

**Year 9 Summer 1**

**Homework Booklet**

 **Creative Writing**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due back in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **English** **Assessment**  |
| What went well…?: |
| Even better if…?: |
| What I think…? |

Task One

 Week 1: Narrative Voice Revision and Practice

In class you have seen a PowerPoint presentation on *Narrative Voice.*

Remember –

First Person Narrative uses ‘I’. The storyteller is directly involved in the action of the story: *Curiously, I peered through the thick glass of the spaceship. The world that I saw was barren, unknown, alien.*

Second Person Narrative is very unusual. It uses ‘you’, and talks directly to the reader, almost as if the story is about them: *Curiously, you peer through the thick glass of the spaceship. The world that you see is barren, unknown, alien.* (Note the change of tense here; second person does not really work with past tense.)

Third person narrative is told by a narrator who knows what has happened and has access to the characters’ thoughts and feelings, but is not directly involved in the story: *Curiously, Joe peered through the thick glass of the spaceship. The world that he saw was barren, unknown, alien.*

Task 1: Checking

Mark these pieces of text ‘first’, ‘second’, or ‘third’ depending on which narrative voice they use.

1. He was served by the same waiter as the night before and ordered the same drink, double espresso in a foam cup, no sugar, no spoon. He paid for it as soon as it arrived and left his change on the table.
2. Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening.
3. You are not the kind of guy who would be at a place like this at this time of the morning. But here you are, and you cannot say that the terrain is entirely unfamiliar, although the details are fuzzy.
4. On perceiving me, the stranger addressed me in English, although with a foreign accent. ‘Before I come on board your vessel,’ said he, ‘will you have the kindness to inform me whither you are bound?’
5. Harry had never been inside Filch's office before; it was a place most students avoided. The room was dingy and windowless, lit by a single oil lamp dangling from the low ceiling.
6. Okay, okay. So hang me. I killed the bird. For pity’s sake, I’m a *cat*. It's practically my *job* to go creeping around the garden after sweet little eensy-weensy birdy-pies that can hardly fly from one hedge to another

Task Two: Read both of the extracts below:

Text 1: **Extract from *Once* by Morris Gleitzman [The narrator is Felix.]**

I feel for the edge of the table and put my bowl down and wipe my glasses.

That's when I see the carrot.

It's floating in my soup, huge among the flecks of cabbage and the tiny blobs of pork fat and the few lonely lentils and the bits of grey plaster from the kitchen ceiling.

A whole carrot.

I can't believe it. Three years and eight months I've been in this orphanage and I haven't had a whole carrot in my dinner bowl once. Neither has anyone else. Even the nuns don't get whole carrots, and they get bigger servings than us kids because they need the extra energy for being holy.

We can't grow vegetables up here in the mountains. Not even if we pray a lot. It's because of the frosts. So if a whole carrot turns up in this place, first it gets admired, then it gets chopped into enough pieces so that sixty-two kids, eleven nuns and one priest can all have a bit.

I stare at the carrot.

At this moment I'm probably the only kid in Poland with a whole carrot in his dinner bowl. For a few seconds I think it's a miracle. Except it can't be because miracles only happened in ancient times and this is 1942.

Text 2: **Extract from *New Moon* by Stephenie Meyer [The narrator is Bella.]**

Alice finally seemed to process my mood. “Okay....later then. Did you like the scrapbook your mom sent you? And the camera from Charlie?”

I sighed. Of course she knew what my presents were. Edward wasn’t the only member of his family with unusual skills. Alice would have “seen” what her parents were planning as soon as they’d decided that themselves.

We reached Edward then, and he held his hand out for mine. I took it eagerly, forgetting for a moment, my glum mood. His skin was as always smooth, hard and, very cold. He gave my finger a gentle squeeze.

Select **one** of the above extracts and re-write it using third person. Students with targets of 6b or higher should choose the first extract.

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 Task Three

 Keeping to one tense.

It is important to make sure that your narrative keeps to one tense. If you mix up the tenses, this will seriously impact on your final mark.

The simplest tense to use is the past tense, as most stories have happened and are being retold. However, sometimes, to give a sense of urgency, of action happening, you might choose the present tense.

Whichever tense you choose, you must keep to it throughout.

The only time you might switch tenses is if there is a time switch in your narrative, through a flash back or something of that kind.

This is very difficult and should only be attempted if you have you story firmly under control.

The following passage is written in the present tense. Rewrite it putting it all into the past tense. You may have to change some of the words slightly so that it makes sense.

There’s nothing special about me either, by the way. I’m not a brilliant student. Except for Biology, which for some reason I do reasonably well at, my grades are mediocre. I’m a good athlete, but not exceptional. I think I’m a nice guy, but no doubt you could find a nicer one without looking too hard. I’d like to do something unusual or special with my life, but I seem to be lacking in the motivation and ambition department. I could probably get into a half decent college, but I’m not even going to apply – I’ve had enough sitting in classrooms for a while. So my future plans and prospects don’t seem too bright. This is the story of a not very special guy beginning his senior year at a not very special high school that could probably be anywhere in America but happens to be in a small town in Northern New Jersey.

(‘The Braves’ – David Klass)

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Task Four:

 Using adventurous vocabulary and varying sentences.

One way to engage a reader is to create pictures in his mind by using effective vocabulary and by creating images.

This does not mean that words necessarily have to be long and complicated but they have to be the best for the task.

Instead of saying that the hotel had a ‘nice view’, you could say that it had a ‘spectacular view’.

It’s also good to vary the length of sentences to keep readers engaged. Short sentences offer immediate impact, longer sentences give you space to develop descriptions.

In the next passage, look to replace the dull words underlined with more interesting words or phrases. Also, the sentences are nearly all of a similar length. Try to create short ones for impact or to lengthen others to make it flow better.

The old man walked towards his dirty house. He had lived there for many years. The windows had been broken by boys. The door was scruffy with peeling paint. No one knew the old man’s life story. He had been a soldier in the big war. The battles had hurt him and his body was weak. Also his mind had been affected which was bad. Everyone thought he was a bit strange and kept away. So he lived his days in his house. He didn’t have a very happy life.

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Task Five: Using semi-colons

 **Let’s look again at AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.** To gain a Level 6 the criteria are**:** syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, *e.g. only occasional comma splices, some use of semi-colons, not always accurate.*

So, you need to write in a grammatically accurate way and use accurate punctuation including semi-colons. In this task you are asked to practise using semi-colons in place of connectives; a relatively easy way to integrate this piece of punctuation into *your* writing.

Revision: Semi-colons can be used to link clauses in sentences together, in the same way as a connective.

Example: I bought a new bicycle because my old one was wrecked.

I bought a new bicycle; my old one was wrecked.

Task: Re-write these sentences using a semi-colon to replace the connective. (It might be helpful to locate and underline the connective in each sentence first.)

1. It was a cold day so I had to wrap up warmly.

2. I felt really silly because I got the answer wrong.

3. Our dogs race around the field as they are very energetic.

4. The thief managed to escape and I never saw my handbag again.

5. I liked the book as it was a pleasure to read.

6. The first film was great, but I thought the sequel was rubbish.

7. I cooked the meal therefore you should wash up.

8. The bath water was far too hot consequently I burned my foot.

9. He said he hated doughnuts yet he still took two!

10. He is small and blond whereas she is tall and dark-haired.

Extension Activity: Write two or three sentences of your own where you use semi-colons.

Task Six:

 **Planning and completing a short piece of 3rd person narrative which is about a person waiting for something unpleasant to happen. This will only be about 100 – 150 words so it won’t be a story, just a short part of one.**

**First of all try to get an idea. Where could this be happening? Dentist’s, doctor’s, employer, police station?**

**Answer these questions—**

**Where?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Who?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**When?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What will happen?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Have a look at this example.

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Now try writing your own.

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