

Ontario
Secondary
School Literacy
Test

**TEST BOOKLET
SESSION 1**

March 2006

Read carefully before writing the test:

- Check the barcodes of your three documents to see that the last 12 digits all match. If they do not, report the mismatch to the teacher in charge.
- Check the pages of this *Test Booklet* to see that they are in order. If they are not, report the problem to the teacher in charge.
- Read all instructions before responding to the questions.

Multiple-Choice

- Choose the best or most correct answer for each question.
- You must record your multiple-choice answers on the Student Answer Sheet. Multiple-choice answers recorded in the *Test Booklet* will not be scored.

To indicate your answer, use a pencil to fill in the circle completely.

Like this: ● **Not like this:** ⊗ ✓ ◐ ○

- If you fill in more than one circle for a question, the question will be scored incorrect.
- If you wish to change a multiple-choice answer, erase your answer and fill in the circle for your new answer. Ensure that your final answer is darker than the one you have erased.

Written Answers

- For all questions that ask for a written answer, write legibly and in complete sentences on the lined space provided in the *Test Booklet*.
- In your written answers, pay attention to clarity, organization, spelling, grammar and punctuation.
- The lined space provided for your written work indicates the approximate length of the writing expected.
- There is space in the *Test Booklet* for rough notes. Nothing you write in these spaces will be scored.

You are now ready to start *Test Booklet: Session 1*.

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Ontario Secondary School Literacy Test

Session 1

Read the selection below and answer the questions that follow it.

Re-enactors take trip through time

On a summer weekend, a total of 140 people from Toronto, Niagara Falls and Midland gathered at Lang Pioneer Village near Peterborough. They were there to recreate the way people lived in the early 1800s and to re-enact the War of 1812.

Mike Stubbs, the leader of the re-enactment group, said they show living history. “History in a book is rather one-dimensional. History is much better with authentic sights, smells and sounds.”

Stubbs said, “Those who participate have a passion for history. They do it as a hobby. Part of the re-enactment is to demonstrate how a soldier fought and how weapons worked. It’s to educate people and preserve history.”

Participants in historical re-enactments are all ages, from as young as eight to older than 60. Sarah Perry, aged 14, and her mother acted as military camp followers, who looked after the camp and prepared the food. Sarah’s father’s role was rifleman.

Everything is intended to be authentic to the time period, from the food the re-enactors eat to the tents they sleep in.

There were three battles throughout the weekend, as well as a musket competition, a flint ’n steel competition, a drill demonstration and a children’s mini-militia.

Stubbs said the War of 1812 is important to remember because it saw Canada hold back the Americans and achieve an identity. “It’s an important part of Canadian history.”

More than 1000 people attended the two-day re-enactment.



Adapted from “Girl takes a trip through time — 14-year-old Sarah Perry re-enacts life in the 1800s” by Alicia Gillespie, published in the *Durham Post*, Wednesday, July 21, 1999. Courtesy of *The Peterborough Examiner*. Photo © Alan Dunlop, shot for Raven’s Wing.

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Why might re-enactments occur on summer weekends?
- A The War of 1812 was fought only on weekends.
 - B School classes can attend and take part in the battles.
 - C Lang Pioneer Village is closed to tourists in the summer.
 - D The living conditions are not too harsh for the re-enactors. *
- 2** According to the leader of the re-enactment group, people take part in re-enactments to
- F sleep in tents.
 - G preserve history. *
 - H meet people of all ages.
 - J meet at Lang Pioneer Village.
- 3** What was one responsibility of camp followers?
- A to prepare food *
 - B to take part in competitions
 - C to demonstrate how to fight
 - D to help achieve Canada's identity
- 4** What is the purpose of paragraph 4 in this news report?
- F to list various re-enactment events
 - G to explain the purpose of a re-enactment
 - H to describe some people involved in the re-enactment *
 - J to show how enjoyable the re-enactment experience is
- 5** What word could best replace "re-enactors" in paragraph 5?
- A cooks
 - B historians
 - C participants *
 - D camp followers
- 6** Which of the following best indicates that some re-enactors stayed at Lang Pioneer Village overnight?
- F "the tents they sleep in" *
 - G "On a summer weekend"
 - H "the two-day re-enactment"
 - J "people from Toronto, Niagara Falls and Midland"
- 7** Which of the following best describes what the pictures show?
- A families like Sarah's
 - B the children's mini-militia
 - C how re-enactments try to be authentic *
 - D that many people come to watch a re-enactment

Written Answers (Answer in full and correctly written sentences.)

8 Explain why a re-enactment of the War of 1812 cannot truly be called “authentic.”

9 Explain why historical re-enactments of this kind attract such a large gathering of interested spectators.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

End of Section I. Continue to Section II. 

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Choose the sentence that has correct punctuation.
- A According to a recent census Canada has a population of over 30 million people.
 - B According to a recent census, Canada has a population of over 30 million people. *
 - C According to a recent census Canada, has a population of over 30 million people.
 - D According to a recent census, Canada, has a population of over 30 million people.
- 2** Choose the sentence that has correct punctuation.
- F I like Teds car because its red and isn't noisy.
 - G I like Ted's car because its red and isnt noisy.
 - H I like Teds car because it's red and isn't noisy.
 - J I like Ted's car because it's red and isn't noisy. *
- 3** Choose the best topic sentence for the paragraph.
- _____ Two attempts, one in 1925 and another in 1948, had failed to get the Canadian Parliament to agree on a design for a new flag. Some Members of Parliament wanted the Canadian flag to include Britain's flag, the Union Jack, in the design. Other Members of Parliament could not agree on what colours should be on the flag. Finally, on June 15, 1964, a bill was passed in Parliament to accept the flag that we have now.
- A The Canadian flag has a red maple leaf.
 - B Canada didn't have its own flag until 1964. *
 - C Britain did not want Canada to have a new flag.
 - D Britain's flag is the most beautiful of all national flags.

- 4** Choose the option that best combines all the information in the boldfaced sentences.
- John is an artist.**
He is called a mixed-media artist.
Mixed-media artists use many materials for art.
Some materials may be trash or newspapers.
- F John is an artist, he uses mixed media, the materials are trash and newspapers.
 - G As a mixed-media artist, John uses many materials, such as newspapers and trash, to make art. *
 - H Trash and newspapers are materials that John uses to make art and since he is a mixed-media artist.
 - J When John is a mixed-media artist who uses many materials, such as trash and newspapers for his art.
- 5** Choose the sentence that is written correctly.
- A Six cookies is lying on the table.
 - B Three miles is not too far to walk. *
 - C Half the students wants to go by bus.
 - D Two cups of cornflakes and three glasses of juice is served for breakfast.

End of Section II. Continue to Section III. 

Short Writing Task (Answer in full and correctly written sentences.)

1 What is the best invention in the world today? Explain why you think it's the best.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

End of Section III. Continue to Section IV. 

Writing a News Report

1 Task: Write a **news report** based on the headline and picture below. You will have to make up the facts and information, answering some or all of the following questions: Who? What? Where? When? Why? How?

Purpose and

Audience: to report on an event for the readers of a newspaper

Length: The lined space provided for your written work indicates the approximate length of the writing expected.

Students clean up waterfront



Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

Write your news report on the lines provided on the following page.

Read the selection below and answer the questions that follow it.

No Time for Fear

Just after 1:00 a.m. on April 7, 1997, Canadian Pacific Railway engineer Kerry Osborne released the brake of Engine 5799. Inside the cramped two-metre-wide cab, trainman Joe Moloney slid into his seat near the brakeman's door. As they prepared to leave, conductor Don Collings was squeezed behind a small table filling out forms. 1

Slowly the train accelerated to begin the run from MacTier, Ontario, 30 kilometres south of Parry Sound, to Cartier, 260 kilometres north. Its four locomotives were hauling 48 cars, including tankers of sulphuric acid and one carrying 120 000 kilograms of propane. 2

The previous day's unseasonably warm weather had rapidly melted ice and snow, but the temperature had plummeted and rain and snow squalls had blown in again. 3

As the train rumbled north of Parry Sound, the engine's headlight cut a 300-metre swath through a rugged wilderness of rock cuts, dense forests, lakes and muskeg. Suddenly, around a bend in the track, an enormous black hole, over 100 metres across, appeared. Osborne threw the train into full emergency stop, but it was too late. 4



A washout is a railroader's worst nightmare — the earth simply disappears from beneath the track bed and there's nothing left to support tonnes of speeding metal. This could lead to a catastrophe with few survivors. 5

For Moloney, there wasn't even time to feel fear, only enough to register the terror on the others' faces, the hissing of air brakes and the screaming of the engine as its wheels broke free from the rails. The locomotive slid on its side down a 15-metre embankment and debris flooded the cab. 6

Suddenly the engine stopped dead and for a few seconds everything was silent. Then the engine surged forward again, pounded from behind by other units piling on top of one another. The air shook with a violent "whump" as diesel fuel ignited. 7

Shoved back into a corner, Osborne huddled in a ball, too afraid to move. Something cold dripped onto the back of his neck — it was diesel fuel. Dazed, Moloney staggered to his feet. He gripped his arms and legs, scarcely believing he was still alive. Osborne yelled, "We gotta get out of here. We're on fire!" 8

Outside, the other units were exploding into flames, casting a flickering light into the cab. Now they could see Collings crumpled up, unconscious. If the nearby propane tanker ruptured, the compressed gas, powerful as a bomb, would blow them sky high.

9

“We gotta move fast!” yelled Osborne. “But we can’t leave Donnie.”

10

Moloney strained to push the heavy steel door skyward. Then, while Osborne held it open, Moloney scrambled out. “The propane’s going to blow — we have to move away,” Osborne urged. He grabbed a radio and called rail-traffic control. “Emergency! We’re in a hole. Conductor’s badly hurt. The train is on fire!”

11



There had to be a way to get Collings out. Near the bottom of the wrecked engine, Moloney spotted a two-metre-wide chunk of frozen rubble jammed into the engineer’s window. With bare hands, he pitched aside the rubble and loose rock until he could dig into the sand. Finally Moloney was able to crawl through the broken window, getting in up to his waist. Carefully, he inched Collings through the widest part of the

12

window and the pair wrestled their unconscious partner free. They walked and dragged the conductor down the slope and covered the stricken man with their coats.

For more than an hour the fire roared and explosions sent pieces of metal raining down. Finally, headlights appeared around the bend in the track. They had survived a railroader’s worst nightmare.

13

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Which of the following best describes the train in this selection?
- A freight train *
 - B passenger train
 - C commuter train
 - D high-speed train
- 2** What does “one” in paragraph 2 refer to?
- F a km
 - G the run
 - H a tanker *
 - J the train
- 3** The best meaning of “plummeted” as used in paragraph 3 is
- A melted.
 - B gone up.
 - C dropped. *
 - D changed.
- 4** What community had the train just passed when the accident occurred?
- F Cartier
 - G MacTier
 - H Parry Sound *
 - J Collingwood
- 5** Which of the following was the cause of the accident?
- A The train was travelling late at night.
 - B The crew was squeezed inside the small cab.
 - C The previous day’s weather had been unseasonably warm. *
 - D The train was hauling tankers of flammable gases and liquids.
- 6** According to the selection, what was the first thing that happened after the engine stopped?
- F The brakes hissed.
 - G Everything was silent. *
 - H Osborne yelled to get out.
 - J The air shook with a violent “whump.”
- 7** Why was it so urgent that the crew get out of the locomotive’s cabin?
- A The engineer was badly hurt.
 - B The men’s clothes were on fire.
 - C The propane tanker might explode. *
 - D They were instructed to leave by rail-traffic control.
- 8** Which of the following best explains why paragraphs 10 and 11 contain many short sentences?
- F Each sentence is a command.
 - G The sentences create suspense. *
 - H Each sentence is a direct quotation.
 - J The sentences explain what caused the accident.

- 9** How did Collings get out of the train?
- A Collings crawled through the window.
 - B Moloney inched Collings through the window. *
 - C Osborne helped Collings scramble through the door.
 - D Collings broke the engineer's window with the frozen rubble.
- 10** What is the main idea in paragraph 12?
- F The brakeman was unconscious.
 - G The conductor was difficult to rescue. *
 - H The frozen rubble jammed the window.
 - J The engineer walked away from the accident.
- 11** "Finally, headlights appeared around the bend in the track." (paragraph 13) What is the significance of this sentence?
- A The rescue crews were arriving. *
 - B Another accident was about to happen.
 - C They could now see their way to safety.
 - D The railroader's worst nightmare was not over.

End of Section V. Continue to Section VI. 

Short Writing Task (Answer in full and correctly written sentences.)

1 If you could change one thing in the world, what would you change? Explain why.

Rough Notes

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End of Session 1

Rough Notes

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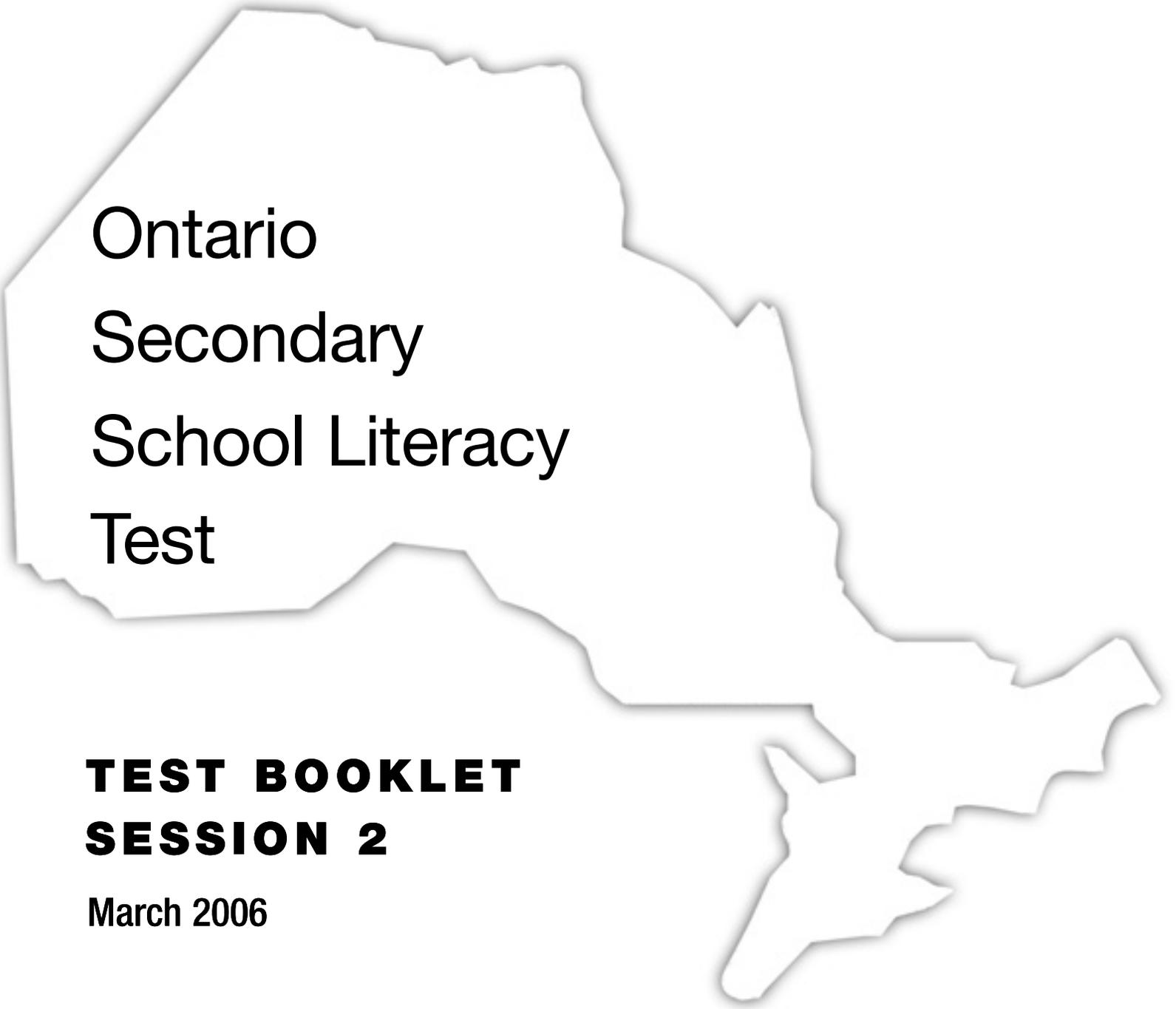
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SESSION 2

March 2006

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Session 2

Writing a Series of Paragraphs

1	Task: Write a series of paragraphs (a minimum of three) expressing an opinion on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.).
	Purpose and Audience: an adult who is interested in your opinion
	Topic: Should the sale of “junk foods” be banned from Ontario secondary schools?
	Length: The lined space provided for your written work indicates the approximate length of the writing expected.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

Write your series of paragraphs on the lines provided on the following two pages.

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Choose the option that best combines all the information in the boldfaced sentences.

The concert was on Saturday.

My favourite band, Cutting Edge, played at the concert.

It was a rock concert.

- A The rock concert was on Saturday.
- B Cutting Edge is my favourite band because it plays rock music.
- C Cutting Edge, my favourite band, played at the rock concert on Saturday. *
- D Saturday's concert was a rock concert and it included the rock band Cutting Edge, since it is my favourite band.

- 2** Choose the correct option to fill in the blank.

Long Point, _____ the Graveyard of Lake Erie, has had numerous shipwrecks.

- F often called *
- G often is called
- H often has been called
- J which had often been called

- 3** Choose the sentence that does not belong in the paragraph.

(1) Many people are afraid of spiders. (2) They think spiders can give them a poisonous bite. (3) Spiders are not really insects, because insects have eight legs. (4) Some spiders do have a poison that can kill flies and other insects. (5) However, this poison is not harmful to humans.

- A Sentence 2
- B Sentence 3 *
- C Sentence 4
- D Sentence 5

End of Section VIII. Continue to Section IX. 

Read the selection below and answer the questions that follow it.



WHAT IS HAZARDOUS HOUSEHOLD WASTE?

You've probably got some. Leftover household cleaners, paint, gasoline, batteries and prescription medicines are just a few. It's up to you to dispose of your waste safely.

<p style="text-align: center;">POISON</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Pesticides Rat poison Cleaning fluids Prescription medicines</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>	<p style="text-align: center;">CORROSIVE</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Batteries Drain cleaners Oven cleaners</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>	<p style="text-align: center;">FLAMMABLE</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Gasoline BBQ starter Oils</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>	<p style="text-align: center;">EXPLOSIVE</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Aerosols</p> </div> <div style="width: 35%; text-align: center;">  </div> </div>
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SAFE USE OF HAZARDOUS WASTE

Pouring hazardous products down the drain can have serious effects on our environment. They can contaminate the soil, create poisonous fumes, damage the sewer system and pollute our water supply.



DISPOSING OF HAZARDOUS WASTE

The recommended disposal method for some products:

 <p>Pour down sink drain.</p>	 <p>Put in regular garbage.</p>	 <p>Take to household hazardous waste depot.*</p>	 <p>Take directly to landfill (dump).</p>
 <p>FUEL, GASOLINE, DIESEL, KEROSENE Note: Recycle or give away where possible and always store in an appropriate fuel container.</p>	 <p>HAIR LOTIONS, DYES AND SHAMPOOS <i>Alternatives: Natural herbal products.</i></p>	 <p>NAIL POLISH Note: Let harden in a well-ventilated area before putting in the garbage.</p>	 <p>UNUSED MEDICINES</p>
 <p>ENAMEL OR OIL-BASED PAINTS <i>Alternatives: Latex or water-based paints are less harmful.</i></p>	 <p>ASBESTOS Only some landfills (dumps) are licensed to manage asbestos waste. Take to a designated location.</p>		

***At a household hazardous waste depot, about 75% of the waste will be recycled into new products.**



Call the **Household Hazardous Waste Hotline** at **800-515-5595** for more information on

- household hazardous waste depot hours
- free literature
- hazardous products

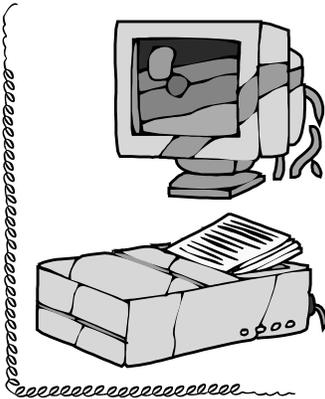
Adapted from the brochure "Your Guide to Hazardous Waste in the Home." Published by the City of Toronto, December 1998. Reproduced with permission.

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** The small boxes in the first section show
- A complete lists of hazardous materials.
 - B how to use hazardous materials safely.
 - C how to dispose of hazardous materials.
 - D symbols placed on packaging materials. *
- 2** Which information would most encourage people to dispose of hazardous waste safely?
- F the recycling program
 - G the effect on the environment *
 - H the convenient hours of depot operation
 - J the additional information provided by the hotline
- 3** How many different methods of disposal does this selection recommend?
- A 2
 - B 4 *
 - C 6
 - D 10
- 4** According to this selection, how should people dispose of nail polish?
- F Take it to the depot.
 - G Take it to the landfill.
 - H Pour it down the sink drain.
 - J Put it in the regular garbage. *
- 5** What is the best meaning for “*Alternatives*” as used in the “**DISPOSING OF HAZARDOUS WASTE**” section?
- A exceptions
 - B other choices *
 - C leftover material
 - D recommendations
- 6** What is the connection between the pictures shown across the top of the selection and the information in the selection?
- F The pictures are arranged as an arch.
 - G The pictures are shown again in the third box.
 - H The pictures show examples of hazardous household items. *
 - J The pictures show the labels that indicate hazardous household products.
- 7** What does the symbol in the Safe Use of Hazardous Waste section mean?
- A Do not pour hazardous waste products down the drain. *
 - B Use water to clean hazardous waste containers in the sink.
 - C Replace your sink after disposing of hazardous waste products.
 - D Do not wash your hands after using hazardous waste products.

End of Section IX. Continue to Section X. 

Read the selection below and answer the questions that follow it.

	“What seems to be the problem?” asked the weary voice on the other end of the telephone.	1
	“What <i>seems</i> ... you mean, what <i>is</i> the problem,” Nino stuttered, panic edging into his voice. He collected himself. “The problem is my printer. My printer is <i>not working</i> .”	2
	“Is it plugged into the computer?”	3
	“Yes,” Nino sighed impatiently.	4
	“And is it plugged into the correct port?” the voice droned.	5
	“Yes,” Nino answered, a little more emphatically than he needed to.	6
	“Is it the port on — ”	7
	Nino cut her off, exasperated. “Look, I’m not one of those people who call you up to ask why my computer doesn’t work and it turns out I haven’t plugged it in. I <i>know</i> my computer. I even <i>like</i> my computer. In two years, it has never given me any trouble that I couldn’t fix. I know a USB port from a SCSI port. I know — ”	8
	It was the voice’s turn to interrupt. “Okay, sir. I get your point. So you know that — ”	9
	Nino started drumming his fingers on his desk. He imagined losing all the files on his computer — and he certainly couldn’t afford a new one if it came to that. If the diagnosis was fatal —	10
	He realized the voice was waiting for an answer. “I’m sorry. What was that?”	11
	The voice sighed. “I asked you if you’d tried reinstalling the files.”	12
	“Reinstall the files? What files?” He wondered if, in his reverie, he had missed her telling him to reinitialize his computer.	13
	“The printer driver files. They’re —”	14
	“Oh, those. That was the first thing I tried,” he interrupted, relieved.	15
	“Then the problem must be the hardware,” the voice announced. “You might need a new printer.”	16
	“Oh, no,” Nino wailed. “I won’t have any money for two weeks! How am I going to print out my essay?”	17
	“Have you tried changing the ink cartridge?” the voice suggested.	18
	“Changing the ink cartridge?” Nino felt himself turning red. “What do you mean changing the ink cartridge?” he whispered. “You can change them?”	19

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** The cause of Nino’s impatience in paragraph 4 is that
- A his essay is late.
 - B his computer is not working.
 - C he cannot afford a new computer.
 - D he has been asked an obvious question. *
- 2** The dashes at the end of paragraphs 7 and 8 indicate the speaker is
- F pausing.
 - G distracted.
 - H frustrated.
 - J interrupted. *
- 3** Nino drums his fingers on the desk because he is
- A hurt.
 - B sleepy.
 - C worried. *
 - D daydreaming.
- 4** Which of the following will be true if “the diagnosis” for his computer is “fatal”? (paragraph 10)
- F Nino has used the wrong port.
 - G Nino will fail the essay assignment.
 - H Nino will need to purchase new equipment. *
 - J A repair person will have to fix Nino’s computer.
- 5** The first thing Nino says he tried when his printer wasn’t working was to
- A reinstall the printer files. *
 - B call for help over the phone.
 - C check if his computer was plugged in.
 - D ensure the printer was plugged into the correct port.
- 6** What conclusion can you draw from the description “Nino felt himself turning red”?
- F He is angry.
 - G He is impatient.
 - H He is embarrassed. *
 - J He is panic-stricken.
- 7** How does the call centre technician help Nino?
- A She describes his problem.
 - B She asks questions about his computer. *
 - C She makes him reinstall all his old files.
 - D She tells him to turn on the ports for his printer.
- 8** The best explanation for the order of the questions in paragraph 19 is that Nino
- F is panic-stricken.
 - G is not paying attention.
 - H recognizes the solution to his problem. *
 - J does not believe the call centre technician.

Written Answers (Answer in full and correctly written sentences.)

9 Using information in this selection, explain the kind of person Nino is.

10 Using information from this selection and your own knowledge, explain the qualities of a successful customer service agent who helps people on the phone.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

End of Section X. Continue to Section XI. 

Read the selection below and answer the questions that follow it.

A national heritage centre celebrates one of Canada's most significant symbols — the canoe — in Peterborough, Ontario. Exhibits in nine new galleries of the Canadian Canoe Museum are highly interactive and multi-sensory, allowing visitors to experience periods of time when the canoe played an important role in Canada's history. As soon as visitors enter the museum, they catch sight of a dramatic two-storey waterfall. Visitors can experience the life of a voyageur during the fur trade era, the rush of the river from the vantage point of a traditional birchbark canoe and the use of dugout canoes for whaling off the Pacific coast. Museum visitors can also plan a prospecting expedition in the Klondike gold rush days. Inside a traditional Mi'kmaq wigwam, visitors can hear Native creation stories told. Then, they can try building a birchbark canoe in the Preserving Skills Gallery. The Canadian Canoe Museum has a national education program and three travelling exhibits that circulate across Canada. Creating the museum was a collaborative effort involving volunteers, national and local donors and aboriginal communities. When you are in the Kawartha Lakes District, a visit to the Canadian Canoe Museum in Peterborough is a worthwhile experience.



Adapted from "Museum worth a portage" by Jim Fox, published in *The Toronto Star*, February 24, 2001. Reprinted with permission of the author.

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** In the first sentence, the phrase “the canoe” has been placed between dashes because it
- A is in Peterborough, Ontario.
 - B appears in the name of the museum.
 - C names an important Canadian symbol. *
 - D represents the national heritage centre.
- 2** What is the first thing a visitor sees when entering the museum?
- F a canoe
 - G nine new galleries
 - H a two-storey waterfall *
 - J the traditional Mi’kmaq wigwam
- 3** Which exhibit provides an opportunity for visitors to hear Native stories?
- A the Klondike exhibit
 - B Preserving Skills
 - C the Mi’kmaq wigwam *
 - D the fur trade era exhibit
- 4** Another word for “interactive” as used in this selection is
- F historic.
 - G efficient.
 - H colourful.
 - J experiential. *
- 5** What in this selection tells us that many people supported the creation of the Canoe Museum?
- A The exhibits are interactive.
 - B There are travelling exhibits.
 - C There were national and local donors. *
 - D Visitors can try building a birch canoe.
- 6** Why has the Canadian government named the Canoe Museum a “national heritage centre”?
- F It houses a First Nations exhibit.
 - G All museums are national heritage centres.
 - H It celebrates the role of the canoe in Canadian history. *
 - J The canoe was pictured on the old Canadian silver dollar.
- 7** Which of the following titles best fits this selection?
- A Hands-On History *
 - B Life of a Voyageur
 - C Our Native Peoples
 - D Klondike Gold Rush Days

Written Answers (Answer in full and correctly written sentences.)

8 Summarize this selection. Include the main idea and one point that supports it.

9 Besides the canoe, what is a symbol of Canada? Explain your choice.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

End of Section XI. Continue to Section XII.

Background Information (Record your answers on the Student Answer Sheet.)

We need to know about your background, so we can see how students with different experiences do on the test. All responses will be summarized and reported at the school, board and provincial levels.

Read each question carefully. If no answer seems exactly right, fill in the circle on the Student Answer Sheet with the response closest to what you want to say.

Language Background

- 1** a) Is English the first language you learned at home?
Y Yes N No
- b) What languages do you speak at home (choose one only)?
- A Only or mostly English
- B Another language (or languages) as often as English
- C Only or mostly another language (or other languages)

Home Computer Use

- 2** Indicate how often you use a computer at home for homework (choose one only).
- A I don't have a computer at home.
- B I never or hardly ever use the computer for homework.
- C I use the computer once or twice a month for homework.
- D I use the computer once or twice a week for homework.
- E I use the computer almost every day for homework.

Reading

- 3** Indicate the types of materials you read in English outside school most weeks.
- a) Non-fiction books, e.g., biographies
Y Yes N No
- b) Comics
Y Yes N No
- c) Web sites, e-mail, chat messages
Y Yes N No
- d) Letters
Y Yes N No
- e) Magazines
Y Yes N No
- f) Manuals, instructions
Y Yes N No
- g) Newspapers
Y Yes N No
- h) Novels, fiction, short stories
Y Yes N No
- i) Song lyrics, poems
Y Yes N No
- j) Religious or spiritual writings
Y Yes N No
- 4** Indicate the number of hours a week you read materials written in English outside school, not including your homework (choose one only).
- A One hour or less
- B More than one hour but less than three hours
- C More than three hours but less than five hours
- D Five hours or more

5 Indicate what English-language materials you have at home.

- a) Dictionaries, encyclopedias (print or electronic)
Y Yes N No
- b) Books
Y Yes N No
- c) Newspapers
Y Yes N No
- d) Magazines
Y Yes N No

Writing

6 Indicate the types of writing you do in English outside school most weeks.

- a) E-mail, chat messages
Y Yes N No
- b) Letters, journals, diaries
Y Yes N No
- c) Notes, directions, instructions
Y Yes N No
- d) Song lyrics, poems
Y Yes N No
- e) Stories, fiction
Y Yes N No
- f) Work-related writing
Y Yes N No

7 Indicate the number of hours a week you write in English outside school, not including your homework (choose one only).

- A One hour or less
- B More than one hour but less than three hours
- C More than three hours but less than five hours
- D Five hours or more

End of Session 2

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

The information in this booklet was collected under authority of clause 4 (1) (b) and subsection 9 (6) of the *Education Quality and Accountability Office Act*, 1996, for the purposes of administering and marking tests of pupils in secondary schools and evaluating the quality and effectiveness of secondary education, in accordance with section 3 of the Act. Inquiries regarding this collection should be directed to the Senior Policy Analyst, EQAO, 2 Carlton Street, Suite 1200, Toronto, ON M5B 2M9 • 1-888-327-7377.

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