



English 12
Examination Booklet
August 2006
Form A

DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.
FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.

Contents: 17 pages

22 multiple-choice questions (maximum of 22 marks)

3 of 4 written-response questions (maximum of 60 marks)

Examination: 2 hours

Additional Time Permitted: 60 minutes

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You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, fill in the bubble as follows.

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PART A: INFORMATIONAL TEXT

Value: 7 marks

Suggested Time: 15 minutes

INSTRUCTIONS: Read the following selection, “Purdy, Alfred Wellington ‘Al,’” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

The article and time line provide information about the life and works of Al Purdy, considered Canada’s “poet of the people.”

Purdy, Alfred Wellington “Al”

by Howard White

- 1 Purdy, Alfred Wellington “Al,” writer (1918–2000). He is considered one of Canada’s greatest poets. Raised in Trenton, ON, he dropped out of high school and rode the rails¹ to Vancouver, where he began the life of a labourer. During WW II he served in the Canadian air force and lived in BC from 1942 to 1944; he also published his first book of poems, *The Enchanted Echo*, which he later pronounced “atrocious.”
- 2 He served a long apprenticeship as a poet, finally breaking through with *The Cariboo Horses* (1965), which won the Governor General’s Literary Award. From that time forward he was able to support himself full-time by writing. He and his wife, Eurithe, travelled widely while alternating their permanent residence between BC and Ontario. They lived in BC full-time from 1949 to 1956 and in 1985 began spending winters in the Victoria area.
- 3 Purdy published 33 books of poetry, along with a novel, *A Splinter in the Heart* (1990); an autobiography, *Reaching for the Beaufort Sea* (1993); and 9 collections of essays and correspondence. His *Collected Poems* (1986) won a second Governor General’s award.
- 4 Other collections include *Poems for All the Annettes* (1962), *North of Summer: Poems from Baffin Island* (1967), *Wild Grape Wine* (1968), *Sex & Death* (1973), *Sundance at Dusk* (1976), *The Stone Bird* (1981), *Piling Blood* (1984), *The Woman on the Shore* (1990), *Naked with Summer in Your Mouth* (1994), *Rooms for Rent in the Outer Planets: Selected Poems* (1996), *To Paris Never Again* (1997) and a second collected poems, *Beyond Remembering: The Collected Poems of Al Purdy* (2000).
- 5 Purdy was appointed to the Order of Canada in 1983 and the Order of Ontario in 1987. A strong nationalist, he achieved greatness in a way different—and perhaps more fittingly Canadian—than any writer before him. It came not from great learning or heightened sensitivity or stylized rhetoric, but rather by giving voice to the vernacular idiom² of ordinary Canadians.
- 6 Although he cherished the idea of being a writer from age 13, Purdy had little formal education and travelled from coast to coast working at odd jobs until he was in his forties, which gave him a worm’s eye view of Canadian reality that he never lost. Not

¹ rode the rails: *sneaked onto trains*

² vernacular idiom: *everyday language*

only did he write naturally and unaffectedly in the language of the mattress-factory lunch room, he also wrote about its subjects: hating the boss, savouring a game of hockey, brewing homemade beer, parting with a beloved old car, rowing³ with a spouse.

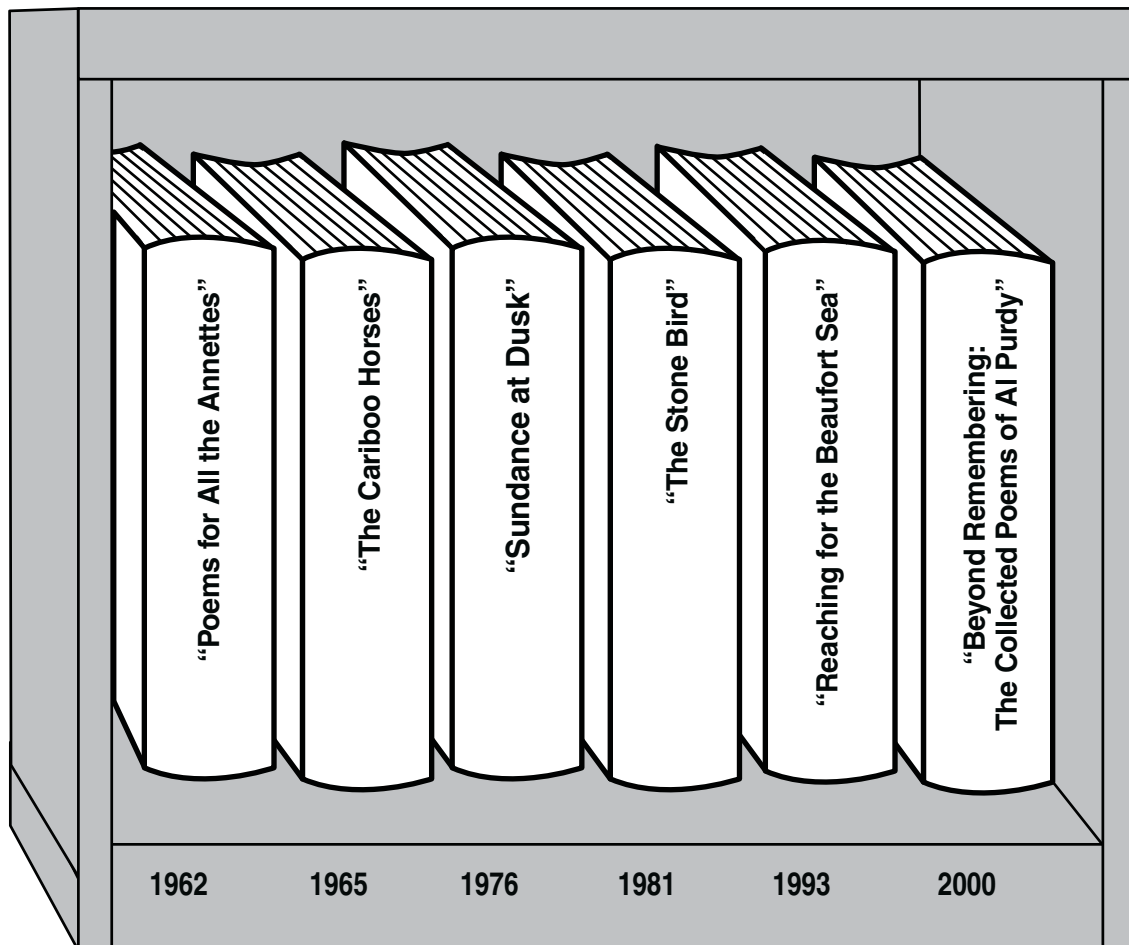
- 7 This approach was a highly original choice in a profession where linguistic artifice and

intellectual refinement⁴ are the norm, but what makes Purdy's best work great is that it shows the language of ordinary life to have resources of humour, intellect and lyricism fully as rich as those of more formal writing. This was an innovation not only of national but of worldwide significance, and Purdy has been justly honoured for it.

³ rowing: *arguing*

⁴ linguistic artifice and intellectual refinement: *sophisticated manipulation of language*

Time Line of Publications by Al Purdy



1. According to the article, which statement is true about Purdy?
 - A. He needed help to gain recognition for his poetry.
 - B. He believed his poetry was very good from the start.
 - C. He wrote for many years before his poetry was acclaimed.
 - D. He gained international recognition before he became well-known in Canada.

2. Next to poetry, in which genre did Purdy publish the most?
 - A. essays
 - B. novels
 - C. biographies
 - D. autobiographies

3. In what way was Purdy's achievement of greatness different from that of other Canadian writers?
 - A. He used stylized rhetoric.
 - B. He was extremely sensitive.
 - C. He began writing at a young age.
 - D. He wrote about common experiences.

4. Which statement best explains the phrase "a worm's eye view of Canadian reality" (paragraph 6)?
 - A. a singular vision
 - B. a timeless insight
 - C. a cynical point of view
 - D. a down-to-earth perspective

5. To what does "innovation" (paragraph 7) refer?
 - A. regional dialect
 - B. a personal triumph
 - C. a unique literary style
 - D. invention of a new poetic technique

6. Which word best describes the article?

- A. critical
- B. satirical
- C. sentimental
- D. complimentary

7. Which is a true statement about the **time line**?

- A. It lists only Purdy's poetic works.
- B. It presents a sampling of Purdy's books.
- C. It identifies the highlights of Purdy's life.
- D. It documents Purdy's writing career from start to finish.

PART B: POETRY

Value: 19 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Read the following poem, “What Shall He Tell That Son?,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

What Shall He Tell That Son?

by Carl Sandburg

A father sees a son nearing manhood.
What shall he tell that son?
“Life is hard; be steel; be a rock.”
And this might stand him for the storms
5 and serve him for humdrum and monotony
 and guide him amid sudden betrayals
 and tighten him for slack moments.
“Life is soft loam¹; be gentle; go easy.”
And this too might serve him.
10 Brutes have been gentled where lashes failed.
The growth of a frail flower in a path up
 has sometimes shattered and split a rock.
A tough will counts. So does desire.
So does a rich soft wanting.
15 Without rich wanting nothing arrives.
Tell him too much money has killed men
 and left them dead years before burial:
 and quest of lucre² beyond a few easy needs
 has twisted good enough men
20 sometimes into dry thwarted worms.
Tell him time as a stuff can be wasted.
Tell him to be a fool every so often
 and to have no shame over having been a fool
 yet learning something out of every folly³
25 hoping to repeat none of the cheap follies
 thus arriving at intimate understanding
 of a world numbering many fools.

¹ loam: *fertile soil*

² lucre: *money*

³ folly: *mistake*

Tell him to be alone often and get at himself
and above all tell himself no lies about himself,
30 whatever the white lies and protective fronts
he may use amongst other people.
Tell him solitude is creative if he is strong
and the final decisions are made in silent rooms.
Tell him to be different from other people
35 if it comes natural and easy being different.
Let him have lazy days seeking his deeper motives.
Let him seek deep for where he is a born natural.
Then he may understand Shakespeare
and the Wright brothers, Pasteur, Pavlov,
40 Michael Faraday and free imaginations
bringing changes into a world resenting change.
He will be lonely enough
to have time for the work
he knows as his own.

8. Which sound device is contained in the line “and tighten him for slack moments”? (line 7)
- A. alliteration
 - B. consonance
 - C. onomatopoeia
 - D. internal rhyme
9. What does the metaphor “The growth of a frail flower in a path up / has sometimes shattered and split a rock,” imply? (lines 11 to 12)
- A. Force can influence others.
 - B. Gentleness is necessary to flourish.
 - C. Frustration is a part of any survival.
 - D. Determination can bring about success.

10. Why does the speaker repeatedly begin lines with the phrase “Tell him”? (lines 16 to 34)
- A. to prove his own knowledge
 - B. to criticize the son’s behaviour
 - C. to demonstrate life’s complexity
 - D. to recognize the son’s changing outlook
11. What does the line “and left [the men] dead years before burial” imply? (line 17)
- A. The men are dead in spirit.
 - B. The men have aged prematurely.
 - C. The men have died at a young age.
 - D. The men’s spirits will live long after death.
12. Which statement best reflects the meaning of the line “and the final decisions are made in silent rooms”? (line 33)
- A. Effective decisions are made after reflection.
 - B. Individual decisions are influenced by others.
 - C. Intense noise distracts from good decision making.
 - D. Listening skills contribute to strong decision making.
13. Why is it important for the son to “understand Shakespeare / and the Wright brothers, Pasteur, Pavlov, / Michael Faraday”? (lines 38 to 40)
- A. He will accept his feelings.
 - B. He will recognize his potential.
 - C. He will appreciate historical figures.
 - D. He will understand important events.
14. Which word best describes the form of the poem?
- A. didactic
 - B. pastoral
 - C. narrative
 - D. romantic

PART B: POETRY
WRITTEN-RESPONSE QUESTION

INSTRUCTIONS: In paragraph form and in approximately **125 to 150 words**, answer question 1 in the **Response Booklet**. Write in **ink**. Use the **Organization and Planning** page in the **Response Booklet** to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

1. In paragraph form and with specific reference to “What Shall He Tell That Son?” discuss the father’s advice to his son. **(12 marks)**

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PART C: PROSE

Value: 32 marks

Suggested Time: 40 minutes

INSTRUCTIONS: Read the following excerpt from “Lives of Girls and Women,” and answer the multiple-choice questions. For each question, select the **best** answer and record your choice on the **Answer Sheet** provided.

This excerpt is taken from a novel by celebrated Canadian author Alice Munro, which describes the experiences of a young girl growing up in rural Ontario in the 1940s. The protagonist visits the home of a friend, Garnet, where a possible love interest awaits. Neighbouring buildings have recently burned down in a fire.

adapted excerpt from **Lives of Girls and Women**

by Alice Munro

- 1 I had driven the road to Jericho Valley before, with my mother. In some places it was just wide enough for the truck. Wild roses brushed the cab. We drove for miles¹ through thick bush. There was a field full of stumps. I remembered that, remembered my mother saying, “One time it was all like that, all this country. They haven’t progressed here much beyond the pioneer stage. Maybe they’re too lazy. Or the land isn’t worth it. Or a combination of both.”
- 2 Skeletons of a burned out house and barn.
- 3 “You like our house?” Garnet said.
- 4 His real house was down in a hollow, with big trees around so close you could not get a look at it as a whole house; what you could see were the brown-shingled, faded gables and the veranda, which had been painted yellow so long ago the paint was just streaks now on the splintered wood. As we drove into the yard, and swung around, there was a great fluttery eruption of chickens, and two big dogs came yapping, leaping up at the open windows of the truck.
- 5 Two girls, about nine and ten years old, were jumping up and down on a set of bedsprings that had been sitting in the yard long enough to whiten the grass. They stopped and stared. Garnet led me past and did not introduce me to them. He did not introduce me to anybody. Members of his family would appear—I was not sure which were members of his immediate family and which were uncles, aunts, cousins—and would start talking to him, looking sideways at me. I found out their names sometimes by listening to them talk to each other, and they never called me by name at all.
- 6 There was a girl I thought I had seen at the high school. She was barefoot and brilliantly made-up and swinging moodily around one of the veranda posts. “Look at Thelma!” Garnet said. “When Thelma puts on lipstick, she uses up a whole tube. Any guy that kissed her, he’d get stuck. He wouldn’t ever be able to haul himself away.” Thelma filled her rouged and powdered cheeks with air, let it out with a crude sound.
- 7 Out [of the house] came a short, round, angry-looking woman wearing running shoes without laces. Her ankles were swollen so that her legs looked perfectly round, like drainpipes. She was the first person to speak to me directly. “You’re the daughter of the encyclopedia lady. I know your

¹ 1 mile: 1.6 kilometres

momma. Can't you find any place to sit down?" She pushed a little boy and a cat out of a rocker and stood by it till I had seated myself. She herself sat down on the top step, and began yelling instructions and reproofs² at everybody.

- 8 One of the girls said, "Would she like to see the creek?"
- 9 *She* meant me. They took me down to the creek, a trickle of brown water among the flat white stones. They showed me where it came to in the spring. One year it had flooded the house. They took me to the haymow³ to look at a family of kittens, orange and black, that did not have their eyes open yet. They took me through the empty stable and showed me how the barn was propped up with makeshift beams and poles. "If we ever get a big windstorm this barn is going to fall down."
- 10 They [Lila and Phyllis] skipped through the stable making up a song: This old barn is falling down, falling down—
- 11 They showed me through the house. The rooms were large, high ceilinged, sparsely and strangely furnished. There was a brass bed in what seemed to be the living room, and piles of clothes and quilts in the corners, on the floor, as if the family had just moved in. Many windows were uncurtained. Sunlight came into the high rooms through the barely moving trees, so the walls were covered with leafy floating shadows. They showed me the marks the floodwater had left on the walls, and some pictures from magazines they had cut out and tacked up. These were of movie stars, and ladies in lovely ethereal dresses.
- 12 In the kitchen the mother was washing vegetables. "How'd you like to live here, eh"? It looks pretty plain to anybody from town, but we always get enough to eat. The air's lovely, in summer anyway, lovely and cool down by the creek. Cool in the summer, protected in the winter. It's the best situated house I know of."
- 13 All the linoleum was black and bumpy, just islands of the old pattern left, under the table, by the windows where it didn't get so much wear. I smelled that gray smell of stewing chicken.
- 14 Garnet opened the screen door, stood dark against the glare of the back yard. He had a pair of work pants on, no shirt. "I've got something to show you."
- 15 We went out on the back porch, his sisters too, and he made me look up. Carved on the underside of one of the roof beams of the porch was a list of girls' names, each one with an X after it. "Garnet's girl friends!" one of the sisters cried, and they giggled rapturously, but Garnet read out in a serious voice, "Doris McIver! Her father owned a sawmill, up past Blue River. Still does. If I had've married her, I would've been rich!"
- 16 "If that's any way to get rich!" said his mother, who had followed as far as the screen door. "What is the X for, son? That when you stopped going out with them?"
- 17 "No, ma'am, it's not."
- 18 "Well what is it *for*?"

² reproofs: *criticism*

³ haymow: *part of a barn where hay is stored*

- 19 “Military secret!” Garnet jumped up on the porch railing—his mother warning, “That’ll never take your weight!”—and began carving something at the bottom of this list. It was my name. When he finished the name he did a border of stars around it and drew a line underneath. “I think I’ve come to the end,” he said.
- 20 He snapped his knife shut, jumped down. “Kiss her!” the sisters said, giggling wildly, and he put his arms around me. “He’s kissing her on the mouth, look at Garnet, kissing her on the mouth!” They crowded up close and Garnet batted them away with one hand, still kissing. Then he began tickling me, and we had a tremendous tickling fight in which the sisters took my side, and we tried to pin Garnet down on the porch floor, but he got away, finally, and raced towards the barn. I went inside and proudly asked his mother what I could do to help get supper. “You’ll spoil your dress,” she said, but gave in and let me slice radishes.
- 21 For supper we had stewed chicken, not too tough, and good gravy to soften it, light dumplings, potatoes (“Too bad it’s not time for the new!”), flat, round floury biscuits, homecanned beans and tomatoes, several kinds of pickles, and bowls of green onions and radishes and leaf lettuce in vinegar, a heavy molasses-flavoured cake, blackberry preserves. There were twelve people around the table; Phyllis counted. Along one side everybody sat on planks laid over two sawhorses, to make a bench. I sat on a varnished chair brought from the front room. A big man was brought from the veranda and sat at the head of the table; he was the father. From the barn, with Garnet, came an older but sprier man who talked about how he hadn’t slept all the previous night, with toothache. “You better not try any chicken,” Garnet told him, mock solicitously⁴. “We better just give you some warmed-up milk and roll you off to bed!” The old man ate heartily, describing how he had tried warm oil of cloves. “And something stronger than that, I’ll bet you my wedding ring!” Garnet’s mother said. I sat between Lila and Phyllis, who were working up a play fight, refusing to pass each other things, hiding the butter under a saucer. Garnet and the old man told a story about a Dutch farmer on the next concession⁵ who had shot a raccoon, believing it to be a dangerous forest animal. We drank tea. Phyllis quietly took the top off the saltcellar and poured salt into the sugar bowl and passed it to the old man. Her mother grabbed it just in time. “I’ll skin you alive someday!” she promised.
- 22 There is no denying I was happy in that house.

⁴ solicitously: *with concern*

⁵ concession: *farm*

15. In paragraph 5, how do Garnet's sisters first respond to the narrator?
- A. They are timid.
 - B. They are curious.
 - C. They are friendly.
 - D. They are indifferent.
16. Paragraph 6 contains examples of which literary technique?
- A. flashback
 - B. hyperbole
 - C. symbolism
 - D. foreshadowing
17. Which adjective best describes the mother's behaviour in paragraph 7?
- A. angry
 - B. cheerful
 - C. cautious
 - D. assertive
18. Paragraph 9 contains an example of which stylistic technique?
- A. irony
 - B. repetition
 - C. sentence fragments
 - D. stream of consciousness
19. Which adjective best describes the mother's attitude to the house?
- A. proud
 - B. passionate
 - C. embarrassed
 - D. disappointed

20. What does paragraph 21 imply about Garnet's family?

- A. They are argumentative.
- B. They enjoy each other's company.
- C. They spend too much time together.
- D. They idolize the older family members.

21. From the point of view of the narrator, which word best describes the setting at the end of the story?

- A. serene
- B. confused
- C. depressing
- D. comfortable

22. What is the point of view in this story?

- A. objective
- B. omniscient
- C. first person
- D. limited omniscient

You have **Examination Booklet Form A**. In the box above #1 on your **Answer Sheet**, ensure you filled in the bubble as follows.

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PART C: PROSE
WRITTEN-RESPONSE QUESTION

Value: 24 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Answer **one** of the following questions in the **Response Booklet**. Write in **ink**. Using standard English, write a multi-paragraph (**3 or more paragraphs**) essay of approximately **300 words** based on **one** of the following topics. Use the **Organization and Planning** page in the **Response Booklet** to plan your work. The mark for your answer will be based on the appropriateness of the examples you use as well as the adequacy of your explanation and the quality of your written expression.

2. In multi-paragraph essay form and with reference to the excerpt from “Lives of Girls and Women,” discuss the character of Garnet, his mother, and his sisters (Lila and Phyllis).

OR

3. In multi-paragraph essay form and with reference to the excerpt from “Lives of Girls and Women,” discuss contrast.

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PART D: ORIGINAL COMPOSITION

Value: 24 marks

Suggested Time: 35 minutes

INSTRUCTIONS: Using standard English, write in the **Response Booklet**, a coherent, unified, multi-paragraph (**3 or more paragraphs**) composition of approximately **300** words on the **topic** below. In your composition, you may apply any appropriate method of development including exposition, persuasion, description, and narration.

Use the **Organization and Planning** page in the **Response Booklet** to plan your work.

4. Write a multi-paragraph composition on the **topic** below. In addressing the **topic**, consider all possibilities. You may draw support from the experiences of others or from any aspect of your life: your reading and your experiences. Remember, you do not have to accept the basic premise of the statement.

Topic:

Confidence comes from the support of others.

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END OF EXAMINATION

ACKNOWLEDGEMENTS

Munro, Alice. Adapted excerpt from *Lives of Girls and Women*. Reprinted by permission of McGraw-Hill Ryerson, Ltd. 1971.

Sandburg, Carl. “What Shall He Tell That Son?” *The Complete Poems of Carl Sandburg*. Harcourt. 1950.

White, Howard. “Purdy, Alfred Wellington ‘Al’.” *Harbour Publishing*. 2000.

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Course Code = EN 12
AUGUST 2006

Exam Booklet Form/ Cahier d'examen A B C D E F G H

Student Instructions

1. Place your Personal Education Number (PEN) label at the top of this Booklet **AND** fill in the bubble (Form A, B, C, D, E, F, G or H) that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on your Answer Sheet.
3. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
4. When you have made your selection, indicate in the space below which question you have selected:
 Question 2 **OR** Question 3
5. Read the Examination Rules on the back of this Booklet.

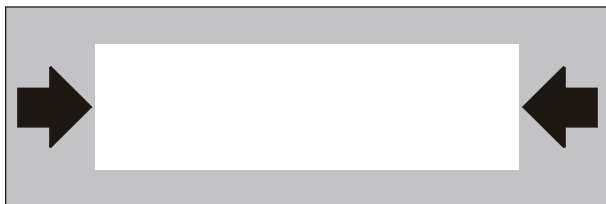
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MINISTRY USE ONLY



Place Personal Education Number (PEN) here.



Course Code = EN 12

English 12

AUGUST 2006

Response Booklet

**PART B: POETRY
ORGANIZATION AND PLANNING**

Use this space to plan your ideas.

WRITING ON
THIS PAGE
WILL NOT
BE MARKED.

**PART C: PROSE
ORGANIZATION AND PLANNING**

Use this space to plan your ideas.

WRITING IN
THIS SPACE
WILL NOT
BE MARKED

**WRITTEN-RESPONSE QUESTION
PART C: PROSE**

Indicate your choice by placing a checkmark ✓ in one box below and in one box in **Instruction 4** on the front cover of this booklet.

Question 2 or **Question 3** :

Examination Rules

1. The time allotted for this examination is two hours.
You may, however, take up to 60 minutes of additional time to finish.
2. Answers entered in the Examination Booklet will not be marked.
3. Cheating on an examination will result in a mark of zero. The Ministry of Education considers cheating to have occurred if a student breaks any of the following rules:
 - Candidates must not give or receive assistance of any kind in answering an examination question during an examination, including allowing one's paper to be viewed by others or copying answers from another student's paper.
 - Candidates must not possess any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized for the examination by ministry policy.
 - Candidates must immediately follow the invigilator's order to stop writing at the end of the examination time and must not alter an Examination Booklet, Response Booklet or Answer Sheet after the invigilator has asked students to hand in examination papers.
 - Candidates must not communicate with another student during the examination.
 - Candidates must not remove any piece of the examination materials from the examination room, including work pages.
 - Candidates must not take or knowingly use any secure examination materials prior to the examination session.
4. The use of inappropriate language or content may result in a mark of zero being awarded.
5. Upon completion of the examination, return all examination materials to the supervising invigilator.