Part 2
Questions 6–10

For Examiner's Use

Read the text below and choose the word that best fits each space. For each question **6–10**, circle the correct letter **A**, **B**, **C** or **D**.

The text is from a story about a young girl called Matilda and her teacher Miss Honey.

Matilda started her school life a little late. Most children **(6)** ..... primary school at the age of five or even just before, but Matilda's parents, who weren't very concerned about their daughter's education, had forgotten to make the proper arrangements in advance. So it wasn't **(7)** ..... Matilda was five and a half that she went to school for the first time.

Matilda was put in the bottom class, where there were eighteen other small boys and girls about the same age as her. Their teacher was called Miss Honey, and she could not have been more than twenty-three or twenty-four. She had a lovely pale oval face with blue eyes and her hair was light brown. She looked **(8)** ..... slim and delicate that you got the feeling that if she fell over she would break into a thousand pieces, **(9)** ..... a china doll.

Miss Honey was a mild and quiet person who never raised her voice and was seldom seen to smile, but there is no doubt she was good at **(10)** ..... after children and was adored by every small child under her care.

6	**A**	begin	**B**	begins	**C**	began	**D**	begun
7	**A**	since	**B**	when	**C**	after	**D**	until
8	**A**	too	**B**	so	**C**	very	**D**	much
9	**A**	such	**B**	similar	**C**	like	**D**	as
10	**A**	looking	**B**	keeping	**C**	taking	**D**	caring

[5]

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LIVEWORKSHEETS

Part 3
Questions 11–15

For Examiner's Use

Read the text below. For questions **11–15**, complete each gap. Write **ONE WORD** only in each gap.

Did you know…?

Have you ever put an apple into water and noticed that **(11)** ..... floated? Yes, an apple floats. So you'd think a pear might do the same thing, wouldn't you? Well, you'd **(12)** ..... wrong for two reasons. Apples, **(13)** ..... all have a star-shaped space in the centre around the seeds, contain **(14)** ..... air than pears. In addition, pears have a higher water content, making them heavier than apples. And that's the reason **(15)** ..... apples float and pears sink when you put them in water.

[5]

LIVEWORKSHEETS

Part 4

For Examiner's Use

You receive this email from your English-speaking friend, Anna. Write a reply to Anna, **answering ALL the questions** in the email.

Write **40–50** words.

From: Anna Hayes

Subject: New hobby

Hi
I need your help. I really want to start a new hobby. Tell me about a hobby you enjoy.
Why do you enjoy doing it? Who do you do your hobby with? Can you give me some advice about how I can start doing it too?
Write soon!
Anna

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LIVEWORKSHEETS

NILE INTERNATIONAL EDUCATION SYSTEM
Grade 6 Achievement Test

CANDIDATE NAME	

CENTRE NUMBER						CANDIDATE NUMBER				

7290206721

ENGLISH **2003/01**

Paper 1 Reading and Writing **May/June 2019**

1 hour

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 25.
- The number of marks for each question or part question is shown in brackets [ ].

For Examiner's Use	
Part	
1	
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Total	

This document has **8** pages. Blank pages are indicated.

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Cambridge Assessment International Education

LIVEWORKSHEETS

For Examiner's Use

Part 1
Questions 1–5

Read the text below about Ali's trip to the zoo with his cousin, Karim.

For questions **1–5**, circle the correct answer **A**, **B**, **C** or **D**.

It was a hot day and Karim and I didn't know what to do. We couldn't wait to try out the latest computer game my uncle had ordered, but it hadn't arrived. My aunt said, 'Let's go to the zoo. I've got free tickets for us all.' Karim had visited twice and loved it. But I'd never been – I was always told the tickets cost too much. Besides, I couldn't see what would be interesting about looking at animals locked up in cages.

When we arrived, there was a really long queue to buy tickets. Just as well Aunty already had ours. We drove around for ages before we found somewhere to leave the car. Then Aunty couldn't find her purse. We spent a little while looking for it, but it was in her pocket all the time. Finally we went in and Aunty gave us some orange juice, which we had before we started to walk round.

We planned our morning carefully – there were so many animals. They all had large living areas so they could move around freely. First, we saw the monkeys. There was a baby monkey, which ran off with one woman's hat. That was the highlight for me. Next, we went to see the elephants – I thought they were amazing creatures. We arrived at the penguins' pool at the most popular time – feeding time! But we spent most of the morning in the bug house as Karim finds insects so interesting. Surprisingly, I really enjoyed seeing them too.

In the afternoon, the animals disappeared into their houses to escape the sun, which meant we didn't get to see them all. That was a shame. We finally went into a restaurant that was lovely and cool. It was late though, and there was hardly any food left, so we just had ice creams. Karim pushed me because he wanted the seat by the window. I pushed him back and my ice cream went all over my aunt's dress. She shouted at me, which I thought was really unfair because it wasn't my fault. But we soon forgot about it, and overall we had a great day.

LIVEWORKSHEETS

For Examiner's Use

1 Why was Ali unhappy about the idea of going to the zoo that day?

A He thought it would be expensive.

B He wanted to play his new game.

C He had already been there.

D He felt it would be boring.

2 What delayed them most before they entered the zoo?

A taking a break for a drink

B looking for a lost object

C getting a parking space

D paying to go in

3 Ali says that the best part of the morning was seeing

A the penguins.

B the monkeys.

C the insects.

D the elephants.

4 What upset Ali in the afternoon?

A There wasn't anywhere nice to eat.

B He had an argument with someone.

C He was blamed for something he didn't do.

D There wasn't time to see everything he wanted to.

5 What might Ali tell his friends about the zoo?

A It isn't as he'd imagined.

B It isn't a very popular attraction.

C There aren't enough animals there.

D Some animals aren't worth seeing.

[5]

LIVEWORKSHEETS

For Examiner's Use

Part 2
Questions 6–10

Read the text below and choose the word that best fits each space. For each question **6–10**, circle the correct letter **A**, **B**, **C** or **D**.

Three children are on a night trip in the jungle of Botswana and hear something in the distance.

One of the girls, Precious, tried to make out shapes in the darkness, but there was no moon, and the stars gave out only a very faint light. She could see the trees, of course, but there was no **(6)** ..... of telling what the shapes beneath them were. Until one of them moved – and then she knew. It was an elephant. Another shape moved. There were two of them.

Precious knew that they were in real danger. She realised they had to avoid being seen in case the elephants decided to carry **(7)** ..... an attack.

The boy reached for Precious's hand and began to lead her and Nancy, the other girl, very slowly off to one side. They crept along as silently **(8)** ..... they could, hoping the elephants wouldn't hear them. They would have **(9)** ..... in getting away unnoticed if Nancy hadn't stepped on a large twig, which broke with a crack that rang out like a pistol shot. The elephants trumpeted loudly. The three children ran quickly **(10)** ..... the tall grass and out into the open spaces beyond.

6	**A**	use	**B**	point	**C**	idea	**D**	way
7	**A**	on	**B**	out	**C**	off	**D**	over
8	**A**	as	**B**	how	**C**	than	**D**	that
9	**A**	achieved	**B**	finished	**C**	succeeded	**D**	managed
10	**A**	along	**B**	through	**C**	against	**D**	underneath

[5]

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LIVEWORKSHEETS

Part 3
Questions 11–15

For Examiner's Use

Read the text below. For questions **11–15**, complete each gap. Write **ONE WORD** only in each gap.

Water

Water is very important to life on Earth. No living thing is able **(11)** ..... exist without water. It is **(12)** ..... of the most common substances on the planet. Water covers over 70% of the surface of the Earth and it is possible to find water, even in a desert, **(13)** ..... you know where to look.

Scientists believe that the amount of water on Earth **(14)** ..... not changed very much over time. In other words, the amount of water on Earth today is approximately the **(15)** ..... as the amount that was on Earth during the time of the dinosaurs. Isn't that amazing?

[5]

LIVEWORKSHEETS

Part 4

For Examiner's Use

You receive this email from an English-speaking friend called Lucy. Write a reply to Lucy, **answering ALL the questions** in the email.

Write **40–50** words.

From: Lucy Weston

Subject: My visit

Hi

I'm so excited about my visit to Egypt this summer. I need your help with a few things. What should I pack for my trip? And what would be a good present to bring for your family? Also, is there something special we can do together while I'm there?
Write soon.

Lucy

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LIVEWORKSHEETS

NILE INTERNATIONAL EDUCATION SYSTEM
Grade 6 Achievement Test

CANDIDATE NAME	

CENTRE NUMBER						CANDIDATE NUMBER				

ENGLISH **2003/01**

Paper 1 Reading and Writing **May/June 2018**

1 hour

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 25.
- The number of marks for each question or part question is shown in brackets [ ].

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LIVEWORKSHEETS

For Examiner's Use

Part 1
Questions 1–5

Read the text below about Mia, a 15-year-old Australian girl who recently became the youngest person to ski to the North Pole.

For questions **1–5**, circle the correct answer **A**, **B**, **C** or **D**.

My father has made me think about taking challenges in life. He's climbed Mount Everest. My friend, Jon, and I went with him to Base Camp, which is over 5000m. It was really hard – I wouldn't have got there without Jon's support. While there, we met a woman who described her exciting expedition to the South Pole. Listening to her made me think I might like to do something similar. So I told my brother I was going to ski to the North Pole and he said 'go for it!'

To prepare, I had to get fitter by pulling heavy tyres across kilometres of beach. I wasn't sure that doing this in the hot Australian sun was the best idea for an Arctic expedition. It was difficult, especially with my trainer shouting orders, but it worked because I soon got used to pulling the heavy weight. And I told myself it'd be easier in the cold!

It took 11 days to ski 150 kilometres to the North Pole. I wasn't prepared for the cold – at times, it was minus 30! My fingers began to freeze, which was extremely painful, especially as we were skiing for ten hours a day! I could deal with all that exercise and everything else, but I was getting hardly any sleep. That was the real issue.

I've got special memories too, though. I'll never forget the moment a polar bear appeared in the distance – nothing could beat that. And I spent time with some wonderful Inuit people living there. I still have the necklace they gave me to remember them by. One clear evening we saw millions of stars. I'd never seen so many. And, of course, actually reaching the North Pole was another fantastic moment!

I've so enjoyed this experience but I wish I'd been able to take better photographs of everything I saw, so I'm thinking of doing a photography course. I'd really like to have an adventure like this one again soon and persuade other people like me to explore the world. But before all that, my parents have told me I have to complete my studies. And for now I'm just happy to be home.

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LIVEWORKSHEETS

For Examiner's Use

1 Who made Mia decide to ski to the North Pole?

A a friend

B her brother

C an explorer

D her father

2 While preparing for the trip, Mia felt

A unhappy with her trainer's attitude.

B anxious that her training was too hard for her.

C nervous about what she was planning to do.

D uncertain about the benefit of training in the heat.

3 What was Mia's greatest challenge on the expedition?

A the lack of sleep

B the physical pain

C the amount of exercise

D the freezing cold

4 What was Mia's best memory of the trip?

A meeting local people

B seeing a polar bear

C arriving at her destination

D looking at the stars at night

5 What is Mia going to do next?

A encourage other students to travel

B go on another expedition

C continue with her education

D take up a new interest

[5]

LIVEWORKSHEETS

For Examiner's Use

Part 2
Questions 6–10

Read the text below and choose the word that best fits each space. For each question **6–10**, circle the correct letter **A**, **B**, **C** or **D**.

The text is the beginning of a story from the Arctic region about two baby bears and their mother.

The bear cubs were born in the dark months when the cold and wind turned water to ice. They were **(6)** ..... small that their mother held them close to keep them warm in the blue ice-cave that was their world. Then the large black bird known as Raven tricked her. It called loudly outside the cave. The mother left her cubs to see what the noise was. And that was when Raven stole one of her children, carrying the tiny cub high into the darkness of winter. When she found that her cub had **(7)** ..... , the mother wept.

A hunter hurried home from his last hunt before true winter finally arrived. He had a few rabbits, just enough food to last **(8)** ..... the sun rose again. Looking upwards, he saw the black bird against the grey horizon as it disappeared **(9)** ..... the distance. There was something in the bird's mouth. He wondered, for a moment, **(10)** ..... it could be.

6	**A**	so	**B**	very	**C**	still	**D**	too
7	**A**	go	**B**	going	**C**	went	**D**	gone
8	**A**	except	**B**	after	**C**	until	**D**	while
9	**A**	by	**B**	into	**C**	through	**D**	over
10	**A**	what	**B**	when	**C**	why	**D**	where

[5]

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LIVEWORKSHEETS

Part 3
Questions 11–15

For Examiner's Use

Read the text below. For questions **11–15**, complete each gap. Write **ONE WORD** only in each gap.

Global warming

We've all heard that global warming isn't good **(11)** ..... the environment. But actually, climate change is nothing new. Over the centuries, the climate has been changing; either cooling down or warming up. What is new is the speed of that change. Just **(12)** ..... smallest change can have huge environmental effects. Oceans become warmer, causing the Arctic sea ice to melt, **(13)** ..... then causes sea levels to rise. For people living near the coast, this means the possibility of flooding. For animals, **(14)** ..... as polar bears, the loss of their natural habitat means less chance **(15)** ..... finding food.

[5]

LIVEWORKSHEETS

Part 4

For Examiner's Use

You receive this email from an English-speaking friend. Write a reply to your friend, **answering ALL the questions** in the email.

Write **40–50** words.

From: Emma Cliff

Subject: Adventure holidays

Hi

My friend has been on an adventure holiday. He was rock climbing in the mountains with his father. Why do people want to do adventurous things like that? Where would you go for an adventure? What would you do there?
Write back soon.

Emma

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LIVEWORKSHEETS