

English test

Your own perceptions about your competence and confidence in English subject knowledge might be quite different from how you would perform in a test. There may well be some areas with which you're unfamiliar, but probably also some which seem very easy.

A couple of points need to be clarified at the outset. First, 'English' is not about knowing facts; it's about understanding how language is used. There are a great number of technical terms, and in order to describe and discuss language, knowing the names for these is important. Knowing names for their own sake is meaningless. Secondly, English is a fantastically rich and complex language, which is wonderful – but its complexity also means that it is full of potential for different interpretations, and hard and fast rules are few, while 'shades of grey' arise everywhere. For this reason, the test has been designed in a very simplistic manner, to enable a mainly right-or-wrong marking system which is straightforward for you to administer.

Because you are an expert user of English, with a huge amount of implicit knowledge about how language works, you will find that you can sometimes work out the answers using logic or by informed guesswork. To get the most out of using the test, you need to be tough on yourself and ask whether you could explain your correct answers to someone else because this is the essence of the role you are about to undertake as a teacher. If you can't, plan some further revision!

Most sections of the test have been structured with a short true/false section to tune you in at the start, leading to more detailed questions which ask you to apply your knowledge and understanding within a particular area. Most sections then finish by refocusing on certain key elements of terminology, which gives you an opportunity to check your understanding and link back to preceding questions. There are areas of overlap between sections, English being the way it is!

The following pages explore your knowledge and understanding in many areas of primary English. Take as long as you need. As the test is long and quite intensive, you may prefer to tackle it section by section, checking your answers in Part 5 before you move on to the next part.

Ⓢ = Terminology question (see page 43).

The nature and role of standard English

1 True or false?

- (a) Standard English is spoken in certain parts of the British Isles only. _____
- (b) Standard English is more commonly used in writing than in speaking. _____
- (c) Standard English is the form of English most commonly used in formal situations. _____
- (d) Standard English does not use local dialect forms. _____
- (e) Standard English relates to grammar, vocabulary and spelling. _____
- (f) Received pronunciation is used when speaking in standard English. _____
- (g) Standard English cannot be spoken in a regional accent. _____
- (h) Foreigners learning English are likely to be taught standard English. _____
- (i) People who are unable to use standard English can be disadvantaged. _____
- (j) Standard English remains constant over time. _____

[10 MARKS]

2 In which of the following situations would you expect standard English to be most consistently used? Tick three.

- (a) A written application for a teaching post.
- (b) Children talking in the playground.
- (c) A phone-in radio chat show.
- (d) The Chancellor's Budget speech.
- (e) A television news report.

[3 MARKS]

3 Why might standard English be used in the situations ticked above? Tick two.

- (a) It is informal.
- (b) It can be understood by a wide audience.
- (c) It identifies the user as an educated person who can use language appropriately.
- (d) It is pronounced in a non-regional accent.

[2 MARKS]

4 Standard English or not standard English? Note SE or NSE.

- (a) The children are seated on the carpet. _____
- (b) I ain't got no money. _____
- (c) May I order some drinks, please? _____
- (d) You were about ten years old at the time. _____
- (e) You better shove off, mate! _____
- (f) Aghast, he looked at the twins. _____

[6 MARKS]

5 Dialect or accent – which is which?

- (a) _____ offers clues about the speaker's origins through its choice of words and particular grammatical conventions.
- (b) _____ refers to the way in which spoken language is pronounced, suggesting the speaker's geographical and/or social background.

[2 MARKS]

6 In the following sentences, circle attempts to represent accent through spelling, and underline any words which are features of dialect. In some sentences you will have examples of both.

- (a) There's a crow on the chimley.
- (b) I never promised you nowt.
- (c) Look, I brung back yer key!
- (d) Oi 'aven't seen 'im today.
- (e) He's afeared.
- (f) She's went oot.
- (g) Stop blethering!

[7 MARKS]

The spoken and written language systems of English

All the sections that follow, dealing with lexical, grammatical and textual knowledge, relate to both spoken and written English. However, before you tackle these, try this short section which looks directly at the relationship between speech and writing.

1 True or false?

- (a) Both spoken and written language are produced with an audience in mind. _____
- (b) Writing mirrors the structures of spoken language precisely. _____
- (c) Spaces between words are a feature of written, rather than spoken, English. _____
- (d) Written and spoken language can often serve the same purposes. _____
- (e) Cohesion is a feature of spoken, rather than written, English. _____
- (f) Bias only occurs in spoken English. _____

[6 MARKS]

2 Are the following extracts more likely to come from written language or (as transcripts) from spoken language?

- (a) Hmm... OK, I'll see what I can come up with – hang on, got it! _____
- (b) Private – trespassers will be prosecuted. _____
- (c) Sorry, you can't come in, this is private woodland, like. _____
- (d) See her over there? She gave me a real hard time, she did. _____
- (e) Put it down there. _____
- (f) The officer, who had been on leave at the time of the incident, declined to comment. _____

[6 MARKS]

Knowledge at word level

Phonology, graphology and how the writing system represents the sound system

① 1 Terminology

Fill in the blanks, using all but two of the words in the word bank.

segments syllables digraph onset vowels cluster
trigraph consonants rime phonemes blends graphemes

_____ are the smallest contrastive units of speech sound in a language. In English, each sound can be represented in writing by one or more _____ (letters). Where two letters represent a single speech sound, this is known as a _____; where three letters are used, it is known as a _____. Where two or more distinct speech sounds occurring in sequence are represented by two or more letters, this is a _____. Spoken words can be said to have one or more _____ or beats. Each of these can be split into the _____ (consonantal beginning) and the _____ (rhyming end part, containing the vowel). When spelling a word, a writer first of all _____ the spoken word into its phonemes, and then matches to each of these a plausible letter representation. When using phonics to read a word, a reader matches each letter (or group of letters) to a plausible speech sound, and then _____ the individual speech sounds together into a word.

[10 MARKS]

2 True or false?

- (a) Each letter in English corresponds to a single speech sound. _____
- (b) The terms 'consonant' and 'vowel' refer to speech sounds. _____
- (c) Some speech sounds can be spelled in more than one way. _____
- (d) Phonemes vary from language to language. _____
- (e) There are 33 phonemes in spoken English. _____

[5 MARKS]

3 Circle any two words that rhyme.

you June through crew cough queue view my

[2 MARKS]

4 How many syllables are there in:

emu _____
hippopotamus _____

[2 MARKS]

5 Circle the onset and underline the rime.

seal duck owl

[3 MARKS]

6 How many phonemes (sounds) are in each word?

lion
bear
jackal
elephant
ape

[5 MARKS]

7 Although spelled differently, each pair of words shares one common phoneme. Underline the letter(s) in each word that represent it.

zoo glasses field key rage just

[3 MARKS]

8 Underline any two adjacent consonants in the sentence.

When her friend left, Flora felt so sad that she began to cry.

[2 MARKS]

9 Underline any two consonant digraphs in the list of words below.

elephant gorilla orang-utan frog

[2 MARKS]

10 Underline any two vowel digraphs in the list of words below.

owl chimpanzee camel ape

[2 MARKS]

11 Some words below contain trigraphs. Underline one consonant trigraph and circle one vowel trigraph.

catch hold edge sigh

[2 MARKS]

12 caught site rain grown grey kit howl mate frown toe height

In the word bank above, find a word which:

- (a) rhymes with 'kite' but which spells the vowel phoneme differently;
- (b) has the same initial and final phonemes as 'kite';
- (c) includes the vowel phoneme found in 'crow', but spells it differently;
- (d) includes the digraph 'ow' as in 'crow', but in which this is pronounced differently;
- (e) has four phonemes;
- (f) includes a split digraph.

[6 MARKS]

13 Circle the unstressed vowel grapheme (schwa) in the words.

grammar sentence misery

[3 MARKS]

14 Which of the following symbols, placed around a letter or letters, indicates that the reference is to the speech sound rather than the letters?

/a/ "a" |a| *a*

[1 MARK]

Morphology – word structure and derivations

① 1 Terminology

Use the following word bank to fill in the blanks. You will have two words left over.

morphology	root	aspiration
prefix	inflection	suffix
etymology	compound word	morpheme

Within _____, which means the study of word structure, the smallest unit of meaning in a word is known as a _____. The core unit of meaning in any word is called its _____. This may form the complete word, such as dog. Sometimes two such elements are joined to create a longer _____, like sheepdog.

Words can be extended by adding extra elements of meaning. If a — is added at the start of a word a new word is created, such as in + form = inform. A — is added at the end of a word; this can also create a new word, such as form + al. However, often it performs a grammatical function, enabling a word to carry out its job within a sentence, as in form + ed = formed, when it is known as an —.

[7 MARKS]

2 Separate the following words into prefix, root (or base form) and suffix, as appropriate:

	Prefix	Root	Suffix
(a) unwrapping	_____	_____	_____
(b) precede	_____	_____	_____
(c) strangeness	_____	_____	_____
(d) subtraction	_____	_____	_____

[4 MARKS]

3 Underline the prefixes in the following words and draw lines to match them to their meanings.
Note: you will have one meaning left over.

(a) extrasensory	not
(b) dishonest	within
(c) intravenous	before
(d) international	outside
	between

[4 MARKS]

- 4 The words in bold type in the sentence below have inflectional suffixes to enable them to carry out their grammatical function in the sentence.

When the **results** were announced, Kate **scored** a **higher** mark than Rob. However, **Jason's** score was the **highest** of all.

Underline the inflectional suffix *only* in each word below (be precise!) and draw lines to match suffixes to functions. You will have one function left over.

- | | |
|-------------|----------------------------------|
| (a) results | comparative adjective |
| (b) Jason's | superlative adjective |
| (c) highest | possessive form of plural noun |
| (d) scored | plural noun |
| (e) higher | past tense verb |
| | possessive form of singular noun |

[5 MARKS]

(½ each for identifying the inflection, ½ each for matching to its function)

- 5 What function does the word in bold play in each of these sentences?

- | | |
|---|-------|
| (a) He was aware that bears lived in this part of the forest. | _____ |
| (b) She could only bear a little weight on her injured foot. | _____ |
| (c) The bear market indicated problems in the economy. | _____ |
| (d) They could barely hear the sound of the waves above the roar of the sea. | _____ |
| (e) The witness gave only the bare facts in her statement. | _____ |

[5 MARKS]

- 6 Identify four compound words in the following list.

ahead	arrowhead	headlight	forehead
header	heading	headteacher	headless

[4 MARKS]

- 7** Many words in the English vocabulary suggest clues as to their origins in classical languages. Draw lines to match the following words to their language of origin.

psychology		alphabet
submarine	Latin	century
phoneme	Greek	grammar
innate		circumnavigate

[8 MARKS]

- 8** The English language has imported words from many other languages. Match the words that follow to their language of origin, choosing from the word bank below. Note: you will not need to use all the languages. As you make your decisions, reflect on your reasons for doing so.

Gaelic	French	Greek	Hindi	German
Finnish	Afrikaans	Spanish	Arabic	Italian
sauna	_____		whisky	_____
mutton	_____		algebra	_____
apartheid	_____		kindergarten	_____
potato	_____		shampoo	_____

[8 MARKS]

① Word meanings and how words relate to each other

1 Terminology

Match each word to its meaning. You will have one word left over.

synonym	(a) word with same spelling as another but different meaning
colloquialism	(b) word with opposite meaning to another
acronym	(c) word formed from initial letters or syllables of other words
homonym	(d) word with similar meaning to another
homograph	(e) word with same spelling or sound as another but with a different meaning or origin
abbreviation	(f) word with same sound as another but different meaning or spelling
antonym	(g) form of expression used in familiar talk
homophone	

[7 MARKS]

Sentence-level knowledge – grammar and punctuation

Word classes and cohesion within a sentence

1 Terminology



Circle the correct alternative.

- (a) A verb/noun/adjective is a word which names a person, place or thing.
- (b) Most nouns can be preceded by a preposition/determiner/pronoun.
- (c) Most conjunctions/nouns/adjectives can take a singular or plural form.
- (d) Adverbs/verbs/conjunctions refer to what is happening in a sentence.
- (e) Verbs/adverbs/determiners can be written in the present or past tense.
- (f) Adverbs/conjunctions/prepositions link words, phrases or clauses.
- (g) A pronoun/adjective/adverb provides more information about a noun.
- (h) A pronoun/adjective/adverb stands in place of a noun.
- (i) An adjective/adverb/preposition gives more information about a verb.
- (j) A word that indicates a relationship, often standing at the head of a phrase, such as 'in the house', is a determiner/preposition/adjective.

[10 MARKS]

2 True or false?

- (a) Every word belongs to one particular class (part of speech). _____
- (b) Word class depends on a word's current function in a sentence. _____
- (c) All words in a sentence are essential to convey meaning. _____
- (d) Cohesion refers to the grammatical features in a sentence or text which bind it together to make linguistic sense. _____
- (e) Where a sentence lacks cohesion, it is harder to understand. _____

[5 MARKS]

3 After reading the following text, identify examples of the word classes listed below. Select the clearest (most obvious) examples you can.

Following the concert, which was extremely enjoyable, Charles and Jo went for a meal to a well-known local restaurant, where, to their surprise, they found other diners included members of the band. To Jo's delight, Bernard Benoit, the lead guitarist, was sitting at the next table to theirs.

- | | | | |
|---------------------|-------|----------------------|-------|
| (a) proper noun | _____ | (g) pronoun | _____ |
| (b) abstract noun | _____ | (h) preposition | _____ |
| (c) concrete noun | _____ | (i) conjunction | _____ |
| (d) collective noun | _____ | (j) determiner | _____ |
| (e) verb | _____ | (k) adjective | _____ |
| (f) adverb | _____ | (l) relative pronoun | _____ |

[12 MARKS]

4 In what person is the above extract written?

1st? 2nd? 3rd?

[1 MARK]

5 If Jo were telling the tale, which word class would need to change?

pronouns prepositions adjectives

[1 MARK]

6 In what tense is the above extract written?

past present future

[1 MARK]

7 Words can belong to different classes depending on their role in a sentence.

Example

My home is in Norfolk.

Home is a noun in this context.

I went home.

Home is an adverb in this context.

Identify the word class of the underlined word in each sentence, choosing from the following list. You may need to use some words more than once, and others not at all.

noun verb determiner adjective adverb preposition conjunction

(a) Please dress very quickly.

(b) She was wearing a short red dress.

(c) I ate a succulent orange.

(d) Would orange paint look right?

(e) He went inside.

(f) Please leave it inside the porch.

[6 MARKS]

8 Identify the 'problem' in each of the following sentences which gives rise to a loss of cohesion. Also select an appropriate remedy for each.

- (i) Miss Hayes was cross with Jenny because she was in a bad mood.
- (ii) The children was doing their reading.
- (iii) I asked my teacher if I can go outside to play and she says yes.
- (iv) I think grey squirrels are a nuisance, because grey squirrels eat the birds' food.
- (v) The children were sat nicely on the carpet.
- (vi) You should of handed this work in yesterday.

Problem:

Sentence number:

(a) ambiguity

(b) repetition

(c) inconsistent tense

(d) lack of subject-verb agreement

Remedies:

- (e) use pronoun instead of phrase _____
- (f) alter verb tense _____
- (g) alter verb form _____
- (h) clarify referent of pronoun _____
- (i) colloquial substitution of finite verb _____

[8 MARKS]

Sentence types and structure

① 1 Terminology

Match the descriptions to terms from the respective word bank. You will have one extra term on each occasion.

predicate adverbial subject object

- (a) _____ identifies what or who the sentence is about.
- (b) _____ tells what the subject does, or is; contains the action of the sentence.
- (c) _____ identifies who or what is affected by the subject's action.

standard sentence compound sentence simple sentence complex sentence

- (d) _____ consists of one clause.
- (e) _____ contains two or more main clauses.
- (f) _____ contains main clause and one or more subordinate clauses.

[6 MARKS]

2 True or false?

- (a) Sentences always express a statement. _____
- (b) Sentences need to stand alone and make sense. _____
- (c) Complex sentences can be shorter than simple sentences. _____
- (d) Sentences cannot have only one clause. _____
- (e) Local dialects never include non-standard grammatical structures. _____

[5 MARKS]

3 Are the following sentences examples of a question, exclamation, command or statement? Be careful – punctuation is not always a straightforward clue.

- (a) Which age group do you prefer? _____
- (b) I prefer teaching at Key Stage 1. _____
- (c) Will you pay attention? _____
- (d) Plan your lessons more carefully. _____
- (e) I just can't believe your test scores! _____

[5 MARKS]

4 Label: phrase or clause?

- (a) after the test
- (b) a long, complicated test
- (c) when I have finished the test
- (d) with an enormous yawn

[4 MARKS]

5 Label the subject, verb and object.

The older children were studying algebra.

[3 MARKS]

6 Label the subject, verb, object and adverbial.

As quickly as possible, Ms Peters dismissed the class.

[4 MARKS]

7 Identify three sentences below which use the passive voice.

- (a) My car was damaged by vandals.
- (b) We have finished drinking coffee.
- (c) Tonight's flight has been delayed by bad weather.
- (d) All the coffee has been drunk now.
- (e) Some vandals damaged my car.
- (f) The bad weather has delayed tonight's flight.

[3 MARKS]

8 Underline the main clause and circle the subordinate clause in the sentences below.

- (a) Freddie, who had rather enjoyed the free wine, felt frivolous.
- (b) After I finish writing up my assignment, I'm going to watch a horror film.
- (c) Cordelia has not done her homework because she left her notebook in school.

[6 MARKS]

9 Identify the following as simple, compound or complex sentences.

- (a) Joe, when he had finished his essay, volunteered to wash up.
- (b) Joe washed up although it was not his turn.
- (c) Joe washed up yesterday, after tea.
- (d) Joe finished his essay, had tea and washed up.

Which of the above sentences includes an embedded clause?

[5 MARKS]

10 Coordinating or subordinating conjunctions? Write C or S against them.

and _____ when _____ although _____ if _____ or _____

[5 MARKS]

11 The following complex sentence contains three subordinating conjunctions. Underline them.

If you apply for a teaching post while you are still a trainee, you have every chance of success. Because you have not yet attained NQT status, however, any appointment must remain provisional.

[3 MARKS]

12 Some of the following sentences include a clause headed by a relative pronoun. Circle three relative pronouns.

- (a) My sister, because she is a teacher, works long hours.
- (b) My sister, whose children are still very young, is taking a career break.
- (c) My sister, who lives in Norfolk, has a cat which is scared of mice.

[3 MARKS]

Punctuation

① **1** Terminology

Match the common punctuation marks below to their function within a sentence. You will have one punctuation mark left over. Note: some also have other functions which are not listed here.

- | | |
|------------------|---|
| apostrophe | (a) marks grammatical boundaries within a sentence |
| semi-colon | (b) adds emphasis, volume or emotion at the end of a sentence |
| dash | (c) signals the end of a sentence (usually a statement) |
| full stop | (d) indicates possession or omission of letters |
| exclamation mark | (e) links closely related statements |
| comma | |

[5 MARKS]

2 Rewrite the following sentences, inserting all necessary punctuation.

- (a) he brought me a bar of chocolate some crisps and a bottle of white wine
- (b) go and apologise said mrs taylor and offer to help tidy up
- (c) christopher who had finished his lunch by ten o clock had nothing left to eat
- (d) mum help cried sally
- (e) although the war ended in 1945 its repercussions were felt for a very long time afterwards

[10 MARKS]

(2 for each completely correct sentence, 1 if only one error is made in a sentence)

3 Correct one common punctuational error in each of the following sentences.

- (a) After lunch, we went to the park, it was deserted.
- (b) 'Mum can we go out to play now?' asked Rosie.
- (c) We had sausage's and roast potatoes.
- (d) No!. That can't be true!
- (e) Becky's cat was licking it's kittens.

[5 MARKS]

4 Which of the three alternatives is correct?

'Tonight,' suggested George, 'let's go to the theatre.'

'Tonight, suggested George, let's go to the theatre.'

'Tonight,' suggested George, 'let's go to the theatre.'

[1 MARK]

5 Rewrite the following sentences, changing the punctuation *only* to substantially alter the meaning. Do not change the word order or alter any words.

- (a) After he had eaten, my dog Sam was violently sick on the carpet.
- (b) If you're unsure – don't! Ask me what to do.
- (c) The teacher punished the boys. For no good reason, they told their parents.
- (d) Trolls usually smell nasty. Children are afraid of them.

[4 MARKS]

Textual knowledge

Cohesion, layout and organisation

1 Cohesion is...

- (a) Close relationship based on grammar or meaning between two parts of a sentence.
- (b) Reasonable connection or relation between ideas, arguments or statements.

[1 MARK]

Coherence is...

- (a) Close relationship based on grammar or meaning between two parts of a sentence.
- (b) Reasonable connection or relation between ideas, arguments or statements.

[1 MARK]

2 Sequence the following paragraphs from a guidebook into a cohesive text – one that makes linguistic sense.

- (a) Its position in an area of natural beauty, just north of Butser Hill, ensures that it maintains a completely separate identity from the Portsmouth conurbation to the south.
- (b) The square also provides access to the much-visited Norman church, and opens on to Sheep Street where some of the town's oldest houses can be found. These date from the 16th century.
- (c) Petersfield is a small town in East Hampshire.
- (d) This enables it to retain its traditional market-town character. Sadly, however, agricultural markets no longer take place in the historic town square around the central statue of William III.
- (e) In contrast, on the opposite side of the square is the recently completed Rams Walk shopping centre. This has helped the town remain a popular destination.

[5 MARKS]

3 Connectives and pronouns contribute to textual cohesion. Circle three connectives and underline three pronouns in the text above. These may have helped you sequence the text.

[6 MARKS]

4 The way in which texts are physically laid out varies according to their purpose.

Tick all the text forms which tend to follow a fairly conventional layout (one that you would instantly recognise).

- | | | | | | |
|------------------------|--------------------------|---------------------|--------------------------|------------|--------------------------|
| newspaper article | <input type="checkbox"/> | restaurant menu | <input type="checkbox"/> | playscript | <input type="checkbox"/> |
| formal business letter | <input type="checkbox"/> | telephone directory | <input type="checkbox"/> | dictionary | <input type="checkbox"/> |

[1 MARK]

5 Why is textual layout important in relation to meaning? Tick four statements.

- (a) It can chop a text into coherent chunks that are easier to read.
- (b) It can indicate the theme of a story.
- (c) It can help you to locate information easily.
- (d) It can draw your attention rapidly to the main idea of the text.
- (e) It can usually help you work out what individual words mean.
- (f) It can often give an instant idea of the kind of text you are dealing with.

[4 MARKS]

6 The following extracts originally contained three paragraphs each. Mark where you think each paragraph should begin.

- (a) 'You'd better go and get us something to eat,' said Charlie. 'I'll wait here until you get back, just in case Jenny arrives in the meantime.' 'OK – what do you want? Pizza again?' 'Sounds good,' said Charlie. He licked his lips. 'Make mine a cheese and tomato, extra-large. I'm starving.'
- (b) The National Curriculum was designed to raise standards and support progress towards national targets. It was implemented throughout England in 1988. The Revised National Curriculum is due to be introduced in 2013/2014 and represents a shift in what pupils and teachers are expected to achieve, particularly in the core subjects of English, mathematics and science at primary level. The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.

[4 MARKS]

(no marks for getting the start of first paragraph right!)

Fiction, non-fiction and poetry

① 1 Terminology in fiction

Insert one word from the word bank into each blank. You will have one word left over.

plot theme viewpoint resolution style voice

Stories are essentially recounts of events. The _____ is the chronological sequence which links events causally. A story may also have a deeper underlying meaning (such as the triumph of good over evil), which is its _____. The way in which a story is written is important. The author may tell it through his or her _____, as an unspecified outsider who knows absolutely everything. Alternatively, it may be related from the particular _____ of a participant in the story. In this case, the _____ of writing may be more personal, reflecting the type of language used by that particular person.

[5 MARKS]

2 Many stories are structured according to a basic pattern. In the following chronological summary of the *Cinderella* story, match events to the terms listed below.

development problem resolution orientation ending climax

- (a) Cinderella lives miserably with her lazy, ugly sisters. _____
- (b) The two sisters go to the ball, leaving Cinderella at home, wishing she too could go. _____
- (c) The Fairy Godmother arrives, and grants Cinderella's wish. Cinderella attends the ball; the prince falls madly in love with her. _____
- (d) Midnight – as the magic runs out, Cinderella has to leave (but drops a slipper). _____
- (e) The Prince finds the slipper fits Cinderella. _____
- (f) Wedding bells! _____

[6 MARKS]

- 3** Below are listed several fictional genres, and a list of statements suggesting some typical generic features of characters, plot, setting or language. Which genres best match the descriptions? Note you will have two genres left over.

fable adventure story historical fiction science fiction
legend fairy tale myth horror story

- (a) Usually includes animal characters who talk and act like humans; short, intended to teach a moral lesson. _____
- (b) Setting located in the defined past; vocabulary may reflect this; may merge with other genres such as adventure or romance. _____
- (c) Ancient traditional story of heroes and gods, tackles a concern of human existence; may explain some natural phenomenon. _____
- (d) Plot involves realistic characters engaging in and overcoming a series of exciting, often hazardous events. _____
- (e) Traditional tale, often rooted in historical fact, which describes the actions of a hero figure. _____
- (f) Includes stereotypical characters, whose lives are affected in some way by magic; often highly predictable. _____

[6 MARKS]

- 4** Match story opening to the 'best fit' genre, choosing from the list above.

- (a) Once upon a time, in a tumbledown cottage in a deep dark wood, there lived two poor sisters. Marguerite was fair and gentle, loved far and wide for her kind and thoughtful ways. Violet was dark and quick-tempered, with black eyes that flashed scornfully at all who displeased her.

Genre: _____

- (b) I never knew my father, who was cut down at Culloden in '46, fighting for the royal cause. He died nobly, one amongst thousands of brave Scots who lost their lives striking a futile blow for freedom, leaving my mother alone to raise four hungry children.

Genre: _____

- (c) Once there was a greedy fox who invited his neighbour Rabbit round for a slap-up dinner. More fool Rabbit for agreeing to go, I say – after all, everyone knows foxes are crafty critters who can't think further ahead than their next meal!

Genre: _____

[3 MARKS]

① **5** Non-fiction text types and terminology in non-fiction

The Revised National Curriculum states that children should be able to discuss the different ways in which non-fiction texts are structured. Texts, or parts of texts, can be classified according to their purposes. There are six broad non-fiction text types: **recount**, **explanatory text**, **persuasive text**, **discussion text**, **instruction text** and **non-chronological report**. Match the above six text types to their purposes.

- (a) describe arguments from different viewpoints, leading to a balanced conclusion _____
- (b) explain how or why something occurs _____
- (c) retell series of events, to entertain or inform _____
- (d) tell reader what to do _____
- (e) provide a factual description of something _____
- (f) argue the case for a particular point of view _____

[6 MARKS]

6 Identify the 'best fit' text type for the following three extracts. Choose from this list:

recount explanatory text persuasive text discussion text instruction text non-chronological report

- (a) In order to land, a bird first raises its tail to steer it downwards. It then brakes by bringing its body upright, thus tilting its wings to the vertical to create wind resistance. It then lowers its tail. The bird's strong leg muscles absorb the impact of landing.

Text type: _____

- (b) First, decide on the position, size and shape of your pond. Mark out the edges and dig. When the hole is deep enough, line it with sand. Next, carefully position the rubber liner and add a layer of soil. Fill up with water. Finally, cover the liner edges.

Text type: _____

- (c) Later, went with Phil to the Apollo to see Macbeth – in my view, the most powerful play ever written. Afterwards enjoyed a quick latte in Café Moon.

Text type: _____

[3 MARKS]

7 Which text(s) above demonstrate the following features?

- (a) impersonal style _____
- (b) connectives of time _____
- (c) causal connectives _____
- (d) imperative present tense verb _____
- (e) past tense verbs _____

[5 MARKS]

① **8** Terminology in poetry and fiction (figurative language)

The **Revised National Curriculum** specifies that children should be aware of a wide range of poetry forms and be able to perform and discuss them. Circle the correct alternative:

- (a) Onomatopoeia/alliteration/simile refers to a phrase in which words begin with the same phoneme.
- (b) Onomatopoeia/metaphor/personification refers to the effect created by words whose sound echoes their meaning.
- (c) Alliteration/metaphor/repetition refers to an author describing something as if it is something else.
- (d) Metaphor/personification/simile refers to an author describing something non-human as if it has human qualities.

[4 MARKS]

9 Circle the correct name for each poetry form described below in terms of content or structure.

- (a) A narrative poem/sonnet/haiku is a poem which tells a story.
- (b) Poetry which follows a metrical pattern, but does not rhyme, is known as blank verse/free verse/limerick.
- (c) A calligram/limerick/rap is a comic poem with five lines, following an aabba rhyme scheme and a set syllabic pattern.
- (d) In a haiku/rap/calligram, the way in which the poem is physically printed and laid out on the page relates to what it is about.
- (e) A sonnet/narrative poem/haiku has three lines, comprising 5, 7 and 5 syllables respectively.

[5 MARKS]

10 The first locomotive, by Matthew (aged 11).

I see a great green dragon,
A metal monster,
Hurling forwards like a lightning bolt,
Hissing and spitting out sparks of hell,
Like a demon breathing out fire,
Clanging and banging,
Crashing and flashing,
Tearing along a steel track,
Like a madman,
Then screeching and screaming wildly
To a stop.
Silence.

Note one way in which this poem would differ from a prose account of the same experience.

[1 MARK]

11 Mark and label one example of each of the following poetic devices in the poem above.

simile metaphor alliteration onomatopoeia internal rhyme assonance

[6 MARKS]

Critical evaluation of texts

An ability to analyse different types of fiction, poetry and non-fiction texts, evaluating their quality and making judgements about them

It is important to feel confident in evaluating the quality of texts, as you need to know exactly what to look out for when selecting a text but evaluating text quality as such involves a high degree of subjectivity, and is impossible to test. However, there are some general criteria which you can use as a start for evaluating texts which you can use effectively in your teaching. Clearly you need to look for different features in different types of text, as these tasks will demonstrate.

Note: there may be more than one answer to each of these.

1 Listed below are some possible positive criteria which would help with the selection of 'good texts'. Which types of text might the various criteria apply to? Choose from:

- | | |
|--|---|
| • reference book (non-fiction) for any age | R |
| • picture story book for beginning readers (age 4–6) | P |
| • historical novel for readers aged 7–11 | H |
| • film | F |
| • online text | O |
-
- | | |
|-----------|--|
| (a) _____ | Information is up to date and accurate. |
| (b) _____ | Readers find the content interesting. |
| (c) _____ | The illustrations help the reader to understand the words. |
| (d) _____ | The plot is coherent and gripping. |
| (e) _____ | The text uses a variety of sentence structures. |
| (f) _____ | The reader can relate to characters and their dilemmas. |
| (g) _____ | The author constructs and develops character through the use of dialogue, action and/or description. |
| (h) _____ | The language uses natural language structures and rhythms. |
| (i) _____ | The book is organised to help you find the information you want. |
| (j) _____ | The language is often patterned and predictable. |
| (k) _____ | The print is very clear and quite large. |
| (l) _____ | Specialist vocabulary is explained in a comprehensive glossary. |
| (m) _____ | Incidents in the text raise issues. |
| (n) _____ | The opening really makes you want to find out what happens next. |
| (o) _____ | Information about the setting in time is skilfully woven into the main text. |

[15 MARKS MAXIMUM]

(1 for one [or more] acceptable answers against each statement)