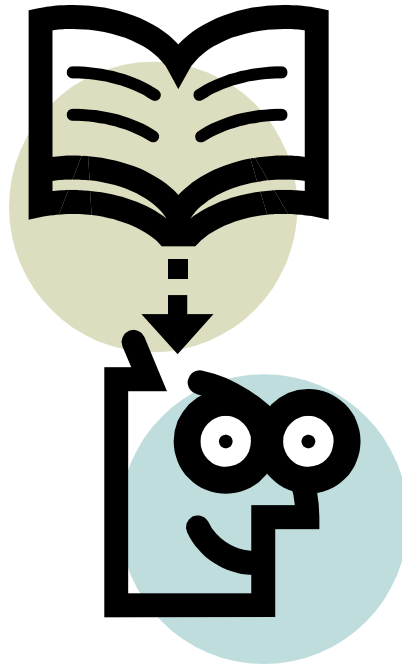




HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

Year Seven English Homework Booklet



Name:

Tutor:

KS3 English Homework at Helston

- Students are expected to complete one task per week. This will be allocated by the teacher and a deadline will be given.
- Students are expected to make a note of which task the teacher has set, and the deadline that it needs to be completed by.
- Teachers will sign the 'done' column, when a piece of homework has been marked and seen.
- If students have any worries, concerns or are confused about any aspects of their homework, they should go to see their teacher, who will be happy to help them, well in advance of the deadline. (eg. *not the breaktime before it is due to be handed in or marked*).
- Students are expected to take good care of this booklet and not to lose it. It can be used for revision and can help with other areas of their school work.
- If it is lost, students will need to see Miss Godzicz (KS3 Subject Leader for English) and pay £1.00 to cover the cost of a new one or they can print off their own copy from the electronic booklet which is available on the school's website.
- Please note that all lost work will need to be completed again so that students have adequate notes for test and exam revision.

Please sign to show that you agree with the expectations outlined above.

(Student)

(Parent)

Term	Task	SPaG Focus	Done
Reading List		Year Seven Recommended Reading List & Extension Challenges	
Autumn 1	1	Spelling: Revising Plurals	
	2	Vocabulary: Adventurous Adjectives for Adventure	
	3	Punctuation: Revising Basic Punctuation	
	4	Sentences : Revising Parts of Speech	
	5	Grammar: Revising Pronouns	
	6	Text: Selecting Appropriate Quotes	
Half Term		Independent Learning Projects	
Autumn 2	7	Spelling: French Origin Words (gue/que)	
	8	Vocabulary: Adventurous Adjectives for Humour	
	9	Punctuation: Capital Letters (Proper vs Common Nouns)	
	10	Sentences: Simple, Compound and Complex Sentences	
	11	Grammar: Using the Right Word (which / who / that)	
	12	Text: Understanding Inferences	
Christmas		Independent Learning Projects	
Spring 1	13	Spelling: Spelling with Prefixes (anti/re/pre etc)	
	14	Vocabulary: Adventurous Adjectives for Describing Mystery	
	15	Punctuation: Commas in Dependent Clauses	
	16	Sentences : Adjectival Phrases	
	17	Grammar: Noun and Verb Agreements	
	18	Text: Developing Inferences	
Half Term		Independent Learning Projects	
Spring 2	19	Spelling: Using Negative Prefixes	
	20	Vocabulary: Adventurous Adjectives for Evil	
	21	Punctuation: Contracting Apostrophes	
	22	Sentences : Varying Complex Sentences	
	23	Grammar: Fixing Ambiguity in Sentences	
	24	Text: Identifying Language Features	
Easter		Independent Learning Projects	
Summer 1	25	Spelling: -ness Endings (turning adverbs into nouns)	
	26	Vocabulary: Adventurous Adjectives For Love	
	27	Punctuation: Possessive Apostrophes	
	28	Sentences : Conjunctions in Compound Sentences	
	29	Grammar: Controlling Paragraphs	
	30	Text: Retrieving the Right Information	
Half Term		Independent Learning Projects	
Summer 2	31	Spelling: 'shun' and 'shus' Spellings	
	32	Vocabulary: Adventurous Adjectives for Negativity	
	33	Punctuation: Using Brackets Appropriately	
	34	Sentences : Connectives to Extend Detail	
	35	Grammar: Proofreading for Accuracy	
	36	Reading - Inference and Evidence	
Summer		Independent Learning Projects	

Year Seven Recommended Reading List

How many of these books can you read before you go into Year Eight?

Use the categories to help you choose a book which suits you and your reading ability, but remember to challenge yourself whenever possible!

I find reading challenging....

- | | |
|---|--|
| <input type="checkbox"/> Flood and Fang (Marcus Sedgwick) | <input type="checkbox"/> The Mosquito King (R. Scott Welvaert) |
| <input type="checkbox"/> Tom Gates (L. Pichon) | <input type="checkbox"/> Goth Girl (Chris Riddell) |
| <input type="checkbox"/> Joey Pizza Swallowed the Key (Jack Gantos) | <input type="checkbox"/> Violet and the Pearl of the Orient (Harriet Whiteham) |
| <input type="checkbox"/> Stadium School (Jefferies and Goffe) | <input type="checkbox"/> Otto Line (Chris Riddell) |
| <input type="checkbox"/> Odd and the Frost Giants (Neil Gaiman) | <input type="checkbox"/> The Cold Heart of Summer (Alan Gibbons) |
| <input type="checkbox"/> Hansel and Gretel (Neil Gaiman) | <input type="checkbox"/> The Dying Photo (Alan Gibbons) |
| <input type="checkbox"/> The Legend of Spud Murphy (Eoin Colfer) | <input type="checkbox"/> Plague (David Orme) |
| <input type="checkbox"/> The Diary of a Wimpy Kid (Jeff Kenny) | |
| <input type="checkbox"/> Arctic Hero (Catherine Johnson) | |
| <input type="checkbox"/> Doing the Double (Alan Durrant) | |

I am an average reader for my age...

- | | |
|---|--|
| <input type="checkbox"/> Wonder (PJ Palacio) | <input type="checkbox"/> Geek Girl (Holly Smale) |
| <input type="checkbox"/> The Graveyard Book (Neil Gaiman) | <input type="checkbox"/> Dead Man's Cove (Lauren St John) |
| <input type="checkbox"/> The Great Ice-Cream Heist (Eben Caldecott) | <input type="checkbox"/> Street Cat Named Bob (James Bowen) |
| <input type="checkbox"/> Disgusting Dave (Jim Eldridge) | <input type="checkbox"/> Mermaid Curse (Louise Cooper) |
| <input type="checkbox"/> The World of Norm (Jonathan Meres) | <input type="checkbox"/> Gallagher Girls (Ally Carter) |
| <input type="checkbox"/> Something Wickedly Weird (Chris Mould) | <input type="checkbox"/> Mountwood School for Ghosts (Toby Ibbotson) |
| <input type="checkbox"/> The Naturals (Jennifer Lynne Barnes) | <input type="checkbox"/> Awful Auntie (David Walliams) |
| <input type="checkbox"/> Muncle Trogg (Janet Foxley) | <input type="checkbox"/> Five Children on the Western Front (Kate Saunders) |
| <input type="checkbox"/> Middle School (Jane Paterson) | <input type="checkbox"/> Murder Most Unladylike (Robin Stevens) |
| <input type="checkbox"/> The Tin Snail (Cameron McAllister) | <input type="checkbox"/> There's A Boy In The Girl's Bathroom (Louis Sachar) |
| <input type="checkbox"/> The Lost Series (Tracey Turner) | |

Overall Effort Percentage:

I am a good reader for my age...

- Teacher's Dead (Benjamin Zephaniah)
- Goblins (Phillip Reeve)
- Young Bond (Chris Higson)
- Skullduggery Pleasant (Derek Landy)
- Fighting Fantasy (Steve Jackson)
- The Fastest Boy in the World (Elizabeth Laird)
- The Earth is Singing (Vanessa Curtis)
- The Curious Incident of the Dog in the Nighttime (M. Haddon)
- Young Sherlock (Andrew Lane)
- The Spook's Apprentice (Joe Delaney)
- My Brother's Secret (Dan Smith)
- Split Second (Sophie Mckenzie)
- Divine Freaks (Fiona Dunbar)
- The Grimm Legacy (Polly Shannon)
- Gallagher Girls (Ally Carter)
- Love Aubrey (Suzanne Lafleur)
- Listen to the Moon (Michael Morpurgo)
- The Earth is Singing (Vanessa Curtis)
- The Fault in Our Stars (John Green)
- The Glass Bird Girl (Esme Kerr)
- The Company of Ghosts (Berlie Doherty)
- The Boy Who Sailed the Ocean in an Armchair (Lara Williamson)
- The House with Chicken Legs (Sophie Anderson)

Overall Effort Percentage:

Reading Extension Work

Once you have read a book, there are hundreds of different things you can do with it to help develop your knowledge and skills. Why not try one of these?

Reading tasks to get you thinking about what you've read...

- Write a 400 word review of the book's structure: how was the book ordered? How were the events organised? How did the organisation of the book intrigue you or make you feel at each stage? How did it make you want to read on?
- Pick a character and write a detailed evaluation of them: How do they look in your head? How do they sound? How do they feel? What's their personality like? How do they feel about different characters, situations and places?
- Pick a location from the text and write a detailed evaluation of it: what does it look like in your head? What is it like to be there? How do other characters feel about being there? How did it get to be there / look the way it does? How will it change in the future?
- Pick a moment that the story totally relies upon (i.e. without this moment, the story wouldn't exist or would collapse). Explain why it is so important: what are the consequences of this moment for individual characters? How does it link to other moments in the book? How does it move the story forward? What the book be like without it?
- Write a letter to the author: tell them what you thought of the novel and why.

Writing tasks to boost creativity and imagination...

- Write the next chapter to the book: what happens to the characters? Where do they go? How do they get there?
- Pick a moment from the text and tell it from another character's perspective: how do they view the event? How does it affect their lives and their thoughts?
- Use the book as inspiration: choose a theme, a place, a character, an emotion (etc) and write your own short story around it.
- Transform the text: turn the plot into a poem, a play, a news article, a diary entry, a film script or anything else you can think of!

Overall Effort Percentage:

Singular
means
just **one** of
something



Task One: Revising Plurals

Plural
means **two**
or **more** of
something!



The word...	The rule...	Example
Is normal	Simply add an 's'	dog → dogs
Ends in a vowel and a 'y'	Simply add an 's'	boy → boys
Ends in a consonant and a 'y'	change 'y' to 'ies'	lady → ladies
ends in an 'f' sound	remove the 'f', add 'ves'	leaf → leaves

Revise it: read this table to revise the rules for turning singulars into plurals.

Exercise One: highlight the correct plural spelling for each word. Use the example and the rules in the table above to help you.

Example: Cat → cats caties catves

1. Army → armies armys armvies
2. Tray → traies trays traves
3. Wolf → wolfies wolfs wolves
4. Wife → wifies wives wives
5. Buoy → buoies buoys buoves
6. Thief → thiefies thieves thieves
7. Shop → shopes shops shopies

Score: / 7

Exercise Two: using the rules in the table above, create the plural spelling for the words below.

1. Celebrity → _____
2. Loaf → _____
3. Bird → _____
4. Tree → _____
5. Loony → _____
6. Hoof → _____
7. Alley → _____
8. Toy → _____

Score: / 8

Exercise Three: highlight and correct the spelling mistakes in this passage.

Score: / 7

The wolfs sat in the allies behind the shopes waiting for the men's wives to come out.
They were known as the thieves of the town because they always stole the birdes lunch:
left over loafys of bread!

Overall Effort Percentage:

Task Two: Adventurous Adjectives for Adventure

An adjective describes a

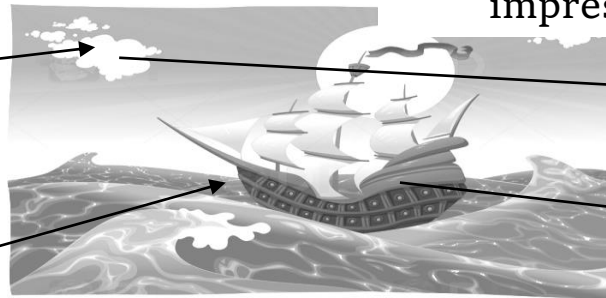
Adventurous adjectives describe the noun in a more impressive or specific way!

The **fluffy** clouds danced across the **crystal clear** sky.

The **feathery** clouds danced across the **luminous** sky.

The **big** ship crossed the **rough** sea.

The **immense** and **cavernous** ship crossed the **violent** sea.



Exercise One: read the passage below, highlighting the ten adjectives in it. One has been done to help you.

The **excited** athletes assembled at the start line. They stretched their **powerful** muscles in a number of ways to prepare them for the **difficult** race. The track called to them: **wonderful** victory awaited! A **massive** crowd surrounded the track. **Loud** calls of support echoed around the walls; **enthusiastic** family members and **loyal** fans wanted their men to know that they were there. Then it happened: that **important** gun-shot sounded. The **brave** men were off!

Score: / 9

Exercise Two: put the ten adjectives into the basic adjective column. Use a thesaurus to find two more adventurous adjectives to match it. An example has been done to help you.

Basic	Adventurous	
Excited	Animated	Energised

Basic	Adventurous	

Exercise Three: fill in the gaps with one of your more adventurous adjectives

Score: / 9

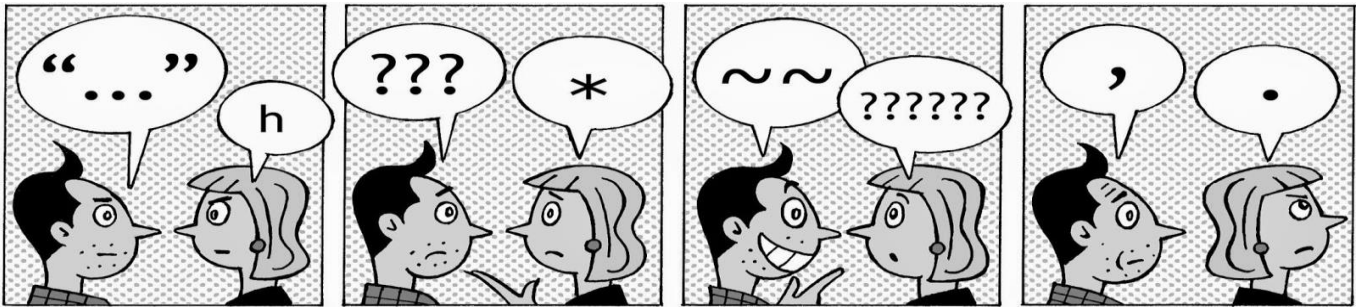
to make it the passage more interesting and atmospheric. One has been done to help you.

The **animated** athletes assembled at the start line. They stretched their _____ muscles in a number of ways to prepare them for the _____ race. The track called to them: _____ victory awaited! A _____ crowd surrounded the oval track. _____ calls of support echoed around the walls; _____ family members and _____ fans wanted their men to know that they were there. Then it happened: that _____ gun-shot sounded. The _____ men were off!

Score: / 9

Overall Effort Percentage:

Task Three: Revising Basic Punctuation



Exercise One: draw lines to match each form of punctuation and when to use them. One has already been done to help you.

Capital Letters
(Aa)

Full Stops

Apostrophes

Speech Marks

Commas

Score: / 10

- | |
|--|
| 1. Around words which are spoken by someone |
| 2. Start of a sentence |
| 3. To show missing letters in merged words. |
| 4. To show where one idea ends and another begins. |
| 5. Names |
| 6. To separate information in a long sentence |
| 7. Titles |
| 8. In lists |
| 9. At the end of some speech |
| 10. To show ownership |
| 11. Using the word 'I' |

Exercise Two: each of the sentences below has five punctuation errors. Put the correct punctuation into the correct places to make the sentences accurate.

1. julias homework is good, said Lucy
2. isnt english useful technical and interesting
3. the queens name is elizabeth
4. My fathers chair exclaimed jeremy.
5. shakespeare's plays which were first performed long ago havent been forgotten.
6. a plays audience often experiences emotions such as joy anger pity and concern
7. A ghost whispered andy "is here.

Score: / 35

Overall Effort Percentage:

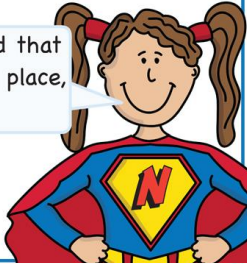
Parts of speech make up sentences!

Task Four: Revising Parts of Speech

NOUN

A **noun** is a word that names a person, place, thing or idea.

Person : **grandma**
Place : **forest**
Thing : **wolf**
Idea : **joy**



Exercise One: label all of the nouns (N) and verbs (V) in each of the sentences below. Use the information boxes to help you.

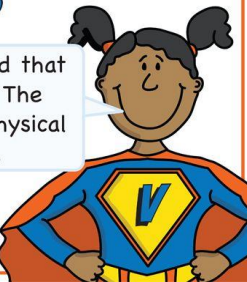
1. My dog eats rubbish off the pavement.
2. Caroline does her homework each night.
3. The journey was very long.
4. Luke runs to school every morning.
5. People go to work to earn money.
6. Detectives solve mysteries.

Score: / 6

VERB

A **verb** is a word that shows actions. The action can be physical or mental.

run **popped**
speak **dream**
think



Exercise Two: label all of the adjectives (ADJ) and adverbs (ADV) in each of the sentences below. Use the information boxes to help you.

1. My stupid dog enthusiastically eats rubbish.
2. Caroline always does her tricky homework.
3. That horrendous journey was unfortunately long.
4. Luke quickly runs to secondary school.
5. Employed people happily go to work to earn money.
6. Effective detectives cleverly solve difficult mysteries.

Score: / 6

ADJECTIVE

An **adjective** is a word that describes a noun or pronoun.

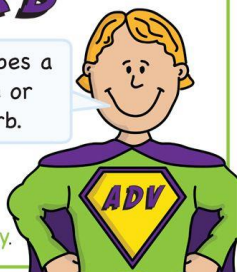
happy home
green alien
strong giant



ADVERB

An **adverb** describes a verb, adjective or another adverb.

They talked **loudly**.
She danced **beautifully**.



Exercise Three: label all of the nouns (N), verbs (V), adjectives (ADJ) and adverbs (ADV) in the sentences below.

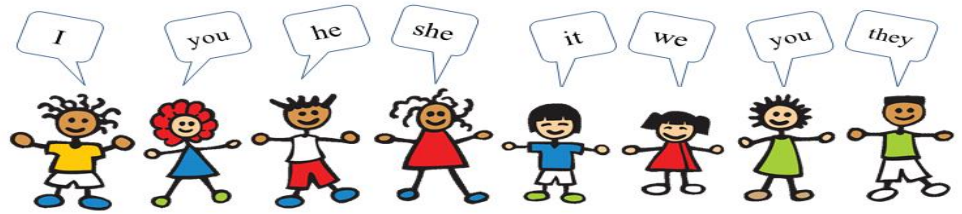
1. Good students always complete their work on time.
2. When reading a good book, I like to be sitting comfortably in a pleasant environment.
3. I totally adore ice-cold chocolate milkshakes.

Score: / 3

Overall Effort Percentage:

Task Five: Revising Pronouns

Pronouns replace nouns in a sentence!



Read these examples:

Betty felt horribly full. **Betty** had just eaten twelve bacon sandwiches.

Betty felt horribly full. **She** had just eaten twelve bacon sandwiches.

The car refused to start because **the car** had run out of petrol.

The car refused to start because **it** had run out of petrol.

Remember: a pronoun only makes sense, if a noun has been referenced first!

☹ **It** didn't help at all, Miss. (*Wait! What didn't help? I am confused!*)

☺ **That worksheet** was useless; **it** didn't help at all, Miss. (*Oh, now I understand!*)

Exercise One: circle the correct pronoun in each sentence and underline the noun it refers to.

1. The Queen is very important because (*she / it / you*) represents our country.
2. Travel is good for you because (*he / they / it*) gives you memories and experiences.
3. Some people say that Elvis is dead but I don't think (*we / she / he*) is.
4. Although (*she / they / I*) were a bit evil, my favourite characters were the maidens.
5. Viking sailors are brave people because (*we / they / you*) sailed to new lands.

Score: / 5

Exercise Two: choose the appropriate pronouns from the box to fill in the gaps.

NB: Each one can be used more than once.

Cyclops Attacks Humans ... Again!

Four men are presumed dead after _____ landed at Cyclops Island at around 4am this morning. The weather was clear; _____ had been raining the previous day, so the men could not smell the stench of the evil Cyclops, Polyphemos. _____ has long been known as a man eater, and had the men heard of this, _____ surely would have avoided his cave. In a statement, one family member said _____ knew her brother died doing what _____ loved: adventuring.

Pronouns:

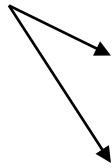
he his
she her
it them
they we

Score: / 6

Overall Effort Percentage:

Task Six: Selecting Appropriate Quotes

Quotes are **words** that we take from a piece of text to **prove an idea**.



They do not have to be pieces of speech!

You should use 'quote marks' around the words to show that they come from the text.



Exercise One: read the extract from Homer's *Odyssey* about when the sailors meet a Cyclops.



...So we lit a fire and made an offering, and helped ourselves to the cheese, and sat in the cave eating, waiting for him to return, shepherding his flocks. He arrived bearing a huge weight of dry wood to burn at suppertime, and he flung it down inside the cave with a crash. Grippd by terror, we shrank back into a deep corner. He drove his well-fed flocks into the wide cave, the ones he milked, leaving the rams and he-goats outside in the broad courtyard. Then he lifted his door, a huge stone, and set it in place. Twenty-two four-wheeled wagons could not have carried it, yet such was the great rocky mass he used for a door. Then he sat and milked the ewes, and bleating goats in order, putting her young to each...

Exercise Two: which statements are true or false and which quote supports your answer?

Idea	True or False?	Find a quote to prove it!
There is more than one sailor in the cave.		
The sailors aren't scared of the Cyclops.		
The Cyclops separates his goats into two groups.		
The Cyclops' door is made of wood.		

Score: / 8

Overall Effort Percentage:



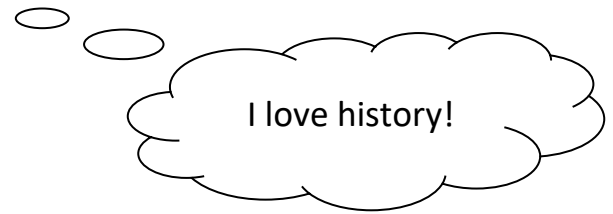
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

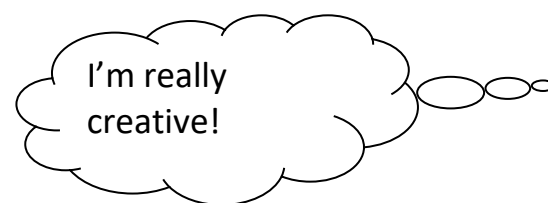
Choose one that suits your interest: if you want to, do more than one

Task One: Exploring Context <ul style="list-style-type: none"> • Research three Cornish myths or legends, focusing on the story they tell. • Present your findings in a creative way. 	Checked by:
	CV points



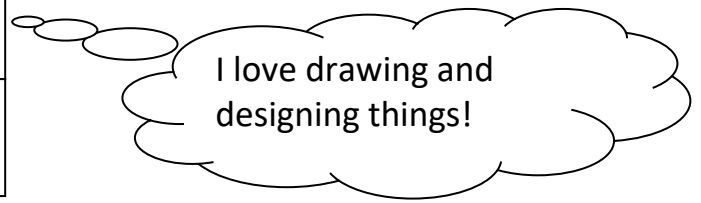
Task Two: Exploring Writers <ul style="list-style-type: none"> • Research Homer (Greek writer) and/or Chaucer (English writer) • Create detailed fact files about them. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> • Read a selection of Aesop's Fables. • Write a review of them, explaining what the morals are and your opinions on them. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> • Take a scene from the play you're reading and turn it into something modern. Keep the plot the same! 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> • Create a cartoon strip / animated moral tale for school children. Make sure there is a moral lesson. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> • Write your own 500 word story based on a journey or an adventure of some sort. 	Checked by:
	CV points

Overall Effort Percentage:

Task Seven: French Origin Spellings

When William the Conqueror invaded England in 1066, he brought the French language with him. That's why some of our words have French spelling patterns!



Exercise One: fill in this table to help you learn the letter patterns for each word

	Copy it	Cover it	Check it
Rogue			
Tongue			
Prologue			
League			
Argue			
Unique			
Technique			
Mystique			
Masque			
Cheque			

Exercise Two: use the words from exercise A to fill in the gaps. Make sure the word's meaning suits the sentence you're putting it into and you spell them correctly. You may need to use a dictionary to help you. Not all of the words have been used.

My brother is a _____ person. Most people think he's a bit of a _____ because he's always causing trouble: sticking out his _____ when strangers pass, for example. I think that he is in a _____ of his own though. We never _____ ! When I want to get my own back on him, I use a different _____ instead: trickery. Last week, I gave him a fake _____: he thought he had won £3,000! He hadn't. Ha! I didn't let him know it was me who sent it though. I retained my _____

Score: / 8

Overall Effort Percentage:



Task Eight: Adventurous Adjectives for Humour



Exercise One: each of the words in the boxes could be used to describe a humorous situation, but they are quite basic. The words below are a mixture of synonyms (more challenging alternatives) for those words. Draw a line to match each synonym to the basic adjective.

Stupid

Unusual

Silly

Funny

Daft

Childish

Mindless

Abnormal

Frivolous

Humorous

Absurd

Amusing

Hilarious

Brainless

Curious

Comical

Ridiculous

Bizarre

Score: / 14

Exercise Two: rewrite the sentences below using the synonyms from exercise one to make them more interesting.

1. My cat is so silly sometimes. _____
2. That is the most unusual carpet I have ever seen. _____
3. That comedian was really funny. _____
4. Kerry can be so stupid at times. _____

Score: / 4

Exercise Three: a student has tried to be more adventurous with their adjectives but it has gone wrong. They have used inappropriate adjectives for their explanations. Highlight the adjective and change it so that the sentence makes sense.

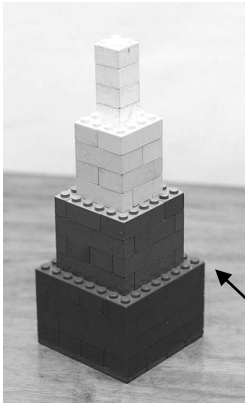
1. Our dog, Hugh, is so brainless looking – his head is triangular.
2. My uncle Ivan is so comical that he often forgets his own birthday.
3. Jamie is the most frivolous man I've ever seen; I laugh just looking at him!
4. You are so humorous! When are you going to grow up?!

Score: / 4

Overall Effort Percentage:

Task Nine: Capital Letters

(Proper vs Common Nouns)



A **common noun** is a general object or thing. (EG: a tower). We **don't use capitals** for them.



A **proper noun** is the name of a specific thing. (EG: The Eiffel Tower). **Use capital letters** for them.

Exercise One: all of the words in the box below are common or proper nouns. Decide which are which and write the correct words into the correct columns, using capital letters where needed.

Common Nouns	Proper Nouns

Score: / 20

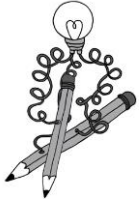
chaucer	homer	costume	canterbury	audience
charlie	theatre	journey	church	hell
stage	rome	teacher	pope	story
heaven	religion	comedy	moral	death

Exercise Two: read this extract and underline all of the nouns, capitalising when needed.

The pardoner is a supposedly religious character: his job is to sell people religious artefacts to get rid of their sins. In the story, the pardoner tells the audience about three sinful friends whose greed and lust for money lead them to kill one another. Clearly, chaucer uses him to give the moral 'money is the root to all evil' which is quite fitting for this character. He claims to have artefacts from rome, blessed by the pope, which people pay him a lot for. The irony is that they are fakes; he is tricking people, not saving them. This proves chaucer's moral because the pardoner himself is fake and his trickery makes him evil, a characteristic he has developed because of his need for money!

Score: / 31

Overall Effort Percentage:



Task Ten: Simple, Compound and Complex sentences



Exercise one: read the explanation of sentence types in the speech bubble and highlight (in different colours) the information that say what simple, compound and complex sentences are.

To create a detailed and interesting piece of writing, it is essential for you to use varied sentence types in your writing. It has the additional bonus of showing your reading that you have some really good writing skills too! The three main types of sentence you'll need to use in day to day work are: simple, compound and complex. Simple sentences are made of one clause or idea and are great for making clear, short and snappy points. Compound sentences are great for showing how two things link to one another; they use connectives to do this. Complex sentences are perfect for adding additional explanation or description to a main idea; they use commas and a dependent clause (information which doesn't make sense alone) to do this.

Exercise Two: using your knowledge from exercise one, decide what types of sentences the ones below are. Label simple sentences (s), compound sentences (CD) and complex sentences (CX)

- 'The Canterbury Tales' is a collection of short stories.
- Chaucer used lots of rude tales because they are funny.
- Each story, which is told by a different character, carries an important moral message.
- The audience are supposed to learn from the stories as well as being entertained by them.
- Chaucer's audience has changed over the years.
- Although his tales have stayed the same, they have remained popular through the centuries.
- This is because the morals are about human nature. They are not limited to a specific time.

Exercise Three: answer these questions about Exercise two using full sentences.

Score: /7

1. Which conjunctions were used in the compound sentences?

2. Which words started the dependent clauses in the complex sentences?

Score: /2

Overall Effort Percentage:

These are called relative pronouns

Task Eleven: Using the Right Word (which, who, that)

They show how things relate to each other!

Exercise One: the information below explains when you should use each word. Highlight three words from each box that tells you when to use each word correctly.

'Which' is used for adding information about objects, often in an embedded clause.

This rolling pin, which my mother gave me, is 100 years old.



Who is used when talking or asking questions about people...

Who is she?

Laura goes to my school!

That can be used for people or objects.

That is Laura

Where is that?

That is my kitchen.

Which is also used in questions when there is a choice?

Which cake should I make: chocolate or vanilla?

Exercise Two: fill the gaps in the sentences below with either 'which', 'who' or 'that'. Use the guidance from exercise one to help you. You can only use each word three times.

The first one has been done as an example.

- I found that scarf, **which** you gave me last year, under the sofa last night.
- Henry the VIII, _____ had many wives, was very fat because of his lifestyle.
- _____ species of elephant is endangered. It's such a shame.
- _____ genre of film is your favourite?
- _____ left their car under the ladder?
- Daniel bought a car _____ is far too big.
- I bought a cabbage _____ turned out to be rotten.
- Janine was the girl _____ sold her cake for fifty pounds at the last cake sale.
- Lucy's top, _____ I accidentally spilt coffee on, is now ruined.
- Have you seen _____ poetry book?

Score: / 9

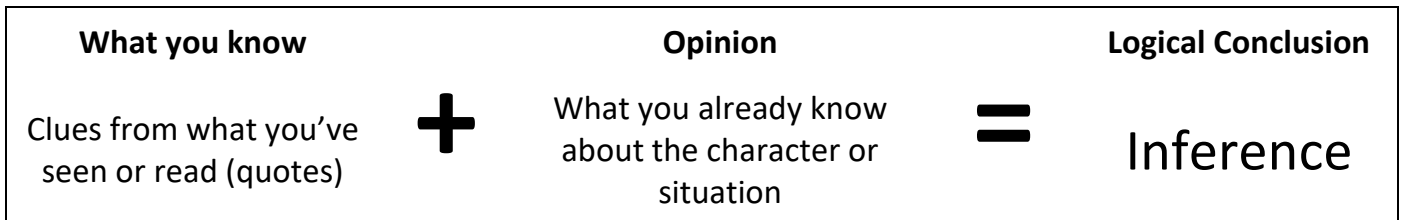
Overall Effort Percentage:



Task Twelve: Understanding Inferences



Inferences aren't just explanations of what you know. Nor are they predictions about what will happen next! You need to **read between the lines** to make an inference...



Exercise One: in the sentences below, label the quote 'Q' and the inferences 'I'.

- The man calls out for 'something lighthearted' after dinner which suggests he is a happy and relaxed person.
- The boy 'rides at the back of the group' during the journey which suggests that he is shy and doesn't want to be around the others.
- The religious woman has been on 'many pilgrimages' (*a pilgrimage is a journey to a place important to a specific religion*) which suggests that she must be rich to be able to afford to go on so many trips.

Score: /3

Exercise Two: read each quote and then select the inference that can be made from that quote.

Use the example to help you.

1. The famous lady '*was a worthy woman ... at the church door with **five men** she'd been a wife.*'

a. She was a woman		b. She had been married lots	X	c. She was busy	
--------------------	--	------------------------------	---	-----------------	--

2. Michael: '*No door could keep its hinges once he gave a heave or ran and broke it with his head.*'

a. He was strong but not clever		b. He was clumsy		c. He was tall	
---------------------------------	--	------------------	--	----------------	--

3. Lenny: '*He knew how one gets silver from the crowd.*'

a. He had a good job		b. He was rich		c. He could be dishonest	
----------------------	--	----------------	--	--------------------------	--

4. The Knight: '*he was a valiant warrior for his lord; no man had ridden farther with the sword.*'

a. He travelled lots		b. He was loyal and brave		c. He was a good horse rider	
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Score: /3

Overall Effort Percentage:



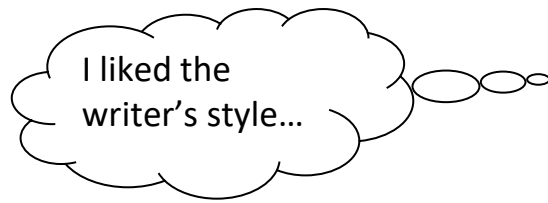
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

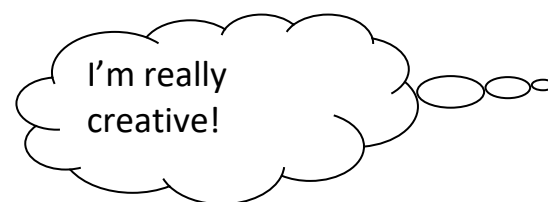
Choose one that suits your interest: if you want to, do more than one.

Task One: Exploring Context <ul style="list-style-type: none"> Research storytelling in history, focusing on ancient Greece, Rome and Middle Ages Europe. Present your findings creatively. 	Checked by:
	CV points



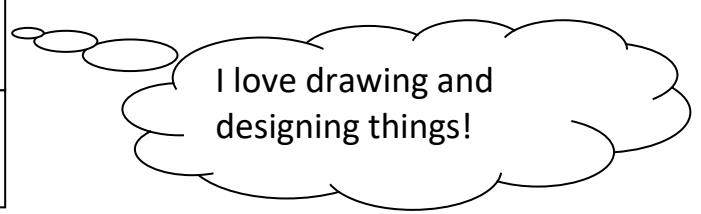
Task Two: Exploring Writers <ul style="list-style-type: none"> Research other famous historical storytellers or writers (not Homer/Chaucer) focusing on Rome and Greece. Create a poster on it! 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Read some myths and legends from other cultures (i.e. Vikings or Ancient Chinese) Write reviews about them. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> Write the sequel scene / alternative ending for the play you've read. Make it appropriate to the story. 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> Create a comic strip version of the play you have just read. Include the main parts of the play. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> Create a collection of short stories or poems that focus on teaching a moral or idea to the reader. 	Checked by:
	CV points

Overall Effort Percentage:



Task Thirteen: Spelling with Prefixes



Exercise One: Read the information box below and highlight ten words which are important to explaining what a prefix is, the effect they could have and how to use one.

A prefix is a letter string which is added to the front of a root (original) word to alter its meaning. There are many different prefixes in English; some create opposites, some show negativity but the five included here (at the bottom of the page) are designed to add extra meaning onto their root word.

Exercise Two: the table below contains root words and root words with prefixes added. Highlight the letters which are prefixes. Then write the meaning of the word in the meaning box.

Root Word	Meaning	Prefix + Root Word	Meaning
Turn	<i>To rotate</i>	<u>Re</u> turn	<i>To rotate again</i>
View		Review	
Adjust		Readjust	
Act		Interact	
Biotics		Antibiotics	
Clockwise		Anticlockwise	
Natural		Supernatural	
Human		Superhuman	

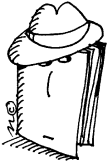
Exercise Three: in your own words, explain how each prefix alters the meaning of the word.

Score: / 14

Re-	Inter-	Anti-	Super-

Score: / 4

Overall Effort Percentage:



Task Fourteen: Adventurous Adjectives For Describing Mystery



Exercise One: complete this table by finding definitions of each word and rating how often you use the word in your own writing.

Word	Definition	How often do you use this word? 1= never 10 = every day
Murky		
Sinister		
Unidentified		
Unfamiliar		
Baffling		
Bewildering		
Veiled		
Concealed		
Deceptive		
Mendacious		

Exercise Two: decide which synonym is most appropriate in each of the sentences below and circle it. A dictionary might help with this task!

- The (murky/baffling/concealed) water swirled under the bridge; it was terrifying.
- I was in (false/unfamiliar/baffling) territory; I was lost and I was scared.
- Her (sinister/veiled/bewildering) behaviour was constant. I didn't understand her!
- The (bewildering/mendacious/concealed) item was easy to see in an X-ray.
- A (deceptive/baffling/murky) friend is no friend at all.

Score: / 5

Exercise Three: fill the gaps with appropriate words from exercise one.

- The _____ shadowy woods tempted the children to explore.
- People are scared of _____ flying objects.
- To some adults, teenagers display _____ behaviour.
- The _____ criminal refused to cooperate with police.

Score: / 4

Overall Effort Percentage:



Task Fifteen: Commas in Dependent Clauses



Exercise One: read the information below. Highlight ten words which help teach you how to use commas in dependent clauses.

A clause is a piece of information which makes sense alone. A dependent clause does not make sense alone – it depends on other clauses to make sense.

- ‘The dog went to the park’ is a clause because it contains a noun, a verb and therefore makes sense.
- ‘which **was** old’ is a dependent clause because although it has a verb, it doesn’t have a noun and so we don’t know what it’s talking about; therefore, it doesn’t make sense alone.
- To make it into a sentence, put the dependent clause into / onto the clause using commas to bracket it: ‘The dog, which was old, went to the park.’

Exercise Two: read the sentences below. Underline the dependent clauses and the commas used to contain them. One has been done as an example to help you.

- a) E.g. *Sherlock Holmes, who lives on Baker Street, is a famous fictional detective.*
- b) His partner, named John Watson, used to be in the army but now helps Sherlock solve crimes.
- c) Holmes is famous, despite it not being in the books, for wearing a deerstalker hat.
- d) The crimes he solves, though impossible to others, are often quite easy for his logical brain.

Score: / 3

Exercise Three: label the main clauses ‘MC’ and the dependent clauses ‘DC’.

- | | |
|--|--|
| - Especially ones with scientific knowledge | - Sidekicks are essential to crime solving |
| - The police aren’t always able to solve crimes alone. | - The key to understanding a crime is often in an obvious detail |
| - Though you’d think it’d be something complicated. | - Despite their training and expertise |

Score: / 6

Exercise Four: pair the dependent clauses up with appropriate main clauses to create three complex sentences. Make sure you put the commas in the right place.

1.

2.

3.

Score: / 3

Overall Effort Percentage:

Add detail to
your ideas!

Task Sixteen: Adjectival Phrases

Create complex
writing!

Exercise One: read the information on adjectival phrases and highlight information that you feel helps you to understand what they are. Then, circle the correct answer in the multiple choice questions.

A phrase is a group of words, usually short, which don't make sense alone. When added to a sentence, it may be referred to as a dependent clause. A phrase is easily identified because it does not make sense alone – it lacks a verb or a noun, making it an incomplete clause. An adjective is a word which describes a noun: colour, size, shape, qualities, emotions etc.

Multiple Choice Questions

- a) A phrase... - makes sense alone - doesn't make sense alone
- b) A phrase ... - is always short in length - is always long - is not defined by length
- c) An adjective... - describes an action - describes a thing
- d) An adjectival phrase...
 - is a long collection of random words that add detail.
 - is a collection of words which describe things.

Score: / 4

Exercise Two: highlight or underline the adjectival phrases in each of the following sentences.

1. The figure, shadowy and dark, scared Watson as he entered the room.
2. Cucumber sandwiches, perceived as gorgeous and delicious, tempted Holmes.
3. His brain was buzzing with ideas, both logical and magnificent, as he sat in his chair.
4. Holmes looked at Watson. His eyes, passionate and eager, indicated that he'd solved the crime.

Score: / 4

Exercise Three: make these sentences accurate by using commas in the correct places.

1. Popcorn my favourite cinema snack had sold out and this made me sad.
2. Some people think that Sundays the official day of rest is the most relaxing.
3. My chair which is red and comfortable is the envy of all my friends.
4. The detective a cold and brooding man had few friends to speak of.
5. My cooking is known not for taste but for its shock factor.

Score: / 5

Overall Effort Percentage:



Task Seventeen: Noun and Verb Agreements



What do I need to know about nouns?

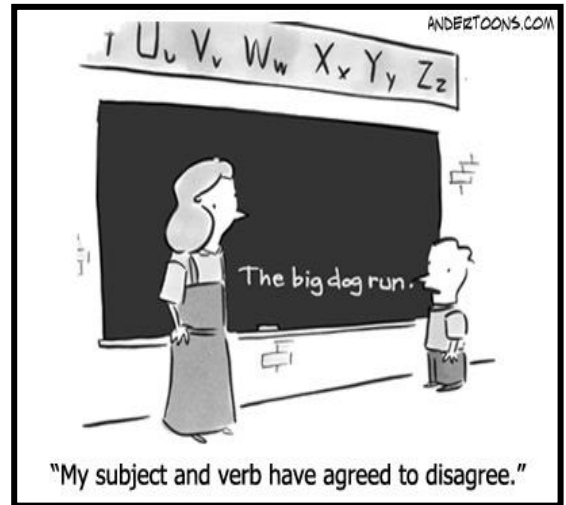
- Singular noun = one object (eg: dog)
- Plural noun = two or more objects (eg: dogs)

How do I use the verb 'to be'?

	Past	Present
Singular	Was	Am / Is
Plural	Were	Are

So, what do I need to remember?

- Check whether your noun is singular or plural.
- Check whether you're writing in past or present tense.
- Choose the correct word to match those criteria!



Exercise One: highlight the nouns in each of these sentences. Then follow the rules in the instruction box above to pick the correct form of the verb 'to be' to fill in the gap.

1. EG: The clues were easy to find once Sherlock knew what he was looking for.
2. "The criminals _____ here yesterday!" said the policeman.
3. "These footsteps _____ quite fresh, see!" he pointed out.
4. "I _____ not sure what to do, other than wait", sighed his assistant.
5. In the cupboard there _____ a glass jar but now it's gone.
6. "John _____ waiting for you!" whispered the detective to the suspect.

Score: / 5

Exercise Two: the sentences below have all got mistakes in. Underline the error and correct it.

1. "I were in the kitchen when I saw the thief enter sir!" explained the cook.
2. There was six knives in the drawer but now there is only five...
3. Yesterday morning, at two am, there were a big sound from Big Ben which rang across London.
4. No matter where you go in England, the weather are always bad.
5. "They is always late!" moaned the housekeeper.

Score: / 5

Overall Effort Percentage:



Task Eighteen: Developing Inferences



Exercise One: Read the extract on the right.

List four quotes that tell you about Sherlock Holmes from 'The Hound of the Baskervilles' extract. The first one has been done for you.

1.	'usually very late in the mornings'
2.	
3.	
4.	

Score: / 3

Exercise Two: copy the quotes into the spaces below. From each quote, develop an inference about Sherlock Holmes's character or personality.

1. *'Usually very late in the mornings'*

INFERENCE:
He was quite a lazy man who enjoyed staying in bed.

2.

INFERENCE:

3.

INFERENCE:

4.

INFERENCE:

The Hound of the Baskervilles (Chapter 1)

Mr. Sherlock Holmes, who was usually very late in the mornings, save upon those not infrequent occasions when he was up all night, was seated at the breakfast table. I stood upon the hearth-rug and picked up the stick which our visitor had left behind him the night before. It was a fine, thick piece of wood, bulbous-headed, of the sort which is known as a 'Penang lawyer'. Just under the head was a broad silver band nearly an inch across. "To James Mortimer, M.R.C.S., from his friends of the C.C.H.," was engraved upon it, with the date "1884." It was just such a stick as the old-fashioned family practitioner used to carry-- dignified, solid, and reassuring.

"Well, Watson, what do you make of it?" Holmes was sitting with his back to me and I had given him no sign of my occupation.

"How did you know what I was doing? I believe you have eyes in the back of your head."

"I have, at least, a well-polished, silver-plated coffee-pot in front of me," said he. "But, tell me, Watson, what do you make of our visitor's stick?"

Score: / 3

Overall Effort Percentage:



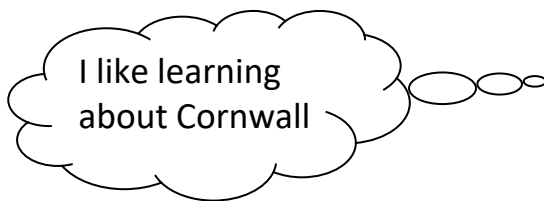
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

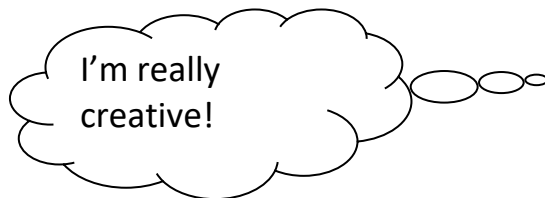
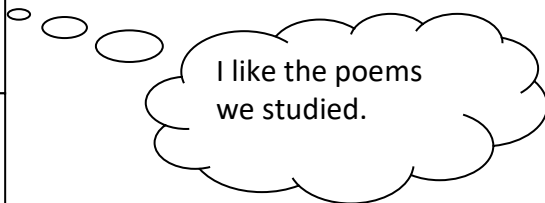
Choose one that suits your interest: if you want to, do more than one.

Task One: Exploring Context <ul style="list-style-type: none"> Research two of the poets you have learnt about this term and the times they lived in. Create a poster to show the similarities and differences between each context. 	Checked by:
	CV points



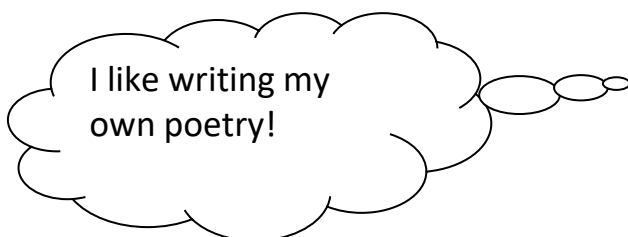
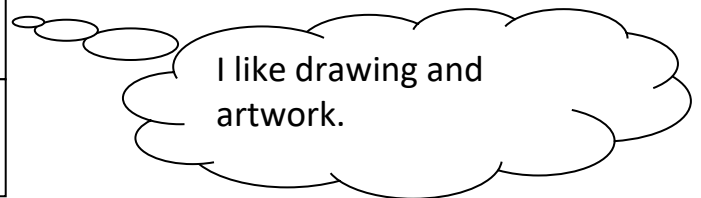
Task Two: Exploring Writers <ul style="list-style-type: none"> Research three other poets that have written sonnets. Create poet fact files with information about them and their work. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Read three other poems by one of the poets you studied. Write a review of the poems: what you liked and what you didn't. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> Rewrite one of the poems we studied from the perspective of someone or something else, using sonnet form. 	Checked by:
	CV points

Task Five: Illustration Station <ul style="list-style-type: none"> Write your own sonnet poem and illustrate it with pictures of the events and descriptions you've used. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> Look through the news and find an interesting story. Turn it into a dramatic sonnet! 	Checked by:
	CV points

Overall Effort Percentage:



Task Nineteen: Using Negative Prefixes



Exercise One: a prefix is a collection of letters at the front of a word which changes the meaning. For each of the words below, highlight the prefix and write the definition of the word.

Prefix + word	Definition
Unclear	<i>When something cannot be understood or seen</i>
Unreliable	
Unlikely	
Misguided	
Misinformed	
Misallocate	
Disappear	
Distrust	
Disinfect	

Score: / 8

Exercise Two: explain the difference between the three different prefixes.

(TIP: think about what the words would mean if they didn't have the prefix on.)

When using 'un', the word...	When using 'dis', the word...	When using 'mis', the word...

Score: / 3

Exercise Three: rewrite each of the sentences below to reverse the meaning of the sentence.

Make sure you spell the altered word correctly!

Score: / 4

- You are likely to become a rock star! _____
- You appear to be informed on the subject. _____
- I really love it when you appear expectedly. _____
- Ben is so reliable. _____

Overall Effort Percentage:

Ambitious
vocabulary =
Ambitious writing!

Task Twenty: Adventurous Adjectives for Evil



Exercise One: the words in the table below are all synonyms for a basic adjective. Guess what the original, more basic, adjective is. You might need to use a thesaurus. (Tip: pay attention to the number of letters in the word)

Malicious	Cruel	Devious	Sly
1. _____		2. _____	
Malevolent	Unkind	Underhand	Shifty
Hideous	Unsightly	Vindictive	Pitiless
3. _____		4. _____	
Revolting	Repulsive	Merciless	Brutal

Score: / 4

Exercise Two: choose the appropriate adventurous adjective from exercise one to complete the sentences.

1. That monster's face is absolutely _____ !
2. He made a good thief because he was so _____ ; he was never detected!
3. His behaviour last night was really _____ ; I was surprised!
4. Children can be so _____ to each other. They don't care how they treat each other.

Overall Effort Percentage:

Task Twenty-One: Contracting Apostrophes

Apostrophes DO show where a letter has been missed out. This is called a contraction.

I can't handle it when you're too loud.

Hell hesitate at the start of his speech.

You shouldnt underestimate me!



The apostrophe takes the place of the missing letter(s).
 - I am (I'm)
 - Do not (Don't)

Apostrophes DO NOT show plurals!

There are many different accentss.

Hand gesturess are important.

Apostrophes DO NOT show where words join!

I ca'nt go → I can't go.

Exercise One: using the advice above, put the contracting apostrophes in the correct place in each of these words. Next to each word, write the full version. Use the example to help you.

1. <u>I've</u> I have	2. Id	3. Youve	4. Youd	5. Were
6. Its	7. Hes	8. Shes	9. Theyre	10. Hed
11. Wouldve	12. Wont	13. Cant	14. Shouldnt	15. Shell
16. Shant	17. Wouldnt	18. Whats	19. Theyve	20. Youre

Score: / 19

Exercise Two: use the advice above to decide if the sentences below need apostrophes. If so, put them in the right place, underlining the correction.

1. The moors were very big and empty so no one could hear her.
2. Many people couldnt believe what had happened to Charlotte.
3. Once given all the facts, the judge couldnt avoid making a verdict.
4. Cornwall hasnt ever forgotten Charlotte Dymond.
5. I wonder what wouldve happened if she hadnt gone up to the moors.

Score: / 5

Overall Effort Percentage:

Task Twenty-Two: Varying Complex Sentences



Exercise One: read the instruction box below. Highlight two ways that you can vary your complex sentences.

Complex sentences are ones which contain a dependent clause. To show that you are a good writer, you should try to alter the position and the connective words within them as frequently as you can. This will also make sure that your reader doesn't get bored.

Exercise Two: underline the dependent clauses in the sentences below and circle the connectives which start them off.

1. Although she was young, Charlotte Dymond thought that she knew enough to stay safe.
2. Lucy looked at her dog, who she trusted to protect her, with affection.
3. Despite the weather, the old man went for a walk.
4. The night was dark, which made Charlie shiver, and the moon danced overhead.
5. The knife glinted in the moonlight, although she never saw it.
6. If only I had revised for my text, I would not have failed it.
7. Veronica, that angry lady in the shop, always ruins my morning.
8. Matthew was arrested and taken to Bodmin Jail, where many criminals were executed.
9. Mikey, who most people thought of as helpful, refused to donate money to charity.

Score: / 9

Exercise Two: turn these pairs of sentences into complex sentences.

Remember to vary the position of the dependent clause and put the commas in the right place. Use the example to help you.

Eg: Oscar sleeps a lot. This is because he is a small dog. → Because he is a small dog, Oscar sleeps a lot!

1. The girl works hard. She does this because she wants to be a lawyer.

2. Tea is a very popular drink in Britain. It relaxes lots of people.

3. Teachers work very hard. They want their students to succeed.

Score: / 3

Overall Effort Percentage:

Ambiguity is when the meaning isn't clear.

Task Twenty–Three: Fixing Ambiguity in Sentences

Fixing ambiguity lets people know what you're really thinking!

Exercise One: read the information box below. Highlight one important sentence in each box.

<p># 1: a lack of commas</p> <p>"Lets eat Grandma!" <i>(do you want to eat your grandmother?!)</i> "Let's eat, Grandma!" <i>(oh that's ok then, you're talking to her)</i></p> <p>Rule: Read the sentences aloud. If you need to pause for it to make sense, put a comma in the right place.</p>	<p># 2: too many vague pronouns</p> <p>The scientist showed me his cure for spots, <u>which he had been developing</u> for 10 years. <i>(What had he been developing? Spots or cures?)</i></p> <p>The scientist showed me his cure for spots; <u>he had been developing the cure</u> for 10 years. <i>(Ah, right now I understand!)</i></p> <p>Rule: if talking about two nouns, make it clear which one you're describing!</p>
<p># 3: splitting adverbs from their verbs</p> <p>The boy needs his teeth cleaning badly. <i>(Why would he not clean his teeth well?)</i></p> <p>The boy badly needs his teeth cleaning. <i>(Oh I see, he really needs them cleaning)</i></p> <p>Rule: think about what action you are describing, Then make sure the adverb goes next to the right action (normally the main verb).</p>	<p>#4: overusing pronouns</p> <p>It was good because it shone like the sun. <i>(What on earth are you talking about?)</i></p> <p>My torch was good because it shone like the sun. <i>(Oh, now I get it)</i></p> <p>Rule: Use 'it' when you've already use the noun.</p>

Exercise Two: these sentences all have errors that make their meaning less clear. Correct the errors.

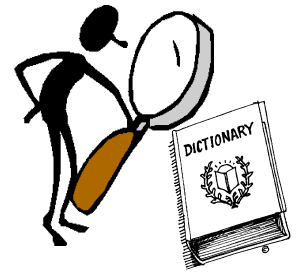
1. Her mother told her that she thought that she was looking really good today.
2. "Can I eat Mum?" asked Luke as he got home from school.
3. The traffic returns to normal always.
4. My teacher has been marking the essays which she had been working on for five hours.
5. He will work on weeknights even to get the job done.
6. I saw a man on a hill with my telescope.
7. We saw her duck.
8. Look at the dog with one eye.

Score: / 8

Overall Effort Percentage:

Language = words

Task Twenty-Four: Identifying Language Features



Exercise One: in the extract below, label the following language features:
repetition, alliteration, adjectives and pathetic fallacy.

"Jessie, Jessie Cameron,
Hear me but this once," quoth he.
"Good luck go with you, neighbour's son,
But I'm no mate for you," quoth she.
Day was verging toward the night
There beside the moaning sea,
Dimness overtook the light
There where the breakers be.
"O Jessie, Jessie Cameron,
I have loved you long and true."--
"Good luck go with you, neighbour's son,
But I'm no mate for you."

She was a careless, fearless girl,
And made her answer plain;
Outspoken she to earl or churl,
Kind-hearted in the main,
But somewhat heedless with her tongue,
And apt at causing pain;
A mirthful maiden she and young,
Most fair for bliss or bane.
"O, long ago I told you so,
I tell you so to-day:
Go you your way, and let me go
Just my own free way."

Score: / 19

Score: / 5

Exercise Two: choose quotes to prove these points,
naming the language feature in the quote.

Idea: Jessie has been cared for and admired for a while.

Quote:

Language feature:

Idea: Jessie took risks and was brave.

Quote:

Language feature:

Idea: Trouble was beginning to appear.

Quote:

Language feature:

Idea: Jessie was important to the man.

Quote:

Language feature:

Idea: Jessie was funny and not very old.

Quote:

Language feature:

Overall Effort Percentage:



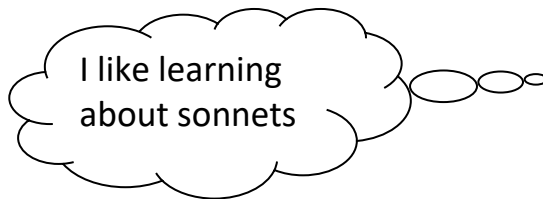
Independent Learning Projects



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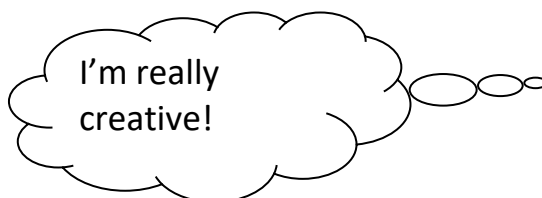
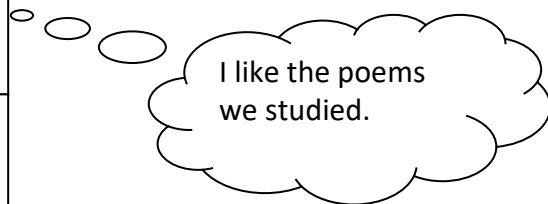
Choose one that suits your interest; if you want to, do more than one.

Task One: Exploring Context <ul style="list-style-type: none"> • Research two modern poets that have written sonnets. • Create a fact-file about each one, including information about what influenced them. 	Checked by:
	CV points



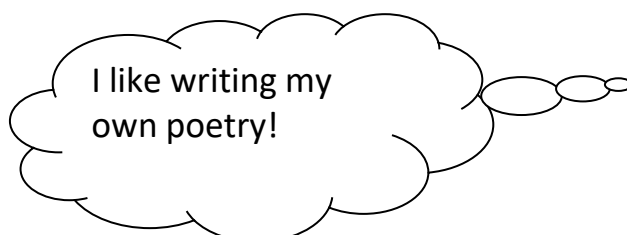
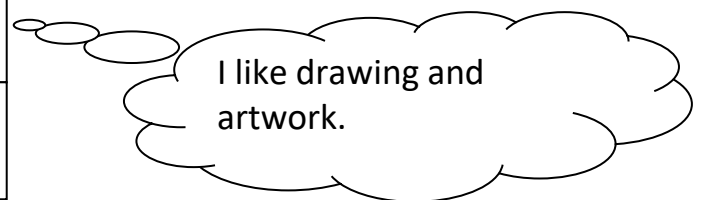
Task Two: Exploring Writers <ul style="list-style-type: none"> • Create a presentation on sonnet forms from different ages. • Show how they are different to each other. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> • Find out the names of poets writing at the same time as some of the poets you studied. • Write reviews of poems that they wrote. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> • Rewrite one of the poems we studied from the perspective of someone or something else, using sonnet form. 	Checked by:
	CV points

Task Five: Illustration Station <ul style="list-style-type: none"> • Write your own modern sonnet and illustrate it with pictures of the events and descriptions you've used. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> • Choose someone or something you really love. • Write a sonnet about them. 	Checked by:
	CV points

Overall Effort Percentage:



Task Twenty-Five: -ness Endings (adverbs → nouns)



Exercise One: read the information. Then say whether the statements below are true or false.

When describing a character's actions, the easiest thing to do is to use adverbs. The adverb goes next to the verb and tells the reader how that action is being done. For example:

The dog **eagerly** bit the burgler

However, to make it more sophisticated, you can turn the adverbs into a noun, and treat it as a possession, rather than an action.

The dog bit the burgler **with eagerness**.

To turn an adjective into a noun, you simply add **-ness** onto the end of the word (eg: *sad* → *sadness*). If the adverb ends in a 'y', replace it with an 'i' and then add **-ness** (*happy* → *happiness*)

- | | | |
|---|-------------|--------------|
| 1. You add -ness onto an describing word to make it an action. | True | False |
| 2. You add -ness onto a describing word to make it an object. | True | False |
| 3. You don't have to change the position of the word once changed. | True | False |
| 4. You made need to change the wording of the sentence once changed | True | False |

Score: / 4

Exercise Two: rewrite these sentences, transforming the adverbs into nouns.

1. Happily, the girl greeted her sister. _____
2. I sadly looked around the room. _____
3. She lazily did the shopping. _____
4. He spoke bitterly to his brother. _____
5. Warily, I approached the party. _____

Score: / 5

Overall Effort Percentage:



Task Twenty-Six: Adventurous

Adjectives for Love

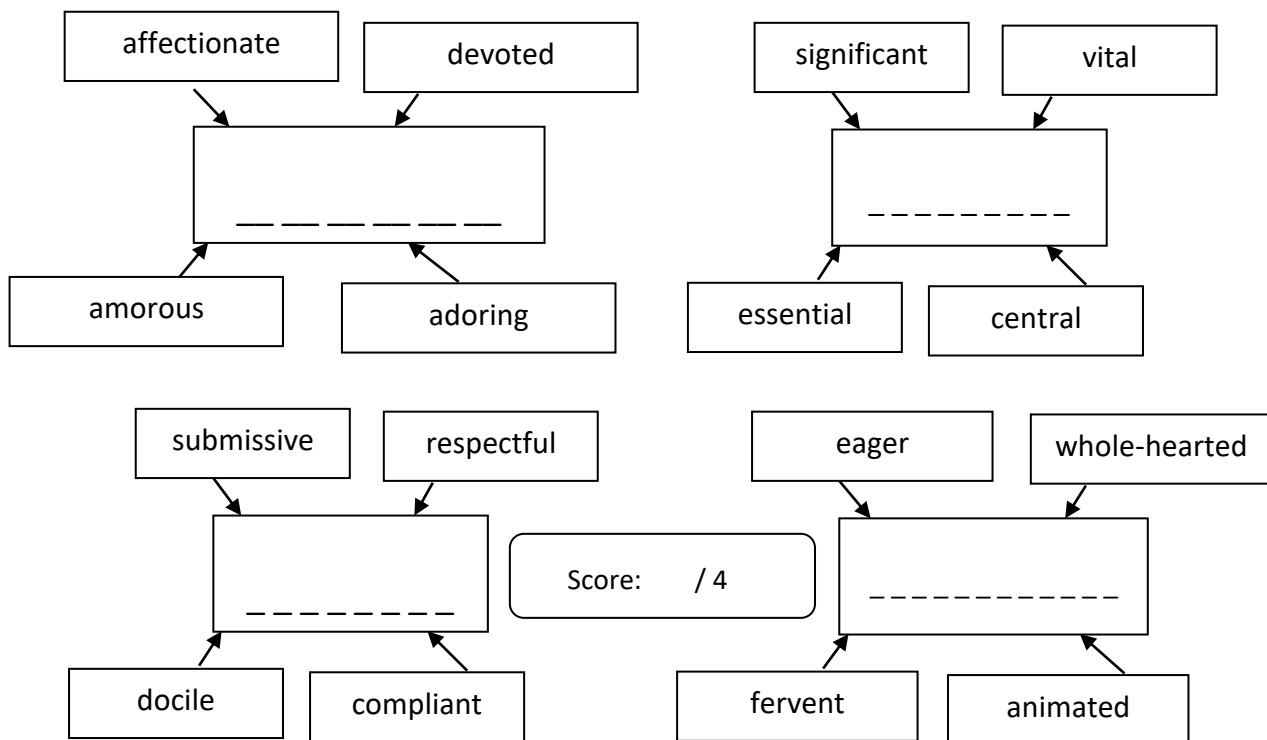


Exercise One: read the extract below and highlight the four adjectives used.

In 'A Midsummer Night's Dream', Shakespeare's loving characters face confusion and difficulties at every turn but it all comes out alright in the end. An important part of this play is Puck – the fairy – who controls the situation. His obedient nature means that he follows Oberon's instructions to influence Titania, but it goes wrong. Luckily, his enthusiastic devotion to Oberon's wishes means that he does everything he can to make things ok.

Score: / 4

Exercise Two: below are some synonyms belonging to the basic adjectives from exercise one. Place the basic adjective into the appropriate collection.



Exercise Three: use the more adventurous synonyms to make the extract more ambitious

In 'A Midsummer Night's Dream', the _____ characters face confusion and difficulties at every turn but it all comes out alright in the end. An _____ part of this play is Puck – the fairy – who controls the situation. His _____ nature means that he follows Oberon's instructions to influence Titania, but it goes wrong. Luckily, his _____ devotion to Oberon's wishes means that he does everything he can to make things ok.

Score: / 4

Overall Effort Percentage:

Apostrophes
don't show
plurals!!

Task Twenty-Seven: Possessive Apostrophes

Apostrophes DO show possession:

Singular = one owner ('s)

- Hermia's coat got caught on a bramble in the forest.
- Helena's heart is broken when she realises no one loves her!

Singular but ends in an 's' already

- James' pride was damaged when his girlfriend refused to marry him.

Plural = two owners (s')

- The girls' parents were frantic when they disappeared.
- The fairies' wings beat the air as they swarmed around Hermia.



'IT' = the exception

It's = it is (a contraction)

Its = possession

Exercise One: use the advice above to decide if these sentences need apostrophes adding to them. If so, put them in the right place.

1. Olivers mind was made up, he was going into the trees with Luke.
2. Lucas pride was deciding his daughters fate.
3. Miriams feelings were hurt during her argument with her husband.
4. The fairies did not like being seen outside of the forest.
5. The boys did not know why they were fighting.

Score: / 5

Exercise Two: each of these sentences has errors with their possessive apostrophes.

Underline the errors and then rewrite the sentence correctly below the sentence.

1. The girl's clothes got ripped as they ran through the trees.
The girls' clothes got ripped as they ran through the trees.
2. Pucks' mistakes caused havoc in the forest.
3. The fair'ies laughter echoed through the trees as they watched the girl's fighting.
4. The girl's confusion overcame them once they saw the boys behaviour.
5. Lysanders' and Demitrius's friendship didn't suffer after Puck resolved the situation.

Score: / 4

Overall Effort Percentage:

Task Twenty-Eight: Conjunctions in Compound

Sentences

A conjunction links clauses together

A clause is a series of words that make sense alone. These are the basic building blocks of sentences!

A compound sentence is made up of two clauses linked with a conjunction.

Exercise One: the sentences below are compound sentences. Underline the two separate clauses and circle the conjunction. Use the example to help you. Remember, clauses must make sense alone.

Example: I will go to London when I have packed my bag.

1. Maggie is doing pretty well at school although she is still worried about her grades.
2. Ben has sprained his ankle so we will probably lose the match.
3. There was a violent thunderstorm but the plane still took off from the runway.
4. The play will continue after the cast have had a drink of water.
5. Julie wanted to buy a house in Spain whereas Jenny wanted a house in Canada.
6. Mum was watching Wimbledon while she was doing the ironing.
7. Helen went to see Emily in London and she ate lots of sushi.
8. I can't believe your rudeness and I cannot understand your ignorance.

Score: / 8

Exercise Two: using your answers from above, make a list of possible conjunctions to use to develop your sentences.

Time	Difference	Additional information	Cause and effect

Exercise Three: complete the compound sentences by filling the gaps in the sentences with a conjunction from exercise two.

Score: / 8

1. I am feeling really full after my lunch _____ I definitely need a nap.
2. Karen told her Mum about the school trip _____ her brother did his homework.
3. Julian and Marcus had a fight _____ Harry told Marcus what Julian had done.
4. I am in Science _____ my friend is in Drama.

Score: / 4

Overall Effort Percentage:

Paragraphs
separate
different
information

Each paragraph
should **focus** on one
thing.

Task Twenty-Nine: Controlling Paragraphs



Use **TiPToP**
to help you!

New **Time**,
Place, **Topic** or
Person
= New Paragraph!

Exercise One: read the extract below. Label the paragraphs to show whether they contain time, person, topic or place specific information. One has already been done to help you.

	Last night, I had the most marvellous dream. I dreamt that I was walking through a forest which was full of fairies.
	The trees were rustling in the wind and the sunlight bounced of every surface. Because it was a dream, everything seemed so beautiful and perfect.
	Hermia was there too: my beautiful Hermia, a goddess on earth. Her voice, her laughter, echoed through the forest as we ran effortlessly through it. I am not sure why we were there, but it didn't seem to matter to her. Her golden hair flowed behind her as we ran past ferns and bushes and all manner of woodland creatures.
Time	But then it all stopped. It was as if the happiness suddenly ended and our joy was over.
	That's when Demetrius, that demon, came into my perfect dream land. He started to yell at me and to fight me; he was enraged that Hermia had come with me and not him. I could not believe his actions: a gentleman, indeed!

Score: / 4

Exercise Two: this student has forgotten to use paragraphs in their work. Go through their work and separate it into four paragraphs, putting (//) to show where the paragraph break should be.

Lysander is my favourite character in 'A Midsummer Night's Dream'. He shows great bravery on several occasions and seems to be more respectable and noble in comparison to Demetrius. The first event which I feel is important for Lysander is right at the start when he and Hermia run away together. He goes against her father's wishes and this could get him into a lot of trouble, but he does it anyway because he loves her. Secondly, he respects Hermia when they are in the forest. She tells him to sleep away from her and he obeys her. This is important because in Shakespeare's time women generally obeyed men and didn't order them about, but Lysander doesn't object. A lot of people like Puck more than Lysander but I think that they're wrong. He is funny and creates a lot of comedy, and however, he isn't likeable because he's so stupid!

Score: / 3



Task Thirty: Retrieving the Right Information



Exercise One: read the extract below and answer the questions in full sentences.

Some of the Company of Boys stayed in a London University hostel north of the River Thames; some of us stayed in ordinary houses, each with a family. Most of these people were Friends of the Globe, members of a group who'd spent years helping to raise money to build the new Globe Theatre, the copy of the one where Shakespeare worked. My foster-family were called Fisher...

The Fishers lived in an apartment in a big ugly concrete block with a great view of the River Thames. There was a daughter, older than me, called Claire, and a son who was spending the summer doing a course at the Sorbonne, in Paris. I used his room... Claire was a serious girl whose favourite subject was politics, and she was always asking questions about the U.S. that I couldn't answer...

Instead of asking questions, the Fishers made sure they were even nicer to me. They had a flyer for our plays stuck up on their refrigerator door, and a poster out in the hallway to advertise us to the rest of the people in the apartment building. THE AMERICAN COMPANY OF BOYS, it said...

Mr Fisher was a tall, bald man with a voice that rang out like Arby's, though he wasn't an actor, he worked in a bank. 'But I've done a lot of amateur stuff, y'know,' he said to me. 'Trode the boards, after a fashion.'

1. True or false: all the Company of Boys are staying with a family.

2. What is the 'new Globe'?

3. What is the name of the family the narrator is staying with?

4. How many children does the narrator's host family have?

5. What time of the year is this extract set in?

6. What is the name of the daughter from the narrator's host family?

7. Which country does the narrator come from?

8. What advertising materials do the family have in their home?

9. What did the host family father do as a job?

10. What did the host family father say he enjoyed doing as a hobby?

Score: /10

Overall Effort Percentage:



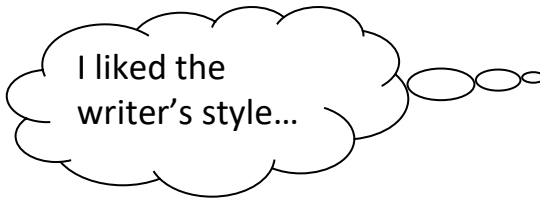
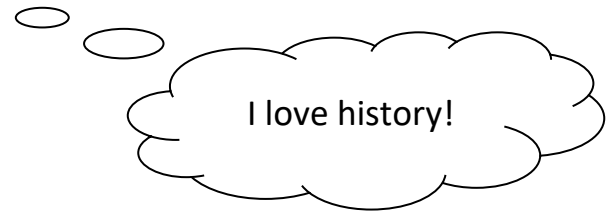
Independent Learning Projects



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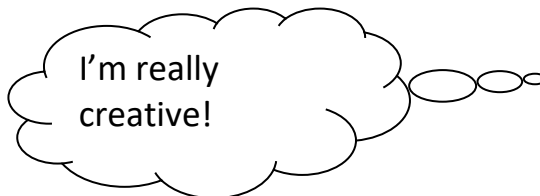
Choose one that suits your interest: if you want to, do more than one.

Task One: Exploring Context <ul style="list-style-type: none"> Research Shakespeare's Globe and Elizabethan Theatre. Present your findings in a creative way. 	Checked by:
	CV points



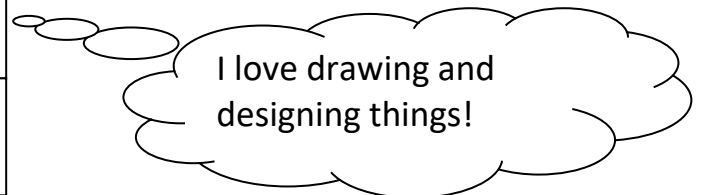
Task Two: Exploring Writers <ul style="list-style-type: none"> Research other Renaissance playwrights and their plays. Create fact files on them. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Watch (Youtube/film) another Shakespeare comedy (like Twelfth Night or Taming of the Shrew) and write a review of it. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> Choose a character and moment from the text you're reading and write a diary entry from their perspective. 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> Create a comic strip version of the text you are reading. Include the main parts so far. 	Checked by:
	CV points

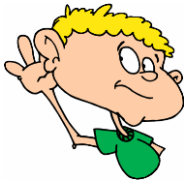


Task Six: Writing Creatively <ul style="list-style-type: none"> Write a short story (500 words max) which uses the themes of magic and confused identity. 	Checked by:
	CV points

Overall Effort Percentage:

Don't forget to sound the word out!

Task Thirty-One: 'shun' and 'shus' spellings



Exercise One: complete this table by following these instructions. Use the example to help you.

1. Read the word aloud and decide whether it is a 'shun' or 'shus' word? Indicate which it is in the first column.
2. Copy out the spelling of the word in the 'copy' column. Check you have used all of the correct letters.
3. Cover all other columns and try to spell it correctly again.
4. If you have spelt it correctly, tick the 'check' box. If you haven't redo the spelling again in the check box.

Spelling	Shun or Shus?	Copy	Cover	Check
Ambition	Shun	Ambition	Ambition	Ambition
Electrician				
Attention				
Collision				
Tension				
Politician				
Fiction				
Ambitious				
Ferocious				
Suspicious				
Cautious				
Superstitious				
Delicious				

Score: / 24

Exercise Two: reflect on your knowledge by using the work completed in exercise one to help you fill in the table to show which **letter combinations** create which sounds.

'sh'	'un'	'us'

Score: / 3

Overall Effort Percentage:



Task Thirty-Two: Adventurous Adjectives for Negativity

Negativity
= bad

Exercise One: the table below shows adventurous synonyms for common adjectives. Use a thesaurus and your own knowledge to decide what the original basic adjective is. (TIP: pay attention to the number of letters in the word!)

Basic Adjective	Adventurous Synonym	Basic Adjective	Adventurous Synonym	Basic Adjective	Adventurous Synonym
----	Melancholic	-----	Reclusive	-----	Enraged
	Despondent		Desolate		Displeased
	Forlorn		Forsaken		Incensed
	Troubled		Rejected		Wrathful

Basic Adjective	Adventurous Synonym	Basic Adjective	Adventurous Synonym
-----	Distressed	----	Afflicted
	Perturbed		Infirm
	Apprehensive		Infected
	Tormented		Indisposed

Score: / 5

Exercise Two: fill the gaps in the sentences below using the adventurous synonyms from the table above. Make sure that the words make sense within the context of the sentence. Use the example to help you.

- I am really troubled by my brother's behaviour. Why won't he be good?
- Hospitals are for _____ people.
- Luke felt very _____ when he was judged as being guilty; his friends abandoned hi.
- My teacher was _____ when I didn't hand my homework in for the tenth time.
- It's normal to be _____ when you are unsure of the future.
- My dog has been so _____ since she lost her favourite squeaky toy.
- I hate going to the desert; it is such a _____ place.
- If they tell me that I can't go to the cinema, I will be _____.

Score: / 7

Overall Effort Percentage:

Task Thirty-Three: Using Brackets Appropriately

Exercise One: read the information box below and then summarise the four rules for using brackets in the space provided.

Brackets are a very helpful piece of punctuation. They are used to add in any information which helps the reader to understand what's being said. However, they are most appropriately used for things like after-thoughts, comments on previous ideas or additional facts – basically things which are not really closely linked to the main ideas of the sentence but which are helpful. They can go anywhere in a sentence, however they should be used sparingly; too many brackets will appear confusing and will be hard to understand.

Rules for using brackets:

- 1.
- 2.
- 3.
- 4.

Score: / 4

Exercise Two: the following sentences contain information that requires brackets, but the brackets have been missed out. Put brackets in the appropriate places.

1. When arriving in London the capital of England you should look out for the famous sites.
2. The Globe Theatre originally built during the 16th century was destroyed by fire.
3. Shakespeare 1564-1616 was apparently once arrested for deer-poaching.
4. Tickets are now for sale at the box office £3 for adults, £2 for children.
5. Mary Harris my best friend went to see a play in the Globe and said it was amazing.
6. Theatre originally a Greek invention is different in all parts of the world.
7. I just paid a lot of money £300 for a front row seat!

Score: / 7

Overall Effort Percentage:

Connectives
are linking
words

Task Thirty-Four: Extending Detail with Connectives



Exercise One: some students were asked to answer some questions, using connectives to extend their detail and explanation.

1. Highlight the different reasons they give and record the number in the appropriate column.
2. List all of the connectives they've used to start their sentences in the appropriate column.

Would you rather go and live in another country or go and live in another historical era?	Number of reasons	List all of the connectives used
<p>I would rather live in another historical era, like the Tudor period. Firstly, I feel that this would be an adventure because, as times change, culture changes too and it would be all new and exciting. Furthermore, I would love to be able to wear some cool clothes, like a big dress with loads of jewellery. Moreover, although I wouldn't want the plague, I also think it would be interesting to see how medicine worked in those days.</p>		
<p>Personally, I would rather go and live in a different country. My Aunty moved to Greece recently and she said that it's amazing. Although its hard not speaking the language, she is able to learn it quickly. Notably, the weather is much better than here, so she has a better quality of life because she's outside much more. For instance, last weekend she was outside from 7am (breakfast) until 11pm – she only came inside to get more suncream!</p>		

Score: / 4

Exercise Two: write your own answer to the question '**Would you rather go and live in another country or go and live in another historical era?**'. Use lots of reasons and connectives to extend your answer.

Overall Effort Percentage:

Task Thirty-Five: Proofreading for Accuracy

Test your knowledge of the skills we've covered this year.

Exercise One: a student was asked to summarise what they covered during their English lessons. Unfortunately, they forgot all of their punctuation and some other things as well.

Correct their work using the table below to show you what you're looking for. Record how many corrections you have made

in our english lessones we studied lots of different things in the spring term we explored to exciting playies called the odyssey and the canterbury tales we looked at how texts taught us things such as moralies and how audiencies were entertained by them before that we looked at the mystery texts sherlock holmes: a study in scarlet and charlotte dymond which is a cornish poem about a girl who gets murdered on bodmin moor when we read that i felt quite sad worried and disappointed in human kind whyd he do it why would he be malishus these tales really shocked me because parts of them were so outrageous there not both real (sherlock holmes is ficshun) but at times there characteres and plots seemed so real that it felt like you were their finally during this summer term we have been looking at themes of magic and fairys by reading shakespeareas a midsummer night's dream and king of shadows im really interested in both of these themes and was happy too study them in class i loved the rogue characters the most but i was also intriged by the mystike surrounding some of the other characters two

Errors to look for	Number Found	Errors to look for	Number Found	Errors to look for	Number Found
Plural spelling	/5	Full Stops	/9	Paragraphing	/2
Gue/Que spellings	/2	Capital Letter	/39	Ambiguity	/2
Shus/Shun spellings	/2	Commas for lists	/1	Exclamation marks	/1
Homophones	/6	Commas in complex sentences	/10	Question marks	/2
Possessive Apostrophe	/1	Contracting Apostrophe	/2	Quote marks for the names of texts	/12

Score: / 96

Overall Effort Percentage:



Task Thirty-Six: Inference and Evidence



Exercise One: read the extract below from 'King of Shadows' by Susan Cooper. Identify the FOUR statements which are TRUE.

Will Shakespeare was King of Fairyland and of the whole world, as far as I was concerned. He wasn't a great actor; he didn't have that indescribable special gift that Richard Burbage had that could in an instant fill a theatre with roars of laughter, or with prickling cold silence. But as Oberon, he had an eerie authority that made me, as Puck, totally his devoted servant. When he sent me offstage to look for the magic herb that he would squeeze on Titania's eyes, it was my own delight, me, Nat Field that put spring into my cartwheeling exit...

On we went, through Shakespeare's cheerful chain of misunderstanding and accident, to the scene in which Lysander and Hermia, on their happy way to elope together, lie down to sleep in the wood outside Athens. But it's the same wood in which Puck, sent by Oberon, is hunting for Hermia's admirer Demetrius and his scorned girlfriend Helena. Instructed by Oberon to make Demetrius fall in love with Helena, I came prowling across the front of the stage, carrying the magic flower.

And I was tiptoeing towards Lysander, flower in hand, when suddenly a piercing voice rang out from the groundlings' yard below me, a girl's voice, full of concern. 'No, no, that's not he — that be the wrong one!' I stopped, frozen. There was a rumble of laughter from the audience, and a few blurry drunken shouts, and if I'd been reacting as myself, or perhaps if I'd been in my own world and time, I would have been thrown, and spoiled the scene. But I was altogether in Will Shakespeare's time and dream, I was his Puck, and so I reacted as his Puck.

- a. Nat wasn't impressed by Will Shakespeare.
- b. There are better actors than Will Shakespeare.
- c. Nat and Will Shakespeare weren't on stage together when performing in the play.
- d. The character Nat plays is in charge of Will Shakespeare's character.
- e. Nat is interrupted by the audience during his performance.
- f. At the end of the extract, The character Nat is playing is walking towards Shakespeare's character on the stage.
- g. Some of the audience watching the play have been drinking alcohol.
- h. Nat stays in character despite the disturbance.

Score: / 4

Exercise Two: choose quotes from the extract to support the inference that this extract is set in a theatre. Highlight the key word that links the quote to the setting of the theatre. Use the example to help you.

1.	'He wasn't a great <u>actor</u> '.
2.	
3.	
4.	
5.	

Score: /4

Overall Effort Percentage:



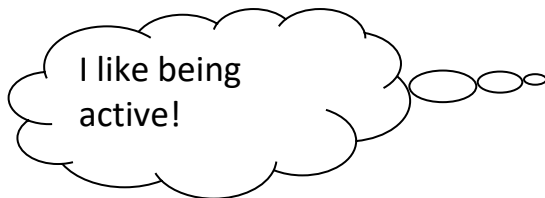
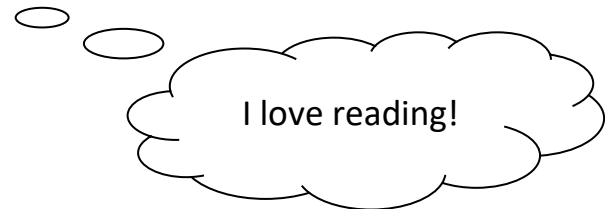
Independent Summer Projects



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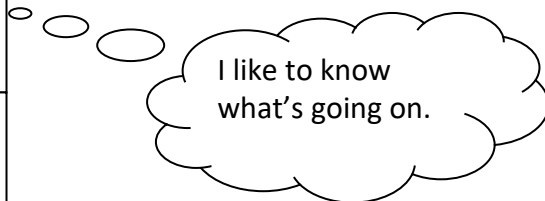
Choose one that suits your interest: if you want to, do more than one.

<p>Read as many books as you can by a specific author.</p> <p>Write a letter to that author talking to them about what you liked and disliked.</p>	Checked by:
	CV points



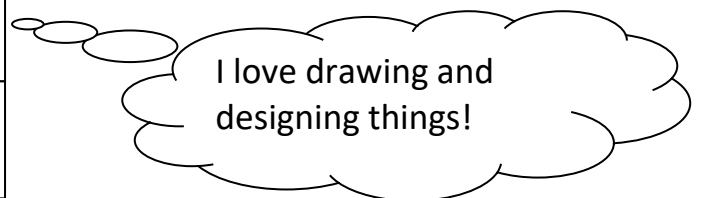
<p>Do one new thing every week (i.e. go to a new place, see a new thing).</p> <p>Keep a record of what you have done, describing the experience.</p>	Checked by:
	CV points

<p>Read a newspaper (or a news website) every day.</p> <p>Keep a scrapbook of interesting stories or articles you have read and talk to friends and family about them.</p>	Checked by:
	CV points



<p>Choose a topic that interests you and talk to someone about it for 30 minutes each week.</p> <p>Make sure you can keep it going!</p>	Checked by:
	CV points

<p>Create your own illustrated book or story.</p> <p>It can be about anything and be for any audience.</p>	Checked by:
	CV points



<p>Set up your own blog (wordpress.com) and write regular reviews of sporting events you've watched and taken part in.</p>	Checked by:
	CV points

Overall Effort Percentage: