English reading answer booklet

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<thead>
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<th>First name</th>
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<td>Middle name</td>
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<td>Last name</td>
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Instructions

You have one hour to complete the test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text.

There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of writing is needed. Write your answers in the space provided. Do not write over any barcodes.

- **short answers:** some questions are followed by a short line or a box. This shows that you need only write a word or a few words in your answer.
- **several line answers:** some questions are followed by a few lines. This gives you space to write more words or a sentence or two.
- **longer answers:** some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.
- **selected answers:** for some questions you do not need to write anything at all and you should tick, draw lines to, or put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour to read the texts in the reading booklet and answer the questions in this booklet.**
1. Look at *Meet Charlie Small!*

Find and copy the information from the text to complete the fact file below about Charlie Small.

<table>
<thead>
<tr>
<th>Name</th>
<th>Charlie Small</th>
</tr>
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<tbody>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td></td>
</tr>
<tr>
<td>Worst enemy</td>
<td></td>
</tr>
<tr>
<td>Most exciting adventure</td>
<td></td>
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</tbody>
</table>

2 marks

2. Look at *Meet Charlie Small!*

How are some of Charlie’s words emphasised in this section?

Tick two.

- capital letters
- bold
- italics
- underlining
- exclamation marks

1 mark
3. How does Charlie keep a record of his adventures?

________________________________________________________________________

1 mark

4. Look at the paragraph beginning: I was driving across...

**Find and copy two** words that show how much Charlie admires Jakeman.

1. __________________________

2. __________________________

1 mark

5. Look at the paragraph beginning: I hovered a few centimetres...

What effect did the heat have on Charlie?

________________________________________________________________________

1 mark

6. *I zoomed towards*...

What does the word *zoomed* tell you?

________________________________________________________________________

________________________________________________________________________

1 mark
7. Where does Charlie leave his scooter?

________________________________________________________________________

1 mark

8. Look at the paragraph beginning: Suddenly, as I stepped…
How does the writer make the flowers seem dangerous?
Give two ways.

1. ______________________________________________________________________

________________________________________________________________________

2. ______________________________________________________________________

________________________________________________________________________

2 marks


Number the following (1-5) to show the order in which they happen in the story.
The first one has been done for you.

A gorilla carries Charlie into the trees.  
A gorilla stands looking down at Charlie.  
Flowers spring up, spraying a mist.  
Charlie feels extremely tired.  
Charlie drives across a wide plain.

The first one has been done for you.  

1 mark
10. Read from the paragraph beginning: “Wake up, Charlie...” to the end of the page.

How does this ending create suspense?

1 mark

11. Look at *Meet Charlie Small!* and *A Rude Awakening*.

How do the texts suggest that Charlie has met gorillas in his past adventures?

Give two ways.

1. 

2. 

2 marks

12. Look at pages 4 and 5.

What makes Charlie’s adventures fantasy stories?

Give two examples from the text.

1. 

2. 

2 marks
Questions 13–28 are about Guide Dogs (pages 6–7).


Find and copy the word or group of words that shows how much difference a guide dog can make to someone.

1 mark

14. According to the text, which of the following do guide dogs have to learn to do?

Tick two.

- obey a whistle
- stop at all kerbs
- obey spoken commands
- recognise the colour green
- walk very slowly

1 mark
15. Look at the section headed: **Guide dogs and their owners**.

Why are italics used for the word *disobey*?

Tick one.

- because it’s a word that people don’t know
- to show that dogs should do as they are told
- it’s the opposite of what you would expect
- because it’s explained in a glossary

1 mark

16. Look at the section headed: **Guide dogs and their owners**.

Why is it important that guide dogs demonstrate *selective disobedience*?

____________________________________________________________________________________

____________________________________________________________________________________

1 mark
17. *The owner is like the navigator on an aircraft who must know how to get from one place to another, and the dog is the pilot who gets them there safely.*

What does this comparison tell you about the relationship between the owner and the guide dog?

Tick one.

- The dog decides where the owner wants to go.
- The dog relies on the owner to avoid the obstacles.
- The owner and the dog work together as a team.
- The owner keeps the dog safe on the journey.

1 mark

18. Look at the paragraph beginning: *When it is eight weeks old...*

Find and copy one word that suggests that training a guide dog is a long process.

___________________________

1 mark

19. What do puppy-walkers train the guide dogs to do?

Give two examples.

1. ____________________________

2. ____________________________

1 mark
20. Look at the section headed: How guide dogs are trained.

Find and copy two groups of words that suggest guide dogs do a very special job.

1. ____________________________
   ____________________________

2. ____________________________
   ____________________________

2 marks

21. Puppy-walkers have mixed feelings when they give the puppy back for the next stage of its training.

Explain why.

__________________________________________________________

__________________________________________________________

__________________________________________________________

2 marks

22. Look at the section headed: Work and play.

How are guide dogs like normal dogs?

__________________________________________________________

__________________________________________________________

1 mark
23. Having a guide dog made Lucy feel more:

Tick one.

- curious.
- thoughtful.
- independent.
- careful.

1 mark

24. Look at the section headed: **Play your part!**

What is the purpose of this section?

Tick one.

- to inform you about how to get ‘pupdates’
- to persuade you to sponsor a guide dog
- to explain how the money will be spent
- to describe the pups’ adventures

1 mark

25. Look at the section headed: **Play your part!**

Why is the word ‘pupdates’ in inverted commas?

________________________________________________________________________

________________________________________________________________________

1 mark
26. Draw lines to match the age of a guide dog to what it does at that age.

- one year old
- eight weeks old
- seven years old

- retires from being a guide dog
- goes back to live in the guide dog centre
- is trained by a puppy-walker

1 mark

27. Look at pages 6 and 7.

Tick to show which statements about guide dogs are true and which are false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide dogs need to be very focused and have excellent concentration skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide dogs must listen to the flow of traffic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide dogs are encouraged to have fun during the working day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The first guide dogs in the UK were trained in 1931.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puppy-walkers get to keep their puppies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 marks
28. Draw lines to match each section to its main purpose.

- **Guide dogs and their owners**
  - to list interesting facts

- **Work and play**
  - to give you a first-hand account

- **Did you know?**
  - to explain what guide dogs have to learn

- **Quotation from Lucy**
  - to describe how guide dogs behave off-duty

1 mark
Questions 29–39 are about California’s Unlikely Warriors (pages 8–9).

29. How long ago did the plague of scale insects attack in America?

__________________________________________________________________________

1 mark

30. What did the scale insects attack?

__________________________________________________________________________

1 mark

31. The scale insects sound like an army.

Find and copy two words in the first two paragraphs that support this idea.

1. __________________________

2. __________________________

2 marks

32. It was important to find a solution to the plague of insects quickly.

Explain why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

1 mark
33. Before ladybirds were introduced, how did the fruit growers try to solve
the problem of scale insects?

______________________________________________________________________________________

1 mark

34a. Look at page 8.
What did Mr Riley suggest to solve the problem of scale insects?

______________________________________________________________________________________

1 mark

34b. How did other people react to Mr Riley’s suggestion?

______________________________________________________________________________________

1 mark

35. In the paragraph beginning: In Australia, Mr Koebele visited..., the ladybirds are described as *feasting* on the scale insects.
What does the word *feasting* suggest about the ladybirds?

______________________________________________________________________________________

______________________________________________________________________________________

1 mark
36. Look at the second paragraph on page 9, beginning:

_When the unlikely warriors..._

How does the writer emphasise the success of the ladybirds?

Explain fully, referring to the text in your answer.

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3 marks

37. How has this text about ladybirds been organised?

Tick one.

The text gives facts about ladybirds, organised into different sections for each topic.

The information about ladybirds is organised like a story, with additional information at the end.

It starts with facts about scale insects and then explains the life cycle of the ladybird.

The text gives information about ladybirds and ends with a story about scale insects.

1 mark
38. Tick to show which statements about ladybirds are **true** and which are **false**.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>They help protect the environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They only eat scale insects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They can survive on just nectar and pollen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people say that they bring you good luck.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 mark

39. Where would you expect to find the text *California's Unlikely Warriors*?

Tick one.

- on the front page of a newspaper
- in a magazine about the natural world
- in a children's fable about animals
- in a travel brochure about California

1 mark
[END OF TEST]

Please do not write on this page.