



## ENGLISH LANGUAGE ARTS 10-1

Mrs. Adolf  
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### **Description**

**Time: 2½ hours.**

You may take an additional ½ hour to complete the examination.

Plan your time carefully; the suggested time for each part is only a guideline.

**Part A: Written Response** contributes 50% of the total ELA 10-1 Final Examination mark and consists of two assignments:

#### **Personal Response to Text Assignment**

- *Suggested time:* 45 minutes
- *Value:* 40 marks

#### **Critical/Analytical Response to Literary Text Assignment**

- *Suggested time:* 1½ to 2 hours
- *Value:* 60 marks

### **Instructions**

- Complete the Personal Response to Text Assignment first. The Personal Response to Text Assignment is designed to allow you time to think and reflect upon the ideas that you may also explore in the Critical/Analytical Response to Literary Text Assignment.
- Complete **both** assignments.
- You may use the following print references:
  - a dictionary
  - a thesaurus
- Format your work using an easy-to-read 12-point font such as Times or Calibri.
- **Recommendation:** Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing.

**Save your exam as [ELA101FINALsurname](#)**

Please enter this label in the subject box of your email as well.

**Please print this document.**

**Complete both written assignments of this exam  
in the answer document open on your computer.**

**PERSONAL RESPONSE TO TEXT ASSIGNMENT**

(suggested time: 45 minutes)

Carefully read and consider the texts on pages 2 to 5, and then complete the assignment that follows.

**THE 50-DOLLAR BROKEN HEART**

My first date was a big thing in my life. It is for a lot of girls. It was a little different for me, though. I was 16, and my friends had been dating for at least two years. I had met some nice guys while working on school projects. But I'd never had a real get-me, bring-me-home date.

There is a reason for this. It isn't that I am a dum-dum or shy — nothing that normal. It is just that I have two lousy eyes. I was born this way. Even with surgery and ugly thick glasses, I am almost blind. It's not surprising that boys do not exactly run after me. I am a great gal for a cousin or a partner on a school project. But for a date?

Okay, so I'm not the foxiest. But I do have nice hair, lots of white teeth, a quick smile, and, they tell me, a sense of humor. Besides that, I'm slow on self-pity. I feel pretty good about myself.

It may surprise you that my most lonesome feeling didn't come from looking in a mirror. Nor pretending not to hear, "Miss Four Eyes" or "Freak Face." Nor trying for the thousandth time to walk down steps with head up, hands down, and feet close together. You'd never guess. It was in the third grade, when I'd always be the last one chosen for sides in jump rope!

But that was a long time ago. And what I'm getting at is my first date. So I won't keep you in suspense, the way stories are supposed to. I'll tell you who he was right away.

Jim Koeppen had always been great to me. He was five years older and lived four houses down the block. When I was very little, I remember his stopping to say "Hi" when he delivered our paper. Once, he was going by with a gang of boys. He saw that I was hunting for the ball I'd been playing with. He stopped, crawled under a bush, and handed me the ball. Then, with a "See you later," he went off to the baseball field. He used to take me to the main street of our town when Santa Claus appeared. He'd make sure I was near the front of the line to get free candy.

Now he was in college. He had everything going for him, including super looks.

I had come home late from school. And there he was at the dinner table, talking to Mom and Dad.

After dinner, Jim asked, "Do you have a date for the Senior Prom, Kid?"

I said, "No way."

He said, "How about going with me?"

I laughed and told him to quit teasing me. But he said, "I'm serious." And that's how it started.

So I did all the things girls do. I got a beautiful formal dress and matching shoes. I dreamed a lot. I practiced dance steps.

In the back of my mind, I wondered if I would really go. Would he really show up? But he did. Right on time, too.

I was putting on a bracelet when I heard Jim's car whip into the driveway. I got my shawl. Then I walked carefully downstairs.

Jim smiled his great smile and said, "Wow!" Then he gave me some flowers — lilies of the valley and violets. Act One was a great success.

I had never known this kind of envy before. I mean people envying me. It was frightening. It was thrilling. I knew that life just wasn't this perfect, and yet it was. I wanted it to go on and on.

Jim danced only with me. And he seemed to enjoy it. At the punch bowl, I introduced him to my good-looking English teacher, Miss Stephens. I persuaded him to dance with her. But he came right back after the dance. Then he whirled me onto the floor, saying, "If anyone cuts in, say we're Siamese twins!"

Before we went home, I went to the ladies' lounge. My friends were all talking about my date. They asked me where we were going after the dance. And they suggested that we join them.

The teachers were talking in the outer lounge. I left the group to say good-bye to my English teacher. As I got to the open door, I heard her voice. She was saying, "And Jane's father paid him 50 bucks to bring her here and show her a good time."

Luckily, she didn't see me. I ran down the hall and leaned against a locker. Finally, I caught my breath and went to meet Jim at the door.

He acted the same way he always had. It was hard not to think it wasn't a joke. Some horrible mistake. But a mistake could not have been so cruel. It could not have been plotted with such cunning.

Jim's car whipped through the night air. I must have said the right meaningless things. I don't remember.

Finally, I was home. And sure enough, there was Dad, sitting in the family room with a book in his hands. But he was really waiting up for his darling daughter.

Jim's car drew away very quickly. Was Jim dreaming about the good-looking Miss Stephens? I'd never know that. But I knew that the evening had turned into a horrible mess. And I knew I could never tell anyone.

"Did you have a good time, Jane?"

"A marvelous time, Dad!" I even managed to kiss him before I went up to my bedroom. So, now I am sitting at my desk. I'm ready to pull the last page from a primary type machine for the almost-blind.

Miss Stephens gave me this writing assignment. She said, "Make it true. Describe an experience that somehow has affected your attitudes and behavior."

Well, Miss Stephens, here it is. And you know what? I don't even hate you. But I wish it weren't the truth. I wish it were all a big fat fake.

*Sally Cremeens*

### **OPPORTUNITY**

This I beheld, or dreamed it in a dream:—  
There spread a cloud of dust along a plain;  
And underneath the cloud, or in it, raged  
A furious battle, and men yelled, and swords  
Shocked upon swords and shields. A prince's banner  
Wavered, then staggered backward, hemmed by foes.  
A craven<sup>1</sup> hung along the battle's edge,  
And thought, "Had I a sword of keener steel—  
That blue blade that the king's son bears,—but this  
Blunt thing—!" he snapped and flung it from his hand,  
And lowering crept away and left the field.  
Then came the king's son, wounded, sore bestead,  
And weaponless, and saw the broken sword,  
Hilt-buried in the dry and trodden sand,  
And ran and snatched it, and with battle-shout  
Lifted afresh he hewed his enemy down,  
And saved a great cause that heroic day.

*Edward Roland Sill*

<sup>1</sup> craven—coward



**Brick boulevard**

Afghan girls walk past a brick factory on their way to school in Kabul. In western Kabul, there are about 50 factories where brick makers fire handmade bricks used for the reconstruction of buildings destroyed during more than two decades of war.

*Emilio Morenatti/AP*

**Flood fun**

Lena Davis, 5, swims in flood waters outside her home in Chauvin, Louisiana. The storm surge from Tropical Storm Edouard put almost two feet of water in her front yard.

*Matt Starney /  
The Hourna Courier*

**Personal Response to Text Assignment**

(Suggested time: approximately 45 minutes)

You have been provided with four texts on pages 2 to 5. In the short story, “The 50 Dollar Broken Heart”, Jane has undergone an experience that will affect her attitudes and behavior. In the poem, “Opportunity”, the prince seizes an opportunity that the coward throws away. In the photograph, “Brick boulevard”, young Afghani girls navigate their way to school through bricks and ruins. In the photograph, “Flood fun”, Lena Davis takes advantage of an unexpected swimming “pool” in her backyard.

**The Assignment**

**What do these texts suggest to you about  
personal challenge?**

**Support your idea(s) with reference to ONE of the texts presented  
and to your previous knowledge and/or experience.**

**Instructions**

- You must **use a prose form**.
- You must **connect ONE of the texts provided in this examination to your own ideas and impressions**.
- You may respond from a personal, critical, and/or creative perspective.

**Complete your assignment in the answer document.**

**Critical / Analytical Response to Literary Text Assignment**

(Suggested time: approximately 1½ to 2 hours)

Reflect on the ideas and impressions that you discussed in the Personal Response to Text Assignment regarding personal challenge.

**The Assignment**

**Consider how personal challenge  
has been reflected and developed in a literary text you have studied.**

**What idea does the author develop regarding  
personal challenge?**

**Write a literary essay of at least five paragraphs.**

***Reminders for planning and writing***

- **Do NOT use the texts provided in this booklet for the Critical/Analytical Response to Literary Text Assignment. Select ONE literary example that is relevant to this assignment and interesting to you from the short stories, novel, non-fiction, plays, poetry, and other texts that you have studied in ELA 10-1 this semester. You should be very familiar with the literary text you choose to discuss.**
- Carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your essay. **Organize** your essay so that your ideas are clearly, effectively, and coherently presented.
- As you **develop** your ideas, **support** them with appropriate, relevant, and meaningful examples from your choice of literary text.

**Complete your assignment in the answer document.**