NORTHWEST TERRITORIES 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**

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

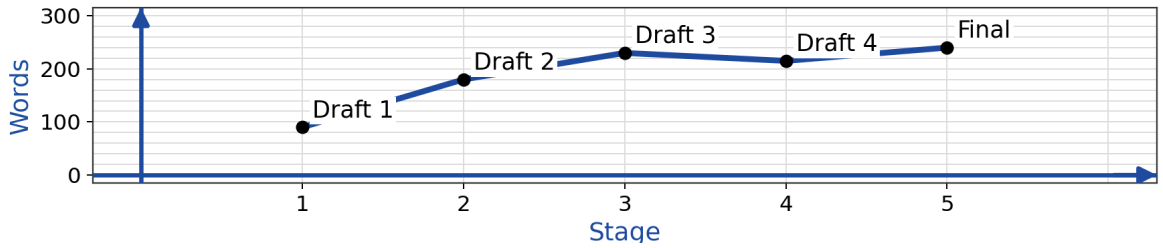
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13 **When choosing pieces for a body of work, a writer should mainly choose pieces that**

- 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**



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**

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

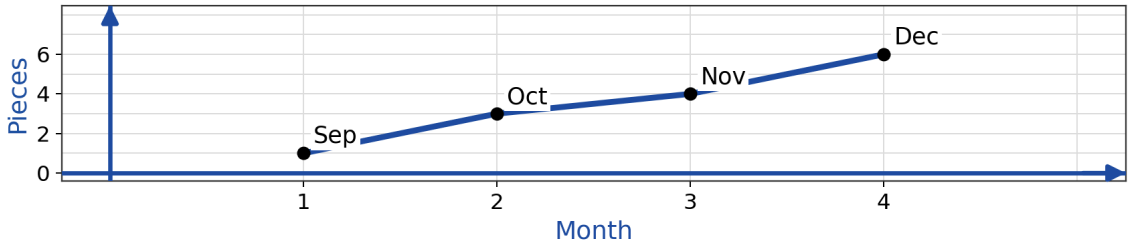
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22 **A student writes a formal letter to a principal and a casual note to a friend about the same event. The main difference should be in**

- 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**



- **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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