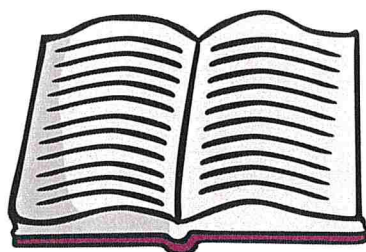


Year 9

English Homework Booklet



Half Term 2

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

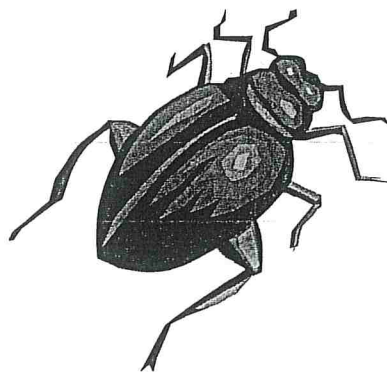
Jane Austen

The Brontë sisters

Joseph Conrad

Sir Walter Scott

Herman Hesse



VOCABULARY 7: Fill in the Missing Words

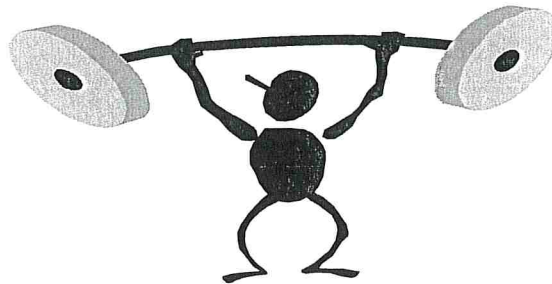
These sentences suggest the meaning for a useful, interesting word. Try to think what the missing word might be.

TASK

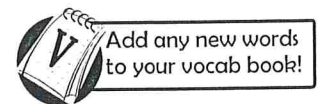


Complete the following sentences in your English book by adding in the correct missing words. The first letter(s) of each word have been given for you.

- Check your answer in a dictionary to make sure that it is right.
- Ask for help from your family if you are stuck.



1. To dive in is to **p**_____.
2. Someone who is powerful is **p**_____.
3. To stand out is to be **pr**_____.
4. Official lies are **pr**_____.
5. To go over something again is to **re**_____.
6. A rebel is a **re**_____.
7. A reply is a **ri**_____.
8. To keep things or people apart is to **se**_____ them.
9. To hide something away is to **se**_____ it.
10. To pretend is to **si**_____.
11. Another word for comfort is **s**_____.
12. Something worth watching is a **sp**_____.
13. Something that is very good is **sp**_____.
14. Another word for sneezing is **ste**_____.
15. To be severe or strict is to be **str**_____.
16. Something of lesser status is **sub**_____.
17. Something that is awe-inspiring is **su**_____.
18. If you can see through it, it is **tr**_____.
19. To cut something short is to **tr**_____ it.
20. Another word for an uproar is a **t**_____.
21. A person who can do lots of different things is **v**_____.
22. A picture that is very life-like is **v**_____.
23. To give up is to **y**_____.



EXTENSION

Try to write a story that uses all of the words that you had to find.

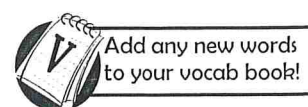
VOCABULARY 2: Subject Words

TASK

Chose three of your favourite subjects and look up the meanings of each of the words in a dictionary or at dictionary.com. Write the definitions in your English book and make sure you know what the words mean and how to use them.



Art	charcoal kiln	colour pastel	display sketch	foreground	highlight
D and T	carbohydrate machine textile	diet natural	fabric portfolio	flowchart protein	innovation specification
Drama	costume role	dramatise share	freeze theatrical	lighting	playwright
Geography	atlas landscape urban	contour longitude	desert pollution	estuary region	habitat situation
History	castle economy religious	chronology immigrant siege	colony invasion traitor	contradict politics	disease Protestant
ICT	CD ROM Internet scanner	cursor megabyte software	disk module	graphic network	input preview
Mathematics	alternate digit minus regular	approximately estimate negative square	calculate graph perimeter triangle	corresponding isosceles quadrilateral vertical	degree litre ratio
Music	chromatic ostinato	dynamics quaver	interval score	melody syncopation	musician timbre
PE	bicep squad	gymnastic triceps	league	muscle	quadriceps
RE	Buddhist Islam Sikh	ceremony marriage symbol	commitment Muslim wedding	faith prayer	Hindu religious
Science	alkaline friction reproduce	chemical hazard thermometer	condensation liquid	element nutrient	exchange particles



READING 3: *The Secret Agent*

Read the passage below and complete the task that follows.



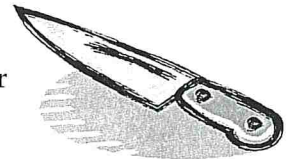
Beware! This passage is about a murder. Don't read it if you don't like that sort of thing. It is from a novel by **Joseph Conrad** (1857-1924). In the book, the lazy Mr Verloc has caused his wife's handicapped brother (Stevie) to get blown up! Mr and Mrs Verloc have argued. Mr Verloc thinks his wife has accepted his excuse, but she hasn't. Here, she takes her revenge.

- The difficulty of this passage is: HARD

Her face was no longer stony. Anybody could have noted the subtle change on her features, in the stare of her eyes, giving her a new and startling expression; an expression seldom observed by competent persons under the conditions of leisure and security demanded for thorough analysis, but whose meaning could not be mistaken at a glance. Mrs Verloc's doubts as to the end of the bargain no longer existed; her wits no longer disconnected, were working under the control of her will. But Mr Verloc observed nothing. He was reposing in that pathetic condition of optimism induced by excess of fatigue. He did not want any more trouble – with his wife, too – of all people in the world. He had been unanswerable in his vindication. He was loved for himself. The present phase of her silence he interpreted favourably. This was the time to make it up with her. The silence had lasted long enough. He broke it by calling to her in an undertone:

'Winnie.'

'Yes,' answered obediently Mrs Verloc the free woman. She commanded her wits now, her vocal organs; she felt herself to be in an almost preternaturally perfect control of every fibre of her body. It was all her own, because the bargain was at an end. She was clear sighted. She had become cunning. She chose to answer him so readily for a purpose. She did not wish that man to change his position on the sofa which was very suitable to the circumstances. She succeeded. The man did not stir. But after answering him she remained leaning negligently against the mantelpiece in the attitude of a resting wayfarer. She was unhurried. Her brow was smooth. The head and shoulders of Mr Verloc were hidden from her by the high side of the sofa. She kept her eyes fixed on his feet.



She remained thus mysteriously still and suddenly collected till Mr Verloc was heard with an accent of marital authority, and moving slightly to make room for her to sit on the edge of the sofa.

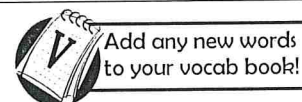
'Come here,' he said in a peculiar tone, which might have been the tone of brutality, but was intimately known to Mrs Verloc as the note of wooing.

She started forward at once, as if she was still a loyal woman bound to that man by an unbroken contract. Her right hand had skimmed slightly the end of the table, and when she had passed on towards the sofa the carving knife had vanished without the slightest sound from the side of the dish. Mr Verloc heard the creaky plank in the floor, and was content. He waited. Mrs Verloc was coming. As if the homeless soul of Stevie had flown for shelter straight to the breast of his sister, guardian and protector, the resemblance of her face with that of her brother grew at every step, even to the droop of the lower lip, even to the slight divergence of the eyes. But Mr Verloc did not see that. He was lying on his back and staring upwards. He saw partly on the ceiling a clenched hand holding a carving knife. It flickered up and down. Its movements were leisurely. They were leisurely enough for Mr Verloc to recognize the limb and the weapon.

They were leisurely enough for him to take in the full meaning of the portent, and to taste the flavour of death rising in his gorge. His wife had gone raving mad – murdering mad. They were leisurely enough for the first paralysing effect of this discovery to pass away before a resolute determination to come out victorious from the ghastly struggle with that armed lunatic. They were leisurely enough for Mr Verloc to elaborate a plan of defence, involving a dash behind the table, and the felling of the woman to the ground with a heavy wooden chair. But they were not leisurely enough to allow Mr Verloc the time to move either hand or foot. The knife was already planted in his breast. It met no resistance on its way. Hazard has such accuracies. Into that plunging blow, delivered over the side of the couch, Mrs Verloc had put all the inheritance of her immemorial and obscure descent, the simple ferocity of the age of caverns, and the unbalanced nervous fury of the age of bar-rooms. Mr Verloc, the secret agent, turning slightly on his side with the force of the blow, expired without stirring a limb, in the muttered sound of the word 'Don't' by way of protest.

TASK

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



SELECT AND RETRIEVE

- LEVEL 4: What is Mrs Verloc's name?
- LEVEL 5: Whom does Mrs Verloc look like during this passage?
- LEVEL 6: Pick one detail that suggests that Mr Verloc is lazy.
- LEVEL 7: What suggests that Mrs Verloc has changed?

INFER AND DEDUCE

- LEVEL 4: What does Mrs Verloc think of her husband?
- LEVEL 5: What does Mr Verloc think of his wife?
- LEVEL 6: What did Mr Verloc think of Stevie?
- LEVEL 7: What kind of relationship did Mrs and Mr Verloc have?

STRUCTURE

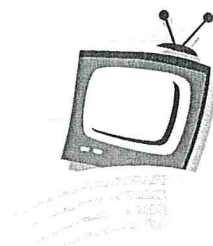
- LEVEL 4: Why does Conrad start by describing Mrs Verloc's face?
- LEVEL 5: How does Conrad hint that Mrs Verloc is going to stab her husband?
- LEVEL 6: How does Conrad create tension?
- LEVEL 7: How does the passage rise to a climax?

LANGUAGE

- LEVEL 4: What are the key words used to describe Mrs Verloc?
- LEVEL 5: Which words and phrases give you an impression of Mr Verloc?
- LEVEL 6: How does Conrad's language create pace?
- LEVEL 7: Which techniques does Conrad use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is your response to this passage?
- LEVEL 5: What does Conrad want the reader to feel or think?
- LEVEL 6: What is dramatic about this passage?
- LEVEL 7: What will happen next?

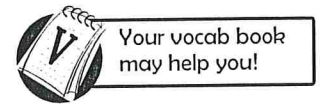


EXTENSION

- a) Write your own description of a murder.
- b) Write an article about the depiction of violence in films and on TV.
- c) Read the rest of *The Secret Agent*.

WRITING TASK 3

- TASK:** Write a chapter from a spy story, which features an exciting chase.
- AUDIENCE:** Aim it at any reader who is looking for an exciting read.
- FORM:** Novel – make it descriptive and dramatic.
- PURPOSE:** To entertain and thrill – make the reader want to read on.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a clear opening section.
- The vocabulary may include basic references to what has happened.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraph breaks.
- The vocabulary will be more mature and serious.

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 structure the section and round it off.
- A variety of vocabulary will be expressive.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- The opening will hint at what is to come.
- The vocabulary will be appropriately thrilling.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be of varied lengths and clear topics.
- Vocabulary will be varied in conveying the drama of events.

SPELLING

What can you do to improve your spelling? Here are some strategies for you to try and a task for you to complete, which will let you try the strategies out.



1. **Look/Say/Cover/Write/Check**

This is the most efficient way to learn a spelling. Look at the correct spelling. Say it out loud – perhaps emphasising the letters used by pronouncing the word in an exaggerated way. Cover up the correct spelling. See if you can write out the correct spelling without looking. Check if you got it right. Repeat the process to make sure that it wasn't a fluke! The more often you do this, the better.

2. **Common Patterns**

Look for common letter patterns in words and try to learn them. Look at –tion endings; –ed endings; double letters, etc. The exercises here will help with this.

3. **Learn your Phonics**

You need to know which letters make which sounds. Most letters can make a range of different sounds, especially the vowels – 'a', 'e', 'i', 'o', 'u'. Think also about clusters of letters that make particular sounds – 'sh', 'sn', 'ch', 'ght', and many more!

4. **Look for words within words**

Sometimes long words can be broken down into sections of smaller words. If you know how to spell the short words, then you can piece together the long one. The famously long word 'antidisestablishmentarianism' is basically the word 'establish' with lots of prefixes and suffixes, for example.

5. **Mnemonics**

These are sentences that you use to help you remember something. For example, you might give a word to each letter in a difficult spelling: A well-known way of remembering the word BECAUSE is by using the phrase '**B**ig **E**lephants **C**annot **A**lways **U**se **S**mall **E**ntrances'. Try inventing some of your own for words that you have struggled with.

6. **Play word games**

Crosswords, wordsearches, anagrams, Scrabble, and any number of other word games can be a fun way to expand your vocabulary and get you thinking about spelling.

7. **Look for Progress**

Simply add up the number of mistakes made and compare pieces from a while ago to more recent work. Are you making fewer errors? Are the errors different? Are you trying to use a wider vocabulary – in which case, you will be likely to make a few more errors?

TASK

Keep a spelling list, in which you collect words that you need to learn.

COMMAS

Using commas accurately is an essential skill for a successful writer. You need to avoid the 'comma splice'. This is where a comma is used where a full stop should be.

- One thing that markers look for in your writing is: **Accurate use of commas.**



A sentence is a complete unit of meaning. It has a subject and a verb. If you go on to include a new subject and a new verb, you need a new sentence.

You can use a comma if the two parts of the sentence are linked by a connective. The connective can come in the middle of the sentence...

Example: I like English, **because** I love commas.

...or the connective can come at the start of the sentence and point forward to a second clause...

Example: **When** I get home, I will have tea.

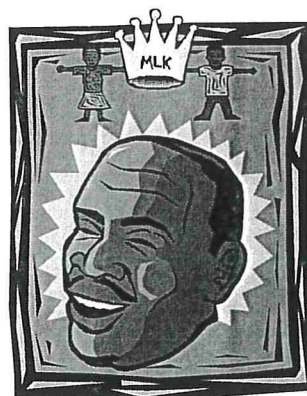
This is what you need to *avoid*:

X I like English, I love commas.

TASK

Copy the following sentences into your English book, making changes where appropriate – add connectives where needed, or replace a comma with a full stop.

1. Martin Luther King was American, he was a civil rights activist.
2. That means he spoke up for people's rights, he was a leader.
3. He was born in 1929, he lived in Atlanta.
4. Black people in America were not free, they were discriminated against.
5. Some schools and colleges refused to accept black students, King protested against this.
6. King was a Baptist preacher, he was a very skilful speaker.
7. A woman called Rosa Parks was arrested for sitting in a whites only seat on a bus, King protested against this, he led a boycott of the buses.
8. He led a march on Washington in 1963, he made a powerful and impressive speech, he spoke in favour of a non-violent response to attacks by racists.
9. He said that he had a dream, his dream was of a society in which people of different races could live in harmony together as equals, he ended the speech by quoting from an old song: 'Free at last, free at last, thank God almighty I'm free at last.'
10. He was assassinated in 1968, he had achieved real victories, the struggle for equality continues.



READING 4: 'Kubla Khan'

Read the passage below and complete the task that follows.



This poem is by **Samuel Taylor Coleridge** (1772-1834). Here he describes a magical palace belonging to the Mongolian Emperor, Kubla Khan. He then compares this place to a vision he once had of a woman playing a dulcimer (a kind of guitar). He suggests that a poet is a kind of mad visionary.

- The difficulty of this passage is: MEDIUM

Kubla Khan

In Xanadu did Kubla Khan
A stately pleasure-dome decree:
Where Alph, the sacred river, ran
Through caverns measureless to man
Down to a sunless sea.
So twice five miles of fertile ground
With walls and towers were girdled round:
And there were gardens bright with sinuous rills,
Where blossomed many an incense-bearing tree;
And here were forests ancient as the hills,
Emfolding sunny spots of greenery.

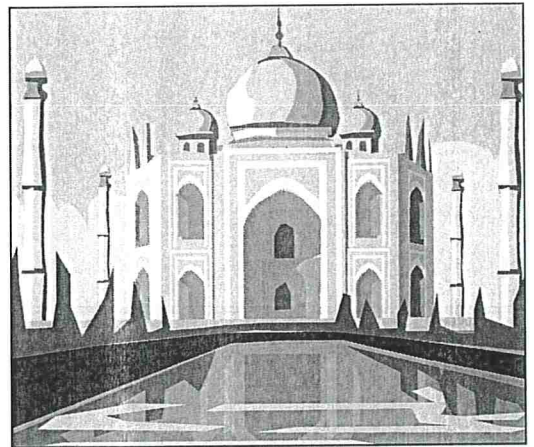
But oh! that deep romantic chasm which slanted
Down the green hill athwart a cedarn cover!
A savage place! as holy and enchanted
As e'er beneath a waning moon was haunted
By woman wailing for her demon-lover!
And from this chasm, with ceaseless turmoil seething,
As if this earth in fast thick pants were breathing,
A mighty fountain momentarily was forced:
Amid whose swift half-intermitted burst
Huge fragments vaulted like rebounding hail,
Or chaffy grain beneath the thresher's flail:
And 'mid these dancing rocks at once and ever
It flung up momentarily the sacred river.
Five miles meandering with a mazy motion
Through wood and dale the sacred river ran,
Then reached the caverns measureless to man,
And sank in tumult to a lifeless ocean:
And 'mid this tumult Kubla heard from far
Ancestral voices prophesying war!

The shadow of the dome of pleasure
Floated midway on the waves;

Where was heard the mingled measure
From the fountain and the caves.

It was a miracle of rare device,

A sunny pleasure-dome with caves of ice!

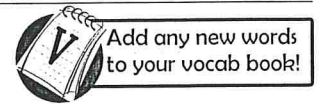


A damsel with a dulcimer
 In a vision once I saw:
 It was an Abyssinian maid,
 And on her dulcimer she played,
 Singing of Mount Abora.
 Could I revive within me
 Her symphony and song,
 To such a deep delight 'twould win me,
 That with music loud and long,
 I would build that dome in air,
 That sunny dome! those caves of ice!
 And all who heard should see them there,
 And all should cry, Beware! Beware!!
 His flashing eyes, his floating hair!!
 Weave a circle round him thrice,
 And close your eyes with holy dread,
 For he on honey-dew hath fed,
 And drunk the milk of Paradise.

Samuel Taylor Coleridge

TASK

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



SELECT AND RETRIEVE

- LEVEL 4: Who built the pleasure dome?
- LEVEL 5: Where was it built?
- LEVEL 6: What is the name of the river?
- LEVEL 7: What did the Abyssinian maid sing about?

INFER AND DEDUCE

- LEVEL 4: What feelings does the poem include?
- LEVEL 5: What does Coleridge find interesting about the pleasure dome?
- LEVEL 6: What does the poem suggest about what poets are like?
- LEVEL 7: How does the poem suggest that the imagination is important?

STRUCTURE

- LEVEL 4: How many different sections does the poem have?
- LEVEL 5: What is each of the different sections about?
- LEVEL 6: How does the poem create contrasts?
- LEVEL 7: How does the poem rise to a climax?

LANGUAGE

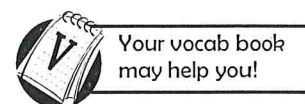
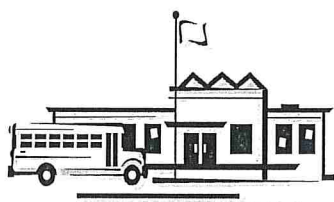
- LEVEL 4: Select three descriptive phrases from the poem.
- LEVEL 5: How does Coleridge use language to create emotional effects?
- LEVEL 6: How does Coleridge use rhythm in the poem?
- LEVEL 7: Which techniques does Coleridge use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is your response to the poem?
- LEVEL 5: What is Coleridge trying to tell us?
- LEVEL 6: What does Coleridge believe about the importance of poetry?
- LEVEL 7: What does Coleridge believe about the importance of the imagination?

WRITING TASK 4

- TASK:** Write a letter to the school governors asking for changes to be made to the school.
- AUDIENCE:** The governors of the school – so make it formal.
- FORM:** Letter – use all the features of the letter form.
- PURPOSE:** To argue and persuade – make it change the governors' minds.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a sense of a beginning and conclusion.
- The vocabulary will give the basic facts.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- Paragraphs will be used to show different ideas.
- The vocabulary will include some persuasive language.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be used when the topic changes.
- Vocabulary will be used to create a strong effect.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked to show the progress of the argument.
- Vocabulary will reflect feelings and detailed ideas.

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 surprises and emphasis.
- Vocabulary will be appropriate, expressive, memorable.

SPELLING 1: Words from Other Languages

A number of English words have been taken from other languages.

TASK



- Write down the correct spelling of each word in your English book.
 - For each of the words, write a sentence that uses it.
 - Write down which language you think the word came from originally.
- Use a dictionary or dictionary.com to check your answers.

1. a) apartheid
b) aparteide
c) appartheid
d) aparthied

6. a) boomarang
b) bomerang
c) boomurang
d) boomerang

2. a) cetchup
b) ketcshup
c) ketchupp
d) ketchup

7. a) sauna
b) sawna
c) sorena
d) sauner

3. a) alcohol
b) alcoholll
c) alchohol
d) alcolol

8. a) biskit
b) buiscit
c) biscuit
d) biuscuit

4. a) bungalo
b) bunngallow
c) bungalow
d) bungelow

9. a) democracy
b) democracie
c) demmocracky
d) demockracy

5. a) barbecuw
b) barbecue
c) barbarcu
d) barbiecue

10. a) geezar
b) guyser
c) gizer
d) geyser

