

Grade 6

Assessment of Reading, Writing and Mathematics, Junior Division

Student Booklet Language 1

SPRING 2011

RELEASED SELECTIONS AND ASSESSMENT QUESTIONS

Record your answers on the Multiple-Choice
Answer Sheet.

Education Quality and
Accountability Office



Please note: The format of
this booklet is different from
that used for the assessment.
The questions themselves
remain the same.

Language 1

Section A

Nobody Knows the Difference

I was selling advance tickets for our school recital, which was to take place later that evening. The previous evening's performance had been a sellout. Some people in the audience were forced to stand, lining the walls of the auditorium. 1

One of my customers that day was a parent. "I think it's awful that I have to pay to see my own child perform," she announced bitterly. 2

"The school asks for a voluntary donation to help pay for scenery and costumes," I explained patiently, "but no one *has* to pay." 3

"Oh, I'll pay," she grumbled. "Two adults and a child." 4



She plunked down a 10-dollar bill. I gave her the change and her tickets, and she stepped aside, fumbling with her purse. That's when the boy waiting behind her emptied a pocketful of loose change on the table. 5

"How many tickets?" I asked. 6

"I don't need tickets," he said. "I saw the show last night. My brother and I arrived late. We couldn't find anyone to buy tickets from, so we just walked in." 7

The majority of the audience had probably just walked in. As I'd told the previous customer, the donation was entirely voluntary. I knew that this boy and his brother must have squeezed into the back of that crowd and stood throughout the show. 8

"If the ticket table was closed when you got there, you couldn't have paid," I reasoned. "Nobody knows the difference," I assured him. Believing the matter settled, I started to push the coins back. He put his hand on mine. 9

"I know the difference," he declared firmly. 10

For one soundless moment our hands bridged the coins. Then I spoke: "Two tickets cost two dollars." 11

The heap of coins tallied up to the correct amount. "Thank you," I said. 12

The boy smiled, turned away and was gone. 13

"Excuse me." 14

I looked up, surprised to see the woman who had bought tickets earlier still there. 15

“Why don’t you keep this change,” she said quietly. “The scenery is beautiful and those costumes couldn’t have been cheap.” She handed me a few dollar bills, closed her purse and left. 16

- 1** Why is the parent unhappy in paragraph 2?
- a She is late for the performance.
 - b She is waiting in line for the performance.
 - c She has to pay to watch her child perform.
 - d She has to stand to watch her child perform.
- 2** Why is the word “has” in paragraph 3 written differently from the rest of the words in the paragraph?
- a to emphasize the need for donations
 - b to emphasize that paying is voluntary
 - c to show that the ticket seller is annoyed
 - d to show that the parent doesn’t want to pay
- 3** What does the word “plunked” (paragraph 5) mean?
- a put gently
 - b threw lightly
 - c placed firmly
 - d tossed casually
- 4** Why does the boy return the next night?
- a He enjoyed the performance.
 - b He did not pay to see the performance.
 - c He wants to see the performance again.
 - d He wants to sit near the front this time.

5 Explain why the parent decides to give her change to the ticket seller at the end of the text. Use specific details from the text and your own ideas to support your answer.

6 Describe how the boy's actions support the theme of honesty in this text. Use information from the text to support your answer.

Juggling

At first, the clubs were frightening,
swinging away from my hands in strange patterns—
red—yellow—blue—
chaotic, unpredictable,
colliding like doomed galaxies
in midair. 5

Best to jump back, to let go.

I tried to tame them, then,
launching one at a time, only one
in a slow, controlled arc. 10
Cautiously I added a second,
letting the last wait in my hand
while its fellows soared...

but it was such a handful!

Always there was one too many, 15
smashing down on my fingers,
bouncing away from my grasp.

At last I learned
how to grip with my thumb, how to keep my fingers waiting.
I caught the clubs as they came down: 20
One, two. Stop.
One, two. Stop.
But I could not let the third club go.

I resigned myself to two;
two was easy, familiar. 25
There was no fear of breaking things,
no worry of losing control.
Over and over I flipped the colours,
but still everything was missing.

And then there came a day 30
when I let go with full force,
spinning the third club away
with the sudden trust that it would come back.

It did.

Solidly they kept returning, 35
one two three one two three,
perfect rhythm in my hands.
Perfect order, perfect chaos,
for as long as I could trust the risk
of each new throw. 40



"Juggling" by Ann Pedtke, published in *Cricket* magazine, April 2007, vol. 34, no. 8. Reprinted with permission.

- 7** How many clubs is the juggler learning to juggle in total?
- a one
 - b two
 - c three
 - d four
- 8** Which of the following phrases indicates a turning point in the poem?
- a Best to jump back, to let go (line 7)
 - b Always there was one too many (line 15)
 - c And then there came a day (line 30)
 - d Solidly they kept returning (line 35)
- 9** What does the word “resigned” mean as used in line 24?
- a slowed
 - b paused
 - c left out
 - d gave in
- 10** Why does the juggler have “no fear of breaking things” (line 26)?
- a He can control the clubs.
 - b He moves to a safe place.
 - c He lets go with full force.
 - d He launches only one club.

11 Compare the change in the juggler’s attitude from lines 8–14 to lines 35–40. Use specific details and examples from the text and your own ideas to support your answer.

12 Explain what is meant by “perfect order, perfect chaos” (line 38). Use specific details and examples from the text and your own ideas to support your answer.

- 13** Write an announcement to read to your class advertising a book sale that is taking place in your school.

Ideas for My Announcement

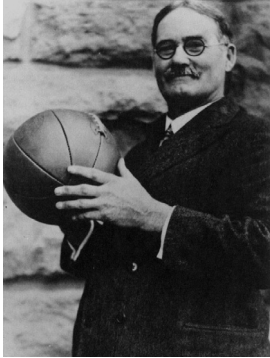
Remember:

- Check over your work.
- Check your spelling, grammar and punctuation.

Language 1

Section B

Peach Baskets and Basketballs



James Naismith, a Canadian-born physical education teacher, invented the game of basketball. It began as a game played by a few young men and has since turned into an Olympic event and a professional sport played in over 200 countries around the world.

1

Naismith, originally from Almonte, Ontario, was athletic and played several sports. He studied physical education at McGill University in Montreal. During that time, he played lacrosse and rugby and practised gymnastics. Later, he moved to Springfield College in Massachusetts, where he studied and eventually taught. In 1891, Naismith was asked by Springfield's head of physical education to create an indoor team sport that was fun and competitive, to keep his students active between the football and track and field seasons. Naismith thought about it and came up with the idea for basketball.

2

The first game of basketball was introduced to 18 of his students on December 21, 1891. Naismith developed a list of 13 rules for the game. Players dribbled a soccer ball up and down a court. There were two wooden peach baskets affixed to the gym walls at a height of just over three metres. Players earned points when they landed the soccer ball in a basket.

3

At first, people had to climb a ladder to get the ball out of the peach baskets. Later, a net attached to a metal hoop replaced them. Early nets had bottoms that were closed, and players had to poke the ball out with a stick. Finally, in 1906, someone opened the bottom of the net so the ball would fall through. Today's moulded basketballs, with a constant size and shape, weren't developed until 1942. Up to that point, basketballs were stitched together from strips of leather.

4

Along with the changes in the net and the ball, the rules of basketball have changed. It has become a much more formal sport, and the rules vary slightly between leagues. The game was first played in the Olympics in 1936, by men only. Women's Olympic basketball got its start in 1974, with different rules. From peach baskets to the Olympics, this Canadian-invented sport has come a long way.

5

- 14** What is the purpose of the text?
- a to explain the game of basketball
 - b to describe the history of basketball
 - c to describe Naismith's success as an athlete
 - d to explain how basketball was chosen for the Olympics
- 15** Why did Naismith invent basketball?
- a He had mastered all the other sports.
 - b He needed new lessons to teach his students.
 - c It was a requirement of all physical education programs.
 - d It would help keep the students fit throughout the school year.
- 16** How does paragraph 2 help the reader understand the text?
- a It provides instructions created by Naismith.
 - b It gives details about how basketballs are made.
 - c It provides background information about Naismith.
 - d It describes the equipment required to play basketball.
- 17** What does the word "vary" mean (paragraph 5)?
- a move
 - b differ
 - c create
 - d remain

18 Explain how the changes to basketball have made it an easier sport to play. Use specific examples from the text and your own ideas to support your answer.

19 Identify one characteristic of Naismith and describe how it contributed to the invention of basketball. Use specific details from the text and your own ideas to support your answer.



**Education Quality and
Accountability Office**



2 Carlton Street, Suite 1200, Toronto ON M5B 2M9
Telephone: 1-888-327-7377 Web site: www.eqao.com

© 2011 Queen's Printer for Ontario