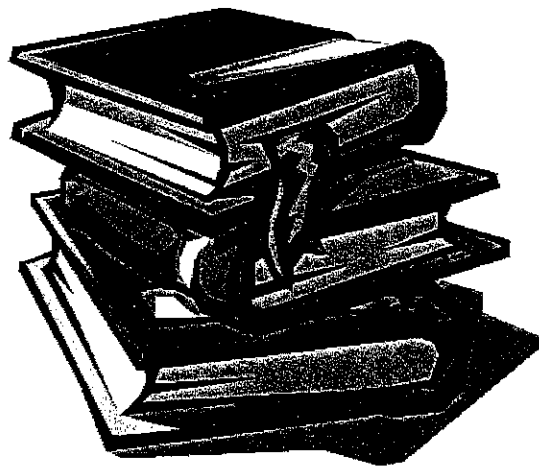




# **Year 7 English**

# **Homework Pack**



**Term 1**

**Levels 5 and 6**

## Year 7 English

### Homework Pack

#### Homework Schedule

Week 1 – Punctuation	Page 2, 3
Week 2 – ‘I Love Books’ task	Page 4
Week 3 – Spellings	Page 5
Week 4 – Punctuating speech	Page 6
Week 5 – ‘I Love Books’ task	Page 7
Week 6 – Spellings	Page 8
Week 7 – Punctuation writing	Page 9
Week 8 – ‘I Love Books’ task	Page 10
Week 9 – Spellings/Punctuation	Page 11, 12
Week 10 – ‘I Love Books’ task	Page 13
Week 11 – Spellings	Page 14
Week 12 – Direct and indirect speech	Page 15

#### Your homework this term must consist of:

- 4 ‘I Love Books’ tasks
- 4 spelling tasks
- 5 skills sheets
- 2 x half term reflection that must be done at the end of every half term
- All homework should be completed in your **homework book**
- If you lose/write on/rip your homework pack you will have to pay for a new one.
  
- **WARNING!** Failure to complete homework will result in a **homework detention** from the English department. This will take place on Wednesdays 3.00-3.30pm.
  
- If you need help with your homework ask the **Library** and the **English department** for information on **homework help** Mondays 3.00-3.30pm.



1 Write these sentences correctly.

a i am going to the shop to buy some crisps my dog needs to walk

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b the shopping centre banned teenagers as they were bad news they thought

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c james and amanda are going to france to learn to ski i hope they enjoy it

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d i can't believe top of the pops is still going after all these years it's really amazing

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e my english teacher is going to be really impressed with my improved writing skills

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2 Use commas, dashes, colons, semi-colons and brackets to improve these sentences.

a You will need a pen a pencil and a ruler.

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b I had a great birthday thanks.

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c Jane likes Shakespeare Caroline prefers modern drama.

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d The bread which was actually put out for the birds had been eaten by the cat.

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**3** Shorten these words using an apostrophe.

- a I am \_\_\_\_\_
- b it is \_\_\_\_\_
- c they are \_\_\_\_\_
- d you are \_\_\_\_\_
- e we are \_\_\_\_\_

**4** Remove the apostrophe from these words and write them out in full.

- a he's \_\_\_\_\_
- b let's \_\_\_\_\_
- c could've \_\_\_\_\_
- d can't \_\_\_\_\_
- e we've \_\_\_\_\_

**5** Re-write these sentences using an apostrophe to show ownership.

a The cats which belonged to Lucy were hungry.

\_\_\_\_\_

b Let's all go round to the flat belonging to Wayne for a party.

\_\_\_\_\_

c I won all the prizes at the sports day belonging to my school.

\_\_\_\_\_

d The provision for young people provided by my town is inadequate.

\_\_\_\_\_

e The car belonging to my brother is a heap of junk.

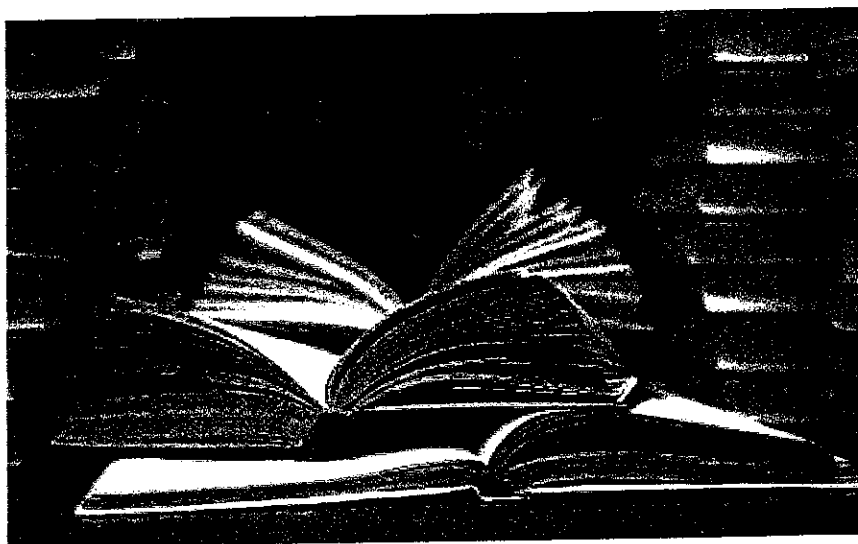
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## WEEK 2

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 3

Year 7  
Term 1



### Spellings- words that end with 'ight'

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Might  
Fight  
Knight  
Light  
Bright  
Right  
Sight  
Fright  
Plight  
Slight

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



# Punctuating speech

**A**

Choose just one answer, a, b, c or d.

**1** Inverted commas are not used to show (1 mark)

- a) when someone is being ironic
- b) when someone is speaking
- c) the actual words someone said
- d) when something is upside down

**2** Direct speech is (1 mark)

- a) when someone addresses you personally
- b) separated from the rest of a sentence by a punctuation mark
- c) only used in play scripts
- d) more forthright than indirect speech

**3** Direct speech (1 mark)

- a) begins with a capital letter
- b) only starts with a capital letter if it is preceded by a full stop
- c) carries on the punctuation of the sentence that introduces it
- d) is punctuated according to how it is pronounced

**4** When writing down direct speech you should always (1 mark)

- a) start each thing said on a new line
- b) begin a new line for each new speaker
- c) indent your paragraphs
- d) make it clear who is speaking by using a statement marker

**5** Indirect speech is (1 mark)

- a) when you say something indirectly
- b) punctuated in the same way as direct speech
- c) when you report what is said without using the exact words
- d) punctuated using single inverted commas

Score / 5

**B**

Below is a conversation that has not been punctuated or laid out properly. Write it out correctly.

What would you like to eat asked Danielle, as she searched through the cupboards. I don't know said Karen what have you got? Well there's pasta, rice and various sauces said Danielle. Do you fancy Italian or Chinese? Chinese I think. OK, then what can we have with it? I think there's some salad in the fridge. That'll be fine.



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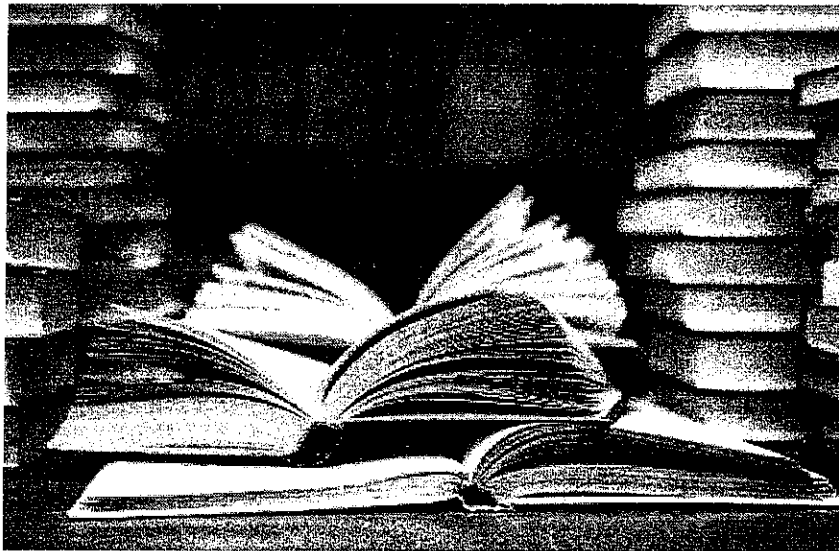
Score / 25

## WEEK 5

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!







## WEEK 6

Year 7  
Term 1



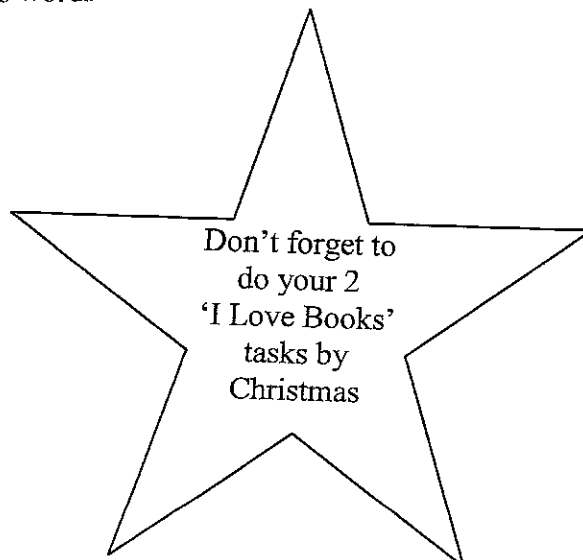
### Spellings -words that end with 'ate'

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Grate  
Mate  
Rate  
Celebrate  
Investigate  
Migrate  
Relate  
Estate  
Debate  
Donate

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



# Punctuation writing

WEEK 7

**A**

Choose just one answer, a, b, c or d.

- 1 Which of the following does not use a semi-colon correctly? (1 mark)
- a) Three people slept in the haunted house; none of them returned unscathed.
  - b) Jared made a list: matches for the fire; a book to read; extra chocolate and a torch.
  - c) Michaela went for a walk; Ian had a bath.
  - d) MACBETH. Thou canst not say I did it; never shake thy gory locks at me.
- 2 Which of the following sentences does not use a colon correctly? (1 mark)
- a) I wondered if anybody was there: I went to see.
  - b) Everyone gathered in the hall: the cook, the butler, the two maids and the footman.
  - c) Prospero says: 'We are such stuff as dreams are made on.'
  - d) That day they appointed: a new manager; a new deputy manager and two machinists.
- 3 Which punctuation mark is commonly replaced by a dash? (1 mark)
- a) the colon
  - b) the semi-colon
  - c) both colons and semi-colons
  - d) semi-colons in lists
- 4 Which punctuation mark is not followed by a capital letter? (1 mark)
- a) the colon
  - b) the semi-colon
  - c) exclamation marks
  - d) question marks
- 5 A rhetorical question does not (1 mark)
- a) begin with 'what' or 'where'
  - b) require a question mark
  - c) have to be followed by a capital letter
  - d) require an answer

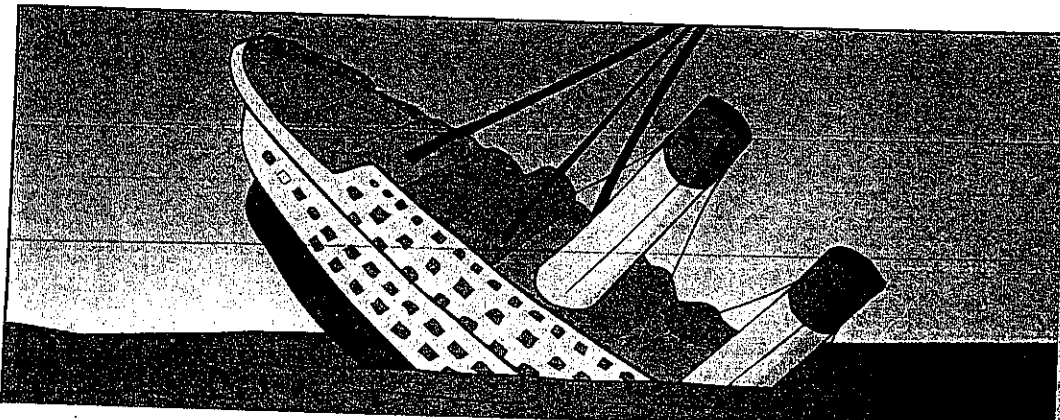
Score / 5

**B**

The following paragraph is unpunctuated. Rewrite it correctly.

Almost all of the people in charge the captain the first mate the chief petty officer and the other senior members of the crew were surprised when the news came through the ship was sinking if they had been down in the engine room they would have had a very different view of things the surprise was not that the ship was sinking but that it had ever floated in the first place when the captain found me I was knee deep in water is there anything we can do he said I paused for a second or two and then said man the lifeboats

(20 marks)



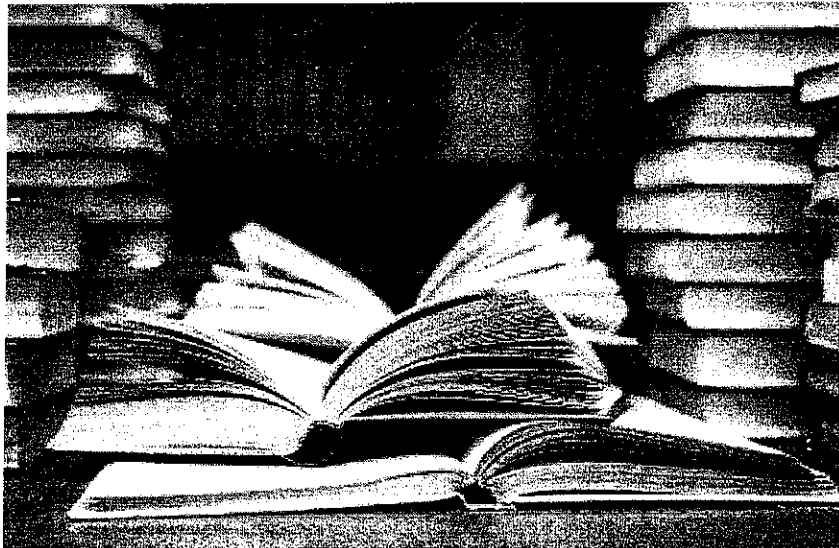
Score / 20

## WEEK 8

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 9

Year 7  
Term 1



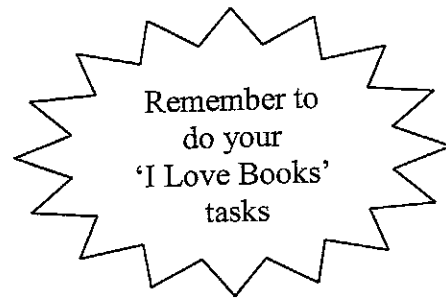
### Spellings -unstressed vowels

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Extra  
Benefit  
Different  
Hospital  
Saturday  
Wednesday  
Telephone  
Generally  
Family  
February

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



Punctuation

Identify then explain when /how the symbols below are used

1 ,

2 :

3 ‘ ’

4 \_

5 -

6 !

7 ?

8 ;

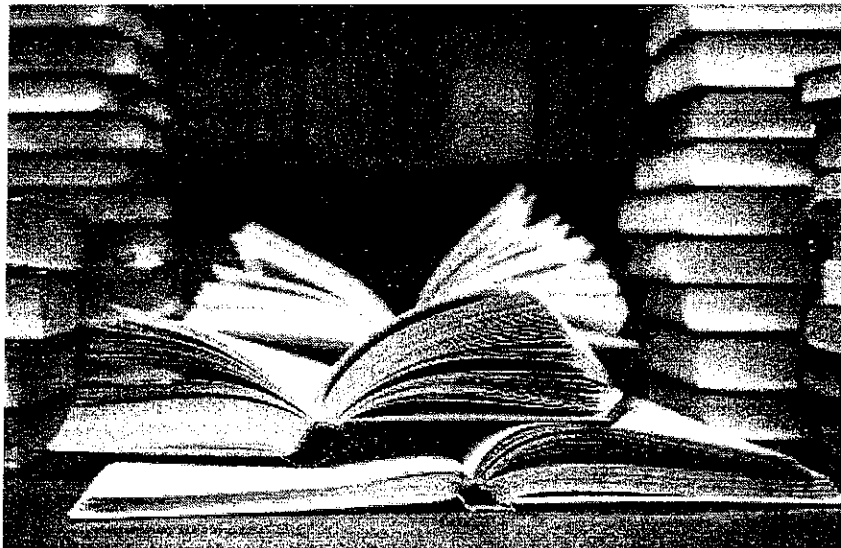
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## WEEK 10

### 'I Love Books' Task

When completing a research task or work set by teacher, remember to:

- Use appropriate paper
- **Never** copy and paste from the Internet.
- Check that your sources are accurate
- Use correct punctuation
- Use a variety of sentences
- Paragraph your work
- Try your best!





## WEEK 11

Year 7  
Term 1



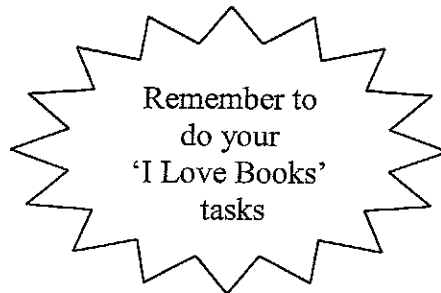
### Spellings

Learn the spellings below ready for your spelling test. You must also write a sentence for each that includes the spelling. If you are unsure of what the word means then look it up in a dictionary so you can use it in a sentence.

Describe  
Easily  
Definitely  
Extra  
Desperate  
Explain  
Dictionary  
Exit  
Difference  
Deafening

### Spelling tips

- Break the word up
- Repetition
- Look, cover, write, check!
- Read books/magazines at home
- Use a dictionary
- Use ambitious words



C

This is an exam preparation question. Answer both parts of the question.

**Direct and indirect speech**

You can add variety to your writing by varying the way in which you convey speech. In direct speech you write down the actual words spoken. In indirect speech you report on what was said.

**1** Change the following piece of indirect speech into direct speech. (20 marks)

My friend Clare had an argument with her dad. She was just going out and he wanted to know what time she'd be back. She said she didn't know so he got annoyed and gave her a grilling about who she was going with, where she was going, whether there'd be any boys or alcohol. Clare just gave vague answers but then she said she hadn't got time for all that and stormed out.



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**2** Change the following piece of direct speech into reported speech. (15 marks)

'Where's the pen I lent you?' said James.  
'I thought I gave it back to you,' said Richard.  
'That's what you always say!' said James. 'This is the last time I lend you anything.'  
'But I did,' protested Richard. 'There it is in your pocket.'  
'Oh,' said James.

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Make brief notes here on the advantages and disadvantages of direct and indirect speech.

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Score / 35

For more on this topic see pages 6–29 of your Success Guide.

Total score / 65

How well did you do? X 0–13 Try again 14–33 Getting there 34–50 Good work 51–65 Excellent! ✓

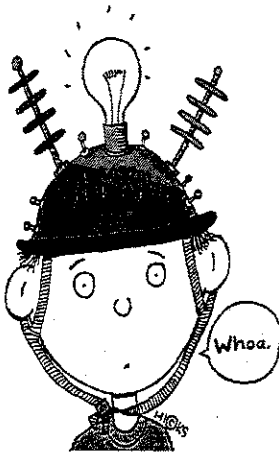


## Half term reflection

### Why is it important to get your reflective thinking cap on?

So you can reflect on what you have done in lessons every half term and so you know what you can improve on!

Get your thinking cap on by answering the reflective questions below in your homework books:



- 1) What English skills have you learnt this half term in your lesson?
- 2) What parts of the work have you enjoyed and why?
- 3) What parts of the work have you disliked and why?
- 4) What part of the work did you find really difficult and why?
- 5) What other skills do you think you worked on this half term? (Choose from the skills box at the bottom of the page if you get stuck!)
- 6) What do you think you need to improve on next half term? Choose 1 English skill to improve and 1 BLP skill.
- 7) How do you think you can improve on these? What will you need to do in lessons to help you improve?

<b>Resilience</b>	<b>Resourcefulness</b>	<b>Reflectiveness</b>	<b>Reciprocity</b>
I have kept going when the work has been tough.	I have asked questions of myself and others to further my learning.	I have thought around ideas and created alternative ones.	I have worked well as part of a team.
I have accepted the challenges given to me in class.	I have played with and explored ideas in class.	I have made plans of action, selecting my best ideas.	I have listened respectfully to others.
I have helped create a supportive learning environment.	I have made links and connections between ideas.	I have revised and amended my plans and my work to improve what I have been doing.	I have shown initiative and worked on my own.
I have really got into a task and lost myself!	I have made use of a full range of resources.	I have learnt from my mistakes to improve my work.	I have assessed my own work and the work of others, setting targets to improve.

# I ♥ books

You must choose **two** of these activities to do **every half term**. That means, at the end of the year you will have **twelve pieces** of work that you can put together to form your reading profile booklet. ☺

## Years 7 & 8

<p>Write a rap/song based on the text.</p> <ul style="list-style-type: none"> <li>♥ Use a rhyming couplet</li> <li>♥ Use similes and metaphors</li> </ul> <p><b>Reflectiveness - Planning</b></p>	<p>Write a poem about the most important thing that you learned from the text.</p> <ul style="list-style-type: none"> <li>♥ Use similes/metaphors</li> <li>♥ Use enjambment</li> </ul> <p><b>Resourcefulness – Making Links</b></p>	<p>Write a C.V and letter of application for one of your main characters.</p> <ul style="list-style-type: none"> <li>♥ Use formal language</li> <li>♥ Use a variety of punctuation in your letter</li> </ul> <p><b>Reflectiveness – Distilling</b></p>	<p>Pretend that you are the author of the book and explain:</p> <ul style="list-style-type: none"> <li>♥ The title</li> <li>♥ Why you wrote the book</li> <li>♥ The fun part</li> </ul> <p><b>Resourcefulness - Questioning</b></p>	<p>Choose a different narrator and tell a part of the story from their point of view.</p> <ul style="list-style-type: none"> <li>♥ Use sentences for effect.</li> <li>♥ Use a full range of punctuation</li> </ul> <p><b>Resilience – Managing Distractions</b></p>
<p>Write a weekly horoscope for one of the main characters.</p> <ul style="list-style-type: none"> <li>♥ Use modal verbs</li> <li>♥ Use interesting adjectives</li> </ul> <p><b>Resourcefulness - Imagining</b></p>	<p>Make up 5 interview questions (and possible answers) that you would like to ask one of the characters.</p> <ul style="list-style-type: none"> <li>♥ Set it out like a script</li> <li>♥ Ask open questions</li> </ul> <p><b>Resourcefulness - Questioning</b></p>	<p>Create a cartoon strip based on your book.</p> <ul style="list-style-type: none"> <li>♥ Include important quotations as speech</li> <li>♥ Use the main points in the story</li> </ul> <p><b>Reflectiveness – Meta-Learning</b></p>	<p>Create a post card (both sides) that one of your characters would send to a friend.</p> <ul style="list-style-type: none"> <li>♥ Think about how the character would write</li> <li>♥ Decide whether they would be formal/informal</li> </ul> <p><b>Resourcefulness – Reasoning</b></p>	<p>Create a model based on your text.</p> <ul style="list-style-type: none"> <li>♥ Consider themes and characters.</li> <li>♥ Use a variety of resources.</li> </ul> <p><b>Resourcefulness - Capitalising</b></p>
<p>Write a report on the 3 main themes in your book.</p> <ul style="list-style-type: none"> <li>♥ Link your themes to characters</li> <li>♥ Use evidence from the text</li> </ul> <p><b>Reflectiveness - Distilling</b></p>	<p>Create a ‘mood’ chart for a character that explains how the character changes throughout.</p> <ul style="list-style-type: none"> <li>♥ Use colours to indicate changes</li> <li>♥ Use a wide range of vocabulary (avoid using simple words like ‘sad’)</li> </ul> <p><b>Reflectiveness – Planning</b></p>	<p>Write a 2-3 minute script for a deleted scene.</p> <ul style="list-style-type: none"> <li>♥ Choose an aspect of the story that you would like to explore</li> <li>♥ Link your deleted scene to one of the main themes in the book</li> </ul> <p><b>Resourcefulness - Imagining</b></p>	<p>Storyboard a ‘scene’ from your book for a movie production. Use 6-8 frames.</p> <ul style="list-style-type: none"> <li>♥ Use different shots to show different emotions and viewpoints</li> <li>♥ Research the different camera shots on line</li> </ul> <p><b>Resourcefulness - Capitalising</b></p>	<p>Make a collage using magazines and newspapers about your text. Think about:</p> <ul style="list-style-type: none"> <li>♥ Themes</li> <li>♥ Characters</li> </ul> <p><b>Resilience - Absorption</b></p>
<p>Draw a portrait of your character and label it with evidence from the text.</p> <ul style="list-style-type: none"> <li>♥ Use quotation marks</li> <li>♥ Ensure quotations are appropriate</li> </ul> <p><b>Resilience - Noticing</b></p>	<p>Draw a map of the setting of your text.</p> <ul style="list-style-type: none"> <li>♥ Use descriptions in the book to help</li> <li>♥ Label with quotations</li> </ul> <p><b>Resourcefulness - Reasoning</b></p>	<p>Write a diary entry in the role of a character.</p> <ul style="list-style-type: none"> <li>♥ Use sentences for effect</li> <li>♥ Use topic sentences</li> </ul> <p><b>Reciprocity – Empathy and Listening</b></p>	<p>Create a set design for a location in your book.</p> <ul style="list-style-type: none"> <li>♥ Label key features</li> <li>♥ Use a variety of resources</li> </ul> <p><b>Reflectiveness - Planning</b></p>	<p>Create a new book cover and explain why it is more effective than the original.</p> <ul style="list-style-type: none"> <li>♥ Label your changes</li> <li>♥ Write a different ‘blurb’ on the back</li> </ul> <p><b>Reflectiveness – Revising</b></p>