ONTARIO ENGLISH, GRADE 12, UNIVERSITY PREPARATION (ENG4U) · UNIT B

Reading and Literature Studies — Practice Test

Ontario English, Grade 12, University Preparation (ENG4U) • 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 Archivist

Use this reading for question 1.

Elena worked in the city archive, a basement room where the air smelled of old paper and the light was kept low to protect the documents. Her job was to catalogue letters, maps, and photographs, and she took pride in the order she imposed: every item numbered, every box labelled, every fragile page placed in a sleeve.

One afternoon she found a bundle of letters tied with twine, written by a woman named Ruth to a brother who had emigrated in 1912. The letters were never sent; they had been found in a drawer after Ruth death. Elena read them slowly, and for the first time her catalogue numbers felt inadequate. The letters spoke of a garden, a lost key, and a promise to write every week, a promise the unsent bundle quietly broke. Elena filed them carefully, but she understood that archiving was not only about order. It was also about the stories that order could not contain.

1 **Elena takes pride in her archive work because she**

- **A** imposes order by numbering and labelling every item
- **B** discovers unsent letters every day
- **C** works in a bright modern office
- **D** writes letters to emigrating brothers

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2 **The bundle Elena finds contains letters written by**

- **A** Ruth to a brother who emigrated in 1912
- **B** Elena to her own brother
- **C** a brother to Ruth after emigrating
- **D** the archive director to Elena

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3 **The letters were never sent because they**

- **A** were written in a foreign language
- **B** were too fragile to post
- **C** were found in a drawer after Ruth death
- **D** were lost in the mail

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4 **Elena reaction to the letters shows she realizes archiving is**

- A best done without reading documents
- B also about stories that order cannot contain
- C only about catalogue numbers
- D a waste of time

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5 **The letters mention a garden, a lost key, and**

- A a promise to write every week
- B a map of the city archive
- C a brother return in 1912
- D a catalogue of photographs

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Reading II - On Walking and Thinking

Use this reading for questions 6 to 10.

Writers have long claimed that walking helps thinking, and modern research gives the claim some support. Studies in which participants walked, either outdoors or on a treadmill, found they produced more varied ideas on creativity tasks than participants who sat. The effect was strongest for divergent thinking, the kind that generates many possible answers, rather than for finding a single correct answer.

This does not mean every walk produces insight, or that walking replaces focused work. A walk may loosen thought, but the loose ideas still need shaping at a desk. The value of walking, then, is modest and specific: it can open thinking when thought feels stuck, provided the thinker returns to test and refine what the walk suggested.

6 **Research described in Reading II found walkers produced**

- **A** fewer ideas than sitters on all tasks
- **B** the same ideas as sitters always
- **C** only correct answers to problems
- **D** more varied ideas on creativity tasks than sitters

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7 **The effect of walking was strongest for**

- A memorizing long lists
- B solving arithmetic problems
- C divergent thinking that generates many possible answers
- D finding a single correct answer

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8 **The writer cautions that walking does not**

- A require returning to a desk
- B replace focused work at a desk
- C help thinking at all
- D work outdoors only

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9 **The writer view of walking value is that it is**

- A modest and specific, opening stuck thought
- B unlimited and automatic for all thinkers
- C proven for every kind of thinking
- D useless without a treadmill

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10 **A reasonable inference from Reading II is that a stuck writer might**

- A walk instead of ever returning to work
- B sit longer until ideas come
- C avoid divergent thinking tasks
- D walk to loosen thought, then refine ideas at a desk

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Reading III - The Last Train Home

Use this reading for questions 11 to 15.

The last train home left at eleven, and Daniel almost missed it. He had stayed late at his friend apartment, arguing about a film they had both seen, and he ran the final streets with his coat half on. The platform was nearly empty, and the train, when it came, was warm and loud with the hum of heaters.

Daniel took a window seat and watched the town lights thin into darkness. He thought about the argument, and realized he had been defending a position he no longer held, simply because he had stated it first. The train carried him past fields he could not see, and by the time it slowed for his stop, he had decided to tell his friend the next day. Some journeys, he thought, are about arriving somewhere different from where you started, even if the station is the same.

11 **Daniel almost misses the train because he**

- **A** missed the bus to the station
- **B** worked late at his job
- **C** stayed late arguing about a film with a friend
- **D** fell asleep at his friend apartment

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12 **On the train, Daniel realizes he had been defending**

- A a view he still firmly held
- B a position he no longer held, because he stated it first
- C a film he had never seen
- D his friend argument completely

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13 **The train journey prompts Daniel to decide to**

- A tell his friend the next day that he changed his mind
- B never speak to his friend again
- C write a review of the film
- D take an earlier train home

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14 **The final reflection suggests journeys can be about**

- **A** arriving at a new station always
- **B** avoiding arguments with friends
- **C** watching town lights at night
- **D** arriving somewhere different in thought, even at the same station

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

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

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Reading IV - Small Towns and Big Data

Use this reading for questions 16 to 20.

A small town council recently debated whether to install sensors that count foot traffic on its main street. Supporters said the data would help shops decide opening hours and help the council plan benches and lighting. Critics worried about privacy, even though the sensors counted people without identifying them, and about cost, since the town budget was already tight.

The council voted to run a three month trial, with the data published openly and a public meeting at the end. The compromise pleased no one fully, but it gave the town something rarer than agreement: a shared set of facts to argue about. The trial would not settle values, but it would, at least, ground the next debate in what actually happened on the street.

16 **Supporters of the sensors said data would help shops decide**

- A how to identify visitors
- B opening hours, and help plan benches and lighting
- C ticket prices for events
- D which shops should close

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17 **Critics worried about privacy despite sensors**

A counting people without identifying them

B recording names and addresses

C filming inside shops

D tracking phones individually

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18 **The council decision was to run**

A a permanent sensor system at once

B no trial and no discussion

C a trial with secret data

D a three month trial with open data and a public meeting

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19 **The compromise is described as giving the town**

- A a larger town budget
- B an end to all debate
- C a shared set of facts to argue about
- D full agreement on values

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20 **The main idea of Reading IV is that the trial would**

- A replace public meetings
- B ground the next debate in what actually happened
- C settle all value disagreements
- D prove sensors are always useful

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Reading V - A Sonnet for November

Use this reading for questions 21 to 25.

The fields are done, the geese have gone,

the light falls early on the lane.

The garden gate hangs loose again,

and rain has settled in the grain.

Yet in the house, a fire is lit,

and books are stacked beside the chair.

The kettle sings, the cat sits close,

and winter waits beyond the stair.

We call this ending, but it is not:

the year turns inward, not away.

What summer spent, the dark will keep,

and spring will ask for it one day.

21 **In the sonnet, the image of geese having gone signals**

- **A** the end of autumn activity in the fields
- **B** the start of summer
- **C** a storm approaching
- **D** birds returning north

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22 **The contrast in the sonnet is mainly between**

- A summer and winter equally
- B the garden and the fields
- C the cat and the kettle
- D the cold outside and warmth inside the house

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23 **The line about the year turning inward suggests**

- A spring will never return
- B summer spending is wasted
- C winter is a time of holding and waiting, not ending
- D the year has stopped completely

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24 **The final lines imply that what summer spent will**

- A be forgotten by the house
- B be kept through winter and asked for by spring
- C be lost forever in darkness
- D remain in the garden gate

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25 **The form of Reading V, with fourteen lines, is**

- A a sonnet
- B a ballad
- C a haiku
- D an epic

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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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