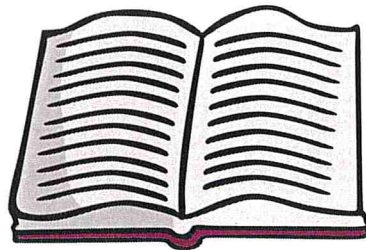




Year 7

English Homework Booklet



Half Term 3

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

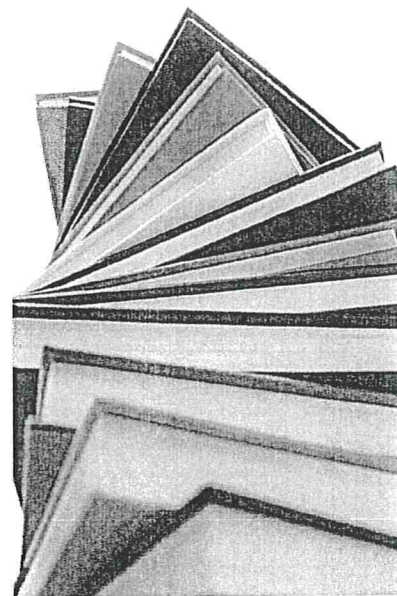
Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.

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!

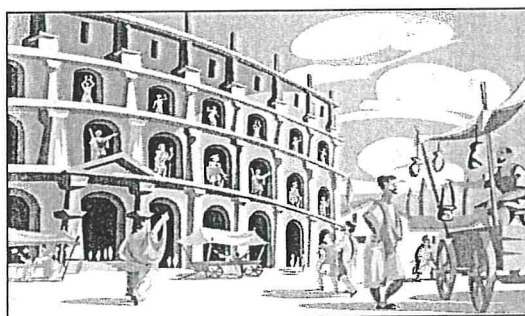


Frank Cottrell Boyce

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

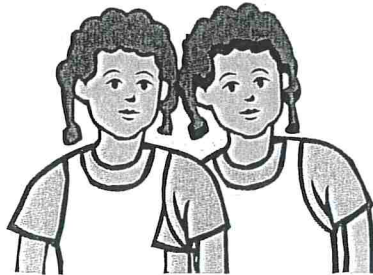
Malorie Blackman writes stories about interesting and controversial issues. *Pig-Heart Boy* features, as you might have guessed, a boy who has a pig's heart transplanted into him. *Noughts and Crosses* depicts a segregated society – you're either a nought or a cross, and the two sides don't mix.

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).



IS IT A SENTENCE?

A key issue in knowing where to put full stops and capital letters is being able to recognise what is and is not a sentence. Again, you have known this for a while now - but this remains an issue for many writers, even at GCSE level. So, let's see if we can't sort it out once and for all.



- A sentence is a complete unit of meaning. It makes sense by itself.
- A sentence needs a **SUBJECT** – a person, place or thing that the sentence is about.
- A sentence needs a **VERB** – an action or state of being (as in “was happy”).
- In a complete sentence, you can tell when the action took place: in the past (it happened); in the present (it happens); in the future (it **will** happen).

TASK

Copy the following text into your English book. Decide whether each example is a proper sentence or an incorrect one by putting a tick or a cross next to them.

1. Ludwig Van Beethoven was a German composer.
2. He composed nine famous symphonies.
3. He's great.
4. The symphony that most people most admire.
5. He also composed many string quartets, taking the form to a peak of expressivity and flexibility.
6. Having composed many piano sonatas.
7. Less well known for his operas than Mozart, he, nonetheless, composed one – Fidelio – which is still performed today.
8. Wrote the famous ninth symphony, with its 'Ode to Joy'.
9. Beethoven – a man with extraordinary talent.
10. His deafness, which he hated.



EXTENSION

- a) For each incorrect example you found, state WHY it is incorrect.
- b) Rewrite the incorrect examples so that they are proper sentences.

VOCABULARY 3: Multiple Choice

TASK

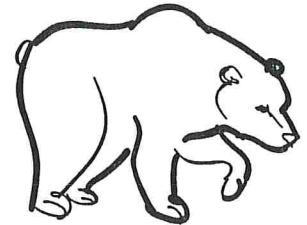


Learn and use the words below.

- a) For each word, choose the correct meaning and write it down in your English book. Check your answer in a dictionary or at dictionary.com.
b) For each word, write a sentence that uses it.

1. **abate**

- a) To hate someone
- b) To have eaten something
- c) Another word for a bear
- d) To reduce in amount or intensity



2. **abhor**

- a) To be bored
- b) To feel amazed
- c) To hate something very much.
- d) To make a hole in something

3. **cacophony**

- a) A fake
- b) A fizzy drink
- c) A loud, unpleasant noise
- d) A type of cake



4. **defer**

- a) To postpone
- b) To be different
- c) To not hear
- d) To cut fur off

5. **ebullient**

- a) A male cow
- b) A high energy drink
- c) Overflowing with enthusiasm
- d) A type of email

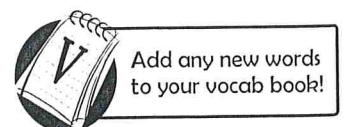
6. **facsimile**

- a) A copy of something
- b) A fact
- c) A mobile phone card
- d) A dream



7. **grace**

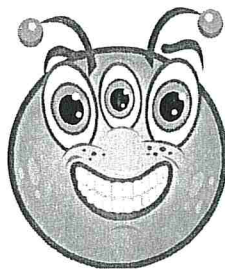
- a) A colour
- b) How sheep eat
- c) A small scratch
- d) Beauty of movement



Add any new words to your vocab book!

WRITING TASK 3

- TASK:** Write a newspaper article about the arrival of aliens on earth.
- AUDIENCE:** Adult newspaper readers – so make it serious, detailed.
- FORM:** Newspaper report – so use a strong opening, headings, captions, witness statements, etc.
- PURPOSE:** To inform – make it clear, detailed, factual.



ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a clear opening section.
- The vocabulary may include basic references to what has happened.

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 mature and serious.

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 structure the story and round it off.
- A variety of vocabulary will reflect different responses to the event.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- The opening will include all key points; witness statements come later.
- The vocabulary will be appropriately sensational.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be of varied lengths and clear topics.
- Vocabulary will be varied in conveying the drama of events.

COMMAS

TASK A



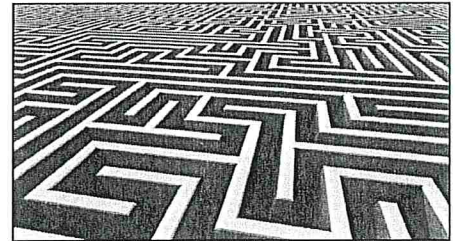
Commas in a List

- You need to use commas in your writing. The simplest use of commas is to mark off items in list.

Example: I like English, maths, science and French.

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

- The Minotaur had a huge head horns fur and hooves.
- His eyes were red yellow and sickly green.
- His horns were huge sharp and covered in blood.
- He had sharp teeth a fierce bellow and a terrible temper.
- His hands were gnarled blood-stained and strong.
- Angry terrified and confused he charged at Theseus.
- Theseus was brave strong determined skilful clever.
- Thesues' sharp glinting threatening sword swung through the air.
- The Minotaur pawed the earth snorted through his huge nostrils and began to charge towards Theseus.
- Theseus shouted a loud curse raised his sword and smashed it down onto the Minotaur's huge skull.



EXTENSION

Write a number of sentences about your school which include lists within them. Make sure that you include the commas where they belong.

TASK B



Commas in Speech

- Commas are used at the end of speeches, within the speech marks; when you go on to say who is speaking.
- If you say who is speaking first, the comma comes before the first speech marks.

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

- "Use this thread" said Ariadne.
- "I don't understand" said Theseus.
- "Unroll the thread as you walk through the labyrinth" explained Ariadne.
- "I can do that easily" boasted Theseus.
- Ariadne explained "You will be able to follow the thread."
- Theseus asked "How will that help?"
- Ariadne sighed "Oh, Theseus, don't you get it?"
- "Oh, I see" said Theseus "I can follow the thread out."

EXTENSION

Write a conversation between Ariadne and Theseus, in which Theseus explains how he killed the Minotaur and escaped. Make sure you use commas correctly.

READING 3: 'The Badger'

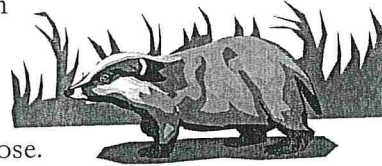


- The difficulty of this passage is: **EASY**
- Read the passage below.
- Look up any words you don't understand in a dictionary or on dictionary.com.
- This poem is by **John Clare** (1793-1864). In it he describes how men hunt a badger with dogs.



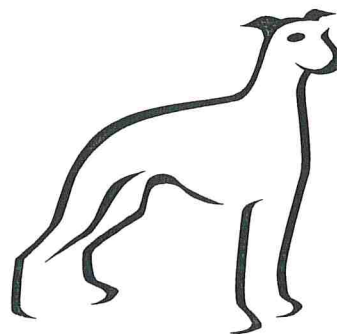
The Badger

When midnight comes a host of dogs and men
Go out and track the badger to his den,
And put a sack within the hole, and lie
Till the old grunting badger passes by.
He comes and hears - they let the strongest loose.
The old fox hears the noise and drops the goose.
The poacher shoots and hurries from the cry,
And the old hare half wounded buzzes by.
They get a forked stick to bear him down
And clap the dogs and take him to the town,
And bait him all the day with many dogs,
And laugh and shout and fright the scampering hogs.
He runs along and bites at all he meets:
They shout and hollo down the noisy streets.



He turns about to face the loud uproar
And drives the rebels to their very door.
The frequent stone is hurled where'er they go;
When badgers fight, then everyone's a foe.
The dogs are clapped and urged to join the fray.
The badger turns and drives them all away.
Though scarcely half as big, demure and small,
He fights with dogs for hours and beats them all.
The heavy mastiff, savage in the fray,
Lies down and licks his feet and turns away.
The bulldog knows his match and waxes cold,
The badger grins and never leaves his hold.
He drives the crowd and follows at their heels
And bites them through - the drunkard swears and reels.

The frightened women take the boys away.
The blackguard laughs and hurries on the fray.
He tries to reach the woods, and awkward race,
But sticks and cudgels quickly stop the chase.
He turns again and drives the noisy crowd
And beats the many dogs in noises loud.
He drives away and beats them every one,
And then they loose them all and set them on.
He falls as dead and kicked by boys and men,
Then starts and grins and drives the crowd again;
Till kicked and torn and beaten out he lies
And leaves his hold and cackles, groans, and dies.



-John Clare-

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 time does the hunt begin?
- LEVEL 5: What do they put in the badger's hole?
- LEVEL 6: Who hears the noise of the hunt?
- LEVEL 7: Who and what does the badger beat or scare in the poem?

INFER AND DEDUCE

- LEVEL 4: What does John Clare feel about the badger?
- LEVEL 5: Why does John Clare mention everyone and everything hearing the hunt?
- LEVEL 6: What impression do you get of the badger from the poem?
- LEVEL 7: What does John Clare think of the people? How can you tell?

STRUCTURE

- LEVEL 4: Why does the poem begin at the time it starts?
- LEVEL 5: How does the poem build up tension and drama?
- LEVEL 6: Why does the poem end as it does?
- LEVEL 7: Why does the poem repeat so much about the fighting badger?

LANGUAGE

- LEVEL 4: What are the key words used to describe the badger?
- LEVEL 5: How does Clare's language create contrasts?
- LEVEL 6: How does Clare's language manipulate your emotions?
- LEVEL 7: How does Clare's language make the scene seem vivid and powerful?

OVERALL EFFECT

- LEVEL 4: What does Clare want us to think about the badger?
- LEVEL 5: How does Clare use the poem to make a protest?
- LEVEL 6: How does Clare make us share his opinions?
- LEVEL 7: What is Clare's message in the poem? How can you tell?

EXTENSION

- a) Write your own poem about hunting.
- b) Write a response to the poem from a hunter – it could be a letter or a poem – saying what Clare got wrong. Write a letter to a newspaper protesting about people who take pleasure in harming animals.

SPELLING 8: Your Own List

The best way to improve your spelling is to work on your own mistakes.

TASK A

Look back over your writing from recent months, including work from primary school if you have any. Look in books for all subjects, not just English.



- List a number of different spelling errors that you made.
- Use a dictionary or dictionary.com on the internet to check what the correct spelling is.
- Try to spot patterns in your mistakes. Do you have problems with particular patterns – like ‘-tion’? Do you get your double letters wrong? Do you mix up vowels or consonants?
- Use the **Look, Say, Cover, Write, Check** method to learn the correct spellings.
- Get someone to test you.
- Spend time learning any words that you still get wrong.
- Try to invent mnemonics to help you remember some of these words.

Example: Rhythm Helps Your Two Hips Move – RHYTHM!

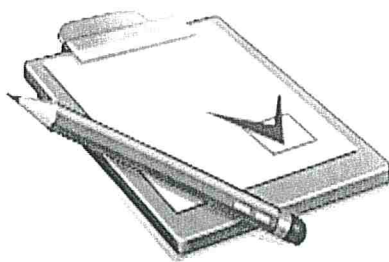
IMPORTANT:

- Once you know the spelling, you need to make an effort to use it in some of your writing. Otherwise, you will probably forget the spelling again.
- Get someone to test you again after a week or so. You need to make sure that you haven’t forgotten any spellings.

Now you need to keep an eye on your spelling all the time. Every time you make a mistake in any writing for any subject, you need to check what the correct spelling is and learn it.

Occasionally, get someone to test you on words that you have made mistakes on over the recent months.

If you do a little work on spelling each day – 5 minutes, for example – you will make a difference to your spelling.



TASK B

You don’t just have to wait until you make mistakes.



- Flick through the dictionary. Look for tricky words.
- In your English book, list difficult spellings that you come across in your reading.
- With the vocabulary exercises that follow, you will – of course – have to learn how to spell the words that you are learning to understand and use.

The best thing that you can do to help your spelling is: take an interest in words; think about words; talk about words; play with words; ask about words; wonder about words.

VOCABULARY 9: English Subject Words



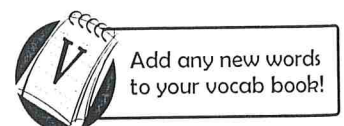
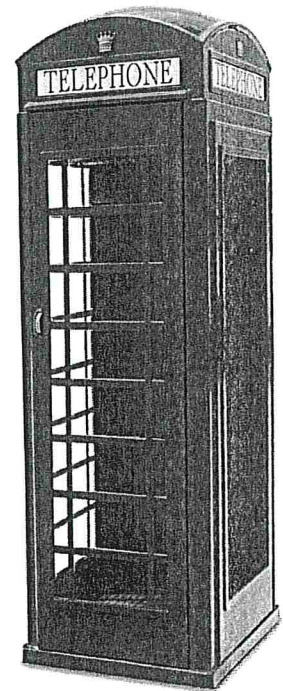
TASK

Below are some words that you might need to use in your English work.

- Chose ten of the words in a dictionary to check their precise meaning.

In your English book, write a sentence that uses each of the words. Try to use each word at least once in discussion or in writing in English this year. Next to the words are some clues about how may use them.

advertisement.....	you might create or analyse one in English
alliteration.....	a poetic and rhetorical technique that makes writing powerful
apostrophe.....	a helpful punctuation mark; the enemy of green-grocers
atmosphere.....	you might create this for a story
chorus.....	a poem might have one; so might a Greek play
clause.....	a key part of a sentence
cliché.....	something to be avoided
comma.....	a key punctuation mark
comparison.....	a key technique in reading
conjunction.....	an important type of word
consonant.....	you'll need these to make words
dialogue.....	a way of adding life to a story; central to a play
exclamation.....	a type of sentence
expression.....	you need to think about this in your writing
figurative.....	a way of writing that adds interest
genre.....	you need to be able to define different types of text
grammar.....	you need to learn about this
imagery.....	a way of making writing interesting
metaphor.....	a poetic and rhetorical device to spot and use
myth.....	a key type of story
narrative.....	a useful word in responding to reading
onomatopoeia.....	a poetic technique to use and spot
pamphlet.....	a text type to write and read
paragraph.....	a key part of structuring your writing
personification.....	a type of metaphor
playwright.....	Shakespeare, for instance
plural.....	you need to get plurals right
prefix.....	a part of a word
preposition.....	a small but significant word
resolution.....	a useful term for responding to reading
rhyme.....	you know what this is!
scene.....	how plays are made up
simile.....	a useful poetic technique
soliloquy.....	Shakespeare uses them all the time
subordinate.....	a useful word for describing sentences
suffix.....	a part of a word
synonym.....	a key word when thinking about vocabulary
tabloid.....	useful for media studies
vocabulary.....	now that's what I'm talking about!
vowel.....	a type of letter



Add any new words to your vocab book!

READING 8: 'Pay the Penalty'



- 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 a section from a story about a boy called Charlie and his problems and triumphs on the football pitch. This comes early in the story and sets up Charlie's main worries for the rest of the story.



Charlie picked himself up and wiped the mud from his face. Jonesy handed him the ball: "Here," he said, "you won us the penalty; you'd better take it." Charlie couldn't believe it: he'd never taken a pen before; it was the last minute of normal time; this was United's only chance to equalise and stay in the Under 15's cup.

"No," said Charlie, weakly, but no-one seemed to hear him.

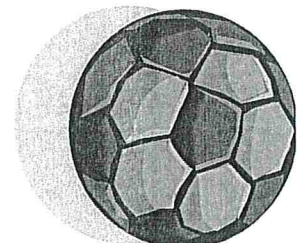
Charlie carefully placed the ball on the spot, noticing as he did just how muddy and cut up the ground was in the penalty area. Looking up, into the keeper's face, he saw his hard, mean, piggy little eyes staring back at him. Suddenly, this ordinary boy seemed to take on giant proportions: his hands seemed like dinner plates; his thick-set body blotted out most of the goal mouth. Waves of anxiety crashed over Charlie. "If I look to the left," he thought, "the keeper will think that I'm going to place it that way, and he'll dive to that side; then I can trick him and slam it into the empty right hand side. But, hang on," Charlie reasoned, "surely the goalie will guess that I'm tricking him, so he'll cover the right hand side, knowing that's where I'm going to place it. So, I'd be better to go left after all. But what if he just does the obvious and falls for the trick ..."

Sweat was dripping down Charlie's forehead. He could hear the brothers and sisters of the team members chanting his name. "Go on Charlie!" muttered some of his team mates. The ref blew his whistle. This was it. Heart pounding, breath panting, legs a little wobbly, he started his run up: his moment of truth!

Just as he was about to strike the ball, Charlie felt the ground slip beneath his standing foot. With his whole body tilting awkwardly, he kicked the ball high into the air and way over the bar.

From his undignified position on his back in the mud, he could hear the groans, the jeers and the cheers of the opposition. The referee was blowing his whistle for full time. It was all over. United had lost, and it was all Charlie's fault.

Smudge's voice was the first he heard distinctly: "You idiot!" he bellowed. "Why did you take that pen? Anyone else would have scored, anyone!" Then all the others joined in, blaming him, questioning why he had taken the penalty at all. Hopelessly, he tried to explain that it wasn't his idea, but no-one was listening. Even Jonesy, whose idea it had actually been, now turned on him: "Have you ever even taken a pen before?" he asked fiercely. Charlie knew now that he would never live this moment down.



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: How many times has Charlie taken a penalty before?
- LEVEL 5: Select two details that tell you that the pitch is muddy.
- LEVEL 6: Select one sentence that shows you that Charlie is nervous.
- LEVEL 7: Select one sentence that builds up the tension of the story.

INFER AND DEDUCE

- LEVEL 4: Why does the writer mention how many penalties Charlie had taken before?
- LEVEL 5: How does Charlie feel before he takes the penalty?
- LEVEL 6: Why does Jonesy join in the complaints at the end?
- LEVEL 7: What different emotions does Charlie feel in this section of the story?

STRUCTURE

- LEVEL 4: Why does the writer describe Charlie's thoughts before he takes the penalty?
- LEVEL 5: How does the writer build up tension in this section?
- LEVEL 6: Compare the first and last paragraphs of this section.
- LEVEL 7: How does this section set up the rest of the story?

LANGUAGE

- LEVEL 4: Which words tell us how Charlie feels?
- LEVEL 5: How does the writer describe the goalkeeper?
- LEVEL 6: Which words help to build up the tension?
- LEVEL 7: Which techniques does the writer use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is your response to this passage?
- LEVEL 5: How does the writer make you sympathise with Charlie?
- LEVEL 6: How does the writer help you get inside Charlie's thoughts?
- LEVEL 7: What are the writer's key aims in this section?

EXTENSION

- a) Continue the story from here. Say what will happen next.
- b) Write your own story about a sporting event.
- c) Write an imagined radio commentary for United's match, covering the awarding and taking of the penalty.

