



**Year 9 Autumn 1**

**Homework Booklet**

**Reading a Novel**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due back in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **English**  **Assessment** |
| What went well…?: |
| Even better if…?: |
| What I think…? |
| GRADE: EXCELLENT GOOD SATISFACTORY POOR |
| Teacher Comment: |

**Task 1**

Using a good dictionary (or [www.dictionary.com](http://www.dictionary.com)) find a definition for each of the words below and write it in the space. The empty boxes are for you to add any unfamiliar words you find in this booklet.

|  |  |
| --- | --- |
| KEY WORDS | |
| Prose |  |
| Narrator |  |
| Theme |  |
| Setting |  |
| Context |  |
| Character |  |
| Blurb |  |
| Review |  |
| Fact |  |
| Opinion |  |
|  |  |
|  |  |

Task 2 - Varying your sentences for effect

Drama

**Tension**

When reading your work, your readers want….

**Excitement**

**Variety**

**Description Information**

Look at the dull and boring paragraph below:

***It was midnight. It was silent. The villagers were asleep. A sound was heard. The villagers woke up. A dragon was outside. It blew fire and landed on the bridge. A knight turned up and stabbed it with his sword. He felt sad.***

TASK: Rewrite the above paragraph using:

* A variety of sentence lengths
* Punctuation for emphasis and effect
* Complex and compound sentences to build detail
* Simple sentences to show tension/ to shock the reader.

This task is relevant to Writing Assessment Focus 5: ‘vary sentences for clarity, purpose and effect’.

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TASK 3: Author research

Author’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(This research is based on the writer of the book you are currently reading in class.)

Find a picture of the writer of your class novel to insert or stick here.

Don’t worry if you don’t have access to the internet at home. You can find out some biographical information by looking at novels by the relevant writer in the school or public library, or you can book a computer to use in the school library to complete this homework task. If you are really stuck, then work with a friend who does have the internet. You can provide the chocolate and they can provide the computer.

Use the school library or the internet to answer the following questions about the writer of your class reader. (That is, the novel you are currently reading as a whole class.)

1. When and where was the writer born?

.....................................................................................................................................

1. Does this writer have any brothers or sisters? Give details.

.....................................................................................................................................

1. Is he or she married? Give details.

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1. Did your writer have any other jobs before becoming a full-time writer?

......................................................................................................................................

1. Write down at least two more books your writer has had published.

......................................................................................................................................

1. Write down two interesting things that you found out about the writer:

…………………………………………………………………………………………………………

…………………………………………………………………………………….............................

Task 4: Looking at the features of a review

Read the following review of ‘The Knife of Never Letting Go’ by Patrick Ness and then complete the task that follows the review.

***The Knife of Never Letting Go* by Patrick Ness**

**What's it all about?**

Todd Hewitt is angry about a lot of things: His mother's death; his father's disappearance; his dim-witted and loud-mouthed dog and his domineering carers; most of all, he's annoyed with being the only person in Prentisstown to have not yet reached manhood.

For when his people came to the New World as settlers, they were exposed to a disease that killed all the women and made all men's private thoughts audible. More than audible, they were inescapable, making Todd's whole town a detestable blur of the angry ramblings of a society on its way to extinction. And then one day, on the outskirts of town, he hears silence. Which is impossible in Prentisstown, or else the town's been lying to him.

**Who's it by?**

Acclaimed novelist and journalist Patrick Ness. After beginning life on an army base near Alexandria, Virginia, Ness and his family moved to Hawaii where he spent part of his childhood. He then moved back to the states, studying English literature at the University of Southern California. He moved to England in 1999, where he occasionally teaches creative writing at Oxford. He is the author of two well-received pieces of adult fiction and this, his first book of a series written for younger readers. He has also contributed to the Guardian and regularly writes book reviews.

**As an example...**

"Well of course we have lying here. New World and the town where I'm from (avoiding saying the name, avoiding thinking the name) seems to be nothing but lies. But that's different. I said it before, men lie all the time, to theirselves, to other men, to the world at large, but who can tell when it's a strand in all the other lies and truths floating around outta yer head? Everyone knows yer lying but everyone else is lying, too, so how can it matter? What does it change? It's just part of the river of a man, part of his Noise, and sometimes you can pick it out, sometimes you can't.

But he never stops being himself when he does it."

**Likelihood of becoming a Hollywood blockbuster**

There is a distinct possibility that a studio will want to pick this up following the recent success of the film adaptation of Phillip Pullman's Northern Lights. Ness will no doubt gain many young fans with this book, which also contains the kind of emotional subtlety, profundity and compassion to keep adult readers entertained. If this book is made into a film, there will definitely be an audience to watch it; the question, as with The Golden Compass, is whether or not it can be transferred onto the big screen competently. This book is a singular achievement and it will take direction of the highest order to do it justice.

**What the others say...**

"One of the best first sentences I've ever read and a book that lives up to it!" Frank Cottrell-Boyce

**So is it any good?**

The Knife of Never Letting Go is an impossibly good novel. It is at once endearing yet unsentimental; compassionate yet damning; exhaustingly exhilarating and yet tempered by a staid and considered emotivity. Written in the first-person present tense in an unapologetically impudent manner, this novel captures exceptionally the brash bravado and the underlying insecurities that actively teem inside the minds and explode in the actions of boys on their path to manhood. Although this is a book aimed at children, it will find older fans too, for Ness here touches upon something cogent and universal. Having a young target audience does not affect the fact that he deserves to be recognised as one of literature's great raconteurs.

**9/10**

Task: When you read reviews you will notice that they share elements; there are features that you would expect to find in most reviews.

Go back to the review above and complete the task below.

Write down one fact from the review.

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Write down one opinion from the review.

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Write down the rating given to the book.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down one piece of information about the writer given in the review.

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Write down three adjectives the writer of the review uses to **describe the book**.

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Write down one thing you find out about the content of the book.

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Task 5: Paragraphs, Structure and Cohesion

When do you have to begin a new paragraph in a piece of writing?

One simple way to remember is to use ‘TipTop’:

Have a look at the table below, stolen from: <http://www.bbc.co.uk/bitesize/ks3/english/writing/structure_paragraphs/revision/3/>

a very useful website.

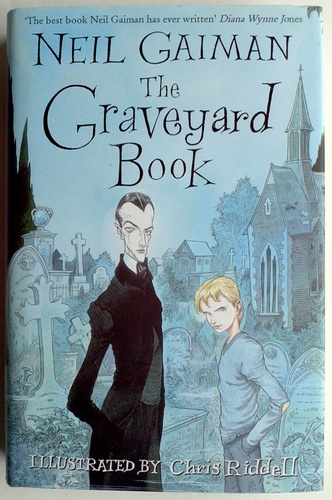
1. **Ti - stands for \_ \_ \_ \_ , so start a new paragraph for a different \_ \_ \_ \_ period.**
2. **P - stands for\_ \_ \_ \_ \_ , so start a new paragraph for each new \_ \_ \_ \_ \_ .**
3. **To - stands for\_ \_ \_ \_ \_ , so start a new paragraph for each new \_ \_ \_ \_ \_ , idea or subject.**
4. **P - stands for \_ \_ \_ \_ \_ \_ , so start a new paragraph for each new speaker.**

Rearrange the anagrams to find the missing words. The word is repeated in the first three sentences, so there are 7 spaces but only 4 words.

**emit caple picto operns**

Task 5 continued: The extract on the next page, from ‘The Graveyard Book’ by Neil Gaiman has been muddled up. Your job is to accurately sort it into paragraphs. This will require care and thought, and a thorough read of the text.

Write the number in the column next to the paragraph. Some have already been done to help you get started.

[](http://www.amazon.co.uk/gp/customer-media/product-gallery/0747569010/ref=cm_ciu_pdp_images_1/280-2813860-8190265?ie=UTF8&index=1)

|  |  |
| --- | --- |
| 10 | He could make out the shape of the child in the crib, head and limbs and torso. |
| 5 | The man Jack paused on the landing. With his left hand he pulled a large white handkerchief from the pocket of his black coat, and with it he wiped off the knife and his gloved right hand which had been holding it; then he put the handkerchief away. The hunt was almost over. He had left the woman in her bed, the man on the bedroom floor, the older child in her brightly colored bedroom, surrounded by toys and half-finished models. That only left the little one, a baby barely a toddler, to take care of. One more and his task would be done. |
|  | The knife had a handle of polished black bone, and a blade finer and sharper than any razor. If it sliced you, you might not even know you had been cut, not immediately. |
|  | . . . and then he lowered his hand. The shape in the crib was a teddy bear. There was no child. |
| 7 | His hair was dark and his eyes were dark and he wore black leather gloves of the thinnest lambskin. |
| 1 | There was a hand in the darkness, and it held a knife. |
|  | The real moon shone through the casement window. Its light was not bright, and it was diffused by the mist, but the man Jack would not need much light. The moonlight was enough. It would do. |
|  | The crib had high, slatted sides to prevent the child from getting out. Jack leaned over, raised his right hand, the one holding the knife, and he aimed for the chest . . . |
|  | The toddler's room was at the very top of the house. The man Jack walked up the stairs, his feet silent on the carpeting. Then he pushed open the attic door, and he walked in. His shoes were black leather, and they were polished to such a shine that they looked like dark mirrors: you could see the moon reflected in them, tiny and half full. |
|  | The street door was still open, just a little, where the knife and the man who held it had slipped in, and wisps of nighttime mist slithered and twined into the house through the open door. |
|  | The knife had done almost everything it was brought to that house to do, and both the blade and the handle were wet. |
|  | He flexed his fingers. The man Jack was, above all things, a professional, or so he told himself, and he would not allow himself to smile until the job was completed. |

Task 6: Writing a Review

You have got to write a review of 150-200 words choosing one of the options below.

**Write a review for a teenage magazine reviewing either a CD/album you know and like or a film that you have recently enjoyed or a game (e.g. for PS3, X-Box or the computer) that you have recently purchased and enjoyed playing.**

Refer to page 7 and use some of the features of a review.

Refer to page 8 and use accurate paragraphing.

Proof-read your work carefully checking that spelling and punctuation are accurate.

Write between 150 and 200 words.

[](http://www.onedirectionmusic.com/gb/releases/entry/up_all_night/)[](http://www.bing.com/images/search?q=despicable+me+2&id=AAD21A97AF60DCDFFF2DE724FAF752A7C0B84CBB&FORM=IQFRBA#view=detail&id=AAD21A97AF60DCDFFF2DE724FAF752A7C0B84CBB&selectedIndex=0)

Hand write or type your review.

Extension Task: Creating paragraphs and using cohesion within paragraphs.

Complete this task if your teacher asks you to, or if you would like to do some independent learning.

***Read everything on this page really carefully.***

Writing AF4 asks students to ‘write in paragraphs and use cohesion between and within paragraphs’. You should be able to identify and use different ways of linking paragraphs.

Links between paragraphs can be shown by repetition of a word from the last sentence of a paragraph in the first sentence of the next. It might be the same word (or phrase) or, more usually, a synonym.

Cohesion across paragraphs can also be shown by connectives such as *however*, or links such as *this means.*

Pronouns are used to link back to the person or object considered in the previous paragraph.

Adverbial phrases often start a new paragraph, linking it to the previous one.

You may well ask, “What’s an adverbial phrase?” Dictionary.com says, ‘a word or group of words functioning as an adverb’. So, adverbial phrases explain when, how, how much, where, something happened.

Examples of how adverbial phrases are used in sentences:

1. We expect our grandparents to arrive in about an hour. [when]

2. My cousin watches television almost as much as you do. [how much]

3. The weatherman says it will rain all day. [when]

4. Your brother plays football better than my brother does. [how]

5. Our friend drives to school on Mondays. [when]

6. Chloe and Callum will walk on the pavement. [where]

7. The snake slithers through the tall grass. [where]

Complete the tasks on the next pages to improve your paragraphing skills.

Refer back to this page if you need to.

**Extension Task** – complete this short task first to revise the vocabulary you will need.

Match the meaning to the word in the table below by drawing a line:

|  |  |  |
| --- | --- | --- |
| pronoun |  | Repeated words and phrases. |
| synonym | A joining word like and or but. |
| Adverbial  phrase | A word that replaces a noun or noun phrase, e.g. you, that he, it. |
| Connective | A group of words working in a sentence like an adverb. |
| repetition | A word that means the same, or nearly the same, as another word. |

Now, using the information on pages 8 and 11, and the above table to help you, complete the main extension task.

**Read the following story extract, from ‘The Graveyard Book’ by Neil Gaiman, carefully. In the space between the paragraphs, write either why the writer has begun a new paragraph (remember TipTop) or how the paragraph is linked to the one before. Underline the sections of the text that helped you to decide what to write.**

**If you want a real challenge, you could write why the writer has started a new paragraph and explain how the paragraph is linked to the preceding one. Remember to underline the sections of the text that gave you the clues.**



Main Extension task: EXTRACT

(Look at the examples to help you complete the task.)

The man Jack's eyes were accustomed to the dim moonlight, so he had no desire to turn on an electric light. And light was not that important, after all. He had other skills.

The man Jack sniffed the air. He ignored the scents that had come into the room with him, dismissed the scents that he could safely ignore, honed in on the smell of the thing he had come to find. He could smell the child: a milky smell, like chocolate chip cookies, and the sour tang of a wet, disposable, nighttime diaper. He could smell the baby shampoo in its hair, and something small and rubbery—a toy, he thought, and then, no, something to suck—that the child had been carrying.

The child had been here. It was here no longer. The man Jack followed his nose down the stairs through the middle of the tall, thin house. He inspected the bathroom, the kitchen, the airing cupboard, and, finally, the downstairs hall, in which there was nothing to be seen but the family's bicycles, a pile of empty shopping bags, a fallen diaper, and the stray tendrils of fog that had insinuated themselves into the hall from the open door to the street.

**Repeated phrase links the paragraphs.**

The man Jack made a small noise then, a grunt that contained in it both frustration and also satisfaction. He slipped the knife into its sheath in the inside pocket of his long coat, and he stepped out into the street. There was moonlight, and there were streetlights, but the fog stifled everything, muted light and muffled sound and made the night shadowy and treacherous. He looked down the hill towards the light of the closed shops, then up the street, where the last high houses wound up the hill on their way to the darkness of the old graveyard.

The man Jack sniffed the air. Then, without hurrying, he began to walk up the hill.

**Change of topic and an adverbial phrase.**

Ever since the child had learned to walk he had been his mother's and father's despair and delight, for there never was such a boy for wandering, for climbing up things, for getting into and out of things. That night, he had been woken by the sound of something on the floor beneath him falling with a crash. Awake, he soon became bored, and had begun looking for a way out of his crib. It had high sides, like the walls of his playpen downstairs, but he was convinced that he could scale it. All he needed was a step ...

He pulled his large, golden teddy bear into the corner of the crib, then, holding the railing in his tiny hands, he put his foot onto the bear's lap, the other foot up on the bear's head, and he pulled himself up into a standing position, and then he half-climbed, half-toppled over the railing and out of the crib.

He landed with a muffled thump on a small mound of furry, fuzzy toys, some of them presents from relations from his first birthday, not six months gone, some of them inherited from his older sister. He was surprised when he hit the floor, but he did not cry out: if you cried they came and put you back in your crib.

He crawled out of the room. 