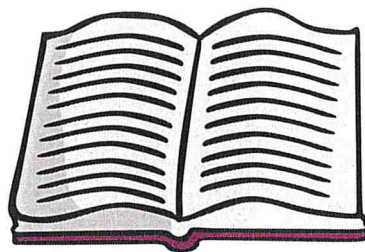




Year 9

English Homework Booklet



Half Term 5

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

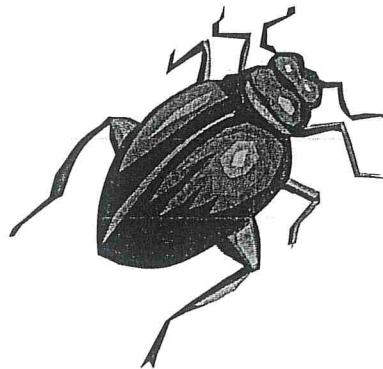
Jane Austen

The Brontë sisters

Joseph Conrad

Sir Walter Scott

Herman Hesse



VOCABULARY 8: Collective Nouns



A collective noun is the name that we give to a group of things. Animals, for example, have different collective nouns, according to what species they are.

*Examples: A **flock** of sheep; A **herd** of cows.*

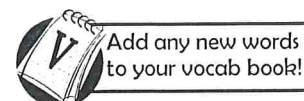
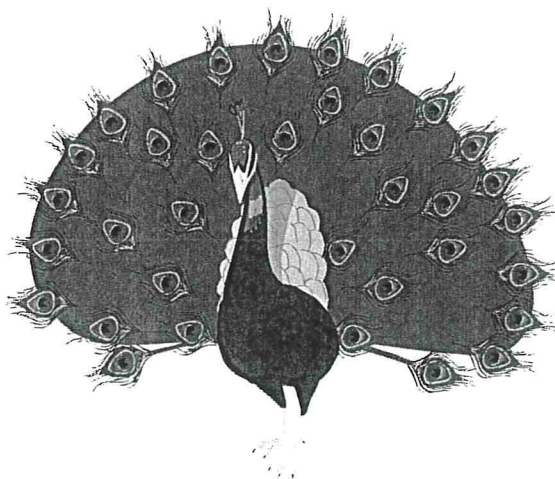
TASK



- a) In your English book, match the collective nouns to the categories.
b) There are six spare ones. What do they go with?

armada	bank	barren	battery	belt	bevy
bloat	bouquet	brigade	brood	bunch	cavalcade
charm	chorus	clutch	colony	congregation	conspiracy
constellation	coven	embarrassment	exaltation	fleet	flight
gaggle	labour	litter	mob	murder	nest
ostentation	pod	pride	rumpus	skulk	swarm

- | | |
|-------------------------|----------------------------|
| 1. A _____ of finches | 16. A _____ of stairs |
| 2. A _____ of whales | 17. A _____ of worshippers |
| 3. A _____ of ships | 18. A _____ of vipers |
| 4. A _____ of crows | 19. A _____ of lions |
| 5. A _____ of ravens | 20. A _____ of bees |
| 6. A _____ of larks | 21. A _____ of mules |
| 7. A _____ of peacocks | 22. A _____ of asteroids |
| 8. A _____ of witches | 23. A _____ of hippopotami |
| 9. A _____ of moles | 24. A _____ of flowers |
| 10. A _____ of piglets | 25. A _____ of geese |
| 11. A _____ of grapes | 26. A _____ of riches |
| 12. A _____ of beauties | 27. A _____ of soldiers |
| 13. A _____ of tests | 28. A _____ of kangaroo |
| 14. A _____ of monitors | 29. A _____ of baboons |
| 15. A _____ of horsemen | 30. A _____ of hens |



EXTENSION

Find more examples. Make up some of your own: An idle of pupils? A chalk of teachers?

VOCABULARY 5: Fun with Puns!

And now for some light relief!



Puns are words that sound like other words. They are at the heart of many great jokes.

A classic kids' joke is book titles with appropriate, punning names for the author.

TASK

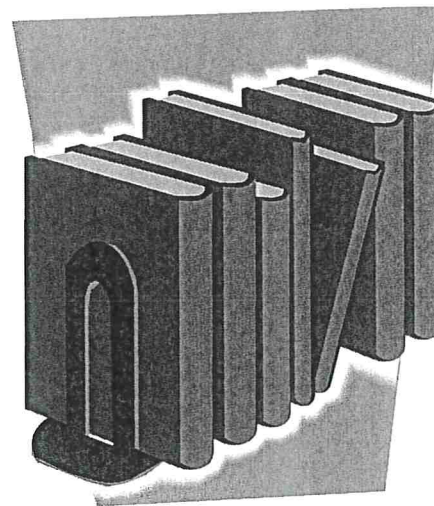
Write down the following phrases in your English book, adding the punch lines to complete the jokes.

Example: The Umbrella by Justin Case (i.e. 'just in case')

Punchlines

Marrienne Orwill	Ellie Phant	Fay Kerr	Sean Locks	Belinda Tower
Diane Curl	Jocelyn Shoppers	Jack Pott	Chris Paneven	Lauren Order
Alice Klarr	Rich Mann	Dan D. Dresser	Liza Lott	Roseanne Candle
Nick A. Racer	Isabel Ringing	Alan Drover	Phil A. Form	Ken Downing-Street

1. *Bicycle Thieves* by _____
2. *Dumbo* by _____
3. *How to Win the Lottery* by _____
4. *Sounds Familiar?* by _____
5. *Romantic Dinner* by _____
6. *The Fibber* by _____
7. *The Hair Salon* by _____
8. *January Sales* by _____
9. *One Big Car* by _____
10. *The Haircut* by _____
11. *Big Ben* by _____
12. *The Bill* by _____
13. *The Millionaire* by _____
14. *Fashion Victim* by _____
15. *Snowfall* by _____
16. *The Application* by _____
17. *The German Enlightenment* by _____
18. *Forgeries* by _____
19. *How to Join the Royal Family* by _____
20. *The Prime Minister's Home* by _____



EXTENSION

Try to invent some of your own book author puns.

READING 8: 'Ah, well that's this world over'

Read the passage below and complete the task that follows.



This is a newspaper opinion piece. In it, the writer argues that we need to do something about the environment. This is the first half of the article.

- The difficulty of this passage is: MEDIUM



Ever seen that film *The Day After Tomorrow*? You know, the one where the whole of America freezes over in a couple of days, because of global warming. Yes, it freezes over, because of warming! Well, apparently the warming is going to melt the ice at the North Pole; this will turn the Atlantic cold and shut off the Gulf Stream – a flow of warm water and air that comes up from the Caribbean and heats North America and Europe. Without the Gulf Stream, there will be another Ice Age in the Northern parts of the globe! And guess what?! We'll all die. Depressing, huh?

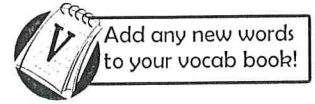
'So what are we gonna do about it?' I hear you wail. Well, the answer is simple: switch off. Switch off your TV; switch off the million lights that are blazing all over your house; switch off the kettle, the computer, the DVD, the washing machine, the microwave, the lot! We all need to cut down on our consumption of energy. Why? Because making electricity creates greenhouse gases; and it's greenhouse gases that are making our planet heat up like a dog left in the car on a baking hot summer's afternoon.

OK, so you've flicked a few switches – we're saved, right? Well, not quite. We also need to start recycling a heck of a lot more. You see, we produce too much stuff; we consume too much stuff. Making all this stuff – all these plastic bottles, these tin cans, these magazines and papers – takes an awful lot of energy. So, if we could reuse some of it, we could cut down on those gases again.

What are greenhouse gases anyway? They're the gases that are produced when coal is burnt. We burn coal in our power stations. And what do the greenhouse gases do? They turn the planet into, you guessed it, a greenhouse. They get stuck in the atmosphere, blocking the exit of excess heat. So the planet can't cool down. Like a greenhouse, Earth will keep hold of its heat, getting hotter and hotter as time goes on. Good if you're a gardener trying to grow tomatoes; not so good if you're an iceberg trying to avoid being melted away into the sea.

TASK

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



SELECT AND RETRIEVE

- LEVEL 4: Which film does the author mention?
- LEVEL 5: Why will there be another Ice Age?
- LEVEL 6: What is the Gulf Stream?
- LEVEL 7: What does the author compare to a dog in a car?

INFER AND DEDUCE

- LEVEL 4: What is the author's message?
- LEVEL 5: What is the tone of the piece?
- LEVEL 6: What does the author think that we should do?
- LEVEL 7: Is the piece fact or opinion? How can you tell?

STRUCTURE

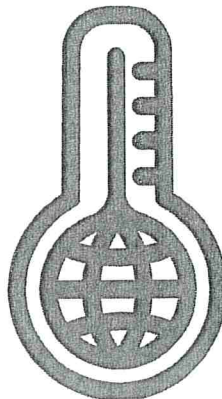
- LEVEL 4: What is the topic of the first paragraph?
- LEVEL 5: What are the topics of the other paragraphs?
- LEVEL 6: How are the points linked?
- LEVEL 7: Why does the piece start with a question?

LANGUAGE

- LEVEL 4: How many questions does the passage include?
- LEVEL 5: What strong images does the author include?
- LEVEL 6: Why does the author use a lot of conversational language?
- LEVEL 7: Which techniques does the author include? To what effect?

OVERALL EFFECT

- LEVEL 4: How do you respond to the passage?
- LEVEL 5: What is the author's message?
- LEVEL 6: What else will the author say in the article?
- LEVEL 7: How does the author manipulate her readers?



EXTENSION

- a) Do your own research on global warming.
- b) Write your own article about the issue.

SPELLING 8: Your Own List

As you might have learnt in Years 7 and 8, the best way to improve your spelling is to work on your own mistakes.

TASK A



Spend a few minutes looking back over your writing from recent months.

- List in your English book all the spelling errors that you find.
- Use a dictionary or dictionary.com on the internet to check what the correct spelling is.
- Try to spot patterns in your mistakes. Do you have problems with particular patterns – like ‘-tion’? Do you get your double letters wrong? Do you mix up vowels or consonants?
- Use the Look, Say, Cover, Write, check method to learn the correct spellings.
- Get someone to test you.
- Spend time learning any words that you still get wrong.
- Try to invent mnemonics to help you remember some of these words.

A mnemonic is sentence you can use to help you remember a spelling.

Example: ‘Lucy Eats Ice Cream Every Saturday Then Eats Rhubarb’ – LEICESTER!

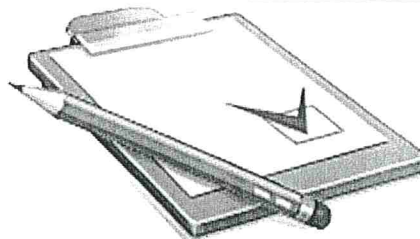
IMPORTANT:

- Once you know the spellings, you need to make an effort to use it in some of your writing. Otherwise, you will probably forget the spelling again.
- Get someone to test you again after a week or so. You need to make sure that you haven’t forgotten any spellings.

Now you need to keep an eye on your spelling all the time. Every time you make a mistake in any writing for any subject, you need to check what the correct spelling is and learn it.

Occasionally, get someone to test you on words that you have made mistakes on over the recent months.

If you do a little work on spelling each day – five minutes, for example – you will make a difference to your spelling.



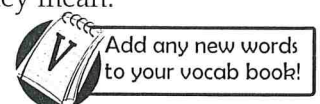
TASK B



Here are some words that people often find difficult to spell.

accommodation	actually	although	analysis	beginning
believe	caught	column	conscience	conscious
consequence	daughter	design	diary	enquire
evaluation	furthermore	guard	improvise	interrupt
issue	knowledge	miscellaneous	murmur	physical
potential	proportion	queue	remember	secondary
shoulder	straight	strategy	surprise	technique
unfortunately	weight	weird		

- Try to think of ways to remember as many of the words as you can.
- Write them down in your English book and learn them. Also learn what they mean.
- Get someone to test you on them.



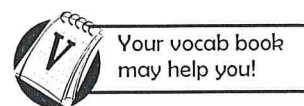
WRITING TASK 9

TASK: Write a leaflet persuading people to support a charity of your choice.

AUDIENCE: Aim it at pupils in your class.

FORM: Leaflet – so use a variety of sections, subheadings, etc.

PURPOSE: To persuade – make it strong.



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 may be factual.

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 persuasive.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be clearly used to shape the leaflet.
- Vocabulary will attract attention and shape responses.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be varied – with boxes and lists, etc.
- More detailed and persuasive language will be used.

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 memorable, surprising effects.
- Vocabulary will appeal to the audience's interests and concerns.

SENTENCE CONCLUSIONS

The simplest way to structure longer sentences is to add a clause to the end of the sentence, with a comma and a connective.

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



A comma is used before a connective when you are adding extra information to the end of a sentence.

Example: I like English, because I love punctuation work.

TASK

Copy the following pairs of sentences into your English book, making changes where appropriate – combine them into one, using a comma and a connective.



1. Gawain was pleased. He had survived the challenge.
2. Someone screamed. The Green Knight's headless body was moving.
3. He was headless. He was not dead.
4. The Green Knight's body moved towards its head. It could not reach it.
5. The hands grasped the head. The hands put the head back on the shoulders.
6. The Green Knight stared at Gawain. He was not angry.
7. Gawain was shocked. He could not believe what he had seen.
8. The Green Knight was back to normal. He acted as if nothing had happened.
9. The Green Knight looked at Gawain. The Green Knight reminded him of the challenge.
10. The Green Knight said he would see Gawain in a year. He would cut Gawain's head off then.
11. Gawain was very worried. He had not got magic powers.
12. Gawain thought about what would happen in a year. He realised that he would be killed.
13. The Green Knight had performed his deed. He turned and left.
14. Gawain was depressed. He had only one year to live.

EXTENSION

- Write your own description of the Green Knight's challenge.
- Try to use commas.

SPELLING 6: Silent Letters



Some words include letters that most people do not pronounce at all when they say them. These can cause some spelling problems, because it's easy to forget where the silent letters should go.

One way to remember these spellings is to play with pronouncing the words in a way that emphasises the silent letters.

TASK



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

- | | | |
|---|---|---|
| 1. a) rhythm
b) rhytm
c) rythm
d) rithm | 7. a) enviroment
b) environment
c) enviorment
d) environment | 13. a) nife
b) nyfe
c) knife
d) knyfe |
| 2. a) newmonia
b) pneumonia
c) neumonia
d) numonia | 8. a) goverment
b) govement
c) govament
d) government | 14. a) ortumn
b) autumn
c) autum
d) awtum |
| 3. a) cupboard
b) cubord
c) cubbord
d) cupbord | 9. a) honest
b) onest
c) honnest
d) honist | 15. a) doubt
b) dout
c) doutt
d) doubtt |
| 4. a) ansir
b) anser
c) annswer
d) answer | 10. a) lamm
b) lam
c) lamb
d) klamb | 16. a) playrite
b) playwright
c) playwright
d) playwrite |
| 5. a) nocc
b)nock
c) knock
d) knokk | 11. a) reym
b) rhyme
c) rhime
d) ryme | 17. a) nott
b) knot
c) knnot
d) nobt |
| 6. a) suttel
b) subtle
c) subttle
d) suttel | 12. a) goest
b) goast
c) gost
d) ghost | 18. a) debt
b) dett
c) deat
d) kdebit |

EXTENSION

For each correctly spelt word, try to write a sentence that includes that word. Make sure you spell it correctly!

