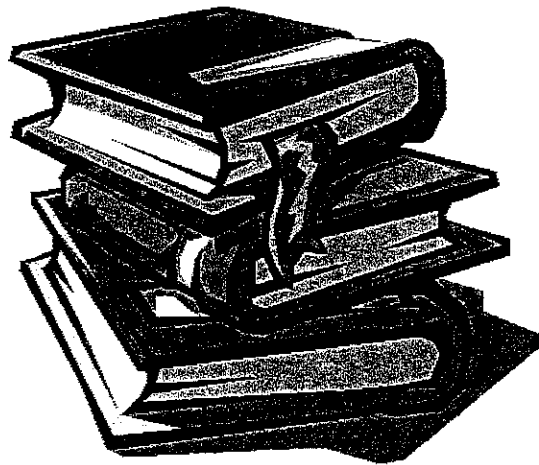




# **Year 9 English**

# **Homework Pack**



**Term 1**

**Levels 4 and 5**

## Year 9 English

### Homework Pack

#### Homework Schedule

Week 1 – Punctuation	Page 2
Week 2 – ‘I Love Books’ task	Page 3
Week 3 – Spellings	Page 4
Week 4 – The Dreaded Apostrophe	Page 5
Week 5 – ‘I Love Books’ task	Page 6
Week 6 – Spellings	Page 7
Week 7 – The Comma	Page 8
Week 8 – ‘I Love Books’ task	Page 9
Week 9 – Spellings	Page 10
Week 10 – Adjectival Phrases	Page 11
Week 11 – ‘I Love Books’ task	Page 12
Week 12 – Spellings	Page 13
Week 13 – Persuasive speech plan	Page 14

#### Your homework this term must consist of:

- 4 ‘I Love Books’ tasks
- 4 spelling tasks
- 5 skills sheets
- 2 x half term reflection that must be done at the end of every half term
- All homework should be completed in your **homework book**
- If you lose/write on/rip your homework pack you will have to pay for a new one.
  
- **WARNING!** Failure to complete homework will result in a **homework detention** from the English department. This will take place on Wednesdays 3.00-3.30pm.
  
- If you need help with your homework ask the **Library** and the **English department** for information on **homework help** Mondays 3.00-3.30pm.



# Punctuation

**Punctuation marks** - commas, speech marks, full stops, question marks and exclamation marks - make writing easier to read.

For example: Have you done your homework John asked Peter.

“Have you done your homework, John?” asked Peter.

In the example above, the punctuation marks make it easier to see who is speaking and the words which are spoken.

**Copy out the sentences below putting in the missing punctuation marks.**

1. What did you do in school today Nick asked his mother
2. Oh Nothing much Just the usual said Nick
3. What do you mean said mum
4. English history geography and maths said Nick
5. What did you do in history asked his mother
6. We did something about the Romans in Britain said Nick
7. I used to like history when I was at school said mum
8. I prefer maths said Nick
9. Have you got any homework asked mum
10. Maths and geography said Nick By the way what is for tea
11. Sausage beans and chips said mum
12. Great said Nick When will it be ready

**Make up five questions and answers of your own.**

Remember to put the words spoken inside speech marks.

Make it clear who is speaking.

Start on a new line every time a different person speaks.

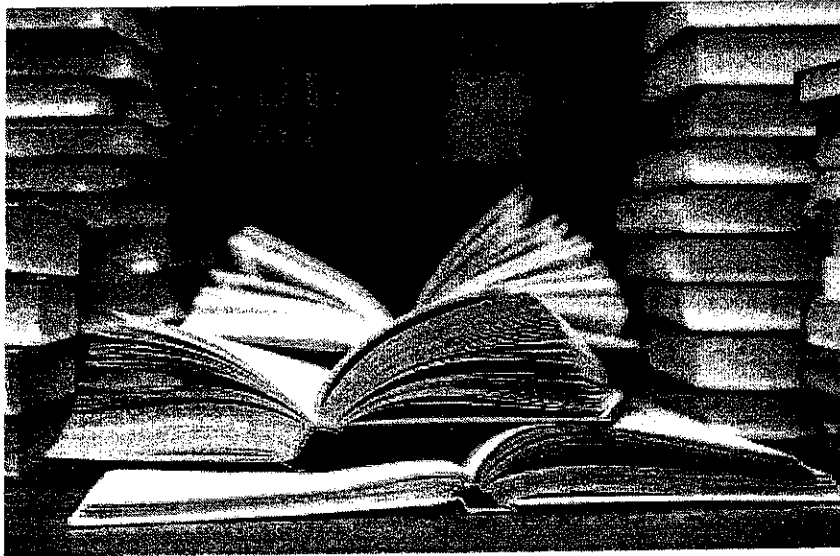


## WEEK 2

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 3



Year 9

Term 1

Spellings-

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Actually

Analyse

Although

Assessment

Atmosphere

Audience

Audible

Autumn

Apprehension

(In) Addition

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



## WEEK 4

# The Dreaded Apostrophe

www.dreaded-apostrophe.com

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...previous page

## Test your new found knowledge

Insert the apostrophes in the correct places.

Download story for printing ([PDF](#)) [here](#)

### The Shopping Trip

The boys and girls decided to go to town for a look round because there wasnt much to do at home. Johns coat was torn, so he borrowed his sisters. She wasnt going with them.

"Lets go round the shops," said Susans brother Stephen. The childrens parents had given them some money to spend.

"Dont you lose it," Richards father had said to him, so Richards money was in his pocket when he set out, but Alans had a zip so he ended up carrying Richards money as well as his own so they couldnt lose it.

In the shop, Alans zip got stuck, but Lucys skill got it open again.

"Thats good," said Alan, "both Richards and my moneys in there. Now its OK and we cant get into trouble."

The boys money came to more money than the girls, but theyd decided to share it equally. Then some of the boys said they wouldnt share it and the girls said theyd broken the agreement.

"Share it out," said Anne. "Its what you said youd do!"

"No, cant," said David.

"Perhaps wed better," said Richard, "Its what we said wed do."

"OK," said David, "I expect youre right but Im not very happy."

The boys money and the girls money was all put in Johns coat pocket because none of the girls coat pockets were deep enough.

The childrens afternoon was spent looking round, but they couldnt find anything they all wanted to buy, so in the end, the boys and girls went off to their homes.

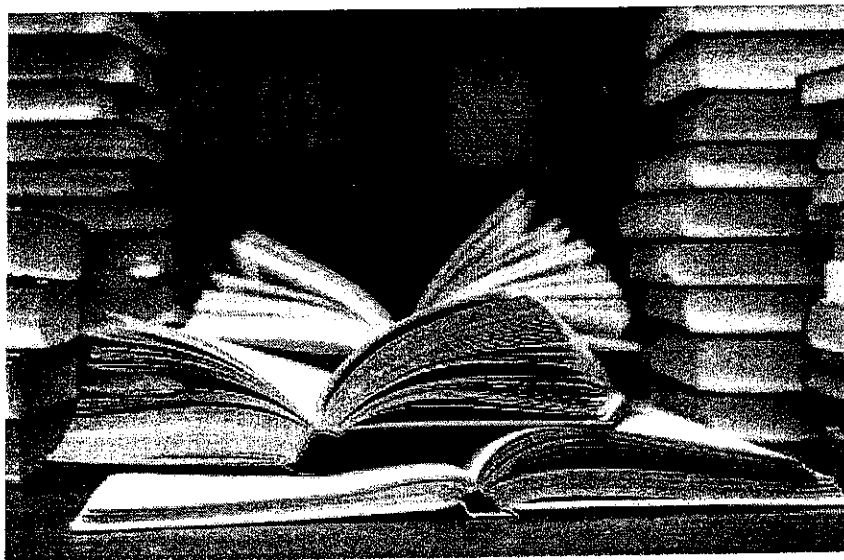
"Wow!" said Johns sister. "Whats all this money doing in my coat pocket. Im rich!"

## WEEK 5

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 6



Year 9  
Term 1  
Spellings-

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Beautiful  
Because  
Beginning  
Behaviour  
Believe  
Beneath  
Birthday  
Birmingham  
Breathe  
Business

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



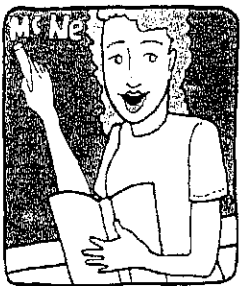


The comma has three purposes:

It shows the links between the different parts of the sentence

It separates different items in a list

It marks off a name or a description within a sentence.



Copy out the following sentences and insert the commas in the correct places.

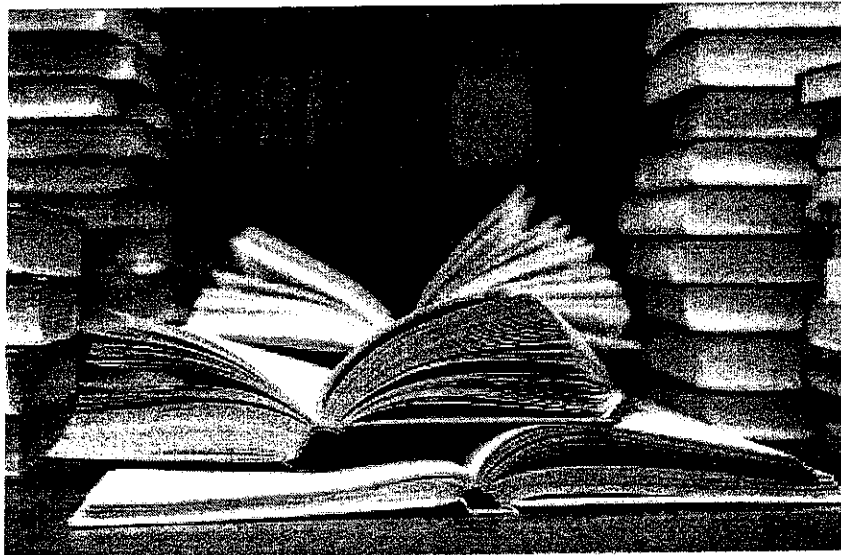
- 1) I count the money in my pocket and I know that I have enough for a burger.
- 2) I climb over the graveyard wall and drop down over the other side.
- 3) The soil beneath the wall has been disturbed somebody has been there.
- 4) I stuff my crumpled tee shirt my socks and my sandwiches into my rucksack.
- 5) The house is a mess. The work - tops are littered with dirty cups saucers plates knives forks and spoons.
- 6) Peter takes the bread from the bread - bin peanut butter and a plate from the cupboard and the butter from the fridge.
- 7) My socks shoes trousers and jumper are wet through.
- 8) Mr Watkins looking as fierce as ever strode over towards where Sol was sitting.
- 9) The book Hans Christian Anderson's The Ugly Duckling lay unopened on the table.
- 10) The soft warm hand Miss Talmur's hand reached across my shoulder.
- 11) She's missing Amy's missing I can't find her anywhere.
- 12) Miss Talmur drew up her car and in the fuss and conversation no one was paying any attention to what Amy was saying.
- 13) Amy's hair her coat and her jumper all smelt of the dank graveyard air.
- 14) 'Sol ' Miss Talmur enquired 'do you think that it went well?'
- 15) Mr. Brown Mrs. Graham Mr. Conway and Mrs. Singh queued to ask Miss Talmur further questions about the school.

## WEEK 8

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- Never copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 9



Year 9  
Term 1  
Spellings-

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Caught  
Chocolate  
Climb  
Coincidence  
Column  
Concentration  
Conclusion  
Conscience  
Consequence  
Continuous

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



# Adjectival Phrases

A **phrase** is a group of words that acts as **one unit**.

An **adjectival phrase** is a group of words that **functions as an adjective**. It describes, or tells us more about, a noun or a pronoun.

The adjectival phrase usually comes after the noun it describes, or after verbs such as *be*, *get*, *seem* and *look* (linking verbs).

For example:     The old lady with grey hair lives across the road. (describing the noun *lady*)  
                           I am very small for my age. (describing the pronoun *I*)  
                           My sister is bigger than me. (describing the noun *sister*)

## A. Underline the adjectival phrases in each of the following sentences.

1. That girl in the red dress is a really good dancer.
2. The cat from next door is always playing in our garden.
3. Their house is very nice. It is larger than ours. It looks quite grand.
4. The hostages, weak with hunger, staggered from the plane.
5. The driver, full of remorse, went to the police.
6. The bird, busily pecking away, did not see the cat.
7. The woman, paralysed by fear, looked at the snake.
8. The name at the top of the list was Appleby.
9. The man in the long, black overcoat turned and hurried away.
10. The girl with the broken arm was taken away in an ambulance.
11. My brother is very tall. He is taller than me. He is as tall as our mum.
12. The job to be done was not an easy one.
13. The people at the party all had a great time.
14. I am really hungry. Those cakes look very nice. I am quite tempted.

## B. Write a sentence for each of the adjectival phrases given below.

very quiet	in the blue hat	covered in mud	shining brightly
quite tall	with blonde hair	tired but happy	dancing in the breeze
really nice	sparkled like jewels	snarling angrily	from across the road

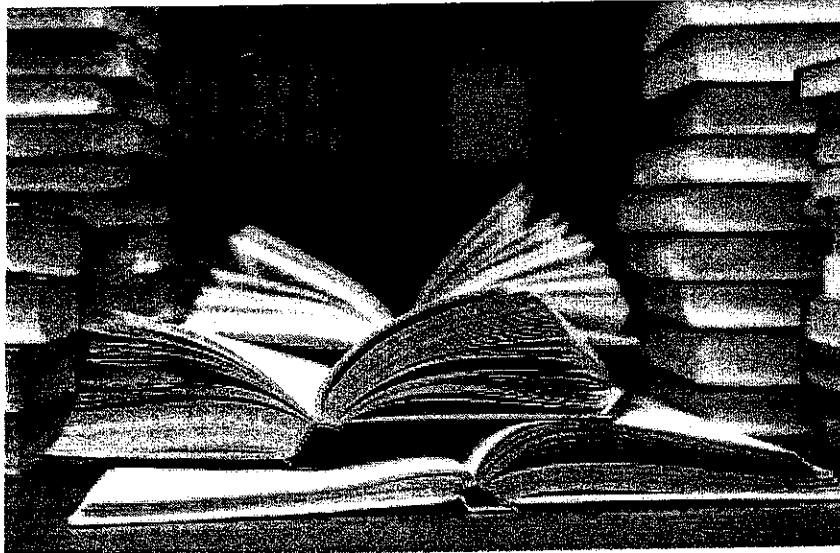


## WEEK 11

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 12



Year 9  
Term 1  
Spellings-

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

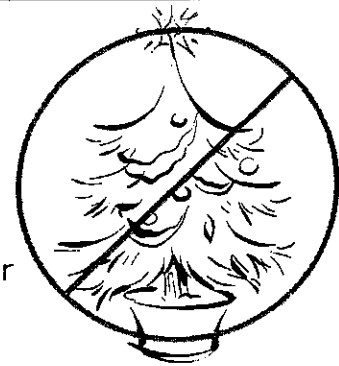
Daughter  
Decide  
Decipher  
Detailed  
Determined  
Dilemma  
Discipline  
Disappear  
Distinguish  
Double

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



# Christmas should be banned!



Make a list of arguments **for** and **against** this proposal in your homework books, then decide which side you're on!

For	Against

Your task is to write a speech either against or in favour of Christmas. Start your speech with a statement or rhetorical question. You could choose one of the following or write your own:

- \* Feeling depressed? Tired? Skint? That'll be Christmas!
- \* Parties, presents and mince pies! You have to admit, Christmas really is the best way to beat the winter blues.
- \* More people commit suicide on Christmas Day than at any other time of year. That alone should be reason enough to ban the event.
- \* Christmas ...

For each paragraph, make a new point and develop it. Use the following check list to make sure you've used as many persuasive devices as you can:

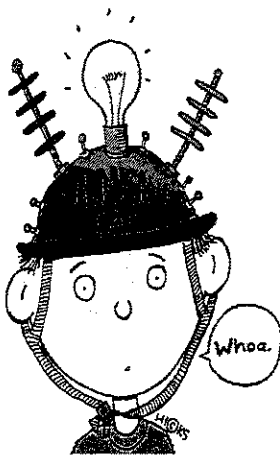
<b>Technique</b>
Address your audience ( <i>use personal pronouns 'you', 'we'</i> )
Use rhetorical questions ( <i>What could be worse than ...?</i> )
Use tag questions ( <i>haven't we? ... wouldn't you?</i> )
Use emotive language
Use superlatives ( <i>biggest, worst, best</i> )
Destroy the opposing arguments!
Rule of three
Statistics
Opinion as fact

## Half term reflection

### Why is it important to get your reflective thinking cap on?

So you can reflect on what you have done in lessons every half term and so you know what you can improve on!

Get your thinking cap on by answering the reflective questions below in your homework books:



- 1) What English skills have you learnt this half term in your lesson?
- 2) What parts of the work have you enjoyed and why?
- 3) What parts of the work have you disliked and why?
- 4) What part of the work did you find really difficult and why?
- 5) What other skills do you think you worked on this half term? (Choose from the skills box at the bottom of the page if you get stuck!)
- 6) What do you think you need to improve on next half term? Choose 1 English skill to improve and 1 BLP skill.
- 7) How do you think you can improve on these? What will you need to do in lessons to help you improve?

<b>Resilience</b>	<b>Resourcefulness</b>	<b>Reflectiveness</b>	<b>Reciprocity</b>
I have kept going when the work has been tough.	I have asked questions of myself and others to further my learning.	I have thought around ideas and created alternative ones.	I have worked well as part of a team.
I have accepted the challenges given to me in class.	I have played with and explored ideas in class.	I have made plans of action, selecting my best ideas.	I have listened respectfully to others.
I have helped create a supportive learning environment.	I have made links and connections between ideas.	I have revised and amended my plans and my work to improve what I have been doing.	I have shown initiative and worked on my own.
I have really got into a task and lost myself!	I have made use of a full range of resources.	I have learnt from my mistakes to improve my work.	I have assessed my own work and the work of others, setting targets to improve.



# I ♥ books

You must choose **two** of these activities to do **every half term**. That means, at the end of the year you will have **twelve pieces** of work that you can put together to form your reading profile booklet. ☺

## Year 9

<p>Write a rap/song based on the text.</p> <ul style="list-style-type: none"> <li>♥ Use a rhyming couplet</li> <li>♥ Use similes and metaphors</li> </ul> <p><b>Reflectiveness - Planning</b></p>	<p>Write a poem about the most important thing that you learned from the text.</p> <ul style="list-style-type: none"> <li>♥ Use similes/metaphors</li> <li>♥ Use enjambment</li> </ul> <p><b>Resourcefulness – Making Links</b></p>	<p>Write a C.V and letter of application for one of your main characters.</p> <ul style="list-style-type: none"> <li>♥ Use formal language</li> <li>♥ Use a variety of punctuation in your letter</li> </ul> <p><b>Reflectiveness – Distilling</b></p>	<p>Produce a stage set for a theatre production of your book</p> <ul style="list-style-type: none"> <li>♥ Think about entrances and exits</li> <li>♥ Think about props</li> </ul> <p><b>Resourcefulness - Capitalising</b></p>	<p>Choose a different narrator and tell a part of the story from their point of view.</p> <ul style="list-style-type: none"> <li>♥ Use sentences for effect</li> <li>♥ Use a full range of punctuation</li> </ul> <p><b>Resilience – Managing Distractions</b></p>
<p>Produce a flowchart essay plan on the key themes of the book.</p> <ul style="list-style-type: none"> <li>♥ Link themes to characters</li> <li>♥ Include key quotations</li> </ul> <p><b>Reflectiveness - Planning</b></p>	<p>Write a magazine interview with the author.</p> <ul style="list-style-type: none"> <li>♥ Explore the author's intentions</li> <li>♥ Ask open questions</li> </ul> <p><b>Resourcefulness - Questioning</b></p>	<p>Design a facebook page for one of the characters in your book.</p> <ul style="list-style-type: none"> <li>♥ Include hobbies and interests</li> <li>♥ 'Friend' other characters from the book</li> </ul> <p><b>Resourcefulness – Making Links</b></p>	<p>Create a week-long blog for one of the characters in your book.</p> <ul style="list-style-type: none"> <li>♥ Think about how the character would write</li> <li>♥ Decide whether they would be formal/informal</li> </ul> <p><b>Resourcefulness – Reasoning</b></p>	<p>Write a psychiatrist's report on one of the characters in your book.</p> <ul style="list-style-type: none"> <li>♥ Consider their likes and dislikes</li> <li>♥ Consider their relationships with other characters</li> </ul> <p><b>Reciprocity – Empathy and Listening</b></p>
<p>Write alternative chapter headings for your book and explain your choices</p> <ul style="list-style-type: none"> <li>♥ Summarise each chapter</li> <li>♥ Be creative</li> </ul> <p><b>Resilience - Noticing</b></p>	<p>Design a costume for one of the main characters in your book and accompanying explanation of your choices.</p> <ul style="list-style-type: none"> <li>♥ Use colours to indicate personality</li> <li>♥ Ensure explanation is clear</li> </ul> <p><b>Resourcefulness – Capitalising</b></p>	<p>Write a 2-3 minute script for a deleted scene.</p> <ul style="list-style-type: none"> <li>♥ Choose an aspect of the story that you would like to explore</li> <li>♥ Link your deleted scene to one of the main themes in the book</li> </ul> <p><b>Resourcefulness - Imagining</b></p>	<p>Storyboard a 'scene' from your book for a movie production. Use 6-8 frames and produce an explanation.</p> <ul style="list-style-type: none"> <li>♥ Use different shots to show different emotions and viewpoints</li> <li>♥ Research the different camera shots on line</li> </ul> <p><b>Resourcefulness - Capitalising</b></p>	<p>Make a collage using magazines and newspapers about your text. Think about:</p> <ul style="list-style-type: none"> <li>♥ Themes</li> <li>♥ Characters</li> </ul> <p><b>Resilience - Absorption</b></p>
<p>Produce a timeline for the key events in your book.</p> <ul style="list-style-type: none"> <li>♥ Use key quotations</li> <li>♥ Use colour-code or pictures</li> </ul> <p><b>Resilience - Noticing</b></p>	<p>Produce an exam paper based on your book.</p> <ul style="list-style-type: none"> <li>♥ Use a variety of questions</li> <li>♥ Produce a mark scheme</li> </ul> <p><b>Reflectiveness - Distilling</b></p>	<p>Write a mini-essay on the key themes of your book.</p> <ul style="list-style-type: none"> <li>♥ Link your themes to characters</li> <li>♥ Use evidence from the text</li> </ul> <p><b>Reflectiveness - Distilling</b></p>	<p>Choose one character and write a speech in role beginning, "Don't get me started on..."</p> <ul style="list-style-type: none"> <li>♥ Think about something your character likes or dislikes</li> <li>♥ Use persuasive language techniques</li> </ul> <p><b>Reciprocity – Empathy and Listening</b></p>	<p>Write a book review that could be used in a magazine.</p> <ul style="list-style-type: none"> <li>♥ Think about plot and character</li> <li>♥ Think about intended audience</li> </ul> <p><b>Reflectiveness - Distilling</b></p>