

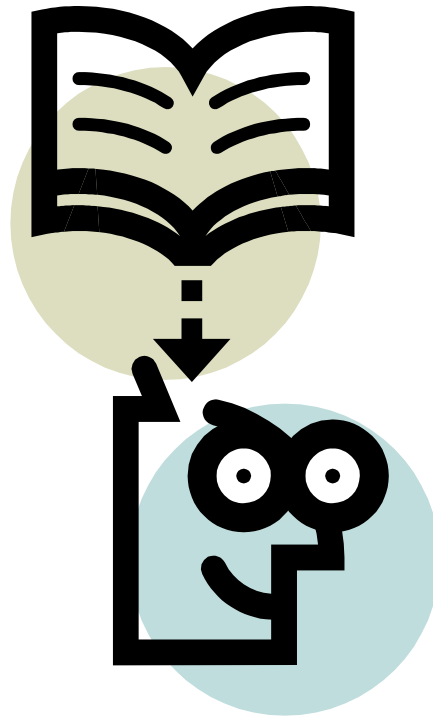


HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT

Year Nine

Extended English Homework Booklet



Name:

Tutor:

Overall Effort Percentage:

KS3 English Homework at Helston

- Students are expected to complete one task per week. This will be allocated by the teacher and a deadline will be given.
- Students are expected to make a note of which task the teacher has set, and the deadline that it needs to be completed by.
- Teachers will sign the 'done' column, when a piece of homework has been marked and seen.
- If students have any worries, concerns or are confused about any aspects of their homework, they should go to see their teacher, who will be happy to help them, well in advance of the deadline. (eg. not the breaktime before it is due to be handed in or marked).
- Students are expected to take good care of this booklet and not to lose it. It can be used for revision and can help with other areas of their school work.
- If it is lost, students will need to see Miss Godzicz (KS3 Subject Leader for English) and pay £1.00 to cover the cost of a new one, or they can print off their own copy from the electronic booklet which is available on the school's website.
- Please note that all lost work will need to be completed again so that students have adequate notes for test and exam revision.

Please sign to show that you agree with the expectations outlined above.

(Student)

(Parent)

Overall Effort Percentage:

Contents...

Topic	Task	Done
Reading	Year Nine Recommended Reading List & Extension Challenges	
Autumn: Term One	1 Spelling: changing nouns to verbs	
	2 Sophisticated Vocabulary: extending your vocabulary	
	3 Punctuation: proofreading for accuracy	
	4 Spelling: common spelling errors	
	5 Grammar: countable vs uncountable nouns	
	6 Text: exploring the writer's craft	
Half Term	Independent Learning Projects	
Autumn: Term Two	7 Spelling: transforming words - nouns to adjectives	
	8 Sophisticated Vocabulary: adventurous adjectives for evil	
	9 Punctuation: unusual contracting apostrophes	
	10 Sentences: sentence types	
	11 Grammar: using the right word	
	12 Text: exploring language and structure	
Christmas	Independent Learning Projects	
Spring: Term One	13 Spelling: homophones	
	14 Sophisticated Vocabulary: expanding your vocabulary	
	15 Punctuation: developing ideas with varied punctuation	
	16 Sentences : developing ideas with sophistication	
	17 Grammar: relative clauses (who/whom/where)	
	18 Text: exploring the writer's point of view	
Half Term	Independent Learning Projectss	
Spring: Term Two	19 Spelling: one 'r' or two?	
	20 Sophisticated Vocabulary: sophisticated analytical words	
	21 Punctuation: the multiple uses of an ellipsis	
	22 Sentences: avoiding comma splices	
	23 Grammar: adjectives and their prepositions	
	24 Text: precise reading	
Easter	The Great English Challenge	

Overall Effort Percentage:

Year Nine Recommended Reading List

How many of these books can you read before you go into Year Ten?

Use the categories to help you choose a book which suits you and your reading ability, but remember to challenge yourself whenever possible!

I find reading challenging...

- | | |
|---|---|
| <input type="checkbox"/> Teacher's Dead (Benjamin Zephaniah) | <input type="checkbox"/> Split Second (Sophie Mckenzie) |
| <input type="checkbox"/> Goblins (Phillip Reeve) | <input type="checkbox"/> Divine Freaks (Fiona Dunbar) |
| <input type="checkbox"/> Young Bond (Chris Higson) | <input type="checkbox"/> The Grimm Legacy (Polly Shannon) |
| <input type="checkbox"/> Skullduggery Pleasant (Derek Landy) | <input type="checkbox"/> Gallagher Girls (Ally Carter) |
| <input type="checkbox"/> Fighting Fantasy (Steve Jackson) | <input type="checkbox"/> Love Aubrey (Suzanne Lafleur) |
| <input type="checkbox"/> The Fastest Boy in the World (Elizabeth Laird) | <input type="checkbox"/> Listen to the Moon (Michael Morpurgo) |
| <input type="checkbox"/> The Earth is Singing (Vanessa Curtis) | <input type="checkbox"/> The Earth is Singing (Vanessa Curtis) |
| <input type="checkbox"/> The Curious Incident of the Dog in the Nighttime (M. Haddon) | <input type="checkbox"/> The Fault in Our Stars (John Green) |
| <input type="checkbox"/> Young Sherlock (Andrew Lane) | <input type="checkbox"/> The Glass Bird Girl (Esme Kerr) |
| <input type="checkbox"/> The Spook's Apprentice (Joe Delaney) | <input type="checkbox"/> The Company of Ghosts (Berlie Doherty) |
| <input type="checkbox"/> My Brother's Secret (Dan Smith) | |

I am an average reader for my age...

- | | |
|--|--|
| <input type="checkbox"/> Maximum Ride (James Paterson) | <input type="checkbox"/> Divergent (Veronica Roth) |
| <input type="checkbox"/> In the Bag (Jim Carrington) | <input type="checkbox"/> Uglies (Scott Westerfield) |
| <input type="checkbox"/> Mr Creecher (Chris Priestly) | <input type="checkbox"/> Cold Hands, Warm Heart (Jill Wolfson) |
| <input type="checkbox"/> Bang Bang, You're Dead (N. Dhami) | <input type="checkbox"/> Charmed Summer (Ellen Richardson) |
| <input type="checkbox"/> Jekyll's Mirror (William Hussey) | <input type="checkbox"/> Ketchup Clouds (Annabel Pitcher) |
| <input type="checkbox"/> Dark Matter (Michelle Paver) | <input type="checkbox"/> Doll Bones (Holly Black) |
| <input type="checkbox"/> The Fire Sermon (Francesca Haig) | <input type="checkbox"/> Frost Hollow Hall (Emma Carroll) |
| <input type="checkbox"/> Tinder (Sally Gardener) | <input type="checkbox"/> Looking for Seventy-Seven (Ann Cassidy) |
| <input type="checkbox"/> Cherub Series (Robert Muchamore) | <input type="checkbox"/> Maximum Ride (James Paterson) |
| <input type="checkbox"/> Game Changer (Tim Bowler) | <input type="checkbox"/> Numbers (Rachel Ward) |
| <input type="checkbox"/> Big Game (Dan Smith) | <input type="checkbox"/> Seven Days (Eve Ainsworth) |

Overall Effort Percentage:

I am a good reader for my age...

- | | |
|---|---|
| <input type="checkbox"/> The Ask and the Answer (Patrick Ness) | <input type="checkbox"/> The Fire Sermon (Francesca Haig) |
| <input type="checkbox"/> Gone (Michael Grant) | <input type="checkbox"/> Slated (Teri Terry) |
| <input type="checkbox"/> Longbow Girl (Linda Davies) | <input type="checkbox"/> A Great and Terrible Beauty (Libba Bray) |
| <input type="checkbox"/> The Lie Tree (Francis Hardinge) | <input type="checkbox"/> Island (Nick Singer) |
| <input type="checkbox"/> The Disappeared (C.J. Harper) | <input type="checkbox"/> I am Number Four (Pittacus Lore) |
| <input type="checkbox"/> The Boy at the Top of the Mountain (John Boyne) | <input type="checkbox"/> Buffalo Soldier (Tanya Landman) |
| <input type="checkbox"/> Over a Thousand Hills I Walk with You (Hanna Jansen) | <input type="checkbox"/> Blood Red Road (Moira Young) |
| <input type="checkbox"/> Fuse (J. Baggott) | <input type="checkbox"/> Code Name Verity (Elizabeth Wein) |
| <input type="checkbox"/> The Earth is Singing (V. Curtis) | <input type="checkbox"/> Uglies (Scott Westerfield) |
| <input type="checkbox"/> The Twistrose Key (Tone Almhjell) | <input type="checkbox"/> Itch (Simon Mayo) |
| <input type="checkbox"/> Endgame (James Frey) | <input type="checkbox"/> A Song for Ella Grey (David Almond) |
| | <input type="checkbox"/> Chains (Laurie R. King) |
| | <input type="checkbox"/> Boys Don't Cry (Malorie Blackman) |

Overall Effort Percentage:

Reading Extension Challenges: Go on, push yourself...

Once you have read a book, there are hundreds of different things you can do with it to help develop your knowledge and skills. Why not try one of these?

Reading tasks to get you thinking about what you've read...

- Write a 400 word review of the book's structure: how was the book ordered? How were the events organised? How did the organisation of the book intrigue you or make you feel at each stage? How did it make you want to read on?
- Pick a character and write a detailed evaluation of them: How do they look in your head? How do they sound? How do they feel? What's their personality like? How do they feel about different characters, situations and places?
- Pick a location from the text and write a detailed evaluation of it: what does it look like in your head? What is it like to be there? How do other characters feel about being there? How did it get to be there / look the way it does? How will it change in the future?
- Pick a moment that the story totally relies upon (i.e. without this moment, the story wouldn't exist or would collapse). Explain why it is so important: what are the consequences of this moment for individual characters? How does it link to other moments in the book? How does it move the story forward? What the book be like without it?
- Write a letter to the author: tell them what you thought of the novel and why.

Writing tasks to boost creativity and imagination...

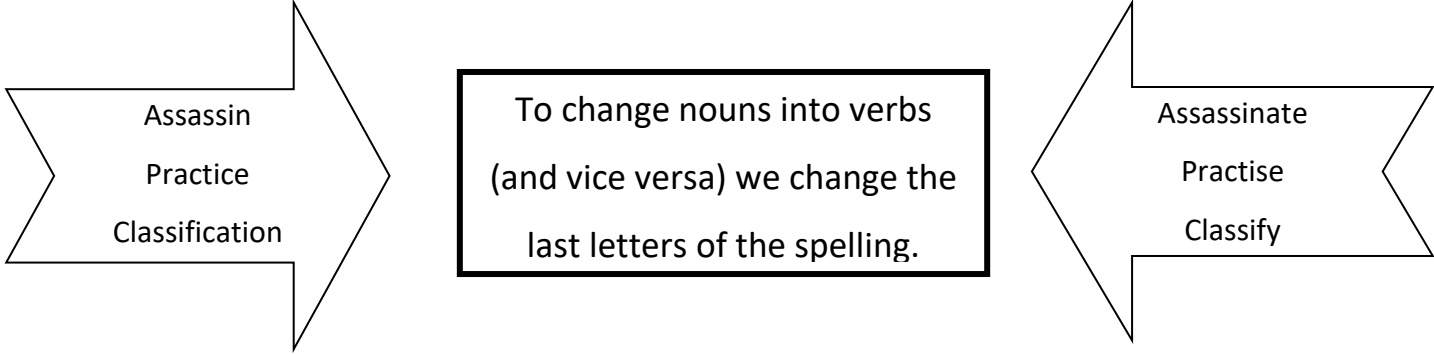
- Write the next chapter to the book: what happens to the characters? Where do they go? How do they get there?
- Pick a moment from the text and tell it from another character's perspective: how do they view the event? How does it affect their lives and their thoughts?
- Use the book as inspiration: choose a theme, a place, a character, an emotion (etc) and write your own short story around it.
- Transform the text: turn the plot into a poem, a play, a news article, a diary entry, a film script or anything else you can think of!

Noun = a person, place or a thing.

Task One: Changing Nouns to Verbs

Verb = an action or being word.

Exercise One: read these instructions and highlight key words that you feel are important.



Exercise Two: below is a list of nouns. Create definitions for them and then complete the table by transforming them into verbs with a definition.

Noun	Definition	Verb	Definition
Magnet	A piece of iron which has positively and negatively charged particles.	Magnetise	The process of charging something so it has positive and negative particles.
Advice			
Character			
Criticism			
Migration			
Practice			
Humidity			
Pulse			
Person			

Score: / 24

Overall Effort Percentage:



Task Two: Extending your Vocabulary



Exercise One: there are **three** adjectives in the passage below. Highlight them.



The young girl watched the shadows on her bedroom wall. They moved as if they were alive; jumping, gliding, staring at her. She couldn't move: her panicking brain was dominated by her fears of monsters coming alive and eating her.... this was a horrible way to go.

Score: / 3

Exercise Two: each of the basic adjectives match the group of more adventurous descriptions below. Write the correct basic adjectives into the correct boxes.

Basic adjective:			
Adventurous Adjective	anxious	infantile	ghastly
Simile	Her mind leapt around like a hunting leopard	Her hair, as soft as a baby's, enveloped her like a blanket	Her death would be as bad as any devil could imagine.
Personification	Her brain raced from one idea to another.	Her pale skin told the shadows of her youth.	Death beckoned her to him.

Score: / 3

Exercise Three: rephrase these sentences to make the description more detailed and developed. Use the **similes or personification** from exercise two to help you.

Example: The young girl watched the shadows on her bedroom wall.

The girl, with hair as soft as a baby's, watched the shadows on her bedroom wall.

1. Her panicking brain was dominated by fear.





2. This was a horrible way to go.

Score: / 3

Overall Effort Percentage:

Task Three: Proofreading for Accuracy

Exercise One: there are four steps to complete in order to proofread for accuracy. Read the information below and highlight the most important words in each box.

<p>Step</p> 	<p>Step</p> 	<p>Step</p> 	<p>Step</p> 
<p>First, read the work aloud from start to finish.</p>	<p>Then, look closely at tricky punctuation, sentences or spellings.</p>	<p>Now; think! Use your knowledge to decide if they're correct!</p>	<p>Fix any errors. Read over it a second time. Be happy.</p>

Exercise Two: a student has written a summary of 'Macbeth', a Shakespeare play they are studying in English. Follow the steps above to proofread and correct their work.

the basic story

the play opens as three witches plan a meeting with the scottish nobleman macbeth who at that moment is fighting in a great battle when the battle is over macbeth and his friend banquo come across the witches who give them three predictions macbeth will become Thane a type of duke of cawdor and then king of scotland and that banquos descendants will also become kings

banquo laughs at the prophecies but macbeth is excited especially when soon after this meeting Macbeth is made thane of cawdor by king duncan in return for his bravery during the battle he writes to his wife lady macbeth whos as excited as he is when a messenger tells lady macbeth that king duncan is on his way to their castle she invokes evil spirits to help her slay him macbeth is talked into killing duncan by his wife and stabs him to death no-one in the castle is quite sure who committed this murder and no-one feels safe but macbeth is crowned king anyway

Exercise Three: list the number of corrections you made in the grid below.

Full stops	Capitals	Commas	Brackets	Apostrophes	Colon

Score: / 54

Overall Effort Percentage:



Task Four: Common Spelling Errors



Exercise One: look at the table below. For each common error, identify what has gone wrong. Highlight the place/letter where the spelling error has occurred and explain what has gone wrong. Use the example to help you.

Correct spelling 😊	Common error ☹️	What's gone wrong?
1. accommodate	acommodate	They've missed out one of the 'c' letters
2. across	accross	
3. beginning	begginning	
4. business	buisness	
5. completely	completly	
6. definitely	definatly	
7. government	goverment	
8. knowledge	knowlege	
9. noticeable	noticable	
10. wherever	whereever	

Score: / 9

Exercise Two: the extract below contains the spelling errors, some of which are from exercise one. Highlight the errors and correct them.

Jose walked towards the door, accross the potato patch that his mother had so tenderly cared for. Whereever he looked, he could see the product of her efforts: vegetables, flowers, a perfect lawn. Her knowlege of the natural world was definitely the best of anyone else in the village; that was noticable from the beauty which surrounded their tiny cottage. It was begginning to dawn on him that this may be the first thing about her which he would miss: it would be the first thing to completly fade from sight.

The man driving the van had said that they, the goverment, knew what they were doing, and that her departure was none of Jose's buisness. They said that they would acommodate her every need and that her work would be vital to the war effort. She was special. Indeed, she was special, but to him, and they'd taken her.

Score: / 10

Overall Effort Percentage:

Task Five: Countable vs Uncountable Nouns

Countable nouns have a clear difference between singular and plural spellings.

Singular = dog

Plural = 3 dogs



Singular = box

Plural = boxes



Singular = baby

Plural = babies



Singular = leaf

Plural = leaves



Uncountable nouns do not have a difference between their singular and plural spellings.

Singular = sheep

Plural = sheep



Singular = homework

Plural = homework



Determiners are really useful for saying how many uncountable nouns are being referred to.

I have **six** sheep



I have **a lot** of homework



Exercise One: use the information above to answer the questions.

1. An uncountable noun's plural spelling is different to its single form. **True False**
2. Determiners tell us (or determine) the quantity of an object. **True False**
3. Countable nouns only use the letter 's' to show a plural form. **True False**

Score: / 3

Exercise Two: label these words as countable (c) or uncountable (uc).

Information	Horse	Sadness	Calf	Dish	News	Memory	Music
-------------	-------	---------	------	------	------	--------	-------

Score: / 8

Exercise Three: choose appropriate nouns from exercise two to fill the gaps. Highlight the determiners

1. I need to get some _____ from you.
2. Four _____ were born last night in the barn.
3. This place is full of so much _____; let's try to be happy today.
4. I'm sorry but I broke a few of the _____ whilst cleaning up.
5. Barry, put on some _____; let's dance.
6. I have so many _____ from my life.
7. There is so much fake _____ on social media at the moment.

Score: / 7

Overall Effort Percentage:

Task Six: Exploring the Writer's Craft

A craftsman is someone who is brilliant at a particular skill.

A writer is a master of the craft of writing.



I am thinking about how to create:

- Clear characters
- The right mood
- Vivid imagery
- Effective or emotional scenes

During the evening of a hot day, the little wind started to move among the leaves. The shade climbed up the hills toward the top. On the sand-banks, the rabbits sat as quietly as little, grey, sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron laboured up into the air and pounded down-river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely and only moved because the hands were pendula.

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweatband with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

"Lennie!" he said sharply. "Lennie, for God's sake don't drink so much."

Exercise One: read this extract from the opening section of 'Of Mice and Men' by John Steinbeck. Find evidence to support the statements and identify the language feature(s) present. The first one has been done for you.

Idea	Evidence	Language Feature(s)
Dusk was approaching.	<i>'The shade climbed up the hills...'</i>	<i>Metaphor / personification</i>
Some wildlife is motionless.		
The men are similar in certain ways.		
The second man is bulky.		
The second man is thirsty.		

Score: / 8

Overall Effort Percentage:



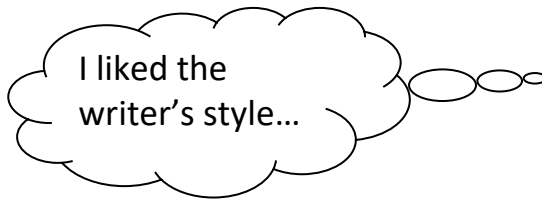
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

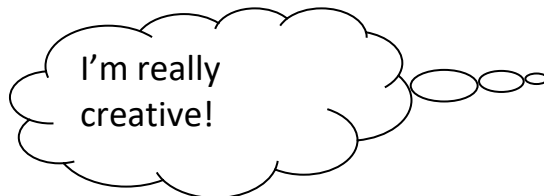
Choose one that suits your interest: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> • Research 10 famous books from the 20th century. • Create a poster showing what they're about. 	Checked by:
	CV points



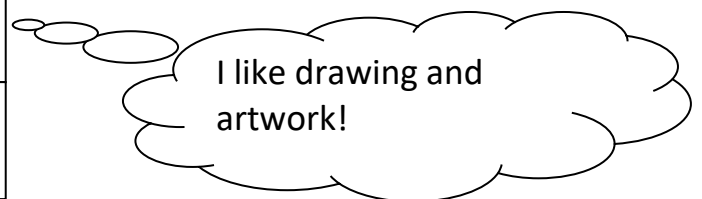
Task Two: Exploring Writers <ul style="list-style-type: none"> • Research John Steinbeck or Kevin Brooks (depending on which book you're doing) • Create a fact file about their books and things they wrote about. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> • Read another book by Steinbeck or Brookes. • Write a book review of what you've read, saying how it's similar to the one you read in class. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> • Choose a chapter/part of the story you've been studying. • Rewrite it from a different character's perspective. 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> • Turn the text you have been studying into a comic book. • Make sure you include all the main characters and events. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> • Write your own story that is based around a character who deals with a difficult or challenging situation. 	Checked by:
	CV points

Overall Effort Percentage:

Task Seven: Transforming Nouns to Adjectives



Noun = the name of an object, person or place.

Adding a suffix (a few letters to the end of the word) changes a noun into an adjective.

Adjective=- a word which describes the noun.

Exercise One: complete the gaps in the table by transforming one word into its other form. Create a definition for each word. The first line has been done to help you.

Noun	Definition	Adjective	Definition
accident	An unforeseen mishap or mistake	Accidental	An event which happened by chance
		Picturesque	
Poison			
History			
		Colourful	
Bacteria			
Wonder			
Honour			
		Comical	
		Miraculous	

Score: / 27

Exercise Two: go back through the table and highlight the suffixes which have been used to turn nouns into adjectives.

Score: / 5

Exercise Three: list the suffixes that you are used to transform nouns into adjectives.

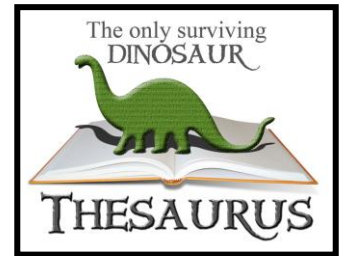
Score: / 5

Overall Effort Percentage:



Task Eight: Adventurous

Adjectives for Evil



Exercise One: read the extract below and highlight the six adjectives that have been used.

The cruel girl approached her sister with an ugly smile. They didn't get on, the two sisters. Horrible events often occurred when they were left together... one or other of them were often locked in a cupboard, drawn on or tied to a tree, Today, though, the younger sister wanted revenge, nasty revenge.

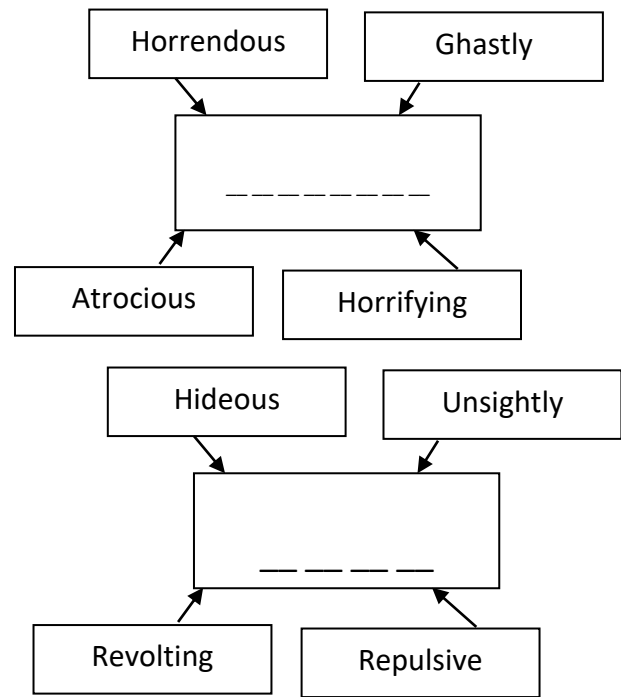
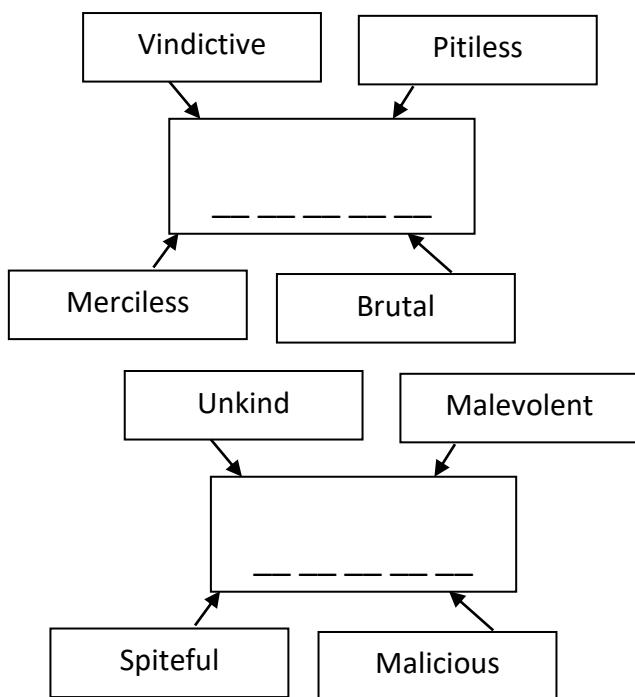
Score: / 6

Exercise Two: four of the adjectives from exercise one are synonyms for the groups of words below.

Choose the right adjective to go in each central box.

Score: / 4

Pay attention to the number of letters required (signified by the dashes).



Exercise Three: fill the gaps in extract with appropriate synonyms of the original adjectives. Make sure the meaning stays the same (you may want to check this with a dictionary).

The _____ girl approached her sister with a _____ smile. They didn't get on, the two sisters. _____ events often occurred when they were left together...one or other of them were often locked in a cupboard, drawn on or tied to a tree, Today, though, the younger sister wanted revenge, _____ revenge.

Score: / 4

Overall Effort Percentage:

Task Nine: Unusual Contracting Apostrophes

A contraction is when things are *squeezed* together. This person's hand muscles are squeezing together so the orange

When things are squeezed, there's limited space – often things come out of the thing being squeezed... (like the juice from this orange!)

Contracting apostrophes are used when two words are squeezed together. when this happens (generally) letters 'pop out', and the apostrophes mark where the letter(s) used to be (i.e. don't). However there are some exceptions to this rule.



Exercise One: the words below all need contracting apostrophes to show where letters are missing. Write the words in their full form. Use the example to help you.

1) isn't → *is not*

7) you've →

13) should've →

2) couldn't →

8) we'll →

14) he'll →

3) shan't →

9) aren't →

15) they've →

4) it's →

10) it'd →

16) o'clock →

5) ne'er →

11) 'tis →

17) o'er →

6) 'twas →

12) 'fraid →

18) she'd've →

Score: / 17

Exercise Two: rewrite these sentences using the full form of the words. Use the example to help you.

Example: I **won't** be going to see Dr Jekyll. → I **will not** be going to see Dr Jekyll.

1. Mr Hyde couldn't control himself. → _____

2. We'll soon see if this story ends well. → _____

3. "I'm 'fraid 'twas an accident!" → _____

4. "It's nine o'clock, sir." → _____

5. Ne'er 'tis safe to go o'er there! → _____

6. She'd've done better to avoid him. → _____

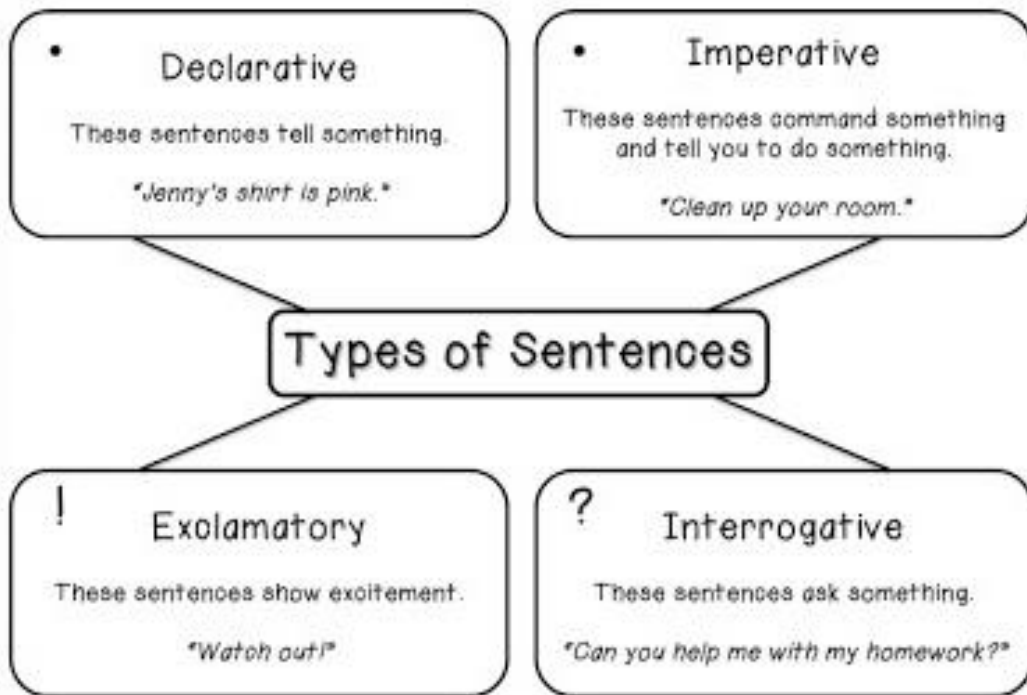
7. 'twas her mistake, only. → _____

Score: / 7

Overall Effort Percentage:

Task Ten: Sentences Types

Exercise One: read the boxes below. In one colour, highlight the technical names for each sentence and in another colour highlight one word that describes what it does.



Score: / 8

Exercise Two: label the sentences below to show what type they are. Write the technical name next to each sentence. Use the example to help you.

Example: Do you know where I could get some sweets? **Interrogative**

1. The sky is blue and the grass is green.
2. Come over here.
3. Have you seen my shoes?
4. The school term is over for the year!
5. My birthday is five days away.
6. Eat your vegetables.
7. Is our homework due today, Miss?
8. I can't believe your behaviour!
9. The battle of 1066 was important for Britain.
10. I have passed all of my exams!
11. Bring me the deposit tomorrow.
12. Have you got a brain?

Score: / 12

Overall Effort Percentage:

Task Eleven: Using the Right Word

Countable nouns = singular and plural version of the word.

Uncountable nouns = singular and plural spellings are the same.

Determiners give us information about the quantity of nouns.

Exercise One: the bold words in the speech bubbles below are determiners of quantity; they give a guide as to how many things or objects (nouns) are being spoken about. The bullet points tell us when each word should be used. Highlight a maximum of three words in each bubble that you feel are important to know.

I don't have **much** pasta.

- Uncountable nouns.
- Negative situations.

I only need **a little** butter.

- Uncountable nouns.
- Generally negative.

We have so **many** sponges.

- Countable nouns
- Positive or negative situations.

I've bought **a lot** of flour.

- Countable nouns.
- Two separate words.

Every shopping cart has a wobbly wheel.

- Lots of things together.

Each of my items is under £1.50.

- Individual things.

Exercise Two: use the words from exercise one to fill in the gaps. Be prepared to explain your choice.

1. Hannah has too _____ time on her hands; give her some chores to do.
2. _____ day should be treasured: we don't have long on this Earth.
3. _____ groups' contribution to the project will be valued.
4. I have a _____ shampoo left, but you can borrow it if you'd like?
5. There are so _____ tourists in Falmouth today!
6. Urgh, I have so _____ energy left in me! PE was really hard work today.
7. No Mum, I don't have _____ homework to do.
8. There are _____ of cars here today; where will I park?

Score: / 8

Overall Effort Percentage:

Task Twelve: Exploring Language and Structure

Language = the types of words and phrases that have been used.

Examples...

- Simile
- Metaphor
- Imagery
- Aggressive verbs



Examples...

- Repetition / Patterns
- Sudden Changes
- Order of events

Structure = the patterns and organisation of the ideas.

Exercise One: read the extract below from 'Dr Jekyll and Mr Hyde'.

"You and I must be the two oldest friends that Henry Jekyll has?" declared Mr Utterson.

"I wish the friends were younger," chuckled Dr. Lanyon. "But I suppose we are. And what of that? I see little of him now."

"Indeed?" said Utterson. "I thought you had a bond of common interest."

"We had," was the reply. "But it is more than ten years since Henry Jekyll became too fanciful for me. He began to go wrong, wrong in mind; and though of course I continue to take an interest in him for old sake's sake, as they say, I have seen devilish little of the man. Such unscientific balderdash," added the doctor, flushing suddenly purple, "would have estranged Damon and Pythias."

This little spirit of temper was somewhat of a relief to Mr. Utterson. "They have only differed on some point of science," he thought; and being a man of no scientific passions (except in the matter of conveyancing', he even added: "It is nothing worse than that!"

That was the amount of information that the lawyer carried back with him to the great, dark bed on which he tossed to and fro, until the small hours of the morning began to grow large. It was a night of little ease to his toiling mind, toiling in mere darkness and besieged by questions.

Exercise Two: find quotes to fill in the two tables.

Language Feature	Quote	Effect
Adjectives describing the men's relationship.		
Verbs describing Lanyon's emotions		
Imagery describing Utterson's mind		

Structural Feature	Quote	Effect
Calm beginning		
Turning Point		
Frantic ending		

Score: / 12

Overall Effort Percentage:



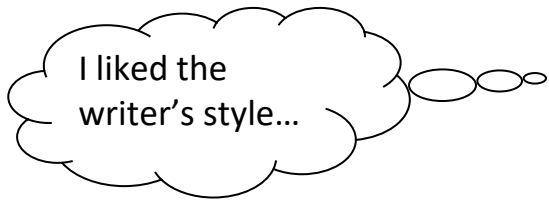
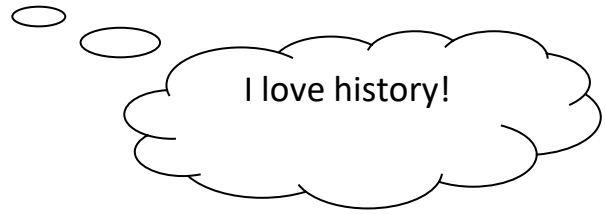
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

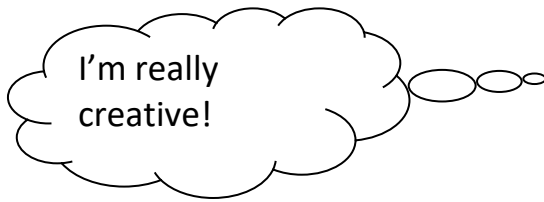
Choose one that suits your interest: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> • Research some novels that have been written about Christmas time. • Create a poster giving detailed information about them. 	Checked by:
	CV points



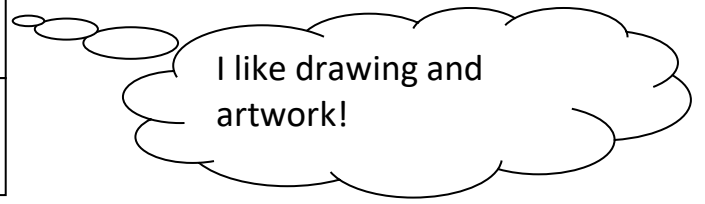
Task Two: Exploring Writers <ul style="list-style-type: none"> • Research what a novel is by definition and then research some of the most famous novelists in history. • Present your findings creatively. 	Checked by:
	CV points

Task Three: Exploring the Genre Read a book by one of these authors and write a review of it: <ul style="list-style-type: none"> • You studied John Steinbeck: read an Ernest Hemingway book. • You read Kevin Brooks: read a Melvin Burgess book. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> • Write the next chapter to the book you have just finished reading. • Think about where the characters will go next. 	Checked by:
	CV points

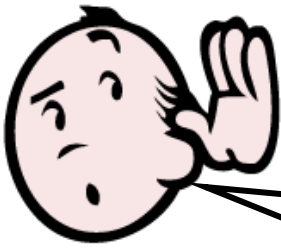
Task Five: Artistic Versions <ul style="list-style-type: none"> • Turn the text you have been studying into a piece of art. • Include some key quotes and visual representations of events. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> • Write your own 200 word short story with the title 'The Day That Shaped My Life'. 	Checked by:
	CV points

Overall Effort Percentage:

Task Thirteen: Homophones



Homophones sound the same but are spelt differently. They also mean completely different things. It's important to check your spellings carefully.

Exercise One: in this passage, there are eight errors with basic homophones. Highlight and correct them.

There going too see a play tonight and have asked they're mum to pick them up afterwards, at about 10.30pm. Their are to theatres in that area though so they have given her really specific instructions about where to go. I told them that I thought you're dad did the same for you last week and that your quite familiar with the area two so if she is unsure she could speak to you or him.

Score: / 8

Exercise Two: the following are more complex homophones. Find the definition for each word.

Word	Definition	Word	Definition
Profit		Prophet	
Principle		Principal	
Stationary		Stationery	
Were		We're	
Compliment		Complement	
Pray		Prey	

Score: / 12

Exercise Two: the sentences below contain errors with homophones.

Highlight each error and write the correct word above it.

1. There shop is filled with lovely stationary.
2. I have a dress that would compliment you're shape wonderfully.
3. There we're two principle dancers in my dance troupe but now there's only one.
4. The lion pounced on its pray two vigorously and hurt its paw.
5. It's unlikely that were going to make a prophet this year.
6. Mary is to much like her sister; she has very few principals.

Score: / 12

Overall Effort Percentage:

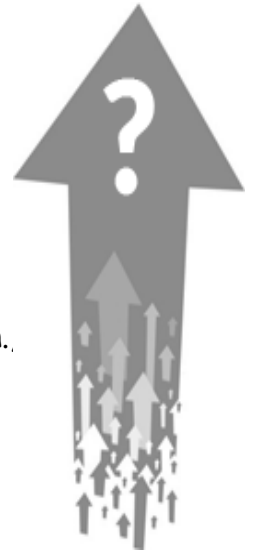
Task Fourteen: Expanding Your Vocabulary



A real challenge: metaphors, pathetic fallacy.

Pushing yourself a bit: similes, personification.

Easy options: adjectives, adverbs.



Exercise One: read the extract and highlight the twelve descriptions that match these simple adjectives. Use a colour code to differentiate which adjective matches which description.

Childish

Unique

Happy

Lazy

Beautiful

Angry

My little sister was like a diamond when she was born. Her eyes were so striking, unlike any other baby, that we treasured her like we would a rare snow leopard; people often came up to us and commented on her beauty. As they spoke, her crystal eyes would sparkle and the sunlight seemed to create a spotlight around her. Wherever she was, it seemed that flowers danced and animals jumped giddily around her. She was perfect.

But now she is grown, all is not so good. She can be infantile and as silly as a baby, despite her age, and she often acts ferociously. The smallest thing will cause her to erupt – she becomes a volcano of spite and nastiness. But, on the other side of things, she can also be a slug. On Sundays, especially, she moves as if she is a sloth, lolloping and slow. My DNA grows when it thinks of our link these days.

Score: / 14

Exercise Two: each of the descriptions above is a particular type of language feature. Write each description into the appropriate box. Pay attention to how many examples there are of each one.

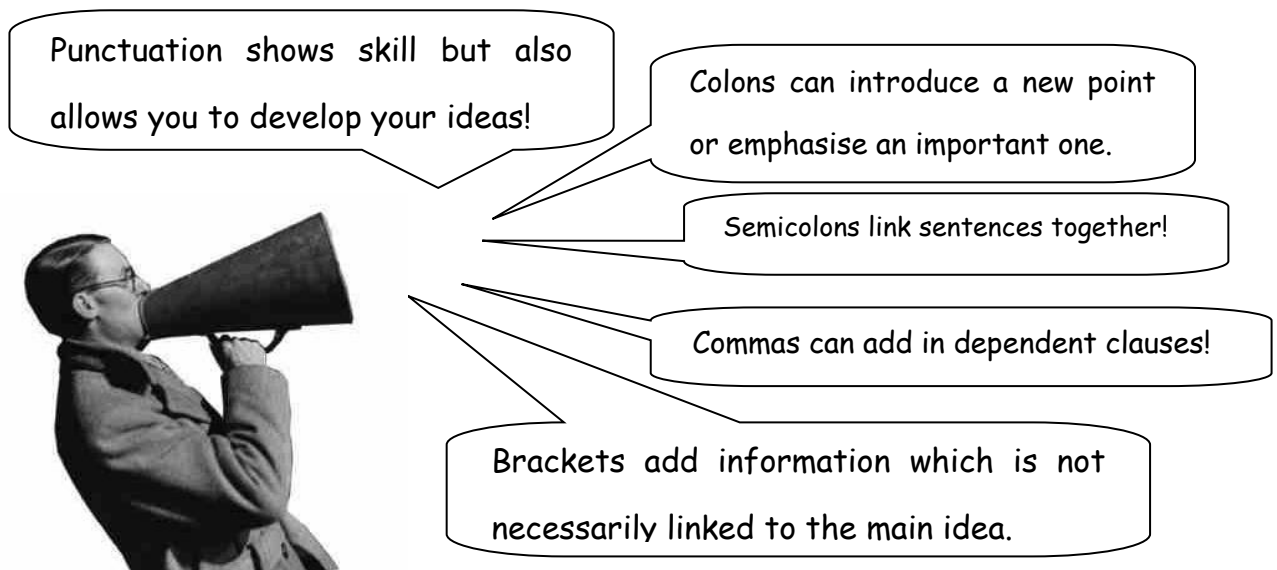
Pathetic Fallacy	
Metaphors	
Personification	
Simile	
Adverb	
Adjectives	

Score: / 14

Overall Effort Percentage:

Task Fifteen: Developing Ideas with Varied Punctuation

Exercise One: read the information in the speech bubbles and highlight key information from each one.



Exercise Two: the following sentences need some punctuation. The type of punctuation they need are signalled in the brackets. Put the punctuation in the correct place.

1. My grandmother aged 85 has three pet cats. (brackets)
2. There is only one remedy for an upset stomach flat lemonade. (colon)
3. According to my mum the train journey will take six hours I will be taking lots of food! (semicolon)
4. Although the course was difficult I am really glad I took it. (comma)
5. London a city known for its vast history attracts huge numbers of tourists. (commas)
6. School children study hard for their exams GCSEs so that they can get good jobs. (brackets)
7. Mashed potatoes are absolutely delicious I have them with every meal if I can. (semicolon and comma)
8. The train departs at 3.45 will call at a these rural stations Didcott, Rucklesbury, Barton and Hampton. (bracket and colon)

Score: / 8

Exercise Three: explain what is wrong with the following sentences.

1. I am going to speak to my teacher, I don't understand the homework.
2. Gail is going to Germany next week; isn't she?
3. Luke ate a whole cake by himself, I think that's greedy.
4. You have got to go to the hospital; or else your leg might fall off.

Score: / 4

Overall Effort Percentage:

Task Sixteen: Developing Ideas with Sophistication

Exercise One: read the opening lines from Harper Lee's 'To Kill a Mockingbird'. Highlight **four** quotes that tell us different things about Jem. Then summarise your ideas below.

When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh. He couldn't have cared less, so long as he could pass and punt.

The **FOUR** things I have learnt about Jem are:

- 1)
- 2)
- 3)
- 4)

Score: / 4

Exercise Two: a Year Nine student has been asked to write about the ways that Lee presents the character Jem in the opening chapter of her novel. Read through the paragraph and highlight the connective phrases they've used.

In the opening of 'To Kill A Mockingbird', Lee presents Jem as a very resilient character. When talking about her brother, the narrator states the severity of his injuries, highlighting the fact that 'the back of his hand was at right angles to his thumb'. The focus on the measurement, using mathematical language implies that she spent a lot of time looking at it, and the fact that she was able to state the exact angle indicates that it was noticeable enough for her to remember. And yet, the narrator focuses less on the negative consequences of this injury than his ability to continue living a normal life. Immediately following this statement, she notes that 'he couldn't have cared less', a common phrase used to indicate that Jem was in no way bothered by his injury, instead emphasising his interest in sport, using the alliteration 'pass and punt'. This sounds confident and aggressive, suggesting that despite his injury, Jem maintains his confidence and defends his sporting ability. Consequently, Lee gives the reader a very clear vision of someone who is injured but refuses to let that stop him from living his life the way he feels he should.

Score: / 7

Exercise Three: put the connectives you've highlighted into the correct column.

Giving examples:	Developing ideas:	Creating emphasis:

Score: / 7

Overall Effort Percentage:

Task Seventeen: Relative Clauses (Whom / Who / Where)

Exercise One: read the information box below and highlight ten words that you feel are important. Then answer the questions below.

The subject of the sentence is the person or object doing the verb. The object is the one which is having the verb done to it. The easiest way to identify these elements is to find the verb first and then think about who is doing it and who is being 'verbed'.

The girl eats the sandwich. (verb = eats, subject = the girl, object = the sandwich)

The boy poked the man. (verb = poked, subject = the boy, object = the man)

A relative clause adds information about the subject or object of the sentence. As you can see, **'who'** is used for a person when they are the subject of the sentence. **'Whom'** is used for a person when they are the object of the sentence and **'where'** is used when referring to a place.

The girl, who is sitting on the bench, is eating a sandwich.

The man, for whom I felt sorry, was poked in the head by the boy.

We walked to the restaurant, where we had dinner.

Q1. What does the relative clause give information about? _____

Q2. How can you identify the subject of the sentence? _____

Q3. Which three words often start relative clauses? _____

Exercise Two: label the subject (s), verb (v), object(o) and relative pronouns (rp) in each of these sentences. Draw a line between the relative pronoun and the noun it is describing. Then, say whether the relative clause describes the subject or object of the sentence. Use the example to help you.

s rp

v

o

Example: Jem, who had a broken arm, looked at his brother.

SUBJECT DESCRIBED

1. The lawyer shouted at the men outside of the courtroom where he worked.
2. I could not find my children, for whom I had bought presents, when I got home.
3. London's citizens were shouted at by men who had studied law.
4. A bus driver, who loved chocolate, always recieved presents at Easter.
5. Oscar, who ate lots of sausages, lay motionless on the floor.

Score: / 28

Overall Effort Percentage:

Task Eighteen: Exploring the Writer's Point of View

Exercise One: in 2015, Jeremy Clarkson was fired from his role as lead presenter on the BBC TV show 'Top Gear'. Read the extract below, taken from his newspaper column in the Sunday Times, following this event.

As you may have heard, the BBC has taken my gun and my badge, and I must admit it's all been a bit of a shock. For more than 12 years, 'Top Gear' has been my life, completely. It was an all-consuming entity, a many-tentacled global monster that was dysfunctional and awkward and mad but I loved it with a passion. I loved it like my own child. Which in many ways it was. But then, one day, I read in Her Majesty's Daily Telegraph that my contract wasn't going to be renewed and that they were going to give my baby to someone else.

I felt sick because, after I lost my home and my mother, I threw myself even more vigourously into my job, and now, idiotically, I'd managed to lose that too. The sense of loss was enormous.



Exercise Two: write a 50-word summary of how Clarkson felt about the situation. Your summary **MUST** include **FOUR** different emotions or feelings. Avoid simply copying the text – use your own words.

Exercise Three: complete the grid below. Use the example to help you.

Score: / 4

Quote	Language feature	What impression does it give you of Jeremy Clarkson?
'the BBC has taken my gun and my badge'	Metaphor	He felt his job defined him in the same way that a gun and a badge defines a policeman; it was his identity.
'a many-tentacled global monster ... dysfunctional and awkward'		
'I loved it like my own child'		
'Idiotically, I'd managed to lose that too'		

Score: / 6

Overall Effort Percentage:



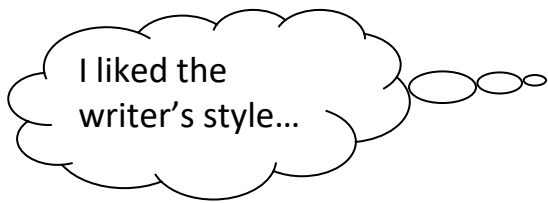
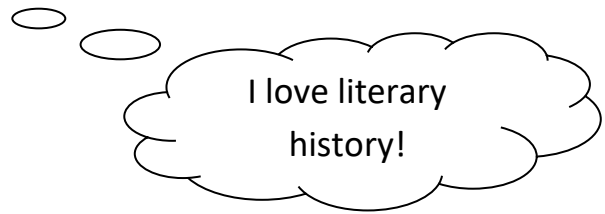
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

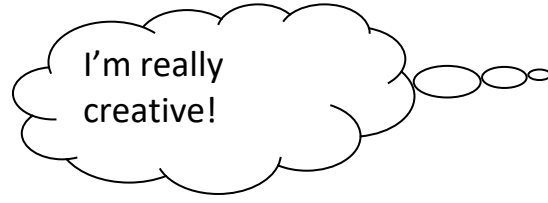
Choose one that suits your interest: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> Research the 'Top 10 British Plays of all time', identifying titles, playwrights, when they were first performed, plots and themes. Present your findings creatively. 	Checked by:
	CV points



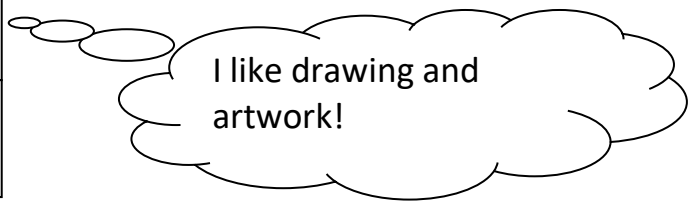
Task Two: Exploring Writers <ul style="list-style-type: none"> Research the playwright you are currently studying (Willy Russell or Arthur Miller). Create a poster showing their life, other works and key influences. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Read (or watch) another play by Miller or Russell. Write a review of what you've read (or seen), saying how it's similar to the one you read in class. 	Checked by:
	CV points



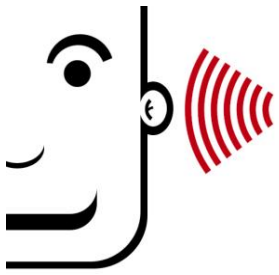
Task Four: Text Transformations <ul style="list-style-type: none"> Choose a scene from the play you've been studying. Turn it into a diary entry, newspaper article or blog. 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> Turn the text you have been studying into a comic book. Make sure you include all the main characters and events. 	Checked by:
	CV points

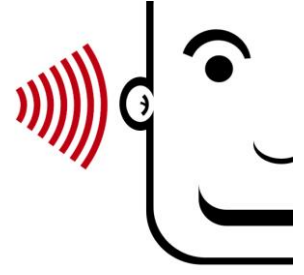


Task Six: Writing Creatively <ul style="list-style-type: none"> Write your own story that is based around a character who lies and deceives people. 	Checked by:
	CV points

Overall Effort Percentage:



Task Nineteen: One 'r' or Two?



Listen to how a word sounds when you speak it and you will normally be able to figure out how to spell it!

Exercise One: in the box below, there is some information about how to use suffixes with words ending in the 'fer' letter string. Read it and then answer the questions below.

A suffix is a combination of letters which is added to the end of the word; it is the opposite to the prefix, which is a series of letters added to the start of the word.

One common spelling error is when words which end in 'fer' have a suffix attached to them. Many people get confused as to whether they need one 'r' or two. The basic rule is that if, once the suffix has been added, you still pronounce the 'fer' heavily, you use two 'r's (i.e. transfer → transferrance) but if the 'fer' isn't pronounced as strongly, then stick to one 'r' (i.e. prefer → preference)

Score: / 3

1. What is a suffix?

2. When should you use two 'r's when changing an 'fer' word?

3. When should you use one 'r' when changing an 'fer' word?

Exercise Two: read the words aloud and decide which spelling is correct. Highlight the correct spelling and then create definition for the word. Use the example to help you.

Example: Difference / difference Something that is not the same between two things.

Score: / 9

1. Preference / Preference _____
 2. Transferring / Transferring _____
 3. Conferring / Confering _____
 4. Inference / Inference _____
 5. Offerring / Offering _____
 6. Referrence / Reference _____
 7. Defference / Deference _____
 8. Suffrage / Suffrage _____
- Buffering / Bufferring _____

Overall Effort Percentage:



Task Twenty: Sophisticated Analytical Words



Exercise One: the passage below contains synonyms for these simple verbs. Read the passage and use a colour code system to identify the different synonyms for each verb. An example has been done to help you.

a) Suggests b) Uses c) Supports d) Represents e) Creates

Shakespeare builds his plays around a few central themes such as love or revenge and employs a variety of different types of characters to make them obvious. For example, in *Romeo and Juliet* he Juliet's father, Lord Capulet, embodies the values of the Elizabethan Patriarchal system: power, strength and authority. Shakespeare makes him a bad character to imply that this sort of system wasn't necessarily a good one.

Other plays align with this concept too, for example '*Hamlet*'. Instead of a father, it has the uncle Claudius who is the evil character. Constructed around the idea of forceful authority and control, Claudius depicts a shrewd, merciless and brutal male leader who cares more about power than about morality. Shakespeare utilises rhetorical devices and moments of doubt when portraying Hamlet so that he directly contrasts to his Uncle's strength. Though different, this characterisation agrees with the overall message because our hero (Hamlet) contrasts so heavily with his uncle that it makes Claudius look worse! This insinuates that male power, when used in an immoral way, should not be respected or looked up to.

Exercise Two: rewrite each of the sentences below, using more ambitious analytical vocabulary from exercise one. Choose an appropriate word that makes sense! Use the example to help you.

Score: / 10

Example: George's anger suggests he really cares for Lennie.

George's anger indicates that he really cares for Lennie.

1. The doves in the play represent the theme of peace.
2. The writer uses adjectives to create a sense of fear.
3. Shakespeare suggests ideas about society through his characters.
4. Orwell's uses negative presentations of powerful characters to criticise political systems.
5. Shelley's use of fear in '*Frankenstein*' supported fears about science in the 19th Century.

Score: / 5

Overall Effort Percentage:

Task Twenty-One: The Multiple Uses of an Ellipsis

Exercise One: read the information boxes and answer the questions by circling true or false.

Use One: to indicate a pause in speech.



"Book collecting is an obsession, an occupation, a disease, an addiction, a fascination, an absurdity, a fate. It is not a hobby..."

- Jeanette Winterson

Use Two: to create suspense at the end of a piece of writing.

Use Three: to remove unnecessary words from long quotes in analysis.

Robert Frost discusses solitude and a desire to forget obligations when he writes, "The woods are lovely...but I have promises to keep / And miles to go before I sleep" (13-15).

- | | | |
|---|-------------|--------------|
| 1. Ellipses can go anywhere in a sentence. | True | False |
| 2. Ellipses are only used in creative writing. | True | False |
| 3. Ellipses only create pauses. | True | False |
| 4. Ellipses help to focus analysis on relevant information. | True | False |

Score: / 4

Exercise Two: a student has chosen some quotes to use in his analysis; however, they are currently too long. Rewrite the quotes so that they are relevant to the point being made.

1) 'The bus that came was a new type, not like the one I used to take to senior school. The driver was much bigger, the whole vehicle like some huge bomber.'

The boy was impressed by his transportation. For example, he says: ' the bus ... like some huge bomber.'

2) 'It wasn't totally painless, of course, sometimes it hurt a little but nothing terrible.'

His cousin tries to reassure him. For example:

' _____ ,

3) 'Right next to me were sitting a group of old people. Must have been close to fifteen of them. They were the reason the bus was crowded, I suddenly realised.'

Tony isn't very aware of his surroundings. For instance:

' _____ ,
_____ ,

4) 'Outside the window was a lawn. A sprinkler ticked as it rotated, misting the grass with silver. A pair of shrill, long tailed birds flew above the sprinkler.'

Murikami presents an image of paradise. He says

that there was ' _____ ,
_____ ,

Score: / 3

Overall Effort Percentage:

Task Twenty-Two: Avoiding Commas Splices

Independent Clause:
I am sleepy.

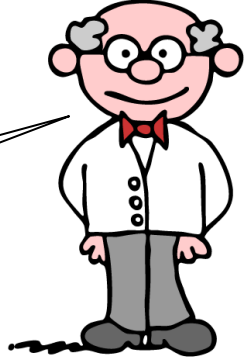
Independent Clause:
I have to go to work.

Comma Splice:
I am sleepy, I have to go to work.

(A comma splice is a type of run-on sentence, which is grammatically incorrect.)

Comma splices are when commas link two independent clauses (full sentences). They're often known as run-on sentences. Good writers avoid them!

← Don't do



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Exercise One: some of the sentences below have comma splices and others have used commas correctly. Label the ones with comma splices (cs) and those that are correct (c). Use the example to help you.

Example: War poems are dramatic and moving , they are often used to teach people about war. (cs)

1. 'Falling Leaves' depicts soldiers' deaths, it is a powerful reminder of how fragile life is.
2. Rhythm is important to war poems' messages, yet is understood so little.
3. Rhyme can link or contrast key ideas, which is frequently vital to a poet's meaning.
4. Wilfred Owen met Siegfried Sassoon in hospital, it was a lucky meeting which influenced both men.
5. Imagery often presents wars horribly and negatively, as desolate and lonely environments.

Score: / 5

Exercise Two: punctuate the following passages correctly using either a comma or semicolon.

1. 'Dulce et Decorum est' is Latin when translated it means it is sweet and right.
2. The poem openly criticises war propaganda a brave thing to do during the war years.
3. The vivid imagery of gas-attacks shocks many readers we see the death of young men very clearly.
4. The poem exaggerates the sounds and smells of war readers can imagine the experience well.
5. War poems are often politically motivated inspired by a sense of injustice.
6. Some historians claim that WW1 poems are biased perhaps an inevitable element for war time literature.

Score: / 6

Overall Effort Percentage:



Task Twenty-Three: Adjectives and their Prepositions



Exercise One: read the information box and highlight fifteen words that you feel are important.

Prepositions are words that we use to show the position or relationship between two things. There are many uses for each form, but this exercise is dedicated to highlighting the most common uses (and mistakes!).

1. Adjective + of = when the adjective is about the subject of the sentence.

It was silly of me to not do my homework.

It was stupid of Jenna to say those things out loud.

2. Adjective + to (or towards) = when the adjective is about the object of the sentence.

They have always been very nice to (towards) me.

Darcy was particularly cruel to (towards) Elizabeth.

3. Adjective + by/at = when the adjective is about something that has happened.

I am annoyed at the bus company's changes to the timetable.

Lucy is irritated by her brother's tantrums.

4. Adjective + with = when the adjective is about someone else.

Karen is really angry with her boyfriend at the moment.

The headmaster is generally happy with my progress.

Exercise Two: use your new knowledge to fill the gaps in these sentences with appropriate prepositions.

Then explain your decision. Use the example to help you.

Example: I was delighted by your efforts at sports day. **(it's about an event – the effort at sports day)**

1. Lucas, it was so ridiculous _____ you to not bring your passport.
2. The plane seats were made dirty _____ the actions of the passengers.
3. The teacher is angry _____ us because we forgot our homework.
4. The mayor was frustrated _____ the traffic jam.
5. How dare you be rude _____ me!
6. I am going to be very positive _____ you for the next three days.

Score: / 6

Overall Effort Percentage:



Task Twenty-Four: Precise Reading



Exercise One: read the advert for a holiday break below.

Singapore F1 Grand Prix Break!

Tickets (practice, qualifier and race) to the Singapore F1 and a five-night stay at the stunning Park Hotel Clarke Quay, with flights, transfers and access to the after-party concert

This is once-in-a-lifetime stuff. A three-day ticket to the Singapore F1 Grand Prix - that includes practice, qualifying and the race itself within a choice of five different grandstand locations - and a five-night stay in a landmark Singapore hotel. Combining old-world colonial splendour with new-world glamour, the Park Hotel Clarke Quay is a striking Singapore hotel that captures the excitement and spirit of this most unique of destinations. It's no wonder it's a *TripAdvisor* Certificate of Excellence 2014.

The best bit...

Singapore F1 tickets and five nights at the landmark Park Hotel Clarke Quay, with travel.

We like...

- Experiencing the Singapore F1 Grand Prix at night - magical...and loud!
- Staying in an upscale riverside hotel in the heart of Singapore's action.

Exercise Two: indicate whether these statements are true (T) or false (F) and provide evidence for your decision by putting a small, relevant quote in the 'evidence' box.

Statements	T/F	Evidence
Singapore will not provide entertainment other than the race.		
Singapore has luxurious accomodation.		
Singapore is close to water.		
Singapore only has two places to watch the Grand Prix.		
Singapore isn't very well regarded by travellers.		
Singapore once belonged to another country.		
The Grand Prix takes place during the day.		
The whole event takes place over more than 24 hours.		

Score: / 8

Overall Effort Percentage:

The Great English Challenge!

English is not just something you'll find at school; it is all around us! Complete this challenge sheet to find out what is out there and how it contributes to every day life.

You have until the end of Year 9 to complete the challenge!

All accurately completed entries get **20 CV points**.

What does a Poet Laureate do?

Who is the current Poet Laureate?

Who was the first Poet Laureate?

Who created the first dictionary?

When was the first dictionary published?

How long did it take to create?

Which work of fiction won the most recent Pulitzer Prize?

Who won the most recent Nobel Prize for Literature and for what reason?

Which work of fiction won the most recent Man Booker Prize?

How many musicals (currently in the West End) were originally books?

Name 5 of the top earning book-to-big screen adaptations of all time.

Name 5 celebrities who have University degrees in English.

Overall Effort Percentage: