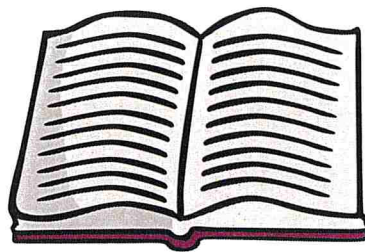




Year 7

English Homework Booklet



Half Term 1

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

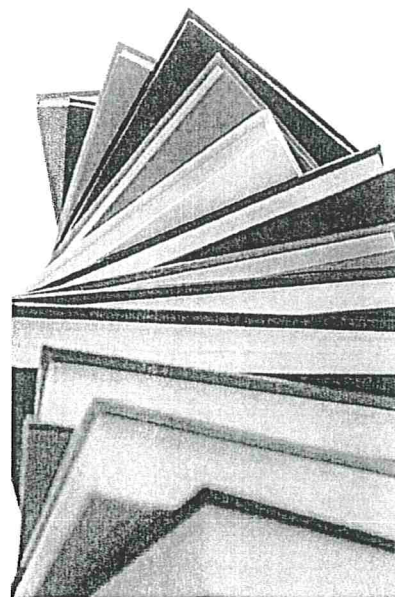
Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.

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!

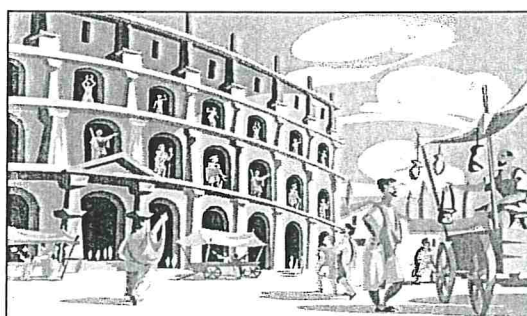


Frank Cottrell Boyce

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

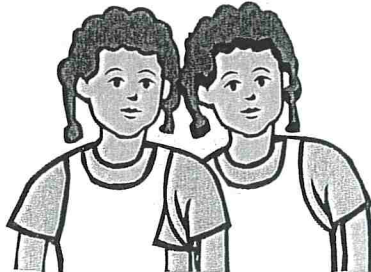
Malorie Blackman writes stories about interesting and controversial issues. *Pig-Heart Boy* features, as you might have guessed, a boy who has a pig’s heart transplanted into him. *Noughts and Crosses* depicts a segregated society – you’re either a nought or a cross, and the two sides don’t mix.

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 Streatfeild

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).



SPELLING 1: i before e



- Probably the most famous spelling rule in English is: *i before e, except after c*. It means that in most words you will find 'i' is followed by 'e', not the other way round. However, in words that have the letter 'c' before the 'ie'/'ei' combination, the rule is reversed, so 'e' comes before 'i'.

Examples: believe, achieve, relieve – all 'i' before 'e'

Examples: receive, deceive, conceive – all 'e' before 'i', because of the 'c'.

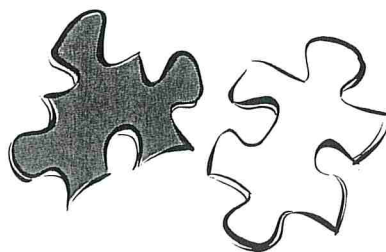
- BUT**, there are exceptions. We will look at them on the next page!

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) achieve
b) acheive
c) acheeve
d) acheve | 5. a) niece
b) neice
c) neece
d) niece | 9. a) conceeve
b) concieve
c) conceive
d) conceve |
| 2.. a) frend
b) freind
c) friend
d) frenid | 6. a) relieve
b) releive
c) relleeeve
d) releve | 10. a) ceeling
b) ceiling
c) cieling
d) celing |
| 3. a) feeld
b) feild
c) field
d) feld | 7. a) peece
b) peice
c) piece
d) pecie | 11. a) preceeve
b) percieve
c) perceve
d) perceive |
| 4. a) greef
b) greif
c) grief
d) grefi | 8. a) receive
b) receeve
c) recieve
d) receve | 12. a) receipt
b) ricipt
c) reciept
d) recept |



Add any new words
to your vocab book!

VOCABULARY 1: Word of the Week

One way to expand your vocabulary is to choose a Word of the Week, each week. This means that you choose a word at the beginning of the week that you are going to try and use as often as possible during the week. Surprise your friends and family by using your chosen word in lots of surprising situations. Impress your teachers with what you say and write.

Below is an example of a dictionary definition for the word “abate” as well as some useful information about its different features. Make sure that you know how to use a dictionary properly.

a·bate ə'beɪt - [uh-beyt] **verb**, a·bat·ed, a·bat·ing.

Firstly, we have the headword: abate. That's what we're defining here. The next thing that you see is a guide to how to say the word: "uh-beyt". Then there are some variations of the word with alternative endings – “abated”, “abating”.

–verb (used with object)

1. to reduce in amount, degree, intensity, etc.; lessen; diminish: to abate a tax; to abate one's enthusiasm.
2. *Law.*
 - a) to put an end to or suppress (a nuisance).
 - b) to suspend or extinguish (an action).
 - c) to annul (a writ).
3. to deduct or subtract: to abate part of the cost.
4. to omit: to abate all mention of names.
5. to remove, as in stone carving, or hammer down, as in metalwork, (a portion of a surface) in order to produce a figure or pattern in low relief.

Next the definition tells you which part of speech this word fits. “Abate” is a verb – a word that conveys an action or a state of being. It is important that you know what part of speech the word fits, otherwise you won't know how to use it in a sentence.

–verb (used without object)

6. to diminish in intensity, violence, amount, etc.: The storm has abated. The pain in his shoulder finally abated.
7. *Law.* to end; become null and void.

This definition offers two types of verb – one that takes an object and one that does not take an object – which means that it can be used with a word following it or on its own.

You get some useful examples of how the word is used. This will be helpful.

[Origin: 1300–50; ME < MF *abatre* to beat down, equiv. to *a-* + *batre* < LL *batere* for L *battuere* to beat; *a-* perh.]

TASK

1. Use a dictionary or dictionary.com and a thesaurus to find a word that is new to you but one that will be useful and impressive.
2. Once you have chosen your word, write it down in your English book. Make sure that you know what the word means and how it is used.



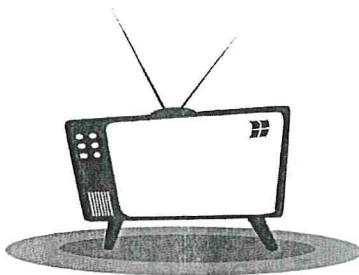
WRITING TASK 1

TASK: Write a review of your favourite television programme for a magazine aimed at 12-14 year olds.

AUDIENCE: 12-14 year olds – so make it lively, relevant, funny, etc.

FORM: Magazine – so include headings, boxes, pictures, captions, a clear opening.

PURPOSE: To review/inform/persuade – persuade them that you're right!



ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some blocks of text separated from other parts.
- There will be basic content words to describe the programme.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There may be an opening paragraph and some other sections.
- The vocabulary will be more persuasive and refer to details.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- There will be subheadings, separate sections and paragraphs.
- A variety of words to describe the style and content will be used.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will start with link words.
- The vocabulary will be strong and persuasive and funny.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- There will be lots of variety in paragraphs, boxes, subsections, etc.
- Vocabulary will include sophisticated terminology

READING 1: 'La Belle Dame Sans Merci'

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 poem by **John Keats** (1795-1821). In it he records the speech of a knight who has been found wandering alone by a lake. He tells of how he met a beautiful lady, but she left him and he is lost.



La Belle Dame Sans Merci

Oh what can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has withered from the lake,
And no birds sing.

Oh what can ail thee, knight-at-arms,
So haggard and so woe-begone?
The squirrel's granary is full,
And the harvest's done.

I see a lily on thy brow,
With anguish moist and fever-dew,
And on thy cheeks a fading rose
Fast withereth too.

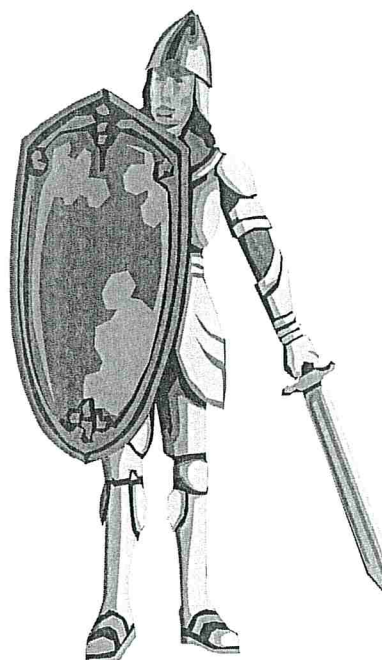
I met a lady in the meads,
Full beautiful - a faery's child,
Her hair was long, her foot was light,
And her eyes were wild.

I made a garland for her head,
And bracelets too, and fragrant zone;
She looked at me as she did love,
And made sweet moan.

I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend, and sing
A faery's song.

She found me roots of relish sweet,
And honey wild, and manna-dew,
And sure in language strange she said –
'I love thee true'.

She took me to her elfin grot,
And there she wept and sighed full sore,
And there I shut her wild, wild eyes,
With kisses four.

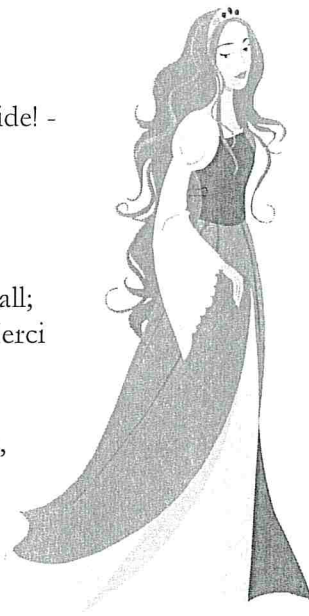


And there she lulled me asleep
And there I dreamed - Ah! woe betide! -
The latest dream I ever dreamt
On the cold hill side.

I saw pale kings and princes too,
Pale warriors, death-pale were they all;
They cried - 'La Belle Dame sans Merci
Hath thee in thrall!'

I saw their starved lips in the gloam,
With horrid warning gaped wide,
And I awoke and found me here,
On the cold hill's side.

And this is why I sojourn here
Alone and palely loitering,
Though the sedge is withered from the lake,
And no birds sing.



-John Keats-

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 does the speaker call the Knight?
- LEVEL 5: What is the Knight doing in the first verse?
- LEVEL 6: Which plant is mentioned in the first verse?
- LEVEL 7: How many negative words can you find in the poem?

INFER AND DEDUCE

- LEVEL 4: How does the Knight feel at the start?
- LEVEL 5: Why did the Knight go with the lady?
- LEVEL 6: How did the lady trick the Knight?
- LEVEL 7: What exactly happened to the Knight?

STRUCTURE

- LEVEL 4: How does the poem start and end?
- LEVEL 5: Why does the poem start and end as it does?
- LEVEL 6: How does the poem contrast different moods?
- LEVEL 7: Why does Keats structure his poem as he does?

LANGUAGE

- LEVEL 4: Which words create a mood at the start of the poem?
- LEVEL 5: What does this phrase make you feel/think: "with horrid warning gaped wide?"
- LEVEL 6: How does Keats use language to create a mood?
- LEVEL 7: How does Keats use language to depict the Knight's state of mind?

OVERALL EFFECT

- LEVEL 4: What is your response to the poem?
- LEVEL 5: What is Keats' message in the poem?
- LEVEL 6: Why did Keats set his poem in olden times?
- LEVEL 7: What does the poem tell us about love and relationships?

APOSTROPHES

Apostrophes are simple really. There are only two ways they should be used. Don't overuse them!

TASK A



Apostrophe of Omission

- Use an apostrophe where you have **missed letter(s)** out of a word. The apostrophe goes where the missing letter(s) should have been.

Example: Do not → **don't**.

Copy the following sentences into your English book, adding apostrophes where they belong.

1. I dont know what the meaning of life is.
2. I cant tell you what the meaning of life is.
3. I couldnt attend your philosophy class.
4. I wouldnt worry about it.
5. I shouldnt have missed it.
6. I shant tell on you.
7. It isnt good to miss important lessons.
8. Youre a good student, so you mustnt worry.
9. Weve got a very old car that often breaks down.
10. Ive got some notes that you can copy up.



TASK B



Apostrophe of Possession

- Use an apostrophe before an 's' to show that something **belongs** to someone or something.
Example: **Paul's** bike
- If the word already ends in 's', you can just add an apostrophe at the end.
Example: **James'** bike.
- **REMEMBER:** Most words that end in 's' do not have an apostrophe! Only use one to show that something belongs to someone.

Copy the following sentences into your English book, adding apostrophes where they belong.

1. That is Pauls bike.
2. Socrates pupil was Plato.
3. Platos pupil was Aristotle.
4. Aristotles pupil was Alexander the Great.
5. Alexanders aim was to conquer the world.
6. His soldiers skills were famous throughout the world.
7. Persias army could not defeat Alexander.
8. Alexanders troops wanted to go home.
9. The elephants were surprised to see Alexander.
10. The chariots wheel fell off.

VOCABULARY 7: Fill in the Missing Words



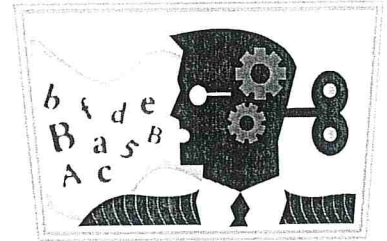
TASK

These sentences suggest the meaning for a useful, interesting word. Try to think what the missing word might be. A thesaurus might help.

- Check your answer in a dictionary to make sure that it is right.
- Ask for help from your family if you are stuck.

Copy the following sentences into your English book. Complete them by filling in the missing word. The first two letters of each word have been given for you.

1. To shorten a word is to ab_____ it.
2. To put a complete stop to something is to ab_____ it.
3. To avoid eating is to ab_____.
4. To achieve something is to ac_____ it.
5. To judge is to ad_____.
6. To make a mistake is to make a bl_____.
7. To be cruel and uncaring is to be ca_____.
8. To give up completely is to ca_____.
9. A formal presentation might be a ce_____.
10. To be secretive is to behave in a cl_____ way.
11. To be well-suited is to be co_____.
12. The voice in your head that tells you what is right is your co_____.
13. To confirm what someone else has said is to co_____.
14. A moorland bird with a haunting cry is a cu_____.
15. To be easily broken is to be de_____.
16. A casual or disconnected speech is de_____.
17. To persuade someone not to do something is to di_____ them.
18. Lying or double dealing is du_____.
19. A strong word for hatred is en_____.
20. Special knowledge known only to a few is called es_____.
21. A person who explains or expounds a topic is known as an ex_____.
22. Faithfulness is known as fi_____.
23. Something that is frantic or frenzied is called fr_____.
24. Looking back on something that has already happened is called hi_____.
25. To be poor is to be im_____.



Add any new words to your vocab book!

EXTENSION

Try to write a story that uses all of the words that you had to find.

FULL STOPS

Each sentence needs to be followed by a full stop. Yes, you've known that for a while now, but you need to know exactly where to place your full stops. So, here's a chance to practise.



- A full stop comes at the end of a sentence.
- A sentence makes sense by itself – it is a **complete statement**.
- If there is no connective, then there must be a full stop before you go on to make another statement.

TASK

Copy the following sentences into your English book, adding full stops where they belong.

1. Wolfgang Amadeus Mozart was a great composer he composed some of the most beautiful music ever written
2. Mozart was famous as a child he could play and compose music from a very early age
3. Mozart composed over forty symphonies a symphony uses a large orchestra
4. Mozart's operas were also famous he wrote many a lot of them are still performed
5. Mozart also wrote chamber music chamber music is music written for a small number of players for example, Mozart wrote a number of string quartets these are pieces written for two violins, a viola and a cello
6. You probably would recognise some of Mozart's music it has been used on adverts and in films
7. Mozart died when he was only thirty five years old he was working on a requiem when he died a requiem is piece of music that is played at a funeral
8. Some people have suggested that Mozart was murdered he certainly made enemies in his lifetime he was seen by some people as rude and arrogant others were jealous of his amazing talent
9. It has been suggested that listening to Mozart's music is good for the brain it seems that it makes you think better this might be because the music is so detailed and intricate
10. Why are all these sentences about Mozart well, you might as well find out about something whilst you're copying why not listen to some of Mozart's music you might like it it's good to be open-minded and try new things.



EXTENSION

Design and write a leaflet for Infant school children explaining how to use full stops.

SPELLING 7: Problem Words

Some spellings cause special problems. Try to learn which spelling to use from the examples below.

TASK A



There, their, they're

- **There** is the most common spelling. It refers to places – over **there**. It also works in sentences like: **there** are four sides on a square.
- **Their** refers only to situations when something belongs to some people – the house belongs to them; it is **their** house.
- **They're** is short for 'they are' – **they're** coming to see us today.

Copy the following sentences into your English book, adding in the correct missing words.

1. The entrance is over _____.
2. It is _____ turn.
3. _____ very busy today.
4. I don't like Macdonald's; I dislike _____ burgers.
5. How many are _____?
6. _____ is no excuse.
7. _____ on _____ way.
8. What is _____ to do here?
9. Why are _____ no British teams in the finals?
10. I like the way they play _____ instruments.



TASK B



Your, you're

- **Your** means belongs to you – that's **your** pencil.
- **You're** is short for 'you are' – **you're** coming to see us today.

Copy the following sentences into your English book, adding in the correct missing words.

1. It was _____ fault.
2. _____ not playing very well today.
3. _____ very busy today.
4. I don't like _____ hair cut.
5. Which is _____ painting?

TASK C



Its, it's

- **It's** is short for 'it is' – **it's** Tuesday.
- **Its** refers to something belonging to it – the dog likes **its** bone.

Copy the following sentences into your English book, adding in the correct missing words.

1. _____ time to go home.
2. Look at the chair. You have bent _____ leg.
3. _____ always raining.
4. I don't like the carpet. _____ pattern is too busy.
5. The sun has got _____ hat on.

WRITING TASK 7

TASK: Write a letter to your headteacher asking for more school trips.

AUDIENCE: The headteacher – so keep it respectful and formal.

FORM: Formal letter – so set it out correctly, start directly.

PURPOSE: To persuade and argue – use strong language, give examples.



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 an opening and conclusion.
- The vocabulary may be too basic for the task.

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 suitable for the formal purpose.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will mark changes in topic and focus.
- Interesting vocabulary will catch the head's attention.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked into a coherent argument.
- More varied and mature vocabulary will be used to impress the head.

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 in creative ways to create surprises and emphasis.
- Very impressive vocabulary will be included to persuade the head.

