ONTARIO ENGLISH, GRADE 10, ACADEMIC (ENG2D) · UNIT B

Reading and Literature Studies — Practice Test

Ontario English, Grade 10, Academic (ENG2D) • 25 questions

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 - The Blue Bicycle

Use this reading for questions 1 to 5.

When Eli turned fourteen, his uncle gave him an old blue bicycle with rust on the chain, a torn seat, and one flat tire. Most people would have left it beside the garage, but Eli saw something worth saving. Every afternoon after school, he worked in the driveway with a rag, a wrench, and a small tin of oil his uncle had left in a toolbox.

At first, progress was slow. The chain stuck, the brakes squeaked, and Eli scraped his knuckles twice. He almost gave up on the third day, when the tire went flat again after he had just pumped it up. Instead of quitting, he asked his uncle to show him how to patch a tube. His uncle did not do the work for him. He watched, answered questions, and let Eli try again.

By the end of the month, the bicycle was clean, the tires held air, and the bell rang clearly. Eli rode it to school on a bright Monday morning, feeling proud not because the bicycle was new, but because he had learned to fix it himself. He had learned that patience, more than speed, turns a broken thing into something useful again.

1 **The main idea of Reading I is that Eli**

- **A** learns patience by repairing an old bicycle himself
- **B** receives a new bicycle as a gift from his uncle
- **C** rides to school faster than anyone else
- **D** decides to sell the bicycle at the end of the month

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2 **According to Reading I, the bicycle Eli receives has**

- **A** a new chain, a new seat, and two flat tires
- **B** no brakes and no bell at all
- **C** a rusty chain, a torn seat, and one flat tire
- **D** a broken frame that cannot be fixed

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3 **When the tire goes flat again on the third day, Eli**

- **A** gives up and leaves the bicycle in the garage
- **B** asks his uncle to show him how to patch a tube
- **C** buys a new bicycle with his own money
- **D** asks a friend to fix the tire for him

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4 **From the detail that his uncle watches and answers questions, the reader can infer that his uncle**

- **A** does not know how to fix a bicycle
- **B** is too busy to help Eli at all
- **C** plans to take the bicycle back
- **D** wants Eli to learn by doing the work himself

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5 **At the end of Reading I, Eli feels proud mainly because he**

- **A** owns the newest bicycle at school
- **B** learned to fix the bicycle himself
- **C** finished the work in a single day
- **D** received praise from his whole class

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Reading II - October Rain

Use this reading for questions 6 to 10.

The rain comes down in silver threads,

and stitches field and road together.

The maple leaves let go at last,

and drift like letters with no sender.

The creek runs fast beneath the bridge,

and carries summer leaves away.

A crow calls once from a bare branch,

then folds his wings and turns to grey.

I walk the lane with my coat pulled close,

and listen to the rain on stone.

The world grows quiet, soft, and small,

and I am glad to walk alone.

6 **The main idea of Reading II is that October rain**

- **A** makes the world feel quiet, soft, and small
- **B** ruins the last days of summer completely
- **C** frightens the speaker as he walks home
- **D** stops the speaker from leaving the house

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7 **In Reading II, the line about leaves drifting like letters with no sender is an example of**

- A a metaphor, stating leaves are letters
- B personification, giving rain a voice
- C rhyme, with no comparison at all
- D a simile, comparing leaves to letters

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8 **According to the poem, the crow on the bare branch**

- A flies south before the rain begins
- B sings loudly through the whole storm
- C calls once, then folds its wings and turns to grey
- D follows the speaker down the lane

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9 **The mood of Reading II is mainly**

- A angry and bitter
- B quiet and reflective
- C joyful and noisy
- D fearful and urgent

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10 **The speaker in Reading II can best be described as**

- A a walker who notices small details with calm pleasure
- B a farmer worried about damage to the fields
- C a child who is lost on the way home
- D a visitor who dislikes the rain

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Reading III - My First Kitchen Lesson

Use this reading for questions 11 to 15.

I learned to cook soup on a snowy Saturday with my grandmother, and the lesson had almost nothing to do with soup. She set out carrots, onions, and potatoes, and she asked me to wash and peel them while she told me about cooking for her own brothers and sisters when she was young. She did not hurry me, even when I cut the carrots into uneven pieces.

When the pot started to boil, she showed me how to skim the foam from the top and how to taste carefully, a little at a time, before adding salt. She said a cook who tastes as she goes will rarely ruin a pot. At the end of the afternoon, we ate the soup with bread, and she told me the recipe was not the point. The point, she said, was learning to pay attention, to be patient, and to share what you make with people you care about.

11 **The main lesson the narrator learns in Reading III is that cooking well means**

- **A** following a recipe exactly, with no tasting
- **B** cooking as fast as possible every time
- **C** paying attention, being patient, and sharing the result
- **D** using only carrots, onions, and potatoes

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12 **According to Reading III, the grandmother teaches the narrator to add salt by**

- **A** adding a large amount all at once
- **B** never adding salt to soup at all
- **C** asking someone else to taste the soup
- **D** tasting a little at a time before adding salt

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13 **The grandmother does not hurry the narrator even when the carrots are uneven. This shows she values**

- **A** speed above all else
- **B** patience while learning
- **C** perfect knife skills only
- **D** cooking without help

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14 **In Reading III, the word skim means to**

- **A** remove foam from the top of the pot
- **B** stir the soup quickly
- **C** add water to the pot
- **D** taste the soup at the end

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15 **The tone of Reading III is best described as**

- **A** angry and bitter
- **B** formal and distant
- **C** warm and reflective
- **D** playful and mocking

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Reading IV - How Honeybees Find Food

Use this reading for questions 16 to 20.

Honeybees do not find flowers by luck. A scout bee leaves the hive, searches for nectar, and returns to tell other bees where to go. Inside the dark hive, the scout performs a dance on the honeycomb. The shape and speed of the dance give other bees two key facts: how far away the flowers are, and in which direction they lie.

For nearby flowers, the scout performs a round dance, moving in small circles. For flowers farther away, the scout performs a waggle dance, moving in a figure eight pattern while shaking its body. The longer the straight middle part of the waggle dance, the farther away the food is. Other bees watch the dance closely, then fly out and follow the directions to the same flowers.

This system helps the whole hive. Instead of every bee searching alone, the hive shares information, so more bees reach good flowers quickly and bring back more nectar. Scientists have tested the dances by moving hives and watching bees find new food sources, and the bees follow the dance directions even when the food is in a place they have never visited.

16 **The main idea of Reading IV is that honeybee dances**

- **A** warn the hive about danger only
- **B** give other bees directions to flowers
- **C** replace the need for flowers entirely
- **D** help bees sleep inside the hive

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17 **According to Reading IV, a round dance tells other bees that flowers are**

- A very far away
- B underground
- C inside the hive
- D nearby

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18 **In a waggle dance, the longer the straight middle part, the**

- A farther away the food is
- B closer the food is
- C sweeter the nectar is
- D larger the hive becomes

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19 **The writer mentions scientists testing the dances mainly to show that**

- A bees cannot find food on their own
- B hives should always be moved
- C the dance directions are reliable and have been checked
- D scientists invented the dances

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20 **Reading IV is mainly an example of**

- A a personal essay about keeping bees
- B an informational article explaining a process
- C a poem about life in a hive
- D a short story about one scout bee

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Reading V - A Graphic Text: Reading Hours

Use this reading for questions 21 to 25.

The bar graph below shows the results of a school survey. One hundred Grade 10 students were asked how many hours they spent reading in a typical week, outside of class time. Each bar shows the average hours per week for one kind of reading.

Novels and stories: 4 hours. School reading for homework: 3 hours. Comics and graphic novels: 2 hours. News articles: 1 hour. The title of the graph is Reading Outside Class. A note under the graph says the survey counted only reading done outside of class time.

21 **According to Reading V, students spend the most time reading**

- **A** novels and stories, at 4 hours per week
- **B** school reading for homework, at 3 hours
- **C** comics and graphic novels, at 2 hours
- **D** news articles, at 1 hour per week

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22 **According to Reading V, students spend the least time reading**

- **A** novels and stories
- **B** school reading for homework
- **C** comics and graphic novels
- **D** news articles

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23 **The note under the graph matters because it tells the reader that the survey counted**

- **A** reading done during class time only
- **B** reading by teachers as well as students
- **C** only reading done outside of class time
- **D** books read in past school years

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24 **A reasonable conclusion from Reading V is that, outside class, Grade 10 students in the survey read**

- A news articles more than any other kind
- B stories for pleasure more than news articles
- C only for homework and never for pleasure
- D comics more than novels and stories

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25 **The main purpose of the graphic text in Reading V is to**

- A show survey results clearly so patterns are easy to see
- B persuade students to stop reading news
- C tell a story about one student reader
- D list every book read in Grade 10

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ANSWER KEY

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

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