

# Barrhead High School

## English Department






## S3 Homework

### Level 3/4



Skills for Life, Work and Learning	Developing Creativity	Improving Written Communication
Writing about Texts	Talking and Listening Skills	Reading and Understanding

### Homework Tasks

	Task			
1	My Summer			
2	Fact and Opinion			
3	RUAЕ			
4	Purpose and Audience			
5	RUAЕ			
6	Creative Writing			
7	Nouns 1			
8	Nouns 2			
9	Verbs 1			
10	Verbs 2			
11	Adjectives			
12	Synonyms			
13	Formal and Informal Language			
14	RUAЕ			
15	Reading for UAE- St Andrew's Day			
16	Metaphors			
17	Personification			
18	Alliteration			
19	Film Characater Analysis			
20	Independent Research- Robert Burns			
21	Personal Writing			
22	RUAЕ			
23	Antonymns			
24	Newspaper Article			
25	Research			
26	RUAЕ			
27	Research			
28	RUAЕ			
29	Creative Writing			
30	Textual Analysis			
31	Creative Writing			
32	Textual Analysis			
33	RUAЕ			
34	Personal Writing			
35	Newspapers			
36	Creative Writing			

## Homework 1

### My Summer



Task 1 – You **must** attempt this task.

You are going to complete a short piece of writing about your favourite thing that you did this summer.

It could be anything at all that you spent time doing, such as: spending time with a family member, going on a day trip, being with your friends, or even going away on holiday.

Try to include:

- Descriptive words about your memory.
- Examples of your feelings at the time.
- Detail about the event and what you did.

Task 2- You **should** attempt this task.

Take a highlighter or a coloured pen. Highlight all the really good descriptive words that you have used in your piece of writing.

Task 3- You **could** attempt this task.

Add in two similes and one metaphor to develop your writing. You can add these at the bottom, under task 3.

## Homework 2

### Fact and Opinion

Facts tell us information about something.

Opinions are a point of view.

Read the sentences below and write Fact or Opinion next to them.

The first one has been done for you.

Task 1- You **must** do this task

1. Florence Nightingale was a nurse. Fact
2. Prince George is the son of the Duke and Duchess of Cambridge. \_\_\_\_\_
3. Swimming is fun. \_\_\_\_\_
4. Glasgow is a city in Scotland. \_\_\_\_\_
5. Red shoes are the prettiest shoes. \_\_\_\_\_
6. Michael Morpurgo, Jacqueline Wilson and J.K. Rowling are authors. \_\_\_\_\_
7. Henry VIII had six wives. \_\_\_\_\_
8. Jacqueline Wilson's books are brilliant. \_\_\_\_\_
9. Peas, sprouts and onions are vegetables. \_\_\_\_\_
10. Rabbits are cute animals. \_\_\_\_\_



**Task 2 : You should do this task**

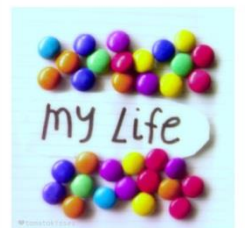
Write down five facts about your life.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**Task 3: You could do this task**

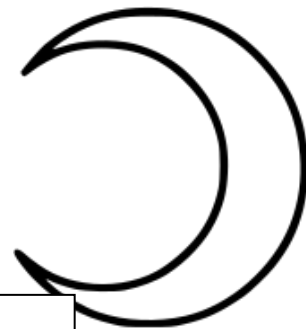
Write down 5 opinions about your life

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



## Homework 3

### Reading for Understanding



Task 1: You **must** complete the reading passage below

Mary Moon peed the floor on the first day of school. She sat in the middle of a yellow puddle and cried while the rest of us kept clear. I don't know who finally went for the teacher but it wasn't me. After that she was called Mary-Moon-that-peed-the-floor, all joined up together like a red Indian name.

Mary Moon was as thin as a string, white-yellow hair hanging down her back in rats' tails. She had specs with elasticated legs and her socks sometimes didn't match. Her skin was see-through and she smelled like a cat's cushion. She sat next to George Dickie who kept nipping folk. There were always marks on her arms. My mother said she was a Poor Soul and told me to ask her round for her tea but I didn't. I suppose I was afraid of the rings under her eyes, her fingernails always needing cut. I told myself she wouldn't come anyway and just didn't bother.

Q1. In your own words, describe what happened to Mary.

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Q2. Pick out a simile that describes Mary. (Paragraph 2.)

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Q3. Write down three details about how Mary looks.

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Q4. Why do you think the speaker didn't invite Mary around for tea?

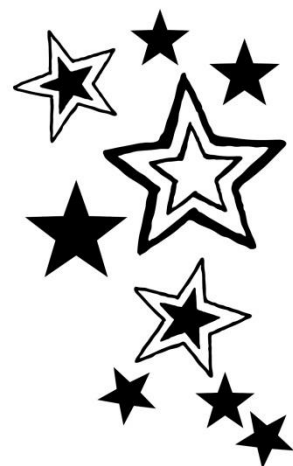
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Q5. How do you think Mary would feel about the speaker's attitude towards her?

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Task 2: Developing Creativity. You **should** complete this task

In this box, draw a picture of Mary, based on how she is described in the passage above.

Task 3: Talking and Listening Skills. You **could** complete this task.

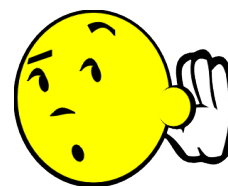
Pick someone in your family- anyone that you like to talk to. Have a chat about your favourite stories and fill out the information below.

Who are you talking to?	
What is the name of the story?	
Who were the characters in the story?	
Why is this the one story that you've picked?	



## Homework 4

### Purpose and Audience



Task 1- You must complete this task.

This task asks you to think about who would want to read, watch or listen to something, and about why it has been made. Look at the example given, and fill out the table.

Item or Object	Purpose (why it has been written or made.)	Audience (who would want to read, watch or listen.)
Football Programme from a match day	To give information about the teams and to entertain fans as they wait for kick off.	Football supporters/ people interested in sports statistics.
The 6 O 'Clock News		
A BMW car advert		
A billboard advert for Sky Sports		
Cbeebies Magazine		
An autobiography of Harry Styles		
Film trailer for the new Captain America film		



**Task 2: You *should* complete this task**

- Watch an advert on the television. Think about the purpose and audience of that advert, and give the details below.

Name of Product/ thing being advertised:

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Purpose of the advert:

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---

Who is the advert aimed at?

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**Task 3: You *could* complete this task**

Think about creating your own children's tv show. You are going to create a programme to appeal to younger children, who are under 5.

The purpose is to entertain and educate them about something. You can decide what.

Programme name:	Characters in the show:
Plot of the show:	Special features or ideas:

## Homework 5

### Reading for Understanding

#### Graphic Novels

People call them graphic novels sometimes, but they are basically comic strips. Maybe some prefer the term graphic novels because they sound mature, and sometimes deal with mature terms that are anything but funny (which is how comic strips got their name; they were also called the funny pages or, simply, funnies). Here is a list of three graphic novels for children of all ages (which means your parents can read them too).

#### #1 **Coraline by Neil Gaiman**

Aren't there times when you hate your parents? Maybe it's because they curtail your online time. Or maybe it's because they insist you behave better in public (and in private). What if you move into a new house and discover that there is another reality, with a Mom and Dad who are really nice (or are they?). Pleasantly scary, *Coraline* (there's also an animated movie), is top of our list.

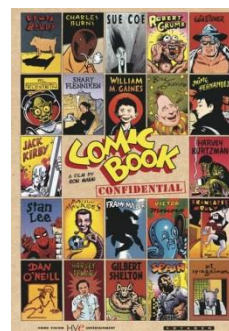
#### #2 **Maus by Art Spiegelman**

Some of you may have read what happened to the Jews before and during World War II. *Maus* is a beautiful retelling of what we call the Holocaust, and it uses cats and mice to explain the essential difference between oppressors and oppressed.

#### #3 **Persepolis by Marjanne Satrapi**

How was it being a young, smart, witty young girl, growing up in Iran during the Islamic revolution that changed one of West Asia's most progressive (open-minded) countries into an orthodox (strict and rigid) nation? Satrapi's amusing and poignant (sad) autobiographical graphic novel answers that question.

1. Who is this list aimed at (target audience)?
2. How are graphic novels different to standard novels?
3. What type of question is used throughout this article? (Hint: begins with 'R')
4. Which of the three graphic novels appeals to you the *most*? Explain why.
5. Which of the three graphic novels appeals to you the *least*? Explain why.



## Homework 6

### Creative Writing

Task 1: You must complete this task.

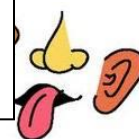
Look at the pictures, opening lines and titles below. Choose one of these as an inspiration for a short creative story.

**It was the hottest day of summer...**

**A house stood in the distance...**

**A Day at the Seaside**

**The Graveyard**



**Task 2: You *should* complete this task**

Re- read your story. You are now going to try to develop your five senses for description. Pick one section of your story, and imagine you are the character at that moment.

1. I can hear \_\_\_\_\_  
\_\_\_\_\_
2. I can see \_\_\_\_\_  
\_\_\_\_\_
3. I can taste \_\_\_\_\_  
\_\_\_\_\_
4. I can touch \_\_\_\_\_  
\_\_\_\_\_
5. I can smell \_\_\_\_\_  
\_\_\_\_\_

**Task 3: You *could* complete this task.**

Pick your main character and fill in the table below with details about them.

Name and Age	Personality
Appearance	Interesting habits



## Homework 7

### Nouns (1)

**Common noun:** name of a thing. Eg, desk, window, computer, book

**Proper noun:** name of a place, person. Eg, James, London, America. It always has a capital letter.

**TASK 1:** You **must** do this task.

Read the following passage. Identify the nouns and put them under the correct heading.


Until he was four years old, James Henry Trotter was a happy little boy. He lived in a beautiful house beside the sea with his mum and dad. There were lots of children to play with on the beach.

Then one day his mum and dad went to London shopping and a terrible thing happened: they were eaten by a rhinoceros who had escaped from London Zoo.

[illegible]

**TASK 2:** You **should** do this task.

Fill in the blank spaces with suitable nouns.

1. A young dog is called a \_\_\_\_\_.
  2. When they were camping they slept in a \_\_\_\_\_.
  3. He put \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ on the table in time for dinner.
  4. Buddy wanted to go to the \_\_\_\_\_.
  5. She didn't have any \_\_\_\_\_ at home.
- 



**TASK 3:** You **could** do this task.

Look through a book you enjoy reading. When you come across any unusual **common nouns**, write them down. Try to find fifteen that you wouldn't normally use in your own writing.

[illegible]

## Homework 8

### Nouns (2)

**Collective noun:** name for groups or collections or nouns. Eg, a swarm of bees; a flock of sheep.

**Abstract noun:** names of all the feelings, thoughts and ideas which you cannot hear, touch or see, but which can exist in your mind. Eg, happiness, danger, truth

**TASK 1:** You **must** do this task.

**A.** Here is a list of collective nouns. Write each collective noun with the most suitable plural noun. The first one has been done for you.

1. An army of soldiers
2. A team of \_\_\_\_\_
3. A choir of \_\_\_\_\_
4. A crew of \_\_\_\_\_
5. A menagerie of \_\_\_\_\_
6. An orchard of \_\_\_\_\_
7. A convoy of \_\_\_\_\_
8. A library of \_\_\_\_\_
9. A swarm of \_\_\_\_\_
10. A bouquet of \_\_\_\_\_



**B.** Match the collective nouns to go with each of the following groups:

1. A \_\_\_\_\_ of ships.
2. A \_\_\_\_\_ of cows.
3. A \_\_\_\_\_ of whales.
4. A \_\_\_\_\_ of puppies.
5. A \_\_\_\_\_ of crows.
6. A \_\_\_\_\_ of furniture.

suite

fleet

school

murder

herd

litter

**TASK 2:** You **should** do this task.

Write out the sentence with abstract nouns from the list.

1. When people are happy, they are full of \_\_\_\_\_
2. When somebody is really nasty, that person must be full of \_\_\_\_\_
3. When something scary happens, I feel the \_\_\_\_\_ inside of me.
4. When people are honest with me, I feel happy that the \_\_\_\_\_ is being told.
5. When I am bored of studying, I feel the \_\_\_\_\_ in my brain.
6. When I am sad about something, I feel \_\_\_\_\_ in my heart.
7. When it's Friday, the whole class feels the \_\_\_\_\_ !
8. When a friend does something to help us, we know that there is \_\_\_\_\_

<i>boredom</i>	<i>friendship</i>	<i>truth</i>	<i>fear</i>	<i>love</i>	<i>excitement</i>	<i>happiness</i>	<i>hate</i>
<i>panic</i>	<i>misery</i>	<i>unhappiness</i>			<i>hatred</i>	<i>pain</i>	<i>stress</i>

**Task 3:** You **could** do this task.

Draw a picture of a happy face.

Draw a picture of happiness – BUT MAKE SURE ITS DIFFERENT.

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Which is easiest to draw and why?



## Homework 9

### Verbs 1

**A verb** is an action word or a doing word.

**TASK 1:** You **must** do this task.

Write down the verbs in the following sentences.

1. The hockey player strikes the ball.
2. A footballer kicks the ball towards the goal.
3. The boxer in the ring punches his opponent.
4. The archer shoots an arrow at the distant target.
5. A weight-lifter lifts up the heavy irons.
6. The fencer thrusts her sword forward swiftly.
7. The golfer swings her golf-club at the ball.
8. The basketball player leaps up at the net.
9. The tennis player returns a fast ball over the net.
10. The skater glides gracefully on one leg.
11. The horsewoman encourages her horse to clear the fence.
12. The runner sprints forward in the 100 metres race.



**TASK 2:** You **should** do this task.

- Watch your favourite TV programme for 5 minutes.
- How many things do you see the people or animals doing?
- Write down the name of the programme and make a list of verbs.

**TASK 3:** You **could** do this task.

- Write about the start of your day or the end of your day.
- Include 10 verbs. Underline them.

## Homework 10

### Verbs (2)

Some verbs are made up of more than one word. For example:

*Was* helping

*Is* holding

*Should be* singing

The extra words, in italics, are called **helping verbs** or **auxiliary verbs** because they help the main verb.

**TASK 1:** You **must** do this task.

Write out the following sentences, putting auxiliary verbs in the blank spaces.

1. We \_\_\_\_\_ told to get on with our work and all \_\_\_\_\_ working at once.
2. At your age you \_\_\_\_\_ expected to walk to school on your own.
3. Lewis and Emily \_\_\_\_\_ asked to collect the folders and books.

The auxiliary verb helps verbs to be put into different tenses. Eg

#### Present

I walk, I *am* walking

#### Past

I walked, I *was* walking, I *have* walked

#### Future

I *shall* walk, I *shall be* walking

Here is a list of common auxiliary verbs:

am,	was,	do,	have,
is,	were,	does,	has
are		did	had
shall	could	must	
will	should	might	
can	would	may	

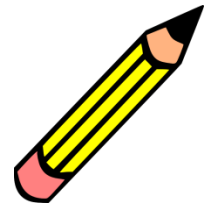
**TASK 2:** You **should** do this task.

Parent or Carer's Signature \_\_\_\_\_

Date \_\_\_\_\_

Write out the following sentences putting an auxiliary verb in each blank space. There are often several possibilities.

1. Now the two dogs \_\_\_\_\_ barking fiercely at each other.
2. The little children \_\_\_\_\_ gone out to play on the swings.
3. What's the problem? I \_\_\_\_\_ be able to help you.
4. I \_\_\_\_\_ finish my homework after I \_\_\_\_\_ swallowed my tea.
5. When I \_\_\_\_\_ finished my work, I \_\_\_\_\_ help you with yours.
6. You \_\_\_\_\_ taken my book away and I \_\_\_\_\_ like it returned.
7. If she \_\_\_\_\_ forgotten to post my letter I \_\_\_\_\_ be very annoyed.
8. She \_\_\_\_\_ buy only one t-shirt as she \_\_\_\_\_ not have enough money to buy another.



**TASK 3:** You **could** do this task.

Say which tense each of the verbs is in: present, past, future.

## Homework 11

### Adjectives

**Adjectives** are describing words. For example, red, black, brown, small, large, dark, light

**TASK 1:** You **must** do this task.

Read the following passage and underline the adjectives.

Even in the daytime number 56 Croxley Street looked sinister. It was built of dark stone that had been stained darker in places where rain had dripped down from broken gutters. From the grey slates of the roof down to the ground there was no lightness or colour anywhere. The trees and bushes in the garden were a miserable dark green that seemed to swallow up the light. Buddy noticed that where the branches of one of the bushes leaned against the stone of the house, the leaves had died as though poisoned by its touch.

**TASK:** You **should** do this task in your jotter.

Describe your route to school in detail. Use adjectives, including colours, to make your description more interesting.

Examples

'dark stone..., broken gutters..., grey slates..., dark green..., bushes..., trees'

**TASK 3:** You **could** do this task.

Draw a map of your route to school in your jotter. Give as much detail as possible and take great care with presentation.

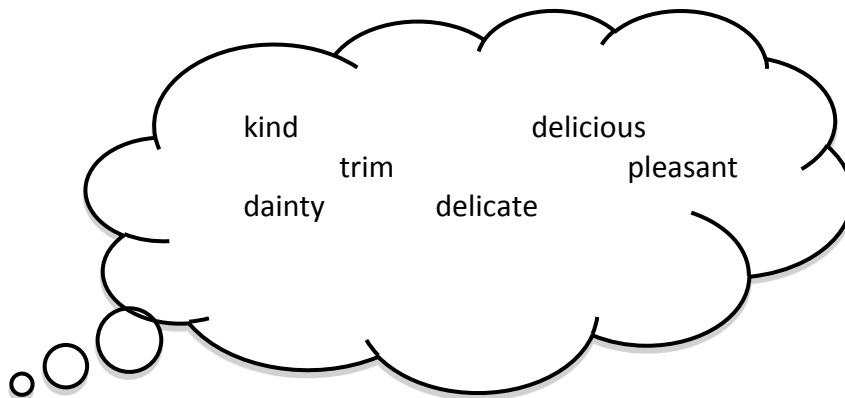
## Homework 12

### Synonyms

A **synonym** is a word that has nearly the same meaning as another word. It helps you to avoid repeating the same word.

Task 1- You **must** do this task

Here are some **synonyms** for 'nice'.



Choose a suitable **synonym** from the above list to replace the over-used word 'nice' in the following sentences. Write your new sentences into your jotter.

1. My dad prepared a *nice* meal of steak and onions.
2. The queen wore a *nice* dress which had *nice* floral patterns.
3. The barber gave the young man a *nice* haircut.
4. The *nice* schoolboy helped the old lady across the road.
5. It was a *nice* evening so the family went for a walk in the park.



Parent or Carer's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Task 2** – You **should** do this task.

Score out the words which are **not** a synonym for *laugh*.

cry	giggle	cackle	scream	whisper
snigger	shout	chuckle	grin	groan

**Task 3** – You **could** do this task.

Write your five remaining words into five interesting sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Parent or Carer's Signature \_\_\_\_\_



## Homework 13

### Formal and Informal Language

**TASK 1:** You **must** do this task

Write informal or formal words or phrases:

Formal	Informal
Dear Madam	Hi
	cash
Yours sincerely	
He lacks talent.	
	Let's go and get some grub.
	celeb
I did not receive	

**TASK 2:** You **should** do this task.

An employer received the following a letter as a job application. The employer has looked at it and thrown it in the bin!

1. Read and explain why it was thrown in the bin.
2. Write down words and phrases to support your answer.

Hi  
 Heard about the job, reckon I'd be good at it. I've done that kind of work before an think itd be buzzin. They even trusted me wi the cash. I was a cleaner before an I don't wanna do that again. Give us a chance. Phone me on 0750372945.  
 Cheers!  
 Sam

**TASK 3:** You **could** do this task.

Re-write the letter using formal language. You can use **some** of the phrases from the first activity.

## Homework 14

### Reading for Understanding

**TASK 1:** You **must** do this task.

Read the following article and answer the questions in your jotter.

Ahmed Mohamed is a bright, well-spoken and creative grade 9 student in Texas. One of his favourite things to do is invent and build things.

He once built himself an extra long-life battery charger for his cell phone. Recently, he built a clock.

His clock wasn't much to look at. It didn't look like the kind that would be on your bedside table; it wasn't in a fancy package. It was in a big metal case, and it had wires coming out of it. But it worked. It was a real digital clock and it worked; it kept the time and it had an alarm.

The 14-year-old was proud of the clock he had built, and he thought his teachers would be, too. So he brought the clock to school to show it to them. He thought they would be pleased.

Instead, Ahmed's teachers thought his clock might be something dangerous. They were wrong, but they felt that Ahmed might be a threat to the safety of the school so they called the police, and Ahmed was taken to jail. (He was later released and he was not charged with any crime.)

In a media conference, Ahmed said he is going to change schools. It looks like he will have plenty of great options.

#### QUESTIONS.

1. Where does the boy live?
2. What does he like to do with his time?
3. What did he take into school?
4. What happened?
5. Why?
6. What happened after he was taken to jail?
7. What is Ahmed going to do now?
8. Do you think the teacher was right to call the police?



Parent or Carer's Signature \_\_\_\_\_

Date \_\_\_\_\_



**TASK 2:** You **could** do this task.

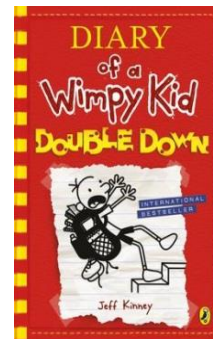
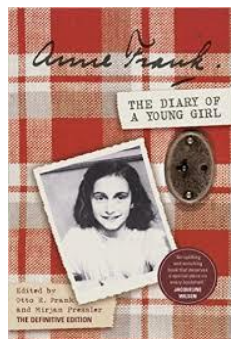
### ADJECTIVES.

Read the following passage and make a list, in your jotter, of all the **adjectives**.

The small boy walked quickly past the old, derelict house. He remembered all the scary stories he had been told about the strange couple who lived there. He heard a low whistle coming from behind the overgrown hedge in the garden. He started to run. He heard a door slam and a loud scream come from behind the hedge.

**TASK 3:** You **should** do this task.

Write a diary entry for a day in your life this week. You should describe events as well as your thoughts and feelings. This should be done in your jotter.



## Homework 15

### Similes

If we write “His shirt was as white as snow” or “he was driving like a maniac” we are using a Figure of Speech called a **SIMILE**.

In the first example we have compared the whiteness of the shirt to the gleaming whiteness of snow; in the second example we have compared the way the driver was driving to the actions of someone who is not behaving in a sensible manner.

We are comparing two things to make the meaning of one of them clearer. We are saying that one thing is LIKE or AS another thing.

**TASK 1:** You **must** do this task.

Here are some common similes. Your task is to complete them. The first one has been done for you:

As brave as a lion.

As good as \_\_\_\_\_

As gentle as a \_\_\_\_\_

As hard as \_\_\_\_\_

As strong as an \_\_\_\_\_

To run like \_\_\_\_\_

As light as \_\_\_\_\_

To tremble like a \_\_\_\_\_

As bold as \_\_\_\_\_



**TASK 2:** You **could** do this task.

In the following similes, state what is being compared to what and why the writer has made the comparison. The first one has been done for you.

1. I woke up in the morning feeling as fresh as a daisy.

A person is being compared to a daisy.

This suggests that the person feels clean and bright .



2. The tyre was as flat as a pancake.

\_\_\_\_\_ is being compared to \_\_\_\_\_ .

This suggests that tyre was \_\_\_\_\_.

3. The puddle was as black as ink.

\_\_\_\_\_ is being compared to \_\_\_\_\_ .

This suggests that puddle was \_\_\_\_\_.

4. Last night I slept like a log.

\_\_\_\_\_ is being compared to \_\_\_\_\_ .

This suggests that the person felt \_\_\_\_\_.

**TASK 3:** You **should** do this task.

Make up five similes of your own based on how you feel throughout your day.

(a) When I wake up in the morning I am as grumpy as my dad with a sore head.

(b) After a long shower I am as/like \_\_\_\_\_

(c) When I arrive at school I am as/like \_\_\_\_\_

(d) In \_\_\_\_ (name a subject) \_\_\_\_\_ class I am as/like \_\_\_\_\_

(e) At the end of the school day I am as/like \_\_\_\_\_

(f) When I go to bed I am as/like \_\_\_\_\_

Parent or Carer's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Homework 16

### Metaphors

METAPHORS are used in writing when the writer wants the reader to have a better picture of the situation being written about. METAPHORS are written about someone or something as if it were something else.

The storm was a wild beast roaring round the cottage.

**TASK 1:** You **must** do this task.

Read the text below and write out six metaphors that are connected to roads or travel or transport. The first one has been underlined.

Mrs Smith has really got problems with her children. Her oldest son Jake is at a crossroads. He was in a dead-end job so he gave it up. Now he can't find another one and he doesn't know which way to turn. His relationship with his girlfriend is over. They have had a bumpy ride so they decided to separate. Meanwhile the younger son, Cyril, has gone off the rails. He has stopped going to school. "It's very worrying," said Mrs Smith. "I want both of my sons to get back on track as soon as possible."

**TASK 2:** You **could** do this task.

Match the six metaphors to the definitions below. The first one has been done for you.

1. A point where a decision must be made – *at a crossroads*.
2. Ended up in a chaotic state.
3. Something which has no future.
4. A difficult time.
5. To start working normally again.
6. What to do next.



**TASK 3:** You **should** do this task.

Find three metaphors in songs. You could listen to the lyrics of your favourite singer or carry out some research.

Write down the name of the singer or the band, the name of the song and the metaphor. Which one do you prefer and why?

## Homework 17

### Personification

Personification is a figure of speech when something is treated as if it was alive. It gives an object lifelike characteristics.

For example, It was an evil wind. The wind is not human but it is described as having a human characteristic. It suggests that the wind is horrible and extremely bad.

**TASK 1:** You **must** do this task.  
Read 'The Sky is Low' by Emily Dickinson.

THE sky is low, the clouds are mean,  
A travelling flake of snow  
Across a barn or through a rut  
Debates if it will go.

A narrow wind complains all day  
How some one treated him;  
Nature, like us, is sometimes caught  
Without her diadem\*

\*diadem is a type of crown worn by royalty.



1. How are the clouds described? Quote.
2. The snow 'debates if it will go.' What do you think this means?
3. What does the wind do all day?
4. What is the weather like that day?
5. Quote one expression to show what happens to nature.
6. Why do you think Emily Dickinson has made the weather seem like a person?

**TASK 2:** You **could** do this task.

Match the verbs with nouns.

**NOUNS**

sun  
moon  
star  
sea  
tree  
cloud  
wind  
night

**VERBS**

peeks  
whispers  
glows  
moans  
howls  
dances  
creeps  
dies



**TASK 3:** You **should** do this task.

Write a personification poem about starting the day. Include five sentences with personification.

For example,

My alarm screams at me to wake up.

The rich smell of bacon calls me downstairs.

## Homework 18

### Alliteration

Alliteration – when two or more words start with the same consonant **sound**. The words can be next to each other or spaced out. Eg, big beefy burger or ‘peeling paint’

**TASK 1:** You **must** do this task:

Circle as many examples of alliteration from this extract:

Rats!

They fought the dogs, and killed the cats,  
And bit the babies in the cradles,  
And ate the cheeses out of the vats,  
And licked the soup from the cook's own ladles,  
Split open the kegs of salted sprats,  
Made nests inside men's Sunday hats,  
And even spoiled the women's chats,  
By drowning their speaking  
With shrieking and squeaking  
In fifty different sharps and flats.

*From: The Pied Piper by Robert Browning*

**TASK 2:** You **could** do this task:

Write down an adjective to go with each of the following words to form phrases with alliteration.

Eg, \_\_\_\_\_*bold*\_\_\_\_\_ Buddy

\_\_\_\_\_ house

\_\_\_\_\_ Julius

\_\_\_\_\_ uniform

\_\_\_\_\_ youth club

\_\_\_\_\_ dad

\_\_\_\_\_ school

\_\_\_\_\_ prison

**TASK 3:** You **should** attempt this task:

Listen to or watch adverts on TV or your computer or look for advertisements in newspapers or magazines.

Write down three examples of alliteration that you find.

## Example

Name of advert/product: Penguin biscuits.

Alliteration: P...p...p... Pick up a Penguin.



1. Name of advert/product\_\_\_\_\_

Alliteration: \_\_\_\_\_

2. Name of advert/product\_\_\_\_\_

Alliteration: \_\_\_\_\_

3. Name of advert/product \_\_\_\_\_

Alliteration: \_\_\_\_\_

If you can, bring in examples.



## Homework 19

### Film Character Analysis

Choose a character from a film you've watched and write a character analysis. This involves writing about:

#### **Introduction:**

- Name of character and name of film.
- Why you picked this particular character

#### **Paragraph 1**

- A brief outline of their role in the film.

#### **Paragraph 2**

- Physical description of the character

#### **Paragraph 3**

- Their background – eg, where he/she lives, family...
- Their interests
- Their personality – eg, brave, funny...
- How they are treated by others
- How they change and develop throughout the course of the film

#### **Conclusion**

- Why the character was important in the film
- What the character has made you think about
- Who you would recommend this film to and why.



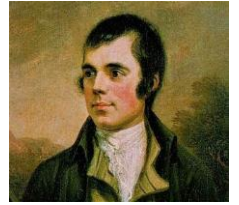
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## Homework 20

### Research

Robert Burns Research Task- you **must** complete this.



1. Where was Robert Burns born? \_\_\_\_\_
2. When was he born? \_\_\_\_\_
3. What was Burns' wife's name? \_\_\_\_\_
4. Name two places that Burns lived: \_\_\_\_\_
5. In what year did he die? \_\_\_\_\_
6. Name two poems and two songs that Burns created.  
song \_\_\_\_\_  
song \_\_\_\_\_  
poem \_\_\_\_\_  
poem \_\_\_\_\_
7. What was the horse called in "Tam O'Shanter"? \_\_\_\_\_
8. What was the kirk yard called in "Tam O'Shanter"?  
\_\_\_\_\_
9. Tell me two of the jobs that Robert Burns did. \_\_\_\_\_  
\_\_\_\_\_
10. What do people traditionally eat on Burns night? \_\_\_\_\_
11. What is the opening line to "To A Mouse"? \_\_\_\_\_  
\_\_\_\_\_
12. What very famous Burns song is sung every New Year?  
\_\_\_\_\_

**Task 2:** You **should** complete this task

Taking the information that you have collected, write a short paragraph (about 5 or 6 sentences) as an autobiography of Robert Burns.

**TASK 3:** You **could** complete this task

Read the extract of 'To a Mouse' below. Now try to imagine that you are the mouse in the poem. What would you write back to Robert Burns? You can use Scots if you wish.

Wee, sleekit, cow'rin, tim'rous beastie,

O, what a panic's in thy breastie!

Thou need na start awa sae hasty,

Wi' bickering brattle!

I wad be laith to rin an' chase thee,

Wi' murd'ring pattle!



## Homework 21

### Personal Writing

Write about one of your interests or hobbies outside of school. You should include details of how you got involved with it in the first place, what you actually do and what you enjoy about it. Write a minimum of 200 words.



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## Homework 22

### Non-fiction RUAE



#### Usain Bolt.

#### Personal Information

1. Usain St Leo Bolt was born in Jamaica on the 21 August 1986. By the time he was 15 years old, Usain Bolt was 6 feet 5 inches tall.
2. Today, he is the fastest sprinter in the world and cannot be beaten. Usain Bolt's nickname is "Lightening Bolt" due to his extraordinary speed.

#### Early life

3. When he was young, he spent his time playing cricket and football. Usain's coach noticed that he was fast and encouraged him to try track and field.
4. Usain was so committed to win that he trained daily. By the time he was 15 years old, Usain Bolt held the record as the youngest sprinter in the Junior World Championships.

#### Sporting Career

5. Usain Bolt is a very successful athlete. He has won 33 gold medals at Olympic and international level. Bolt is the most amazing athlete the world has ever seen.

#### Interesting Information

6. Usain Bolt earns an excessive amount of money through prize money and product endorsement with Nike, Gatorade, Virgin Media and Nissan cars. Last year he earned \$20.3 million.

#### Questions

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1. What do you think is the **PURPOSE** of this article about Usain Bolt?

To Persuade ☐

To Entertain ☐

To Inform ☐

2. **Why** do you think this is the purpose? (Hint: Comment on the structure and words used in the article)

3. Who is the **AUDIENCE**? (i.e. Who do you think would be most interested in reading this article?)

4. **LOOK AT PARAGRAPH 2**

a) What is Usain Bolt's nickname? Explain why this is a good nickname for him?

b) Is Usain Bolt's speed really unusual or special? Yes / No

What word in this paragraph tell us that?

5. **LOOK AT PARAGRAPH 3**

a) What word in paragraph 3 means that Usain Bolt was determined and would not give up?

6. **LOOK AT PARAGRAPH 4**

a) What word in paragraph 4 means that Usain Bolt has far too much of something?

7. **FACT OR OPINION!**

a) Find three (3) FACTS about Usain Bolt from this article:

i)

ii)

iii)

b) Find one (1) OPINION written about Usain Bolt in this article.

## Homework 23

### Antonymns

**Antonym** is another way of saying opposite. Some words have antonyms, others do not. For example, the opposite of good is bad.

**TASK 1:** You **must** do this task:

Copy these lists of **adjectives**. Join up the opposites in each list.

Fat	sad	heavy	strong
Long	hard	far	slow
Happy	thin	big	near
Narrow	dry	weak	light
Wet	short	noisy	small
Soft	wide	fast	quiet

**TASK 2:** You **could** do this task:

Look at these four sentences. Copy them into your books carefully filling in the two missing words, which are opposites.

E.g. A hare runs fast but a tortoise is slow.

1. A mouse is ----- but an elephant is -----.
2. A rock is ----- but cotton wool is -----.
3. Ice is ----- but the sun is -----.
4. A lemon is ----- but sugar is -----.



**TASK 3:** You **should** do this task:

**Rewrite** these sentences. Change the verb in each sentence so it gives the sentence the opposite meaning.

1. Suddenly, as if by magic, the fluffy white rabbit appeared.
2. The football players all agreed with the referee.
3. I really like sprouts.
4. The plumber called to connect the water supply.
5. Children always obey their parents!
6. Tom knew just how to displease his teacher.
7. The referee disallowed the goal.

## Homework 24

### Newspaper Article

#### 'Tired teenagers' at Surrey school to start lessons later

Sixth formers at a private school in Surrey are to begin their lessons in the afternoon to allow them to sleep later in the mornings.

Hampton Court House, in East Molesey, said the change to 13:30 from the usual time of 09:00 will be more productive and less stressful for students.

The pioneering decision will mean that A-level classes will finish at 19:00.



Teenagers have a biological disposition "to going to bed late and struggling to get up early", the school said.

Headmaster Guy Holloway added that scientific evidence had shown that many did not sleep sufficiently during the week, causing a "significant impact on teenage cognition and mental and physical health generally".

Gabriel Purcell-Davis, 15, currently in year 10 and who will be one of the first to undertake the new routine, said: "I want to wake up in my bed, not in my maths lesson."

Sleep expert Professor Francesco Cappuccio said everyone had a "ticking biological clock" that regulated a natural instinct to wake up and to go to sleep, but this was delayed in teenagers.

Professor Cappuccio, a professor of cardiovascular medicine and epidemiology at the University of Warwick Medical School, said the "delayed-phase clock" meant teenagers tended to wake up later in the morning and go to bed later, although this usually disappeared as they grew older.

He said: "If we are sleepy, important functions like attention, ability to learn, and other executive functions are impaired..."

"This is one of the reasons why often some individuals, when forced to perform against their biological clock, may find it difficult, [leading to] bad performance or even bad behaviour with even some long-term consequences."

Professor Cappuccio said Hampton Court House's move was a "courageous decision" which would be likely to "maximise their learning experience in a 24/7 society".

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"This is a worthy natural experiment and it would be of interest to compare the results of this cohort of pupils with those of previous years," he added.

### **Questions**

1. What do you think the purpose of this article is?
  - To encourage
  - To entertain
  - To inform
2. Who do you think would read this article? Give a reason for your answer.
3. Give two reasons the school states for changing the start time of school to 13.30?
4. What do you think the writer means by 'biological disposition'?
5. Write down which functions are affected in teenagers if they are sleepy.
6. What does the word 'pioneering' suggest about the action the school is taking? (
7. What sound technique is being used in the headline 'Tired teenagers' at Surrey school to start lessons later?
  - Onomatopoeia
  - Alliteration
  - Rhyme
8. Look at this extract - He said: "If we are sleepy, important functions like attention, ability to learn, and other executive functions are impaired... What is the function of the colon?
  - To introduce a list.
  - To introduce an explanation
  - To introduce a quotation.

## Homework 25

### Research

Research a charity and write an account of the work they do and why you are interested in their cause. (You should write 200 words minimum.)



## Homework 26

### RUAЕ

#### Why the Taj is Turning Brown



Think of the Taj Mahal and a gleaming marble monument comes to mind. But if you look closely, you'd note that the marble is not the gleaming white it was. Two professors from the United States (US), who studied the problem, believe that the Taj is turning brown due to the burning of municipal waste close by.

The burning of waste from the city of Agra, where the Taj Mahal is located, is leading to the deposit of fine particles of matter on the monument. Over the past many years, the Taj has been losing its shine due to Agra's pollution. The government too has tried various things—such as not allowing too many vehicles near the monument and even applying pastes to the marble walls to get the stain off.

Built in 1632 by the Mughal Emperor Shah Jahan in memory of his wife Mumtaz Mahal, the Taj is one of the most famous and beautiful buildings in the world. Let's hope it doesn't lose its beauty due to our carelessness!

1. Write down one word from the first sentence that is emotive.
2. Find the definition of **municipal**. Write it down
3. What is happening to the Taj Mahal?
4. Why is this happening?
5. Where is the Taj Mahal located?
6. What has the government tried to do to help the problem?
7. When was the Taj Mahal built?
8. Who built it and who was it for?
9. (a) What is the purpose of this article? Inform, persuade or entertain  
(b) Who would be interested in reading this article?
10. The Taj Mahal is one of the **New** Seven Wonders of the World. What are the other six?

## Homework 27

### Research

Research a famous person you admire and write your version of their biography. You must ensure you use your own words throughout. Present your findings either as a three minute talk or write a 200 word essay.



## Homework 28

### RUAЕ

#### **New Material to Make Computers and Phones Faster**

An Indian scientist living and working in the United States has discovered a new material that may make computers, phones and all electronics faster.

Inside all computers, cell phones and most electronics is a tiny transistor – this ‘chip’ is the brain of the device. Most chips are made of 3D material like silicon. These have three dimensions (3D) – they have length, breath and thickness.

Professor Ashutosh Tiwari and his team at the University of Utah have discovered a new material made of tin and oxygen which is a 2 D material like paper. This is so thin – it is measured only by length and breadth and not thickness – that the operations within the chip happen much faster. For those who are mechanically minded, here is the science – silicon chips have a certain thickness as a result of which the electrons inside bounce around a lot. In 2D chips, such movement is limited, hence they are faster. This could lead to computers and devices that work faster, and handle many programs at the same time.

“Because the electrons move through one layer instead of bouncing around in a 3D material, there will be less friction, meaning the processors will not get as hot as normal computer chips,” the researchers said. They will also require much less power to run, which is very important for mobile devices that have to run on battery power.

1/ What is this article about?

2/ What is inside all computers, cell phones and most electronics?

3/ What are the three dimensions?

4/ In your own words, explain why the 2D material works faster.

5/ Why do you think people need faster technology?

6/ Write your own headline for this article.



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## Homework 29

### Creative Writing

Write a 200 word imaginative account of your ideal holiday or 'Fantasy Road Trip'. Where would you go? Who would you go with? What would you do? How would you travel etc? Focus on varying your vocabulary and expression.



## Homework 30

### Textual Analysis

#### 'All Summer in a Day' by Ray Bradbury

"Ready ?"

"Ready."

"Now ?"

"Soon."

"Do the scientists really know? Will it happen today, will it ?"

"Look, look; see for yourself !"

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun. It rained. It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping !"

"Yes, yes !"

1. What are the children waiting for?
2. Quote the simile in the first main paragraph and discuss its effect.
3. What has been happening for seven years?
4. List two examples of effective word choice in the main paragraph.
5. Where is this story set?
6. What genre is this story?



## Homework 31

### Creative Writing

#### Famous first lines...

Choose one of the following first lines of a novel, and write what comes next.

- “I found him in the garage on a Sunday afternoon.”
- “When I wake up, the other side of the bed is cold.”
- “They’ve gone now, and I’m alone at last.”
- “Everyone thinks it was because of the snow.”



## Homework 32

### Textual Analysis

“The Sloan Men” extract by John Nickle

Mrs. Sloan had only three fingers on her left hand, but when she drummed them against the countertop, the tiny polished bones at the end of the fourth and fifth stumps clattered like fingernails. If Judith hadn't been looking, she wouldn't have noticed anything strange about Mrs. Sloan's hand.

"Tell me how you met Herman," said Mrs. Sloan. She turned away from Judith as she spoke, to look out the kitchen window where Herman and his father were getting into Mr. Sloan's black pickup truck. Seeing Herman and Mr. Sloan together was a welcome distraction for Judith. She was afraid Herman's stepmother would catch her staring at the hand. Judith didn't know how she would explain that with any grace: *Things are off to a bad enough start as it is.*

1. What is strange about Mrs Sloan?
2. What atmosphere is created?
3. What questions would you ask Judith?
4. Explain what the 'welcome distraction' was?
5. What do you think is the relationship between Judith and Mrs Sloan?
6. What do you think will happen next?



## Homework 33

### RUAЕ

#### The Most Hunted Animal in the World

Think of poaching and the killing of animals for their parts and one immediately thinks of the tiger. Actually, the most hunted and illegally traded animal in the world is not the tiger but the pangolin.

Found in Asia and Africa, the pangolin is the only mammal in the world to be covered by scales. The scales are made of keratin, the hard substance that is found in human hair and nails. One of the most unusual things about the pangolin is its long tongue. In some animals, this can be as much as 40 centimetres long, sometimes even longer than the animal itself. The pangolin uses its long tongue to collect insects from holes. They have very poor eyesight and use their powerful sense of smell to navigate.

It was earlier thought that the pangolin was related to the ant-eater, but new research has shown that the animal may be more closely related to carnivores such as hyenas, bears and wolves.

1. What animal do most people think of with regards to hunting and killing?
2. Where is the pangolin found?
3. Describe the pangolin's appearance.
4. How does the pangolin feed?
5. Describe their eyesight and sense of smell.
6. What animals are pangolins closely related to?



## Homework 34

### Personal Writing

Choose an interesting object from around your house which has a story attached to it.

**Either** prepare a three minute talk explaining all about the object and why you find it interesting **or** write a 200 word essay on it.



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## Homework 35

### Newspapers

Find a newspaper article that interests you.

Write down:

- The name of the newspaper
- Date
- Headline
- Summary of the article in 5 bullet points.
- The meanings of three unknown words.
- Who the article is aimed at (audience).
- The purpose of the article (to inform, persuade or to entertain).

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## Homework 36

### Creative Writing

Write in any way you choose in response to the following image. If writing prose, your piece should be at least 200 words.



**The Haiti Earthquake January 2010**