LEARNING WITH COVID AT HOME

The ever changing landscape of the Covid-19 Pandemic and Education means this.

A student will either

- Be off ill for 10 days with Covid-19

or

- Waiting for a PCR result

Because students are either ill or in school and with ever-increasing rates of Covid affecting pupils nationally it is necessary to have a supplementary system in place. Teachers will continue to set work for pupils wherever possible.

These learning activities are for any student that is *well enough* to do work. *Obviously students should focus on recovery from illness.*

Suggested day's timetable if the student is well enough.

Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
GCSEPod or Oak Aacademy Maths

(KS3 booklet for year 7 and 8) | GCSEPod English

Or Oak Academy English | Tassomai or Oak Academy Science | Reading for pleasure. Builds literacy skill which will enhance achievement in all subjects | GCSEPod/Oak Academy/work bank for option or non-core subjects |

COVID ILLNESS YEAR 9-11 ENGLISH AND MATHS WORK

ENGLISH/MATHS LEARNING ACTIVITIES 'A'

Check the learning being delivered at school.

English

https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/ENGLISH_ICAN.pdf

and here https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/ENGLISH_LTP.pdf

Maths

https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/MATHS_ICAN.pdf

https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/MATHS_LEARNING_JOURNEY.pdf

Go to Oak Academy

English https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/english

Maths https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/maths

Find something that relates to what is being delivered in class at the time and complete the lessons.

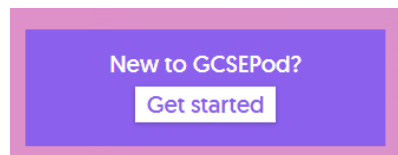*Striving for excellence, exceeding expectation.*

ENGLISH/MATHS LEARNING ACTIVITIES 'B'

Students should work through Achieve English and Achieve Maths on GCSEPod.
A Guide is below. Engagement is tracked.
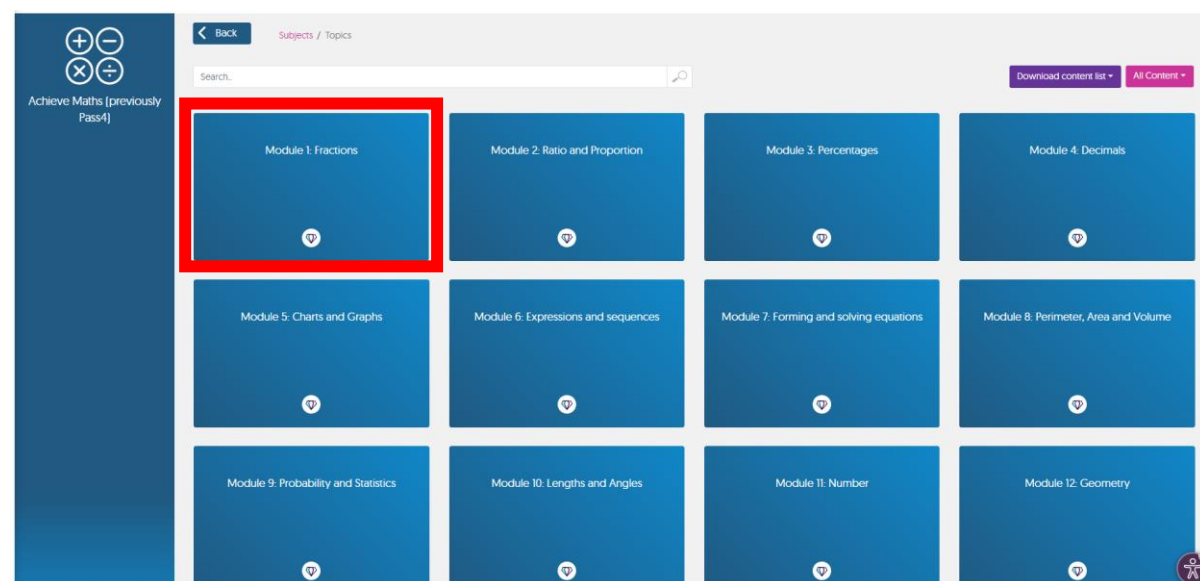
If I have never logged into GCSEPod.

Click here on the GCSEPod website

New to GCSEPod?
Get started

Follow instructions with School, Name, DOB

If I have forgotten my password

E-mail Mr Woods woodsd@stonehenge.wilts.sch.uk

Watch the content

Do the check quizzes

COVID ILLNESS YEAR 7-8 MATHS WORK

COVID ILLNESS YEAR 7- 8 ENGLISH WORK

Check the learning being delivered
https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/ENGLISH_ICAN.pdf

and here https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/ENGLISH_LTP.pdf

Go to Oak Academy

 https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/english

Find something that relates to what is being delivered in class at the time and complete the lessons.

COVID ILLNESS YEAR 7-8 MATHS WORK

Please see the booklet(APPENDIX 2).

COVID ILLNESS YEAR 7-9 ENGLISH WORK

Please see the booklet (APPENDIX 3).

COVID ILLNESS YEAR 7-11 SCIENCE WORK

LEARNING ACTIVITY 'A'

Complete Tassomai daily goals and more.

What if I don't have a password?

Contact Mr Church churchr@stonehenge.wilts.sch.uk

LEARNING ACTIVITY 'B'

Check the learning being delivered in school
https://www.stonehenge.wilts.sch.uk/app/uploads/2020/12/SCIENCE_LEARNING_JOURNEY.pdf

Go to Oak Academy https://classroom.thenational.academy/subjects-by-key-stage

Find something that relates to what is being delivered in class at the time and complete the lessons.

OPTION SUBJECTS YEAR 9-11

Please check the school website curriculum menu and look at 'I can statements' and 'learning Journey'   find out where you are in the curriculum and locate some GCSEPod content or some Oak Academy Lessons
https://www.thenational.academy/

Non-core Subjects Year 7-8

Choose appropriate tasks from here

https://docs.google.com/presentation/d/1YMRB1BHM6tgqeovPhcUnyb3Xj8WKO5dj/edit?usp=sharing&ouid=103926668157464018990&rtpof=true&sd=true

Remember Bedrock and Tassomai as well.

Striving for excellence, exceeding expectation.

APPENDIX 1 –eLearning platforms

eLearning Platforms used at The Stonehenge School

Name	What is it and what is it used for?	Who uses it?
Office 365	This is the 'big one', MS Teams access is through this as well as E-mail access, online versions of Word and PowerPoint. Access through a browser like Chrome. If we go to distance learning again this is what will be used. Log in using school e-mail and password.	All subjects
Show My Home Work satchel:one	**Show My Home Work (Satchel:One)** The setting of homework tasks. A homework diary. HW quizzes can be set via this.	All subjects
QUIZIZZ	**Quizizz** Quizzing website. Students answer multiple choice questions. It can be used in lessons and for homework tasks.	IT Computer Science PE HSC Science
kahoot!	**Kahoot** Multiple Choice Quizzing website used in lessons. It can be used for homework but relies on the app.	PE HSC Science IT Computer Science
SENECA	**Seneca** Online quiz platform. Covers a variety of subjects. The questions adapt depending on progress. Teachers can track student usage and progress. Good for revision and building knowledge.	Science Maths English History Business Studies MFL Computer Science
gcsepod education on demand	**GCSEPod** Platform for GCSE revision. Can be accessed by app or by webpage. A 'pod' is an engaging video with an audio commentary. There are are pods for almost every topic across all subjects. The way of accessing them for students with headphones and a phone app is in keeping with how young people consume media. Usage is tracked. Students can download pods via WiFi in order to save data. Teachers can set HW assignments which are watch some pods and then answer some questions.	Most subjects

eLearning Platforms used at The Stonehenge School

Name	What is it and what is it used for?	Who uses it?
	Google Classroom Web or app based platform to set work, distribute material, produce documents (there is an online software suite), take in work and for the teacher to mark work	Computer Science IT
	Linguascope KS3 Languages revision. Mostly used in lessons. intermediate level used for GCSE classes	MFL
	Memrise KS4 Vocabulary revision for Languages. Teachers can track progress. It can be used for homework or in lessons.	MFL English
	Vocab Express KS4 Vocabulary revision for Languages. Teachers can track progress. It can be used for homework or in lessons.	MFL
	Tassomai (KS4) Online quiz platform specifically for KS4 Science. The questions adapt depending on progress. Teachers can track student usage and progress. Good for revision and building knowledge. Students have a daily goal of questions per week	KS4 Science

eLearning Platforms used at The Stonehenge School

Name	What is it and what is it used for?	Who uses it?
Tassomai (KS3)	**Tassomai (KS3)** Multiple choice questions on KS3 Maths, English and Science Pupils are expected to reach a weekly goal in this which should be monitored by tutors.	Tutors English Maths Science
	Bedrock Learning Vocabulary learning platform. To be used at home and sometimes in lessons.	KS3 English
	Edmodo Setting work, distributing content, quizzes, marking work.	IT Computer Science
	Quizlet Revision flashcards website. Can be accessed via an app which mean flashcards can be looked at on a phone. Subject create revision sets, students can create their own if they wish	Computer Science PE Science
	My Maths Revision videos, questions and worksheets. Login using stonehenge and pencil. Students will have their own password. Contact their Maths teacher for this.	Maths

APPENDIX 2-Maths KS3 work
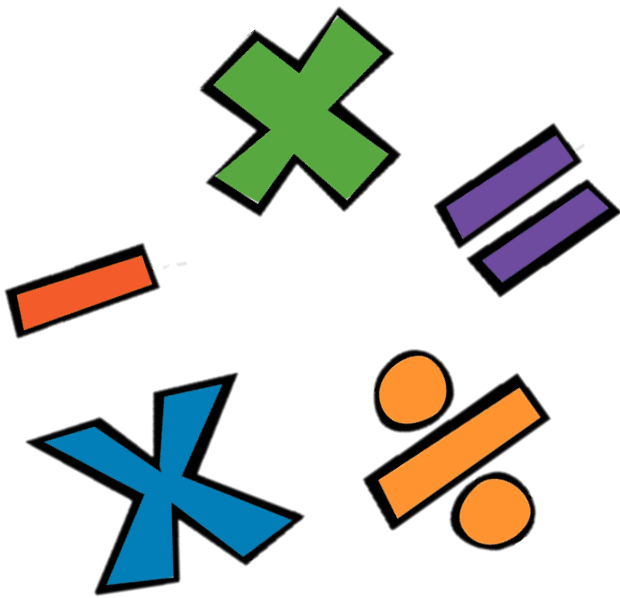
KS3

At Home

Maths Tasks

Here are some tasks to keep you in touch with your maths if you need to be away from school. You don't have to do them all, or do them in order, just pick out ones you feel would be best for you – if you're not sure then start at the beginning and work your way through!

1. 30 − 8	2. 22 − 13	3. 21 − 7	4. 24 ÷ 4	5. 32 ÷ 4
9. 12 + 10	10. 20 − 2	11. 4 × 10	12. 19 + 8	13. 14 + 10
17. 14 + 5	18. 6 × 10	19. 8 × 6	20. 11 + 2	21. 22 − 19
25. 15 + 14	26. 10 + 11	27. 9 × 3	28. 16 ÷ 4	29. 14 + 12
33. 18 ÷ 3	34. 29 − 10	35. 36 ÷ 6	36. 27 ÷ 3	37. 80 ÷ 10

6. 29 − 8	7. 9 × 2	8. 24 − 7
14. 28 − 4	15. 11 + 7	16. 12 ÷ 6
22. 27 − 14	23. 13 + 12	24. 21 − 13
30. 10 + 15	31. 42 ÷ 6	32. 14 + 7
38. 54 ÷ 6	39. 14 + 10	40. 10 ÷ 2

TIME

Try and complete all of these questions, then use a calculator to check your answers. Can you beat your time next time there's a NUMBER UP?

SCORE

Magic Squares

18	2		15	24
	25			7
			21	20
		5		
10	14			1

23		6	4	
		18	22	11
		14	10	
15		2		24
1				

10	16	14		
	2	8		
		21		
	9	17	13	
12		5		19

		25	3	
	8	19	12	21
	22	1		18
		13		2
23				

		5	8	
10	18	22	14	1
	4			
16				
3	7	19		

15			4	
3	19			
	10	2		
17			6	
9		20	12	23

Decimal Challenge

1) $5.4 \div 0.9 =$

2) $0.2 \times 3 =$

3) $0.1 \times 11 =$

4) $0.56 \div 0.8 =$

5) $2.4 \div 0.3 =$

6) $2.7 \div 3 =$

7) $5 \times 2 =$

8) $0.7 \times 10 =$

9) $0.6 \times 0.2 =$

10) $0.4 \times 5 =$

11) $0.8 \div 0.8 =$

12) $3 \div 6 =$

13) $5 \div 5 =$

14) $0.8 \times 0.9 =$

15) $7 \times 0.2 =$

16) $4 \times 0.6 =$

17) $9 \times 1 =$

18) $3 \times 4 =$

19) $8 \times 1.2 =$

20) $12.1 \div 1.1 =$

21) $12 \times 6 =$

22) $1.1 \times 0.8 =$

23) $1 \times 12 =$

24) $0.27 \div 0.9 =$

25) $0.48 \div 0.4 =$

26) $20 \div 5 =$

27) $0.06 \div 0.3 =$

28) $0.9 \times 2 =$

29) $0.6 \times 5 =$

30) $0.2 \times 3 =$

Sudoku

								2
						9	4	
		3						5
	9	2	3		5		7	4
8	4							
	6	7		9	8			
			7		6			
			9				2	
4		8	5			3	6	

Number detective!!

Cross out the.....

Multiples of 5

Factors of 24

Square numbers

Prime Numbers

What is the sum of the unshaded numbers?

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

NUMBER-UP

1. 0.2×1	2. 8% of 120	3. 6% of 559	4. $2.4 \div 0.3$	5. 3% of 346	6. $12 \times 8 + 7$	7. $11 + 5 \times 5$	8. 2×1.2
9. $5 \times 8 - 5$	10. 80% of 118	11. $36 \div 3 + 8$	12. 5% of 219	13. $4 + 32 \div 8$	14. 0.8×0.3	15. $98.53 - 25$	16. 4% of 258
17. $4 + 32 \div 8$	18. $15 \div 3 - 2$	19. 2% of 190	20. 35% of 599	21. 90% of 84	22. $48 - 2 \times 8$	23. $96 \div 8 + 11$	24. 15% of 54
25. 10% of 417	26. 0.9×0.8	27. $3 + 3 \times 12$	28. 0.9×0.7	29. $4 \div 0.4$	30. $100 - 36 \div 6$	31. $6 \times 4 + 10$	32. $118 - 70 \div 7$
33. $4 + 10 \times 4$	34. $17.4 + 12$	35. $96 \div 8 - 2$	36. $114 - 6 \times 10$	37. $4.2 \div 0.7$	38. 5% of 577	39. $1.8 \div 0.6$	40. $7 \times 10 - 8$

SCORE

TIME

Number Pyramids

Position the given numbers at the bottom of the pyramid so you get the number at the top when it is completed. You only need to use THREE of the numbers

1. 1, 2, 3, 4
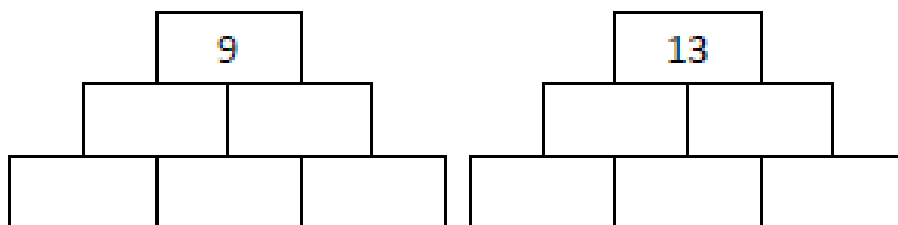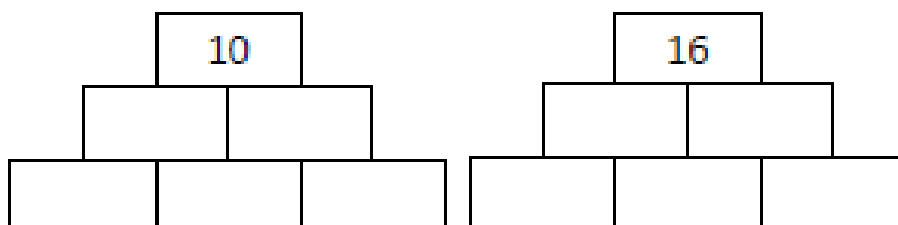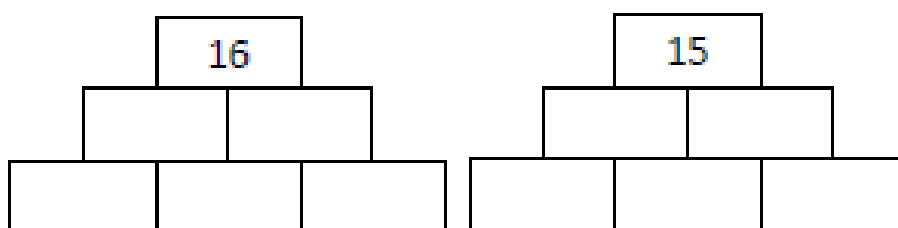
| 9 | | 13 |

2. 2,2,4,6

| 10 | | 16 |

3. 5,3,2,7

| 16 | | 15 |

4. 8,3,1,4

| 9 | | 17 |

5. 2,8,10,11

| 25 | | 30 |

6. 0,6,7,8

| 13 | | 20 |
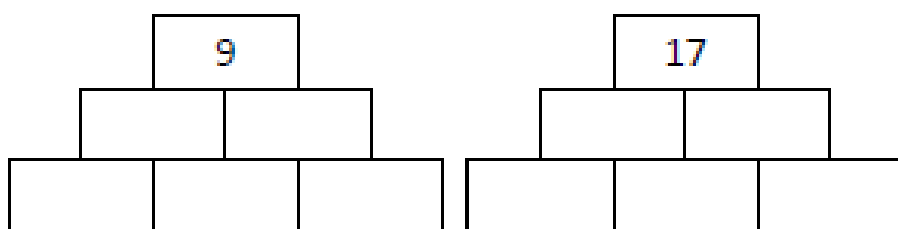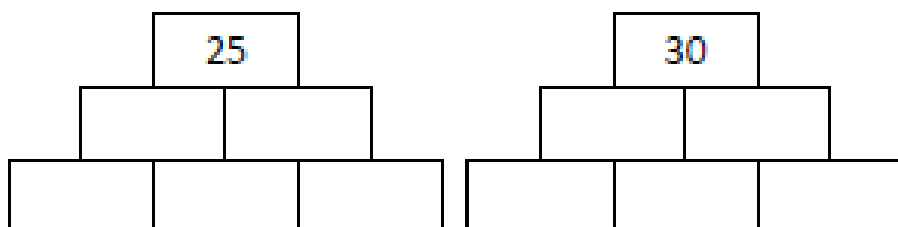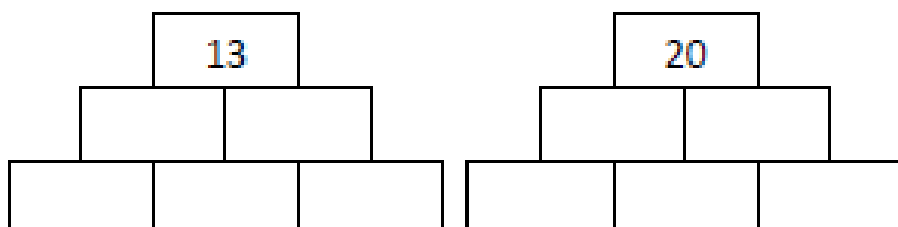
Inkblots

What are the smallest digits that could be under these ink blots?

And the largest digits?

$$6\blacksquare + 26 \over 9\blacksquare$$

What are the smallest digits that could be under these ink blots?

And the largest digits?

$$6\blacksquare\blacksquare - 213 \over 4\blacksquare 4$$

Make up your own inkblot problem here.

Make sure there is enough information so it can be solved.

Number detective!!

Cross out the.....

1 less than a multiple of 5

Multiples of 3

Factors of 40

Prime Numbers

What is the sum of the unshaded numbers?

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

NUMBER-UP

#	Problem
1.	98 + 94.64
2.	197 + 180
3.	54 + 253
4.	9 × 0.3
5.	62.06 + 55.9
6.	1.1 × 4
7.	67 + 15
8.	86.6 - 46.5
9.	0.8 × 2
10.	27 ÷ 3
11.	71 - 67.4
12.	90 - 44
13.	21 ÷ 3
14.	839 - 134
15.	69.05 - 60
16.	0.4 × 0.2
17.	755 - 622
18.	188 + 256
19.	52 + 419
20.	64 ÷ 8
21.	98.51 + 4
22.	92.78 + 50.2
23.	11 × 2
24.	1.1 × 2
25.	97 - 59
26.	918 - 554
27.	898 - 530
28.	8 × 0.5
29.	27 + 13
30.	967 - 72
31.	0.5 × 10
32.	4 × 0.5
33.	81.4 + 34
34.	8 × 0.4
35.	212 + 163
36.	0.7 × 0.7
37.	72 ÷ 9
38.	64 ÷ 8
39.	7 × 9
40	89.41 + 76

SCORE

TIME

CROSS Number

Enter the answers to the sums below into the
matching squares on the numbered grid

Clues Across

1:     191 x 2
3:     1327 + 2404
5:     50% of 480
7:     6 x 7
9:     424 divided by 4
10:    1986 + 2971
13:    A quarter of 5056
15:    41 x 5
16:    75% of 76
18:    953 - 547
20:    1273 + 2358
21:    1856 divided by 8

Clues Down

1:     20% of 1770
2:     Square root of 484
3:     Three-quarters of 40
4:     4722 - 2856
6:     1872 + 2879
8:     264 divided by 11
11:    4035 + 3245
12:    One third of 3699
14:    75% of 60
17:    1453 - 741
18:    First prime number after 40
19:    Half of 124

Negatives Challenge

1) $-3 + 5 =$

2) $-8 \times -1 =$

3) $8 \times -2 =$

4) $4 - -7 =$

5) $-28 \div 4 =$

6) $-6 \times -3 =$

7) $-4 + -8 =$

8) $-5 \div -5 =$

9) $2 \div -1 =$

10) $9 \times -8 =$

11) $2 \times -11 =$

12) $24 \div -3 =$

13) $12 \div 4 =$

14) $-2 + 2 =$

15) $11 + -8 =$

16) $-5 \times 10 =$

17) $-7 + -10 =$

18) $-3 - 12 =$

19) $2 \times -11 =$

20) $-9 - -11 =$

21) $4 - 4 =$

22) $-8 - -9 =$

23) $-4 - 4 =$

24) $-8 - -9 =$

25) $-12 \times 12 =$

26) $6 + 7 =$

27) $2 - 4 =$

28) $24 \div 2 =$

29) $4 - -1 =$

30) $-6 + -12 =$

Number detective!!

Cross out the.....

Numbers that would round to 10

Multiples of 3

Factors of 100

Digit sum greater than 7

What is the sum of the unshaded numbers?

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

NUMBER-UP

1. 9 × 0.8	2. 60% of 304	3. 50% of 326	4. 7% of 354	5. 2% of 313	6. 0.9 × 9	7. 66 - 32.9	8. 40% of 110
9. 87.9 + 70.46	10. 65% of 145	11. 9% of 307	12. 48 ÷ 12	13. 94.9 + 27.93	14. 0.6 × 6	15. 25% of 57	16. 71.6 - 28.21
17. 80% of 473	18. 4% of 196	19. 2% of 449	20. 5% of 383	21. 80% of 439	22. 55% of 516	23. 28 ÷ 4	24. 100 ÷ 10
25. 0.9 × 8	26. 95% of 323	27. 96 - 72.52	28. 94 + 66	29. 10 × 8	30. 86 + 64	31. 75% of 35	32. 35% of 525
33. 10% of 485	34. 50% of 116	35. 1.1 × 0.2	36. 70% of 96	37. 9% of 492	38. 50.86 + 1.71	39. 3 × 6	40. 73 + 37.56

SCORE

TIME

Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?

This example doesn't work:

1	3	5	→9
9	6	4	→19
2	7	8	→17

↙13　↓12　↓16　↓17　↘15

TASK 1

1. 5x + 9x
2. a + 3a
3. 4e + 4e
4. 3x + 7x
5. 4x + 9x
6. z + 6z
7. 4b + 6b
8. 2b + 2b
9. 7d + 5d
10. 5f + 2f
11. 5d + 6d
12. 2y + 8y
13. 8y + 4y
14. 3a + 6a
15. 7z + 3z

TASK 2

1. 7x + 2x + 2x
2. 5x + 7x + 6x
3. 3f + 7f + 7f
4. y + 7y + 8y
5. 8f + f + 5f
6. 8e + 6e + 3e
7. 7x + 4x + 3x
8. 2f + 6f + 8f
9. 6c + 7c + c
10. 8e + 9e + e
11. 2b + 6b + b
12. 7a + a + 8a
13. 2y + 8y + 4y
14. 5z + 2z + z
15. 8a + a + 4a

TASK 3

1. 8e - 5e + 5e
2. 6f - 4f + 3f
3. 9d - 2d + 4d
4. 6a - 5a + 3a
5. 9y - 3y + y
6. 7z - 6z + 9z
7. 7b - 3b + 5b
8. 6z - 3z + z
9. 9x - 4x + 9x
10. 8c - 2c + 9c
11. 5b - 3b + 4b
12. 7e - 4e + 2e
13. 8b - 4b + 5b
14. 7y - 3y + 7y
15. 5f - 2f + 9f

TASK 1 Calculate x

1

x° 53°

2

x° 113°

3

63° x°

4

32° x°

5

72° x°
32°

6

x°
32° 36°

7

42°
x° 69°

8

32° x°

9

84° x°
x°

TASK 2 Calculate x

1

x° 283°

2

240°
x°

3

x° 268°

4

50°
x°

5

175°
x°

6

x°
131° 131°

7

59° x°
139°

8

x°
59°
192°

9

144° x°
x°
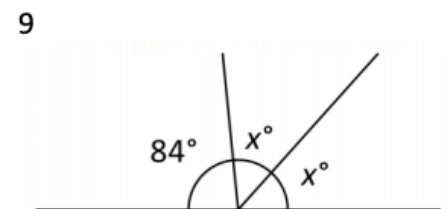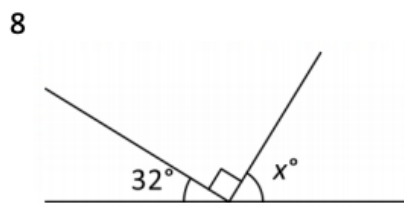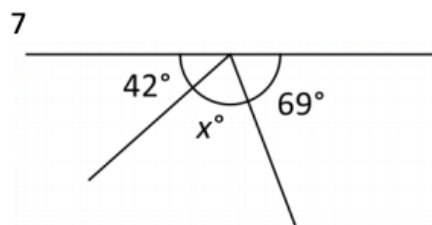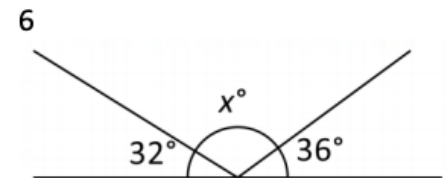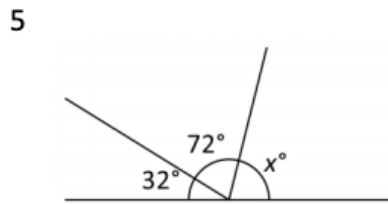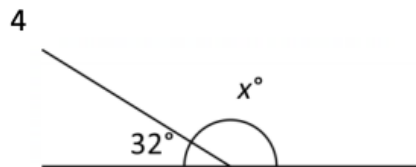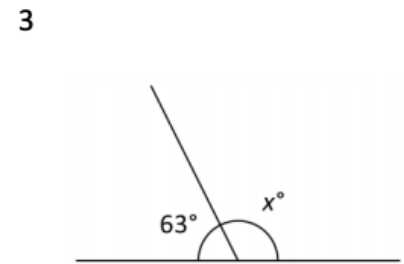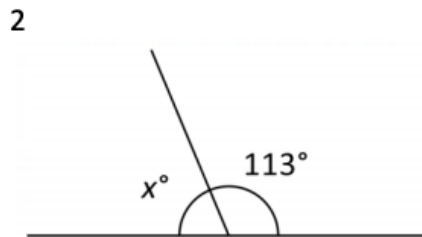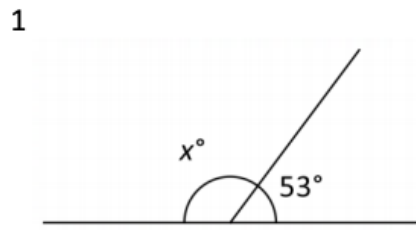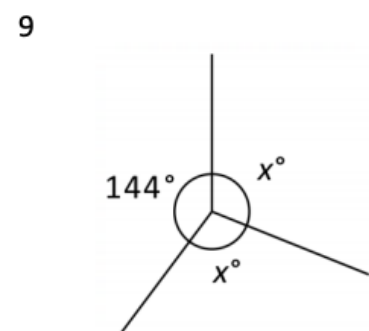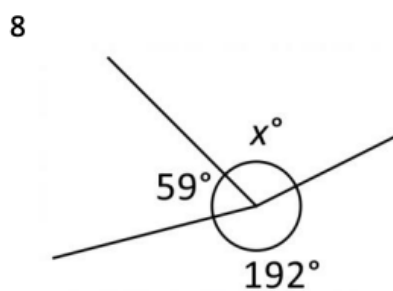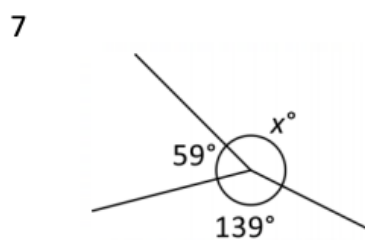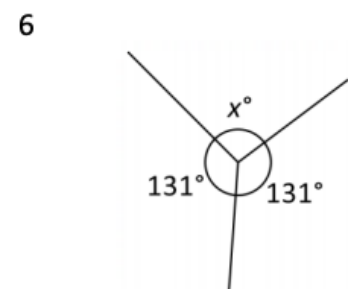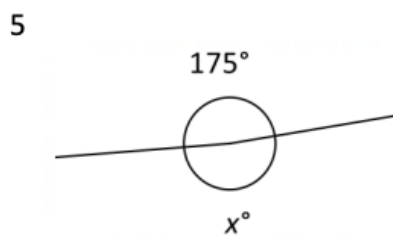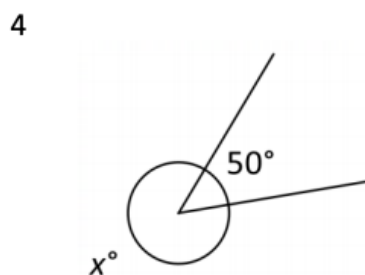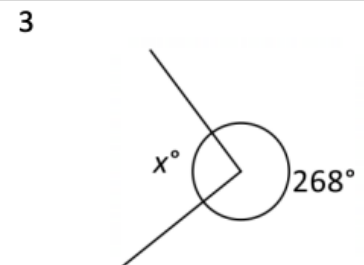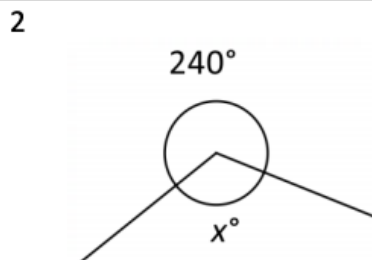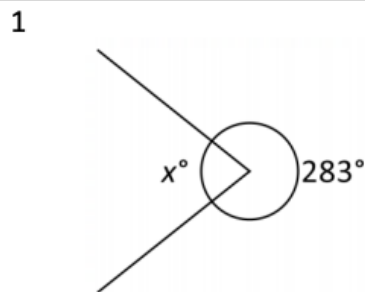
TASK 3   Calculate x

1

59°   x°

2

x°
110°

3

70°   x°

4

x°
95°

5

x°   42°
110°

6

116°
30°
x°

7

x°
116°

8

136°
x°   x°

9

x°   76°
108°

TASK 4   Calculate x

1

x°
39°

2

59°
x°
41°

3

x°
63°

4

96°
48°
x°

5

82°
x°

6

65°
x°   61°

7

x°
64°

8

39°
x°
31°

9

72°
37°   x°
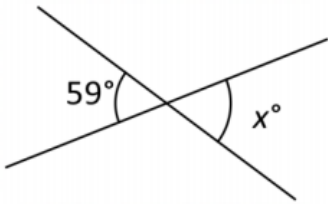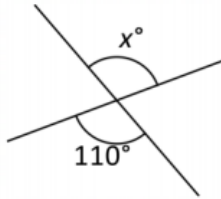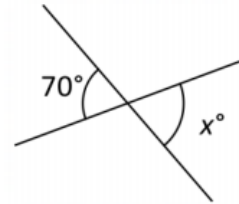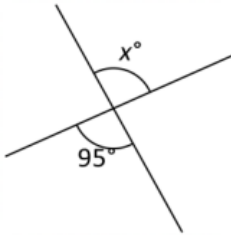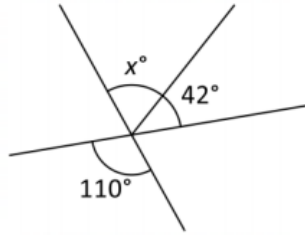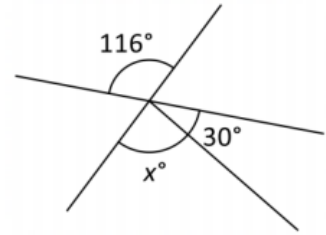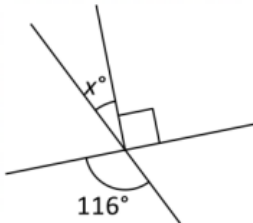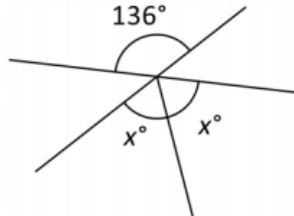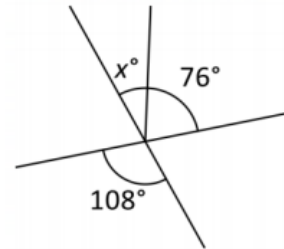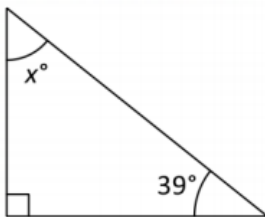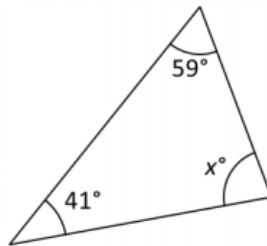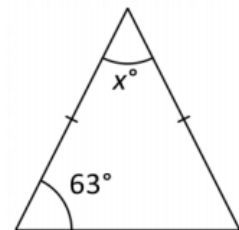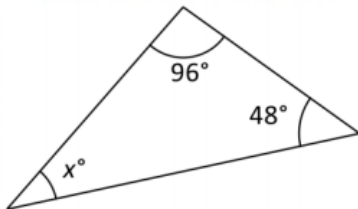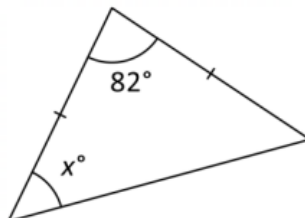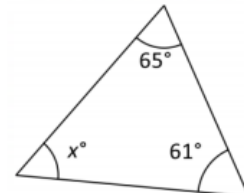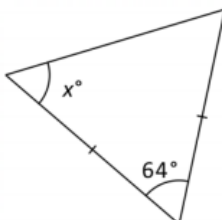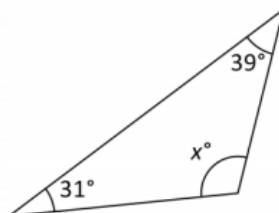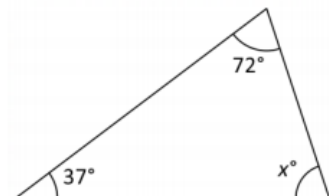
Area (cm²) : height x width

Perimeter (cm) : add ALL of the side lengths

AREA AND PERIMETER 1

TASK 1

Calculate the perimeter of the rectangles

1. 6 cm, 4 cm
2. 5 cm, 6 cm
3. 3 cm, 6 cm
4. 3 cm, 4 cm
5. 6 cm, 2 cm
6. 4 cm, 5 cm
7. 5 cm, 3 cm
8. 7 cm, 5 cm
9. 8 cm, 5 cm
10. 6 cm, 2.5 cm
11. 4 cm, 2.5 cm
12. 3.5 cm, 2 cm
13. 4.5 cm, 2 cm
14. 3.5 cm, 4 cm
15. 1.5 cm, 8 cm
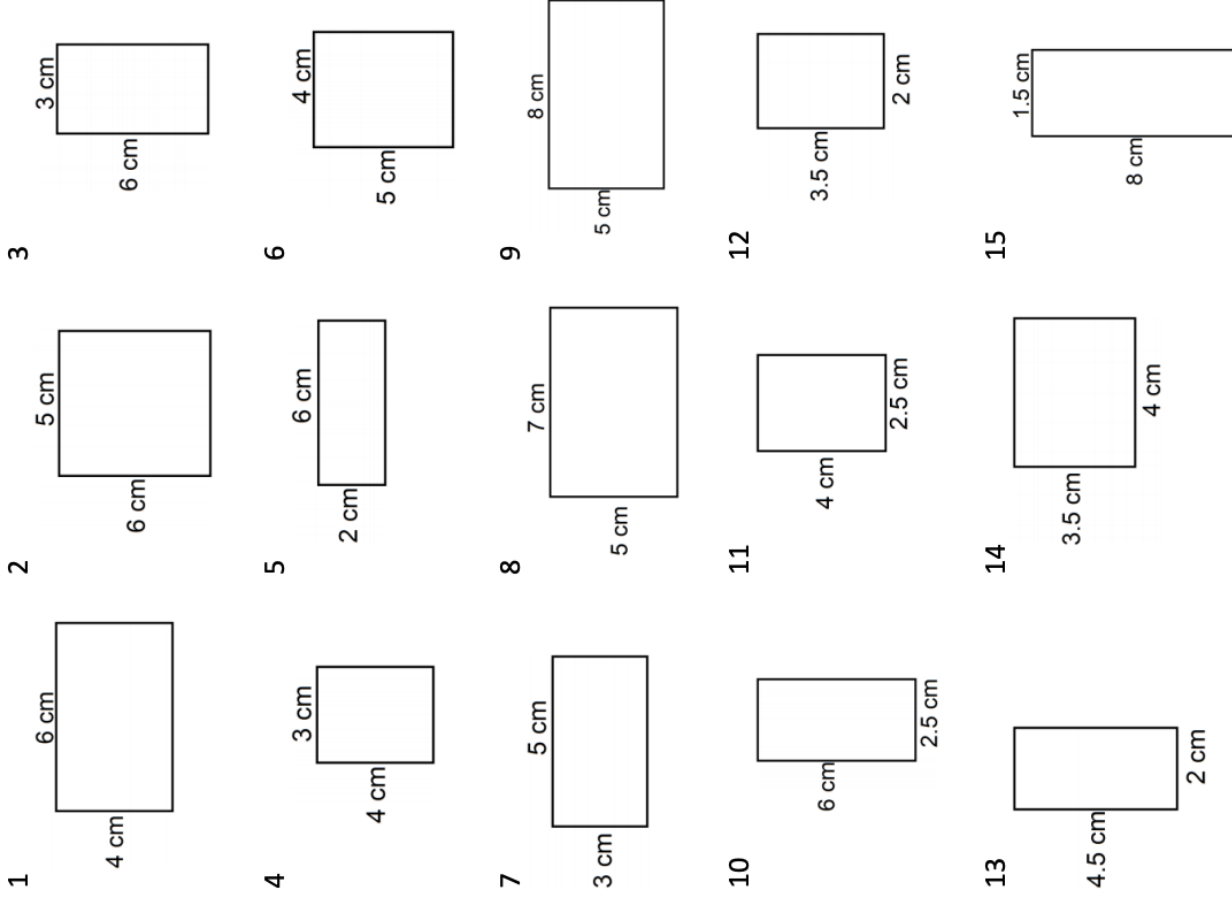
TASK 2

Calculate the area of the rectangles

1. 8 cm, 5 cm
2. 6 cm, 2 cm
3. 5 cm, 3 cm
4. 5 cm, 6 cm
5. 7 cm, 5 cm
6. 3 cm, 4 cm
7. 3 cm, 6 cm
8. 6 cm, 4 cm
9. 4 cm, 5 cm
10. 1.5 cm, 8 cm
11. 3.5 cm, 2 cm
12. 3.5 cm, 4 cm
13. 4 cm, 2.5 cm
14. 6 cm, 2.5 cm
15. 4.5 cm, 2 cm

TASK 1

1. Find the mode 17, 20, 23, 6, 17
2. Find the mode 11, 3, 22, 3, 11
3. Find the mode -4, 3, -2, -4, 2
4. Find the mode 0.4, 0.7, 0.3, 0.7, 0
5. Find the mode 24, 23, 22, 23, 24, 23
6. Find the mode 0.2, 1.3, 0.2, 1.4, 0.5, 0.7
7. Find the mode 9, 24, 9, 15, 21, 11
8. Find the mode 13, 17, 15, 11, 13
9. Find the mode -4, -6, 6, -4, 3
10. Find the mode 0.6, 0.5, 0.4, 0.3, 0.5
11. Find the mode 25, 21, 23, 24, 21
12. Find the mode 5, -5, 2, -2, 5, 11
13. Find the mode 2.5, 5.2, 3.5, 2.5, 5.3, 2.4
14. Find the mode 23, 13, 25, 13, 19, 15
15. Find the mode -1, 0, 2, 1, 0, -2

TASK 2

1. Find the median 7, 17, 21, 25, 15
2. Find the median 1, 20, 4, 15, 1
3. Find the median 25, 6, 22, 12, 24
4. Find the median 7, -9, 0, -6, 10
5. Find the median 7, 8, 7, 18, 19, 6
6. Find the median 0.7, 0.1, 0.8, 1.1, 0.5, 0.2
7. Find the median 9, 20, 11, 25, 16, 15
8. Find the median 7, 16, 9, 10, 17
9. Find the median 21, 12, 23, 22, 24
10. Find the median 4, -6, -9, -10, -9
11. Find the median 14, 8, 11, 13, 21
12. Find the median 4, 10, 7, -3, 8, 21
13. Find the median 24, 5, 13, 11, 24, 24
14. Find the median 10, 18, 13, 14, 21, 7
15. Find the median 4.4, 1.5, 1.5, 1.9, 4.2, 4.5

TASK 3

1. Calculate the mean 4, 9, 2, 9, 6
2. Calculate the mean 9, 9, 3, 6, 78
3. Calculate the mean 5, 13, 8, 2, 27
4. Calculate the mean 10, 8, 5, 8, -6
5. Calculate the mean 12, 10, 6, 13, 14
6. Calculate the mean 11, 12, 5, 12, 20, 48
7. Calculate the mean 11, 10, 11, 7, 5, 4
8. Calculate the mean 19, 23, 18, 2, 7, 63
9. Calculate the mean 10, 14, 5, 2, 24
10. Calculate the mean 2, 6, 15, 9, 23
11. Calculate the mean 21, 24, 2, 9, 49
12. Calculate the mean 15, 8, 21, 10, 36

Mode: most common number

Median: the middle number once they have been ordered

Mean: add together and divide by how many

TASK 1
Simplify

1. $\dfrac{30}{70}$

2. $\dfrac{15}{35}$

3. $\dfrac{6}{14}$

4. $\dfrac{12}{18}$

5. $\dfrac{6}{12}$

6. $\dfrac{20}{50}$

7. $\dfrac{30}{50}$

8. $\dfrac{5}{15}$

9. $\dfrac{24}{28}$

10. $\dfrac{8}{44}$

11. $\dfrac{12}{42}$

12. $\dfrac{10}{110}$

13. $\dfrac{8}{12}$

14. $\dfrac{20}{30}$

15. $\dfrac{24}{132}$

TASK 2
Complete the equivalent fraction

1. $\dfrac{3}{7} = \dfrac{36}{}$

2. $\dfrac{2}{5} = \dfrac{16}{}$

3. $\dfrac{5}{9} = \dfrac{30}{}$

4. $\dfrac{2}{3} = \dfrac{12}{}$

5. $\dfrac{5}{8} = \dfrac{}{56}$

6. $\dfrac{3}{5} = \dfrac{}{30}$

7. $\dfrac{3}{8} = \dfrac{}{88}$

8. $\dfrac{5}{7} = \dfrac{}{91}$

9. $\dfrac{2}{5} = \dfrac{}{75}$

10. $\dfrac{2}{3} = \dfrac{}{12}$

11. $\dfrac{3}{5} = \dfrac{}{45}$

12. $\dfrac{2}{7} = \dfrac{}{98}$

13. $\dfrac{3}{11} = \dfrac{}{77}$

14. $\dfrac{1}{2} = \dfrac{}{26}$

15. $\dfrac{2}{11} = \dfrac{}{55}$

TASK 3
Express as an improper fraction

1. $3\dfrac{2}{3}$

2. $3\dfrac{3}{4}$

3. $3\dfrac{5}{6}$

4. $2\dfrac{4}{7}$

5. $2\dfrac{1}{4}$

6. $4\dfrac{1}{6}$

7. $5\dfrac{2}{7}$

8. $1\dfrac{3}{4}$

9. $2\dfrac{1}{2}$

10. $1\dfrac{1}{4}$

11. $5\dfrac{3}{4}$

12. $1\dfrac{2}{5}$

13. $2\dfrac{1}{6}$

14. $4\dfrac{2}{7}$

15. $3\dfrac{1}{4}$

Simplify:
Find a number that divides into the top and bottom of the fraction (eg 10 divides into 30 and 70 for Q1 so it would simplify to 3/7).

Changing to an improper fraction:

Think of pieces of pizza! Multiply the whole number by the bottom of the fraction then add the top number.

Example: $3\dfrac{2}{5}$ 3 x 5 =15 and then 15 + 2 = 17 so $3\dfrac{2}{5} = \dfrac{17}{5}$

1cm = 10mm

100cm = 1m

TASK 1

1. Complete 220 cm = ... mm

2. Complete 0.9 cm = ... mm

3. Complete 700 cm = ... mm

4. Complete 17 cm = ... mm

5. Complete 2.1 cm = ... mm

6. Complete 130 cm = ... mm

7. Complete 1.3 cm = ... mm

8. Complete 1.7 cm = ... mm

9. Complete 23 cm = ... mm

10. Complete 10 cm = ... mm

11. Complete 23 cm = ... mm

12. Complete 230 cm = ... mm

13. Complete 210 cm = ... mm

14. Complete 10 cm = ... mm

15. Complete 2 cm = ... mm

TASK 2

1. Complete 23 mm = ... cm

2. Complete 4000 mm = ... cm

3. Complete 70 mm = ... cm

4. Complete 1200 mm = ... cm

5. Complete 5 mm = ... cm

6. Complete 6000 mm = ... cm

7. Complete 150 mm = ... cm

8. Complete 15000 mm = ... cm

9. Complete 3 mm = ... cm

10. Complete 210 mm = ... cm

11. Complete 150 mm = ... cm

12. Complete 500 mm = ... cm

13. Complete 9 mm = ... cm

14. Complete 11 mm = ... cm

15. Complete 210 mm = ... cm

TASK 3

1. Complete 6.75 m = ... cm

2. Complete 77.4 m = ... cm

3. Complete 4.8 m = ... cm

4. Complete 33.5 m = ... cm

5. Complete 8.8 m = ... cm

6. Complete 8.6 m = ... cm

7. Complete 7.2 m = ... cm

8. Complete 3.7 m = ... cm

9. Complete 7.95 m = ... cm

10. Complete 29.4 m = ... cm

11. Complete 69.3 m = ... cm

12. Complete 8.9 m = ... cm

13. Complete 1.8 m = ... cm

14. Complete 6.9 m = ... cm

15. Complete 81.1 m = ... cm

APPENDIX 3-English KS3 work

ENGLISH - Year 8: Nature and the Environment

NAME: _____

TUTOR GROUP:_____

ENGLISH TEACHER: _____

This booklet is to be completed in place of your English work during times of covid isolation.
Read the texts carefully. Ensure that all questions are answers in full sentences.
This work should be completed within 2 weeks.

Lesson 1 - What I Didn't Do This Summer

By Ruth Craig

I didn't write that novel

I've dreamed of for many years

Nor did I climb Mt. Everest

(I'm really scared of heights)

I didn't swim the English Channel

(It was a bit too far)

I didn't win a Pulitzer

Nor was Woman of the Year

I didn't have a face lift

Nor lose those extra pounds

Instead I did the usual

Housework, gardening, and such.

But while my hands performed their tasks

Those mundane, boring chores

My thoughts ranged far and wide

And I accomplished miracles

If only in my mind.

1. What do you think this poem is about?

_____

_____

2. List 4 things the narrator didn't do.

_____

_____

_____

_____

3. What do you think the general tone of the poem is? Does it change from the beginning to the end?

_____

_____

4. Find a piece of evidence to support your idea in question 3.

_____

5. Who do you think the narrator is? Find a piece of evidence to support your idea.

_____
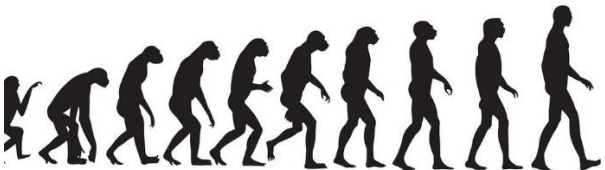
6. Why do you think the narrator repeats the phrase: 'I didn't'?

_____

_____

7. Why is it significant at the end that the narrator shifts to 'Instead I did…'? What does this leave us thinking about?

_____

_____

_____

_____

8. Complete the Frayer model below. I have done the first one for you.
    FOCUS WORD: **evolve**.

Definition = Gradually develop and change over time. *Once Uranus and Gaia started creating children, the earth began to <u>evolve</u>.*	Image:
Synonyms (words that have the same meaning): – change, grow, progress, advance, develop, go forward, change, mature, improve	Antonyms (words that have the opposite meaning): – regress, revert, relapse, degenerate, backslide, retrogress, fall back

FOCUS WORD: **mundane**

Definition: mundane (adjective) = very ordinary and therefore not interesting. *Mundane matters such as paying bills and shopping for food do not interest her.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: **accomplished**

Definition = accomplished (adjective) skilled: able to do or finish something successfully: She's a very accomplished pianist/painter/horsewoman.	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

How does the writer use language in 'What I Didn't Do This Summer', to show the narrator's feelings about her summer?	
Paragraph section	Write your response on the lines below – the different sections should build a paragraph.
WHAT: Make a point that shows how the narrator feels about summer. e.g. We can see in the poem the narrator feels…	_____ _____ _____
HOW: Find a piece of evidence to prove your point. e.g. The line '…….' shows us that….	_____ _____
WHY: Explain why you think, based on the evidence you've found, the narrator has enjoyed her summer?	_____ _____ _____ _____
Extend: Focus in on a key word used by the writer, you could also refer to a technique used. e.g. The adjective/ alliteration/ simple sentence: '…….' has connotations of…	_____ _____ _____ _____

4

Lesson 2: Winter – Judith Nicholls

Read the following poem carefully.

Winter

Winter crept
through the whispering wood,
hushing fir and oak;
crushing each leaf and froze each web –
but never a word he spoke.

Winter prowled
by the shivering sea,
lifted sand and stone;
nipped each limpet silently –
and then moved on.

Winter raced
down the frozen stream,
catching at his breath;
on his lips were icicles,
at his back was death.

Now, answer the questions in full sentences.

1. Write down four pieces of information about winter

_____

_____

_____

_____

2. Read the poem carefully, the writer says 'winter prowled'. What impression does this create of this season?

_____

_____

3. What do you think the writer's feelings towards winter are?

_____

_____

4. Find a piece of evidence that backs up your idea from Question 3.

_____

_____

5. Which language technique is used in the phrase: 'the whispering wood'? Circle the correct technique.

<div align="center">

Simile   Metaphor   Alliteration

5

</div>

6. In the table below list: 2 pronouns, 4 nouns and 4 verbs **from the poem.**

pronouns	nouns	verbs
Example: she, they, them, it	*Example: man, dog, fence*	*Example: jump, be, get, smirked*

7. In the space below draw a picture of what you imagine the poet's interpretation of winter to be like, check the poem for details. Label the image you draw with evidence from the text.

Lesson 3 – Personification.

Last lesson you looked at a poem about Winter, the writer personifies the season and winter becomes a predator freezing and destroying any form of nature in its path.

Personification = the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.

Examples:
- The tree danced in the breeze.
- The wind whistled and sang as it brushed through the leaves.
- Winter prowled by the shivering sea.

1. Complete the table below. In each box write a sentence that uses personification to describe the season.

Spring	Summer
Autumn	**Winter**

2. Now choose your favourite season and write a description of it. You must use 4 examples of personification in your paragraphs.

Remember to:
- Write in full sentences.
- Use capital letters and full stops, question marks, exclamation marks where appropriate.
- You could include metaphors and similes.
- You could steal vocabulary from your Frayer models and extracts you've looked at in previous lessons.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

Lesson 4 – Composed Upon Westminster Bridge

By William Wordsworth

EARTH has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
 And all that mighty heart is lying still!

1. What do you think the tone of the poem is? Joyful? Sadness? Desperation?

_____

_____

2. Find a line from the poem above to support your idea in Question 1.

_____

_____

3. On the poem above:

Circle 3 nouns.   Underline a simile.   Highlight an example of personification.

4. Complete the Frayer models below to explore some of the vocabulary in the poem.

FOCUS WORD: majesty

Definition = Majesty *impressive beauty, scale, or stateliness. Or, royal power.* The majesty of the valley was breath-taking as they stepped carefully along the rocky ridge.	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: splendour

Definition = Splendour *magnificent and splendid appearance; grandeur.* The splendour of the view from the lighthouse made her gasp out loud.	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

5. Why do you think that Wordsworth personifies the houses? What time of day do you think the poem was written? What is the city like at this time?

_____

_____

_____

_____

Lesson 5 – Composed Upon Westminster Bridge continued.

1. Write down four pieces of information about Wordsworth's view from Westminster Bridge, you can use lines/quotations from the poem.

_____

_____

_____

_____

2. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat… If you think of the word **'glittering'** what are the connotations you think of? Complete the spider diagram below:

3. Use the poem on page 8 and complete the question below.

How does Wordsworth use language to show the reader he thinks the view from Westminster bridge is beautiful?	
Paragraph section	Write your response on the lines below – the different sections should build a paragraph.
WHAT: The poet thinks London is beautiful because…	_____ _____ _____ _____
HOW: Find a piece of evidence to prove your point. e.g. The line '…….' shows us that….	_____ _____ _____
WHY: Explain why you think, based on the evidence you've found, the speaker finds his view of the city beautiful	_____ _____ _____ _____
Extend: Focus in on a key word used by the writer, you could also refer to a technique used. e.g. The adjective: 'glittering' has connotations of…	_____ _____ _____ _____ _____

Lesson 6 – Bath by Amy Lowell

1. Match together the terminology with its definition and example of it being used.

Terminology		Definition		Example
Simile		a word or phrase that describes an action, condition, or experience:		A heart of stone
Metaphor		giving a human quality or characteristic to something which is not human		The car complained as the key was roughly turned in its ignition.
Adjective		an expression comparing one thing with another, always including the words "as" or "like"		Round the rugged rocks the ragged rascal ran
Verb		the act of doing or saying or writing something again		"Big", "boring", "purple", and "obvious"
Personification		the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together:		"run", "keep", and "feel"
Repetition		an expression that describes a person or object by referring to something that is considered to possess similar characteristics: stating that something is something else		She walks in beauty, like the night..
Alliteration		a word that describes a noun or pronoun		The oven is hot, hot, hot!

2. **Read the extract below.**

Bath by Amy Lowell

The day is fresh-washed and fair, and there is a smell of tulips and narcissus in the air.

The sunshine pours in at the bath-room window and bores through the water in the bath-tub in lathes and planes of greenish-white. It cleaves the water into flaws like a jewel, and cracks it to bright light.

Little spots of sunshine lie on the surface of the water and dance, dance, and their reflections wobble deliciously over the ceiling; a stir of my finger sets them whirring, reeling. I move a foot and the planes of light in the water jar. I lie back and laugh, and let the green-white water, the sun-flawed beryl water, flow over me. The day is almost too bright to bear, the green water covers me from the too bright day. I will lie here awhile and play with the water and the sun spots. The sky is blue and high. A crow flaps by the window, and there is a whiff of tulips and narcissus in the air.

Glossary:

- Narcissus = a miniature daffodil
- Plane = a tool used to make wooden surfaces and edges flat and smooth by removing small strips of the wood or a straight edge/ flat surface
- Cleave = to separate or divide, or cause something to separate or divide, often violently:
- Reeling = to move from side to side as if you are going to fall while walking or standing

3. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat… If you think of the words **'sunshine'** and **'jewel'** what are the connotations you think of? Complete the spider diagrams below:

sunshine

jewel
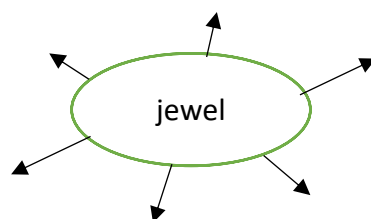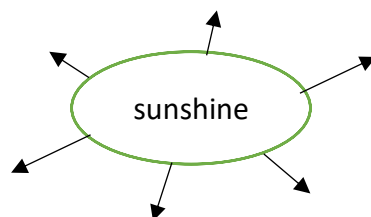
4. Complete the what/ how/ why paragraph below and answer the question. Use the spider diagrams to help with the 'extend' section.

How does Lowell use language to show she is having a pleasant experience?	
Paragraph section	Write your response on the lines below – the different sections should build a paragraph.
WHAT: I know Lowell is having a pleasant experience because…	
HOW: Find a piece of evidence to prove your point. e.g. The line '…….' shows us that….	
WHY: Explain why you think, based on the evidence you've found, the speaker is enjoying themselves…	
Extend: Focus in on a key word used by the writer, you could also refer to a technique used. e.g. The noun: 'sunshine/ jewel' has connotations of… this is pleasant because …	

Lesson 7 – Creative Writing.

1. Read the poem below:

Blackberry Picking by Seamus Heaney

Late August, given heavy rain and sun

for a full week, the blackberries would ripen.

At first, just one, a glossy purple clot

among others, red, green, hard as a knot.

You ate that first one and its flesh was sweet

like thickened wine: summer's blood was in it

leaving stains upon the tongue and lust for

picking. Then red ones inked up and that hunger

sent us out with milk-cans, pea-tins, jam-pots

where briars scratched and wet grass bleached our boots.

Round hayfields, cornfields and potato-drills

we trekked and picked until the cans were full,

until the tinkling bottom had been covered

with green ones, and on top big dark blobs burned

like a plate of eyes. Our hands were peppered

with thorn pricks, our palms sticky as Bluebeard's.

We hoarded the fresh berries in the byre.

But when the bath was filled we found a fur,

A rat-grey fungus, glutting on our cache.

The juice was stinking too. Once off the bush

the fruit fermented, the sweet flesh would turn sour.

I always felt like crying. It wasn't fair

that all the lovely canfuls smelt of rot.

Each year I hoped they'd keep, knew they would not.

2. What has the poet done to help you to imagine an experience from his childhood? Use the terminology mix and match, on page 12, to help you.

_____

_____

_____

_____

3. In the table below list: 4 adjectives, 2 examples of sensory language (touch, taste, smell ,sight, sounds) and 1 simile **from the poem above**.

adjectives	sensory language	simile

4. Why do you think Heaney writes his poem 'Blackberry Picking' in chronological order? Chronological = arranged in the order of time.

_____

_____

_____

5. **Story planning:** Think of a happy memory from your childhood - try to choose a time spent outdoors – plan out the key events from that memory in the boxes below. In your plan include key vocabulary you will use, each element needs to be described clearly to help our readers imagine what is happening – you can exaggerate.

Setting	Characters
Key events- list them in chronological order.	Additional information

6. Storyboard your ideas: ensure you have a clear idea for each paragraph. Include and image and caption.

	15		

Lesson 8 – Your Childhood Story

Write up your story

You should:

- o Use your plan and storyboard from Lesson 7.
- o Include a wide range of vocabulary – you could steal some words from the texts you've read
- o Use a clear narrative voice
- o Use paragraphs and a range of sentence types and punctuation
- o Aim to spell and write accurately
- o Include a title for your work
- o Write in chronological order
- o Challenge: use alliteration, metaphors, similes, some sensory language and lots of adjectives.

TITLE:

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Rewind and red pen your work. Use these EBIs to help you:

- Have you described your experience clearly?
- Check your basic **punctuation**. Have you used capitals, full stops and commas?
- Now consider where you might punctuate for effect. Can you use punctuation to change the pace or add emphasis? Have you used a range of **sentence structure** for clarity and effect?
- Challenge your **vocabulary**. Look at your description – can you make it more powerful and effective?
- Check the FLOW of your work. Read it out loud – does it make sense? Are there 'clunky' phrases that you can improve? Have you written chronologically?
- Have you included any ideas from the poems and texts we've read?

Year 7: Greek Myths

NAME: _____

TUTOR GROUP:_____

ENGLISH TEACHER: _____

This booklet is to be completed in place of your English work during times of covid isolation.
Read the texts carefully. Ensure that all questions are answers in full sentences.
This work should be completed within 2 weeks.

Lesson 1 - Introduction to Greek Myths

Where have the Greek myths come from?

Myth [noun] – Traditional stories of early history that help to explain the world

In ancient Greece, stories about gods and goddesses were an important part of everyday life. These myths explained everything from religious rituals to the weather, and they gave meaning to the world people saw around them. Around 700 BC, the poet Hesiod Theogony wrote the first Greek story about the beginning of time: it details the universe's journey from having nothing to being full of life. Later Greek writers used the original stories to build their own myths.

How have the Greek myths influenced our world today?

The characters, stories, themes and lessons within the Greek myths have shaped art and literature for thousands of years. Many modern stories and films are inspired by the events within these Greek myths as they essentially teach life lessons.

Greek Gods - Family Tree

The most popular Greek stories are based around the Titans and Olympians (Greek Gods) who were said to live on Mount Olympus – the highest mountain in Greece. From their high perch, they ruled over every aspect of human life.
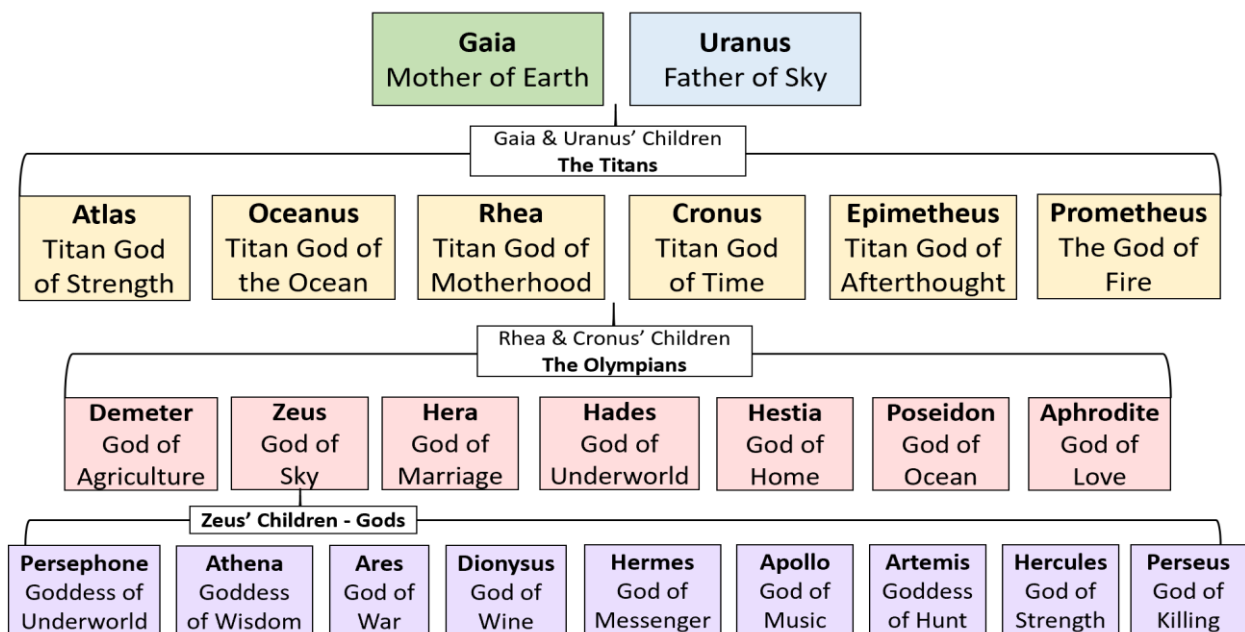
Who are the gods you will meet?

Zeus – God of Sky and King of Gods
Prometheus – God of Fire and Rebel of Olympus
Dionysus – God of Wine and friend of Silenus
Apollo – God of Music and Punisher of King Midas
Hera – Goddess of Marriage and Punisher of Echo
Athena – Goddess of Wisdom and Punisher of Medusa

Use the information on page 2 to help you to complete the following tasks. Answer the questions in **full sentences.**

1. Write your own definition of what a myth is:

_____

_____

2. What is the purpose of a myth? What do they tell us about?

_____

_____

3. When was the first Greek story written?

_____

4. Who wrote it?

_____

5. What was the first Greek story about?

_____

6. What are Titans and Olympians?

_____

7. Where did the Greek Gods live?

_____

8. Who is the God of Fire?

_____

9. Who is the God of the Sky?

_____

10. Who is the Goddess of Wisdom?

_____

11. How many children did Gaia and Uranus have?

_____

12. What is Apollo the God of?

_____

13. Correct the spellings in the following piece of text:

In the beggining of time, the gods Uraanus and Gaia startted createing the chilldren of the earth – the Titans.

When Uranus and Gaia's soon, Cronus, is told his childrenn will overethrow him, he decides to eat them all. Howver, he fogets one: Zeus.

Zeus plots his reevenge to get his siblings bak and the war agains the Titans startted.

Rewrite the text here:

_____

_____

_____

_____
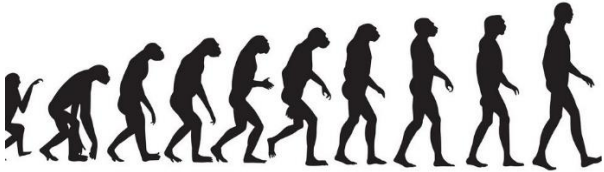
14. Complete the Frayer models below. To help you understand the key vocabulary, in this booklet, it is useful to know the definitions and synonyms.

I have done the first one for you.

FOCUS WORD: **evolve**.

Definition = Gradually develop and change over time. *Once Uranus and Gaia started creating children, the earth began to <u>evolve</u>.*	Image:
Synonyms (words that have the same meaning): – change, grow, progress, advance, develop, go forward, change, mature, improve	Antonyms (words that have the opposite meaning): – regress, revert, relapse, degenerate, backslide, retrogress, fall back

FOCUS WORD: **overthrow**.

Definition = Forcefully removing someone's power. *Gaia told her son Cronus that his children will try to rebel and <u>overthrow</u> him.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: **conflict**

Definition = <u>Conflict</u> [noun] A serious disagreement or argument. *There is an intense <u>conflict</u> between Zeus and his father Cronus; he killed his siblings.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

Lesson 2: The Greek Story of Creation.

Read the following story carefully.

The First Creation: The Very Beginning

In the very beginning there was sky and earth. Sky was called Uranus, earth was called Gaia. They were lovers. They lay clasped in one another's arms. Sky pressed tightly against earth, earth holding sky – they were one. Not even a leaf could have passed between them.

Earth had given birth to many children, but she was held so tightly by sky that there was nowhere for her children to go. They couldn't stand to their full height. They had to crouch in cracks and crevices in their mother's body. The children of earth were Titans, strange grey beings, their skin craggy and furrowed like rock that has been worn away by the weather. They longed to be able to stand, to step, to stride across the earth. But they were trapped by the weight of their father pressing down on them.

One of the grey Titans was called Cronus. He knew that he had to separate his parents. He found a hard stone and shaped it into a sickle with a blade as sharp as thought. He crept between his mother's legs. He reached up and sliced into the groin and belly of his father. With a terrible cry of pain the sky broke away from the earth. He rose up and up and up until he was high above the earth. He found the place he still inhabits today – far, far above our heads. And as he rose up, his gaping wound poured blood down upon the body of the earth; it rained and splattered down onto the ground. Wherever the blood of sky landed upon the earth, life appeared: trees and plants, bright-winged insects and feathered birds, scaled fishes and furred animals. The whole lovely, green, living world that we know today came into being at that moment.

And the grey Titans came running out from their cracks and crevices. They stretched, they shouted with joy, they stamped their great feet, they danced with delight. All the Titans danced. All the Titans danced except for one. One of them had other plans. His name was Prometheus, which means 'forethought'. While his

brother Cronus had been shaping his sickle, desperately trying to create a better life for his fellow siblings, Prometheus had been fashioning three stone jars.

Now, as the rest of them danced, he carried the jars out into the light. He set them on the ground and began to scoop up handfuls of the blood-soaked soil. He filled the jars with the flesh of his mother and the spilled blood of his father. He packed the jars tight and fitted lids onto them. Then he buried the jars. He buried them deep in the earth. He buried them deep in the body of his mother. This would be a secret between him and her. One day he would return for them. And then he ran and joined hands with his brothers and sisters. He stamped his feet in the joyful circling measure of the Titans' dance.

Years and years passed. Two of the grey Titans, Cronus and Rhea, had children together. But their mother, the earth, warned Cronus that his children would be more powerful than he was, and he should be wary of their rebellion. She warned him that one day his children would overthrow him. Fearful of being challenged by his own offspring, Cronus decided he didn't want that and so he ate his children. He swallowed them whole, one after the other. The youngest of his children was called Zeus. Rhea, his mother, wanted to protect him: she believed there was something special about him. She hid the baby in a cave and then she wrapped soft blankets around a stone. She put the stone in Zeus' cradle. Cronus seized the stone and swallowed it.

Zeus grew up in secret. When he was old enough he appeared in Cronus' hall. Cronus took a liking to the stranger and made him his cup-bearer. One day, Zeus made his father a honey-flavoured drink but mixed it with a poison that made Cronus sick. First, he vomited up the stone; then out of his throat came his other children: Poseidon, Hestia, Hades, Demeter, Hera. Straightaway Zeus and his brothers seized weapons and waged war on Cronus and the grey Titans. For years the terrible war raged, and Cronus met his destiny. The stars were torn from their stations; mountains were levelled; the heat of the earth's heart spat and spouted its red flames across the world. For eons the war raged until at last Zeus was victorious. The grey Titans were bound with chains of adamant and hurled down to Tartarus – deep, deep, deep beneath the bowels of the earth.

Only two of the Titans were spared. Prometheus, whose name means 'forethought', and Epimetheus, who had chosen to turn their backs on war. They were allowed to continue tilling the soil of their green valley. Zeus and his brothers and sisters and their children built their palaces on the high slopes of Mount Olympus. Now that the Titans had been defeated, they ruled over the whole universe as the Olympians. They began to divide it amongst themselves. The three brothers – Zeus, Poseidon and Hades – threw lots into a helmet. Each closed his eyes and reached inside. Zeus plucked out the heavens – they would be his realm now; Poseidon drew out the wide waters of the sea; and Hades chose the underworld, that land far, far below where one day the dead would go. Zeus and his brothers had a name for themselves. They called themselves 'gods'.

Now, answer the questions in full sentences.
1. Write down four pieces of information about the Titans.

_____

_____

_____

_____

2. Read the extract carefully, focussing on the character Zeus, how would you describe this character?

_____

_____

3. Find a piece of evidence, a quotation from the text, to support your idea from Question 2.

_____

_____

4. Why do you think that Zeus made his father a poisoned drink?

_____

_____

5. Which language technique is used in the line: 'He found a hard stone and shaped it into a sickle with a blade as sharp as thought'? Circle the correct technique.

Simile   Metaphor   Alliteration

6. In the table below list: 4 adjectives, 4 nouns and 4 verbs **from the extract above**.

adjectives	nouns	verbs
Example: red, loud, tidy	*Example: man, dog, fence*	*Example: jump, be, get, smirked*

7. In the space below draw a picture of what you imagine a Titan to be like, check the story of creation for details. Label the image you drew with evidence from the text.

Lesson 3 – Prometheus (The Rebel of Olympus)

> Prometheus is one of the Greek Titans and known as the god of fire.
> When Prometheus and his brother Epimetheus are spared imprisonment for not fighting against Zeus and the Olympians, they were given the task of creating man.
> Prometheus felt responsible and cared more about mankind than the Olympians. He started to rebel against the powerful god Zeus.

1. Complete the Frayer models below. To help you understand the key vocabulary, in this booklet, it is useful to know the definitions and synonyms.

FOCUS WORD: responsibility

Definition = <u>Responsibility</u> [noun] Having a duty to care or have control over something. *Prometheus is given the responsibility of making mankind.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: intrigue

Definition = <u>Intrigue</u> [verb] Feeling curious, interested or fascinated with something. *Prometheus is intrigued by the purpose of the sisters visit to him.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: fate

Definition = <u>Fate</u> [noun] Events that are out of human control – the gods decide the fate of humans. *The gods have decided Prometheus' fate that he shall create mankind.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

Read the extract from the story of Prometheus; he has survived a great war between the Gods. During the war lots of lives had been destroyed and Prometheus has left Olympus and gone to the cave where he remembers about the place he'd buried his parents.

As Prometheus lowered his head and made his way out of the cave, he remembered how, in the early days of the world, he had buried three stone jars filled with the flesh of his mother, the earth, and the blood of his father, the sky. He journeyed to the place he had buried them. He dug into the soil with his grey hands and soon his fingers curled around cold stone. He lifted the jars and cradled them in his arms. He carried them to his green valley at the foot of Mount Hymettus. He showed them to his brother, Epimetheus.

Epimetheus edged towards Prometheus, questioning 'What's inside the jars?'

Prometheus smiled tenderly. 'My children,' he said. He took them to the edge of a stream, at the foot of a valley. He lifted the lid from one of the jars. He scooped out a handful of the blood-soaked earth. He lifted a handful of clay from the water's edge and he kneaded them together. He had no plan, but it was as though his fingers had a mind of their own. He was making a head, shoulders, arms, a body, legs. He was making something not unlike himself, not unlike the gods, and the thing was becoming warm. It was wriggling with a life of its own. It was suddenly veined with blood, then cloudy with skin. It opened its mouth and gasped for breath. It opened its eyes and looked at him.

1. Read the extract carefully, focussing on the last paragraph, how would you describe the people Prometheus creates?

_____

_____

2. Find a piece of evidence, a quotation from the text, to support your idea from Question 1.

_____

_____

3. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat… If you think of the word **'gasped'** what are the connotations you think of? Complete the spider diagram below:

Gasped
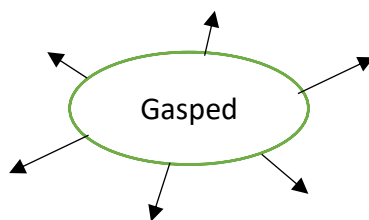
4. Predict: What do you think will happen to the people that Prometheus has created? Why do you think this? Explain on the lines below:

_____

_____

_____

_____

_____

_____

5. If you were going to create your own superhumans what would they be like? Describe your creations on the lines below in a mini piece of creative writing. You should include: a range of ambitious adjectives, some of the words we have examined in the Frayer models and a simile or metaphor. They can be ANYTHING – think about powers they might have.

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Lesson 4 - Prometheus' Punishment/ The Third Creation

The god of fire, Prometheus, had a reputation of being a clever trickster.
Prometheus loved the humans he had made from the clay more than the Olympians, so he decided to steal the fire from the gods to give mankind power and comfort.
Zeus was extremely angry that Prometheus had used his powers to create life and humans without asking permission from the Gods. In an act of revenge Zeus created the first ever woman – Pandora – and sent her down to punish Prometheus and mankind for this rebellious act against the gods.

FOCUS WORD: moral

Definition = Moral [adjective]	Image:
The unspoken rules humans live by that determine if something is right or wrong. *Prometheus shows kind morals when he steals the fire to keep his children warm.*	
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: deceive

Definition = Deceive [verb]	Image:
Deliberately lying to something or making them believe something untrue. *Prometheus deceives Zeus, so he can give fire and warmth to his people.*	
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

Read the following story carefully: The Third Creation

Prometheus' children, the first people, didn't know what to do at first. They gnawed roots. They ate grubs and leaves and earth and whatever fruits they could find. Prometheus, the grey Titan, and his brother Epimetheus showed them how to make spears and bows and swift arrows. They showed them how to hunt, how to plant seeds and harvest them. They showed them how to build shelters out of branches.

The creatures were quick to learn and to understand but at nights they would huddle together in desperate attempt to keep warm. Sometimes in winter, they would shiver and shake, struggling to settle and keeping each other awake. Sometimes on bitter nights, one of them would turn as cold as clay and be still: frozen. Prometheus would have to bury it in the ground, knowing he failed to protect his creation. The wave of guilt grew and grew; he knew something was wrong.

His creatures seemed to be suffering from something he'd never known, something he could barely understand. Slowly he began to realise: they were suffering from cold. And if they were cold, they would need something he had not got. They would need something only the gods' possessed. They would need the secret weapon of the gods: fire. His creatures needed fire, and he knew that the gods would never let him have it; it was too precious and not something to be shared with man. Once again, Prometheus is reminded of his inferiority in the world. It would have to be stolen from them. And he knew that if the thief was discovered he would be punished, and the punishments of the gods are always terrible. But like any father, he loved his children and knew he had to do something. He couldn't bear to see them suffer.

So one night he climbed the steep slopes of Mount Olympus and stole one smouldering piece of charcoal. As soon as his children had fire, Prometheus' people prospered. Their little settlements spread across the world. Prometheus taught them how to dig terraces on the sides of hills for vineyards and orchards; how to plant wheat and barley; how to keep sheep, goats, pigs and shambling cattle. He would sit and watch his people, and the longer he watched them, the deeper the tenderness he felt for them; he knew he had saved them. He wanted only good for them. Like any father, he wanted them to be happy and safe.

And all would have been well with the world had Zeus, the most powerful of the gods, not glanced down and seen the smoke of tens of thousands of fires drifting up into the sky. He rubbed his eyes and looked again in disbelief. He saw Prometheus' creatures comfortably – almost too comfortably – warming their hands, boiling their pots, roasting their meat, lighting up the shadows of their huts with fire: fire, the secret of the gods. Someone must have stolen it. He began to tremble with fury, becoming more and more enraged as time passed by. And then he saw the culprit: Prometheus. He was squatting on the side of a mountain, watching his children with infinite affection, feeling proud he managed to fulfil his duty of protecting them.

'So,' Zeus thought to himself, 'The grey Titan is the thief, and he shall pay for it.'

The sky darkened with the god's anger and the air grew thicker. There was a rumble of thunder, a flash of lightning; a drop of rain splashed onto Prometheus' face.

'You are to be punished,' the God screeched. 'Because you are a thief, a thief of fire.'

Prometheus was pushed to the ground. He was held down and bound with chains. The chains were fastened to the face of a cliff; there was no escaping. And then the sky darkened. Prometheus looked up. A huge vulture was swooping down towards him. It perched on his chest, and with its razor talons it ripped open his belly. It plunged its head into the wound and tore out his liver. With one sickening gulp it lifted its head and swallowed it. Then it opened its wings and flew away.

'Every day, thief, your liver will grow back again. And every day the vulture will return, day after day to the end of time.'

1. Write down four pieces of information about the people Prometheus had created.

_____

_____

_____

_____

2. Why did the people need fire? What was happening to them? Explain.

_____

_____

_____

_____

3. In the table below list: 4 adjectives, 4 nouns and 4 verbs **from the story above**.

adjectives	nouns	verbs
Example: red, loud, tidy	*Example: man, dog, fence*	*Example: jump, be, get, smirked*

4. 'Prometheus deserved to be punished for going against the gods.' Do you agree or disagree?

WHAT: I agree/ disagree that Prometheus deserved to be punished because…	
HOW: Choose a piece of evidence that shows Prometheus did the right/ wrong thing.	
WHY does this evidence prove that Prometheus acted the right way? Explain if you think his punishment was fair or unfair.	

Lesson 5 – The Greek Story of Greed.

When Zeus, the king of the gods, notices mankind acting selfishly and destroying all order, he disguises himself and pays a visit to Lycaon.

When he visits the Arcadian king, he sees a vicious act of greed and is disgusted at mankind's reaction. He decides to give them the ultimate punishment.

Zeus saved Deucalion and Pyrrha and gave them the job of creating a pure humanity.

1. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat… If you think of the word **'greed'** what are the connotations you think of? Complete the spider diagram below:
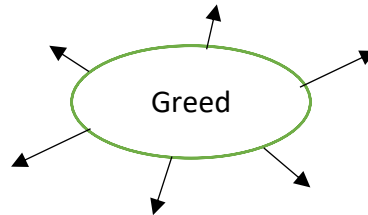
2. Zeus does not like the way that mankind are behaving. He sees them being greedy, selfish, rude and disrespectful to one another. He visits the city and when he comes home decided that humans need to be taught a lesson. Read the extract below about the decision that Zeus makes.

Zeus returned to Olympus. He pondered the bedlam below, thinking carefully about the suitable punishment. Fire? No: too fickle. One wind-borne leaf could turn Olympus into a pyre. Flood? Yes: flood. He called his brother, the king of the tumbling wave, Poseidon. The sea-god donned a helmet of black cloud, wrapped himself in a billowing cloak, lifted his trident and struck the earth.

The sky vomited, the world cracked and broke open. Every hidden spring burst forth, leapt to the light. Heaving walls of water crashed into city and town and village. Roads became rivers, fields became lakes. Any home that was not swept away was submerged in silence. The people tried to run – but where? They were ambushed from above and below. They scrambled up mountains, hills, trees, and watched the waters rise relentlessly about them. One by one they gave up their grip on life.

Thinking carefully about how to save the world below, Zeus chose to save only one man and one woman. His name was Deucalion, hers Pyrrha. Their raft was tossed by the deluge, climbed white-crested mountains, sank into deep valleys. Then Poseidon – brother of Zeus and god of the underworld - blew his conch. With one sudden gesture he tore apart the clouds, banished the winds. Clear calm came.

a) What does Zeus choose to do?

_____

_____

b) List four things that happen to the city.

_____

_____

_____

_____

c) Why do you think Zeus chose to save just one man and one woman? Explain your ideas.

_____

_____

_____

_____

d) In the table below list: 4 adjectives, 2 adverbs and 4 prepositions **from the story above**.

adjectives	adverbs	prepositions
Example: red, loud, tidy	*Example: man, dog, fence*	*Example: jump, be, get, smirked*

e) Imagine that you had to rebuild a city. How would you design it? What would it contain? How would you ensure that all the people were safe and content? Write a mini creative write below to describe the 'perfect city'. You should include: lots of adjectives, detailed information about the buildings and spaces within the city.

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Lesson 6 – Article

How is the Greek story of the Great Flood similar to the Bible's story of Noah's Ark?

What is an article? An article is a piece of writing that is published in a newspaper or magazine. Usually it is based on factual information but, expresses the opinion of the person who has written it.

Read the article below:

The Story of Noah and the Great Flood—Is It Just a Myth?

The classic Bible's tale of Noah's ark is well known around the world, often being associated with God's lesson that humanity and the earth needs to be cared for and if people choose not to, they will pay the ultimate price. However, many fail to recognise the similarities between Noah's Ark and the classic Greek story of the Great Flood: both stories teach a lesson of caring for the world we live in.

The Bible details that the Flood was a real event. God caused it in order to destroy the wicked people, but he had Noah build an ark to preserve the good people and the animals, to save the life that is needed for reproduction – similar to Zeus's saviour of Deucalion and Pyrrha. We can believe that the Flood really happened because it is recorded in Scripture, which "is inspired of God."—2 Timothy 3:16.
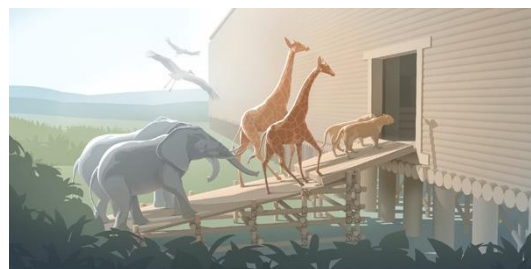
So, is it a fact or fable? The Bible indicates that Noah was a real person and that the flood was a real event, not a fable or a myth. Bible writers believed that Noah was a real person. The Bible gives specific details about the Flood. The Bible account of the Flood does not begin with anything like "Once upon a time," as if it were a fairy tale. Rather, the Bible states the year, the month, and the day that events connected with the Flood happened. It also gives the dimensions of the ark that Noah built. These details show that the Bible presents the Flood as a fact, not as a fable.

So, why did the flood happen and is it similar to Ovid's story of the hungry wolves? According to the Bible, before the Flood "man's wickedness was great." It adds that "the earth had become ruined in the sight of the true God" because it was filled with violence and rebellion. Ultimately, God felt it was his duty to rid society of its plagues, similar to Zeus's disgust in humanity in the Great Flood myth.

God told Noah what would happen and instructed him to build an ark to preserve his family and the animals. Noah warned people of the coming destruction, but they ignored his warnings. The Bible says: "They took no note until the Flood came and swept them all away."—Matthew 24:37-39. The differences between the Noah's Ark story and the Greek myth of the Great Flood is that Zeus sprung this attack upon humanity, with the attempt to only save few. Whereas, Noah gave people the chance to believe in the power of God, and yet again, they failed in their decision making.

The ark was a large rectangular chest, or box, about 133 meters (437 ft) long, 22 meters (73 ft) wide, and 13 meters (44 ft) high. The ark was made out of resinous wood, and it was covered with tar inside and out. It had three stories, or decks, and a number of compartments. There was a door in the side of the ark and evidently a window along the top. It seems likely that the ark had a roof that peaked in the middle with a slight pitch to allow water to run off.

The lessons in both tales ultimately teach us how powerless humans are in this world. The gods in these tales show how without one quick sweep, humanity can be destroyed. So, from these tales, humanity needs to consider how we care and protect the world we live in, or else we will pay the ultimate price.

1. Write down four pieces of information about Noah's ark.

_____

_____

_____

_____

2. According to the article, why did God feel he had to send a flood to Earth?

_____

3. What did God tell Noah? Find evidence/ a quotation from the text.

_____

4. In the box of words and phrases below **circle** the words/phrases that show a <u>similarity</u> – something that is the same – and **underline** the words/phrases that show a <u>difference</u>.

However	as well	similarly	the same
nonetheless	whereas	instead of	alternatively
while but	although	also nevertheless	comparably
then again	likewise	additionally	conversely
on the other hand	furthermore	equally moreover	

5. The article is about similarities and differences between the flood in Greek Mythology and the flood in The Bible. Fill in the table below to show how the events were similar/ different to one another. I have included examples to help you. Try to add three ideas in each column of your own.

Similarities	Differences
• Both stories are about an event linked to a God.	• In The Bible Noah builds an ark but, in the Greek story Zeus only gives 2 people a raft.

6. Do you think that punishment is a good way to teach people to learn from their mistakes? Explain below.

_____

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7. The final line of the article is: 'So, from these tales, humanity needs to consider how we care and protect the world we live in, or else we will pay the ultimate price.' What do you think that this means? Explain below.

_____

_____

_____

_____

8. What are the two stories trying to teach us?

_____

_____

_____

_____

Lesson 7 – The Ark

1. Imagine you have been asked to put together a survival kit. What would it include? Write a list below.

_____

_____

_____

2. Why do you think people read stories about adventures, survival and explorers? What makes them interesting? Explain below:

_____

_____

_____

_____

3. List 10 adjectives that describe an explorer:

_____

_____

4. Both of the stories you read about in the article last lesson were written centuries ago. In the box below **draw** and **label** a modern ark you would use to save yourself and your friends and family in a flood. In your labels state **why** you would include certain items. You could draw both the interior and exterior of the boat.

5. <u>Plan your own ark story in the space below. You need to think about:</u>
   - ✓ Why you will need an ark
   - ✓ Where and when the story will be set
   - ✓ Who will narrate the story – 1st or 3rd person?
   - ✓ The description of the ark
   - ✓ The relationships between your characters – you could include some of the Greek Gods you've learnt about
   - ✓ Will it be an adventure story; a survival story; a horror story; a story about love?

Paragraph 1:
Paragraph 2:
Paragraph 3:

Lesson 8 – Your Ark Story.

Write up your story

You should:

- o Use your plan and ark design from Lesson 7.
- o Include a wide range of vocabulary – you could steal some words from the Greek Myths you've read
- o Use a clear narrative voice
- o Use paragraphs and a range of sentence types and punctuation
- o Aim to spell and write accurately
- o Include a title for your work
- o Challenge: use alliteration, metaphors, similes and lots of adjectives.

TITLE:

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Rewind and red pen your work. Use these EBIs to help you:

- Have you described your experience clearly?
- Check your basic **punctuation**. Have you used capitals, full stops and commas?
- Now consider where you might punctuate for effect. Can you use punctuation to change the pace or add emphasis? Have you used a range of **sentence structure** for clarity and effect?
- Challenge your **vocabulary**. Look at your description – can you make it more powerful and effective?
- Check the FLOW of your work. Read it out loud – does it make sense? Are there 'clunky' phrases that you can improve? Have you written chronologically?
- Have you included any ideas from the Greek myths?

ENGLISH - Year 9: Gothic Settings

NAME: _____

TUTOR GROUP:_____

ENGLISH TEACHER: _____

This booklet is to be completed in place of your English work during times of covid isolation.
Read the texts carefully. Ensure that all questions are answers in full sentences.
This work should be completed within 2 weeks.

Lesson 1 - A letter in The Morning Chronicle describing a fog-bound London from the top of St Paul's Cathedral in 1850 by Henry Mayhew

In the hope of obtaining a bird's-eye view of the port, I went up to the Golden Gallery that is immediately below the ball of St. Paul's. It was noon, and an exquisitely bright and clear spring day; but the view was smudgy and smeared with smoke. Clumps of building and snatches of parks looked through the clouds like dim islands rising out of the sea of smoke. It was impossible to tell where the sky ended and the city began; and as you peered into the thick haze you could, after a time, make out the dusky figures of tall factory chimneys plumed with black smoke; while spires and turrets seemed to hang midway between you and the earth, as if poised in the thick grey air.

1. List 4 pieces of information about the view.
_____
_____
_____
_____

2. Do you think Mayhew is enjoying the view of the city?
_____
_____

3. Find a piece of evidence, from the text, to support your idea in question 2.
_____
_____

4. Why do you think the narrator uses colour imagery? E.g. 'grey air', 'black smoke'.
_____
_____

5. What can you infer about London in 1850 after reading this piece of writing? What was London like?
_____
_____
_____
_____
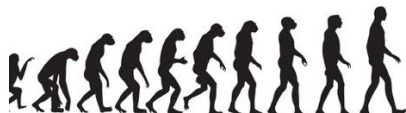
6. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat... If you think of the word **'smudgy'** what are the connotations you think of? Complete the spider diagram below:
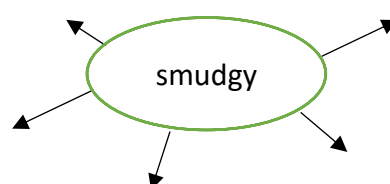
7. Complete the Frayer model below. I have done the first one for you as an example.
FOCUS WORD: **evolve**.

Definition = Gradually develop and change over time. *Once Uranus and Gaia started creating children, the earth began to <u>evolve</u>.*	Image:
Synonyms (words that have the same meaning): – change, grow, progress, advance, develop, go forward, change, mature, improve	Antonyms (words that have the opposite meaning): – regress, revert, relapse, degenerate, backslide, retrogress, fall back

FOCUS WORD: **exquisite**

Definition: exquisite (adjective) = very beautiful and delicate: *e.g. an exquisite piece of china* *Look at this exquisite painting.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: **plume**

Definition = plume (noun) 1. a long, large feather: *e.g. She wore a hat with a tall white plume.* 2. A plume of something like smoke, steam, or dust is a long mass of it that rises up into the sky: *A black plume of smoke rose from the ship.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

8. Match together the terminology with its definition and example of it being used.

Terminology		Definition		Example
Simile		a word or phrase that describes an action, condition, or experience:		A heart of stone
Metaphor		giving a human quality or characteristic to something which is not human		The car complained as the key was roughly turned in its ignition.
Adjective		an expression comparing one thing with another, always including the words "as" or "like"		Round the rugged rocks the ragged rascal ran
Verb		the act of doing or saying or writing something again		"Big", "boring", "purple", and "obvious"
Personification		the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together:		"run", "keep", and "feel"
Repetition		an expression that describes a person or object by referring to something that is considered to possess similar characteristics: stating that something is something else		She walks in beauty, like the night..
Alliteration		a word that describes a noun or pronoun		The oven is hot, hot, hot!

Lesson 2 - A letter in The Morning Chronicle describing a fog-bound London from the top of St Paul's Cathedral in 1850 by Henry Mayhew (continued).

1. Read the text again:

In the hope of obtaining a bird's-eye view of the port, I went up to the Golden Gallery that is immediately below the ball of St. Paul's. It was noon, and an exquisitely bright and clear spring day; but the view was smudgy and smeared with smoke. Clumps of building and snatches of parks looked through the clouds like dim islands rising out of the sea of smoke. It was impossible to tell where the sky ended and the city began; and as you peered into the thick haze you could, after a time, make out the dusky figures of tall factory chimneys plumed with black smoke; while spires and turrets seemed to hang midway between you and the earth, as if poised in the thick grey air.

2. In the extract above – highlight: a simile; underline: 4 adjectives; put in brackets an example of personification; circle 4 verbs.

3. Explode the following quotations. I have done the first one for you. Focus in on key words and refer to the technique used by the writer.

'bright' = adjective, connotations: happy, sunny, light, dazzling.

'exquisitely' = adverb, shows us that the brightness of the day was incredibly beautiful.

'an exquisitely bright and clear spring day'

'clear' = adjective, connotations: vibrant, distinct, pure, flawless, perfect

'smudgy' = adjective

Smeared = verb

'the view was smudgy and smeared with smoke'

Smoke = noun

Figures =

Black smoke =

'the dusky figures of tall factory chimneys plumed with black smoke'

Dusky =

Plumed =

How does the writer use language, in a letter to Morning Chronicle, to describe the view from St Paul's Cathedral?	
Paragraph section	Write your response on the lines below – the different sections should build a paragraph.
WHAT: Make a point that shows how the narrator feels the view of London.	_____ _____ _____
HOW: Find a piece of evidence to prove your point. Use one you have exploded! e.g. The line '…….' shows us that…. Refer to the technique used.	_____ _____
WHY: Explain why you think the writer has used certain words within their letter.	_____ _____ _____ _____
Extend: Focus in on a key word used by the writer, you could also refer to a technique used. e.g. The adjective/ alliteration/ simple sentence: '…….' has connotations of…	_____ _____ _____ _____

Lesson 3: Extract from 'The Woman in Black' – Susan Hill.

1. Read the text carefully, as you read highlight any references to the weather.

"It was a Monday afternoon in November and already growing dark, not because of the lateness of the hour - it was barely three o'clock - but because of the fog, the thickest of London pea-soupers, which had hemmed us in on all sides since dawn – if, indeed, there had been a dawn, for the fog had scarcely allowed any daylight to penetrate the foul gloom of the atmosphere. Fog was outdoors, hanging over the river, creeping in and out of alleyways and passages, swirling thickly between the bare trees of all the parks and gardens of the city, and indoors, too, seething through cracks and crannies like sour breath, gaining a sly entrance at every opening of a door. It was a yellow fog, a filthy, evil-smelling fog, a fog that choked and blinded, smeared and stained. Groping their way blindly across roads, men and women took their lives in their hands, stumbling along the pavements, they clutched at railings and at one another, for guidance. Sounds were deadened, shapes blurred. It was a fog that had come three days before, and did not seem inclined to go away and it had, I suppose, the quality of all such fogs – it was menacing and sinister, disguising the familiar world and confusing the people in it, as they were confused by having their eyes covered and being turned about, in a game of Blind Man's Buff."

Now, answer the questions, on the next page, in full sentences.

2. Write down four pieces of information about the fog.

_____

_____

_____

_____

3. Read the text carefully, the writer says '[the fog] was menacing and sinister'. What impression does this create of the setting at the beginning of the novel?

_____

_____

_____

4. What do you think the writer's feelings towards the weather are?

_____

_____

5. Find a piece of evidence that backs up your idea from Question 3.

_____

_____

6. Which language technique is used in the phrase: 'Fog was outdoors, […] creeping in and out of alleyways and passages'? Circle the correct technique.

Simile   Metaphor   Personification
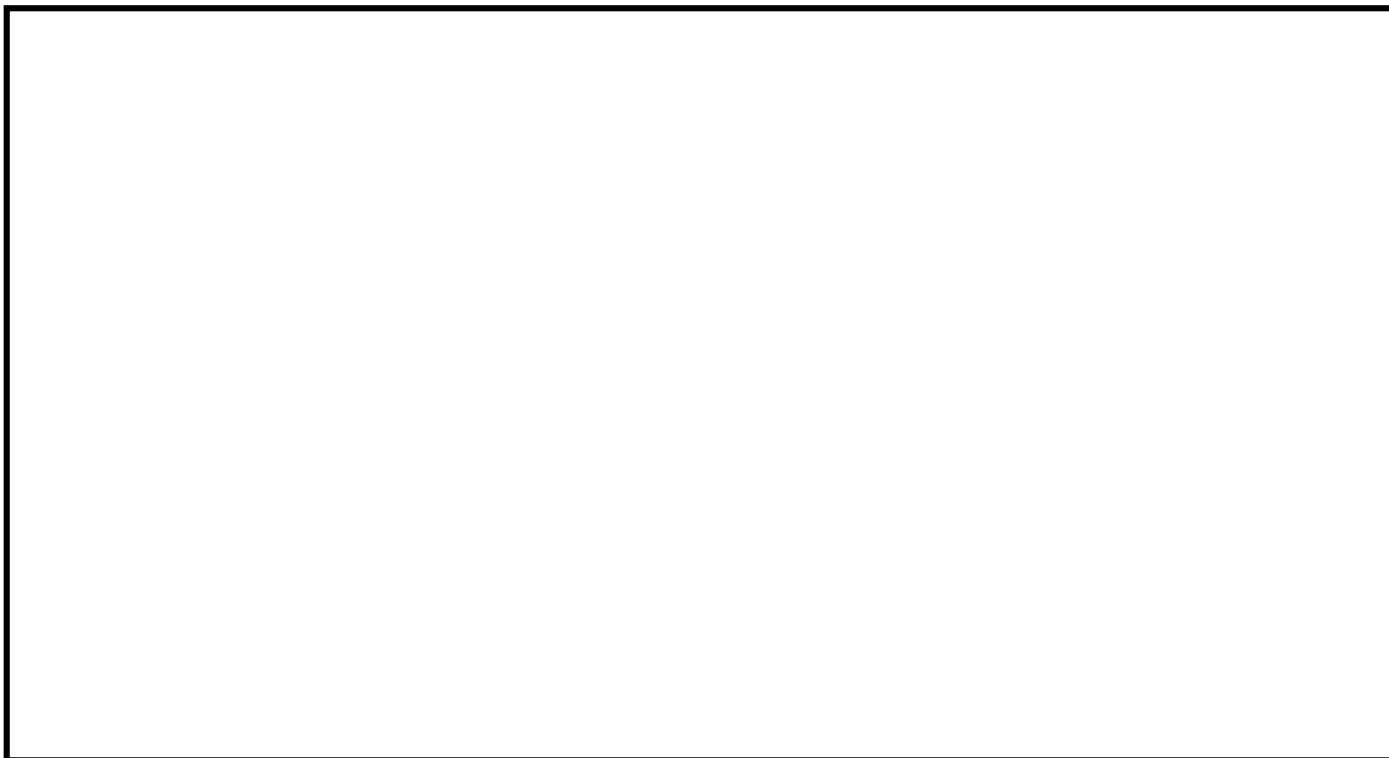
7. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat… If you think of the word **'creeping'** what are the connotations you think of? Complete the spider diagram below:

creeping
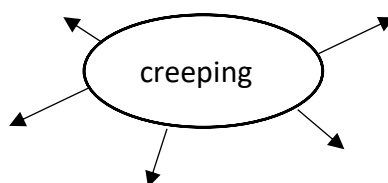
8. In the table below list: 3 pronouns, 4 nouns and 4 verbs **from the extract.**

pronouns	nouns	verbs
Example: she, they, them, it	Example: man, dog, fence	Example: jump, be, get, smirked

9. In the space below draw a picture of what you imagine the scene, in the extract, to be like. Label the image you draw with evidence from the text.

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Lesson 4 – Pathetic Fallacy.

Last lesson you looked at an extract from ' The Woman in Black', where the fog is so thick it is covering the city. People cannot see their hand in front of them and struggle to feel their way home to safety.

1. Why do you think that the writer has used fog to create a Gothic setting?

_____

_____

_____

_____

2. Explode the following quotation:

'It was a yellow fog, a filthy, evil-smelling fog, a fog that choked and blinded, smeared and stained.'

Pathetic fallacy = where elements of nature are given human feelings or emotions. An author may use pathetic fallacy to represent characters' emotions or the actions in a scene. This helps set the tone and mood while adding depth to characterizations. For instance, an angry character gets caught in a thunderstorm.

Examples:
- The **cruel sea** hammered its waves on to the craggy rocks.
- The smiling skies…
- The sombre clouds…
- The angry storm…

3. Complete the table below. In each box write a sentence that uses the weather and pathetic fallacy to show the reader a feeling or emotion.

Sunshine	Storm
Snow	Rain

4. Using the image below as inspiration, write a piece of descriptive writing to describe the scene. You must include elements of pathetic fallacy. Before you write decide on the emotion/ feeling you want the reader to experience.
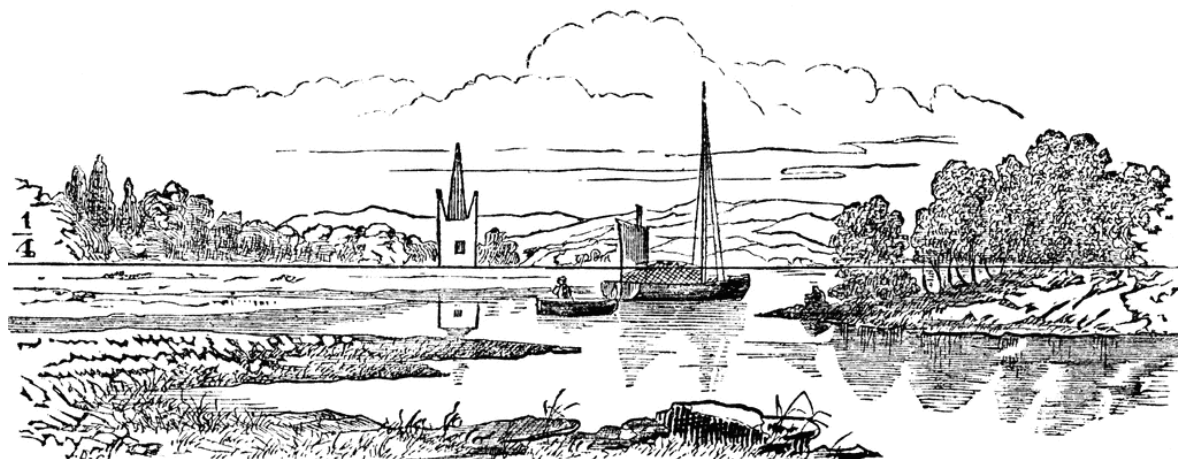
Remember to:

- Write in full sentences.
- Use capital letters and full stops, question marks, exclamation marks where appropriate.
- You could include metaphors and similes.
- You could steal vocabulary from your Frayer models and extracts you've looked at in previous lessons.

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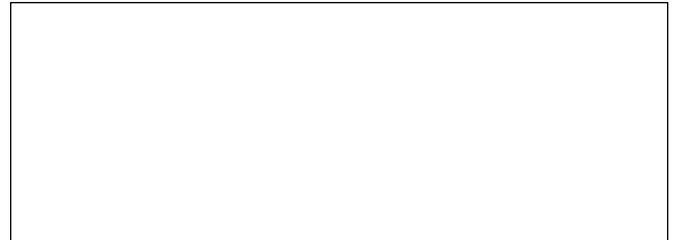
Lesson 5: A Thunderstorm - Emily Dickenson.

1. Read the poem carefully. Next to each stanza draw a picture of what you think is happening.

The wind begun to rock the grass
With threatening tunes and low, -
He flung a menace at the earth,
A menace at the sky.

The leaves unhooked themselves from trees
And started all abroad;
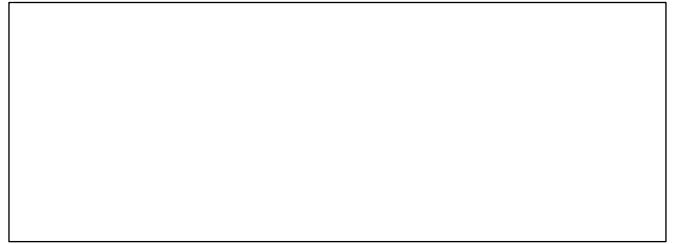The dust did scoop itself like hands
And throw away the road.

The wagons quickened on the streets,
The thunder hurried slow;
The lightning showed a yellow beak,
And then a livid claw.

The birds put up the bars to nests,
The cattle fled to barns;
There came one drop of giant rain,
And then, as if the hands

That held the dams had parted hold,
The waters wrecked the sky,
But overlooked my father's house,
Just quartering a tree.

2. What do you think the tone of the poem is? Joyful? Sadness? Desperation?

_____

_____

3. Find a line from the poem above to support your idea in Question 2.

_____

_____

4. On the poem above:
Circle 3 nouns.   Underline 4 adjectives.   Highlight an example of personification.

5. Complete the Frayer models below to explore some of the vocabulary in the poem.

FOCUS WORD: menace

Definition = menace	Image:
1)something that is likely to cause harm 2) a dangerous quality that makes you think someone is going to do something bad 3) a person, especially a child, who is very annoying	
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

FOCUS WORD: livid

Definition = livid	Image:
1)extremely angry: 2)(esp. of marks on the skin) of a purple or dark blue colour, usually caused by an injury	
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

6. Why do you think that Dickenson uses pathetic fallacy within her poem? What kind of atmosphere has she created?

_____

_____

_____

_____

Lesson 6 – A Thunderstorm continued.

1. Write down four pieces of information about the effect of the wind in the poem on page 11.

_____

_____

_____

_____

2. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat... If you think of the word **'flung'** what are the connotations you think of? Complete the spider diagram below:
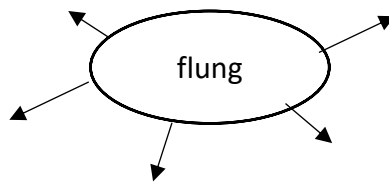
3. Complete the Frayer model below.

FOCUS WORD: sinister

Definition = sinister 1) making you feel that something bad or evil might happen. *Example: She has dark, sinister eyes that make you nervous when she looks at you.*	Image:
Synonyms (words that have the same meaning):	Antonyms (words that have the opposite meaning):

4. Use the poem on page 11 and complete the question below.

How does Dickenson create a menacing atmosphere in her poem?	
Paragraph section	Write your response on the lines below – the different sections should build a paragraph.
WHAT: The atmosphere is menacing because..	_____ _____ _____
HOW: Find a piece of evidence to prove your point. e.g. The line '…….' shows us that….	_____ _____
WHY: Explain why you think, based on the evidence you've found, the atmosphere is menacing.	_____ _____ _____
Extend: Focus in on a key word used by the writer, you could also refer to a technique used. e.g. The adjective: 'livid' has connotations of…	_____ _____ _____

Lesson 7 – Bath by Amy Lowell

Extract from 'The Picture of Dorian Gray' – Oscar Wilde (1890)

1. Read the extract below carefully:

Dorian Gray is a young, charming and handsome man. Impressed by his youthful beauty, his friend, Basil Hallward, paints a portrait of him. Dorian realises that as he ages, he will lose his youth and his looks – so he does a deal with the devil so that he will not age himself. However, Basil's portrait of him begins to age instead. He takes revenge for this by murdering Basil.
This extract describes his journey to an opium den, where he goes in an attempt to escape his guilt.

A cold rain began to fall, and the blurred street-lamps looked ghastly in the dripping mist. The public-houses were just closing, and dim men and women were clustering in broken groups round their doors. From some of the bars came the sound of horrible laughter. In others, drunkards brawled and screamed.

Lying back in the hansom, with his hat pulled over his forehead, Dorian Gray watched with listless eyes the sordid shame of the great city, and now and then he repeated to himself the words that Lord Henry had said to him on the first day they had met, "To cure the soul by means of the senses, and the senses by means of the soul." Yes, that was the secret. He had often tried it, and would try it again now. There were opium dens where one could buy oblivion, dens of horror where the memory of old sins could be destroyed by the madness of sins that were new.

The moon hung low in the sky like a yellow skull. From time to time a huge misshapen cloud stretched a long arm across and hid it. The gas-lamps grew fewer, and the streets more narrow and gloomy. Once the man lost his way and had to drive back half a mile.

A steam rose from the horse as it splashed up the puddles. The side windows of the hansom were clogged with a grey-flannel mist.

"To cure the soul by means of the senses, and the senses by means of the soul!" How the words rang in his ears! His soul, certainly, was sick to death. Was it true that the senses could cure it? Innocent blood had been spilled. What could atone for that? Ah! for that there was no atonement; but though forgiveness was impossible, forgetfulness was possible still, and he was determined to forget, to stamp the thing out, to crush it as one would crush the adder that had stung one. Indeed, what right had Basil to have spoken to him as he had done? Who had made him a judge over others? He had said things that were dreadful, horrible, not to be endured.

On and on plodded the hansom, going slower, it seemed to him, at each step. He thrust up the trap and called to the man to drive faster. The hideous hunger for opium began to gnaw at him. His throat burned and his delicate hands twitched nervously together. He struck at the horse madly with his stick. The driver laughed and whipped up. He laughed in answer, and the man was silent.

The way seemed interminable, and the streets like the black web of some sprawling spider. The monotony became unbearable, and as the mist thickened, he felt afraid.

Then they passed by lonely brickfields. The fog was lighter here, and he could see the strange, bottle-shaped kilns with their orange, fanlike tongues of fire. A dog barked as they went by, and far away in the darkness some wandering sea-gull screamed. The horse stumbled in a rut, then swerved aside and broke into a gallop.

After some time they left the clay road and rattled again over rough-paven streets. Most of the windows were dark, but now and then fantastic shadows were silhouetted against some lamplit blind. He watched them curiously. They moved like monstrous marionettes and made gestures like live things. He hated them. A dull rage was in his heart. As they turned a corner, a woman yelled something at them from an open door, and two men ran after the hansom for about a hundred yards. The driver beat at them with his whip.

Glossary:
Hansom - a two-wheeled carriage pulled by a horse, used like a taxi in the past
Opium – a highly addictive drug
Brickfield – an area where bricks are manufactured
Marionette – a puppet controlled from above with strings

2. Connotations are the ideas or suggestions we link to words beyond their obvious meanings e.g. red = danger, love, passion, heat… If you think of the words **'monstrous'** and **'gloomy'** what are the connotations you think of? Complete the spider diagram below:

15
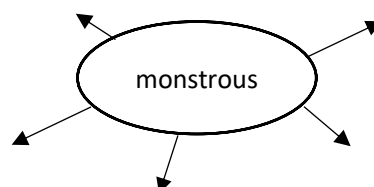
3. Explode the following quotation: Focus in on key words and identify the technique used.

[ ]

The <u>moon</u> hung low in the sky **like** a <u>yellow</u> <u>skull</u>.

[ ]   [ ]

4. Complete the what/ how/ why paragraph below and answer the question.

How does Wilde use language to create a sinister atmosphere?	
Paragraph section	Write your response on the lines below – the different sections should build a paragraph.
WHAT: Wilde creates a sinister atmosphere by…	_____ _____ _____
HOW: Find a piece of evidence to prove your point. e.g. The line '…….' shows us that….	_____ _____
WHY: Explain why you think, based on the evidence you've found, the atmosphere is spooky.	_____ _____ _____ _____
Extend: Focus in on a key word used by the writer, you could also refer to a technique used. Use the connotation work and quotation explosion to help you.	_____ _____ _____ _____

Lesson 8 – Creative writing

Story planning:

You are going to write a story about a time when you felt scared or fearful. You can write about something that has happened to you or you can write a fictional piece.

1. Fill in the grid below with your initial ideas.

Setting	Characters
Key events- list them in chronological order.	Additional information

2. Look back at the poems and extracts we've read and steal some vocabulary you may want to use in your own story.

Word bank:

3. Plan the events of your story in the boxes below:

First paragraph: Hook your reader. Set the scene? Begin with action? Start with a conversation?
Second paragraph: Inciting incident (events that build up to the climax)
Third paragraph: Climax (main event)
Fourth paragraph: Ending. Cliff hanger? Tragedy? Happy ending?

Write it up!

You should:

- o Use your plan and word bank
- o Use a clear narrative voice
- o Use paragraphs to organise your work and a range of sentence types and punctuation
- o Aim to spell and write accurately
- o Include a title for your work
- o Challenge: use alliteration, metaphors, similes, some sensory language and lots of adjectives.

TITLE:

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Rewind and red pen your work. Use these EBIs to help you:

- Have you described the settings, characters and key events clearly?
- Check your basic **punctuation**. Have you used capitals, full stops and commas?
- Now consider where you might punctuate for effect. Can you use punctuation to change the pace or add emphasis? Have you used a range of **sentence structure** for clarity and effect?
- Challenge your **vocabulary**. Look at your description – can you make it more powerful and effective?
- Check the FLOW of your work. Read it out loud – does it make sense? Are there 'clunky' phrases that you can improve? Have you written chronologically?
- Have you included any ideas from the poems and texts we've read?