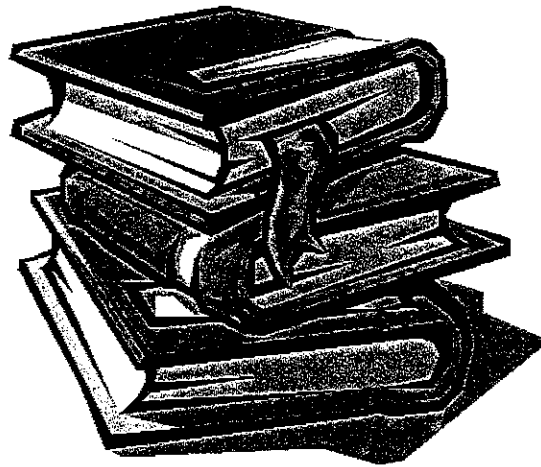




# **Year 9 English**

# **Homework Pack**



**Term 1**

**Levels 6 and 7**

## Year 9 English

### Homework Pack

#### Homework Schedule

Week 1 – Comprehension task	Page 2, 3
Week 2 – ‘I Love Books’ task	Page 4
Week 3 – Spellings	Page 5
Week 4 – Language - Confusable words	Page 6
Week 5 – ‘I Love Books’ task	Page 7
Week 6 – Spellings	Page 8
Week 7 – Telephone tales	Page 9
Week 8 – ‘I Love Books’ task	Page 10
Week 9 – Spellings	Page 11
Week 10 – Regular and Irregular Verbs	Page 12
Week 11 – ‘I Love Books’ task	Page 13
Week 12 – Spellings	Page 14
Week 13 – Persuasive speech plan	Page 15

#### 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.



Read the extract and answer the questions that follow.

BORDONDOWN SCHOOL  
LONGFIELD ROAD  
BATH

Dear Parent

Thank you for your interest in our school. I am pleased to enclose a school prospectus and invitation to our next open day.

As you know Bordondown is a thriving school where staff and students work hard for top results. We are lucky to have some very talented members of the school community and we are looking forward to another year of excellent examination results, with many of our students going on to Oxbridge and other top universities.

The focus of every school day is learning, and every activity is geared to support your child in their journey to become a successful learner; perhaps he or she will be one of our Oxbridge students of the future?

Learning is the key to a successful life, and we insist on discipline in order to achieve it. From correct uniform to homework being completed on time, we find an organised student is a successful student.

In addition to the timetabled day, there are many extra-curricular activities available for your child; a browse through the booklet in the prospectus will outline some of these.

Although the prospectus provides a comprehensive guide to our school, the best way to find out about its workings is to visit us. We would be delighted to show you round the school, provide students for you to talk to, and answer any questions you might have. These tours do get very busy, so please book a place by returning the form or telephoning the office.

I look forward to meeting you soon,

Yours faithfully,

*Matthew Best*

Head teacher

**Oxbridge:** Oxford and Cambridge Universities

- Purpose = \_\_\_\_\_
- Audience = \_\_\_\_\_
- Text type = \_\_\_\_\_

Getting  
to grips  
with the  
text

1 Why has the head teacher written this letter?

1 mark

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2 Mr Best writes about the success some students have had: 'many of our students going on to Oxbridge and other top universities.' What does this suggest he regards as school success?

2 marks

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3 Although this letter is from one person, he uses the plural pronoun 'we' throughout. Suggest why he does this and what impression he is trying to give.

2 marks

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4 The letter uses very short paragraphs. Explain why.

1 mark

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5 What impression of Bordondown School is created by this letter?

5 marks

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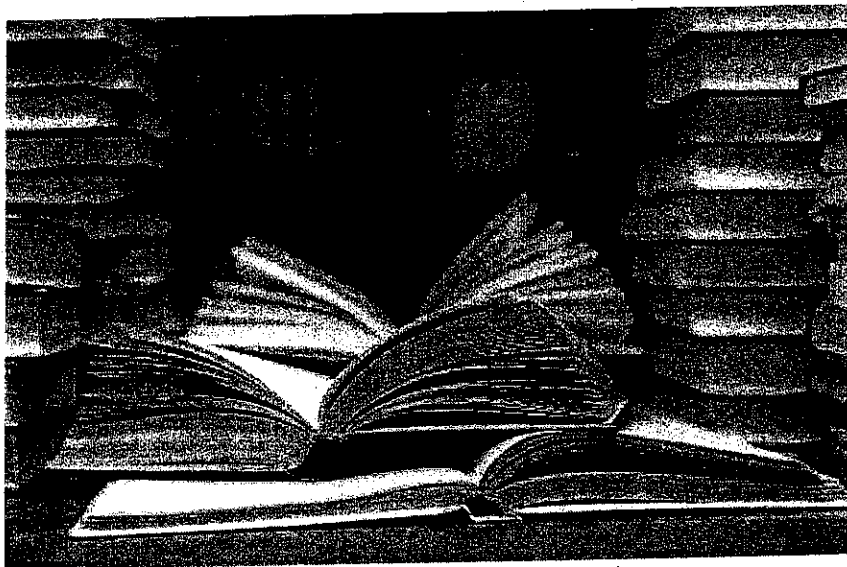
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## WEEK 2

### '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



Confusable words:

Where / Wear

where = question about place      wear = be dressed

e.g.: Where is the dress I want to wear to the party?

Write out the sentences choosing the correct word to use.

### Section A:

- 1) Where/Wear is the shirt you have to where/wear to school?
- 2) At home, where/wear no one sees me, I where/wear grubby, old clothes.
- 3) Where/Wear the green top while I try to remember where/wear I put the purple one.
- 4) Where/Wear is the stranger sitting?
- 5) We're all going to where/wear black jeans tomorrow.
- 6) Where/Wear were the nests you saw?
- 7) Where/Wear do people go these days to where/wear ball gowns?
- 8) What will you where/wear if your jeans aren't dry yet?
- 9) Where/Wear is their new LP on sale?
- 10) Where/Wear were the shoes you wanted to where/wear?

### Section B:

NOW YOU TRY

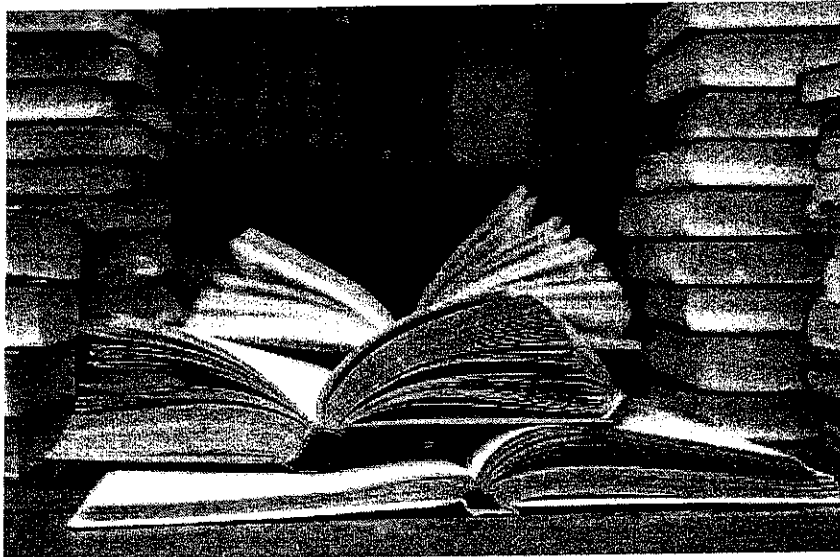
- 1) Write two sentences using 'where'.
  
- 2) Write two sentences using 'wear'.
  
- 3) Write two sentences using both 'where' and 'wear'.

## 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



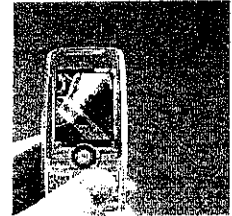
## WEEK 7



When writing one way of making sure that your work is interesting and engaging is to vary your sentence lengths. This activity is a fun way of practising this skill.

## Task

1. Write down your mobile phone number. If there are any zeros in it then change these to any number of your choice between 1 and 9. If you don't have a mobile phone, use your home phone number.
2. Choose one of the following titles:



Christmas

The Mistake

Theft

Loneliness

3. Select one of the following genres:

Horror

Fantasy

Romance

Comedy

4. Write a paragraph for your selected title and genre making sure that the number of words in your sentences follows the pattern of your telephone number. For example, if your telephone number is 447798146372, then the first sentence must contain 4 words only, the second also 4 words, the third seven words etc.



Writing under these artificial constraints will help you to focus on sentence structure. It will also demonstrate to you how varying sentence length can make your writing more interesting and can also change the mood and dramatic impact of your writing.

## Writing plan

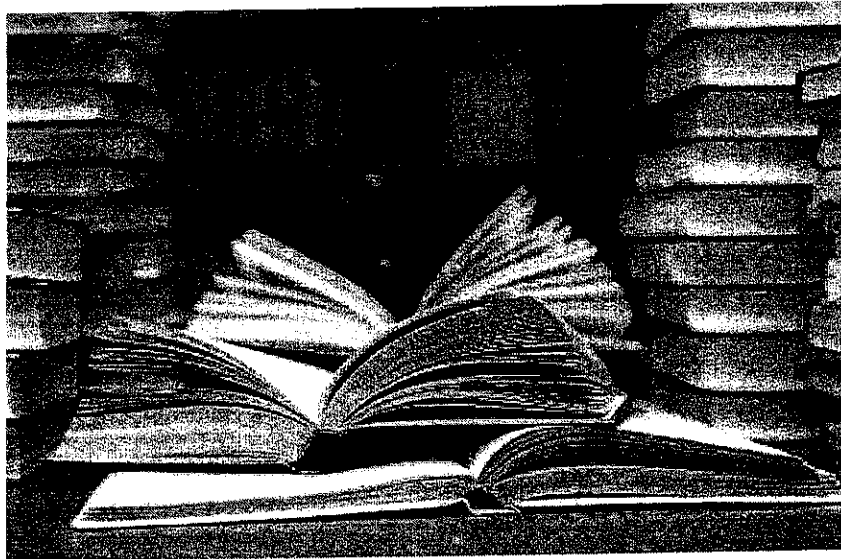
Before you start writing your paragraph, sketch out a brief plan on the following page.

## 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



# regular and Irregular Verbs

## Complete the Sentence

Copy out the sentences below and complete these sentences with the correct past tense of the verb

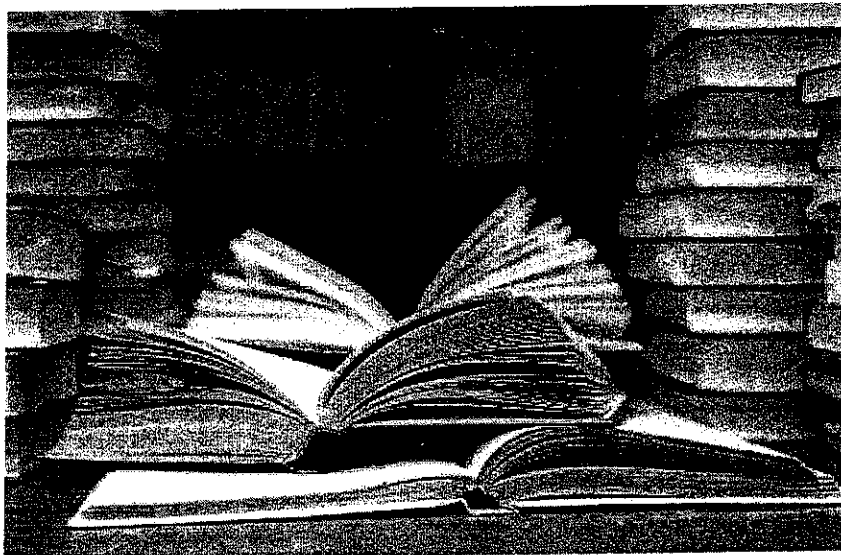
Sentence	Verb
<i>Example</i> I <b>did</b> all my homework last night.	do
Who ..... my new football?	borrow
I ..... I'd forgotten my dad's birthday!	know
He ..... a ghost.	see
Jake ..... last in the race.	be
Tracy ..... a noise downstairs.	hear
Meera ..... to catch the bus.	run
Mum ..... at my silly joke.	laugh
The teacher ..... across the classroom.	shout
My little brother ..... after falling over.	cry

## 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

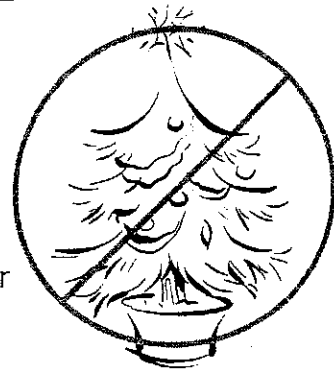
### Spelling tips

- 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:

Technique
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

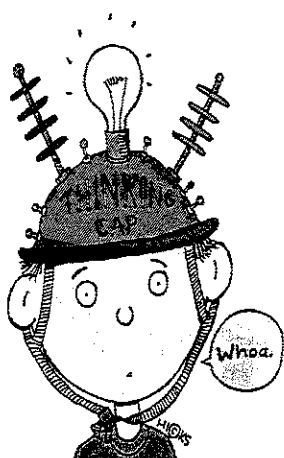


## Half term reflection

### 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>