

Wester Hailes – English Department S2 Home Learning Materials

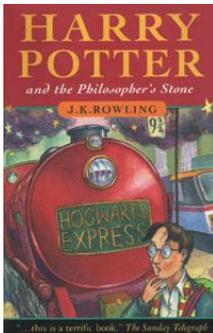
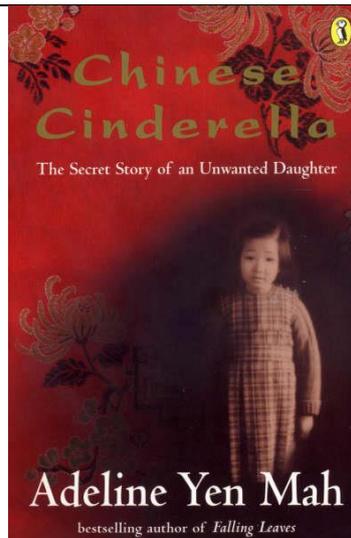
Week beginning 22nd February 2021

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

S2 Close Reading: Home Learning Booklet 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 **T**etley **t**eatbags **t**ingle **t**aste 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 One: Red Sky in the Morning
Exercise Two: Room 13
Exercise Three: Artemis Fowl
Exercise Four: Carrie's War

Section B - Non-Fiction

Contents Page:

Exercise Five: The Diary of Anne Frank
Exercise Six: Great White Sharks
Exercise Seven: Votes for Women
Exercise Eight: Surviving Hitler



Exercise One

Context: Below is an extract from 'Red Sky in the Morning'. It describes how the main character Anna feels the morning after the birth of her handicapped brother Ben.

I felt pretty funny going to school the next morning, partly because I was completely exhausted, I suppose. Dad said I could stay at home if I liked. He'd got the week off work. But I wanted to go. One reason was to get out of the house, because there was an awfully gloomy atmosphere, and Mum cried a lot, and Dad was on the phone all the time. Katy was a pest too. She'd got it into her head to be all fluffy, and sugar sweet, and babyish, and I could have kicked her.

The other reason was that I was bursting to tell everyone at school. It's not often that I have some real news. Not like Sandra, whose older brother is in the Marines, or Miranda, who goes to masses of discos, and does things with boys. Actually, I'm not all that popular at school. I used to be best friends with Debbie, ages ago, and that was fine, because everyone likes her, so they let me into their group too.

Debbie's one of the most beautiful people I've ever seen. She's got this wonderful deep chestnut hair that she can flick about her face and it falls back into place, like on the shampoo ads. And she's got a long, finely chiselled nose, and perfectly even teeth, and transparent skin covered with a sort of bloom, like a peach, and huge luscious eyes that are big and brown like a spaniel's.

Questions

- (1) In your **own words** explain why Anna wants to get out of the house. (1)
- (2) Pick out an **expression** that tells you that Anna is annoyed at her sister, Katy. (1)
- (3) Anna felt funny going to school because she was A) happy B) angry C) tired. Give a **reason** for your answer. (2)
- (4) Pick out **one word**, which tells you that Anna looked forward to sharing her news. (1)
- (5) Pick out 5 things that Anna admires about Debbie. (5)
- (6a) Pick out an example of a simile from the passage. (1)
- (6b) Explain why you think it is effective. (2)
- (7) Find out what the words: 'transparent', 'chiselled' and 'luscious' mean. Use a dictionary app or Google. Write down the definitions and try to create a sentence for each word. (3)



Exercise Two

Context: Below is an extract from 'Room 13'. In this extract one of the main characters Fliss describes a dream she has the night before she goes on a school trip to Whitby.

This is what Fliss dreamed the night before Year 7 went to Whitby.

She was walking on a road high above the sea. It was dark. She was alone. Waves were breaking at the foot of cliffs to her left, and further out, the moonlight made a silver path on the water.

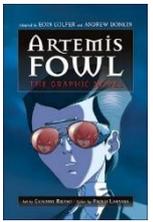
In front of her was a house. It was a tall house, looming blackly against the sky. There were many windows, all of them dark.

Fliss was afraid. She didn't want to go inside the house. She didn't even want to walk past but she has no control over her feet. They seemed to go by themselves, forcing her on.

She came to a gate. It was made of iron, worked into curly patterns. Near the top was a bit that was supposed to be a bird in flight - a seagull perhaps- but the gate had been painted black, and the paint had run and hardened into little stalactites along the bird's wings, making it look like a bat.

Questions

- (1) Look at paragraph two. What do you notice about the **length** of some of the **sentences**? Explain why you think they have been written like this. (2)
- (2a) Pick out an example of a **metaphor** from paragraph two. (1)
- (2b) Explain why you think it is effective. (2)
- (3) In your **own words** describe what the house that Fliss sees looks like. (2)
- (4) Pick out an **expression** that shows that Fliss could not stop herself from going towards the house even though she did not want to. (1)
- (5a) What are your first impressions of the house? (1)
- (5b) Give a reason for your answer. (2)
- (6) Find out the meaning of 'stalactites'. Write a sentence using the word. (1)



Exercise Three

Context: Below is an extract from the novel 'Artemis Fowl'. In this extract a boy called Artemis Fowl is chasing a fairy called Holly.

Something whizzed over Holly's head, something that glinted in the starlight. Holly had enough on-the-job experience to realise that she was under fire, and immediately curled her elfin frame into a ball, minimising the target.

She drew her pistol, rolling towards the shelter of the tree trunk. Her brain scrambled for possibilities. Who could be shooting at her and why?

Something was waiting beside the tree. Something roughly the size of a mountain, but considerably more mobile.

'Nice pea-shooter,' grinned the figure, smothering Holly's gun hand in a turnip-sized fist.

Holly managed to extricate her fingers a nanosecond before they snapped like brittle spaghetti.

'I don't suppose you would consider peaceful surrender?' said a cold voice behind her.

Holly turned, elbows raised for combat.

'No,' sighed the boy melodramatically. 'I suppose not.'

Questions

- (1) Pick out an example of imagery in paragraph one. Name it and explain why it is effective. (3)
- (2) What does the author mean by 'on-the-job experience'? (2)
- (3) Pick out one word from paragraph one which tells you that Holly is a small fairy. (1)
- (4) What impression do you get of the character of Holly? (2)
- (5) Looking at paragraph one, explain in your **own words** how Holly tries to avoid being hit by Artemis. (1)
- (6) Pick out an **expression** that tells you that Holly had to think quickly. (1)
- (7) In paragraph three the author repeats the word 'something'. Explain what the effect of this is. (2)
- (8a) Pick out an example of **imagery** used in paragraph 5. (1)
- (8b) Why it is effective? (2)
- (9) Find out the meanings of: minimising, mobile, extricate, brittle and melodramatically. (5)



Exercise Four

Context: Below is an extract from 'Carrie's War'. In it the character Carrie returns to a place that she has not been to since she was a child with her own children.

Carrie has often dreamed about coming back. In her dreams she was twelve years old again; short, scratched legs in red socks and scuffed, brown sandals, walking along the narrow, dirt path at the side of the railway line to where it plunged down, off the high ridge, through the Druid's Grove. The yew trees in the Grove were dark green and so old that they had grown twisted and lumpy, like arthritic fingers. And in Carrie's dream, the fingers reached out for her, plucking at her hair and her skirt as she ran. She was always running by the end of this dream, running away from the house, uphill towards the railway line.

But when she did come back, with her own children, the railway line had been closed. The sleepers had been taken up and the flat, stony top of the ridge was so overgrown with blackberries and wild rose and hazelnut bushes that it was like pushing through a forgotten forest in a fairy tale. The tangled wood round Sleeping Beauty's castle. Pulling off the sticky brambles that clung to their jeans, Carrie's children said, "No one's been here for hundreds of years..."

Questions

- (1) Look at the second sentence in the passage. What do you notice about the **length of the sentence** and the **punctuation**? Explain why you think the sentence has been written like this. (3)
- (2a) Pick out an example of **imagery** used in paragraph one. (2)
- (2b) Why is it effective? (2)
- (3a) What impression do you get of Carrie as a young girl? (2)
- (3b) Give a reason for your answer. (2)
- (4) Where does Carrie always end up going in her dream? (1)
- (5) Pick out two **expressions** from the second paragraph that tell you that the railway line is no longer in use. (2)
- (6) What does Carrie compare this wilderness to? (1)
- (7) Find out the meanings of: ridge, plunged and arthritic, (3)

Exercise Five

Context: Below is an extract from 'The Diary of Anne Frank'. It tells the story of a Jewish girl and her family who have to go into hiding for over two years after Hitler and the Nazi Party come to power.

The Diary of Anne Frank - Close Reading

Below is an extract from the actual diary of Anne Frank. Read the extract carefully and answer the following questions.

Friday, 9th October 1942

Dear Kitty,

I've only got dismal and depressing news for you today. Our many Jewish friends are being taken away by the dozen. These people are treated by the Gestapo without a shred of decency, being loaded into cattle trucks and sent to Westerbork, the big Jewish camp in Drente. Westerbork sounds terrible: only one washing cubicle for a hundred people and not nearly enough lavatories. There is no separate accommodation. Men, women, and children all sleep together. One hears of frightful immorality because of this; and a lot of the women, and even girls, who stay there any length of time are expecting babies.

It is impossible to escape; most of the people in the camp are branded as inmates by their shaven heads and many also by their Jewish appearance.

If it is as bad as this in Holland whatever will it be like in the distant and barbarous regions they are sent to? We assume that most of them are murdered. The British radio speaks of their being gassed.

Perhaps that is the quickest way to die. I feel terribly upset. I couldn't tear myself away while Miep told these dreadful stories; and she herself was equally wound up for that matter. The poor thing was terrified by the guns that were shooting at British aeroplanes overhead, and by the glaring beams of the searchlights. The Germans strike without the slightest mercy. Elli too is very quiet: her boyfriend has got to go to Germany. She is afraid that the airmen who fly over our homes will drop their bombs, often weighing a million kilos, on Dirk's head. If they stop at a small station en route, sometimes some of them manages to get out unnoticed and escape; perhaps a few manage it.

This, however, is not the end of my bad news. Have you ever heard of hostages? That's the latest thing in penalties for sabotage. Can you imagine anything so dreadful?

Prominent citizens - innocent people- are thrown into prison to await their fate. If the saboteur can't be traced, the Gestapo simply put about five hostages against the wall. Announcements of their deaths appear in the papers frequently. These outrages are described as 'fatal accidents'. Nice people, the Germans! To think that I was once one of them too! No, Hitler took away our nationality long ago. In fact, Germans and Jews are the greatest enemies in the world.

Yours, Anne

Questions

1. Explain in your **own words** why does Anne feel upset on this particular day? (2)
2. Pick out **two words** from paragraph one that tells you that Anne is upset. (2)
3. Pick out **a word** from paragraph one which tells you that Anne disapproves of some of the behaviour in the accommodation that Jews are being taken to. (1)
- (4) In your **own words** explain how the Jewish prisoners at the camps look. (2)
- (5) In paragraph three Anne describes the other places that Jews are sent to as 'barbarous'. Which **word** is closest in meaning to 'barbarous'?
(A) Far away (B) uncivilized (C) cold (1)
- (6) How are the Nazis killing a lot of Jews? (1)
- (7) In your **own words** explain how some of the boys who have to go to Germany to fight with the Nazis manage to escape. (2)
- (8) Pick out **a word** from paragraph four which means to secretly and deliberately try to ruin something. (1)
- (9) Look at your answer to question 8. Pick out **a word** from paragraph five which means someone who carries out this kind of behaviour. (1)
- (10) Pick out a **phrase** from paragraph five that means that some well known Jews have been sent to prison. (1)
- (11) Explain in your **own words** what happens if the Gestapo cannot find out the information they want. (2)
- (12) Find out the meaning of: cubicle, immorality, barbarous, en route, prominent and sabotage. (6)



Exercise Six

Context: Below is an extract from a book called 'Great White Sharks'. The extract below tells of some stories or legends about sharks.

Sharks were regarded as powerful beings by Pacific Islanders and were revered or worshipped by many island cultures. In the Trobriand Islands, any teenage boy who single-handedly caught a large shark and presented it to the king was greatly honoured. In the Kingdom of Tonga, legends tell of Hina, a young woman who became a shark. There are legends of fierce Tongan warriors who turned into sharks, swam to neighbouring islands, and then regained their human form to kill their enemies. Polynesian legends tell of the shark-god Kauhuhu, who lived in a huge sea cavern. The son of Fiji's chief god was a great shark named Dekuwaqa, who also lived in a sea cave. Dekuwaqa was also once called Daucina - giver of light. His body would light up to guide Fijian war canoes on night-time raids. In some of the Solomon Islands, sharks were worshipped as friendly gods, and pigs were sacrificed to them. On the other islands, villagers believed that sharks were spirits of their ancestors. Legends on these islands tell of sharks that rescued shipwrecked fishermen and children who fell from their parents' canoes. Eating shark flesh is still forbidden in both Solomon and Fiji Islands.

Long ago, Hawaiians believed in *mano-kanaka*, sharks that could become humans. Even today, villagers on the island of Pa'ama, in Vanuatu, believe that local sorcerers can change themselves into sharks. Shark worship is still practised on many islands of the Pacific Ocean.

Questions

- (1) Pick out **one word** from the first paragraph that means that sharks were held in very high regard.
- (2) Quote an **expression** that tells you that those who caught sharks by themselves were rewarded.
- (3) In your **own words** describe what the Tongan warriors could do.
- (4) What does the name 'Daucinia' mean?
- (5) How are sharks viewed in some of the Solomon Islands?
- (6) In your **own words** explain how they viewed on some other islands?

(7) What **word** that is repeated throughout the passage tells you that a lot of the stories about sharks are not true?

(8) Explain in your **own words** why you think so many islands still worship sharks?

(9) Find out the meanings of: revered, regained, legends, sacrificed sorcerers.



Exercise Seven

Context: Below is an extract from 'Votes for Women'. It tells the story of women known as 'suffragettes' like Sylvia Pankhurst, who fought for women to be allowed to vote.

At the beginning of 1907 the leaders of the suffrage societies combined to organize an open-air procession through the streets of London. They wanted to demonstrate mass support for votes for women, and in spite of heavy rain about 4,000 people turned out for it.

The march was later called the Mud March because of the weather that day. It might not sound important or even memorable that it was raining that day and that the streets were muddy. But if you were a middle-class or upper-class woman marching in 1907 you would be wearing a long skirt—long enough to touch the ground. Most women marchers ended up with soaked and muddy skirts that day. (Younger women, like Sylvia Pankhurst, wore skirts that were shorter and came just above their ankles. They wanted to be able to move easily, walk fast, and show they didn't support the old ways. Working-class women and especially household servants also wore shorter skirts. If their skirts had touched the ground they'd never have been able to carry things up and down stairs without tripping, as they needed to do in their jobs.)

Questions

(1) In your **own words** explain what happened at the beginning of 1907.

(2) Explain the purpose of it.

(3) Who was responsible for organizing the march?

(4) Pick out an **expression** that shows that there was a lot of support for this cause.

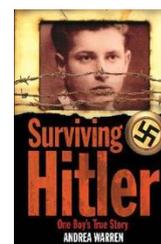
(5) Why do you think the writer has used the phrase 'in spite of heavy rain...'? ?

(6) What happened on that day that made it particularly memorable?

- (7) What identified women as being from a middle or upper-class background?
- (8) Explain in your **own words** why working class women wore shorter skirts.
- (9) At the end of the extract the writer uses **brackets**. Explain why you think they have been used.
- (10) Find the meanings of: suffrage, procession and demonstrate.

Exercise Eight

Context: Below is an extract from 'Surviving Hitler'. It tells the true story of a fifteen- year- old boy who survived one of Hitler's concentration camps.



"We staggered through the blows from the guards," Jack remembered. "They barked at us to line up in rows of five. We stood silent, with our heads down. The officer in charge told us we were now prisoners of Hitler's SS special forces, and were in Blechhammer concentration camp in Germany. We had no rights. The *only* right we had was to die."

Jack and the others were taken to a room where they were ordered to undress and then form lines. Camp prisoners, who were not allowed to speak to the new prisoners, roughly shaved off all their hair to prevent lice. Jack touched his newly shaved scalp. His hair was only three-quarters of an inch long and had a stripe through the middle, shaved right down to the skin, to mark him as a concentration camp prisoner.

Next, he had to stand still while his skin was coated with a chemical disinfectant to kill lice. He had to bite his lip and force himself not to cry out, so badly did the solution burn. Around him, men screamed in pain.

Uniforms were tossed to them, and Jack quickly put his on. It looked like that worn by every other prisoner - coarse cotton with blue and grey stripes. He had no underwear or socks, but at least the uniform had pockets. On the front left was a number: 16013. This meant 16,012 prisoners had been processed into this camp before Jack. From now on, no matter which camp he was in, the number 16013 would be his identification. As far as the Nazis were concerned, he no longer had a name.

Questions

- (1) What do you think the purpose of this piece of literature is?
- (2) The writer says 'The *only* right we had was to die.' Why does the writer use italics here?

- (3) What did the guards do to the prisoners so that they would be easily identified as being camp prisoners?
- (4) Quote an **expression** that describes how the men felt when they were disinfected.
- (5) Comment on the use of the **dash** in the final paragraph. Why is it used?
- (6) What does the word 'coarse' mean? Choose one answer from the following: (A) heavy (B) dirty (C) rough
- (7) What is the overall **mood** of the passage? Give a reason for your answer.
- (8) Explain in your **own words** why the writer feels that 'he no longer had a name'.
- (9) Find out the meanings of: staggered, solution, processed and coarse.

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 😞