

Directions: This test asks you to use the language skills and strategies you have learned. Read this excerpt from a play, and then answer the questions that follow.

FROM *The Last Leaf*
Based on a short story by O. Henry

The Last Leaf is a play about two friends, Sue and Joanna (“Johnsy”), who live in New York City in the early 1900s. Both women are artists who hope to make their fame and fortune in the city. When the play opens, Sue and Johnsy are having a Christmas party. Helen and Eric, also young artists, are at the party. Suddenly, Johnsy becomes very sick. A doctor is called.

Eric: Can you tell us just how sick Johnsy is?

Doctor: She’s very, very ill—almost **delirious** with fever.

Helen: But it came on so suddenly, Doctor.

Doctor: Yes, that happens with pneumonia sometimes. [*Putting on his coat.*]

Well, I’ll stop by at the pharmacist’s and ask him to make up some medicine. You can pick it up later, Sue.

Sue: OK, Doc. Thanks.

Helen: We’d better get home and let Johnsy have some quiet. Thanks for the party, Sue.

Eric: Let us know if there’s anything we can do.

Narr 2: Sue goes into the other room, where Johnsy is lying quietly on the studio couch.

Sue: Johnsy?

Narr 3: There is no sound. Sue waits a few minutes and then turns to tiptoe out.

Suddenly she hears Johnsy’s voice, very soft and faint.

Johnsy: Twelve. Eleven. [*Long pause.*] Ten, nine. [*Short pause.*] Eight.

Sue: What did you say, Johnsy?

Johnsy: I’m—I’m counting.

Sue: Counting what?

Johnsy: The leaves on that ivy vine. See? On the next building. You can see them in the light from the street lamp.

Sue [*looking out*]: Oh. Yeah, I see them. They do seem to be shaking loose, what with the snow and wind. [*Looks back at Johnsy.*] So what?

Johnsy [*dreamily.*]: They’re dying. Falling off. Do you think I’ll die too?

Sue [*really concerned but trying not to show it*]: Of course not! You’re sick, but you’re going to get better. I’m going out now to pick up the medicine at the pharmacist’s.

Just try and get some sleep, OK?

Johnsy [*very softly*]: When the last leaf falls off, perhaps I’ll fall off with it. We’ll go together, the leaf and I. The leaf—and my life . . . leaf . . . and life . . .

[*Voice trails off*]

Sue: That’s ridiculous! Stop being so dumb!

Narr 1: Sue rushes down the stairs and out into the street, nearly colliding in the lobby with old Mr. Behrman.

Narr 2: Mr. Behrman is a painter who lives in the same building as the girls.

Narr 3: That is, he calls himself a painter. But actually he hasn’t produced anything much in over forty years.

Narr 1: He’s always saying that he’s on the **verge** of painting his masterpiece.

Narr 2: But nothing ever happens. Meanwhile, he’s been keeping himself alive by painting signs for small businesses.

Mr. Behrman: Hey, watch it! You want to knock an old man down?

Sue: Sorry, Mr. Behrman. But Johnsy’s sick, and I’ve got to get some medicine for her.

Behrman: What’s the matter with her?

Sue: Pneumonia, the doctor says.

Behrman [*impatently*]: That’s what happens with young people. They stay up too late; they don’t dress warm; and then they get sick.

Sue: Mr. Behrman, would you do me a favor? Would you go back to our apartment and stay with Johnsy until I get back? Please?

Behrman: Well, I guess I got nothing better to do. [*Softening.*] Yes, yes. Go on.

Narr 3: Sue continues **loping** toward the pharmacist’s, and Mr. Behrman goes upstairs. He sits down by the sleeping girl’s bed and looks out the window. There are four leaves on the vine.

Narr 1: Meanwhile, Sue reaches the pharmacist’s.

Pharmacist: Sue?

Sue: Yes. The medicine’s for my friend, Joanna.



Pharmacist: All right, here it is. Make sure she takes a tablespoonful as soon as you get back. After that, one every four hours. Wake her up if you have to.

Sue: Thanks. I will.

Narr 2: When Sue returns home, Behrman is still sitting by the window.

Sue: Has she awakened?

Behrman: Just once. She said, “Four, three, two.” I didn’t know what she was talking about.

Sue: She means the leaves. She’s counting the leaves on that building. Thinks when the last one falls off, she’ll die.

Behrman [*looking outside*]: Better close the shade then. There’s only one left.

And with the snow out there and the wind coming up, it’s bound to fall tonight.

Sue: You’re right. [*Pulls the shade.*] You’re right.

Narr 3: Behrman goes back downstairs, and Sue catches some sleep herself after giving Johnsy her dose of medicine. When morning comes, Johnsy is already sitting up in bed, staring at the drawn shade.

Johnsy [*dully*]: Pull it up, Sue. I want to see if the last leaf has fallen.

Narr 1: Sue does as she is told. Both girls gaze out to see the last leaf still hanging from the vine.

Johnsy: I don’t believe it. It couldn’t still be there.

Sue: Well, you see it with your own eyes, don’t you?

Johnsy: It will fall today. And I’ll die.

Narr 2: All day the wind and snow rage outside. But the leaf stubbornly holds on.

Narr 3: And the next morning, when the shade is pulled up, the leaf is still there.

Johnsy stares at it a long time. Then she finally speaks.

Johnsy [*slowly*]: You know, Sue, I’ve been thinking. Do you suppose that stubborn leaf is trying to tell me something?

Sue: Something like, “Don’t be so dumb. If I can hang on, why can’t you?”

Johnsy [*with a slight smile*]: Something like that, yes. Hey—do we have anything to eat around here? I mean, besides popcorn?

Sue [*happily*]: I think there’s some soup. [*Hears a knock at the door.*] Just let me answer that.

Doctor [*coming in*]: How’s our patient today? [*Goes into Johnsy’s room.*]

Sue: Much better.

Doctor: Yes, I can see that just from looking at her. I wish I could say the same about Mr. Behrman downstairs.

Sue: Why, what’s wrong with him?

Doctor: Pneumonia too, I’m afraid. Only he’s past the point of getting better. I’m taking him to the hospital now so that he can be a little more comfortable. But there’s really no hope.

Narr 1: Two days pass, during which Johnsy grows stronger. On the third day she’s even feeling well enough to wobble to the door when she hears a knock.

Sam, the Janitor: Hello there, Johnsy. Feeling better?

Johnsy: Yes, I am, Sam. What can I do for you?

Sam: Well, I’ve got some bad news, I’m afraid. Mr. Behrman died this morning.

Johnsy: Oh, no. Poor guy.

Sam: But there’s something else. The doctor told me that you girls might be able to figure it out, since you knew the old guy.

Sue: What is it?

Sam: Well, I found him when he first took sick. And I thought it was funny at the time. His shoes and clothes were wet clear through, and icy cold. I couldn’t understand why he’d been out so long on such a freezing night.

Sue: Neither can I.

Sam: Well, later on I found a lantern, still lighted, and a ladder that had been dragged from its place. And under some bushes I found some paints—green and yellow paints—and some brushes.

Johnsy: But what—

Sue [*suddenly understanding*]: Don’t you see, Johnsy? Don’t you understand now why that last leaf never fluttered or moved, even when the wind and snow beat down on it?

Johnsy [*softly*]: It was Mr. Behrman’s masterpiece. The leaf he painted on the wall the night the last leaf fell.

READING APPLICATION PORTION- Applying Skills

This section asks you to use the language skills and strategies you have learned. Read this excerpt from “Seventh Grade,” and then answer the questions that follow.

FROM “Seventh Grade” by Gary Soto

They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, “*Bonjour.*”

“*Bonjour,*” braved a few students.

“*Bonjour,*” Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, “What’s ‘populace’?”

“The people, the people of France.”

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher **beamed** and said, “*Très bien. Parlez-vous français?*”

Victor didn’t know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to **bluff** his way out by making noises that sounded French.

“La me vava me con le grandma,” he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

Great rosebushes of red bloomed on Victor’s cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, “Frenchie oh wewe gee in September.”

Mr. Bueller asked Victor to repeat what he had said.

“Frenchie oh wewe gee in September,” Victor repeated.

Mr. Bueller understood that the boy didn’t know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

“*Le bateau,*” he sang.

“*Le bateau,*” the students repeated.

“*Le bateau est sur l’eau,*” he sang.

“*Le bateau est sur l’eau.*”

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked **sheepishly** at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. “I didn’t know you knew French,” she said. “That was good.”

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don’t say anything, Victor pleaded with his eyes. I’ll wash your car, mow your lawn, walk your dog—anything! I’ll be your best student, and I’ll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn’t stand to look at Teresa. He was sweaty with shame. “Yeah, well, I picked up a few things from movies and books and stuff like that.” They left the class together. Teresa asked him if he would help her with her French.

“Sure, anytime,” Victor said.

“I won’t be bothering you, will I?”

“Oh no, I like being bothered.”

“*Bonjour,*” Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

“Yeah, right, *bonjour,*” Victor said. He turned and headed to his class. The rosebushes of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long **sprint** to the public library, where he checked out three French textbooks.

He was going to like seventh grade.

Vocabulary Skills- New Words in Context

Each of the underlined words below has also been underlined in the selection. Re-read those passages in which the underlined words appear, and use context clues and prior knowledge to help you select an answer. Select the letter of the word(s) that *best* complete each sentence.

11. If a teacher **beamed** at a student, he or she would be _____.
a. smiling
b. frowning
c. showing anger
d. showing dismay
12. Someone who tries to **bluff** his or her way out of an awkward situation may _____.
a. make insulting remarks
b. blame others
c. sob loudly
d. mislead others
13. Someone who behaves **sheepishly** is communicating _____.
a. contentment
b. hostility
c. fear
d. embarrassment
14. For a person to **sprint**, he or she must be _____.
a. performing first aid
b. running at top speed
c. skipping lightheartedly
d. traveling in one direction

Comprehension- Understanding What You Have Read

Select the letter of the *best* answer to each of the following items.

15. When Mr. Bueller has a curious expression on his face and asks Victor to speak louder, the reader can predict that
a. Mr. Bueller will be curious about Victor's interest in Teresa.
b. Victor does not know French.
c. Teresa will not be interested in Victor.
d. Mr. Bueller will give a difficult homework assignment.
16. How do Victor's efforts at speaking French affect Teresa?
a. She believes his act and asks him to help her with French.
b. She finds him ridiculous and laughs at him.
c. She is upset that he has pretended.
d. She feels sorry for him and promises to tutor him in French.
17. Why does Victor pretend to understand and speak French?
a. He wants to impress Teresa.
b. He wants to show the teacher how smart he is.
c. He wants to be a role model for other seventh-graders.
d. He wants to show how much French he has learned from movies and books.
18. It is reasonable to assume that Mr. Bueller does not expose Victor in front of Teresa because
a. Mr. Bueller knows that Victor will flunk French.
b. When he was younger, Mr. Bueller was involved in a similar situation.
c. Mr. Bueller does not realize that Victor is inventing words.
d. Mr. Bueller thinks that Victor did the right thing.
19. Why do you think Victor checks out French textbooks from the library?
a. He wants to be able to go to France and be understood.
b. He plans to do extra credit to obtain a good grade.
c. He wants to learn more so that Teresa won't notice his lack of knowledge.
d. He wants to get an early start on his report.

20. What was Gary Soto's purpose for using dialogue in this piece?
- a. to move the story along
 - b. to help character development
 - c. both A and B
 - d. neither A nor B

CROSS TEXT QUESTIONS

Directions: Consider both reading selections when selecting the best answer.

21. Two of the main characters, Mr. Beuller and Mr. Behrman, share which character trait?
- a. mean
 - b. kind
 - c. funny
 - d. artistic
22. The two characters above, both help develop the themes by ...
- a. giving help to another human being
 - b. pushing others away
 - c. educating young minds

Grammar Review

Directions: Select the best answer that identifies the underlined sections.

During the year that she was ten, Emmanuella – Emma for short – begged so hard
 for a Christmas pet that her parents did relent and did give her the next best thing: a goldfish. Her
 father, a successful lawyer, had argued for years that money could buy better things than flea
 collars, that Emma did not need a pet, and that Emma had seen too many Walt Disney movies.
 Her mother, also a successful lawyer, argued that Emma should spend time with her viola, not with an
 animal. While her parents were trying to be understanding, they still decided to end the debate.
They bought a goldfish, and they bought an aquarium from a young man. Used goldfish are hard
to unload onto someone else. But mainly because this particular goldfish was old and blind, they
 got the goldfish cheap.

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|---|---|
| <p>23. The underlined section number 1 is ...</p> <ul style="list-style-type: none"> a. Prepositional phrase b. Verb phrase c. Appositive phrase | <p>26. The underlined section number 4 is ...</p> <ul style="list-style-type: none"> a. Prepositional phrase b. Verb phrase c. Appositive phrase |
| <p>24. The underlined section number 2 is ...</p> <ul style="list-style-type: none"> a. Prepositional phrase b. Verb phrase c. Appositive phrase | <p>27. The underlined section number 5 is ...</p> <ul style="list-style-type: none"> a. Prepositional phrase b. Verb phrase c. Appositive phrase |
| <p>25. The underlined section number 3 is ...</p> <ul style="list-style-type: none"> a. Prepositional phrase b. Verb phrase c. Appositive phrase | <p>28. The underlined section number 6 is ...</p> <ul style="list-style-type: none"> a. Prepositional phrase b. Verb phrase c. Appositive phrase |

29. The underlined section number 7 is ...

- a. Prepositional phrase
- b. Verb phrase
- c. Appositive phrase

30. The underlined section number 8 is ...

- a. Simple sentence
- b. Compound sentence
- c. Complex sentence
- d. Compound-complex sentence

31. The underlined section number 9 is ...

- a. Simple sentence
- b. Compound sentence
- c. Complex sentence
- d. Compound-complex sentence

32. What word could you add to the end of sentence 9 to combine it with sentence 10 to make a compound – complex sentence?

- a. because
- b. , and
- c. Until

Research Questions

33. When would you use an atlas to do research?

- a. when researching constellations
- b. when researching whales
- c. when researching Germany

35. Which source would have the most reliable information about CONSTELLATIONS?

- a. science journal
- b. student website
- c. newspaper editorial
- d. blog

34. What is the purpose of a table of contents?

- a. to find a definition
- b. to find the location of a chapter
- c. to find a summary of a chapter
- d. date of publication

36. Where would be the best place to find information about Randy Pauch (the author of the *memoir The Last Lecture*)?

- a. online newspaper
- b. online encyclopedia
- c. an editorial article
- d. blog

