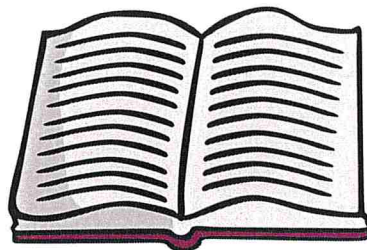




Year 7

English Homework Booklet



Half Term 5

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

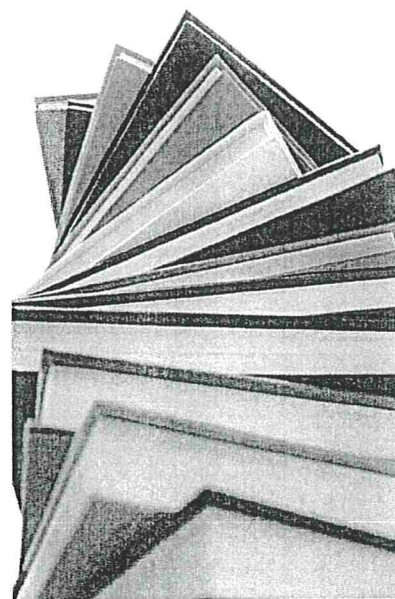
Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.

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!

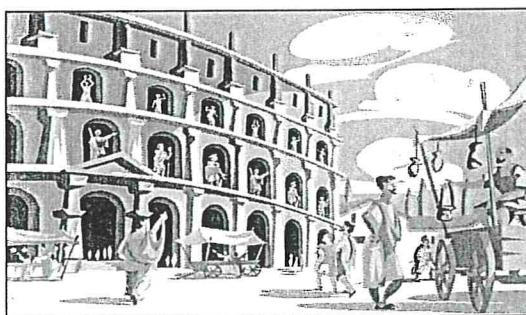


Frank Cottrell Boyce

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

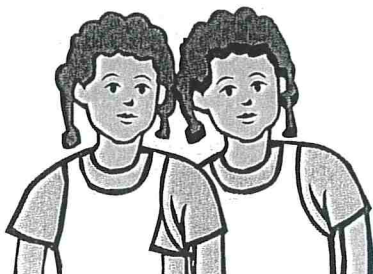
Malorie Blackman writes stories about interesting and controversial issues. *Pig-Heart Boy* features, as you might have guessed, a boy who has a pig’s heart transplanted into him. *Noughts and Crosses* depicts a segregated society – you’re either a nought or a cross, and the two sides don’t mix.

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).



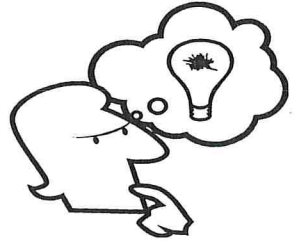
SPELLING 5: -gh/-ght



- Another common pattern in many spellings is '-gh' and '-ght'.
Examples: If you find something funny, you **laugh**.
If you think about something, you have a **thought**.

TASK A

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



1. If someone teaches you, you have been _____.
2. If you get nothing, you get _____.
3. One more than seven is _____.
4. If you were seeking, you have _____.
5. If you like boxing, you like a _____.
6. After the evening, comes the _____.
7. A medieval soldier could be a _____.
8. Another word for power is _____.
9. If you are clever, you are _____.
10. The opposite of heavy is _____.
11. An island off the south coast of England is the Isle of _____.
12. If you are scared, you are _____.
13. The opposite of loose is _____.
14. If you make a catch, you have _____.
15. If you bring something, you have _____.
16. If you should do something, you _____.
17. If you were in a battle, you have _____.
18. If you can see, you have _____.
19. If you measure how high something is, you find out its _____.
20. If you find out how heavy something is, you discover its _____.
21. If there is no rain, there may be a _____.

TASK B

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

1. The opposite of smooth is _____.
2. If you go from one end of a tunnel to the other, you go _____.
3. If you do something really well, you do it _____.
4. Animals eat from a _____.
5. If a puzzle is hard, you call it _____.

EXTENSION

Can you find any other examples of words that use '-gh' or '-ght'?

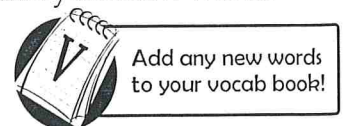
VOCABULARY 5: Alternatives for Common Words

Below are some words that tend to be over-used. They are a little too general or vague.

TASK

Find interesting alternatives for these words and write them down in your English book. Try to use these alternatives as much as possible.

1. **said**
Try: bellowed, whispered
What else?
2. **big**
Try: massive, huge
What else?
3. **walked**
Try: marched, ambled
What else?
4. **ran**
Try: rushed, hurtled
What else?
5. **thought**
Try: considered, wondered
What else?
6. **sad**
Try: melancholy, miserable
What else?
7. **happy**
Try: joyful, merry
What else?
8. **wanted**
Try: wished for, desired
What else?
9. **ate**
Try: consumed, devoured
What else?
10. **bored**
Try ... not using this word! Take an interest in life; take pride in an ability to try hard even when the work gets difficult; be happy to labour away at something that you know will be useful. In short, be positive!



WRITING TASK 5

- TASK:** Write a letter to local residents protesting that your school is going to be knocked down to build a motorway.
- AUDIENCE:** Adult homeowners (especially parents) – make them care about the issue; they need to see that it will be bad for them.
- FORM:** Formal letter – so set it out correctly, start directly, etc.
- PURPOSE:** To inform, argue and persuade – use strong, powerful language and lots of examples; you want them to join your campaign to save the school.



Your vocab book
may help you!

ASSESSMENT CRITERIA:

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be an introduction and conclusion.
- The vocabulary will feature simple facts about the case.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraphing, marking off different points.
- The vocabulary will be more persuasive and memorable.

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 inclusion of anecdotes.
- Vocabulary will be strong and specific.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked to show how the argument progresses.
- Vocabulary will make the audience react emotionally to the situation.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be varied in length and will be used to create drama.
- Vocabulary will be powerful and addressed directly to the homeowners' concerns.

READING 2: 'Araby'



- 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 the end of a story by **James Joyce** (1882-1941). In the story a boy is keen to go to a special market (or bazaar) to buy a present for a girl whom he likes. He gets delayed and very frustrated. By the time he gets to the bazaar it is closing down, and he realises that he was foolish to get so excited about going.



Dubliners by James Joyce; Penguin Classics (1996); ISBN-10: 0140622179

I could not find any sixpenny entrance and, fearing that the bazaar would be closed, I passed in quickly through a turnstile, handing a shilling to a weary-looking man. I found myself in a big hall girded at half its height by a gallery. Nearly all the stalls were closed and the greater part of the hall was in darkness. I recognized a silence like that which pervades a church after a service. I walked into the centre of the bazaar timidly. A few people were gathered about the stalls which were still open. Before a curtain, over which the words *Café Chantant* were written in coloured lamps, two men were counting money on a salver. I listened to the fall of the coins.

Remembering with difficulty why I had come, I went over to one of the stalls and examined porcelain vases and flowered tea-sets. At the door of the stall a young lady was talking and laughing with two young gentlemen. I remarked their English accents and listened vaguely to their conversation.

'O, I never said such a thing!'

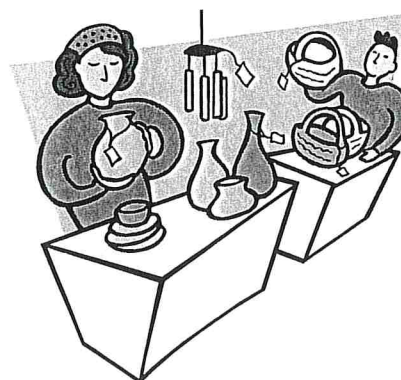
'O, but you did!'

'O, but I didn't!'

'Didn't she say that?'

'Yes. I heard her.'

'O, there's a... fib!'



Observing me, the young lady came over and asked me did I wish to buy anything. The tone of her voice was not encouraging; she seemed to have spoken to me out of a sense of duty. I looked humbly at the great jars that stood like eastern guards at either side of the dark entrance to the stall and murmured:

'No, thank you.'

The young lady changed the position of one of the vases and went back to the two young men. They began to talk of the same subject. Once or twice the young lady glanced at me over her shoulder.

I lingered before her stall, though I knew my stay was useless, to make my interest in her wares seem the more real. Then I turned away slowly and walked down the middle of the bazaar. I allowed the two pennies to fall against the sixpence in my pocket. I heard a voice call from one end of the gallery that the light was out. The upper part of the hall was now completely dark.

Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger.

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: Which entrance can the boy not find?
- LEVEL 5: What is the name of the café in the bazaar?
- LEVEL 6: How much money does the boy have with him?
- LEVEL 7: Select one detail that tells you that the bazaar is nearly closed.

INFER AND DEDUCE

- LEVEL 4: Why does the boy go in at an expensive entrance?
- LEVEL 5: What is the mood of the young lady at the stall?
- LEVEL 6: Why does the boy linger at the stall?
- LEVEL 7: Why does the boy feel so angry at the end?

STRUCTURE

- LEVEL 4: Why does Joyce describe the bazaar in the first paragraph of this section?
- LEVEL 5: Why does Joyce include the conversation in the middle of the section?
- LEVEL 6: How does Joyce create contrasts in this section?
- LEVEL 7: How does Joyce build up to the final sentence?

LANGUAGE

- LEVEL 4: Which words in the last sentence tell us how the boy feels?
- LEVEL 5: Which words in the first paragraph create an atmosphere?
- LEVEL 6: How does Joyce's language create a sense of hopelessness?
- LEVEL 7: How does Joyce's language reflect the feelings of the boy?

OVERALL EFFECT

- LEVEL 4: What do you feel as you read this section?
- LEVEL 5: What does Joyce want you to feel about the boy?
- LEVEL 6: How does Joyce make us care about what happens?
- LEVEL 7: What is Joyce's message in this story?

EXTENSION

- a) Read some more of Joyce's stories in his book *Dubliners*.
- b) Write your own story about a child who is disappointed by how things turn out.
- c) Try to write the first part of this story. What do you think happened before this concluding section? How can you make your writing fit with Joyce's style here?

VERBS

OK, nouns are easy. But what are verbs? Being able to spot verbs is vital in understanding what is and what is not a sentence, as every sentence needs a verb.

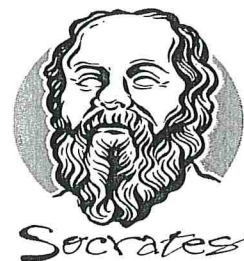


- A verb is often called a **doing word**.
- It is the word that tells you what the main action of the sentence is: ate, ran, jumps, likes, will take, etc.
- The verb “to be” is a key verb. “Is” and “was” are part of this verb. These words are often the main verb in a sentence. They tell us about *states of being*.

TASK A

Copy the following sentences into your English book. Underline the verbs in each sentence.

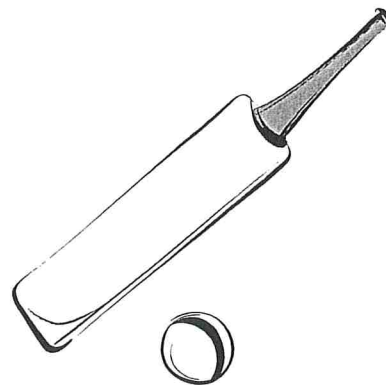
1. Socrates was a famous philosopher.
2. He lived in ancient Greece.
3. He argued with people about the meaning of life.
4. He questioned people about their beliefs.
5. He often proved that they were confused.
6. His behaviour annoyed lots of people.
7. In the end, they arrested him.
8. They did not like being made fools of.
9. Socrates said that he only knew one thing, and that was that he knew nothing.
10. He drank hemlock and died.



TASK B

Copy the following sentences into your English book, correcting the verbs as you do so.

1. Cricket be the most elevating of pastimes.
2. It are a game that required concentration.
3. It were most sophisticated and subtle.
4. Cricket cans still be exciting.
5. It involving many ups and downs.
6. Spin bowling are an art form.



EXTENSION

- a) Do some research. Find out about some different types and parts of verbs.
- b) Design and write a leaflet to explain all about how verbs work.

SPELLING 3: -ed endings



- As spellings go, these ought to be easy enough, but they seem to cause trouble, nonetheless.
- Many verbs take an '-ed' ending when they are in the past tense – depicting events that have already happened.

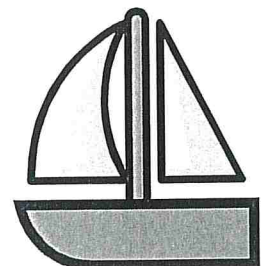
Examples: happens → happened
 chases → chased

- It's simple enough to turn present tense verbs into past, but practice makes perfect, I guess. Plus there are some exceptions.

TASK

Write down the following verbs in your English book. Write the past tense of each verb next to it.

1. trembles → _____
2. fumbles → _____
3. escapes → _____
4. changes → _____
5. rearranges → _____
6. scrapes → _____
7. makes → _____
8. takes → _____
9. shakes → _____
10. wakes → _____
11. fakes → _____
12. loses → _____
13. fails → _____
14. sails → _____
15. cries → _____
16. walks → _____
17. talks → _____
18. runs → _____
19. speaks → _____
20. shivers → _____

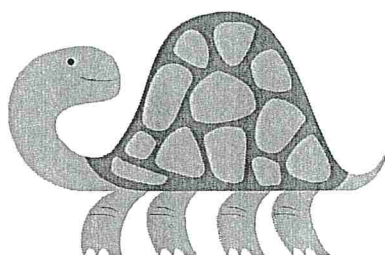


EXTENSION

- a) Make a list of all the exceptions from the list above.
- b) Make a list of as many other exceptions as you can think of.
- c) Make some posters to illustrate how the past tense is formed and how some words are irregular.

WRITING TASK 10

- TASK:** Write a first chapter of a story about an animal.
- AUDIENCE:** Aim it at 13 year old girls or boys – so make it fit the gender you choose.
- FORM:** Make it the first chapter of a novel – so set things up but don't conclude anything; focus on characters and settings.
- PURPOSE:** To entertain – make it emotional, descriptive, action-packed.



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 structure – a beginning, for example.
- The vocabulary may be mostly basic and factual.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some use of paragraphs to show topic changes.
- The vocabulary will be more descriptive.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will structure the story, dividing description from action.
- Interesting vocabulary will create emotional responses.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will show how the story progresses, whilst being linked.
- Varied and mature vocabulary will excite and surprise the readers.

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 suspense and surprises.
- Very impressive vocabulary will engage and grip the readers.

