

**AUGUST 1999**

## **PROVINCIAL EXAMINATION**

**MINISTRY OF EDUCATION**

# **COMMUNICATIONS 12**

### **GENERAL INSTRUCTIONS**

1. Insert the stickers with your Student I.D. Number (PEN) in the allotted spaces above and on the **back** cover of this booklet. **Under no circumstance is your name or identification, other than your Student I.D. Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have a **Readings Booklet** and an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
5. For each of the written-response questions, write your answer in **ink** in the space provided in this booklet.
6. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by

**END OF EXAMINATION** .

7. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.

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## COMMUNICATIONS 12 PROVINCIAL EXAMINATION

- |   | Value                   | Suggested Time     |
|---|-------------------------|--------------------|
| 1. This examination consists of <b>six</b> parts: |                         |                    |
| PART A: Language Skills                           | 19                      | 20                 |
| PART B: Reading: Non-Fiction                      | 15                      | 20                 |
| PART C: Reading: Fiction (Poetry)                 | 12                      | 20                 |
| PART D: Reading: Fiction (Prose)                  | 19                      | 30                 |
| PART E: Formats                                   | 17                      | 40                 |
| PART F: Composition                               | 18                      | 50                 |
|   | <b>Total: 100 marks</b> | <b>180 minutes</b> |
- Electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
  - The **Readings Booklet** contains the prose, poetry, and format passages you will need to answer certain questions on this examination.
  - There is a number on the Response Form for each multiple-choice question in this examination booklet. When you answer each question, make sure that the number on the Response Form is the same as the number in this examination booklet.
  - The time allotted for this examination is **three hours**. *Use your time wisely.* Adequate writing space has been provided for average-sized writing. Do not attempt to determine the length of your answers by the amount of writing space available.

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## PART A: LANGUAGE SKILLS

Value: 19 marks

Suggested Time: 20 minutes

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

### Lottery Island

Last summer, I had the experience of a lifetime. My 1 some money and decided to spend it taking our whole family on vacation to a tropical island. I will not name the island in case I 2 avalanche of tourists. We must 3 like a class outing, as there were ten of us under twenty years old 4 pretty much alone. They were all fussing over my aunt and her baby 5 was unemployed and really needed a holiday.

We had a fabulous time, but the highlight for me was going snorkeling. We had a great guide who educated us in how to fit a mask, breathe with a snorkel, and 6 in deep water. The hotel packed a lunch box for us, and while it was not what we 7 to, it was tasty and filling. I am sure I was 8 to the local people as I set out in my long shorts, a tee-shirt and a big hat. I burn easily. The only reason the people didn't stare at me was because they were so polite.

The snorkeling was great! There were fish of every imaginable colour, from neon bright to perfect camouflage, swimming 9. The fish were not shy. We could dive four or five metres down into the middle of a school and they 10 pass through. I have never had so much fun in my life. I did not want to go home at the end of the week. If I ever win the lottery, I will buy the island!

1. A. uncle one  
B. Uncle one  
C. uncle won  
D. Uncle won
2. A. begin a  
B. began a  
C. begin an  
D. began an
3. A. of seemed  
B. of seamed  
C. have seemed  
D. have seamed
4. A. who the adults left  
B. whom the adults left  
C. who the adults leave  
D. whom the adults leave
5. A. ; who  
B. . Who  
C. , Aunt Jane  
D. ; Aunt Jane
6. A. swim  
B. have swam  
C. have swum  
D. be swimming
7. A. was use  
B. were use  
C. was used  
D. were used
8. A. quiet a site  
B. quite a site  
C. quiet a sight  
D. quite a sight
9. A. altogether or by themselves  
B. altogether or by themselves  
C. all together or by themselves  
D. all together or by themselves
10. A. will casually move to let us  
B. will casually move to let you  
C. would casually move to let us  
D. would casually move to let you

## **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 ski swap offered a selection.  
The selection was huge.  
Equipment was for sale.  
The equipment was used.

**(3 marks)**

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2. The chef stood anxiously behind the server.  
The chef was nervously waiting.  
He was waiting for reactions from the customers.  
The customers were tasting his new dish.

**(3 marks)**

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3. She had practised for months.  
She had practised faithfully.  
She felt confident about her music exam.  
She felt that she would do well on it.

**(3 marks)**

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

**Value: 15 marks**

**Suggested Time: 20 minutes**

**INSTRUCTIONS:** Read **Stay Green** 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 first hotel to be recognized by the Power Smart Green Hotel program was the
- A. Hotel Vancouver.
  - B. Westin Bayshore.
  - C. Banff Springs Hotel.
  - D. Waterfront Centre Hotel.
12. Janet Williamson approved of the Bayshore's Green Hotel program because it
- A. lowered her room cost.
  - B. provided better quality soap.
  - C. reflected her lifestyle at home.
  - D. made getting a reservation easier.
13. According to Monica Hayes, most guests who stay in a Green Room
- A. would stay in a Green Room again.
  - B. complain about reusing their towels.
  - C. dislike the refillable soap containers.
  - D. have never stayed in a Green Room before.
14. Good environmental practices will enable BC hotels to
- A. save money.
  - B. hire more staff.
  - C. charge higher room rates.
  - D. attract more American tourists.
15. According to the article, an important factor in the success of CP Hotels' Green program is
- A. good publicity.
  - B. generous funding.
  - C. employee support.
  - D. management modelling.



16. According to Monica Hayes, the Green Hotel program is more readily accepted by tourists from
- A. Europe.
  - B. Canada.
  - C. the USA.
  - D. the Orient.
17. The phrase “Canada’s international reputation as a pristine destination” refers to Canada’s
- A. luxurious hotels.
  - B. unspoiled scenery.
  - C. very wasteful lifestyle.
  - D. expensive tourist attractions.

**Stay Green**

(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. According to the article, in what **two** ways do charities benefit from “Green” hotels? **(2 marks)**

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

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

5. What environmental initiative has the Westin Bayshore launched for its meeting rooms?  
**(1 mark)**

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

6. State **two** sources of information which inform visitors to BC about the Green Hotel program. **(2 marks)**

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

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

7. State **two** steps that staff at the Chateau Whistler have taken to deal with unwanted insects. **(2 marks)**

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

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

8. “Waste and luxury tend to be synonymous for some people.” This sentence suggests a problem faced by hotels who wish to adopt environmental programs. **Explain** the problem these hotels face. **(1 mark)**

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

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

**Value: 12 marks**

**Suggested Time: 20 minutes**

**INSTRUCTIONS:** Read **Poem for Barbara and Lindsay’s Wedding** on page 3 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

18. The narrator is writing about a wedding that takes place
- A. in the present.
  - B. twenty years ago.
  - C. three-quarters of a century ago.
  - D. three-quarters of a century in the future.
19. The woman would find the photograph
- A. in a historical book.
  - B. in the town’s museum.
  - C. stored with old cameras.
  - D. among half-remembered things.
20. People looking at the photograph might be amused by the
- A. houses.
  - B. church.
  - C. flowers.
  - D. furniture.
21. The woman in the photograph is
- A. Barbara.
  - B. Barbara’s daughter.
  - C. Barbara’s great-granddaughter.
  - D. the narrator’s great-granddaughter.
22. Lines 19–23 suggest that Barbara is a person who
- A. dislikes story-telling.
  - B. is very old-fashioned.
  - C. is disrespectful of the elderly.
  - D. is sensitive and understanding.

23. Almost every house
- A. was old and dusty.
  - B. was beside the river.
  - C. had a little plot of grass.
  - D. had an old car in the yard.
24. In the future, family legend will say that the great-grandmother was
- A. sad.
  - B. quaint.
  - C. lovely.
  - D. clownish.

**Poem for Barbara and Lindsay's Wedding**

(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. What **two** things might appear funny about the young men in the photograph? **(2 marks)**

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

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

10. Where did Barbara live? **(1 mark)**

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

11. **Quote** the line which indicates Barbara's

a) age at the time of her marriage.

**(1 mark)**

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b) feelings at the time of her marriage.

**(1 mark)**

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

**Value: 19 marks**

**Suggested Time: 30 minutes**

**INSTRUCTIONS:** Read **The Wild Duck's Nest** 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. When Colm first found the nest, he was
- A. looking for gulls.
  - B. fetching the cow.
  - C. going to the lake to fish.
  - D. on his way to meet Paddy.
26. The nest was located
- A. on a small islet in a lake.
  - B. in a rock cliff beside the sea.
  - C. on the muddy shore of a lake.
  - D. in a stream leading into a lake.
27. When Colm first found the nest, he wanted to
- A. hide it.
  - B. possess it.
  - C. break the egg.
  - D. run and tell Paddy.
28. After touching the egg, Colm felt a sense of
- A. regret.
  - B. wonder.
  - C. happiness.
  - D. impatience.
29. Colm took the grass rut to school because it was
- A. close to the lake.
  - B. dryer than the road.
  - C. soft on his bare feet.
  - D. shorter than the road.

30. The word “interminably” in paragraph 16 means
- A. silently.
  - B. quickly.
  - C. endlessly.
  - D. pleasantly.
31. When Colm found the duck sitting on the nest, his first reaction was to
- A. leave quietly.
  - B. chase her away.
  - C. run away whistling.
  - D. carefully touch the eggs.
32. During Colm’s second visit to the nest, he felt guilty because
- A. the wild duck seemed to be ill.
  - B. the duck had abandoned the nest.
  - C. he was determined to look into the nest.
  - D. his presence frightened the duck from her nest.
33. This story takes place over
- A. two days.
  - B. several days.
  - C. an afternoon.
  - D. a nesting season.

**The Wild Duck's Nest**  
(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. After putting back the egg, what action of Colm's demonstrates his feelings of guilt? **(1 mark)**

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13. Give **three** indications that Colm and his family live very simply. **(3 marks)**

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

---

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

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c) \_\_\_\_\_

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14. What **two** details about the duck's appearance does Colm tell Paddy to prove that it is wild? **(2 marks)**

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

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

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15. What **two** actions of Colm demonstrate his anxiety while he is in school? **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

16. Provide **two** pieces of evidence that the duck has not forsaken the egg. **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

## PART E: FORMATS

Value: 17 marks

Suggested Time: 40 minutes

**INSTRUCTIONS:** Read **BC's Water Problems** on page 7 in the **Readings Booklet**. For each question, select the **best** answer and record your choice on the Response Form provided.

34. Every day the average person in BC uses
- A. 30 litres of water.
  - B. 250 litres of water.
  - C. 600 litres of water.
  - D. 2 700 litres of water.
35. If you live in the Lower Mainland, you should
- A. use only mineralized water.
  - B. let water stand in taps for about six hours.
  - C. let tap water run until cold before drinking.
  - D. run water until hot before using it for cooking.
36. The article defines the water supply found below the earth's surface as
- A. runoff.
  - B. rainwater.
  - C. ground water.
  - D. mineralized water.
37. To dispose of leftover garden insecticides, you should
- A. put them down your kitchen sink.
  - B. pour them into the nearest storm sewer.
  - C. pour them onto your garden's compost heap.
  - D. first get advice from the BC Waste Management Branch.
38. If you see a fish symbol near a storm drain, it means
- A. fish are swimming there.
  - B. you are allowed to fish in local streams.
  - C. the storm drain feeds into local streams.
  - D. volunteers are needed to safeguard the streams.

**BC's Water Problems**  
(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. Name **two** pollutants that enter the Fraser River because of agricultural runoff. **(2 marks)**

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

\_\_\_\_\_

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

\_\_\_\_\_

18. State **two** methods of reducing urban runoff by giving rainwater access to the ground. **(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. What would be an appropriate opening in section (5)?
- A. I have a keen interest in music and am a hard worker.
  - B. I look forward to talking to you to set up an interview.
  - C. I can be reached during the day at 555-1477 or in the evenings at 555-2368.
  - D. I am responding to your advertisement in the July 14, 1998, issue of *The Vancouver Sun*.

40. The purpose of line 4 is to
- A. indicate who wrote the letter.
  - B. indicate who is to read the letter.
  - C. show when the letter was written.
  - D. draw attention to the topic of the letter.

## **Pre-writing**

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

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

19. Assume your name is **Jordan Bennett**. You live at 1675 31st Avenue, Surrey, BC. Your postal code is V3Z 1V3. Choose **one** of the following situations to write your business letter. **(6 marks)**

**SITUATION A**

In a recent fund-raising raffle, you were the winner of a gift certificate for a defensive driving course. You have since taken the lessons. You want to thank the donor of the prize and tell him what you gained from the course. Write a letter to Mr. Jasper Sengali, Secretary, Kiwanis Club, 10493 150th Avenue, Surrey, BC, V3G 1U2.

**OR**

**SITUATION B**

You suspect your grandmother has been the victim of a telephone fraud. Write a letter responding to the advertisement below in which you request help for your grandmother's situation.

**Do you believe you have been  
a victim of fraud?  
We may be able to help.**

**Contact:**

Mrs. Gina Rossi  
Better Business Bureau  
#312 – 4477 112th Street  
Surrey, BC, V7G 3T3  
Phone: (604) 555-1234



*Register your complaint and help us fight fraud!*

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

**OVER**

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## PART F: COMPOSITION

Value: 18 marks

Suggested Time: 50 minutes

**INSTRUCTIONS:** Using standard English, write a multi-paragraph composition of 200–300 words based on **one** of the following prompts.

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

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

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

(18 marks)

### PROMPT A

Most people will have several jobs in their lifetime.  
Discuss **two** jobs you feel would suit your personality.

OR

### PROMPT B

I felt proud of the gift which I had made by myself.

OR

### PROMPT C

At first I thought the noise was just a cat outside.

## Checklist

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BEFORE you write, remember to

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

AFTER you write, remember to

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

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







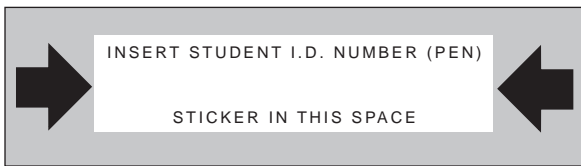






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# **COMMUNICATIONS 12**

**August 1999**

Course Code = COM

FOR OFFICE USE ONLY

**COMMUNICATIONS 12**

**August 1999**

Course Code = COM

Score for  
Question 1:

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

Score for  
Question 2:

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

Score for  
Question 3:

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

Score for  
Question 4:

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

Score for  
Question 5:

5. \_\_\_\_\_  
(1)

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

Score for  
Question 13:

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

Score for  
Question 14:

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

Score for  
Question 15:

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

Score for  
Question 16:

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

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**  
AUGUST 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 **Stay Green**

by Ric Mazereeuw

- 1 Ah, the decadence of it all! One of the luxuries of travelling—whether for business or pleasure—is returning to your hotel room to find a fresh stack of clean, white towels waiting for you, and your bed made up with crisp, newly laundered sheets.
- 2 But luxury can also mean waste. After all, you'd never consider changing your sheets at home every day, or tossing a towel into the laundry hamper after only one use. As the environment continues to be a big concern in our everyday lives, more and more hotel guests are willing to forgo this sort of pampering in the name of conserving resources. Some hotels have started to respond, offering guests the option of using their towels and bed linens for more than a single night.
- 3 You'll soon be able to choose "Green Hotels" for your next stay, thanks to a joint project between BC Hydro and the British Columbia and Yukon Hotels' Association. The Power Smart Green Hotel program, launched in November 1996, recognizes hotels that have implemented good environmental practices throughout their operations. To earn the "Green" designation, hotels must participate in local recycling programs and adopt their choice of several measures. These include installing energy-saving devices such as low-flow toilets and shower heads, and energy-efficient lighting. Hotels also donate surplus food and used bars of soap to charities. Hotels must also set aside a minimum of two percent of all rooms as Green Rooms, where guests have the option of reusing their towels or bed linens. These rooms must also have refillable soap and shampoo pump dispensers, low-flow plumbing fixtures, a recycling bin, and only one incandescent light fixture each.
- 4 Vancouver's Westin Bayshore was the first hotel recognized under the program. In fact, the Bayshore did so well it earned the Green Hotel Plus designation of going beyond Hydro's basic requirements. The hotel has launched more than 40 environmental initiatives since 1990, from reusing towels to composting kitchen waste, and installing a system that automatically turns down heating and lighting in unoccupied meeting rooms. The Bayshore has also designated 75 out of its 517 rooms as Green Rooms, where even the soap chosen for the pump dispensers is made with wheat germ instead of an animal base.
- 5 For travellers like Edmonton's Janet Williamson, the Green Hotel program is a welcome change. A trainer for a cosmetic company, Williamson is on the road up to four times a month. During her last trip to Vancouver, she stayed in one of the Bayshore's Green Rooms and preferred it to regular rooms. She didn't miss the individual bars of soap and fancy shampoo containers and had no problem reusing her towels. "It's not much different from what I do at home anyway," says Williamson. "I think it's a great concept." Her working trips also generate a lot of paperwork, so the recycling bin in her room got lots of use.

**OVER**



- 6 According to Monica Hayes, the director of public relations for the Bayshore, “Ninety percent of guests who’ve stayed in one of our Green Rooms would ask for it again.” And with about five more hotels in the province expected to qualify for the Power Smart Green Hotel name this year, travellers will soon have more choice than ever. Also beginning next year, Tourism BC will list Green Hotels in the British Columbia Accommodations Guide.
- 7 Vancouver’s Waterfront Centre Hotel, owned by Canadian Pacific Hotels, is the second hotel to win the “Green” designation. “The Waterfront has set aside 10 Green Rooms, all of which meet Hydro’s specifications,” says Max Huie, the hotel’s chief engineer. In fact, all of CP’s 26 properties—including the landmark Banff Springs Hotel and the Hotel Vancouver—now offer blue boxes in guest rooms, and a towel reuse program, after Canadian Pacific implemented its own comprehensive corporate campaign in 1990. But the greening of CP’s hotels goes beyond simple recycling and waste reduction, says Ann Checkley-Layton, VP of public affairs at CP Hotels. At the Chateau Whistler, for instance, staff have enlisted the help of a family of swallows to deal with flies around its garbage bins, avoiding the need for toxic pesticides. They also use ladybugs to keep aphids from the hotel’s rose bushes.
- 8 Of course, good environmental practices can also save a lot of the other green stuff: money. Through recycling, hotels can save thousands of dollars a year in energy and disposal costs.
- 9 But while going green may make sense to the bottom line, it’s often genuine concern at the grassroots level that gets the ball rolling. At the Bayshore, for instance, safety was the impetus for lessening the hotel’s environmental impact. While staff could justify the changes by showing the savings potential to the owners, the employees had their own reasons, says Hayes: “It was the right thing to do.”
- 10 Employee participation is just as important to CP Hotels. As part of their “greening” campaign, they decided to poll the staff, since any new initiatives would need their support and their expertise. More than 90 percent said they would support the introduction of more environmental practices in their hotels, and more than 80 percent said they’d be willing to put in more time and effort to make it work. Staff training has also played a big part in the program’s success, including lessons about how to respond to customers upset by the sight of a less than luxurious blue box in their \$200 a night room.
- 11 There will always be some guests who see environmental programs as simple cost savings by the hotel, or as a reduction in quality, says Hayes. “There is a delicate balance between what we want to do with the hotel and how the guests will perceive it. Waste and luxury tend to be synonymous for some people.” Most hotels include pamphlets in the rooms (printed on recycled paper, of course) explaining their environmental initiatives and asking guests for their support.
- 12 While European tourists are used to recycling and conservation programs, visitors from the Orient and the US are some of the hardest to convert, says Hayes. Still, given Canada’s international reputation as a pristine destination—and especially BC’s “Super Natural” marketing campaign—Green Hotels may help show visitors that the real luxury is in what’s outside their hotel window. As CP Hotels’ Checkley-Layton says, “When they go to the Banff Springs Hotel, they’re there for the natural beauty, not the hotel.”

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

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

**Poem for Barbara and Lindsay's Wedding**

by Alden Nowlan

1 If, three-quarters of a century from here,  
a certain woman looking for something else  
among old, dusty, half-remembered things,  
should happen upon the photograph of you taken  
5 tonight, she might show it to her daughter  
and say to her:

Look at your great-grandparents  
the day they were married; what funny old cameras  
they had and what funny old tables and chairs,  
10 and how funny the young men looked  
with those big moustaches and their hair  
down to their shoulders!

And they might laugh  
a little at you and by implication at the rest  
15 of us minor historical figures  
who went about in clownish costumes  
uttering quaint expressions.

But then  
if there should be enough of you,

20 Barbara, in that woman, she would add:  
Child, although you'll not believe this,  
there was a time  
when they were as real as you;  
I seem to recall they lived  
25 then in a small town beside a river  
where there were trees and almost every house  
had a little plot of grass  
around it, sometimes with flowers;  
I suppose they drove  
30 to church in the kind of funny old car  
you've seen in museums;  
and they were young—this was so long ago  
that all of the old people were young then;  
your great-grandmother  
35 can't have been more than twenty;  
the family legend is  
she was so lovely, smiling through her tears,  
an onlooker compared her to a rainbow.

## PART D: READING: FICTION (PROSE)

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

Adapted from **The Wild Duck's Nest**

by Michael McLaverty

- 1 The sun was setting, spilling gold light on the low western hills of Rathlin Island. A small boy walked jauntily along a hoof-printed path that wriggled between the folds of these hills and opened out into a craterlike valley on the clifftop. Presently he stopped as if remembering something, then suddenly he left the path, and began running up one of the hills. When he reached the top, he was out of breath and stood watching streaks of light radiating from golden-edged clouds. A short distance below him was the cow standing at the edge of a reedy lake. Colm ran down to meet her, waving his stick in the air, and the wind rumbling in his ears made him give an exultant whoop which splashed upon the hills in a shower of echoed sound. A flock of gulls lying on the short grass near the lake rose up languidly, drifting like blown snowflakes over the rim of the cliff.
- 2 The lake faced west and was fed by a stream, the drainings of the semicircling hills. One side was open to the winds from the sea and, in winter, a little outlet trickled over the cliffs making a black vein in their grey sides. The boy lifted stones and began throwing them into the lake, weaving web after web on its calm surface. Then he skimmed the water with flat stones, some of them jumping the surface and coming to rest on the other side. He was delighted with himself, and after listening to his echoing shouts of delight, he ran to fetch his cow. Gently he tapped her on the side and reluctantly she went towards the brown-mudded path that led out of the valley. The boy was about to throw a final stone into the lake when a bird flew low over his head, its neck astrain, and its orange-coloured legs clear in the soft light. It was a wild duck. It circled the lake twice, thrice, coming lower each time and then with a nervous flapping of wings it skidded along the surface, its legs breaking the water into a series of silvery arcs. Its wings closed, it lit silently, gave a slight shiver, and began pecking indifferently at the water.
- 3 Colm with dilated eyes eagerly watched it making for the farther end of the lake. It meandered between tall bulrushes, its body black and solid as stone against the graying water. Then, as if it had sunk, it was gone. The boy ran stealthily along the bank looking away from the lake, pretending indifference. When he came opposite to where he had last seen the bird, he stopped and peered through the sighing reeds whose shadows streaked the water in a maze of black strokes. In front of him was a soddy islet guarded by the spears of sedge and separated from the bank by a narrow channel of water. The water wasn't too deep—he could wade across with care.
- 4 Rolling up his short trousers he began to wade, his arms outstretched, and his legs brown and stunted in the mountain water. As he drew near the islet, his feet sank in the cold mud and bubbles winked up at him. He went more carefully and nervously. Then one trouser fell and dipped into the water; the boy dropped his hands to roll it up, he unbalanced, made a splashing sound, and the bird arose with a squawk and whirred away over the cliffs. For a moment the boy stood frightened. Then he clambered onto the wet-soaked sod of land, which was spattered with sea gulls' feathers and bits of wind-blown rushes.

- 5 Into each hummock he looked, pulling back the long grass. At last he came on the nest, facing seawards. Two flat rocks dimpled the face of the water and between them was a neck of land matted with coarse grass containing the nest. It was untidily built of dried rushes, straw and feathers, and in it lay one solitary egg. Colm was delighted. He looked around and saw no one. The nest was his. He lifted the egg, smooth and green as the sky, with a faint tinge of yellow like the reflected light from a buttercup; and then he felt he had done wrong. He put it back. He knew he shouldn't have touched it and he wondered would the bird forsake the nest. A vague sadness stole over him and he felt in his heart he had sinned. Carefully smoothing out his footprints he hurriedly left the islet and ran after his cow. The sun had now set and the cold shiver of evening enveloped him, chilling his body and saddening his mind.
- 6 In the morning he was up and away to school. He took the grass rut that edged the road for it was softer on the bare feet. His house was the last on the western headland and after a mile or so he was joined by Paddy McFall; both boys, dressed in similar hand-knitted blue jerseys and gray trousers, carried homemade schoolbags. Colm was full of the nest and as soon as he joined his companion he said eagerly: "Paddy, I've a nest—a wild duck's with one egg."
- 7 "And how do you know it's a wild duck's?" asked Paddy slightly jealous.
- 8 "Sure I saw her with my own two eyes, her brown speckled back with a crow's patch on it, and her yellow legs—"
- 9 "Where is it?" interrupted Paddy in a challenging tone.
- 10 "I'm not going to tell you, for you'd rob it!"
- 11 "Aach! I suppose it's a tame duck's you have or maybe an old gull's."
- 12 Colm put out his tongue at him. "A lot you know!" he said, "For a gull's egg has spots and this one is greenish-white, for I had it in my hand."
- 13 And then the words he didn't want to hear rushed from Paddy in a mocking chant, "You had it in your hand!...She'll forsake it! She'll forsake it! She'll forsake it!" he said, skipping along the road before him.
- 14 Colm felt as if he would choke or cry with vexation.
- 15 His mind told him that Paddy was right, but somehow he couldn't give in to it and he replied: "She'll not forsake it! She'll not! I know she'll not!"
- 16 But in school his faith wavered. Through the windows he could see moving sheets of rain—rain that dribbled down the panes filling his mind with thoughts of the lake creased and chilled by wind; the nest sodden and black with wetness; and the egg cold as a cave stone. He shivered from the thoughts and fidgeted with the inkwell cover, sliding it backwards and forwards mechanically. The mischievous look had gone from his eyes and the school day dragged on interminably. But at last they were out in the rain, Colm rushing home as fast as he could.
- 17 He was no time at all at his dinner of potatoes and salted fish until he was out in the valley now smoky with drifts of slanting rain. Opposite the islet he entered the water. The wind was blowing into his face, rustling noisily the rushes heavy with the dust of rain. A moss cheeper, swaying on a reed like a mouse, filled the air with light cries of loneliness.

**OVER**

18 The boy reached the islet, his heart thumping with excitement, wondering did the bird forsake. He went slowly, quietly onto the strip of land that led to the nest. He rose on his toes, looking over the ledge to see if he could see her. And then every muscle tautened. She was on, her shoulders hunched up, and her bill lying on her breast as if she were asleep. Colm's heart hammered wildly in his ears. She hadn't forsaken. He was about to turn stealthily away. Something happened. The bird moved, her neck straightened, twitching nervously from side to side. The boy's head swam with lightness. He stood transfixed. The wild duck with a panicky flapping, rose heavily, and flew off towards the sea.... A guilty silence enveloped the boy.... He turned to go away, hesitated, and glanced back at the bare nest; it'd be no harm to have a look. Timidly he approached it, standing straight, and gazing over the edge. There in the nest lay two eggs. He drew in his breath with delight, splashed quickly from the island, and ran off whistling in the rain.

## E: FORMATS

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

Adapted from **BC's Water Problems**

Clean water is essential for our health and for the health of all living things.

While drinking-water quality in most BC communities is good, about 250 systems fall below federal standards. There are also other areas where our water needs improvement.

### **WATER WASTAGE AND POLLUTION**

Our greatest problems are wasting and polluting water. Average water use for each person in BC is 2 700 litres (600 gallons) of water each day, and water use is projected to increase significantly. As with all our natural resources, we must start conserving water, as the supply is not unlimited. Our water pollution sources include:

- *Industrial waste* — Many BC pulp mills presently exceed government liquid waste standards. Near some mills, harmful levels of toxins have been found in seafood.
- *Agricultural runoff* — One-quarter of irrigation water taken from the Fraser River returns to the river laden with pesticides and fertilizers.

### **WHAT CAN I DO TO MAKE OUR WATER WELL?**

1. *Support community water system improvements* — Water delivery and sewage disposal systems are essential to our health. Many systems are presently overloaded or antiquated.

2. *Water wellness in the home* — After about six hours, tapwater standing in pipes may dissolve unhealthy amounts of lead from pipe solder. In areas with “soft,” non-mineralized water (such as the Lower Mainland), run taps for 30 seconds or until cold before using water to drink or cook.

Request lead-free solder when plumbing is installed or repaired.

Don't drink water from the hot water tap, as it has higher levels of dissolved metals.

### **WATER WELLNESS DOWNSTREAM**

Ground water — the drinking water supply below the earth's surface — can only be cleaned up at great expense.

1. *Keep poisons out of our waters* — Don't pour these products into toilets, sinks or curbside storm sewers:
  - Automotive products, including motor oil, antifreeze, brake fluid, gasoline and gas additives.
  - Pesticides, including garden insecticides, fungicides, slug and rodent baits.
  - Cleaning products, including disinfectants, detergents, rug and upholstery cleaners.
  - Paints and solvents, including varnishes, thinners, and paint strippers.

Look for safer alternatives or recycling options for these products, and don't send the leftovers to garbage dumps to wash into our waters. Contact your nearest BC Waste Management Branch for disposal advice (blue pages in telephone directory, under “Government of BC”).

2. *Care for streams* — Streams are roads and nurseries for fish, and fishing in BC is worth \$1.1 billion each year.

Many BC communities have Storm Drain Marking programs. Volunteers mark a fish symbol at storm drains feeding into local streams, a reminder not to poison downstream fish.

3. *Reduce urban runoff* — Reduce dirty runoff by giving rainwater access to ground. Use interlocking or open paving blocks for sidewalks and driveways, and choose vegetation or gravel beds instead of pavement.

## **ACKNOWLEDGEMENTS**

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BC's Water Problems. HELP (Healthy Environment Leaflet Program) is an information program to help YOU contribute to a cleaner, healthier British Columbia. Sponsored by the doctors of BC. British Columbia Medical Association, 115–1665 West Broadway, Vancouver, BC, V6J 5A.