

En

KEY STAGE

2

LEVEL

6

English tests

English reading answer booklet: Living with animals

2014

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

[BLANK PAGE]

Please do not write on this page.

Instructions

Questions and answers

You have now had 10 minutes to read the *Reading booklet*.

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.

- **short answers**
Some questions are followed by a short line or a box.
This shows that you need only write a word or phrase 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.
- **other answers**
For some questions you do not need to do any writing 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 box at the side of the page tells you the maximum number of marks for each question.

Please wait until you are told to start work on page 4. 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 will have 50 minutes to answer the questions in this booklet.

**Questions 1–8 are about *Animal Management*
(pages 4–6).**

1. Look at the first paragraph, beginning: *You might think that humans...*

Find and **copy two** phrases from this paragraph that suggest that humans have been successful as a species.

- _____
- _____

1 mark

2. *You will not see a gorilla or a hippo working on a farm...*

What explanation is given in the text for why you don't see gorillas on farms?

1 mark

3. How does the text suggest that we should accept Jared Diamond's ideas?

1 mark

4. *A tendency to kill people causes immediate disqualification for many candidates that otherwise seem ideal.*

What is the best description of this sentence?

Tick **one**.

a criticism

☐

a friendly warning

☐

an unlikely idea

☐

an understatement

☐

1 mark

5. Complete the table below to show how the hippo appears both suitable and unsuitable for domestication according to the text.

a) Feature that makes the hippo suitable	b) Feature that makes the hippo unsuitable
<hr/>	<hr/>
<hr/>	<hr/>

1 mark

1 mark

6. Look at the section headed **Character**.

Why does the text list so many of the characteristics of the bear?

Explain fully, referring to the text in your answer.

1 mark

7. Draw a line to match each animal with the main reason given in the text that it is not domesticated.

cheetah •

• grows too slowly

zebra •

• flees from danger

elephant •

• develops aggressive behaviour

antelope •

• will not breed

1 mark

8. How is the whole text organised to make the ideas clear to the reader?
Explain fully, referring to the text in your answer.

3 marks

**Questions 9–17 are about *A Donkey in Corfu*
(pages 7–9).**

9. When Gerald receives the donkey, what is his first concern?

1 mark

10.

I was beside myself with delight. What a noble, kindly, benevolent family I had! How cunningly they had kept the secret from me! How hard they had worked to deck the donkey out in its finery! Slowly and gently, as though she was some fragile piece of china, I led my steed out through the garden and round into the olive grove, opened the door of the little bamboo hut and took her inside.

Look at the extract above.

- a) What do you notice about the structure of the first four sentences?

1 mark

- b) What is the effect of the way the first four sentences are structured?

1 mark

- c) What is the effect of the structure of the final sentence of the quotation?

1 mark

11. *I led my steed out through the garden*

What is the effect of using the word *steed* to describe the donkey?

2 marks

12. What are Gerald's **two** concerns about the house that Costas built?

- ---
- ---

2 marks

13. Read from the paragraph beginning: *So saying, he dug his pen-knife...* to the paragraph ending *...Ruptured appendix*.

Give **two** ways that this incident is shown to be amusing rather than serious.

Explain fully, referring to the text in your answers.

- ---

- ---

3 marks

14. Larry is kicked in the stomach by the donkey.

According to the text, why does Gerald help the donkey first?

1 mark

15. After he calls the family to help Larry, what **two** things does Gerald do?

- ---
- ---

2 marks

16. Describe the personality of Sally the donkey.

Explain fully, referring to the text in your answer.

3 marks

17. What impression does the reader get of Gerald (the narrator)?

Give **two** characteristics that describe Gerald and provide evidence from the text to support your choices.

	Characteristic	Evidence
1	<hr/> <hr/>	<hr/> <hr/>
2	<hr/> <hr/>	<hr/> <hr/>

2 marks

Questions 18–20 are about both texts.

18. The words *a pretty pirouette* are used to describe the donkey's action in *A Donkey in Corfu*.

Why would you not expect to see a phrase like this in *Animal Management*?

Explain your answer as fully as you can by referring to the **way** each text is written.

2 marks

19. *Animal Management* and *A Donkey in Corfu* are both concerned with the relationship between humans and animals.

Explain one **difference** in the attitudes towards animals expressed in the two texts.

1 mark

20. The texts *Animal Management* and *A Donkey in Corfu* were written for different purposes. Choose the purpose that best fits each text.

Draw a line from **each** text to **one** purpose.

<i>Animal Management</i>	to persuade people to act
	to describe family life
	to give an explanation
<i>A Donkey in Corfu</i>	to inform people of important events
	to teach a skill

1 mark

[END OF TEST]

Please do not write on this page.

[BLANK PAGE]

Please do not write on this page.



Standards
& Testing
Agency

2014 key stage 2 level 6 English reading test

English reading answer booklet

Print version product code: STA/14/7031/p ISBN: 978-1-78315-131-8

Electronic PDF version product code: STA/14/7031/e ISBN: 978-1-78315-146-2

For more copies

Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications.

© Crown copyright and Crown information 2014

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v2.0 which can be found on the National Archive website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence/version/2.

Exceptions - third party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the '2014 key stage 2 test materials copyright report', for re-use of any third party copyright content which we have identified in the test materials, as listed below. Alternatively you should remove the unlicensed third party copyright content and/or replace it with appropriately licensed material.

Third party content

These materials contain no third party copyright content.

If you have any queries regarding these test materials contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.