



# Cambridge Primary Progression Test

## Question paper

1 hour

## English Paper 2

### Stage 5

Name .....

Additional materials: None

#### READ THESE INSTRUCTIONS FIRST

Answer **all** questions in the spaces provided on the question paper.

You should pay attention to punctuation, spelling and handwriting.

The number of marks is given in brackets at the end of each question or part question. The total number of marks for this paper is 50.

Suggestions for how long to spend on each section are given in the booklet.

Invigilator's Sign

Date

Examiner's Sign

Date

For Teacher's Use	
Page	Mark
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2	
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7	
8	
<b>Total</b>	

**Section A: Reading****Spend 30 minutes on this section.**

Read the passage in the INSERT and then answer these questions.

**1** Read the statements below about Tom.

Tick (✓) **two** boxes that we know are **true** from the passage.

Tom wanted to learn about different kinds of wildlife.

☐

Tom enjoyed most of his lessons at school.

☐

Tom was unsure about what he wanted to do in the future.

☐

Tom had found out how people in far-away places live.

☐

Tom was only interested in eating food he was used to.

☐

[2]

**2** Where did Tom get his information about different places from?

..... [1]

**3** What place was Tom daydreaming about when the teacher asked him a question?

..... [1]

**4** What time of day does the story take place?

..... [1]

**5** Why could Tom 'hear birds singing'?

..... [1]

- 6 'So, where in the world were you dreaming of this time? Timbuktu? The North Pole?' (Lines 25-27) Explain why Mr Field asked Tom this.

..... [1]

- 7 (a) What was Tom's attitude towards Mr Field and his lessons?

Use words and phrases from the text to explain your answer.

.....  
 ..... [1]

- (b) Why was Mr Field irritated by Tom's behaviour?

..... [1]

- 8 Why did Tom blush when Mr Field spoke to him?

..... [1]

- 9 Has Tom been caught daydreaming before?

Yes

☐

No

☐

[1]

Select evidence from the text to support your answer.

.....  
 ..... [1]

- 10 From whose point of view is this story being told?

..... [1]

Explain how you know.

.....  
 ..... [1]

These sentences describe some of Mr Field's reactions to Tom's daydreaming.

11 (a) Underline the metaphor.

'I am sick and tired of having to repeat everything I say to you because you are thousands of miles away in the Amazon jungle.' [1]

(b) Look at this sentence. Underline the simile.

Watching the teacher turn as red as a beetroot was more fun than doing their work. [1]

(c) What do you think the word 'frustration' means in this sentence?

Mr Field continued, waving his hands in the air in frustration.

..... [1]

12 (a) The passage is a short extract from the book *The Boy Who Biked The World*.

From the evidence **in this extract**, which genre do you think the story is?

Tick (✓) the correct answer.

adventure

☐

biography

☐

legend

☐

science fiction

☐

traditional tale

☐

[1]

(b) Explain your answer by giving **one** quote from Tom.

..... [1]

- 13** Do you think this passage was taken from the beginning, the middle or the end of the story?

Tick (✓) **one** box.

Beginning ☐

Middle ☐

End ☐

Explain your answer.

.....

..... [1]

**Section B: Writing**

**Spend 30 minutes on this section.**

- 14** You have read a passage from *The Boy Who Biked The World*.

Imagine that you are Tom and it is now several years later. Write a story to describe your first trip as an explorer to a faraway place.

Use these ideas to help you plan your story.

<b>Characters</b>	How did you feel during the trip? Did you travel with anyone? If so, who?
<b>Setting</b>	Where did you travel to?
<b>Plot</b>	How did you travel to this place? What kinds of things did you see and hear there? How long did you stay? What kind of people did you meet?

Remember to include as much detail as you can in your story. Try to make your story exciting, so that people reading it will want to read on to find out what happens.

**PLANNING**

Spend **up to five minutes** making notes in the box to plan your story.

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Write your story here.

[illegible]

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Content	[5]	<input type="text"/>	Punctuation	[4]	<input type="text"/>
Audience	[4]	<input type="text"/>	Vocabulary	[3]	<input type="text"/>
Text Structure	[5]	<input type="text"/>	Spelling	[4]	<input type="text"/>
Sentence Structure	[5]	<input type="text"/>			