

**BOOKLET**

**1**

April 2010

# Ontario Secondary School Literacy Test

**SESSION 1**

**RELEASED SELECTIONS  
AND TEST QUESTIONS**

# **Ontario Secondary School Literacy Test**

## **Session 1**

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

## Romans putting a lock on love

In spring 2007, sweethearts in the Italian capital of Rome adopted a new ritual as a symbol of undying love: hanging a padlock on a lamppost on the city's most ancient bridge. Some couples write their names or a message on the lock. Then they throw the key over their shoulders into the Tiber River to avoid seeing where it falls.

It's quite a change for a bridge that has seen more war than love since it was built 2200 years ago. Ponte Milvio was the battlefield for rival Roman emperors and was the backdrop of Italy's struggle for independence in the 1800s.

The padlock fad was inspired by two best-selling novels (with combined sales of 2.5 million copies) and their movie adaptations, which depict an unlikely romance between Roman teenagers. The ritual has spilled into a music video and inspired a prize—the Golden Padlock—awarded to the best love message. In the process, tourists are being drawn to an area that is usually off the beaten track.

The craze has drawn hundreds of couples since it started, causing city officials to wonder whether the ancient Roman pedestrian bridge is suited to such an overwhelming display of emotion.

“The rite has reached a dimension that will be difficult to cope with. We must guarantee the bridge's decency while preserving this beautiful practice,” says Marco Perina, a city official.



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

**1** “Milvio” is the name of a

- a river.
- b bridge.
- c city official.
- d Roman emperor.

**2** The “Golden Padlock” prize recognizes

- a music.
- b movies.
- c romance.
- d teenagers.

**3** Which event occurred first in the development of the ritual?

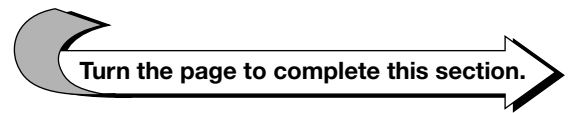
- a Couples threw keys into the river.
- b Two popular novels were published.
- c A Roman city official made a statement.
- d Many tourists chose to visit the ancient bridge.

**4** Describing the bridge as “off the beaten track” means it is

- a ancient.
- b rarely used.
- c a site of battles.
- d not used by trucks.

**5** Which word is closest in meaning to “rite” as used in paragraph 5?

- a solution
- b privilege
- c ceremony
- d discussion



**Written Answer**

- 6** Should city officials in Rome be worried or pleased about the fad of putting locks on the lamppost? Explain your answer using details from the selection and your own ideas.

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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 I. Continue to Section II.

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

- 1** Choose the best opening sentence for the following paragraph.

They have competitive and recreational sports for students who want physical activity. Trivia teams and yearbook committees offer opportunities to students who might not be interested in sports.

- a Schools offer opportunities for athletes.
- b School spirit is important for safe and successful schools.
- c Schools offer a variety of extracurricular activities for all students.
- d Schools can encourage better achievement by offering fun activities.

- 2** Choose the best place to insert the following sentence.

Unfortunately, it doesn't snow as much as it used to.

(1) Winter in Ontario is a wonderful time.  
(2) There are all kinds of outdoor activities and sports for people to enjoy. (3) Many people enjoy skiing or snowshoeing. (4) Even without snow, people enjoy skating on outdoor ice rinks.  
(5) Winter can be a truly wonderful season.

- a after sentence 1
- b after sentence 2
- c after sentence 3
- d after sentence 4

- 3** Choose the sentence that is written correctly.

- a "Let's get the car packed," Rohan pleaded, or we'll never get going.
- b "Let's get the car packed, Rohan pleaded, or we'll never get going."
- c "Let's get the car packed" Rohan pleaded "or we'll never get going."
- d "Let's get the car packed," Rohan pleaded, "or we'll never get going."

- 4** Choose the sentence that is written correctly.

- a When Amit surprised the raccoon in the garbage, it ran away.
- b Jenny looks at the new catalogue and choosing a green sweater.
- c Sean quickly finishes his homework and then went to the hockey rink.
- d When Rhonda looked at the clay, she wonders how she should sculpt it.

End of Section II. Continue to Section III.

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

**1** What would be the ideal job for you? Use specific details to explain your choice.

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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 III. Continue to Section IV. 

## Writing a News Report

- 1 Task:** Write a **news report** on the next page based on the headline and picture below.
- You will have to make up the facts and information to answer 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.

## Car wash a success



### 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.**

A little-known but interesting example of Northern Ontario's history is the school on rails. By the 1920s, mining and forestry settlements were scattered along the network of railway lines of Northern Ontario. A few towns had grown large enough to pay for their own schools, but the outposts could not afford such "luxury." In 1922, a North Bay school superintendent pushed for an experiment to bring schools to these remote settlements by converting passenger rail cars into classrooms. These cars contained desks, blackboards and books and a small apartment for the teacher. After being on display at the Canadian National Exhibition (a major fall fair) in Toronto, the first two cars left for northeastern Ontario in 1926. For four days at a time, the cars rested at railway sidetracks in the tiny communities. Children hiked or came by horse and sled several kilometres for their education, and at night the school car became a place of learning and social activity for adults. The experiment was so successful that seven cars were in operation by 1938. However, during the 1950s extensive highway construction turned many trackside towns into deserted settlements. In 1967, one of the last school cars was shuttled into a Toronto rail yard. But that was not to be its final stop. The people of Clinton, Ontario, purchased the well-worn car to honour their fellow citizen Fred Sloman. Sloman, the car's last teacher, taught on railway cars from 1926 until his retirement in 1965. Today the restored car tells its story of Northern Ontario life, as a museum in Clinton.

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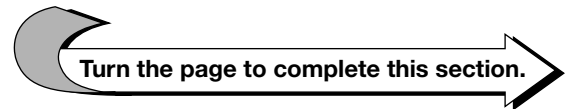
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Adapted from "Sloman's School Car" by Ron Brown from *Top 100 Unusual Things to See in Ontario* © Ron Brown, 2005. Reprinted with permission of *Boston Mills Press*. © Photo: Archives of Ontario.

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

- 1** In 1920, few mining and forestry settlements in Northern Ontario had schools, because the settlements lacked
- a roads.
  - b money.
  - c children.
  - d teachers.
- 2** Using quotation marks around the word “luxury” (line 4) shows that schools
- a are more expensive today.
  - b were more expensive in the past.
  - c are not considered to be a necessity today.
  - d were not considered to be a necessity in the past.
- 3** Which of the following was **not** served by a rail car classroom?
- a “forestry settlements” (line 2)
  - b “few towns” (line 3)
  - c “remote settlements” (lines 5–6)
  - d “tiny communities” (line 10)
- 4** What supports the idea that the “experiment” was a success?
- a Children and adults showed up.
  - b Some towns opened their own schools.
  - c Highways were built in Northern Ontario.
  - d A passenger rail car was converted into a museum.
- 5** What is the best meaning for the word “restored” as used in line 18?
- a resold
  - b repaired
  - c replaced
  - d reorganized
- 6** Which is the correct order of uses of the rail car?
- a classroom, passenger car, museum
  - b museum, passenger car, classroom
  - c classroom, museum, passenger car
  - d passenger car, classroom, museum



**Written Answer**

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

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**Rough Notes**

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

**Education Quality and  
Accountability Office**



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The information in this booklet is being collected under the authority of clause 4 (1) (b) and subsection 9 (6) of the *Education Quality and Accountability Office Act*, 1996, for the purposes of administering and scoring tests of pupils in secondary schools and evaluating the quality and effectiveness of secondary education, in accordance with section 3 of the Act. Inquiries regarding this collection should be directed to the Senior Policy Analyst, EQAO, 2 Carlton Street, Suite 1200, Toronto, ON M5B 2M9 • 1-888-327-7377.

**BOOKLET**

**2**

April 2010

# Ontario Secondary School Literacy Test

**SESSION 2**

**RELEASED SELECTIONS  
AND TEST QUESTIONS**

# **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:** **Are cellphones necessary in teenagers' lives?**

*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** Which is the best way to combine all the information in the following sentences?

**Ontario is Canada's largest province.  
Ontario has many different physical regions.  
Ontario's wildlife is very diverse.**

- a Ontario, Canada's largest province, has diverse wildlife and many different physical regions.
- b Canada's largest province is Ontario because it has different physical regions and diverse wildlife.
- c Ontario has many physical regions because of the diverse wildlife and it is Canada's largest province.
- d Ontario is Canada's largest province and it has many different physical regions but its wildlife is very diverse.

- 2** Which of the following is written correctly?

- a Samuel de Champlain a famous explorer lived in the 1600s.
- b Samuel de Champlain a famous explorer, lived in the 1600s.
- c Samuel de Champlain, a famous explorer lived in the 1600s.
- d Samuel de Champlain, a famous explorer, lived in the 1600s.

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

(1) Ottawa offers visitors a variety of things to do. (2) Ottawa is in eastern Ontario. (3) There are many parks for recreation. (4) In the Byward Market district, visitors can find an open-air market and many sidewalk cafés. (5) The museums and historical sites are interesting to visit. (6) A wide selection of activities make Ottawa attractive to tourists.

- a sentence 2
- b sentence 3
- c sentence 4
- d sentence 5

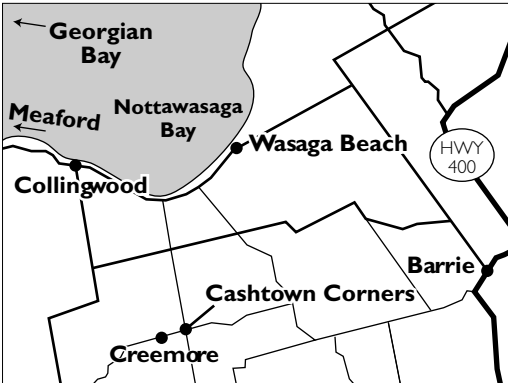
- 4** Choose the sentence that is written correctly.

- a Sam performed more better than before.
- b The storm was worser than Nancy expected.
- c Luisa became angrier as the argument continued.
- d Pedro thought this game was funner than the last one.

End of Section VII. Continue to Section VIII. 

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

## The Diner That Saved Lives



What began as a harrowing experience turned into a 12-hour testament to the patience and kindness of strangers. 1

On a February afternoon in 2007, the skiers and business people trying to make their way to Collingwood, Meaford and Wasaga Beach would be caught completely off guard. One of the worst snowstorms of the year was beginning to form. 2

Brenda Gallagher and her husband Philip had closed the Crossroads Diner at Cashtown Corners, just south of Collingwood, at 3 p.m. and headed home to Creemore. 3

Around 5:30 p.m., I approached Cashtown Corners, normally about half an hour short of Collingwood. But by then a blinding snowstorm whipped up by 75 km/h winds was underway. A multi-vehicle crash had made one major road impassable, and the Ontario Provincial Police (OPP) were closing other main roads. Nervous motorists inched their way into a gas bar next to the Crossroads Diner, seeking shelter. There were no restaurants other than the Crossroads Diner, or even a motel, in the area. 4

When it became clear that more roads nearby were about to close, a local fire official phoned the Gallaghers. They returned to their diner and jumped into action. Brenda and Philip fired up the grills. Brenda brought in her sister, Heather White, to take orders, while her brother, Wayne Joslin, handled the dishes. Brenda's sister-in-law, Sharon Joslin, helped her and Philip cook. 5

It wasn't long before the 10 stranded people inside the restaurant became 20, and 20 soon became 50. By 8 p.m., the 60-square-metre diner, with seating for fewer than 24, was packed with almost 100 people—mostly adults, but with a few children and teenagers and some dogs and cats too. We all got along. 6

On the news at 11 p.m., a Barrie announcer told us that even sanders and salters were being taken off the highways until morning. A chorus of groans resounded; we realized we would have to make do for the night. No one was going home. 7

The options weren't great: sleeping on a chair or sitting on the floor with your back against the wall. Men gave up chairs to women and children. Some children played with the pets before their parents put down makeshift sleeping bags and tucked them into bed under old vinyl chairs and tables. Amazingly, they drifted off easily. 8

I stood for much of the night, tossing back coffee after coffee and peering outside trying to predict when the winds would die down. Finally, Philip gave me the empty crate that became my stool—and bed—for the night. 9

This is no story of heroism, just a story of five local family members, humble as apple pie, who stayed up and cooked for us as if we were their own family. Through the night, we showed our appreciation by filling up their tip jar, but our crumpled bills were small tokens of our great appreciation for their kindness. Finally, as morning broke about 6 a.m. and the windstorm died, an OPP officer came in and gave us the all-clear. 10

We will never forget that night, described by many as the area's worst series of road closings in decades. Nor will we forget the people who opened their hearts and their little diner, possibly saving dozens of lives. 11

"Let's show these folks how grateful we are for everything they did for us!" a man shouted. We broke into applause. 12

Brenda and Philip Gallagher and their bleary-eyed helpers smiled and started the cleanup. For them, there would be no sleep. They were heating their grills again for the day's business. 13



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

- 1** Why did the OPP close the main roads?
- a A snow storm was predicted.
  - b A storm had made the roads dangerous.
  - c Traffic congestion had blocked the roads.
  - d The fire department had recommended the closure.
- 2** The word “strangers” in paragraph 1 most likely refers to
- a other skiers.
  - b diner workers.
  - c police officers.
  - d business people.
- 3** Which is the best meaning of the word “impassable” as used in paragraph 4?
- a busy
  - b blocked
  - c slippery
  - d dangerous
- 4** Why was the diner reopened?
- a Local motels were full.
  - b Other nearby restaurants were open.
  - c The Gallaughers were eager to help.
  - d The Gallaughers couldn’t make it home.
- 5** The expression “make do for the night” (paragraph 7) means to
- a clear away the snow.
  - b make sure everyone slept.
  - c tolerate the circumstances.
  - d make food for the evening.
- 6** What is the purpose of the semicolon used in paragraph 7?
- a to separate the sounds from the silence
  - b to separate the chorus from the announcer
  - c to connect a list of the feelings of the people
  - d to connect the people’s reaction to their understanding
- 7** It was surprising that the children were able to fall asleep so easily because they were
- a standing all night.
  - b in temporary beds.
  - c fed so many treats.
  - d having too much fun.
- 8** What helps the reader track events?
- a Flashbacks explain the events.
  - b The selection indicates times throughout.
  - c Police and fire officials give constant updates.
  - d Frequent radio announcements describe the situation.

**9** From whose point of view is this story told?

- a an OPP officer
- b a diner employee
- c a radio announcer
- d a stranded motorist

End of Section VIII. Continue to Section IX.

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



“Mind if we stop in at the store?” asked Jacinta. “I need a newspaper for that civics assignment. If I don’t get it done, I’ll be in a mess.” 1

“Yeah, the last thing you need is another mess,” Dave laughed. 2

Jacinta and Dave stomped on the mat, shaking the snow from their boots. The clerk behind the counter looked up. 3

“Leave your backpacks by the door,” demanded the clerk. 4

“Why?” asked Jacinta. 5

The woman shrugged her shoulders. “That’s the policy.” 6

“But the floor’s slushy,” Jacinta said. “We don’t want our backpacks to get wet.” 7

“I’m sorry, but I can’t let you walk around with your backpacks. We’ve been having problems with theft lately.” 8

“We’re not trying to cause trouble, but . . .” 9

“My calculator is in my bag,” Dave pleaded. “Somebody could steal it. I’d be in trouble if I lost it. What are we supposed to do?” 10

The woman glanced at the puddle spreading around their feet. Her forehead wrinkled and then she smiled. “Well . . . why don’t you put your backpacks behind the counter? The floor’s dry here, so they won’t get wet, and they’ll be safe.” 11

“Sounds good,” Jacinta nodded. “Thanks.” 12

Dave smiled at Jacinta and sent her a knowing glance as he slipped his pack off his back. 13

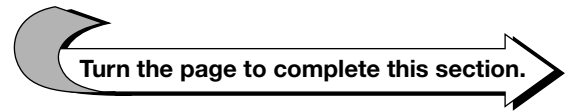
“Well that’s one mess solved. Now how about that newspaper?”

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

- 1** Why doesn't Jacinta obey the store clerk immediately?
- a Jacinta wants to prove she is not a thief.
  - b Jacinta wonders why the rule is in place.
  - c Jacinta is afraid her backpack will get lost.
  - d Jacinta is worried that her calculator will get stolen.
- 2** The use of the ellipsis dots (...) in paragraph 9 indicates that
- a the clerk is interrupting.
  - b the conversation is over.
  - c a solution has been reached.
  - d the speaker has not completed a thought.
- 3** The word "mess" in paragraph 13 refers to
- a the slushy floor.
  - b buying a newspaper.
  - c Jacinta's assignment.
  - d protecting the backpacks.
- 4** Which paragraph refers to an event that has occurred before the students enter the store?
- a paragraph 3
  - b paragraph 8
  - c paragraph 10
  - d paragraph 13

- 5** What is an effective title for this selection?

- a Winter Slush
- b An Afternoon Visit
- c The End of a Friendship
- d Coming to a Compromise



**Written Answer**

**6** Describe how the store clerk’s attitude changes in this selection. Use specific details from the selection to support your answer.

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**7** Explain whether or not Jacinta and Dave behave appropriately. Use specific details from the 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.*



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

**1** If you could learn how to do something new, what would it be and why? Use specific details to explain your choice.

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**Rough Notes**

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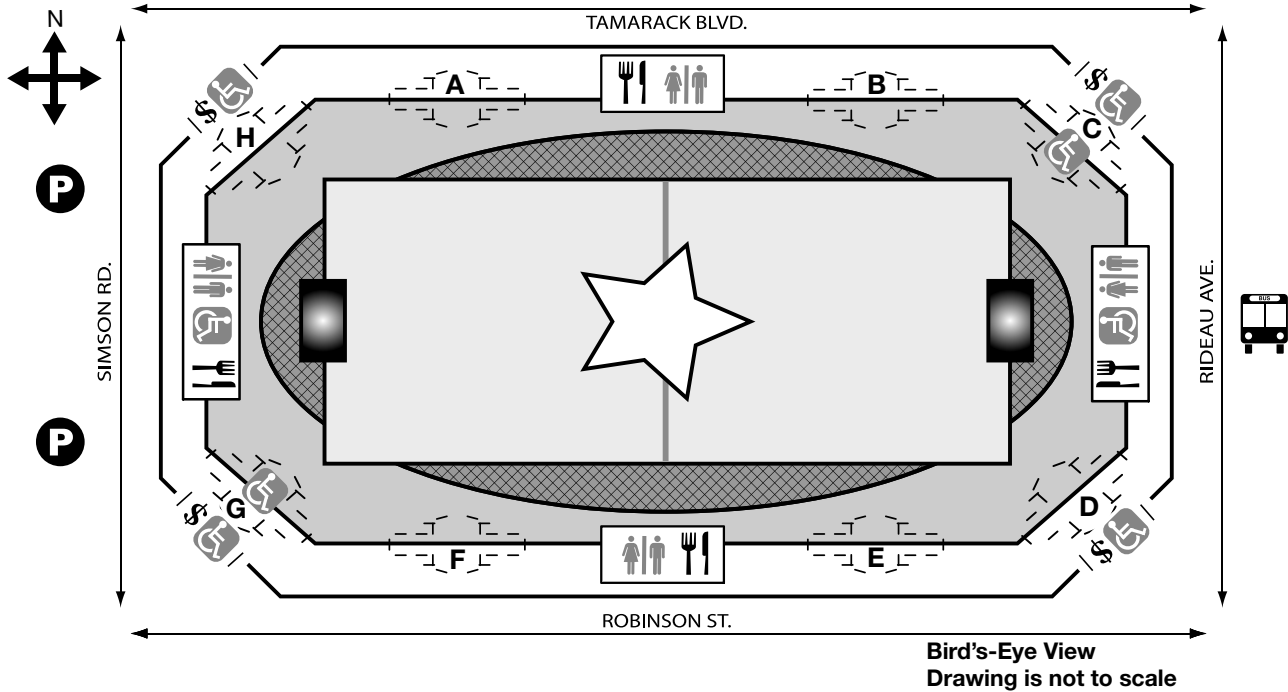
End of Section X. Continue to Section XI. 

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

**SportsPlex Stadium Preliminary Design Proposal Submitted to City Council**

*This first drawing should give you an idea of the design for a multi-purpose sports facility. I will be happy to discuss hiring an engineer to develop a drawing to scale that will include the structure of the stadium's frame. I am looking forward to future discussions with you about design details and cost.*

*Respectfully, N. Gilmour, Architect*



**Bird's-Eye View**  
Drawing is not to scale

LEGEND	COST CONSIDERATIONS
Main seating area (20 000 seats)	<b>No Cost</b>
Track area and extra seating (10 000 seats)	<ul style="list-style-type: none"> <li>Land donation: value of \$1.2 million</li> <li>Existing municipal parking lot</li> </ul>
Main field	<b>Cost of Current Design</b>
Seating area entrance	<ul style="list-style-type: none"> <li>Current seating capacity (15 000): \$4.6 million</li> </ul>
Sponsor logo (to be determined)	<b>Additional Cost Considerations</b>
Megaview video screens	<ul style="list-style-type: none"> <li>Upper balcony seating: \$800 000</li> <li>VIP box seats and lounge: \$300 000</li> <li>Rooftop lights: approximately \$100 000 (depending on roof materials)</li> </ul>
Nearby streets	
Washrooms	
Wheelchair accessible	
Concessions	
Ticket booth and stadium entrance/exit	
Parking	
Bus transportation	

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

- 1** The purpose of the italicized text under the title is to provide
- a a reason to hire an engineer.
  - b an explanation of the structure.
  - c an introduction to the proposal.
  - d an overview of the design details.
- 2** In this selection, “Bird’s-Eye View” means
- a a scale view.
  - b a detailed view.
  - c a structural view.
  - d an overhead view.
- 3** What does the ☆ indicate?
- a A star is the city’s trademark.
  - b A company can advertise here.
  - c The roof has a star-shaped opening.
  - d “The Stars” is the name of the sports team.
- 4** The arrows surrounding the building
- a indicate the visitor parking area.
  - b direct spectators to the entrances.
  - c show the streets next to the stadium.
  - d designate the roofline of the stadium.
- 5** On which side of the stadium is the parking located?
- a north
  - b south
  - c east
  - d west
- 6** Which of the following details does N. Gilmour expect to be a topic for future discussions with city council?
- a the purchase of land
  - b the availability of parking
  - c the number of video screens
  - d the cost of including VIP box seats

End of Section XI. Continue to Section XII. 

**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

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