

Pre-tutoring Diagnostic Assessment

These tasks should take no more than **35-40 minutes in total**. Answers should be word-processed to ensure legibility.

Before You Start: Please Disable Spelling, Grammar and Autocorrect Tools

To make sure this assessment reflects *your* skills, not your computer's, please turn off the following features before you begin:

If you're using Microsoft Word:

1. Go to the File tab → Options
2. Click on Proofing
3. Untick:
 - *Check spelling as you type*
 - *Mark grammar errors as you type*
 - *Check grammar with spelling*
4. Click OK to save

If you're using Google Docs:

1. Click Tools in the top menu
2. Untick:
 - *Spelling and grammar check*
 - *Show spelling suggestions*
 - *Show grammar suggestions*
3. Then go to Tools → Preferences and untick:
 - *Automatically correct spelling*

Why?

This is a diagnostic task to see your current spelling, grammar and punctuation skills without help from autocorrect tools. It's not a test – just a way for me to see how best to support you.

Part 1: Reading

Read the extract and answer the question below. Make sure you use quotations to support your ideas.

Extract 1: *A High Wind in Jamaica*

The sun was still red and large: the sky above cloudless, and light blue glaze poured over baking clay: but close over the ground a dirty grey haze hovered. As they followed the lane towards the sea they came to a place where, yesterday, a fair-sized spring had bubbled up by the roadside. Now it was dry. But even as they passed some water splashed out, and then it was dry again, although gurgling inwardly to itself. But the group of children were hot, far too hot to speak to one another: they sat on their ponies as loosely as possible, longing for the sea.

The morning advanced. The heated air grew quite easily hotter, as if from some enormous furnace from which it could draw at will. Bullocks only shifted their stinging feet when they could bear the soil no longer: even the insects were too lethargic to pipe, the basking lizards hid themselves and panted. It was so still you could have heard the least buzz a mile off. Not a naked fish would willingly move his tail. The ponies advanced because they must. The children ceased even to think.

Richard Hughes

How does the writer use language to describe the heat and its effect on the children and the animals?

You should refer to the writer's use of:

- words and phrases;
- language techniques;
- sentence structure.

Part 2: Writing

Write a description of about 250 words of a **deserted place**. Try to use **sensory language** (sights, sounds, smells, etc.) and **figurative language** (e.g. metaphor, simile, personification etc.) .