



15 April 2016

St Martin's School

Ysgol Martin Sant

Hillside, Caerphilly CF83 1UW

Tel. Ffôn: 029 20 858050

Fax. Ffacs 029 20 858051

E-mail E-bost: STMCA@CAERPHILLY.GOV.UK

Website Safle wê

<http://www.stmartins.caerphilly.sch.uk>

Headteacher/Prifathro: Mr L Jarvis

Statutory Testing in Wales: Years 2-9 2016

Dear Parents and Guardians,

I am sure that you will be aware that reading and numeracy tests are to be taken again this year by all pupils in Years 2-9 as part of the National and Literacy Framework. This means that in our school, all pupils in Years 7, 8 and 9 will complete the National Reading and Numeracy Tests. The National Reading Test will last for one hour and the National Numeracy Tests will last for 30 minutes each. Please check the grid below to see when your child will sit the tests:

	Tues 3rd May 2016	Wed 4th May 2016	Thurs 5th May 2016
Lesson 1 & 2	Year 9 Reasoning	Year 8 Reasoning	Year 7 Reasoning
Lesson 3 & 4	Year 7 Reading	Year 9 Reading	Year 8 Reading
Lesson 5	Year 8 Numeracy	Year 7 Numeracy	Year 9 Numeracy

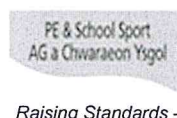
It is extremely important that **ALL** pupils should sit these tests and results will be reported to parents and pupils by the end of the summer term. Encourage your child to work through the attached questions, talk through them and get them to explain their answers, then mark them together. This will enhance their reasoning skills.

Please also see the attached guide for parents/guardians. Further information about these tests can be found on the school website, under Teaching and Learning > Curriculum. Please do not hesitate to contact us if you have any concerns or queries.

Yours sincerely,

Mrs S Legg
Maths Teacher and Numeracy Co-ordinator

Learning Together, Achieving Forever Dysgu ynghyd, cyflawni o hyd





Parental Guidance – National Numeracy Tests

St. Martin's School

What is the test?

This term, your child will be sitting the National Numeracy Test (NNT) and National Reasoning Test (NRT). These are annual tests that look to monitor and assess numeracy levels. Following the test, an age standardised score (ASS) is generated for each pupil. Age standardised scores convert a pupil's actual score (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age. The standardised score that shows a pupil is working at the appropriate level for their age is 100.

The scores of the NNT & NRT are used to monitor pupils and identify any numeracy needs that they may have. Relevant intervention can then be put in place to help support your child if needed.

What will be included in the test?

There are two kinds of numeracy tests.

NNT – this procedural test measures skills in things like numbers, measuring and data.

NRT – this reasoning test measures how well they can use what they know to solve everyday problems.

How can I help support my child in the lead up to the NNT & NRT?

It is important not to make them anxious about the tests. You can work through the material provided and help your child become confident in the strategies that they use (as they may be different to the strategies you may have used in school). Encourage them to use mental maths when out shopping or reading the weighing scales when cooking ingredients are some of the ways to improve their skills.

Why did my child not perform well on previous tests?

Pupils can often underperform as they do not read the questions carefully or don't have the confidence to try.

Some pupils simply do not see the importance of these tasks and do not perform to the best of their ability. We certainly do not want pupils to feel anxious about the tests but do remind them of their importance in helping us to effectively monitor them in order to provide appropriate support.

Material for numeracy revision can be found at:

www.mathswatchvle.com or by downloading the app 'MathsWatch KS3' for free
[The centreID, username and password are available from your maths teachers].

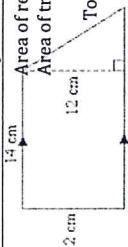
You are able to watch a video on how a topic is done and then answer questions on that topic [the answers are also there to check the work is correct].

OR,

you can use the www.MyMaths.co.uk website.



Yr7	Example	Revised it	Know it
Read, write large numbers and use the four operations and connections between them.	If $5 \times 6 = 30$ then $30 \div 5 = 6$		
Know the links between fraction/decimals/%ages and use them in calculations.	$0.5 = \frac{1}{2} = 50\%$, $0.25 = \frac{1}{4} = 25\%$, $0.3 = \frac{1}{3} = 33.3\%$		
Recognise some fractions are recurring.	$0.\dot{3} = \frac{1}{3}$		
Calculate percentages without a calculator.	Find 15% of £20: $10\% = 2$ $+ 5\% = 1$, $15\% = 3$		
Use ratio and proportion including map scales.	Share £60 in the ratio 2:3 5 parts: so each part is worth $(60 \div 5) = 12$ 2 parts: $2 \times 12 = £24$ 3 parts: $3 \times 12 = £36$		
Add/subtract numbers with up to 2 decimal places.	$12.7 - 8.32$ $\begin{array}{r} 12.7 \\ - 8.32 \\ \hline 04.38 \end{array}$		
Use long multiplication and long division.	345×24 $345 \times 20 = 6900$ $345 \times 4 = 1380$ 8280		
Multiply/divide decimals by whole numbers.	$12.4 \div 4$ $\begin{array}{r} 3.1 \\ 4 \overline{) 12.4} \\ \underline{12} \\ 04 \\ \underline{04} \\ 00 \end{array}$		
Multiply and divide whole numbers by 0.5, 0.2 and 0.1	$20 \div 0.5$ $(\times 2) \quad (x2) = 40 \div 1 = 40$		
Use BIDMAS	$10 - (8 - 4) \div 2$ $10 - 4 \div 2$ $10 - 2$ $= 8$		
Use strategies to check calculations (estimating).	249×32 (rounded gives 200×30) about 6000		
Round to a given number of decimal places.	What is 29.3456 to 2dp = 29.35		
Use profit and lost in buying and selling calculations.			
Understand the advantages and disadvantages of using bank accounts, including bank cards.			
Make an informed decision relating to discounts and special offers.	OFFER 3 for 2. A pack of sweets cost £1.50. How much is it for 6 packs? Only need to pay for 4 packs so cost is $4 \times £1.50 = £6$		
Find perimeters of shapes.	Perimeter is the distance around the outside. Perimeter: $9 + 4 + 9 + 4 = 26\text{cm}$		

Read and interpret scales on a range of measuring instruments.														
Convert between units of metric measures.	Convert 0.3km to metres = 300m $1\text{cm} = 10\text{mm}$ $1\text{m} = 100\text{cm}$ $1\text{kg} = 1000\text{g}$ $1\text{litre} = 1000\text{ml}$													
Measure and record time to a hundredth of a second.	Round 12.3864 secs to the nearest $\frac{1}{100}$ th of a sec = 12.39secs													
Use time zones.	If Beijing is 7 hrs ahead of London. If it is 15:30 in London, it will be 22:30.													
Record temperatures in appropriate scales.														
Use formulae for the area of rectangles and triangles.	Temp = 38°C Area of rectangle: $12 \times 14 = 168$ Area of triangle = $\frac{1}{2} \times 8 \times 12 = 48$ Total area = 216cm^2 													
Measure and draw angles.	Angle = $^{\circ}$ 													
Construct frequency tables [tally tables].	<table border="1"> <thead> <tr> <th>Colour</th> <th>Tally</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Red</td> <td>III</td> <td>3</td> </tr> <tr> <td>White</td> <td>IIII III</td> <td>8</td> </tr> <tr> <td>Blue</td> <td>IIII II</td> <td>12</td> </tr> </tbody> </table>	Colour	Tally	Frequency	Red	III	3	White	IIII III	8	Blue	IIII II	12	
Colour	Tally	Frequency												
Red	III	3												
White	IIII III	8												
Blue	IIII II	12												
Construct a range of graphs and diagrams.	Draw bar charts & line graphs.													
Read from diagrams and graphs (incl. pie-charts)	 What fruit did I eat the most of? <i>Apples & plums</i> How much fruit did I eat? <i>7 pieces</i>													
Use mean, median, mode and range to compare data.	Mean: $\text{Total} \div \text{How many}$ Mode: Most common Median: Put in order, then middle number Range: biggest- smallest													

NUMERACY

Y7

Procedural
sample
materials

National Numeracy Tests



Llywodraeth Cymru
Welsh Government

1

$$1.25 + \boxed{} = 2$$



$$\boxed{} + 0.305 = 1$$



2

Round 12.7638 to 1 decimal place.



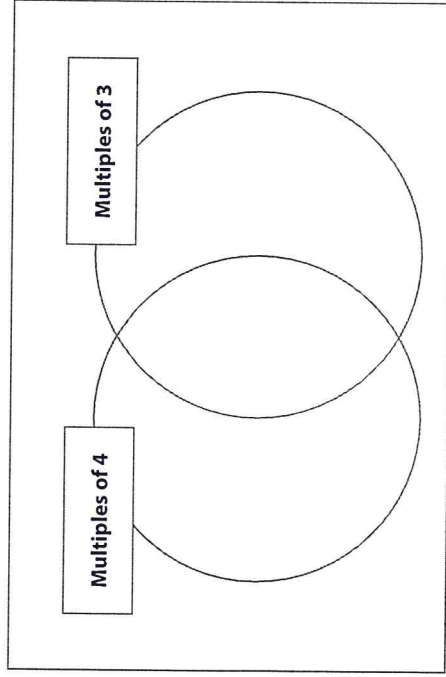
3

£2.49 £6.03 £5.56 £8.97

Estimate the total amount.

 £


- 4 Sort 2, 9, 12 and 16 into the diagram.



2m

- 5 Write one hundred less than two thousand in figures.

1m

Write three times one million in figures.

1m

- 6 $9 + 5 - 4 \times 3 =$

1m

- 7 Write $1\frac{4}{5}$ as a decimal.

1m

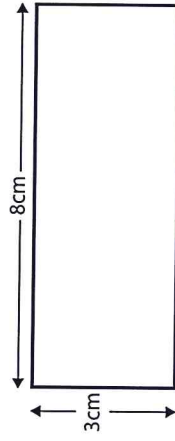
Write 0.3 as a fraction.

1m

Write $\frac{3}{5}$ as a percentage.

1m

- 8



Area =

Perimeter =

1m

1m

1m

- 9

2% of £1700 = £

1m

10 Scores in a game:

20 22 16 27 19 16

What is the range?

 1m

11

$$15 \times 0.5 =$$

 1m

$$0.4 \times 0.3 =$$

 1m

12 Work out $224 \div 14$

Procedural sample materials: Marking guidance

It is important that the tests are marked accurately. The questions and answers below help to develop a common understanding of how to mark fairly and consistently.

• Must learners use the answer boxes?

Provided there is no ambiguity, learners can respond anywhere on the page. If there is more than one answer the one in the answer box must be marked, even if incorrect. However, if the incorrect answer is clearly because of a transcription error (e.g. 65 has been copied as 56), mark the answer shown in the working.

• What if learners use a method that is not shown within the markscheme?

The markschemes show the most common methods, but alternative approaches may deserve credit – use your best judgement. Any correct method, however idiosyncratic, is acceptable.

• Does it matter if the learner writes the answer differently from that shown in the markscheme?

Numerically equivalent answers (e.g. eight for 8, or two quarters or 0.5 for half) should be marked as correct unless the markscheme states otherwise.

• How should I mark answers involving money?

Money can be shown in pounds or pence, but a missing zero, e.g. £4.7, should be marked as incorrect.

• How should I mark answers involving time?

In the real world, specific times are shown in a multiplicity of ways so accept, for example, 02:30, 2.30, half past 2, etc. Do not accept 2.3 as this is ambiguous. The same principle should be used for marking time intervals, e.g. for two and a half hours accept 2.5 but not 2.5pm.

• What if the method is wrong but the answer is correct?

Unless the markscheme states otherwise, correct responses should be marked as correct even if the working is incorrect as learners may have started again without showing their revised approach).

• What if the learner has shown understanding but has misread information in the question?

For a two (or more) mark item, if an incorrect answer arises from misreading information given in the question and the question has not become easier as a result then deduct one mark only. For example, if the 2 mark question is 86×67 and the learner records 96×67 then gives the answer 6432, one mark only should be given. In a one mark question, no marks can be given.

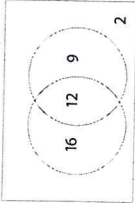
• What should I do about crossed out work?

Working which has been crossed out and not replaced can be marked if it is still legible.

• What is the difference between a numerical error and a conceptual error?

A numerical error is one in which a slip is made, e.g. within 86×67 the learner works out $6 \times 7 = 54$ within an otherwise correct response. A conceptual error is a more serious misunderstanding for which no method marks are available, for example if 86×60 is recorded as 516 rather than 5160

Year 7 Procedural sample materials: Markscheme

Q	Marks	Answer	Comments
1i	1m	0.75	
1ii	1m	0.695	
2	1m	12.8	Do not accept equivalent fractions or decimals
3	1m	£23	Accept £22 to £24 inclusive
4	2m	All four correct 	
		Or 1m	Any three correct
5i	1m	1900	Do not accept 'one thousand nine hundred' in words
5ii	1m	3 000 000	Do not accept '3 million' in words
6	1m	2	
7i	1m	1.8	Do not accept equivalent fractions
7ii	1m	$\frac{1}{3}$	Do not accept equivalent decimals
7iii	1m	60%	
8i	1m	24	
8ii	1m	22	
8iii	1m	Both units correct, i.e. 24 cm ² , 22 cm	Accept unambiguous alternatives, e.g. sq cm
9	1m	£34	

Q	Marks	Answer	Comments
10	1m	11	Do not accept 27 – 16
11i	1m	7.5	
11ii	1m	0.12	
12	2m Or 1m	16 112 ÷ 7 seen Or Correct method with only one numerical error	Example for 1m: 14 × 10 = 140, 14 × 5 = 70, 14 × 1 = 14, 140 + 70 + 14 = 224, so answer 15 (error)



- 1 Cerys is organising the trip on the railway.
Her friends e-mail to say what they want to do.

Hi Cerys

I can't leave home until 10am.
It will take me 40 minutes to
get to Tywyn Wharf.

I want to travel to Nant
Gwernol and back.

Rhys

Let's spend as
much time as
possible at
Dolgoch Falls.

Tara

I want at least 30 minutes at
the Railway Museum.

I must be home by 5.30.

It takes me about 30 minutes
to get home from Tywyn Wharf.

From Mark

Cerys uses this timetable to plan the day.

Trains from Tywyn Wharf to Nant Gwernol

Tywyn Wharf	10.30	11.40	1.20	2.30	4.10
Dolgoch Falls	11.01	12.11	1.53	3.01	4.43
Nant Gwernol	11.23	12.33	2.13	3.23	5.18

Trains from Nant Gwernol to Tywyn Wharf

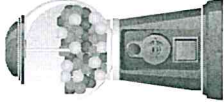
Nant Gwernol	11.35	12.45	2.25	3.35	5.27
Dolgoch Falls	12.24	1.29	3.00	4.19	5.49
Tywyn Wharf	12.55	2.00	3.45	4.50	6.20



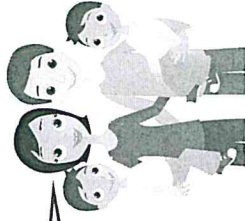
The museum is open from 10am to 5pm
so we should visit it before we catch the train.

Use the timetable to explain **why** they should visit the museum first.

Now work out a plan for the rest of the day.



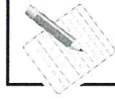
2 There are **3** colours of sweets in this machine:
yellow, red and blue.



The twins both want a sweet
but they must be the **same** colour.

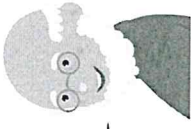
Each sweet is **10p**.

What is the most money they will need to spend?

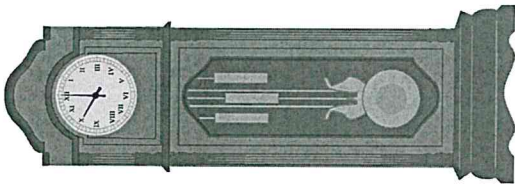


p





It's August 31st.
My clock is showing the correct time.
That doesn't happen very often!



Every day his clock loses the same amount of time.

	When the real time is 10am, his clock shows
August 31st	10:00
September 1st	9:45
September 2nd	9:30
September 3rd	9:15

When the real time is 10am, his clock will show 10:00 again.

On what **date** will that next happen?



Reasoning sample materials: Marking guidance

It is important that the tests are marked accurately. The questions and answers below help to develop a common understanding of how to mark fairly and consistently.

• Must learners use the answer boxes?

Provided there is no ambiguity, learners can respond anywhere on the page. If there is more than one answer the one in the answer box must be marked, even if incorrect. However, if the incorrect answer is clearly because of a transcription error (e.g. 65 has been copied as 56), mark the answer shown in the working.

• What if learners use a method that is not shown within the markscheme?

The markschemes show the most common methods, but alternative approaches may deserve credit – use your professional judgement. Any correct method, however idiosyncratic, is acceptable.

• Does it matter if the learner writes the answer differently from that shown in the markscheme?

Numerically equivalent answers (e.g. eight for 8, or two quarters or 0.5 for half) should be marked as correct unless the markscheme states otherwise.

• How should I mark answers involving money?

Money can be shown in pounds or pence, but a missing zero, e.g. £4.7, should be marked as incorrect.

• How should I mark answers involving time?

In the real world, specific times are shown in a multiplicity of ways so accept, for example, 02:30, 2.30, half past 2, etc. Do not accept 2.3 as this is ambiguous. The same principle should be used for marking time intervals, e.g. for two and a half hours accept 2.5 but not 2.5pm.

• What if the method is wrong but the answer is correct?

Unless the markscheme states otherwise, correct responses should be marked as correct even if the working is incorrect as learners may have started again without showing their revised approach.

• What if the learner has shown understanding but has misread information in the question?

For a two (or more) mark item, if an incorrect answer arises from misreading information given in the question and the question has not become easier as a result then deduct one mark only. For example, if the 2 mark question is 86×67 and the learner records 96×67 then gives the answer 6432, one mark only should be given. In a one mark question, no marks can be given.

• What should I do about crossed out work?

Working which has been crossed out and not replaced can be marked if it is still legible.

• What is the difference between a numerical error and a conceptual error?

A numerical error is one in which a slip is made, e.g. within 86×67 the learner works out $6 \times 7 = 54$ within an otherwise correct response. A conceptual error is a more serious misunderstanding for which no method marks are available, for example if 86×60 is recorded as 516 rather than 5160

Year 7 Reasoning sample materials: Markscheme

Q	Marks	Answer	Comments
1i	1m	Uses the timetable to justify why the museum should be visited first, e.g. • Rhys can't arrive before 10.40 so they have an hour before the train at 11.40 • They can't get the 10.30 so they have lots of time to wait • He can't get there till 10.40 so they catch the 11.40 instead	Accept unambiguous identification of the relevant trains, e.g. for the 11.40 train from Tywyn Wharf, accept 'second train' Do not accept answers that do not use the railway timetable, e.g. • It will be shut • Get it out of the way
1ii		Option A: Straight to Nant Gwernol, stopping at Dolgoch Falls on the return journey 1m Leave Tywyn Wharf at 11.40 (accept if clearly shown in their first answer) 1m Get off the train at Nant Gwernol at 12.33 and get back on for the return journey at 12.45 1m Get off the train at Dolgoch Falls at 1.29 1m Get back on to continue the journey at 4.19 1m Arrive back at Tywyn Wharf at 4.50	Accept 12.33 not identified, but 12.45 must be clearly shown
1iii		Option B: Stopping at Dolgoch Falls on the outward journey 1m Leave Tywyn Wharf at 11.40 (accept if clearly shown in their first answer) 1m Get off the train at Dolgoch Falls at 12.11 1m Get back on to continue the journey at 3.01 1m Get off the train at Nant Gwernol at 3.23 and get back on for the return journey at 3.35 1m Arrive back at Tywyn Wharf at 4.50	Accept 3.23 not identified, but 3.35 must be clearly shown

Q	Marks	Answer	Comments
2	2m	40p	
	Or 1m	Shows that four sweets are needed, e.g. • If the first three are different colours, then the fourth one must be one of those colours so they have a pair • YRB then one of those again	
3	4m	18th October	
	Or 3m	Shows or implies 48 (the number of days) Or Gives an answer of 5th December (has doubled the number of days)	Accept an answer of 17th or 19th October as implying 48
	Or 2m	Shows a correct method to find the number of days, e.g. • Loses 1 hour in 4 days: 4×12 Or Shows or implies 96 (double the number of days)	Accept an answer of 4th or 6th December as implying 96
	Or 1m	Groups 15 minutes per day, e.g. • Loses 1 hour in 4 days Or Shows a correct method to find double the number of days, e.g. • 4×24	



Parental Guidance – National Reading Tests

St. Martin's School

What is the test?

This term, your child will be sitting the National Reading Test (NRT). This is an annual test that looks to monitor and assess literacy levels, with a focus on reading skills. Following the test, an age standardised score (ASS) is generated for each pupil. Age standardised scores convert a pupil's actual score (the 'raw score') to a standardised score. This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age. The standardised score that shows a pupil is working at the appropriate level for their age is 100.

The scores of the NRT are used to monitor pupils and identify any literacy needs that they may have. Relevant intervention can then be put in place to help support your child if needed.

What will be included in the test?

The reading test includes a variety of question types based on both fiction and non-fiction texts to test the reading ability and skills of pupils (**see sample material attached for more info**). They test pupil's ability to locate information and to also show that they have understood what they have read. It is important for pupils to have a good grasp of vocabulary.

How can I help support my child in the lead up to the NRT?

Reading regularly is the most effective way for pupils to develop their knowledge and understanding of vocabulary. It is important for pupils to read a range of materials including novels, non-fiction books, newspapers, magazines, online articles...basically anything with substantial text! Make sure that you discuss what your child has read with them; question them on the plot line or the characters in their book; ask them if they understand the words that they have read; encourage them to sound more difficult words out loud; and try to have a positive attitude to reading. If you highlight the importance of reading, they are far more likely to want to read.

Why did my child not perform well on previous tests?

Pupils can often underperform as they do not read the questions carefully. If a question asks for you to find and copy two words, pupils must only copy two words. If they copy more than two words, they will receive no marks. If they tick more than one box when it asks for only one box to be ticked, pupils will get no marks. Pupils need to get all parts of each question correct to be awarded the marks. For example, if they need to match 4 words with statements, they need to get them all correct to be awarded the marks.

Some pupils simply do not see the importance of these tasks and do not perform to the best of their ability. We certainly do not want pupils to feel anxious about the tests but do remind them of their importance in helping us to effectively monitor them in order to provide appropriate support.

Possible Question Types found on the National Reading Test:

Sentence completion

"The next generation could be the most active citizens we have seen in a generation

1. More than two-thirds of 14 -17 believe.....

Tick **one**.

politicians are agents of positive change. ☐

positive media is affecting their job prospects. ☐

negative press is affecting their job prospects. ☐

they are unfairly represented by the media. ☐

Multiple choice

1. What job did Stevie McCrorie have before winning The Voice?

Tick **one**

Policeman

☐

Butcher

☐

Fireman

☐

Actor

☐

1



1m

Sequencing

4. Put these events in the order appeared in the report, numbering them from 1 to 5.

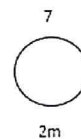
One has been done for you.

Youth unemployment is due to a skills shortage.	
False stereo- of young people was having a negative effect on their self-esteem.	
More than 1,000 14 – 17 year olds participated.	1
"The next generation could be the most active citizens for a generation."	
29% have used Facebook or Twitter to raise awareness of a cause.	

True or false

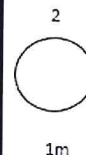
7. Put ticks to show which statements are **true** and which are **false**.

	True	False
The Voice guarantees you success in the music industry.		
Leanne Mitchell was the champion of 2014.		
X Factor acts often do better than The Voice winners		
Stevie is an Irishman		



Find and copy

2. Find and copy the word that tells us that each of these people won The Voice



Find and underline

4. Underline **one** word which also means first.

After proving to be a real star of the show, his debut album was released last month and only made it to 42nd in the chart. It's early days though and big things could still be expected on Jermain...and Stevie McCrorie.



Matching

5. What number in the album chart did each person reach?

Draw **four** lines to match the person with the correct number that they have reached in the album chart.

Andrea Begley

7

Jermain Jackman

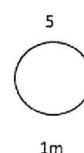
Album not yet released

Leanne Mitchell

42

Stevie McCrorie

More than 100



Oh rats!

SO, DO YOU LIKE RATS? Or do you hate them? Of all the pet shop animals, they are one of the most popular. However, after spiders and snakes, they are the creature that human beings hate the most!

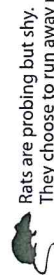
But how can rats be so well-loved and – at the same time – so disliked? Are they so different from us? Think about it ...



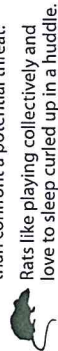
The black rat (*Rattus rattus*) is one of the most common species of rat and is found all over the world.

RATS, LIKE US, ARE MAMMALS. Just like a human, a rat has a face, two eyes, a nose and a mouth. Each has a skeleton, with a skull and backbone, ribs, two bony rings or girdles (like our shoulders and hips) and four limbs – so do we. Rats also have bellybuttons and we both have a tail – really! Of course we all know about rats' long tails, but people also have tailbones in their lower backs!

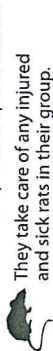
UNLIKE US, rats belong to an order of mammals called rodents. The name comes from the Latin *rodere* – which means 'to gnaw' or 'to chew'. Rats have specialised gnawing teeth at the front, which are bright orange. Like us, rats have to take care of their teeth, but they don't use toothbrushes; they do it by chomping on grain or bits of wood. If they don't, their two big orange front teeth just keep on growing in a curve until they penetrate their lower jaw, so the rats can't eat and they die.



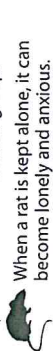
Rats are probing but shy. They choose to run away rather than confront a potential threat.



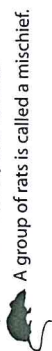
Rats like playing collectively and love to sleep curled up in a huddle.



They take care of any injured and sick rats in their group.



When a rat is kept alone, it can become lonely and anxious.



A group of rats is called a mischief.



Rats have very poor eyesight and are colour blind.



Rats use their tail to control their body temperature because they cannot sweat.



Rats have strong teeth that can chew through glass or metal.



Rats belong to the largest family of mammals (*muridae*) which contains over 700 species of mice, rats and gerbils.

¹The tailbone is a small triangular bone at the base of the spine in humans. It is also called the coccyx.

1

Look at the text in the box below. Underline the **phrase of two words** that tells us that many people do like rats.

SO, DO YOU LIKE RATS? Or do you hate them? Of all the pet shop animals, they are one of the most popular. However, after spiders and snakes, they are the creature that human beings hate the most!

2

But how can rats be so well-loved and – at the same time – so disliked?

What does this mean?

Tick one.

Many people like rats, but rats do not enjoy human company. ☐

Most people cannot make up their mind whether they love or hate rats. ☐

People tend to have extreme opinions about rats. ☐

Rats have both appealing and repulsive habits. ☐

3

In what ways are rats similar to humans?

Tick two.

They are very popular. ☐

Their skeletons are similar. ☐

They also hate spiders and snakes. ☐

They sweat when hot. ☐

They are mammals. ☐

4

Find and copy another name for the human tailbone.

5

A group of rats is called a mischief.

Look at the other rat facts at the end of the article.

Find and copy two words that tell us rats like to do things in groups.

1. _____

2. _____

please turn over

6 Draw four lines to show which word matches each definition.

<i>rodere</i>	•	a common species of rat
<i>muridae</i>	•	the animal family to which rats belong
<i>mischief</i>	•	the origin of the word rodent
<i>Rattus rattus</i>	•	a group of rats

7 Put ticks to show which statements are true and which are false.

	True	False
Rats are the creature that human beings hate the most.		
Rats enjoy living alone.		
Rats' tails prevent them from becoming overheated.		
Rats look after their companions if they are ill.		

8 Look again at the text.

Show the order in which the following aspects are presented in the text by numbering them from 1 to 5. One has been done for you.

emotional characteristics	☐
similarities between humans and rats	☐
dental care	☐
popularity of rats	1
origin/meaning of their name	☐

9

Choose the best word or group of words to fit the passage and tick your choice.

The passage is about rats and their relationship to human beings. The main purpose of the passage is to

a) provide information. ☐ highlight the differences. ☐ translate from Latin text. ☐ prove the similarities. ☐

It presents a selection of

b) scientific ☐ exaggerated ☐ factual ☐ controversial ☐

statements which may delight or disgust the reader depending on

c) whether they believe them ☐ how they feel about rats. ☐ whether they have heard them before. ☐ how difficult they are to understand. ☐

End of sample materials.