

**JUNE 1999**

## **PROVINCIAL EXAMINATION**

**MINISTRY OF EDUCATION**

# **COMMUNICATIONS 12**

### **GENERAL INSTRUCTIONS**

1. Insert the stickers with your Student I.D. Number (PEN) in the allotted spaces above and on the **back** cover of this booklet. **Under no circumstance is your name or identification, other than your Student I.D. 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. 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.
5. For each of the written-response questions, write your answer in **ink** in the space provided in this booklet.
6. 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** .

7. 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.

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## COMMUNICATIONS 12 PROVINCIAL EXAMINATION

- |   | Value                   | Suggested Time     |
|---|-------------------------|--------------------|
| 1. This examination consists of <b>six</b> parts: |                         |                    |
| PART A: Language Skills                           | 19                      | 20                 |
| PART B: Reading: Non-Fiction                      | 15                      | 20                 |
| PART C: Reading: Fiction (Poetry)                 | 12                      | 20                 |
| PART D: Reading: Fiction (Prose)                  | 19                      | 30                 |
| PART E: Formats                                   | 17                      | 40                 |
| PART F: Composition                               | 18                      | 50                 |
|   | <b>Total: 100 marks</b> | <b>180 minutes</b> |
- Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
  - The **Readings Booklet** contains the prose, poetry, and format passages you will need to answer certain questions on this examination.
  - 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.
  - The time allotted for this examination is **three hours**. *Use your time wisely.* 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.

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## PART A: LANGUAGE SKILLS

Value: 19 marks

Suggested Time: 20 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.

### Costly Communication

Joseph had just bought a new computer at a bargain price. 1 I can use it for my assignments at college, and I can have a lot of fun with it 2 I'm not too busy."

Also, he and his sister planned to get an Internet account and maybe 3 friends on-line. As it happened, his plans could not 4 better. His mother had just 5 airmail letter from his aunt in Germany, in which she mentioned that 6 had also just hooked up her computer and had an e-mail address. Joseph 7 to Lily since he had been in Germany for her 8 and he wondered whether he would enjoy talking to her again.

Joseph soon found out that he did, but between his sister's surfing the net and 9 chatting to Lily, his time and money soon disappeared. "I'll have to be 10 if I don't want this computer to be a burden instead of a bargain," he decided.

1. A. Now, he thought  
B. "Now he thought,"  
C. "Now," he thought  
D. "Now," he thought, "
2. A. whenever  
B. whenever,  
C. ; whenever  
D. , whenever
3. A. to talk to their  
B. to talk to there  
C. talking to their  
D. talking to there
4. A. of gone  
B. of went  
C. have gone  
D. have went
5. A. recieved a  
B. received a  
C. recieved an  
D. received an
6. A. Josephs cousin Lily  
B. Josephs Cousin Lily,  
C. Joseph's cousin, Lily,  
D. Joseph's Cousin, Lily,
7. A. has not spoke  
B. had not spoke  
C. has not spoken  
D. had not spoken
8. A. twenty first birthday in July of 94  
B. twenty-first birthday in July of 94  
C. twenty first birthday in July of '94  
D. twenty-first birthday in July of '94
9. A. he  
B. his  
C. him  
D. himself
10. A. real careful  
B. real carefull  
C. really careful  
D. really carefull

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. The light kept blinking.  
The light was on the dashboard.  
The dashboard was in Jill's new car.  
The blinking indicated a problem.

**(3 marks)**

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2. The pigs squealed and grunted.  
The pigs jostled their way to the fence.  
The pigs hoped to be the first to reach the food scraps.  
The scraps were thrown to them.

**(3 marks)**

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3. Tension rose in the cheering crowd.  
The cheering was frantic.  
The clock ticked down.  
The score remained tied.

**(3 marks)**

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## PART B: READING: NON-FICTION

Value: 15 marks

Suggested Time: 20 minutes

**INSTRUCTIONS:** Read **After You** 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 word “reciprocal” in paragraph 5 means an action
- A. done in anger.
  - B. done in return.
  - C. meant to be offensive.
  - D. occurring without thought.
12. According to a 1996 study, the key element to safe driving is driver
- A. attitude.
  - B. practice.
  - C. alertness.
  - D. education.
13. According to the narrator, courteous driving requires that we
- A. avoid driving during peak traffic periods.
  - B. make defensive-driving courses mandatory.
  - C. increase funding for traffic law enforcement.
  - D. try to understand other drivers’ points of view.
14. The narrator says that the crazy behaviour of drivers is understandable
- A. on holidays.
  - B. in the morning.
  - C. on the weekend.
  - D. at the end of the day.
15. A “financial disincentive” is
- A. a reward for safe driving.
  - B. a penalty for unsafe driving.
  - C. an award for reporting unsafe driving.
  - D. one of the costs of traffic law enforcement.



16. A proactive driver is one who

- A. tailgates.
- B. thinks ahead.
- C. uses the horn.
- D. speeds excessively.

17. According to the article, the police traffic safety division advises that drivers should

- A. take it easy.
- B. quickly close a gap in traffic.
- C. force their way in to avoid a collision.
- D. retaliate only if someone does something stupid.

**After You**

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

**Written-response questions (8 marks)**

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

4. a) The narrator likens the way society runs to an engine. What role do good manners play in keeping the engine of society running? **(1 mark)**

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b) In what way does the narrator feel that a lack of good manners is like behaviour aboard a sinking ship such as the *Titanic*? **(1 mark)**

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5. What **two** expressions does the narrator use that mean the same as “imitative behaviour”? **(2 marks)**

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

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

6. According to the narrator, there is a dilemma facing law enforcement. What does the narrator suggest is the problem? **(1 mark)**

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

7. a) State **one** tip the narrator gives for the use of high-beam lights. **(1 mark)**

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

b) State **one** tip the narrator gives for the use of a horn. **(1 mark)**

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

8. State **one** action an RV driver should take if a line of vehicles builds up behind him. **(1 mark)**

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

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

**Value: 12 marks**

**Suggested Time: 20 minutes**

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

18. By 1872 in Barkerville,
- A. miners had run out of supplies.
  - B. people were using electric lighting.
  - C. gold streams were being exhausted.
  - D. strangers were arriving almost daily.
19. In 1872, Billy stayed in Barkerville because he
- A. had made a large gold strike.
  - B. wanted to be with his friends.
  - C. had only a broken-down horse.
  - D. was still filled with excitement.
20. In this poem, “hucksters” were people who
- A. mined gold.
  - B. ran the hotel.
  - C. sold supplies.
  - D. drove coaches.
21. Billy later moved into the hills because he
- A. had become mentally unstable.
  - B. wanted to avoid his old cronies.
  - C. was too old to work in the mine.
  - D. had difficulty dealing with change.
22. Billy went to Kelly’s hotel to find his
- A. horse.
  - B. friends.
  - C. visitors.
  - D. supplies.

23. Billy Brown was most suspicious of
- A. radios.
  - B. telephones.
  - C. automobiles.
  - D. electric lights.
24. Lines 43 to 50 suggest that time and strangers had
- A. provided enjoyment for Billy.
  - B. interfered with Billy's lifestyle.
  - C. improved the town of Barkerville.
  - D. caused Barkerville to become run-down.

**Billy Brown the Argonaut**

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

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

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

9. Besides the miners, which **two** groups of people named in the poem left Barkerville in 1872? **(2 marks)**

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

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

10. To what does the narrator compare Billy's old horse? **(1 mark)**

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

11. a) With whom is Billy Brown buried?

**(1 mark)**

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b) What does the narrator suggest Billy will do, now that he is buried?

**(1 mark)**

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

**Value: 19 marks**

**Suggested Time: 30 minutes**

**INSTRUCTIONS:** Read **The Osage Orange Tree** on pages 4 to 7 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

25. Evangeline asked the narrator to leave the paper
- A. in a box.
  - B. on her doorstep.
  - C. beside the bridge.
  - D. at the foot of the tree.
26. Each day the narrator talked with Evangeline
- A. on the road.
  - B. at her house.
  - C. in history class.
  - D. on the school grounds.
27. The narrator thought that the paper he delivered
- A. lacked quality.
  - B. was expensive.
  - C. was very educational.
  - D. reported news accurately.
28. The narrator suggests that Evangeline's brother was
- A. fearful of others.
  - B. pushy and offensive.
  - C. friendly and outgoing.
  - D. quiet and hard to approach.
29. While at school, Evangeline associated with
- A. Jane.
  - B. no one.
  - C. her brother.
  - D. the narrator.

30. According to the narrator, many people on the prairies
- A. earned good wages.
  - B. faced financial hardship.
  - C. quit school to go to work.
  - D. moved from their farms to town.
31. Other girls made fun of Evangeline's
- A. blue dress.
  - B. black coat.
  - C. dark dress.
  - D. knitted cap.
32. After graduation, the narrator quit his paper route because he was
- A. starting a new job.
  - B. going to go to college.
  - C. earning so little doing it.
  - D. going to move away with his parents.
33. Evangeline's lying and stealing were motivated by her desire
- A. for friendship.
  - B. to annoy her family.
  - C. for reading material.
  - D. to earn money for graduation.

**The Osage Orange Tree**  
(pages 4 to 7 in the **Readings Booklet**)  
**Written-response questions (10 marks)**

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

12. a) Quote **one** phrase which suggests that the narrator was content to escape notice as a new student. **(1 mark)**

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- b) Quote **one** phrase which suggests that, during the school year, the narrator **remained** content to escape notice. **(1 mark)**

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13. Provide **three** details about Evangeline's home and yard which suggest that they suffered from neglect. **(3 marks)**

a) 

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b) 

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c) 

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14. According to the narrator, for what **two** reasons was Evangeline largely unnoticed by her classmates? **(2 marks)**

a) 

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b) 

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15. a) What lie did Evangeline tell the narrator? **(1 mark)**

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b) What evidence tells the narrator that Evangeline had lied to him? **(1 mark)**

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16. What evidence suggests that Evangeline's brother holds the narrator responsible for her actions? **(1 mark)**

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## PART E: FORMATS

Value: 17 marks

Suggested Time: 40 minutes

**INSTRUCTIONS:** Read **Safety Guide to Bears at Your Home** on page 8 in the **Readings Booklet**. For each question, select the **best** answer and record your choice in the Response Form provided.

34. According to the article, living safely near bears will require
- A. some changes in human behaviour.
  - B. a reduction in the total bear population.
  - C. greater numbers of Conservation Officers.
  - D. the relocation of bears from valley bottoms.
35. According to the article, hungry bears become
- A. unable to forage.
  - B. less fearful of humans.
  - C. protective of their cubs.
  - D. forgetful and disoriented.
36. Bears are especially active
- A. in the early spring.
  - B. from October to May.
  - C. from May through October.
  - D. during August and September.
37. Until they can be properly disposed of, meat byproducts should be stored in
- A. the garage.
  - B. the freezer.
  - C. an airtight container.
  - D. an outdoor storage shed.
38. According to the article, most contacts with a bear end with the bear
- A. being moved.
  - B. being destroyed.
  - C. harming a human.
  - D. departing voluntarily.

**Safety Guide to Bears at Your Home**

(page 8 in the **Readings Booklet**)

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

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

17. a) Provide **one** tip for keeping bears away from barbecues. **(1 mark)**

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b) Provide **one** tip for keeping bears away from fruit trees. **(1 mark)**

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18. Under what **two** conditions may a bear be drugged? **(2 marks)**

a) 

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b) 

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**INSTRUCTIONS:** Use the following diagram of a standard business letter to answer questions 39 and 40. For each question, select the **best** answer and record your choice on the Response Form provided.

- (1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- (6) \_\_\_\_\_
- Signature*
- (7) \_\_\_\_\_

39. When applying to Mr. Bob Goodrich for a job in his factory, your salutation should be
- A. Dear Sir,
  - B. Dear Bob,
  - C. Dear Manager:
  - D. Dear Mr. Goodrich:
40. The correct order of information in section (3) is
- A. name, street address, postal code, title.
  - B. name, title, street address, postal code.
  - C. title, name, street address, postal code.
  - D. title, street address, postal code, phone number.

## **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**.

19. Assume you are **Sidney Chapman** and you live at 8832 Major Road, Richmond, BC. Your postal code is V7A 3A5. Write a business letter in response to **one** of the following situations. **(6 marks)**

**SITUATION A**

**Now Hiring for the Summer!**  
**Kids' Corner Amusement Park**

We require energetic and reliable employees to work in:

- security
- gift shop sales
- concession stands
- ticket sales
- rides operations
- grounds maintenance

Apply to: **W. Lang**  
16240 Hemlock Court  
Coquitlam, BC V2P 4T7



**OR**

**SITUATION B**

You are in charge of an earthquake preparedness training session at your school. Write to Mrs. Tina Mitchell, City Desk, *The Vancouver Post* #14 – 400 Granville Street, Vancouver, BC, V6C 3N3, asking for coverage in the newspaper. Describe the event and give your reasons for wanting the publicity.

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

**OVER**

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**PART F: COMPOSITION**

**Value: 18 marks**

**Suggested Time: 50 minutes**

**INSTRUCTIONS:** Using standard English, write a multi-paragraph composition of 200–300 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**.

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

**(18 marks)**

**PROMPT A**

Describe **three** ways to make your community a friendlier place.

**OR**

**PROMPT B**

I have learned valuable lessons about money management.

**OR**

**PROMPT C**

The road suddenly branched in two directions.

## 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)**







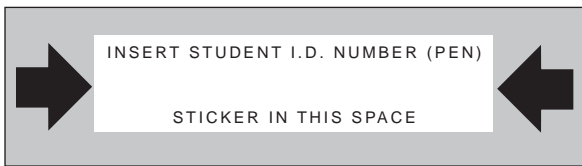






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# **COMMUNICATIONS 12**

**June 1999**

Course Code = COM

FOR OFFICE USE ONLY

**COMMUNICATIONS 12**

**June 1999**

Course Code = COM

Score for  
Question 1:

1. \_\_\_\_\_  
(3)

Score for  
Question 2:

2. \_\_\_\_\_  
(3)

Score for  
Question 3:

3. \_\_\_\_\_  
(3)

Score for  
Question 4:

4. \_\_\_\_\_  
(2)

Score for  
Question 5:

5. \_\_\_\_\_  
(2)

Score for  
Question 6:

6. \_\_\_\_\_  
(1)

Score for  
Question 7:

7. \_\_\_\_\_  
(2)

Score for  
Question 8:

8. \_\_\_\_\_  
(1)

Score for  
Question 9:

9. \_\_\_\_\_  
(2)

Score for  
Question 10:

10. \_\_\_\_\_  
(1)

Score for  
Question 11:

11. \_\_\_\_\_  
(2)

Score for  
Question 12:

12. \_\_\_\_\_  
(2)

Score for  
Question 13:

13. \_\_\_\_\_  
(3)

Score for  
Question 14:

14. \_\_\_\_\_  
(2)

Score for  
Question 15:

15. \_\_\_\_\_  
(2)

Score for  
Question 16:

16. \_\_\_\_\_  
(1)

Score for  
Question 17:

17. \_\_\_\_\_  
(2)

Score for  
Question 18:

18. \_\_\_\_\_  
(2)

Score for  
Question 19:

19. \_\_\_\_\_  
(6)

Score for  
Question 20:

20. \_\_\_\_\_  
(18)

# **COMMUNICATIONS 12**

**READINGS BOOKLET**  
**JUNE 1999**

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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.

Adapted from **After You**

Ian MacNeill

- 1 Back when I was growing up, I asked my mother why we had such things as manners and etiquette. “It’s called civilization,” she told me. “Somebody has to go first and etiquette tells us who.” It’s a great system when you think about it. After all, if we had to go through life with everybody trying to get through the door at the same time, it would be like being aboard the *Titanic* after it hit the iceberg. Instead, we’ve wisely established rules of conduct that keep us from getting into brawls every time we visit the supermarket. In short, manners and etiquette are the lubricants that keep the gears of social interaction from seizing up. You see examples of them in practice all the time: “excuse me” this and “after you” that; “pardon me” and “so sorry”; “please” and “thank you.” For those who respect the ground rules, it’s a marvelous system.
- 2 Then we get behind the wheel of a car and it’s war. Suddenly it’s all honking horns and rude gestures. Not all the time, to be sure, but let he who is without sin raise the first finger.
- 3 So what’s the problem here? Why do so many nice people turn into boors when they get behind the wheel of a car? There is the psychological factor of being isolated in a steel and glass cocoon: where there’s no personal contact, we often permit ourselves to act boorishly.
- 4 It’s an attitude that’s driven by time frames and stress levels. In today’s era of hustle and bustle, the demands people put on their time sometimes cause them to develop poor driving attitudes.
- 5 Because we are an impressionable species by nature, bad driving habits are often a case of monkey see, monkey do. You’ve heard the adage “courtesy is contagious.” It’s true: drivers often engage in what researchers refer to as imitative behaviour. One car speeds through a cluster of cars travelling at more or less the same speed, and others might feel challenged to break off and follow the speeder. Courteous and co-operative driving not only keeps emotions in line, it usually elicits a reciprocal courtesy. Offensive driving, on the other hand, often elicits a retaliatory response, which might be the final factor in causing a collision.
- 6 Attitude is the basis of safe driving and collision reduction, say driver educators. In fact, it is *the* key element, cites a 1996 study of driver education by the CAA/AAA Foundation for Traffic Safety.
- 7 Most of us know the rules of the road, and there’s no mystery when it comes to courtesy—just put yourself in the other person’s shoes. But there we are, day after day, tailgating, cutting in, cutting off, running traffic lights, hogging the fast lane, not using turn signals, not dimming high beams, ignoring pedestrian rights, honking, honking, honking.
- 8 To this potent brew we add rush hours, which seem to bring out the worst in all of us. There’s a certain logic to the morning madness when you’re trying to get to work on time, but there’s no excuse for it at the end of the day, or on weekends or holidays.

**OVER**



- 9 So what's the solution? Manufacturers provide us with reasonably solid cars with enough safety equipment to protect us from all but the worst collisions, and insurance companies build financial disincentives that discourage all but the most foolish. Nevertheless, preventable mishaps continue to occur. Traffic law enforcement is critical. Motorists must know the rules and know they will be enforced. Unfortunately, with all the demands on tax revenues, traffic law enforcement rarely gets the priority it merits, when you consider the cost and magnitude of the problem.
- 10 So, what else can we do? We have to go back to the manners thing and adjust our brains so we appreciate the logic of give and take. We have to put more good role models on the road and hope their behavior will become infectious.
- 11 And, as is usually the case, the job of positive reinforcement and the training of competent drivers starts at home. Kids get conditioned to seeing how close to the vehicle ahead Dad might be, or to looking over Mom's shoulder and seeing the speedometer at 80, when the road sign reads 50.
- 12 Many driver education programs now concentrate on the attitudinal component in the hopes of turning people into proactive drivers who think ahead. Education about the psychology of why we react the way we do will result in a change in driver attitudes.
- 13 Take it easy, advises the police traffic safety division. If someone signals a lane change, don't rush to close the gap. Sooner or later, somebody is going to try and force their way in and you're going to have a collision. The best advice is to slow down, give the other guy a break, and if somebody does something stupid, don't take it personally; just let it go. Nothing is so precious that you have to speed and get yourself killed. Nothing.
- 14 **Politeness Pointers**  
The following are some tips to put the common back in common courtesy:
- Give others a break—let them in.
  - Let the tailgater pass—without the rude gestures.
  - Let your signal blink three to five times before changing lanes.
  - Warn of slowdowns or stops well in advance by tapping on your brake pedal several times before you stop.
  - Dim your high beams as soon as you see another vehicle (before, if you can anticipate). It's rude, never mind illegal and dangerous, to flash your high beams within 450 metres of another vehicle.
  - On the highway, use the right lane unless you need to pass.
  - When you see traffic merging into your lane, move to an open lane. If that's not possible, make a gap by either slowing down or speeding up to let in the merging vehicle.
  - If you're driving an RV or truck and you notice a long line of traffic developing behind you, don't hog the centre line, which prevents others from seeing if it's safe to pass. Pull onto the shoulder and stop if there is no passing lane coming up.
  - Don't honk your horn just because another driver has done something to annoy you. Use your horn only as a warning or communication device—it's the law!

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

**INSTRUCTIONS:** Read the following poem and answer the questions on pages 7 to 9 in the examination booklet.

**Billy Brown the Argonaut**

Florence McNeil

1	Billy Brown came to Barkerville in 1872 the gold streams pumped and ravaged were drying up		reserving his highest suspicions for the mechanical indignity of cars which unleashed crowds of three or four strangers
5	but lit by excitement he stayed on while the town expired watched the miners pack their mules the coaches disappearing their boxes	30	to gape at his patriarchal beard and ask him embarrassing questions about the golden days sending him back to the sane perspective of his hills
10	empty the girls in crinolines waving goodbye the hucksters taking their portable stores to some other town and unable to cope with the turn of the	35	his old horse sagging under him like a broken pickaxe Dying a hundred years old in 1939 he came back once more to Barkerville his funeral attended by numbers that
15	century went up to the hills where the trees and snows predictably bloomed each year He came like a grey wraith from time to time	40	would have staggered his mind his body placed among the mounds where the wooden crosses rotted into mountain soil where he and his old friends (who had gone in time) in the section of town
20	into what was left of Barkerville ignored the arrival of telephones the wholesale exposure of electric light and radios and spoke only to familiar faces	45	which had stayed pretty much the same could at last have themselves a long uninterrupted
25	finding his cronies less and less by the iron stove at Kelly's hotel	50	talk.

## PART D: READING: FICTION (PROSE)

**INSTRUCTIONS:** Read the following selection and answer the questions on pages 10 to 13 in the examination booklet.

Adapted from **The Osage Orange Tree**

William Stafford

- 1 On that first day of high school in the prairie town where the tree was, I stood in the sun by the flagpole and watched, but pretended not to watch, the others. They stood in groups and talked and knew each other, all except one—a girl though—in a faded blue dress, carrying a sack lunch and standing near the corner looking everywhere but at the crowd. I might talk to her, I thought. But of course it was out of the question.
- 2 That first day was easier when the classes started. Some of the teachers were kind; some were frightening. Some of the students didn't care, but I listened and waited; and at the end of the day I was relieved, less conspicuous from then on.
- 3 But that day was not really over. As I hurried to carry my new paper route, I was thinking about how in a strange town, if you are quiet, no one notices, and some may like you, later. I was thinking about this when I reached the north edge of town where the scattering houses dwindle. Beyond them to the north lay just openness, the plains, a big swoop of nothing. There, at the last house, just as I cut across a lot and threw to the last customer, I saw the girl in the blue dress coming along the street, heading on out of town, carrying books. And she saw me. "Hello."
- 4 "Hello." And because we stopped we were friends. I didn't know how I could stop, but I didn't hurry on. I stood. There was nothing to do but to act as if I were walking on out too. I had three papers left in the bag, and I frantically began to fold them—box them, as we called it—for throwing. We had begun to walk and talk. The girl was timid; I became more bold. Not much, but a little. "Have you gone to school here before?" I asked.
- 5 "Yes, I went here last year."
- 6 A long pause. A meadowlark sitting on a fencepost hunched his wings and flew. I kicked through the dust of the road. I began to look ahead. Where could we possibly be walking to? I couldn't be walking just because I wanted to be with her. Fortunately, there was one more house, a gray house by a sagging barn, set two hundred yards from the road. "I thought I'd see if I could get a customer here," I said, waving toward the house.
- 7 "That's where I live."
- 8 "Oh."
- 9 We were at the dusty car tracks that turned off the road to the house. The girl stopped. There was a tree at that corner, a straight but little tree with slim branches and shiny dark leaves.
- 10 "I could take a paper tonight to see if my father wants to buy it."

- 11 A great relief, this. What could I have said to her parents? I held out a paper, dropped it, picked it up, brushing off the dust. “No, here’s a new one”—a great action, putting the dusty paper in the bag over my shoulder and pulling out a fresh one. When she took the paper we stood there a minute. The wind was coming in over the grass. She looked out with a tranquil expression. She walked away past the tree, and I hurried quickly back toward town. Could anyone in the house have been watching? I looked back once. The girl was standing on the small bridge halfway in to her house. I hurried on.
- 12 The next day at school I didn’t ask her whether her father wanted to take the paper. When the others were there I couldn’t say anything. I stood with the boys. In American History the students could choose their seats, and I saw that she was too quiet and plainly dressed for many to notice her. But I crowded in with the boys, pushing one aside, scrambling for a seat by the window.
- 13 That night I came to the edge of town. Two papers were left, and I walked on out. The meadowlark was there. By some reeds in a ditch by the road, a dragonfly—snake feeders, we called them—glinted. The sun was going down, and the plains were stretched out and lifted, some way, to the horizon. Could I go on up to the house? I didn’t think so, but I walked on. Then, by the tree where her road turned off, she was standing. She was holding her books. More confused than ever, I stopped.
- 14 “My father will take the paper,” she said.
- 15 She told me always to leave the paper at the foot of the tree. She insisted on that, saying their house was too far; and it is true that I was far off my route, a long way, a half-mile out of my territory. But I didn’t think of that.
- 16 And so we were acquainted. What I remember best in that town is those evening walks to the tree. Every night—or almost every night—the girl was there. Evangeline was her name. We didn’t say much. On Friday night of the first week she gave me a dime, the cost of the paper. It was a poor newspaper, by the way, cheap, sensational, unreliable. I never went up to her house. We never talked together at school. But all the time we knew each other; we just happened to meet. Every evening.
- 17 There was a low place in the meadow by that corner. The fall rains made a pond there, and in the evenings sometimes ducks would be coming in—a long line with set wings down the wind, and then a turn, and a skimming glide to the water. The wind would be blowing and the grass bent down. The evenings got colder and colder. The wind was cold. As winter came on, the time at the tree was dimmer, but not dark. In the winter there was snow. The pond was frozen over; all the plains were white. I had to walk down the ruts of the road and leave the paper in the crotch of the tree, sometimes, when it was cold. The wind made a sound through the black branches. But usually, even on cold evenings, Evangeline was there.
- 18 At school we played ball at noon—the boys did. And I got acquainted. I learned that Evangeline’s brother was the janitor at the school. A big dark boy he was—a man, middle-aged I thought at the time. He didn’t ever let on that he knew me. I would see him sweeping the halls, bent down, slow. I would see him and Evangeline take their sack lunches over to the south side of the building. Once I slipped away from the ball game and went over there, but he looked at me so steadily, without moving, that I pretended to be looking for a book, and quickly went back, and got in the game and struck out.
- 19 You don’t know about those winters, and especially that winter. Those were the dust years. Wheat was way down in price. Everyone was poor—poor in a way that you can’t understand. I made two dollars a week, or something like that, on my paper route. I could tell about working for ten cents an hour—and then not getting paid; about families that ate wheat, boiled, for their main food, and burned wheat for fuel. You don’t know how it would be. All through that hard winter I carried a paper to the tree by the pond, in the evening, and gave it to Evangeline.

**OVER**

- 20 In the cold weather Evangeline wore a heavier dress, a dark, straight, heavy dress, under a thick black coat. Outdoors she wore a knitted cap that fastened under her chin. She was dressed this way when we met and she took the paper. The reeds were broken now. The meadowlark was gone.
- 21 And then came the spring. I have forgotten to tell just how Evangeline looked. She was of medium height, and slim. Her face was pale, her forehead high, her eyes blue. Her tranquil face I remember well. I remember her watching the wind come in over the grass. Her dress was long, her feet small. I can remember her by the tree, with her books, or walking on up the road toward her house and stopping on the bridge halfway up there, but she didn't wave, and I couldn't tell whether she was watching me or not. I always looked back as I went over the rise toward town.
- 22 And I can remember her in the room at school. She came into American History one spring day, the first really warm day. She had changed from the dark heavy dress to the dull blue one of the last fall; and she had on a new belt, a gray belt, with blue stitching along the edges. As she passed in front of Jane Wright, a girl who sat on the front row, I heard Jane say to the girl beside her, "Why, look at Evangeline—that old dress of hers has a new belt!"
- 23 "Stop a minute, Evangeline," Jane said, "let me see your new dress."
- 24 Evangeline stopped and looked uncertainly at Jane and blushed. "It's just made over," she said, "It's just..."
- 25 "It's cute, Dear," Jane said; and as Evangeline went on, Jane nudged her friend in the ribs and the friend smothered a giggle.
- 26 Well, that was a good year. Commencement time came, and—along with the newspaper job—I had the task of preparing for finals and all. One thing, I wasn't a student who took part in the class play or anything like that. I was just one of the boys—twenty-fourth in line to get my diploma. And graduation was bringing an end to my paper-carrying. My father covered a big territory in our part of the state, selling farm equipment; we were going to move at once to a town seventy miles south. Only because of my finishing the school year had we stayed till graduation.
- 27 I had taught another boy my route, always leaving him at the end and walking on out, by myself, to the tree. I didn't really have to go around with him that last day, the day of graduation, but I was going anyway.
- 28 At the graduation exercises, held that May afternoon, I wore my brown Sunday suit. My mother was in the audience. It was a heavy day. The girls had on new dresses. But I didn't see Evangeline.
- 29 I suppose that I did deserve old man Sutton's "Shh!" as we lined up to march across the stage; but I for the first time in the year forgot my caution, and asked Jane where Evangeline was. She shrugged, and I could see for myself that she was not there.
- 30 We marched across the stage; our diplomas were ours; our parents filed out; to the strains of a march on the school organ we trailed to the hall. I unbuttoned my brown suit coat, stuffed the diploma in my pocket, and sidled out of the group and upstairs.
- 31 Evangeline's brother was emptying wastebaskets at the far end of the hall. I sauntered toward him and stopped. I didn't know what I wanted to say. Unexpectedly, he solved my problem. Stopping in his work, holding a partly empty wastebasket over the canvas sack he wore over his shoulder, he stared at me, as if almost to say something.

32 “I noticed that your sister wasn’t here,” I said. The noise below was dwindling. The hall was quiet, an echoey place; my voice sounded terribly loud. He emptied the rest of the wastebasket and shifted easily. He was a man, in big overalls. He stared at me.

33 “Evangeline couldn’t come,” he said. He stopped, looked at me again, and said, “She stole.”

34 “Stole?” I said. “Stole what?”

35 He shrugged and went toward the next wastebasket, but I followed him.

36 “She stole the money from her bank—the money she was to use for her graduation dress,” he said. He walked stolidly on, and I stopped. He deliberately turned away as he picked up the next wastebasket. But he said something else, half to himself. “You knew her. You talked to her...I know.” He walked away.

37 I hurried downstairs and outside. The new carrier would have the papers almost delivered by now; so I ran up the street toward the north. I took a paper from him at the end of the street and told him to go back. I didn’t pay any more attention to him.

38 No one was at the tree, and I turned, for the first time, up the road to the house. I walked over the bridge and on up the narrow, rutty tracks. The house was gray and lopsided. The ground of the yard was packed; nothing grew there. By the back door, the door to which the road led, there was a grayish-white place on the ground where the dishwasher had been thrown. A gaunt shepherd dog trotted out growling. And the door opened suddenly, as if someone had been watching me come up the track. A woman came out—a woman stern-faced, with a shawl over her head and a dark lumpy dress on—came out on the back porch and shouted, “Go ’way! We don’t want no papers!” She waved violently with one hand, holding the other on her shawl, at her throat. She coughed so hard that she leaned over and put her hand against one of the uprights of the porch. Her face was red. She glanced toward the barn and leaned toward me. “Go ’way!”

39 I stood there, half-defiant, half-ashamed. The dog continued to growl and to pace around me, stiff-legged, his tail down. The windows of the house were all blank, with blinds drawn. I couldn’t say anything. I stood a long time and then, lowering the newspaper I had held out, I stood longer, waiting, without thinking of what to do. The meadowlark bubbled over again, but I turned and walked away, looking back once or twice. The old woman continued to stand, leaning forward, her head out. She glanced at the barn, but didn’t call out any more. My heels dug into the grayish place where the dishwasher had been thrown; the dog skulked along behind.

40 At the bridge, halfway to the road, I stopped and looked back. The dog was lying down again; the porch was empty; the door was closed. Turning the other way, I looked toward town. Near me stood our ragged little tree—an Osage orange tree it was. It was feebly coming into leaf, green all over the branches, among the sharp thorns. I hadn’t wondered before how it grew there, all alone, in the plains country, neglected. Over our pond some ducks came slicing in.

41 Standing there on the bridge, still holding the folded-boxed-newspaper, the worthless paper, I could see everything. I looked out along the road to town. From the bridge you could see the road going away, to where it went over the rise.

42 Glancing around, I flipped the last newspaper under the bridge and then bent far over and looked where it had gone. There they were—a pile of boxed newspapers, thrown in a heap, some new, some worn and weathered, by rain, by snow.

## E: FORMATS

**INSTRUCTIONS:** Read the following selection and answer the questions on pages 14 and 15 in the examination booklet.

### Adapted from **Safety Guide to Bears at Your Home**

British Columbia is bear country. No matter where you live or spend your leisure time in this province—even in urban areas—you will be near bears or bear habitat.

The Ministry of Environment, Lands and Parks receives thousands of bear complaints yearly. Every year, some 200 to 400 black bears and 10 to 30 grizzly bears are killed because they are perceived to be dangerous to human life or property.

Over the years, people have tended to settle into lush valley bottoms and along creeks—places where bears have lived for thousands of years. We must modify our own behaviour to allow bears and people the freedom to live near each other safely.

#### **Why does contact occur?**

##### **Because of people:**

Bears need large quantities of food to survive and produce young. Odours from carelessly stored food and garbage can lure bears long distances.

##### **Because of other bears:**

Young bears, especially young males, are not tolerated by adult bears. They may search for new habitats and wander near our communities.

##### **Because natural foods fail:**

Berries, salmon, and succulent vegetation are important bear foods. Climatic factors such as drought or frost may result in a food shortage, and bears will travel hundreds of kilometres in search of food. Although they generally avoid us, a hungry bear will have less fear of humans.

##### **Because the bears are not healthy:**

Orphaned cubs and old, sick, or injured bears may be unable to forage, and may seek out easier sources, such as human food or garbage.

#### **What should you do?**

##### **Be alert:**

- Watch for bears when they are active between May and October, but especially during August and September.

##### **Be careful:**

- Do not feed bears.
- Keep outdoor storage containers, such as those for pet foods and livestock feed, air-tight and odour free. Use bear-resistant containers whenever possible, or better still, keep supplies indoors.

##### **Garbage:**

- Keep garbage containers indoors—inside a locked shed, garage, or basement until collection day.
- Dispose of garbage regularly—don't stockpile it or it will begin to smell and attract bears.
- Never leave fish parts, meat bones, or other meat byproducts where a bear's sensitive nose can find them—keep them in your freezer until you can dispose of them properly.

##### **Compost:**

- Sprinkle your compost with lime. Lime aids the composting process and also reduces the smell.

##### **Barbecues:**

- Store barbecues inside.
- Wash grills immediately after use. The smell of an uncleaned grill can attract bears even if it is stored.

##### **Fruit trees:**

- Pick fruit daily as it ripens; don't allow it to fall.
- Pick the fruit before it ripens if you don't intend to use it right away.

#### **What is the Conservation Officer's responsibility?**

Handling wildlife problems is largely the responsibility of the Ministry of Environment, Lands and Parks. Conservation Officers must safeguard human life *and* protect bears.

##### **Can bears be moved?**

Most contacts with bears end safely with the bears' voluntary departure. If Conservation Officers were called in to relocate *every* bear seen by the public, there would be very little time or energy to devote to other wildlife protection activities. However, Conservation Officers will move a bear if:

- the bear poses a threat to human life or property;
- a live-bear trap can be used safely;
- the bear can be drugged without injury and without endangering the Conservation Officer or the public;
- suitable bear habitat is available (distant enough so that the bear is unlikely to return, yet close enough so that the move is practical); and,
- the bear has not grown accustomed to human food or garbage.

## ACKNOWLEDGEMENTS

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