



ENGLISH HOMEWORK BOOKLET

YEAR 7 – Spring 2

Dear parents, carers and most importantly, students,

Evidence shows that the **impact** of homework, on average, is **five months' additional progress**. Evidence also suggests that homework that **relates to learning** during normal school time is **important**. Therefore this booklet is separated into different sections as each helps to **prepare** for content covered in lessons across the half term and also **reinforces** past learning; both help to move your child's **knowledge** into their more secure **longer term memory**. For more information please visit the Education Endowment Foundation webpage.

- ✓ Each half term a new **booklet** will be published on Teams for you to access.
- ✓ Every week, on a **Monday**, the homework is set and due by the **Sunday** of the same week.
- ✓ There is a set of **mastery** tasks which are **compulsory** (you have to do them).
- ✓ There are also extension tasks which are **optional** (you can choose to do them).
- ✓ There is also a set of **revision tasks** on page 1 which should be done **from time to time** throughout the half term.
- ✓ If you get stuck, email your **teacher** or see them during the week at school for help.
- ✓ We also have a **homework club** where staff are able to help you each week.
- ✓ Please post your completed homework on **Teams** in your class group.
- ✓ Remember to revise the literacy **vocabulary lists** each week as well. Get a parent or carer to test you.
- ✓ Please dip into the recommended **reading list** for Ks3: challenge yourself to read a new author!

Thank you for **your support** and **effort!**

Optional (but recommended) revision tasks

Practice every these regularly to get the knowledge into your long-term memory for exam success.

1. Revise key vocabulary weekly throughout spring term 2. Test yourself using homemade flashcards: we can provide card. Write the definition on one side and the word on the other. Separate into a pile you know and a pile you don't. Test. Repeat over time: days and weeks.

Word	Definition/In a Sentence
atmosphere	Atmosphere means the overall tone or mood of a piece of writing.
auditory (imagery)	Auditory means related to sound or hearing.
cacophonous	Cacophonous means harsh or unpleasant-sounding.
euphonic	Euphonic means gentle or pleasant-sounding.
expression	Expression means the action of making thoughts and feelings known.
impression	Impression means an idea, thought or feeling created by something or someone.
figurative	Figurative is another word for metaphorical – it is when something is not meant literally.
gustatory (imagery)	Gustatory means to do with taste.
literal	Literal means the 'basic' or actual meaning of words.
lyrical	Lyrical means expressing emotions in an imaginative and beautiful way.
monosyllabic	Monosyllabic means ones consisting of one unit of pronunciation.
olfactory (imagery)	Olfactory means to do with smell.
stanza	Stanza means a group of lines in a poem.
tactile (imagery)	Tactile means to do with touch.
visual (imagery)	Visual means to do with sight.

2. Read a book of your choice from start to finish:

<https://schoolreadinglist.co.uk/reading-lists-for-ks3-pupils/suggested-reading-list-for-year-7-pupils-ks2-age-11-12/>

Get a parent or carer to sign you have read it for positive points.

3. Any week you can 'switch' the homework task and write a review of a book you have read from the above link. Your teachers love hearing about the books you read!

Week 1 mastery tasks (compulsory): answer questions 1-4

1. What is the difference between mood, atmosphere and tone? Match a/b/c to 1/2/3

a. Mood		1. The way a narrator or character speaks.
b. Atmosphere		2. The way a text makes the reader feel.
c. Tone		3. The way a place or setting makes a reader feel.

2. What is the mood evoked in the following painting by Munch 1893? Complete the sentence below using several ambitious (lengthy) adjectives. Use an online synonym function to help you.



Detail of The Scream by Edvard Munch, 1893. Photograph: Granger Historical Picture Archive/Alamy Stock Photo

The mood evoked (created by Munch) could be described as...

3.) What is the atmosphere in this movie still from 'Great Expectations' in 1946? Complete the sentence below using several ambitious (lengthy) adjectives. Use an online synonym function to help you.



The atmosphere created in the opening set of 'Great Expectations' could be described as...

4. What is the tone of the lyrics from Ghost by J Bieber? Complete the sentence below using several ambitious (lengthy) adjectives. Use an online synonym function to help you.

**Young blood thinks there's always tomorrow
I miss your touch on nights when I'm hollow
I know you crossed a bridge that I can't follow**

**Since the love that you left is all that I get
I want you to know that if I can't be close to you
I settle for the ghost of you
I miss you more than life (more than life)**

The tone created in the opening of 'Ghost' could be described as...

Extension task (optional).

Write a description of the young boy walking through the graveyard from question 3.

Week 2: mastery tasks (compulsory). Complete activities 1-4

Read the following information:

Personification is often used in stories to give human characteristics to objects, plants and animals to give more description to the reader.

For example: You might say '**The leaves danced along the pavement.**' This is an example of personification as it gives the reader a clearer description of how the leaves moved instead of just writing '**The leaves moved along the pavement.**'

Personification is a technique used by writers for two main reasons:

- **To inspire empathy in the reader** - By giving the object human characteristics, we can make the reader feel sorry for an object if it is mistreated or something sad happens to it.
'The lonely doll stared sadly out of the window.'
- **To create vivid images** - By describing what the object is like or does helps the reader to imagine the scene more clearly and picture what the object is doing.
'The tree shivered in the clear, winter night.'

Activity 1

Can you match the object to the personified description?

Answer one: The wind bullied the trees.

Object	Personified Description
The wind	Woke up and spread light across the land.
The leaves	Bullied the trees.
The sun	Grunted and groaned beneath the man's weight.
The stairs	Danced around the garden throughout the day.
The cars	Crawled slowly along the road.

Activity 2

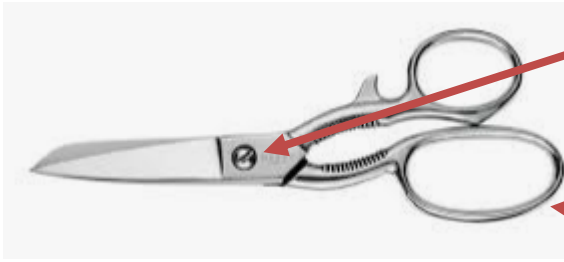
For this activity, you will need a piece of paper and a pencil.

Firstly, draw an object, plant or animal in the middle of your paper.

Think about what human characteristics or feelings you could give to your object, plant or animal and write them around your drawing.

Think about your five senses - Can you think of something for each sense?

For instance:



The eye of the scissors gleamed dangerously.

The bulging legs were ready to snap open at any moment.

Activity 3

Turn these statements into rhetorical questions.

Statement

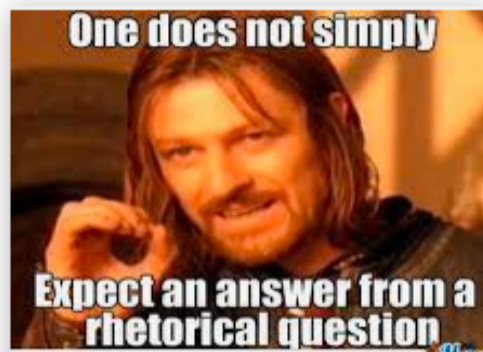
Rhetorical question

You should come to Cambridge. → Why not visit Cambridge?

You should visit the Fitzwilliam museum. →

If you love languages, try the Spanish film club. →

Everybody wants to go to New York. →



Activity 4

- a. Read the famous examples of repetition listed below.

- [Ashes To Ashes](#), dust to dust (*English Book of Common Prayer*)
- The sad truth is that the truth is sad. (Lemony Snicket)
- The [horror!](#) The horror! (*Heart of Darkness*)
- And [the Raven](#), never flitting, still is sitting, *still* is sitting (*The Raven*)
- And that government of the people, by the people, for the people, shall not perish from the earth (*Gettysburg Address*)
- O Captain! my Captain! (*O Captain! My Captain!*)
- Think and wonder, wonder and think (Dr. Seuss)
- Water, water everywhere, / Nor any drop to drink (*The Rime of the Ancient Mariner*)
- Words, words, words (*Hamlet*)
- Give a man a fish and he will eat for a day. Teach a man to fish and you feed him for a lifetime. ([Proverb](#))

- Find examples of repetition used in your favourite lyrics (suitable for daytime radio) or poems. Why has your poet or writer used them? Be prepared to share your answers with the class.
- What repetition has Rachel Rooney used in the poem 'Dishonest'? Underline any examples you can spot. What is the effect of the repetition do you think?

He swears on his mother's life he wasn't there.
 And if he was there
 he swears on his mother's life it wasn't him.
 And if it was him
 he swears on his mother's life it was an accident.
 And if it wasn't an accident
 he swears on his mother's life someone egged him on.
 And if they didn't egg him on
 he swears on his mother's life that he didn't start it.

And when she meets him at the school gates
 she'll always believe him.
 God's Honest Truth.

Extension task (optional).

Extension: Write a poem that uses repetition. The poem can be about anything that evokes strong emotions in you.

Week 3: mastery tasks (compulsory). Complete activities a-c

- a. watch the short poetry performance by a local Cambridgeshire artist called INJA.
https://www.youtube.com/watch?v=VZkCj8o_sj4&ab_channel=BoldContent
- b. What makes you smile? Write a list.
- c. Now write your own poem called 'Share a Smile'.

Extension task (optional).

Highlight five examples of powerful word choices you have made in your poem. Explain what you wanted them to make the reader feel/think/see.

Week 4: mastery tasks (compulsory). Complete activities 1-3

Activity 1: Read these examples of semantic fields:

- *chair, table, bed, stool* etc. come under heading of furniture.
- *brother, sister, uncle, aunt, grandmother* etc. all belong to one semantic field of relations.
- All the animals form one semantic field.
- The music instruments of all kinds make one semantic field.

Activity 2: Identify the semantic field in this text. Underline any words that make up the field.

Day after day, a vast heavy veil had been driving over London from the East, and it drove still, as if in the East there were an Eternity of cloud and wind. So furious had been the gusts, that high buildings in town had had the lead stripped off their roofs; and in the country, trees had been torn up, and sails of windmills carried away; and gloomy accounts had come in from the coast, of shipwreck and death. Violent blasts of rain had accompanied these rages of wind, and the day just closed as I sat down to read had been the worst of all.

Activity 3: write a description of a rocket including a semantic field:



Unsure how to start?

The rockets twirled through the air, gracefully pirouetting before exploding in spirals of vibrant colour. (Semantic field of dancing!)

Extension tasks (optional).

Explain what your semantic field helps to show about the firework display.

For e.g. I used to semantic field of dance to show how beautiful and elegant the fireworks looked in the sky.

Week 5: mastery tasks (compulsory). Complete tasks 1 and 2

This week is all about recalling prior knowledge (Shakespeare's Comedies!)

1. Can you list any conventions of a comedy? What do we expect to see? For e.g. a marriage!
2. Write a summary of either 'A Midsummer Night's Dream' **or** 'Much Ado about Nothing'

These videos may help:

<https://www.youtube.com/watch?v=FxqXN7umwN0>

<https://www.youtube.com/watch?v=gbsY5V4PlpM>

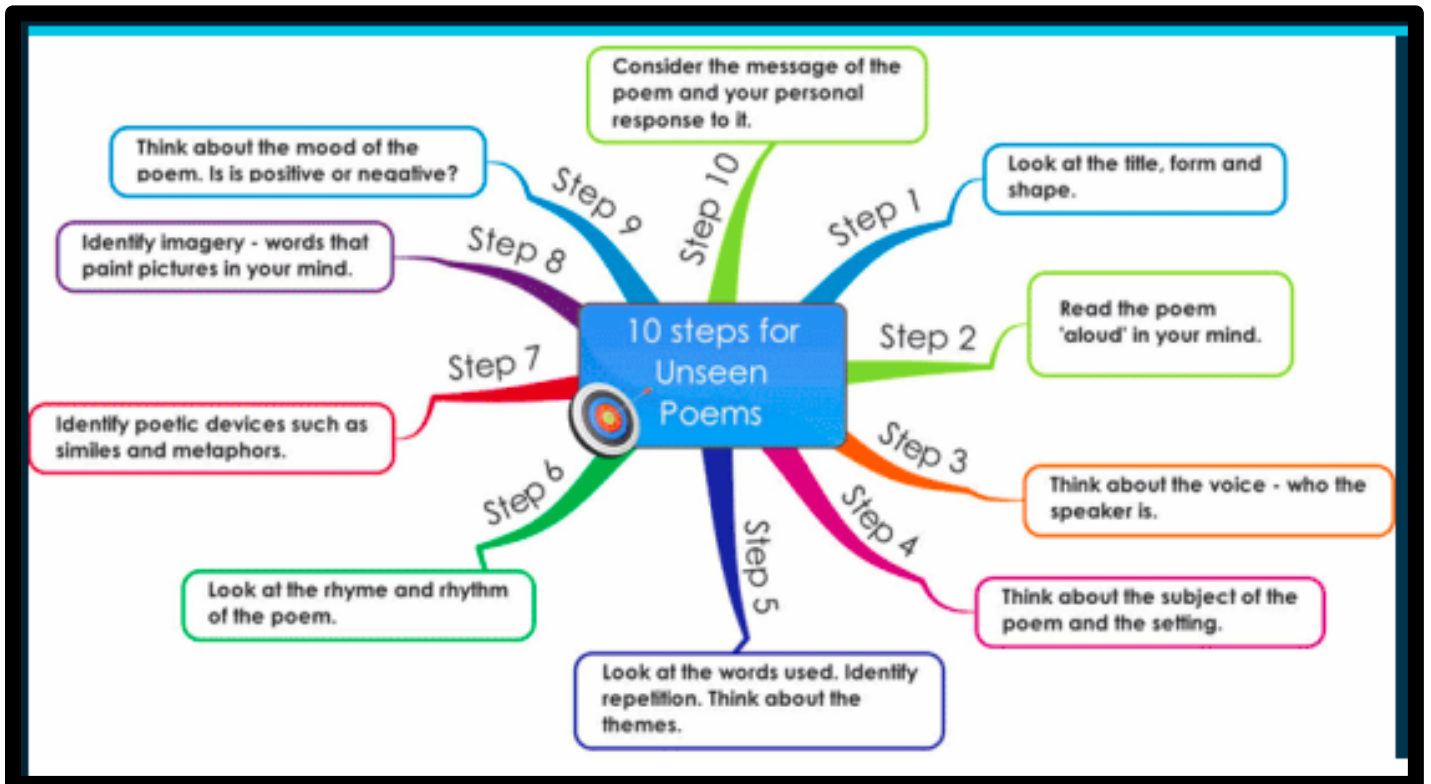
Extension task (optional).

Extension: Write a short comedy script using this image as a stimulus.



Week 6: mastery tasks (compulsory). Complete activities 1-4

Activity 1: read the infographic below on how to read an unseen poem.



Activity 2: read and annotate the extract from the poem, 'Head of English' below following the guidance from activity 1.

Head of English

Today we have a poet in the class.
A real live poet with a published book.
Notice the inkstained fingers, girls. Perhaps
we're going to witness verse hot from the press.
Who knows. Please show your appreciation
by clapping. Not too loud. Now

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sit up straight and listen. Remember
the lesson on assonance, for not all poems,
sadly, rhyme these days. Still. Never mind.
Whispering's, as always, out of bounds –
but do feel free to raise some questions.
After all, we're paying forty pounds.

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Activity 3: How does the poet, Duffy, make the Head of English / teacher sound in the opening of this poem?

Activity 4: Watch this performance by local poet Mark Grist. Answer this question: How is the use of extended metaphor used in our local poet: Mark Grist?



https://www.youtube.com/watch?v=Z_GUQQadwrM&t=39s

Extension tasks (optional).

Extension: Read this passage from *Secrets* (by Bernard MacLaverty), and then answer the question that follows it: What is the impact of the metaphor at the end?

Can you create your own metaphor to describe someone?

He could hear his aunt's familiar puffing on the short stairs to her room. He spread the elastic band wide with his fingers. It snapped and the letters scattered. He pushed them into their pigeon hole and quickly closed the desk flap. The brass screeched loudly and clicked shut. At that moment his aunt came into the room.

'What are you doing, boy?' she snapped.

'Nothing.' He stood with the keys in his hand. She walked to the bureau and opened it. The letters sprung out in an untidy heap.

'You have been reading my letters,' she said quietly. Her mouth was tight with the words and her eyes blazed. The boy could say nothing. She struck him across the side of the face.

'Get out,' she said. 'Get out of my room.'

The boy, the side of his face stinging and red, put the keys on the table on his way out. When he reached the door she called him. He stopped, his hand on the handle.

'You are dirt,' she hissed, 'and always will be dirt. I shall remember this till the day I die.'

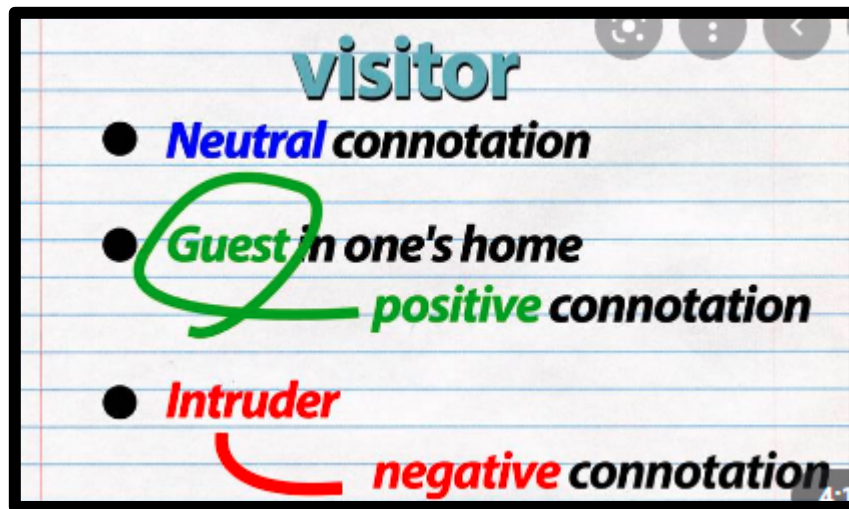
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Optional holiday homework - Week 7.

Activity 1: read these examples of positive and negative connotations.



Activity 2: what are the connotations of goblins? Write a list of negative (and possibly positive) connotations around an image of a goblin. Use this one or draw your own:



Activity 3: Read the poem below and follow the guidance from week 6 activity 1 for approaching an unseen poem. These are some extracts from Christina Rossetti's dark poem called 'Goblin Market'. What should Laura and Lizzie do and why?

Goblin Market

BY CHRISTINA ROSSETTI

Morning and evening
Maids heard the goblins cry:
“Come buy our orchard fruits,
Come buy, come buy:

....

Our grapes fresh from the vine,
Pomegranates full and fine,
Taste them and try:
Currants and gooseberries,
Bright-fire-like barberries,
Figs to fill your mouth,
Citrons from the South,
Sweet to tongue and sound to eye;
Come buy, come buy.”

...

Laura bow'd her head to hear,
Lizzie veil'd her blushes:
Crouching close together
In the cooling weather,
With clasping arms and cautioning lips,
With tingling cheeks and finger tips.
“Lie close,” Laura said,
Pricking up her golden head:
“We must not look at goblin men,
We must not buy their fruits:
Who knows upon what soil they fed
Their hungry thirsty roots?”
“Come buy,” call the goblins
Hobbling down the glen.

....

“No,” said Lizzie, “No, no, no;
Their offers should not charm us,
Their evil gifts would harm us.”
She thrust a dimpled finger
In each ear, shut eyes and ran:
Curious Laura chose to linger
Wondering at each merchant man.

Extension tasks (optional).

Based on the poem and this image write a letter warning and advising Laura not to take the goblins' produce for it may harm her.

Or

Write a description of Winifred Knights's 1916 illustration to Christina Rossetti's poem *Goblin Market*.

