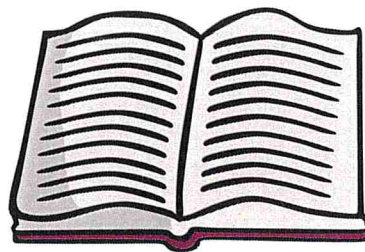




Year 7

English Homework Booklet



Half Term 2

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

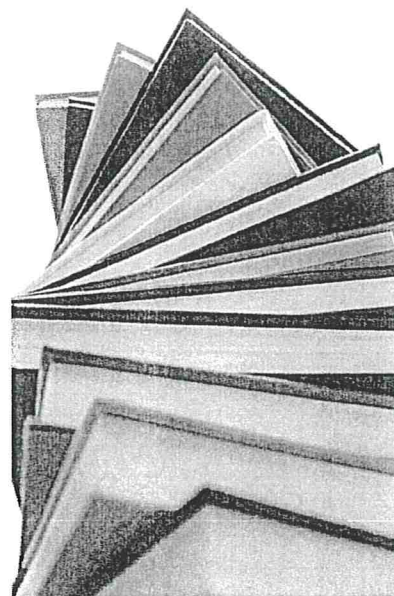
Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.

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!

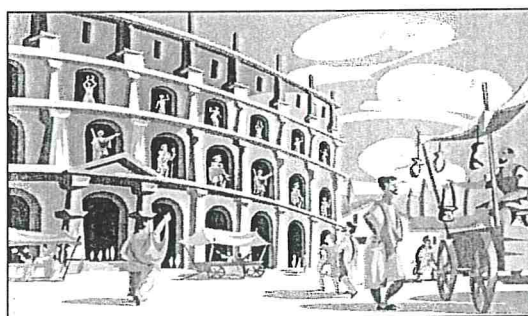


Frank Cottrell Boyce

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).



CAPITAL LETTERS

Even easier than full stops, and yet, people still make mistakes. So, here's a chance to make sure that you never forget your capitals.

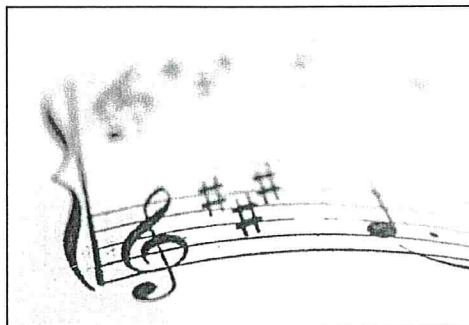


- A capital letter comes at the start of every sentence.
- A capital letter is used for proper names – people, places, titles of books and films, etc.
- The word "I" is always a capital letter.

TASK

Copy the following sentences into your English book, placing capital letters where they belong.

1. "well," said tommy zoom, "i don't mind doing this, so long as it's not all about mozart again."
2. johann sebastian bach was born in a place called eisenach.
3. bach was a famous composer. he worked in weimar, kothen and leipzig.
4. bach's goldberg variations are a set of beautiful keyboard pieces. glenn gould, a canadian pianist, was famous for playing them.
5. bach's first wife was called maria barbara. his second wife was called anna magdalena.
6. i like bach's church music. he composed a piece called the st matthew passion, which is often performed at easter.
7. bach was from germany. his music has been played all over the world – including america and japan.
8. bach's cello suites are very popular. the american cellist yo yo ma made a famous recording of them.
9. when someone mentions bach, it is correct to stare off into space meaningfully and sigh, "ah, bach!" i guarantee that this will impress anyone you meet.
10. bach had many children. several of them became composers also. these include: wilhelm friedemann bach, johann christian bach and carl philipp emanual bach.



EXTENSION

- a) Find examples of ten different types of word that need capital letters.
- b) Explain your choice of categories.

SPELLING 2: i before e – the exceptions



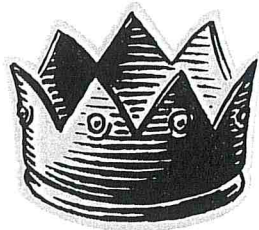
- *i before e except after c* is a helpful rule, because it will lead to you getting most words right that fit that pattern.
- However, there are exceptions. There are words that ought to be 'ie' but are 'ei'.
- All the examples on this page are **exceptions**, so they **disobey** the rule.

TASK

Choose the correct spelling of each word below and write it in your English book. Check your answer in a dictionary or at dictionary.com.



- | | | |
|--|--|--|
| 1. a) weight
b) wieght
c) waight
d) weieght | 5. a) wierd
b) weerd
c) werde
d) weird | 9. a) foraign
b) foreiegn
c) foreign
d) foriegn |
| 2. a) heieght
b) hight
c) hieght
d) height | 6. a) freight
b) freieght
c) frieght
d) fraight | 10. a) reign
b) riegn
c) reiegn
d) raign |
| 3. a) seeze
b) sieze
c) seize
d) seiese | 7. a) ieght
b) aight
c) eieght
d) eight | 11. a) lesure
b) liesure
c) leiesure
d) leisure |
| 4. a) wier
b) weir
c) weer
d) wiere | 8. a) eiether
b) either
c) iether
d) eether | 12. a) viel
b) veil
c) veiel
d) vail |



Add any new words to your vocab book!

EXTENSION

Design some posters to illustrate the exceptions to the rule. Think of some mnemonics to help students remember the correct spellings.

VOCABULARY 2: Subject Words



TASK

Here's a list of some key words for each subject in school. Try to learn the meanings, the usage and the spellings of these words. Look up the meaning in a dictionary or at dictionary.com.

Art	abstract	collage	crosshatch	easel	frieze
	illusion	landscape	perspective	spectrum	
D&T	aesthetic	component	disassemble	fibre	hygiene
	knife/knives	manufacture	nutrition	presentation	recipe
	technology	vitamin			
Drama	applause	curtain	entrance	improvise	movement
	position	scene/scenario	spotlight		
Geography	abroad	authority	country	employment	function
	infrastructure	latitude	nation/national	poverty	rural
	tourist/tourism	wealth			
History	agriculture	cathedral	citizen	conflict	current
	document	emigration	imperial	motive	priest
	rebellion	republic	source		
ICT	binary	cable	computer	database	document
	hardware	interactive	justify	memory	monitor
	output	processor	sensor	spreadsheet	
Mathematics	addition	angle	average	centimetre	co-ordinate
	denominator	division	equation	guess	kilogram
	measure	multiplication	numerator	perpendicular	questionnaire
	recurring	rhombus	subtraction	tonne	volume
Music	choir	composition	harmony	lyric	minim
	octave	percussion	rhythm	semibreve	tempo
	triad				
PE	activity	athletic	field	injury	mobility
	pitch	relay	tournament		
RE	baptism	burial	Christian	creation	funeral
	immoral	Judaism	morality	pilgrimage	prophet
	sign	spiritual	temple		
Science	absorb	amphibian	circulation	cycle	evaporation
	frequency	growth	laboratory	method	oxygen
	pressure	solution	vertebrate		



Add any new words to your vocab book!

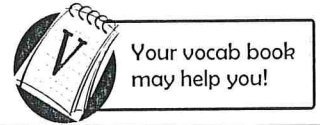
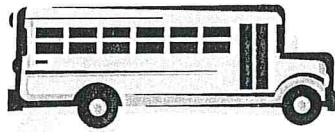
WRITING TASK 2

TASK: Write a short story about your first day at secondary school.

AUDIENCE: Pupils in Year 6 – so don't patronise or scare them.

FORM: Story – so describe places, people, feelings, etc.

PURPOSE: To entertain and inform – include details, but make it lively.



ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a sense of an opening and conclusion.
- The vocabulary will include obvious objects from school.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There may be an opening paragraph that sets out key points.
- The vocabulary may include references to feelings.

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 show changes in time and place.
- Interesting vocabulary about personal perceptions will be included.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will focus on opinions and emotions.
- Vocabulary will be clever and personal.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be used to create drama and suspense.
- Impressive vocabulary about people, places and ideas will be used.

READING 5: *A Christmas Carol*

i

- 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 is a passage from *A Christmas Carol* by **Charles Dickens** (1812-1870). In this famous book, Dickens depicts the miserable Scrooge, who hates Christmas. He is visited by ghosts, who make him change his ways. Here, early in the book, Dickens describes Scrooge.



Oh! But he was a tight-fisted hand at the grind-stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.



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 shows how unappealing Scrooge is.
- LEVEL 5: Pick out one metaphor or simile that Dickens uses to describe Scrooge.
- LEVEL 6: List as many negative words as you can find in the passage.
- LEVEL 7: Select the strongest phrase in the passage. Why did you choose it?

INFER AND DEDUCE

- LEVEL 4: What is Scrooge's attitude to money?
- LEVEL 5: Why do the blind men's dogs avoid Scrooge?
- LEVEL 6: Why does Dickens refer so much to the weather here?
- LEVEL 7: Why does Dickens spend so long telling us about Scrooge?

STRUCTURE

- LEVEL 4: Why does Dickens begin the section as he does?
- LEVEL 5: Why does Dickens end the section as he does?
- LEVEL 6: How does Dickens build up to a climax here?
- LEVEL 7: What are the reasons for the different paragraph breaks here?

LANGUAGE

- LEVEL 4: What does "hand at the grindstone" suggest?
- LEVEL 5: List some of examples of Dickens' descriptive language.
- LEVEL 6: Explain the effects of some of Dickens' negative language.
- LEVEL 7: How does Dickens manipulate his readers here?

OVERALL EFFECT

- LEVEL 4: What is Dickens telling us about Scrooge?
- LEVEL 5: What is Dickens' overall message in the story?
- LEVEL 6: Why does Dickens put Scrooge in a Christmas story?
- LEVEL 7: How does Dickens make us think about our own attitudes here?



EXTENSION

- a) Read the rest of *A Christmas Carol*.
- b) Write your own Christmas story.
- c) Watch some different films based on the book. Write about which is best.
- d) Write a character description of a person who is the total opposite to Scrooge.
- e) Try to write some other parts of Scrooge's story yourself. Try copying Dickens' style.

VOCABULARY 8: Semantic Fields



- A semantic field is an area of language. For example “farming” could be a semantic field. It would include vocabulary such as: tractor, sheep, fence, plough, harvest, veterinary surgeon, till, hoe, etc.

TASK



a) Look at the general topics below, and in your English book, try to list as many words as you can that would go with that topic. Use a thesaurus to expand your list.

- Check the meaning of the words in a dictionary.
- Follow up on chains of vocabulary, looking up more and more words in the thesaurus and so finding more words to look up.

b) Write a paragraph about each topic, using as many of your words as you can.

1. **School**

Find words for: subjects; teachers; pupils; types of lesson; types of work; assessment; exams; displays; equipment; etc.

2. **Sport**

Find words for: different sports; players; moves and types of action; equipment; things a commentator would say; etc.

3. **Health**

Find words for: doctors, nurses, other professionals; illnesses; equipment; medicines; getting better; therapies; hospitals; surgeries; etc.

4. **The Theatre**

Find words for: plays; actors; other performers; audience; programmes; refreshments; sections of plays; equipment and props; reviews, opinions, responses; etc.

5. **The countryside**

Find words for: animals; plants; trees; hills; rivers; lakes; rocks; walking; birds and birdwatching; climbing; etc.

6. **The Media**

Find words for: films; television; radio; the internet; advertising; pop music; magazines; performers; technicians; etc.



7. **What else?**

Think of some of your own semantic fields and make vocabulary lists to go with them.



Add any new words to your vocab book!

EXTENSION

- a) Divide your lists into two sections: those words that seem powerful, interesting and unusual; and those words that seem predictable and obvious.
- b) Write several sentences using the powerful, interesting and unusual words.

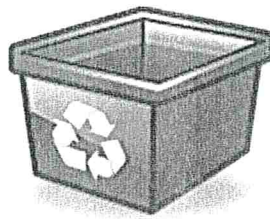
WRITING TASK 9

TASK: Write a leaflet telling people how they can help save the natural environment.

AUDIENCE: Aim it at car-owners and homeowners – so refer to what they can do about their cars and homes.

FORM: Leaflet – so use bullet points, pictures, lists, etc.

PURPOSE: To persuade and advise – make it strong but supportive.



Your vocab book
may help you!

ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of different sections.
- The vocabulary may be factual.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraph breaks.
- The vocabulary will be more persuasive.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be clearly used to shape the leaflet.
- Vocabulary will attract attention and shape responses.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be varied – with boxes and lists, etc.
- More detailed and persuasive language will be used.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be used to create memorable, surprising effects.
- Vocabulary will appeal to the audience's interests and concerns.

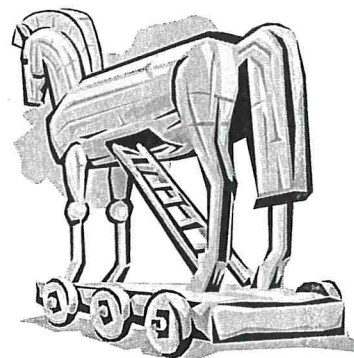
READING 7: 'The Sack of Troy'



- 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 is a modern version of the story of how Troy was destroyed. After a long siege, the Greeks tricked the Trojans with a wooden horse. The Trojans thought it was a peace offering, and they took it into the city to be burned for the gods. The Greeks who hid in the horse let the rest of the army into the city, and so it was destroyed. Cassandra had warned the Trojans not to take the horse in, but she was cursed to see the future but to never be believed.



Through the dark and silent streets, four Greek warriors secretly hurried. Each sped swiftly to one of the four massive gates that had barred the way for so long. At the same time, the Greek ships were stealthily returning to the Trojan shoreline, and the masses of armed soldiers were disembarking. The battalions huddled together in the darkness, awaiting the signal from within the city, feeling tense but exhilarated, scarcely daring to believe that Odysseus's audacious plan could work. What would the night have in store for them? Would the Trojans put up a fight or would they just tamely surrender, once they knew that their defences had been breached? Certainly, after all the celebrating that had taken place in Troy that evening, few of the Trojan warriors would be ready for a fight – to a man they lay in drunken sleep, little imagining that the hour of their defeat was at hand.



Suddenly, a torch was hurled high above the main gate. The Greeks recognised the sign and scurried rapidly towards the town. There it was – the main gate to the city: wide open. Other regiments found the other gateways similarly gaping. Troy was at their mercy. Once the bands of men had assembled at each corner of the city, as confirmed by the owl hoots that each team leader made in turn, Odysseus himself let out a wild whoop of joy and release, which was echoed by the thousand cries of the Greek soldiers, as they charged headlong into the city, waving swords and torches about their heads. Soon buildings were ablaze; sleepy grooms lay dead, their throats cut with a single swipe of a blade; the Trojans, first singly and confused, then in groups and in increasing panic, were emerging from their homes to see what was causing the commotion. Greeks were everywhere, flying through the streets and alleys in murderous fury. It seemed, suddenly, that the whole city was on fire. The blackness of the starless night had given way to a wayward orange glow – as the flames leaped higher, ripping through the timber houses and flaring wildly when they reached the straw roofs.

Panic spread through Troy faster than the flames. At once, the city was a mad rush of people, fleeing they knew not where. Women, men and children were all made victims of the Greeks' swords. Years of frustration and pent up rage were released in a single hour of merciless violence. No one was to be spared. An old man, staggering across the market place, in search of his family, was run through by a well-aimed spear. Three teenage fighters, struggling to buckle on their armour, as they stumbled from their barracks, were downed in a hail of spiteful arrows. The gutters ran red with blood. The screams of horrified innocents curdled the air. The Trojans had no chance.

From a balcony at the front of the palace, Cassandra watched in helpless misery, as the conflagration and the bloodshed spread relentlessly towards her. It was little comfort to her now, to know that she had been right all along. She held tightly to the balcony rail, the whites of her knuckles bulging, as her desperate grip strengthened. Her head was bowed; tears streamed down her cheeks; her teeth were gritted; her face was a frozen mask of pain.

Below her she saw, in the courtyard before the palace, the huge wooden horse, its belly gaping wide open, its massive shape silhouetted by the angry glow of the fires that were bursting from the adjacent buildings. Cassandra looked up to the blank night sky and let out a mad, horrified scream of pain: everything she knew, all that she had ever cared about, was coming to an end before her eyes.

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: Who gives the signal for the Greeks to enter the city?
- LEVEL 5: Who predicted that this would happen?
- LEVEL 6: Whose plan was it?
- LEVEL 7: Write out one effective sentence. Why did you choose this example?

INFER AND DEDUCE

- LEVEL 4: How can you tell that the Trojans were unprepared?
- LEVEL 5: How does Cassandra feel about what she sees?
- LEVEL 6: Why did the Greeks destroy Troy?
- LEVEL 7: Why might you feel sorry for the Trojans?

STRUCTURE

- LEVEL 4: Why does the writer end by mentioning the horse?
- LEVEL 5: Why does the writer mention Cassandra near the end of the passage?
- LEVEL 6: How is the passage structured to create tension and drama?
- LEVEL 7: How does the passage rise to a climax?

LANGUAGE

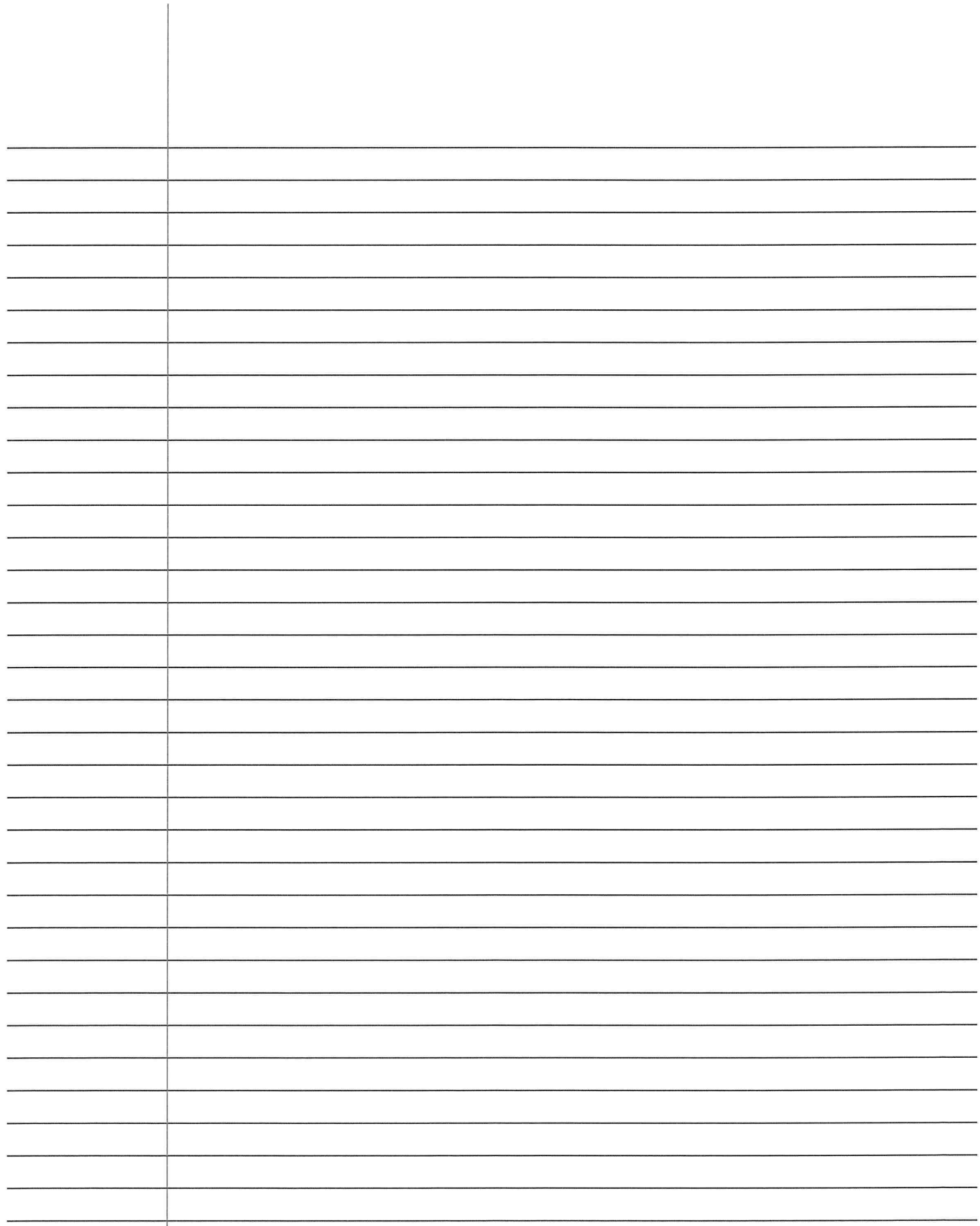
- LEVEL 4: How does the writer create a sense of panic in his language?
- LEVEL 5: How does the writer's language convey strong emotion in the last paragraph?
- LEVEL 6: How does the writer's language make you sympathise with the Trojans?
- LEVEL 7: What techniques does the writer use? To what effect?

OVERALL EFFECT

- LEVEL 4: What does the writer expect you to feel about the events in the passage?
- LEVEL 5: How does the writer suggest that this event was a tragedy?
- LEVEL 6: What did the writer want the readers to feel and think about violence when they read this piece?
- LEVEL 7: What is the writer's message?

EXTENSION

Write a description of the morning after the destruction.



A sheet of graph paper with a vertical margin line on the left side and horizontal ruling lines. The grid consists of 20 columns and 20 rows of squares. The vertical line is positioned approximately 10% from the left edge. The horizontal lines are evenly spaced and extend across the width of the page.

