

Wester Hailes - English Department

S3 Home Learning Materials

Week beginning 18 January 2020

- Hi everyone - it's a shame we will not be able to continue with *Of Mice and Men* for the time being. Instead, I would like us all to keep working on our close reading skills for now.
- Please work your way through the "Close Reading" booklet which follow, aiming to complete 2-3 of the passages' questions per week for the next 2 weeks.
- You'll find the following kinds of questions:
 - Own Words
 - Finding and Using Information - Quoting
 - Quick Task - Spotting Techniques
 - Understanding in Depth - using PEEL
 - Summarising
 - Analysing in Depth
- You may not be able to answer all of these different types of question if you have not covered these in your classes before. That is fine - do not worry - just answer the questions you understand.

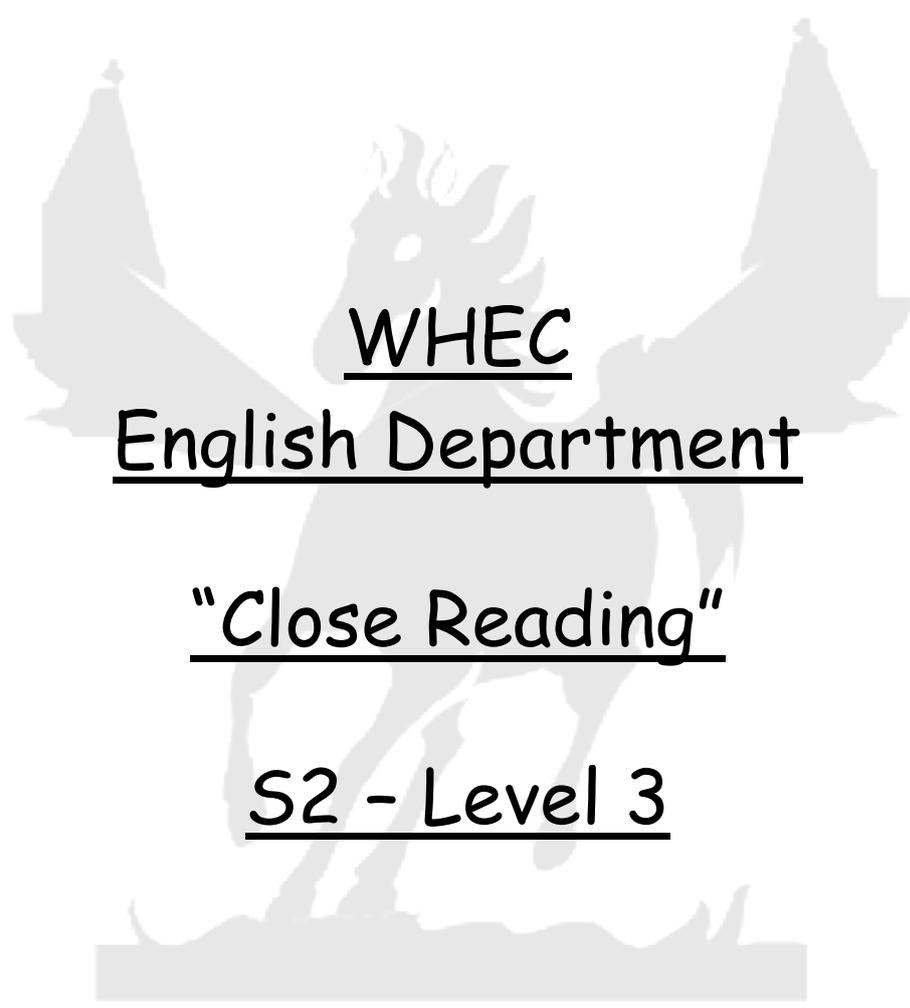
E-mail a picture to your teacher when you are finished for marking:

- Alasdair.Reid@whec.edin.sch.uk

Thanks everyone -

Mr Reid

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WHEC
English Department
"Close Reading"
S2 - Level 3



1. Boy

Spurred on by our shouts and taunts, the ancient sister began to increase the speed. The engine roared and the body vibrated. The driver was clutching the steering wheel as though it were the hair of a drowning man, and we all watched the speedometer needle creeping up to twenty, then twenty-five, then thirty. We were probably doing about thirty-five miles an hour when we came suddenly to a sharpish bend in the road. The ancient sister, never having been faced with a situation like this before, shouted 'Help!' and slammed on the brakes and swung the wheel wildly round. The rear wheels locked and went into a fierce skid, and then, with a marvellous crunch of mudguards and metal, we went crashing into the hedge. The front passengers all shot through the front windscreen and the back passengers all shot through the back windscreen. Glass (there was no Triplex then) flew in all directions and so did we. My brother and one sister landed on the bonnet of the car, someone else was catapulted out on to the road and at least one small sister landed in the middle of the hawthorn hedge. But miraculously nobody was hurt very much except me. My nose had been cut almost clean off my face as I went through the rear windscreen and now it was hanging on only by a single small thread of skin. My mother disentangled herself from the scrimmage and grabbed a handkerchief from her purse. She clapped the dangling nose back into place fast and held it there.

(From *Boy* by Roald Dahl)

Own Words

1. Explain in your own words what 'spurred on' means.
2. What happens to the back passengers?
3. Where does one small sister end up?
4. What happens to the narrator's nose?

/4

Finding and Using Information - Quoting

1. How fast were they going at the bend?
2. What does the ancient sister do?
3. What do they all crash through?



/3

(Close Reading Pack 5 - Passage 1)

Quick task - Spotting Techniques:

Find the following in the extract, bullet-pointing your examples:

- 2 x examples of word choice that creates an effect
- 2 x examples of sentence structure
- One other miscellaneous technique

/5

Understanding In Depth – using PEEL

1. How do you get the impression that the family are getting “carried away” in the car?
2. How do you first get the impression that control has been lost?

/4

Summarising

Summarise this extract in 3-4 bullet-points.

/4

Analysing In Depth: “this emphasises the idea that”

Imagery

Find 2 examples of Imagery in the extract. Analyse them fully.

/3

2. History of China

China, one of the countries that can boast of an ancient civilization, has a long and mysterious history – almost 5,000 years of it! Like most other great civilizations of the world, China can trace her culture back to a blend of small original tribes which have expanded till they became the great country we have today.

It is recorded that Yuanmou man is the oldest hominoid in China and the oldest dynasty is Xia Dynasty. From the long history of China, there emerge many eminent people that have contributed a lot to the development of the whole country and to the enrichment of her history. Among them, there are emperors like Li Shimin (Emperor Taizong of the Tang), philosophers like Confucius, great patriotic poets like Qu Yuan and so on.

Chinese society has progressed through five major stages – Primitive Society, Slave Society, Feudal Society, Semi-Feudal and Semi-Colonial Society, and the Socialist Society. The rise and fall of the great dynasties forms a thread that runs through Chinese history, almost from the beginning. Since the founding of The People's Republic of China on October 1st 1949, China has become a socialist society and become stronger and stronger.

(From *TravelChinaguide.com*)

Own Words

1. What can China trace back to 'original tribes'?
2. What do you think 'eminent people' means?
3. What forms a thread through Chinese history?
4. What happened on October 1st 1949?



/4

Finding and Using Information - Quoting

1. Which adjective describes China's civilization?
2. How long is China's history?
3. Who is the oldest hominoid in China?
4. What is China's oldest dynasty?
5. Name two of these 'eminent people'.
6. Name two of China's five major stages.

/6

(Close Reading Pack 5 - Passage 2)

Quick task – Spotting Techniques:

Find the following in the extract, bullet-pointing your examples:

- 3 x examples of sentence structure

/3

Summarising

Summarise this extract in 3-4 bullet-points.

/4

3. The Vile Village

At the count of ‘minga!’ which of course meant something along the lines of ‘three!’ the children raced toward the wall of the Deluxe Cell and smacked their battering ram against the bricks with the mightiest THUNK! This noise was accompanied by an enormous cracking sound as the invention snapped in two. Violet staggered in one direction, and Klaus and Sunny staggered in another, as each separate half made them lose their balance, and a huge cloud of dust sprang from the point where the battering ram had hit the wall.

A huge cloud of dust is not a beautiful thing to look at. Very few painters have done portraits of huge clouds of dust or included them in their landscapes or still lifes. Film directors rarely choose huge clouds of dust to play lead roles in romantic comedies, and as far as my research has shown, a huge cloud of dust has never been placed higher than twenty-fifth in a beauty pageant. Nevertheless, as the Baudelaire orphans stumbled around the cell, dropping each half of the battering ram and listening to the sound of crows flying in circles outside, they stared at the huge cloud of dust as if it were a thing of great beauty, because this particular huge dust cloud was made of pieces of brick and mortar and other building materials that are needed to build a wall, and the Baudelaires knew that they were seeing it because Violet’s invention had worked.

(From *Unfortunate Events* by Lemony Snicket)

Own Words

1. Where are the children being held?
2. What are they using to try and escape?
3. What appears after the wall has been hit?
4. What has the narrator’s research shown?



/4

Finding and Using Information - Quoting

1. What does ‘minga’ mean?
2. Write down another word which means the same as ‘not beautiful’.
3. What do film directors rarely do?
4. What do the children stop to listen to?

/4

(Close Reading Pack 5 - Passage 3)

Quick task – Spotting Techniques:

Find the following in the extract, bullet-pointing your examples:

- 1 x example of onomatopoeia
- 2 x examples of word choice used for effect

/3

Understanding In Depth – using PEEL

1. Explain why you think the Baudelaires needed a battering ram.
2. Why did they think the dust cloud was beautiful?

/6

Summarising

Summarise this extract in 3-4 bullet-points.

/4

Analysing In Depth: “this emphasises the idea that”

Tone

A **tongue-in-cheek** tone is created at one point in this extract (saying something that sounds serious, but you don't mean it)

Explain fully how this tone is created.

/2

4. Scent Hounds

Scent Hounds specialise in following the scent or the smell of their quarry. It wasn't until the mid 1500s that hounds began to be classified according to their type and purpose, ie. Sight Hounds, Scent Hounds, etc. It is not necessary for Scent Hounds to be as fast and agile as Sight Hounds – they do not need to keep their quarry in sight. Scent Hounds are built for endurance. They can follow a scent for long distances and even across running water.

Scent Hounds have distinctive characteristics, features and traits which are perfect for their purpose. They have large noses which have deep open nostrils and their lips are loose and moist, designed to pick up scent particles and follow the trail of an animal. Their ears are long which concentrates the scent on the nose. Their bodies are designed for endurance, an essential asset when following any scent trail.

Hunting takes different forms and as man opted for hunting their quarry either on foot or horseback so the Scent Hounds were selectively bred to suit either form of hunting. Most Scent Hounds were used in packs – making a loud deep baying noise alerting hunters to their location.

(From *DogNames.com*)

Own Words

1. What do Scent Hounds specialise in?
2. What are Scent Hounds built for?
3. What do you think the word 'moist' means?
4. Why is it important for the hound to have long ears?
5. What do you think 'essential asset' means?



/5

Finding and Using Information - Quoting

1. When did hounds begin to be classified?
2. Which two adjectives describe Sight Hounds?
3. Name one place a hound can follow scent.
4. Write down two facts about a Scent Hound's nose.
5. How are hunters alerted to the hound's location?

/5

(Close Reading Pack 5 - Passage 4)

Summarising

Summarise this extract in 3-4 bullet-points.

/4

5. Going Solo

But our luck held, and after two more weeks at sea, on a black wet night in early autumn, we nosed our way into Liverpool Docks and tied up. I ran down the gangway immediately and went off to try and find a telephone kiosk that had not been bombed out of action. When I found one at last, I was literally shaking with excitement at the thought of speaking to my mother again after three years. She could not possibly have known that I was on my way home. The censor would not have allowed such things to be written in letters, and I myself had not heard from anyone in the family for many months. No letter from England had found its way up to Haifa. I got the trunk-call operator and asked for our old number in Kent. After a pause, she told me it had been disconnected months ago. I asked her to consult Directory Inquiries. No, she said, there were no Dahls in Bexley or anywhere else in Kent come to that.

The operator sounded like a lovely elderly lady. I told her how I had been abroad for three years and was trying to find my mother. "She'll have moved.", the operator said. "She'll probably have been bombed out like all the rest of them and she's had to move somewhere else." She was too kind to add that the whole family might well have been killed in the bombing, but I knew what she was thinking and she probably guessed that I was thinking it, too.

(From *Going Solo* by Roald Dahl)

Own Words

1. When does the ship arrive at the docks?
2. What does Dahl immediately do?
3. What could his mother not possibly have known?
4. What was part of the 'censor's' job?
5. What does Dahl think the operator is too kind to say?



/5

Finding and Using Information - Quoting

1. Which phrase describes how he felt about speaking to his mother?
2. How long had it been since he last spoke to her?
3. Where is Bexley situated?
4. Write down an adjective used to describe the operator.
5. What does the operator suggest has happened to his family?

/5

(Close Reading Pack 5 - Passage 5)

Understanding In Depth – using PEEL

1. Why do you think the operator didn't say what she was really thinking?

/3

Summarising

Summarise this extract in 3-4 bullet-points.

/4

Analysing In Depth: “this emphasises the idea that”

Word Choice

1. Fully analyse one example of word choice that describes the weather. **/3**
2. Fully analyse 2 words that show how excited the speaker was to talk to his mother.

/6

6. Witches and Fairies

Witches and fairies have been associated in the popular mind since the earliest times. Often the same attributes adhered to both groups: the practice of sorcery, the ability to appear and disappear at will, shapeshifting, the preparation of magic salves, the stealing of children, dancing in circles and having nocturnal parties.

There is no dearth of theories about the origins of fairies. Some researchers claim they represent the remains (in the communal unconscious) of a race of dwarf people who really did live underground in earth burrows and were gradually driven into hiding by Central European invaders from Mediterranean regions. Others see both witches and fairies as worshippers of the Old Religion of The Mother Goddess and The Horned God. And still others see them as psychological or social projections.

Whatever their origins, fairies tend to come in two varieties : Goblins are generally evil, and delight in plaguing humans ; Hobgoblins are helpful spirits who assist country folk in their labours. Fairies were said to be dangerous at sea where they rode eggshells as boats and tried to sink sailing ships with magical storms.

(From *Witches* by Erica Jong)

Own Words

1. What does the word 'nocturnal' mean?
2. What do you think 'no dearth of theories' means?
3. What do researchers claim fairies actually are?
4. What did Central European invaders do?
5. What do hobgoblins specialise in?
6. Why are fairies dangerous at sea?

/6



Finding and Using Information - Quoting

1. Since when have witches and fairies been associated?
2. Name two things they are able to do.
3. The Mother Goddess is a figure of which religion?
4. How many varieties of fairies are there?

/4

(Close Reading Pack 5 - Passage 6)

Quick task – Spotting Techniques:

Find the following in the extract, bullet-pointing your examples:

- Listing

/1

Summarising

Summarise this extract in 3-4 bullet-points.

/4

7. The Lollipop Shoes

That finally decided it. That night I packed for a one-way journey. I took her passport and my own; some clothes; some money; her credit cards; cheque-book and keys to the shop. Call me sentimental; I also took one of her earrings – a little pair of shoes – as a charm to add to my bracelet. I've added to it a lot since then. Every charm here is a trophy, a reminder of the many lives I have collected and used to enrich my own. But that's where it really started. With a single pair of silver shoes.

Then I crept softly downstairs, lit a couple of fireworks I'd bought that day and dropped them among the stacks of books before very quietly letting myself out.

I never looked back. There was no need. My mother always slept like the dead, and besides, the dose of valerian and wild lettuce that I'd slipped in her tea would surely have quietened the most restless of sleepers. Scott and his friends would be suspects at first – at least until my disappearance was confirmed – by which time I fully intended to be over the seas and far away.

(From *The Lollipop Shoes* by Joanne Harris)

Own Words

1. In your own words, what does a 'one-way' journey mean?
2. Explain what you think 'sentimental' means.
3. What does she do with the one earring?
4. What does she do before letting herself out?
5. Who does she think will be the initial suspects?

/5



Finding and Using Information - Quoting

1. List four of the items she takes with her.
2. Which word describes each charm she has?
3. Which adverb describes how she moves down the stairs?
4. Name the two items used to make sure her mother is asleep.

/4

(Close Reading Pack 5 - Passage 7)

Quick task - Spotting Techniques:

Find the following in the extract, bullet-pointing your examples:

- Two examples of imagery
- One example of a list
- An example of word choice that helps you understand her movements.

/4

Understanding In Depth – using PEEL

1. What kind of person do you think the speaker is? Give two examples.

/5

Summarising

Summarise this extract in 3-4 bullet-points.

/4

Analysing In Depth: - “this emphasises the idea that”

Sentence structure

1. Analyse two examples of a short sentence and the effect they have.

/4

2. Analyse two examples of parenthesis and the effect they have.

/4

8. Ancient Russia

The early history of Russia, like those of many countries, is one of migrating peoples and ancient kingdoms. In fact, early Russia was not exactly 'Russia', but a collection of cities that gradually coalesced into an empire. In the early part of the ninth century, as part of the same great movement that brought the Danes to England and the Norsemen to Western Europe, a Scandinavian people known as the Varangians crossed the Baltic Sea and landed in Eastern Europe. The leader of the Varangians was the semi-legendary warrior Rurik, who led his people in 862 to the city of Novgorod on the Volkhov River. Whether Rurik took the city by force or was invited to rule, he certainly invested the city.

From Novgorod, Rurik's successor Oleg extended the power of the city southward. In 882 he gained control of Kiev, a Slavic city that had arisen along the Dnep River around the 5th century. Oleg's attainment of rule over Kiev marked the first establishment of a unified, dynastic state in the region. Kiev became the centre of a trade route between Scandinavia and Constantinople, and Kievan Rus', as the empire came to be known, flourished for the next three hundred years.

(From *AncientRussia.com*)

Own Words

1. What does Russia's early history consist of?
2. What was early Russia made up of?
3. What do you think 'took the city by force' means?
4. What do you think the word 'flourished' means?



/4

Finding and Using Information - Quoting

1. When were the Danes first brought to England?
2. What were the Scandinavians who came to Eastern Europe called?
3. Which hyphenated word describes Rurik?
4. Which city did Rurik enter first?
5. Who came to rule after Rurik?
6. When did Kiev become a city?

/6

(Close Reading Pack 5 - Passage 8)

Summarising

Summarise this extract in 3-4 bullet-points.

/4