

# Year 9 Homework Booklet

## English Support

Name: \_\_\_\_\_

Form: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Homework due on: \_\_\_\_\_

Each week your English teacher will set one activity from this booklet for you to complete.

The activities won't necessarily be set in order so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which activity to complete.

The homework set is designed to complement and consolidate your in class learning.

# Term 1 – Conflict- Contents

Task	Page Number	Date Due	Completed	On Time?	Effort
Key Terminology					
World War 1 – Context					
World War 1 - Trenches					
World War 1 – Descriptive Writing					
Wilfred Owen fact file					
Letters to home					
Simon Armitage					
Jessie Pope					
Poetic Devices 1					
Poetic Devices 2					
Revision for end of term test - Adjectives					
Revision for end of term test – Clauses					
Revision for end of term test - Adverbs					

# Term 1 – Conflict – Key Terms

Complete the tables on the next 3 pages to show your understanding of the key concepts for this term

<p>Definition</p> <p><b>Conflict is: a serious disagreement or argument</b></p>	<p>Draw it</p>
<p>Synonyms</p> <p>Antonyms</p>	<p>Use it in a sentence</p>

# Term 1 – Conflict – Key Terms

<p>Definition</p> <p><b>Power is: the ability to do something or act in a particular way. A kind of strength or force</b></p>	<p>Draw it</p>
<p>Synonyms</p> <p>Antonyms</p>	<p>Use it in a sentence</p>

# Term 1 – Conflict – Key Terms

<p>Definition</p> <p><b>Perspective is: The point of view of a person or an attitude towards something</b></p>	<p>Draw it</p>
<p>Synonyms</p> <p>Perspective</p> <p>Antonyms</p>	<p>Use it in a sentence</p>

# Term 1 – Conflict – World War 1 (Activity 1)

**Create a fact file on World War 1, looking at key information about the conflict. Include:**

- The dates that the war started and ended
- The countries that were involved
- The events that caused the outbreak of the war
- Why and how the war ended.

You could use these websites to help you:

<https://www.history.com/topics/world-war-i/world-war-i-history>

<https://www.britannica.com/event/World-War-I>

# Term 1 – Conflict – World War 1 (Activity 1)

## WW1 Fact File

<b>Key Facts</b> Start: End: Countries Involved:  Number of deaths:	<b>How the war started:</b>
<b>Important events during the war:</b>	
<b>How the war ended:</b>	<b>How the world was different after the war:</b>

# Term 1 – Conflict - World War 1 (Activity 2)

## Trench warfare

**On the Western Front, the war was fought by soldiers in trenches.**

Trenches were long, narrow ditches dug into the ground where soldiers lived.

They were very **muddy**, uncomfortable and the toilets overflowed. These conditions caused some soldiers to develop a problem called **trench foot**.

There were many lines of German trenches on one side and many lines of Allied trenches on the other.

In the middle was **no man's land**, which soldiers crossed to attack the other side.





# Term 1 – Conflict - World War 1 (Activity 2)

## Read these descriptions of life in the trenches

1. You slept by sitting on the firestep. You'd try and find a dry sandbag to sit on and you'd sit there with, you'd put your overcoat over your head and try and make a tent of it. And you'd huddle down under that just sitting down. But **it was a very, very broken sleep.**
2. Oh, that's a sore point: **rations were very poor.** The rations when you went up in the trenches and you couldn't get rations up! You'd try to brew tea and you couldn't, it was always cold and probably **the water was all tasted of petrol because it came up in petrol tins – which were never cleaned out properly** – and the tea was **half petrol and cold.** The food, they were supposed to give you some bacon, well you were lucky if you got a piece of bacon it was all cold and greasy. I mean you couldn't get any. If you were out of the line they'd cook some bacon and you could, they'd let you have – **you'd get a piece of bread and dip it in,** that was that, or you could have a tiny bit of bacon without dipping your bread in, that was all you got. And the cooks, probably if a man was a chartered accountant they'd make him a cook or something like that because it was always square pegs in round holes, you know. They couldn't cook; we used to say they couldn't boil water without spoiling it or something. **The food was terrible.**
3. The average day in the ordinary bit of the trenches was just by the way doing nothing! Except perhaps filling a few sandbags to strengthen a bit of the parapet of the trench. But of course there had to be always somebody on sentry go all the time, on each section of the trench. Apart from that, **trench life was extremely dull. You simply slept and wrote letters, except when you were on that sort of duty.**

**In your own words, explain what life was like in the trenches:**

[illegible]

# Term 1 – Conflict - World War 1 (Activity 3)

**Write a short piece of descriptive writing from the perspective of a WW1 soldier about what life was in the trenches.**



**Remember to use all the senses (sight, hearing, smell, touch and taste) in your writing.**

Key word bank:

Severe

Bleak

Unrelenting

Musty

Hostile

Desperate

Terrifying

Boggy

Rancid

Desolate

Harrowing

Use the writing space on the next page to complete this homework.

# Term 1 – Conflict - World War 1 (Activity 3)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Term 1 – Conflict – Wilfred Owen

**Create a fact file about Wilfred Owen, including key details and information about his life. Your fact file should include:**

- Name, date of birth, date of death etc.
- Why he is such an important poet
- His views on war
- Key events in his life
- Any other interesting facts that you can find out about the poet

**You could use these websites to help you:**

<https://www.britannica.com/biography/Wilfred-Owen>

<https://www.poetryfoundation.org/poets/wilfred-owen>

# Term 1 – Conflict – Wilfred Owen

## Wilfred Owen Fact File

<b>Key Facts</b> Name: Date of Birth: Place of Birth: Education: Career:	<b>Image:</b>
<b>Important events in Wilfred Owen's life:</b>	
<b>Wilfred Owen's views on war:</b>	<b>Wilfred Owen is an important poet because:</b>

# Term 1 – Conflict – Letters to home

**Read the extract taken from a letter by poet Wilfred Owen to his mother.**

We had a march of three miles over shelled road, then nearly three along a flooded trench. After that we came to where the trenches had been blown flat out and had to go over the top. It was of course **dark, too dark**, and the ground was not mud, not sloppy mud, **but an octopus of sucking** clay, three, four, and five feet deep, relieved only by craters full of water. Men have been known to drown in them. Many stuck in the mud and only got on by leaving their waders, equipment and in some cases their clothes. High explosives were dropping all around out, and **machine guns spluttered** every few minutes. But it was so dark that even the German flares did not reveal us. Three quarters dead, I mean each of us three quarters dead, we reached the dug-out, and relieved the wretches therein. I then had to go forth and find another dug-out for a still more advanced post where I left 18 bombers. I was responsible for other posts on the left but there was a junior officer in charge.

# Term 1 – Conflict – Letters to home

Writers use different techniques to create interesting images for their readers. In Wilfred Owen's letter, he used **onomatopoeia**, **metaphor** and **repetition** to create images for his mother, to help her understand what he was experiencing.

In the table, label the techniques correctly and explain what effect you think was created for the reader

<u>Quote</u>	<u>Technique used</u>	<u>Effect for the reader</u>
<b>dark, too dark</b>		
<b>an octopus of sucking clay</b>		
<b>machine guns spluttered</b>		

# Term 1 – Conflict – Simon Armitage

**Watch the documentary on YouTube about the poet Simon Armitage and answer the following questions:**

<https://www.bbc.co.uk/teach/class-clips-video/english-literature-ks3--gcse-out-of-the-blue-by-simon-armitage/zvvr8xs>

1. What inspired the poem *Out of the Blue*?
2. Who is the speaker of the poem?
3. How does the poem make you feel? Why do you think you feel this way?



# Term 1 – Conflict – Simon Armitage

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# Term 1 – Conflict – Jessie Pope's *The Call*

Who's for the trench—  
Are you, my laddie?  
Who'll follow French—  
Will you, my laddie?  
Who's fretting to begin,  
Who's going out to win?  
And who wants to save his skin—  
Do you, my laddie?

Who's for the khaki suit—  
Are you, my laddie?  
Who longs to charge and shoot—  
Do you, my laddie?  
Who's keen on getting fit,  
Who means to show his grit,  
And who'd rather wait a bit—  
Would you, my laddie?

Who'll earn the Empire's thanks—  
Will you, my laddie?  
Who'll swell the victor's ranks—  
Will you, my laddie?  
When that procession comes,  
Banners and rolling drums—  
Who'll stand and bite his thumbs—  
Will you, my laddie?

Read the poem written by  
Jessie Pope.

1. Label the **rhyme scheme** correctly using the letter method
2. Underline any words which are **repeated**
3. Circle any **rhetorical questions**

# Term 1 – Conflict – Jessie Pope's *The Call*

Write your own verse persuading soldiers to join the war. Try to follow Jessie Pope's pattern or rhyme and rhetorical questions

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# Term 1 – Conflict – Poetic Devices (Activity 1)

What poetic device is being used in each of these quotes? For each quote, state the device/technique that is being used and comment on its effect. Write your answer in the table on the following page.

1. “watch bled bad blood” (Last Post, Carol Ann Duffy)
2. “we are the Dead.” (In Flanders Fields, John McCrae)
3. “bent double, like old beggars under sacks” (Dulce Et Decorum Est, Wilfred Owen)
4. “Nuts, bolts, nails, car-keys.” (Belfast Confetti, Ciaran Carson)

# Term 1 – Conflict – Poetic Devices (Activity 1)

Quote	Technique	Effect
<b>watch bled bad blood</b>		
<b>we are the Dead</b>		
<b>bent double, like old beggars under sacks</b>		
<b>Nuts, bolts, nails, car-keys</b>		

# Term 1 – Conflict – Poetic Devices (Activity 2)

Find definitions for these techniques. Try to learn them for a quiz in class.

- Rhyme scheme
- Free verse
- Imagery
- Alliteration
- Persona
- Stanza

# Term 1 – Conflict – Poetry Comparison

Compare and contrast Rupert Brooke's *The Soldier* to John Agard's *The Flag*. Consider the following:

- Key themes
- Language techniques
- Structural techniques
- The poets' opinions of conflict.

You should choose a **quote** from each poem to support your argument.

Term 1 – Conflict – End of Term Revision 1

### Adjective types:

- **Descriptive** – An adjective which describes factual characteristics e.g. big, green
- **Evaluative** – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing
- **Emotive** – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous
- **Comparative** – An adjective ending in –er or with ‘more’ in front of it. e.g. bigger, faster, more exciting
- **Superlative** – An adjective ending in –est or with ‘most’ in front of it. e.g. biggest, fastest, most exciting

Write a description of your favourite show or computer game. Try to use each type of adjective in your description:

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# Term 1 – Conflict – End of Term Revision 1

**TASK: Highlight or shade the subordinate clauses in one colour and the main clauses in a different colour**

**Main clause** – A clause which makes sense on its own as a sentence

**Subordinate clause** – A clause which does not make sense on its own as a sentence – it needs another to make it make sense – it starts with a subordinating conjunction

1. When my father arrives, he will cook the food.
2. If they arrive, we can play 5-a-side.
3. While the flowers bloom, I will plant more trees.
4. No matter how you look at it, we are in good hands.
5. Unless you have the right size, do not try on the shoe.
6. Before the food gets cold, go and sit at the table.
7. Since I don't have money, I will not buy anything.
8. Until the sun sets, sit by the lake.
9. Because I can't wait for the bus, I will walk to school.
10. When the mayor arrives, she will give a speech.

# Term 1 – Conflict – End of Term Revision 2

1. What type of adverbs are used in these sentences?

Label them as **Manner, Time, Place** or **Frequency**

1. John ran down the road **quickly**.
2. **All over the school** we see students working hard.
3. **This afternoon** we will have a party.
4. We play here **constantly**.
5. **Tomorrow** I can have a break.
6. **Angrily**, the boy threw his bat.
7. We **regularly** receive donations of clothes for the charity.
8. **In August** everyone buys new stationery.
9. We will meet there **weekly**.
10. **Cheekily**, the students laughed at the new teacher.

2. Create your own examples of adverb sentences

a) Manner:

b) Time:

c) Place:

d) Frequency:

Year 9 Term 1: Conflict	
<p>Conflict is a part of the experience of all humans. We might feel conflict within ourselves, conflict with other people or we might see lots of conflict happening within and between countries around the world.</p> <p>Many of the poems you will study this term deal with the feelings of those involved in war and the effect this intense conflict has on them as individuals.</p> <p>Conflict may be expected in society, however many of these poets question whether war or violence should be.</p>	

Context	Themes
<p>WWI began on <b>28 July 1914 and ended on 11 November 1918</b>. It was one of the deadliest conflicts in history; an estimated 9 million people were killed in combat, while over 5 million civilians died from military occupation, bombardment, hunger, and disease.</p> <p>As a group, <b>war poets wrote poems which were often violent and realistic. It was different from earlier war poetry that sometimes made war sound exciting and heroic.</b></p> <p>The poets of WWI question the reason for war, write about the horrors of trench warfare and their sadness over the mass death of their fellow soldiers.</p>	<p><b>Horror of war</b>  <b>Patriotism</b>  <b>Heroism</b>  <b>Death</b>  <b>Sacrifice</b>  <b>Remembrance</b>  <b>Nature</b>  <b>Loss</b>  <b>Duty and honour</b>  <b>Criticism of leadership</b>  <b>Violence and brutality</b>  <b>Evil</b>  <b>Love</b>  <b>Identity</b></p>

WWI Letters
<p>During the First World War, <b>letter writing was the main form of communication between soldiers and their loved ones</b>, helping to ease the pain of separation. Soldiers wrote letters in spare moments, sometimes from front line trenches or in the calmer surroundings behind the lines.</p> <p><b>Censorship dictated what servicemen were permitted to disclose in their letters.</b> However, in practice, men often found ways to impart information, and their letters offer a <b>powerful and highly personal insight into the experience of war</b>. Receiving letters from family and friends was also <b>vital to morale</b>.</p>

Poems
<p><b><u>Who's for the Game - Jessie Pope</u></b>  A poem written to young men with the aim of getting them to join the British Army.</p> <p><b><u>The Soldier - Rupert Brooke</u></b>  Patriotic poem that's about a soldier's love for his homeland—in this case England, which is portrayed as a kind of paradise.</p> <p><b><u>In Flanders Fields - John McCrae</u></b>  The poem describes the tragedy of the soldiers' deaths, as well as the ongoing natural beauty that surrounds their graves. It also addresses the question of the next generation's responsibility to carry on the soldiers' battle in war.</p> <p><b><u>Dulce et Decorum Est - Wilfred Owen</u></b>  He illustrates the brutal everyday struggle of a company of soldiers, focuses on the story of one soldier's agonizing death, and discusses the trauma that this event left behind.</p> <p><b><u>The Falling Leaves – Margaret Postgate Cole</u></b>  Cole, in her poem, highlights the mass loss of life due to war whilst still trying to honour those who fought. She uses the symbol of falling leaves to represent the soldiers.</p> <p><b><u>Vultures - Chinua</u></b>  The poem is about the nature of evil. It portrays a picture of a concentration camp commander, but begins with a different story; a description of a pair of vultures.</p> <p><b><u>Out of the Blue – Simon Armitage</u></b>  Told from the point of view of an English trader working in the North Tower of the World Trade Centre on 9/11, it charts the conflict the speaker feels about jumping from the burning building.</p>

Grammar	Grammar
<p><b><u>Noun types:</u></b>  <b>Concrete</b> – A noun we can see, hear, touch, smell or taste  <b>Abstract</b> – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension  <b>Proper</b> – A noun which is the name or title of something and is capitalised  <b>Collective</b> – A singular word used to group together a plural e.g. a group, a herd, a class</p> <p><b><u>Verb types:</u></b>  <b>Imperative</b> – A commanding verb e.g. <u>Do</u> this work, <u>sit</u> down, <u>let's</u> go  <b>Modal</b> – A verb expressing possibility or probability e.g. will, should, could, can, must</p> <p><b>Past tense:</b> used to describe things that have already happened  <b>Present tense:</b> used to describe things that are happening now  <b>Future tense:</b> describes things that have yet to happen</p> <p><b>Main clause</b> – A clause which makes sense on its own as a sentence  <b>Subordinate clause</b> – A clause which does not make sense on its own as a sentence – it needs another to make it make sense – it starts with a subordinating conjunction</p> <p><b>Coordinating conjunction</b> – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so  <b>Subordinating conjunction</b> – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if</p>	<p><b><u>Adjective types:</u></b>  <b>Descriptive</b> – An adjective which describes factual characteristics e.g. big, green  <b>Evaluative</b> – An adjective expressing an opinion, can be disagreed with e.g. great, boring, amazing  <b>Emotive</b> – An adjective which makes the reader feel a strong emotion e.g. shocking, starving, dangerous  <b>Comparative</b> – An adjective ending in –er or with 'more' in front of it. e.g. bigger, faster, more exciting  <b>Superlative</b> – An adjective ending in –est or with 'most' in front of it. e.g. biggest, fastest, most exciting</p> <p><b><u>Adverb types:</u></b>  <b>Manner:</b> tell us how something happens e.g. angrily, quickly  <b>Time:</b> tell us when something happens e.g. tomorrow, yesterday  <b>Place:</b> where something happens e.g. everywhere, nowhere  <b>Frequency:</b> used to describe how often something happens e.g. constantly, frequently</p> <p><b><u>Poetry Terms</u></b>  <b>Speaker/Persona:</b> the character who tells the story in the poem  <b>Stanza:</b> a paragraph in a poem  <b>Rhyme scheme:</b> pattern of rhyme in a poem  <b>Alliteration:</b> same sound at the start of two or more words in a sentence  <b>Simile:</b> comparing two things using like or as  <b>Metaphor:</b> saying something is something else (comparing things without like or as)</p>

# Term 1 – Conflict - NOTES

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# Term 1 – Conflict - NOTES

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