

BOOKLET

Sample Test Booklet
2010

2

Ontario Secondary School Literacy Test

SESSION 2

These are the instructions that appear in the actual test booklet.

Read carefully before writing the test:

- Check the identification numbers of your three documents to see that the final 12 digits all match. If they do not, report the problem 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.
- Use only HB pencil or blue or black pen in the *Test Booklet* and on the Student Answer Sheet.
- Attempt all questions. If you leave a question blank, the question will be scored zero.

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, **fill in the circle completely**, as shown below.

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 or cross out your answer and fill in the circle for your new answer. Ensure that your final answer is clear.

Written Answers

- For all questions that ask for a written answer, **write legibly on the lined space provided** in the *Test Booklet*.
- For the writing sections, 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 2: Session 2*.

Remember to record all your multiple-choice answers on the Student Answer Sheet.

Ontario Secondary School Literacy Test

Session 2

Writing a Series of Paragraphs

1 **Task:** Write a **minimum of three paragraphs** 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

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

Topic: **Is it important for teenagers to pay attention to world news?**

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

Rough Notes

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

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

- 1** Which option is the best way to combine all the information in the following sentences?

Hard Times is a novel.

It was written by Charles Dickens.

Hard Times is about Victorian England.

- A Charles Dickens wrote *Hard Times* in England.
- B *Hard Times* is a novel about Victorian England.
- C Charles Dickens wrote *Hard Times*, a novel about Victorian England.
- D Charles Dickens wrote novels about England, and *Hard Times* is one of the novels he wrote.

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

Many travellers have to drive _____
a bridge on their vacation.

- F over
- G down
- H outside
- J through

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

(1) Wayne Gretzky's early career foretells what an amazing hockey player he was to become. (2) At ten, while playing in a league with boys four years older, he scored 378 goals in 85 games. (3) This was 238 more goals than the boy who came second. (4) At 18, Gretzky scored 46 goals as an Edmonton Oiler and won the National Hockey League Rookie of the Year award. (5) The Wayne Gretzky Foundation Golf Classic raises over \$120 000 a year for youth in sports.

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

- 4** Choose the sentence that is written correctly.

- F Nearly everyone has seen a star but, I once saw a shooting star.
- G Nearly everyone has seen a star, but I once saw a shooting star.
- H Nearly, everyone has seen a star but I once saw a shooting star.
- J Nearly everyone has seen a star but I once, saw a shooting star.

End of Section H. Continue to Section I. 

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

The Shipwreck



“Water!” a voice yelled. “Get up! Hurry!” 1

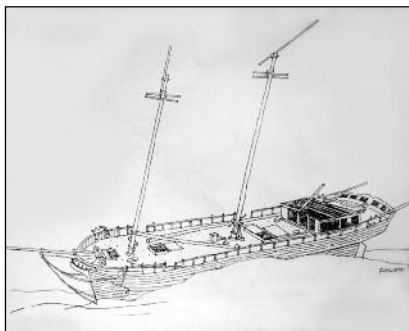
The ship’s crew awoke. Water was knee-deep in the cabin near the front of the *Milan*. Two men furiously worked the pumps; others removed cargo from the hold. But the water continued to pour in. The ship was sinking fast. 2

On a chilly October day in 1849, the two-masted schooner *Milan* had set sail from Oswego, New York, with a crew of nine men and the captain’s Newfoundland dog. The ship was bound for 3

Cleveland, Ohio, carrying 1000 barrels of salt. Before dawn the next morning, the *Milan* was 10 kilometres off Point Breeze, New York (about 35 kilometres south of Cobourg, Ontario), when the cry went up. The ship had sprung a leak.

The *Milan* crew turned the ship south hoping to reach shore but made little headway into the wind. Finally, in desperation, the captain ordered, “Abandon ship!” All nine men clambered into the wooden lifeboat just as the *Milan* disappeared below the waves. Where their ship had disappeared, a large black dog popped to the surface and started swimming to the safety of the lifeboat. A passing schooner rescued the crew and dog and took them all to Rochester, New York. 4

A ship can be broken apart in a storm or when it hits the bottom, but the *Milan* had slipped 5



beneath the surface in full sail with her anchors in place. Slowed by her sails and balanced by her anchors, the *Milan* sank gently more than 60 metres to the bottom of Lake Ontario. There she rested in an upright position for 156 years. In the dark and cold, her sails and ropes rotted away, her cabin roof fell apart and her hull became encrusted with zebra mussels.

* * *

You might call Dan Scoville and Jim Kennard shipwreck detectives. Scoville, 33, a highly skilled technical diver and Kennard, 63, an electronics engineer and recreational diver, look for sunken historic ships. They had been looking for the remains of the *Milan* for three years, after seeing a reference to the shipwreck in an old newspaper. 6

They searched for months using a sonar device and finally, in the summer of 2005, they saw a clear image of a ship with the masts still standing. But the ship was too deep to be explored with regular diving equipment. 7

A year later, in the fall of 2006, they returned to the wreck with an unmanned remote-operated vehicle (ROV). Pictures from the ROV were amazing—the masts, anchors, railings and deck were all intact. But the ROV became tangled in a line, and they couldn't bring it back up. 8

A dive would be dangerous. The wreck was so deep that the water pressure would be great. A diver would have to return to the surface very slowly, taking at least 45 minutes to decompress and avoid harm. To last 20 minutes at that depth in such extremely cold water, a diver would have to breathe a mixture of oxygen, nitrogen and helium. Only a specially trained and equipped diver like Dan Scoville could reach the wreck safely. 9

To Scoville, the most exciting moment in his life was worth the risk. Searching for shipwrecks is “90 percent boredom and 10 percent total fun. When you find what you're looking for—that's your payoff,” says the brave diver. 10

For a few minutes he stood on the deck of the *Milan*, a ship that had sunk almost 160 years before. “It's something no one's seen since the 1840s. To be actually there and seeing it with my own eyes . . . I can't describe the feeling.” It's one of the prettiest ships he's ever seen on the bottom of the Great Lakes, Scoville claims. Modern technology could float it to the surface but it would cost tonnes of money and even more to preserve it once it was up. “Leave it where it is . . . keep it nice,” says Scoville. 11



First five paragraphs © EQAO, 2007. Adapted from “A watery ghost sealed in time,” by Bill Taylor, published in the *Toronto Star*, December 13, 2006. Reprinted with permission—Torstar Syndication Services. © Photo: Dan Scoville.

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

- 1** Why is the word *Milan* in italics?
- A It indicates a title.
 - B It designates a ship's name.
 - C It highlights a spoken word.
 - D It emphasizes its importance.
- 2** The description in paragraph 4 of the way the men boarded the lifeboat shows their
- F caution.
 - G urgency.
 - H calmness.
 - J orderliness.
- 3** Where were the members of the crew of the *Milan* taken when they were rescued?
- A Cobourg
 - B Cleveland
 - C Rochester
 - D Point Breeze
- 4** What is a main reason the *Milan* landed upright on the bottom of the lake?
- F The wind did not break the ship apart.
 - G The anchors balanced the sinking ship.
 - H The ship sank quickly to the lake bottom.
 - J The cargo had been removed from the hold.
- 5** How is the information in paragraphs 3 and 4 organized?
- A cause and effect
 - B idea and example
 - C compare and contrast
 - D important to less important
- 6** Why is there a break, shown by asterisks, between paragraphs 5 and 6?
- F to separate fact from opinion
 - G to indicate that a period of time has passed
 - H to separate a journal entry from a news report
 - J to indicate important information has been omitted
- 7** The ellipsis dots (...) in paragraph 11 are used to show
- A Scoville's thoughtfulness.
 - B that Scoville was forgetful.
 - C Scoville's misunderstanding.
 - D that Scoville had been interrupted.
- 8** Scoville makes dangerous dives because he wants
- F to show that he is a brave and skilful diver.
 - G to discover valuable treasure on sunken ships.
 - H the experience of seeing sunken ships first-hand.
 - J additional practice using decompression techniques.
- 9** Why doesn't Scoville want to raise the ship?
- A It is too risky in cold water.
 - B He appreciates its beauty in its present state.
 - C He wants to make money from future divers.
 - D Modern technology is not able to preserve it.

End of Section I. Continue to Section J. 

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



“I can’t wait to get my driver’s licence,” said Sahid. 1

Jon nodded, then shook his head. “I don’t want to drive.” 2

“Are you crazy? Why not?” asked Sahid. 3

“You’d never have to ask your mom for a lift to my house again.”

“Cars aren’t all good, you know,” Jon said, a little defensively. 4

Sahid wrinkled his nose. 5

“They can be dangerous,” Jon added. 6

“What kind of attitude is that?” Sahid said. “Come on, Jon. Positive thinking!” 7

“I can’t help it,” Jon confessed. “I was terrified when we were hit by another car last year.” 8

“But you weren’t hurt.” 9

“No. My dad was driving slowly. It was still frightening.” 10

“And it wasn’t your dad’s fault, anyway,” Sahid shrugged. 11

“No, the guy who hit us ran a red light. But that’s worse, knowing it can happen so unexpectedly. My dad’s a good driver — he’s never been in an accident before. It freaked him out.” 12

“See? Accidents don’t happen every day,” replied Sahid. 13

“I know, but driving looks hard. There’s a lot to learn,” insisted Jon. 14

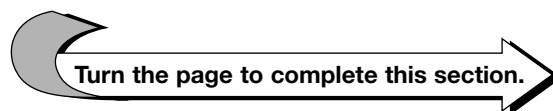
“That’s why I’ll take a driving course,” said Sahid. “They don’t let you pass until you know what you’re doing, you know.” 15

Jon nodded. Then he smiled. “It would be terrific not to have to ask for rides all the time. Maybe we could take lessons together. We could even learn to drive in the same car. You can yell ‘Brake!’ at every corner! Imagine me behind the wheel.” He pretended to steer a car and made a screeching noise. 16

“Well . . .” mumbled Sahid. 17

“What’s the matter?” asked Jon. “Don’t you want to take lessons together?” 18

“I did, but . . .”	19
“But what, Sahid?”	20
“You’re making it sound scary. And there is a lot to learn. What if I can’t do it?”	21
Jon elbowed him in the side. “Positive thinking, Sahid. Positive thinking.”	22



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

1 According to Sahid, why is it important to take a driver's course?

- A Friends can take driving lessons together.
- B Driving is too difficult to learn without lessons.
- C Students who pass the course must show they know how to drive.
- D Drivers who do not take the course sometimes fail to stop for red lights.

2 In paragraph 5, Sahid "wrinkled his nose" to show Jon that he does **not**

- F want Jon to be worried.
- G think Jon is very careful.
- H like to hear about car accidents.
- J agree with the previous statement.

3 What has influenced Jon's feelings about driving as expressed in paragraph 2?

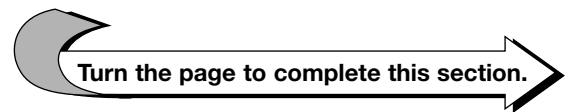
- A being in an accident
- B his father's driving habits
- C his need for rides to his friend's house
- D Sahid's enthusiasm for getting his driver's licence

4 The ellipsis (. . .) in paragraph 19 is used to show that Sahid is

- F interrupted by Jon.
- G distracted by an accident.
- H eager to begin driving lessons.
- J reluctant to say what he thinks.

5 What does the final sentence suggest about Jon?

- A that he is usually a positive thinker
- B that he likes to tease people he likes
- C that he is feeling more hopeful himself
- D that he no longer cares how Sahid feels



Written Answers

6 Why do Sahid’s feelings about learning to drive change near the end of this selection? Use specific details and examples from the selection to support your answer.

7 Explain whether or not Jon and Sahid are good friends. Provide specific evidence from the selection and your own ideas to support your answer.

Rough Notes

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

End of Section J. Continue to Section K. 

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

1 What was your favourite game as a child? Explain why you liked it.

Rough Notes

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

End of Section K. Continue to Section L. 

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

Partners in the Community

The Community Police Station: A Local Presence That Makes a Difference

The community police station is proud to announce that police officer Julie Francoeur will offer, for the second consecutive year, free judo classes in local schools.

Sensei Julie Francoeur (judo instructor)

A police officer for seven years, and a black belt in judo, Julie has practised the sport since the age of six. She loves the contact she has with youth in the community.

In addition to teaching her students the judo techniques to excel at the sport, she also shares her knowledge about a healthy lifestyle (mind and body) with her students. Judo develops self-discipline and respect for oneself and others.



“Judo creates strength, balance and respect”

“At the beginning, many students find the program very challenging. Together, students and instructor discuss the importance of increasing their fitness levels through exercise and a well-balanced, varied diet. A disciplined lifestyle is important too: regular practice is the key to success in judo. It is impossible to achieve excellence in competition without a commitment to a healthy lifestyle.”

Testimonials

- **Mind**
- **Body**
- **Technique**



When I first started this course, I would sometimes skip it because I was so shy, but now I have lots of confidence in myself! Thank you.

Suzanne



At first I hated judo. It was hard so I always wanted to give up, but now I have discovered a new sport that I really like. My school work has improved because of the self-discipline I have learned through the many hours of practice.

Joel

Schedule				
	Lamontagne School	Lamontagne School	Ste-Monique School	Ste-Monique School
	Grade 9	Grade 9	Grade 11	Grade 11
Boys	Day 1, Period 1	Day 2, Period 3	Day 3, Period 1	Day 4, Period 2
Girls	Day 1, Period 3	Day 2, Period 4	Day 3, Period 3	Day 4, Period 4
There will be no classes on Friday. The hours of the course include shower and dressing time.				



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

- 1** According to the selection, the police provide free judo classes most likely to
- A teach teenagers how to defend themselves.
 - B build positive relationships with the schools.
 - C encourage teenagers to become police officers.
 - D help students lose weight and improve stamina.
- 2** The information under the subheading “Sensei Julie Francoeur” summarizes the
- F schedule of classes.
 - G instructor’s background.
 - H skills students will learn.
 - J details of the judo classes.
- 3** In Joel’s testimonial, “self-discipline” refers to
- A self-respect.
 - B punishment.
 - C regular practice.
 - D healthy enthusiasm.
- 4** The illustrations in the bottom half of the selection show people who
- F teach the classes.
 - G have read the poster.
 - H take part in the activity.
 - J attend the classes on Fridays.
- 5** The schedule is included in the poster because it
- A describes the activities in the judo classes.
 - B repeats information about the judo classes.
 - C provides additional information about the judo classes.
 - D gives less important information about the judo classes.
- 6** The words on the poster in large, bold print are used to
- F identify all the pictures.
 - G summarize the activities.
 - H take the place of sentences.
 - J divide the information into sections.

End of Section L. Continue to Section M. 

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 Booklet 2.

**Education Quality and
Accountability Office**



© 2010 Queen's Printer for Ontario

Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto, Ontario M5B 2M9

Telephone: 1-888-327-7377
Web site: www.eqao.com