# Romeo and Juliet

# Act II, Scene I

Now old desire doth in his deathbed lie,

And young affection gapes to be his heir;

That fair for which love groaned for and would die,

With tender Juliet matched, is now not fair.

5 Now Romeo is beloved and loves again,

Alike bewitched by the charm of looks;

But to his foe supposed he must complain,

And she steal love's sweet bait from fearful hooks.

Being held a foe, he may not have access

10 To breathe such vows as lovers use to swear;

And she as much in love, her means much less

To meet her new-beloved anywhere.

But passion lends them power, time means, to meet,

Temp'ring extremities with extreme sweet. -Romeo and Juliet, Act II, scene I

1. Using context clues, the BEST definition of the word *gapes* in line 2 is

a. eats c. writes

b. hopes d. runs

2. In line two, "young affection gapes" demonstrates the use of \_\_\_\_\_.

A. onomatopoeia B. personification C. imagery

3. Line seven of the passage is an example of \_\_\_\_\_.

A. inverted word order B. free verse C. metaphor

4. Lines 9 and 10 suggest that Romeo

A. wants to be careful not to rush into a relationship with Juliet C. actually misses Rosaline

B. cannot “date” Juliet because he is her family’s enemy. D. is having a hard time breathing.

5. The passage is best summarized by the following paraphrase \_\_\_\_\_.

1. Romeo likes Juliet, but thinks there might be someone more beautiful for him at the Capulet party.
2. Romeo now loves someone who loves him in return, but they should be patient and things will work out.
3. Romeo feels like he is dying because he thinks Juliet loves him less than he loves her.
4. Romeo knows that loving Juliet is going to lead to his death.

## “The Seven Ages of Man”

**by William Shakespeare**

All the world's a stage,

And all the men and women merely players;

They have their exits and their entrances,

And one man in his time plays many parts,

5 His acts being seven ages. At first the infant,

Mewling and puking in the nurse's arms;

And then the whining schoolboy, with his satchel

And shining morning face, creeping like snail

10 Unwillingly to school. And then the lover,

Made to his mistress' eyebrow. Then a soldier,

Full of strange oaths, and bearded like the pard, (leopard)

Jealous in honor, sudden and quick in quarrel,

Seeking the bubble reputation

15 Even in the cannon's mouth. And then the justice,

In fair round belly with good capon lined, (fat chicken)

With eyes severe and beard of formal cut,

Full of wise saws and modern instances; (sayings)

And so he plays his part. The sixth age shifts

20 Into the lean and slippered pantaloon, (silly old man)

With spectacles on nose and pouch on side;

His youthful hose, well saved, a world too wide

For his shrunk shank; and his big manly voice,

Turning again toward childish treble, pipes

25 And whistles in his sound. Last scene of all,

That ends this strange eventful history,

Is second childishness and mere oblivion,

Sans teeth, sans eyes, sans taste, sans everything. (sans = without)

6. The seven ages of man include all of the following except

A. infant C. teenager

B. schoolboy D. lover

7. The tone of this poem by Shakespeare is

A. humorous or satirical C. angry and melancholy

B. serious and threatening D. happy and innocent

8. The first and last ages of man, according to Shakespeare are both

A. helpless and dependent C. learning and leaving

B. fun and full of life D. painful and sad

9. The stage in this poem is a symbol for

A. home C. a school room

B. a love affair D. life

10. Comparing the journey of a man to characters on a stage, this poem uses

A. metaphor C. rhyme

B. simile D. oxymoron

**Identification: Identify the best response.**

11. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is to a poem as a paragraph is to prose.

A. rhyme C. point of view

B. assonance D. stanza

12. "Bang!", "Buzz", "Zoom" are typical examples of

A. onomatopoeia C. exposition

B. personification D. resolution

13. "The dim light of the moon shone through fleecy clouds, casting a pale light as of approaching dawn over the streets and dark waters of the Liffey" is an example of \_\_\_\_\_\_.

A. imagery C. inversion

B. hyperbole D. personification

14. Which of the following word pairs is the best example of alliteration?

A. comb/bone C. tearing/preparing

B. bending/bow D. early/hour

15. Which of the following phrases is the best example of onomatopoeia?

A. drip and buzz C. the noise of the ball

B. the fine friend D. bright light dancing

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**Fire and Ice by -- Robert Frost**

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire

I hold with those who favor fire.

But if it had to perish twice,

I think I know enough of hate

To know that for destruction ice

Is also great

And would suffice.

16. In *"Fire and Ice,"* the speaker expresses his views on the \_\_\_\_\_.

A. destructive force of natural disasters C. healing power of words

B. destructive force of emotions D. healing power of nature

17. The speaker of *"Fire and Ice"* bases his conclusions on \_\_\_\_\_.

A. overheard remarks C. Biblical prophecies

B. scientific research D. personal experiences

18. The metaphor in Frost's poem compares \_\_\_\_\_.

A. desire to fire and hate to ice C. youth to fire and age to ice

B. imagination to fire and fear to ice D. summer to fire and winter to ice

19. Based on context clues, the BEST definition of the word *hold* in line 4 is

A. carry C. agree

B. a storage place D. love

20. Based on context clues, the BEST definition of the word *suffice* in the last line is

A. to be enough C. to heal

B. to forget D. to argue

**from "The Scarlet Ibis"**

by James Hurst

*“Once I had succeeded in teaching Doodle to walk, I began to believe in my own infallibility and I prepared a terrific development program for him, unknown to Mama and Daddy, of course. I would teach him to run, to swim, to climb, trees, and to fight. He, too, now believed in my infallibility, so we set the deadline for these accomplishments less than a year away, when, it had been decided, Doodle could start school.”*

21. Based on the information in the above passage, you can infer that Doodle is

A. The narrator B. the narrator’s brother C. the narrator’s son D. the narrator’s friend.

22. What is the point of view of the above passage?

A. first person B. third person C. second person

23. Based on the information in the passage, you can infer that which of the following is most likely true?

A. The narrator hates his Doodle, and he is trying to punish him by making him work hard.

B. Doodle and the narrator's parents are very supportive of the narrator's plans.

C. The narrator wants Doodle to be able to do all of the fun things that normal little boys do.

D. Doodle does not want to learn to walk.

24. Based on the context clues, the best definition for the word infallibility (lines 1 and 3 of the passage) is:

A. tendency to fall down a lot. C. unhappiness

B. lack of failure D. bad habits

25. The narrator’s mood is

A. prideful B. ashamed C. sorrowful D. irritated

***from* The Mercury 13: The True Story of Thirteen Women and the Dream of Space Flight**

**Martha Ackmann**

*In 1960, Dr. W. Randolph Lovelace, the designer of NASA's medical testing program for prospective astronauts, invited the aviator Geraldyn Cobb to be the first woman to undergo his tests*.

Geraldyn "Jerrie" Cobb reported to the Pensacola base on a hot, muggy May

evening and stowed her gear in the officers' quarters. After uneasy sleep in the noisy

barracks, she reported at 8 A.M. for the first of her tests. Unlike the previous exams,

which had evaluated her physical and mental condition, the next ten days hurled her

into the realm of [make-believe] with tests that would determine if she could handle

the stresses, confusion, and physical assault of outer space. These exams would judge her

reaction to space-high altitudes, high G loads, motion sickness, violent seat ejection, and

even the turbulent chaos of trying to escape from a submerged cockpit––an underwater

test that gave Cobb a frightening feel for what it would be like to be trapped inside a

**10** Mercury capsule swirling to the bottom of the Atlantic. If she passed the tests, she

would prove once more that she had the same physical ability and mental determination that

the Project Mercury astronauts exhibited. Combined with her successful completion of

the physical exams at the Lovelace Foundation and psychological and psychiatric

evaluations in Oklahoma City, the Pensacola tests would allow her to assert that she had

passed all the tests the Project Mercury astronauts had taken. If some of the tests she

took were not exactly the same as those the men took at the Wright Aeromedical

Laboratory, they were certainly comparable and, in the case of the sensory isolation test,

more rigorous.

After preliminary tests to bring her medical profile up to date, Cobb launched into a

**20** day of physical fitness drills that were used to evaluate the strength and ability of

healthy Navy aviators. Scaling a tall concrete wall became a none-too-subtle metaphor

for the rest of the week. The wall was six feet, six inches high and built to pose a

challenge to men who were asked to leap, grab hold of the top, and throw themselves

over to the other side. On her first attempt, Cobb jumped, failed to get a grip, and fell to

the ground. On her second try, she ran harder, leaped higher, and clawed her way to the

top. At five feet, seven inches in height, Cobb surmounted a wall that was higher for her

than it was for men who were, on average, several inches taller. It did not, however, seem

to matter. Sit-ups, pull-ups, marathon runs in the Florida heat––Cobb tackled every test

and succeeded each time.

**30** For the rest of the week, Cobb took part in spaceflight simulation tests. In the high-

altitude chamber, she had her first opportunity to wear a full pressure suit. Just as Betty Skelton

had discovered a year earlier when she demonstrated astronaut tests for the

*Look* feature, the military did not design clothing with a woman's body in mind. When

Cobb tried on the smallest pressure suit the Navy could locate, it was still too large. Navy

personnel spent an hour and a half sealing and strapping her into the bulky

encumbrance and then escorted her into the altitude chamber, where technicians ran her

up to 60,000 feet and watched closely to see if she could retain her mental acuity and

move her legs and arms against the heavy pressure. With her hands encased in ill-fitting gloves

that swelled into balloons, Cobb struggled to make a fist and touch her thumb to

**40** each finger, demonstrating that she could manipulate sticks, knobs, dials, and latches. To

measure Cobb's ability to withstand a rapid high-altitude descent, technicians altered the pressure

of the room and brought her down to sea level in a free fall.

Another test required that Cobb sit in the copilot's seat of a Douglas Skyraider as

the pilot took the plane up and swung through a series of stomach-turning aerobatics.

Eighteen needles were wired to Cobb's scalp in order to record her brain activity during

the flight - an experience she had never encountered before. A camera positioned

directly in front of her face caught her barely detectable flinches as the plane

dove, looped, and sliced through the sky. With each sudden move

of the plane, the force slammed Cobb against the seat, whipped her to the side, and

**50** flung her forward. Staring straight ahead, Cobb blinked twice. Her eyes pushed forward

against their sockets and then sank back. "Eyeballs out, eyeballs in," pilots called it.

The Multi-Place Ditching Trainer, or what Navy airmen termed the "Dilbert

Dunker," tested Cobb's ability to withstand the disorientation of a landing on water.

For pilots, an ocean ditching was an unusual event, but one for which they needed

experience. Practice on the "Dunker"—a harrowing, chaotic experience—might save

the life of a military pilot shot down over water. For U.S. astronauts, however, a

splashdown was the only method of landing a space capsule. To the unfamiliar eye, the "Dilbert

Dunker" looked like a backyard contraption rigged up by teenagers with

creative minds and too much free time. What appeared to be a big round oil drum sat

**60** on top of a steep track that ran into a swimming pool sixteen feet deep. The odd-

looking craft took on a more serious form once it was propelled into motion. First Cobb

squeezed in-it was a tight fit, considering she was wearing a Mae West life preserver

and a parachute pack, not standard astronaut wear but bulky enough to feel like a space

suit. Then she buckled into her seat harness, set her jaw, and waited. With a jolt, the

drum shot forward, hurtling down the track until it crashed into the pool. Instinctively,

Cobb held her breath as the craft turned upside down and water flooded in. She tried to

remember what she had been told: don't panic, unbuckle your harness, avoid getting

your gear looped around hooks, search for a reference object-a latch, an armrest, the

bottom of a seat. Make your way to the hatch, slide out, and bob to the top of the water.

**70** Cobb made it out of the contraption without the help of rescue divers and in the

requisite amount of time. Adrenaline pumping, she heaved herself out of the pool

and tried to catch her breath.

One afternoon right after lunch, Cobb faced another aerodynamic carnival ride.

It was a slow-rotation room, a windowless enclosure constructed to resemble an apartment

with furniture, a bedroom area, a washstand, even a hot plate. But unlike a standard

room, the structure was perched atop a forty-two-ton steel gyroscope that spun around

at ten revolutions per minute. Because the room had no windows, a test subject

experienced no sense of speed, only turbulent disorientation. "Just follow instructions,"

a voice said over the intercom as Cobb sat in front of a maze of dials, knobs, and

**80** switches. As the room spun, the voice asked Cobb to flip switches and set dials on

command in order to evaluate how accurately she could perform quick maneuvers while

in a confusing, whirling environment. Cobb's head spun as she reached up, down, back, forward,

left, right with every command. For a moment, she felt her gorge rise, so she

tried to narrow her field of vision and concentrate on each single task. Gradually the

sickening swirls in her head eased and the queasiness subsided. Just as she was getting

used to the motion of setting dials, the voice asked her to stand up and walk across the

room to a dart board. With the room still slowly rotating, Cobb's senses were so

upended that she was unaware that the wall had tilted to a wild angle. When the voice

asked Cobb to toss a dart at the board, she completely missed the target. Then she

**90** realized she had to compensate for the uneven floor by aiming forty-five degrees to the

left. When she was asked to pitch tennis balls into a wastebasket, Cobb used the same

technique and threw far to the left, hitting the target but operating against what her eyes

told her to do.

By the end of her ten days at the School of Aviation Medicine, Cobb was delighted

to hear confirmed what she already sensed was true: she had passed phase three space simulation

tests, scoring as well as experienced Navy pilots.

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26. Which event happened first in the selection?

|  |  |
| --- | --- |
| a. | Navy personnel strapped Cobb into a pressure suit. |
| b. | Cobb threw darts and tennis balls in a slow-rotation room. |
| c. | The "Dilbert Dunker" simulated a landing on water. |
| d. | Cobb scaled a wall nine inches taller than she is. |

27. Which is the best way to paraphrase the sentence from lines 3–6?

|  |  |
| --- | --- |
| a. | The earlier exams tested her body and mind, but the new tests would check her readiness for space. |
| b. | Now that she had been evaluated physically and mentally, she was ready to test her hypothesis. |
| c. | She disliked the exams, which assaulted her physically and mentally with questions about outer space. |
| d. | She had ten days to find out whether her physical and mental condition was a result of excessive stress |

28. Based on lines 34–40, you can infer that Cobb was

|  |  |
| --- | --- |
| a. | ready to give up |
| b. | interested in becoming a fashion model |
| c. | willing to make sacrifices |
| d. | an astronaut on the International Space Station |

29. Which detail BEST supports the idea that the slow-rotation room disoriented those inside it?

|  |  |
| --- | --- |
| a. | Cobb sat in front of dials, knobs, and switches. |
| b. | The slow-rotation room was constructed to resemble an apartment. |
| c. | A voice asked Cobb to stand up and walk across the room. |
| d. | Cobb tossed balls into a wastebasket by aiming far to its left. |

30. The author's main purpose for writing this selection was to

|  |  |
| --- | --- |
| a. | inform readers about Geraldyn Cobb's accomplishments |
| b. | entertain readers with humorous details of Geraldyn Cobb's life |
| c. | Persuade reader to become astronauts |
| d. | persuade readers that Geraldyn Cobb should take more tests |

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**Read the passage and then choose the word or group of words that belong in each space, based on the questions below.**

It would be difficult for most people to choose the single most remarkable thing we know about the study of astronomy. Some, however, (1) it is the size of the universe. There is a good argument to support (2) opinion. Let's begin with our home planet. Earth has a diameter of nearly 8,000 miles, and its circumference is nearly 25,000 miles. That's large! Going around Earth at the equator is roughly the same as (3) across the United States eight times. (Some business travelers do that in a month.) Our sun, however, is 100 times the size of Earth with a diameter of over 800,000 miles. (We're talking about a lot of business trips!) Nevertheless, that size is tiny compared to our galaxy, which is 480,000,000,000,000 miles in diameter. Yet, we (4) to glimpse the size of the universe because (5) are 100 million known galaxies, each with billions of stars.

31. Choose the correct answer for (1) above.

|  |  |
| --- | --- |
| a. | believes |
| b. | believe |
| c. | will have been believing |
| d. | had been believed |

32. Choose the correct answer for (2) above.

|  |  |
| --- | --- |
| a. | its |
| b. | his |
| c. | it's |
| d. | their |

33. Choose the correct answer for (3) above.

|  |  |
| --- | --- |
| a. | travels |
| b. | traveling |
| c. | travel |
| d. | had traveled |

34. Choose the correct answer for (4) above.

|  |  |
| --- | --- |
| a. | has barely begun |
| b. | had barely begun |
| c. | have barely begun |
| d. | is barely beginning |

35. Choose the correct answer for (5) above.

|  |  |
| --- | --- |
| a. | their |
| b. | they |
| c. | they're |
| d. | there |

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

**Read the passage and then choose the word or group of words that belong in each space, based on the questions below.**

Although you may think that all rocks are alike, rock actually consists of three basic types: igneous, sedimentary, and metamorphic. Igneous rock (6) from melted rock material, called *magma.* When magma is under great pressure deep within the earth, it is a liquid. But when it (7) to the surface, magma cools and hardens into igneous rock. Sedimentary rock (8) from other rocks, plants, or animals that settle on the earth. As material piles up over the ages, layer upon layer, the bottom layers are (9) pressed into solid rock. Metamorphic rock is rock (10) has changed its appearance or mineral makeup due to temperature or pressure.

36. Choose the correct answer for (6) above.

|  |  |
| --- | --- |
| a. | comes |
| b. | come |
| c. | will come |
| d. | had been coming from |

37. Choose the correct answer for (7) above.

|  |  |
| --- | --- |
| a. | raised |
| b. | raises |
| c. | rises |
| d. | rose |

38. Choose the correct answer for (8) above.

|  |  |
| --- | --- |
| a. | is formed |
| b. | will be forming |
| c. | were forming |
| d. | are formed |

39. Choose the correct answer for (9) above.

|  |  |
| --- | --- |
| a. | slow |
| b. | slowly |
| c. | more slow |
| d. | slower |

40. Choose the correct answer for (10) above.

|  |  |
| --- | --- |
| a. | that |
| b. | who |
| c. | it |
| d. | what |

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

**Read the passage and then choose the word or group of words that belong in each space, based on the questions below.**

"What is the greatest discovery of the 20th century?" Ms. Chalmers asked the class.

Luke blinked in surprise. He wasn't ready for this question. If Ms. Chalmers asked who discovered X-rays, he would have answered Wilhelm Roentgen, in 1895. If she (11) facts about the first powered and controlled airplane flight, he could have reported it was December 17,1903, in Kitty Hawk, North Carolina, by Orville Wright. To prepare for this class, he spent weeks studying his textbook, (12) the encyclopedia, and surfing the Internet for the greatest events of the past 150 years. He knew facts and dates. But this wasn't (13)! With one simple question, (14) teacher had let him know that all that work was merely the first step. Now he was going to have to choose, make a judgment, pick out the most important straw in that pile of hay he had gathered. He (15) ready.

41. Choose the correct answer for (11) above.

|  |  |
| --- | --- |
| a. | requests |
| b. | has been requesting |
| c. | requested |
| d. | will request |

42. Choose the correct answer for (12) above.

|  |  |
| --- | --- |
| a. | to read |
| b. | reading |
| c. | to be reading |
| d. | was reading |

43. Choose the correct answer for (13) above.

|  |  |
| --- | --- |
| a. | fair |
| b. | fairly |
| c. | fairer |
| d. | fairest |

44. Choose the correct answer for (14) above.

|  |  |
| --- | --- |
| a. | him |
| b. | she |
| c. | her |
| d. | his |

45. Choose the correct answer for (15) above.

|  |  |
| --- | --- |
| a. | wasn't hardly |
| b. | isn't hardly |
| c. | wasn't |
| d. | isn't |