

# READING

## ED3

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

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

School \_\_\_\_\_

Class \_\_\_\_\_

Date of birth ○○ ○○ ○○○○

Date of test ○○ ○○ 2015

Total score  (maximum 42)



128894



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.

The simple yet strategic game of noughts and crosses, also known as tic-tac-toe, has been around to fill periods of boredom for longer than you may think. It was played over 2,000 years ago in the Roman Empire where it was called Terni Lapilli. Players just had three stones which they moved around a grid. However, the game may date back even further as there is evidence that the ancient Egyptians played some form of it. This classic game has survived the test of time though and in 1952 it was the first game to be played on a computer. So next time you draw yourself a grid, you can thank the ancient Egyptians for easing your boredom.

- a **Find and copy** another name for noughts and crosses.

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

\_\_\_\_\_

- b Look at the text in the box below.  
**Underline two** words used to describe the game.

Hint: Check how many words to underline.

The simple yet strategic game of noughts and crosses, also known as tic-tac-toe, has been around to fill periods of boredom for longer than you may think.

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

- c What was needed to play Terni Lapilli?

Hint: Check how many you have to tick.

Tick **two**.

- |          |                          |            |                          |
|----------|--------------------------|------------|--------------------------|
| paper    | <input type="checkbox"/> | stones     | <input type="checkbox"/> |
| a grid   | <input type="checkbox"/> | a computer | <input type="checkbox"/> |
| a pencil | <input type="checkbox"/> |            |                          |

**d** Number these events from 1 to 4 to show the order in which they happened. One number has been done for you.

It became the first computerised game.

The game was played in the Roman Empire.

Noughts and crosses is still played today.

The game was played by ancient Egyptians.

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

	True	False
Some people play the game when they are bored.	<input type="checkbox"/>	<input type="checkbox"/>
In the Roman Empire the game was called Terni Lapilli.	<input type="checkbox"/>	<input type="checkbox"/>
It first became popular when it was made into a computer game.	<input type="checkbox"/>	<input type="checkbox"/>

**f** Choose the best word to fit the passage and tick your choices.

Hint: Read the whole passage below before you choose your answers.

**According to the text, noughts and crosses is**

a) a boring       an ancient       a new       a survival

**game that is played to develop**

b) language.       technology.       strategy.       boredom.

**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.**

## Made of money: the Royal Mint where cash is banned

The long-serving, skilled staff who work at the 'hot end' of the Royal Mint have an enviable job – they literally have money to burn.

Old, damaged or rejected coins are among the materials thrown into a roaring furnace, night and day, by workers – some employed here for nearly 40 years.

Their job is to make money.



Coins have an enduring appeal

Melting down metal in the 'hot end' is the start of the process that results in five billion coins being produced at this site in Llantrisant, South Wales, every year, but one thing you will not find in the pockets of staff at the Mint is their own cash.

Like a chef without an appetite or an oil worker without a car, staff here do not sample their own produce. A complete ban on any coins being brought onto the site makes it one of the most unusual cashless workplaces. The canteen inside is cash-free, only accepting workers' cards, loaded up at a credit machine in reception before they go through security at the start of their working day, to pay for their lunch. It all works efficiently, with hardly a queue during the lunch hour for the 800 staff. So perhaps the Mint itself is proving that workplaces, and society as a whole, could do without notes and coins.

But the director of the museum at the Royal Mint argues that, more widely, coins have an enduring appeal and will stay for some time yet. "There still seems to be a fondness for coinage and the portable aspect of money," he says, surrounded by displays of currency past and present. "Even the most modern economies and cultures in the world still have a strong attachment to notes and coins. This has been seen universally in the 2,500 years that coinage has been around." Cash remains the most popular form of payment in UK shops, although other forms of payment are on the rise. The popularity of coins will be welcome news at the Royal Mint, which is one of the largest employers in the region. The process has become so efficient that coins and blanks produced in the complex are exported around the world, meeting about 15% of global demand for coins.



### Did you know?

The Royal Mint has been making military campaign medals since the Battle of Waterloo in 1815. Under secrecy and even tighter security than normal, it also manufactured the gold, silver and bronze medals for the London 2012 Olympic and Paralympic Games.

1 What does the first paragraph tell us about the staff at the Royal Mint?

Tick **two**.

- |                                     |                          |                                 |                          |
|-------------------------------------|--------------------------|---------------------------------|--------------------------|
| They work long hours.               | <input type="checkbox"/> | They are experts at their jobs. | <input type="checkbox"/> |
| Some have worked there a long time. | <input type="checkbox"/> | They are jealous of each other. | <input type="checkbox"/> |
| They are all quite elderly.         | <input type="checkbox"/> | Many of them are very rich.     | <input type="checkbox"/> |

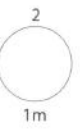


2 The Royal Mint staff work at *the 'hot end'*.

This description suggests that working there is...

Tick **two**.

- |              |                          |            |                          |
|--------------|--------------------------|------------|--------------------------|
| chaotic.     | <input type="checkbox"/> | dreary.    | <input type="checkbox"/> |
| sweltering.  | <input type="checkbox"/> | exciting.  | <input type="checkbox"/> |
| infuriating. | <input type="checkbox"/> | glamorous. | <input type="checkbox"/> |



3 *Like a chef without an appetite...*

What is the purpose of this comparison?

Tick **one**.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| to give an example of another unusual job                                    | <input type="checkbox"/> | to describe the full range of jobs available at the Royal Mint                    | <input type="checkbox"/> |
| to illustrate how strange it is that workers do not sample what they produce | <input type="checkbox"/> | to show that a skilled worker does not need to test the quality of their products | <input type="checkbox"/> |



4 Put these events in order to show a typical working morning at the Mint by numbering them from 1 to 5.

- go through security
- load credit card (if necessary)
- arrive at reception
- work the morning shift
- go to the canteen for lunch



*please turn over*



5 ...hardly a queue during the lunch hour for the 800 staff.

Why does the writer tell us this?

Tick **one**.

- to prove that no one had an appetite
- to show that the workers had no money to pay for lunch
- to show how well-organised the cashless system is
- to prove that workers in the Mint hardly stop for lunch

5  
1m

6 Look at the text in the box below.

But the director of the museum at the Royal Mint argues that, more widely, coins have an enduring appeal and will stay for some time yet. "There still seems to be a fondness for coinage and the portable aspect of money," he says, surrounded by displays of currency past and present. "Even the most modern economies and cultures in the world still have a strong attachment to notes and coins. This has been seen universally in the 2,500 years that coinage has been around."

- a) **Underline three** words or phrases that suggest that people like coins.
- b) **Find and copy** the phrase that shows that cash is convenient.

\_\_\_\_\_

6a  
1m

6b  
1m

7 **Find and copy** the phrase that suggests that Olympic medals were the most precious things produced at the Mint.

\_\_\_\_\_

7  
1m

8 Put ticks to show which statements are **true** and which are **false**, according to the text.

	True	False
Old coins can be melted down and recycled to make new ones.		
The Mint provides an example of how an organisation does not need cash to run smoothly.		
The Mint also makes blank bullets for military practice.		
The medals for the London 2012 Paralympics were made in Llantrisant.		

8  
2m

9 Put ticks to show which of the following factors mentioned in the text **support the production of coins** and which **suggest that coins are not essential**.

	Supports the production of coins	Suggests that coins are not essential
the attitude of most modern economies and cultures		
the most common method of payment in UK shops		
the change in popularity of other forms of payment		
the ease of payment in the Royal Mint canteen		

9  
2m

*please turn over*

# Face to face with a monster from the deep

— Simon Reeve retells his adventure on the Pororoça with his companion, Edjiman. —

As the tidal wall of water surged and boiled behind our small boat, I began to have serious doubts about the finale to my journey across the Amazon basin.

When we planned it, attempting to surf the tidal wave, known locally as the 'Pororoça', on Brazil's Atlantic Coast had seemed like a fitting climax to months of travel on a long, hot trip around the world. But now, the giant wave was hurtling up the Amazon, raking the riverbank, carrying snakes and alligators in the water, while sharks lurked behind the main wave ready to snack on anything or anyone pulled into the surf. I had heard that one of the world's best surfers had broken his back trying to ride this wave, and now, most importantly, my earlier enthusiasm for the challenge could not mask the crucial fact that I was a complete novice who had never stood on a surfboard!

Edjiman spotted it first. The slight blur on the horizon sharpened and widened and the low growl of the Pororoça gradually became a roar. From one side of the river to the other, a wave of wild horses, between three and five metres high, was clawing its way up the river. It was one of the most extraordinary natural phenomena I had ever witnessed. As he prepared to jump into the water, Edjiman seemed surprisingly calm. "All or nothing," he said, "if you miss it, the dream is over." Then it was my turn.



Tidal bores\* occur across the world. One spectacular example happens more than 250 times a year on the River Severn between England and Wales.

The Pororoça in Brazil is fast becoming the bore of choice for surfers. On the sea, a wave will generally only last up to 15 seconds; on the Pororoça, an experienced surfer can ride the wave for about 30 minutes.

After leaping into the water I turned away from the wave and tried to paddle quickly to build up some speed. But I was too slow: I glanced over my shoulder to see the huge wave engulfing me from behind. As I took a deep breath and kicked my legs hard, the muddy wave roared over the top of me and sucked me backwards into darkness. I rolled over and over in the water then the angry wave ejected me and I floated to the surface.

"Congratulations, you surfed the Pororoça!" someone said as they hauled me into the rescue boat. I looked up in amazement. How could anyone describe my moment in the water as 'surfing'? But then I realised surfing the Pororoça was less about standing up and more about being prepared to surrender control to a vicious wave and take a chance in the dangerous dark waters.

\* Tidal bore – a strong tide, or wave, that surges up the river from the sea.



1 Choose the best word or group of words to fit the passage and tick your choices.

**The writer was travelling across the Amazon basin and was**

- a) about to embark on     nearing the end of     having second thoughts about     completing his plans for

**his long journey. The passage describes the writer's thoughts and feelings as he decides to ride**

- b) a giant wave.     a wild horse.     an Atlantic surfboard.     an alligator.

**After a clumsy effort, he concludes that he should feel**

- c) proud     ruthless     embarrassed     ashamed

**for having the**

- d) stupidity     nerve     imagination     control

**to even attempt it.**

1a  
  
1m

1b  
  
1m

1c  
  
1m

1d  
  
1m

2 What was the writer's **biggest** cause for concern about surfing the Pororoca?

Tick **one**.

A highly skilled surfer had been badly hurt surfing the same wave.

There were many dangerous animals in the water.

He was not a very good or experienced surfer.

If he did not take this opportunity, he may never get the chance again.

2  
  
1m

3 Look at the text in the box below.

**Underline four** words or phrases that make the wave sound like an animal.

Edjiman spotted it first. The slight blur on the horizon sharpened and widened and the low growl of the Pororoca gradually became a roar. From one side of the river to the other, a wave of wild horses, between three and five metres high, was clawing its way up the river. It was one of the most extraordinary natural phenomena I had ever witnessed.

3  
  
2m

4 The writer's companion displayed contrasting emotions to those felt by the writer.

**Find and copy** the phrase that describes how his companion appeared to be feeling.

\_\_\_\_\_

4  
  
1m

TOTAL

8m

5 Number these events from 1 to 6 to show the order in which they happened to the writer in the water.

- overcome by water
- pushed to the surface
- tried to move fast
- jumped in
- tossed about by water
- pulled out

5  
1m

6 Look at the last paragraph.

*I looked up in amazement.*

Why was the writer amazed?

Tick **one**.

- He had not expected to survive surfing the wave.
- He was grateful to have been rescued.
- He did not think his attempt counted as surfing.
- He had not imagined the wave would be so intense.
- He was impressed with his own surfing ability.

6  
1m

7 Look at the last paragraph.

What message does the writer convey about his experience?

Tick **one**.

- You really have to be a natural athlete to survive against nature's wildness.
- Being brave enough to try something new is more important than being good at it.
- The most life-changing experiences can be found in the most unexpected places.
- Even the wildest environments can be tamed if you have a friend to help you.

7  
1m

8

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

	True	False
Surfing the Pororoca is safe if you are an experienced surfer.		
The writer's first attempt at surfing was on the Pororoca.		
The Pororoca surges between England and Wales on the River Severn.		
Surfers choose to avoid the Pororoca because of the dangers.		
The waves on the Pororoca can last up to half an hour.		

8

2m

9

Put ticks to show which statements are **fact** and which are **opinion**.

	Fact	Opinion
Tidal bores can be found all over the world.		
The Pororoca is the most exciting wave to surf.		
River waves are better than sea waves.		
Tidal bores on rivers often last longer than sea waves.		
The Pororoca is the most extraordinary natural phenomenon ever witnessed.		

9

2m

10

Here is a copy of the text on page 8.

Label each arrow to show which parts of the text each statement refers to.

**A** – describes the writer's personal experience of surfing the Pororoca

**B** – describes the Pororoca approaching

**C** – provides background information

**D** – emphasises the dangers of the Pororoca

**E** – summary of what the writer has learned

**F** – catches the reader's attention

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When we planned it, attempting to surf the tidal wave, known locally as the Pororoca, on Brazil's Atlantic Coast had seemed the wildest dream to months of travel on a long, hot boat up the world's longest river. But now the giant wave was heading up the Amazon, taking the riverbank, carrying gophers and alligators in the water, while sharks lurked behind the main wave ready to snack on anything or anyone pulled into the surf. I had heard that one of the world's best surfers had broken his back trying to ride this wave. The now, most important, the earlier enthusiasm for the challenge could not mask the crucial fact that I was a complete novice who had never stood on a surfboard.

Edjiman spotted it first. The 30-year-old from Guyana sharpened and widened his face as the low growl of the Pororoca gradually became a roar. From one side of the river came the other, a wave of white horses, between three and five metres high, clawing its way up the river. It was one of the most extraordinary natural phenomena I had ever witnessed. As I prepared to jump over the water, Edjiman seemed surprisingly calm. "All in nothing," he said, "if you miss it, the dream is over." Then it was my turn.

After leaping into the water I built up speed from the wave and tried to paddle quickly to build up some speed. But I was too slow. I glanced over my shoulder to see the huge wave engulfing me from behind. As I took a deep breath and kicked my legs hard, the wave roared over the top of me and sucked me backwards into darkness. I rolled over and over in the water then the angry wave ejected me and I floated on the surface.

"Congratulations, you surfed the Pororoca!" someone said as they hauled me into the rescue boat. I looked up in amazement. How could anyone be so calm at that moment in the water as surfing? But then I realised surfing the Pororoca was less about standing up and more about being prepared to surrender control to a vicious wave and take a chance in the dark waters.

\* Tidal bore – a rising tide or wave that surges up the river from the sea.

10

1m

TOTAL

8m

## Like a moth to a flame

### Why are moths attracted to light?

To understand this, you need to know about phototaxis. Phototaxis is an organism's\* automatic movement towards or away from light. Cockroaches are negatively phototactic; they scurry back into dark corners when someone illuminates their late-night snacking parties. Moths are positively phototactic meaning they dart towards light. They seem charmed by your porch light, a car's headlights or your campfire (even if it leads to their untimely departure). While there is no definite explanation for why this happens, there are some interesting theories.

Some types of moths are known to migrate, and it's possible that the Moon and stars in the night sky give them navigational clues. A moth's attraction to an artificial light or to a fire could be related to orientation, but lead to disorientation – the moth wasn't 'expecting' to actually reach the light source, so confusion results.

“The saying “like a moth to a flame” describes a strong attraction to something that may be deadly or dangerous.”

It's also possible that moths have an escape-route mechanism related to light. Imagine disturbing a bush full of moths at night – they all fly up and out of the bush, towards the sky. To a moth in danger, flying towards the light (which is usually in the sky, or at least upwards) tends to be a more advantageous response than flying towards darkness (which is usually downwards).

Here is another interesting question: why do moths stay near lights? You probably experience a few moments of blindness when you turn on a bright light after your eyes have adjusted to darkness, or when you are suddenly in darkness after being in bright light. A moth's eyes adapt to darkness much more slowly than they adapt to light. Once the moth comes close to a bright light, it might have a hard time leaving the light since going back into the dark renders it blind for so long. In the case that the moth escapes, it might not remember the problem with flying too near the light and will probably find itself in the same predicament all over again.

\* living thing



### Moth

Pity my silence pressing at your window  
Frail and motionless against the night;  
A baffled spectre framed by blackness,  
Little moonflake, prisoner of glass.  
This is my journey's end, receive me.  
Brilliant keeper, rise and let me in.

Then later, when from a drawer perhaps  
You take my body, wasted, brittle  
As a shred of antique parchment, hold it  
Gently up to the light I loved  
But which bewildered me, until  
I fly away again, a ghostly powder  
Blown or shaken from your hand.

John Mole



- 1 Look at the end of the first paragraph.  
*... there are some interesting theories.*  
 What are the *interesting theories* about?

Tick **one**.

- how different creatures see in the dark   
 how different creatures use light to navigate   
 why moths are attracted to light   
 why moths are attracted to danger

1  
  
 1m

- 2 Choose the best word or group of words to fit the passage and tick your choices.

**The text says, cockroaches tend to come out when it is**

- a) sunny  dark  damp  lively

**to look for**

- b) food.  companions.  exercise.  warmth.

**However, if someone**

- c) gives them some snacks  holds a party  switches on a light  moves towards them

**the cockroaches will**

- d) devour them.  startle them.  conceal themselves.  enjoy themselves.

2a  
  
 1m

2b  
  
 1m

2c  
  
 1m

2d  
  
 1m

- 3 **Find and copy** the phrase that shows what *organism* means.

\_\_\_\_\_

3  
  
 1m

*please turn over*

4

Look at the text in the box below.

To understand this, you need to know about phototaxis. Phototaxis is an organism's automatic movement towards or away from light. Cockroaches are negatively phototactic; they scurry back into dark corners when someone illuminates their late-night snacking parties. Moths are positively phototactic meaning they dart towards light. They seem charmed by your porch light, a car's headlights or your campfire (even if it leads to their untimely departure). While there is no definite explanation for why this happens, there are some interesting theories.

- a) **Underline two** words that show the speed with which the creatures move.
- b) **Find and copy two** words that show that the creatures are compelled to react in this way.

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

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

4a

1m

4b

1m

5

*The saying "like a moth to a flame" describes a strong attraction to something that may be deadly or dangerous.*

Look at the first paragraph.

**Find and copy** the phrase that shows that moths' attraction to light can be deadly or dangerous.

\_\_\_\_\_

5

1m

6 The text presents facts and theories about moths.

Put ticks to show which statements are **fact** and which are **theory**.

	Fact	Theory
Moths use the Moon and stars to guide their direction.		
Moths never actually expect to find the source of the light they follow.		
Moths tend to fly upwards when disturbed.		
A moth can suffer temporary blindness when moving between dark and light.		
Moths do not have good memories.		

6  
2m

7 In the first text the writer uses the word *dart* to describe the moth's movements.

**Find** and **copy one** word from the poem that suggests the opposite.

\_\_\_\_\_

7  
1m

8 Moths are described in different ways in the text and in the poem.

Tick the correct box to show whether the following descriptions are suggested by the **text**, the **poem** or **both**.

A moth is described as...	Text	Poem	Both
vulnerable.			
confused.			
fragile.			
blind.			
withered.			

8  
2m

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

### **Acknowledgements**

'Made of money: the Royal Mint where cash is banned' adapted from 'Made of money: the Royal Mint where cashed is banned' by Kevin Peachey on BBC News, 24 July 2013  
[www.bbc.co.uk/news/business-23327926](http://www.bbc.co.uk/news/business-23327926)

'Face to face with a monster from the deep' adapted from 'Face to face with a monster from the deep' by Simon Reeve in *The Observer*, 3 September 2006  
[www.theguardian.com/travel/2006/sep/03/extremesportsholidays.brazil](http://www.theguardian.com/travel/2006/sep/03/extremesportsholidays.brazil)

'Like a moth to a flame' adapted from  
'Why are Moths Attracted to Light?' on HowStuffWorks (2001)  
[science.howstuffworks.com/zoology/insects-arachnids/question675.htm](http://science.howstuffworks.com/zoology/insects-arachnids/question675.htm)

'Moth' by John Mole taken from *The Mad Parrot's Countdown* by John Mole (Peterloo Poets, 1990)

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