

En

KEY STAGE

3

LEVELS

4–7

English test

Reading paper answer booklet

A change for the better?

First name _____

Last name _____

School _____

- This paper is **1 hour and 15 minutes** long.
- You have **15 minutes** to read the Reading booklet before answering the questions in your answer booklet. During this time you should not open your answer booklet.
- You then have **1 hour** to write your answers.
- Write your answers in this booklet. You may ask for more paper if you need it.
- There are 17 questions totalling 32 marks on this paper.

For marker's use only

Borderline check (reading – including Shakespeare task)

Tick

2007

Questions 1–5 are about *Transformed* (pages 4–5 in the Reading booklet).

1. Give two quotations from paragraphs 1 to 3 which show that Gregor is finding it difficult to control his movements.

- _____
- _____

(1 mark)

Q1

2. *He was lying on his armour-plated back* (paragraph 1)

Explain what the choice of language in the phrase *armour-plated back* suggests about Gregor’s insect body.

(1 mark)

Q2

3. In paragraph 4, explain two impressions you get of Gregor’s state of mind at this point in the story.

Support each explanation with a quotation from paragraph 4.

- _____
- _____

(2 marks)

Q3

Questions 6–10 are about *The man who loved insects* (pages 6–7 in the Reading booklet).

6. Paragraph 1 explains what people used to believe about insects.

Complete the table, giving a specific example of each belief from paragraph 1.

what people believed about insects (from paragraph 1)	specific example of what people believed (from paragraph 1)
<i>insects were very simple creatures</i>	<i>insects had no internal organs</i>
a) <i>insects were the result of 'spontaneous generation'</i>	<hr/> <hr/> <hr/> <hr/>
b) <i>insects changed into different creatures as part of their life cycle</i>	<hr/> <hr/> <hr/> <hr/>

(1 mark)

Q6

Turn over for question 7

7. Explain two different ways paragraph 4 is structured to help the reader follow the ideas in the paragraph.

- _____

- _____

(2 marks)

Q7

8. When Swammerdam dissected a caterpillar, he proved that there was *a butterfly hidden... within its skin* and the *audience was astonished*. (paragraph 4)

Why do you think Swammerdam chose to demonstrate this **in public**?

(1 mark)

Q8

9. Swammerdam described the nerves of a beetle larva seen through a microscope as '*shooting like sunbeams*' and the wings of a moth as '*delicate as the finest muslin*'. (paragraph 5)

a) What does Swammerdam's use of language suggest about his reactions to the insects he saw through the microscope?

(1 mark)

Q9a

b) How did Swammerdam's use of language, '*shooting like sunbeams*'; '*delicate as the finest muslin*', help people in the 17th century to understand what he saw through the microscope?

(1 mark)

Q9b

Turn over for question 10

Questions 11–17 are about *What’s really going on in a teenager’s brain?* (pages 8–9 in the Reading booklet).

11. *‘My moods are all over the place from day to day.’* (paragraph 2)

Give one quotation from **paragraph 3** which supports this idea.

(1 mark)

Q11

12. Steve Johnson says about his son:

‘He’s changed – overnight.’ (paragraph 1)

Explain the effect of the dash in this quotation.

(1 mark)

Q12

13. *adolescence was like a thunderstorm crashing all round her house* (paragraph 2)

Explain what the choice of language in this quotation suggests about Ellen’s view of adolescence.

- ---

(1 mark)

- ---

(1 mark)

Q13

14. In this article about adolescence, the writer has included quotations from a range of people to give a balanced view.

What is the effect of including quotations from **parents**?

(1 mark)

Q14

15. Paragraph 4 is about scientists' research into teenage brains.

a) Give one word or phrase from this paragraph which shows that the writer believes the scientists' research is new and important.

(1 mark)

Q15a

b) **Explain** how the scientists have reacted to their discoveries.

(1 mark)

Q15b

16. What does the phrase *a giant construction project* (paragraph 5) suggest about the teenage brain?

(1 mark)

Q16

17. This article has been deliberately structured to achieve a particular effect.

Put a tick against the description of the structure which **most closely matches** that of the article.

Tick only one box.

It gives different views of teenagers' behaviour, beginning and ending with negative comments.

It gives a positive view of teenagers' behaviour, followed by a negative view and then leaves the reader to come to his or her own conclusion.

It sets up a negative view of teenagers and then provides explanations for their behaviour, ending on a positive note.

It sets up a negative view of the behaviour of teenagers and then provides evidence to build up a whole case against them.

(1 mark)

Q17

END OF TEST

