

READING

EB4

First name _____

Last name _____

School _____

Class _____

Date of birth ○○ ○○ ○○○○

Date of test ○○ ○ 5 2 0 1 6

Total score (maximum 37)



139082



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 cold and rainy afternoon, Rob and Laura asked Helen to show them how to bake biscuits. Once they had found a recipe they washed their hands, put on aprons and collected the ingredients. Laura weighed the flour and butter, Rob cracked the eggs and Helen mixed everything together in a plastic bowl.

While the biscuits were baking in the oven, a delicious smell filled the kitchen. They left the biscuits to cool. Then Rob and Laura decorated them with sparkly icing. They gave Helen the first biscuit to taste.

- a Find and copy two words that describe the weather.

1. _____

2. _____

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

- b What ingredients did they use to bake the biscuits?

Tick **three**.

milk	<input type="checkbox"/>	fruit	<input type="checkbox"/>
flour	<input type="checkbox"/>	nuts	<input type="checkbox"/>
eggs	<input type="checkbox"/>	butter	<input type="checkbox"/>

Hint: Check how many you have to tick.

- c Draw **three** lines to show who did each job.

Helen	cracked the eggs
Rob	mixed the ingredients
Laura	weighed the flour

d Look at the text in the box below.

Underline one word that shows the biscuits smelled nice.

Hint: Check how many words to underline.

While the biscuits were baking in the oven, a delicious smell filled the kitchen.

Hint: If you make a mistake and want to change your answer, then write out your new answer underneath.

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

One has been done for you.

They decorated the biscuits.

They collected the ingredients.

They washed their hands.

They baked the biscuits in the oven.

YSGOT CYMERAU

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

	True	False
It was Rob and Laura's idea to bake biscuits.	<input type="checkbox"/>	<input type="checkbox"/>
They decorated the biscuits while they were still hot.	<input type="checkbox"/>	<input type="checkbox"/>
Rob ate the first biscuit.	<input type="checkbox"/>	<input type="checkbox"/>

STOP

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

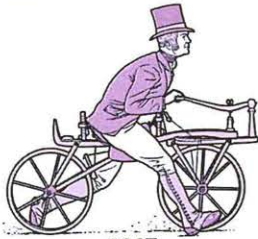
In this booklet, you have three texts to read and answer questions about. Read the first text carefully BEFORE you start answering the questions for that text. Then carefully read the next text BEFORE answering the questions and so on.

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.

A journey through time

The word bicycle comes from Latin, which is an ancient language. The word is made up of two parts – 'bi' which means 'two' and 'cycle' which comes from the Latin word for 'wheel'. People have been riding bicycles, called 'bikes' for short, for nearly 200 years.



The hobby horse

The first bike was invented in Germany in 1817. It had no gears, pedals or brakes. It was called the 'hobby horse' or the 'running machine' because the rider sat on the saddle and moved by running with big strides. A fit rider could go up to nine miles per hour (after a lot of practice)!



The bone-shaker

The next bikes had saddles, brakes and pedals on the front wheel, but they were very uncomfortable. The stiff metal frame and wheels made from wood and metal meant that every bump in the road jolted the rider. They were nicknamed 'bone-shakers'! However, they were so popular that some cities even had indoor riding schools, where people could go to practise and to ride for fun.



The high wheeler

The 'high wheeler' was the first invention that people actually called a 'bicycle'. It was also known as the 'ordinary' or the 'penny-farthing'. It had a large wheel with pedals at the front and a small wheel at the back. As the saddle was fixed onto the front wheel the 'high wheeler' was extremely difficult to get onto and very risky to ride. However, the large front wheel, which had a rubber tyre, meant it could travel faster and was much smoother to ride than the 'bone-shakers'.



The safety-bike

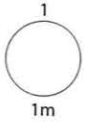
In 1885 the first 'safety-bike' was made. It had two equal-sized wheels and a chain that attached the back wheel to the pedals. The wheels were smaller than those on earlier bikes, so that the bike wobbled less and the saddle was closer to the ground, which was much safer. The chain controlled the back wheel and made it easier to steer. Later, tyres filled with air were added. These bikes were very similar to the ones we use today. At that time lots of women wanted to cycle but their long skirts made this dangerous as they often got tangled in the bike wheels. To ride bikes safely women started wearing 'bloomers' – baggy trousers that fastened under the knee.

Modern bikes have gears which make them easier to control and to ride up hills. Cycling today can be challenging because of the busy roads. Cyclists need a few things to keep them and their bikes safe:

- a helmet to protect their head
- lights to be seen at night
- a repair kit to fix tyres
- a lock to keep the bike secure when they leave it.

1 Look at the text in the box at the top of page 4.

Find and **copy one** word that tells you that Latin is very old.



2 Why was the 'hobby horse' also called the 'running machine'?

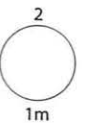
Tick **one**.

It helped cyclists improve their running technique.

Cyclists powered it by running.

The bike could run automatically without the cyclist.

Cyclists had to run along next to it.



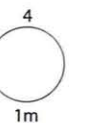
3 **Find** and **copy** the phrase that explains why the 'bone-shaker' got its nickname.



4 Look at the text in the box below.

Underline one word that tells you that the 'high wheeler' was dangerous to cycle.

As the saddle was fixed onto the front wheel the 'high wheeler' was extremely difficult to get onto and very risky to ride. However, the large front wheel, which had a rubber tyre, meant it could travel faster and was much smoother to ride than the 'bone-shakers'.



5 Look at the section about the 'safety-bike'.

What was the **main** benefit of the 'safety-bike' over the 'high wheeler'?

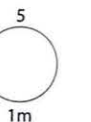
Tick **one**.

It made cycling more comfortable.

It allowed women to cycle.

It made cycling less dangerous.

It allowed bikes to go faster.



please turn over

6 How did bloomers help women cyclists?

Tick **one**.

- They made cycling safer.
- They kept them warm.
- They made them look fashionable.
- They were easy to untangle.

6
1m

7 Put ticks to show which features each bike had.

Tick as many as you need for each bike.

Bike	Saddle	Pedals	Chain
hobby horse			
bone-shaker			
high wheeler			
safety-bike			

7
1m

8 Look at the text in the box at the bottom of page 4.

a) What information is given in this section?

Tick **one**.

- how to repair bicycle tyres
- how to cycle safely
- the history of bikes
- advice to only cycle at night

8a
1m

b) Nowadays, cycling can be more dangerous than it was in the past.

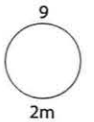
Find and **copy one** reason for this.

8b
1m

9

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

	True	False
The 'safety-bike' had one wheel larger than the other.	<input type="checkbox"/>	<input type="checkbox"/>
All riders found it easy to go at top speed on a 'hobby horse'.	<input type="checkbox"/>	<input type="checkbox"/>
You could ride 'bone-shakers' indoors.	<input type="checkbox"/>	<input type="checkbox"/>
Many people liked the 'bone-shakers'.	<input type="checkbox"/>	<input type="checkbox"/>
Modern bikes are exactly the same as 'safety-bikes'.	<input type="checkbox"/>	<input type="checkbox"/>



please turn over

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In the right place at the right time

This is an extract from a story about Sam and Freddie. Sam retells the story of how an ordinary day at the park became extraordinary.

I kept saying to myself that it had to be a plane. But there was no jet trail, no hum of engines, and surely it was moving too fast to be a plane. We just couldn't take our eyes off it.

Then, very suddenly, it stopped. It was as if it had hit an invisible barrier. And it just hung there in the air suspended right above the trees like a Christmas decoration (only it was June) at the other end of the park.

Freddie let out a cry. Then he put his hand up to his mouth as if to catch any further cries.

"What is it?" I whispered.

In reply, Freddie shot down the slide, staggered a few steps forward then grinned back at me.

"You know what it is, don't you? It's got to be a UFO*, and we're seeing it. So come on."

I followed him down the slide. My stomach was all knotted inside. I was really scared and excited, and I couldn't help feeling a bit special too. To think Freddie and I had been singled out to see something as amazing as this. Well, of course we hadn't been singled out. We just happened to be in the right place at the right time, as they say.

But this was so incredible. I still couldn't believe it. Was it some kind of optical illusion which would vanish at any second? But no, it continued to hover above us, glowing and shining with an unearthly brilliance. What exactly did it look like? I'd describe it as a dazzling ball of blue light, with a reddish glow around the edges. But it wasn't that big which made me wonder if it could be a spacecraft.

Freddie nudged my arm. "Look!"

"Where?" I cried.

"Just there. A face. It looked at me."

My heart was pounding furiously. Were aliens about to confront us, forcing us into their spacecraft? The air was tingling with danger now. I sensed something was about to happen.



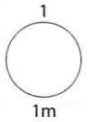
*Unidentified Flying Object

1 The extract on page 8 is the beginning of a much longer story.

Based on what you have read so far, what type of story is this?

Tick **one**.

- fairy tale
- ghost story
- historic tale
- science fiction



2 Look at the first paragraph starting *I kept saying*

Find and **copy two** things that tell you that the flying object was **not** a plane.

1. _____

2. _____

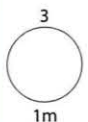


3 ...*Freddie shot down the slide...*

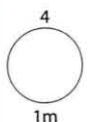
What does this description tell you?

Tick **one**.

- Freddie was scared of what he had seen.
- Freddie had fallen off the slide in fear.
- Freddie was excited about investigating.
- Freddie was pushed down the slide by Sam.



4 **Find** and **copy one** word that describes how Freddie moved after getting off the slide.



please turn over

5 Look at the text in the box below.

a) **Underline four** words that show how bright the object was.

But this was so incredible. I still couldn't believe it. Was it some kind of optical illusion which would vanish at any second? But no, it continued to hover above us, glowing and shining with an unearthly brilliance. What exactly did it look like? I'd describe it as a dazzling ball of blue light, with a reddish glow around the edges. But it wasn't that big which made me wonder if it could be a spacecraft.

Look at the text in the box above.

b) **Find and copy two** words or phrases that show that Sam did not think what she was seeing was real.

1. _____

2. _____

5a
1m

5b
2m

6 What made the children think that the flying object was interesting?

Tick **three**.

the speed of its movements

how quickly it vanished

how suddenly it stopped

its appearance

its loud humming sound

how it landed

6
1m

7 Look at the text in the box below.

Sam thought the object might contain aliens.

Underline three words that show she thought they would be unfriendly.

"Just there. A face. It looked at me."
My heart was pounding furiously. Were aliens about to confront us, forcing us into their spacecraft? The air was tingling with danger now. I sensed something was about to happen.

7
2m

8

Was it some kind of optical illusion which would vanish at any second?
Were aliens about to confront us, forcing us into their spacecraft?

Why are there a lot of questions in the text?

Tick **two**.

- to build up suspense
- to make the reader confused
- to make the story funny
- to give away the ending
- to keep the reader interested



9

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

One has been done for you.

- Sam slid down the slide.
- The object sped through the air.
- The object stopped and hung above the trees.
- Freddie thought the object was a UFO.
- Freddie saw a face.



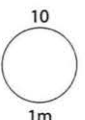
10

Look at the whole text.

How did Sam feel when she saw the object?

Tick **two**.

- Her eyesight was blurry.
- Her heart beat fast.
- She felt sick.
- Her legs wobbled.
- Her stomach felt twisted.
- Her head throbbed.



please turn over



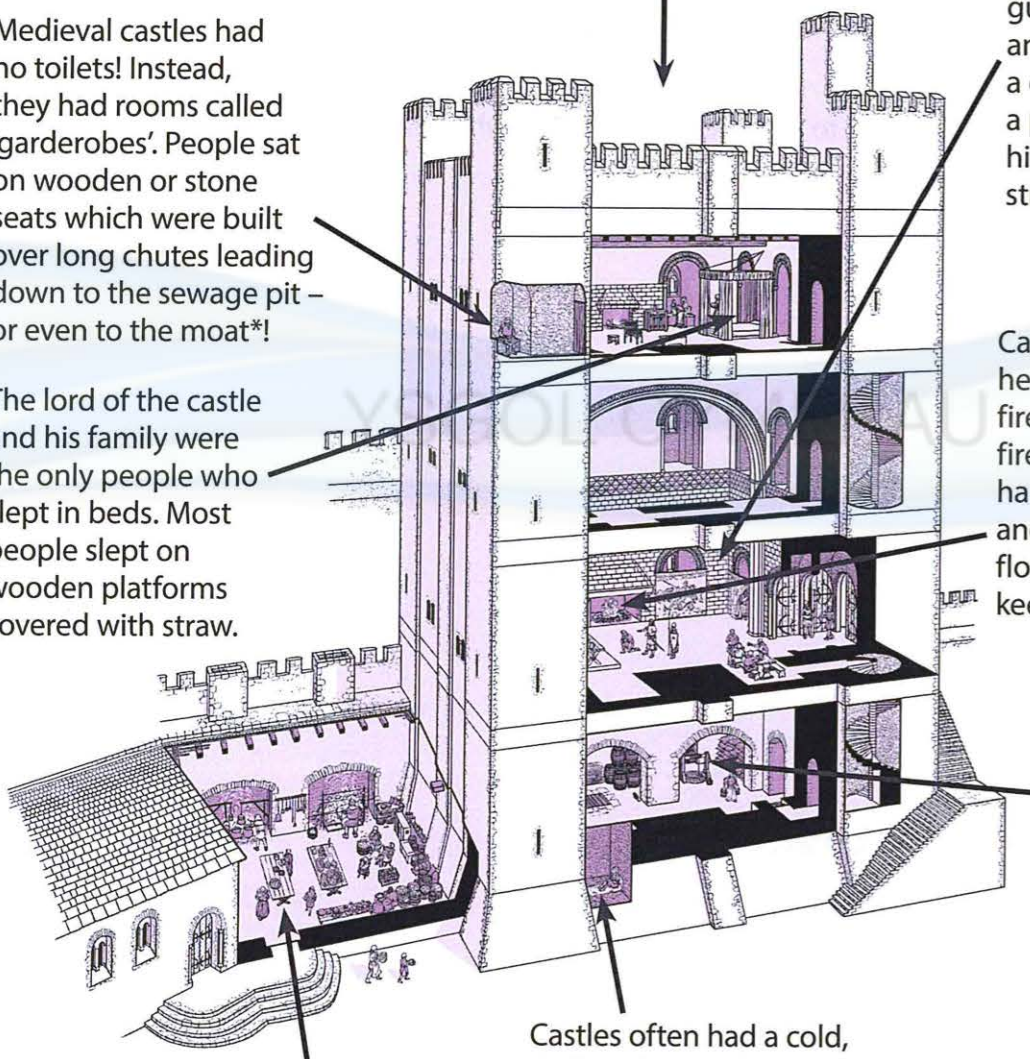
A castle tour

A castle was both a home and a fortress in the Middle Ages. It provided shelter for a king or a lord and his family and it allowed him to defend his lands. Inside the safety of the castle walls, soldiers were trained, wrongdoers were imprisoned, weapons and armour were made and great banquets and tournaments were held. Stone castles were cold, damp places with lots of draughts, and cold winds blew through the windows, which had no glass.
A castle was not exactly a luxury home!

The lord of the castle and his family lived in the safest part of the castle – the keep. The walls of the keep were very strong and at least 3.5 metres thick!

Medieval castles had no toilets! Instead, they had rooms called 'garderobes'. People sat on wooden or stone seats which were built over long chutes leading down to the sewage pit – or even to the moat*!

The lord of the castle and his family were the only people who slept in beds. Most people slept on wooden platforms covered with straw.



The great hall was the centre of castle life. It was used to entertain guests with huge feasts and music and acted as a courtroom as well as a place for the lord and his knights to discuss strategies for battle.

Castles had no central heating but roaring fires burned in huge fireplaces. Tapestries hanging on the walls and rugs covering the floor also helped to keep the rooms warm.

Castles had no running water but all had a well within their walls. This was essential as a source of water in case the people who lived there were trapped inside the castle by their enemies.

The kitchens were often built in a separate part of the castle, away from the keep, in case they caught fire.

Castles often had a cold, dark and slimy dungeon for keeping prisoners. They were locked in a small airless room beneath the castle, where the only way out was a hatch in the ceiling.

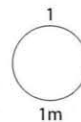
*a deep wide ditch surrounding a castle. This was sometimes filled with water to prevent enemies from getting into the castle.

1 *A castle was not exactly a luxury home!*

What does this tell you?

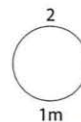
Tick **one**.

- The lord's family did not live in the castle.
- Only the poorest people lived inside the castle.
- Castle life was not as comfortable as you might think.
- The castle was only used for fighting important battles.



2 Look at the text in the box at the top of page 12.

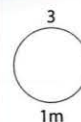
Find and **copy** another name for criminals.



3 What made the 'keep' the safest part of the castle?

Tick **one**.

- It had very thick walls.
- It was where all of the soldiers lived.
- There were no fires in it.
- There was only a trapdoor to let people in.

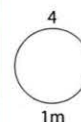


4 *Medieval castles had no toilets!*

Why has an exclamation mark been used?

Tick **one**.

- to tell you that this information is false
- to show where you can find more information
- to tell you this is the writer's opinion
- to show that this is surprising information



please turn over



5 Draw **three** lines to match each part of the castle to its purpose.

garderoles

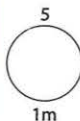
holding criminals

the great hall

used as toilets

the dungeon

celebrations and planning



6 How was the moat of a castle used?

Tick **two**.

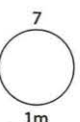
- to provide drinking water for the castle
- to protect the castle against attackers
- to provide a safe home for wildlife
- to get rid of sewage from the castle
- to stop the kitchens from catching fire
- to separate the kitchens from the keep



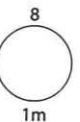
7 How might it have been possible to escape from the dungeon?

Tick **one**.

- by climbing up the chimney from the fireplace
- by climbing out through a trapdoor in the ceiling
- by climbing out through a window
- by climbing up a chute towards the moat



8 Find and **copy one** word that tells you how important it was to have a well in a castle.



9 How were castles kept warm?

Tick **two**.

- Some rooms had central heating.
- The heat from the kitchens warmed the keep.
- Fires were lit to heat up rooms.
- The thick walls kept out all the draughts.
- Rugs and tapestries kept the heat in.



10 Look at the text in the box below.

Underline one phrase that tells you how important the great hall was.

The great hall was the centre of castle life. It was used to entertain guests with huge feasts and music and acted as a courtroom as well as a place for the lord and his knights to discuss strategies for battle.

10
1m

11 A castle had many purposes.

Tick **yes** or **no** to show whether or not each of the following was a purpose of a castle.

	Purpose of a castle?	
	Yes	No
to provide central heating for the town		
to defend lands from attack		
to host feasts and celebrations		
to lock away prisoners		
to retrain criminals as soldiers		

11
2m

12 How does the plan of the castle help you to understand the text?

Tick **one**.

- It explains how the moat was used.
- It shows what the text is describing.
- It explains how to build a castle.
- It shows how cold and damp castles were.
- It shows what homes today look like.

12
1m

End of test. Please check your work.

YSGOL CYMERAU

Acknowledgements

'A journey through time' adapted from
Travel Through Time: Cycle Power by Jane Shuter (Raintree, 2004)
and

'A History of the Bicycles in Photos' at Cycling Info
www.cyclinginfo.co.uk/blog/2570/bikes/a-history-of-the-bicycle-in-photos/index.html
and

'Chronology of the Growth of Bicycling and the Development of Bicycle Technology' by David Mozer
at International Bicycling Fund
www.ibike.org/library/history-timeline.htm

'In the right place at the right time' taken from *Eyes of the Alien* by Pete Johnson (Corgi Yearling, 1999)

'A castle tour' adapted from *Over 1000 Fantastic History Facts* by Belinda Gallagher
(Miles Kelly Publishing Ltd, 2012)

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