



BRITISH LEARNING CENTRE

YEAR 5

Reading Comprehension

Workbook

Original stories, poems, plays and non-fiction from around Asia, with questions that build every Year 5 reading skill.

Name:

English | Learn it · Practise · Challenge · Check

How to use this workbook

1

Learn it

Read the explanation, key words and worked example.

2

Practise

Answer the questions on Sheet A.

3

Challenge

Try the harder questions on Sheet B.

4

Check

Check with the answers at the back and tick the tracker.

My progress tracker

#	Unit · I can...	Tried	Nearly	Got it!
1	Finding information I can find and copy key information from a text.			
2	Words in context I can explain the meaning of words in context.			
3	Making inferences I can make inferences about characters and support them with evidence.			
4	Predicting what happens I can predict what might happen using clues in the text.			
5	Summarising I can summarise the main ideas of a paragraph or text.			
6	How texts are organised I can explain how a text is organised and why.			
7	Language for effect I can explain how words and phrases create an effect.			
8	Making comparisons I can compare characters, events and information within a text.			
9	Fact and opinion I can tell the difference between facts and opinions.			
10	Author's viewpoint I can explain a writer's viewpoint and how they show it.			
11	Characters and motives I can explain why characters act as they do, using evidence.			
12	Putting it all together I can use all my reading skills to answer different questions.			



CHECK

Start test

Start test

Name _____ Date _____ Score _____ / 16

Read each short text. Then answer the question.

- 1 *"Every Saturday, Mina helped her aunt at the flower stall. She wrapped roses in brown paper and tied them with string."*

What did Mina use to tie the roses? _____

- 2 *"The corridor was gloomy. Only one small window let in any light."*
What does **gloomy** mean?

☐ bright ☐ dark ☐ noisy ☐ narrow

- 3 *"Arjun stared at the test paper. His hands were shaking, and he could not remember a single answer."*

How is Arjun feeling? Give one piece of evidence.

- 4 *"Durian is a large fruit covered in sharp spikes. It has a very strong smell. It is the tastiest fruit in the world."*

Which sentence is an opinion?

☐ Durian is a large fruit covered in sharp spikes. ☐ It has a very strong smell.
☐ It is the tastiest fruit in the world.

- 5 *"The wind howled around the house like a hungry wolf."*

What does this simile suggest about the wind?

- 6 *"Kenji put on his raincoat, picked up his umbrella and looked at the black clouds."*
What is Kenji most likely to do next?

☐ go swimming ☐ go out in the rain ☐ sunbathe ☐ go to sleep

- 7 *"Giant pandas spend up to fourteen hours a day eating bamboo."*

Pandas can spend up to _____ hours a day eating.

- 8 *"First, wash the rice. Next, add water. Then cook it for fifteen minutes. Finally, leave it to rest."*

Why does the writer use words like *First* and *Next*?

- ☐ to show the order of the steps ☐ to describe the rice ☐ to make the reader laugh
☐ to give an opinion

- 9 *"The market was a riot of colour: purple aubergines, orange mangoes and green limes piled in towering heaps."*

Find and copy the phrase that shows the market was full of different colours.

- 10 *"Lina has lived in Seoul all her life. Her twin brother moved to London for university, but he visits every summer."*

Which is true?

- ☐ Both twins live in Seoul. ☐ Lina lives in Seoul, whereas her brother lives in London.
☐ Both twins live in London.

- 11 *"Mr Somsak had kept the shop for forty years. He knew every customer by name and always had sweets for the children."*

What kind of person is Mr Somsak? Give evidence.

- 12 *"Bats are the only mammals that can truly fly. Many bats find insects in the dark by making high sounds and listening for echoes."*

Which heading best fits this text?

- ☐ Amazing flying mammals ☐ How to build a bat box ☐ My pet cat
☐ Birds of the rainforest

- 13 *"The festival began at 8 p.m. By midnight, thousands of floating lanterns drifted over the river."*

The lanterns were released before the festival began.

- ☐ True ☐ False

- 14 *"Oh, brilliant," said Tom, looking at the flat tyre on his bike. "That's just what I needed today."*

Is Tom really pleased? Explain how you know.

- 15 *"The volcano rumbled. Smoke poured from its peak. The villagers began to pack their belongings."*

Why did the villagers pack their belongings?

- ☐ They were going on holiday. ☐ They expected the volcano to erupt.
☐ They were moving to a new house for fun. ☐ It was market day.

16 *"Children should spend at least one hour outside every day. Fresh air and exercise help them to sleep better and concentrate at school."*

What is the writer's viewpoint?

1

UNIT 1 · LEARN IT

Finding information

I can... find and copy key information from a text.

To retrieve means to find information in the text. Read the question, pick out its key words, then scan the text for them.

When a question says **find and copy**, copy the exact words from the text.

Top tip: Underline the key words in the question before you start looking.

Key words

retrieve

key words

scan

find and copy

evidence

Worked example

Mali packed her snorkel, a bottle of water and two mangoes. Then she ran down to the jetty, where Uncle Somchai was waiting with the boat.

Question: Where was Uncle Somchai waiting?

Model answer: At the jetty. (Key words: *Uncle Somchai was waiting* — found in the second sentence.)

Read the text. Then answer the questions.

The Night Market FICTION

As the sun sank behind the tower blocks of Bangkok, the car park behind Kanya's building began to change. By six o'clock, the painted white lines had disappeared beneath rows of folding tables, striped umbrellas and strings of yellow light bulbs. The night market had arrived.

Kanya had been waiting all week. Every Thursday, her grandmother, Yai Porn, sold coconut pancakes from a small cart at the end of the third row, and every Thursday, Kanya was allowed to help. Her job was to fold the paper boxes and count the change. It was not the most exciting job, but she took it very seriously.

"Twenty baht for four," Yai Porn reminded her, tapping the hand-written sign. "Not three. Not five. Four."

The first customers were office workers still wearing their lanyards. Then came families with sleepy toddlers, a group of students sharing one enormous bag of grilled squid, and an old man who bought exactly one pancake every week and ate it standing up, very slowly, with his eyes closed.

At half past eight, something unusual happened. A boy of about Kanya's age appeared at the cart, holding a crumpled note. He was not wearing shoes, and his T-shirt was far too big for him. He stared at the pancakes sizzling in their round iron pan, but he did not say a word.

Kanya looked at her grandmother. Yai Porn looked at the boy. Then, without saying anything, she scooped eight pancakes into a box, twice as many as usual, and pressed it into his hands. She took the note, and Kanya noticed that she gave him back more change than the note was worth.

"That's not right," Kanya whispered, when the boy had disappeared into the crowd. "You said four for twenty."

Yai Porn smiled and wiped her hands on her apron. "Some rules," she said, "are made for counting. Others are made for people. When you are older, you will know the difference."

Kanya thought about this for the rest of the evening, while the bulbs buzzed above her head and the smell of lemongrass drifted across from the noodle stall. She was still thinking about it when the market packed away at eleven, and the car park became a car park once again.

1 On which day of the week does the night market come to the car park? _____

2 What was Kanya's job at the cart? Tick two.

- ☐ folding the paper boxes ☐ cooking the pancakes ☐ counting the change
☐ writing the sign

3 How much did four pancakes cost? _____ baht

4 Find and copy **one** phrase that shows the old man enjoyed his pancake.

5 How many pancakes did Yai Porn give the boy?

- ☐ four ☐ five ☐ six ☐ eight

6 The boy asked Yai Porn for extra pancakes.

- ☐ True ☐ False

7 The market packed away at eleven o'clock.

- ☐ True ☐ False

8 Look at the paragraph beginning *At half past eight*. Give **two** details that suggest the boy was poor.

9 What do you think Yai Porn means when she says some rules are "made for people"? Use the text to help you.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

Coral Reefs: Cities Under the Sea NON-FICTION

Coral reefs are sometimes called the rainforests of the sea. Although they cover less than one per cent of the ocean floor, they are home to around a quarter of all known sea creatures. Some of the most famous reefs in the world lie in the warm, shallow waters of South-East Asia, in an area called the Coral Triangle.

What is coral? Many people think coral is a plant or a rock, but it is actually an animal. A coral reef is built by millions of tiny creatures called polyps. Each polyp is soft, with a mouth surrounded by tentacles. To protect itself, it builds a hard skeleton of limestone underneath its body. When a polyp dies, its skeleton remains, and new polyps grow on top. Over hundreds of years, these skeletons build up into a reef.

Partners for life Most reef-building corals share their bodies with tiny algae. The algae live inside the coral and use sunlight to make food, which they share with their host. In return, the coral gives the algae a safe home. The algae also give coral its bright colours: pink, purple, green and gold. This is why most reefs grow in clear water, where sunlight can reach them.

A busy neighbourhood A healthy reef is full of life. Clownfish hide among the stinging arms of sea anemones. Parrotfish scrape algae from the coral with their beak-like teeth, and produce fine white sand as they go. Turtles, sharks, sea slugs and octopuses all hunt, hide and raise their young among the branches.

Reefs in danger Unfortunately, coral reefs are under threat. When sea water becomes too warm, corals push out their algae and turn white. This is called coral bleaching. If the water cools quickly, the coral can recover, but if it stays warm for too long, the coral may starve. Pollution, plastic waste and careless fishing also damage reefs.

How can we help? Everybody can play a part in protecting reefs. Visitors should never touch or stand on coral, and should use sun cream that is safe for sea life. At home, we can reduce the amount of plastic we use and take part in beach clean-ups. Scientists are also growing baby corals in underwater nurseries and planting them on damaged reefs.

- 1 What fraction of all known sea creatures live on coral reefs? Around a _____

- 2 Find and copy the name of the area of South-East Asia with some of the world's most famous reefs.

- 3 What is coral?

☐ a plant ☐ a rock ☐ an animal ☐ a type of sand

- 4 What do polyps build to protect themselves?

- 5 Which of these does the algae give the coral? Tick two.

☐ food ☐ a hard skeleton ☐ bright colours ☐ tentacles

- 6 When corals push out their algae and turn white, this is called coral _____.

- 7 Which fish helps to make white sand? How does it do this?

- 8 Which heading would best fit the last paragraph?

☐ Reefs in danger ☐ Ways to protect reefs ☐ The life of a polyp ☐ Famous reefs

- 9 Give **two** things visitors should do to protect reefs.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Words in context

I can... explain the meaning of words in context.

You can work out a new word by reading the words around it. This is called the context.

Try replacing the word with a synonym. If the sentence still makes sense, you are probably right.

Top tip: Read the whole sentence, not just the word.

Key words

vocabulary

context

meaning

synonym

clue

Worked example

*The path was so **treacherous** that Hana had to hold the rope with both hands to stop herself from sliding into the river.*

Question: What does **treacherous** mean?

Model answer: Dangerous. The clues are that Hana had to hold the rope with both hands and could slide into the river.

Read the text. Then answer the questions.

The Monsoon Kite FICTION

For three weeks, the sky over the fishing village of San Miguel had been a flat, sullen grey. The monsoon rains had arrived early, drumming on the tin roofs day and night, and turning the lane outside Mateo's house into a slippery river of mud.

Mateo pressed his nose against the window and sighed. Somewhere under his bed, wrapped in newspaper, was the kite he had spent the whole dry season building. Its frame was made of split bamboo, as light as a bird's bones, and its tail was a long ribbon of red and yellow cloth that his mother had stitched from an old festival dress. He had tested it a hundred times in his head, but never once in the sky.

"The wind will come back," said his grandfather, without looking up from the net he was mending. "The sea always keeps its promises. It just keeps them late."

On the twenty-second morning, Mateo woke to silence. The drumming had stopped. He scrambled to the window and blinked. The clouds had been torn apart like wet paper, and between them the sky was a dazzling, freshly washed blue. The palm trees along the shore were bending and swaying. The wind had returned.

Mateo grabbed the kite and sprinted down to the beach, his bare feet slapping on the wet sand. He could hear the waves roaring and the gulls screaming. Other children were already there, their kites leaping and diving above the waves like a flock of bright, impatient birds. Mateo unwound a few metres of string, held the kite high above his head and let go.

For a moment, nothing happened. The kite wobbled, dipped towards the sand and seemed ready to crash. Then a gust caught it. It shot upwards, the red and yellow tail rippling behind it, climbing higher and higher until it was only a tiny, trembling diamond against the blue.

Mateo laughed out loud. The string tugged at his fingers as if the kite were alive and eager to escape. Far behind him, on the steps of the house, he could just see his grandfather, shading his eyes with one weathered hand and nodding slowly, as if the sea had kept another promise.

- 1 the sky ... had been a flat, **sullen** grey. What does **sullen** mean here?

☐ bright and cheerful ☐ dark and gloomy ☐ noisy and wild ☐ clean and clear

- 2 Find and copy **one** word from the first paragraph that tells you the rain was loud.

- 3 *Its frame was made of split bamboo, as light as a bird's bones.* What does this simile tell you about the kite?

- 4 *his grandfather ... mending the net.* Which word is closest in meaning to **mending**?

☐ selling ☐ repairing ☐ washing ☐ throwing

- 5 Find and copy a word from the paragraph beginning *On the twenty-second morning* that means **very bright**. _____

- 6 *The kite **wobbled**.* This means the kite...

☐ flew very fast ☐ moved unsteadily from side to side ☐ broke into pieces
☐ stayed completely still

- 7 *a tiny, **trembling** diamond against the blue.* Why do you think the author chose the word **trembling**?

- 8 *weathered hand.* What does **weathered** suggest about the grandfather?

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

How a Volcano Erupts NON-FICTION

Indonesia has more active volcanoes than any other country in the world: around 130 of them. For the people who live on their slopes, volcanoes are both a danger and a gift. Some of them, such as Mount Merapi on the island of Java, erupt every few years. But what actually happens when a volcano erupts?

Deep beneath our feet The Earth is made of several layers. We live on the thin, rocky outer layer called the crust. Beneath the crust lies the mantle, where the rock is so hot that parts of it slowly melt. This molten rock is called magma. Because magma is lighter than the solid rock around it, it gradually rises towards the surface, collecting in large underground pools called magma chambers.

Building up pressure Magma contains gases, such as steam and carbon dioxide, which are dissolved in the liquid rock, a little like the bubbles in a fizzy drink. As the magma rises and the pressure around it falls, these gases form bubbles. The bubbles expand, pushing harder and harder against the rock above. Eventually, the pressure becomes too great.

The eruption When the rock can no longer hold the magma back, it forces its way up through cracks and out of an opening called a vent. Once magma reaches the surface, it is called lava. Some volcanoes erupt gently, with rivers of runny lava flowing down their sides. Others erupt explosively, blasting ash, gas and chunks of rock high into the sky. An ash cloud can travel hundreds of kilometres and even stop aeroplanes from flying.

After the eruption Although eruptions can be devastating, the ash they leave behind breaks down over time into extremely fertile soil. This is why farmers on the island of Java grow rice, coffee and vegetables on the slopes of volcanoes, even though they know the risk.

Keeping people safe Today, scientists called volcanologists watch active volcanoes closely. They measure small earthquakes, changes in the shape of the ground and the gases escaping from the vent. These clues can warn them that an eruption is approaching, giving people time to evacuate. Warning sirens and marked escape routes help villagers to leave quickly.

- 1 Find and copy the word that means **melted rock under the ground**. _____

2 The Earth is made of several **layers**. A layer is...

- ☐ a type of volcano ☐ one level lying on top of or under another
☐ a hole in the ground ☐ a kind of gas

3 Magma is called _____ once it reaches the surface.

4 The author compares the gases in magma to *the bubbles in a fizzy drink*. How does this help the reader?

5 Although eruptions can be **devastating**. Which word is closest in meaning?

- ☐ exciting ☐ very destructive ☐ very slow ☐ beautiful

6 Find and copy **one** word from the paragraph *After the eruption* that means the soil is very good for growing plants.

7 What is a **volcanologist**?

- ☐ a farmer who grows coffee ☐ a scientist who studies volcanoes ☐ a pilot
☐ a type of rock

8 To **evacuate** means to _____ a dangerous place.

9 Explain why people choose to live on the slopes of volcanoes.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Making inferences

I can... make inferences about characters and support them with evidence.

Authors do not always tell us everything. We use clues in the text to work out what a character thinks or feels. This is called making an inference.

Always back up your inference with evidence from the text.

Top tip: Use Point + Evidence + Explain: say what you think, quote the text, then explain how it shows this.

Key words

inference

evidence

clue

feelings

explain

Worked example

Jun Ho kicked the door shut and threw his school bag onto the floor. "Don't talk to me," he muttered.

Question: How is Jun Ho feeling?

Model answer: Point: Jun Ho is angry. **Evidence:** he *kicked the door shut* and says *"Don't talk to me"*.

Explain: kicking and throwing things shows strong, cross feelings.

Read the text. Then answer the questions.

Footsteps in the Forest FICTION

The rain had stopped, but the forest was still dripping. Every leaf held a bead of water, and every few seconds one would let go and fall with a soft tap onto Aiman's hat. The air smelled of wet earth and rotting leaves. He was beginning to wish he had stayed in the camp with the others.

"It's just a short walk," Ms Lim had said. "Follow the orange ribbons on the trees, and you'll reach the waterfall in ten minutes." That had been twenty-five minutes ago. Aiman had not seen an orange ribbon for a long time.

He stopped and listened. Somewhere high above, a hornbill gave its strange, honking call. Insects whirred. Somewhere, far off, water was rushing over rocks. Then, behind him, came a different sound: the crack of a twig.

Aiman spun round. The path behind him was empty. Tall trees rose on either side like the pillars of an enormous, silent hall. He swallowed hard and began to walk faster, his trainers squelching in the mud.

Crack. There it was again, closer this time. Aiman's heart was thudding so loudly that he was sure whatever was following him could hear it. He remembered the sign at the park entrance: *Please do not feed the wildlife*. Next to it had been a picture of a sun bear with long, curved claws.

He began to run. Branches whipped at his arms. His backpack bounced against his spine. He did not dare look back. He burst through a curtain of ferns, slipped, and landed on his hands and knees at the edge of a wide, rushing stream.

Something crashed through the ferns behind him.

"Aiman! Finally!"

It was Wei Jie, red-faced and gasping, with a torch in one hand and a bundle of orange ribbons in the other. "I've been following you for ages," he panted. "Didn't you hear me shouting? You went the wrong way at the big fig tree. Ms Lim sent me to find you."

Aiman opened his mouth, closed it again, and then began to laugh, a shaky laugh that was half relief and half embarrassment. He decided he would not mention the sun bear to anyone. Not ever.

1 How do you know Aiman is lost? Give **two** pieces of evidence.

2 How is Aiman feeling in the paragraph beginning *Crack. There it was again?*

☐ bored ☐ terrified ☐ excited ☐ calm

3 Find and copy **one** phrase that shows how Aiman was feeling in that paragraph.

4 Why does Aiman remember the sign at the park entrance? Explain using the text.

5 Wei Jie had been sent by Ms Lim to find Aiman.

☐ True ☐ False

6 Why was Wei Jie carrying a bundle of orange ribbons? Choose the **most likely** reason.

☐ He was decorating the forest. ☐ He had collected them to help find the path back.
☐ They were a present for Aiman. ☐ He wanted to hide them from Ms Lim.

7 *a shaky laugh that was half relief and half embarrassment.* Why is Aiman embarrassed?

8 Why does Aiman decide not to mention the sun bear *to anyone. Not ever?* Use evidence to support your answer.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

Priya's Diary DIARY

Monday 4th August Well, that's it. We've really moved. Mum says Singapore is going to be "an adventure", but so far the adventure has mostly involved cardboard boxes. The flat is on the fourteenth floor and from my bedroom window I can see about a hundred other windows exactly like mine. I wonder if there's a girl behind one of them who is also unpacking and also missing her best friend. Probably not.

Tuesday 5th August First day at the new school. I wore my new uniform, which is so stiff it could probably stand up on its own. My teacher, Mr Tan, made me stand at the front and say three things about myself. I said: my name is Priya, I'm from Chennai, and I like drawing. Then my mind went completely blank, so I just stood there while twenty-six faces looked at me. Someone at the back giggled. I stared at my shoes for the rest of the morning.

At lunchtime I sat at the end of a long table and pretended to be very interested in my rice. A girl with two plaits sat down opposite me. She didn't say anything, but she pushed a sketchbook across the table. It was full of drawings of cats. Some were wearing hats.

Wednesday 6th August The girl with plaits is called Mei Ling. Today she asked me to draw a cat for her sketchbook, so I drew one riding a scooter. She laughed so much that milk came out of her nose, which made me laugh too, and then Mr Tan gave us both a Look. It was worth it.

Friday 8th August Mei Ling and I have started a comic together. It's about a cat detective called Inspector Whiskers who solves mysteries in the hawker centres of Singapore. I do the drawings; she writes the words. She says we can sell copies at the school fair.

I still miss Anjali. I wrote her a long email tonight and told her all about Mei Ling. I hope she doesn't mind. I think Anjali would like her, actually.

From my window tonight, one of the hundred windows opposite had a light on, and someone had stuck a paper cat on the glass. I don't know who lives there. But I stuck one of mine up too.

- 1 How does Priya feel about moving to Singapore on Monday? Give **one** piece of evidence.

- 2 *which is so stiff it could probably stand up on its own.* What does this tell you about the uniform?

- 3 Why did Priya stare at her shoes for the rest of the morning?

- ☐ She had lost them. ☐ She felt embarrassed after someone giggled.
☐ Mr Tan told her to. ☐ She was drawing them.

- 4 Why do you think Mei Ling pushed her sketchbook across the table without saying anything?

- 5 Mr Tan was pleased when the girls laughed in class.

- ☐ True ☐ False

- 6 *It was worth it.* What does Priya mean?

- 7 Which of these statements are true? Tick two.

- ☐ Priya does the drawings for the comic. ☐ Mei Ling does the drawings for the comic.
☐ Priya has forgotten about Anjali. ☐ Priya wrote to Anjali about Mei Ling.

- 8 How have Priya's feelings changed from Monday to Friday? Use evidence from the start and the end of the diary.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Predicting what happens

I can... predict what might happen using clues in the text.

A prediction is a sensible guess about what will happen next. Good predictions use clues from the text, such as what a character knows, wants or has been warned about.

Top tip: Say what you predict, then say which clue made you think so.

Key words

predict

prediction

clue

evidence

likely

Worked example

The old bridge creaked. A sign read: Maximum weight: 1 tonne. Mr Rahman looked at his lorry, piled high with bricks, and then at the bridge.

Question: What do you predict will happen?

Model answer: **Point:** Mr Rahman will not drive over the bridge, or it might break. **Evidence:** the bridge *creaked* and has a weight limit, and the lorry is *piled high with bricks*. **Explain:** the lorry is probably too heavy for the bridge.

Read the text. Then answer the questions.**The Dragon Boat** FICTION

On the morning of the Dragon Boat Festival, the harbour at Stanley was already crowded. Long, narrow boats lay side by side at the water's edge, each one painted with scales and topped with a carved dragon's head with bulging eyes. Drums were being tested. Paddles were being counted. Somewhere, a loudspeaker crackled into life.

Ka Yan stood at the back of the Golden Carp team's boat, gripping the steering oar. She was twelve, the youngest steerer in the whole competition, and she had not slept properly for a week.

Her team had trained every Saturday since January. They had practised starts until their arms ached and turns until they could do them with their eyes closed. But their best steerer, Uncle Lok, had broken his wrist falling off a ladder two weeks ago, and Ka Yan was the only one who knew the boat well enough to take his place.

"Just keep her straight," Uncle Lok had told her, his arm in a white plaster cast. "The paddlers will do the rest. And watch out for the wind by the buoys. It always pushes left."

Now the boats were lining up. On their left was the Red Phoenix team, who had won the race for the last three years. Their steerer was a tall man with a shaved head who did not even glance in Ka Yan's direction.

The starter raised his flag. The drummer at the front of the Golden Carp lifted her sticks. Twenty paddles hovered above the water. Ka Yan's palms were so sweaty that the wooden oar felt slippery under her fingers.

Bang!

The water exploded into white foam. The drum boomed, and twenty paddles bit into the sea together. For the first hundred metres, the Golden Carp and the Red Phoenix raced side by side, so close that Ka Yan could hear the other team's drummer shouting.

Then they reached the buoys. Ka Yan felt the wind tug at the dragon's head, just as Uncle Lok had said it would. Out of the corner of her eye, she saw the Red Phoenix begin to drift left, its steerer frowning. Ka Yan took a deep breath, leaned her whole weight against the oar, and remembered exactly what she had been told.

1 Find and copy **two** details that describe the dragon boats.

2 Why is Ka Yan steering the boat instead of Uncle Lok?

- ☐ He was late. ☐ He had broken his wrist. ☐ He was steering the Red Phoenix.
☐ He was the drummer.

3 How do you know Ka Yan is nervous before the race? Give **two** clues.

4 The Red Phoenix had won the race for the last three years.

- ☐ True ☐ False

5 What does the Red Phoenix steerer's behaviour suggest about him?

6 Which piece of advice from Uncle Lok is **most** important at the end of the extract?

- ☐ Just keep her straight. ☐ The paddlers will do the rest.
☐ Watch out for the wind by the buoys. It always pushes left. ☐ Practise every Saturday.

7 Predict what will happen next in the race. Use evidence from the text to explain your prediction.

8 Do you think Ka Yan's team will win? Give a reason.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

The Robot Who Wanted to Swim FICTION

In the year 2091, the city of New Jakarta floated on the sea. Its streets were canals, its parks were rafts of green, and its buildings rose from giant platforms anchored to the seabed. Everybody in New Jakarta could swim. Everybody, that is, except Unit K-7.

K-7 was a maintenance robot. Its job was to clean the solar panels on the roof of the Cendana Tower, which it did every morning with its six soft brushes. It was very good at this job. But every evening, when its work was finished, K-7 would roll to the edge of the roof and watch the children diving into the canal far below. They twisted and splashed and shrieked with laughter, and K-7 wished, with every circuit in its body, that it could do the same.

The problem was simple. K-7 was made of steel and weighed three hundred kilograms. If it fell into the water, it would sink straight to the bottom like a stone. And its warranty clearly stated: *DO NOT IMMERSE IN WATER*.

Once, K-7 had asked the building manager whether it might be possible to try, just once, in the shallow end of the public pool. The manager had laughed so hard that he had to sit down.

One evening, a girl called Sari noticed the robot watching. She climbed all the way up the service ladder to the roof, which she was definitely not allowed to do.

"Why do you always stare at the canal?" she asked.

K-7's lights blinked blue, then green. "I wish to swim," it said. "But I am too heavy. I would sink."

Sari looked at the robot for a long time. She looked at its wide, flat base. She looked at the stack of empty water-storage drums in the corner of the roof. She looked at the coil of cable hanging beside the door. Then a slow smile spread across her face.

"Do you know," she said, "what a boat is made of?"

"Boats," said K-7, "are made of many materials, including steel."

"Exactly," said Sari. "And boats don't sink." She rolled up her sleeves. "Come on. We've got until the sun goes down."

1 Give **two** ways in which New Jakarta is different from a city today.

2 K-7's job was to clean the _____ on the roof of the Cendana Tower.

3 Find and copy the phrase that shows how much K-7 wanted to swim.

4 Why can K-7 not swim? Tick two.

- ☐ It is made of steel and very heavy. ☐ It is afraid of the children.
☐ Its warranty says it must not go in water. ☐ It is not allowed on the roof.

5 *which she was definitely not allowed to do*. What does this tell you about Sari?

6 Sari looks at the base, the drums and the cable. What do you predict she is planning? Use the text to explain.

7 What do you think the drums will do?

- ☐ make K-7 heavier ☐ help K-7 float ☐ hold water for K-7 to drink
☐ clean the solar panels

8 Predict how K-7 will feel if the plan works. Give a reason.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Summarising

I can... summarise the main ideas of a paragraph or text.

To summarise, you pick out the most important ideas and say them in a few words. Leave out small details and examples.

Top tip: Ask yourself: what is this paragraph mostly about?

Worked example

Thailand's elephants once worked in forests, carrying heavy logs. When logging was banned in 1989, many lost their jobs. Today, some live in sanctuaries where visitors can watch them bathe and feed.

Question: Summarise this paragraph in one sentence.

Model answer: Thailand's elephants used to work in forests but many now live in sanctuaries. (The date and the bathing are details, so they are left out.)

Key words

summarise

main idea

detail

sequence

heading

Read the text. Then answer the questions.

Zheng He: Admiral of the Treasure Fleet NON-FICTION

More than six hundred years ago, long before European explorers crossed the oceans, a Chinese admiral named Zheng He led some of the largest sailing voyages the world had ever seen.

Early life Zheng He was born around 1371 in Yunnan, a mountainous province in south-west China, far from the sea. His birth name was Ma He. When he was a boy, his homeland was captured by soldiers of the new Ming dynasty, and he was taken away to serve in the household of a prince. The boy was clever and hard-working, and he grew up to become one of the prince's most trusted advisers.

Rise to power In 1402, that prince became the Yongle Emperor. He rewarded his loyal servant with a new name, Zheng He, and gave him an extraordinary task: to lead a great fleet across the 'Western Oceans' to show the power and wealth of China to the rest of the world.

The voyages Between 1405 and 1433, Zheng He commanded seven voyages. His fleet was enormous. Historians believe that the first voyage included more than two hundred ships and about twenty-seven thousand people, including sailors, soldiers, doctors, translators and cooks. The largest vessels, called treasure ships, were many times bigger than the ships Christopher Columbus would sail almost a century later.

The fleet visited ports across South-East Asia, including Malacca and Java, then sailed on to Sri Lanka, India, Arabia and the east coast of Africa. The ships carried silk, porcelain and tea to trade or give as gifts, and returned with spices, precious stones and exotic animals. On one voyage, the fleet brought back a giraffe, which amazed the emperor's court.

Death and legacy Zheng He is believed to have died in 1433, during or shortly after his final voyage. After his death, China's rulers decided to stop the expensive voyages, and many records of them were lost. For a long time, Zheng He was almost forgotten.

Today, however, he is remembered as one of history's great explorers. Temples and museums in Malaysia, Indonesia and Thailand honour his memory, and his story shows how the oceans connected distant parts of Asia and Africa long ago.

1 Which sentence best summarises the paragraph *Early life*?

☐ Zheng He loved the sea as a child.

☐ Zheng He was taken from his home as a boy and grew up to serve a prince.

☐ Zheng He became emperor. ☐ Zheng He was born in a port city.

2 Zheng He's birth name was _____.

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

_____ Zheng He led his first voyage.

_____ Zheng He was born in Yunnan.

_____ The prince became the Yongle Emperor.

_____ China stopped the voyages.

4 How many voyages did Zheng He command? _____

5 Give **two** types of people, other than sailors, who travelled with the fleet.

6 Which heading would best replace *The voyages*?

☐ A giant fleet sets sail ☐ A quiet life at home ☐ Zheng He is forgotten

☐ Life at court

7 After Zheng He died, China continued sending out treasure fleets.

☐ True ☐ False

8 Summarise, in **one** sentence, why Zheng He is remembered today.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

Village School Wins National Recycling Prize NEWSPAPER

By our reporter, Chiang Rai

A small primary school in the hills of northern Thailand has beaten more than four hundred schools to win this year's national Green Schools Award, after pupils turned their rubbish problem into a thriving business.

Ban Doi Primary School, which has just 94 pupils, collected the trophy and a prize of 200,000 baht at a ceremony in Bangkok last Friday.

Two years ago, the school had a serious problem. With no regular rubbish collection in the village, plastic bottles, snack wrappers and food waste were piling up behind the school kitchen. "It smelled terrible, and the stray dogs kept dragging it across the playground," explained head teacher Mrs Wanida Saelee.

The solution came from the pupils themselves. In a class discussion, ten-year-old Nong Fah suggested setting up a 'rubbish bank', where families could bring sorted waste and receive points in exchange. The points could be swapped for school supplies such as pencils and exercise books. Within a month, almost every family in the village had joined.

The idea spread quickly. Pupils now sort waste into five colour-coded bins every day. Plastic bottles and cans are sold to a recycling company in the nearest town. Food scraps go into a worm farm, which produces rich compost for the school's vegetable garden. The vegetables are used in school lunches, and any extra are sold at the village market on Sundays. Parents helped to build shelves for the sorted waste, and the village headman lent a truck.

"Last year we recycled over three tonnes of waste," said Year 6 pupil Arthit, who helps to run the rubbish bank. "Now there's nothing behind the kitchen except flowers."

The judges praised the project for being "simple, clever and completely led by children". One judge said it was the best entry she had seen in ten years.

Mrs Wanida says the prize money will be used to build a covered recycling centre so that the project can continue during the rainy season. Several nearby schools have already visited to learn how to start their own rubbish banks.

"Our children have shown that you don't need to be big to make a big difference," she said.

1 Which sentence best summarises the whole article?

- ☐ A school in Bangkok had a problem with stray dogs.
- ☐ A small village school won a national award for its pupil-led recycling project.
- ☐ Children in Chiang Rai sell vegetables. ☐ Worm farms are easy to build.

2 How many pupils attend Ban Doi Primary School? _____

3 What problem did the school have two years ago? Summarise it in your own words.

4 Explain how the 'rubbish bank' works.

5 Number these to show what happens to food scraps.

- _____ Vegetables are used in school lunches.
- _____ Food scraps go into a worm farm.
- _____ Compost is used in the vegetable garden.

6 Find and copy the words the judges used to describe the project.

7 What will the prize money be used for?

- ☐ a new school bus ☐ a covered recycling centre ☐ a trip to Bangkok
- ☐ more worm farms

8 The idea for the rubbish bank came from a teacher.

- ☐ True ☐ False

9 *you don't need to be big to make a big difference.* Explain what Mrs Wanida means.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

How texts are organised

I can... explain how a text is organised and why.

Writers organise texts to help the reader. Headings, paragraphs, bullet points and numbered steps each have a job.

Think about why the writer chose each feature.

Top tip: Ask: how does this feature help the reader?

Worked example

How to make a paper lantern

You will need: paper, scissors, glue.

- 1. Fold the paper in half.*
- 2. Cut slits along the fold.*

Question: Why are the instructions numbered?

Model answer: The numbers show the order to do the steps in, so the reader does not miss a step.

Key words

structure

heading

paragraph

bullet points

purpose

Read the text. Then answer the questions.

Beach Clean-Up Day! LEAFLET

Jomtien Beach Clean-Up Day — Saturday 14th March, 7:30 a.m. to 10:30 a.m.

Is this what you want our beach to look like? Every morning, the tide washes up bottles, bags, straws and fishing nets onto Jomtien Beach. Last year, volunteers collected more than 800 kilograms of rubbish from just two kilometres of sand. That's heavier than a small car!

Why does it matter? Plastic does not disappear. It breaks into tiny pieces called microplastics, which are eaten by fish, crabs and seabirds. Sea turtles often mistake floating bags for jellyfish, their favourite food. Broken glass and rusty cans can also hurt people's feet. And a dirty beach is bad news for everyone who lives, works or holidays here.

What will happen on the day?

- Meet at the lifeguard tower opposite Soi 5 at 7:30 a.m.
- Collect your free gloves, bags and a T-shirt.
- Join a team and clean your section of the beach.
- Bring your bags to the sorting station, where our experts will separate plastic, glass and cans for recycling.
- Enjoy free fruit and cold drinks at 10:30 a.m.

What should I bring? A hat, sun cream, a refillable water bottle and your biggest smile! Please wear shoes, as some rubbish may be sharp.

Who can come? Everyone! Families, schools, businesses and tourists are all welcome. Children under 12 must be with an adult.

Did you know? A single plastic bottle can take hundreds of years to break down. Last year's volunteers found over 3,000 bottle caps, 1,200 straws and even a fridge door!

Prizes! The team that collects the most rubbish will win a free boat trip to Koh Larn, kindly donated by Sea Breeze Tours. There will also be a prize for the strangest object found. Last year's winner was a rubber duck wearing sunglasses!

What people said last year: "I couldn't believe how much we found. My children want to do it every month now!" — Mrs Nattaya, parent. "Best Saturday morning ever." — Leo, aged 9.

Three hours. One beach. A lifetime of difference. Sign up at the lifeguard tower or email cleanup@jomtiengreen.org. See you on the sand!

1 What is the main purpose of this leaflet?

- ☐ to tell a story about a beach ☐ to persuade people to join a beach clean-up
☐ to explain how turtles eat ☐ to sell T-shirts

2 Why do you think most of the headings are written as questions?

3 Why is the information in *What will happen on the day?* set out as bullet points?

4 Where should volunteers meet? At the _____ opposite Soi 5.

5 The leaflet says the rubbish was *heavier than a small car*. Why has the writer included this comparison?

6 Which section would you read to find out what to wear?

- ☐ Why does it matter? ☐ What should I bring? ☐ Who can come?
☐ What people said last year

7 Why has the writer included quotations from people who came last year?

8 Children under 12 can come on their own.

- ☐ True ☐ False

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

From Paddy to Plate: How Rice Grows NON-FICTION

Rice feeds more than half of the people on Earth. In Thailand, it is eaten at almost every meal, and the Thai phrase for 'to eat' — *gin khao* — literally means 'to eat rice'. But how does a tiny grain become the food on your plate? Most rice is grown in flooded fields called paddies, and it takes around four months from seed to harvest.

Step 1: Preparing the field First, farmers plough the field to loosen the soil. Traditionally this was done with water buffaloes, but today most farmers use small tractors. The field is then flooded with water from rivers, canals or rain, and levelled so the water covers it evenly.

Step 2: Planting Rice seeds are first grown in a nursery bed. After three to four weeks, when the seedlings are about twenty centimetres tall, they are pulled up in bundles and replanted by hand in the flooded paddy. This is called transplanting. It is hard work, and in many villages neighbours help each other.

Step 3: Growing The water in the paddy does two jobs. It gives the rice plants plenty to drink, and it stops many weeds from growing. Over the next three months, the plants grow tall and green. Eventually, each plant produces long stems called panicles, which hold the grains.

Step 4: Harvesting When the grains turn golden, the water is drained away and the field dries out. The rice is then cut, either with a curved knife called a sickle or with a machine called a combine harvester.

Step 5: Threshing and drying Next, the grains must be separated from the stalks. This is called threshing. The grains are spread out in the sun to dry, so that they do not go mouldy.

Step 6: Milling Finally, the rice is taken to a mill, where machines remove the tough outer husk. Brown rice keeps its thin brown layer, called bran. White rice is polished until this layer is removed too.

Did you know? There are more than 40,000 varieties of rice. Thailand's famous jasmine rice is prized all over the world for its sweet smell.

1 How is this text organised?

- ☐ as a story with characters ☐ as a set of steps in time order with headings
☐ as a letter ☐ as a poem

2 Why are the steps numbered?

3 Rice seedlings are replanted when they are about _____ centimetres tall.

4 Give **two** jobs that the water in the paddy does.

5 In which step are the grains separated from the stalks?

☐ Step 2 ☐ Step 4 ☐ Step 5 ☐ Step 6

6 Find and copy the word that means **replanting seedlings in the paddy**.

7 What is the purpose of the *Did you know?* box at the end?

8 Why does the introduction mention the Thai phrase *gin khao*?

9 White rice still has its layer of bran.

☐ True ☐ False

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Language for effect

I can... explain how words and phrases create an effect.

Writers choose words carefully to help us picture a scene and feel something. Similes, metaphors and personification are types of figurative language.

Top tip: Do not just name the technique. Explain what it makes the reader think or feel.

Key words

figurative language

simile

metaphor

personification

effect

Worked example

The traffic in Bangkok crawled along Sukhumvit Road like a tired snake.

Question: What is the effect of this simile?

Model answer: **Point:** it shows the traffic was very slow. **Evidence:** *crawled ... like a tired snake*. **Explain:** a long line of cars looks like a snake, and *tired* suggests it is moving slowly and with difficulty.

Read the text. Then answer the questions.

The Storm FICTION

The storm arrived like an uninvited guest who refuses to leave.

All afternoon, the sea around the island of Koh Samet had been lying flat and glassy, as if it were holding its breath. The air was thick and heavy. Even the seagulls had disappeared. Nok and her brother Pim sat on the wooden veranda of their family's guesthouse, watching a bruise-coloured cloud creep across the horizon.

"Papa's boat isn't back yet," whispered Pim.

A single, fat raindrop landed on the back of Nok's hand. Then another. Somewhere out on the water, a bell on one of the buoys began to clang, slowly at first, then faster and faster, as if it were trying to warn them.

Nok did not answer Pim. She was watching the cloud. It was swallowing the sky piece by piece: first the far-off islands, then the fishing buoys, then the sun itself.

Then the wind struck. It came howling across the bay, snatching the umbrellas from the beach and flinging them into the trees. The palm trees bowed and groaned. The sea, which had been so still, rose up in a fury, hurling itself against the rocks and exploding into white spray. Rain lashed the veranda so hard that it stung their faces like a thousand tiny needles.

"Inside!" shouted their mother from the doorway. Her voice was almost lost in the roar.

The children stumbled into the kitchen, and their mother slammed the shutters. Thunder cracked directly overhead, so loud that the cups rattled on their hooks. The single light bulb flickered, fizzed and died. In the sudden darkness, Nok could hear her own heartbeat and the endless, hungry hammering of the rain.

Minutes crawled by. Nobody spoke. Pim pressed himself against his mother's side, and Nok held the edge of the table so tightly that her knuckles turned white.

Then, through a gap in the shutters, Nok saw it: a tiny yellow light, bobbing on the black water. It vanished. It appeared again. It was closer.

"The lamp!" she cried. "Papa's lamp!"

She flung open the door and ran into the storm, the rain soaking her in seconds, and waved her arms above her head until she could not feel them any more.

- 1 *The storm arrived like an uninvited guest who refuses to leave.* What does this simile suggest about the storm?

- 2 *as if it were holding its breath.* What effect does this description of the sea create?

- 3 Find and copy the adjective that describes the colour of the cloud. _____

- 4 *It was swallowing the sky piece by piece.* Why is **swallowing** an effective verb?

- 5 *The palm trees bowed and groaned.* Which technique is used here?

☐ alliteration ☐ personification ☐ a question ☐ onomatopoeia only

- 6 Find and copy **one** simile from the paragraph beginning *Then the wind struck.*

- 7 *Minutes crawled by.* Why has the author used such a short sentence and the verb **crawled**?

- 8 How does the author make the ending exciting? Refer to **two** things.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the poem. Then answer the questions.

The Mango Tree POEM

*Beside the house my grandfather once grew
A mango tree, when he was only ten;
He dug the earth while grass was wet with dew,
And watered it, and waited there, and then...*

*It grew through monsoons, sixty years or more,
Its branches spreading wide as open arms;
It shaded every step outside the door,
And sheltered us from sun and summer storms.*

*In April, when the heat lay on the land
Like a heavy blanket nobody could lift,
Its fruit hung gold and heavy, close at hand,
Each mango like a sweet and secret gift.*

*We climbed its trunk as rough as elephant skin,
We built a den of sticks where no one found us;
The leaves would whisper secrets to the wind,
And bees would hum their lazy tunes around us.*

*Now Grandfather is old, and moves so slow,
He sits beneath the tree he planted then;
He tells me of the boy he used to know,
And how the tree remembers him again.*

*And I have planted one beside the gate,
A seed no bigger than my little thumb;
I water it and tell it I can wait:
For sixty years from now, my child will come.*

1 How many stanzas are in the poem?

☐ four ☐ five ☐ six ☐ eight

- 2 *Its branches spreading wide as open arms.* What does this simile make you think about the tree?

- 3 Find and copy the simile in stanza 3 that describes the heat.

- 4 *The leaves would whisper secrets to the wind.* This line is an example of..

☐ a simile ☐ personification ☐ a rhyming couplet ☐ a question

- 5 Why does the poet describe each mango as *a sweet and secret gift*?

- 6 Find and copy two words that rhyme in stanza 5. _____ and _____

- 7 *And how the tree remembers him again.* What does the poet mean?

- 8 Why do you think the poet plants a seed at the end? Use evidence from the poem.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Making comparisons

I can... compare characters, events and information within a text.

When you compare, you look for things that are similar and things that are different.

Useful words: *both, also, whereas, however, on the other hand.*

Top tip: Always mention both things you are comparing in your answer.

Key words

compare

similar

different

whereas

both

Worked example

Tae-yang loves football and plays every day. His sister Min-ji prefers painting, but she also plays football at weekends.

Question: Compare Tae-yang and Min-ji.

Model answer: **Both** children play football. **However**, Tae-yang plays every day, **whereas** Min-ji only plays at weekends because she prefers painting.

Read the text. Then answer the questions.

Two Cities, Two Journeys to School NON-FICTION

Every school day, millions of children travel to school across Asia. Their journeys can be very different. Here, two Year 5 pupils describe how they get to school.

Haruto, Tokyo, Japan I leave home at 7:20 every morning. I walk to the station on my own. That surprises some people, but in Tokyo lots of children travel alone from about the age of seven. I wear a yellow cover on my backpack so that drivers can see me easily. I take the train for four stops. The train is always exactly on time, and it is very quiet: people don't talk on their phones. At busy times it can be squashed, but there are sometimes special carriages for children and women. From the station, I walk for another ten minutes with my friends. The whole journey takes about thirty-five minutes. In the evening, I often stop at a convenience store to buy a rice ball with my friends. My favourite part is watching the city wake up from the train window.

Linh, Hanoi, Vietnam My journey starts at 6:45 on the back of my mother's motorbike. In Hanoi, there are millions of motorbikes, far more than cars, and at rush hour the streets are like a river of wheels. We both wear helmets, of course. My mother weaves between the traffic, beeping her horn to let people know we are there. On the way, we stop at a street stall and she buys me a bánh mì, a crunchy bread roll filled with egg and herbs, which I eat at the school gate. The journey takes twenty minutes, or forty if it rains. Sometimes, if my mother is busy, my grandfather takes me instead, and he drives much more slowly! My favourite part is the bánh mì, obviously!

What the journeys have in common Although Haruto and Linh travel in very different ways, both journeys start early, and both children enjoy something special along the way. Both cities are busy, crowded places, and both children have to think about safety every day. Both of them also say they would not swap their journey for anything.

1 Who leaves home earlier?

☐ Haruto ☐ Linh ☐ They leave at the same time.

2 Compare how Haruto and Linh travel to school.

3 Give **one** way each child stays safe on their journey.

4 Find and copy the phrase Linh uses to describe the streets at rush hour.

5 Whose journey is longer on a dry day?

☐ Haruto's ☐ Linh's ☐ They are the same.

6 Tick True or False for each:

- a) Both children travel with an adult.
- b) Both children have a favourite part of the journey.
- c) Both journeys can take longer in the rain.

7 How is the train in Tokyo different from the roads in Hanoi? Use evidence.

8 What is the purpose of the final paragraph?

☐ to tell us what Linh eats ☐ to sum up the similarities between the journeys
☐ to describe Tokyo ☐ to give instructions

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

The Weaver and the Herder MYTH

Long ago, when the sky and the Earth were closer than they are today, the Jade Emperor of Heaven had seven daughters. The youngest, Zhinü, was the finest weaver in all the heavens. Every evening, she wove the clouds that turned gold, pink and purple as the sun went down. She worked so hard that she never had time to laugh.

Far below, on Earth, lived a young cowherd called Niulang. He was poor, and his only friend was an old ox. But the ox was no ordinary animal. It had once been a star, and it could speak.

One day, the ox said, "Niulang, you are lonely. Tomorrow, the seven heavenly sisters will come down to bathe in the lake beyond the hills. Go there, and you will meet the one you are meant to marry."

Niulang did as he was told. When he saw Zhinü laughing in the water — for the first time in a thousand years — he loved her at once. And Zhinü, seeing the kind young man on the shore, loved him in return. She did not go back to Heaven. Instead, she married Niulang, and for several happy years they lived together on Earth. They had two children, and Zhinü wove cloth that was sold in every market.

But in Heaven, the evening skies had grown grey and dull, and the Jade Empress was furious. She came down in a whirlwind, seized her daughter and carried her back into the sky.

Niulang was heartbroken. The dying ox told him to wear its hide, which would let him fly. With a child in each basket of his shoulder pole, he soared up after Zhinü. He was almost close enough to touch her when the Empress drew her silver hairpin across the sky. At once, a wide, rushing river of stars appeared between them. We call it the Milky Way.

The couple wept so bitterly that even the Empress was moved. She allowed them to meet once a year, on the seventh day of the seventh month. On that night, all the magpies in the world fly up and make a bridge with their wings, so that the weaver and the herder can cross the river of stars and be together.

- 1 Compare Zhinü's life in Heaven with her life on Earth.

- 2 How are Zhinü and Niulang similar at the start of the story?
- ☐ Both are rich. ☐ Both are lonely or unhappy. ☐ Both can fly.
- ☐ Both live in Heaven.

3 What had the ox once been? A _____

4 Why was the Jade Empress furious? Use evidence.

5 Find and copy the phrase that describes the Milky Way in the story.

6 How does the Empress change between the paragraph beginning *But in Heaven* and the last paragraph?

- 7 Which of these features show that this is a myth? Tick two.
- ☐ It explains something in nature. ☐ It has a list of instructions.
- ☐ It includes gods and magical animals. ☐ It has headings and bullet points.

8 On which night do the lovers meet? The _____ day of the _____ month.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Fact and opinion

I can... tell the difference between facts and opinions.

A fact can be proved true. An opinion is what someone thinks or feels, and people may disagree with it.

Words like *best*, *amazing*, *I think* and *should* often signal an opinion.

Top tip: Ask: could I check this in a book or measure it? If yes, it is a fact.

Key words

fact

opinion

prove

persuade

believe

Worked example

Doi Inthanon is the highest mountain in Thailand. It is the most beautiful place in the whole country.

Question: Which sentence is a fact and which is an opinion?

Model answer: Sentence 1 is a **fact**: its height can be measured and checked. Sentence 2 is an **opinion**: *most beautiful* is the writer's feeling, and others may disagree.

Read the text. Then answer the questions.

Plastic in Our Oceans NON-FICTION

Every minute, the equivalent of a rubbish lorry full of plastic enters the world's oceans. Scientists estimate that more than eight million tonnes of plastic end up in the sea every year. It is the most shocking environmental problem of our time.

Where does it come from? Most ocean plastic starts its journey on land. Bottles, bags and wrappers are dropped in streets or blown out of rubbish dumps. Rain washes them into drains and rivers, and rivers carry them to the sea. Some of the rivers that carry the most plastic are in Asia, where cities have grown very quickly and rubbish collection has not always kept up. Fishing nets that are lost or thrown away at sea are another major source.

Where does it go? Some plastic washes up on beaches. Some sinks to the seabed. A great deal is carried by ocean currents into huge, slowly spinning areas called gyres, where it collects in enormous patches. The largest, in the Pacific Ocean between Hawaii and California, is known as the Great Pacific Garbage Patch.

Why is it harmful? Plastic can take hundreds of years to break down. Instead of disappearing, it breaks into smaller and smaller pieces. Pieces smaller than five millimetres are called microplastics. Sea creatures swallow plastic because they mistake it for food. Seabirds feed it to their chicks, and turtles swallow bags that look like jellyfish. Animals also become tangled in nets and rings. In my opinion, it is heartbreaking that such beautiful creatures suffer because of our carelessness.

What is being done? Many countries, including Thailand, have taken steps to reduce single-use plastic bags in shops. Inventors have designed floating barriers to catch plastic in rivers before it reaches the sea. Volunteers around the world clean beaches every weekend.

What can you do? The best solution is to use less plastic in the first place. Carry a reusable bag and water bottle, say no to straws, and recycle whatever you can. Surely nobody wants to swim in a sea full of rubbish? Small changes, made by millions of people, really can turn the tide.

1 Which of these is a **fact**?

- ☐ It is the most shocking environmental problem of our time.
- ☐ Pieces smaller than five millimetres are called microplastics.
- ☐ It is heartbreaking that such beautiful creatures suffer.
- ☐ Surely nobody wants to swim in a sea full of rubbish?

2 Which of these is an **opinion**?

- ☐ Most ocean plastic starts its journey on land.
- ☐ Plastic can take hundreds of years to break down.
- ☐ It is the most shocking environmental problem of our time.
- ☐ Rivers carry plastic to the sea.

3 Find and copy the phrase the writer uses to show that the next sentence is an opinion.

4 About how many tonnes of plastic enter the sea every year? More than _____

5 Explain how a plastic bottle dropped in a city street can end up in the sea.

6 Huge, slowly spinning areas of ocean where plastic collects are called _____.

7 Why do turtles swallow plastic bags?

8 *Small changes, made by millions of people, really can turn the tide.* Is this a fact or an opinion? Explain how you know.

9 All ocean plastic comes from fishing boats.

- ☐ True ☐ False

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

Adopt a Turtle Nest! LEAFLET

Mai Khao Turtle Rescue, Phuket

Every year, from November to February, giant leatherback turtles haul themselves up onto Mai Khao Beach in the dark to lay their eggs. Leatherbacks are the largest turtles on Earth: an adult can weigh more than 500 kilograms. They have swum in our oceans since the time of the dinosaurs. They are, quite simply, the most magnificent creatures you will ever see.

But these ancient travellers need your help. Leatherback numbers have fallen sharply in recent decades. Nests are dug up by stray dogs, washed away by high tides or disturbed by bright lights from hotels, which confuse the baby turtles when they hatch. Plastic bags floating in the sea are another danger, because leatherbacks mistake them for jellyfish.

Did you know? Leatherbacks can dive deeper than 1,000 metres and travel more than 10,000 kilometres across the ocean to feed on jellyfish.

How does adoption work? For just 1,500 baht, you can adopt a nest for a whole season. Our trained volunteers will guard your nest every night, protect it with a bamboo fence and move the eggs to our safe hatchery if the tide comes too close. Leatherback eggs take around two months to hatch.

What will I receive?

- A certificate with your nest's number and GPS location
- Monthly photo updates by email
- An invitation to watch the hatchlings being released at sunset (if you are in Phuket)
- A beautiful turtle badge

Why adopt? Only around one baby turtle in a thousand survives to become an adult. Every protected nest gives dozens of hatchlings the best possible start. Adopting a nest is the perfect present for a birthday or a school project, and it is far more meaningful than another toy. Your money also pays for torches with red lights, which do not frighten nesting mothers, and for talks in local schools about protecting the beach.

"Watching our hatchlings race to the waves was the best moment of my life." — Aroon, aged 11, Bangkok

Don't wait until it's too late. Adopt a nest today at the rescue centre or on our website. Together, we can make sure leatherbacks are still here for another hundred million years.

1 Which of these is a **fact**? Tick two.

- ☐ Leatherbacks are the largest turtles on Earth.
- ☐ They are the most magnificent creatures you will ever see.
- ☐ Leatherback eggs take around two months to hatch.
- ☐ It is far more meaningful than another toy.

2 Find and copy **one** opinion from the first paragraph.

3 Give **two** reasons why leatherback nests are in danger.

4 It costs _____ baht to adopt a nest for a season.

5 What do volunteers do if the tide comes too close to a nest?

6 Why is the fact *Only around one baby turtle in a thousand survives* included?

- ☐ to make readers laugh ☐ to show why protecting nests is so important
- ☐ to explain how turtles swim ☐ to describe the beach

7 Why has the writer included a quotation from Aroon?

8 *Don't wait until it's too late.* How does this sentence try to persuade the reader?

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Author's viewpoint

I can... explain a writer's viewpoint and how they show it.

A viewpoint is what the writer thinks about a subject. Sometimes it is stated clearly; sometimes you have to work it out from the words they choose.

Top tip: Look for opinion words and at what the writer says at the end.

Key words

viewpoint

opinion

argument

balanced

conclusion

Worked example

Some people enjoy zoos. But when I watched the tiger pacing up and down its small, bare cage, I felt only sadness.

Question: What is the writer's viewpoint about zoos?

Model answer: **Point:** the writer thinks zoos can be unkind to animals. **Evidence:** *small, bare cage* and *I felt only sadness*. **Explain:** these words show the writer is unhappy about how the tiger lives.

Read the text. Then answer the questions.

Should Children Have Their Own Mobile Phones? DISCUSSION

In many countries, children are being given their own mobile phones at a younger and younger age. In some classes in Hong Kong, Seoul and Bangkok, most Year 5 pupils already have one. Some parents believe phones keep their children safe; others worry that phones cause more problems than they solve. So, should children have their own mobile phones?

Arguments for Many parents say that a phone gives them peace of mind. If a child is travelling alone, is late home or gets lost, they can call for help straight away. Some phones even let parents see where their child is on a map.

Supporters also argue that phones are useful for learning. Children can look up information, use language apps and keep in touch with grandparents who live far away. In today's world, being able to use technology sensibly is an important skill, and some people say it is better to learn it young, with adults to guide you.

Arguments against On the other hand, many doctors and teachers are concerned about how much time children spend looking at screens. Games and videos are designed to be hard to put down. Time spent on a phone may be time taken away from sleeping, reading, playing outside or talking with family.

There are also worries about safety online. Children may see things that are not suitable for them, or be contacted by strangers. Group chats can sometimes be used to leave people out or to say unkind things, and this can follow a child home from school.

Finally, phones are expensive and easy to lose or break, which some families cannot afford. Others argue that children today need to learn to be independent without always calling their parents for help.

Conclusion There are strong arguments on both sides. Having weighed them up, I believe that a simple phone, without internet access, is a sensible choice for older primary children who travel on their own. However, smartphones should wait until secondary school, when children are better prepared for the online world. Whatever families decide, clear rules — such as no phones at mealtimes or in bedrooms at night — are essential.

1 What type of text is this?

- ☐ a story ☐ a discussion text that presents both sides ☐ a set of instructions
☐ a diary

2 Give **two** arguments **for** children having phones.

3 Give **two** arguments **against**.

4 Find and copy the phrase that introduces the arguments on the other side.

5 In which part of the text does the writer give their own viewpoint?

☐ the introduction ☐ Arguments for ☐ Arguments against ☐ the conclusion

6 What is the writer's viewpoint? Explain in your own words.

7 Find and copy the words that show the writer is giving an opinion in the conclusion.

8 Do you agree with the writer? Give **one** reason from the text.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the poem. Then answer the questions.

Rush Hour POEM

Six o'clock
and the city is already shouting.
Horns. Engines. A hundred radios
arguing about the news.

On the bridge over the Pasig River
jeepneys crawl, painted like carnival floats,
crammed with people
who are all late for something.

A man sells rice cakes from a basket
balanced on his head
as if the whole morning
were weightless.

Nobody looks up.
They look at phones,
at watches,
at the back of the bus in front.

But I look up.

And there, above the cables
and the billboards selling shampoo,
five white egrets
are flying home to the marsh,
slow as a secret,
not late for anything at all.

I want to tap every shoulder on the bridge.
I want to say:
look.

1 This poem does not rhyme and its lines are different lengths. What kind of poem is it?

☐ a limerick ☐ a free-verse poem ☐ a haiku ☐ a rhyming ballad

2 *the city is already shouting*. What does this personification tell you about the city?

3 Find and copy the simile that describes the jeepneys.

4 How does the poet show that the people on the bridge are in a hurry? Give **one** piece of evidence.

5 Why do you think the line *But I look up*. is a stanza on its own?

6 Compare the egrets with the people on the bridge.

7 What is the poet's viewpoint? Choose the best answer.

- ☐ Cities should have no birds.
- ☐ People are so busy they miss beautiful things around them. ☐ Jeepneys are too slow.
- ☐ Everyone should buy rice cakes.

8 Why does the poem end with the single word *look*?

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Characters and motives

I can... explain why characters act as they do, using evidence.

A motive is the reason why a character does something. In a play, stage directions and dialogue give clues about characters' feelings and motives.

Top tip: Read stage directions carefully: they show how lines are said.

Key words

character

motive

stage direction

dialogue

evidence

Worked example

*SUDA: (hiding the broken vase behind her back)
Nothing's wrong, Mum. Nothing at all.*

Question: Why does Suda say nothing is wrong?

Model answer: **Point:** she does not want her mum to find out she broke the vase. **Evidence:** she is *hiding the broken vase*. **Explain:** her motive is to avoid getting into trouble.

Read the play script. Then answer the questions.

The Missing Mangoes PLAY SCRIPT

A small fruit shop in a busy market in Penang, Malaysia. Crates of fruit are piled high. MRS OOI, the owner, is counting mangoes. Her grandson DANIEL, aged ten, is sweeping the floor. RAJ, his best friend, leans on the counter eating a banana. It is a hot afternoon, and a ceiling fan turns slowly overhead.

MRS OOI: *(frowning)* Forty-seven... forty-eight... That's impossible. I had sixty mangoes this morning. Sixty! Now there are forty-eight.

DANIEL: Maybe you sold them, Grandma?

MRS OOI: I have sold nothing but bananas all morning. *(She looks sharply at RAJ.)*

RAJ: *(swallowing quickly)* Don't look at me! This is a banana. I paid for it. Well... Daniel paid for it.

DANIEL: It's true, Grandma. *(pause)* Mostly.

MRS OOI: Twelve mangoes do not simply fly away.

RAJ: Maybe a bird took them. A very big bird.

MRS OOI: A bird that can carry twelve mangoes, Raj, would be a very big bird indeed.

DANIEL: *(trying not to laugh)* Maybe it was an eagle. Or a dragon.

A loud thump comes from the roof. Everyone looks up.

RAJ: *(whispering)* What was that?

DANIEL: Probably just the wind.

MRS OOI: There is no wind today, Daniel.

Another thump. A mango stone drops through a gap in the roof and lands on the counter. RAJ jumps backwards, knocking over a crate of rambutans.

RAJ: Ghost! It's a mango ghost!

DANIEL: *(climbing onto a stool and peering through the gap)* It's not a ghost. *(He starts to laugh.)* Grandma, come and look. Quietly.

MRS OOI climbs up beside him. On the roof sits a large grey macaque, holding a mango in each hand, with juice dripping down its chin. Beside it, three smaller monkeys are busy with the rest.

MRS OOI: (*hands on hips*) Well! Thieves with tails.

RAJ: (*still hiding behind the crate*) Is it safe?

DANIEL: They've got better manners than you, Raj. At least they're sharing.

MRS OOI: (*sighing, then smiling*) Daniel, fetch the net and the big lid. Tomorrow, the mangoes stay inside. And Raj...

RAJ: Yes, Mrs Ooi?

MRS OOI: You can pick up those rambutans. Every. Single. One.

1 What are the words in *italics* and brackets called?

☐ speech marks ☐ stage directions ☐ chapter titles ☐ captions

2 Why does Mrs Ooi look sharply at Raj?

3 (*swallowing quickly*). What does this stage direction suggest about how Raj feels?

4 *It's true, Grandma. (pause) Mostly.* Why does Daniel pause and add *Mostly*?

5 Who really took the mangoes? A group of _____

6 How do Raj's actions show that he is easily scared? Give **two** examples.

7 How does Mrs Ooi's mood change at the end? Use a stage direction as evidence.

8 Why is *Every. Single. One.* written with full stops between the words?

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

The Messenger of Samarkand FICTION

The year was 1405, and the caravan had been travelling for forty-three days when Farid first saw the blue domes of Samarkand shimmering on the horizon.

He was eleven years old, and he had never been so tired. His legs ached from walking beside the camels, and his lips were cracked from the desert wind. But inside his coat, sewn into the lining where no thief would think to look, was the reason he had kept going: a letter sealed with red wax.

His father, a silk merchant from the city of Kashgar, had fallen ill on the journey and had been left behind at a resting place in the mountains. Before the caravan moved on, he had pressed the letter into Farid's hands. "Give this to Master Yusuf, the paper-maker, near the Great Mosque," he had whispered. "Only to him. Tell no one what you carry."

Farid did not know what the letter said. He had been tempted, many times, to break the seal. But he had given his word, and his father had taught him that a merchant's word was worth more than gold.

The city gates were crowded with traders from every corner of the world: Persians with carpets, Indians with spices, and Chinese merchants with bales of porcelain wrapped in straw. The noise was astonishing. Donkeys brayed, sellers shouted their prices, and somewhere a man was singing. Farid slipped away from the caravan and pushed through the crowd.

It took him until sunset to find the paper-maker's workshop, a narrow building with sheets of creamy paper drying on lines across the courtyard. An old man with ink-stained fingers looked up from his work.

"Master Yusuf?" Farid asked, his voice suddenly small.

The old man read the letter twice. Then, to Farid's astonishment, his eyes filled with tears. "Your father saved my life, many years ago, in a sandstorm," he said quietly. "He writes that he is sick and asks me to look after his son until he is well. Of course I will." He placed a hand on Farid's shoulder. "You must be very hungry. Come. There is bread and soup, and tomorrow I will send a physician to your father."

For the first time in forty-three days, Farid allowed himself to cry.

In which year is the story set? _____

2 How do you know the journey had been difficult for Farid? Give **two** pieces of evidence.

3 Why had Farid sewn the letter into the lining of his coat?

4 Why did Farid not open the letter, even though he was tempted?

5 Give **two** details that show Samarkand was an important trading city.

6 *his voice suddenly small*. What does this suggest about how Farid feels?

7 Why did Master Yusuf's eyes fill with tears?

- ☐ He was angry with Farid.
- ☐ He was moved because Farid's father once saved his life and is now ill.
- ☐ The letter was bad news about money. ☐ He had ink in his eyes.

8 *For the first time in forty-three days, Farid allowed himself to cry*. Why does Farid cry now?

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Putting it all together

I can... use all my reading skills to answer different questions.

Real reading tests mix all the skills together. Read each question carefully and decide which skill it needs.

Check how many marks or lines there are: more lines means more detail.

Top tip: Go back to the text for every answer, even if you think you remember.

Key words

retrieve

infer

summarise

predict

explain

Worked example

Before dawn, Grandpa Chen was already in the garden, whistling to his birds. He fed them one by one, talking softly, as if they were old friends.

Question: What can you infer about Grandpa Chen?

Model answer: **Point:** he loves his birds. **Evidence:** he talks *softly, as if they were old friends*. **Explain:** people talk gently to those they care about, and he gets up before dawn to feed them.

Read the text. Then answer the questions.

The Lighthouse on Pulau Batu FICTION

Nobody had lived in the lighthouse on Pulau Batu for thirty years. The tiny island was little more than a pile of black rocks, a few twisted trees and the tall white tower, whose paint was now peeling like old sunburn. Fishermen from the mainland said that on some nights, even though the lamp had been switched off long ago, a light still glowed at the very top.

Siti did not believe in ghosts. She was eleven and she believed in science, in facts and in the torch she kept in her backpack. So, when her cousin Adi dared her to row out to the island and find out the truth, she said yes before he had even finished the sentence.

They set off at dusk, taking turns with the oars of her uncle's small wooden boat. The sea was calm, the colour of melted silver. By the time they pulled the boat up onto the rocks, the first stars were appearing. Behind them, the fishing lights of the mainland had shrunk to tiny sparks.

The door of the lighthouse hung from one hinge. Inside, a spiral staircase of rusted iron twisted upwards into darkness. Siti switched on her torch. Adi stayed very close behind her. His breathing was loud and fast.

"A hundred and twelve steps," she said, counting as they climbed. "Hundred and thirteen. Hundred and fourteen." Her voice echoed strangely, as if someone above were repeating her words.

At the top was a small round room with windows on every side. In the centre stood the great glass lamp, dusty and dark. Siti shone her torch around the room. Nothing. No ghost. No light.

"See?" she said, feeling rather pleased with herself. "Just stories."

Adi did not answer. He was pointing at the floor. In the dust, clear as print, was a line of small footprints leading to the far window. They were not Siti's. They were not Adi's. They were bare, and they were fresh.

And then, from somewhere outside on the narrow balcony that circled the top of the tower, came a soft, steady tapping on the glass.

1 *whose paint was now peeling like old sunburn.* What does this simile suggest about the lighthouse?

2 What do the fishermen say about the lighthouse?

3 Find and copy **three** things Siti believed in.

4 *she said yes before he had even finished the sentence.* What does this tell you about Siti?

5 How do you know that Adi was more scared than Siti? Give **one** piece of evidence.

6 Which sentence best summarises the paragraph beginning *At the top was a small round room*?

- ☐ Siti finds the ghost. ☐ At first, the room at the top seems empty.
☐ The lamp is switched on. ☐ Adi runs away.

7 Why are the footprints frightening? Refer to the text.

8 Predict what will happen next. Explain your prediction using the text.

9 The story is written in the first person.

- ☐ True ☐ False

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the text. Then answer the questions.

Komodo Dragons: The Last Dragons on Earth NON-FICTION

On a handful of dry, rugged islands in eastern Indonesia lives a creature that looks as if it has stepped straight out of a legend. It has a long forked tongue, scaly skin like armour and sharp, curved claws. It is the Komodo dragon, the largest lizard on Earth.

Size and appearance An adult male Komodo dragon can grow up to three metres long, which is longer than a small car, and weigh around seventy kilograms. Females are usually smaller. Their skin is covered in tiny bones called osteoderms, which act like chain mail and protect them in fights.

Where do they live? Komodo dragons are found only on a few islands, including Komodo, Rinca and Flores. Because they live nowhere else in the wild, the Indonesian government created Komodo National Park in 1980 to protect them. Today, around three thousand dragons are thought to survive.

Hunting Komodo dragons are powerful predators. They eat almost anything they can catch, including deer, wild pigs and water buffalo. They hunt by ambush: lying perfectly still in the long grass until their prey comes close, then charging with surprising speed. Their bite contains venom, which stops the prey's blood from clotting and causes it to weaken. A dragon's forked tongue can 'taste' the air and detect a meal from several kilometres away.

Life cycle Females lay around twenty eggs, often in holes dug by birds. After about eight months, the young hatch. Baby dragons immediately climb up into trees, where they are safe from adults, which will sometimes eat them. They spend their first few years living in the branches, eating insects and small lizards.

Under threat Komodo dragons are now listed as endangered. Rising sea levels caused by climate change could flood parts of their small island homes. Careful protection of the national park is essential if these remarkable animals are to survive.

Living with dragons Some villagers on Komodo Island have lived alongside the dragons for generations. They call the dragon *ora*, and they tell a legend that the first dragon was the twin of a human boy, which is why people and dragons should respect each other.

1 Komodo dragons are the _____ lizards on Earth.

2 Find and copy the simile in the first paragraph.

3 What are osteoderms and how do they help the dragon?

4 Why was Komodo National Park created?

- ☐ to grow rice ☐ to protect the dragons, which live nowhere else in the wild
☐ for tourists to hunt dragons ☐ to study birds

5 Explain how Komodo dragons hunt. Use your own words.

6 Why do baby dragons climb into trees?

7 Which heading would best fit the paragraph *Life cycle*?

- ☐ Growing up in the treetops ☐ A deadly bite ☐ Rising seas
☐ Armour-plated skin

8 *Careful protection of the national park is essential.* Is this a fact or an opinion? Explain.

9 Compare adult and baby Komodo dragons. Give **one** difference.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!



CHECK

End test

End test

Name _____ Date _____ Score _____ / 16

Read each short text. Then answer the question.

- 1 *"Hoa's grandmother lived in a wooden house on stilts beside the Mekong River. In the rainy season, the water rose almost to the floor."*

Hoa's grandmother's house was built on _____.

- 2 *"After the long race, Sam was exhausted and lay down on the grass."*
What does **exhausted** mean?

☐ very excited ☐ very tired ☐ very angry ☐ very hungry

- 3 *"Nisha smiled politely at the gift, but when her aunt left the room, she pushed the itchy green jumper to the back of the cupboard."*

What does Nisha really think of the gift? Give evidence.

- 4 *"Mount Fuji is 3,776 metres high. It is the most beautiful mountain in Asia."*
Which part is a fact?

☐ Mount Fuji is 3,776 metres high. ☐ It is the most beautiful mountain in Asia.

- 5 *"The classroom was a zoo: chairs scraped, voices shrieked and paper aeroplanes swooped across the room."*

What does the metaphor *The classroom was a zoo* tell you?

- 6 *"The ice on the pond was very thin. Leo ignored the warning sign and stepped onto it."*
What is most likely to happen next?

☐ Leo will fall through the ice. ☐ Leo will find treasure. ☐ The ice will get thicker.
☐ Leo will fly away.

- 7 *"Singapore's Changi Airport has a 40-metre indoor waterfall called the Rain Vortex."*

The indoor waterfall is called the _____.

8 "Why recycle? ... What can be recycled? ... Where are the bins?"

Why has the writer used these headings?

- ☐ to split the information into sections so readers can find what they need
☐ to tell a story ☐ to show what happened first ☐ to make a poem

9 "The old ferry groaned as it pulled away from the pier, coughing black smoke into the morning air."

Find and copy **two** verbs that make the ferry seem like a person.

10 "In Chiang Mai, the winter is cool and dry. In Phuket, it is hot and there are often showers."

Which word best completes this comparison? *Chiang Mai is cool in winter, ___ Phuket is hot.*

- ☐ because ☐ whereas ☐ so ☐ therefore

11 "Every day after school, Joon practised the piano for two hours, even when his friends were playing football outside."

What does this tell you about Joon? Give evidence.

12 "Mangroves grow along tropical coasts. Their roots protect the shore from storms and provide a home for young fish and crabs."

Which sentence best summarises the text?

- ☐ Mangroves are useful coastal trees that protect the shore and shelter young sea creatures.
☐ Crabs are small animals. ☐ Storms happen at the coast. ☐ Fish live in the sea.

13 "Grandpa planted the tree in 1965. It is now taller than the house."

The tree was planted more than fifty years ago.

- ☐ True ☐ False

14 "'I'm not scared,' said Ben, as he switched on every light in the house and checked under the bed twice."

Is Ben telling the truth? Explain.

15 "Some people think school uniforms are boring. Others say they help pupils feel part of a team and save families money."

What kind of text is this extract from?

- ☐ a discussion text presenting two sides ☐ a set of instructions ☐ a poem
☐ a diary

16 *"Plastic straws are used for about twenty minutes but can last for hundreds of years. We must all stop using them now."*

Find and copy one fact and one opinion.

**Start test**

1 string 2 dark 3 Nervous / anxious: his hands were shaking / he could not remember any answers. 4 It is the tastiest fruit in the world. 5 It was loud, wild and frightening. 6 go out in the rain 7 fourteen (14) 8 to show the order of the steps 9 "a riot of colour" 10 Lina lives in Seoul, whereas her brother lives in London. 11 Friendly / kind: he knew every customer by name and had sweets for the children. 12 Amazing flying mammals 13 False 14 No. He is being sarcastic: a flat tyre is bad news, so he means the opposite. 15 They expected the volcano to erupt. 16 Children should spend at least an hour outside every day because it helps sleep and concentration.

Unit 1 · Sheet A — Finding information

1 Thursday 2 folding the paper boxes; counting the change 3 twenty (20) 4 "ate it standing up, very slowly, with his eyes closed" 5 eight 6 False 7 True 8 He was not wearing shoes; his T-shirt was far too big for him; he held a crumpled note. 9 Accept answers that explain that sometimes kindness matters more than following a rule exactly, e.g. she broke the price rule to help a hungry boy.

Unit 1 · Sheet B — Finding information

1 quarter (1/4) 2 the Coral Triangle 3 an animal 4 A hard skeleton of limestone underneath their bodies. 5 food; bright colours 6 bleaching 7 The parrotfish; it scrapes algae from the coral with its beak-like teeth and produces sand as it goes. 8 Ways to protect reefs 9 Any two: never touch or stand on coral; use sun cream that is safe for sea life; reduce plastic; join beach clean-ups.

Unit 2 · Sheet A — Words in context

1 dark and gloomy 2 drumming 3 It was very light / delicate, so it would fly easily. 4 repairing 5 dazzling 6 moved unsteadily from side to side 7 It shows the kite shaking / quivering in the wind because it is so high and small. 8 His hand is rough, lined and old from years of working outside in the sun and wind.

Unit 2 · Sheet B — Words in context

1 magma 2 one level lying on top of or under another 3 lava 4 It uses something familiar to explain how gas is dissolved in the magma and forms bubbles when pressure falls. 5 very destructive 6 fertile 7 a scientist who studies volcanoes 8 leave (move away from) 9 The ash breaks down into very fertile soil, so crops such as rice, coffee and vegetables grow well there.

Unit 3 · Sheet A — Making inferences

1 He had not seen an orange ribbon for a long time; the walk should have taken ten minutes but it had been twenty-five; he went the wrong way at the big fig tree. 2 terrified 3 "his heart was thudding so loudly" 4 He is afraid that the thing following him is a sun bear, because the sign showed one with long claws. 5 True 6 He had collected them to help find the path back. 7 Because he had been terrified and run away from what turned out to be his friend, not a bear. 8 Accept answers such as: he feels silly for thinking a friend was a bear; he does not want people to laugh at him; the laugh was half embarrassment.

Unit 3 · Sheet B — Making inferences

1 Unhappy / unsure / lonely, e.g. she says the adventure is mostly cardboard boxes; she is missing her best friend; she thinks "Probably not". 2 It is very new and uncomfortable / not soft. 3 She felt embarrassed after someone giggled. 4 Accept answers such as: she wanted to be friendly but was shy; she noticed Priya liked drawing; it was a kind way to start a conversation. 5 False 6 Getting a Look from Mr Tan did not matter because laughing with a new friend made her happy. 7 Priya does the drawings for the comic; Priya wrote to Anjali about Mei Ling. 8 At first she feels lonely and unhappy (she thinks no one else is missing a friend); by Friday she is happier and more hopeful: she has a friend and a comic, and she sticks up a paper cat in reply.

Unit 4 · Sheet A — Predicting what happens

1 Any two: long, narrow; painted with scales; topped with a carved dragon's head with bulging eyes. 2 He had broken his wrist. 3 She had not slept properly for a week; her palms were so sweaty the oar felt slippery. 4 True 5 He is confident / thinks Ka Yan is not a threat, because he does not even glance at her. 6 Watch out for the wind by the buoys. It always pushes left. 7 Accept reasoned predictions, e.g. Ka Yan will steer against the wind and keep the boat straight while the Red Phoenix drifts left, so the Golden Carp takes the lead, because she remembers Uncle Lok's warning. 8 Answers will vary, e.g. Yes, because they trained hard and Ka Yan knows about the wind; or No, because the Red Phoenix are champions.

Unit 4 · Sheet B — Predicting what happens

1 Any two: it floats on the sea; its streets are canals; its parks are rafts; buildings rise from platforms anchored to the seabed. 2 solar panels 3 "with every circuit in its body" 4 It is made of steel and very heavy; Its warranty says it must not go in water. 5 She is brave / curious / willing to break rules. 6 She plans to tie the empty drums to K-7 with the cable so that it floats like a boat; she says boats are made of steel but don't sink. 7 help K-7 float 8 Very happy / joyful, because it has wished to swim for a long time, e.g. its lights might flash with excitement.

Unit 5 · Sheet A — Summarising

1 Zheng He was taken from his home as a boy and grew up to serve a prince. 2 Ma He 3 3; 1; 2; 4 4 seven (7) 5 Any two: soldiers, doctors, translators, cooks. 6 A giant fleet sets sail 7 False 8 He led huge voyages that connected China with distant parts of Asia and Africa, making him one of history's great explorers.

Unit 5 · Sheet B — Summarising

1 A small village school won a national award for its pupil-led recycling project. 2 94 3 Rubbish was piling up behind the kitchen because there was no collection in the village; it smelled and dogs spread it around. 4 Families bring sorted waste and get points, which they can swap for school supplies such as pencils and exercise books. 5 3; 1; 2 6 "simple, clever and completely led by children" 7 a covered recycling centre 8 False 9 Even a very small school (or young children) can achieve something important and influence others.

Unit 6 · Sheet A — How texts are organised

1 to persuade people to join a beach clean-up 2 They are questions readers might ask, so readers can quickly find the answers; they make the reader think / feel involved. 3 It is a list of steps in order, so it is clear, short and easy to follow. 4 lifeguard tower 5 To help readers picture how much rubbish there was and to shock them, so they want to help. 6 What should I bring? 7 To show that real people enjoyed it and found it worthwhile, which persuades readers to join. 8 False

Unit 6 · Sheet B — How texts are organised

1 as a set of steps in time order with headings 2 To show the order in which things happen, so the reader can follow the process. 3 twenty (20) 4 It gives the plants plenty to drink; it stops many weeds from growing. 5 Step 5 6 transplanting 7 To give extra interesting facts that are not part of the main process. 8 To show how important rice is in Thailand: the word for 'eat' means 'eat rice'. It hooks the reader's interest. 9 False

Unit 7 · Sheet A — Language for effect

1 It was unwanted and it stayed for a long time. 2 It makes the sea seem tense and waiting, so the reader feels that something is about to happen. 3 bruise-coloured 4 It makes the cloud sound like a hungry monster eating everything, showing how it covered the sky and making it threatening. 5 personification 6 "stung their faces like a thousand tiny needles" 7 The short sentence slows the pace and builds tension; *crawled* shows time passing very slowly while they wait and worry. 8 Accept: the light vanishes and appears again, creating suspense; the exclamations; short sentences (It was closer.); Nok runs into the storm; the hope that Papa is returning.

Unit 7 · Sheet B — Language for effect

1 six 2 It seems welcoming and caring, like someone giving a hug. 3 "Like a heavy blanket nobody could lift" 4 personification 5 The fruit is delicious and feels like a special present from the tree, found hidden among the leaves. 6 slow; know (or then; again) 7 The tree connects Grandfather with his childhood memories; sitting beneath it makes him remember being a boy. 8 To continue the family tradition for future generations, like Grandfather did: *sixty years from now, my child will come.*

Unit 8 · Sheet A — Making comparisons

1 Linh 2 Haruto walks and takes the train on his own; Linh rides on the back of her mother's motorbike. 3 Haruto wears a yellow cover on his backpack so drivers can see him; Linh wears a helmet. 4 "like a river of wheels" 5 Haruto's 6 a) False; b) True; c) False (the text only says this about Linh's). 7 The train is quiet and always on time; the Hanoi roads are noisy (beeping horns) and crowded, and the journey time changes with the weather. 8 to sum up the similarities between the journeys

Unit 8 · Sheet B — Making comparisons

1 In Heaven she worked hard and never laughed; on Earth she was happy, married and had children. 2 Both are lonely or unhappy. 3 star 4 Because the evening skies had grown grey and dull without Zhinü to weave the coloured clouds. 5 "a wide, rushing river of stars" 6 At first she is furious and separates the couple; at the end she is moved by their tears and lets them meet once a year. 7 It explains something in nature.; It includes gods and magical animals. 8 seventh; seventh

Unit 9 · Sheet A — Fact and opinion

1 Pieces smaller than five millimetres are called microplastics. 2 It is the most shocking environmental problem of our time. 3 "In my opinion" 4 eight million 5 Rain washes it into drains and rivers, and rivers carry it to the sea. 6 gyres 7 They mistake them for jellyfish (food). 8 An opinion: it is the writer's belief and cannot be proved; the words *really can* show the writer is trying to persuade. 9 False

Unit 9 · Sheet B — Fact and opinion

1 Leatherbacks are the largest turtles on Earth.; Leatherback eggs take around two months to hatch. 2 "They are, quite simply, the most magnificent creatures you will ever see." 3 Any two: dug up by stray dogs; washed away by high tides; disturbed by bright hotel lights. 4 1,500 5 They move the eggs to the safe hatchery. 6 to show why protecting nests is so important 7 To show a real child enjoyed it, making readers (especially children) want to take part. 8 It is a command that creates urgency, suggesting turtles might disappear if the reader does not act now.

Unit 10 · Sheet A — Author's viewpoint

1 a discussion text that presents both sides 2 Any two: they can call for help / parents have peace of mind; parents can see where they are; useful for learning; keep in touch with grandparents; learn to use technology sensibly. 3 Any two: too much screen time; less sleep, reading, playing outside; unsuitable content; strangers; unkind group chats; expensive, easy to lose or break. 4 On the other hand 5 the conclusion 6 Older primary children who travel alone could have a simple phone without internet, but smartphones should wait until secondary school, and families need clear rules. 7 "I believe" (also accept "should", "essential") 8 Answers will vary but must give an opinion and a reason linked to the text.

Unit 10 · Sheet B — Author's viewpoint

1 a free-verse poem **2** It is very noisy and busy early in the morning. **3** "painted like carnival floats" **4** "who are all late for something" / they look at phones and watches. **5** It makes it stand out and marks a turning point: the poet is different from everyone else. **6** The people are rushing and late, whereas the egrets fly slowly and are *not late for anything at all*; the birds are calm and free. **7** People are so busy they miss beautiful things around them. **8** It is a short, powerful command that sums up the poet's message: people should notice the world around them.

Unit 11 · Sheet A — Characters and motives

1 stage directions **2** She suspects he has eaten / taken the mangoes because he is eating fruit at the counter. **3** He is nervous / guilty / worried he will be blamed. **4** Accept: he is being honest that Raj has perhaps not been completely innocent / he is teasing Raj; the pause makes it funny. **5** macaques (monkeys) **6** He jumps backwards and knocks over the rambutans; he shouts "Ghost!"; he hides behind the crate. **7** She goes from cross to amused: (*sighing, then smiling*). **8** To show she says each word slowly and firmly, making it funny and showing she means it.

Unit 11 · Sheet B — Characters and motives

1 1405 **2** Any two: he had never been so tired; his legs ached; his lips were cracked; it had taken forty-three days. **3** To hide it so no thief would find it / to keep it safe. **4** He had given his word, and his father taught him a merchant's word was worth more than gold. **5** Traders from every corner of the world; Persians with carpets, Indians with spices, Chinese merchants with porcelain; crowded gates. **6** He feels nervous / shy / unsure now that he has finally arrived. **7** He was moved because Farid's father once saved his life and is now ill. **8** He is finally safe and has completed his task, so he can let out the worry and tiredness he had been holding in.

Unit 12 · Sheet A — Putting it all together

1 It is old and neglected, with paint coming off in flakes like skin after sunburn. **2** On some nights a light still glows at the top even though the lamp was switched off long ago. **3** science, facts, the torch in her backpack **4** She is confident / brave / eager to prove she is right. **5** He stayed very close behind her; he did not answer and pointed at the floor. **6** At first, the room at the top seems empty. **7** They are not Siti's or Adi's, they are bare and fresh, so someone else must have been there very recently. **8** Answers will vary with justification, e.g. they will find a person/child or animal on the balcony who has been living there and lighting a lamp, because the footprints are small, bare and fresh and there is tapping on the glass. **9** False

Unit 12 · Sheet B — Putting it all together

1 largest **2** "scaly skin like armour" **3** Tiny bones in the skin that act like chain mail and protect them in fights. **4** to protect the dragons, which live nowhere else in the wild **5** They lie still hidden in long grass, then charge when prey comes close; their venomous bite weakens the prey. **6** To be safe from adult dragons, which sometimes eat them. **7** Growing up in the treetops **8** An opinion: it is the writer's view of what must happen (the word *essential*), not something that can be proved. **9** Adults live on the ground and eat large animals like deer; babies live in trees and eat insects and small lizards.

End test

1 stilts **2** very tired **3** She does not like it: she pushes it to the back of the cupboard; it is itchy; she only smiled politely. **4** Mount Fuji is 3,776 metres high. **5** The classroom was very noisy, wild and out of control. **6** Leo will fall through the ice. **7** Rain Vortex **8** to split the information into sections so readers can find what they need **9** groaned, coughing **10** whereas **11** He is hard-working / determined: he practises for two hours every day, even instead of playing football. **12** Mangroves are useful coastal trees that protect the shore and shelter young sea creatures. **13** True **14** No: switching on every light and checking under the bed twice shows he is scared. **15** a discussion text presenting two sides **16** Fact: straws are used for about twenty minutes / can last for hundreds of years. Opinion: We must all stop using them now.