ONTARIO ENGLISH, GRADE 10, ACADEMIC (ENG2D) · FINAL EXAM · 50 QUESTIONS

Final Exam — 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.

Transcript I - Planning a Presentation

Use this reading for questions 1 and 13.

PRIYA: Our presentation on school recycling is on Friday, and we have only ten minutes to speak. We need a plan that fits the time.

SAM: I think we should start with a question for the class. How many bottles do you think our school throws away each week?

PRIYA: That is a strong opening. The answer is about 400 bottles, and I got that number from the caretaker count last month.

SAM: Do you mean bottles from the cafeteria only, or bottles from the whole school?

PRIYA: From the whole school, including the gym and the classrooms. That is why the number is so high.

SAM: I also think we should explain that the bins are in the wrong places, so students,

[Priya speaks over Sam before he finishes his sentence.]

PRIYA: Yes, and I can make a poster that shows where the bins should go.

SAM: So you are saying the bins fill up, but they are not where students need them most.

PRIYA: Exactly. That is the point I want the class to remember.

SAM: Good. I will speak first and explain the problem. You can show the poster and answer questions at the end.

1 **The main purpose of the discussion in Transcript I is to plan**

- **A** a ten minute class presentation about school recycling
- **B** a poster contest about bottles in the cafeteria
- **C** a cleanup day for the gym and the classrooms

D a letter to the caretaker about bottle counts

Understand It with Pulse | Flag a mistake

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

Understand It with Pulse | Flag a mistake

3 **The sentence about the gym being repainted should be removed because it**

A is off topic and does not support the main idea

B is too short to be a real sentence

C comes before the cafeteria details

D mentions a place at school

Understand It with Pulse | Flag a mistake

4 **The intended audience of the poster in Media Text I is mainly**

A parents buying cars

B teachers planning lessons

C teenagers who ride bicycles

D cyclists in other towns only

Understand It with Pulse | Flag a mistake

5 **The response from Daniel to the feedback from Leah shows reflection because he**

A accepts the point and plans a clear change

B ignores the comment about his pace

C asks Leah to give the speech instead

D decides to drop the final point

Understand It with Pulse | Flag a mistake

6 **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

Understand It with Pulse | Flag a mistake

Paragraph II - A Later School Start

Use this reading for questions 7 and 11.

School should start later in the morning. Many teenagers struggle to focus in early classes because they have not had enough sleep. When students arrive tired, they find it harder to listen, remember lessons, and take part in discussions. A later start would let students sleep longer and arrive alert and ready to learn. For these reasons, a later start is a practical change that would help both students and teachers.

7 **The thesis of Paragraph II, the main claim the writer argues for, is that**

A school should start later in the morning

B teenagers need more homework each night

C teachers should give fewer discussions

D students should arrive tired to class

Understand It with Pulse | Flag a mistake

8 **The logo of the town cycling club in the corner mainly tells the audience**

A who created and stands behind the poster

B where to buy a blue bicycle

C how many helmets are free

D when the poster was printed

Understand It with Pulse | Flag a mistake

Transcript II - A Speech About Library Hours

Use this reading for questions 9 and 49.

DANIEL: Good morning. I want to talk about why our school library should stay open longer. Right now the library closes at four o'clock, but many students have sports practice until five o'clock. That means students who need a quiet place and help with homework cannot use the library after practice.

[Daniel rushes through the middle section of his speech, then slows down for his final point.]

DANIEL: Longer hours would let students finish homework with help nearby, instead of working alone at home late at night. That is the change I am asking for. Thank you.

LEAH: Your opening was clear, and your final point was strong. But I lost track in the middle because you went so fast that I could not follow your reasons.

DANIEL: Thank you. That helps. I will practise the middle section more slowly, and I will pause after each key point so listeners can follow.

9 **The main idea of the speech from Daniel in Transcript II is that the library**

- **A** should stay open longer so students can work after practice
- **B** should open earlier in the morning for sports teams
- **C** should close at four o'clock every school day
- **D** should stop helping students with homework

Understand It with Pulse | Flag a mistake

10 **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

Understand It with Pulse | Flag a mistake

11 **The final sentence of Paragraph II, beginning For these reasons, functions as a**

- A new thesis for a different essay
- B conclusion that sums up the argument
- C supporting detail about sleep
- D question asking readers to reply

Understand It with Pulse | Flag a mistake

12 **The photo caption in Media Text II is useful because it**

A identifies what the photo shows and where it happened

B replaces the whole news story

C gives the opinion of the photographer

D advertises the bake sale food

Understand It with Pulse | Flag a mistake

13 **The question from Sam about the cafeteria only or the whole school shows**

A that he was not listening to Priya at all

B that he disagrees with the bottle count

C that he wants to change the topic

D that he wants to check what Priya means

Understand It with Pulse | Flag a mistake

Reading III - My First Kitchen Lesson

Use this reading for questions 14 and 18.

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.

14 **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

Understand It with Pulse | Flag a mistake

15 **Paragraph III is written from what point of view**

A second person, speaking directly to you

B first person, using **I** to tell the experience

C third person, about a stranger named Sam

D no clear point of view at all

Understand It with Pulse **Flag a mistake**

Media Text III - A Short Video Concept

Use this reading for questions 16 and 20.

A student group plans a sixty second video to recruit members for the school Green Team. The video opens with a close shot of a recycling bin overflowing, with fast, upbeat music. It then cuts to short interviews in which students say why they joined the Green Team. Large text on screen at the end reads Join the Green Team, with the meeting time and room number.

16 **The main purpose of the video in Media Text III is to**

A. teach viewers how to make a video

B. sell recycling bins to schools

C. report news about the school

D. recruit new members for the school Green Team

Understand It with Pulse | Flag a mistake

Scenario I - A Group Discussion

Use this reading for questions 17 and 21.

Four students meet to discuss a short story they read for class. Elena begins by giving a short summary of the story, so the group starts from the same facts. Marcus then asks Elena to point to a part of the story that supports her view of the main character.

Tessa listens to Marcus, takes a note, and then builds on his point by adding an example from the end of the story. Noah waits until Tessa finishes before he speaks, and he repeats her idea in his own words before he adds a different view. At the end, the group agrees that next time they will let each person finish speaking before anyone responds.

17 **In Scenario I, the summary from Elena at the start helps the group because it**

A proves that Elena understood every detail

B ends the discussion before it starts

C replaces the need for evidence

D gives everyone the same facts to discuss

Understand It with Pulse | Flag a mistake

18 **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

Understand It with Pulse | Flag a mistake

19 **Which of the following is a sentence fragment, not a complete sentence**

- **A** Jon ran down the hall to class.
- **B** Running down the hall to class.
- **C** Jon ran down the hall, and he reached class on time.
- **D** Because he was late, Jon ran down the hall to class.

Understand It with Pulse | Flag a mistake

20 **The large text on screen at the end of Media Text III gives viewers**

- **A** a full list of recycling rules
- **B** the history of the Green Team
- **C** a song about recycling bins
- **D** a clear call to action, with meeting time and room

Understand It with Pulse | Flag a mistake

21 **Tessa builds on the point made by Marcus by**

- **A** adding an example from the end of the story
- **B** repeating his words exactly as he said them
- **C** changing the topic to a different story
- **D** asking the group to stop taking notes

Understand It with Pulse | Flag a mistake

22 **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

Understand It with Pulse | Flag a mistake

23 **The best way to combine these two short sentences, The rain stopped. We went outside, is**

A The rain stopped we went outside.

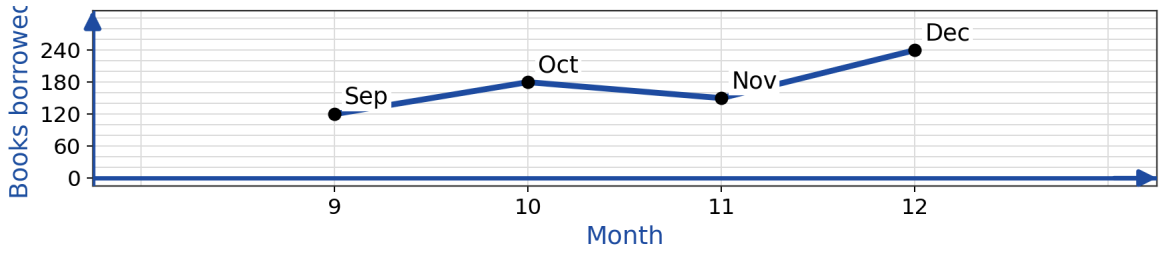
B The rain stopped, we went outside.

C When the rain stopped, we went outside.

D The rain stopped. We, went outside.

Understand It with Pulse | Flag a mistake

24 **The line chart shows the number of books borrowed from a school library in four months. In which month were the most books borrowed?**



A September

B October

C November

D December

Understand It with Pulse | Flag a mistake

25

A speaker who knows the audience can best adapt a speech by choosing

A the longest words available on the topic

B a topic the audience knows nothing about

C examples and language suited to those listeners

D the same examples for every audience

Understand It with Pulse | Flag a mistake

Reading V - A Graphic Text: Reading Hours

Use this reading for questions 26 and 30.

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.

26 **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

Understand It with Pulse | Flag a mistake

27 **A topic sentence in a body paragraph mainly**

A repeats the whole essay thesis word for word

B gives the final conclusion of the essay

C lists sources used in the essay

D states the main idea of that paragraph

Understand It with Pulse | Flag a mistake

28 **When creating a media text, a storyboard is useful because it lets the creator**

A skip writing any script at all

B plan shots, order, and key messages before filming

C film every scene twice by accident

D avoid thinking about the audience

Understand It with Pulse | Flag a mistake

29 **To paraphrase a speaker means to**

A restate the speaker idea in your own words

B repeat the speaker words exactly

C ask the speaker a new question

D write down every word the speaker says

Understand It with Pulse | Flag a mistake

30 **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

Understand It with Pulse | Flag a mistake

Paragraph IV - The Autumn Market

Use this reading for questions 31 and 35.

At the autumn market, tables overflow with pumpkins, apples, and jars of golden honey. The air smells of fresh bread and wood smoke. A fiddler plays near the entrance, and children point at paper lanterns swaying in the wind. Near the back, an old farmer stacks crates of squash in neat rows, calling out prices in a warm, steady voice.

31 **Paragraph IV appeals most strongly to which senses**

- **A** taste only, through honey and bread
- **B** touch only, through crates and tables
- **C** sight, smell, and hearing, through markets, bread, smoke, and music
- **D** no senses at all, only abstract ideas

Understand It with Pulse | Flag a mistake

Media Text IV - A Poster for a School Play

Use this reading for questions 32 and 36.

The poster advertises a school play called The Clockmaker Daughter, performed by Grade 10 students. It shows a large clock face with a girl standing beside it, and the dates and times of three evening shows in bold text. At the bottom, small text says Tickets at the school office, five dollars each. The poster uses dark blue and gold colours, and the school drama club logo appears in the corner.

32 **The main purpose of the poster in Media Text IV is to**

A report news about a clockmaker

B advertise a school play and give show information

C sell clocks to students

D review a play that already closed

Understand It with Pulse | Flag a mistake

33 **Riley second answer is clearer mainly because Riley speaks**

A faster and more quietly

B about a different food drive

C louder and a little slower

D without any examples at all

Understand It with Pulse | Flag a mistake

34 **According to Reading VI, the writing on the back of the photograph says**

A Sara, 1948

B Rose, 1984

C Grandmother, 1948

D Rose, 1948

Understand It with Pulse | Flag a mistake

35 **Paragraph IV is organized mainly by**

A listing events in time order over a year

B moving through the market from entrance to back

C arguing for and against markets

D comparing two different towns

Understand It with Pulse | Flag a mistake

36 **The dark blue and gold colours on the poster are most likely chosen to**

A report facts about ticket prices

B hide the dates of the shows

C create a dramatic mood suited to a play

D list the names of the actors

Understand It with Pulse | Flag a mistake

37 **The main purpose of a practice interview like the one in Transcript III is to**

- **A** test how much Riley knows about food drives
- **B** decide who runs the next food drive
- **C** help Riley improve speaking before a real interview
- **D** practise writing answers on paper

Understand It with Pulse | Flag a mistake

38 **The tone of Reading VI is best described as**

- **A** warm and thoughtful
- **B** angry and accusing
- **C** fearful and tense
- **D** cold and distant

Understand It with Pulse | Flag a mistake

39 **The opening sentences of Paragraph V function mainly as**

A the conclusion of the essay

B background that leads toward the thesis

C evidence from a single student

D a list of essay sources

Understand It with Pulse | Flag a mistake

40 **According to Text V, the skate park will cost**

A 6000 dollars, with work already finished

B 60000 dollars, with work to start in spring

C 60000 dollars, with work to start in winter

D 600000 dollars, with no start date

Understand It with Pulse | Flag a mistake

41 **When Maya repeats the plan back in her own words, she is**

A giving the teacher new instructions

B changing the meeting place

C paraphrasing to check her understanding

D asking to stay home from the trip

Understand It with Pulse | Flag a mistake

42 **According to Reading VII, the speaker waits for the bus while**

A sleeping on the steps of the house

B walking to school through the snow

C stamping feet and watching the town wake up

D talking with friends at the bus stop

Understand It with Pulse | Flag a mistake

43 **To make writing less wordy, a writer should**

A add extra adjectives to every sentence

B cut words that add no meaning and keep the clear ones

C repeat the same idea in every paragraph

D use the longest possible sentences

Understand It with Pulse | Flag a mistake

44 **To judge whether a media claim is trustworthy, a viewer should check**

A only whether the claim is entertaining

B the source and whether evidence supports the claim

C only how bright the colours are

D only whether friends agree with it

Understand It with Pulse | Flag a mistake

45 **The line from Sam beginning So you are saying is an example of**

- **A** changing the subject of the talk
- **B** reading a quotation from a book
- **C** asking the class a direct question
- **D** paraphrasing to check his understanding

Understand It with Pulse **Flag a mistake**

Reading VIII - Why Sleep Matters for Teenagers

Use this reading for questions 46 and 50.

Teenagers need more sleep than many people think. Health experts often recommend about nine hours of sleep per night for teenagers, yet many students report getting far less on school nights. Homework, sports, part time jobs, and screens all compete for evening time, and sleep is often the first thing cut.

Lack of sleep affects more than energy. Students who sleep too little often find it harder to concentrate, remember what they studied, and manage stress. A regular sleep routine helps: going to bed at a similar time each night, keeping screens out of the bedroom, and waking at a similar time each morning, even on weekends, can improve both sleep and daytime focus.

The article does not claim that a perfect routine solves every problem. It argues that small, steady habits protect sleep, and that protecting sleep protects learning, mood, and health. For students who feel tired every day, changing one evening habit at a time is a better plan than trying to change everything at once.

46 **According to Reading VIII, what is a better plan than changing everything at once?**

- **A** Sleep five hours
- **B** Change one evening habit at a time
- **C** Sleep twelve hours
- **D** Give up screens entirely at once

Understand It with Pulse | Flag a mistake

47 **A writer reflecting on a draft should ask whether the evidence actually supports the**

A title of a different essay

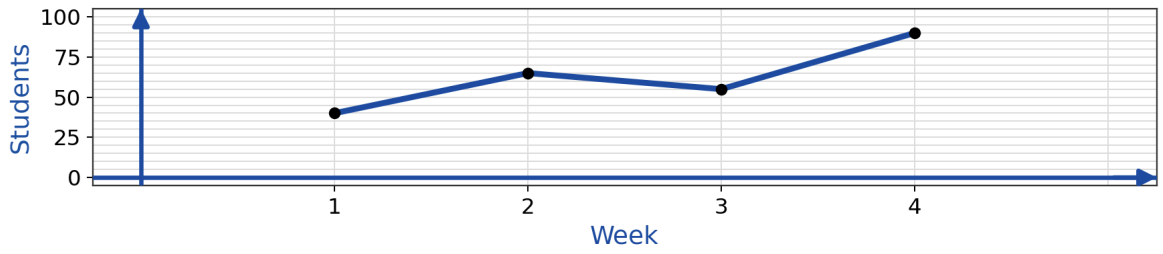
B number of pages in the draft

C thesis and topic sentences of the piece

D spelling of every single word first

Understand It with Pulse | Flag a mistake

48 **The line chart shows the number of students who watched the school news in each of four weeks. By how many did the number rise from Week 3 to Week 4?**



ANSWER _____

Understand It with Pulse | Flag a mistake

49 **Daniel slows down for his final point mainly in order to**

A use up the last minute of his speech

B give Leah time to take a note

C show that he has finished speaking

D make his most important point stand out

Understand It with Pulse | Flag a mistake

50 **The writer advice to change one evening habit at a time shows that the writer favours**

A ignoring sleep problems completely

B giving up evening activities entirely

C sleeping only on weekends

D small, steady changes over a sudden overhaul

Understand It with Pulse | Flag a mistake

ANSWER KEY

1.	A	**18.**	A	**35.**	B
2.	C	**19.**	B	**36.**	C
3.	A	**20.**	D	**37.**	C
4.	C	**21.**	A	**38.**	A
5.	A	**22.**	D	**39.**	B
6.	B	**23.**	C	**40.**	B
7.	A	**24.**	D	**41.**	C
8.	A	**25.**	C	**42.**	C
9.	A	**26.**	A	**43.**	B
10.	C	**27.**	D	**44.**	B
11.	B	**28.**	B	**45.**	D
12.	A	**29.**	A	**46.**	B
13.	D	**30.**	B	**47.**	C
14.	C	**31.**	C	**48.**	35
15.	B	**32.**	B	**49.**	D
16.	D	**33.**	C	**50.**	D
17.	D	**34.**	D		

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