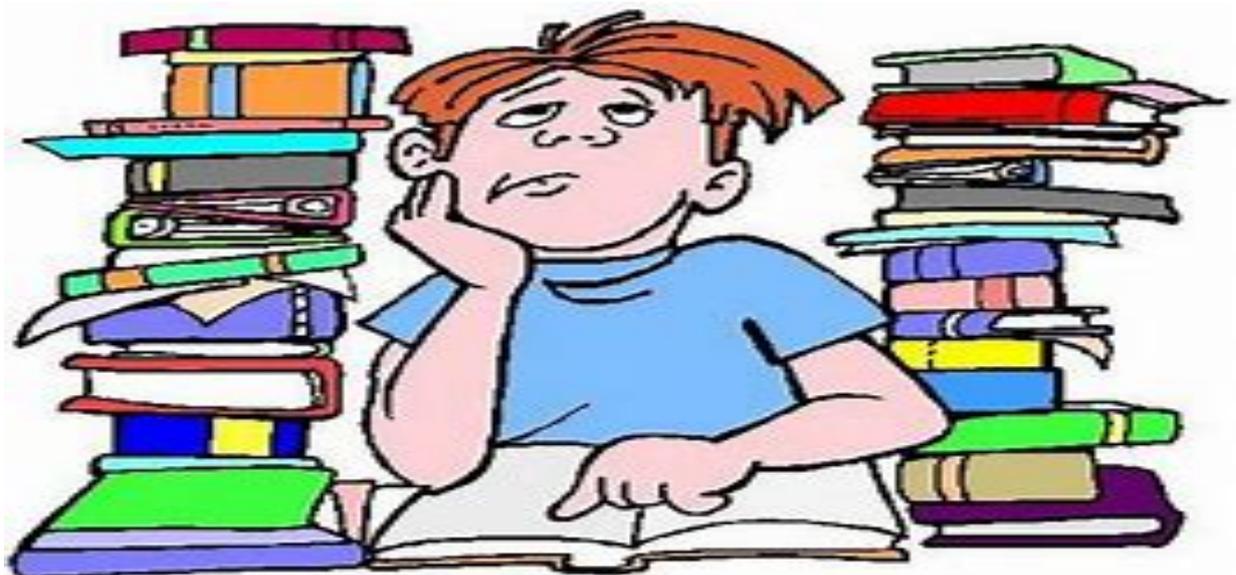




Year 7 TCAT

English tests- the  
revision guide

4<sup>th</sup> - 8<sup>th</sup> February



## Y7 English tests

### When will my tests be?

They will be in your English lessons the week beginning Monday 4<sup>th</sup> February. Your teacher will let you know which lesson each test will be in to allow you to prepare.

### What will I be tested in?

Reading test - 45 minutes

Grammar, punctuation and spelling test - 45 minutes

There will also be a writing test in the summer term but we will let you know about that closer to the time.

### Will these tests be used to decide which set I am in?

We will use these tests to check you are in the correct set but your teacher will also think about all the other work you have done in Year 7 when making their final decision.

### Should I be revising for these tests?

Yes, use this revision guide and the work you do in class to prepare for the test.

## **The reading test**

You will read a short extract from a story and then you will be assessed on four different reading skills.

### **1. Vocabulary**

You will be given 5 words and you will have to choose an appropriate synonym from each word.

Example:

*Write down the closest synonym for happy.*

Your answer would be:

*Joyful*

### **2. Retrieval**

This will involve reading the text and finding key information from it. These questions will require short specific answers.

Example:

*What was the weather like in the extract?*

Your answer would be:

*Misty*

### **3. Method and effect**

This section will require you to identify the key terminology in the text and comment on what effect this has on the reader.

Example:

A) What verb is used to describe the weather?

Your answer would be:

*Swirling*

B) What effect does this have?

Your answer would be:

*The effect of this word is that the weather is powerful and out of control which makes you feel a sense of mystery about the place and what is going to happen.*

#### **4. Structure**

This section focuses on how the writer has put their piece of writing together and what impact that has on the story. You will focus on different sections of the story and think about the impact those sections have on the reader.

Example:

- a) What are we encouraged to focus on in the exposition of the extract?

Your answer would be:

*In the exposition, we are encouraged to focus on the weather and the darkness.*

- b) What mood does this create?

Your answer would be:

*This makes the mood very mysterious which gives a sense of the unknown.*

#### **5. Personal response**

In this section, you will still be making inferences on the text but you will also be giving your personal response to what is happening in the text. I would expect to see I and my frequently in these answers.

Example:

- a) What atmosphere do you think is created in this text?  
Explore a quotation to support your point.

Your answer would be:

*Within the text, there is an atmosphere of unpredictability and impending danger 'he came suddenly upon me and ran me down the ditch.' The use of the word 'suddenly' implies the narrator is unsure what will happen next to him and is worried about what might happen if Keckwick doesn't know he is there. This atmosphere of uncertainty is made increasingly worse by the weather.*

### Glossary.

Use this glossary to help you prepare for the vocabulary questions on both tests.

<u>Key word</u>	<u>Definition</u>	<u>Example sentence</u>
Abhor	Hate	I absolutely <b>abhor</b> bullying.
Coherent	Clear	The manager wrote a <b>coherent</b> letter in response to the complaint.
Compassionate	Concerned	The <b>compassionate</b> child worried about the animals.
Diligent	Hardworking	The <b>diligent</b> student revised all of the key vocabulary.
Indulgent	Generous	The <b>indulgent</b> mother spent a lot of money at Christmas.
Intriguing	Interesting	The story was so <b>intriguing</b> that Jess could not put the book down.
Jubilant	Delighted	The <b>jubilant</b> football player took hold of the trophy.
Melancholy	Sad	The <b>melancholy</b> boy sat on his own at lunchtime, often in tears.
Mirthful	Joyful	The <b>mirthful</b> teacher smiled as she gave out the fantastic results.
Mocking	Scornful and sarcastic	The disrespectful lady was <b>mocking</b> the shop assistant.
Modicum	A little bit	A <b>modicum</b> of self- belief can go a long way when you are revising.
Monotonous	Repetitive	<b>Monotonous</b> activities can be very boring.
Morose	Miserable	The <b>morose</b> lady sat next to the graveyard, thinking about what she had lost.
Nefarious	Evil	The <b>nefarious</b> man did not utter a word as he constructed his plan.
Nonchalant	Casual	The <b>nonchalant</b> boy sauntered down the street without a care in the world/
Notorious	Infamous	The <b>notorious</b> rapper released a new track.
Novice	Beginner or learner	The boy was a <b>novice</b> driver – he forgot to put his indicator on.
Revolting	Disgusting	The meal that was served at the restaurant was <b>revolting</b> : it was freezing cold.
Ridicule	To mock or tease	It is not very kind to <b>ridicule</b> someone who has made a simple mistake.
Sinister	Threatening	The <b>sinister</b> lady cast a dark shadow in the moonlight.

## The spelling, punctuation and grammar test

This test will check your ability to spot mistakes in a text and check your understanding of key punctuation and grammar. Your teacher will also be doing revision of this with you.

You should revise the following:

- Use of colon to introduce a list or an answer, for example:  
*They bought: eggs, bread and frozen peas.*
- Use of a semi-colon to separate related clauses, for example:  
*Alisha loved school; she discovered new things every day.* (The semicolon is being used instead of 'and' or 'because'.)
- Punctuation of speech, for example: *"Put your books on my desk," said Mrs Smith.* (Note - there must be some form of punctuation before you close the speech marks.)
- Understanding of the purpose of commas in different sentences:
  - separating clauses, for example: *Maria, who loved English, wrote lots of stories*
  - in lists, for example: *They bought: eggs, bread and frozen peas.*
  - to punctuate speech, for example: *"Put your books on my desk," said Mrs Smith.*
  - to separate connectives, for example: *However, I am very pleased with your effort.*
- Understanding of main and subordinate clauses, for example:  
*After finishing her revision, she went out with her friends.*  
'After finishing her revision' is the subordinate clause because it wouldn't make sense on its own. 'She went out with her friends' is the main clause.
- Using a hyphen, for example: *state-of-the-art.* In this example, four words are being used together to form one idea.

- Recognising different functions of a sentence:
  - statement, for example: *There are six pages in the booklet.*
  - exclamation, for example: *I am so excited!*
  - question, for example: *Where is the cinema?*
  - command, for example: *Sit down now.*
- Apostrophe for possession, for example: *Peter's book is very neat.*
- Tense - use of verbs to indicate this, for example: *He was going (past), he is going (present)*
- Understanding of prefixes and how they change meanings of words. For example: *happy could become unhappy.*
- Knowledge of parts of speech: nouns, verbs, including auxiliary verbs, adjectives, adverbs, pronouns.
- Changing use of words/adapting words, for example: 'point' could be a verb or a noun.
- Roots of words, for example: *'struct' as part of 'destruction' and 'structure' means to build.*
- Recognising synonyms, for example: *synonyms of beautiful are pretty and handsome.*
- Recognising antonyms, for example: *antonyms of angry are contented and calm.*