

PRACTICE EXAM 22: OSSLT SIMULATION

(37 QUESTIONS)

Reading Selection 1 — Real-Life Narrative

The Audition

I had rehearsed the monologue until the words felt like furniture in my mouth — familiar, solid, impossible to lose. So when I walked onto the bare stage and the director said "Whenever you're ready," I was not nervous. I was certain.

Then a single light snapped on above me, and the rest of the room dissolved into a wall of black. I could not see the faces I had imagined performing to. I could only hear them: a cough, the scratch of a pen, a chair creaking somewhere in the dark. My certainty evaporated. The first line came out thin and wavering, a stranger's voice borrowed from my throat.

But something steadied as I went on. I stopped reaching for the dark and let the words carry me, the way a swimmer stops fighting the current and lets it do half the work. By the final line I had forgotten the unseen audience entirely. When the lights came up, the director was smiling — not at a perfect performance, I knew, but at the moment I had found my footing.

I did not get the part. I went home anyway feeling I had won something I could not yet name.

1. In the phrase "the words felt like furniture in my mouth," the comparison to furniture mainly suggests that the words were

- A. heavy and uncomfortable to speak aloud on the stage
- B. so well rehearsed they felt solid and completely familiar
- C. arranged in a fixed order the narrator could not change

D. old-fashioned and out of place in a modern monologue

2. The word "evaporated" in "My certainty evaporated" suggests that the narrator's confidence

- A. slowly returned after a difficult and uncertain start
- B. had never truly been present before the audition began
- C. disappeared quickly and completely once the light came on
- D. transferred from the narrator to the unseen audience

3. Why does the writer describe the first line as coming out in "a stranger's voice borrowed from my throat"?

- A. To show that another performer had spoken the line first
- B. To suggest the narrator was imitating a famous actor's delivery
- C. To explain that the narrator had forgotten the opening words
- D. To convey how unfamiliar and unsteady the narrator suddenly felt

4. The comparison of the narrator to "a swimmer [who] stops fighting the current" mainly emphasizes that the narrator

- A. felt overwhelmed and close to giving up on the monologue
- B. was physically exhausted by the effort of performing
- C. wished the audition would end as quickly as possible
- D. succeeded by relaxing and letting the words flow naturally

5. The final sentence suggests that the narrator felt he had "won something" because he

- A. had impressed the director enough to be offered the role
- B. had overcome his fear and grown from the experience

- C. had memorized the monologue better than anyone else
- D. had received applause from the hidden audience

Reading Selection 2 — Information Paragraph

The Language of Bees

When a honeybee finds a rich source of nectar, it cannot simply tell the others where to go. Instead, it dances. Back at the hive, the returning forager performs a looping, figure-eight movement known as the waggle dance. The angle of the dance relative to the vertical comb tells the other bees the direction of the food in relation to the sun, while the duration of the central "waggle" run signals how far away it is. The more vigorous and excited the dance, the richer the food source is likely to be. Other bees crowd close, reading the movement with their antennae in the darkness of the hive. Through this silent, precise choreography, a single bee can send dozens of others straight to a flower patch it found kilometres away.

6. As used in the paragraph, the word "choreography" most nearly means
- A. a planned and patterned set of movements
 - B. a loud signal used to warn of danger
 - C. a chemical scent released by the bees
 - D. a written map of the surrounding area
7. According to the paragraph, what does the duration of the waggle run tell other bees?
- A. The exact species of flower that was discovered
 - B. How far away the food source is located
 - C. The direction of the food relative to the sun
 - D. How many bees should leave the hive to gather it
8. The writer says the dance is "silent" and "precise" mainly to emphasize that it is

- A. difficult for the bees to perform without making errors
- B. performed only at night when the hive is completely dark
- C. a recent behaviour that scientists have just discovered
- D. an exact form of communication that uses no sound

9. What is the main purpose of this paragraph?

- A. To argue that bees are more intelligent than other insects
- B. To explain how bees communicate the location of food
- C. To warn readers about the dangers of disturbing a hive
- D. To describe the different jobs bees perform in a colony

Reading Selection 3 — News Report

City Names First Youth Poet Laureate

GREENPORT — Sixteen-year-old Amara Osei was named the city's first Youth Poet Laureate on Thursday, a role created to give young writers a public voice.

The position, which carries a one-year term, was launched after a survey found that fewer than half of the city's teenagers felt their views were represented in local decisions. Osei will write poems for civic events, lead workshops at libraries, and advise the mayor's office on youth programming.

Osei, who began writing poetry after moving to Greenport three years ago, said the honour felt almost unreal. "When I arrived, I barely knew anyone," she said. "Poetry was how I made sense of a new place. To now speak for other young people here — that's something I never imagined."

More than ninety students applied for the role. A panel of local writers and educators selected Osei based on submitted work and a public reading.

The city plans to make the laureate position permanent if the first year proves successful.

10. Why was the Youth Poet Laureate position created?

- A. To replace an older poetry program that had recently been cancelled
- B. To give young people a stronger voice in their community
- C. To attract more tourists to the city of Greenport
- D. To reduce the number of students applying for arts grants

11. As used in the report, the word "unreal" in Osei's quotation most nearly means

- A. dishonest or untrue
- B. poorly organized
- C. hard to believe
- D. unfair to others

12. What can the reader conclude about the selection process?

- A. Osei was chosen mainly because she had lived in the city the longest
- B. The mayor personally selected Osei from among the applicants
- C. Only students who had published poetry before were allowed to apply
- D. The role was competitive, drawing more than ninety applicants

13. Osei's comment that "poetry was how I made sense of a new place" mainly suggests that writing

- A. was a subject she studied formally in school after moving
- B. earned her recognition from teachers and local writers
- C. was a skill she hoped to teach to younger children someday

D. helped her cope with the experience of being somewhere unfamiliar

14. What does the final paragraph suggest about the city's view of the program?

A. The city is hopeful and may continue the role beyond one year

B. The city already regrets having created the new position

C. The city plans to expand the role to neighbouring towns

D. The city will cancel the position after the first year ends

Reading Selection 4 — Dialogue

The Review

NORA: So? You read it. Be honest.

ELI: It's good. Really.

NORA: "Good." That's the word people use when they don't want to say "boring."

ELI: It's not boring. The middle drags a little, that's all.

NORA: Drags how?

ELI: Chapter four. Your character spends six pages deciding what to wear. I started skimming.

NORA: (wincing) That's my favourite chapter.

ELI: I know. That's why I almost didn't tell you. But you said be honest, and a friend who only says "good" isn't much of a reader.

NORA: (after a pause) ...Six pages is a lot for a cardigan, isn't it.

ELI: It's a really nice cardigan. It's just not six pages nice.

15. Nora's reaction to the word "good" suggests that she

- A. suspects Eli is being polite rather than truthful
- B. is satisfied that Eli enjoyed reading her work
- C. did not actually want Eli to read the story
- D. believes "good" is the highest praise possible

16. As used in the dialogue, the word "drags" most nearly means

- A. pulls something heavy across a surface
- B. continues for far too long without happening
- C. moves too quickly for the reader to follow
- D. progresses slowly and becomes dull to read

17. Eli's statement "a friend who only says 'good' isn't much of a reader" mainly means that

- A. friends should always praise each other's creative work
- B. Eli does not consider himself a careful or skilled reader
- C. honest feedback is more valuable to a writer than empty praise
- D. Nora should find a different person to review her story

18. The stage direction "(wincing)" reveals that Nora

- A. is stung by criticism of a chapter she values

- B. is physically hurt by something in the room
- C. agrees completely with Eli's assessment
- D. is pretending to be upset as a joke

19. The exchange about the cardigan at the end mainly shows that

- A. Nora is beginning to accept the criticism with humour
- B. Eli has decided the chapter is fine after all
- C. the two are growing angrier as the conversation continues
- D. Nora plans to remove the character from the story entirely

Reading Selection 5 — Graphic Text

Public Notice: "Sort It Right — Curbside Collection Guide"

SORT IT RIGHT — CURBSIDE COLLECTION GUIDE



WHEN IN DOUBT, THROW IT OUT —
contaminated recycling can send a whole truckload to landfill.

Collection days: Blue and Green weekly; Black every two weeks.

20. According to the guide, which item belongs in the GREEN bin?

- A. A clean glass bottle rinsed and ready for recycling
- B. A piece of broken ceramic from a dropped mug
- C. A sheet of plastic film from a food package

D. Coffee grounds left over from the morning pot

21. As used in the banner, the phrase "When in doubt, throw it out" advises residents to

A. place an uncertain item in the garbage rather than risk contaminating recycling

B. discard any item they no longer want regardless of which bin it belongs in

C. recycle as many items as possible even when they are unsure

D. ask the collection crew to decide where each item should go

22. Based on the guide, how often is the BLACK bin collected?

A. Once every two weeks

B. Once every week

C. Twice each week

D. Only on request

23. The footer note about collection days is included mainly to

A. explain why recycling is sometimes sent to the landfill

B. tell residents how frequently each bin is picked up

C. list the items that belong in each of the three bins

D. warn residents about the dangers of contamination

24. Which statement is best supported by the guide as a whole?

A. Most household waste should be placed in the black garbage bin

B. Sorting items into the correct bin protects recycling from being wasted

C. The green organics bin is collected less often than the others

D. Plastic film and foam packaging can be placed in the blue bin

Grammar, Conventions & Sentence Skills

25. Choose the option that corrects the error: "Me and my brother are painting the fence this weekend."

- A. My brother and I are painting the fence this weekend.
- B. Me and my brother is painting the fence this weekend.
- C. My brother and me are painting the fence this weekend.
- D. I and my brother are painting the fence this weekend.

26. Which revision best combines these sentences? "The recipe looked simple. It took three hours to make."

- A. The recipe looked simple, it took three hours to make.
- B. The recipe looked simple it took three hours to make.
- C. The recipe looked simple; and it took three hours to make.
- D. Although the recipe looked simple, it took three hours to make.

27. Which sentence is punctuated correctly?

- A. After the rain stopped, we went outside to clean up the yard.
- B. After the rain stopped we went outside, to clean up the yard.
- C. After, the rain stopped we went outside to clean up the yard.
- D. After the rain stopped we went outside to clean up, the yard.

28. Choose the sentence that uses the correct word.

- A. The team played good despite losing two of its best players.

- B. The team played good, but they lost two of their best players.
- C. The team played well despite losing two of its best players.
- D. The team played well, despite losing two of it's best players.

29. Which word best completes the sentence? "The instructions were so ___ that nobody could follow them."

- A. vague, and everyone finished the assembly quickly without help
- B. clear that the whole class understood them on the first reading
- C. confusing that even the teacher had to read them several times
- D. simple that the students completed the task in only a minute

30. Identify the sentence that contains no error.

- A. Their going to announce the winners after lunch in the gym.
- B. They're going to announce the winners after lunch in the gym, their excited.
- C. The winners, they're going to announce, after lunch in the gym.
- D. They're going to announce the winners after lunch in the gym.

31. Which sentence corrects the dangling modifier? "Tired from the long hike, the tent was hard to set up."

- A. The tent, tired from the long hike, was hard to set up.
- B. Tired from the long hike, we found the tent hard to set up.
- C. Tired from the long hike the tent was hard for us to set up.
- D. Hard to set up, the tent was tired from the long hike.

32. Choose the correctly spelled option: "The museum's new exhibit was truly ___."

- A. magnificent
- B. magnifecent
- C. magnificent
- D. magnificent

33. Which sentence uses quotation marks and commas correctly?

- A. "Let's leave early" she said "before the traffic gets bad".
- B. "Let's leave early," she said. "Before the traffic gets bad."
- C. "Let's leave early," she said, "before the traffic gets bad."
- D. "Let's leave early" she said, "before the traffic gets bad,"

34. Which sentence is the clearest and most concise?

- A. The reason why we were late was due to the fact that the train was delayed.
- B. We were late on account of the train, which had been delayed for a while.
- C. We were late because the train was delayed.
- D. Being that the train was delayed, that is the reason we ended up being late.

35. Choose the option that best corrects the comma splice: "The hikers reached the summit, the view was spectacular."

- A. The hikers reached the summit the view was spectacular.
- B. The hikers reached the summit, and the view was spectacular.
- C. The hikers reached, the summit, the view was spectacular.
- D. The hikers reached the summit, the view, was spectacular.

Answer Key and Explanations

Reading Selection 1 — Real-Life Narrative

1. B — Solid and completely familiar. Comparing rehearsed words to furniture stresses that they felt settled and familiar — "impossible to lose." The image conveys ease and certainty, not heaviness, fixed order, or being outdated.
2. C — Disappeared quickly and completely. "Evaporated" describes confidence vanishing fast the moment the light came on and the room went black. It does not return slowly or transfer to anyone.
3. D — Unfamiliar and unsteady. Calling his shaky first line "a stranger's voice borrowed from my throat" shows how foreign and uncertain he suddenly felt, not that someone else spoke or that he forgot the words.
4. D — Succeeded by relaxing and letting words flow. Like a swimmer who stops fighting the current, the narrator stops straining and lets the words carry him, which steadies the performance. It signals release, not exhaustion or surrender.
5. B — Overcame fear and grew. He admits he didn't get the part yet still feels he "won something" — the private victory of finding his footing and conquering his fear, not the role or applause.

Reading Selection 2 — Information Paragraph

6. A — A planned, patterned set of movements. In context, "choreography" describes the structured waggle dance — a deliberate pattern of movement — not a sound, scent, or written map.
7. B — How far away the food is. The paragraph states the duration of the central waggle run signals distance, while the angle conveys direction. The other options describe things the dance does not encode.
8. D — Exact communication using no sound. Calling the dance "silent" and "precise" highlights that bees convey accurate information without making any sound, not that it is error-prone, nocturnal, or newly discovered.

9. B — Explain how bees communicate food location. The paragraph's purpose is to describe how the waggle dance tells other bees where food is, not to rank bee intelligence, warn of hives, or list colony jobs.

Reading Selection 3 — News Report

10. B — Give young people a stronger voice. The role was created after a survey showed few teens felt represented in local decisions. It is not a replacement program, tourism effort, or grant measure.

11. C — Hard to believe. Osei says the honour "felt almost unreal," meaning it was hard to believe such a thing had happened to her — not dishonest, disorganized, or unfair.

12. D — Competitive, with 90+ applicants. The report notes more than ninety students applied and a panel selected Osei from submitted work and a reading, showing a competitive process — not longest residency, mayor's pick, or a publishing requirement.

13. D — Helped her cope with an unfamiliar place. Osei says poetry was how she "made sense of a new place" after moving and knowing no one — it helped her adjust, not a formal subject, a path to recognition, or a teaching goal.

14. A — Hopeful; may continue beyond a year. The city plans to make the role permanent "if the first year proves successful," signaling optimism rather than regret, expansion, or cancellation.

Reading Selection 4 — Dialogue

15. A — Suspects polite, not truthful. Nora reads "good" as the word people use to avoid saying "boring," showing she suspects Eli is being polite rather than honest — not satisfied, unwilling, or treating "good" as top praise.

16. D — Progresses slowly and becomes dull. In context, "drags" describes the middle moving slowly and dully (six pages on an outfit). It is not literal pulling or moving too fast.

17. C — Honest feedback beats empty praise. Eli means that a friend who only says "good" isn't truly serving the writer; honest feedback is more valuable. It is not about always praising or finding a new reader.

18. A — Stung by criticism of a valued chapter. Wincing comes right after Eli criticizes chapter four, which Nora calls her favourite — she's stung, not physically hurt, fully agreeing, or joking.

19. A — Accepting the criticism with humour. Nora's "six pages is a lot for a cardigan" and the playful back-and-forth show her coming around to the critique good-naturedly, not growing angry or cutting the character.

Reading Selection 5 — Graphic Text

20. D — Coffee grounds. The guide lists coffee grounds under the GREEN (organics) bin. Glass bottles go blue; broken ceramics and plastic film go black.

21. A — Put an uncertain item in the garbage to protect recycling. "When in doubt, throw it out," paired with the warning that contaminated recycling can ruin a truckload, advises trashing uncertain items rather than risking the blue bin — not recycling them or asking the crew.

22. A — Once every two weeks. The footer states black is collected "every two weeks," while blue and green are weekly.

23. B — Tell residents how often each bin is picked up. The footer's purpose is to give the collection frequency for each bin, not to explain landfill risk, list items, or warn about contamination.

24. B — Correct sorting protects recycling. The guide's overall message is that sorting properly (and trashing doubtful items) keeps recycling from being wasted. The other statements contradict the bin lists or collection schedule.

Grammar, Conventions & Sentence Skills

25. A — As the subject, the pronoun should be "I," and convention places the other person first: "My brother and I." The other options misuse "me" as a subject or reverse the polite order.
26. D — Subordinating with "Although" creates one correct complex sentence showing the contrast. Option A is a comma splice, B is a run-on, and C misuses a semicolon with "and."
27. A — A comma correctly follows the introductory clause "After the rain stopped," with no comma splitting the verb from its purpose. The other options misplace or omit the comma.
28. C — "Well" is the adverb needed to modify "played," and "its" (no apostrophe) is the correct possessive. "Good" is an adjective misused here, and D adds the error "it's."
29. C — Only "confusing" fits "so ___ that nobody could follow them" — the cause (confusing) matches the effect (couldn't follow). The other adjectives contradict the result described.
30. D — "They're" (they are) is correct, and the sentence is complete and error-free. A misuses "Their," B adds a comma splice, and C is fragmented and awkwardly punctuated.
31. B — The modifier "Tired from the long hike" must describe a person, so beginning the clause with "we" fixes the dangling modifier. The other versions leave the tent illogically tired.
32. D — "Magnificent" is the correct spelling. "Magnificant," "magnifecent," and "magnificent" are all misspellings.
33. C — The interrupted quotation takes a comma inside the first part, a comma after "she said," and a lowercase continuation: "...early," she said, "before...". The other options misplace periods, capitals, or end punctuation.
34. C — "We were late because the train was delayed" states the cause plainly. The others pad the idea with "the reason why... was due to the fact that," "on account of," or "being that."

35. B — Joining the two independent clauses with a comma plus "and" fixes the splice. Option A creates a run-on, and C and D add commas that break the sentence incorrectly.

Open-Response Model Responses & Rubric Notes

36. Short Writing Task — Model Response

I believe learning a second language should be required for all students. Knowing another language opens doors that a single language keeps closed, from travel and friendship to future careers in a connected world. Studying a new language also strengthens the brain; research suggests it improves memory and even sharpens skills in a student's first language. Some argue that students who dislike languages will only resent a requirement, and that is a reasonable concern. Still, schools require math and science that not every student enjoys, because those subjects build skills that matter later. A second language deserves the same treatment. Even a few years of study leaves a student more confident speaking with people from other backgrounds. For these reasons, I think every student benefits from being required to learn another language.

Rubric note (EQAO-aligned): Topic Development — clear opinion sustained with specific, relevant reasons (opportunity, cognitive benefit) and a counterpoint that is addressed. Organization — controlling idea, logical flow, concluding sentence. Conventions — varied sentence structure, accurate grammar and spelling. Upper-level performance. 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

Starting the school day one hour later would be a positive change, and my school should adopt it. Although a later start would shift other parts of the day, the benefits to students' health and learning outweigh the inconvenience.

The strongest reason is sleep. Teenagers' natural sleep cycles shift later as they grow, which means many students cannot fall asleep early no matter how hard they try. A later start would let them get closer to the nine hours that doctors recommend, instead of dragging themselves to a first class while still half asleep. Rested students are not only healthier but better able to focus.

Better rest would also improve learning and safety. A student who has slept well remembers more, participates more, and makes fewer careless mistakes. Studies of schools that delayed their start times have reported higher attendance and even fewer car accidents involving teenage drivers in the early morning, which suggests the change protects students beyond the classroom.

Critics worry that a later start would push activities and after-school jobs into the evening, creating new scheduling problems. That concern is real, but it can be managed by adjusting practice times and bus routes. The cost of some scheduling effort is small compared with the daily cost of exhausted students.

For these reasons, I support starting the school day one hour later. It would give students the sleep their bodies need, improve their learning and safety, and require only manageable adjustments in return — a worthwhile trade for a healthier, more focused student body.