

# Green spit



1 Llamas are animals from South America. They look a bit like camels, but they don't have humps.

2 Llamas are very strong. This makes them good for carrying things up mountains. They have thick, woolly fur. This fur can be used to make clothes.

3 Llamas are very social. This means they like to live with other llamas in a group. A group of llamas is called a herd.

4 Llamas are usually friendly, but sometimes they spit! This spit can have food in it, or even be green! The green spit is very smelly. Most of the time they only spit at other llamas. This is usually to 'tell them off'. If they are scared, Llamas sometimes spit at people.

# Questions

1. The word **social** in Paragraph 3 means llamas like:

- (a) nice food.
- (b) to be with other llamas.
- (c) to work.

2. Where do llamas come from?

- (a) South Africa
- (b) South America
- (c) South Australia

3. Which paragraph gives information about 'spitting'?

- (a) Paragraph 3
- (b) Paragraph 1
- (c) Paragraph 4

4. Llamas spit to show they are:

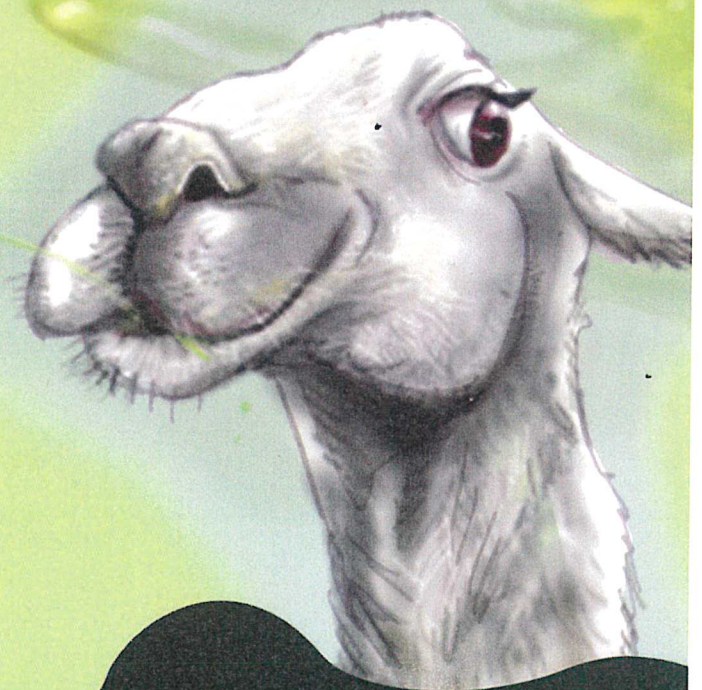
- (a) hungry.
- (b) scared.
- (c) friendly.

5. Llamas are used to help carry things because they are:

- (a) strong.
- (b) brave.
- (c) clever.

6. In Paragraph 4, **they** means:

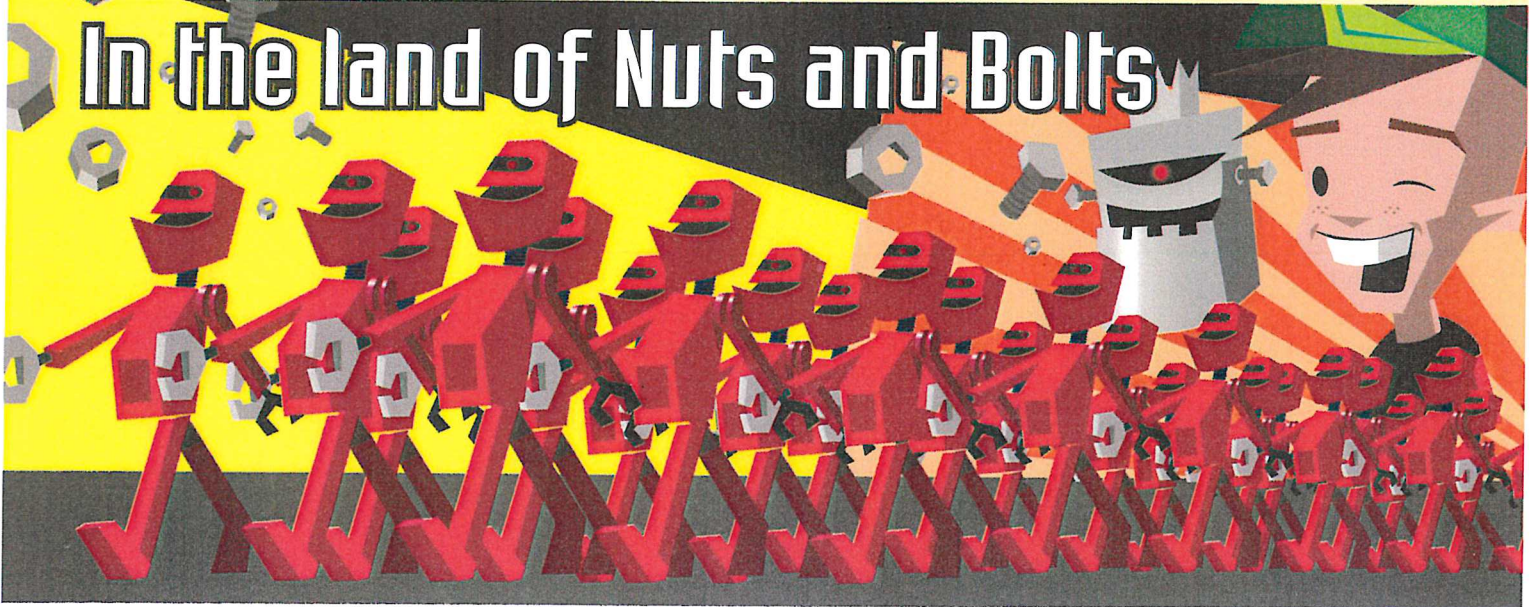
- (a) camels.
- (b) people.
- (c) llamas.



## Something extra

- ★ Dogs are social animals, too. Do you know any other animals that are social?
- ★ Write some things people do when they are scared.

# In the land of Nuts and Bolts



- 1 In the land of Nuts and Bolts lived a robot king named Rebus. Rebus was a good king. All the robots were shiny. They did not clank or grind when they moved.
- 2 One day, Rebus thought, 'Everything is clean and shiny. Everything is quiet. Life is boring. What we need is a little boy to make a mess and lots of noise'.
- 3 Rebus sent his soldier robots to Earth to find a little boy to make a mess and lots of noise.
- 4 'Tommy, stop making all that noise! Go and clean up your room!' the soldier robots heard. They peeked in the window of the house. They saw a little boy in a messy room. He was banging a spanner on a toy workbench.
- 5 'I don't belong here', cried Tommy. 'I can't make a mess or lots of noise. I must be an alien or something.'
- 6 The soldier robots grabbed Tommy and carried him to the land of Nuts and Bolts.
- 7 Tommy was very happy. He made a mess and lots of noise. King Rebus was not bored. Tommy's mum had a clean, quiet house.

# Questions

1. Rebus was bored because:

- (a) everything was clean and quiet.
- (b) he had no robot friends.
- (c) he needed more work to do.

2. What did Rebus think a little boy would do?

- (a) tell jokes
- (b) make a mess and lots of noise
- (c) play with Rebus

3. In Paragraph 4, a **spanner** is:

- (a) a type of food.
- (b) a tool.
- (c) something that spins.

4. Paragraph 5 tells:

- (a) what Rebus was doing.
- (b) what happened at the end of the story.
- (c) how Tommy was feeling.

5. The word **they** in Paragraph 4, means:

- (a) Tommy.
- (b) the soldiers.
- (c) Tommy's mother.

6. At the end of the story, everyone was:

- (a) sad.
- (b) happy.
- (c) not happy or sad.



using junk materials at home, can you design and build your own robot? 😊  
What is it's name and what can it do?  
😊

## Beetle's adventures

- 1 Once a big black beetle left his cosy home To have lots of adventures. He set out all alone.
- 2 He'd eaten all his breakfast. His Mum had said 'Okay!' He'd packed his little backpack and started on his way.
- 3 Up and down a slippery rock, sticking in the mud. In and out a prickly bush with flowers still in bud.
- 4 Out along a spiky branch, pointing to the sky. Underneath a shiny leaf, many beetles high.
- 5 Soon he reached a sandy beach and water by the tonne. 'I think my adventure's over!' he said. 'But it certainly was fun!'
- 6 Back beneath a shiny leaf, many beetles high. Back along a spiky branch, pointing to the sky.
- 7 In and out a prickly bush with flowers still in bud. Up and down a slippery rock, sticking in the mud.
- 8 A tired beetle, a happy beetle, reached his cosy home. 'Tomorrow I'll go another way! It is such fun to roam!'

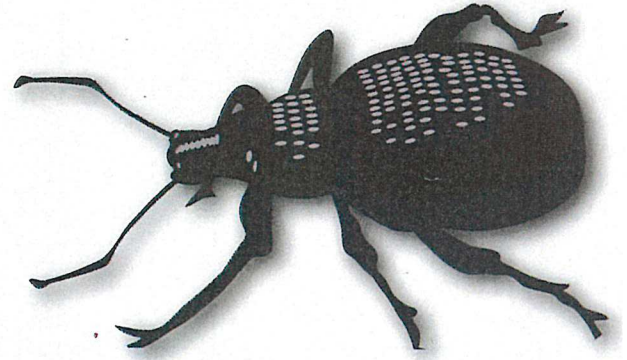


1. The word **adventures** in Paragraph 1 means:

- (a) *exciting things people do.*
- (b) *adding numbers together.*
- (c) *to walk around.*

2. What did the beetle take with him?

- (a) *nothing*
- (b) *his little backpack*
- (c) *his mum*



3. Where did the beetle go after he went out along the spiky branch?

- (a) *in and out a prickly bush*
- (b) *home*
- (c) *underneath a shiny leaf*

4. Which paragraph tells what caused beetle's adventures to stop?

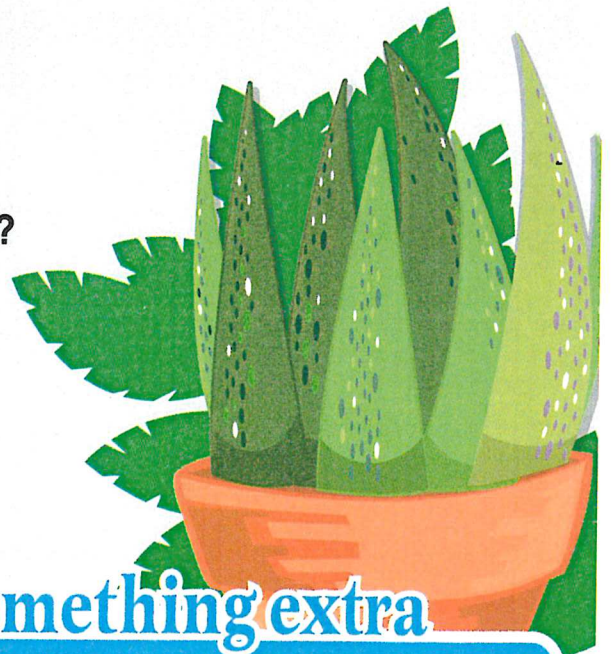
- (a) *Paragraph 6*
- (b) *Paragraph 5*
- (c) *Paragraph 2*

5. Which two things were smooth to walk on?

- (a) *the leaf and the rock*
- (b) *the branch and the bush*
- (c) *the backpack and the beach*

6. The word **it** in Paragraph 5 is used instead of:

- (a) *his adventure.*
- (b) *a beach.*
- (c) *water.*

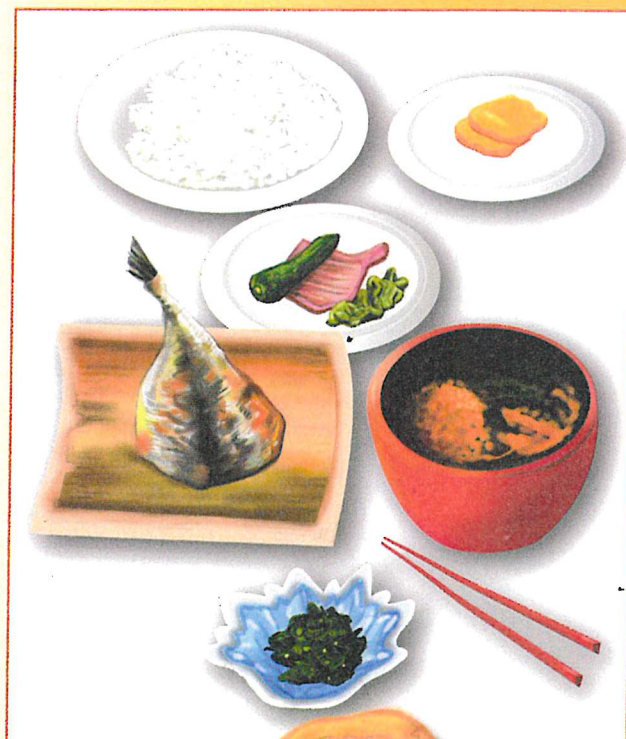


## Something extra

- ★ Write adjectives to tell about: the sea, Mum, the adventures, breakfast, the mud, the sky.

## What's for breakfast?

- 1 Breakfast is the first meal of the day. In our country, people usually eat toast and cereal. But around the world people eat all kinds of things at breakfast.
- 2 In some parts of Africa, people eat a corn pudding with sweet milk. Another African breakfast is *atogo*. This is a mix of green bananas in a beef or bean stew. Fresh fruits like coconuts and bananas are also eaten.
- 3 In Japan, many people eat fish, rice, soup, dried seaweed and salad for breakfast.
- 4 In Vietnam, people eat sticky rice, sweet bread or *pho*. Pho is a rice or noodle soup with meat and herbs.
- 5 In Germany, cold meats, sausage and cheeses are eaten with different breads. Some of the breads have seeds. Others are so dark they look black.



1. The word **usually** in Paragraph 1 means:

- (a) *sometimes.*
- (b) *most of the time.*
- (c) *never.*

2. The main idea of this text is to tell the reader:

- (a) *about different breakfasts.*
- (b) *what the author likes.*
- (c) *a funny story.*

3. What food is eaten in both Japan and Vietnam at breakfast?

- (a) *fish and chips*
- (b) *cold meats*
- (c) *rice*

4. What cold meats might people eat at breakfast?

- (a) *bacon and eggs*
- (b) *ham and salami*
- (c) *honey and jam*

5. Which foods are eaten in Africa?

- (a) *corn, rice and soup*
- (b) *pudding, stew or fruits*
- (c) *cold meats and salad*

6. In Paragraph 5, **they** means:

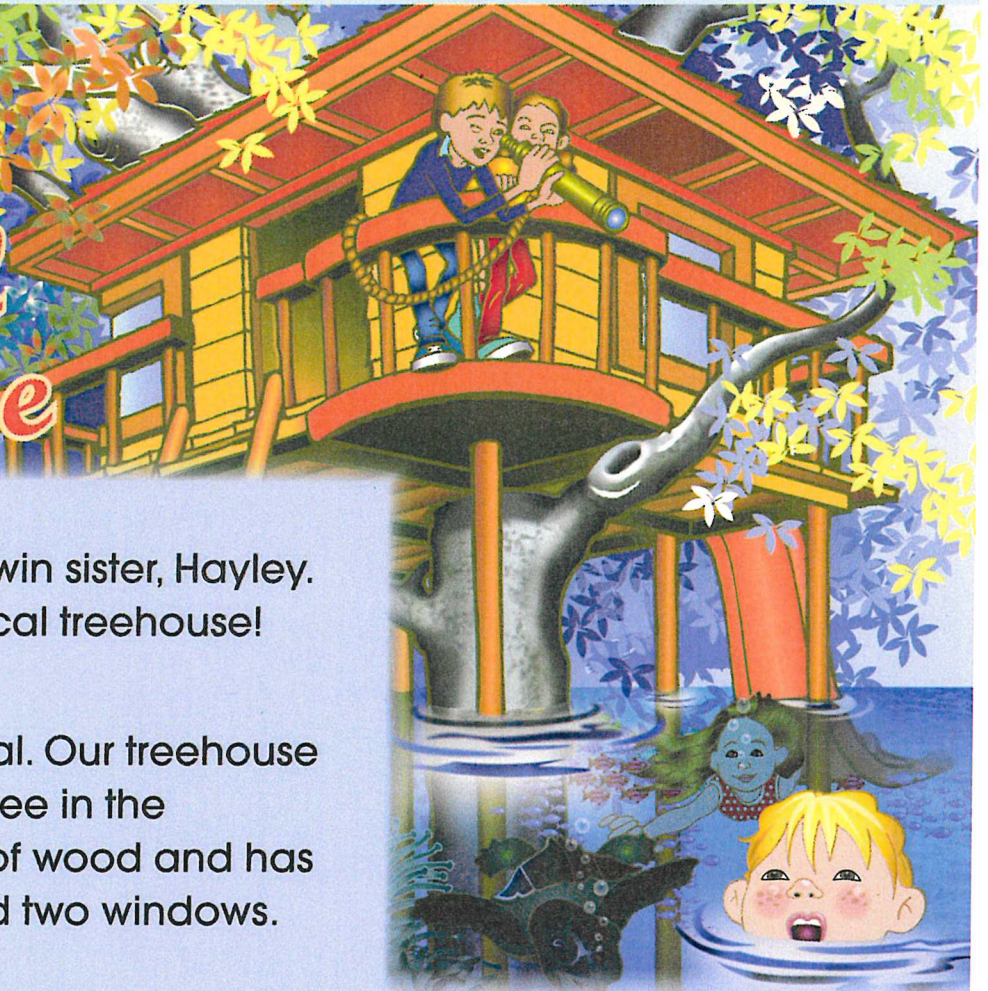
- (a) *breakfasts.*
- (b) *other breads.*
- (c) *foods.*

## Something extra

- ★ 'Brunch' is a late breakfast, a mix of *breakfast* and *lunch*. What could you call a meal between lunch and dinner?
- ★ Write which of the breakfasts in the text you would like to try.



## The magical treehouse



- 1 Hi! I'm Kyle. I have a twin sister, Hayley. And we have a magical treehouse!
- 2 It doesn't look magical. Our treehouse is built around a big tree in the backyard. It is made of wood and has a roof, a doorway and two windows.
- 3 A railing goes all around the edge so we don't fall off. We have a ladder to climb up and a slide to come down. Inside is a table with two chairs and a bench with shelves.
- 4 The magical part is the spyglass attached to the railing. Grandad gave it to us. He said it once belonged to a pirate! When we look through it we see all kinds of strange lands. When we find a place we like, we touch the glass then ... ZOOM! We are there!
- 5 Last week, we went to a tropical island and swam with green sea turtles. Yesterday, we went to the Sahara Desert and rode on camels. Today, we want to go skiing in the Rocky Mountains.
- 6 The only bad thing about our magical adventures is that they stop when we hear Mum call our names. ZOOM! Suddenly, we are back in our magical treehouse.

1. In Paragraph 4, the word **attached** means:

- (a) touched.
- (b) joined.
- (c) looked.

2. Who gave them the spyglass?

- (a) a pirate
- (b) Mum
- (c) Grandad

3. Paragraph 2 is mainly about:

- (a) what is inside the treehouse.
- (b) what the outside looks like.
- (c) how to climb up to and down from the treehouse.

4. Their adventures begin when:

- (a) they touch the glass.
- (b) Mum calls out.
- (c) they climb the ladder.

5. Which paragraph tells about how their adventures end?

- (a) Paragraph 4
- (b) Paragraph 5
- (c) Paragraph 6

6. In Paragraph 4, the word **it** means:

- (a) Grandad.
- (b) the treehouse.
- (c) the spyglass.



## Something extra

Creative Story Writing:  
You come across this tree-house and look through the spy-glass... Where does it take you? Describe what you see, how you feel, what happens when you're there, and how do you get home again? 😊

## Tarantulas



1 Tarantulas are large, hairy spiders. Most are black or brown. Some have been known to live for 30 years!



2 Did you know that the largest tarantulas are longer than a ruler? They have a tiny claw on the end of each of their eight hairy legs. These help them to climb.



3 Some live in burrows under the ground. Others live on the ground under rocks, bark or logs. Some even live in trees.



4 Tarantulas are meat eaters. They like to eat insects, other spiders and small lizards. Larger tarantulas also eat frogs, snakes and small birds.



5 They kill their prey with a poisonous bite. Then they crush them with their strong jaws. Most tarantulas don't wait in their web to catch their prey. They run after them and catch them!



6 A tarantula's bite is like a bee or wasp sting to a human being. It is good to know that if one bit a person, he or she would not die!

1. The word *poisonous* in Paragraph 5 means:

- (a) deadly.
- (b) tasty.
- (c) strong.

2. What helps tarantulas to climb?

- (a) long legs
- (b) tiny claws
- (c) strong jaws

3. Paragraph 5 is mainly about:

- (a) how tarantulas catch food.
- (b) how tarantulas eat food.
- (c) how tarantulas scare people.

4. What would happen if a tarantula bit you? You would:

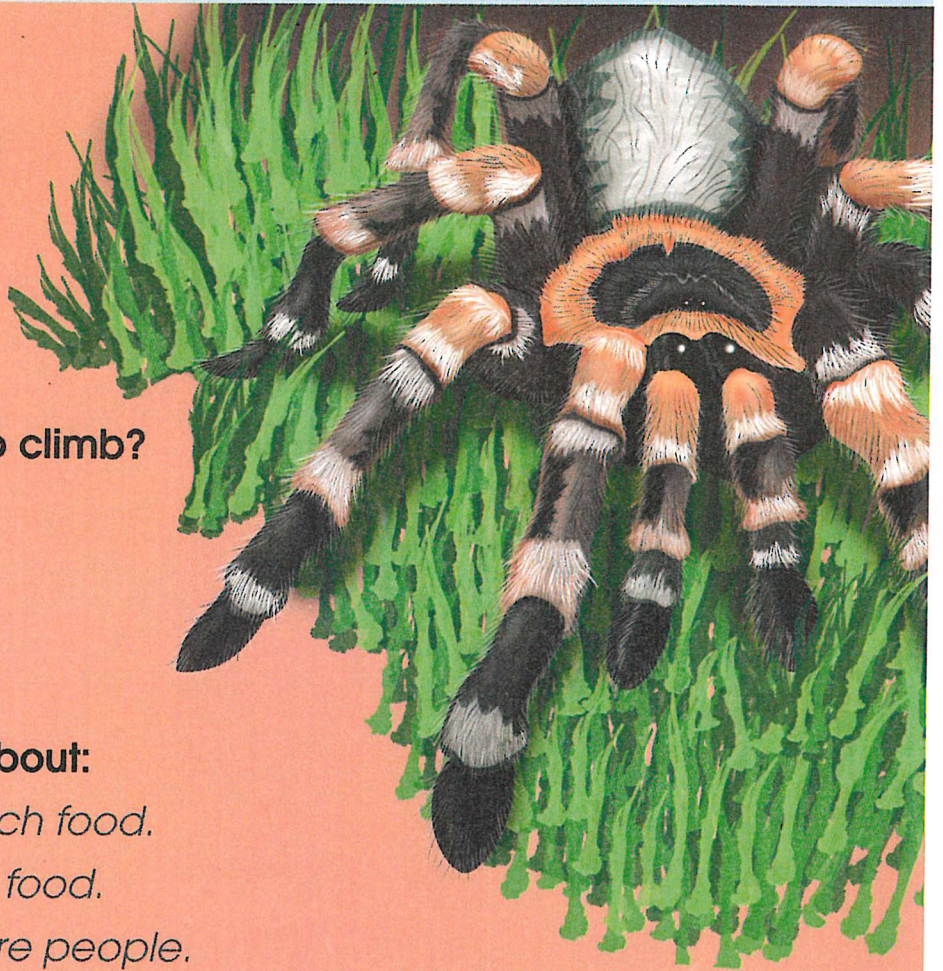
- (a) not feel it.
- (b) die.
- (c) live.

5. Which answer is true? Tarantulas eat:

- (a) weeds.
- (b) plants.
- (c) grasshoppers.

6. In Paragraph 5, the word *them* means:

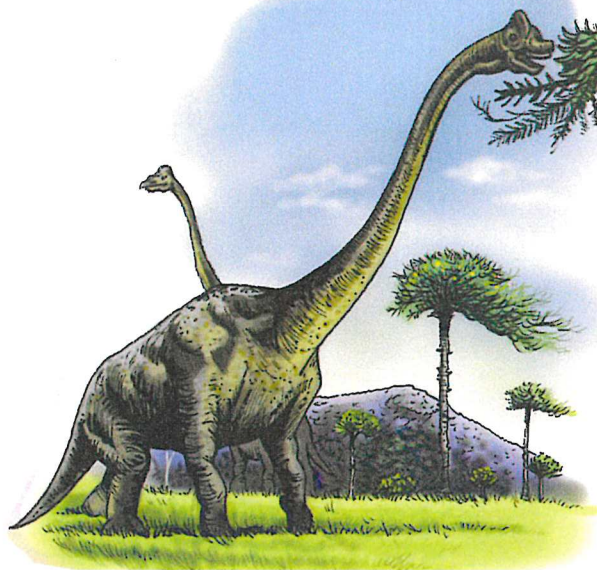
- (a) tarantulas.
- (b) their prey.
- (c) their jaws.



## Something extra

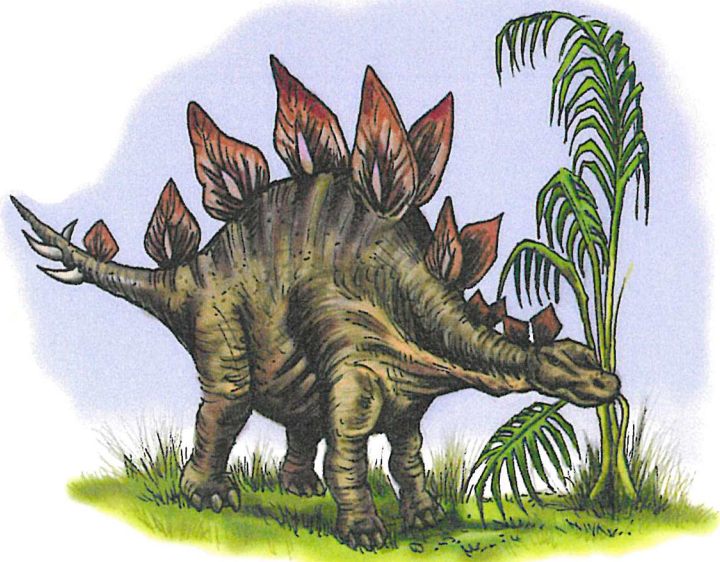
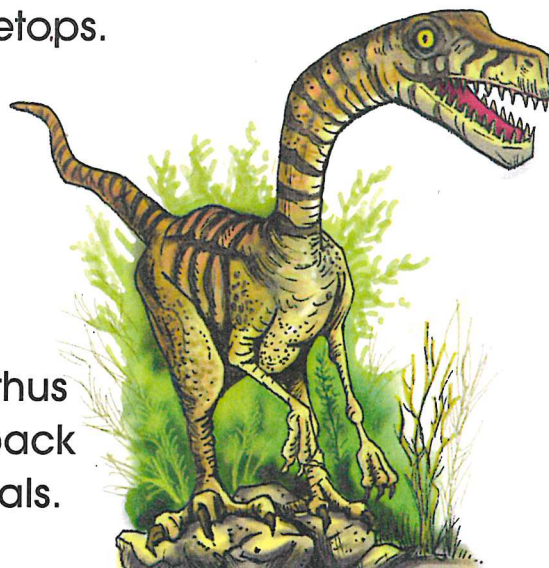
- ★ Find a picture of another type of spider in a book or magazine.
- ★ Draw and label it.

## Four different dinosaurs



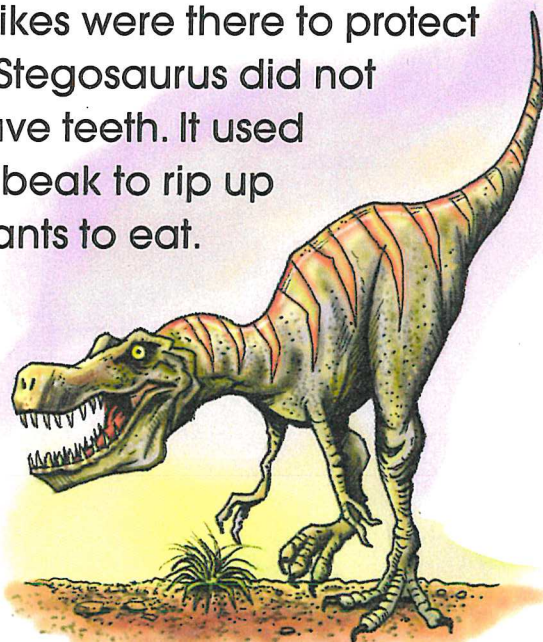
**1** *Brachiosaurus* was so big, it weighed the same as about 800 people. It was taller than a four-storey building. *Brachiosaurus* was longer than five cars. Even though it was big, it didn't have sharp teeth. It ate lots and lots and lots of leaves from the treetops.

**2** *Compsognathus* was one of the smallest dinosaurs. Its body was about the size of a chicken but it had a long tail. *Compsognathus* was a very fast runner. It moved on its two back legs. It had sharp teeth and ate small animals.



**3** *Stegosaurus* was quite a large dinosaur. It had large, flat, bony plates on its back. They were shaped like a triangle. It had spikes on its tail. The plates and spikes were there to protect it. *Stegosaurus* did not have teeth. It used its beak to rip up plants to eat.

**4** *Albertosaurus* was a very large dinosaur but not as big as *Brachiosaurus*. It had a huge head and long, sharp teeth. *Albertosaurus* moved on its two back legs. It had long, sharp claws on its feet and hands. It's easy to guess it ate other dinosaurs!





1. In Paragraph 3, the word **protect** means:

- (a) look after.                      (b) eat.                      (c) attack.



2. Which dinosaur ate meat?

- (a) *Brachiosaurus*  
(b) *Stegosaurus*  
(c) *Compsognathus*



3. Which dinosaur was the largest?

- (a) *Albertosaurus*  
(b) *Brachiosaurus*  
(c) *Compsognathus*



4. What is the same about **Compsognathus** and **Albertosaurus**?

- (a) both ate plants  
(b) both were small  
(c) both had sharp teeth



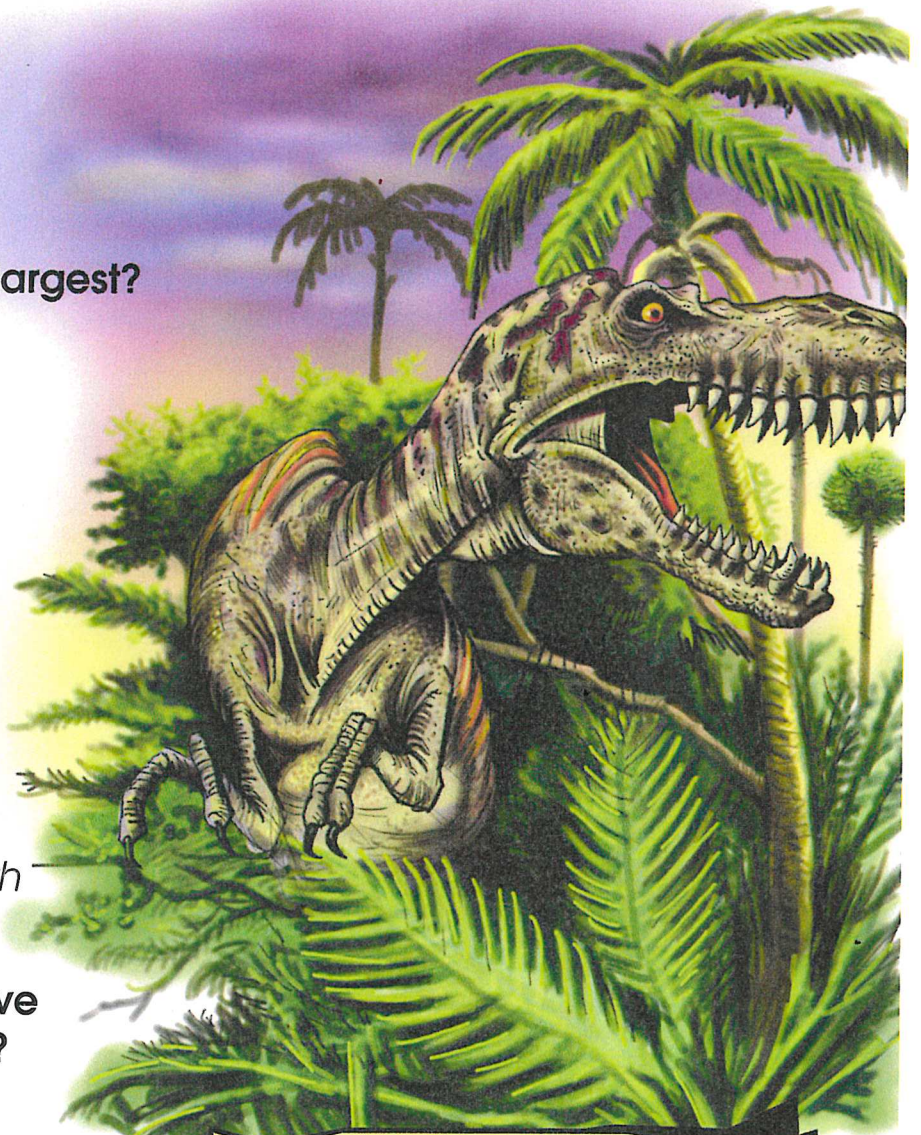
5. Which dinosaur might have been able to eat people?

- (a) *Albertosaurus*  
(b) *Brachiosaurus*  
(c) *Stegosaurus*



6. In Paragraph 3, the word **they** means:

- (a) plants.  
(b) the bony plates.  
(c) dinosaurs.



## Something extra

Create your own illustrated Fact-Sheet all about dinosaurs! How many interesting facts can you find out to include?

## Silky silkworms

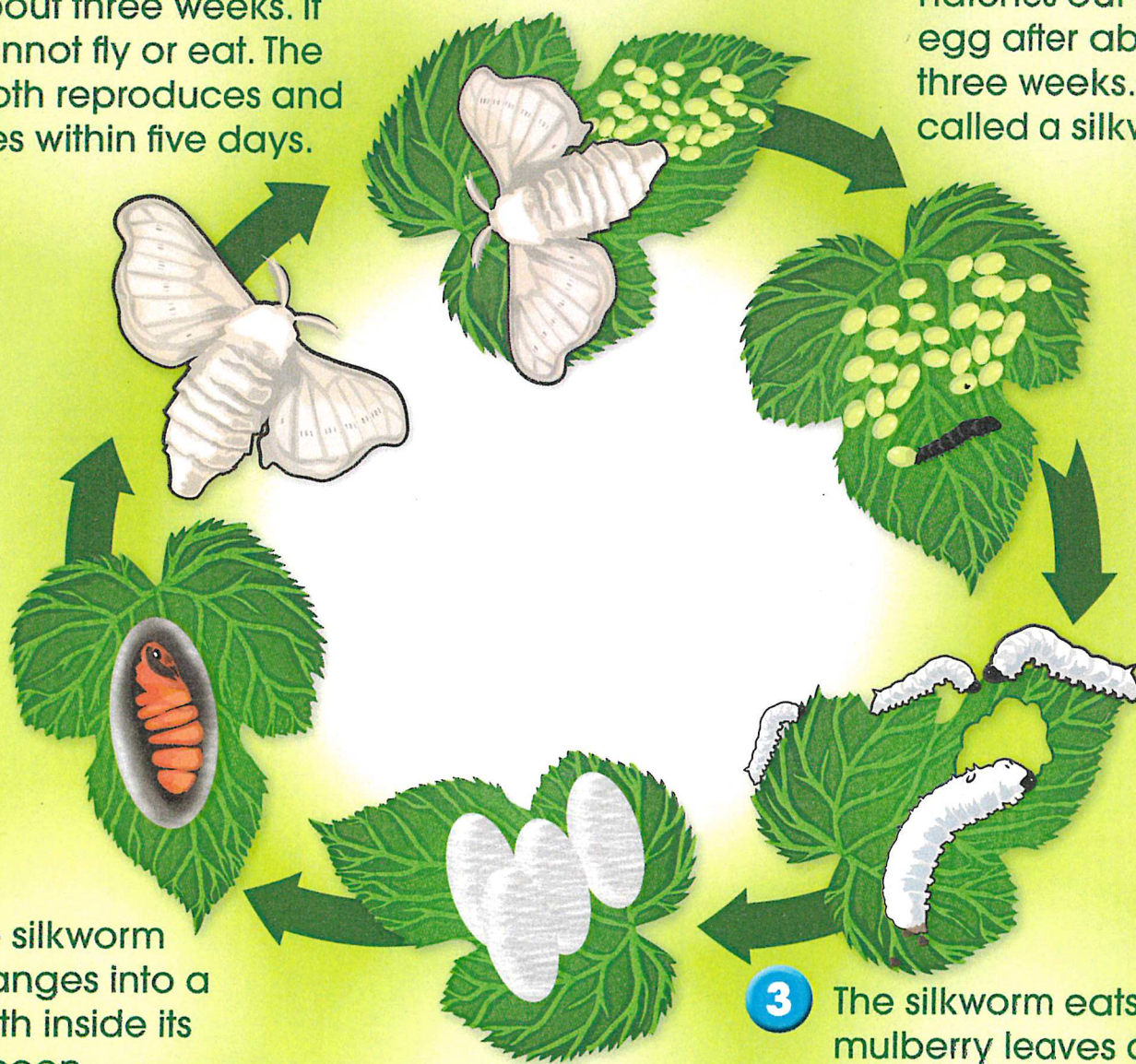
Did you know that the silkworm is not really a worm at all? It is actually a moth!

Read about the life cycle of the silkworm moth.

**1** A female adult moth lays hundreds of eggs on mulberry leaves.

**2** A tiny caterpillar hatches out of its egg after about three weeks. It is called a silkworm.

**6** The moth emerges in about three weeks. It cannot fly or eat. The moth reproduces and dies within five days.



**5** The silkworm changes into a moth inside its cocoon.

**4** After about four weeks, the silkworm is fully grown. Then it spins a cocoon of silk.

**3** The silkworm eats mulberry leaves day and night. It grows bigger and bigger. It sheds its skin as it grows.

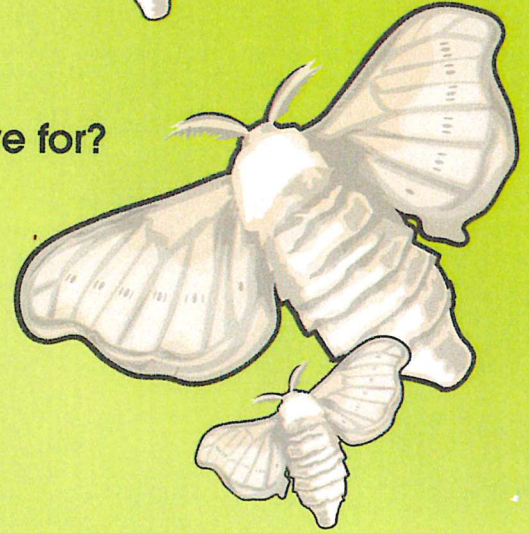
1. In Step 6, the word **emerges** means:

- (a) hatches.
- (b) sleeps.
- (c) eats.



2. How long does an adult silkworm moth live for?

- (a) three weeks
- (b) five days
- (c) ten days



3. What happens first? A silkworm:

- (a) eats mulberry leaves.
- (b) changes into a moth.
- (c) spins a silk cocoon.

4. Why do you think these creatures are called silkworms?

- (a) They make cocoons.
- (b) They are worms.
- (c) They spin silk.



5. Which step describes how a silkworm grows?

- (a) Step 2
- (b) Step 3
- (c) Step 6

6. In Step 4, the word **it** means:

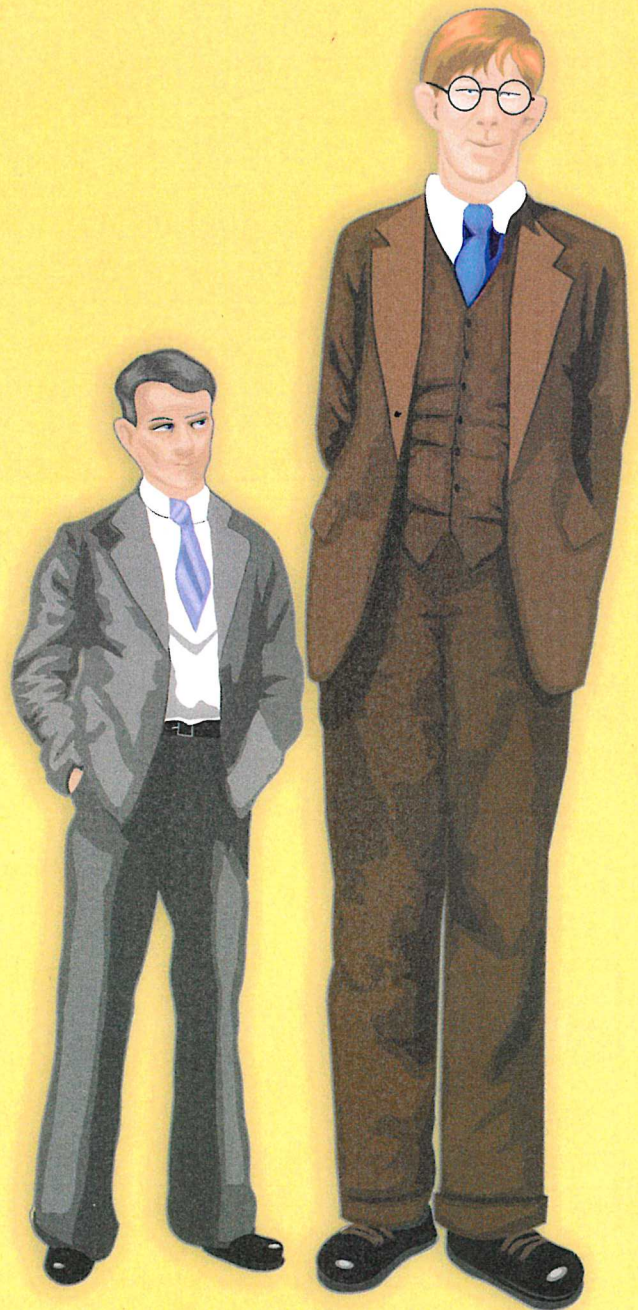
- (a) the cocoon.
- (b) the silkworm.
- (c) silk.

## Something extra

★ The word 'silkworm' is made from two small words: 'silk' and 'worm'. Write six other words that are made from two small words.

# The world's tallest man

- 1 The world's tallest man was Robert Wadlow. He grew to be 272 centimetres tall. That's even taller than two ten-year-olds standing on top of each other!
- 2 Robert's parents, two brothers and two sisters were of average height. Robert grew so tall because a special gland in his body made him grow too much.
- 3 Robert's feet were the length of one and a half rulers. His hands were a bit longer than a ruler. He had to have special shoes, clothes and furniture made for him. As Robert grew older, he had to wear leg braces to help him walk.
- 4 Robert could not fit in a normal car. His dad took out the front passenger seat of their car. Robert sat in the back seat so he could stretch out his long legs.
- 5 When Robert was 22, he got an infection in his ankle from wearing a leg brace. Doctors couldn't stop the infection and Robert died in his sleep. At the time of his death, Robert was still growing.

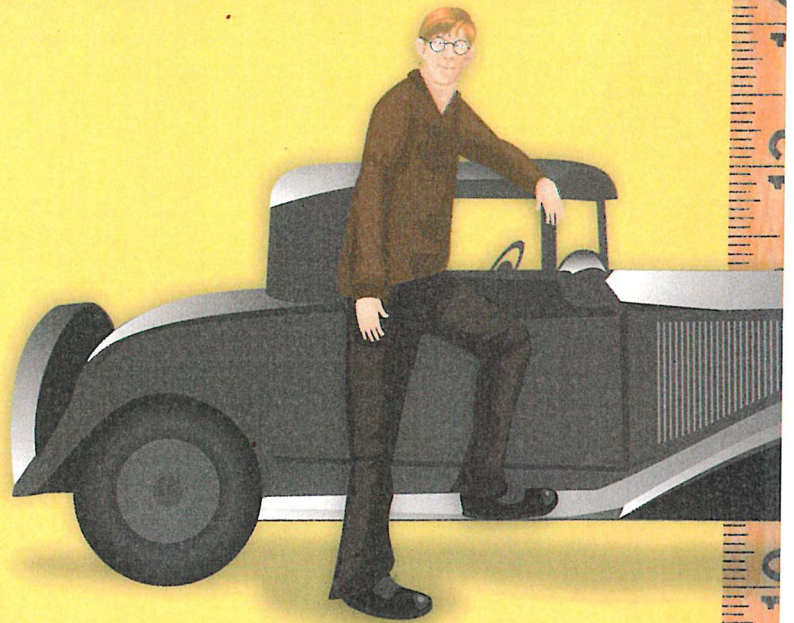


1. The word **average** in Paragraph 2 means:

- (a) nice.
- (b) tall.
- (c) normal.

2. Robert's feet were:

- (a) a bit longer than a ruler.
- (b) as long as one and a half rulers.
- (c) as long as two rulers.



3. Why did Robert use braces?

- (a) to help him grow
- (b) to help him walk
- (c) to help him fit in a car

4. The main idea of Paragraph 4 is to explain:

- (a) why Robert grew so tall.
- (b) how he fitted in a car.
- (c) the cars Robert liked.

5. Why did Robert need special shoes?

- (a) He had long feet.
- (b) He didn't like normal shoes.
- (c) He was tall.

6. In Paragraph 2, the word **him** means:

- (a) Robert.
- (b) Robert's dad.
- (c) Robert's brother.

## Something extra

Ordering items!  
Shortest to Tallest  
 a) Find 10 items within your house and order them by height. Draw and label.  
 or  
 b) Research 5 Landmarks around the world and order