

Question	Original Sentence
1	<p>Select the subject in the sentence below.</p> <p>Right now, my finger paints are being used by Nala and her cousins.</p>
2	<p>Is the sentence below written in the active voice or passive voice?</p> <p>Sarabi's flowers were delivered on Valentine's Day by the mail carrier.</p>
3	<p>Is the sentence below written in the active voice or passive voice?</p> <p>The posters will be signed by Rafiki after his performance.</p>
4	<p>Is the sentence below written in the active voice or passive voice?</p> <p>Every Sunday, we relax in the nail salon with Ginny Weasley.</p>
5	<p>Select the subject in the sentence below.</p> <p>Hagrid wandered by the carnival after lunch.</p>
6	<p>Select the subject in the sentence below.</p> <p>Vincent Crabbe's bullfrog has sung its most beautiful tune yet.</p>
7	<p>Select the subject in the sentence below.</p> <p>Luna Lovegood's duffle bag is being filled with protein bars and Gatorade.</p>
8	<p>Select the subject in the sentence below.</p> <p>Later today, Katniss Everdeen will put a sweater on her snowman.</p>
9	<p>Is the sentence below written in the active voice or passive voice?</p> <p>Minerva McGonagall answered the <i>Jeopardy!</i> question correctly.</p>
10	<p>Select the subject in the sentence below.</p> <p>Peeta Mellark walked on a tightrope between those two elephants.</p>

11	<p>Select the passive voice verb in the sentence below.</p> <p>Goats are groomed on the farm near Mufasa's house.</p>
12	<p>Select the active voice verb in the sentence below.</p> <p>Gale Hawthorne is making animal-shaped pancakes for breakfast.</p>
13	<p>Select the active voice verb in the sentence below.</p> <p>Harry Potter owns the comic book shop next to the park.</p>
14	<p>Is the sentence below written in the active voice or passive voice?</p> <p>In the morning, the roses for the market are picked by Mariah Hankins.</p>
15	<p>Select the active voice verb in the sentence below.</p> <p>Two summers ago, Neville Longbottom was sent to the art fair to show his beautiful painting.</p>
16	<p>Select the active voice verb in the sentence below.</p> <p>We were directed to Moaning Myrtle's house by the flashing neon signs.</p>
17	<p>Is the sentence below written in the active voice or passive voice?</p> <p>Pumbaa always buys crackers to feed the seagulls at the beach.</p>
18	<p>Select the active voice verb in the sentence below.</p> <p>Every rehearsal, the ballerinas are chased across the stage by Peter Pettigrew's little brother.</p>
19	<p>Select the active voice verb in the sentence below.</p> <p>Cinna finds crystals by breaking rocks in half.</p>
20	<p>Select the passive voice verb in the sentence below.</p> <p>Oliver Wood will be invited to this event by the secret juggling society.</p>

Question	Original Sentence
1	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>There is know more time to get ready before Ginny Weasley's party.</p>
2	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>Draco Malfoy confused the nurses with his messy handwriting, and there still trying to figure out what his note says.</p>
3	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>I no that Mufasa loves listening to music, so I turn on the radio whenever we study together.</p>
4	<p><i>Fix any errors with apostrophes or plurals below. If there is no error move on.</i></p> <p>Rafiki dislikes going to the beach because its always too hot.</p>
5	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>Pumbaa discovered an deflated volleyball in the trunk of his car, and it inspired him to organize a game with his friends.</p>
6	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>Lucius Malfoy thinks he will be able to win the spelling bee if he practices a lot.</p>
7	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>Sarabi heard alot of whispers that the school mascot was going to change from a rooster to a bulldog.</p>
8	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>Unless their is some kind of delay, Gilderoy Lockhart will finish his project tonight.</p>
9	<p><i>If the wrong word is used below, change it. If there is no error move on.</i></p> <p>The carpenters would not let Severus Snape borrow they're tools, so he had to buy his own set.</p>
10	<p><i>Fix any errors with apostrophes or plurals below. If there is no error move on.</i></p> <p>Its raining outside, so Sirius Black is going to keep reading his book on Monopoly strategy.</p>

11	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Hermione Granger doesn't like to criticize her teammates, but she felt like they weren't trying their hardest.</p>
12	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Katniss Everdeen saw a antelope while hiking, but it ran away before she could take a picture.</p>
13	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Harry Potter has no other choice but to go to sleep.</p>
14	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Before her vacation was over, Moaning Myrtle made sure she took alot of photographs.</p>
15	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> A lot of Albus Dumbledore's ideas are creative but impractical.</p>
16	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Cho Chang's to bureaus both belonged to her great-grandfather.</p>
17	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> When Gale Hawthorne saw an wild boar on his front lawn, he wondered if more would show up.</p>
18	<p><i>Fix any errors with apostrophes or plurals below. If there is no error move on.</i></p> <p>Timon wants to take his dog swimming, but he can't find it'slifejacket.</p>
19	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Haymitch Abernathy frowned when the newscaster said the election was to close to call.</p>
20	<p><i>If the wrong word is used below, change it. If there is no error move on.</i> Oliver Wood ate the waffle fries two quickly, and now he has a stomachache.</p>

Passage IV

NATURAL SCIENCE: This passage is adapted from *Consider the Eel* by Richard Schweid (©2002 by Richard Schweid).

The known facts, as they are pretty much universally accepted among biologists and naturalists today, are that all the eels in all the rivers of eastern North America and the Caribbean countries, and all the eels in all the rivers of eastern and western Europe, are born in the same area of the Sargasso Sea, a huge area within the Atlantic Ocean, between Bermuda and the Azores, the surface of which is frequently covered with sargassum seaweed. In fact, the word "Sargasso" comes from the Portuguese *sargaço*, meaning seaweed. The sea is about 2,000 miles long and 1,000 miles wide, set off from the surrounding waters of the Atlantic by strong currents. It includes the area known in popular legend as the Bermuda Triangle.

Eels hatch in the Sargasso as larvae and are carried by the ocean currents to either Europe or the United States, a journey that can cover thousands of miles and take years. Where they end up depends on which of two similar species they belong to. Those that are *Anguilla anguilla* invariably wind up in European rivers, and those that enter North American rivers always belong to the species *Anguilla rostrata*. The first person to find eel larvae in the Sargasso Sea was Danish researcher Johannes Schmidt, who published his findings in 1924, after spending 18 years hauling nets in search of eels.

The larvae of both species are shaped like small oval leaves and are called leptocephali. Each leptocephalus begins to assume the form of a tiny eel, called an elver or glass eel, when it gets close to the coasts of either Europe or the Americas. By the time it reaches brackish water, where fresh and salt water mix, it is thin and transparent, hardly bigger than a hair, with a pair of eyes like black dots at one end.

From the estuaries and mouths of rivers, the tiny eels frequently continue upstream, particularly the females, who sometimes go great distances inland. American eels have been found as far up the Mississippi River system as the rivers of Iowa. They keep going upriver until something tells them they've reached home, and then they stop. Whatever it is that signals to eels that they are home is definitive—they settle in and live there for as long as 20 years, growing up to a yard long before beginning their journey back to the Sargasso Sea. Scientists determine an eel's age using a microscope to read the growth rings of its otolith—a small, hard calcium deposit at the base of its skull.

In preparation for the return journey to the Sargasso, sexually mature female eels feed voraciously and change color from the muddy-yellow/green of adult eels, often called yellow eels, to a darker green on top and snow-white on their bellies. At this stage, they are called silver eels. They swim downriver in the fall, on the first leg of their journey to the Sargasso, and when

they reach estuarine waters, they rest, completing their final transformation as silver eels. They will have eaten heavily and will be about 28 percent body fat. They will never eat again, and their digestive systems will atrophy. Their pupils will expand and turn blue. They will need a new kind of sight adapted to the depths of the sea, where there is little light. They will also have to go through a drastic adjustment, via osmosis, in their blood chemistry, to prepare for the tremendous change in water pressure, going from some 14 pounds of fresh-water pressure per inch of their bodies to over a ton of ocean pressure per inch. Once they are back in the Sargasso Sea, the females produce eggs for the males to fertilize, and then the adults die.

At least that is what today's marine biologists and naturalists tell us, although adult eels have never been seen swimming, reproducing, or dying in the Sargasso. In fact, live adult eels have never been seen there at all. The only two adult eels ever reported in the Sargasso Sea were dead, found in the stomachs of other fish. The eel's migration back to its birthplace and what it actually does when it gets there are assumed to take place far below the water's surface and, as of the year 2001, were still completely unobserved. However, the eel larvae—the leptocephali that Schmidt found in the Sargasso—were so small that it was certain they had been born recently, and nearby. Such small larvae have never been seen elsewhere, and while eels have never been observed reproducing in the Sargasso, they have never been seen doing so anywhere else either. Scientists believe the larvae hatch out of eggs at a depth of 100–300 yards and rise slowly toward the light at the sea's surface.

31. One of the main ideas established by the passage is that:
- researchers have nearly exhausted their resources after spending decades investigating the Sargasso Sea.
 - significant gaps still remain in researchers' understanding of the life cycle of eels.
 - eels live their entire lives in the Sargasso Sea, but no one has ever seen them there.
 - female eels turn into silver eels toward the end of their lives.
32. Learning about which of the following had the largest impact on scientists' current understanding of where eels breed?
- The direction in which ocean currents carry eel larvae
 - The relationship of the yellow eel stage to the silver eel stage
 - Schmidt's discovery of eel larvae in the Sargasso Sea
 - The adult eels found in the stomachs of other fish

33. The main purpose of the fourth paragraph (lines 34–47) is to describe the:
- A. eels' transition from freshwater to the ocean.
 - B. method of determining the age of eels.
 - C. complexity of the Mississippi River system.
 - D. river stage of the eel life cycle.
34. The passage states that the Sargasso Sea is set off from the rest of the Atlantic Ocean by:
- F. the Azores.
 - G. several Caribbean countries.
 - H. powerful winds.
 - J. strong currents.
35. The passage notes that the Sargasso Sea includes:
- A. the eastern North American shore.
 - B. the Bermuda Triangle.
 - C. certain coastal estuaries.
 - D. the mouth of the Mississippi River.
36. As it is used in line 13, the word *popular* most nearly means:
- F. well liked.
 - G. commonly known.
 - H. scientifically accepted.
 - J. most admired.
37. As it is used in line 45, the word *read* most nearly means to:
- A. learn from print.
 - B. observe.
 - C. think about.
 - D. predict.
38. The passage indicates that female eels' pupils expand and turn blue because the eels:
- F. must adapt to see in an environment with much less light than they are used to.
 - G. are about to undergo a change in their blood chemistry.
 - H. no longer need to be able to recognize food sources since they have stopped eating.
 - J. need to be able to recognize the male eels that will fertilize their eggs.
39. The passage most strongly emphasizes that the process of osmosis is necessary for the eels' transition from:
- A. shallower to deeper water.
 - B. feeding to nonfeeding.
 - C. immature to mature form.
 - D. elver to yellow eel.
40. According to the passage, which of the following characteristics of the eel larvae found by Schmidt provided the best evidence that the larvae were hatched in the Sargasso Sea?
- F. Size
 - G. Shape
 - H. Color
 - J. Species

END OF TEST 3

**STOP! DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.
DO NOT RETURN TO A PREVIOUS TEST.**

The History of Chewing Gum

You might guess it's a custom dreamed up by a modern-day, real-life Willy Wonka, but people have been chewing gum, in various forms, since ancient times. There's evidence that some northern Europeans were chewing birch bark tar 9,000 years ago, possibly for enjoyment as well as such medicinal purposes as relieving toothaches. The ancient Maya chewed a substance called chicle, derived from the sapodilla tree, as a way to quench thirst or fight hunger, according to "Chicle: The Chewing Gum of the Americas" by Jennifer P. Mathews. The Aztecs also used chicle and even had rules about its social acceptability. Only kids and single women were allowed to chew it in public, notes Mathews. Married women and widows could chew it privately to freshen their breath, while men could chew it in secret to clean their teeth.

In North America, the Indians chewed spruce tree resin, a practice that continued with the European settlers who followed. In the late 1840s, John Curtis developed the first commercial spruce tree gum by boiling resin then cutting it into strips that were coated in cornstarch to prevent them from sticking together. By the early 1850s, Curtis had constructed the world's first chewing gum factory, in Portland, Maine. As it turned out, though, spruce resin was less-than-ideal for producing gum because it didn't taste great and became brittle when chewed. Curtis and others who'd jumped into the gum business after him subsequently switched to ingredients such as paraffin wax.

The next key development came when an inventor in New York, Thomas Adams, got his hands on some chicle through exiled Mexican president Antonio Lopez de Santa Anna. The exact details of how the two men connected are unclear, although they would've been in contact following Santa Anna's arrival in the United States sometime after the mid-1850s (before that, he led Mexican forces at the Battle of the Alamo in 1836 and served multiple terms as Mexico's president). Santa Anna wanted assistance developing chicle into a substitute for rubber, and believed the riches he stood to earn would enable him to return to power in his homeland. Adams began experimenting with chicle but when his work failed to yield the desired results, Santa Anna abandoned the project. Adams eventually realized that rather than trying to create a rubber alternative,

he could use chicle to produce a better type of chewing gum. He formed a company that by the late-1880s was making gum sold across the country, according to Mathews. Chicle, imported to the United States from Mexico and Central America, served as the main ingredient in chewing gum until most manufacturers replaced it with synthetic ingredients by the mid-1900s.

In the 20th century, chewing gum made William Wrigley Jr. one of the wealthiest men in America. Wrigley started out as a soap salesman in his native Philadelphia. After moving to Chicago in 1891, he began offering store owners incentives to stock his products, such as free cans of baking powder with every order. When the baking powder proved a bigger hit than the soap, Wrigley sold that instead, and added in free packs of chewing gum as a promotion. In 1893, he launched two new gum brands, Juicy Fruit and Wrigley's Spearmint. Because the chewing gum field had grown crowded with competitors, Wrigley decided he'd make his products stand out by spending heavily on advertising and direct-marketing. In 1915, the Wrigley Company kicked off a campaign in which it sent free samples of its gum to millions of Americans listed in phone books. Another promotion entailed sending sticks of gum to U.S. children on their second birthday.

Competition also played a role in the development of bubble gum. Frank Fler, whose company had made chewing gum since around 1885, wanted something different from his rivals and spent years working on a product that could be blown into bubbles. In 1906, he concocted a bubble gum he called Blibber-Blubber, but it proved to be too sticky. In 1928, a Fler employee named Walter Diemer finally devised a successful formula for the first commercial bubble gum, dubbed Dubble Bubble.

Today, of course, gum is sold in a variety of shapes and flavors (although, sadly, Willy Wonka's three-course dinner chewing gum, said to taste like tomato soup, roast beef and blueberry pie, has yet to become reality). And finally, despite what you might've been told, if you swallow a piece of gum it's highly unlikely to end up stuck in your stomach for seven years. Even though gum base is indigestible, it passes through the digestive system harmlessly and is eliminated from the body just like other foods.

Chewing Gum Activities(On separate sheets of paper)

1.) In the first and last paragraph, the author refers to the fictional character, Willy Wonka. Willy Wonka is a main character from the Roald Dahl book, *Charlie and the Chocolate Factory*. Why do you believe that the author felt that it was important to mention Willy Wonka in this article? Support your answer with two reasons(3 points).

2.) What is the main idea of the second paragraph? Provide two pieces of textual evidence to support your answer(3 points).

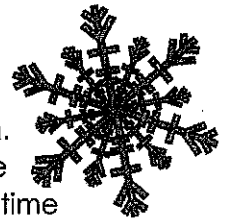
3.) List what you believe are the four most important pieces of textual evidence from this passage. Provide a reason as to why you believe each piece of evidence is one of the most important(8 points).

4.) Pretend that you are an angry elementary teacher of today who hates chewing gum. Write two paragraphs about what that angry teacher would say to William Wrigley Jr(10 points).

5.) Invent your own brand or your own flavor of chewing gum. Name it and describe it in a full paragraph(5 points).

6.) Write a one-paragraph advertisement that persuades readers to buy the chewing gum that you invented from #5(5 Points).

Poetry Analysis



1. Read the poem once through from beginning to end to get a feel for the poem. Then read it again, slowly. Poetry isn't meant to be read like prose. It's meant to be appreciated. The poet took much time to choose the words carefully, so take the time to appreciate them, to think about them.

2. Now ask yourself, "What is the poem saying? Do I understand what's going on in every section of the poem? Where are my confusions? How can I make sense of them?" On an almost line by line basis, paraphrase the poem.

3. Once you have made sense of the poem consider the speaker. Who is the speaker of the poem? What is the attitude, or tone, of the speaker toward the subject? What is the attitude of the poet toward the speaker if the speaker seems to be a persona and not the poet's voice? What elements of the poem help you to determine the tone of the poem?

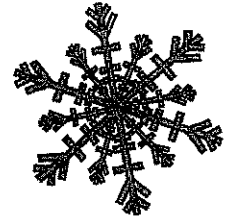
4. Next, take a close look at how the poem says what it's saying. Annotate the poem, marking connotative language, figurative language, sound devices, and symbols. What is the effect of these choices?

5. Focus on the structure of the poem. How is it divided? Consider line breaks, stanza breaks, and layout on the page. What is the effect of the poet's choices?

6. Ultimately, what is the theme of the poem?

7. Do you agree with the poet's perspective? What is your opinion?

Name _____

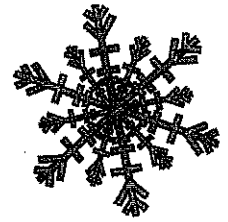


The Snow-Storm

BY RALPH WALDO EMERSON

Announced by all the trumpets of the sky,
Arrives the snow, and, driving o'er the fields,
Seems nowhere to alight: the whited air
Hides hills and woods, the river, and the heaven,
And veils the farm-house at the garden's end.
The sled and traveller stopped, the courier's feet
Delayed, all friends shut out, the housemates sit
Around the radiant fireplace, enclosed
In a tumultuous privacy of storm.

Come see the north wind's masonry.
Out of an unseen quarry evermore
Furnished with tile, the fierce artificer
Curves his white bastions with projected roof
Round every windward stake, or tree, or door.
Speeding, the myriad-handed, his wild work
So fanciful, so savage, nought cares he
For number or proportion. Mockingly,
On coop or kennel he hangs Parian wreaths;
A swan-like form invests the hidden thorn;
Fills up the farmer's lane from wall to wall,
Maugre the farmer's sighs; and, at the gate,
A tapering turret overtops the work.
And when his hours are numbered, and the world
Is all his own, retiring, as he were not,
Leaves, when the sun appears, astonished Art
To mimic in slow structures, stone by stone,
Built in an age, the mad wind's night-work,
The frolic architecture of the snow.



Stopping by Woods on a Snowy Evening

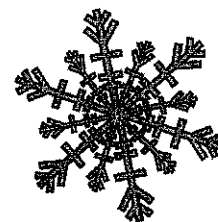
BY ROBERT FROST

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.



The Snow Man

BY WALLACE STEVENS

One must have a mind of winter
To regard the frost and the boughs
Of the pine-trees crusted with snow;

And have been cold a long time
To behold the junipers shagged with ice,
The spruces rough in the distant glitter

Of the January sun; and not to think
Of any misery in the sound of the wind,
In the sound of a few leaves,

Which is the sound of the land
Full of the same wind
That is blowing in the same bare place

For the listener, who listens in the snow,
And, nothing himself, beholds
Nothing that is not there and the nothing that is.



Snow

BY PHILIP LEVINE

Today the snow is drifting
on Belle Isle, and the ducks
are searching for some opening
to the filthy waters of the their river.
On Grand River Avenue, which is not
in Venice but in Detroit, Michigan,
the traffic has slowed to a standstill
and yet a sober man has hit a parked car
and swears to the police he was
not guilty. The bright squads of children
on their way to school howl
at the foolishness of the world
they will try not to inherit.
Seen from inside a window,
even a filthy one like those
at Automotive Supply Company, the snow,
which has been falling for hours,
is more beautiful than even the spring
grass which once unfurled here
before the invention of steel and fire,
for spring grass is what the earth sang
in answer to the new sun, to
melting snow, and the dark rain
of spring nights.

But snow is nothing.
It has no melody of form, it
is as though the tears of all
the lost souls rose to heaven

and were finally heard and blessed
with substance and the power of flight
and, given their choice, chose then
to return to earth, to lay their
great pale cheek against the burning
cheek of earth and say, "There, there,
child."

Hot Chocolate

After trekking through the jungles of what would later become Mexico and Central America, Spanish Conquistador Hernando Cortez had an audience with Montezuma, king of the Aztecs. During the visit in 1519, Cortez and his companions noticed that the king, and nearly every one of his subjects, was constantly drinking a thick, frothy, brown drink. The Aztecs called it *xocoatl*, or as the conquistadors pronounced it "chocolatl."

The Spaniards did not immediately enjoy the drink; it was bitter and at its most basic form, consisted of ground cacao beans mixed with chili peppers.

Montezuma had his drink prepared with cacao bean paste, chili peppers, vanilla and a variety of other spices. Corn meal was added as an emulsifier. The drink was dyed red and served cold and frothy. Legends report Montezuma's court drank 2,000 glasses of *xocoatl* per day—with 50 servings consumed by the king himself!

Everyone in the Aztec kingdom (and the Mayan kingdom as well) enjoyed the primitive chocolate drink. Rich and poor consumed it at breakfast, lunch and dinner. The drink was renowned for its healthful properties, including fighting fatigue and calming an upset stomach. In Aztec culture, the cacao bean was held in such high regard that it was used as currency.

Cacao-based drinks were served hot or cold and included a variety of ingredients. Beans from the cacao tree were slightly fermented and roasted, mashed into a paste, then flavored with vanilla, chili peppers, annatto, finely ground corn, and sometimes honey.

But the Aztecs and Mayans were not the first to drink chocolate beverages. Archeologists discovered chocolate residue in drinking pots in Southern Mexico from as far back as 2,600 years ago, from a civilization known as the Olmecs.

After meeting with Montezuma, Hernando Cortez brought the drink to Spain in the early 1500s. There it was served hot, sweetened and without the chili peppers.

Spanish royalty enjoyed the beverage so much they kept it a closely guarded secret for years.

It was not until the drink reached London in the 1700s and milk was added to it that it was served in the form in which it is regularly consumed today.

When it does not contain high amounts of refined sugars, moderate cocoa consumption can be a healthy addition to your diet. Cornell University researchers found that cocoa has more antioxidants than red wine or green tea, meaning it can reduce the risk of heart disease. Chocolate also contains high amounts of flavonoids that can promote healthy arteries. Why not serve yourself a cup?

Hot Chocolate Activities

- 1.) In two paragraphs, write a brief letter to King Montezuma of the Aztecs. Tell him how the people of Spain and England have changed his favorite drink in order to make it better. Try to convince him to make it that way for his people.
- 2.) Create a colorful, well-detailed poster that has five images of five key events drawn on it. On the back of the poster, label the different key events and state which paragraph you found each key event.
- 3.) Since King Montezuma helped us get what we now know as hot chocolate, it has obviously led to a lot of other chocolaty things that have been invented. That deserves a reward! What five foods or drinks do we have today would you want to introduce to Montezuma as a reward if you could go back in time and give them to him? List your five foods or drinks and then create a full-page, colorful illustration of you giving these rewards to King Montezuma of the Aztec Indians.

