

Student Booklet

LANGUAGE 1



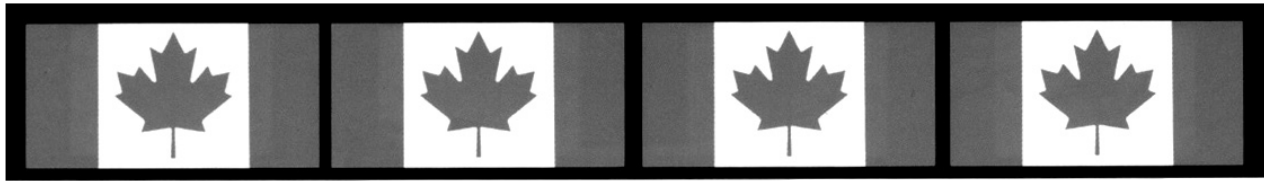
Education
Quality and
Accountability
Office

Please note: The format of these booklets is slightly different from that used for the assessment. The items themselves remain the same.

Section

A

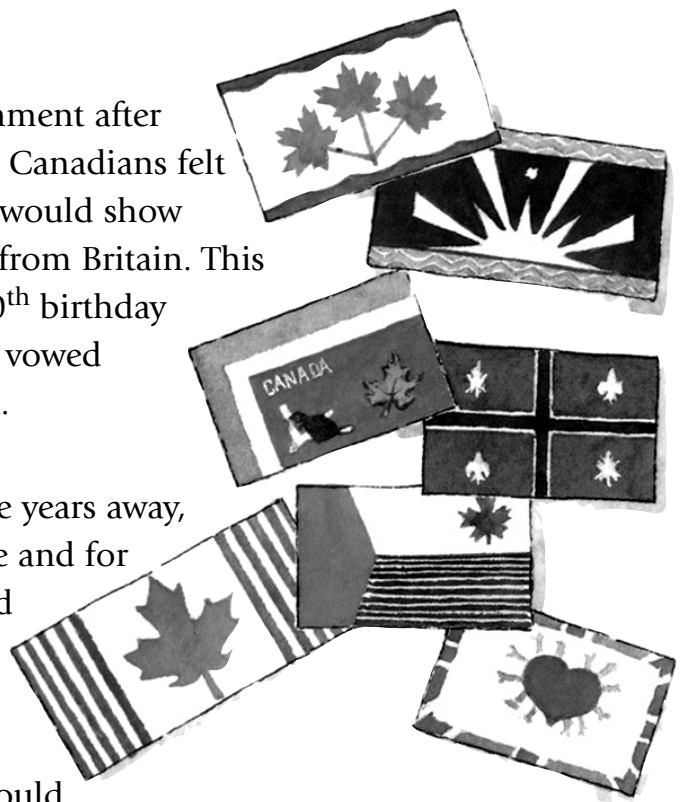
A Flag of Canada's Own



Shouldn't a country have a flag of its own?

This question was asked by the Canadian government after World War I and again after World War II. Many Canadians felt it was time for the country to choose a flag that would show Canada had a unique identity and was separate from Britain. This feeling became especially strong as Canada's 100th birthday approached. So, members of all political parties vowed to work together to create a new flag for Canada.

In 1964, with Canada's 100th birthday only three years away, Prime Minister Pearson decided it was time once and for all for Canada to have its own flag. He organized a flag committee made up of 15 members of Parliament from the five political parties represented in the House of Commons. The committee's job was to find a flag design that would appeal to all Canadians.



As well as getting advice from flag experts, the flag committee asked Canadians for their suggestions. Thousands of people sent in ideas. The flag committee room was soon filled with bags and bags of mail containing letters and drawings from across Canada, and even from Canadians living outside the country.

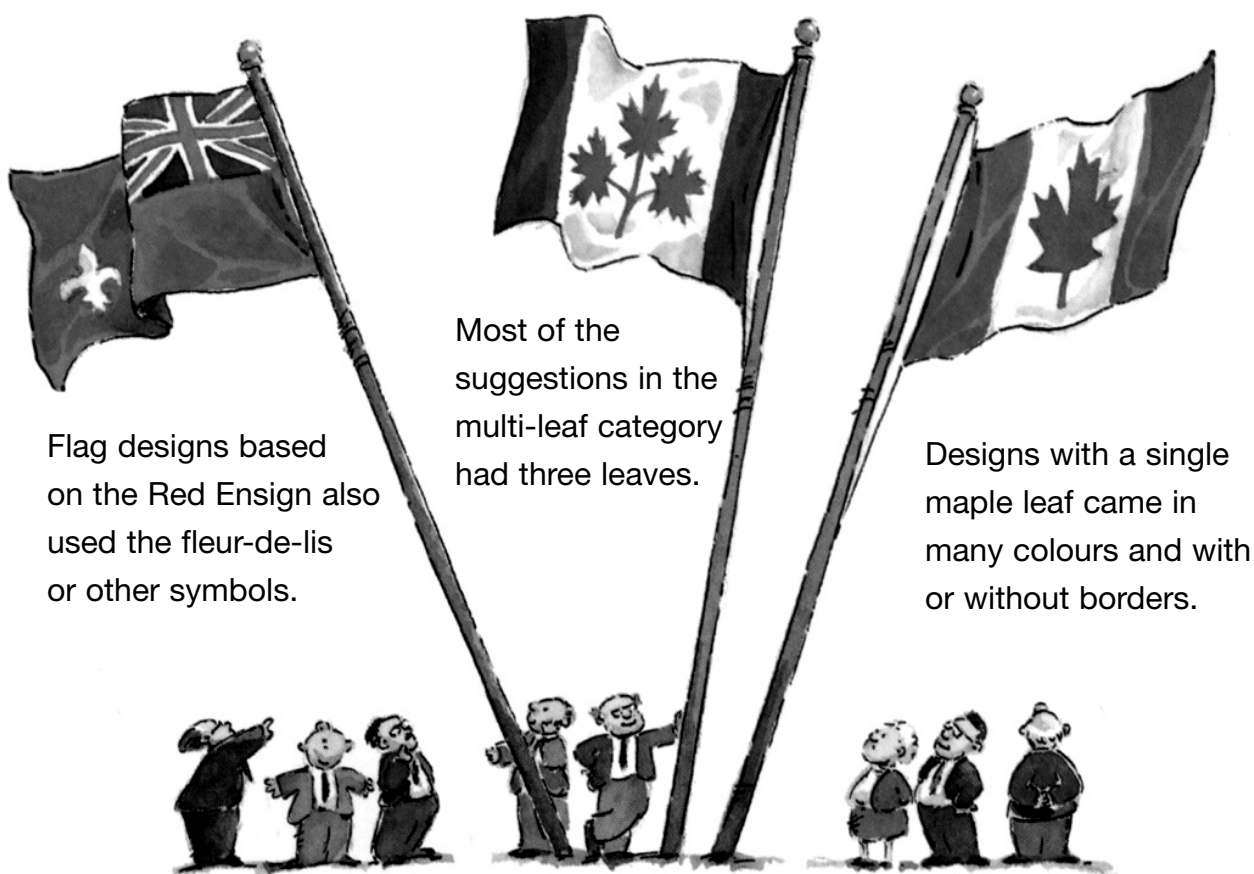
Schoolchildren, families, business people and organizations sent in drawings, paintings, collages and photographs, on tissue, wrapping paper, cardboard and fabric. Even a 100 kg (220 lb.) flag model with blinking lights was sent in. As members of the committee chose their favourite designs, they stuck them on the walls of the committee room. Soon the room was covered with hundreds of designs.

Every letter and flag design that was sent in to the government was delivered to the flag committee for consideration. People felt strongly about the need for a new flag, and most encouraged Prime Minister Pearson with his mission.

Famous artists, such as the Group of Seven's A. Y. Jackson, sent in sketches and even spoke to the flag committee.

Some symbols were unusual, including rabbits, eagles, Canada geese and even hockey sticks. Often people sent in detailed letters explaining the meaning of their designs. Others mailed in poems, songs and even essays they had written in support of their ideas.

Today, thousands of those submissions, ranging from simple crayon sketches to professional artists' paintings, are saved at the National Archives of Canada as part of Canada's heritage.



After weeks of looking at designs and listening to experts, the flag committee had to choose a design to present to Parliament for approval. First the committee divided its favourite designs into three groups: versions of the Red Ensign, flags with a single maple leaf and ones with a number of maple leaves. Then the committee had to choose one of these groups.

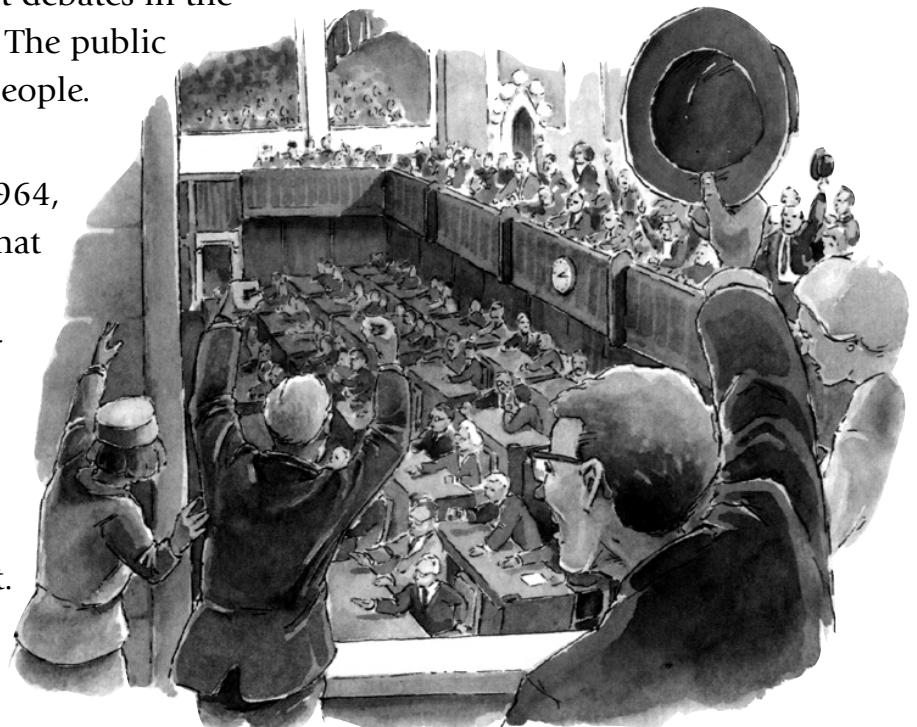
The committee members were from five different political parties, so imagine how surprised they were when the votes were counted and they had all chosen the same category—the single maple leaf.

The flag committee presented its choice to Parliament. Now all members of Parliament had to vote on whether to approve this design as Canada’s new flag. Getting them to agree would not be easy.

Prime Minister Pearson wanted a flag that was “distinctly Canadian which could not be mistaken for the emblem of any other country.” He appealed to the honourable members to unite around the new flag.

But John Diefenbaker, leader of the Opposition, fought hard to keep the Red Ensign that showed Canada’s historic link to Britain. Discussion led to debate that lasted for 15 days. It was one of the longest debates in the history of Canadian Parliament! The public galleries were jam-packed with people.

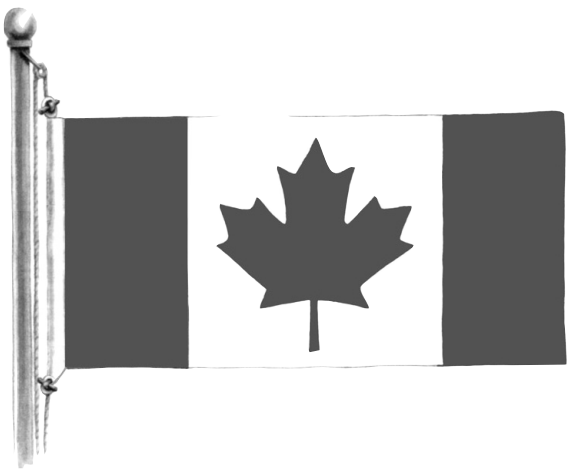
At 2:13 a.m. on December 15, 1964, debate was closed—something that is rarely done—and a vote was taken. Cheers, screams and desk-banging greeted the announcement that the Maple Leaf flag had received an overwhelming majority of votes from the members of Parliament.



Three days later the Senate passed the flag motion, and on December 31, 1964, Queen Elizabeth II, Canada's queen, gave her approval. Now it was official—after almost a hundred years, Canada had its own flag.

One reason Canada's Maple Leaf flag is recognized all around the world is because of its great design. That design was the result of a lot of hard work by a number of experts.

George Stanley, a professor at Royal Military College in Kingston, Ontario, suggested a single maple leaf design in red and white because it could be seen clearly from a distance.



Once Parliament voted for the red-and-white Maple Leaf flag, flag committee member John Matheson worked to perfect the design. Red borders were included to balance the bold central leaf and make the flag stand out. Then Matheson had to choose a maple leaf as a model for the flag's leaf. He wanted to pick one that most Canadians would recognize, so he chose the sugar maple leaf.

The design of the leaf on the flag was developed by designer Jacques St. Cyr. His 11-point leaf looks like a real maple leaf when the flag flies on a windy day.

Just as there are many maple leaf shapes, there are also many shades of red. A bright scarlet shade was chosen for Canada's flag so that it would be different from the lighter red of Britain's Union Jack and the darker red of the American flag.

Most Canadians got their first glimpse of the new flag on February 15, 1965. It was a cold cloudy day in Ottawa, but people began to gather on Parliament Hill early in the morning to welcome Canada's new flag. The crowd cheered and the sun broke through the clouds as the new Maple Leaf flag reached the top of the flagpole for the first time. Today, that original flag hangs in the prime minister's office.

Written by Ann-Maureen Owens and Jane Yealland.
Illustrated by Bill Slavin and Esperança Melo.

1. What is the main idea of the text "A Flag of Canada's Own"?

2. According to the authors, why did many Canadians want a new flag?

3. The authors begin the passage with a question most likely because they

- a do not know if Canada had a flag of its own.
- b want readers to think about their own opinion.
- c are going to answer the question in the first paragraph.
- d think Canada needed to be separate from Britain.

4. Read the sentence below.

The committee members were from five different political parties, so imagine how surprised they were when the votes were counted and they had all chosen the same category—the single maple leaf.

This statement suggests that

- a no one liked the multi-leaf design.
- b members of different political parties usually agree.
- c members of different political parties usually disagree.
- d the single maple leaf category was unpopular.

5. Which of the following statements is an opinion rather than fact?
- a Flag designs were sent in from many places.
 - b Some flag designs were better than others.
 - c Many Canadians sent in their ideas to the flag committee.
 - d Prime Minister Pearson appealed to members to support the new flag.

6. Read the sentence below.

First the committee divided its favourite designs into three groups: versions of the Red Ensign, flags with a single maple leaf and ones with a number of maple leaves.

The colon is used to

- a begin a list.
 - b divide the sentence.
 - c separate each of the three groups.
 - d draw attention to the words that follow.
7. Describe how you know that "A Flag of Canada's Own" is a narrative.

8. Prime Minister Pearson organized a flag committee representing the five political parties to choose a new flag for Canada.

Why was it a good idea for Pearson to form a committee to make this decision rather than making the decision on his own?

Use ideas from the text and your own ideas to answer the question.

9. Identify and explain the unique characteristics of the design of Canada's flag.

10. Read this sentence:

But John Diefenbaker, leader of the Opposition, fought hard to keep the Red Ensign that showed Canada's historic link to Britain.

In this sentence, what part of speech is the word "hard"?

11. How do you know that all of the flag submissions were valued?

12. In some ways, creating a new flag is similar to working on a class art project. There needs to be a plan, and you need ideas for a good design.

In what ways was creating the new Canadian flag different from working on a class art project? Use your own ideas and ideas from the text to answer the question.

13. Prime Minister Pearson in "A Flag of Canada's Own" could be described as a strong-minded person.

Use information from the text to explain why he is a strong-minded person.

14. If you were asked to present the information contained in this text using a different form of writing, what form would you choose? Explain your choice.

15. According to the text, where would you find the original Canadian flag today?

- a on a pole in front of the Parliament Buildings
- b in the prime minister's office
- c in the Canadian National Archive
- d in the flag committee room

16. Read this sentence:

So, members of all political parties vowed to work together to create a new flag for Canada.

Which of the following words has the same meaning as the word "vowed"?

- a co-operated
- b promised
- c hoped
- d tried

17. Which of the following people acted both as a flag committee member and as a flag designer?

- a Prime Minister Pearson
- b John Matheson
- c George Stanley
- d A. Y. Jackson

18. What is the name of the writing below each flag on page 5?

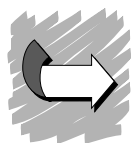
- a caption
- b heading
- c label
- d subheading

19. Read the following sentence from the text:

At 2:13 a.m. on December 15, 1964, debate was closed—something that is rarely done—and a vote was taken.

Write the compound word from the above sentence.

20. Why do the authors include the cartoon on page 5?



21. Recently, the provincial government suggested that, for health reasons, pop machines should be removed from schools across the province.



Write a letter to your principal expressing your opinion about this suggestion.

Ideas for My Letter

Remember:

- Check over your work.
- Check your spelling, grammar and punctuation.

Blank lined writing area consisting of 20 horizontal lines.



Section

B

Comets: The Space Travellers

1 A hazy ball of light glows eerily in the night sky. Today we know it is a comet making its long journey around the sun. Long ago, people were frightened by these visitors. They blamed comets for storms, earthquakes, diseases and death.

5 A comet is a ball of ice, gas and rocky dirt. It circles the sun in a long, nearly oval path called an orbit. When a comet passes near the sun, it develops a large, glowing head and a long tail. Bright comets can be easily seen from Earth.



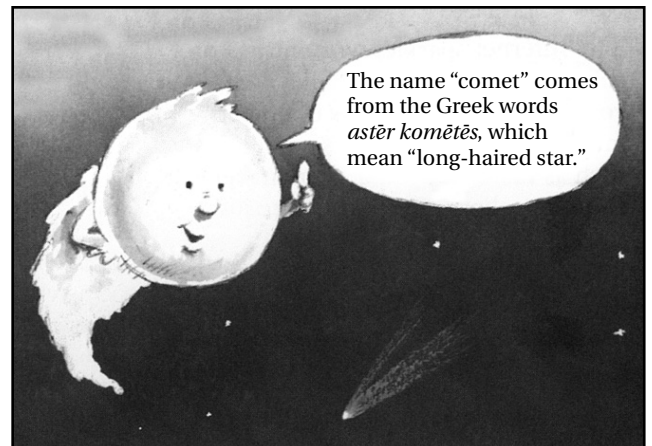
In 1997, Comet Hale-Bopp glowed brightly with reflected sunlight for several weeks. Hale-Bopp will return in about 2400 years.

Comets are often called “dirty snowballs.” That’s because each comet has a core—called its nucleus—that is made of dust, ice and frozen gases.

15 Each time a comet approaches the sun, its frozen nucleus heats up. Gases and dust escape and surround the nucleus in a huge cloud called a coma. The sun’s energy pushes some of the comet’s gas and dust into one or more long wispy tails.

20 Most comets are too small and too far away to be seen from Earth. When a comet passes near the sun, however, its glowing coma makes it look much bigger and brighter in the night sky.

25 A bright comet is an amazing sight. It glows like a huge, hazy star with a long, ghostly tail. Comets have two types of tails—gas tails and dust tails. Both types appear when a comet is near the sun.



Comets' tails are blown outwards from the sun by the solar wind. Because a comet's tail is not caused by the comet's motion, it can even travel in front of the comet.

30 Comets are leftover bits from the formation of the solar system. These icy objects cluster in at least two different places. Short-period comets—ones that orbit the sun in less than 200 years—lie in the Kuiper belt. This ring of comets is just outside the orbits of Neptune and Pluto.

35 Other comets surround the whole solar system in a huge swarm. This sphere of comets is called the Oort cloud after its discoverer, Jan Oort. The outer limits of the Oort cloud are 1000 times farther away from the sun than Neptune and Pluto. Comets travel around the sun at about 160 000 km/h. This makes them some of the fastest things in the solar system.

40 Some comets have been around for hundreds or thousands of years. Comet Halley was recorded by Chinese astronomers in 240 B.C., so it is at least 2000 years old.

In 1682, Edmond Halley watched a brilliant comet blaze in the sky over England. Then he figured out that two earlier comets had traced the same path. Each comet had followed the other by about 75 years.

45 Halley realized he was not studying three separate comets—just one that kept coming back. "It should return again around the year 1758," he wrote to a friend. Halley's prediction came true in early 1759, and the comet was named after him. Comet Halley still reappears about every 75 years.

50 But not all comets behave in ways that scientists expect. Sometimes an expected comet doesn't turn up, or it looks different from what was predicted. When Comet Halley returned in 1986, many people were disappointed because it wasn't very bright.

Comet hunters scan the night sky with telescopes, looking for anything unusual. Sometimes they find a fuzzy spot of light that isn't on the star maps. Right away, they contact other astronomers. Why the rush? If the new spot turns out to be a comet, it will be named after the one or two people who reported it first.

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22. Why does the author use bold print in the first 3 lines of the passage?

- a** to summarize the facts
- b** to highlight the information
- c** to capture the audience's interest
- d** to give information about the comets

23. The passage "Comets: The Space Travellers" is an example of which form of writing?

- a** fiction
- b** biography
- c** procedure
- d** non-fiction

24. A comet appears bigger and brighter in the night sky because of

- a** its tail.
- b** its dust.
- c** its coma.
- d** its speed.

25. The author probably wrote this passage to

- a** inform readers about comets.
- b** tell readers about famous comets.
- c** show readers how to become comet hunters.
- d** tell readers how comets have been around for many years.

26. The writing that accompanies the picture of Comet Hale-Bopp is called

- a** a title.
- b** a caption.
- c** a subheading.
- d** a description.

27. The author provides the Greek definition of the word "comet" to

- a** make it easier to read.
- b** entertain and add humour.
- c** visualize and give important information.
- d** organize the passage into different sections.

- 28.** An astronomer is a person who
- a** studies comets.
 - b** studies the stars.
 - c** studies the future.
 - d** studies the environment.
- 29.** Comet Halley, one of the most famous comets, has fascinated people throughout history because
- a** it is an old comet.
 - b** it is a brilliant comet.
 - c** it is a comet that has returned at regular intervals.
 - d** it was recorded by Chinese astronomers thousands of years ago.
- 30.** The main idea of the paragraph beginning "Halley realized he was not studying three separate comets...." (lines 44 to 47) is that
- a** Halley's comet looked different.
 - b** Halley's comet behaved strangely.
 - c** Halley's comet returned at regular intervals.
 - d** Halley's comet followed two other brilliant comets.

- 31.** Read the sentence below.
- "Halley's prediction came true in early 1759." (lines 45–46)
- In this sentence, the word "prediction" means
- a** sighting.
 - b** forecast.
 - c** observation.
 - d** presentation.

- 32.** Read the sentence below.
- _____ studying comets to learn more about _____ paths and appearances.
- Which pair of homonyms completes the sentence?
- a** There, their
 - b** Their, there
 - c** They're, there
 - d** They're, their

- 33.** Which word is a compound word?
- a** sunlight
 - b** telescope
 - c** surround
 - d** astronomer

34. Read the sentence below.

"Other comets surround the whole solar system in a huge swarm." (line 34)

Two adjectives used in this sentence are

- a** whole, solar.
- b** solar, swarm.
- c** comets, huge.
- d** comets, swarm.

35. Read the sentence below.

"The sun's energy pushes some of the comet's gas and dust into one or more long wispy tails." (lines 16 to 17)

What is a synonym for the word "wispy"?

- a** thin
- b** weak
- c** thick
- d** strong

36. Which word has the same number of syllables as "discoverer"?

- a** brilliant
- b** unusual
- c** prediction
- d** approaches

37. Read the sentence below.

"It glows like a huge, hazy star with a long, ghostly tail." (lines 23 to 25)

In this sentence, the word "ghostly" is

- a** a verb.
- b** a noun.
- c** an adverb.
- d** an adjective.

38. Choose the best way to combine the following two sentences.

A comet's tail is not the result of its motion.

The comet's tail can travel in front of it.

- a** Yet a comet's tail is not the result of its motion, it can travel in front of it.
- b** But a comet's tail is not the result of its motion, it can travel in front of it.
- c** Because a comet's tail is not the result of its motion, it can travel in front of it.
- d** However, a comet's tail is not the result of its motion, it can travel in front of it.

39. Which word has a suffix added to it?

- a visitor
- b unusual
- c reappear
- d earthquake

40. Choose the set of words that all have the long "a" sound.

- a passes, caused, swarm, fastest
- b after, appear, contact, around
- c hazy, behave, traced, formation
- d scan, solar, farther, astronomer

41. Read the sentence below.

"Edmund Halley watched a brilliant comet blaze in the sky over England."
(line 41)

Which word is opposite in meaning to the word "brilliant"?

- a dull
- b blurry
- c sparkling
- d colourful

Canadian Girls Who Rocked the World

Manon Rheume: Hockey Player



5 Manon heard the buzz of the crowd as she followed the rest of the Tampa Bay Lightning team down the long hallway to the ice. At 168 centimetres tall and 61 kilograms, she was tiny compared to the other players. But Manon was used to that—she scarcely noticed the size difference any more.

The cheers grew louder. The announcer’s voice boomed over the loudspeakers and television cameras zoomed in on the hockey players.

“Breathe,” Manon reminded herself.

10 She took her position in goal. The puck was dropped. It seemed as if the game was moving at double speed. Across the ice. Across again. Players passed the puck quickly back and forth until suddenly someone careened towards the net. He shot!

15 Slap! The puck bounced off Manon’s padding. She’d made the save, but there was no time to stop and rest. One after another, players took eight more shots on goal. Pucks careened towards her at 160 kilometres an hour. Manon stopped all but two. At the end of the period, the game was tied 2–2, and Manon had become the first woman ever to play in the NHL (National Hockey League).

20 Ever since she had been a toddler in Lac Beauport, Quebec, Manon had dreamed of playing in the National Hockey League. She began skating when she was three. Her brothers—one older and one younger—were both on a local hockey team, so Manon played goalie while they practised. They spent hours testing their skills in the basement and the backyard. But Manon got tired of watching her brothers’ games from the stands. When she was five, she asked to be the team goalie. When she skated onto the ice for her first game, she looked just like a boy—except for her white figure skates.

25 By the time she was eleven, Manon’s team was the only one in the region to qualify for the Quebec International Pee Wee Hockey Tournament—a competition that had hosted such stars as Wayne Gretzky and Guy Lafleur. Manon was the first girl ever to play in the tournament. The year after, she became the first girl ever to play at the Bantam AA level.

30 Manon was one of the best goalies in the province. But not everyone thought a girl should play hockey. One coach said, “There’s no way a girl is going to play on my team.” Hockey was an obsession in Manon’s hometown—with parents as well as players. And some of the parents felt that teaching a girl was a waste of time. After all, why train her when she would never make the NHL? When the Bantam AA players were invited to a summer training camp, Manon was excluded.

35 Discouraged, Manon quit playing hockey the week she turned seventeen. She began attending college near Quebec City. She had always been a good student, and she tried putting all of her energy into her studies. But she missed her time on the ice and the thrill of competition.

40 A year later, she discovered a women’s team playing in Sherbrooke. It would be a two-and-a-half-hour drive to practice every week and practices were at nine or ten o’clock at night. As a women’s team, it was hard to get ice time. Manon agreed to play anyway. The team trained hard and in 1991 they won the provincial championships and came in second in the nationals.

45 Her confidence back, Manon tried out for a new men’s team starting in Louiseville. She competed against five other goalies for a spot on the team—and won. Before long, she was the first woman to goaltend in the Quebec Major Junior Hockey League.

50 A year later, she was chosen to join the women’s national hockey team on a trip to an international tournament in Finland. For weeks, the team trained for hours each day. They won all of their preliminary games. So did the American women’s team. The Canadians won all of their games in the semi-finals. So did the Americans. The two teams met in the finals, both vying for the gold medal. The final score? Eight goals for the Canadians. Zero for the American team.

55 Soon after that, the Tampa Bay Lightning invited Manon to their training camp. On September 23, 1992, she played in the NHL exhibition game against the St. Louis Blues. She was twenty years old. When the media interviews, phone calls and autographs were over, Manon was a star!

60 Since her history-making game, Manon has played at national and world championships. At twenty-five, she travelled to Japan as part of Canada's 1998 Olympic Team and brought home a silver medal. She later turned her talents to professional roller hockey in Las Vegas, Nevada. Today, Manon helps a major manufacturing company design hockey gear especially for women.

42. The main idea of the passage “Manon Rheaume: Hockey Player” is to
- a inspire others to follow their dreams.
 - b explain about women playing hockey.
 - c describe Manon’s life growing up in Quebec.
 - d explain about playing in the National Hockey League.
43. The reader knows that Manon was nervous before her first NHL game, because
- a she heard the fans cheer.
 - b she reminded herself to breathe.
 - c she was very small compared to the other players.
 - d she heard the announcer’s voice over the loudspeaker.
44. The word that best describes Manon’s attitude toward playing hockey is
- a confident.
 - b determined.
 - c discouraged.
 - d enthusiastic.

45. Read the sentence below.
- “The two teams met in the finals, both vying for the gold medal.”
- In this sentence, “vying” means
- a trying.
 - b working.
 - c striving.
 - d playing.
46. Read the sentence below.
- “Her confidence back, Manon tried out for a new men’s team....”
- Manon had regained her confidence by
- a putting all her energies into her studies.
 - b performing well with her women’s team.
 - c practising at nine or ten o’clock at night.
 - d driving a long distance to her weekly practice.

47. Which one of the following statements is an opinion rather than a fact?

- a** Manon is one of the best goalies in the world.
- b** Manon was the first woman to play in the NHL.
- c** Manon played for Team Canada in the 1998 Olympics.
- d** Manon had dreamed of playing hockey ever since she was a child.

48. Read the phrase below.

“... since she had been a toddler in Lac Beauport, Quebec, Manon had dreamed of playing for the National Hockey League.”

In this phrase, some words are capitalized because they are

- a** titles.
- b** key words.
- c** things.
- d** proper nouns.

49. Manon successfully accomplished her goal, because

- a** she was the best goaltender in the league.
- b** she was the first woman to play in the NHL.
- c** she brought home a silver medal in the Olympics.
- d** she was the first girl ever to play at the Bantam AA level.

50. Read the sentence below.

“Manon was a star!”

Manon accomplished this by

- a** travelling to Japan on the Olympic team.
- b** working hard on the women’s team in Sherbrooke.
- c** playing in an NHL exhibition game at twenty years of age.
- d** competing against five other goalies and winning a spot on the men’s team.

51. The passage "Manon Rheaume: Hockey Player" is an example of

- a a legend.
- b a journal.
- c a procedure.
- d a biography.

52. Which one of the following words has both a prefix and a suffix?

- a invited
- b announcer
- c discouraged
- d manufacturing

53. Read the phrase below.

"The announcer's voice boomed over the loudspeakers and television cameras zoomed in...."

In this phrase, the word "television" is

- a a verb.
- b a noun.
- c an adverb.
- d an adjective.

54. Which word has the same number of syllables as "manufacturing"?

- a exhibition
- b autographs
- c preliminary
- d professional

55. Manon watched her _____ games and listened as the _____ voice came over the loudspeaker.

Select the words to complete the sentence correctly.

- a brother, announcer's
- b brothers', announcer's
- c brothers, announcers'
- d brother's, announcers'

56. " _____ trying to encourage more girls to use _____ skills in professional sports."

Select the pair of homonyms that complete the sentence correctly.

- a Their, there
- b There, their
- c Their, they're
- d They're, their

57. Read the sentence below.

"But she missed her time on the ice and the thrill of competition."

The root word for "competition" is

- a petition.
- b compete.
- c competed.
- d competitor.

58. Read the sentence below.

"But she missed her time on the ice and the thrill of competition."

An antonym for "thrill" is

- a joy.
- b dullness.
- c sensation.
- d excitement.

59. Which noun when made plural follows the same spelling rule as "studies"?

- a play
- b energy
- c practice
- d interview

60. Read the sentence below.

"Today, Manon helps a major manufacturing company design hockey gear especially for women."

In this sentence, the word "design" is

- a a noun.
- b a verb.
- c an adverb.
- d an adjective.

61. Read the sentence below.

"A year later, she was chosen to join the women's national hockey team on a trip to an international tournament in Finland."

Two adjectives in this sentence are

- a trip, hockey.
- b team, national.
- c women's, international.
- d tournament, international.

