

Directions: Read the passage below and answer the question(s) that follow.

First Week with Henry

Extreme joy could not even express how Phillip felt when he held his new irresistible puppy in his arms. It had only been one day since Phillip picked out Henry at the humane society, but he felt like he had known Henry for years. The eight week old puppy slept contently in his master's arms, breathing as sweetly as a real newborn baby. Eyes shut, chest rising, and a soft ball of irresistible fur keeping Phillip's arms full of warmth. Is there anything more precious than holding a cuddly little puppy?

Although Phillip would love more than anything to have his young pup sleep in his arms as much as possible, he knew that Henry needed to learn how to sleep on his own. Phillip laughed at the idea of holding a sixty-five pound sleeping Labrador retriever in his arms. Although it would be hard to resist letting his puppy fall asleep in his arms, the training must start as soon as possible.

In the dog-training manual that was sent home with Henry, Phillip read that "consistency with love was the most effective way to train a dog." Phillip decided to pay close attention to Henry's clues so that he would know exactly when to place Henry in his bed. Around twenty minutes later, Henry's eyes got a little heavy. Quickly, Phillip picked him up and gently placed him in his bed. It wasn't but moments later that Henry trotted back to Phillip and whimpered to jump into his arms. Knowing that consistency was best, Phillip returned Henry back to his bed. And once again, Henry returned to his master with eyes so heavy and sweet it could melt all the ice in Antarctica.

After what seemed to be hours of frustration and heartbreak, Phillip had an idea. Without much further thought, Phillip took off his Michigan State football sweatshirt and laid it over Henry's dog bed. He picked up his little furry pal, gently laid him in his bed, and curiously walked away. One minute. Two minutes. Five minutes. No Henry. It had worked! Henry just needed the familiar scent and warmth of his master.

Now, to potty training...

Directions: Answer the following question(s) relating to the passage titled "First Week with Henry".

1 Select the sentence from the text that *best* supports the inference that Phillip formed an immediate bond with Henry.

- A.
- B. Extreme joy could not even express how Phillip felt when he held his new irresistible puppy in his arms.
- C. It had only been one day since Phillip picked out Henry at the humane society, but he felt like he had known Henry for years.
- D. The eight week old puppy slept contently in his master's arms, breathing as sweetly as a real newborn baby. Eyes shut, chest rising, and a soft ball of irresistible fur keeping Phillip's arms full of warmth.
- E. Is there anything more precious than holding a cuddly little puppy?
- F.
- G. Although Phillip would love more than anything to have his young pup sleep in his arms as much as possible, he knew that Henry needed to learn how to sleep on his own.
- H. Phillip laughed at the idea of holding a sixty-five pound sleeping Labrador retriever in his arms. Although it would be hard to resist letting his puppy fall asleep in his arms, the training must start as soon as possible.

In the dog-training manual that was sent home with Henry, Phillip read that "consistency with love was the most effective way to train a dog."
- I. Phillip decided to pay close attention to Henry's clues so that he would know exactly when to place Henry in his bed.
- J. Around twenty minutes later, Henry's eyes got a little heavy. Quickly, Phillip picked him up and gently placed him in his bed.
- K. It wasn't but moments later that Henry trotted back to Phillip and whimpered to jump into his arms.
- L. Knowing that consistency was best, Phillip returned Henry back to his bed.
- M. And once again, Henry returned to his master with eyes so heavy and sweet it could melt all the ice in Antarctica.
- N.

2 Which sentence *best* summarizes Phillip's plan for sleep training Henry?

- A. Every time that Henry gets out of bed, Phillip will return him to bed until Henry stays in bed on his own.
- B. Phillip will allow Henry to fall asleep in his arms before transporting him to his own bed where he should stay.
- C. Phillip will let Henry fall asleep on the Michigan State football sweatshirt and then move him into bed.
- D. Whenever Henry gets out of bed, Phillip will check to make sure that Henry is warm enough.

3 How did Phillip respond to Henry after he "returned to his master with eyes so heavy and sweet it could melt all the ice in Antarctica"?

- A. Phillip caved in and gave up on being consistent with his training.
- B. Phillip continued the consistent training but added one more step.
- C. Phillip gave up on sleep training and moved on to potty training.
- D. Phillip became even stricter after this than he was before.

Directions: Answer the following question(s) relating to the passage titled "First Week with Henry".

4 What is the central idea of the passage?

- A. Puppies and masters need special training.
- B. Puppies can cause frustration.
- C. Puppies are the most irresistible pets.
- D. Puppies need love and discipline.

5 Based on the last two paragraphs of the selection, the reader can assume that Phillip will

- A. get frustrated during his attempts to potty train Henry.
- B. potty train Henry with no trouble.
- C. give up trying to potty train Henry
- D. ask someone else to help him potty train Henry.

Directions: Read the passage below and answer the question(s) that follow.

Pygmalion

In this excerpt of George Bernard Shaw's play the common flower girl, Eliza Doolittle, is introduced to the harsh yet brilliant speech teacher, Professor Higgins, and his household.

HIGGINS. [thundering at her] Sit down.

MRS. PEARCE. [severely] Sit down, girl. Do as you're told.

[...]

PICKERING. [very courteous] Won't you sit down?

LIZA. [cooly] Don't mind if I do. [She sits down]...

HIGGINS. What's your name?

THE FLOWER GIRL. Liza Doolittle.

[...]

HIGGINS. Here [he offers her his silk handkerchief]!

LIZA. What's this for?

HIGGINS. To wipe your eyes. To wipe any part of your face that feels moist. Remember: that's your handkerchief; and that's your sleeve. Don't mistake the one for the other if you wish to become a lady in a shop.

Liza, utterly bewildered, stares helplessly at him.

MRS. PEARCE. It's no use talking to her like that, Mr. Higgins: she doesn't understand you... [she takes the handkerchief].

LIZA. [snatching it] You give me that handkerchief. He give it to me, not to you.

PICKERING. [laughing] He did. I think it must be regarded as her property, Mrs. Pearce... Higgins: I'm interested. What about the ambassador's garden party? I'll say you're the greatest teacher alive if you make that good. I'll bet you all the expenses of the experiment you can't do it. And I'll pay for the lessons.

LIZA. Oh, you are real good. Thank you, Captain.

HIGGINS. [tempted, looking at her] It's almost irresistible. She's so deliciously low—so horribly dirty—

LIZA. [protesting extremely]... I ain't dirty: I washed my face and hands afore I come, I did.

Directions: Read the passage below and answer the question(s) that follow.

PICKERING. You're certainly not going to turn her head with flattery, Higgins.

MRS. PEARCE. [uneasy] Oh, don't say that, sir: there's more ways than one of turning a girl's head; and nobody can do it better than Mr. Higgins, though he may not always mean it. I do hope, sir, you won't encourage him to do anything foolish.

HIGGINS. [becoming excited as the idea grows on him] What is life but a series of inspired follies? The difficulty is to find them to do. Never lose a chance: it doesn't come every day. I shall make a duchess of this draggetailed guttersnipe.

[...]

HIGGINS. [carried away] Yes: in six months—in three if she has a good ear and a quick tongue—I'll take her anywhere and pass her off as anything. We'll start today: now! this moment! Take her away and clean her, Mrs. Pearce... Take all her clothes off and burn them. Ring up Whiteley or somebody for new ones. Wrap her up in brown paper till they come.

LIZA. You're no gentleman, you're not, to talk of such things. I'm a good girl, I am; and I know what the like of you are, I do.

HIGGINS... You've got to learn to behave like a duchess. Take her away, Mrs. Pearce. If she gives you any trouble wallop her.

[...]

LIZA. Oh, you've no feeling heart in you: you don't care for nothing but yourself [she rises and takes the floor resolutely]. I've had enough of this. I'm going [making for the door]. You ought to be ashamed of yourself, you ought.

[...]

HIGGINS. Listen, Eliza. I think you said you came in a taxi.

LIZA. Well, what if I did? I've as good a right to take a taxi as anyone else.

HIGGINS. You have, Eliza; and in future you shall have as many taxis as you want. You shall go up and down and round the town in a taxi every day. Think of that, Eliza.

MRS. PEARCE. Mr. Higgins: you're tempting the girl. It's not right. She should think of the future.

HIGGINS. Nonsense! Time enough to think of the future when you haven't any future to think of. No, Eliza: do as this lady does: think of other people's futures; but never think of your own. Think of chocolates, and taxis, and gold, and diamonds.

Directions: Answer the following question(s) relating to the passage titled "Pygmalion".

LIZA. No: I don't want no gold and no diamonds. I'm a good girl, I am. [She sits down again, with an attempt at dignity].

HIGGINS. You shall remain so, Eliza, under the care of Mrs. Pearce...

PICKERING. Excuse me, Higgins; but I really must interfere. If this girl is to put herself in your hands for six months for an experiment in teaching, she must understand thoroughly what she's doing.

HIGGINS. How can she? It's inconceivable she could understand anything. Besides, do any of us understand what we are doing? If we did, would we ever do it?

PICKERING. Very clever, Higgins; but not sound sense...

HIGGINS... Eliza: you are to live here for the next six months, learning how to speak beautifully, like a lady in a florist's shop. If you're good and do whatever you're told, you shall sleep in a proper bedroom, and have lots to eat, and money to buy chocolates and take rides in taxis. If you're naughty and idle you will sleep in the back kitchen among the black beetles, and be walloped by Mrs. Pearce with a broomstick. At the end of six months you shall go to Buckingham Palace in a carriage, beautifully dressed. If the King finds out you're not a lady, you will be taken by the police to the Tower of London, where your head will be cut off as a warning to other presumptuous flower girls. If you are not found out, you shall have a present of seven—and—sixpence to start life with as a lady in a shop. If you refuse this offer you will be a most ungrateful and wicked girl; and the angels will weep for you. [To Pickering] Now are you satisfied, Pickering? [To Mrs. Pearce] Can I put it more plainly and fairly, Mrs. Pearce?

MRS. PEARCE. [patiently] I think you'd better let me speak to the girl properly in private. I don't know that I can take charge of her or consent to the arrangement at all. Of course I know you don't mean her any harm; but when you get interested in people's accents, you never think or care what may happen to them or you. Come with me, Eliza.

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6 How do Eliza's behaviors develop over the course of the text?

- A. Eliza becomes more willing to do whatever Professor Higgins' requests.
- B. Eliza becomes heated and more reluctant to engage in Professor Higgins' experiment.
- C. Eliza behaves like a lady from the start but lets Professor Higgins refine her skills.
- D. Eliza controls her temper and learns to act poised while the other characters discuss her condition.

Directions: Answer the following question(s) relating to the passage titled "Pygmalion".

7 Read the paragraph.

HIGGINS. [carried away] Yes: in six months—in three if she has a good ear and a quick tongue—I'll take her anywhere and pass her off as anything. We'll start today: now! this moment! Take her away and clean her, Mrs. Pearce... Take all her clothes off and burn them. Ring up Whiteley or somebody for new ones. Wrap her up in brown paper till they come.

What is the central idea of the paragraph?

- A. Eliza does not have any decent clothes to wear besides the rags she arrived in.
- B. Professor Higgins thinks Eliza is filthy and needs a bath.
- C. Professor Higgins is eager to start working on Eliza's transformation.
- D. Professor Higgins knows Eliza will be a quick learner.

8 Which statements *best* describe the relationship between Pickering and Professor Higgins? Select *three* that apply.

- A. Professor Higgins thinks that Pickering is a fool.
- B. Professor Higgins finds amusement out of Pickering's challenge.
- C. Pickering and Professor Higgins enjoy each other's company.
- D. Professor Higgins wishes that Pickering was not so kind to Eliza.
- E. Pickering and Professor Higgins both see themselves as better than Eliza.
- F. Pickering does not respect Professor Higgins's abilities as a speech teacher.

9 What inference can be made about Eliza's feelings toward Professor Higgins's actions? Support your inference with details found in the play.

Directions: Read the passage below and answer the question(s) that follow.

After the Fire

It was the first spring after the fire had destroyed their home one bitter, cold November morning. The March sun felt like butter on warm toast against her skin as Alisha rode her bicycle toward the river. As she rode away from the building site where a crew was resurrecting her old home, the tangy smell of freshly cut wood followed her. She began to whistle, feeling like life was handing her a new beginning on a silver platter.

Alisha still could not believe the joyful fact that when the house was finished she would have her very own room. No more sharing with her younger sister, Alice. No more fights with her mother about the importance of sharing, about character building, or fights with Alice about whose turn it was to clean the closet. She would have her own closet to keep clean or to cram with useless, but precious, treasures.

When she asked her parents if she could have her own room in the new house, her twenty-year-old brother had criticized her. "It's like you're asking them to peel you a grape, Alisha. It's bad enough for Mom and Dad that our house burned down. You should just be thankful that you're getting a new house!"

"You never had to share a room!" Alisha protested. This silenced Alexander, who could not deny the truth of this.

This morning, bicycling down to the river, Alisha imagined her new room—her own room. A hand of homesickness squeezed her heart as she pictured herself alone in the dark in the new room, without the sound of Alice's quiet breathing beside her. She imagined not having Alice to talk to if she woke up shivering after a nightmare. She imagined Alice not being there to wake up so they could raid the fridge for midnight snacks. Sighing, Alisha turned her bicycle back toward the building site of her future home. She suddenly felt confused. Why was it that the thing she had wanted most for so long—to have the freedom of her own room—now seemed like a box wrapped in beautiful paper to hide something ugly inside?

10 Read the first two sentences from the text.

It was the first spring after the fire had destroyed their home one bitter, cold November morning. The March sun felt like butter on warm toast against her skin as Alisha rode her bicycle toward the river.

How do the descriptions of the weather conditions contribute to the reader's understanding of the narrator's thoughts and feelings?

- A. It shows how vivid the memory is for the narrator and how different things were then compared to now.
- B. It shows how much the narrator dislikes winter and how much she loves the spring.
- C. It shows how miserable she feels when it is cold compared to how energized she feels when it is warm.
- D. It shows how the narrator would rather focus on outward things such as the weather rather than on her inward feelings.

Directions: Answer the following question(s) relating to the passage titled "After the Fire".

11 Select the *three* sentences that should be included in a summary of the text.

- A. Alisha's house was being built in March.
- B. Alisha would be moving into her own room.
- C. Alisha's house had been destroyed in a fire.
- D. Alisha was riding her bike down to the river.
- E. Alisha and her mother had fought about chores.
- F. Alisha's brother and sister had shared a bedroom.
- G. Alisha had argued with her brother about the new house.

12 This question has two parts. First, answer part A. Then, answer part B.

Part A:

Which of these inferences about Alisha is supported by the text?

- A. Alisha was angry with her brother for criticizing her.
- B. Alisha felt guilty about having asked her parents for her own room.
- C. Alisha thought sharing a room limited her independence from her sister.
- D. Alisha disagreed with her sister about the importance of having separate rooms.

Part B:

Which sentence from the text *best* illustrates the inference made in part A?

- A. No more sharing with her younger sister, Alice.
- B. She would have her own closet to keep clean or to cram with useless, but precious, treasures.
- C. When she asked her parents if she could have her own room in the new house, her twenty-year-old brother had criticized her.
- D. "You never had to share a room!" Alisha protested.

13 A theme of this passage deals with the .

- A. pain of rejection
- B. importance of exercise
- C. realization of knowing what we want
- D. power of words

14 Which key words from the text help identify the point of view from which the story was written?

- A. she, they, them
- B. Alisha, mom, dad
- C. burn, fire, house
- D. the, she, dad

Directions: Answer the following question(s) relating to the passage titled "After the Fire".

15 What effect did the thought of getting her own room have on Alisha?

- A. It caused her to feel angry that her brother never had to share a room.
- B. It caused her to be sad because she never wanted her own room.
- C. It caused her to miss her old house which had burned down.
- D. It caused her to be excited, but aware that she would miss some things about sharing a room with her sister.

16 How does the point of view affect the overall theme of the text?

- A. It is told in the first person, which helps the reader see that Alisha realizes she does not want a new room.
- B. It is told by a third person, which allows the reader to know what all the characters are thinking about the new house.
- C. It is told in the first person, which explains the inner thoughts and feelings of Alisha and Alexander.
- D. It is told by a third person, which expresses Alisha's realization that what we get is not always what we want.

17 Which event advances the plot?

- A. the warm sunshine on Alisha's skin
- B. the smell of wood at the building site
- C. Alisha's argument with Alexander
- D. Alisha imagining being alone in her room

18 Which sentence FORESHADOWS Alisha's second thoughts about having her own room?

- A. She began to whistle, feeling like life was handing her a new beginning on a silver platter.
- B. She would have her own closet to keep clean or to cram with useless, but precious treasures.
- C. This morning, bicycling down to the river, Alisha imagined her new room — her own room.
- D. . . . she pictured herself alone in the dark in her new room, without the sound of Alice's quiet breathing beside her.

Directions: Read the passage below and answer the question(s) that follow.

"Going Green"

Going Green

by Cassie Howard

<input type="radio"/>	
	1. Dye hair green.
	2. Hang posters around school.
	3. Explain new recycling plan at student assembly.
	4. Host an after-school rally on Thursday.
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- 1 Logan looked nervously in the bathroom mirror. He took a deep breath and gave himself a pep talk in the mirror, telling himself it was now or never. Only an hour ago, he had thought this was a wonderful idea, and he had gone too far to back out now. Was he going to feel a little awkward about the new hairstyle? Sure, but it was for an admirable cause.
- 2 "Just take off the towel," he told himself. "All you have to do is take off the towel." He closed his eyes and carefully eased the towel onto his shoulders, his hands trembling. Now all he had to do was open his eyes and survey the damage. He tried to open his eyes, but despite pleading with himself, he only squeezed them shut even tighter. He decided he should count to ten, or maybe even twenty or thirty.
- 3 Another deep breath and he began to count, "One Mississippi, two Mississippi, three Mississippi, four Mississi . . . Oh just do it already!"
- 4 He cracked open one eye first and, seeing it wasn't so terrible, opened the other. As he checked out his reflection in the mirror, he broke into a grin.
- 5 "Not bad, Logan, not bad at all; you're going to stick out like a sore thumb this week — a sore green thumb! The whole school is going to know that it's Environmental Awareness Week at Creekside Middle!"

Directions: Answer the following question(s) relating to the passage titled ""Going Green"".

- 19 Why does Logan dye his hair green?
- A. He wants to try something new for a change.
 - B. He wants to protest Environmental Awareness Week.
 - C. He wants to look different from the other students.
 - D. He wants to promote Environmental Awareness Week.
- 20 How does the setting of the passage affect Logan?
- A. He is anxious about seeing his new reflection in the mirror.
 - B. He feels anxious in the small room and takes many deep breaths.
 - C. He regrets making a mess in the bathroom with the green dye.
 - D. He is glad to be alone in the bathroom so no one will see his hair.