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

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>5</strong></td>
<td>You use scissors in Step 1. In which other step must you use scissors?</td>
</tr>
<tr>
<td></td>
<td>o Step 2</td>
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<tr>
<td></td>
<td>o Step 3</td>
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<td>o Step 5</td>
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<td>o Step 6</td>
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**Read *The ant* on page 3 of the magazine and answer questions 6 to 11.**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>6</strong></td>
<td>Ants hear with their</td>
</tr>
<tr>
<td></td>
<td>o ocelli.</td>
</tr>
<tr>
<td></td>
<td>o antennae.</td>
</tr>
<tr>
<td></td>
<td>o mandibles.</td>
</tr>
<tr>
<td></td>
<td>o hooked claws.</td>
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<tr>
<td><strong>7</strong></td>
<td>What is one way ants use their mandibles?</td>
</tr>
<tr>
<td></td>
<td>o to smell food</td>
</tr>
<tr>
<td></td>
<td>o to sense danger</td>
</tr>
<tr>
<td></td>
<td>o to pick things up</td>
</tr>
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<td></td>
<td>o to talk to other ants</td>
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<tbody>
<tr>
<td><strong>8</strong></td>
<td>Some ants do <strong>not</strong> have</td>
</tr>
<tr>
<td></td>
<td>o a stinger.</td>
</tr>
<tr>
<td></td>
<td>o mandibles.</td>
</tr>
<tr>
<td></td>
<td>o hooked claws.</td>
</tr>
<tr>
<td></td>
<td>o compound eyes.</td>
</tr>
</tbody>
</table>
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.

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.

(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.

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 ...

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
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.

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

24. Before 1959, the method of making flat glass was
   - easy and cheap.
   - clean and quick.
   - slow and expensive.
   - dangerous and dirty.
25 What happens in the furnace?
- 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 ...

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. __________________________
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

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

The boys think of ‘Piggy’ as a

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

The boys imagine the stars to be

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

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.
<table>
<thead>
<tr>
<th>Question</th>
<th>33</th>
<th>34</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrator did not want to say ‘how lost we were’ because he</td>
<td>knew the horse would take them back.</td>
<td>What effect did Marty’s words in the last paragraph have on the narrator?</td>
<td>How does the writer want readers to feel towards the boys?</td>
</tr>
<tr>
<td></td>
<td>did not want to admit his fear to Marty.</td>
<td></td>
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<td></td>
<td>did not think that anyone would hear him.</td>
<td></td>
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<td></td>
<td>was confident they would at least find water.</td>
<td></td>
<td></td>
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<td></td>
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<td>They confused him even further.</td>
<td>critical</td>
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<td>They echoed what he was thinking.</td>
<td>neutral</td>
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<td>They were difficult for him to believe.</td>
<td>despairing</td>
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<tr>
<td></td>
<td></td>
<td>They were words he had longed to hear.</td>
<td>sympathetic</td>
</tr>
</tbody>
</table>

STOP – END OF TEST
# PRACTICE QUESTIONS

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

<table>
<thead>
<tr>
<th>P1</th>
<th>How does this story end?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Amon eats the fish.</td>
</tr>
<tr>
<td>☑</td>
<td>The fish eats Amon.</td>
</tr>
<tr>
<td>☐</td>
<td>Amon saves his ship.</td>
</tr>
<tr>
<td>☐</td>
<td>The fish breaks Amon’s ship.</td>
</tr>
</tbody>
</table>

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

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

________________________________________

________________________________________

________________________________________