



# ***New York State Testing Program***

**English**

**Language Arts Test**

**Book 3**

Grade

**6**

**January 16–19, 2007**

**Name \_\_\_\_\_**

## TIPS FOR TAKING THE TEST

Here are some suggestions to help you do your best:

- Be sure to read carefully all the directions in the test book.
- Plan your time.
- Read each question carefully and think about the answer before writing your response.

This test asks you to write about what you have listened to or read.

Your writing will NOT be scored on your personal opinions. It WILL be scored on:

- how clearly you organize and express your ideas
- how accurately and completely you answer the questions
- how well you support your ideas with examples
- how interesting and enjoyable your writing is
- how correctly you use grammar, spelling, punctuation, and paragraphs



*Whenever you see this symbol, be sure to plan and check your writing.*

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“Living at the Bottom of the World” by David Krakowski as told to Jessica Perez, excerpts from *Appleseeds’* February 2003 issue: “Antarctica,” copyright © 2003 by Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. Photograph of Palmer Station courtesy of David Krakowski. Used by permission.

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**Reading and Writing****D**irections

In this part of the test, you are going to read an article called “Home Afloat” by a 15-year-old girl who lives on a boat and another article called “Living at the Bottom of the World” about a scientist who works in Antarctica. You will answer questions 31 through 34 and write about what you have read. You may look back at the articles as often as you like.

**Go On**

Wendy Lowe has a very different lifestyle than most 15-year-olds. She lives with her sister and her parents on a boat. They have been sailing around the world for the past nine years.

# Home Afloat

by Wendy Lowe



I can't really remember what it's like to live on land. I'm from New Zealand, but for the last nine years, my family and I have been sailing around on our 40-foot sailboat called *Wild Bird*. I was 6 when we moved aboard. We cruised around the South Pacific and New Zealand before setting sail around the world. We've been to countries in Asia, Africa, Europe, and the Americas. Now I'm 15, and we're on an island in the Caribbean; in another two years, we'll go back to New Zealand.

Sometimes we spend days or weeks traveling from one country to another, but usually a few hours' trip will get us to a new port. At sea, we stand watch because someone has to be on deck at all times to check for ships and make sure the boat is sailing well. At the end of my two-hour watch, I write the weather conditions into a logbook and work out our position on a chart. Dolphins often play around the bow, and sometimes we see whales or turtles. The longest ocean voyage we've taken was 33 days long, from Spain to the Caribbean.

We have to make sure we have enough food stored on *Wild Bird*. There's no fridge on board, so we can't stock up with ice cream or meat. We also have to be careful with how much water we use. Before we entered the Red Sea, we filled up our tanks with safe drinking water from Oman. We used this water ONLY for drinking. When we anchored in Eritrea, Sudan, and Egypt, we brought buckets ashore, filled them with water from nearby wells, and brought them aboard. For three months, we used well water for baths and laundry and washed our dishes with saltwater. A solar panel and wind generator make our electricity, so I can't play a lot of music or use the computer for too long.

We don't have a TV, but there's plenty to do on the boat. When I'm not on watch, I read, listen to music, type e-mails to my friends, or sleep. When we're anchored, I swim, explore on shore, sail the dinghy, and sometimes rollerblade. If I get bored, I do schoolwork.

I do my schoolwork on the boat and send it to New Zealand every two weeks to be marked. I can choose when to work and have holidays whenever I like, as long as I make up my work. Occasionally, my sister and I go to school on land if we're in an English-speaking country. This means we get to meet people our own age—there aren't many other families on boats.

Unfortunately, we only get to be with friends for a short time. When we leave people, there's no way to tell if we'll ever see them again. But we have lots of friends around the world, and it's fun to keep in contact with them.

My favorite thing about this lifestyle is that each day is different. We can do what we want at any time, and it's not unusual to dive on a tropical reef one day and explore a city the day after. I wouldn't change my life for the world.

***Go On***

**31**

In the chart below, describe **two** advantages and **two** disadvantages of living on a boat. Use details from the article in your answer.

**LIVING ON A BOAT**

Advantages		Disadvantages	
1.		1.	
2.		2.	

**32**

Wendy’s lifestyle gives her a lot of freedom to choose what she wants to do each day, but it also means she has additional responsibilities. Describe some of Wendy’s freedoms and responsibilities that are different from those of most 15-year-olds. Use details from the article to support your answer.

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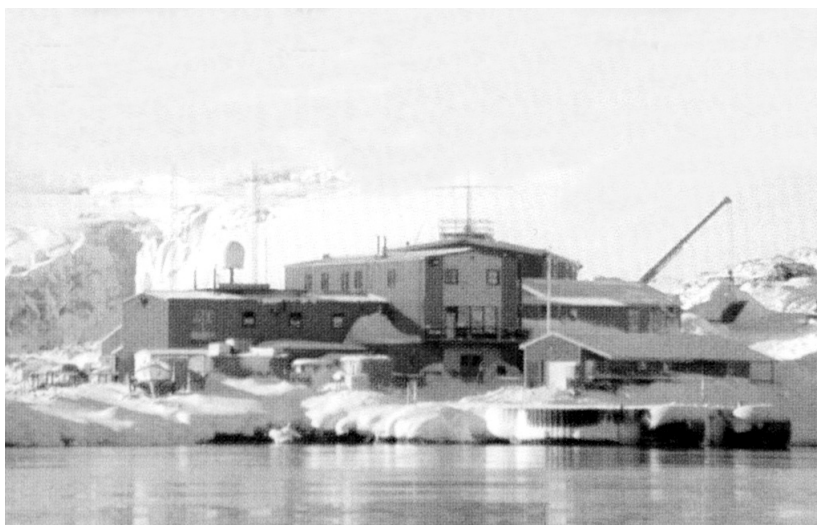
Research scientist David Krakowski spent three months studying sea life at Palmer Station, the U.S. research station 20 miles west of the Antarctic Peninsula. He worked with divers to study invertebrates (animals without backbones), such as sea stars and sea urchins.

# Living at the Bottom of the World

by David Krakowski and Jessica Perez

## Clothing

Because the weather outside was very cold and windy, I wore special clothing issued by the U.S. Antarctica Program—thermal underwear, socks, boots, a hat, a waterproof coat, and gloves. Anytime I was near the water, I wore a bright-orange float-coat that worked as a life preserver. The divers wore even more warm layers plus a watertight dry suit to protect them from the icy water. They also carried more than 50 pounds of equipment.



*Palmer Station*

Inside the station, I worked in the indoor aquarium and the laboratories, examining specimens through a microscope. I wore clothes just like yours. Palmer Station was kept well heated and protected from the weather outside.

## Food and Water

You might think that the food at a polar station would be gross. You'd be wrong. We had two cooks who made delicious meals every day. At Palmer Station, fresh water was precious. Melting glacier ice for water used a lot of fuel, so we purified the salty seawater. We conserved fresh water whenever possible; the toilets flushed with seawater.

## Exploring

On weekends, we hiked or skied on the glacier behind the station or took short boat trips. To be able to explore or work “off-station,” everyone first went to Survival School—a safety and survival training class.

**Go On**

When we were on the glacier, we stayed on marked paths to avoid falling into deep cracks in the ice hidden by snow. On boat trips, we avoided dangerous icebergs. We were careful not to disturb any animals, because there are strict rules to protect them. A few times, penguins and seals visited us at the station, though.

### **Evening Activities**

After a long day of work or play, we relaxed. Everyone ate dinner together in the cafeteria. Then, I'd head to the game room. We watched movies on a big-screen TV, played computer games, and even had parties. No TV or radio stations come into Antarctica, so we communicated with the outside world using e-mail. We got regular mail, but it took about a month for it to get to the station in good weather.

Because I woke every day at 7:00 A.M. (in spring, this was four or five hours after sunrise), I was exhausted by 11:00 P.M. You need a good night's sleep to be ready for another exciting day on Palmer Station!



**33**

The author says, “After a long day of work or play, we relaxed.” How is what David Krakowski does in Antarctica in the evening to relax **similar** to and **different** from what an average person in the United States might do? Use details from the article to support your comparison.

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***Go On***

## ***Planning Page***

You may PLAN your writing for question 34 here if you wish, but do NOT write your final answer on this page. Your writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 9 and 10.













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Place Student Label Here



**Grade 6**  
**English Language Arts Test**  
**Book 3**  
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*The McGraw-Hill Companies*

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