

An Introduction to Reading for Understanding, Analysis and Evaluation (RUAE)

Name:

Class:

Teacher:

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Facts and Opinions

What do we mean by facts and opinions?

You can prove a fact e.g.

There are seven days in a week. TRUE

The earth orbits the sun. TRUE

Carrots are orange. TRUE

An opinion is someone's view about something. You cannot prove an **opinion** e.g.

Saturday is the best day of the week.

I think the sun is beautiful.

Carrots are delicious.

Example

Mark Zuckerberg is one of Facebook's creators and has made billions of dollars from this hugely popular social network. It is the best invention ever.

Question

Pick out two facts and an opinion about Facebook.

Answer

It was created by Mark Zuckerberg. **Fact**

It is a social network. **Fact**

It is the best invention ever. **Opinion**

Activity 1



Write **F** if the statement is a fact and **O** if it is an opinion

Example Hibs is the best football team in Scotland. O

Ms Walker thinks Hibs is the best team in Scotland. F

The Earth is 92,955,887.6 miles from the sun.

The Hunger Games is a novel by Suzanne Collins.

The Hunger Games is the best book ever.

Edinburgh is the capital city of Scotland

Pizza is delicious.



Activity 2



Adverts often try to persuade us to buy products by stating opinions as if they were facts!

In the advert below underline the facts and circle the opinion.

iPhone 11

Just the right amount of everything.

New dual-camera system. All-day battery.¹ The toughest glass in a smartphone. And Apple's fastest chip ever.

[Reserve in store](#) [Upgrade online](#)



Activity 3



Write down three **facts** and three **opinions** about your phone.

Facts

1

2

3

Opinions

1

2

3

Activity 4



Now design an advert for your favourite product.

It must include some **facts** and **opinions** and try to persuade the reader to buy the product.

Main Idea

What do we mean by main idea?

The main idea is what a writer is trying to say in a piece of writing. Sometimes it takes a bit of working out to get to the main message or idea of a text.

Example

The rain poured down all night, soaking the grass and forming huge puddles by the back door. The temperature had dropped to two degrees. I looked out of the window and sighed. The mud was going to spoil the match.

Question

What is the main idea of this paragraph?

Answer

The main idea is to let the reader know about the weather that day.

Sometimes it is easy and obvious to spot the main idea in a piece of writing e.g. 'It is telling us about Scotland' or 'It is all about World War 2'

However sometimes you have to be a detective and use **inference** (work out what is really being said) by looking for clues.

Example

The murder happened by the old canal. Under the bridge closest to where the stabbed body was found, a man lived. He had prison tattoos and many people had seen him with a long knife.

What is this passage about?

- a) Murders often happen by canals
- b) The body was found by the canal
- c) The man who lived by the bridge committed the murder



The writer doesn't say the man actually committed the murder, but he **implies** it!

We've looked at two new words. Write their definitions below.

Inference (to infer)

Implies (to imply)

Activity 1



Be a detective and work out what the writer is **really** saying in the passages below. The first one is done for you.

Pine Martens, squirrels, badgers and foxes are just a few of the animals you can find in Scotland. Travel into the Highlands and you can find creatures that you won't find anywhere else in the UK.

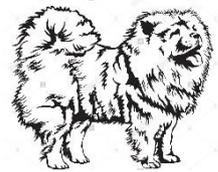
Question

What is the main idea in this passage?

Answer

There is a lot of wildlife in Scotland.

The Chow is a breed of dog that doesn't appeal to all families. They can be stubborn and don't take kindly to being given instructions from more than one owner. They will need firm boundaries and good training if they are to live with more than one person.



What is the main idea in this passage?

Kyle liked desserts best of all. If it was chocolate that was even better. He liked lemonade, Coke and took three sugars in his tea. He kept a big packet of sweets in his pocket in case he got hungry.

What is the **main idea** in this passage?

I am writing to let you know about my plans for Christmas. I know we talked about me coming up to visit but I have heard from a friend that I haven't seen in five years and he would like to stay with me. I've had a look at flights to come to you and the cheapest I can get costs £500. Do you still want me to come to you?

What does the writer seem to be **implying** in this passage?

The money was on my desk when I left the room. The only person who went into the room when I was gone was David.

What is being **implied** in these sentences?



Now have a go trying to use inference:

Write a couple of sentences that imply you are scared of heights:

Using Your Own Words

What do we mean by using your own words?

When you get information from a book or a website you might decide to use the information in a piece of your own writing. If you just copy the words, it doesn't show if you have understood the information. You need to put the information into your own words.

Example

Liam stood on the bridge and looked at the inky, swirling water below. Peering into the darkness he felt the tears fill his eyes. He felt terrified and deserted. A wave of fear splashed against the inside of his stomach.

Question

In your own words, describe how Liam felt.

Answer

Liam felt a mixture of being scared and lonely. He also seemed to be sad.

Activity 1



Change the word or phrase in bold using different words that mean the same thing. You can change the word order of the other words, if it helps.

1. Hamish ran **quickly** up the hill.

2. If you are **unhappy** about the situation you should do something about it.

3. The pizza tasted **delicious**.

4. The castle **has a beautiful setting**.

5. The brute with the black beard and scary eyes, **turned his attention to the terrified** victim.

6. The desert was **hot and vast**.

7. The rain ran down the window and **gathered in great oceans** on the floor.

8. He left the starting line like **a bullet out of gun**.

9. Katie put on **her favourite** shoes

10. The road is **long with many winding turns**.

Activity 2



Have a look at the following extracts and questions and answer them as carefully as you can.

1. The lion flopped to the ground, a cloud of flies rising around him. The dust swirled and settled onto his mane making him look like an ancient antique.



In your own words, describe what the lion looked like _____

2. "You, boy," the teacher raged. His face was bright red and screwed up with fury.

In your own words, describe how the teacher was feeling _____

3. When I was a lad, in the 1970's, there were only three channels to watch on TV. One of those channels did not start showing programmes until late afternoon.

In your own words, write in bullet points the two main ideas the writer is making.

- _____

- _____

4. There are two reasons why I believe school uniform is a good thing. Firstly, they help to stop pupils worrying about who has the most fashionable clothes and secondly, they help to make pupils feel like they all belong to the same place.

Why does the writer believe school uniform is a good thing? Put your answer into your own words.

Synonyms

Synonyms are words that mean the same as each other. Being able to think of lots of synonyms can help you put things into your own words!

Example

Happy – Cheerful

Sad – Miserable

Activity 3



Here is a list of words. Think of another word that means the same thing and write it down.

Seat

Simple

Angry

Ill

Large

Huge

Thin

Laugh

Shut

Weird

Loud

Begin

Finish

Middle

Difficult

Tidy

Silent

Naughty

Synonyms

Synonyms are words with the same or similar meanings. You can use a range of synonyms in your writing to make it more interesting for the reader.

blissful	joyful	overjoyed	answered	replied	declared
cheerful	lively	thrilled	announced	conveyed	implied
chirpy	Happy		said		repeated
jolly					asked
large	Big		Nice		incredible
broad					super
spacious	colossal	immense	fantastic	stunning	wonderful
wide	enormous	gigantic	beautiful	fabulous	brilliant

Context

What do we mean by context?

It is unlikely you will know what every word in a piece of writing means sometimes you will need to guess what a word means from its context. Context means the words nearby in the sentence or paragraph.

What you have to do is look for clues in the words or sentences around the word you don't understand.

How to answer questions on context

Say what the word means and explain how the context helped you work out the meaning.

Example

Ryan was reluctant to be the captain of the school football team. He wasn't keen to take charge of the team and didn't want to be the person who people would blame if the team wasn't successful.

Question

Say what reluctant means and quote the words that helped you work out what it meant.

Answer

'Wasn't keen' and 'didn't want' tell us that reluctant means he was unwilling to be captain.

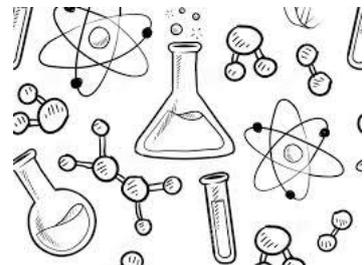
Activity 1



Read the sentences below and underline the answer which means the same in bold type.

The first one has been done for you.

1. Those scientists want to hear what the top professor thinks about their theory because he is the **foremost** expert in the subject.
 - a) The first or main one
 - b) Craziest
 - c) Least informed
 - d) Loudest



2. Poor farmer Craig **labours** sixteen hours a day and never has time for a holiday. Everyone deserves at least one day a week for rest and relaxation.

- a) Plays
- b) Eats a lot
- c) Works hard
- d) Works for the government



3. It's not that I'm unfriendly, but sometimes I want to leave society behind and be alone for a while.

- a) people living as members of a group
- b) Homes with messy floors
- c) The fastest runners
- d) People who save money



4. Our new burglar alarm system will wake up the entire neighbourhood if an intruder gets in the house.

An intruder is someone who

- a) Paints or repairs old buildings
- b) Refuses to wear shoes
- c) Goes where they are not wanted or allowed
- d) Is very noisy



Activity 2



For each question, write what the word in **bold type** means and **quote** (copy down) the word(s) that helped you to work out the meaning.

1. Ryan had to put his sunglasses on because the rays of the sun were so **dazzling**, they hurt his eyes.

'**dazzling**' means _____

Quote: _____

2. Unlike her older sister Tascha, who stayed out all hours of the night, Leoni **obediently** followed all her parents' rules and came in on time.

'**obediently**' means _____

Quote: _____

3. If a wolf refuses to help its pack hunt, they do not want it with them, so it becomes an **outcast** and must go on alone.

'**outcast**' means _____

Quote: _____

4. Life in the trenches was often **squalid** because when it rained the trenches filled with water, making them muddy and filthy.

'**squalid**' means _____

Quote: _____

5. On the way to her room after having been grounded, Tammy **murmured** something under her breath.

'**murmured**' means _____

Quote: _____

Metaphors

Metaphors

When we are writing we can make our writing more interesting by using metaphors.

A metaphor is a way to compare two things by saying one thing **is** something else. For example, if you want to say that someone is a very fast runner you could compare them to an animal that runs fast:

My brother can run very fast. He **is a cheetah** on the running track.

'**is a cheetah**' is a metaphor.

When you write about a metaphor you need to:

1. Show that you understand what two things are being compared
2. Say why the comparison is a good one to make.

Example

Usain Bolt was a bullet in the Olympic 100 metres winning another gold for Jamaica.

Question

Write down the metaphor and explain why it is a good comparison and description of how Usain Bolt ran.

Answer

'was a bullet' A bullet moves extremely quickly and directly towards its target, so the metaphor shows that Usain Bolt ran very quickly, straight to the finish line.

Activity 1



Choose from the words in the box to complete these metaphors.

1. The moon was a _____ golf ball in the sky.
2. The puppy was a _____ of fur.
3. The furious tennis player was an _____ volcano.
4. The road was a black _____ winding through the hills.



ball	giant
waterfall	erupting

Activity 2



For each sentence underline the metaphor and explain what the metaphor means.

1. He cried a river of tears.

This means he _____

2. When I opened the curtains, I saw a blanket of snow on the ground.

This means the snow was _____

3. The storm was a beast roaring round the house.

This means the storm was _____

4. She wolfed down her food.

This means she _____

Now make up your own metaphors to describe:

1. A fast car.

2. A boxer.

3. A graceful dancer.



Activity 3

Read the poems below and highlight the metaphors.

Dreams

Hold fast to dreams

For if dreams die

Life is broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is barren field

Frozen with snow.



Langston Hughes

Night

No sunset stems the tide of night,

For all its light.

As onward comes

That darkening sea,

Invisibly.

The crimson sinks to grey,

The gold

Fades, fold on fold

And where the flaming sun

Rode high

Stars seal the sky.



Mabel Simpson

Choose 2 metaphors from the poems on the previous page and for each one, explain what the comparison tells us about the subject.

Metaphor 1 _____

Metaphor 2 _____

Similes

Similes

When we write we can make our writing more interesting by using similes.

Similes are another way to make a comparison between two things. Similes compare two things using like or as.

For example, if you want to say that someone swims well, you could compare them to a fish:

My cousin loves the water. She **swims like a fish**.

'**swims like a fish**' is a simile.

When you write about a simile you need to:

1. Show that you understand what two things are being compared
2. Say why the comparison is a good one to make

Example

She was as busy as a bee preparing for the visitors.

Question

Explain why the simile is effective.

Answer

Bees are known to be hardworking and collect nectar tirelessly without a break. The simile shows us that she was totally occupied with the work to prepare for the guests.

Activity 1



Here is a list of similes. Match each one with an arrow; the first one has been done for you:

As hard as	→	a bee
As green as		snow
As busy as		gold
As fierce as		iron
As light as		ice
As solid as		grass
As white as		a needle
As sharp as		a lion
As good as		a rock
As cold as		a feather

Activity 2



Now match these similes:

The joke went down like	A snake
Exhausted, Jamie slept like	A glove
The evil witch hissed like	A bullet
The new suit fit like	A duck
So much taller than the rest, he stood out like	The wind
The train sped away like	A sore thumb
The stout old cook waddled like	A lead balloon
Desperate to escape, she ran like	A log

Activity 3



Make up similes (comparisons using like or as) to describe someone who:

1. Runs fast
2. Is strong
3. Is loud
4. Is funny

Make up similes to show that something:

1. Is hard
2. Feels soft
3. Is sweet
4. Feels rough
5. Is heavy
6. Sounds noisy
7. Is light

Hyperbole

What does hyperbole (Hi pur buh lee) mean?

Hyperbole is deliberate exaggeration. Writers use deliberately exaggerated language to make a point. The English language is full of hyperbolic expressions and are used very often

'I've told you a million times to get on with your work'

'I nearly died laughing!'

'We were starving!'

Example

The football manager described the referee's decision to send off his top striker as 'the crime of the century'

Question

How does the manager show how strongly he feels?

Answer

The manager uses hyperbole. He exaggerates what happens to show how upset he was at the referee's decision.

Activity 1



Draw a cartoon to go with one of the examples of hyperbole (or use one of your own):

His feet were like boats!

I'm so hungry I could eat a horse!

I'm so tired I could sleep for a year!

Hyperbole is not always used to make you laugh. It can also be used to describe a person's emotions. In the following quote, a boy is pulling a man up from a deep hole. See how hyperbole is used to describe the boy's thoughts as he struggles.

'It was not a mere man he was holding, but a giant; or a block of granite. The pull was unendurable. The pain unendurable.'

-James Ramsey Ullman, 'A Boy and a Man'

You can also use it in descriptions to emphasise a certain thing.

Example

He was taking **forever** to get ready.

In this phrase **forever** is used to emphasise how long he was taking to get ready –so long that it seemed to take him forever. But it is impossible for him to actually take forever to get ready –instead forever is used for dramatic effect, to exaggerate the length of time he takes and express the writer's frustration at how long he is taking.

Activity 2



Read these quotes and answer the questions.

1. When the Twin Towers in New York collapsed, it was felt all around the world.

What do you think the writer means by 'felt all around the world'?

2. She gulped as she stared at the endless pile of bills on the kitchen table.

Why do you think the writer has used the word endless?

3. It was an awful situation: a complete nightmare! We tried everything, but it was no use.

Underline the words that are hyperbole in the above quote.

HYPERBOLE
THE SINGLE GREATEST
THING IN THE HISTORY
OF THE UNIVERSE

Puns

What is a pun?

A pun is a play on words that sound similar but have different meanings.

Did you hear about the cross-eyed teacher who lost her job because she couldn't control her **pupils**?

The pun word here is **pupils** because it has two meanings: it refers to her eyes as well as the children in her class.

Example

'Soda Ban Goes Flat'

Question

Why is this an effective headline for a newspaper article?

Answer

The headline stands out because of the clever pun used in it. The word **flat** has a double meaning as it refers to the fizzy drinks going flat as well as the ban on the sale of fizzy sugary drinks being delayed –which is what the article is about.

Activity 1



Underline the pun words of phrases in the following jokes. The first one has been done for you.

1. I dreamed I was swimming in an ocean of fizzy orange, but it was just a Fanta sea.
2. A cannibal's favourite game is 'swallow the leader'.
3. I was wondering why the ball was getting bigger. Then it hit me.
4. I can't believe I got fired from the calendar factory. All I did was take a day off.
5. I went to buy some camouflage trousers yesterday but couldn't find any.
6. I tried to sue the airline for losing my luggage. I lost my case.
7. Mike broke his finger today, but on the other hand he was completely fine.
8. Katie had a photographic memory but never developed it.
9. There was a kidnapping at school yesterday. Don't worry, though -he woke up.
10. How do you throw a space party? You planet.



Activity 2

Read the following newspaper pun headlines. Can you work out the what the double meaning of the headline is? The first one is done for you.



1. The headline is a pun on 'The lion, the witch and the wardrobe', a famous children's book/film title by C.S. Lewis



2. The headline is a pun on



3. The headline is a pun on



4. The headline is a pun on

Can you come up with your own pun?

Punctuation

What is **punctuation**?

Punctuation is the use of spacing and conventional signs or marks (called punctuation marks) in writing.

Punctuation is used to make writing clear (clarity) and easy to understand (sense). Correct and appropriate punctuation acts like a set of 'road signs' to guide the reader through the points and ideas you want to communicate. Punctuation marks structure and organise your writing by showing the reader where sentences start and finish, and where the emphasis should be.

You will learn to identify the different punctuation marks and comment on why they are used (purpose).

Example

Adam ran like his life depended on it. He ran over the hill, across the carpark, through the shopping centre, under the bridge and all the way to his block of flats.

Question

In the second sentence, what does the use of punctuation suggest about Adam's journey?

Answer

The use of commas creates a listing effect and suggests that his journey was long and varied.

Activity 1



Can you identify the following punctuation marks?

! ? , () : ; . -

Match the punctuation marks with the following descriptions:

	This signals the end of a sentence.
	This helps to express emotion such as surprise, anger and joy.
	This marks a pause that is stronger than a pause marked by a comma. It can join two closely related sentences and separate items on a list.
	This introduces a list or quotation and can expand on an explanation.
	These are used to add extra information into a sentence.
	This marks a pause in a sentence.
	This is used to show that a question is being asked.
	This performs the same function as a colon.

Activity 2



The following sentences can be either a question, an exclamation or a statement.
Correct each sentence by putting in **all** the missing punctuation:

- Capital letters
- Question marks
- Exclamation marks
- Full stops

1. don't touch that
2. why did you do that
3. we all went on last week's outing
4. where did dylan go?
5. help i'm stuck
6. he didn't like what i said
7. that's where you will go when you leave here
8. give me that at once
9. what is mrs smiths first name
10. at what time on monday shall I call for you



Activity 3



You are going to practice your punctuation. Add the punctuation so that the text makes sense.

Punctuate this passage with the missing **capital letters** and **full stops**.

last week i went to London and visited the zoo I saw elephants and tigers i ate lunch in the restaurant the best thing about the day was going to the gift shop i bought a cuddly toy tiger and a key ring i can't wait to go again one day



Punctuate this passage with **capital letters**, **commas**, and **full stops**.



when you have a bad day at school it can seem like everyone is against you especially the teachers being a teenager is tough but you need to remember that everybody has their ups and downs and you can improve things by having a positive attitude to your work and trying your best in every subject

Punctuate this passage with **capital letters, commas, full stops** and **question marks**.

are you environmentally friendly do you recycle all your plastic and paper if you don't then you have a big problem the world is currently suffering from the effects of global warming you might think that you can't make a difference but every single bottle or can that is recycled is a change for the better have you checked the light bulbs in your house are energy efficient make sure that you do and replace them if needed



Punctuate this passage with **capital letters, exclamation marks, question marks, speech marks** and **full stops**.

have you asked him out yet she asked no way she replied i don't fancy him you're joking she exclaimed you keep looking at him when you are in geography so i know you do yes ok I admit it but I cant pluck up the courage to talk to him so what should i do



Activity 4

Identify the punctuation mark(s) in the following sentences and comment on their intended effect. The first one has been done for you.

1. Get out of my house!

An exclamation mark has been used to show anger/shouting

2. Her mum leant in to give her a peck on the cheek but she moved out of the way just in time: she didn't want her friends seeing.

3. We were in the heart of the city -twenty minutes away from the train station- and running out of time.

4. Miss Boyd loved chocolate (a bit too much) although she was aiming to cut down.

5. Why would he leave me here? Why would he forget the food? Why not open a window?

6. Connor had walked the dog, done the dishes, put away the shopping, made some tea and put the washing machine on.

7. Sam worked hard on his homework; he stuck to his revision plan.

Linking

What does linking mean?

To make our writing flow better, we use linking words, phrases and sentences. Words like, **and**, **but**, **however** and **yet** are connectives and **linking words**.

Sometimes whole paragraphs can **link** ideas together.

In an RUAЕ task you might be asked to identify the **linking words** and/or explain **how** they form a **link**.

Example

Emma loved to paint, draw, read and generally enjoyed everything about school. Her teachers were impressed, and her reports were encouraging.

However, despite her success at school, her real passion was sport. Every morning, before school she would be at the pool swimming and spend hours training and competing at weekends. The Olympics were only two years away and her goal was to be there, winning gold for her country.

Question

Which sentence forms a link between the two paragraphs?

Answer

'However, despite her success at school, her real passion was sport.'

Activity 1



Read the list of linking words in the following table. Use some of them to complete the sentences that follow.

and	but	or	till	because	furthermore
although	since	if	unless	as	while
before	after	that	though	than	when
when	until	so	however	consequently	finally

1. I do love bananas _____ I love apples more.
2. Zaid went home early _____ he was feeling unwell.
3. I'm tired _____ I'm going home.

4. Joe smashed the window with the ball, _____ he was in trouble.
5. Zara had a smile on her face _____ she felt sad really.
6. I have lived in this flat _____ last year.
7. He finished the whole pizza _____ he wasn't really hungry.
8. She worked and kept trying _____ she got it right.
9. Scotland is a beautiful country _____ the weather can be awful.
10. _____ we will be allowed out to go out at lunchtime now we are in Secondary school; _____ we had to stay in school all day.

Activity 2



Linking words and phrases sometimes work to carry an idea forward.

For example, if you were to say, 'I like Indian take-away **and** Chinese take-away', the **linking** word, '**and**' shows that the two ideas are the same.

Other **linking** words and phrases show a change in direction.

For example, if you were to say, 'I like Indian take-away **but** I don't like Chinese take-away' the **linking** word '**but**' changes the meaning from the first idea.



Look at the table below:

otherwise	yet	likewise	however
despite	similarly	absolutely	and
but	also	additionally	although
furthermore	moreover	alternatively	whereas

Which words carry an idea forward and which words show a change in direction? Put your answers into the table below:

Linking words that carry an idea forward	Linking words that show a change in direction
and	but

Activity 3



Linking also helps to create some order in your writing, particularly when you write longer pieces e.g. essays. It makes it clear to your reader when you are changing direction or moving on to a new idea.

The following paragraphs have been mixed up and are in the wrong order. Read them carefully and work out the correct order (from **A – H**). The first one has been done for you.

A							
----------	--	--	--	--	--	--	--

A As of January 2020 circuses performing in the UK are no longer allowed to use wild animals as part of their act. However, circuses can still tour the UK with domestic animals being used to perform and entertain, including horses, cats and dogs. There are many serious problems related to this.

B Even more serious than a lack of room is the fact that a regular food supply is not always established. Again, the fact that circuses travel so extensively can result in irregular feeding habits being developed and a lack of routine can be harmful.

C Even if the animals are lucky enough to receive care from a vet, there have been recorded cases of abuse. Trainers have been secretly filmed using sticks, whips and spikes to manipulate the behaviour of the animals. The audience may be unaware that the animals performing in the show have actually been beaten in order to provide them with ‘entertainment’.

D Firstly, by their very nature, circuses cannot provide the space and stimulation that animals need. When not performing, some of the animals are ‘housed’ in cages more suitable for travel than comfort. Because these units are small there is little room for movement or play.



E Adding to the physical cruelty, the mental health of these animals is also a concern. Mindless, repetitive behaviours can be observed where animals suffer from stress, boredom and fatigue. Animals may demonstrate this type of behaviour by repeatedly pacing, swaying or chewing the bars of their cages. This indicates suffering.

F In conclusion, the use of animals in a circus environment is both outdated and cruel. Audiences should support these poor creatures and vote with their feet by refusing to attend such an event.

G This lack of routine also relates to the fact that veterinary care is not continuous and the animals, when having difficulties, will be treated with no knowledge of their medical history.

H Many people believe that this suffering serves no real purpose. What value is there in such a spectacle? Whatever entertainment circus performing animals provide, it comes at too great a cost.