Key Stage 2 2006

ENGLISH

Modified large print

Levels 3-5

Reading answer booklet

Heart Beat



First name _____

Last name _____

School _____

Note to markers:
This paper should be marked using the MODIFIED LARGE PRINT mark scheme amendments – MLP.

Instructions

Questions and Answers

In this booklet, there are different types of question for you to answer in different ways.

- **short answers**

  This shows that you need only write a word or phrase in your answer.

- **sentence answers**

  This shows that you need to write more words or a sentence or two.

- **longer answers**

  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 need do no writing 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

After each question, the type of answer required and the maximum number of marks will be shown.

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 45 minutes, plus your additional time allowance, for this test.

SECTION 1

These questions are about EVELYN GLENNIE – A SHORT BIOGRAPHY (pages 4 and 5).

1. Which of these instruments did Evelyn learn as a child?
Tick one.
(1 mark)

- ☐ flute
- ☐ recorder
- ☐ guitar
- ☐ violin

2. This table shows the dates of some important events in Evelyn's life. Fill in the three gaps.
(2 marks)

Date	Event
1965	
1977	Went to secondary school
	Went to the Royal Academy of Music
1984	Completed studies
	Won Young Musician of the Year

3. **On pages 4 and 5, it says that Evelyn was the first person to do two things.**

Find one of them:
(short answer, 1 mark)

_____

_____

4. **The writer of pages 4 and 5 used descriptions such as 'unusually gifted' to describe Evelyn.**

a. **Find and copy two other words or phrases showing that Evelyn had a special gift.**
(short answers, 2 marks)

- unusually gifted
- _____
- _____

b. **What is the effect of using these descriptions?**
Tick one.
(1 mark)

- ☐ to give the idea that Evelyn was very lucky
- ☐ to show how talented Evelyn was
- ☐ to describe Evelyn's difficulties
- ☐ to reveal Evelyn's opinion

5. **What is the purpose of the list on page 5?**

Tick one.

(1 mark)

- ☐ to explain the information on pages 4 and 5
- ☐ to repeat the main events in Evelyn's life
- ☐ to introduce the information on pages 6 and 7
- ☐ to summarise Evelyn's achievements

SECTION 2

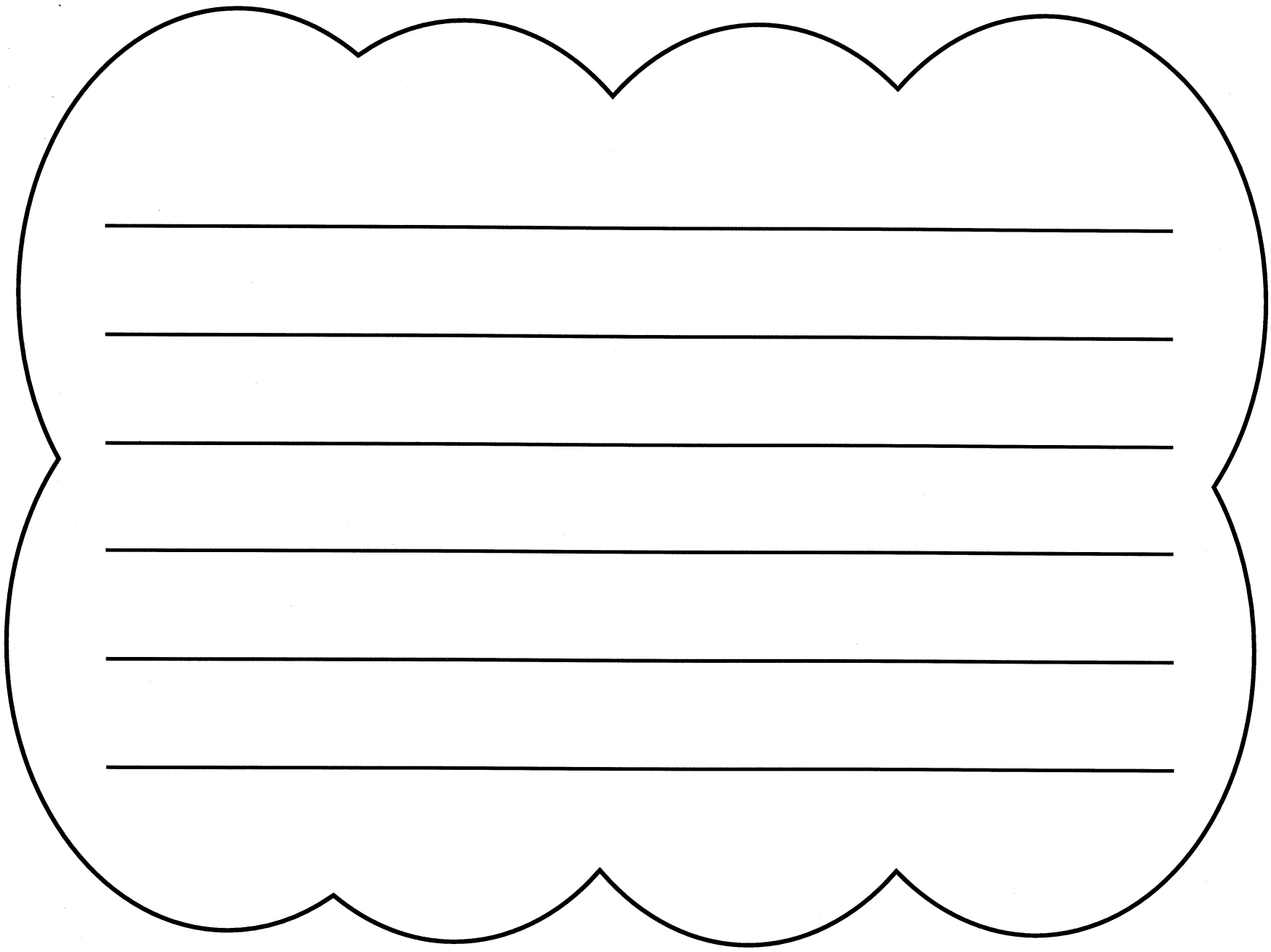
These questions are about EVELYN GLENNIE – AUTOBIOGRAPHY (pages 6 to 8).

6. Mr Forbes taught Evelyn to develop her senses.
For what other reasons is Mr Forbes important in Evelyn's life?
(sentence answer, 2 marks)

7. The percussion room made a big impression on Evelyn the first time she saw it.

What do you think her thoughts were as she looked around?

Write her thoughts in this bubble.
(sentence answer, 2 marks)



8. **When Evelyn lifted the sticks, she played with no stiffness or awkwardness.**

What did this show?
(sentence answer, 1 mark)

9. **When Evelyn performs she often takes off her shoes.**

Why?
(sentence answer, 1 mark)

10. What do you think Evelyn meant by

a seed growing in your heart? (last line, page 8)

(sentence answer, 1 mark)

11. Evelyn's autobiography is called **Good Vibrations.**

Why is this a good title for her book?
(sentence answer, 2 marks)

12. **What does the final paragraph on page 8 tell you about Evelyn's life?**

Tick one.
(1 mark)

- ☐ how Evelyn can sense music
- ☐ how Evelyn discovered her talent for percussion
- ☐ how emotions play a part in Evelyn's music
- ☐ how Evelyn was first inspired

13. Why do you think many people admire Evelyn Glennie?

(longer answer, 3 marks)

14. **Using what you have read, which three of the following are features of autobiographies?**

Tick three.
(2 marks)

- ☐ written in the first person
- ☐ include the writer's thoughts and feelings
- ☐ include conversation
- ☐ written in the present tense
- ☐ give the author's life story
- ☐ are in note form

SECTION 3

These questions are about the information in
DRUMMING AROUND THE WORLD
(pages 9 to 12).

15. Why are 'talking drums' important in West Africa?

Tick one.
(1 mark)

- ☐ conveying important information
- ☐ developing emotions
- ☐ making rich metallic sounds
- ☐ playing rock music

16. What is the purpose of the sub-headings on pages 9 to 12?
(sentence answer, 1 mark)

17. a. **Complete the table using the information on pages 9 to 12. Some of the information has been filled in for you. (3 marks)**

	How drum is played	Sound of drum	Uses of drum
kalangu	press strings		
steel drum			for entertainment
ghatam		a variety of tones	

b. **This table has no heading in the first column.**

What would be a good heading for that column? (short answer, 1 mark)

18. **Draw lines to match the boxes to show how different cymbals are played.**
(1 mark)

crash cymbals	tap rhythmically
ride cymbals	play with single hard strokes
hi-hat	clash together with pedal

19. **Which instruments make up a typical drum kit on page 12?**

Tick four.
(2 marks)

- ☐ large oil drum
- ☐ cymbals
- ☐ snare drum
- ☐ large clay pot
- ☐ tom-toms
- ☐ bass drum
- ☐ pans

20. **Which of the drums below would you like to try?**

Tick one.

- ☐ **kalangu**
- ☐ **ghatam**

Explain why you have chosen this drum, using information from pages 9 to 12 in your answer. (sentence answer, 1 mark)

_____

_____

_____

_____

21. **What is the main purpose of the text on pages 9 to 12?**

Tick one.
(1 mark)

- ☐ **to give information about four new types of drum**
- ☐ **to show the variety of drums worldwide**
- ☐ **to demonstrate how easy drumming is**
- ☐ **to persuade you to try drumming**

SECTION 4

These questions are about
COULD YOU BE A DRUMMER? (pages 14 and 15).

22. This text has been written for a certain type of reader. Who?

Tick one.
(1 mark)

- ☐ young people
- ☐ parents of teenagers
- ☐ experienced drummers
- ☐ nursery children

23. a. In the box below, underline **two** words that Peter uses to show that **Drumming is great fun.**
(1 mark)

> You sit at the back of the orchestra, surrounded by exciting kit, having a fantastic time bashing everything in sight. But it isn't all that easy. You have to hit the right drum at the right time and at the right loudness.

b. Apart from Peter, which of the other speakers on these pages also emphasises the enjoyment of playing music?
(1 mark)

c. Find and copy the sentence that shows the enjoyment of this speaker.
(sentence answer, 1 mark)

24. **Jez Kamal says that**

> **Drumming is not for anyone who likes a quiet life.**

What does he mean by this?
(sentence answer, 2 marks)

25. **In Lara's comments, the word 'NOW' is in capital letters.**

Why?
(sentence answer, 2 marks)

26. Each of the people on pages 14 and 15 talks about different abilities needed for playing their instruments.

Draw lines to match each person to the abilities they talk about. (1 mark)

Peter Hunter	enjoyment of loud noise
Pinto Wells	sense of timing and rhythm
Jez Kamal	strength
Lara Brook	agility / being lively / quick

27. Lara describes what she has to do when she is playing.

Draw lines to match each instrument to the pictures to show whether Lara uses her hands or feet.

One has been done for you. Draw four more lines.
(1 mark)

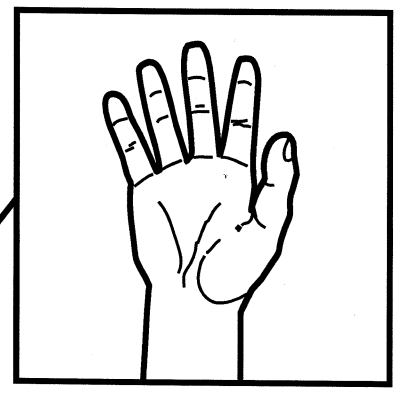
side drum

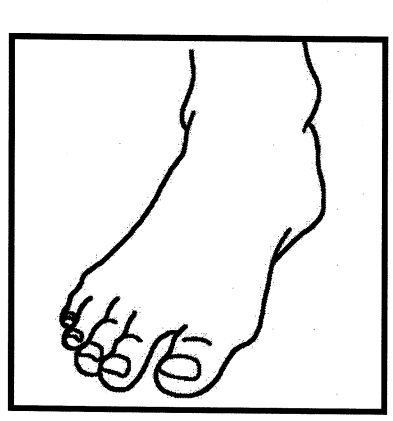
bass drum

timpani

cymbals

tubular bells





28. a. **Lara plays a great many instruments.**

How many instruments does she mention?
(1 mark)

b. **Find and copy the phrase that makes it clear that Lara sometimes finds her task difficult to do.**
(short answer, 1 mark)

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QUESTIONS CONTINUE ON THE NEXT PAGE

SECTION 5

These questions are about THE WHOLE BOOKLET.

29. Each of the texts in this booklet looks at the subject of drumming, but in different ways.

Which text might inspire someone to take up drumming?

Tick one.

- ☐ **Evelyn Glennie (pages 4–8)**
- ☐ **Drumming Around the World (pages 9–12)**
- ☐ **Could You be a Drummer? (pages 14–15)**

Explain why it might inspire someone.
(longer answer, 3 marks)

continue on the next page

TURN OVER FOR THE NEXT QUESTION

30. **Sentences have been left out of three of the texts you have read.**

Draw lines to match each sentence to the text you think it came from.
(1 mark)

Evelyn Glennie – autobiography	**You need strong but nimble fingers.**
Drumming Around the World	**Fortunately, nothing in life bothers me too much. I always think things will work out ...**
Could You be a Drummer?	**Two main drums are used in Cuba: the conga and the bongo.**

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PAGE	MARKS	PAGE	MARKS
4–5		20–21	
6–7		22–23	
8–9		24–25	
10–11		26–27	
12–13		28	
14–15			
16–17		Total	
18–19		Borderline check (whole subject)	

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