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**English Language**

**Year 8**

**Novel Study - Trash**

Home Learning Book – Learning Cycle 4

English

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tutor Group: 8\_\_\_**

**English Teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

WCSA

Learning Cycle 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| May 2019 | 6 | 7 | 8 | 9 | 10 | Teaching week 1 |
| 13 | 14 | 15 | 16 | 17 | Teaching week 2 |
| 20 | 21 | 22 | 23 | 24 | Teaching week 3 |
| 27 | 28 | 29 | 30 | 31 | Half Term |
| June 2019 | 3 | 4 | 5 | 6 | 7 | Teaching week 4 |
| 10 | 11 | 12 | 13 | 14 | Teaching week 5 |
| 17 | 18 | 19 | 20 | 21 | Teaching week 6 |
| 24 | 25 | 26 | 27 | 28 | Assessment week |
| July 2019 | 1 | 2 | 3 | 4 | 5 | Super Teach week |

* During the Assessment Week, students will be assessed on the material that they have covered the previous seven weeks.
* Following this, the teacher will re-teach areas of underachievement, as identified during the assessment week, during the Super Teaching week.
* The tasks labelled as “**consolidation tasks**” mean that students should be able to complete them using their knowledge from lessons.
* There are also tasks labelled, “**research tasks**”, where we are asking students to spend 15-20 minutes doing some research.

**Useful Websites to help you with your research**

[www.dictionary.com](http://www.dictionary.com)

<http://www.bbc.co.uk/bitesize/standard/english/lit_form/short_story/revision/1/>

https://www.bbc.co.uk/education/guides/zpp4kqt/revision

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**Week 1**

Consolidation

**![C:\Users\smccarthy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q7OSVP0V\observacion[1].gif]()Week 1 – Key Words**

Research

Research and write the definitions for the following key terms.

**Culture –**

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**Plot -**

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**Climax - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Genre –**

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**Complication ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Narrative Exposition –**

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**Narrative Resolution –**

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**Character –**

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**Setting -**

**Parent/carer comments:**

**Week 2 - Comprehension**

Consolidation

**Your Task: Read the extract from the short story ‘The Sound of Thunder’ and answer the comprehension questions that follow on the next page.**

Warm phlegm gathered in Eckels’ throat; he swallowed and pushed it down. The muscles around his mouth formed a smile as he put his hand slowly out upon the air, and in that hand waved a check for ten thousand dollars to the man behind the desk.

“Does this safari guarantee I come back alive?”

“We guarantee nothing,” said the official, “except the dinosaurs.” He turned. “This is Mr. Travis, your Safari Guide in the Past. He’ll tell you what and where to shoot. If he says no shooting, no shooting. If you disobey instructions, there’s a stiff penalty of another ten thousand dollars, plus possible government action, on your return.”

Eckels glanced across the vast office at a mass and tangle, a snaking and humming of wires and steel boxes, at an aurora that flickered now orange, now silver, now blue. There was a sound like a gigantic bonfire burning all of Time, all the years and all the parchment calendars, all the hours piled high and set aflame.

A touch of the hand and this burning would, on the instant, beautifully reverse itself. Eckels remembered the wording in the advertisements to the letter. Out of chars and ashes, out of dust and coals, like golden salamanders, the old years, the green years, might leap; roses sweeten the air, white hair turn Irish-black, wrinkles vanish; all, everything fly back to seed, flee death, rush down to their beginnings, suns rise in western skies and set in glorious easts, moons eat themselves opposite to the custom, all and everything cupping one in another like Chinese boxes, rabbits into hats, all and everything returning to the fresh death, the seed death, the green death, to the time before the beginning. A touch of a hand might do it, the merest touch of a hand.

“Unbelievable.” Eckels breathed, the light of the Machine on his thin face. “A real Time Machine.” He shook his head. “Makes you think, If the election had gone badly yesterday, I might be here now running away from the results. Thank God Keith won. He’ll make a fine President of the United States.”

“Yes,” said the man behind the desk. “We’re lucky. If Deutscher had gotten in, we’d have the worst kind of dictatorship. There’s an anti everything man for you, a militarist, anti-Christ, anti-human, anti-intellectual. People called us up, you know, joking but not joking. Said if Deutscher became President they wanted to go live in 1492. Of course it’s not our business to conduct Escapes, but to form Safaris. Anyway, Keith’s President now. All you got to worry about is-”

“Shooting my dinosaur,” Eckels finished it for him.

“A Tyrannosaurus Rex. The Tyrant Lizard, the most incredible monster in history. Sign this release. Anything happens to you, we’re not responsible. Those dinosaurs are hungry.”

Eckels flushed angrily. “Trying to scare me!”

**Now answer the following comprehension questions:**

1. Why has Eckles gone on safari?

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1. What is Mr Travis’s job Title?

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1. What will happen if Eckles disobeys instructions?

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1. Who has just been elected President of the United States?

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1. How do you think Eckles is feeling in the opening paragraph? Provide a quote as evidence for your answer.

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**Parent/carer comments:**

**![C:\Users\smccarthy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Q7OSVP0V\observacion[1].gif]()Week 3 - Key Words**

Research

**Your Task: Research and write the definitions for the following key terms.**

**Adjective - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Adverb –**

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**Connective -**

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**Pronoun –**

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**Noun Phrase –**

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**Metaphor - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Personification –**

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**Alliteration –**

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**Parent/carer comments:**

**Week 4 - Identifying Techniques**

Consolidation

**Your Task: Read the short story below and then try to answer the questions that follow.**

**Umbrella**

It was a cloudy night; the darkness covered the city like a thick blanket. The wind blew gusts of air smelling of car fumes through the streets; it sneaked under the cracks of doors and whispered down sooty chimneys.

Mr Bell hurried down a dark street, holding onto his bowler hat so that the harsh breeze couldn't steal it. The wind blew harder, almost blowing the short, stout man off-course. Eyes narrowed, Mr Bell tried again to walk into the path of the determined gale. A hazy drizzle of misty rain drifted down in sheets, making him shiver and cough. Cursing the cold, he drew his coat tighter around his large figure. As he made to clamp his hat to his head again, he spotted something black and flapping on the pavement. An umbrella!

His heart leapt; the umbrella would be perfect! Feeling pleased with himself, Mr Bell ran towards it and snatched it up. The handle was smooth and glossy, and the waterproof dome was black and very large.

As Mr Bell raised it above his head, something remarkable happened. He began to feel lighter as he ran over the cobbled street, holding tight. Lighter and lighter. With a gasp, he realised that his leather shoes were no longer making contact with the pavement. He was flying! The wind lifted him up like hundreds of hands, all pushing upwards.

With a delighted and shocked shout, Mr Bell gazed down at the sprawling city below him. The street lamps looked like beautiful, luminous flowers reaching up to him. Cars reminded him of jewel-coloured beetles crawling through the concrete maze.

The wind led him towards the park; it was the only splash of green in a grey ocean of buildings and roads. Clutching the umbrella tightly, he drifted towards two bronze statues of lions guarding the park entrance. Mr Bell outstretched his free hand and reached towards one. As he passed, he patted it on its cold head. The lion roared deeply and shook its impressive mane, whilst watching the small man float past. Wide-eyed, Mr Bell swung himself away. The umbrella swayed dangerously and as he grasped the handle harder, he waited dizzily for the world to stop spinning.

Still the wind carried him on. He glanced back at the now still statues. The trees swayed in time with the umbrella as he drifted higher again. A white barn owl flew past Mr Bell like a winged ghost.

As he rose, he scanned the sprawling city for his house. There. He gently coaxed the umbrella down towards his street. The wind rushed down and with a bump, Mr Bell landed outside his house. He looked around to check that nobody had noticed him disembarking, before making his way up the garden path. The promise of light and warmth beckoned him inside. As he stood on the front porch, he folded the umbrella up and smiled as he thought about what an exciting bedtime story his daughters would have that night.

1. **Find four examples of similes**

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1. **Find an example of personification**

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1. **Find an example of alliteration**

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**Extension Task: Explore the effect of one of the techniques chosen.**

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**Parent/carer comments:**

**Week 6 – Character Descriptions**

**Week 5 – Identifying Relevant Detail**

**Below is a description of ‘Miss Trunchbull’ taken from Matilda. Read the extracts and complete the task below.**

Consolidation

‘Miss Trunchbull, the Headmistress, was something else altogether. She was a gigantic holy terror, a fierce tyrannical monster who frightened the life out of pupils and teachers alike. There was an aura of menace about her even at a distance, and when she came up close you could almost feel the dangerous heat radiating from her as from a red-hot rod of metal. When she marched- Miss Trunchbull never walked, she always marched like a stormtrooper with long strides and arms aswinging-when she marched along a corridor you could actually hear her snorting as she went and if a group of children happened to be in her path, she ploughed on through them like a tank, with small people bouncing off her to the left and right’ (from Miss Honey chapter)

‘She was above all the most formidable female. She had once been a famous athlete, and even not the muscles were still clearly in evidence. You could see them in the bull-neck, in the big shoulders, in the thick arms, in the sinewy wrists and in the powerful legs. Looking at her, you got the feeling that this was someone who could bend iron bars and tear telephone directories in half. Her face, I’m afraid, was neither a thing of beauty nor a joy for ever. She had an obstinate chin, a cruel mouth and small arrogant eyes. And as for her clothes…they were, to say the least extremely odd. She always had on a brown cotton smock which was pinched in around the waist with a wide leather belt. This belt was fastened in front with an enormous silver buckle. The massive thighs which emerged from out of the smock were encased in a pair of extraordinary breeches, bottle-green in colour and made of coarse twill. These breeches reached to just below the knees and from there ion down she sported green stockings with turn-up tops, which displayed her calf-muscles to perfection. On her feet she wore flat-heeled brown brogues with leather flaps. She looked, in short, more like a rather eccentric and bloodthirsty follower of the stag-hounds than the headmistress of a nice school for children. (From The Trunchbull chapter)

**Your Task: Look at the extracts and find any words or phrases that tell us how Miss Trunchbull:**

Moves:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sounds:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Looks:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extension Task: Label any linguistic devices that may have been used in the extracts.**

**Parent/carer comments:**

**Week 6 – Setting**

Consolidation

**Dumbledore’s Office**

Harry looked around. One thing was certain: of all the teachers’ offices Harry had visited so far this year, Dumbledore’s office was the most interesting. If he hadn’t been scared out of his wits that he was about to be thrown out of school, he would have been very pleased to have a chance to look around it.

It was a large and beautiful circular room, full of funny little noises. A number of curious silver instruments stood on spindle-legged tables, whirring and emitting little puffs of smoke. The walls were covered with portraits of old headmasters and mistresses, all of whom were snoozing gently in their frames. There was also enormous, claw-footed desk, and sitting on a shelf behind it, a shabby, tattered wizard’s hat – the Sorting Hat.

**Your Task: Draw a picture of Dumbledore’s office based on this description. Label it with at least 4 quotations. Then select one of the quotes to explode in detail.**

**Parent/carer comments:**