

# Pre-AP English 1

## SAMPLE QUIZ QUESTIONS

### Unit 2

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This set of sample questions is similar to what your students will see on the Unit 2 Quizzes. The passage and questions are representative of the types and style of questions; however, they do not necessarily span the content nor do they encompass the spread of difficulty or text complexity on the full quiz. Refer to the Pre-AP English 1 Assessments section of the course guide for information on the learning objectives assessed on each quiz. Each question in the sample set includes information about how it connects to the Course Framework as well as explanations for each option. Your students will not see this information attached to questions while they are taking the quiz.

The poem below is 183 words. Poems on the Pre-AP English 1 quizzes range from 75 to 200 words.

**Directions:** Questions 1-2 are based on the poem below. Read the poem, and choose the best answer to each question.

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Seamus Heaney, *Death of a Naturalist*. ©2006 by Faber and Faber. Originally published in 1966.

**Blackberry-Picking**  
**by Seamus Heaney**  
*for Philip Hobsbaum*

- Line* Late August, given heavy rain and sun  
For a full week, the blackberries would ripen.  
At first, just one, a glossy purple clot  
Among others, red, green, hard as a knot.
- 5 You ate that first one and its flesh was sweet  
Like thickened wine: summer's blood was in it  
Leaving stains upon the tongue and lust for  
Picking. Then red ones inked up and that hunger  
Sent us out with milk cans, pea tins, jam-pots
- 10 Where briars scratched and wet grass bleached our boots.  
Round hayfields, cornfields and potato-drills  
We trekked and picked until the cans were full,  
Until the tinkling bottom had been covered  
With green ones, and on top big dark blobs burned
- 15 Like a plate of eyes. Our hands were peppered  
With thorn pricks, our palms sticky as Bluebeard's.
- We hoarded the fresh berries in the byre.  
But when the bath was filled we found a fur,  
A rat-grey fungus, glutting on our cache.
- 20 The juice was stinking too. Once off the bush  
The fruit fermented, the sweet flesh would turn sour.  
I always felt like crying. It wasn't fair  
That all the lovely canfuls smelt of rot.  
Each year I hoped they'd keep, knew they would not.

1. When the poem moves from the first stanza ("Late August ... Bluebeard's") to the second stanza ("We hoarded ... not"), it also moves from

- A. enthusiasm to boredom.
  - B. confidence to regret.
  - C. acceptance to doubt.
  - D. passion to despair.
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2. In the poem, the speaker's references to "briars" (line 10), "wet grass" (line 10), and "thorn pricks" (line 16) serve mainly to

- A. show the speaker's determination to collect blackberries regardless of challenges.
  - B. provide information on how the speaker was able to locate the ripest blackberries.
  - C. emphasize how the speaker's love of blackberries is temporary.
  - D. characterize the speaker's environment as unpredictable.
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These Writing passages are intended to be early drafts of sophisticated, student-created texts. The passage below is 161 words. Writing passages on the Pre-AP English 1 quizzes range from 250 to 300 words.

**Directions:** Questions 3-4 are based on the passage below. Some questions will direct you to a specific location in the passage. Other questions will ask you to think about the whole passage.

Read the passage, and choose the answer to each question that most effectively improves the quality of writing or that corrects errors in sentence structure, usage, or punctuation. Choose the “NO CHANGE” option if you think the best choice is to leave the identified portion of the passage as it is.

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## Our Town?

(1) Thornton Wilder’s 1938 play *Our Town* presents the story of the lives of the citizens in a fictional town known as “Grover’s Corners” over a thirteen-year period. (2) The stage manager narrates this story by introducing scenes that position the characters in specific moments in time.

(3) The character of the stage manager is compelling because he knows he’s in a play, but he doesn’t believe the play is fictional, as it presents the history of the town that he lives in. (4) In the opening to the play, the stage manager states: “This play is called ‘Our Town.’ (5) It was written by Thornton Wilder ... the First Act shows a day in our town. (6) The day is May 7, 1901. (7) The time is just before dawn.”

(8) Later, in an Act Two soliloquy, the stage manager states: “The First Act was called the Daily Life. (9) This act is called Love and Marriage. (10) There’s another act coming after this: I reckon you can guess what that’s about.” (11) (The final act is called “Death and Eternity.”) (12) By having the stage manager be aware that he’s in a play but not that the play is itself a fiction, Thornton challenges the very conventions of what a play is.

3. The writer is considering revising sentence 8 to the sentence below.

Later, in an Act Two soliloquy, the stage manager outlines the play's structure to the audience: "The First Act was called the Daily Life."

Should the writer make this revision?

- A. Yes, because it supports the author's earlier claim that the stage manager introduces new scenes.
  - B. Yes, because it more precisely introduces the quotations that follow it.
  - C. No, because it fails to explain why the First Act is called "Daily Life."
  - D. No, because it provides information that is unrelated to the main idea of the paragraph.
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4. Which choice is the best version of the underlined word in sentence 12?

- A. NO CHANGE
  - B. fiction, Thornton challenges,
  - C. fiction Thornton challenges,
  - D. fiction Thornton challenges
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## About the Unit 2 Sample Quiz Questions

### Question 1

<b>Question Type</b>	Multiple Choice
<b>Learning Objective</b>	1.1A: Analyze a wide range of texts for multiple meanings.
<b>Essential Knowledge statement</b>	1.1A3: An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations.
<b>Domain</b>	Reading, Critical Reading

- A. This is not the best answer. While the speaker expresses enthusiasm over the blackberries being ripe enough to pick in the first stanza, the speaker doesn't express boredom in the second stanza. Instead, this stanza focuses on the speaker's despair at the "rat-grey fungus" rotting the blackberries, causing the speaker to acknowledge that "Each year I hoped they'd keep, knew they would not."
- B. This is not the best answer. While the speaker is able to collect blackberries despite briars that scratch and thorns that prick, the first stanza does not express confidence on the part of the speaker. In the first stanza, the speaker's decision to collect blackberries is fueled by a "lust for picking" and a "hunger," or passion, to consume the blackberries. The next stanza focuses on the speaker's despair at the "rat-grey fungus" rotting the blackberries, causing the speaker to acknowledge that "Each year I hoped they'd keep, knew they would not."
- C. This is not the best answer. While the speaker acknowledges acceptance in the second stanza that they know the blackberries will rot after being picked, this acceptance is not acknowledged in the first stanza. Instead, this stanza focuses on the speaker's excitement over collecting the blackberries and the passion that motivates this process.
- D. This is the best answer. In the first stanza, the speaker expresses excitement over the fact that the blackberries have ripened and explains the detailed process of collecting the fruit. The decision to collect them is fueled by a "lust for picking" and a "hunger," or passion, to consume the blackberries. The next stanza focuses on the speaker's despair at the "rat-grey fungus" rotting the blackberries, causing the speaker to acknowledge that "Each year I hoped they'd keep, knew they would not."

### Question 2

<b>Question Type</b>	Multiple Choice
<b>Learning Objective</b>	1.3B: Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.

<b>Essential Knowledge statement</b>	1.3B1: An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.
<b>Domain</b>	Reading, Analysis (Literature)

- A. This is the best answer. The speaker endures briars that “scratched,” “wet grass [that] bleached [their] boots” and “thorn pricks” to collect the blackberries. These phrases serve to demonstrate the speaker’s determination, or persistence, in collecting the blackberries regardless of those challenges.
- B. This is not the best answer. Although line 11 does identify where the speaker finds blackberries (“hayfields, cornfields and potato drills,”), the speaker does not suggest these locations had the ripest blackberries. The phrases serve to demonstrate the speaker’s determination, or persistence, in collecting the blackberries, as they had to endure briars that “scratched,” “wet grass [that] bleached [their] boots,” and “thorn pricks.”
- C. This is not the best answer. Although the speaker states in the next stanza that every year they “hoped” the blackberries would “keep,” but “knew they would not,” this suggests that there is a short time in which the blackberries need to be eaten, not that the speaker’s love for them is temporary. The phrases serve to demonstrate the speaker’s determination, or persistence, in collecting the blackberries, as they had to endure briars that “scratched,” “wet grass [that] bleached [their] boots,” and “thorn pricks.”
- D. This is not the best answer. Although the beginning lines of the poem mention that in late August there is “heavy rain and sun,” this does not suggest that the speaker’s environment is unpredictable. The phrases serve to demonstrate the speaker’s determination, or persistence, in collecting the blackberries, as they had to endure briars that “scratched,” “wet grass [that] bleached [their] boots,” and “thorn pricks.”

### Question 3

<b>Question Type</b>	Multiple Choice
<b>Learning Objective</b>	2.1C: Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
<b>Essential Knowledge statement</b>	2.1C1: Careful revision and editing are essential to ensure logic, cohesion, and clear communication.
<b>Domain</b>	Writing, Organization and Revision

- A. This is not the best answer. While the writer does explain in paragraph 1 that the stage manager introduces scenes and characters, the quotations in

- sentences 8, 9, and 10, focus on the structure of the play. The revision to sentence 8 should be made because it explains that the stage manager outlines the play's structure to the audience, which he does by identifying the titles of two of the play's three acts.
- B. This is the best answer. The revision to sentence 8 should be made because it explains that the stage manager is outlining the play's structure to the audience, which he does by identifying the titles of two of the play's three acts in the quotation in sentences 8, 9, and 10.
  - C. This is not the best answer. While the revision to sentence 8 does not explain the reason the First Act is called "Daily Life," this information is irrelevant to the point being made in the paragraph. The revision to sentence 8 should be made because it explains that the stage manager is outlining the play's structure to the audience, which he does by identifying the titles of two of the play's three acts in the quotation in sentences 8, 9, and 10.
  - D. This is not the best answer. While the information in the revised sentence 8 may appear unrelated to the content of the paragraph, it actually serves to provide context for the quotation in sentences 8, 9, and 10. The revision to sentence 8 should be made because it explains that the stage manager is outlining the play's structure to the audience, which he does by identifying the titles of two of the play's three acts in the quotation in sentences 8, 9, and 10.

#### Question 4

<b>Question Type</b>	Multiple Choice
<b>Learning Objective</b>	3.3A: Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
<b>Essential Knowledge statement</b>	3.3A2: Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions.
<b>Domain</b>	Writing, Conventions of Standard English

- A. This is the best answer. A comma is needed at the end of the dependent clause ("By having ... fiction") to separate it from the main independent clause ("Thornton ...is).
- B. This is not the best answer. While it correctly contains a comma at the end of the dependent clause ("By having ... fiction"), a comma should not be placed between the independent clause's subject ("Thornton") and verb ("challenges").
- C. This is not the best answer. A comma is needed in the sentence, but it should not be placed between the independent clause's subject ("Thornton") and verb ("challenges"). A comma is needed at the end of the dependent clause ("By having ... fiction") to separate it from the main independent clause ("Thornton ... is).



- D. This is not the best answer. A comma is needed at the end of the dependent clause ("By having ... fiction") to separate it from the main independent clause ("Thornton ...is).