

# READING

## EB2

First name \_\_\_\_\_

Last name \_\_\_\_\_

School \_\_\_\_\_

Class \_\_\_\_\_

Date of birth

Date of test

Total score  (maximum 38)



117538



Llywodraeth Cymru  
Welsh Government

## Practice questions

In this booklet, there are different types of question for you to answer in different ways. Here are some practice questions which show you the types of question you will see in the test. The instructions tell you what you need to do. Start by reading the text in the box below.

One sunny Sunday morning, Paul decided to go for a bike ride. He called his two friends, Jo and Rhys, and agreed to meet them in the park for lunch. Paul did not want to hurt himself if he fell off his bike, so he put on his elbow-pads and helmet and got ready to go. He shouted to tell his brother, Haydon, that he was leaving and waved to Jayne, his sister. He whistled goodbye to Bob, the dog, and pedalled away up the street.

a Who did Paul arrange to meet?

Tick **two**.

- Jo       Bob   
Anne       Rhys   
Becky

Hint: Check how many you have to tick.

b Look at the text in the box below.

**Underline one** word that tells you where Paul was going to meet his friends.

Hint: Check how many words to underline.

One sunny Sunday morning, Paul decided to go for a bike ride. He called his two friends, Jo and Rhys, and agreed to meet them in the park for lunch.

Hint: If you make a mistake and want to change your answer, then write your new answer out underneath.

c **Find and copy two things** that Paul wore to keep safe on his bike.

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

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

Hint: You must look back in the text to find these.

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

	True	False
Paul went to meet his friends for lunch.		
This story took place on Monday.		
Paul had a sister called Jayne.		

e Put these events in order by numbering them from 1 to 5.

One has been done for you.

Paul cycled away.

Paul called his friends.

Paul waved to his sister.

Paul decided to go out in the sunshine.  1

Paul put on his safety equipment.

f Draw **three** lines to show how Paul said goodbye to each of the following.

whistled ●

● Haydon

shouted ●

● Jayne

waved ●

● Bob

**STOP**

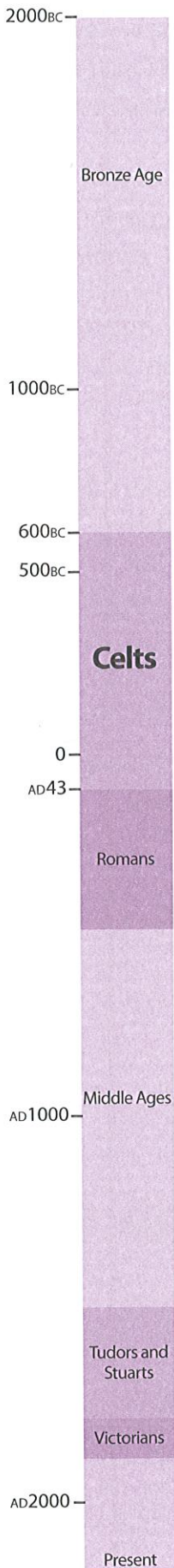
**Please wait until you are told to start work on page 4.**

**In this booklet, you have three texts to read and answer questions about. Read the first text carefully BEFORE you start answering the questions for that text. Then carefully read the next text BEFORE answering the questions and so on.**

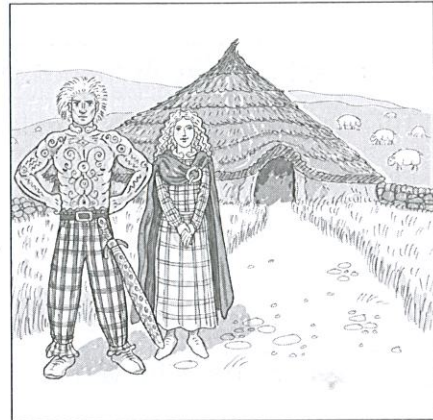
**You should work through the booklet, referring to the text when you need to, until you finish page 15 or until you are asked to stop.**

**You have up to 60 minutes to do the test.**

## Celtic life in Wales



The Iron Age Celts lived across Europe from about 600BC and in Wales from about 500BC. Their name comes from their discovery of the metal iron. Celts lived in roundhouses constructed of wattle and daub, with a straw roof, a central fireplace and often a porch. They built their homes on hills and surrounded them with high walls and deep ditches, to keep invaders out. There are many remains of these types of forts in north Wales, such as Moel Hiraddug in Denbighshire.



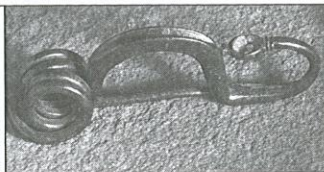
Roundhouse walls were made from wattle (woven branches) and daub – a covering of mud, which had been mixed with straw, horsehair and ... animal poo!

The Iron Age is famously the time of the Celtic warriors. They were fierce fighters – even the women – and they may have fought naked! Soldiers had white, spiky hair because they used lime (found in chalk), just as you might use hair gel today. They also used woad\* to paint blue patterns all over their body. The soldiers looked very frightening.

The main Celtic weapon was a long-bladed iron sword and the most important soldiers wore ornate bronze helmets and carried shields that were decorated with signs and patterns. After the Romans invaded in AD43, many of the Celtic tribes of Wales did all they could to drive them out and there were many ferocious battles. The Romans described the people of Wales as 'war-mad and quick to battle'.

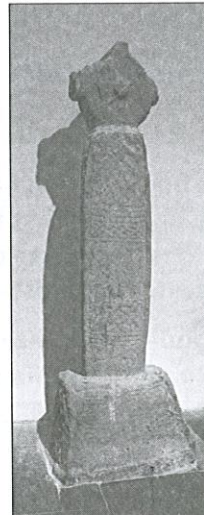
Clues dug up by archaeologists\* show that the Celts were skilled craft workers as well as terrifying warriors. Plants and berries were used to dye their clothes bright colours and they wore lots of jewellery made from bronze and gold as well as iron. Faces and animal shapes, as well as symmetrical patterns, were very popular. The most celebrated item was the torc, a special necklace.

This brooch was found during excavations at Moel Hiraddug.



Brass plaques were found in 1963 on Cader Idris in north Wales. They are decorated with human faces.

This Celtic cross was found at Penmon Priory on Anglesey.



\* woad – a plant that was used to make blue dye.

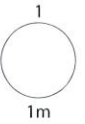
\* archaeologist – someone who studies ancient sites and objects to learn about the past.

1 What is the purpose of the timeline?

It helps you to understand ...

Tick **one**.

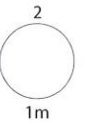
- when the Celts lived in Wales.
- where the Celts lived in Wales.
- that the Celts were very recent.
- that we are all descended from the Celts.



2 Who invaded Britain in AD43?

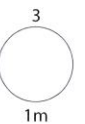
Tick **one**.

- Celts
- Romans
- Tudors
- Victorians



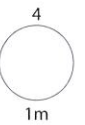
3 Tick **all** the materials from which roundhouses were made.

- |           |                          |          |                          |
|-----------|--------------------------|----------|--------------------------|
| straw     | <input type="checkbox"/> | woad     | <input type="checkbox"/> |
| horsehair | <input type="checkbox"/> | chalk    | <input type="checkbox"/> |
| iron      | <input type="checkbox"/> | bronze   | <input type="checkbox"/> |
| mud       | <input type="checkbox"/> | branches | <input type="checkbox"/> |



4 **Find** and **copy one** word that shows the Celts were good at fighting.

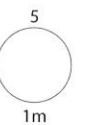
\_\_\_\_\_



5 Look at the last paragraph.

**Find** and **copy one** word that shows Celtic people were good at making things.

\_\_\_\_\_



*please turn over*



6 Find and copy two types of design that were popular on Celtic jewellery.

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

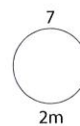
2. \_\_\_\_\_



7 Find and copy two words that show how important a torc was.

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

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



8 Draw three lines to show where each object was found.

cross

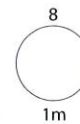
Moel Hiraddug

plaques

Penmon Priory

brooch

Cader Idris



9 How do people know about the everyday life of Celts?

Archaeologists have found ...

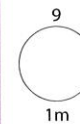
Tick one.

Roman invaders.

remains of ancient sites.

diaries and newspapers.

Celts who remember those times.



10

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

One has been done for you.

	True	False
The Celts arrived in Wales around 500BC.	✓	
Celts used lime to make their hair white.		
The Celts painted their bodies blue.		
Important soldiers wore silver helmets.		
Only male Celts went into battle.		
Celts fought with long swords.		

10

2m

*please turn over*

## The day I caught a giant octopus

*In this story, the writer remembers a fishing trip from when he was a young boy.*

I've been fishing with my dad since I was about six, so right now that means we've been fishing together for more than 35 years. He nearly always catches more fish than I do, or bigger ones, usually at the last moment when I finally think that I might have come out ahead.

But my dad has never caught an octopus bigger than he is, and I have. Well, it was bigger than a nine-year-old boy, and 'caught' is perhaps not quite accurate.

We were fishing from an old ruined jetty. It was just a few planks rotting between the surviving concrete piers, so you had to be careful where you walked.

There'd been a few bream\* caught that morning: bright silver shapes easily seen in the clear, blue-green water below the jetty. But they were too small to take home, so we'd thrown them back.

We'd been out since dawn, so by eight o'clock we were ready to pack up when my orange float suddenly ducked under the water and the line from the rod went tight and started to wind out. I started to wind the reel in and carefully walked to the end of the jetty. Whatever was on the end of the line was very heavy, because the tip of the rod was bent right over and I thought the line would snap at any moment.

Then I saw it.

A huge, wriggling brown shape in the water. A thing with a round body that was easily a metre in diameter, surrounded by floating tentacles that writhed around and spread out another metre and a half.

It was the biggest octopus I'd ever seen. It was huge!

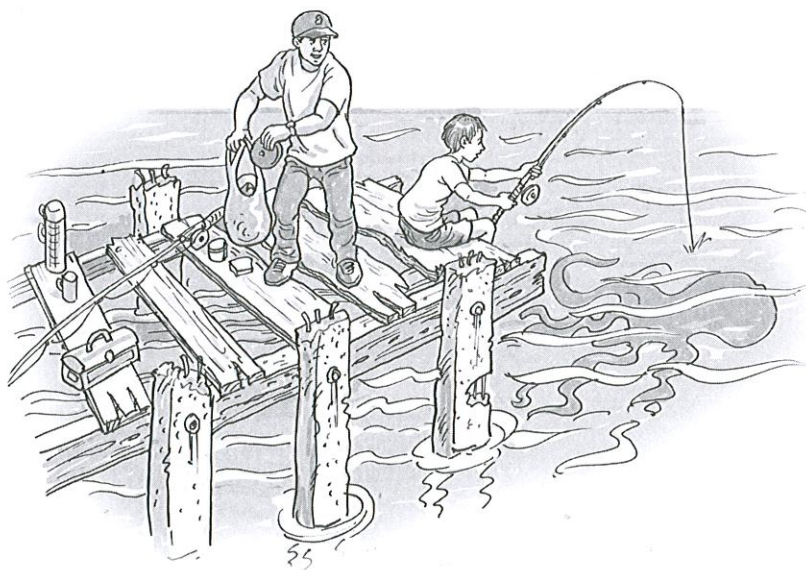
I screamed at Dad to come and help me get it in. Though as soon as I'd said that, I wondered if it was a good idea. What would it be like to have a humungous octopus on the jetty, lashing out with its tentacles? Dad was impressed by the size of it but he told me that we should let it go.

Reluctantly, I cut the line. It didn't seem to make much difference to the octopus. It drifted in closer, under the jetty. I started to wonder if it might climb up one of the piers. Maybe it was annoyed, and it was going to try and get me ...

Then it suddenly convulsed, all the tentacles whipping around, and headed out to sea. It wasn't really moving that quickly, but it seemed fast.

The image of that writhing, wriggling thing in the blue-green water is as clear to me now as if it happened last week, and once again I remember the day I caught a giant octopus.

\*bream – a small fish





1 How do you know the writer and his dad have a lot of experience fishing together?

Tick **one**.

- They have been fishing since dawn.
- His dad is 35 years old.
- His dad is very good at fishing.
- They have fished together for 35 years.

1  
  
1m

2 How old was the writer when he 'caught' the octopus?

\_\_\_\_\_

2  
  
1m

3 Find and copy two words that make the jetty sound unsafe.

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

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

3  
  
2m

4 *bream\**  
An asterisk (\*) has been used to show ...

Tick **one**.

- there were not many bream.
- that an explanation has been given.
- more than one spelling of bream.
- this is an important word.

4  
  
1m

5 Why did they have to throw the bream back in the water?

Tick **one**.

- They were made of silver.
- They were rotting.
- They were too easy to catch.
- They were too small.

5  
  
1m

*please turn over*

TOTAL  
  
6m

6

Then I saw it.  
A huge, wriggling brown shape in the water.

Find and copy another word for *wriggling*.

\_\_\_\_\_

6  
1m

7

Why did the boy scream at his dad?

Tick **one**.

The octopus looked frightening and dangerous.

He wanted his dad to see the octopus before it swam away.

The octopus was crawling up the jetty.

He needed help with his fishing line.

7  
1m

8

Look at the text in the box below.

**Underline one** word used to describe the size of the catch.

What would it be like to have a humungous octopus on the jetty, lashing out with its tentacles? Dad was impressed by the size of it but he told me that we should let it go.

8  
1m

9

How did the dad react when he saw the octopus?

Tick **two**.

He tried to reel it in.

He chased it back into the sea.

He wanted to release it.

He was surprised at how big it was.

He was frightened and kept away from it.

9  
1m

10

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

	True	False
They were fishing in the morning.		
The boy nearly always caught more fish.		
The octopus was less than a metre wide.		
The story happened a week ago.		
The writer had never seen an octopus so big.		

10  
2m

*please turn over*

## Secret messages

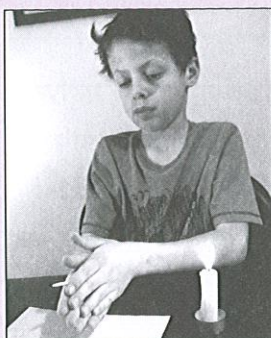
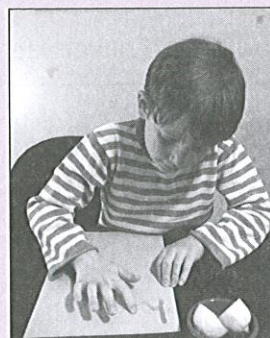
Have you ever wondered what it would be like to be a spy? How might you send a secret message to someone without it being detected?

For nearly 2000 years, people have been sending messages using invisible 'inks' – they have been masters of steganography\*.

Now you can enter this secret and mysterious world. Read on to find out about three excellent ways of writing a hidden letter in such a way that no one, apart from you and the person who receives it, will suspect there is anything there!

### 1. Juice message

To write with juice you need to cut a lemon in half and squeeze the juice into a bowl. Use a paintbrush, or even your finger, to write on a piece of paper. Once dry, the paper should appear blank. To read what is there, heat the paper in an oven or hold the paper near to a candle flame. The juice will 'cook' and darken.

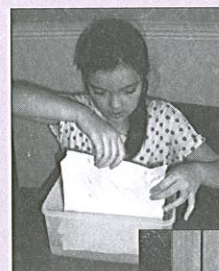


### 2. Wax message

First, light a white or clear candle. Break off some of the long thin pieces of candle drips. Warm the wax in your hands and roll it into a pencil shape. Write as you would with a normal pencil. To see what is written, sprinkle coloured chalk dust over the paper and shake it off. Some of the dust should stick to the wax and reveal the hidden message.

### 3. Wet paper message

Submerge a piece of plain white paper in water. Smooth out the paper onto a mirror or window. Put a dry piece of paper over the wet paper. Write your message on the dry paper with a ballpoint pen – the pressure of the pen tip on the paper is the important bit. Remove the dry paper and throw it away. Leave the wet paper in place on the glass. The message will be visible but will vanish as the paper dries. When the paper is dry, it will fall off the window. Tell the person who receives the message to dip the paper in water to read it.



\* The word 'steganography' is made up of words from the Greek language and means 'covered writing'. It is the art and science of writing hidden messages.

1 What is the purpose of the first paragraph?

Tick **one**.

- to make the reader interested and want to read on
- to find out who is a spy and has used these methods
- to suggest how to make secret messages
- to see if you know the correct answers

1  
1m

2 Look at the text in the box below.

**Underline one** word that tells you that some people are expert at writing secret messages.

For nearly 2000 years, people have been sending messages using invisible 'inks' – they have been masters of steganography\*.

2  
1m

3 What is special about all the secret messages described in this text?

Tick **one**.

- They would be in code.
- They would be in Greek.
- They would be easy to read.
- They would be invisible.

3  
1m

4 Look at the text in the box below.

**Underline two** words that make the reader feel what it is like to be a spy.

Now you can enter this secret and mysterious world. Read on to find out about three excellent ways of writing a hidden letter in such a way that no one, apart from you and the person who receives it, will suspect there is anything there!

4  
2m

*please turn over*

5 Look at the 'Juice message' section.  
'cook'

Why has this word been put in inverted commas, like 'this'?

Tick **one**.

- because you should not eat the juice message
- because it is not real cooking
- because you need to be a good cook to do this
- because no heat is involved

5  
  
1m

6 Number these statements 1 to 5 to show how to write a wet paper message.  
One has been done for you.

- put dry paper over wet paper
- soak a sheet of paper
- write on the dry paper
- leave the wet paper to dry
- place the wet paper on a window

6  
  
1m

7 Put ticks to show what is needed to **write** the three different messages.

	Candle	Paper	Water	Lemon	Pen
Juice message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wax message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wet paper message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7a  
  
1m  
7b  
  
1m  
7c  
  
1m

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

	True	False
The word 'steganography' comes from Greek words.		
Only trained professionals can write secret messages.		
You need to know the type of message to be able to read it.		
When you send one of these secret messages it will look like a blank piece of paper.		
Chalk dust should be used to reveal a juice message.		

8  
2m

9 Here is a copy of the reading text.

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

- A – subheading
- B – introduction
- C – instructions
- D – photograph

**Secret messages**


Have you ever wondered what it would be like to be a spy? How might you send a secret message to someone without it being detected?

For nearly 2000 years, people have been sending messages using invisible 'inks' – they have been masters of steganography\*.

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**3. Wet paper message**

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9  
1m

**End of test. Please check your work.**

### **Acknowledgements**

'Celtic life in Wales' adapted from *Children's History of North Wales* by Catherine Robinson  
(Hometown World, 2011)

'The day I caught a giant octopus' adapted from *The day I caught a giant octopus* by Garth Nix, 2005,  
in *Midnight Feast* (Harper Collins, 2007)

'Secret messages' adapted from *The Usborne Spy's Guidebook* by Lesley Sims  
(Usborne Publishing Ltd, 1999)

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