



Year 7

English Homework Booklet



Half Term 4

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

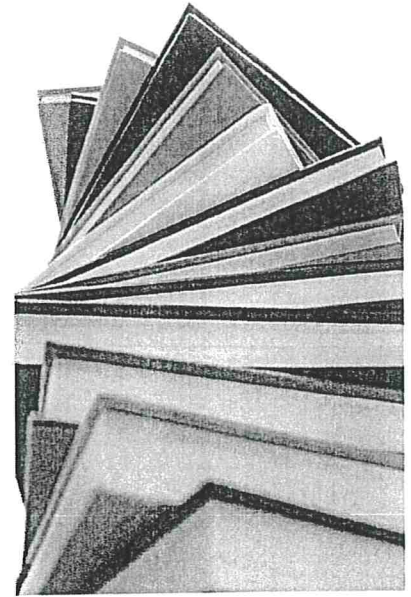
Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.

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!

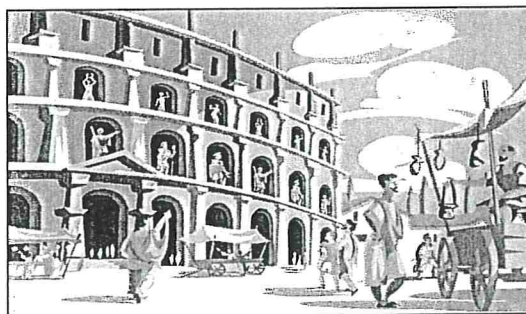


Frank Cottrell Boyce

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

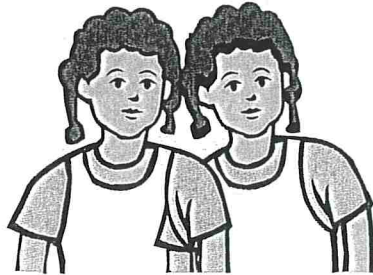
Malorie Blackman writes stories about interesting and controversial issues. *Pig-Heart Boy* features, as you might have guessed, a boy who has a pig's heart transplanted into him. *Noughts and Crosses* depicts a segregated society – you're either a nought or a cross, and the two sides don't mix.

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).



SPELLING 4: -tion/-sion/-cion

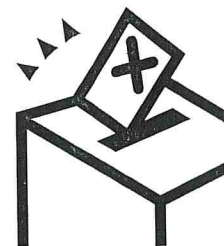
TASK



- '-tion' endings are common in English.
- Young children tend to make wild guesses about how to make the '-tion' sound.
- Here is a chance for you to practise that particular pattern.
Example: A description of the meaning of a word is called a definition.

Copy the following sentences into your English book. Complete each one by adding the correct missing word. They all feature the '-tion' ending.

1. A place where you catch a train is called a _____.
2. A piece of writing that describes someone is called a _____.
3. If you are naughty, you might get a _____.
4. When you want someone to listen, you have to get their _____.
5. Keeping your mind on your work means keeping your _____.
6. In the mirror, you would see your _____.
7. A detective needs to do some _____.
8. The ball hit a defender and went into the net from the _____.
9. Use sun-cream for _____.
10. If you catch a disease, you have an _____.
11. When you react, you show a _____.
12. The inspector carried out an _____.
13. When you make a mistake, you should do your _____.
14. Love is a kind of _____.
15. We get to vote in an _____.



TASK



- Not all words that include the sound '-tion' use the letter 't'.
Example: If you extend something, you have an extension.

Copy the following sentences into your English book. Complete each one by adding the correct missing word. They use a different letter combination to make the '-tion' sound.

1. If you suspend something, you have a _____.
2. You measure something to find its _____.
3. If you suspect something, you have a _____.
4. If you decide something, you make a _____.
5. If you revise something, you do your _____.
6. If you submit something, you make a _____.
7. If you are a spy with a job to do, you're on a _____.
8. If you are precise, you show _____.



Add any new words to your vocab book!

EXTENSION

Try to write an explanation of why you might use '-tion', '-sion' or '-cion' in the examples

VOCABULARY 4: Define and Use



TASK

Using a dictionary or dictionary.com, find the definitions for these words and write them down in your English book. Make sure that you understand how you use the word in a sentence. Try out the word with family and friends.

Next to each word is a clue about how you might use it, but you'll still need to find out the precise definition.

habitat this is a useful word for describing the places in which people or animals live.

ichneumon what a great word! You pronounce it *ick-new-mon*. It's an animal.

jubilant a useful word for describing happy feelings.

kestrel a bird worth finding out about. Ever seen one?

laborious a good word to describe certain kinds of work.

magnum opus a Latin term that is used in English.

nefarious this word describes a type of person or activity.

obliterate a strong word, useful for powerful writing.

palatial a good descriptive word that goes with a certain type of building.

quench a useful verb to describe a common activity.

radiate a verb that gives a strong, specific impression.

sacred a word that will be useful in R.E.

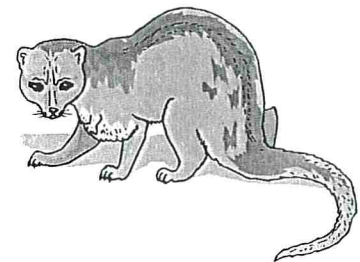
tenacious a word that describes a certain type of attitude.

ultimate a word for extremes.

valiant a strong descriptive word.

yearn a powerful verb that conveys a particular feeling.

zeal a strong quality.



Add any new words to your vocab book!

EXTENSION

Write a story that uses all of the words in this list.

WRITING TASK 4

- TASK:** Write a story about being lost in the woods.
- AUDIENCE:** Make it specifically for either girls or boys of your age.
- FORM:** Story – so include description and emotions.
- PURPOSE:** To frighten! – make it creepy.



ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a sense of a beginning and conclusion.
- The vocabulary will give the basic facts.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- Paragraphs will be used to show different parts of the story.
- The vocabulary will include some emotive language.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be used when the topic changes.
- Vocabulary will be used to create a sinister effect.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked to show the progress of events.
- Vocabulary will reflect feelings and create atmosphere.

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 add to the sense of drama.
- Vocabulary will hook the readers and control their reactions.

READING 4: 'Infant Sorrow' and 'Infant Joy'

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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.
- These two poems were written by **William Blake** (1757-1827) for his book *Songs of Innocence and Experience*. In them he contrasts two types of child.

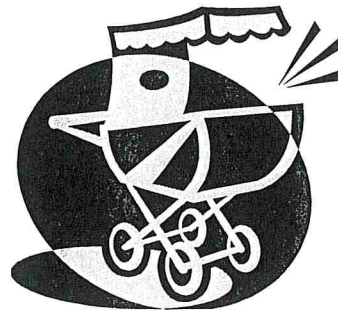


Infant Sorrow

My mother groaned, my father wept,
Into the dangerous world I leapt;
Helpless, naked, piping loud,
Like a fiend hid in a cloud.

Struggling in my father's hands,
Striving against my swaddling bands,
Bound and weary, I thought best
To sulk upon my mother's breast.

-William Blake-



Infant Joy

"I have no name:
I am but two days old."
What shall I call thee?
"I happy am,
Joy is my name."
Sweet joy befall thee!

Pretty Joy!
Sweet Joy, but two days old.
Sweet Joy I call thee:
Thou dost smile,
I sing the while,
Sweet joy befall thee!

-William Blake-



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 three negative words in 'Infant Sorrow'.
- LEVEL 5: Which is the most powerful line in 'Infant Sorrow'?
- LEVEL 6: Select a metaphor or simile from either poem.
- LEVEL 7: Select the strongest words in each poem. Explain the effect they have.

INFER AND DEDUCE

- LEVEL 4: Why is the child in 'Infant Sorrow' unhappy?
- LEVEL 5: How can you tell that the parents in 'Infant Joy' love their child?
- LEVEL 6: Why does Blake show the babies talking?
- LEVEL 7: How does Blake suggest that what happens to you as a baby can affect your whole life?

STRUCTURE

- LEVEL 4: Why does Blake begin 'Infant Sorrow' as he does?
- LEVEL 5: Why does he use repetition in 'Infant Joy'?
- LEVEL 6: How are the structures of the poems different?
- LEVEL 7: Why are the structures of the poems different?

LANGUAGE

- LEVEL 4: What are the key words in 'Infant Joy'?
- LEVEL 5: What are the key words in 'Infant Sorrow'?
- LEVEL 6: How does Blake use language in 'Infant Sorrow' to affect our feelings?
- LEVEL 7: How does Blake use language differently in the two poems?

OVERALL EFFECT

- LEVEL 4: What feelings do the two poems give you?
- LEVEL 5: How do the poems differ?
- LEVEL 6: What is Blake's message in these two poems?
- LEVEL 7: One poem is a song of experience, the other a song of innocence. Which is which? How can you tell? What is the difference between experience and innocence?

EXTENSION

- a) Read some more of Blake's poems. Write about your responses to them.
- b) Write your own pair of poems about childhood pleasures and pains.
- c) Draw an image to illustrate each poem.
- d) Find a copy of Blake's own illustrations for these poems. What do you think of them?

NOUNS

In order to work out what is and is not a sentence, some knowledge of the different types of word can be helpful. So, what are nouns, anyway?

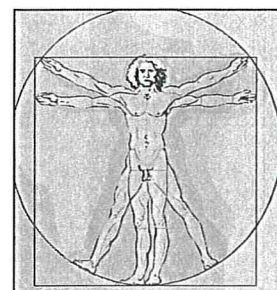


- A noun is often called a **naming word**.
- Nouns are the words that name **people, places and things**.
- The subject of a sentence may well be a noun.
- **Proper nouns** are the names of particular people and places: Eleanor, Richard, Alison, Plymouth, Hull, Oxford, Stokesley. They have a capital letter at the start.
- **Common nouns** name things and general places: chair, table, cat, garden, house, road.

TASK

Copy the following sentences into your English book. Underline the noun(s) in each sentence.

1. Leonardo da Vinci is the greatest genius in world history.
2. He painted pictures of angels and strange women.
3. He lived in Florence for many years.
4. He did experiments.
5. He drew pictures of moving water.
6. He designed a giant bronze statue of a horse.
7. He invented a helicopter.
8. He studied plants and animals very carefully.
9. He worked in Milan.
10. He painted The Mona Lisa.
11. He studied the human body, making diagrams of the heart and the eye.
12. When he was a baby, a bird of prey landed on his cradle and brushed its feathers against his face.
13. As a young boy, he once got lost in a cave and feared that there might be a monster inside.
14. He painted The Last Supper, which showed Jesus and his disciples.
15. He inspired the book *The Da Vinci Code*.



EXTENSION

- a) List which are proper nouns and which are common nouns.
- b) Do some research and find out what other categories of nouns there are (for example, abstract and concrete) and list examples of these categories.

WRITING TASK 8

TASK: Describe a place where you have been on holiday.

AUDIENCE: Holidaymakers, travellers – so make it refer to what will be interesting to people who are interested in travel.

FORM: A travel magazine – so describe the place so that people feel as if they are there.

PURPOSE: To inform and explain – make it detailed.



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 will give simple facts about the place.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some signs of paragraphing to show different topics.
- The vocabulary will be more specific.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will show changes in focus and topic.
- Vocabulary will be descriptive.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked by an overall feeling or idea.
- Vocabulary will vary as different parts of the place are described.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will create interesting contrasts and twists.
- Vocabulary will be vigorous, exciting, varied.

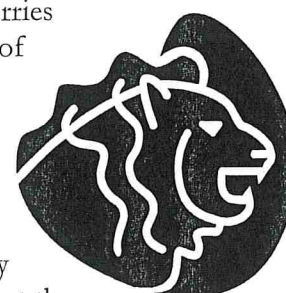
READING 9: 'Pyramus and Thisbe'



- 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 a famous Greek story. In it, Pyramus and Thisbe fall in love, but their parents try to keep them apart. So they agree to meet secretly in the woods. Thisbe is frightened away by a lion, which chews on a scarf that she dropped. When Pyramus arrives, he sees the lion chewing the scarf, covering it with blood from an animal it killed earlier. Pyramus recognises the scarf and assumes that Thisbe has been eaten.



Suddenly, Pyramus' feelings changed from fear to despair. He forgot his worries about whether the lion might attack him, as he was overcome with feelings of horror and wretched misery. The more he looked, the more he was certain: the turquoise scarf that the lion was contentedly munching on was the very one that Pyramus had given to his beloved Thisbe as a token of his undying love. Oblivious to Pyramus's presence, the king of the beasts concentrated on trying to get the fabric of the scarf out of his huge teeth. What was clear to Pyramus was that the beautiful green-blue silk was heavily stained with goblets and splashes of crimson. How could Pyramus know that the blood really belonged to the unlucky deer that the lion had felled after Thisbe had made her safe retreat? For Pyramus, only one explanation seemed possible: the blood was Thisbe's; the lion had killed and eaten her.



Feeling that he was about to faint, Pyramus stumbled, then collapsed onto the stony ground. Flashing through his brain like lightning were dozens of remembered images: he saw Thisbe's sweet, shy smile; he saw the wall through which they had secretly exchanged their vows of love; he saw his parents sternly warning him to stay away from the daughter of their loathed enemy. All this had happened so quickly, so helplessly. And now this: was this the end?

"Oh, why, why did I delay?" howled the hopeless Pyramus. "Why couldn't I have arrived first? You lion, you wretched, thoughtless, brute beast: how I would have dealt with you!" Pyramus threatened, reaching for the sword that hung by his side. "But no, you had to take your chance, didn't you? To pick on a defenceless girl! Coward! Miserable, cruel, evil creature!" But the lion seemed not to hear Pyramus' wild cries.

"Come on!" shouted Pyramus, "Kill me now, lion. Let me join my one true love. Without her, my life seems pointless, empty, barren." Boldly, carelessly, Pyramus approached the gnawing animal, but the lion was no longer hungry. It glanced up at Pyramus and snorted. As Pyramus didn't take the hint, the lion slowly heaved itself onto its four legs and slunk away into the forest, leaving the raving mad man behind him.

Dejected, exhausted, desperate, Pyramus slumped against a tree. Tossing his sword to the ground, he wept for his lost love. "Ah, Thisbe, Thisbe, how can I go on without you?" he cried. Blinking through his tears, he saw the sun glinting from his sword by his feet. Suddenly, a terrible, inevitable thought struck him.

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: Whose scarf is the lion chewing?
- LEVEL 5: Who gave the scarf as a present?
- LEVEL 6: What does Pyramus remember about his relationship with Thisbe?
- LEVEL 7: Which details describe Pyramus' emotions?

INFER AND DEDUCE

- LEVEL 4: Why does Pyramus hate the lion?
- LEVEL 5: Why is the lion not interested in Pyramus?
- LEVEL 6: How can you tell that Pyramus really loves Thisbe?
- LEVEL 7: What will happen next?

STRUCTURE

- LEVEL 4: How can you tell that this is from the middle of a story?
- LEVEL 5: What is the topic for each of the paragraphs?
- LEVEL 6: Why does the writer spend so long describing Pyramus' feelings?
- LEVEL 7: Why does the writer end this section as he does?

LANGUAGE

- LEVEL 4: Which words convey Pyramus' feelings?
- LEVEL 5: How does the writer's language make us sympathise with Pyramus?
- LEVEL 6: How does the writer's language create tension?
- LEVEL 7: What techniques does the writer use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is your response to this section?
- LEVEL 5: What message is the writer trying to convey?
- LEVEL 6: What does this passage tell you about love?
- LEVEL 7: How does the writer make the passage interesting?

EXTENSION

- a) Write the next section of the story.
- b) Write your own love story.
- c) Read some more Greek myths and legends. Write about your responses.

CORRECTING A PASSAGE

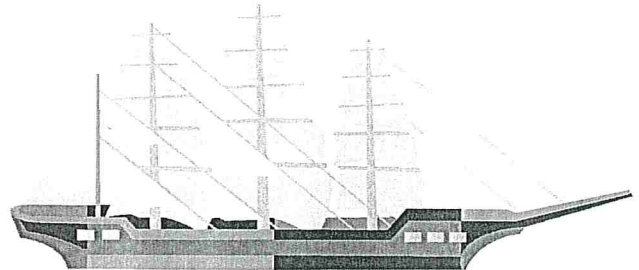
Here's a test for you! Try to put all the skills you have used in the previous exercises together here.

TASK

Copy the passage below into your English book, correcting all of the mistakes as you go along.

REMEMBER

- Full stops
- Capital letters
- Apostrophes
- Speech
- Commas



ariadne was in love with theseus she wanted to run away with him after he killed the minotaur i have helped you she said now you can do something for me what is it asked theseus take me away from this cold unhappy palace marry me and we can live together happily ever after theseus did not love ariadne but he didnt know how to tell her youve helped me a lot so i guess i cant say no well sail at midnight youll need to get ready quickly

ariadnes face lit up she hurried into her fathers palace and grabbed her bag her coat and her favourite book she rushed down to the harbour and onto theseus ship

through the dark silent night theseus ship sailed silently slowly secretly the sea was calm still and gentle a light easy breeze stirred the sails steadily i cant believe that were here together said ariadne excitedly theseus just stared moodily into the darkness he was distracted he forgot that he had promised his father that he would change the colour of the sails from black to white if he survived

they had sailed out of the harbour well rest on the nearest island until dawn said theseus everyone disembarked and set up camp on the cool soft spacious sands

the next morning ariadne woke up late she was expecting to see theseus men on the beach she was expecting to see theseus ship anchored nearby however what she did see was a wide empty expanse of nothing there was the silent sea the lonely sand and the fluffy clouds floating across the blue beautiful sky there were no sailors there was no ship there was no theseus ariadne cried out in horror where are you my husband how could you do this to me how could you abandon me

theseus was miles away he had sneaked away like a cunning untrustworthy selfish coward he was sailing towards home still showing the black sails that would say to his father that he had failed so the final tragedy was about to happen when theseus father saw the black sails and could not bear to live anymore

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