BRITISH COLUMBIA LITERARY STUDIES 11 (MLTST11) · UNIT C · 25 QUESTIONS

Nonfiction and Informational Texts — Practice Test

This practice test was made by AI and there may be mistakes. If a question or answer looks wrong, use the Flag a mistake button to let Brett know so he can fix it.

Reading I - Later Start, Sharper Minds

Use this reading for questions 1 to 6.

Our school should start later in the morning, and the reason is simple. Students who arrive half asleep cannot learn well in first period, no matter how good the lesson is. Teachers in our school have noticed that the same students who stare blankly at eight in the morning become alert and ready to take part by nine. If we want learning to matter, we should schedule it for hours when students are awake enough to use it.

Some people will say that a later start would disrupt bus schedules and after school sports. That is a fair concern, but schedules can be adjusted, and many schools have already moved their start times without cancelling a single team. The cost of changing a timetable is small beside the cost of teaching students who are too tired to remember what they heard.

So why do we keep starting the day before our minds are ready? A later start would not solve every problem in our school, but it would give every student a fairer chance to learn. The question is not whether change is easy. The question is whether we care more about habit or about learning.

1 **According to Reading I, what is the main argument of the editorial**



A the school should start later because tired students cannot learn well in first period

B the school should cancel first period and all bus schedules

C teachers should give easier lessons at eight in the morning

D after school sports should be cancelled to save money

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2 **In Reading I, the evidence about teachers noticing alert students by nine is best described as**

A observation, because it reports what teachers have seen in class

B a controlled experiment with measured test scores

C a quotation from a national law about school hours

D a statistic from a census of all schools

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3 **The writer of Reading I is a student who would benefit from a later start. This matters because the writer**

- **A** status as a student means the argument needs no evidence
- **B** opinion should be ignored by every reader
- **C** perspective and interest may shape how the case is presented
- **D** personal interest proves that the argument is false

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4 **In Reading I, the question why do we keep starting the day before our minds are ready is used to**

- **A** show that the writer does not know the answer
- **B** make readers pause and reconsider a habit they accept
- **C** ask readers to send a written answer to the writer
- **D** prove that no school has ever changed its start time

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5 **In Reading I, the writer handles the concern about buses and sports by**

- **A** acknowledging it as fair and then answering it
- **B** ignoring it completely and changing the subject
- **C** agreeing that it makes a later start impossible
- **D** blaming bus drivers for the early start time

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6 **The tone of Reading I is best described as**

- **A** angry and insulting toward teachers and drivers
- **B** humorous and unserious about learning
- **C** sad and resigned to keeping the early start
- **D** reasonable and persuasive, arguing firmly without anger

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Reading II - The Library That Listened

Use this reading for questions 7 to 9.

When the town library asked residents what they wanted, the answers were clear. Working adults wanted evening hours, teenagers wanted a quiet room to study after school, and parents wanted weekend story times for younger children. The library had opened at nine and closed at five for many years, a schedule that suited almost no one who answered the survey.

The library changed its hours, added evening opening three nights a week, and turned an unused storage room into a study room for teenagers. Within a year, visits had risen, the study room was busy every afternoon, and the weekend story times were full. The change worked because the library listened first and planned around what people actually said they needed.

7 **According to Reading II, what is the main idea of the passage**



A teenagers stopped using libraries after the study room opened

B parents refused to attend weekend story times

C a library improved its service by listening to residents and changing its hours to fit their needs

D a library closed its doors because no one visited it anymore

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8 **According to Reading II, the change that most helped teenagers was**



A a decision to stop weekend story times

B a quiet study room created from an unused storage room

C a new rule that closed the library at five

D the removal of all evening opening hours

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9 **The purpose of Reading II as an informational text is mainly to**

A inform readers about a change and why it worked

B persuade readers to close their local library

C entertain readers with a fictional story

D sell tickets to a library fundraising event

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Reading III - Phones in Class Can Help

Use this reading for question 10.

Phones belong in class, used wisely, because they are tools for learning, not just distractions. A student can photograph the board to review notes later, look up a word in seconds, and use a timer to plan revision. When a teacher sets clear rules for when phones come out and when they stay away, students learn to use technology with purpose instead of fearing it.

Critics say phones always distract, but a tool is only as distracting as the rules around it. A pencil can also be used to doodle, yet no one suggests banning pencils. If we teach students to use phones well now, they will carry that skill into workplaces where phones are part of daily life.

10 **According to Reading III, a phone can help learning when a student uses it to**

- **A** watch videos silently during a class discussion
- **B** send messages to friends during a lesson
- **C** ignore the teacher and work alone
- **D** photograph the board to review notes later

Understand It with Pulse **Flag a mistake**

Reading IV - Phones Pull Focus

Use this reading for question 11.

Phones should stay in lockers during lessons, because even a silent phone pulls focus away from learning. A notification, a buzz, or even the thought of a message waiting can break concentration, and once concentration breaks, it takes time to rebuild. In my classroom I have watched strong students lose the thread of a discussion after a single glance at a screen.

Supporters say phones help with research, but research can wait for a library computer or a set time after the lesson. Lessons are short, and attention is the most valuable thing a student brings to class. Protecting that attention matters more than the convenience of having every answer in a pocket.

11 **According to Reading IV, the main reason phones should stay in lockers is that**

- **A** teachers never use phones in their own work
- **B** lockers are the only safe place in a school
- **C** even a silent phone can break concentration during lessons
- **D** phones are too expensive for students to own

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12 **Readings III and IV agree that**

A lessons should be shortened to protect attention

B phones are a common part of daily life for students

C phones should be banned from all workplaces

D research should never use a library computer

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13 **A claim that belongs to Reading III, not Reading IV, is that**

A phones used under clear rules can teach purposeful technology use

B a single glance at a screen can break concentration

C lessons are short and attention is precious

D research can wait for a set time after the lesson

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14 **A claim that belongs to Reading IV, not Reading III, is that**

A a phone can photograph the board for later review

B a pencil can also be used to doodle in class

C workplaces now include phones as daily tools

D notifications and the thought of a waiting message break focus

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15 **The difference in perspective between Readings III and IV comes mainly from the writers**

A different opinions about library computers

B different ages of the phones they own

C different roles, a student who uses a phone and a teacher who watches a class

D different schools in different towns

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16 **Which of the following is an opinion rather than a fact**

A the writer of Reading I attends the school discussed

B a later school start is the fairest choice for students

C the library added evening opening three nights a week

D the study room was created from a storage room

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17 **A credible source for a nonfiction claim is most likely one where the author**



A has relevant knowledge and supports claims with evidence

B uses the most emotional language possible

C agrees with whatever the reader already believes

D writes anonymously with no evidence at all

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18 **Loaded language in a nonfiction text is language chosen to**

- **A** explain a technical term in simple words
- **B** quote an expert accurately and fairly
- **C** list facts in the order they happened
- **D** stir strong emotion in the reader rather than present a neutral case

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19 **An anecdote used as evidence in nonfiction is**

- **A** a direct quotation from a law or treaty
- **B** a chart showing results over many years
- **C** a short personal story offered to illustrate a point
- **D** a large set of statistics from a national survey

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20 **The main purpose of a headline in a news article is to**



A list the names of all sources interviewed

B summarize the story briefly and draw readers in

C give the full evidence for every claim in the story

D replace the body of the article entirely

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21 **The main purpose of a caption under a photograph in an informational text is to**



A explain what the photograph shows and why it matters

B repeat the headline word for word

C advertise a product shown in the photograph

D hide the source of the photograph from readers

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22 **If two things rise together, a careful reader should remember that this alone does not prove that**

A the two things were measured at all

B either thing actually changed over time

C the measurements were recorded correctly

D one thing caused the other to rise

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23 **A primary source is a source created**

A for entertainment with no link to real events

B by copying another source word for word

C at the time of an event by someone directly involved or present

D many years later by a historian summarizing events

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24 **In the diagram, which idea belongs in the overlapping middle region shared by the student view and the teacher view in Readings III and IV**

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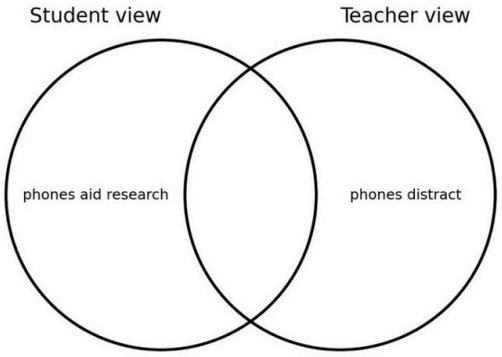

Question 24

In the diagram, which idea belongs in the overlapping middle region shared by the student view and the teacher view in Readings III and IV

A) phones belong in lockers

B) phones are common in daily life

C) phones aid research in class

D) phones distract in lessons

A phones belong in lockers

B phones are common in daily life

C phones aid research in class

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A phones belong in lockers

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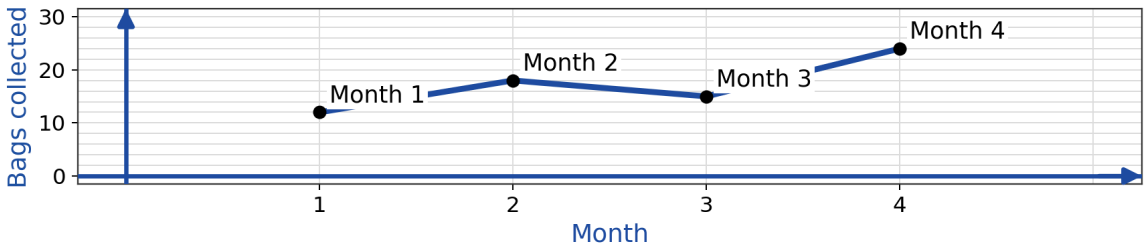
25 **The graph shows bags of litter collected in a park cleanup over four months. The month with the most bags collected is**



A month 4

B month 1

C month 2

D month 3

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ANSWER KEY

1. A
2. A
3. C
4. B
5. A
6. D
7. C
8. B
9. A
10. D
11. C
12. B
13. A
14. D
15. C
16. B
17. A
18. D
19. C
20. B
21. A
22. D
23. C
24. B
25. A

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