

Practice Test 1

Overview

Introduction

The Practice Test that follows is designed to identify areas where you can improve your reading comprehension skills before taking the MAAP-EOC exam in English II. This Practice Test has 50 questions in various forms, including both closed-ended and open-ended (but it does NOT include essay questions for the performance task). The reading passages and questions in this Practice Test may be similar to the ones you will see on the actual test.

The MAAP-EOC Exam for English II

The actual MAAP-EOC exam may be given online and includes computer-scored items as well as essay prompts (the performance task). The computer-scored items will include both closed-ended and open-ended test questions.

General Directions

This Practice Test is a paper-based version of what you may see on the actual test. Read each passage or pair of passages. Then read each question that follows the passage(s). Some questions will require multiple correct answers, so consider each of the answer choices when making multiple selections. On this paper-based test, darken each circle that corresponds to your answer choice.

Scoring

The following Practice Test can be used as practice for the MAAP-EOC exam in English II. Any Practice Test question answered incorrectly may identify a skill needing improvement or mastery. Review the corresponding skill(s) indicated in the Practice Test Evaluation Chart by reading the instructional material on the given pages and completing the practice exercises and reviews. The Practice Test Evaluation Chart is found on page PT1-36. By reviewing each skill, you will improve mastery of the material to be tested on the MAAP-EOC exam and potentially increase the score you receive on that exam.

On this Practice Test, each question that requires only one answer choice counts as one point. Questions that require you to make two or more selections count as two points. Partial credit may be given to two-point questions if at least half of the selections are marked correctly.



DIRECTIONS: Read the passage and then answer the questions that follow.

excerpt from *Bunner Sisters*

by Edith Wharton

- 1 In the days when New York's traffic moved at the pace of the drooping horse-car, when society basked in the sunsets of the Hudson River School on the walls of the National Academy of Design, an inconspicuous shop with a single show-window was intimately and favourably known to the feminine population of the quarter bordering on Stuyvesant Square.
- 2 It was a very small shop, in a shabby basement, in a side-street already doomed to decline; and from the miscellaneous display behind the window-pane, and the brevity of the sign surmounting it (merely "Bunner Sisters" in blotchy gold on a black ground) it would have been difficult for the uninitiated to guess the precise nature of the business carried on within. But that was of little consequence, since its fame was so purely local that the customers on whom its existence depended were almost congenitally aware of the exact range of "goods" to be found at Bunner Sisters'.
- 3 The house of which Bunner Sisters had annexed the basement was a private dwelling with a brick front, green shutters on weak hinges, and a dress-maker's sign in the window above the shop. On each side of its modest three stories stood higher buildings, with fronts of brown stone, cracked and blistered, cast-iron balconies and cat-haunted grass-patches behind twisted railings. These houses too had once been private, but now a cheap lunchroom filled the basement of one, while the other announced itself, above the knotty wistaria that clasped its central balcony, as the Mendoza Family Hotel. It was obvious from the chronic cluster of refuse-barrels at its area-gate and the blurred surface of its curtainless windows, that the families frequenting the Mendoza Hotel were not exacting in their tastes; though they doubtless indulged in as much fastidiousness as they could afford to pay for, and rather more than their landlord thought they had a right to express.
- 4 The sole refuge offered from the contemplation of this depressing waste was the sight of the Bunner Sisters' window. Its panes were always well-washed, and though their display of artificial flowers, bands of scalloped flannel, wire hat-frames, and jars of home-made preserves, had the undefinable greyish tinge of objects long preserved in the show-case of a museum, the window revealed a background of orderly counters and white-washed walls in pleasant contrast to the adjoining dinginess.
- 5 The Bunner sisters were proud of the neatness of their shop and content with its humble prosperity. It was not what they had once imagined it would be, but though it presented but a shrunken image of their earlier ambitions it enabled them to pay their rent and keep themselves alive and out of debt; and it was long since their hopes had soared higher.
- 6 Now and then, however, among their greyer hours there came one not bright enough to be called sunny, but rather of the silvery twilight hue which sometimes ends a day of storm. It was such an hour that Ann Eliza, the elder of the firm, was soberly enjoying as she sat one January evening in the back room which served as bedroom, kitchen and parlour to herself and her sister Evelina. In the shop the blinds had been drawn down, the counters cleared and the wares in the window lightly covered with an old sheet; but the shop-door remained unlocked till Evelina, who had taken a parcel to the dyer's, should come back.
- 7 In the back room a kettle bubbled on the stove, and Ann Eliza had laid a cloth over one end of the centre table, and placed near the green-shaded sewing lamp two tea-cups, two plates, a piece of pie. The rest of the room remained in a greenish shadow which discreetly veiled the outline of an old-fashioned mahogany bedstead; and against the unshaded windows two rocking-chairs and a sewing-machine were silhouetted on the dusk.



3. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the following sentences from paragraph 5.

The Bunner sisters were proud of the neatness of their shop and content with its humble prosperity. It was not what they had once imagined it would be, but though it presented but a shrunken image of their earlier ambitions it enabled them to pay their rent and keep themselves alive and out of debt; and it was long since their hopes had soared higher.

What can be inferred about their business based on the phrase a shrunken image of their earlier ambitions?

- (A) Their business was continually shrinking.
- (B) Their business had not lived up to their original hopes.
- (C) Their business was too ambitious for the small neighborhood.
- (D) Their business was not respected in this town.

Part B

Which phrase from the sentences in Part A provides evidence to support the inference?

- (F) "...it was long since..."
- (G) "...with its humble prosperity..."
- (H) "...the neatness of the shop..."
- (J) "...to pay their rent..."

4. How does the author create mystery in paragraph 8?

- (A) by expressing Ann Eliza's anxiety for her sister's safety
- (B) by detailing how Ann Eliza was wrapping the gift so carefully and slowly
- (C) by describing Ann Eliza's choice of dress
- (D) by indicating the light of a single lamp in the room

5. How does the author use Ann Eliza's motivation to honor her sister to create conflict?

- (A) by showing Ann Eliza's resentment for Evelina's lack of gratitude
- (B) by creating a greater financial burden on the sisters and their business
- (C) by exposing Evelina's disdain for her sister's cheap gift
- (D) by revealing Evelina's reluctance to receive her sister's unselfish gesture



DIRECTIONS: Read the two passages and then answer the questions that follow.

excerpt from “**Citizenship in a Republic**”

a speech given by President Theodore Roosevelt in Paris, France, on April 23, 1910

- 1 As the country grows, its people, who have won success in so many lines, turn back to try to recover the possessions of the mind and the spirit, which perforce their fathers threw aside in order better to wage the first rough battles for the continent their children inherit. The leaders of thought and of action grope their way forward to a new life, realizing, sometimes dimly, sometimes clear-sightedly, that the life of material gain, whether for a nation or an individual, is of value only as a foundation, only as there is added to it the uplift that comes from devotion to loftier ideals.
- 2 Today I shall speak to you on the subject of individual citizenship, the one subject of vital importance to you, my hearers, and to me and my countrymen, because you and we are citizens of great democratic republics. A democratic republic such as each of ours—an effort to realize in its full sense government by, of, and for the people—represents the most gigantic of all possible social experiments, the one fraught with greatest possibilities alike for good and for evil. The success of republics like yours and like ours means the glory, and our failure the despair, of mankind; and for you and for us the question of the quality of the individual citizen is supreme. Under other forms of government, under the rule of one man or of a very few men, the quality of the rulers is all-important. If, under such governments, the quality of the rulers is high enough, then the nation may for generations lead a brilliant career, and add substantially to the sum of world achievement, no matter how low the quality of the average citizen; because the average citizen is an almost negligible quantity in working out the final results of that type of national greatness.
- 3 It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, and comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat.
- 4 Let those who have, keep, let those who have not, strive to attain, a high standard of cultivation and scholarship. Yet let us remember that these stand second to certain other things. There is need of a sound body, and even more need of a sound mind. But above mind and above body stands character—the sum of those qualities which we mean when we speak of a man’s force and courage, of his good faith and sense of honor. I believe in exercise for the body, always provided that we keep in mind that physical development is a means and not an end. I believe, of course, in giving to all the people a good education. But the education must contain much besides book-learning in order to be really good. We must ever remember that no keenness and subtleness of intellect, no polish, no cleverness, in any way make up for the lack of the great solid qualities. Self-restraint, self-mastery, common sense, the power of accepting individual responsibility and yet of acting in conjunction with others, courage and resolution—these are the qualities which mark a masterful people. Without them no people can control itself, or save itself from being controlled from the outside. I speak to a brilliant assemblage; I speak in a great university which represents the flower of the highest intellectual development; I pay all homage to intellect, and to elaborate and specialized training of the intellect; and yet I know I shall have the assent of all of you present when I add that more important still are the commonplace, every-day qualities and virtues.



excerpt from “**John F. Kennedy’s Inaugural Address**”

a speech given by President John F. Kennedy on January 20, 1961

- 1 The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.
- 2 We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.
- 3 In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.
- 4 Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, “rejoicing in hope, patient in tribulation”—a struggle against the common enemies of man: tyranny, poverty, disease and war itself.
- 5 In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.
- 6 And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.
- 7 My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.
- 8 Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God’s work must truly be our own.
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16. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does President Kennedy use rhetoric to advance his point of view in the excerpt from “John F. Kennedy’s Inaugural Address” speech?

- (A) He uses repetition to emphasize each individual citizen’s responsibilities.
- (B) He uses hyperbole to exaggerate the role of citizens in securing freedom.
- (C) He uses a metaphor to compare presidents to God.
- (D) He uses personification to show how the trumpet declares victory over the common enemies of man.

Part B

Which sentence from the passage supports the answer in Part A?

- (F) And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.
- (G) And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.
- (H) We dare not forget today that we are the heirs of that first revolution.
- (J) The graves of young Americans who answered the call to service surround the globe.

17. How do Roosevelt and Kennedy each develop the central idea in each of the passages?

- (A) While Roosevelt includes a list of successes and failures committed by citizens, Kennedy includes a list of only successes achieved by immigrants.
- (B) While Roosevelt uses an authoritative tone scolding critics, Kennedy uses persuasive techniques of praising citizens.
- (C) While Roosevelt uses figurative language portraying educated citizens, Kennedy uses vivid imagery portraying the struggles of the common man.
- (D) While Roosevelt states the qualities needed for good citizenship, Kennedy asks citizens to give as much as they ask.



Practice Test 1

Evaluation Chart

Circle the questions you answered incorrectly on the chart below, and review the corresponding sections in the book. Read the instructional material, do the practice exercises, and take the Section Review tests at the end of each section.

If you missed question #:	Go to Section(s):	If you missed question #:	Go to Section(s):	If you missed question #:	Go to Section(s):
1	10.1	21	4.1, 4.2, 4.4	41	6.1
2	8.1, 9.1	22	5.2	42	6.1, 6.2
3	4.2, 4.4, 7.1	23	12.1	43	2.1, 2.2, 2.3, 3.3
4	8.1, 9.2	24	8.2, 8.3, 9.1, 9.3	44	2.3, 3.3
5	8.3, 9.1, 9.3	25	5.2	45	5.2, 6.1, 6.2
6	8.3, 9.2, 9.3	26	5.2	46	13.1, 13.2
7	7.1, 7.3	27	4.4, 7.1, 7.3	47	15.1, 15.3
8	10.1	28	5.2, 6.1, 6.2	48	6.2, 14.1, 14.2, 14.3, 14.4
9	12.1	29	5.2, 6.1, 6.2	49	2.1, 2.2, 2.3
10	8.3, 10.1, 10.2	30	6.1, 6.2, 14.1, 14.3	50	14.1, 14.2, 14.3, 14.4, 15.3
11	15.1, 15.3	31	6.1, 6.2		
12	6.1, 6.2	32	14.1, 14.3, 15.1, 15.3		
13	15.1, 15.3	33	1.1, 1.2, 2.1, 2.2		
14	1.1, 1.2, 2.1, 2.2	34	10.3		
15	14.1, 15.1, 15.3	35	4.1, 4.2, 15.4		
16	4.1, 4.2, 15.4	36	6.1, 6.2, 15.3		
17	6.1, 6.2	37	15.1, 15.3, 15.4		
18	10.3, 15.2	38	10.3, 15.2		
19	1.1, 1.2, 2.1, 2.2	39	14.1, 14.2, 14.3, 14.4		
20	4.1, 4.2, 4.4	40	1.1, 1.2, 2.1, 2.2		