English: The Hound of the Baskervilles

Year 7 Term 3

Week 1: Compound Sentences

Compound sentence: a sentence with two **main clauses** *(simple sentences)* joined together by a **conjunction** *(connective).*

You can use the acronym *FANBOYS (for, and, nor, but, or, yet, so)* to remember the conjunctions.

Examples:
I finished reading my book and I decided to write a review for it.
I wanted to go to the theme park but the weather was dreadful.

Week 2: Inferences

Inference: The ideas you infer/work out from reading something, what the text makes you think of, the connotations of a text.

Examples:
The man was crying therefore he must be upset about something.
*The **black** sky **hung** overhead: Black and hung have connotations of death.*

Week 3: Direct Speech

Direct speech: the words said out loud by a character in a book, clearly punctuated using speech marks "..."
Example: "You'll never guess what I've just seen!"

Rules to remember:
- Each new character's speech starts on a new line.
- Speech is opened and closed with speech marks.
- Each line of speech starts with a capital letter.
- The line of speech ends with a comma, full stop, exclamation mark or question mark inside the speech marks.

A **reporting clause** can be used to say who speaks and when. It can appear before or after the speech.
Examples: "You'll never guess what I've just seen!" exclaimed Jane.
Jane said "You'll never guess what I've just seen!"

Be clear about the difference between speech and quotation marks. Quotation marks ('…') are used around quotations from a text.
Example: The writer uses the imperative verb 'go' to suggest…

Week 4: Tense

Verbs come in three tenses: past, present and future.

Past tense: Writing as though something has already happened.
Example: I handed my homework in yesterday.

Present tense: Writing as though it is happening now.
Example: I am doing my English homework.

Future tense: Writing as though it is about to happen.
Example: I will do my homework as soon as I get home.

Trinity TV
For more help with this term, visit Trinity TV and watch the following videos: **Trinity TV > Year 7 > English > The Hound of ...**

Week 5: Types of Writing

Describe: When you write to describe you create images for the reader using adjectives, adverbs, similes and metaphors.
Examples: The cat was big, black and fluffy.

Narrate: When you write to narrate, you are telling a story or a sequence of events.
Examples: The students went on a trip to the seaside and had a great day.

Argue/Persuade: When you write to argue or persuade, you try to get the reader to agree with a point of view. You can use techniques such as direct address, anecdotes, repetition and statistics.
Examples: Did you know that 90% of people prefer dogs to cats?

Analyse: When you analyse a piece of writing, you comment on the intended impact on the reader of the author's choice of language.
Examples: The adjective 'silent' has connotations of peace and implies that the class are concentrating.

Explain: When you explain a piece of writing, you identify and comment on the ways the writing can be interpreted.
Examples: When you understand these writing types, complete the worksheet.

Week 6: Verb Types

Modal verbs: Words that give an indication of possibility, necessity or permission. Can, may, might, could, should, would, will, must.
Examples:
Can I go to the park? (Permission)
I might go the cinema this weekend. (Possibility)
You should wear a seat belt in the car. (Necessity)

Imperative verbs: words that are commands.
Examples:
Stop running!
Go to bed.
Pick up your pen.

Revision Strategies:

1. Create a set of **flashcards** with key words on one side and definitions or pictures on the other.

2. Create a **quiz** to check whether someone has understood the information.

3. Create a **mind map** by putting a topic in the middle of your page and surrounding it with ideas or examples.

4. Create a **poster** to demonstrate the key ideas.

5. Re-write the definitions from the knowledge organiser in **your own words**.

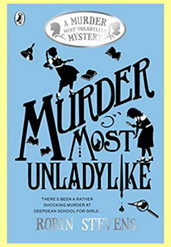
6. Create an **acronym** (letters which stand for words) to help you remember key information.

7. **Look, cover, write, check** your spelling words.

8. Write a **paragraph** about a topic of your choice to demonstrate the focus of your knowledge organiser.

Recommended Reading:

Enjoying this term's text? Why not try:



***A Murder Most Unladylike* by Robin Stevens**
Daisy and Hazel set up their very own deadly secret detective agency. Then Hazel discovers the Science Mistress lying dead in the gym.

***A Skinful of Shadows* by Frances Hardinge**
When a creature dies, its spirit can go looking for somewhere to hide. Some people have space inside them, perfect for hiding.

***The Company of Ghosts* by Berlie Doherty**
Ellie is excited to be going with Morag's family to their beautiful island, but when she finds herself abandoned there, things begin to change.

Context Timeline:

1500s – 16th	1600s - 17th century	1700s – 18th century	1800s – 19th century	1900s – 20th century	2000s – 21st
Romeo and Juliet	*Othello* *Macbeth*		*A Christmas Carol*	*The Hound of the Baskervilles*	*Stone Cold*
				Animal Farm *An Inspector Calls*	*Cirque du Freak* *Refugee Boy*
Queen Elizabeth I	King James I	Georgian period begins	Dickens born	Invention of planes	9/11
Shakespeare born	Gunpowder Plot		Napoleonic Wars		Brexit
	Shakespeare died	Industrial revolution begins		Titanic sinks	
Spanish Armada			The Poor Law	World War 1	Covid-19
	Newton discovers gravity	American Independence	Queen Victoria	Russian Revolution	
	The Great Plague		Crimean War		
	The Great Fire of London	Jenner discovers vaccinations		Fleming discovers penicillin	
		French Revolution	Abolition of Slavery		
		First steam train	Dickens died	World War 2	
			Invention of cars	Decolonisation	
				Queen Elizabeth II	
				Martin Luther King assassinated	
				The moon landing	
				The Cold War	
				Invention of the internet	
				Ethiopian-Eritrean War	