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FOR EXAMINERS' USE ONLY	
SECTION	MARKS
FORMAL LETTER	
ESSAY	
TOTAL	

SCHOOL No.	CANDIDATE No.
INITIALS	SURNAME

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2015

0042 ENGLISH LANGUAGE

PAPER I (WRITING SKILLS) (40 Marks)

Wednesday **27 May 2015** 9:00 A.M.–10:30 A.M.

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces provided at the top of this booklet.

You must answer both questions – Question 1 and Question 2. For Question 1, write a composition based on **ONE** of the topics overleaf.

You should write approximately 300 words.

For Question 2, write **ONE** of the letters listed in that section. The body of the letter should contain approximately 100 words.

You should pay attention to punctuation, spelling and handwriting.

At the beginning of your composition and letter, write the number of the topic you have chosen.

Your answers must be written in the spaces provided in this booklet.

Candidates are advised to read very carefully the instructions given. Marks will be awarded for the orderly presentation of material. Candidates who neglect this essential will be penalised.

QUESTION 1

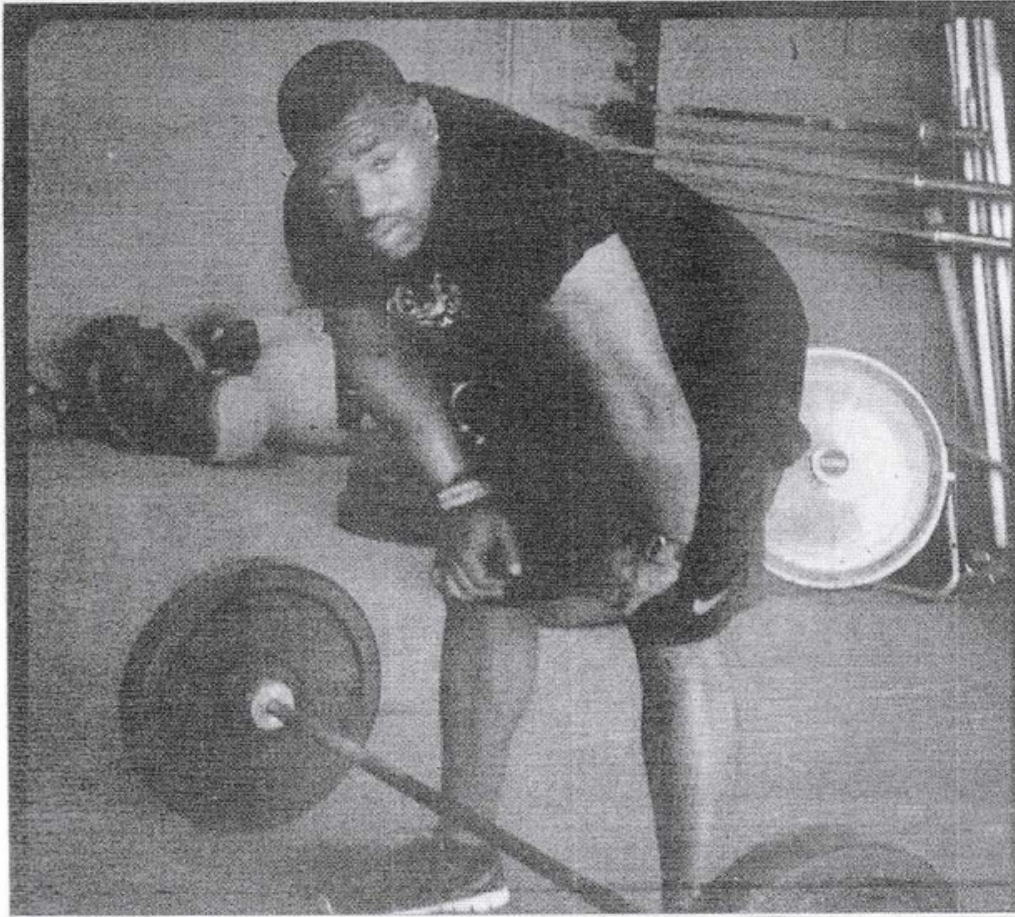
COMPOSITION (30 MARKS)

INSTRUCTIONS:

Answer this question on the lined paper included in this booklet. An outline or plan must be written *before* you begin your composition.

1. Your composition should contain approximately 300 words. Write at least three well developed paragraphs on **ONE** of the following topics. The letter topic (indicated by an asterisk*) will require a heading, salutation and appropriate closing.
 - *(a) Write a letter to a friend or relative in which you attempt to convince him or her that uniforms for students serve OR do not serve a purpose in the educational system.
 - (b) Write a story that includes **ALL** of the following characters:
 - a guidance counsellor
 - a weeping student
 - a parent
 - a teacher
 - (c) Describe an individual who has greatly influenced you. Make sure your essay describes how this person looks, gives two or three character traits with support **AND** says how this person has influenced or inspired you.
 - (d) Write a story in which an accident occurs involving a pet.
 - (e) Explain **THREE** ways in which parents can be more effective in controlling the negative actions of their children.
 - (f) Study the photographs on pages 3 and 4 carefully and use **ONE** of them to write a composition of your own. The composition may be narrative, descriptive, expository or argumentative/persuasive. There must be a clear connection between the photograph and the composition.

(i)



© The Nassau Guardian 28th Sept., 2013

(ii)



© womenonthe fence.com

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

QUESTION 2**FORMAL LETTER-WRITING (10 MARKS)****INSTRUCTIONS:**

Write **ONE** of the following letters. The body of the letter should contain approximately 100 words. Please begin your letter on a new page – on page 9.

- 2A. (a) Recently, one of your relatives had to take you to the Accident & Emergency Section of a local hospital and you were shocked at the poor service you received. Write a letter to the Hospital Administrator complaining about the service and requesting that something be done about it.
- (b) The level of crime has greatly increased in your community. Write a letter to the Commissioner of Police, inviting him to speak at one of your monthly community meetings about what can be done to decrease crime in your neighbourhood. Be sure to include why you think the community needs to hear from him.
- (c) Write a letter thanking the police officer or security guard stationed at your school for the contributions that he or she has made in ensuring that the environment is safe.
- (d) A secretary at your school has been nominated for an important award. Write a letter congratulating him/her on this achievement. Be sure to include reasons why you feel he/she deserves the award.

There is an envelope on page 10. Address it correctly *after* you have written the letter.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or printed text on the page.

- 2B. Address this envelope correctly to correspond with the letter you have written. If you make a mistake addressing the envelope, draw a line through it and draw another envelope in any remaining space in this booklet

A large rectangular box for drawing an envelope. In the top right corner of this box is a smaller rectangular box labeled "STAMP".

FOR EXAMINERS' USE ONLY	
PART I LISTENING	
PART II – USAGE	
– READING COMPREHENSION I & II	
TOTAL	

SCHOOL No.	CANDIDATE No.
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**MINISTRY OF EDUCATION
BAHAMAS JUNIOR CERTIFICATE
EXAMINATION 2015**

0042 ENGLISH LANGUAGE

**PAPER II LISTENING COMPREHENSION;
USAGE AND READING COMPREHENSION
(60 Marks)**

Friday **12 June 2015** 9:00 A.M.–11:30 A.M.

INSTRUCTIONS TO CANDIDATES:

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and first initial in the spaces at the top of this page.

This paper consists of **TWO** parts:

PART I – Listening Comprehension

PART II – Usage and Reading Comprehension

For Part I, you will be required to listen to a passage which will be read twice, then answer the questions found on pages 6, 7 and 8 of the booklet.

For Part II, there are two Reading Comprehension passages. One of them includes a cloze exercise, which is the Usage segment of the examination. Read each passage carefully, and then answer the questions which follow.

Answer all questions in the spaces provided in the question booklet.

Number your answers clearly.

Special attention should be given to the directions for each question.

Work should be neat and well organised.

This question paper consists of **15** printed pages and **5** blank pages.

SCHOOL NO.	CANDIDATE NO.
INITIALS	SURNAME

FOR EXAMINERS' USE ONLY	
PART I - LISTENING	
PART II - USAGE	
READING	
COMPREHENSION I & II	
TOTAL	

MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION 2015

0042 ENGLISH LANGUAGE

BLANK PAGE

PAPER II LISTENING COMPREHENSION
USAGE AND READING COMPREHENSION
(60 Marks)

Friday 12 June 2015 9:00 A.M. - 11:30 A.M.

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and first initial in the spaces at the top of this page.

This paper consists of TWO parts.

PART I - Listening Comprehension

PART II - Usage and Reading Comprehension

For Part I, you will be required to listen to a passage which will be read twice, then answer the questions found on pages 6, 7 and 8 of the booklet.

For Part II, there are two Reading Comprehension passages. One of them includes a cloze exercise, which is the 1st page segment of the examination. Read each passage carefully, and then answer the questions which follow.

Answer all questions in the spaces provided in the question booklet.

Number your answers clearly.

Special attention should be given to the direction for each question.

Work should be neat and well organized.

This question paper consists of 15 printed pages and 5 blank pages.

PART I**LISTENING COMPREHENSION****INSTRUCTIONS TO CANDIDATES:**

The passage will be read to you **TWICE**.

FIRST READING

Listen carefully to the **FIRST READING** to gain a general impression of what is being said. You **MUST NOT** look at the **NOTES SECTION** or the **QUESTIONS** during the **FIRST** reading.

AFTER THE FIRST READING, turn to the **NOTES SECTION** of the paper. Read through the suggested points, then make notes on the points listed. You will have 2 minutes. Your notes will not be marked.

SECOND READING

Listen again as the passage is read a second time. You may make additional notes as you listen. **AFTER THE SECOND READING** you will have 2 minutes to complete your note making.

You should spend at least 30 minutes answering the questions in **PART I (B) LISTENING COMPREHENSION**.

After completing **PART I**, you should go straight on to **PART II**.

[DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO]

PART I (A)**The Royal Bahamas Police Force Cadet Programme****INSTRUCTIONS:**

Make notes on the following points. Remember that you will need these notes in another part of the test; therefore, make them as full and accurate as you can.

Listen carefully

YOUR NOTES ON THE PRESENTATION

- Why the following dates are important in the history of the Royal Bahamas Police Force Cadet Programme:

1969 _____

1971 _____

1989 _____

- Details about the dress code of Cadets

- Details about areas in which Cadets trained

(i) *In the past*

(ii) *In the present*

- Details about:

(i) the days on which Cadets worked and how many hours they worked in the past

(ii) the days on which Cadets work and how many hours they work in the present

- What a young person requires when applying to become a Cadet today

- Benefits of being a Cadet

[DO NOT TURN OVER UNTIL YOU ARE TOLD TO DO SO]

PART I (B)

INSTRUCTIONS:

All answers in this section must be based on information in the recording.

For questions 1–5, shade the box next to the letter that indicates the best answer.

1. What important event happened in 1969?

A.	☐	The Royal Bahamas Police Force was established.
B.	☐	Cadets were fully admitted to the Royal Bahamas Police Force as Recruits.
C.	☐	The Royal Bahamas Police Cadet Programme was established.
D.	☐	Cadets replaced officers on the Royal Bahamas Police Force.

[1]

2. What happened in 1971?

A.	☐	Police Cadets began wearing full Police Force regulation uniforms.
B.	☐	Trained police officers began guiding the Cadets.
C.	☐	Males were encouraged to join the Cadet Programme.
D.	☐	The first Police Cadet Programme was discontinued.

[1]

3. What made 1989 special for the Cadet Programme?

A.	☐	Females enlisted in the Cadet Programme.
B.	☐	Cadets took part in Junkanoo parades.
C.	☐	Cadets began earning a salary.
D.	☐	Female Cadets outnumbered the males.

[1]

4. Almost fifty years ago, Cadets in the *early* programme began learning:

A.	☐	uniform deportment and procedures for traffic direction.
B.	☐	uniform deportment and office procedures.
C.	☐	uniform deportment and report writing.
D.	☐	uniform deportment and procedures for official ceremonies.

[1]

5. Which **ONE** of the following words best describes the individuals who become Cadets?

A.	delinquent
B.	respected
C.	disregarded
D.	undisciplined

[1]

6. Name **THREE** things required in order to join the Royal Bahamas Police Cadet Programme today.

[3]

7. State **TWO** free benefits of joining the Royal Bahamas Police Cadet Programme today.

[2]

8. State **TWO** activities that the Cadets of the past participated in which are similar to those that the present day Cadets participate in.

[2]

9. On which days of the week did Cadets work before 1989?

[1]

10. Complete the table below so that it shows differences between the Cadets of the past and the Cadets of the present.

In the Past Programme	In the Present Programme
a)	a) Cadets wear Police berets.
b) Cadets worked a forty-hour-long week	b)

[2]

TOTAL MARKS = [15]

Now go straight on to PART II, which begins on page 10.

PART II

USAGE AND READING COMPREHENSION

INSTRUCTIONS:

This section contains **TWO** passages. Read the passages carefully and answer the questions that follow. There is a cloze exercise based on the first passage, which is the usage part of the examination.

ALL questions must be answered in complete sentences and in your own words unless otherwise indicated. All answers must be based on information in the passages. Special attention should be given to the directions for each question.

PASSAGE I

NUTRITION FOR CHILDREN AND TEENS

Healthy eating can stabilize your children's energy, sharpen their minds, and improve their moods. While peer pressure and TV commercials for junk food can make it seem impossible to get children to eat well, there are steps parents can take to instill healthy eating habits without turning mealtimes into a battle zone. By encouraging healthy eating habits now, you can make a huge impact on your children's lifelong relationship with food and give them the best opportunity to grow into healthy adults who are sure of themselves.

Children naturally prefer foods they enjoy, so the challenge then is to make healthy choices attractive. Of course, no matter how good your intentions, it's always going to be difficult to convince your eight-year-old that an apple is as sweet a treat as a cookie. However, you *can* ensure that your children's diet is as nutritious and wholesome as possible, even while allowing for some of their favorite treats.

The childhood urge to imitate is strong, so it's important that you are a role model for your kids. It's no good asking your child to eat fruit and vegetables while every night you gorge on several bags of potato chips, chocolate and at least two sodas. Below are some tips to promote healthy childhood eating:

- Have regular family meals. For example, knowing dinner is served at approximately the same time every night and that the entire family will be sitting down together is comforting and enhances appetite.
- Cook more meals at home. Eating home cooked meals is healthier for the whole family. Restaurant meals tend to have more fat, sugar and salt. Save dining out for special occasions.
- Get your children involved. They enjoy helping adults to shop for groceries, selecting what goes in their lunch box, and preparing dinner. It's also a chance for you to teach them about the nutritional values of different foods.
- Keep plenty of fruits, vegetables and healthy beverages (water, milk, pure fruit juice) around so children become used to reaching for healthy snacks instead of empty calorie snacks like soda, chips, or cookies.
- Limit portion sizes. Don't force your child to clean the plate, and never use food as a reward or bribe. Children who are extremely overweight or obese are at greater risk for heart disease, bone and joint problems and poor self-esteem, as well as long-term health problems in adulthood. While childhood obesity doesn't always lead to obesity in adulthood, it does raise the risks significantly.

Now, you may ask, how can I get my picky child to enjoy a wider variety of foods? Many picky eaters prefer a plate with different sections, where one type of food doesn't touch another. Also, just as it takes adults a long time to make up their minds about new foods, most children have to see a new food at least 8-10 times before they will accept it. That means you are not to give up!

Finally, making mealtimes playful can also mean healthier eating for your children. Find some fun, creative ways to add more fruit and vegetables to your child's diet, such as topping a bowl of whole grain cereal with a smiley face: banana slices for eyes, raisins for nose, peach or apple slice for mouth, making frozen fruit kabobs, using pineapple chunks, bananas, grapes, and berries, or even trying fruit smoothies for a quick healthy breakfast or afternoon snack.

Answer questions 11–13 by circling the letter next to the word or phrase that indicates the best answer.

11. According to the first paragraph of the passage, one way in which children benefit from healthy eating is that they _____.

(a) increase their desire to watch TV
 (b) become much better thinkers
 (c) stop experiencing peer pressure
 (d) lose their liking for junk food

[1]

12. Children who develop healthy eating habits stand a better chance of becoming _____.

(a) confident grown-ups
 (b) overweight adults
 (c) excellent cooks
 (d) under-eaters

[1]

13. The passage was written for a special group of people to read. Which one of the following **best** describes this intended audience?

(a) TV commercial writers
 (b) children and teens
 (c) people who are parents
 (d) adults in general

[1]

14. Explain what the writer means in paragraph one when he states that mealtimes can turn into “a battle zone”.

[2]

15. What four-word-long phrase in paragraph three of the passage suggests that some parents may continuously engage in unhealthy eating?

[2]

TOTAL MARKS = 10

16. The passage points out one way in which children and adults are similar. Identify this similarity.

[1]

17. The writer suggests three ways in which parents can make a healthy treat appealing to their children. What is **ONE** thing about the suggestions that might annoy vegetarians?

[1]

18. Use ideas provided in the passage to show how parents can help the young people in the following situations described in the table below:

SITUATION	IDEAS FROM THE PASSAGE ON HOW TO HELP
(a) Almost every day on his way home from high school, William buys a meal for his dinner from a restaurant.	
(b) The Ferguson twins have come to expect a treat from a fast-food restaurant whenever they get good grades.	
(c) Little Sonia cries and refuses to eat when the juice from the beets on her plate runs into and stains the other food	

[3]

TOTAL MARKS = [12]

USAGE CLOZE EXERCISE

The following sentences are based on information found in lines 1–32 of the passage on page 10. Fill in the blanks in each sentence with a single word so as to complete the sense. The word you use should be made out of a word already used in the passage.

The blanks are numbered from 19 to 28.

NUTRITION FOR CHILDREN AND TEENS

Healthy eating can stabilize your children's energy, sharpen their minds, and improve their moods. While peer pressure and TV commercials for junk food can make it seem impossible to get children to eat well, there are steps parents can take to instill healthy eating habits in their children.

Children's (19) _____ (line 7) preference is for food they enjoy. Therefore, even with the (20) _____ (line 8) of intentions, it's always going to be difficult to convince your eight-year-old that an apple is as tasty as a cookie. However, you *can* ensure that your (21) _____ (line 10) diet is as nutritious and wholesome as possible, even while allowing for some of his or her favorite treats. The childhood urge to engage in (22) _____ (line 12) of adults is strong, so it's important that you are a role model for your children. It's no good asking your child to eat fruit and vegetables while (23) _____ (line 13) you gorge on several bags of potato chips, chocolate and at least two sodas. Below are some tips to promote healthy childhood eating:

- Have regular family meals. For example, the (24) _____ (line 15) that dinner is served at approximately the same time every night and that the entire family will be sitting down together is comforting and enhances appetite.
- Cook more meals at home. There is a (25) _____ (line 19) for restaurant meals to have more fat, sugar and salt. Save dining out for special occasions.
- Get your children involved. They enjoy helping adults when they go (26) _____ (line 20) for groceries. It's also a chance for you to teach them how about the nutritional values of different foods.
- Keep plenty of fruits, vegetables and healthy beverages such as water, milk and pure fruit juice around so children will automatically (27) _____ (line 24) for healthy snacks instead of empty calorie snacks like soda, chips, or cookies.
- Limit portion sizes. Don't force your child to clean the plate and never use food as a reward or bribe.

Now, you may ask, how can I get my picky child to enjoy a wider variety of foods? Many picky eaters prefer a plate with different sections, where one type of food doesn't touch another. Also, just as it takes adults a long time to make up their minds about new foods, most children have to see a new food at least 8–10 times before it becomes (28) _____ (line 33) to them. That means you are not to give up!

Adapted from an article @Helpguide.org

TOTAL MARKS = [10]

PASSAGE II

INSTRUCTIONS:

Read the passage carefully and answer the questions that follow. **ALL** questions must be answered in complete sentences and in your own words unless otherwise indicated.

All answers must be based on information in the passage. Special attention should be given to the directions for each question.

MRS. CLARENCE TO THE RESCUE

I was three weeks away from turning eleven as I sat at the desk watching the hands on the clock measure the same second over and over, and that's how I felt – frozen in time. Both Mrs. Clarence, my teacher, and I were waiting for the office secretary to walk through the door of my fifth-grade English class and **summon** us. My eyes skittered from book to door to frozen clock to teacher. Each second that

failed to tick by, I felt sick.

When the door finally opened, I jumped in both my skin and my seat. Mrs. Clarence asked the secretary to watch the class as she pulled a small box from under her desk; the box contained a few of my personal items – a Cabbage Patch doll, a stuffed animal and cassettes – and my brother's favorite video games. These were the only items we would be taking with us as we escaped Texas and my mother's boyfriend. It was a difficult thing to do as my mother could not leave the house without him chaperoning her every move. I was never sure why no one ever called the police, even after I confided in Mrs. Clarence about the physical abuse that was going on in our house, as well as the drinking and verbal **altercations**. Maybe she thought that my brother and I would be taken from my mother, and then where would we be? So instead, my teacher and my mother became partners in planning our escape.

Mrs. Clarence let me bring items from the house – only the **essentials** we couldn't live without – and our cover was that they were for *show-and-tell*. The only problem was getting my mother to the school...alone. Mrs. Clarence called our house, posing as the principal, and said my brother had been in a fight, and she wanted an immediate conference with my mom, alone.

When Mrs. Clarence and I walked to the car, my body shook from fear, sorrow and possibility. Mrs. Clarence wanted to walk me out so that she could meet my mother face-to-face and shake her hand. She pulled \$20 out of her pocket – saying that it was the only money she had – and handed it to my mother. "I only wish it could be more," she expressed regretfully as she hugged us and said goodbye. As we were pulling away, she hurriedly pushed a red shoe box into my hand through the window and told me to keep it safe.

Four years later, when I was almost fifteen, after I had returned home from baby-sitting the neighbour's toddler, I was cleaning out my closet. Tucked among the clothes, pushed to the back of the top shelf, was the red shoe box given to me by Mrs. Clarence. I had never had an opportunity to look inside of it. My curiosity piqued, I opened it to find old school pictures of friends and a folded piece of paper, its edges ripped and **frayed** – with the name Mrs. Clarence written on it.

I didn't hesitate; hastily leaving the room my mother and I shared in my grandfather's safe and loving house, I went downstairs to the telephone. I had to ask permission to call long-distance but I didn't; I simply dialed. As the phone rang, my heart pounded in my chest and **my throat constricted**. A little voice answered, and somehow my throat relaxed enough so that I could speak. I asked for Mrs. Clarence.

"Hello?"

My voice froze for a second and then it all rushed out.

"Mrs. Clarence, I'm not sure if you'll remember me, but this is Heather White."

She whispered through tears, "Of course I remember you."

I swallowed hard so I could speak again. "I just wanted to let you know that I'm OK, and doing well in school now."

She said that she had prayed for this call to come. After I thanked her for all she had done for me, my brother and my mother, I told her about my best friend and other everyday stuff. We talked, we cried, we caught up, and then we said goodbye.

After putting the number safely back inside the red shoe box, I was unable to find it again. I searched frantically all over the room but it was gone. It was as if I was just supposed to call her only once to answer her prayer.

Mrs. Clarence's kindness had saved my life, and I believe that's the power kindness has. Kindness

is a force that can influence and change lives. In fact, random acts of kindness have the power to change the world.

Adapted from an article by
Heather L. Huddleston
Reader's Digest, 2014

29. What is the narrator's name?

[1]

30. Quote **ONE** three-word-long phrase from the first paragraph of the passage which best supports the point that the narrator was anxious.

[1]

31. Provide **ONE** detail from the passage to support the suggestion that Mrs. Clarence attempted to make her lessons interesting.

[1]

32. Give **THREE** specific steps that Mrs. Clarence took, on the day they escaped their home, to ensure that the narrator and her family were safe.

[3]

33. Using your own words as far as possible, identify **TWO** details from the passage which can be regarded as evidence that the narrator's life in Texas was sometimes pleasant.

[2]

34. The adjectives in the chart below all have been used to describe Mrs. Clarence. Select **THREE**, and then provide evidence from the passage to support each one of these three ways of describing her.

ADJECTIVES	SUPPORT
(a) generous	
(b) brave	
(c) highly emotional	
(d) spiritual	

[3]

35. Using the lines provided, explain the meaning of **FOUR** of the following words or phrases as they are used in the passage:

- (a) summon (paragraph 1) _____
- (b) altercations (paragraph 2) _____
- (c) essentials (paragraph 3) _____
- (d) frayed (paragraph 5) _____
- (e) my throat constricted (paragraph 6) _____ [4]

36. Circle the letter next to the claim below which **best** describes the purpose of the last paragraph of the passage.

- (a) It points out the steps Mrs. Clarence took to save the narrator's life.
- (b) It gives the narrator's beliefs about the importance of being kind.
- (c) It compares random acts of kindness to deliberate ones.
- (d) It shows how life depends on the kindness of strangers.

[1]

37. Pretend that you are the narrator writing a diary or journal entry about your life away from Texas. Provide at least **FOUR** specific details about your new life. Remember to base your response on information from the passage.
Your answer should be paragraphed, using **NO MORE THAN 150** words.

[illegible]

[7]

TOTAL MARKS = [23]

PAPER TOTAL = 60