Reading answer booklet

*Rain and Shine*

First name ______________________________________________

Last name ______________________________________________

School ______________________________________________

For marker’s use only

<table>
<thead>
<tr>
<th>Page</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
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<tr>
<td>7</td>
<td></td>
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<td>9</td>
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<td>11</td>
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<td>13</td>
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<td>TOTAL</td>
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</tbody>
</table>
Instructions

Questions and Answers
In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of writing is needed.

● short answers
Some questions are followed by a short line or box. This shows that you need only write a word or phrase in your answer.

● several line answers
Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

● longer answers
Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

● other answers
For some questions you need do no writing at all and you should tick, draw lines to, or put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

Marks
The number under each box at the side of the page tells you the maximum number of marks for each question.

Please wait until you are told to start work on page 4. You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You will have 45 minutes for this test.
The girl, Garnet, looked up at the sky on that morning.

It had not rained for weeks and that made Garnet happy.

She went to collect the mail with her neighbour, a girl called Garnet.

However, the letters in the mailbox were not real ones. They were business letters.

Back at the house, Garnet's mother decided to open the letters.

Garnet helped to get supper ready but everyone was too hot to eat. They all went to bed. Later on that night, she was woken up by the sound of thunder and then heard the wind blow.
The Hottest Day

7. Explain fully why Garnet wanted it to rain.

8. On page 5, Garnet and Citronella talked about their daydreams. What did their daydreams have in common with Garnet’s dream on page 7?

9. Citronella said:
   ‘I’ve got to get back to my precious ironing board.’
How can you tell that she really did not like ironing?
The Hottest Day

10. When Garnet’s mother heard that they had received bills in the post, she only said: ‘Oh’.
What do you think the mother was thinking at that point on page 5? Write her thoughts in this thought bubble.

11. In the cold room, Garnet shivered when she dipped her arms in the water. Why?

12. ‘What a day!’ … ‘One more like this –’
Why did Garnet’s father leave this sentence on page 7 unfinished?
13. *It was too hot to eat.*

Why is this short sentence on page 7 so effective?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. What do you think will happen after the rain comes?

Explain your answer fully.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
15. How can you tell this story was set a long time ago?

Tick two.

- Citronella did the ironing
- they used candles in the bedrooms
- they stored food in a cold room
- Donald played at being a train
- they received bills

16. Match the events below to show what purpose they have in the story.
The first one has been done for you.

<table>
<thead>
<tr>
<th>Event</th>
<th>Shows the reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>no rain for weeks</td>
<td>the situation gets worse</td>
</tr>
<tr>
<td>the bills arrive</td>
<td>a bad start</td>
</tr>
<tr>
<td>Garnet dreams of being on the ocean</td>
<td>the family’s problems seem to be over</td>
</tr>
<tr>
<td>the rain comes</td>
<td>a sign that things may improve</td>
</tr>
</tbody>
</table>
17. Tick **two** bad effects of the rain in the first poem:

<table>
<thead>
<tr>
<th>Effect</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>keeps you indoors</td>
<td></td>
</tr>
<tr>
<td>water falls on the dustbin</td>
<td></td>
</tr>
<tr>
<td>dulls your imagination</td>
<td></td>
</tr>
<tr>
<td>your hair gets wet</td>
<td></td>
</tr>
<tr>
<td>the air cools down</td>
<td></td>
</tr>
</tbody>
</table>

18. What did the poet do while it was raining?
   Write down **two** things.

1. ________________________________

2. ________________________________

19. In each verse, all the lines end with the same rhyme. How does this add to the meaning of the poem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7 marks
These questions are about the poem *Rain in Summer* (page 9).

20. Why does the poet think rain is *beautiful*?

21. Why do you think the poet chooses the words *clatters* and *tramp of hoofs* to describe the sound of the rain?

22. What is the main purpose of the second verse of the poem?

Tick one.

- to create a picture of the way rain moves
- to show how rain can work with heat
- to make the reader feel miserable
- to show the effect of rain on people’s lives
23. Explain how each poet gives a different feeling about the rain.
   You will need to think about:
   • the effect of rain on the writer
   • how the rain is described.
SECTION 3

These questions are about the information in *Rain and Shine – in Britain* (pages 10 and 11).

24. Look at the weather forecast for Friday 16th May.
   a) At what time of day will it be the hottest? ____________

   b) Find two ways this chart has been made easy to read.
   1. ____________________________
   2. ____________________________

25. Why does the forecast show the weather at several different times on Friday?

   _________________________________________________

   _________________________________________________

26. Complete the table below, showing where and when weather records were set.

<table>
<thead>
<tr>
<th>Place</th>
<th>Record</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walshaw Dean Lodge</td>
<td>Heaviest downpour</td>
<td>1989</td>
</tr>
<tr>
<td>Braemar</td>
<td></td>
<td>1982</td>
</tr>
<tr>
<td>Brogdale</td>
<td>Heaviest rainfall in a year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longest drought</td>
<td>1893</td>
</tr>
</tbody>
</table>
27. **Walshaw Dean Lodge, West Yorkshire**, holds the record for the heaviest downpour. On 19th May 1989, 193mm fell in just 2 hours. This is the amount of water collected by the weather station rain gauge. It is estimated, however, that 500 million litres of water can fall from a single thunderstorm.

a) Copy the **one** word which shows that we do not know exactly how much water falls in a thunderstorm.

b) Copy the information that shows that an exact measurement was taken.

28. For Sussex, the writer could have written *there was no rain* but instead wrote:

   ... *not a single drop of rain fell.*

Why do you think he wrote it in this way?

29. In the fact boxes on page 10, some of the text stands out because it is in **bold** print.

   Why is it printed in bold?

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Total 11 marks
SECTION 4

These questions are about the whole booklet.

30. Some of the texts in this booklet show rain as ‘good’; others show that rain is ‘bad’.
    Put one tick on each line to show the writer’s view of rain.

<table>
<thead>
<tr>
<th>Text</th>
<th>Rain is good</th>
<th>Rain is bad</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Hottest Day – story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rain – poem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rain in Summer – poem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rain and Shine – in Britain – information</td>
<td></td>
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</tbody>
</table>

31. Look at all the places on pages 10 and 11. Which place could have given the idea for the poem Rain on page 8?

________________________________________________________________________

Explain your choice.

________________________________________________________________________

________________________________________________________________________

1 mark
32. In this country many of us dislike rain. Which of the texts in this booklet could make people have a more positive view of rain?

Tick the one you have chosen.

- The Hottest Day – story
- Rain in Summer – poem
- Rain and Shine – in Britain – information

Explain why you think this text might make people have a good opinion of rain.