

Year 9 Homework Booklet

English Support – Term 1

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 Page

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Activity 1 – Themes spellings

The following words are key words that you will need to be able to spell confidently. Read each word, cover it and then write it down. If you are correct then you can move on to the next word. If you made a mistake, try again in the next column.

Word	Cover and Spell	Cover and Spell	Cover and Spell
Conflict			
Power			
Perspective			
Patriotism			
Sacrifice			
Honour			
Brutality			
Remembrance			
Violence			
Stanza			

Activity 2 – Grammar / key terms spellings

The following words are key words that you will need to be able to spell confidently. Read each word, cover it and then write it down. If you are correct then you can move on to the next word. If you made a mistake, try again in the next column.

Word	Cover and Spell	Cover and Spell	Cover and Spell
Imperative verb			
Modal verb			
Adjective			
Evaluative			
Comparative			
Superlative			
Emotive			
Simile			
Metaphor			
Alliteration			

Activity 3 - Key Terms

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

What does the word mean	Draw the word
What other words have a similar meaning	Use the word in a sentence

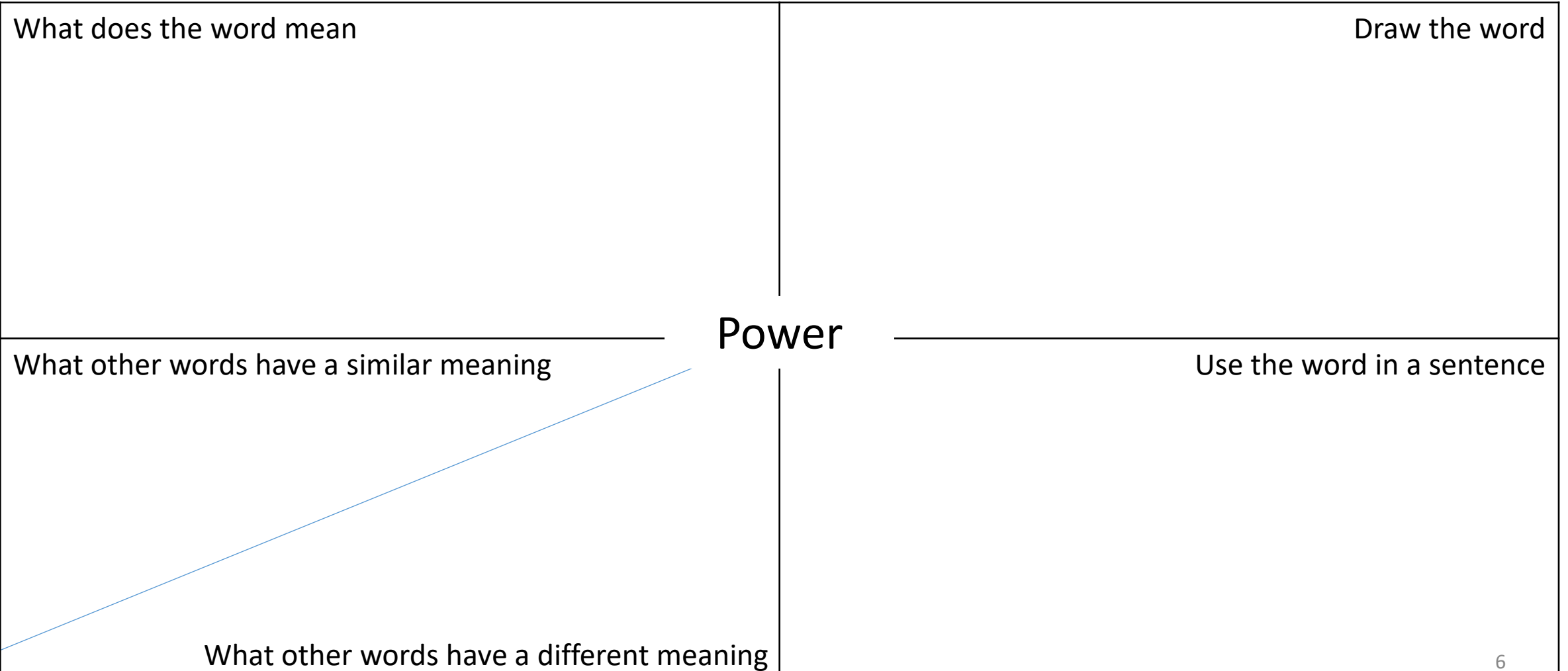
Conflict

What other words have a different meaning

Activity 3 - Key Terms

<p>What does the word mean</p>	<p>Draw the word</p>
<p>What other words have a similar meaning</p> <p>What other words have a different meaning</p>	<p>Use the word in a sentence</p>

Power



Activity 3 - Key Terms

What does the word mean

Draw the word

Perspective

What other words have a similar meaning

Use the word in a sentence

What other words have a different meaning

Activity 4 – Literacy skill building

The following extract is a letter written by a soldier in WW1. It is missing **capital letters** and **full stops**, and there are **5** spelling mistakes. Fix the extract to make it accurate.

i expect you are wondering why i have not written, but it is an awful effort to get all correspondence off, and be on active service at the same time i can't say that I am enjoying myself out here it is awfully hot, and we are eaten up by milions of flies life in the trenches is not a piknic either, we have about four or five days out of them and eight or nine in them when we are out suposed to be resting, we have to go on working partys, digging etc., then wherever we are, we are always under shell fire, so it's not much rest after all the last shell we had in camp, there was four killed and seventeen wounded

Activity 5 – Literacy skill building

The following extract is taken from *Memoirs of an Infantry Officer* written by Siegfried Sassoon after WW1. It is missing **capital letters** and **full stops**, and there are **5** spelling mistakes. Fix the extract to make it accurate.

o'brien moaned when I touched him; he seemed to have been hit in several places his
companion whispered huskily, 'Get a rope.' As I clambered heavily up the bank I noticed that
it had stopped raining Robinson was peering out of the trench; he sent someone for a rope,
urging him to be quick for already there was a faint beginning of daylight with the rope, and
a man to help, I got back to o'brien, and we lifted him up the side of the crater it was heavy
work, for he was tall and powerfully built, and the soft earth gave way under our feet as we
lugged and hoisted the limp shattered body

Activity 6 - World War 1 fact file

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.

Activity 7 – Wilfred Owen fact file

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

Activity 8 – Finding quotes

This extract is taken from a letter that Wilfred Owen wrote to his mother during WW1.

Highlight 3 quotes that you think best show the danger and horrors that Owen and the rest of the soldiers are in, and explain why you have chosen these three quotes.

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.

Activity 9 – Building Vocabulary

This extract is taken from a letter written by a soldier during World War 1 to his family.

This extract includes some poor vocabulary in bold, which is highlighted in **bold**. Improve the vocabulary in bold

It is **bad** spot and constantly under shell fire. This morning I was trying to get a sleep on the grass, when a shell burst in a tree, not fifty yards away, and sent a shower of leaves to the ground. Fortunately no one was hit, another burst in the same field ten minutes afterwards, then I thought it was time to shift! So **went** into a barn. There are a number of dugouts around, but they are **cold**, and you might get buried inside. The farm is **not nice**, with a lot of stagnant water around, and a lot of German soldiers are buried here. The barn where we sleep would be improved if a shell struck the roof, and ventilated it, in our absence! As the smell inside is **bad**, and makes it nearly necessary to wear a gas mask! The rats seem to object to our company as they often have a free fight on top of us.

Activity 10 – Impact of war

Create a mind map about how war impacts people, thinking about:

- What happened to soldiers in war
- How soldiers would feel being away from home
- How families of soldiers would feel with their sons at war
- What happens to the buildings and homes in a war zone
- What happens to the countries who are at war, i.e. money, food etc.

Activity 11 - Descriptive Writing

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

Activity 12 – Revision 1

Create a revision resource covering all of the grammar you have learned this term. You can either create a mind map in your book **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

Verb types –modal, imperative

Tenses – past, present and future

Clauses - main, subordinate

Conjunctions - Coordinating and subordinating

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

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

Activity 13 – 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

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Poems

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.

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.

Conflict may be expected in society, however many of these poets question whether war or violence should be.

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. It was different from earlier war poetry that sometimes made war sound exciting and heroic.**

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.

Themes

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

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**.

Who's for the Game - Jessie Pope
A poem written to young men with the aim of getting them to join the British Army.

The Soldier - Rupert Brooke
Patriotic poem that's about a soldier's love for his homeland—in this case England, which is portrayed as a kind of 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.

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. She uses the symbol of falling leaves to represent the soldiers.

Vultures - Chinua
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.

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.

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

Verb types:

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

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

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

Rhyme scheme: pattern of rhyme in a poem

Alliteration: same sound at the start of two or more words in a sentence

Simile: comparing two things using like or as

Metaphor: saying something is something else (comparing things without like or as)