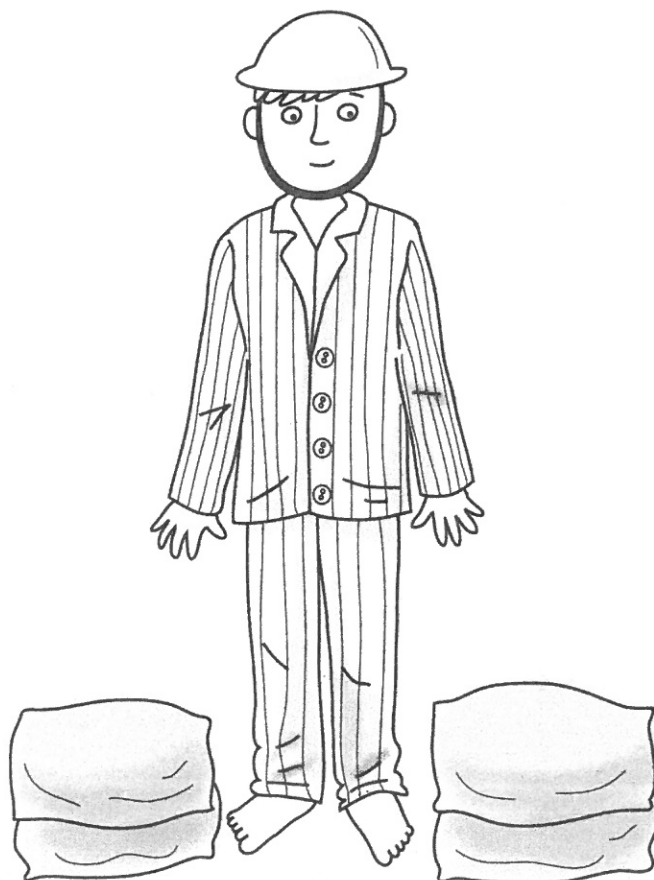


War Boy

Michael Foreman

- 1 I woke up when the bomb came through my roof. It came through at an angle, overflow my bed by inches, bounced up over my mother's bed, hit the mirror, dropped into the grate and exploded up the chimney. It was an incendiary. A fire-bomb.
- 5 My brother Ivan appeared in pyjamas and his Home Guard tin hat. Being in the Home Guard, he had ensured that all the rooms in our house were stuffed with sandbags. Ivan threw sand over the bomb but the dry sand kept sliding off. He threw the hearthrug over the bomb and jumped up and down on it, until brother Pud arrived with a bucket of wet sand from the yard. This did the trick.
- 11 Mother grabbed me from the bed. The night sky was filled with lights. Searchlights, anti-aircraft fire, stars and a bombers' moon. The sky bounced as my mother ran. Just as we reached our dug-out across the street, the sky flared red as the church exploded.



Name: _____

Class: _____

Date: _____

- 1 Where was the narrator just before this story begins?

2d

☐

1 mark

- 2 "I woke up when the bomb came through my roof." (paragraph 1)

Why do you think the author began the story with this sentence?

2f

☐

1 mark

- 3 "It was an incendiary. A fire-bomb." (paragraph 1)

Why do you think the author added the information telling you what kind of bomb it was?

2g

☐

1 mark

- 4 The Home Guard were not soldiers but they were trained to keep people in towns and cities safe.
How did being in the Home Guard help Ivan and Pud to keep the family safe?

2d

☐

1 mark

- 5 How do you think Ivan felt when he was throwing sand on the bomb?

Explain your answer using ideas from the text.

2d

☐

2 marks

- 6 Do you think it was dark outside?

Yes ☐ No ☐

Explain your answer using ideas from the text.

2d

☐

1 mark

- 7 "the sky flared red as the church exploded."

Suggest a different word with a similar meaning that the author could have used instead of "flared".

2a

☐

1 mark

- 8 The setting for this story is in 1940.

Find **two** more pieces of evidence that show that the setting is during a war.

2f

☐

2 marks

- 9 Do you think the narrator was an adult or a child when this event happened?

Explain your answer using ideas from the text.

2d

☐

2 marks

Harriet's Hare

2

Dick King-Smith

- 1 Harriet walked into the middle of the circle. It was big, perhaps twenty metres across, and all the corn in it was squashed down to the ground, flat, as though an enormously heavy weight had rested there.
- 4 As she stood there now, in the stillness, with no sound but distant birdsong, a hare suddenly came out into the corn circle and stopped and sat up. It turned its head a little sideways, the better to see her.
- 7 Harriet stood stock-still. Aren't you handsome, she thought, with your tawny coat and your black-tipped ears and your long hind legs. Don't run away. I won't hurt you.
- 10 For a moment the hare stayed where it was, watching her. Then, to her great surprise, it lolloped right up to her.
- 12 Surprise is one thing, but total amazement is quite another, and that was what Harriet next felt when all of a sudden the hare said, loudly and clearly, "Good morning."
- 15 Harriet pinched herself, hard. Wake up, she thought. This whole thing is a dream, hares don't talk, and then she said it aloud: "Hares don't talk."
- 17 "I'm sure they don't as a general rule," said the hare, "but I'm a rather unusual hare."
- 19 "You certainly are," said Harriet. "Are you anything to do with this corn circle?"
- 21 For a moment the hare didn't answer but fell to grooming its face. Then it said, "What's your name?"
- 23 "Harriet."
- 24 "Can you keep a secret, Harriet?"
- 25 "Yes."
- 26 "I," said the hare, "am a visitor from outer space."
- 27 "You mean ... this circle was made by your spacecraft?"
- 28 "Yes."
- 29 "So you come from another planet."
- 30 "Yes, I come from Pars."

Name: _____

Class: _____

Date: _____

2

2b

☐

1 mark

2g

☐

1 mark

2a

☐

1 mark

2b

☐

1 mark

2a/2g

☐

2 marks

2c

☐

2 marks

2d

☐

1 mark

2d

☐

1 mark

2e

☐

2 marks

- 1 What was Harriet's first thought about why the corn was squashed flat?

- 2 "a hare suddenly came out into the corn circle and stopped and sat up." (paragraph 2)
Why do you think the author used the word "suddenly"?

- 3 "Harriet stood stock-still."
What do the underlined words mean in this sentence?

- 4 The author uses three adjectives to describe the hare. Draw lines to match the adjective and the part of the hare's body.
- | | |
|--------------|------|
| long | coat |
| tawny | ears |
| black-tipped | legs |
- 5 "Then, to her great surprise, it lolloped up to her."
a) Tick the words or word that you think are closest in meaning to the underlined word.
bounded ☐ moved slowly ☐ inched towards her ☐
b) Why do you think the writer used the original word and not one of these synonyms?

- 6 Number these events to show the order in which they happened.
- | | | | |
|--------------------------|--------------------------|--------------------------------------|--------------------------|
| The hare spoke. | <input type="checkbox"/> | Harriet saw the hare. | <input type="checkbox"/> |
| Harriet pinched herself. | <input type="checkbox"/> | Harriet stood on the flattened corn. | <input type="checkbox"/> |
- 7 Harriet asked if the hare had anything to do with the corn circle. Why did it not answer immediately?

- 8 Why do you think Harriet pinched herself?

- 9 Do you think Harriet will keep the secret?
Yes ☐ No ☐
Explain your answer using ideas from the text.

The Better Brown Stories

3

Allan Ahlberg

- 1 Brian Brown, who had no dog of his own, nevertheless knew more about dogs than any boy in Snuggleton. His room was full of dog books; in school even the teacher had come to rely on his superior knowledge. At home, Brian did his share of the Hoovering and often boiled eggs for the family breakfast. All he asked for in return was a dog or, more particularly, a puppy. His thoughtless parents, however, refused to consider it and his apathetic sister was no help either. Brian endured the situation with dignity. As time went by, he slowly covered the walls of his room with dog pictures, collected cheap sets of dog cards whenever he went to an antique fair ... and waited.
- 10 It was half-past ten on a cool May night ... Brian ate a sandwich at the kitchen table and listened to the radio. Suddenly there was a newsflash: "WE INTERRUPT THIS PROGRAMME TO REPORT ANOTHER MISSING DOG IN SNUGGLETION." It was the Plumber's Pekinese, apparently. The police were at the scene of the crime in Roman Road. Owners were again advised to check the whereabouts of their dogs and warned to "STAY INDOORS".
- 16 Brian wandered over to the window. His cool yet curiously reckless mind was considering this business of the missing dogs. He drew the curtain aside. Fog, drifting in from the sea, pressed up against the glass and smothered the view. The street lamp was barely visible. Brian listened: faint rumblings from the fridge, gurgling water in the radiator. Outside, a distant throbbing. He switched off the light.



Name: _____

Class: _____

Date: _____

1 Why is it a bit surprising that Brian is such an expert on dogs?

2 Write a question that Brian's teacher might ask him when she is relying on his superior knowledge.

3 Draw lines to join each character to words the writer uses to describe them.

Brian	apathetic
his parents	dignified
his sister	thoughtless

4 "Brian endured the situation"

Which word or phrase is closest in meaning to "endured" in this sentence? Tick **one**.

continued ☐ put up with ☐

enjoyed ☐ endangered ☐

5 At the end of paragraph 1, it says that Brian waited. What do you think he was waiting for?

6 Find and copy a word, phrase or clause from paragraph 1 that gives a reason why the police might ask Brian for help.

7 Brian is described as having a "cool yet curiously reckless mind".

What do you think the author meant by this? Tick **one**.

He was calm, clever and brave. ☐

He got angry very quickly. ☐

He got into trouble because he didn't think things through. ☐

He didn't care about anyone else. ☐

8 Do you think Brian might have taken the Pekinese? Explain your answer.

9 Write the paragraph number that matches each of these statements.

introduces the problem in the story ☐

begins to explore how the problem might be solved ☐

introduces the characters ☐

gives hints about who might solve the problem ☐

2b

☐ 1 mark

2d

☐ 1 mark

2b

☐ 1 mark

2a

☐ 1 mark

2e

☐ 1 mark

2f

☐ 1 mark

2g

☐ 1 mark

2d

☐ 1 mark

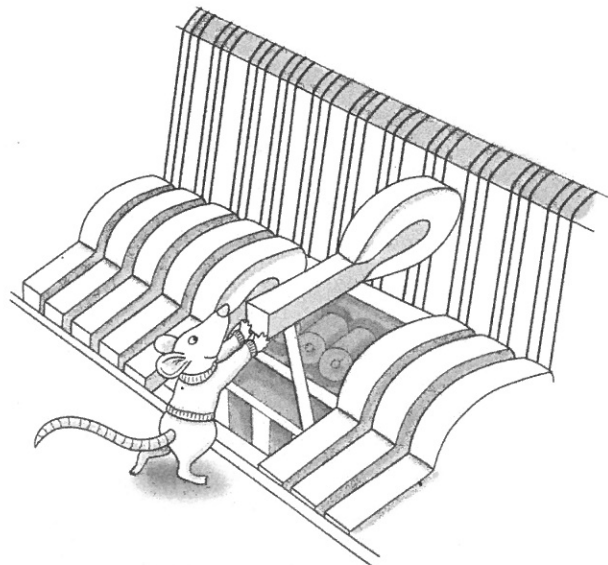
2c

☐ 2 marks

Stuart Little

E.B. White

- 1 *Mr and Mrs Little, and their son George, were very surprised when a second child was born looking like a mouse. They called him Stuart.*
- 3 Stuart was also helpful when it came to Ping-pong. The Littles liked Ping-pong, but the balls had a way of rolling under chairs, sofas, and radiators, and this meant that the players were forever stooping down and reaching under things. Stuart soon learned to chase balls, and it was a great sight to see him come out from under a hot radiator, pushing a Ping-pong ball with all his might, the perspiration rolling down his cheeks. The ball, of course, was almost as high as he was, and he had to throw his whole weight against it in order to keep it rolling.
- 11 The Littles had a grand piano in their living room, which was all right except that one of the keys was a sticky key and didn't work properly. Mrs Little said she thought it must be the damp weather, but I don't see how it could be the damp weather, for the key had been sticking for about four years, during which time there had been many bright clear days. But anyway, the key stuck, and was a great inconvenience to anyone trying to play the piano. It bothered George particularly when he was playing the 'Scarf Dance', which was rather lively. It was George who had the idea of stationing Stuart inside the piano to push the key up the second it was played. This was no easy job for Stuart, as he had to crouch down between the felt hammers so that he wouldn't get hit on the head. But Stuart liked it just the same: it was exciting inside the piano, dodging about, and the noise was quite terrific. Sometimes after a long session he would emerge quite deaf, as though he had just stepped out of an airplane after a long journey; and it would be some little time before he felt really normal again.



Name: _____

Class: _____

Date: _____

4

- 1 Look at the second paragraph, beginning "*Stuart was also helpful ...*".

What does the word "*stooping*" mean? Tick **one**.

bending ☐ looking ☐ slouching ☐ stretching ☐

2a

☐

1 mark

2b

☐

1 mark

2b

☐

1 mark

2d

☐

1 mark

2d

☐

1 mark

2d

☐

2 marks

2e

☐

1 mark

2b

☐

2 marks

2c

☐

1 mark

- 2 Why did Stuart find it hard to push a Ping-pong ball?

- 3 Look at the paragraph beginning "*The Littles had a grand piano ...*".
Find and copy three words that tell us why a sticky key was a problem.

- 4 The sticky key was probably *not* caused by the weather.
Find **one** piece of evidence for this statement. Use direct quotations from the text.

- 5 Why do you think George suggested that Stuart should be inside the piano when it was being played?

- 6 Give **two** reasons why it was uncomfortable for Stuart to be inside the piano.

- 7 In spite of the discomfort, why is it likely that Stuart will go into the piano the next time George asks?

- 8 Tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
Stuart Little's brother was also a mouse.	<input type="checkbox"/>	<input type="checkbox"/>
Stuart liked to play Ping-pong.	<input type="checkbox"/>	<input type="checkbox"/>
Stuart liked being inside the piano.	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes, being inside the piano made Stuart deaf for a bit.	<input type="checkbox"/>	<input type="checkbox"/>

- 9 Which of these would be the best title for this extract? Tick **one**.

Inside the Piano ☐

Stuart the Ball Boy ☐

Stuart Helps Out ☐

The Sticky Key ☐

A Korean Myth

- 1 One day, years and years ago, the birds of this world knew that cold winter was approaching and began to fly south to warmer countries. All except one little bird who had a broken wing and could not fly.
- 4 "I will ask the trees in the forest if they can keep me warm in the cold winter," he said.
- 6 So, he jumped and he flapped towards the trees at the fringe of the forest. He first met a majestic birch. "Magnificent Birch," he sang, "will you allow me to stay warm in your branches during the cold winter?"
- 9 "Certainly not!" the birch tree said. "I have to take care of my branches."
- 10 The little bird staggered on until he came to a great oak tree. "Oh, mighty Oak, when winter comes, I may freeze. Will you keep me warm in your branches?"
- 13 "No, for you might eat my acorns!" replied the oak. "Go away."
- 14 The little bird jumped and he flapped until he came to a maple tree. "Oh, glorious Maple, will you let me spend winter in your warm branches?"
- 16 "I shall not!" replied the maple. "I never help strangers."
- 17 The poor little bird did not know where to go, but he kept staggering and flapping along with his broken wing. Presently the fir tree saw him and said, "Come here, little bird. You may spend the winter in my branches."
- 20 The pine tree nearby said, "I will spread my branches to keep the wind away."
- 21 The holly tree added, "You may eat my berries. They are good food for birds."
- 22 The little bird was very comfortable in his warm nest, protected from the cold wind and with holly berries to eat.
- 26 That night, the Frost King said, "North Wind, it's time to start winter. Blow the leaves from the trees, my friend, except for those who helped the bird with the broken wing. For their kindness, they may keep their leaves, even in winter."



Name: _____

Class: _____

Date: _____

- 1 From the first paragraph, **find** and **copy** four words that explain when these events happened.

- 2 Why does the bird call the trees "*magnificent*", "*mighty*" and "*glorious*"?

- 3 Look at the paragraph beginning "*So, he jumped and he flapped...*".

What does the word "*fringe*" mean?

Tick **one**.

centre ☐

edge ☐

heart ☐

nearby ☐

- 4 Write the name of the tree beside the excuse it gave not to help the bird.

"*No, for you might eat my acorns!*" _____

"*I never help strangers.*" _____

"*I have to take care of my branches.*" _____

- 5 Why does the writer tell you in the first paragraph that the bird had a broken wing?

- 6 Tick **one** box in each row to show whether the statement is **true** or **false**.

	True	False
The bird wanted the trees to give him food.	<input type="checkbox"/>	<input type="checkbox"/>
The bird tried to fly south.	<input type="checkbox"/>	<input type="checkbox"/>
The bird asked politely for help.	<input type="checkbox"/>	<input type="checkbox"/>
The bird was comfortable in its nest in the fir tree.	<input type="checkbox"/>	<input type="checkbox"/>

2b

☐

1 mark

2d

☐

1 mark

2a

☐

1 mark

2b

☐

1 mark

2f

☐

1 mark

2b

☐

2 marks

Knight Survival Guide: Are You Tough Enough?

Anna Claybourne

1 **Showing off**

When there are no real battles, take part in a tournament. This is a fighting competition in which you can show off your skills.

4 **Charge!**

To joust, you must:

1. Ride towards your enemy at top speed.
2. Try to hit him with your lance.
3. Wear your smartest armour!

9 **The winners**

Knights who won a joust were given a prize. They were usually given money.

11 **For the ladies**

Knights sometimes fought to impress a lady.

13 **Knight rules**

A good knight must be very polite to ladies. Always bow and kneel to a lady and never, ever swear at her!

16 **Your special lady**

You can even fight for a lady. In any fight, make sure you wear her family colours or coat of arms.

19 **Take care**

Knights were expected to **defend** and **protect** women.

21 **On a mission**

Your king or lord might test you by sending you on a quest, or mission. You might have to catch an enemy or save a prisoner in a castle.

24 **Top quests**

If you are really lucky you might get to find treasure or rescue a princess from a tower. And all knights want to fight a dragon, of course!

27 **Cup of magic**

Some knights went on a great adventure to find a magical cup called the Holy Grail.

Name: _____

Class: _____

Date: _____

- 1 Why would a knight take part in a tournament? Give **two** reasons from the text.

2b

1 mark

- 2 What does the heading "**Showing off**" tell us about the author's feelings about tournaments?

2g

1 mark

- 3 "make sure you wear her ... coat of arms."

In this sentence, the underlined words are closest in meaning to the following. Tick **one**.

warm winter coat ☐something you wear in secret ☐family's shield ☐another layer of protection ☐

2a

1 mark

- 4 At this time, were ladies seen as strong and independent, or weak and fragile?

Explain your answer using ideas from the text.

2d

1 mark

- 5 Use information from the text to write a definition of a joust for the glossary.

2b

2 marks

- 6 Give **two** reasons from the text why knights would fight in a tournament.

2b

2 marks

- 7 "Your king or lord might test you by sending you on a quest, or mission" (paragraph 8). Why did the writer add the words "or mission"?

2f

1 mark

- 8 "And all knights want to fight a dragon, of course!" (paragraph 9). Why did the writer use the words "of course!" to finish the sentence?

2g

1 mark

- 9 Do you think the text would be helpful if you wanted to be a knight?

Yes ☐ No ☐

Explain your answer using ideas from the text.

2c

2 marks

Would You Eat Less-Than-Perfect Fruit and Vegetables? 7

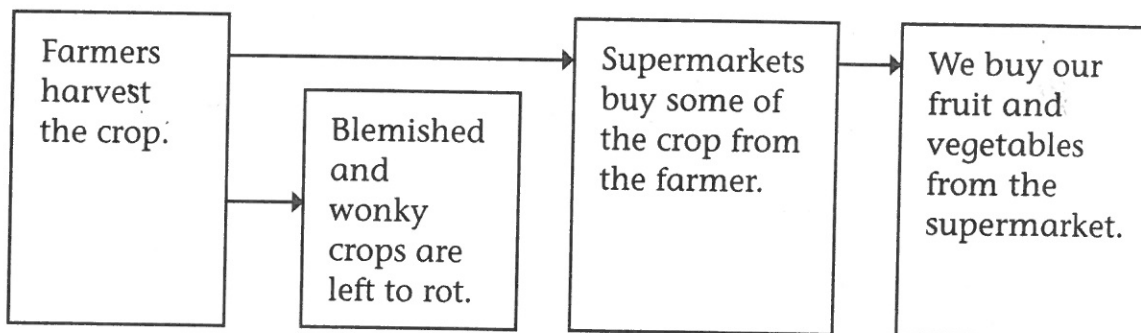
- 1 Farms in the UK are currently throwing away around 3 million tonnes of edible fruit and vegetables each year. Why are they throwing it away? It's because shoppers don't want to buy fruit and vegetables that look slightly different from all other fruit and vegetables. If shoppers won't buy these fruit and vegetables from the shops, the shops won't buy them from the farmers.

FACT BOX

3 million tonnes is the same weight as:

- 6 cruise liners
- 4 big aeroplanes, including passengers

- 11 Many UK farmers sell their fruit and vegetable crops to supermarkets. The supermarkets will only buy carrots that are a particular colour, shape and size: they don't want long thin carrots, or short fat ones. Carrots that are slightly bent, or have bumps and lumps, won't end up in a supermarket. Instead, hundreds of tonnes of perfectly good, carrot-tasting carrots are being left to rot in heaps on the farm, being fed to animals or are being ploughed back and left to rot in fields.



- 18 The biggest difficulty farmers have is that they rely on different types of weather coming at just the right times of year. If the autumn is too long or the spring is too wet, apples and pears may end up with little brown patches on their skin. These blemishes don't affect the taste, and don't do us any harm, but we don't like to buy them and the fruit ends up rotting on the farms and in the orchards.
- 24 What's the answer? Some supermarkets now sell "wonky" fruit and vegetables at a lower price, to see whether shoppers will buy them. These "weather-blemished" crops usually taste just the same as the other crops on sale, they just don't look as pretty. If people buy these crops from the supermarkets, the farmers get paid something for them and don't have to watch the crops rotting before they leave the farm gate.
- 30 Reducing food waste is a shared problem and we need to find a shared solution. What do you think **you** can do about it?

Name: _____

Class: _____

Date: _____

- 1 Give a reason from the text to explain why farms are throwing away so much edible fruit and vegetables.
- _____
- 2 Why did the writer use a fact box in this text? Tick **one**.
- so that the text does have too many words ☐
- to help readers understand what "3 million tonnes" means ☐
- to explain why so much fruit and vegetables are wasted ☐
- to tell readers to eat different-looking fruit and vegetables ☐
- 3 Give **two** reasons from the text why a supermarket might reject a carrot.
- _____
- 4 What happens to the carrots the supermarkets don't buy?
- _____
- 5 "These blemishes don't affect the taste."
- Tick the phrase that is closest in meaning to "blemishes". Tick **one**.
- bruises or other damage ☐ maggots or other insect damage ☐
- marks or patches on the skin ☐ size and shape of the fruit ☐
- 6 Why do you think the supermarkets have to sell the "wonky" fruit and vegetables at a lower price?
- _____
- 7 Tick the statement that is the best summary of ideas from the last three paragraphs. Tick **one**.
- The weather affects how well a crop grows. ☐
- We do not like to buy fruit and vegetables with blemishes. ☐
- If we buy less-than-perfect crops, the farmers will not waste the food. ☐
- We need to find ways of reducing the amount of food we waste. ☐
- 8 Put **one** tick in each row to show whether the fact is **true** or **false**.

	True	False
All the fruit and vegetables we throw away would fit into a long train.		
Many shoppers will only buy fruit and vegetables that look normal.		
Any fruit and vegetables the farmers cannot sell are eaten on the farm.		
Fruit with blemishes on the skin taste the same as prettier fruit.		

2b

☐

1 mark

2f

☐

1 mark

2b

☐

1 mark

2b

☐

1 mark

2a

☐

1 mark

2d

☐

1 mark

2c

☐

1 mark

2b

☐

2 marks

Dunkirk

8

- 1 In May 1940, things were not going well for the allied British and French forces in northern France. The German army had been cunning, and had managed to separate the allies into two smaller groups.
- 4 One group of nearly 400,000 allied soldiers had to retreat from the advancing German army until they reached the French coast near the town of Dunkirk. The soldiers could not retreat any further because the sea was behind them, so they worked out the best way to defend the beach and settled down, hoping for rescue. But Dunkirk harbour had been bombed, so the great warships that could transport men back to England had to stay offshore because they couldn't reach the troops on the beaches. The German army was poised to attack.
- 12 It looked like all was lost for these soldiers.
- 13 The British commanders lost no time. They requested that the owners and crew of every boat along the south-east coast of England should go and help rescue the troops. Overnight, a great flotilla of small boats – rowing boats, fishing boats, pleasure boats, yachts, even lifeboats – set out to cross the 75 km of English Channel to ferry the men from the beach at Dunkirk to the warships. As they approached France, the little boats were attacked with bombs, mines and even torpedoes, but they didn't give up.
- 20 In the end, nearly 340,000 British and French troops were evacuated from Dunkirk over the space of nine days. They left behind them guns, vehicles, ammunition and food – but the lives of most of the soldiers were saved.



Name: _____

Class: _____

Date: _____

- 1 In the first paragraph, the German army is described as "*cunning*".
Why does the author use the word "*cunning*" instead of *clever*?
Tick **one**.
The word "*cunning*" makes us think of foxes, and the German army were like foxes. ☐
We admire clever people, and the writer doesn't want us to admire the German army. ☐
There is no good reason. The words mean exactly the same thing. ☐
The German army were lucky in the decisions they made. ☐
- 2 Look at the paragraph beginning "*One group of ...*".
Find and copy one word that means the same as *withdraw*.

- 3 Look at the paragraph beginning "*One group of ...*".
Find and copy one word that shows that the warships were huge and powerful.

- 4 According to the text, what did the soldiers do while they hoped for rescue?

- 5 "*It looked like all was lost for these soldiers.*"
Give **two** reasons for this statement.
Explain your reasons.

- 6 "*It looked like all was lost for these soldiers.*"
Why is this paragraph so short?

- 7 Why do you think the British commanders "*lost no time*"?

- 8 How do you think the German army felt when they discovered so many of the allied soldiers were being rescued?
Explain your answer using ideas from the text.

- 9 What do you think the main lesson we can learn from this event is?
Tick **one**.
When to sail a small boat across the channel. ☐
You should defend yourself while you hope for rescue. ☐
You should not give up, even when something seems hopeless. ☐
You should always obey a request from the army. ☐

2g

1 mark

2a

1 mark

2g

1 mark

2b

1 mark

2d

2 marks

2f

1 mark

2d

1 mark

2e

2 marks

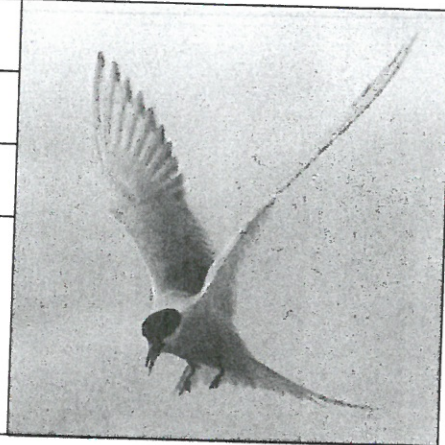
2c

1 mark

Arctic Tern – Record-Breaking Flier 9

Camilla de la Bédoyère

Where	Between the Arctic and Antarctic
When	July to November, April to June
Why	For food
How	Flying



Arctic terns regularly migrate between the Arctic, near the North Pole, and Antarctica, near the South Pole. If they travelled in a straight line, the route would be 15,000 km. However, these globe-trotters fly in a figure-of-eight to make the most of prevailing winds and save energy.

THIS IS THE LONGEST
REGULAR MIGRATION
OF ANY BIRD.

Each bird's round trip actually covers an incredible 70,000 km.

Food

Arctic terns feed at sea by skimming fish from near the water's surface, or plunging head-first into the water to grab crustaceans in their beaks.

When they reach the Antarctic, the terns feed on vast amounts of food. There are huge swarms of Antarctic krill (small, shrimp-like crustaceans) in the Weddell Sea in the southern summer, which draw many animals to the region.

Two summers

Arctic terns are almost unique among animals because they experience both the Arctic summer and the Antarctic summer. Chicks hatch in the Arctic breeding grounds and grow fast so that they are ready to begin the long flight to the Antarctic. When the terns head south they cover about 330 km a day, but they can travel up to 670 km every day on the return flight!

ARCTIC TERNS
SPEND MORE
HOURS IN THE
SUNLIGHT THAN
ANY OTHER BIRD.

Arctic tern timeline

July–September	November–March	April–June
The birds leave their breeding sites in Greenland, near the North Pole. At the end of August, they spend a month at a stop-over point in the middle of the North Atlantic to feed. In the middle of September the birds head south.	In November, the birds reach the Weddell Sea in the Antarctic.	They leave the Antarctic and head back to the Arctic, flying in a massive 'S' shape to follow the winds. Some birds take a break at the stop-over point in the North Atlantic. In June, the birds reach Greenland to rest and breed.

Name: _____

Class: _____

Date: _____

9

- 1 What is the reason the terns migrate?

2b

☐

1 mark

- 2 Look at the paragraph beginning "*Arctic terns regularly migrate ...*".

Find and copy a phrase that means *travellers*.

2a

☐

1 mark

- 3 What do terns eat? Find **two** things.

2b

☐

1 mark

- 4 Look at the paragraph beginning "*Arctic terns regularly migrate ...*".

Which of the following options is the word "*prevailing*" closest in meaning to? Tick **one**.

most basic ☐

most common ☐

most helpful ☐

most successful ☐

2a

☐

1 mark

- 5 The sub-title of this text is "**Record-Breaking Flier**". Why is this appropriate?

Give **two** reasons.

2c

☐

1 mark

- 6 It is 15,000 km from the North Pole to the South Pole, yet the terns fly nearly 70,000 km. Find **two** pieces of evidence to explain why this is. You do not have to use direct quotations from the text.

2b

☐

2 marks

- 7 Why does it take the terns longer to fly south than it does for them to fly north?

Give **two** reasons.

2d

☐

2 marks

- 8 Why do Arctic terns spend more hours in the sunlight than any other bird?

2b

☐

1 mark

- 9 Why do you think the author includes a timeline? Tick **one**.

to prove that Arctic terns spend more time in the sunlight than any other bird ☐

to help the reader understand where the birds' journey begins and ends ☐

so the reader knows how the birds spend each month ☐

to explain why the birds fly back to the Arctic in an 'S' shape ☐

2f

☐

1 mark

Letting in the Light

Elizabeth Lindsay

- 1 I am warm wrapped in my fur
My wobbly legs resting as I lie here,
My eyes still closed.
Soon they will open
- 5 Letting in the light,
And when I see
I'll spin the world round in tumbles
As I play chasing my tail,
Or hunt specks of dust in the sunlight
- 10 And wash the paws I have never seen.
My mother washes my face
Her tongue smoothing my fur,
I hear her purr,
And see, yes, see some pink.
- 15 Her busy tongue, her whiskers,
Fur and eyes so orange bright,
She bends towards me,
Licking and licking,
And over I go.
- 20 I see light everywhere
And begin to know
I have opened my eyes.



Name: _____

Class: _____

Date: _____

- 1 The use of the word "warm" in the first line helps us to understand that the kitten is feeling what?
Tick **one**.

anxious ☐excited ☐joyous ☐safe ☐

- 2 From the first five lines, **find** and **copy two** phrases that show the kitten is newly born.

- 3 What will the kitten do to "*spin the world round in tumbles*"?

- 4 Look at lines 5–10.

Find and **copy one** word that means the same as *tiny pieces*.

- 5 Why has the kitten never seen her paws?

- 6 How does the kitten change between the beginning and end of the poem?

- 7 Tick **one** box to choose whether each statement is **true** or **false**.

	True	False
The mother cat is licking the kitten's paws.	<input type="checkbox"/>	<input type="checkbox"/>
The mother cat is purring.	<input type="checkbox"/>	<input type="checkbox"/>
The mother cat is pink.	<input type="checkbox"/>	<input type="checkbox"/>
The mother cat's tongue is smoothing the kitten's fur.	<input type="checkbox"/>	<input type="checkbox"/>

- 8 We are never told that the poem is about a kitten.
Find **two** pieces of evidence that the poem is about a kitten. You do not have to use direct quotations from the text.

- 9 Why is the poem called *Letting in the Light*?

Tick **one**.

It is about:

what the kitten will do when her eyes are open. ☐

what the kitten will do in the morning, when it is light. ☐

the kitten's first experiences of being licked by her mother. ☐

the first time the kitten opened her eyes. ☐

2g

☐

1 mark

2d

☐

1 mark

2d

☐

1 mark

2a

☐

1 mark

2d

☐

1 mark

2h

☐

1 mark

2b

☐

2 marks

2d

☐

2 marks

2c

☐

1 mark