

Instructions

In this booklet, there are different types of question for you to answer in different ways.

Here are some practice questions. The instructions tell you what you need to do.

Practice questions

Look at the sentences below. Each one has a word missing.

Tick the box next to the word that **best** fits the gap.

You **do not** need to write the word in the gap.

a Playing outside is lots of _____.

fan funny fin fur fun

b I like _____ because I love snow.

winner winder winter window windy

STOP

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

You should then work through pages 4 and 5 until you are asked to stop.

You have 10 minutes to do this part of the test.

Sentence completion

Look at the sentences below. Each one has a word missing.

Tick the box next to the word that **best** fits the gap.

You **do not** need to write the word in the gap.

1 The old door _____ when it opens.

creases crates creaks creams creates



2 When it snowed we were _____ cold.

excited extremely examine extended exchange



3 Daniel and his friends were going to _____ a tree house.

build high strong inside play



4 Ali could hear the leaves _____ in the wind.

raining rustling rooting railing ruling



5

The class _____ was to make a boat.

protest

proper

property

project

provide

5



6

Jemma found the _____ of the book interesting.

begging

bargain

beggar

beginning

being

6



7

I had the smallest _____ of chips.

possible

position

portion

purpose

positive

7



8

The teacher _____ Ella for her excellent work.

preached

practised

pruned

printed

praised

8



STOP

Please wait until you are told to start work on page 6.

TOTAL

8m

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.

The red school bus stopped outside the museum's black gates. The class were going to the museum as a treat for working so hard. Everyone else was chatting excitedly, but Lucy did not want to go to the museum. She did not want to look at old things because they were boring. The class lined up outside the museum's wooden doors. Suddenly they heard an enormous roar from inside. Lucy smiled when she saw a model lion swinging his bushy head and roaring. She was starting to feel very excited now – lions were her favourite animal.

a Choose the best word or group of words to fit each sentence below.

Tick **one** box for each sentence.

In this story, Lucy and her class went to

a) school. the museum. the zoo. the forest.

They went because

b) it was the end of term. it was Lucy's birthday. they had worked very hard. the zoo was closed.

b Draw **three** lines to show what each object looked like.

school bus

wooden

museum gates

black

museum doors

red

c **Find and copy one word** that describes the lion's head.

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

d

Look at the text in the box below.

Hint: Check how many words to underline.

Underline the **two** words that describe what Lucy thought about the things in the museum.

She did not want to look at old things because they were boring.

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

e

What two things did the lion do?

Hint: Check how many you have to tick.

Tick **two**.

make a noise

walk away

swing its head

stand in line

light up

smile at Lucy

f

Number these events from 1 to 4 to show the order in which they happened.

One has been done for you.

Lucy saw the lion.

The bus stopped. 1

The children lined up.

Lucy felt excited.

g

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

True	False
------	-------

At the start, Lucy was happy to go on the school trip.

Lions were Lucy's favourite animal.

STOP

Please wait until you are told to start work on page 8.

You should then work through the booklet until you are told to stop.

Now read all of the **boxed text** on pages 8–13.
Then turn back to this page to start answering the questions.

There's a sea in my bedroom

David was frightened of the sea. It was a huge, wet monster that gobbled him up, knocked him over, turned him upside down. He didn't like the sea. Not at all, not one bit.

But he liked collecting shells. They were yellow and grey and pink and purple. Then one day he found an unusual shell. It was shaped like a pear, brown on the outside and orange inside.

"That's a very special shell," said his father. "If you put it against your ear, you can hear the sea inside."



1 What did David like doing at the seaside?

Tick one.

running into the sea

collecting stones

collecting shells

listening to the sea



2 Look at the text in the box below.

Underline one word that tells you that David thought the sea was scary.

It was a huge, wet monster that gobbled him up, knocked him over, turned him upside down.

2
1m

3 David found an unusual shell.

a) What was the unusual shell shaped like?

Tick one.

a pear

an ear

a monster

an orange

3a
1m

b) What were the two colours of the unusual shell?

Tick two.

yellow pink

orange grey

purple brown

3b
1m

4 What word did David's father use to describe the unusual shell?

Find and copy one word.

4
1m

please turn over

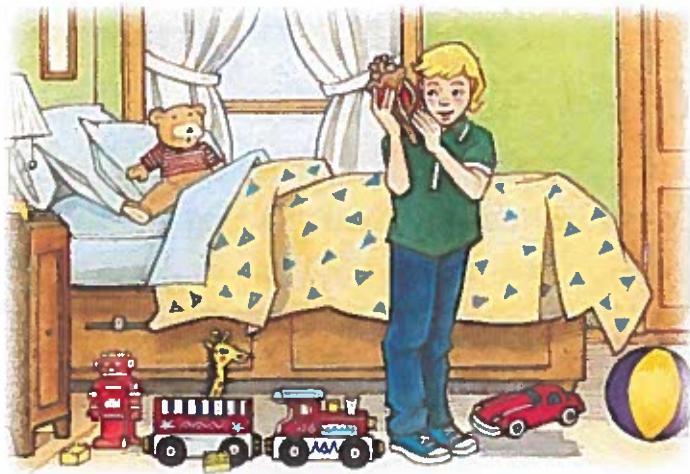
'How could the big, scary sea get inside a small shell?' wondered David. But he pressed the shell against his ear and listened and listened. Then he heard the sea. It was soft and growly and friendly.

David wasn't scared of this sea. Not at all, not one bit.

He took the shell to his bedroom and put it on the chair next to his bed.

He felt sorry for the sea. It couldn't enjoy being trapped inside the shell. Perhaps he could let it out. Just for a short while.

He stroked the shell and whispered, "Come out sea, come out, I won't hurt you."



5

The story describes the **sea at the seaside** and the **sound in the shell**.

Put **one** tick in each row to show what each of these words is describing.

	The sea at the seaside	The sound in the shell
scary		
soft		
big		
friendly		



6

David tried to get the sea to come out of the shell.

What did he do?

Tick two.

spoke softly to the sea stroked the shell

shouted at the sea shook the shell

pressed the shell



please turn over

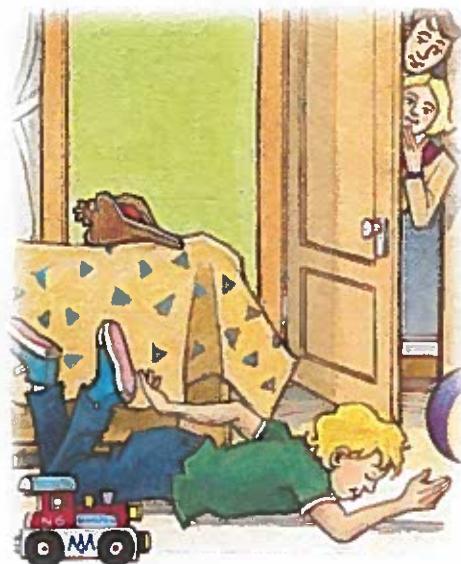
He waited and waited. Nothing happened.

Then he heard a swish-swishing noise and the sea rushed out of the shell.

David jumped into the waves, then came up for air and shouted, "Mum, dad, there's a sea in my bedroom! I'm jumping in the waves, I'm getting all wet."

"A sea in his bedroom!" said his father.
"A sea in his bedroom!" said his mother.
"What is he doing?"

They opened the bedroom door and peeped in. There was David, swimming on the floor with his toys all around him. But there was no sea, no sea at all.



7 Find and copy one word that shows the sea left the shell quickly.

7
1m

8 Why did David's mother and father peep into his bedroom?

Tick one.

The water stopped them from opening the door wide.

They did not know where David was.

They wanted to see what David was doing.

They heard the sea rushing into David's room.

8
1m

David sat up. He touched his trousers and shirt and his hair. He was dry.

"There was a sea," he said. "There was a soft, growly, friendly sea. It lives inside the shell. It's gone back now."

His father smiled. "It's not a real sea. It's just a sound the shell makes when you put it against your ear. Shall we go to the beach tomorrow? You can go swimming in the sea."

"Yes," said David. "That would be fun."

He would take his bucket and spade. He wasn't frightened of the big sea any more.

Not at all, not one bit.



9 David's feelings about the sea changed throughout the story.

Draw **three** lines to show how David felt about the sea at different points in the story.

beginning

• David felt sorry for the sea.

middle

• David liked the sea.

end

• David was scared of the sea.

9

1m

please turn over

TOTAL

3m

10 Think about the whole story.

Number these events from 1 to 5 to show the order in which they happened.

One has been done for you.

David heard the sea.

David agreed to go for a swim in the sea.

David spoke to the sea.

David found a shell. 1

David played at jumping in the waves.



11 What is **most** likely to happen next in the story?

Tick one.

David goes to the seaside and sees a wet monster.

David goes to the seaside and is scared of the sea.

David goes to the seaside and enjoys playing in the sea.

David goes to the seaside and takes all his shells back.



STOP

Please wait until you are told to start work on page 16.



Please wait until you are told to start work on page 16.

Now read all of the **boxed text** on page 16.
Then use this page to answer the questions.

This poem is about a girl who is out in the rain.

When it rains

by Kathy Henderson

When it rains
They put their heads down and walk faster
But I want to stand still, look up
And see the drops falling.

When it rains
They say "Put your hood up."
"Keep under here" and
"Don't get your feet wet."

But I want to walk in the puddles,
Feel my feet squelching in my shoes,
And hear the water wash a tide of rubbish down the hill.

When it rains
They say "Hurry up.
We're going home."

But I want to stop
And watch the windscreen wipers setting up a dance
And forests of umbrellas springing up
And buses throwing fountains at our legs.

Then they say "Come in" and "Wipe your feet"
And louder **"Shut the door!"**
But I want to stay outside
And feel the rain fall,
And smell the bushes drinking up the wet.



1

Choose the best group of words to fit each sentence below.

Tick **one** box for each sentence.

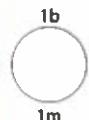
This is a poem about a girl who wants to

a) stay inside. dance down a hill. play in the forest. play in the rain.



She is told to

b) play outside. keep dry. take out the rubbish. take an umbrella.



2

They put their heads down and walk faster

What does this tell you about the other people?

Tick one.

They were looking for their umbrellas.

They wanted to catch up with the girl.

They were looking for puddles to jump in.

They wanted to get out of the rain.



3

... squelching in my shoes

What was the girl doing?

Tick one.

shaking her feet

leaving big footprints

walking in wet shoes

running around quickly



please turn over



4 Look at page 16.

Draw **four** lines to show what the girl wanted to see or smell.

windscreen wipers

buses

umbrellas

bushes

splashing people

springing up

dancing

drinking up the wet

4
1m

5 Look at page 16.

Put ticks to show which things the girl in the poem **wanted to** do and which things she **did not want to** do.

One has been done for you.

The girl		
	wanted to ...	did not want to ...
walk faster.		✓
splash in puddles.		
put up her hood.		
listen to the rain.		
stand still.		

5
2m

Now read all of the **boxed text** on pages 19–22.
Then turn back to this page to start answering the questions.

From rain to tap

In between rain falling from the sky and water coming out of your taps, some interesting things take place.



Collecting
the rain



Cleaning
the water



Getting the
water to you

Collecting the rain

Although the Earth is covered in water, only a small amount of it is clean enough to drink. All the water that we get out of the taps comes from rain. Rainwater falls from the sky and flows into our rivers and lakes. Some of this water is kept in large storage tanks or man-made lakes before it goes to a place called the treatment works to be cleaned.

6 Where is water taken to be cleaned?

Tick one.

under the ground

treatment works

rivers and lakes

swimming pools



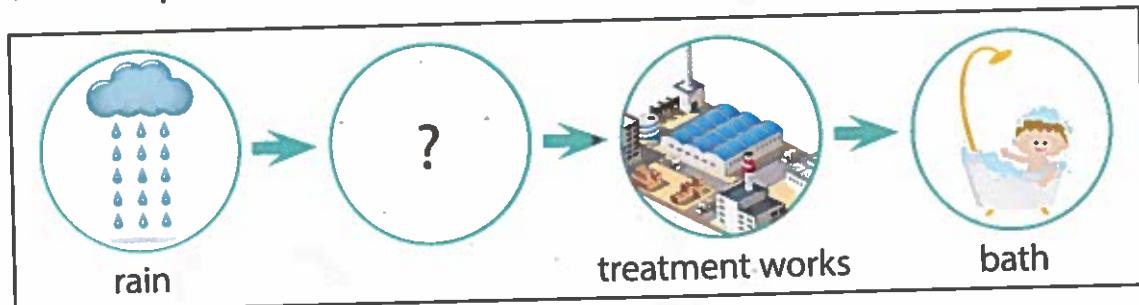
please turn over



7

This diagram shows how water gets to our homes.

There is a picture missing from the diagram below.



Tick **one** picture that would complete the diagram.



river



swimming pool



tap



bottles of water

Cleaning the water

Branches and leaves are taken out of the water. Then the water is poured over grains of sand to trap and take out the dirt. This is done many times to make sure the water is clean. Experts test the water to check that it is safe for us to use. Chlorine is added to the water to make sure it is completely clean (chlorine is also used to keep the water in swimming pools clean).



8 What is taken out of the rainwater when it is cleaned?

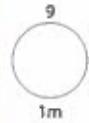
Tick three.

chlorine dirt sand
branches leaves pipes



9 Who tests the water to make sure it is safe to use?

Find and copy one word.



please turn over



Getting the water to you

Next, the water is pumped to our homes, schools and shops through pipes that run under the ground. Some of these pipes are big enough to walk through. In some places it can take up to a week for the water to get from the treatment works to your taps.



Making water safe to drink uses a lot of energy, so it is **vital** not to waste water.

10

... **vital** ...

Why is this word written in bold, like **this**?

Tick one.

because it is about the cleaning process

to give the reader extra information

to show the reader it is an important word

because it helps to explain how to save water

10

1m

11

Think about what you read on pages 19 to 22.

Draw **three** lines to show what each of the following is used for.

pipes

trap dirt

grains of sand

carry water

man-made lakes

collect water

11

1m

End of test. Please check your work.

TOTAL

2m