**Year 7 Remote Learning – Summer Term**



Exploring writers’ craft

**[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjNsoSpz9nNAhVK7BQKHUv2DU4QjRwIBw&url=http://www.stgcc.co.uk/&psig=AFQjCNFWS7tnrOQMR4XV1Q6wk4KB6Ql8WA&ust=1467715195902765)**



Each of these tasks are designed to develop your reading and writing skills. Work at your own pace, spending up to your normal lesson time on it. Every two weeks, send it to your teacher so they can give you feedback for you to add to / amend what you have produced.

**Task 1: *The Death Zone* – Matt Dickenson**

**The Death Zone**

1. Think – what do you think this text will be about? What are the **connotations** of the language used in the title?

Connotation = an idea or feeling which a word creates for a person in addition to its literal meaning (eg. The colour red = passion, danger, anger etc.)

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1. Look up and write down the definitions of the following words:

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| **Word** | **Definition** |
| Billowing |  |
| Fury |  |
| Uncanny |  |
| Engulfing |  |
| Tempest |  |
| Retribution |  |

1. Read the extract from *The Death Zone* by Matt Dickenson. Whilst reading:

* Identify what TYPE of text is this, who is the potential AUDIENCE and what is the PURPOSE?
* Identify your **top 3 pieces of evidence** which tell us about **survival**

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| British climber, Matt Dickinson, together with his team, is attempting to scale Mount Everest. At base camp, a thousand feet below them, his colleague, Audrey Salkeld is the first to see the approaching storm. |

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| At 5,360 metres, base camp is a cheerless place at the best of times, but once the sun has dipped beneath the surrounding ridges, it is like living in a freezer. Shivering with the cold, Salkeld left the mess tent and walked across the ice of the Khumbu glacier towards her tent to find some extra clothing.  Glancing into the sky to the south, she became one of the first people, and probably the very first, to see what was sweeping up from the lower valleys of the Himalayas towards Everest. It was a sight which fixed her to the spot, all thoughts of seeking out a few more layers of clothing momentarily forgotten.  Sudden squalls are common in the afternoon on Everest but Salkeld had never seen anything like this before. She later described it as looking like a tyre dump fire, great billowing lilac clouds racing up from the south. She called out other members of the team from our tents, and they stood watching in awe as the apocalyptic vision crept silently and swiftly towards them.  At speeds touching 80 to 100 kilometres an hour, the storm whipped into the camp just minutes later, plunging the temperature down by ten to fifteen degrees in as many seconds, ripping into the tents in a blinding fury of driving snow. The storm swept up the southern flanks of Everest engulfing the ice-clad slopes effortlessly in a swirling mantle of hurricane-force winds. Within minutes it had the northern side in its grip and then it rose to take the summit. The mightiest mountain in the world disappeared from view as the storm took control.  If Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined forces they could not have done a better job of devastation than nature itself did on that day. The timing was uncanny, as bad as it was possible to be. If the storm had struck in winter then no one would have been hurt. But as chance would have it, the tempest arrived on the busiest day of the Everest calendar, right in the middle of the pre-monsoon climbing season.  Our expedition, a British attempt on the North Face via the North-East Ridge, was at camp three when the storm thundered in.  We immediately knew that this was something far more dangerous than any other storm that had hit us in the eight weeks we had been there. The temperature fell to ten degrees below freezing, then twenty, then thirty degrees below. The wind became a constant, bullying force, pulling guy ropes from the glacier ice, tumbling fully-laden equipment barrels into crevasses and demolishing our canvas mess tent with frightening ease. The dome tents, built to withstand hurricane-force winds, creaked and groaned under the beating, distorted into shapes they were never designed for and straining the tent poles to their limits.  We could have been in the Antarctic, on the Greenland ice cap, or at the North Pole, so complete was the blanket of driving snow which obscured every feature around us. Not a single landmark, not even the huge North Ridge, was visible through the raging white-out of the blizzard.  Through the white wall of snow, and rising across the tempestuous roar of the wind across the glacier was another sound: a sinister howl which told of even greater powers at play in the altitudes above us; the scream of the storm as it whirled across the North Face at 8,000 metres and above.  British climber, Matt Dickinson, together with his team, is attempting to scale Mount Everest. At base camp, a thousand feet below them, his colleague, Audrey Salkeld is the first to see the approaching storm.  There, in the ‘Death Zone’, more than thirty climbers were fighting for their lives. On the northern side three Indian climbers were stranded, exhausted and with their oxygen supplies running out, high on the North-East Ridge. On the southern side, two commercial expeditions were strung out between the South Col and the summit.    The night that faced them was a night from hell. By the end of the following day, the three Indian climbers on the north side and five of the climbers on the south were dead. The total of eight fatalities made this the greatest loss of life in any twenty-four hour period on the peak. |

1. Write a summary of what the text is about. Do this in no more than 30 words:

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1. Re-read paragraphs 4 and 5 of the text (starting *At speeds touching…)*, identifying **3 pieces of evidence** which answers the question:

**How does the writer use language to describe the storm?**

Collate your evidence here, identify the method and explain the effect. There is one done for you as an example:

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| **Evidence** | **Method used** | **Effect** |
| “ripping into the tents in a blinding fury of driving snow” | Aggressive verbs / personification (ripping, blinding, driving) | Gives the impression the storm is uncontrollable and trying to punish the people. The word “fury” suggests that it is full of rage and wants to take revenge on the people climbing the mountain. |
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1. Using your analysis, write an answer to the question: **How does the writer use language to describe the storm?**

Use the sentence starters if you need to.

* **WHAT** is the writer showing us about the storm?

***In this part of the text, the writer is showing / demonstrating…***

* Explain **HOW** they have done this using **evidence** and identifying the **method** used:

***They have done this by…***

* Explain **WHY** they have made this language choice – what **effect** does it have? What does it make you think, feel and imagine?

***The effect this creates is…***

* **‘Zoom in’** on a specific word / phrase and explain the effect of it.

***In particular…***

Try to do this for the 3 pieces of evidence you’ve found:

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**Task 2: *Treasure Island* – Robert Louis Stevenson**

1. Read the chapter from *Treasure Island*.

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| **Chapter 15**  **The Man of the Island**  From the side of the hill, which was here steep and stony, a spout of gravel was dislodged and fell rattling and bounding through the trees. My eyes turned instinctively in that direction, and I saw a figure leap with great rapidity behind the trunk of a pine. What it was, whether bear or man or monkey, I could in no wise tell. It seemed dark and shaggy; more I knew not. But the terror of this new apparition brought me to a stand.  I was now, it seemed, cut off upon both sides; behind me the murderers, before me this lurking nondescript. And immediately I began to prefer the dangers that I knew to those I knew not. Silver himself appeared less terrible in contrast with this creature of the woods, and I turned on my heel, and looking sharply behind me over my shoulder, began to retrace my steps in the direction of the boats.  Instantly the figure reappeared, and making a wide circuit, began to head me off. I was tired, at any rate; but had I been as fresh as when I rose, I could see it was in vain for me to contend in speed with such an adversary. From trunk to trunk the creature flitted like a deer, running manlike on two legs, but unlike any man that I had ever seen, stooping almost double as it ran. Yet a man it was, I could no longer be in doubt about that.  I began to recall what I had heard of cannibals. I was within an ace of calling for help. But the mere fact that he was a man, however wild, had somewhat reassured me, and my fear of Silver began to revive in proportion. I stood still, therefore, and cast about for some method of escape; and as I was so thinking, the recollection of my pistol flashed into my mind. As soon as I remembered I was not defenceless, courage glowed again in my heart and I set my face resolutely for this man of the island and walked briskly towards him.  He was concealed by this time behind another tree trunk; but he must have been watching me closely, for as soon as I began to move in his direction he reappeared and took a step to meet me. Then he hesitated, drew back, came forward again, and at last, to my wonder and confusion, threw himself on his knees and held out his clasped hands in supplication.  At that I once more stopped.  "Who are you?" I asked.  "Ben Gunn," he answered, and his voice sounded hoarse and awkward, like a rusty lock. "I'm poor Ben Gunn, I am; and I haven't spoke with a Christian these three years."  I could now see that he was a white man like myself and that his features were even pleasing. His skin, wherever it was exposed, was burnt by the sun; even his lips were black, and his fair eyes looked quite startling in so dark a face. Of all the beggar-men that I had seen or fancied, he was the chief for raggedness. He was clothed with tatters of old ship's canvas and old sea-cloth, and this extraordinary patchwork was all held together by a system of the most various and incongruous fastenings, brass buttons, bits of stick, and loops of tarry gaskin. About his waist he wore an old brass-buckled leather belt, which was the one thing solid in his whole accoutrement.  "Three years!" I cried. "Were you shipwrecked?"  "Nay, mate," said he; "marooned."  I had heard the word, and I knew it stood for a horrible kind of punishment common enough among the buccaneers, in which the offender is put ashore with a little powder and shot and left behind on some desolate and distant island.  "Marooned three years agone," he continued, "and lived on goats since then, and berries, and oysters. Wherever a man is, says I, a man can do for himself. But, mate, my heart is sore for Christian diet. You mightn't happen to have a piece of cheese about you, now? No? Well, many's the long night I've dreamed of cheese--toasted, mostly--and woke up again, and here I were." |

Write a summary of no more than 30 words of what happens in this chapter:

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1. Look up and write down definitions for the following words:

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| **Word** | **Definition** |
| Marooned |  |
| Apparition |  |
| Cannibals |  |
| Concealed |  |
| Hoarse |  |
| Raggedness |  |
| Incongruous |  |

1. Re-read the text, identifying 3 pieces of evidence which answers the question:

**How does the writer use language to describe the man he meets on the island?**

Collate your evidence here, identify the evidence and explain the effect:

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| **Evidence** | **Method used** | **Effect** |
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1. Using your analysis, write an answer to the question: **How does the writer use language to describe the man he meets on the island?**

Use the sentence starters if you need to.

* **WHAT** is the writer showing us about the man on the island?

***In this part of the text, the writer is showing / demonstrating…***

* Explain **HOW** they have done this using **evidence** and identifying the **method** used:

***They have done this by…***

* Explain **WHY** they have made this language choice – what **effect** does it have? What does it make you think, feel and imagine?

***The effect this creates is…***

* **‘Zoom in’** on a specific word / phrase and explain the effect of it.

***In particular…***

Try to do this for the 2 pieces of evidence you’ve found:

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**Task 3: *Touching the Void* – Joe Simpson**

1. Read the extract from *Touching the Void*. Whilst reading:

* Identify what TYPE of text is this, who is the potential AUDIENCE and what is the PURPOSE?
* Identify your **top 3 pieces of evidence** which tell us about **survival**

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| *Touching the Void* is a true account of a horrific mountaineering accident experienced by Joe Simpson and Simon Yates. While descending from a difficult and very remote mountain peak in South America, Joe fell and smashed his leg. Simon is left holding Joe’s weight, without knowing what has happened. He has to make the decision to cut the rope. This extract is from Joe’s point of view, as he waits, hanging and helpless, for whatever will happen next. |

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| I lolled on the rope, scarcely able to hold my head up. An awful weariness washed through me, and with it a fervent hope that this endless hanging would soon be over. There was no need for the torture. I wanted with all my heart for it to finish.  The rope jolted down a few inches. How long will you be, Simon? I thought. How long before you join me? It would be soon. I could feel the rope tremble again; wire-tight, it told me the truth as well as any phone call. So! It ends here. Pity! I hope somebody finds us, and knows we climbed the West Face. I don’t want to disappear without trace. They’d never know we did it.  The wind swung me in a gentle circle. I looked at the crevasse beneath me, waiting for me. It was big. Twenty feet wide at least. I guessed that I was hanging fifty feet above it. It stretched along the base of the ice cliff. Below me it was covered with a roof of snow, but to the right it opened out and a dark space yawned there. Bottomless, I thought idly. No. They’re never bottomless. I wonder how deep I will go? To the bottom...to the water at the bottom? God! I hope not.  Another jerk. Above me the rope sawed through the cliff edge, dislodging chunks of crusty ice. I stared at it stretching into the darkness above. Cold had long since won its battle. There was no feeling in my arms and legs. Everything slowed and softened. Thoughts became idle questions, never answered. I accepted that I was to die. There was no alternative. It caused me no dreadful fear. I was numb with cold and felt no pain; so senselessly cold that I craved sleep and cared nothing for the consequences. It would be a dreamless sleep. Reality had become a nightmare, and sleep beckoned insistently; a black hole calling me, pain-free, lost in time, like death.  My torch beam died. The cold had killed the batteries. I saw stars in the dark gap above me. Stars, or lights in my head. The storm was over. The stars were good to see. I was glad to see them again. Old friends come back. They seemed far away; further than I’d ever seen them before. And bright: you’d think them gemstones hanging there, floating in the air above. Some moved, little winking moves, on and off, on and off, floating the brightest sparks of light down to me.  Then, what I had waited for pounced on me. The stars went out, and I fell. Like something come alive, the rope lashed violently against my face and I fell silently, endlessly into nothingness, as if dreaming of falling. I fell fast, faster than thought, and my stomach protested at the swooping speed of it. I swept down, and from far above I saw myself falling and felt nothing. No thoughts, and all fears gone away. So this is it!  A whoomphing impact on my back broke the dream, and the snow engulfed me. I felt cold wetness on my cheeks. I wasn’t stopping, and for an instant blinding moment I was frightened. Now, the crevasse! Ahhh...NO!! |

1. Having read three texts on the theme of ‘survival’, write a review, arguing which one was the most interesting, engaging and effective.

* Choose the text which you found the most interesting and engaging.
* Be able to explain *why* it was the most effective, based on what it is about, referring to evidence.
* Compare this to the other two texts – why are they *less* engaging than the one you’ve chosen?

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**Task 4: Writing to describe**

1. Looking at the list of language features, look up and identify a definition for each and what their effect is:

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| **Language feature / technique / device** | **Definition / effect** |
| Rhetorical Question |  |
| Figurative Language (similes / metaphors / personification |  |
| Alliteration |  |
| Power of 3 |  |
| Emotive Language |  |
| Sensory imagery |  |
| Exaggeration / hyperbole |  |
| Pathetic fallacy |  |
| Repetition |  |
| Anaphora |  |
| Semantic field |  |
| Superlatives |  |

1. Using this image as a stimulus, write a short story with the title **Survival**. Firstly, PLAN what your story will include, and then write it, using as many of the language features above as possible. Decide what narrative point of view it will have (1st or 3rd person).



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| Planning: |

**Survival**

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**Task 5: Writing to create tension and suspense**

1. Your vocabulary choices are really important. Think of up to 5 synonyms for each of the following words which could be used to convey a narrator’s thoughts and feelings (there are some extras at the bottom to help):

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| **Word** | **More ambitious synonyms** |
| Scary |  |
| Hurtful |  |
| Lonely |  |
| Sad |  |
| Pressured |  |
| Nervous |  |
| Joyful |  |
| Relieved |  |

1. This is Felix Baumgartner. He is an Austrian daredevil and base jumper. In 2012, he completed a parachute jump from space, 39,000m above the earth, reaching speeds of up to 843 MPH.



Watch the short video of his freefall here: <https://www.redbull.com/gb-en/projects/red-bull-stratos>

Whilst watching, write down your ideas:

1. Write down all the things that you would **see,** that you would **hear,** and that you would **feel**.
2. Write down how you would be feeling during this experience, emotionally
3. Write down the questions you would be asking yourself
4. Write down any other ideas about what this experience would be like

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1. Write a first person account of the freefall, as if you were experiencing it. Ensure you convey your viewpoint and the ideas and feelings you would experience, using a range of different language features for effect.

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**Evaluation:**

1. What did you find easy and straightforward throughout this project?

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1. What did you find difficult or what did you struggle with?

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1. What targets were you set based on the feedback from your teacher?

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1. What targets would you set yourself based on the skills you have developed?

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