Unit four

Directions
Read the following selection. Then answer the questions that follow.

*The setting of this play is Primanproper, Massachusetts, a town in which Miss Dorothy Simple runs a store called Simple Notion Shop, where the play’s action occurs. Miss Simple is an attractive woman of 26.*

*from* The Case of the Crushed Petunias
Tennessee Williams

DOROTHY. Officer?—Officer!

OFFICER. (*Strolling up to her.*) Yes, Miss Simple?

DOROTHY. I wish to report a case of deliberate and malicious sabotage!

OFFICER. Sabotage of what, Miss Simple?

DOROTHY. Of my petunias!

OFFICER. Well, well, well. Now what do you mean by that?

DOROTHY. Exactly what I said. You can see for yourself. Last night this house was surrounded by a beautiful double row of pink and lavender petunias. Look at them now! When I got up this morning I discovered them in this condition. Every single little petunia deliberately and maliciously crushed under foot!

OFFICER. My goodness! Well, well, well!

DOROTHY. “Well, well, well” is not going to catch the culprit!

OFFICER. What do you want me to do, Miss Simple?

DOROTHY. I want you to apprehend a petuniacidal maniac with a size eleven D foot.

OFFICER. Eleven D?

DOROTHY. Yes. That is the size of the footprints that crushed my petunias. I just now had them measured by a shoe clerk.

OFFICER. That's a pretty large foot, Miss Simple, but lots of men have got large feet.

DOROTHY. Not in Primanproper, Massachusetts. Mr. Knowzit, the shoe clerk, assured me that there isn’t a man in town who wears a shoe that size. Of course you realize the danger of allowing this maniac to remain at large. Any
man who would crush a sweet petunia is equally capable in my opinion of striking a helpless woman or kicking an innocent child!

OFFICER. I'll do my best, Miss Simple. See yuh later.

DOROTHY. (Curtly.) Yes. Good-bye. (Slams door. She returns behind her notion counter and drums restively with her pale pink-polished nails. The canary cheeps timidly. Then tries an arpeggio. DOROTHY, to canary.) Oh, hush up! (Then contritely.) Excuse me, please. My nerves are all to pieces! (Blows her nose. The doorbell tinkles as a customer enters. He is a young man, shockingly large and aggressive looking in the flower-papered cubicle of the shop.) Gracious, please be careful. You're bumping your head against my chandelier.

YOUNG MAN. (Good-humoredly.) Sorry, Miss Simple. I guess I'd better sit down. (The delicate little chair collapses beneath him.)

DOROTHY. Heaven have mercy upon us! You seem to have a genius for destruction! You've broken that little antique chair to smithereens!

YOUNG MAN. Sorry, Miss Simple.

DOROTHY. I appreciate your sorrow, but that won't mend my chair. Is there anything I can show you in the way of notions?

YOUNG MAN. I'd like to see that pair of wine-colored socks you have in the window.

DOROTHY. What size socks do you wear?

YOUNG MAN. I keep forgetting. But my shoes are eleven D.

DOROTHY. (Sharply.) What size did you say? Eleven? Eleven D?

YOUNG MAN. That's right, Miss Simple. Eleven D.

DOROTHY. Oh. Your shoes are rather muddy, aren't they?

YOUNG MAN. That's right, Miss Simple, I believe they are.

DOROTHY. Quite muddy. It looks like you might have stepped in a freshly watered flower-bed last night.

YOUNG MAN. Come to think of it, that's what I did.

DOROTHY. I don't suppose you've heard about that horrible case of petunia crushing which occurred last night?

YOUNG MAN. As a matter of fact, I have heard something about it.
DOROTHY. From the policeman on the corner?

YOUNG MAN. No, ma'am. Not from him.

DOROTHY. Who from, then? He's the only man who knows about it except-except-except-the man who did it! (Pause. The canary cheeps inquiringly.) You-you-you-are the man who did it!

YOUNG MAN. Yes, Miss Simple. I am the man who did it.

DOROTHY. Don't try to get away!

YOUNG MAN. I won't, Miss Simple.

DOROTHY. Stand right where you are till the officer comes!

YOUNG MAN. You're going to call the officer?

DOROTHY. Yes, I am, I certainly am.—In a minute. First I'd like to ask you why you did it? Why did you crush my petunias?

YOUNG MAN. Okay. I'll tell you why. First, because you'd barricaded your house-and also your heart-behind that silly little double row of petunias!

DOROTHY. Barricaded? My house-my heart-behind them? That's absurd. I don't know what you mean.

YOUNG MAN. I know. They're apparently such delicate, fragile creatures, these petunias, but they have a terrible resistance.

DOROTHY. Resistance to what, may I ask?

YOUNG MAN. Anything big or important that happens to come by your house. Nothing big or important can ever get by a double row of petunias! That is the reason why you are living alone with your canary and beginning to dislike it.

DOROTHY. Dislike my canary? I love it!

YOUNG MAN. Secretly, Miss Simple, you wish the bird-seed would choke it! You dislike it nearly as much as you secretly disliked your petunias.


Comprehension
Directions
Answer the following questions about the excerpt from The Case of the Crushed Petunias.
1. Dorothy’s manner when speaking to the officer helps you make the inference that she is
   a. afraid
   b. upset
   c. tired
   d. nervous

2. Based on his comment in line 2, you can make the inference that the young man knows
   a. who Dorothy is
   b. what the shop sells
   c. why the canary sings
   d. when the petunias were trampled

3. Which phrase helps you make the inference that Dorothy’s shop is full of delicate items?
   a. “bumping your head”
   b. “have mercy on us”
   c. “little antique chair”
   d. “appreciate your sorrow”

4. The broken chair could symbolize the
   a. crushed petunias in Dorothy’s yard
   b. young man’s love for Dorothy
   c. fragile nature of Dorothy’s life
   d. young man’s love of antiques

5. Based on his comments lines 46–58, you can make the inference that the young man
   a. wishes Dorothy would clean his shoes
   b. wants Dorothy to catch him
   c. likes to wear red socks
   d. dislikes his large feet

6. The young man’s comments about the petunias help you understand that the flowers symbolize
   a. a way to hide from the world
   b. a plant that needs extra care
   c. an attempt to decorate a home
   d. an effort to make something pretty

7. Identify one theme of the excerpt.
   a. Love builds strong relationships.
   b. People should fight crime.
   c. Most people are unhappy.
   d. You cannot avoid life.

**Short Response**

**Directions**
Write two or three sentences to answer the following questions on a separate sheet of paper.

8. You can make the inference that the petunias are important to Dorothy. Give two examples from the play to support this inference.
9. One theme in the excerpt is that hiding from life can lead to unhappiness. Give two examples from the play that support this theme.

**Extended Response**

**Directions**
Write a paragraph to answer this question on a separate sheet of paper.

10. What conclusion can you draw about the young man’s reasons for crushing the petunias? Give three examples from the play to support your response.
Directions
Read the following selection. Then answer the questions that follow.

The Fly
edited by Jane Yolen

Everyone in the village knew the usurer, a rich and smart man. Having accumulated a fortune over the years, he settled down to a life of leisure in his big house surrounded by an immense garden and guarded by a pack of ferocious dogs. But still unsatisfied with what he had acquired, the man went on making money by lending it to people all over the county at exorbitant rates. The usurer reigned supreme in the area, for numerous were those who were in debt to him.

One day, the rich man set out for the house of one of his peasants. Despite repeated reminders, the poor laborer just could not manage to pay off his longstanding debt. Working himself to a shadow, the peasant barely succeeded in making ends meet. The moneylender was therefore determined that if he could not get his money back this time, he would proceed to confiscate some of his debtor's most valuable belongings. But the rich man found no one at the peasant's house but a small boy of eight or nine playing alone in the dirt yard.

“Child, are your parents home?” the rich man asked.

“No, sir,” the boy replied, then went on playing with his sticks and stones, paying no attention whatever to the man.

“Then, where are they?” the rich man asked, somewhat irritated, but the little boy went on playing and did not answer.

When the rich man repeated his query, the boy looked up and answered, with deliberate slowness, “Well, sir, my father has gone to cut living trees and plant dead ones and my mother is at the marketplace selling the wind and buying the moon.”

“What? What in heaven are you talking about?” the rich man commanded. “Quick, tell me where they are, or you will see what this stick can do to you!” The bamboo walking stick in the big man's hand looked indeed menacing.

After repeated questioning, however, the boy only gave the same reply. Exasperated, the rich man told him, “All right, little devil, listen to me! I came here today to take the money your parents owe me. But if you tell me where they really are and what they are doing, I will forget all about the debt. Is that clear to you?”

“Oh, sir, why are you joking with a poor little boy? Do you expect me to believe what you are saying?” For the first time the boy looked interested.

“Well, there is heaven and there is earth to witness my promise,” the rich
man said, pointing up to the sky and down to the ground.

But the boy only laughed. "Sir, heaven and earth cannot talk and therefore cannot testify. I want some living thing to be our witness."

Catching sight of a fly alighting on a bamboo pole nearby, and laughing inside because he was fooling the boy, the rich man proposed, "There is a fly. He can be our witness. Now, hurry and tell me what you mean when you say that your father is out cutting living trees and planting dead ones, while your mother is at the market selling the wind and buying the moon."

Looking at the fly on the pole, the boy said, "A fly is a good enough witness for me. Well, here it is, sir. My father has simply gone to cut down bamboos and make a fence with them for a man near the river. And my mother . . . oh, sir, you'll keep your promise, won't you? You will free my parents of all their debts? You really mean it?"

"Yes, yes, I do solemnly swear in front of this fly here." The rich man urged the boy to go on.

"Well, my mother, she has gone to the market to sell fans so she can buy oil for our lamps. Isn't that what you would call selling the wind to buy the moon?"

Shaking his head, the rich man had to admit inwardly that the boy was a clever one. However, he thought, the little genius still had much to learn, believing as he did that a fly could be a witness for anybody. Bidding the boy goodbye, the man told him that he would soon return to make good his promise.

A few days had passed when the moneylender returned. This time he found the poor peasant couple at home, for it was late in the evening. A nasty scene ensued, the rich man claiming his money and the poor peasant apologizing and begging for another delay. Their argument awakened the little boy, who ran to his father and told him, "Father, Father, you don't have to pay your debt. This gentleman here has promised me that he would forget all about the money you owe him."

"Nonsense!" The rich man shook his walking stick at both father and son. "Nonsense! Are you going to stand there and listen to a child's inventions? I never spoke a word to this boy. Now, tell me, are you going to pay or are you not?"

The whole affair ended by being brought before the mandarin who governed the county. Not knowing what to believe, all the poor peasant and his wife could do was to bring their son with them when they went to court. The little boy's insistence about the rich man's promise was their only encouragement.
The mandarin began by asking the boy to relate exactly what had happened between himself and the moneylender. Happily, the boy hastened to tell about the explanations he gave the rich man in exchange for the debt.

“Well,” the mandarin said to the boy, “if this man here has indeed made such a promise, we have only your word for it. How do we know that you have not invented the whole story yourself? In a case such as this, you need a witness to confirm it, and you have none.” The boy remained calm and declared that naturally there was a witness to their conversation.

“Who is that, child?” the mandarin asked.

“A fly, Your Honor.”

“A fly? What do you mean, a fly? Watch out, young man, fantasies are not to be tolerated in this place!” The mandarin's benevolent face suddenly became stern.

“Yes, Your Honor, a fly. A fly which was alighting on this gentleman's nose!” The boy leaped from his seat.

“Insolent little devil, that's a pack of lies!” The rich man roared indignantly, his face like a ripe tomato. "The fly was not on my nose; he was on the housepole . . .” But he stopped dead. It was, however, too late.

The majestic mandarin himself could not help bursting out laughing. Then the audience burst out laughing. The boy's parents too, although timidly, laughed. And the boy, and the rich man himself, also laughed. With one hand on his stomach, the mandarin waved the other hand toward the rich man:

“Now, now, that's all settled. You have indeed made your promises, dear sir, to the child. Housepole or no housepole, your conversation did happen after all! The court says you must keep your promise.”

And still chuckling, he dismissed all parties.


Comprehension

Directions

Answer the following questions about “The Fly.”

11. Which inference can you make about the rich man based on the first paragraph?
   a. He wants to live simply.
   b. The rich man is greedy.
   c. He wants to live in a garden.
   d. His debts to others are high.
12. Based on the details in lines 21–23, you can make the inference that the boy is
   a. nervous
   b. awkward
   c. sneaky
   d. imaginative

13. Which word from lines 24–26 helps you make the inference that the rich man is impatient?
   a. “commanded”
   b. “heaven”
   c. “stick”
   d. “menacing”

14. The item in the story that best symbolizes power is
   a. the walking stick
   b. the moon
   c. lamp oil
   d. a dead tree

15. Based on the details in lines 59–68, you can make the inference that the rich man is
   a. loud
   b. annoying
   c. forgetful
   d. dishonest

16. You can make the inference that the boy lies to
   a. confuse the fly
   b. upset his parents
   c. trick the rich man
   d. anger the mandarin

17. Based on his actions and words in the story, you can draw the conclusion that the boy
   a. wishes people would like him
   b. worries about his family
   c. feels bored in his home
   d. loves to talk to flies

18. The fly most likely symbolizes
   a. truth
   b. family
   c. parenthood
   d. happiness

19. The mandarin’s actions at the end of the story show that he symbolizes
   a. loyalty
   b. love
   c. justice
   d. honor
Short Response
Directions
Write two or three sentences to answer the following questions on a separate sheet of paper.

20. One theme of the story is “You cannot hide the truth.” Give two details from the story to support this theme.

21. You can make the inference that the peasant and his wife trust their son. Give two details from the story to support this inference.

Extended Response
Directions
Write a paragraph to answer this question on a separate sheet of paper.

22. What conclusion can you draw about the boy? Give three details from the story to support your conclusion.

Directions
Use context and the thesaurus entries to answer these questions.

____ 23. assured: verb. promised, comforted, convinced, secured

Which word could be substituted for assured in line 23 of The Case of the Crushed Petunias?

a. promised
b. comforted
c. convinced
d. secured

____ 24. fragile: adjective. weak, breakable, feeble, infirm

Which word could be substituted for fragile in line 73 of The Case of the Crushed Petunias?

a. weak
b. breakable
c. feeble
d. infirm

____ 25. testify: verb. show, argue, demonstrate, bear witness

Which word could be substituted for testify in line 37 of “The Fly”?

a. show
b. argue
c. demonstrate
d. bear witness

____ 26. proposed: verb. intended, advised, suggested, planned

Which word could be substituted for proposed in line 39 of “The Fly”?

a. intended
b. advised
c. suggested
d. planned
Directions
Use context and your knowledge of suffixes to answer these questions.

27. The word *destroy* means “to ruin completely.” What is the most likely meaning of *destruction* in line 39 of *The Case of the Crushed Petunias*?
   a. process of figuring something out
   b. act of giving others bad luck
   c. process of changing one’s position
   d. act of damaging something

28. The word *resist* means “to stand firm.” What is the most likely meaning of *resistance* in line 74 of *The Case of the Crushed Petunias*?
   a. ability to defend against harm
   b. process of standing up straight
   c. act of opposing an argument
   d. ability to behave forcefully

29. The word *labor* means “work.” What is the most likely meaning of *laborer* as it is used in line 9 of “The Fly”?
   a. person who interviews employees
   b. one who performs certain jobs
   c. location where people work
   d. place where jobs are posted

30. The word *bare* can mean “just sufficient.” What is the most likely meaning of *barely* in line 10 of “The Fly”?
   a. mostly
   b. peacefully
   c. hardly
   d. shyly
Directions
Read the short story and answer the questions that follow.

(1) When Joshua arrived at the conference center, he was nervous. (2) He had never met anyone from a foreign country before. (3) He glanced around the lobby. (4) At the end of the lobby was a long table with dozens of students his age on both sides. (5) Some people were distributing nametags, and others were helping students sign in.

(6) “Hi,” Joshua said nervously. (7) “I’m Joshua Peck.”

(8) “Hi, Joshua. (9) I’m Alistair. (10) You’ll need to sign this form, and then go see Corinne for a nametag.”

(11) “Thanks,” Joshua replied quietly. (12) He signed his name, and then headed toward the other end of the table.

(13) “Bonjour,” Corinne said sweetly. (14) “Your name?”

(15) Joshua gave Corinne his name. (16) She wrote it on a nametag and Joshua pasted it on his shirt. (17) He was in awe of Corinne because he had never heard a true French accent before.

(18) Joshua then followed the other students into a room. (19) After he had sat down in a chair by himself, a woman named Nadya spoke to the group. (20) She thanked everyone for coming. (21) Nadya said that she was glad to see so many European, African, Asian, and American students. (22) After she finished her welcome speech, Nadya announce that it was time for the students to mingle.

(23) Immediately, Joshua froze. (24) He was extremely nervous and shy. (25) He started to think that maybe he should never have agreed to attend the conference. (26) Someone who was more outgoing should have been chosen by his teacher. (27) Joshua remained still in his seat for several minutes. (28) However, after watching the other students smiling and chatting, he knew that he needed to act.

(29) “Hi,” he said to a group of students. (30) “I’m Joshua.”

(31) Joshua was quickly invited by the students to join their conversation. (32) Joshua was excited that he had overcome his shyness. (33) He spent the morning making friends and learning about different cultures.

31. How might you rewrite sentence 3 to include descriptive detail?
   a. He glanced all around the lobby.
   b. He glanced around the crowded lobby.
   c. He looked into the lobby.
   d. As he entered, he glanced around the lobby.

32. The details in sentence 4 appeal to the reader’s sense of
   a. sight
   b. sound
   c. smell
   d. touch
33. To correct the punctuation in sentence 16, place a comma after
   a. it
   b. tag
   c. pasted
   d. on

34. Which word in sentence 17 should be capitalized?
   a. awe
   b. true
   c. french
   d. accent

35. The writer creates a conflict by explaining that Joshua feels
   a. shy about talking to strangers
   b. worried about his appearance
   c. anxious about giving a long speech
   d. reluctant to learn foreign languages

36. Which phrase would add sensory detail to the end of sentence 19?
   a. of students
   b. for a few minutes
   c. about the conference
   d. in a loud, clear voice

37. The words “european” and “asian” in sentence 21 should be capitalized because they are
   a. names
   b. ethnicities
   c. countries
   d. languages

38. Which sentence contains an error in verb tense?
   a. sentence 22
   b. sentence 23
   c. sentence 24
   d. sentence 25

39. To rewrite sentence 26 in the active voice, you should begin the sentence with
   a. His teacher
   b. Choosing
   c. A person
   d. More outgoing

40. The story is easy to read because the writer
   a. gives people unusual names
   b. uses a first-person point of view
   c. argues a point persuasively
   d. follows a clear sequence of events
41. Which of these sentences is written in the passive voice?
   a. sentence 29
   b. sentence 31
   c. sentence 32
   d. sentence 33

42. The writer resolves the conflict by explaining how Joshua
   a. walks into the crowded lobby
   b. gets a nametag from Corinne
   c. listens to Nadya speak at the podium
   d. introduces himself to the other students

Directions Read the following quotation. Then read the prompt that follows and complete the writing activity.

“Writing fiction has developed in me an abiding respect for the unknown in a human lifetime and a sense of where to look for the threads, how to follow, how to connect, find in the thick of the tangle what clear line persists.”
   - Eudora Welty

43. Prompt: Write a short story involving at least two characters. Focus on creating “threads” between the characters to create an interesting plot. Be sure to include details that help the reader visualize the characters.

How write your story. The following reminders will help you.

Reminders
- Be sure your writing does what the prompt asks.
- Have an intriguing plot and at least two characters.
- Develop and resolve a central conflict.
- Include descriptive details that reveal the setting and characters.
- Use dialogue to show characters’ personalities.
- Check for correct grammar, spelling, and punctuation.
Unit four
Answer Section

1. ANS: B PTS: 1 REF: 85d29968-dc3b-11dc-8feb-0016cfd7b5f9
   STA: R.03.8.1.6.PO7 TOP: Unit 4 Test A
   NOT: mllit8_2008

2. ANS: A PTS: 1 REF: 85d2c078-dc3b-11dc-8feb-0016cfd7b5f9
   STA: R.03.8.1.6.PO7 TOP: Unit 4 Test A
   NOT: mllit8_2008

3. ANS: C PTS: 1 REF: 85d2e788-dc3b-11dc-8feb-0016cfd7b5f9
   STA: Unit 4 Test A TOP: Unit 4 Test A
   NOT: mllit8_2008

4. ANS: C PTS: 1 REF: 85d4fbc2-dc3b-11dc-8feb-0016cfd7b5f9
   STA: Unit 4 Test A TOP: Unit 4 Test A
   NOT: mllit8_2008

5. ANS: B PTS: 1 REF: 85d522d2-dc3b-11dc-8feb-0016cfd7b5f9
   STA: R.03.8.1.6.PO7 TOP: Unit 4 Test A
   NOT: mllit8_2008

6. ANS: A PTS: 1 REF: 85d549e2-dc3b-11dc-8feb-0016cfd7b5f9
   STA: Unit 4 Test A TOP: Unit 4 Test A
   NOT: mllit8_2008

7. ANS: D PTS: 1 REF: 85d75e1c-dc3b-11dc-8feb-0016cfd7b5f9
   STA: Unit 4 Test A TOP: Unit 4 Test A
   NOT: mllit8_2008

8. ANS:
   Responses will vary. Students may supply two of the following inferences: a. Dorothy reports the crushing of her petunias to a police officer (lines 1–11). b. Dorothy calls the crime “deliberate and malicious sabotage” (line 3). Her mention of malice and sabotage helps you infer that she is very upset about the destruction. c. Dorothy calls the person who crushed the petunias a “petuniacidal manic” (line 15). This strong language shows that the petunias are important to her. d. Dorothy has a shoe clerk measure the footprints in her flowerbed (lines 18–19). e. Dorothy is so upset about her petunias that she yells at her canary (lines 30–31).

   PTS: 1 REF: 85d7852c-dc3b-11dc-8feb-0016cfd7b5f9
   STA: W.04.8.2.5.PO1 TOP: Unit 4 Test A
   NOT: mllit8_2008

9. ANS:
   Responses will vary. Students may suggest two of the following examples: a. Dorothy is not a happy person. She grows angry and almost obsessed when someone tramples her petunias. b. The young man tells Dorothy that she has barricaded her life and her heart. He tells her that she is beginning to dislike her life (lines 69–79). c. The young man explains that Dorothy is so unhappy that she secretly dislikes her petunias and wishes that her canary would choke (lines 81–82).

   PTS: 1 REF: 85d7ac3c-dc3b-11dc-8feb-0016cfd7b5f9
   STA: W.04.8.2.5.PO1 | W.04.8.3.6.PO1.b TOP: Unit 4 Test A
   NOT: mllit8_2008
10. ANS:
Responses will vary. Students may suggest that the young man has crushed the petunias to get Dorothy’s attention. He may like Dorothy. Students may use three of the following details as support: a. Line 36 shows that the young man knows Dorothy, since he calls her by name. This admission leads you to think that he purposely wanted to get her attention. b. The young man seeks Dorothy’s attention by purposely providing clues so that she will figure out that he is the one who crushed the petunias (lines 46–60). c. The young man does not run away after Dorothy accuses him of trampling the petunias (lines 63–64). If he did not want her attention, he would have run away or would never have entered her shop. d. The young man tells Dorothy that she has barricaded her house and her heart (lines 69–70). His mention of her heart shows that he is interested in her. e. The young man tells Dorothy that the petunias were keeping anything big or important away from her (lines 76–77). The young man is a large person. He is probably referring to himself. Again, his words show that he likes Dorothy.

PTS: 1
REF: 85d9c076-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7 | W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
TOP: Unit 4 Test A
NOT: mlilit8_2008

11. ANS: B
PTS: 1
REF: 85d9e786-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mlilit8_2008

12. ANS: D
PTS: 1
REF: 85da0e96-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mlilit8_2008

13. ANS: A
PTS: 1
REF: 85dc22d0-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mlilit8_2008

14. ANS: A
PTS: 1
REF: 85dc49e0-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.2.1.PO6
TOP: Unit 4 Test A
NOT: mlilit8_2008

15. ANS: D
PTS: 1
REF: 85dc70f0-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mlilit8_2008

16. ANS: C
PTS: 1
REF: 85de852a-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mlilit8_2008

17. ANS: B
PTS: 1
REF: 85deac3a-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mlilit8_2008

18. ANS: A
PTS: 1
REF: 85ded34a-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.2.1.PO6
TOP: Unit 4 Test A
NOT: mlilit8_2008

19. ANS: C
PTS: 1
REF: 85e0784-dc3b-11dc-8feb-0016cf7b5f9
TOP: Unit 4 Test A
NOT: mlilit8_2008
20. ANS:
Responses will vary. Students may use two of the following details as support: a. The boy tells an impossible story when describing where his parents are (lines 21–23). Later, he is forced to tell the truth about his parents’ activities and whereabouts. b. The rich man promises to forgive the peasants’ debt (line 30). Later, however, the rich man comes to get his money (lines 58–61). The truth of the rich man’s motive becomes clear. c. The rich man swears in front of the fly that he will forgive the debts (lines 48–49). However, the rich man insists to the peasant that he did no such thing (lines 65–67). The rich man’s lie becomes clear when the young boy tricks him in lines 87–91.

PTS: 1  REF: 85e10e94-dc3b-11dc-8feb-0016cf7b5f9
STA: W.04.8.2.5.PO1 | W.04.8.3.6.PO1.b  TOP: Unit 4 Test A
NOT: mllit8_2008

21. ANS:
Responses will vary. Students may use two of the following details as support: a. The peasant and his wife leave their son alone at home while they are out (lines 13–14). This action shows that they trust him. b. Even though the rich man tells the peasant that the son is not telling the truth, the case is taken to the mandarin (lines 66–70). The peasant trusts his son enough to bring the case before a judge. c. The parents bring their son to court because of his insistence about the rich man’s promise (lines 70–73). If they had not trusted the boy, they would have dropped the matter.

PTS: 1  REF: 85e135a4-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7 | W.04.8.2.5.PO1  TOP: Unit 4 Test A
NOT: mllit8_2008

22. ANS:
Responses will vary. Students should suggest that you can draw the conclusion that the boy is intelligent. Students may use three of the following details as support: a. The boy shows his intelligence when he tries to avoid the questions of the rich man (lines 13–27). He knows that the rich man has come to collect a debt that he is owed. b. The boy comes up with a clever answer to the rich man’s question (lines 21–23). He is able to answer the question without giving the rich man the information that he wants. c. The boy is smart enough to know that the earth and sky will not be good witnesses because they cannot talk (lines 36–37). d. The boy tricks the rich man by lying about the position of the fly (lines 87–98). His intelligent actions show the mandarin that the rich man really did make the promise.

PTS: 1  REF: 85e349de-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.6.PO7 | W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.2.PO4 | W.04.8.2.3.PO1 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.6.PO11
TOP: Unit 4 Test A  NOT: mllit8_2008

23. ANS: A  PTS: 1  REF: 85e370ee-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4 | R.03.8.1.4.PO5 | W.04.8.1.3.PO8
TOP: Unit 4 Test A  NOT: mllit8_2008

24. ANS: B  PTS: 1  REF: 85e397fe-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4 | R.03.8.1.4.PO5 | W.04.8.1.3.PO8
TOP: Unit 4 Test A  NOT: mllit8_2008

25. ANS: D  PTS: 1  REF: 85e5ac38-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4 | R.03.8.1.4.PO5 | W.04.8.1.3.PO8
TOP: Unit 4 Test A  NOT: mllit8_2008

26. ANS: C  PTS: 1  REF: 85e5d348-dc3b-11dc-8feb-0016cf7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4 | R.03.8.1.4.PO5 | W.04.8.1.3.PO8
TOP: Unit 4 Test A  NOT: mllit8_2008
27. ANS: D
PTS: 1
REF: 85e5fa58-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4
TOP: Unit 4 Test A
NOT: mllit8_2008

28. ANS: A
PTS: 1
REF: 85e80e92-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4
TOP: Unit 4 Test A
NOT: mllit8_2008

29. ANS: B
PTS: 1
REF: 85e835a2-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4
TOP: Unit 4 Test A
NOT: mllit8_2008

30. ANS: C
PTS: 1
REF: 85e85cb2-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.1.4.PO2 | R.03.8.1.4.PO3 | R.03.8.1.4.PO4
TOP: Unit 4 Test A
NOT: mllit8_2008

31. ANS: B
PTS: 1
REF: 85ea70ec-dc3b-11dc-8feb-001cfd7b5f9
STA: W.04.8.1.3.PO1 | W.04.8.1.3.PO2
TOP: Unit 4 Test A
NOT: mllit8_2008

32. ANS: A
PTS: 1
REF: 85ea97fc-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.2.1.PO6
TOP: Unit 4 Test A
NOT: mllit8_2008

33. ANS: B
PTS: 1
REF: 85ebf0dc-dc3b-11dc-8feb-001cfd7b5f9
STA: W.04.8.2.6.PO2.b | W.04.8.2.6.PO2.c | W.04.8.2.6.PO2.d | W.04.8.2.6.PO2.e | W.04.8.2.6.PO2.g
TOP: Unit 4 Test A
NOT: mllit8_2008

34. ANS: C
PTS: 1
REF: 85ecd346-dc3b-11dc-8feb-001cfd7b5f9
STA: W.04.8.2.6.PO1.a.1 | W.04.8.2.6.PO1.a.2 | W.04.8.2.6.PO1.a.3 | W.04.8.2.6.PO1.a.4 | W.04.8.2.6.PO1.a.5 | W.04.8.2.6.PO1.a.6 | W.04.8.2.6.PO1.a.7 | W.04.8.2.6.PO1.a.8 | W.04.8.2.6.PO1.b | W.04.8.2.6.PO1.c | W.04.8.2.6.PO1.d | W.04.8.2.6.PO1.e | W.04.8.2.6.PO1.f
TOP: Unit 4 Test A
NOT: mllit8_2008

35. ANS: A
PTS: 1
REF: 85ecfa56-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.2.1.PO3
TOP: Unit 4 Test A
NOT: mllit8_2008

36. ANS: D
PTS: 1
REF: 85ed2166-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.2.1.PO6
TOP: Unit 4 Test A
NOT: mllit8_2008

37. ANS: B
PTS: 1
REF: 85ef35a0-dc3b-11dc-8feb-001cfd7b5f9
STA: W.04.8.2.6.PO1.a.1 | W.04.8.2.6.PO1.a.2 | W.04.8.2.6.PO1.a.3 | W.04.8.2.6.PO1.a.4 | W.04.8.2.6.PO1.a.5 | W.04.8.2.6.PO1.a.6 | W.04.8.2.6.PO1.a.7 | W.04.8.2.6.PO1.a.8 | W.04.8.2.6.PO1.b | W.04.8.2.6.PO1.c | W.04.8.2.6.PO1.d | W.04.8.2.6.PO1.e | W.04.8.2.6.PO1.f
TOP: Unit 4 Test A
NOT: mllit8_2008

38. ANS: A
PTS: 1
REF: 85ef5cb0-dc3b-11dc-8feb-001cfd7b5f9
TOP: Unit 4 Test A
NOT: mllit8_2008

39. ANS: A
PTS: 1
REF: 85ef83c0-dc3b-11dc-8feb-001cfd7b5f9
STA: W.04.8.1.3.PO1 | W.04.8.1.3.PO2
TOP: Unit 4 Test A
NOT: mllit8_2008

40. ANS: D
PTS: 1
REF: 85f197fa-dc3b-11dc-8feb-001cfd7b5f9
STA: R.03.8.1.6.PO7
TOP: Unit 4 Test A
NOT: mllit8_2008

41. ANS: B
PTS: 1
REF: 85f1bf0a-dc3b-11dc-8feb-001cfd7b5f9
TOP: Unit 4 Test A
NOT: mllit8_2008
42. ANS: D   PTS: 1   REF: 85f1e61a-dc3b-11dc-8feb-0016cf7b5f9
   TOP: Unit 4 Test A   NOT: mllit8_2008
43. ANS: Short Story
   Rubric:
   1. Has an intriguing plot and at least two characters
   2. Develops and resolves a central conflict
   3. Includes descriptive details that reveal the setting and characters
   4. Uses dialogue to show characters’ personalities
   5. Introduces the characters, setting, or action in a way that gets the reader’s attention
   6. Follows a clear sequence of events
   7. Resolves the conflict in a convincing conclusion
   8. Shows the writer’s unique style
   9. Includes sensory language to help readers imagine the fictional world
   10. Varies sentence lengths
   11. Uses correct grammar, spelling, and punctuation

PTS: 1   REF: 85f3fa54-dc3b-11dc-8feb-0016cf7b5f9
STA: W.04.8.1.2.PO1 | W.04.8.2.1.PO1 | W.04.8.2.1.PO2 | W.04.8.2.1.PO3 | W.04.8.2.1.PO4 | W.04.8.2.2.PO4 | W.04.8.2.3.PO2 | W.04.8.2.4.PO4 | W.04.8.2.5.PO1 | W.04.8.2.5.PO2 | W.04.8.2.5.PO4 | W.04.8.2.6.PO11 | W.04.8.3.1.PO1.a | W.04.8.3.1.PO1.b | W.04.8.3.1.PO1.c | W.04.8.3.1.PO1.d | W.04.8.3.1.PO1.e | W.04.8.3.1.PO2.a | W.04.8.3.1.PO2.c | W.04.8.3.1.PO2.d | W.04.8.3.1.PO2.e
TOP: Unit 4 Test A   NOT: mllit8_2008