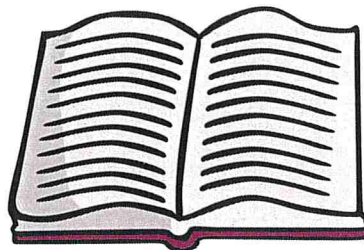




Year 7

English Homework Booklet



Half Term 6

Name:

Student Information for KS3 English Homework



This homework booklet will support with your foundational skills in English:

- Reading
- Writing
- Spelling, grammar and punctuation
- Vocabulary

The booklet contains a mixture of different activities linked to these skills. You are expected to complete 1 activity a week.

You can write in the booklet. For some tasks, you will need paper to write on. For this we have put lined paper at the back of the booklet for you to use.

We will provide you with the answers for each half term's activities the following half term. This means you can self-assess your work and reflect on strengths and areas of improvement.

There is also a reading list attached to help you choose a variety of books from different genres to boost your reading.

We will upload a copy of your reading homework to Satchel should you need to access the work online. You will then need a notebook to write your answers in.

Any questions, don't hesitate to ask your English teacher for support.

Have fun!

The English Team

READING LIST

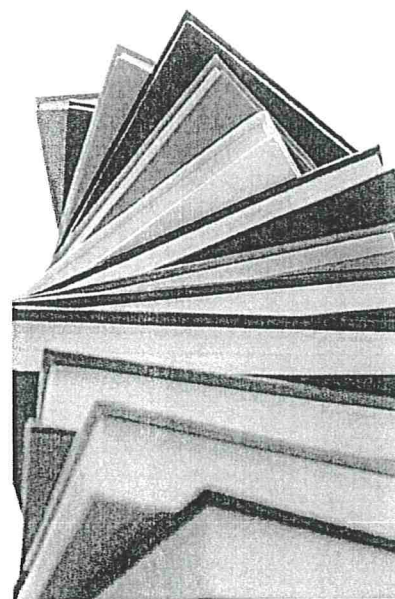
Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.

One good source for recommendations is a **library**.

- Ask the librarian for help. Look for reading lists and suggestions that might be there in the library. Look at the books that are on display.

Another place to look is the **internet**. For example, try browsing on amazon.com. Not to buy something, necessarily, but just to get ideas.

- When you look up an author or a book you like, amazon often gives you suggestions near the bottom of the page under headings like "Customers who bought this book, also bought ..."
You can now look up these books.
- Also, alongside the books there are often "lists" of similar, relevant books. Once you get into these lists, they'll lead to more and more. Keep pursuing things, and you'll have a thousand books to read in no time!

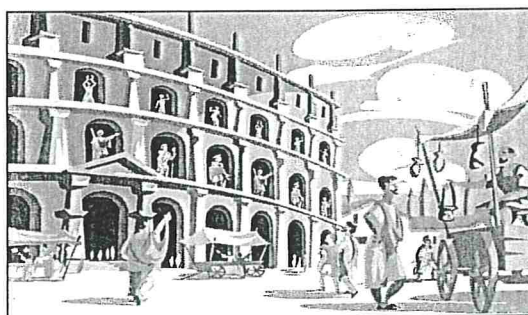


Frank Cottrell Boyce

Millions is about a couple of boys who find fortune and have to decide how to spend it in just a few days. Great fun!

Horrible Histories

A good way to find out about the past and have a laugh is to read any of this series of books. There are lots of them and then there are other series of similar books – *Horrible Geography*, *Horrible Science*, etc. They're all packed with funny, yucky, weird facts and lively cartoons.



David Almond

Almond is an imaginative writer. His *Skellig* is about a boy who finds a weird creature in a disused garage – is it an animal? An angel? A man? Meanwhile, the boy's baby brother is very ill and a strange girl finds some owls living in an abandoned house. How do all the stories fit together?

Malorie Blackman

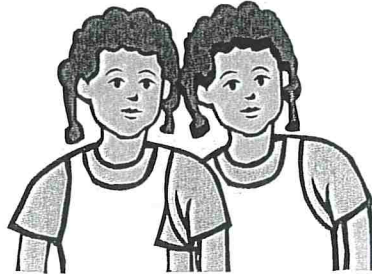
Malorie Blackman writes stories about interesting and controversial issues. *Pig-Heart Boy* features, as you might have guessed, a boy who has a pig's heart transplanted into him. *Noughts and Crosses* depicts a segregated society – you're either a nought or a cross, and the two sides don't mix.

Michael Morpurgo

Michael Morpurgo writes memorable and unusual books. *Why the Whales Came* is a classic kids' adventure. *Private Peaceful* tells the exciting and moving story of a soldier in the First World War – some gruesome details here about warfare.

Lemony Snicket

This American author has a lot of fans for the books that document *A Series of Unfortunate Events*. These are weird, dark, funny books, peopled by strange characters with sinister motives.



Jacqueline Wilson

Wilson is a very popular author, especially with girls. Her famous *Tracy Beaker* books are especially well-loved. *Double Act* is another popular choice. Wilson writes about real issues and deals with some strong emotions, so she's not for everyone, but many young people love her books.

Noel Steatfield

Ballet Shoes is a classic book, also popular with girls.

Louisa M Alcott

An old classic American book is *Little Women* which tells the emotional tale of a group of sisters.

Anne Fine

Anne Fine is a funny, inventive, clever writer. Her book *Madame Doubtfire* was made into a film a few years ago. *Flour Babies* is about a school project in which children learn about what it's like to have to care for a baby by carrying a bag of flour around. She has written more serious books like *The Tulip Touch*, which features a sinister girl called Tulip, whose pranks start to get out of control.

Gillian Cross

Cross writes varied and interesting books. Her *Demon Headmaster* books are very popular. *Wolf* is an interesting take on the werewolf legend.

Rosie Rushton

Rosie Rushton writes funny, lively books about teenage traumas. *How Could You Do this to Me, Mum?* is a typical example – funny, true-to-life.

J. K. Rowling

You've probably never heard of her, but there is this writer who has written several books about a boy wizard called Harry Potter. Perhaps you've been put off by all the hype, the dressing up in costumes, and all that fanatic behaviour. But the books are popular for a good reason, so it might be time to give them a go if you haven't yet. The first one's quite short!



Michelle Magorian

Goodnight Mr Tom is an involving, emotional book about a boy who is evacuated to the country in the Second World War.

Philip Pullman

Pullman's trilogy *His Dark Materials* features an invented parallel universe, in which people have animal spirits as constant companions. Pullman has also written many other books, in various genres.

Jonathan Stroud

Stroud writes fantasy books. His *Bartimaeus Trilogy* is popular with fans of the genre. They are certainly imaginative, lively and clever.

Roald Dahl

You probably read all his classic books in primary school. But you might not have got round to his more grown-up stories. He wrote two volumes of autobiography – *Boy* and *Going Solo* – and some weird tales with a twist, found in *The Collected Short Stories of Roald Dahl*.

Terry Pratchett

Pratchett's many *Discworld* books are funny versions of Tolkein and all the sword and sorcery stuff. They tend to be very popular with boys.

CLASSICS

Want a challenge? Try some of these famous old books:

Robert Louis Stevenson

Treasure Island (pirates, a parrot, buried treasure); *Kidnapped* (an adventure set in the time of the Jacobite revolts in Scotland).

Jane Austen

Pride and Prejudice (the Bennett girls go looking for the right men to marry in this witty depiction of how people generally behave).

Charles Dickens

Oliver Twist (an orphan boy falls in with a gang of pickpockets in London).



ADJECTIVES & ADVERBS

Now you have the basic building blocks of a sentence, you can start to add the descriptive details. Adjectives and adverbs are the two main descriptive words.

TASK A



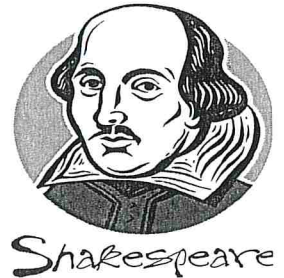
Adjectives

- Adjectives **describe nouns**. They describe the colours and sizes of things and much more besides.

Examples: red, green, tall, big, angry

Copy out the following sentences into your English book and complete them by adding a suitable adjective in the space provided. Underline the adjectives in each sentence.

1. Shakespeare was a brilliant writer, who wrote _____ plays.
2. He used detailed language in a very _____ way.
3. *Macbeth* is a spooky play, with some _____ witches.
4. *Hamlet* is magnificent, being his _____ play.
5. *King Lear* is about a mad king and his _____ daughters.
6. Romeo is a young lover, who is _____.
7. Juliet is charming and _____.
8. Foolish Bottom, turns into a _____ donkey.
9. Richard III is an evil tyrant, who tricks his _____ brother.
10. *The Tempest* features the lively Ariel, who is a _____ spirit.



TASK B



Adverbs

- Adverbs **describe verbs**. They describe the way that something is done.

Examples: carelessly, foolishly, slowly, rapidly

- Many adverbs end in '-ly', but not all of them. Not all words that end in '-ly' are adverbs.

Copy out the following sentences into your English book and complete them by adding a suitable adverb in the space provided. Underline the adverbs in each sentence.

1. Someone loudly blew a trumpet, and everyone _____ made for the Globe Theatre.
2. The groundlings noisily entered, whilst the actors _____ waited.
3. The sophisticated members of the audience sat quietly in the covered seats, but the groundlings _____ interrupted the play.
4. If it suddenly rained, the groundlings would _____ complain, because there was no cover over where they stood.
5. Shakespeare cleverly wrote his plays to appeal to both audiences, so he _____ included both action and philosophy.
6. The actor loudly spoke, but the thunder _____ rumbled.
7. The rain came down heavily, and the audience _____ ran.
8. Falstaff behaved badly, which the groundlings _____ cheered.



VOCABULARY 6: Colours

Colour words can be a rich source of vocabulary, but they are often not used creatively.

TASK

In your English book, try to write a description of a feeling using a colour: I was crimson with anger.

- Think of specific shades of each colour – not red, but crimson, etc.
- Think of the emotions that each colour might go well with.



1. **red**
Shades: _____
Emotions: _____

2. **blue**
Shades: _____
Emotions: _____

3. **yellow**
Shades: _____
Emotions: _____

4. **green**
Shades: _____
Emotions: _____

5. **purple**
Shades: _____
Emotions: _____

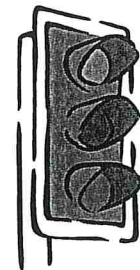
6. **orange**
Shades: _____
Emotions: _____

7. **black**
Shades: _____
Emotions: _____

8. **white**
Shades: _____
Emotions: _____

9. **brown**
Shades: _____
Emotions: _____

10. **pink**
Shades: _____
Emotions: _____



READING 6: 'Ozymandias'

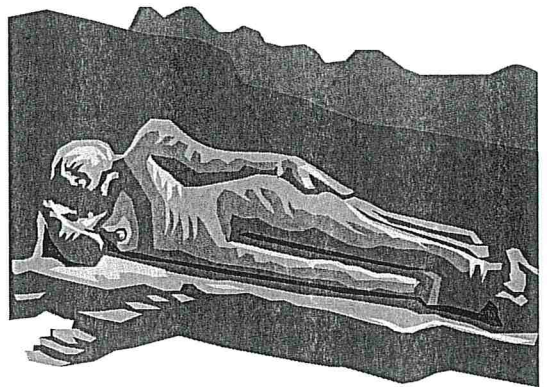


- The difficulty of this passage is: **MEDIUM**
 - Read the passage below.
 - Look up any words you don't understand in a dictionary or on dictionary.com.
- This poem was written by **Percy Bysshe Shelley** (1792-1822). In it he describes a ruined statue that was found in the desert. It is all that remains of a once huge city. The inscription on the base of the statue tells us that it was a statue of a great and proud ruler. Now his boast about how great his city is sounds like a warning to other rulers that the same thing might happen to their kingdoms.



'Ozymandias'

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read,
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed,
And on the pedestal these words appear:
"My name is Ozymandias, King of Kings:
Look upon my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.



-Percy Bysshe Shelley-

TASK

Answer at least one question in each section in your English book.
Answer questions at different levels if you wish.



Add any new words
to your vocab book!

SELECT AND RETRIEVE

- LEVEL 4: Pick out one detail that describes the statue.
- LEVEL 5: Pick out one detail that describes the king.
- LEVEL 6: Pick out one detail that suggests that the king was proud.
- LEVEL 7: Pick out any details that tell you what Shelley's message might be.

INFER AND DEDUCE

- LEVEL 4: What does the word "sneer" suggest about the king?
- LEVEL 5: Why did Ozymandias call himself "king of kings"?
- LEVEL 6: Why did Ozymandias say "Look on my works, ye Mighty, and despair"?
- LEVEL 7: What do the words "Look on my works, ye Mighty, and despair" mean now?

STRUCTURE

- LEVEL 4: Why does the poem end as it does?
- LEVEL 5: Why does the poem begin as it does?
- LEVEL 6: How does the poem create contrasts?
- LEVEL 7: The poem is a sonnet. What is a sonnet? How and why does Shelley use that structure here?

LANGUAGE

- LEVEL 4: What are the negative words in the poem?
- LEVEL 5: How does Shelley's language convey his feelings about proud kings?
- LEVEL 6: How does Shelley's language create a sense of emptiness?
- LEVEL 7: What poetic devices does Shelley use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is your response to the poem?
- LEVEL 5: What is Shelley's message?
- LEVEL 6: What kind of man do you think Shelley was?
- LEVEL 7: How does Shelley manipulate our feelings and thoughts?

EXTENSION

- a) Write an archaeologist's report about the finds in the desert.
- b) Write a description of Ozymandias' city when it was new.
- c) Write your own story or poem about a cruel leader.
- d) Write your description of an ideal leader.

SPELLING 6: Sound-a-likes

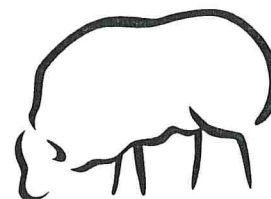


- Homophones are words that sound alike but are spelt differently.
 - They are a common source of mistakes when writers choose the wrong one.
- Example:* To decide who gets what is to **allot**.
To have many is to have **a lot**.

TASK

Copy the following sets of sentences into your English book. Complete them by adding the correct missing words.

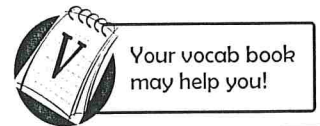
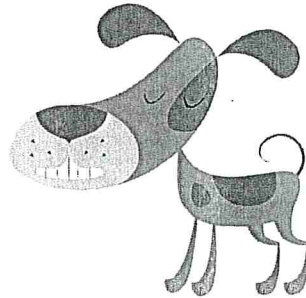
1. To speak up is to speak _____
To be permitted is to be _____
2. If you say you did go somewhere, you say you have _____
In tomato sauce, you might find a baked _____
3. The name of a colour _____
What the wind did _____
4. A piece of wood is a _____
When you are not having fun, you are _____
5. If you smash something, you will see it _____
If you slow a bike down, you use the _____
6. You walk on _____
At the shops, you _____
You say, good _____
7. An obstacle _____
Something that is rough is _____
8. You start a letter with _____
A woodland animal is a _____
9. A white powdery food stuff _____
Something that grows in the garden _____
10. Something you can do with cheese _____
Something which is very good is _____
11. On your head, you have _____
An animal, a bit like a rabbit _____
12. A group of animals is a _____
If you listened, you would have _____
13. The place we are in is _____
When you listen, you _____
14. Referring to a man, you would mention _____
A song sung in church is a _____
15. You might dig a _____
If you have two halves, you have a _____
16. A word that is short for an aeroplane _____
A type of chocolate _____
17. Seven days make a _____
The opposite of strong is _____
18. The second person is _____
A type of tree is _____
A female sheep _____



Add any new words
to your vocab book!

WRITING TASK 6

- TASK:** Write an advice leaflet telling a 7 year old about how to look after a pet – choose a specific pet, if you like.
- AUDIENCE:** 7 year olds – so keep fairly simple – but not too basic.
- FORM:** Leaflet – so use headings, bullet points, images, etc.
- PURPOSE:** To advise – make it clear, specific, step-by-step.



ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some separate sections.
- The vocabulary may simply record basic information.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraphs for different sections.
- The vocabulary will be more descriptive and detailed.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be used to mark off different ideas.
- Vocabulary will be friendly and supportive.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked as they describe different steps for success.
- The vocabulary will suit the young children, being fun and humorous.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will vary according to purpose – with boxes and lists, etc.
- Vocabulary will be specific and detailed, with difficult words explained.

SPEECH

Setting out speech accurately in stories is important. You need to follow the rules here, in order to make sure that your writing is clear.



- Each new speech should begin on a new line.
- There should be speech marks **before and after** the words actually spoken.
- The speech should end with a punctuation mark – a full stop if you do not go on to say who is speaking; a comma if you do go on to say who is speaking. The punctuation mark should come **before** the final speech marks.

Example: “Hello,” said Don.

“How are you?” asked Frank.

Don thought for a minute then said, “Fine, I guess.”

“Really?”

“Yeah,” Don began, “but I am a bit tired.”

TASK

Copy the following sentences into your English book. Set them out and punctuate them correctly.

1. Where does the Minotaur live, asked Theseus. Under the palace said Ariadne in a weird labyrinth. Is it hard to find your way out? Theseus wondered. Nearly impossible said Ariadne.
2. What exactly is the Minotaur? asked Theseus. Ariadne began to explain it's a terrible secret. My mother fell in love with a bull. Theseus was amazed. A bull? That sounds weird. It was, said Ariadne, especially when she had a child by the bull.
3. Why did she fall in love with a bull? Theseus asked. It was a curse put upon her, explained Ariadne, by a god. You see my father should have sacrificed his best bull to the gods, but he was so proud of the bull that he couldn't bring himself to kill it. So the gods punished him, Theseus interrupted, by making your mother fall in love with the bull. How terrible!
4. And, Ariadne continued, when the child was born, it was half man, half bull. Like a monster! cried Theseus. Yes, replied Ariadne, and my parents were so ashamed of it that they hid it in the labyrinth.
5. But why do we have to send people to your kingdom every few years, asked Theseus. I think you know, replied Ariadne. To feed the Minotaur? Yes.
6. I am going to put a stop to this, vowed Theseus. Ariadne looked worried. But how? she asked. I am going to kill the Minotaur. You'll never succeed. Why not? wondered Theseus. Because, Ariadne replied, you'll get lost in the labyrinth. No-one can find their way out. It was designed by Daedalus, a most cunning engineer. But wait, she added, I might be able to help you.



READING 10: 'Life is a Rollercoaster!'

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- The difficulty of this passage is: **EASY**
- Read the passage below.
- Look up any words you don't understand in a dictionary or on dictionary.com.
- This is an extract from an article, in which she describes her fears and excitement about going on a theme park ride.



Queuing for hours, stepping in vomit, having your ears burst by the cries and wails of ungrateful children: sound like fun? Welcome to the world of the theme park! And yes, people – me included – travel for miles and pay good money to subject themselves to this sort of torture. Why do I put myself through it? Why must I?

The air rushes through my flowing hair; my stomach is doing back flips; my blood is pumping through my veins; my adrenaline is surging through my every fibre: I'm up at the top, teetering on the edge, then wooosh! Down I go, plunging into an abyss of nothingness, only to suddenly hit a pool of water and feel the fresh shower of water slap me in the face and leave me soaked to the bone. Oh, boy, you just have to love this trip: every nerve, every sinew, every part of my little frame is tense, shaken, thrilled. I love a rollercoaster; I adore a theme park ride. Nothing matches the excitement of this amazing turbulence. I'm an addict and I don't care who knows it!

Why do we love a fright? What makes us seek out terror? It's the same instinct that makes us read a horror story or peak from behind the cushions at Doctor Who or fall in love with the very worst possible person in the world. We just have to take a risk; it's the only way to feel alive!

TASK

Answer at least one question in each section in your English book.
Answer questions at different levels if you wish.



Add any new words
to your vocab book!

SELECT AND RETRIEVE

- LEVEL 4: What is bad about being at a theme park?
- LEVEL 5: What will the writer do to go on a rollercoaster?
- LEVEL 6: What does the writer compare the ride to?
- LEVEL 7: Which details convey the writer's enthusiasm?

INFER AND DEDUCE

- LEVEL 4: Why does the writer go to theme parks?
- LEVEL 5: Is the writer serious about theme parks? How can you tell?
- LEVEL 6: Who is the author writing this piece for?
- LEVEL 7: What does the writer expect us to think of her?

STRUCTURE

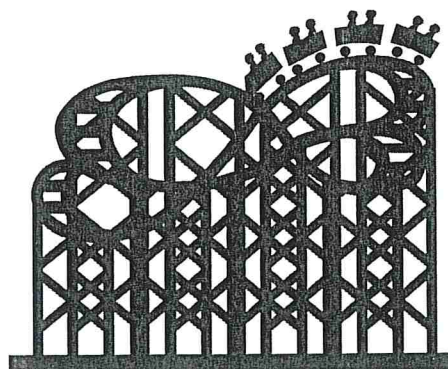
- LEVEL 4: What contrasts does the piece contain?
- LEVEL 5: Why does the piece begin as it does?
- LEVEL 6: What is the main topic in each paragraph?
- LEVEL 7: How does the piece's structure affect the reader?

LANGUAGE

- LEVEL 4: What strong language does the writer use?
- LEVEL 5: How does the writer express her emotions?
- LEVEL 6: How does the writer create a sense of excitement?
- LEVEL 7: What techniques does the writer use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is the writer's main message?
- LEVEL 5: How does the writer portray herself in the passage?
- LEVEL 6: How does the writer manipulate the reader in the passage?
- LEVEL 7: What kind of person is the writer? What is appealing about her?



EXTENSION

- a) Write your own piece about being at a theme park.
- b) Write about one of your own interests in a similar way.

