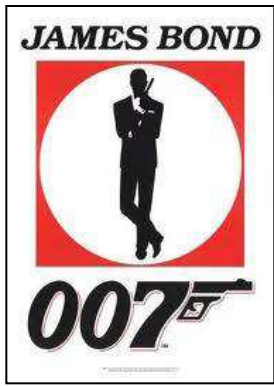


Year 7 English: Half Term 2



Year 7 Spy Writing Homework Project

Deadline for final submission: __ 15/12/14 __

•Over the next few weeks, you will be writing in the style of a spy! To support what you are learning in school, you must complete the following activities due on _____ of every week.

•The activities will often be self or peer marked and checked by your teacher during the starter activity. Every two weeks your booklet will also receive an effort grade and EBI/WWW comment.

You must complete all activities in the booklet or your book/paper if you misplace it. You may need to ask a friend what the activity was so that you can complete it too, or your parent/carer can download a new booklet from the JF website.

•If you complete the activities you will be rewarded by your teacher but if you don't you will receive a HW detention.

Activity	Task	Tick when complete	Parental signature
Activity 1	Spy Research Task		
Activity 2	Using a variety of sentences		
Activity 3	How can I use commas to list?		
Activity 4	How can I use commas for clarity?		
Activity 5	Commas to add extra information		
Activity 6	Apostrophes		
Activity 7	Creative Task- Interviewing James		

EXTRA EXTRA!

*Please complete the challenge box on each page

*At the back of the booklet there is a 'Stretch and Challenge' page

Activity 1: Spy Research Task

Task: Please find 4 examples of spies through the ages- real or fictional eg: Alex Rider or Sandy Grimes. In each box write them a 'spy profile' with key facts, missions and events they have experienced.

CHALLENGE BOX: Imagine that tomorrow MI5 recruited you to be a spy! Write a paragraph describing your day: remember to use challenging vocabulary, devices and accurate punctuation/spelling.

Activity 2: Read the information and complete the task on the next page

Simple sentences

Simple sentences have one clause and it makes sense on its own.

Examples

I love English.

The cat is ginger.

You don't need any more information for these ideas to make sense.

Define:
Clause
A clause is an idea within a sentence.

Compound sentences

Compound sentences have **two clauses** which are linked with a **connective**. Each clause make sense on its own.

Examples

I love listening to Beyonce's music **but** I can't do her dance routines.

On Saturday morning I am going shopping **and** in the evening I'm going to a party.

Notice how each idea makes sense on its own.

Here's the connective to link the ideas.

Complex sentences

Complex sentences have **at least 2 clauses** which are linked with a **comma**. One clause must be **independent** and make sense on its own. The other clauses are **subordinate clauses** and do not make sense on their own.

Examples

Although I was scared, I sang during assembly

This is the subordinate clause because it doesn't make sense on its own. Say it aloud - does it make sense to you?

Here's the comma to link the two clauses.

This is the independent clause which makes sense on its own.

More examples:

All of a sudden, Jenny's phone rang.

Throughout the play, Harvey was kicking the back of my chair.

When the bell rang, the children lined up in the playground.

If we play our best, we will win the match.

Because it was raining Shane put his hat on.

Activity 2: Using a variety of sentences

Task 1 - Label the sentence based on whether it is a simple, compound or complex sentence.

Sentence	Is it simple, compound or complex?
I went to see Iron Man on Thursday night.	
Have you ever had pineapple on pizza?	
The walls are painted light green and the rug is bright orange!	
Did you know that all dolphins are mammals and have to breathe air to survive?	
After the wind had stopped, snow started to fall.	
Sarah ran down the corridor- she didn't see her teacher- it was too late!	
I love to eat chicken and rice but I can't eat food if it is too spicy.	
Before the performance, David was shaking with nerves; unable to barely stand.	
Following a smooth flight, Tyriq breathed a sigh of relief.	
Have you ever thought about going to University?	

Task 2 - Using different sentence types.

You must **write 15 sentences** to describe the image on the right.



CHALLENGE


BOX: In your exercise book choose a **contrasting** image to describe in a paragraph, one that is a positive and happy, eg; a child playing with a football

Helpful question to get you writing.

1. What do the petals on the flower feel like?
2. What colours stand out most?
3. What can you smell?
4. What can you see splattered on the page?
5. As you stand, looking at the blood, what can you hear in the distance?
6. What is happening to your heart beat as you look at the blood stains

Week 3: Read the information and complete the task on the next page

- Commas breaks things up in lists.

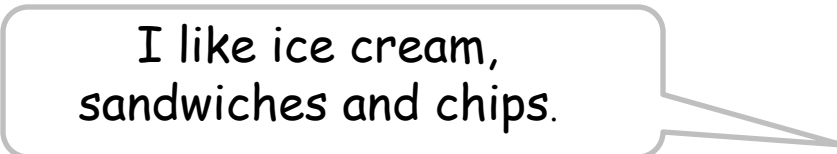


I like ice cream sandwiches and chips.

Without a comma it sounds like this person likes to have ice cream in their sandwiches! What a bizarre choice.



But if you put a comma in the sentence, things start to make more sense:



I like ice cream, sandwiches and chips.

Now we can see the three ideas are separate.




Don't forget - when you write a list, put a comma after each thing..expect the last two. You need to use 'and' or 'or' between the last two ideas in a list.

and

OR



Today I have bought three tops, four pairs of shoes and five tops! Shopping sprees are so much fun!



Should I dye my hair blue, green, red or purple?

Activity 3: How can I use commas to list?

Task 1 - Put the commas in the correct place.

1. Sam loves to eat fish fingers chips and ketchup.
2. My shopping bags are full of shoes shoes and more shoes!
3. To make the cake you will need: flour eggs sugar butter water and coco powder.
4. We sunbathed swam and had a really relaxing time.
5. Shall I get my room painted green yellow purple or pink?
6. Do you want chips roast potatoes or rice with your dinner tonight?
7. The girl walked into the shop looked at the counter and suddenly screamed with terror.
8. Do you walk across the road when the lights are red yellow or green?
9. Who is better Wiley Rita Ora or Tinie Tempah?
10. Mice spiders snakes and insects all make my skin crawl.
11. Patrick's father is from America he has the accent and the style.
12. Shall we go to McDonalds KFC Nandos or having something healthy instead?
13. The werewolf crashed through the forest tearing at the trees and sniffing the air for his prey.
14. Alfonso looked longingly at Tara thinking about how much he loved her hoping that she would agree to marry him.
15. The spider ran towards Luca he screamed and the spider ran away.

Task 2 - Write 15 sentences to describe the image below. You must use commas to list in at least 5 of these sentences. Use your book to finish your sentences if you need to.



CHALLENGE BOX: Please complete these sentences creatively in your exercise book, use commas to list in each sentence

- The bulging packet contained ...
- Flourishing at the top of the league were
- Britain is made up of ...
- The tube was crammed full of ...
- George possessed...
- Leah had requested that....
- The children were overjoyed...
- Without hesitation, the teacher...

Activity 4: Read the information and complete the task on the next page

- Use commas to make ideas clear

Some sentences have more than one idea and we need to separate them to make all the ideas clear. We call the separate ideas in a sentence the clauses, so we need to use commas to separate the clauses.



Fintan told Sasha to stop singing, unfortunately she continued to screech and wail along to the song.

Each action is a separate clause (idea), and the comma helps to make this clear.

The comma helps to show there are multiple clauses (more than one idea).

Frankenstein is a confused character, all he wants is a friend.

Clause 1

The comma makes the two points clear.

Clause 2



The two clauses could easily be written as separate sentences:

Frankenstein is a confused character.

All he wants is a friend.

However, longer sentences with commas in the right place make your writing more sophisticated, so you really should use them as much as possible.

Activity 4: How can I use commas for clarity?

Task 1 - Put the commas in the correct place.

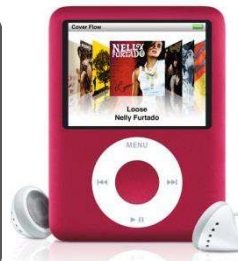
1. Becky told Amy to meet her at the bus stop at 8 o'clock when she got there Becky was no where to be seen.
2. Seun started dancing so I decided to study in my own room.
3. As much as Tom loves going to the beach he hates getting sand between his toes.
4. Ronaldo is my hero I want to be just like him when I'm older.
5. The mouse ran across the floor straight towards the cat.
6. I love my birthday everyone is so generous and kind to me.
7. I am going shopping tomorrow I'm going to meet Alef at the tube station at 12 o'clock.
8. The British weather is unfortunate it even rains in the summer!
9. Christmas is a brilliant festival the lights make everything look beautiful.
10. London is the best city in the world there's always somewhere to go and something to do.

Task 2 - Write 5 sentences to describe each of the following images. Make sure each sentence includes a comma for clarity.

1



2



3



CHALLENGE BOX: Please complete these sentences creatively in your exercise book, use commas for clarity in each sentence

- In his pocket, Lucas discovered ...
- At the circus Tyriq was spellbound by ...
- The teacher had misplaced...
- In Shannon's bag...
- The wind howled...
- Hesitantly, he took out his I-phone...
- Antony desperately....
- The park was desolate...

Activity 5: How can I use commas?

- To add extra information

Use commas to add extra information to a sentence. Adding extra information makes your sentences more detailed, which is what the reader wants to see!

The shark leapt at the helicopter.



Now we can add more detail to make it even more shocking.

With a ferocious roar, the shark leapt at the helicopter!

When you add an extra piece of information to a sentence, you need to use a comma to separate the clauses.



Here comes the technical bit!

Some clauses make sense all on their own, we call these independent clauses. For example, 'the shark leapt at the helicopter'. Whilst this is shocking news, it makes sense on its own, so it is an independent clause.

However, some clauses don't make sense on their own, we call these subordinate clauses. For example, 'with a ferocious roar' is a subordinate clause. If you went around telling people 'with a ferocious raw', they wouldn't have a clue what you are on about! The subordinate clauses needs the independent clause to make sense.

Remember, you need a comma between an independent clause and a subordinate clause to link the ideas.

A few more examples:

In search of new shoes, Kayleigh entered the shopping centre.

Tired and drowsy, Alfonso soon fell asleep.

With his fingers crossed for a new laptop, Joel opened his birthday presents.

Activity 7: Creative Task- Interviewing James

Task: You should have now read *Silverfin!* Watch a clip of *The One Show*, *BBC News* or *Parkinson* to see how celebrities or important people are often interviewed.

Imagine you are interviewing James after all of his experiences: write your interview questions and his answers in the box below.

CHALLENGE BOX: Imagine that instead of James you were now interviewing Hellebore! Write this interview in your book. Underline all the differences between James and Hellebore's answers, circle the powerful words James and Hellebore say, put a star next to the most interrogative questions.

STRETCH AND CHALLENGE: NOVEL EXTENSION TASK

All novels have a distinct style or 'voice' that the author uses to get their views and opinions across to the reader with. Think about the novel you are currently reading and what kind of message the author is trying to get across with the novel. Then think about who the author has chosen to share this message.

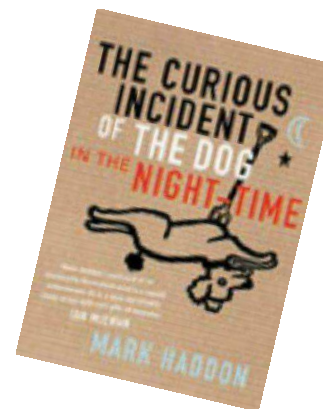
TASK:

Write a book review of the novel you are reading at the moment, but write it IN THE STYLE of how the actual novel itself is written.

Here is an example... a book review of 'The Curious Incident of the Dog in the Night time' written by a boy who has Asperger's. (The main character voice in the novel is that of Christopher, a teenage boy with Aspergers)

What an interesting title, I thought, when I first looked at this book. It follows the life of the narrator, Christopher Boone, a 15-year-old boy who I think has Asperger syndrome (which I have). I found it interesting that the author made the decision to say that Chris would never start each chapter continuing an idea or a specific theme from the previous chapter. This is what I think implies that the author wants Chris to be perceived as having Asperger's or something different about him. The author must have thought very hard about this book, which made me enjoy it even more.

The story itself is quite unfortunate for Chris, as he is holding a dead dog killed by an unknown person. Lots of things are unexplained in the book; like what Chris is doing outside another person's house at 12.07am and how he came to be holding the dog? This confused and intrigued me, and kept me reading...



AF3 - organise and present whole texts effectively, sequencing and structuring information, ideas and events

Across a range of writing
☑ information, ideas and events skillfully managed and shaped to achieve intended purpose and effect, e.g. introduction and development of character, plot, event, or the terms of an argument, are paced across the text
☑ a variety of devices position the reader, e.g. skilful control of information flow to reader; teasing the reader by drawing attention to how the narrative or argument is being handled

AF7 - select appropriate and effective vocabulary

Across a range of writing
☑ vocabulary consistently, often imaginatively, well matched to purpose and audience
☑ range of vocabulary generally varied and ambitious, often judiciously chosen