

READING

EB3

First name _____

Last name _____

School _____

Class _____

Date of birth ○○ ○○ ○○○○

Date of test ○○ (05) (2015)

Total score (maximum 39)



128892



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

One has been done for you.

They decorated the biscuits.

They collected the ingredients.

They washed their hands. 1

They baked the biscuits in the oven.

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.		
They decorated the biscuits while they were still hot.		
Rob ate the first biscuit.		

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 most fun day I've ever had."

Bethan, aged 9

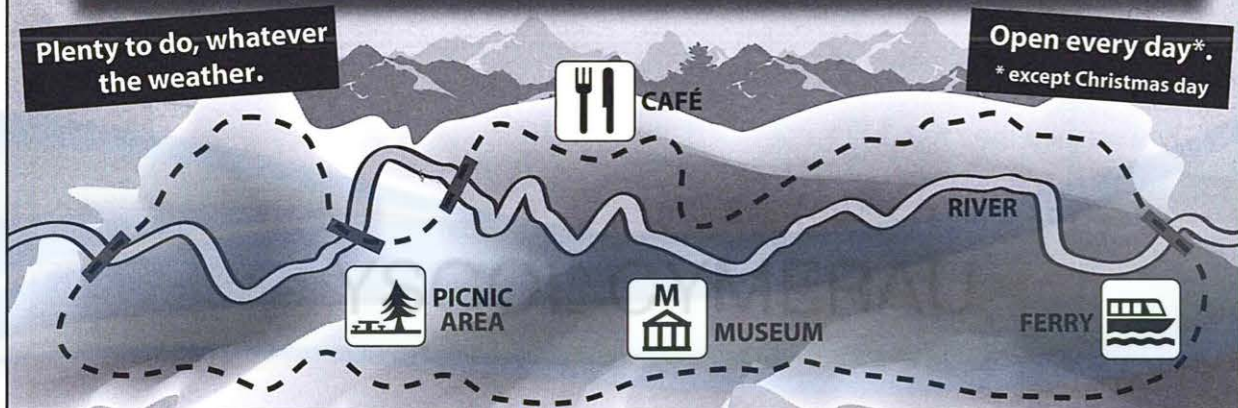
PEBBLE VALLEY RAILWAY

'An exciting day out for all the family. One of the top attractions!'

from '100 great days out in Wales'

The Pebble Valley Railway offers an exciting and educational day out for all the family. Take a trip on one of our wonderfully historical but well-cared-for trains from 1895. Visit the **Museum** and learn all about the history of these great locomotives. Spend an hour in our **Station Café**, where you can eat and drink in a welcoming and relaxing environment and where children can enjoy playing with our model railways.

Plenty to do, whatever the weather.



Open every day*.

*except Christmas day

If this is your first visit, we don't think it will be your last!

SPECIAL EVENTS

Spring holidays – Fabulous ferry trip

Catch some superb views of the river and magnificent mountains surrounding our Pebble Valley Railway. Ferry trips leave twice a day*. Bring warm clothes – it can be a bit breezy out there!

*weather permitting

12th August – Teddy bears' picnic

An event not to be missed! Come along and meet 'Katie' our smallest and cutest miniature train. She will take you and your teddy on a tour of the valley. Bring a picnic and make new friends. Adults and teddy bears accompanied by children get free entry!

25th October – Workshop day

Look inside the trains and maybe even get the chance to take one for a spin! Parents will love learning about trains from experts while children can dress up as train drivers and take part in other fun activities.

TICKET PRICES

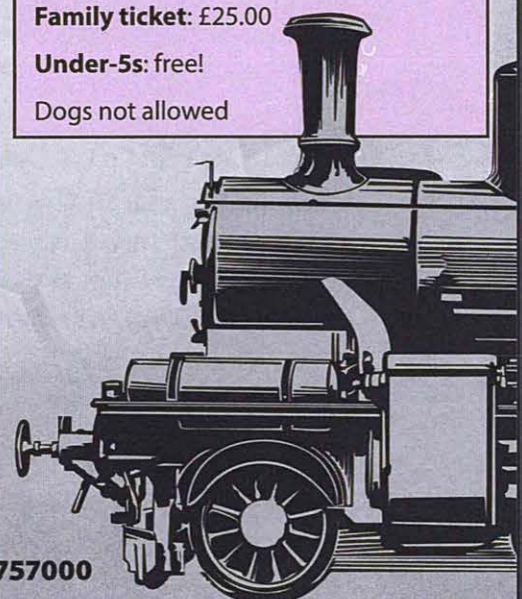
Adults: £9.00

Children and over-60s: £5.00

Family ticket: £25.00

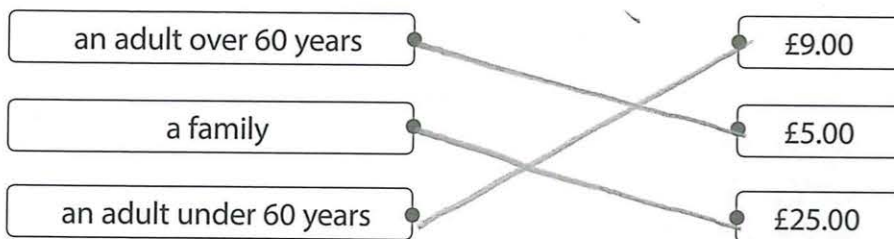
Under-5s: free!

Dogs not allowed



Web: www.pebblevalleyrailway.com • Tel: 01426 757000

1 Draw **three** lines to show how much each ticket costs.



1
1m

2 Look at page 4.

This text is ...

Tick **one**.

- a biography.
- a letter.
- a set of instructions.
- an advertisement.

2
1m

3 Look at the text in the box below.

a) **Underline one** word that is used instead of 'trains'.

The Pebble Valley Railway offers an exciting and educational day out for all the family. Take a trip on one of our wonderfully historical but well-cared-for trains from 1895. Visit the Museum and learn all about the history of these great locomotives.

3a
1m

b) **Find and copy one** word that tells you that the trains are old.

1895

3b
1m

4 **Find and copy two** words that describe what it is like in the Station Café.

1. historical

2. where

4
1m

please turn over

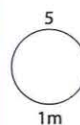
TOTAL
5m

5 "The most fun day I've ever had." Bethan, aged 9

Why has this information been included?

Tick **one**.

- to tell you what activities are available
- to make you want to visit the railway
- to show that the railway is only for children
- to prove it is the best miniature railway in Wales



6 Open every day*.

An asterisk (*) has been used to show that ...

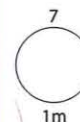
Tick **one**.

- the railway is only open on weekdays.
- this is an unusual phrase.
- extra information has been given.
- the railway never closes.



7 Look at the information about the *Fabulous ferry trip*.

Find and **copy one** word that describes what the weather might be like.

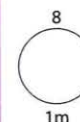


8 Look at the text in the box below.

Underline one word that describes people who know a lot about a subject.

25th October – Workshop day

Look inside the trains and maybe even get the chance to take one for a spin!
Parents will love learning about trains from experts while children can dress up
as train drivers and take part in other fun activities.



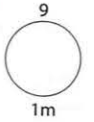
9

...take one for a spin!

This means that you can ...

Tick **one**.

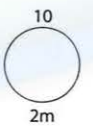
- enjoy a windy ride on the ferry.
- take your teddy on a train ride.
- dress up as a train driver.
- have a go at driving a train.



10

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

	True	False
Children under five get in for free.		
There is lots to do in all types of weather.		
Ferry trips run in the spring holidays.		
The workshop day is in May.		
You are allowed to bring dogs.		

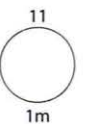


11

Here is a copy of the text on page 4.

Label each arrow to show the different parts of the text.

- A – cost of entry
- B – information about activities
- C – visitor comment
- D – map
- E – information about the railway



please turn over



The railway cat

This is an extract from a story about Alfie, a railway cat.

There was only one car in the station car park. The occupants were one young man who, Alfie guessed, was meeting someone off the next train – and two very large dogs. One of the dogs, with tongue hanging loose as he panted loudly, had thrust his head out of the open car window and was staring hard at Alfie.

'Must keep well clear of those dogs,' Alfie thought. He turned to run back into the station when – being well used to train sounds – he heard an unusual noise. He glanced back, startled.

On time, the train was coming round the curve towards the station. Nothing wrong about that. But it was travelling far too fast. 'Whatever is happening?' thought Alfie, very worried.

Going at that speed, Alfie knew the train couldn't be halted before it crashed through the buffers right into the station car park! And, apart from the train, what would happen to the car, which was right in the path of the train? And to the young man, who was reading a newspaper? And to the dogs?

Hardly realising what he was doing, with the hair round his neck standing on end and his teeth bared, Alfie rushed at the car. Bravely, he sprang up at the car window and spat fiercely at the dogs.

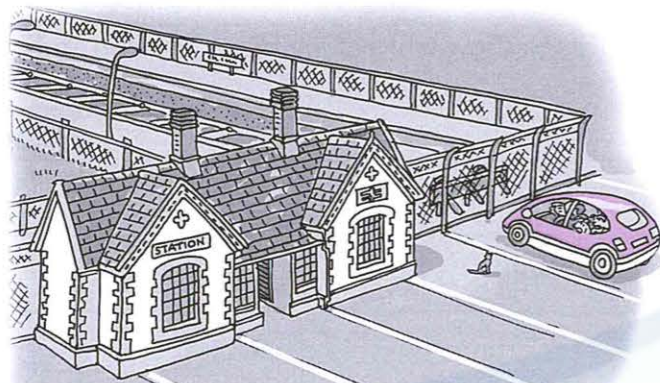
Surprised, the young man looked up quickly as, barking fiercely, both dogs one after the other leapt out of the window and went after Alfie.

The young man's eyes widened in amazement and fright as he saw the yellow front of the train coming straight for him. He flung open the car door and jumped clear, just before the runaway train, with a grinding, crunching noise, smashed through the buffers and the barrier fence and careered into the parked car, crushing it into a tangled heap of metal.

Alfie had frantically clawed his way up a drainpipe and crouched down on the station roof. The dogs fled and the young man, in a dazed state, stumbled after them.

Peering over the edge of the roof Alfie saw that the passengers, unharmed but shaken, were being helped from the train.

Soon the police arrived, then a doctor and an ambulance. Alfie watched intently as the driver was lifted out of the cab. With a broken leg and a sore head, but managing to smile at his friends, he was driven off in the ambulance.



1

This is an extract from a story about Alfie, a railway cat.

Why is this sentence included?

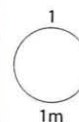
Tick **one**.

to tell you where you can find the whole story

to explain what the word 'extract' means

to introduce the story and main character

to describe what a railway cat is



2

'Must keep well clear of those dogs,' ...

'Whatever is happening?'

Why are these words in inverted commas, like 'this'?

Tick **one**.

to show what Alfie thought

to show they are instructions

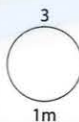
to show what Alfie said

to show they are explanations



3

Find and copy one word that shows that Alfie was surprised by the *unusual noise*.



4

According to the text, what was Alfie worried about if the train crashed?

Tick **three**.

the buffers

the car

the young man

the barrier fence

himself

the dogs



5

... Alfie rushed at the car.

Why?

Alfie was trying ...

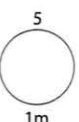
Tick **one**.

to get into the car.

to get the man's attention.

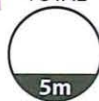
to fight the dogs.

to get away from the train.



please turn over

TOTAL



6 ... eyes widened ...

What does this tell you about what the young man was feeling?

Tick **two**.

- | | | | |
|--------------------|--------------------------|------------------------|--------------------------|
| He was surprised. | <input type="checkbox"/> | His eyesight was bad. | <input type="checkbox"/> |
| He was frightened. | <input type="checkbox"/> | He had just woken up. | <input type="checkbox"/> |
| He was sleepy. | <input type="checkbox"/> | He was angry at Alfie. | <input type="checkbox"/> |

6
1m

7 Find and copy two words that describe the sound the train made just before it crashed into the car.

1. _____

2. _____

7
1m

8 Look at the paragraph starting *The young man's eyes...*

Find and copy one word that tells you the train moved quickly and was out of control.

8
1m

9 Draw three lines to show what the characters did after the train crash.

Alfie

ran away

the young man

climbed to a safe place

the dogs

staggered away

9
1m

10 In the story, a nasty accident was avoided.

a) This was due to the actions of...

Tick **one**.

the dogs.

Alfie.

the young man.

the train driver.

b) No passengers were hurt.

Find and copy one word that tells you this.

10a

1m

10b

1m

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

One has been done for you.

Alfie watched from the station roof.

Alfie spotted the dogs. 1

Alfie jumped at the car window.

Alfie heard something strange.

Alfie saw the train coming.

11

1m

12 Think about the whole text.

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

	True	False
The train was late.	<input type="checkbox"/>	<input type="checkbox"/>
The train crashed into the empty car.	<input type="checkbox"/>	<input type="checkbox"/>
The train driver had a broken leg.	<input type="checkbox"/>	<input type="checkbox"/>
The two dogs were very small.	<input type="checkbox"/>	<input type="checkbox"/>
There were lots of cars in the car park.	<input type="checkbox"/>	<input type="checkbox"/>

12

2m

please turn over

TOTAL

9m

Five steps to giving nature a home

Nature is gradually being damaged and lost. There are more than 6,000 types of plants and animals in Britain and over 750 of them are under threat of disappearing altogether. But don't worry – we can do something about this by creating places where nature can be safe.

Here are five steps to giving wildlife a safe home in your garden, on a windowsill or even at your school. Whatever time and space you have, you will find these activities enjoyable to do.



Step 1 – grow flowers

You only need a small space to start to grow plants. Grow as many different flowers in one place as you can possibly squeeze in – the more the merrier! Plenty of flowers mean you will attract lots of bugs, birds and other beasts.

Step 2 – go wild

Why don't you ask your school if you can have a section of grass for a wild garden? A lawn can be a great place for wildlife to live, especially if it isn't cut too often. Long grass will provide shelter for all sorts of insects, like grasshoppers and moths. Lawns also provide bird food in the seeds they produce: meadow grass, buttercup and dandelion are some favourites.

Hedges, or gaps beneath fences and gates, can link gardens together creating a nature corridor. All sorts of creatures like hedgehogs and toads can move between one garden and another, turning a whole street into a wildlife haven!

Step 3 – pile up dead wood

Dead and rotting wood doesn't sound very appealing, but it provides a fantastic home to all sorts of little creatures. Hedgehogs can build their nests in the wood piles and feast on the slugs and snails that live there. Dead, damp wood is also a great place to grow mosses and mushrooms. What's more, when the wood has rotted, it can be used as compost to fertilise the soil and help other plants to grow.

Step 4 – make a meal of it

Put out a variety of food all year round and you may find yourself with many feathered and furry friends! Ideal foods include sunflower seeds, porridge oats and apples. Don't forget to leave fresh water out too. Birds need to drink and bathe, so leave some water out in a shallow dish.

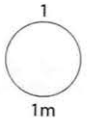
Step 5 – shout about it!

Share what you have been doing with everybody that you talk to and encourage them to do the same. The more people who get involved, the more our wildlife will bloom!

1 Look at the text in the box below.

Underline two words or phrases that tell you that nature is at risk.

Nature is gradually being damaged and lost. There are more than 6,000 types of plants and animals in Britain and over 750 of them are under threat of disappearing altogether. But don't worry – we can do something about this by creating places where nature can be safe.

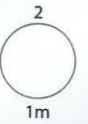


2 Look at the paragraph starting *Here are five steps....*

Why has this paragraph been included?

Tick **one**.

- to encourage you to have a go
- to explain how to help birds and animals
- to tell you that wildlife is under threat
- to explain how to grow plants in your garden



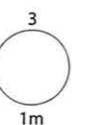
3 Look at Step 1.

... the more the merrier!

What does this tell you about growing flowers?

Tick **one**.

- You should grow lots of the same flowers.
- You should get lots of people to help you.
- You should plant as many different flowers as you can.
- You should only plant flowers that attract wildlife.

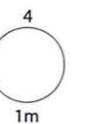


4 Look at Step 2.

Find and **copy two** types of insect that live in long grass.

1. _____

2. _____



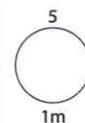
please turn over



5 Find and copy two animals that might use a nature corridor.

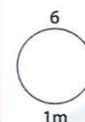
1. _____

2. _____

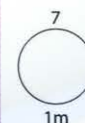


6 Complete the table below to show two things that live in a wood pile and two things that grow in a wood pile.

Lives in a wood pile	Grows in a wood pile
1.	1.
2.	2.



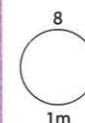
7 Find and copy one thing that compost can be used for.



8 Look at the text in the box below.

Underline the phrase used to describe birds and animals.

Put out a variety of food all year round and you may find yourself with many feathered and furry friends! Ideal foods include sunflower seeds, porridge oats and apples. Don't forget to leave fresh water out too. Birds need to drink and bathe, so leave some water out in a shallow dish.



9 Find and copy three types of food that birds eat.

1. _____

2. _____

3. _____

9
1m

10 Why have subheadings been included?

Tick **one**.

to tell you how to build dead wood piles

to tell you which plants to grow

to tell you what each section is about

to tell you which sections are important

10
1m

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

According to the text...	True	False
you need a large space to grow plants.		
hedgehogs make their nests in dead wood piles.		
mushrooms grow best in dry places.		
6,000 types of plants and animals are under threat.		
leaving water out is important for wildlife.		

11
2m

End of test. Please check your work.

TOTAL
8m

YSGOL CYMERAU

Acknowledgements

'The railway cat' adapted from *The Railway Cat* by Phyllis Arkle (Puffin Books, 1985)

'Five steps to giving nature a home' adapted from *Give nature a home* by RSPB (2013)

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