

## S2 Close Reading - Home Learning Booklet 4 – WB 22.3.21 and 29.3.21

Hello S1

- Please see tasks below. There are ten tasks in total and you can work through them over the next two weeks at **your own pace**.
- Answers to be completed on paper/iPad/computer.
- If you are able to, please upload your work to the relevant assignment on Teams.

Thank you

Mr Reid

[Alasdair.Reid@whec.edin.sch.uk](mailto:Alasdair.Reid@whec.edin.sch.uk)

**Learning Intention:**

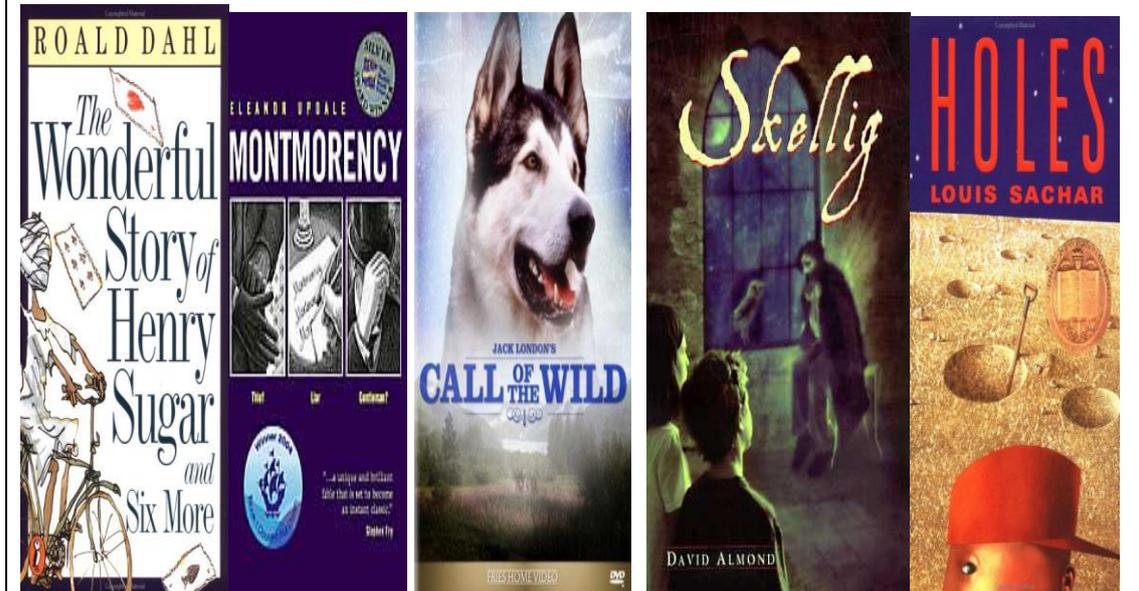
- ✓ To continue to develop your close reading skills.

**Success Criteria** 

- ✓ I can identify and explain the purpose and audience of a range of written articles
- ✓ I can understand the main ideas in a variety of articles
- ✓ I can use my knowledge of language (imagery, punctuation etc.) to respond to a range of different question types

# S2 Close Reading: Homework Booklet 4

# Fiction and Non-Fiction



## Question Types

The types of questions you will be asked will depend on the skill that is being assessed:

1. Understanding
2. Analysis

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.

**(5) Linking Questions** - Sometimes you might be asked how a sentence in the passage acts as a link. This sentence will be at the beginning or the end of a paragraph. To answer this question you must first look at the information you are given before this sentence in the passage. Then look at the information that follows it. Then try to say how the sentence joins the two pieces of information together.

## 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/figurative language/ 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**. Or to show that **time is passing painfully slowly**.

#### **(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.

**Two Dashes -** **Two dashes** with writing between them are used in the same way that brackets are , to give **extra information**.

- (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.

### Imagery

**Simile:** This is when the writer compares two things using like or as, for example: His **hair** was **as black as coal**.

**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, for example: My **dad** is a **giant**.

**Personification:** This is a type of metaphor that makes objects sound as if they are alive: The **angry sea** nearly drowned the sailors. The **sun smiled** down on the earth.

### 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: **Hiss, smash, crash, bang, splash...**

**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...**

The passages are divided into two sections:

- (A) **Fiction** - Fiction is stories made up by the author which are not true.

(B) **Non-Fiction** - Non-Fiction is based on fact, things that have actually happened which are true.

**Section A - Fiction**  
**Contents Page:**

Exercise One: Skellig  
Exercise Two: Roll of Thunder Hear My Cry  
Exercise Three: Montmorency  
Exercise Four: The House on the Hill

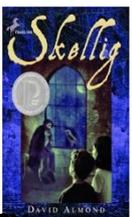
**Section B - Non - Fiction**  
**Contents Page:**

Exercise One: 'Diamond Dogs'  
Exercise Two: 'Teen Reading - A Contradiction in Terms?'  
Exercise Three: 'Why plastic is the scourge of sea life.'  
Exercise Four: 'Spectacles? Cool? Can't see it, myself.'



**Exercise One**

**Context:** Below is an extract from the novel 'Skellig'. It describes how a boy named Michael and his family move into a new house. Michael goes out to the



**garage to explore and finds a strange man who seems to have been there for a long time.**

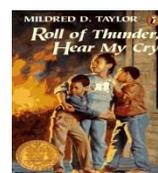
I nearly got into the garage that Sunday morning. I took my own torch and shone it in. The outside doors to the back lane must have fallen off years ago and there were dozens of massive planks nailed across the entrance. The timbers holding the roof were rotten and the roof was sagging in. The bits of the floor you could see between the rubbish were full of cracks and holes. The people that took the rubbish out of the house were supposed to take it out of the garage as well, but they took one look at the place and said they wouldn't go in it even for danger money. There were old chests of drawers and broken wash-basins and bags of cement, ancient doors leaning against the walls, deck chairs with the cloth seats rotted away. Great rolls of rope and cable hung from nails. Heaps of water pipes and great boxes of rusty nails were scattered on the floor. Everything was covered in dust and spiders' webs. There was mortar that had fallen from the walls. There was a little window in one of the walls but it was filthy and there were rolls of cracked lino standing in front of it. The place stank of rot and dust. Even the bricks were crumbling like they couldn't bear the weight any more. It was like the whole thing was sick of itself and would collapse in a heap and have to get bulldozed away.

Questions:

- (1) Where does Michael go on Sunday morning? (1)
- (2) In your **own words** describe what the entrance to the garage and the roof looks like. (2)
- (3) Explain why the garage had not been cleared out. (1)
- (4) Look at the sentence that begins "There were old chests..." what do you notice about the **length of the sentence**? Why do you think it has been written like this? (2)
- (5) Pick out an **expression** that describes what the garage smelled like. (2)
- (6a) Write down the **expression** the writer uses which makes the garage sound as if it has feelings. (2)
- (6b) Name the **figurative language** the writer uses. (2)
- (7) In your **own words** describe what Michael thinks will happen to the garage. (1)
- (8) Find out the meanings of the following words and write their definitions: timbers, sagging and bulldozed. (3)
- (9) Use each word in an interesting sentence. (3)

## Exercise Two

**Context:** Below is an extract from the novel 'Roll of Thunder Hear my Cry'. It describes what life is like for Cassie who is a young black girl living in



**Mississippi in the 1930s which could be a very dangerous place for Black people because of some racist attitudes.**

I started to climb back up into the porch but froze as a caravan of headlights appeared suddenly in the east, coming fast along the rain-soaked road like cats eyes in the night. Jason whined loudly, growing skittish as the lights approached, and when they slowed and braked before the house he slunk beneath the porch. I wanted to follow, but I couldn't. My legs would not move.

The lead car swung into the muddy driveway and a shadowy figure outlined by the headlight of the car behind him stepped out. The man walked slowly up the drive.

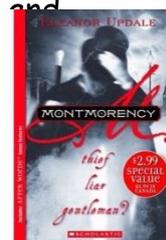
I stopped breathing.

The driver of the next car got out, waiting. The first man stopped and stared at the house for several long moments as if uncertain whether it was the correct destination. Then he shook his head, and without a word returned to his car. With a wave of his hand he sent the other driver back inside, and in less than a minute the lead car had backed into the road, its headlights facing the other cars. Each of the cars used the driveway to turn around, then the caravan sped away as swiftly as it had come, its seven pairs of rear lights glowing like distant red embers until they were swallowed from view by the Granger forest.

**Questions:**

- 1) In the opening sentence the speaker describes seeing '...a caravan of headlights...'. In your **own words** explain what she means by this. (2)
- 2) A) Pick out the **figure of speech** the writer uses in sentence one. (2)
- 2) B) Why is it effective? (2)
- 3) In your **own words** explain how Jason feels when he sees the lights approaching. (2)
- 4) What does Jason do when the cars stop? (1)
- 5) Look at the last two sentences in Paragraph One. What do you notice about the **length of the sentences**? Why do you think they have been written like this? (2)
- 6) The writer describes the man who gets out of the car as being "... a shadowy figure..." Give two reasons why she might describe him like this. (2)
- 7) Explain why you think the writer has made Paragraph Three so short "I stopped breathing." (1)
- 8) A) When the cars leave the house the writer describes their lights as "glowing like distant red embers...". Name the **imagery** used. (2)
- 8) B) Why is it effective? (2)
- 9) Find out the meanings of the following words and write their definitions: skittish, slunk and embers. (3)  
Use each word in an interesting sentence. (3)

**Exercise Three**



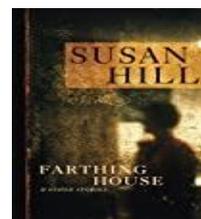
**Context:** Below is an extract from the novel 'Monmorency'. It is set in Victorian London and tells the story of a man who leads a double life; he is a gentleman by day and a thief by night.

From his room, on days when the smoke from London's chimneys had not curdled the fog into smog, he had a clear view of the enormous green space that was one of the town's lungs. If he went on to the balcony, he could look down on the chaotic traffic: an undisciplined sprawl of horses, carriages and pedestrians, and then across the road to the calm of the park. In the early morning, shop workers, and even some of the Marimion's own staff could be seen hurrying along the paths, anxious to get to work, and hardly noticing their surroundings at all. Later, children would play with balls or hoops, and wealthier adults walked at a more leisurely pace. He observed how the men conducted themselves: how they wore their clothes, held their gloves and used their canes. He saw them stop, bow forward slightly and mechanically lift their hats when they met an acquaintance coming the other way.

Questions:

- (1) Why do you notice about the **length of the opening sentence**? (1)
- (1b) Why do you think the sentence has been written like this? (1)
- (2a) Pick out an example of **figurative language** the writer uses in the opening sentence. (2)
- (2b) Why is it effective? (2)
- (3) In your **own words** describe what he can see if he looks from his balcony (2)
- (4) Explain the **contrast** (differences) in what he sees (2)
- (5) Pick out **one word** that describes how the staff of the Marimion walked to work and **one word** that describes how the wealthier adults walked (2)
- (6) Pick out **three** things that he notices about how the men behave. (2)
- (7) Pick out **one word** which shows that these men are used to behaving a particular way.(1)
- (8) Find out the meanings of the following words and write their definitions: curdled, smog, sprawl, conducted, mechanically and acquaintance (6)
- (9) Use each word in an interesting sentence (6)

## Exercise Four



**Context:** Below is an extract from 'The House on the Hill'. It tells the story of two cousins who go to stay with their aunt in her old spooky mansion. They discover a secret room which hides a secret.

Now it was November. Fireworks had their season, wet yellow leaves lay like skin on the pavements of Knightshill, and glistening black trees were everywhere adrip. Each afternoon, fawnish fog slipped up the river, blanketing the low-lying parts of the city, and coiling lazily upwards into Wisteria Avenue. The old Gothic mansions took on the appearance of castles in a ghost story, with their pointed roofs and ornamental turrets wrapped in gauzy scarves of mist. In the garden of The Mount, every tree wept sadly, and Jane took to filling hot-water bottles for the children before she went off to bed.

For Philip and Susan it was a waiting time. Although the light under the door continued to shine, they had no inclination to investigate further. The information in Ewan MacNeil's letter to Hamish Gilmore, interesting though it was, did not immediately seem to lead to any further discovery. So, as Susan said, there was nothing for it but to wait and see what happened next. But what did happen next was so unexpected, and so upsetting, that it drove all thoughts of eerie rooms and past events from their minds, for a considerable time to come.

Questions:

- (1a) Name the **figurative language** the writer uses in the second sentence. (2)
- (1b) Why is it effective? (2)
- (2a) In your **own words** describe how the fog moves once the afternoon arrives. (2)
- (2b) Pick out any **two words** that describe the movement of the fog. (2)
- (3) **Explain** what **each word** tells you about how the **fog moved**. (2)  
Describe the overall tone of the first paragraph (1)
- (4a) Name the **figurative language** used in the sentence that begins "In the garden of The Mount..." (2)
- (4b) Explain why it is effective (2)
- (5a) What do you notice about the **length of the sentence** at the beginning of the second paragraph? (1)
- (5b) Why is it effective? (1)
- (6a) How would you describe the **tone** that is created by the final sentence? (1)
- (6b) Pick out **two words** that help to create the **tone**. (2)  
Find out the meanings of the following words and write their definitions: adrip, fawnish, ornamental, gauzy and inclination. (5)  
Use each word in an interesting sentence. (5)

# Non Fiction Close Reading Exercises

## Section B - Non - Fiction Contents Page:

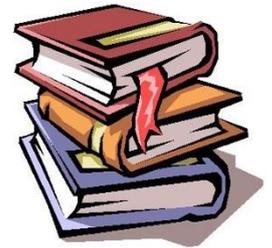


Exercise One: 'Diamond Dogs'

Exercise Two: 'Teen Reading - A Contradiction in Terms?'

Exercise Three: 'Why plastic is the scourge of sea life.'

Exercise Four: 'Spectacles? Cool? Can't see it, myself.'



### Exercise One



#### Diamond Dogs

From canine cocktail gowns to poochy perfumes- pampering your pet is now at a whole new level, says Danny Buckland

The elegant coat is designer indulgence, the diamonds are sparkling and, with the scent of a fine perfume lingering, there is more than a hint of diva in the air. Hair care is with organic products, naturally, and nail polish and a boutique handbag add a little extra glitz.

But this little vignette of super style has a surprising twist. For once, it is the celebrities who are under-dressed as dogs take centre stage in a fashion trend that is confounding market forces - and, some might say, common sense.

Barely a decade ago, the canine accessory list was functional rather than fashionable with leather leads, a rubber bone, flea powder with a tartan waistcoat fastened with Velcro forming the basic wardrobe. Now the inventory stretches across frontline design houses such as Hermes, Chanel, Aquascutum and Ralph Lauren.

It is easy to view pet pampering as the preserve of slightly mad celebrities adopting miniature dogs as fashion statements and, as some psychologists would contend, comfort blankets against a hostile world. But, whatever the motives of pooch-toting stars such as Paris Hilton, Nicole Richie, Sandra Bullock and Charlotte Church, it seems that it is not only the famous who are going crazy for canine couture.

Excerpt from *The Sunday Express*

### Questions:

- (1) What **technique** does the writer use in the title? (1)
- (2) **Find another example** of this from the passage. (1)
- (3) **Find three words** from paragraph one which suggest that only the very best is suitable for the dogs. (3)
- (4) **What is the 'surprising twist'** mentioned in paragraph two? (2)
- (5) **Why is a dash** used at the end of paragraph two? (2)
- (6) **Explain in your own words** what the difference is between 'functional' and 'fashionable'. (2)
- (7) **How does the writer show** the extent of this trend at the end of paragraph three through sentence structure? (2)
- (8) **Choose an expression** from paragraph four which suggests that the dogs provide security for celebrities. (2)
- (9) Dictionary work: What does 'vignette' mean? (1)  
Use this word in a sentence. (1)

### Exercise Two



### Teen Reading - A Contradiction in Terms?

"Today's young people are exposed to a wider variety of reading material than any previous generation," according to Honor Wilson-Fletcher,

director of the National Year of Reading, because of the explosion of digital media.

A report: 'Read up, Fed up: Exploring Teen Reading Habits in the UK today' does seem to establish that young people are reading different things from previous generations, and responding in a different way. In the list of things they love to read, magazines and blogs feature higher than books and the loathed list is dominated by material teenagers are forced to read.

Song lyrics and computer game cheats may not rank alongside 'War and Peace' in terms of sustained reading but they do add to a picture of a varied reading diet which includes some old favourites and some surprises. A typical teenage perversity is evident in the lists. Although 'Bliss' and 'Heat' rank at the top of the "loved" material, the fourth most loathed item is "reading about skinny celebrities in magazines". The Harry Potter series features in both the most loved list (at 5) and in the most loathed (at 8). Old favourites like 'The Lion, the Witch and the Wardrobe' are in the loved list while Facebook is loathed.

#### READ UP: THINGS TEENS LOVE TO READ

1. Heat magazine
2. =Bliss magazine
2. =Song lyrics online
3. Computer game cheats online
4. My own online blog or fan fiction
5. The Harry Potter series
6. Anne Frank's diary
7. Film scripts
8. Books by Antony Horowitz
9. The Lion, the Witch and the Wardrobe
10. = BBC online
10. = Books by Louise Rennison

#### FED UP: THINGS TEENS LOATHE TO READ

1. Homework
2. Shakespeare
3. Books over 100 pages
4. Reading about skinny celebrities in magazines
5. The books I am made to read by school/my teachers
6. Encyclopaedias and dictionaries

- 7. The Beano
- 8. = The Harry Potter series
- 8. = Music (scores)
- 8. = Maps/direction
- 9. Facebook
- 10. = Financial Times
- 10. = Anything in another language

### Questions:

- (1) Paragraph One  
**Explain in your own words** why today's young people are exposed to a wider variety of reading material than any previous generation. (2)
- (2) Paragraph Two  
**Why is a colon** used after the word 'report'? (1)
- (3) **Explain in your own words** what the report establishes. (2)
- (4) **Quote one word** from paragraph two which suggests the material teenagers are forced to read features heavily in the loathed list. (1)
- (5) **What is ironic** about the content of the 'loved' and 'loathed' lists? (2)
- (6) What is number six on the 'things teens love to read' list? (1)
- (7) What is joint tenth on the 'things teens loathe to read' list? (2)

### Exercise Three

Why plastic is the scourge of sea life.



One cigarette lighter, a toothbrush and a toy robot. The list of plastic items recovered from the stomach of a Laysan albatross chick that died on a remote Pacific island reads like a random assortment of everyday household objects.

It is now clear this chick is among many thousands of seabirds that have died from ingesting plastic debris, and nowhere in the world seems to be too isolated for this deadly form of marine pollution.

Dutch scientists have found that more than nine out of ten European fulmars - seabirds that eat at sea - die with plastic rubbish in their stomachs. A study of 560 fulmars from eight countries revealed they had ingested an average of 44 plastic items. The stomach of one fulmar that died in Belgium contained 1,603 separate scraps of plastic.

Birds are not the only ones to suffer. Turtles, whales, seals and sea lions have all eaten plastic. It is estimated that much of the plastic rubbish that fell into the sea 50 years ago is still there today, either floating in the huge circulating "gyres" of the Pacific or sitting on the seabed waiting to be gobbled up by a passing sea creature.

It is estimated that the amount of plastic we are consuming will continue to grow substantially, by as much as a third in the space of a single decade in the case of each American consumer.

The only way to deal with the growing threat plastic poses to wildlife and the environment is to curb our consumption and to no longer treat plastic as an innocuous disposable commodity. Indeed, there is now a case for it to be treated as a potentially toxic waste product with the stiffest sanctions for its desultory disposal.

Extract from *The Independent* 5<sup>th</sup> Feb 2008

### Questions:

- (1) What three items were found in the chick's stomach? (3)
- (2) **Explain in your own words** why 'many thousands of seabirds...have died'. (Paragraph two) (2)
- (3) **Explain why** the writer has uses parenthesis in paragraph three. (2)
- (4) How many scraps of plastic were found in the stomach of one fulmar that died in Belgium? (1)
- (5) **How does the sentence structure** emphasise the damage plastic causes in paragraph four? (2)
- (6) **What phrase** in the final paragraph means to lessen our use of? (2)
- (7) Dictionary work: What does 'innocuous' mean? (1)
- (8) What word used later in the passage means the same as 'innocuous'? (1)



### **Exercise Four**

Spectacles? Cool? Can't see it, myself.

One of the pivotal events of my school career occurred when I was seven.

My teacher, Mrs Soames, had noticed that I was struggling to read what she was writing on the blackboard. In fact, to get a decent view of what she was writing, I needed to get so near the blackboard I practically ended up with chalk on my nose. Soon she tired of my constant trips to the front of the class and my mother was informed that I needed a sight test.

The optician prescribed me glasses- to be precise, one pair of standard issue National Health specs of the type specifically designed to maximise the humiliation for any child. They worked a treat. From being a kid with poor eyesight and moderately high esteem I became a kid with good eyesight and low self esteem.

I was at the time the only myopic pupil in the class, though soon I was joined by some of the other smaller, weedier pupils. In an instant my football career was almost dead. If I wanted to head the ball, it meant leaping athletically while removing my glasses in the same instant, then putting them back on to see where the ball had gone - this stuff never happened to Johann Cruyff.

Then there was the shape of the glasses. They were round - so was my name. This led to some hilarious jokes. The jokes got even better a couple of years later when I switched to square frames (you could probably make up your own here).

Then there was the attitude of my classmates who now saw me as a swot. My teachers, unimpressed with my progress, had me down for a dunce. Glasses were ruining my life. Thankfully, it seems that the current generation of children are not going through this experience. According to a new survey, kids with glasses are now seen as cool. Indeed, 43% of speccy four-eyed (I'm sorry - I mean bespectacled) children now claim that having the right pair of glasses make them more popular than their deprived un-myopic mates. They cite the influence of Johnny Depp and Harry Potter for making specs acceptable, which is ironic because Harry wears precisely the same kind of glasses which ruined my own image in the 70s.

#### Questions:

- 1) Which word from paragraph one tells us that this was an important event? (1)
- 2) What is the effect of the dash used in paragraph two? (2)
- 3) Comment on the sentence structure used in line ten. (2)
- 4) Explain in your own words the change the glasses brought about. (paragraph three) (2)
- 5) Which word from paragraph four means to be short sighted? (1)
- 6) Explain why the dash is used at the end of paragraph four. (2)
- 7) Paragraph six - What contrasting views did the classmates and the teachers have of Simon Round? (2)
- 8) Which two celebrities have made glasses popular? (2)
- 9) What is 'ironic' about this? (2)
- 10 a) How would you describe the overall tone of the passage? (1)  
b) Quote one piece of evidence for this. (1)

## 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 😞