

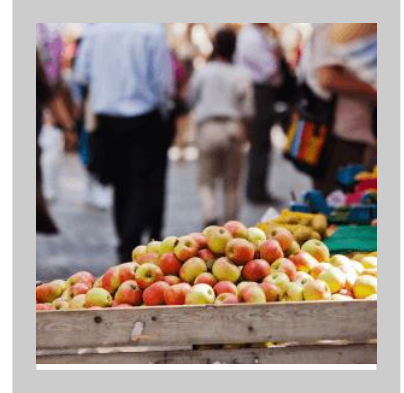
Name _____

Date _____

An Artful Dodger

It came to my attention one day that there was a young boy near the square. A sort of bandleader, you might say. An Artful Dodger.

It was hatefully hot. Sickeningly sunny. I was sitting in my usual place along the square, beneath the meager solace of my parasol. I had recently purchased a new book and was perusing it voraciously, my eyes hungrily devouring each line with delicate fury, my hand surreptitiously supplying my mouth with a steady stream of morsels from the quarry of nuts hidden deep within my shirt pocket. I looked up briefly, reluctant to tear my eyes from my book, and that was when, like a smear of darkness brought into the light, he was called to my attention.



Just past the crowded vendors' platform—that place where so many corpulent grocers bellow prices, obedient apprentices weigh goods, and compliant clerks shuttle crates to and fro; each man but a cog in a complex and frenzied machine—is where I found him. Standing little more than four feet from toe to toe, he must have been only eleven or twelve years of age. His nose a weathervane. His hair a glistening sheen of grease cascading from the head on all sides; it fell exactly long enough to hide two eyes of equal gloom. Together they sat cold and dark like cellmates conjecturing the color of the afternoon sky, peering out at the free world behind the iron bars that held them in. A threadbare vest, oversized and dangling about his thighs. The whole ensemble conspired to fabricate the appearance of being drenched, despite all the while absorbing the sun's wicked rays. I thought I myself might begin to melt simply by looking at the creature, this mirage, and I imagined myself pooling into the dusty platform, dripping down and slithering off beneath the cracks, but still, I watched him.

He was good; there was no denying it. I suppose any man (or, in this case, boy) desperate enough will adapt himself to any situation, take up any skill, any trade. The deftness with which he could make one of those plump, glistening orbs—an apple, peach, or a pear—disappear into his pants pocket, travel the length of the leg, and be liberated into the trembling hands of one of his many dutiful assistants crouching near the ground was nothing short of a marvel. These crimes were perpetrated so smoothly, so precisely they became just another section in the vast symphony playing out before my eyes. Everything around me whirled in perfect chaos, perfect harmony, not missing a beat. Under normal circumstances, I imagine one would have to pay for such a show

- 1) In paragraph 1, the narrator most likely calls the boy a "bandleader" because the boy
- A. plays in a symphony
 - B. teaches others valuable skills
 - C. plays a trick on someone
 - D. organizes a theft
 - E. manipulates a vendor
- 2) As used in paragraph 2, it can be inferred that the word **solace** belongs to which of the following Word groups?
- A. fortress, barrier, rampart
 - B. structure, arrangement, configuration
 - C. sanctuary, refuge, shelter
 - D. liberation, escape, release
 - E. fence, hedgerow, barricade
- 3) In paragraph 2, the narrator writes of the boy: "His nose a weathervane." Which of the following literary devices is used in this line?
- A. Allegory, characterized by the use of symbolic representation to convey the meaning of an often abstract concept. This concept is usually conveyed through a more concrete object or idea.
 - B. Assonance, characterized by the repetition of similar vowel sounds in a sentence. This is used to add character to the writing and often adds an element of playfulness.
 - C. Analogy, characterized by establishing a relationship based on similarities between two ideas or concepts. This often works to convey a new idea by using a familiar idea as the basis for understanding.
 - D. Metaphor, characterized by the comparison of two unlike things without the use of "like" or "as." This often involves taking a concept or identity that is clearly understood and applying it to a second, less well-known element.
 - E. Simile, characterized by the making of a comparison between two unrelated and dissimilar things, people, beings, places and concepts. Similes allow the reader to better understand the sentiment the author wishes to convey. Similes are marked by the use of the words "as" or "like."

- 4) In paragraph 2, the phrase “iron bars” refers to the
- A. melancholy mood surrounding the boy
 - B. poverty that limits those of the lower class
 - C. locks of greasy hair covering the boy's eyes
 - D. hunger that imprisons those who do not have enough to eat
 - E. threadbare vest in which the boy is cloaked
- 5) In paragraph 2, the narrator says, "I had recently purchased a new book and was perusing it voraciously..." As used in paragraph 2, which of the following describes a **voracious** act?
- A. Yoko answers each of the teacher's questions correctly. At recess, she boasts to her classmates about how smart she is.
 - B. A relatively new building collapses. The owner sues the general contractor, stating that it was built in hasty fashion with profit, not quality, as the main consideration.
 - C. Anselm collects baseball cards. He buys six new packs each day, hoping to add rare and valuable assets to his already enormous collection.
 - D. The call center is the largest in the state. It employs over 14 percent of the total number of telephone operators nationwide.
 - E. All Ingrid needs to do is run 1/8 of a second faster and she will hold the world record in the 100-meter dash. She is well aware of this, so she trains night and day.
- 6) In paragraph 2, the narrator says, "It was hatefully hot. Sickeningly sunny." Which of the following literary devices is used in these lines?
- A. Simile, characterized by the making of a comparison between two unrelated and dissimilar things, people, beings, places and concepts. Similes allow the reader to better understand the sentiment the author wishes to convey. Similes are marked by the use of the words “as” or “like.”
 - B. Assonance, characterized by the repetition of similar vowel sounds in a sentence. This is used to add character to the writing and often adds an element of playfulness.
 - C. Hyperbole, characterized by the use of specific words and phrases that exaggerate and overemphasize the core of the statement in order to produce a grander, more noticeable effect. This usually works to convey an action or sentiment that is generally not realistically possible or plausible but helps to emphasize an emotion.
 - D. Alliteration, characterized by the use of adjacent words that begin with the same sound or letter, creating a repetition of similar sounds in the sentence. This is used to add character to the writing and often adds an element of playfulness.
 - E. Pun, characterized by the use of a play on words intended to suggest the presence of two or more possible meanings. This is generally intended to produce an effect of irony, humor, or wit.

7) In the final paragraph, the narrator says, "Everything around me whirled in perfect chaos, perfect harmony, not missing a beat." This statement suggests an element of which of the following

Literary devices?

A. Paradox, characterized by the use of contradictory concepts or ideas that, when placed together, bear a deep significance or possible truth.

B. Sarcasm, characterized by the use of harsh or bitter derision or irony. This is often conveyed through understatement, but it can also be conveyed through overstatement. The speaker is usually stating the opposite of what is meant.

C. Ambiguity, characterized by the expression of an idea in such a way that it becomes possible to glean more than one meaning from it.

D. Anthropomorphism, in which a human quality, emotion or ambition is attributed to a non-human object or being. This is often used in order to relate the object to the reader on a familiar level and also to increase the level of relativity between the humans and objects while lending character to the subject.

E. Synthesis, characterized by a way of writing in which the combination of multiple parts into one, unified whole. Synthesis is the opposite of analysis, which involves detailed consideration of the separate elements or parts of a work.

8) What assumptions can you make about the narrator of this passage? What is his or her background? What personality traits does he or she possess? How do you know? Use evidence

from the passage to support your answer.
