

S1 Reading for Understanding, Analysis and Evaluation

S1 Home Learning Materials

Week beginning 22nd March and 29th March 2020

Please complete the tasks in the booklet over the course of the next 2 weeks.

You can answer on paper/computer/tablet.

Please upload your work to the assignments section on teams or email a word document or picture of your work to your teacher:

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Over the next fortnight you will:

- Be developing our skills in reading for understanding, analysis and evaluation (RUAE).

Task 1 – 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 the definition.

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

1. Melancholy

2. Tepid

3. Startle

4. Stride

5. Glance

6. Unreadable

7. Exclaim

8. Leap

Task 2 – Language Skills

Alliteration

Explain how a writer uses language for effect.

Alliteration is when two or more words, which are close together, start with the same letter or sound.

e.g. wild, windy, weather

It creates a sound effect which is very catchy and memorable.

Think of a word to go in each gap to continue the alliteration:

1. David's dog _____ dirty water down by the dam.
2. Even elephants enjoy _____ eggs every day.
3. My _____ foolishly forgot to take the first photo in France.
4. The gentle giant jumped with _____.
5. Looks like lions _____ to hunt.
6. Mike's mother makes a mouthwatering _____ pie.

Task 3 - Reading for Understanding and Analysis

Velvet



Comment on how a writer uses language for effect.

A melancholy miaow came from inside the box and Paige felt tepid tears fill her eyes. The thought of Velvet being sent away was just too dreadful to bear. Poor Velvet would be startled and confused if Mrs Stark took her to an animal rescue place. Mrs Stark ignored her. "Miss Linnet will be pleased when I tell her I've finally rounded up this stray," she said. Then she sneezed. "Atishoo!" She picked up the box and strode towards the door.

Paige, Shannon and Summer followed Mrs Stark all the way to the head teacher's office. Miss Linnet glanced from the cat box to Paige and her friends, and then back to Mrs Stark. "Yes I've been aware of the kitten," she said, her face unreadable.

Miss Linnet held up a hand for silence. "Is the kitten in there?" she asked, indicating the box. "Yes," Mrs Stark said, lifting the lid. "It's right...Oh!" She gave a cry of surprise. "It's gone!" she exclaimed.

Paige felt her heart leap in desperate delight. Clever Velvet had escaped!

(From *Charm Hall* by Tabitha Black)

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

1. What technique does the writer use in the first sentence to make it an effective opening? Explain what technique is used and why it is effective.
2. Explain, using your own words, why Paige is upset.
3. How does the writer's use of word choice in the opening paragraph show the kitten is feeling sad? (Remember to quote the word and explain what it suggests.)
4. Explain, using your own words, why Paige is excited in the final paragraph.

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 the definition.

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

1. Assumed
2. Extremely
3. Reign
4. Monarch
5. Merchandise
6. Conquer
7. Grieve
8. Mourning

Task 5 – Language Skills

Lists

Explain how a writer uses language for effect.

Lists are often used in professional writing to highlight how much of something there is.

e.g.

“What a terrible day. It’s been raining, I’ve been very busy, my car broke down and the heel of my shoe broke off!”

A list is used here to show how many awful things happened to make it a terrible day.

Think of a list to add onto the following sentences to emphasise how much of something there is:

1. I’ve been so busy at school today. I had maths,

2. Our holiday was great. We went to the

3. The war was terrible. Soldiers had to deal with dirt,

Task 6 - Reading for Understanding and Analysis



Queen Victoria

Comment on how a writer uses language for effect.

Victoria was born in 1819 and was only 18 years old when she assumed the throne. She married a German prince called Albert who was her cousin and came from Germany. Victoria had nine children: Victoria, Edward, Alice, Alfred, Helena, Louise, Arthur, Leopold and Beatrice.

Victoria reigned longer than any other British monarch, for a total of 64 years, until her death in 1901. There were many changes in society during this period including the invention of the motor car. Also, during this period the Great Exhibition took place which showed off all the merchandise British workers made to the rest of the world.

During her reign Britain conquered many other countries and took goods from overseas. These included cotton and tea from India and cocoa and gold from Africa. Prince Albert died when he was 42 and Victoria wore black clothes, grieved and went into mourning for the rest of her life.

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

1. Explain, using your own words, what happened to Victoria when she was very young.
2. What technique is used in the opening paragraph to emphasise how many children she had?
3. How does the writer's use of word choice in the final paragraph show Victoria missed her husband? (Remember to quote the word and comment on what it suggests.)

Task 7 – 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 the definition.

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

1. Ruins

2. Halt

3. Haste

4. Exhausted

5. Rigid

6. Observed

7. Survived

8. Hover

Task 8 – Language Skills

Metaphors

Explain how a writer uses language for effect.

A metaphor is a way to describe something or someone by saying it is something else.

e.g. Tony is a tower of strength.

Louise is green with envy.

Wayne Rooney is a goal machine.

David was golden.

Match the sentence openers with the correct ending to complete the metaphor:

The bats

winked from the treasure chest.

A waterfall

danced on the cave walls.

The cave

were black velvet scarves.

Gold coins

was a curtain of glittering, blue silk.

The torchlight

is a gloomy prison for the climber.

Task 9 - Reading for Understanding and Analysis

The War



Comment on how a writer uses language for effect.

It was dark. The moon was a giant lightbulb providing the only source of light. The ruins in front of them glowed blue. Jake raised his hand to halt his squad of fighters. He ducked behind a wall and watched the squad following his orders hastily and without a sound. Ten rigid soldiers in helmets and body armour, their faces painted green and black. His squad, ready to fight even when they were exhausted.

Jake observed his communications man. His real name was Gary, but the squad called him Tiny because he was so big. Not many kids made it to Tiny's size by the time they were twelve. Not many kids survived to the age of twelve at all these days, thought Jake.

(From *Alien* by Tony Bradman)

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

1. What do you notice about the opening sentence and why is this an effective opening to the passage?
2. What technique is used in the opening paragraph to describe the moon and what does it suggest about the moon?
3. How does the writer's use of word choice in the first paragraph show how the soldiers were feeling? (Remember to quote the word and comment on what it suggests.)
4. Explain, using your own words, why the man's nickname is amusing.