

English Language Supplementary Worksheets

Grade 4

Reading Comprehension Practice
Booklet (2)
2025 – 2026

Name: _____

Section: _____



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Fiction: Comprehension Practice 1

Text for Section A

Extract from *The Fellowship of the Ring* by J. R. R. Tolkien.

Part 1

'The rumours you have heard are true,' said Gandalf. 'Sauron the Great, the Dark Lord, has indeed arisen again. He has rebuilt his tower in the land of Mordor and is fast becoming very strong. Now give me the ring for a moment.'

Frodo handed the ring slowly to the wizard. It felt suddenly very heavy and he experienced a strange reluctance for Gandalf to touch it. Gandalf held it up. It was of pure and solid gold. 'Can you see any markings on it?' he asked. 5

'No,' said Frodo. 'It is quite plain. Furthermore it never shows a scratch or any sign of wear.'

'Well then, look!' To Frodo's astonishment and distress, the wizard threw it suddenly into the middle of a glowing corner of the fire. Frodo gave a cry and groped for the tongs; but Gandalf held him back. 10

Part 2

'Wait!' he said in a commanding voice, giving Frodo a quick look from under his bristling brows. No apparent change came over the ring. After a while Gandalf got up, closed the shutters outside the window, and drew the curtains. The room became dark and silent, though the clack of Sam's shears could still be heard faintly from the garden. The wizard stood looking at the fire; then he stooped and removed the ring with the tongs, and at once picked it up. Frodo gasped. 15

'It is quite cool,' said Gandalf. 'Take it!' Frodo received it on his shrinking palm: it seemed to have become thicker and heavier than ever. 'Hold it up!' said Gandalf. As Frodo did so, he now saw fine lines, running along the ring, outside and inside: lines of fire that seemed to form the letters of a flowing script. They shone piercingly bright, and yet remote, as if out of a great depth. 20

'I cannot read the fiery letters,' said Frodo in a quavering voice.

Part 3

‘No,’ said Gandalf, ‘but I can. The letters are Elvish, but the language is that of Mordor, which I will not utter here. But in the Common Tongue this is what is said:

25

*One Ring to rule them all, One Ring to find them,
One Ring to bring them all and in the darkness bind them,
In the Land of Mordor where the Shadows lie.’*

30

He paused, and then said slowly in a deep voice: ‘The fire-writing is the last proof. This is the One Ring. Sauron made it himself, and put a great part of his power into it. It was lost many ages ago and he greatly desires it back – but he must *not* get it. It must be destroyed and put beyond his grasp forever.’

35

Frodo sat silent and motionless. ‘This ring!’ he stammered, ‘Why not just destroy it?’

‘There is only one way that can be done,’ replied Gandalf. ‘The ring must be cast into the Fire Mountain in Mordor. You have been chosen and will have to go, but I don’t think you need to go alone if you know of someone you can trust.’

Section A: Reading

Spend 30 minutes on this section.

Read the **Text** for **Section A, Part 1** in the Insert, and then answer the questions.

1 Look at lines 1–3.

Give an example of:

a past simple verb form

a present continuous verb form

an adverb

[3]

2 Look at lines 4–6.

(a) What is the ring made of?

[1]

(b) Frodo does not want to give the ring to Gandalf.

Give **two** quotations from the text that tell us this.

•

•

 [2]

3 Look at lines 7–11.

(a) The ring does not have any markings on it.

Give **one** adjective from the text that tells us this.

[1]

(b) Which adjective describes the fire?

[1]

(c) Give **one** example of a connective that is used to add information.

[1]

Now read the **Text** for **Section A, Part 2** in the Insert.

4 Look at lines 12–18.

(a) “Wait!” he said in a commanding voice ...’

What do you understand about Gandalf from reading this sentence?

Tick (✓) **two** boxes.

He is angry with Frodo.

He wants to control the situation.

He thinks the ring is worth nothing.

He is unsure what Frodo will do next.

He knows what will happen to the ring.

[2]

(b) Give **one** example of alliteration.

[1]

(c) Nothing seems to happen to the ring while it is in the fire.

Give **one** quotation from the text that tells us this.

[1]

(d) What does *drew* (line 14) mean in the text? Tick (✓) **one** box.

painted

touched

pulled

tied

[1]

(e) Why does Frodo gasp?

[1]

(f) Why does the writer choose to end the paragraph with such a short sentence: 'Frodo gasped.'?

Give **two** reasons.

• _____

• _____

[2]

5 Look at lines 19–24.

(a) Frodo is afraid to touch the ring.

Give **one** phrase that tells us this.

[1]

(b) Give **two** examples of commands from lines 19–24.

• _____

• _____

[2]

Now read the **Text** for **Section A, Part 3** in the Insert.

6 The writer has put lines 28–30 on separate lines and in *italics*. Why has the writer done this?

[1]

7 Look at line 34. The writer has used italics here for a different reason. Why has the writer used italics here?

[1]

8 Look at this line: ‘*One Ring to bring them all and in the darkness bind them*’ (line 29).
Put the words in line 29 in alphabetical order. The first and last are done for you.

all.....

.....

.....

.....

.....

.....

.....

them.....

them.....

to_____

[1]

9 Look at the whole text again (lines 1–39). Do you think Frodo is scared of Gandalf?

Tick (✓) **one** box.

Yes

No

Explain your answer. Give **one** quotation from the text to support your answer.

Explanation: _____

Quotation: _____ [2]

Section B: Writing

Spend 30 minutes on this section.

10 Read this introduction to a story.

Fred and Lizzie are staying with their aunt for the holidays. One rainy day they decide to look through some old boxes in the attic.

Now continue the story yourself to explain what special object the children find and the adventure that follows.

Ideas to help you:

- Characters/objects: Fred and Lizzie
 A special object
 Are there any more characters?
- Setting Does the story continue anywhere else?
 Another room? Another land?
 Another time?
- Plot What special object do they find?
 How do they find out what is special about it?
 What happens after they find it?
 How does the story end?

Space for your plan:

Write your continuation of the story on the next page.

[25 marks]

Fiction: Comprehension Practice 2

Text A, part 1

Extract from 'Mysterious Traveller' by Mal Peet

Issa, an old and blind man, is a desert guide. He is in the desert with his granddaughter searching for three important travellers from the East who have gone missing.*

Characters:

Issa, the Grandfather, also known as Baba;

Mariama, the Granddaughter;

Jin-Jin, the camel.

In the morning, her grandfather shook Mariama awake. The stars were fading into the dawn. She blew life back into the fire and she and Issa sat close to it wrapped in their blankets.

After a while, Issa said, 'Is it light enough to see yet?'

'Yes, Grandfather, just.'

5

He pointed with his stick. 'Can you see a little path over there, going up? Yes? Follow it to the top of the cliff, then come back and tell me what you saw. And be careful.'

Mariama climbed the steep path. It was just a crack in the rock. When at last she reached the top, she stood wide-eyed.

10

The mountains stretched before her to the very edge of distance. Some had peaks that were flat-topped and grooved like huge and ancient teeth. Others were bent and twisted like goats' horns. And they were all a deep, dark blue, like the scarves of the camel-traders who came from the north. But then, as Mariama watched, the light of the rising sun touched the tips of the mountains and painted them a glowing, burning gold.

15

She cried out aloud. And as the sun climbed higher, the golden light slid down. The blue drained away, and now she saw the dark valleys curled among the mountains like the roots of a tree. And from one of these valleys, not far away, arose a little twist of smoke.

20

She turned and hurried down the path.

*Glossary

blind: cannot see

Text A, part 2

Issa was standing waiting for her. 'What did you see?'

'I cannot describe it, Baba. I do not have the words.'

Her grandfather smiled. 'No. I have stood where you stood, trying to think in words. But tell me, did you see smoke?' 25

'Yes.'

'In which direction?'

Mariama told him.

Issa said. 'These valleys are a maze. They are lost. Now, let us make coffee.'

'But Grandfather, should we not set off after the travellers, if they are lost?' 30

'No. That valley is a dead end. They will have to come back the way they came. We have time for breakfast.'

Issa was wrong. They had been riding for one hour when he said, 'Jin-Jin. Stop.'

'What is it, Baba?'

'The wind is wrong. What colour is the sky?'

Looking up, Mariama saw that it was as white as paper. A flock of desert sparrows flew across it, panicking.

Jin-Jin tossed his head and groaned. Suddenly Mariama was afraid.

'On,' Issa said. 'Hurry.'

Mariama urged Jin-Jin onwards, but he resisted. He groaned deep in his throat and tried to turn back. 40

And then Mariama saw why.

The lower edge of the sky had changed again; now it was yellow-purple, the colour of an old bruise. A hot and sudden gust of wind, full of grit, hit Mariama in the face. A boiling, brown cloud loomed over the valley. 45

'A sandstorm, Grandfather!' Mariama cried. 'A sandstorm, coming at us!'

Section A: Reading

Spend 30 minutes on this section.

Read **Text A, part 1**, in the insert, and answer questions 1–7.

1 Look at lines 1–5.

(a) How do Grandfather and the girl stay warm?

 [1]

(b) Give **one** quotation that shows us that Grandfather is blind.

 [1]

2 Look at lines 6–16.

(a) Give **one** phrase that tells us the little path is narrow.

 [1]

(b) How do you think Mariama feels when she gets to the top of the cliff?

Give **one** quotation from the text to support your answer.

Feeling: _____

Quotation: _____

[2]

(c) Which **two** features are used in this section of the text? Tick (✓) **two** boxes.

simile

repetition

alliteration

onomatopoeia

powerful adverbs

[2]

3 Look at lines 13–16.

Explain why commas (,) are used in these lines. Give **two** reasons.

- _____
- _____ [2]

4 Look at lines 17–21. After a short while, Mariama has a clearer view of the valleys below.

Why?

_____ [1]

5 At the end of Text A, part 1, Mariama sees a *twist of smoke*.

Why is this important?

_____ [1]

6 Look at the first line of the story. *In the morning* is a time phrase.

Give **two** more time phrases from the text.

- _____
- _____ [2]

7 What does the writer use to structure the text?

_____ [1]

Now read **Text A, part 2**, in the insert, and answer questions 8–16.

8 Look at lines 22–25.

Why do you think Grandfather smiles at Mariama's answer? Tick (✓) **one** box.

He thinks she's saying something funny.

Mariama is acting as if she's stupid.

He understands how she is feeling.

Mariama is giving the wrong answer.

[1]

9 One character says, '*In which direction?*'. Who says it?

[1]

10 Why is it so easy to get lost in the area where the story takes place?

[1]

11 Grandfather thinks they have time for breakfast before setting off to find the travellers.

Why?

[1]

12 How does Grandfather first know the weather is changing?

[1]

13 (a) Look at lines 38–41.

What do you think this shows about the relationship between Mariama and the camel? Tick (✓) **one** box.

She thinks he is scary.

She is very fond of him.

She understands his feelings.

She is unsure what he will do next.

[1]

(b) Why does Jin-Jin not want to do as he is told?

[1]

14 Look at lines 40–45.

Give **two** words that make the storm seem dangerous.

•

•

[2]

15 Look at the last line of text (line 46). The exclamation marks (!) are used for emphasis.

What emotion are they emphasising?

[1]

16 The structures of **part 1** and **part 2** are different.

How are the two parts different?

[1]

Section B: Writing

Spend 30 minutes on this section.

17 Write a story about a day out which is affected by a sudden change in the weather.

Think about:

- Characters a family?
 a school class?
 friends?
- Setting a day outside the town or city?
 a day at the park?
 a day at the beach?
 a day somewhere else?
- Plot What happens because of the sudden change in weather?
 What do the characters do?

Space for your plan:

Write your story on the next page.

[25 marks]

Fiction: Comprehension Practice 3

Text for **Section A**, an extract from *Melie* by Justina Ireland

A girl called Melie is searching the rocks for mermaids.

I clambered over the rocks, nearly slicing my hand open on a jagged edge. From far off, the jetty had seemed like the perfect place to find my quarry¹, but now that I was on the rocks I began to worry that maybe I should've picked another spot. There was no way I'd be able to get out any farther, at least not this way. 5

I started to head back to the beach to find another spot when I saw them pulling themselves up onto the rocks: mermaids. Gloriously fat, their rainbow hair knotted with bits of seashells as well as coral and kelp. Their skin was blue-gray, and only their brightly coloured tails stood out against the rocks. 10

For months I had been running errands² for the High Sorcerer in hopes that he would take me as an apprentice. He had sent me on task after task, all with the promise of sharing his great wisdom. Anyone in Klydonia could learn magic, but it was incredibly dangerous to be self-taught. One never knew when a spell might backfire and turn an aspiring sorcerer into a lump of clay or a toad. So a teacher was a must. 15

'Halloo!' I called, once I was within shouting distance of the mermaids, giving them a wave. A few mermaids screamed and quickly dove³ back under the safety of the water, but those who had pulled themselves farther up the rocks stayed where they were, their bodies taut with aggression. 20

'Leave us, landling! We'll never tell you the location of our castle or give you any jewels,' called a mermaid with turquoise hair.

'And if you try to come any closer we'll pull you off the rocks and into the cold, dark water,' said another, leaning back on her rock.

'I'm not here for your jewels or to conquer your kingdom! I'm an apprentice to the High Sorcerer, and I've come to ask for a vial full of your tears. It's for a very important spell,' I said. 25

'Why would we help you?' asked the turquoise-haired mermaid. I was beginning to think of her as the leader. 'We hate the sorcerer. He sends his apprentices to hunt us for our scales.' 30

'If you're an apprentice, where are your robes?' called another mermaid, one with lavender hair.

My face burned, and not from the afternoon sun. 'Um, they didn't have the robes in my size. I'm too fat,' I said.

At this the mermaids cried out in dismay. 'Too fat?' 35

'But you look positively malnourished!'⁴

'She'd never survive in the water with so little blubber.'

'Ugh, humans are the worst.'

'I like her skin, though. It's so brown!'

'So,' I said, seeing an opportunity in their outrage. 'It would be a huge boon if you could give me some tears.' 40

A few of the mermaids murmured agreement, but the turquoise-haired mermaid was unmoved. 'We aren't going to give you them for nothing. It's very hard to cry. So what can you give us in return?'

I grinned, and leaned forward as much as I could while sitting very uncomfortably on a very jagged rock. 'How about a story?' 45

Glossary

¹quarry: something that someone is looking for

²running errands: doing tasks / doing jobs

³dove: American word for dived

⁴malnourished: underfed / not having enough to eat

50

Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the insert, and answer questions 1–13.

1 Give **one** word from the first paragraph (lines 3–6) that tells us the narrator has difficulty moving about.

_____ [1]

2 (a) What word does the pronoun *them* (line 7) replace?

_____ [1]

(b) What does the word *Gloriously* (line 8) tell us about how the narrator feels about mermaids?

_____ [1]

3 How is the third paragraph different from the first and second paragraphs?
Tick (□) **two** boxes.

It is written in the third person.

It orders events chronologically.

It describes a time before the present.

It gives background information.

It introduces a new narrator.

[2]

4 The fourth paragraph (lines 17–20) begins with direct speech.
What effect does this have on the reader?

_____ [1]

5 Look at lines 21–27.

(a) The first mermaid to speak calls the narrator a *landling* (line 21).
What does the name mean?

[1]

(b) When the second mermaid speaks, what is she doing?
Tick (□) **one** box.

inviting the narrator

warning the narrator

instructing the narrator

teasing the narrator

[1]

(c) Give **one** word that means a *container*.

[1]

6 Look at lines 28–30.

Why does the narrator think of the turquoise-haired mermaid as the leader?

[1]

7 Look at lines 33–34.

Explain what the writer's use of the word *burned* tells us about the narrator's face and her feelings.

[2]

8 Look at lines 35–39.

The writer tells us what the mermaids say, but not who says it. Why doesn't the writer tell us who the individual speakers are?

[1]

9 Look at lines 38–46.

What **two** literary techniques does the writer use?

Tick (□) **two** boxes.

personification

onomatopoeia

alliteration

rhyme

simile

[2]

10 How does the description of the setting in the final paragraph link back to the beginning?

[1]

11 Look at the whole text. This is a piece of fantasy writing.

Give **one** feature of fantasy writing that is found in the text.

[1]

12 When the mermaids first see the narrator, we are told that the mermaids' bodies are *taut with aggression* (line 20). Why do you think the mermaids are so unfriendly? Give **two** reasons. Support each reason with a quotation.

First reason: _____

Quotation: _____

Second reason: _____

Quotation: _____

[4]

13 Eventually the mermaids agree to help the narrator. Why do you think the mermaids do this? Give **two** reasons. Support each reason with a quotation.

First reason: _____

Quotation: _____

Second reason: _____

Quotation: _____

[4]

Section B: Writing

Spend 30 minutes on this section.

14 Write the beginning of the story that the narrator tells the mermaids.

This story needs to:

- be about the mermaids
- show the mermaids as the heroes of the story
- describe at least one event.

Space for your plan:

Write your story on the next page.

[25 marks]

Fiction: Comprehension Practice 4

Text for **Section A**, an extract from 'A Dangerous Game' by Malorie Blackman

'Come on, Sam,' said Billy. 'Show them you can do it.'

The cheers and jeers of the crowd around Sam were so loud that he could only just hear his best friend Billy. Sam tried to ignore the frantic beat of his heart slamming against his ribs. He tried to ignore the deafening noise all around him. Instead, he forced himself to focus on his arms. Big mistake! The muscles in Sam's upper arms felt like they'd locked solid and caught fire! 5

'Come on, Sam!' Billy's yells were even more urgent now.

'What a wimp!' said another voice. 'Look at the sweat dropping off his forehead. He's only done four press-ups and he's ready to pass out.'

Sam didn't need to look up to know who'd just spoken. Brandon. 10

I am not a wimp, Sam thought. I'll show you maggot-face! I can do this, I know I can. I just need to push!* Sam tried to relax his arm muscles a tiny bit – so that they'd unlock without the rest of his body crashing to the floor.

Push!

Sam gritted his teeth so hard they felt like they'd shatter at any second. He tried to force his arms to push the rest of his body upwards. At that moment, Sam felt as if he had an adult elephant sitting on his back. His mum was always nagging him about how skinny he was and how he needed to put on more weight to become stronger. But Sam didn't feel the least bit strong right then! 15

'Almost, Sam. Almost,' screamed Billy. He sounded like he was about to burst a blood vessel. But Sam had never been so grateful for the sound of Billy's voice. He could do it ... *He could do it ...*

He couldn't!

Sam collapsed in a heap on the gravel below him. A sharp piece of stone dug into his chin, but Sam didn't even wince. No matter how much his chin might hurt, it couldn't compare to how awful he felt inside. He'd failed. 25

'Oh!' The crowd gave a disappointed sigh – as if Sam had let them all down as well. He turned his head. Some of them were drifting away already. Others were looking at him and shaking their heads.

'I told you he wouldn't be able to do five press-ups,' Brandon sneered. 'I'm surprised he could manage four.'

'Shut up, Brandon,' snapped Billy. 'Sam did his best.'

'His best isn't up to much,' Brandon replied. 'His best is less than my worst!'

'Leave him alone,' said Billy. 'He's only just got over being ill ...'

'When is he going to stop using that as an excuse for being so useless?'
Brandon said, unimpressed.

35

Sam wished his friend would shut up. He knew that Billy was only standing up for him, but it wasn't making him feel any better. In fact, it was just the opposite – Billy was making him feel worse. Sam had his breath back now and scrambled to his feet.

40

***Glossary**

maggot-face – a rude, childish insult

Section A: Reading

Spend 30 minutes on this section.

Read the **Text** in the insert, and answer questions 1–9.

1 Look at the first line of the text.

Why does Billy speak to Sam? Tick (✓) **one** box.

to encourage him

to distract him

to criticise him

to humour him

[1]

2 Look at lines 1–6.

(a) What is *cheers and jeers* an example of? Tick (✓) **one** box.

alliteration

metaphor

rhyme

simile

[1]

(b) Give **one** quotation from the text that tells us Sam is feeling nervous.

[1]

(c) The writer says the noise is *deafening*.

What does this tell us about the noise?

[1]

(d) What does the writer mean when she says Sam's arms *felt like they'd locked solid and caught fire*? Tick (✓) **one** box.

His arms are burnt.

His arms are sore.

His arms are strong.

His arms are trapped.

[1]

3 Look at lines 7–14.

(a) Sam and Brandon are **not** good friends.

Give **two** examples of their behaviour which show us this.

- _____
- _____

[2]

(b) The writer emphasises the word *Push* by writing it in *italics* and putting it on a separate line.

Why does the writer want to emphasise the word?

_____ [1]

4 Look at lines 15–23.

(a) Which word means 'break'?

 [1]

(b) What literary technique does the writer use in line 17?

 [1]

(c) The writer wants to show the reader that Sam really believes he can carry on doing press-ups.

How does the writer show this? Give **two** ways.

• _____

• _____ [2]

(d) Why is an exclamation mark used in line 23?

Tick (✓) **one** box.

To show:

fear

uncertainty

confusion

disappointment

[1]

5 Look at lines 24–29.

(a) Explain in your own words why Sam feels *awful*. Give **two** reasons.

- _____
- _____ [2]

(b) Which word does *them* replace?

_____ [1]

(c) Give **one** two-word phrase that means ‘leaving slowly’.

_____ [1]

6 Brandon compares himself to Sam.

Explain in your own words what Brandon is comparing. Give **one** quotation from the text to support your answer.

Explanation: _____

Quotation: _____

[2]

7 Look at lines 30–36.

(a) Which phrase tells us that Sam has been unwell recently?

_____ [1]

(b) Give **one** example of a word that has a negative prefix.

_____ [1]

8 Look at lines 37–40.

(a) Find **one** example of a pronoun.

[1]

(b) Find **one** phrase that means ‘stood up’.

[1]

9 Read the whole text again. Would you like Billy as a friend? Tick (✓) **one** box.

Yes

No

Give **two** reasons why, using evidence from the text.

•

•

[2]

Section B: Writing

Spend 30 minutes on this section.

10 Read the final paragraph of the extract again.

Now continue the story to explain what the characters did next.

Ideas to help you:

- Plot What did Sam do next?
 Did Brandon and his friends leave?
 Did Sam start to feel better?
- Characters Sam
 Billy
 Brandon
 anyone else?
- Setting at a school?
 at a park?
 somewhere else?

Space for your plan:

Write your continuation of the story on the next page.

[25 marks]

Fiction: Comprehension Practice 5

Text for Section A, an extract from 'Moon Bear' by Gill Lewis

Tam and his friend Noy are spending a night in the forest to see if they can catch sight of a bear which has been entering their village.

I rubbed my eyes and breathed in deeply, filling my lungs with the cool night air. Above, the moon had forced an arc across the sky. We had been waiting all night. The forest was dark and still. This was the dark before the dawn. The dark when the spirits walked.

I wriggled forward and peered down from our high rock. Moonlight reflected from the wide pools below the waterfall, the ripples spreading in perfect circles of bright, white light. The sweet scent of moth flowers drifted across the water. The whole forest was deep in sleep. Maybe Noy was wrong. Maybe it wouldn't come tonight.

I stared into the folds of darkness on the far side of the river. In the deep shadows between the rocks and boulders, a darker shadow was stirring. I twisted a loose piece of forest vine through my fingers and watched. Despite the coolness of the night, my palms ran slick with sweat. I could feel the blood pumping through my hands. I swallowed hard. Below, some 50 paces away, the shadow moved. It formed, gathered shape and stepped out into the moonlight.

5

10

15

I grabbed Noy in the ribs.

'Wake up!'

Noy's head jolted up. 'What?'

'Ssh,' I said. 'It's here, now.'

Noy wiped the sleep from his face and leant out. He looked down at the river and gripped my arm, 'Where?'

'There!'

The shadow rose onto its hind legs and sniffed the air.

I held my breath.

A bear. A huge bear. I had never seen one before. It was taller than Pa. Taller than the Chief. The crescent of white fur on its chest was bright against the dark fur of its body. It sniffed the air again, its small round ears twitching in our direction. It was the bear of the Old Stories. A Moon Bear.

20

25

Right here.

Right now.

30

I pressed myself into the rock. We were downwind, wrapped in shadow. The thunder from the waterfall drowned our noise. Yet, as we lay still and hidden, I wondered if the bear would sense us somehow. Did she know we were here?

Noy tensed up beside me. I could hear his breath, soft and shallow. I could feel him waiting too. The bear dropped onto all four paws and leant forward into the river. She dipped her head low and drank, gulping the water, her ears swivelling backward and forwards. I breathed out slowly. Noy leaned into me, 'I told you she would come.'

35

The bear was thin. She'd eaten our crops and broken into the feed store, and put fear into our village. Yet no one had managed to catch her.

40

Noy thrust a small flashlight in my hand. 'Go', he said. 'Go now.'

'I thought we were going together.'

Noy shook his head, 'One of us has to keep watch. Besides you're smaller and will fit between the rocks.'

I glared at him. We were born the same night, under the same moon. People thought we shared our souls like twin brothers. Yet Noy was the chief's youngest son. He always got his way.

45

Section A: Reading

Spend 30 minutes on this section.

Read the **Text**, in the Insert and answer questions 1–10.

1 Look at the first paragraph (lines 1–4).

(a) Give **one** example of a countable noun and **one** example of an uncountable noun from the first sentence (line 1).

Countable: _____

Uncountable: _____ [2]

(b) How do we know it is not yet morning? Give **two** quotations from the paragraph.

• _____

• _____ [2]

(c) Give **one** example of an adjective that is being used as a noun in the paragraph.

_____ [1]

2 Look at the second paragraph (lines 5–9).

(a) Give **one** word from the paragraph that means 'looked'.

_____ [1]

(b) Give a **three-word** phrase from the paragraph that is an example of rhyme.

_____ [1]

(c) Which literary technique does the writer use when describing the forest?
Tick (✓) **one** box.

alliteration

onomatopoeia

personification

simile

[1]

3 Look at the beginning of the third paragraph (lines 10–15).

(a) What is Tam looking at?

_____ [1]

(b) Look at this phrase: *the shadow moved* (lines 14–15).

Give **three** verbs from earlier in the paragraph that tell the reader about movement.

- _____
- _____
- _____ [3]

(c) The narrator feels nervous.

Give **two** quotations from the paragraph that tell us this.

- _____
- _____ [2]

4 The writer uses structure to create excitement in lines 16–24. How does the writer do this? Give **two** ways.

- _____
- _____ [2]

5 What does *one* (line 25) refer to?

_____ [1]

6 Why did Tam press himself into the rock?

_____ [1]

7 Which of the following statements about the bear are true? Tick (✓) **two** boxes.

Her body has a lot of fat.

Her fur has more than one colour.

Her eyes follow the boys' movements.

Her ears move as she is drinking.

Her movements are noisy.

[2]

8 Do you think Tam and Noy are in danger? Tick (✓) **one** box.

Yes

No

Explain your answer. Give a quotation from the text to support your answer.

Explanation: _____

Quotation: _____

[2]

9 Tam and Noy are the same age.

Give **one** quotation from the text that tells us this.

[1]

10 How do you think the villagers will feel towards Tam and Noy if they catch the bear? Why? Explain your answer, giving evidence from the text.

[2]

Section B: Writing

Spend 30 minutes on this section.

11 Continue the story about Tam and Noy. What happens next?

Ideas to help you:

- Characters Tam?
Noy?
the Chief?
anyone else?
- Setting the forest?
the village?
anywhere else?
- Plot Are the boys safe?
Does the bear see the boys?
Does Noy help Tam?

Space for your plan:

Write your continuation of the story on the next page.

[25 marks]

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

biography

legend

science fiction

traditional tale

[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

Middle

End

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.

Fiction: Comprehension Practice 7

Text for **Section A**, an extract from *Tales of the Unexpected* by Roald Dahl

Billy is a young travelling salesman working for a large company. He has arrived in a town he has never been to before. It is evening and he only has a little money. He is looking for a cheap place to stay.

Billy was seventeen years old. He was wearing a new navy-blue overcoat and a new brown suit, and he was feeling fine. He walked briskly down the street. He was trying to do everything briskly these days. Briskness, he had decided, was the one common characteristic of all successful businessmen. 5

There were no shops on this wide street that he was walking along, only a line of tall houses on each side, all of them identical. They had porches and pillars and four or five steps going up to their front doors, and it was obvious that once upon a time they had been swanky residences. But now, even in the darkness, he could see that the paint was peeling from the woodwork on their doors and windows, and that the handsome white facades¹ were cracked and blotchy. 10

Suddenly, in a downstairs window that was brilliantly illuminated by a street-lamp, Billy caught sight of a printed notice. It said BED AND BREAKFAST. There was a vase of yellow chrysanthemums², tall and beautiful, standing just underneath the notice. He stopped walking. He moved a bit closer. 15

Green curtains (some sort of velvety material) were hanging down on either side of the window. The chrysanthemums looked wonderful beside them. He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. The room itself, so far as he could see in the half-darkness, was filled with pleasant furniture. There was a baby-grand piano and a big sofa and several plump armchairs. 20

After dithering about in the cold for two or three minutes, Billy decided that he would walk on. He turned to go. And a queer thing happened. He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there. 25

BED AND BREAKFAST, it said. BED AND BREAKFAST, BED AND BREAKFAST, BED AND BREAKFAST. Each word was like a large black eye staring at him through the glass, holding him, compelling him, forcing him to stay where he was and not to walk away from that house, and the next thing he knew, he was actually moving across from the window to the front door of the house, climbing the steps that led up to it, and reaching for the bell. 30

He pressed the bell. 35

Far away in a back room he heard it ringing, and then at once, it must have been at once because he hadn't even had time to take his finger from the bell-button, the door swung open and a woman was standing there. Normally you ring the

bell and you have at least a half-minute's wait before the door opens. But this dame³ was like a jack-in-the-box. He pressed the bell – and out she popped! It made him jump.

40

She was about fifty years old, and the moment she saw him, she gave him a warm welcoming smile.

'Please come in,' she said pleasantly.

Glossary

¹facade: the front of a building

²chrysanthemum: a type of flower

³dame: an American word for a woman

Section A: Reading

Spend 30 minutes on this section.

Read the **text** in the insert, and answer Questions 1–10.

1 Look at lines 5–8.

(a) What is it about Billy's clothes that makes him feel good?

..... [1]

(b) What does this paragraph tell us about Billy's ambitions?

..... [1]

2 Look at lines 9–14.

Give evidence from the text to complete the table below describing the area Billy is walking in.

| Where Billy is walking... | Evidence from the text |
|---|------------------------|
| ...is a place where people live | |
| ...the buildings were all built at the same time | |
| ...the buildings were luxurious and expensive at some point in the past | |
| ...the buildings have been neglected | |

[4]

3 Look at lines 15–18.

(a) What attracted Billy's attention as he was walking down the street?

..... [1]

(b) Explain why the writer uses some long and some short sentences here.

.....
..... [2]

4 Look at lines 19–24. Why are brackets () used?
Tick (✓) **one** box.

Brackets are used to give...

an extra detail.

a precise definition.

a character's opinion.

an equivalent phrase.

[1]

5 Look at lines 25–28.

(a) Give **one** passive verb form.

..... [1]

(b) Give **two** synonyms for *strange* from this paragraph.

•
.....
•
.....

[2]

6 Look at lines 31–32.

The writer uses different ways to make a dramatic impact here. How does the writer make an impact? Give **two** ideas.

•
.....
•
.....

[2]

7 The climax of this story is when Billy rings the doorbell.
How does the writer use text structure to emphasise this climax? Give **two** ideas.

-
•

[2]

8 Look at lines 36–44.

(a) Look at the first sentence in this section. What is the purpose of the commas?
Tick (✓) **two** boxes.

to separate adjectives

to separate items in a list

to indicate a conjunction follows

to indicate parentheses in a sentence

to separate a quotation from the rest of a sentence

[2]

(b) Look at line 40. Why is a dash (–) used in this line?
Tick (✓) **one** box.

A dash is used to...

join two related sentences.

connect two similar ideas.

repeat the information more dramatically.

show one action is connected to another.

[1]

9 Look at the last line (line 44). What does the woman's behaviour tell us about who she is?

[1]

10 Do you think that the house is a good place for Billy to stay overnight? Tick (✓) **one** box.

Yes

No

Give **two** reasons for your opinion and support each reason with a quotation from the text.

Reason 1:

Quotation 1:

Reason 2:

Quotation 2:

[4]

Section B: Writing

Spend 30 minutes on this section.

11 Billy decides to stay at the Bed and Breakfast house. That night, he is sitting around the fire with another guest and the lady that opened the door. The lady tells the story of the house and some strange things that have happened there.

Write the story that the lady tells.

Think about:

- what happened in the house in the past?
- how do those past events influence the present?
- what happens after the lady finishes telling her story?

Space for your plan:

Write your story on the next page.

[25 marks]

Fiction: Comprehension Practice 8

Text for **Section A**, an extract from *A Monster Calls* by Patrick Ness

The monster showed up just after midnight. As they do.

Conor was awake when it came.

He'd had a nightmare. Well, not a nightmare. *The* nightmare. The one he'd been having a lot lately. 5

'Go away,' Conor whispered into the darkness of his bedroom, trying to push the nightmare back, not let it follow him into the world of waking. 'Go away now.'

Conor blinked groggily at his room, then he frowned. There was something he was missing. He sat up in his bed, waking a bit more. The nightmare was slipping from him, but there was something he couldn't put his finger on, something different, something – 10

Nothing.

And then something. Something he realised was the thing that had woken him.

Someone was calling his name.

Conor.

15

He felt a rush of panic, his guts twisting. Had it followed him? Had it somehow stepped out of the nightmare and –?

'Don't be stupid,' he told himself. 'You're too old for monsters.'

Conor.

There it was again. Conor swallowed. It had been an unusually warm October, and his window was still open. Maybe the curtains shushing in the small breeze could have sounded like – 20

20

Conor.

All right, it wasn't the wind. It was definitely a voice, but not one he recognised.

This voice had a quality to it, a monstrous quality, wild and untamed. 25

25

Then he heard a heavy creak of wood outside, as if something gigantic was stepping across a timber floor.

He didn't want to go and look. But at the same time, a part of him wanted to look more than anything.

Wide awake now, he pushed back the covers, got out of bed, and went over to the window. 30

And then he heard his name again.

Conor.

Like it was being whispered in both his ears.

'What?' Conor said, his heart thumping, suddenly impatient for whatever was going to happen. 35

A cloud moved in front of the moon, covering the whole landscape in darkness, and a whoosh of wind rushed down the hill and into his room, billowing the curtains. He heard the creaking and cracking of wood again, groaning like a living thing, like the hungry stomach of the world growling for a meal. 40

Then the cloud passed, and the moon shone again.

And here was the monster.

Already taller than Conor's window, the monster grew wider as it brought itself together, filling out to a powerful shape, one that looked somehow strong, somehow mighty. It stared at Conor the whole time, and he could hear the loud, windy breathing from its mouth. It set its giant hands on either side of his window, lowering its head until its huge eyes filled the frame, holding Conor with its glare. Conor's house gave a little moan under its weight. 45

And then the monster spoke.

Conor O'Malley, it said, a huge gust of warm, compost-smelling breath rushing through Conor's window, blowing his hair back. Its voice rumbled low and loud, with a vibration so deep Conor could feel it in his chest. 50

I have come to get you, Conor O'Malley, the monster said.

Section A: Reading

Spend 30 minutes on this section.

Read the **text** in the insert, and answer Questions 1–11.

1 Look at the first line (line 2).

(a) Which of these means the same as the verb in the first sentence?
Tick (✓) **one** box.

advanced

arrived

escaped

entered

[1]

(b) Look at line 2. What does the second sentence tell us about monsters?

[1]

2 Look at lines 3–7.

(a) The writer puts *the* in italics. What does this tell us about Conor's dream?

[1]

(b) Why does Conor give a command ('Go away')?

[1]

3 Look at lines 8–12.

(a) How does the writer build suspense in lines 8–11?

[1]

.....
.....
(b) Explain how the writer breaks the tension at this point.

[2]

4 Look at lines 13–18.

What does the pronoun *it* refer to?

[1]

5 Look at lines 18–24.

Which of the following techniques does the writer use? Tick (✓) **one** box.

onomatopoeia

alliteration

simile

rhyme

[1]

6 Look at lines 25–29.

(a) Give **one** word that is used to avoid repeating the word *wood*.

[1]

(b) Which word best describes the way Conor is feeling at this point?

Tick (✓) **one** box.

annoyed

confused

exhausted

embarrassed

[1]

7 Look at lines 30–36.

(a) Conor is described as being *Wide awake now*... Give a **two-word** phrase from earlier in the text that tells us he wasn't like this to begin with.

[1]

(b) Give **one** example of a verb in the passive voice.

[1]

8 Look at lines 37–40.

The writer uses alliteration to describe something. What is it?

[1]

9 Look at lines 41–48.

Explain how the writer describes the size of the monster. Give **two** ideas and support each idea with a quotation.

First idea:

Quotation:

Second idea:

Quotation:

[4]

10 Look at lines 49–53.

(a) The monster speaks twice. What do the monster's words tell us about the monster?

Tick (✓) **two** boxes.

The monster...

is being very polite and friendly.

knows exactly who it is speaking to.

thinks the boy has invited it to come.

has a reason for appearing here and now.

wants to cause as much damage as possible.

[2]

(b) Give **one** quotation that tells us the monster is very close to Conor now.

.....

[1]

11 Look at the whole text. Do you think that Conor is afraid of the monster?
Tick (✓) **one** box.

Yes

No

Give **two** reasons for your choice. Support each reason with a quotation.

Reason 1:

Quotation 1:

Reason 2:

Quotation 2:

[4]

Section B: Writing

Spend 30 minutes on this section.

Your teacher has asked you to write a story about a day when a small, unexpected visitor arrives.

Think about:

who the visitor is and what they are like
when and how they arrive, and where they came from
what the visitor does next and how you feel about it.

Non-Fiction

Non-Fiction: Comprehension Practice 1

Section A: Reading

Spend 20 minutes on this section.

For
Teacher's
Use

Read this text from a book about keeping clean and then answer the questions.

Keeping Clean

Keeping clean helps you to stay healthy and stops you from spreading germs.

What are germs?

Germs are tiny organisms, or living things, that may cause disease (illness). They are so tiny you cannot see them. Many germs are infectious, which means they can be passed from one person to another.

5

Where do germs come from?

Germs are all around us. They are in the earth, in the air and in water. But if you keep clean and wash regularly, there is no need to worry about them.

10

How do germs make us ill?

There are different types of germs such as bacteria and viruses. Bacteria can make your teeth rot and decay. Viruses give you illnesses such as flu, mumps and measles.

15

How does my body keep germs out?

Most of your body is covered in skin, which helps to protect you from germs.

20

How do I keep my skin healthy?

Having a shower or bath and using soap makes sure your skin stays healthy. Eating lots of fruit and vegetables, and foods such as meat and fish, is also good for your skin.

1 Give one reason from the text why it is good to keep clean.

[1]

.....

2 List two places from the text where you can find germs.

1

2 [1]

3 Tick (✓) two boxes which give true information from this text about germs.

All germs are infectious.

Bacteria and viruses are germs.

Germs are very very small.

Germs pass through the skin.

Washing helps to spread germs.

[2]

4 Underline up to five words or phrases which show the main points about germs in this paragraph.

Germs are tiny organisms, or living things, that may cause disease.

They are so tiny you cannot see them. Many germs are infectious.

[2]

5 Tick (✓) the best description of the text.

It contains mostly facts.

It contains mostly opinions.

It contains about half facts and half opinions.

[1]

6 Compare these texts.

| Text 1 | Text 2 |
|--|--|
| Having a shower or bath and using soap makes sure your skin stays healthy. Eating lots of fruit and vegetables, and foods such as meat and fish, is also good for your skin. | To keep your skin healthy you must: <ul style="list-style-type: none">• use soap in baths and showers.• eat fruit, vegetables, meat and fish. |

The information in both texts is the same but the language used is different.
Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

[1]

Read this song, which is an old advertisement for Matey Bubble Bath, then answer the questions. (Matey Bubble Bath comes in a bottle.)

Matey Bubble Bath

Your Matey's a bottle of fun.
You put me in the bath.
I'm loved by everyone.
I'm always good for a laugh.

Matey for Clean Fun.

And while they splash in the tub,
Your Matey gets them clean.
So you don't have to scrub,
No matter where they've been.

Matey gets Kids Clean.

I've one more thing to tell:
Your Matey leaves things bright.
I clean the bath as well,
There isn't a mark in sight!

*Matey
Clean Fun
Clean Kids
Clean Bath*

7 (a) What do 'they' have to do to get clean using 'Matey'?

[1]

(b) In what way does Matey 'leave things bright'?

[1]

8 (a) Why do you think a song was used to advertise 'Matey'?

[1]

(b) Do you think it makes a successful advertisement? Tick (✓) one box.

Yes

No

Explain your answer.

[1]

9 Who is this text aimed at? Tick (✓) one box.

parents

children

other adults

Explain how you know.

[1]

10 This text is an advertisement. Identify one feature of a persuasive text that you can find here.

[1]

11 What is the purpose of the short statements at the end of each verse of the song?

[1]

Section B: Writing

Spend 25 minutes on this section.

12 The reading text *Keeping Clean* was taken from a book which tells children how to stay healthy.

Write your own page for the book to give children advice and information about ways of staying healthy. For example:

- healthy eating
- the need for exercise
- the need for sleep
- another way of keeping healthy.

You should think about:

- how to organise the text
- who your audience is and why they might be reading the book.

PLANNING

Spend up to 5 minutes making notes in the box to plan your page.

Purpose and Audience [6]

Punctuation [2]

Text Structure [5]

Spelling [2]

Section C: Grammar, Punctuation and Vocabulary

For
Teacher's
Use

Spend 15 minutes on this section.

13 Join the underlined words in the sentence to match the correct word class.
One has been done for you.

Tiny germs may cause disease if you don't wash regularly.

noun

adjective

verb

adverb

pronoun

[2]

14 (a) Underline two connectives in this sentence.

Have a shower or a bath every day so you stay clean and healthy. [1]

(b) Join this sentence

Your skin helps to keep germs out.

to this sentence

It doesn't cover your whole body.

using the best connective you can think of. Remember to include punctuation. Write your sentence here.

..... [1]

15 Move the adverb to a different place in the sentence without changing the meaning.

Washing your hands frequently will help to keep you healthy.

..... [1]

16 (a) Underline all parts of the verb in this sentence.

I have bought a bottle of Matey for my bath.

[1]

(b) Rewrite the sentence in the future tense.

[1]

.....

17 Correct two errors in this sentence.

Washing your hand when you goes to the bathroom will keep you healthy.

[1]

18 Decide whether each sentence is a statement, question or order.

| sentence | type of sentence |
|-----------------------------------|------------------|
| Buy Matey bubble bath. | |
| How does it keep your bath clean? | |

[1]

19 Add one comma to this sentence.

Although germs do not always cause disease it is better to be careful.

[1]

20 Add two apostrophes to this passage.

Tiny germs can spread illness if you're not
careful, but they can affect each person's body
differently.

[1]

21 Add the missing punctuation to these sentences.

"Do you use bubble bath asked Jo.

"Yes I do I replied.

[2]

22 Read this sentence about staying healthy.

It is important to prevent the spread of illness, so everyone is requested to cover their mouth when they cough.

Write other words or phrases that mean the same as the underlined words. Your new words must keep the meaning and make sense in the sentence.

prevent [2]

requested [2]

Non-Fiction: Comprehension Practice 2

Section A: Reading

For
Teacher's
Use

Spend 20 minutes on this section.

Read this text from a webpage about bees and then answer the questions.

All about bees

A bee is an insect that has three body parts: a head, a thorax and an abdomen. It also has six legs and four wings.

Bees fly from flower to flower, sipping nectar and collecting pollen. In the hive, where they live, the nectar is turned into honey to use as food. The pollen that bees collect helps plants to reproduce (make more plants). Flowers that attract bees are usually yellow, blue or purple. Many bees look for only one type of flowering plant, which stops different bees from fighting over the same flower!

There are thousands of bees in each hive. All the bees in the hive work together and help each other. Every bee has a job to do. The queen bee lays the eggs; the worker bees build the honeycomb (the place the honey is stored), collect food and care for the larvae (baby bees).

Bees are the only insects in the world that make food people can eat. They also help our crops and plants grow.

1 Name **one** of the body parts of a bee.

..... [1]

2 Name **two** things that bees get from flowers.

1

2.....[1]

3 Tick (□) two boxes which give **true** information from this text about bees.

Worker bees lay eggs.

Bees work as a group.

Pollen is used to make honey.

The queen bee cares for the larvae.

The honey is kept in a honeycomb.

[2]

4 In the text 'All about bees', paragraphs are used. Draw lines to link each paragraph with its main topic described in the boxes.

1st paragraph

What bees do

2nd paragraph

Why bees are useful

3rd paragraph

What do bees look like?

4th paragraph

How bees live together

[2]

5 Tick (✓) the best description of the text.

It contains mostly facts.

It contains about half facts and half opinions.

It contains mostly opinions.

[1]

6 Compare these texts.

| Text 1 | Text 2 |
|---|---|
| Most gardens do not attract bees. Bees like gardens with different kinds of flowers and many colours. Unfortunately, not enough is done to attract bees to our gardens. | Make your garden bee friendly! If you want bees in your garden, you must: <ul style="list-style-type: none">• plant lots of flowers• make sure they're different colours• not do anything to harm bees. |

The information in both texts is the same, but the language used is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....

[1]

Read this information text about the process of making honey, then answer the questions.

How is honey made?

Honey is a sweet food that is made by bees and enjoyed by humans!

1. The first step in honey making is collecting the nectar. Field bees, the older worker bees, leave the hive to search for nectar. They have a strong tongue like a tube, called a proboscis. They use this to suck up the nectar.
2. Once the nectar is collected, the field bees return to their hives. Young worker bees take the nectar from the field bees.
3. Next, the nectar is turned into honey inside the beehive. The first honey the bees make has a lot of water in it.
4. Now, the water in the honey is reduced. This is done by the honey bees. By moving their wings very quickly, they make the air move around. This dries the honey.
5. Once the honey is drier, the bees seal it into the honeycomb.
6. A beekeeper can now collect the honey from the hive. And, finally, the honey is bottled and sold so that we can enjoy it.

7 (a) What does a bee use its proboscis for?

.....[1]

(b) What do bees do to dry the honey?

.....[1]

8 (a) Why have numbered paragraphs been used in 'How is honey made?'

..... [1]

(b) How do connectives, such as 'next' and 'finally', help the reader? Tick (✓) **one** box.

They make the text more interesting.

They make the order clear.

They encourage readers to read more.

They describe how honey is made.

[1]

9 What is the purpose of this text? Tick (✓) **one** box.

To describe

To persuade

To explain

Explain how you know.

.....

..... [1]

10 The text 'How is honey made?' has technical words in it (words that are special to the topic being written about). Give **one** example of a technical word.

..... [1]

11 Why has an exclamation mark been used at the end of the first sentence in the text 'How is honey made?' Tick (✓) **one** box.

To show agreement

To express fear

To show surprise

To express confusion

[1]

Section B: Writing

For
Teacher's
Use

Spend 25 minutes on this section.

12 Your teacher has decided that your class can keep a pet. You have been asked to suggest an animal and to explain why it would make a good pet. You should give some facts about the animal and explain how it should be looked after.

You should include:

- an introduction
- some facts about the animal
- information about how to look after it.

Think about:

- how to organise the text
- how to make the text interesting and clear.

PLANNING

Spend up to 5 minutes making notes in the box to plan your page.

Purpose and Audience [6] Punctuation [2]

Text Structure [5] Spelling [2]

Sentence Structure [5]

Section C: Grammar, punctuation and vocabulary

For
Teacher's
Use

Spend 15 minutes on this section.

13 Join the underlined words in the sentences to match the correct word classes. One has been done for you.

Young bees are called larvae. They are looked after carefully by the workers.

noun

adjective

preposition

adverb

pronoun [2]

14 (a) Underline **two** connectives in this sentence.

Bees make honey so they can feed the larvae and have a food store for winter. [1]

(b) Join this sentence

Bees like yellow, blue or purple flowers.

to this sentence

Some bees search for only one colour or type of flower.

using the best connective you can think of. Remember to include punctuation.

Write your sentence here.

.....

..... [1]

15 Move the adverb to a different place in the sentence without changing the meaning.

A beekeeper will carefully collect honey from the hive.

..... [1]

16 (a) Underline all parts of the verb in this sentence.

A beekeeper will collect the honey from the hive.

[1]

(b) Change the sentence in (a) from the future to the past.

..... [1]

17 Correct **two** errors in this sentence.

Field bees flies from the hive to finding pollen and nectar.

[1]

18 Decide whether each sentence is a **statement, question or order**.

| Sentence | Type of sentence |
|------------------------------------|------------------|
| Plants need bees to spread pollen. | |
| How do bees make honey? | |

[1]

19 Add **one** comma to this sentence.

Although bees make honey to feed their larvae humans can eat it too. [1]

20 Add **two** apostrophes to this passage.

The queen bees job is very important. Colonies
cant survive without one. [1]

21 Add the missing punctuation to these sentences.

"Where do bees live asked Tom.

"In a hive Toms teacher replied.

[2]

22 Read this sentence about bees.

To avoid unnecessary danger, an experienced beekeeper is needed to remove any bee hives that have been built in people's homes.

Write other words or phrases that mean the same as the underlined words.
Your new words must keep the meaning and make sense in the sentence.

unnecessary

remove.....[2]

Non-Fiction: Comprehension Practice 3

Text A

The flight of the RoboBee

The latest buzz in robots is a mechanical bee modelled on a real insect

Bumblebees may need to look out for some new flying critters. Scientists have created a new kind of mechanical 'insect', called the RoboBee. RoboBees fly through the air by remote control. They are the size of a small coin, weigh less than a tenth of a gram and their wings beat an amazing 120 times per second.

5

But what's the use of little flying robots?

Programmed to protect

RoboBees are currently controlled remotely, like a toy helicopter. But scientists are working on building small brains for them. The brains will allow the robots to carry out important tasks without needing humans to control them. One of those tasks is helping with search-and-rescue operations. For example, the RoboBees could take cameras inside a collapsed building.

10

RoboBees might also be able to help real bees with an important job in farming. They pollinate plants, which helps the plants produce seeds and fruit. For the last few years, many bees have been mysteriously disappearing. In the future, RoboBees may be able to help if there are not enough real bees available.

15

Mimicking animals

Although they are called RoboBees, they are modelled on flies. RoboBees are not the only robots that people are basing on animals. Scientists around the world are borrowing designs from the animal kingdom. There are robots that mimic donkeys, rats, and hummingbirds – among others.

20

Text B

Rickie the Robobopper

Light up your classroom with Rickie the new walking, talking, dancing, singing, whirling, twirling remote-controlled robot. Delight your learners with fun-filled lessons that let them experience robotics. Fun and educational, Rickie the Robobopper is the perfect introduction to computer science.

Buy now from \$50 while stocks last!

5

Buyers rate this product



341 reviews

Awarded Educational Toy of the Year!

- Strong, sturdy design
- Child-friendly controls
- Available in a range of colours
- Simple and easy-to-follow programmes
- Supports the Primary Maths Curriculum
- Learners can progress at their own level of ability
- Fantastic textbooks available for teachers and learners

10

15

‘What a great educational toy – my science class absolutely love studying with Rickie.’

NO BATTERIES NEEDED – NOW COMPLETELY RECHARGEABLE!

Supplied with a USB cable, Rickie the Robobopper can be recharged either using your computer or a wall socket.

20

SAVE \$\$\$ when you buy two.

HUGE SAVINGS when you buy four or more.

At these spectacular prices why not buy more? Get the whole class Robobopping!

Section A: Reading

For
Teacher's
Use

Spend 30 minutes on this section.

Read **Text A**, a newspaper report, in the Insert. Then answer questions 1–12.

1 Look at lines 1–5.

What do these lines tell you about RoboBees?

Tick (✓) **one** box.

They are tiny.

They look like bees.

They make a loud noise.

They are the only flying robots.

[1]

2 'The latest **buzz** in robots is a mechanical bee modelled on a real insect'
(line 1)

Give **one** reason why the writer chooses to use the word 'buzz'.

..... [1]

3 Which word in lines 1–5 tells you that the writer is impressed?

..... [1]

4 'But what's the use of little flying robots?' (line 6)

Why does the writer ask this question?

Tick (✓) **two** boxes.

to get an answer from the reader

to interest the reader

to describe the RoboBee

to persuade the reader

to connect two parts of the text

[2]

5 Complete the sentence below using the correct word from the text.

Having a will allow RoboBees to work without people's help.

[1]

6 Why is it better to use RoboBees instead of people to go inside a collapsed building?

.....

[1]

7 Give the adverb from lines 8–12 that means 'from a distance'.

.....

[1]

8 Some scientists think that RoboBees will be used in farming in the future.

How do scientists think that RoboBees could help farmers?

.....

[1]

9 (a) How do you know what the paragraphs will be about before you read them?

.....

[1]

(b) Look at lines 8–16.

Explain why the writer has chosen to use **two** paragraphs to give the information instead of **one**.

.....

[1]

10 Look at lines 13–21.

Give a connective word that introduces two opposite ideas.

.....

[1]

11 What does ‘– among others’ in line 21 tell you?

.....

[1]

12 **Text A** is a newspaper report.

Give **one** feature of newspaper reports used in this text.

.....

[1]

Read **Text B**, an advertisement for a robot, in the Insert. Then answer questions 13–18.

13 Give **two** ways that Rickie the Robobopper moves.

An example has been done for you.

1 walks

2

3..... [2]

14 Give **two** commands from the text.

1

2..... [2]

15 Look at these phrases giving facts and opinions.

Tick (✓) **two** opinions.

Awarded Educational Toy of the Year!

Simple and easy-to-follow programmes

Available in a range of colours

At these spectacular prices

No batteries needed

[2]

16 Give **two** school subjects that Rickie the Robobopper helps learners with.

1

2..... [2]

17 Give **one** example of how the information in the text is organised to make it easy to understand the main points.

.....
.....

[1]

18 How has the writer used language to persuade the reader that Rickie the Robobopper is an excellent product?

.....

Give an example from the text to support your answer.

[2]

Section B: Writing

For
Teacher's
Use

Spend 30 minutes on this section.

19 Imagine you have designed a robot for children your age which can entertain and help them.

Write an advertisement for your robot.

Ideas to help you:

- What shape is your robot? (human, animal, other?)
- What can it do to entertain children?
- What can it do to help children?
- What other special features does it have?

Remember to:

- use persuasive language.

Do **not** include pictures.

PLANNING

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

Space for your plan:

Write your advertisement on the next page.

[25 marks]

Non-Fiction: Comprehension Practice 4

Poem A, Friends by Abbie Farwell Brown.

Friends

How good to lie a little while
And look up through the tree!
The Sky is like a kind big smile
Bent sweetly over me.

1

The Sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.

5

The Wind comes stealing o'er the grass
To whisper pretty things;
And though I cannot see him pass,
I feel his careful wings.

9

So many gentle Friends are near
Whom one can scarcely see,
A child should never feel a fear,
Wherever he may be.

13

Poem B, New School by Kevin McCann.

New School

In the playground corner
I stand and see:
Girls with skipping ropes,
Boys with footballs
And everyone shouts at once.

1

In the playground corner
I stand and see:
A teacher looking at his watch,
Cup of coffee in one hand
And a whistle in the other.

6

In the playground corner
I stand and see:
Big kids sharing jokes and sweets,
One skits our headmaster
And everyone knows everyone else.

11

In the playground corner
I stand on my own
And wish and wish
I could just go home.

16

Section A: Reading

For
Teacher's
Use

Spend 30 minutes on this section.

Read **Poem A** in the Insert. Then answer questions 1–11.

1 Look at lines 1–4.

What is the narrator doing?

..... [1]

2 Which words are used to persuade you that the Sky is caring?

Give the adjective

Give the adverb [2]

3 Why does the narrator say that the Sunshine 'flickers' (line 5)?

.....

..... [1]

4 How does the writer make the Sunshine seem comforting?

.....

..... [1]

5 Give **one** word that tells you that the Wind moves quietly and secretly.

..... [1]

6 The narrator experiences the Wind in **two** ways.

Tick (✓) **two** boxes to show which senses the narrator uses.

hearing

sight

smell

taste

touch

[2]

7 The first line of each verse has eight syllables.

How does the writer make line 9 have eight syllables?

.....

[1]

8 Underline **two** examples of alliteration in this verse:

So many gentle Friends are near

Whom one can scarcely see,

A child should never feel a fear,

Wherever he may be.

[2]

9 (a) The narrator says that you should never be afraid.

What reason does she give?

.....

[1]

(b) Why do the words Sunshine, Wind and Sky begin with capital letters in this poem?

.....

[1]

10 Choose the best word to describe how the narrator feels.

Tick (✓) **one** box.

hopeful

relaxed

bored

lonely

[1]

11 The writer uses a simile (where something is 'like' or 'as' something else) to help describe things in the poem.

Find **one** example of a simile in the poem.

.....

[1]

Read **Poem B** in the Insert. Then answer questions 12–20.

12 Look at lines 1–5.

What is the narrator doing?

Tick (✓) **one** box.

watching

skipping

running

shouting

[1]

13 What is the teacher doing that suggests playtime is almost finished?

.....

..... [1]

14 Which word in the poem means 'pretends to be someone else'?

..... [1]

15 Write **one** line from the poem that suggests the narrator is the only child who is new at the school.

..... [1]

16 Where does the narrator want to be?

..... [1]

17 Tick (✓) the **best** word to describe how the narrator feels.

hopeful

relaxed

bored

lonely

[1]

18 Give **two** ways in which the first and last verses have different moods.

1

2 [2]

19 Give **one** example of repetition from the poem.

..... [1]

This question is about **Poem A** and **Poem B**.

20 Give a theme that is the same in both poems.

..... [1]

Section B: Writing

Spend 30 minutes on this section.

21 'It was my first day at school. The bell rang for the end of playtime. I walked through the classroom door and I could not believe what I saw ...'

Continue the story about the narrator's first day at a new school.

Describe:

- what the narrator saw
- how the narrator felt at the beginning of the day
- who the narrator made friends with
- what the narrator did
- how the narrator felt at the end of the day.

| | |
|-------------------|---|
| Characters | <ul style="list-style-type: none">• the narrator• new friends?• teachers? |
| Setting | <ul style="list-style-type: none">• the school?• the classroom?• the playground? |
| Plot | <ul style="list-style-type: none">• What happened to the narrator?• Did the narrator do anything exciting? |

PLANNING

Spend **up to five minutes** making notes to plan your writing in this box.

Space for your plan:

Continue the story on the next page.

[25 marks]

Non-Fiction: Comprehension Practice 5

Text A

Maglev trains

On 2nd December 2003, the Japanese JR-Maglev became the fastest train in the world by reaching an impressive 603 kilometres per hour. So why don't countries everywhere have Maglev trains?

The way Maglevs operate is very simple – but very clever. A 'guideway' (the track) is made up of gigantic magnets, and this creates a magnetic field. This pushes away other magnets attached to the bottom of the train instead of wheels, making the train rise above the ground. When electricity is sent to the magnets, the magnetic field changes. This moves the train.

The Maglev has so many positives. There is no contact between the train and the track, which means nothing can affect speed or control: Maglev trains are fast and safe. No wheels means no loud noise. And with no fuel or engine, Maglevs are environmentally friendly. They're also unaffected by extreme heat or cold.

The biggest problem with Maglev trains is the high cost of setting them up. Maglevs cannot run on normal tracks: the guideways all need to be built.

One passenger described her experience travelling on the Shanghai Maglev as impressive. She said that it took her less than ten minutes to get to the airport 30 kilometres away. She commented that she couldn't believe how smooth the journey was and didn't feel she was travelling at speed at all, adding that 'it was a fantastic experience'.

5

10

15

Text B

Three terrific train trips kids will love

Over the mountains, over the sea, or even over the wizarding world of Hogwarts – here are three of the best train trips for the whole family to enjoy.

Bernia Express, Switzerland to Italy

Children love tunnels, right? So what about a four-hour trip on the Bernia Express? With 196 bridges and 55 tunnels, your kids will be thrilled!

Jacobite Steam Train, Scotland

Come on an adventure and enjoy the magic – ride the Harry Potter Hogwarts Express across western Scotland. Considered by many as ‘one of the greatest railway journeys in the world’, this ride is as dramatic as it sounds.

5

Mumbai to Goa, India

Wow! Your kids will love the hustle and bustle, excitement and explosive colour of Indian trains. The Mumbai to Goa train passes luscious coconut groves and magnificent lakes, and rattles past urban areas with colourful houses. Famed for its food vendors who wander up and down the aisles, offering loads of delicious snacks.

10

Section A: Reading

Spend 30 minutes on this section.

Read **Text A** about a special kind of train called a Maglev, in the Insert, and then answer questions 1–6.

1 Look at the first paragraph (lines 1–3).

Give **one** word that tells us that the writer thinks the speed of the train is amazing.

[1]

2 Look at the second paragraph (lines 4–8).

(a) Give **one** adjective that means 'enormous'.

[1]

(b) Why is a comma (,) used in line 8?

[1]

(c) Look at these sentences: 'When electricity is sent to the magnets, the magnetic field changes. This moves the train.' (Lines 7–8)

Replace the full-stop (.) and 'This' with a suitable connective. Tick (✓) **one** box.

, where

, who

, when

, which

[1]

3 Look at the third paragraph (lines 9–12). Maglev trains do **not** have the same problems as other trains.

Which figurative technique does the writer use to emphasise this?

Tick (✓) **one** box.

metaphor

rhyme

repetition

simile

[1]

4 Look at the last paragraph (lines 15–19).

(a) Give **two** adjectives the passenger uses to describe her train ride on a Maglev.

- _____
- _____

[2]

(b) Why does the writer use direct speech?

_____ [1]

5 The five paragraphs do **not** have subheadings.

(a) Match the paragraphs to a suitable sub-heading.

first paragraph

Advantages of Maglevs

second paragraph

Speed of Maglevs

third paragraph

How Maglevs work

fourth paragraph

Disadvantages of Maglevs

[3]

(b) Write a suitable sub-heading for the fifth paragraph.

_____ [1]

(c) What would the purpose be of having these sub-headings in this text?

_____ [1]

6 How would transport in your country be better with Maglev trains?

Give **three** ways, using information from the text.

• _____

• _____

• _____ [3]

Read **Text B** about train rides for children, in the Insert, and then answer questions 7–12.

7 Look at the main heading. What literary technique is used?

Tick (✓) **one** box.

alliteration

simile

onomatopoeia

rhyme

[1]

8 Why would children find the Bernina Express trip so exciting?

[1]

9 Look at the third paragraph. (Lines 5–7)

There are several opinions given in the paragraph – some are the writer's opinion and some are **not**. Give **one** example of each.

The writer's opinion:

[1]

Not the writer's opinion:

[1]

10 Look at the last paragraph (lines 8–12).

Give **one** quantifier.

[1]

11 Which train journey would you recommend for children who are always hungry? Explain your choice, giving information from the text.

[1]

12 **Text B** is a persuasive text. The writer tries to persuade the reader to go on a train ride.

Give **three** ways in which the writer does this.

- _____
- _____
- _____

[3]

Section B: Writing

Spend 30 minutes on this section.

13 Write an information text describing something you know about.

Your information text could be about:

- a different method of transport, for example a bicycle, a water taxi, a car
- an electronic gadget, for example a phone, a laptop, a tablet
- a game, for example a sport, a computer game, a board game
- something else of your choice.

You could:

- explain how it works, how it is made or how it is played
- describe its advantages and/or disadvantages
- compare it to something similar.

Planning

Spend up to five minutes making notes to plan your writing.

Space for your plan:

Write your information text on the next page.

[25 marks]

Non-Fiction: Comprehension Practice 6

Text A

JAPAN'S 'ROBOT HOTEL' FORCED TO FIRE MOST OF ITS 'ANNOYING' ROBOTIC STAFF

A hotel in Japan has had to stop using more than half of its robotic staff. This follows criticisms from guests about the limitations of some of the machines. The robots employed by the Kyojin Hotel do jobs such as receptionist, gardener and even a children's entertainer that performs magic tricks.

The Kyojin Hotel describes itself as 'futuristic meets comfort' thanks to 'state-of-the-art' technologies. 'We are trying our hardest to offer each of our guests a sensation of comfort and wonder that goes beyond the ordinary,' the hotel's website states. 'Staying at Kyojin Hotel is always filled with unexpected and delightful surprises. This unique experience will boldly take our guests one step further into the future.'

When our reporter from *The Weekly Worth* visited, the only humans to be seen anywhere in the hotel were the multitudes of guests. 'By having robots in charge, we aim to make it the most efficient hotel in the world,' said American founder Tye Benson at the opening of his second hotel in Paris last year.

The 'Robot Hotel', which made headlines in 2020 when it opened in Tokyo, also made use of more experimental machines, such as a mini bedside robot which can make wakeup calls, read bedtime stories and even provide juice and muffins* for breakfast.

However, problems with this robot led it to repeatedly wake up sleeping guests in the middle of the night. Our reporter explains that the robot mistook the guests' loud snoring for voice commands. The guests had to ask the robot to leave the room, so they could get a good night's sleep!

It would seem, Mr Benson, that robots aren't quite ready to take over control yet!

*Glossary

muffins: small cakes

5

10

15

20

Text B

What is the future role of robots?

We already use robots in many ways. They help us at home, at work and in hospitals. In the future, there will be lots more robots doing lots more things to help us. They'll also become easier to communicate with. Some robots may become so lifelike that we'll even stop thinking of them as robots!

- **Personalised robots**

Robots in the future may help us more in everyday life and act as personal assistants. Future robots could feel happy or sad just like you and me. This would help them to understand what we want and even to become our future forever-friends.

5

- **Self-changing furniture**

Imagine that your table and chairs could change shape and move. Scientists are working on robots that transform themselves into many different types of furniture. A table could change into a chair and even walk across the room!

10

- **Green robots**

New robots could help look after the environment. From recycling rubbish to protecting rare animals, and even eating pollution in the sea, they could work to protect the planet.

15

- **Robot builders**

In the future, houses could be built entirely by robots. The robot bricklayer SAM100 can work six times faster than a human, laying 3000 bricks a day. We already use 3D printers for so many things, and in the future, building houses this way will be completely normal.

20

- **Nanorobots**

Scientists are trying to make robots that are as small as the head of a pin. These 'nanobots' could be used by doctors to deliver medicines to specific areas inside the body.

Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, a newspaper report, in the insert. Then answer questions 1–7.

1 Read the whole text quickly.

What is the name of the newspaper?

[1]

2 Look at the first paragraph (lines 1–4).

What did the people staying in the hotel complain about?

[1]

3 Look at the second paragraph (lines 5–10).

(a) What does *state-of-the-art* mean? Tick (✓) **one** box.

most basic

most modern

most decorative

most comfortable

[1]

(b) Give **two** adverbs from the second paragraph.

• _____

• _____ [2]

4 Look at the fourth paragraph (lines 15–18).

Why are inverted commas (‘ ’) used around the words *Robot Hotel*?

[1]

5 Look at the fifth paragraph (lines 19–22).

(a) Connectives are used to structure the ideas.

Give **two** connectives from the fifth paragraph.

- _____
- _____ [2]

(b) Why did one type of robot keep waking up guests in the middle of the night?

_____ [1]

6 Look at the last sentence (line 23).

Explain how this sentence links back to both the beginning of the article and to the third paragraph (lines 11–14).

Link to first sentence:

Link to third paragraph:

[2]

7 Do you think using robots in the Kyojin Hotel is a good idea? Tick (✓) **one** box.

Yes

No

Explain why you think it is either a good idea or a bad idea. Give **two** reasons. Support each reason with a quotation from the text.

Reason 1:

Quotation 1:

Reason 2:

Quotation 2:

[4]

Now read **Text B** in the insert, and answer questions 8–14.

8 How is the text structured to make the information easy to read? Give **three** ways.

-

-

-

[3]

9 Look at the first paragraph (lines 1–4).
Why are apostrophes (') used in this paragraph? Tick (✓) **one** box.

Apostrophes are used to show

possession.

direct speech.

missing letters.

compound words.

[1]

10 Which word is repeated in paragraphs 1–4 to show that the information is surprising?

_____ [1]

11 Look at the fourth paragraph (lines 12–14).
Why are some robots *green*?

_____ [1]

12 Give **one** example of each of the following:

(a) alliteration in the second paragraph

_____ [1]

(b) a simile in the last paragraph

_____ [1]

13 Most of the information given is about inventions of the future.
Give the name of **one** invention in **Text B** that is already in use.

_____ [1]

14 Text B is an information text.

Which typical feature of an information text is found in **Text B**? Tick (✓) **one** box.

The text is written in the past tense.

There is a statement introducing the topic.

There are time connectives to link the events.

The tone is formal to make the text impersonal.

[1]

Section B: Writing

Spend 30 minutes on this section.

15 Write a newspaper report about an invention that can help people.

Think about the following ideas:

- What does the invention do?
- How does it help people?
- How could you improve it in the future?

Planning

Spend up to five minutes making notes to plan your writing.

Space for your plan:

[25 marks]

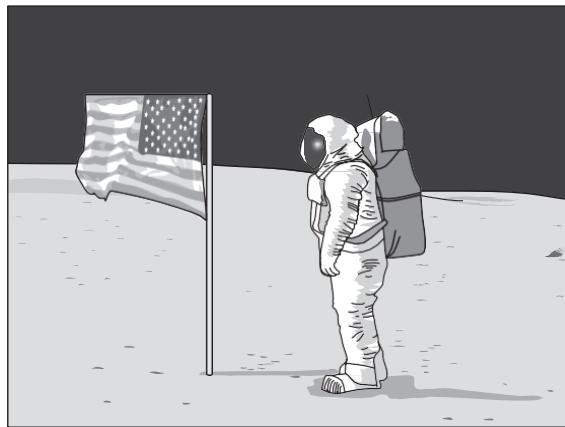
Non-Fiction: Comprehension Practice 7

Text A

Were the Moon landings faked?

In 1969 it was announced that a module from the spacecraft Apollo 11 had landed men on the Moon for the first time.

Most people agree that the US government, NASA¹, the 12 astronauts and the 400 000 other people involved in the Apollo space programme could not have faked one of humanity's greatest ever achievements.



5

But there are some people who think the landings were a hoax². They claim the US government faked Apollo 11 and later missions.

One argument that the landings were faked is based on various misunderstandings of NASA equipment and lunar³ physics. A well-known example is the American flag that astronauts Neil Armstrong and Buzz Aldrin placed on the Moon. In photos, it appears to be open and fluttering in the wind. How could this happen when the Moon has no wind?

15

In fact, it isn't fluttering at all. A horizontal rod at the top of the pole holds the flag open. And there appears to be a ripple in it creating a fluttering effect. This is caused by the weak gravity on the Moon which is not strong enough to completely flatten the flag out. Ever since the astronauts planted it into the Moon's surface, the flag has remained motionless.

20

Furthermore, we have 382 kilograms of Moon rock that Apollo astronauts brought back to Earth. These rocks have been independently confirmed as lunar by laboratories around the world, ruling out claims that the landings were faked.

25

Finally, evidence from a more recent spacecraft, NASA's Lunar Reconnaissance Orbiter (LRO), might sway even the most hardened sceptics⁴. Today, LRO takes clear, close-up pictures of the lunar surface from a low orbit. During its mission, it captured the landing sites and the abandoned modules from the Apollo missions. And its resolution is so good it has even picked up the dark, squiggly paths that the astronauts' footprints made. Spacecraft from China, India and Japan have also spotted these landing sites, providing further proof of the landings.

30

Glossary

¹NASA: the US organisation that is responsible for space exploration

²hoax: a plan to trick someone into believing something that is not true

³lunar: relating to the Moon

⁴sceptics: people who doubt the truth of an idea or belief

Text B

John Herschel and the Great Moon Hoax

On 25 August 1835, readers of the New York newspaper, The Sun, were stunned to read of discoveries made by the famous astronomer John Herschel (1792–1871). Herschel had left London in 1833 for South Africa, where he built a 6.4 metre telescope to study the southern skies. 5

Quoting Herschel's assistant, Dr Andrew Grant, The Sun reported a remarkable discovery which had been made when Herschel turned his powerful lens towards the Moon.

Over six articles, a Sun journalist, Richard Adam Locke, carried out perhaps the most famous media hoax in history, revealing increasingly elaborate discoveries made by Herschel of alien life on the lunar landscape. 10

Readers were teased initially with reports of huge volcanic rock formations, covered in red flowers. Then came the equally colourful wildlife: brown bison-like creatures, goats 'of a bluish colour' and a strange, spherical creature that rolled itself at speed across a pebble beach. 15

With the third article came news of the beaver that walked on two legs, carried its young in its arms and, judging from the smoke coming from its hut, could make fire. The fourth article announced the existence of the Vespertilio-homo, or 'man-bat', a winged human-like species. 20

Finally, the sixth article announced that the Sun's rays had shone down on Herschel's lens, causing a fire that had burnt his observatory to the ground.

Herschel had indeed made a journey to South Africa, but Dr Andrew Grant was entirely fictional. Locke had invented the idea with the shameless (and successful) aim of boosting the paper's sales. 25

Section A: Reading

Spend 30 minutes on this section.

Read **Text A** in the insert, and answer questions 1–5.

1 Look at the first paragraph (lines 6–11).

(a) What is the purpose of the commas (,) in the first sentence?
Tick (□) **one** box.

to separate adjectives before a noun

to separate words or phrases in a list

to separate clauses in a complex sentence

to separate direct speech from a reporting verb

[1]

(b) What does the writer say about the Moon landings in the first paragraph?
Tick (□) **one** box.

Few people believe they happened.

Some people could have faked them.

It would have been impossible to fake them.

The people who believe they really happened have been tricked.

[1]

2 Look at the second paragraph.

The second paragraph begins with a connective. Why has the writer chosen this connective?

_____ [1]

3 Look at the third and fourth paragraphs.

(a) In the **third** paragraph, the writer introduces an argument which supports the idea that the Moon landings were a hoax.

Give **two** two-word phrases from the fourth paragraph which emphasise that the writer disagrees with this argument.

-
•

[2]

(b) Give **two** reasons why the flag appears to be moving in the wind.

- _____
- _____

[2]

(c) The writer uses the word *planted* to describe what the astronauts did with the flag. Why does the writer choose this word?

_____ [1]

4 Look at the fifth paragraph.

(a) Who does the personal pronoun in the first sentence refer to?

_____ [1]

(b) Give a noun that is used both as a countable and an uncountable noun in this paragraph.

_____ [1]

5 Look at the final paragraph.

(a) The writer thinks that the argument he makes in the final paragraph could persuade some people to change their mind. Give a **two-word** phrase that shows this.

[1]

(b) Give **one** word the writer uses to mean 'took photographs of'.

[1]

(c) The astronauts didn't walk in straight lines on the Moon. Give **one** word that tells us this.

[1]

Read **Text B**, in the insert, and answer questions 6–11.

6 Look at the first paragraph.

(a) What do the numbers in brackets refer to?

[1]

(b) What does the relative clause in the second sentence tell us?

Tick () **one** box.

where John Herschel went to study astronomy

what John Herschel did in South Africa

when John Herschel set out on his journey

how John Herschel built his telescope

[1]

7 Look at the second paragraph. Give **one** word that the writer uses instead of repeating the word *telescope*.

[1]

8 Look at the third paragraph.

Give **one** phrase from the third paragraph that tells us that each description becomes more and more detailed.

[1]

9 (a) Look at the fourth paragraph. Complete the table. An example has been done for you.

| Word | Root word | Suffix | Meaning |
|------------------|-----------|--------|---------------------|
| <i>colourful</i> | colour | –ful | having many colours |
| <i>bluish</i> | | –ish | |

[2]

(b) Look at the fourth and fifth paragraphs.

In what order do the following descriptions appear in the newspaper articles? Draw lines to put the descriptions in the correct order. The first example has been done for you.

| Order | Description |
|-------|---|
| 1 | description of an animal that behaves like a person |
| 2 | description of creatures that look like people |
| 3 | description of rocks |
| 4 | description of various animals |
| 5 | description of plants |

[3]

10 Look at the sixth paragraph.

Explain why *the Sun* is written here without a capital T, but in the first paragraph *The Sun* is written with a capital T.

[2]

11 Look at the final paragraph. Give **one** word that tells us the writer's opinion of Locke's actions.

[1]

Section B: Writing

Spend 30 minutes on this section.

12 People are now able to buy tickets for a trip into space.

Write an email to persuade someone to buy a ticket into space.

Think about the following:

- What will they see from the spacecraft?
- What will they learn from the trip?
- What will happen inside the spacecraft?
- How will the experience make them feel?

Space for your plan:

Write your email on the next page.

[25 marks]

Non-Fiction: Comprehension Practice 8

Text A

Welcome to the jungle

Monkeys call loudly from giant trees, huge spiders scuttle across your feet, and insects as big as dinner plates buzz around your ears. You're in the jungle!

Where in the world ...

There are three main areas of rainforest. One is in central Africa, another is in Indonesia, but 50% of the world's rainforest is found in South America. Tropical rainforests are found either side of the equator – an imaginary line that circles the globe like a belt. The weather near the equator provides perfect conditions for lush forests to grow.

It's easy to guess the daily weather forecast in the jungle – hot and humid with heavy rain. Some areas of tropical rainforest get a massive 4 m of rain each year and the temperature is always between 24 and 27 °C. Many rivers snake through the jungle, carrying excess rainwater towards the sea.

Animal magic

There is an incredible amount of different animals living in the rainforests. They are mostly very shy, however, and are experts at doing disappearing acts among the leaves. Some animals even change their colours and patterns – larger animals are always looking out for lunch!

Fragile forests

Rainforests help to clean the world's air and water. Jungle plants give us medicines that make us well when we are ill. Rainforests are very important but are shrinking every day – chopped down for land and wood. We need to value these amazing forests, and take care of all the animals that live in them.

Forest facts

- Tropical rainforests only cover a small area of the world (7%).
- Over half the world's wildlife lives in the rainforests.
- The largest area of tropical rainforest is the Amazon jungle in South America.
- Jungle soil is shallow, only 10 cm deep, yet some of the tallest trees in the world grow in it.

5

10

15

20

25

Text B

Dear Mrs Lopez, Director of O&L Foods,

I recently became aware that your company is using cardboard packaging produced from rainforest trees. It is well known that rainforests are important to the world and that we should be protecting them. However, your company is adding to their devastating destruction, which is unacceptable.

Rainforests are precious. The world **cannot** survive without them. Are you aware of just how quickly our rainforests are disappearing? No? In fact, an area the size of a football pitch is disappearing as you read this sentence! What is this doing to the world? Well, the loss of the rainforests is causing our climate to change rapidly – causing droughts in some areas of the world and flooding in others. This is resulting in many people losing their homes, crops and way of life. Furthermore, the rainforests are home to many other living things. Some rainforest animals – such as tigers and orangutans – are nearly extinct because their habitats are disappearing. We are even losing plants that could be helpful for curing serious diseases.

For all these reasons, I really think you should reconsider where your company gets its cardboard from. You should start using products from sustainable forests* and therefore show the world that you are a responsible and caring company. It could mean the end of the world as we know it unless you act now!

Yours sincerely,

Dana Ottoson

*sustainable forests – forests where trees that are cut down are replaced.

5

10

15

20

Section A: Reading

For
Teacher's
Use

Spend 30 minutes on this section.

Read **Text A**, a text about rainforests, in the Insert. Then answer questions 1–7.

1 Look at the first paragraph.

(a) What sound do the insects make?

..... [1]

(b) Why does the writer use sights and sounds to describe the jungle?

..... [1]

2 (a) What feature of the world are all rainforests close to?

..... [1]

(b) Why do tropical rainforests exist only in this part of the world?

..... [1]

3 Suggest **one** reason why the jungle animals do not want to be seen.

..... [1]

4 Explain why the writer describes the paragraph about the jungle animals as 'Animal magic'.

..... [1]

5 Why is it important to protect rainforests? Give **two** reasons **from the text**.

•

•

[2]

6 Why is it surprising that rainforest trees are so tall?

..... [1]

7 Give **two** examples of how the text is organised to help the reader.

•

•

[2]

Read **Text B**, a letter to a company, in the Insert. Then answer questions 8–16.

8 What has the writer just discovered about O&L Foods?

..... [1]

9 ‘... their devastating destruction ...’ (line 5)

What technique is used in this phrase?

Tick (✓) **one** box.

simile

personification

metaphor

alliteration

[1]

10 Give **two** problems from **Text B** that cutting down trees causes.

•

•

[2]

11 Read lines 6–9.

Why does the writer use questions here?

..... [1]

12 'In fact, an area the size of a football pitch is disappearing as you read this sentence!' (lines 7–8)

How does the writer make this sentence effective? Give **two** different ways.

•

•

[2]

13 What does the writer want O&L Foods to change about their packaging?

..... [1]

14 (a) What is the purpose of the connective 'and therefore' in line 18?

..... [1]

(b) Give an example of another connective from lines 18–19.

..... [1]

15 '... the end of the world as we know it...' (line 19)

Explain in your own words what this phrase means.

..... [1]

16 Give a phrase from the text which means 'do something straightaway'.

..... [1]

The next question is about **Text A** and **Text B**.

17 Complete the table below.

| | Purpose of text | A quotation that shows the purpose |
|---------------|------------------------|--|
| Text A | to inform | • |
| Text B | | • 'I really think you should reconsider ...' |

[2]

Section B: Writing

For
Teacher's
Use

Spend 30 minutes on this section.

18 Write a letter to your principal/headteacher encouraging him/her to make changes to your school.

Suggest improvements to a space inside or outside your school building, for example:

- the library
- the eating area
- the playground.

Remember to:

- use the features of a letter
- think about the structure of your letter
- encourage your principal/headteacher to make the changes.

PLANNING

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

Space for your plan:

Write your letter on the next page.

[25 marks]

Non-Fiction: Comprehension Practice 9

Section A: Reading

Spend 20 minutes on this section.

For
Teacher's
Use

Read the text and then answer the questions.

Papyrus to paper

The English word 'paper' comes from the Ancient Greek word *papyros*, which is a type of plant. Papyrus grew wild in the valley of the River Nile in Egypt. The Egyptians soaked the stalks of the plant in water until they softened a little. Then, they were arranged crossways on top of each other and mashed. The end result was something that looked a lot like paper – but was difficult to produce and use.

Paper as we know it today was invented around 100 BC in China. A government official named Ts'ai Lun was the first to start making paper on a large scale. He mixed finely chopped bark from mulberry trees and hemp cloth with water, mashing it flat, and then pressed out the water and let the paper dry in the sun.

Even after people in China began to use paper, it took another 1,000 years before it began to be used elsewhere. By 400 AD, people in India were also making paper, and 500 years later it began to be used in the Middle East. In Europe, by the tenth century, papermaking had begun in Spain and Portugal. The Arab merchants living there at the time helped to develop the paper industry. By 1400, the industry had moved to France, Italy and Germany.

At the present time, paper is more or less made in the same way as it was in the beginning. The only differences are that hemp is no longer part of the process, and special machines have replaced the sun in the drying process.

1 Who was Ts'ai Lun?

..... [1]

2 Tick (□) **two** boxes to show which materials are used in papermaking today.

Bark

Cloth

Leaves

Plants

Water

[2]

3 Paragraphs are used in the text *Papyrus to paper*. Draw lines to link each paragraph with its main topic described in the boxes.

2nd paragraph

How the use of paper spread

3rd paragraph

How paper is currently produced

4th paragraph

How the earliest paper was made

[2]

4 What is used to dry paper nowadays?

..... [1]

5 Tick (✓) the best description of the the **whole text**, *Papyrus to paper*.

It explains the history of paper making.

It gives information about the cost of making paper.

It describes the materials used to write on before paper was invented.

[1]

6 Read and compare these texts.

| Text 1 | Text 2 |
|---|--|
| Paper has many uses. In addition to being necessary in the production of books and magazines, it is utilised to make household items such as kitchen towels, napkins and calendars. Paper also has many uses in business. | We use paper for loads of things – writing notes, doing homework and even writing answers to questions! We see it every day in newspapers, books and magazines – it's everywhere! But have you ever thought about who invented it? |

The information in both texts is the same but the way it is written is different.

Tick (✓) the text you prefer to read.

Text 1

Text 2

Explain why you chose that text.

.....
.....

[1]

7 Put the following in the order in which they appear in the text.

The plant stalks became soft.

The plant stalks were pressed.

The plant stalks were put in water.

The plant stalks were put in layers.

[1]

Read the text and then answer the questions.

How an X-ray works

X-rays show doctors what is going on in your body. An X-ray machine sends out invisible X-ray particles which pass through your bones. A photographic film, or a computer, records this and produces black and white pictures of what is happening inside you.

How is it done?

A film, similar to those used in ordinary photos, is put behind the part of your body that is being X-rayed. A machine then shoots out a short burst of X-ray particles through your body and onto the film. Obtaining a clear picture can be difficult, so care must be taken not to move when the X-ray beam shoots.

What does it show?

X-rays give doctors information about what is happening inside our bodies. They can show broken bones, and problems with our joints. X-rays can also show the size and shape of your heart, so can reveal heart problems.

Is it safe?

There is very little risk with having an X-ray, because the measure of radiation given is always the lowest possible doctors need to get a good picture.

Does it hurt?

X-rays are completely painless – you cannot see or feel them.

What happens next?

The films are studied by specialists called radiologists, who interpret the results, prepare reports and send them to doctors. Doctors then discuss the results with patients.

8 (a) Why is it important to stay still while an X-ray is taking place?

.....

[1]

(b) What information can doctors learn about a patient's heart?

.....

[1]

9 Tick (✓) **two** boxes to show which statements about X-rays are **false**.

X-rays can show if a bone is broken.

X-rays are painful for patients.

X-rays contain a small amount of radiation.

X-rays use the colours black and white.

X-rays are unable to pass through the body.

[2]

10 Why do doctors need radiologists?

..... [1]

11 The text *How an X-ray works* is an explanation text.

Tick (✓) **one** box to show which statement is **true** about explanation texts.

The paragraphs can be read in any order.

The text includes someone's personal experience.

The text persuades you to do something.

The title tells the reader what the text is about.

The text argues a point of view.

[1]

Section B: Writing

For
Teacher's
Use

Spend 25 minutes on this section.

12 The reading text, *How an X-ray works*, is an explanation text.

Write your own text to **explain** clearly something such as:

- a typical school day
- the work a doctor does
- how to use the internet
- something else you know a lot about.

Remember:

- to include the main features of **explanation writing**
- to organise your information carefully
- to include as much information as you can.

Please note:

You are not being asked to write instructions about how to do something.
Remember to **explain**.

PLANNING

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

Purpose and Audience [6]
Text Structure [5]
Sentence Structure [5]

Punctuation [2]
Spelling [2]

Non-Fiction: Comprehension Practice 10

Text A

The Titanic

The Titanic was the world's largest passenger ship of its time but it sank after hitting an iceberg¹ during its first voyage in 1912.

The Titanic, which was built in Belfast, Northern Ireland, was the most impressive and luxurious ship of her time. She was the biggest, too, measuring 28 metres wide, 53 metres tall and 269 metres long – that's about the length of three football fields! After three years in construction, the ship was ready for the ocean by the end of March 1912. 5

On 10 April 1912, the Titanic set out on her maiden voyage across the Atlantic Ocean. As she set sail, the Titanic had 900 crew members and over 1300 passengers. These included holiday-makers, businessmen and people who wanted to start a new life in the US. 10

Life on board the Titanic depended on who you were and how much money you had. Wealthy people travelled in first class, located at the top of the ship. They enjoyed delicious food in an elegant dining room and had access to lots of facilities. Second-class accommodation consisted of cabins with two or four beds, limited storage, a sink and a mirror. Second-class passengers could also enjoy a library and a nice restaurant. The third-class facilities, at the bottom of the ship, were much more basic. Cabins there held up to ten people and food was served three times a day in a simple dining room. The big downside was that all 700 passengers had to share two bathtubs! 15 20

Around midnight on day five of her maiden voyage, an iceberg loomed out of the darkness. Too big to quickly change direction, the Titanic scraped along the ice, tearing holes in her side. The captain and crew knew that the collision meant the Titanic would sink in just hours. At around 2 a.m. the vessel broke into two, sending everyone still on board into the freezing water. There were only enough lifeboats to hold around half the people on board. More than 1500 people lost their lives on the Titanic that fateful night. 25

Glossary

30

¹iceberg: a floating mountain of ice

Text B

The Titanic Quarter – Belfast

Yesterday, I visited the part of Belfast known as the Titanic Quarter, and it was a magnificent experience! My visit started with Paul, who is one of the most well-informed guides I've ever met, and whose knowledge of facts relating to the famous ship is simply remarkable. First of all, he walked our group all around the outside of the beautiful building the Titanic Museum is set in, and explained its architecture and link to the Titanic. 5

It seems only right that Belfast gets to tell its part in the ship's story. In the museum itself, every little detail from the ship's design to its sinking has been covered. It really immerses you, both in the extent of the human tragedy and the industrial history of the era. 10

As well as the information boards and films, there are plenty of interactive screens that bring the whole story to life. There's a lot to read – perhaps some of the display boards could have larger print as they're difficult to see if there are too many people around. Among the items on display is the range of tableware that each class of passenger on the ship used. 15

The Titanic Quarter's definitely worth a visit. The tours are sensibly priced, giving great value for money. Make sure you pop into the restaurant for a bite to eat before you leave. It serves quality local Irish dishes. And if you're anything like me, you'll probably want to go home and watch the Titanic film all over again! 20

Section A: Reading

Spend 30 minutes on this section.

Read **Text A** in the insert, and answer questions 1–6.

1 Look at the first paragraph (lines 5–9).

(a) Give **one** example of a passive verb form.

[1]

.....

(b) How long did it take to build the Titanic?

[1]

.....

(c) What does the writer compare the size of the Titanic to?

[1]

2 Look at the second paragraph.

(a) Give **one** phrase that means *first trip*.

[1]

.....

(b) Which group of passengers on the Titanic would have bought one-way tickets?

[1]

3 How does the writer link the ideas between the first and second paragraphs?

[1]

4 Look at the third paragraph.

(a) Give **one** abstract noun from the first sentence.

[1]

(b) What does elegant mean? Tick (✓) **one** box.

expensive

stylish

entertaining

sociable

[1]

(c) Give **one** example of a sentence with parenthetical commas (, ,).

Write the whole sentence.

.....

[1]

(d) Do you think you would like to have been a second-class passenger on the Titanic? Tick (✓) **one** box.

Yes

No

Give **two** pieces of evidence from the text to support your answer.

Piece of evidence 1:

Piece of evidence 2:

[2]

5 Look at the fourth paragraph.

(a) The writer uses language that tells us something frightening suddenly appeared. Which verb tells us this?

..... [1]

(b) Give a synonym for *ship*.

..... [1]

(c) How do you think the captain felt when the Titanic hit the iceberg?
Explain your answer giving evidence from the text.

Explanation:

.....

Evidence:

[2]

6 The information in the final paragraph connects back to the second paragraph.
Explain how. Give **one** idea.

.....

[1]

Read **Text B** in the insert, and answer questions 7–11.

7 Look at the first paragraph.

(a) Give **one** relative pronoun.

..... [1]

(b) Why was the writer impressed by Paul?

.....

[1]

8 Look at the second paragraph.

(a) Which literary technique is used in this paragraph? Tick (✓) **one** box.

onomatopoeia

personification

rhyme

simile

[1]

(b) Give a synonym for a *very sad event*.

[1]

9 Look at the third paragraph.

How can visitors change some of the displays?

[1]

10 Look at the fourth paragraph.

(a) Look at the second sentence. Give the subordinate clause.

[1]

(b) How does the writer persuade the reader that they should visit the Titanic Quarter? Give **one** idea.

[1]

11 Match each idea with the correct paragraph of the text. One example has been done for you.

| Idea | Paragraph |
|---------------------------------------|------------|
| Linking the city to the Titanic | 2 |
| Getting refreshments | |
| Admiring the appearance of the museum | |
| Discovering how the passengers ate | |

[2]

Section B: Writing

Spend 30 minutes on this section.

12 You have been on a day trip to a museum with your school.

Write a review of the museum for your school website. Remember to include the features of review writing.

Space for your plan:

Write your review on the next page.

[25 marks]

Grammar,
punctuation
and vocabulary

1 Join the underlined word in each of these sentences to match the correct word class.

They were always arranged on top of each other and mashed.

verb

By 1400, paper moved to France, Italy and Germany.

adjective

X-rays use a film similar to those in ordinary photos.

adverb

X-rays can also reveal any heart problems.

preposition

[2]

2 (a) Underline the main clause in this sentence.

People had been looking for something easy to write on that was also cheap.

[1]

(b) Underline the connective in each of these sentences.

Nowadays we see many different types of paper but they are all made in the same way.

Although X-rays use radiation, the amount used is very small.

[2]

(c) Add commas to this sentence.

The River Nile which is the longest river in the world partly flows through Egypt.

[1]

3 Identify and correct the errors in each of these sentences. The first one has been done for you.

by
X-rays were discovered ~~on~~ a German scientist.

Doctors all over the world uses them.

During an X-ray, an image is taken to a part of your body.

[2]

4 Replace the underlined words with pronouns.

To make paper, the first thing Ts'ai Lun did was mix tree bark with hemp rags and water. Ts'ai Lun (1) then made the paper flat and pressed all the water out of the paper (2). Ts'ai Lun put the paper in the sun so that the paper could dry. People were surprised by Ts'ai Lun's (3) work and people (4) said how clever he was.

1

2

3

4 [2]

5 Join these simple sentences into **one** complex sentence.
You must **not** use the word 'and'.

Paper was first made in China.
It was invented around 100 BC.

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

6 Add **two** apostrophes to this sentence.

X - r a y s a r e u s e f u l f o r t e l l i n g d o c t o r s w h a t s
h a p p e n i n g i n s i d e p e o p l e s b o d i e s . [1]

7 Rewrite this conversation with the correct punctuation.

I squeezed the water out Ts'ai Lun said His friend answered I think you've invented something amazing.

.....
.....
.....

[2]

8 Are these examples direct or reported speech?

Write **direct** or **reported** in each box.

The doctor explained that the X-ray would show what was wrong with my arm.

"You won't feel a thing," said the doctor.

"It will only take a minute," added the nurse.

I told them that I wasn't worried about anything.

[1]

9 Join the underlined word in each of these sentences to match the correct word class.

Silk is a beautiful material.

preposition

Batteries are very useful.

noun

There are chemicals in the battery.

adjective

The Chinese guarded their secret.

pronoun

[2]

10 (a) Underline the main clause in this sentence.

Silk can cost a lot of money, which many people don't have.

[1]

(b) Underline the connectives in each of these sentences.

Silkworms are very useful because they make silk fibres.

If the chemicals are used up in a battery, electricity will not be made.

[2]

(c) Add commas to this sentence.

The silkworm which feeds on mulberry leaves is really a caterpillar.

[1]

11 Identify and correct the errors in each of these sentences. Make sure they are still in the past tense. The first one is done for you.

ate

The silkworm ~~eated~~ the leaves.

They ~~was~~ living on mulberry trees.

Silk material ~~costed~~ a lot of money.

[2]

12 Replace the underlined words with pronouns.

The Chinese emperor wanted to keep the secret about silk.

The Chinese emperor (1) knew that silk (2) was worth a lot of money. The Chinese emperor (3) said the secret was important to all of the Chinese people (4).

- 1 _____
- 2 _____
- 3 _____
- 4 _____

13 Join these simple sentences into **one** complex sentence.

You must **not** use the word 'and'.

The battery case is often covered with plastic.

The case is not filled with salt water.

[1]

14 Add **two** apostrophes to this sentence.

A battery's power isn't strong when its
chemicals are used up.

[1]

15 Rewrite this conversation with correct punctuation.

Hari said let's make an electric toy I don't know what to do his friend replied.

.....
.....
.....
.....

[2]

16 Are these examples direct or reported speech?

Write **direct** or **reported** in each box.

"My project is nearly finished," said the student.

.....

He said that he needed four batteries.

.....

The teacher replied that she only had three left.

.....

"That's no good then," grumbled the student.

.....

[1]

17. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class + -ify

advert + -ise

assassin + -ate

.....

18. Circle the modal verbs in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

.....

19. Underline the relative clause in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.

.....

20. Read this sentence. What type of word is underlined? Tick one.

That's the lady who teaches me to play the drums.

possessive pronoun

relative pronoun

personal pronoun

21. The passage below has an error in it. Underline the error and **write the correction** in the box.

That behaviour is unrespectful.

22. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

- It's important to follow a recipe when making a cake. , you need. to make sure you have the ingredients to hand.

Then After that Firstly This

23. **Underline the parenthesis** in the sentence below.

Every morning I catch the bus (which stops outside the library) to travel to school.

24. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

| Adverbial | Time? | Place? | Frequency? |
|-------------------|-------|--------|------------|
| in January | | | |
| behind the garage | | | |
| near Cardiff | | | |
| always | | | |

25. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

I went to the shop with my friend Simon and Terry.

I went to the shop with my friend, Simon and Terry.

26. Read the sentence below. **Circle** the word which indicates the degree of possibility within the sentence.

Samira is definitely a faster runner than James.

27. Which sentence uses parenthesis accurately? **Tick one.**

Our teacher who (we like very much) is called Miss Fox.

Our teacher (who we like very much) is called Miss Fox.

28. What is underlined in the sentence below? **Tick inside one box.**

'I can come to your party after all!' shouted Jake.

modal verb

time adverbial

noun phrase

29. **Underline** the **adverbial of place** in the sentence below.

We walked quietly down the corridor to the head's office.

30. Add a comma to the sentence below to make it clear that the Scouts are not eating the rabbit.

As the Scouts sat around the fire eating the rabbit hid in the bushes.

.....

31. Rewrite the sentences below as **one sentence** which includes a **relative clause**. Remember to use the correct punctuation.

The lady has grey hair and glasses. She lives next door to me.

33. The sentence below has a missing word. **Complete** the sentence by using the correct **relative pronoun**.

This is the book I told you about.

.....

34. Draw lines to match the prefixes to the correct root words.

35. In the sentence below, which word uses the suffix -ify to create the **underlined verb** 'terrify'? **Tick one.**

I don't want to terrify you, but I think there might be a snake in your bed.

terrific

terror

terrible

36. Read the sentences below. Add the word which links the sentences together to create cohesion.

- Tommy tiptoed up the path. , he slowly pushed open the gate.

Subsequently Therefore Although However

37. **Underline the adverbial phrase** in the sentence below.

During the afternoon, we enjoyed playing cricket outside.

38. Add brackets, dashes or commas to the sentence below.

The chef who was very famous visited our school to show us how to cook his favourite dish.

39. Use each prefix **once** to make the verbs in the sentences below negative. Write your answers in the spaces.

I think I must have heard you. I have to agree with your

views on this. We need to construct the rocket immediately.

de

mis

dis

40. Circle the punctuation marks below which can be used to add **parenthesis** to a sentence.

; , . ? ()

41. Complete the sentence below so that it uses a **modal verb**.

She know about this.



We don't want her to know about this.

42. Look at the words in the table. Are they relative pronouns or possessive pronouns? **Tick one option.**

| Word | Relative Pronoun | Possessive Pronoun |
|-------|--------------------------|--------------------------|
| which | <input type="checkbox"/> | <input type="checkbox"/> |
| his | <input type="checkbox"/> | <input type="checkbox"/> |
| who | <input type="checkbox"/> | <input type="checkbox"/> |
| where | <input type="checkbox"/> | <input type="checkbox"/> |
| ours | <input type="checkbox"/> | <input type="checkbox"/> |

43. The sentence below contains a suffix error. **Underline the error** and **write the correction** in the box below.

In a panic, Lucy tried to activify the fire alarm.

44. Look at the article below. **Underline the relative clauses.**

Summer is finally here

Weather forecasters have confirmed that the hot weather, which arrived last week, is here to stay. According to Sunni Shine, who is chief weather reporter for the Weather Channel, temperatures look set to stay high until the end of the month.

45. Which pair of time adverbials and time connectives link the sentences in the box together? **Tick one.**

We will go to Scotland for Christmas again

we are thinking of trying somewhere new.

last week / Then

on Saturday / Firstly

this year / After that

46. Add **commas** to the sentences below to make the meaning clear.

Every day even on a school day I have a big breakfast of coffee eggs bacon toast and cereals.

47. Underline a **verb prefix** and **verb suffix** to complete the sentence below.

I was very _____ appointed when the seeds I'd sown failed to germin_____.

Verb prefix

mis
dis
de

Verb suffix

ate
ise
ify

48. Which conjunction creates **cohesion** by following on logically from sentence one? **Tick one.**

I never enjoyed learning languages. , I passed my French exam with ease.

Subsequently

Despite this

Even if

49. Read the sentences below. Which **adverbial of place** should be used to link the ideas in sentence 1 to those in sentence 2? **Write your answer in the space.**

1. Walk past the bank and continue for half a mile.

2. turn left, then right.

Outside At the end of the road Everywhere

50. **Tick** the sentence which uses a modal verb.

I am thinking about joining a karate club.

I should think about joining a karate club.

51. Tick the box which shows where the **relative pronoun has been omitted** in the sentence below.

This is the gentleman I was telling you about.

52. Which verb prefix matches each word? **Tick one box** for each example.

| Verb | dis | de | mis | over | re |
|------------|-----|----|-----|------|----|
| understand | | | | | |
| believe | | | | | |
| hydrate | | | | | |
| react | | | | | |
| visit | | | | | |

53. Tick the sentence which uses commas correctly to avoid **ambiguity**.

For lunch I like to have lemonade sandwiches, fruit and crisps.

For lunch I like to have lemonade, sandwiches, fruit and crisps.

54. **Underline** the **relative clause** in the sentence below.

My cousin, who has completed the London Marathon many times, is a very talented runner.

55. Underline a **verb suffix** and an **adverb possibility** to complete the sentence below.

Please not everyone of the following: it has finally been

confirmed that the Queen will be visiting on Tuesday next week.

Verb Suffixes

ate
ify
ise

Adverbial

likely
definitely
possibly

.....
56. Add appropriate **parenthesis** to the sentence below.

Two people both wearing raincoats were walking a dog along the canal towpath.

.....
57. Look at the words in the table. Are they **modal verbs** or **adverbs of possibility**?

Tick one option.

| Word | Modal Verb | Adverb of Possibility |
|----------|------------|-----------------------|
| could | | |
| possibly | | |
| will | | |
| must | | |
| surely | | |

58. Draw lines to match the verbs to the correct **prefix**. Use each prefix once only.

dis

appoint

over

visit

re

compensate

59. Circle the correct **suffix** to complete the sentence below.

You can't qual for the next award until you can swim 20 lengths.

ate

ise

ify

60. The sentence below is missing parenthesis. **Add a pair of dashes** so that the sentence is punctuated correctly.

The fete or at least the outdoor part has been cancelled because of the weather.

61. Tick the **adverb** which shows that we **will** watch a film today.

We will be able to see the film today.

probably

definitely

perhaps

62. Read the sentences below. **Tick one box** to show which sentence uses commas correctly.

It's unlikely, that we will be able to visit Gran Auntie Jane and Tim all in one afternoon.

It's unlikely that we will be able to visit Gran, Auntie Jane and Tim all in one afternoon.

It's unlikely that we will be able to visit Gran Auntie Jane, and Tim all in one afternoon.

63. Circle the **relative pronoun** in this sentence.

That is the lady who taught me to swim.

64. Circle the appropriate time connective to create **cohesion** between the sentences below.

Every morning I follow the same routine. , I make a cup of tea and watch TV for a while.

Then After that Firstly Next

65. Read the passage below. **Tick one** modal verb which would complete it.

I think it be best if we travelled to the airport on the train.

should

might

can

66. **Tick two boxes** to show where brackets should be used in the sentence below.

Miss Fitzwilliam at least I think that's her name is going to be



taking us for Science next year.



67. The sentence below contains a **prefix** and a **suffix** error.

Underline the errors and write the corrections in the box below.

Amir was trying to motivise himself to overdo his homework when he realised he had done it wrong.

68. Which sentence uses a **relative clause**? Tick one.

The map that I brought with me is out of date.

I bought an out-of-date map yesterday.

69. Circle the **adverbial of number** which links the sentences below to create cohesion.

My health has always been very good. Consequently, I have visited the doctors in five years.

many times frequently only once

70. Add **parenthesis** to the sentence below.

Despite the excellent sailing conditions which were totally unexpected my dad's boat came last.

71. Read this sentence. What type of word is underlined? **Tick one.**

This is the book that I was telling you about.

possessive pronoun

relative pronoun

72. The passage below has an error in it. **Underline** the error and **write the correction** in the box.

'Misactivate the weapons!' cried the General.

73. Look at the suffixes below. Which **suffix** should be added to the adjective 'glamour' to create the appropriate verb? **Tick one.**

Some people believe that certain forms of street art can
glamour graffiti.

ise

ify

ate

74. Circle the **modal verbs** in the sentence below.

I can assure you that whatever happens, we will not make this mistake again.

75. Look at the words which are used help to link sentences and paragraphs. **Write each word once** to complete the sentence below. Remember to use correct punctuation.

Learning to play an instrument can take time. you need to decide which instrument to learn, you will need to have lessons from someone who can already play it. will help to ensure that you learn to play the instrument correctly.

this firstly then

.....

76. This sentence is ambiguous. **Rewrite** the sentence below using **commas** to make the meaning clear.

In the picnic box I put bananas crisps lemonade sandwiches and biscuits.

.....

77. Which sentence is using parenthesis correctly? **Tick one.**

The immense forest – lush with vegetation in the rainy season – was teeming with wildlife.

The immense forest – lush with vegetation – in the rainy season was teeming with wildlife.

The immense – forest lush with vegetation – in the rainy season was teeming with wildlife.