## Year 9 Term 5 Homework

## Task 1

## **Identify word classes**

## **High Winds in Jamaica**

Look in detail at this extract from lines 10 to 22 of the source:

| They stopped, aghast: and began to realize that after all it was a storm of more than ordinary violence. They discovered that they were drenched to the skin must have been the moment they left the house. The lightning kept up a continuous blaze: it was playing about their father's stirrup-irons; and all of a sudden they realized that he was afraid. They fled to the house, shocked to the   | 10 |
|---|----|
| heart: and he was in the house almost as soon as they were.   | 15 |
| Mrs. Thornton rushed out, saying that she thought the worst was over now. Perhaps it was; but all through supper the lightning shone almost without flickering. And John and Emily could hardly eat: the memory of that momentary look on their father's face haunted them. It was an unpleasant meal altogether. he lightning kept up its play. The thunder made talking arduous, but no one was anyhow in a mood to chatter. Only thunder was heard, and the hammering of the rain. | 20 |

How does the writer use language here to describe the ferocity of the weather?

- Underline words and phrases that relate to the ferocity of the weather
- Label word classes in each quotation you've underlined
- Identify any other language features and techniques you notice