



Year 9

English Homework Booklet



Half Term 4

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

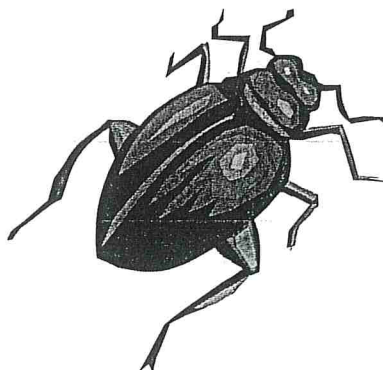
Jane Austen

The Brontë sisters

Joseph Conrad

Sir Walter Scott

Herman Hesse



VOCABULARY 4: Define and Use

TASK



Find the definitions for these words and try to speak them at least 10 times this week. Use them once in the next two weeks.

- Use a dictionary or dictionary.com to check the meaning.
- Make sure that you understand how you use the word in a sentence.
- Try out the word with family and friends.
- Put the word into a piece of writing for any subject.

Next to each word is a clue about how you might use it, but you'll still need to find out the precise definition.

forfeit a precisely useful word.

illustrious a useful descriptive word.

implicate a verb that allows you say something specific.

intuition can you guess what it means?

irrepressible a strong descriptive word.

justify a precisely useful word.

lissome a rather beautiful descriptive word.

lurid a strong word, a great one to use.

manifest a precise term.

miscreant a useful term for describing a certain type of person.

monotone a word that allows you to describe a type of sound.

multifarious a useful alternative to more obvious terms.

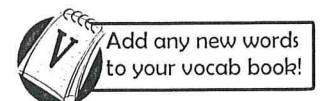
munificence a great alternative.

nourish an impressive sounding word.

oscillate a precise term.

perpetual a specific term.

pious a precise description of a certain type of behaviour.



EXTENSION

Write a story that uses all of the words in this list.

READING 6: *The Vampires*

Read the passage below and complete the task that follows.



This is a passage from a horror story.

- The difficulty of this passage is: MEDIUM



The night was black; the moon was obscured by a thick blanket of cloud. In the still, silent graveyard, Perpetua shivered. Trying to shelter behind one of the crumbling gravestones, she waited for Tom to arrive. How could he be so late? Why did they have to meet in such a terrible place? A breath of wind moaned in the branches of the crooked yew tree; an owl whispered an eerie kind of hoot; somewhere in the distance a dog began to howl mournfully.

Suddenly, something fluttered right in front of Perpetua's face. She shrieked and flayed her arms about her wildly. One hand made contact with something: something winged, bony, leathery – a bat. Perpetua let out another scream. She leapt to her feet and began to run towards the old porched gateway; she felt that the bat was chasing her, swooping about her head, flapping and gliding across her path. Furiously, she windmilled her arms through the air, hoping to scare the wretched creature away. Why was it so persistent? Why would it not retreat?

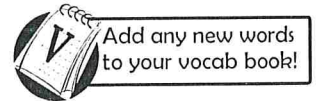
Stumbling along the cinder path, Perpetua fixed her eyes on the gateway, feeling that if she could just get out of this place, she would be safe; she could go home and forget about this stupid midnight rendezvous. Just as her hand touched the top of the gate, she sensed that the bat had finally flown away. She sighed in relief. As she opened the gate, she muttered to herself, 'That's it for you, Tommy Masters. Think you can play a trick on me ... stand me up ... You're dum...' Bump. Her exit was blocked. She had bumped straight into him. Who?

'Tom!? Where did you come from?' Perpetua shouted. 'I didn't see you ... How did you get there so fast? You must have come up the lane like ...' She fumbled for the words.

'Like a bat out of hell?' Tom ventured, with a kind of laugh in his voice.

TASK

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



SELECT AND RETRIEVE

- LEVEL 4: What type of tree is in the graveyard?
- LEVEL 5: Which animals are mentioned in the passage?
- LEVEL 6: What kind of gate does the graveyard have?
- LEVEL 7: What does Perpetua want to say to Tom?

INFER AND DEDUCE

- LEVEL 4: Why is Perpetua waiting in the graveyard?
- LEVEL 5: How does Perpetua feel?
- LEVEL 6: Why did Tom want to meet there at that time?
- LEVEL 7: Why does the bat chase Perpetua?

STRUCTURE

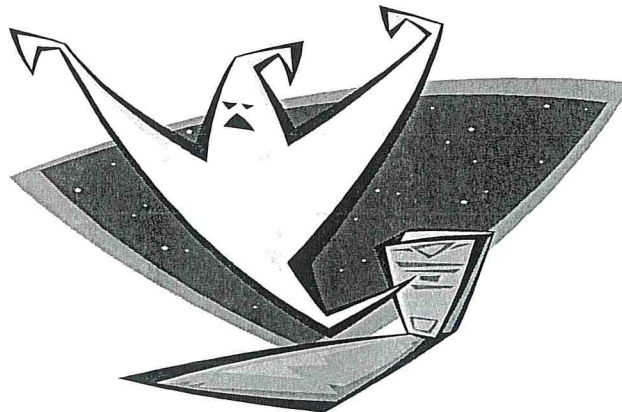
- LEVEL 4: Why does the writer begin by describing the darkness?
- LEVEL 5: What is the effect of the word 'suddenly' at the start of the second paragraph?
- LEVEL 6: How is the third paragraph structured to create drama?
- LEVEL 7: What is the effect of the end of the passage?

LANGUAGE

- LEVEL 4: Which words create an atmosphere?
- LEVEL 5: Which words describe Perpetua's feelings?
- LEVEL 6: How does the writer's language create an atmosphere?
- LEVEL 7: Which techniques does the writer use? To what effect?

OVERALL EFFECT

- LEVEL 4: How do you respond to the passage?
- LEVEL 5: What do you think will happen next?
- LEVEL 6: How does the writer create surprises?
- LEVEL 7: How does the writer manipulate the reader in the passage?

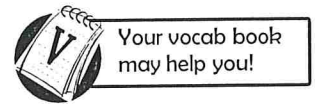


EXTENSION

- a) Write the next part of the story.
- b) Write your own description of a spooky setting.

WRITING TASK 7

- TASK:** Write a diary entry of a person going to see a play at Shakespeare's Globe in 1606.
- AUDIENCE:** Yourself – historians would be very interested to read it too!
- FORM:** Diary – express feelings and opinions.
- PURPOSE:** To describe, inform, explain – make it detailed.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of an opening and conclusion.
- The vocabulary may be too basic for the task.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraph breaks.
- The vocabulary will be detailed in places.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will mark changes in topic and focus.
- Interesting vocabulary will describe the place fully.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked into a coherent picture.
- More varied and mature vocabulary will create memorable images.

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 in creative ways to create surprises and emphasis.
- Very impressive vocabulary will express opinions and feelings, as well as giving a vivid picture of the place.

SENTENCE INTRODUCTIONS

There are three simple ways to structure your sentences that will help create variety and get you using commas. Firstly, you can use an introductory clause or phrase followed by a comma.

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



Use words like 'When', 'If' or 'After' to start a sentence – or use a participle (-ing word). Both these usages will lead to a two part sentence with a comma in the middle.

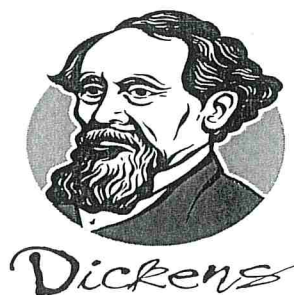
Examples:

- When she got there, the cupboard was bare.
- Having seen this, she decided to go shopping.

TASK

Copy the following pairs of sentences into your English book, making changes where appropriate – combine them into one sentence, with an introduction, a comma and a main clause.

1. Charles Dickens read a lot as child. This made him want to write.
2. He grew to be 12 years old. His father went to prison.
3. His father was in debt. Dickens had to go work in a factory.
4. He grew up. He became a journalist.
5. He wrote reports on parliament. Then he started to write imaginative pieces.
6. He wrote journalism for a while. Then he published a book of his pieces, called *Sketches by Boz*.
7. This was successful. He published *Pickwick Papers* in instalments.
8. The stories about Mr Pickwick were very successful. Dickens became a famous man.
9. Dickens built on this success. He published *Oliver Twist*.
10. He continued writing. He published many books.
11. First there was *A Christmas Carol*. Then he wrote *Dombey and Son*.
12. He was now very famous. Every book he wrote attracted a lot of interest.
13. He wrote many books. Then he started doing public readings from his stories.
14. This wore him out. He died at the age of 58.



SPELLING 5: Commonly Mixed Up Words

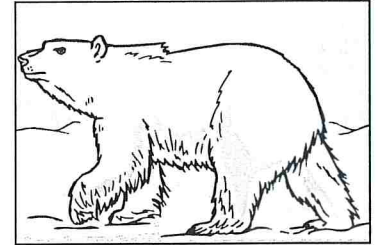
These words are often mistaken for each other, because they sound alike.

TASK

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



1. allowed/aloud
If you are _____ to do something, you are permitted.
The boy did not realise that he was singing _____.
2. bear/bare
The animal was a _____.
The trees had no leaves; they were _____.
3. by/buy
The song was written ___ Bob Dylan.
I went to ___ the CD.
4. groan/grown
If you are _____ up, you are mature.
The boy let out a miserable _____.
5. here/hear
If you can _____ me, nod your head.
The entrance is _____.
6. male/mail
If you are _____ you are a boy or a man.
The postman brings the _____.
7. minor/miner
If you are a _____ you work underground.
A _____ is a young person.
8. pain/pane
If you are in _____, go to the doctor.
The boy smashed the window _____.
9. piece/peace
A small part of something is a _____.
The end of war brings _____.
10. prey/pray
In church, people _____.
The eagle hunted its _____.
11. write/right
If you are _____, you are correct.
You use a pen to _____.
12. through/threw
If you go _____ the door, you'll enter the room.
The girl _____ the ball to her friend.
13. weather/whether
The _____ is fine today.
I cannot decide _____ to go or not.



SENTENCE MIDDLES

Another way to structure sentences is to put a middle section of extra information within the main statement. This will require you to use two commas. You will need to think ahead to plan appropriate sentences. It will suggest to markers that you have control of your material.

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



Commas can act like brackets, surrounding extra information in the middle of a sentence.

Examples:

- The dog, which was sleeping by the fire, gave off a strong smell.
- The boy, a keen footballer, rushed to the playing field.

TASK

Copy the following sentences into your English book, adding commas where appropriate.

1. Gawain one of King Arthur's knights is the hero of a medieval poem.
2. The story which is written in middle English begins on New Year's Eve.
3. King Arthur the heroic king of the Britons is celebrating with his knights.
4. To everyone's surprise in the middle of this feast there is a loud knock at the door.
5. A Knight who is strangely coloured green all over enters the hall.
6. The Knight who is riding a huge horse challenges Arthur's men.
7. The challenge which the Green Knight issues is a very a strange one.
8. The Knight who is fierce and commanding demands that one of Arthur's men cut off his head.
9. Arthur's men amazed by the bizarre offer do not know what to do.
10. Gawain not wanting Arthur to risk the challenge agrees to accept the Green Knight's offer.
11. The Green Knight in all seriousness tells Gawain to cut off his head.
12. He warns Gawain just as he kneels to take the blow that Gawain himself must take a similar cut in one year's time.
13. Gawain who thinks that the Green Knight can't cut his head off if he is dead swings his sword.
14. Gawain bringing his sword down upon the Green Knight's neck cuts off his head.
15. The Green Knight's head which has been cut clean from his shoulders rolls about the floor.
16. Arthur's knights thinking that the Green Knight was a madman begin to laugh and cheer.



READING 7: *The Miller's Tale*

Read the passage below and complete the task that follows.



This is a passage by **Geoffrey Chaucer** (1343-1400). It is written in Middle English – how English was spoken and written in the 1300s. Words that need explaining are explained at the end of the line. In this passage, Chaucer describes a pretty young woman, who has married an older man. In the story, she cheats on her husband.

- The difficulty of this passage is: MEDIUM

Fair was this younge wife, and therewithal
As any weasel her body gent and small.
A seint she weared, barred all of silk,
A barm-cloth eke as white as morning milk
Upon her lendes, full of many a gore.
White was her smock, and broider'd all before,
And eke behind, on her collar about
Of coal-black silk, within and eke without.
The tapes of her white volupere
Were of the same suit of her collere;
Her fillet broad of silk, and set full high:
And sickerly she had a likerous eye.
Full small y-pulled were her browes two,
And they were bent, and black as any sloe.
She was well more blissful on to see
Than is the newe perjenete tree;
And softer than the wool is of a wether.
And by her girdle hung a purse of leather,
Tassel'd with silk, and pearled with latoun.
In all this world to seeken up and down
There is no man so wise, that coude thenche
So gay a popelot, or such a wench.
Full brighter was the shining of her hue,
Than in the Tower the noble forged new.
But of her song, it was as loud and yern,
As any swallow chittering on a bern.
Thereto she coulde skip, and make a game
As any kid or calf following his dame.
Her mouth was sweet as braket, or as methe
Or hoard of apples, laid in hay or heath.
Wincing she was as is a jolly colt,
Long as a mast, and upright as a bolt.
A brooch she bare upon her low collere,
As broad as is the boss of a bucklere.
Her shoon were laced on her legges high;
She was a primerole, a piggesnie,
For any lord t' have ligging in his bed,
Or yet for any good yeoman to wed.

Vocabulary

gent: slender

seint: belt

barm-cloth: apron *eke*: even

lendes: thighs *gore*: with twists

smock: top (as in clothing)

volupere: headscarf

fillet: headband

sickerly: certainly *likerous*: flirtatious

bent: curved *sloe*: a black berry

blissful on to see: nice to look at

newe perjenete: young pear-tree

wether: male sheep

pearled with latoun: with brass decorations

thenche: think of

popelot: sweetheart

hue: colour

noble: a gold coin

yern: lively

bern: barn

thereto: also *make a game*: be playful

braket, methe: sweet alcoholic drinks

wincing: lively

bucklere: shield

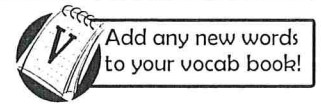
primerole, piggesnie: both mean sweetheart

ligging: lying

yeoman: ordinary man

TASK

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



SELECT AND RETRIEVE

- LEVEL 4: Which animal is the wife first compared to?
- LEVEL 5: Which words mean sweetheart?
- LEVEL 6: What different things is the wife compared to?
- LEVEL 7: How many words seem old-fashioned to you?

INFER AND DEDUCE

- LEVEL 4: How old is the woman?
- LEVEL 5: Is she lively or dull?
- LEVEL 6: What kind of person is she in general?
- LEVEL 7: What is her relationship with her old husband like?

STRUCTURE

- LEVEL 4: Why does Chaucer mention that she's young in the first line of the section?
- LEVEL 5: How does Chaucer use rhyme?
- LEVEL 6: How does Chaucer use rhythm?
- LEVEL 7: How does Chaucer order his points about the woman?

LANGUAGE

- LEVEL 4: How many similes and metaphors does Chaucer use?
- LEVEL 5: Select the most memorable description of the woman. Why did you choose this example?
- LEVEL 6: How does Chaucer's language reveal the woman's personality?
- LEVEL 7: Which techniques does Chaucer use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is your response to the passage?
- LEVEL 5: How does the passage seem old-fashioned?
- LEVEL 6: What does the narrator think of the woman?
- LEVEL 7: What reaction did Chaucer expect his readers to have?

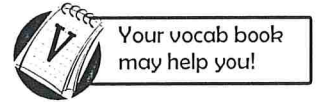


EXTENSION

- a) Read the whole poem.
- b) Write your own description of an attractive person.

WRITING TASK 8

- TASK:** Write a tourist guide to your local area.
- AUDIENCE:** Holidaymakers, travellers – so make it refer to what will be interesting to people who are interested in travel.
- FORM:** Tourist brochure – set it out in a lively and varied way.
- PURPOSE:** To persuade and describe.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of different sections.
- The vocabulary will give simple facts about the places.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some signs of paragraphing to show different topics.
- The vocabulary will be more specific.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will show changes in focus and topic; subheadings will be used.
- Vocabulary will be descriptive.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- There will be a variety of sections: lists, boxes, etc.
- Vocabulary will vary as different places are described.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will create interesting contrasts and twists.
- Vocabulary will be vigorous, exciting, varied.

