

## English Tasks

Please complete any written work on paper, in a notebook or in a Google Doc saved to the shared drive.

### Day 1

Answer reading comprehension questions based on chapters 1, 2 and 5.

### Day 2

Look at the pictures below of refugees crossing the sea in boats. What would conditions be like on board? How do you think the refugees would feel?

What problems might they face?



Go to <https://www.bbc.co.uk/news/world-middle-east-32057601> to explore the difficult choices refugees have to make.

You are going to write a story about a refugee leaving their home in Syria and coming to England. You will use the narrator's 11 questions from chapter 5 to help you plan it:

### My 11 Questions

1. Where did you have to run away from?
2. What language do you speak?
3. Who's the woman in the red scarf?
4. Do you have any brothers or sisters?
5. What did the bullies do to make you run away?
6. Did you get on a boat like the people on the news?
7. What sports do you like best?
8. What's your favourite fruit?
9. How far did you have to walk to get away from the bullies?
10. Do you like it here or do you miss your old house more?
11. Do you have a best friend?

Task: Complete your planning grid.

<u>Detail for your own story</u>	
Your main character details	

Where did they have to run away from?	
Why did they have to run away?	
Who have they left behind?	
How did they travel from Syria to England?	
What happened on their journey?	
Do they like it in England? What are they worried about?	
What do they wish will happen in the future?	

Day 3

Read the story opening below. Annotate any examples of the following:

Advanced punctuation ( ) ; :-

Descriptive vocabulary

Any parts you think are particularly effective

*One sad, dark night, a night without a moon, Walaah was spending time with his family in their Syrian home. After busy days at school and work, they were all now preparing a meal to sit and eat together. Without warning, the power suddenly shut off and darkness prevailed throughout the house. A moment later, the sky was illuminated, not by the moon but by an explosion that created a cauldron of light and noise in the nearby streets.*

*As the brightness faded, all light was gone. All that could be heard was screaming in the darkness. Another explosion shuddered through the house and the screaming became louder and louder. Death was around them and the family froze, just waiting to see if it would be their turn next. Walaah's little brothers started to cry and although he was afraid, he knew that he had to be strong for them.*

*Walaah realised they all had to move – and quick. In a state of panic, he beckoned his younger brothers to the back of the house and they slipped out of the back door without a sound. Through the streets they ran. As they ran all they could see was death; all they could hear was screaming; all they could smell was blood. Their house and street had been destroyed: they were homeless. Everything had changed and Walaah would now need to depend on the kindness of others.*

Task: Set yourself three writing targets, based on your last piece of work, e.g. write in paragraphs, punctuate speech correctly and use interesting vocabulary. Write the opening of your refugee story. Use your story plan to help you.

#### Day 4

Ask a family member to read what you have written so far. Have you met your targets? What have you done well? What could you improve?

Task: Write the next part of your story, focusing on the journey from Syria to the UK. Use a mixture of dialogue and description. Talk through the rules for writing dialogue with a family member to remind you. You might like to do some research to help you think about what the journey would have been like. Don't forget your writing targets!

#### Day 5

Finish your story, ending with the character arriving in England. Share it with a family member and ask them to give you some feedback. Check it against your targets and do any necessary editing.

#### Day 6

Type up a best version of your story in Google docs.

#### Day 7

Answer reading comprehension questions based on chapters 10 and 15.

#### Day 8

Look at the description of the pomegranate from the book:

Page 87/88

*I looked down at the pomegranates. They were the size of grapefruits and had a hard peachy-pink and brown skin that was as smooth and as shiny as polished glass. And both of them had a tiny flower on the top made up of exactly seven stiff brown petals.*

Page 91

*On the outside they look like extra-shiny balls that have been dipped into a bucket of sunset colours, like peach and pink and gold. But the inside is even cooler, because when you pull one open, it's like finding a million sparkling red rubies all squashed together inside a round suitcase and bursting to get out.*

*"You have to push each one out gently ..... as if you're plucking out jewels from the roof of a cave."*

Highlight and try to explain which descriptive parts you like, and why you like them.

Task: Buy an exotic fruit to describe, e.g. guava, dragon fruit, papaya, passion fruit, fig, etc.

Taste your fruit and make notes using the following headings. Try to be as descriptive as possible. You want readers to be able to see the colours of your chosen fruit, feel its outer layer, smell its ripeness, hear the tearing crunch when biting into it, and taste its tangy flesh. Consider using metaphors and similes as well as carefully-chosen vocabulary.

If you slow down and describe what happens as you eat the food, you can create a vivid scene in the reader's mind.

What does the fruit look like?

What does the fruit feel like?

What does the fruit smell like?

What does the fruit sound like when you bite into it?

What does the fruit taste like?

Day 9

Turn your notes into a descriptive paragraph about your fruit. Draw a picture of it to illustrate your work.

Day 10

Answer reading comprehension questions based on chapters 20, 25 and 26.

Day 11

Write a review of *The Boy at the Back of the Class*.