



This text is adapted from the original text on the National Geographic website (<http://kids.nationalgeographic.com>) by James Owen.

# Discovered: Stonehenge Village

## What is Stonehenge?

Stonehenge is a circle of giant stones, in the south of England. It was built around 5,000 years ago but even today, no one can be sure why, or what exactly it was used for.

The people who built Stonehenge in southern England thousands of years ago had wild parties, eating barbecued pigs and smashing up pottery. This is according to recent work by archaeologists – history experts who investigate how human beings lived in the past.



Archaeologists [ar/kee/ol/oh/jists] digging near Stonehenge last year discovered the remains of a large prehistoric village where they think the builders of the mysterious stone circle used to live.

The village was shown to be about 4,600 years old, the same age as Stonehenge and as old as the pyramids in Egypt. The village is less than two miles from Stonehenge.

Remains found at the site included jewellery, stone arrowheads, tools made of deer antlers, and huge amounts of animal bones and broken pottery. These finds suggest Stone Age people went to the village at special times of the year 'to feast and party', says Mike Parker Pearson from Sheffield University.

An ancient road which led from the village to a river called the Avon was also unearthed. Here, the experts think, people came after their parties to throw dead relatives in the water so the bodies would be washed downstream to Stonehenge.

The experts believe Stonehenge was like a cemetery where ancient Britons buried the dead and remembered their ancestors (past relatives). Next to the village there was a giant wooden version of the famous stone circle. Archaeologists say this timber circle, which was only temporary because it eventually rotted away, was a symbol of life. Stonehenge, on the other hand, was a permanent symbol of the afterlife.

Parker Pearson says the recent discoveries made around the newly found village show that Stonehenge didn't stand alone but was part of a much bigger religious site.

People still come to worship and celebrate at Stonehenge today. They meet there when the sun sets on the shortest day of winter and when it rises on the longest day of summer. But the days of barbecuing whole pigs there and throwing family members into the river are a thing of the past.



This text is from *Damian Drooth Supersleuth: Dog Snatchers* by Barbara Mitchelhill.

## Damian Drooth Supersleuth



I expect you know my name. Damian Drooth Supersleuth and Ace Detective. People come from miles around to ask for my help. But let me tell you about a crime I solved only last week. It wasn't easy. It took all my brain power and cunning to crack this one.

It was Saturday morning and my friends and I were in the shed. I was explaining how to spot criminal disguises such as wigs and dark glasses.

"My gwandad's got a wig," said Lavender. "Coth he hathn't got any hair."

"Your grandad could be telling porky pies," I said. "He's probably got loads of hair. I bet he's really a criminal who doesn't want to be spotted by the police. That's why he wears a wig."

Lavender started crying. I wasn't surprised. It's hard to learn the truth, especially when you're only six.

I carried on in spite of the noise. But before I got to the really interesting bit about wearing hats and old clothes, there was a knock on the shed door. Everyone – even Lavender – went quiet and I went to see who it was.

When I opened the door, I found an old lady standing there. She was small with white curly hair.

"Excuse me," she said. "Are you Damian Drooth?"

"Who's asking?" I said, not wanting to give anything away.

"I'm Mrs Popperwell," she said.

I was suspicious. I'd never heard that name before ... Popperwell ... It was probably false – and her hair looked like a wig to me. I would have to be on my guard.

"Why are you looking for Damian Drooth?" I asked.

She took a tissue from her handbag. "Because Blossom has gone missing," she said, wiping away tears (which might have been false).

"Missing?" I said.

"For two hours."

"That's not so long."

"My Blossom never goes out," she sobbed. "Not without me."

"That's strange," I said. "Most girls like to play with their friends."

"She's not a girl. She's a dog and I'm ever so worried."

"So why didn't you go to the police?"

"Because I've heard that Damian Drooth is a brilliant detective," she said. "Only last week I was told that he'd solved a crime at his own school. They say he's better than the police. Much better!"

This was clearly somebody who appreciated me. I took off my baseball cap and my shades to reveal my face.

"I am Damian Drooth," I said.

Her eyes opened wide in surprise. I could tell she was dead impressed.



Name:	Class:	Date:
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## Discovered: Stonehenge Village

- 1 Look at the box called: *What is Stonehenge?*  
What do you learn about Stonehenge from this? Write **two** things.

1 \_\_\_\_\_

2 \_\_\_\_\_

1 mark AF2

- 2 Archaeologists have discovered a village near Stonehenge. **What else** have they found? Tick **two**.

- a large prehistoric animal ☐
- a mysterious stone circle ☐
- a road leading to a river ☐
- a circle of wooden pieces ☐
- an ancient cemetery ☐

1 mark AF2

- 3 What do archaeologists know about the village? **Fill in** the missing information.  
**Stonehenge village**

Age	About 4,600 years
Distance from Stonehenge	
Who lived there	

1 mark AF2

- 4 At the site of the village, archaeologists found *huge amounts of animal bones and broken pottery*.

What have they concluded from these two remains? Explain as fully as you can, using the whole text to help you.

\_\_\_\_\_

\_\_\_\_\_

2 marks AF3

/ 5  
Total for this page

- 5 Why did people in the past want their relatives' bodies to end up at Stonehenge?

AF3  
1 mark

- 6 Think about Stonehenge and the huge timber circle next to the village. They are made of different materials. What else is different about them?

AF3  
1 mark

- 7 Mike Parker Pearson says that Stonehenge *didn't stand alone...* What does he mean by this? Tick the **best** answer.

There are other stone circles standing right next to Stonehenge. ☐

Archaeologists have made new discoveries about Stonehenge. ☐

The area around Stonehenge is important, not just the stone circle. ☐

People no longer throw family members into the river. ☐

AF3  
1 mark

- 8 What do you learn from the text about Stonehenge **now**?

AF2  
1 mark

- 9 Where would you expect to find this text about Stonehenge Village? Tick the **best** answer.

in a story book ☐

in an atlas ☐

in a newspaper ☐

in a dictionary ☐

AF7  
1 mark

/ 10  
Total for this test

Name:	Class:	Date:
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# Damian Drooth Supersleuth

1 How would Damian Drooth describe himself? Tick **one**.

- a fantastic criminal leader ☐
- a brilliant master of disguise ☐
- an expert solver of mysteries ☐
- a super student at school ☐

AF3  
1 mark

2 In the text, the group of friends have an unexpected visitor. **Fill in** the missing information below. One has been done for you.

Where the friends were	
Which day of the week it was	Saturday
Who the visitor was	

AF2  
1 mark

3 What did Damian do that upset Lavender? Explain your answer as fully as you can, using the text to help you.

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AF3  
2 marks

4 a) Why was Mrs Popperwell crying?

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AF2  
1 mark

b) Why was she so keen to find Damian Drooth?

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AF3  
1 mark

/ 6  
Total for this page

- 5 Damian says several things that show he does not trust Mrs Popperwell at first. Which of the following show this? Tick **two**.

*somebody who appreciated me*

☐

*It was probably false*

☐

*Her eyes opened wide in surprise*

☐

*She took a tissue from her handbag*

☐

*I would have to be on my guard*

☐

1 mark AF3

- 6 Why did Damian decide to reveal his face to Mrs Popperwell in the end? Tick **one**.

because he wanted to surprise her

☐

because she sounded very upset

☐

because he had solved the crime

☐

because she said good things about him

☐

1 mark AF3

- 7 *I've heard that Damian Drooth is a brilliant detective.*

In what ways is Damian Drooth a *brilliant detective*? Explain your answer as fully as you can, using the text to help you.

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2 marks AF3

/ 10  
Total for this test

## Summer test 1: Part A – Discovered: Stonehenge Village

	Part A: Discovered: Stonehenge Village	AF	Mark	Extra information						
1	Award 1 mark for any two of the following facts from the information box: <ul style="list-style-type: none"><li>It is a circle of giant stones.</li><li>It is in the south of England.</li><li>It was built around 5,000 years ago.</li><li>No one is sure why it was built/what it was used for.</li></ul>	2	1							
2	a road leading to a river <input checked="" type="checkbox"/> a circle of wooden pieces <input checked="" type="checkbox"/>	2	1	Award 1 mark for both answers (and no others) ticked.						
3	<table><tr><td>Age</td><td>about 4,600 years</td></tr><tr><td>Distance from Stonehenge</td><td>(less than) 2 miles</td></tr><tr><td>Who lived there</td><td>the people who built Stonehenge/ the stone circle</td></tr></table>	Age	about 4,600 years	Distance from Stonehenge	(less than) 2 miles	Who lived there	the people who built Stonehenge/ the stone circle	2	1	Award 1 mark for both pieces of information correct.
Age	about 4,600 years									
Distance from Stonehenge	(less than) 2 miles									
Who lived there	the people who built Stonehenge/ the stone circle									
4	Award 2 marks for answers that cover two of the following points, and 1 mark for answers covering one point: <ul style="list-style-type: none"><li>They went there to have parties/to feast/at special times of year.</li><li>They ate barbecued pig/animals.</li><li>They smashed up pottery.</li></ul> Also award 2 marks for answers that cover one point, with some development/support.	3	2	NB: For answers that simply copy the sentence <i>they went to the village at special times of year to feast and party</i> , award only 1 mark: these answers only cover one point in the mark scheme and do not refer specifically to either remain mentioned in the question (animal bones/pottery).						
5	Award 1 mark for references to Stonehenge being like a cemetery/ where people buried the dead or being where people remembered ancestors/past relatives.	3	1							
6	Award 1 mark for reference to any of the following differences between Stonehenge and the timber circle. Answers may not refer specifically to both circles, but must make an explicit or implicit comparison rather than simply lifting a fact from the text: <ul style="list-style-type: none"><li>The timber circle rotted away/was temporary but the stone circle is permanent.</li><li>The timber circle was a symbol of life but Stonehenge was a symbol of the afterlife.</li></ul>	3	1							
7	The area around Stonehenge is important, not just the stone circle. <input checked="" type="checkbox"/>	3	1							
8	Award 1 mark for any of the following text-based facts about Stonehenge now: <ul style="list-style-type: none"><li>People go there to celebrate/worship.</li><li>People meet there when the sun sets on the shortest day/when it rises on the longest day.</li></ul>	2	1							
9	in a newspaper <input checked="" type="checkbox"/>	7	1							



# Summer test 1: Part B – Damian Drooth Supersleuth

	Part B: Damian Drooth Supersleuth	AF	Mark	Extra information						
1	an expert solver of mysteries <input checked="" type="checkbox"/>	3	1							
2	<table><tr><td>Where the friends were</td><td><i>in the shed</i></td></tr><tr><td>Which day of the week it was</td><td><i>Saturday</i></td></tr><tr><td>Who the visitor was</td><td><i>an old lady/a small lady/a lady with white/curly hair/Mrs Popperwell</i></td></tr></table>	Where the friends were	<i>in the shed</i>	Which day of the week it was	<i>Saturday</i>	Who the visitor was	<i>an old lady/a small lady/a lady with white/curly hair/Mrs Popperwell</i>	2	1	Award 1 mark for both pieces of information correct.
Where the friends were	<i>in the shed</i>									
Which day of the week it was	<i>Saturday</i>									
Who the visitor was	<i>an old lady/a small lady/a lady with white/curly hair/Mrs Popperwell</i>									
3	<p>Award 2 marks for answers that make the distinction (explicitly or implicitly) between the truth (Lavender's Grandad not having any hair) and what Damian said (that he was a liar/criminal/in disguise/ wanted to escape the police).</p> <p>Award 1 mark for answers that refer to either the truth or to what Damian said, without making the explicit or implicit comparison.</p>	3	2	<p>Example 2-mark answers:</p> <ul style="list-style-type: none"><li>• <i>He said her Grandad was telling lies but he really didn't have any hair.</i></li><li>• <i>He said her Grandad wore a wig because he was a criminal but it wasn't true.</i></li><li>• <i>He said her Grandad probably had lots of hair but really he had a wig because he didn't have any.</i></li></ul> <p>Example 1-mark answers:</p> <ul style="list-style-type: none"><li>• <i>He called her Grandad a liar.</i></li><li>• <i>He said her Grandad had loads of hair.</i></li></ul>						
4	<p>a) Award 1 mark for references to the fact that:</p> <ul style="list-style-type: none"><li>• Mrs Popperwell's dog had gone missing.</li><li>• Mrs Popperwell couldn't find/had lost her dog/Blossom.</li><li>• Mrs Popperwell was worried about her dog/Blossom.</li></ul> <p>b) Award 1 mark for reference to Mrs Popperwell's reasons for wanting to find Damian:</p> <ul style="list-style-type: none"><li>• So he could help her find Blossom/her dog.</li><li>• She had heard he was a brilliant detective/could solve crimes.</li><li>• She heard he was better than the police.</li></ul>	2  3	1  1	Do not award marks for: <i>She had lost her friend.</i>						
5	<p><i>It was probably false</i> <input checked="" type="checkbox"/></p> <p><i>I would have to be on my guard</i> <input checked="" type="checkbox"/></p>	3	1	Award 1 mark for the both answers (and no others) ticked.						
6	because she said good things about him <input checked="" type="checkbox"/>	3	1							
7	<p>Award marks for answers which identify ways in which Damian is a good detective. Answers must be text-based, and the following points may be covered:</p> <ul style="list-style-type: none"><li>• He solved a crime last week./He solved a crime at his school.</li><li>• People come from miles around to ask for his help./ Mrs Popperwell asked for his help.</li><li>• People say he is better than the police.</li><li>• He knows about criminal disguises.</li></ul> <p>Award 2 marks for answers which cover two of the points above, or one point with development/support, e.g.:</p> <ul style="list-style-type: none"><li>• <i>He has solved a real crime and he was teaching his friends about disguises.</i></li><li>• <i>He solved a crime at school and that's why Mrs Popperwell came to him.</i></li></ul>	3	2							





This text is from *The Usborne Book of Myths and Legends* by Anna Milbourne, Heather Amery and Gillian Doherty.

## Brave Hendrick

As Hendrick was hurrying home from school one afternoon, he decided to take a short cut. He ran along the top of one of the great **dykes** that protected Holland's low-lying farmland from the sea. Hendrick loved the peaceful sound of the waves lapping against the dykes. It made him feel safe.

But tonight he heard an unfamiliar sound too – the gentle trickle of water. He stopped and listened for a moment. “That doesn’t sound right,” thought Hendrick.

“I’d better have a look.” He scrambled down the dyke and ran along it until he found where the noise was coming from. There was a small hole in the dyke and water was spurting through it.

Hendrick knew how serious a leak in a dyke could be. His grandfather had helped to build the dykes and his father still worked on them, mending any holes or cracks. “We must watch the dykes,” his father had often told him. “If the sea broke through, it would drown all the animals, flood our houses and ruin our farms.”

Even a tiny hole like this could spell disaster. Soon, the tide would come in and the force of the waves would make the hole bigger and bigger until the waves crashed right through. “Help!” he shouted, as loudly as he could.

There was no answer.

Hendrick rummaged in his pockets for a handkerchief or something to stuff into the hole, but his pockets were empty. Suddenly, Hendrick looked at his hands. “Perfect!” he thought, and he pushed his finger into the hole. Instantly, the water stopped trickling through. He had fixed the leak, for the moment at least. Hendrick was filled with relief. Leaning against the dyke, he shouted again. “Help! Help!”

Nobody came. Hendrick kept on shouting until he was hoarse, but the only answer was the sound of the waves crashing against the dyke. The nearest houses were much too far away for anyone to hear. He was all alone.

As the wind howled around him, he shivered. The water was freezing cold too and he could no longer feel his finger. “It must be blue by now,” he thought miserably.

It was growing dark and Hendrick began to feel scared. He didn’t know how long he had been crouching there, but it felt like an eternity...



**dyke** –  
a long wall or  
embankment  
built to hold  
back water and  
prevent flooding



This poem is by Roger Stevens.

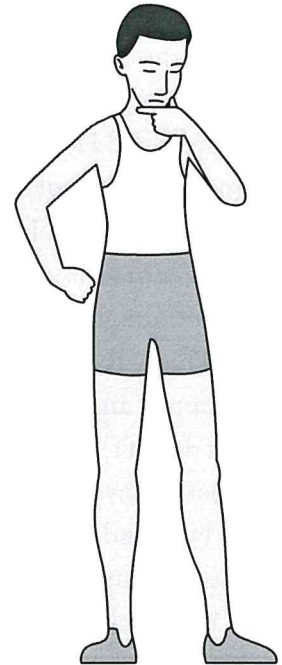
## ***Sprint***

The air is hot. The sky is blue. Expect  
No favours from the sun. You stand alone.  
Survey the stadium, the crowd. Inspect  
The track. A moment's doubt. Can it be done?

And then the training – days, months, years – kicks in  
And you are focused on the prize. You know  
With certainty what you must do. Begin  
With deep breaths. Stretch. Relax. It's time to go.

A billion eyes are watching. You can't hide.  
There's silence. You can hear your beating heart.  
You crouch. Into the starting blocks you slide.  
You wait. Time stops. You hope there's no false start.

Marks. Get set. Kick. Ten seconds and you're done.  
You are the bullet in the starter's gun.



Name:	Class:	Date:
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# Brave Hendrick

1 *peaceful sound of the waves lapping against the dykes*

What impression does this phrase give of the sea? Tick **one**.

- It is loud. ☐
- It is quick. ☐
- It is calm. ☐
- It is cold. ☐

AF5  
1 mark

2 Why did Hendrick go down the dyke instead of staying on the top?

\_\_\_\_\_

AF2  
1 mark

3 Look at the second paragraph beginning: *But tonight he heard...*

**Find** and **copy a word** that shows it was not easy for Hendrick to go down the dyke.

\_\_\_\_\_

AF2  
1 mark

4 *Hendrick knew how serious a leak in a dyke could be.*

What could happen if there was a leak? Explain your answer as fully as you can, using the text to help you.

\_\_\_\_\_  
\_\_\_\_\_

AF2  
2 marks

/ 5  
Total for this page

5 Suddenly, Hendrick looked at his hands. "Perfect!" he thought.

Why did Hendrick think his hands were *perfect*?

\_\_\_\_\_

1 mark AF3

6 Which of these words does the writer use to describe the **movement of the water**? Tick **two**.

- hurrying ☐
- spurting ☐
- crouching ☐
- freezing ☐
- crashing ☐

1 mark AF2

7 Look at these sentences from the text.

*There was no answer.*

*Nobody came.*

*The only answer was the sound of the waves.*

*He was all alone.*

What is the effect of including these sentences?

\_\_\_\_\_

1 mark AF5

8 At the end of the text Hendrick felt scared and miserable. Why did he feel this way? Explain and support your answer fully, using the text to help you.

\_\_\_\_\_

\_\_\_\_\_

2 marks AF3

/ 10  
Total for this test



Name:	Class:	Date:
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# Sprint

1 What is a *sprint*? Tick **one**.

- a beating heart ☐
- a short, fast race ☐
- a busy stadium ☐
- a starter's gun ☐

☐ AF3  
1 mark

2 Look at the first verse.

*Expect no favours from the sun.*

What does this sentence suggest about the effect of the sun on the runner?

☐ AF3  
1 mark

3 Look at the second verse. How is the runner feeling?

☐ AF3  
1 mark

4 *And then the training – days, months, years – kicks in*

Why has the poet included the phrase *days, months, years* here?

☐ AF5  
1 mark

5 Which of the following **best** describes the **crowd** just before the race starts?  
Tick **one**.

- They are breathing deeply and relaxing. ☐
- They are quietly watching and waiting. ☐
- They are cheering madly with excitement. ☐
- They are hoping there is no false start. ☐

☐ AF3  
1 mark

☐ / 5  
Total for this page

6 *You wait. Time stops.*

Why does time seem to stop for the runner?

\_\_\_\_\_

1 mark AF3

7 Look at the last line of the poem:

*You are the bullet in the starter's gun.*

What does this suggest to you about the runner?

\_\_\_\_\_

1 mark AF3

8 Think about the whole poem. What is it **mainly** about? Tick the **best** answer.

the years of training before a race

☐

the runner's feelings during a race

☐

the moments leading up to a race

☐

the reactions of the crowd at a race

☐

1 mark AF6

9 **Number** each sentence to show in **what order** things happen in the poem. The first one has been done for you.

☐

The runner gets into the starting blocks.

☐

1 The runner looks all around at the track and stadium.

☐

The runner hears the starter's gun and sets off.

☐

The runner takes deep breaths and tries to relax.

1 mark AF4

10 The poet uses lots of very short sentences. What effect does this create? Explain your answer as fully as you can, using the poem to help you.

\_\_\_\_\_

\_\_\_\_\_

1 mark AF5

/ 10  
Total for this test

## Summer test 2: Part A – Brave Hendrick

	Part A: <i>Brave Hendrick</i>	AF	Mark	Extra information
1	It is calm. <input checked="" type="checkbox"/>	5	1	
2	Award 1 mark for any of the following points: <ul style="list-style-type: none"> <li>• He heard a trickle of water./He heard an unfamiliar sound.</li> <li>• To see where the noise was coming from</li> <li>• He was worried about the sound/trickle.</li> <li>• He thought there might be a hole/leak.</li> </ul>	2	1	Do not award marks for: <i>He was taking a short cut./ He was coming home from school.</i>
3	<i>(He) scrambled (down)</i>	2	1	
4	Award 1 mark for each of the following points, to a maximum of 2 marks: <ul style="list-style-type: none"> <li>• The sea could break through/the waves would crash through.</li> <li>• The land/homes would flood/would not be protected from the sea.</li> <li>• Animals would drown.</li> <li>• Farms would be ruined.</li> </ul>	2	2	
5	Award 1 mark for answers that refer to Hendrick using his hands/finger to fill the hole in the dyke/fix the leak/stop the water coming through.	3	1	
6	spurting <input checked="" type="checkbox"/> crashing <input checked="" type="checkbox"/>	2	1	Award 1 mark for both answers (and no others) ticked.
7	Award 1 mark for answers that refer to any of the following points which comment on the effect of the sentences (answer may make explicit or implicit reference to authorial intent): <ul style="list-style-type: none"> <li>• They show how alone Hendrick was/must have felt.</li> <li>• They emphasise that nobody came/was around/could help him.</li> <li>• They show that however many times he called, no one came.</li> </ul>	5	1	
8	Award 2 marks for answers that give text-based reasons for Hendrick's feelings at the end of the extract. Answers may cover two of the points below or one point with development/support: <ul style="list-style-type: none"> <li>• There was no one to help him./No one could hear him.</li> <li>• He was very cold./He couldn't feel his finger./The wind was howling around him./He was shivering.</li> <li>• It was getting dark.</li> <li>• He felt as though he had been there for a long time.</li> </ul> Award 1 mark for answers that cover one of the above points with little/no development.	3	2	

## Summer test 2: Part B – Sprint

	Part B: <i>Sprint</i>	AF	Mark	Extra information
1	a short, fast race <input checked="" type="checkbox"/>	3	1	
2	Award 1 mark for answers that make an appropriate statement about the meaning of the sentence, e.g.: <ul style="list-style-type: none"> <li>The sun is not helping/cannot help the runner.</li> <li>The sun is making the runner too/very hot.</li> </ul>	3	1	NB References to heat must state/imply that the heat is extreme or that it is not good for the runner, e.g. <i>too hot</i> .
3	Award 1 mark for reference to the following feelings/attitude: <ul style="list-style-type: none"> <li>The runner is focused.</li> <li>The runner feels certain/sure/confident.</li> <li>The runner is relaxed/not nervous.</li> </ul>	3	1	
4	Award 1 mark for reference to the effect/impact of this phrase, with some kind of emphasis stated or implied: <ul style="list-style-type: none"> <li>To show <b>how much</b> training the runner has done.</li> <li>To show <b>how long</b> the runner has trained for.</li> <li>To show it has been hard work.</li> </ul>	5	1	
5	They are quietly watching and waiting. <input checked="" type="checkbox"/>	3	1	
6	Award 1 mark for answers that give a relevant, text-related reason for why time might seem to stop for the runner, e.g.: <ul style="list-style-type: none"> <li>Reference to wanting to get going/the anticipation of the race, e.g. <i>The wait feels like forever</i>.</li> <li>Reference to heightened emotions, e.g. <i>very nervous/ready to go</i>.</li> <li>Reference to how focused the runner is, e.g. <i>They are thinking about how the race is going to go./They are preparing themselves</i>.</li> <li>Reference to the fact that the race is just about to start, e.g. <i>They are ready in the starting blocks</i>.</li> </ul>	3	1	
7	Award 1 mark for reference to any of the following: <ul style="list-style-type: none"> <li>The speed of the runner</li> <li>Being out of the starting blocks quickly/shooting out of the blocks</li> <li>The runner might win the race (reference to speed is implicit here)</li> </ul>	3	1	Do not award marks for answers that repeat the line from the poem. To be awarded a mark, the reference to speed must be explicit, e.g.: <i>The runner is as fast as a bullet</i> .
8	the moments leading up to a race <input checked="" type="checkbox"/>	6	1	
9	<div>3</div> The runner gets into the starting blocks. <div>1</div> The runner looks all around at the track and stadium. <div>4</div> The runner hears the starter's gun and sets off. <div>2</div> The runner takes deep breaths and tries to relax.	4	1	Award 1 mark for all sentences correctly numbered.
10	Award marks for answers that give an appropriate explanation/description of the effect of the short sentences. Points might include: <ul style="list-style-type: none"> <li>A sense of waiting nervously for something to happen.</li> <li>It is like the runner's beating heart as they wait to begin.</li> <li>It is like the race that is also short and over very quickly.</li> </ul>	5	1	