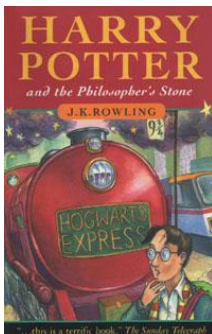
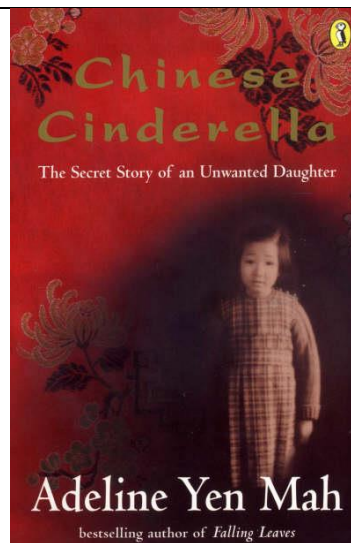


S1 Close Reading: Home Learning Booklet 2 Fiction and Non-Fiction



Learning Intention

- ✓ *I will be able to understand and analyse unfamiliar texts (fiction and non-fiction).*

Success Criteria

- *I can understand the main ideas in a variety of fiction and non-fiction texts.*
- *I can use my knowledge of language (imagery, punctuation etc.) to respond to a range of different question types.*

Checklist of Questions

In order to answer these questions you must first understand what the question requires you to do. You should refer back to this checklist to remind yourself what different questions require you to do.

Understanding

These questions are checking how well you have understood the passage. You must read both the question and the relevant section of the passage very carefully.

(1) Answer in your own words

In order to answer this type of question you need to go back to the passage and find the correct sentence that you have been asked to put into your own words. Then pick out the key words from the sentence. Then try to change these key words into your own words.

(2) Pick out an expression or a phrase

This type of question is testing you on two things. The first thing it is testing you on is do you know what an expression is. The second thing is can you pick out the correct expression. An expression or a phrase is a few words taken directly from the passage.

(3) Pick out one word from the passage

This type of question is again testing you on two things. The first thing is how carefully you have read the question and realise that it is only one word that you have to pick out. The second thing is can you pick out the correct word.

(4) True, False or Can't Tell

This type of question is testing you on how closely you have read the passage. If you have read it closely you should be able to say if something is true, false or if you can't tell from the passage.

True - If something is true then it will **say it clearly in the passage.**

False - If something is false it will **say something different.**

Can't Tell - If you can't tell then it **doesn't mention it at all** in the passage or it doesn't give you enough information about it.

Analysis

These questions are checking your knowledge of **language (techniques)** and might ask you to comment on how these are used by the writer.

(1) Comment on a technique (sentence structure/imagery/tone)

Sentence Structure

This type of question is asking you to look at how a sentence has been written, not what the sentence means. In order to answer this type of question you have to look at a number of things.

(a) The length of the sentences.

Is there one big long sentence? If so think about why it might be used. It could be used to show the size or length of something or it could show that a lot of things are happening quickly.

Are there lots of short sentences? If so why have they been used?

Sometimes short sentences can be used to create tension or suspense. Or they can be used to show that something is very short and does not take a lot of time.

(b) Punctuation

- Another thing that you have to think about is the punctuation that is used. Are there lots of commas, exclamation marks or question marks? Or are there brackets used? You have to identify the punctuation and then say why you think it has been used.

The full stop.

This is used to show that it is the end of a sentence.

The comma,

This is used to divide words on a list.

The exclamation mark!

This is used to show that someone is speaking loudly because they are angry, excited, shocked or happy.

The question mark?

This is used to show that a question has been asked.

Brackets ()

These are used to give extra information.

Direct speech marks

or quotation marks " " These are used to show that someone is speaking or because there is a quotation from someone.

(c) **Repetition:** This is simply when the writer repeats a word or phrase. This is usually done to draw attention to something.

Figurative Language

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation.

a) Imagery

Simile: This is when the writer compares two things using like or as, for example 'The night sky was as black as ink.'

Metaphor: This is when the writer compares two things without using like or as. Instead they just say that the first thing is the second thing. 'The man was a mountain.'

Personification: This is a type of metaphor that makes objects sound as if they are alive. 'The angry sea swept the boat towards the rocks.'

b) Sound devices

Alliteration: This is when words in a sentence start with the same sound, for example Tetley teabags tingle taste buds. The repetition of the t sound is called alliteration. Often alliteration is used in newspaper headlines to create an eye-catching headline.

Onomatopoeia: This is when words imitate the sound they describe, for example: crash, smash, bang, whimper...

Tone - Sometimes you might be asked to pick out the tone of a passage or of something that someone says. When you are asked about tone, try to imagine someone speaking the lines and the tone of voice they might use: Common tones are: happy, sad, sympathetic, hurtful, doubtful, fearful, sarcastic, humorous, angry, ironic...

Your passages are divided into two sections:

- (A) **Fiction** - Fiction is usually stories made up by the author.
- (B) **Non-Fiction** - Non-Fiction is based on fact, things that have actually happened.

Section A - Fiction

Contents Page:

Exercise Five: The Tulip Touch

Exercise Six: Harry Potter

Exercise Seven: Underground to Canada

Exercise Eight: Gowie Corby Plays Chicken

Exercise Five

Context: Below is an extract from 'The Tulip Touch. In the extract a disturbed pupil called Tulip Pierce draws a self-portrait in her art class that reveals how she feels inside.

And I stopped pretending that I wasn't watching and looked at it too. It was the strangest thing. The fury and contempt of Tulip's brushwork had turned to whirlpools of violence on the paper. Everything about it was dark and furious, and every inch of it seemed to suck you in and swirl you round, making you feel dizzy and anxious. And every where you looked, your eyes were drawn back, over and over, to the centre, where, out of the blackness, two huge forlorn eyes stared out as usual, half-begging, half-accusing.

I waited for the explosion. Would it be 'wasting paper' or 'dumb insolence'?, or 'I warned you, Tulip. No more self-pitying little staring round eyes'? But Mrs Minniver just said, "Look at it. Now that you've finished, at least take a look." Putting her hands on Tulip's shoulders, she turned her to face the easel.

Tulip's eyes went cold and hard. Mrs Minniver waited. But when it became obvious that Tulip wasn't going to say a word, she simply sighed.

"Well, then. Off you go," she said gently.

Tulip reached out to rip the painting off the easel, but Mrs Minniver put out a hand.

"No. I'll keep this."

Questions

- (1) What impression do you get of Tulip from her painting? [2/10U] (2a) The author says that "...every inch of it seemed to suck you in and swirl you round..." Pick out the figure of speech used here. [2/0A] (2b) Explain why it is effective. [2/1/0U]
- (3) Pick out one word from paragraph one that tells you that Tulip is an angry girl. [2/0U]
- (4) In your own words explain what is at the centre of Tulip's picture [2/0U]
- (5) Mrs Minniver tells Tulip "Look at it...". Why is the word 'Look' in italics? [2A]
- (6) Explain why you think Mrs Minniver decides to keep Tulip's painting. [2/1/0U]
- (7) Find out the meanings of: whirlpools, easel and forlorn [3/2/1/0U]

Exercise Six

Context: Below is an extract from 'Harry Potter and the Philosopher's Stone'. In this extract the writer describes life for Harry Potter in the Dursley's house.

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same tidy front gardens and lit up the brass number four on the Dursley's front door; it crept into their living-room, which was almost exactly the same as it had been on the night when Mr Dursley has seen

that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed. Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-coloured bobble hats - but Dudley Dursley was no longer a baby, and now the photographs showed a large blond boy riding his first bicycle, on the roundabout at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice which made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt rapped on the door again.

"Up!" she screeched. Harry heard her walking towards the kitchen and then the sound of the frying pan being put on the cooker. He rolled on to his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorbike in it. He had a funny feeling he'd had the same dream before.

Questions

(1a) What impression do you get of Privet Drive from the author's description of it? [2/0U]

(1b) Pick out an expression as evidence. [2/0U]

(2) 'Ten years ago, there had been lots of pictures...'

This sentence is extremely long. Give a reason why the writer chose to use such a long sentence here. [2/1/0A]

(3a) To what is Dudley Dursley compared? [2/0U]

(3b) Name the figure of speech used and explain why it is effective. [2/1/0A]

(4) In your own words explain how Dudley is treated by his parents. [2/1/0U]

(5a) How is Harry Potter treated? [2/0U]

(5b) Pick out an expression as evidence. [2/0A]

(6a) 'Up! Get up! Now!'

Name the piece of punctuation that has been used here. [2/OA]

(6b) Explain why you think it has been used. [2/OU]

(7) Pick out one word that tells you that Aunt Petunia's voice was not pleasant. [2/OU]

(8) The writer describes a dream that Harry had been having when he was awoken. Comment on the structure of the sentences that describe his dream. Explain why you think they have been written this way. [2/1/OA]

(9) Find out the meaning of: shrill [2/OU]

Exercise Seven

Context: Below is an extract from 'Underground to Canada'. In this extract the main character Julilly. It tells the story of how Julilly and her friend escape from slavery on a Mississippi plantation and head northward to Canada.

The Wagon of slave children jogged slowly down the road. The clang of the chained men behind it took up a rhythm. To Julilly, it was a slow, sad rhythm - sad as the bells tolling a death from the village church near Massa Hensen's.

Juililly could think only of Mammy Sally. Each time the cart turned into a new road, she expected to see the tall strong woman with the black head-rag come to take her from the wagon and direct the slaves to turn around and go back to Massa Hensen's. But each new road was empty.

The little children around her wore skimpy clothes. They pressed against Julilly with their hot, dry skin and whimpered like tiny, forgotten sheep. Juililly held two, small hands, both sticky with sweat and dust.

The sun flamed gold and blistering above them, and the sky became hard and bright blue. There wasn't a wisp of cloud to soften it. Julilly saw the white man who drove their wagon wipe his forehead with a large blue cloth. The brim of his hat hid his face, but his neck was red with sunburn. He cracked his whip

over the plodding horse. The fat, oily man behind them snapped his whip over the backs of Ben and Adam and Lester who shuffled along with their chains.

The cart jogged past green cotton fields and spreading tobacco plants. Slaves chopped along the rows with their hoes, just as at Master Hensen's. Julilly wondered if they would stop in one of these fields. Why did they go on and on? Where was the "Deep South" she heard the slave traders mumbling about?

Questions

- (1a) What is the mood or the tone at the beginning of the passage? [2/0U]
- (1b) Pick out an expression as evidence. [2/0A]
- (2a) The writer tells us that 'Julilly could think only of Mamma Sally'. What kind of person do you think Mamma Sally might be? [2/1/0U]
- (2b) Give a reason for your answer. [2/0U]
- (3) How are the children dressed? Choose the most suitable option:
(A) In heavy clothes (B) In new clothes (C) In light clothes
[2/0U]
- (4a) Pick out the figure of speech used to describe how the children are feeling. [2/0A]
- (4b) Explain why it is effective. [2/1/0U]
- (5) Give two pieces of information that suggests that the children have been travelling for some time. [2/1/0U]
- (6) In your own words describe what the weather was like that day. [2/1/0U] (7) The travellers enjoyed the sunshine. [2/0U]
TRUE FALSE CANNOT TELL
- (7b) Give a reason for your answer. [2/1/0U]
- (8) What is the attitude of the fat, oily man towards the slaves? Choose the most suitable option. (A) Kind (B) Cruel (C) Sympathetic [2/0U]
- (9) Find out the meanings of: skimpy, whimpered and blistering [2/1/0U]

Exercise Eight

Context: Below is an extract from *Gowie Corby Plays Chicken*. The novel tells the story of a boy called Gowie who is always getting into trouble at school. In this extract he meets his new teacher Miss Plum and has an argument with a girl called Heather.

"My name is Miss Plum," she addresses the rest of the class, and waits for a moment, but there isn't a flicker of a whisper or laugh, nudge, nudge.

"I hope we shall have a pleasant year together and do some interesting things," she goes on, and yes, miss, they all chorus like sheep bleating, baa, baa, baa, the creeps. I jab the underside of the table with my knife. She hands out cardboard. "First, I should like you all to make folders to keep your work in, and record cards to record what you have been doing. You may decorate the folders if you wish, with a suitable picture or pattern, and remember to write your names clearly."

Soon we are all scribbling like crazy. I borrow Heather's new felt tips and draw bombs, machine guns and swastikas over mine, together with my sign, the vampire. It looks very nice and cosy when finished, so I sit and admire it, adding a few finishing touches from time to time. The teeth, with blood oozing, are particularly good. The buzzer goes for play and we surge back to our own classroom area, where Heather bears down on me like a female hippo with weight problems and offers me a pink biscuit.

"No, thanks, it's contaminated," I refuse it, and then she, suddenly, for no reason at all, shouts wildly at me, her chin wobbling, popping eyes glaring at me through her tatty hair, like an old English sheepdog with rabies.

"Why are you such a mean boy, Gowie Corby? What makes you so mean? Why, you are the meanest boy in the class, the meanest boy in the school, the meanest boy in the world!" This takes me by surprise, I don't know why she's getting at me, and so I mimic her wet, drippy, draggy, grotty, spew-making voice, except it's impossible to make it bad enough.

Questions

- (1) Why do you think the teacher waits for a second after she introduces herself to the class? [2/0U]
- (2) How does most of the class respond to Miss Plum? [2/0U]
- (3) In your own words explain how Gowie Corby feels about their response. [2/1/0U]
- (4a) Gowie draws 'bombs, machine guns and swastikas' over his folder. Which word best describes the kind of person Gowie Corby seems to be:
(A) Gentle (B) Violent (C) Quiet [2/0U]
- (4b) Give a reason for your answer. [2/0U]
- (5) What word used in paragraph four describes how all the children moved together when the bell goes. [2/0U]
- (6a) Pick out the figure of speech that Gowie uses to describe Heather. [2/0A] (6b) Explain what image or picture it gives you of her. [2/1/0U]
- (7) What does the word 'contaminated' mean? Choose from one of the following options: (A) Horrible (B) Polluted (C) Mouldy [2/0U]
- (8) In paragraph six Heather asks Gowie "Why are you the meanest boy in the class, the meanest boy in the school, the meanest boy in the world!" Explain why you think Heather repeats the word 'meanest' so many times. [2/1/0A]

Section B - Non-Fiction

Contents Page:

Exercise Fifteen: Chinese Cinderella

Exercise Sixteen: Long Walk to Freedom

Exercise Seventeen: Wild Swans

Exercise Eighteen: I Know Why the Caged Bird Sings

Exercise Fifteen

Context : Below is an extract from 'Chinese Cinderella'. It tells the true story of a young Chinese girl whose mother dies giving birth to her. This means that she is considered to be bad luck and is sent away and rejected by her family. The book tells of her struggle for acceptance.

Day after dreary day went by. New Year came and it was 1949. There was nobody to play with and nothing to do. The sisters were far too worried and preoccupied to fuss with me. Every day was a free day. I spent a lot of time in the library reading fairy-tales. Mother Marie had given me a book for Christmas called Paper Magic (Playing Solitary Games with Paper: Origami and Paper Cuts). Hour after hour, I learned how to fold and cut paper into aeroplanes, ships, flowers, monkeys and birds. I loved this book because my troubles seemed to vanish when I applied its magic.

I didn't dare ask Mother Marie too often whether I had any mail because the answer was always no. I didn't know then that Niang had instructed the nuns to stop all my incoming and outgoing mail and forward it all to her instead.

'Look, there is no point inquiring any more!' she told me one day. 'Believe me, if you get a letter, I'll shout it from the rooftop and bring it to you at once! Even if you are asleep I'll wake you up!'

Then she looked embarrassed and gave me a piece of candy which she took from a small gold box in her pocket. 'This little snuff box is the only thing I have to remind me of my father,' she told me. 'He died in Nimes three years ago. So you see, we all suffer in one way or another...Let us pray for each other.' In her voice I heard sadness and fear.

Questions

- (1a) Comment on the opening sentences of the passage. What do you notice about the length of the sentences? [2/0A]
- (1b) What is the effect of this? [2/1/0A]
- (2) The sisters at the school spend a lot of time with the girl. TRUE or FALSE. Give a reason for your answer. [2/1/0U]
- (3) The writer says 'Every day was a free day'. Is she happy or sad about this? Explain your answer. [2/1/0U]
- (4) Explain in your own words why she loves the book that Sister Marie gives her. [2/1/0U]
- (5) Why does the girl not receive any mail? [2/1/0U]
- (6) 'Look, there is no point inquiring any more!' Comment on the punctuation used in this sentence and the sentences that follow. [2/1/0A]
- (7) After the nun says this she 'looked embarrassed'. Explain why she might feel this way. [2/0U]
- (8) 'In her voice I heard sadness and fear'. Explain why this might be so. [2/1/0U]
- (9) Find out the meanings of: preoccupied, incoming, outgoing, inquiring and instructed. [5/4/3/2/1/0U]

Exercise Sixteen

Context: Below is an extract from 'Long Walk to Freedom' which is the autobiography for Nelson Mandela. He struggled to free black Africans from the injustices of apartheid and was imprisoned for 27 years. When he was

released he was elected as president of South Africa and apartheid was abolished.

We were awakened at 5.30 each morning by the night warden, who clanged a brass bell at the head of our corridor and yelled, 'Word wakker! Staan op!' (Wake up! Get!) I have always been an early riser and this hour was not a burden to me. Although we were roused at 5.30, we were not let out of our cells until 6.45, by which time we were meant to have cleaned our cells and rolled up our mats and blankets. We had no running water in our cells and instead of toilets had sanitary buckets known as 'ballies'. The ballies had a diameter of ten inches with a concave porcelain lid on top that could contain water. The water in this lid was meant to be used for shaving and to clean our hands and faces.

At 6.45, when we were let out of our cells, the first thing we did was to empty our ballies. The ballies had to be thoroughly cleansed in the sinks at the end of the corridor or they created a stench. The only pleasant thing about cleaning one's ballie was that this was the one moment in those early days when we could have a whispered word with our colleagues. The warders did not like to linger when we cleaned them, so it was a chance to talk softly.

During those first few months, breakfast was delivered to us in our cells by prisoners from the general section. Breakfast consisted of mealie pap porridge, cereal made from maize or corn, which the general prisoners would slop in a bowl and then spin through the bars of our cells. It was a clever trick and required a deft hand so as not to spill any of the porridge.

Questions

(1a) Pick out a figure of speech used in the first sentence.

[2/0A]

(1b) Explain why it is effective. [2/1/0A]

- (2) Explain the use of the brackets in the first paragraph. [2/1/0A]
- (3) Pick out an expression that tells you that getting up early was not difficult for Nelson Mandela. [2/0A]
- (4) Nelson Mandela writes that the ballies had to be thoroughly cleansed or they would create a 'stench'. Why do you think he uses this word rather than just saying that they would smell? [2/1/0U]
- (5) What were the two main uses of the 'ballies'? [2/1/0U]
- (6) What was the one thing that Nelson Mandela enjoyed about cleaning the ballie? [2/0U]
- (7) Pick out one word from the final paragraph that means 'made up of'. [2/1U]
- (8) What does the word 'deft' mean? Choose one of the following options: (A) small (B) careful (C) skilful [2/0U]
- (9) Find out the meanings of: burden, colleagues, linger and deft. [4/3/2/1/0U]

Exercise Seventeen

Context : Below is an extract from 'Wild Swans'. It tells the true story of three generations of women living in Communist China.

These houses were built to cope with the extremes of a brutally harsh climate, which lurched from freezing winters to scorching summers, with virtually no spring or autumn in between. In summer, the temperature could rise above 95 degrees, but in winter it fell to minus 20 degrees, with howling winds, which roared down from Siberia across the plains. Dust tore into the eyes and bit into the skin for much of the year, and people often had to wear masks which covered their entire faces and heads. In the inner courtyard of the houses, all the windows in the main rooms opened to the south to let in as much sunshine as possible, while the walls on the north side took the brunt of the wind and the dust. The north side of the

house contained a sitting room and my grandmother's chamber; the wings on the two sides were for the servants and for all other activities. The floors of the main rooms were tiled, while the wooden windows were covered with paper. The pitched roof was made of smooth black tiles.

The house was luxurious by local standards - and far superior to her parents' home - but my grandmother was lonely and miserable. There were several servants, including a doorkeeper, a cook, and two maids. Their task was not only to serve but also to act as guards and spies. The doorkeeper was under instructions not to let my grandmother out alone under any circumstances.

Questions

- (1) In your own words explain the changes in the weather that the author describes in the first two sentences. [2/1/0U]
- (2) Pick out an expression which describes how ferocious the weather could get. [2/0U]
- (3a) Name the figure of speech that the writer uses to describe the ferocious weather. [2/0A]
- (3b) Explain why it is effective. [2/1/0U]
- (4) Pick out two individual words that describe the physical affect that this extreme weather had on the body. [2/1/0U]
- (5) How did people try to protect themselves from the weather? [2/1/0U]
- (6) In your own words describe the house that is mentioned. [2/1/0U]
- (7) Comment on the use of the dashes at the beginning of the second paragraph. [2/1/0A]
- (8) Find out the meanings of: virtually, chamber, pitched and superior. [4/3/2/1/0U]

Exercise Eighteen

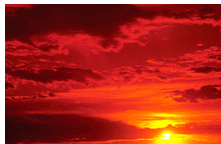
Context: Below is an extract from 'I Know Why the Caged Bird Sings'. In it Maya Angelou describes her childhood with her grandmother in the American south of the 1930s.

One Christmas we received gifts from our mother and father, who lived separately in a heaven called California, where we were told they could have all the oranges they could eat. And the sun shone all the time. I was sure that wasn't so. I couldn't believe that our mother would laugh and eat oranges in the sunshine without her children. Until that Christmas when we received the gifts I had been confident that they were both dead. I could cry anytime I wanted by picturing my mother (I didn't quite know what she looked like) lying in her coffin. Her hair, which was black, was spread out on a tiny little white pillow and her body was covered with a sheet. The face was brown like a big O, and since I couldn't fill in the features I printed MOTHER across the O, and tears would fall down my cheeks like warm milk.

Then came that terrible Christmas with its awful presents when our father, with the vanity I was to find typical, sent his photograph. My gift from Mother was a tea set - a teapot, four cups and saucers and tiny spoons - and a doll with blue eyes and rosy cheeks and yellow hair painted on her head. I didn't know what Bailey received, but after I opened my boxes I went out to the backyard behind the chinaberry tree. The day was cold and the air as clear as water. Frost was still on the bench but I sat down and cried. I looked up and Bailey was coming from the outhouse, wiping his eyes. He had been crying too. I didn't know if he has also told himself they were dead and had been rudely awakened to the truth or whether he was just feeling lonely. The gifts opened the door to questions that neither of us wanted to ask. Why did they send us away? and What did we do wrong? So Wrong?

Questions

- (1) Explain why the writer calls California a 'heaven'. [2/1/0U]
- (2) Explain in your own words why the writer finds it hard to believe that her mother lives there. [2/1/0U]
- (3) Why did the writer believe that her parents were dead? [2/1/0]
- (4) The writer describes her mother's face as being 'like a big O'. Why does she describe it like this? [2/1/0U]
- (5) What two reasons does the author suggest for her brother's tears? [2/1/0U]
- (6) What does the author remember about the weather on that particular day? [2/0U]
- (7) Explain in your own words the effect that the presents from their parents have on the children. [2/1/0U]
- (8) Find out the meanings of: vanity, outhouse and typical. [3/2/1/0U]



Home Learning Reflection

- ✓ Which types of questions did you feel more confident about answering? E.g. Using Own Words 👍🧐
- ✓ Which types of questions were more difficult? Why do you think that was? 🗨️🧑
- ✓ What will you do to improve? E.g. Revise notes on how to answer a particular question type/ask teacher for

help/Revise a particular aspect of language e.g.
punctuation/use an online dictionary for difficult words

