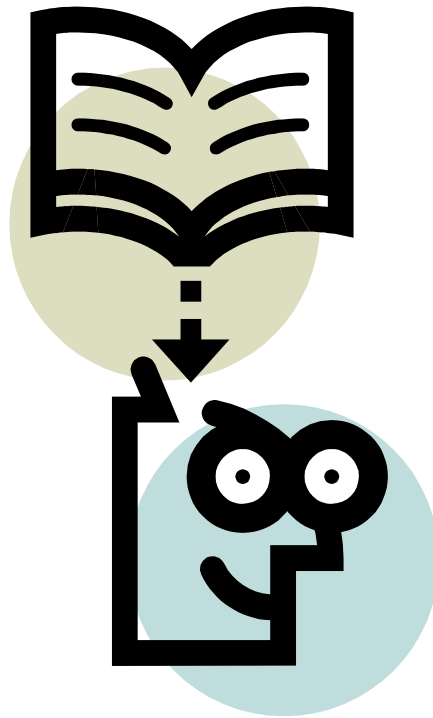




Year Nine

English Homework Booklet



Name:

Tutor:

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 break time 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)

Contents...

Topic	Number	Task	Done
Reading	Year Nine Recommended Reading List & Extension Challenges		
Autumn: Term One	1	Spelling: common homophones	
	2	Vocabulary: extending your vocabulary (Fear)	
	3	Punctuation: proofreading for accuracy	
	4	Sentences : spice up your sentence structure	
	5	Grammar: identifying significant parts of speech	
	6	Common Errors: phrasal verbs	
Half Term		Independent Learning Projects	
Autumn: Term Two	7	Spelling: ie / ei spellings	
	8	Vocabulary: adventurous adjectives for evil	
	9	Punctuation: apostrophes revision	
	10	Sentences : sentence types	
	11	Grammar: time connectives as adventurous sentence starters	
	12	Text: exploring language and structure	
Christmas		Independent Learning Projects	
Spring: Term One	13	Spelling: 'ce' / 'se' Spellings	
	14	Vocabulary: extending your vocabulary	
	15	Punctuation: using semicolons properly	
	16	Sentences : developing ideas with varied punctuation	
	17	Grammar: using the right word	
	18	Text: exploring the writer's point of view	
Half Term		Independent Learning Projects	
Spring: Term Two	19	Spelling: one 'r' or two?	
	20	Sophisticated Vocabulary: sophisticated analytical words	
	21	Punctuation: practising semicolons	
	22	Sentences : using adventurous connectives	
	23	Grammar: comparatives and superlatives	
	24	Practice: precise proofreading	
Easter		The Great English Challenge	

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. Dhani) | <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) |

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 (Moirra 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) |

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...

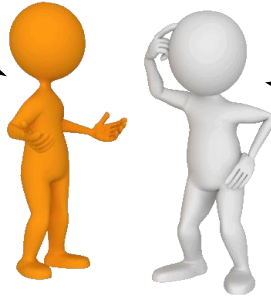
- Write the next chapter to the book: what happens to the characters? Where do they go? How do they get there?
- Pick a moment from the text and tell it from another character's perspective: how do they view the event? How does it affect their lives and their thoughts?
- Use the book as inspiration: 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!

Task One: Common Homophones

'Homo' means 'the same'.

'Phone' means 'sound'.

So together, they mean...?



They mean the same sound. Oh! A homophone is a word with the same sound, but a different spelling!

Exercise One: use a dictionary to find the meaning for each homophone. Use the example to help you.

Homophone	Meaning...	Homophone	Meaning...
1. Morning	The time before midday	2. Mourning	
3. Weather		4. Whether	
5. Him		6. Hymn	
7. Thyme		8. Time	
9. Sun		10. Son	
11. Where		12. Wear	
13. Least		14. Leased	
15. Seize		16. Cease	
17. There		18. They're	
19. Their			

Score: / 18

Exercise Two: highlight and correct the homophone spelling errors in this passage.

One dark mourning, when the whether was damp and dismal, he heard a knock at the door. A voice shouted up to hymn. He opened his eyes, checked the thyme and peered over the end of the bed at the floor. Their, he saw a diamond winking at him from the carpet. It twinkled in the son's rays. For a moment, he couldn't remember wear it had come from, but after a while, thoughts of last night began to come back to him. He pulled the covers over his head with a groan when he realised he had been caught. 'At leased they can't get in!' he thought, before slumping back into bed. Suddenly, they're was a loud crash. The police had knocked down the door. They ceased him and locked him up in a cell.

Score: / 20

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. The 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.

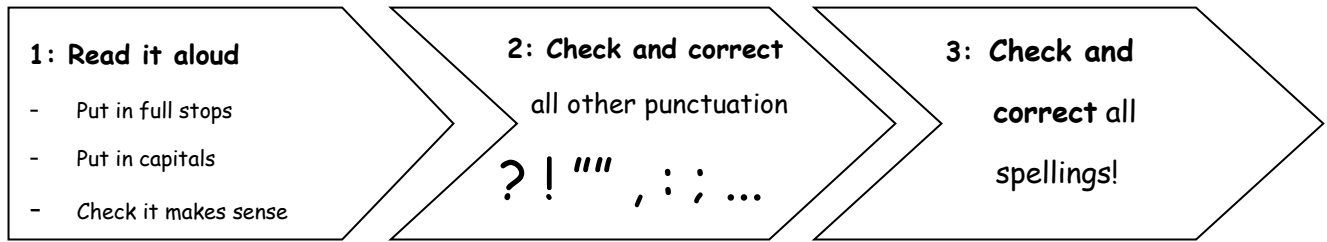
1. Her panicking brain was dominated by fear.

2. This was a horrible way to go.

Score: / 3

Effort Percentage:

Task Three: Proofreading for Accuracy



Exercise One: highlight and correct all of the errors that you find in the extract below.

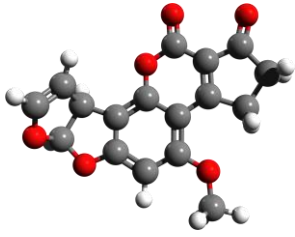
A gusty day on the highlands.

The angry man looked out the window of his castle and see-ed a little bOy running accros the dammp grass. the man caled to the boy saying, "it's a gusty day today you should bee carefull as there are witches around. The boy looked up shrugged and replied that he was allways caerful. This angered th man and he vowed revenge on the insolentboy. He stormed. threw the castle ground, and grabed his sord from his display cabinet His wife floated past him in a whight dress, muttering to her self. "Don't be so dramatic, dear," she said daintily. I must teech this bouy a lesson! The angry man replied

Exercise Two: count up the number of errors that you have found in the table below.

Errors to look for	Number Found	Errors to look for	Number Found
Spellings		Speech marks	
Capital letters		New line, new speaker	
Full stops		Space errors	
Commas			

Effort Percentage:



Task Four: Spice Up Your Sentence Structure



Exercise One: read the information below and highlight information that you feel is important to know.

Varying Sentence Structure

- Start your sentence **with a prepositional phrase:**
Before the police arrived; the prisoner escaped
- Start your sentence **with a verb:**
Petrified of being caught, the prisoner ran
- Start your sentence **with an adverb:**
Quickly, he leapt over the wall
- Start your sentence with **a dependent clause:**
Despite his best efforts, the prisoner was eventually caught.

Sentence Forms:

Simple: one main clause or idea.

Compound: two main clauses or ideas linked with a connective/conjunction.

Complex: one or two main clauses with embedded dependent clauses.

Score: / 14

Exercise Two: the extract below was taken from a student's work.

- Use three different colours to highlight all of the simple, compound and complex sentences.
- Then add up your totals and write them in the boxes below.

I walked through the woods in the daylight. The sun was shining. I couldn't see anything but that didn't matter to me much. Clouds, thick and heavy, started to appear from the east. It started to rain a lot. I ran to a nearby house but it towered over me. I could hear something behind me. I looked around suddenly, my eyes on stalks, but there was nothing to be seen.

Score: / 8

Simple sentences Compound sentences Complex sentences

Exercise Three: pick two sentences from exercise two and rewrite them to vary their sentence structure.

Use the tips given to you in exercise one and the example to help you.

Score: / 2

Example: With a happy spring in my step, I walked through the woods in the daylight.

1. _____

Effort Percentage:



Task Five: Identifying Significant Parts of Speech



Exercise One: read the information below and then answer the questions **in your own words**.

A noun is a thing: a person, a place, an object or a concept. Some common nouns are things we can see (concrete nouns) such as dog, cat, castle, mother, father, Scotland, England, table or cloak. More unusual or less common ones are ones we can't necessarily see (abstract nouns) which relate to concepts such as fear, passion or guilt.

An adjective is a word which describes the noun in the sentence. Often, these relate to size, shape, colour, emotions or personality. For example: big, small, round, square, red, blue, yellow, sad, happy, positive.

A pronoun takes the place of a noun to avoid it being repeated again. Common pronouns are things like: I, you, it, he, she, mine, his, hers, yours, theirs. In the sentence 'the dog played with the ball but the dog also liked playing in the sea', the noun 'the dog' is repeated twice, so it sounds clumsy. Pronouns mean it can sound smoother, like this: 'the dog played with the ball but he also liked playing in the sea'.

A verb is a doing word. The easiest way to identify the verb in a sentence is find the word which tells the reader what is being done. For example: run, jump, laugh, write, plot, sing, tell.

An adverb is a word which describes how something is being done and normally has an 'ly' ending. It could describe speed, direction or the quality of an action. For example: quickly, slowly, lazily, directly, wonkily, badly or positively.

1. A noun is: _____
2. An adjective is: _____
3. A pronoun is: _____
4. A verb is: _____
5. An adverb is: _____

Score: / 5

Exercise Two: label the different parts of speech in the sentences below. Nouns (n), adjectives (adj), verb (v), pronoun (pn) and adverbs (adv)

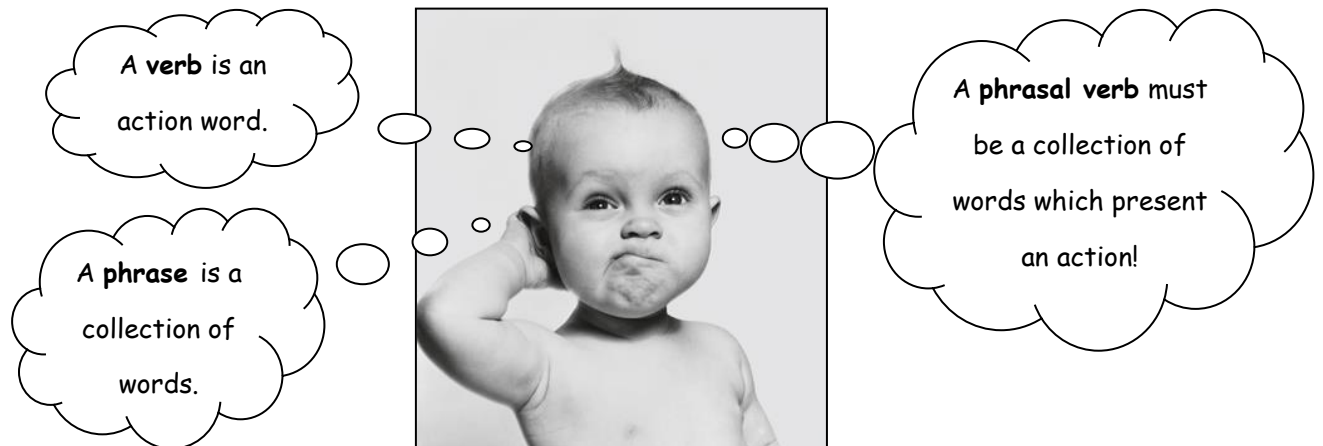
1. The crazed king lived luxuriously in his huge castle.
2. His equally crazy wife was driven outrageously mad by her need for power.

Effort Percentage:

- Three evil witches wickedly told the king that he would die.
- Ghosts and evil spirits appeared a lot during plays in Shakespeare's time.
- Audience members would normally be scared during these scenes.

Score: /5

Task Six: Phrasal Verbs



Exercise One: write each preposition into an appropriate gap so that the sentence makes sense. Use the example to help you.

Prepositions: on up out off down

Example: My calculations don't add up to 140.

- The man set _____ on his holidays, full of enthusiasm.
- I felt a bit put _____ when you didn't call me last night.
- I wish you would just cut _____ on your coffee intake.
- Go _____, tell me what happened?
- Turn it _____ will you, I can't hear it.

Score: /5

Exercise Two: use the verbs and prepositions to create phrasal verbs that fill the gaps below. Be careful to match the correct verbs with the correct prepositions. Use the example to help you.

Verbs: go finish drop tell put keep set run

Prepositions: on up out off down

Example: I will finish up here if you'd like to go home?

- Marie is going to _____ the kids _____ about 3 o'clock.
- Louis, will you _____ the sandwiches over there please?
- Urgh. I feel so _____ today. I really need more sleep.
- Your teacher will _____ at you until you complete your homework.

Score: /7

Effort Percentage:

5. My sister _____ her children _____ at least twice a day.
6. How dare you _____ me _____? I am a better person than you are!
7. I am not going to be friends with her any more, not if she _____ _____ with him every day.



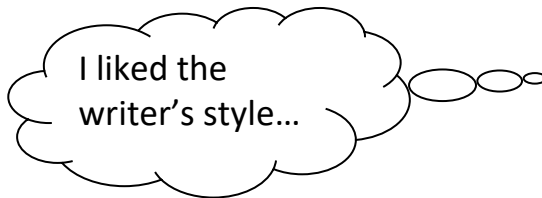
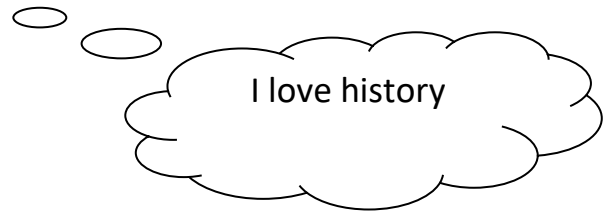
Independent Learning Projects



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

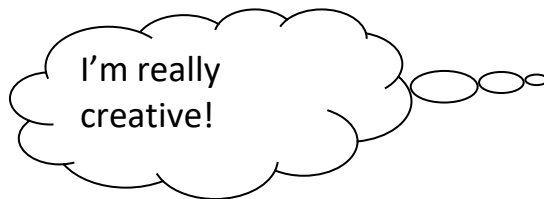
Choose one that suits your interest: if you want to, do more than one!

<p>Task One: Exploring Context</p> <ul style="list-style-type: none"> Research 10 famous books from the 20th century. Create a poster showing what they're about. 	<p>Checked by:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>CV points</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>



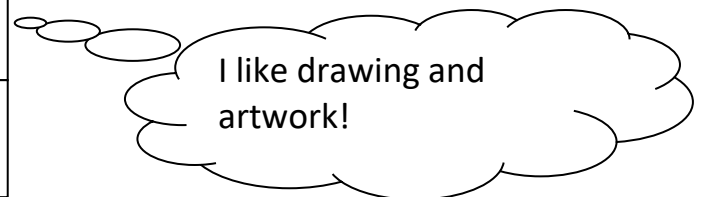
<p>Task Two: Exploring Writers</p> <ul style="list-style-type: none"> Research John Steinbeck or Kevin Brooks (depending on which book you're doing) Create a fact file about their books and things they wrote about. 	<p>Checked by:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>CV points</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

<p>Task Three: Exploring the Genre</p> <ul style="list-style-type: none"> Read another book by Steinbeck or Brooks. Write a book review of what you've read, saying how it's similar to the one you read in class. 	<p>Checked by:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>CV points</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>



<p>Task Four: Text Transformations</p> <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. 	<p>Checked by:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>CV points</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

<p>Task Five: Cartoon Versions</p> <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. 	<p>Checked by:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>CV points</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>



<p>Task Six: Writing Creatively</p> <ul style="list-style-type: none"> Write your own story that is based around a character who deals with a difficult or challenging situation. 	<p>Checked by:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	<p>CV points</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>



Task Seven: 'ie' and 'ei' Spellings



Exercise One: read the information below and then highlight three words in each box that you feel is important to know or to remember.

Rule One: a general rule is 'i' before 'e' except after 'c'. However, this is not a universal rule - there are exceptions...

Rule Two: if there is a "sh" sound in the word, the spelling generally includes an "ie". For example: ancient, sufficient.

Rule Three: The "i before e, except after c" rule does not apply if the ie is part of a suffix (eg: the plural of agency = agencies).



Rule Four: Words making an "ee" sound in them usually use "ie". For example: priest, diesel.

However, if the word makes an "ee" sound but it follows the letter "C", then the rule "i before e except after c" DOES apply. For example: pieces, perceived.

Rule Five: if there is an "i", an "igh" or an "ay" sound in the word, then generally you use "ei". For example: height, eight.

Exercise Two: highlight the correct ei/ie spelling in the sentences below and say which rule applies to each spelling. Use the example to help you.

Example: The (priest/preist) conducted the ceremony. **Rule Four**

1. The wind and rain was (feirce/fierce) that night
2. The Year 11 students sighed with (relief/releif) that their exams were finally over
3. The pupil successfully (decieved/deceived) the teacher.
4. He watched carefully as the archaeologist revealed the (anceint/ancient) stones.
5. The (fairies / faireis) made magic happen at night.
6. Mr. Bob was the same (height / hieght) as his cousin, but smaller than his brother.

Score: / 6

Exercise Three: decide whether these words should be filled with ei, or ie. Write the correct letters in the gap. Use the rules from exercise one to help you.

1. c__ling
2. ach__ve
3. dec__t
4. rec__ve
5. bel__ve

6. p__ce
7. f__ld
8. rec__pt
9. shr__k
10. fr__nd

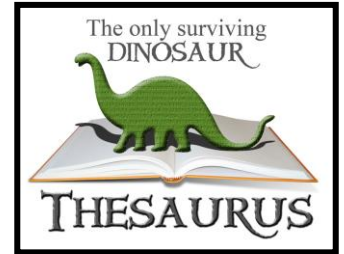
Score: / 10

Effort Percentage:



Task Eight: Adventurous

Adjectives for Evil



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

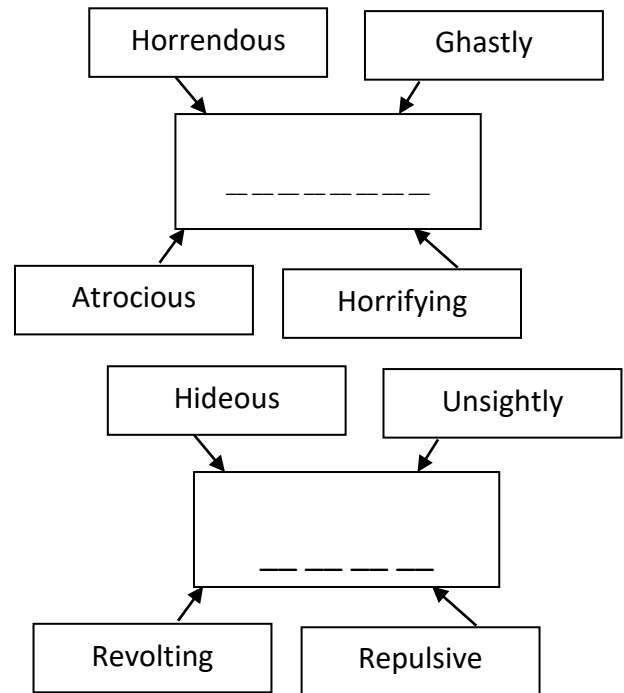
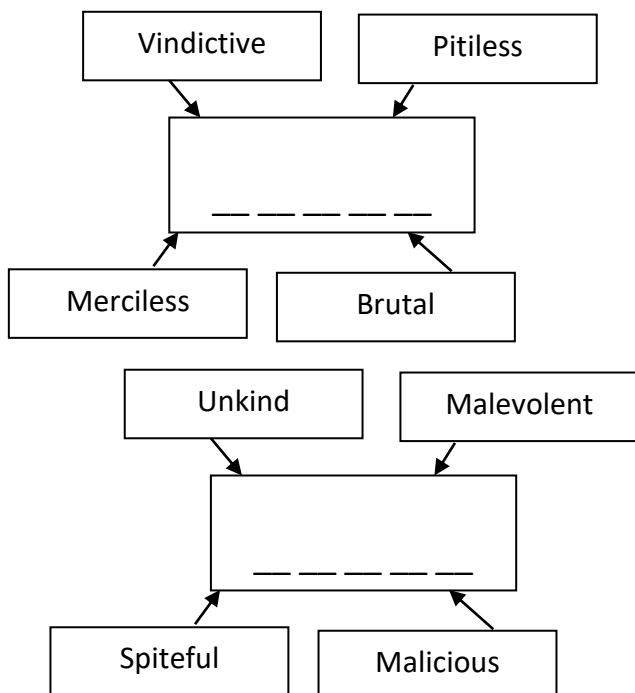
The cruel girl approached her sister with an ugly smile. They didn't get on, the two sisters. Horrible events often occurred when they were left together... one or other of them were often locked in a cupboard, drawn on or tied to a tree, Today, though, the younger sister wanted revenge, nasty revenge.

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

Effort Percentage:

Task Nine: Apostrophes Revision

Contractions

A contraction is a shorter way to say two words.

is + not = isn't

An apostrophe will fill the space of the missing letters.

I + am = I'm	you + have = you've
we + are = we're	it + is = it's
she + will = she'll	did + not = didn't
he + is = he's	you + would = you'd
do + not = don't	they + are = they're

Make, Take & Teach

APOSTROPHES

show

OWNERSHIP or POSSESSION

Singular + Doesn't End in "S"	Singular + Ends in "S"
← <u>Julie's</u> iPod is black.	← <u>James's</u> iPod is red. →
Singular + Doesn't End in "S"	Plural + Ends in "S"
← The <u>team's</u> name is fun.	← The <u>dogs'</u> hair is red. →

Exercise one: draw a line to connect each example with the use of apostrophe that they show.

- | |
|-----------------------------------|
| 1. The dog's collar |
| 2. The dogs' collars |
| 3. I have ten pens. |
| 4. My bag's zip has broken. |
| 5. We've got a way to travel. |
| 6. There are four cakes. |
| 7. My bags' zips are both broken. |
| 8. I can't do that |

- | |
|-------------------------------|
| Plural possession |
| Singular possession |
| Contracting apostrophe |
| Plural = No apostrophe needed |

Score: / 8

Exercise Two: rewrite these sentences, making them shorter using apostrophes if you can.

Example: The **bag belonging to the lady** was red.

The **lady's bag** was red.

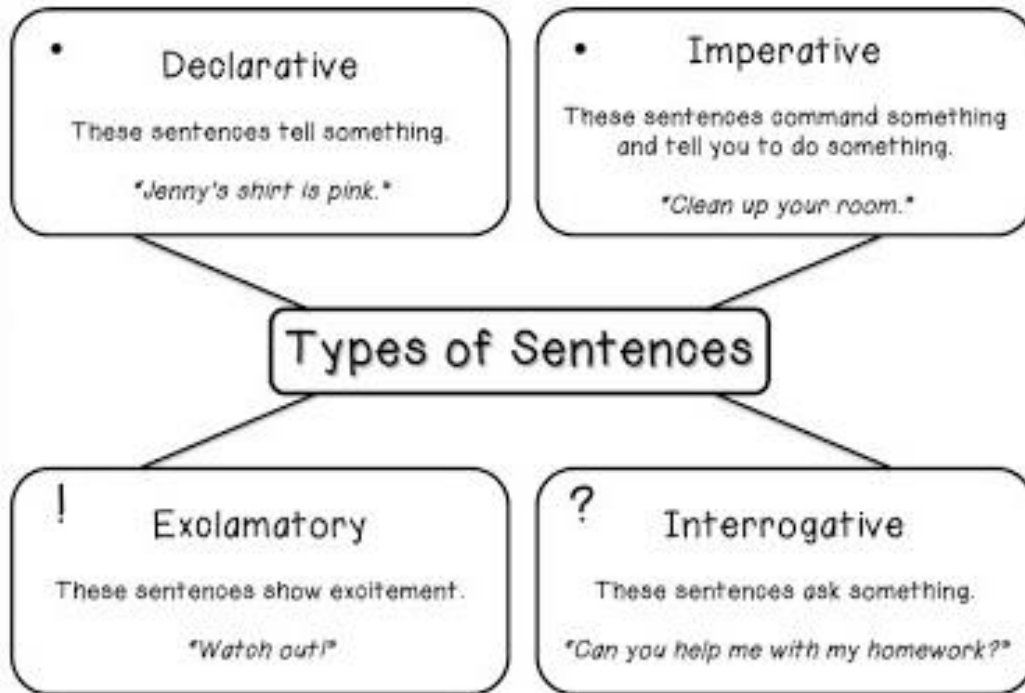
- The cane belonging to the man cracked.
- I washed the instruments belonging to the scientists.
- She does not want to go home tonight.
- The scream belonging to the maid echoed down the corridor.
- I cannot understand your ideas.
- There are four pages to read.

Score: / 6

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

Effort Percentage:

Time connectives
tell us when or what
order something
happened in.

Task Eleven: Using Time Connectives as Adventurous Sentence Starters



Connectives can be
individual words
(eg: firstly) or
phrases (eg: soon
after that)

Exercise One: highlight the time connective phrases in the box.

Score: / 6

Exercise Two: using the time connectives as a guide, put the events onto the timeline.

1. Soon afterwards, the lights flashed telling me that the mechanism had opened the doors.
2. Barely three seconds went by before the engine roared into action.
3. Initially, I pointed my key at the car and pressed the 'unlock' button.
4. Only then was I able to insert the key into the receptacle and start the engine.
5. Shortly after that, I gently pressed the pedal and moved the car forwards.
6. No sooner had that happened, than I was stepping into the footwell and positioning myself in the drivers seat.

Score: / 6

Exercise Three: using the time connectives from exercises one and two, fill in the gaps in this passage.

As soon as I walked into the social club, I knew something was wrong. _____ I thought that I had forgotten to put my hair gel in or something like that but _____ passed before I knew that it was more serious than that. I looked down and realised that I had put my Manchester City shirt on... and the club was showing a Manchester United game. _____ did I realise that I had to do something, and do it sharpish!

"Oi mate!" hollered a scary looking man, "What are you playing at?" _____ his friends started joining in. Then, the coke bottle flew at my head.

Score: / 4

Effort Percentage:

Task Twelve: Exploring Language and Structure

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

Examples...
Metaphor
Imagery
Aggressive verbs
Simile



Examples...
Sudden Changes
Order of events
Beginnings/endings
Patterns

Structure = the patterns and organisation of the ideas.

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

These two were old friends, old mates both at school and college, both thorough respecters of themselves and of each other, and, what does not always follow, men who thoroughly enjoyed each other's company.

After a little rambling talk, the lawyer led up to the subject which so disagreeably pre-occupied his mind.

"I suppose, Lanyon," said he "you and I must be the two oldest friends that Henry Jekyll has?"

"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, see and 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!" He gave his friend a few seconds to recover his composure, and then approached the question he had come to put. "Did you ever come across a protégé of his—one Hyde?" he asked.

"Hyde?" repeated Lanyon. "No. Never heard of him. Since my time."

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.

Score: / 12

Language Feature	Quote One	Quote Two
Adjectives describing the men		
Verbs describing Lanyon's actions		
Imagery describing Utterson's mind		

Structural Feature	Quote One	Quote Two
Calm beginning		
Turning point in Lanyon's behaviour		
Frantic ending		

Effort Percentage:



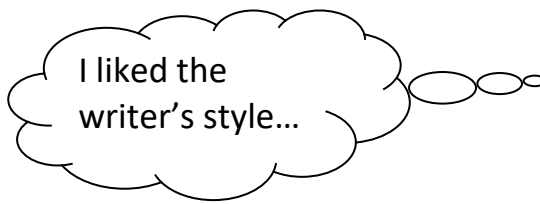
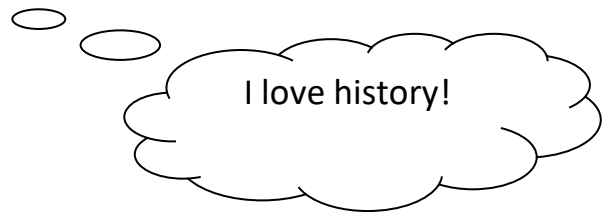
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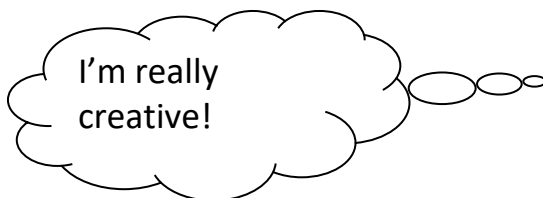
Choose one that suits your interest: if you want to, do more than one!

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



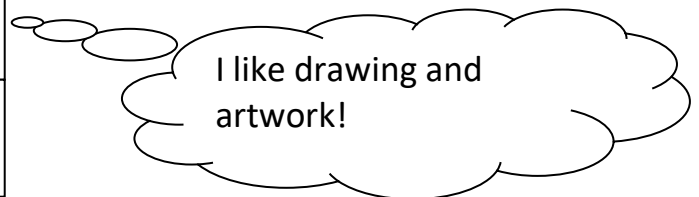
Task Two: Exploring Writers <ul style="list-style-type: none"> Research what a novel is by definition and then research some of the most famous novelists in history. Present your findings creatively. 	Checked by:
	CV points

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

Task Thirteen: Confusing 'ce' and 'se' Spellings



As a general rule 'ce' spellings are used for nouns, but 'se' spellings are used for verbs.

But obviously, there are exceptions to this rule. So unless you are 100% sure, check your spelling with a dictionary (online or real!).

Exercise One: the following sentences contain spellings that use the rule above (in the speech bubbles). Use that rule to decide which the correct spelling is and circle it.

1. They have to (device/devise) a foolproof plan to make sure she is surprised on her birthday.
2. The dentist has a new (device/devise) for cleaning teeth.
3. Whoever (devised/deviced) this dental instrument must not have had very sensitive teeth.
4. I would (advice/advise) you to allow the hygienist to try it on a few teeth before committing to it.
5. No amount of (advice/advise) can substitute for experience.
6. The Xbox is a very expensive (device/devise) and could be easily broken.
7. Students often take the teacher's (advise/advice) on board when re-drafting work.
8. I tried to (advise/advice) the girl not to stick her head in the oven, but she didn't listen.
9. The cake kept toppling over, so I had to (device/devise) a plan to keep it stable.
10. Gru and his minions (devised/deviced) a (devise/device) that could be used to take over the world.

Score: / 10

Exercise Two: read the sentences below and decide whether the highlighted word is a noun or a verb, writing the correct label at the end of the sentence. Use the example to help you.

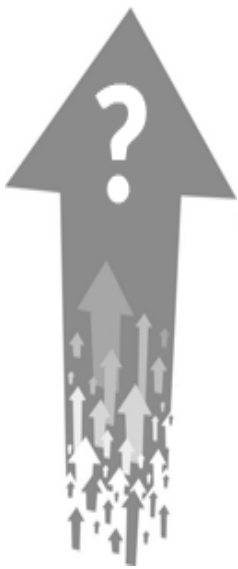
Example: I gave some really good **advice** to my friend yesterday. **Noun**

1. It's important to practice the things you want to be good at.
2. I will devise a strategy to help you win.
3. If you attend netball practice sessions, you might make the team.
4. The best people to advise you are generally your teachers and parents.
5. She bought this new kitchen device; it cuts carrots quickly.
6. There is no time left to practise; the exam is today!
7. I advise you to think carefully before doing anything silly.

Score: / 7

Effort Percentage:

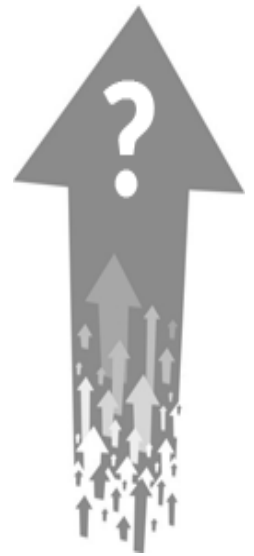
Task Fourteen: Extending Your Vocabulary



A real challenge: metaphors, pathetic fallacy

Pushing yourself a bit: similes, personification

Easy options: adjectives, adverbs



Exercise One: match the simple adjectives to the more adventurous language features by drawing lines between them. Use the example to help you.

Childish

Unique

Happy

Lazy

Beautiful

Angry

a) As silly as a baby

b) He moved as if he was a sloth – slow and lolloping.

c) Giddily

d) Striking

e) She was a diamond

f) Infantile

g) He was a slug

h) The flowers danced in the wind.

i) Like a rare snow leopard, she was treasured as being special.

j) The sun light created a spotlight over her.

k) The car growled

l) Her glacier eyes twinkled gently.

m) She became a volcano

n) Ferociously

Score: / 13

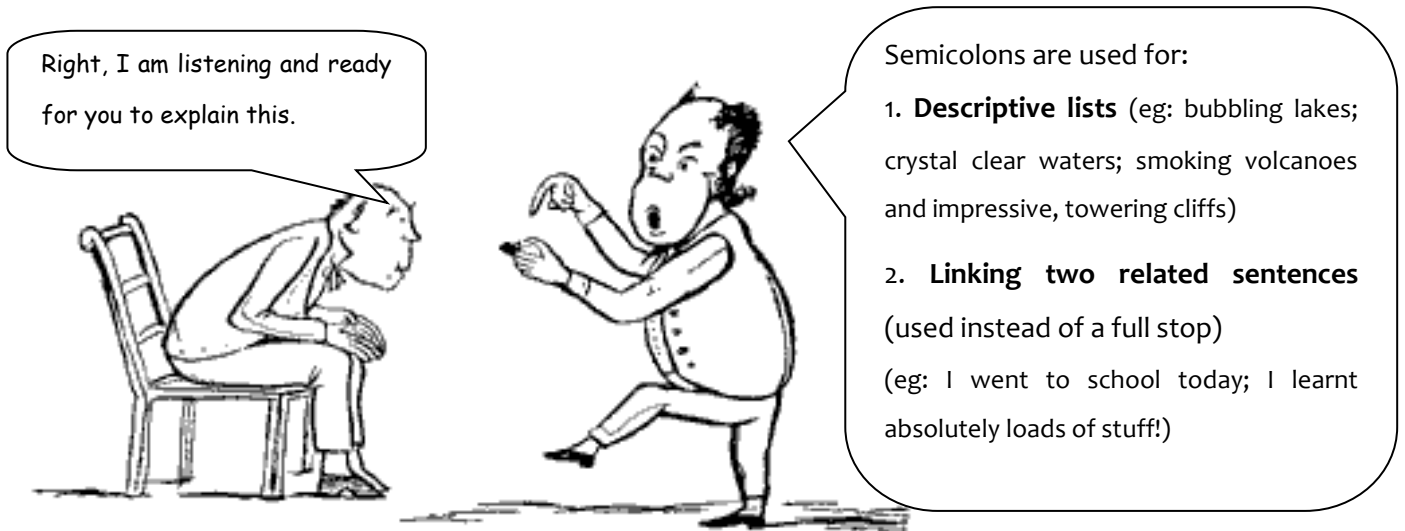
Exercise Two: each of the descriptions above is a particular type of language feature. Write each description into the appropriate box. Pay attention to how many examples there are of each one.

Pathetic Fallacy			
Metaphors	She was a diamond (e)		
Personification			
Simile			
Adverb			
Adjectives			

Score: / 14

Effort Percentage:

Task Fifteen: Using Semicolons Properly



Exercise One: Tick the sentences which use semicolons correctly and put a cross next to those that don't. Explain your choice. Use the example to help you.

Example: I need a holiday; sandy beaches. **X – there's no list and only one complete sentence**

1. I went to the shop to buy cake ingredients: flour; eggs; chocolate; icing sugar.
2. Jenny's mum was really impressed by Canada's wildlife: prowling, growling bears; terrifying, howling wolves; massive soaring eagles.
3. Lucas had never been abroad; he was terrified of flying.
4. School is designed to make us better people; not failures.

Score: / 4

Exercise Two: the following lists are descriptive and need semicolons. Put the semicolons in the correct place to make the sentences accurate.

1. Harry's suitcase was packed: pristine shirts freshly ironed trousers four pairs of polished shoes.
2. Pollution has huge consequences: devastating acid rain rapidly rising sea levels poisonous smog.
3. Christmas is a time for indulgence: gooey cheese slow-roasted meats luxurious desserts!

Score: / 3

Exercise Three: the following sentences can be linked with semicolons.

Put the semicolon in the correct place to make the sentences accurate.

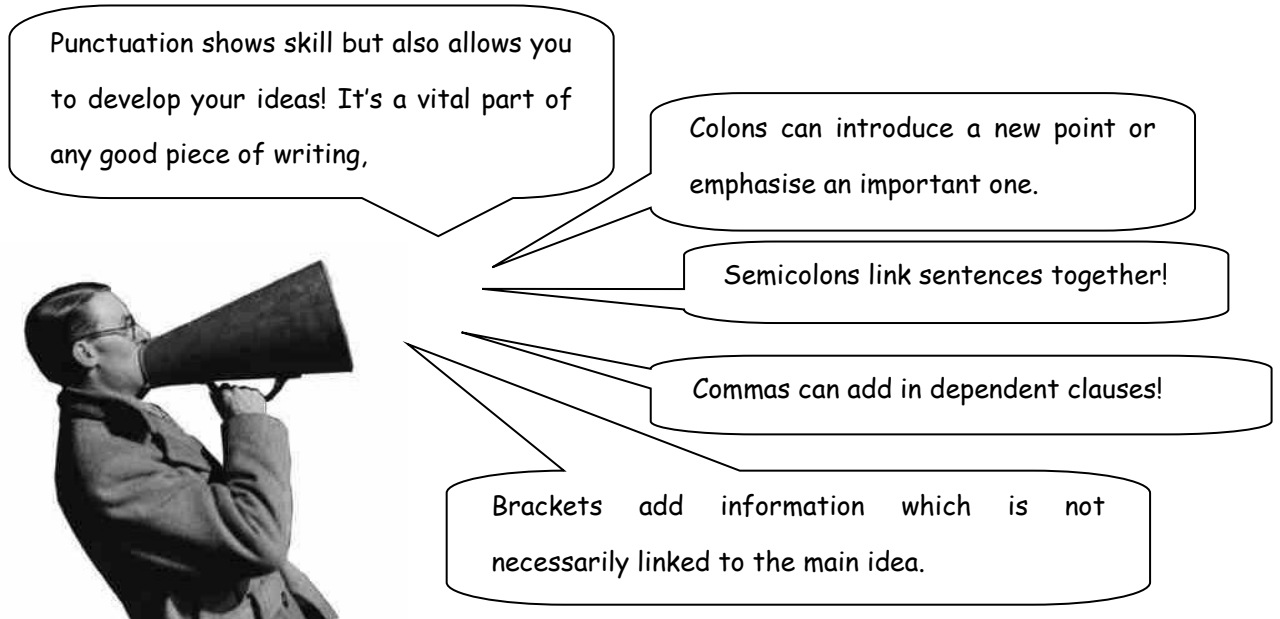
1. I have lost all of my clothes I am going to be cold this winter.
2. Lydia has passed all of her exams she will be going to University in September.
3. The dog has been sick on the carpet I am going to need a lot of bleach.
4. This cake is filled completely with chocolate I might be sick later.
5. The Caribbean has an excellent climate and beautiful beaches it's a popular holiday destination.

Score: / 5

Effort Percentage:

Task Sixteen: Developing Ideas with Varied Punctuation

Exercise One: read the information in the speech bubbles and answer the questions below by circling true or false.



- | | | |
|---|-------------|--------------|
| 1. Colons only introduce new sentences. | True | False |
| 2. Varying punctuation isn't important. | True | False |
| 3. Semicolons link two related and complete sentences. | True | False |
| 4. Commas are only for lists. | True | False |
| 5. Brackets are only used for information related to the main idea. | True | False |
| 6. Colons can be used for emphasis of a point or idea. | True | False |

Score: / 6

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 if I can I have them with every meal. (semicolon and comma)
8. The train departing at 3.45 will call at the following rural stations Didcott, Rucklesbury, Barton and Hampton. (bracket and colon)

Score: / 8

Effort Percentage:


Task Seventeen: Using the Right Word

Countable nouns = a singular and plural version.

Uncountable nouns = singular and plural spellings are the same.
Sheep (s) → sheep (p)

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.

We have so **many** sponges.

- Countable nouns
- Positive or negative situations.

Every shopping cart has a wobbly wheel.

- Lots of things together.

I only need **a little** butter.

- Uncountable nouns.
- Generally negative.

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

- Countable nouns.
- Two separate words.

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

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 vigorously into my job, and now, idiotically, I'd managed to lose that too. The sense of loss was enormous.



Exercise Two: which **FOUR** statements are true? Write 'T' next to each true statement.

The writer wasn't surprised at what has happened.	
The writer worked for the BBC for over a decade.	
The writer worked on more than one project in the past decade.	
The writer didn't care that much for 'Top Gear'.	
The writer learnt about being fired from a newspaper.	
The writer's child was going to be adopted.	
The writer's mother is no longer alive.	
The writer feels emotional about the whole experience.	

Exercise Three: write a 50-word summary of this article. Pick out the key points he makes and put them into your own words.

Score: / 8

Effort Percentage:



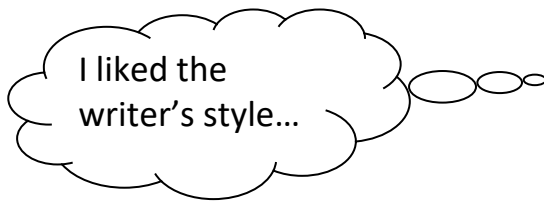
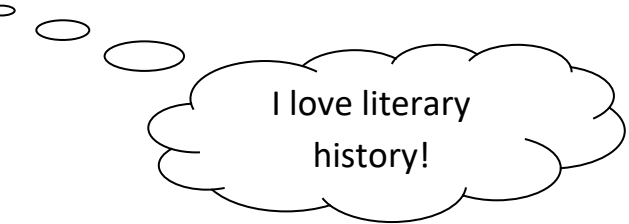
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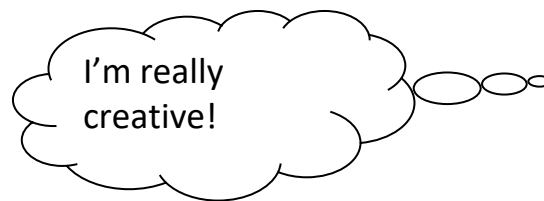
Choose one that suits your interest: if you want to, do more than one!

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



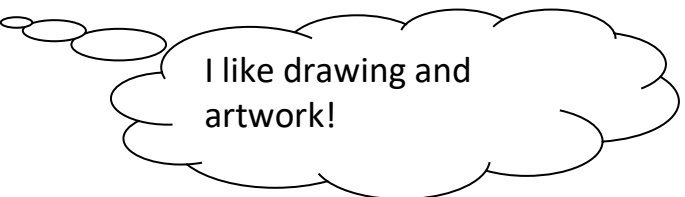
Task Two: Exploring Writers <ul style="list-style-type: none"> Research the playwright you are currently studying (Willy Russell or Arthur Miller). Create a poster showing their life, other works and key influences. 	Checked by:
	CV points

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



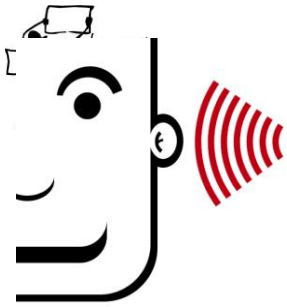
Task Four: Text Transformations <ul style="list-style-type: none"> Choose a scene from the play you've been studying. Turn it into a diary entry, newspaper article or blog. 	Checked by:
	CV points

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

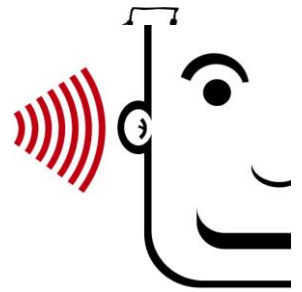


Task Six: Writing Creatively <ul style="list-style-type: none"> Write your own story that is based around a character who lies and deceives people. 	Checked by:
	CV points

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. Reference / Reference _____
7. Defference / Deference _____
8. Suffrage / Suffrrage _____
9. Buffering / Bufferring _____



Task Twenty: Sophisticated Analytical Words



Exercise One: each of the words below are normally used to develop an explanation. Match the words with their more adventurous synonyms by drawing a line between the word and the appropriate box.

a) Suggests

b) Uses

c) Supports

d) Represents

e) Creates

Box 1
Connotes...
Implies that...
Indicates that...
Insinuates that...

Box 2
Symbolises...
Portrays...
Embodies...
Depicts...

Box 3
Builds...
Constructs...
Fabricates...

Box 4
Aligns with...
Agrees with...
Concurs with...

Box 5
Employs...
Utilises...
Applies...

Score: / 5

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.

Eg: 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 peace.

2. The writer uses adjectives to create a sense of fear.

3. Shakespeare uses characters with little background so that his plays are mysterious from the start.

4. Orwell's negative presentation of Communism suggests that he doubted its potential for good.

5. Darkness normally represents evil or fear in works of literature.

Score: / 5

Effort Percentage:

Task Fifteen
may help you
here!

Task Twenty-One: Practising Semicolons



Exercise One: look back at task fifteen and use the information there to help you answer these questions.

1. What does a semicolon look like? _____
2. What two things does a semicolon do? _____
3. What could you do to check whether you have used a semicolon correctly?

Score: / 3

Exercise Two: put semicolons into the correct place in each of these sentences.

1. The journey was not great it made me feel unwell.
2. The trees looked like flames autumn had finally arrived.
3. The engine spluttered into life it clearly hadn't given up.
4. Curry is the most versatile food stuff because there are so many options: searing chilli concoctions cooling coconut sauces vibrant spiced meats!
5. I like most sweets my favourite are Haribo.
6. The hills looked so serene: furry rabbits happily chewed on grass colourful butterflies flitted between flowers llamas frolicked happily.

Score: / 6

Exercise Three: in the following sentences, full stops and commas have been used to separate ideas. Some of these are accurate but in some cases, a semicolon is needed. If a sentence is accurate, label it **correct** but if you think a semicolon would be more appropriate, change **all** the necessary punctuation.

1. The sunshine beamed through the window. Lucy woke up to see her sister had already gone.
2. My mother poured milk onto my cereal, I watched the flakes disintegrate slowly.
3. The traffic jam spanned for miles. I felt trapped.
4. Clouds began to gather over the city, ominous and terrifying.
5. Jelly is a delicious party food. Ice cream can be bought as an accompaniment.
6. School trips are really beneficial for education. Parents don't have to organise anything.
7. Music is a life source for many people, though not all people like the same genres.

Score: / 7

Effort Percentage:



Task Twenty-Two: Using Adventurous Connectives!



Exercise One: write each connective word or phrase into the appropriate box to indicate what function the word has.

Firstly, however, in addition, on the other hand, then, for example, also, furthermore, similarly, now, whereas, finally, in contrast, and, but, eventually, although, this is evident, equally, after all, in the same way

Comparing similar ideas:

Opposing ideas:

Adding ideas or information:

Time ordering:

Score: / 21

Exercise Two: use a word from exercise one to fill the gaps in each sentence. Pay attention to the meaning of the sentence; make sure that the connective you choose makes sense.

1. _____ my sister is older than me, she is much sillier than me. _____, she loves playing practical jokes on my parents _____ I enjoy just talking to them.
2. People's opinions on politics differ. _____ in the results of general elections. Some people feel this is a negative thing because it means that decisions rarely get made, but _____ it means that everyone's voice is heard and that can't be a bad thing!

Score: / 5

Effort Percentage:

Task Twenty-Three: Comparatives and Superlatives

Exercise One: read the information boxes on comparatives and superlatives. Highlight **two** words in each box that you feel is **important** to know.

Comparative = when we compare one noun to another.
e.g. I am **smaller** than you.

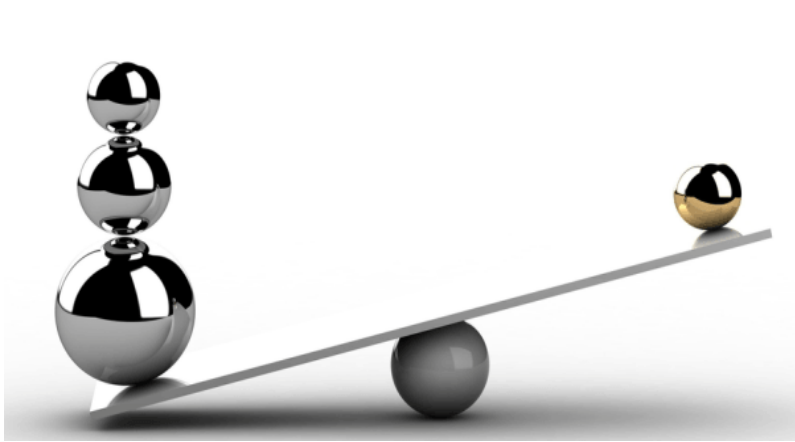
If the adjective used has less than three syllables, use **-er**.
Small → **smaller**.
Tall → **taller**.

If the adjective used has three or more syllables, uses **more than / less than**.
e.g. She is **more/less** beautiful than me.

If the adjective used has three or more syllables, use **most / least**.
e.g. She is **the most** beautiful girl in the world!

Superlative = when we say one noun is superior / inferior to another in some way.
e.g. I am **the smallest one**.

If the adjective used has less than three syllables, uses **-est**.
Small → **smallest**.
Tall → **tallest**.



Exercise Two: fill the gaps in these sentences with comparative phrases. The adjectives you need to use have been provided in the brackets.

Example: A porsche is more expensive (expensive) than a Ford Kia.

- David Walliams is _____ (tall) than Matt Lucas.
- Salad is _____ (healthy) than a McDonalds.
- Children are normally _____ (energetic) than their parents.
- The moon is _____ (important) than the Sun in terms of our survival.
- Chocolate is _____ (nutritious) than an orange.
- Mobile phones are _____ (technological) now than they used to be.

Score: / 6

Exercise Three: fill the gaps in these sentences with superlative phrases. The adjectives you need to use have been provided in the brackets and the smiles depict whether you need to use most (☺) or least (☹).

- Felix Baumgartner is the _____ (brave) person I know. (☺)
- The Queen is the _____ (old) reigning monarch to date. (☺)
- She is the _____ (respectful) student that I have ever taught. (☹)
- Being a teenager is the _____ (difficult) part of your life. (☺)
- You are the _____ (ambitious) person I know. (☹)

Score: / 5

Task Twenty-Four: Precise Proofreading



First, read the work aloud from start to finish.



Then, look closely at tricky punctuation, sentences or spellings.



Now, think: use your knowledge to decide if they're correct!



Fix any errors. Read over it a second time. Be happy.

Exercise One: the sentences below have spelling errors. Highlight the spelling mistakes and correct them.

1. There's alot of dust and smog in London's air.
2. I love you're hair!
3. Have you got a list of local acommodation?
4. We're freinds, aren't we?
5. It's are Mum's birthday today.

Score: / 5

Exercise Two: the sentences below have errors with their punctuation. Highlight and correct the mistakes.

1. The woods' were filled with fairies and imps.
2. I loved that film, it was so dramatic.
3. I go to helston community college and my name is ryan.
4. Recently have you been to Bristol?
5. Get out shouted bernice.

Score: / 5

Exercise Three: the sentences below have problems with grammar (word choice / word order). Highlight the mistakes and correct them.

1. There was three penguins in the cage.
2. I am going to the zoo, last night.
3. At the monkey cage, who was filled with trees and bushes, a big party of school children were drawing the chimpanzees.
4. Its about time we got an dog.
5. There are much elephants at Paignton zoo.

Score: / 5

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.

Effort Percentage: