashed all around us. It was so scary. Finally, after we had paddled tirelessly for five minutes, we reached the glorious sand of the beach. Our arms were so tired but we were so happy to have made it to safety. We cheered "hooray!" and ran to hug our parents. Safe at last!



This is a good example of a composition. It starts an appropriate title and uses the phrase given. This story properly ends the sentence in a way that makes sense given the information given and sets the direction of the story in a clear way. After setting the scene, the story provides background information on how the two characters got into this situation and then chronologically recalls their journey to safety. They add appropriate descriptions while telling a coherent story complete with a beginning, middle, and end. It also uses tons of descriptive adjectives. The story uses proper grammar, spelling, and punctuation. It is overall a complete composition.

QUESTION 7 ANSWER EXPLANATION

You can write on **one** of the four compositions in about **120 – 150** words.

(7) Write a story entitled “Caught”.

This prompt is also asking you to write a creative story with the title “Caught.” Since the title is given, you are expected to come up with a detailed story that includes this subject as a main idea somehow. Since all that is given is one word, you can feel free to use creativity to decide what your story is about as long as it relates to the word “Caught” somehow. Make sure the title is centred at the top of your page.

When starting your story, you can consider starting with what we call a “grabber.” This can be either an exclamation like “AH!” or a question like “Do you ever think of what it’s like to be chased by a dinosaur?” You want your grabber to make the reader want to keep reading your story. As the first sentence, this will set the tone for the rest of your story and is crucial for setting up the plot. Grabbers are often dialogues, questions, vivid descriptions, interesting facts, and sound effects. You don’t have to do this, BUT it will make your writing so much more sophisticated and interesting to read.

As you continue with your story, first figure out the plot of the story and make sure you stay focused on it. You probably don’t want to take it in too many directions as it can often get confusing and overwhelming to write in the limited time given. When you figure out where you want to take your story, make sure to include lots of details and descriptions to make it colourful. You also want to make sure you keep it in chronological order (or in order) in a way that the story makes sense. To help with order, feel free to use time placement words that help the reader follow the time of events as well as transition words such as “First,” “Then,” “After,” “Later,” and more.

The story should have a beginning, middle and an end. The end should wrap up the story in a way that makes it feel complete. You can write about anything you want as long as it includes the idea of something or someone being “caught.” You can write about being caught doing something you weren’t supposed to do or about a fish you caught or about ANYTHING you want (as long as it has something to do with the word “caught”). If you have time after writing, go back and read your story out loud in your head. Make sure everything sounds right, is not confusing, and is in chronological order. Since this prompt does not ask for a personal story, you do not have to write in the first-person point of view if you choose. But, you could if you wanted to. Lastly, make sure to write in complete sentences using proper punctuation marks.

When reading over your response make sure you have accomplished all of the items in the list below.

You have:

- Placed the title “Caught” in the centre of the page.
- Included a beginning (a topic sentence or at least placing the reader in the setting).
- Included a middle section.
- Used lots of descriptive words and adjectives.
- Wrote your story all in present OR past tense (try not to mix the two tenses).
- Wrote your story from a consistent point of view throughout.
- Wrote your story in chronological order so that it is not confusing.
- Had a conclusion/concluding sentence
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indents before every paragraph.
- Written everything in Standard English.
- Spelled almost all words correctly.



After you have checked your composition, you can read the sample example below. Your composition should NOT be exactly the same as the one below. This is just an example that will include all the items in the checklist above so that you can get an idea of what the composition should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.

Example Answer for Question 7:

DO NOT COPY THE COMPOSITION BELOW! IT IS ONLY AN EXAMPLE!

Caught

A scream rang out across the house. Alex ran to find where the noise came from. He went to his little brothers' room and found Johnny holding an empty chocolate container. "Someone took my chocolate!" Johnny cried out, "Did you take them?" Alex quickly shook his head, but Johnny didn't believe him. Alex returned to his room, upset by this accusation. Then, he had a brilliant idea! He would find the thief and clear his name. First, Alex confronted his sisters. Next, he decided to examine every bedroom for the wrappers. Finally, Alex discovered two empty chocolate bar wrappers in his sister Maria's trashcan. "Aha!" he exclaimed as he showed them to Maria, "I caught you!" Johnny apologized for blaming him. Maria apologized to Johnny for taking his chocolate and bought him more chocolate to make up for it. Finally, peace was restored to the family as they all happily ate the chocolate together.

This is a good example of a composition. It correctly titles the composition "Caught" in the centre of the page. It then, starts the composition with a grabber. As soon as you read the first line, you want to know where the scream is coming from. The composition uses dialogue with exclamations and questions. The composition also uses lots of descriptive adjectives and time words. The story is exciting and makes a lot of sense. It relates to the word "caught" in that Alex "caught" his sister Maria after she stole Johnny's Chocolate. It has a beginning (Alex hearing the scream), a middle (Alex looking for the wrappers), and an end (Maria apologizing and buying more chocolates, bringing peace to the family). The student capitalized the beginning of every sentence and used proper punctuation. Overall, it is a very complete and well written composition.

QUESTION 8 ANSWER EXPLANATION

You can write on **one** of the four compositions in about **120 – 150** words.

(8) Write a story based on the picture shown below. Give your story a title.

This prompt is also asking you to write a creative story based on your interpretation of the picture given. You are expected to take from the basic context clues available in the picture such as the speech bubble of the man saying "I lost my wallet in my drawer before assembly. It had \$40,000 in it!", the title "HEAD TEACHER" on the door, the darkened footprints on the floor, the mess of papers on the desk, and others. Based on these images, come up with a detailed story that makes sense when paired with this image. Think of it as telling the story of what you think has happened in this picture. Feel free to use some creativity. Make sure to include a relevant title centred at the top of your page.

When starting your story you can consider starting with what we call a "grabber." This can be either an exclamation like "AH!" or a question like "Have you ever lost \$40,000?" You want your grabber to make the reader want to keep reading your story. As the first sentence, this will set the tone for the rest of your story and is crucial for setting up the plot. Grabbers are often dialogues, questions, vivid descriptions, interesting facts, and sound effects. You don't have to do this, BUT it will make your writing so much more sophisticated and interesting to read.

As you continue with your story, first figure out what you think the plot of the story is and make sure you stay focused on it. You probably don't want to take it in too many directions as it can often get confusing and overwhelming to write in the limited time given. When you figure out where you want to take your story, make sure to include lots of details and descriptions to make it colourful. You also want to make sure you keep it in chronological order (or in order) in a way that the story makes sense. To help with order, feel free to use time placement words that help the reader follow the time of events as well as transition words such as "First," "Then," "After," "Later," and more.



The story should have a beginning, middle and an end. The end should wrap up the story in a way that makes it feel complete. If you have time after writing, go back and read your story out loud in your head. Confirm that the story revolves around what is happening in the picture. Make sure everything sounds right, is not confusing, and is in chronological order. Since this prompt shows a picture of a setting, it makes the most sense to write this story in the third-person. But you don't have to. You can also pretend to be the head teacher or a student that watched this happen. Lastly, make sure to write in complete sentences using proper punctuation marks.

When reading over your response make sure you have accomplished all of the items in the list below.

You have:

- Placed a relevant title in the centre of the page.
- Included a beginning (a topic sentence or at least placing the reader in the setting).
- Included a middle section.
- Incorporated the events of the picture into your story.
- Used lots of descriptive words and adjectives.
- Wrote your story all in present OR past tense (try not to mix the two tenses).
- Wrote your story from a consistent point of view throughout.
- Wrote your story in chronological order so that it is not confusing.
- Had a conclusion/concluding sentence.
- Capitalized the beginning of every sentence.
- Used proper punctuation at the end of every sentence (using periods, question marks or exclamation marks).
- Indented before every paragraph.
- Wrote everything in Standard English.
- Spelled almost all words correctly.

After you have checked your composition, you can read the sample example below. Your composition should NOT be exactly the same as the one below. This is just an example that will include all the items in the checklist above so that you can get an idea of what the composition should look like. Remember that when writing, as long as you use proper English and answer the prompt correctly, there is no right or wrong answer.

Example Answer for Question 8:

DO NOT COPY THE COMPOSITION BELOW! IT IS ONLY AN EXAMPLE!

Almost Lucky

RINGGG! The school bell rang loudly. Hidden away in his office, the head teacher, Mr. Johnson, had been staring at the \$40,000 chunk of cash sitting on his desk which he had found that morning in the parking lot. Before heading to the assembly, Mr. Johnson put the money in his wallet and locked it in his desk drawer, also making sure to lock his office door behind him.

After the assembly was over, Mr. Johnson hurried back to his office to make sure that his newfound cash was still there. However, to his surprise, he found a mess of muddy footprints leading from the open window, his drawer broken open, and his wallet gone! "Oh no!" he exclaimed, "I locked my wallet in my drawer before assembly. It had \$40,000 in it! Who could have known I had it?" He saw a note on his desk from someone that said that they had dropped the money in the parking lot and saw him take it. They had come back to get it. Mr. Johnson was sad he no longer had the money, but knew it was never his to begin with.

This is a good example of a composition. It takes the picture given and tells a creative story relating to it. The title connects with the main idea of the piece and gives the reader an idea of what the story will be about before they begin. This story begins with an attention-grabbing sentence and sets up the direction of the story in an interesting way. It uses the sound effect (RINGGG) of the bell. After introducing the situation, the story chronologically flows in the order in which the events occurred to show what happened after Mr. Johnson found the money. It leads up to the scene shown in the picture. It uses all the details in the picture in a way that makes sense. This creates a coherent story complete with a beginning, middle, and end. The author also adds appropriate descriptions to make the story more interesting. Proper grammar, spelling, and punctuation are used. Overall, this is a complete composition that answers the prompt.



Writing Ministry Standards:

- uses grade level punctuation and capitalization
- observes appropriate spacing between letters, words and sentences
- uses lines and margins
- plans compose and re-read fairly readable first draft
- spells previously taught irregular words in own writing correctly
- uses process steps when writing
- uses the conventions of grammar and syntax, capitalization and punctuation in written standard English at grade level
- writes in various genres such as stories, reports, correspondences, etc.
- demonstrates sensitivity to using formal and informal languages as appropriate in own writing
- constructs declarative, interrogative, imperative, and exclamatory sentences in written language
- uses plural and possessive forms of nouns correctly
- uses verbs correctly in written composition
- uses appropriate subject/verb agreement
- uses adjectives and adverbs appropriately
- uses link words to join sentences
- uses the present, past, future and present continuous tenses correctly
- uses the negative form in simple and compound sentences
- uses prepositions appropriately
- identifies and uses contractions correctly
- uses subject and object forms of personal pronouns correctly
- uses comparative and superlative forms of adjectives correctly
- uses passive verb correctly
- distinguishes between Creole and Standard English usage correctly
- uses conventions of capitalization in written composition
- uses pronunciation at the end of sentences correctly
- uses correct spelling to complete written tasks
- spells basic sight words and other commonly used words in written composition appropriate to the grade
- demonstrates literal understanding of the topic
- uses pre-writing strategies to generate and organize ideas
- writes freely in response to stimuli, picture objects, stories, songs and poems
- creates paragraphs to include a topic sentence, supporting details and concluding sentences
- uses an appropriate form of paragraphing consistently
- makes lists, records observations and personal experiences
- writes for a variety of purposes including description, explanation, and narration
- uses the dictionary to help in spelling of polysyllable words
- writes personal and formal letters, with thank you notes and invitations
- uses the spelling of high frequency and phonetically regularly words correctly
- uses titles and subheadings to organize ideas
- uses format appropriate for writing (e.g. letter, notice, menu, poem, chart, email)
- recognizes that spelling has patterns, applies that knowledge to a wider range of words
- revises and redrafts own writing and checks accuracy of spelling
- demonstrates some understanding of the use of lexical and grammatical effects in the language usage or performance in a newspaper or periodical
- shows increased differentiation between speech and writing
- understands that non-standard forms for literacy purposes in dialogue, in a story or play script
- punctuates writing so that meaning and structure are clear to reader
- chooses vocabulary which conveys attitudes, responses and emotions
- chooses neutral vocabulary in imaginative writing

