

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

	Tick
Borderline check (reading – including Shakespeare task)	

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.

<b>what people believed about insects (from paragraph 1)</b>	<b>specific example of what people believed (from paragraph 1)</b>
<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**

