

PRACTICE EXAM 20: OSSLT SIMULATION

(37 QUESTIONS)

1. What does the narrator suggest by comparing Dad's determination to "pushing on a locked door"?

- A. Resistance from others only strengthened Dad's resolve to follow through
- B. Dad enjoyed finding hidden treasure on the family's summer holidays
- C. The family frequently argued about where they would travel each year
- D. Dad was physically forceful whenever the children disagreed with him

2. The detail that the sister "didn't pick it up again for the rest of the drive" mainly suggests that she

- A. had lost interest in the destination they were heading toward
- B. had become absorbed by the quiet landscape around the car
- C. was angry with her father and refused to speak to anyone
- D. had run out of battery on her phone during the long trip

3. What is the main idea of the final paragraph?

- A. The lasting value of the trip came from the journey, not the destination
- B. The cabin and the mosquitoes ruined what could have been a good summer
- C. The family regretted not taking the faster flight to the lake that year
- D. People tend to forget the details of holidays they took long ago

4. The narrator's overall attitude toward the trip can best be described as

- A. bitterly resentful about being forced into a long, uncomfortable drive
- B. indifferent toward an experience that left no real impression on him

- C. anxious about the isolation of the gravel road and the empty highway
- D. quietly appreciative of an experience he did not expect to value

5. Why does the writer list "wind in the long grass, a hawk somewhere, the tick of the cooling engine"?

- A. To show the rich silence that replaced the noise of ordinary life
- B. To prove the lake region was an unsafe place to bring children
- C. To explain why the family's air conditioner had stopped working
- D. To suggest the trip was even more boring than the sister feared

Reading Selection 2 — Information Paragraph

How Fog Forms

Fog is simply a cloud that touches the ground. It forms when the air near the surface cools to its dew point — the temperature at which the air can no longer hold all its water vapour. The excess vapour condenses into tiny droplets that hang suspended in the air, scattering light and reducing how far we can see. One common type, radiation fog, develops on clear, calm nights when the ground loses heat quickly and chills the air just above it. Because it depends on still conditions, even a light wind can mix the cooled air with warmer air higher up and prevent the fog from forming at all. This is why valleys, where cool air settles and pools, are far more likely to wake up shrouded in white than exposed hilltops.

6. According to the paragraph, fog forms when air near the surface
- A. rises rapidly and expands as it reaches higher altitudes
 - B. absorbs additional water vapour from the warm ground below
 - C. cools to the point where it can no longer hold its water vapour
 - D. is pushed across hilltops by a steady and persistent wind

7. The paragraph suggests that a light wind affects radiation fog by

- A. carrying additional moisture into the valley from nearby lakes
- B. lowering the dew point of the air resting near the ground
- C. mixing cooled surface air with warmer air and preventing fog
- D. cooling the ground more quickly than a calm night would

8. Why are valleys more likely than hilltops to have fog?

- A. Hilltops receive far more direct sunlight throughout the night
- B. Valleys contain more standing water than higher elevations do
- C. Wind speeds are always much stronger at higher elevations
- D. Cool air settles and collects in valleys, where it can condense

9. The phrase "a cloud that touches the ground" is used mainly to

- A. argue that fog is more dangerous than clouds higher in the sky
- B. warn drivers about the risks of low visibility on the roads
- C. give the reader a simple, familiar way to understand what fog is
- D. describe the exact altitude at which ordinary clouds form

Reading Selection 3 — News Report

Students Restore Forgotten Orchard

RIVERDALE — A patch of overgrown land behind Riverdale Secondary School is bearing fruit again, thanks to a group of students who refused to let it go to waste.

The half-acre lot once held a community orchard planted in the 1970s, but it had been abandoned for decades. Last fall, a Grade 11 environmental class began clearing brush, pruning the surviving apple and pear trees, and planting replacements for those that had died.

"We thought it was just a weedy field," said student organizer Priya Anand. "Then our teacher showed us an old photo, and we realized we were standing in an orchard that people had forgotten."

The project nearly stalled in winter when funding for new saplings fell through. The students responded by selling preserves made from the first small harvest, raising enough to continue. Local nurseries later donated additional trees.

The school board has now agreed to protect the orchard as a permanent outdoor classroom. The students hope to hold their first public apple-picking day next autumn.

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

- A. Students revived a long-abandoned orchard and secured its future
- B. A Grade 11 environmental class struggled to raise money in winter
- C. The Riverdale school board approves most student-led projects
- D. Local nurseries frequently donate fruit trees to nearby schools

11. The report suggests that the students' attitude toward the project was

- A. cautious, since they doubted the orchard could ever produce fruit
- B. reluctant, because the work was assigned to them by the board
- C. indifferent, as they cared little about the land behind the school
- D. determined, as they found ways to continue despite setbacks

12. Why does the writer include Priya Anand's comment about the old photo?

- A. To prove the orchard had been planted earlier than the 1970s
- B. To criticize the school for neglecting the land for so long
- C. To list the specific types of trees growing in the orchard
- D. To show the moment the students recognized the land's history

13. Which event in the report came first in time?

- A. The school board agreed to protect the orchard permanently
- B. A community orchard was planted on the lot in the 1970s
- C. The students sold preserves to raise money for saplings
- D. Local nurseries donated additional trees to the project

14. How did the students respond when funding for saplings fell through?

- A. They asked the school board to cover the full remaining cost
- B. They sold preserves made from their first harvest to raise money
- C. They paused the project until the following spring season arrived
- D. They reduced the size of the orchard to match their small budget

15. The headline "Students Restore Forgotten Orchard" emphasizes mainly the idea that

- A. the orchard's fruit had been forgotten by the local community
- B. the students were the first to ever plant trees on the lot
- C. the project was funded entirely by the Riverdale school board
- D. the students brought back something that had been neglected

Reading Selection 4 — Dialogue

The Trade

MAYA: You're really giving away your bike? The blue one?

DEV: Trading it. Sam needs wheels to get to his summer job, and his old one's done.

MAYA: But you saved for two summers to buy that.

DEV: I know what it cost. (pause) That's kind of the point, isn't it? It wouldn't mean much coming from someone who didn't care about it.

MAYA: What are you getting in return?

DEV: His guitar.

MAYA: You don't play guitar.

DEV: Not yet. (grinning) Sam's going to teach me on Sundays. So really we're both still getting somewhere — just on each other's wheels, you could say.

MAYA: That's the worst joke I've heard all week.

DEV: And yet you're smiling.

16. What does Dev mean when he says the trade "wouldn't mean much coming from someone who didn't care about it"?

- A. He thinks Sam should pay him the full value of the bicycle
- B. He believes giving up something valued makes the gesture meaningful

- C. He regrets having spent two summers saving up for the bike
- D. He wants Maya to understand how expensive the bicycle was

17. Maya's question "What are you getting in return?" suggests that she

- A. is certain Dev is making a foolish and impulsive decision
- B. assumes the trade should benefit Dev as well as Sam
- C. wants the guitar for herself rather than for Dev
- D. doubts that Sam actually needs a working bicycle

18. The stage direction "(grinning)" mainly reveals that Dev is

- A. pleased and lighthearted about the arrangement he has made
- B. nervous that Maya will talk him out of the trade
- C. embarrassed by how little he knows about playing guitar
- D. annoyed that Maya keeps questioning his decision

19. The exchange "That's the worst joke I've heard all week." / "And yet you're smiling." mainly shows that

- A. Maya is genuinely offended by Dev's poor sense of humour
- B. Dev has finally run out of clever things to say to Maya
- C. the two are arguing more seriously than they first appear
- D. Maya's amusement contradicts what her words claim

20. What can the reader infer about the relationship between Maya and Dev?

- A. They have only recently met and are still uneasy with each other
- B. They are close enough to tease each other comfortably

- C. They are competing for the same summer job this year
- D. They rarely agree and tend to argue whenever they talk

Reading Selection 5 — Graphic Text

Library Poster: "Quiet Hours Are Changing"



21. According to the poster, what is the main change taking effect October 1?
- A. Group study will no longer be permitted anywhere in the library
 - B. The library will open earlier each morning for silent study
 - C. Conversation will be banned during all hours of operation
 - D. A second silent-study period is being added in the afternoon
22. A student who wants a silent space at 5 p.m. after October 1 should
- A. wait until the morning silent-study period begins the next day
 - B. avoid the library entirely during the late-afternoon hours
 - C. use the new afternoon silent-study hours from 4 to 7 p.m.

D. ask staff to cancel a group's booking of the study room

23. The call-out box about "bookable study pods" is included mainly to

A. warn students that the pods are reserved only for staff use

B. explain why the silent hours are being reduced this fall

C. offer an option for those needing quiet outside the set hours

D. advertise a new paid service the library has begun offering

24. Which statement is best supported by the poster?

A. The library now offers silent study during two periods each day

B. The library has removed all group-study options from its schedule

C. Silent study will be available only in the bookable study pods

D. Conversation is now banned for the entire day at the library

Selected-Response: Grammar, Conventions & Sentence Skills

25. Choose the option that corrects the error in this sentence: "Each of the volunteers were given a schedule before the event began."

A. Each of the volunteers were given a schedule before the event begun.

B. Each of the volunteers was given a schedule before the event began.

C. Each of the volunteers were gave a schedule before the event began.

D. Each of the volunteers being given a schedule before the event began.

26. Which revision best combines these sentences? "The storm knocked out the power. The whole neighbourhood sat in darkness for hours."

- A. The storm knocked out the power, the whole neighbourhood sat in darkness for hours.
- B. The storm knocked out the power the whole neighbourhood sat in darkness for hours.
- C. After the storm knocked out the power, the whole neighbourhood sat in darkness for hours.
- D. The storm knocked out the power; and the neighbourhood in darkness for hours.

27. Which sentence is punctuated correctly?

- A. Before we leave, we should check the weather, the map, and the fuel.
- B. Before we leave we should check the weather the map and the fuel.
- C. Before we leave, we should check, the weather, the map and the fuel.
- D. Before, we leave we should check the weather, the map, and the fuel.

28. Choose the sentence with the correct verb tense.

- A. By the time the bell rang, the students had finished the quiz.
- B. By the time the bell rang, the students have finished the quiz.
- C. By the time the bell rang, the students finish the quiz.
- D. By the time the bell rang, the students will finish the quiz.

29. Which word correctly completes the sentence? "The committee could not decide ___ proposal to support."

- A. who's
- B. whose own
- C. which
- D. that one

30. Identify the sentence that contains no error.

- A. Neither the coach nor the players was ready for the early start.
- B. The players, along with their coach, was ready for the early start.
- C. Neither the coach nor the players were ready for the early start.
- D. The players along with their coach is ready for the early start.

31. Which revision fixes the misplaced modifier? "Walking to school, the rain soaked my jacket completely."

- A. The rain, walking to school, soaked my jacket completely.
- B. Walking to school, I felt the rain soak my jacket completely.
- C. Walking to school the rain completely soaked my jacket.
- D. My jacket, walking to school, was soaked by the rain completely.

32. Choose the correctly spelled option to complete the sentence: "The new policy will ___ affect how students book the lab."

- A. defiantly
- B. definitely
- C. definately
- D. definatly

33. Which sentence uses an apostrophe correctly?

- A. The team celebrated its win and the players' families cheered loudly.
- B. The team celebrated it's win and the players families cheered loudly.
- C. The team celebrated its win and the player's families cheered loudly.
- D. The team celebrated it's win and the players' families cheered loudly.

34. Which sentence is the clearest and most concise version?

- A. Due to the fact that it was raining, we made the decision to stay.
- B. On account of the rain that was falling, a decision to stay was made.
- C. It was raining, and that is the reason that we decided we should stay.
- D. Because it was raining, we decided to stay.

35. Choose the option that best corrects the run-on sentence: "The library was closed we studied at the café instead."

- A. The library was closed, we studied at the café instead.
- B. The library was closed; we studied at the café instead.
- C. The library was closed we studied, at the café instead.
- D. The library, was closed we studied at the café instead.

Open-Response Writing Tasks

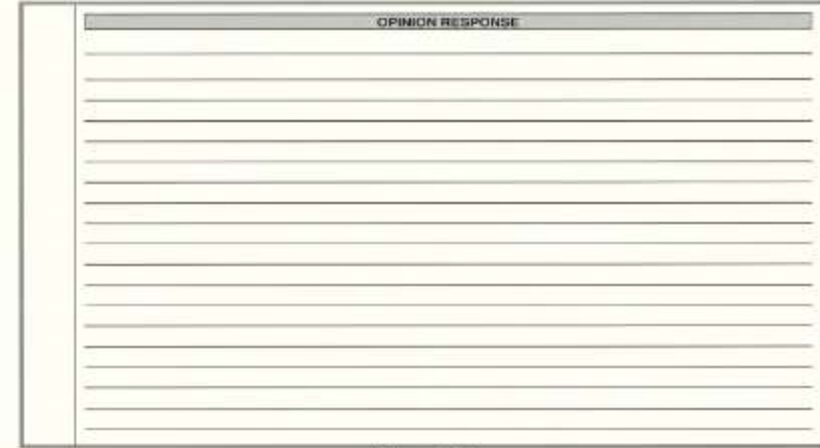
36. Short Writing Task — Paragraph

Some people believe students learn best from making mistakes, while others believe mistakes mostly slow learning down. Write a paragraph (6–8 sentences) explaining your view. Use specific reasons or examples to support your opinion.



37. Long Open-Response Task — Opinion Piece

Your school is considering whether to require every student to complete 20 hours of community volunteer work before graduation. Write a multi-paragraph response (about 3–5 paragraphs) stating your opinion on this proposal. Support your position with clear reasons and specific examples, and organize your ideas with an introduction, body, and conclusion.



OPINION RESPONSE

Figure 20.2

Answer Key and Explanations

1. A — Determination strengthened by resistance. The locked-door image conveys that opposition made Dad more set on his plan, just as a stuck door convinces you something valuable lies behind it. The comparison is about resolve, not literal treasure or force.
2. B — Absorbed by the quiet. The sister sets her phone down right after the family hears the wind, the hawk, and the engine — the landscape captures her attention. Nothing indicates anger, lost interest, or a dead battery.
3. A — Journey over destination. The closing paragraph says no one mentions the missed flight; they remember the road, the hawk, and the quiet. The lasting value came from the experience of getting there, not the lake itself.
4. D — Quietly appreciative. The narrator admits the cabin was unremarkable and the mosquitoes harsh, yet treasures the memory years later. That mix of honesty and fondness signals understated appreciation, not resentment or indifference.

5. A — The rich silence that replaced ordinary noise. After Dad says "Listen," the family hears "nothing — and then everything": wind, a hawk, the cooling engine. The list captures the meaningful quiet that overtook them, not danger, mechanical failure, or boredom.

6. C — Air can no longer hold its vapour. The paragraph defines the dew point as the temperature at which air cannot hold all its water vapour, causing condensation. The other options reverse or distort that process.

7. C — Wind mixes the air and prevents fog. The text states that even a light wind blends cooled surface air with warmer air above, stopping radiation fog from forming. It does not add moisture or lower the dew point.

8. D — Cool air settles in valleys. The passage explains that cool air pools in valleys, where it can condense into fog, while exposed hilltops stay clearer. Sunlight and standing water are not given as reasons.

9. C — A simple, familiar definition. Calling fog "a cloud that touches the ground" gives readers an everyday mental image to grasp the concept. It is not making a safety argument or stating a precise altitude.

Reading Selection 3 — News Report

10. A — Students revived the orchard and secured its future. The report's through-line is the revival of an abandoned orchard and the board's decision to protect it permanently. The other options name single details, not the main idea.

11. D — Determined. When funding fell through, the students sold preserves and kept going, and nurseries later helped. Their persistence through setbacks defines their attitude — not caution, reluctance, or indifference.

12. D — The moment they recognized the land's history. Priya's comment marks the turning point when a "weedy field" became a forgotten orchard in the students' eyes. It is not about proving a planting date or criticizing the school.

13. B — The orchard was planted in the 1970s. Chronologically, the original planting comes first, long before the students' work, the preserve sale, or the board's protection decision.

14. B — They sold preserves to raise money. The report states the students made preserves from the first small harvest and raised enough to continue. They did not shrink the orchard or simply wait.

15. D — They brought back something neglected. "Restore" and "Forgotten" together stress recovering land that had been abandoned for decades, not first-time planting or board funding.

Reading Selection 4 — Dialogue

16. B — Sacrifice gives the gesture meaning. Dev explains that the trade matters because he values the bike; giving up something he cares about is what makes it significant. He is not demanding payment or expressing regret.

17. B — A fair trade should benefit Dev too. By asking what Dev gets in return, Maya assumes the exchange should give him something, not just help Sam. She is not certain he is foolish or after the guitar herself.

18. A — Pleased and lighthearted. The grin, paired with Dev's playful "just on each other's wheels" joke, shows he is happy and relaxed about the arrangement, not nervous, embarrassed, or annoyed.

19. D — Her amusement contradicts her words. Maya calls it the worst joke of the week, yet she is smiling — her reaction undercuts her complaint, showing she is entertained despite herself.

20. B — Close enough to tease comfortably. The easy back-and-forth, jokes, and gentle needling show a comfortable, familiar friendship rather than new acquaintances, rivals, or people who clash.

Reading Selection 5 — Graphic Text

21. D — A second afternoon silent period is added. The poster's new hours keep the morning slot and add 4–7 p.m. silent study. Group study and conversation remain welcome at other times, so nothing is banned all day.

22. C — Use the new 4–7 p.m. silent hours. A student wanting quiet at 5 p.m. falls within the newly added afternoon silent period. There is no need to wait, leave, or cancel a booking.

23. C — An option for quiet outside set hours. The call-out points readers who need silence at other times toward bookable study pods. It is not staff-only, not the reason for the change, and not described as paid.

24. A — Two silent periods each day. The poster clearly shows silent study at 9 a.m.–12 p.m. and 4–7 p.m. Group study continues, conversation is not banned, and silence is not limited to pods.

Grammar, Conventions & Sentence Skills

25. B — "Each" is singular, so it takes "was given," and the correct past tense of the event is "began." Option B fixes the agreement without introducing the error "begun" or awkward phrasing.

26. C — Joining the clauses with the subordinator "After" creates one correct complex sentence. The comma-splice (A), run-on (B), and ungrammatical semicolon-plus-"and" (D) are all faulty.

27. A — Commas correctly set off the introductory clause and separate the three list items. The other options drop needed commas or insert one that wrongly breaks "check" from its objects.

28. A — The past perfect "had finished" correctly shows the quiz was completed before the bell rang. The present perfect, simple present, and future tenses all clash with the past-tense time frame.

29. C — "Which" correctly introduces a choice among proposals. "Who's" means "who is," "whose own" is redundant and awkward, and "that one" does not fit the structure of the sentence.

30. C — With "neither...nor," the verb agrees with the nearer subject, "players," which is plural, so "were" is correct. The other options misapply agreement with "was" or "is."

31. B — The modifier "Walking to school" must attach to a person, so beginning the main clause with "I" fixes the dangling modifier. The other versions leave the rain or jacket illogically doing the walking.

32. B — "Definitely" is the correct spelling; "definitely" and "definitely" are common misspellings, and "defiantly" means something entirely different (in open defiance).

33. A — "Its" (possessive, no apostrophe) and "players'" (plural possessive) are both correct here. The other options misuse "it's" (it is) or misplace the apostrophe in "player's."

34. D — "Because it was raining, we decided to stay" states the cause-and-effect plainly. The other versions pad the idea with wordy filler like "due to the fact that" or passive constructions.

35. B — A semicolon correctly joins two independent clauses ("The library was closed" / "we studied at the café instead"). Option A is a comma splice, and C and D add misplaced commas.

Open-Response Model Responses & Rubric Notes

36. Short Writing Task — Model Response

> Mistakes are one of the most powerful tools a student has for learning. When I solve a math problem incorrectly and then find my error, I understand the concept far better than if I had simply copied the right answer. The discomfort of being wrong makes the correction stick in my memory. Of course, mistakes only help when we take the time to examine them; repeating the same error without reflection teaches nothing. A student who reviews a failed test and figures out why each answer was wrong is preparing far better than one who only memorizes facts. In my experience, the lessons I remember longest are the ones I first got wrong. That is why I believe mistakes, when examined honestly, are essential to real learning.

Rubric note (EQAO-aligned): Topic Development — clear opinion stated and sustained with specific, relevant supporting reasons (math example, test-review example). Organization — logical flow with a

controlling idea and a concluding sentence. Conventions — varied sentence structure, accurate grammar and spelling. This response would sit at the upper level of the scale. A mid-level response would state an opinion with thinner support; a lower-level response would drift off topic or rely on vague generalities.

37. Long Open-Response — Model Response

> Requiring every student to complete twenty hours of community volunteer work before graduation is a proposal worth supporting. While some students may resist being told how to spend their time, the benefits of mandatory service outweigh the inconvenience, both for students themselves and for the wider community.

> First, volunteering exposes students to experiences they would never seek out on their own. A student who has only ever thought about a career in business might spend hours at a food bank and discover an interest in social work or public health. These twenty hours can act as a low-risk trial run for the real world, helping teenagers learn what they value before they commit to a path after graduation.

> Second, required service strengthens the community that supports the school. Local shelters, libraries, and environmental groups often run on limited budgets and depend on volunteers. A steady stream of student help allows these organizations to do more, and it teaches young people that they are part of something larger than themselves.

> Critics argue that forcing students to volunteer removes the generosity that makes service meaningful. There is some truth to this, but I would respond that habits often begin as requirements. Many students who are reluctant at first end up continuing to volunteer long after their hours are complete, simply because they came to enjoy the work.

> For these reasons, I believe my school should adopt the twenty-hour requirement. It opens doors for students, supports the community, and may spark a lifelong habit of giving back — a small obligation with lasting rewards.

Rubric note (EQAO-aligned): Topic Development — clear position taken in the introduction and maintained throughout, developed with specific reasons (career exploration, community benefit) and a counterargument that is acknowledged and answered. Organization — strong introduction, distinct body paragraphs, and a conclusion that restates the position without simply repeating it. Conventions — sentence variety, accurate punctuation, and appropriate vocabulary. This response models an upper-level performance. A mid-level response would take a position but develop only one or two thin reasons with weaker organization; a lower-level response would be a list of unsupported assertions or stray from the prompt.