

Year 9

English



For the next four weeks, select different challenges to complete. You do not need to do all of them – but we expect a minimum of three writing tasks and all reading tasks to be completed. You are also expected to keep up with your reading.

You can submit your work back to your teacher via the envelope or send a copy to them via Show My Homework or their school email address.

If you have any feedback, please email at: m.gladen@passmoresacademy.com

English Matrix – Developing our writing

Complete one writing task from each row. You will do three writing tasks in total, as a minimum expectation.

	Option One	Option Two	Option Three	Completed (tick when done)
Functional Writing task	<p>'Ghosts don't exist. Anyone who believes in them is being fooled.'</p> <p>Write an article for your school magazine or website in which you argue for or against the statement.</p>	<p>'Children of school age should not be working at all. They should be focused on their school work and helpful to their parents. Working for money comes later'.</p> <p>Write the text for a speech to be given at a school debate in which you argue for or against this statement.</p>	<p>'Pets are either treated too well or too cruelly!'</p> <p>Write the text for an article to be published on your school's website in which you explain your own point of view..</p>	
Creative writing	<p>Write a story in which an animal saves a life</p>	<p>Describe a place that has had a long lasting effect on you.</p>	<p>Write a description about a person who has made a strong impression on you.</p>	
Just for fun	<p>Write a letter to your parent or guardian, thanking them for all the things that they do for you.</p>	<p>Write an email to your favourite teacher/member of the Passmores community to see how they are getting on.</p>	<p>Write a family quiz to enjoy with your family.</p>	



Let's develop our skills further – we can also improve upon our best!

- Have you included capital letter and full stops in the correct place?
- Do you have a variety of punctuation?
- Have you chosen the best word choices?
- Are your spellings correct?
- Have you used paragraphs?
- Have you attempted to use different sentence types and different lengths?
- Are you proud of what you have written?
- Could you make some changes to make it even better?

Writing

Writing is worth 50% of your entire English Language grade, and each writing task should take 45 minutes.

You are assessed in two areas:

LA05 – content and organisation (24 marks)

LA06 – technical accuracy (16 marks)

LA05 (24 marks)	Yes	LA06 (16 marks)	Yes
My writing has purpose – it meets the criteria set out in the question. e.g. it is an argument not a rant		I have used full stops and capital letters in the appropriate place	
My writing addresses the accurate audience – and the words I have chosen, and topic choice, has reflected this.		I have made sure that I have not used commas instead of full stops.	
I have used the best word choices – and have asked an adult, or used a thesaurus, to check that I have.		I have made sure that each paragraph is not one sentence long.	
I have used at least one simile in my work (e.g. she stares at me like I am prey).		I have used a variety of punctuation – and can confirm that my work is not just punctuated with commas and full stops.	
I have used at least one metaphor in my work (e.g. his laugh was contagious).		I have used a variety of different sentence lengths.	
I have used three different examples of alliteration etc. (e.g. the warm warmth of the blanket)		I have opened at least one sentence with an adverbial (e.g. Slowly, he approached)	
I have used repetition for effect (e.g. she screamed and screamed)		I have opened at least one sentence with an -ing word (e.g. Slamming the door behind her, she sauntered into the room).	
I have counted the lines in each paragraph, and they are all different lengths.		I have used standard English throughout my work.	
I am proud of my work		I am proud of my effort	

Before submission of your work, you need to ensure that you have met the criteria above and have ticked the relevant boxes to confirm that you have done this.

Reading

Source A

20th Century non-fiction: a newspaper article called Ghostbuster shatters the myths about Phantom in which the writer, Jack Pleasant, interviews a ghost-hunter

Ghostbuster shatters the myth about phantoms

by Jack Pleasant

Ghostly piano music in the middle of the night was terrifying the occupants of an old house, but ghost hunter Andrew Green soon solved the mystery. His clues were mouse droppings and rodent teeth marks inside the piano. He was convinced that mice gnawing felt pads attached to the piano wires were causing the 'music' and, of course, he was proved right when a few traps caught the culprits and their nightly performances ceased.

'As much as 98% of the hundreds of ghost investigations I've carried out have proved to have non-occult¹ explanations,' said Mr Green as we chatted in his old cottage, appropriately next to the churchyard at Mountfield in East Sussex. 'Once, four reports from motorists claiming to have seen a ghost at a particular spot turned out to be simply a woman's dress left out on a clothes line.'

It's that inexplicable two per cent that intrigues him. Like poltergeist² activity. The frighteningly violent effects of this type of haunting have been experienced by several people, particularly families with adolescent children.

The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges rise unaided off a sideboard, as if a clever magician had made his assistant float into the air. The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all round the room. In another investigation, he and the family involved saw a heavy clock mysteriously transport from one end of the mantelpiece to the other and back again. But he is convinced that such occurrences have nothing to do with the spirits of the dead. He believes they are caused by a type of energy we don't yet understand which is generated by tense human emotions.

The typical poltergeist situation, he says, is a family who have recently moved house. The husband and wife are probably worried about having to change jobs and shortage of money because of the expense of moving. The young children are nervously trying to settle into new schools. It all adds up to a tense, emotional atmosphere – and such peculiar effects as he witnessed himself.

Not that Mr Green disbelieves in ghosts or that some people see them. It's simply that they are electro-magnetism, he says, electrical impulses given off by people at times of stress. Somehow this electrical energy remains in the area and from time to time manifests itself in the form of an image.

Seeming to support his belief that ghosts are not spirits of the dead are his experiences with 'living' ones.

'I've investigated a number of cases where people have seen ghost-like figures of individuals who were very much alive at the time, though elsewhere,' he says. 'Some people running an old bakery reported seeing a ghostly shape by the ovens on a number of occasions. Significantly, these sightings had only started after an old man who had worked in the bakery for many years had retired. When he died some months later, they ceased. I believe that after a newspaper article called Ghostbuster shatters

the myths about Phantom in which the writer, Jack Pleasant, interviews a ghost-hunter. his retirement the old man had sat around with his former workplace constantly in his thoughts, and so strong was his yearning to be back that in some strange way his image was projected there. When he died, the cause of his 'haunting' no longer existed and it stopped.'

He has even been called out to investigate ghostly smells, like the posh London dental surgery where staff and patients often smelled bacon and eggs. There were no kitchens near enough to explain it, but again there was an explanation - the surgery had once been, Green discovered, the kitchen of a big house.

'It seems possible,' he says, 'that the hundreds of rashers of bacon and eggs cooked there years before had impregnated their smell in the chimney.'

As well as the sophisticated equipment he uses for ghost-hunting, such as tape-recorders, infra-red cameras and thermometers, he usually takes along a ruler and a bag of flour.

'The flour is to detect human footprints if I think a hoax is being carried out,' he says.

Glossary:

occult – supernatural, not scientific

poltergeist – a type of ghost that causes objects to move

Source B

19th Century literary non-fiction: an extract from a book called *From Matter to Spirit* in which the writer, Sophia Elizabeth de Morgan, published the results of her research into people who could communicate with the spirit world.

I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death.

Many years ago, Mrs D-----, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw a ghost, but I have seen a spirit rise.'

'If you tell me what you saw,' I said, 'I will write it as you speak, and will beg you to sign your name.'

This she did, and the present account is copied from her own words as I wrote them, and she put her signature:-

'When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very animated, happy expression. It was like a living child, only so light.'

Compare the above account of a vision by a girl of sixteen with the following narration of an imperfect vision of the same kind, which occurred, later in life, to the same person.

'More than twenty years after that, I was sitting up with the mother of a child who had been ill three or four days with fits. It was no more than two years old. The mother had one arm under the child's head. I was on the other side of the bed, lying by the side of the baby, and the fire was burning brightly on the same side of the room as that on which the mother sat. Suddenly I saw the fire darkened by something that seemed to flutter or move backwards and forwards before it. I noticed this to the mother, who was between the bed and the fire; but she did not see it, and declared that the fire was bright. The fits left the child about six o'clock, and it lay perfectly still till it had ceased to breathe about half-past ten. I saw the darkening of the fire for an hour before the child died, and the instant it expired the fire was distinctly visible.'

The seer of the above was an uneducated woman who could not account for the variation in her two visions, and who had certainly never heard of the different degrees of opening of the spirit sight. To me, therefore, the account of the second vision confirmed the truth of the first. Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful. But she was not given to invention. I have known this woman for many years and her character for truthfulness is quite above suspicion.

Developing our reading skills

Information Retrieval – Here we are assessing that you can select relevant information.

0 1

Read again **Source A** from **lines 1 to 13**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of **four** statements.

[4 marks]

- | | | |
|---|--|--------------------------|
| A | People living in an old house were scared when they heard music at night. | <input type="checkbox"/> |
| B | The only clue to the mystery that Andrew Green found was mouse droppings. | <input type="checkbox"/> |
| C | The cause of the 'music' was mice chewing on the felt pads of the piano. | <input type="checkbox"/> |
| D | The writer is surprised when Andrew Green solved the mystery. | <input type="checkbox"/> |
| E | Most of Andrew Green's ghost investigations are nothing to do with the supernatural. | <input type="checkbox"/> |
| F | Andrew Green lives in an old cottage next to a churchyard. | <input type="checkbox"/> |
| G | Four motorists claimed they saw a ghost and they were correct. | <input type="checkbox"/> |
| H | Families with very young children are most likely to experience poltergeists. | <input type="checkbox"/> |

Inference – here we are assessing that you can select relevant information and understand what it means.

You need to refer to **Source A** and **Source B** for this question.

The strange things that happen in both Sources are different.

Use details from **both** Sources to write a summary of the different strange things that happen.

[8 marks]

In Source A, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... whereas/also in Source B, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... In Source A, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... whereas/also in Source B, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... In Source A, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... whereas/also in Source B, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how...

Overall, Source A and Source B they convey that. (make the difference or similarity clear)

Or,

In Source A, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... Also, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... Also, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... Whereas/similarly, in Source B, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... Also, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how... Also, the (insert question) is presented as “quote - no more than four words” this shows... and further conveys how...

Overall, Source A and Source B they convey that. (make the difference or similarity clear)

Note: Make sure your inference (this shows... and further conveys how...) are fully developed – as this is where your marks come from!

Language Analysis – here we are assessing that you can analyse the writer’s use of language

You now need to refer only to Source A from lines 14 to 21.

The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges rise unaided off a sideboard, as if a clever magician had made his assistant float into the air. The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all round the room. In another investigation, he and the family involved saw a heavy clock mysteriously transport from one end of the mantelpiece to the other and back again. But he is convinced that such occurrences have nothing to do with the spirits of the dead. He believes they are caused by a type of energy we don’t yet understand which is generated by tense human emotions.

How does the writer use language to describe the strange things witnessed by the ghost-hunter?

[12 marks]

The writer conveys the strange things witnessed as ... “prove with a very small quote – no more than four words” this makes the reader feel [insert effect]. Moreover the [insert word class] “insert word” makes the atmosphere [insert effect]

repeat this method for around four quotations.

Comparison of writer’s methods – here we are assessing that you can identify methods used by the author, and discuss their effect

For this question, you need to refer to the whole of **Source A**, together with the whole of **Source B**.

Compare how the writers convey their different views on the strange things that happen.

In your answer, you could:

- compare their different views on the strange things that happen
- compare the methods the writers use to convey their different views
- support your response with references to both texts.

[16 marks]

In Source A, the writer feels that [state what they feel] “prove with a very small quote – no more than four words” the use of [insert method] allows the writer to highlight their sense of [now discuss what effect the method has to present the writer’s viewpoint]. Whereas, in Source B, the writer feels that...

repeat this method for around four comparisons