

# English test

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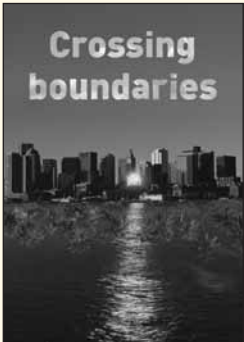
KEY STAGE

3

LEVELS

4–7

2005



## Reading paper answer booklet *Crossing boundaries*

First name \_\_\_\_\_

Last name \_\_\_\_\_

School \_\_\_\_\_

- The paper is **1 hour 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 14 questions totalling 32 marks on this paper.

For marker's use only.

	Tick
Borderline check (reading – including Shakespeare task)	

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

1. In the section headed *Ellis Island – its place in history*, what were the people who travelled to America looking for?

\_\_\_\_\_

(1 mark)

Q1

2. *The city skyline loomed over them like a great mountain range.* (From *First sight of the New World*)

What does the choice of language suggest about the city skyline and its effect on the passengers?

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(2 marks)

Q2

3. The section headed *The Ellis Island Registration Centre* outlines the procedures which newcomers had to go through.

Complete the table, explaining why each of these procedures would have been unpleasant for them.

procedure	why it would have been unpleasant for them
a) <i>the newcomers had numbered tags pinned to their clothes</i>	<hr/> <hr/> <hr/> <hr/> <hr/>
b) <i>Those who were not healthy were weeded out from the others.</i>	<hr/> <hr/> <hr/> <hr/> <hr/>

(2 marks)

Q3a

Q3b

**Turn over for question 4**

4. The information in this extract is laid out to help the reader of the guide book.

a) Explain why the box headed *Ellis Island Museum* has been placed at the top of page 4 and how this helps the reader of the guide book.

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(1 mark)

Q4a

b) Explain why the box headed *Visiting the Museum* has been separated from the rest of the text on page 5 and how this helps the reader of the guide book.

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(1 mark)

Q4b







Questions 10–14 are about *The world is my home* (pages 8–9 in the Reading booklet).

10. On page 8, Fatima talks about when she first came to England (from *Well ... up to ... difficulty with me.*).

a) Give one difficulty she faced when she first came to England.

\_\_\_\_\_ (1 mark)

Q10a

b) Give one reason why she was able to overcome this difficulty.

\_\_\_\_\_ (1 mark)

Q10b

11. Explain two different ways in which Fatima supports what Maria says in the following quotation:

Maria: And just when I get used to being in Spain, I have to come back here and it's difficult.

Fatima: It's really difficult, because you go home and you feel like a foreigner. Once you are out of your country, you're a foreigner in this world.

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\_\_\_\_\_ (2 marks)

Q11



12. Towards the end of the conversation, Fatima says *the world is becoming my home*.

Explain how this suggests to the reader that Fatima has a positive view of her experiences.

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(2 marks)

Q12

13. The table below gives examples of informal spoken English taken from the conversation.

Complete the table to explain why language is used this way in each example.

example of informal spoken English	why language is used this way in informal spoken English
<p>a) <i>Do you know what I mean?</i> (Maria, page 8)</p>	<p>Maria asks this question to check that the others understand her ideas but she does not expect an answer.</p>
<p>b) <i>the teacher who was teaching English ... I admire the way she ... she was fantastic ...</i> (Fatima, page 8)</p>	<p>Fatima _____ _____ _____</p>
<p><i>I did, I did!</i> (Maria, page 9)</p>	<p>Maria _____ _____ _____</p>

(2 marks)

Q13a

Q13b

14. Fatima and Maria have both experienced life in different countries, and both speak more than one language.

Explain two other ways in which their experiences are similar.

- \_\_\_\_\_  
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- \_\_\_\_\_  
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\_\_\_\_\_

(2 marks)

*Q14*

**END OF TEST**





