

ENGLISH



HOMework BOOKLETS

YEAR 7

HOW TO USE THESE BOOKLETS

- If you are given a booklet: Keep this book at home.
- If you are accessing this material electronically, make sure that you write all your work down. Do not try to do it on the screen. It won't work.
- Sometimes your teacher will tell you to complete an exercise as homework.
- If you have not received any homework in any given week, complete one of the exercises.
- If you want to get ahead with your English, do an exercise as extra homework.
- Many of the tasks lend themselves to repeated attempts: the more you do them, the better your reading and writing skills will become.

- Complete the exercises in your English book. Please do not write in this book – return it at the end of the year.
- Hand in the homeworks when the teacher indicates. It is important that you meet deadlines, as some correcting of tasks may take place in lesson time – if you don't have your work, you will prevent the lesson running smoothly.
- Other exercises can be submitted when completed, for your teacher to check.
- Problems or questions? See your teacher immediately.
- Set your work out in your book VERY CAREFULLY. Use the heading from the title of the exercise. Write carefully and neatly.



This icon indicates some useful **information** you should read.



This icon tells you that the task you are doing requires a **dictionary**. You will need to look up any words which you cannot precisely define, as well as any words that are new to you.



This icon signifies that you should look out for new **vocabulary**. It is a good idea to write new words down in a vocabulary book, if you have one.

WHY ARE THESE BOOKLETS IMPORTANT?

- These booklets are designed to help you improve your **reading and writing skills**. These skills are vital in so many ways.
- The booklets are designed to help you get a good level at the end of Year 9 and get ready for your GCSE work in Years 10 and 11. As such, it is REALLY USEFUL!



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CAPITAL LETTERS

Even easier than full stops, and yet, people still make mistakes. So, here's a chance to make sure that you never forget your capitals.



- A capital letter comes at the start of every sentence.
- A capital letter is used for proper names – people, places, titles of books and films, etc.
- The word "I" is always a capital letter.

TASK

Copy the following sentences into your English book, placing capital letters where they belong.

1. "well," said tommy zoom, "i don't mind doing this, so long as it's not all about mozart again."
2. johann sebastian bach was born in a place called eisenach.
3. bach was a famous composer. he worked in weimar, kothen and leipzig.
4. bach's goldberg variations are a set of beautiful keyboard pieces. glenn gould, a canadian pianist, was famous for playing them.
5. bach's first wife was called maria barbara. his second wife was called anna magdalena.
6. i like bach's church music. he composed a piece called the st matthew passion, which is often performed at easter.
7. bach was from germany. his music has been played all over the world – including america and japan.
8. bach's cello suites are very popular. the american cellist yo yo ma made a famous recording of them.
9. when someone mentions bach, it is correct to stare off into space meaningfully and sigh, "ah, bach!" i guarantee that this will impress anyone you meet.
10. bach had many children. several of them became composers also. these include: wilhelm friedemann bach, johann christian bach and carl philipp emanual bach.



EXTENSION

- a) Find examples of ten different types of word that need capital letters.
- b) Explain your choice of categories.

IS IT A SENTENCE?

A key issue in knowing where to put full stops and capital letters is being able to recognise what is and is not a sentence. Again, you have known this for a while now - but this remains an issue for many writers, even at GCSE level. So, let's see if we can't sort it out once and for all.



- A sentence is a complete unit of meaning. It makes sense by itself.
- A sentence needs a **SUBJECT** – a person, place or thing that the sentence is about.
- A sentence needs a **VERB** – an action or state of being (as in “was happy”).
- In a complete sentence, you can tell when the action took place: in the past (it happened); in the present (it happens); in the future (it will happen).

TASK

Copy the following text into your English book. Decide whether each example is a proper sentence or an incorrect one by putting a tick or a cross next to them.

1. Ludwig Van Beethoven was a German composer.
2. He composed nine famous symphonies.
3. He's great.
4. The symphony that most people most admire.
5. He also composed many string quartets, taking the form to a peak of expressivity and flexibility.
6. Having composed many piano sonatas.
7. Less well known for his operas than Mozart, he, nonetheless, composed one – Fidelio – which is still performed today.
8. Wrote the famous ninth symphony, with its 'Ode to Joy'.
9. Beethoven – a man with extraordinary talent.
10. His deafness, which he hated.



EXTENSION

- a) For each incorrect example you found, state WHY it is incorrect.
- b) Rewrite the incorrect examples so that they are proper sentences.

NOUNS

In order to work out what is and is not a sentence, some knowledge of the different types of word can be helpful. So, what are nouns, anyway?

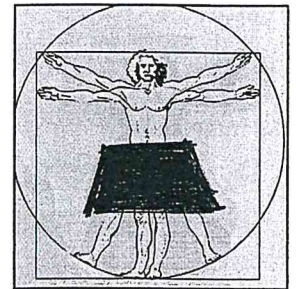


- A noun is often called a **naming word**.
- Nouns are the words that name **people, places and things**.
- The subject of a sentence may well be a noun.
- **Proper nouns** are the names of particular people and places: Eleanor, Richard, Alison, Plymouth, Hull, Oxford, Stokesley. They have a capital letter at the start.
- **Common nouns** name things and general places: chair, table, cat, garden, house, road.

TASK

Copy the following sentences into your English book. Underline the noun(s) in each sentence.

1. Leonardo da Vinci is the greatest genius in world history.
2. He painted pictures of angels and strange women.
3. He lived in Florence for many years.
4. He did experiments.
5. He drew pictures of moving water.
6. He designed a giant bronze statue of a horse.
7. He invented a helicopter.
8. He studied plants and animals very carefully.
9. He worked in Milan.
10. He painted The Mona Lisa.
11. He studied the human body, making diagrams of the heart and the eye.
12. When he was a baby, a bird of prey landed on his cradle and brushed its feathers against his face.
13. As a young boy, he once got lost in a cave and feared that there might be a monster inside.
14. He painted The Last Supper, which showed Jesus and his disciples.
15. He inspired the book *The Da Vinci Code*.



EXTENSION

- a) List which are proper nouns and which are common nouns.
- b) Do some research and find out what other categories of nouns there are (for example, abstract and concrete) and list examples of these categories.

VERBS

OK, nouns are easy. But what are verbs? Being able to spot verbs is vital in understanding what is and what is not a sentence, as every sentence needs a verb.

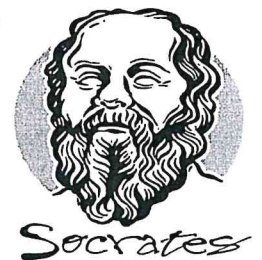


- A verb is often called a **doing word**.
- It is the word that tells you what the main action of the sentence is: ate, ran, jumps, likes, will take, etc.
- The verb "to be" is a key verb. "Is" and "was" are part of this verb. These words are often the main verb in a sentence. They tell us about *states of being*.

TASK A

Copy the following sentences into your English book. Underline the verbs in each sentence.

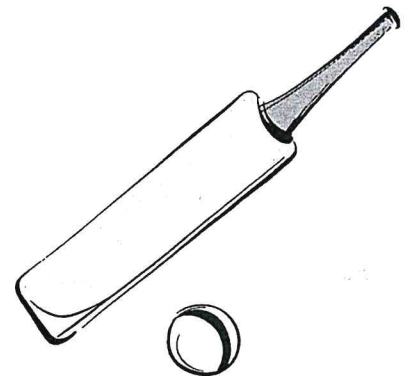
1. Socrates was a famous philosopher.
2. He lived in ancient Greece.
3. He argued with people about the meaning of life.
4. He questioned people about their beliefs.
5. He often proved that they were confused.
6. His behaviour annoyed lots of people.
7. In the end, they arrested him.
8. They did not like being made fools of.
9. Socrates said that he only knew one thing, and that was that he knew nothing.
10. He drank hemlock and died.



TASK B

Copy the following sentences into your English book, correcting the verbs as you do so.

1. Cricket be the most elevating of pastimes.
2. It are a game that required concentration.
3. It were most sophisticated and subtle.
4. Cricket cans still be exciting.
5. It involving many ups and downs.
6. Spin bowling are an art form.



EXTENSION

- a) Do some research. Find out about some different types and parts of verbs.
- b) Design and write a leaflet to explain all about how verbs work.

ADJECTIVES & ADVERBS

Now you have the basic building blocks of a sentence, you can start to add the descriptive details.
Adjectives and adverbs are the two main descriptive words.

TASK A



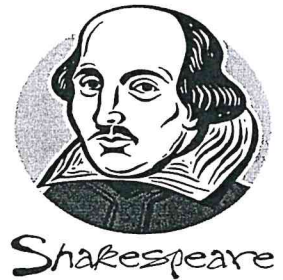
Adjectives

- Adjectives **describe nouns**. They describe the colours and sizes of things and much more besides.

Examples: red, green, tall, big, angry

Copy out the following sentences into your English book and complete them by adding a suitable adjective in the space provided. Underline the adjectives in each sentence.

1. Shakespeare was a brilliant writer, who wrote _____ plays.
2. He used detailed language in a very _____ way.
3. *Macbeth* is a spooky play, with some _____ witches.
4. *Hamlet* is magnificent, being his _____ play.
5. *King Lear* is about a mad king and his _____ daughters.
6. Romeo is a young lover, who is _____.
7. Juliet is charming and _____.
8. Foolish Bottom, turns into a _____ donkey.
9. Richard III is an evil tyrant, who tricks his _____ brother.
10. *The Tempest* features the lively Ariel, who is a _____ spirit.



TASK B



Adverbs

- Adverbs **describe verbs**. They describe the way that something is done.
Examples: carelessly, foolishly, slowly, rapidly
- Many adverbs end in '-ly', but not all of them. Not all words that end in '-ly' are adverbs.

Copy out the following sentences into your English book and complete them by adding a suitable adverb in the space provided. Underline the adverbs in each sentence.

1. Someone loudly blew a trumpet, and everyone _____ made for the Globe Theatre.
2. The groundlings noisily entered, whilst the actors _____ waited.
3. The sophisticated members of the audience sat quietly in the covered seats, but the groundlings _____ interrupted the play.
4. If it suddenly rained, the groundlings would _____ complain, because there was no cover over where they stood.
5. Shakespeare cleverly wrote his plays to appeal to both audiences, so he _____ included both action and philosophy.
6. The actor loudly spoke, but the thunder _____ rumbled.
7. The rain came down heavily, and the audience _____ ran.
8. Falstaff behaved badly, which the groundlings _____ cheered.



APOSTROPHES

Apostrophes are simple really. There are only two ways they should be used. Don't overuse them!

TASK A



Apostrophe of Omission

- Use an apostrophe where you have **missed letter(s)** out of a word. The apostrophe goes where the missing letter(s) should have been.

Example: Do not → don't.

Copy the following sentences into your English book, adding apostrophes where they belong.

1. I dont know what the meaning of life is.
2. I cant tell you what the meaning of life is.
3. I couldnt attend your philosophy class.
4. I wouldnt worry about it.
5. I shouldnt have missed it.
6. I shant tell on you.
7. It isnt good to miss important lessons.
8. Youre a good student, so you mustnt worry.
9. Weve got a very old car that often breaks down.
10. Ive got some notes that you can copy up.



TASK B



Apostrophe of Possession

- Use an apostrophe before an 's' to show that something **belongs** to someone or something.
Example: Paul's bike
- If the word already ends in 's', you can just add an apostrophe at the end.
Example: James' bike.
- **REMEMBER:** Most words that end in 's' do not have an apostrophe! Only use one to show that something belongs to someone.

Copy the following sentences into your English book, adding apostrophes where they belong.

1. That is Pauls bike.
2. Socrates pupil was Plato.
3. Platos pupil was Aristotle.
4. Aristotles pupil was Alexander the Great.
5. Alexanders aim was to conquer the world.
6. His soldiers skills were famous throughout the world.
7. Persias army could not defeat Alexander.
8. Alexanders troops wanted to go home.
9. The elephants were surprised to see Alexander.
10. The chariots wheel fell off.

SPEECH

Setting out speech accurately in stories is important. You need to follow the rules here, in order to make sure that your writing is clear.



- Each new speech should begin on a new line.
- There should be speech marks **before and after** the words actually spoken.
- The speech should end with a punctuation mark – a full stop if you do not go on to say who is speaking; a comma if you do go on to say who is speaking. The punctuation mark should come **before** the final speech marks.

Example: “Hello,” said Don.

“How are you?” asked Frank.

Don thought for a minute then said, “Fine, I guess.”

“Really?”

“Yeah,” Don began, “but I am a bit tired.”

TASK

Copy the following sentences into your English book. Set them out and punctuate them correctly.

1. Where does the Minotaur live, asked Theseus. Under the palace said Ariadne in a weird labyrinth. Is it hard to find your way out? Theseus wondered. Nearly impossible said Ariadne.
2. What exactly is the Minotaur? asked Theseus. Ariadne began to explain it's a terrible secret. My mother fell in love with a bull. Theseus was amazed. A bull? That sounds weird. It was, said Ariadne, especially when she had a child by the bull.
3. Why did she fall in love with a bull? Theseus asked. It was a curse put upon her, explained Ariadne, by a god. You see my father should have sacrificed his best bull to the gods, but he was so proud of the bull that he couldn't bring himself to kill it. So the gods punished him, Theseus interrupted, by making your mother fall in love with the bull. How terrible!
4. And, Ariadne continued, when the child was born, it was half man, half bull. Like a monster! cried Theseus. Yes, replied Ariadne, and my parents were so ashamed of it that they hid it in the labyrinth.
5. But why do we have to send people to your kingdom every few years, asked Theseus. I think you know, replied Ariadne. To feed the Minotaur? Yes.
6. I am going to put a stop to this, vowed Theseus. Ariadne looked worried. But how? she asked. I am going to kill the Minotaur. You'll never succeed. Why not? wondered Theseus. Because, Ariadne replied, you'll get lost in the labyrinth. No-one can find their way out. It was designed by Daedalus, a most cunning engineer. But wait, she added, I might be able to help you.



COMMAS

TASK A

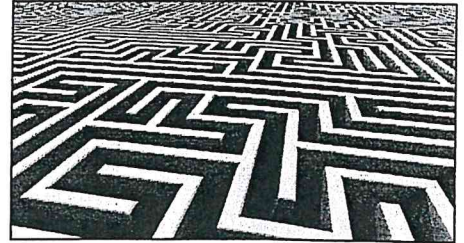
i Commas in a List

- You need to use commas in your writing. The simplest use of commas is to mark off items in list.

Example: I like English, maths, science and French.

Copy the following sentences into your English book, placing commas where they belong.

1. The Minotaur had a huge head horns fur and hooves.
2. His eyes were red yellow and sickly green.
3. His horns were huge sharp and covered in blood.
4. He had sharp teeth a fierce bellow and a terrible temper.
5. His hands were gnarled blood-stained and strong.
6. Angry terrified and confused he charged at Theseus.
7. Theseus was brave strong determined skilful clever.
8. Thesues' sharp glinting threatening sword swung through the air.
9. The Minotaur pawed the earth snorted through his huge nostrils and began to charge towards Theseus.
10. Theseus shouted a loud curse raised his sword and smashed it down onto the Minotaur's huge skull.



EXTENSION

Write a number of sentences about your school which include lists within them. Make sure that you include the commas where they belong.

TASK B

i Commas in Speech

- Commas are used at the end of speeches, within the speech marks; when you go on to say who is speaking.
- If you say who is speaking first, the comma comes before the first speech marks.

Copy the following sentences into your English book, placing commas where they belong.

1. "Use this thread" said Ariadne.
2. "I don't understand" said Theseus.
3. "Unroll the thread as you walk through the labyrinth" explained Ariadne.
4. "I can do that easily" boasted Theseus.
5. Ariadne explained "You will be able to follow the thread."
6. Theseus asked "How will that help?"
7. Ariadne sighed "Oh, Theseus, don't you get it?"
8. "Oh, I see" said Theseus "I can follow the thread out."

EXTENSION

Write a conversation between Ariadne and Theseus, in which Theseus explains how he killed the Minotaur and escaped. Make sure you use commas correctly.

CORRECTING A PASSAGE

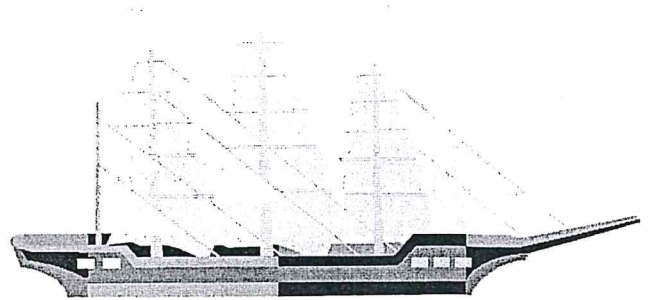
Here's a test for you! Try to put all the skills you have used in the previous exercises together here.

TASK

Copy the passage below into your English book, correcting all of the mistakes as you go along.

REMEMBER

- Full stops
- Capital letters
- Apostrophes
- Speech
- Commas



ariadne was in love with theseus she wanted to run away with him after he killed the minotaur i have helped you she said now you can do something for me what is it asked theseus take me away from this cold unhappy palace marry me and we can live together happily ever after theseus did not love ariadne but he didnt know how to tell her youve helped me a lot so i guess i cant say no well sail at midnight youll need to get ready quickly

ariadnes face lit up she hurried into her fathers palace and grabbed her bag her coat and her favourite book she rushed down to the harbour and onto theseus ship

through the dark silent night theseus ship sailed silently slowly secretly the sea was calm still and gentle a light easy breeze stirred the sails steadily i cant believe that were here together said ariadne excitedly theseus just stared moodily into the darkness he was distracted he forgot that he had promised his father that he would change the colour of the sails from black to white if he survived

they had sailed out of the harbour well rest on the nearest island until dawn said theseus everyone disembarked and set up camp on the cool soft spacious sands

the next morning ariadne woke up late she was expecting to see theseus men on the beach she was expecting to see theseus ship anchored nearby however what she did see was a wide empty expanse of nothing there was the silent sea the lonely sand and the fluffy clouds floating across the blue beautiful sky there were no sailors there was no ship there was no theseus ariadne cried out in horror where are you my husband how could you do this to me how could you abandon me

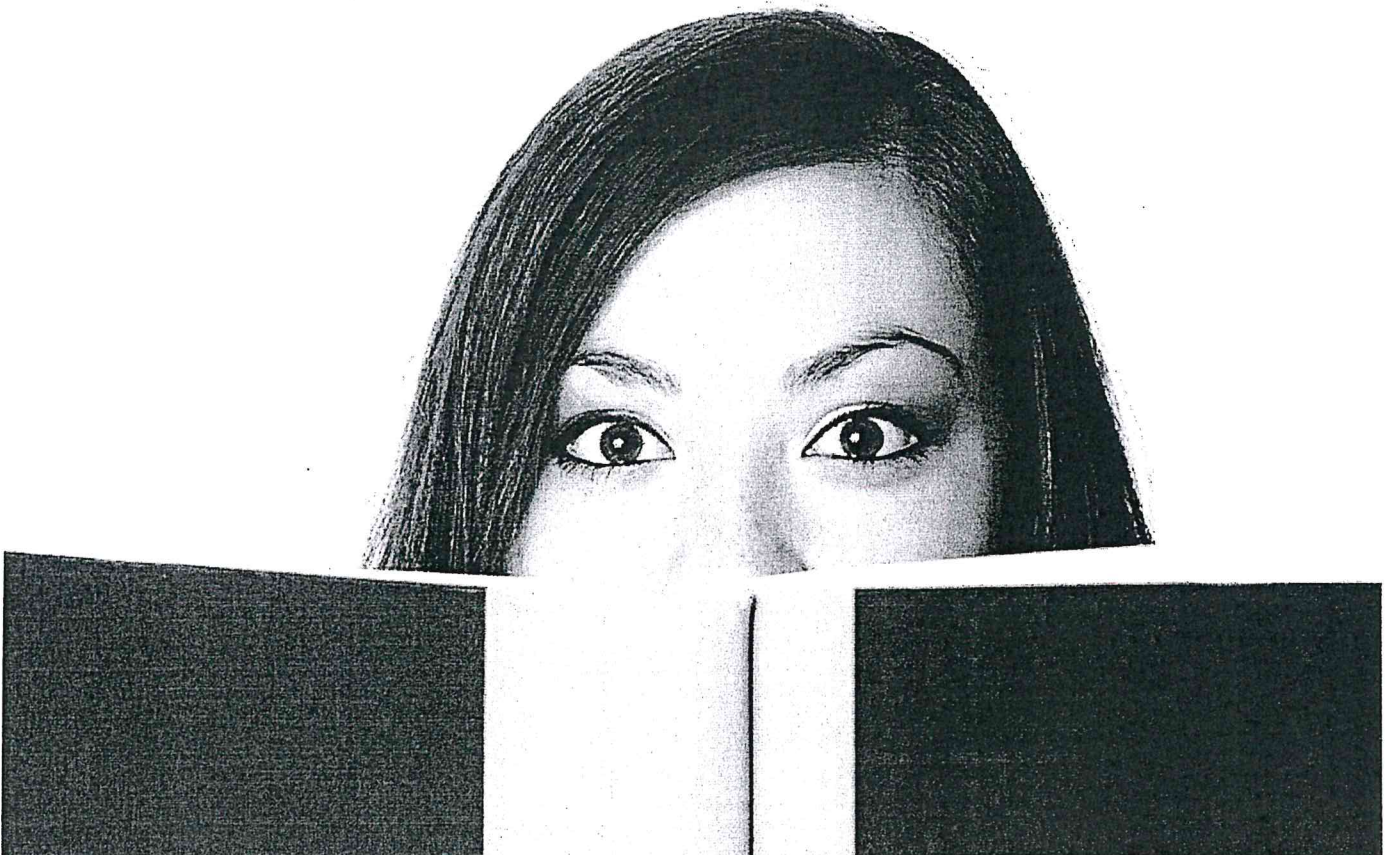
theseus was miles away he had sneaked away like a cunning untrustworthy selfish coward he was sailing towards home still showing the black sails that would say to his father that he had failed so the final tragedy was about to happen when theseus father saw the black sails and could not bear to live anymore

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SECTION 2: READING


What you need to do

- SELECT** information to show that you **UNDERSTAND** a text.
- Read between the lines, picking up on **HINTS** in a text:
INFER and **DEDUCE**.
- Comment on the **STRUCTURE** of a text.
- Comment on the **LANGUAGE** of a text.
- Comment on the **OVERALL INTENTIONS** and **EFFECTS** of a text.



READING 1: 'La Belle Dame Sans Merci'

i

- The difficulty of this passage is: **MEDIUM**
 - Read the passage below.
 - Look up any words you don't understand in a dictionary or on dictionary.com.
- 
- This is a poem by **John Keats** (1795-1821). In it he records the speech of a knight who has been found wandering alone by a lake. He tells of how he met a beautiful lady, but she left him and he is lost.

La Belle Dame Sans Merci

Oh what can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has withered from the lake,
And no birds sing.

Oh what can ail thee, knight-at-arms,
So haggard and so woe-begone?
The squirrel's granary is full,
And the harvest's done.

I see a lily on thy brow,
With anguish moist and fever-dew,
And on thy cheeks a fading rose
Fast withereth too.

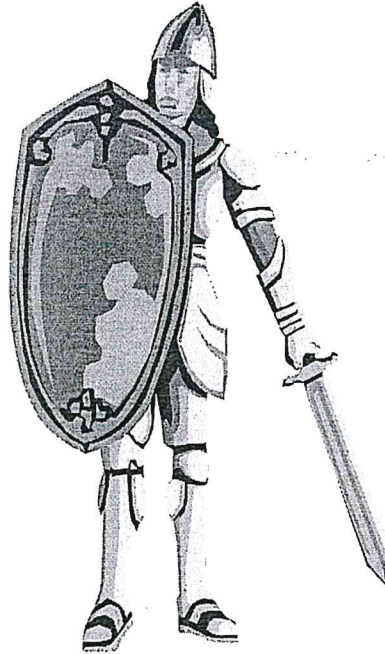
I met a lady in the meads,
Full beautiful - a faery's child,
Her hair was long, her foot was light,
And her eyes were wild.

I made a garland for her head,
And bracelets too, and fragrant zone;
She looked at me as she did love,
And made sweet moan.

I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend, and sing
A faery's song.

She found me roots of relish sweet,
And honey wild, and manna-dew,
And sure in language strange she said -
'I love thee true'.

She took me to her elfin grot,
And there she wept and sighed full sore,
And there I shut her wild, wild eyes,
With kisses four.

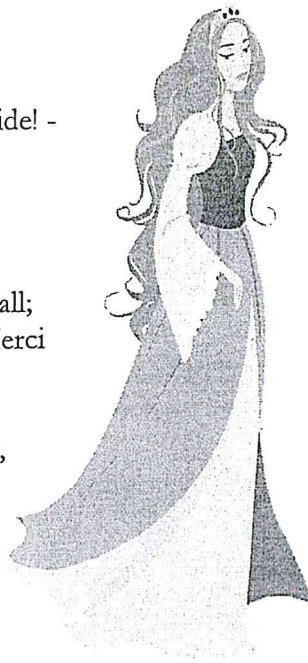


And there she lulled me asleep
And there I dreamed - Ah! woe betide! -
The latest dream I ever dreamt
On the cold hill side.

I saw pale kings and princes too,
Pale warriors, death-pale were they all;
They cried - 'La Belle Dame sans Merci
Hath thee in thrall!'

I saw their starved lips in the gloam,
With horrid warning gaped wide,
And I awoke and found me here,
On the cold hill's side.

And this is why I sojourn here
Alone and palely loitering,
Though the sedge is withered from the lake,
And no birds sing.



-John Keats-

TASK

Answer at least one question in each section in your English book.
Answer questions at different levels if you wish.



Add any new words
to your vocab book!

SELECT AND RETRIEVE

- LEVEL 4: What does the speaker call the Knight?
- LEVEL 5: What is the Knight doing in the first verse?
- LEVEL 6: Which plant is mentioned in the first verse?
- LEVEL 7: How many negative words can you find in the poem?

INFER AND DEDUCE

- LEVEL 4: How does the Knight feel at the start?
- LEVEL 5: Why did the Knight go with the lady?
- LEVEL 6: How did the lady trick the Knight?
- LEVEL 7: What exactly happened to the Knight?

STRUCTURE

- LEVEL 4: How does the poem start and end?
- LEVEL 5: Why does the poem start and end as it does?
- LEVEL 6: How does the poem contrast different moods?
- LEVEL 7: Why does Keats structure his poem as he does?

LANGUAGE

- LEVEL 4: Which words create a mood at the start of the poem?
- LEVEL 5: What does this phrase make you feel/think: "with horrid warning gaped wide?"
- LEVEL 6: How does Keats use language to create a mood?
- LEVEL 7: How does Keats use language to depict the Knight's state of mind?

OVERALL EFFECT

- LEVEL 4: What is your response to the poem?
- LEVEL 5: What is Keats' message in the poem?
- LEVEL 6: Why did Keats set his poem in olden times?
- LEVEL 7: What does the poem tell us about love and relationships?