

# P6 Summer

# Reading

# Pack A

ANSWERS.

## READING COMPREHENSION



# Earthquakes

Each year across the world there are millions of earthquakes. Most of them are so small that we don't even notice they are happening. Every so often though, a powerful earthquake strikes an area, causing damage and disruption.

## What causes earthquakes?

Although we can't see it, the outside layer of the Earth is made up of big floating plates that fit together like pieces of a jigsaw puzzle. These plates are constantly moving. They move very slowly — only a few centimetres a year on average. Sometimes when two plates move past each other or when one plate moves underneath another, they can get stuck. When the plates finally jerk past each other, it makes the ground shake. This is an earthquake.

## Where do earthquakes happen?

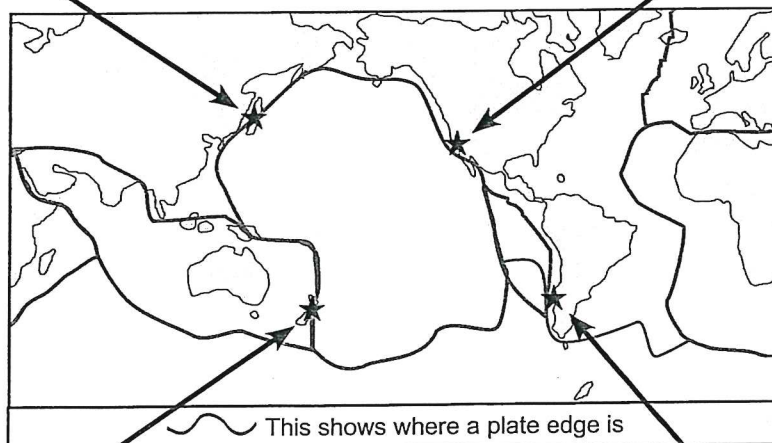
Earthquakes are most common in places on the edge of a plate.

### Japan

In 2011, Japan was hit by its most powerful earthquake since records began. The earthquake caused a tsunami (a huge ocean wave) which caused even more damage than the earthquake itself.

### USA

The Hector Mine Earthquake occurred in 1999. The earthquake happened in the Mojave Desert, where there are very few people, so it caused almost no damage.



### New Zealand

In 2011, the city of Christchurch in New Zealand was hit by two powerful earthquakes. The first struck in February and the second struck in June, before there had been time to repair all the damage caused by the first earthquake.

### Chile

The strongest recorded earthquake was in Valdivia, Chile, in 1960. It destroyed buildings and caused landslides. It was so strong that it caused a tsunami that reached all the way across the Pacific Ocean to Japan.

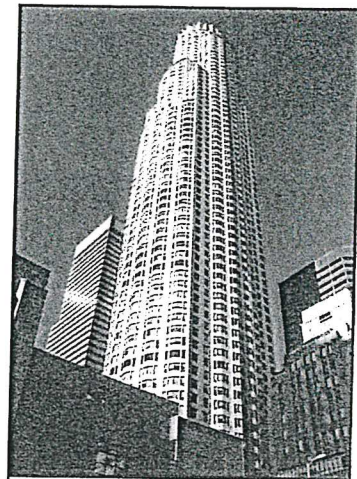


## How do people prepare for an earthquake?

Many people live in earthquake zones, but there are ways to reduce the danger.

Engineers and scientists have important roles to play in areas which are often hit by earthquakes. Their crucial work protects thousands of people.

- Engineers have developed earthquake-resistant buildings. Some buildings are designed so that they wobble or sway during an earthquake, but don't actually collapse. The US Bank Tower in California is an example of an earthquake-resistant building.
- Scientists monitor common signs that an earthquake might happen, for example, changes in water levels and cracks in the ground. However these signs don't appear before every earthquake, and scientists can't predict exactly when or where one will take place.

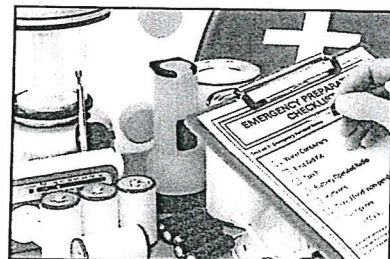


The US Bank Tower

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There are simple things that anybody living in an earthquake zone can do to make sure that they are prepared for an earthquake.

- People at school, work and home carry out earthquake drills where they practise what they should do if there was a real earthquake. For example, people should take shelter under a bed or a table, and if they are outside, they should move to an open space which is safe from falling buildings. In Japan, 1st September is National Disaster Prevention Day, when everyone in the country practises the drills.
- People who live in earthquake zones should keep an earthquake survival kit in their house, car and place of work. This normally includes bottled water, tinned food, a torch, spare batteries and a first aid kit. The first aid kit is useful because hospitals are normally very busy after an earthquake. The torch and batteries are also very important, as electricity is often cut off by an earthquake.



Earthquake Survival Kit

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Through research, scientists learn more about how and why earthquakes happen. However, many earthquakes occur without any warning, so it is difficult for scientists to predict them with accuracy. This means that being properly prepared is essential.

## SECTION 1

These questions are about *Earthquakes*

1. Across the world, how many earthquakes are there every year?

millions



1 mark

2. Fill in the gaps in this table, using information from the text.

Country	Year of earthquake
Chile	1960
Japan	2011
USA	1999
New Zealand	2011



1 mark

3. Why do you think the writer compares the Earth's plates to pieces of a jigsaw puzzle?

To help the reader picture how plates fit together.

(Or something similar)



1 mark



## Earthquakes

4. Why do you think the writer has included a map in this text?

To show where earthquakes happen or  
To show where plates are.



1 mark

5. Why are engineers so important in earthquake zones?

They design earthquake-resistant  
buildings.



1 mark

6. Explain why changes in water levels and cracks in the ground can't be used to predict an earthquake.

Because water levels don't change before every  
earthquake or Earthquakes occur without  
warning.



1 mark

7. Where should people take shelter during an earthquake if they are indoors?

Hide under a table or bed.



1 mark

8. Why is it important to have a torch and batteries in an earthquake survival kit?

Because electricity is often cut off by  
an earthquake.



1 mark

9. Why do you think the writer has written this text?  
Tick **one** reason.

To make the reader worry about earthquakes

☐

To inform the reader about earthquakes

☒

To persuade the reader to do earthquake drills

☐

To entertain the reader

☐
☐

1 mark

10. Decide whether each of these statements is true or false.  
Put a tick in the correct box.

**True    False**

Most earthquakes cause a huge amount of damage.

☐
☒

Countries located in the middle of a plate are less likely to suffer earthquakes.

☒
☐

People in Japan practise earthquake drills at least once a year.

☒
☐

Scientists can predict exactly when and where an earthquake will happen.

☐
☒
☐

2 marks



# Dirty and Dangerous: Nasty Jobs from the Past

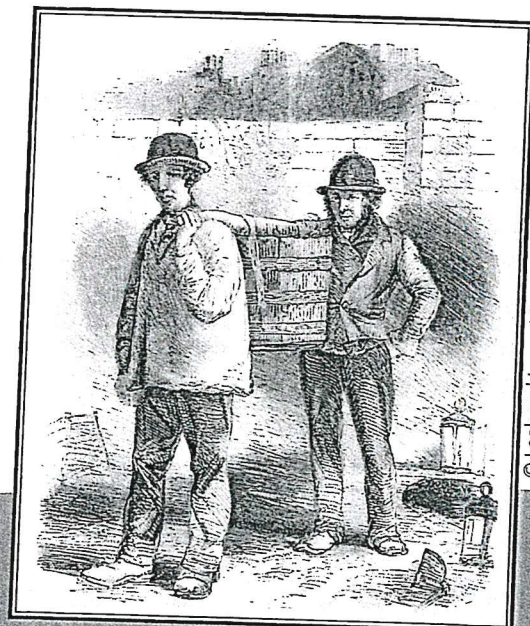
Throughout history, people have had to do all kinds of dangerous and disgusting jobs to earn enough money to survive. Luckily, many of these jobs no longer exist. Read about these awful occupations and thank your lucky stars that you don't have to do any of these things for a living...

## Gong Scourer

These days, we take flushing toilets for granted. However, until Victorian times, there was no proper drainage system in most British cities. Most of what we now flush down the toilet was instead collected in large holes dug into the ground called cesspits. The job of a gong scourer was to empty these cesspits.

The name 'gong scourer' was first used during the Tudor period, when a nickname for a toilet was a 'gong'. A gong scourer was also known by other names, such as a 'gong farmer' or a 'night soil man'.

Because of the nature of what they did, gong scourers were only allowed to work at night, when there were fewer people on the streets to see (and smell!) them. They would dig the waste out of the cesspits, put it in barrels and then transport it by horse and cart out of the cities. They could then sell the waste to farmers in the countryside, to use as fertiliser on their fields.



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## Fuller

For centuries, people wove woollen fabrics by hand. The sheep's wool they used was oily and grimy, which meant that the fabrics people made from the wool were dirty too. It was a fuller's job to get the oil and dirt out of the fabric, so that it could be used for clothing.

You might think that there's nothing too disgusting about that so far. However, fullers didn't wash the fabric with soap — it was much worse than that! Until the Middle Ages, the best thing for removing oil from sheep's wool was urine. Fullers would stand in large barrels of urine stomping the oil and dirt out of the woollen fabric, for hours at a time.

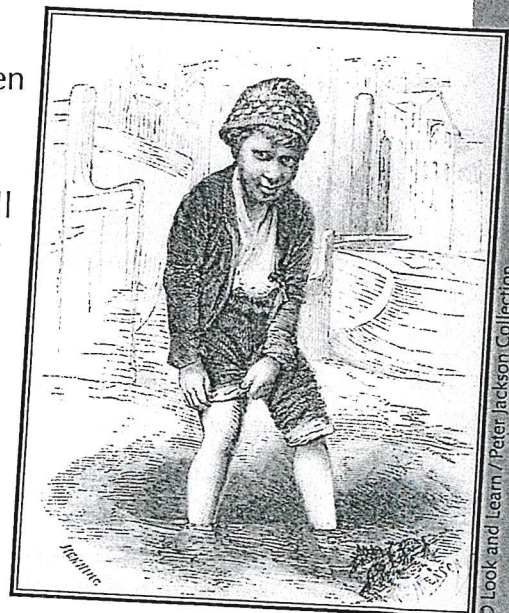
Luckily, during the Middle Ages, fullers found that they could use a special kind of clay to remove the grease from sheep's wool instead.

## Leech Collector

A leech is a type of worm with a mouth at one end, which it uses to suck blood out of other animals. Leeches were commonly used in medicine for many thousands of years and were very popular in the 1800s. During that time, it was fashionable for doctors to use leeches to suck 'bad blood' from patients. In those days, doctors believed that bad blood was responsible for many illnesses, and they thought that using leeches to remove the bad blood from patients could cure them. Nowadays, we know this isn't true.

Leech collectors would wade into muddy marshes or slimy bogs to collect leeches that they could then sell to doctors. Leech collectors would often use their own legs to attract the leeches. When the leeches had drunk their fill of blood they would fall off and could be gathered. Being a leech collector was very bad for your health. Many suffered from blood loss and infected wounds on their legs.

By the end of the 1800s, so many leeches had been collected that they were dying out across Europe. Doctors stopped using leeches to treat their patients, and leech collecting began to die out as a job. What a relief!



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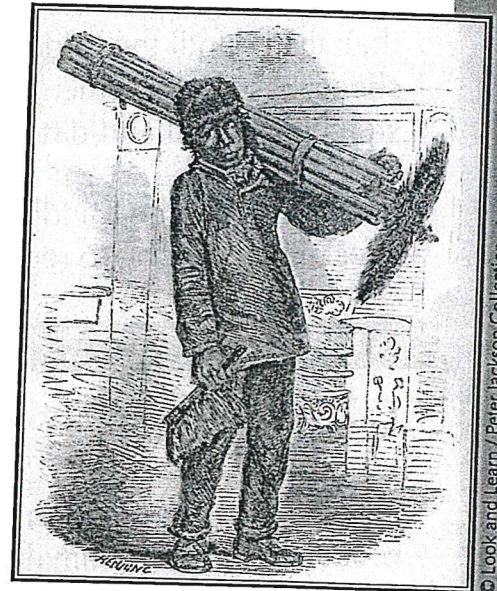
## Chimney Sweep's Apprentice

During the 1700s and 1800s, it was common for orphans (or children from very poor families) to be sent to work with chimney sweeps. Children were used to clean chimneys because, unlike adults, they could easily fit up the chimney.

The work was hard and dangerous. Climbing up the inside of the chimney would lead to cuts and grazes on the child's hands, knees and elbows. To toughen up the children's skin, the master chimney sweep would rub these grazes with salty water while standing near to a fire. This was very painful. Some masters would even light fires in the hearth below to encourage their apprentices to work faster.

These children also ran the risk of getting stuck up the chimney. If this happened, they had to be pulled out with a rope. However, if there was a fall of soot, they could suffocate.

Sadly, children who worked with chimney sweeps often died young. Years of contact with soot could cause cancer, and inhaling soot gave many of them breathing problems. It wasn't until 1875 that a law was passed to stop children being sent up chimneys, and chimney sweeps had to use flexible brushes instead.



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Fancy a go at any of these gruesome jobs? I thought not! Next time you're told to tidy your room or do the washing up, just think to yourself that it could be worse — if you had lived a few hundred years ago you might have been sent to do something far more unpleasant!



## SECTION 2

These questions are about  
*Dirty and Dangerous: Nasty Jobs from the Past*

11. Look at the introduction box on page 6.

What is the effect of using negative language such as *disgusting*, *dangerous* and *awful* at the beginning of the text?

It makes the reader think that the jobs are really horrible.



1 mark

12. Look at the section about gong scourers.

What did the word *gong* mean in Tudor England?

toilet !



1 mark

13. Decide whether each of these statements is true or false.

Put a tick in the correct box.

True False

Every British city had a proper drainage system by Victorian times.

☐☒

Gong scourers worked at night because cleaning cesspits was a disgusting job.

☒☐

Human waste was toxic for growing crops.

☐☒

The Victorians invented cesspits.

☐☒

2 marks



*Dirty and Dangerous: Nasty Jobs from the Past*

14. Look at the section about fullers. What did fullers use to clean fabric before the Middle Ages?

urine



1 mark

15. What does the word *stomping* tell you about the fullers' actions?

It was hard work or

They were stamping hard.



1 mark

16. Look at the section about leech collectors.

Why does the author put the words *bad blood* in inverted commas?

Bad blood does not cause illness.



1 mark

17. Why was there a big demand for leeches in the 1800s?

It was fashionable for doctors to use leeches in the 1800s.



1 mark

*Dirty and Dangerous: Nasty Jobs from the Past*

18. Give **two** pieces of information from the text that show that being a leech collector was not a very nice job.



2 marks

1. *Suffered from blood loss.*
2. *Suffered from infections or  
Had to work in marshes and bogs.*

19. Look at the section about chimney sweeps.  
How would you describe the way master chimney sweeps treated their apprentices?  
Give reasons from the text to support your answer.

*Master chimney sweeps could be cruel.  
They sometimes lit fires under their  
apprentices to make them work faster.  
They sent children up the chimneys  
even though they knew they could get  
stuck and suffocate.*

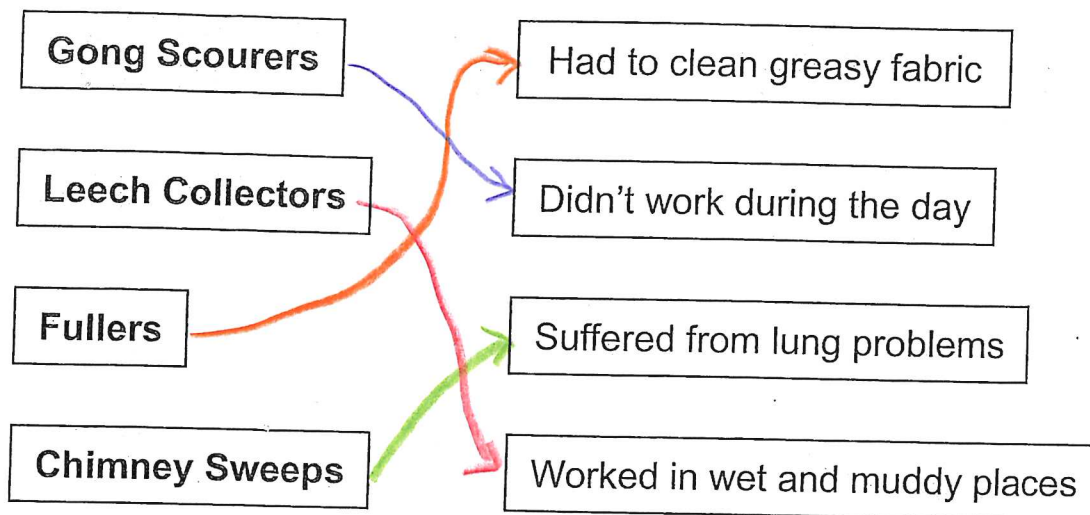


3 marks

*(3 marks for full answer)*



20. Draw a line to match each job to its description.



☐  
2 marks

21. Look at the conclusion on page 8.

How do you think the author wants to make the reader feel at the end of the text? Tick **one**.

Upset

☐

Ashamed

☐

Grateful

☒

Proud

☐☐

1 mark

22. Where would you expect to find this text about jobs?

In a leaflet giving careers advice

☐

In an encyclopedia

☐

In a story book

☐

In a history book

☒☐

1 mark





It's much colder and windier now, and I'm having my first doubts about reaching the summit. However, we did see some wonderful sights today. At one point, I was startled by a snuffling in the undergrowth. It was a stripy brown creature, the size of a large cat, with a long nose. I jumped but Mussin just laughed — it was only a mongoose. As we ploughed uphill, I saw some unusual plants. Each one looked like a giant cactus with a crown of flat, green leaves. They stood in columns along the valley floor like a green army marching by.

#### DAY 3 — 5th June

Another bad night. I got up twice to go to the toilet. It's nothing more than a hole in the ground inside a shed, and the smell is indescribable!

Today I had to get used to the altitude, so I didn't move far from the camp. Thank goodness! We wandered up to a place called Zebra Rocks where I got my first real look at Kilimanjaro. Its peak was covered in snow and it looked very far away.



The air is getting thinner, and I have little appetite for the food that Samuel brings me. I feel awful having to reject it, though.

Night-time is really wonderful here. Darkness falls quickly like a velvet blanket drawn over the sky, and the stars are much brighter than at home.

#### DAY 4 — 6th June

It was a long trudge through a desolate landscape today. We spent hours plodding through red dust, stones and boulders. It felt as if we were



walking on another planet. With no trees to stop it, the biting wind blew relentlessly, sweeping the dust into my mouth and nose. Horrible!

We have finally reached the grim stone hut at the foot of Kilimanjaro. I can't write much because I'm frozen and my whole body aches. We leave tonight at 11.30 to make the final push for the summit. It's going to be pitch black. I feel old and weak, but I must remember who I am doing this for.

#### DAY 5 — 7th June

I did it — I reached the summit! Today was definitely the toughest day so far. My legs felt like lead and I was so tired that I was sure I wouldn't make it.

We walked for hours and the top was still out of sight, hidden by early morning mist and a blizzard of dancing snowflakes. As I walked I seemed to have less and less energy and I felt increasingly light-headed.

I almost decided to turn back, but I knew I couldn't give up. I thought of all the effort it had taken to get this far and all the people who were counting on me to complete my challenge.

So we struggled on. Luckily, it stopped snowing just as we got up to the top. I was so tired, but we were finally there! All of my hard work had paid off, and I felt so relieved. The view was breathtaking, but I never wanted to go through that effort again. As we went down, I slowly started feeling better. By the time we got to the hut I was almost myself again.

I am writing this slumped in my bunk. I am absolutely exhausted but so proud of myself. I have conquered the mountain and I have also raised £2000 for charity!

Now I've recovered, I'm ready for my next challenge: Everest?





### SECTION 3

These questions are about *Kilimanjaro — Judith's Story*

Choose the best word or group of words to complete each statement. Put a ring around your choice.

Judith sets off on her journey with a team of

23.

three

four

six

five

☐

1 mark

other people. She is there in early June, which is

24.

the dry season.

a busy time of year.

the rainy season.

a quiet time of year.

☐

1 mark

On the second day, she is surprised when she sees

25.

a mongoose.

the top of Kilimanjaro.

three strangers.

some soldiers.

☐

1 mark

On day three, Judith needs to get used to the altitude of the mountain, so she

26.

eats a lot.

reads her book.

doesn't go far from the camp.

walks very slowly.

☐

1 mark

At the end of day four, she feels

27.

light-headed.

awful.

excited.

weak.

☐

1 mark

Kilimanjaro — Judith's Story

28. Why do you think the author has included photographs with this text?

To show the reader some of the things that Judith sees.



1 mark

29. Number these events from Judith's diary in the order they happen. The first one has been done for you.

She walks to Zebra Rocks.

3

She takes a photo at the summit.

5

She enters the rainforest.

1

She spots a colobus monkey.

2

She reaches the hut at the foot of Kilimanjaro.

4



1 mark

30. When Judith meets the returning trekkers on day 1, she writes that this is *not very reassuring*. Why?

Judith knew she would need luck to reach the summit or The trekkers looked tired and dirty, which showed Judith how hard the climb would be.



2 marks



31. On day 2, Judith says that they *ploughed uphill*. What does the word *ploughed* tell you about what the walk was like?

It shows it was difficult.



1 mark

32. On day 2, Judith says that some plants she sees are *like a green army*. What does this tell you about the plants?

They were in rows like soldiers or  
They all look the same.



1 mark

33. Judith feels *awful* when she rejects the food Samuel gives her. Why do you think she feels like this?

She feels guilty because they have gone to the trouble of making it. She realises it must be very difficult carrying and preparing all of the food.



2 marks

34. Why can't Judith write much in her diary on day 4? Give **two** reasons.

1. She's very cold.
2. Her whole body aches.



2 marks

35. Judith's account of her climb is in the form of a diary.  
With reference to the text, give **two** ways you can tell this.

1. *It is written from Judith's point of view.*
2. *The writing is informal. OR  
Each section has a date as a title.*



2 marks

36. Do you think that Judith would agree or disagree with each of these statements?

Write your answer in the table.

Statement	Agree or disagree
Only young people should climb mountains.	<i>Disagree</i>
Trekking is a good way to admire the wildlife and the natural landscape.	<i>Agree</i>
Climbing a mountain is a great personal challenge.	<i>Agree</i>
Walking at high altitudes is an easy thing to do.	<i>Disagree</i>



2 marks