

Read Up



KS3
Reading
Intervention

Welcome

This booklet is divided into sections you can work on in class or try at home. There are different types of tasks to try as you make your way through:

Thinking Point

You don't need to write anything down for these questions. You can just think about them or talk them over with a partner or small group.

Quickfire Question

These questions need a short-written answer. This should be very brief and it doesn't have to be in full sentences.

Longer Answer

These tasks need a longer answer and you should write in full sentences.

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Feedback

As you work your way through the tasks in this booklet, you'll receive feedback on what went well and what could be improved. Use the table below to record this, so you know what you need to work on.

Section	Date	Feedback
One		
Two		
Three		
Four		
Five		
Six		
Seven		
Eight		
Nine		
Ten		

Section One: Reading Strategies

LO: To understand different reading strategies and how to use them.

What is Reading?

Thinking Point

Think about all the words you have read in the past couple of hours. What are the different types of reading you do every day?



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456 Everywhere Blvd
Johnsontown St 45678



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123 Somewhere Place
Worcestershireville, ST
32133-5555



Reading is an important way of communicating with the rest of the world. It can help us find out new facts, follow instructions, explore new ideas or simply be entertained.

We can use different types of reading for different activities. Here are three simple strategies for reading texts.

Key Term

Strategy: A plan or way of doing something.

Scanning

We use scanning to find specific information. When we scan, we don't read every word – we allow our eyes to move quickly over the text until we find what we're looking for.

Quickfire Questions

Look at the flier on page 6 and scan the text to find the answers.

What time does the balloon modelling take place?

Who will be opening the fete?

What happens at 4.45pm?

Top Tip

Use headings and titles to guide you to the section of text you need to study.

Skimming

We use skimming to get a general idea of what a text is about. When we skim, we move from word to word very quickly. This is so we get an overview, but not a deep understanding of the text.

Quickfire Questions

Go back to the flier and skim the text to find the answers.

Why is the fete being held?

Who is invited to attend the event?

Top Tip

As you skim the text, focus on the things, places and actions rather than the filler words.

Studying

When we study a text, we read it carefully in detail so that we completely understand it. We take our time reading each word carefully. Studying is the most in-depth way to read a text, and takes the most time.

Longer Answer

Finally, return to the flier and study the text to find the answer.

Why does the school library need to be replaced?

Top Tip

Use a dictionary to look up any words you don't know already.

Friday Fun Fete!

Bigglesworth School will be holding a fete this Friday from 3.30pm. Please come along and join us in our fundraising extravaganza! Everyone is welcome – the fete will be filled with fun-packed activities for the whole family!

Timetable of events:

- 3.30pm: Fete is opened by the Head Teacher, Mrs Wade.
- 3.45pm: Mrs Lin's pottery workshop starts in the art block.
- 4pm: The school orchestra plays a medley of show tunes in the school hall.
- 4.15pm: Refreshments on sale in the canteen.
- 4.30pm: Mr Aziz starts his cake-eating competition in the technology rooms.
- 4.45pm: Five-a-side football on the school field.
- 5pm: The Year 12s start their balloon modelling for younger guests in the school foyer.
- 5.15pm: Raffle winners announced.
- 5.30pm: Fete closes.



Fundraising

Every year our fete is used as a means of raising money for Bigglesworth School. Members of the school PTA work tirelessly to ensure it is an event to remember and their efforts are always much appreciated. This year, the proceeds will be put towards rebuilding the school library, which burnt to the ground last September in an arson attack which shocked staff and pupils. Over two thousand books were destroyed and the building was so badly damaged that it had to be knocked down. It is estimated that a new library will cost the school around £400,000.

Section Two:

Non-Fiction Simple Comprehension

LO: To find and understand key information in a text.



What Is Comprehension?

What do we mean by 'comprehension'? Look up the word in the dictionary and then write its definition below.

Key Term

Comprehension: _____

Finding the Facts

Read the first paragraph of the letter on page 10 and find the answers to the questions below.

Quickfire Questions

What is the purpose of this letter?

What time will the awards ceremony take place?

What are the awards for?

Top Tip

Think about the reading strategies you could use to find the answers to these questions.

Reading On

Now, see if you can find the answers to these questions in the rest of the letter. They could be anywhere within the text!

Quickfire Questions

What time should Tara Taylor arrive at the school?

What is she being asked to speak about?

What will happen after all the awards have been presented?

After the students receive their certificates and medals, what will they do?

Why is the school hall closed?

Top Tip

Before trying to answer the questions, read the whole text carefully so that you can understand what it is about.

Gathering Information

Sometimes, we have to gather information from different locations in a text in order to answer a question fully. In order to do this, we need to read the text carefully to ensure we haven't missed anything.

Longer Answer

What does Tara Taylor have to do at the awards ceremony? Include everything from the time she arrives at the school to when she leaves.

Top Tip

Before you write your answer, look carefully through the text and highlight all the information that you will need to use.

Ms Tara Taylor
24 March Street,
Lowford,
Wessex.
WE35 9FT

Handsom High School
19 Knight Lane,
Lowford,
Wessex.
WE20 7RE

19th March, 2018

Dear Ms Taylor,

Thank you for kindly agreeing to present the awards to our students at our annual Sixth Form Awards Ceremony, which will take place next Thursday 25th March at 7.30pm. This letter lays out the format of the evening and what we will require from you.

The ceremony traditionally takes place in our school hall – a sixteenth century building which is the pride of Handsom school. However, as you may have heard in the local press, we are currently undergoing some urgent repair work to the beams in the hall, and so we are relocating the event to the school gymnasium. We hope this change of venue will not inconvenience you; please arrive at reception at 7pm and we will be happy to escort you to the building.

The evening will begin promptly at 7.30pm with a medley of show tunes played by our school band. I have requested that they include the theme from Chariots of Fire, as I thought this would be particularly fitting for your appearance! I will then make a short speech, commenting on the achievements of the students this year, before introducing you. If you could then speak for around ten minutes on your background, perhaps emphasising the importance of hard work and perseverance in order to meet your goals, it would be much appreciated. The students will doubtless be aware of your considerable sporting prowess, but if you have any specific anecdotes to share I am sure they will be fascinated to hear them!

Once you have finished your speech, we shall move on to the presentation of the awards. I will take the podium and announce the winners, then pass the certificates and medals to you to present as the students come up to receive them. At this juncture, a handshake and a pose for the photographer is ideal.

This should take us no longer than an hour. We will then proceed to the school canteen, where refreshments will be served. We would be delighted if you could join us for a glass of wine.

Of course, we understand that your gold medal is extremely precious, but if you are able to bring it along I am sure the students would be very excited to see it! It is a rare opportunity for them to meet an Olympian in the flesh.

I hope this is all clear, but if you have any questions, please do not hesitate to contact me. Once again, many thanks for your generosity in taking part in our event.

Yours sincerely,

Mr L Hathaway
Headteacher

Section Three: Non-Fiction Inference

LO: To understand what is meant by inference and to infer meaning from a text.

First Impressions

Thinking Point

How do we form first impressions of people? What are the clues we gather to help us build up a picture of who they are, what their background is, what their likes and dislikes are? Think about what they say, but also how they act, how they dress, etc.

Reading between the Lines

Just like when we meet a person for the first time, we can also get first impressions from a text. Often, these impressions are because of the subtext – things which the text hints at.

Quickfire Question

Re-read the letter from the last section, on page 10. Nowhere in the text does it say what Tara Taylor is famous for. But can you guess what her background is, by reading between the lines? Fill in the table below with the clues you have found.

Clue in the Text	What This Tells Us

Top Tip

Use your reading strategies to carefully search the text for clues.

Key Term

Subtext: Something which is implied but not stated in a text.

Seeking out Subtext

Now, read the short advertisement on page 14.

Quickfire Questions

What are the different qualities needed in this job? Write a list.

Now, read your list carefully. What do you think the job role is?

Top Tip

If you're not sure of a word's definition, look at the sentence around it: does it give you clues about what it could mean?

Bring It Together

Longer Answer

Can you explain how your list helped you to work out what the job was? Write an explanation below. There is an example to help you get started.

The advert asks for someone strong and fit, which implies there will be heavy work.

Top Tip

Use phrases like this shows us, this indicates, and this implies.

Help Wanted

We are looking for an enthusiastic and hardworking person to join our business as it grows. The ideal candidate will be strong and fit, and able to work long hours without tiring easily. They will love animals, particularly larger, wild breeds; a knowledge of and interest in African wildlife would be very useful. Applicants must be calm, level-headed and not easily scared. Any previous experience of working in a zoo or similar environment would be advantageous. Good rates of pay and life insurance offered as standard.

To find out more, contact Bob Washmore on 01234 5678910.

Section Four: Non-Fiction Analysis

LO: To analyse how a writer implies meaning in a text.

Definitions

Read the sentence below. Can you write definitions for 'infer' and 'imply'?

'I don't know if you are trying to **infer** something from my comments, but I certainly did not want to **imply** that he is dishonest.'

Key Terms

Infer: _____

Imply: _____

Analyse This!

When we analyse a text, we look at all the different meanings contained within it. It's like detective work – we need to identify clues to get a better picture of what it is all about.

Read the newspaper article on page 18.

Quickfire Questions

What does Lucy Chang find suspicious?

What is she implying?

What phrase does she use to show how she feels about the councillors

and property executives?

What makes this phrase effective?

Top Tip

Think about how the words sound and the effect the speaker wants them to have.

Dig Deeper

Now look at the article again. Fill in the table with examples from the text to show how Lucy Chang feels about the local councillors, and how she makes her points effective.

Clue in the Text	What This Tells Us	How This Is Effective

Top Tip

Look at the different thoughts and ideas in the text – don't just fix on one.

Pull It Together

Now, using your table above, write a full answer to the following question. Look back at your answers and top tips from the last section to help you.

Longer Answer

How does Lucy Chang feel about the local councillors?

Lucy Chang feels the local councillors are _____.

She says they are _____.

This is effective because _____

Top Tip

When thinking about how something is effective, consider its effect on you. How does it make you feel?



Protest Planned for Homeless Cause

A Hyford woman is organising a peaceful protest outside the council offices next Tuesday to highlight the town's homeless situation.

Lucy Chang is asking people to bring their sleeping bags and camp out on the steps of the offices in Meer Street from 9am. She is hoping the mass sleep-out will convince councillors to do more to help the town's homeless population.

It is thought that Hyford has more than fifty rough sleepers on its streets; an increase of twenty percent in the last six months.

"We need councillors to find funding for local homeless charities. It's criminal

that in this day and age, people are sleeping in shop doorways," Ms Chang explained. "Last year, our councillors spent over £5,000 on their Christmas party – that money could have been used to house the homeless instead. It's disgusting!

"It is also very strange the way these big property developers keep getting granted permission to build more luxury homes, but none are built for people on low incomes. I wonder if any of these property executives are good friends with our councillors? They should all be hanging their heads in shame."

At the time of going to press, no-one from the council was available for comment.

Section Five: Practice

LO: To practise reading strategies and techniques learned in this unit.



Definitions

Can you remember the definitions of all these terms you have studied this unit? (Don't look back in your book!)

Key Terms

Comprehension: _____

Infer: _____

Imply: _____

Strategy: _____

Subtext: _____

Questions

Read the blog post on pages 22-24 and answer the following questions.

Quickfire Questions

Where was Kevin when he first had the idea of running the marathon?

How much did it cost to enter the race?

What two things did Kevin do to prepare before he started running?

What was Kevin's finish time?

Longer Answers

Did Kevin realise the scale of the challenge he had taken on at first? How do you know?

How did Kevin feel when he went running for the first time? How do you know?

How did Kevin's attitude to running change over time?

What impressions do you get of Kevin in this text?

Top Tip

Remember to use all the reading strategies you have studied so far!



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A Marathon Effort

Kevin Henley shares his running journey.

It started as a joke, really. I was in the pub with a few of my mates, complaining about the fact that I felt really unfit. 'I used to go to the gym,' I lamented, 'but I just don't have the time anymore.'

'You need a goal,' my mate Dean advised. 'Enter yourself for the Twinnly Marathon. That will force you to get into shape!'

And the idea was born.

Before I knew it, I was going online, entering my details, paying my £25 entry fee. It gave me a lovely warm feeling, knowing that I had made a commitment to improving my health. I sat back on the sofa, congratulated myself on my determination, and turned on the TV. After all, there was no point in rushing things, was there?

A week later, my entry pack arrived in the post. And then I started to get really, **really** scared. All of a sudden, this wasn't a remote dream. This was a gruelling, twenty-six-mile race which I was going

to have to run in just eight months' time. At the moment, I couldn't even run up the stairs. I needed help.

I went to the shops. First, the sports shop to get myself the proper clothes.

As I looked at the running leggings and luminous vests, I started to feel slightly sick. But I bought some. I even invested in a pair of trainers. I walked out with very little change from a hundred pounds. I felt sicker.

Next, I stopped at the book shop. After browsing shelves of terrifying titles like 'Ultra-Challenge' and 'Taking Your Body to Its Limits', I settled on 'Couch to Marathon: A Beginner's Guide'. As soon as I got home, I had to have a little lie down. I was beginning to feel I had made a terrible mistake.

But I had made a commitment and (more importantly) I couldn't face the mockery from my mates if I gave up before I had even started. So, the next day I put on my ridiculous running gear and braved the great outdoors. I was painfully aware that I looked like a giant, luminous potato-on-legs, but I stuck some music on and tried to drown out the outside world as I pounded the pavement for a grand total of two miles. I arrived home a sweaty, sobbing mess, but I had done it. I had taken the first steps to becoming a runner.

Over the next few weeks, I gradually upped my distances; by Christmas, I was comfortably running ten miles. I felt thinner, healthier and more positive. I could do this! The Twinnly Marathon was at the end of May: I had five months left.

Looking back, it is strange how quickly my attitude to running changed. In the first couple of weeks I dreading going out. The weather was bad, the nights were drawing in; the temptation to curl up in front of the TV was massive. But, the more I ran, the easier it became. I started to look forward to my long runs more and more.

By February, I was running 14 miles. By April, I had got up to 20.

And then, suddenly, it was 27th May. Race Day.

I don't think I've ever felt more scared as I stood at that start line, with my friends and family all there to cheer me on. What if I couldn't do it? What if I let them all down? But once the pistol had fired and the miles started to fall away behind me, I realised that I could do it. I could run a marathon.

I finished in just under five hours. Not a brilliant time, but pretty good for a beginner. And I have a feeling I'll be able to beat that time when I do it all again next year!

Section Six: Fiction Comprehension

LO: To find and understand key information in a text.

What Is the Difference between Fiction and Non-Fiction Texts?

What do we mean by 'fiction' and 'non-fiction'? Look up the words in the dictionary and then write their definitions below.

Key Terms

Fiction: _____

Non-fiction: _____

Finding the Facts

Read the first paragraph of the text on page 27 and find the answers to the questions below.

Quickfire Questions

Where is the text set?

What is the name of the main character?

Why is the main character in that location?

Top Tip

Think about the reading strategies you could use to find the answers to these questions.

Reading On

Now, see if you can find the answers to these questions in the rest of the text. They could be anywhere within the text!

Quickfire Questions

What is the name of the other soldier?

What is he talking about with Tom?

How is Tom feeling about going away?

Who was there to wave Tom off?

Who will Andrew miss while he is away?

Top Tip

Before trying to answer the questions, read the whole text carefully so that you can understand what it is about.

Gathering Information

Sometimes, we have to gather information from different locations in a text in order to answer a question fully. In order to do this, we need to read the text carefully to ensure we haven't missed anything.

Longer Answer

How do you know that Tom and Andrew will be away for a long time? Identify quotations from the text that tell us that.

Top Tip

Before you write your answer, look carefully through the text and highlight all the information that you will need to use.

The smartly uniformed soldier stood waiting at the entrance to the aircraft. His name was Tom O'Neil and despite his cheery and smiling face, his real feelings were tearing him apart inside. He was fully equipped for war, a trained soldier ready to carry out orders and do his professional duty. Looking back to the family he was leaving behind, he waved and smiled. His shining boots and heavy kit bag weighed him down, but they were not as heavy as his heart, knowing what he would have to do. He climbed up the steep ramp into the body of the aircraft and disappeared inside the small, claustrophobic cabin.

"Hard, isn't it?" The voice came from another soldier who was seated to the left of the door, his bag resting on his knees. "Leavin' your family," he stated with a nod towards the window where Tom's small family could be seen clustered together on the tarmac at the airfield. The wind was winding around them and whipping their hair around their faces, his dad's hand resting on his mum's shoulder as she clutched a soggy tissue. His brother was standing slightly to the side uncomfortably. His brother was a typical gangly teenager, but when he returned, he would have finished his GCSEs and left school. He would be nearly a man.

"Yeah," Tom answered with difficulty, swallowing against the hard lump in his throat and bending to take a seat opposite, head down to avoid the other man seeing his emotion.

“Never gets any easier either,” the man continued, stretching a leg out in front of him. “Still gets me even now. I’m Andrew, by the way.”

Tom nodded in acknowledgement. He busied himself by tucking his bag under the seat in front of him. He had known this was going to be difficult, but it was necessary for him to do this. It was a family tradition to join the army and his dad had been so proud of him when he had confided that that was what he intended to do. The months of basic training had been a challenge, emotionally as well as physically – he’s never been shouted at as much, but he knew that it was essential to be thick-skinned if you were to be a soldier. You were going to see much worse than someone shouting at you when you went to battle.

“First time, is it?” Andrew asked, not put off by Tom’s unenthusiastic response.

“Yeah,” Tom answered, realising he need to add more to the conversation than one-word answers. “You?” What a stupid question! Andrew had already said that it didn’t get easier so obviously he had done this before! He felt warmth flood his face as his cheeks reddened in embarrassment, but if he noticed, Andrew didn’t show it.

“I’m an old hand at this now,” Andrew replied. He shrugged his shoulders as if it wasn’t a big deal, but then reached into his pocket for his wallet to produce a small photo of two blonde, dimpled children grinning at the camera. “These are my two. Hard being away from them.”

Tom nodded and gave a small smile to Andrew. The lump in his throat was starting to lessen now, but he wasn’t sure he trusted himself to speak just yet.

“Don’t worry, lad. It’ll all be ok. I’ll keep an eye on you,” Andrew said kindly. Tom smiled a genuine and grateful smile in return, feeling a sense of relief wash over him. Seventeen and going to war: it couldn’t hurt to have someone to look out for him after all.

Section Seven: Fiction Inference

LO: To understand what is meant by inference and to infer meaning from a text.

Reading between the Lines – Inference

When we are reading, we learn things about characters without being explicitly told. This is called using ‘inference’, where we assume things about people based on information that we are told about them. The writer is ‘showing’ not ‘telling’ us what the character is like.

Quickfire Questions

‘Show’ not ‘Tell’

Look at the examples on the following page. Can you ‘infer’ or ‘read between the lines’ to show how someone is feeling based on what we are told? Fill in the table with the clues you have found that tell us how he is feeling.

Clue	What This Tells Us
<p>My heart pounded against my ribs as the motion in my legs became more rapid.</p>	<p>I was scared so I walked faster.</p>
<p>No time for thought, I fled from the scene, not allowing the dust to settle before I took my first step.</p>	
<p>My palms began to sweat as I straightened my tie for the tenth time. What were they going to ask me?</p>	
<p>I leaped in glee as I stared at the sheet - a grade 7!</p>	
<p>My feet pounded the pavement as I raced to the bus stop, constantly interrogating my watch.</p>	

Picking up Hints

Re-read the text from the story from the last section, on page 27 and 28. The writer drops hints about how Tom is feeling throughout the text. Fill in the table below with the clues you have found that tell us how he is feeling.

Clue in the Text	What This Tells Us

Top Tip

Use your reading strategies to carefully search the text for clues.

True or False?

Read the text on the following page then look at the statements underneath. Are these true or false based on your comprehension of the text?

Warm sunlight seeped through the stained-glass windows, illuminating the pews of polished mahogany. Eagerly, necks craned backwards and hushed whispers of, "Can you see her yet?" filled the echoing church, as the anticipation of the wedding guests reached its peak. Rows and rows of elaborate fascinators quivered as the heads they belonged to struggled to contain their desperation to be the first to spot the bride. Delicately, handkerchiefs dabbed at the memories of long lost loves that had leaked from the corners of crinkled eyes. The squawk of a restless child, who longed to run around and play, occasionally cut through the murmured small talk. The vicar fanned himself casually in the heat that settled like a cloak over the gathering. He raised his eye brows and gave a smile to the man fidgeting in front of him in the smart suit, a cluster of roses on his lapel.

Longer Answers

1. The guests are excited about seeing the bride. **true/false**

How do you know this?

2. The wedding is taking place in a church. **true/false**

How do you know this?

3. The wedding is taking place in winter. **true/false**

How do you know this?

4. The wedding is a small event without many guests. **true/false**

How do you know this?

5. The groom is nervous. **true/false**

How do you know this?

Section Eight: Fiction Analysis

The old manor house stood in the distance. It leaned over the hill in a scary way. Even in the semi-darkness, it cast a shadow on the town below. There were rumours about this place. Things had happened here. Terrible things that nobody dared to talk about. Hiding in the distance, a figure watched the house. The figure had a secret almost as dark as the manor itself. With a tight focus on the manor, the figure started the long journey up the hill. Its feet shuffled as they touched the ground, pushing on up the hill. Long robes rubbed against the sodden grass underfoot, the wet marsh water seeping up the black garments. As it got closer to its goal, the dark figure felt a range of emotions.

Identify the Adjectives

Adjectives are words that describe a person, object or place. They add detail to sentences and description so that the reader can imagine what is being described in more detail.

Quickfire Question

Using a highlighter, can you highlight any describing words in the paragraph above?

Up-Level the Adjectives

Some of the adjectives that have been used are not very detailed or ambitious. Select three adjectives and up-level them to a word that adds more detail and is more sophisticated.

e.g. scary —————> frightening, terrifying, creepy, chilling etc.

Quickfire Question

Vital Verbs

Verbs are action or 'doing' words. They tell us what is happening.

Quickfire Question

Using a highlighter, can you highlight any action words in the paragraph on page 34.

Analysing the Language in the Text

Longer Answer

Below is a grid with some key quotations from the text in the first column. Your job is to complete the other boxes in the table to explain what the effect or inference is about the quotation. The first one has been done for you.

Quotation from the Text	What Does It Tell Us?	Any Important Features
'There were rumours about this place. Things had happened here. Terrible things that nobody dared to talk about.'	This makes it sound frightening and as if something bad as happened so you wouldn't want to visit.	The word 'things' is repeated. This makes it sound mysterious because it doesn't tell you what these things are.

<p>'The old manor house stood in the distance. It leaned over the hill.'</p>		<p>'leaned'</p>
<p>'Hiding in the distance, a figure watched the house.'</p>		<p>'figure'</p>
<p>'The figure had a secret almost as dark as the manor itself.'</p>		<p>'dark'</p>
<p>'Its feet shuffled as they touched the ground, pushing on up the hill.'</p>		<p>'shuffled'</p>
<p>'As it got closer to its goal, the dark figure felt a range of emotions.'</p>		<p>'range of emotions'</p>

Section Nine: Fiction Consolidation

Eyes wide open and unable to sleep, I focused on a tattered and aged poster that was pasted to the wall. Flapping slightly like a flag in the chilly breeze, the image shuddered. The corners of the yellowing paper were ripped. Bold letters stood proudly jumping out of the page and a finger pointed accusingly at me.

Following the sound of a muffled cry, I glanced upon the pale face of a small child. Wrapped in a deep brown, woollen blanket that was creased with wear, the boy edged closer towards his mother. Glittering tears reflected the hard lights of the station and streaked his face, settling on his trembling lip. Beside him, his mother, who looked tired and careworn, put a reassuring arm around his thin shoulders and sighed deeply.

All around me, people were clustered together for warmth and comfort as above us the sound of the Blitz reverberated through the streets. Up there, the night would be aglow like a sunset with the angry red of fire that lingered in the air after the explosions, booming and blazing into the night like fireworks and shaking the bravery and hope of the cities' people. But down here, muted conversation began to build in confidence and sound until a song amongst the people swept through the group, united by fear and faith and strengthening the hope that was held by so many.

Identify the Adjectives

Remember: Adjectives are words that describe a person, object or place. They add detail to sentences and description so that the reader can imagine what is being described in more detail.

Verbs are action or 'doing' words. They tell us what is happening.

Quickfire Questions

Using a highlighter, can you highlight any describing words in the paragraph on the previous page? What do these words suggest about the situation they are in?

Using a different coloured highlighter, can you highlight any action words in the paragraph?

Analysing the Language in the Text

Quickfire Question

Can you identify the following in the text?

Sensory details (phrases that give more detail using the senses).	Emotive language – word choices that make the reader feel an emotion strongly e.g. anger, sadness, sympathy, happiness.	Words to describe the setting that make it seem frightening.

Forming Impressions

Longer Answers

How do we know that the people are in a place that might be uncomfortable?

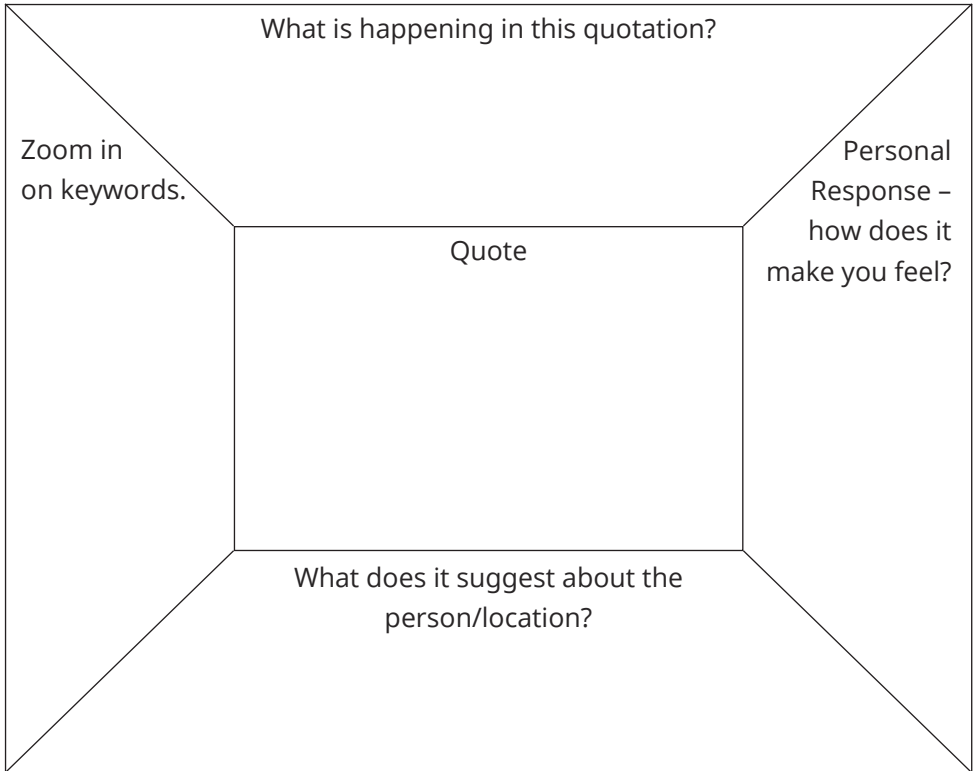
What impression do you get of the people in the shelter? How might they be feeling?

Read paragraph 3 again. How is the city described in this part of the text? How does it make the city seem?

Deeper Analysis

Longer Answer

Choose a quotation from the text to analyse in more detail using the structure below:



Section Ten: Fiction Practice

“Thomas Baker!” The stern voice reverberated around the room, immediately silencing the class and forcing me to whip myself hastily back round from a long and detailed conversation I had been having with Tim about the recent rugby game.

“Yes, sir?” I replied, focusing on looking as innocent and attentive as I could despite my absolute lack of interest in the stages of a river or whatever it was that we were learning about in this geography lesson.

“Can you explain,” Mr Parker asked, a sneer playing on his lips, “what the next stage in the process is?” I knew why he was smirking. He knew full well I had no idea at all. I had been too busy talking to Tim and now I was totally unprepared to answer. “Well?” Mr Parker asked. His thick, grey bushy eye brows raised in mock enquiry above thick framed glasses that magnified his dull, grey eyes. He blinked at me, clearly enjoying my discomfort. He folded his thick arms, encased in an old, green woollen jumper across his sizeable stomach as he waited for a response from me.

“That is an excellent question!” I managed, pretending to look through my workbook despite the fact that it was blank with nothing except the date and a doodle of a smiley face in the margin. “I’ve got so many notes, I just need to find the right...” I heard a snort from Tim behind me as I rifled through the pages of my book.

“Of course! Perhaps it would be better to give you time to find them so we can discuss the steps together... in detention!” Mr Parker liked this theatrical way of speaking, with dramatic pauses for effect and a fine art in sarcasm. I felt my face burn as the students in front of me craned their necks to look at me.

"Don't worry, I'm in detention too tonight," Tim whispered behind me, kicking my chair supportively. I nodded without looking back, aware that Mr Parker was keeping a beady eye on me while he continued lecturing the class about 'rapid flows' and erosion. Why did he always single me out? There were plenty of other people talking, but it was always me that he seemed to pick on.

"That was mean of him." A quiet voice barely above a whisper travelled into my ear. The girl next to me, forced there because of the seating plan, was peering at me through her own large-framed glasses, except hers were navy with a sprinkling of flowers on the arm of them. Her brown hair was precisely parted in the middle and then braided into two neat plaits that hung down behind each ear. Her ears had a little gold stud in them that twinkled as they caught the light. Her name was Felicity Carmichael and in the whole time we had sat together, one term since the start of the year, she hadn't said anything to me except 'Yes' when I asked if I could borrow a pen.

"Err.... thanks!" I replied, embarrassed that she had brought it up, but also flattered that she was on my side. "He is a bit of an idiot, but I'm used to it, to be honest."

"Thomas! Talking again!" Mr Parker's voice boomed over towards me and I sighed loudly. Typical. "I think it's time you went to see the Head!"

Indignantly, I collected my books and pencils quickly, throwing them into my bag and pushed my chair back, the legs screeching loudly on the floor.

"I'm sorry!" I thought I heard the breathy whisper of Felicity again as I stormed across the room, yanked on the door handle and strode out into the corridor, slamming the door loudly behind me.

Recall

What lesson is Thomas in during the story?

What is he learning about?

What is the name of his friend?

Vocab

What does the word 'reverberated' mean?

What does the word 'precisely' mean?

What does the word 'yanked' mean?

Inference

How do you think Thomas felt when Mr Parker told him off?

How do you think Thomas is feeling at the end of the text and what shows you that?

Impressions

What are your impressions of Mr Parker?

What impressions do you get of Felicity Carmichael?

Language

What is meant by the phrase, 'Mr Parker liked this theatrical way of speaking, with dramatic pauses for effect and a fine art in sarcasm'?

