Progress in International Reading Literacy Study (PIRLS)

Released Items

Resource Pack for Year 5 Teachers
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About PIRLS

The IEA Progress in International Reading Literacy Study (PIRLS) is an assessment of reading comprehension that since 2001 monitors trends in student achievement at five-year intervals in countries around the world.

The PIRLS 2016 assessment is the fourth cycle of the IEA Progress in the International Reading Literacy Study (PIRLS) and it will provide internationally comparative data about how well children read after four years of primary schooling. Like the previous PIRLS cycles (conducted in 2001, 2006, and 2011), the study will also collect extensive information about home supports for literacy, curriculum and curriculum implementation, instructional practices, and school resources in each participating country.

The Research and Development Department is disseminating this resource pack which contains the released PIRLS 2011 grade 4 reading assessment items. This is not a complete set of all PIRLS 2011 assessment items because some items are kept confidential so that they may be used in subsequent cycles of PIRLS to measure trends.

The purpose of this resource pack is to be used as a teaching resource for students in year 5. Teachers are also encouraged to model other questions according to their students’ needs and levels of ability. However, the resource pack is not intended to coach students for the test but to familiarise themselves with the types and styles of items.

This resource pack follows other information sources published by IEA and the Research and Development Department. Data and information has also been disseminated particularly through the PIRLS Malta Report (2013), dissemination workshops (May – July 2013), as well as through meetings and training seminars for School Coordinators and Test Administrators. Further information regarding PIRLS may be accessed on: http://www.iea.nl/pirls_2016.html and www.research.gov.mt
The Comprehension Passages

Two Reading Purposes

PIRLS devote half of the assessment passages to each of two purposes for reading which are:

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<thead>
<tr>
<th>Literary Experience</th>
<th>Acquire and Use Information</th>
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Passages classified as literary are narrative fiction and have questions addressing theme, plot events, characters, and setting. Those classified as informational reflect students’ authentic experiences with reading informational text in and out of school and are accompanied by questions about the information contained in the passages.

Passages are 800 – 1000 words in length.

Four Comprehension Processes

PIRLS assesses four broad-based processes of comprehension which are shown in the table below.

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<thead>
<tr>
<th>Text-based processes</th>
<th>Reasoning Processes</th>
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<tr>
<td>Focus on and retrieve explicitly Stated Information</td>
<td>Make straightforward Inferences</td>
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Reading tasks that may exemplify the process of focusing and retrieving explicitly stated information include:

- Identify information that is relevant to the specific goal of reading
- Looking for specific ideas
- Searching for definition of word or phrases
- Identify the setting of a story (e.g., time and place)
- Finding the topic sentence or main idea (when explicitly stated)
Reading tasks that may exemplify the process of **making straightforward inferences** include:

- Inferring that one event was caused by another event
- Concluding what is the main point made by a series of arguments
- Identify generalizations made in the text
- Describing the relationship between two characters

Reading tasks that may exemplify the process of **interpreting and integrating ideas and information** include:

- Discerning the overall message or theme of a text
- Considering an alternative to actions of a character
- Comparing and contrasting text information
- Inferring a story’s mood or tone
- Interpreting a real-world application of text information

Reading tasks that may exemplify the process of **evaluating and criticizing content and textual elements** include:

- Judging the completeness or clarity of information in text
- Evaluating the likelihood that the events described could really happen
- Evaluating how likely an author’s argument would be to change what people think and do
- Judging how well the title of the text reflects the main theme
- Describing how well the title of the text reflects the main features, such as metaphors or tone
- Determining an author’s perspective on the central topic
Information about the released items in this booklet

**Enemy Pie**

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<th>Processes of Comprehension</th>
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<td>Make Straightforward Inferences</td>
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**Fly, Eagle, Fly**

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## The Giant Tooth Mystery

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It was a perfect summer until Jeremy Ross moved in right next door to my best friend Stanley. I did not like Jeremy. He had a party and I wasn't even invited. But my best friend Stanley was.

I never had an enemy until Jeremy moved into the neighborhood. Dad told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them.

Dad pulled a worn-out scrap of paper from a recipe book.

"Enemy Pie," he said, satisfied.

You may be wondering what exactly is in Enemy Pie. Dad said the recipe was so secret, he couldn't even tell me. I begged him to tell me something—anything.

"I will tell you this, Tom," he said to me. "Enemy Pie is the fastest known way to get rid of enemies."

This got me thinking. What kinds of disgusting things would I put into Enemy Pie? I brought Dad earthworms and rocks, but he gave them right back.
I went outside to play. All the while, I listened to the sounds of my dad in the kitchen. This could be a great summer after all.

I tried to imagine how horrible Enemy Pie must smell. But I smelled something really good. As far as I could tell, it was coming from our kitchen. I was confused.

I went inside to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If it smelled bad, your enemy would never eat it," he said. I could tell he'd made this pie before.

The oven buzzer rang. Dad put on oven mitts and pulled out the pie. It looked good enough to eat! I was beginning to understand.

But still, I wasn't sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stinky. I asked Dad, but he was no help.

While the pie cooled, Dad filled me in on my job.

He whispered. "In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to do this?"

Of course I was.

All I had to do was spend one day with Jeremy, then he'd be out of my life. I rode my bike to his house and knocked on the door.

When Jeremy opened the door, he seemed surprised.
"Can you come out and play?" I asked.

He looked confused. "I'll go ask my mom," he said. He came back with his shoes in his hand.

We rode bikes for awhile, then ate lunch. After lunch we went over to my house.

It was strange, but I was having fun with my enemy. I couldn't tell Dad that, since he had worked so hard to make the pie.

We played games until my dad called us for dinner.

Dad had made my favorite food. It was Jeremy's favorite, too! Maybe Jeremy wasn't so bad after all. I was beginning to think that maybe we should forget about Enemy Pie.

"Dad", I said, "It sure is nice having a new friend." I was trying to tell him that Jeremy was no longer my enemy.

But Dad only smiled and nodded. I think he thought I was just pretending.

But after dinner, Dad brought out the pie. He dished up three plates and passed one to me and one to Jeremy.

"Wow!" Jeremy said, looking at the pie. I panicked. I didn't want Jeremy to eat Enemy Pie! He was my friend!

"Don't eat it!" I cried. "It's bad!"

Jeremy's fork stopped before reaching his mouth. He looked at me funny. I felt relieved. I had saved his life.
"If it's so bad," Jeremy asked, "then why has your dad already eaten half of it?"

Sure enough, Dad was eating Enemy Pie.

"Good stuff," Dad mumbled. I sat there watching them eat. Neither one of them was losing any hair! It seemed safe, so I took a tiny taste. It was delicious!

After dessert, Jeremy invited me to come over to his house the next morning.

As for Enemy Pie, I still don't know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don't know if I'll ever get an answer, because I just lost my best enemy.
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<thead>
<tr>
<th>Questions</th>
<th>Enemy Pie</th>
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<tbody>
<tr>
<td>1. Who is telling the story?</td>
<td></td>
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<tr>
<td>A Jeremy</td>
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<td>B Dad</td>
<td></td>
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<tr>
<td>C Stanley</td>
<td></td>
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<tr>
<td>D Tom</td>
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</tbody>
</table>

2. At the beginning of the story, why did Tom think Jeremy was his enemy?

3. Write one ingredient that Tom thought would be in Enemy Pie.

| Correct Answer | 1 D       |
4. Find the part of the story next to the picture of a piece of pie:

Why did Tom think it could be a great summer after all?

A  He liked playing outside.
B  He was excited about Dad's plan.
C  He made a new friend.
D  He wanted to taste Enemy Pie.

5. How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What did Tom think could happen when his enemy ate Enemy Pie? Write one thing.

________________________________________________________________________

________________________________________________________________________

Correct Answer | 4 B
7. What were the **two** things Tom’s dad told Tom to do for Enemy Pie to work?

8. Why did Tom go to Jeremy's house?
   A. To invite Jeremy to dinner.
   B. To ask Jeremy to leave Stanley alone.
   C. To invite Jeremy to play.
   D. To ask Jeremy to be his friend.

9. What surprised Tom about the day he spent with Jeremy?

Correct Answer | 8 C
10. At dinner, why did Tom begin to think he and his dad should forget about Enemy Pie?

A Tom did not want to share dessert with Jeremy.
B Tom did not think Enemy Pie would work.
C Tom was beginning to like Jeremy.
D Tom wanted to keep Enemy Pie a secret.

11. How was Tom feeling when Dad passed the piece of Enemy Pie to Jeremy?

A alarmed
B satisfied
C surprised
D confused

Correct Answer

| 10 | C |
| 11 | A |
12. What was it about Enemy Pie that Dad kept secret?

A  It was a normal pie.
B  It tasted disgusting.
C  It was his favorite food.
D  It was a poisonous pie.

13. Look at this sentence from the end of the story:

"After dessert, Jeremy invited me to come over to his house the next morning."

What does this suggest about the boys?

A  They are still enemies.
B  They do not like to play at Tom's house.
C  They wanted to eat some more Enemy Pie.
D  They might be friends in the future.

14. Use what you have read to explain why Tom's dad really made Enemy Pie.

________________________________________________________________________
________________________________________________________________________

Correct Answer

12 A
13 D
15. What kind of person is Tom's dad? Give an example of what he did in the story that shows this.

__________________________________________________________________________

__________________________________________________________________________

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16. What lesson might you learn from this story?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Fly, Eagle, Fly
An African Tale
Retold by Christopher Gregorowski
A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

He reached out and cradled the chick in both hands. He would take it home and care for it.

He was almost home when the children ran out to meet him. "The calf came back by itself!" they shouted.
The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

"The eagle is the king of the birds," he said, "but we shall train it to be a chicken."
So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen. One day a friend dropped in for a visit. The friend saw the bird among the chickens.

"Hey! That is not a chicken. It's an eagle!"

The farmer smiled at him and said, "Of course it's a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it's a chicken."

But the friend was not convinced. "I will show you that it is an eagle," he said.

The farmer's children helped his friend catch the bird. It was fairly heavy, but the farmer's friend lifted it above his head and said, "You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!"

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

"I told you it was a chicken," the farmer said, and he roared with laughter.
Very early the next morning the farmer's dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. "Give me another chance with the bird," he begged.

"Do you know the time? It is long before dawn."
"Come with me. Fetch the bird."
Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

"Where are we going?" asked the farmer sleepily.
"To the mountains where you found the bird." "And why at this ridiculous time of the night?"
"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. "Hurry," he said, "for the dawn will arrive before we do."

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, "This will do."

He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. "It talks only chicken-talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. "Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth." At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.
The sun rose majestically. The great bird stretched out its wings to
greet the sun and feel the warmth on its feathers. The farmer was quiet. The
friend said, "You belong not to the earth, but to the sky. Fly, Eagle,
fly!" He scrambled back to the farmer. All was silent. The eagle's head
stretched up, its wings stretched outwards, and its legs leaned forward as its claws
clutched the rock.

Then, without really moving, feeling the updraft of a wind more
powerful than any man or bird, the great eagle leaned forward and was
swept upward higher and higher, lost to sight in the brightness of the rising
sun, never again to live among the chickens.
<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>1. What did the farmer set out to look for at the beginning of the story?</td>
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<tr>
<td>A a calf</td>
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<td>B herders</td>
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<td>C rocky cliffs</td>
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<tr>
<td>D an eagle chick</td>
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<td>2. Where did the farmer find the eagle chick?</td>
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<td>A in its nest</td>
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<td>B by the riverbed</td>
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<tr>
<td>C on a ledge of rock</td>
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<td>D among the reeds</td>
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<td>3. What in the story shows that the farmer was careful with the eagle chick?</td>
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<td>A He carried the eagle chick in both hands.</td>
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<td>B He brought the eagle chick to his family.</td>
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<tr>
<td>C He put the eagle chick back in its nest.</td>
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<tr>
<td>D He searched the riverbed for the eagle chick.</td>
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</table>

Correct Answer: 1 A  
2 C  
3 A
4. What did the farmer do with the eagle chick when he brought it home?

   A  He taught it to fly.
   B  He set it free.
   C  He trained it to be a chicken.
   D  He made a new nest for it.

5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.

   1. __________________________________________
   2. __________________________________________

6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?

   A  He lifted it above his head.
   B  He set it on the ground.
   C  He threw it in the air.
   D  He brought it to the mountain.

   Correct Answer
   4 C
   6 A
7. Explain what the farmer’s friend meant when he told the eagle; "You belong not to the earth but to the sky."

8. Why did the farmer roar with laughter during his friend’s first visit?
   A. The eagle was too heavy to fly.
   B. The eagle was difficult to catch.
   C. The eagle looked different from the chickens.
   D. The eagle proved him right.

9. Why did the farmer’s friend take the eagle to the high mountains to make it fly? Give two reasons.
   1. 
   2. 

Correct Answer | 8 D
10. Find and copy words that tell you how beautiful the sky was at dawn.

______________________________________________________________________

______________________________________________________________________

11. Why was the rising sun important to the story?

   A  It awakened the eagle's instinct to fly.
   B  It reigned in the heavens.
   C  It warmed the eagle's feathers.
   D  It provided light on the mountain paths.

12. You learn what the farmer's friend was like from the things he did.

   Describe what the friend was like and give an example of what he did that shows this.

______________________________________________________________________

______________________________________________________________________

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______________________________________________________________________

Correct Answer  11 A
Planning Your Day Hike

- Pick somewhere to go that will be fun and interesting. If in a group, consider everyone when choosing where to go.
- Find out the distance of the hike and how much time it is supposed to take.
- Check out the weather conditions and forecast. Plan and dress the right way for the weather.
- Pack light. Don’t make the weight of what you will carry too heavy (see checklist).

Packing Checklist

- Plenty of water – to keep from getting thirsty
- Food – high energy snacks or take a picnic lunch
- First Aid Kit – in case of blisters, scrapes and scratches
- Insect repellent – to protect from bites (for example – ticks, bees, mosquitoes, and flies).
- Extra socks – feet may get wet
- Whistle – important if going alone, three short whistles mean you are in trouble and need assistance
- Map and compass – very important for more difficult hikes

Keeping Safe on Your Day Hike

- Start early. This will give you plenty of time to enjoy your hike and still get back before dark.
- Stay on hiking trails unless you know the area.
- Pace yourself. Do not hike too quickly so that you can save your energy. When in a group, go only as fast as the slowest member.
- Be careful where you are walking. Watch out for things you might trip over like loose rocks, piles of leaves, and sticks. Take care through slippery areas. If you need to go into water, make sure you know how deep it is.
- Look out for wildlife. Be careful where you put your feet, when you pick up sticks or rocks, and before you sit down. Never approach animals in the wild. They may look cute and harmless, but they can be unpredictable and very protective of their territory.

IMPORTANT: Tell someone about where you are going hiking and when you expect to return. This could help in case something happens and you get into trouble. Let him or her know when you get back.

Most of all, don’t forget to have fun on your hike. Enjoy being outdoors. Look at all the interesting things around you. Learn to identify new places, plants, and animals. Appreciate the beauty of the land and nature, and get good healthy exercise too!

Discover the Fun of Day Hiking

Looking for something fun and interesting to do at home or on holiday?

One of the greatest ways to enjoy the outdoors is hiking, and day hiking is the most popular kind. It doesn’t have to take much time or need any special equipment.
Day Hiking Is Fun and Good Exercise!

You are in charge! You can choose where you want to go, how long you want to be gone, and how fast you want to go. You can simply stroll along enjoying nature or challenge yourself with difficult and steep hiking trails. It is up to you!

See interesting new things! Hiking can take you places that cannot be seen any other way. You can go to beautiful areas and see spectacular views. Or you can go to remote areas that may have hidden valleys, waterfalls, or caves. Hiking can give you a chance to see plants, birds, and animals that live in the wild. You might even see remains of buildings and things that belonged to people who lived long ago.

Keep physically fit! Walking is an excellent way to exercise, so hiking on a regular basis will help to keep you healthy. It provides time to think and can be relaxing. Hiking is a great way to spend time with your friends and family or to just spend a little time by yourself studying and enjoying nature.

Explore Lookout Hill

The map and map key for Lookout Hill show how you can choose the day hike that you would like best and the kinds of things you can see and do. It gives you an idea about day hiking in case you want to find a hiking area near where you live.
1. What is the main message the leaflet gave you about hiking?
   A. It is expensive and dangerous.
   B. It is the best way to see animals.
   C. It is healthy and fun.
   D. It is only for experts.

2. Give two interesting things the leaflet said you might see on a day hike.
   1. 
   2. 

3. What are two things the leaflet told you to keep in mind when you are hiking in a group?
   1. 
   2. 

Correct Answer: 1 C
4. Which section of the leaflet told you to wear the right clothes for the weather?
   
   A  Discover the Fun of Day Hiking
   B  Planning Your Day Hike
   C  Packing Checklist
   D  Keeping Safe on Your Day Hike

Look at the section called Packing Checklist. Use it to answer Questions 5 and 6.

5. Why should you take extra socks on your hike?
   
   A  feet may get wet
   B  weather may get cold
   C  in case of blisters
   D  for a friend

6. What should you do if you get in trouble while on your hike?
   
   A  have a high energy snack
   B  blow your whistle three times
   C  put on more insect repellent
   D  yell for help as loud as you can

Correct Answer

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
</tbody>
</table>
Look at the section called *Keeping Safe*. Use it to answer Questions 7 and 8.

7. What should you do to avoid getting tired too soon?
   A) start early  
   B) stay on hiking trails  
   C) pace yourself  
   D) be careful where you walk

8. Why is it important to tell someone when you plan to return from your hike?

   | Correct Answer | 7 C |

30
Use the information about the Lookout Hill Hike to answer Questions 9 through 12.

9. Which route would you choose if you wanted to take the shortest hike?

A  Bird Walk
B  Lookout Station Hike
C  Frog Creek Trail
D  Lookout Hill Circle

10. Which kind of people would be most able to go on the Lookout Station Hike?

A  people who are in a hurry
B  people who have small children
C  people who like to watch birds
D  people who are fit and strong

Correct Answer

9 A
10 D
11. What are two things you can learn by studying the map key?

1. 

2. 

12. Use the map of Lookout Hill and the map key to plan a hike. Check which route you would choose.

   ______ Bird Walk
   ______ Lookout Station Hike
   ______ Frog Creek Trail
   ______ Lookout Hill Circle

   Give two reasons from the leaflet why you chose this route.

   1. 

   2. 
A fossil is the remains of any creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.

Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.
Hundreds of years ago in France, a man named Bernard Palissy had another idea. He was a famous pottery maker. When he went to make his pots, he found many tiny fossils in the clay. He studied the fossils and wrote that they were the remains of living creatures. This was not a new idea. But Bernard Palissy also wrote that some of these creatures no longer lived on earth. They had completely disappeared. They were extinct.

Was Bernard Palissy rewarded for his discovery? No! He was put in prison for his ideas.

As time went by, some people became more open to new ideas about how the world might have been long ago.

Then, in the 1820s, a huge fossil tooth was found in England. It is thought that Mary Ann Mantell, the wife of fossil expert Gideon Mantell was out for a walk when she saw what looked like a huge stone tooth. Mary Ann Mantell knew the big tooth was a fossil, and took it home to her husband.

When Gideon Mantell first looked at the fossil tooth, he thought it had belonged to a plant eater because it was flat and had ridges. It was worn down from chewing food. It was almost as big as the tooth of an elephant. But it looked nothing like an elephant's tooth.
Gideon Mantell could tell that the pieces of rock attached to the tooth were very old. He knew that it was the kind of rock where reptile fossils were found. Could the tooth have belonged to a giant, plant-eating reptile that chewed its food? A type of reptile that no longer lived on earth?

Gideon Mantell was really puzzled by the big tooth. No reptile that he knew about chewed its food. Reptiles gulped their food, and so their teeth didn't become worn down. It was a mystery.

Gideon Mantell took the tooth to a museum in London and showed it to other scientists. No one agreed with Gideon Mantell that it might be the tooth of a gigantic reptile.

Gideon Mantell tried to find a reptile that had a tooth that looked like the giant tooth. For a long time, he found nothing. Then one day he met a scientist who was studying iguanas. An iguana is a large plant-eating reptile found in Central and South America. It can grow to be more than five feet long. The scientist showed Gideon Mantell an iguana tooth. At last! Here was the tooth of a living reptile that looked like the mystery tooth. Only the fossil tooth was much, much bigger.
Now Gideon Mantell believed the fossil tooth had belonged to an animal that looked like an iguana. Only it wasn't five feet long. Gideon Mantell believed it was a hundred feet long! He named his creature *Iguanodon*. That means "iguana tooth".

Gideon Mantell did not have a whole *Iguanodon* skeleton. But from the bones he had collected over the years, he tried to figure out what one might have looked like. He thought the bones showed that the creature had walked on all four legs. He thought a pointed bone was a horn. He drew an *Iguanodon* with a horn on its nose.

What Gideon Mantell thought an Iguanodon looked like
Years later, several complete *Iguanodon* skeletons were found. They were only about thirty feet long. The bones showed that it walked on its hind legs some of the time. And what Gideon Mantell thought was a horn on its nose was really a spike on its "thumb"! Based on these discoveries, scientists changed their ideas about what the *Iguanodon* looked like.

Gideon Mantell made some mistakes. But he had made an important discovery, too. Since his first idea that the fossil tooth belonged to a plant-eating reptile, he spent many years gathering facts and evidence to prove his ideas were right. By making careful guesses along the way, Gideon Mantell was one of the first people to show that long ago, giant reptiles lived on earth. And then they became extinct.

Hundreds of years before, Bernard Palissy had been thrown in prison for saying nearly the same thing. But Gideon Mantell became famous. His discovery made people curious to find out more about these huge reptiles.

In 1842, a scientist named Richard Owen decided that these extinct reptiles needed a name of their own. He called them *Dinosauria*. This means "fearfully great lizard". Today we call them dinosaurs.
1. What is a fossil?

A the surface of rocks and cliffs
B the bones of a giant
C the remains of very old living things
D the teeth of elephants

2. According to the article, why did some people long ago believe in giants?

3. Where did Bernard Palissy find fossils?

A on the cliffs
B in the clay
C by a river
D on a path

Correct Answer

1 C
3 B
4. What was Bernard Palissy's new idea?

5. Why was Bernard Palissy put into prison?
   A People were not open to new ideas.
   B He copied his ideas from Gideon Mantell.
   C He left tiny fossils in his pottery.
   D Studying fossils was forbidden in France.

6. Who found the fossil tooth in England?
   A Bernard Palissy
   B Mary Ann Mantell
   C Richard Owen
   D Gideon Mantell

Correct Answer

<table>
<thead>
<tr>
<th></th>
<th>5 A</th>
</tr>
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<tbody>
<tr>
<td>6 B</td>
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</tbody>
</table>
7. What did Gideon Mantell know about reptiles that made the fossil tooth puzzling?

A. Reptiles had no teeth.
B. Reptiles were found under rocks.
C. Reptiles lived long ago.
D. Reptiles gulped their food.

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

<table>
<thead>
<tr>
<th>Type of animal</th>
<th>What made him think this</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plant eater</td>
<td>The tooth was flat with ridges.</td>
</tr>
<tr>
<td>A giant creature</td>
<td></td>
</tr>
<tr>
<td>A reptile</td>
<td></td>
</tr>
</tbody>
</table>

Correct Answer: 7 D
9. Why did Gideon Mantell take the tooth to a museum?
   A to ask if the fossil belonged to the museum
   B to prove that he was a fossil expert
   C to hear what scientists thought of his idea
   D to compare the tooth with others in the museum

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?

11. What did Gideon Mantell use when trying to figure out what the *Iguanodon* looked like?
   A bones he collected
   B ideas from other scientists
   C pictures in books
   D teeth from other reptiles

**Correct Answer**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9 C</td>
<td></td>
</tr>
<tr>
<td>11 A</td>
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</tbody>
</table>
12. Look at the two pictures of the *Iguanodon*. What do they help you to understand?

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13. Later discoveries proved that Gideon Mantell was wrong about what the *Iguanodon* looked like. Fill in the blanks to complete the table.

<table>
<thead>
<tr>
<th>What Gideon Mantell thought the <em>Iguanodon</em> look like</th>
<th>What scientists today think the <em>Iguanodon</em> looked like</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <em>Iguanodon</em> walked on four legs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The <em>Iguanodon</em> had a spike on its thumb.</td>
</tr>
<tr>
<td>The <em>Iguanodon</em> was 100 feet long.</td>
<td></td>
</tr>
</tbody>
</table>
14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?

A. more fossil teeth
B. scientific drawings
C. living *Iguanodons*
D. whole skeletons

**Correct Answer** 14 D
For further information about PIRLS in Malta please contact
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