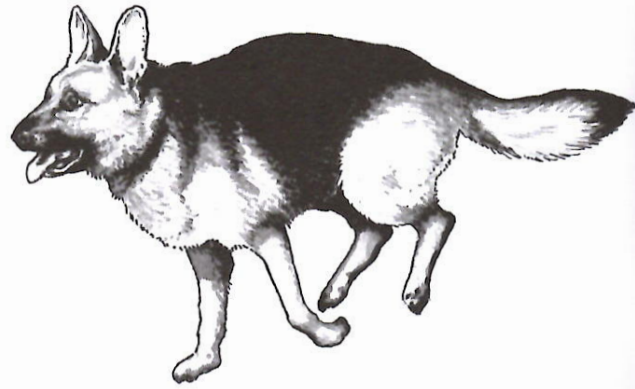


# Marlene gives chase

These questions will help you practise:

- \* making and explaining inferences
- \* understanding words in context
- \* summarising main ideas
- \* making comparisons
- \* making predictions.



That was the moment the dog came bounding out at us from the trees, barking wildly. I saw at once it was the same Alsatian that had been tormenting Marlene through the gate. Mutti was running at him, clapping her hands and shouting at him, but the dog would not be put off, would not go away. Instead he circled round behind Marlene, snarling and growling at her. That was what made Marlene suddenly whirl around to face him, sending Karii sprawling into the snow. I ran to him at once and helped him to his feet. By the time I looked up again, Marlene was charging off through the snow, chasing the dog away, trumpeting as she went, her trunk flailing, her ears in full sail. And Mutti was stumbling after her, calling for her to stop. But I could see that there would be no stopping Marlene now, until she had either chased the dog out of sight, or had trampled him to death.

I took Karii by the hand and we both followed Mutti, running through the snow after Marlene. But the snow was deep and we soon tired, and were reduced to a walk. Ahead of us the chase went on. However hard the dog tried to bound away over the snow and escape, Marlene kept after him. All the while her trumpeting was echoing through the park, and louder now in my ears than seemed possible { until I began to realise that it was not Marlene's trumpeting I was hearing at all, but the sound of the air-raid sirens wailing over the city. I stopped to listen to be quite sure my ears were not playing tricks on me.

Karii gripped my arm. 'An air raid!' he cried. 'An air raid!' All I knew then was that we had to get to the shelter, fast as we had been taught. Ahead of us, Mutti too had stopped in her tracks. She was yelling out to Marlene to come back. Again and again she called, but Marlene just kept going. She was almost out of sight now in amongst the trees, as Mutti came stumbling back towards us.

'There is nothing more we can do for now, children,' she said. 'We shall find her later. We must get home, to the shelter. Come quickly!' She grabbed Karli's hand. 'No!' Karli cried, pulling away from her and turning to run. 'No! We can't! We can't leave her. We have to catch her! I'm going after her. You go home if you like. I'm not coming.'

1 What or who is *Marlene*?

Refer to the text to support your answer.

---



---



1

(7 mark)

2 Which word tells you how the dog moved through the snow?

---



2

(1 mark)

3 What are the animals doing in this story?

Write one sentence.

---



3

(1 mark)

4 Using evidence from the text, explain how you know that this story is set in the past.

---



---



4

(1 mark)

5 How are Mutti's actions different in the first paragraph compared to the last paragraph?

---



---



5

(1 mark)

6 What do Karli's actions in the final paragraph tell you about his character?

Give two things.

1. 

---

2. 

---

6

(2 marks)

7 What might happen to Karli?

---



---



7

(1 mark)

Total for this ■■■

# The magician's nephew

These questions will help you practise:

- \* understanding words in context
- identifying how language choices enhance meaning
- identifying key details
- \* explaining inferences
- \* identifying how information is related.

First came the hansom. There was no one in the driver's seat. On the roof – not sitting, but standing on the roof— swaying with superb balance as it came at full speed round the corner with one wheel in the air – was Jadis the Queen of Queens and the Terror of Charn. Her teeth were bated, her eyes shone like fire, and her long hair streamed out behind her like a comets tail. She was flogging the horse without mercy. Its nostrils were wide and red and its sides were spotted with foam. It galloped madly up to the front door, missing the lamp—post by an inch, and then reared up on its hind legs. The hansom crashed into the lamp—post and shattered into several pieces. The Witch, with a magnificent jump, had sprung clear just in time and landed on the horse's back. She settled herself astride and leaned forward, whispering things in its ear. They must have been things meant not to quiet it but to madden it. It was on its hind legs again in a moment, and its neigh was like a scream; it was all hoofs and teeth and eyes and tossing mane. Only a splendid rider could have stayed on its back.

Before Digory had recovered his breath, a good many other things began to happen. A second hansom dashed up close behind the first; out of there jumped a fat man in a frock—coat and a policeman. Then came a third hansom with two more policemen in it. After it came about twenty people (mostly errand boys) on bicycles, all ringing their bells and letting out cheers and cat—calls. Last of all came a crowd of people on foot, all very hot with running, but obviously enjoying themselves. Windows shot up in all the houses of that street and a housemaid or a butler appeared at every front door. They wanted to see the fun,

Meanwhile an old gentleman had begun to struggle shakily out of the ruins of the first hansom. Several people rushed forward to help him; but as one pulled him one way and another another, perhaps he would have got out quite as quickly on his own. Digory guessed that the old gentleman must be Uncle Andrew but you couldn't see his face; his tail hat had been bashed down over it.

C.S. Lewis

- What is a hansom?

Tick one.

- a butler
- a horse-drawn carriage
- a horse
- a driver

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
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1
---

(7 mark)

2 The sentence beginning *Her teeth were bared* contains two similes.

a) Find and copy one of them.

---

b) Explain the effect of the simile you have chosen.

---



---

Za
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(1 mark)

2b
----

(1 mark)

3 The *Witch*, with a magnificent jump, had sprung clear just in time and landed on the horse's back.

Underline the group of words that show the Witch was under pressure to land.

3
---

(1 mark)

4 The horse was very wild.

Write two details from the text that support this statement.

1. 

---

2. 

---

4
---

(2 marks)

5 Do you think the queen was a good rider?

Explain how you know, referring to the text in your answer.

<hr/>
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S
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(3 marks)

/9
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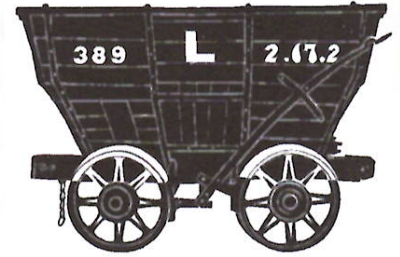
Total for text



# Beamish, living museum of the North

These questions will help you practise:

- ★ retrieving and recording information
- ★ explaining how language choices enhance meaning
- ★ explaining inferences
- ★ giving the meaning of words in context
- ★ making inferences.



Beamish Museum is a world-famous open air museum. It tells the story of life in North East England during the 1820s, 1900s and 1940s.

Beamish stands in 300 acres of beautiful County Durham countryside. With so many things to see, Beamish is a wonderful day out for people of all ages.

## The Town

The Town represents a typical North Eastern market town in the years leading up to the First World War.

## Railway Station

Rowley Station, adjacent to The Town, is a typical country station as it would have been in Edwardian times.

## 1940s Farm

This describes the story of life on the Home Front in the rural North East and how farming saved the nation from starvation during the war.

## The Colliery

No recreation of the history of North East England would be complete without a **colliery** and the people who worked and lived around it.

See how **pit** communities were in the early 1900s. Villages grew up around the mines, houses and coal were provided free in exchange for **labour**.

## Pockerley Waggonway

This operating railway gives a flavour of rail travel in the early 1800s as it cuts through the Georgian landscape in the valley below Pockerley Old Hall.

Most of the houses, shops and other buildings you see here have been brought to Beamish, rebuilt and furnished as they once were. Some, such as Home Farm, Pockerley Old Hall and the drift mine, were here already.

You won't find objects displayed in glass cases at Beamish, you'll see them in their original context. What's more, you will meet our costumed staff who are proud of their **heritage** and happy to share their knowledge with visitors.

If you don't fancy walking, there are vintage trams and buses, including our Access bus, to make travelling around the museum easier, and even more exciting!

## Glossary

- **colliery** a coal mine and all the buildings and machines connected with it
- **pit** coal mine
- **labour** practical effort and hard work
- **heritage** features belonging to a particular culture or society, such as buildings which were created in the past and are still historically important

- 1 According to the text, if you don't fancy walking, how else can you travel around the museum?  
Give **two** ways.

1. \_\_\_\_\_  
2. \_\_\_\_\_

1  
(2 marks)

- 2 Which place do you need to visit to find information on food during the war?

\_\_\_\_\_

2  
(1 mark)

- 3 What is the effect of describing the Beamish museum staff in the text?

\_\_\_\_\_  
\_\_\_\_\_

3  
(1 mark)

- 4 Explain why this might be an interesting place to visit for those who are interested in history.

\_\_\_\_\_  
\_\_\_\_\_

4  
(1 mark)

- 5 *This operating railway gives a flavour of rail travel in the early 1800s...*

What does the word *flavour* mean in this phrase?

\_\_\_\_\_

5  
(1 mark)

- 6 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Beamish is in the North East.		
County Durham has beautiful countryside.		
Beamish is a wonderful day out.		
Houses and coal were free for miners.		
The railway travels through the valley.		

6  
(2 marks)

/ 8

Total for  
this text

# Jacqueline Wilson at Christmas

These questions will help you practise:

- ★ retrieving and recording information
- ★ identifying key details
- ★ summarising main ideas
- ★ explaining the meaning of words in context
- ★ explaining how information contributes to meaning
- ★ making inferences.

## Film

My favourite is one of those movies that's always on at Christmas time – *The Wizard of Oz*. I first saw it as a child at my local cinema. It's an enchanting film, and I don't think anything beats the moment when Dorothy leaves colourless, grey Kansas and arrives in the wonderful world of Oz. I've got the DVD, but if it's on television I still jolly well have to watch it. It always puts me in a Christmassy mood.

## Book

My favourite book is a children's story, *Nancy and Plum*, by Betty MacDonald. It begins and ends at Christmas time and is about two little orphans who are having a terrible time in an orphanage, but by the end of the book have found a family and are having a fantastic Yuletide.

## Music

My favourite album is *The Cherry Tree*, a Christmas album by Anonymous 4, an American **a capella** group who sing medieval songs very beautifully. My favourite Christmas song is Lily Allen's version of Keane's *Somewhere Only We Know*, which featured in John Lewis' festive advert. I don't usually

recognise a song unless it's been sung to death.

## Television

I'm a great animal lover and my favourite TV programme is Paul O'Grady's *For the Love Of Dogs*. It's set in Battersea Dogs and Cats Home, is very truthful and features such heart-warming stories, nearly all of which have happy endings. I've got two cats and a spirited little terrier called Jackson, all of which came from Battersea. The Home vets any potential owners particularly carefully at this time of the year, because as we all know, a dog is for life not just for Christmas.

## Theatre

I'm not one for pantos, but I've just seen a new adaptation of *The Lion, The Witch And The Wardrobe* – a story I always associate with the festive period. It looks Christmassy too, because there is snow in Narnia!

## Art

The painting I always try to see at Christmas is Geertgen tot Sint Jans's *The Nativity At Night* at the National Gallery. It shows a beautiful Madonna kneeling in front of Jesus, and is just a lovely picture.

## Glossary

- a **capella** singing without instruments

1 From which country does the writer's favourite singing group come?

1  
(1 mark)

2 The writer of the text loves Christmas.  
Write **two** details to support this.

2  
(2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_

3 Match the heading to the idea presented in that paragraph.

Film

• full of heart-warming stories

Book

• takes the writer into a wonderful world

Television

• starts sad but ends happily

Music

• a very familiar festive version

3  
(1 mark)

4 In the paragraph about **Television** what does the word *spirited* tell you about the dog?

4  
(1 mark)

\_\_\_\_\_

\_\_\_\_\_

5 What kind of text do you think this is?  
Explain your answer, using evidence from the text.

5  
(1 mark)

\_\_\_\_\_

\_\_\_\_\_

6 Find and **copy two** phrases that are opinions.

6  
(2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_

/8

Total for  
this text

# The orang-utan nursery



These questions will help you practise:

- \* making inferences
- \* summarising main ideas
- \* understanding words in context
- \* retrieving and recording information
- \* making predictions.

With tins of formula milk filling the cupboards, bottles galore and a sterilising unit permanently in use, this nursery is no different from thousands of others across the country.

Jars of Sudocrem for nappy rash are dotted about, there's a changing mat and plenty of fresh nappies. But as new mum Kate Diver nurses her little charge, gently winding him after a meal and rubbing Bonjela into his aching gums as he teethes, it's clear this is no ordinary baby.

Instead, Bulu Mata is an orphaned 12-week-old orang-utan, brought into Monkey World in Dorset earlier this month after his mother suddenly died from an intestine problem, a week after his birth in Budapest Zoo. The Head of the team is one of a team of four staff currently nursing the little lad, whose name means 'long eyelashes' in Indonesian, round the clock.

But looking through the window with interest at this quaint scene is a far more important individual. It's Hsaio-qua, an 18-year-old orang-utan who's been at the rescue centre since she was abandoned outside a Taiwan amusement park aged five.

Staff hope she will soon take over their duties and become the baby ape's mum.

She's been chosen because her maternal instinct is so strong: she's had two sons of her own and, three years ago, adopted a tiny female called Awan, who had been abandoned by her mother.

As soon as she saw the baby's plight, she stepped in and swept the little one up into her arms. But now Awan is three-and-a-half and staff feel her adoptive mum is ready for another challenge. They've introduced them and Hsaio-qua showed some interest, touching and sniffing the new baby, but she's yet to pick him up and take him as her own like she did with Awan.

'We're really confident she will love Bulu Mata,' says the director of Monkey World. 'He's got everything he needs to bring out the nurturing instinct in her – huge eyes, cute little wriggles.'

Now seven pounds, he's already trying to push himself up to stand. To encourage him, staff regularly hold his fingers and help him 'walk' a few baby steps. It's vital he builds up his strength so that, when he is finally adopted, he can hold on tight to his new mum as she whirls around the trees, high above the ground, in her enclosure.

- 1 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Bulu Mata has teething pains.		
Hsaio-qua will love Bulu Mata.		
Bulu Mata means 'long eyelashes'.		
Bulu Mata was born in Budapest.		
Hsaio-qua is ready for another challenge.		

1  
(2 marks)

- 2 What is the most important thing this text tells you about Bulu Mata?

Tick **one**.

- Bulu Mata is a baby orang-utan.
- Bulu Mata needs a new mother.
- Bulu Mata is teething.
- Bulu Mata is being cared for in a zoo.

2  
(1 mark)

- 3 The word *nurturing* has been used to describe Hsaio-qua because she is...

Tick **one**.

- old.
- caring.
- friendly.
- strong.

3  
(1 mark)

- 4 What does Kate Driver use to help:

nappy rash? \_\_\_\_\_

aching gums? \_\_\_\_\_

4  
(2 marks)

- 5 What do you think will happen to Bulu Mata?  
Refer to the text in your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5  
(2 marks)

/8

Total for  
this text

# The sound collector

These questions will help you practise:

- \* explaining how language choices enhance meaning
- \* explaining the meaning of words in **context**
- \* identifying how information is related
- \* explaining inferences.

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock

The popping of the toaster  
The crunching of the flakes  
When you spread the marmalade  
The scraping noise it makes

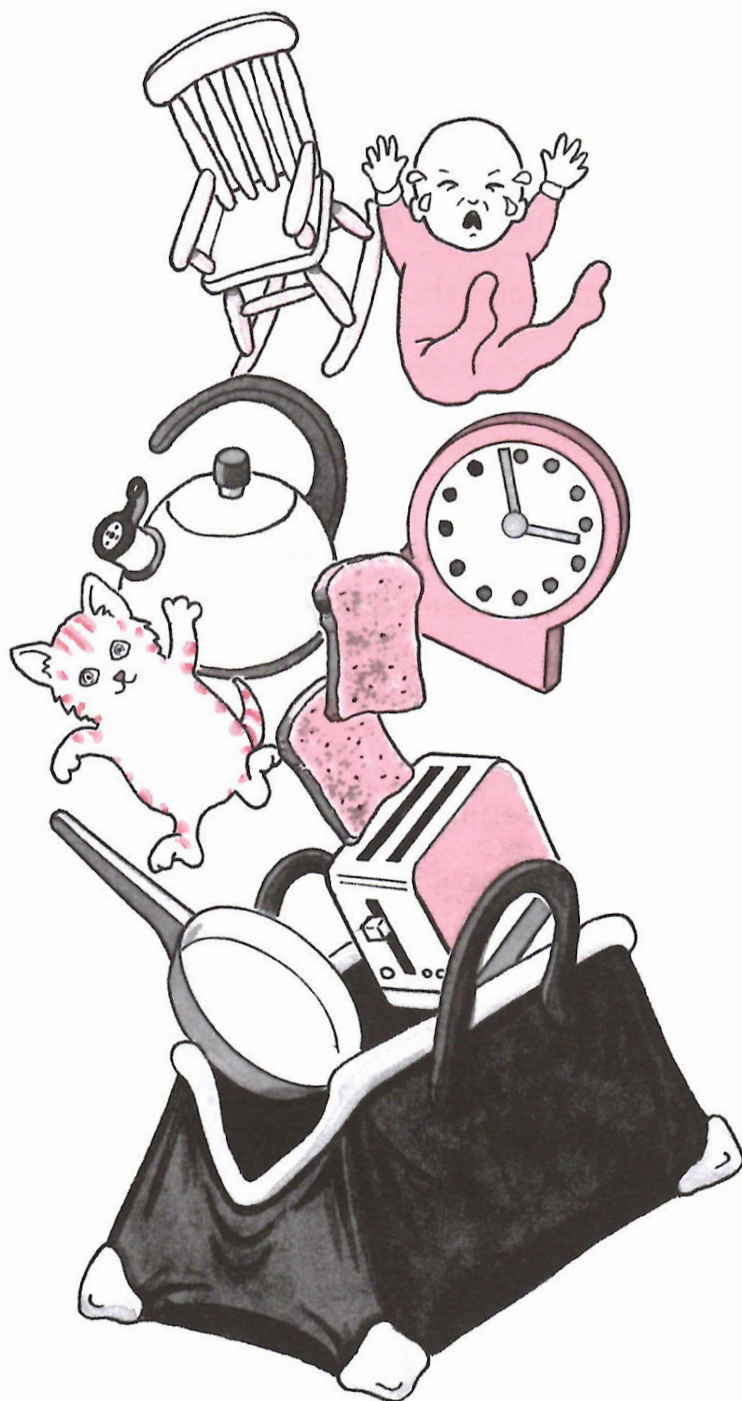
The hissing of the frying-pan  
The ticking of the grill  
The bubbling of the bathtub  
As it starts to fill

The drumming of the raindrops  
On the window-pane  
When you do the washing-up  
The gurgle of the drain

The crying of the baby  
The squeaking of the chair  
The swishing of the curtain  
The creaking of the stair

A stranger called this morning  
He didn't leave his name  
Left us only silence  
Life will never be the same.

Roger McGough



- What is the main effect the writer has used in this poem?

Tick one.

- simile
- alliteration
- onomatopoeia
- metaphor

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1

(7 mark)

2 The drumming of the raindrops.

What does the word drumming tell us about the rain?

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---

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2

(7 mark)

3 Find and copy the only example of alliteration in this poem.

---

--

3

(1 mark)

4 The poem has a strong rhythm.

What effect does this have?

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---

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4

(1 mark)

5 Find and **copy** the line in the poem that is repeated.

---

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5

(1 mark)

6 Look at the last line of the poem.

Explain why life will never be the same.

---



---

--

6

(7 mark)

/ 6
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Total for  
this text

45 /

# Me and my brother

These questions will help you practise:

- \* identifying how information is related
- \* explaining how information contributes to meaning
- \* summarising main ideas
- \* explaining inferences
- \* making predictions
- \* retrieving information.

Me and my brother,  
 we sit up in bed  
 doing my dad's sayings.  
 I go to bed first  
 and I'm just dozing off  
 and I hear a funny voice going:  
 'Never let me see you doing that again,'  
 and it's my brother  
 poking his finger out just like my dad  
 going:  
 'Never let me see you doing that again.'  
 And so I join in  
 and we're both going:  
 'Never let me see you doing that again.'  
 So what happens next time when we get into  
 trouble  
 and my dad's telling me off?  
 He's going:  
 'Never let me see you doing that again.'  
 So I'm looking up at my dad going,  
 'Sorry, Dad, sorry,'  
 and I suddenly catch sight of my brother's  
 big red face  
 poking out from behind my dad.  
 And while my dad is poking me with his  
 finger in time with the words:  
 'Never let me see you doing that again,'  
 there's my brother doing just the same  
 behind my dad's back  
 just where I can see him  
 and he's saying the words as well

with his mouth without making a sound.  
 So I start laughing  
 and my dad says,  
 'AND IT'S NO LAUGHING MATTER.'  
 Of course my brother knows that one as well  
 and he's going with his mouth:  
 'And it's no laughing matter.'  
 But my dad's not stupid.  
 He knows something's going on.  
 So he looks round  
 and there's my brother  
 with his finger poking out  
 just like my dad  
 and I'm standing there laughing.  
 Oh no  
 then we get into  
 REALLY BIG TROUBLE.

Michael Rosen



1 How has this poem been organised?

Tick one.

- by repeating words that rhyme
- like a story
- as a conversation
- in the style of a song

 1  
 mm

2 How does the writer build a picture of the characters of the children?

 2  
 (7 mark)

3 Why are the words **AND IT'S NO LAUGHING MATTER** written in capitals?

 3  
 (1 mark)

4 Why do you think the writer laughed when his dad was telling him off?

 4  
 (1 mark)

5 What is the main idea in this poem?

 5  
 (7 mark)

6 What do you think Dad might say next in the poem? Give two suggestions.

1.

2.

 6  
 (2 marks)

7 The writer's brother is...

Tick one.

- good at imitating people.
- good at apologising.
- a good brother.
- a good son.

 7  
 num)

 /8

Total for