

Year 7

Reading and Writing Booklet

Introduction

This is a booklet to help you improve your English skills.

- ✓ The booklet is divided into 6 weekly reading and writing activities. Each week starts on a Monday but you may do the tasks at any time during the week and spend approximately an hour completing them.
- ✓ Please try your hardest to produce accurate work that demonstrates your increasing understanding and skills.
- ✓ Remember you can go to Homework Club in the LRC if you would prefer to complete the tasks in school.

READING PRACTICE

Read the following extract:

'The group of three friends knew of this estate by reputation. Many moons ago, it had been a good-looking estate where people wanted to be, but now it needed some attention. One of the high-rise buildings had no entrance doors on either the front or back. Like thousands before them, the boys just walked straight through. Martin glanced at the stairways as he passed, and in a split second he noticed crumpled crisp packets and cigarette butts on the steps. Yellowing paintwork and graffitied doors completed a sense of decay and neglect. As they came out of the rear door space, broken and empty cigarette lighters littered the floor.

Martin crushed one under his foot.

Matthew was disgusted. "I wouldn't even step on one of them – you don't know where they've been."

As they walked through the centre of the estate, they heard the sound of screeching tyres, the sound of a car being raced. It was over a block away, but the smell of burning rubber still poisoned the air. All three stepped onto a square paved area in the middle of the road where two of the small estate roads met and where a bollard once stood. Then out of the dark they saw a set of headlights approaching.'

Answer the following questions in your booklet. Even where the answer is short, write in full sentences.

1. Is the extract in the first or third person?
2. Where do you think the story is set? What do you think the area is like?
3. What sort of atmosphere is being created? How do we know? Include words or phrases that suggest this place is run-down as evidence in your answer.
4. What sort of people have been in this place - does the reader think the boys are comfortable there? How do we know? Remember to give evidence.
5. How does the writer build suspense? Look at the language used and how the extract starts and finishes.
6. Are there any words you do not understand? Remember to write these in your vocabulary book.

WEEK 2.

READING PRACTICE

As I arrived at the airport, I felt excited but anxious. People were rushing around and I felt disorientated. Breathing in the aroma of coffee and hotdogs, I felt a sense of familiarity so took a step forward and joined the snaking queue for a hot drink. My adventure had begun!

I had never flown alone before and it had been many years since I had been on an aeroplane. I had stringently followed the rules for packing and yet I still felt trepidation as I stood in line for my luggage to be checked. Moving along the line I smiled at the people in front of me. I was on my way to visit my daughter who now resided in Bursa, Turkey and I had never travelled so far before.

I managed to negotiate customs and waited to be called to board the plane. It seemed no time at all before I heard my flight announced and I stepped outside to follow the attendant towards the plane. The same people remained in front of me. A family of four. The young children were giddy with excitement and almost were bouncing off the ground in their eagerness to board.

It was barely daylight; the light was still bruised by the fading night sky and the chill wind fought for my scarf. The plane stood high above me; tall and silver, it shone like a medal. I carried my hand luggage tightly in my hand and walked up the steps to board the plane.

The journey took three and a half hours. I enjoyed every moment! I bought a coffee from the friendly flight attendant and took out my book I had brought to read. Every now and again I looked out of the window. We were high above the clouds and they looked like cushions of marshmallow!

After landing and passing through yet more check points I eventually saw my daughter! She stood at the barrier with her husband, waving and calling 'Mum!' 'Mum!'

I hugged and kissed her! It had been months since I'd last seen her when she left England for her new life in Turkey. I was so pleased to see her at last!

Task 1.

- Chunk the piece into the stages of her journey and make a list.
- Use different colour highlighters to mark the stages of her journey

Task 2.

Answer the following in your booklet:

1. What thoughts and feelings does the mother have about the journey? Track the text and give a detailed explanation of HOW you know what she is feeling. Remember you must use evidence to support your comments. Use a separate paragraph for each comment you make. Aim to make no less than 3 points.
2. Are there any words you do not understand? Remember to write these in your vocabulary book.

WEEK 3.

READING PRACTICE

Morning, dismal and wet, at length dawned, and discovered to my sleepless and aching eyes the church of Ingolstadt clock, which indicated the sixth hour. The porter opened the gates and I issued into the streets, pacing them with quick steps, drenched by the rain which poured from a black and comfortless sky.

Read the short passage above and then complete the following:

Task 1:

Look up the underlined words and add those you didn't know to your vocabulary booklet.

Task 2:

The author has used PATHETIC FALLACY which means using the weather to reflect the mood of the characters. Write a paragraph which describes how the author shows the reader how the character is feeling. Try to include the terminology 'pathetic fallacy' in your response and also how the language the author has chosen suggests how the character feels - remember you need to explain the link.

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees- willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter's flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool.

Read the short passage above and then complete the following:

1 Look up the underlined words and add those you didn't know to your vocabulary booklet.

2. Write a paragraph which explains how the author has created a sense of peace and/or safety in the opening to his novel. Look at the underlined words and think what we associate with them, then think how this builds a picture of peacefulness and/or safety because of how those words make us feel.

WEEK 4.

READING PRACTICE

The Lost Key: Chapter 1

The three friends sat in a huddle at the far end of the school library. Their rendezvous had been agreed during the morning break and as the lunch time edged towards afternoon registration they felt the need to reach a decision.

Charlie looked at his friends and sighed, 'So, Mel is busy at Gymnastics this evening,' he nodded towards the dark haired girl who looked dismayed at the thought that she was letting the group down in some way, 'and Pete is babysitting his younger brother until his mum gets home from work.' Charlie held a faint hope that one of them would cancel their prior commitment, but he knew this was not to be. Both friends were utterly reliable and would rush to help him in a heartbeat, but they would also honour their promises to others.

Pete spoke first. Of average height and build, Pete was Charlie's longest serving friend. His quiet manner and unassuming appearance belied a quick mind, which made him a superb organiser. 'Mum gets home at about 5. I'll meet you outside the cinema by 5.30. Mel's gym class finishes at 5.15. We can walk to the hall and pick her up by 5.45.' He looked at Charlie, who nodded. It was the best that they could do. A bell sounded and all three separated as they rushed to afternoon registration.

The quiet hum of teachers' voices calling out names and settling latecomers echoed down the corridor. The afternoon eased into action and soon books were being handed out and the class became a hub of activity.

As the sharp winter's day mellowed into soft rain Charlie sat contentedly at his desk reflecting on the forthcoming evening. His parents would be out until 10ish teaching at the nearby college. He would leave a note explaining where he was just in case they came home early, but if all went to plan he would be home by 7.30. He dismissed the buzz of anxiety that threatened to make him rethink his plan. He would not be alone; with Pete and Mel at his side the gloomy gothic spires of the town library were less formidable and the only point of vulnerability would be the short walk from his home to the cinema. The sudden presence of his teacher glancing at the blank page of his exercise book meant that there was no more time to think and Charlie settled to the afternoon's studies.

Tasks

1. In paragraph one; the writer makes it clear that the three children are good friends. Identify and explain two phrases that show this:

PHRASE _____

PHRASE _____

READING PRACTICE

Extract from *A Christmas Carol* by Charles Dickens.

Oh! But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dogdays; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care? It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

Q1. What sort of impression does the first sentence give the reader of Scrooge? Discuss at least 2 words in detail. Try to use the correct language terms e.g. adjective, suggests, imply/implies

Q2. What technique- which refers to the weather- is used to help to build the readers' impression of Scrooge's character? What impression does it give you and how?

Q3. What kind of comparison does Dickens use to explain that Scrooge chose to live alone? What is it? Do you think this comparison is accurate? Explain why you have that opinion.

Q4. Find 4 examples of words or phrases which we don't use very often now. What do you think they mean? Try to use the correct terms to discuss them e.g. adjective, common noun, verb

Q5. How do you know this was written in the Victorian times? Think about the settings, characters and attitudes to Christmas.



WELL DONE

YOU HAVE COMPLETED YOUR BOOKLET!