

- A. She was blindfolded so she couldn't see where they were taking her
- B. The Tucks forced her to drink from the spring
- C. The Tucks were not rough or mean to her
- D. They forced Winnie to walk 20 miles

**7.3 What can the Tucks only see each other every ten years?**

- A. They have to stay separated so no one will suspect their secret
- B. They fight too often about having to keep their secret
- C. They are wanted criminals
- D. They usually cause too much trouble anywhere they go

**8.1 What/what does Winnie sometimes talk to when thinks no one is around?**

- A. The stranger
- B. The constable
- C. A toad
- D. Jesse Tuck

**9.1 Why did Haze hit the nails in the yellow suit?**

- A. Because he insulted her family
- B. Because he was going to take Winnie away
- C. Because he is going to turn the Tucks in for kidnapping Winnie
- D. Because he was going to hurt their family

**10.1 What does Jesse suggest Winnie the night she stayed at the Tuck's house?**

- A. Runaway with him the next morning so she won't have to go home
- B. Bottle the spring water and sell it so they can be rich together
- C. To not drink the spring water because he wants her to go to heaven
- D. To drink the spring water when she is 17 and marry him

**11.1 What happened to Miles's family?**

- A. His wife divorced him
- B. They left him because they thought he sold his soul to the devil
- C. They died trying to find the spring and cure him

# Tuck Everlasting Final Test

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## **Tuck Everlasting Final Test:**

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*Success in Reading and Writing* Jean F. Bernholz, Patricia Horne Sumner, 1992 Educational resource for teachers parents and kids

*Content-Based Foreign Language Teaching* Laurent Cammarata, 2016-02-26

Pushing the field forward in critically important ways this book offers clear curricular directions and pedagogical guidelines to transform foreign language classrooms into environments where stimulating intellectual curiosity and tapping critical thinking abilities are as important as developing students linguistic repertoires The case is made for content based instruction an approach to making FL classrooms sites where intellectually stimulating explorations are the norm rather than the exception The book explicitly describes in detail how teachers could and should use content based instruction explains how integration of content and language aims can be accomplished within a program identifies essential strategies to support this curricular and pedagogical approach discusses issues of assessment within this context and more Content Based Foreign Language Teaching provides theoretical perspectives and empirical evidence for reforming curricula and instruction describes models and curriculum planning strategies that support implementation of well balanced FL programs explores the transformative potential of critical pedagogy in the FL classroom and offers illustrations of secondary and post secondary

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