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# Questions Booklet

June 1998



# English 30

## Part B: Reading

## Grade 12 Diploma Examination



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**June 1998**  
**English 30 Part B: Reading**  
**Questions Booklet**  
**Grade 12 Diploma Examination**

*Description*

**Part B: Reading** contributes 50% of the total English 30 Diploma Examination mark.

There are 70 questions in the Questions Booklet and 8 reading selections in the Readings Booklet.

*Time: 2 hours. You may take an additional 1/2 hour to complete the examination.*

*Instructions*

- Be sure that you have an English 30 Questions Booklet **and** an English 30 Readings Booklet.
- You may **not** use a dictionary, thesaurus, or other reference materials.
- On the answer sheet provided, use **only** an **HB** pencil to mark the correct or best answer for each question. Fill in the circle that corresponds to your answer. For example:

Which month has 31 days?

- A. February
- B. April
- C. November
- D. December

Answer Sheet

(A) (B) (C) ●

- Do not fold the answer sheet.
- Mark only one answer for each question.
- If you change an answer, erase your first mark completely.
- Answer all questions.



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**I. Read the poem on page 1 of your Readings Booklet and answer questions 1 to 8.**

1. Lines 1 to 3 convey the mother's feeling that her son's leaving was
  - A. provoked
  - B. accidental
  - C. unexpected
  - D. foreseeable
2. In context, the phrase "locked inside his name" (line 7) suggests **mainly** that the son is
  - A. resistant to change
  - B. restrained by expectations
  - C. inclined to dominate others
  - D. cherished by an overeager family
3. In the context of lines 6 to 11, "antediluvian" means
  - A. watery
  - B. age-old
  - C. mercurial
  - D. suspicious
4. That an image of rain (lines 15 to 16) briefly replaces the imagery of fire points to a sense of
  - A. reprieve
  - B. rebellion
  - C. celebration
  - D. indifference
5. Lines 17 to 24 suggest **most clearly** that "so primitive a thing" is our
  - A. anger
  - B. natural environment
  - C. struggle to create a life of ease
  - D. instinctive desire to have children

*Continued*



6. In the context of lines 17 to 24, the image in “a captive of our need amid the ruin of a modern city!” reinforces the idea that
- A. urban life is doomed to extinction
  - B. disadvantaged adolescents thrive on adversity
  - C. children become victims of their parents’ longings
  - D. parents seek to provide shelter for their children
7. In the context of lines 25 to 30, the lines “and then there’s the holding while the world heals or does not heal” serve to convey
- A. the inclination of mothers to create conflict
  - B. a mother’s passive role of patience and hope
  - C. a mother’s happiness in hearing her offspring learn to talk
  - D. the uncertainty that causes mothers to reject their surroundings
8. The central focus of lines 25 to 35 is the speaker’s
- A. refusal to accept the desires of the young
  - B. acceptance of a mother’s role in raising a child
  - C. knowledge that a conflict is forthcoming
  - D. need to accept blame for her son’s leaving

**II. Read the excerpt from a novel on pages 2 to 4 of your Readings Booklet and answer questions 9 to 16.**

9. Lines 10 to 21 suggest **most clearly** that father and sons approached Sunday afternoons with attitudes of
- A. apathy and resignation
  - B. solemnity and resolution
  - C. dutifulness and anticipation
  - D. dismay and apprehension
10. The tone of the narrator's comment "This always seemed to satisfy him, as indeed such a beautiful answer should have, and besides he was anxious to be on the hills" (lines 16 to 17) can be described as
- A. respectful
  - B. derogatory
  - C. gently ironic
  - D. slightly pompous
11. The narrator's point of view as a child is emphasized by repetition in the phrases
- A. "the sermon that was coming" (lines 19–20) and "the most successful passages of his morning sermon" (lines 20–21)
  - B. "had fallen from an original state of grace" (line 30) and "by falling from a tree" (line 31)
  - C. "man by nature was a mess" (lines 29–30) and "man by nature is a damn mess" (line 52)
  - D. "it trembled with the beating of his heart" (line 37) and "not so stiff it could not tremble" (line 41)

*Continued*

12. The narrator's observation "Unlike many Presbyterians, he often used the word 'beautiful' " (lines 34 to 35) suggests that, in the narrator's view, Presbyterians are characteristically
- A. austere
  - B. optimistic
  - C. appreciative
  - D. hypocritical
13. The seriousness with which the father regards mastery of the art of fly fishing is **most emphatically** conveyed by the statement
- A. "He told us about Christ's disciples being fishermen" (line 4)
  - B. "If someone called it a pole, my father looked at him as a sergeant in the United States Marines would look at a recruit who had just called a rifle a gun" (lines 42–44)
  - C. "If our father had had his say, nobody who did not know how to fish would be allowed to disgrace a fish by catching him" (lines 48–49)
  - D. "'it is an art that is performed on a four-count rhythm between ten and two o'clock' " (lines 99–100)
14. The contrast between the attitude of the father toward fly fishing and the attitudes of his young sons toward fly fishing is **best** revealed in the statement
- A. "we were left to assume, as my brother and I did, that all first-class fishermen on the Sea of Galilee were fly fishermen and that John, the favorite, was a dry-fly fisherman" (lines 4–6)
  - B. "After my brother and I became good fishermen, we realized that our father was not a great fly caster, but he was accurate and stylish and wore a glove on his casting hand" (lines 24–26)
  - C. "My brother and I would have preferred to start learning how to fish by going out and catching a few, omitting entirely anything difficult or technical in the way of preparation that would take away from the fun" (lines 45–47)
  - D. "So my brother and I learned to cast Presbyterian-style, on a metronome" (line 104)

*Continued*



15. The father's dedication to the principle of " 'a four-count rhythm between ten and two o'clock' " (lines 99 to 100) suggests **mainly** his
- A. Christian leadership
  - B. methodical approach
  - C. knowledge of sportsmanship
  - D. inclination to be competitive
16. In this retrospective account of his father's combined roles of father, minister, and fly fisherman, the narrator conveys an attitude of
- A. affectionate regard
  - B. anxious self-doubt
  - C. criticism
  - D. cynicism

**III. Read the excerpt from a play on pages 5 to 8 of your Readings Booklet and answer questions 17 to 26.**

17. In lines 1 and 2, Vandergelder declares the infectious nature of
- A. fear
  - B. folly
  - C. prestige
  - D. perfection
18. The **main** effect of Vandergelder's address to the audience (lines 1 to 28) is to
- A. ridicule marriage
  - B. elicit respect for wealth
  - C. humorously introduce the theme
  - D. establish his intellectual superiority
19. The repeated use of "what" to begin the exclamatory statements in lines 14 to 17 serves **mainly** to
- A. convey Vandergelder's respect for women
  - B. reinforce Vandergelder's condescending admiration
  - C. develop Vandergelder's argument that "Marriage is a bribe" (lines 12–13)
  - D. emphasize Vandergelder's fascination with ants (lines 13–15)
20. Ermengarde's objections to the idea of elopement are based on her
- A. practical common sense
  - B. regard for her uncle's plans
  - C. hopes for an elaborate wedding
  - D. conventional sense of propriety
21. Ambrose's comment "Ermengarde, you have the soul of a field mouse" (line 49) is an expression of his
- A. fearful sympathy
  - B. disguised contempt
  - C. shocked indignation
  - D. affectionate exasperation

*Continued*

22. Mrs. Levi's observation "The future is the most expensive luxury in the world, Mr. Kemper" (lines 85 to 86) reflects her
- A. practical nature
  - B. pessimistic nature
  - C. pretentious behaviour
  - D. predictable behaviour
23. The dramatic purpose of Mrs. Levi's cards (lines 103 to 109) is to
- A. justify Ambrose's fear of her
  - B. emphasize her resourcefulness
  - C. confirm the credibility of her expertise
  - D. clarify her association with the Vandergelders
24. Mrs. Levi's comparison of herself to artists (line 130) serves to convey that she
- A. is a lover of nature
  - B. is undervalued by society
  - C. considers herself a professional
  - D. tries to improve on things as she sees them
25. The humour of the contrast drawn between Ambrose and Mrs. Levi arises from the contrast between
- A. his doubt and her assurance
  - B. his realism and her idealism
  - C. his integrity and her cynicism
  - D. his worldliness and her naiveté
26. Mrs. Levi's role in this scene is **best** described in
- A. "I can be of real service to you" (line 77–78)
  - B. "I am a woman who arranges things" (line 121)
  - C. "I need little pickings" (line 123)
  - D. "I'm very much amused" (line 133)



**IV. Read the excerpt from an article on pages 9 to 11 of your Readings Booklet and answer questions 27 to 35.**

27. The writer's list of the inconveniences experienced by average Japanese (lines 6 to 8) serves **mainly** to
- A. organize the essay
  - B. summarize the essay
  - C. provide a personal point of view
  - D. provide support for the thesis
28. The writer contends that trade imbalances would start working themselves out (line 16) if the Japanese were to
- A. consume more astutely
  - B. learn to sacrifice even more
  - C. consume more like Westerners
  - D. overthrow their rigid government
29. The writer bases his belief that friction between Japan and its trading partners will continue on the observation that
- A. "Japanese life is needlessly hard" (line 15)
  - B. "the [Japanese] themselves will eventually rebel" (line 17)
  - C. "[the Japanese] will find ways to buy cheaper imports" (line 18)
  - D. "the Japanese public is already quite content" (line 28)
30. Lines 23 to 26 indicate that "market theory" is based on the assumption that
- A. increasing wealth produces increasing consumption
  - B. decreasing spending produces increasing wealth
  - C. decreasing incentive produces decreasing wealth
  - D. increasing wealth produces increasing satisfaction
31. The phrases enclosed by dashes in line 15 and lines 45 to 46 serve **primarily** to
- A. create a conversational tone
  - B. expand upon the preceding point
  - C. interrupt the flow of the argument
  - D. provide transition between two thoughts

*Continued*

32. The writer believes that the “broadly accepted social contract” (line 51) of the Japanese is the
- A. preservation of Japanese cultural traditions
  - B. legal agreements made to maintain the uniqueness of the culture
  - C. sacrifices made by the citizens in order to foster national prosperity
  - D. social mores that prevent the country from maintaining a world presence
33. The writer’s description of a subway ride in lines 85 to 95 depends for effect on the use of
- A. contrast
  - B. suspense
  - C. vivid details
  - D. figures of speech
34. In noting that his friends agreed that neither of them “will ever have a bigger house” (line 108), the writer concludes that the Japanese
- A. are facing political instability
  - B. will not break the social contract
  - C. have all the material comforts they need
  - D. will uphold small-scale housing as a cultural tradition
35. At the time this article was written, the writer believed the prevailing attitude of the Japanese to be one of
- A. acceptance of the status quo and little expectation of real change
  - B. ambitions to improve the material status of the average citizen
  - C. frustration at the austerity of life and embarrassment at foreign criticism
  - D. pride in the simple beauty found in a non-material lifestyle

- V. Read the excerpt from a novel on pages 12 to 14 of your Readings Booklet and answer questions 36 to 44.
36. In the context of this excerpt, the observation that “He surprised himself” (line 3) refers to Dan’s
- A. realization that he could not stop lying
  - B. perception of undiscovered possibilities
  - C. recognition that he is highly competitive
  - D. confusion at falling in love with a rich girl
37. The description of the Hyland girls “playing their desperate background music endlessly like human jukeboxes” (line 29) suggests **mainly** that
- A. they talk to disguise their insecurity
  - B. Dan dislikes their tendency to gossip
  - C. their choice of music is boring to Dan
  - D. their choice of entertainment is frivolous
38. The “survivors and holdouts” (line 31) are those friends of Dan who
- A. are seeking love affairs
  - B. are developing material values
  - C. have not succumbed to marrying the Hyland girls
  - D. have formed a sense of camaraderie in their good fortune
39. The phrase “alone in their old familiar company” (line 32) is an example of
- A. paradox
  - B. allusion
  - C. analogy
  - D. pun
40. The significance of dogs in Dan’s life (lines 46 to 47) suggests his
- A. confidence
  - B. masculinity
  - C. vulnerability
  - D. sentimentality

*Continued*



41. In context, artichokes and dulcimers (line 50) represent Dan's idea of
- A. sophistication
  - B. pretentiousness
  - C. petty preferences
  - D. self-improvement
42. Dan's ability to "escape continuous punishment" (line 78) appears to be a result of his
- A. hard work at school
  - B. prepossessing charm
  - C. fear of consequences at home
  - D. friends being willing to take the blame
43. The statement "But there was some glamor in him" (line 82) reflects the implications of
- A. "flamboyant and mysterious and foreign-sounding" (lines 13–14)
  - B. "a young man of ordinary tastes" (line 42)
  - C. "a place or a beer or a sport" (lines 44–45)
  - D. "well-shined shoes; football . . . hot pepper sauce" (lines 48–49)
44. Dan's awareness of his mother's struggles causes him to adopt an attitude to the relative wealth of others (lines 85 to 105) that is based on his resentment of their
- A. gentility
  - B. sloppiness
  - C. selfishness
  - D. extravagance

- VI. Read the excerpt from the play on pages 15 to 18 of your Readings Booklet and answer questions 45 to 53.
45. In calling Achilles “great Thetis’ son” (line 4), Ulysses implies that Achilles
- A. is incapable of error
  - B. has a reputation to uphold
  - C. is unaware of his parentage
  - D. has made a mockery of his parentage
46. Achilles’ repetition of the words “This is not strange” (line 14 and line 23) emphasizes **most strongly** that his attitude toward Ulysses’ commentary is
- A. sarcastic
  - B. dismissive
  - C. conciliatory
  - D. disrespectful
47. Describing Fortune as “skittish” (line 46) means that she is
- A. fancy
  - B. erratic
  - C. fond of favours
  - D. dangerous to pursue
48. Lines 50 to 53 imply **most strongly** that
- A. the Greeks are in need of a hero
  - B. Ajax and Hector harbour a personal hostility
  - C. the Trojans will surrender once Hector is slain
  - D. Hector is the only Trojan left for Ajax to overcome
49. Achilles’ words in lines 54 to 56 indicate that he is
- A. ready to do battle
  - B. chastizing himself
  - C. wise and understanding
  - D. feeling sorry for himself

*Continued*

50. The “great-sized monster of ingratitude” (line 59) is
- A. war
  - B. wealth
  - C. charity
  - D. forgetfulness
51. A phrase that exemplifies the use of personification is
- A. “emulation hath a thousand sons” (line 69)
  - B. “thou great and complete man” (line 93)
  - C. “case thy reputation in thy tent” (line 99)
  - D. “drive great Mars to faction” (line 101)
52. The central point of Ulysses’ advice to Achilles is that
- A. the gods will protect Achilles
  - B. the Greeks will fail without Achilles
  - C. Achilles’ reputation has been tarnished and besmirched
  - D. Achilles’ past honour will fade if he does not earn it anew
53. Ulysses’ **main** method of persuasion is through the use of
- A. praise
  - B. criticism
  - C. anecdote
  - D. analogy



**VII. Read the excerpt from the essay on pages 19 to 21 of your Readings Booklet and answer questions 54 to 61.**

- 54.** The statement that describes the mindset that the narrator adopts as he prepares himself to experience the dance is
- A. “I was delighted, for we had come out to Santo Domingo with no more than a good hope of finding a dance in progress” (lines 1–3)
  - B. “I was delighted, yet as we walked between the low houses towards the plaza, I also felt ashamed” (lines 8–9)
  - C. “I could not resist the lure, being too greedy of the experience” (lines 12–13)
  - D. “I would try to enter imaginatively into the ceremony and not merely to observe it” (lines 18–19)
- 55.** A synonym for the term “bush telegraph” (lines 12), as it is used in this excerpt, would be
- A. grapevine
  - B. field telephone
  - C. extrasensory perception
  - D. primitive telecommunication system
- 56.** The narrator connotatively reinforces the “heart-affecting” sound of the rattles (lines 23–25) with the use of the word
- A. chanters (line 26)
  - B. fourfold (line 27)
  - C. rending (line 30)
  - D. tripped (line 33)
- 57.** The participation of the small girl and boy in the dance (lines 48–59) affects the narrator **mainly** through the
- A. sense of gaiety that the children provide
  - B. impressive mastery of the children’s skills
  - C. charm of the children’s unconscious mimicry
  - D. promise of continuity that the children represent

*Continued*

58. The word “accoutrement” (line 75) is best defined as
- A. paint
  - B. regalia
  - C. discipline
  - D. happiness
59. In context, the narrator suggests his inability to cross the boundary of his stance as critical observer when he uses the words
- A. “energy and heat” (line 37) and “wasp’s nest” (line 37)
  - B. “Catholic Mass” (lines 46–47) and “kiva” (line 64)
  - C. “arena” (line 68) and “actors” (line 76)
  - D. “embodiments” (line 85) and “imagination” (line 88)
60. The narrator’s statement “when I woke my memories had revived their colours” (lines 101 to 102) **most strongly** supports his former observation
- A. “the moment a ceremony becomes a spectacle for gapers some of the good goes out of it” (lines 11–12)
  - B. “all the threads wove together to make a picture of their desire for well-being and continuance” (lines 77–79)
  - C. “No dance has ever caused seeds to germinate, rain fall, corn swell and ripen or the sun turn back” (lines 83–85)
  - D. “because of their poetry they offer us visions for which science has no eyes” (lines 96–97)
61. The juxtaposition of references to the narrator’s car and to the drums in lines 1 and 6 and line 98 serves to
- A. create an impression of cultural alienation
  - B. contrast material wealth and spiritual poverty
  - C. indicate a change in mood from uncertainty to fulfillment
  - D. punctuate the boundary between two worlds or realms of experience

**VIII. Read the poem on page 22 of your Readings Booklet and answer questions 62 to 70.**

- 62.** The speaker's experience of isolation is a direct result of the
- A.** fog
  - B.** snow
  - C.** glaciers
  - D.** mountains
- 63.** In the first three stanzas, the speaker's description of being stranded on the mountain emphasizes feelings of
- A.** confidence
  - B.** indifference
  - C.** ambivalence
  - D.** disappointment
- 64.** The word "borders" in line 7 refers to
- A.** imaginary fears
  - B.** human isolation
  - C.** physical barriers
  - D.** emotional control
- 65.** The speaker's "wild wish" (line 8) is the desire to
- A.** return to the crowded shelter
  - B.** master the mountain singlehandedly
  - C.** shed the predictability of humanness
  - D.** escape the threat of mountainous hazards
- 66.** The choice of the verbs "galloped" (line 2) and "leaped" (line 8) serves to emphasize a sense of
- A.** despair
  - B.** timidity
  - C.** excitement
  - D.** determination

*Continued*



67. The speaker's sense of the futility of the wish or longing is **best** conveyed in
- A. "there was no sign of the human" (line 9)
  - B. "forms you couldn't make resemble faces" (line 13)
  - C. "How could they be persuaded / to accept you" (lines 17–18)
  - D. "the fog blew higher and withdrew" (line 22)
68. In the context of the whole poem, the "painted stripes" (line 4), "borders" (line 7), and "postcards" (line 24) represent
- A. familiar security
  - B. spiritual challenge
  - C. physical limitations
  - D. unnatural boundaries
69. As a telling of "the other side of it" (line 1), this poem describes the speaker's response to
- A. human sacrifice
  - B. heroic endeavours
  - C. nature's indifferent inscrutability
  - D. difficulties that are insurmountable
70. The central idea of the poem relates to the
- A. fear of being lost
  - B. rewards of challenge
  - C. joy of mountaineering
  - D. limitations of being human







# *English 30: Part B*

*June 1998*

