

Year 9 Homework Booklet

English

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

1. Key Terminology
2. World War 1 – Context
3. World War 1 – Descriptive Writing
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6. Simon Armitage
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10. Analysing John Agard 'Flag'
11. Poetry Comparison – John Agard 'Flag' and Rupert Brooke 'The Soldier'
12. Revision for end of term test
13. Revision for end of term test.

Term 1 – Conflict – Key Terms

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

Define it	Draw it
Synonyms	Use it in a sentence

Conflict

Antonyms

Term 1 – Conflict – Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Power

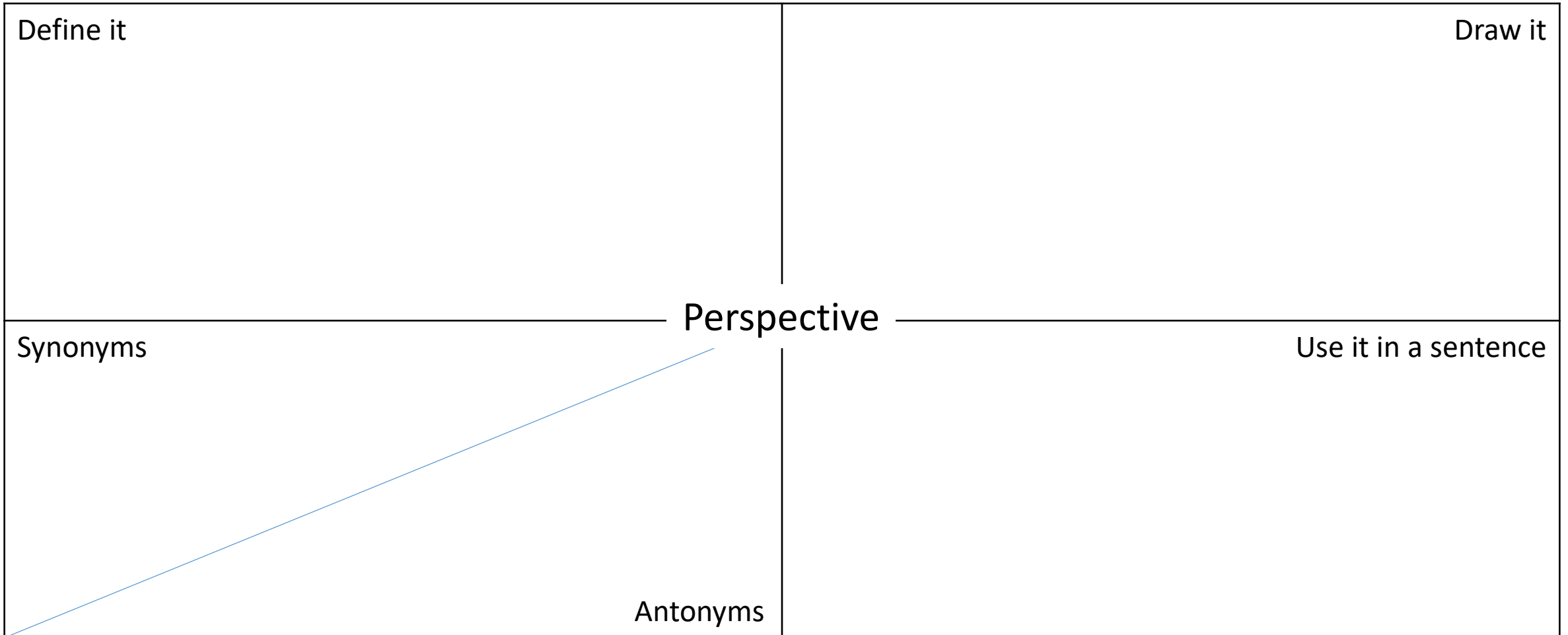
Antonyms

Term 1 – Conflict – Key Terms

Define it	Draw it
Synonyms	Use it in a sentence

Perspective

Antonyms



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
- Life in the trenches and what it was like
- Why and how the war ended.

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

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 – 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 influential poet
- His views on war
- Key events in his life
- Any other interesting facts that you can find out about the poet

Term 1 – Conflict – Letters to home

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.

Read the extract taken from a letter by poet Wilfred Owen to his mother. Find the following:

- an example of a metaphor
- an example of onomatopoeia
- an example of repetition

For each, comment on the effect of these techniques on the reader.

Challenge: Highlight and comment on any other interesting language choices in the extract.

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. What techniques does Armitage use? Pick out three he uses and say why he uses them in the poem.

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. Pick out three techniques used, and comment on their effect.

Possible techniques:

- Rhyme scheme
- Repetition
- Rhetorical questions
- Colloquial language
- Jingoistic language
- Challenge: anaphora.

Term 1 – Conflict – Poetic Devices (Activity 1)

Define these 10 techniques and give an example, either from a poem that you have studied this term or another poem that you know.

- Sonnet
- Rhyme scheme
- Free verse
- Imagery
- Enjambment
- Caesura
- Assonance
- Types of alliteration (sibilance, fricatives, plosives)
- Persona
- Stanza

Term 1 – Conflict – Poetic Devices (Activity 2)

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. Key parts have been underlines to help you.

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. “here in the gills/I am still breathing.” (Out of the Blue, Simon Armitage)
5. “Nuts, bolts, nails, car-keys.” (Belfast Confetti, Ciaran Carson)

Challenge: Link context to each of the quotes to support your inference.

Term 1 – Conflict – Analysing a Poem

Flag by John Agard

What's that fluttering in a breeze?
It's just a piece of cloth
that brings a nation to its knees.

What's that unfurling from a pole?
It's just a piece of cloth
that makes the guts of men grow bold.

What's that rising over a tent?
It's just a piece of cloth
that dares the coward to relent.

What's that flying across a field?
It's just a piece of cloth
that will outlive the blood you bleed.

How can I possess such a cloth?
Just ask for a flag my friend.
Then blind your conscience to the end.

Use the highlighted lines to write two perfect paragraphs answering the question:

How does the writer explore the impact of patriotism?

Challenge: What are the **connotations** of each of the lines? Why? For instance, do they give off connotations of power or abuse of power? How?

Patriotism – the act of being devoted to, and vigorously supportive of, your country.

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 – Poetry Comparison

The Soldier by Rupert Brooke

If I should die, think only this of me:

That there's some corner of a foreign field

That is for ever England. There shall be

In that rich earth a richer dust concealed;

A dust whom England bore, shaped, made aware,

Gave, once, her flowers to love, her ways to roam;

A body of England's, breathing English air,

Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,

A pulse in the eternal mind, no less

Gives somewhere back the thoughts by England given;

Her sights and sounds; dreams happy as her day;

And laughter, learnt of friends; and gentleness,

In hearts at peace, under an English heaven.

Flag by John Agard

What's that fluttering in a breeze?

Its just a piece of cloth
that brings a nation to its knees.

What's that unfurling from a pole?

It's just a piece of cloth
that makes the guts of men grow bold.

What's that rising over a tent?

It's just a piece of cloth
that dares the coward to relent.

What's that flying across a field?

It's just a piece of cloth
that will outlive the blood you bleed.

How can I possess such a cloth?

Just ask for a flag my friend.
Then blind your conscience to the end.

Term 1 – Conflict – Poetry Comparison

Similarity/Difference	Quote/Technique
<p>Rupert Brooke views patriotism as a positive thing – especially for soldiers in WW1.</p> <p>Whereas John Agard views patriotism, and more specifically, patriotic symbolism (such as a flag) as a false idol.</p>	<p>“Forever England” – The adverb ‘forever’ shows that Brooke views England as an everlasting force driven by the patriotism of the soldiers.</p> <p>“Just a piece of cloth” – The adverb ‘just’ is used to dismiss the power of the flag and reduce it to ‘cloth’ implying that we place far too much importance on national pride and that it is meaningless in reality.</p>

Term 1 – Conflict – End of Term Revision 1

Create a revision resource covering all of the grammar you have learned this term.

You can either create a mind map using the spare sheet on the next page **or** you can create flash cards.

You must know the **definition** for each term as well as some **examples**.

The grammar terms you need to know this term are:

Noun types – Abstract, concrete, proper, collective

Subject / Object

Verb types – stative, dynamic, modal, imperative

Tenses – past and present

Clauses - main, subordinate

Conjunctions - Coordinating and subordinating

Sentence Types - Simple, compound and complex

Adjective types - descriptive, emotive, evaluative, comparative and superlative

Pronouns

Adverb types – manner, time, place, degree, frequency.

Term 1 – Conflict – End of Term Revision 1

Term 1 – Conflict – End of Term Revision 2

Create a revision resource covering all of the knowledge that you have learned this term.

You can either create a mind map using the spare sheets on the next page **or** you can create flash cards.

Use the Knowledge Organiser on the next page to help you.

Year 9 Term 1: Conflict

Conflict is an undeniable part of the human experience. Whether it be personal conflict, conflict between individuals or conflict on a global scale.

Many of the poems you will study this term deal with the perspectives of those involved in war and the effect this intense conflict has on them as individuals. Conflict may be inevitable in society, however many of these poets question whether war or violence should be.

War and poetry have always gone hand in hand. The first great work of poetry that has come down to us, *the Iliad*, is about nations in conflict. No war however, has produced a greater wealth of English poetry than the First World War.

Context

WWI began on **28 July 1914 and ended on 11 November 1918**. 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.

As a group, **war poets wrote poems which were often violent and realistic, challenging earlier poetry which largely glorified war**. The first-hand experience of war is maybe one reason why there is such a shift in the attitude of poets towards war.

The poets of WWI tend to question the reason for war, document the horrors of trench warfare and lament the mass death of their fellow soldiers.

WWI Letters

During the First World War, **letter writing was the main form of communication between soldiers and their loved ones**, 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. **Censorship dictated what servicemen were permitted to disclose in their letters**. However, in practice, men often found ways to impart information, and their letters offer a **powerful and highly personal insight into the experience of war**. Receiving letters from family and friends was also **vital to morale**.

Themes

- Absurdity of war
- Horror of war
- Patriotism
- Heroism
- Death
- Sacrifice
- Remembrance
- Nationhood
- Nature
- Loss
- Duty and honour
- Criticism of leadership
- Violence and brutality
- Evil
- Love
- Identity

Poems

The Man He Killed - Thomas Hardy
A dramatic monologue, the poem's speaker recounts having to kill a man in war. In conflict about shooting the man, the speaker says it was "just so"—it was just what happens during war.

For the Fallen - Laurence Binyon
Deeply patriotic poem mourns, honors, and celebrates the soldiers who died fighting for England in the war.

Who's for the Game - Jessie Pope
A call-to-arms, a targeted address to young men with the aim of getting them to enlist in the British Army.

The Soldier - Rupert Brooke
Deeply patriotic and idealistic poem that expresses a soldier's love for his homeland—in this case England, which is portrayed as a kind of nurturing paradise.

In Flanders Fields - John McCrae
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.

Common Form – Rudyard Kipling
Kipling speaks here in the voices of the slain, the "angry and defrauded young".

Perhaps - Vera Mary Brittain
Poem that mourns the tragic loss of life due to the war.

I Have a Rendezvous with Death - Alan Seeger
The poem features a soldier who is certain that death is near. Though the speaker implies that it would be preferable to try to avoid this fate, the poem makes it clear that this is simply not an option because of the speaker's soldierly sense of duty.

The General - Siegfried Sassoon
Sassoon critiques those in charge within this anti-war poem.

Dulce et Decorum Est - Wilfred Owen
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.

The Falling Leaves – Margaret Postgate Cole
Cole, in her poem, highlights the mass loss of life due to war whilst still trying to honour those who fought.

Vultures - Chinua
The poem is an extended metaphor on the nature of evil. It portrays a picture of a concentration camp commander, but begins with an analogy; a description of a pair of vultures.

Belfast Confetti - Ciaran Carson
In the poem, an unnamed speaker appears to be caught up in a bomb blast and tries to escape. The poem then explores the relationship between violence and language itself.

Out of the Blue – Simon Armitage
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.

The Last Post - Carol Ann Duffy
It imagines what would happen if time ran backwards and those killed in the war came back to life; their lives would still be full of possibilities and filled with "love, work, children, talent, English beer, good food."

Grammar

Noun types:

Concrete – A noun we can see, hear, touch, smell or taste

Abstract – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension

Proper – A noun which is the name or title of something and is capitalised

Collective – A singular word used to group together a plural e.g. a group, a herd, a class

Pronouns: replaces a noun e.g. she, her, mine, that

Subject: Does the action in a sentence or clause

Verb types:

Dynamic – A verb that we can see/hear being completed – a deliberate action

Stative – A verb that we cannot see being completed e.g. I think, I believe

Imperative – A commanding verb e.g. Do this work, sit down, let's go

Modal – A verb expressing possibility or probability e.g. will, should, could, can, must

Past tense: used to describe things that have already happened **Present tense:** used to describe things that are happening now

Future tense: describes things that have yet to happen

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

Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so

Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Simple sentence – A sentence with only one verb and one main clause

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction

Complex sentence – A sentence with at least one main clause and at least one subordinate clause which can't stand alone as a sentence, joined by a subordinating conjunction

Grammar

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

Adverb types:

Manner: tell us how something happens e.g. angrily, quickly

Time: tell us when something happens e.g. tomorrow, yesterday

Place: where something happens e.g. everywhere, nowhere

Degree: describe the intensity of an action or quality e.g. extremely, very, too

Frequency: used to describe how often something happens e.g. constantly, frequently

Poetry Terms

Speaker/Persona: the character who tells the story in the poem

Stanza: a paragraph in a poem

Elegy: a form of poetry in which the speaker expresses grief, sadness, or loss

Sonnet: a 14 line poem written in iambic pentameter, rhyming couplet at the end

Assonance: repetition of vowel sounds within a tight group of words

Plosives: repetition of the p/b/g/d/m sound in words next to each other

Fricatives: repetition of the f/th sound in words next to each other

Sibilance: repetition of the S sound in words next to each other

Enjambment: a run on line in poetry

Caesura: punctuation in the middle of a line of poetry

Rhyme scheme: pattern of rhyme in a poem

Free verse: poem with no regular rhyme scheme

Extended metaphor: extends over the course of multiple lines, paragraphs, or stanzas

Imagery: visually descriptive or figurative language

Iambic pentameter: a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable

Meter: the rhythm produced by the arrangement of syllables according to the number and type of beats in each line

Rhythm: the beat and pace of a poem

Term 1 – Conflict – End of Term Revision 2

Term 1 – Conflict – End of Term Revision 2