



EXAM PAPERS PLUS

11+ READING WORKBOOK



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SECTION 1:

ABOUT THIS

WORKBOOK



GUIDE TO USING THIS WORKBOOK

This workbook comprises a fiction text and a non-fiction text followed by questions about both pieces of writing.

The fiction text is a story called *The Journey*.

The non-fiction text gives facts about the issues raised in *The Journey* so that you can begin to identify the differences between fact and fiction.

You should read both pieces carefully and then answer the questions that follow.

If you are not sure about the meaning of any of the words used in the texts, you can look them up in the word list on pages [102-127](#). The word list provides a dictionary definition of each word as it is used in the text, the type of word (part of speech) that it is, and synonyms and antonyms where relevant.

The word list also includes some space for you to add any words of your own that you wish to remember.

The purpose of this workbook is to encourage you to think about the writers' intentions and your own reaction to the texts, and to examine the use of language as well as the themes and issues raised.

You should answer the questions in full sentences unless told otherwise.

The definitions on the following page might help you to answer some of the questions.

Some useful definitions

Adjectives are used before a noun or after a verb to make the meaning more specific.

*He was lying under an **ancient** tree.*

*His skin was already turning **purple**.*

Adverbs can be used to modify a verb, an adjective or another adverb. They can describe when, where, why, how or to what extent something happens.

***Slowly** he opened his eyes.*

(Slowly describes how he carried out the action of opening his eyes.)

Alliteration is when several words in a phrase or sentence begin with the same letter or sound. It is often used in poetry.

*Pears were **painstakingly put** in **panniers**.*

*The rain came down in **tumbling torrents**.*

Modal verbs show ability, when something might happen or when something is necessary. They can also give permission to do something. Common modal verbs are: *will, would, could, should, may, can, shall, ought, must, might*.

*Sarah **can** dance beautifully. (ability)*

*It **could** be sunny tomorrow. (something might happen)*

*The children **may** go on a picnic tomorrow. (permission / something might happen)*

PEE (point, evidence, explanation) is a method for answering questions and a useful way of showing that the text being read and written about is understood.

Inference is when you come to a conclusion about something using information and evidence in the text. You can often infer what the character is thinking and why he or she is doing something from their words and actions, or infer what the writer wants the reader to think or feel.

You can **deduce meaning** by thinking about the words used in the text and how they express ideas.

Stories often have **themes** – ideas or messages – that the writer explores through the characters.

- 18 Suddenly, he became aware of a change in the **atmosphere**. The continuous rustling of the leaves seemed to have paused, as if the trees were listening to something. They **resumed**, but they seemed **agitated** in manner. The discussion stopped. People turned to the tree, put their hands on it and listened. Quickly they began to **disperse** to their homes. Adnan was left standing with Sivet beside him. He was pulled roughly into a shelter and Sivet signalled that he must be quiet as before.
- 19 Sivet seemed tense, as if there was something coming that made him fearful. Again, as before, Adnan heard that loud sniffing sound. Voices were also calling. He realised that the people he was with were either very **cautious** or recognised a danger to them from the people searching below. Sivet was crouching watching the hunters. Why did they fear them? Why were they taking such care not to be seen?



SECTION A: REFUGEES



- 4 *The Journey* is a story with aspects of reality. The circumstances that force Adnan to leave his home are a real-life occurrence for many children who experience war and **tyranny** in the country of their birth. Adnan has to learn about the people who take him in and care for him; he has to learn about their ways so that he can understand them. He is fortunate because they look after him and help him. This is what many children in the real-life situation have to go through as well. It is not easy - their lives can become much harder before they are finally safe and secure in another country that will welcome them and help them.

Chapter 3

15. a) Find an example of alliteration in paragraph 20.

[1 mark]

b) What is the writer trying to convey to the reader about the tree people's situation by using these words?

[2 marks]

16. Why did Adnan use his wrist detector when food was brought to him (paragraph 21)?

[1 mark]

17. Describe how the tree people communicate with Adnan in paragraphs 21-25.

[3 marks]

flourish (26)	verb	to thrive, to prosper	thrive, grow, develop, prosper	decline, languish, fail
cultivated (26)	verb	grew crops	reared, tended, nurtured	neglected, destroyed
harvested (26)	verb	gathered in the crops	reaped, gathered	scattered, wasted
capable (27)	adjective	having the ability to do something	able	incapable
retreated (27)	verb	withdrew to another place	withdrew	advanced
forays (28)	noun	quick attacks on enemy territory / short journeys that involve risk	raids, sorties / ventures	
tranquillity (28)	noun	a state of calmness or peacefulness	calm, peacefulness	agitation, upset
hence (28)	adverb	for this reason	therefore, consequently	however, although
reeled (29)	verb	to stagger or lurch	staggered, lurched, stumbled	steadied, stabilised
visualised (29)	verb	formed a mental image	pictured, imagined, envisaged	
abruptly (30)	adverb	to do something suddenly and unexpectedly	suddenly	gradually
methodically (30)	adverb	doing something in an ordered way	efficiently, systematically, orderly	disorderly, disorganised
plunder (30)	noun	property acquired illegally or violently	spoils, loot	gifts
fugitive (31)	noun	a person who has escaped captivity or is in hiding	runaway, escapee	captive
borne (31)	verb	carried or transported	carried, transported	

- 50.** The trees dropped leaves around the dogs and hunters [1]; which put them into a deep sleep. [1]
- 51.** 'heavy, deep sleep' [1]; 'totally oblivious' [1]
- 52.** You should have used your own words to correctly convey what happened in the clearing.

The main points are:

- The trees dropped sleep-inducing leaves.
- The hunters and animals were soon fast asleep and unaware of what was happening.
- Adnan and Orac were able to release the captives and take them to a safer spot in the forest.

For example:

Once more, the trees aided them in their mission. [1]; They showered the area where the hunters lay with leaves [1]; that must have had powerful sedative properties, because all were soon in a deep slumber. [1]; In their unconscious state, the hunters were completely unaware of Adnan and Orac climbing down from the trees and approaching the captives. [1]; Orac commanded the men to be quiet before quickly slicing through their bonds [1]; and, after withdrawing to a tree a safe distance from the hunters' encampment, the wearied men all agreed to wait until morning to confer. [1]

- 53.** As a refugee, Adnan thought you did a lot of walking [1]; sleeping outdoors [1]; and relying on the kindness of others. [1]