

Newton International Academy
Secondary school

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Term 3 Examinations 2017

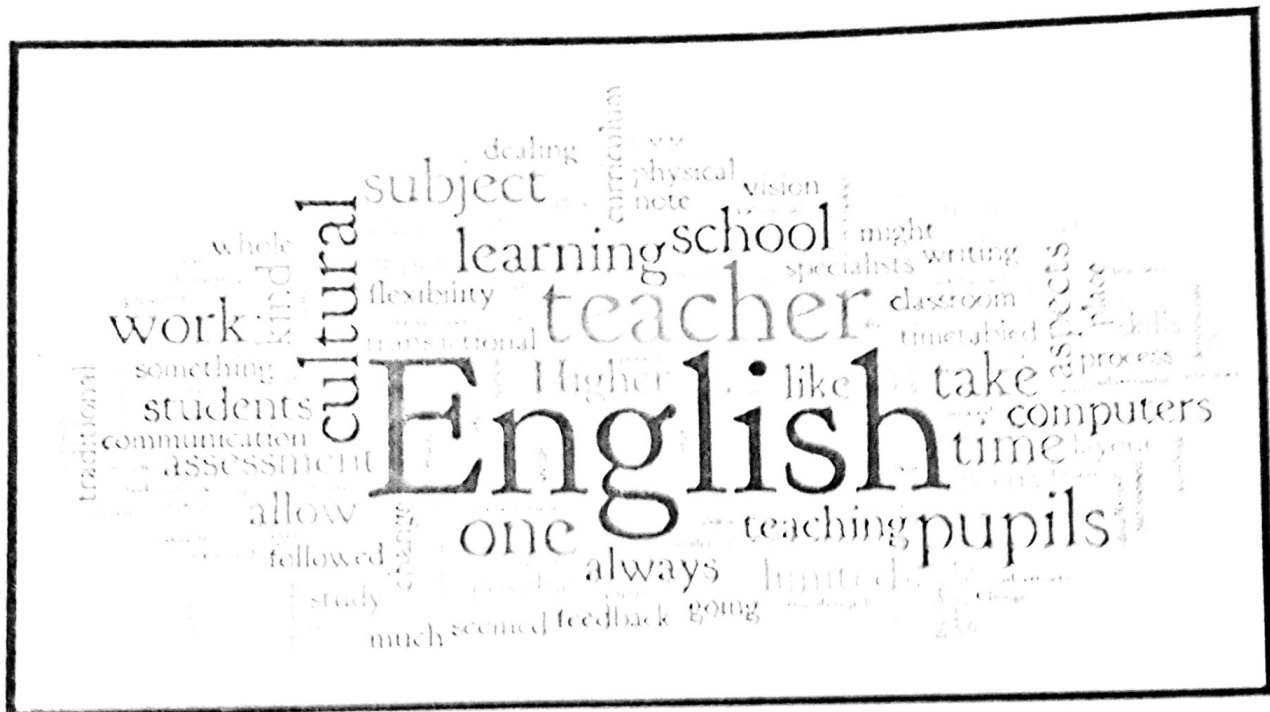
Subject: English Activities

Year: 7

Name	Mos-tafa Mo hamed		
Teacher	Ms. Denis	Class	7- BG

Additional exam materials required	Lined paper
	Blank paper
	Calculators (spare ones if needed)
	Tracing paper

Marks	
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KS3 Prep Booklet

The six reading and/or writing tasks in this booklet are designed to strengthen your skills in all areas of your English studies

They will help you reach your potential at Key Stage 3, as well as preparing you for GCSE study in English Language and Literature

Make sure you give 100% every week, completing all of these tasks to the very best of your ability

Name: _____

Contents

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Two anti-smoking adverts, and a chance to create your own



What's the point of school uniform?

You might hate your school uniform, but I think it's there for good reason, says 15-year-old Chloe Spencer



Why wear a school uniform? Photograph: Christopher Thomond for the Guardian

A shirt, tie and blazer may not be the ingredients for my favourite outfit, but if I were given the choice, I wouldn't throw away the idea of school uniform. Wearing a uniform is a badge of pride, creates an identity for a school and is an important part of being a school student.

"Uniforms show that you are part of an organisation. Wearing it says we're all in this together," Jason Wing, head teacher at the Neale-Wade academy in Cambridgeshire, says.

"Also, if you wear your uniform with pride, it means you are half way there to being respectful, buying into what the organisation is all about."

Claire Howlette, an English teacher, agrees: "Uniforms give students a sense of belonging to a particular school and create an identity for the school in the community."

My school is one of many that seem to be reverting to a more formal uniform – this September I will be wearing a shirt and blazer instead of my old jumper and polo shirt. A number of students have complained about the change, but general opinion is that the jumpers and polo shirts were "childish".

A school uniform teaches students to dress smartly and take pride in their appearance. Howlette says: "Uniforms help students to prepare for when they leave school and may have to dress smartly or wear a uniform."

Some people believe that a school uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment, allowing students to perform better academically.

Perhaps most importantly, a uniform means students don't have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what you look like isn't so important. There is no competition about being dressed in the latest trend, which would put a great deal of financial pressure on students and parents. Potential bullies have one less target for their insults; it's hard to make fun of what someone is wearing when you're dressed exactly the same

In America, where a majority of schools do not have a uniform, roughly 160,000 children miss school every day due to fear of attack or intimidation by other students. This might not be directly linked to what they're wearing, but having a uniform can be a safety net for many students who might otherwise suffer from bullying. A strict uniform gives the impression that rules are strict too, perhaps helping maintain a sense of order at school.

Although wearing a school uniform is less expensive than buying a whole wardrobe of outfits, uniform can still be pricey. Many schools have a specific supplier, and wearing cheaper alternatives can result in punishment if the black skirt you're wearing isn't exactly the right black skirt. Finding uniform that fits you, especially if you're limited to one shop, can also be a struggle.

Recently the Liberal Democrats held a conference about the cost of school uniforms across England. The education minister David Laws is to issue new guidance to end the practice of using a single uniform supplier, enabling parents to shop around for uniform. If schools decide to change their uniform, for example with a new emblem or colour, changes should be restricted to one or two items, preferably with sew-on logos. Changing from a one-supplier system could help families with the cost of school uniform.

Although it might seem a shame to miss out on those two years of dressing as you like at school, I welcome the smart dress code. Not only does it make getting dressed each morning a lot easier, but it sets sixth formers up as role models for younger students, and that's important.

Macy Vallance, a year-eight student, says I like uniforms because everyone is the same and no one can be left out by the way they are dressed. Our new uniform looks smarter, which is good.

My uniform might not be what I would wear in my own time, but it gives me a sense of belonging, takes away the pressure of what to wear and deters the bullies. School uniform isn't fashionable, but that's exactly why I think it should be here to stay.

Task: In the final two paragraphs of the article...

Add...

A colon (:) to introduce a quote (direct speech)

Speech marks ("...") around the speech

Two missing apostrophes (') used to turn two words into one

Find...

Two misspelt words, and write their correct spellings below...

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Two misspelt words, and write their correct spellings below...

Summarise the arguments *for* school uniform that this student presents in her article

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-
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-
-

Now summarise *your* arguments *for or against* school uniform

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-
-
-
-

Task: On the following pages, write your own article in a similar style to the one above

Remember to clearly structure your writing in paragraphs. Give your article a headline and sub-headline, like the one you've read (you might include your own name and age in the sub-headline, like '15-year-old Chloe Spencer' has done).

Funeral Blues

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

[Let aeroplanes circle moaning overhead]
Scribbling on the sky the message He Is Dead,
Put crêpe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;

[I thought that love would last forever: I was wrong.]

[The stars are not wanted now: put out every one;]
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood.
For nothing now can ever come to any good.

W.H. Auden

Task: After reading this poem, answer the questions below. You should explain your answers in as much detail as possible, using short quotes to support your ideas, and to enable you to analyse the language of the poem.

If you're stuck with understanding the poem and its meaning, you might use the internet as a research tool to help you out.

Before you look at the questions, examine the two word banks on the next page. You will recognise them from your English lessons. These words will help you answer the questions and to analyse the language of the poem. You might mention any poetic techniques you notice, commenting on why the poet has used them.

Groom jailed over wedding day bomb hoax to try to prevent bride discovering failure to confirm venue

Neil McArdle could not face telling fiancée he had failed to fill in forms for wedding in Liverpool



Neil McArdle outside court. Photograph: Dave Thompson/PA

A bridegroom has been jailed for 12 months after staging a bomb hoax on his wedding day to try to prevent his bride discovering he had failed to complete the paperwork required for them to marry.

Neil McArdle, 36, had forgotten to fill in the necessary forms but could not face telling his fiancée, Amy Williams, because the wedding was “all she talked about”, Liverpool crown court heard.

Instead, as she got ready on their wedding morning, he slipped out of their house and went to a phone box. Disguising his voice, he rang Liverpool register office and said: “This is not a hoax call. There's a bomb in St George's Hall and it will go off in 45 minutes.”

The call, 11 days after the Boston marathon bombing in the US, caused the building to be evacuated and the emergency services called. When McArdle, his bride and both families arrived at the building in the centre of Liverpool, the area swarmed with police.

Later, after the building was checked and staff tried to help with the “delayed” ceremony, it was discovered that no booking for the wedding had been made. McArdle's would-be in-laws were already suspicious, the court heard, and Williams's sister was overheard telling a flustered McArdle: “You probably done the bomb scare yourself.”

Police quickly traced the call and he was arrested the same day. He admitted to his “embarrassment and shame” that he had panicked over bungling the forms and staged the bomb scare.

Williams has stood by the defendant, the court heard, and they are still together.

McArdle, of Kirby, Merseyside, pleaded guilty at an earlier hearing to a single charge of communicating false information with intent on 26 April 2013.

Derek Jones, prosecuting, said: "He realised the day before the wedding was not going to take place and because he did not want to let his fiancée down or [he was too] embarrassed to tell his family, he panicked in the morning and rang St George's Hall.

"He was hoping all weddings would be postponed and it would give him time to book the wedding in the future. He did say several times how embarrassed and ashamed he was and how sorry he was."

Charles Lander, defending, told the court: "If it was not so serious, the facts of this case have all the markings of a comedy."

He said McArdle had failed to go through the forms given to him to make sure the wedding was legal and would go ahead as planned. Only the night before the big day did he notice a checklist of what needed to be done.

He tried to tell Williams, but she got up at 4am on the day and put on her wedding gown. "She looked amazing. He just could not get out the words to her to tell her what he had not done in relation to the forms," said Lander.

The judge Norman Wright said the bomb hoax "must have shook sheer terror in the heart" of the receptionist and those responsible for security at St George's Hall.

"She [Williams] was getting ready, expecting you were going to be man and wife and a very solemn public event in her life and you knew that was not going to take place," Wright said.

"You did not say 'we need to talk'. You tried to weasel your way out by creating a bomb hoax so the wedding would not take place. You have to understand, bomb hoaxes are extremely serious."

As well as serving 12 months in jail, McArdle was also ordered to pay £100 court costs.

Task: You are going to pretend you are the jailed 'groom' Neil McArdle. You are writing a letter to your girlfriend, Amy Williams, from prison. You might explain...

- Why you did what you did
- How you feel about it
- What prison is like. What's going through your mind, and how the other prisoners are viewing your crime
- Your hopes for your future life together (note that the article reveals that Neil McArdle's girlfriend is standing by him!)

HM Prison Liverpool
68 Hornby Rd
Merseyside
L9 3DF

Dear Neil,

Unfortunately, I was sent to jail due to bomb scare in the wedding concert. I felt happy at the start but now upset about what happened. Prison is like stuck in hell, I eat 1 time per day, other prisoners ~~at~~ keep staring at me at meal time everyday. Neil, soon after 12 months we will continue our life into a better clean page. I hope I have done Bomb crime, but some times I can't handle it. Hope to see you soon!!

Yours sincerely,

Alexander Justin

A travel writing extract: *Red Dust* by Ma Jian

As you're reading the extract, highlight any words or phrases you don't fully understand.

After an hour's descent I reach the desert. Sweat pours from my body and evaporates in seconds. My water is half-finished, and the lake has sunk from view. I must rely on my compass from now on.

The sun is still overhead. As I breathe the hot air in and out, my mouth becomes as dry as dust. The compass in my hand burns like the gravel underfoot. The dry noodles have reached my stomach and seem to be sucking the moisture from my blood. I long to reach the shore of the lake and plunge my head in its cool water. For brief moments, refracted through the heat waves on the right, I see villages, moving trucks, or a sweep of marsh. If I didn't have a compass, I might be tempted to walk straight into the mirage.

Four or five hours go by. At last I see clumps of weed rise from the gravel. The land starts to dip. I check the compass. Suga should be right in front of me now, but all I see is the wide stony plain.

Suddenly it dawns on me that distances can be deceptive in the transparent atmosphere of the desert. The lake that from the pass seemed so near could be a hundred kilometres away. After all, what looked like a tiny blue spot is in fact a huge lake. It is too late to turn back now though - my bottle is empty. I have no choice but to keep walking towards the water. Where there is water there are people, and where there are people there is life. There is no other path I can take.

As the sun sinks to the west, the lake reappears at last. It is not a lake exactly, just a line of grey slightly brighter than the desert stones, not wavering in the heat haze this time, but lying still at the edge of the sky. I am on course, but my legs can barely hold. There is camel-thorn underfoot now and the earth is covered with a thick saline crust. The sun sinks slowly below me, then reddens and disappears.

When my feet tread on to damp grass the sky is almost black. I move forward in a daze. The ground gets wetter and wetter. Through the green weeds ahead I glimpse a cold sweep of water. Hurriedly I drop my pack and wade down through the marsh towards the lake. I have arrived at last. Let me plunge into your waters! I stamp to the shore, throw myself down and scoop the water into my mouth. The taste is foul and brackish. A fire burns down my chest and my stomach explodes. I roll over and retch and my mind goes black.

A while later I wake up shivering with cold. Instinctively, I start moving away from the lake. A briny taste rises from my stomach and sticks to the vomit on my tongue. I long for a sip of clean water to rinse my mouth and throat. My body and mind are frazzled but if I don't leave now I will die here on the shore. I try to crawl, but my hands give way. I fall and sink into the mud.

When I left Beijing I thought to myself, it doesn't matter where I go because I can dig my grave anywhere in China's yellow soil. But now that my life hangs on a thread, my only thought is of survival. I force my eyes open and try to see what lies ahead. A soft light falls on my brow. I crawl out of the marsh and see a full moon at the horizon, clear and round. I can almost touch it. I want to walk towards it, but stop myself. Its beauty is as beguiling as the lake's, and would prove just as murderous.

I scramble to my pack, pull everything out and rummage through the mess, ripping bags open, tossing things aside. At last I find a sachet of coffee granules in a small plastic bag. I stuff the bag into my mouth and chew through the plastic and foil. The granules are hard and dry. I swallow a few, and spit out the rest. My mind begins to clear. I sense the need to pass water, so I hold out my bottle and wait. A few drops fall to the bottom. I swig them back and feel my blood start to flow again.

In the moonlight I sort through my belongings and discard everything unnecessary: books, magazines, clothes, socks. Then I swing on my pack and struggle to my feet.

I check my compass and decide to walk 10 degrees north. That should take me back to the Qinghai road. Li Anmei, the Qiaozi announcer, told me her parents live in Tuanjie village on the road between Gansu and Qinghai.

Apart from the echo of my dragging footsteps, the desert is silent. The full moon rises into the night sky. After a few hours of slow march I see a light in the distance. At first I suspect I am imagining it. I walk for a while with my eyes closed, but when I open them again the light is still there. I walk towards it. The light grows larger. It appears to be a lamp. I stop and rest, still gazing at the light, afraid that if I blink it will vanish. Now that I have a goal to walk to, I feel my body being pulled towards it.

Soon I can see it is a truck. A lamp hangs over the boot. I hear noises. My legs move excitedly.

Getting closer, I see a man hammering at the wheel. The sound bangs through the night air. It is a comforting noise. I do not shout, in case it startles him.

Then I spot the lid of a thermos flask set on the path ahead. I pounce on it and empty the water into my throat. My body trembles with life. Moisture seeps into my eyes. I crouch down and look at the driver. He is 10 metres away, sitting in front of his truck, staring right back at me.

"Thank you, brother," I say, putting the lid down.

Task: Note the words whose meaning you were unsure of in the left hand column on the following page. Look up their definitions in a dictionary or online, and write the meaning beside the new word.

New words or phrases

Definitions

Task: Now you are going to complete the written task below, using short quotes from the text to support your answer. The *analytical verbs* and *modal verbs and modifiers* in this booklet will help you write your response. Begin discussing the start of the extract, noticing the development of this character's thoughts and feelings as his journey progresses. Look for clues in the language he uses. You could begin your paragraphs with connectives like 'Firstly', 'Secondly', 'Next', 'Furthermore', 'Moreover' and so on. Explain in as much detail as you can.

Explain some of the thoughts and feelings the narrator, Ma Jian, experiences as he travels through a Chinese desert.



Structure:

Summarise/explain the story or content

Would you recommend this book? Who to?

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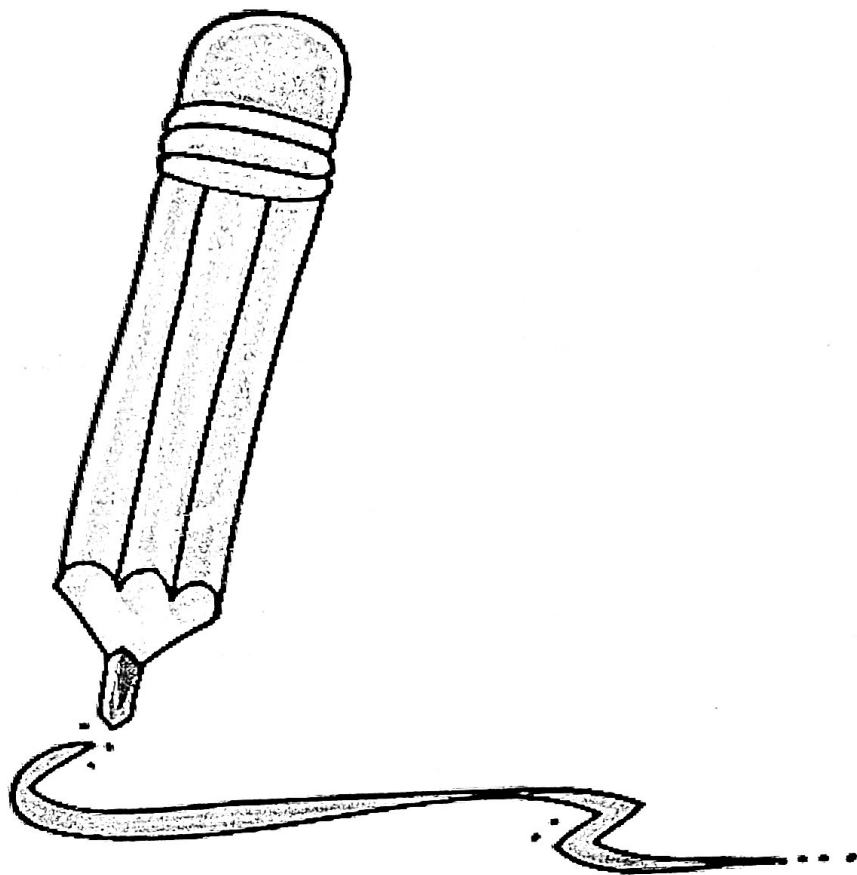
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Creative Writing Work Booklet



Name: _____

Teacher: _____

Each task requires you to write creatively. Read each task, create a plan and then write your response. Each task is out of 24. 16 marks are awarded for content; 8 marks are awarded for your use of SPAG.

Task 1 - Character

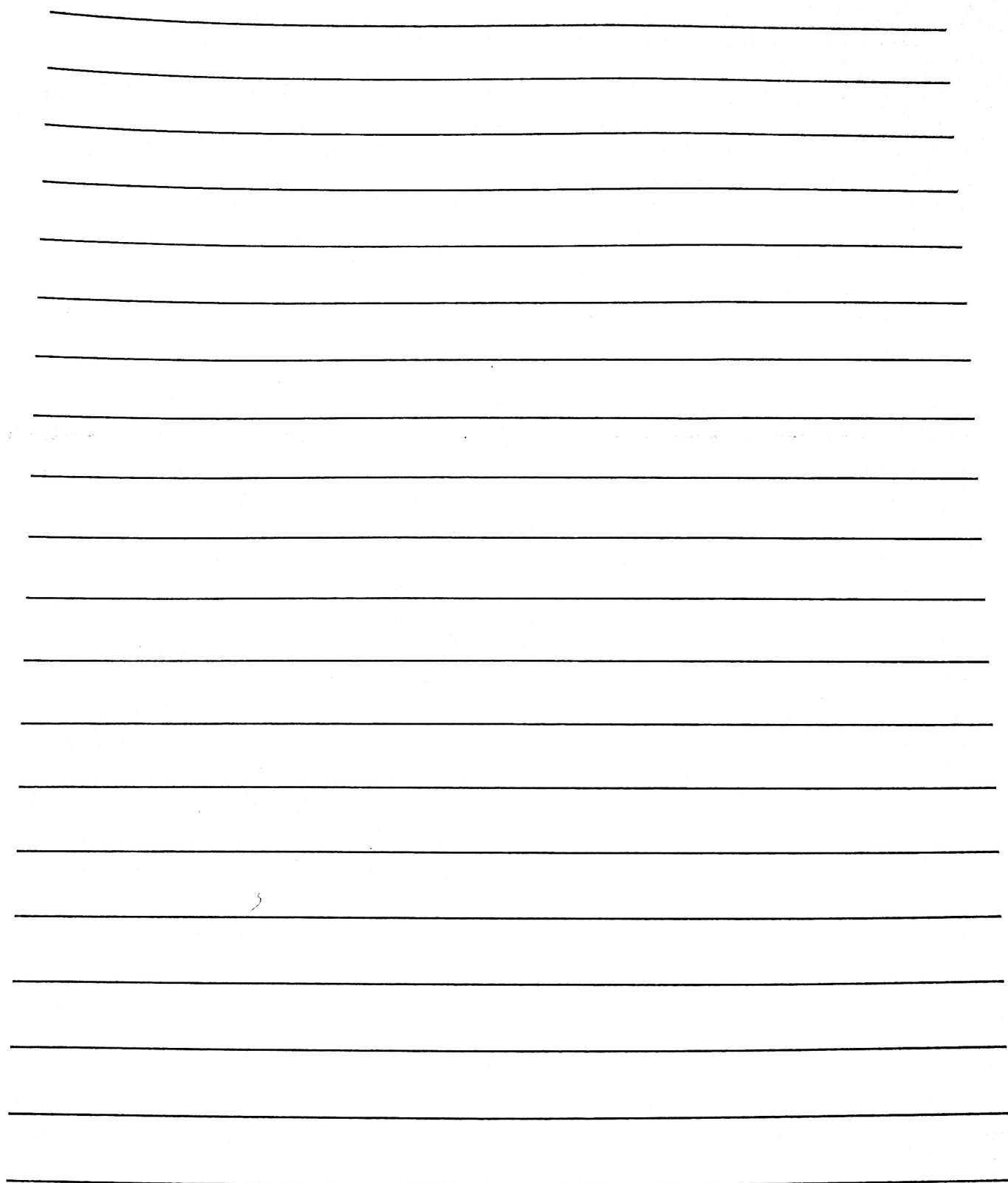
Look at the picture below. Write a story about the image focussing on the character. You could include:

- Who she is
- Why she is there
- What she is doing



Plan

A large rectangular box for writing the plan, currently empty.



Peer/Self-Assessment

What Went Well:

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-

-

Focus for next time:

-

-

Mark: _____

Reasons for this:

Teacher Comments:

Task 2 - Poem

Read the poem below and use this as the basis of a creative piece. You can decide on whether you use the whole poem, the title or a line from the poem and the genre of the piece.

Again, remember to refer back to the mark scheme.

After Great Pain, A Formal Feeling Comes

After great pain a formal feeling comes-
The nerves sit ceremonious like tombs;
The stiff Heart questions-was it He that bore?
And yesterday- or centuries before?

□□The feet, mechanical, go round□A wooden way□
Of ground, or air, or ought,
□Regardless grown,
□A quartz contentment, like a stone.□□

This is the hour of lead□
Remembered if outlived,□
As freezing persons recollect the snow-
□First chill, then stupor, then the letting go.

Plan

Blank lined paper with horizontal ruling lines.

Peer/Self-Assessment

What Went Well:

-

-

-

Focus for next time:

-

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Mark: _____

Reasons for this:

Task 3 - Diary Entry

Using ONE of the images below, write the diary entries of both characters.

Remember to use the mark scheme as a reference.



Mark: _____

Reasons for this:

Teacher Comments:

Task 4 - Emotions

Write a creative piece based on the feelings and emotions of the character in the picture. Remember to vary sentences and vocabulary for effect but also engage the reader with an exciting story.



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Focus for next time:

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Mark: _____

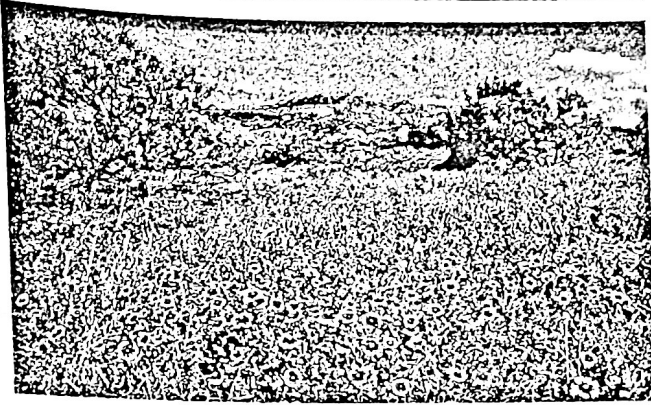
Reasons for this:

Teacher Comments:

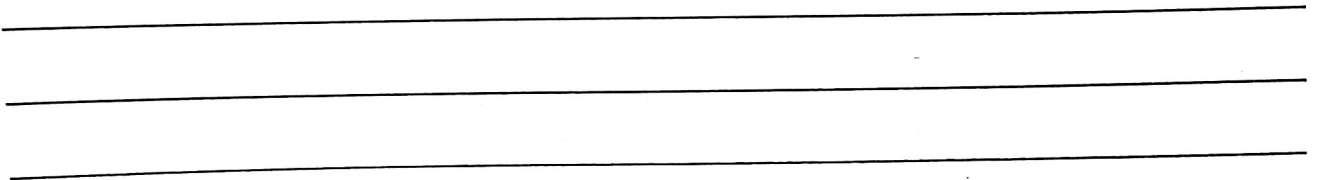
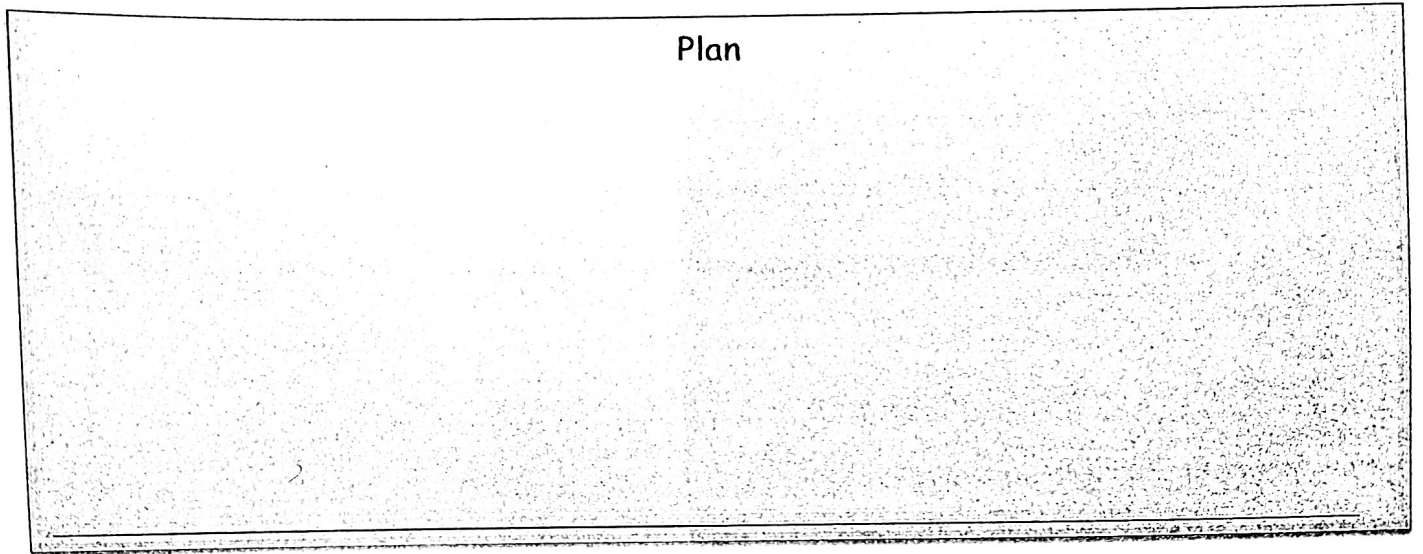
Task 5 - Mood and Setting

Select one of the images below and describe the place focussing on the mood of the setting. Use the features of the image to help you. Remember to include a range of techniques to create imagery for the reader. Refer to the mark scheme to help guide you.





Plan



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Focus for next time:

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Mark: _____

Reasons for this:

Teacher Comments:
