

# National 5 English

## Reading for Understanding, Analysis and Evaluation

This booklet is designed to bring together some of the skills and knowledge you will need to approach Reading for Understanding, Analysis and Evaluation successfully.

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# Notes for teachers

A National 5 English course will enable and encourage candidates to develop their language skills in reading, writing, talking and listening. Often the most effective and natural teaching and learning approaches will allow for them to be integrated as work on one skill can aid the development of another. However this resource has been developed to support learning and teaching specifically in Reading for Understanding, Analysis and Evaluation (RUAE) at National 5 level.

Teaching and learning approaches should allow for personalisation and choice, where possible. When planning teaching and learning programmes, the needs of the candidates, their interests and motivations should be considered. There is freedom within the course to plan according to the needs of candidates. This resource, therefore, contains suggested approaches to learning and teaching of RUAE but is not exhaustive and should not be used to the exclusion of all else.

The examples in this booklet come from SQA National 5 English past papers; teachers can access full passages and detailed marking instructions on the [SQA website](#).

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# Introduction

## Reading for Understanding, Analysis and Evaluation

This paper is worth 30 marks and you will be given an hour to complete it.

You will be asked to read, understand and respond to one unseen non-fiction text.

You will demonstrate these skills:

- engage with, consider, and select the main ideas of a text
- identify and select detailed information from a text
- analyse and evaluate a writer's choice and use of language
- evaluate the overall effects and impact of a text

## Using this support booklet

This booklet is designed to bring together some of the skills and knowledge you will need to approach Reading for Understanding, Analysis and Evaluation successfully.

As well as the short exercises in this booklet, your teacher will expect you to complete further activities, past papers, independent study and home learning to practise your RUAE skills.

# General RUAЕ Exam Advice

- Read the passage so that you understand the main ideas before attempting the questions.
- Try to read actively and be aware of topic sentences and techniques as you read.
- Read each question very carefully, making sure that you know exactly what you are being asked to do.
- You can highlight or underline key words in questions and the passage if this helps.
- The question will tell you which part of the passage to look at for your answer – make sure that you re-read it, even if you think you remember the answer. Also, make sure that your answer comes from the right section of the passage or it will not be possible to gain marks.
- Check whether you are expected to quote or write in your own words. The question will always tell you what is expected.
- Before you answer, check how many examples the question asks you for.
- Write your answers in bullet points (one per mark).
- Read over your answer to check that it makes sense and that it has answered the question.
- Do not get stuck for ages on one question. You can leave a space if you are stuck and go back at the end.
- Do not let one tricky question put you off.
- Attempt all questions – do not give up.
- Use all of your time. If you finish early, check your answers again, ensuring that they make sense and that you have made enough points to earn the marks.

## Command Words

As you look at the extracts below and at past papers, you will notice that the same command words appear in the questions. The following main command words appear in this question paper:

- **explain** (why): used to assess understanding of a writer's ideas (always followed by 'in your own words')
- **explain** (how): used to assess the skills of analysis (identify word/technique + comment)
- **identify**: used to assess the skill of summarising (identify the main points or ideas and put these into your own words)

# In your own words questions

## Question wording:

- Identify, in your own words as far as possible...
- Explain in your own words...
- Summarise, in your own words as far as possible...

## Method:

- Re-read the section of passage that the question directs you to
- Underline the possible answers
- Check how many points you need to make in your answer
- Bullet point your answer **in your own words**

## Example:

When the organisers of the 2015 Super Bowl were looking for someone to follow in the footsteps of Diana Ross and Whitney Houston and belt out *The Star-Spangled Banner* in front of a global audience of 160 million, it's not hard to see why they chose Idina Menzel.

As the voice of Elsa the ice queen in *Frozen*, the most successful animated film of all time, who sang its ubiquitous Oscar-winning *Let It Go* (more than three million copies sold in America alone), she has a more than passing acquaintance with anthems.

**Question:** Look at lines 1–6, and then explain **in your own words** why the organisers of the Super Bowl chose Idina Menzel to perform there. (2)

### Example answer:

- Her singing was already well known from the hit film 'Frozen' (1)
- One of her songs had already earned an award (1)

**Extra Practice:** Discuss how you might explain the other possible answers (underlined) in your own words.

## In your own words practice

Mark never made it into the school team. He kept trying, kept going to the “trials”, both at primary and senior school, but he was just off the pace. The disappointment was always bitter. You could see it on his face. He yearned to play, to progress, to be able to read out a match report at school assembly (one of the honours of making the team). But he never did.

**Question:** Look at lines 8–11, and explain **in your own words** why Mark was so disappointed. You should make **four** key points in your answer. (4)

*Frozen* isn't going away, either. She's spoken in the past about the much-mooted sequel but she has clearly been reprimanded by the Disney suits: “Apparently I spoke out of turn. I just assumed that because it was so successful there'd be a sequel, but Disney doesn't have sequels, so it would be a first if there was one.”

How about the *Frozen* stage show, also much mooted? “I think they're working on that but the Disney people keep things close to their chests.” If it happens, would she like to be in it? “Sure, I'd love to. But musicals take years and I'd have to play Elsa's mother, probably!”

What's definitely happening is a six-minute short, *Frozen Fever*, in which Elsa's powers threaten to scupper the birthday of her sister, Anna. “It's fun, really clever,” Menzel says. “There's a new song. It's pretty much a group number though.” She sounds slightly disappointed.

*Frozen Fever* did delight both fans and Disney — it was shown in cinemas before Disney's live-action *Cinderella*, which doubtless enjoyed a mighty bump as a result. The studio may be tight-lipped about *Frozen* sequels, but they're certainly happy to milk the commercial opportunities of their icy behemoth.

**Question:** Look at lines 11–25, and then identify, **using your own words** as far as possible, **five** things we learn here about the Disney organisation. (5)

# Word choice questions

## Question wording:

- Explain how two examples of the writer's word choice make it clear...
- Explain how the writer's word choice helps to show...

## Method:

- Quote an example of the writer's word choice (that answers the question!) (1)
- Comment on what the word suggests (1)
- Check that you have answered the question

## Example:

My best friend, Mark, was a keen footballer. We played in my back garden every afternoon as kids, often down the local park, sometimes other kids would join us, and in the summer we never seemed to leave. I often think of those long, endlessly absorbing days, game after game, sometimes until it got dark and we played by the dim glow of street lights. In the summer holidays, my mum would make a two-litre bottle of orange squash and we would pass it from player to player at half-time, none of us deterred by the fact it had got warm in the sun. My, it tasted good.

**Question:** Look at lines 1–7, and explain how one example of the writer's word choice makes it clear that his memories of childhood football are positive. (2)

### Example Answer:

- 'absorbing' (1)
- suggests that they found it fascinating (1)

**Extra Practice:** Discuss how you might explain the other possible answers (underlined) in your own words.

(Note that in this example some of the possible answers are very short phrases rather than single words.)



## Word choice practice

One of the most creative sports psychologists has found that simply discussing the fight-flight-freeze response has huge therapeutic benefit. It takes the edge off. It makes an otherwise bewildering reaction (what on earth is going on inside me?) into a comprehensible one. To put it another way, the first stage of liberation from the tyranny of pressure is echoing the behaviour of our ancient selves.

**Question:** Look at lines 50—54, and then explain how **two** examples of the writer’s **word choice** demonstrate the “benefit” of the response. (4)

We also live in a world where a manic mum calls herself a Tiger Mother and writes a bestselling book by the same name about how to produce straight-A, violin-playing, tennis-champ, superkids, and where pushy, anxious helicopter parents hover over every school. A friend reports that when her son was due to visit the Brecon Beacons on a school camping trip this summer, three mothers pulled out their sons because the weather forecast was “rainy”.

University dons are also complaining of a traumatic level of parental over-involvement just at the exact moment that mummies and daddies are supposed to be letting go.

**Question:** Look at lines 48 – 55. With reference to **three examples** of the writer’s **word choice** from these lines, show fully how she makes clear her disapproval of what she calls “wet parenting”. (6)

# Imagery questions

Imagery questions ask about simile, metaphor and personification.

## Question wording:

- Explain fully why the simile is effective here...

## Method:

- Identify the image (if this is not given in the question) (1)
- Use just as...(1) so too...(1)      **OR**
- Explain in your own words what is suggested by the image (1 similarity per mark)

## Example:

When we watch any Premier League match, we are witnessing players who have made it through a filtering process of staggering dimensions. It is a process that does not merely discard 98 per cent of those who aspire, but something closer to 99.9999 per cent. For every first-team player, there are millions of others, **like grains of sand on the beach**, who have tried, who have dreamt, but who have failed.

**Question:** Explain fully why the simile “like grains of sand on the beach” (line 29) is effective here. (2)

### Example answer:

- Just as there are many particles of sand on the seashore (1),
- so too there are huge numbers of people who do not succeed in reaching the top teams (1)

### OR

- The simile suggests that there are large numbers of people who do not succeed (1)
- It also suggests that these people are all alike; they are not recognised as individuals in the selection process (1).

# Imagery practice

Using one of the methods above, explain fully why these examples of imagery are effective. (2)

1. The television sprang to life as soon as the repairman had finished.
2. The sun played hide and seek between the clouds.
3. The classroom became a zoo which caged the pupils in.
4. The poor rat didn't have a chance. Our old cat, a bolt of lightning, caught his prey.
5. The baby, like an angel, gazed up from her cot and smiled contentedly.
6. I demolished his argument.
7. She crossed the icy playground as if crossing a minefield.
8. The new housing developments swallowed up the countryside.
9. Our house became like a court in which my parents put me on trial.
10. The ice laid its smooth claws on the window sill.
11. Like an old rough mat the cat lay sleeping.
12. The fountain of birds rose into the air.

# Sentence structure questions

## Question wording:

- Explain how one example of the writer's sentence structure makes it clear that...
- Explain how one feature of the writer's sentence structure is used to highlight an important point.
- Choose one of the two rhetorical questions...and discuss its effect.

## Method:

- Identify a feature of sentence structure (see the checklist at the back for some of the most common ones) (1)
- Explain in your own words why the feature has been used (1)

## Example:

Tens of thousands do not make it to Oxford or Cambridge. Hundreds of thousands of actors never win an Oscar. Tens of millions fail to make it into Manchester United or Chelsea. But this is not the end of life. It is merely the beginning. It is an opportunity to conceive a new dream, a new hope, a new way of finding meaning in this curious journey called life.

**Question:** Look at lines 56–59, and explain how one feature of the writer's sentence structure is used to highlight an important point. (2)

### Example answer:

- Repetition of 'a new' is used (1)
- To highlight the possibility of a fresh start (1)

**Extra Practice:** Identify the additional features of sentence structure underlined in this example. How have they been used to highlight important points?

\*\*Remember these questions are not asking about **content** but about **the way a sentence is built or constructed**. Once you have identified a feature (technique) you must comment on why it has been used.\*\*

## Sentence structure practice

The majority, like Mark, never made it through the first lap. Others made it to the final straight, before dropping out. But this is football. This is life. Failure is an inevitable aspect of any competition worthy of the name. Without losers, there cannot be winners. Without pain, there cannot be joy. Without natural selection, there cannot be evolution. Failure is not the opposite of progress; failure is part and parcel of progress.

**Question:** Look at lines 31–35. By referring to **two** features of sentence structure, explain how the writer makes clear his view about competition. (4)

Whether there is a *Frozen 2* or not, Menzel is now a big star, there to be shot at. When she performed *Let It Go* in Times Square in New York on New Year’s Eve she was criticised for failing to hit a high note (to be fair, she was singing in sub-zero temperatures). And though her powerful, stately turn at the Super Bowl received strong reviews, there were still some who noticed the odd flat note.

The unnerving proximity of several dozen hulking American footballers may have had something to do with that. Talking about the time that she sang at the All-Star baseball game, Menzel says: “One thing I underestimated is what a strong presence these athletes have when they’re standing on the line right in front of you. They’re huge, standing there, and you’re this one woman, singing on her own. You forget about the world and the rest of the stadium because they’re so . . . daunting.”

**Question:** Look at lines 26–36, and then explain fully how the writer’s use of sentence structure makes it clear that coping with performing under these circumstances is not easy. You should refer to **two** examples in your answer. (4)

# Language questions

## Question wording:

- Explain how two examples of language make it clear that...
- By referring to two language features, explain how the writer makes clear his view about...
- Show fully how examples of the writer's use of such features of language as word choice or sentence structure helps to convey her ideas effectively.

## Method:

- Identify an example of word choice, imagery or a feature of sentence structure (the question will guide you) (1)
- Analyse your example as in the guidance above (1)

## Example:

The majority, like Mark, never made it through the first lap. Others made it to the final straight, before dropping out. But this is football. This is life. Failure is an inevitable aspect of any competition worthy of the name. Without losers, there cannot be winners. Without pain, there cannot be joy. Without natural selection, there cannot be evolution. Failure is not the opposite of progress; failure is part and parcel of progress.

**Question:** Look at lines 31–35. By referring to **two** language features, explain how the writer makes clear his view about competition. You should refer to **two different** features such as word choice, imagery or sentence structure. (4)

### Example Answer:

- **Word choice** – 'inevitable' (1)
- Suggests that failure is unavoidable (1)
- **Imagery** – 'first lap' (1)
- Compares competition to a race with different stages (1)

**Extra Practice:** Discuss how you might explain the other possible answers (underlined) in your own words. (You have already looked at the sentence structure examples.)

## Language practice

This, I think, is what top athletes mean when they repeat that otherwise paradoxical saying: “Pressure is not a problem; it is a privilege”. Talk to David Beckham, Sebastian Coe or Sir Chris Hoy and they will be perfectly open about their nerves and fear. But they also talk with great pride about facing up to them. They didn’t see these human responses as signs of weakness but as opportunities to grow. They created mechanisms (often highly personal ones) to help them through. They seized every opportunity to face danger, and learnt from each experience.

**Question:** Look at lines 55—61. Explain what the attitude of top athletes is to pressure, and how two examples of the language used make this attitude clear. (5)

I remember only once going to a restaurant in the UK. It was a motorway café on the A303. My father told us, wincing as he looked at the laminated text, with its stomach churning pictograms, that we could have the spag bol. From the children’s menu.

We had a TV, but as we lived in Belgium there was nothing to watch apart from two American sitcoms, which came on only once a week.

My parents were so hard up that when we went to England for holidays on the family farm on Exmoor — mainly spent “wooding” for winter fuel on rainswept hillsides — my father would invariably book cheap overnight ferry crossings from the Continent. He would never shell out for a cabin, despite the 1am or 3am departure slots. Instead, he would tell us to go to sleep in the back of the car, parked in the lower deck, where we would eventually pass out from suffocation or diesel fumes.

We never had friends round for “playdates”. Keeping children busy and happy was not a parental priority. If we were bored, that was our own fault. In fact, there was nothing to do for weeks on end except rake leaves (my father once made us spend a whole half-term raking leaves) and read on our beds. Occasionally my mother would shout up the stairs: “Stop reading!” Imagine that now, when children are on their laptops in their rooms, looking at . . . I don’t even want to imagine.

**Question:** Look at lines 24 – 40, where the writer develops the idea of her family being “hard up”. Show fully how examples of the writer’s use of such features of language as **word choice** or **sentence structure** helps to convey her ideas effectively. (4)

# Tone questions

**Tone is not WHAT is being said but HOW something is being said. It helps to convey the writer's feelings or attitude and is created through choice of language.**

## Question wording:

- Explain with reference to the writer's use of language how successful you think she has been in achieving a \_\_\_\_\_ tone.

## Method:

- Identify tone (if it is not given in the question) (1)
- Select an example of word choice, imagery or sentence structure. (1)
- Explain how this example helped to create the tone. (1)

## Example:

We also live in a world where a manic mum calls herself a Tiger Mother and writes a bestselling book by the same name about how to produce straight-A, violin-playing, tennis-champ, superkids, and where pushy, anxious helicopter parents hover over every school. A friend reports that when her son was due to visit the Brecon Beacons on a school camping trip this summer, three mothers pulled out their sons because the weather forecast was “rainy”.

**Question:** In the expression “straight-A, violin-playing, tennis-champ, superkids” the writer tries to achieve a humorous, mocking tone.

Explain with reference to her use of language how successful you think she has been in achieving this tone. (2)

### Example answer:

- The writer uses a list of achievements (1)
- This effectively shows that she is mocking parents who expect their children to be good at everything (1)



# Common tones

Below you will find common tones that may be found in RUAE passages. You should learn what these mean and how to recognise them.

<b>Tone</b>	<b>Meaning</b>	<b>How to recognise</b>
<b>Mocking</b>		
<b>Humorous</b>		
<b>Ironic</b>		
<b>Sarcastic</b>		
<b>Optimistic</b>		
<b>Pessimistic</b>		
<b>Critical</b>		
<b>Sympathetic</b>		
<b>Conversational</b>		
<b>Angry</b>		

# Link questions

## Question wording:

- By referring to the sentence in lines \_\_\_\_\_, explain how it helps to provide a link between the writer’s ideas at this point in the passage.
- Explain any way in which the sentences in lines \_\_\_\_\_ help to provide a link between ideas at this point in the passage.

## Method:

- Quote a word or short phrase from the link sentence that you think links back/forward (1)
- Quote a word or phrase that your selection links back/forward to **OR** explain in your own words the idea that your selection links back/forward to (1)

## Example:

The unnerving proximity of several dozen hulking American footballers may have had something to do with that. Talking about the time that she sang at the All-Star baseball game, Menzel says: “One thing I underestimated is what a strong presence these athletes have when they’re standing on the line right in front of you. They’re huge, standing there, and you’re this one woman, singing on her own. You forget about the world and the rest of the stadium because they’re so . . . daunting.”

**One woman opposite a squad of men: it’s a pertinent image given her associations with Frozen, a film that has regularly been touted as a feminist breakthrough.** The first Disney animation to be directed (well, co-directed) by a woman, Jennifer Lee, it’s quietly revolutionary because, as Menzel says, “the purest love that’s being celebrated is between two sisters and not because some Prince Charming is saving the day”.

**Question:** By referring to the sentence in lines 37–38, explain how it helps to provide a link between the writer’s ideas at this point in the passage. (2)

### Example Answer:

- ‘one woman’ links back (1)
- To the idea that she was ‘on her own’ (1)

### OR

- ‘one woman’ links back (1)
- To the idea of isolation in the previous paragraph (1)

**Extra Practice:** Discuss how the underlined words and phrases link back/forward. What do you notice about the use of the colon in this example?

## Link practice

Sports psychology can be thought of as helping performers to manage a response (ie fight, flight, freeze) that has outlived, to a large extent, its usefulness. The players standing in the semi-circle holding hands are virtually motionless. It is a nice metaphor for the freeze response. The walk to the penalty spot is curiously self-conscious. You can almost hear the inner dialogue: “Get out of here, run away! ‘But I can’t run away. I have to take this thing!’ ”

**How to deal with these responses?** One way is with reflection. The next time you give a speech or are doing a job interview, take note of how you feel. Gauge the curious feeling of dread, the desire to run away, the way your heart is beating out of your chest. But do not let this intimidate you; instead, reflect that these are normal reactions and everyone experiences them: even Michael Jordan (a marvel from the free-throw line) and Roger Federer (who always looks unnaturally calm on Centre Court).

**Question:** Explain why the sentence “How to deal with these responses?” (line 44) provides an appropriate link at this point in the passage. (2)

So we are not here to examine our children. What we should do is try to find out where we have gone so terribly wrong. Before we come to the wretchedly indulgent state of modern parenting, though, I suppose I’d better set out my stall. Inevitably, when one becomes a parent, one can’t help revisiting one’s own childhood to make comparisons.

When I was little, we were given no choices — about what we ate, what we wore, what we did, where we went to school, when we went to bed etc. I could only choose what to read.

There was not so much stuff (many of my son’s 15-year-old friends have iPods, iPads, MacBooks, unlimited access to their parents’ credit cards, Pay Pal, eBay and iTunes accounts — and not just iPhones, but BlackBerrys too), so we made our own fun.

**Question:** Explain any way in which the sentences in lines 12 – 14 help to provide a link between ideas at this point in the passage. (2)

# Effective conclusion questions

## Question wording:

- Look at lines \_\_\_\_\_. Select any expression from these lines and explain how it contributes to the passage's effective conclusion.
- Pick an expression from the final paragraph, and show how it helps to contribute to an effective conclusion to the passage.

## Method:

- Quote a word or short phrase from the conclusion that you think links back to earlier in the passage (1)
- Quote a word, phrase or idea that your selection links back to **OR** explain in your own words the idea that your selection links back to. (1)

## Example:

### From SQA National 5 RUAЕ, 2017:

I often think about Mark. And I am thankful that his failures in football, so important, so trivial, never deterred him. He created new dreams, new aspirations, and lived a life that inspired all who knew him.

Life is too short, too precious, to be derailed by failure. We have to accept it. We have to embrace it.

**Question:** Select any expression in lines 60–64, and explain how it contributes to the passage's effective conclusion. (2)

### Example Answer 1:

- The expression 'failures in football' (1)
- revisits the important idea earlier in the passage that talks about him not making it onto the team. (1)

### Example Answer 2:

- The expression 'new dreams' (1)
- Repeats the earlier use of these words, emphasising the importance of hope (1)

# Effective conclusion practice

You will need a copy of the 2017 passage 'Resilience' to help complete this exercise.

The expressions below come from lines 60-64. For each one, explain how it contributes to the effectiveness of the conclusion.

An effective conclusion will do some of the following:

- Revisit earlier important ideas (say what the idea is)
- Repeat earlier word choice (say why the word has been repeated)
- Repeat earlier images (say why the image has been repeated)
- Use features of sentence structure such as repetition (say why this feature has been used)
- Refer back to title
- Repeat the tone used earlier (give an example of how the tone was created)

Expression / feature (1)	How it contributes to the effectiveness of the conclusion (1)
Reference to Mark	
Use of first person narrator	
'so important, so trivial'	
'never deterred him'	
'accept'	
'embrace'	
Repetition of 'new'	
Repetition of 'too'	
Short sentences	

# Effective opening questions

## Question wording:

- Explain fully why the first paragraph is an effective opening to the passage as a whole.

## Method:

- Identify an idea / theme / tone that has been introduced (1)
- State the impact this has on the reader (1)

## An effective introduction will do some of the following:

- Introduce main ideas / the focus of the text
- Introduce main themes
- Introduce the tone of the passage
- Introduce the writer's opinion / stance on the topic
- Use imagery / features of sentence structure (say why this feature has been used)
- Involve the reader e.g. through use of second person 'you'
- Create interest / shock...
- Arouse sympathy / anger...

## Useful language

Word	Meaning	Example	Effect
Alliteration	A group of words which begin with the same letter	Peter picked a peck of pickled peppers	
Anecdote	A brief (personal) story used to illustrate a point		
Colloquial language	Informal writing	calling a potato a 'spud'	
Connotation	The associations that a word brings to our mind rather than the literal meaning (see denotation)	"gold" has connotations of success, riches	
Context	The surrounding sentence or paragraph in which a word appears		
Contrast	Use of words or ideas that are opposites. If this appears in a question, illustrate both sides of the contrast.		
Denotation	The dictionary definition of a word or term	"gold" is a yellow precious metal ...	
Emotive language	Words or phrases which arouse an emotional response such as sympathy or anger in the reader	'the poor defenceless animals'	
Hyperbole	Exaggeration	I've told you a million times to do your homework.	
Imagery / images (simile, metaphor, personification)	Descriptive language using comparisons	The boy's bedroom looked like a pigsty.	

Irony	Saying the opposite of what you really mean or of what you might expect to happen	The marriage counsellor was going through a divorce.	
Metaphor	A comparison where one thing is said to be another that it cannot actually be.	He <u>is</u> a wizard at maths. Life <u>is</u> a rollercoaster.	
Onomatopoeia	Words which copy the sound they describe	Sizzle, crash ...	
Oxymoron	Placing two opposite words side by side in order to create impact.	A deafening silence A bitter sweet romance ...	
First person narrative	The story is told from the point of view of one character	I...me...my...	
Third person narrative	The story is told by a narrator who is not directly involved	He, she ...	
Personification	Objects are given human characteristics	The engine coughed into life.	
Simile	A comparison using 'like' or 'as'	His hands were <u>as</u> cold <u>as</u> ice.	
Synonym	Words with similar meanings	Happy, cheerful	
Tone	The way in which something is said. It tells us how the writer feels about the topic.	Tone is created through word choice, emotive language, persuasive language etc...	



# Sentence structure checklist

Remember these questions are not asking about content but about the way a sentence is built or constructed. Once you have identified a feature you must comment on why it has been used.

Feature	Description	Uses (this varies from one passage to another)
<b>Repetition</b>	When single words, or groups of words, are repeated.	To place emphasis on a word for a specific reason. Think about why the author has drawn your attention to that particular word.
<b>Lists</b>	In lists of single items, items might be separated by <b>commas</b> . In lists of phrases, items might be separated by <b>semi-colons</b> .  Lists are usually introduced by a colon (:).	Always say what it is a list of and <b>why</b> it has been used.  If a list is present, look at the order in which the points are listed. If they lead up to the most important item at the end, there is a build-up to a <b>climax</b> .
<b>Conjunctions</b>	Sometimes a writer might use 'But' at the beginning of a sentence.	This is usually done to introduce an opposing idea or view.
<b>Sentence length</b>	Short sentences  Long sentences	Sometimes build up tension.  May be used for an explanation or to highlight someone's rambling thoughts.
<b>Questions</b>	Identify these through use of the question mark (?).	To show that someone is questioning themselves; may highlight anxiety, concern or a dilemma.
<b>Rhetorical questions</b>	Often addressed to the reader.	Encourage the reader to consider their own views on the topic/their own actions/to involve the reader.
<b>Minor sentence</b>	Do not contain a verb (doing word).	
<b>Contrast</b>	Opposite words or ideas being used alongside each other.	To place emphasis on the difference/ highlight extremes.
<b>Parenthesis</b>	Where extra non-essential information is included in a sentence, contained within dashes, brackets or commas.	Sometimes contains the author's opinion on a topic or an <b>aside</b> .  Sometimes contains more detail on the topic.
<b>Ellipsis</b>	Where three dots (...) are used	To indicate something has been left out, hesitation, a cliffhanger, continuation of a list...
<b>Colon</b>	Punctuation mark (:)	Can be used to introduce an idea, a list or an explanation.
<b>Semi-colon</b>	Punctuation mark (;)	May separate items on a list of phrases; may have contrasting ideas before and after it.

# Active reading strategies

You should read quality non-fiction articles regularly to prepare for RUAЕ. This is something that can be done at home as well as in school. It will give you more confidence when reading unseen passages and it will also develop your vocabulary. The following activities will help you to read actively:

- Think about the intended audience and purpose of articles.
- Summarise the key ideas in articles using your own words.
- Explain what you have read to someone else (this will test how well you have understood it).
- Look up new vocabulary.
- Think about how effective you find the introduction and the conclusion. What techniques are used to make them effective?
- Look for examples of imagery. Why have they been used?
- Look at word choice. Think about the connotations of some of the words the writer has chosen.
- Think about tone. What is the writer's attitude towards the topic, and how do you know?

## Reflecting on your RUAE prelim

<b>Name</b>	
<b>My mark out of 30</b>	
<b>Did I finish the paper?</b>	
<b>How well did I understand the passage?</b>	
<b>Question types I did well in</b>	
<b>Questions types I found difficult</b>	
<b>Overall strengths</b>	
<b>Next steps and how I can achieve them</b>	
<b>Signed (pupil)</b>	<b>Signed (parent/carer)</b>

# Studying for National 5 RUAЕ

You may have heard people say that you cannot study for this paper. However, there are several ways that you can prepare. Why not try some of the ideas below?

## **Read regularly**

Try to read quality non-fiction texts regularly. Use active reading techniques such as those listed above to develop your skills. Create mind maps when actively reading texts.

## **Past papers**

Ensure that you complete as many of these as possible. They are available free on the SQA website. This will help you to become familiar with the types of passage used and with common question types. You will also be able to practise your time management skills.

## **Flashcards**

Write the name of a technique, a feature of sentence structure or punctuation on one side and the definition on the other. Ask parents / carers / friends to test you on these.

Flashcards can be made into a booklet to keep them together. You can then also carry them around and read through them when you have a spare moment.

## **Colour coding**

Use highlighters or coloured pens to colour code notes. This is more active than simply reading through notes.

## **Mnemonics**

For some people these are good memory aids. There is an example below.

**I**magery =

**M**etaphor

**P**ersonification

**S**imile

## **Post-its and Posters**

Put definitions or RUAЕ advice up on your bedroom wall and look at it regularly.

## **Find a Study Partner**

- Ask someone to test you on learning techniques and their definitions.
- Read an article together and summarise the main ideas.
- Analyse texts with a partner, challenging each other to identify techniques and comment on why they have been used.

## **Create a study timetable**

Ensure that you plan your studying for all subjects and start early. Remember to build your RUAЕ skills into your plan. Practising regularly is key. Good luck!

## ACKNOWLEDGEMENTS

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Article – Article is adapted from “We must dare to dream but life is too precious to be derailed by failure” by Matthew Syed, taken from The Times, 19th January 2015.

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