SASKATCHEWAN ENGLISH LANGUAGE ARTS 20 · UNIT C · 25 QUESTIONS

Social Action - The Past and the Present — 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.

Reading I - The Old Schoolhouse

Use this reading for questions 1 to 9.

Ethan's class visited an old one-room schoolhouse on the edge of town, where desks were bolted to the floor and a wood stove stood in the corner. The guide explained that children once walked miles to school in winter, shared books, and learned all grades in one room. Ethan imagined his great-grandfather as a boy, warming his hands by the stove before lessons began.

On the bus home, Ethan thought about his own school, with its computers, gym, and many teachers. The past felt closer than before, not as a dusty exhibit but as a living story. He understood that the present stands on the past, like a house standing on foundations laid long ago, and that remembering how people learned helps us value learning now.

1 **According to Reading I, what is the main idea of the passage?**

- **A** a visit makes a boy decide school is useless
- **B** a boy refuses to visit any historic place
- **C** a visit to an old schoolhouse helps a boy connect past and present learning
- **D** a boy learns nothing about the past

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2 **According to Reading I, which word best describes the main character?**

A indifferent

B disrespectful

C careless

D thoughtful

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3 **According to Reading I, which detail is stated in the passage?**

A desks in the old schoolhouse were bolted to the floor

B the old schoolhouse had computers in every desk

C children never walked far to the old school

D the old school had many separate classrooms

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4 **According to Reading I, in this passage the word exhibit most nearly means**

A a type of stove

B an object or display shown for viewing

C a bus ride home

D a computer lab

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5 **According to Reading I, what can the reader most reasonably infer?**

A Ethan will value learning less after the visit

B Ethan will forget the visit at once

C Ethan will likely value his own learning more after the visit

D Ethan's school will close its computers

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6 **According to Reading I, which theme is best supported by the passage?**

A the past has no connection to the present

B remembering the past harms learning now

C old schools were identical to new schools

D the present stands on foundations laid in the past

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7 **According to Reading I, the phrase like a house standing on foundations is an example of**

A a simile, because it compares two things using like or as

B a metaphor, because it says one thing is another thing

C personification, because it gives human qualities to a nonhuman thing

D a hyperbole, because it greatly exaggerates for effect

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8 **According to Reading I, which word best describes the mood of the passage?**

A tense, with a sense of danger

B reflective, with a sense of thoughtful looking back

C joyful, with a sense of celebration

D angry, with a sense of frustration

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9 **According to Reading I, from which point of view is the story told?**

A third person omniscient, because the narrator knows the thoughts of every character

B first person, because the narrator tells the story using **I**

C third person limited, because the narrator follows one character and shares that character's thoughts

D second person, because the narrator speaks directly to the reader as you

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Reading II - Learning From the Past

Use this reading for questions 10 to 18.

History is not only a list of dates. It is a record of choices, and choices have consequences that last. When a community once drained a wetland for farmland, it gained fields but lost birds, fish, and natural flood control. When a town once built a library during hard times, it gained a place of learning that still serves people today.

The past therefore offers two kinds of lessons. It warns against repeating mistakes, and it shows what patient, generous choices can build. People who study the past carefully are less likely to repeat its errors, and more likely to recognise that today's choices will become tomorrow's history. The present is not separate from the past. It is the past, still unfolding.

10 **According to Reading II, what is the main idea of the passage?**

- **A** history is only a list of dates with no lessons
- **B** past choices never affect the present
- **C** studying the past always leads to repeating errors
- **D** studying past choices helps people avoid mistakes and build wisely today

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11 **According to Reading II, which detail is stated in the passage?**

- **A** a town that built a library during hard times still benefits from it today
- **B** draining a wetland harmed nothing at all
- **C** the past offers no warnings or examples
- **D** today's choices will never become history

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12 **According to Reading II, in this passage the word consequences most nearly means**

- **A** lists of dates only
- **B** results that follow from choices or actions
- **C** buildings in a town
- **D** types of birds

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13 **According to Reading II, what is the author's main purpose?**

A to tell a story about a schoolhouse visit

B to persuade readers to ignore history

C to explain how studying the past guides wiser choices today

D to list dates from a textbook

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14 **According to Reading II, what can the reader most reasonably infer?**

A people who study the past will repeat every error

B communities will stop building libraries

C wetlands will never be affected by choices

D people who study the past will likely make wiser choices

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15 **According to Reading II, which claim is best supported by the passage?**

A today's choices will become tomorrow's history

B choices have no lasting consequences

C generous choices never build anything lasting

D the present is separate from the past

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16 **According to Reading II, which title fits the passage best?**

A The Old Schoolhouse

B Learning From the Past

C A List of Dates

D How to Drain Wetlands

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17 **According to Reading II, which text structure does the author mainly use?**

A chronological order, telling events in the order they happened

B compare and contrast, showing how two things are alike and different

C cause and effect, showing how one thing leads to another

D problem and solution, presenting a difficulty and then a way to solve it

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18 **According to Reading II, who is the intended audience of the passage?**

A students at a school who might take part

B parents deciding about a school program

C specialists who already work in the field

D general readers interested in the topic

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19 **Which statement best explains the difference between a topic and a theme?**

A a topic is always stated directly, while a theme is never important

B a topic is the main character, while a theme is the setting

C a topic names a subject, while a theme states a message about that subject

D a topic and a theme mean exactly the same thing in literature

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20 **A character keeps a promise even when keeping it costs her time and comfort. What does this action most clearly show about her?**

A she dislikes spending time with others

B she is afraid of making decisions

C she wants praise for every small act

D she values loyalty over convenience

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21 **In a story, a storm arrives just as a character makes a difficult choice. The storm most likely functions as**

A a symbol of conflict and change

B a factual weather report with no story meaning

C proof that the character controls the weather

D a reason to end the story at once

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22 **Which sentence is an example of foreshadowing?**

A She ate breakfast and then went to school as usual

B As she packed her bag, she did not know the letter waiting at home would change everything

C The town had a library, a rink, and a grocery store

D He finished his homework before dinner every night

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23 **A narrator says one thing but clearly means the opposite. This is an example of**

- **A** a simile
- **B** a summary
- **C** irony
- **D** a biography

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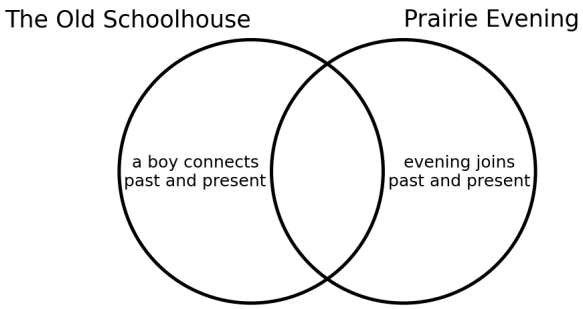
24 **Which of the following is a theme rather than a topic?**

- **A** bravery
- **B** a brave character
- **C** a story about a rescue
- **D** courage grows when people act despite fear

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25

In the diagram, which idea belongs in the overlapping middle region shared by both texts?



A a boy connects past and present

B evening joins past and present

C today stands on the past

D an idea found in neither text

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ANSWER KEY

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

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