

Year 7 Homework Booklet

English – Term 2

Name: _____

Form: _____

Class Teacher: _____

Homework due on: _____

Each week your English teacher will set one activity from this booklet for you to complete.

These activities won't necessarily be set in order so it is important that you write your homework in your homework diary and check with your teacher if you aren't sure which activity you have been asked to complete.

The homework set is designed to complement and consolidate your in class learning.

Contents:

**Tick when
completed**

- Page 3: Task 1 Due:
- Page 4: Task 2 Due:
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Task 1

Research on World War II and Anne Frank



World War II started in 1939. By the time it ended in 1945, the war involved nearly every part of the world. The two sides that fought the war were called the Axis powers and the Allies. **Germany, Italy, and Japan** were the major Axis powers. The major Allies were the **United States**, the **Soviet Union**, the **United Kingdom** (Great Britain), and **France**. **China** also aided the Allies.

More people died in World War II than in any other war. Experts guess that 40 to 50 million people lost their lives. Many were civilians (people not fighting the war). More than 6 million were victims of the **Holocaust**—a German plan to kill people (mostly those who were Jewish) that they thought were inferior.

[Go to the website below and read through the important timeline events of World War II and the life of Anne Frank. You can click on each event for more information.](#)

[TASK: Create your own timeline in your book.](#)

www.annefrank.org/en/anne-frank/the-timeline/

[It must:](#)

- [Include at least 10 important events of the war and Anne Frank's life](#)
- [Include the date of each event](#)
- [Include details of each event that are important.](#)

Task 2

Prejudice and Discrimination

Watch the video at:

<https://www.annefrank.org/en/topics/prejudice-and-stereotypes/>

And this one:

<https://www.annefrank.org/en/topics/prejudice-and-stereotypes/>

After watching both videos, answer the following questions in your homework books in full sentences with as much detail as possible.

1. What is prejudice?
2. What is discrimination?
3. Why are equal rights important?
4. How can discrimination make those who are being targeted feel?
5. Is it always easy to tell if someone is being discriminated against?

Task 3

Going into Hiding

How unique was the Secret Annex? People in hiding in the occupied Netherlands

Anne Frank and the other people from the Secret Annex were not the only Jewish people living in hiding in the Netherlands. But how similar was their situation to that of others in hiding? Where did those people stay? Who helped them? And what dangers did they face?

TASK: Read the information over the next two pages and answer the comprehension questions in your homework books in full sentences.

During the war, there were between 300,000 and 330,000 people in hiding in the Netherlands. This included 28,000 Jews. This may not be very many in relation to the total number of people who were hiding, but as a percentage of the Jewish community of 140,000 people it was a substantial number.

Most Jews did not have a hiding place where they could go with the whole family or the possibility of preparing thoroughly for going into hiding. Many people who went into hiding ended up in the country; there was more food available there during the war and farmers could always use cheap labour.

Some of the people who provided the opportunity to go into hiding saw it as a way of making a lot of money. The Jews in particular had to pay high “accommodation costs” because it was generally assumed that the punishment for hiding Jews was greater. The higher the risk, the more expensive the hiding place - or at least that was the idea behind it.

Apart from the costs it was more difficult for Jews to go into hiding anyway: to find a suitable place it was essential to have non-Jewish family members, friends or (business) contacts.

Task 3 Going into Hiding

The places where people went into hiding varied enormously in type and size. In the city the spaces were often small and the people in hiding had to remain absolutely quiet; the walls were thin and the slightest noise could betray their presence to the neighbours.

In the country there was more room, although this did not necessarily mean that the living conditions were any better. Some people went into hiding in the forests, building huts and digging underground tunnels. At a later stage, the organizers regularly used empty chicken runs to accommodate Jews, but these were very uncomfortable and obviously icy cold, particularly in winter.

When there was any danger, the people in hiding often had to flee immediately and look for a new address. It was extremely unusual to hide in one place for a long time as Anne Frank and her family did.

The Jewish people who went into hiding usually arrived in the dark; after all, it was dangerous to be seen outside.

Some people in hiding ended up at a relatively safe and affordable address with good provisions and sufficient space and privacy. The Secret Annex was one of these places. But even there it was not possible to escape the physical and mental difficulties of being in hiding.

Many people in hiding went hungry, as did the residents of the Secret Annex, who were faced with scarce supplies and a lack of food, particularly during the last years of the war. In addition, hiding could be mentally exhausting. Monotony and boredom were always lying in wait, as was loneliness.

Questions:

1. How many people were in hiding in the Netherlands during the war?
2. Why was it expensive for people to go into hiding?
3. Why did those hiding in the city have to be silent?
4. What other places did people use to hide?
5. What were some of the difficulties and dangers of being in hiding?

Task 4 What to Pack

Imagine you were going into hiding like Anne Frank.

What items would you take with you and why?

Choose 5 key items and explain why they would be important to take.



Task 5

Autobiographies

Biographies and **autobiographies** are both types of **non-fiction** stories about someone's life.

They are both based in **fact** but there are some key differences between them.

Similarities

Both biographies and autobiographies:

- tell the story of someone's life
- are written in the past tense
- follow chronological order (the order in which things actually happened)
- are non-fiction

Differences

| Biography | Autobiography |
|--|---|
| Written by a person about someone else's life . | Written by a person about their own life . |
| Written in third person (he/she/they) | Written in first person (I) |

Anne Frank's Diary is an autobiography.

Task:

Choose a famous person you admire – or someone important you know in your own life.

Write two paragraphs of a **biography** about the person you've chosen.

Focus on some of the following:

- Their childhood/early life – where they were born/grew up/went to school.
- Their family life.
- Their friends/important people they're connected to.
- Key events in their life.
- Their skills/talents

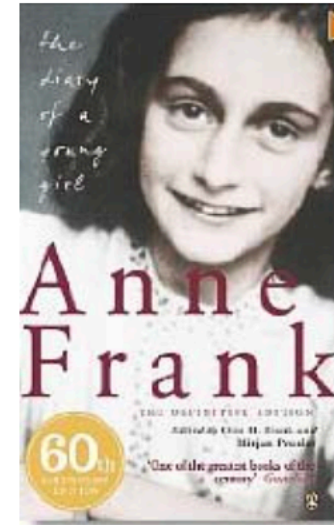
Task 6

Task:

Read Anne's description of what life was like for Jewish people under Nazi rule. **Complete your own research on life for Jewish people under the Nazis and create a detailed fact file in your homework book.**

Saturday 20 June, 1942

After May 1940, the good times were few and far between: first there was the war, then the capitulation and then the arrival of the Germans, which is when the trouble started for the Jews. Our freedom was severely restricted by a series of anti-Jewish decrees: Jews were required to wear a yellow star; Jews were required to turn in their bicycles; Jews were forbidden to use trams; Jews were forbidden to ride in cars, even their own; Jews were required to do their shopping between 3.00 and 5.00pm; Jews were required to frequent only Jewish-owned barbershops and beauty salons; Jews were forbidden to be out on the streets between 8.00pm and 6.00am; Jews were forbidden to go to theatres, cinemas or any other forms of entertainment; Jews were forbidden to use swimming pools, tennis courts, hockey fields or any other athletic fields; Jews were forbidden to go rowing; Jews were forbidden to take part in any athletic activity in public; Jews were forbidden to sit in their gardens or those of their friends after 8.00pm; Jews were forbidden to visit Christians in their homes; Jews were required to attend Jewish schools, etc. You couldn't do this and you couldn't do that, but life went on.



Task 7

Reading Homework

Read the following diary entries from the book and write a summary in your homework book:



Task 8

What have we learned about Anne?



Create a mind map about what you've learnt about Anne Frank so far.

Include the following:

- How she feels about going into hiding
- How she feels about the world around her and the war
- What her family and the people hiding with her are like
- What the Annex is like
- Anne's personality
- Anne's hopes and fears

Task 9

Reading Homework

Read the following diary entries from the book and write a summary in your homework book:



Task 10

Analysis of Anne's Diary

October 9th 1942:

“Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their shorn heads. If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews.”

Task:

Find quotes that show the following:

- Anne's state of mind
- Her empathy and concern for fellow Jewish people
- How the Jews are being treated
- Her ideas about Hitler and the Germans

For 3 of the quotes do quote explosions and add extra inferences about what it tells us about Anne's thoughts and feelings.

Task 11

Non-fiction Techniques

Task:

Copy out and fill in the table in your homework books.

| | Definition: | My example: |
|-----------------------------|--------------------|--------------------|
| Imperative verbs | | |
| Alliteration | | |
| Modal verbs | | |
| Appeal | | |
| Figurative language | | |
| Opinion | | |
| Rhetorical questions | | |
| Exaggeration | | |
| Statistics | | |
| Triadic structure | | |
| Emotive language | | |
| Repetition | | |

Task 12

Read the following quotes and answer the questions about them in your homework book.

“Added to this misery there is another, but of a more personal nature, and it pales in comparison to all of the suffering I’ve just told you about. Still, I can’t help telling you that lately I’ve begun to feel deserted. I am surrounded by too great a void. I never used to give it much thought, since my mind was filled with my friends and having a good time. Now I think either about unhappy things or about myself. It’s taken a while, but I’ve finally realized that Father, no matter how kind he may be, can’t take the place of my former world.”

“At night in bed I see myself alone in a dungeon, without Father and Mother. Or I’m roaming the streets, or the Annex is on fire, or they come in the middle of the night to take us away and I crawl under my bed in desperation.”

1. What techniques does Anne use to describe how she feels?
Write the technique and quote.
2. What could be the symbolism of Anne’s dream? What does it show about her fears?

1. How does Anne feel about her life in the annex at this point?
2. What techniques does Anne use to describe how she feels?
Write the technique and quote.
3. What kind of tone does Anne have in this quote?

Task 13

Reading Homework

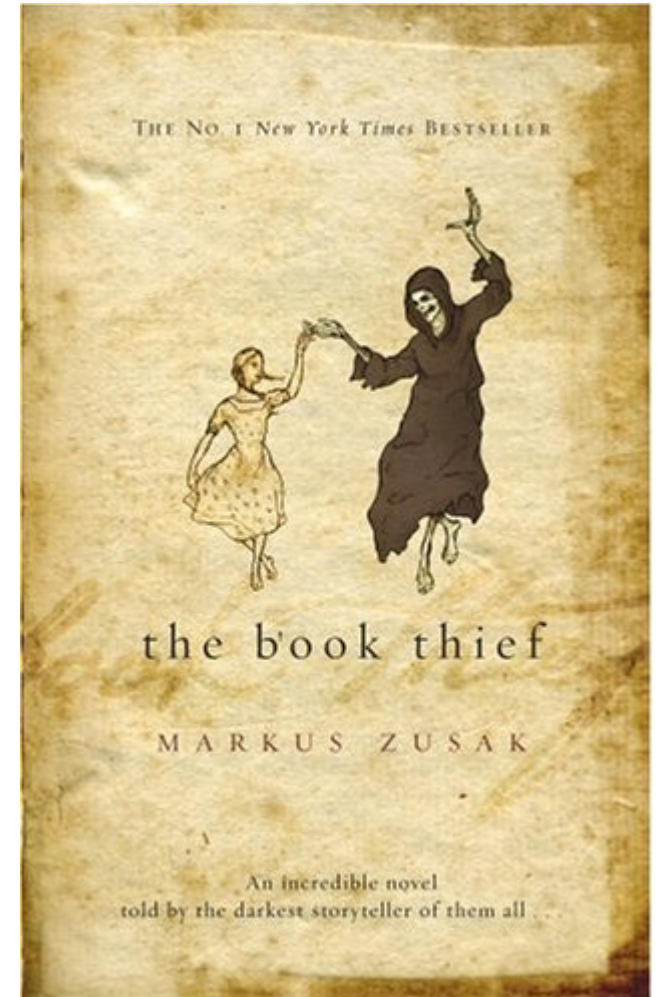
Read the following diary entries from the book and write a summary in your homework book:



Task 14 – Looking at ‘The Book Thief’

'The Book Thief' by Marcus Zusak – Read the information below and on the next page

- Published in 2005, Marcus Zusak's book has proved hugely popular. It has been translated into many languages and was made into a film in 2013. The majority of the novel takes place in the fictional town of Molching, Germany, near Munich, between 1939 and 1943.
- Death narrates the story of Liesel Meminger, beginning when she is nine years old and suffering from the death of her brother and separation from her mother. Liesel goes to live with a new family, Hans and Rosa Hubermann. When Liesel arrives, she can't read and is made fun of in school. She realizes how powerless she is without words, and so Hans, a painter and accordion player, teaches her how to read during midnight lessons in the basement, reading from the book Liesel took from her brother's burial: *The Grave Digger's Handbook*.
- During Liesel's early days with the Hubermanns, she has nightmares and feels lonely. Meeting Rudy Steiner, a young German boy and the 'perfect example' of Hitler's German Aryan race, is a turning point for Liesel. Their friendship blossoms and it becomes one of central features of the novel. Max Vandenburg, a Jewish man who hides in the Hubermann basement, is another character central to Liesel's story.



Task 14

Reality in the Fiction?

- The setting, a fictional town close to Munich, fits with the story of Nazism. Munich was, in many ways, the spiritual home of the Nazi Party and the sight of many key moments in their early history. Things like Rudy's obsession with Jesse Owens are based on the success of Owens at the 1936 Berlin Olympics. However, it is difficult to imagine a member of the Hitler Youth to have such a fanaticism with an athlete like Owens due to the nature of the Hitler Youth's racist messages.
- The Hubermanns hide Max, a Jew, in their basement. This is a common feature of WW2 and Holocaust fiction and it did happen. Anne Frank was hidden and helped by a family for two years before being discovered. The frustration and the fear the Hubermanns share in the novel mirrors some of the real-life accounts of hiding Jews. However, it's important to note that this was not typical of all German families. Antisemitism and mistreatment of Jews was a lot more common than the book suggests.
- The focus of our extract is a prisoner march to a concentration camp. There's some accuracy to this; if the book takes place in a fictional town near Munich, they could be walking to Dachau concentration camp. Dachau was around 12 miles from Munich city centre. The camp is a museum today. The photo on this front cover was taken at Dachau. However, these prison marches, often referred to as 'Death Marches' by historians, did not take place until the later stages of the war. Most prisoner transport was done by trains and it was not until the last years of the war, when Germany was losing and had fewer trains and other forms of transport, that prisoners were walked from camp to camp. Conditions on these walks were, as you can imagine, barbaric. As the book is set around 1942, Zusak has moved this event forward to fit his narrative.

Answer the following questions in your homework books:

Why do you think Zusak moves the 'Death March' forward?

How important is it that a fiction novel based on historical events is accurate?

Task 15: ‘The Book Thief’

Read the extract and answer the questions in your homework books.

God, there were so many of them. So many sets of dying eyes and scuffing feet. Liesel searched them and it was not so much a recognition of facial features that gave Max Vandenburg away. It was how the face was acting—also studying the crowd. Fixed in concentration. Liesel felt herself pausing as she found the only face looking directly into the German spectators.

It examined them with such purpose that people on either side of the book thief noticed and pointed him out. “What’s he looking at?” said a male voice at her side. The book thief stepped onto the road. Never had movement been such a burden. Never had a heart been so definite and big in her adolescent chest. She stepped forward and said, very quietly, “He’s looking for me.” Her voice trailed off and fell away, inside. She had to refind it—reaching far down, to learn to speak again and call out his name. Max. “I’m here, Max!” Louder. “Max, I’m here!” He heard her.

Liesel shrugged away entirely from the crowd and entered the tide of Jews, weaving through them till she grabbed hold of his arm with her left hand. His face fell on her. It reached down as she tripped, and the Jew, the nasty Jew, helped her up. It took all of his strength. “I’m here, Max,” she said again. “I’m here.”

“I can’t believe . . .” The words dripped from Max Vandenburg’s mouth. “Look how much you’ve grown.” There was an intense sadness in his eyes. They swelled. “Liesel . . . they got me a few months ago.” The voice was crippled but it dragged itself toward her. “Halfway to Stuttgart.” From the inside, the stream of Jews was a murky disaster of arms and legs. Ragged uniforms. No soldier had seen her yet, and Max gave her a warning. “You have to let go of me, Liesel.” He even tried to push her away, but the girl was too strong. Max’s starving arms could not sway her, and she walked on, between the filth, the hunger and confusion.

After a long line of steps, the first soldier noticed. “Hey!” he called in. He pointed with his whip. “Hey, girl, what are you doing? Get out of there.” When she ignored him completely, the soldier used his arm to separate the stickiness of people. He shoved them aside and made his way through. He loomed above her as Liesel struggled on and noticed the strangled expression on Max Vandenburg’s face. She had seen him afraid, but never like this. The soldier took her. His hands manhandled her clothes. She could feel the bones in his fingers and the ball of each knuckle. They tore at her skin. “I said get out!” he ordered her, and now he dragged the girl to the side and flung her into the wall of onlooking Germans.

One of the Jews on his way to Dachau had stopped walking now. He stood absolutely still as the others swerved morosely around him, leaving him completely alone. His eyes staggered, and it was so simple. The words were given across from the girl to the Jew. They climbed on to him. The next time she spoke, the questions stumbled from her mouth. Hot tears fought for room in her eyes as she would not let them out. Better to stand resolute and proud. Let the words do all of it.

Max Vandenburg remained standing. He did not drop to his knees. People and Jews and clouds all stopped. They watched. As he stood, Max looked first at the girl and then stared directly into the sky who was wide and blue and magnificent. There were heavy beams—planks of sun—falling randomly, wonderfully to the road. Clouds arched their backs to look behind as they started again to move on. “It’s such a beautiful day,” he said, and his voice was in many pieces. A great day to die. A great day to die, like this. Liesel walked at him. She was courageous enough to reach out and hold his bearded face.

“Is it really you, Max?” Such a brilliant German day and its attentive crowd. He let his mouth kiss her palm. “Yes, Liesel, it’s me,” and he held the girl’s hand in his face and cried onto her fingers. He cried as the soldiers came and a small collection of insolent Jews stood and watched. Standing, he was whipped. “Max,” the girl wept.

Answer these questions:

1) How does Zusak present the relationship between Max and Liesel in this extract?

Choose 3-4 quotes and explain what they show us.

2) 'Zusak has shown Max to be an individual rather than a victim.' To what extent do you agree with this statement?

3) How does the writer make this section emotional for readers?

Task 16

Revise your knowledge organiser for your end of term test.

Make a mind map or flashcards in order to help you to memorise the key information.

Year 7 Term 2: Understanding the World

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As part of our coming of age story, we all must learn to **understand the world** around us and how we fit into it. This includes understanding the world outside our own home, outside our own town, and even outside our own country.

Understanding the world also means stepping out of our comfort zone and trying to understand the motives and perspectives of others, no matter how challenging this might be.

Through her diary, we are offered a unique insight into Anne Frank's life as a Jewish girl at the time of the Holocaust, when she was subjected to a life that most of us can only imagine.

Anne Frank's Diary – Key Information

- Anne Frank - the 13-year old writer of the diary
- Otto Frank - Anne's father and the only survivor in the family. Otto found Anne's diary and had it published.
- Margot Frank - Anne's older sister
- Edith Frank - Anne's mother
- The diary begins on Anne's 13th birthday in 1942 and ends just after her 15th birthday in 1944.
- It starts with Anne describing a typical teenage girl's life, but later deals with the oppression and fear she faces while hiding from the Nazis.
- To escape the Nazis, the family had to go into hiding in a secret annexe (a part of her father's office hidden behind a swinging bookcase) with another family.
- The diary comes to an abrupt end. Anne's family were arrested and sent to the concentration camps, where Anne and her mother and sister died.

Anne Frank Themes

- Identity
- War & Conflict
- Loneliness
- Family
- Life and death

Context – The Holocaust

- During the Second World War, Nazis led by Hitler tried to kill all the Jewish people in Europe
- They opened Concentration Camps, where they sent Jewish people to work
- The Nazis ordered Germans to boycott all Jewish shops and businesses
- Jews were prohibited from owning land or being editor of a newspaper
- Nazis ordered Jews over age 15 to apply for identity cards to show to police if asked
- Synagogues all over Germany were destroyed
- Jews were banned from attending school
- All Jews were made to wear a badge to identify them as Jewish
- The Nazis built Death Camps including Auschwitz where they killed Jews by gassing them in their thousands
- Many others died of starvation or exhaustion while working as slaves at the camps
- When Germany was defeated in World War II, the camps were discovered and some Jews were set free
- Throughout the Holocaust, the Nazis murdered 6 million Jewish people including 1.5 million children

Holocaust - the mass slaughter of large groups of people. Comes from the Greek holokauston, a translation of the Hebrew word 'olah, meaning a burnt sacrifice offered whole to God.

Understanding the World - Extracts

Malala Yousafzai - Malala is a Pakistani education activist who was shot in the head by the Taliban when she was 15 years old, because she had spoken out about girls' right to education. Malala experienced displacement when she and her family were moved to the UK for their safety, and she had to adjust to a completely new life in a new country with different rules and customs.

Tara Westover - Tara is a writer who was raised in Idaho, USA. Her father opposed education, so she never attended school until she was 17. Her birth was not registered and the authorities did not know she existed. Tara was not given a rounded understanding of the world until she actively sought out education herself.

Literary Non-Fiction

Literary non-fiction is written as a narrative with **plot, characters** and **settings** described, but the story is real, not made up. It uses techniques usually associated with fiction, to describe real-life events.

It will often be written using a **first-person narrator**, who writes about their own life.

Literary non-fiction will include literary features such as: **imagery, figurative language, emotive language** and **sensory detail**.

It will also include features of non-fiction such as **personal opinion** and often has **persuasive** elements.

Grammar – bounce-back to term 1

Noun types:

Concrete – A noun we can see, hear, touch, smell or taste e.g. table

Abstract – A noun which we cannot experience with any of the 5 senses e.g. happiness, tension

Proper – A noun which is the name or title of something and is capitalised e.g. Bolton, Turton School

Collective – A singular word used to group together a plural e.g. a group, a herd, a class

Verb types:

Dynamic – A verb that we can see/hear being completed – a deliberate action e.g. I kick, I speak

Stative – A verb that we cannot see being completed e.g. I think, I believe

Imperative – A commanding verb e.g. Do this work, sit down, let's go

Modal – A verb expressing possibility or probability e.g. will, should, could, can, must

Subject: Does the action in a sentence or clause

Past tense: used to describe things that have already happened and usually have an -ed ending e.g. I walked to school yesterday

Present tense: used to describe things that are happening now

Future tense: describes things that have yet to happen and usually uses 'will' e.g. I will go tomorrow.

Grammar – term 2

Clause types:

Clause - Part of sentence which has a subject and a verb.

Main clause - A clause which would make sense on its own as a full sentence.

e.g. When I get home, I will have my dinner.

Subordinate clause - A clause which would **not** make sense on its own as a full sentence.

e.g. When I get home, I will have my dinner.

Conjunction types:

Coordinating conjunction – A conjunction which joins 2 main clauses FANBOYS – for, and, nor, but, or, yet and so

Subordinating conjunction – A conjunction which joins a subordinate clause to a main one – e.g. while, as, because, since, if

Sentence types:

Simple sentence – A sentence with only one main clause e.g. I had a nap after school.

Compound sentence – A sentence with more than one main clause, joined by a coordinating conjunction. e.g. I went home and I had a nap.

Complex sentence – A sentence with at least one main clause and at least one subordinate clause.

e.g. I had to get a taxi because my car wouldn't start.