ENGLISH 11 · NORTH DAKOTA

English 11

Practice Test

Unit 3: Argumentative Writing

25 Questions

Original practice test based on the North Dakota curriculum. Work through each question, then check your answers at the end.

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.

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Source I - Schools Should Start Later

Use this reading for questions 1 to 6.

High schools should start later in the morning. Research on teen sleep shows that adolescents naturally fall asleep later at night and need about nine hours of sleep, yet most high school students rise before dawn to catch early buses. This sleep gap harms learning: tired students struggle to concentrate, remember lessons, and stay healthy.

Three clear benefits support a later start. First, students who sleep more perform better on tests and miss fewer school days. Second, later starts reduce morning car crashes involving teen drivers, because drowsy driving becomes less common. Third, teachers report calmer first period classes when students arrive rested rather than exhausted.

Some people argue that a later start would disrupt sports practices and after school jobs. That concern is real, but it can be managed. Schools that moved to later starts adjusted practice times and bus schedules, and most families adapted within one school year. The health and learning gains for students outweigh the scheduling inconvenience. Schools should act on the evidence and start later.



Question 1

According to Source I, what is the author's main claim?

A) High schools should start earlier in the morning.

B) Students should give up after school jobs.

C) Teachers should cancel first period classes.

D) High schools should start later in the morning.

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Question 2

According to Source I, which reason supports the claim?

A) Sports practices are more important than sleep.

B) Buses run better in the dark.

C) Students who sleep more perform better on tests and miss fewer days.

D) Students prefer waking before dawn.

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Question 3

According to Source I, what kind of evidence does the author use about teen sleep?

A) An advertisement for alarm clocks

B) Research on teen sleep patterns and needs

C) A fictional story about a student

D) A poem about mornings

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Question 4

According to Source I, what is the counterclaim?

A) Later starts always harm student health.

B) Teachers prefer exhausted students.

C) Buses cannot run in the morning.

D) A later start would disrupt sports practices and after school jobs.

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Question 5

According to Source I, how does the author answer the counterclaim?

A) Sports and jobs were banned completely.

B) The author ignores the concern.

C) The author agrees that schools should never change.

D) Schools adjusted schedules, and most families adapted within one year.

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Question 6

The use of statistics about test performance and car crashes in Source I is mainly an appeal to what?

A) Ethos, or the author's fame

B) Humor alone

C) Logos, or logic and evidence

D) Pathos, or emotion alone

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Source I - Schools Should Start Later

Use this reading for question 7.

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Three clear benefits support a later start. First, students who sleep more perform better on tests and miss fewer school days. Second, later starts reduce morning car crashes involving teen drivers, because drowsy driving becomes less common. Third, teachers report calmer first period classes when students arrive rested rather than exhausted.

Some people argue that a later start would disrupt sports practices and after school jobs. That concern is real, but it can be managed. Schools that moved to later starts adjusted practice times and bus schedules, and most families adapted within one school year. The health and learning gains for students outweigh the scheduling inconvenience. Schools should act on the evidence and start later.

Question 7

According to Source I, how many clear benefits of a later start does the author list?

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Question 8

Ethos in an argument refers to what?

A) The use of statistics alone

B) The credibility and trustworthiness of the speaker or writer

C) The emotions of the audience

D) The length of the essay

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Question 9

Pathos in an argument refers to what?

A) An appeal to the author's degrees

B) A list of facts with no feeling

C) The conclusion of the essay

D) An appeal to the emotions and values of the audience

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Question 10

Logos in an argument refers to what?

A) An appeal to fear alone

B) The author's personal story alone

C) The title of the essay

D) An appeal to logic, reasons, and evidence

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Question 11

A straw man fallacy occurs when a writer does what?

A) Admits a weakness in the argument

B) Cites a reliable study

C) Misrepresents an opposing view to make it easier to attack

D) Uses a real quotation fairly

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Question 12

An ad hominem fallacy occurs when a writer does what?

A) Changes the topic politely

B) Attacks the person instead of addressing the argument

C) Praises the opponent fairly

D) Uses clear evidence

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Question 13

A hasty generalization occurs when a writer does what?

A) Gives many strong examples

B) Admits uncertainty honestly

C) Quotes an expert accurately

D) Draws a broad conclusion from too little evidence

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Question 14

A false dilemma fallacy occurs when a writer does what?

A) Offers three or more real choices

B) Asks a fair question

C) Lists pros and cons honestly

D) Presents only two choices when more options exist

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Question 15

A slippery slope fallacy occurs when a writer does what?

A) Admits that outcomes are uncertain

B) Uses a single strong example

C) Claims one step will inevitably lead to extreme outcomes without proof

D) Shows a clear chain of proven causes

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Question 16

A bandwagon fallacy occurs when a writer does what?

A) Explains why experts disagree

B) Argues that something is true or good because many people believe it

C) Argues from reliable survey data alone

D) Shows that an idea is unpopular

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Question 17

In an argumentative essay, a concession is best described as what?

A) Refusing to mention any opposing view

B) Repeating the claim three times

C) Ending the essay without a conclusion

D) Admitting that an opposing point has some merit before answering it

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Question 18

Which of the following is the strongest thesis statement for an argumentative essay?

A) Breakfast is a meal.

B) Some people like breakfast and some do not.

C) This essay will talk about food.

D) Schools should provide free breakfast because hungry students learn less well.

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Question 19

A call to action at the end of an argumentative essay should do what?

A) Urge readers to take a specific step based on the argument

B) Introduce a brand new topic

C) Repeat the title word for word

D) Apologize for the argument

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Question 20

Which evidence would best support the claim that reading improves vocabulary?

A) A study showing students who read daily learned more new words than those who did not

B) One student's opinion that reading is fun

C) A picture of a library

D) A claim with no source

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Question 21

When writing for an audience that disagrees, a writer should most likely do what?

A) Insult the audience

B) Address opposing views respectfully and with evidence

C) Hide all evidence

D) Use only emotional language

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Question 22

A transition such as however or on the other hand most often signals what?

A) A contrast or opposing idea

B) The end of the essay

C) A new title

D) A quotation

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Question 23

Which sentence is a claim rather than evidence?

A) The town library lent 12,000 books last year.

B) Every student deserves access to a public library.

C) A survey found 80 percent of students use the library weekly.

D) The library opened in 1998.

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Question 24

An argumentative essay is most convincing when it does what?

A) Uses relevant evidence, fair reasoning, and a clear structure

B) Uses only opinions and no evidence

C) Avoids mentioning any counterclaim

D) Repeats one sentence many times

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Question 25

Tone in an argumentative essay should usually be what?

A) Respectful and reasonable, even when the writer feels strongly

B) Mocking and insulting toward opponents

C) Confused and unclear

D) Silent about the writer's position

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ANSWER KEY

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

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