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MINISTRY USE ONLY

**Communications 12**

**JANUARY 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.  .   
(2)

Question 13:  
13.  .   
(2)

Question 6:  
6.  .   
(1)

Question 14:  
14.  .   
(2)

Question 7:  
7.  .   
(2)

Question 15:  
15.  .   
(6)

Question 8:  
8.  .   
(2)

Question 16:  
16.   .   
(24)



# **COMMUNICATIONS 12**

**JANUARY 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 <b>Readings Booklet</b> 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.

### Live and Learn!

I recently read an article which said that people today often do not get enough sleep. I should 1 more attention to it. The 2 suggested that drivers who suffer from a lack of sleep may be responsible for as many motor vehicle accidents as are drivers 3 are legally impaired.

My job involves working Friday night shifts. Usually I try to sleep late the next day, but last Saturday, my friends 4 me to go snowboarding with them. “Why not 5 “I can sleep all day Sunday.”

Each of my 6 a car, but mine is the only one big enough to hold all our gear, so I drove. On the way down the mountain at the end of the day, my passengers dozed off. Unfortunately, I did 7 for a few seconds. In that time, I missed a curve, 8 over a bank and came to a stop against a snowbank. No one was hurt, thankfully, and my car suffered only minor scratches. The accident was a rude awakening, though, in more ways 9. We were 10, and I could have lost my safe driving discount. I think I now have a better appreciation of the expression “live and learn!”

- |                          |                     |
|--------------------------|---------------------|
| 1. A. of paid            | 6. A. friends has   |
| B. of payed              | B. friends' has     |
| C. have paid             | C. friends have     |
| D. have payed            | D. friends' have    |
| 2. A. articles author    | 7. A. to            |
| B. articles auther       | B. to,              |
| C. article's author      | C. , too;           |
| D. article's auther      | D. , too,           |
| 3. A. who                | 8. A. slid          |
| B. what                  | B. slide            |
| C. whom                  | C. sliding          |
| D. which                 | D. have slid        |
| 4. A. really wanted      | 9. A. then one      |
| B. , they wanted         | B. than one         |
| C. wanted real bad for   | C. then won         |
| D. wanted really bad for | D. than won         |
| 5. A. , I thought?       | 10. A. quiet shaken |
| B. ? I thought.          | B. quite shaken     |
| C. ,” I thought?         | C. quiet shook up   |
| D. ?” I thought.         | D. quite shook up   |

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 dog whimpered.  
He covered his ears with his paws.  
The storm raged.  
The storm was outside.

**(3 marks)**

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2. The sports car was new and gleaming.  
It seemed to beckon to the teenager.  
The teenager gazed with longing.  
The gazing was through the showroom window.

**(3 marks)**

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3. My little niece asks me riddles.  
The riddles are old.  
Often I know the answers.  
I remember them from my childhood.

**(3 marks)**

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

**Value: 11 marks**

**Suggested Time: 15 minutes**

**INSTRUCTIONS:** Read **Please, Do Not Adjust Your Set** 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. Cindy Weedon works
- A. in Toronto.
  - B. outside her home.
  - C. north of Unionville.
  - D. in her former living room.
12. The nature of Cindy Weedon’s job makes it difficult for her to
- A. take a holiday.
  - B. meet other mothers.
  - C. have time for her own kids.
  - D. get along with casting directors.
13. “Residuals” are paid when a
- A. contract is signed.
  - B. full day’s work is required.
  - C. commercial repeats a 13-week cycle.
  - D. child is hired twice by the same casting director.
14. According to the article, Cindy Weedon attempts to help parents
- A. invest their children’s income.
  - B. maintain realistic expectations.
  - C. find lawyers to handle the contracts.
  - D. become members of the actors’ union.

15. Scott Chambers states that the deciding factor in getting hired is
- A. acting ability.
  - B. looking the part.
  - C. going to Hollywood.
  - D. having a good agent.
16. Cindy Weedon is particularly well suited for her job because she has
- A. been a casting director.
  - B. been a work experience student.
  - C. brought up many children of her own.
  - D. shown a bond of understanding as the mother of twins.

**Please, Do Not Adjust Your Set**  
(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. a) What does Cindy Weedon say which shows that she is surprised at her own business success? **(1 mark)**

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- b) What motivated Cindy Weedon to begin her business? **(1 mark)**

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5. a) In which television series did Cindy Weedon's sons take part? **(1 mark)**

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b) Which part did they play? **(1 mark)**

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6. According to Scott Chambers, what does the term "star" suggest about a child actor? **(1 mark)**

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

**Value: 10 marks**

**Suggested Time: 15 minutes**

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

17. The narrator thinks her wash will look untidy because
- A. she hangs it in the dark.
  - B. her grandmother hangs it.
  - C. the neighbors have neater lines.
  - D. her grandmother hadn't taught her how.
18. The narrator's line of wash includes
- A. shirts inside-out.
  - B. sheets grouped by size.
  - C. socks in matched pairs.
  - D. towels grouped by colour.
19. The narrator's grandmother hung her wash
- A. at midnight.
  - B. at irregular times.
  - C. early Monday mornings.
  - D. at the same time as her neighbors.
20. After Grandma's death, her furniture was
- A. sold.
  - B. stored.
  - C. cleaned.
  - D. divided.
21. The narrator hangs her wash at night because during the day she has been
- A. writing poetry.
  - B. washing the laundry.
  - C. holding Grandma's hand.
  - D. sorting Grandma's belongings.

22. At the end of the poem, the narrator believes her grandmother needed
- A. the high regard of her neighbors.
  - B. words to make sense of life and death.
  - C. assurances that her house would be kept clean.
  - D. a promise that her granddaughter would give up writing.

**Hanging the Wash at Midnight**  
(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. After Grandma's death, what **two** indications were there that she had been a tidy woman? **(2 marks)**

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

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

8. Provide **two quotations** which indicate that Grandma disliked the topics of the narrator's poems. **(2 marks)**

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

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



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

**Value: 12 marks**

**Suggested Time: 20 minutes**

**INSTRUCTIONS:** Read **You Are Now Entering the Human Heart** on pages 4 to 6 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

23. The museum attendant says he wants to
- A. scare the narrator away from the hall.
  - B. shock the children watching the lesson.
  - C. make the teacher discipline the children.
  - D. teach the children that snakes can be harmless.
24. The **narrator's** attitude toward the teacher is
- A. scornful.
  - B. uncaring.
  - C. sensitive.
  - D. light-hearted.
25. The narrator imagines Miss Aitcheson's life as
- A. boring.
  - B. carefree.
  - C. exciting.
  - D. dangerous.
26. The two girls who come forward
- A. stroke the snake.
  - B. smile at the snake.
  - C. whisper to the teacher.
  - D. take the teacher's hand.
27. When Miss Aitcheson throws the snake on the floor, the attendant
- A. picks up the snake.
  - B. yells at the students.
  - C. comforts the teacher.
  - D. laughs with the children.

28. This story reveals that
- A. determination can overcome fear.
  - B. people's actions show their true natures.
  - C. children learn best from younger teachers.
  - D. the elderly have difficulty learning new concepts.

**You Are Now Entering the Human Heart**

(pages 4 to 6 in the **Readings Booklet**)

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

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

9. State **two** ways by which the narrator could tell that many children had visited the heart exhibit that day. **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

10. What **two** things does the narrator suggest the teacher will fear after she retires? **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

11. **Quote** from the story to show that the children sense the atmosphere while the snake is around the teacher's neck. **(1 mark)**

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12. The attendant contradicts himself regarding bravery. What **two** statements does he make that are contradictory? **(1 mark)**

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## PART E: FORMATS

Value: 14 marks

Suggested Time: 20 minutes

**INSTRUCTIONS:** Read **Snow Jobs** on page 7 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

29. The phrase “diverse spectrum” suggests that the ski industry offers
- A. a wide variety of jobs.
  - B. mainly non-professional jobs.
  - C. a limited range of job opportunities.
  - D. jobs requiring much technical knowledge.
30. According to the article, being a lift mechanic would be considered
- A. inside work.
  - B. outside work.
  - C. technical work.
  - D. front-line work.
31. Job stability for those employed in the ski industry has improved because of
- A. summer ventures.
  - B. formal benefit plans.
  - C. apprenticeship programs.
  - D. increased numbers of part-time jobs.
32. A formal benefit of employment in the ski industry is
- A. getting a dental plan.
  - B. gaining job satisfaction.
  - C. working in majestic mountains.
  - D. having year-round employment.

**Snow Jobs**

(page 7 in the **Readings Booklet**)

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

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

13. According to the article, for what **two** reasons might a person combine part-time ski resort work with a full-time career? **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

14. State **two interpersonal** skills which, according to the article, will help one succeed as an employee in the ski industry. **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

## **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 **Jess Parsons**. You live at 45 Beech Avenue, Aldergrove, BC. Your postal code is V2W 1A0. Use the following situation to write your business letter. **(6 marks)**

**SITUATION**

Last summer, you waited tables at the All-Seasons Resort Hotel in Whistler, BC. You recently received a bill for the replacement cost of your hotel uniform which you had returned, but which the hotel claims is damaged beyond repair. Try to settle your dispute by writing to Ms. Karen Nugent, Personnel Manager, 335 Glacier Place, Whistler, BC, V0P 4A0.



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

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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

The ideal workday is **NOT** nine-to-five.

OR

### PROMPT B

It was the most interesting item at the flea market.

## 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**

**JANUARY 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.



by Jeannie Marshall  
(Adapted)

- 1 In a subdivision in Unionville, a small town just north of Toronto, a woman stands in a room that was once her living room, but which, out of necessity, has become her office. She is leafing through a binder that is full of photographs of young twins. Her telephone rings and rings, and her fax machine emits constant demands from a film industry looking for identical twins for children's roles.
- 2 "I never thought in my wildest dreams when I had this little idea that it would turn into this," says Cindy Weedon, the owner of Twins, a talent agency. "I have about 500 sets of twins on my roster right now. I probably book about 1 000 kids a year, at least."
- 3 Weedon is the mother of seven-year-old identical twin boys. When they were three and a half, the boys played the role of Baby Monty on the *Road to Avonlea* series for one season. Casting directors began calling Weedon and asking if she knew of other people with twins. After a year of giving free advice, Weedon decided to set herself up in business.
- 4 Children are legally allowed to be on camera only for short periods of time, and many children have a brief tolerance for co-operation anyway. Because commercials, television shows and feature films usually require the children for long periods, directors get around the problem by using twins.
- 5 There is a constant demand for Weedon's clients, especially in Toronto and Vancouver where many American film companies have come to work. "Today I had a casting director call me at noon and say, 'Cindy, can you get two kids on set today? I'm short two kids.' She was calling me last night at midnight and today she's still down two kids," says Weedon. "This is the first weekend I've gone away without my pager and cell phone, and I came back to all these phone calls. Last year I went away for a week's vacation to Las Vegas with my husband and the kids, and I still booked two commercials while I was away."

- 6 Most of the parents let their children act for the fun of it, insists Weedon, but the money is not bad either. If the children are booked as extras, they will make between \$7 and \$18 an hour, but if they are booked as actors on a commercial, they will be paid \$500 each per day, plus residuals whenever the commercial repeats a 13-week cycle.
- 7 “I have a set of twins, dynamite little girls who did a cough syrup commercial. Last year, the two of them, for one day’s work, made over \$30 000. It might be shown again this season, so they stand to make maybe another \$30 000.”
- 8 Weedon says she tries to keep parents’ expectations under control and explains to them that their children won’t necessarily get every part for which they try out. “Our kids aren’t likely to go to Hollywood. But it’s a great way to pay for their future education,” she says.
- 9 Scott and Lorette Chambers signed up their twin sons with Weedon about a year ago. Two weeks after signing up, the boys did a national McDonald’s commercial. They were also extras in the film *Jacob Two Two Meets the Hooded Fang*, and they were in a Sun Life commercial last fall.
- 10 “Our rules for the children are that they do not brag about this work. There will be no child stars in this household,” says Scott Chambers.
- 11 Chambers explains that being hired often comes down to a certain look that the casting director wants rather than to any sort of acting talent, so he doesn’t want his children to feel that winning or losing an audition is too important. “I went to one audition and there were 25 kids who looked exactly like my boys.”
- 12 Pay cheques are made out to the children, but most of the parents set up a trust fund. “I’d like to see the money in some sort of education fund,” says Dayna Fitzpatrick, whose twin daughters work in commercials and on television. “The money is coming in fairly large amounts, so we’ve hired a lawyer to help us.”
- 13 Most of the children belong to the actors’ union and there are tutors on set to help them with any school work they miss. Because of her experience with her own children, Weedon takes an active role in ensuring that the children she sends to auditions are being well treated.
- 14 “She’s a mother of twins, so she really understands all the issues,” says Fitzpatrick.
- 15 Weedon thinks that mothers of twins have a special bond of understanding, and she credits her own experience as a mother with her success as an agent.
- 16 Although she has a high-school work experience student helping her for a few weeks, Weedon does almost everything herself. But she’s feeling pressure from agents to expand her business. “I thought, as my own boss, I would work a few hours a day and then go to the mall,” she says with a slightly hysterical laugh over the sound of a ringing phone.

PART C: READING: FICTION (POETRY)

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



**Hanging  
the Wash  
at Midnight**

by Rebecca Baggett

Stars glow crisp, through a chill  
which heralds frost. I bend  
and straighten, clip damp cloth  
to the line, not sure what

5 I'm hanging. Morning will find  
shirts inside-out, socks unmated,  
everything a little drunken,  
a little bit awry.

10 I know exactly what Grandma would  
think of this. I know how she  
hung her washing, Monday mornings  
early, each piece just so, grouped  
by purpose, color, size, down the  
15 long line stretched from house to  
barn. Her creed: have it out before  
the neighbors. And have the neatest  
line.

20 Four weeks past her death,  
the furniture's divided, clothing  
and canned goods sorted, dust  
of twenty years swept from corners  
behind things, where she couldn't  
reach. The rest was spotless,  
purses and shoes aligned and gleaming  
25 dimly from closet shelves, her  
stockings rolled in soft, tight balls,  
like small animals sleeping winter  
through inside her drawers.

30 She'd have a fit if she could see  
me. *Look at the girl*, she crabs  
inside my head. *No wonder she can't*

*keep a proper house. Look how  
she hangs those things up any way,  
as if it didn't matter.*

35 "I expect," she sniffed once,  
"that poets don't have dustcloths."  
I've never been quite certain that  
she liked me—or liked the woman  
I became outside her door, who wrote  
40 about people even before they'd died.  
"In my day," she said, "we kept our  
troubles to ourselves. And weren't  
the worse for it." And yes, that's  
why I'm out here now—all day I was  
45 inside, cajoling<sup>1</sup> words, while sheets  
and towels soured in their baskets,  
and the sun spilled all its light  
on grass and trees.

50 I flex numbed fingers, staring at  
the sky. She'd have a fit. Or link  
her hand with mine, the way she did  
the week before she died, bones  
too near the surface, grating, and  
her eyes entreating<sup>2</sup> me to do  
55 this work I claim as mine: to find  
the words to get her out of this  
or make some sense of it, transmute<sup>3</sup>  
this end to something bearable,  
well-ordered at the least, the kind  
60 of thing she might have planned  
herself, while hanging wash one day,  
something not entirely out of line.

<sup>1</sup>cajoling: coaxing

<sup>2</sup>entreating: begging

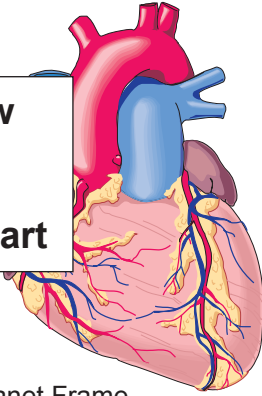
<sup>3</sup>transmute: change

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

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

**You Are Now  
Entering  
the Human Heart**

by Janet Frame  
(Adapted)



I looked at the notice and wondered if I had time before my train left in one hour. The heart, ceiling-high, occupied one corner of the large exhibition hall, and from wherever you stood in the hall you could hear its beating, *thum-thump-thum-thump*. It was a popular exhibit, and sometimes, when there were too many children about, the entrance had to be roped off, as the children loved to race up and down the blood vessels and match their cries to the heart's beating. I could see that the heart had already been punished for the day—the chamber walls were covered with marks, and the notice “You Are Now Taking the Path of a Blood Cell Through the Human Heart” hung crookedly. A journey through the human heart would be fascinating. Did I have time?

- 2 Later. First, I would go across the street to the Hall of North America and catch up on American flora and fauna.
- 3 I made my way to the Hall. Children sat in rows on canvas chairs, an elementary class from a city school, under the control of an elderly teacher. A museum attendant held a basket, and all eyes gazed at it.
- 4 “Oh,” I said. “Is this a private lesson? Is it all right for me to be here?”
- 5 The attendant was brisk. “Surely. We’re having a lesson in snake-handling,” he said. “People seem to think that every snake has to be knocked on the head. So we’re getting the children young and teaching them.”
- 6 “May I watch?” I said.
- 7 “Surely. This is a common grass snake. No harm, no harm at all. Teach the children to learn the feel of them, to lose their fear.”
- 8 He turned to the teacher. “Now, Miss—Mrs.—” he said.
- 9 “Miss Aitcheson.”
- 10 He lowered his voice. “The best way to get through to the children is to start with Teacher,” he said to Miss Aitcheson. “If they see you’re not afraid, then they won’t be.”

- 11 She must be near retiring age, I thought. A city woman born and bred. Never handled a snake in her life. Her face was pale. She just managed to drag the fear from her eyes to someplace in their depths, where it lurked like a dark stain. Surely the attendant and the children noticed?
- 12 “It’s harmless,” the attendant said. He’d been working with snakes for years.
- 13 Miss Aitcheson, I thought again. All snakes were creatures to kill, to be protected from—venom and victims.
- 14 Her eyes faced the lighted exit. I saw her fear. The children, none of whom had ever touched a live snake, were sitting hushed, waiting for the drama to begin. One or two looked afraid as the attendant withdrew a green snake about three feet long from the basket and, with a swift movement, before the teacher could protest, draped it around her neck and stepped back, admiring and satisfied.
- 15 “There,” he said to the class. “Your teacher has a snake around her neck and she’s not afraid.”
- 16 Miss Aitcheson stood rigid; she seemed to be holding her breath.
- 17 I could see her defeat and helplessness. The attendant seemed unaware. What did the teacher care for the campaign for the preservation and welfare of snakes? What did she care about someday walking through the woods or the desert and deciding between killing a snake and setting it free, when her journey to and from school in downtown Philadelphia held enough danger to occupy her? In two years or so, she’d retire and be in her apartment by herself; she’d be afraid to answer the door, to walk after dark and to carry her purse in the street. There was enough to think about without having a snake draped around her neck for everyone—most of all the children—to witness the outbreak of her fear.
- 18 “See, Miss Aitcheson’s touching the snake. She’s not afraid of it at all.”
- 19 As everyone watched, she touched the snake. Her fingers recoiled. She touched it again.
- 20 The faces of the children were full of admiration for the teacher’s bravery, and yet there was a cruelly persistent tension; they were waiting, waiting.
- 21 “We have to learn to love snakes,” the attendant said. “Would someone like to come forward and touch the snake?”
- 22 Silence.
- 23 One boy came forward and stood petrified in front of the teacher.
- 24 “Touch it,” the attendant urged. “It’s a friendly snake. Teacher’s wearing it around her neck and she’s not afraid.”
- 25 The boy darted his hand forward, rested it lightly on the snake, immediately withdrew his hand. Then he ran back to his seat. The children shrieked with glee. “He’s afraid of the snake!” someone said.

- 26 The attendant soothed, “We have to get used to snakes, you know. Grown-ups are not afraid of them. But we can understand that when you’re small, you might be afraid. That’s why we want you to learn to love them. Isn’t that right, Miss Aitcheson? Isn’t that right? Now who else is going to be brave?”
- 27 Two girls came forward. They stood hand in hand and stared at the snake and then at Miss Aitcheson.
- 28 I wondered when the torture would end. The two little girls did not touch the snake, but they smiled at it and spoke to it and Miss Aitcheson smiled at them and whispered how brave they were.
- 29 “Just a minute,” the attendant said. “There’s really no need to be brave. It’s not a question of bravery. The snake is *harmless*, absolutely *harmless*. Where’s the bravery when the snake is harmless?”
- 30 Suddenly the snake moved around to face Miss Aitcheson and thrust its flat head toward her cheek. She gave a scream, flung up her hands, and tore the snake from her throat and threw it on the floor. Rushing across the room, she collapsed into a small canvas chair and started to cry.
- 31 I didn’t feel I should watch any longer. Some of the children began to laugh, some to cry. The attendant picked up the snake and nursed it. Miss Aitcheson, recovering, sat helplessly exposed by the torture. It was not her fault she was city-bred, her eyes tried to tell us. She looked at the children, trying in some way to force their admiration and respect; they were shut against her. She had nothing, at that moment, but the small canvas chair in the Natural Science Museum.
- 32 I looked at my watch. If I hurried, I would catch the train from Thirtieth Street. The journey through the human heart would have to wait until some other time.

## PART E: FORMATS

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



### Snow Jobs

#### A Guide to Employment and Career Opportunities in Skiing

(Adapted)

#### ALL KINDS OF JOBS FOR ALL KINDS OF PEOPLE

The ski industry offers such a diverse spectrum of jobs that, no matter what your interests or aptitudes are, there is probably a job to suit you.

##### OUTSIDE

For people who love the great outdoors, there are job opportunities ranging from snow shovelling to heli-ski guiding. Ski patrol, ski instruction and lift operations are other possibilities.

##### INSIDE

If you prefer inside work, there are a number of positions in ski rentals and repairs, guest services, sales, or administrative and clerical work. Food and beverage service is also an important part of all ski area operations, and it provides its own realm of opportunities.

##### TECHNICAL

These jobs include heavy-duty and lift mechanics, millwrights, electricians, heavy equipment operators, and snow makers. Many ski areas offer apprenticeships in these trades.

The ski industry has opportunities for almost everyone, from people seeking a life-long career to those who just want a break for a year. Many people combine ski resort employment with seasonal work in summer-oriented industries. Others combine part-time ski resort work with their full-time careers, just to enjoy the great atmosphere and take advantage of the terrific benefits.

#### INDUSTRY OVERVIEW

##### WIDESPREAD

Whether you prefer to live in downtown Vancouver or in a small town in the Kootenays, a job in a ski area is not far away. With almost 100 ski areas (including cross country, heli- and snow-cat skiing operations) providing over

6 000 jobs in BC and Alberta, the industry offers both employment and lifestyle alternatives.

##### GROWING STABILITY

Ski resorts now put a strong emphasis on the development of summer business. Many ski areas have been very successful in their summer ventures, increasing the number of year-round employment opportunities in the industry.

##### BENEFITS

If you love skiing and being outdoors, if working in an enjoyable environment with exciting and interesting people appeals to you, if you prefer majestic mountains to the concrete jungle, and if you like to work hard and play hard, you will find satisfaction in this business. If these benefits do not arouse your emotions, you would be missing the prime motivation for choosing this career path.

In addition to the above, many employers offer excellent formal benefits, including life insurance, and medical and dental plans, to both year-round and seasonal employees.

Most ski areas also provide:

- subsidized staff housing
- free or discounted skiing at other areas
- discounts on food, ski services, lessons
- on-the-job training for entry-level positions.

#### WHAT SKILLS AND EXPERIENCE DO I NEED?

- Skiing ability is not essential for most positions, but a knowledge of skiing or a keen interest in learning is an asset.
- Front-line positions require strong public relations skills; however, in many “behind the scenes” jobs, technical skills are much more important.
- A positive, friendly attitude is paramount. A commitment to contributing to a team effort is essential in this business.



## **ACKNOWLEDGEMENTS**

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*Snow Jobs: A Guide to Employment and Career Opportunities in Skiing*.  
Canada West Ski Areas Association.