

**BOOKLET**

Sample Test Booklet  
2007

**1**

# Ontario Secondary School Literacy Test

**SESSION 1**

**Read carefully before writing the test:**

- Check the barcodes of your three documents to see that the last 12 digits all match. If they do not, report the mismatch to the teacher in charge.
- Check the pages of this *Test Booklet* to see that they are in order. If they are not, report the problem to the teacher in charge.
- Read all instructions before responding to the questions.

**Multiple-Choice**

- Choose the best or most correct answer for each question.
- You must record your multiple-choice answers on the Student Answer Sheet. Multiple-choice answers recorded in the *Test Booklet* will not be scored.

To indicate your answer, use a pencil to fill in the circle completely.

**Like this:** ● **Not like this:** ⊗ ✓ ◐ ●

- If you fill in more than one circle for a question, the question will be scored incorrect.
- If you wish to change a multiple-choice answer, erase your answer and fill in the circle for your new answer. Ensure that your final answer is darker than the one you have erased.

**Written Answers**

- For all questions that ask for a written answer, write legibly in ink on the lined space provided in the *Test Booklet*.
- For the writing sections, pay attention to clarity, organization, spelling, grammar and punctuation.
- The lined space provided for your written work indicates the approximate length of the writing expected.
- There is space in the *Test Booklet* for rough notes. Nothing you write in these spaces will be scored.

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**You are now ready to start *Test Booklet: Session 1*.**

**Remember to record all your multiple-choice answers on the Student Answer Sheet.**

# **Ontario Secondary School Literacy Test**

## **Session 1**

Read the selection below and answer the questions that follow it.

## Hadfield spacewalk giant step for Canada

Chris Hadfield stepped out of the space shuttle *Endeavour* and into history on April 22, 2001, as the first Canadian to walk in space.

“Oh, man! What a view,” Hadfield exclaimed as he emerged from the shuttle’s airlock high above the Atlantic, off the coast of Brazil. “That takes your breath away.”

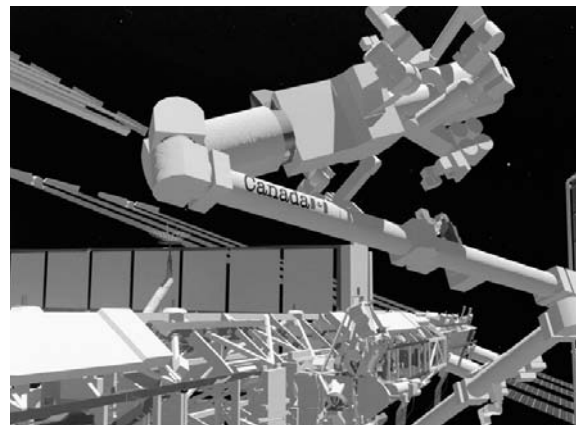
By the end of the seven-hour spacewalk, and many more whoops of “Oh, man!” and “Wow,” Hadfield — dressed in a white spacesuit with a Canadian flag on the sleeve — had been around the world almost five times.

He and partner Scott Parazynski successfully unfolded and installed Canadarm2, the 17-metre, new-generation robotic arm that will help construct and maintain the International Space Station. Moments later, Canadarm2 responded to its first command.

1 As Hadfield worked on the installation of 5  
Canadarm2, he was connected to the shuttle  
arm and space station by only a tether and  
various foot and hand holds.

2 Although Hadfield’s four years of training 6  
for the mission, often in a swimming pool,  
prepared him for the tasks he would perform  
in space, he said that nothing came close to  
the real thing. “I’m not used to having the  
world below me instead of the pool bottom...  
3 it’s beautiful.”

4



**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Which of the following questions is not answered in the first paragraph of this news report?
- A Why?
  - B What?
  - C When?
  - D Where?
- 2** Hadfield's choice of words in paragraphs 2 and 3 suggests that he is
- F dizzy.
  - G scared.
  - H shocked.
  - J astonished.
- 3** What was Hadfield's main purpose in stepping out of the space shuttle?
- A to display Canada's flag
  - B to install the Canadarm2
  - C to prove his training was effective
  - D to help maintain the International Space Station
- 4** Which of the following was most important in keeping Hadfield safe during the installation of Canadarm2?
- F the tether
  - G the shuttle
  - H his partner
  - J the space station
- 5** When Hadfield says that "nothing came close to the real thing," he is referring to
- A his national pride.
  - B his fear of being on a tether in space.
  - C the challenge of completing the installation.
  - D the thrill of looking down on the earth from space.

**Written Answer**

- 6** Explain how you would feel if you did what Chris Hadfield did. Use information from this selection and your own ideas to support your answer.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

**End of Section A. Continue to Section B.** 

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

**1** Choose the sentence that uses capitalization correctly.

- A My cousin from alberta, whose name is paul, earns money by delivering the *calgary herald*.
- B My cousin from Alberta, whose name is Paul, earns money by delivering the *calgary herald*.
- C My cousin from alberta, whose name is Paul, earns money by delivering the *Calgary Herald*.
- D My cousin from Alberta, whose name is Paul, earns money by delivering the *Calgary Herald*.

**2** Choose the sentence that has correct punctuation.

- F My friend asked me, have you ever been to Quebec City?
- G My friend asked me? Have you ever been to Quebec City?"
- H My friend asked me, "Have you ever been to Quebec City?"
- J My friend asked me, "Have you ever been to Quebec City"?"

**3** Choose the correct option to fill in the blank.

Like his father, the artist George Berthon

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- A painted portraits to support his family.
- B his paintings of portraits supported his family.
- C and also painted portraits to support his family.
- D whose famous portraits were painted to support his family.

**4** Choose the option that best combines all the information in the boldfaced sentences.

**The car's tire was flat.**

**We had to repair it.**

**We didn't make it to the game.**

- F We repaired the car's tire because it was flat.
- G The car's tire was flat and we repaired it and we didn't make it to the game.
- H We didn't make it to the game, because we had to repair the car's flat tire.
- J We repaired the car's tire when it was flat, then we didn't make it to the game.

**5** Choose the best closing sentence for the paragraph.

When the Canadian government decided in 1878 to connect Montreal and Vancouver with a railway, it faced a difficult task. A railway would cost a great deal of money to build. Workers had to push through the rocks and swamps of northern Ontario. Tracks had to cross vast stretches of the prairie. It was uncertain whether suitable passes through British Columbia's mountain ranges could be found.

- A The loans weren't repaid for many years.
- B Many wondered if these obstacles could be overcome.
- C British Columbia became a popular tourist destination.
- D The United States had built many railways by this time.

End of Section B. Continue to Section C. 

Read the selection below and answer the questions that follow it.



The Little Bear is a vital, year-round train in Northern Ontario. It connects the town of Cochrane in the boreal forests with Moosonee, 310 kilometres north in the James Bay Lowlands. It is a “mixed train” — one that carries both passengers and freight. During the morning, in Cochrane, the crew loads the box cars with things people in Southern Ontario take for granted (fresh fruits, vegetables and meats, dry goods, frozen foods, mail). Then, flat cars are connected behind the loaded box cars. These flat cars carry everything from heavy construction equipment to entire prebuilt fabricated houses. Once people have boarded the passenger cars, the Little Bear heads north. It is one of the last “flag stop” trains in Canada. This means the train will stop anywhere along the route to let people on and off. It is common for the Little Bear to stop for canoe tripping parties at the major rivers — the Missinaibi, Mattagami or Kwataboahagan. Adventurers from all over the world match their trips on these rivers with the Little Bear’s schedule. In summer, the train pulls a special flat car with racks for transporting canoes. The famous Polar Bear Express carries tourists over the same route during the summer months, but the Little Bear is the all-season working train for this northern route.

Adapted from the James Bay Frontier’s Web site: [www.jamesbayfrontier.com/community/moosefactory.html](http://www.jamesbayfrontier.com/community/moosefactory.html). Reprinted with permission. Image © Ontario Northland.

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** What is the best meaning for “crew” in this selection?
- A tourists
  - B workers
  - C passengers
  - D adventurers
- 2** Why would words be placed in parentheses in the fourth sentence?
- F to explain what is carried on flat cars
  - G to show in what order things are loaded on the train
  - H to demonstrate that the Little Bear is a “mixed train”
  - J to clarify what “people in Southern Ontario take for granted”
- 3** What does “the train will stop anywhere along the route to let people on and off” suggest to the reader?
- A There are other trains.
  - B The Little Bear is not in a hurry.
  - C The Little Bear has no schedule.
  - D The area has very few settled communities.
- 4** Why does the Little Bear pull a special flat car during the summer?
- F to let people on and off
  - G to carry canoes for adventurers
  - H to carry heavy construction equipment
  - J to carry fresh fruits, vegetables and meats
- 5** The main way the Little Bear differs from the Polar Bear Express is
- A its schedule.
  - B its destination.
  - C the route it follows.
  - D the passengers it carries.
- 6** What idea connects the first and last sentences?
- F tourism
  - G flag stops
  - H vital service
  - J summer months

Written Answer

**7** Summarize this selection. Include a main idea and one point that clearly supports it.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

End of Section C. Continue to Section D. 

**Short Writing Task** (Answer in full and correctly written sentences.)

**1** Name a person you admire and explain why you admire him or her.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

End of Section D. Continue to Section E. 

## Writing a News Report

- 1 Task:** Write a **news report** based on the headline and picture on the next page.
- You will have to make up the facts and information, answering some or all of the following questions: Who? What? Where? When? Why? How?
  - You must relate your newspaper report to **both** the headline **and** the picture.

**Purpose and**

**Audience:** to report on an event for the readers of a newspaper

**Length:** The lined space provided for your written work indicates the approximate length of the writing expected.

## School receives computers as a reward



### Rough Notes

*Use the space below for rough notes. Nothing you write in this space will be scored.*

*Write your report on the lines provided on the following page.*



Read the selection below and answer the questions that follow it.



Researchers at the University of New Brunswick (UNB) have solved a mystery that has baffled candy-makers for more than 100 years. Confectioners wanted to understand why it takes up to two days for jellybeans to dry before they can be polished. They believed that jellybeans dried as moisture from the outer layers evaporated. Several years ago, candy-makers asked food scientists

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at Pennsylvania's Penn State University to help find ways of speeding up the jellybean manufacturing process, but the scientists' tests and chemicals ruined the jellybeans. Then, they heard about a lab in Canada that used magnetic resonance imaging technology, commonly known as MRI — often used to detect tumours in humans — to peer inside things like concrete, pharmaceuticals and wood for industrial applications. A Penn State scientist flew to Fredericton and made jellybeans in the lab. For almost three days, UNB researchers took MRI images of the insides of a jellybean, which showed waves of moisture moving toward the centre. Scientists at UNB had figured out why nothing had worked: the moisture in a jellybean travels in, not out. That is why a jellybean centre is moist and why the manufacturing process can't be speeded up — a jellybean takes time to age to perfection.

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**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Food scientists from Penn State University “ruined the jellybeans” when they tried to
- A add moisture.
  - B improve the taste.
  - C soften the candy’s centres.
  - D perform tests and use chemicals.
- 2** In the fifth sentence of this selection, who is meant by “they”?
- F jellybeans
  - G candy-makers
  - H labs that use MRI technology
  - J scientists at the University of New Brunswick
- 3** Why is the dash used in the last sentence?
- A to make a compound word
  - B to introduce new information
  - C to create a contrast with the first part of the sentence
  - D to emphasize the idea in the final part of the sentence
- 4** From this selection, one can conclude that medical technology
- F is difficult to use.
  - G can have industrial applications.
  - H should be used only by researchers.
  - J should be restricted to medical uses.
- 5** Which of the following ideas links the first and last sentences of this paragraph?
- A Candy-makers need to do more research.
  - B Candy-makers were following the wrong lead.
  - C Candy-makers need a more efficient manufacturing process.
  - D Candy-makers must respect the time factor in manufacturing jellybeans.
- 6** What do confectioners do?
- F They make sweets.
  - G They research mysteries.
  - H They study food science.
  - J They test drying processes.

Written Answer

**7** Summarize this selection. Include a main idea and one point that clearly supports it.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

**End of Session 1.**

# **Rough Notes**

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# Rough Notes

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# **Rough Notes**

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**Education Quality and  
Accountability Office**



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**BOOKLET**

Sample Test Booklet  
2007

**2**

# Ontario Secondary School Literacy Test

**SESSION 2**

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# **Ontario Secondary School Literacy Test**

## **Session 2**

## Writing a Series of Paragraphs

- 1** **Task:** Write a **minimum** of **three paragraphs** expressing an **opinion** on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.).
- Purpose and Audience:** an adult who is interested in your opinion
- Length:** The lined space provided for your written work indicates the approximate length of the writing expected.
- Topic:** **Is it important for teenagers to pay attention to world news?**

**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

*Write your series of paragraphs on the lines provided on the following two pages.*





**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Choose the option that best combines all the information in the boldfaced sentences.

***Hard Times* is a novel.**

**It was written by Charles Dickens.**

***Hard Times* is about Victorian England.**

- A Charles Dickens wrote *Hard Times* in England.
- B *Hard Times* is a novel about Victorian England.
- C Charles Dickens wrote *Hard Times*, a novel about Victorian England.
- D Charles Dickens wrote novels about England, and *Hard Times* is one of the novels he wrote.

- 2** Choose the correct option to fill in the blank.

Many travellers have to drive \_\_\_\_\_ a bridge on their vacation.

- F over
- G down
- H outside
- J through

- 3** Choose the sentence that does not belong in the paragraph.

(1) Wayne Gretzky's early career foretells what an amazing hockey player he was to become. (2) At ten, while playing in a league with boys four years older, he scored 378 goals in 85 games. (3) This was 238 more goals than the boy who came second. (4) At 18, Gretzky scored 46 goals as an Edmonton Oiler and won the National Hockey League Rookie of the Year award. (5) The Wayne Gretzky Foundation Golf Classic raises over \$120 000 a year for youth in sports.

- A Sentence 2
- B Sentence 3
- C Sentence 4
- D Sentence 5

- 4** Choose the sentence that has correct punctuation.

- F Nearly everyone has seen a star but, I once saw a shooting star.
- G Nearly everyone has seen a star, but I once saw a shooting star.
- H Nearly, everyone has seen a star but I once saw a shooting star.
- J Nearly everyone has seen a star but I once, saw a shooting star.

End of Section H. Continue to Section I. 

Read the selection below and answer the questions that follow it.

## Radio Announcer Didn't Let Blindness Get in Way of Pursuing His Chosen Career



Kelly Ashton was not willing to let anything get in the way of achieving his dream career, not even being blind. “I had always wanted to do radio since I was eight or nine,” he said leaning back in his chair, one hand resting on his white cane. Mr. Ashton is well on his way to achieving his goal. He obtained a contract position at CJCS Radio in Stratford, Ontario, working as the midnight-to-7 a.m. on-air announcer.

1

But his job at CJCS came after a long hard struggle for Mr. Ashton, who was born blind. The 33-year-old has *retinitis pigmentosa*, a genetic disease that attacks the retinas in the eyes, leaving the individual with little or no sight. Mr. Ashton is able to see light but says he can see only two to five per cent of what the average person sees. “It is very little, but if I lost it, it would be traumatic,” he said.

2

Being visually impaired hindered him in his pursuit of a job in radio. The London, Ontario, resident wanted to become an on-air personality since he was a child. Mr. Ashton and his father would record radio plays and tour London radio stations trying to get them on the air. He was discouraged from pursuing a career in radio by people telling him it was not practical for the visually impaired. His family and friends, however, encouraged him and supported his choice.

3

Mr. Ashton applied and was accepted at Fanshawe College. There he learned about on-air announcing, working the equipment and spending time on the college radio station. Although his melodic voice, quick wit and sense of humour were obvious signs he would excel on-air, there were many obstacles standing in his way. “It was tough. The market was bad to get into anyway,” he said. “And people were leery about hiring someone disabled.”

4

To accommodate his inability to see, radio stations using computer touch-screens to run music programs must find alternative ways to let Mr. Ashton know what songs are coming up and when commercials are scheduled. One solution is a Braille printer, which prints the program log onto large sheets of paper. During a seven-hour shift, Mr. Ashton

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needs to print roughly 57 pages. “It looks like Fred Flintstone’s newspaper,” he joked. However, the Braille pages tend to make rustling noises while Mr. Ashton is on-air and the printer is expensive. In order to troubleshoot any problems that might arise during a broadcast, Mr. Ashton memorizes aspects of the recording studio and knows how to operate the equipment manually.

Finding an employer willing to take on the added expense of hiring a visually impaired announcer proved difficult for Mr. Ashton. He was able to obtain a contract position at CJCS with the help of Human Resources Development Canada’s (HRDC’s) Opportunities Program. The program provides funding and resources to assist individuals with disabilities find and maintain employment. CJCS hired Mr. Ashton for a four-month contract position to talk Perth County residents through the early-morning hours. “The people here gave me a chance,” he said smiling.

“Kelly is treated no differently from the other announcers,” explained Eddie Matthews, morning announcer and program director at CJCS. “He performs marvellously on-air.”

Mr. Ashton said he has gained confidence in his abilities while working at the radio station and will use those qualities in future employment. Despite the difficulties Mr. Ashton has encountered in the pursuit of a radio career, he refuses to give up. “My love is on-air radio work,” he said emphatically.

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Why would Kelly Ashton have been attracted to a career in radio ever since his childhood?
- A He expected it would be an easy job.
  - B He spent lots of time listening to the radio.
  - C He thought radio announcers would not need to read.
  - D He was told radio was a good choice for the visually impaired.
- 2** According to this selection, how impaired is Kelly Ashton's vision?
- F one hundred per cent
  - G over ninety-eight per cent
  - H from eight to nine per cent
  - J ninety-five to ninety-eight per cent
- 3** The Braille printer helps Kelly Ashton to
- A use the computer.
  - B operate equipment manually.
  - C avoid making rustling noises on air.
  - D know when commercials are scheduled.
- 4** Which of the following best describes the organization of paragraphs 3 to 5?
- F present to past
  - G general to specific
  - H first to last in time
  - J most to least important
- 5** How has Kelly Ashton benefited from HRDC's Opportunities Program?
- A It subsidized his job at CJCS Radio.
  - B It paid for his education at Fanshawe College.
  - C It allowed him a chance to be involved in government.
  - D It provided the people of Perth with information about the physically challenged.
- 6** The best meaning of "contract position" (paragraph 6) is
- F an employer.
  - G a short-term job.
  - H a lifelong career.
  - J a program director.
- 7** Why is a hyphen used in the phrase "the early-morning hours"? (paragraph 6)
- A to emphasize the word "early"
  - B to describe life in Perth County
  - C to separate "early" from "morning"
  - D to form a compound describing "hours"
- 8** According to this selection, what does Kelly Ashton say has built his confidence in his abilities?
- F recording radio plays
  - G working at the radio station
  - H studying at Fanshawe College
  - J having a good sense of humour
- 9** How are the first and last paragraphs of this selection connected?
- A They discuss Kelly's career goal.
  - B They refer to earlier times in Kelly's life.
  - C They describe Kelly's visual impairment.
  - D They explain alternative ways Kelly works as a result of his disability.

End of Section I. Continue to Section J.

Read the selection below and answer the questions that follow it.

He was clinging to a tree, about twenty metres from shore when I first spotted him. He was wearing a shirt and tie. Maybe he was a businessman on his way home from work when somehow he fell into the river. Now he was only a handhold away from drowning. 1

Three men standing at the river's edge shouted at him to hang on, that help was coming. "Don't let go! Help is on the way!" 2

"When did you call the police?" I asked, as I approached them. 3

"Half an hour ago." A man answered. He nodded toward the river. "They won't get here in time. Bridges are out." 4

It wasn't supposed to be like this. The weather people had forecast heavy rain and wind, not such danger — just the end of a hurricane hundreds of miles away. 5

"Why doesn't someone wade out and throw him the rope?" 6

"We've thought of that," another person said. 7

The first man waved at the river. "Look how fast that current is! It's picking houses up off their foundations. If one of us went out there, he'd be swept away before he could blink." 8

"There's four of us," I shouted above the wind. "You'd have three guys holding the rope." 9



The men looked at the ground. There wasn't one of them under forty. They had houses and families. And no one knew what that churning river could do. The businessman clung to his branch. His face was barely above the water. Not much longer. 10

"I'll try." I pulled off my jacket. 11

We knotted the end of the first rope around my waist. They grabbed the rest of it; the second rope I coiled around my shoulder. 12

I looked again at the river. "Just hang on to me." 13

The longer I waited, the more likely I was to change my mind. 14

I shouted to the businessman, "I'm on my way!" 15

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

- 1** Why is the first paragraph a good introduction?
- A It begins the story.
  - B It introduces the narrator.
  - C It establishes the situation.
  - D It explains the weather conditions.
- 2** In paragraph 4, the man nods toward the river to
- F agree that help is on the way.
  - G indicate the police will be too late.
  - H encourage the businessman to hang on.
  - J point toward the rope they had thrown out.
- 3** Why does paragraph 4 contain only short sentences?
- A Each sentence is a command.
  - B The sentences repeat the same idea.
  - C The sentences convey a sense of urgency.
  - D Each sentence explains when the police were called.
- 4** In paragraph 10, the men look at the ground because they
- F don't want to look at the river.
  - G are keeping out of the high winds.
  - H are checking the condition of the riverbank.
  - J feel frightened about following the narrator's suggestion.
- 5** Which of the following best describes a river that is "churning"? (paragraph 10)
- A rolling
  - B flowing
  - C flooding
  - D winding

**Written Answers**

**6** What evidence can you find in this selection that shows the narrator might be a young person?

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**7** Use information in this selection and your own ideas to explain whether or not the rescuer in this selection is a hero.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

End of Section J. Continue to Section K. 

**Short Writing Task** (Answer in full and correctly written sentences.)

**1** What was your favourite game as a child? Explain why you liked it.

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**Rough Notes**

*Use the space below for rough notes. Nothing you write in this space will be scored.*

**End of Section K. Continue to Section L.** 

Read the selection below and answer the questions that follow it.



# TTC Telephone Information System

## 416-393-INFO

### Main Menu & Information

Press "0" for a customer information representative between 8:00 a.m. and 5:00 p.m.  
Press \* at any time to return to the main menu.

**1** Service Information & Route Summary → 1 to 999 Route Summaries  
Faxback

**2** Fares & Subway →

**3** Other Faxback Information →

**4** Service Updates →

**5** Elevator & Escalator Update →

**6** Lost & Found →

**7** Multi-Language Service →

1 Bus & Streetcar Map  
2 Farecard  
3 Subway Map  
4 MDP Application  
5 Student Card  
6 GTA Transit Info  
7 Airport Service  
8 416-393-INFO Menu

1 Service Changes  
2 Major Delays  
3 Holiday Service

1 Stations with Elevator Service  
2 Elevators Not in Service

Escalators in Stations Beginning with the Following Letters:  
3 B to D  
4 E to K  
5 L to R  
6 S to Y

1 → 1 Cantonese  
2 Mandarin  
3 Korean  
4 Vietnamese  
5 Hungarian

2 → 1 Spanish  
2 French  
3 Italian  
4 Portuguese  
5 Greek

3 → 1 Russian  
2 Ukrainian  
3 Polish  
4 Albanian  
5 Punjabi

4 → 1 Tamil  
2 Somali  
3 Farsi  
4 Turkish  
5 Arabic

**1** Fare Information Menu  
1 Adult/Senior  
2 Child/Student  
3 MDP Information  
4 Daypass  
5 GTA Pass  
6 Downtown Express  
7 Extra Fares

**2** Subway Hours  
1 Yonge-University-Spadina  
2 Bloor-Danforth  
3 Scarborough RT  
4 Sheppard

**3** Parking  
1 North Parking Lots  
2 West Parking Lots  
3 East Parking Lots

**4** Attractions  
1 CNE, Exhibition Place, Ontario Place  
2 CN Tower, SkyDome  
3 Toronto Zoo

**5** Sherbourne Photo ID Centre

**6** Transfer — GTA Transit Info

LEGEND	
<b>2</b> Fares & Subway	After dialing the main menu at 416-363-4636, press the number in the coloured box that corresponds with the service (shown above) that you would like information on.
<b>4 3</b>	Press these numbers to access the topic that you would like information about. (This example is the Toronto Zoo.)

**1** Service Summary  
Provides information on how to obtain voice/faxback schedule information.

**2** Subway/RT Service and Fares

**3** Faxback  
Provides information on how to obtain TTC maps and general information by fax.

**Multiple-Choice** (Record the best or most correct answer on the Student Answer Sheet.)

- 1** In this selection, “Menu” means
- A “Other Faxback Information.”
  - B a list of services from which to choose.
  - C the “TTC Telephone Information System.”
  - D the numbers for a “customer information representative.”
- 2** In this selection, what purpose is served by the “LEGEND”?
- F It explains what the “Main Menu” is.
  - G It tells what each number stands for.
  - H It gives information about subway fares.
  - J It provides instructions for using the system.
- 3** After dialing the “Main Menu” number, what sequence of numbers would you have to press to get information in “Spanish”?
- A 2, 4, 3
  - B 2, 2, 3
  - C 7, 3, 3
  - D 7, 2, 1
- 4** If you press 3, 7 after the “Main Menu” number, what equipment do you need to receive the information?
- F a photocopier
  - G a fax machine
  - H paper and pen or pencil
  - J a telephone answering machine
- 5** Why is there no arrow leading from “Lost & Found” to another set of numbers?
- A You get the information there.
  - B It already links to the “Main Menu.”
  - C Not many people use this category.
  - D It is not as important as the other categories.
- 6** Why might someone using this information system press “0” “between 8:00 a.m. and 5:00 p.m.”?
- F to exit from the system
  - G to connect with the Web site
  - H to get the phone number for the “Main Menu”
  - J to speak with a “customer information representative”

End of Section L. Continue to Section M. 

**Background Information** (Record your answers on the Student Answer Sheet.)

We need to know about your background, so we can see how students with different experiences do on the test. All responses will be summarized and reported at the school, board and provincial levels.

Read each question carefully. If no answer seems exactly right, fill in the circle on the Student Answer Sheet with the response closest to what you want to say.

**Language Background**

- 1** a) Is English the first language you learned at home?  
Y Yes N No
- b) What languages do you speak at home (choose one only)?
- A Only or mostly English
- B Another language (or languages) as often as English
- C Only or mostly another language (or other languages)

**Home Computer Use**

- 2** Indicate how often you use a computer at home for homework (choose one only).
- A I don't have a computer at home.
- B I never or hardly ever use the computer for homework.
- C I use the computer once or twice a month for homework.
- D I use the computer once or twice a week for homework.
- E I use the computer almost every day for homework.

**Reading**

- 3** Indicate the types of materials you read in English outside school most weeks.
- a) Non-fiction books, e.g., biographies  
Y Yes N No
- b) Comics  
Y Yes N No
- c) Web sites, e-mail, chat messages  
Y Yes N No
- d) Letters  
Y Yes N No
- e) Magazines  
Y Yes N No
- f) Manuals, instructions  
Y Yes N No
- g) Newspapers  
Y Yes N No
- h) Novels, fiction, short stories  
Y Yes N No
- i) Song lyrics, poems  
Y Yes N No
- j) Religious or spiritual writings  
Y Yes N No
- 4** Indicate the number of hours a week you read materials written in English outside school, not including your homework (choose one only).
- A One hour or less
- B More than one hour but less than three hours
- C More than three hours but less than five hours
- D Five hours or more

**5** Indicate what English-language materials you have at home.

- a) Dictionaries, encyclopedias (print or electronic)  
Y Yes N No
- b) Books  
Y Yes N No
- c) Newspapers  
Y Yes N No
- d) Magazines  
Y Yes N No

### Writing

**6** Indicate the types of writing you do in English outside school most weeks.

- a) E-mail, chat messages  
Y Yes N No
- b) Letters, journals, diaries  
Y Yes N No
- c) Notes, directions, instructions  
Y Yes N No
- d) Song lyrics, poems  
Y Yes N No
- e) Stories, fiction  
Y Yes N No
- f) Work-related writing  
Y Yes N No

**7** Indicate the number of hours a week you write in English outside school, not including your homework (choose one only).

- A One hour or less
- B More than one hour but less than three hours
- C More than three hours but less than five hours
- D Five hours or more

End of Session 2.

# Rough Notes

*Use the space below for rough notes. Nothing you write in this space will be scored.*

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