Dalziel High School

S3 RUAE PREP

**SKILLS**

By working through this booklet, you will develop your skill at RUAE. This booklet will cover the following.

UNDERSTANDING:

* In your own words
* Summarising
* Link questions
* Context

ANALYSIS:

* Word choice
* Imagery
* Sentence Structure
* Tone
* Language

**U – In Your Own Words**

All understanding questions should be answered in your own words. If you lift answers straight from the passage without changing them into your own words as far as possible, you will lose marks.

You must answer these questions using bullet points.

Examples

Dr Caroline Schuster, a chartered psychologist, believes the appeal and the distinctive red-carpet look – long frocks and limousines – comes not only from US sitcoms and soaps such as My Super Sweet 16, Prom Queen and High School Musical, but also from a world where schoolgirls measure themselves against film stars and supermodels. Proms, she says, are an incitement to celebrity-fantasy. 'It gives you the chance to become as near a celebrity as you can.'

***Question***

***In your own words, summarise the reasons why school proms appeal to young people, according to lines 1 – 7***

*Answer*

* *Allows young to people to feel like celebrities*
* *To enable the young people to live their dream*
* *To be able to be the centre of attention*

Now try the examples below.

1. Biofuels are fuels that come from plants. ActionAid is particularly concerned about “industrial” biofuels, where crops including maize, wheat and sugar are grown on a large scale to produce fuel for transport, instead of food for people.

While it’s true that industrial biofuels are not new - Brazil and the US have been producing ethanol for decades - what is new is the sheer scale of the boom. In 2007, it was estimated that 27 million hectares of land were being used to grow industrial biofuels. By 2020 global consumption will more than triple.

***Question***

***In your own words explain why ActionAid is particularly concerned about industrial biofuels. (2)***

1. Politicians are, quite rightly, looking for any possible way to reduce greenhouse gas emissions. The problem is that many of the answers they are coming up with, biofuels included, are based on hope rather than science. The hard truth is that we in rich countries need to make real changes to our lifestyles and economies - by addressing our own issues of consumption - in order to make the necessary fundamental shift.

Swapping plants for petrol just isn’t the easy solution we’d all love to find.

***Question***

***Explain in your own words what the “hard truth” facing rich countries is. (2)***

1. Cancer specialist Professor Tim Oliver, consultant oncologist, says: "The anti-sun skin cancer message and the trend for young people to play indoors rather than running around outside, is creating the potential for a health crisis. We are simply not getting enough sunlight to make the Vitamin D we need to stay healthy."

***Question***

***In your own words explain what, according to Professor Tim Oliver, could cause a health crisis. (3)***

1. The plan for new chimpanzee breeding at Blair Drummond Safari Park near Stirling follows findings from the University of Kent showing that serious behavioural abnormalities – "some of which could be compared to mental illness in humans" – are endemic among captive chimpanzees.

***Question***

**In your own words explain the findings from the University of Kent. (2)**

1. According to a spokesman, military personnel recruited as teachers will have degrees but not special training. This worries me. So do sentiments expressed by Clive Dytor, headmaster of The Oratory School, near Reading, and an ex-serviceman. He said "service personnel have focus with a capital F... they are taught to identify the problem, work out a solution, and then apply it." That might be true of the officer class – but the vast majority of servicemen simply obey orders. They are not required to think for themselves. Square bashing skills and a devotion to discipline won't suit every unruly boy. And it will damage the creative free-thinkers. Teaching is a demanding job – let's not hand it over to amateurs.

***Question***

***Explain clearly, in your own words, why Clive Dytor believes ex-military personnel would make good teachers. (2)***

1. People knew for a long time that there was something odd about the earth beneath Manson, Iowa. In 1912, a man drilling a well for the town water supply reported bringing up a lot of strangely deformed rock- “crystalline clast breccias with a melt matrix” and “overturned ejecta flap”, as it was later described in an official report. The water was odd, too. It was almost as soft as rain water. Naturally occurring soft water had never been found in Iowa before.

***Question***

***Explain in your own words what is unusual about the geological conditions beneath Manson in Iowa. (2)***

**U – Summarising**

As with all understanding questions, summarising questions should be answered in your own words. If you lift answers straight from the passage without changing them into your own words as far as possible, you will lose marks.

You must answer these questions using bullet points. If a question is worth 4 marks, you need 4 separate bullet points.

Examples

Every detail has been overseen by the head of year. She is a believer in the prom as a rite of passage, centring on fun, dressing up and shared history. This is a celebration of their time with us.' Sheffield sees the prom more as a social opportunity, a chance to open up the mystical world of formal dining. 'There will be children who will never go to a formal function like this, so it is a lifetime experience for them. And for those who do find themselves moving in such circles, this will mean they will have learnt how to cope with it.’

***Question***

***Summarise in your own words, the various ways in which the school staff consider the event to be of benefit to those involved. (6)***

*Answer*

* *It shows the pupils are maturing into adults*
* *It allows the staff to remember their time with the pupils.*
* *It allows pupils to build social skills*
* *Pupils can attend a grand occasion for the first time*
* *Be able to manage being out of their comfort zone*
* *To experience presenting themselves for a proper occasion*

Now try the examples below.

1. It is worth remembering the man for whose extraordinary talents the company expressly launched the comic in 1937 after the sensational impact of his new strips in its Sunday Post. Even as the clouds of war loomed, The Broons and Oor Wullie were already national institutions. Such was the brilliance of Dudley D Watkins that, of all the publisher's artists, he was one of only two in its empire allowed to sign their strips.

***Question***

***In your own words, briefly summarise three points made by the writer in the above paragraph which illustrate that Watkins’ talent was already recognised as exceptional in 1937. (3)***

1. My childhood was a not altogether happy one. Circumstances conspired to make me shy and solitary. My father and mother died before I was capable of remembering them. I was an only child, entrusted to the care of an unmarried aunt who lived quietly in the country. My aunt was no longer young when I began to live in her comfortable old-fashioned house with its large, untidy garden. She had settled down to her local interests, seldom had anyone to stay with her and rarely left home. She was fond of her two Persian cats, busied herself with the garden and was charitably interested in the old inhabitants of the village. Beyond this, the radius of her activities extended no further than eight or ten miles.

***Question***

 ***The author gives several reasons for his childhood being ‘not altogether happy’. Summarise the main reasons. (4)***

1. This room was my mother's pride and joy. Its brilliant white curtains always smelt fresh and the mahogany furniture was always highly polished, as was the wooden floor. My sister and I spent many hours polishing that room from as far back as I can remember. We had to do the polishing before we left for school each day. The comfortable wooden chairs in the room were draped with crisp white headrests and the round table, which we ate from on Sundays and other special occasions, had a doiley in its centre, on which sat a glass of glorious fresh flowers. These were from our small front garden which was full of exotic, sweet-smelling flowers and shrubs such as the beautiful flame-red hibiscus which seemed to attract swarms of exquisite butterflies and hovering hummingbirds, in search of the nectar.

The room is kept for special occasions, but it is still a pleasant place to be.

***Question***

***The author describes a living room. Summarise 3 reasons that the room was the ‘mother’s pride and joy.’ (3)***

**U – Link Questions**

Link questions ask you to comment on the function of a particular sentence. The question will identify the sentence for you and it is your job to show how it ties two paragraphs together. Part of the sentence will refer to a previous paragraph or idea. Part of the sentence will introduce a new topic that will be discussed. Your answers should follow this structure:

1. Quote the words which link back to ideas in the previous paragraph
2. Explain how this connects with the argument or ideas in the previous paragraph (i.e. state what the topic of the paragraph was)
3. Quote the words which link to the following paragraph or move the argument forward
4. Explain what the author goes on to write about in the following paragraph

Examples

It’s summer vacation. The kids have acres of time to fill. So, of course, they’re in the basement playing some video games that involves either weapons or skateboards. Who can doubt that their minds are turning into chipped beef on toast as they sit in the dim light, their educations and social lives leaking away? As a conscientious parent, I feel a gravitational pull to say these words: "Turn that off and read a book!” or play piano, or run outside, or get in a street fight. Anything but play more video games.

Except apparently that kind of thinking is all wrong. It is about to become as dated as the four basic food groups, the philosophy of spare the rod and spoil the child, and asbestos as a safety feature. Video games might be about the best thing your kids can do to ensure their future success. Better, even, than reading. Which feels a lot like the moment in Sleeper when Woody Allen finds out that in 2173, cream pies and hot fudge are health foods.

***Question***

***How does the sentence “Except apparently that kind of thinking is all wrong.” act as a link between the two paragraphs and show us the writer’s line of argument? (2)***

*Answer*

* *“That kind of thinking” refers back to the previous paragraph which gave the view that video games are detrimental to children and that virtually anything else would be better.*
* *“all wrong” introduces the argument against this in the rest of the paragraph that criticism of video games is old fashioned ( which the writer finds hard to believe)*

Now try the examples below:

1. Kaz Horrocks is a long-distance lorry driver. “I was bored in my old job,” she says, “and I enjoy the solitude of driving. Every day is different—sometimes I see amazing sunsets and lambs playing in the fields. I love it when you see the year’s first hawthorn blossom and know that spring is near.”

Neither hawthorn nor lambs are in evidence when I meet Kaz at six o’clock one dismal June morning in a lorry park. About 100 lorries have overnighted here. They are in lines, slumbering giants on the asphalt, their cab curtains drawn tightly as the drivers sleep inside.

***Question***

***How does the sentence “Neither hawthorn … in a lorry park.” act as a link between the two paragraphs and show us the reality of Kaz’s life as a lorry driver? (2)***

1. According to the publicans, it’s all the fault of the supermarkets, who offer alcohol at astonishingly irresponsible cut-prices and make getting drunk at home (or in the street) so much cheaper than going to a pub that, in these turbulent economic times, there’s really no contest for the impoverished serious drinker.

But fashionable though it is to lay the blame for all social ailments at the doors of the giant supermarkets, this particular thesis doesn’t quite add up.

After all, supermarkets also flog coffee, yet the invasion of every high street by Starbucks, Costa, Caffe Nero and all those other interchangeable coffee chains suggests that people are quite happy to frequent establishments selling exorbitantly priced beverages if the ambience is congenial and the clientele civilised. The coffee shops appeal to people who would nowadays never dream of spending an hour in the local boozer.

***Question***

***How does the underlined sentence act as a link between the two paragraphs? (2)***

1. There’s something irresistible about the smell of fried bacon. It’s one of the delights of being a meat eater and possibly the single most common reason why weak-willed vegetarians throw in the towel. For some, the joy of bacon in rashers squeezed between factory-sliced white bread and smeared with tomato ketchup. For others, it’s the crisp slice of streaky bacon on the British breakfast plate, ready to be dipped into a runny yellow yolk or a dollop of baked beans. And our love affair shows no sign of fading. A recent poll of Britain’s best-loved 100 foods saw bacon as number one, beating chicken into second place and knocking chocolate into third. But while one in ten Britons claim bacon as their favourite, are those rashers that sizzle so seductively in the pan what they seem?

One problem may lie in a form of iron called *haem* that is found naturally in red meats such as beef, lamb and pork. It can trigger the formation of substances called N-nitroso compounds (NOCs) in the body which can damage the lining of the bowel. Some types of NOCs have been linked to bowel cancer.

***Question***

***With close reference to the text, explain clearly how the last sentence in paragraph 1 (‘But while one in ten…what they seem?) acts as a link in the structure of the writer’s argument. (2)***

**U – Context Questions**

Context questions ask you to give the definition of a word and explain how you arrived at that. It is obviously a plus of you already know the definition however you can gain marks from showing the process of working out what a word means. You should lay out your answer using the following structure:

1. Give the meaning of the word
2. Quote a word or phrase from the context
3. Explain how this word/phrase helps you understand the meaning of the original word.

Examples

1968 was, I suppose, the most traumatic year of my life. After my parents’ separation we moved into a smaller house, but for a time, because of some sort of chain, we were homeless and had to stay with our neighbours; I became seriously ill with jaundice; and I started at the local grammar school.

***Question***

***Show how the context helped you understand the word ‘traumatic’. (2)***

*Answer*

*Traumatic means something was disturbing or shocking. “we were homeless” tells us this because the idea of having nowhere to live is a horrible thing to happen to somebody.*

Now try the examples below:

1. Saturday afternoon is a festive day with the natives. The girls put on all the finery they can on Saturday afternoon — silk robes, hats trimmed with fresh flowers and home-made necklaces of vermilion tinted blossoms.

***Question***

***What does the word ‘finery’ mean? How did you work this out? (2)***

1. There are many ordinary happenings which have frightened or startled people into believing they were caused by ghostly means. Subterranean movements of earth and rock in old mine-workings, for instance, can cause very odd noises, and miners hearing tappings and rumblings in the underground darkness used to be sure they were made either by earth spirits or by the spirits of other miners long dead.

***Question***

***Show how the context led you to the meaning of the word ‘subterranean’. (2)***

1. Recently I found myself unimpressed by some visiting American who stunned me with monstrous verbosity, determined to use five words where one would do, bent on calling a canteen an ‘in-plant feeding situation’ and a spade ‘a primitive earth-breaking implement.’

***Question***

***Show how the context of ‘monstrous verbosity’ helps you to arrive at its meaning. (2)***

1. For two days the general vacillated. Should he give the order to advance, or should he allow his men to cling to their sturdy line of defence? This hesitation was to prove fateful.

***Question***

***Give the meaning of the term ‘vacillated’ and explain how the context helps the reader to arrive at the meaning. (2)***

**A – Word Choice Questions**

Word Choice questions ask you to comment on the connotations of a word. This means we have to explore the ideas associated with particular words

1. Identify an unusual word with particular connotations
2. Explain what those connotations are
3. Explain how the connotations show the writer’s feelings/point of view (or explain how it adds to the atmosphere being created)

Examples

After school and in the playground, away from the teachers’ eyes, sweets and chocolates were traded. They became the marks of rebellion and the statements of independence. Eating foods they suspected the grown ups would rather they didn’t made these foods ever so much more enticing. They weren’t just food but food plus attitude.

***Question***

***Show how the writer’s word choice makes clear the children’s attitude to the school ban. (2)***

*Answer*

* *“enticing” suggests the children found the forbidden food tempting and exciting.*
* *“marks of rebellion” also suggests the children ate the banned foods because they were forbidden therefore were more determined to eat them*

Now try the examples below:

1. Because of the popularity of partner dancing – as opposed to the lone experience of shuffling one’s feet and randomly jerking your arms at a club/family wedding – the BBC has decided to make a celebrity version of Come Dancing the centrepiece of its new Saturday night schedule. Fronted by Bruce Forsythe, the show will feature celebrities testing their salsa skills under the guidance of world champion ballroom dancer Donnie Burns.

***Question***

***How does the word choice in these lines show that the writer thinks that dancing on one’s own as opposed to with a partner is not very satisfying. (2)***

1. That is a lesson from history some of our more hysteria-prone politicians would do well to ponder as they devise ever more unfriendly welcomes for those who would come here today to live and work.

***Question***

***Show how the writer's word choice in this sentence "That is ... and work" makes clear her attitude to certain politicians. (2)***

1. He was breathing heavily and the smell was inconceivably foul; it was the reek of rotting flesh, of festering wounds, of ancient perspiration, and of fear.

***Question***

***Explain fully how the writer emphasises the smell through word choice. (4)***

1. As politicians dither about how to deal with our imploding climate, millions of poor people spend their days facing the consequences.

***Question***

***Explain how the writer’s word choice reveals her attitude to politicians. (2)***

**A – Imagery Questions**

Imagery questions ask you to identify and comment on the use of one of three different techniques: similes, metaphors or personification. Writer’s use imagery to: Strengthen their description; to put pictures or images into the reader’s mind or to show how one thing is like another.

We should answer these questions using the following process:

1. Identify the type of imagery (simile, metaphor, personification)
2. Identify the image (what is compared to what?)
3. Give the literal meaning of the image (Just as…)
4. Explain the connection between the two (So too…)
5. Explain the effect of the image

Examples

She slopped through the slush, thinking of Spring. By the time she reached the middle of the river, the mist had enveloped her. The boathouse behind was gone, and the long, smudged line of her water-filled steps trailed away into nothingness. The pencil line of the opposite shore had disappeared.

***Question***

***How does the writer’s use of imagery convey what she can see. (2)***

*Answer*

*The writer uses a metaphor.*

*“The pencil line of the opposite shore had disappeared”*

*The land at the other side of the water is being compared to a drawing done by pencil.*

*Just as a pencil line would be thin so too only an outline of the opposite shore had been seen before it was covered by the fog.*

Now try the examples below:

1. In a strange turn, however, Halloween is coming home from America. The origins of Halloween are as twisty and sinister as a swirling witches’ brew with all manner of historical ingredients plopped into the bubbling cauldron.

***Question***

***What does the writer’s use of language, including imagery, suggest about the ‘origins of Halloween?’ (2)***

1. As we head for Oban’s north pier, Dan lets me take the wheel. “Do you see that red-roofed building?” he asks. “Aim for that. Turn the wheel a bit to the right.”

I underestimate how sensitive the steering is and yank the wheel too quickly, like I’m playing Gran Turismo on the PS3. “Erm, perhaps not so much,” says Dan.

***Question***

***How does the writer’s use of imagery convey a sense of humour in these lines? (2)***

1. Unfortunately for lovers of spectacle, 2.5 million years of passing ice sheets filled the Manson crater right to the top with rich glacial till, then graded it smooth, so that today the landscape at Manson is as flat as a table top. Which of course is why no one has ever heard of the Manson crater.

***Question***

***Comment on the writer’s use of imagery in these lines. (2)***

1. To most people in Manson the biggest thing ever to happen was a tornado that rolled up Main Street in 1979, tearing apart the business district. One of the advantages of all that surrounding flatness is that you can see danger from a long way off. Virtually the whole town turned out at one end of Main Street and watched for half an hour as the tornado came towards them hoping it would veer off, then prudently scampered when it did not.

***Question***

***How does the writer’s use of imagery in these lines help you understand how the people of Manson felt about the tornado. (2)***

**A – Sentence Structure Questions**

These questions ask you to look at how a sentence is built up or constructed. There are a number of features of sentence structure you could use, if relevant, for your answer. Remember, sentence structure is not the same as content.

You should answer these questions using the following process:

1. Identify a sentence structure technique and where it occurs in the passage (you may want to put the line number or quote some words)
2. Explain the impact of using the sentence structure technique (How does it add to the writer’s argument?)
3. Look out for:
	1. Sentence length (noticeably long or short)
	2. Minor sentence
	3. Questions, including rhetorical questions
	4. Lists
	5. Word order
	6. Repetition
	7. Parenthesis
	8. Punctuation

Examples

The transaction seemed to fluster her, as if she might not have enough money to pay for the few things she'd bought. A tin of lentil soup. An individual chicken pie. One solitary tomato. Maybe she did need the avocados - or something else.

***Question***

***Show how the writer’s use of sentence structure conveys how the woman had bought a “few things”. (2)***

*Answer*

* *Short sentences.*
* *Each item is given a sentence of its own.*
* *This emphasises the small amount of items bought.*

Now try the examples below:

1. Ken is lucky that Julie can drive one of the trucks, change the 2 feet high tyres, make sure Alex does his school lessons on his laptop, cook, make sandwiches and dish out the £2 tickets.

***Question***

***How does the structure of the whole sentence help to reinforce the idea of how busy Julie is between Easter and October? (2)***

1. In they all came, one after another: some shyly, some boldly, some gracefully, some awkwardly, some pushing, some pulling; in they all came, anyhow and everyhow. Away they all went, twenty couples at once: hands half round and back again the other way; down the middle and up again; round and round in various stages of affectionate grouping; old top couple always turning up in the wrong place; new top couple starting off again, as soon as they got there; all top couples at last and not a bottom one to help them.

***Question***

***Comment on how the sentence structure conveys the idea of the people dancing. (2)***

1. Families sit between a rock and a hard place when they make decisions about when to go on holiday. Do they choose to be ripped off and pay at least 30 per cent more for their break by taking it during the designated school holidays? Or do they make considerable savings to hard-earned family budgets by going away during term-time, swimming against the tide of government clampdowns, which recently led to Laura Nolan, an English parent, being taken to court by her local authority and fined more than £400?

While brutal action has not yet been taken against Scottish parents, the Scottish Government strategy – to introduce strict procedures for monitoring attendance and absence – does not appear to be acting as a deterrent. In 2014/15, 139,000 children were taken off school to go on holiday. Designated as “unauthorised absences”, these involved 19 per cent of all local authority pupils, who were off for an average of five days.

***Question***

***Identify how the writer’s sentence structure helps present her ideas. (4)***

1. Hunger and climate change are two of the greatest problems facing humanity today. We recently hit the one billion hungry people mark, and climate change is already a terrifying reality for people living in areas such as drought-stricken east Africa or flood-prone Bangladesh. As politicians dither about how to deal with our imploding climate, millions of poor people spend their days facing the consequences.

Unbelievable as it may sound, the EU and other developed countries have found a way to make both problems worse: biofuels.

***Question***

***Comment on the effect of one feature of sentence structure. (2)***

**A – Tone/Attitude Questions**

These questions ask you about the writer’s attitude towards the subject they are writing about. Tone questions ask you to imagine the passage being read aloud and identify what tone of voice would be used. Attitude questions ask you about the writer’s opinion – is it generally positive or negative.

To answer these questions, we use an identical structure:

1. Identify the tone/attitude
2. Quote a word or phrase from the passage that supports this
3. Explain how the word or phrase exemplifies the tone you identified

Some examples of tone are:

* Factual
* Matter of Fact
* Humorous
* Ironic
* Ranting
* Tongue-in-cheek
* Chatty
* Depressed
* Disgusted
* Critical
* Enthusiastic

Examples

This mindless obsession for Winnie the Pooh spans generations. He's everybody's favourite bear. But why? What about Yogi and Boo Boo, and their comical quests for jelly sandwich-filled picnic baskets? Or the all-singing, all-dancing Jungle Book bear, Baloo? At least those bears have a personality - more than can be said for that scantily clad, fur-covered ball of lard.

Let's face it, he's overweight and over-rated. How often has that thick, greedy bear underestimated the size of his backside and got stuck in a hole? Fat chance of creating a health-conscious society when children have the likes of Winnie to look up to. When did you ever see him do a bit of exercise?

***Question***

***Describe the tone of the above paragraphs and explain how it is created. (2)***

*Answer*

*The writer uses a mocking tone.*

*The word choice of “mindless obsession” suggest that the piece is going to be critical but by going on to talk about a cartoon bear, it becomes humorous as well, making it mocking.*

Now try the examples below:

1. The day had gone brilliantly. I crashed my car in the morning, got sacked by an unsympathetic boss for being late and found my wife kissing my best friend in my living room, when I returned home early from what used to be my work.

***Question***

***Describe the tone and explain how it is created. (2)***

1. Walking through the rain, I thought wistfully about how I would feel when I eventually got home and managed to change out of my sodden clothes. As grim darkness descended mercilessly upon me, I hoped for a full moon, to illuminate my way along the dull pathway.

***Question***

***What is the tone of the writer in lines 1-4 and how is it created? (2)***

1. Sometime in the very ancient past, when Manson stood on the edge of a shallow sea, a rock about a mile and a half across, weighing 10 billion and travelling at perhaps two hundred times the speed of sound, ripped through the atmosphere and punched into the earth with a violence and suddenness that we can scarcely imagine.

***Question***

***What tone does the writer achieve by calling the meteor a “rock”? (2)***

1. In the morning I went to Elvis Presley’s birthplace. A path behind the house led to a gift shop where you could buy Elvis memorabilia — albums, badges, plates, posters. There was a visitors’ book by the door. The book had a column for remarks. Reading down the list they said, ‘Nice’, ‘Real nice’, ‘Very nice’, ‘Nice’. Such eloquence.

***Question***

***Comment on the writer’s tone in this paragraph. (2)***

**A – Writer’s Use of Language Questions**

These questions ask you to identify any language technique that has been used and comment on the effect of it. The question may direct you to look at specific techniques such as word choice or imagery. If the question does not specify, look for examples of word choice first as these are the most straight forward to comment on.

You should lay out your answers using the following structure:

1. Quote from the lines you are told to look at
2. Identify a technique that is used in your quotation
3. Explain how the technique adds to the writer’s point or argument

The techniques that you could identify have previously been covered in this booklet. It is important to identify a technique and then use the formula for that technique. Remember to keep your WITS about you:

* **W**ord Choice
* **I**magery
* **T**one
* **S**entence Structure