

Home learning activities**Year 9**

Subject: English

Year Group:

9

Unit of work:

'Broken Britain'

You are going to be starting a topic called 'Broken Britain'; tasks will be based on this theme.

You are going to be working on a mixture of reading and writing tasks to further develop and secure your skills in English. A lot of the tasks will be similar to those that you have done in the past but will also be preparing you for your GCSE's and the exam questions you will be studying in year 10.

Dr Jekyll and Mr Hyde:

If you did not finish Dr. Jekyll and Mr Hyde in class this term, please scroll down to the end of this booklet and complete the activities on Chapter 10.

Activities

Easter Holiday Reading Task:

Read 'Oliver Twist' and complete the comprehension questions. This can be found in the year 9 reading folder on the website. If you finish this then access the year 8 reading tasks based on the novel 'Black Beauty'. This can be found in the year 8 reading folder on the website.

Summer Term:

Week 1:

- Language Analysis
- Descriptive Writing
- Non-Fiction Writing- Speech

Week 2:

- Reading and comprehension
- Research
- Comparative writing

Week 3:

- Recap Poetry Devices
- Analyse a poem
- Produce own poem

Where do you complete the work?

In this booklet/ paper/ word document

What to do if you finish the work?

(Extension activity)

Complete Year 8 Reading Task based on 'Black Beauty'.

These websites might help:

GCSE Pod:

Reading Articles: <https://members.gcsepod.com/shared/podcasts/title/11269/68787>

Descriptive Writing: The Basics:

<https://members.gcsepod.com/shared/podcasts/title/11410/70322>

Descriptive Writing: More Advanced Techniques:

<https://members.gcsepod.com/shared/podcasts/title/11410/70321>

Writing Speeches: <https://members.gcsepod.com/shared/podcasts/title/11266/68531>

BBC Bitesize:

Language Techniques: <https://www.bbc.co.uk/bitesize/guides/zx7cmnb/revision/1>

Descriptive Writing: <https://www.bbc.co.uk/bitesize/guides/zpxcwmn/revision/1>

Speech Writing: <https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4>

Comparative Writing: <https://www.bbc.co.uk/bitesize/guides/ztt39/revision/6>

YouTube

Spanish Flu- animated: <https://www.youtube.com/watch?v=nISQbh8rrv8>

Spanish Flu: <https://www.youtube.com/watch?v=7MHT5xTkL2g>

OVERVIEW

You are going to be starting a topic called 'Broken Britain'; tasks will be based on this theme. You are going to be working on a mixture of reading and writing tasks to further develop and secure your skills in English. A lot of the tasks will be similar to those that you have done in the past but will also be preparing you for your GCSE's and the exam questions that you will face.

'BROKEN BRITAIN'



'**Broken Britain**' is a term which has been used in The Sun newspaper and by the Conservative Party to describe a perceived widespread state of social decay in the United Kingdom.

Task 1:

Answer the following questions:

1. Who are the Conservative Party?
2. What is meant by the phrase 'Social Decay'?
3. What type of newspaper is 'The Sun'?
4. What is your initial opinion; do you believe Britain is 'broken'? explain your reasons.

Task 2:

Read the following text (below or online) and consider:

<https://www.theguardian.com/world/2020/mar/30/the-animals-arent-pleased-how-shut-uk-zoos-are-coping-under-coronavirus-lockdown>

1. What type of text is it? (e.g. article, letter, blog etc)
2. What is the purpose of the text? (e.g. persuade, inform etc)
3. Who is the text aimed at? (e.g. professionals, general public, children etc)

'The animals aren't pleased': UK zoos under coronavirus lockdown

They might be closed to the public, but the animals still need to be tended and fed by staff



Keepers at London zoo practise social distancing. Photograph: ZSL/PA

It's easy enough for Darren McGarry to socially distance from other people as his home is based in Edinburgh zoo. McGarry, who has worked for the zoo for 34 years, can go an entire day without seeing someone since a UK-wide lockdown forced non-essential businesses to close.

Though zoos across the country are unusually quiet, zookeepers are faced with the challenge of ensuring life goes on as normal for the animals they care for amid a pandemic that has profoundly altered British society.

At Marwell zoo, based in Winchester, some staff have moved into empty cottages on site to continue caring for the animals. Ian Goodwin, the animal collection manager, said: "If they are people who live together in a house out of the zoo, we've brought some of them into the cottages that are empty."



Peter, a male red panda, who arrived at Marwell zoo last year. Photograph: Marwell Zoo/PA

He said staff who lived on site or those who came in were rigorously following social distancing guidelines. “They have their tea and dinner breaks at different times and they go home at different times. The animals are still getting their care they need throughout the day, we’re just limited to how many keepers we have on site or at the same time.”

At Twycross zoo in Leicestershire, staff have moved to live on site, while London zoo has repurposed its visitor lodges into temporary accommodation for essential staff. Keepers in London have also been giving extra attention to the pygmy goats, who have been “waiting patiently for visitors who never turn up”.

Derek Grove, the director at Dudley zoo, said keepers who could not live on site had gone to great lengths to ensure there were not any significant changes to the animals’ routines. “We’ve got orangutans and chimpanzees and they do get used to people and the way you work around them, the routine that you have. As soon as you start changing things, animals aren’t particularly pleased about it.”

Others have been keen to minimise the impact they can have on other people and animals. At London zoo, staff have been car sharing and cycling to work to reduce movement across the city, while zookeepers who work closely with animals are wearing face masks and gloves when preparing their food or entering enclosures.

But zookeepers are limited by the fact they are not classed as key workers, according to Gary Batters, the director of Banham zoo in Norfolk and African Alive in Suffolk.

“Unlike a factory and many other businesses that shut down and walk away, we do need to have a team of people working continuously to make sure our animals are well cared for,” Batters said. “We have issues with childcare where that makes it quite difficult for our teams to come in because they have other obligations at home.”

Zoos across the country warn they face a financial crisis as a result of being forced to shut to the public, with many launching fundraising campaigns to help them continue caring for the animals.

McGarry said zoos faced a similar crisis 20 years ago when the foot-and-mouth disease outbreak forced them to shut for nearly two months, but he believes the coronavirus could have a more significant impact. "This is so different because there's always a chance that staff could start to go off sick with the virus," he said.

While the "eerie" silence during the day has been peaceful, McGarry is looking forward to opening the zoo to the public again. "The chimpanzees start to wonder why there's nobody wandering around and they go to the window to look for people."

Task 3:

List four ways that zoo workers have had to adapt due to the Coronavirus.

-
-
-
-

Task 4:

How has the writer used language to show the effects the lockdown is having on UK Zoos?

Tips

- Use the WHAT/ HOW/ WHY method or SEIZE to answer this question.
- Consider the use of language devices such as metaphors, similes, emotive language and word classes e.g. personal pronouns, adjectives etc.

Sentence starters:

The writer _____

He purposely states ' _____ ' ...

This suggests / implies / shows..., because...

In particular, the use of ... helps the reader think / feel / imagine..., because...

Descriptive Writing

Task 1:

What does RASMOPS stand for? (these are language techniques used by writers to make writing more engaging)

R=

A=

S=

M=

O=

P=

S=

<https://quizlet.com/102402750/rasmop-flash-cards/> - Use this website to help you if you don't know what the letters stand for.

Task 2:

Find RASMOPS in the word search.

P	R	W	S	M	Z	X	H	A	R	F	O	A	Y	J
V	E	O	K	X	W	X	R	T	K	N	F	L	R	F
A	J	R	H	K	P	E	G	X	O	E	G	L	E	G
E	Z	R	S	P	A	U	N	M	L	Y	U	I	G	J
R	F	D	A	O	A	U	A	I	X	G	J	T	A	V
T	E	K	T	J	N	T	M	L	J	J	V	E	M	D
K	K	S	T	U	O	I	E	P	I	W	B	R	I	H
Z	P	V	I	P	S	Z	F	M	O	J	W	A	I	Z
Y	S	A	O	D	W	Z	O	I	Z	J	P	T	N	Z
C	N	E	P	H	P	Y	W	F	C	E	U	I	B	R
X	I	N	L	H	C	B	Q	K	T	A	E	O	Y	N
A	E	V	I	T	C	E	J	D	A	N	T	N	Z	S
X	N	Q	B	N	A	H	U	D	S	Q	T	I	U	T
C	B	F	R	T	Y	B	V	K	T	Z	S	X	O	Z
Z	U	T	L	Z	Z	W	N	U	T	F	P	H	D	N

Task 3:

Look at the sample descriptive paragraph below; label the techniques used by the writer to engage the reader, consider sentence types, punctuation and language techniques.

Challenge: What is the effect?



Dazzling those around, the bright lights flash, almost blinding any who dare to look their way. The cacophony of sounds, each clashing horribly with the next, is almost deafening. The acrid taste of diesel fumes burns the back of the throat of anyone who gets too close to the rickety Teacup ride...

Task 4:

Write a description suggested by **ONE** of the following pictures



OR



Plan

Paragraph 1: Describe the scene as a whole, use RASMOPS

Paragraph 2: Zoom in on a non- living object

Paragraph 3: zoom out, describe the weather, atmosphere

Paragraph 4: zoom in on a living thing e.g. a person

Success criteria

- ✓ Use a variety of Punctuation
- ✓ Use interesting vocabulary
- ✓ Write in 3rd person
- ✓ Try to vary sentence types/ lengths
- ✓ Use language techniques (RASMOPS)



Non- Fiction Writing

Task 1:

Match the persuasive techniques with the correct definitions and examples

Rhetorical question	Using words like 'we', 'you', 'our' and 'us' to make your audience think you are talking only to them	As you're our favourite teacher...
Repetition	Using words/phrases to make the reader feel a particular way such as sad, angry, sympathetic or guilty	I am a poor, helpless child who is forced to do hours of homework every night.
Personal pronouns	Information that can be proved used to support points	Exams are getting easier
Facts	When three words or phrases are used together to emphasise a point	Remember what it was like to be at school, remember how much work you had
Flattery	These questions are used to make you think but they do not require an answer	School is interesting, exciting and important
Alliteration	Making an opinion appear to be a fact	[...] is the best school ever
Exaggeration	Repeating the sounds at the beginning of words to make them stand out	95% of pupils feel that there is too much homework
Emotive Language	To go over the top and make things sound better or worse than they are	Handy homework hints have helped Harry
Assertion	Complimenting a person/saying nice things about them in order to get them on your side	Your school needs you
Rule of three	Repeating words or phrases to emphasise them	How would you feel if you had two hours of homework every night?

Task 2:

Write a speech to deliver to teenagers about the importance of staying at home during the Coronavirus lockdown.



Planning:

- Note down as many ideas as you can think of in support of your argument
- Decide which ideas are strongest and the best to write about
- What would be the counter arguments for your ideas?
- Make sure that your ideas are in a logical order too!
- Decide on your persona – who are you writing in the persona of (fellow student, teacher, parent, police officer etc)?
- Research facts, statistics, anecdotes to support your argument

Structure/ layout of the speech

- An introduction: state your reason for writing or speaking and your viewpoint on the matter.
- X3 paragraphs explaining your reasons for having this point of view. (Tip begin each paragraph with the opposing view and then explain why you think this is incorrect. According to Aristotle this is the most effective way of persuading an audience)
- A conclusion: summary of your three main reasons.

Success criteria

- ✓ Write in 1st person
- ✓ Clear focused argument- easy to follow- paragraphs link
- ✓ Use interesting vocabulary
- ✓ Use a range of punctuation for effect
- ✓ Use a variety of sentence types for effect
- ✓ Use persuasive techniques

Making Comparisons

Task 1:

Read the following information regarding the Spanish Influenza in 1918

<https://www.thehistorypress.co.uk/articles/the-spanish-flu-pandemic-of-1918/>

Task 2:

Now that you have read all about Spanish Influenza, answer the following questions in full sentences.

1. When was the first recorded case of this virus?
2. By 1920 how much of the world's population were infected?
3. What months was the virus most active?
4. How did the conditions of the First World War effect the virus?
5. What were some of the symptoms of this virus?
6. Besides 'Spanish flu', what other names was the virus given?
7. How did local authorities in Britain try to prevent the spread of the virus?
8. By the summer of 1919, how many people in Britain had died from the virus?

Task 3:

Research the Coronavirus

You are going to be making comparisons with the Spanish Influenza. Consider finding key information such as:

- Where did the virus originate?
- What are the symptoms?
- How are countries trying to prevent the spread of the virus?

Task 4:

Planning:

Complete the table below...

Differences	Similarities

Task 5:

Using the information from your research/ reading and the table above, write up a comparison of the Spanish Influenza 1918 and Coronavirus.

Starter sentences...

One way that Coronavirus and the Spanish Flu are similar is.....
 because.....

However, a clear difference between them is.....

Another way that the viruses are similar is.....

In contrast, a clear difference between the pandemics is.....

Success Criteria

- ✓ Write in full sentences
- ✓ Use a range of connectives e.g. 'likewise', 'on the other hand', 'unlike', 'in the same way as' etc.
- ✓ Provide both similarities and differences
- ✓ Explain your viewpoints by giving detailed reasons for your ideas, support with facts.

Poetry

Task 1:

Define the following terms and sort the them into structural (how the poem is put together) techniques and language (the way words are used) techniques:

Metaphor Simile Imagery Stanza Personification Onomatopoeia
Rhyme Assonance Couplet Tone Juxtaposition Narrator
Caesura Enjambment Alliteration Line-length Assonance Repetition

Language	Structure

Challenge: What other poetry devices can you list?

Task 2:

Consider the following questions as you read the poem below. Alternatively find a poem of your choosing, that focuses on British society/ culture/ issues etc and answer the following questions:

1. What is the poem about?
2. What is the mood/ tone of the poem?
3. What do you think the poet's message is?

BROKEN BRITAIN by Ronald Bowcock

what's happened to our country

this once proud noble realm

now a ship without a rudder

with strasbourg at the helm

manners respect and courtesy

all cast overboard

leaving anger malice and envy

and national discord

before these stormy waters

plain sailing was the way

fond memories of a happy ship

anchored safely in the bay

economics may be a factor

the cost of living isn't a breeze

debt hanging ominously above us

a fiscal sword of damocles

disenchanted children

squandering youth on video games

the great outdoors no longer calls

obsessed with celebrity and fame

amid the corridors of power

faceless suits not held to account

looking on as society corrodes

problems difficult to surmount

complex rules and regulations

health and safety there's no escape

innovations to improve our plight

strangled by bureaucracy and red tape

do calmer seas lie ahead

are we again to become so mighty

praying for safe passage home

for the resurrection of old
blighty

historians scouring the annals of time

will bring good news to the masses

Great Britain will one day rise again

like a phoenix from the ashes

not before some blood is shed

will times become less manic

endeavour toil and sweat come first

maybe then we can raise the titanic

Task 3:

Analyse the poem:

- Look at the structure, what do you notice? Think about line length, rhyme, punctuation, stanza use etc.
- What words/ phrases stand out to you? Why? What do they suggest/ make you think and feel?
- Identify any techniques used in the poem; why has the poet used them? What effect do they create?

Task 4:

Using your annotations/ notes answer the exam styled question:

How does the writer feel about modern Britain?

Starter sentences:

Statement: I think the poet feels... in 'Broken Britain'

Evidence: because he says: "..."

Technique: Here the writer uses a [technique, e.g. simile] in this quote

Inference: because this shows the man feels... as...

Zoom: In particular, the words "... " emphasise to the reader that... because...

Effect: Therefore, the man is shown to feel... in this part of the poem and he wants the reader to feel...

Success criteria:

- ✓ Clear **Statement** that shows your interpretation of the poem
- ✓ Relevant **quote** used that supports your interpretation
- ✓ **Inference and explanation** given to explain how you led you to your interpretation
- ✓ **Zoom in on particular words from the quote** to help support your inference, use terminology.
- ✓ Comment on the **effect**; how does it make the reader feel/ react/ think?

Task 5:

Write your own poem based on the theme 'Broken Britain'. You may wish to carry out some research first in order to gain some ideas or you may already have a strong opinion that you wish to share.

Possible talking points to base your poem on:

- reality tv,
- Knife crime and growth in county lines,
- Coronavirus,
- loss of British High Streets,
- Homelessness,
- loneliness of the older generation,
- mental health etc



Success criteria:

- ✓ Choose words that fit the topic, mood and audience
- ✓ Choose good and meaningful vocabulary
- ✓ Include at least 3 stanzas/verses
- ✓ Use at least 1 simile or metaphor effectively for the topic and mood
- ✓ Effectively use alliteration or onomatopoeia somewhere in the poem
- ✓ Effectively use personification somewhere in the poem
- ✓ Effectively use repetition in the poem
- ✓ Poem has some rhyme

Subject:
Dr Jekyll and Mr Hyde Completion Tasks
Year Group:
9
Unit of work:
Completion of Dr Jekyll and Mr Hyde This section of the booklet is for those groups who did not finish Dr Jekyll and Mr Hyde in class. Please complete the tasks only if you did not complete chapter 10 at school.
Activities
L.O. To understand the significance of what Stevenson reveals in Chapter 10 - read Chapter 10 - complete 2x comprehension tasks - answer 'mini essay' question - complete 'Deliberate Practice' task- exam styled question
Where do you complete the work?
In this booklet/ paper/ word document
What to do if you finish the work?
Complete any outstanding tasks on GCSE Pod

HENRY JEKYLL'S FULL STATEMENT OF THE CASE

Read/ Listen to chapter 10:

<https://www.bbc.co.uk/sounds/play/p07lbvhd>

<https://etc.usf.edu/lit2go/207/the-strange-case-of-dr-jekyll-and-mr-hyde/4562/chapter-10-henry-jekylls-full-statement-of-the-case/>

Chapter 10 summary:

https://www.youtube.com/watch?v=KNqx_mCVtIA

Complete the following tasks, based on Chapter 10.

Task 1:

At the end of Chapter 10, Jekyll separates himself from Hyde by using animal imagery to describe him; find at least 3 examples of this:

Task 2:

What order do these things happen in Chapter 10?

- a) Hyde tramples the girl
- b) Hyde murders Sir Danvers Carew
- c) Jekyll can no longer stop becoming Hyde, and so takes his own life.
- d) Jekyll goes to bed and wakes up for the first time as Hyde
- e) Jekyll chooses not to change into Hyde any more, but keeps the house in Soho 'just in case'
- f) Jekyll breaks the key to his cabinet and swears to stop his experiments forever
- g) Lanyon witnesses the change from Hyde to Jekyll
- h) Jekyll rents a house in Soho for Hyde and changes his will to leave everything to Hyde
- i) Hyde sees his reflection for the first time
- j) He changes back into Hyde, and has to go to Lanyon's house for help to change himself back
- k) Jekyll changes into Hyde one more time and is more evil than ever before

Continuation of task 2:

Challenge: What does the structure of Jekyll's relationship with Hyde suggest about the relationship between:

- Temptation and repression?
- Good and evil?
- The id and the super-ego?

Task 3:

Chapter 10 is the only time Dr Jekyll is given a voice in the novella.

- What is the significance of this?
- Why do you think Stevenson left this until last?

Task 4:

Read the following extract from chapter 10 and then answer the question that follows.

In this extract Dr Jekyll writes a statement to explain what he was like as a younger man.

Even at that time, I had not conquered my aversions to the dryness of a life of study. I would still be merrily disposed at times; and as my pleasures were (to say the least) undignified, and I was not only well known and highly considered, but growing towards the elderly man, this incoherency of my life was daily growing more unwelcome. It was on this side that my new power tempted me until I fell in slavery. I had but to drink the cup, to doff at once the body of the noted professor, and to assume, like a thick cloak, that of Edward Hyde. I smiled at the notion; it seemed to me at the time to be humourous; and I made my preparations with the most studious care. I took and furnished that house in Soho, to which Hyde was tracked by the police; and engaged as a housekeeper a creature whom I knew well to be silent and unscrupulous. On the other side, I announced to my servants that a Mr. Hyde (whom I described) was to have full liberty and power about my house in the square; and to parry mishaps, I even called and made myself a familiar object, in my second character. I next drew up that will to which you so much objected; so that if anything befell me in the person of Dr. Jekyll, I could enter on that of Edward Hyde without pecuniary loss. And thus fortified, as I supposed, on every side, I began to profit by the strange immunities of my position.

Men have before hired bravos to transact their crimes, while their own person and reputation sat under shelter. I was the first that ever did so for his pleasures. I was the first that could plod in the public eye with a load of genial respectability, and in a moment, like a schoolboy, strip off these lendings and spring headlong into the sea of liberty. But for me, in my impenetrable mantle, the safety was complete. Think of it—I did not even exist! Let me but escape into my laboratory door, give me but a second or two to mix and swallow the draught that I had always standing ready; and whatever he had done, Edward Hyde would pass away like the stain of breath upon a mirror; and there in his stead, quietly at home, trimming the midnight lamp in his study, a man who could afford to laugh at suspicion, would be Henry Jekyll.

Starting with this extract, write about how Stevenson explores the idea of duality.

Write about:

- How Stevenson explores the theme of duality in this extract
- How Stevenson explores the theme of duality in the novel as a whole

Help!

- Duality= two aspects of something. The idea that we have two sides to our nature
- Find 2- 3 quotations from the extract and explode them.
- Use terminology
- Provide comments/ explanations on how the language used shows duality
- Consider the authors intentions/ message
- How does the reader feel/ react? Why?