

The Force of Discovery

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Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 **Anxiously** is another word for —
 (A) angrily
 (B) recently
 (C) nervously
 (D) confidently
- 2 An **astronaut** is —
 (F) a deep sea diver
 (G) an assistant in a store
 (H) a traveler in outer space
 (J) a writer of science fiction
- 3 A **barrier** is something that —
 (A) steers a ship
 (B) blocks the way
 (C) orbits a satellite
 (D) prevents a shipwreck
- 4 A **clue** is a kind of —
 (F) tune or song
 (G) window or mirror
 (H) hint or suggestion
 (J) conflict or argument
- 5 When you **defy** someone, you refuse to —
 (A) obey
 (B) forgive
 (C) believe
 (D) examine
- 6 To **discover** something is to —
 (F) break it apart
 (G) cover it with cloth
 (H) keep it in a safe place
 (J) find it for the first time
- 7 An **expedition** is a kind of —
 (A) trip
 (B) pageant
 (C) difficulty
 (D) spacecraft
- 8 When you **explore**, you —
 (F) trade food for money
 (G) look around a new place
 (H) explain how something works
 (J) translate from one language to another
- 9 **Gravity** is the —
 (A) speed of orbiting satellites
 (B) instrument used to see the stars
 (C) distance between the Sun and Earth
 (D) force that pulls objects toward Earth
- 10 To be **inspired** is to be —
 (F) invited
 (G) confused
 (H) encouraged
 (J) embarrassed
- 11 A **journey** is —
 (A) a long trip
 (B) a new coin
 (C) a small boat
 (D) an old journal
- 12 To **launch** is to —
 (F) send off
 (G) press on
 (H) breathe out
 (J) tow through
- 13 **Territory** is another word for —
 (A) tax collected by a king
 (B) land ruled by a country
 (C) theory written by a scientist
 (D) testimony given by a colonist
- 14 When you experience **weightlessness**, you —
 (F) float in space
 (G) stay on a diet
 (H) weigh something
 (J) lift a heavy object
- 15 The **wilderness** is a place —
 (A) at the zoo
 (B) near a hospital
 (C) with a warm climate
 (D) where no people live

GO ON 

READING AND LITERARY ANALYSIS

DIRECTIONS Read the headings and skim the passage. Then read each item carefully. Choose the best answer. Mark your answer.

A Mummy Frozen in Ice

In September 1991, people in the Italian Alps found the most amazing sight: a mummy that was more than 5,000 years old! Since he was frozen, the mummy was in excellent shape. They named him "Ötzi," from the place where he was found, the Ötztal Alps.

A Well-Dressed Hunter

Physical Characteristics Scientists believe that Ötzi was between 25 and 40 years old when he died. He was about 5 feet 3 or 4 inches tall and was tattooed with simple designs.

Clothing Ötzi was very well dressed. He wore three layers of animal skins: a jacket, a cape, and a bearskin hat. His feet were covered in shoes packed with grass for added warmth. Ötzi even had an extra cape of woven grass!

Belongings He carried a longbow and a quiver full of arrows, a copper ax, a dagger, a wooden-framed backpack, and two containers made from tree bark. On his belt was a pouch containing flints and moss that he used to start a fire.

Mysteries Remain

Where did Ötzi come from? Scientists studying Ötzi think that he lived close by. Did he come from north or south of the Ötztal Alps—Austria or Italy? And what was he doing in the mountains? Most scientists think he was taking his flock of animals to high pastures for the summer when he died. Shepherds still take their flocks to pasture in the Ötztal Alps. Ötzi the mummy is an exciting and mysterious discovery.

16 Which of these questions would be good to write on a notecard before you read?

- F How did the ice melt?
- G How do you pronounce "Ötzi"?
- H At what temperature does water freeze?
- J What clothes was the mummy wearing?

17 Which of these questions does the passage answer?

- A Who was the frozen mummy?
- B How do you make a mummy?
- C Who are the most famous mummies?
- D Why did the Egyptians make mummies?

18 When you skim the section called "A Well-Dressed Hunter," what words should get your attention?

- F longbow, arrows, ax
- G jacket, cape, bearskin hat
- H Scientists, Ötzi, 40 years old
- J Physical Characteristics, Clothing, Belongings

19 You have set up a notecard like the one below to take notes on the last section. Now read the section and look for answers to the question.

What mysteries remain?

Which of the following should not be noted on the card?

- A where Ötzi came from
- B what Ötzi was doing in the mountains
- C why shepherds take their flocks to the Alps
- D whether Ötzi came from north or south of the Ötztal Alps

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

A Friend from the Past

Part 1

Ben watched the movers carry the last stack of boxes up the stone steps into his new apartment. The moment they left, he collapsed on the couch in the middle of the living room and glanced around. Piles of boxes and scattered lamps and chairs confronted his eyes. "How am I going to get all this put away before my new job starts on Monday?" he asked Maxi, his little dog.

"Woof!" Maxi replied. Ben laughed and patted his dog's head. His eyes scanned the labels on the boxes: *kitchen, college books, bedroom, music stuff* . . .

"Music stuff," Ben mumbled. "What's in there?" The mysterious box looked as if it had been collecting dust for years. When Ben opened it, he was surprised to discover his old guitar.

Part 2

A smile flickered across his face as he remembered the day he had bought it. He was fourteen years old, and he had hurried one Saturday morning to Kaminski's Music Store. The memory was as fresh as yesterday.

"I'll take that one," he had announced to Mr. Kaminski, pointing to a beautiful guitar with wood that glowed like marigolds. "How much is it?"

"One hundred and twenty dollars," had been Mr. Kaminski's answer.

Ben had been saving to buy a guitar, and he had just enough money. "Can I try it?" he asked excitedly.

The store owner handed him the gleaming guitar, and Ben settled the strap over his shoulder. He felt a thrill of excitement as his thumb slid across the pearly strings. The guitar felt like a good friend.

Part 3

Ben shook his head and the memory faded. Suddenly he felt lonely, like an island in a cold sea. "I forgot about this old friend," he said to Maxi as he pulled the guitar out of the box. The glow of the wood had faded and the strings were out of tune. Ben adjusted them and played "Red River Valley," the first song he had ever learned. Suddenly he didn't feel alone at all.

"Do you want to sing along?" he asked Maxi.

"Woof! Woof!" Maxi replied.

READING AND LITERARY ANALYSIS, *continued*

- 20** Which of these is the best summary of Part 1?
- (F) As soon as the movers leave, Ben plays his old guitar.
 - (G) When Maxi barks, Ben finds an old box with a guitar in it.
 - (H) When Ben moves, he discovers his old guitar in a forgotten box.
 - (J) Ben moves to a new place, but he forgets to pack his old guitar.

- 21** Read this simile.

The memory was as fresh as yesterday.

The writer uses the simile to show that the memory was —

- (A) soft and sweet
 - (B) vivid and clear
 - (C) about a recent event
 - (D) about cleaning something
- 22** Which of these is the best summary of Part 2?
- (F) Ben remembers Mr. Kaminski and his music store.
 - (G) Ben remembers playing his guitar and learning many songs.
 - (H) Ben recalls the thrill he felt when he paid for his new guitar.
 - (J) Ben recalls buying his guitar and strumming it for the first time.

- 23** Read this simile.

Suddenly he felt lonely, like an island in a cold sea.

The writer uses the simile to show that Ben —

- (A) feels chilly
 - (B) is thinking about the ocean
 - (C) feels alone in his new place
 - (D) is surrounded by boxes and chairs
- 24** Which of these is the best summary of Part 3?
- (F) Ben takes the old guitar out of the box.
 - (G) Maxi barks a lot as Ben tries to tune the guitar.
 - (H) Ben plays his old guitar and doesn't feel alone anymore.
 - (J) Maxi feels confused when Ben plays the guitar and sings.
- 25** Which of these is the best summary of the entire story?
- (A) Ben and his dog Maxi move to a new apartment.
 - (B) An old guitar helps Ben feel less lonely in a new apartment.
 - (C) Ben bought a beautiful guitar when he was fourteen years old.
 - (D) An old guitar helps Ben remember the first song he ever learned.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

The Race to the North Pole

Surviving the Cold

Far, far north on the Earth six men struggled against icy blasts of wind. The howling Arctic wind drove needles of ice into their faces. The wind was like a sharp sword, slicing through their thick fur coats.

The year was 1909. It was 60 degrees below zero. It was so cold that if the men spilled a cup of tea, the tea would vanish before it hit the ground. The extreme cold would turn the water into tiny crystals of ice, too small to see. It was so cold that the men's noses, cheeks, and toes were constantly exposed to frostbite. Even so, these men were determined to complete their journey. Robert Peary, the expedition leader, and Matthew Henson, his assistant, were going to be the first people to reach the North Pole—or they would die trying.

To the "Roof of the World"

Before 1909, no one had been to the North Pole. People call it the "roof of the world" because it is on the top of the Earth in the Arctic Ocean. If you are standing at the North Pole, the only way you can turn is south.

At the North Pole, it is dark for six months and light for six months. The explorers could not cross the ice in the dark. Yet, if they waited too long to begin their journey, the summer sun would melt the ice before they could cross it on their return trip. They would be stranded on chunks of ice or plunge into the freezing water of the Arctic Ocean.

Robert Peary and Matthew Henson had tried to reach the North Pole twice before. Both times they had been beaten back by

brutal winds. They had encountered blocks of ice as tall as towers, and faced starvation. On their last trip, the men ran out of food and had to eat their dogs to stay alive. Could they make it this time? It was their last chance.

Racing the Sun

Matthew Henson cracked his whip above the dog's ears. "Huk! Huk!" he shouted, and they were off across the frozen sea. Traveling in the Arctic is very difficult because the ice is uneven and rough. In fact, great mountains of ice often blocked the men's route. They had to hack through the ice with picks to move forward. They carried their supplies on *sledges*, long, heavy sleds with wooden blades pulled by teams of dogs. The dogs' thick coats of fur protect them from the bitter Arctic cold.

By April 1, 1909, Peary and Henson were about 135 miles from their goal. They had 40 strong dogs and help from four of the most courageous Inuits, or native people, in all the Arctic. They raced across a snowy wilderness lit by the summer sun. After a brief rest, they set off and marched for ten more hours.

Will They Reach the Pole?

By April 5, they were only one day's march from their goal. The next day, Peary checked his instruments. He couldn't believe what he saw. His reading showed 90 degrees north! They had made it! Peary planted the Stars and Stripes at the North Pole. Then the men gave three cheers and took pictures of themselves with the flag. They all dreamed of the bright future they would have. But even though their journey was over, their troubles were not.

READING AND LITERARY ANALYSIS, *continued*

- 26 Read this simile.

The wind was like a sharp sword,
slicing through their thick fur
coats.

The writer uses the simile to show that the men were —

- (F) very cold
 - (G) badly injured
 - (H) extremely homesick
 - (J) protected by weapons
- 27 The men try to reach the North Pole because they want to —
- (A) find gold there
 - (B) live with the Inuits
 - (C) study Arctic wildlife
 - (D) be the first people ever to go there
- 28 How many times before had the explorers tried to reach the North Pole?
- (F) never
 - (G) one time
 - (H) two times
 - (J) three times
- 29 What is the outcome of their trip?
- (A) They reach the North Pole.
 - (B) They find gold and minerals.
 - (C) They raise a family of sled dogs.
 - (D) They get stranded on a block of ice.

- 30 The section “To the ‘Roof of the World’” suggests that —

- (F) it is easier to travel south than north
- (G) the summer is the best time to travel
- (H) many people travel to the North Pole today
- (J) it is very difficult to travel to the North Pole

- 31 Read this simile.

They had encountered blocks of
ice as tall as towers.

The writer uses the simile to show that the landscape had —

- (A) tall trees
 - (B) large rocks
 - (C) high buildings
 - (D) huge frozen formations
- 32 This passage suggests that —
- (F) some goals can never be reached
 - (G) some goals are better than others
 - (H) it is important to set realistic goals
 - (J) you will reach your goal if you keep trying
- 33 The last paragraph hints that the men will —
- (A) have problems in the future
 - (B) cross the ice before summer
 - (C) become famous photographers
 - (D) return to the North Pole one day

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

The Last Great Race: The Iditarod

How It All Began

In the winter of 1925, a terrible sickness struck the town of Nome, Alaska. The sickness, called “diphtheria,” could kill many people. There was medicine to fight it, but the medicine was hundreds of miles away. How could people get the medicine across the frozen land? Dog teams! Twenty dog-sled teams raced the medicine 674 miles in 127.5 hours to save the town.

No Other Race Like It!

Today, the Iditarod Sled Dog Race celebrates this event. There’s no other race like the Iditarod in the world. It starts in Anchorage, Alaska, on the first Saturday in March. Each team has one racer, called a “musher,” and 12 to 18 dogs. The winner usually gets to Nome, Alaska, about ten days later. It takes most of the other dog teams two to three weeks to finish the race—if they do.

The Iditarod is the longest dog-sled race in the world. The race course covers over 1,100 miles through mountains, ice, and dense forests. The temperature during the race is far below zero. The winds howl through the long hours of darkness.

But that doesn’t stop the brave racers. They range in age from 18 to 88 years old.

Although most of the competing mushers are from Alaska, other states have been represented in the Iditarod. Racers have come from Michigan, Montana, Ohio, Alabama, Texas, and California.

The Junior Iditarod

A group of younger dog-sled racers also wanted to “mush the Iditarod Trail.” In 1978 they organized the first Iditarod for younger mushers, between the ages of 14 and 18. This race is called the Junior Iditarod.

The Junior Iditarod trail is 150 miles long. Racers travel over the same Iditarod Trail for 65 miles—from Wasilla to the Yentna Station Roadhouse. The racers sleep overnight at Yentna. They stay with their dogs and care for them just like the Iditarod racers in the adult Iditarod. The next day the teenage racers return to Wasilla.

Many of the junior mushers have gone on to compete in the adult Iditarod. For example, Tim Osmar, three-time winner of the Junior Iditarod, competed in the 1998 Iditarod. For more information on the Junior Iditarod, contact:

Junior Iditarod
P.O. Box 870800
Wasilla, Alaska 99687

- 34 The main goal of the Iditarod racers is to —
- (F) care for a team of dogs
 - (G) cross the finish line first
 - (H) celebrate a special holiday
 - (I) carry medicine to sick people

- 35 The section “No Other Race Like It!” suggests that the Iditarod —
- (A) lasts for over a month
 - (B) is a long and difficult race
 - (C) takes place in different states
 - (D) has racers who are mostly the same age

GO ON 

LANGUAGE SKILLS

DIRECTIONS Below is part of Jim White's diary. Read the diary. Then read each item carefully. Choose the best answer. Mark your answer.

It was Saturday, and I went out for a walk. I was walking across the dry riverbed when I saw a plume of smoke.¹

The smoke was thick.² It had to be a big fire. She had never seen³ anything like it. I tied up the horses.⁴ I ran toward the smoke. I raced across the grass, leaving me horses⁵ behind.

When I got closer, I could see that the smoke was actually a column of bats!

Millions and millions of bats were soaring into the sky. They were incredible! I was amazed and just stared at it.⁶

After the bats flew off, I saw a cave nearby and realized that the bats must be nesting there. Holding my kerosene lamp, I crawled into the cave. I shivered.⁷ The air turned damp. I couldn't see anything,⁷ not even a shadow. The depth of the blackness overwhelmed us.⁸

36 In number 1, riverbed when I is best written —

- (F) riverbed if I
- (G) riverbed, or I
- (H) riverbed, so I
- (J) as it is written

37 The best way to combine the sentences in number 2 is —

- (A) thick, if it
- (B) thick, so it
- (C) thick, since it
- (D) thick, although it

38 In number 3, She had never seen is best written —

- (F) I had never seen
- (G) Me had never seen
- (H) He had never seen
- (J) as it is written

39 The best way to combine the sentences in number 4 is —

- (A) horses so I ran
- (B) horses but I ran
- (C) horses, and I ran
- (D) horses where I ran

40 In number 5, me horses is best written —

- (F) my horses
- (G) mine horses
- (H) them horses
- (J) as it is written

41 In number 6, stared at it is best written —

- (A) stared at you
- (B) stared at they
- (C) stared at them
- (D) as it is written

42 The best way to combine the sentences in number 7 is —

- (F) shivered, but the air
- (G) shivered, until the air
- (H) shivered because the air
- (J) shivered although the air

43 In number 8, overwhelmed us is best written —

- (A) overwhelmed me
- (B) overwhelmed you
- (C) overwhelmed them
- (D) as it is written

LANGUAGE SKILLS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

"The garden needs weeding," Mr. Sandoval said to his nephew. "Start with that patch over there."

Roberto pulled on a pair of garden gloves and knelt under the edge ¹ of a scraggly flowerbed. Slender green weeds poked up between the rose bushes and the geraniums. Roberto yanked the weeds up by the roots. Then he raked his fingers across the dirt ² to smooth the soil where the weeds had sprouted. Suddenly he felt a hard, round

object. "What's this?" he asked his uncle, digging it up. "It looks sort of like a potato."

"Let me see. It looks like a bulb," Mr. Sandoval explained. "A bird must have dropped it _____ ³. You should bury it under the soil next to springtime." ⁴

"Then will a potato ⁴ grow out of it?" Roberto asked.

"No," Mr. Sandoval laughed. "A pretty flower will."

44 In number 1, under the edge is best written —

- (F) in the edge
- (G) by the edge
- (H) above the edge
- (J) as it is written

45 In number 2, across the dirt is best written —

- (A) out the dirt
- (B) down the dirt
- (C) during the dirt
- (D) as it is written

46 Which of the following should be added to number 3 to best complete the sentence?

- (F) up the garden
- (G) for the garden
- (H) into the garden
- (J) before the garden

47 In number 4, next to springtime is best written —

- (A) until springtime
- (B) below springtime
- (C) beside springtime
- (D) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about the biography Aysha plans to write. Then read each item carefully. Choose the best answer. Mark your answer.

Aysha wants to write a brief biography of Jackie Robinson, the first African American to play modern major league baseball. She is interested in the problems Robinson faced with the Brooklyn Dodgers. Aysha decided to use this topic as the focus of her biography of Jackie Robinson.

- 1** A biography is a —
- (A) play about a person's life
 - (B) poem about a person's life
 - (C) true account of a person's life
 - (D) make-believe story of a person's life
- 2** What should Aysha do first?
- (F) Organize her notes.
 - (G) Write a rough draft.
 - (H) Tell her friends about Jackie Robinson.
 - (J) Take notes about Jackie Robinson's life.
- 3** Aysha would find the most useful information about Jackie Robinson in —
- (A) a thesaurus
 - (B) a dictionary
 - (C) an atlas of the world
 - (D) a Web site on famous athletes
- 4** Aysha is writing for a class project. Which of these sentences is best for her audience?
- (F) Jackie Robinson was cool, really cool.
 - (G) Like, you should know about Jackie Robinson big time.
 - (H) Jackie Robinson was one of the best players of all time.
 - (J) One should be knowledgeable about Jackie Robinson's endeavors.

PROCESS AND STRATEGIES, *continued*

DIRECTIONS Read the draft of the biography that Aysha wrote. Then read each item carefully. Choose the best answer. Mark your answer.

Jackie Robinson: Major-League Hero

(1) It is nice to make a difference in life. (2) Jackie Robinson had that experience on April 15, 1947. (3) On that day, him became the first African American in the twentieth century to play baseball in the major leagues. (4) Jackie, who was playing with the Brooklyn Dodgers, wanted to open the doors of major-league baseball about other African Americans.

(5) When he was in college, he starred in baseball, football, basketball, and track. (6) After college, he was drafted into the army. (7) Jackie Robinson was born in 1919 in Georgia, but he grew up in California.

(8) During his first season with the Dodgers, Jackie became a target of hatred. (9) Because he was trying to integrate baseball, some people didn't like him. (10) Robinson's Family received hate mail and death threats. (11) People in the crowds yelled insults. (12) Some times the pitcher threw the ball at his head or legs, or the catcher spat at his shoes. (13) Both fans and teammates grew to respect Jackie Robinson.

(14) He had the courage to try to change things. (15) Jackie Robinson was really describing himself when he said, "A life is not important except in the impact it has on other lives."



PROCESS AND STRATEGIES, *continued*

- 5 Aysha wants to be sure sentence 1 grabs the reader's interest. What change, if any, should she make?
- (A) It is good to do something important.
 - (B) How would you like to make history?
 - (C) Some people do really different things.
 - (D) No revision is needed.
- 6 What change, if any, should be made in sentence 3?
- (F) Change *him* to *he*
 - (G) Change *leagues* to *league's*
 - (H) Change *became* to *becomed*
 - (J) Make no change
- 7 What change, if any, should be made in sentence 4?
- (A) Change *about* to *for*
 - (B) Change *wanted* to *wants*
 - (C) Change *Brooklyn* to *brooklyn*
 - (D) Make no change
- 8 Aysha wants to make the order of the events in sentences 5–7 clearer. She should put —
- (F) Sentence 5 after Sentence 6
 - (G) Sentence 5 after Sentence 7
 - (H) Sentence 6 after Sentence 7
 - (J) Sentence 7 before Sentence 5
- 9 What change, if any, should be made in sentence 10?
- (A) Change *Family* to *family*
 - (B) Change *received* to *recieved*
 - (C) Change *Robinson's* to *Robinsons*
 - (D) Make no change
- 10 What change, if any, should be made in sentence 12?
- (F) Change *threw* to *throwed*
 - (G) Delete the comma before *or*
 - (H) Change *Some times* to *Sometimes*
 - (J) Make no change
- 11 Which of these should be added to the beginning of sentence 13?
- (A) Later,
 - (B) Especially,
 - (C) For example,
 - (D) In conclusion,
- 12 Aysha wants to add a sentence after sentence 14 to tell whether Robinson achieved his goal. Which of these should she add?
- (F) He was a good baseball player.
 - (G) Because of his courage, the doors began to open for African American athletes.
 - (H) Today, many baseball fans remember Robinson's first day in the major leagues.
 - (J) When people insulted him, he stopped himself from yelling insults back at them.

WRITTEN COMPOSITION: PERSONAL NARRATIVE

DIRECTIONS Read the writing prompt, then write your narrative on a separate sheet of paper.

WRITING PROMPT

Write a personal narrative for your class to read. Tell about a goal you tried to achieve. Tell about the obstacles and the outcome.