

Fiction: Comprehension Practice 6

Section A: Reading

Read this passage from *The Boy Who Biked the World* and then answer the questions in the question paper.

Sitting at his desk at school, Tom used to stare out of the window and dream of adventure. He didn't want to be at school. He wanted to be an explorer! He daydreamed about the wonderful places in the world that he had read about in books or on the internet. How exciting it would be to stand on the Great Wall of China and stare out towards the wilds of Mongolia. It would be brilliant to watch grizzly bears fishing for salmon in Alaskan rivers. He wanted to eat Chinese food in China, noisily slurping noodles with chopsticks.

5

Think of a country in the world – any country – and you can be sure that Tom had dreamed about it. Tom wanted to go to every single country in the world. And, as there are around 200 countries in the world, he knew that he had to get started soon.

10

Tom was gazing out of the classroom window. He could hear birds singing and he could no longer hear the teacher. How lovely! Undisturbed dreaming. Gradually, Tom noticed that the room had gone quiet. Too quiet. With a burst of embarrassment, he realised the whole class was looking at him. He jumped in his seat. No longer was he battling through the rainforest. He was back in his maths lesson. And the teacher was waiting for an answer. Oh dear! Tom didn't even know what the question was. So he definitely didn't know the answer.

15

'Erm ... I don't know,' Tom mumbled.

'You don't even know what the question was, Tom, do you?' demanded Tom's teacher. He was fed up with Tom's daydreaming.

20

'No, I don't know what the question was. Sorry!' apologised Tom.

He liked Mr Field and didn't want to make him angry. It wasn't Mr Field's fault that Tom was a daydreamer.

'So, where in the world were you dreaming of this time?' asked Mr Field, his voice rising and his face turning pink with annoyance. 'Timbuktu? The North Pole?' Some of the class sniggered. Mr Field continued, waving his hands in the air in frustration.

25

'I am sick and tired of having to repeat everything I say to you because you are thousands of miles away in the Amazon jungle. You're on long distance quests when you should be doing your long division questions!' 30

Tom blushed. The children at the front of the classroom were enjoying this. Watching the teacher turn as red as a beetroot was more fun than doing their work. Every minute Mr Field spent shouting at Tom was one minute closer to the end of the lesson. 35

And then it happened. He had certainly not planned it. He didn't know what made him do it, but suddenly Tom heard himself saying out loud, 'I'm going to be an explorer! I am going to go round the world.'

Even old Mr Field laughed.

At that moment the lunch bell rang, saving Tom from further embarrassment. 40

Section A: Reading

For
Teacher's
Use

Spend 30 minutes on this section.

Read the passage in the INSERT and then answer these questions.

1 Read the statements below about Tom.

Tick (✓) **two** boxes that we know are **true** from the passage.

Tom wanted to learn about different kinds of wildlife.

☐

Tom enjoyed most of his lessons at school.

☐

Tom was unsure about what he wanted to do in the future.

☐

Tom had found out how people in far-away places live.

☐

Tom was only interested in eating food he was used to.

☐

[2]

2 Where did Tom get his information about different places from?

.....[1]

3 What place was Tom daydreaming about when the teacher asked him a question?

.....[1]

4 What time of day does the story take place?

.....[1]

5 Why could Tom 'hear birds singing'?

.....[1]

- 6 'So, where in the world were you dreaming of this time? Timbuktu? The North Pole?' (Lines 25-27) Explain why Mr Field asked Tom this.

.....[1]

- 7 (a) What was Tom's attitude towards Mr Field and his lessons?

Use words and phrases from the text to explain your answer.

.....
.....[1]

- (b) Why was Mr Field irritated by Tom's behaviour?

.....[1]

- 8 Why did Tom blush when Mr Field spoke to him?

.....[1]

- 9 Has Tom been caught daydreaming before?

Yes

☐

No

☐

[1]

Select evidence from the text to support your answer.

.....
.....[1]

- 10 From whose point of view is this story being told?

.....[1]

Explain how you know.

.....
.....[1]

These sentences describe some of Mr Field's reactions to Tom's daydreaming.

11 (a) Underline the metaphor.

'I am sick and tired of having to repeat everything I say to you because you are thousands of miles away in the Amazon jungle.' [1]

(b) Look at this sentence. Underline the simile.

Watching the teacher turn as red as a beetroot was more fun than doing their work. [1]

(c) What do you think the word 'frustration' means in this sentence?

Mr Field continued, waving his hands in the air in frustration.
.....[1]

12 (a) The passage is a short extract from the book *The Boy Who Biked The World*.

From the evidence **in this extract**, which genre do you think the story is?

Tick (✓) the correct answer.

adventure	<input type="checkbox"/>	
biography	<input type="checkbox"/>	
legend	<input type="checkbox"/>	
science fiction	<input type="checkbox"/>	
traditional tale	<input type="checkbox"/>	[1]

(b) Explain your answer by giving **one** quote from Tom.

.....[1]

13 Do you think this passage was taken from the beginning, the middle or the end of the story?

Tick (✓) **one** box.

Beginning	<input type="checkbox"/>
Middle	<input type="checkbox"/>
End	<input type="checkbox"/>

Explain your answer.

.....

.....[1]

Section B: Writing

Spend 30 minutes on this section.

14 You have read a passage from *The Boy Who Biked The World*.

Imagine that you are Tom and it is now several years later. Write a story to describe your first trip as an explorer to a faraway place.

Use these ideas to help you plan your story.

Characters	How did you feel during the trip? Did you travel with anyone? If so, who?
Setting	Where did you travel to?
Plot	How did you travel to this place? What kinds of things did you see and hear there? How long did you stay? What kind of people did you meet?

Remember to include as much detail as you can in your story. Try to make your story exciting, so that people reading it will want to read on to find out what happens.

PLANNING

Spend **up to five minutes** making notes in the box to plan your story.

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