ONTARIO ENGLISH, GRADE 10, ACADEMIC (ENG2D) · UNIT C

Writing — Practice Test

Ontario English, Grade 10, Academic (ENG2D) • 25 questions

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.

Paragraph I - School Lunch

Use this reading for questions 1 to 5.

First, the cafeteria lines are long. Many students wait ten minutes just to buy lunch. By the time they sit down, they have only a few minutes left to eat. Some students skip lunch altogether and feel hungry in afternoon classes. The gym was repainted last year. Longer lunch periods would let students eat calmly and return to class ready to learn.

1 **The main idea of Paragraph I is that**

- **A** the gym was repainted last year
- **B** school lunch periods are too short
- **C** cafeteria food should cost less
- **D** students should skip lunch to study

Understand It with Pulse | Flag a mistake

2 **The sentence about the gym being repainted should be removed because it**

A is off topic and does not support the main idea

B is too short to be a real sentence

C comes before the cafeteria details

D mentions a place at school

Understand It with Pulse | Flag a mistake

3 **The best topic sentence for Paragraph I would be placed at the start and would state that**

A cafeteria lines are sometimes long in the morning

B some students feel hungry in afternoon classes

C school lunch periods are too short for students to eat calmly

D the gym was repainted last year

Understand It with Pulse | Flag a mistake

4 **Paragraph I would be better organized if the writer**

- **A** removed all details about the cafeteria lines
- **B** ended with the sentence about the gym
- **C** put the final sentence in the middle
- **D** started with the main idea, then gave supporting details

Understand It with Pulse | Flag a mistake

5 **The final sentence of Paragraph I works mainly as a**

- **A** new topic for a different paragraph
- **B** concluding idea that restates the need for longer lunch periods
- **C** piece of evidence about cafeteria lines
- **D** question for the reader to answer

Understand It with Pulse | Flag a mistake

Paragraph II - A Later School Start

Use this reading for questions 6 to 10.

School should start later in the morning. Many teenagers struggle to focus in early classes because they have not had enough sleep. When students arrive tired, they find it harder to listen, remember lessons, and take part in discussions. A later start would let students sleep longer and arrive alert and ready to learn. For these reasons, a later start is a practical change that would help both students and teachers.

6 **The thesis of Paragraph II, the main claim the writer argues for, is that**

- **A** school should start later in the morning
- **B** teenagers need more homework each night
- **C** teachers should give fewer discussions
- **D** students should arrive tired to class

Understand It with Pulse | Flag a mistake

7 **The writer supports the thesis in Paragraph II mainly with**

- A a story about one student bus ride
- B facts about the history of schools
- C reasons about sleep, focus, and arriving alert
- D a list of every school subject

Understand It with Pulse | Flag a mistake

8 **Paragraph II is best described as what kind of writing**

- A a personal story about one morning
- B a set of instructions for teachers
- C a poem about sleep
- D persuasive writing, arguing for a change

Understand It with Pulse | Flag a mistake

9 **The final sentence of Paragraph II, beginning For these reasons, functions as a**

A new thesis for a different essay

B conclusion that sums up the argument

C supporting detail about sleep

D question asking readers to reply

Understand It with Pulse | Flag a mistake

10 **The language of Paragraph II is mainly formal and clear because the writer aims to**

A persuade readers with reasons, not slang or jokes

B entertain friends with a funny story

C give step by step cooking instructions

D describe a place in poetic detail

Understand It with Pulse | Flag a mistake

Paragraph III - A New School

Use this reading for questions 11 to 14.

Rain tapped the windows of the bus as I rode toward a school where I knew no one. My backpack felt heavy, and my hands felt cold, even though I kept them in my pockets. At the front doors, a student smiled and pointed me toward the office. I took a deep breath, pushed the door open, and walked in, hoping the day would get easier from there.

11 **The opening of Paragraph III works as a hook mainly because it**

A lists the rules of the new school

B gives the full history of the bus route

C creates a vivid scene and a feeling of nervousness

D explains every subject the narrator will study

Understand It with Pulse | Flag a mistake

12 **Paragraph III is written from what point of view**

- A second person, speaking directly to you
- B first person, using I to tell the experience
- C third person, about a stranger named Sam
- D no clear point of view at all

Understand It with Pulse | Flag a mistake

13 **The detail about cold hands and a heavy backpack in Paragraph III mainly**

- A proves the weather was the main problem
- B explains how to pack a backpack
- C shows the narrator is angry
- D shows nervousness through concrete feeling, rather than just naming it

Understand It with Pulse | Flag a mistake

14 **The final sentence of Paragraph III suggests that the narrator**

- **A** is hopeful the day will improve
- **B** has decided to leave the school
- **C** knows every student already
- **D** dislikes the student at the door

Understand It with Pulse | Flag a mistake

15 **Which of the following is a run on sentence that needs fixing**

- **A** Maria studied all evening, and she felt ready for the test.
- **B** Maria studied all evening. She felt ready for the test.
- **C** Maria studied all evening she felt ready for the test.
- **D** After studying all evening, Maria felt ready for the test.

Understand It with Pulse | Flag a mistake

16 **Which of the following is a sentence fragment, not a complete sentence**

A Jon ran down the hall to class.

B Running down the hall to class.

C Jon ran down the hall, and he reached class on time.

D Because he was late, Jon ran down the hall to class.

Understand It with Pulse | Flag a mistake

17 **Which sentence correctly uses a comma after an introductory phrase**

A After lunch, the class went to the library.

B After lunch the class, went to the library.

C After, lunch the class went to the library.

D After lunch the class went, to the library.

Understand It with Pulse | Flag a mistake

18 **Which sentence shows correct subject and verb agreement**

A The group of students are ready for the trip.

B The group of students were ready for the trip.

C The group of students be ready for the trip.

D The group of students is ready for the trip.

Understand It with Pulse | Flag a mistake

19 **The best way to combine these two short sentences, The rain stopped. We went outside, is**

A The rain stopped we went outside.

B The rain stopped, we went outside.

C When the rain stopped, we went outside.

D The rain stopped. We, went outside.

Understand It with Pulse | Flag a mistake

20 **Which transition word best shows contrast between two ideas**

- A However
- B Also
- C First
- D For example

Understand It with Pulse | Flag a mistake

21 **A thesis statement in an essay is mainly**

- A a detail from the first body paragraph
- B the main claim the whole essay will support
- C the title of the essay
- D a quotation placed at the very end

Understand It with Pulse | Flag a mistake

22 **A topic sentence in a body paragraph mainly**

A repeats the whole essay thesis word for word

B gives the final conclusion of the essay

C lists sources used in the essay

D states the main idea of that paragraph

Understand It with Pulse | Flag a mistake

23 **In formal school writing, which word choice is most suitable**

A children, rather than slang for young people

B a slang word for young people

C a joke about young people

D a shortened text message spelling

Understand It with Pulse | Flag a mistake

24 **Which revision makes this vague sentence clearer, The trip was nice**

- **A** The trip was nice and good.
- **B** It was nice.
- **C** The trip to the lake was calm, sunny, and full of birdsong.
- **D** The trip was a trip.

Understand It with Pulse | Flag a mistake

25 **When revising a first draft, the most useful first check is whether**

- **A** every word is spelled in a fancy way
- **B** the ideas are clear and in a sensible order
- **C** the draft is as long as possible
- **D** the draft uses only short sentences

Understand It with Pulse | Flag a mistake

ANSWER KEY

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

© 2026 Brett Robbins. All Rights Reserved.