



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

Year 7 Curriculum

Unit 1: Mythology: Homework booklet

Every week

1. 10 minutes reading every day – your own book, linked reader or linked reading
2. Readtheory – 3 quizzes a week (10-15 minutes)
3. Vocabulary (10-15 minutes)
4. Sentence structures (10-15 minutes)

Name:

Week 1 Homework

Section A: Vocabulary

1. Read the following definitions and examples:

Word	Definition
vast	Something that is vast is extremely large.
roiling	Something that is roiling is full of violent movement and is extremely rough.
roused	If someone rouses you, they encourage you to do something.
protruding	If something is protruding, it means it is sticking out.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
Vast				
Roiling				
Rouse				
protruding				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

Vast	
roiling	
rouse	
protruding	

Section B: Simple sentences

A simple sentence is a sentence that consists of just one independent clause.

An independent clause is a clause that makes complete sense by itself. It has one subject and one verb.

The subject is the person or the thing doing the action.

The verb is the action or the state.

For example,

<i>Jack read his book.</i>	<i>Sofia thought about her homework.</i>	<i>Miss Odell taught the lesson.</i>
✓ Makes complete sense	✓ Makes complete sense	✓ Makes complete sense
✓ Subject: Jack	✓ Subject: Sofia	✓ Subject: Miss Odell
✓ Verb: read	✓ Verb: thought	✓ Verb: taught

Task:

Look at each of the simple sentences below that have been taken from a myth in your linked reading booklet: The Story of Creation. For each simple sentence, can you identify the subject and the verb?

	Subject	Verb
Then God commanded, 'Let there be light.'		
God was pleased with what he saw.		
The dome separated the water.		
The evening passed.		
The earth produced all kinds of plants.		
God created the great sea monsters.		
We will make human beings now.		
I am putting you in charge.		
God looked at everything he had made.		
The day began.		

Simple sentences are used to convey basic information quickly. They can also be used to be impactful – to shock the reader, or create tension or draw emphasis to a particular point.

Week 2 Homework

Section A: Vocabulary





1. Read the following definitions and examples:

Word	Definition
nascent	Nascent things are just beginning and are expected to become stronger or to grow bigger.
acquire	If you acquire something, you buy or obtain it for yourself, or someone gives it to you.
morphed	If something morphs into another thing, especially something very different, the first thing changes into the second.
dewy	Something that is dewy is wet with dew - small drops of water.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
nascent				
acquire				
morphed				
dewy				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

nascent	
acquire	
morphed	
dewy	

Section B: Compound sentences

A **compound sentence** is a sentence that joins two simple sentences (or independent clauses) together using a conjunction.

An **independent clause** is a clause that makes complete sense by itself. It has one subject and one verb.

A **conjunction** is a word that is used to connect clauses.

For example,

<p><i>Jack read his book and Claudio watched television.</i></p> <ul style="list-style-type: none">• Two simple sentences (independent clauses) that makes complete sense.• Independent clause 1: Jack read his book• Independent clause 2: Claudio watched television• Two subjects: Jack and Claudio• Two verbs: read and watched• Linking conjunction: and	<p><i>Sofia thought about her homework and Marco played football.</i></p> <ul style="list-style-type: none">• Two simple sentences (independent clauses) that makes complete sense.• Independent clause 1: Sofia thought about her homework• Independent clause 2: Marco played football• Two subjects: Sofia and Marco• Two verbs: thought and played• Linking conjunction: and	<p><i>Miss Odell taught the lesson but the pupils ignored her.</i></p> <ul style="list-style-type: none">• Two simple sentences (independent clauses) that makes complete sense:• Independent clause 1: Miss Odell taught the lesson• Independent clause 2: The pupils ignored her• Two subjects: Miss Odell and pupils• Two verbs: taught and ignored• Linking conjunction: but
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Task:

Look at each of the compound sentences on the next page that have been taken from some of the myths in your linked reading booklet. For each compound sentence, can you identify

- The two independent clauses
- The two subjects
- The two verbs
- The linking conjunction

Compound sentence	Independent clause 1	Independent clause 2	Two subjects	Two verbs	Conjunction
The raging ocean was engulfed in total darkness and the Spirit of God was moving over the water.					
The earth produced all kinds of plants, and God was pleased with what he saw.					
God bestowed Pandora a gift but told her not to open it.					
Hermes took Pandora by the hand and transported her to the little stone house.					
King Minos instructed Daedalus to build him a place or he would be imprisoned.					

Week 3 Homework

Section A: Vocabulary

1. Read the following definitions and examples:

Word	Definition
coursed	If something is coursing, it is moving quickly.
fertile	Land that is fertile is able to support the growth of a large number of strong healthy plants.
deposits	A deposit is an amount of a substance that has been left somewhere.
bounty	A bounty is something that is provided in large amounts.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
coursed				
fertile				
deposits				
bounty				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

coursed	
fertile	
deposits	
bounty	

Section B: Complex sentences with embedded clauses

A complex sentence is a [sentence](#) that has both an independent clause (makes sense by itself and can stand alone) and a dependent clause (does not make sense by itself and cannot stand alone).

There are a number of ways complex sentences can appear.

For this task, we are going to consider a complex sentence that has an embedded clause. This is basically where the dependent clause is sandwiched between the independent clause. You can always identify the embedded clause because it will have commas surrounding it.

Look at the examples below:

<p><i>Jack, who was 10 and incredibly energetic, read his book.</i></p> <ul style="list-style-type: none">✓ One simple sentence (independent clauses) that makes complete sense: <i>Jack read his book</i>✓ One dependent clause that does not make complete sense and is embedded inside the independent clause: <i>who was 10 and incredibly energetic</i>	<p><i>Sofia, who wanted to do well in her test, thought about her homework.</i></p> <ul style="list-style-type: none">✓ One simple sentence (independent clauses) that makes complete sense: <i>Sofia thought about her homework.</i>✓ One dependent clause that does not make complete sense and is embedded inside the independent clause: <i>who wanted to do well in her test.</i>	<p><i>Miss Odell, who had yet to have coffee, taught the lesson.</i></p> <ul style="list-style-type: none">✓ One simple sentence (independent clauses) that makes complete sense: <i>Miss Odell taught the lesson.</i>✓ One dependent clause that does not make complete sense and is embedded inside the independent clause: <i>who had yet to have coffee</i>
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Task:

Look at each of the complex sentences on the next page that have been taken from one of the myths from your linked reading booklet: Daedalus and Icarus. For each complex sentence, can you identify

- The independent clause
- The dependent clause

The use of dependent clauses is a brilliant way of conveying quick information about the subject it is describing. It helps to add layers of description to our writing!

Complex sentence	Independent clause	Dependent clause
King Minos, whose reputation for wickedness had spread to every shore, ruled the island of Crete.		
Daedalus, who was a famous inventor, was summoned to the palace.		
The maze, which was to have many twisting and dark corridors, was to be used to hold the Minotaur.		
King Minos, who grinned wickedly at Daedalus, made it clear he couldn't leave.		
Icarus, who liked living in the tower, couldn't understand why his father was upset.		

Week 4 Homework

Section A: Vocabulary

1. Read the following definitions and examples:

Word	Definition
mingled	When you mingle, you move around and mix with people.
eternity	Eternity is a time without any end. It lasts forever.
wails	If someone wails, it means that they cry loudly in a high pitch.
enchanted	If someone is enchanted, they are under a spell.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
mingled				
eternity				
wails				
enchanted				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

mingled	
eternity	
wails	
enchanted	

Section B: Complex sentences with subordinating conjunctions

A complex sentence is a [sentence](#) that has both an independent clause (makes sense by itself and can stand alone) and a dependent clause (does not make sense by itself and cannot stand alone).

There are a number of ways complex sentences can appear.

For this task, we are going to consider a complex sentence where the dependent clause is introduced by a subordinating conjunction.

Look at the examples below:

1. Although he was only 10 and incredibly energetic, Jack settled down to read his book.
2. Jack settled down to read this book although he was only 10 and incredibly energetic.

In sentence 1, although, the subordinating conjunction appears at the start. Here, a comma is inserted to show where the independent clause begins.

In sentence 2, although, the subordinating conjunction appears later end. As it works to connect the independent to the dependent, no comma is needed.

<p><i>Despite wanting to do well in her homework, Sofia decided to watch television instead.</i></p> <ul style="list-style-type: none">✓ Complex sentence begins with the dependent clause.✓ Complex sentence begins with the subordinating conjunction✓ A comma is used to signal the start of the independent clause.	<p><i>Sofia decided to watch television instead despite wanting to do well in her homework.</i></p> <ul style="list-style-type: none">✓ Complex sentence begins with the independent clause.✓ The subordinating conjunction links the independent clause to the dependent clause.✓ No comma is needed
<p><i>Even though she was yet to have her coffee, Miss Odell taught the lesson.</i></p> <ul style="list-style-type: none">✓ Complex sentence begins with the dependent clause.✓ Complex sentence begins with the subordinating conjunction✓ A comma is used to signal the start of the independent clause.	<p><i>Miss Odell taught the lesson even though she was yet to have her coffee.</i></p> <ul style="list-style-type: none">✓ Complex sentence begins with the independent clause.✓ The subordinating conjunction links the independent clause to the dependent clause.✓ No comma is needed

Task:

Look at the following complex sentences. For each sentence, I'd like you to do three things:

1. Decide whether the sentence starts with the independent or dependent clause.
2. Identify the subordinating conjunction.
3. Decide whether the sentence needs a comma or not to separate the clauses. If so, identify where you would place the comma.

Complex sentence	Does this sentence start with the independent or dependent clause?	Subordinating conjunction	Does the sentence require a comma?
Even though he was very rich Midas thought that his greatest happiness was provided by gold.			
Midas spent his days counting his money despite having a daughter to take care of.			
Silenus decided to take up a nap in the garden after travelling for days.			
When he touched it the rose became gold.			
Though he was trespassing the king decided to invite him into the castle.			

Week 5 Homework

Section A: Vocabulary

1. Read the following definitions and examples:

Word	Definition
piquant	Something that is piquant has a pleasantly spicy taste.
paltry	A paltry amount of money or of something else is one that you consider to be very small.
mangy	A mangy animal looks dirty, uncared for or ill.
detritus	The detritus is the small pieces of rubbish that remain after an event has finished or when something has been used.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
piquant				
paltry				
mangy				
detritus				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

piquant	
paltry	
mangy	
detritus	

Section B: Appositives

An appositive is a second noun, or a noun phrase that is placed beside another noun to explain it more fully.

For example:

<p><i>Miss Odell, an English teacher, wrote on the board.</i></p> <ul style="list-style-type: none"> ▪ 'an English teacher' is a noun phrase used to describe Miss Odell ▪ It is surrounded by commas because we are adding extra information in 	<p><i>Leonardo, a young student, studied lots for the test.</i></p> <ul style="list-style-type: none"> ▪ 'a young student' is a noun phrase used to describe Leonardo ▪ It is surrounded by commas because we are adding extra information in
<p><i>A lion, the King of the Jungle, spied on its prey.</i></p> <ul style="list-style-type: none"> ▪ 'the King of the Jungle' is a noun phrase used to describe a lion. ▪ It is surrounded by commas because we are adding extra information in 	<p><i>The book, a bestseller on the New York Times list, won another award last month.</i></p> <ul style="list-style-type: none"> ▪ 'a bestseller on the New York Times List' is a noun phrase used to describe the book ▪ It is surrounded by commas because we are adding extra information in

Task One:

Look at the following sentences. For each sentence, can you identify the appositive?

	Appositive
Pandora, the first mortal on earth, was gifted a container by Zeus.	
Create, an island in Greece, was ruled by Zeus.	
The labyrinth, a gigantic and imposing maze, was created by Daedalus.	
Midas, a King obsessed with money and power, wished for all that he touched to turn to gold.	

Task Two:

Look at the following sentences. They are missing an appositive. Could you add one in?

	New sentence containing the appositive
Pandora _____ opened the box and out flew the deadly sins.	
The feathers _____ were put together to create the wings for their escape!	
The Minotaur _____ gobbled up any human who entered the maze.	
King Midas _____ touched his daughter, who at once turned to gold!	

Week 6 Homework

Section A. Vocabulary

1. Read the following definitions and examples:

Word	Definition
singeing	If you singe something, it burns very slightly.
steely	Steely is used to emphasise that something is hard, strong and determined.
ceased	If something ceases, it stops happening or existing.
coaxed	If you coax someone into doing something, you gently try to persuade them to do it.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
singeing				
steely				
ceased				
coaxed				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

singeing	
steely	
ceased	
coaxed	

Section B: Varying the starts of our sentences (1)

Method 1: Using the present continuous -ing

Method 2: Using an adverbial (ending in ly)

Varying the starts of our sentences can make for interesting reading. Over the next few weeks we are going to explore some of the different ways in which we can start our sentences. In this homework, we are going to explore the two methods above.

Method 1: Using the present continuous -ing

The present continuous is a tense we use when actions are happening right now and are ongoing. Examples of present continuous verbs include *running, shouting, enjoying*. Look at the following sentences:

- Grinning, King Midas saw that he was surrounded by gold.
- Stumbling towards the Minotaur, Theseus prepared himself for the fight.
- Trembling, Pandora tapped gently on the box.

Method 2: Using an adverbial (ending in -ly)

An adverb is a word that tells us how an action is performed. It is true that not all adverbs end in -ly but for the purpose of this homework task, we are going to focus on those that do. Examples of adverbials include *surprisingly, quickly, lately*. Look at the following sentences:

- Rapidly, Daedalus tied the wings onto Icarus' shoulders.
- Worryingly, Minos saw the black flag appear from the ship in the distance.
- Cautiously, Pandora opened the box.

Task One: can you transform these very simple sentences – sentences that all start with an article or a pronoun – to make them more exciting? Use either -ing or -ly to jazz them up. Hint: sometimes it is about completely re-writing a sentence and sometimes it is about playing around with the order of the words.

Original sentence	Improved sentence using an -ing or -ly start
1. The raging ocean that covered everything was engulfed in total darkness.	For example: Covering everything, the raging ocean was engulfed in total darkness.
2. The earth produced all kinds of plants.	
3. Pandora approached the jar and ran her finger round the rim of its sealed lid.	
4. The moonlight shone down on the garden.	
5. King Minos wanted Daedalus to build him a palace.	
6. Daedalus and Icarus lived in great comfort in King Minos' palace.	
7. King Minos had a great palace built for himself.	
8. "We cannot sacrifice any more of our young citizens to this tyrant."	
9. He lived in luxury in a great castle.	
10. Midas work up eager to see if his wish had become true.	

Week 7 Homework

Section A: Vocabulary

1. Read the following definitions and examples:

Word	Definition
relinquished	If you relinquish something such as power or control, you give it up.
scurrying	If someone or something scurries, then they move there quickly and hurriedly.
feigned	If someone feigns a particular feeling, attitude or physical condition, they try to make other people think that they have it or are experiencing it, although this is not true.
taunted	If someone taunts you, they say unkind or insulting things to you.

2. Look, cover, write and check the following words five times in the table below.

	1	2	3	4
relinquished				
scurrying				
feigned				
taunted				

3. Choose the most appropriate word for each of the pictures below and write it in the box.

4. Now construct your own sentence using each of the words below:

relinquished	
scurrying	
feigned	
taunted	

Section B: Varying our sentence starts (2)

Method 1: Using a prepositional start

Method 2: Using an -ed start

Varying the starts of our sentences can make for interesting reading. Over the next few weeks we are going to explore some of the different ways in which we can start our sentences. In this homework, we are going to explore the two methods above.

Method 1: Using a prepositional start

A preposition is a word that indicates place. For example, above, beyond, next to, inside, in front of, under, over etc. Look at the following sentences:

- Above the tower, Icarus and Daedalus finally felt free.
- Inside the maze, the Minotaur growled.
- Next to the river, King Midas prayed to have his gentle touch restored.

Method 2: Using an -ed start

Verbs ending in -ed are written using the past tense. The past tense indicates something that has already happened. Examples of past tense verbs include *walked, shouted, frightened*. Look at the following sentences:

- Frightened, Pandora slowly opened the box.
- Demoralized, King Aegeus flung himself from the tower.
- Excited, Icarus began to fly higher.

Task One: can you transform these very simple sentences – sentences that all start with an article or a pronoun – to make the starts of them more exciting? Use either a prepositional start or a word ending in -ed to jazz these sentences up.

Hint: sometimes it is about completely re-writing a sentence and sometimes it is about playing around with the order of the words.

Original sentence	Improved sentence using a prepositional start or a word ending in -ed
1. The raging ocean that covered everything was engulfed in total darkness.	For example, Engulfed in total darkness, the raging ocean covered everything.
2. The earth produced all kinds of plants.	
3. Pandora approached the jar and ran her finger round the rim of its sealed lid.	
4. The moonlight shone down on the garden.	
5. King Minos wanted Daedalus to build him a palace.	
6. Daedalus and Icarus lived in great comfort in King Minos' palace.	
7. King Minos had a great palace built for himself.	
8. "We cannot sacrifice any more of our young citizens to this tyrant."	
9. He lived in luxury in a great castle.	
10. Midas work up eager to see if his wish had become true.	