




Education
Quality and
Accountability
Office

A large, light gray outline map of the province of Ontario, Canada, serves as a background for the text. The map shows the province's irregular shape, including its northern and eastern borders.

Ontario
Secondary
School Literacy
Test

**SAMPLE
TEST BOOKLET
SESSION 2**

March 2006

Read carefully before writing the test:

- Check the barcodes of your three documents to see that the last twelve 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 blue or black ink 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 one of your answers, put an X through the incorrect answer and fill in the circle for the correct answer, as shown below.

In this example, C would be considered your final answer. ⊗ B ● C

Written Answers

- For all questions that ask for a written answer, write legibly and in complete sentences on the lined space provided in the *Test Booklet*.
- In your written answers, 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: Session 2*.

Allotted time: 75 minutes.

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 series of paragraphs (a minimum of three) 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 |
| | Topic: Is it important for teenagers to pay attention to world news? |
| | Length: The lined space provided for your written work indicates the approximate length of the writing expected. |

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.


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

We ride our bicycles to work _____ we want to reduce pollution.

- A while
- B unless
- C because
- D although

End of Section I. Continue to Section J. 

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 Faxback → 1 to 999 Route Summaries

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

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

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

4 → 1 Tamil
2 → 2 Somalian
3 → 3 Farsi
4 → 4 Turkish
5 → 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	
2 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.
4 3	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** If you press the numbers 2, 4, 3 (in that sequence) after the “Main Menu” number, you will get information about
- A “Daypass.”
 - B “Parking Lots.”
 - C “Subway Maps.”
 - D “Toronto Zoo.”
- 4** After dialing the “Main Menu” number, what sequence of numbers would you have to press to get information in “Spanish”?
- F 2, 4, 3
 - G 2, 2, 3
 - H 7, 3, 3
 - J 7, 2, 1
- 5** If you press 3, 7 after the “Main Menu” number, what equipment do you need to receive the information?
- A a photocopier
 - B a fax machine
 - C paper and pen or pencil
 - D a telephone answering machine
- 6** Why is there no arrow leading from “Lost & Found” to another set of numbers?
- F You get the information there.
 - G It already links to the “Main Menu.”
 - H Not many people use this category.
 - J It is not as important as the other categories.
- 7** Why might someone using this information system press “0” “between 8:00 a.m. and 5:00 p.m.”?
- A to exit from the system
 - B to connect with the Web site
 - C to get the phone number for the “Main Menu”
 - D to speak with a “customer information representative”

End of Section J. Continue to Section K. 

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** What is the “danger” that was not forecast? (paragraph 5)
- F police involvement
 - G heavy rain and wind
 - H the tail end of a hurricane
 - J fast flowing flooding waters
- 5** What equipment do the four men have to reach the businessman?
- A a boat
 - B two ropes
 - C a tree branch
 - D the narrator’s jacket
- 6** 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.
- 7** Which of the following best describes a river that is “churning”? (paragraph 10)
- A rolling
 - B flowing
 - C flooding
 - D winding
- 8** To whom is the narrator speaking when he says, “Just hang on to me”? (paragraph 13)
- F himself
 - G the three men
 - H the policemen
 - J the businessman

Written Answers (Answer in full and correctly written sentences.)

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

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

Rough Notes

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

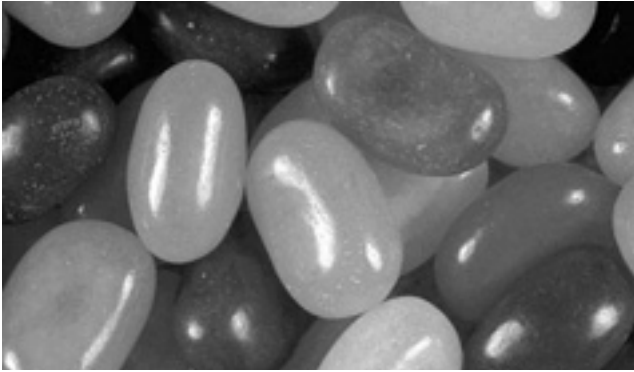
Short Writing Task (Answer in full and correctly written sentences.)

1 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.

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

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.

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

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

Written Answers (Answer in full and correctly written sentences.)

8 Summarize this selection. Include a main idea and one point that supports it.

9 Using the experience of the scientists in this selection and your own ideas, explain what qualities make an effective researcher.

Rough Notes

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

End of Section M. Continue to Section N. 

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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