

JANUARY 1999

## PROVINCIAL EXAMINATION

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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.

### A Dilemma

Jacqui was thrilled when she got a job because she hoped to save money for travelling after graduation. 1 what seemed like months of handing out resumé's, replying to ads at the student employment centre, and going to interviews, she finally heard the words, "2 hired."

Soon 3 she realized that she needed a car in order to work some of her shifts. Her parents 4 her money to buy an older, but seemingly reliable 5 insurance used up all of her savings. The car did not need new tires, but soon unexpected problems and expenses arose. First the muffler needed replacing 6 the fuel pump, and finally the windshield-wiper motor. She had to increase her hours at work to earn enough to cover her loan payment to her parents and the repair bills. 7 discussed her dilemma.

"At this rate," she said to them, "I will never save for travelling. With the hours I'm working, I'm always tired and I don't have the time I need for schoolwork. I may even have difficulty graduating. What should I do 8

Luckily she was able to find a new job 9 to her home. She was able to sell her car, spend more time on schoolwork, and 10 to save. Travelling might become a reality after all!

1. A. After  
B. Because  
C. Although  
D. Meanwhile
2. A. your  
B. Your  
C. you're  
D. You're
3. A. though  
B. though,  
C. , though  
D. , though,
4. A. lent  
B. lend  
C. loan  
D. lending
5. A. car, its  
B. car, it's  
C. car. Its  
D. car. It's
6. A. ; then  
B. ; than  
C. , then  
D. , than
7. A. Her parents and her  
B. She and her parents  
C. Her parents and herself  
D. Herself, with her parents,
8. A. ," she asked.  
B. ?" she asked.  
C. , she asked?"  
D. ," she asked?
9. A. alot closer  
B. a lot closer  
C. alot more close  
D. a lot more closer
10. A. begin  
B. began  
C. had begun  
D. would begin

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. Children shrieked with delight.  
The roller coaster rushed down the incline.  
The incline was steep.  
The roller coaster flew around a corner.

**(3 marks)**

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2. The driver noticed a gas station.  
His car had sputtered and died.  
The station was only a few blocks away.  
The driver was relieved.

**(3 marks)**

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3. Students in the science class gasped.  
They discovered that their teacher had an expectation.  
They were expected to dissect a spider.  
The spider was huge and hairy.

**(3 marks)**

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

**Value: 15 marks**

**Suggested Time: 20 minutes**

**INSTRUCTIONS:** Read **Super, Bountiful BC** 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 percentage of land under cultivation in BC is
- A. 2%.
  - B. 14%.
  - C. 60%.
  - D. 97%.
12. According to the article, BC is the only province in Canada where
- A. farming did not begin until this century.
  - B. the number of family farms is increasing.
  - C. farming is considered a marginal activity.
  - D. weather-related farming disasters seldom occur.
13. Agricultural products were supplied to Russian settlements through contracts with the
- A. Hudson's Bay Company.
  - B. farms of the Fraser Valley.
  - C. farms of the Nicola Valley.
  - D. Puget Sound Agricultural Company.
14. Desert areas left by ice-age lakes have come to be used for
- A. fruit growing.
  - B. cattle grazing.
  - C. dairy farming.
  - D. wheat farming.
15. Frank Breault's lands have been in his family
- A. since 1663.
  - B. since 1852.
  - C. for 80 years.
  - D. for 150 years.



16. According to the article, BC farmers lead the country in
- A. crop variety.
  - B. farm income.
  - C. personal computer use.
  - D. crop failure percentage.
17. During harvest, Breault hopes his working day “will run into nightfall and beyond” because
- A. his hired hand benefits from the extra work hours.
  - B. the crew is less bothered by geese and hawks at night.
  - C. he particularly enjoys working under the stars and lights.
  - D. the more hours he can work, the more crops he can harvest.

**Super, Bountiful BC**

(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. In what way is Frank Breault “a living example of those invisible bloodlines that knit a vast country together”? **(1 mark)**

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5. Frank Breault performs **two** actions to check that the crop is ready. What information does he get by

a) running a thumbnail down a kernel of wheat? **(1 mark)**

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b) scuffing the stubble? **(1 mark)**

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6. For what reason are combines followed by

a) hawks? **(1 mark)**

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b) Canada geese? **(1 mark)**

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7. a) For what reason has the Okanagan become a market for hay baled in Dawson Creek? **(1 mark)**

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b) For what is the baled hay used? **(1 mark)**

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8. What does Frank Breault consider a correct harvest capacity? **(1 mark)**

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

**Value: 12 marks**

**Suggested Time: 20 minutes**

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

18. As a child, the narrator lived
- A. on a boat.
  - B. in the city.
  - C. up the coast.
  - D. far from his mother.
19. To entertain the narrator in the daytime, the mother
- A. read poetry to him.
  - B. turned on the radio.
  - C. watched TV with him.
  - D. planted a garden for him.
20. The man mentioned in line 10 was the
- A. radio announcer.
  - B. kid's Uncle Charlie.
  - C. narrator of this poem.
  - D. narrator in the book of poetry.
21. As a child, the narrator found the poems strange because
- A. his mother was a poor reader.
  - B. his mother did not explain them to him.
  - C. there were no pictures in the poetry book.
  - D. his life was remote from that of the child in the poems.
22. Dick and Jane were the names of the
- A. children in books.
  - B. narrator's parents.
  - C. narrator's brother and sister.
  - D. other children in the narrator's community.

23. When his mother read to him, the narrator thought that
- A. his world was very safe.
  - B. he would like to live in the big cities.
  - C. the outside world never made mistakes.
  - D. there was something wrong with the way he lived.
24. According to the narrator of this poem, the world he shared with his family was
- A. lovely.
  - B. boring.
  - C. difficult.
  - D. amusing.

**Invisible Kid**

(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. In the books read to the narrator, what word was used to mean

a) wharf? **(1 mark)**

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b) quilt? **(1 mark)**

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10. How did the narrator know that the names in the book were correct? **(1 mark)**

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11. State **two** ways in which the children in the books dressed differently from the narrator. **(2 marks)**

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

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

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

**Value: 19 marks**

**Suggested Time: 30 minutes**

**INSTRUCTIONS:** Read **Double Payment** 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.

25. The car on which Chuck was working was
- A. being stripped for parts.
  - B. in the school auto-body shop.
  - C. showing only 5 000 miles of use.
  - D. able to be driven for a while longer.
26. Chuck first learned to work on engines
- A. in school.
  - B. with Lem.
  - C. with his father.
  - D. on his first job.
27. As they were leaving work, Lem told Chuck
- A. he needed \$2 000 in cash.
  - B. he was selling the business.
  - C. Pete's Auto Repair Shop was for sale.
  - D. Pete's Auto Repair Shop sold Cadillacs.
28. Chuck was reluctant to talk to Lem about Pete's shop because
- A. he had no money.
  - B. his father would disapprove.
  - C. he wanted to get home quickly.
  - D. Lem was going to work in Pete's shop.
29. Chuck had kept his job at Lem's for two years because
- A. he really enjoyed working with cars.
  - B. he planned eventually to buy Lem's shop.
  - C. his parents insisted that he save for college.
  - D. his parents needed the room and board money.

30. Chuck's father had not told him before about the money because he
- A. could not match the money as he had wanted to.
  - B. was determined that Chuck would go to college.
  - C. knew that the family needed the money for other things.
  - D. was waiting to see what Chuck wanted to do with his life.
31. The reason Chuck's father wanted to chat that day was because he
- A. always liked to chat with Chuck after work.
  - B. realized they had a problem communicating.
  - C. wanted to lead up to the surprise he had for Chuck.
  - D. could talk to Chuck only when his mother was not around.
32. Each week when Chuck gave his father \$75, his father
- A. matched it with \$25 of his own.
  - B. matched it with \$75 of his own.
  - C. put all \$75 of it in the household account.
  - D. put just \$25 of it in Chuck's savings account.
33. At the end of the story, Chuck realizes the
- A. wisdom of his father's plan.
  - B. foolishness of his hopes and plans.
  - C. sacrifices his parents had made for him.
  - D. importance of getting a college education.

## Double Payment

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

### Written-response questions (10 marks)

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

12. State **two** car-related topics about which Chuck and his father **used to** be able to talk. **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

13. **Quote two** lines spoken by Chuck which are sarcastic in tone. **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

14. When Chuck first began to earn money, his father established a new rule.

a) **Quote one** line in the story which indicates how Chuck feels about this rule. **(1 mark)**

\_\_\_\_\_

\_\_\_\_\_

b) State **two** ways in which Chuck would have preferred to spend his earnings. **(2 marks)**

i) \_\_\_\_\_

\_\_\_\_\_

ii) \_\_\_\_\_

\_\_\_\_\_



15. Chuck's plans for his life after graduation are vague.

a) State **one** short-term goal he is considering.

**(1 mark)**

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b) State **one** long-term goal he is considering.

**(1 mark)**

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16. Chuck's relationship with his father recently has been strained. What single action represents their reconciliation?

**(1 mark)**

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## PART E: FORMATS

Value: 17 marks

Suggested Time: 40 minutes

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

34. According to the article, running from the office if the boss humiliates you is
- A. effective.
  - B. unnatural.
  - C. acceptable.
  - D. inappropriate.
35. According to the article, an example of negative stress is
- A. divorce.
  - B. marriage.
  - C. promotion.
  - D. graduation.
36. In the section “How will stress affect me if I don’t learn how to deal with it?” the word “transitory” means
- A. serious.
  - B. short-lived.
  - C. unimportant.
  - D. headache-causing.
37. According to the article, a serious health problem caused by stress is
- A. sweaty palms.
  - B. chronic depression.
  - C. low blood pressure.
  - D. unsociable behaviour.
38. The article states that one way to deal with stress is to
- A. take fewer breaks.
  - B. operate at a faster speed.
  - C. allow yourself to say “no.”
  - D. become more socially involved.

**Managing Stress**

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

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

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

17. According to the article, name **two** parts of the body to which energy is directed in a crisis. **(2 marks)**

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

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

18. State **two** ways in which relaxation techniques can reduce health problems. **(2 marks)**

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

\_\_\_\_\_

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. The purpose of section (1) is to provide the

- A. sender's address.
- B. recipient's address.
- C. recipient's phone and fax numbers.
- D. date on which the letter was written.

40. Which of the following is the **most** appropriate way to begin section (5)?

- A. Hello. My name is Jane Forster.
- B. My home phone number is 555-3031.
- C. I have two years experience as a cashier.
- D. I wish to apply for the job advertised in Friday's *Sun*.

## **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. Your name is **Jay Hillman**. You live at 7345 East Newton Road, Surrey, BC. Your postal code is V3W 6A7. Choose **one** of the following situations to write your business letter.

**(6 marks)**

**SITUATION A**

**Classifieds** p. 10

**HELP WANTED**

**Barney's New and Used** requires enthusiastic and reliable part-time help for the following three departments: tape / CD / comic sales; furniture pickup and delivery; sporting goods sales.

Apply to: **B. Cortez**  
**PO Box 3810**  
**New Westminster, BC**  
**V3W 1Z3**

**OR**

**SITUATION B**

You are helping to organize a multicultural night at your local community centre. You would like a well-known local artist to give a demonstration of wood carving. Write to explain the purpose of the event and ask him to participate. Give him the date and time and advise him of any payment he might expect. Write to Mr. Ray Freeport, #202 Bayshore Apartments, Bay Street, Aldergrove, BC, V1A 4N3.

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

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<b>C</b>	<b>SE</b>	<b>T</b>

**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**

There are advantages and disadvantages to having a home-based business.

**OR**

**PROMPT B**

These items hold special meaning for my family.

**OR**

**PROMPT C**

I had no choice but to get on the bus.

## 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)**





**FINISHED WORK**

A series of 25 horizontal lines for writing.

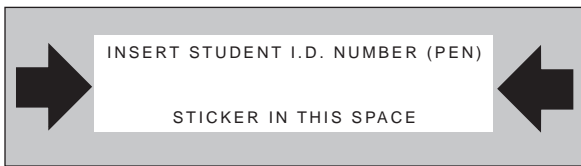






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# **COMMUNICATIONS 12**

**January 1999**

Course Code = COM

FOR OFFICE USE ONLY

**COMMUNICATIONS 12**

**January 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. \_\_\_\_\_  
(1)

Score for  
Question 5:

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

Score for  
Question 6:

6. \_\_\_\_\_  
(2)

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

Score for  
Question 14:

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

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**  
**JANUARY 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 **Super, Bountiful BC**

Stephen Hume

- 1 The earliest accounts dismissed British Columbia as a barren, desolate wilderness, rendered unfit for farming by a harsh climate and a stark topography of naked rock. With its gloomy coastal rainforests and only the thinnest mantle of acid woodland soil, with its immense snowfields and expanses of ice-scoured alpine, even today barely two percent of BC is actually under cultivation—and what little still remains to be farmed must be considered marginal at best.
- 2 Yet in scarcely 150 years of enterprise, its few pockets of fertile soil have been fashioned into some of the most productive farmland on the planet. And BC now has the distinction of being the only province in Canada where family farms are actually on the increase. Numbers grew by 14 percent in the last five years.
- 3 Notwithstanding the weather-related disasters that dogged last year’s harvest—rain across the wheat fields, hail in the fruit belt, potato blight and water-logged fields across the Lower Mainland and Vancouver Island—agriculture in the province remains an astonishing success story.
- 4 BC’s first venture into agri-business was established by the Puget Sound Agricultural Company at Esquimalt in 1852 to fill Hudson’s Bay Company contracts with Russian settlements on the north coast.
- 5 Who back then imagined that Fort Okanagan and its fur brigades would vanish utterly while the narrow benches and sagebrush deserts left by dwindling ice-age lakes would blossom into Canada’s most important apple producing region?
- 6 Or that the richest gold strike in the interior uplands would not be a panful of nuggets but the discovery by Joseph Guichon and John Douglas of wild bunch grass capable of sustaining almost 300,000 beef cattle from the Nicola Valley to the Cariboo?
- 7 Or that the 1,200-kilometre cleft carved in the mountains by the Fraser River and its tributaries, the glaciated off-shore islands and the silty alluvial fans of coastal estuaries would pour forth a \$2.2 billion torrent of cereals, vegetables, fruits, dairy products and meats?
- 8 Or that the brooding forests inland from Fort Victoria would give way to rolling dairy farms, wheat fields and market gardens?
- 9 In BC, 97 percent of farms are family businesses. For Dawson Creek wheat farmer Frank Breault, the harvest is a capital intensive, highly automated, high-technology venture. He, wife Dona, son Greg and hired hand Darren Thompson need \$500,000 in equipment to harvest fields that cover eight square kilometres.

**OVER**



- 10 Breault seeds wheat, rye, canola, barley, forage peas, alfalfa and hay into 3½ sections pre-empted by his father and his maternal grandfather 80 years ago. He's proud of the fact that he still farms the first quarter section with its 3½-by-five-metre homestead of mud-chinked, hand-squared logs.
- 11 He's even prouder of his heritage. He's what Québeckers like to call *la laine vraie*—the pure wool—direct descendant of farmers who settled New France in 1663, a living example of those invisible bloodlines that knit a vast country together.
- 12 For him the harvest window is narrow—only 97 frost free days—and fraught with the risk of early snow. In the region where 85 percent of BC's grain is grown, every hour spent taking off the crop is an hour secure in the bank and free from worry.
- 13 The evenings close in early in these northern latitudes, but the farmers adapt. Their machinery is equipped to illuminate the fields with the brilliance of a movie studio. "Oh yeah, there are times when guys go 50 hours without stopping," says Bill Greenhalgh, grain program coordinator for the provincial government. "They just pile the grain at the side of the field and keep going."
- 14 Frank begins his day by running his thumbnail down a kernel of wheat to see whether it holds the indentation that signals starch and moisture content. Then he scuffs the stubble to see if his boot tip gets wet from the dew. If the crop is ready and the straw is dry, he'll climb into the computerized, air-conditioned cockpit of his big, green \$250,000 John Deere combine and start taking up the grain. Then, flanked by outriding hawks that swoop to the fieldmice scurrying from the windrows, serenaded by Canada geese mustering for leftovers in preparation for the long flight south, he'll keep at it in a plume of dust and chaff until the night dew settles.
- 15 Breault, son Greg, and Darren, the hired hand, will spell each other at the controls so that the combining is continuous. Sometimes one will drive a 10-ton truck in parallel and the wheat will be loaded even as combining goes on non-stop. The other will bale hay for export to the south. The conversion of hay fields in the Thompson-Okanagan to ginseng farms has created a whole new domestic forage market.
- 16 Harvest on a big spread today involves conferencing by cellular phone, fax machines and computer link-ups. BC farmers lead the country in personal computer use—an increase of 87 percent over 1995. Looking into the Breault's combine, it's easy to see why. The array of instruments is as complex as those in an aircraft cockpit. They inform the operator of everything from system diagnostics to how many hectares have been harvested.
- 17 "If your harvest capacity is correct," Breault says, "you should be able to get off five percent of your harvest per day. So most of us figure that three weeks of good weather will do it."
- 18 Last year, 60 percent of the Peace River crop was caught in the fields. This year, less than half the crops are off and once again winter is rapidly closing in. That is why it's not uncommon in the Peace to see combines two and three abreast, floodlights illuminating the fields, taking the crops off until the last possible minute.
- 19 In a province where mountains crowd both the sky and public consciousness, this is a landscape that blazes with the vivid patchwork of yellow canola, blue-green rye and golden barley, where towns carry names like Bluesky and Sunset Prairie, and the vault of heaven seeps from horizon to immense horizon. Under that velvet expanse, with stars glittering in the west and the first silver splinter of dawn wedged into the eastern rim of the world, you'll find Frank Breault preparing for a work day he hopes will run into nightfall and beyond.

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

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

**Invisible Kid**

Howard White

- 1 When I was about five and we lived up the coast where  
there was no radio in the daytime and TV hadn't  
been invented  
my mom used to read to me from *A Child's Garden of*  
5 *Verses*.  
She made it sound so sweet and nice like birds singing in  
the trees or music on the radio and all the loveliest  
things  
but there was something funny about it, too.
- 10 Like when the man said *When I was down beside the sea /*  
*A wooden spade they gave to me.*  
In the picture it looked like the kid was digging with a  
clam gun, but they called it the wrong thing.  
And where it said *The moon shines on the streets and fields*  
15 *and harbour quays* they had a picture of the moon  
shining on a queer-looking wharf  
like the one at Irvine's Landing except with the holes  
between the pilings all filled up with boulders.  
They called this a "quay" which rhymed with tree.
- 20 The book was full of wrong names for almost everything  
but when I asked Mum it turned out they weren't  
wrong, they were the names they used in the place  
books came from, the big cities far away.  
This made me feel very bad because I thought it must be  
25 us who had the wrong names on everything.  
My quilt wasn't really a quilt, but a "counterpane."  
This happened each time we read books and it made me  
think something wasn't right about the way we lived  
in Green's Bay.
- 30 The things we did and the names we called them were  
never the same as in books.  
Dick and Jane never wore gumboots or lifejackets like me  
and my sisters did.  
I began to feel the difficult world I shared with Mum and  
35 Dad and Uncle Charlie and the Poschners was  
somehow less than the world where books came from.  
Recovering from that early conclusion has occupied most  
of the rest of my life.

**OVER**

## 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 **Double Payment**

Peter Brackett

- 1 Chuck squeezed into the grease pit under the roadster and knocked the mud off the fitting. Then he attached the gun deftly, with the almost instinctive movements of the natural mechanic. Sometimes it seemed to Chuck as though he could fix an automobile in his sleep.
- 2 When he was through, he straightened up, pushed back his cap, and appraised the car with an expert's critical eye. Good for another 10,000 miles, he judged.
- 3 He felt happy. It was funny, he thought—he'd always felt happy around cars. Ever since he was a kid. It had begun with his family's old Chevie, he guessed. That was some little old car. Chuck sighed a bit as he remembered how he and his father used to tinker with the engine, evenings after dinner.
- 4 "Time for you to go home, kid." Lem, the owner of the garage where Chuck worked part time, had come out to the grease pit all slicked up and ready to close shop. "I don't want to be paying you overtime, you know," Lem added with a grin.
- 5 "Oh sure, Lem," Chuck said. "I was just ready to go."
- 6 In the washroom, Chuck began to scrub the surface grease off his muscular hands. The grease never really left your hands when you worked with cars, but you could get most of it off. And the fact was, Chuck didn't mind what was left. Sitting at a desk in school, he could look at the black line of grease around his nails and be reminded of the thing he loved most to do.
- 7 "You find the thing you want to do more than anything," his father had once said, "and you've found a place for yourself in this world."
- 8 His father had been a real pal back in the days when he'd said that, a pal you could talk to about things. About what made a knock in an engine, or why the bearings were acting up. Now it was different. Thinking of how things were between him and his father, Chuck's feelings of happiness suddenly washed away.
- 9 Lem, ready to shut up the place, was waiting for him at the open door of the washroom. He had been studying Chuck's face in the mirror. All at once he said, "You know, I heard something today. Pete's Auto Repair Shop up on Elm Street is going up for sale. Ten thousand down in cash, Pete told me today."
- 10 "So," Lem said mildly, "I was just wondering. You'll be through high school this year, Chuck—you're a good mechanic. The best. Get your old man to put up that down payment for you, and you'd be on your way, kid."
- 11 "Hah," Chuck snorted. "Why don't you suggest I get a Cadillac, too?"

- 12 He finished wiping his hands and quickly said good night. He didn't want to hear any more about Pete's Auto Repair Shop. He was sorry Lem had brought it up.
- 13 Chuck had heard about the shop's coming up for sale, of course. And the idea of owning a place like that was so wonderful it made him hurt inside. But what would he use for money? Lem could talk about Chuck's father helping out, but that was only because Lem didn't know any better.
- 14 For two years, Chuck had been earning one hundred dollars a week at this job with Lem. That was a lot of spending money—if you could get to spend it. Enough to have bought a neat secondhand jalopy by this time, or even a new car. Enough to have been able to hang out with the guys more often. Other kids, earning what Chuck was, had squeezed some pleasure from their cash. But not me, Chuck thought with a stab of resentment.
- 15 The very first pay Chuck had brought home, two years ago, his father had taken over. “Mom and I have provided your board and room for a long time, Chuck,” Pop had said. “Now that you're making some money of your own, I don't think it would be too much to ask you to contribute seventy-five dollars a week. Then you'd be carrying some of your own weight.”
- 16 Seventy-five dollars! Seventy-five dollars a week for two years. Every time he thought of it, Chuck winced. His father wasn't well off, but he wasn't poor. Three-quarters of Chuck's pay was a big bite. Of course, he could have given up his job, but he was crazy about the work at Lem's. Being with cars all the time wasn't like work at all in Chuck's book.
- 17 He didn't know what he would do after he got his diploma. He thought about it once in a while—as now, on his way home from work. His plans were vague, though. Probably he'd go on working for Lem full time, save up some money. In a few years, maybe he could swing a shop of his own. It might work out...
- 18 “Chuck—that you?” Chuck hesitated a moment before closing the front door. That would be Pop, just home from his job at the steel works. He'd be there by himself, too. Tonight was Mom's night at the Ladies' Aid.
- 19 “Hi,” Chuck called into the living room. Then, with his mind on the roast his mother had said she would leave him, he went into the kitchen.
- 20 His father followed him in and rested on the stool, watching, while Chuck rummaged in the refrigerator.
- 21 “How'd things go at the garage today?” his father asked. “They keeping you busy?”
- 22 He's in a talking mood, thought Chuck. Can't he tell I want to be alone? “Same as usual,” he answered shortly. He cast a quick, guilty look at his father's work-lined face.
- 23 His father rested his heavy hands on his knees. Then, after a minute of silence, he said awkwardly, “I hear Pete's Auto Repair Shop is for sale.”
- 24 “Yeah,” said Chuck. “So I hear.”
- 25 “Ever think you'd like to own a place like that, son?”
- 26 Chuck laughed without amusement. “Sure, I'd like to own a three-storey garage, too.” He cut hard into the cold roast.

**OVER**

- 27 “You know,” his father was saying, “I always figured you’d like to go in for that sort of work, Chuck. Still—with a young kid, you never can tell.”
- 28 Chuck bent over the roast, not looking at his father. What was Pop getting at anyway? Hadn’t it always been clear as day that cars were the one thing Chuck could really get excited about?
- 29 “You might have wanted to go to college,” his father suggested, “or something else.”
- 30 “I’m not the college type,” said Chuck. “Never was.”
- 31 “Maybe not,” his father said. “But I wasn’t sure. So I decided the best thing would be to fix it so’s when you knew what it was you wanted—why then you could go ahead with it.”
- 32 Chuck swallowed a mouthful of meat. Was Pop waiting for him to say something? There wasn’t much to say, so far as Chuck could see.
- 33 His father shifted uncomfortably on the stool. “Anyway,” he finally went on, “I’ve put those seventy-five bucks of yours in the bank every week for two years. And matched them each time with twenty-five of my own. There’s more than ten thousand dollars there now, Chuck.”
- 34 Chuck stopped eating and looked at his father in bewilderment. Was it possible that...
- 35 “What I mean is,” his father said, “if you’d like Pete’s shop, you can have it.” He looked up in a funny, almost pathetic way that brought a lump to Chuck’s throat. “How does that sound to you, boy?”
- 36 “It sounds—it sounds great, Pop,” Chuck gulped. And suddenly the full realization of what his father had said broke over him. “Oh man!” he cried. “My own shop!”
- 37 Then he and his father were shaking hands in a tight, close grip, and Chuck couldn’t say any more right away. He figured it was going to be a long time—perhaps forever—before he could put into words what a fool he’d been.

## PART E: FORMATS

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

### ADAPTED FROM **MANAGING STRESS**

#### **WHAT IS STRESS?**

Most people think of stress as events that happen around or to them, situations that make them feel angry, harassed, worried or anxious. But that's only one side of stress—the outside stimulus. Stress is a duality; it has two sides. External events happen, you react: stimulus-response. To learn to live with stress, it's important to understand the response side of the duality—the way you as an individual react to outside events.

#### **WHY DO I REACT TO STRESSFUL EVENTS?**

The body's natural biochemical response to environmental changes is really a built-in survival mechanism. In a crisis, the brain sets off an alarm. Automatically and immediately, the body is flooded with chemical messengers that direct extra energy to the muscles, nervous system, heart and other organs.

In a threatening situation, this burst of energy provides the body with strength and speed, to run away from the menace or strike out at it in self-defense. It's that extra energy boost that spurs you to meet any sort of challenge, to achieve a goal or accomplish a task.

However, if your boss or teacher says something that makes you feel angry or humiliated, striking out with a punch in the nose will probably get you fired or expelled. And running from the office or classroom would be equally inappropriate. That's why it's important to learn how to cope with day-to-day stress.

#### **WHAT ARE SOME COMMON CAUSES OF DAY-TO-DAY STRESS?**

Events that trigger the stress response are called "stressors." Just about any life change is a stressor. Even the anticipation of a lifestyle change, such as an award or a vacation, can cause stress.

Some stressors are negative, provoking anger, sadness, worry or fear. The death of a loved one, loss of a job, divorce or an argument with a friend are all negative stressors.

Other stressors are positive, evoking joy, elation or excitement. Marriage, job promotion and school graduation are examples of positive stressors.

#### **HOW WILL STRESS AFFECT ME IF I DON'T LEARN HOW TO DEAL WITH IT?**

Like most things, stress is a question of degree. Some people naturally deal more effectively with it. Some lives have fewer stressful events.

Immediate reactions to stressful events may include sweaty palms, elevated blood pressure, headache, restlessness, worry, anxiety, depression or feelings of inadequacy or unimportance. Depending on the person, these responses may be transitory and disappear quickly.

To avoid the added stimulation of social interactions, some people become withdrawn and unsociable when under stress. For some, prolonged stress can lead to absenteeism, lowered performance on the job or in school, increased errors, diminished concentration and forgetfulness. People who don't learn to cope with long-term stress can suffer serious health problems, including heart disease, insomnia, chronic depression and high blood pressure.

#### **HOW CAN I MANAGE THE STRESS IN MY LIFE?**

- **Know your own needs.** Pace your life so that it suits you, not everyone else. Some people can't operate at breakneck speed, and most of us don't have to. Evaluate priorities. Allow yourself to say "no" to extra tasks if you feel you just can't handle them.
- **Don't be so hard on yourself.** A person who is always wound up, hard-driving and competitive may be a walking time bomb. Give yourself permission to take a break sometimes. Relax, slow down, be leisurely.
- **Practise relaxation techniques.** The muscles in your body tighten in response to stress, even your arteries. At the least, this can give you a headache or body stiffness. Over a lifetime, it can contribute to heart disease and stroke. Relaxation can keep blood pressure in check, reduce muscle tension and promote sleep.
- **Exercise.** Regular exercise gives you a sense of control and a feeling of accomplishment. It also uses up some of the excess energy in a beneficial, productive way.
- **Get counselling.** Some of life's burdens are too big to bear alone. Ask your doctor for help. He or she will plan a course of treatment, which may include a referral to other specialists.

## **ACKNOWLEDGEMENTS**

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