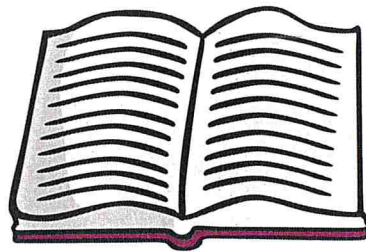




# Year 9

## English Homework Booklet



### Half Term 6

Name: .....

## Student Information for KS3 English Homework



This homework booklet will support with your foundational skills in English:

- Reading
- Writing
- Spelling, grammar and punctuation
- Vocabulary

The booklet contains a mixture of different activities linked to these skills. You are expected to complete 1 activity a week.

You can write in the booklet. For some tasks, you will need paper to write on. For this we have put lined paper at the back of the booklet for you to use.

We will provide you with the answers for each half term's activities the following half term. This means you can self-assess your work and reflect on strengths and areas of improvement.

There is also a reading list attached to help you choose a variety of books from different genres to boost your reading.

We will upload a copy of your reading homework to Satchel should you need to access the work online. You will then need a notebook to write your answers in.

Any questions, don't hesitate to ask your English teacher for support.

Have fun!

The English Team

# READING LIST

Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.



One good source for recommendations is a **library**. Ask the librarian for help. Look for reading lists and suggestions that might be there in the library. Look at the books that are on display.

Another place to look is the **internet**. For example, try browsing on amazon.com. Not to buy something, necessarily, but just to get ideas.

- When you look up an author or a book you like, amazon often gives you suggestions near the bottom of the page under headings like 'Customers who bought this book, also bought ...' You can now look up these books. Also, alongside the books there are often 'lists' of similar, relevant books.
- Once you get into these lists, they'll lead to more and more. Keep pursuing things and you'll have a thousand books to read in no time!

## Christopher Paolini

Paolini is a fantasy writer whose works are popular with fans of that genre. *Eragon* is perhaps his best known book.

## Garth Nix

Another fantasy writer, Nix's books are lively and original. *Sabriel* is the first in a trilogy and so a good place to start.

## Dan Brown

Now might be the time to start reading more books that were written for a general adult audience. Make sure that your parents are OK about this! Brown's *The Da Vinci Code* is his most famous – it's a detective thriller about secret societies and a legend that Jesus Christ may have had children.

## Stephen King

Not for the faint-hearted, and definitely one to check with parents first, King's books are the most famous adult horror books of recent years.

## Harper Lee

She only wrote one book, but it's wonderful. *To Kill a Mockingbird* tells the story of a girl and boy growing up in the 1930s in America. It deals with racism especially, but lots more besides. It's funny, clever, emotionally involving, surprising, strange, powerful: everything you would want from a good book.

## Dodie Smith

Smith wrote the book *One Hundred and One Dalmatians* – the one that Disney made the cartoon and the live action film of. However, she also wrote a great book for teenagers called *I Capture the Castle*. In this, a girl describes her eccentric family and what happens when two handsome young men turn up at their home. It's very funny, sweet and clever.

## Ken Kesey

Kesey was an eccentric American, part of the counter-culture of the 1960s. His book *One Flew Over the Cuckoo's Nest* is an inspirational, funny, strange, powerful account of life in an asylum for the criminally insane! It deals with issues of liberty and self-expression.

### Ernest Hemingway

Hemingway was a macho writer. He dealt with masculine pursuits like hunting, fishing, fighting, etc. His prose is tough and dynamic. *The Old Man and the Sea* is a good place to start.

### John Steinbeck

*Of Mice and Men* is a popular GCSE text. *The Grapes of Wrath* is probably his masterpiece. Both books tell an inspirational and moving story about Americans in the 1930s looking for work.

### George Orwell

Orwell was a journalist, whose two most famous novels have become classics. *Animal Farm* shows what happens when a revolution goes wrong by depicting a farm on which the animals take over. *Nineteen Eighty-Four* describes a society that is crushed by a controlling dictatorship. This book features Big Brother.

### Alice Walker

Walker's *The Color Purple* is an important book about the experiences of black American women.

### Bill Bryson

Bryson is a funny writer of non-fiction books. He writes travel books and books about science, but with a real sense of humour.

### Aiden Chambers

He writes interesting, spooky books. Try *Postcards from No Man's Land*.

### Classics

Try:

Charles Dickens

George Eliot

Thomas Hardy

Elizabeth Gaskell

Franz Kafka

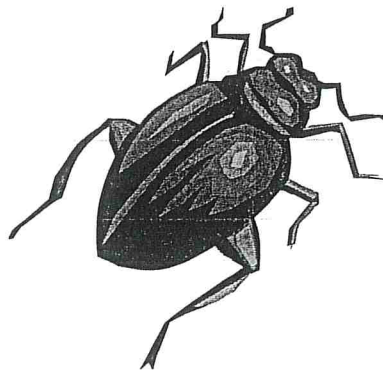
Jane Austen

The Brontë sisters

Joseph Conrad

Sir Walter Scott

Herman Hesse



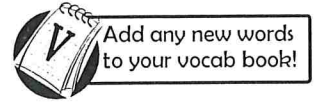
## VOCABULARY 9: Library Subject Words

*Are you making use of your library? It's a great place for research and entertainment. You can borrow books there too! Use the dictionaries, encyclopaedias and other reference books. Make friends with your librarian: he or she could be a very useful ally.*

### TASK

Here are some words that will be useful to use when you're in there. Impress your librarian by using them.

- Look up each word in a dictionary to check its precise meaning.
- Write five sentences in your English book, each using at least one different word from the list.



alphabetical

anthology

article

author

catalogue

classification

content

copyright

dictionary

editor

encyclopaedia

extract

fantasy

genre

glossary

index

irrelevant

librarian

magazine

non-fiction

novel

photocopy

publisher

relevant

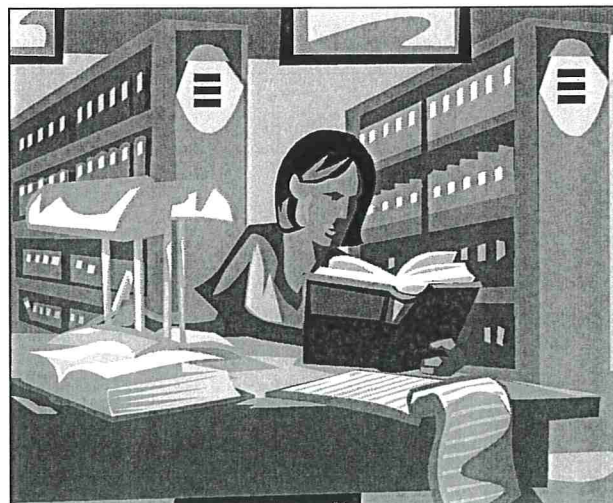
romance

section

series

system

thesaurus



## VOCABULARY 6: Similes and Metaphors



A simile is a comparison using the word 'like' or 'as'.

*Examples:* As cold as ice; Like a rolling stone.

A metaphor is a simile *without* the 'like' or 'as'. It transforms things. It says that something *is* something else.

*Examples:* He was a raging bull; The sun has got his hat on.

### TASK

Invent some interesting similes and metaphors to describe the following emotions and write them in your English book.

- Animals, weather, natural scenery, machines: these are all good sources for comparisons.

1. Anger

Anger is like ...

He was as angry as ...

When I am angry, I am ...

2. Love

Love is like ...

He was as loving as ...

When I am in love, I am ...

3. Fear

Fear is like ...

He was as frightened as ...

When I am afraid, I am ...

4. Happiness

Happiness is like ...

He was as happy as ...

When I am happy, I am ...

5. Excitement

Excitement is like ...

He was as excited as ...

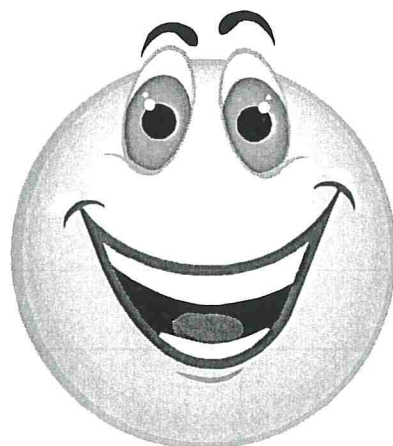
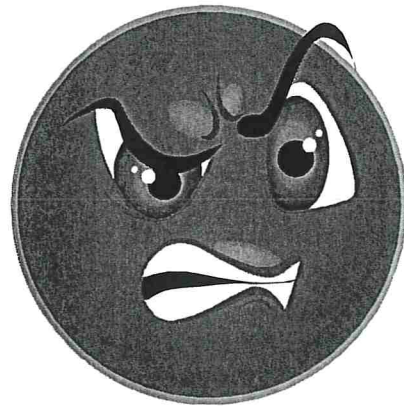
When I am excited, I am ...

6. Regret

Regret is like ...

He was as sorry as ...

When I am regretful, I am ...



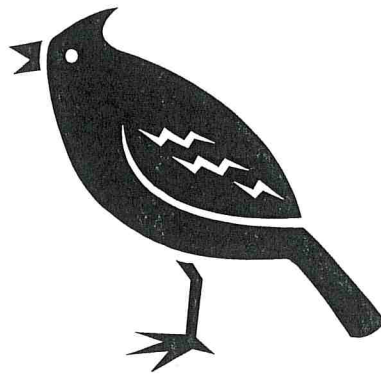
## READING 9: *Jamie and the Skylarks*

Read the passage below and complete the task that follows.



This is a passage from a children's novel. In it, a girl fights to defend her local nature reserve from being destroyed.

- The difficulty of this passage is: EASY



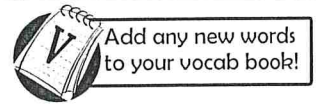
Out in the fields again, Jamie felt free. She threw back her head and hallooed as loud as she could. The vast sky was blue from one edge to the other; the air was clean, sweet even. She listened: nothing. Then she listened harder and the sounds started to emerge: a high pitched twittering – there was a skylark; a more melodious fluting – a thrush; the soft rushing of the wind the trees; the distant burr of a tractor; a dog barking in the farmyard on the edge of the wood; the silvery trickle of water over rocks – the nearby stream.

Here, Jamie could feel free; here, she could think; here, she could forget about her so-called family – all their rowing and stupidity. Everyone needs a place for themselves, and this was Jamie's.

She reached the footbridge and propped herself on the railing: her usual spot. She gazed contentedly out towards the hills that surrounded her. They were lush with green growth. Summer was taking over from spring. Everything was in its fullness: the trees, the shrubs, the grasses, the ferns – all rich with vibrant energy. In between the flat peak of one hill and the strange hump of the next, Jamie could see the distant moorland stretching out for miles. It seemed to her that she was alone in the world, that no-one else existed, that she could walk for mile after mile without ever being disturbed by noisy, ignorant people.

## TASK

Answer at least one question in each section. Answer questions at different levels if you wish.



### SELECT AND RETRIEVE

- LEVEL 4: What is the first sound that Jamie hears?
- LEVEL 5: What other sounds does she hear?
- LEVEL 6: What surrounds the fields?
- LEVEL 7: Where does Jamie sit?

### INFER AND DEDUCE

- LEVEL 4: How does Jamie feel?
- LEVEL 5: What is Jamie's family like?
- LEVEL 6: Why does Jamie value her time in the countryside?
- LEVEL 7: What does Jamie think about other people? Why?

### STRUCTURE

- LEVEL 4: What is the topic of the first paragraph?
- LEVEL 5: How are the paragraphs linked?
- LEVEL 6: Why is the middle paragraph shorter than the others?
- LEVEL 7: How does the author structure his paragraphs?

### LANGUAGE

- LEVEL 4: Which senses does the author refer to?
- LEVEL 5: How does the author describe the scene?
- LEVEL 6: How does the author create an atmosphere?
- LEVEL 7: Which techniques does the author use? To what effect?

### OVERALL EFFECT

- LEVEL 4: How do you respond to this passage?
- LEVEL 5: What is the author's message?
- LEVEL 6: What ideas about Jamie's life do you get here?
- LEVEL 7: What do you think will happen next?



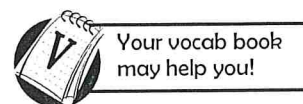
### EXTENSION

- a) Write your own description of a place that is special to you.
- b) Write the next part of the story.



## WRITING TASK 10

- TASK:** Write a magazine article about a topic of special interest.
- AUDIENCE:** Aim it at 14 year old girls or boys – so make it fit the gender you choose.
- FORM:** Magazine article – use subheadings, images, captions.
- PURPOSE:** To inform and explain – make it clear.



### ASSESSMENT CRITERIA

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#### LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of structure – a beginning, for example.
- The vocabulary may be mostly basic and factual.

#### LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some use of paragraphs to show topic changes.
- The vocabulary will be more descriptive.

#### LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will structure the piece in a logical order.
- Interesting vocabulary creates emotional responses.

#### LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will show how the ideas are linked.
- Varied and mature vocabulary will excite and surprise the readers.

#### LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be used to create interest and surprises.
- Very impressive vocabulary will engage and grip the readers.

## PARAGRAPHS: Revision

Here's another chance to think about paragraphs.

- One thing that markers look for in your writing is: *A range of paragraphs.*



Start a new paragraph when you change topic.  
Start a new paragraph to show changes in time and place.  
Start a new paragraph to create drama.

### TASK

Look back at the previous exercise ('Sentence Conclusions', page 15). Answer the following questions in your English book.

1. How many paragraphs would you need to tell a full version of the story of the Green Knight's challenge?
2. What would be the topic of your first paragraph?
3. How would you begin this paragraph?
4. What would be the topic of your second paragraph?
5. How would you link the first two paragraphs?
6. How would you end the first paragraph?
7. How would you begin the second paragraph?
8. How would these sentences help you to link the paragraphs?
9. How many descriptive paragraphs would you include?
10. How much speech would you include?
11. How would you mix description with action?
12. What other topics would you have for your paragraphs?
13. How many short paragraphs would you include?
14. Which connectives would you use at the start of the paragraphs?
15. How would you use paragraphs to create drama?
16. How would you use paragraphs to create surprises?
17. How long would your longest paragraph be?
18. How would you finish the final paragraph in this section of the story?



### EXTENSION

- a) Plan your version of the story. Make a list of the topics of the paragraphs.
- b) Now write your version of the story. What happens when Gawain goes to see the Green Knight in a year's time?

## SPELLING 7: Problem Words

Some spellings cause special problems. Try to learn which spelling to use from the examples below.

### TASK A



#### To, two, too

**To** is used in various ways: go **to** your house; **to** listen well; he is going **to** come today. It is not easy **to** confuse, because the other two words are very precise in their meaning.

**Two** is the number: **2**.

**Too** is used for: **too** much; I can come **too** (as well).

Copy the following sentences into your English book, adding in the correct missing words.

1. I am \_\_\_ tired to play.
2. It is \_\_\_ o'clock.
3. He is \_\_\_ busy today.
4. I want \_\_\_ visit your house.
5. I went \_\_\_ the zoo.
6. The animals went in \_\_\_ by \_\_\_.
7. The water is \_\_\_ hot.
8. What is there \_\_\_ do here?
9. What are you going \_\_\_ do?
10. There are \_\_\_ days in a weekend.

### TASK B



#### Where, wear, were

**Where** is a question word, used to find out about places: where are you?

**Wear** refers to clothes: what shall I wear?

**Were** sounds different. It is part of the verb *to be*: they were happy.

Copy the following sentences into your English book, adding in the correct missing words.

1. They \_\_\_\_\_ excited.
2. I like to \_\_\_\_\_ fashionable skirts.
3. \_\_\_\_\_ is the entrance?
4. They \_\_\_\_\_ insulting.
5. \_\_\_\_\_ did you go?



### TASK C



#### Our, are

**Our** means belongs to us: it is our house.

**Are** is part of the verb *to be*: we are happy.

Copy the following sentences into your English book, adding in the correct missing words.

1. \_\_\_ dog is not like yours.
2. That is \_\_\_ right.
3. Rights \_\_\_ balanced against responsibilities.
4. We love \_\_\_ school.
5. We \_\_\_ good students.

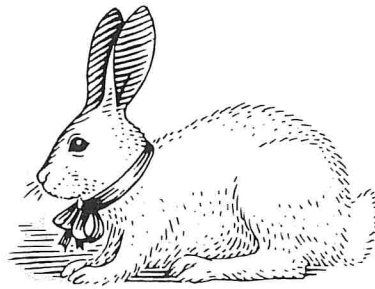
## READING 10: 'Because You're Worth It?'

Read the passage below and complete the task that follows.



This is part of the text from a campaign leaflet, persuading us to join a group dedicated to putting an end to animal testing. It is very biased and one-sided. It may not be true at all. What do you think? What would the scientists say in opposition to this view?

- The difficulty of this passage is: MEDIUM



Ever got shampoo in your eye? Stings doesn't it? Imagine having that feeling all day, every day, only a thousand times worse. Not nice, huh? Well, that's what some people do to animals – little puppy dogs and sweet innocent kittens – and they do it in the name of science and – believe it or not – in the name of beauty.

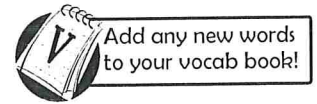
Animal testing is wrong and should be banned immediately. Torturing our fellow creatures for our own gain is never excusable. If a teenager put perfume in his pet's eyes, it would be a national disgrace, and he'd be branded the worst thug alive. But if a middle-aged man or woman in a lab coat does the same, we turn a blind eye. A blind eye: how ironic! Because blindness is just one of the conditions that so-called scientists inflict on our fellow creatures without a thought for their welfare.

Think of the misery, the wretched suffering, the agonising torment. An animal that is given no chance to live, no chance to play, no chance to enjoy freedom, life, happiness, must live its every waking moment in terror, dreading the next assault that the scientists will ruthlessly inflict upon it.

And for what? So that vain human beings can make themselves look pretty or smell sweet. Are you really worth it? Are you really that important? Is your make up, your shampoo, your perfume worth the appalling pain and unfathomable fear that animals in laboratories must endure?

## TASK

Answer **at least one** question in each section. Answer questions at different levels if you wish.



### SELECT AND RETRIEVE

- LEVEL 4: What does the article start by mentioning?
- LEVEL 5: Which words in the first paragraph create an emotional response?
- LEVEL 6: How does it feel for the dogs and cats?
- LEVEL 7: Which types of people does the writer mention?

### INFER AND DEDUCE

- LEVEL 4: What would someone who disagrees with this view say?
- LEVEL 5: What does the writer feel about animals?
- LEVEL 6: Which facts does the writer include?
- LEVEL 7: How much of the passage is mere opinion?

### STRUCTURE

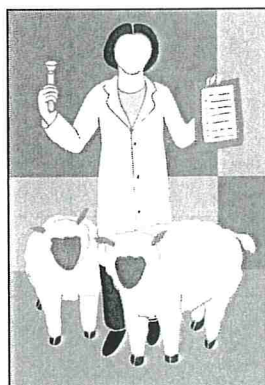
- LEVEL 4: What is the topic of the first paragraph?
- LEVEL 5: What are the topics of the other paragraphs?
- LEVEL 6: How are the paragraphs linked?
- LEVEL 7: How does the writer structure each paragraph?

### LANGUAGE

- LEVEL 4: Which strong words does the writer use?
- LEVEL 5: What images of suffering does the writer include?
- LEVEL 6: How does the writer manipulate our emotions?
- LEVEL 7: How does the writer use techniques to persuade us?

### OVERALL EFFECT

- LEVEL 4: How do you respond to the passage?
- LEVEL 5: What is factual about the passage and what is just opinion?
- LEVEL 6: Does the passage reveal or obscure the truth?
- LEVEL 7: Is the piece over the top? In what way?



### EXTENSION

- a) Write a response to the passage, explaining the opposite point of view.
- b) Write a piece that develops your own point of view.
- c) Do some research. Find out the facts. Write a letter to a newspaper outlining the truth of the situation.

## CORRECTING A PASSAGE

Here's a test for you! Try to put all the skills you have used in the preceding exercises together here.

- One thing that markers look for in your writing is: *Accuracy with punctuation, grammar and spelling.*

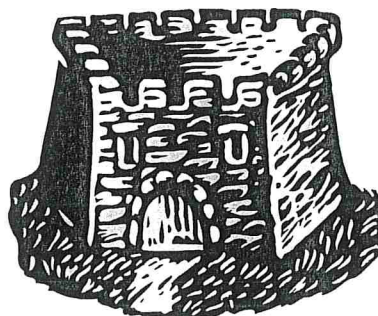
### TASK

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Copy out the passage below into your English book, correcting all the mistakes as you go:

- Full stops
- Capital letters
- Colons
- Semicolons
- Apostrophes
- Speech
- Commas
- Spellings
- Paragraphs

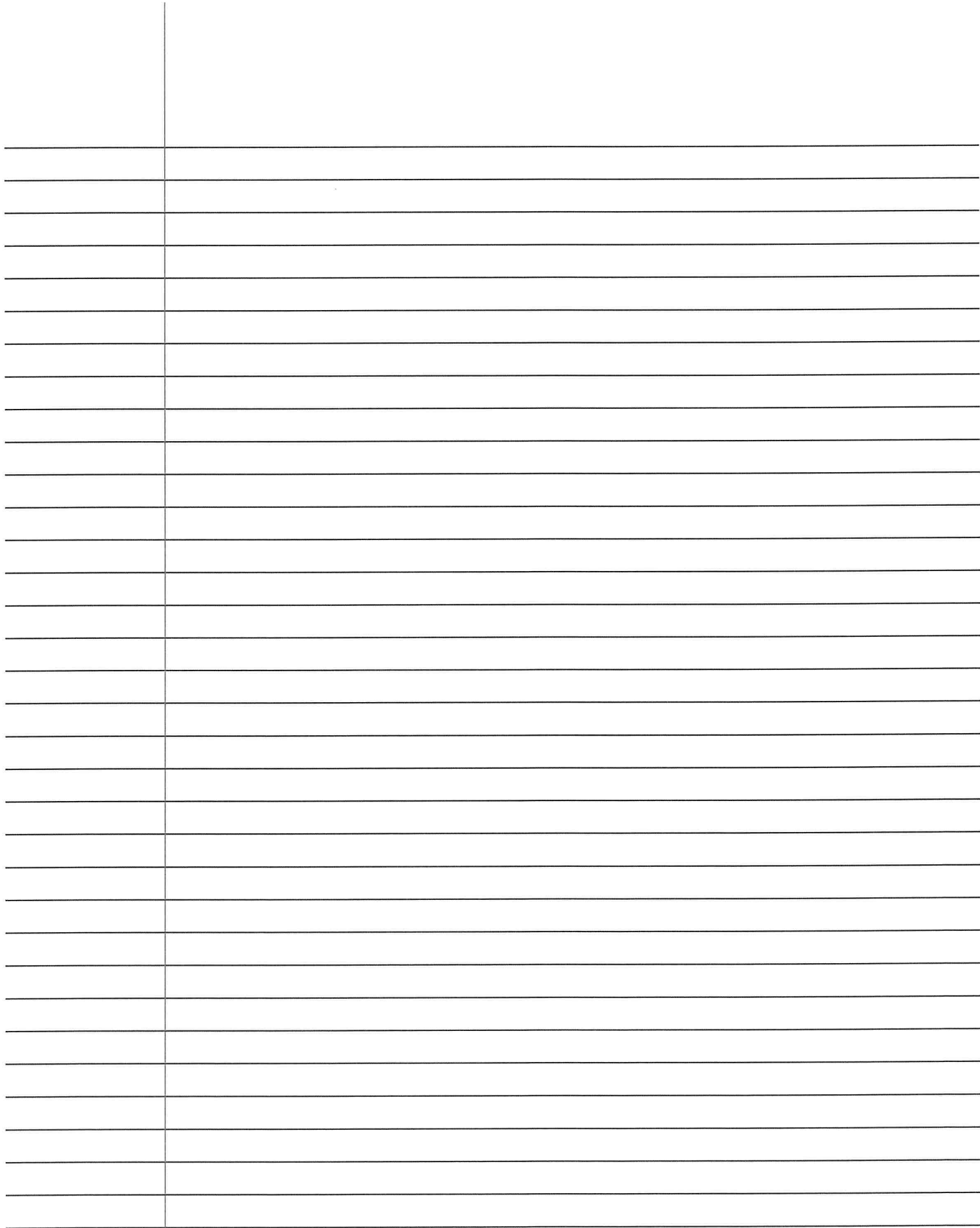
when the new year approachd gawain new that he had to go and meet his fate he saddld his hoarse and road off into the wildrness feeling the cold wind upon his back he tryed to rap himself up but it was to no evail the moor an empty wasteland was unwelcming and frightening the all of a sudden a castle out off the mists emerged a huge threatening shape it was a massive gothic bilding it was coverd with ivy and moss it loomd over the barren land gawains horse disturbed by the grimm sigt reared dangerously but gawain was able to steady it at last boldy he rode towards the castle he was hoping to find shelter there he could continue his search for the green night the next day nervously gawains shaking hand knocked on the huge caslte door who or what would emerge from inside having waited for some time gawain was about to give up hope when suddenly with a creak and a clang the door started to move holding his breath gawain peered round the door to see who was there what he saw surprised him just a harmless old woman gawains fears were quelled he even laughted at his own timid behaviour the old woman invited him in saying that her master was keen to welcome a guest on christmas eve having been offered a seat in a bankueting hall of imense proporcions gawain sat wondering about his host suddenly a door fluw open and there stood an emormous but friendly looking man my name is bertilak the man bellowed you are welcome to my home feeling at ease in his presence gawain rose to shake his hosts large hand the old woman returned she brought food to the table remaining jovial and welcoming bertilak offered gawain the pick of the food gawain fed well that night he was delighted with his repast in the middle of the meal bertilak suddenly announced you must meet my wife at once the most beautiful woman gawain had ever seen stood before him she long flowing golden hair her eyes were two profound emeralds her smile was like sumer breze gawains jaw dropped





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A blank sheet of white paper with a vertical margin line on the left side. The page is ruled with horizontal lines, creating a series of rows for writing. The margin line is positioned approximately one-fifth of the way from the left edge of the page.

