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Communications 12

JUNE 2001

Course Code = COM

### Student Instructions

1. Place the stickers with your Personal Education Number (PEN) in the allotted spaces above. **Under no circumstance is your name or identification, other than your Personal Education Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have a **Readings Booklet** and an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by  
**END OF EXAMINATION**.
5. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.

Question 1:  
1.  .   
(3)

Question 9:  
9.  .   
(2)

Question 2:  
2.  .   
(3)

Question 10:  
10.  .   
(2)

Question 3:  
3.  .   
(3)

Question 11:  
11.  .   
(1)

Question 4:  
4.  .   
(2)

Question 12:  
12.  .   
(1)

Question 5:  
5.  .   
(1)

Question 13:  
13.  .   
(2)

Question 6:  
6.  .   
(2)

Question 14:  
14.  .   
(2)

Question 7:  
7.  .   
(2)

Question 15:  
15.  .   
(6)

Question 8:  
8.  .   
(2)

Question 16:  
16.   .   
(24)

# **COMMUNICATIONS 12**

**JUNE 2001**

COURSE CODE = COM

## GENERAL INSTRUCTIONS

1. Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
2. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
3. There is a number on the Response Form for each multiple-choice question in this examination booklet. When you answer each question, make sure that the number on the Response Form is the same as the number in this examination booklet.

For each of the written-response questions, write your answer in **ink** in the space provided in this booklet.

4. Adequate writing space has been provided for average-sized writing. Do not attempt to determine the length of your answers by the amount of writing space available.
5. Ensure that you use language and content appropriate to the purpose and audience of this examination. Failure to comply may result in your paper being awarded a zero.
6. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

## COMMUNICATIONS 12 PROVINCIAL EXAMINATION

	<b>Value</b>	<b>Suggested Time</b>
1. This examination consists of <b>six</b> parts:		
PART A: Language Skills	19	15
PART B: Reading: Non-Fiction	11	15
PART C: Reading: Fiction (Poetry)	10	15
PART D: Reading: Fiction (Prose)	12	20
PART E: Formats	14	20
PART F: Composition	24	35
<b>Total:</b>	<b>90 marks</b>	<b>120 minutes</b>

2. The **Readings Booklet** contains the prose, poetry and format passages you will need to answer certain questions on this examination.

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## PART A: LANGUAGE SKILLS

Value: 19 marks

Suggested Time: 15 minutes

**INSTRUCTIONS:** Read the passage below. In each case, select the answer which **best** completes each blank in the passage and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that has the letter corresponding to your answer.

### My Mom, the Hero!

I had planned to go skiing, but the weather forecast was not good. Realizing I couldn't 1, and hanging around the house, 2 I came across some old family photographs which my mother had been putting into an album. 3 who some of the people were, but 4 many faces which I did not recognize.

"Mom," 5 that man shaking hands with you in this picture?"

"He was the 6 town at that time. I was 7 award from him."

I looked at my mother in surprise. "For what?" I asked.

"I had saved a 8 was winter and he had been skating on the pond. He had 9 the ice. I went out on the ice very 10 and pulled him out."

My mother had never spoken of this, and I found myself looking at her differently. My mom, the hero!

- |                       |                      |
|-----------------------|----------------------|
| 1. A. go              | 6. A. mayor of are   |
| B. of gone            | B. mayor of our      |
| C. of went            | C. Mayor of are      |
| D. have went          | D. Mayor of our      |
| 2. A. bored,          | 7. A. receiving a    |
| B. boring,            | B. recieving a       |
| C. been bored,        | C. receiving an      |
| D. been boring        | D. recieving an      |
| 3. A. I new           | 8. A. boys' life, it |
| B. I knew             | B. boy's life, it    |
| C. Although I new     | C. boy's life. It    |
| D. Although I knew    | D. boys' life. It    |
| 4. A. their was       | 9. A. fell threw     |
| B. there was          | B. fell through      |
| C. their were         | C. fallen threw      |
| D. there were         | D. fallen through    |
| 5. A. I asked, "who's | 10. A. careful       |
| B. I asked" Who's     | B. careful;          |
| C. I asked "Whose     | C. carefully         |
| D. I asked, "whose    | D. carefully;        |

OVER

## **Organization and Planning**



**Written-response questions (9 marks)**

**INSTRUCTIONS:** Combine the ideas contained in each group of short sentences below into **one** correctly structured sentence. You will be marked for the way you link the ideas together by changing the form of the words, using punctuation and using connecting words. Use standard English. Write in **ink**.

1. Tom had a job.  
The job was new.  
He did not want to be late.  
He set three alarm clocks.

**(3 marks)**

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2. The photographer was patient.  
The patience was amazing.  
She waited for two hundred graduates.  
They were to give her their attention.

**(3 marks)**

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3. Some hearing loss may be prevented.  
The hearing loss is caused by loud noise.  
The noise is continuous.  
Wearing ear protectors may help.

**(3 marks)**

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**PART B: READING: NON-FICTION**

**Value: 11 marks**

**Suggested Time: 15 minutes**

**INSTRUCTIONS:** Read **How to Get Up to Speed on an Elevator** on pages 1 and 2 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

11. The Osaka Hyatt's fast elevator will result in a time saving over the 28-story trip of about
- A. 2 seconds.
  - B. 8 seconds.
  - C. 33 seconds.
  - D. 45 seconds.
12. The car of a cable-type elevator is prevented from swinging by having
- A. an electric motor.
  - B. large counterweights.
  - C. very strong steel cables.
  - D. wheels fitted into tracks.
13. An empty elevator car in the lobby of a hotel will
- A. not move until there is sufficient weight in it.
  - B. need a strong motor to lift the weight of the car.
  - C. require very little electric power to rise to the top floor.
  - D. remain stopped until the counterweight is fully descended.
14. According to the Otis Corporation, its only elevator fall was the result of
- A. a hydraulic failure.
  - B. an airplane accident.
  - C. an operator's carelessness.
  - D. a test of the emergency brake.

15. Occupants of the free-falling elevator in the Empire State Building were saved by
- A. a brake wedge.
  - B. a backup power supply.
  - C. the cushioning effect of cables.
  - D. the effects of the counterweights.
16. An elevator using “fuzzy logic” will be able to
- A. understand spoken commands.
  - B. take up less space in a building.
  - C. estimate the number of people on board.
  - D. move between floors without being called.

**How to Get Up to Speed on an Elevator**

(pages 1 and 2 in the **Readings Booklet**)

**Written-response questions (5 marks)**

**INSTRUCTIONS:** Answer the following questions in **complete and correct sentences**. Write in **ink**.

4. What **two** devices in buildings higher than six stories cause the elevator to move? **(2 marks)**

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

5. According to the article, what is contradictory about what the Japanese expect of elevators? **(1 mark)**

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6. a) Explain why someone with a fear of small spaces would feel better in an elevator lined with mirrors. **(1 mark)**

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b) Explain how the use of a mirror in the lobby of a senior citizens' home stopped complaints about a slow elevator. **(1 mark)**

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**PART C: READING: FICTION (POETRY)**

**Value: 10 marks**

**Suggested Time: 15 minutes**

**INSTRUCTIONS:** Read **Roads** on page 3 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

17. When the man arrives, the family is
- A. eating supper.
  - B. mending clothing.
  - C. playing dominoes.
  - D. fixing cracks on the floor.
18. The cracks on the floor make roads which go
- A. home.
  - B. nowhere.
  - C. to Spain.
  - D. to Rome.
19. The overcoat is used
- A. as a doormat.
  - B. to warm up the visitor.
  - C. to stop cold air from coming in.
  - D. as a part of the game they are playing.
20. The family's actions indicate that they are
- A. charitable to strangers.
  - B. suspicious of newcomers.
  - C. unhappy about having visitors.
  - D. cautious about sharing their belongings.
21. The man's home is in
- A. Spain.
  - B. the South.
  - C. Annapolis.
  - D. British Columbia.

22. The man says he is returning home because he

- A. is lonely.
- B. has not found work.
- C. is needed on his farm.
- D. has become tired of travelling.

**Roads**

(page 3 in the **Readings Booklet**)

**Written-response questions (4 marks)**

**INSTRUCTIONS:** Answer the following questions in **complete and correct sentences**. Write in **ink**.

7. Provide **one** detail about the man which indicates

a) his age.

**(1 mark)**

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---

b) that he is tidy.

**(1 mark)**

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8. State **two** things that the narrator now wonders about the man.

**(2 marks)**

a) \_\_\_\_\_

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b) \_\_\_\_\_

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**PART D: READING: FICTION (PROSE)**

**Value: 12 marks**

**Suggested Time: 20 minutes**

**INSTRUCTIONS:** Read **We Hire a Witch** on pages 4 and 5 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

23. When the diviner first appears,
- A. he speaks to the workers.
  - B. the narrator asks him to leave.
  - C. he immediately offers to work.
  - D. the workers pay him no attention.
24. At the location of the spring, the watch
- A. spins on its chain.
  - B. breaks off the chain.
  - C. becomes motionless.
  - D. slips from the diviner's hands.
25. The well needs to be deeper than six feet because
- A. there is not enough water at six feet.
  - B. water at six feet is too muddy with clay.
  - C. the water needs to be held in a reservoir.
  - D. the well will keep caving in at that depth.
26. The helper annoys the diviner by
- A. throwing clay at his head.
  - B. tossing dirt back into the hole.
  - C. causing the sides of the well to cave in.
  - D. throwing the bucket almost onto his head.
27. The diviner's complaints to the helper are
- A. ignored.
  - B. effective.
  - C. annoying.
  - D. unjustified.

28. The diviner's continuing to work with the helper demonstrates that he is

- A. ignorant.
- B. persistent.
- C. good-natured.
- D. lacking feeling.

**We Hire a Witch**

(pages 4 and 5 in the **Readings Booklet**)

**Written-response questions (6 marks)**

**INSTRUCTIONS:** Answer the following questions in **complete and correct sentences**. Write in **ink**.

9. For what **two** reasons does the narrator agree to allow the diviner to begin “witching” on his property? **(2 marks)**

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

10. Name **two** devices, besides the watch, which the diviner uses to determine the location of the underground spring. **(2 marks)**

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_



11. What evidence suggests that the diviner is offended by the narrator? **(1 mark)**

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12. Explain how the diviner prevents the sides of the well from caving in as he digs. **(1 mark)**

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## PART E: FORMATS

Value: 14 marks

Suggested Time: 20 minutes

**INSTRUCTIONS:** Read **PADS** on page 6 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

29. Funding for the assistance dog program comes entirely from
- A. public donations.
  - B. the Province of BC.
  - C. assistance dog owners.
  - D. the Guide Animal Association.
30. One use for a service dog would be to assist a person who
- A. has a hearing impairment.
  - B. is developmentally delayed.
  - C. is recovering from an illness.
  - D. has problems maintaining balance.
31. A social dog differs from a service dog in that a social dog
- A. costs more to train.
  - B. is available for adults only.
  - C. learns far fewer commands.
  - D. is restricted in its public access.
32. Volunteers who raise puppies for PADS must
- A. be experienced dog handlers.
  - B. attend bi-weekly training sessions.
  - C. keep the dog for at least two years.
  - D. have the dog with them at all times.

**PADS**

(page 6 in the **Readings Booklet**)

**Written-response questions (4 marks)**

**INSTRUCTIONS:** Answer the following questions in **complete and correct sentences**. Write in **ink**.

13. Besides program maintenance, what are **two** other goals of the PADS program? **(2 marks)**

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

14. a) What factor determines whether a person with a disability other than blindness will be a suitable candidate for an assistance dog? **(1 mark)**

\_\_\_\_\_  
\_\_\_\_\_

b) If an applicant is found to be a suitable candidate for an assistance dog, what does PADS then do? **(1 mark)**

\_\_\_\_\_  
\_\_\_\_\_

## **Pre-writing**

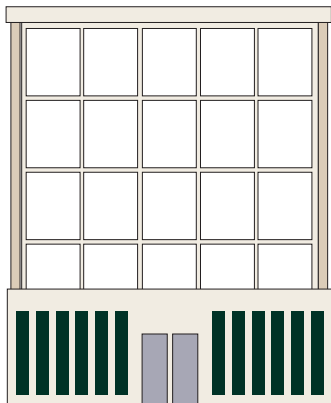
**Written-response question (6 marks)**

**INSTRUCTIONS:** Writing as the individual below and using the information provided, write a **business** letter of **more than one** paragraph. Use complete and correct sentences. Use the **Pre-writing** page to plan your work. Write your final letter in the space marked **Finished Work (Letter)**. Only your finished work will be marked. Write your letter in **ink**.

15. Assume your name is **Pat Louis**. You live at 355 Ross Street, Cranbrook, BC. Your postal code is V4W 2W4. Use the following situation to write your business letter. **(6 marks)**

**SITUATION**

## The Pleasantview Seniors' Centre



needs volunteers to assist with various craft and exercise activities. If you are able to help, write to

Mr. Mark Foster, Activity Coordinator  
Pleasantview Seniors' Centre  
1027 Pleasantview Place  
Cranbrook, BC  
V4W 4N7

Please state the days and times you are available and describe the types of activities with which you would be able to help. CAPP work experience hours may be arranged.

**You may detach this page for convenient reference.  
Exercise care when tearing along perforations.**

**OVER**

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**PART F: COMPOSITION**

**Value: 24 marks**

**Suggested Time: 35 minutes**

**INSTRUCTIONS:** Using standard English, write a multi-paragraph composition of 200–250 words based on **one** of the following prompts.

If you write on more than one prompt, only the **first** will be marked.

Use the **Checklist and Pre-writing** page to plan your work. Write your final composition in the space marked **Finished Work (Composition)**. Only your finished work will be marked. Write your composition in **ink**.

16. Choose **one** of the following prompts.

**(24 marks)**

**PROMPT A**

People sometimes let life become too complicated.

**OR**

**PROMPT B**

For a long time, I wondered if I should open that door.

## Checklist

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BEFORE you write, remember to

- think of ideas on the topic
- support your ideas with examples
- organize your ideas into paragraphs.

AFTER you write, remember to

- reread your composition
  - check spelling
  - check punctuation
  - check word choice
  - check that the sentences are complete.
- 

**Pre-writing**  
**(this will not be marked)**





**PART F: COMPOSITION**

	SUBTOTAL

# **COMMUNICATIONS 12**

## **READINGS BOOKLET**

**JUNE 2001**

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## PART B: READING: NON-FICTION

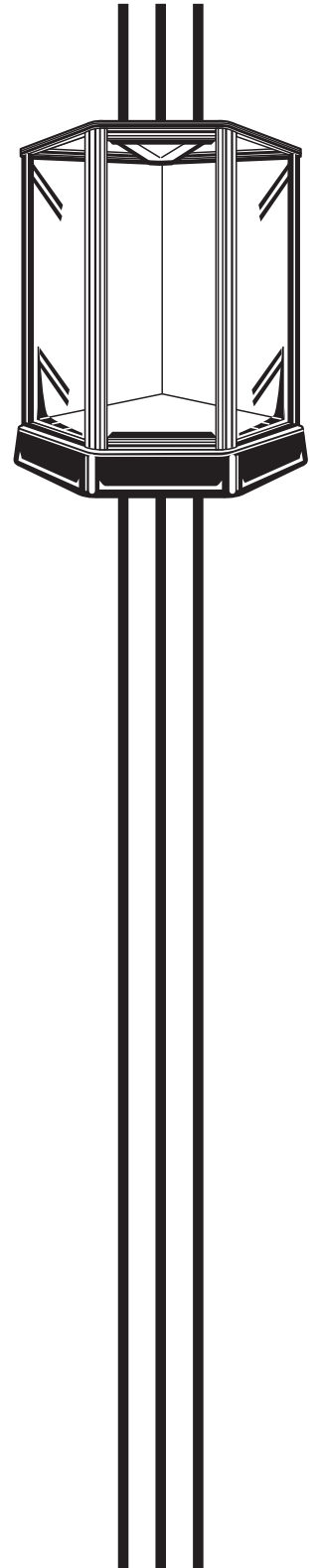
**INSTRUCTIONS:** Read the following selection and answer the questions on pages 4 to 6 in the examination booklet.

### How to Get Up to Speed on an Elevator

by Geoffrey Rowan

(Adapted)

- 1 When the Hyatt Regency Hotel opens in Osaka, Japan, next June, it will boast the world's fastest elevators, which will hit a top speed of 45 kilometres an hour, compared with a maximum of about 33 kilometres an hour in most other high-rise elevators. But because it takes time for an elevator to reach full speed, the 28-story trip from penthouse to lobby is only a couple of seconds faster Japanese-style.
- 2 Modern elevators marry the latest in technology with traditional mechanics, and throw in a dose of psychological research for the vertical travellers who don't like being trapped in small places.
- 3 The traditional elevator car is a box with doors that goes up and down in a shaft. There are two basic types of elevator systems: one hydraulic for low-rise buildings, and another that relies on counterweights for everything higher than five or six stories.
- 4 A hydraulic elevator car rests on a cylinder, like the mechanic's lift at a service station. The ride is often more uneven than in more sophisticated elevators and a lot slower.
- 5 In the system used for taller buildings, the elevator car is attached by cables to a counterweight. The car also has wheels that fit into tracks inside the shaft so that the car doesn't swing back and forth.
- 6 An electric motor, usually on the floor above the highest floor served by the elevator, raises or lowers the box with significant help from the steel counterweights.
- 7 The counterweights are heavier than the empty elevator car, so an empty car that has been summoned from the lobby to an upper floor rises easily, pulled up by the descending counterweight.
- 8 Similarly, a full car on an upper floor descends without using much energy because the weight of its load makes it heavier than the counterweight.
- 9 The motor starts and stops the car, and provides the additional energy required when the weight of the car and the counterweight are out of balance.





- 10 Modern elevators of this type are suspended by three to eight steel cables, any one of which is strong enough to support the weight of the car. In addition, elevators come equipped with an emergency braking system. If the elevator moves faster than it is supposed to, a speed detector turns off the power to the motor and activates a mechanical emergency brake. The brake clamps onto the guide rails, or, in some cases, jams a wedge between the car and rail, bringing the car to an abrupt but safe halt.
- 11 Otis Elevator Corporation says that in 140 years it has had only one elevator free fall. In 1945, an airplane crashed into the Empire State Building between the 78th and 79th floors, severing the cables in two elevators and damaging the rails, preventing the emergency brake from working properly.
- 12 One of the cars was unoccupied. Two women in the other car plunged 30 stories into the basement, but their fall was cushioned by a pile of cables that also went plummeting down the shaft.
- 13 Running the next generation of elevators, like the ones going into the Osaka Hyatt, is something called “fuzzy logic.” It’s a type of software that enables the “brains” of an elevator system to make better decisions.
- 14 In using fuzzy logic, the elevator’s brain checks weight sensors to determine how much weight is in a crowded car, how many people that weight most likely represents, and which stops a crowded car is already scheduled to make.
- 15 Still, no matter how sophisticated or commonplace they become, elevators make a lot of people ill at ease. According to elevator company research, the reasons for this discomfort vary from one culture to another. Many Japanese, for example, are uncomfortable with the sensation of any movement in an elevator, which seems ironic in light of a willingness among some Japanese companies to put a premium on speed. North Americans don’t seem to mind feeling the speed, but they need bigger elevators than do Europeans to feel comfortable.
- 16 However, everybody seems to like reflective surfaces. Mirrors create an illusion of greater space inside the car. They may also give elevator users something to look at, and not just while they’re in transit. After receiving complaints about the slow response of an elevator in a senior-citizens’ home, Otis put a small mirror in the lobby. People occupied themselves with primping and preening. The complaints stopped.

## PART C: READING: FICTION (POETRY)

**INSTRUCTIONS:** Read the following poem and answer the questions on pages 7 and 8 in the examination booklet.



### Roads

by Elizabeth Brewster

It was one night when we lived at the farm he came.  
We were sitting playing dominoes at the kitchen table,  
and the dominoes made roads along the oilcloth:  
this road leads to Spain, I said;  
5 that road is a Roman road.  
The light from the kerosene lamp  
lay dim and yellow on the cracks in the floor.  
They were roads, too, but they went nowhere.

He came in from the snow and darkness outside,  
10 bringing the cold in with him for a minute,  
till Mother had replaced the old overcoat  
that lay in front of the door to keep the draught out.  
He was a stocky man, not young or old,  
his black hair greying a little;  
15 his mackinaw<sup>1</sup> was mended, not ragged.

He wanted supper, so we took off the dominoes,  
and Sister told me to bring a plate from the pantry,  
and I stood by and watched it being filled.  
He had come, he said, from Annapolis<sup>2</sup>, had walked to  
20 British Columbia,  
and now he was walking home again, because  
there was no work anywhere on the way.

I wonder now about that man, and whether  
he ever reached home, or stayed home when he got there;  
25 whether he found what he wanted in Annapolis  
or turned and walked to west or south again.  
I see him walking down dark roads in the rain,  
muddy roads, dusty roads, wet lengths of pavement  
blurrily reflecting the pointed edges of stars,  
30 lonely roads with burned woods on each side,  
wide roads becoming the streets of cities,  
all mazily criss-crossing forever,  
turning and winding and doubling again forever,  
leading home and leading away from home,  
35 but mostly leading nowhere.

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<sup>1</sup>mackinaw: plaid, woollen jacket

<sup>2</sup>Annapolis: a region in Nova Scotia

## PART D: READING: FICTION (PROSE)

**INSTRUCTIONS:** Read the following selection and answer the questions on pages 9 to 11 in the examination booklet.

### We Hire a Witch

by Kenneth McNeill Wells

(Adapted)

- 1 A wiry little man with bull-like shoulders wandered in one afternoon, and stood silently watching the work in progress at our house site. He spoke to no one, and no one spoke to him. An hour passed. The sun slanted westward. The workmen prepared to go home. The little man still stood by the cellar hole, swaying a little on his short legs.
- 2 “Well,” I asked him finally, “what can I do for you?”
- 3 “Nothin’,” he told me. “I kinda figgered I could do something for you.”
- 4 “Yes?”
- 5 “Yeah, I’m a witcher.”
- 6 “A what?”
- 7 “A water-witcher,” he explained. “I witch fer water—I find water. I dig wells. Figgered you might want a good well on this place.”
- 8 I wasn’t impressed. Water divining was so much mumbo-jumbo to me. Still, we did want a well on the place, a good well that would fill with cold spring water and stay filled. And I was curious to see how this water-witch would go about his business of water-witching. I had never seen a water diviner at work.
- 9 “Go ahead,” I told him.
- 10 The little man with the big shoulders went to his car and brought out a forked twig. “Some call it witch-hazel wood,” he explained with a shy smile. He went out on to the hillside, and with two ends of the fork held firmly in his two hands, and with the butt end of the twig pointing directly ahead of him, began pacing slowly. I followed him, doubtful, but fascinated.
- 11 “What happens?” I asked.
- 12 “You’ll see.”
- 13 Back and forth across the field we went, while the sunset filled the western sky with fire, and the shadows lengthened over the darkening hills. Suddenly the water-witch stopped his pacing. The knuckles of his hands whitened with strain. He seemed to be struggling. The thick butt of the branch shuddered downwards, as though something powerful and invisible were pulling it.
- 14 “There is your spring,” said the water diviner. “It’s running strong, about six feet down.”
- 15 I didn’t believe him, and so he walked the field again, this time with an iron crowbar balanced across two fingers of his left hand. When he came to the spot where the twig had twisted, the thick end of the crowbar dipped suddenly. I leaned forward and grasped the bar just ahead of his hand. I felt the strong downward pull.

- 16 “The spring is still there,” he declared, with a grin. “An’ it’s still just six feet down.”
- 17 I still didn’t believe him, and so he walked the fields a third time, this time with his heavy, old-fashioned watch held motionless at the end of his watch chain, at arm’s length, and breast-high from the ground. When his pacing brought him again to the spot where the iron bar had dipped, and where the twig had twisted, the watch began spinning on the end of its chain, at first slowly, and then so rapidly that I thought the gold links would twist apart. I looked at his hand. It was rock steady. There was no sign that he was helping his time-piece spin. Still I was unconvinced.
- 18 “Look, Mister,” stormed the diviner, his face glowing with rage, “for two dollars a foot I’ll dig yer well fer you. If I don’t find more water than you can ever use, I’ll pay you two dollars a foot fer diggin’ on yer blasted hill!”
- 19 I accepted his offer.
- 20 At a depth of six feet, where sand met clay, he struck water, just as he said he would. The water came in first as a trickle, and then as an increasing stream. The water-witch called me to the side of the well-hole and pointed at the rising flood. He said nothing. He just pointed, but out of the two slits in the ball of clay that was his head, his dark eyes glared triumphantly.
- 21 We had our water, but in order to hold it, we had to make a reservoir for it, to dig down through the blue clay another twenty or thirty feet. The water diviner built a box-like arrangement of boards a few inches smaller than the hole. As he dug, he pulled this cage down after him, and built on to its top, so that he had always, from top to bottom of the shaft, a wooden shell to protect him from cave-ins. When he had dug to a point where he could no longer throw the clay clear of the well mouth, he hooked on a pulley and a rope, and a heavy iron bucket.
- 22 It was our well-digger’s misfortune that the helper I found for him was a neighbourhood farmer with a warped sense of humour. It was this man’s job to draw, at first by hand, and later with the help of a horse, the mud and water-filled bucket out of the well, empty it, and return it to the digger below. All went well until he noticed that a knot in the bucket rope came to his hand just before the lowered bucket reached the head of the digger. From that time on there was no peace. There were bangs, and clangs, and yells, and curses, and shrieks of idiotic laughter.
- 23 The helper had a new way of returning a mud bucket to a digger. He simply tossed it into the well-mouth, to fall with a clatter down the long shaft, to stop when the knot reached his hand, with a shuddering jerk, within inches of the cowering digger’s shaking head. In vain did the digger protest. This was his helper’s way of returning the bucket to him, and return it this way he would. Rather than be held up in his work by lack of a helper, for I could get him no other, he put up with this nonsense, but it was a shaken and shaking man who came out of the hole each night.
- 24 “Gad, man!” his helper would exclaim, as the shaking, cursing bundle of clay that was a man rose out of the well at quitting time. “It’s all a joke, and meant for no harm. I wouldn’t hurt a hair of your head, if you have hair at all under that filthy ball of clay that might or might not be a hat. Gad, man...”
- 25 The shaking of the digger would increase. He would chatter with powerless rage, wave his hands in the air, and then totter away to his car; yet somehow he managed to summon up enough nerve, or stubbornness, to continue. Day after day he returned to the job, digging himself deeper into the earth. Day after day, a hundred times a day, he winced from the heavy iron bucket that clanged down upon him from the well-mouth, never knowing when the oaf above might miss the knot and kill him with his fun. He dug until a second spring broke in on him, and he could no longer control the flood.
- 26 We had our well.

## PART E: FORMATS

**INSTRUCTIONS:** Read the following selection and answer the questions on pages 12 and 13 in the examination booklet.

### **PADS**

Pacific Assistance Dogs Society

(Adapted)



PADS is a non-profit organization that was founded in 1987. PADS is an accredited training program recognized by the Province of BC and governed by the Guide Animal Act. We raise and train dogs to aid physically challenged, developmentally delayed, hearing impaired and deaf persons.

The sole source of money to sustain our assistance dog program is the public. The cost of raising and training a service or social dog is \$12 000, and for a hearing dog the cost is \$6 000.

#### **PADS' Goals**

- to increase public awareness of the need for assistance dogs
- to maintain the raising, training and placement programs
- to gain much-needed financial support in order to continue meeting the needs of the disabled

#### **How Do I Apply for a Dog?**

Anybody with a disability other than blindness, who can demonstrate that an assistance dog will enhance independence, may apply by sending a letter stating age and disability, why an assistance dog can help, and the effect the disability has. We will then send an application form. If the person seems to be a suitable candidate, we will arrange for an interview with our instructor. If the candidate is suitable, then the name will be added to our waiting list.

#### **Types of Assistance Dogs**

##### **Service Dogs**

These specially trained dogs can master up to 75 commands such as turning off and on lights, retrieving objects, opening and closing doors, pushing elevator buttons, carrying parcels and even picking up a dime or credit card. They

also act as support structures for persons with conditions that affect balance.

##### **Social Dogs**

Social dogs have most of the skills of a service dog but are restricted as to their public access. They are placed with children and individuals who are convalescing, autistic or developmentally delayed. These dogs provide unconditional love and companionship, and act as communication icebreakers.

##### **Hearing Dogs**

For the deaf and hearing impaired, these dogs are trained to alert their recipients to the sounds of a doorbell, a smoke alarm, a telephone or a baby crying. They also provide a sense of security for persons who cannot hear intruders.

##### **Puppy Raising**

The puppy raising program provides a unique opportunity for volunteers to help create a meaningful change in someone's life. PADS puppies are reared in private homes for 12 to 16 months and require basic needs such as food, shelter, love and attention.

These special puppies need to be socialized, cared for and trained on a daily basis. The more these puppies are exposed to such things as restaurants, traffic and loud noises, the more sociable, responsive and confident they will become.

A puppy and its raiser also must attend obedience classes bi-weekly. Basic obedience commands learned early will give the puppies a greater chance of success as a PADS dog. Puppy raisers must be 19 years of age or older.

For more information, contact  
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Rowan, Geoffrey. "How to Get Up to Speed on an Elevator." *The Globe and Mail*. 02 November 1993: A11.

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*PADS: Pacific Assistance Dogs Society.*