



## FIRST TERM

English H.W List: 3<sup>rd</sup>  
Grade/Section: 7A/B

Date: SEPTEMBER 18, 2016

### **WEEK: Be ready for a Spelling Quiz on SEPTEMBER 25, 2016 – Exploring Vocabulary Words:**

(Find their meaning in thesaurus and dictionary) bring with you ready 3 column chart, with the following headings; Words, Meanings and sentences) abandon /security/ acquire /absorb / definition / external/ console/ heroic/ turbulence /dominance.

**Note: Every Thursday will be assessment**

**Note: There will be Spelling Bee every Wednesday** (stretch/ drifting/ crawl/ migrate/ momentum/ pivot / intercept /ballistic/ pleasurable/ stampede)

Find the origin antonyms and synonyms

Practice spelling. Click link below

<https://www.visualthesaurus.com/bee/play>

**A. Reading Comprehension: Please take note; answer only the questions according to your novel you are reading. ( According to your level)**

**HEART OF DARKNESS** answers the following questions:

1. Why is Marlow uneasy during his conversation with the Russian?
2. What does Kurtz first say to Marlow? Why? What is so remarkable about Kurtz?
3. How as the Russian managed to survive? How does Marlow feel about meeting him?
4. What does Marlow discover at midnight?

**THE GREAT GATSBY** answers the following questions:

1. Write a summary of your chapter 3
2. Read and explain this quotation from your story.

"Every one suspect him of at least one of the cardinal virtues, and this is mine: I am one of the few honest people that I have ever known"

**TOUCHING SPIRIT BEAR**

1. In Chapter 3, Cole explains to Garvey why he has so much anger inside. What was his primary explanation?
2. To what family of bears does the "Spirit Bear" belong?
3. From what animal does Cole steal his first meal on the island?

**GOING HOME**

1. Write the summary of your chapter 2
2. Where were Felita going and why the girls don't want to be friends with her?

**A. English Social:" UAE CIVILIZATION"** .Search information about the topic and bring all materials needed for your project. Projects should be done in class. **Important Note: Projects made at home are not accepted.**

**B. SPELLING CHALLENGE.**

Open the link and participate in spelling challenge

<http://www.arcademics.com/games/spelling-bees/spelling-bees.html>

**C. English Writing:**

Describe the picture below and create your own story using this picture as a clue Write at least 5-6 paragraphs and make sure to use the descriptive writing rubrics as your bases in writing accurately.



**D. GRAMMAR: (on level) Possessive pronouns**

Participate in online quiz and do mention your answers in portfolios

[http://www.adelescorner.org/grammar/possessive\\_pronouns/possessivepronouns.html](http://www.adelescorner.org/grammar/possessive_pronouns/possessivepronouns.html)

**Possessive pronouns (high achievers)**

Directions: Write the correct possessive pronoun in the blank space following each sentence or question.

Example: This pen is her pen. Hers

1. This classroom is my classroom. \_\_\_\_\_
2. Are these books your books? \_\_\_\_\_
3. He has his own car and I have my own car. \_\_\_\_\_
4. Her English is good, and his English is good too. \_\_\_\_\_
5. I think this money is her money. \_\_\_\_\_
6. Your children are smart, and so are our children. \_\_\_\_\_
7. Our work is finished; their work isn't. \_\_\_\_\_
8. Those tickets are his tickets. \_\_\_\_\_
9. Your garden looks great, but my garden doesn't. \_\_\_\_\_

10. Her song was good, and I liked your song, too. \_\_\_\_\_

**Practice for MAP test online (synonyms)**

<http://www.oswego.org/ocsd-web/match/matchgeneric.asp?filename=kderittesyonyms>  
antonyms

<http://www.oswego.org/ocsd-web/match/matchgeneric.asp?filename=kderitteantonyms>  
character, setting and plot

<http://www.sowashco.org/ro/pages/studentlinks/map/+lit/181-190.htm>

**DESCRIPTIVE WRITING RUBRIC**

CATEGORY	4	3	2	1
<b>Introduction</b>	Introductory paragraph clearly states subject of essay and captures reader's attention.	Introductory paragraph states subject of essay but is not particularly inviting to the reader.	Introductory paragraph attempts to state subject of essay but does not capture reader's attention.	No attempt is made to state the subject of the essay in an introductory paragraph.
<b>Sensory Details</b>	Essay includes details that appeal to at least three of the five senses (taste, touch, sound, sight, smell).	Includes details that appeal to fewer than three of the five senses.	Includes details that appeal to only one of the five senses.	Includes no details that appeal to one of the five senses.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
<b>Simile/Metaphor/Personification</b>	Writer effectively uses simile, metaphor, and personification to describe the subject.	Writer uses one example of simile, metaphor, or personification to describe the subject.	Writer may try to use simile, metaphor, and personification but does so incorrectly.	Writer does not include simile, metaphor, or personification in essay.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.