



**Reading**

Comprehension

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

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Time:

Marks: **50 marks**

Comments:

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Q1.

# Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

## How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport but you would leave the cabin floating along the access tube, holding on to a cable.

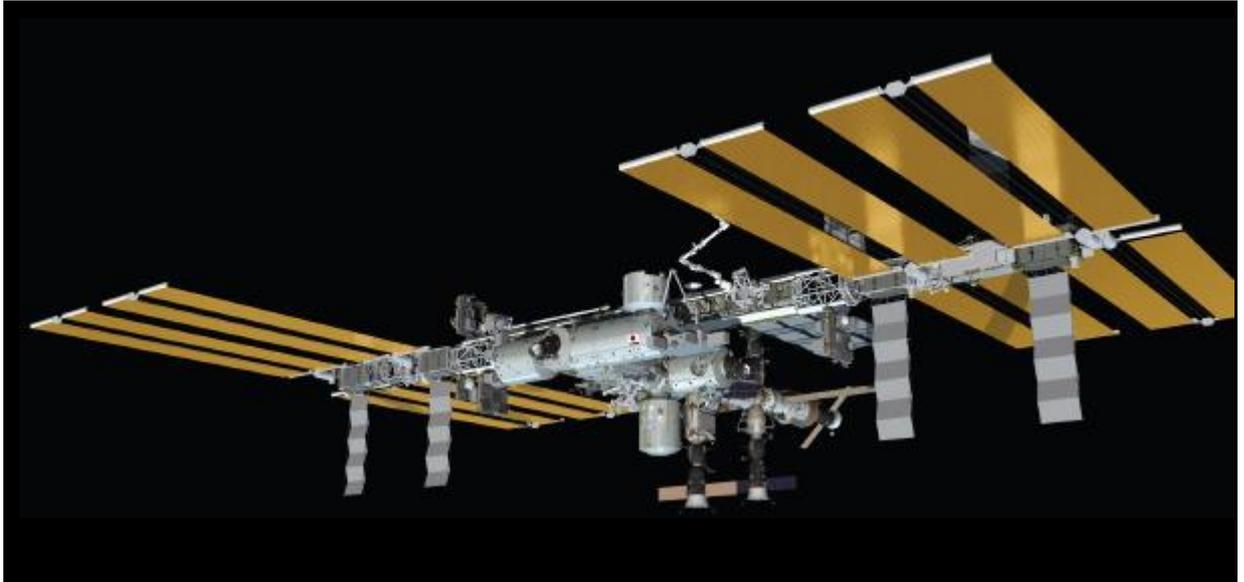
**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

## What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.



**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



### **Who has already had a holiday in space?**

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

#### **Anousheh's Space Blog**

##### **September 25th**

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

##### **September 27th**

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to



you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

# Shooting stars

## Be a space tourist at home

While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars!

Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star.

On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.

### Star spotters' guide to seeing shooting stars

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don't have to be an expert!).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.



7. Wait for the shooting stars to appear!

**Q2.**

1. Look at the introduction.

Why is space tourism *impossible* for most people?

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1 mark

2. How would you get from the spacecraft to the space hotel?

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1 mark

3. According to the text, what could you do on your space holiday?

Give **two** examples:

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

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

2 marks

4. How much did the first space tourist pay to go into space?

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1 mark

5. How can you tell that the International Space Station is very large?

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1 mark

6. How did Anousheh's trip into space make history?

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1 mark

7. Look at the text box **Who has already had a holiday in space?**

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8. Look at Anousheh's blog entry for September 25th.

**Find** and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

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1 mark

9. Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

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2 marks

10. Match the events below to the year in which they happened.

Anousheh Ansari went to space.	1969
The first man stepped on the Moon.	1998
Dennis Tito went to space.	2001
The International Space Station was built.	2006

1 mark

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

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

12. ...in a flash...

What does this tell you about the burning of rocks in space?

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1 mark

13. Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

meet.

pack up.

plan.

1 mark

14. How does the information make it sound easy to be a star spotter?

Give **two** ways.

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

\_\_\_\_\_

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

\_\_\_\_\_

2 marks

15. Tick **true** or **false** in the following table to show what you should do when spotting shooting stars.

	True	False
Take warm clothes, a blanket, a pillow and a torch.		
Stay close to town.		
Point your torch up to the sky.		
You must have binoculars.		

1 mark

Q3.

# Giants

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun  
Of seeing you snatch them suddenly in  
And cower, quivering back  
Into your pitiful shell, so brittle and thin?  
Would you think it was fun then?  
Would you think it was fun?

And how would you like it,  
Supposing you were a frog,  
An emerald scrap with a pale, trembling throat  
In a cool and shadowed bog,  
If a tremendous monster,  
Tall, tall, so that his head seemed lost in the mist,  
Leaned over, and clutched you up in his great fist  
Just for the joy  
Of watching you jump, scramble, tumble, fall,  
In graceless, shivering dread,  
Back into the trampled reeds that were grown so tall?  
Would you think it a joy then?  
Would you think it a joy?

***Lydia Pender***

Q4.

1. (a) What does the 'giant' do to frighten the snail?

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1 mark

- (b) What does the 'giant' do to frighten the frog?

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1 mark

2. *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

3. *Gentle, and small, and frail.*

How do these words make the reader feel about the snail?

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1 mark

4. How does the snail behave when it is afraid?

Give **two** ways.

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

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

1 mark

5. *Into your pitiful shell, so brittle and thin*

In this line, the word brittle is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

1 mark

6. Explain **two** things that the words *emerald scrap* suggest about the frog.

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2 marks

7. What is the *tremendous monster*?

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1 mark

8. *Just for the joy  
Of watching you jump, scramble, tumble, fall*

**Find** and **copy** two more words from the poem that show that the frog was frightened.

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

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

1 mark

9. What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

1 mark

Q5.

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

## *The Lost World*

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

“Look at this!” said he. “This must be the trail of the father of all birds!”

An enormous three-toed track was imprinted in the soft mud before us.

“I’ll stake my good name,” said Lord John, “that the track is a fresh one. See, here is the mark of a little one too!”

“But what of this?” cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. “Not a bird.”

“A beast?”

“No; a reptile – a dinosaur! Nothing else could have left such a track.”

Summerlee’s words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard’s and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

“What will they say in England of this?” Professor Summerlee cried at last.

“They will say that you are a liar,” said Professor Challenger, “exactly as you and others said of me.”

“In the face of photographs?”

“Faked, Summerlee! Clumsily faked!”

“Who’s to blame them? For this will seem a dream to ourselves in a month or two,” said Lord John. “What were they?”

“Iguanodons,” said Summerlee. “England was once alive with them when there was plenty of good lush green-stuff to keep them going.”

“I don’t know what anyone else thinks, but this place makes me feel very uneasy...” said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one’s heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

**Q6.**

1. Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

- Professor Summerlee.**
- Lord John.**
- Malone.**
- Professor Challenger.**

1 mark

(b) At the start of the extract the men entered the forest...

- carefully.**
- quickly.**
- fearfully.**
- noisily.**

1 mark

(c) There, they came to a patch where the stream was...

- smaller.**
- bigger.**
- faster.**
- slower.**

1 mark

(d) The ferns here were spaced...

- regularly.**
- randomly.**
- carefully.**
- equally.**

1 mark

2. How far into the forest did the stream become a considerable bog?

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1 mark

3. How does the first paragraph suggest that the characters are in a 'lost world'?

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1 mark

4. In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

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1 mark

5. The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...*

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

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3 marks

6. Look at the paragraph beginning: *I do not know how long...*  
The word *unwieldy* in this paragraph is closest in meaning to...

Tick **one**.

- |          |                          |
|----------|--------------------------|
| fast.    | <input type="checkbox"/> |
| violent. | <input type="checkbox"/> |
| clumsy.  | <input type="checkbox"/> |
| gentle.  | <input type="checkbox"/> |

1 mark

7. **Find** and **copy** one word that suggests Malone feels part of the team of explorers.

\_\_\_\_\_

1 mark

8. How can you tell that Professor Summerlee is an expert on dinosaurs?

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

1 mark

9. Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

**Find** and **copy four different** words from the rest of the paragraph that suggest danger.

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

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

3. \_\_\_\_\_

4. \_\_\_\_\_

2 marks

10. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.		
Professor Summerlee has faked the evidence.		
Professor Challenger worries that people won't believe them.		
They are all frightened of the iguanodons.		

1 mark

11. The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 2 where Lord John's mood changes.

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1 mark

- (b) How does Lord John's mood change?

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1 mark

12. Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

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2 marks