Year Seven

# Extended English Homework Booklet

HELSTON COMMUNITY COLLEGE

ASPIRATION · AMBITION · ACHIEVEMENT
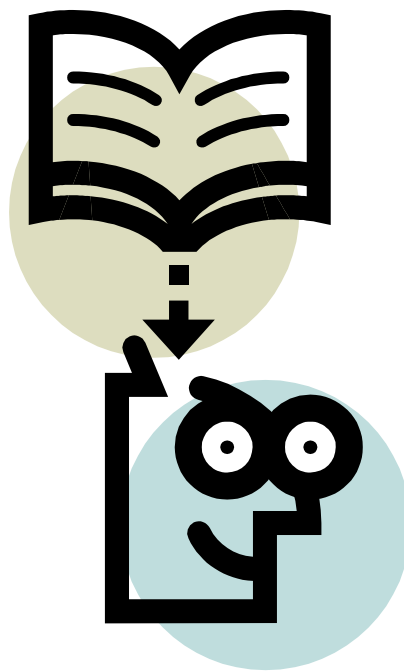
Name: ..............................................

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)

# Contents...

| Term | Task | SPaG Focus | Done |
|---|---|---|---|
| Autumn 1 | 1 | Spelling: using homophones | |
| | 2 | Vocabulary: adventurous adjectives for adventure | |
| | 3 | Punctuation: proofreading the basics | |
| | 4 | Sentences : revising clauses – subject, verb, object | |
| | 5 | Grammar: phrases vs clauses – controlling your sentences | |
| | 6 | Text: selecting precise quotes | |
| Half Term | | Independent Projects | |
| Autumn 2 | 7 | Spelling: -able/-ible spellings | |
| | 8 | Vocabulary: adventurous adjectives for humour | |
| | 9 | Punctuation: revising commas | |
| | 10 | Sentences: adjectival phrases | |
| | 11 | Grammar: active vs passive verbs | |
| | 12 | Text: linking inferences to language | |
| Christmas | | Independent Projects | |
| Spring 1 | 13 | Spelling: -ant/-ent spellings | |
| | 14 | Vocabulary: adventurous adjectives for mystery | |
| | 15 | Punctuation: commas in dependent clauses | |
| | 16 | Sentences : varied complex sentence structures | |
| | 17 | Grammar: the past participle | |
| | 18 | Text: retrieving appropriate information | |
| Half Term | | Independent Projects | |
| Spring 2 | 19 | Spelling: -ance/-ence spellings | |
| | 20 | Vocabulary: adventurous adjectives for evil | |
| | 21 | Punctuation: contracting apostrophes | |
| | 22 | Sentences : making your ideas clear | |
| | 23 | Grammar: using modal verbs | |
| | 24 | Text: identifying language features | |
| Easter | | Independent Projects | |
| Summer 1 | 25 | Spelling: hyphens with prefixes | |
| | 26 | Vocabulary: adventurous adjectives for love | |
| | 27 | Punctuation: possessive apostrophes | |
| | 28 | Sentences : ambitious conjunctions | |
| | 29 | Grammar: accurate prepositions | |
| | 30 | Text: Establishing Inferences | |
| Half Term | | Independent Projects | |
| Summer 2 | 31 | Spelling: silent letter spellings | |
| | 32 | Vocabulary: adventurous adjectives for negativity | |
| | 33 | Punctuation: using brackets appropriately | |
| | 34 | Sentences : connectives for cause and effect | |
| | 35 | Grammar: precisely controlled paragraphs | |
| | 36 | Text: language features and Inference | |
| Summer | | Independent Projects | |

Overall Effort Percentage:

# Task One: Using Homophones



I **DYED** MY HAIR          MY HAIR **DIED**

**Exercise One**: write the homophone next to its correct definition.

| Your | You're | Two | Too | To | Who's |

Whose    They're    Their    There

1. This word is the words 'you' and 'are' joined together = _____ __
2. This word is used when talking to others about what belongs to them = _____
3. This word is the letter form of a number = _____
4. This word is used to talk about excessive quantities or as a synonym for also = _____
5. This word is used when referring to an action (verb) or a direction = _____
6. This word is the words 'who' and 'is' joined together = _____
7. This word is used with nouns to talk about a person to whom something belongs = _____
8. This word refers to a place = _____
9. This word is the words 'they' and 'are' joined together = _____
10. This word is used when talking about things owned by others = _____

Score:   / 10

**Exercise Two:** choose the correct word for each situation by underlining it.

Use the definitions above to help you.

1. (There/Their/They're) being too loud; please go in (there/their/they're) and ask them to be quiet! Take (there/their/they're) X-Box away if you need to.
2. (Your/You're) going to put (your/you're) things away before bed, aren't you?
3. I am going (to/too/two) have to hide all the chocolates. I have just eaten *(to/too/two)* boxes of Milk Tray and now I am (to/too/two) full *(to/too/two)* move.
4. (Whose/Who's) party did you say it was and (whose/who's) coming to it?
5. (There/Their/They're) coming here tonight to collect (there/their/they're) dog.
6. (Your/You're) not going on holiday until you've found (your/you're) passport. Look faster!
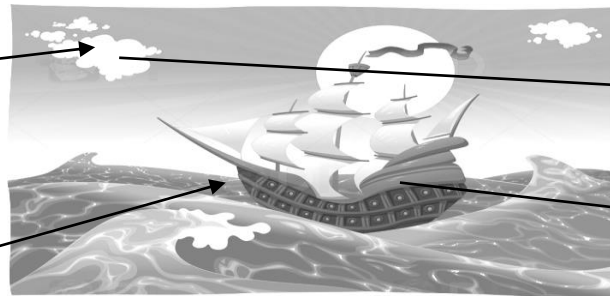
Score:   / 15

Overall Effort Percentage:

# Task Two: Adventurous Adjectives for Adventure

**An adjective**
describes a noun

**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 nine 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 white lines of 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 gun-shot sounded. The brave men were off!
>
> Score: / 9

**Exercise Two:** put the nine 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 |
|---|---|
| | |
| | |
| | |
| | |
| | |

Score: / 9

**Exercise Three:** fill in the gaps with one of your more adventurous adjectives 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 _____ lines of the track called to them: _____ victory awaited! A _____ crowd surrounded the 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!
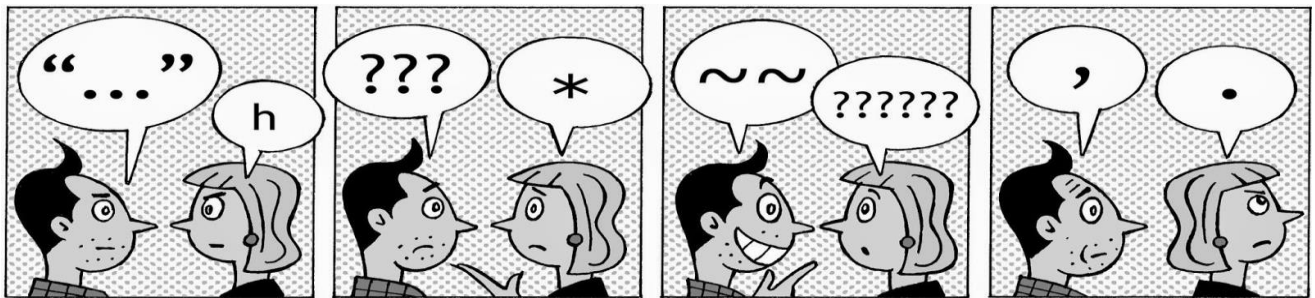
Score: / 9

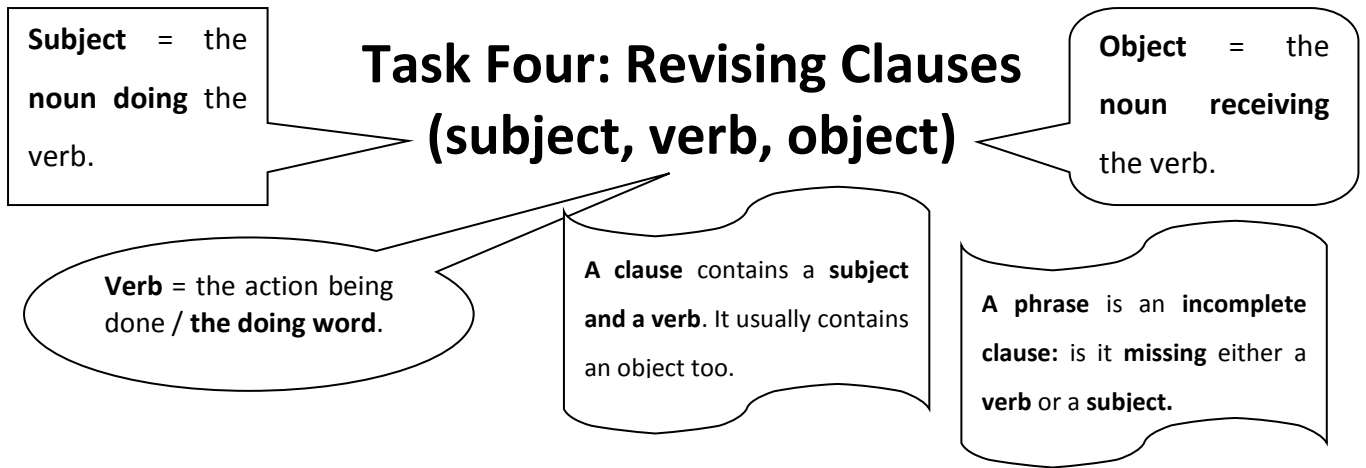Overall Effort Percentage:

# Task Three: Proofreading the Basics

**Exercise One:** the extract below contains lots of punctuation errors. Read it aloud and put in the missing punctuation. Use the table at the bottom of the page to help you know what to look for.

the island was so wild and untamed when we arrived all I could see were fernes and treeies it was like they had formed there own city and people couldnt enter it the men were asking me questions: noman why are we here they echoed in chorus but I new we had to stay we didnt travel all that way for nothing we don't get to lives so you have to make the most of the won you do get no this wasnt ithaka greece or troy but it was an adventure - a mans adventure they're was a small unkempt one to the right of the beech we landed on leafs and branchs blocked out the light but you could just sea it we started to walk my attenshun was firmly focused on the floor intriged but terrified of a roge animal or insect eating me i didnt talk to them im their leader we were their because of me theyre like my children i couldnt reveal my inner fear to them luckily it wasnt two infectshus and we walked onwards to meet the inhabitants

| Errors to look for | Number Found | Errors to look for | Number Found | Errors to look for | Number Found |
|---|---|---|---|---|---|
| Plural spelling | | Full Stops | | Paragraphing | |
| Gue/Que spellings | | Capital Letter | | Ambiguity | |
| Shus/Shun spellings | | Commas for lists | | Exclamation marks | |
| Homophones | | Commas in complex sentences | | Question marks | |
| Possessive Apostrophe | | Contracting Apostrophe | | Speech Marks | |

Score:    /85

Overall Effort Percentage:

**Subject** = the **noun doing** the verb.

# Task Four: Revising Clauses (subject, verb, object)

**Object** = the **noun receiving** the verb.

**Verb** = the action being done / **the doing word**.

**A clause** contains a **subject and a verb**. It usually contains an object too.

**A phrase** is an **incomplete clause:** is it **missing** either a **verb** or a **subject.**

**Exercise one**: in the following sentences, label the subject (s), verb (v) and object (o). Use the example and the notes in the box at the top of the page to help you.

|  | (s) | (v) | (o) |
|---|---|---|---|

1. *Odysseus bravely fought the Trojans*

2. Penelope governed the people of Ithaka alone.

3. Telemakhos hated the suitors.

4. The suitors wanted to marry Penelope.

5. The actors performed enthusiastically for their audience.

6. The Cyclops roared at the sailors.

Score:   / 6

7. Circe instructed her maidens to cast spells on the men.

**Exercise Two:** below is a collection of phrases and clauses. For each one:

a) Circle to show whether it's a clause or is a phrase.

b) For each one, explain why you chose the option you did using the terms 'subject' and 'verb'.

| 1) Noman left. | Phrase **Clause** | Subject = Noman, Verb = left. All parts are there. |
|---|---|---|
| *2) Ate the men.* | **Phrase** Clause | The subject is missing (we don't know who did the action) |
| 3) The storms the boat. | Phrase   Clause | |
| 4) Circe controlled. | Phrase   Clause | |
| 5) Polyphemos screamed. | Phrase   Clause | |
| 6) Bleated to their master. | Phrase   Clause | |
| 7) The waves smashed. | Phrase   Clause | |
| 8) Penelope really Odysseus. | Phrase   Clause | |

Score:   / 6          Overall Effort Percentage:

# Task Five: Phrases Vs Clauses
# Controlling your Sentences

KEEP
CALM
AND
STAY IN
CONTROL

**Exercise One:** decide which of the statements below are phrases (label them P) and which are clauses (label them C). Read them aloud first; this will help you to decide whether they are clauses or phrases. An example has been done for you.

1. The trees towered above the men. **(C)**

2. Terrifying and intimidating.

3. The roar echoed around the valley.

4. Circe's eyes glowed brilliantly.

5. Which scared them witless.

6. The waves crashed angrily over the bow.

7. Maidens circled the men mischieviously.

8. Shooting spray into the men's eyes.

9. Decisions were made by the men.

10. Indicating trouble ahead.

Score:    / 9

**Exercise Two:** below are some pairs of statements. Lable each pair to show whether they are related clauses **(RC)**, unrelated clauses **(URC)** or pairs of clauses and phrases **(PCP)**.

> **Related statements link** to each other in some way or talk about similar things.
> **Unrelated statments do not link** to each other and do not talk about similar things.

*EG:   The men were obviously scared        they were trembling and shaking in their boots.  **(RC)***

1. Circe's power was obvious to all     ,      which concerned Noman to begin with.

2. Polyphemos' roar called for help    ;      the men wanted to run but Noman said no.

3. Goats were all he knew              ;      Polyphemos cared for them as if they were his children.

4. Noman had made a decision           .      Polyphemos rounded up his sheep.

5. Hermes gave Odysseus 'moly'         .      Circe's maidens were unaware of Odysseus' allegiances.

6. The storm was violent               ,      proving that the gods were toying with Odysseus

Score:    / 6

> Commas link clauses and phrases together. They do not link two unrelated clauses.
> Semicolons link related clauses together.  Full stops separate two unrelated clauses.

**Exercise Three:** put the correct punctuation between the statements in exercise two. Use the information in the text box above to help you.

Score:    / 6

Overall Effort Percentage:

# Task Six: Selecting Precise 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 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. Gripped 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:** find evidence to support the statements and identify the key word(s) that make the quote relevant. The first one has been done for you.

| Idea | Evidence | Key Word(s) |
|---|---|---|
| The sailors were cold. | '…So we lit a fire' | 'a fire' |
| The Cyclops is very strong. | | |
| The Cyclops is organised. | | |
| The Cyclops cares for his goats. | | |
| The Cyclops is thinking ahead. | | |

Score:     / 4

Overall Effort Percentage:

# Independent 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**
- Research Victorian London and Sherlock Holmes.
- Create a poster to present your findings.

Checked by:

CV points

*I love history and the Victorians!*

*I liked the writer's style…*

**Task Two: Exploring Writers**
- Research Sir Arthur Conan Doyle and other Victorian writers.
- Create top trumps cards for them.

Checked by:

CV points

**Task Three: Exploring the Genre**
- Read a few more Sherlock Holmes stories.
- Write a review of them, explaining your thoughts and feelings on them.

Checked by:

CV points

*I like crime stories!*

*I'm really creative!*

**Task Four: Text Transformations**
- Rewrite one of the Sherlock Holmes stories from a different perspective!

Checked by:

CV points

**Task Five: Cartoon Versions**
- Create a Victorian crime-fighting superhero and design a 10-box comic strip story for them to star in.

Checked by:

CV points

*I like crime fighting superheroes!*

*I like writing my own stories!*

**Task Six: Writing Creatively**
- Invent your own detective and write your own 500 word crime story with them as the star!

Checked by:

CV points

Overall Effort Percentage:

**Root word = the base**

# Task Seven: -able / -ible spellings

Suffix = letters added to the end of a word

**Exercise One:** read the spelling rules for able/ible spellings, highlighting words which are important.

There are a few questions to ask yourself when turning a noun or verb into an adjective by using an able or ible suffix. Remember that the suffix goes at the end of the word.

Q1: How much of the root word you can hear once it has been changed.

A: The whole word = able ending (depend → **depend**able)

A: Part of the root word = ible ending (audio → **audi**ble, horror → **horr**ible)

Q2: Does the root word end in an 'e'?

A: Yes = remove the letter 'e' and then add the suffix (desir**e** → desi**ra**ble)

A: No = add the suffix as normal (see Q1)

Q3: Does the root word end in a 'ce' or 'ge'?

A: Yes = keep the 'e' on the end so it is pronounced properly and add the suffix (chan**ge** → chan**ge**able)

A: No = add the suffix as normal (see Q1)

**Exercise Two:** using the rules from exercise one, change these root words into -able or -ible adjectives.

1. Fashion →
2. Terror →
3. Understand →
4. Comfort →
5. Reason →

6. Digestion →
7. Conversion →
8. Vision →
9. Respect →
10. Miser →

Score:      / 10

**Exercise Three:** use the words from exercise two to fill the gaps in these sentences. Make sure you spell them correctly!

1. That film was _____ .
2. His absence today was _____, given the circumstances.
3. My new boyfriend is very _____. My Nan will like him.
4. You're not good at hide-and-seek, your hair is too _____.
5. Lucy looks _____ today, did something bad happen?
6. You are being completely _____ but I still disagree.
7. My bed is so _____, I never want to get up.
8. Wood is not _____; don't eat it.

Score:      / 8

Overall Effort Percentage:

# Task Eight: Adventurous Adjectives for Humour

**Exercise One:** match the basic adjectives to their more adventurous synonyms. Write the letters in the box with the original word in. An example has been done for you.

| Stupid: *e* | Unusual: | Funny: | Silly: |
|---|---|---|---|

| | | | |
|---|---|---|---|
| a) Hilarious | b) Curious | c) Brainless | d) Childish |
| **e) Senseless** | f) Comical | g) Absurd | h) Bizarre |
| i) Amusing | j) Idiotic | k) Abnormal | l) Trivial |

Score:     / 11

**Exercise Two:** highlight the adjective in each sentence. Then, rewrite the sentences a more adventurous adjective from exercise one. Use the example to help you.

Eg: sometimes my sister is silly. →  Sometimes my sister is absurd.

1. My cat is so silly sometimes. → _____
2. That is quite unusual behaviour! → _____
3. That comedian was funny. → _____
4. Kerry can be so stupid at times. → _____
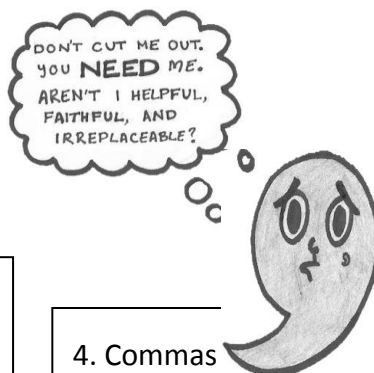
Score:     / 4

**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 childish looking – he doesn't look normal.
2.  My uncle Ivan is so abnormal; he's always making really obvious mistakes.
3. Jamie is the most brainless man I've ever met; his jokes just crack me up!
4. You are so amusing! When are you going to grow up?!

Score:     / 4

Overall Effort Percentage:

# Task Nine: Revising Commas

I like cooking my family and my pets. **COMMAS SAVE LIVES**

DON'T CUT ME OUT. YOU **NEED** ME. AREN'T I HELPFUL, FAITHFUL, AND IRREPLACEABLE?

1: **Listing commas** should separate the different items in lists.

2: Commas bracket **dependent clauses** in complex sentences.

3. Commas follow **adverbs /adverbial** phrases at the start of sentences

4. Commas meaning clear in **ambiguous** sentences.

I really love doing my homework, eating cake and riding my bike.

My bike, which is a BMX, was my early Christmas present.

Often, I go to the skate park on my bike to see my friends.

Let's eat Grandma. ☹
Let's eat, Grandma. ☺

**Exercise One:** highlight the commas in each sentence and the words around them. Say what type of comma has been used. Use the example to help you.

Eg: Before the play, Jackie was really nervous about forgetting her lines. → adverbial

1. Lots of people bought souveniers, merchandise, sweets and drinks at the concert.
2. The audience, who had all spent enormous amounts on tickets, were pleased with the show.
3. Interestingly, Chaucer is still famous today.
4. All of the actors, despite what the audience thought, were highly trained performers.
5. The characters from the play, all of whom represented a sin, carry an important message.
6. A brilliant job, actors!

Score:     / 6

**Exercise Two:** these sentences are missing some commas. Correct them by writing them in.

1. We are going to have to accept that to be healthy you will need to eat some vegetables.
2. Spending time online should never take priority over eating sleeping learning and socialising.
3. Unfortunately there is no other way to tell you this...
4. In all my life I have never witnessed something so shocking annoying or rude.

Score:     / 4

Overall Effort Percentage:

# Task Ten: Adjectival Phrases

**Exercise One:** look at the diagram and read the information below. Then, finish the sentences in the box, using your own words, to show your understanding.

**Noun =** a person, place or thing.

**Adjective** = describes a noun

**Phrase** = a collection of words that don't make sense alone.

1. A reporter <u>from the New York Times</u> questioned the president.

*noun*       *adjective phrase*

2. The painter is a person <u>of immense talent.</u>

*noun*       *adjective phrase*

I think that an adverbial phrase is…

_____

You can use it in a sentence to…

_____

Score:     / 2

**Exercise Two:** the following sentences all have adjectival phrases in them to add detail to their nouns. Highlight or underline the adjectival phrases in each one. Use the example to help you.

1.   The boys, who were tired and hungry, told stories to pass the time on their journey.
2.   The comedian's clothing, which was ridiculous and bawdy, caused great hilarity to the audience.
3.   The Knight, a bold and noble gentleman, disagreed with law breaking.
4.   Chaucer, a respected and legendary writer, took years to write 'The Canterbury Tales'.
5.    Pilgrims saw Canterbury, a holy and revered city of worship, as an important destination.

Score:     / 4

**Exercise Three**: highlight the main noun in each sentence and create an appropriate adjectival phrase.

1.   The students _____ were nervous about the class test.
2.   This sandwich _____ sandwich cost £3.99.
3.   Lucy _____ is going to drama school next year.

Score:     / 3

Overall Effort Percentage:

# Task Eleven: Active vs Passive verbs

**Exercise One:** read the information box below. Highlight information that helps you understand what active and passive verbs are, and how they are created.

The key way to identify whether a verb is active or passive is to look at the word order. If the subject comes before the verb then it is an active verb as they are doing it and are being emphasised. It is very useful for highlighting who is responsible for an action, so is very suitable when analysing or focusing on one character or person.

*(s)         (v)                              (o)*
*Eg: The Pardoner told his tale to the other pilgrims.*

However, if the object comes before the verb, then it is a passive verb, as the reciever of the verb is being emphasised. This is useful when considering the consequences or effect of an action.

*(o)                    (v)                    (s)*
*Eg: The other pilgrims were told a tale by the Pardoner.*

**Exercise Two:** identify the subject, verb and object in each of these sentences. Then, once you've looked at the word order, decide whether the verb is active or passive and circle the right word.

1. The host guides the tourists on their journey to Cambridge.          *Active     Passive*

2. People were taught stories by storytellers.          *Active     Passive*

3. Chaucer entertained people using sins and bad behavious in his tales          *Active     Passive*

4. The Knight was watched by his squire.          *Active     Passive*

Score:     / 4

**Exercise Three:** change the sentences from exercise two so that the verbs go from one form to another. Use the example to help you.
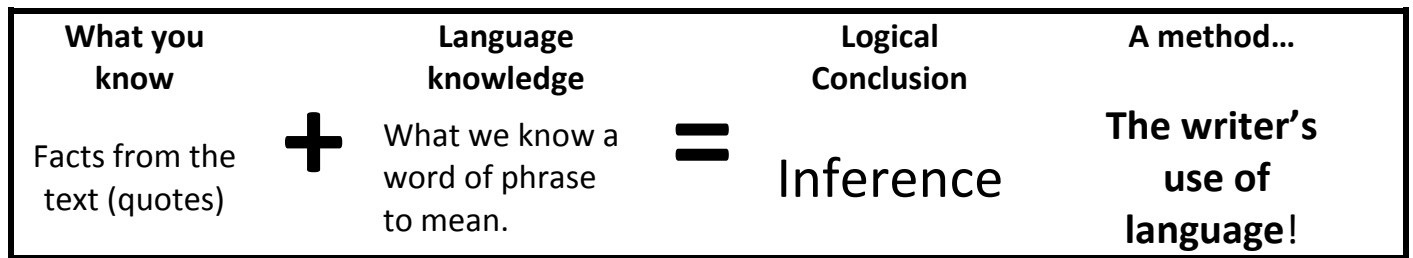
1. The host guides the tourists on their journey to Cambridge.

  **The tourists were guided by the host on their journey to Cambridge**

2. People were taught stories by storytellers.

   _____

3. Chaucer entertained people using sins and bad behaviours in his tales.

   _____

4. The Knight was watched by his squire.

   _____

Score:     / 3

Overall Effort Percentage:

# Task Twelve: Text: Linking Inferences to Language

| What you know | | Language knowledge | | Logical Conclusion | A method… |
|---|---|---|---|---|---|
| Facts from the text (quotes) | **+** | What we know a word of phrase to mean. | **=** | **Inference** | **The writer's use of language!** |

**Exercise One:** complete the following tasks on the quotes below taken from 'The Canterbury Tales':

- <u>Read</u> each quote.
- Identify a key <u>language feature</u> used in the quote.
- Identify a <u>key inference</u> linked to that feature.
- <u>Underline the key word</u> or words that supports that inference.

1. The Wife of Bath: '*was a **w**<u>orthy</u> **w**oman … at the church door with five men she'd been a wife.*'

| a. Simile | | b. Alliteration | **X** | c. Hyperbole | |
|---|---|---|---|---|---|
| a. She was a person to admire | **X** | b. She was religious | | c. She was unreliable | |

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

| a. Personification | | b. Repetition | | c. Hyperbole | |
|---|---|---|---|---|---|
| a. He was strong but not clever | | b. He was clumsy | | c. He was tall | |

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

| a. Onomatopoeia | | b. Triplet | | c. Imagery | |
|---|---|---|---|---|---|
| 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. Emotive adjective | | b. Hyperbole | | c. Informal language | |
|---|---|---|---|---|---|
| a. He travelled lots | | b. He was loyal and brave | | c. He was a good horse rider | |

Score:      / 9

Overall Effort Percentage:

# Independent 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**
- 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.
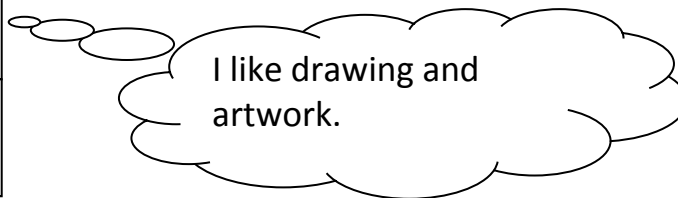
Checked by:

CV points

I love history!

I like learning about Cornwall
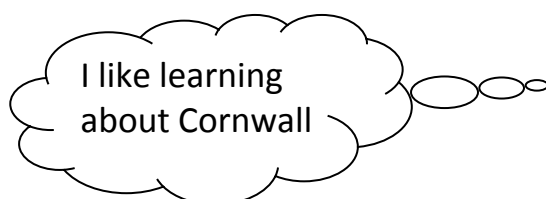
**Task Two: Exploring Writers**
- Research three other poets that have written sonnets.
- Create poet fact files with information about them and their work.

Checked by:

CV points

**Task Three: Exploring the Genre**
- 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

I like the poems we studied.

I'm really creative!
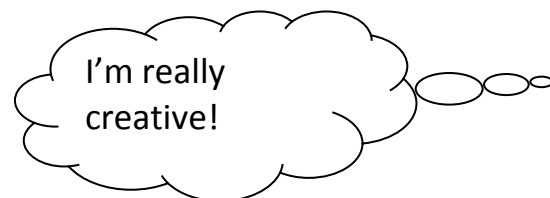
**Task Four: Text Transformations**
- Rewrite one of the poems we studied from the perspective of someone or something else, using sonnet form.

Checked by:

CV points

**Task Five: Illustration Station**
- Write your own sonnet poem and illustrate it with pictures of the events and descriptions you've used.

Checked by:

CV points

I like drawing and artwork.

I like writing my own poetry!

**Task Six: Writing Creatively**
- Look through the news and find an interesting story. Turn it into a dramatic sonnet!

Checked by:

CV points

Overall Effort Percentage:

# Task Thirteen: -ant / -ent Spellings

**Exercise One:** in the table below, highlight the words ending in '-ant' in one colour, and words ending in '-ent' in a another.

**Exercise Two:** decide whether each word is a noun or an adjective, writing the appropriate label in the second and fifth column. (see example). Then create a definition for each word without using the word itself.

| | Noun / Adjective | Definition | | Noun/ Adjective | Definition |
|---|---|---|---|---|---|
| **Resistant** | *Adjective* | *to object to doing things* | **Violent** | | |
| **Persistent** | | | **Excellent** | | |
| **Absorbent** | | | **Negligent** | | |
| **Defendant** | | | **Different** | | |
| **Accountant** | | | **Apparent** | | |

**Exercise Three:** use the words from Exercise One to fill the gaps in these sentences. Make sure the meaning of the word fits and that you spell them correctly. Use the example to help.

1. As the **<u>defendant</u>** stood up in court, the jury turned to face him.
2. It quickly became _____ that the girl had not done her homework.
3. The builder was accused of being _____ , thus causing the collapse of the house.
4. My mother always told me to be _____ if I wanted something.
5. Sponges are more _____ than tissues.
6. Children are normally _____ to soap and homework.
7. Everyone is _____ and we should embrace that fact!
8. Volcanoes are notoriously _____ .
9. Normally, my teacher says that my work is _____ .
10. I never wanted to be an _____ , it just happened that way.

Overall Effort Percentage:

# Task Fourteen: Adventurous Adjectives For 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? <br> 1= never    10 = every day |
|---|---|---|
| Murky | | |
| Sinister | | |
| Unidentified | | |
| Unfamiliar | | |
| Baffling | | |
| Bewildering | | |
| Veiled | | |
| Concealed | | |
| Deceptive | | |
| Mendacious | | |

Score:      / 20

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

1. The (murky/baffling/concealed) water swirled under the bridge; it was terrifying.

2. I was in (false/unfamiliar/baffling) territory; I was lost and I was scared.

3. Her (sinister/veiled/bewildering) behaviour was constant. I didn't understand her!

4. The (bewildering/mendacious/concealed) item was easy to see in an X-ray.

5. A (deceptive/baffling/murky) friend is no friend at all.

Score:      / 5

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

1. The _____ shadowy woods tempted the children to explore.

2. People are scared of_____flying objects.

3. To adults, teenagers display completely _____behaviour

Score:      / 3

Overall Effort Percentage:

# ❛ Task Fifteen: Commas in Dependent Clauses ❛

Dependent clauses are pieces of information which are dropped into a sentence to add detail. They depend on the rest of the sentence to make sense, hence their name. They can go anywhere in a sentence and areidentifiable because they should have commas 'bracketing' them on either side.

**Exercise One:** identify the dependent clauses in these sentences by underlining or highlighting them. One has been done for you as an example.

**EG:** The men**, _who were in huge legal trouble_,** were hiding in a doorway for hours.

1. Just as he always did, Sherlock put his pipe on the table to consider the crime fully.
2. Watson was a proud and educated man, albeit slightly shy.
3. Sherlock believed, as he always did, that his solution was the correct one.
4. At no point in the night did anyone hear the crime take place, not even the butler.
5. Many Londoners, including the criminals, respected Sherlock Holmes' powers of deduction.
6. Though a strange man, Sherlock Holmes was always called on to solve tricky crimes.
7. Using scientific techniques to support him, Holmes was methodical and precise in deducing the truth.

Score:    / 7

Commas 'bracket' the information, so that the meaning of the sentence is not confused. You can check that your commas are correct by looking at the sentence outside of the 'brackets': if it makes sense without the bracketed dependent clause, then they are generally correct

**Exercise Two:** the sentences below have commas in the wrong places. Correct the errors by putting the commas in the right places.

1. Criminals often, believe though often incorrectly, that they'll get away with their crime.
2. Watson never thought not even, for a minute, that he'd be Sherlock Holmes' partner.
3. It was obvious but, only to Sherlock, that the crime had to have been committed that morning.
4. In a city famous for wealth and, development the crime rate in London was shockingly high.
5. Grumpy at the best of times it was, especially impossible to talk to Sherlock when he was thinking.
6. The newspapers hailed Sherlock as a, hero one who was brave and true.
7. Watson never got real recognition despite his, efforts.

Score:    / 7

Overall Effort Percentage:

# Task Sixteen: Varied Complex Sentence Structures

**Exercise Ones:** highlight the dependent clauses in each of these groups of sentences below. Pay attention to the way that the sentence has had to change to keep the its meaning clear.

a) The thief, despite being old, ran away and hid successfully from the police.

b) Despite being old, the thief ran away and hid successfully from the police.

c) The thief ran away and hid successfully from the police, despite being old.

d) Sherlock's brain, because of its power, solved the crime.

e) Because of its power, Sherlock's brain solved the crime.

f) Sherlock's brain solved the crime, because of its power.

g) The fire's heat, intense and warming, gave Sherlock an adequate thinking environment.

h) Intense and warming, the fire's heat gave Sherlock an adequate thinking environment.

j) The fire's heat gave Sherlock an adequate thinking environment because of its intensity and warmth.

Score:     / 9

**Exercise Two:** rewrite these complex sentences, varying the position of the dependent clause. Remember, you may need to reword or rephrase the sentence to make the meaning clear and keep it sensical.

1) The walls, despite seeming so clean, contained miniscule specks of blood.

2)

3)

1)

2) Whichever way you looked at it, Sherlock was a genius.

3)

Score:     / 4

Overall Effort Percentage:

# Task Seventeen: The Past Participle

**Exercise One:** use the table below to fill in the gaps. Remember, past tense words can be used alone but past participles have to go with a form of 'have' or 'was'.

| Past Tense | Tore | Went | Broke | Saw | Spoke |
|---|---|---|---|---|---|
| Past Participle | Torn | Been | Broken | Seen | Spoken |

1.  Oh no! I just _____ my jacket.

2.  I realised that I **had** _____ my jacket when I looked in the mirror.

3.  Janet _____ Mum's vase yesterday.

4.  Janet **had** _____ Mum's vase three hours before she admitted it.

5.  I _____ to the shop early this morning.

6.  I **had** _____ at the shop for ten minutes before I could buy any milk.

7.  Helen and Mike _____ some seals and the beach on Monday.

8.  Helen and Mike **had** _____ some seals when the shark appeared.

9.  My teacher _____ to me about my homework before I went home.

10. My teacher **had** _____ to me about my homework before issuing the detention.

Score:      /10

**Exercise Two:** use two colours to highlight the past tense/past participle sentences.

Score:      /10

**Exercise Three:** the sentences below use the past tense. Turn them into past participle sentences.

1.  I went in my living room.  →

    _____

2.  Julie saw the thief twice. →

    _____

3.  Ted broke his foot chasing the criminal. →

    _____

4.  The murderer tore his bag on the spike. →

    _____

5.  Watson spoke to him about the crime. →

    _____

Overall Effort Percentage:

Score:      / 5

# Task Eighteen: Retrieving Appropriate Information

**Exercise One:** read the extract below and highlight key information about Sherlock Holmes.

> *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?*

**Exercise Two:** which **FOUR** statements are true?  Write 'T' next to each true statement.

| | |
|---|---|
| Sherlock Holmes normally gets up late. | |
| Holmes was rarely up all night. | |
| The visitor had only spoken to Holmes. | |
| There were labels on the stick to show who it belonged to. | |
| Holmes was interested to know Watson's opinions. | |
| Holmes makes eye-contact when speaking to people. | |
| Watson doesn't understand how Holmes knows he's in the room. | |
| Holmes is drinking tea. | |

Score:     / 8

**Exercise Three:** find the answers in the extract to the following comprehension questions.

1. What precious metal is mentioned twice in the extract?

2. What questions does Holmes ask Watson in the extract?

3. What materials have been used to make the stick?

4. How is Holmes able to see Watson despite not facing in his direction?

Score:     /4

Overall Effort Percentage:

# Review Your Learning

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

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

**Task One: Exploring Context**
- Research three Cornish myths or legends, focusing on the story they tell.
- Present your findings in a creative way.

Checked by:

CV points

I love history!

I liked the writer's style…
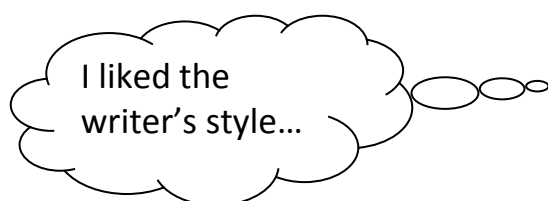
**Task Two: Exploring Writers**
- Research Homer (Greek writer) and/or Chaucer (English writer)
- Create detailed fact files about them.

Checked by:

CV points

**Task Three: Exploring the Genre**
- 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

I like fables and moral stories!

I'm really creative!
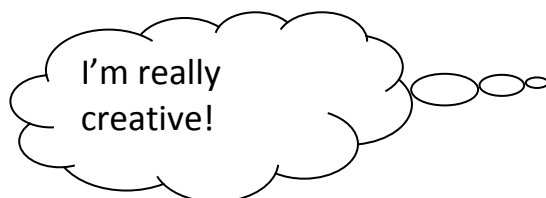
**Task Four: Text Transformations**
- Take a scene from the play you're reading and turn it into something modern. Keep the plot the same!

Checked by:

CV points

**Task Five: Cartoon Versions**
- Create a cartoon strip / animated moral tale for school children. Make sure there is a moral lesson.

Checked by:

CV points

I love drawing and designing things!

I like writing my own stories!
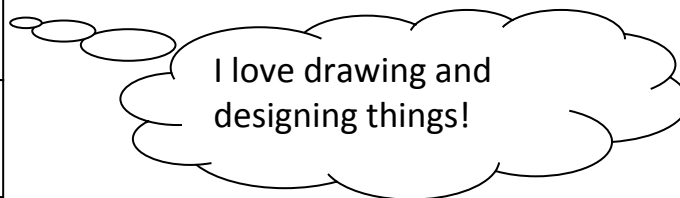
**Task Six: Writing Creatively**
- Write your own 500 word story based on a journey or an adventure of some sort.

Checked by:

CV points

Overall Effort Percentage:

# Task Nineteen: '-ance ' vs '-ence' spellings

**Exercise One:** put the words below in the correct column in the table based on their ending.

| -ance endings | -ence endings |
|---|---|
| | *Emergence* |

Resistance    Performance

~~Emergence~~    Appearance

Difference    Persistence

Negligence    Innocence

Convenience    Evidence

Excellence    Violence

Score:      / 11

**Exercise Two:** complete the table below to practice writing the correct spelling of these words.

| Word | Copy the word | Cover the word – can you remember it? | Check it by doing it from memory one more time |
|---|---|---|---|
| Resistance | *Resistance* | *Resistance* | *Resistance* |
| Performance | | | |
| Emergence | | | |
| Appearance | | | |
| Persistence | | | |
| Difference | | | |
| Negligence | | | |
| Innocence | | | |
| Convenience | | | |
| Evidence | | | |
| Excellence | | | |
| Violence | | | |

Score:      / 11

Overall Effort Percentage:

# Task Twenty: Adventurous Adjectives for Evil

**Exercise One:** the words in the table below are all synonyms for a basic adjective. You need to your own knowledge and a thesaurus to discover the simpler, original adjective.

*(Tip: pay attention to the number of letters in the word)*

Devious       Sly

Malicious     Cruel

— — — — — — —

— — — — —

Underhand     Shifty

Malevolent    Unkind

Vindictive    Pitiless

Hideous       Unsightly

— — — — —

— — — — —

Merciless     Brutal

Revolting     Repulsive

Score:     / 4
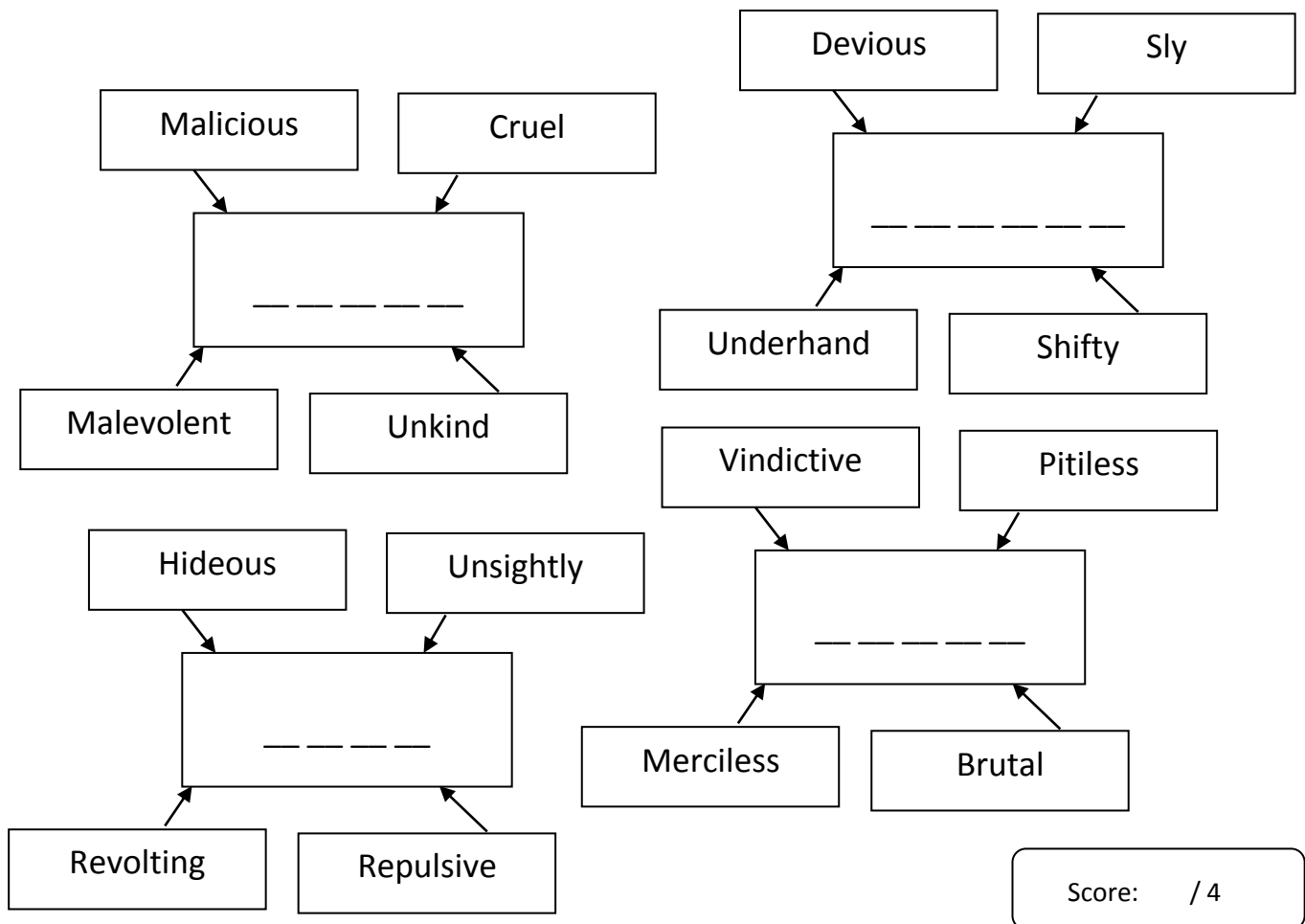
**Exercise Two:** choose the appropriate adventurous adjective from exercise one to complete the sentences.

Score:     / 4

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 are used to show where a letter has been missed out when two words have been joined together. This is called a _contraction_.**

I ca<u>n't</u> handle it when you're too loud.

He<u>'ll</u> hesitate at the start of his speech.

You shoul<u>dn't</u> underestimate me!

_The apostrophe takes the place of the missing letter(s)._
- _I am (I'm)_
- _Do not (Don't)_

_**Apostrophes DO NOT show if a noun is plural!**_

There are many different accen<u>ts.</u>

Hand gestu<u>res</u> are important.

_**Apostrophes DO NOT show where words join! They show where letters are missing.**_
_I ca<u>'n</u>t go → I ca<u>n't</u> 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.

| | | | | |
|---|---|---|---|---|
| **I'v**e  _I have_ | Id | Youve | Youd | Were |
| Its | Hes | Shes | Theyre | Hed |
| Wouldve | Wont | Cant | Shouldnt | Shell |
| Shant | Wouldnt | Whats | Theyve | Youre |

Score:      / 19

**Exercise Two:** some of these sentences need apostrophes but others don't. If the sentence doesn't need them label it OK, but if it does, put the apostrophes in the correct place.

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. Sometimes, children wonder what wouldve happened if she hadnt gone up to the moors.

Score:      / 5

Overall Effort Percentage:

# Task Twenty–Two:  Making Your Ideas Clear

**Exercise One:** read the information box below. Highlight one sentence in each box which will help you to make your writing clear.

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

**Exercise Two:** find and correct the ambiguous errors in the sentences below. Use the example to help.

**Example:** Her mother told her that <mark>she thought that she</mark> was looking really good today.

   *Her mother told her* <mark>that she was looking</mark> *really good today*.

1. "Can I eat Mum?" asked Luke as he got home from school.

2. The traffic returns to always normal.

3. It's so great because it dries my hair in minutes!

4. He will work on weeknights to get even the job done.

5. I saw a man on a hill with my telescope.

6. We saw her duck nearly yesterday afternoon.

Score:      / 7

7. Roger was chasing his dog; he kept running down holes when he wasn't looking.

Overall Effort Percentage:

# Task Twenty-Three: Using Modal Verbs

**Exercise One:** read the information on modal verbs in the box and highlight ten important words.



Modal verbs are used to ask for permission, make a request or to show how certain, likely or possible (or not) something is. When used in sentences, there are certain commas which must be used with them if the sentence is to be accurate.

**Exercise Two:** put the modal verbs on the scale of how likely something is to happen, writing the words below. To help you, try putting each word into a sentence and think about how certain that idea sounds.

0%
certain ●————————————————————● 100%
certain

Score:     / 8

| Can | Could |
|-----|-------|
| May | Might |
| Shall | Should |
| Will | Would |

**Exercise Three:** put the most appropriate modal verb into the sentences below. You should only use each word once.

1. You _____ never be rude to an adult; it's not respectful behaviour.
2. I _____ go on holiday, if someone was nice enough to give me the money.
3. Kevin _____ definitely fly his kite tomorrow.
4. Concrete _____ be the right material for this project, if you had any.
5. Oliver _____ not make it to the party tonight but he's not certain.
6. He _____ come to visit me just before June if he has time.
7. Jeffery _____ kick cans all day long now his exams are over.
8. I'm pretty sure that William _____ be Head Boy.

Score:     / 8

Overall Effort Percentage:

# Task Twenty-Four: Identifying Language Features
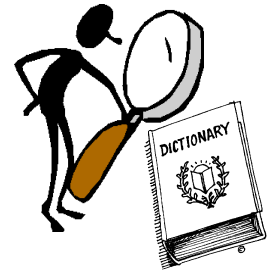
**Exercise One:** in the extract below, label the following language features:

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:    / 8

**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:**

Score:    / 10

Overall Effort Percentage:

# Independent 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**
- Research storytelling in history, focusing on ancient Greece, Rome and Middle Ages Europe. Present your findings creatively.

Checked by:

CV points

*I love history!*

*I liked the writer's style…*

**Task Two: Exploring Writers**
- 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**
- Read some myths and legends from other cultures (i.e. Vikings or Ancient Chinese)
- Write reviews about them.

Checked by:

CV points

*I like stories from other times!*

*I'm really creative!*

**Task Four: Text Transformations**
- 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**
- Create a comic strip version of the play you have just read. Include the main parts of the play.

Checked by:

CV points

*I love drawing and designing things!*

*I like writing my own stories!*

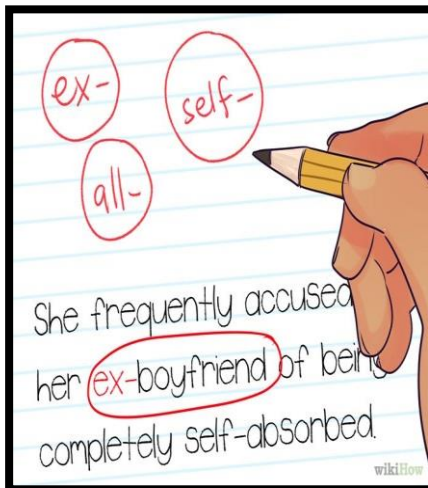**Task Six: Writing Creatively**
- Create a collection of short stories or poems that focus on teaching a moral or idea to the reader.

Checked by:

CV points

Overall Effort Percentage:

# Task Twenty-Five: Hyphens with Prefixes



Hyphenate if…

- a vowel appears at the end of the prefix **and** the start of the root word.
- You are using the prefix 'ex'
- If there is a pause between the prefix and root.



**Exercise One:** there are five vowels in the English language. Write them in the spaces below.

— — — — —

Score:      / 5

**Exercise Two:** some of the words below need hyphens, others don't. If the word is already correct, put 'Y' in the box. If the word needs to be hyphenated, put a 'N', explain why and write the correction.

| Spelling | Correct? | Why? | Correction |
|---|---|---|---|
| Antiaircraft | N | Prefix ends with vowel and word starts with one**.** | **Anti-aircraft** |
| 1.  Predetermined | | | |
| 2.  Semiprecious | | | |
| 3.  Exmilitary | | | |
| 4.  Unnecessary | | | |
| 5.  Reevaluate | | | |
| 6.  Selfinflicted | | | |
| 7.  Cooperate | | | |
| 8.  Semidetached | | | |

Score:      / 24

**Exercise Three:** use the words from exercise two to fill in these gaps. Make sure the word is spelt and hyphenated correctly.

1.  There are _____ guns all over the city.

2.  Most children think that homework is _____.

Score:      / 3

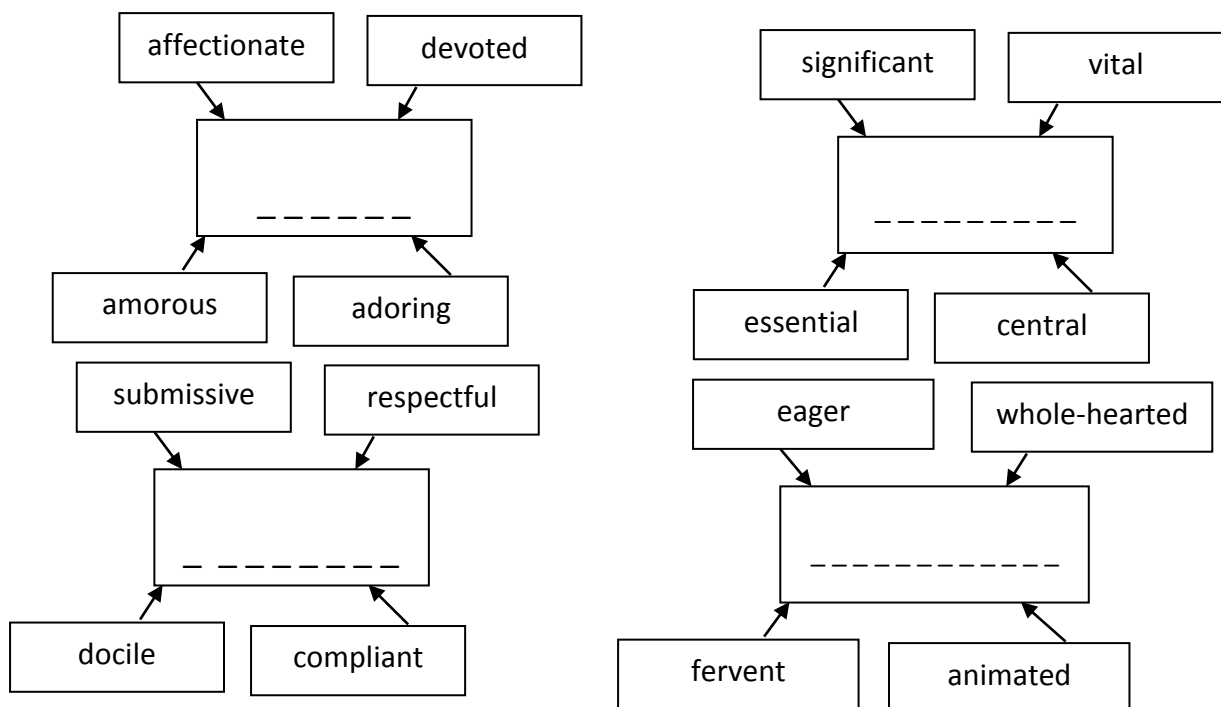3.  She really needs to _____ her life.

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. One 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:** each basic adjective from exercise one is a synonym for the word groups below. Put the appropriate basic adjective into the appropriate box.

| affectionate | devoted |
| --- | --- |

_ _ _ _ _ _

| amorous | adoring |
| --- | --- |

| submissive | respectful |
| --- | --- |

_ _ _ _ _ _ _ _

| docile | compliant |
| --- | --- |

| significant | vital |
| --- | --- |

_ _ _ _ _ _ _ _ _

| essential | central |
| --- | --- |

| eager | whole-hearted |
| --- | --- |

_ _ _ _ _ _ _ _ _ _ _

| fervent | animated |
| --- | --- |

Score:      / 4

**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. One _____ 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:

# 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 broke when she realised no one loved 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:** some of these sentences need apostrophes, but others done. Label the correct sentences 'OK' but where there are errors with apostrophes, put the apostrophes in.

1. Olivers mind was made up, he was going into the trees with Luke.

2. Lucas pride was deciding his daughter's 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 gir**l'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 girls fighting.

4. The girl's confusion became stronger once they saw the bo'ys behaviour.

5. Lysanders' and Demitrius's friendship did'nt suffer once Puck had resolved the situation.

Score:     / 5

Overall Effort Percentage:

# Task Twenty-Eight:
# Ambitious Conjunctions

**Exercise One:** read the information below and highlight all of the conjunctions.

Simple conjunctions (i.e. if, because, and, but, so, or) are very common but they don't link difficult ideas well or sound sophisticated. Some more adventurous ways of creating compound sentences are:

- **Using pairs of conjunctions.** For positive situations when two ideas are being dealt with or it is a list of some kind, you could use 'either … or ' *(eg: Puck was not known for his decision making. Either he was too spontaneous or he took to long to decide on anything useful).* For negative situations or choices, you could use 'neither… nor' *(eg: Puck's decision making was terrible. He was neither reliable nor was he rapid in his choices).*

- **Using the word 'for' instead of 'because'.** This is a very formal and quite old phrase but it certainly creates a really impressive style when used correctly (*eg: I will not be going to school today, for I have a temperature and feel quite sick).*

- **Using the word 'yet'.** It can mean 'and' or 'in addition' (*eg: she was a nobel yet strong woman).* It can also mean 'but' when writing in a very formal tone (eg: *they complained about the rain non-stop, yet they played golf all day anyway).*

**Exercise Two:** using your new knowledge, decide whether these statements are true or false.

*1.* 'For' is suitable for relaxed writing.      *True*      *False*

2. 'Neither … nor' are used for positive situations.      *True*      *False*

3. 'Yet' has only one meaning as a conjunction.      *True*      *False*

4. 'Either' and 'nor' go together.      *True*      *False*

Score:    / 4

**Exercise Three:** use the ambitious conjunctions from exercise one to complete these sentences. Use the example to help you.

**Example:** Hermia had to decide. <u>Either</u> go to the forest <u> or </u> obey her father.

Score:    / 4

1. Egeus wanted Hermia to marry Demetrius, _____ he was a noble man.

2. Demetrius couldn't understand Hermia's actions; they were _____ logical _____ were they respectable.

3. Titania seemed to love Bottom, _____ he was oblivious to the reasons why.

4. Lysander _____ loved Helena _____ wanted to marry her, but the potion changed him.
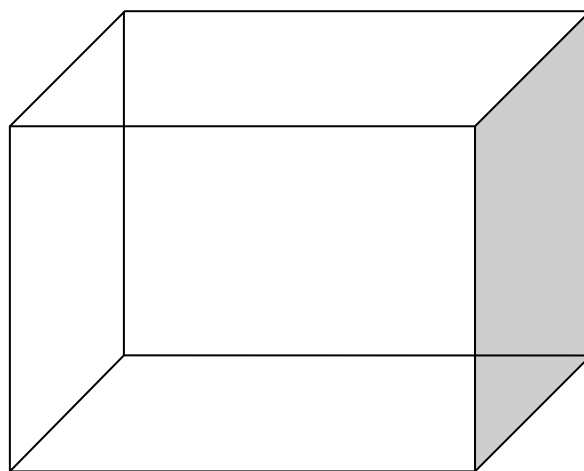
Overall Effort Percentage:

# Task Twenty Nine:

# Accurate Prepositions
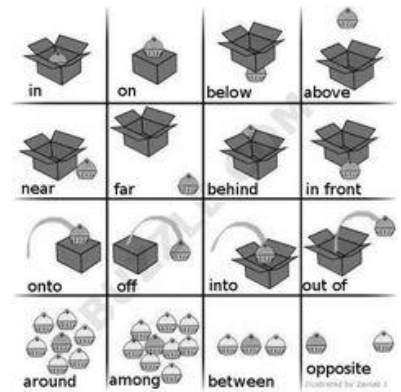
**Exercise One:** write the preposition in the right space around the cube. If you need some help, try saying each preposition aloud in a sentence and think about what it suggests.

In

On

At

By

Underneath

Behind

Infront of

Above

Score:     / 8

**Exercise Two:** fill the gaps in the sentences using the appropriate preposition. Once they're complete, read them aloud to see whether they make sense, to check the accuracy of your work. Use the example to help you.

**Example:** The Wife of Bath sat ___**on**___ a large white horse.

1.    The Pardoner put his bag of relics _____ a tree whilst he ate his lunch.

2.    The Knight is _____ the Pardoner in terms of importance.

3.    The host rode _____ everyone else.

4.    _____ his hat, the Pardoner had long blonde hair.

5.    When they were _____ the rest stop, the pilgrims had a nap.

6.    There were no average peasants _____ the group.

7.    _____ each tale lies an important moral message.

Score:     / 7

Overall Effort Percentage:

# Task Thirty: Establishing Inferences

**Exercise One:** below is an extract from a review of the 2016 BBC TV adaptation of 'A Midsummer Night's Dream'.

A fair bit of splutter preceded the arrival of Russell T Davies's TV adaptation of A Midsummer Night's Dream (BBC1), largely on social media and largely coming from the sort of people who enjoy getting angry about things they haven't seen.

These criticisms were never going to withstand the actual broadcast, because Russell has produced something resolutely unobjectionable and spirited – a modern, family-friendly, BBC1-ready version of Shakespeare's play.

From the beginning, Doctor Who-ish overtones were evident: Theseus is a fascist dictator played with genuine menace by John Hannah. His bride-to-be Hippolyta was wheeled into his presence strapped to a hand truck, in a straitjacket and Hannibal Lecter mask. She read her lines off an iPad held out by a nervous courtier. Hermia wasn't given the traditional second option of life in a nunnery for opposing her father's matchmaking: it was Demetrius, or death.

At 90 minutes, this was a very streamlined production – a lot of text has been exorcised, but what remains has been drawn tight. There was no shortage of Who-style special effects, and perhaps a bit too many instances where fairies dematerialised and zipped about like sparks; it was the only time where one felt we were in a bit of a hurry. There was room left for some playful invention: a TV programme called A Comedy of Errors played on a pub telly, complete with the theme music from You've Been Framed. The star-studded cast was absolutely at home in this version. Maxine Peake was brilliant as Titania, and Matt Lucas was in his element as Bottom. Few people have his facility for acting like someone who can't act.

**Exercise Two:** using the information above, decide whether the statements below are true or false.

Support your decision with a quote that proves your point. Use the example to help you.

| Statement | True / False | Quote to prove it |
|---|---|---|
| **Example:** People gave their opinions on the internet. | **True** | **'largely on social media'** |
| 1. Some people criticised it before it had been broadcast. | | |
| 2. The target audience adaptation was aimed at adults. | | |
| 3. The adaptation had a sci-fi feel to it. | | |
| 4. The reviewer didn't believe that Theseus was scary. | | |
| 5. The reviewer loved everything about the performance. | | |
| 6. The adaptation stuck to the original plot completely. | | |
| 7. The reviewer was impressed with the way that Titania's character was portrayed. | | |

Score:     / 14

Overall Effort Percentage:

# Independent 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**
- Research Shakespeare's Globe and Elizabethan Theatre.
- Present your findings in a creative way.

Checked by:

CV points

*I love history!*

*I liked the writer's style…*

**Task Two: Exploring Writers**
- Research other Renaissance playwrights and their plays.
- Create fact files on them.

Checked by:

CV points

**Task Three: Exploring the Genre**
- Watch (Youtube/film) another Shakespeare comedy (like Twelfth Night or Taming of the Shrew) and write a review of it.

Checked by:

CV points

*I like stories from other times!*

*I'm really creative!*

**Task Four: Text Transformations**
- 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**
- Create a comic strip version of the text you are reading. Include the main parts so far.

Checked by:

CV points

*I love drawing and designing things!*

*I like writing my own stories!*

**Task Six: Writing Creatively**
- Write a short story (500 words max) which uses the themes of magic and confused identity.

Checked by:

CV points

Overall Effort Percentage:

# Task Thirty-One: Silent Letter Spellings

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

1. Read the word aloud and decide which the silent letter is. 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 spelled it correctly, tick the 'check' box. If you haven't redo the spelling again in the check box.

| Spelling | Silent letter? | Copy | Cover | Check |
|---|---|---|---|---|
| S<u>c</u>ene | c | Scene | Scene | Scene |
| Hour | | | | |
| Wrong | | | | |
| Whether | | | | |
| Fasten | | | | |
| Descent | | | | |
| Knowledge | | | | |
| Whistle | | | | |
| Should | | | | |
| Doubt | | | | |
| Fascinate | | | | |
| Could | | | | |
| Scissors | | | | |
| Answer | | | | |
| Honest | | | | |

Score:     / 14

**Exercise Two:** reflect on your knowledge from exercise one to answer the question below:

Which letters are used as silent letters: __ __ __ __ __ __

Score:     / 6

Overall Effort Percentage:

# Task Thirty-Two: Adventurous Adjectives

# for Negativity

**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.

1. I am really <u>troubled</u> by my brother's behaviour. Why won't he be good?

2. Hospitals are for _____ people.

3. Luke felt completely _____ by society when he was judged as being guilty.

4. My teacher was_____ when I didn't hand my homework in for the tenth time.

5. It's normal to be _____ when you are unsure of the future.

6. My dog has been so _____ since she lost her favourite squeaky toy.

7. I hate going to the desert; it is such a _____ place.

8. 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 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 that are not really closely linked to the main ideas of the sentence but 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.                                          3.

2.                                          4.

Score:        / 4

**Exercise Two:** the following sentences contain information that require 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 16$^{th}$ 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 if you'd like to come.

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:

# Task Thirty-Four: Connectives for Cause and Effect

**Exercise One:** read the sentences below. Highlight the connectives which link a cause and its effect. Note the different positions and phrases which have been used to place them into the sentence. An example has been done for you.

**Example**: The stage door slammed loudly. <u>As a result</u>, the actors all jumped.

1. Because the main actress was sick, her understudy had to fill in.
2. The performance sold out. Therefore, lots of people were disappointed.
3. Acting was never his strength. Thus, he was quickly sacked from the theatre company.
4. As a result of the rain, the outdoor performance didn't go ahead.
5. So that people could see more, the stage was made higher than last year.
6. Lucy had lost her script. Consequently, her performance was littered with errors.

Score:     / 6

**Exercise Two**: write cause and effect connectives in the box below.

> **Connectives for linking a cause with its effect:**
> *As a result*

Score:     / 5

**Exercise Three:** use a cause and effect connective to fill the gap in these sentences. Read the sentences aloud once you've decided which one to use, to make sure that it sounds right. Each connective should only be used once.

1. The stage was terribly dark. _____ , the actors couldn't see where they were going.
2. _____ of the poor quality of the script, the audience quickly walked out of the theatre.
3. I will never play that role again _____ the character's lines are too ridiculous to perform.
4. John hated 'A Midsummer Nights Dream'. _____, he refused to play Puck.
5. _____ that the performance would be more effective, the lighting was changed.
6. Oberon is a powerful character. _____, he must be played in a powerful way.

Score:     / 6

**Exercise Three:** the connectives in these sentence are incorrect. Highlight the connective and replace them with a better one.

1. Thus the weather was hot, the ice cream man bought in extra supplies for the interval.
2. My understudy has broken his leg. Because I have to make sure that I am super healthy.
3. Therefore that I don't forget my lines, I am practising every night.

Score:     / 3

Overall Effort Percentage:

# Task Thirty-Five: Precisely Controlled Paragraphs

**Exercise One:** the passage below is actually made up of six paragraphs. They vary in length from one sentence to eight sentences. Read through the passage and use this symbol (//) to show where the paragraph breaks should be. One paragraph has been marked for you.

Laura first saw Puck being performed on stage in the Globe Theatre. The year was 2002 and she was 15 years old. Her and some friends were on a school trip, their first to London and their first to see a play, and to her young eyes he was a magical chararacter. **//** That's when she decided that she had to play that character on stage. Her teacher laughed at her when she went to audition for 'A Midsummer Night's Dream'. He said that, because she was a girl, how could she play Puck, a character who was clearly a boy! She didn't agree though; the actor playing Puck had been male, yes, but she didn't think that Puck was actually a boy. Puck was more than male or female. Puck was magical. "How can a magical creature be defined like a human can?" she thought to herself. "It's hardly fair on the magical creature!" And from that moment, 'Reverse Theatre' was born. After that drama lesson, Laura spoke to her friends and decided to form their own theatre company, performing plays in ways that people didn't think of as normal. Their aim was to shock people, to make people wonder and gasp in wonderous excitement at the things they saw on stage. In 2004, 'Reverse Theatre' performed their first play: Peter Pan. Instead of Never-Never Land, the play was set in an industrial estate in the East End of London; the Lost boys were actually girls, and weren't lost at all, they'd just run away. Later that year, they performed their second play and six months later, their third. With every production came rave reviews and enthusiastic applause from their audiences. People marvelled at their creativity, imagination and bravery. Not only were they challenging what people thought but they were making it appealing to a mass audience. Their success was astronomical.

Score:     / 5

**Exercise Two:** in the boxes below, explain what the focus of each paragraph is.

| Paragraph 1 | Paragraph 2 | Paragraph 3 | Paragraph 4 | Paragraph 5 | Paragraph 6 |
| --- | --- | --- | --- | --- | --- |
| When Laura discovered Puck | | | | | |

Score:     / 5

Overall Effort Percentage:

# Task Thirty-Six:  Language Features and Inference

**Exercise One**: below are some more quotes from 'A Midsummer Night's Dream'.

- Read each quote.
- Identify a key language feature used in the quote.
- Identify a key inference linked to that feature.
- Underline the key word or words that supports that inference.  Use the example to help you.

1.  Demetrius: *(to Helena)* 'I love thee **not**, therefore pursue me **not**.'

| a. Repetition | X | b. Alliteration | | c. Hyperbole | |
|---|---|---|---|---|---|
| a. He is boring | | b. He is rude | | c. He is determined | X |

2.  Hermia: 'O hell! To choose love **with another's** eye*.'*

| a. Hyperbole | | b. Emotive adjective | | c. Metaphor | |
|---|---|---|---|---|---|
| a. She feels dictated to | | b. She is confused | | c. She is in charge | |

3.  Helena: 'Demetrius, the more you **beat** me, I will **fawn** on you...'

| a. Repetition | | b. Triplet | | c. Emotive verbs | |
|---|---|---|---|---|---|
| a. She is happy | | b. She is weak | | c. She is proud | |

4.  Demetrius: *'O Helena, **goddess, nymph, perfect**, divine!'*

| a. Emotive nouns | | b. Alliteration | | c. Simile | |
|---|---|---|---|---|---|
| a. He is devious | | b. He is clever | | c. He is love-struck | |

Score:      / 9

Overall Effort Percentage:

# Independent Summer 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.

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

I love reading!

I like being active!
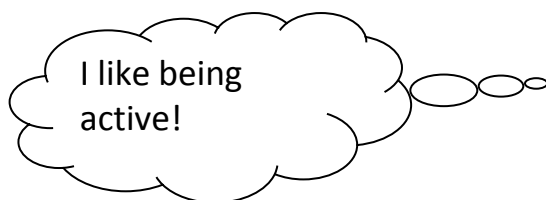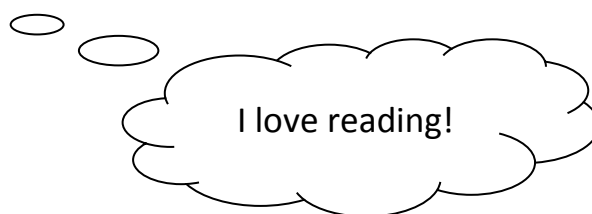
| | |
|---|---|
| **Do one new thing every week (i.e. go to a new place, see a new thing).**<br><br>Keep a record of what you have done, describing the experience. | Checked by:<br><br>CV points |

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

I like to know what's going on.

I love talking to people!
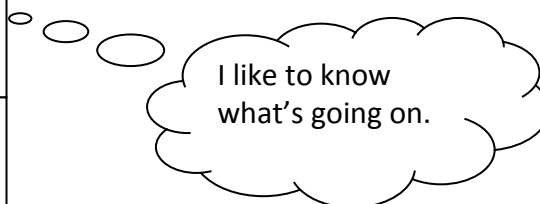
| | |
|---|---|
| **Choose a topic that interests you and talk to someone about it for 30 minutes each week.**<br><br>Make sure you can keep it going! | Checked by:<br><br>CV points |

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

I love drawing and designing things!

I like doing and watching sports.
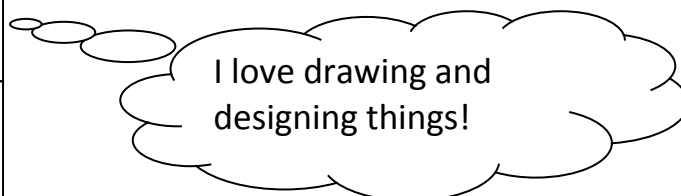
| | |
|---|---|
| **Set up your own blog (wordpress.com) and write regular reviews of sporting events you've watched and taken part in.** | Checked by:<br><br>CV points |

Overall Effort Percentage: