

Questions 1-15 are about *Space Tourism* (pages 4-6)

1. Look at the introduction.

Why is space tourism *impossible* for most people?

2. How would you get from the spacecraft to the space hotel?

3. Look at page 4.

According to the text, what could you do on your space holiday? Give two examples.

4. How can you tell that the International Space Station is very large?

5. How did Anousheh's trip into space make history?

6. How did Anousheh's trip into space make history?

7. Look at the text box *Who has already had a holiday in space?*

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

Complete the table about Anousheh's trip into space.

8. Look at Anousheh's blog entry for September 25th. **Find** and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

9. Look at Anousheh's blog entry for September 27th. Explain how Anousheh felt about being in space that day.

10. Match the events below to the year in which they happened.

Anousheh Ansari went to space.	1969
The first man stepped on the Moon.	1998
Dennis Tito went to space.	2001
The International Space Station was built.	2006

11. Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

12....*in a flash*... (page 6). What does this tell you about the burning of rocks in space?

13. *Find out when a meteor shower is due and arrange to go star spotting with an adult*... In this sentence, the word *arrange* is closest in meaning to:

Tick **one**.

set out.

☐

meet.

☐

pack up.

☐

plan.

☐

14. How does the information on page 6 make it sound easy to be a star spotter? Give **two** ways.

15. Tick **true** or **false** in the following table to show what you should do when spotting shooting stars.

	True	False
Take warm clothes, a blanket, a pillow and a torch.		
Stay close to town.		
Point your torch up to the sky.		
You must have binoculars.		

Questions 16-24 are about *Giants* (page 7).

16.

- A. What does the 'giant' do to frighten the snail?
- B. What does the 'giant' do to frighten the frog?

17. *Gentle, and small, and frail.* Which part of the snail do these words describe? Circle the part of the snail in the picture below.



18. *Gentle, and small, and frail.* How do these words make the reader feel about the snail?

19. How does the snail behave when it is afraid? Give **two** ways.

20. Into your pitiful shell, so brittle and thin. In this line, the word *brittle* is closest in meaning to:

Tick **one**.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

21. Explain **two** things that the words *emerald scrap* suggest about the frog.

22. What is the *tremendous monster*?

23. *Just for the joy*

Of watching you jump, scramble, tumble, fall

Find and **copy two** more words from the poem that show that the frog was frightened.

24. What is the main message of the poem? Tick **one**.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐