

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

Wester Hailes – English Department S3 Home Learning
Materials

Week beginning 1st February 2021

Please complete the tasks in the booklet over the course of the next 2 school weeks. You can answer on paper/computer/tablet.

E-mail a picture to your teacher when you are finished for marking: - Alasdair.Reid@whec.edin.sch.uk

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.

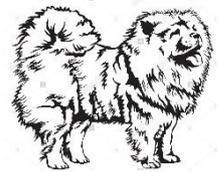
Question

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	colossal	immense	fantastic	stunning	super
spacious	enormous	gigantic	beautiful	fabulous	wonderful
wide					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.

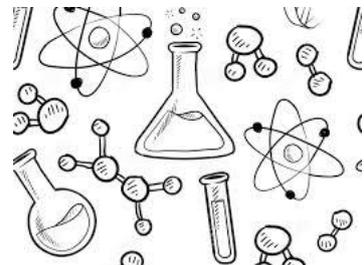
Activity 1



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