

2009 Year 5 — Literacy preparation material

Reading and Viewing

Wait for your teacher.

Read page 2 of the magazine and then answer the questions.



1

Which of these could be seen in an ancient Roman circus?

- gladiators and bareback riders
- exotic beasts and silly clowns
- chariots and gladiators
- fire eaters and acrobats

2

Circuses took their name from

- a sandy track.
- a round arena.
- the horse show.
- an ancient building.

3

According to the text, which one of these might have appeared in a royal court during the middle ages?

- a clown
- a juggler
- a gladiator
- a trapeze artist

4

Which performers could be seen in both ancient Roman and modern circuses?

- clowns
- jugglers
- acrobats
- gladiators

5

Which one of these statements agrees with the text in the box?

- No two clowns look exactly alike.
- All white-faced clowns look the same.
- There are many different sorts of clowns.
- Red-nosed clowns must have the same hat.

6

The clown on the unicycle is

- Joey, a clever clown.
- Joey, a foolish clown.
- Auguste, a clever clown.
- Auguste, a foolish clown.

7

Look at the pictures of the trapeze artists.

Number the sentences to match the picture sequence from left to right.

Both the catcher and flier grasp each other by the wrist.

The flier begins the act from a platform high above the ground.

Then the catcher swings forward at just the right time to catch the flier.

The flier swings and twists in the air two or three times.

Read page 3 of the magazine and then answer the questions.



8

The description of the flying fox suggests that using it might be

- safe.
- risky.
- tame.
- fierce.

9

They had nicked about a hundred metres of rope from their dad.

This suggests

- Mr Grubb helped the boys to build a flying fox.
- the Grubb twins have cut the rope into 100m lengths.
- Mr Grubb does not know the twins have built a flying fox.
- the Grubb twins had asked their dad for help with the flying fox.

10

By telling everyone they'd **be too chicken to go on it**, the Grubb twins are

- telling the other children how scared they felt on the flying fox.
- describing how children feel when they're on the flying fox.
- warning the other children not to go on the flying fox.
- tempting the other children to go on the flying fox.

11

What is meant by the words **no adults around to spoil the fun**?

- Parents never want their children to have fun.
- Parents will not approve of playing on the flying fox.
- Adults will spoil things by wanting a turn on the flying fox.
- Adults might break the flying fox by being too heavy for it.

12

Me, I was curious ...

The word **me** refers to

- Molly.
- Simon.
- Mr Grubb.
- Sheryl Clark.

13

This passage suggests that the Grubb twins

- are usually well behaved.
- have a history of creating trouble.
- are well known for their inventions.
- are liked because they are adventurous.

14

Molly says **I should've known my der-brain brother, Simon, wasn't so smart.**

She is showing her

- fear for his safety.
- pride in his courage.
- anger at being left out.
- shame that he is stupid.

15

When does this story begin?

- during the school holidays.
- on the last school day.
- over the weekend.
- at a school camp.

16

Most of the children thought they would **sneak up the Gorge** because they

- knew they had to go quietly.
- knew they shouldn't go there.
- didn't want to frighten the animals.
- wanted to spy on the Grubb twins.

Read page 4 of the magazine and then answer the questions.



17

In this text, **nosing about** (line 1) suggests that the boys are looking for

- one special thing in particular.
- anything that might be interesting.
- something with a noticeable smell.
- things that shouldn't concern them.

18

What are the boys doing when they look like **a couple of crayfish** (line 3)?

- putting on their scuba gear and walking to the sea
- trying to work out where the main mast was
- pulling themselves along the wreck
- swimming up to the surface

19

Which words suggest the surf had become rough?

- things were changing overhead**
- the tide had come in strongly**
- the wind had swung round**
- whitecaps were racing in**

20

The climb was easier than it looked. (line 20)

This was so because the boys climbed

- diagonally up the cliff face.
- on solid ground all the way.
- on a series of marked footholds.
- away from the loose, crumbly limestone.

21

When Nick stumbles, he is left **hanging there like a one-legged mountain climber** (lines 28–29).

This image is used to show

- what Sam thought about Nick.
- how badly Nick could climb.
- exactly how Nick landed.
- how funny Nick looked.

22

Sam does not seem interested in Nick's discovery of the cave.

This is probably because he

- is getting impatient with Nick.
- has concern for Nick's safety.
- has seen plenty of sea caves.
- is jealous that Nick found the cave.

23

Nick says about the cave: **It would be great if we could have a look** (line 35).

Which of the following is most likely to happen in the story to make Sam as interested as Nick?

- Sam's parents check first to make sure that the cave is safe.
- The boys find a clue that the cave might contain treasure.
- The boys commit a crime and need to hide in the cave.
- Nick offers Sam money to help him explore the cave.

24

Based on this passage, *The Sea Caves* is a novel of

- science and history for children.
- drama and romance for teenagers.
- mystery and suspense for teenagers.
- adventure and discovery for children.

