

Student ID: \_\_\_\_\_

Name: \_\_\_\_\_

### Chinese Cinderella Chapters 18-22

**Circle the correct word:**

1.	scoffed	scoffeed	scoffid	scofed
2.	preen	pren	preenn	prean
3.	disdain	dihsayn	disdaen	disdean
4.	otensibly	ostensibly	ostensibl	ostehnsuhblee
5.	serendipity	serendipety	serendiity	serrendipity
6.	indelibli	indilible	indeleble	indelible
7.	roozz	roo	ruse	rusi
8.	suantor	sauntor	sienter	saunter
9.	fervintly	fervently	fervetly	ferventy
10.	pethos	pathoss	pathos	pathas

**Write in the letter that corresponds with each definition:**

- |           |   |                |
|-----------|---|----------------|
| _____ 1.  | indicating a lack of maturity                               | A. preen       |
| _____ 2.  | passionately, with great warmth or feeling                  | B. ostensibly  |
| _____ 3.  | a sneaky trick or deception                                 | C. saunter     |
| _____ 4.  | not able to be erased or removed                            | D. serendipity |
| _____ 5.  | a feeling of pity and sorrow for the misfortunes of others  | E. pathos      |
| _____ 6.  | a careless leisurely gait                                   | F. disdain     |
| _____ 7.  | dress or groom with elaborate care                          | G. scoffed     |
| _____ 8.  | to sigh with contempt or dislike                            | H. infantile   |
| _____ 9.  | lack of respect accompanied by a feeling of intense dislike | I. ruse        |
| _____ 10. | pure luck in discovering things you were not looking for    | J. fervently   |
| _____ 11. | from appearances alone                                      | K. indelible   |

**Select the definition that most nearly defines the given word:**

1. scoffed
  - A. to sigh with contempt or dislike
  - B. a sneaky trick or deception
  - C. dress or groom with elaborate care
2. indelible
  - A. not able to be erased or removed
  - B. from appearances alone
  - C. a feeling of pity and sorrow for the misfortunes of others
3. serendipity
  - A. indicating a lack of maturity
  - B. pure luck in discovering things you were not looking for
  - C. a careless leisurely gait
4. disdain
  - A. from appearances alone
  - B. lack of respect accompanied by a feeling of intense dislike
  - C. to sigh with contempt or dislike
5. infantile
  - A. a careless leisurely gait
  - B. indicating a lack of maturity
6. ruse
  - A. a sneaky trick or deception
  - B. lack of respect accompanied by a feeling of intense dislike
  - C. from appearances alone
7. ostensibly
  - A. dress or groom with elaborate care
  - B. from appearances alone
  - C. indicating a lack of maturity
8. pathos
  - A. a feeling of pity and sorrow for the misfortunes of others
  - B. a careless leisurely gait
  - C. pure luck in discovering things you were not looking for
9. saunter
  - A. not able to be erased or removed
  - B. a careless leisurely gait
  - C. dress or groom with elaborate care
10. fervently
  - A. from appearances alone
  - B. lack of respect accompanied by a feeling of intense dislike
  - C. passionately, with great warmth or feeling

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is very strong and very effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving /summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving /summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
<b>Use of conventions</b> : (grammar, spelling, punctuation, and terminology)	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness [major spelling/grammar errors ( 3 and more errors)]	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness [some spelling/grammar errors (2 errors)]	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness [few spelling/grammar errors (1 error)]	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)

[illegible]

**Chapter Summaries: Write a 4-5 sentence summary of each chapter:**

Chapter 18 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Chapter 19 \_\_\_\_\_  
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Chapter 20 \_\_\_\_\_  
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Chapter 21 \_\_\_\_\_  
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Chapter 22 \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Short Answer:**

1. Why did Eleanor put Wu Mei's number on her egg?

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2. Why did Wu Mei hate Sunday at Sacred Heart?

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3. What kind of a contest did Wu Mei enter?

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4. How did Wu Mei find out her grandfather had died?

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5. Why did father call Wu Mei home?

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6. How did Third Brother feel about living in Shanghai with Aunt Baba? Why was he in Hong Kong?

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7. After Ye Ye's funeral, what instructions did Niang give Wu Mei?

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8. What happened to Wu Mei at the beginning of summer break?

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9. What did Wu Mei tell her father she wanted to study in college? What did her father tell her she would study? Why didn't Wu Mei argue with him?

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10. Why did Wu Mei often hide out in the library on Sundays?

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