**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_**

**Directions: Read the following selections and then answer the questions.**

***His Name Was Pete***

*William Faulkner*

 His name was Pete. He was just a dog, a fifteen –months-old pointer, still almost a puppy even though he had spent one hunting season learning to be the dog he would have been in another two or three if he had lived that long.

 But he was just a dog. He expected little of the world into which he came without past and nothing of immortality either: --food (he didn’t care what not how little just so it was given with affection-a touch of a hand, a voice he knew even if he could not understand and answer the words it spoke); the earth to run on; air to breathe, sun and rain in their seasons and the covied quail which were his heritage long before he knew the earth and felt the sun, whose scent he knew already from his staunch and faithful ancestry before he himself ever winded it. That was all he wanted. But that would have been enough to fill the eight or ten or twelve years of his natural life because twelve years are not very many and it doesn’t take much to fill them.

 Yet, short as twelve years are, he should normally have outlived four of the kind of motorcars which killed him-cars capable of climbing hills too fast to avoid a grown pointer dog. But Pete didn’t outlive the first of his four. He wasn’t chasing it; he had learned not to do that before he was allowed on highways. He was standing on the road waiting for his little mistress on the horse to catch up, to squire her safely home. He shouldn’t have been in the road. He paid no road tax, held no driver’s license, didn’t vote. Perhaps his trouble was that the motorcar which lived in the same yard he lived in had a horn and brakes on it and he thought they all did. To say he didn’t see the car because the car was between him and the late afternoon sun is a bad excuse because that brings the question of vision into it and certainly no one unable with the sun at his back to see a grown pointer dog on a curveless two-lane highway would think of permitting himself to drive a car at all, let alone one without either horn or brakes because next time Pete might be a human child with motorcars that is against the law.

 No, the driver was in a hurry: that was the reason. Perhaps he had several miles to go yet and was already late for supper. That was why he didn’t have time to slow up or drive around Pete. And since he didn’t have time to do that, naturally he didn’t have time to stop afterward; besides Pete was only a dog flung broken and crying into a roadside ditch and anyway the car had passed him by then and the sun was at Pete’s back now, so how could the driver be expected to hear his crying?

**Dog Proves As Smart As Average Toddler**

*Margaret Munro*

 A nine-year-old border collie with a 200-word “vocabulary” has provided scientific proof that dogs understand what their masters are saying according to new research.

**Knows Word Meaning**

 Rico knows the meaning of about 200 words and can infer and remember the meaning of new ones with the same ability as very young children, according to a report published in the journal *Science* yesterday.

 Rico, who lives in Germany, can retrieve randomly chosen items from a collection of balls and toys. He understands requests to put toys n boxes and bring them to certain people.

 He can also fetch, by name, objects that he has never seen before.

 A month after seeing them just once, he still remembered and fetched the new objects on demand, reported Julia Fischer and her colleagues with the Max Planck Institute for Evolutionary Anthropology.

**Makes Inferences**

 The scientists say Rico’s abilities provide evidence that dogs are capable of a type of learning and inference that has long been considered the domain of humans.

 “There are somethings that some people believe are uniquely human, such as language acquisition,” said Ms. Fischer. “Maybe it’s not so special after all.”

 She said dogs appear to have innate and superior word-learning skills, which could help explain why they are such popular pets.

 One of Canada’s leading dog experts is impressed.

 “It doesn’t surprise me, but it’s wonderful someone actually set out and spent all the time to plug that stuff into [Rico’s] mind,” said Dr. Stanley Coren, a psychologist at the University of British Columbia who has written extensively about the intelligence of dogs.

*Directions: Answer these questions about the essay “His Name was Pete.”*

1. Which word best describes the author’s tone throughout this essay?
	1. Superior
	2. Nostalgic
	3. Sarcastic
	4. Straightforward
2. What is the main idea of lines 12-23?
	1. Pete didn’t chase cars.
	2. Pete shouldn’t have been on the road.
	3. Running over children is illegal.
	4. There is no excuse for running over a dog.
3. In lines 26-27, the phrase “how could the driver” reveals the author’s
	1. Sympathy with the driver
	2. Anger at the driver
	3. Feelings about cars
	4. Impatience with Pete
4. The author’s two purposes in writing this essay were to
	1. Inform and entertain
	2. Inform and express feelings
	3. Persuade and express feelings
	4. Persuade and entertain
5. The organizational structure of this text is
	1. Narrative
	2. Persuasive
	3. Informative
	4. Compare/ Contrast

*Answer these questions about the article “Dog Proves As Smart As Average Toddler.”*

1. The subheadings “Knows Word Meanings” and “Makes Inferences” are clues that the author’s primary purpose is to
	1. Inform or explain
	2. Persuade
	3. Entertain
	4. Express feelings
2. One way the author organizes the article is by comparing and contrasting
	1. Words and toys
	2. Dogs and children
	3. Scientists and research projects
	4. Pets and language acquisition

*Answer this question about both selections.*

1. Which one of the following statements would most likely be supported by both authors?
	1. Most dogs are not as smart as Rico
	2. A dog should never be on a leash
	3. Dogs can interact with people
	4. Dogs are patient animals

**Written Response: Write three or four sentences to answer each question. A student answer sheet has been provided for your responses (4 points each ).**

|  |  |
| --- | --- |
| 4 | Response demonstrates a *complete and thorough* understanding of the selection, and uses relevant details. |
| 3 | Response demonstrates an *adequate* understanding of the selection, and uses relevant details. |
| 2 | Response demonstrates a *limited* understanding of how the selection citing irrelevant details as support. |
| 1 | Response *does not demonstrate understanding* of the selection, and/or does not use details as support. |
| 0 | No response. |

1. What was Faulkner’s attitude toward the dog’s death in “His Name was Pete?” Support your answer with details from the essay.
2. Compare and contrast the main ideas of “His Name Was Pete” and “dog Proves As Smart As Average Toddler.” Name one way in which the selections are alike and one way in which they are different. Support your answer with two details from each of the selections.

*Read the following passage and answer the questions 11-15.*

 The blazing sun was directly overhead as Jim fumbled over the sand covered dunes. He knew his time was running out, as he had nothing to eat or drink left in his pack. As he shielded his eyes from the scorching sun, he could see the greedy buzzards circling over him. He used his filthy shirt to wipe the sweat from his salt stung eyes. *I must carry on* he thought to himself as he forced himself to regain focus.

 Then he heard it. Faintly in the distance, he heard it-the distinct revving of a dirt bike engine. He looked around quickly to see if anyone was around. In a desperate attempt to be seen, he flailed his arms over his head and opened his mouth to scream for help. When no sound came out of him, he panicked. Dropping his pack, he picked up his pace. *I must get help* he thought. He desperately tried to yell again, once again failing to produce anything but a dry cough.

 Suddenly, the noise came closer. Jim could see the dirt bike’s shape surrounded by the cloud of dust. He continued to wave his arms to signal for help. The bike seemed to be coming straight toward him. Jim’s initial relief of human contact was now filled with an overwhelming sensation of dread. The bike was going to hit him. …

1. Lines 1-5 in the paragraph of this piece contains the story’s:
	1. Rising Action
	2. Falling Action
	3. Exposition
	4. Climax
2. The author used the following methods of characterization to reveal traits about the main character:
	1. The way others speak of him
	2. The character’s own thoughts and actions
	3. The way the character speaks to others
	4. The time period and location of the setting
3. Which of the following events do not take place during the exposition:
	1. Jim is alone in a sand covered area.
	2. Jim does not have any food or drink.
	3. Jim sees a dirt bike in the distance.
	4. It is the middle of the day.
4. The climax of the story comes when:
	1. Jim hears the sound of the bike.
	2. Jim sees the buzzards circling.
	3. Jim fears the bike is going to hit him.
	4. The climax is not mentioned in the story.
5. The author’s use of the buzzards in the story could be an example of
	1. Flashback b. Verbal Irony c. Foreshadowing d. Indirect methods

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD: \_\_\_\_\_\_\_\_\_\_\_\_**

Student Answer Sheet: Written Response

*Please respond to each of the Written Response questions on this answer sheet. Write legibly.*

9.) What was Faulkner’s attitude toward the dog’s death in “His Name was Pete?” Support your answer with details from the essay.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.) Compare and contrast the main ideas of “His Name Was Pete” and “Dog Proves As Smart As Average Toddler.” Name one way in which the selections are alike and one way in which they are different. Support your answer with two details from each of the selections.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answer Key with Skills**

|  |  |  |  |
| --- | --- | --- | --- |
| Number | Points | Answer | Skill Addressed |
| 1 | 2 | C | Tone |
| 2 | 2 | D | Main Idea |
| 3 | 2 | B | Author’s perspective |
| 4 | 2 | C | Author’s purpose |
| 5 | 2 | A | Organizational Pattern |
| 6 | 2 | A | Text features/Author’s purpose |
| 7 | 2 | B | Organizational Pattern |
| 8 | 2 | C | Drawing conclusions |
| 9 | Drop down box4, 3, 2, 1, 0 | Reponses will vary | Author’s perspective |
| 10 | Drop down box4, 3, 2, 1, 0 | Responses will vary | Main idea |
| 11 | 2 | C | Narrative plot structure |
| 12 | 2 | B | Characterization |
| 13 | 2 | C | Narrative plot structure |
| 14 | 2 | D | Narrative plot structure |
| 15 | 2 | C | Flashback, foreshadow, irony |