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OUR MOTTO:

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BUILDING A HEALTHIER EASTERN CARIBBEAN REQUIRES AN ALL-OUT WAR ON NON-COMMUNICABLE DISEASES



LILIA BURUNCIUC,
WORLD BANK
DIRECTOR FOR
CARIBBEAN COUNTRIES



TIMOTHY ANTOINE,
EASTERN CARIBBEAN
CENTRAL
BANK GOVERNOR

Did you know that non-communicable diseases are the main cause of premature deaths in the 30–69-year-old age group in the Eastern Caribbean? The rising prevalence of non-communicable diseases is pressuring countries and health systems in the Caribbean at a rate of epidemic proportions. Diseases like hypertension and diabetes are increasingly commonplace and, coupled with extreme weather events which damage health facilities, they disrupt access to health services and fuel a huge and unmet demand for health care delivery.

Within the wider Latin America and Caribbean region, non-communicable disease mortality and morbidity is highest in the Caribbean with diabetes, cardiovascular disease and cancer consistently ranked

among the top 5 causes of death. The Pan American Health Organization (PAHO) assesses that each family with a diabetic member has to allocate between US\$322-US\$769 per year for treatment. In countries like St. Vincent and the Grenadines, survey data show that patients are spending as much as 40% of their annual income on care.

The onset of the COVID-19 pandemic worsened the crisis by increasing risk factors for non-communicable diseases, fueling economic hardships, and provoking widespread disruption of healthcare services, especially in the Eastern Caribbean. These challenges underscore the importance of prioritizing non-communicable disease prevention and treatment to improve health outcomes and accelerate the achievement of Universal Health Coverage.

The Caribbean Outlook

As we reflect on the theme of this year's World Health Day, Journey to Achieving Health for All, a host of issues still hinder the delivery of quality healthcare in the Eastern Caribbean. The region needs to sure-up capacity for strategic planning and policy implementation, improve physical infrastructure, increase the number of trained health professionals, improve data analysis, reporting, dissemination, and use and adequately allocate health sector resources. Partnering of key stakeholders within the region is an essential step and signals our commitment to supporting the Caribbean in combating non-communicable diseases, while preparing for future public health emergencies.

The Way Forward

Raise Awareness – The first step toward combating noncommunicable diseases is to raise awareness about their causes and effects. Governments, health organizations, and communities should work together to educate people about the importance of healthy lifestyles and the risk factors associated with non-communicable diseases. This can be achieved through public campaigns, community events, and educational

programs in schools and workplaces.

Promote Healthy Lifestyles

– The most effective way to prevent noncommunicable diseases is to adopt healthy lifestyles. Governments and health organizations can promote healthy behaviors by implementing policies that encourage physical activity, healthy eating, and reducing tobacco and alcohol use. This can include initiatives such as promoting healthy school meals, building sidewalks and bike lanes, and creating smoke-free public spaces.

Take Personal Responsibility for Health

– There are some things that are beyond our control due to genetics or environment; however, as far as is possible, each of us must take steps to live healthy and productive lives. That means embracing healthy lifestyles for our ourselves and our households. That means teaching our children good nutrition and active lifestyle habits early.

Improve Access to Healthcare

– Access to healthcare is crucial in preventing and managing non-communicable diseases. Governments should invest in healthcare infrastructure and services, particularly in rural areas where access to healthcare can be limited. This can include building

more clinics and hospitals, hiring more healthcare professionals, and improving the availability of medications and medical supplies.

Implement Screening Programs

– Early detection of noncommunicable diseases is essential in managing and treating them. Governments and health organizations should implement screening programs that target high-risk populations such as those with a family history of noncommunicable diseases, the elderly, and those with certain lifestyle risk factors. This can include regular blood pressure checks, cancer screenings, and diabetes tests.

Collaborate with the Private Sector

– The private sector can play a crucial role in promoting healthy lifestyles and preventing noncommunicable diseases. Governments and health organizations should collaborate with businesses to create healthier workplaces and promote healthy products and services. This can include offering healthy food options in workplaces, promoting physical activity programs, and offering health insurance incentives for employees who adopt healthy lifestyles.

Let us take collective action to win the war against non-communicable diseases in the Eastern Caribbean.

SLAVERY APOLOGY NEEDED FROM — KING CHARLES; NOT JUST — “PERSONAL SORROW”



KING CHARLES III

ATTORNEY ARLEY GILL,
GNRC CHAIRMAN

By **Lincoln DePradine**

Local attorney Arley Gill, who is a leading advocate in the Grenada and Caribbean movement that's demanding reparations for the enslavement of Africans in the region, has said that Britain's King Charles must do more than express sorrow over slavery.

Reparations payment, “ultimately, is what we want,” Gill said in an interview with the BBC.

As well, Gill added, “we would want, and demand, that that profound sorrow be converted into an apology and acceptance that what they have done is a crime against humanity, and they should make some repair with regards to the harm that was caused by their action

and their involvement in the slave trade and slavery”.

Gill, a former Grenada ambassador to CARICOM, is chairman of the Grenada National Reparations Committee (GNRC).

GNRC is a member of the CARICOM Reparations Commission that was established by regional governments and headed by Dr Hilary Beckles, a professor and vice-chancellor of the University of the West Indies (UWI).

A “CARICOM 10-point Plan for Reparatory Justice” calls for of “a sincere formal apology by the governments of Europe”.

The plan says that reparations should include such things as Europe's participation

“in the alleviation” of what's described as the “health disaster” in the Caribbean; and also in “illiteracy eradication” and “technology transfer”, and appeals for “debt cancellation” for the region.

“Caribbean governments that emerged from slavery and colonialism have inherited the massive crisis of community poverty and institutional unpreparedness for development. These governments still daily engage in the business of cleaning up the colonial mess in order to prepare for development,” according to the 10-point Plan.

Caribbean governments, it points out, have accumulated “unsustainable levels of public debt that now constitute their fiscal entrapment. This debt cycle properly belongs to the imperial governments who have made no sustained attempt to deal with debilitating colonial legacies. Support for the payment of domestic debt and cancellation of international debt are necessary reparatory actions”.

Gill's interview with the BBC was conducted following an announcement from Buckingham Palace that King

Charles was supportive of a University of Manchester independent research, exploring the relationship between the British monarchy and the slave trade in the 17th and 18th centuries.

King Charles, who last summer said he could not describe “the depths of his personal sorrow” at the suffering caused by the slave trade, takes the university's research project “profoundly seriously,” a Buckingham Palace statement said. “Given the complexities of the issues, it is important to explore them as thoroughly as possible.”

The statement said the Royal household will grant researchers full access to the Royal archives. The study will be completed in 2026.

The issue of the British Empire's slavery links and demands for reparations have been growing in the Caribbean, where discussions also have been taking place on replacing Britain's monarch as head of state of many of the former British colonies.

A Caribbean tour, in March last year by the Duke and Duchess of Cambridge, Prince William and his wife

Kate Middleton, was met with anti-monarchy protests.

Negative headlines in Britain followed a subsequent visit – undertaken by the Earl and Countess of Wessex, Prince Edward and his wife Sophie – who embarked on a Caribbean tour in May 2022. The two, who also faced protests, were scheduled to visit Grenada but cancelled at the last minute, with Buckingham Palace saying the tour stop to Grenada was called off, “in consultation with the government of Grenada and on the advice” of Governor General, Dame Cecile La Grenade.

Barbados, on November 30, 2021, transitioned to a republic and replaced the British monarch as head of state, with Barbadian Sandra Mason now serving as the first President of the Republic of Barbados.

The Trevelyans, a British family that owned six sugar plantations in Grenada and enslaved more than 1,000 Africans on the island in the 19th century, issued an apology to Grenadians in February.

Family member and

CONTINUES ON PAGE 25

GETTING READY FOR AN EXAM

Begin reviewing early

This will give your brain time to get comfortable with the information.

Conduct short daily review sessions

You can ease into a more intense review session prior to

major exams.

Read text assignments before class

This will help you identify concepts that the Teacher considers important and that are already somewhat familiar.

Review notes immediately after class

This will help you identify information that you do not understand while the lesson is still fresh in your memory and other students' memories as well. When you review immediately, you'll have time to clarify information with others.

Review with a group

This will enable you to cover important material that you may overlook on your own.

Conduct a major review early enough to allow for a visit to the teacher during their school hours if necessary.

Break up the study tasks into manageable chunks, especially during major reviews prior to exams.

Studying three hours in the morning and three in the evening will be more effective than studying at a six hour stretch. Studying while you are mentally fatigued is usually a waste of time.

Study the most difficult material when you are alert.



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TIPS FOR BETTER TEST TAKING

PREPARE:

- Analyse how you did on a similar test in the past
 - Review your previous tests, and sample tests, especially when studying for the final exam.
 - Each test prepares you for the next: the more tests you take, the better you will develop your test taking strategies.
- Arrive early for tests
 - Before a test, list everything you will need for it that is allowed. (pencils/ pens, calculator, dictionary, watch, etc.)
 - Good preparation helps you focus on the task at hand
- Be comfortable but alert
 - Choose a good spot in the room and make sure you have enough space to work, maintain comfortable posture in your seat, but don't "slouch"
- Stay relaxed and confident
 - Keep a good attitude.
 - Remind yourself that you are well-prepared and are going to do well.
 - If you find yourself anxious, take several slow, deep breaths to relax
 - Don't talk about the test to other students just before entering the room: their anxiety can be contagious

TEST TAKING:

- Read the directions carefully
 - This may be obvious, but it will help you avoid careless errors
- If there is time, quickly look through the test for an overview
 - Note key terms, jot down brief notes
 - If you can, mark the test or answer sheet with

comments that come to mind.
- Ask if that is permitted!

Answer questions in a strategic order:

1. Answer easy questions first to build confidence, score points, and mentally orient yourself to vocabulary, concepts, and your studies. It may also help you make associations with more difficult questions.
2. Then difficult questions or those with the most point value
 - With objective tests, first eliminate those answers you know to be wrong, or are likely to be wrong, don't seem to fit, or where two options are so similar as to be both incorrect.
 - With essay questions, broadly outline your answer and sequence the order of your points.

REVIEW:

Resist the urge to leave as soon as you have completed all the items.

Review your test to make sure that you

- have answered all questions.
- did not mis-mark answers
- did not make simple mistakes Proofread spelling, grammar, punctuation, decimal points, etc.

Change answers to questions if you made a mistake, or misread the question or if you find information elsewhere in the test that indicates that your first choice is incorrect

Decide on and adopt study strategies that work best for you

- Review your test preparation and identify those habits that worked well and replace those that don't!



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BUDGET ALERT 3.2 POLICY OPTIONS FOR MANAGING THE ECONOMY



BY: LAUREL THERESA BAIN

The policy options for managing the economy should become common knowledge to enable public participation in the process of economic development and transformation. The main policy options for managing the economy are monetary policy, fiscal policy, and structural policy. Monetary and fiscal policies are most commonly referred to as they have a direct impact on economic agents and the subsequent influence on national income. Structural policies are usually ongoing, but the impact is sometimes subtle and manifested over the medium-term.

The policy options are aimed at directing the level of economic activity and changing the structure of the economy. Monetary policy, which is generally conducted by the Monetary Authority, refers to the use of interest rates, commercial banks reserve requirement and open market operations to affect the availability of money in the economy, and influence the direction of economic activity. Fiscal policy is the authority of governments to raise revenue and use such funds to provide goods and services; impacting on the wellbeing of the population and the

level of economic activity. Structural policies are aimed at improving the productivity of industries and sectors; and changing the structure of the economy. Among these policy options, monetary and fiscal policies have a more immediate and direct impact on national income.

There was active monetary policy globally and in the ECCU during the Covid-19 Pandemic and its aftermath. The common monetary policy instrument applied was the interest rate. With the onset of the Covid-19 Pandemic, the monetary authorities reduced the interest rates for lending to financial institutions and governments. The main objective was for financial institutions to reduce their lending rates, leading to cheaper cost of funds, expansion in credit and ultimately to growth of money in circulation and economic activity.

Active interest rate policy continued to be pursued in the aftermath of the Covid-19 Pandemic. The disruptions in supply and distribution chains which were further aggravated by the Russia/Ukraine war resulted in a period of unprecedented inflation. The monetary authorities in the advanced economies, which operate with targeted inflation rate, aggressively increased interest rates. The objective was to reduce credit and the money in circulation in order to align the money supply with the available goods and services.

Among the advanced economies, the Federal Reserves of the USA reduced the interest rate from 1.75

percent in 2019 to 0.25 percent in 2020, aimed at halting economic contraction. Thereafter, as inflation soared, interest rates increased steadily to 5.00 percent by March 2023. Also, the Bank of England reduced its official bank rate from 0.75 percent in 2019 to 0.10 percent in 2020, and similar to the other monetary authorities, it increased the official bank rate to 4.25 percent by March 2023. During the Covid-19 Pandemic, the European Central Bank maintained a fixed rate of 0.0 percent, and to curb inflation, it increased its rate to 3.25 percent by 2023.

This inflationary period was brought about by both supply and demand factors. On the supply side, the shortages brought about by the disruption in the supply and distribution chains were manifested in higher prices. This was combined with the availability of money due to the expansionary fiscal and monetary policies pursued during the Covid-19 Pandemic. These conditions created an ideal inflationary environment. Therefore, a combination of structural, fiscal and monetary policies, in a coordinated manner, is necessary to address the inflationary period.

In the ECCU, the Eastern Caribbean Central Bank (ECCB) pursued an expansionary monetary policy stance. It reduced the discount rate, the rate at which commercial banks and governments borrow from the ECCB, from 6.5 percent to 2.0 percent in April 2020. The objective was to make funds available to these entities at a cheaper rate, and to signal to

financial institutions to reduce lending rates. This monetary policy stance had not occurred since the 2001 to 2003 period, when the discount rate was reduced from 8 percent to 7 percent in 2001, and then to 6.5 percent in 2003. In these periods of expansionary monetary policy stance, the policy decisions were undertaken in the context of slow economic growth.

The impact of monetary policy in the Eastern Caribbean Currency Union is generally limited. During the 2001 to 2003 period of monetary policy, the commercial banks had not traditionally resorted to the ECCB for financing, and hence the limited impact of the interest rate policy. During the Covid-19 Pandemic, the banking system was liquid resulting in low demand for liquidity from the ECCB. Therefore, interest rate developments in the commercial banks, as assessed by the average lending rates on loans and advances did not diverge significantly from the rates prior to the Covid-19 Pandemic. There was an increase in borrowing from the ECCB by the commercial banks in a few member countries in 2021, which subsided to the pre-Covid-19 level in 2022.

The other interest rate policy instrument available to the ECCB is the 2.0 percent administered Minimum Savings Rate. This rate was reduced from 4 percent to 3 percent in 2002 and then to 2 percent in 2015. In establishing the Minimum Savings Rate, it was intended to encourage savings by maintaining a positive real interest rate, that is, an interest rate that is above

the inflation rate. Its reduction in 2015 deviated from this position, and it was anticipated that with the reduction, commercial banks would lower the interest rates on loans to stimulate investment and the economy.

If the administered Minimum Savings Rate is to maintain a positive real interest rate for depositors, an upward adjustment is warranted during this inflationary period. However, liquidity in the banking system is high, and incentives are not needed to attract deposits. With the mix of products offered by the commercial banks, interest rates on deposits have been lower than the Minimum Savings Rate resulting in negative real interest rates. Additionally, commercial banks are profit oriented institutions, and with high liquidity, upward adjustment to the administered Minimum Savings Rate could increase cost to commercial banks for holding funds. This could ultimately lead to higher lending rates, constraining the growth in loans and advances and ultimately in economic activity.

The other major monetary policy instruments are reserve requirement and open market operations which are not applied in the ECCU. The structure of the financial sector does not allow for the pursuit of effective monetary policy. Therefore, in the ECCU, fiscal policy is the dominant policy used to influence economic activity and improve the wellbeing of the population.

Knowledge is power and experience is the greatest teacher.



SPORT AND EDUCATION OR SPORTS VS EDUCATION...PARENTAL DILEMMA

Physical activity is vital to the holistic development of young people, fostering their physical, social and emotional health. The benefits of sport reach beyond the impact on physical well-being and the value of the educational benefits of sport should not be under-estimated.

As we prepare to witness the culmination of the many sporting competitions that our students and youths are engaged in, the perennial question descends like the rain clouds on a bright sunny day Sports or examinations. JAVELIN, SHOT-PUTT, 100 METERS, FOOTBALL, NETBALL OR CRICKET versus CPEA, CXC,

Cape or some other examination. Unfortunately for some, and usually at the behest of the parent, a guardian or a teacher, its exams time.... "You can find time to play anytime". The real question should be, why not both.

The consensus is that there is a direct correlation between physical education, sports and health and education. In other words the saying that a healthy body equals a healthy mind holds. It has been said that with sports and physical education the child's motor skills, general development and mental acuity improves. Providing physical education both inside and outside

of schools is crucial in helping young people to learn and develop life skills. As it relates to social and emotional development, there are three main areas that have been under consideration: Inclusion and community building; character building; and delinquency and community safety.

The submission is that sports acts as a magnet or a repellant to school let all the interested parties, stakeholders see sports as the magnet ... so let the maths and the netball complement each other, the cricket and the English B coexist
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CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

Language Arts

Spelling

Choose the correct spelling of the word to fill each blank space. Blacken its letter on your answer sheet.

1. The ----- of the football equipment is the duty of GFA.
(a)maintenance
(b)maintenance
(c) maintenence
2. The ----- of the poetry competition took place at Marryshow House.
(a)Juging
(b)Judgeing
(c)Judging
3. The boat ----- with two small boys.
(a)Disappeared
(b)Disapeared
(c)Disapperred
4. My mother placed the ----- on her desk so that she would remember the date of the CPEA.
(a)Calendar
(b)Calender
(c)Calenda
5. We saw many ----- at the harbour.
(a)pulleyes
(b)pullies
(c)pulleys

Grammar

Choose the correct word or group of words from among those given and blacken its letter on your answer sheet.

6. Everyone should _____ a role to play in the success of the school.
(a)has
(b)had
(c)have

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

7. Yesterday she ----- the book to the library.
(a)Returns
(b)Return
(c)Returned
8. John can jump higher than -----
(a)I
(b)Me
(c)Them
9. I do not want ----- to know.
(a)Anybody
(b)Nobody
(c)No one
10. Josh is the ----- of the three boys.
(a)Smarter
(b)Smartest
(c)More smart
11. Sheila received a new pair of shoes, ----- it was too small for her.
(a)For
(b)So
(c)But
12. These days, ten dollars ----- a fair price for a haircut.
(a)Are
(b)Is
(c)Were
13. All of the girls ----- to play the trumpet.
(a)Have learnt
(b)Has learn
(c)Has learnt

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

14. Everyone stood still as the bicycle went ----- over the railing.

- (a) Quick
- (b) Quickly
- (c) Quicker

15. Either the girl or her parents _____ the keys from the office.

- (a) collects
- (b) collect
- (c) collecting

Capitalization and Punctuation

On your answer sheet blacken the letter of the sentence in which capital letters and punctuation marks are correctly used.

16. (a) "The singers' voices couldn't be more harmonious," said the director.

(b) "The singers' voices couldn't be more harmonious" said the director.

(c) "The singers' voices couldn't be more harmonious." said the director.

17. (a) These are my best subjects: Mathematics, Language Arts and Science and Technology.

(b) These are my best subjects, mathematics, language Arts and Science and technology.

(c) 'These are my best subjects; Mathematics, Language Arts and Science and Technology.

18. (a) The babies' toys' were in the nursery.

(b) The babie's toys were in the nursery.

(c) The babies' toys were in the nursery.

19. (a) Mr. Tom the principal, scolded the children, for their bad behaviour.

(b) Mr Tom the Principal, scolded the children for their bad behaviour.

(c) Mr. Tom, the Principal, scolded the children for their bad behaviour.

20. (a) The tourists found our West Indian Food quite tasty.

(b) The Tourists found our West Indian Food quite tasty?

(c) The tourists found our West Indian food quite tasty.

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

Comprehension

Read the poem and answer the questions that follow.

Our First Computer Everyone was silent. Miss Peters entered the room with Mr. Mark, the Principal. They were both smiling. They were carrying a huge box which seemed very heavy. They carefully put the box on the table and opened it. Miss Peters took out a white plastic board with letters on it.

It looked like a typewriter. Mr. Mark pulled out something that looked like a television. "Well, boys and girls," said Mr. Mark. "I have great news for you today. Say hello to your very own classroom computer. "Hello computer!" we shouted as we stood up to see. Our school is in a small village. It is a very small school with only fifty students.

A few of the students had computers at home but most did not. We were very excited to have this computer in the classroom. "Computers are very exciting," said Mr. Mark. They are also very expensive so I have to remind you to be careful around the computer. Miss Peters will tell you what you need to know about the computer. Please listen well. Enjoy your new computer and make sure you learn a lot from using it.

Have a good day children." "Have a good day, sir, and thank you for the computer," the children replied. "You are welcome," said Mr. Mark with a smile as he left the room.

Questions

21. Why were the children quiet?
- (a) They were afraid.
 - (b) The principal entered the classroom.
 - (c) Their teacher entered the classroom.
22. What word is the opposite to 'expensive' ?
- (a) Dear
 - (b) Artificial
 - (c) Cheap
23. How did the children show appreciation to the Principal?
- (a) They were silent
 - (b) They said thank you
 - (c) They showed excitement
24. Why do you think Mr Mark said 'Computer are exciting'?
- (a) He wanted the children to have fun while using the computer.
 - (b) He wanted them to play games on the computer
 - (c) He loves the students.

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

25. What was the computer compared to?
- (a) Radio
 - (b) Typewriter
 - (c) Another computer

Vocabulary

Choose the word or phrase which is closest in meaning to the underlined word.

26. On weekends the park is usually vacant.
- (a) full
 - (b) empty
 - (c) spacious
27. A **fee** for renting a house refers to -----.
- (a) Time
 - (b) Cost
 - (c) Day
28. My mother always say 'look before you leap'. What type of saying is this?
- (a) Simile
 - (b) Metaphor
 - (c) Proverb
29. I would explain the process of **converting** cocoa to chocolate.
- (a) Changing
 - (b) Boiling
 - (c) Preparing
30. Janice made up her mind to do better in exams.
- a) Agreed
 - b) Decided
 - c) promised

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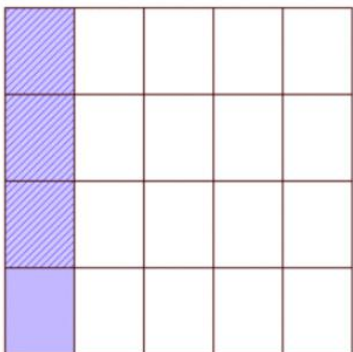
CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

Mathematics

Choose the correct answer and blacken the letter on your answer sheet

1. $4\frac{5}{100}$ can also be written as
 - (a) 4.50
 - (b) 4.05
 - (c) $\frac{45}{100}$
2. In the numeral 58.009 the decimal point separates the
 - (a) Tenths from the ones
 - (b) Hundredths from the tenths
 - (c) The ones from the hundredths

Use the diagram below to answer questions 3 and 4.



3. What fraction is shaded in the above diagram?
 - (a) $\frac{9}{20}$
 - (b) $\frac{1}{5}$
 - (c) $\frac{2}{5}$
4. What percentage of the diagram is unshaded?
 - a) 20%
 - b) 80%
 - c) 16%
5. Change 2.5 metres to centimetres. The result is
 - (a) .25 m
 - (b) 250 m
 - (c) 250 cm

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

6. Which are used to measure capacity?

- (a) Metres and centimetres
- (b) Grams and kilograms
- (c) Litres and millimetres

7. What are the prime factors of 40?

- (a) $2 \times 2 \times 2 \times 5$
- (b) $4 \times 2 \times 5$
- (c) 40×1

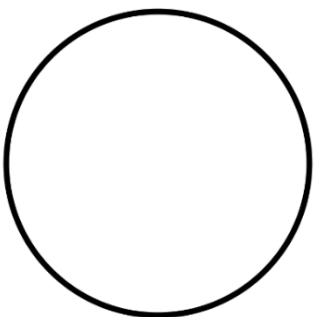
8. A cube has the following:

- (a) 8 faces, 6 edges and 12 vertices
- (b) 8 vertices, 12 edges and 6 faces
- (c) 12 faces, 8 edges and 6 vertices

9. A class of 35 students went to lunch. The total bill was \$402.50. If all the students have eaten how much did each child pay if they all paid the same?

- (a) \$4.50
- (b) \$11.50
- (c) \$40.20

Use the following diagram to answer questions 10 and 11.



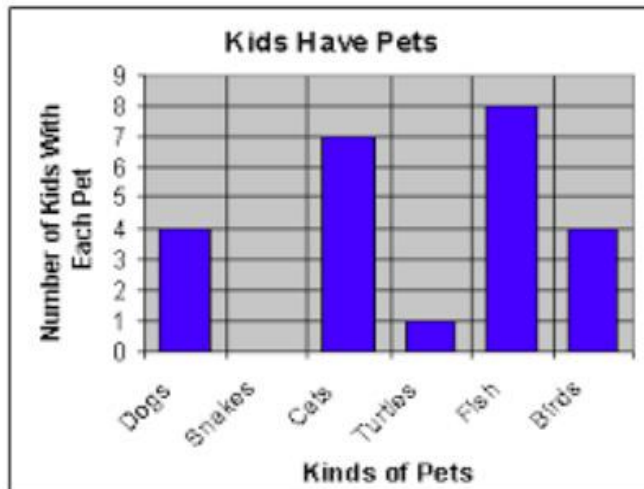
10. The above diagram shows which part of the circle?

- (a) Chord
- (b) Circumference
- (c) Arc

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

11. If the diameter of the above circle is 14m, what is the radius?

- (a) 14m
- (b) 20m
- (c) 7m



Above, the graph is showing some kids choice of pets for some kids. Read carefully and answer questions 9 – 12.

12. Which is the most popular pet?

- (a) Turtles
- (b) Fish
- (c) Cats

13. Which animal was not chosen as a pet?

- (a) Snakes
- (b) Dogs
- (c) Birds

14. What is the average of the number of students questioned? (Please round off to the nearest whole number)

- (a) 5
- (b) 4
- (c) 3

15. A square and an equilateral triangle have the same perimeter. If the length of the square is 6m what is the length of each side of the triangle?

- (a) 3cm
- (b) 80cm
- (c) 12cm

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

16. What is the missing number in the sequence below?

1, 2, 5, 10, -----

- (a) 15
- (b) 16
- (c) 17

17. Share 20 marbles so that for every 4 marbles John gets Mary gets 1. What was Mary's share?

- (a) 4
- (b) 5
- (c) 15

18. A car travels 240 Km at an average speed of 40km/h. How long does the trip take?

- (a) 6hrs
- (b) 4hrs
- (c) 6 $\frac{1}{4}$ hrs

19. Express 40 as a percentage of 200.

- (a) 20%
- (b) 50%
- (c) 33.3%

20. $\frac{7}{15}$ of the passengers on a plane went to St. Lucia, $\frac{1}{6}$ went to Trinidad and $\frac{1}{5}$ went to Barbados. What fraction went to St. Lucia and Barbados?

- (a) $\frac{7}{15}$
- (b) $\frac{2}{3}$
- (c) $\frac{1}{5}$

21. Write $7\frac{3}{4}$ as an improper fraction.

- (a) $\frac{21}{4}$
- (b) $\frac{31}{4}$
- (c) $\frac{73}{4}$

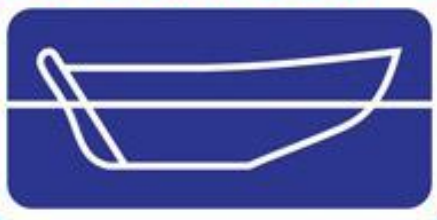
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OVERVIEW OF: GDA PORTS AUTHORITY



The Grenada Ports Authority is a statutory body which operates under the aegis of the Minister of Finance who appoints the Chairman and other members of the Board of Directors. The Authority is governed by **Cap. 247** of the *2010 Revised Edition of the Laws of Grenada*.

Core Functions:

The core functions of the Authority include the following:

- Operation and administration of ports under its jurisdiction;
- Regulation and control of navigation within the limits of such ports;
- Maintenance, improvement and regulation of ports and services therein;
- Provision of pilotage services and navigational aids for

the ports and their approaches.

In addition to its core corporate functions the Authority is responsible for the administration of the *Shipping Act Cap.303*, and co-administration of the *Yachting Act Cap.345*. It also owns and operates the St. George's Bus Terminus.

Devolving from its functions under the *Shipping Act* the Authority is the *de facto* national maritime and ocean umbrella organisation. As such, it is the focal point for organisations such as the **IMO**, the **IOPC Funds**, the **IHO**, and the **OAS Committee on Ports**. The National Physical Planning Authority also relies on input from the Authority in considering developments on the coastal zone.

Mission

The Authority's mission is to administer the ports,

facilities and services in a manner best calculated to serve the public interest.

Vision

The Authority's vision is to be a leading provider of high quality and cost

effective services within the Organisation of Eastern Caribbean States.

Core Values

The core values of the Ports Authority are as follows:

- Integrity
- Accountability
- Empowerment
- Motivation
- Team Work
- Operating in the public interest
- Quality service
- Safety

Did you know?

The Grenada Ports Authority participates in an international framework of contracting governments, governmental agencies, local administrators and shipping and port industries to ensure international trade is conducted in a safe and secure environment.

A major component of this framework is the International Ship and Port Facility (ISPS) Code.

The ISPS Code entered into force under the SOLAS (Safety Of Life At Sea) Chapter XI – 2, on July 1st, 2004.

The ISPS Code assesses and detects potential security threats to ships and port facilities.

The ISPS Code ensures adequate and proportionate Maritime Security Measures are in place on board Ships and in Ports at all times.

Helmets, High Visibility Vests and Safety Shoes are the MINIMUM Personal Protective Equipment (PPE) required to enter the Port area.

Children 12 years and under are not allowed to enter the Port.

The Grenada Ports Authority safety slogan is: 'Safety is Everybody's Business'



Grenada Ports Authority

The Pier, St. George's, Grenada
 Tel: 473-440-7678 Fax: 473-440-3418
 Email: grenport@spiceisle.com
 Web: www.grenadaports.com

SLAVERY APOLOGY NEEDED FROM KING CHARLES; NOT JUST “PERSONAL SORROW”

journalist Laura Trevelyan has offered to contribute £100,000 to establish a community fund for economic development.

She also has resigned from her job with the BBC to become a “roving advocate” for reparative justice. Trevelyan said she will assist in campaigns looking to secure

apologies and financial reparations from former European colonial powers.

The University of Manchester’s research would provide “a full picture of the British monarchy’s involvement in not just the Atlantic slave trade but with regards also to slavery here in the Caribbean”, Gill

said. “This is extremely significant not just for Grenada but also for the entire Caribbean. This represents a step in the right direction by the British monarchy.”

The research, Gill argues, will provide more details on the extent of England’s rulers’ “involvement with regards to the profits they have made

and the investments they have made, coming out of the Atlantic slave trade. I hope that the research probably could be extended to their involvement in slavery and the plantations and the owning of slaves in the Caribbean.”

Gill also suggested incorporating UWI representatives into the conducting of the study.

“It would be heartening if the University of Manchester would involve University of the West Indies professors to assist in the research, so that when we say independent, we truly mean independent. Not just lecturers and professors from the UK but also Caribbean experts can play a

role in that research,” said Gill, who also is a former Grenada Minister of Culture.

“We’re hoping this research would trigger the discussion of reparative justice in the castle of the British monarchy and, indeed, in the parliament of the British government, in the soonest possible time.”



Wishing you the confidence and perseverance to overcome any obstacles and may your hard work and dedication translate into successes.

Best of luck in your upcoming CPEA exams.



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>> MARINE

>> IMPORTS

>> INDUSTRIAL

NEW JOBS

PEOPLE ARE DOING NOW THAT YOU MAY HAVE NEVER HEARD OF, BUT ARE TOTALLY AWESOME!

DATA SCIENTIST

A data scientist is someone who uses data to help businesses and organizations make better decisions. They are responsible for collecting, analyzing, and interpreting data to identify trends and patterns, and then using that information to make strategic recommendations.

SOCIAL MEDIA MANAGER

A Social Media Manager is responsible for managing a company or individual's social media accounts, creating and posting content, and engaging with the audience to grow the online presence.

APP DEVELOPER

An app developer is someone who designs and creates mobile applications for smartphones and other mobile devices. They are responsible for coding, testing, and debugging apps, and ensuring that they meet user needs and are compatible with various platforms.

VIRTUAL REALITY DEVELOPER

A Virtual Reality Developer creates and designs virtual reality environments, including video games, training simulations, and entertainment experiences.

CYBERSECURITY SPECIALIST

A cybersecurity specialist is someone who helps businesses and organizations protect their computer systems and networks from cyber attacks. They are responsible for identifying potential security risks, developing strategies to mitigate those risks, and monitoring and responding to security incidents.



E-COMMERCE SPECIALIST

An e-commerce specialist is someone who helps businesses sell their products and services online. They are responsible for developing and executing online marketing campaigns, optimizing product listings and website design, and managing customer relationships.

ARTIFICIAL INTELLIGENCE ENGINEER

An AI Engineer designs and develops artificial intelligence systems and technologies, such as chatbots, virtual assistants, and self-driving cars. They have to be skilled in machine learning, natural language processing, and data analytics.

SUSTAINABILITY MANAGER

A Sustainability Manager is responsible for implementing sustainable practices in businesses and organizations, including reducing waste, conserving energy, and promoting environmentally-friendly policies.

E-COMMERCE MANAGER

An E-commerce Manager is responsible for managing an online store, including product listings, order processing, and customer service. They also develop marketing strategies to drive traffic and sales.

DRONE PILOT

A Drone Pilot operates drones for various purposes, such as aerial photography, surveying, and search and rescue operations. They must have proper certification and training to operate drones.

USER EXPERIENCE (UX) DESIGNER

A UX designer is someone who designs and improves the overall user experience of a product, website, or app. They are responsible for conducting user research, creating prototypes, and collaborating with other designers and developers to create a seamless user experience.

3D PRINTING TECHNICIAN

A 3D Printing Technician operates and maintains 3D printers,

including preparing and processing 3D models, monitoring print runs, and troubleshooting issues.

DIGITAL MARKETER

A digital marketer is someone who uses digital channels such as social media, email, and search engines to promote products or services. They are responsible for creating and executing marketing campaigns, analyzing data to measure success, and adapting strategies based on results.

YOUTUBE CONTENT CREATOR

A YouTube Content Creator creates video content for YouTube and manages their own channel. They can earn money through ad revenue, sponsorships, and merchandise sales.

PODCAST PRODUCER

A Podcast Producer is responsible for creating, producing, and editing audio content for podcasts. They work with hosts and guests to plan episodes, record and edit audio, and manage distribution.



You've got this!

Just remember to stay calm and focused, and success will be yours.

Wishing you the best of luck
in your CPEA exams.



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CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

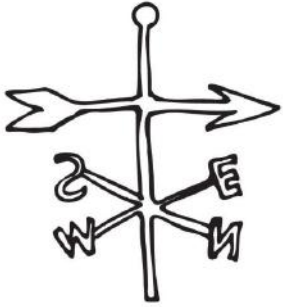
22. Write 75% as a decimal.
- (a) 0.75
 - (b) 7.5
 - (c) 0.075
23. The floor of a square room has a length of 25m. How much carpet is needed to cover the floor of the room?
- (a) 200m^2
 - (b) 125m
 - (c) 625m^2
24. Solve $(100 \div 25) \times 5^2$
- (a) 150cm
 - (b) 100cm
 - (c) 250cm
25. How many minutes are in $5\frac{1}{2}$ hours?
- (a) 330 minutes
 - (b) 520 minutes
 - (c) 315 minutes

Science

Read each question correctly and blacken your choice on your answer sheet.

1. Which of the following condenses to form clouds.
- (a) Water vapour
 - (b) Carbon Dioxide
 - (c) Fog

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST



Observe the diagram above and answer questions 2 and 3.

2. What is the name of the weather instrument above?

- (a) Wind sock
- (b) Wind Vane
- (c) Anemometer

3. This instrument measures

- (a) Wind speed
- (b) Wind direction
- (c) pressure

4. Which of the following is true about the moon?

- (a) It makes its own heat and light
- (b) It reflects the light of the sun
- (c) It gives light to other bodies in space

5. The life cycle of an insect is called

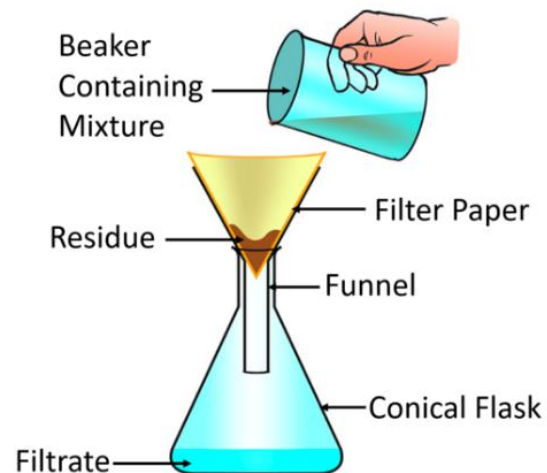
- (a) Germination
- (b) Camouflage
- (c) Metamorphosis

6. Which of the following is a natural source of water?

- (a) River
- (b) Canal
- (c) Dam

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

Study the diagram below and answer questions 7 to 9.



7. The above diagram is showing the process of water
- (a) Filtration
 - (b) Purification
 - (c) Chlorination
8. Which word in the diagram matches the following definition?
- ‘----- is the water which has been filtered.’
- (a) Residue
 - (b) Filtrate
 - (c) Filter paper
9. An animal covered partly with scales and is found on land may belong to this group of vertebrates.
- (a) Birds
 - (b) Dolphin
 - (c) Fish
10. The wheelbarrow is an example of which class of lever?
- (a) First class
 - (b) Second class
 - (c) Third class

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

11. The best way to keep our lungs healthy is to
 - (a) Eat well
 - (b) Exercise
 - (c) Sleep

12. Day and night on earth is caused by
 - (a) Rotation
 - (b) Revolution
 - (c) Tilt of the earth's axis

13. One example of a very good conductor of heat is
 - (a) Wooden spoon
 - (b) Rubber bowl
 - (c) Metal fork

14. A disease of the respiratory system is
 - (a) Cancer
 - (b) Tuberculosis
 - (c) Diabetes

15. An example of a rhizome is
 - (a) Onion
 - (b) Banana
 - (c) Ginger

16. A plant showing yellowing of its leaves is lacking
 - (a) Potassium
 - (b) Sulphur
 - (c) Nitrogen

17. Water boils at
 - (a) 212° F
 - (b) 100° F
 - (c) 32° F

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

18. The floor space required for rearing a broiler is

- (a) 1 square foot per bird
- (b) 2 square feet per bird
- (c) 3 square feet per bird

19. Vitamin C is important to the body because it helps

- (a) Produce urine
- (b) Fight diseases
- (c) Build worn out tissues

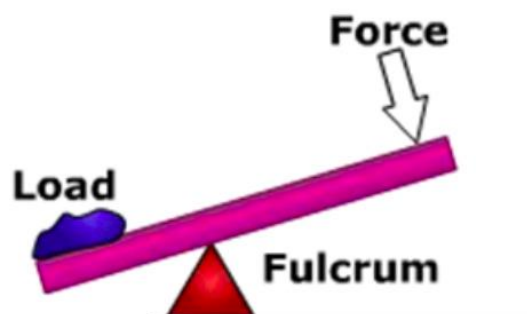
20. The Common Cold is similar to Covid - 19 because they are most likely caused by a

- (a) Bacteria
- (b) Virus
- (c) Fungus

21. The diagram below shows a simple machine. The fixed point is also known as the following

Except:

- (a) pivot
- (b) load
- (c) fulcrum



22. The earth's atmosphere is made up of 21%

- (a) Carbon dioxide
- (b) Oxygen
- (c) Nitrogen

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

23. An animal with three body parts and six legs is called a/an
- (a) Arachnid
 - (b) Crustacean
 - (c) Insect
24. Which of the following has the nymph as part of its life cycle?
- (a) Cockroach
 - (b) Flies
 - (c) Mosquito
25. The pea as a seed is easily dispersed by
- (a) Humans
 - (b) self
 - (c) Wind

Civics

Read each question carefully and choose the correct answer.

1. A person who continually consumes too much alcohol is likely to
 - (a) Have a change in behaviour
 - (b) Gain body weight
 - (c) Develop a fit and healthy body

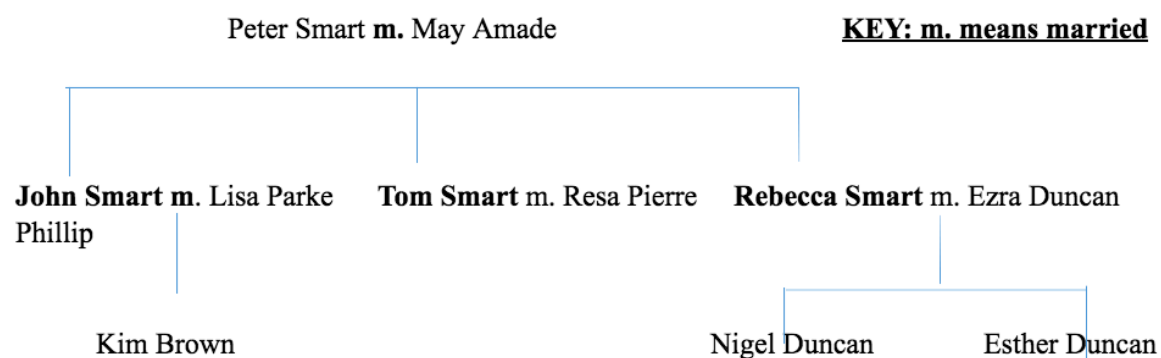
2. Which of the following is associated with British ancestry?
 - (a) Boat Building
 - (b) Courtship and marriage
 - (c) Saraca

3. Which is an acceptable way of forming a Democratic Government?
 - (a) Demonstration
 - (b) Nomination
 - (c) Election

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

4. Which of the following was not a trading station in the Great Triangular Route?
- (a) Africa
 - (b) India
 - (c) West Indies
5. Which of the following CARICOM countries is a colony?
- (a) Montserrat
 - (b) Dominica
 - (c) St. Vincent
6. The treaty which relates to Caricom was signed in which Caribbean Country?
- (a) St. Kitts
 - (b) Trinidad and Tobago
 - (c) Barbados

Study the Family Tree below and answer questions 7 to 9.



7. What is May Amada to Ester Duncan?
- (a) grandmother
 - (b) Sister-in-law
 - (c) Cousin
8. Who is the grandfather in the family?
- (a) Peter
 - (b) Nigel
 - (c) Ezra

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

9. How many generations make up the family tree?

- (a) 1
- (b) 2
- (c) 3

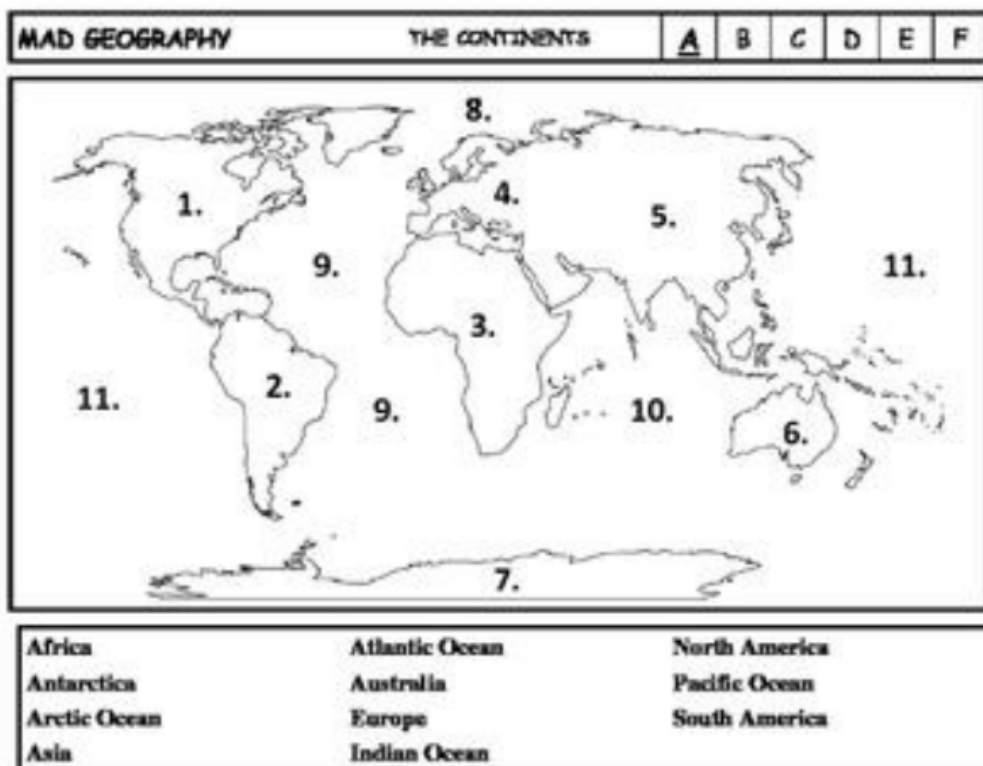
10. In a family, cooperation is important as it helps members to build stronger family -----

- (a) Fights
- (b) Surnames
- (c) Morals and values

11. How does tolerance benefit your country/community?

- (a) It keeps law and order
- (b) It reduces conflict
- (c) It helps persons to get goods cheaper

Study the map below and answer question 12 - 14.



12. The following is a map of the

- (a) World
- (b) Caribbean
- (c) Americas

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

13. Persons speaking Spanish would be a national of which continent?

- (a) 8
- (b) 7
- (c) 2

14. To which continent does China belong?

- (a) 4
- (b) 5
- (c) 6

15. In determining the time of a clock in various countries of the world, which of the following is most important?

- (a) Parallels of latitude
- (b) Seasons of the year
- (c) Meridians of longitude

16. Which of the following religions is associated with our European ancestors?

- (a) Christianity
- (b) Muslim
- (c) Hinduism

Observe the table below and answer questions 17 – 19.

Country/Island	Natural Resource
Jamaica	Bauxite
Trinidad and Tobago	Asphalt
Cuba	Natural Gas
Guyana	Lumber
St Vincent	Arrowroot

17. In which country one can find the resource which makes electricity?

- (a) Jamaica
- (b) Cuba
- (c) Trinidad and Tobago

18. Which of the following country has a resource which is used to build roads?

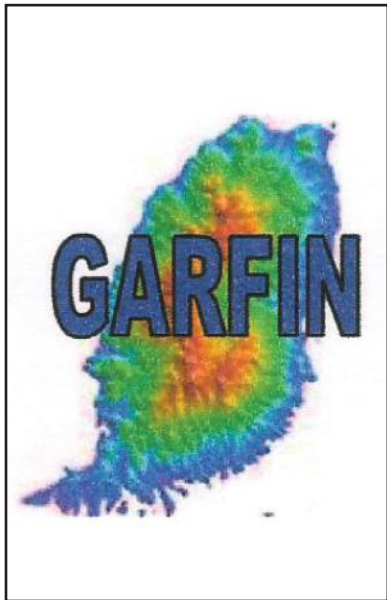
- (a) St. Vincent
- (b) Jamaica
- (c) Trinidad and Tobago

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

19. Which of the following country has a Non-renewable Resource?
- (a) Jamaica
 - (b) St. Vincent
 - (c) Guyana
20. A Monarchy is a form of Government which has
- (a) An elected President
 - (b) A governor
 - (c) A Queen/King as the Head
21. Most of our Caribbean Government are made up of
- (a) Elected persons
 - (b) Nominated persons
 - (c) Persons selected by the winning party
22. Citizen's rights are protected by which of the following?
- (a) Manifesto
 - (b) Constitution
 - (c) Referendum
23. In most Caribbean countries, who represents the Queen/King?
- (a) The Government
 - (b) The Opposition
 - (c) The Governor General
24. What is another name for Primary industry?
- (a) Manufacturing
 - (b) Service
 - (c) Extractive
25. An illegal drug or substance is all of the following except:
- (a) Cocaine
 - (b) Heroin
 - (c) Ibruprofen

END OF TEST

PROFILE: ON GARFIN



supervision of the non-bank financial sector under one regulatory authority.

Prior to December 2021, GARFIN was responsible for administering 12 pieces of legislations. Three pieces of these legislation were repealed with effect from December 31, 2021. They are the International Companies Act, Cap.152; International Insurance Act, Cap. 152B; and the Offshore Banking Act, Cap 217A.

GARFIN is now responsible for the administration of the remaining 9 pieces of legislation together with the newly enacted Virtual Assets Act which provides for supervision of digital financial businesses not backed by fiat currency:

- * Building Societies Act, Cap. 38
- * Friendly Societies Act, Cap. 118
- * Cooperative Societies Act No. 8 of 2011
- * Insurance Act, Cap. 150
- * Company Management Act, Cap 58B
- * International Betting Act, Cap. 151A
- * International Trusts Act, Cap. 152C
- * Grenada

Development Bank Act, Cap. 129

* Money Services Business Act, Cap. 198A

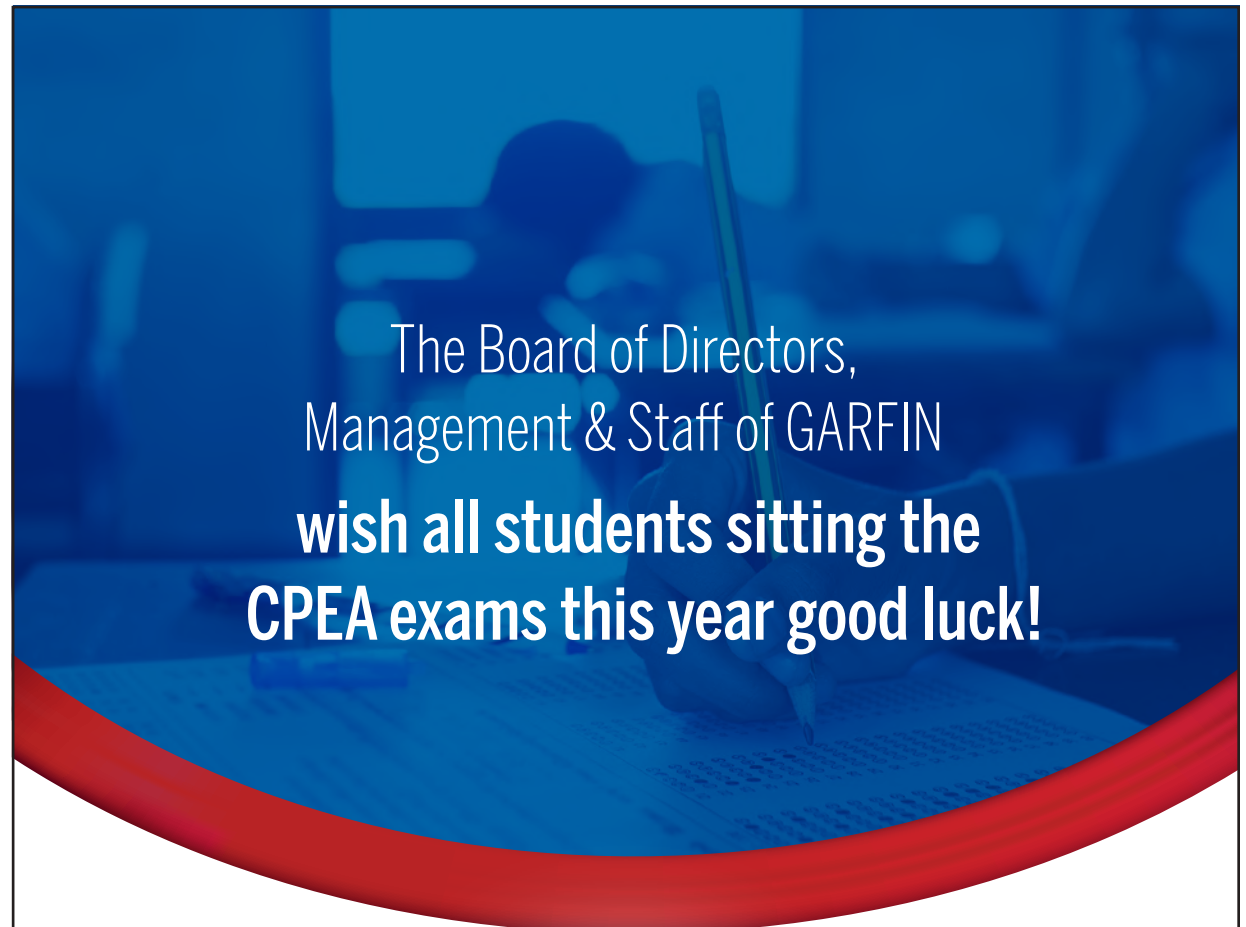
* Virtual Asset Business Act No. 7 of 2021

The Eastern Caribbean Central Bank (ECCB) maintains responsibility for supervision of commercial banks in Grenada and the Eastern Caribbean Securities Regulatory Commission (ECSRC) responsibility for securities business.

As a statutory body GARFIN is under the direction and control of a Board of Directors which is appointed by the Minister of Finance. Members of the Board of Directors are subject to fit and proper assessment under section 5 of the GARFIN Act.

The Grenada Authority for the Regulation of Financial Institutions (GARFIN or the Authority) is a Statutory Body created by Parliament by way of the Grenada Authority for the Regulation of Financial Institutions Act No. 5 of 2006. This Act was proclaimed effective on February 01, 2007 by way of SRO No. 2 of 2007. Act No. 5 of 2006 was subsequently repealed and replaced in 2008 by Act No. 1 of 2008 which broadened the scope of responsibilities of GARFIN and strengthened its supervisory powers. After some enhancements in 2008, the GARFIN Act became CAP 125A in the 2010 Continuous Revised Edition of the Laws of Grenada.

GARFIN is referred to as the Single Regulatory Unit or SRU for the non-bank financial sector in Grenada. Prior to its creation, supervision of this sector in Grenada was extremely fragmented. The GARFIN Act therefore consolidated



The Board of Directors,
Management & Staff of GARFIN
wish all students sitting the
CPEA exams this year good luck!



GRENADA AUTHORITY FOR THE REGULATION OF FINANCIAL INSTITUTIONS

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A FAMILY DISASTER PLAN

You and your family need to be prepared should a hurricane strike. All family members must become aware of the Family's Disaster Plan. For Hurricanes, plan for the following:

To take precautionary measures as aired on radio and published in this magazine & elsewhere. To identify of cial shelter(s) that your family might use if and when your family must be evacuated. These could be the home of a family member or friend. For First Aid Service. For non-perishable foods such as canned foods. Special medicines and sight glasses. For sanitation and sanitation supplies. For water supply, storage and availability. To control children and pets during and after a hurricane from exposing themselves to injuries and/or water borne diseases.

FOR FIRE AND EXPLOSIONS, YOUR FAMILY SHOULD PLAN:

A way to safely get out of every room in your house. To call the Fire Department. To do First Aid on injured persons. Where to meet outside of your



house. Where the water hose and fire extinguisher will be stored. How to quickly attempt to put out the fire. Of course your family should also plan how to prevent fires.

FOR FLOODS MAKE A PLAN FOR THE FOLLOWING:

Evacuation of your family, if needed, First Aid and CPR service. Shelter, if needed. Preventing the building from becoming ooded. Damages to contents of the house. Injuries to your family. Prevention of waterborne and/or food-borne diseases. Only non-perishable



food should be eaten and boiled water used. Proper storage and disposal of all body waste (urine and stool).

FAMILY DISASTER PLAN

Family Disaster Plan should include details on the following elements for survival: Water, Food, First Aid, Clothing and Bedding, Tools and Supplies and

FIRST AID

First Aid kits should be on hand with a member of the family available of performing first aid.

CLOTHING AND BEDDING

Complete change of sleeping and dry clothing will be needed. For hurricane preparedness a supply of 72 hours should be provided. At least one blanket and one sleeping bag will also be needed for each person in hurricane shelters.

TOOLS AND SUPPLIES

Tools Needed could include: Brooms, Mops, Wrenches, Screw Drivers, Pliers and Hammers. Supplies could include: Plastic Tape, Plastic Bags, Large Fresh Bins, Soap, Infgant Supplies, Pet Supplies, Bleach (for sewage treatment), Matches, Paper Plates, Plastic Spoons, Knives, Forks and Flares.

SPECIAL ITEMS

Manually operated can opener, Portable batter operated radio, sight glasses and critical medicine. Fire extinguisher with dry chemical, Flash Light with spare battery and bulb and Battery or spring operated clock or watch.

Special Items.

WATER

One gallon per person per day should always be available. For Hurricane preparedness, 72 hours supply should be on hand. To purify water boil it for 10 minutes.

FOOD

For Hurricane, 3 days supply should be on hand. Non-perishable foods (canned, pre-cooked requiring minimum heat and water, dehydrated etc). Special foods for infants, pets and other family members requiring special diets should also be provided.

THINGS YOU SHOULD KNOW TO KEEP BEING SAFE



1. Your full name, address and phone number.
2. Where to find emergency phone numbers.
3. How to answer the phone properly.
4. Directions to home from various locations within your neighbourhood.
5. Your parents' full names, places of employment and contact numbers.
6. Full names of close relatives and how to contact them.
7. You should know that there are touches that feel good and comfortable, such as hugs and kisses from your parents and guardians; but there are touches that feel uncomfortable or bad.

There are parts of your body that are private (vagina, penis, breasts and buttocks) and no one has the right to touch you there. You have the right to say "NO" to any person who wants to touch you in those areas inappropriately.
8. You should tell your parents or guardians about any attempts by adults or teenagers to touch you in a private way.

But if parents or guardians are the offenders, tell a trusted teacher or pastor instead, or even report the matter to the police.

Emergency Numbers

Police	911
Headquarters, Fort George	440 3999
Fire	911 or 440 2112
Rapid Response	439 1231
Coast Guard	399 or

444 1931

Child Abuse Protection	677
Birchgrove	442 7542
Carriacou & Petite Martinique	443 7482
Central	440 2244
Gouyave	444 8224
Grand Roy	444 8225
Grenville	442 7224
Hermitage	442 9445
Sauteurs	442 9224
St. David	444 6224
St. Paul's	440 3224
Union	442 9225
Victoria	442 8424
SSU Point Salines	444 4999

Hospitals

General Hospital	440 2051
Princess Alice Hospital	442 7251
Princess Royal	443 7400
Animal Rescue	440 4874

Ambulance

General Hospital	434
Princess Alice	724
Princess Royal	774

Electricity

Grenada Electricity (Grenlec)	353
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Water

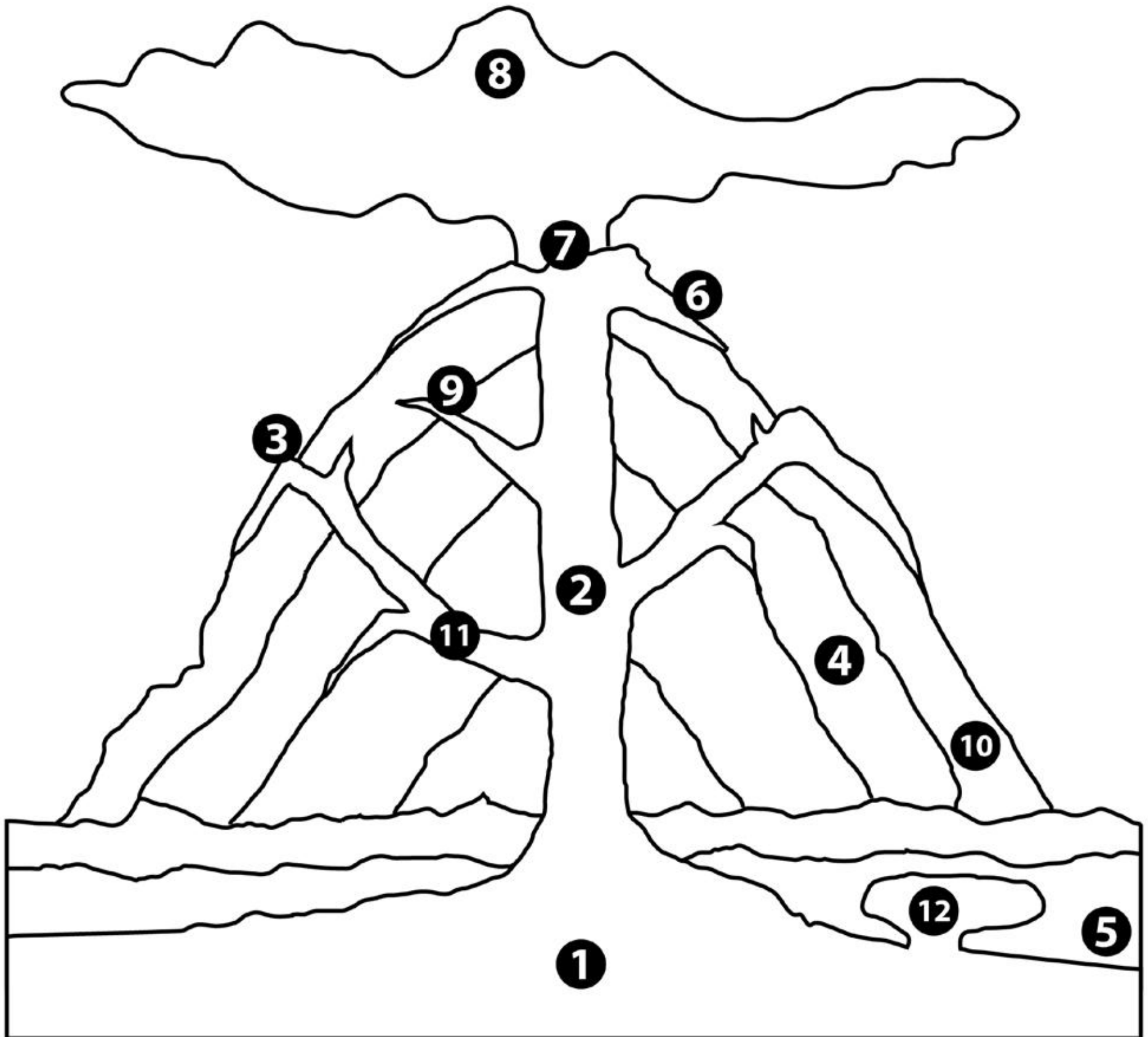
National Water & Sewage Authority	292
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NaDMA	440 0838
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G4S Secure Solutions (Grenada) Limited	439 7233
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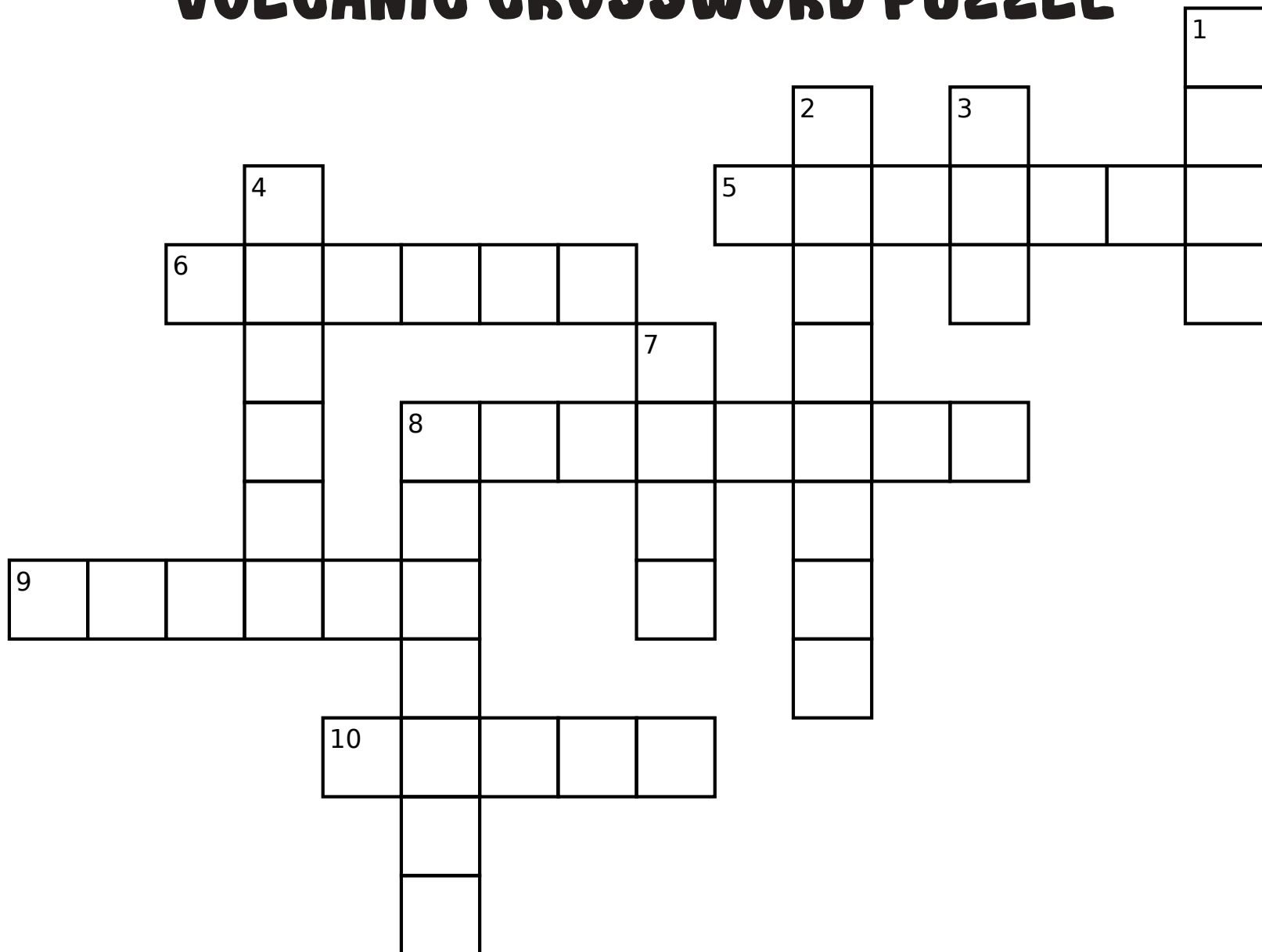
VOLCANOES

➤ Identify the different parts of the volcano by writing the right number in the circles. You can also color each part of the volcano:



- | | | | |
|--------------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| <input type="radio"/> Layers of lava | <input type="radio"/> Conduit (pipe) | <input type="radio"/> Lava flow | <input type="radio"/> Bedrock |
| <input type="radio"/> Magma | <input type="radio"/> Branch pipe | <input type="radio"/> Crater | <input type="radio"/> Ash cloud |
| <input type="radio"/> Layers of Ash | <input type="radio"/> Parasitic cone | <input type="radio"/> Sill | <input type="radio"/> Laccolith |

VOLCANIC CROSSWORD PUZZLE



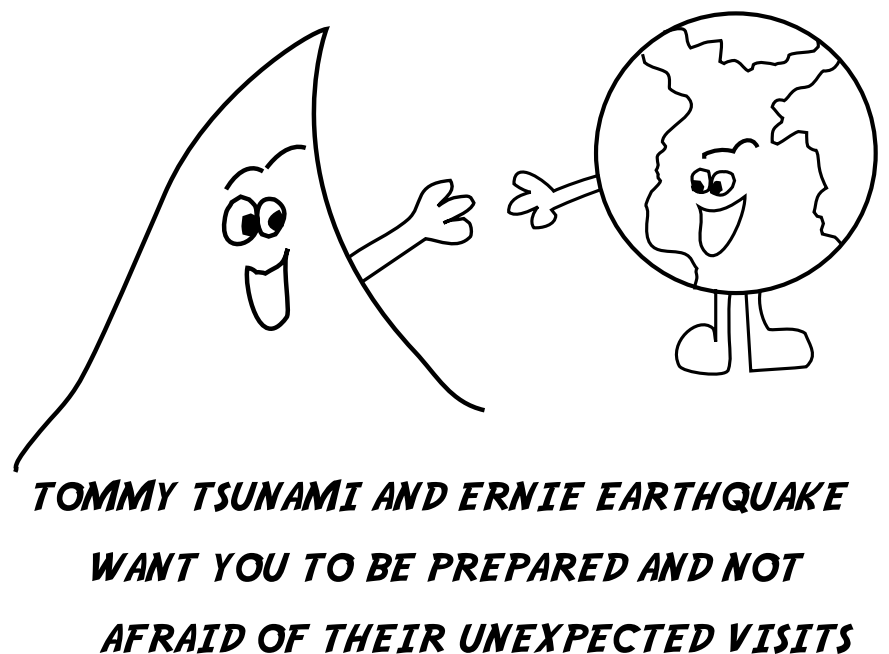
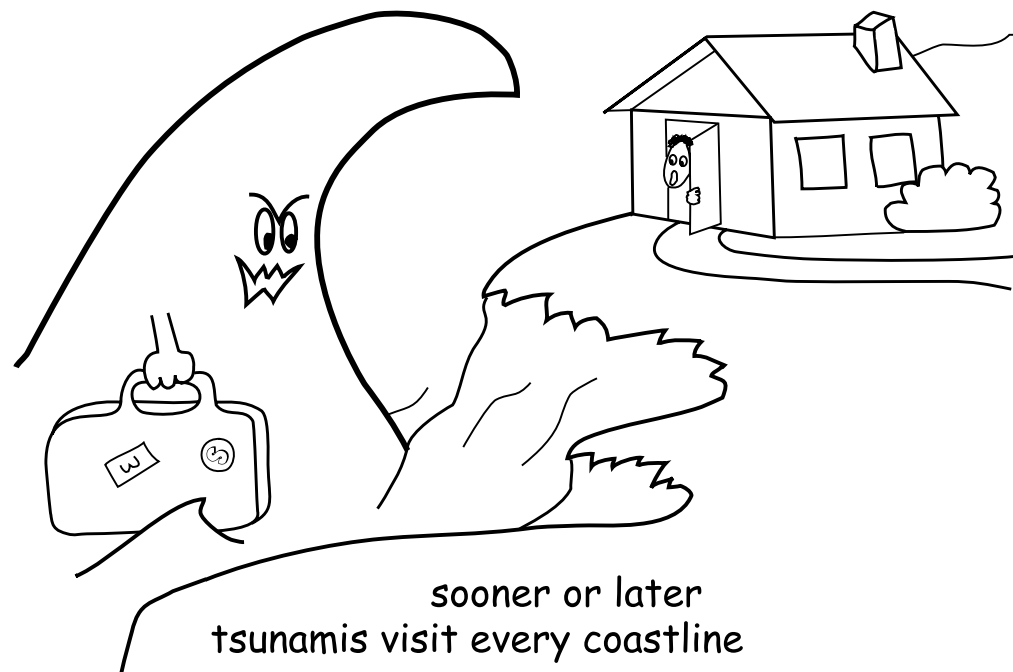
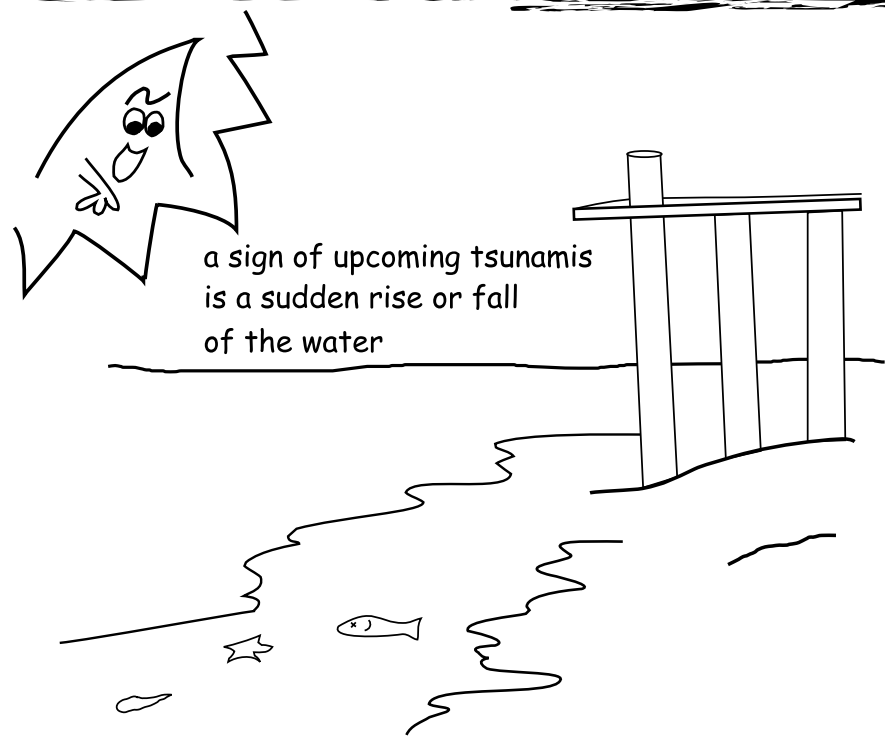
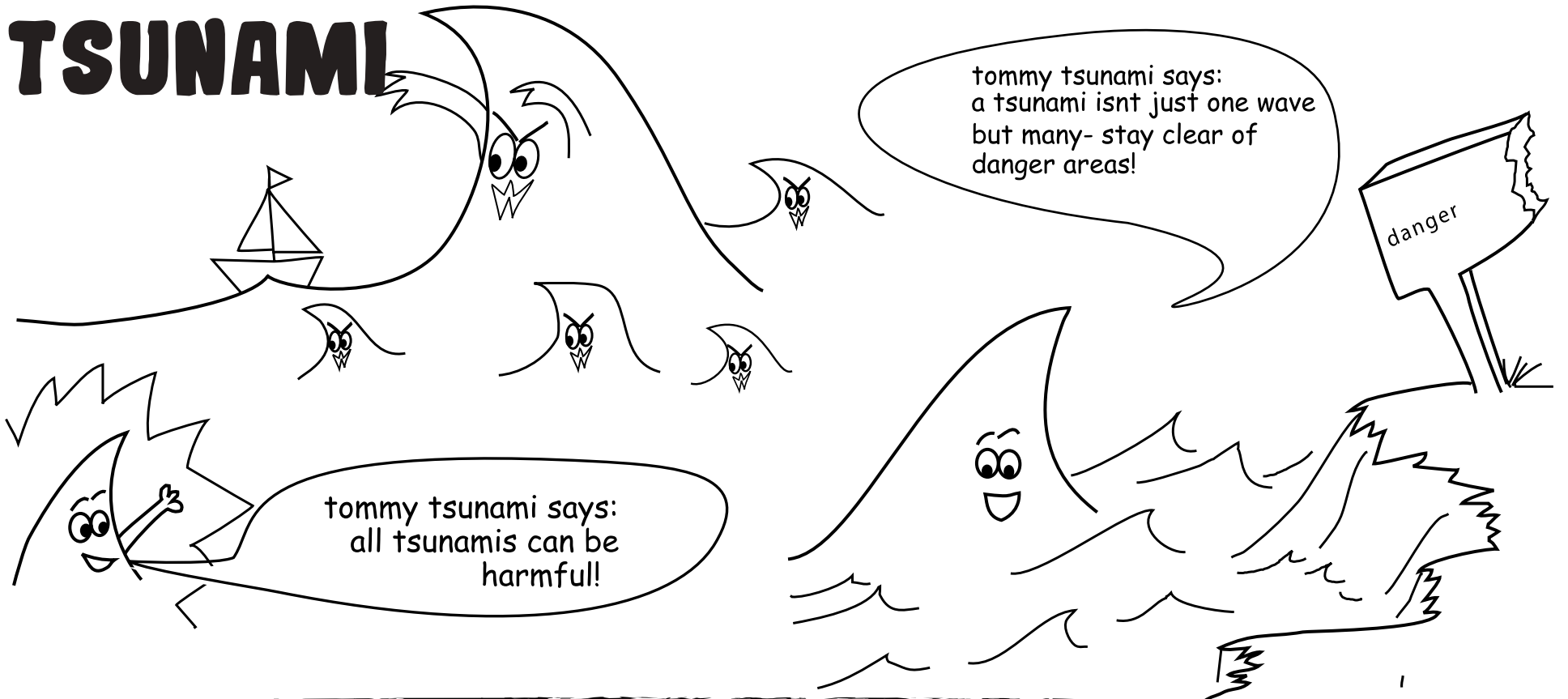
ACROSS:

- 1. An opening in the earth's surface through which volcanic materials such as lava, gas, and ash are ejected.
- 2. A sudden and violent release of volcanic material, including lava, ash, and gas, from a volcano.
- 3. Fine particles of rock and other materials that are ejected into the atmosphere during a volcanic eruption.
- 4. The highest point of a mountain or volcano.
- 7. Molten rock that flows from a volcano during an eruption.
- 8. A volcano that is currently not erupting but may become active in the future.

DOWN:

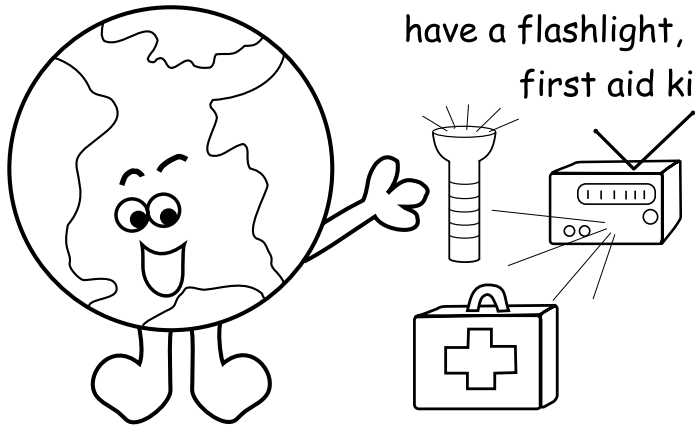
- 5. The gradual wearing away of rock or soil by the action of wind, water, or other natural forces.
- 6. A type of volcanic rock that is light and porous, formed by the rapid cooling and solidification of lava.
- 8. A sudden calamity, especially one causing widespread damage or suffering.
- 9. A large, bowl-shaped depression at the top of a volcano, usually formed by an explosive eruption that removed material from the volcano's peak.
- 10. Molten rock located beneath the Earth's surface, which can rise to the surface during a volcanic eruption.

TSUNAMI

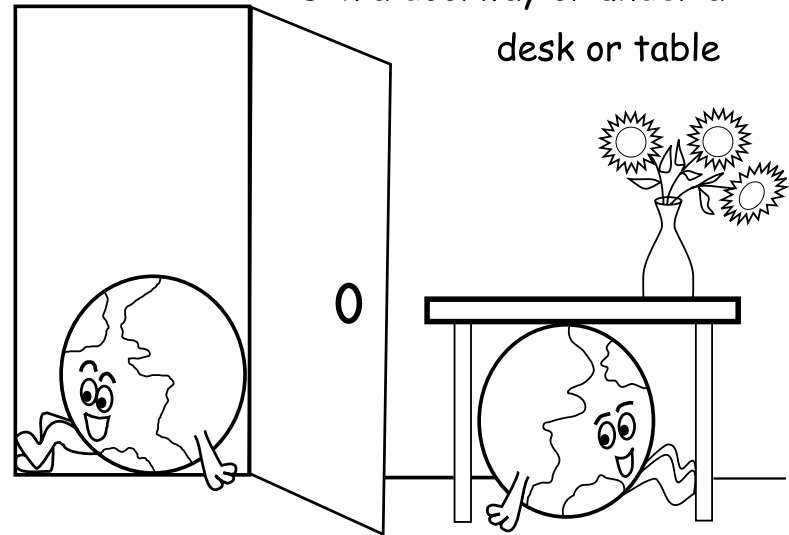


EARTHQUAKES

Ernie earthquake says: be prepared!
have a flashlight, radio and
first aid kit handy!

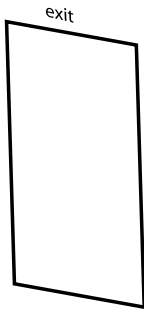
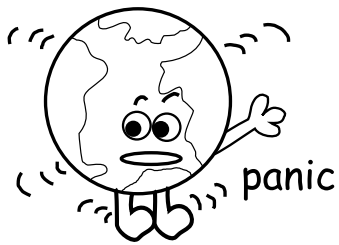


Safest place during an earthquake
is in a doorway or under a
desk or table

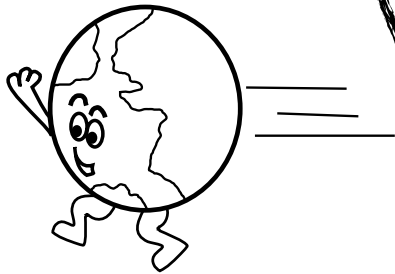


DURING EARTHQUAKES

dont...

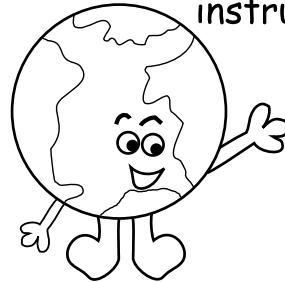


run
outdoors

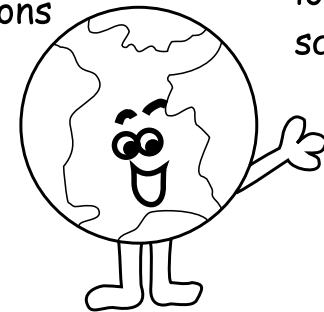


do...

stay cool
and calm
listen to
instructions

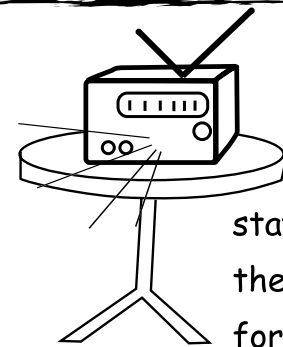


if indoors-
stay there...
look for a
safe place



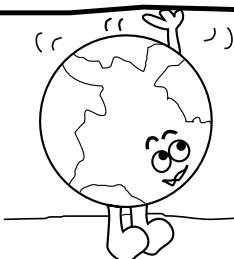
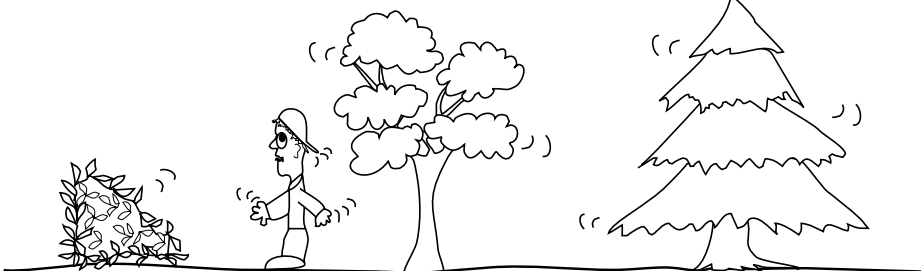
AFTER AN EARTHQUAKE HITS...

- 1) check for fire and fire hazards
- 2) do not touch downed power lines
- 3) clean up spilled medicines and other could-be harmful materials

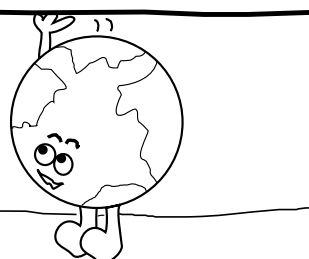


stay tuned to
the radio
for news

be on the look-out!
once an earthquake arrives,
large waves, known as tsunamis
could be on the way.



be prepared
for
after-shocks!

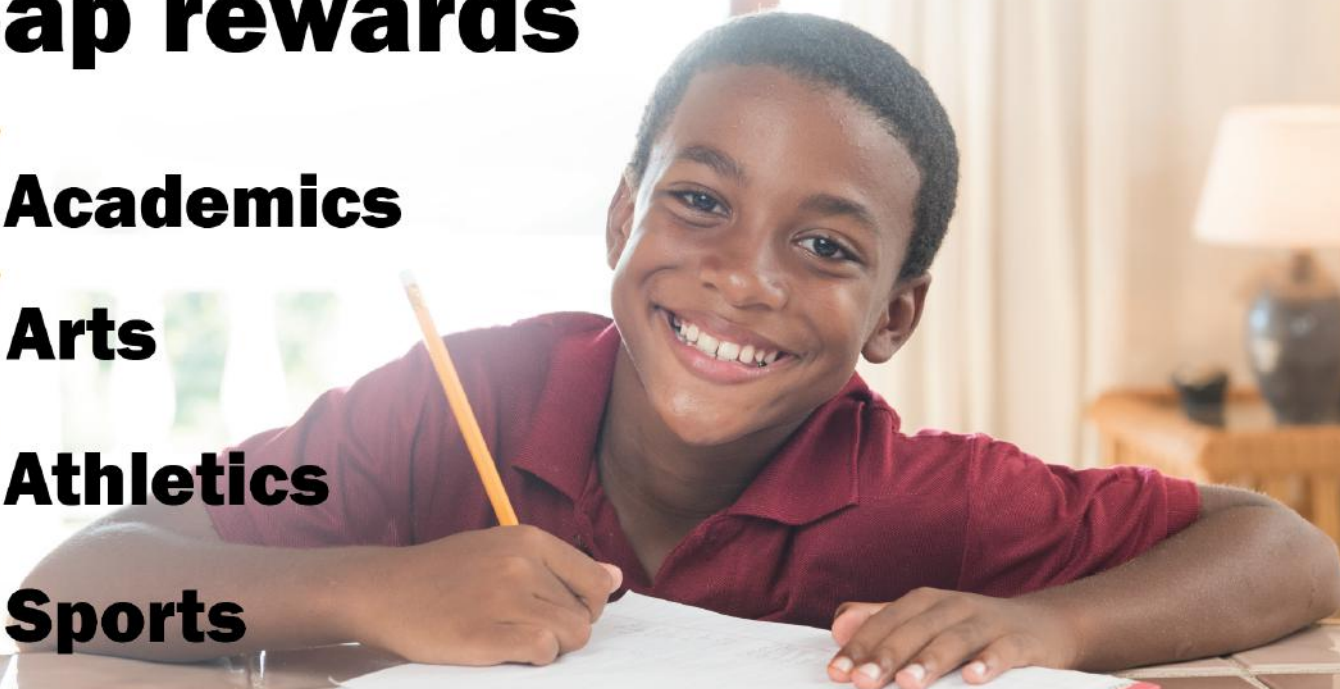


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