



# Year 9

## English Homework Booklet



### Half Term 3

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

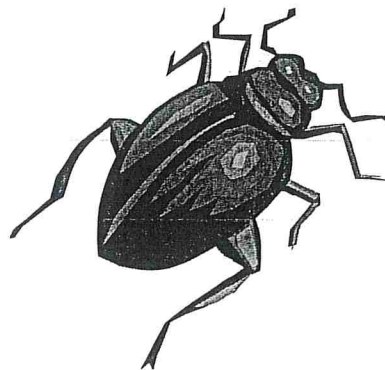
Jane Austen

The Brontë sisters

Joseph Conrad

Sir Walter Scott

Herman Hesse



## VOCABULARY 3: Multiple Choice

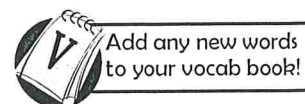
### TASK



Learn and use the words below.

- a) Write each word and its meaning in your English book. Check your answer in a dictionary or at dictionary.com.
- b) For each word, write a sentence in your English book. Make sure you use the word correctly.

1. dilapidated
  - a. Without rabbits
  - b. Old-fashioned
  - c. Broken or worn down
  - d. Having no computer
2. dishevelled
  - a. Without shelves
  - b. To do the washing up
  - c. To have an untidy appearance
  - d. To be evil
3. domestic
  - a. A type of bleach
  - b. To do with the home
  - c. The top of a dome
  - d. A type of glue
4. Draconian
  - a. Like a dragon
  - b. Smoking
  - c. Harsh rules
  - d. A type of ice cream
5. erratic
  - a. A type of rodent
  - b. An error
  - c. A twitch
  - d. Inconsistent
6. exempt
  - a. Used to be in the army
  - b. A secretary
  - c. Not included
  - d. An egg producer
7. expedient
  - a. A former walker
  - b. A way of getting out of difficulty
  - c. A steep path
  - d. A fast move



Add any new words  
to your vocab book!

## READING 5: 'For Whom the Bell Tolls'

Read the passage below and complete the task that follows.



This very famous sermon is by **John Donne** (1572-1631). In it he suggests that all people are connected, so that when anyone dies, a little part of the rest of us dies too. The bell tolls (or rings) to ask for prayers for someone else who is dying, but we should realise that it also tolls for us.

- The difficulty of this passage is: HARD



Perchance he for whom this bell tolls may be so ill as that he knows not it tolls for him; and perchance I may think myself so much better than I am, as that they who are about me and see my state may have caused it to toll for me, and I know not that.

The church is catholic, universal, so are all her actions; all that she does belongs to all.

When she baptizes a child, that action concerns me; for that child is thereby connected to that head which is my head too, and ingrafted into the body whereof I am a member.

And when she buries a man, that action concerns me: all mankind is of one author and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated.

God employs several translators; some pieces are translated by age, some by sickness, some by war, some by justice; but God's hand is in every translation, and his hand shall bind up all our scattered leaves again for that library where every book shall lie open to one another.

As therefore the bell that rings a sermon calls not upon the preacher only, but upon the congregation to come, so this bell calls us all; but how much more me, who am brought so near the door by this sickness.

The bell doth toll for him that thinks it doth; and though it intermit again, yet from that minute that that occasion wrought upon him, he is united to God.

Who casts not up his eye to the sun when it rises? but who takes off his eye from a comet when that breaks out? Who bends not his ear to any bell which upon any occasion rings? but who can remove it from that bell which is passing a piece of himself out of this world?

No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if promontory were, as well as if a manor of thy friend's or of thine own were.

Any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

## TASK

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



Add any new words to your vocab book!

### SELECT AND RETRIEVE

- LEVEL 4: Which continent is mentioned in the piece?
- LEVEL 5: What are people compared to?
- LEVEL 6: What or who is God compared to?
- LEVEL 7: What is Donne's main point?

### INFER AND DEDUCE

- LEVEL 4: What is the mood of the passage?
- LEVEL 5: What does Donne believe about people?
- LEVEL 6: What is Donne's message?
- LEVEL 7: What religious ideas does Donne believe in?

### STRUCTURE

- LEVEL 4: How many different sections are there?
- LEVEL 5: How many different comparisons does Donne make?
- LEVEL 6: How does Donne link his points?
- LEVEL 7: How does the passage rise to a climax?

### LANGUAGE

- LEVEL 4: How can you tell that the passage is old?
- LEVEL 5: How does Donne use comparisons in the passage?
- LEVEL 6: Which is the strongest sentence? Why?
- LEVEL 7: Which techniques does Donne use? To what effect?

### OVERALL EFFECT

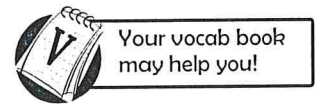
- LEVEL 4: How do you respond to the passage?
- LEVEL 5: What were Donne's intentions in writing the passage?
- LEVEL 6: What does Donne believe?
- LEVEL 7: What would an ideal world be for Donne?

### EXTENSION

- a) Read some of John Donne's poems.
- b) Write an opinion piece for a newspaper about the importance of community, thinking of others, etc., and how these values are being ignored in our society.

## WRITING TASK 5

- TASK:** Write a section from a comedy novel, which describes the main character.
- AUDIENCE:** Aim at a boy or a girl of your age.
- FORM:** Teenagers' novel – make it lively, fun, relevant.
- PURPOSE:** To entertain, amuse – make it funny.



### ASSESSMENT CRITERIA

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#### LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be an introduction and conclusion.
- The vocabulary will feature simple facts about the character.

#### LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraphing, marking off different ideas about the character.
- The vocabulary will be funny and lively 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.
- Vocabulary will be detailed and specific.

#### LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked to show how the story progresses.
- Vocabulary will make the audience laugh and take an interest in the character.

#### LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be varied in length and will be used to create drama.
- Vocabulary will be varied, playful, different.



## COLONS: Revision

You should be using colons in your writing. The more you think about them: the more you are likely to use them. You need to plan ahead: create sentence structures that allow you to use colons. Here's a chance to practise using them.

- One thing that markers look for in your writing is: A range of punctuation – including colons.



A colon points forward to more information. Use one:

- before a long list
- before bullet points
- before an answer
- to create a sense of drama and expectation

Examples:

- My favourite lessons are: English, maths, science, PE, art and music.
- The answer was: yes.
- The worst thing about school: the days are just too short.

### TASK

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

1. Henry II the greatest English King?
2. Henry's parents were Matilda and Geoffrey Plantagenet.
3. The year of Henry's birth 1133.
4. Henry's wife Eleanor of Aquitaine.
5. 1154 Henry was crowned King of England.
6. Henry's main achievements were he brought order to England after years of upheaval; he took control of the royal estates; he restricted the power of the church.
7. Henry's biggest problem the archbishop of Canterbury.
8. Thomas Becket was chancellor, archbishop, friend and foe to Henry.
9. They struggled over power, authority, the rights of the church, the rights of the king.
10. Furious about Thomas, Henry made his most famous speech who will rid me of this turbulent priest?
11. Some soldiers responded they rushed off to Canterbury and murdered Thomas.
12. Henry had several sons Henry the Younger, Geoffrey, Richard and John.
13. Two of them became Kings after Henry Richard and John.
14. Henry ruled over lands in France, England and Ireland.
15. Henry died 1189.



## SPELLING 2: Technical Vocabulary

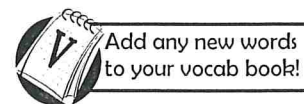
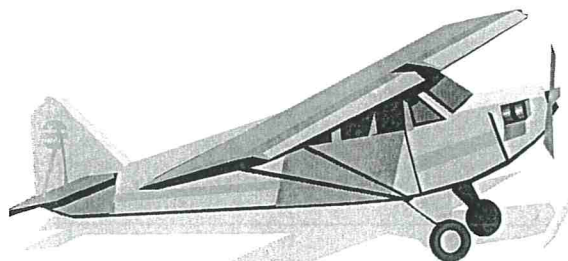
Words that depict new and not so new technologies can cause particular problems.

### TASK

Write down the correct spelling of each word in your English book.



1. Something that runs on a computer:
  - a) program
  - b) programme
  - c) program
  - d) prograrm
2. A part of a car:
  - a) carburettor
  - b) carburetta
  - c) carbureta
  - d) carburetor
3. A process of burning:
  - a) combushton
  - b) combustion
  - c) combushion
  - d) combuston
4. Something that orbits the earth:
  - a) satilite
  - b) satellight
  - c) satellite
  - d) satelite
5. A way of finding your way:
  - a) navigashion
  - b) navegation
  - c) navygation
  - d) navigation
6. A type of television of camera:
  - a) digittal
  - b) digital
  - c) digitle
  - d) dijital
7. Food that you cook in a certain kind of oven:
  - a) microwaveable
  - b) mikrowaveable
  - c) microwavalble
  - d) microwavible
8. What you fly in:
  - a) airoplane
  - b) airopain
  - c) aroplane
  - d) aeroplane

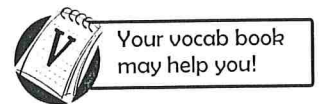


### EXTENSION

- a) Design some posters to illustrate these spellings. Think of some mnemonics to help students remember the correct spellings: *e.g. Big Elephants Cannot Always Use Small Entrances – BECAUSE!*
- b) What other technological words can you think of? Make posters to illustrate the spellings.
- c) Try to write an encyclopaedia entry for each word, which will explain its meaning and how it is used.

## WRITING TASK 6

- TASK:** Write a description of a monster from a scary story.
- AUDIENCE:** Any teenage reader who likes a scary book.
- FORM:** Novel – make is detailed, but give a sense of how it fits in the story.
- PURPOSE:** To entertain, scare – make it dramatic, powerful.



### ASSESSMENT CRITERIA

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#### LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some separate sections.
- The vocabulary may simply record basic information.

#### LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraphs for different sections.
- The vocabulary will be more descriptive and detailed.

#### LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be used to mark off different ideas.
- Vocabulary will be scary and powerful.

#### LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked as they take the story forward.
- The vocabulary will suit the teenage audience, being lively, scary, but not too explicit.

#### LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will vary in length and structure to create drama and tension.
- Vocabulary will be specific, expressive and detailed.

## SPELLING 3: Which Vowel?

*A common problem with spellings is to use the wrong vowel. Should it be 'e' or 'i'? Should it be 'a' or 'e' or 'u'?*

### TASK

Write down the correct spelling of each word in your English book.



- |   |   |   |
|---|---|---|
| 1. a) accommadation<br>b) accommudation<br>c) accommidation<br>d) accommodation | 4. a) defanate<br>b) definate<br>c) definite<br>d) definete     | 7. a) original<br>b) orignal<br>c) oregenal<br>d) origenal      |
| 2. a) chocalate<br>b) chocolate<br>c) choculate<br>d) choceleate                | 5. a) evidence<br>b) evadunce<br>c) everdance<br>d) evidance    | 8. a) permanant<br>b) permanent<br>c) permenent<br>d) permonent |
| 3. a) consiquence<br>b) consequence<br>c) consaquence<br>d) consuquence         | 6. a) imagenary<br>b) emaginary<br>c) imaginary<br>d) imaginery | 9. a) privalege<br>b) privelege<br>c) privelige<br>d) privilege |

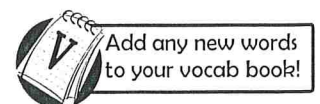
*The problem gets worse when you have two vowels together. Is it 'au', 'ea', 'ee', 'ou', 'ai', 'ei', etc?*

### TASK

Write down the correct spelling of each word in your English book.



- |  |  |   |
|--|--|---|
| 1. a) audience<br>b) ordience<br>c) awdiencie<br>d) ourdiencie             | 4. a) endeavour<br>b) endaevor<br>c) endeavor<br>d) endeavuur    | 7. a) feesible<br>b) feesable<br>c) feasable<br>d) feasible       |
| 2. a) acquaintance<br>b) acqueintence<br>c) acqueatance<br>d) acquaintence | 5. a) miniature<br>b) miniachure<br>c) minture<br>d) miniatuer   | 8. a) foraign<br>b) forain<br>c) foreign<br>d) forein             |
| 3. a) trechery<br>b) traechery<br>c) treachery<br>d) trecheary             | 6. a) lietenant<br>b) lieutenant<br>c) lieutenant<br>d) lutenant | 9. a) restarant<br>b) restaraunt<br>c) restaurant<br>d) resturant |



## SEMICOLONS: Revision

Semicolons are useful in dividing sentences into sections. They are rarely used, and so tend to impress when they appear. They can create a sense of sophistication, elegance and precision.

- One thing that markers look for in your writing is: A range of punctuation – including semicolons.



A semicolon is used to divide items in a list, where each item is a separate list itself.

*Example:* My favourite meals are: fish, chips and peas; curry, rice and garlic bread; sausage, egg and chips; ice cream, honey and sprinkles.

A semicolon is also used to divide lists of separate sentences.

*Example:* Some points to remember: you must never swim in reservoir; you should close gates after you have been through them; you should take all your litter with you.

Finally, a semicolon can be used to divide two closely related sentences.

*Example:* I like Bob Dylan; my sister prefers Leonard Cohen.

### TASK

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

1. Mesopotamia is the cradle of Western civilisation it is the land between the rivers Tigris and Euphrates.
2. Modern Mesopotamia is known as Iraq that country's recent history has somewhat overshadowed the glories of the past.
3. There are several reasons why this area is known as the place where civilisation began: people first cultivated crops here this was one of the first places where animals were farmed the first large settlements were established here.
4. The ancient cultures in this area included: the early farmers at Nemrik, who lived here about 8000 B.C. the Samarra people from 5500 B.C. the Ubaid people of 5000 B.C.
5. The town of Uruk grew into a city this happened around 3000 B.C.
6. The Sumerian civilisation rose in the years following 3000 B.C. it is remembered as one of the first cultures to use written language.
7. The Babylonians came to dominate the area they produced many fine works of art.
8. Other powerful groups from the region include: the Assyrians, who established Nimrud as their capital the Seleucids, who ruled the area from about 300 B.C. the Parthians, who were famous for their trickery in battle.
9. The region was conquered by Muslims in 650 A.D the Abbasid Dynasty was established a century later.
10. The great Muslim leader Harun al-Rashid became caliph in 786 A.D. he made Baghdad a glorious city.



## SPELLING 4: Which Consonant?

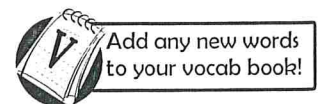
Choosing the wrong consonant is another source of errors. Should there be a single or a double letter?

### TASK



Write down the correct spelling of each word in your English book.

- |  |   |  |
|--|---|--|
| 1. a) solem<br>b) solemn<br>c) solum<br>d) solum                               | 7. a) outradgeous<br>b) outrageous<br>c) outraygus<br>d) outrajeous | 13. a) questionnairre<br>b) questionairre<br>c) questionnaire<br>d) questionnairre |
| 2. a) success<br>b) succes<br>c) suces<br>d) sucsest                           | 8. a) posesion<br>b) possession<br>c) possession<br>d) possetion    | 14. a) stomack<br>b) stomac<br>c) stomach<br>d) stomache                           |
| 3. a) trajedy<br>b) tragdedy<br>c) tragedy<br>d) tradjedy                      | 9. a) recomend<br>b) reccomend<br>c) recommend<br>d) reccommend     | 15. a) disapeer<br>b) disappear<br>c) dissappear<br>d) dissapear                   |
| 4. a) twelvth<br>b) twelth<br>c) twelf<br>d) twelfth                           | 10. a) parallel<br>b) parrallell<br>c) paralel<br>d) parrallel      | 16. a) skillful<br>b) skillfull<br>c) skilfull<br>d) skilful                       |
| 5. a) yat<br>b) yaght<br>c) yacht<br>d) yot                                    | 11. a) tommorow<br>b) tomorrow<br>c) tommorrow<br>d) tomorow        | 17. a) harrass<br>b) haras<br>c) harass<br>d) harras                               |
| 6. a) Mediterranean<br>b) Medditeranean<br>c) Meditteranean<br>d) Mediterenean | 12. a) necessary<br>b) nessecary<br>c) nesecary<br>d) nessessery    | 18. a) embarrass<br>b) embarass<br>c) embaras<br>d) embarras                       |



### EXTENSION

For each word, write a sentence that uses it correctly. Make sure you use the correct spelling!



This image shows a blank ledger page. It features a vertical line on the left side, creating a narrow margin. The rest of the page is filled with horizontal lines, providing a grid for writing. The lines are evenly spaced and extend across the width of the page.



A blank sheet of graph paper. It features a vertical margin line on the left side, creating a narrow left margin. The rest of the page is filled with horizontal ruling lines, spaced evenly down to the footer. The lines are thin and black on a white background.



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 lines are evenly spaced and extend across the width of the page, except for the narrow margin on the left.