

En

KEY STAGE

2

LEVEL

6

English tests

English reading answer booklet: Going the distance

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

2013

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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 – 4 are about *Length after length* (pages 4 – 5).

1. On page 4, *doggedly ploughing* is used to describe swimming lengths of the pool.

Why is this an effective phrase to describe Jess' swimming?

2 marks

2. Explain how *She locked into her stroke...* (page 4) is a turning point in the text.

2 marks

3. *To be deprived of swimming would be like a perverse kind of drowning.* (page 5)

a) What does this show about Jess' feelings towards swimming?

1 mark

b) What is unusual about this comparison?

1 mark

4. Describe the character of Jess based on what you have read.
Explain your answer, using evidence from the whole text.

3 marks

Questions 5 – 8 are about *The half-mile* (pages 6 – 7).

5. Pamela Gillilan describes the half-mile swim as being both a positive and a negative experience.

Identify and **explain** one positive and one negative phrase from the poem in the table below.

Positive experience	Negative experience
Phrase <hr/> <hr/>	Phrase <hr/> <hr/>
Explanation <hr/> <hr/> <hr/> <hr/>	Explanation <hr/> <hr/> <hr/> <hr/>

_____ 2 marks

6. **Find** and **copy** one phrase in the poem which suggests that Pamela Gillilan followed a rhythm when swimming.

_____ 1 mark

7. What do you find out about the father's character from the poem?
Explain your answer, using evidence from the text.

3 marks

8. Verse 3 ends with a semi-colon(;) followed by two words:

a great deal of swimming; still does.

How does the structure of the last line help to emphasise the writer's point?

1 mark

**Questions 9 – 13 are about *Triathlon - Will Dad make it?*
(pages 8 - 11).**

9. Tick to show how each member of the family participates in the triathlon.
You may tick more than one box in each row.

	Dad	Maddy	Niall	Caitlin
makes initial suggestion to take part in a triathlon				
cheers the writer on during the race				
competes in the same race as the writer				
competes in the 13-15 year olds' race				
watches the medal ceremonies				

_____ 2 marks

10. *fatally present* (page 8)

Explain what this phrase means in this context.

_____ 2 marks

11. *Klaxon. Go! Face down.* (page 9)

a) What is the effect of this part of the text?

1 mark

b) How does the writer achieve this effect?

1 mark

12. The writer emphasises throughout that he is a 'novice' (new to triathlon).
How does he do this?

Explain as fully as you can, using evidence from the text.

3 marks

13. How can you tell that this article was written for a general audience rather than a sports specialist?

Give **two** reasons.

1 _____

2 _____

2 marks

Questions 14 – 15 are about the whole booklet.

14. Think about all three texts.

In what ways is the triathlon similar to the swimming described in the other texts?

Explain as fully as you can, using evidence from the different texts.

3 marks

15. Why do you think this booklet is called *Going the distance*?
Explain as fully as you can, using evidence from the different texts.

3 marks

End of test.

2013 Key Stage 2 level 6 English reading answer booklet

Print version product code: STA/13/6045/p ISBN: 978-1-4459-5731-9

Electronic PDF version product code: STA/13/6045/e ISBN: 978-1-4459-5732-6

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