

# READING

## EB5

First name \_\_\_\_\_

Last name \_\_\_\_\_

School \_\_\_\_\_

Class \_\_\_\_\_

Date of birth ○○ ○○ ○○○○

Date of test ○○ 05 2017

Total score  (maximum 36)



150329



Llywodraeth Cymru  
Welsh Government

## Practice questions

In this booklet, there are different types of question for you to answer in different ways. Here are some practice questions which show you the types of question you will see in the test. The instructions tell you what you need to do. Start by reading the text in the box below.

One afternoon, Jack arrived home from school very upset. He had lost the watch that his aunt and uncle had given to him. Jack looked everywhere. His sister helped him to hunt through his room. His mum even drove him back to school where his teacher helped him to search the empty classroom. But it was nowhere! Jack was worried but his mum told him that if he kept looking he would find the watch eventually. As Jack got ready for bed that night, the watch dropped to the floor. It had been in his pocket all along! He ran excitedly to tell his mum.

- a) Look at the text in the box below.

Hint: Check how many words to underline.

**Underline one** word that tells you how Jack felt when he came home from school.

One afternoon, Jack arrived home from school very upset. He had lost the watch that his aunt and uncle had given to him. Jack looked everywhere.

Hint: If you make a mistake and want to change your answer, cross it out clearly and underline your new answer.

- b) Who had given Jack the watch?

Tick **two**.

Hint: Check how many you have to tick.

- his mum   
his sister   
his aunt   
his teacher   
his uncle

- c) Choose the best group of words to fit each of the sentences below and tick your choices.

**Jack went back to school**

- a) by bus.  by bicycle.  by car.  on foot.

**They could not find the watch so Jack's mum**

- b) encouraged  bought  told him  told him to   
him to keep looking. him a new one. some jokes. stop looking for it.

**d** Draw **three** lines to show how each person helped Jack look for his watch.

Jack's sister	took him back to school
Jack's mum	searched the classroom
Jack's teacher	looked in his room

**e** **Find and copy one** word that tells you where Jack's watch had been all day.

Hint: You must look back in the text to find this.

\_\_\_\_\_

**f** Put these events in order by numbering them from 1 to 4.

One has been done for you.

Jack's teacher helped him to look for his watch.

Jack's sister helped him to look for his watch.

Jack found his watch at bedtime.

Jack lost his watch.

**STOP**

**Please wait until you are told to start work on page 4.**

**In this booklet, you have three texts to read and answer questions about. Read the first text carefully BEFORE you start answering the questions for that text. Then carefully read the next text BEFORE answering the questions and so on.**

**You should work through the booklet, referring to the text when you need to, until you finish page 15 or until you are asked to stop.**

**You have up to 60 minutes to do the test.**

## The phizz-whizzing world of Roald Dahl

Roald Dahl is a famous children's author who wrote nearly 50 books, poems and plays. His parents were from Norway but Roald was born in Wales in 1916.

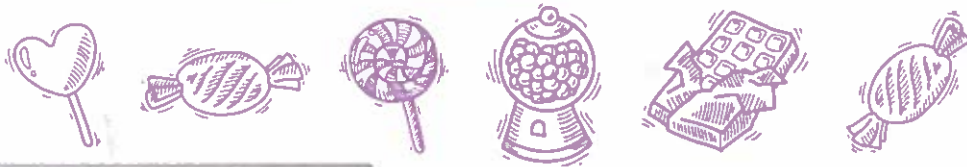
### Boy: Tales of Childhood

Roald Dahl wrote an autobiography (a story about his life) called *Boy: Tales of Childhood*. In this extract he describes the sweet-shop in the town where he grew up.

On the way to school and on the way back we always passed the sweet-shop. No we didn't, we never passed it. We always stopped. We lingered outside its rather small window gazing in at the big glass jars full of Bull's-eyes and Old Fashioned Humbugs and Strawberry Bonbons and Glacier Mints and Acid Drops and Pear Drops and Lemon Drops and all the rest of them. My own favourites were Sherbet Suckers and Liquorice Bootlaces.

Gobstoppers, costing a penny each, were enormous hard round balls the size of small tomatoes. One Gobstopper would provide about an hour's worth of non-stop sucking and if you took it out of your mouth and inspected it every five minutes or so, you would find that it had changed colour. There was something fascinating about the way it went from pink to blue to green to yellow. We used to wonder how in the world the Gobstopper Factory managed to achieve this magic. "How *does* it happen?" we would ask each other. "How *can* they make it keep changing colour?"

The sweet-shop in Llandaff in the year 1923 was the very centre of our lives.



#### His books

The first book that Dahl wrote, called *The Gremlins*, was published in 1943. Even now, his books continue to sell at a rate of about one million a year. Many of his books have been made into films and plays.

#### Gobblefunk

It is said that Roald Dahl created around 250 new words, many of these in his novel *The BFG*. Dahl called these new words 'Gobblefunk'.

Here are some examples of Gobblefunk and their meanings:

- phizz-whizzing – brilliant
- frightsome – very scary
- delumptious – delicious

#### Roald Dahl and chocolate

When he was a teenager, Roald Dahl moved to a school that was near a factory owned by Cadbury (a company that makes chocolate). The school children would often receive parcels with the newest inventions and were asked to be chocolate-testers.

This made Dahl fascinated by the chocolate companies and how they created interesting and delicious treats. It is thought that this inspired him to write *Charlie and the Chocolate Factory* – a book all about a mysterious chocolate factory. This is one of his most famous books and it has been made into two films, a stage musical and now even a theme park ride!



1 Draw **four** lines to match each book to its description.

*The BFG*

*The Gremlins*

*Charlie and the  
Chocolate Factory*

*Boy: Tales of Childhood*

a story about  
Roald Dahl's life

contained a lot  
of new words

first book  
Roald Dahl wrote

inspired by Roald Dahl's  
experiences as a tester



2 The sweet-shop sold lots of different sweets.

What were Roald Dahl's favourite sweets?

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

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



3 Look at the text in the box below.

**Underline two** separate words that show that the children were very interested in the sweet-shop.

We lingered outside its rather small window gazing in at the big glass jars full of Bull's-eyes and Old Fashioned Humbugs and Strawberry Bonbons and Glacier Mints and Acid Drops and Pear Drops and Lemon Drops and all the rest of them.

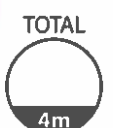


4 Find and copy **one** word that describes the size of the Gobstoppers.

\_\_\_\_\_



*please turn over*



5 Look at the text in the box below.

**Underline three** words that show that Roald and his friends were amazed by Gobstoppers.

There was something fascinating about the way it went from pink to blue to green to yellow. We used to wonder how in the world the Gobstopper Factory managed to achieve this magic. "How *does* it happen?" we would ask each other. "How *can* they make it keep changing colour?"

5  
1m

6 *Roald Dahl wrote an autobiography (a story about his life) called Boy: Tales of Childhood.*

Why are the words in brackets included?

Tick one.

- to tell you what an autobiography is
- to tell you which part of the book the extract is from
- to tell you the name of the autobiography
- to tell you that the story is made-up

6  
1m

7 What is Gobblefunk?

Tick one.

- one of Roald Dahl's books
- a type of sweet
- made-up words
- a theme park

7  
1m

8 Look at the whole text.

Complete the table below to show in which year each event happened.

Event	Year
Roald Dahl was born.	
Roald Dahl often visited the sweet-shop in Llandaff.	
Roald Dahl's first book was published.	

8  
1m

9

The phizz-whizzing world of Roald Dahl

What does this title mean?

Tick one.

The scary world of Roald Dahl

The brilliant world of Roald Dahl

The storytelling world of Roald Dahl

The delicious world of Roald Dahl

9  
1m

10

Look at the 'Roald Dahl and chocolate' section.

According to the text, what led Roald Dahl to write *Charlie and the Chocolate Factory*?

Tick one.

He had seen a film about a chocolate factory.

He worked in a sweet-shop.

He tried new chocolates for a local factory.

His school was owned by a chocolate company.

10  
1m

11

Put ticks to show which statements are **true** and which are **false**.

	True	False
All of Roald Dahl's books have been made into films.	<input type="checkbox"/>	<input type="checkbox"/>
Roald Dahl wrote 250 books, poems and plays.	<input type="checkbox"/>	<input type="checkbox"/>
Roald Dahl's autobiography describes his experiences working in a sweet-shop.	<input type="checkbox"/>	<input type="checkbox"/>
As a child, Roald Dahl paid one penny for Gobstoppers.	<input type="checkbox"/>	<input type="checkbox"/>
Every year, about one million copies of Roald Dahl's books are sold.	<input type="checkbox"/>	<input type="checkbox"/>

11  
2m

please turn over

TOTAL  
8m

## The underground fair

This story is about two friends, Marcus and Edison. On holiday, they discover a mysterious cellar (an underground room) underneath a caravan. This extract describes what happens when they decide to explore.

"That's – that's impossible," Marcus protested. He stared in disbelief at a narrow flight of steps that descended into some kind of shadowy, underground space. "This caravan is on wheels," he croaked. "It *can't* have a cellar."

Edison peered downstairs. "It looks like a cellar to me," he said.

"But –"

"It's big, isn't it? You're lucky. We don't have a cellar in our caravan."

Marcus stood gawking, unable to believe his eyes. How could there possibly be a cellar when the caravan was sitting on wheels, off the ground?

"We should get torches," Edison remarked. "Are there any around here somewhere?"

Marcus couldn't help sounding dazed. "Are you – I mean, are we going down to have a look?"

"Of course!" Edison seemed taken aback. "Don't you want to?"

"I guess ..."

Slowly and carefully they walked down the stairs, which creaked under their weight and wobbled slightly with every step they took. The beams of their torches flickered across a stone floor and damp brick walls hung with cobwebs.

"Oh, wow," Edison gasped. "This is fantastic. It's like a dungeon."

"Hey! Look at that!" He pointed. The beam from his torch had come to rest on a closed door with a shiny brass knob. "Let's see where that goes!"

"Hang on," said Marcus, whose own torch beam had picked out another, identical door. The two doors were placed side by side.

There was nothing else in the room; just the doors and the cobwebs.

"Which one looks safer to you?" Edison asked him.

He darted forward eagerly, before Marcus could pull him back.

"Wait!" Marcus shouted. But it was too late. Edison had already turned his chosen knob and yanked open the door attached to it.

Instantly, the air was filled with carnival music.

The two boys stared. Through the door lay a sunlit amusement park. To their right, an enormous carousel was spinning, pumping out a cheerful, chiming song. To their left, a row of painted clown heads swung from side to side. Beyond that stood a slowly revolving big wheel.

Wherever Marcus looked, there were flashing lights or moving parts or happy painted faces. There were striped tents and rides and banners, but no people.

Though it was full of noise and movement, the entire fair was empty of life.





1 Why did Edison think that Marcus was lucky?

because ...

Tick one.

- Marcus's caravan was on wheels
- Marcus's caravan had a cellar
- Edison's cellar was smaller
- Marcus had already been in the cellar



2 Look at the text in the box below.

**Underline two** separate words that show that Marcus thought the cellar could not be real.

"That's – that's impossible," Marcus protested. He stared in disbelief at a narrow flight of steps that descended into some kind of shadowy, underground space. "This caravan is on wheels," he croaked.

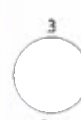


3 How could there possibly be a cellar when the caravan was sitting on wheels, off the ground?

What are the purposes of this question?

Tick two.

- to show what Edison was thinking
- to show what Marcus was thinking
- to show what Edison said
- to show what Marcus said
- to help the reader understand the situation was unusual
- to help the reader imagine themselves in that situation



4 "Of course!" Edison seemed taken aback. "Don't you want to?"

What does *taken aback* suggest?

Tick one.

- Edison wanted to go back to the caravan.
- Edison was unsure about exploring.
- Edison was caught up in a daydream.
- Edison was surprised by Marcus's reaction.



TOTAL



5 Find and copy three words used to describe the cellar.

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

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

3. \_\_\_\_\_



6 *Slowly and carefully they walked down the stairs ...*

Why did the boys walk *slowly and carefully*?

Tick two.

They were nervous about going on the fair rides.

They were looking for a door.

They did not know what they might find.

There were so many doors to choose from.

The stairs were old and unsafe.



7 Look at the text in the box below.

**Underline** the phrase that suggests that **Edison** thought that there may be something dangerous behind the door.

"Hang on," said Marcus, whose own torch beam had picked out another, identical door. The two doors were placed side by side.  
There was nothing else in the room; just the doors and the cobwebs.  
"Which one looks safer to you?" Edison asked him.  
He darted forward eagerly, before Marcus could pull him back.



8 Choose the best group of words to fit each of the sentences below and tick your choices.

**When the two boys found the cellar, they**

a) reacted in very different ways.       raced each other to look in it.       ran to tell their parents.       argued about what to do.

**Both boys were shocked when they saw the amusement park, which was**

b) quiet and spooky.       loud and crowded.       small but busy.       noisy but abandoned.



9 Put ticks to show which of the following describe **Marcus** and which describe **Edison**.

	Marcus	Edison
was puzzled by the location of the cellar		
suggested exploring the cellar		
was eager to open the first door they found		
discovered the second door		
opened the door to the fair		

9  
2m

10 Put these events in order by numbering them from 1 to 5.

- The boys found a staircase under the caravan.
- The boys saw an amusement park.
- The boys found two doors.
- The boys got torches.
- The boys went down into the cellar.

10  
1m

11 Think about the whole text.

If Edison had not been there, Marcus would have ...

- Tick **one**.
- been unsurprised about the cellar.
  - gone down into the cellar sooner.
  - been unlikely to explore the cellar.
  - been unexcited by the discovery of the cellar.

11  
1m

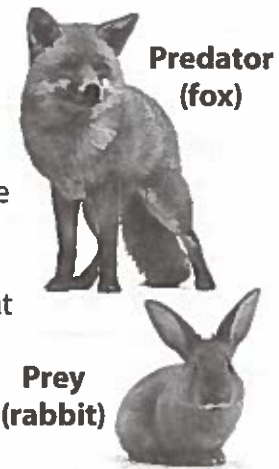
*please turn over*

## Animal eyesight

Did you know that different animals see the world in different ways? They have adapted so that the way they see can help them to survive.

### Predator or prey?

One example of this is the difference between how predator and prey animals see. Predators (animals that hunt other animals), such as foxes, often have eyes on the front of their heads facing the same direction. This allows them to tell how far away things are – very useful for hunting! Prey animals (those that are hunted), such as rabbits, often have eyes on either side of their head. This means that they can see more from their left and right without turning their heads. This helps them notice if something is chasing them.



### Chameleons

Chameleons have a very unusual ability. They can move both their eyes independently so that they can look at two different things at the same time. Chameleons hunt very fast-moving creatures so this helps them spot an insect as it zooms by.



### Owls

Owls have very large eyes, sometimes even bigger than human eyes; this helps them to see in the dark. Owls are known to have very good eyesight and can spot their prey from high up in the trees when they hunt at night. Owls cannot move their eyeballs like humans can, which means they can only look straight forward. This is the reason that owls can turn their heads almost the whole way around. It is the only way they can see from side to side.

### Snakes

As well as having eyes, some types of snake also have a second set of sensors, which they use for infrared vision. Infrared vision enables snakes to 'see' the heat that objects and creatures give out, which helps them hunt in the dark. This means snakes can detect their food underground in a dark burrow because their prey will be warmer than the surroundings.

### Four-eyed fish

Contrary to its name, a four-eyed fish does not actually have four eyes. It has two eyes which are split in half, allowing it to see clearly both above and below water at the same time. This means it can keep a look out for any predators above the water while searching below the surface for food.

### Seeing through the eyes of animals

Artists in France have found a way to let us experience the world similarly to animals. They have designed metal helmets with special mirrors and tubes which create the experience of seeing the world through the eyes of a giraffe, a hammerhead shark, a horse or a chameleon.

1

They have adapted so that the way they see can help them to survive.

Which features of survival are discussed in the text?

Tick **two**.

- finding food
- finding shelter
- finding water
- escaping hunters
- escaping disease



2

Why do predators have both eyes facing forward?

Tick **one**.

- so they can spot animals that are chasing them
- so they can see more easily when hunting their prey underground
- so they can work out the distance between themselves and their prey
- so they can keep track of fast-moving prey



3

Why have pictures of a fox and a rabbit been included?

to show ...

Tick **one**.

- the similarities in different animals' eyes
- how predator animals use their vision to hunt
- how infrared vision helps animals to hunt
- the different positions of prey and predator animals' eyes



4

The way a chameleon sees is different from the way many other animals see.

Find and copy one word that tells you this.

\_\_\_\_\_



*please turn over*





5 Owls can turn their heads further around than other animals.

Why have they developed this ability?

Tick one.

- because they cannot move their eyes from left to right
- so they can see animals that are hiding behind trees
- because it is their only way to see while flying
- so they can look in two different directions at once

5  
1m

6 *Infrared vision enables snakes to 'see' the heat that objects and creatures give out...*

Why is the word *see* in inverted commas, like 'this'?

Tick one.

- to show that the word does not have its usual meaning
- because the writer does not understand how infrared vision works
- to show that the writer is not sure whether this information is true
- because snakes do not have eyes

6  
1m

7 Draw **three** lines to match each feature to what it allows the animal to do.

large eyes	see in two different directions
infrared vision	hunt underground
eyes that move separately	see from far away in the dark

7  
1m

8 French artists have created helmets to let humans see how other animals see.

**Find and copy three** animals whose sight humans could experience with the helmets.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

8  
1m

9 Find and copy three objects or materials the French artists need to make the special helmets.

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

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

3. \_\_\_\_\_



10 Put ticks to show which statements are true and which are false.

	True	False
All animals see in the same way.		
Predators are animals that are hunted.		
All owls have eyes bigger than human eyes.		
Snakes have infrared sensors as well as eyes.		
The four-eyed fish finds its food underwater.		



11 Here is a copy of the text on page 12.


Label each arrow to show the different parts of text.

- A – photograph
- B – subheading
- C – title
- D – comparison of two different types of vision
- E – description of how humans can experience vision like animals
- F – information about how one particular animal sees

**Animal eyesight**

Did you know that different animals see the world in different ways? They have adapted so that the way they see can help them to survive.

**Predator or prey?**  
One example of this is the difference between how predator and prey animals see. Predators (animals that hunt other animals), such as foxes, often have eyes on the front of their heads facing the same direction. This allows them to tell how far away things are – very useful for hunting! Prey animals (those that are hunted), such as rabbits, often have eyes on either side of their head. This means that they can see more from their left and right without turning their heads. This helps them notice if something is chasing them.



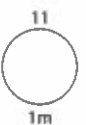
**Chameleons**  
Chameleons have a very unusual ability. They can move both their eyes independently – that they can look at two different things at the same time. Chameleons hunt very fast-moving creatures so this helps them spot an insect as it zooms by.

**Owls**  
Owls have very large eyes, sometimes even bigger than human eyes. This helps them to see in the dark. Owls are known to have very good eyesight and can spot their prey from high up in the trees when they have at night. Owls cannot move their eyeballs like humans can, which means they can only look straight forward. This is the reason that owls can turn their heads almost the whole way around. It is the only way they can see from side to side.

**Snakes**  
As well as having eyes, some types of snake also have a second set of sensors, which they use for infrared vision. Infrared vision enables snakes to 'see' the heat that objects and creatures give out, which helps them hunt in the dark. This means snakes can detect their food underground in a dark burrow because their prey will be warmer than the surroundings.

**Four-eyed fish**  
Contrary to its name, a four-eyed fish does not actually have four eyes. It has two eyes which are split in half, allowing it to see clearly both above and below water at the same time. This means it can keep a look out for any predators above the water while searching below the surface for food.

**Seeing through the eyes of animals**  
Artists in France have found a way to let us experience the world similarly to animals. They have designed metal helmets with special mirrors and tubes which create the experience of seeing the world through the eyes of a giraffe, a haremhead shark, a horse or a chameleon.



**End of test. Please check your work.**

