

EXAM PAPER

Reading Grade 4 — Practice Paper 1

Total time: 45 minutes

SECTIONS IN THIS PAPER

- The Night of the Storm Birds
- Why Ants Are Great Builders
- How to Make a Rain Gauge
- Our School Needs a Buddy Bench
- Short texts

INSTRUCTIONS

Answer every question you can. Write your working in the space provided for long-answer questions. Marking guidance and full explanations are provided in the separate answer key.

Read ***The Night of the Storm Birds*** and answer questions 1 to 8.

THE NIGHT OF THE STORM BIRDS

The wind had been building all afternoon, rattling the loose sheet of iron on the shed roof. By dusk, Mia could hear the sea from her bedroom, which only happened before the worst storms.

Her grandmother came in carrying a torch and a folded blanket.

"Get your boots," she said. "The shearwaters will be coming down tonight."

Mia had heard about this but had never seen it. Every spring, thousands of shearwaters returned to the island to nest. On stormy nights the young birds became confused by the lights of the town and landed on roads and footpaths, where they could not take off again.

Outside, the rain came sideways. Mia found the first bird near the bakery, a dark shape flapping against the kerb. She knelt down, folded its wings gently against its body the way her grandmother had shown her, and carried it to the grass above the beach.

By midnight they had carried nineteen birds to safety. Mia's arms ached and her boots were full of water, and she had never felt prouder.

1. Why could Mia hear the sea from her bedroom?

A. The window had been left open

B. Her house was very close to the beach

C. The storm was unusually strong

D. The shed roof had blown away

2. What causes the young shearwaters to land in the town?

A. They are confused by the lights of the town

B. They are blown there by the wind

C. They are looking for food

D. They are too tired to reach the island

3. Why does Mia's grandmother tell her to get her boots?

A. The floor of the house is wet

B. She wants Mia to go to bed

C. They are walking to the bakery for bread

D. They are going outside into the storm

4. How does Mia carry the bird safely?

A. She wraps it in the blanket

B. She folds its wings gently against its body

C. She puts it inside her coat

D. She carries it in the torch box

5. In the sentence "the rain came sideways", what does the word sideways tell the reader?

A. The rain was falling very lightly

B. The wind was blowing very strongly

C. The rain had almost stopped

D. The rain was warm

6. Which word best describes Mia's grandmother?

A. Nervous

B. Impatient

C. Forgetful

D. Experienced

7. "Mia's arms ached and her boots were full of water, and she had never felt prouder." What does this sentence suggest about Mia?

A. She felt the hard work had been worth it

B. She wished she had stayed at home

C. She thought the work had been too hard

D. She was hoping for a reward

8. What is the main purpose of this text?

A. To explain how shearwaters build their nests

B. To warn readers about dangerous storms

C. To tell a story about a girl helping wildlife

D. To describe life on an island

Read ***Why Ants Are Great Builders*** and answer questions 9 to 16.

WHY ANTS ARE GREAT BUILDERS

An ant is smaller than a grain of rice, but a colony of ants can build a nest that reaches two metres underground.

Ants do not follow a plan, and no ant is in charge. Instead, each worker follows simple rules. When an ant digs, it carries the loose soil a short distance and drops it where other ants have already dropped theirs. Over time those small piles become walls, and the spaces between them become tunnels.

The tunnels are not arranged by accident. Air flows through the widest ones, which keeps the deepest chambers cool even on hot days. Rain runs down the outer tunnels and away from the nursery, where the eggs are kept.

Scientists who study ants have copied some of these ideas. Engineers have designed buildings that use tall shafts to move warm air upwards and out, in the same way an ant nest does. A creature with a brain the size of a full stop has taught us something about keeping cool.

9. How deep can an ant nest reach?

A. Two centimetres

B. Twenty metres

C. Half a metre

D. Two metres

10. According to the text, who decides how the nest will be built?

A. The queen ant

B. No ant is in charge

C. The oldest worker

D. The ants vote on a plan

11. How do the tunnels form?

A. Ants dig them out in straight lines

B. Rain washes them out of the ground

C. They are the spaces left between piles of dropped soil

D. Larger animals make them first

12. Why does air flowing through the widest tunnels matter?

A. It keeps the deepest chambers cool

B. It helps the ants find their way

C. It carries food into the nest

D. It dries out the walls

13. What do the outer tunnels do when it rains?

A. They carry the rain away from the nursery

B. They fill up and are abandoned

C. They collect water for the colony to drink

D. They close over to keep the rain out

14. Why does the writer mention engineers?

A. To explain how buildings are made

B. To suggest that ants are becoming a problem

C. To show that people have learned from ant nests

D. To compare engineers with scientists

15. The word "chambers" in this text means

A. the ants that dig

B. rooms or spaces inside the nest

C. small piles of soil

D. the entrances to the nest

16. Why does the writer end with "A creature with a brain the size of a full stop has taught us something about keeping cool"?

A. To explain how small an ant's brain is

B. To suggest that ants are cleverer than people

C. To warn the reader not to disturb ant nests

D. To emphasise how surprising it is that something so small can teach us

Read ***How to Make a Rain Gauge*** and answer questions 17 to 24.

HOW TO MAKE A RAIN GAUGE

You can measure how much rain falls at your house using a plastic bottle and a ruler.

What you need

A large plastic bottle, scissors, a ruler, a marker pen, and a handful of small stones.

What to do

1. Ask an adult to cut the top third off the bottle.
2. Put the small stones in the bottom. These stop the bottle blowing over in the wind.
3. Turn the cut-off top upside down and push it into the bottle so that it makes a funnel.
4. Pour in water until it just covers the stones. Mark this line and write zero beside it.
5. Using the ruler, mark every centimetre above the zero line.

Put your rain gauge outside, away from trees and walls. Check it at the same time each day, write down the measurement, and then empty it.

After a month you will have a record of the rainfall where you live.

17. What are the small stones for?

A. To soak up the water

B. To measure the rain

C. To stop the bottle blowing over

D. To hold the funnel in place

18. Which step needs an adult's help?

A. Cutting the top off the bottle

B. Putting in the stones

C. Marking the centimetres

D. Emptying the gauge

19. What does the cut-off top of the bottle become?

A. A lid

B. A handle

C. A measuring cup

D. A funnel

20. What should you do straight after pouring in the water?

A. Put the gauge outside

B. Mark the line and write zero beside it

C. Add more stones

D. Measure the water with the ruler

21. Why should the rain gauge be placed away from trees and walls?

A. So it does not get knocked over

B. So trees and walls do not block the rain

C. So it is easier to find

D. So the water stays cool

22. How often should the gauge be checked?

A. Once a week

B. Whenever it rains

C. Once a month

D. At the same time each day

23. What should you do after writing down the measurement?

A. Empty it

B. Add fresh water

C. Move the gauge

D. Mark a new zero line

24. What is the purpose of this text?

A. To explain why rain falls

B. To describe the weather in one place

C. To explain how to make and use a rain gauge

D. To persuade readers to study weather

Read ***Our School Needs a Buddy Bench*** and answer questions 25 to 32.

OUR SCHOOL NEEDS A BUDDY BENCH

Every lunchtime, some students at our school have nobody to play with. A buddy bench would help fix that.

A buddy bench is an ordinary bench with one extra rule: if you sit on it, you are saying that you would like someone to play with. Anyone who sees you there can come over and ask you to join their game.

Schools in other towns have tried this. At Kingsley Primary, teachers noticed that far fewer students were spending lunchtime alone after the bench was put in. One student there said it was much easier to sit down than to walk up to a group and ask.

Some people say that students should simply be braver. But asking to join a game is hard, especially if you are new. A bench does not ask you to be brave. It just gives you a way to say something without having to find the words.

A bench costs very little. Loneliness at lunchtime costs a great deal more.

25. What is the extra rule of a buddy bench?

A. Only new students may sit on it

B. You may only sit on it at lunchtime

C. You must ask a teacher before sitting on it

D. Sitting on it means you would like someone to play with

26. What did teachers at Kingsley Primary notice?

A. Students were playing more games

B. Fewer students were spending lunchtime alone

C. The bench was rarely used

D. Students were arguing less

27. Why does the writer include what a Kingsley student said?

A. To fill space in the article

B. To show that the bench was expensive

C. To support the argument with a real experience

D. To explain the rules of the bench

28. Which argument does the writer disagree with?

A. That students should simply be braver

B. That benches are too expensive

C. That lunchtime should be longer

D. That teachers should organise games

29. How does the writer answer that argument?

A. By saying asking to join a game is hard, especially for new students

B. By saying that bravery does not matter

C. By saying teachers should decide instead

D. By saying the bench will make students braver

30. "A bench does not ask you to be brave." What does the writer mean?

A. The bench is not frightening to sit on

B. The bench will make students braver over time

C. Sitting on the bench lets you ask for company without speaking

D. Brave students do not need the bench

31. What is the writer's main purpose?

A. To describe what happens at lunchtime

B. To persuade the reader that the school should get a buddy bench

C. To explain how benches are built

D. To compare two schools

32. "A bench costs very little. Loneliness at lunchtime costs a great deal more." Why does the writer finish with these two sentences?

A. To explain how much a bench costs

B. To suggest the school cannot afford a bench

C. To show that loneliness cannot be measured

D. To contrast a small cost with a much larger problem

GRADE 4 READING

Read each short text and answer questions 33 to 38.

33. Read: "Even though Sam was scared of the dark, he walked into the basement to find the flashlight for his dad." What can you tell about Sam?

A. He was looking for a toy

B. He was brave despite his fear

C. He was not afraid of anything

D. He refused to help his dad

34. Read: "The recipe said to bake the cake for 30 minutes, but after 20 minutes it already smelled burnt." What might happen next?

A. The cake may need to be checked or removed early

B. The cake will taste better

C. The oven will turn off by itself

D. The recipe was wrong about the ingredients

35. Read: "Lily wanted to join the soccer team, but she practiced kicking a ball alone in her backyard for weeks first." What does this show about Lily?

A. She is not a team player

B. She gave up on her goal

C. She prepares before taking on a challenge

D. She dislikes soccer

36. "The bakery opens at 6 am so fresh bread is ready for morning customers." Why does the bakery open early?

A. To have fresh bread ready for customers

B. To clean the ovens

C. Because bread is cheap

D. Because it closes early

37. "Even though it was raining, Leo smiled the whole walk home." What does this suggest about Leo?

A. He was in a good mood

B. He forgot his coat

C. He was lost

D. He hated the rain

38. What is the main idea of a passage about how bees pollinate flowers to help plants grow?

A. Bees help plants reproduce through pollination

B. Bees live in hives

C. Bees make honey

D. Flowers are colourful

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