ONTARIO ENGLISH, GRADE 11, UNIVERSITY PREPARATION (ENG3U) · UNIT B

Reading and Literature Studies — Practice Test

Ontario English, Grade 11, University Preparation (ENG3U) • 10 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 II - Learning to Swim as a Teenager

Use this reading for questions 1 to 5.

Jonah learned to swim at fifteen, which felt late to him. His younger cousins had learned years earlier, and he had avoided pools by saying he preferred other sports. In truth, he was embarrassed, and he worried that lessons with younger children would make him look foolish.

His school offered a beginners class for older students, and Jonah joined, telling no one except his best friend. The first week was awkward: he swallowed water, and his arms tired quickly. By the sixth week, he could swim a full length without stopping. He later said the hardest part was not the swimming, but walking into the first lesson.

1 **Jonah avoided pools before his lessons because he felt**

- **A** he disliked all sports
- **B** his cousins forbade him to swim
- **C** the pools were always closed
- **D** embarrassed and worried about looking foolish

Understand It with Pulse | Flag a mistake

2 **Jonah joined a beginners class offered by**

A his cousins at a lake

B a private coach at home

C his school, for older students

D a local swim club for children

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3 **By the sixth week, Jonah could**

A swim across a lake

B swim a full length without stopping

C swim faster than his cousins

D teach younger children

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4 **Jonah later said the hardest part was**

- A walking into the first lesson
- B swallowing water in week one
- C telling his best friend
- D tiring his arms quickly

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5 **The main idea of Reading II is that Jonah**

- A learned to swim as a young child
- B taught his cousins to swim
- C avoided swimming for his whole life
- D overcame embarrassment to learn a skill he had avoided

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Reading III - The School Garden

Use this reading for question 6.

The school garden began as a patch of weeds behind the gym, and it became, over two years, a place where science lessons left the classroom. Students measured soil, planted beans and carrots, and recorded growth in notebooks. When aphids attacked the beans, the class researched natural controls instead of spraying at once, and learned that ladybugs eat aphids.

At harvest, the class cooked soup from the carrots and shared it with custodial staff. The garden did not raise test scores by itself, the teacher said, but it gave students a reason to care about measurement, patience, and working together.

6 **The school garden began as**

- **A** a flower bed near the front door
- **B** a farm owned by the school
- **C** a patch of weeds behind the gym
- **D** a greenhouse built by students

Understand It with Pulse **Flag a mistake**

7 **When aphids attacked the beans, the class**

- A stopped using the garden
- B researched natural controls instead of spraying at once
- C sprayed the plants immediately
- D removed all the bean plants

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8 **The class learned that ladybugs**

- A eat aphids
- B eat bean plants
- C harm carrot growth
- D need spraying to survive

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9 **At harvest, the class shared soup with**

- A only the science teacher
- B students from other schools
- C local farmers
- D custodial staff

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10 **The teacher view of the garden is that it gave students**

- A a replacement for science lessons
- B a way to avoid classroom work
- C a reason to care about measurement, patience, and teamwork
- D higher test scores by itself

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ANSWER KEY

1.	D	**5.**	D	**9.**	D
2.	C	**6.**	C	**10.**	C
3.	B	**7.**	B		
4.	A	**8.**	A		

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