BRITISH COLUMBIA COMPOSITION 11 (MCMPS11) · UNIT A · 25 QUESTIONS

The Writing Process and Composition Forms — 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 - A Proposal Takes Shape

Use this reading for questions 1 to 3.

Lena wants to convince her principal to start a school garden. Before she writes, she lists her reasons, talks to two teachers who run gardens at other schools, and sorts her notes into three groups: food, learning, and community.

She decides her readers are busy adults who care about cost and safety, so she plans a short formal proposal with a clear request at the start and a simple budget table at the end.

1 **According to Reading I, what is the main purpose of Lena's writing**



A to persuade her principal to start a school garden

B to describe the history of school gardens

C to explain how to plant a garden at home

D to entertain readers with a funny garden story

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2 **According to Reading I, why does Lena plan a short formal proposal**

Question 2

According to Reading I, why does Lena plan a short formal proposal

A) because a long funny story would impress her principal

B) because formal proposals never need a budget table

C) because short proposals do not need a clear request

D) because her readers are busy adults who care about cost and safety

A because a long funny story would impress her principal

B because formal proposals never need a budget table

C because short proposals do not need a clear request

D because her readers are busy adults who care about cost and safety

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3 **According to Reading I, listing reasons and sorting notes into groups is part of which stage**

A publishing

B drafting

C planning

D proofreading

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4 **Which order best describes the writing process**

A publish, draft, plan, revise, then edit

B edit, plan, publish, draft, then revise

C draft, publish, plan, edit, then revise

D plan, draft, revise, edit and proofread, then share

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5 **A student writes a first draft quickly without worrying about spelling. This is a good drafting strategy because**



A first drafts are never read by anyone else

B teachers only mark the first draft of a piece

C getting ideas down first keeps the flow of thought going

D spelling never matters in a finished piece

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6 **After finishing a draft, a writer rereads it and notes which parts worked well and which parts felt weak. This step is mainly**

A publishing the draft for a wide audience

B proofreading the draft for typing errors

C copying the draft out in neat handwriting

D reflecting on the draft and the writing choices

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7 **Which sentence best describes revising, as opposed to editing**

A changing ideas, order, and content to improve meaning

B checking that every comma is in the right place

C reading the final copy aloud for typing slips

D fixing spelling and punctuation errors

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8 **A student must write clear steps for new members joining a cooking club. Which form fits best**



A a diary entry that no one else will read

B a set of instructions with steps in order

C a poem about cooking with no steps

D a fictional story with invented characters

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9 **A student wants to tell a funny story about a class trip for the school magazine. Which form and purpose fit best**

- A a narrative written to entertain readers
- B a lab report written to record measurements
- C a set of meeting minutes written to record decisions
- D a formal letter written to ask for money

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10 **A writer is explaining composting to readers who have never composted before. Those readers need**

- A no explanation, because composting is obvious
- B only technical terms used by experts
- C a list of other topics to read about instead
- D the most background explanation of any audience

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11 **A student writes to the town council asking for new bike racks at school. What is the main purpose of this writing**



A to describe the history of bicycles

B to explain how to ride a bicycle

C to persuade the council to provide bike racks

D to entertain the council with jokes

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12 **A body of work is best described as**

A a list of spelling errors found in drafts

B the title page of one finished essay

C a single perfect piece of writing

D a collection showing the range of a writer's work over time

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13 **When choosing pieces for a body of work, a writer should mainly choose pieces that**

A contain no mistakes of any kind

B are all the same form and length

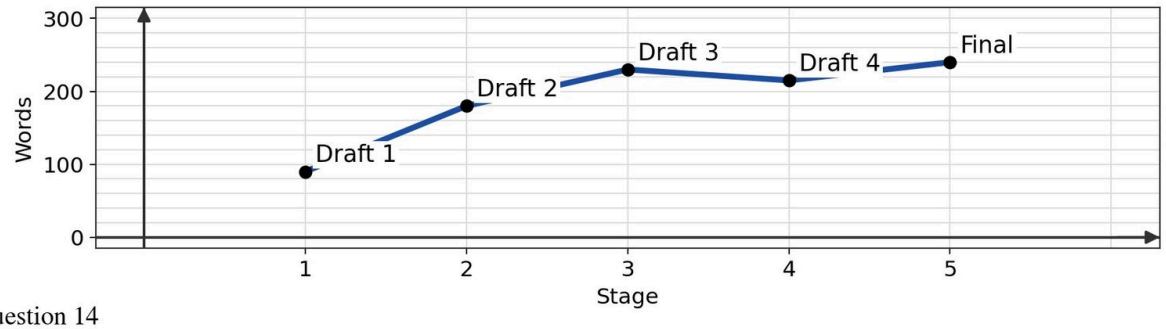
C show different forms, purposes, and growth over time

D were all written on the same day

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14

The diagram shows the word count of a draft at five stages. At which stage did the draft become shorter than the stage before it



Question 14

The diagram shows the word count of a draft at five stages. At which stage did the draft become shorter than the stage before it

A) Draft 2

B) Draft 3

C) Draft 4

D) Final

A Draft 2

B Draft 3

C Draft 4

D Final

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15 **A peer reader says an essay introduction is unclear. What should the writer check first**

A whether the essay uses a fancy font

B whether the introduction states the main point clearly

C whether the title uses capital letters correctly

D whether the essay is printed on white paper

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16 **Which sentence works best as a topic sentence for a paragraph about volunteering at a food bank**



A Some people volunteer on weekends and holidays

B My favourite food bank is very large

C Volunteering at a food bank helps neighbours and builds community

D Food banks come in many shapes and sizes

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17 **What is the main job of a conclusion in a piece of writing**

A to introduce a brand new topic for the first time

B to list every detail from every paragraph again

C to ask the reader to ignore the piece

D to restate the main point and leave a final thought

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Reading II - A Draft About Skating

Use this reading for questions 18 to 19.

I stepped onto the ice and my legs shook. My brother held my hand for the first lap, and by the third lap I was gliding on my own. That afternoon taught me that falling is part of learning, and I want my story to show that feeling, not just list what happened.

18 **According to Reading II, what does the writer want the story to show**

- **A** instructions for learning to skate
- **B** a list of every lap skated that afternoon
- **C** the feeling of learning, not just what happened
- **D** the history of the skating rink

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19 According to Reading II, which revision would best strengthen this draft

Question 19

According to Reading II, which revision would best strengthen this draft

A) adding a table of skating rink opening hours

B) deleting the part about falling and learning

C) adding a list of other sports the writer likes

D) adding detail that shows the shaking legs and the joy of gliding

- **A** adding a table of skating rink opening hours
- **B** deleting the part about falling and learning
- **C** adding a list of other sports the writer likes
- **D** adding detail that shows the shaking legs and the joy of gliding

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20 **During revision, a writer finds two paragraphs that repeat the same point. What is the best fix**

A combine the paragraphs and keep only the strongest evidence

B delete both paragraphs and end the piece there

C move both paragraphs to the very beginning

D change the spelling in both paragraphs

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21 **A student proofreads a final draft. What should proofreading focus on**

A whether the thesis is strong enough

B whether a new paragraph should be added

C whether the topic is interesting to readers

D spelling, punctuation, grammar, and typing errors

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22 **A student writes a formal letter to a principal and a casual note to a friend about the same event. The main difference should be in**

A the colour of ink used for each piece

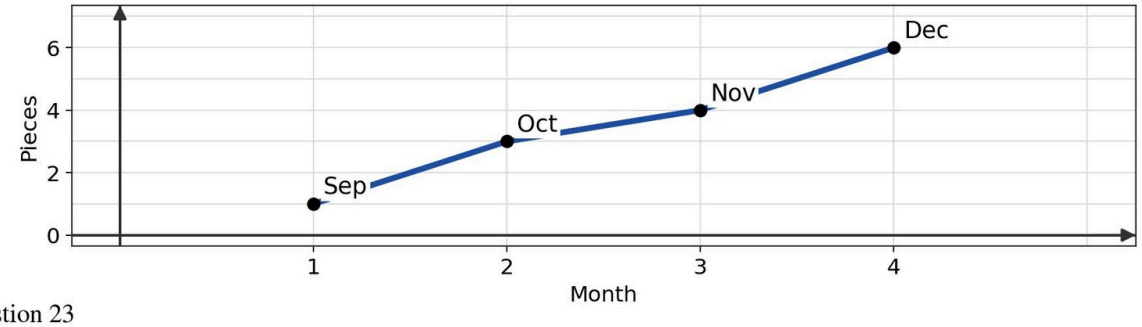
B the paper the two pieces are written on

C the tone and word choice suited to each reader

D the number of pages each piece must fill

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23 **The diagram shows the number of pieces in a student's body of work at the end of each month. What does the diagram show**



Question 23

The diagram shows the number of pieces in a student's body of work at the end of each month. What does the diagram show

A) the body of work shrank in every month shown

B) the body of work stayed the same size all year

C) the body of work was finished in September

D) the body of work grew in every month shown

A the body of work shrank in every month shown

B the body of work stayed the same size all year

C the body of work was finished in September

D the body of work grew in every month shown

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24

A student wants parents to learn about a school art show. Which sharing choice fits the audience best

A a poem with no date, time, or place given

B a notice in the school newsletter sent to parents

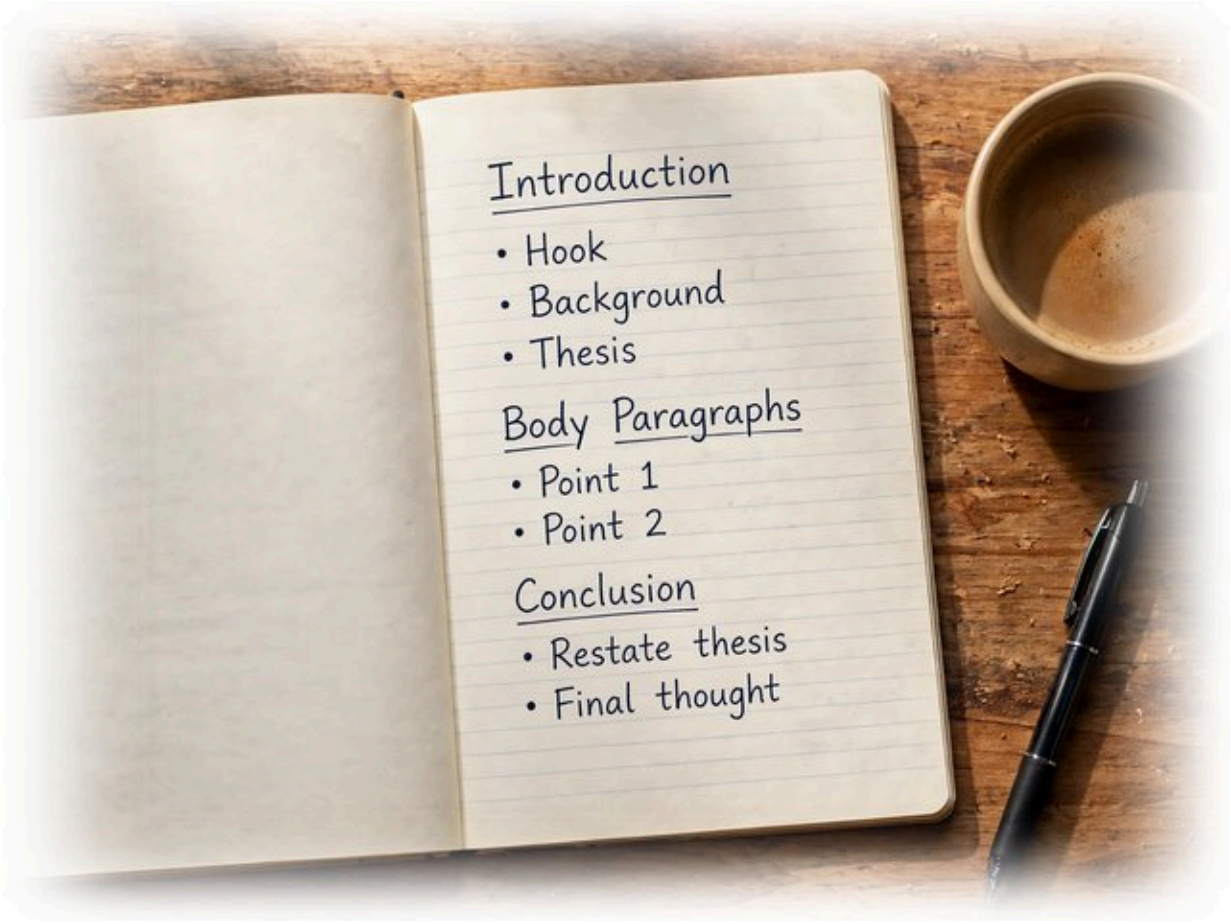
C a private diary entry no one else reads

D a technical report written for art experts

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25 **At the end of a unit, a writer compares a first draft with a final draft and writes about what changed. This is an example of**



A reflecting on growth across a body of work

B proofreading for spelling errors

C publishing a piece for the first time

D planning a piece before drafting it

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ANSWER KEY

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

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