

Reading Test Preparation

If you have a 1 mark question, you will not get penalised for writing two points!

If it is a 2 mark question, you will not get penalised for writing three points!

Remember that this is **not a memory test** and that you must **constantly back up your ideas** with **reference to the text**. **Use quotes** – words and phrases from the text to back up your ideas!

1) Why is the title effective?

It could be alliteration:

It could be that it asks a rhetorical question that makes you think

It could be a play on words

It could be clear about what the text is about using only a small number of words – summarises what the text will be about.

2) Why does the author include a quote?

In fiction – to let you know what the character is thinking so that you can put yourself in their shoes (**empathise with the character**)

In non-fiction: to let you know what it was like to be there at the time (to empathise with people who were there at the time)

3) How does a glossary work?

It uses **simple words** to define/help you understand words/phrases that are difficult to understand without further explanation.

4) Brackets can be used to define/give further information.

5) What is the purpose of the flowchart? How does it achieve this purpose? Give two ways it achieves its purpose.

Flow charts can summarise a difficult text using short, snappy sentences and key facts.

They can also be set out in chronological order

6) What is personification?

When you give something non-human human characteristics:

The **brave ship** sailed through the rough waters.

The **mouse drove the car** carefully through the busy street.

7) What is a metaphor?

When you help a reader to imagine what something is like by saying **it is** something else, such as: **The coal cloud** darkened the stormy sky.

8) What is a simile?

When you help a reader to imagine what something is like by saying **it is like** something else, such as: **The cloud was like dark coal as it** darkened the stormy sky.

DAFT QUESTIONS THAT COME UP AND HOW TO ANSWER THEM

20. This is an extract from page 8.

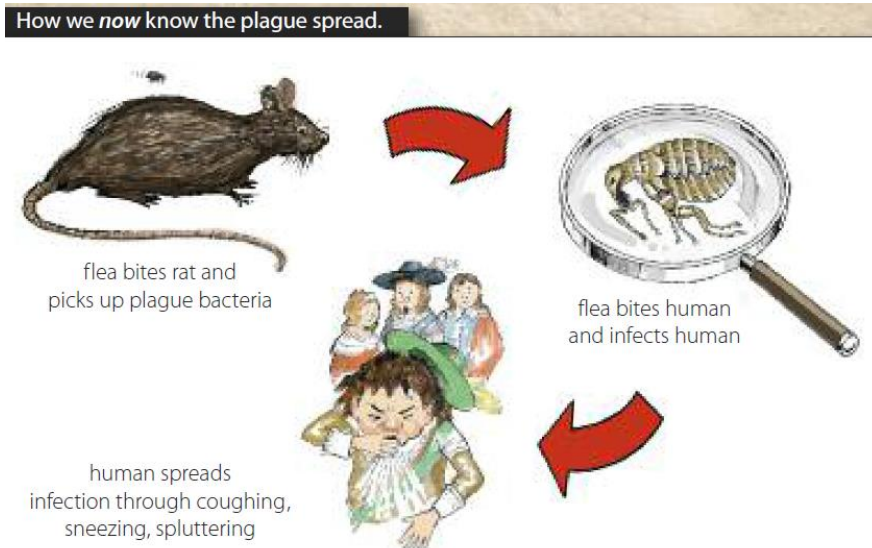


Why is A in bold?

To indicate the words that are being explained

What is the purpose of B?

To define the expression/word



5. Look at the diagram on page 4.

Why is this an effective way of explaining the spread of the plague?

1 mark

Possible answers:

Shows chain of events

Shows events in **chronological** order

A visual diagram is clearer for people who don't like reading complicated, long texts.

It summarises a lot of information in one diagram.

By just saying a picture is easier to understand will not get you a mark – another daft question!

16f. *Imagine this*

What is the effect of starting with these words?

1 mark

Assessment focus 5: *explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for reference to his attempt to involve the reader in visualising the scene or empathising with the writer, eg:

- *to get the reader to try and see what he's describing*
- *to make you picture what it's like*
- *to make the reader think they are there*

19. *Midas and the Golden Wish* is a myth. Which of these are features of myths and traditional tales?

up to 2 marks

Assessment focus 7: *relate texts to their social, cultural and historical contexts and literary traditions.*

Award **1 mark** for each of the correctly ticked answers, to a maximum of **2 marks**:

Tick **two**.

a wish is granted

a father loves his daughter

some action takes place in a river

there are different versions

the daughter turns to gold

an old man comes to visit

21. How does the style of language used in the comic strip differ from the language used in the story?

Explain your answer using examples from both texts.

up to 3 marks

Assessment focus 5: *explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.*

Award 1 mark for reference to each of the following, up to a maximum of 3 marks:

- succinct (comic strip) and/or more elaborate / descriptive (story)
- informal language / modern (comic strip) and/or formal language / old-fashioned (story)
- present tense (comic strip) and/or past tense (story)
- driven by dialogue / predominantly speech (comic strip).

On page 4, *doggedly ploughing* is used to describe swimming lengths of the pool.

Why is this an effective phrase to describe Jess' swimming?

up to 2 marks

Assessment focus 5: explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.

Acceptable points:

'doggedly' suggests that Jess' swimming is

1. determined / persistent / relentless.

'ploughing' suggests that

2. Jess is swimming in straight lines / in one lane (like a plough makes straight lines)
3. Jess is creating a path through the other swimmers (like a plough creates a path through the field)
4. Jess pushes / forces her way through the water (like a plough leaves furrows in the ground / pushes the earth out of the way)