

English – Year 9 – Independent Workbook:**Creative Writing**

For each creative writing task, use the following success criteria to mark your work out of 21. You can award yourself one mark per tick.

Year 9 English Writing Success Criteria	Task 1	Task 2	Task 3	Task 4
1-7 marks				
I can complete the activity set, matching my writing to the purpose given.				
I use a range of punctuation, including commas, apostrophes and inverted commas.				
I can use a variety of sentence lengths and structures (simple, compound and complex) to create effects.				
My paragraphs are clear, well developed and make sense.				
I can use a range of imaginative vocabulary accurately.				
I am generally able to spell words with complicated spelling patterns correctly.				
I securely use a range of techniques such as metaphors, similes, sensory language and personification.				
8-14 marks				
My writing is fluent.				
My writing engages and sustains the reader's interest.				
I use a range of punctuation to clarify my meaning, for example, colons and semi colons.				
I experiment with a range of sentence structures and lengths (simple, compound, complex, fronted and embedded).				
I use a varied vocabulary in order to create effects.				
I organise my ideas in well-developed, well-structured and linked paragraphs.				
I securely use a range of high-level techniques for effect for example extended metaphors, pathetic fallacy, use of setting to create atmosphere etc.				
15-21 marks				
My writing is confident and imaginative.				
My non-fiction writing gives clear points of view, and takes account of different perspectives.				
I use grammatical features and vocabulary accurately and for effect.				
I use paragraphs and correct punctuation to make the sequence of events or ideas coherent and clear and to create a wide range of effects.				
My spelling is correct, even of complex, irregular words.				
For effect, I vary the structure and tone of my writing.				
I use a range of sophisticated techniques for effect for example irony, cyclical structure etc.				

Task 1:

Write a description based on the picture below:



Task 2:

Write a story with the title: 'A Time I Knew I was In Trouble'

Task 3:

Describe a time when you felt you had achieved something.

Task 4:

Write a story based on the picture below:



Reading Comprehension

Read the extracts below and answer the questions that follow. You can mark your work using the answers pages at the end of this booklet.

Task 1

This is the famous section of the story where Oliver goes against all the rules of being in the workhouse and dares to ask for more food.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

"Please, sir, I want some more."

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds; and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

"What!" said the master at length, in a faint voice.

"Please, sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arms; and shrieked aloud for the beadle ...

... Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish.

- a. Gruel = very thin tasteless porridge
- b. Copper - the huge pot that the gruel would be served from.
- c. Pauper= a poor person.
- d. Confinement = being locked away.



1. Explain two reasons why Oliver asks for more even though it is a dangerous thing to do.
2. How does Dickens use language to prove that the Master is in great shock when Oliver asks for more?
3. How does Dickens show that asking for more was absolutely against the rules and that Oliver is being treated as though he has done something very wrong?

With questions 2 and 3 write in detail using integrated quotations and explore the effects of the words chosen by Dickens to describe this scene and the characters' reactions.

Task 2:

Comprehension questions on 'The Selfish Giant' by Oscar Wilde



Every afternoon, as they were coming home from school, the children used to go and play in the Giant's garden.

It was a large, lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing there?' he cried in a very gruff voice, and the children ran away.

'My own garden is my own garden,' said the Giant; 'anyone can understand that, and I will allow nobody to play in it but myself.' So he built a high wall all round it, and put up a notice board.

**TRESPASSERS
WILL BE
PROSECUTED.**

He was a very selfish Giant.

The poor children had nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over and talk about the beautiful garden inside. 'How happy we were there,' they said to each other.

Then the Spring came and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children and the trees forgot to blossom. Once a beautiful flower put its head out from the grass but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again and went off to sleep. The only people who were pleased were the Snow and the Frost.

'Spring has forgotten this garden,' they cried, 'so we will live here all the year round.' The Snow covered up the grass with her great white cloak and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs and he roared all day about the garden and blew the chimney pots down.

'This is a delightful spot,' he said, 'we must ask the Hail to visit.' So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

Comprehension questions on 'The Selfish Giant' by Oscar Wilde

'The Selfish Giant' comprehension questions

1. Write down seven adjectives that the author has used in the second paragraph which begins 'It was a large ...'

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2. Tick the statements from this list that are true:

- The garden had pear trees.
- The children loved listening to the birds singing.
- The children had got used to playing in the garden as the Giant had been away for a while.
- The Giant put up a sign that said 'Stay off the grass'.

3. How did the Giant make sure that the children could not get into the garden to play in it?

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4. What did the words on his noticeboard mean?

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5. Find and copy the quotation that proves the road was not suitable for playing on.

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Comprehension questions on 'The Selfish Giant' by Oscar Wilde

6. When Spring comes to the rest of the country, what happened to the birds, trees and flowers in the Giant's garden?

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7. Find and copy the sentence that proves that the garden was covered in snow and ice.

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8. How was the North Wind dressed?

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9. What damage was done to the Giant's house?

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10. Explain how the author has made the weather sound as if it is real people.

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Task 3:

Now write your own!

A Christmas Carol by Charles Dickens

Create a comprehension

Read the extract below and devise **ten** comprehension questions.

Vary the types of question you set and the difficulty of the answers needed.

Allocate marks, which should add up to 25.

Write the mark scheme clearly giving the answers you will accept.

Once upon a time – of all the good days in the year, on Christmas Eve – old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already – it had not been light all day: and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.

The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.

"A merry Christmas, uncle! God save you!" cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.

"Bah!" said Scrooge, "Humbug!"

He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.

"Christmas a humbug, uncle!" said Scrooge's nephew. "You don't mean that, I am sure."

Create a comprehension

“I do,” said Scrooge. “Merry Christmas! What right have you to be merry? What reason have you to be merry? You’re poor enough.”

“Come, then,” returned the nephew gaily. “What right have you to be dismal? What reason have you to be morose? You’re rich enough.”

Scrooge having no better answer ready on the spur of the moment said “Bah!” again; and followed it up with “Humbug.”

“Don’t be cross, uncle!” said the nephew.

“What else can I be,” returned the uncle, “when I live in such a world of fools as this? Merry Christmas! Out upon merry Christmas! What’s Christmas time to you but a time for paying bills without money; a time for finding yourself a year older, but not an hour richer; a time for balancing your books and having every item in ’em through a round dozen of months presented dead against you? If I could work my will,” said Scrooge indignantly, “every idiot who goes about with ‘Merry Christmas’ on his lips, should be boiled with his own pudding, and buried with a stake of holly through his heart. He should!”

TIPS

- Start by devising some easy questions - these are ‘find the answer’ questions and are quite simple. Usually 1 mark for each answer you need to find.
- Move on to create questions that require the reader to find an answer and give a reason. Usually 1 mark for the answer and 1 mark for the reason.
- Try harder questions, which need the reader to read between the lines for an answer. Perhaps the reader has to make a judgement on feelings/reasons. These might be worth 2 or 3 marks depending on the detail required.
- Ask vocabulary questions to see if the reader understands a word/phrase in the context it is used. These might be worth 2 marks.
- Ask the reader to explain something in their own words to show understanding. 2 or 3 marks for this sort of question.
- Ask the reader to give an opinion. This would need 2 or 3 marks.
- Use words such as **how** and **why** which need a higher level of response - these might be worth 2 or 3 marks.

Reading Comprehension Answers

Task 1:

1. He was desperate with hunger / He was reckless with misery / He was experiencing peer pressure from the boys around him.
2. Dickens uses the exclamation mark after 'What!' to show the Master's surprise / Dickens uses the adjective 'faint' to describe the Master's voice which suggests that he was in disbelief at Oliver's audacious request.
3. Even Oliver is somewhat alarmed by his own courage in asking for more, which suggests that it is never usually done / We can get a sense from context – we know that Victorian workhouses were horrible places to be and that children were not fed properly / The writer has used the character of the master and his surprise to show that Oliver's actions were absolutely against the rules / the punishment of 'instant confinement' shows just how seriously the master is prepared to take Oliver's actions – probably to dissuade others from doing the same.

Task 2:

Comprehension questions on 'The Selfish Giant' by Oscar Wilde

Suggested answers

1. Chose seven adjectives: large, lovely, soft, green, beautiful, delicate, pink, pearl, rich, happy.
2. True statements are:
 - The children loved listening to the birds singing.
 - The children had got used to playing in the garden as the Giant had been away for a while.
3. The Giant built a high wall around the garden and put up a notice.
4. Students should be able to explain that the notice basically means that if you go into the garden you will be punished by the law. They could also explain that 'Trespassers' mean people who have been told not to go somewhere but they still do.
5. '... the road was very dusty and full of hard stones ...'
6.
 - The birds didn't sing.
 - The trees didn't blossom.
 - The flowers came up, saw the notice then went back into the ground because they felt sorry for the children.
7. 'The Snow covered up the grass with her great white cloak and the Frost painted all the trees silver.'
8. The North Wind was dressed in furs ('wrapped in furs').
9. The roof was damaged as most of the slates were broken.
10. Students could comment on the following:
 - The writer uses human pronouns (he/her).
 - The writer dresses them in clothes.
 - The weathers speak - the writer uses direct speech.
 - The weather acts like people - inviting friends over.
 - The weathers are doing actions deliberately.
 - The writer uses human verbs like 'run'.
 - The writer uses personification.