

MODEST PROPOSAL PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://modestproposal.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

SAMPLE

- 1. In the satire, people are framed primarily as what to critique policy?**
 - A. As political pawns.
 - B. As market language—price, cost, profit, demand—to frame people as commodities.
 - C. As moral agents only.
 - D. As charity recipients.

- 2. What best captures the narrator's view on the value of human life in this plan?**
 - A. He treats humans as sacred and inviolable.
 - B. He frames infants as a resource to be utilized for economic gain.
 - C. He believes the plan should be implemented only with consent.
 - D. He emphasizes the importance of parental rights above all.

- 3. Which group held the most political power in Ireland during Swift's era?**
 - A. English
 - B. Irish Parliament
 - C. Scottish
 - D. French

- 4. The phrase "annoying by begging; pleas" maps to which word?**
 - A. Importuning
 - B. Despond
 - C. Emulation
 - D. Raiment

- 5. Which of the following is NOT listed as a potential aspiration for poor children?**
 - A. A teacher
 - B. A thief
 - C. An indentured servant
 - D. A laborer

- 6. What policy-document structure is mimicked in the work?**
- A. Problem statement, analysis, plan, projected benefits, objections.
 - B. Introduction, methodology, results, implications.
 - C. Executive summary, alternatives, risk assessment.
 - D. Background, discussion, conclusion, citations.
- 7. According to the text, how are Swift's points perceived by mature readers?**
- A. Logical and convincing
 - B. Illogical and doomed
 - C. Overlooked and dismissed
 - D. Unimportant
- 8. Which of the following is NOT listed as a potential aspiration for poor children?**
- A. A thief
 - B. An indentured servant
 - C. A laborer
 - D. A journalist
- 9. Which literary device is described as praise that is really an insult, often involving spite?**
- A. Sarcasm
 - B. Satire
 - C. Parody
 - D. Verbal irony
- 10. Which of the following is NOT listed as a potential aspiration for poor children?**
- A. A thief
 - B. A chef
 - C. An indentured servant
 - D. A laborer

Answers

SAMPLE

1. B
2. B
3. A
4. A
5. A
6. C
7. A
8. D
9. A
10. B

SAMPLE

Explanations

SAMPLE

1. In the satire, people are framed primarily as what to critique policy?

- A. As political pawns.
- B. As market language—price, cost, profit, demand—to frame people as commodities.**
- C. As moral agents only.
- D. As charity recipients.

The idea being tested is how satire exposes policy flaws by using economic language to describe people. In the piece, Swift frames people through market terms—price, cost, profit, demand—so they resemble commodities. This sharp, all-too-cold framing highlights how policy discussions can treat human lives as numbers and resources, rather than individuals with dignity, revealing the moral critique of such thinking. While people could be seen as pawns in political games, or as recipients of charity, the strongest and most precise tool the satire uses is the market-lens to show dehumanization and the absurd efficiency mindset behind policy.

2. What best captures the narrator's view on the value of human life in this plan?

- A. He treats humans as sacred and inviolable.
- B. He frames infants as a resource to be utilized for economic gain.**
- C. He believes the plan should be implemented only with consent.
- D. He emphasizes the importance of parental rights above all.

The main idea being tested is that the narrator treats human life in economic terms, turning infants into a resource to be exploited for profit. In the plan, infants are evaluated not for their humanity but for their monetary value and usefulness to the economy—whether they can reduce burdens on the poor, provide meat, or boost family income. This cold, calculated approach exposes how policy or rhetoric can dehumanize people when economic gains are prioritized over human dignity. The best answer captures this commodification of life, showing that the narrator views infants as assets to be monetized rather than beings with inherent worth. The other options don't fit because they assume reverence for life, consent, or parental rights—none of which the plan acknowledges or respects.

3. Which group held the most political power in Ireland during Swift's era?

- A. English**
- B. Irish Parliament
- C. Scottish
- D. French

During Swift's era, political authority over Ireland rested with the English government and its administration. The English Crown and Parliament controlled Irish legislation, finances, and official appointments, with Dublin's local power largely acting under English oversight. Mechanisms like Poynings' Law kept the Irish Parliament from acting independently, requiring English approval for its laws. The Irish Parliament existed, but it operated under the supervision and constraint of English authority, so it did not hold true sovereignty. The Scottish and French groups did not hold decisive political power in Ireland at that time. So the group with the most influence and control was the English.

4. The phrase "annoying by begging; pleas" maps to which word?

A. Importuning

B. Despond

C. Emulation

D. Raiment

The concept tested is a word for persistent, annoying begging or pleading. Importuning specifically means pressing someone with repeated, intrusive requests or pleas, often to a bothersome extent. That fits the phrase "annoying by begging; pleas" exactly. The other words don't fit: despond means feeling hopeless or dejected; emulation refers to the effort to imitate or rival someone; raiment means clothing.

5. Which of the following is NOT listed as a potential aspiration for poor children?

A. A teacher

B. A thief

C. An indentured servant

D. A laborer

The idea being tested is remembering which paths are portrayed as possible outcomes for poor children in the text. The passage describes bleak, accessible options that poverty pushes children toward, such as becoming a thief, an indentured servant, or a laborer. A teacher, however, isn't listed among those possible futures because education and the status to pursue a teaching career weren't realistically available to the poor in that context. This contrast highlights how limited opportunities shape what people think a poor child might aim for. So the option about becoming a teacher is the one not listed.

6. What policy-document structure is mimicked in the work?

A. Problem statement, analysis, plan, projected benefits, objections.

B. Introduction, methodology, results, implications.

C. Executive summary, alternatives, risk assessment.

D. Background, discussion, conclusion, citations.

Policy documents aim to inform decisions by delivering a concise overview, presenting options, and evaluating potential impacts. The best match is the format that begins with an executive summary to give the decision-maker the gist and recommended direction, then lays out alternatives so different policy paths are visible and comparable, and finishes with a risk assessment that explores possible downsides, uncertainties, and mitigation strategies. This structure reflects how policymakers weigh trade-offs before committing to action: quick comprehension, informed option choice, and a clear sense of risks. The other structures resemble academic reports or project plans, with components like methodology or results or extended background and citations, which are less about presenting policy choices and risk considerations.

7. According to the text, how are Swift's points perceived by mature readers?

- A. Logical and convincing**
- B. Illogical and doomed
- C. Overlooked and dismissed
- D. Unimportant

Understanding how mature readers judge an argument hinges on evaluating logic, coherence, and supporting evidence. The text presents Swift's points as aligning with that standard: mature readers see the reasoning as clear and the conclusions supported, making the arguments sound and persuasive. In other words, Swift's points come across as logical and convincing to readers who critically assess how well the ideas fit together and are backed by reasoning. The other descriptions don't fit because they imply readers would doubt, ignore, or deem the points unimportant, whereas the text shows mature readers engaging with and accepting the arguments based on their solid logic and persuasive support.

8. Which of the following is NOT listed as a potential aspiration for poor children?

- A. A thief
- B. An indentured servant
- C. A laborer
- D. A journalist**

The concept being tested is how societies imagine the futures available to poor children. In many historical or literary portrayals, options tied to immediate survival or low-skilled labor—such as theft, indentured servitude, or hard labor—are depicted as plausible paths for those with little means or education. A journalist stands apart because it requires literacy, schooling, and access to information networks, which would have been scarce for someone starting from poverty. So, the one not listed as a potential aspiration is becoming a journalist.

9. Which literary device is described as praise that is really an insult, often involving spite?

- A. Sarcasm**
- B. Satire
- C. Parody
- D. Verbal irony

Sarcasm is a sharp form of verbal irony where praise sounds positive but hides mockery or insult. It relies on tone, context, and shared understanding to signal that the compliment isn't sincere. For example, saying, "Great job cleaning your room," when the room is a mess uses praise to underline the opposite reality and sting the listener. This differs from verbal irony in general, which is simply saying the opposite of what's meant; sarcasm is the more cutting, intentional edge designed to wound or belittle. Satire and parody use humor to critique or imitate, not to disguise an insult as a straightforward compliment in the moment. The key is that the words appear positive but carry spiteful intent, making the real meaning hurtful rather than genuine.

10. Which of the following is NOT listed as a potential aspiration for poor children?

- A. A thief
- B. A chef**
- C. An indentured servant
- D. A laborer

Understanding what futures are imagined for poor children and which one isn't mentioned helps you see the author's point about limited opportunities. The text presents bleak possibilities shaped by poverty—paths like becoming an indentured servant or a laborer, and even a thief as an outcome of desperation. A chef, however, isn't included among the listed possibilities. This omission highlights how the imagined options are constrained by social and economic conditions, rather than by true opportunity.

SAMPLE

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://modestproposal.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE