

**McGraw-Hill Science © 2000, Texas Edition  
TAKS Practice Test**

**Grade 5, Chapter 9  
Earth, Your Home**

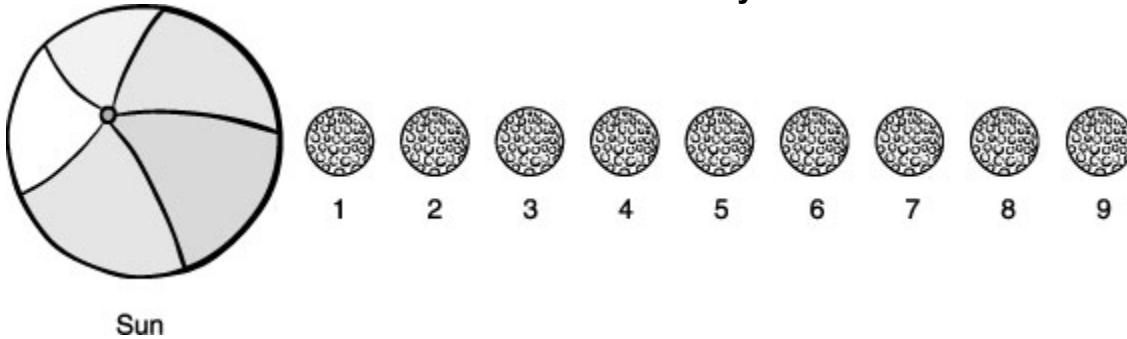
**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

- 1** Which of these materials is a nonrenewable resource?
- A** Wood
  - B** Wheat
  - C** Sunlight
  - D** Diamonds and other gems
- 2** How do we use Earth's minerals?
- A** We use minerals only for electrical wires.
  - B** We use minerals only for airplanes and spacecraft.
  - C** We use minerals only for jewelry.
  - D** We use minerals for a huge number of products.
- 3** Which of these planets is farthest from Earth?
- A** Mars
  - B** Mercury
  - C** Jupiter
  - D** Neptune
- 4** Venus orbits the Sun between which two other planets?
- A** Earth and Mars
  - B** Mercury and Earth
  - C** Mars and Jupiter
  - D** Uranus and Neptune

Use the illustration, text, and your knowledge of science to answer Questions 5 and 6.

### Model of the Solar System

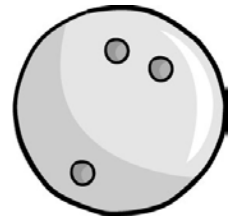


A student uses a beach ball to model the Sun. He uses nine golf balls to model the planets.

- 5 Which of these changes would make the model of the Solar System more accurate?
- A Replace the beach ball with a tennis ball.
  - B Move golf balls 5 to 9 closer together.
  - C Replace golf balls 1 to 4 with four peas, and replace golf ball 9 with a pea.
  - D Paint golf balls 1 to 4 blue. Paint the other golf balls green.

- 6 What if the student replaces the beach ball with a bowling ball? The bowling ball is smaller than the beach ball, and much heavier.

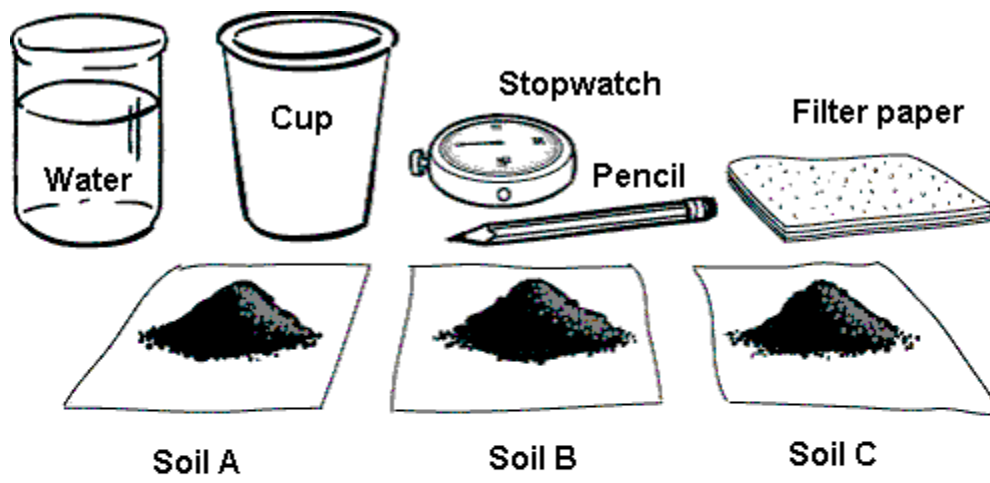
How does the bowling ball improve the model?



- A The bowling ball better models the Sun's size
- B The bowling ball better models the Sun's mass.
- C The bowling ball better models the Sun's shape.
- D The holes in the bowling ball model holes in the Sun.

- 7** Scientists predict that the Rocky Mountains gradually will become shorter and rounder over many, many years. Why would this happen?
- A** Volcanoes would deposit lava around the mountains.
  - B** Earth's shifting plates would slowly move the mountains.
  - C** Air, water, gravity, and changes in temperature would break down the rocks that form the mountains.
  - D** Glaciers would roll over the mountains.
- 8** What do glaciers, earthquakes, wind, and moving water all have in common?
- A** All are found everywhere on Earth.
  - B** All work to keep Earth the same.
  - C** All work to make Earth larger.
  - D** All are forces that change Earth's surface.
- 9** Meteorites are rocks from space that strike a planet or moon. Do more meteorites hit Earth or the Moon? Why?
- A** More meteorites hit Earth. Earth is larger than the Moon.
  - B** More meteorites hit Earth. Earth has stronger gravity than the Moon.
  - C** More meteorites hit the Moon. Meteorites burn up in Earth's atmosphere. The Moon lacks an atmosphere.
  - D** Equal numbers of meteorites hit Earth and the Moon.
- 10** A scientist discovers a fossil of a fish in sedimentary rock. She dates the fish to be 300 million years old. What conclusion can she draw?
- A** Three hundred million years ago, fish were able to live on land.
  - B** Three hundred million years ago, the land where the fossil was found was underwater.
  - C** Three hundred million years ago, someone buried the fish in rock.
  - D** The rock was originally igneous rock.

Use the illustration, text, and your knowledge of science to answer Questions 11 to 13.



How quickly does water travel through different soils? A student designed an experiment to answer this question.

The materials are shown above. Here is the procedure:

1. Use a pencil tip to punch a hole in the bottom of the paper cup.
2. Place a circle of filter paper inside the cup, covering the hole.
3. Fill the cup with Soil A.
4. While sealing the hole with your finger, add 20 milliliters of water to the cup.
5. Hold a second cup below the first. Release your finger, and time how long it takes the water to drain.
6. Empty both cups. Repeat Steps 2 to 5 for Soil B, then for Soil C.

- 11** What is the purpose of the filter paper in this experiment?
- A** It keeps the soil in the cup, but lets water drain through.
  - B** It represents air spaces within soil.
  - C** It lets the student see into the cup.
  - D** It keeps water inside the cup.
- 12** Which of these directions should the student follow to best compare Soils A, B, and C in this experiment?
- A** Use equal amounts of each kind of soil.
  - B** Add more than 20 milliliters of water to any soil made of very large particles.
  - C** Make the hole larger for each trial.
  - D** Use the same water for each trial.
- 13** What if the student measured the amount of water in the second cup after Step 5? This measurement could be used to find out \_\_\_\_\_.
- A** the size of the soil particles
  - B** the size of the air spaces within the soil
  - C** the amount of water the soil held
  - D** how long water takes to drain from the soil
- 14** How does peat change into coal?
- A** At the bottom of a swamp, bacteria decay peat into coal.
  - B** Buried under rock layers, peat freezes into coal.
  - C** Buried under rock layers, peat changes into coal due to heat and pressure.
  - D** People heat peat in furnaces, changing it into coal.

**ANSWER KEY and CORRELATIONS:**

<b>Question</b>	<b>Answer</b>	<b>TAKS</b>	<b>McGraw-Hill Science Grade 5 textbook</b>
1	D	3.11A	p. 423
2	D	3.11A	p. 422
3	D	3.11C	p. 389
4	B	3.11C	p. 389
5	C	3.11C, 5.3C	p. 388
6	B	5.3C, 3.11D	p. 391
7	C	5.11A	p. 406
8	D	3.6B	p. 408
9	C	5.12C	p. 410
10	B	5.11B	p. 431
11	A	4.11A	p. 434
12	A	4.11A	p. 434
13	C	4.11A, 5.2B	p. 434
14	C	5.11C	p. 433