

Year 8 Easter Project



Name:

Class:

Teacher:

Over the Easter Holidays, you should complete the following tasks which will both review the work we did last term, and prepare you for the topics we will be studying next term. You can either complete these online straight onto this document, or physically in your exercise book.

Write Oliver's account from a 1st person perspective of what happened when he asked for 'more' from the chef at the workhouse

Explain what happened when you asked for more and why

Reveal Oliver's feelings about and attitudes towards:

- The workhouse and the conditions the boys are in.
- Mr Bumble and his actions afterwards.

You could use the following lines...

- Mr Bumble informed me himself that I'm an orphan - which means that.....
- I was desperate with hunger, and reckless with misery and so one of the bigger boys said I should...
- Mr Bumble kept repeating that 'I was to be hung', I think what he meant was...



Checklist – Go back through your work when you have finished...

- All sentences start with a capital letter and end with a full stop.
- The first letter of all names are capitalised
- Write in the 1st person 'I' throughout
- I have checked the spellings of words I am not sure about.

Type in this box

Smith: Creative Writing Task

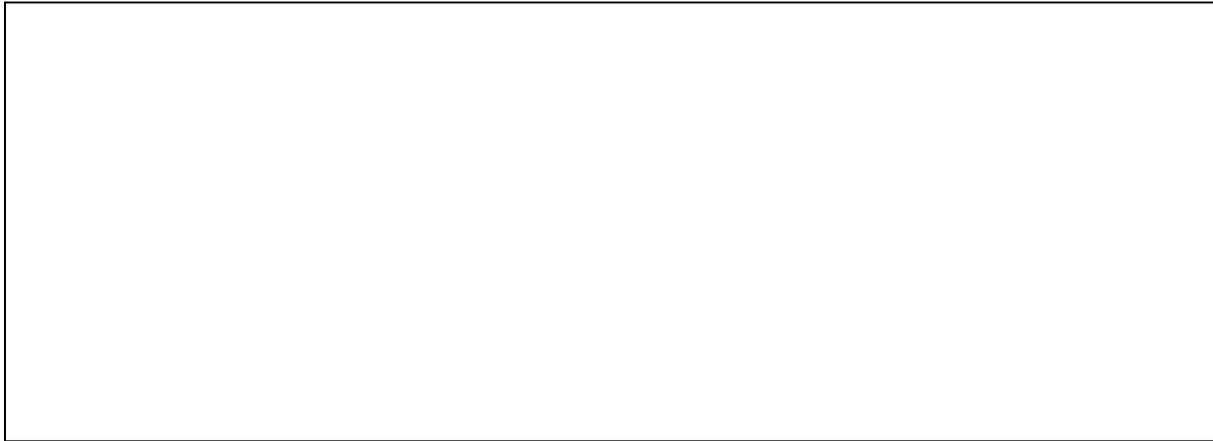
Using the picture below, write a descriptive piece of text to describe 18th century London as Smith runs away from the Red Lion Tavern with the two men in brown chasing him

+use pathetic fallacy to create threat ++use knowledge of 18th century London to describe the squalor seen on the streets



+footsteps echoed +panting breaths of tired lungs +scuttled of rat-like steps +nipped along like a shadow
+Looming dangerously overhead was +Through the filthy, dark streets...

Write your descriptive piece of writing below



Writing Paragraphs to analyse a text : Romeo and Juliet

Am I doing my best to include the **essential ingredients** of a paragraph?

A new idea	evidence	The effect of language
The author(s)	Context	The effect of a method (e.g. symbolism)

Their delicate metaphor is intended to soften when
 sending her son to war. More specifically, in the line 'softening at my
 face', it is clear that the mother is meant to be the mother about crying, but this
 to build a strong wall of 'steel', so that her son doesn't see her crying and she can
 have strong due sense or less she feels at her son gain independence. Looking closer,
 perhaps 'steel' is meant to hint at warfare. More specifically, steel is a strong and
 durable material often used when making weaponry and so, by using the image,
 it is as if the mother is also suggesting that the mother is actually sending her son off to
 war. However, another interpretation of the use of the word 'steel' could be that
 the mother has already lost her son to war. More specifically, she has 'stealed' the
 softening of her face due to the fact that she is trying not to cry at the memory of
 having lost her son to war.

Romeo and Juliet by William Shakespeare

At this point of the play, Benvolio has sought out Romeo to find out why he has been avoiding people and walking alone. Romeo notices that Benvolio has been in a fight.

ROMEO

Ay me! sad hours seem long.
Was that my father that went hence so fast?

BENVOLIO

It was. What sadness lengthens Romeo's hours?

ROMEO

Not having that, which, having, makes them short.

BENVOLIO

In love?

ROMEO

Out--

BENVOLIO

Of love?

ROMEO

Out of her favour, where I am in love.

BENVOLIO

Alas, that love, so gentle in his view,
Should be so tyrannous and rough in proof!

ROMEO

Alas, that love, whose view is muffled still,
Should, without eyes, see pathways to his will!
Where shall we dine? O me! What fray was here?
Yet tell me not, for I have heard it all.
Here's much to do with hate, but more with love.
Why, then, O brawling love! O loving hate!
O any thing, of nothing first create!
O heavy lightness! serious vanity!
Mis-shapen chaos of well-seeming forms!
Feather of lead, bright smoke, cold fire, sick health!
Still-waking sleep, that is not what it is!
This love feel I, that feel no love in this.

At this moment in the play Shakespeare presents Romeo as having **conflicted** feelings about love.
More specifically... +for example... +in other words... +revealing...

Shakespeare deliberately uses oxymorons to present Romeo's love for Rosaline to show that it is not authentic. In other words... +For example +The audience realise this love it not authentic because...

Creative Writing Task

Romeo and Juliet's Love at First Sight



At this point of the play, Romeo has just seen Juliet for the first time at the Capulet's ball.

ROMEO

O, she doth teach the torches to burn bright!
It seems she hangs upon the cheek of night
Like a rich jewel in an Ethiop's ear;
Beauty too rich for use, for earth too dear!
So shows a snowy dove trooping with crows,
As yonder lady o'er her fellows shows.
The measure done, I'll watch her place of stand,
And, touching hers, make blessed my rude hand.
Did my heart love till now? forswear it, sight!
For I ne'er saw true beauty till this night.

Write a diary extract from Romeo's point of view on the night that he meets Juliet for the first time and falls in love with her +using language from the original text

Unseen Poetry

40 %	<p>Students are beginning to describe:</p> <ul style="list-style-type: none"> • What, actually, is happening in the poem in detail. • The form of the poem.
50 %	<p>Students are beginning to explain:</p> <ul style="list-style-type: none"> • How the poet's choice of words creates certain ideas, feelings and meanings. • How specific (zoom in) imagery is created and how it explores specific ideas. E.g. similes and metaphors, personification & symbolism.
60	<p>Students are beginning to explore:</p> <ul style="list-style-type: none"> • How the sound of words can symbolise ideas in the poem – e.g. Alliteration, Assonance, Onomatopoeia, Rhyme • How the structure of lines creates effects, feelings or can symbolise ideas. E.g. run-on lines or end-stops. Sentence or line length.
70 +	<p>How Extended Metaphors can symbolise a central idea.</p> <ul style="list-style-type: none"> • Patterns in the poem – e.g. developments, turning points, cycles, flips, climaxes, repetitions, shifts in tone. • The tone(s) of voice in the poem. How the narrator is speaking.

1.	theme	The big idea at the heart of the text	2.	Context	Additional information that helps you to understand the full meaning of a text.
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Language techniques			Form		
1.	language	The writer's choice of words and phrases.	1.	Form	The format of a text. E.g. Play, Prose, Verse, e-mail, poster.
2.	imagery	Vivid images created by a word or phrase	2.	Dramatic monologue	a poem in the form of a speech by an imagined character, in which the speaker reveals aspects of their character while describing a particular situation or series of events.
3.	simile	A comparison made using the words "like" or "as."	3.	Structure	The way a text is shaped or organised
4.	metaphor	A comparison – made without using "like" or "as."	4.	Line	A row of words in a poem (a line is not always a full sentence)
5.	personification	Giving human characteristics to something which is not human.	5.	Stanza	a group of lines of poetry forming a unit
6.	sound	Using words which attempt to imitate sounds .	6.	Run-on (enjambment)	When a sentence is carried over to the next line of poetry.
7.	Word choice	Using words which have significant meanings or associations	7.	End-stopped	when a line of poetry ends with a full stop or definite punctuation mark.
8.	contrast (juxtaposition)	to place very different things or people close to each other: to create a contrasting effect	8.	Syntax	The way that ideas are broken up and put together in sentences
9.	repetition	A word, phrase or idea repeated more than once for effect.	9.	Resolution	The ending or conclusion of a text
10.	Semantic field	A pattern of words relating to the same topic .	10	Volta	When something shifts in the poem. E.g. Tone, mood.

Education for Leisure

Today I am going to kill something. Anything.
I have had enough of being ignored and today
I am going to play God. It is an ordinary day,
a sort of grey with boredom stirring in the streets.

I squash a fly against the window with my thumb.
We did that at school. Shakespeare. It was in
another language and now the fly is in another language.
I breathe out talent on the glass to write my name.

I am a genius. I could be anything at all, with half
the chance. But today I am going to change the world.
Something's world. The cat avoids me. The cat
knows I am a genius, and has hidden itself.

I pour the goldfish down the bog. I pull the chain.
I see that it is good. The budgie is panicking.
Once a fortnight, I walk the two miles into town
for signing on. They don't appreciate my autograph.

There is nothing left to kill. I dial the radio
and tell the man he's talking to a superstar.
He cuts me off. I get our bread-knife and go out.
The pavements glitter suddenly. I touch your arm.

Carol Ann Duffy

How does Duffy present and explore the speaker's feelings of frustration and anger in this poem?

Jabberwocky

BY LEWIS CARROLL

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

****a lot of the language above is deliberately made up and supposed to be nonsense words that imitate a language that is made up and not standard English***

****Jabberwocky – a made up creature***

How does Carroll present the Jabberwocky as a ridiculous and imaginary (made up) creature in this poem?

Analysing an unseen poem.

- 1) **Read the question x2.** Highlight the key words.
- 2) **Read the poem x2 :** Can you identify:

Who is speaking in the poem? How do you know?

Which is the most important/ powerful word or image? What does it make you think of?

Is the title important? What does it suggest?

Is the first line/ last line (resolution) important? What does it/ do they suggest?

Can you identify the overall mood/ tone of the poem? Which words or phrases give you this idea?

3) Can you summarise the writer's message (theme)? + This poem describes...+ Perhaps the writer wants the reader to think about...

