

Sample Test Booklet
2009

BOOKLET

2

Ontario Secondary School Literacy Test

SESSION 2

Read carefully before writing the test:

- Check the identification numbers of your three documents to see that the final 12 digits all match. If they do not, report the problem 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.
- Use only HB pencil or blue or black pen in the *Test Booklet* and on the Student Answer Sheet.
- Attempt all questions. If you leave a question blank, the question will be scored zero.

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, **fill in the circle completely**, as shown below.

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 or cross out your answer and fill in the circle for your new answer. Ensure that your final answer is clear.

Written Answers

- For all questions that ask for a written answer, **write legibly 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.

You are now ready to start *Test Booklet 2: Session 2*.

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

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?

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

Rough Notes

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

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.

Tom Longboat: Running the Distance



Tom Longboat started running after cows when he was a boy. He kept running until he became the best long-distance runner in the world. 1

Thomas Charles Longboat was born in 1887 at Ohsweken, on the Onondaga Six Nations Grand River Reserve near Brantford, Ontario. Chasing cows on the family farm, he realized that he loved running and was good at it, so he started training. 2

In 1906, when Longboat was 19, another Six Nations runner, Bill Davis, saw him in a local race and convinced him to enter the Around the Bay race in Hamilton. Fans of long-distance running thought the scrawny boy, who was wearing cheap sneakers and bathing trunks, had no chance of winning. When the race started, Longboat followed Davis's advice and stayed close on the heels of the leader. The crowd laughed at his awkward hands and feet, but their giggles turned to gasps when, near the end of the race, Longboat began to sprint, easily leaving behind all of his competition. 3

Ten days later, he ran the Ward's Island Marathon in Toronto, which he easily won. In 1907, he won the prestigious Boston Marathon, again using his trademark endurance to sprint ahead at the end, setting a record in the process. 4

A legend was born. The early 20th century was the heyday of long-distance running; it was as popular as basketball and hockey are today. Hundreds of thousands of people lined up along race routes to cheer. Tom Longboat became an instant celebrity. 5

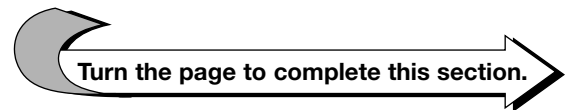
In 1908, Tom Longboat ran in the Olympic marathon in London, England. He collapsed halfway through the race, tragically losing his only chance at an Olympic medal; there was much speculation, but no reason for his collapse was ever determined. 6

Shortly after his Olympic loss, Longboat turned professional. In his first professional race, he ran against Italian racer Dorando Pietri in a two-man marathon in Madison Square Garden in New York. Longboat was not used to running on an indoor track and Pietri was an experienced Olympian racer. But Longboat won when Pietri collapsed with only six laps to go. Fans screamed for a rematch, and a few weeks later 15 000 people showed up to watch. Pietri ran too hard from the start and couldn't finish the race; Longboat finished the course, walking on bloody, blistered feet to do so. 7

Tom Longboat's crowning achievement, in 1909, was the World's Professional Marathon Championship. His rival, Alf Shrubbs, had built up a mile-long lead by the two-thirds mark. Longboat's supporters despaired, but he slowly began to pull ahead. With two miles left, he dashed ahead of Shrubbs, who couldn't finish the race. 8

His running had earned him thousands of dollars, but in 1916, at the age of 29, Tom set aside his athletic career to enlist in the army. As a dispatch carrier with the 107th Pioneer Battalion in France, he used his athletic ability to run messages from one military post to another — a highly dangerous job. The famous runner was wounded twice during his time of service but survived the war and returned to Canada in 1919. Professional racing was no longer the draw it once had been, and although he still competed in a few races, Longboat soon had to turn his attentions to making a living through other means. He eventually retired to the Six Nations Reserve and died of pneumonia at the age of 61. 9

Against many obstacles, including racism and problems with managers and trainers, Tom Longboat, with his talent, hard work and accomplishments, became one of Canada's greatest athletes and sprinted himself into the Canadian Indian Hall of Fame and the Canadian Sports Hall of Fame. Each year, the Tom Longboat Awards are given out to the top Aboriginal amateur athletes in the country, showing that almost 100 years after he ran his first race, the name of Tom Longboat continues to inspire. 10



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

- 1** Tom Longboat won his first race by
- A listening to his fans' cheers.
 - B ignoring his friends' advice.
 - C staying close to the leader then sprinting to the finish.
 - D running as fast as possible then walking on blistered feet.
- 2** The word "but" in paragraph 3 is used to
- F introduce an opinion.
 - G emphasize a contrast.
 - H connect a main idea and an example.
 - J join two ideas that have the same meaning.
- 3** In paragraph 5, the expression "the heyday of long-distance running" means that long-distance running was
- A beneficial to the fans.
 - B enjoyed by the athletes.
 - C at its height of popularity.
 - D on its way to being recognized.
- 4** In paragraph 7, "Fans screamed for a rematch" because they
- F wanted Tom Longboat to have a second chance.
 - G thought Dorando Pietri ran too hard from the start.
 - H were shocked that Dorando Pietri had lost the race.
 - J were concerned by Tom Longboat's bloody, blistered feet.
- 5** In paragraph 9, a "dispatch carrier" is someone who
- A delivers messages.
 - B builds military posts.
 - C competes athletically.
 - D earns money by running.
- 6** What contributed most to Tom Longboat's athletic success?
- F buying expensive equipment
 - G participating in the Olympics
 - H using a strategy for controlling speed
 - J having supportive managers and trainers
- 7** According to the last paragraph, Tom Longboat continues to inspire people because
- A he survived the war.
 - B he competed in the Olympics.
 - C he ran races almost 100 years ago.
 - D he overcame many obstacles to succeed.
- 8** Tom Longboat is in two Canadian halls of fame because he
- F ran several marathons.
 - G set a record in Toronto.
 - H was a talented Aboriginal long-distance runner.
 - J won the World's Professional Marathon Championship.
- 9** The information in this selection is organized by
- A a series of flashbacks.
 - B events from past to present.
 - C a comparison of viewpoints.
 - D most important to least important.

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



“I can’t wait to get my driver’s licence,” said Sahid. 1

Jon nodded, then shook his head. “I don’t want to drive.” 2

“Are you crazy? Why not?” asked Sahid. “You’d never have to ask your mom for a lift to my house again.” 3

“Cars aren’t all good, you know,” Jon said, a little defensively. 4

Sahid wrinkled his nose. 5

“They can be dangerous,” Jon added. 6

“What kind of attitude is that?” Sahid said. “Come on, Jon. Positive thinking!” 7

“I can’t help it,” Jon confessed. “I was terrified when we were hit by another car last year.” 8

“But you weren’t hurt.” 9

“No. My dad was driving slowly. It was still frightening.” 10

“And it wasn’t your dad’s fault, anyway,” Sahid shrugged. 11

“No, the guy who hit us ran a red light. But that’s worse, knowing it can happen so unexpectedly. My dad’s a good driver — he’s never been in an accident before. It freaked him out.” 12

“See? Accidents don’t happen every day,” replied Sahid. 13

“I know, but driving looks hard. There’s a lot to learn,” insisted Jon. 14

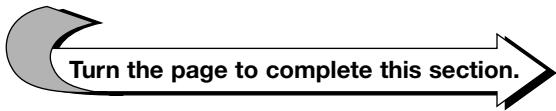
“That’s why I’ll take a driving course,” said Sahid. “They don’t let you pass until you know what you’re doing, you know.” 15

Jon nodded. Then he smiled. “It would be terrific not to have to ask for rides all the time. Maybe we could take lessons together. We could even learn to drive in the same car. You can yell ‘Brake!’ at every corner! Imagine me behind the wheel.” He pretended to steer a car and made a screeching noise. 16

“Well . . .” mumbled Sahid. 17

“What’s the matter?” asked Jon. “Don’t you want to take lessons together?” 18

“I did, but . . .”	19
“But what, Sahid?”	20
“You’re making it sound scary. And there is a lot to learn. What if I can’t do it?”	21
Jon elbowed him in the side. “Positive thinking, Sahid. Positive thinking.”	22



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

- 1** According to Sahid, why is it important to take a driver's course?
- A Friends can take driving lessons together.
 - B Driving is too difficult to learn without lessons.
 - C Students who pass the course must show they know how to drive.
 - D Drivers who do not take the course sometimes fail to stop for red lights.
- 2** In paragraph 5, Sahid "wrinkled his nose" to show Jon that he does **not**
- F want Jon to be worried.
 - G think Jon is very careful.
 - H like to hear about car accidents.
 - J agree with the previous statement.
- 3** What has influenced Jon's feelings about driving as expressed in paragraph 2?
- A being in an accident
 - B his father's driving habits
 - C his need for rides to his friend's house
 - D Sahid's enthusiasm for getting his driver's licence
- 4** The ellipsis (. . .) in paragraph 19 is used to show that Sahid is
- F interrupted by Jon.
 - G distracted by an accident.
 - H eager to begin driving lessons.
 - J reluctant to say what he thinks.
- 5** What does the final sentence suggest about Jon?
- A that he is usually a positive thinker
 - B that he likes to tease people he likes
 - C that he is feeling more hopeful himself
 - D that he no longer cares how Sahid feels

Written Answers

6 Why do Sahid’s feelings about learning to drive change near the end of this selection? Use specific details and examples from the selection to support your answer.

7 Explain whether or not Jon and Sahid are good friends. Provide specific evidence from the selection to support your answer.

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.

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.

Partners in the Community

The Community Police Station: A Local Presence That Makes a Difference

The community police station is proud to announce that police officer Julie Francoeur will offer, for the second consecutive year, free judo classes in local schools.

Sensei Julie Francoeur (judo instructor)

A police officer for seven years, and a black belt in judo, Julie has practised the sport since the age of six. She loves the contact she has with youth in the community.

In addition to teaching her students the judo techniques to excel at the sport, she also shares her knowledge about a healthy lifestyle (mind and body) with her students. Judo develops self-discipline and respect for oneself and others.



“Judo creates strength, balance and respect”

“At the beginning, many students find the program very challenging. Together, students and instructor discuss the importance of increasing their fitness levels through exercise and a well-balanced, varied diet. A disciplined lifestyle is important too: regular practice is the key to success in judo. It is impossible to achieve excellence in competition without a commitment to a healthy lifestyle.”

Testimonials

- **Mind**
- **Body**
- **Technique**



When I first started this course, I would sometimes skip it because I was so shy, but now I have lots of confidence in myself! Thank you.

Suzanne



At first I hated judo. It was hard so I always wanted to give up, but now I have discovered a new sport that I really like. My school work has improved because of the self-discipline I have learned through the many hours of practice.

Joel

Schedule				
	Lamontagne School	Lamontagne School	Ste-Monique School	Ste-Monique School
	Grade 9	Grade 9	Grade 11	Grade 11
Boys	Day 1, Period 1	Day 2, Period 3	Day 3, Period 1	Day 4, Period 2
Girls	Day 1, Period 3	Day 2, Period 4	Day 3, Period 3	Day 4, Period 4
There will be no classes on Friday. The hours of the course include shower and dressing time.				



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

- 1** According to the selection, the police provide free judo classes most likely to
- A teach teenagers how to defend themselves.
 - B build positive relationships with the schools.
 - C encourage teenagers to become police officers.
 - D help students lose weight and improve stamina.
- 2** The information under the subheading “Sensei Julie Francoeur” summarizes the
- F schedule of classes.
 - G instructor’s background.
 - H skills students will learn.
 - J details of the judo classes.
- 3** In Joel’s testimonial, “self-discipline” refers to
- A self-respect.
 - B punishment.
 - C regular practice.
 - D healthy enthusiasm.
- 4** The illustrations in the bottom half of the selection show people who
- F teach the classes.
 - G have read the poster.
 - H take part in the activity.
 - J attend the classes on Fridays.
- 5** The schedule is included in the poster because it
- A describes the activities in the judo classes.
 - B repeats information about the judo classes.
 - C provides additional information about the judo classes.
 - D gives less important information about the judo classes.
- 6** The words on the poster in large, bold print are used to
- F identify all the pictures.
 - G summarize the activities.
 - H take the place of sentences.
 - J divide the information into sections.

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 Booklet 2.

**Education Quality and
Accountability Office**



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Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto, Ontario M5B 2M9

Telephone: 1-888-327-7377
Web site: www.eqao.com