**English Department – KS3 Homework**

**Year:** 9 **Term:** 3A **Scheme of Work:** Explorations in Creative reading and Writing (*Of Mice and Men*)

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|  | **PREPARE** | **CONSOLIDATE** | **DEEPEN** | **ABOVE AND BEYOND** |
| Complete at least 3 tasks from the sheet.You should complete one task from each column | Produce a 200 word synopsis of the plot of *Of Mice and Men* **in your own words.** | “Crooks is a negative product of contemporary racist attitudes” To what extent do you agree?Write a PLAN for your response to this task with a range of references to the text | Research two other socialist writers from a similar time period to Steinbeck. How are their beliefs and content of their texts similar and different? | Identify and read another novel written by John Steinbeck, and identify a range of similarities and differences between it and *Of Mice and Men*, focusing on content, style and genre. |
| Research the structural features given to you on the sheet and create a definition for each of them.Challenge: can you comment on the effect that each might have on a text? | Using the extract provided, write a P.E.E.E to explain how Steinbeck presents violence in the textWrite about: words/phrasesLanguage devicesSentence forms/punctuation | Compare the characters of Crooks and Lennie using your own knowledge of the text.Which character are you more sympathetic towards and why?Support your comparison with references from the text and clear explanation of ideas. |
| Support Homework | Look up definitions of the glossary terms, and write these down. | Complete the comprehension sheet based on an extract from *Jaws*. Try to answer as many of the questions as possible. | Learn the attached 15 spellings. Ensure you can spell these accurately. |  |

**Your teacher will direct you to complete the appropriate tasks, with specific deadlines. Make a note of which tasks have been completed over the course of a Scheme of Work**

**Spellings:**

1. Context
2. Explore
3. Sympathy
4. Migrant
5. Opinion
6. Depression
7. Loneliness
8. Friendship
9. Effect
10. Reinforce
11. Emphasise
12. Viewpoint
13. Exaggerate
14. Effective
15. Colloquialism

**Glossary:**

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| --- | --- |
| Colloquialism |  |
| Simile |  |
| Pathetic fallacy |  |
| Motif |  |
| Theme |  |
| Context |  |
| Extended metaphor |  |
| Audience |  |
| Tone |  |
| Superlative |  |

Extract from ‘Jaws’ by Peter Benchley

 In thirty-five feet of water, the great fish swam slowly, its tail waving just enough to maintain motion. It saw nothing, for the water was murky with motes of vegetation. The fish had been moving parallel to the shoreline. Now it turned, banking slightly, and followed the bottom gradually upward. The fish perceived more light in the water, but still it saw nothing.

The boy was resting, his arms dangling down, his feet and ankles dipping in and out of the water with each small swell. His head was turned towards shore, and he noticed that he had been carried out beyond what his mother would consider safe. He could see her lying on her towel, and the man and child playing in the wavewash. He was not afraid, for the water was calm and he wasn’t really very far from shore – only forty yards or so. But he wanted to get closer; otherwise his mother might sit up, spy him, and order him out of the water. He eased himself back a little bit so he could use his feet to help propel himself. He began to kick and paddle towards shore. His arms displaced water almost silently, but his kicking feet made erratic splashes and left swirls of bubbles in his wake.

The fish did not hear the sound, but rather registered the sharp and jerky impulses emitted by the kicks. They were signals, faint but true, and the fish locked on them, homing. It rose, slowly at first, then gaining speed as the signals grew stronger. The boy stopped for a moment to rest. The signals ceased. The fish slowed, turning its head from side to side, trying to recover them. The boy lay perfectly still, and the fish passed beneath him, skimming the sandy bottom. Again it turned.

Glossary:

Verb – doing word. ‘dipping’.

Adjective – describing word. ‘sandy’

Noun – person, place, or thing. ‘mother’

Adverb – describes a verb. ‘slowly’

Alliteration – repeating consonants at the starts of words.

Assonance – repeating vowel sounds.

Five senses – sight, sound, smell, taste, touch

1. What time of year do you think it is and where do you think the events are taking place? (Hint – look for key words that tell you about the setting) Level 2
2. What kind of creature might the ‘great fish’ be? What word gives you a clue about this? Level 3
3. What words or phrases in the extract make us feel uneasy or anxious? Consider the language used and the lengths of the sentences. Level 4
4. What is the mood of the text? How do the words used to describe the fish make it sound more frightening? Level 5
5. Use your existing knowledge and the information in the extract to make deductions about how the ‘great fish’ uses his senses. Level 6
6. What clues are given to the reader to show that the boy is in danger and he is not aware of this? Comment on how the small details in the text contribute to your understanding of the extract? Level 7
7. Comment on how language, sentence structures and paragraphing are used to create tension and evoke fear in the mind of the reader. Level 8