



YEAR 4

# COMPREHENSION

Student Book

NONFICTION



My Name

[www.readingeggspress.co.uk](http://www.readingeggspress.co.uk)

**Reading Eggspress Comprehension Year 4 Student Book, Nonfiction**

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# In this book



The **Reading Eggspress Comprehension** programme shows pupils how to understand the literal meaning of a text, including its vocabulary, and its inferred meaning. This workbook has 20 step-by-step lessons that teach key strategies for children to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. They support teaching of the following statutory requirements of the *National Curriculum in England*:

## Reading – Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction



## Comprehension strategy overview

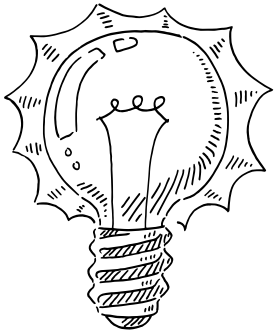
Comprehension type	Strategy	Pages
<b>Literal</b> Looks for explicitly stated answers in the texts. Answers <i>Who, What, When</i> and <i>Where</i> questions.	Main idea and details	1, 13
	Sequencing events	5
	Finding facts and information	25, 31
<b>Inferential</b> Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Cause and effect	27
	Drawing conclusions	9, 39
	Important information	19
	Making inferences	23
	Compare and contrast	3, 21, 37
<b>Critical</b> Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Audience and purpose	15
	Making connections	33
	Visualisation	17
	Fact or opinion?	35
	Point of view	7
<b>Vocabulary</b> Uses context clues and own knowledge to understand key words in the text.	Word study	11, 29



# Main idea and details

NONFICTION

The main idea or key point is what the text is about. Details support the main idea.

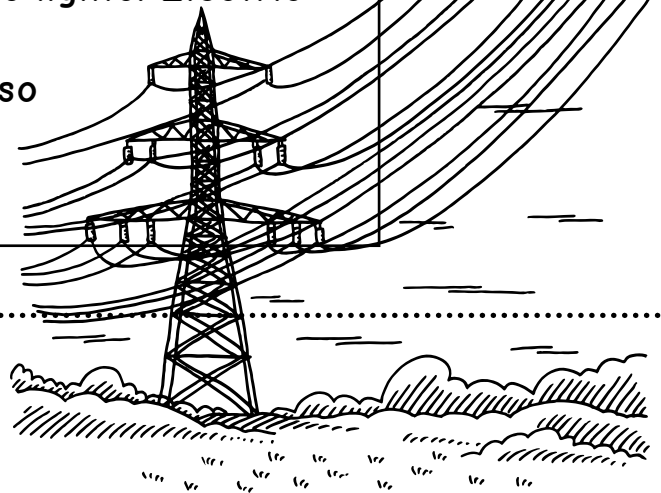


Read the passage.

## Homes

Most homes received electricity during the early 1900s. Rural homes had to wait longer. Many homes in developing countries still do not have electricity.

Electricity changed the way homes worked. Electric ovens and heaters replaced gas and wood-burning stoves. Electric light bulbs replaced kerosene lamps and gas lights. Electric refrigerators replaced iceboxes. Electricity also led to the invention of the telephone.



**Colour** what electric ovens and heaters replaced.

Put a **box** around what refrigerators replaced.

**Circle** the invention that allows us to communicate with people who are far away.

**Circle** when most homes received electricity.

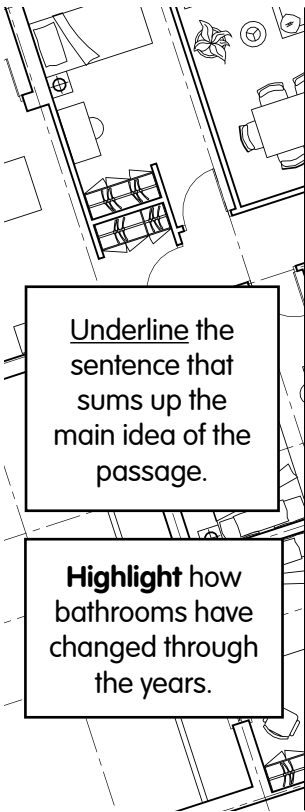
**Underline** the sentence that sums up the main idea of the passage.

**Highlight** what electric light bulbs replaced.

**Circle** the correct answers.

- 1 What is the passage mainly about?
  - a the reasons some homes do not have electricity
  - b the reason the telephone was invented
  - c when most homes received electricity
  - d how electricity has changed the way homes work
- 2 Which three details support the main idea?
  - a Electric ovens and heaters replaced gas and wood-burning stoves.
  - b City homes received electricity before rural homes.
  - c Many homes in developing countries still do not have electricity.
  - d Electric refrigerators replaced iceboxes.
  - e Most homes received electricity over a hundred years ago.
  - f Electric light bulbs replaced kerosene lamps and gas lights.

## Read the passage.



The layout of rooms in a home has changed as society has changed.

As plumbing improved, bathrooms became rooms inside the home, rather than outside.

Kitchens only became the centre of homes in the last 60 years. Filled with new appliances, they are no longer hidden rooms used for hard, dirty work. They are linked to open-plan living and dining areas.

Informal living areas at the rear of homes replaced formal living rooms at the front. Living areas were linked to terraces and gardens to create 'outdoor rooms'.

**Colour** how kitchens have changed in the last 60 years.

Put a **box** around where informal living areas are found in modern homes.

3 Which sentence sums up what the passage is about?

---



---



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4 List three details that support the main idea.

a 

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---

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b 

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---

---

c 

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---

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# Compare and contrast

NONFICTION

Finding the similarities and differences in a text helps us understand it.

Read the passage.

Circle what kind of animal whales and seals are.

**Highlight** the reason whales and seals cannot breathe under water.

**Colour** what whales and seals feed their babies.

## Sea Life

Whales, dolphins, seals and sea lions are marine mammals.

Mammals cannot breathe under water because they have lungs, not gills. They must come to the surface to breathe.

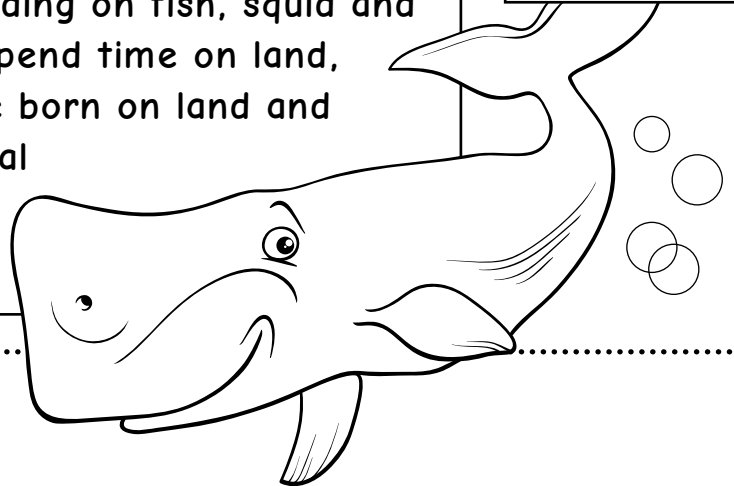
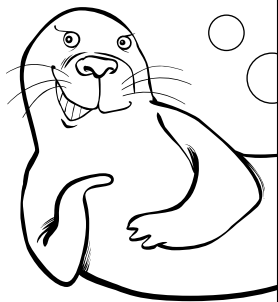
The babies of whales and dolphins are born under water. The mothers push the babies to the surface to take their first breath.

Seals and sea lions spend most of their time in the water, feeding on fish, squid and penguins. They also spend time on land, resting. Seal pups are born on land and like all marine mammal babies, they are fed on milk.

Underline where baby whales are born.

Put a box around where seal pups are born.

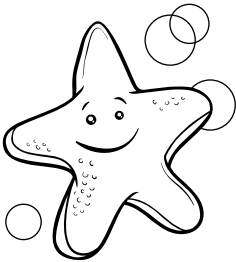
Underline where seals spend their time.



Circle the correct answers.

- 1 In which three ways are whales and seals similar?
  - a Both give birth to their babies on land.
  - b Both spend time resting on land.
  - c Both must come to the surface to breathe.
  - d Both are mammals.
  - e Both spend all of their time in the water.
  - f Both feed their babies milk.
- 2 In which two ways are seals different from whales?
  - a Their babies are born on land.
  - b They have lungs, not gills.
  - c They are marine mammals.
  - d They spend time in the water and on land.
  - e They spend all their time in the water.

Read the passage.



Circle  
what wading  
birds and  
albatrosses  
eat.

Underline  
where  
oystercatchers  
live and feed.

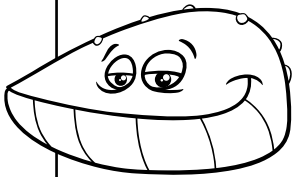
Colour how  
albatrosses  
catch their  
food.

Many birds depend on the sea for their food. Wading birds, penguins, albatrosses, gulls and pelicans hunt and eat fish and other sea creatures.

Wading birds, such as oystercatchers, live and feed along the shore. Long, spindly legs help them wade through shallow water. Their thin beaks dig around for small animals in the water and mud.

Out over the deeper ocean, birds need to be able to fly for long periods of time. The albatross has very long wings so that it can glide for hours. It can stay in the air for weeks at a time. These seabirds dive into the water to catch their food.

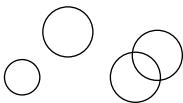
Penguins cannot fly at all. They use their flippers and their webbed feet to swim very fast and catch fish.



Highlight how  
oystercatchers  
find their food.

Put a box  
around where  
albatrosses  
find their food.

Colour how  
penguins are  
different from  
other seabirds.



- 3 Describe one way in which oystercatchers and albatrosses are similar.
- \_\_\_\_\_
- \_\_\_\_\_
- 4 Describe the different ways in which oystercatchers and albatrosses find their food.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 5 Describe the main difference between albatrosses and penguins.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Sequencing events

NONFICTION

Numbers and words give clues to the order in which things happen.

Read the passage.

## Polar Animals

Emperor penguins are the only warm-blooded animals that spend winter in Antarctica.

In May, the female lays a single egg, and then walks to the sea to feed. She stays at sea until the egg hatches.

The male stays behind to look after the egg. He balances the egg on his feet and protects it under a thick roll of skin called a brood pouch. During this time, the male does not eat.

The egg hatches after about two months. The chick stays in the brood pouch until it can survive on its own.

The female returns to feed the chick. The male then leaves to find food.

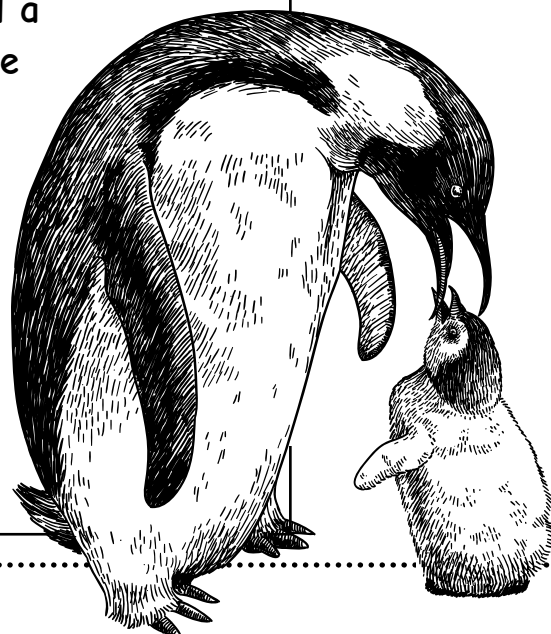
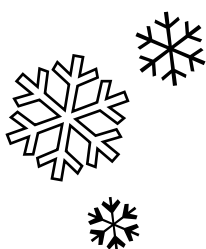
Circle what happens just before the female goes to feed.

Highlight how long the female stays at sea.

Put a box around when the egg hatches.

Underline how the male protects the egg.

Colour how long the chick stays in the brood pouch.



Circle the correct answer for each question.

- 1 When does the female Emperor penguin go to the sea to feed?
  - a after the egg hatches
  - b while the egg is hatching
  - c after she lays the egg
  - d before she lays the egg
- 2 What happens while the female is feeding?
  - a The male looks after the egg.
  - b The other penguins look after the egg.
  - c The male goes in search of food.
  - d The male grows a brood pouch.
- 3 When does the female return from the sea?
  - a just before the egg hatches
  - b once the egg hatches
  - c while the egg is hatching
  - d once the chick can survive on its own



## Read the passage.

Circle when  
caribou  
migrate north.

Put a box  
around the  
season that  
comes after  
spring.

Highlight what  
caribou do  
in summer.

Underline  
the season  
that comes  
before spring.



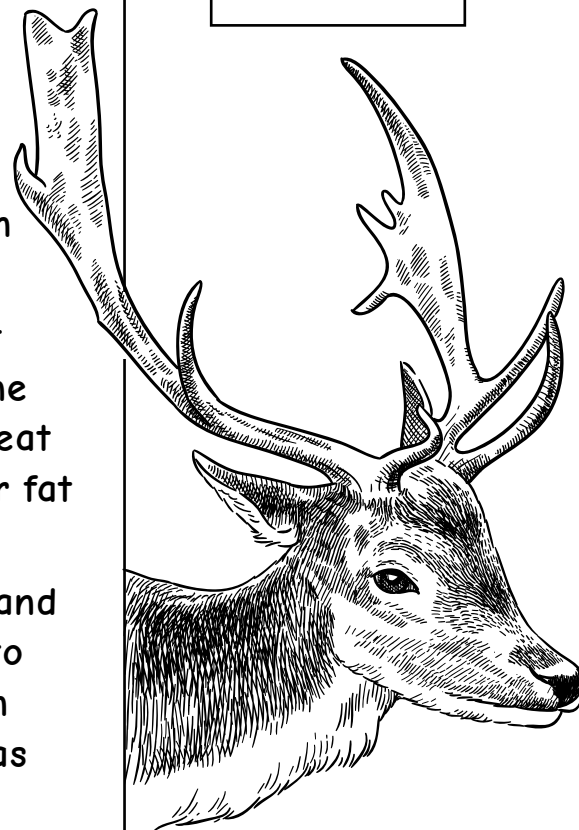
Caribou are wild reindeer. They live in the Arctic regions of Russia, Alaska, Canada and Greenland.

Caribou live in herds. The herd protects calves from predators, such as bears, lynxes and golden eagles.

In spring, caribou migrate about 3000 miles north to breed on the Arctic tundra. All summer, they eat leaves and grass to build up their fat stores for winter.

When the tundra becomes cold and windy, the herds migrate south to the forests. They spend winter in forests, feeding on plants such as lichens and mosses.

Colour when  
caribou migrate  
south.



4 When do caribou migrate to the tundra?

\_\_\_\_\_

5 Use the information in the text to help you complete the following sentences.

During **a** \_\_\_\_\_, caribou build up their fat stores for **b** \_\_\_\_\_.

The herds migrate south when **c** \_\_\_\_\_.

During **d** \_\_\_\_\_, caribou live in forests, where they feed on plants such as lichens and mosses.

When spring returns, **e** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To identify the author's or a character's point of view, consider their choice of words and other details. They can help reveal their beliefs, personal judgements and attitudes.

## Read the passage.

Underline three words that show what the writer thinks of Mr Frame's remark.

**Highlight** two words that show the writer's opinion of the number of overweight children.

### Letter to the Editor

Dear Sir/Madam,

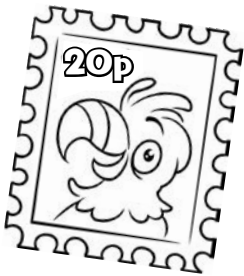
Mr Frame's remark ("That's What Cars Are For", *Ixworth Times*, 12.02.2020) about the role of cars in our community completely misses the point. The debate is about cars picking up and dropping off children outside Ixworth Primary School; it is not an attack on the motor car. The simple question remains: why are so many children arriving at school by car? The National Children's Nutrition and Activity Survey recently revealed that almost one third of children aged two to 16 are overweight. This is a shocking statistic. Encouraging children to walk to school might help to address this major health issue.

Put a **box** around how the writer thinks children should get to school.

## Circle the correct answers.

- What is the writer's opinion of Mr Frame's remark about the role of cars in the community? He thinks Mr Frame ...
  - is silly.
  - knows what he is talking about.
  - has a good point.
  - is missing the point.
- How does the writer feel about the number of children who are overweight?
  - surprised
  - shocked
  - confused
  - disappointed
- How serious does the writer believe the problem of overweight children is? He believes it is ...
  - a major health issue.
  - a minor problem.
  - quite serious.
  - nothing to worry about.
- From the writer's point of view, how should most children be getting to school?
  - by car
  - by bus
  - on a bike
  - on foot

Read the passage.



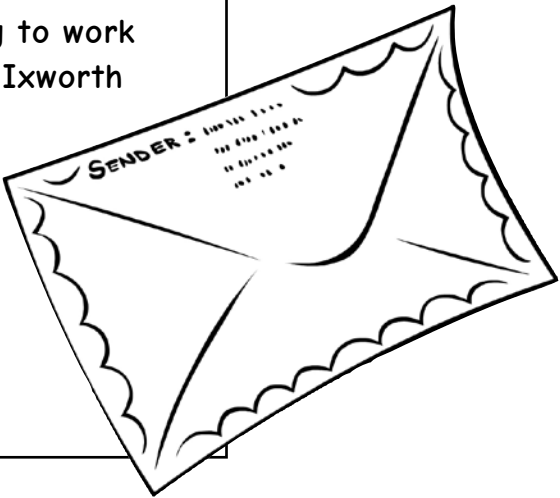
**Highlight** the evidence the writer gives to support his view that using cars less will make the streets safer.

**Underline** the writer’s offer to get more children walking to school.

Using cars less often reduces our impact on the environment. Safety is another concern: the more we all walk, the safer our streets become. Ixworth Police Station reports that three accidents involving pedestrians have occurred within half a mile of the front gate of Ixworth Primary School within the last 18 months alone. As convener of our local “Get Out and About” walking group, I am ready and willing to work with the staff, pupils and families of Ixworth Primary School to increase the number of pupils walking to school. In the meantime, we should all be asking ourselves: if it’s not hailing, snowing or pouring with rain, how about walking for a change?

Ted Chu

**Colour** the pronoun that shows that the letter is written from Ted Chu’s point of view.



- 5 How does the writer support his view that using cars less will make our streets safer?
- 6 What other benefit does the writer believe using cars less will have?
- 7 Explain the writer’s offer of help to get more pupils walking to school.
- 8 How do we know that the letter is written from Ted Chu’s point of view?

# Drawing conclusions

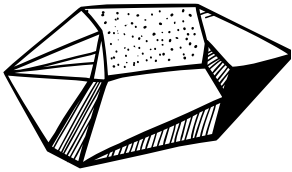
NONFICTION

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

## Read the passage.

Circle where sand, limestone and soda ash are melted.

Put a box around the word that shows that glass can be used over and over.



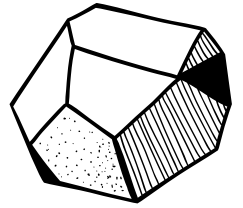
### Materials

Glass is made by mixing sand, limestone and soda ash in a furnace. The molten glass is poured into a mould or laid out in sheets. It hardens as it cools.

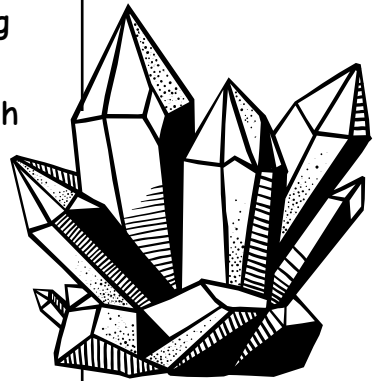
Glass breaks easily. This property can be changed by adding chemicals or by changing the way glass cools. If you reheat glass, then quickly cool it, the glass becomes much stronger.

Pyrex glass is a special type of glass. It does not expand when it is heated as much as normal glass.

Glass can be recycled over and over again.



Underline what happens to molten glass.



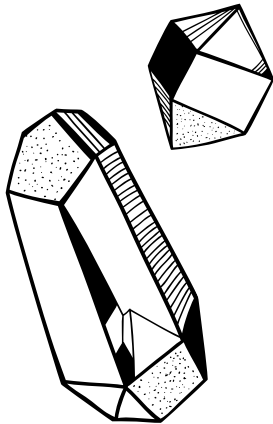
## Circle the correct answer for each question.

- 1 Which is the best conclusion? Glass is made by melting a mixture of minerals at ...  
**a** low temperatures.    **b** freezing temperatures.    **c** very high temperatures.
- 2 Which is the best clue to question 1's answer?  
**a** poured    **b** furnace    **c** mould    **d** sheets
- 3 Which is the best conclusion? Glass can be made into ...  
**a** one shape only.    **b** flat shapes only.  
**c** long shapes only.    **d** lots of different shapes.
- 4 Which two words are the best clues to question 3's answer?  
**a** *mould* and *sheets*    **b** *sand* and *limestone*  
**c** *hardens* and *cools*    **d** *mixing* and *poured*
- 5 Which is the best conclusion? Glass ...  
**a** is an eco-friendly material.    **b** is harmful to the environment.  
**c** has very few uses.    **d** is a very soft material.

Read the passage.

Circle the different ways of collecting metals from ores.

**Highlight** what makes iron and steel corrode faster.

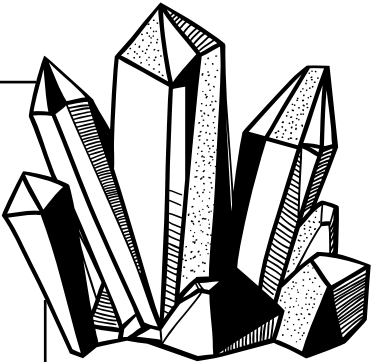


Most metals come from minerals. Rocks that contain minerals are called ores. They are crushed or heated to collect the metal.

Iron comes from iron ore. It is made into steel by adding carbon.

Metals can corrode. When rust eats away at iron or steel, it corrodes. Rust is a flaky, brown substance that forms when oxygen, water and iron combine. This process is faster if the water is salty.

An alloy is a mixture of metals. For example, stainless steel is an alloy of steel and chromium. Alloys have different properties. They can be stronger, lighter and softer than other metals.



Underline how iron ore is changed into steel.

Put a **box** around what is added to steel to make stainless steel.

- 6 The text suggests that there are different ways of collecting metals from ores. Which words are the clues?
- 7 Why can we conclude that iron and steel will corrode faster in sea water?
- 8 Why can we conclude that steel and stainless steel have different properties?



Authors shape our view of a subject through their choice of words. A descriptive verb tells exactly how an action or thought occurs.

Read the passage.

## ANTARCTICA

Research stations in Antarctica are busy places. A visitor might describe a typical day like this:

Early this morning I joined a group of meteorologists as they launched a weather balloon. The balloon rose high into the sky and recorded temperature, wind speed and air pressure. Scientists will study the results.

After that, I watched a glaciologist drill ice cores. Ice cores contain air bubbles of gas from thousands of years ago. Glaciologists study the ice cores to learn more about the Earth's atmosphere.

**Colour** the object the meteorologists sent into the atmosphere.

**Highlight** three things the balloon recorded.

Put a **box** around what the glaciologist was drilling.

Underline the reason glaciologists study ice cores.



**Circle** the correct answers.

- 1 What did the meteorologists send into the atmosphere?
 

a a hot air balloon	b a helium balloon
c a weather balloon	d a water balloon
- 2 What word can best replace the phrase *temperature, wind speed and air pressure*?
 

a tornadoes	b weather	c hurricanes	d snowstorms
-------------	-----------	--------------	--------------
- 3 Based on your answers to questions 1 and 2, what is the best definition of a meteorologist? Someone who studies how ...
 

a weather affects the environment.	b balloons affect the environment.
c tornadoes form.	d snowstorms form.
- 4 What is a glacier? A slowly moving mass of ...
 

a mud	b soil	c water	d ice
-------	--------	---------	-------
- 5 What does a glaciologist most likely study? All forms of ...
 

a soil	b ice	c water	d mud
--------	-------	---------	-------

## Read the passage.

Underline what the geologists were doing.

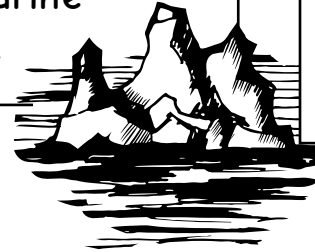
**Colour** the information contained in the rock samples.

After lunch, I flew by helicopter to where geologists were collecting rock samples. These contain important information about the Earth from millions of years ago.

Finally, I saw a marine biologist check an electronic tag that was glued to a Weddell seal. These tags record information about where marine animals travel in the ocean.

**Highlight** what the biologist was doing.

Circle the key word that helps us work out what the word *marine* means.



6 What were the geologists doing?

---



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7 What information do the rocks contain?

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8 Use your answers to questions 6 and 7 to help you write a description of what a geologist does.

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9 What is a marine animal?

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# Main idea and details

NONFICTION

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.

Colour four things that can make electricity.

Circle the key word that tells how fuels such as coal can be turned into electricity.

Underline how sunlight is captured to make electricity.

## Electricity

The most common way to make electricity is to burn a fuel, such as coal. This heats water to make steam. The steam spins a turbine. This powers a generator to make electricity.

There are other ways to make electricity. Wind and water can also power a generator. A solar cell absorbs sunlight to make electricity.

Electrical energy can be converted into other forms of energy, such as heat, light and sound.

Lightning is an electrical current that jumps through the air. The current heats the air hotter than the surface of the sun.

Highlight what happens to water when it is heated.

Put a box around the verb that tells how steam powers a turbine.



Circle the correct answers.

- 1 What is the main idea or key point of the passage?
  - a why electricity is made
  - b how electricity is made
  - c where electricity is made
  - d when electricity is made
- 2 Which three details best support the main idea?
  - a Lightning is an electrical current that jumps through the air.
  - b Electricity is made by burning coal.
  - c A solar cell absorbs sunlight to make electricity.
  - d Electrical energy can be converted into heat.
  - e Wind and water can power a generator to make electricity.

Read the passage.

Underline what potential energy is.

Colour what kinetic energy is.

Work waiting to be done is potential energy. Work being done is kinetic energy.

Potential energy is energy that could be released or used. A coiled spring has potential energy because the spring could uncoil. A rock on the edge of a cliff has potential energy. Its potential energy is the energy that would be released if it fell from the cliff.

The food we eat becomes potential energy when it is stored in our bodies. When this energy is used to do things, such as kick a ball, it becomes kinetic energy.

Circle an example of potential energy.

Put a box around an example of kinetic energy.

- 3

What is the passage mainly about? \_\_\_\_\_
- 4

List at least three details that support the main idea.

a

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Audience and purpose

NONFICTION

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain. For example, texts about scientific subjects contain technical words.

## Read the passage.

### The Arctic

Underline why many countries argue over who owns the Arctic.

**Colour** the reason Russian scientists researched the land beneath the Arctic Ocean.

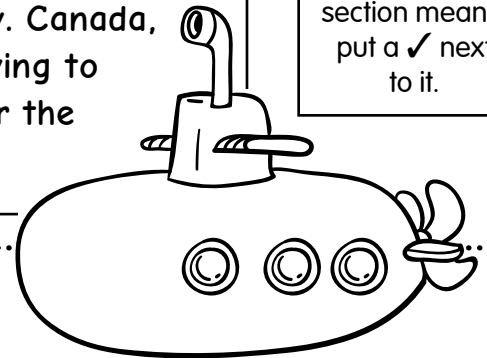
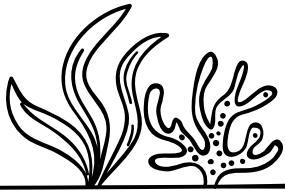
The countries that make up the Arctic often argue about who owns it. Many countries want the Arctic's valuable oil and gas deposits.

In 2007, 50 Russian scientists used a mini submarine to research the seabed under the North Pole. They were trying to prove that the land underneath the Arctic Ocean is connected to their land in Siberia. They even planted a Russian flag on the seabed.

There are billions of barrels of oil and natural gas deposits in the Arctic territory. Canada, Norway and Greenland are also trying to prove that they own the land under the Arctic waters.

**Highlight** how much oil and natural gas there is in the Arctic.

If you don't know what the section *oil and gas deposits* means, put a **W** next to it. If you know what the section means, put a ✓ next to it.

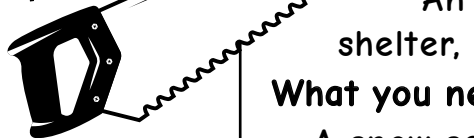


## Circle the correct answers.

- 1 What is the author's main purpose in writing this text?
  - a to persuade readers that Russia owns the land beneath the Arctic waters
  - b to inform readers about the countries that are trying to prove ownership of the Arctic
  - c to entertain readers with stories about the Arctic
- 2 Who is the target audience for this text?
  - a scientists
  - b politicians
  - c oil and gas companies
  - d the general public
- 3 What is the clue to question 2's answer? The author uses language that ...
  - a most people can understand.
  - b only scientists can understand.
  - c only politicians can understand.
  - d only adults can understand.



## Read the passage.



Underline the definition of an igloo.

**Colour** what size the blocks of snow should be.

Circle all the verbs that give orders.



An igloo is a dome-shaped shelter, made out of blocks of snow.

**What you need:**

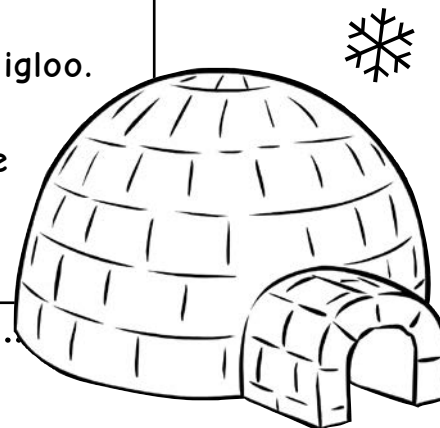
- A snow saw
- Dry snow

**What to do:**

1. Use the saw to cut blocks of hard, dry snow, about one metre long and 20 centimetres deep.
2. Draw a circle in the snow and stand in the middle of it. Place the blocks around the circle in layers. The blocks of snow should overlap and lean towards the centre.
3. Place the last block on top of the igloo. Cut it to fit the hole.
4. Cut a tunnel under the wall for the entrance. Poke small breathing holes in the walls.

**Highlight** the instruction that tells how to form the blocks of snow into a dome shape.

Put a **box** around the key word that tells how people will enter and leave the igloo.



4 What is the purpose of the text?

5 List six verbs that helped you work out the answer to question 4.

6 Who would be most likely to build an igloo?

7 Do you think that people who live in places where it doesn't snow would be interested in reading the text? Give one or more reasons for your answer.

8 Based on your answer to question 7, who is the target audience for the text?

Imagining images of people, places and events can help to build understanding of a text.

Read the passage.

Circle the words that helped you see what kind of service the advertiser offers.

**Highlight** the words that helped you see what the advertiser's quotes are based on.

## Advertisements

It's summer—let us mow your lawn! Our fast, on time lawn mowing service always does a great job. Long list of happy customers, who enjoy professional work with a smile. Free quotes based on the size of your garden, how many trees in it and how overgrown it is for the first mow. We also do garden cleanups, weed removal and gutter clearing. No job too big or small.

Underline the words that helped you see what other jobs the advertiser does.

- 1 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create as you read about some of the things in the advertisement.

The kind of service the advertiser offers

Other jobs the advertiser does

What the advertiser's quotes are based on

Read the passage.

Underline the words that helped you see the animals in the cartoons.

**Highlight** the words that helped you see the people in the cartoons.

Saturday morning in my house means **CARTOONS**. Old cartoons, new cartoons, action cartoons, funny cartoons. Cartoon kids, cartoon cats, cartoon squids and cartoon rats. Cartoon goodies being saved, cartoon baddies being blamed. Cartoon foxes in a cage, cartoon aliens in a rage. But I refuse to watch unless I get my bowl of Corny-Biks. Because cartoons aren't cartoons without Corny-Biks.

Put a **box** around the words that helped you see what the narrator eats while watching cartoons.

2 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create as you read about some of the things in the advertisement.

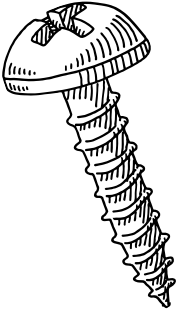
Cartoon animals

Cartoon people

Narrator eating breakfast

To find the most important information, look for the words, phrases and sentences that tell the most about the subject.

Read the passage.



Circle three verbs that tell what screws do.

Put a box around the tool that is needed to turn a screw.

## Simple Machines

Screws hold things together, and lower and raise things.

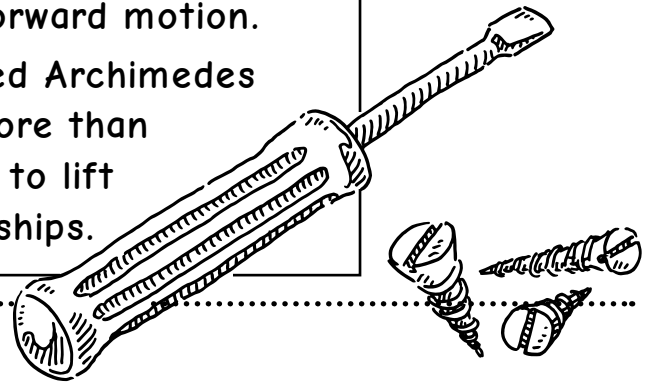
A screw is an inclined plane wrapped around a cylinder. The inclined plane forms a ridge along the cylinder. This ridge is called the thread of the screw.

As a screw is turned by a screwdriver, it turns a greater distance than it moves forward. The turning motion becomes a forward motion.

A Greek mathematician called Archimedes invented a screw machine more than 1800 years ago. It was used to lift water into fields and out of ships.

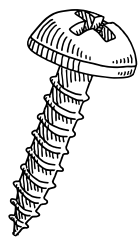
Underline the sentence that gives the best description of a screw.

Colour what the first screw machine was used for.

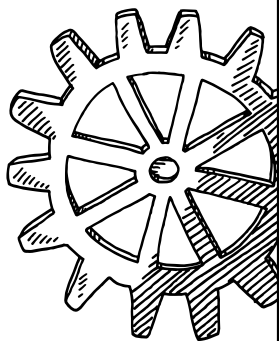


Circle the correct answers.

- 1 Which three sentences tell how a screw works?
  - a Screws hold things together, and lower and raise things.
  - b A screw is an inclined plane wrapped around a cylinder.
  - c The inclined plane forms a ridge along the cylinder.
  - d This ridge is called the thread of the screw.
  - e As a screw is turned by a screwdriver, it turns a greater distance than it moves forward.
  - f Some screws work by lowering and raising things.
  - g A Greek mathematician called Archimedes invented a screw machine more than 1800 years ago.
- 2 Of the three sentences you chose in question 1, write out the one you think best sums up what screws are used for.

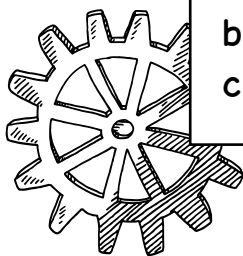


Read the passage.



Circle two verbs that tell what a wheel fitted with an axle does.

Highlight the example of a wheel and axle.

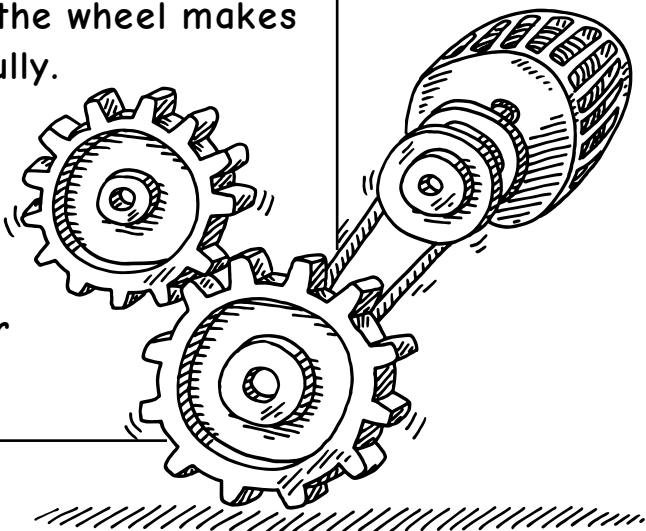


A wheel with a rod, called an axle, through its centre can lift and move loads.

The axle is joined to the wheel. When either the wheel or axle turns, the other part also turns. The steering wheel in a car is a wheel and axle.

The circle turned by a wheel is much larger than the circle turned by the axle. The longer distance turned by the wheel makes the axle turn more powerfully.

A wheel and axle is often used with gears. A gear is a wheel with cogs around its edge. Several gears can be connected, so that their cogs lock into each other.



Put a box around what gives an axle its power.

Colour the sentence that explains what a gear is.

- 3 Write out the sentence that best describes what a wheel fitted with an axle can do.
- 4 Find and write out the sentence that explains how a wheel and axle work together.
- 5 Find and write out two sentences that give examples of ways a wheel and axle can be used.



# Compare and contrast

NONFICTION

Finding the similarities and differences in a text helps us understand it.

Read the passage.

Circle the cause of earthquakes, wind and waves.

Underline what happens when plates push against each other and pull apart.

Highlight what happens to warm air.

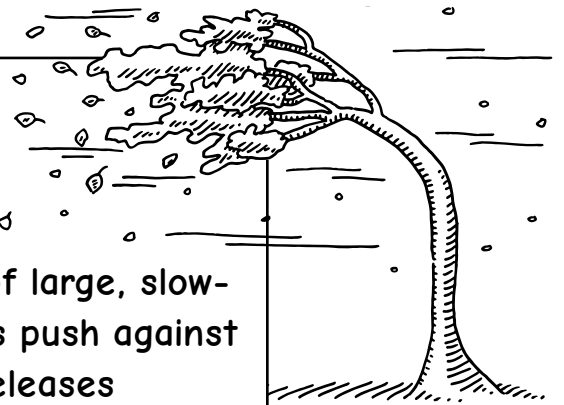
## Forces

Forces cause earthquakes, wind and waves in and on the Earth.

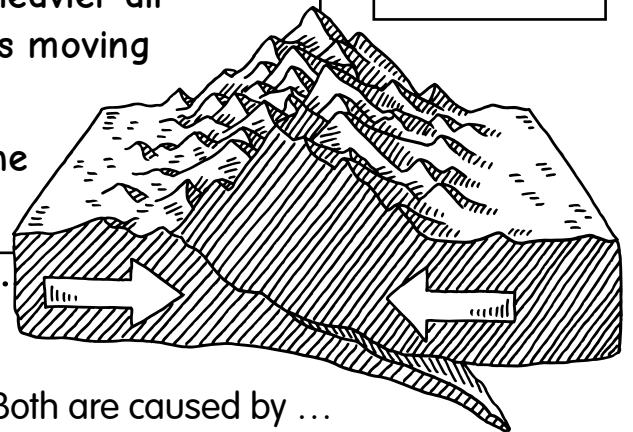
The Earth's surface is made up of large, slow-moving plates of rock. The plates push against each other and pull apart. This releases energy, which causes the land above the plates to move. This might be an earth tremor that you can't feel or a violent earthquake.

Wind is caused by changes in air pressure. When warm air rises, cooler, heavier air rushes in to fill the space. This moving air is called wind.

Ocean waves are caused by the pushing force of the wind.



Colour the words that show the difference between earth tremors and earthquakes.



Circle the correct answers.

- 1 How are earth tremors and earthquakes similar? Both are caused by ...
  - a changes in air pressure.
  - b moving plates of rock.
  - c violent winds.
  - d the earth's gravitational pull.
- 2 How are earth tremors and earthquakes different? Earth tremors are ...
  - a stronger than earthquakes.
  - b louder than earthquakes.
  - c weaker than earthquakes.
  - d bigger than earthquakes.
- 3 How are wind and waves similar? Both are caused by ...
  - a pushing and pulling apart.
  - b changes in air pressure.
  - c slow-moving plates of rock.
  - d gravity.
- 4 How are warm air and cool air different? Warm air is ...
  - a dirtier than cool air.
  - b thicker than cool air.
  - c saltier than cool air.
  - d lighter than cool air.

## Read the passage.

Underline the force that sends the ball towards the net.

Circle the force that slows the ball down.

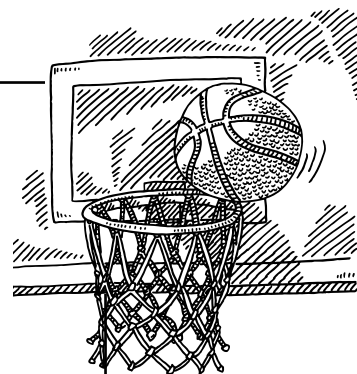
**Colour** the force that pulls the ball down.

**Colour** the force that pulls the aircraft down.

When a basketball player shoots, a push force sends the ball towards the net. Friction with the air slows the ball down. Gravity pulls it back towards the court. The ball would just keep going up without the action of these forces.

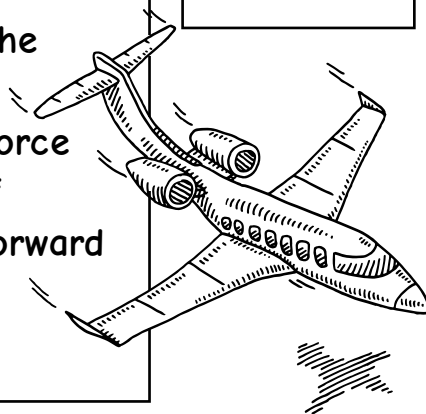
An aircraft has four forces acting on it. The engines produce a forward force, called thrust. The wings produce an upward force called lift. Friction from air rushing over the aircraft, called drag, slows it down. Gravity pulls it towards the earth.

What happens to an object depends on the sum of all the forces acting on it. The basketball reaches the net because the force of the shot is greater than the effects of gravity and friction. The aircraft moves forward because the thrust from the engines is greater than gravity and drag.



**Highlight** the force produced by an aircraft's wings.

Circle the force that slows the aircraft down.



5 Which force causes both the ball and the aircraft to slow down?

---



---

6 Which force causes both the ball and the aircraft to return to Earth?

---



---

7 Explain the reason:

a the basketball reaches the net. \_\_\_\_\_

---

b the aircraft moves forward. \_\_\_\_\_

---

# Making inferences

NONFICTION

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.



Underline the main reason people set sail in early times.

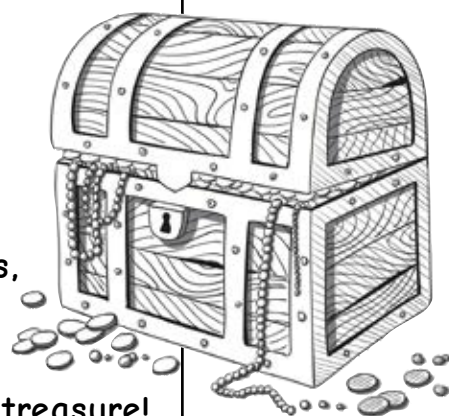
Circle what people used to think the Earth looked like.

## People and the Sea

From early times people have set sail on the oceans to explore the unknown. Some explorers looked for new lands to settle. Others looked for fame, treasure or adventure.

Long before science helped us understand the oceans, people thought the Earth was flat. Sailors believed that if they sailed far enough, they would fall off the edge of the world. Of course they never did, but storms, pirates and hidden reefs meant that some ships did sink to the bottom of the sea. Today, adventurers go in search of sunken treasure!

Colour the reasons some ships sank.



Circle the correct answers.

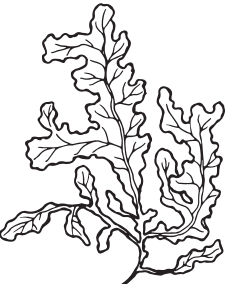
- 1 What can we infer about early explorers?
  - a They all wanted to find new lands.
  - b They all hoped to find treasure.
  - c They went to sea for different reasons.
  - d They all found fame and fortune.
- 2 Which two words are the best clues to question 1's answer?
  - a *explore* and *unknown*
  - b *Some* and *Others*
  - c *lands* and *settle*
  - d *sail* and *oceans*
- 3 What can we infer about some of the old ships that sank?
  - a They contained treasure.
  - b They were steam ships.
  - c They fell off the edge of the world.
  - d They didn't sail far enough out to sea.
- 4 Which sentence is the best clue to question 3's answer?
  - a Others looked for fame, treasure or adventure.
  - b Some explorers looked for new lands to settle.
  - c Sailors believed that they would fall off the edge of the world.
  - d Today, adventurers go in search of sunken treasure!

Read the passage.



Circle the different methods of catching fish.

Highlight the different uses of seaweed.



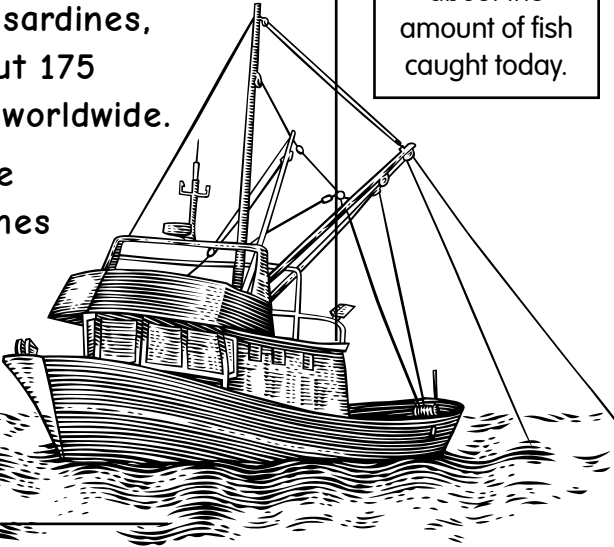
People have always caught fish and other sea creatures using baskets, hooks and nets. Today large fishing boats can catch, clean and freeze fish while still at sea.

Modern fishing boats take huge amounts of seafood from the sea. Popular ocean fish that people eat include tuna, herring, sardines, cod and snapper. Every year about 175 million tonnes of fish are caught worldwide.

Seaweed is also harvested. People eat it raw or cooked and sometimes use it to thicken foods such as ice-cream and yoghurt. Seaweed can also be used to make toothpaste and sausages!



Underline the sentences that give information about the amount of fish caught today.



- 5 We can infer that there are different methods of catching fish. What evidence is there in the text to support this statement?
- 6 We can infer that more fish are caught today than were caught in the past. What evidence is there in the text to support this statement?
- 7 Based on the information in paragraph 3, what can we infer about seaweed?

# Finding facts and information

NONFICTION

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

Circle what many famous buildings become.

Highlight the number of entries the State Government received.

Put a box around the name of the winning entrant.

## Architecture

Many famous buildings become icons. The Sydney Opera House has become an icon of Australia.

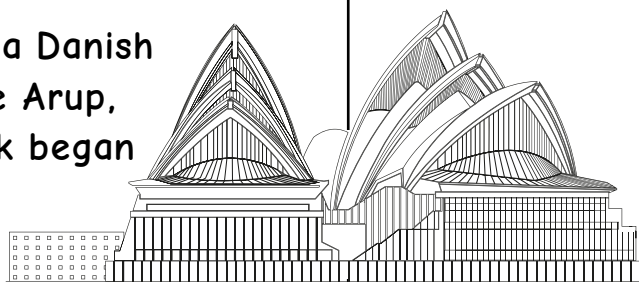
In 1955, the NSW State Government decided that Sydney needed an opera house. It wanted one of the world's great buildings, so it ran a competition. There were 233 design entries from 32 countries.

The winner was Jørn Utzon, a Danish architect. He worked with Ove Arup, an English civil engineer. Work began in March 1959 at Bennelong Point on Sydney Harbour.

Underline the winning entrant's nationality.

Colour the date work on the Sydney Opera House began.

Highlight where in Sydney the Opera House stands.



Circle the correct answers.

- 1 According to the text, what do many famous buildings become?  
**a** ruins      **b** tourist attractions      **c** icons      **d** world heritage sites
- 2 Who designed the Sydney Opera House?  
**a** Ove Arup      **b** Jørn Utzon  
**c** the NSW State Government      **d** the Australian Government
- 3 From how many entries was the winner of the competition chosen?  
**a** 232      **b** 32      **c** 233      **d** 323
- 4 Where did the winning architect come from?  
**a** Denmark      **b** Australia      **c** England      **d** United States
- 5 When did work on the Sydney Opera House begin?  
**a** in 1955      **b** in 1995      **c** in 1963      **d** in 1959



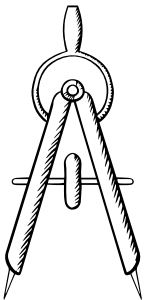
# Finding facts and information

Read the passage.

Circle the name of the architect of *Fallingwater*.

Highlight the year that *Fallingwater* was designed.

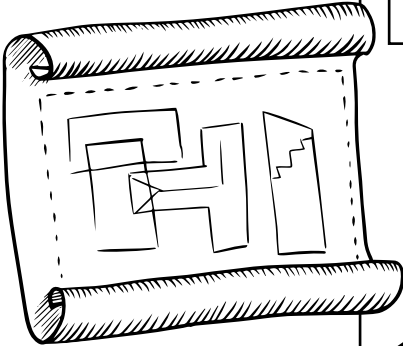
Underline what an architect thinks about when designing a building.



An architect thinks about the land, and where it is, when designing. This is called responding to the site.

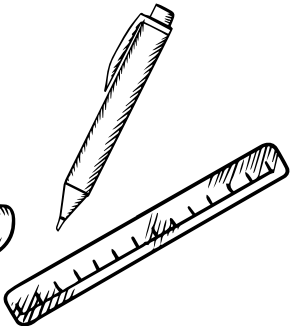
*Fallingwater* is a house famous for the way its design responds to its site. It was designed by an American architect, Frank Lloyd Wright, in 1935.

The site was owned by Edgar Kaufmann. It had a stream and a waterfall. Kaufmann thought Wright would design a house with a view of the waterfall. Instead, Wright placed the house right over the waterfall. He told Kaufmann, "I'm designing a building to the music of the stream."



Put a box around the nationality of the architect who designed *Fallingwater*.

Colour the words that tell where the architect placed *Fallingwater*.



- 6 What does an architect think about when designing a building?
- 7 Who designed *Fallingwater*?
- 8 When did the architect design *Fallingwater*?
- 9 Where did the architect who designed *Fallingwater* come from?
- 10 Explain how the architect responded to the site when designing *Fallingwater*.



# Cause and effect

NONFICTION

Writing describes actions and thoughts. Their cause (why they happen) leads to effects (what the results are).

Read the passage.

Underline the reason many scientists say temperatures are rising.

**Highlight** where ice is melting.

Circle the cause of the melting ice.



## EDITORIAL: *Your Carbon Footprint*

Almost all climate scientists believe that we should be concerned about global warming. Firstly, they say measurements taken on Earth and in space show that the average temperature is getting higher. They attribute this rise in temperature to the gases released into the atmosphere when fossil fuels are burned. Secondly, the warmer temperatures are causing vast chunks of ice to melt around the north and south poles, resulting in rising sea levels. This could lead to coastal areas and low-lying land being swamped.

Finally, they point to the shrinking of glaciers in many parts of the world.



**Colour** what could happen if sea levels continue to rise.

Put a **box** around how rising temperatures are affecting glaciers.



Circle the correct answers.

- 1 According to scientists, what is causing temperatures to rise?
  - a storms on the sun
  - b earthquakes and volcanoes
  - c disappearing rainforests
  - d burning fossil fuels
- 2 According to scientists, what effect are gases from burning fossil fuels having on the earth? They are causing ...
  - a temperatures to fall.
  - b temperatures to rise.
  - c lots of thunderstorms.
  - d earthquakes and volcanoes.
- 3 What could happen if sea levels continue to rise?
  - a Swamps will form.
  - b The land will rise with the water.
  - c Coastal areas will be swamped.
  - d The continents will break up.
- 4 What do scientists believe is causing glaciers to shrink?
  - a rising temperatures
  - b heavy rainfall
  - c not enough rainfall
  - d strong winds



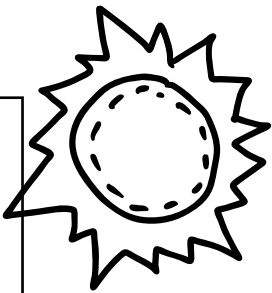
Read the passage.

**Highlight** the key phrase that tells us what some people believe about global warming.

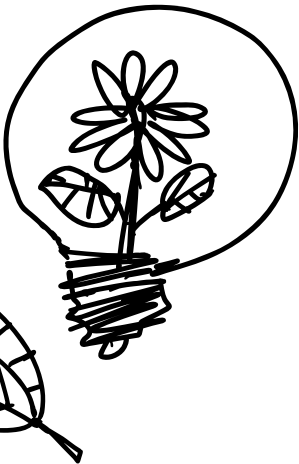
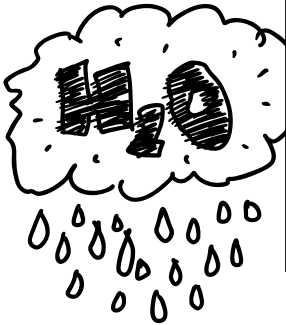
Underline what some people blame global warming on.

But some people believe that global warming is a natural process that has been happening for the last 6 000 years. The average temperature today, they say, is approximately 11 degrees warmer than it was back then, but it has been rising gradually since that time, not suddenly in the last 100 years. These people blame global warming on the way our planets are aligned and the effect they have on our orbit, and that is something we have no control over.

I don't buy those arguments — I believe the science. I have always preferred to err on the side of caution, so I will continue to switch off lights and do whatever I can to reduce my carbon footprint on the planet.



**Colour** what the author is going to continue doing.



- 5 Carefully explain what some people believe is the cause of global warming.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- 6 What effect does the author believe his or her actions might have on the environment?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Authors shape our view of a subject through their choice of words.

Read the passage.

**Coral Reefs**

Many reef fish have bright colours. This provides them with good camouflage. Colourful spots and stripes make them difficult to see among the coral. Some fish can even change their colour to hide from predators. Others, such as trumpetfish, are predators that change colour to trick their prey.

Underline words that explain what camouflage is.

Colour the reason some fish change colour.

Put a box around the reason some predators change colour.

**Circle** the correct answers.

- 1 Which best describes what camouflage is?  
**a** scales                      **b** a disguise                      **c** colour                      **d** speed
- 2 Which phrase is the clue to question 1's answer?  
**a** bright colours                      **b** Colourful spots and stripes  
**c** trick their prey                      **d** make them difficult to see
- 3 Which best describes a predator?  
**a** a hunter                      **b** a victim                      **c** an old fish                      **d** a large fish
- 4 What are the two best clues to question 3's answer? Some fish ...  
**a** have to hide from predators.  
**b** have bright colours.  
**c** are predators that change colour to trick their prey.  
**d** have good camouflage.
- 5 Which word in the passage is the opposite of predator?  
**a** fish                      **b** spots                      **c** trick                      **d** prey

Read the passage.

**Highlight** words that help us work out the meaning of *fragile*.

**Colour** what happens when there are no longer any trees to protect the ground.

Coral reefs are fragile and they need to be protected. There are some natural threats to coral reefs, but people cause the most damage.

Coral needs clear water to grow. When forests are cut down on land, erosion washes soil into the ocean. The plants inside the corals stop growing and the corals begin to die.

Pollution caused by industry and shipping can also poison coral polyps. Ships leak fuel into the water and boat anchors break off coral. Oil spills can cause huge damage as well.

Underline how ships damage coral.

- 6 What does the phrase *need to be protected* suggest about the meaning of the word, fragile?
- 7 Use the clues in paragraph 2 to help you write a definition for erosion.
- 8 Use the clues in paragraph 3 to help you write a definition for pollution.

# Finding facts and information

NONFICTION

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

**Circle** the name of the river on which Hoover Dam is built.

**Highlight** the year in which work on Hoover Dam began.

**Colour** the year in which Hoover Dam was completed.

## Engineering Feats

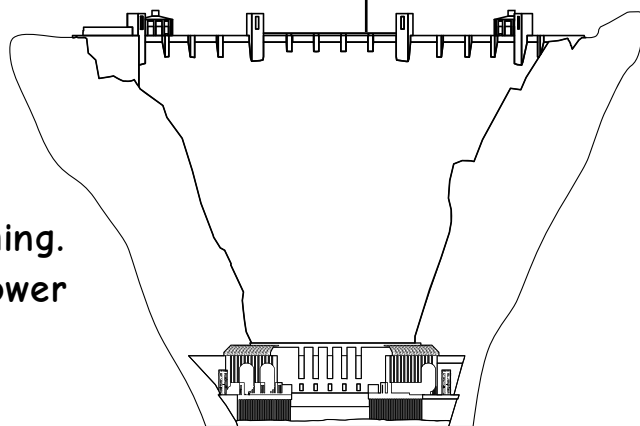
Hoover Dam controls the flow of the Colorado River. It is on the border between the American states of Arizona and Nevada.

Work on the dam began in 1931. Men poured concrete 24 hours a day, seven days a week. The dam was completed in 1935, more than two years ahead of schedule.

Hoover Dam allowed more people to live in America's south-west. The reliable water supply is used for farming. Electricity from the dam's power station is used by people in three states.

Underline the states that Hoover Dam borders.

Put a **box** around one of the things the water supply from Hoover Dam is used for.



**Circle** the correct answers.

- 1 Where is Hoover Dam? On the border between ...
  - a Arkansas and Nevada
  - b Arizona and New Mexico
  - c Arizona and Nebraska
  - d Arizona and Nevada
- 2 On which river is Hoover Dam? On the ...
  - a Arizona River
  - b Mississippi River
  - c Colorado River
  - d Snake River
- 3 When was the dam completed?
  - a in 1931
  - b in 1935
  - c in 1924
  - d in 1937
- 4 How many years ahead of schedule was the dam completed?
  - a less than two
  - b exactly two
  - c more than two
  - d three
- 5 In what part of the United States is Hoover Dam? In the ...
  - a south-west
  - b west
  - c north-west
  - d south

# Finding facts and information

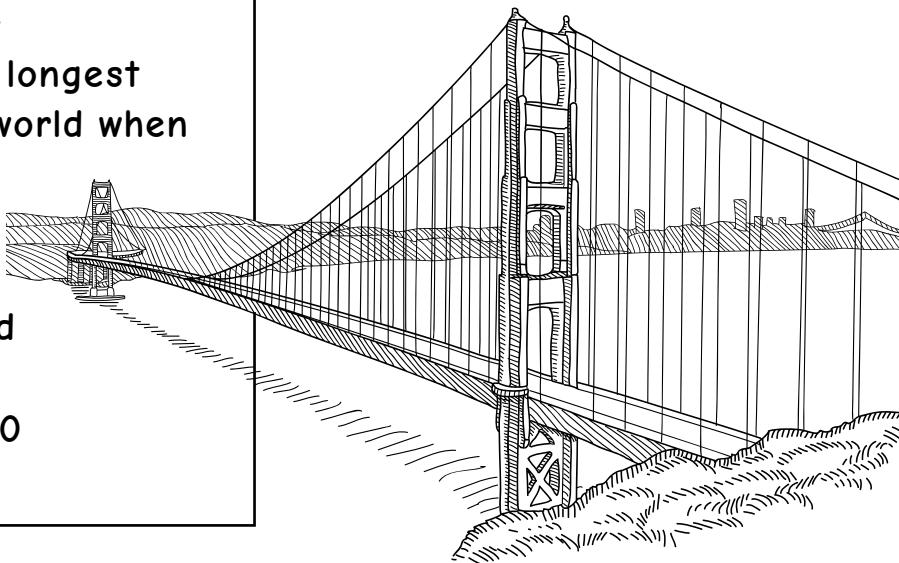
## Read the passage.

The Golden Gate Bridge is a suspension bridge across the opening of San Francisco Bay.

Many people said a bridge could not be built there. There are strong currents in the bay, and the water is up to 100 metres deep. It is also a very windy and foggy site.

The Golden Gate was the longest suspension bridge in the world when it was completed in 1937.

The bridge's two main cables connect to each end of the bridge and hold up the road. Each one is made of more than 27 000 thinner cables.



Underline where you can see the Golden Gate Bridge.

Put a box around how deep the bay is.

**Highlight** what kind of bridge the Golden Gate Bridge is.

Circle the date the Golden Gate Bridge was completed.

- 6 Where is the Golden Gate Bridge?  
\_\_\_\_\_
- 7 What kind of bridge is the Golden Gate Bridge?  
\_\_\_\_\_
- 8 How deep is the water in the bay?  
\_\_\_\_\_
- 9 When was the Golden Gate Bridge completed?  
\_\_\_\_\_
- 10 What holds up the road?  
\_\_\_\_\_  
\_\_\_\_\_



Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

Read the passages.

## Oceans

Plants are an essential part of the ocean's food chains. Some sea creatures eat plants. Others are carnivores that eat other sea creatures. Food chains in the ocean begin with plankton. Plankton is a mixture of tiny animals and algae. Like all plants, the algae use the sun's energy to make food. Very small crustaceans feed on the tiny algae and together they are known as plankton.

Underline the words in each text that tell what plankton is.

**Highlight** the words in each text that tell how algae make food.

**Colour** the words in each text that tell what tiny crustaceans feed on.

The word plankton is Greek for wanderer or drifter. It refers to a category of drifting organisms found in the middle and upper levels of the ocean.

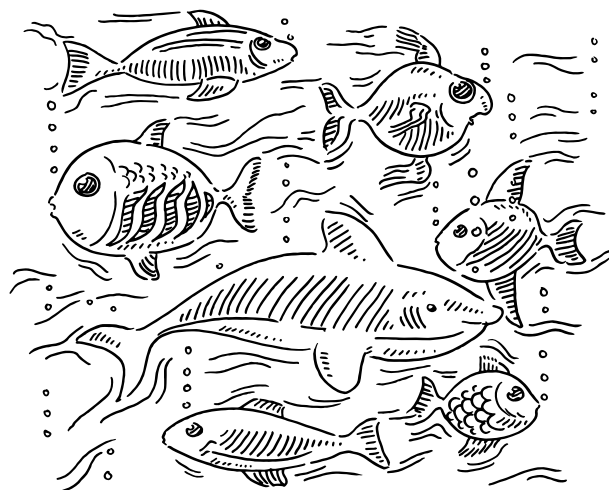
Plankton consists of algae, which live near the surface where they can draw on the sun's energy to make food, and tiny crustaceans that feed on the algae.

Small creatures such as krill and shrimps feed on the plankton and larger fish eat the shrimps.



**Circle** the correct answers.

- 1 Which information appears in both texts?
- a where the word plankton comes from
  - b what plankton consists of
  - c where algae live
  - d how algae make food
  - e what tiny crustaceans eat
  - f what krill and shrimps eat
  - g what larger fish eat



Read the passages.

The ocean floor has many of the same features you find on land. Mountain ranges, volcanoes, deep trenches and wide, flat plains are all found on the ocean floor.

When measured from the ocean floor, Hawaii’s Mauna Kea rises more than 9 145 metres, making it the tallest mountain on Earth!

Chains of underwater volcanoes, known as seamounts, exist on all ocean floors. Some islands are seamounts that have risen out of the ocean. The Hawaiian Islands are at the end of a chain of underwater volcanoes.

In both texts, underline the things we can expect to see on the ocean floor.

In one of the texts, **highlight** the sentence that shows how little we know about the ocean floor.

In both texts, circle the name of the highest mountain on Earth.

In both texts, **colour** the height of the tallest mountain on Earth.

In one of the texts, **highlight** the name of underwater volcanoes.

The ocean floor is a mysterious world waiting to be explored. We know more about the surface of the moon and our closest planets! What we do know, however, is that the ocean floor has similar features to those found on land, such as mountains, volcanoes and deep trenches.

The tallest mountain in the world actually starts on the ocean floor. It’s Mount Kea in Hawaii, which is about 4 200 metres above sea level. But below sea level it measures almost 6 000 metres, making it higher than Mount Everest.

- 2    What information do both texts give us about the features found on the ocean floor?
- \_\_\_\_\_
- \_\_\_\_\_
- 3    What information do both texts give us about the highest mountain in the world?
- \_\_\_\_\_
- \_\_\_\_\_
- 4    What extra information does one of the texts give us about the Hawaiian Islands?
- \_\_\_\_\_
- \_\_\_\_\_

# Fact or opinion?

Nonfiction contains facts and opinions. A fact is a statement that can be proved true. An opinion is a statement that expresses a belief or feeling.

Read the passage.

In paragraph 1, underline a statement that we can prove is true.

In paragraph 2, highlight the words that express an opinion.



## To the Limit

Some people think that plunging down the side of a mountain on a pair of skis is the most exciting feeling in the world. People who do this are called speed skiers. They can reach speeds of 150 miles an hour.

It takes cool nerves and topnotch protection to be a speed skier. Rocks, boulders and trees can be deadly, so helmets are essential. Avalanches can also be a danger, so you need to carry a special light. Then you can be found and dug out of the snow if you are buried by an avalanche. In 1999, skier Harry Egger of Austria set off down a mountain in France. By the time he reached the bottom, Harry had set a new world record of 154 miles per hour. When he got to the bottom of the mountain, he vomited.

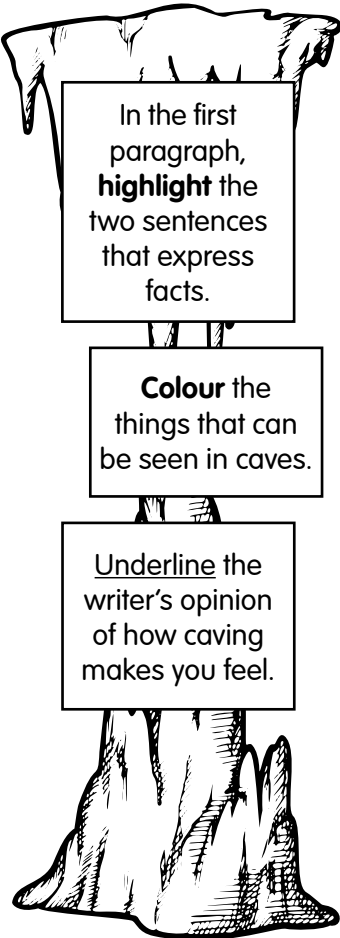
In paragraph 1, colour a sentence that expresses an opinion.

In paragraph 3, underline three facts.



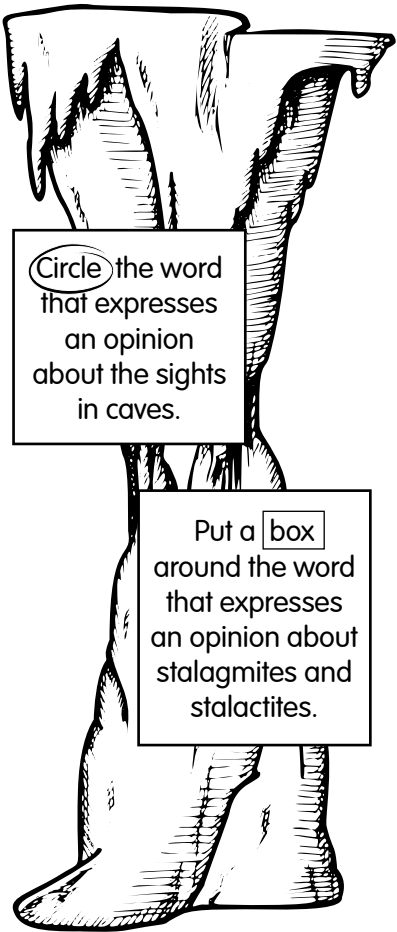
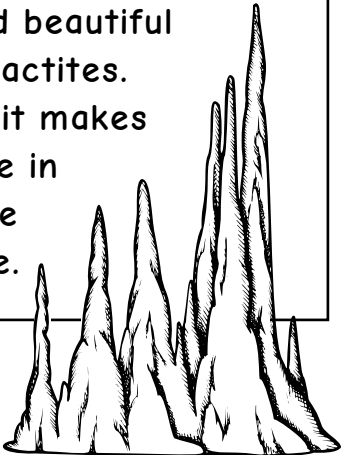
- 1 Are the following statements facts, or opinions? Write F next to the facts and O next to the opinions.
- a Speed skiers reach speeds of 150 miles an hour. \_\_\_\_\_
  - b It takes cool nerves and topnotch protection to be a speed skier. \_\_\_\_\_
  - c Speed skiers carry a special light. \_\_\_\_\_
  - d Speed skiers wear helmets. \_\_\_\_\_
  - e Some people think that speed skiing is exciting. \_\_\_\_\_
  - f Harry Egger comes from Austria. \_\_\_\_\_
  - g In 1999, Harry Egger set a new world record for speed skiing. \_\_\_\_\_
  - h Harry Egger vomited after setting the world record for speed skiing. \_\_\_\_\_

Read the passage.



Caving takes us deep within the earth. It involves a lot of crawling, squeezing, sliding and stooping, often in mud and water. It is not for people who are claustrophobic or who want to keep their clothes clean.

But caving gives you the most amazing sights: gigantic chambers and deep black holes, underground lakes and rivers, and beautiful stalagmites and stalactites. Perhaps best of all, it makes you feel that you are in a place where no one else has been before.



2 In the passage, what three facts has the writer given us?

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3 In the passage, what three opinions has the writer expressed?

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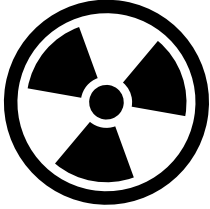
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# Compare and contrast

NONFICTION

Finding the similarities and differences in a text helps us understand it.

Read the passage.



Underline what type of waste fossil-fuel power stations produce.

**Highlight** what coal and oil are used to produce.

**Colour** the word that tells what type of fuel coal and oil are.



## Technological Wonders

Nuclear energy is released from the nucleus of a uranium atom, a very dense metal found in the ground. Nuclear energy produces about 14% of the world's electricity.

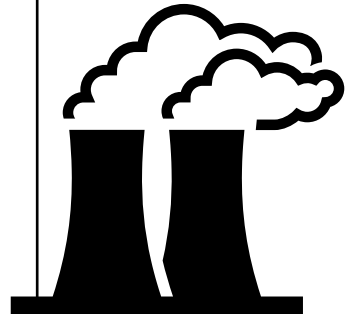
Supporters of nuclear energy argue that nuclear power stations are safe and much cleaner than fossil fuel power stations. They say there have been very few major accidents in nuclear power stations over 50 years of operation in 30 countries.

More than one-third of human-made greenhouse gases come from fossil-fuel power stations. As people continue to use coal and oil to produce electricity and fuel for transport, the amount of greenhouse gas emissions will increase. Nuclear power stations do not emit these gases, although they do produce radioactive waste.

Put a **box** around the metal from which nuclear energy is produced.

**Circle** what nuclear energy is used to produce.

**Circle** the type of waste nuclear power stations produce.



**Circle** the correct answers.

- 1 In what way are nuclear power stations and fossil-fuel power stations similar?
  - a Both produce greenhouse gases.
  - b Both produce electricity.
  - c Both use coal and oil.
  - d Both help to clean the air.
- 2 In what two ways are nuclear power stations and fossil-fuel power stations different?
  - a They produce different types of waste.
  - b They use different types of fossil-fuels.
  - c They affect the environment differently.
  - d They produce different types of energy.

Read the passage.

Underline  
how Charles  
Lindbergh's  
flight was  
different from  
John Alcock  
and Arthur  
Brown's.

Put a box  
around the  
name of the  
first woman to  
fly across the  
Atlantic.

## Important Dates in the History of Flight

**1903:** Orville and Wilbur Wright completed the first flight in an aircraft.

**1919:** John Alcock and Arthur Brown completed the first non-stop flight across the Atlantic Ocean.

**1927:** Charles Lindbergh completed the first solo, non-stop flight across the Atlantic Ocean.

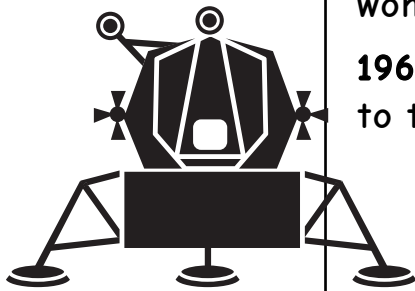
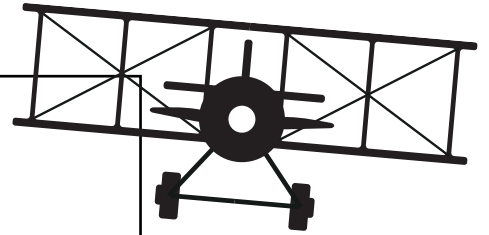
**1928:** Amelia Earhart became the first woman to fly across the Atlantic Ocean.

**1961:** Yuri Gagarin became the first person to travel in space.

**1969:** Neil Armstrong and Buzz Aldrin became the first people to walk on the moon.

**Colour** the  
name of  
the ocean  
Alcock, Brown,  
Lindbergh and  
Earhart flew  
across.

**Highlight**  
how Neil  
Armstrong and  
Buzz Aldrin's  
experience  
in space was  
different from  
Yuri Gagarin's.



3 How was the Wright brothers' and Alcock and Brown's experience with flight similar?

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4 What was similar about the flights of Lindbergh and Earhart?

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5 What was the main difference between the flights of Yuri Gagarin, and Neil Armstrong and Buzz Aldrin?

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# Drawing conclusions

NONFICTION

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

## Read the passage.

Circle how many insects there are for each human.

**Highlight** the number of new species of insect that are discovered each year.

Put a **box** around how many locusts there are in a swarm.

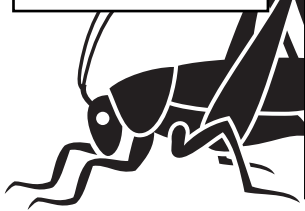
### Biggest, Highest, Fastest

What makes a small bug big? It's all to do with some very big numbers. Scientists have worked out that there could be 10 quintillion insects alive at any one time. That's 10,000,000,000,000,000,000 bugs or 1.6 billion of them for every one of us. And about 8 000 new kinds are discovered each year.

Some insects, such as locusts, move in huge, hungry groups called swarms. Swarms can contain thousands of millions of locusts. To stay alive, every locust needs to eat its own body weight in food each day. A swarm of locusts strips trees bare and gobbles up crops. There is nothing left after a locust swarm has passed.

Underline how much a locust eats in a day.

**Colour** the damage locusts can cause.



## Circle the correct answers.

- 1 Which is the best conclusion?
  - a Humans outnumber insects.
  - b Insects are big bugs.
  - c Insects outnumber humans.
  - d Insects have long life spans.
- 2 Which sentence is the best clue to question 1's answer?
  - a There are 1.6 billion of them for every one of us.
  - b About 8 000 new kinds are discovered each year.
  - c It's all to do with some very big numbers.
  - d What makes a small bug big?
- 3 Which is the best conclusion? Locusts ...
  - a help the environment.
  - b kill insect pests.
  - c weigh a lot.
  - d destroy crops and trees.
- 4 Which group of words is the best clue to question 3's answer?
  - a body weight
  - b hungry groups
  - c nothing left
  - d thousands of millions

Read the passage.

Underline three ways that animals catch their prey.

**Highlight** the sentence that best sums up the way animals depend on each other for survival.

The slash of a claw, the flick of a tongue, or a strike from out of nowhere can mean life or sudden death.

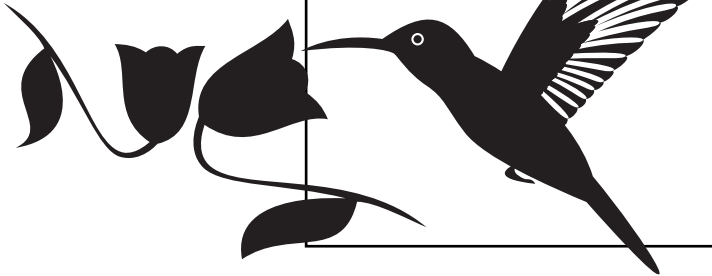
There's a need for speed in the animal world. All creatures are part of a food chain. The trick here is catching what you like to eat but not getting caught by what likes to eat you.

But fast isn't always about making a quick getaway. To get its food, the hummingbird flaps very fast to stay still!



Put a **box** around two words that are opposite in meaning.

**Circle** how a hummingbird uses speed to get its food.



5 We can conclude that animals use different methods to kill their prey. Which sentence is the clue?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Which sentence suggests that most animals are both predators and prey?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 What overall conclusion can we draw about survival in the animal kingdom?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_