



Spelling, Vocabulary, Sayings

Homework Lists – Year 9

YEAR NINE	VOCABULARY	AFFIXES	SPELLING	READING
Wk1	<p>Fascinating</p> <p>Dissatisfied</p> <p>Believe</p> <p>Extraordinary</p> <p>Counterfeit</p>	<ul style="list-style-type: none"> <li>• <b>aequus</b> – <i>equal</i> (equal, equation)</li> <li>• <b>pugno</b> – <i>to fight</i> (pugnacious)</li> <li>• <b>punctum</b> – <i>point</i> (punctual, punctuation)</li> <li>• <b>rego</b> – <i>to rule</i> (regular, regency)</li> </ul>	<ol style="list-style-type: none"> <li>1. absence</li> <li>2. accommodate</li> <li>3. analysis</li> <li>4. attendance</li> <li>5. believe</li> <li>6. bureau</li> <li>7. capital</li> <li>8. colonel</li> <li>9. committee</li> <li>10. correspondence</li> <li>11. counterfeit</li> <li>12. courageous</li> <li>14. curiosity</li> <li>15. defendant</li> <li>16. dessert</li> <li>17. desperate</li> <li>18. dissatisfied</li> <li>19. extraordinary</li> <li>20. fascinating</li> </ol>	

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk2	Maintenance  Guarantee  Occurrence  Permanence  Vacuum	<ul style="list-style-type: none"> <li>• <b>ago, acta</b> – <i>do, things done</i> (agent, enact)</li> <li>• <b>pathos</b> – <i>suffering, feeling</i> (sympathy, apathy)</li> <li>• <b>pendo</b> – <i>weigh, hang</i> (depend, pendant)</li> <li>• <b>per</b> – <i>through</i> (perceive, persist, persevere)</li> <li>• <b>phobos</b> – <i>fear</i> (phobia, claustrophobia)</li> </ul>	<ol style="list-style-type: none"> <li>1. foreign</li> <li>2. guarantee</li> <li>3. hygiene</li> <li>4. independence</li> <li>5. laboratory</li> <li>6. library</li> <li>7. lightning</li> <li>8. maintenance</li> <li>9. mileage</li> <li>10. necessary</li> <li>11. occurrence</li> <li>12. permanence</li> <li>13. physician</li> <li>14. prairie</li> <li>15. sergeant</li> <li>16. souvenir</li> <li>17. straight</li> <li>18. technique</li> <li>19. temporary</li> <li>20. vacuum</li> </ol>	<p>OMAM Pgs 1-10</p> <p>The Edge Pgs 1-18</p> <p>Animal Farm Pgs 1-9</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
<b>Wk3</b>	<p>Beautiful</p> <p>Occasional</p> <p>Interpret</p> <p>Immediately</p> <p>Offence</p>	<ul style="list-style-type: none"> <li>• <b>anthropos</b> – <i>man, human being</i> (anthropology)</li> <li>• <b>satis</b> – <i>enough</i> (satisfy)</li> <li>• <b>plenus</b> – <i>full</i> (plenty, plenary)</li> <li>• <b>positum</b> – <i>placed</i> (position, opposite)</li> <li>• <b>porto</b> – <i>carry</i> (transport, export)</li> </ul>	<ol style="list-style-type: none"> <li>1. immediately</li> <li>2. interpret</li> <li>3. knowledge</li> <li>4. lieutenant</li> <li>5. medieval</li> <li>6. muscle</li> <li>7. muscular</li> <li>8. interesting</li> <li>9. offence</li> <li>10. beautiful</li> <li>11. occasionally</li> <li>12. tomorrow</li> <li>13. particularly</li> <li>14. persuade</li> <li>15. politician</li> <li>16. prejudice</li> <li>17. probably</li> <li>18. recognise</li> <li>19. remembrance</li> <li>20. responsibility</li> </ol>	<p>OMAM Pgs 11-18</p> <p>The Edge Pgs 19-38</p> <p>Animal Farm Pgs 10-18</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk4	<p>Achievement</p> <p>Despise</p> <p>Analysis</p> <p>Existence</p> <p>Conscience</p>	<ul style="list-style-type: none"> <li>• <b>ars</b> – <i>art</i> (artist, artefact)</li> <li>• <b>possum</b> – <i>be able</i> (possible, potent)</li> <li>• <b>lego, lectum</b> – <i>read</i> (intellect, legible)</li> <li>• <b>vacuus</b> – <i>empty</i> (evacuate, vacuum)</li> <li>• <b>locus</b> – <i>a place</i> (local, dislocate)</li> </ul>	<p><i>Words beginning ‘c’ or ‘k’</i></p> <p><i>The letter ‘c’ has two sounds, a ‘hard’ sound as in ‘can’ and a ‘soft’ sound as in ‘city’. ‘c’ followed by ‘e’, ‘i’ or ‘y’ is ‘soft’.</i></p> <p><i>Most words where ‘k’ comes before ‘a’, ‘o’, ‘u’, ‘l’ or ‘r’, are foreign-derived words such as ‘kayak’.</i></p> <ol style="list-style-type: none"> <li>1. achievement</li> <li>2. address</li> <li>3. analysis</li> <li>4. anonymous</li> <li>5. argument</li> <li>6. beginning</li> <li>7. business</li> <li>8. college</li> <li>9. conscience</li> <li>10. control</li> <li>11. criticism</li> <li>12. definite</li> <li>13. description</li> <li>14. despise</li> <li>15. doesn’t</li> <li>16. environment</li> <li>17. excellent</li> <li>18. existence</li> <li>19. grammar</li> <li>20. hypocrisy</li> </ol>	<p>OMAM Pgs 19-30</p> <p>The Edge Pgs 39-57</p> <p>Animal Farm Pgs 19-26</p>



Spelling, Vocabulary, Sayings

Homework Lists – Year 9

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Wk6	Trickle  Tyrant  Benefitted  Benevolent  Cynic	<ul style="list-style-type: none"> <li>• <b>canto</b> – <i>sing</i> (chant)</li> <li>• <b>missio</b> – <i>a sending</i> (missionary, mission)</li> <li>• <b>verto</b> – <i>turn</i> (convert, anniversary)</li> <li>• <b>morior</b> – <i>die</i> (mortal)</li> <li>• <b>nego</b> – <i>deny</i> (negative)</li> </ul>	<p>'i' or 'y'</p> <p><i>'i' can be pronounced as a short vowel as in 'hit' or a long vowel as in 'hire'.</i></p> <p><i>'y' can also be pronounced as a short vowel as in 'myth' or as a long vowel as in 'typist'.</i></p> <ol style="list-style-type: none"> <li>1. biscuit</li> <li>2. cinema</li> <li>3. citizen</li> <li>4. trickle</li> <li>5. crypt</li> <li>6. cynic</li> <li>7. Egypt</li> <li>8. syrup</li> <li>9. bicep</li> <li>10. biology</li> <li>11. diet</li> <li>12. stifle</li> <li>13. Cyclops</li> <li>14. hype</li> <li>15. tyrant</li> <li>16. typhoon</li> <li>17. believe</li> <li>18. benevolent</li> <li>19. benefitted</li> <li>20. business</li> </ol>	<p>OMAM Pgs 39-50</p> <p>The Edge Pgs 76-89</p> <p>Animal Farm Pgs 33-43</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk7	<p><b>Bigot</b></p> <p><b>Conscientious</b></p> <p><b>Fidget</b></p> <p><b>Regret</b></p> <p><b>Acquitted</b></p>	<ul style="list-style-type: none"> <li>• <b>caput</b> – head (captain, decapitate)</li> <li>• <b>solous</b> – alone (solo, solitary)</li> <li>• <b>via</b> – way, road (deviate, viaduct)</li> <li>• <b>nihil</b> – nothing (annihilate)</li> <li>• <b>occido</b> – kill (homicide, suicide)</li> </ul>	<p>Single or Double Consonants in multi-syllable words</p> <p>When a vowel suffix such as ‘-ed’ or ‘-ing’ is added to a multi-syllable word ending in a consonant where the stress is on the last syllable (be-GIN), the consonant is doubled (beginning).</p> <p>If, however, the stress falls earlier than the last syllable in a multi-syllable word (BEN-e-fit), the consonant remains single if a vowel suffix is added (benefited).</p> <p>Examples: Single Consonants Double Consonants</p> <ol style="list-style-type: none"> <li>1. benefit, benefited</li> <li>2. bigot, bigoted</li> <li>3. blossom, blossomed</li> <li>4. carpet, carpeted</li> <li>5. fidget, fidgeted</li> <li>6. focus, focused</li> <li>7. gossip, gossiped</li> <li>8. happen, happened</li> <li>9. acquit, acquitted</li> <li>10. admit, admitted</li> <li>11. begin, beginning</li> <li>12. occur, occurred</li> <li>13. permit, permitted</li> <li>14. transfer, transferred</li> <li>15. regret, regretted</li> <li>16. prefer, preferred</li> <li>17. chocolate</li> <li>18. column</li> <li>19. cough</li> <li>20. conscientious</li> </ol>	<p>OMAM Pgs 51-65</p> <p>The Edge Pgs 90-107</p> <p>Animal Farm Pgs 44-53</p>



Spelling, Vocabulary, Sayings

Homework Lists – Year 9

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Wk8	<p>Ploy</p> <p>Enquiries</p> <p>Definitely</p> <p>Holistic</p> <p>Enemies</p>	<ul style="list-style-type: none"> <li>• <b>clino</b> – <i>to lean, bend</i> (incline, decline)</li> <li>• <b>tractum</b> – <i>drawn, pulled</i> (distract, tractor)</li> <li>• <b>genus</b> – <i>kind, origin</i> (generic, general)</li> <li>• <b>holos</b> – <i>whole</i> (holistic, catholic)</li> <li>• <b>usus</b> – <i>use</i> (abuse, utensil)</li> </ul>	<p>‘-ys’ and ‘-ies’</p> <p><i>The plural of most nouns is formed by adding ‘-s’ to the singular.</i></p> <p><i>For vowel + ‘y’ words, add ‘-s’ (monkeys).</i></p> <p><i>For consonant + ‘y’ words, change the ‘-y’ to an ‘i’ and add ‘-es’ (cherries).</i></p> <ol style="list-style-type: none"> <li>1. alleys</li> <li>2. chimneys</li> <li>3. envoys</li> <li>4. journeys</li> <li>5. ploys</li> <li>6. storeys</li> <li>7. trolleys</li> <li>8. valleys</li> <li>9. allies</li> <li>10. curries</li> <li>11. enemies</li> <li>12. enquiries</li> <li>13. opportunities</li> <li>14. pygmies</li> <li>15. responsibilities</li> <li>16. tendencies</li> <li>17. character</li> <li>18. criticism</li> <li>19. daughter</li> <li>20. definitely</li> </ol>	<p>OMAM Pgs 66-72</p> <p>The Edge Pgs 108-126</p> <p>Animal Farm Pgs 54-65</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk9	<p>Disused</p> <p>Disappear</p> <p>Recognise</p> <p>Intellect</p> <p>Unison</p>	<ul style="list-style-type: none"> <li>• <b>cognito</b> – <i>know</i> (recognise)</li> <li>• <b>sonus</b> – <i>a sound</i> (unison, consonant)</li> <li>• <b>jungo</b> – <i>join</i> (junction)</li> <li>• <b>lego, lectum</b> – <i>read</i> (intellect, legible)</li> <li>• <b>vacuus</b> – <i>empty</i> (evacuate, vacuum)</li> </ul>	<p><i>'-es' and '-ves'</i></p> <p><i>Where the ending of a word is consonant + 'o', the plural is usually formed by adding '-es' as in 'potatoes' and, less commonly, '-s' as in 'altos'.</i></p> <p><i>Nouns ending in 'hissing' (kiss), 'buzzing' (fox) or 'shushing' sounds (wish) usually end '-es' in the plural (kisses, foxes, wishes).</i></p> <p><i>For words ending in '-f' (thief) or '-fe' (knife), change '-f' or '-fe' to 'v' and add '-es' (thieves, knives). However, there are a number of exceptions (roofs).</i></p> <ol style="list-style-type: none"> <li>1. heroes</li> <li>2. potatoes</li> <li>3. tomatoes</li> <li>4. volcanoes</li> <li>5. commandos</li> <li>6. kilos</li> <li>7. photos</li> <li>8. sopranos</li> <li>9. brushes</li> <li>10. foxes</li> <li>11. lunches</li> <li>12. torches</li> <li>13. scarves</li> <li>14. shelves</li> <li>15. wolves</li> <li>16. knives</li> <li>17. desperate</li> <li>18. disappear</li> <li>19. disused</li> <li>20. embarrass</li> </ol>	<p>OMAM Pgs 73-82</p> <p>The Edge Pgs 127-141</p> <p>Animal Farm Pgs 66-79</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

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Wk10	<p>Persuade</p> <p>Subtle</p> <p>Judge</p> <p>Desperately</p> <p>Accurately</p>	<ul style="list-style-type: none"> <li>• <b>copia</b> – plenty (copy, copious)</li> <li>• <b>sophos</b> – wise (philosophy, sophisticated)</li> <li>• <b>locus</b> – a place (local, dislocate)</li> <li>• <b>sonus</b> – a sound (unison, consonant)</li> <li>• <b>credo</b> – believe (credible, incredulous)</li> </ul>	<p><i>Drop or Keep ‘e’</i></p> <p><i>For words ending with a silent ‘e’ (achieve), drop the ‘e’ when adding a vowel suffix such as ‘-ing’ (achieving). Add ‘-ly’ to a word whether or not the word ends with a vowel (extreme + ly) or a consonant (hopeless + ly). The few exceptions to this rule need to be learned.</i></p> <ol style="list-style-type: none"> <li>1. achieve, achieving</li> <li>2. describe, describing</li> <li>3. excite, exciting</li> <li>4. judge, judging</li> <li>5. manage, managing</li> <li>6. notice, noticing</li> <li>7. persuade, persuading</li> <li>8. receive, receiving</li> <li>9. accurately</li> <li>10. definitely</li> <li>11. desperately</li> <li>12. immediately</li> <li>13. sincerely</li> <li>14. sparsely</li> <li>15. subtle, subtly</li> <li>16. true, truly</li> <li>17. rhyme</li> <li>18. sandwich</li> <li>19. satellite</li> <li>20. separate</li> </ol>	<p>OMAM Pgs 83-90</p> <p>The Edge Pgs 142-162</p> <p>Animal Farm Pgs 80-91</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

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Wk11	<p>Grovelled</p> <p>Propelled</p> <p>Thoughtful</p> <p>Careless</p> <p>Quarrelled</p>	<ul style="list-style-type: none"> <li>• <b>culpa</b> – blame (culpable, culprit)</li> <li>• <b>spiritus</b> – breath (inspire, spirit)</li> <li>• <b>dominus</b> – a lord, master (dominate)</li> <li>• <b>duco</b> – lead (abduct, introduce)</li> <li>• <b>totus</b> – whole (total)</li> </ul>	<p><i>Vowel and Consonant Suffixes</i></p> <p><i>For words ending vowel + ‘-l’ (cancel), double the ‘l’ before adding a vowel suffix such as ‘-ed’ (cancelled).</i></p> <p><i>When a consonant suffix such as ‘-ful’ (‘full of’) or ‘-less’ (‘without’) is added to a word ending, no change is required. The exception is for words ending consonant + ‘y’, which change the ‘y’ to an ‘i’ when adding ‘-ful’ (beauty, beautiful) or ‘-less’ (mercy, merciless).</i></p> <ol style="list-style-type: none"> <li>1. appalled</li> <li>2. cancelled</li> <li>3. fulfilled</li> <li>4. grovelled</li> <li>5. installed</li> <li>6. propelled</li> <li>7. quarrelled</li> <li>8. travelled</li> <li>9. successful</li> <li>10. thoughtful</li> <li>11. careless</li> <li>12. speechless</li> <li>13. beautiful</li> <li>14. pitiful</li> <li>15. merciless</li> <li>16. pitiless</li> <li>17. relevant</li> <li>18. repetition</li> <li>19. research</li> <li>20. restaurant</li> </ol>	<p>OMAM Pgs 91-106</p> <p>The Edge Pgs 163-182</p> <p>Animal Farm Pgs 92-102</p>



Spelling, Vocabulary, Sayings

Homework Lists – Year 9

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Wk13	<p><b>Obstacle</b></p> <p><b>Whimsical</b></p> <p><b>Typical</b></p> <p><b>Farcical</b></p> <p><b>Identical</b></p>	<ul style="list-style-type: none"> <li>• <b>dominus</b> – a lord, master (dominate, dominion)</li> <li>• <b>ars</b> – art (artist, artefact)</li> <li>• <b>brevis</b> – short (brevity, abbreviate)</li> <li>• <b>scio</b> – know (science, conscious)</li> <li>• <b>occido</b> – kill (homicide, suicide)</li> </ul>	<p>‘-ical’, ‘-acle’ or ‘-icle’</p> <p><i>Adjectives end ‘-ical’ (vertical) whereas both ‘-icle’ and ‘-acle’ endings are used for nouns (article, tentacle).</i></p> <p><i>If the ending sounds like ‘uh’ as in ‘buckle’, use ‘-acle’ (miracle). If the ending sounds like ‘ick’ as in ‘sickle’, use ‘-icle’.</i></p> <ol style="list-style-type: none"> <li>1. chemical</li> <li>2. farcical</li> <li>3. identical</li> <li>4. nautical</li> <li>5. physical</li> <li>6. psychological</li> <li>7. typical</li> <li>8. whimsical</li> <li>9. barnacle</li> <li>10. miracle</li> <li>11. tentacle</li> <li>12. obstacle</li> <li>13. article</li> <li>14. cubicle</li> <li>15. icicle</li> <li>16. particle</li> <li>17. environment</li> <li>18. explanation</li> <li>19. exaggeration</li> <li>20. February</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>

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Wk14	<p>Solitary</p> <p>Mystery</p> <p>Favourite</p> <p>Skulduggery</p> <p>Temporary</p>	<ul style="list-style-type: none"> <li>• <b>duco</b> – <i>lead</i> (abduct, introduce)</li> <li>• <b>totus</b> – <i>whole</i> (total)</li> <li>• <b>aequus</b> – <i>equal</i> (equal, equation)</li> <li>• <b>pugno</b> – <i>to fight</i> (pugnacious)</li> </ul>	<p><i>'-ary' or '-ery'</i></p> <p><i>Both adjectives and nouns have '-ary' and '-ery' endings.</i></p> <p><i>Pronunciation is sometimes a good way of working out the different vowel used.</i></p> <ol style="list-style-type: none"> <li>1. hereditary</li> <li>2. imaginary</li> <li>3. military</li> <li>4. solitary</li> <li>5. stationary</li> <li>6. summary</li> <li>7. temporary</li> <li>8. voluntary</li> <li>9. celery</li> <li>10. cemetery</li> <li>11. jewellery</li> <li>12. machinery</li> <li>13. mystery</li> <li>14. stationery (as in 'envelope')</li> <li>15. skulduggery</li> <li>16. surgery</li> <li>17. favourite</li> <li>18. foreigner</li> <li>19. government</li> <li>20. happiness</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>

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Homework Lists – Year 9

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Wk15	Humorous  Immediately  Harass  Hypocrisy  Territory	<ul style="list-style-type: none"> <li>• <b>fido</b> – <i>to trust, believe</i> (confide)</li> <li>• <b>punctum</b> – <i>point</i> (punctual, punctuation)</li> <li>• <b>rego</b> – <i>to rule</i> (regular, regency)</li> <li>• <b>ago, acta</b> – <i>do, things done</i> (agent, enact)</li> <li>• <b>pathos</b> – <i>suffering, feeling</i> (sympathy, apathy)</li> </ul>	<p><i>'-ary' or '-ory'</i></p> <p><i>Both adjectives and nouns have '-ary' and '-ory' endings.</i></p> <p><i>Pronunciation is sometimes a good way of working out the different vowel used.</i></p> <ol style="list-style-type: none"> <li>1. anniversary</li> <li>2. dictionary</li> <li>3. estuary</li> <li>4. February</li> <li>5. library</li> <li>6. military</li> <li>7. obituary</li> <li>8. secretary</li> <li>9. allegory</li> <li>10. category</li> <li>11. factory</li> <li>12. history</li> <li>13. laboratory</li> <li>14. memory</li> <li>15. territory</li> <li>16. trajectory</li> <li>17. harass</li> <li>18. humorous</li> <li>19. hypocrisy</li> <li>20. immediately</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>



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Wk16	<p>Flippant</p> <p>Dissonant</p> <p>Arrogant</p> <p>Patient</p> <p>Reticent</p>	<ul style="list-style-type: none"> <li>• <b>fundo, fusum</b> – <i>pour, thing poured</i> (effusive, transfusion)</li> <li>• <b>tractum</b> – <i>drawn, pulled</i> (distract, tractor)</li> <li>• <b>pendo</b> – <i>weigh, hang</i> (depend, pendant)</li> <li>• <b>per</b> – <i>through</i> (perceive, persist, persevere)</li> <li>• <b>phobos</b> – <i>fear</i> (phobia, claustrophobia)</li> </ul>	<p>'-ant' or '-ent'</p> <p><i>These words follow no specific rule and need to be learned.</i></p> <ol style="list-style-type: none"> <li>1. arrogant</li> <li>2. dissonant</li> <li>3. flippant</li> <li>4. irrelevant</li> <li>5. pleasant</li> <li>6. reluctant</li> <li>7. stagnant</li> <li>8. trenchant</li> <li>9. competent</li> <li>10. consistent</li> <li>11. imminent</li> <li>12. incandescent</li> <li>13. lenient</li> <li>14. patient</li> <li>15. recurrent</li> <li>16. reticent</li> <li>17. maintenance</li> <li>18. martyr</li> <li>19. miscellaneous</li> <li>20. mischievous</li> </ol>	<p>OMAM Pgs 1-18</p> <p>The Edge Pgs 1-28</p> <p>Animal Farm Pgs 1-9</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk17	<p><b>Noticeable</b></p> <p><b>Confession</b></p> <p><b>Obsession</b></p> <p><b>Corrosion</b></p> <p><b>Recession</b></p>	<ul style="list-style-type: none"> <li>• <b>genus</b> – <i>kind, origin</i> (generic, general)</li> <li>• <b>anthropos</b> – <i>man, human being</i> (anthropology)</li> <li>• <b>satis</b> – <i>enough</i> (satisfy)</li> <li>• <b>plenus</b> – <i>full</i> (plenty, plenary)</li> <li>• <b>positum</b> – <i>placed</i> (position, opposite)</li> </ul>	<p><i>'shun' endings</i></p> <p><i>'-tion', '-sion', '-ssion' and '-cian' suffixes say 'shun'.</i></p> <p><i>'-tion' is the most common ending. '-sion' words like 'explosion' have a 'buzzing' 'sh' sound while '-ssion' words like 'permission' have a more clear 'sh' sound.</i></p> <ol style="list-style-type: none"> <li>1. accommodation</li> <li>2. competition</li> <li>3. description</li> <li>4. personification</li> <li>5. collision</li> <li>6. comprehension</li> <li>7. corrosion</li> <li>8. occasion</li> <li>9. confession</li> <li>10. obsession</li> <li>11. profession</li> <li>12. recession</li> <li>13. electrician</li> <li>14. magician</li> <li>15. musician</li> <li>16. politician</li> <li>17. necessary</li> <li>18. noticeable</li> <li>19. omelette</li> <li>20. opaque</li> </ol>	<p>OMAM Pgs 19-38</p> <p>The Edge Pgs 29-40</p> <p>Animal Farm Pgs 10-26</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk18	<p><b>Creator</b></p> <p><b>Prejudice</b></p> <p><b>Censor</b></p> <p><b>Poisonous</b></p> <p><b>Spectator</b></p>	<ul style="list-style-type: none"> <li>• <b>holos</b> – <i>whole</i> (holistic, catholic)</li> <li>• <b>usus</b> – <i>use</i> (abuse, utensil)</li> <li>• <b>porto</b> – <i>carry</i> (transport, export)</li> <li>• <b>ars</b> – <i>art</i> (artist, artefact)</li> <li>• <b>possum</b> – <i>be able</i> (possible, potent)</li> </ul>	<p><i>'-er' or '-or'</i></p> <p><i>Some nouns end '-er' (printer) while other nouns (predominantly those with classical roots), end '-or' (professor).</i></p> <ol style="list-style-type: none"> <li>1. adviser</li> <li>2. blazer</li> <li>3. character</li> <li>4. daughter</li> <li>5. helicopter</li> <li>6. lawyer</li> <li>7. propeller</li> <li>8. writer</li> <li>9. author</li> <li>10. censor</li> <li>11. creator</li> <li>12. doctor</li> <li>13. meteor</li> <li>14. professor</li> <li>15. solicitor</li> <li>16. spectator</li> <li>17. parallel</li> <li>18. pneumonia</li> <li>19. poisonous</li> <li>20. prejudice</li> </ol>	<p>OMAM Pgs 39-50</p> <p>The Edge Pgs 41-57</p> <p>Animal Farm Pgs 27-32</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk19	<p>Mediocre</p> <p>Honour</p> <p>Sombre</p> <p>Saviour</p> <p>Recommend</p>	<ul style="list-style-type: none"> <li>• <b>jungo</b> – <i>join</i> (junction)</li> <li>• <b>lego, lectum</b> – <i>read, thing read</i> (intellect, legible)</li> <li>• <b>vacuus</b> – <i>empty</i> (evacuate, vacuum)</li> <li>• <b>locus</b> – <i>a place</i> (local, dislocate)</li> <li>• <b>genus</b> – <i>kind, origin</i> (generic, general)</li> </ul>	<p><i>'-re' or '-our'</i></p> <p><i>Words ending '-re' sound like 'uh' and must be learned.</i></p> <p><i>Another spelling of 'uh' is '-our' (flavour) in British English, '-or' in American English (flavor).</i></p> <ol style="list-style-type: none"> <li>1. calibre</li> <li>2. centimetre</li> <li>3. litre</li> <li>4. manoeuvre</li> <li>5. massacre</li> <li>6. mediocre</li> <li>7. sombre</li> <li>8. theatre</li> <li>9. behaviour</li> <li>10. colour</li> <li>11. flavour</li> <li>12. honour</li> <li>13. labour</li> <li>14. humour</li> <li>15. neighbour</li> <li>16. saviour</li> <li>17. quietly</li> <li>18. questionnaire</li> <li>19. recommend</li> <li>20. rehearsal</li> </ol>	<p>OMAM Pgs 51-65</p> <p>The Edge Pgs 58-77</p> <p>Animal Farm Pgs 33-43</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
<b>Wk20</b>	<p>Unbiased</p> <p>Immediate</p> <p>Indecisive</p> <p>Immense</p> <p>Undaunted</p>	<ul style="list-style-type: none"> <li>• <b>culpa</b> – blame (culpable, culprit)</li> <li>• <b>spiritus</b> – breath (inspire, spirit)</li> <li>• <b>dominus</b> – a lord, master (dominate, dominion)</li> <li>• <b>duco</b> – lead (abduct, introduce)</li> <li>• <b>totus</b> – whole (total, totally)</li> </ul>	<p><i>'un-', 'im-' or 'in-'</i></p> <p><i>The prefix 'un-' means 'not' or 'opposite of' while the prefixes 'im-' and 'in-' both mean 'not'.</i></p> <p><i>Double letters are often created when the prefix is added to a word beginning with the letter which ends the prefix ('un-' + necessary = unnecessary).</i></p> <ol style="list-style-type: none"> <li>1. unapproachable</li> <li>2. unbiased</li> <li>3. uncommunicative</li> <li>4. undaunted</li> <li>5. undeterred</li> <li>6. uninspired</li> <li>7. imagine</li> <li>8. immediate</li> <li>9. immense</li> <li>10. immigrant</li> <li>11. inaccessible</li> <li>12. inauspicious</li> <li>13. incoherent</li> <li>14. inconceivable</li> <li>15. indecisive</li> <li>16. infallible</li> <li>17. sensibly</li> <li>18. scissors</li> <li>19. successful</li> <li>20. simultaneous</li> </ol>	<p>OMAM Pgs 66-74</p> <p>The Edge Pgs 78-92</p> <p>Animal Farm Pgs 44-53</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk21	<p>Irresponsible</p> <p>Irrespective</p> <p>Irreplaceable</p> <p>Irrepressible</p> <p>Substantial</p>	<ul style="list-style-type: none"> <li>• <b>locus</b> – <i>a place</i> (local, dislocate)</li> <li>• <b>aequus</b> – <i>equal</i> (equal, equation)</li> <li>• <b>ago, acta</b> – <i>do, things done</i> (agent, enact)</li> <li>• <b>anthropos</b> – <i>man, human being</i> (anthropology)</li> </ul>	<p><i>'il-' or 'ir-'</i></p> <p><i>'il-' and 'ir-' are also antonym prefixes meaning 'not'.</i></p> <p><i>Double letters are often created when the prefix is added to a word beginning with the letter which ends the prefix ('ir-' + rational = irrational).</i></p> <ol style="list-style-type: none"> <li>1. illegal</li> <li>2. illegible</li> <li>3. illegitimate</li> <li>4. illicit</li> <li>5. illiterate</li> <li>6. illogical</li> <li>7. irrational</li> <li>8. irregular</li> <li>9. irrefutable</li> <li>10. irrelevant</li> <li>11. irreplaceable</li> <li>12. irrepressible</li> <li>13. irreligious</li> <li>14. irresistible</li> <li>15. irrespectively</li> <li>16. irresponsible</li> <li>17. sincerely</li> <li>18. substantial</li> <li>19. sufficient</li> <li>20. surprise</li> </ol>	<p>OMAM Pgs 75-82</p> <p>The Edge Pgs 93-117</p> <p>Animal Farm Pgs 54-65</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk22	<p>Tragedy</p> <p>Poignant</p> <p>Temporary</p> <p>Wreckage</p> <p>Campaign</p>	<ul style="list-style-type: none"> <li>• <b>loquor</b> – <i>speak</i> (eloquent)</li> <li>• <b>verbum</b> – <i>word</i> (verbal)</li> <li>• <b>satis</b> – <i>enough</i> (satisfy)</li> <li>• <b>ars</b> – <i>art</i> (artist, artefact)</li> <li>• <b>brevis</b> – <i>short</i> (brevity, abbreviate)</li> </ul>	<p><i>Silent Letters</i></p> <p><i>Silent letters need to be learned by heart.</i></p> <ol style="list-style-type: none"> <li>1. wreckage</li> <li>2. wrestle</li> <li>3. wrinkle</li> <li>4. writhe</li> <li>5. pneumonia</li> <li>6. psalm</li> <li>7. psychic</li> <li>8. psychology</li> <li>9. campaign</li> <li>10. foreign</li> <li>11. poignant</li> <li>12. reign</li> <li>13. answer</li> <li>14. playwright</li> <li>15. sword</li> <li>16. biscuit</li> <li>17. stomach</li> <li>18. temporary</li> <li>19. tortoise</li> <li>20. tragedy</li> </ol>	<p>OMAM Pgs 83-92</p> <p>The Edge Pgs 118-139</p> <p>Animal Farm Pgs 66-79</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
<b>Wk23</b>	Principle  Typical  Counsel  Bored  Unnecessary	<ul style="list-style-type: none"> <li>• <b>medius</b> – <i>middle</i> (mediate, mediocrity)</li> <li>• <b>scio</b> – <i>know</i> (science, conscious)</li> <li>• <b>duco</b> – <i>lead</i> (abduct, introduce)</li> <li>• <b>totus</b> – <i>whole</i> (total)</li> <li>• <b>aequus</b> – <i>equal</i> (equal, equation)</li> </ul>	<p><i>Homophones</i></p> <p><i>'Homophones' are words that sound the same but are spelled differently.</i></p> <p><i>Analogy with family groups can be helpful (here, where, there) or focusing on single letters ('e' for 'envelope in 'stationery'; 's' for verb, 'c' for noun as in 'to practise').</i></p> <ol style="list-style-type: none"> <li>1. advice / advise</li> <li>2. affect / effect</li> <li>3. aloud / allowed</li> <li>4. board / bored</li> <li>5. complementary / complimentary</li> <li>6. council / counsel</li> <li>7. desert / dessert</li> <li>8. enquiry / inquiry</li> <li>9. fate / fete</li> <li>10. passed / past</li> <li>11. principal / principle</li> <li>12. prophecy / prophesy</li> <li>13. stationary / stationery</li> <li>14. storey / story</li> <li>15. threw / through</li> <li>16. weather / whether</li> <li>17. twelfth</li> <li>18. typical</li> <li>19. unnecessary</li> <li>20. vaccination</li> </ol>	<p>OMAM Pgs 93-97</p> <p>The Edge Pgs 140-155</p> <p>Animal Farm Pgs 80-91</p>



Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
<b>Wk24</b>	Cease   Absence   Kowtow   Kosher   Altogether	<ul style="list-style-type: none"> <li>• <b>missio</b> – <i>a sending</i> (missionary, mission)</li> <li>• <b>verto</b> – <i>turn</i> (convert, anniversary)</li> <li>• <b>pugno</b> – <i>to fight</i> (pugnacious)</li> <li>• <b>brevis</b> – <i>short</i> (brevity, abbreviate)</li> <li>• <b>via</b> – <i>way, road</i> (deviate, viaduct)</li> </ul>	<ol style="list-style-type: none"> <li>1. cease</li> <li>2. ceiling</li> <li>3. celebrity</li> <li>4. celery</li> <li>5. Celsius</li> <li>6. census</li> <li>7. century</li> <li>8. cyst</li> <li>9. kilometre</li> <li>10. kaleidoscope</li> <li>11. kamikaze</li> <li>12. karate</li> <li>13. kayak</li> <li>14. kleptomaniac</li> <li>15. kosher</li> <li>16. kowtow</li> <li>17. absence</li> <li>18. accommodation</li> <li>19. acquaintance</li> <li>20. altogether</li> </ol>	<p>OMAM Pgs 98-106</p> <p>The Edge Pgs 156-182</p> <p>Animal Farm Pgs 92-102</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk25	<p>Immediately</p> <p>Recognise</p> <p>Offence</p> <p>Occasionally</p> <p>Interpret</p>	<ul style="list-style-type: none"> <li>• <b>morior</b> – <i>die</i> (mortal)</li> <li>• <b>fido</b> – <i>to trust, believe</i> (confide)</li> <li>• <b>punctum</b> – <i>point</i> (punctual, punctuation)</li> <li>• <b>rego</b> – <i>to rule</i> (regular, regency)</li> <li>• <b>ago, acta</b> – <i>do, things done</i> (agent, enact)</li> </ul>	<ol style="list-style-type: none"> <li>1. immediately</li> <li>2. interpret</li> <li>3. knowledge</li> <li>4. lieutenant</li> <li>5. medieval</li> <li>6. muscle</li> <li>7. muscular</li> <li>8. interesting</li> <li>9. offence</li> <li>10. beautiful</li> <li>11. occasionally</li> <li>12. tomorrow</li> <li>13. particularly</li> <li>14. persuade</li> <li>15. politician</li> <li>16. prejudice</li> <li>17. probably</li> <li>18. recognise</li> <li>19. remembrance</li> <li>20. responsibility</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk26	<p>Sacrifice</p> <p>Truly</p> <p>Surprise</p> <p>Thorough</p> <p>Scholar</p>	<ul style="list-style-type: none"> <li>• <b>nego</b> – <i>deny</i> (negative)</li> <li>• <b>via</b> – <i>way, road</i> (deviate, viaduct)</li> <li>• <b>pathos</b> – <i>suffering, feeling</i> (sympathy, apathy)</li> <li>• <b>fundo, fusum</b> – <i>pour, thing poured</i> (transfusion)</li> <li>• <b>tractum</b> – <i>drawn, pulled</i> (distract, tractor)</li> </ul>	<ol style="list-style-type: none"> <li>1. rhyme</li> <li>2. sacrifice</li> <li>3. scholar</li> <li>4. shepherd</li> <li>5. sincerely</li> <li>6. sponsor</li> <li>7. succeed</li> <li>8. surprise</li> <li>9. tendency</li> <li>10. thorough</li> <li>11. truly</li> <li>12. women</li> <li>13. written</li> <li>14. whether</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
WK 27	<p>Curiosity</p> <p>Extraordinary</p> <p>Fascinating</p> <p>Courageous</p> <p>Dissatisfied</p>	<ul style="list-style-type: none"> <li>• <b>nihil</b> – <i>nothing</i> (annihilate)</li> <li>• <b>pendo</b> – <i>weigh, hang</i> (depend, pendant)</li> <li>• <b>per</b> – <i>through</i> (perceive, persist, persevere)</li> <li>• <b>phobos</b> – <i>fear</i> (phobia, claustrophobia)</li> <li>• <b>brevis</b> – <i>short</i> (brevity, abbreviate)</li> </ul>	<ol style="list-style-type: none"> <li>1. absence</li> <li>2. accommodate</li> <li>3. analysis</li> <li>4. attendance</li> <li>5. believe</li> <li>6. bureau</li> <li>7. capital</li> <li>8. colonel</li> <li>9. committee</li> <li>10. correspondence</li> <li>11. counterfeit</li> <li>12. courageous</li> <li>14. curiosity</li> <li>15. defendant</li> <li>16. dessert</li> <li>17. desperate</li> <li>18. dissatisfied</li> <li>19. extraordinary</li> <li>20. fascinating</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk28	<p>Independence</p> <p>Guarantee</p> <p>Temporary</p> <p>Permanence</p> <p>Necessary</p>	<ul style="list-style-type: none"> <li>• <b>occido</b> – <i>kill</i> (homicide, suicide)</li> <li>• <b>genus</b> – <i>kind, origin</i> (generic, general)</li> <li>• <b>anthropos</b> – <i>man, human being</i> (anthropology)</li> <li>• <b>satis</b> – <i>enough</i> (satisfy)</li> <li>• <b>plenus</b> – <i>full</i> (plenty, plenary)</li> </ul>	<ol style="list-style-type: none"> <li>1. foreign</li> <li>2. guarantee</li> <li>3. hygiene</li> <li>4. independence</li> <li>5. laboratory</li> <li>6. library</li> <li>7. lightning</li> <li>8. maintenance</li> <li>9. mileage</li> <li>10. necessary</li> <li>11. occurrence</li> <li>12. permanence</li> <li>13. physician</li> <li>14. prairie</li> <li>15. sergeant</li> <li>16. souvenir</li> <li>17. straight</li> <li>18. technique</li> <li>19. temporary</li> <li>20. vacuum</li> </ol>	<p><b>IF YOU HAVE NOT HANDED IN YOUR READING BOOK FROM LAST TERM HAND IT IN TO YOUR TEACHER TODAY!</b></p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk29	<p>Hypocrisy</p> <p>Despise</p> <p>Definite</p> <p>Excellent</p> <p>Control</p>	<ul style="list-style-type: none"> <li>• <b>pathos</b> – <i>suffering, feeling</i> (sympathy, apathy)</li> <li>• <b>positum</b> – <i>placed</i> (position, opposite)</li> <li>• <b>holos</b> – <i>whole</i> (holistic, catholic)</li> <li>• <b>usus</b> – <i>use</i> (abuse, utensil)</li> <li>• <b>porto</b> – <i>carry</i> (transport, export)</li> </ul>	<p>Words beginning ‘c’ or ‘k’</p> <p><i>The letter ‘c’ has two sounds, a ‘hard’ sound as in ‘can’ and a ‘soft’ sound as in ‘city’. ‘c’ followed by ‘e’, ‘i’ or ‘y’ is ‘soft’.</i></p> <p><i>Most words where ‘k’ comes before ‘a’, ‘o’, ‘u’, ‘l’ or ‘r’, are foreign-derived words such as ‘kayak’.</i></p> <ol style="list-style-type: none"> <li>1. achievement</li> <li>2. address</li> <li>3. analysis</li> <li>4. anonymous</li> <li>5. argument</li> <li>6. beginning</li> <li>7. business</li> <li>8. college</li> <li>9. conscience</li> <li>10. control</li> <li>11. criticism</li> <li>12. definite</li> <li>13. description</li> <li>14. despise</li> <li>15. doesn’t</li> <li>16. environment</li> <li>17. excellent</li> <li>18. existence</li> <li>19. grammar</li> <li>20. hypocrisy</li> </ol>	<p>OMAM Pgs 1-18</p> <p>The Edge Pgs 1-28</p> <p>Animal Farm Pgs 1-9</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
<b>Wk30</b>	<p>Audible</p> <p>Deceive</p> <p>Conceit</p> <p>Fierce</p> <p>Awkward</p>	<ul style="list-style-type: none"> <li>• <b>pendo</b> – <i>weigh, hang</i> (depend, pendant)</li> <li>• <b>ars</b> – <i>art</i> (artist, artefact)</li> <li>• <b>possum</b> – <i>be able</i> (possible, potent)</li> <li>• <b>jungo</b> – <i>join</i> (junction)</li> <li>• <b>lego, lectum</b> – <i>read</i> (intellect, legible)</li> </ul>	<p><i>'ie' and 'ei'</i></p> <p><i>'i' comes before 'e' except after 'c' (when it rhymes with 'me').</i></p> <p><i>'ie' usually says 'ee' as in 'field'. 'ei' usually says 'ai' as in 'eight'.</i></p> <ol style="list-style-type: none"> <li>1. achieve</li> <li>2. believe</li> <li>3. fierce</li> <li>4. hygiene</li> <li>5. shriek</li> <li>6. siege</li> <li>7. ceiling</li> <li>8. deceive</li> <li>9. receive</li> <li>10. conceit</li> <li>11. deceit</li> <li>12. receipt</li> <li>13. neighbour</li> <li>14. reign</li> <li>15. weight</li> <li>16. vein</li> <li>17. applause</li> <li>18. appearance</li> <li>19. audible</li> <li>20. awkward</li> </ol>	<p>OMAM Pgs 19-38</p> <p>The Edge Pgs 29-40</p> <p>Animal Farm Pgs 10-26</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk31	<p>Cynic</p> <p>Benefited</p> <p>Stifle</p> <p>Benevolent</p> <p>Believe</p>	<ul style="list-style-type: none"> <li>• <b>per</b> – <i>through</i> (perceive, persist, persevere)</li> <li>• <b>vacuus</b> – <i>empty</i> (evacuate, vacuum)</li> <li>• <b>locus</b> – <i>a place</i> (local, dislocate)</li> <li>• <b>via</b> – <i>way, road</i> (deviate, viaduct)</li> <li>• <b>culpa</b> – <i>blame</i> (culpable, culprit)</li> </ul>	<p>'i' or 'y'</p> <p><i>'i' can be pronounced as a short vowel as in 'hit' or a long vowel as in 'hire'.</i></p> <p><i>'y' can also be pronounced as a short vowel as in 'myth' or as a long vowel as in 'typist'.</i></p> <ol style="list-style-type: none"> <li>1. biscuit</li> <li>2. cinema</li> <li>3. citizen</li> <li>4. trickle</li> <li>5. crypt</li> <li>6. cynic</li> <li>7. Egypt</li> <li>8. syrup</li> <li>9. bicep</li> <li>10. biology</li> <li>11. diet</li> <li>12. stifle</li> <li>13. Cyclops</li> <li>14. hype</li> <li>15. tyrant</li> <li>16. typhoon</li> <li>17. believe</li> <li>18. benevolent</li> <li>19. benefited</li> <li>20. business</li> </ol>	<p>OMAM Pgs 39-50</p> <p>The Edge Pgs 41-57</p> <p>Animal Farm Pgs 27-32</p>



Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk32	<p>Conscientious</p> <p>Blossomed</p> <p>Regret</p> <p>Permit</p> <p>Preferred</p>	<ul style="list-style-type: none"> <li>• <b>phobos</b> – <i>fear</i> (phobia, claustrophobia)</li> <li>• <b>spiritus</b> – <i>breath</i> (inspire, spirit)</li> <li>• <b>dominus</b> – <i>a lord, master</i> (dominate, dominion)</li> <li>• <b>duco</b> – <i>lead</i> (abduct, introduce)</li> <li>• <b>totus</b> – <i>whole</i> (total)</li> </ul>	<p><i>Single or Double Consonants in multi-syllable words</i></p> <p><i>When a vowel suffix such as ‘-ed’ or ‘-ing’ is added to a multi-syllable word ending in a consonant where the stress is on the last syllable (be-GIN), the consonant is doubled (beginning).</i></p> <p><i>If, however, the stress falls earlier than the last syllable in a multi-syllable word (BEN-e-fit), the consonant remains single if a vowel suffix is added (benefited).</i></p> <p><i>Single Consonants Double Consonants</i></p> <ol style="list-style-type: none"> <li>1. benefit, benefited</li> <li>2. bigot, bigoted</li> <li>3. blossom, blossomed</li> <li>4. carpet, carpeted</li> <li>5. fidget, fidgeted</li> <li>6. focus, focused</li> <li>7. gossip, gossiped</li> <li>8. happen, happened</li> <li>9. acquit, acquitted</li> <li>10. admit, admitted</li> <li>11. begin, beginning</li> <li>12. occur, occurred</li> <li>13. permit, permitted</li> <li>14. transfer, transferred</li> <li>15. regret, regretted</li> <li>16. prefer, preferred</li> <li>17. chocolate</li> <li>18. column</li> <li>19. cough</li> <li>20. conscientious</li> </ol>	<p>OMAM Pgs 51-65</p> <p>The Edge Pgs 58-77</p> <p>Animal Farm Pgs 33-43</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING	
Wk33	Criticism	<ul style="list-style-type: none"> <li>• <b>plenus</b> – full (plenty, plenary)</li> <li>• <b>aequus</b> – equal (equal, equation)</li> <li>• <b>ago, acta</b> – do, things done (agent, enact)</li> <li>• <b>anthropos</b> – man, human being (anthropology)</li> <li>• <b>satis</b> – enough (satisfy)</li> </ul>	<p>'-ys' and '-ies'</p> <p><i>The plural of most nouns is formed by adding '-s' to the singular.</i></p> <p><i>For vowel + 'y' words, add '-s' (monkeys).</i></p> <p><i>For consonant + 'y' words, change the '-y' to an 'i' and add '-es' (cherries).</i></p> <ol style="list-style-type: none"> <li>1. alleys</li> <li>2. chimneys</li> <li>3. envoys</li> <li>4. journeys</li> <li>5. ploys</li> <li>6. storeys</li> <li>7. trolleys</li> <li>8. valleys</li> <li>9. allies</li> <li>10. curries</li> <li>11. enemies</li> <li>12. enquiries</li> <li>13. opportunities</li> <li>14. pygmies</li> <li>15. responsibilities</li> <li>16. tendencies</li> <li>17. character</li> <li>18. criticism</li> <li>19. daughter</li> <li>20. definitely</li> </ol>	<p>OMAM Pgs 66-74</p> <p>The Edge Pgs 78-92</p> <p>Animal Farm Pgs 44-53</p>	
	Enemies				
	Opportunities				
	Tendencies				
	Responsibilities				

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
<b>Wk34</b>	<p>Desperate</p> <p>Disappear</p> <p>Disused</p> <p>Embarrass</p> <p>Torches</p>	<ul style="list-style-type: none"> <li>• <b>positum</b> – <i>placed</i> (position, opposite)</li> <li>• <b>brevis</b> – <i>short</i> (brevity, abbreviate)</li> <li>• <b>scio</b> – <i>know</i> (science, conscious)</li> <li>• <b>medius</b> – <i>middle</i> (mediate, mediocrity)</li> <li>• <b>clino</b> – <i>to lean, bend</i> (incline, decline)</li> </ul>	<p><i>‘-es’ and ‘-ves’</i></p> <p><i>Where the ending of a word is consonant + ‘o’, the plural is usually formed by adding ‘-es’ as in ‘potatoes’ and, less commonly, ‘-s’ as in ‘altos’.</i></p> <p><i>Nouns ending in ‘hissing’ (kiss), ‘buzzing’ (fox) or ‘shushing’ sounds (wish) usually end ‘-es’ in the plural (kisses, foxes, wishes).</i></p> <p><i>For words ending in ‘-f’ (thief) or ‘-fe’ (knife), change ‘-f’ or ‘-fe’ to ‘v’ and add ‘-es’ (thieves, knives). However, there are a number of exceptions (roofs).</i></p> <ol style="list-style-type: none"> <li>1. heroes</li> <li>2. potatoes</li> <li>3. tomatoes</li> <li>4. volcanoes</li> <li>5. commandos</li> <li>6. kilos</li> <li>7. photos</li> <li>8. sopranos</li> <li>9. brushes</li> <li>10. foxes</li> <li>11. lunches</li> <li>12. torches</li> <li>13. scarves</li> <li>14. shelves</li> <li>15. wolves</li> <li>16. knives</li> <li>17. desperate</li> <li>18. disappear</li> <li>19. disused</li> <li>20. embarrass</li> </ol>	<p>OMAM Pgs 75-82</p> <p>The Edge Pgs 93-117</p> <p>Animal Farm Pgs 54-65</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk35	<p>Achieve</p> <p>Accurately</p> <p>Sparsely</p> <p>Separate</p> <p>Exciting</p>	<ul style="list-style-type: none"> <li>• <b>porto</b> – carry (transport, export)</li> <li>• <b>occido</b> – kill (homicide, suicide)</li> <li>• <b>duco</b> – lead (abduct, introduce)</li> <li>• <b>totus</b> – whole (total)</li> <li>• <b>aequus</b> – equal (equal, equation)</li> </ul>	<p><i>Drop or Keep ‘e’</i></p> <p><i>For words ending with a silent ‘e’ (achieve), drop the ‘e’ when adding a vowel suffix such as ‘-ing’ (achieving).</i></p> <p><i>Add ‘-ly’ to a word whether or not the word ends with a vowel (extreme + ly) or a consonant (hopeless + ly). The few exceptions to this rule need to be learned.</i></p> <ol style="list-style-type: none"> <li>1. achieve, achieving</li> <li>2. describe, describing</li> <li>3. excite, exciting</li> <li>4. judge, judging</li> <li>5. manage, managing</li> <li>6. notice, noticing</li> <li>7. persuade, persuading</li> <li>8. receive, receiving</li> <li>9. accurately</li> <li>10. definitely</li> <li>11. desperately</li> <li>12. immediately</li> <li>13. sincerely</li> <li>14. sparsely</li> <li>15. subtle, subtly</li> <li>16. true, truly</li> <li>17. rhyme</li> <li>18. sandwich</li> <li>19. satellite</li> <li>20. separate</li> </ol>	<p>OMAM Pgs 83-92</p> <p>The Edge Pgs 118-139</p> <p>Animal Farm Pgs 66-79</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk36	<p>Appalled</p> <p>Fulfilled</p> <p>Careless</p> <p>Successful</p> <p>Cancelled</p>	<ul style="list-style-type: none"> <li>• <b>possum</b> – <i>be able</i> (possible, potent)</li> <li>• <b>pugno</b> – <i>to fight</i> (pugnacious)</li> <li>• <b>canto</b> – <i>sing</i> (chant)</li> <li>• <b>missio</b> – <i>a sending</i> (missionary, mission)</li> </ul>	<p><i>Vowel and Consonant Suffixes</i></p> <p><i>For words ending vowel + ‘-l’ (cancel), double the ‘l’ before adding a vowel suffix such as ‘-ed’ (cancelled).</i></p> <p><i>When a consonant suffix such as ‘-ful’ (‘full of’) or ‘-less’ (‘without’) is added to a word ending, no change is required. The exception is for words ending consonant + ‘y’, which change the ‘y’ to an ‘i’ when adding ‘-ful’ (beauty, beautiful) or ‘-less’ (mercy, merciless).</i></p> <ol style="list-style-type: none"> <li>1. appalled</li> <li>2. cancelled</li> <li>3. fulfilled</li> <li>4. grovelled</li> <li>5. installed</li> <li>6. propelled</li> <li>7. quarrelled</li> <li>8. travelled</li> <li>9. successful</li> <li>10. thoughtful</li> <li>11. careless</li> <li>12. speechless</li> <li>13. beautiful</li> <li>14. pitiful</li> <li>15. merciless</li> <li>16. pitiless</li> <li>17. relevant</li> <li>18. repetition</li> <li>19. research</li> <li>20. restaurant</li> </ol>	<p>OMAM Pgs 93-97</p> <p>The Edge Pgs 140-155</p> <p>Animal Farm Pgs 80-91</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk37	<p>Desirable</p> <p>Preferable</p> <p>Feasible</p> <p>Likeable</p> <p>Noticeable</p>	<ul style="list-style-type: none"> <li>• <b>pugno</b> – <i>to fight</i> (pugnacious)</li> <li>• <b>verto</b> – <i>turn</i> (convert, anniversary)</li> <li>• <b>morior</b> – <i>die</i> (mortal)</li> <li>• <b>nego</b> – <i>deny</i> (negative)</li> <li>• <b>caput</b> – <i>head</i> (captain, decapitate)</li> </ul>	<p><i>‘-able’ or ‘-ible’</i></p> <p><i>‘-able’ endings are more common than ‘-ible’ ones. There is no clear ‘rule’ but dropping ‘-able’ often leaves a generally recognisable word (agreeable, agree).</i></p> <p><i>For the majority of words ending ‘e’, drop the ‘e’ before adding ‘-able’ (value, valuable) or ‘-ible’ (reverse, reversible). Keep the final ‘e’ to preserve a soft ‘g’ (manageable) or ‘c’ (noticeable).</i></p> <ol style="list-style-type: none"> <li>1. advisable</li> <li>2. believable</li> <li>3. desirable</li> <li>4. usable</li> <li>5. impeccable</li> <li>6. preferable</li> <li>7. inevitable</li> <li>8. inflammable</li> <li>9. changeable</li> <li>10. knowledgeable</li> <li>11. noticeable</li> <li>12. likeable</li> <li>13. combustible</li> <li>14. digestible</li> <li>15. feasible</li> <li>16. gullible</li> <li>17. inflammable</li> <li>18. interesting</li> <li>19. jewellery</li> <li>20. knowledge</li> </ol>	<p>OMAM Pgs 98-106</p> <p>The Edge Pgs 156-182</p> <p>Animal Farm Pgs 92-102</p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
Wk38	<p>Farcical</p> <p>Whimsical</p> <p>Exaggeration</p> <p>Identical</p> <p>Miracle</p>	<ul style="list-style-type: none"> <li>• <b>punctum</b> – <i>point</i> (punctual, punctuation)</li> <li>• <b>cognito</b> – <i>know</i> (recognise)</li> <li>• <b>solous</b> – <i>alone</i> (solo)</li> <li>• <b>nihil</b> – <i>nothing</i> (annihilate)</li> <li>• <b>clino</b> – <i>to lean, bend</i> (incline, decline)</li> </ul>	<p><i>'-ical', '-acle' or '-icle'</i></p> <p><i>Adjectives end '-ical' (vertical) whereas both '-icle' and '-acle' endings are used for nouns (article, tentacle).</i></p> <p><i>If the ending sounds like 'uh' as in 'buckle', use '-acle' (miracle). If the ending sounds like 'ick' as in 'sickle', use '-icle'.</i></p> <ol style="list-style-type: none"> <li>1. chemical</li> <li>2. farcical</li> <li>3. identical</li> <li>4. nautical</li> <li>5. physical</li> <li>6. psychological</li> <li>7. typical</li> <li>8. whimsical</li> <li>9. barnacle</li> <li>10. miracle</li> <li>11. tentacle</li> <li>12. obstacle</li> <li>13. article</li> <li>14. cubicle</li> <li>15. icicle</li> <li>16. particle</li> <li>17. environment</li> <li>18. explanation</li> <li>19. exaggeration</li> <li>20. February</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>

Spelling, Vocabulary, Sayings

Homework Lists – Year 9

	VOCABULARY	AFFIXES	SPELLING	READING
W39	<p>Imaginary</p> <p>Temporary</p> <p>Mystery</p> <p>Happiness</p> <p>Solitary</p>	<ul style="list-style-type: none"> <li>• <b>rego</b> – <i>to rule</i> (regular, regency)</li> <li>• <b>canto</b> – <i>sing</i> (chant)</li> <li>• <b>caput</b> – <i>head</i> (captain, decapitate)</li> <li>• <b>solous</b> – <i>alone</i> (solo)</li> <li>• <b>clino</b> – <i>to lean, bend</i> (incline, decline)</li> </ul>	<p><i>'-ary' or '-ery'</i></p> <p><i>Both adjectives and nouns have '-ary' and '-ery' endings.</i></p> <p><i>Pronunciation is sometimes a good way of working out the different vowel used.</i></p> <ol style="list-style-type: none"> <li>1. hereditary</li> <li>2. imaginary</li> <li>3. military</li> <li>4. solitary</li> <li>5. stationary</li> <li>6. summary</li> <li>7. temporary</li> <li>8. voluntary</li> <li>9. celery</li> <li>10. cemetery</li> <li>11. jewellery</li> <li>12. machinery</li> <li>13. mystery</li> <li>14. stationery (as in 'envelope')</li> <li>15. skulduggery</li> <li>16. surgery</li> <li>17. favourite</li> <li>18. foreigner</li> <li>19. government</li> <li>20. happiness</li> </ol>	<p><b>PLEASE REMEMBER TO HAND YOUR READING BOOK IN TO YOUR TEACHER</b></p>