SASKATCHEWAN ENGLISH LANGUAGE ARTS A30 · UNIT D · 25 QUESTIONS

Composition and Language Conventions — 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 - The Criticism Draft

Use this reading for questions 1 to 9.

My first literary criticism essay only summarised the plot. My teacher asked what the novel argued, not what happened in it, and I realised I had described events without interpreting them. I returned to the text, traced one image, a locked door, through three scenes, and argued that the door symbolised choices the character refused to make.

The revised essay was shorter than the summary, but it was stronger, because every paragraph supported one claim with evidence from the text. I learned that criticism is not retelling. It is reading closely, like a detective following a clue, and building an argument a reader can test against the text itself.

1 **According to Reading I, what is the main idea of the passage?**

- **A** a student learns criticism only summarises plot
- **B** a student learns evidence harms criticism
- **C** a student refuses to revise a summary essay
- **D** a student learns literary criticism argues an interpretation with textual evidence

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2 **According to Reading I, which word best describes the main character?**

- A analytical
- B careless
- C dishonest
- D impatient

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3 **According to Reading I, which detail is stated in the passage?**

- A the teacher praised plot summary as criticism
- B the student traced the image of a locked door through three scenes
- C the student never returned to the text
- D the revised essay had no claim at all

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4 **According to Reading I, in this passage the word interpreting most nearly means**

A summarising plot only

B copying a text

C explaining what something means

D ignoring evidence

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5 **According to Reading I, what can the reader most reasonably infer?**

A the student will summarise plot in future essays

B the student will ignore textual evidence

C the student learned nothing about criticism

D the student will likely argue interpretations with evidence in future essays

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6 **According to Reading I, which theme is best supported by the passage?**

- A criticism builds a testable argument from close reading
- B criticism is only retelling events
- C evidence weakens literary arguments
- D close reading harms interpretation

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7 **According to Reading I, the phrase like a detective following a clue is an example of**

- A a metaphor, because it says one thing is another thing
- B a simile, because it compares two things using like or as
- C personification, because it gives human qualities to a nonhuman thing
- D a hyperbole, because it greatly exaggerates for effect

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8 **According to Reading I, which word best describes the mood of the passage?**

A tense, with a sense of danger

B joyful, with a sense of celebration

C reflective, with a sense of thoughtful looking back

D angry, with a sense of frustration

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9 **According to Reading I, from which point of view is the story told?**

A third person limited, because the narrator follows one character and shares that character's thoughts

B third person omniscient, because the narrator knows the thoughts of every character

C second person, because the narrator speaks directly to the reader as you

D first person, because the narrator tells the story using **I**

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Reading II - Writing a Research Paper

Use this reading for questions 10 to 18.

A research paper begins with a question, not an answer. First, the writer narrows a broad topic into a question that can be investigated. Then, the writer gathers sources, judges their reliability, and takes notes that separate quotation, paraphrase, and personal comment.

Next, the writer organises notes into an argument, drafts with citations, and revises for logic and clarity. Finally, the writer checks every citation against its source and formats a works cited list. A paper built in this order can be checked by readers, because each claim can be traced to evidence, and each source can be found and judged.

10 **According to Reading II, what is the main idea of the passage?**

- **A** a research paper builds a checkable argument from a question and reliable sources
- **B** a research paper begins with an answer and ignores sources
- **C** a research paper should mix quotation and personal comment freely
- **D** a research paper needs no citations or works cited list

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11 **According to Reading II, which detail is stated in the passage?**

A the writer begins with a fixed answer

B the writer narrows a broad topic into a question that can be investigated

C the writer never judges source reliability

D the writer skips citations entirely

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12 **According to Reading II, in this passage the word reliability most nearly means**

A a type of citation

B a broad topic

C the quality of being trustworthy and dependable

D a personal comment

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13 **According to Reading II, what is the author's main purpose?**

A to tell a story about a criticism essay

B to persuade readers to avoid research

C to list famous research papers

D to explain the steps of writing a checkable research paper

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14 **According to Reading II, what can the reader most reasonably infer?**

A readers of such a paper can trace claims and judge sources

B readers will be unable to check any claim

C sources will be impossible to find

D research papers need no argument

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15 **According to Reading II, which claim is best supported by the passage?**

A untraceable claims make research stronger

B checkable claims and sources make research trustworthy

C source reliability does not matter

D works cited lists harm research

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16 **According to Reading II, which title fits the passage best?**

A The Criticism Draft

B Famous Papers

C Writing a Research Paper

D How to Avoid Citations

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17 **According to Reading II, which text structure does the author mainly use?**

A cause and effect, showing how one thing leads to another

B compare and contrast, showing how two things are alike and different

C problem and solution, presenting a difficulty and then a way to solve it

D chronological order, telling events in the order they happened

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18 **According to Reading II, who is the intended audience of the passage?**

A students at a school who might take part

B general readers interested in the topic

C parents deciding about a school program

D specialists who already work in the field

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19 **A student is planning a literary criticism essay. What should the student decide first?**

A the font size for the final copy

B the number of pages before drafting

C a title that sounds impressive but says nothing

D purpose and audience, so the content and tone fit the readers

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20 **Which sentence would make the strongest opening for a literary criticism essay about a school event?**

A a clear sentence that names the event and why it matters to readers

B a vague sentence about events in general

C a long list of unrelated dates

D a joke that confuses the topic

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21 **A paragraph begins with a topic sentence, then gives two examples, then ends with a summary. This paragraph is**

- A too short, because paragraphs must fill a whole page
- B well structured, because each part does a clear job
- C poorly structured, because it has too many sentences
- D missing a thesis, because only essays have topic sentences

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22 **A writer reads a draft aloud and hears that a sentence is confusing. What is the best next step?**

- A delete the whole paragraph at once
- B change the font of the confusing sentence
- C rewrite the sentence in simpler, clearer words
- D leave the sentence, because readers will guess the meaning

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23 **A student is revising and finds a sentence that repeats an earlier sentence word for word. What should happen?**

A the sentence should be printed in bold letters

B both copies should be kept to make the writing longer

C the sentence should be moved to the title page

D one copy should be cut or rewritten to add new information

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24 **Which detail best supports the topic sentence that volunteering helps a community?**

A volunteers run the food bank, coach young teams, and clean up the park

B many people own different kinds of shoes

C volunteering began long ago in another country

D some volunteers wear matching shirts

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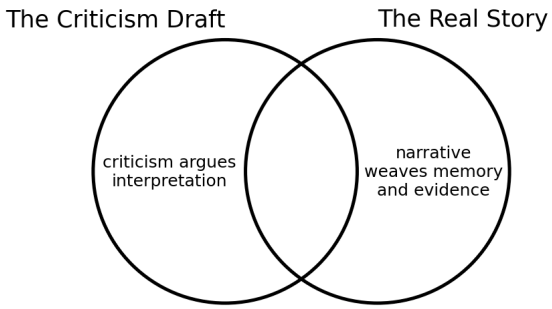
25 **In the diagram, which idea belongs in the overlapping middle region shared by both texts?**



A criticism argues interpretation

B narrative weaves memory and evidence

C an idea found in neither text

D criticism needs textual evidence

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ANSWER KEY

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

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