



**English 10**  
Examination Booklet  
August 2007  
**Form A**

**DO NOT OPEN ANY EXAMINATION MATERIALS UNTIL INSTRUCTED TO DO SO.**  
**FOR FURTHER INSTRUCTIONS REFER TO THE RESPONSE BOOKLET.**



# ENGLISH 10 PROVINCIAL EXAMINATION

## INSTRUCTIONS:

- You will read three passages connected by a theme. Each passage provides a perspective on the theme. You will answer some questions to show your understanding of each passage. Then, you will answer some questions that ask you to make connections between two of the three passages.
- Read the short context statement before each passage for useful information.
- The numbers in the left margin next to passages tell you where to find information. Every fifth paragraph is numbered 5, 10, 15 and so on. For poetry, every fifth line is numbered 5, 10, 15 and so on.

## Multiple-Choice Questions

- Decide the best answer for each question.
- All answers must be entered on the **Answer Sheet** on the front of the **Response Booklet**.
- If you decide to change an answer, completely erase your first answer.

## Written-Response and Writing Questions

- Write your answers clearly in the space provided in the **Response Booklet**.

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**PART A**

**Reading—Comprehending Texts**

**27 multiple-choice questions**

**Value: 42%**

**Suggested Time: 35 minutes**

You have **Examination Booklet Form A**. In the box above #1 on your **Response Booklet**, fill in the bubble as follows.

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**Theme**

***Our toughest struggles in  
life can be with ourselves.***

Before you begin to read, take a moment to think about what this theme means to you.

In the following poem, a mountain climber speaks about his life after climbing Mount Everest.

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## Here in Katmandu

by Donald Justice

We have climbed the mountain,  
There's nothing more to do.  
It is terrible to come down  
To the valley  
5 Where amidst many flowers,  
One thinks of snow,  
  
As, formerly, amidst snow,  
Climbing the mountain,  
One thought of flowers,  
10 Tremulous<sup>1</sup>, ruddy with dew,  
In the valley.  
One caught their scent coming down.  
  
It is difficult to adjust, once down,  
To the absence of snow.  
  
15 Clear days, from the valley,  
One looks up at the mountain.  
What else is there to do?  
Prayerwheels<sup>2</sup>, flowers!  
  
Let the flowers  
20 Fade, the prayerwheels run down.  
What have these to do  
With us who have stood atop the snow  
Atop the mountain,  
Flags seen from the valley?  
  
25 It might be possible to live in the valley,  
To bury oneself among flowers,  
If one could forget the mountain,  
How, setting out before dawn,  
Blinded with snow,  
30 One knew what to do.  
  
Meanwhile it is not easy here in Katmandu,  
Especially when to the valley  
That wind which means snow  
Elsewhere, but here means flowers,  
35 Comes down,  
As soon it must, from the mountain.

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<sup>1</sup>*tremulous*: shaking and trembling

<sup>2</sup>*prayerwheels*: a wheel on a spindle upon which prayers are written

1. What does the first stanza suggest about the speaker?
  - A. He views life as a series of insurmountable obstacles.
  - B. He has come to appreciate the solitude of his quiet existence.
  - C. He is relieved to have made it successfully back to the valley.
  - D. He believes he has faced the biggest challenge he will ever face.
  
2. What was the first sign to the climbers that they were nearing the end of their descent?
  - A. the absence of snow
  - B. the flapping of the flags
  - C. the fragrance of the flowers
  - D. the turning of the prayerwheels
  
3. What does the speaker imply about himself in lines 19 to 24?
  - A. He is worried about dying.
  - B. He feels above the ordinary.
  - C. He is just beginning his journey.
  - D. He is proud of his accomplishment.
  
4. How did the climbers react to the blinding snow?
  - A. They were confused by it.
  - B. They were eager for spring.
  - C. They were undeterred by it.
  - D. They were forced to descend.
  
5. How would the speaker describe the experience of climbing the mountain?
  - A. fascinating
  - B. impossible
  - C. life-altering
  - D. self-serving

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6. What is the speaker's greatest problem after descending the mountain?
- A. admitting defeat
  - B. overcoming fear
  - C. surviving hardship
  - D. finding contentment
7. Which aspect of nature **best** reflects the actions of the speaker?
- A. the dew
  - B. the wind
  - C. the snow
  - D. the flowers
8. What is the **central** irony in the poem?
- A. The prayerwheels, which symbolize hope, have run down.
  - B. The valley, which is peaceful, is unsettling for the speaker.
  - C. The speaker, who has survived, sees himself buried in flowers.
  - D. The flags, which are high atop the mountain, can be seen from the valley.
9. Which word **best** describes the tone of the poem?
- A. angry
  - B. apologetic
  - C. complacent
  - D. melancholic

In this passage, swimmer Marilyn Bell Di Lascio describes one of the greatest moments of her life.

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## The True Story of Lake Ontario

by Marilyn Bell Di Lascio

There were no stars at eleven o'clock that September night, and no moon. It was overcast and windy, and very, very black. Taking a deep breath, I dove in and so began the night that would change my life forever. When I surfaced and looked around, I couldn't see where the lake ended and the sky began. I couldn't see anything, so I just started swimming.

When I had said good-bye to my coach, Gus, earlier, I was very worried about finding him in the escort boat. I was nervous about getting lost in the dark and not nearly as brave as I've been portrayed. Gus just looked me in the eye and said, "When you dive in the water, keep your eyes open, and swim north, and *I will find you.*"

I believed him. Gus Ryder had been my coach and mentor ever since I joined Toronto's Lakeshore Swimming Club. Although I'd been swimming since I was nine—and always put my heart into it—I was never very fast and never very good. But I was so determined.

In 1948, when Barbara Ann Scott won the World and Olympic figure-skating championships, she captivated me. She became my role model, and I wanted to go to the Olympics and win a gold medal, swimming for Canada. When Toronto gave her a ticker-tape parade<sup>1</sup>, I went by myself and stood on the corner of Bay and Queen. As she drove past sitting on the back of the convertible, I thought she was so wonderful—the perfect Canadian girl—and everything I wanted to be. After seeing her, I became even more determined.

- 5 When I was eleven, Gus had watched me finish a one-mile<sup>2</sup> race in freezing cold Lake Ontario. He introduced himself, saying, "Marilyn, you have so much determination and so much heart, if you work at it you'll be a fine swimmer." I started swimming for Gus, and was soon totally involved with the club. We trained for hours in open water, and every time I got into the lake, I had to deal with my fears. I was petrified of fish, of weeds, of whatever might be in there. I did it anyway, but no matter how hard I worked, I still came in third or fourth.

By 1952 it was clear I was never going to the Olympics, so I turned professional. I looked forward each year to the competition hosted by the Canadian National Exhibition (CNE), and

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<sup>1</sup>*ticker-tape parade*: a parade in which the spectators throw shredded paper in celebration

<sup>2</sup>*one mile*: 1.6 kilometres

I just knew I was ready to win. Then, in the winter of 1954, the CNE announced they had challenged the American long-distance swimmer Florence Chadwick to swim the thirty-two miles across Lake Ontario from Youngstown, New York, to Toronto. They also announced that the annual professional swims for Canadians would be cancelled. I was sixteen that year and bitterly disappointed.

In July of 1954, I swam the Atlantic City Marathon. There, I met a young lifeguard named Joe Di Lascio. Having never been in the ocean before, I was petrified. I said to Joe, “Excuse me, are there fish in here?” Like everybody else, Joe never expected me to win. But when the twenty-six-mile race was over, I had won the women’s championship—and Joe had won my heart!

Back in Toronto, there was a lot of controversy around the CNE challenging an American. That’s when Gus suggested I challenge Florence in a race across the lake. The idea had never occurred to me, but it had to Gus, and after Atlantic City, he had made up his mind.

The *Toronto Star* agreed to back me, in return for an exclusive. I really had no confidence about completing that swim, and the idea of swimming at night terrified me. But I wasn’t sure Florence could make it either. I figured if I could swim one stroke farther than her, it would be worth it. I would do it for Gus, and for me, but I would also do it for Canada.

- 10 We were to start Monday, September 6, from the Coast Guard station in Youngstown. The forecast was bad, so Florence postponed, and we all went into “waiting mode.” My team, along with the many *Star* reporters, waited at the Youngstown Yacht Club on the *Mona 4*, the yacht that would accompany me on my swim. The officials agreed to give us a two-hour notice of when Florence planned to start, allowing us plenty of time to get to the starting point. But, when word came at ten o’clock Wednesday night, there was a mad scramble. They had left us only one hour! There wasn’t enough time for me to go to the starting point with Gus in the escort boat. He had to leave immediately, knowing he wouldn’t get there in time to be beside me when I started. I would have to start alone. But when he left he said, “I will find you,” and I believed him.

Howie, one of the *Star* reporters, took me by car to the starting point. A few minutes after Florence started, he said, “Okay, Marilyn. Now it’s your turn.” Shortly after that, Winnie Roach, the other Canadian swimmer, began.

It was so dark; the only things I could see were the lights from the boats around Florence. So I did what Gus told me—swam straight out of the Niagara River and just kept going. After what seemed an eternity, I finally heard Gus’s voice—they had found me! With him were George, another *Star* reporter and Jack, the boatman. Gus had a big flashlight, and he shone it just ahead of my stroke, saying, “Marilyn, just swim to the light and I will get you across this lake.” For the rest of the night, each time I extended my arm for the next stroke, my hand was reaching into that beam of light.

Florence swam for about four or five hours before she quit. But it wasn’t until several hours later, when I was having difficulty, that Gus told me that Florence—and Winnie—were out. I was the only one left, and it was up to me to swim for Canada!

It was a long night. I had to deal with horrible lamprey eels, and my fear of the lake and the dark. Gus kept me going any way he could. But when I realized the dawn was coming, and

night was almost over, everything changed. It was the most glorious sunrise I've ever seen, and one of the most wonderful moments in my life. I thought to myself, *Perhaps I'll be able to do this after all.*

- 15 Now Gus began writing messages on a chalkboard to distract me and keep my thoughts positive. Once he wrote, "You know you can do it, you can do it for the team!" Another time he wrote, "All the Atlantic City lifeguards are pulling for you." This referred to Joe, of course. He even wrote, "If you give up, I give up."

Sometime in the morning, a flotilla of boats began to surround me. Interest in my swim had spread like wildfire all across Canada. When Gus held up the message, "All of Canada is rooting for you," I wondered, *How did all of Canada know I was in the water?* But they did!

At the CNE grounds in Toronto, people had started to arrive by the thousands to watch me come in. I knew nothing about that, however. I was just in the lake, in this little cocoon, moving along.

By midday I started falling asleep and veering away from the boat, so Gus brought out my close friend Joan in a water taxi and said, "Joan you've got to go and swim with her and get her attention back."

I heard a splash and suddenly Joan was right in my face saying, "I'm here to swim with you Marilyn. Come on!" She swam with me for a while, and I perked right up.

- 20 By now the boats that surrounded me were cutting in front of me, jockeying for space. The exhaust, oil and gas began to cause problems. My team fought quite a battle to protect my space. Eventually they were successful, because all the jockeying stopped.

Somewhere on the lake later in the day, I began to experience a very unusual, hard-to-describe spirit of unity and togetherness. For a short while, competing media or not, it felt like there were no divisions and everybody had only one goal, and that was to get me to Toronto. I learned later that my family and friends were all praying for me, and that the whole time I was swimming there was always a nun in my school chapel praying for my safety.

At 8:00 p.m., after twenty-one hours in the water, I began approaching the shore. I was suffering from sleep deprivation and not really "present," but my arms were still going. I later saw a film of the moment when I touched the break wall and an enormous roar went up from the crowd. But I don't remember that. I remember a lot of confusion, and finally, Gus's voice breaking through the haze. As they pulled me into the boat I said: "What happened? Did I do it?" And that's when I heard Gus say, "Oh Marilyn! You did it, you did it, you finished!" At that point I came out of the zone I'd been in and realized I had actually done it. I was amazed because I hadn't really thought I could. I hadn't really thought anybody could!

I was stunned when I learned the CNE decided to award me the \$10 000 prize money. That night, among the many congratulatory telegrams I received was one that thrilled me to pieces—from Barbara Ann Scott!

The next night I was presented with the prize on the CNE Grandstand stage with the show headliners—Roy Rogers and Dale Evans, who had stopped their show the day before to pray

for my safety in the lake. On Monday, Toronto hosted a ticker-tape parade for me up Bay Street to city hall. It rained, but the people came out anyway. There were mounted police, marching bands and thousands of people crowding the streets—screaming and yelling and waving at me, while the ticker-tape streamed down from every window. Gus and I rode in a big Cadillac convertible, and sat up on the back, just the way Barbara Ann Scott had. When we stopped at the corner of Bay and Queen, the same corner where I had watched Barbara Ann Scott's parade, I had a flashback. I saw myself standing there five years before—just a kid—with my dream of swimming for Canada.

- 25 For many years after my swim, when I returned to Canada, people would come up to me and say, "The day you swam that lake, I was with you." I hear magnificent stories all the time when I'm home, from people who say things like, "My mother didn't cook dinner that night. We had baked beans on toast by the radio, because my mother wouldn't leave it. And we prayed for you."

All these years later, I am still so deeply touched, and I really think that all *those* stories are the true story of Lake Ontario.

10. Whom does Marilyn name as her role model?
- A. lifeguard Joe Di Lascio
  - B. swimming coach Gus Ryder
  - C. American swimmer Florence Chadwick
  - D. Olympic figure skater Barbara Ann Scott
11. Which literary technique is used in the opening paragraph of the story?
- A. irony
  - B. jargon
  - C. persuasion
  - D. foreshadowing
12. Which characteristic does Marilyn believe led her to success?
- A. speed
  - B. strength
  - C. intelligence
  - D. determination
13. What caused “a lot of controversy” (paragraph 8) when the CNE challenged Florence Chadwick to swim across Lake Ontario?
- A. She was not Canadian.
  - B. She was not a professional.
  - C. She was not as good as Marilyn.
  - D. She was not willing to swim from Youngstown, New York.
14. What concerned Marilyn as she began her swim across Lake Ontario?
- A. She had to leave shore alone in the dark.
  - B. She had to compete against Florence Chadwick.
  - C. She had to swim straight out into the Niagara River.
  - D. She had to ignore the fact that all of Canada was watching.

15. According to Marilyn, what was a significant reason for finishing the race?
- A. prize money
  - B. national pride
  - C. personal fame
  - D. media attention
16. Why was Marilyn unable to enjoy the moment she completed her swim?
- A. The media boats crowded her.
  - B. The lack of sleep affected her.
  - C. The cheering spectators overwhelmed her.
  - D. The amount of the prize money shocked her.
17. What is the significance of the last line “all *those* stories are the true story of Lake Ontario” (paragraph 26)?
- A. Marilyn is finally telling her side of the story of her swim.
  - B. The newspapers and radio stations exaggerated their stories of the swim.
  - C. The way Canadians identified with Marilyn was more important than her success.
  - D. People have forgotten that other women swam across the lake on September 6, 1954.
18. Which word **best** describes the relationship between Gus and Marilyn?
- A. trusting
  - B. romantic
  - C. competitive
  - D. confrontational



## Sharon Wood: No Limits

by Sharon Wood

There were times Wood was afraid. After all, people had died on that mountain.

“You need fear. It’s healthy. You just can’t let it kill you. If you get too much of it, it will kill you. If you get too little of it, it will kill you,” Wood said, admitting she had doubts several times during the climb whether she’d make it to the summit or not. “There were times I didn’t think I’d make it. We had very difficult conditions and it seemed like our odds were stacked against us.”

Due to the shortened preparation time, the climbers had to carry 30 kg loads of equipment they would otherwise have had placed ahead of them. Blanchard and Doyle were not up to the challenge and dropped out of the summit attempt.

“It took all we had to just maintain our balance from one move to the next. At these altitudes of 25,000 to 27,000 feet (about 7600 metres), you are inhaling four times faster than normal and you still aren’t getting enough oxygen,” wrote Sharon later.

- 5 Of the 13 climbers who began the journey, only Wood and her climbing partner, Dwayne Congdon, made it to the top, reaching the summit at 9:00 p.m., May 20, 1986.

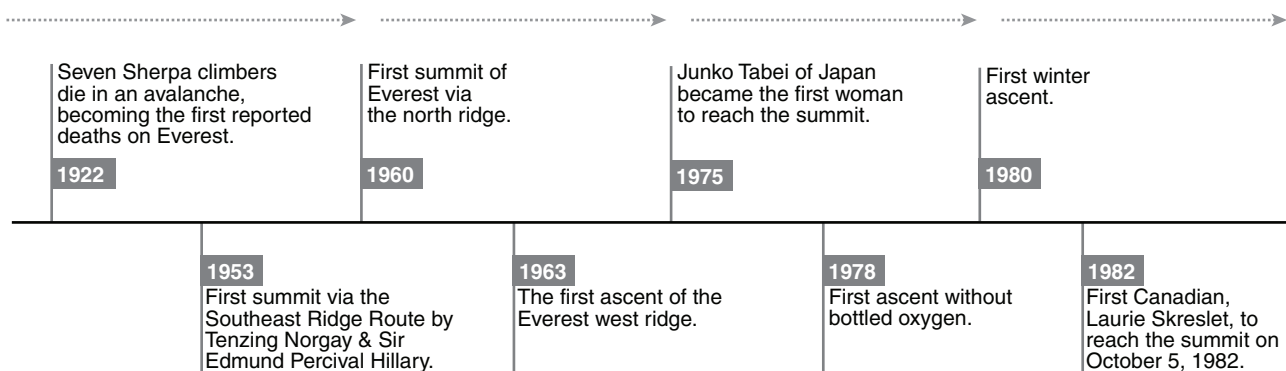
“At nine in the evening on top of Mount Everest, the sun can be seen setting over an awesome curving horizon. I am sure it was beautiful, but to us it meant something very different. We took our masks off and kneeled down, succumbing to the wind, our relief and our fatigue.”

With night fast approaching, there wasn’t much time for Congdon and Wood to celebrate. The climbing partners snapped a few pictures of each other—proof and memento of their victorious climb. But for Wood, it wasn’t just the two of them on that mountain.

“As far as I’m concerned, it’s the whole team [that made it to the summit].”

It was the first successful ascent on that route, a feat that’s been repeated only once or twice since. An awesome accomplishment, but now they needed what little resources they had left for the dangerous journey back down the mountain.

- 10 Wood says that mountaineers try to avoid descending a peak at night after a very long hard day, exactly the situation she and Dwayne found themselves in. “On Mount Everest, the slightest mistake could have disastrous consequences. Many have had the strength





and will to get themselves to the top, but fewer have been able to retrace their steps to safety.”

After 20 minutes at the top of Everest, Wood and Congdon started their descent to camp, short of oxygen and with night quickly approaching. Exhausted after 12 hours of strenuous climbing in the extreme altitude and knowing that their oxygen tanks would soon run out, Wood had doubts about their ability to safely descend. They lost each other in the gloom as Congdon fell behind. Wood reached the bottom of her first descent and couldn't see Congdon. She anxiously waited 30 minutes but Congdon didn't appear. Wood was concerned about his safety but she was cold, becoming delirious and was in no condition to climb back up to try to find him.

“As I leaned against the rock I nodded off and began to dream. I vividly [imagined] Dwayne's arrival over and over again. I awoke and strained to see his light high above me but slowly I realized it was just another illusion. I dozed off again.”

She snapped out of her stupor and regained the focus she needed to continue the descent to their simple tent site below. When she made it to the tent site's relative safety, darkness made it difficult for her to remember its layout. She fumbled her way to the tent, and, desperate for water, awkwardly started her propane stove.

Wood was aware that she'd abandoned her partner. “The thought haunted me. When I had left him I had not been aware that I was making this decision. I just knew that standing still on that mountain was going against a very strong self-preservation instinct. I must keep moving.”

15 Thankfully, Congdon made it back to camp safely 90 minutes later. Because his oxygen



tank ran out, he had had to slow his pace to repeatedly warm his fingers and toes and refocus his thoughts.

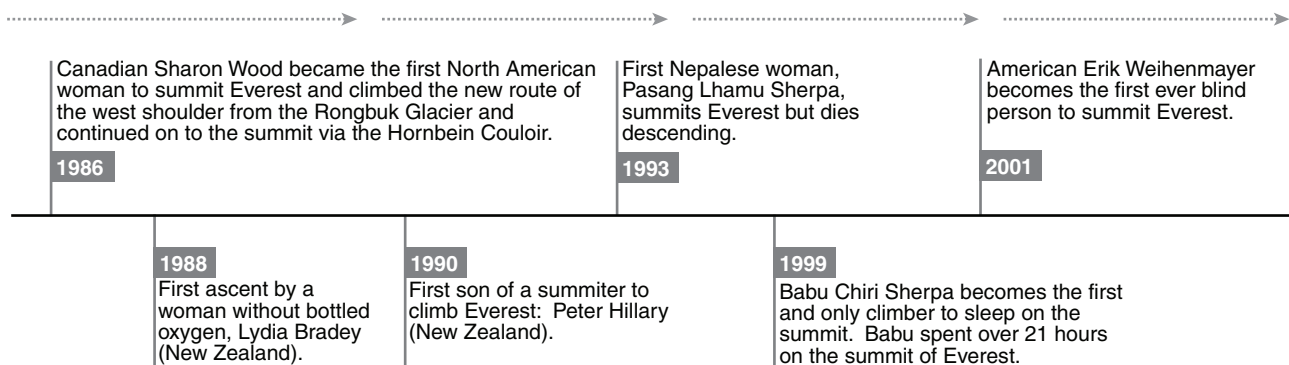
Wood and her partner made it back safely, but during that arduous journey, they learned important lessons.

They learned the value of perseverance and perceived the truth that people design their own limitations. They learned that “impossible” is a term defined by the values we give it. Self-discipline and drive to be the best we can be is, in many ways, what propels us through the tough times in life. In one of Wood's many presentations, she refers to an old Buddhist saying: “Once you reach the top of the mountain, keep climbing.”

“...When we reach and go beyond our perceived horizon or limitations...we are transformed. Transformed from being confined and defined by our limitations, to instead becoming more defined by our possibilities.”

Settling back into her life in Canada, her life was made larger by the birth of two children, Robin in 1989, and Daniel in 1992. When her eldest son was school age, Wood helped found a small, independent, non-denominational school in Canmore. Her dream was to create a safe learning environment that reflected the community values and beliefs of the families in the area.

For Sharon Wood, the unlimited possibilities shown to her on the slopes of Mount Everest have led to a world of public speaking, mountain guiding and the nurturing of her children.



19. What does Sharon Wood mean when she says, “You need fear” (paragraph 2)?
- A. Some fear is necessary to keep your senses alert.
  - B. Life is unfulfilling if you do not challenge your fears.
  - C. Experiencing fear is essential to understanding yourself.
  - D. Overcoming fear creates the adrenaline rush needed to succeed.
20. What is the most likely reason that two of Sharon Wood’s teammates had to drop out of the expedition?
- A. The supplies had not been carried ahead.
  - B. The pace was too fast for them to keep up.
  - C. The weather conditions suddenly changed.
  - D. The route they were climbing was uncharted.
21. Why were Sharon Wood and Dwayne Congdon unable to stay longer at the top of Mount Everest?
- A. The strong winds were beginning to present difficulties.
  - B. The elevation at the peak was altering their sense of reality.
  - C. Descending in the dark could cause them to make mistakes.
  - D. They were preoccupied by their physical discomfort and fatigue.
22. According to Sharon Wood, what life-threatening mistake did she make on her descent?
- A. She lost her focus.
  - B. She used up too much oxygen.
  - C. She carried too much equipment.
  - D. She abandoned her climbing partner.
23. According to Sharon Wood, what prevents us from reaching our goals?
- A. failing to be realistic
  - B. failing to work as a team
  - C. failing to see opportunities
  - D. failing to overcome our fears

24. Which sentence expresses the **main** idea of the passage?
- A. “we had to just maintain our balance” (paragraph 4)
  - B. “I am sure it was beautiful, but to us it meant something very different” (paragraph 6)
  - C. “the slightest mistake could have disastrous consequences” (paragraph 10)
  - D. “people design their own limitations” (paragraph 16)
25. What is the most likely reason why Sharon Wood wrote this article?
- A. to justify
  - B. to caution
  - C. to criticize
  - D. to motivate
26. Of the climbers listed in the time line, which **best** fits Sharon Wood’s definition of being “transformed” as stated in paragraph 17?
- A. Erik Weihenmayer, who is blind
  - B. Peter Hillary, first son of a summitter
  - C. Junko Tabei, the first woman to reach the summit
  - D. Pasang Lhamu Sherpa, who died descending the summit
27. What reasonable conclusion can readers draw from the time line?
- A. No one tried to climb the mountain before 1922.
  - B. There are no more “firsts” to be made on Mount Everest.
  - C. Climbing Mount Everest is not as popular as it used to be.
  - D. Records concerning Mount Everest have only been kept since the 20<sup>th</sup> century.

**PART B**

**Making Connections Through Reading**

**2 multiple-choice questions**

**1 written-response question**

**Value: 21%**

**Suggested Time: 35 minutes**

Questions 28, 29 and 30 are based on **both** “The True Story of Lake Ontario” **and** “Sharon Wood: No Limits.”

28. How are Marilyn Bell Di Lascio in “The True Story of Lake Ontario” and Sharon Wood in “Sharon Wood: No Limits” different in their feelings about their challenges?
- A. Marilyn was reluctant while Sharon was self-motivated.
  - B. Marilyn resented the media attention while Sharon valued it.
  - C. Marilyn felt she needed help while Sharon sought independence.
  - D. Marilyn desired personal gain while Sharon hoped to help others.
29. How are the experiences of Marilyn Bell Di Lascio in “The True Story of Lake Ontario” and Sharon Wood in “Sharon Wood: No Limits” similar?
- A. They both nearly died in the attempt.
  - B. They both inspired patriotic sentiments.
  - C. They both became temporarily disoriented.
  - D. They both abandoned others in order to succeed.

You have **Examination Booklet Form A**. In the box above #1 on your **Response Booklet**, ensure that you have filled in the bubble as follows.

Exam Booklet Form/ Cahier d'examen	A	B	C	D	E	F	G	H
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30. Who would be the better role model, Marilyn Bell Di Lascio or Sharon Wood? In making your argument, you **must** discuss **both** passages.

### **Guidelines For Your Response**

- Show your understanding of **both** passages.
- If you do not discuss **both** passages, you will not receive full marks.
- Write approximately **one to two pages**.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

### **Organization and Planning**

Use this space to plan your ideas before writing in the **Response Booklet**.

**WRITING ON THIS PAGE WILL NOT BE MARKED.**

## **PART C**

### **Writing**

#### **1 written-response question**

**Value: 37%**

**Suggested Time: 50 minutes**

- Write a multi-paragraph composition on the writing prompt below.
- Your writing may be persuasive, narrative and/or descriptive.
- You may agree or disagree with the writing prompt.
- You may use ideas based on your own experience, the experience of others, your reading, your imagination, or from any aspect of your life.
- Plan your ideas in the space provided on the following page.
- Write your response in the **Response Booklet** using **blue** or **black** ink.

### **Getting Ready to Write**

We face many obstacles in life. They may be created by others or by circumstances beyond our control. Sometimes these obstacles are a result of our own doubts and fears.

### **Writing Prompt**

31. Our toughest struggles in life can be with ourselves.

Writing Prompt: *Our toughest struggles in life can be with ourselves.*

**Organization and Planning**

Use this space to plan your ideas before writing in the **Response Booklet**.  
Organize your ideas using a web, a list or an outline.

**WRITING ON THIS PAGE WILL NOT BE MARKED.**

## Acknowledgments

“Here in Katmandu,” by Donald Justice. *The Summer Anniversaries*. Wesleyan University Press and University Press of New England. ©1981.

“The True Story of Lake Ontario,” by Marilyn Bell Di Lascio as told to Janet Matthews. From *Chicken Soup for the Canadian Soul: Stories to Inspire and Uplift the Hearts of Canadians*. Health Communications, Inc. ©2001 Marilyn Bell Di Lascio. pp. 86–91.

“Sharon Wood: No Limits,” by Tamela Georgi and Lisa Wojna. From *Canadian Women Adventurers: Stories of Daring and Courage*. Folklore Publishing. ©2005. pp. 38–41.

**Style Guide:** *Guide to Canadian Usage* by Margery Fee and Janice McAlpine.  
Oxford University Press. 1997.

**Dictionary:** *The Canadian Oxford Dictionary*. Oxford University Press.



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**Course Code EN 10**  
**AUGUST 2007**

<b>Question 30</b>							
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<b>Question 31</b>							
0	1	2	3	4	5	6	NR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exam Booklet Form/ Cahier d'examen

A	B	C	D	E	F	G	H
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A	B	C	D	E	F
1 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

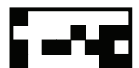
A	B	C	D	E	F
21 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A	B	C	D	E	F
6 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A	B	C	D	E	F
26 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A	B	C	D	E	F
11 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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14 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A	B	C	D	E	F
16 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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19 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20 <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Place Personal Education Number (PEN) here.

**Course Code = EN 10**

**English 10**

**AUGUST 2007**

**Response Booklet**

Exam Booklet Form/ Cahier d'examens    A   B   C   D   E   F   G   H  
                    

### **Student Instructions**

1. Place your Personal Education Number (PEN) label at the top of this Booklet **AND** fill in the bubble (Form A, B, C, D, E, F, G or H) in both areas that corresponds to the letter on your Examination Booklet.
2. Use a pencil to fill in bubbles when answering questions on the front of this Booklet.
3. Use a blue- or black-ink pen when answering written-response questions in this Booklet.
4. Read the Examination Rules on the back of this Booklet.
5. Do not tear off the Answer Sheet.



**PART B**  
**Making Connections Through Reading**

**Suggested Time: 35 minutes**

<b>Criteria</b>	
<b>Make sure your response:</b>	<input checked="" type="checkbox"/>
• clearly answers the question	<input type="checkbox"/>
• contains a discussion of both passages	<input type="checkbox"/>
• is complete and accurate	<input type="checkbox"/>
• is well supported with relevant details	<input type="checkbox"/>

**You may wish to copy the question here to refresh your memory.**

••• USE A PEN WITH BLUE OR BLACK INK. •••

**Question 30:** \_\_\_\_\_

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**PART C**  
**Writing**

**Suggested Time: 50 minutes**

<b>Criteria</b>	
<b>Make sure your writing:</b>	<input checked="" type="checkbox"/>
• addresses the topic and accomplishes the purpose	<input type="checkbox"/>
• is engaging for the audience	<input type="checkbox"/>
• is clear and well organized	<input type="checkbox"/>
• includes fully developed ideas	<input type="checkbox"/>
• uses correct spelling, punctuation, grammar and paragraph structure	<input type="checkbox"/>

**You may wish to copy the writing prompt here to refresh your memory.**

**••• USE A PEN WITH BLUE OR BLACK INK. •••**

**Question 31:** \_\_\_\_\_

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**PART C**  
**Writing**

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**PART C**  
**Writing**

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**Look Back on Your Response**

Take a few minutes to check your response and make any corrections. Use the criteria to guide you.

**END OF EXAMINATION**

## Examination Rules

1. The time allotted for this examination is two hours.  
You may, however, take up to 60 minutes of additional time to finish.
2. Answers entered in the Examination Booklet will not be marked.
3. Cheating on an examination will result in a mark of zero. The Ministry of Education considers cheating to have occurred if students break any of the following rules:
  - Students must not be in possession of or have used any secure examination materials prior to the examination session.
  - Students must not communicate with other students during the examination.
  - Students must not give or receive assistance of any kind in answering an examination question during an examination, including allowing one's paper to be viewed by others or copying answers from another student's paper.
  - Students must not possess any book, paper or item that might assist in writing an examination, including a dictionary or piece of electronic equipment, that is not specifically authorized for the examination by ministry policy.
  - Students must not copy, plagiarize or present as one's own, work done by any other person.
  - Students must immediately follow the invigilator's order to stop writing at the end of the examination time and must not alter an Examination Booklet, Response Booklet or Answer Sheet after the invigilator has asked students to hand in examination papers.
  - Students must not remove any piece of the examination materials from the examination room, including work pages.
4. The use of inappropriate language or content may result in a mark of zero being awarded.
5. Upon completion of the examination, return all examination materials to the supervising invigilator.