

Miss MacFadyen S1
Reading for Understanding Analysis and Evaluation

S1 Home Learning Materials

Week beginning 8th March and 15th March

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

You can upload your work to the assignments section on teams or E-mail a picture
or word document to your teacher when you are finished for marking:

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Task 1: Expand our vocabulary.

Expand our vocabulary.

Below of a list of words that will appear over the next few tasks. Some of these may be unfamiliar to you.

- A) Write down the proper definition for each of the following words. Do not write what you think they mean – you must look them up! You should use a dictionary or an online dictionary to look up the definitions.
- B) For each new word, try to write a sentence using it.

1. Sinister

2. Eerie

3. Haunt

4. Roam

5. Shuffle

6. Pounce

7. Disturb

8. Danger

Task 2 – Language Skills

Similes

Explain how a writer uses language for effect.

When we are writing we can sometimes make our writing more interesting to the reader by using Similes. Similes are phrases where the writer compares something or someone to something else. Similes use the words like or as to make a comparison.

The first thing we must do when trying to understand a simile is think about what is being compared to what.

For example: **Their voices were like trumpets.**

Here, the sound of voices is compared to the sound of trumpets.

Next we need to consider what trumpets sounds like to figure out what the writer is trying to tell us about the voices.

Trumpets are loud and deafening so perhaps the writer was trying to say that the voices were very loud and easy to hear above everything else.

Now you try:

1. **The crowd was like a sea of people.**

What is being compared to what?

The sea is vast and immense so perhaps the writer is trying to show that the crowd is...

2. **The lake was like a mirror reflecting the sun.**

What is being compared to what?

A mirror is clear and flat so perhaps the writer is trying to show that the lake is...

Task 3 – Reading for Understanding and Analysis



The Old Man

Explain how a writer uses language for effect.

He was a strange and sinister looking man who never spoke to anyone in the neighbourhood. His long face was as white as snow and his eyes were like two black dots in his head. People said he had done “terrible things” many years ago, although no-one was quite sure what this meant.

When he shuffled down the street, he never looked at anyone and ignored the names the local children shouted at him. Other people might have stopped and said something or told parents what their children were doing. He never did.

One day he just seemed to vanish. Since no-one had ever spoken to him, no-one knew the real reason for his leaving. Some said he had been taken away in the middle of the night, others that he had died and still haunted the streets, creeping around when the sun went down waiting to pounce on anyone who dared disturb him.

Hint: your work from previous weeks will help you answer these questions:

1. What does the writer’s word choice in the opening paragraph make you think about the man? (Remember, you must quote and comment like this: “Strange” suggests the man is weird or unusual.)
2. What technique is used to describe the colour of the man’s face in the opening paragraph and what does it suggest about him?
3. What does the writer’s word choice suggest about the way the man moves? (Remember to quote the word and comment on what it suggests.)
4. How does the writer’s word choice in the final paragraph suggest the man is still dangerous? (Remember, to quote the word and comment on what it suggests.)

Task 4 – Vocabulary

Expand our vocabulary.

A) Write down the proper definition for each of the following words. Do not write what you think they mean – you must look them up! You should use a dictionary or online dictionary to look up your answers.

B) For each new word, try to write a sentence using the word.

1. Capture

2. Ferocious

3. Prisoner

4. Scatter

5. Relief

6. Grumble

7. Ordinary

8. Energetic

Task 5 – Language Skills

Ellipses

Explain how a writer uses language for effect.

An ellipsis is a series of three dots (. . .) which shows that some text has been left out.

Often, this is done to indicate a pause or to show an unfinished thought and force the reader to imagine what comes next. This can add drama or tension as it allows our imagination to fill in the gaps!

Ellipses used to indicate a pause:

Um...I'm not sure that's true.

Ellipses used to indicate an unfinished thought:

There was a knock on the door and then ...

Write two sentences of your own which use an ellipsis to indicate a pause:

1.

2.

Now, write two sentences to show an unfinished thought:

1.

2.

Task 6 – Language Skills

Exclamation Marks

Explain how a writer uses language for effect.

Exclamation Mark = !!!!

What are exclamation marks used for?

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

For each of the examples below, write down what the use of exclamation marks suggest. You could choose from any of those listed: loudly, angry, panic, excited, shocked, surprised, happy.

- A) “Oh! You already bought a new car!”
- B) “I can’t wait to go to Disneyland!”
- C) “What on earth are you doing?!”
- D) Help! I locked myself out of my house!
- E) How dare you copy my answers!
- F) Our team just won the premiership!



Task 7 - Reading for Understanding and Analysis

In Your Dreams

Explain how a writer uses language for effect.

Charlotte kept having a horrible dream. In it, she wasn't Charlotte at all, but a princess who had been captured by a huge and ferocious dragon and was being kept prisoner in its cave. Brave heroes had tried to rescue her, but the dragon had eaten them all and had scattered their bones on the cave floor.

The dream was terrifying and Charlotte had dreamed it every night for weeks now. It was such a relief to wake up and find herself in her ordinary bed, in her ordinary house, with ordinary mum and dad in the next room. If only the nightmare would stop, she thought, she'd never grumble that life was boring again!

Someone had told her that if you went to bed really tired, you were less likely to dream, so all day she had deliberately done lots of energetic things. But as soon as she fell asleep...

Hint: your work from weeks 4 and 5 will help you answer these questions:

1. Explain, using your own words, what Charlotte's problem is.
2. How does the writer's use of word choice show the reader what Charlotte's dream was like? (Remember to quote the word and say what it suggests.)
3. How does the writer's use of word choice make the cave seem scary? (Remember to quote the word and say what it suggests.)
4. What is the purpose of the ellipsis in the last line?

Task 8 – Language Skills

Short Sentences

Comment on how a writer uses language for effect.

A professional writer will vary the length of their sentences to have a particular impact on their readers.

Sometimes, they use a very short sentence to add impact or drama to what they are saying.

Short sentences can sound very abrupt and make certain pieces of information stand out to hook the reader's interest.

For example:

1. "It was very dark." Hooks our attention as the only information we are given is that it is dark. This makes us wonder what could be lurking unseen and makes us think something dramatic might be about to happen.
2. "I was totally alone." Makes us feel sympathy for the character as it focusses all our attention on the fact they had absolutely no one to turn to.

Try to explain the effect of the following short sentences:

1. I couldn't wait for tomorrow.
2. He glared at me.
3. I had an awful dream.

Task 9 - Reading for Understanding and Analysis

The Wolf



Comment on how a writer uses language for effect.

The wolf's yellow eye is large and round, with a black pupil in the middle. And it never blinks. The boy could be watching a candle flame in the dark. It grows fatter and rounder like a harvest moon in an empty sky. But what really matters is the pupil. The black pupil. You wanted to stare at me, it seems to be saying, so go ahead, stare at me! It sparkles so brightly, it's scary. Like a flame.

The boy stays where he is. He doesn't look away. Slowly, Black Flame allows her muscles to relax. After a while she whispers between her fangs, "Fine, we'll make a deal. You can stare as much as you like but don't disturb me while I'm teaching the little ones – is that clear?"

All around them lies the snow. It stretches as far as the hills on the horizon. The silent snow of Alaska in the Far North. Black Flame's voice rises solemnly out of the white silence. "Children, today I'm going to talk to you about human beings."

HINT: the work you have done so far will help you!

1. What do you notice about the second sentence and what impression does it give you of the wolf?
2. What technique is used in "Like a flame" and what does it suggest about the wolf?
3. How does the writer's use of word choice in the second paragraph make the wolf seem dangerous? (Remember, you must quote the word and say what it suggests.)
4. What word is used in the final paragraph to describe how the wolf talks and what does it suggest about the wolf? (Remember, you must quote the word and say what it suggests.)

Finished all your work and looking for an extra challenge?

You could choose from a variety of literacy based tasks from the chili challenge sheet on the next page.

Some tasks are shorter or quicker than others, so you can choose what you have time for. The hotter the chili rating, the more challenging the task.

Takeaway Home Learning	Chili Rating				
 <p>Each week choose one take away item for homework. The chili rating suggests the difficulty of the task, or the challenge it might offer. You cannot choose all the same strength of task every week. Try to challenge yourself</p>	Extra hot	<p>Research a holiday destination. Make an advert to encourage people to visit. Remember to explain what there is to do/see and try to use your persuasive techniques to make it sound appealing.</p>	<p>Write a review for a book/film you have studied in class.</p>	<p>Research a topic or famous person you are interested in and prepare notes do give a talk about them. -Present it to those at home!</p>	<p>Create a poster about colour connotations. Explain what a connotation is and then given some connotations for the colour you know.</p>
	Hot	<p>Research a topic of your choosing and create an information leaflet about it. Some ideas:</p> <ul style="list-style-type: none"> - A charity - A historic place - A club you attend 	<p>Write a short poem on the topic of Spring. Remember to include your creative techniques!</p>	<p>Create a quiz about a film/book or poem you have studied in class. You could test it out on your classmates!</p>	<p>Read a news article online. Summarise the main points: Who? What? Where? When? Why? How?</p>
	Medium/ Mild	<p>Look up the difference between “there”, “their” and “they’re”. Create a poster to teach other’s the difference.</p> <ul style="list-style-type: none"> - Remember to use examples! 	<p>Create a word search for all of the different types of punctuation you know. E.g. Commas, full stop etc. - Try it out on someone at home.</p>	<p>Choose your favourite character from a film/story. Draw a Facebook page for them.</p>	<p>Choose a book you haven’t read before. Look at the cover and write a paragraph suggesting what you think the book will be about and why.</p>
	Extra Mild	<p>Choose a new word from the dictionary (you can access this online). Write down the definition and then put it in a sentence.</p> <p>If you can, try to use it in conversation at home.</p>	<p>Write down an adjective and then see how many other words you can come up with that mean the same thing. E.g., Happy = Joyful, ecstatic...</p>	<p>Choose a word you often need help spelling. Try to memorise how to spell it. Get someone at home to test you!</p>	<p>Read a short story.</p>

