

PRACTICE EXAM 19: OSSLT SIMULATION

(37 QUESTIONS)

Session A

Reading Selection: Procedural / Instructional Text

Read the following text and answer questions 1–6.

Jump-starting a car with a dead battery is a common roadside skill, but doing it in the wrong order can damage the vehicles or injure the person. The key is to connect and disconnect the cables in a precise sequence. Begin by parking the working car close to the dead one, turning both engines off. Take the red, positive cable and clamp one end to the positive terminal of the dead battery, then clamp the other end to the positive terminal of the good battery. Next, clamp one end of the black, negative cable to the negative terminal of the good battery. Here is the step people most often get wrong: do not clamp the other end of the black cable to the dead battery. Instead, clamp it to a clean, unpainted metal surface on the dead car's engine block, away from the battery. This prevents sparks near the battery, which can release flammable gas. Once the cables are connected, start the working car, let it run for a minute, then try to start the dead car. After it starts, remove the cables in the reverse order of how you attached them.

1. What does the text say is the key to jump-starting a car safely?

- A. Using only high-quality cables
- B. Parking the cars as far apart as possible
- C. Running both engines during the process
- D. Connecting and disconnecting the cables in a precise sequence

2. What is the first step in the process?

- A. Clamp the red cable to the dead battery

- B. Park the working car close and turn both engines off
- C. Start the working car and let it run
- D. Clamp the black cable to the engine block

3. Where should the final end of the black negative cable be clamped?

- A. To the negative terminal of the dead battery
- B. To the positive terminal of the good battery
- C. To the red positive cable already attached
- D. To clean, unpainted metal on the dead car's engine block

4. According to the text, why should the black cable NOT be clamped to the dead battery?

- A. It would drain the good battery too quickly
- B. It would prevent the dead car from starting
- C. It could create sparks that ignite flammable gas
- D. It would damage the negative terminal permanently

5. What should be done immediately after the cables are all connected?

- A. Remove the red cable from the dead battery
- B. Turn off the working car's engine
- C. Clamp another cable to the dead battery
- D. Start the working car and let it run for a minute

6. In what order should the cables be removed?

- A. The reverse of the order they were attached

- B. The same order they were attached
- C. The negative cables first, then the car parked
- D. All four clamps removed at the same time

Reading Selection: Information Paragraph

Read the following paragraph and answer questions 7–11.

Sourdough bread rises without any added yeast from a packet, and the secret is a living mixture called a starter. A starter is simply flour and water left to sit, which captures wild yeast and bacteria naturally present in the air and the flour itself. Over several days of regular feeding with fresh flour and water, these microorganisms multiply into a bubbling, active culture. When a portion of this starter is mixed into bread dough, the wild yeast produces gas that makes the dough rise, while the bacteria give sourdough its distinctive tangy flavour. A well-cared-for starter can live for years, even decades, passed from baker to baker like a family heirloom.

7. What is a sourdough "starter"?

- A. A living mixture of flour and water that captures wild yeast
- B. A packet of dried yeast added to bread dough
- C. A special oven used only for baking sourdough
- D. A type of flour grown specifically for bread

8. According to the paragraph, where does the wild yeast in a starter come from?

- A. It is added from a store-bought packet
- B. The air and the flour itself
- C. The water used to mix the dough
- D. A special bacteria sold to bakers

9. What must be done over several days to make a starter active?
- A. It must be baked at a low temperature
 - B. It must be kept completely sealed and still
 - C. It must be fed regularly with fresh flour and water
 - D. It must be frozen and then thawed slowly
10. According to the paragraph, what gives sourdough its tangy flavour?
- A. The packet of yeast added to the dough
 - B. The high temperature of the oven
 - C. The type of flour used in the recipe
 - D. The bacteria in the starter
11. What does the paragraph say about how long a starter can live?
- A. Only a few days before it must be discarded
 - B. About one week with regular feeding
 - C. A single baking season at most
 - D. For years or even decades if well cared for

Reading Selection: News Report

Read the following news report and answer questions 12–17.

Students Build Accessible Garden Beds for Community Centre

A group of students from Maplewood Secondary School has built a set of raised, wheelchair-accessible garden beds at the local community centre, allowing residents with mobility challenges to garden

comfortably for the first time. The beds, completed last week, stand at waist height and can be reached from a seated position.

The project began in a woodworking class, where students learned that many community centre members wanted to garden but could not kneel or bend to reach ground-level plots. "We realized the problem wasn't that they didn't want to garden — it was that the gardens weren't built for them," said student Carlos Mendez. The students researched accessible designs before building.

Community centre staff praised the beds, noting that several residents have already planted vegetables and flowers. The raised design also reduces strain for older gardeners who can stand but find bending difficult.

The students plan to build a second set of beds in the spring and to share their design plans with other community groups.

12. What is the main idea of this news report?

- A. A woodworking class learned about accessible design
- B. The community centre needed more space for gardening
- C. Students built wheelchair-accessible garden beds for the community centre
- D. Older gardeners find bending down difficult

13. What makes the new garden beds accessible?

- A. They are planted only with easy-to-grow vegetables
- B. They are located near the community centre entrance
- C. They stand at waist height and can be reached while seated
- D. They are smaller than ordinary garden plots

14. What did the students learn that led to the project?

- A. Many members wanted to garden but could not reach ground-level plots
- B. The community centre had no garden space at all
- C. Gardening was too expensive for most members
- D. The members preferred flowers to vegetables

15. Carlos Mendez's quotation mainly explains that

- A. the students enjoyed the woodworking class
- B. the gardens, not the members' desire, were the problem
- C. the project took longer than expected to finish
- D. the beds were difficult to build correctly

16. According to the report, who else benefits from the raised design?

- A. Younger children who visit the community centre
- B. Older gardeners who can stand but find bending difficult
- C. Staff who maintain the community centre grounds
- D. Residents who prefer indoor activities

17. What do the students plan to do next?

- A. Build a second set of beds and share their design plans
- B. Replace the ground-level plots entirely
- C. Teach a gardening class at the community centre
- D. Stop the project now that the beds are finished

Reading Selection: Dialogue

Read the following dialogue and answer questions 18–22.

Coach: Before you spot a teammate on the bench press, walk me through it.

Jordan: Um... stand behind the bar and grab it if they struggle?

Coach: That's the end. Start at the beginning. What's the very first thing?

Jordan: Check the weight is loaded evenly and the collars are clipped on.

Coach: Good. Then?

Jordan: Then I confirm a signal with the lifter — how many reps, and the word they'll say if they need help.

Coach: Right. The signal before the lift, never during. And your hands?

Jordan: Hands ready over the bar the whole time, but not touching it unless they call for help. If I touch it early, the lift doesn't count and I might throw off their balance.

Coach: Now you've got the order. Equipment, signal, position. Skip a step and someone gets hurt. The sequence is the safety.

18. What is the coach teaching Jordan to do?

- A. Lift weights on the bench press alone
- B. Spot a teammate during a bench press
- C. Load the correct weight onto the bar
- D. Choose how many reps to perform

19. Why does the coach say "That's the end. Start at the beginning"?

- A. Jordan refused to answer the question
- B. Jordan gave the wrong answer entirely
- C. Jordan jumped to the last step instead of the first
- D. Jordan had already finished the task correctly

20. According to Jordan, what is the very first step in spotting?

- A. Confirming the signal with the lifter
- B. Standing behind the bar to grab it
- C. Checking the weight and collars
- D. Placing hands over the bar

21. Why should the spotter's hands stay off the bar unless help is called?

- A. Touching the bar is against the gym's rules
- B. Touching early can void the lift and unbalance the lifter
- C. The spotter's hands might get caught under the bar
- D. The lifter prefers to be left completely alone

22. What does the coach mean by "The sequence is the safety"?

- A. Safety equipment is more important than technique
- B. The lifter is responsible for their own safety
- C. Following the steps in the correct order is what keeps the lifter safe
- D. Spotting is too dangerous to attempt at all

Session B

Writing — Conventions and Sentence Skills (Clarity and Order in Instructions)

Answer questions 23–35.

23. Which sentence gives a clear instruction using the correct command form?

- A. Preheating the oven to 180 degrees before you begin
- B. You might want to consider preheating the oven first
- C. The oven should perhaps be preheated by someone
- D. Preheat the oven to 180 degrees before you begin

24. Which sentence uses parallel structure correctly in a set of steps?

- A. First chop the vegetables, then sautéing them, and add the broth
- B. First chop the vegetables, then sauté them, and add the broth
- C. First chopping the vegetables, then sauté them, and to add broth
- D. First chop the vegetables, then to sauté them, adding the broth

25. Which transition best signals the next step in a sequence? "Attach the legs to the base. _____, turn the table upright."

- A. However
- B. Next
- C. For example
- D. In contrast

26. Which sentence gives the clearest, most unambiguous instruction?

- A. Put it over there once you're done with the thing
- B. Place the item somewhere when you have finished
- C. When done, the box goes in a spot near it
- D. Place the finished box on the shelf by the door

27. Which sentence keeps the instructions in a logical order?

- A. Serve the soup, then add the salt, after heating it through
- B. Add the salt, serve the soup, then heat it through
- C. Heat the soup through, add the salt, then serve it
- D. Serve the soup after adding salt before heating it

28. Which sentence uses the imperative (command) form consistently?

- A. Open the valve, and then you should check the pressure gauge
- B. Opening the valve, check the pressure gauge afterward
- C. You open the valve, then the gauge is checked
- D. Open the valve, then check the pressure gauge

29. Which transition best shows the final step in a process? "Tighten all the screws. _____, test the device to confirm it works."

- A. Meanwhile
- B. On the other hand
- C. Finally
- D. For instance

30. Which revision makes the instruction clearer and more direct? "It is necessary that the cable should be unplugged before any cleaning is done by you."

- A. It is necessary for the cable to be unplugged before cleaning
- B. Unplug the cable before cleaning
- C. The cable, before cleaning, should be unplugged by you
- D. Before cleaning is done, the unplugging of the cable is necessary

31. Which sentence lists the steps in parallel form?

- A. To set up: download the app, create an account, and verify your email
- B. To set up: download the app, an account is created, and verifying email
- C. To set up: downloading the app, create an account, and verify email
- D. To set up: download the app, creating an account, and to verify email

32. Which sentence presents the steps in the most logical order?

- A. Pour the batter into the pan after baking it for thirty minutes
- B. Bake the batter, then mix it, and finally pour it into the pan
- C. Pour the batter, mix the ingredients, then bake for thirty minutes
- D. Mix the ingredients, pour the batter into the pan, then bake for thirty minutes

33. Which sentence gives an unambiguous direction?

- A. Turn left at the second light, then stop at the blue house on the right
- B. Turn at the light and the house is somewhere on a street nearby
- C. Go down a bit and turn where it feels right near the houses
- D. Head that way until you see it, then turn before the thing

34. Which transition word best fits the sequence? "First, gather your materials. ____, lay them out on a flat surface."

- A. However
- B. Therefore
- C. Instead
- D. Then

35. Which sentence is the clearest instruction?

- A. The form, once it is filled out completely, should be submitted by you to the office
- B. It is required that the completed form be submitted to the office by the applicant
- C. Submitting the form to the office should occur after its completion
- D. Complete the form and submit it to the office

Open-Response Writing Tasks

36. Short Writing Task



Headline: "New Cooking Club Teaches Students to Prepare Healthy Meals"

Using the headline and image above, write a short news report (one to two paragraphs) about this event. Open with a strong lead that answers the key questions (Who, What, When, Where, and, where it fits, Why and How), include at least one realistic quotation, and keep a factual, third-person tone. You may invent reasonable details as long as they fit the headline and image.

37. Long Open-Response Task

Some people believe that students learn best by following clear step-by-step instructions. Others believe students learn best by figuring things out on their own.

In your opinion, do students learn best from step-by-step instruction or from figuring things out on their own? Write a multi-paragraph response (an opinion piece) in which you state your position clearly and support it with reasons and specific examples. Be sure to organize your response with an introduction, body paragraphs that each develop one reason, and a conclusion.

That's the complete set of 37 questions for Practice Exam 19 — 35 selected-response items written to match the locked key, plus the 2 open-response writing tasks. The procedure/sequence focus (the jump-start instructions at Q1–Q6 including ordering and before/after reasoning, the spotting-sequence dialogue at Q18–Q22) and the instructional-clarity conventions cluster (imperative verbs, sequencing transitions, parallel steps, logical order, unambiguous directions) keep this exam distinctly different in emphasis from Exams 1–18. Conventions stems are clean with no parentheticals, consistent with the tidiness note.

Answer Key and Explanations

1. D — The text states the key is "connecting and disconnecting the cables in a precise sequence." Order is everything in the process. The other options are not identified as the key.

2. B — The first step is to "park the working car close to the dead one, turning both engines off." That comes before any cable work. The other options are later steps.

3. D — The final black-cable end goes "to a clean, unpainted metal surface on the dead car's engine block, away from the battery." That is the safe attachment point. The other options misstate it.

4. C — Clamping the black cable to the dead battery is avoided because doing so near the battery can create sparks that ignite "flammable gas." Safety from sparks is the reason. The other options are not the stated cause.
5. D — Once connected, you "start the working car, let it run for a minute, then try to start the dead car." Running the working car comes next. The other options are out of order.
6. A — Cables are removed "in the reverse order of how you attached them." The reverse sequence is specified. The other options contradict the text.
7. A — A starter is "simply flour and water left to sit, which captures wild yeast and bacteria." It is a living mixture. The other options misdescribe it.
8. B — The wild yeast comes from "the air and the flour itself," not a packet. Those are the natural sources. The other options contradict the text.
9. C — To become active, a starter "must be fed regularly with fresh flour and water" over several days. Feeding builds the culture. The other options misstate the process.
10. D — "The bacteria give sourdough its distinctive tangy flavour." The bacteria, not the yeast or oven, create the tang. The other options misattribute it.
11. D — A starter "can live for years, even decades," if well cared for. Long life with care is stated. The other options understate it.
12. C — The report centres on students who "built wheelchair-accessible garden beds for the community centre." That project is the main idea. The other options are details.
13. C — The beds "stand at waist height and can be reached from a seated position," which makes them accessible. Height and reach are the key features. The other options misstate them.

14. A — Students learned that "many community centre members wanted to garden but could not kneel or bend to reach ground-level plots." That need led to the project. The other options misstate it.

15. B — Mendez's quotation — "the problem wasn't that they didn't want to garden — it was that the gardens weren't built for them" — shows the gardens, not the members' desire, were the problem. It reframes the issue. The other options misread it.

16. B — The raised design "reduces strain for older gardeners who can stand but find bending difficult." They are the additional beneficiaries. The other options are not mentioned.

17. A — The students "plan to build a second set of beds in the spring and to share their design plans." Those are the next steps. The other options contradict the report.

18. B — The coach is teaching Jordan to "spot a teammate during a bench press." Spotting is the skill. The other options misidentify the task.

19. C — "That's the end. Start at the beginning" means Jordan jumped to the last step (grabbing the bar) instead of the first. The coach redirects to step one. The other options misread it.

20. C — Jordan names the first step as "check the weight is loaded evenly and the collars are clipped on." Equipment comes first. The other options are later steps.

21. B — Hands stay off because "if I touch it early, the lift doesn't count and I might throw off their balance." Touching early voids the lift and unbalances the lifter. The other options misstate the reason.

22. C — "The sequence is the safety" means following the steps in the correct order is what keeps the lifter safe — "skip a step and someone gets hurt." Order ensures safety. The other options misread it.

23. D — "Preheat the oven to 180 degrees before you begin" uses the clear imperative command form. The other options hedge or use weak passive constructions. Instructions use direct commands.

24. B — "Chop... sauté... add" keeps all three steps in the same command form. The other options mix gerunds and infinitives. Parallel steps share one verb form.

25. B — "Next" signals the following step in the sequence. The other transitions show contrast or example, which do not fit. A sequence calls for an ordering word.

26. D — "Place the finished box on the shelf by the door" gives a clear, specific instruction. The other options use vague words ("over there," "somewhere," "near it"). Precise directions remove ambiguity.

27. C — "Heat the soup through, add the salt, then serve it" follows a logical order. The other options scramble the sequence. Steps must run in a sensible order.

28. D — "Open the valve, then check the pressure gauge" uses the imperative form consistently. The other options shift to "you should," passive, or a gerund. Consistent commands are clearest.

29. C — "Finally" signals the last step in the process. The other transitions show simultaneity, contrast, or example. The closing step calls for a final-step transition.

30. B — "Unplug the cable before cleaning" is direct and clear, replacing the wordy "it is necessary that... should be unplugged... by you." The imperative is concise. The other options stay wordy or passive.

31. A — "Download the app, create an account, and verify your email" keeps all three steps as parallel commands. The other options mix forms. Parallel list items share one grammatical form.

32. D — "Mix the ingredients, pour the batter into the pan, then bake for thirty minutes" follows a logical order. The other options reverse or scramble the steps. A process must run in sensible sequence.

33. A — "Turn left at the second light, then stop at the blue house on the right" gives precise, unambiguous directions. The other options use vague phrases ("somewhere," "where it feels right," "the thing"). Clear directions name specifics.

34. D — "Then" signals the next step after gathering materials. The other transitions show contrast or cause, which do not fit. A sequence calls for an ordering word.

35. D — "Complete the form and submit it to the office" is a clear, direct instruction. The other options use wordy passive constructions. The imperative is the clearest form.

Open-Response Writing Tasks — Model Responses and Scoring Notes

36. Short Writing Task — News Report (Model Response)

> A new cooking club launched at Birchwood Secondary School this week, teaching students how to prepare simple, healthy meals from scratch. Gathered in the school's kitchen classroom, the club's first members watched an instructor demonstrate basic knife skills and how to build a balanced meal before trying the techniques themselves at counters stocked with fresh ingredients.

> The club was started in response to students who said they wanted to eat well but did not know how to cook. "A lot of us live on takeout and instant food because no one ever showed us the basics," said founding member Ava Thompson. The club plans to meet weekly, with each session focusing on a new dish, and hopes to hold a community dinner at the end of the term.

Scoring notes (rubric-aligned): A strong response leads with the 5 Ws (who: Birchwood students/cooking club; what: launched a cooking club; when: this week; where: school kitchen classroom; why: teach healthy meal preparation), keeps a neutral third-person tone, and includes at least one realistic quotation. Mid-level responses cover the basic facts but may omit a W, slip into first-person or opinion, or lack a quotation. Low-level responses read as a personal story, drift from the headline, or contain frequent conventions errors that interfere with meaning. Reward journalistic structure and factual tone over length.

37. Long Open-Response Task — Opinion Piece (Model Response)

> Students learn best from a combination of both approaches, but if I had to choose, I believe step-by-step instruction is the stronger foundation. While figuring things out independently has real value, clear instruction gives students the knowledge and confidence they need before they can explore effectively on their own.

- > The strongest reason is that step-by-step instruction builds a solid foundation. New skills often have a correct method that is difficult to discover by guessing, and being shown the right way prevents bad habits from forming. For example, a student learning to solve algebra problems benefits from seeing the steps demonstrated clearly; left entirely to figure it out alone, the student might invent a flawed method that fails on harder problems. Clear instruction gives students something reliable to build on.
- > A second reason is that instruction reduces frustration and builds confidence. Students who are handed a difficult task with no guidance often become discouraged and give up. A learner who is first shown how to write a paragraph, with clear steps to follow, gains the confidence to then experiment with their own style. Success early on keeps students motivated to keep learning.
- > Some argue that figuring things out independently leads to deeper understanding and better problem-solving skills, since students remember what they discover themselves. This is a fair point, and independent exploration is genuinely valuable — but it works best after students have learned the basics. The ideal is to teach the fundamentals through clear instruction, then give students room to explore and apply them. Exploration without any foundation often leads to confusion rather than discovery.
- > For these reasons, step-by-step instruction is the stronger starting point for learning. It builds the foundation, confidence, and skills that make later independent exploration possible, and the best teaching combines clear instruction with room to discover.

Scoring notes (rubric-aligned): A strong response takes a clear, consistent position, develops two or three reasons each in its own paragraph using the Reason–Explanation–Example pattern, acknowledges and rebuts the opposing view, and restates the position in fresh words at the close. Conventions are controlled, with varied sentences. Mid-level responses give a position and reasons but may underdevelop them (listing rather than explaining), show weaker organization, or contain conventions errors that occasionally distract. Low-level responses fail to take a clear position, drift off the prompt, or contain frequent errors that interfere with meaning. Reward depth of development and clear organization over length. (The model takes the "step-by-step" side for illustration; an equally well-developed response arguing for independent discovery would score just as highly.)