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

Reading and Literature Studies — Practice Test

Ontario English, Grade 11, University Preparation (ENG3U) • 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 Lighthouse Keeper Daughter

Use this reading for question 1.

Mara had lived on the island for all sixteen years of her life, and the lighthouse was the centre of that life. Each evening her father climbed the narrow stairs to light the lamp, and Mara followed with a tin of oil and a clean cloth. She knew the rhythm of the light: three flashes, a pause, then three flashes again, a signal that sailors learned to read like a sentence.

One October night a storm tore across the island, and the lamp went dark just after midnight. Her father was ill in bed, so Mara climbed alone, her hands shaking on the cold rail. She found a cracked wick and a jammed gear, and she worked by feel until the light returned. When dawn broke, a fishing boat that had lost its bearings signalled thanks with three blasts of its horn. Mara did not feel brave. She felt tired, and quietly proud that she had kept the light going.

1 **The rhythm of the lighthouse light described in Reading I is**

- **A** three flashes, a pause, then three flashes again
- **B** one long flash every minute
- **C** two flashes followed by silence
- **D** a steady light with no pause

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2 **On the storm night, Mara climbs to the lamp alone because**

- A her father is ill in bed
- B her father has left the island
- C the sailors ask her to climb
- D she wants to prove she is brave

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3 **Mara finds that the lamp has failed because of**

- A a broken staircase rail
- B a missing clean cloth
- C a cracked wick and a jammed gear
- D an empty tin of oil

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4 **At dawn, the fishing boat signals thanks with**

A a message sent by radio

B three blasts of its horn

C a flashing white light

D a flag raised on its mast

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5 **The narrator description of Mara at the end shows she feels**

A tired and quietly proud

B frightened and eager to leave

C angry at her father

D bored by lighthouse life

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Reading II - A Letter to a Future Student

Use this reading for questions 6 to 10.

If you are reading this in September, you are probably standing where I stood last year, unsure whether Grade 11 will be harder than you expect. It will be, in some ways. The reading is longer, and teachers will ask you not only what happened in a story, but why it matters. That question annoyed me at first, because I wanted a single right answer.

What I learned, slowly, is that why questions are invitations, not traps. When I started asking why a character made a choice, or why an author chose a certain image, the books opened up. My notes became shorter, not longer, because I stopped copying every detail and started writing down the ideas that connected them. If you do one thing this year, do that: look for connections, and let them guide your reading.

6 **The writer says Grade 11 reading differs because teachers ask**

- **A** only for plot summaries
- **B** for longer copied notes
- **C** for a single right answer always
- **D** not only what happened, but why it matters

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7 **At first, the writer disliked why questions because**

- A the questions were too easy
- B teachers never explained them
- C the writer wanted a single right answer
- D the writer disliked reading

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8 **The writer notes became shorter because the writer**

- A wrote only in September
- B stopped copying every detail and noted connecting ideas
- C stopped reading the books
- D copied notes from a friend

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9 **The main advice the writer gives is to**

- A look for connections and let them guide reading
- B memorize every detail in a book
- C avoid asking why questions
- D read only in September

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10 **The tone of Reading II is best described as**

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

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Reading III - Why Cities Plant Trees

Use this reading for questions 11 to 15.

Cities plant street trees for reasons that go beyond beauty, though beauty matters too. A row of mature trees can shade a sidewalk in summer, lowering the temperature of the pavement beneath it. Cooler pavement means nearby buildings need less cooling, and people are more likely to walk rather than drive short distances.

Trees also slow rainwater. Leaves and soil catch part of a downpour, so less water rushes into drains at once. This matters during heavy storms, when drains can overflow. A city that plants trees is therefore making a practical choice, not only a decorative one: shade, slower water, and a more walkable street are all part of the same decision.

11 **According to Reading III, shaded pavement in summer leads to**

- **A** people driving more often
- **B** sidewalks becoming wider
- **C** nearby buildings needing less cooling
- **D** trees growing faster

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12 **Trees help during heavy storms because leaves and soil**

- A dry the soil completely
- B catch part of a downpour so less water rushes into drains
- C stop rain from falling at all
- D make drains larger

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13 **The main idea of Reading III is that planting city trees is**

- A a practical choice with several benefits, not only decoration
- B done only to make streets beautiful
- C a waste of city money
- D meant to replace all sidewalks

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14 **A reader can infer that walkable streets are valued because**

- A walking is faster than driving always
- B trees block all traffic
- C shade removes the need for roads
- D people are more likely to walk short distances in shade

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15 **The word mature in Reading III most likely means**

- A recently cut
- B very rare
- C fully grown
- D newly planted

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Reading IV - The River Market

Use this reading for questions 16 to 20.

Every Saturday morning, before the sun is fully up, the river market wakes. Vendors roll carts along the stone quay, stacking oranges in pyramids, hanging bunches of herbs from hooks, and calling out prices in voices that compete with the gulls. Amira arrives early, not to buy, but to watch: she is writing a story set in a market, and she wants the details right.

She notes the smell of fresh bread from the baker stall, the way the fish seller packs ice around the morning catch, and how a boy helps his grandmother count change. By noon the crowd thickens, the oranges are half gone, and Amira leaves with a notebook full of small observations. She has bought nothing, but she feels she has gathered everything she needs.

16 **Amira arrives at the market early mainly to**

- **A** meet her grandmother at a stall
- **B** observe details for a story she is writing
- **C** buy oranges before they sell out
- **D** help vendors set up their carts

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17 **The detail about the boy counting change shows Amira interest in**

- A small everyday moments at the market
- B the price of oranges
- C the history of the quay
- D the fishing boats only

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18 **By noon, the state of the orange pyramids is that**

- A they are untouched
- B they have been restocked fully
- C they have been moved indoors
- D they are half gone

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19 **The phrase the market wakes is an example of**

- A a fact about market opening hours
- B a metaphor stating the market is a river
- C personification, giving the market a human action
- D a simile comparing the market to a person

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20 **At the end of Reading IV, Amira feels she has gathered**

- A a list of vendor names only
- B everything she needs for her story
- C nothing useful at all
- D a bag full of purchases

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Reading V - The Debate Over Homework

Use this reading for questions 21 to 25.

Homework has defenders and critics, and both sides make points worth hearing. Supporters argue that practice outside class helps students master skills, especially in subjects like mathematics, where repeated work builds fluency. Critics argue that long assignments eat into sleep, family time, and part time work, and that the benefit fades when assignments are repetitive rather than purposeful.

A middle path is gaining attention: shorter, focused assignments that ask students to apply ideas rather than copy notes. Under this approach, a thirty minute task that requires thinking counts for more than two hours of copying. The debate, then, is less about whether homework should exist and more about what kind of homework is worth doing.

21 **Supporters of homework argue it helps students to**

- **A** master skills through practice outside class
- **B** avoid all class work
- **C** sleep longer at night
- **D** work part time jobs

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22 **Critics argue long assignments can harm students by**

- A making mathematics too easy
- B reducing the need for teachers
- C increasing class time
- D eating into sleep, family time, and part time work

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23 **The middle path described in Reading V favours assignments that are**

- A given every night without exception
- B focused only on mathematics
- C shorter and focused on applying ideas
- D longer and based on copying notes

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24 **According to Reading V, a thirty minute thinking task counts for**

A more than a full school day

B more than two hours of copying

C less than ten minutes of copying

D the same as no homework

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25 **The main conclusion of Reading V is that the debate is mainly about**

A what kind of homework is worth doing

B whether schools should close

C whether teachers should assign grades

D whether students should work jobs

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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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