

HOME LEARNING

Year 11 – English - Pack 11

Activity 1 – Spoken Language

Listen or watch the weather forecast for the day. Try and note down any weather-related words that are used. E.g warm, cool, windy.

Now taking each weather word, extend your range e.g hot = blazing, sweltering etc. Share or write down your list of weather words.

Activity 2 – Reading

Read the following extract from a short story. Think about how the writer creates a vivid description of a very hot day.

Games at Twilight by Anita Desai

It was still too hot to play outdoors. They had had their tea, they had been washed and had their hair brushed, and after the long day of confinement in the house that was not cool but at least a protection from the sun, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door, everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke.

"Please, ma, please," they begged. "We'll play in the veranda and porch – we won't go a step out of the porch."

"You will, I know you will, and then –"

"No – we won't we won't" they wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, overripe pod into the veranda, with such wild, maniacal yells that she retreated to her bath and the shower of talcum powder and the fresh sari that were to help her face the summer evening.

They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in shades of metal – aluminium, tin, copper and brass. No life stirred at this arid time of day – the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the wet earth under the garden tap.

The outdoor dog lay stretched as if dead on the veranda mat, his paws and ears and tail all reaching out like dying travellers in search of water. He rolled his eyes at the children, two white marbles rolling in the purple sockets, begging for sympathy and attempted to lift his tail in a wag but could not. It only twitched and lay still.

Then, perhaps roused by the shrieks of the children, a band of parrots suddenly fell out of the eucalyptus tree, tumbled frantically in the still, sizzling air, then sorted themselves out into battle formation and streaked away across the white sky.

(Bougainvillea = a brightly coloured flowering plant, grown in hot climates)

- **Underline the words and phrases that the author uses to create the idea of a very hot day.**
- **Underline in a different colour any language features the writer uses to make the description more powerful (CLUE: THINK ABOUT CAMPERS)**
- **Give a more developed response to the language features used and an explanation for why this is effective.**

<u>Quotation</u>	<u>Language feature used</u>	<u>Explanation</u>

Activity 3 – Writing

Now using a range of language devices, you are now going to write a setting description but this time in a cold environment. Plan your written description first using CAMPERS.

COLOURS	ADJECTIVES	METAPHORS	PERSONIFICATION	EMOTIONS	RANGE OF VERBS	SENSES OR SIMILE



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