



S2 Close Reading
Homework Booklet



“In Britain, at what age can I?”

Many of you and your parents are confused about at what age a young person is allowed, by law, to do certain things. The following is a short guide to help clear up any confusion.

Age	What can you do?
5	<ul style="list-style-type: none">• You become of “compulsory school age”• You can see a U or PG category film at a cinema unaccompanied• You have to pay child’s fare on trains, and on buses and tubes in London
7	<ul style="list-style-type: none">• You can open and draw money from a National Savings Bank account• You can open and draw money from a Trustee Savings Bank account
10	<ul style="list-style-type: none">• You can be convicted of a criminal offence if it is proved you knew what you were doing was wrong. (In Scotland the age this law comes into effect is 8.)
12	<ul style="list-style-type: none">• You can buy a pet• You can be trained to participate in dangerous public entertainments subject to the grant of a local authority license
13	<ul style="list-style-type: none">• You can get a part-time job but there are restrictions- for example, you cannot work for more than two hours on a school day or on a Sunday
14	<ul style="list-style-type: none">• You can go into a pub but you cannot buy or drink alcohol there• You can possess a shotgun, airgun, air rifle or ammunition. If under 14, you must be supervised by someone over 21 if you have a gun• If you are a boy, under certain circumstances, you can be sent to a prison to await trial
15	<ul style="list-style-type: none">• You can see a category 15 film• You can open a Post Office Girobank account, but you will need a guarantor (someone who will guarantee to pay back money if you overspend)- someone who will be liable for your debts
16	<ul style="list-style-type: none">• You can leave school• You can marry with parental consent (or without it in Scotland)• You can buy cigarettes and tobacco• You can have beer, cider or wine with a meal in a restaurant
18	<ul style="list-style-type: none">• You can vote in General and Local elections• You can serve on a jury• You can buy and drink alcohol in a bar

Skills: Understanding and Context

1. Read the "Age 5" section. Summarise the three things you can do at this age. (3)
2. Read the "Age 10" section. In your own words, explain the reason why you can be convicted of a criminal offence at this age. (1)
3. Read the "Age 13" section. Explain what the "restrictions" are for a part-time job at this age. You should use your own words as far as possible. (2)
4. Read the passage and find a word which matches the definitions below (6):
 - a) Having no choice
 - b) Found guilty by a court of law
 - c) To take part in
 - d) Limits which cannot be broken
 - e) Permission
5. Read the full second page of the article (Age 14-18). Identify what you believe to be the three most significant things you can do at any of these ages and summarise these in your own words. (3)

Total: 15 marks

Blizzard Blowing

It was hard to leave the warm room and go upstairs. Laura knew that in the cold up there every nail-point that came through the roof was fuzzy with frost. The downstairs windows were thickly covered with it, but somehow those frosty nails made her feel much colder.

She wrapped the two hot flatirons in their flannels and led the way. Mary and Carrie followed. Upstairs the air was so cold that it shrivelled the insides of their noses, while they unbuttoned and dropped their shoes and shivered out of their dresses.

"God will hear us if we say our prayers under the covers," Mary chattered, and she crawled between the cold blankets. There had not been time for the hot irons to warm the beds. In the still cold under the frosty-nailed roof, Laura could feel the quivering of the bedsteads that Mary and Carrie were shaking in. The deep roar and the shrill wild cries of the winds were all around that little space of stillness.

"What in the world are you doing, Laura?" Mary called.

"Hurry and come help warm the bed!"

Laura could not answer without unclenching her teeth to rattle. She stood at the window in her nightdress and stocking-feet. She had scraped away the frost from a place on the glass and she was trying to look through it. She cupped her hands beside her eyes to shield them from the glimmer of lamplight that came up from the stairway. But still she could see nothing. In the roaring night outside, there was not one speck of light.

"I was trying to see a light," she explained. "There must be a light in some house."

At last she crawled in beside Mary and curled up tightly, pressing her feet against the warm flatiron.

"Are you warm enough, girls?" Ma whispered, bending over the bed and snuggling the covers more closely around them.

“We’re getting warm, Ma,” Laura answered.

“Then goodnight, the storm will be past by morning,” said Ma, and disappeared downstairs.

But even after Laura was warm she lay awake listening to the wind’s wild tune and thinking of each little house, in town, alone in the whirling snow with not even a light from the next house shining through. And the little town was alone on the wide prairie. Town and prairie were lost in the wild storm which was neither earth nor sky, nothing but fierce winds and a blank whiteness, for the storm was white. In the night, long after the sun had gone and the last daylight could not possibly be there, the blizzard was whirling white. No light and no cry could reach through a storm that had wild voices and an unnatural light of its own. The blankets were warm and Laura was no longer cold but she shivered.

Skills: Understanding and Context

1. Read the first two paragraphs. In your own words, explain how the writer makes clear that it is a very cold night. (2)
2. Identify the word used in the passage to describe the following (5):
 - a) What has a deep, wild roar?
 - b) What was wrapped in flannel?
 - c) What did Laura have on her feet as she looked out of the window?
 - d) Which girl was last to get into bed?
 - e) Who said the storm would be gone by morning?
3. In your own words, identify what is described as “whirling white”. (1)
4. Consider the full passage. Explain why Laura shivers. You should use your own words as far as possible. (2)
5. In your own words, summarise Laura’s thoughts in the final paragraph. (2)
6. Consider the passage as a whole. Summarise the key information we learn about the storm and how the characters react to it. (3)

Total: 15 marks

Bullying

Part One

Bullying happens when you try to hurt someone else on purpose as a way of making yourself feel better. Bullies pick on people to try to prove how strong they are. Bullies come in all shapes and sizes: big and small, young and old. But all bullies get their way by making their victims feel at a disadvantage. Sometimes bullies pretend they didn't mean any harm: they may say "I was only teasing". But if you feel even slightly upset, then you have been bullied. Bullies set out to hurt people's feelings and sometimes their bodies and their belongings.

Part Two

In some schools bullying is a problem, in others it doesn't occur. It's all a question of how seriously the teachers, parents and children take the problem. Often children have some of the most useful ideas about what might change things because it is they who know what is going on and where and when bullying is taking place. When you start to work together to stop bullying things always begin to change.

That's why it's always important to let other people know if you are being bullied or if someone else is being bullied. Teachers and helpers in your school cannot know that bullying is going on unless you tell them. You may feel scared by your parents' angry reaction when you tell them that you are being bullied. You may also be worried by what will happen if they go to the school and tell your teachers. However if you tell, you are helping to stop someone from getting away with bullying and usually teachers are glad to be told.

If there is bullying going on in your class, perhaps you could get together with other friends and talk with the teacher about it. You may know that some of the children in your class, not you are getting hurt. Sometimes bullying happens in the toilets, at playtime or outside the gates. Do the adults in your school know this?

Class discussions can bring everything into the open. If the teachers know that lots of children are feeling unhappy they can work with you to

have a class or school policy on bullying. Games and activities which allow people to get to know each other better, to listen to each other and work together can help. When everyone begins to express and share their feelings about life at school, it gets easier to talk about what makes you feel uncomfortable. This can help children who bully to realise what they are doing to other people and make them less likely to keep doing it.

There are lots of examples of groups of people working together to defend themselves. As individuals they would not have stood a chance.

Skills: Understanding, Context and Providing Evidence

1. Read the passage and find a word which matches the definitions below (3):
 - a) Happens when someone hurts someone else on purpose
 - b) Someone who is hurt or abused
 - c) Talking in a group
2. Read Part One. In your own words, give a definition of what bullying is and why bullies do it. (4)
3. Read Part Two. In your own words, explain why it is important we tell someone if we are being bullied. (2)
4. Read Part Two. Summarise the key ideas or initiatives that a teacher could use to tackle bullying. (2)
5. The main purpose of this passage is to explain what bullying is and how wrong it is. Identify two pieces of evidence which prove it is wrong and explain how they prove this. (4)

Total: 15 marks

Colditz Castle- Escape-proof?

Towering over the town of Colditz, in East Germany, is a grey granite, high-walled castle. During the Second World War it was used as a high-security prison for persistent escapers from German prisoner of war camps. Nazi Reichsmarschall Hermann Goering visited and declared it escape-proof.

The castle could hold 800 prisoners- men from all over the world who had fought against Nazi Germany. There were over 800 guards. Every day of the year, four times a day, a parade was held where every man was counted. Sometimes the men were even called out in the dead of night, and stood shivering for hours, until their captors were satisfied that every one of the prisoners was present.

Soldiers with guard dogs patrolled the courtyards and catwalks which covered the high walls and battlements. Machine gun posts were set up on roofs and watchtowers. At night searchlights probed every shadow. Sound detectors listened for digging noises, or any other clues of escapers at work.

Most escapes involved months of preparation. In 1941, 21 French officers spent eight months completing a tunnel which began underneath the castle clock tower. The entrance was reached by climbing 33m (110ft) down the inside of the tower on a rope ladder. After several weeks of digging, the guards eventually realised a tunnel was being built. They noticed a ceiling beam in the French quarters had begun to crack. A search of the attic above revealed huge heaps of earth and rock.

The tunnel entrance was so cleverly hidden however, that even after a top to bottom search of the castle the guards still failed to find it. To add to the frustration of the guards, in the middle of the night the French could still be heard digging away, but their tunnel could not be found.

Unfortunately their luck ran out. A German officer remembered that the clock tower had only been given the briefest of inspections in the initial search. The floorboards at the top of the tower were removed, and a

small guard was lowered into the dark shaft. At once he heard the French digging away. Soldiers were immediately sent to the tower basement where the entrance was discovered. By now the tunnel reached beyond the castle walls and eight months' work had been wasted, only days before an escape could have been made.

The most daring escape plan of all involved the use of a glider, which was designed and built by a team of British airmen led by Flight Lieutenants Jack Best and Bill Goldfinch. It had a 10m (33ft) wingspan and was big enough to carry two men.

The glider was built over ten months at one end of a long attic and hidden from view by a false wall made of wood and hessian fabric. This was camouflaged with plaster and mud to match the shade of the surrounding walls. Jack Best, who had been a farmer in Kenya, had learned how to make African mud huts, so he supervised its construction.

The false wall was discovered by a German guard. Luckily he used this information to bargain with the glider builders, rather than report it to his officers. He agreed to keep quiet about the wall in exchange for 500 cigarettes. Later a story went around that his demise was caused by smoking too many cigarettes.

The airmen intended to launch the glider by carrying it out to a flat roof next to their attic workshop. They would place it on a trolley, which would be attached to a long rope tied to a bathtub full of concrete.

They calculated that if the tub was pushed off the roof it would fall with sufficient speed to pull the glider fast enough to launch it into the air when it went off the edge of the roof. The rope would be released and the craft would glide silently on to the meadows outside the castle. Here its crew could make good their escape.

This plan could easily have resulted in the death of the escapers, and fortunately it was never tried out. By the time the glider was completed, in January 1945, the prisoners knew from their secret radio sets that the war was drawing to an end and would soon be over.

Skills: Understanding, Context and Providing Evidence

1. Read the first three paragraphs and find a word which matches the definitions below (6):
 - a) Rising high above
 - b) Determined
 - c) Completely secure
 - d) Patrolled menacingly
 - e) Investigated
 - f) Indications

2. Read paragraphs 4-6. Summarise the tunnel escape plan. You could consider when it was completed, the nationality of the prisoners, the length of time to complete and the reason for the collapse of the plan. (4)

3. Read paragraphs 7-12. In your own words, explain three things we find out about the glider escape plan. (3)

4. Look closely at paragraphs 7 to 12. Do you think the writer is sympathetic to the Germans or to the British? Give a piece of evidence to support your answer. (2)

Total: 15 marks

The Break-in

Scrambling up the sloping roof, he was suddenly more exultant than frightened. After all, he had done this before and nothing had happened, no one had caught him. At the back of his mind he knew that he hoped they would find nothing worth stealing in the old lady's attic, but at least he would have shown Darcy that he was a real friend, a true friend. Not a traitor...

He slipped through the little window as he had done before- if he had grown, it was only taller, not broader- and stood for a moment to get his breath back. It was darker inside the room than it was outside, but enough light came through the window, from the moonlit, gusty sky, to see fairly clearly- the same dark, heavy furniture, the same coloured rugs on the floor.

The only thing that was different from last time was a chess board on a small table with pieces set out as if someone had started a game and abandoned it. The chess men were pretty; Philip picked up an ivory Castle, a little rounded tower with a man's head poking out at the top, a soldier blowing a trumpet, and stroked it with his fingers, feeling the delicate carving.

Darcy rattled the window. He was pulling faces at Philip to tell him to hurry.

Philip put the Castle in his pocket and went to the window. It wasn't a sash window like the one in his attic, but two glass doors with two brass handles, bolted into the sill at the bottom. He tried to lift one of the bolts but he couldn't move it; he felt under the knob at the top and found a small hole with the tip of his finger. He thought... A ROUND KEY... and then saw it, hanging in the same place that his grandmother put the keys for her windows, on a nail on the wall at the side. He took the key off the nail and fitted it into the lock. It turned easily. He lifted the first bolt, then unlocked the second, and pushed the doors open.

And was, at once, deafened and blinded. A bell rang, jangling like a city fire engine, and a light, switched on at the same time as the alarm, a

bright spot light, somewhere on the parapet, blazed in his eyes like white fire. He stood, stunned and frozen. He heard Darcy shout, "Come on you fool... RUN!"

Skills: Understanding, Context and Providing Evidence

1. Read paragraphs 1-6 and find a word which matches the definitions below (6):
 - a) Thrilled, full of excitement
 - b) One who betrays a friend
 - c) Given up, deserted, forsaken
 - d) Dainty and fragile
 - e) Something shaped by a knife or chisel
 - f) A low wall edging a balcony

2. Answer the following questions in your own words (5):
 - a) Why did Philip stop being frightened?
 - b) Why did Philip want to break into the attic?
 - c) What was Philip really hoping, as he came to the attic window?
 - d) Why did Philip like the chess set?
 - e) How did Philip solve the problem of opening the window?

3. Read paragraphs 2 and 3. Provide evidence which proves Philip had been to the attic before and explain how it proves this. (4)

Total: 15 marks

Roald Dahl- The Writer

Roald Dahl is one of the most successful and well known of all children's writers. His books, which include "Charlie and the Chocolate Factory", "James and the Giant Peach" and "Matilda" are read by children the world over. Roald Dahl began writing about his own life in "Boy" in which he recalls his boyhood and schooldays. "Going Solo" continues the story with an account of his wartime exploits.

In an introduction to "Going Solo", he says:

A life is made up of a great number of small incidents and a small number of great ones. An autobiography must therefore, unless it is to become tedious, be extremely selective, discarding all the inconsequential incidents in one's life and concentrating upon those that have remained vivid in the memory.

The first part of this book takes up my own personal story precisely where my early autobiography, which was called "Boy", left off. I am away to East Africa on my first job, but because any job, even if it is in Africa, is not continuously enthralling, I have tried to be as selective as possible and have written only about those moments that I consider memorable.

In the second part of the book, which deals with the time I went flying with the RAF in the Second World War, there was no need to select or discard because every moment was, to me at any rate, totally enthralling.

Flying Training

In the following passage, Roald Dahl describes his flying training when he joined the RAF at the beginning of World War 2.

In November 1939, when the war was two months old, I told the Shell Company that I wanted to join up and help in the fight against Hitler, and they released me with their blessing. I got into my ancient little Ford Prefect and set off on the 600-mile journey from Oar es Salaam to Nairobi to enlist in the RAF.

When I reached Nairobi I drove straight to the aerodrome where the small RAF headquarters were situated. There I was given a medical examination by an affable English doctor who remarked that six feet six inches was not the ideal height for a flier of aeroplanes.

"Does that mean you can't pass me for flying duties?" I asked him fearfully.

"Funnily enough," he said, "there is no mention of a height limit in my instructions, so I can pass you with a clear conscience. Good luck, my boy."

There were sixteen of us altogether learning to fly in this Initial Training School. It is a fact, and I verified it carefully later, that out of those sixteen, no fewer than thirteen were killed in the air within two years.

In retrospect, one gasps at the waste of life.

At the aerodrome we had three instructors and three planes. The planes were Tiger Moths. A Tiger Moth has no vices. She never dropped a wing if you lost speed coming into land, and she would suffer innumerable heavy landings from incompetent beginners without turning a hair.

I went solo after 7 hours 40 minutes, which was about average. The initial training took eight weeks. We could loop the loop and fly upside down. We could get ourselves out of a spin. We could do forced landings with the engine cut. We could side-slip in a stormy cross-wind. We could navigate our way solo. We were full of confidence.

Going Solo

It was wonderful spinning and soaring through the sky above a country as beautiful as Kenya. Oh, the animals I saw every day from the cockpit. I saw plenty of giraffe and rhino. I saw elephants- their skin hung loose over their bodies like suits they had inherited from larger ancestors, with the trousers ridiculously baggy- and once I spotted a leopard, as sleek as silk.

As soon as we had passed out of Initial Training School we were taken to Habbaniya in Iraq. My Log Book tells me that we were there from 20 February 1940 to 20 August 1940, and apart from flying which was always exhilarating, it was a pretty tedious period of my young life. There were minor excitements such as the flooding of the Euphrates when we had to evacuate to a windswept plateau. People got stung by scorpions and went into hospital to recover. The Iraqi tribesmen sometimes took pot shots at us from the surrounding hills. Men occasionally got heatstroke and had to be packed in ice. But eventually we got our wings and were judged ready to move on and confront the enemy.

I then found myself at a large RAF station on the Suez Canal called Ismailia. There, a rather supercilious Flight-Lieutenant pointed to a parked Gladiator on the tarmac.

"That one's yours," he said.

"Who will teach me how to fly it? I asked, trembling.

"Don't be an ass," he said. "How can anyone teach you when there's only one cockpit? Just get in and you'll soon get the hang of it."

I remember thinking that this was surely not the right way of doing things. They had spent eight months and a great deal of money training me to fly and suddenly that was the end of it all. There is no question but that we were flung in at the deep end, totally unprepared for actual fighting in the air, and this, in my opinion, accounted for the very great losses of young pilots that we suffered out there. I myself survived only by the skin of my teeth.

Skills: Understanding, Context, Providing Evidence and Analysing Imagery

1. Read the introduction to "Going Solo". In your own words, summarise what Dahl believes are the rules for writing a good autobiography. (2)
2. Read the "Flying Training" section. Summarise the key ideas presented in this section. (4)
3. Roald Dahl uses two similes in the paragraph beginning "It was wonderful spinning and soaring through the sky..." Analyse how these two examples of imagery convey the key ideas of this paragraph. (4)
4. Read the final paragraph of the passage, which starts "I then found myself at a large RAF station..." Provide evidence which suggests Dahl's time in Ismailia was more negative and dangerous and explain how it proves this. (2)
5. What word(s) does Roald Dahl use to tell you that (3):
 - a) The doctor who examined him at the RAF headquarters was a friendly and kind person?
 - b) Tiger Moth had no defects?
 - c) The Flight-Lieutenant at Ismailia was arrogant and indifferent?

Total: 15 marks

The National Trust for Scotland

One of the key goals of our time seems to be sustainable tourism. Ian Gardner looks at what it means for the Trust- and what its consequences will be for coming generations.

In a world filled with jargon and soundbites, there is a new phrase to contend with: sustainable tourism. But what is it and what does it mean for Scotland? It can, perhaps, be best summed up as an approach which links the environment with tourism so that both benefit and flourish. There is a very strong connection already, since some 80 per cent of visitors to Scotland say the environment is what they most like about our country. It is, without question, one of the vital resources and strengths of the Scottish tourist industry. And lest we forget how important tourism is, it generates £4.5 billion a year for the Scottish economy and supports more than 215,000 jobs.

Sustainable tourism is not unique to the countryside- there are also serious issues for our cities and built heritage. Historic houses and sites can suffer damage from too many feet passing through and many owners have had to introduce measures, such as timed tickets, to manage the impact on their properties.

The more visitors arriving at the same time the greater the impact on the environment and measures have been introduced to combat this. Encouraging people to come at quieter times helps spread the load. In some areas, half of overseas and 30 per cent of UK visitors show up between July and September.

Towns and cities remain tourism honeypots, but encouraging visitors to travel around Scotland, to reduce the load and spread the benefits, can bring challenges. It increases traffic- so the needs of tourism have to be integrated with public transport. Visitors' expectations, too, have to be borne in mind. If people want to get away from it they may be disappointed to find their destination crowded with others trying to do the same. On the other hand, in the remoter areas, some basic infrastructure has to be in place to cope with visitors' needs. In Scotland, many of these issues are being addressed by the Tourism and Environment Forum, a partnership of public and private sector organisations.

Sandy Dear, the manager, explains: "We have outstanding resources in our built and natural heritage in Scotland and the Forum's mission is to act in the interests of both the environment and tourism industry to make sure that visitors' needs, and our own resources, are properly considered."

Over the past ten years, the Forum has supported initiatives aimed at achieving more sustainable tourism. This has included research, producing publications, organising conferences to share ideas, creating an association of Scottish wildlife and nature tourism operators and promoting the cause.

Dear says: "It is a gradual process to educate people. It is rewarding to hear people recognising that 'sustainable tourism' is more than a label and that it is fundamental to long-term success."

Recognition there certainly is, including in political circles, with Frank McAveety, the tourism minister, proclaiming that he believes "sustainable tourism is a central way forward". One high-profile initiative is the Green Tourism Business Scheme, managed by VisitScotland. It helps businesses to save money by improving their environmental performance and recognises their achievements by presenting gold, silver and bronze awards and, in giving this encouragement, helps protect the environment. The benefits can be seen in improved waste management, lower consumption of power and water, increased recycling and safer, cleaner and better landscaped sites. The results are impressive. One self-catering business established a wildlife meadow in its grounds, saving on maintenance whilst enhancing the experience for guests. One hotel introduced more recycling and cut its waste bill by £400 a year.

The Trust has achieved gold awards in the scheme for the visitors centres at Killiecrankie and Glencoe- the organisation's oldest and newest centres. At Killiecrankie, initiative such as introducing plants to the grounds that encourage more wildlife and conducting a waste survey to identify opportunities for reduction and recycling, were acknowledged with the award. The new Glencoe Visitor Centre was created with sustainability in mind- its low-lying buildings, for instance, are positioned away from the scenically most sensitive part of the property and the timer used comes

from sustainably managed woodlands. Several of their self-catering holiday properties have also been evaluated and are attracting people looking for holiday destinations that take sustainability into account.

It is not always appreciated that the Trust has around 76,000 hectares of important countryside in its care and, in these countryside properties, the aim is that nature should thrive while people enjoy access. The Trust's Ranger Service is a good example of how this is achieved, with Rangers' dual roles of managing the environment and helping visitors enjoy their visits to the full- each year, over 500 guided walks are led through properties and over 12,000 school pupils enjoy activities arranged by the Ranger Service.

Sustainability and access are both at the heart of the Trust and are summed up in its mission to be the conservation body that "protects and promotes Scotland's natural and cultural heritage for present and future generations to enjoy".

Skills: Understanding, Providing Evidence and Analysing Word Choice

1. In your own words, explain what the term "sustainable tourism" means. (2)
2. In your own words, summarise the key problems "cities and built heritage" (paragraph 3) are facing which sustainable tourism can help with. (2)
3. Analyse the use of the image "Towns and cities remain tourism honeypots" and explain why this is effective. (2)
4. Read the paragraph which starts "Towns and cities remain tourism honeypots..." In your own words, explain the "challenges" which can occur if we try to "reduce the load" of tourists in particular places at the same time. (2)
5. Read what Sandy Dear says about "sustainable tourism". Analyse how word choice prove that sustainable tourism is important and positive. (2)
6. Through the entire passage, details are given about three organisations and how they deal with the issues of "sustainable tourism". Summarise how each organisation achieves this. (3)
7. The Tourist Minister believes that "sustainable tourism is a central way forward". Do you agree with him? Provide evidence to support your answer. (2)

Total: 15 marks