

# READING



**0:50**

Time available for students to  
complete test: 50 minutes

Use 2B or HB  
pencil **only**



**Do not write on this page.**

Read *Frog craft* on page 2 of the magazine and answer questions 1 to 5.

**1** Where would you find most of the materials needed to make the frog's skin?

- in a garage
- in a kitchen
- in a bedroom
- in a bathroom

Shade one bubble.



**2** Which of these materials do you use first to make the frog?

- glue
- varnish
- tea leaves
- dried beans

**3** In Step 3, why do you press the beans, peas and lentils?

- to mix them together
- to make them all flat
- to help them stick to the paper
- to break them into small pieces

**4** Which step is a suggestion?

- Step 3
- Step 4
- Step 5
- Step 6

## YEAR 5 READING

5 You use scissors in Step 1. In which other step must you use scissors?

- Step 2
- Step 3
- Step 5
- Step 6

Shade one  
bubble.



Read *The ant* on page 3 of the magazine and answer questions 6 to 11.

6 Ants hear with their

- ocelli.
- antennae.
- mandibles.
- hooked claws.

7 What is one way ants use their mandibles?

- to smell food
- to sense danger
- to pick things up
- to talk to other ants

8 Some ants do **not** have

- a stinger.
- mandibles.
- hooked claws.
- compound eyes.

Shade one bubble.



9 Ants have two types of eyes so they can

- sense motion and light.
- sense sounds and smells.
- see all around themselves.
- see further in the distance.

10 In what way are mandibles and stingers alike?

- Both help ants to find food.
- Both help ants to communicate.
- Both help ants to defend themselves.
- Both help ants to sense their environment.

11 (OH-SE-LI)

This word is written like this to show

- the plural of ocelli.
- the correct way to say ocelli.
- a different way to spell ocelli.
- how many letters are in ocelli.

**Read *Learning to track* on page 4 of the magazine and answer questions 12 to 17.**

12 Which of these was most important to Sarah for developing her tracking skills?

- understanding animals
- paying attention to details
- knowing her surroundings
- getting help from her family

13 ... she borrowed all their shoes ...

Shade one bubble.



Why did Sarah do this?

- to annoy the families
- to pretend to be someone else
- to test the families' knowledge
- to practise what she was learning

14 Who is Jack most likely to be?

- Sarah's uncle
- the farm horse
- Sarah's brother
- the man who visited

15 The main reason Sarah's questions annoyed the families was because

- she pressured them to answer.
- she kept interrupting their work.
- she kept asking the same questions.
- she intruded into their private lives.

16 Which of the following best describes Sarah?

- confident
- aggressive
- a show-off
- bad-tempered

17 What is Pat's attitude to Sarah at the end of the text?

- Pat fails to recognise Sarah's talents.
- Pat confirms his suspicions about Sarah.
- Pat regrets the way he has treated Sarah.
- Pat realises that he has underestimated Sarah.

Shade one bubble.



**Read *Athletics versus gardening* on page 5 of the magazine and answer questions 18 to 23.**

18 *I know lots of kids say they're not interested in competitions ...*

What reason does Liz give for this?

- They don't like any activity that involves exercise.
- They don't have enough confidence in themselves.
- They haven't competed in any competitions before.
- They haven't experienced what it's like to come first.

19 Which of these points do Liz and Sam both make?

- Kids should exercise.
- Kids should eat vegetables.
- Kids should try to win more.
- Kids should be outside more.

20 Liz suggests that kids who don't like competitions should

- be made to compete anyway.
- be given high-quality training.
- let others compete in their place.
- be allowed to play a different sport.

## YEAR 5 READING

21 What is one reason Liz gives for saying *a garden is a really bad idea*?

Shade one bubble.



- Some students will be left out.
- Some students don't like getting dirty.
- Some students don't enjoy being outside.
- Some students already know how to garden.

22 *People always say kids don't get enough exercise.*

Why does Liz say this?

- to support her opinion
- to explain a common belief
- to disprove other arguments
- to show she's considering other arguments

23 The way Sam concludes his argument is clever.

Use your own words to give a reason for this opinion.

Write your answer on the lines.



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Read *Making flat glass* on page 6 of the magazine and answer questions 24 to 29.

24 Before 1959, the method of making flat glass was

Shade one bubble.



- easy and cheap.
- clean and quick.
- slow and expensive.
- dangerous and dirty.

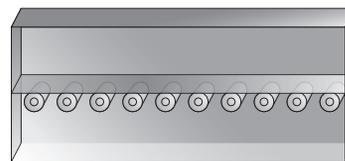
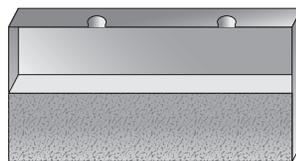
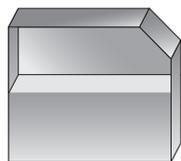
25 What happens in the furnace?

Shade one bubble.



- The glass becomes hard.
- The glass is mixed with tin.
- The ingredients are washed.
- The ingredients turn into liquid.

26 Which of these is a lehr?



27 Where would you find molten tin?

- in the lehr
- in the furnace
- in the float bath
- in the warehouse

28 ... *In the first phase* ... *In the next phase* ...

Write your answer on the lines.



*First* and *next* are used to show the order in which flat glass is made.

From the text, find **two other** words that do this.

1. \_\_\_\_\_

2. \_\_\_\_\_

29 What is the purpose of the first paragraph?

- to explain how flat glass was first made
- to describe the first step in making flat glass
- to show which ingredients are used in making flat glass
- to give background information about making flat glass

Shade one bubble.



Read *Cooper's Station* on page 7 of the magazine and answer questions 30 to 35.

30 The boys think of 'Piggy' as a

- carer.
- guard.
- friend.
- teacher.

31 Look at the description of the stars at the end of paragraph 1.

The boys imagine the stars to be

- spirits.
- searchlights.
- an audience.
- the lights of a town.

32 The rising of the sun seemed to

- cause the horse to lose direction.
- show the difficulties the boys faced.
- cheer the boys up by making them warm.
- make it easier for the boys to find their way.

Shade one bubble.



**33** The narrator did not want to say ‘how lost we were’ because he

- knew the horse would take them back.
- did not want to admit his fear to Marty.
- did not think that anyone would hear him.
- was confident they would at least find water.

**34** What effect did Marty’s words in the last paragraph have on the narrator?

- They confused him even further.
- They echoed what he was thinking.
- They were difficult for him to believe.
- They were words he had longed to hear.

**35** How does the writer want readers to feel towards the boys?

- critical
- neutral
- despairing
- sympathetic

**STOP – END OF TEST**

## PRACTICE QUESTIONS

Read *Amon and the giant fish* on page 8 of the magazine and answer questions P1 and P2.

**P1** How does this story end?

- Amon eats the fish.
- The fish eats Amon.
- Amon saves his ship.
- The fish breaks Amon's ship.

Shade one bubble.



**P2** This story is **not** true.

Use information from the text to give a reason for this opinion.

Write your answer on the lines.



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