

Name: _____

HEROES TUITION

October Homework
English
Gold

Please return this booklet to your English teacher by the end of the month. All answers will be sent to your parents or guardians, so please ensure it is marked before handing it in.



SPaG Starters -s or -es

There are many rules for changing singular nouns into plural nouns. Carefully consider the most common rules below:

- When making regular nouns plural, add -s;
- If the singular noun ends in -s, -ss, -sh, -ch, -x, -z or -o add -es;
- Exceptions when the noun ends in -o: photos, pianos, halos
- If the noun ends with -f or -fe, the f is often changed to -ve before adding the -s
- Exceptions: roof – roofs, belief – beliefs, chef – chefs, chief – chiefs



With a partner, see who can finish turning these nouns into plurals first. Once you have finished, mark each other's work to check if they are correct:

1. Bookshelf

2. Footstool

3. Textbook

4. Belief

5. Ourselves

6. Wristwatch

7. Address

8. Chatterbox

9. Thief

10. Photo

11. Pitch

12. Camera

SPaG Starters **Adjectives and Adverbs**

An **adjective** describes a noun (a person, place or thing).

An **adverb** describes a verb or modifies other parts of speech.

Examples of how we use adverbs include:

- To show **how** something is done (e.g. 'quickly').
- To show **when** something happened (e.g. 'yesterday').
- To show **where** something happened (e.g. 'here').
- To show **how much** something is done (e.g. 'enough').
- To **emphasise** how something is done (e.g. 'completely').



Either:

Independently highlight all of the adjectives in one colour and adverbs in another.

Or

Race your partner to see who can identify and highlight all of the adjectives and adverbs first.

1. Yesterday I was walking home from school in my thick grey coat but it was extremely hot outside. I had to take it off as I was too warm.
2. The person aggressively slammed the heavy white door before storming into the long corridor.
3. Tomorrow the hardworking students will be sitting a really tough Science exam in the large sports hall behind the English block.
4. Occasionally the school hall is closed off for exciting school performances; sometimes the small sports hall is closed off too because it's used for storing the spectacular props.
5. The team nearly forgot that they had been told to meet earlier than usual outside the large sports hall for a motivating team talk with their captain.

Now have a go at either rewriting three of the above sentences using more ambitious vocabulary, or write three of your own sentences using a range of adverbs, adjectives and ambitious vocabulary.

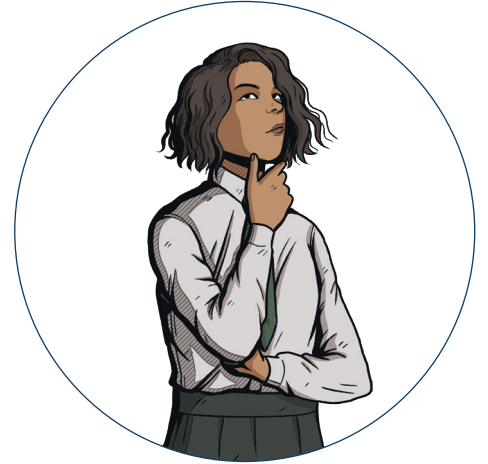
SPaG Starters **Apostrophes for Contraction**

When we contract words, we replace the missing letters with an apostrophe.

The exceptions to this are:

- **Will not** becomes **won't**.
- **Shall not** becomes **shan't**.

Can you shorten these words to their contracted form? The first one is done for you.



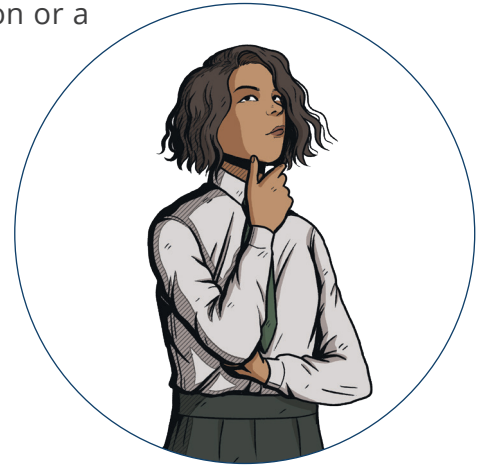
1. cannot = can't.
2. shall not _____
3. will not _____
4. we will _____
5. I will _____
6. do not _____
7. who is _____
8. they would _____
9. that has _____
10. they are _____

Now write two sentences of your own, each using at least two contractions.

SPaG Starters Apostrophes for Possession

If we are writing about something which belongs to a person or a thing, we add an 's to the end of the person or thing. The exceptions to this are:

- if the person or thing already ends in an s and is a plural (more than one), we put the apostrophe **after** the s, and don't add another one;
- the word **it's** only has an apostrophe to show contraction from **it is**. If something belongs to **it**, we write **its**.



Rewrite the sentences, correcting any mistakes.

1. Jude's bag got wet in the rain on his way home from school.
Its now completely drenched.

2. The students performance had to be stopped because of an electrical problem; its unlikely she will be able to continue.

3. The teams performance was astounding. The team captains speech at half time had really motivated everyone.

4. Stephanies writing wasn't sensational, she claimed that it's hard to think of ideas on the spot.

5. The teacher's tie was perfectly coordinated with his socks.

SPaG Starters Capital Letters

We use a capital letter:

- At the beginning of a sentence.
- For proper nouns (names of people, brands or places).
- For the pronoun 'I'.



The capital letters have been mixed up in these sentences. Can you rewrite them correctly?

1. john's Bag was packed ready for the family Holiday to cornwall.

2. Just because you can write in french does not mean you can speak the Language if you visit france.

3. How do You think you did in the Test? you will have to wait to find out.

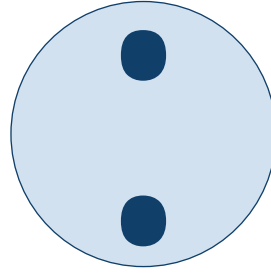
4. if you go to mrs Thompson's class, don't forget to take your Copy of hamlet by shakespeare.

5. The mars bar slipped out of george's hand and onto the Floor.

SPaG Starters Colons

We use colons to:

- link two bold, connected statements;
- introduce direct speech;
- introduce an explanation or example;
- introduce a question;
- introduce a list.



Colons are always followed by lower-case letters, unless the word is a proper noun or 'I'.

Look at the following sentences. Is the colon correct here? Give them a tick or a cross and write an explanation of your decision.

1. The classroom had everything: books, desks, chairs, a whiteboard, a bookcase and many posters.

2. Shay wanted to go to bed: he was exhausted from the journey.

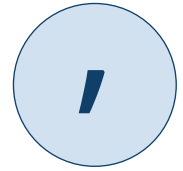
3. The teacher looked at the class and began her speech: "You need to understand the rules..."

4. Connor had only one question in his mind: could he get away with not doing his homework?

5. Love hurts: hate kills.

SPaG Starters Comma Splicing

When writing, people might avoid run-on sentences by joining together two independent clauses using a comma. This is called a comma splice - but it is incorrect.



The independent clauses can theoretically be stand alone sentences, or if the writer chooses to join them together, they should use a conjunction or a semi-colon.

There are three ways that you can avoid or correct a comma splice:

1. Join the independent clauses using a conjunction.
2. Replace the comma with a semi-colon.
3. Replace the comma with a full stop.

e.g.

The revision session was incredibly helpful, it touched on everything that might come up in the exam.

The sentence is made up of two independent clauses therefore should not be separated with a comma.

You could use the conjunction *because* to join the clauses or change the comma into a semi-colon/ full stop.

Choosing any of the three options mentioned above, correct the comma splices in the sentences below:

1. I was elated when I got my test results in English today, I got full marks.

2. I'm staying late at school tomorrow, we are practising for the school performance, the first show is in three days.

3. They got picked up after basketball on Thursday, it was raining heavily, none of them had coats with them.

4. Have you seen our homework for this week, we have to do a full project?

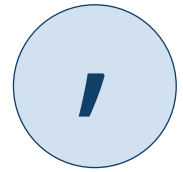
5. Adam texted his brother to see if he had finished hockey practice, he was going to walk home with him.

SPaG Starters **Commas for Subordinate Clauses**

A subordinate clause is an extra piece of information within a sentence.

Subordinate clauses found at the beginning and middle of sentences are usually separated from the rest of the sentence by commas.

Subordinate clauses found at the end of the sentence are only separated by a comma if it makes the meaning clearer.



e.g.

They had to walk home despite the torrential rain and wind.

If the subordinate clause is at the end of the sentence, it is not necessary to add a comma, unless for clarity.

Despite the torrential rain and wind, they had to walk home.

If the subordinate clause is placed at start of the sentence, you need to add a comma to separate it from the main clause.

Can you identify the subordinate clause and punctuate it correctly?

1. My dog who is six years old can stand on her hind legs.

2. Although I tried to be on time I was late for the meeting.

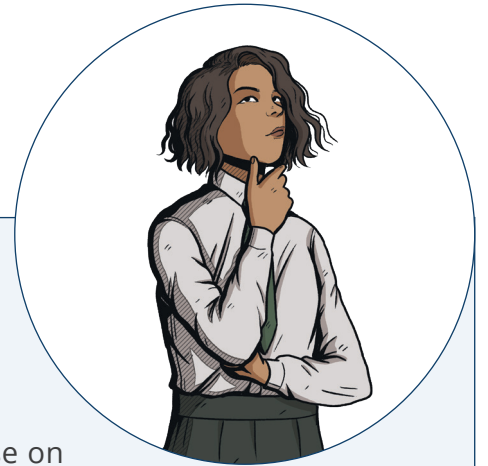
3. I didn't eat the hot dogs because I am vegetarian.

Now have a go at writing your own complex sentence.

Practise writing it differently as you move the subordinate clause around. Make sure you use commas correctly to separate the subordinate clause from the main clause.

SPaG Starters **Complex Sentences**

A complex sentence has an independent clause (a phrase with a subject and verb which makes sense on its own) and a subordinate clause (a phrase which doesn't make sense on its own).



e.g.

I made the decision to tell the head teacher what had happened, thinking carefully about what I was going to say.

The main clause (independent clause) in blue makes sense on its own, but the subordinate clause in green does not. So this is a complex sentence.

Can you spot the complex sentences?

1. The student, who had been off for a few days, had to catch up on some missed work.
2. The woman dropped her bag and her purse fell out of it.
3. As the books were too heavy, the shelf fell off the wall.
4. Suddenly, as everyone was watching, she tripped over on the pavement.
5. The school canteen had sold out of ham sandwiches but they did have cheese ones left.

Now write two complex sentences of your own!

SPaG Starters **Compound Sentences**

A compound sentence is made up of two or more independent clauses that are joined together using a coordinating conjunction (for, and, nor, but, or, yet, so). They can also be separated using a semi-colon.

To double check whether you have correctly used a compound sentence, remove the conjunction or semi-colon and check that the clauses still make sense independently.



e.g.

It was raining heavily outside so we stayed indoors.

It was raining heavily outside; we stayed indoors.

Can you spot the compound sentences?

1. The light was on but no-one was home.
2. The fish, which had been behaving oddly, sprouted an extra fin.
3. Do you want to go in or do you want to go home?
4. Hannah left the food on her plate and said it was cold.
5. Malia ran to the shops, which were just about to close.

Now write two compound sentences of your own!

SPaG Starters **Continuous Tense**

When we describe something that is still happening, either in the past, present or future, we use the continuous tense. This involves the past, present or future form of 'to be', followed by an -ing word.

e.g.

I sat down. = simple past tense.

I was sitting down. = past continuous tense.

You cannot mix the two tenses. So:

I was sat down. = incorrect.



In each of these sentences, the writer is trying to describe something that was continuing – it was not a completed action. But they have mixed up their continuous and past tenses. Can you spot the mistakes and correct them?

1. I am sang a song to the judges when they interrupt me.

2. I was stood waiting for the bus when the car went past.

3. They are lay on the ground when it happens.

4. Where were you sat when the man came in?

5. We'll be stood in the corridor waiting for the teacher.

SPaG Starters **Practice or Practise**

The word **practise** is a **verb** – it describes the action of practising.

The word **practice** is a **noun** – it describes a thing.



e.g.

*On Saturday morning, she gets up early to go to football **practice**.*

Here *practice* is a **noun** because it is part of the name *football practice*.

*He had a music exam on Monday, so over the weekend he was going to **practise** his guitar.*

Here *practise* is a **verb** because he will be carrying out the action of practising his guitar.

Insert practise or practice into the following sentences:

1. I think you need _____ to more before you make the team.
2. It's good _____ to visit other venues before making a decision.
3. Are you coming to footie _____?
4. The doctors' _____ was full so he had to go elsewhere.
5. She didn't want to _____ her piano scales.

Now write two sentences of your own, each using a different version of **practice/practise**.

SPaG Starters **Speech Punctuation**

When we write direct speech, we use speech marks.

- At the end of the speech, we put a comma, then close the speech marks, followed by a speech tag such as he said.
- If the speech ends with a question mark or exclamation mark, we don't put a comma after it.
- If we don't include a speech tag, we can finish the speech with a full stop inside the speech marks.



e.g.

"At the end of the lesson, please place your books in a pile at the front of the room," the teacher instructed.

"At the end of the lesson, can you please place your books in a pile at the front of the room?" the teacher asked.

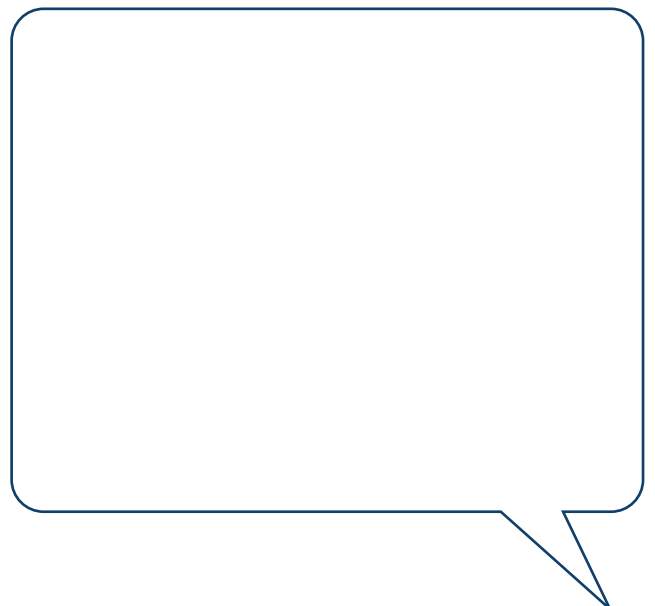
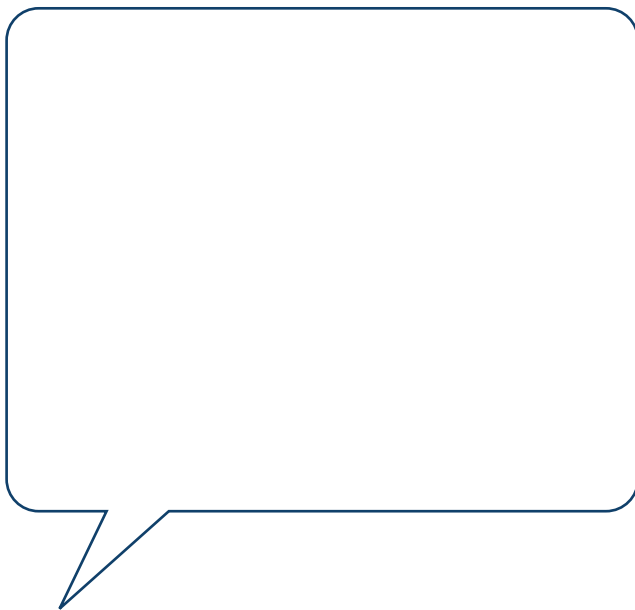
Choose from one of the following activities:

Have a conversation with the person next to you. Each of you must say a sentence, then both write it down in a speech bubble.

Or

Imagine a scenario where two friends are having a conversation or disagreement about something of your choosing. Fill in each of the speech bubbles with what each person says.

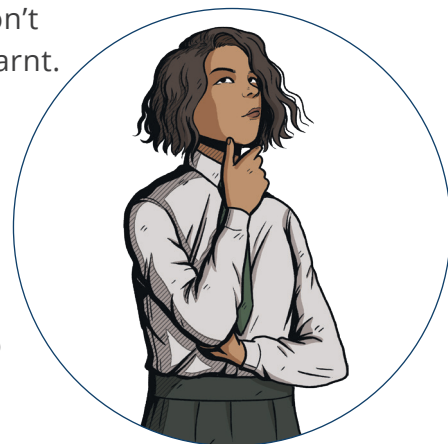
Don't forget to add speech punctuation and a speech tag. Try and challenge yourself when writing the speech tag by using alternatives to the word 'said'.



SPaG Starters Tricky Spellings

Some words are trickier to spell than others because they don't follow the expected spelling rules that we have previously learnt.

Here are some useful ways to remember to spell those words that you find trickier than others:



1. Using a mnemonic as a memory aid.
e.g. because = **big** elephants **can** **always** understand **small** elephants
2. Become familiar with prefixes, suffixes and root words to decode meanings
Common prefixes: **dis**appear, **re**direct, **post**natal
Common suffixes: Pretend**ing**, perform**ed**, excitement**ed**, accept**able**
Root words: un**help**ful, rep**aint**ed, dis**appear**ing
3. Muscle memory: Copying the word over and over until you retain the knowledge of the spelling.
4. Quiz yourself on the spellings regularly.
5. Learn and remember common spelling rules.
6. Break the word down into its syllables.
e.g. En-vi-ron-ment, mis-in-ter-pret, bus-i-ness

Look at the following five tricky words. Can you come up with a way to remember the spelling of each one?

accommodate

irrelevant

conscious

necessary

fascinating

Can you think of any spellings that you find tricky? Have a go at using any of the techniques above to see if they help.

Don't forget to check whether you got them right by asking a partner or using a dictionary.

SPaG Starters **Who or Whom**

We use **who** when referring to the subject of a sentence and **whom** when we are referring to the object.

A quick shortcut is to change the sentence around so that you use either he/she/they or him/her/them.



e.g. *The student **who** had missed yesterday's lesson was behind on their work.*

The student is the subject (the person carrying out the action).


The student could also be replaced by he/she/they, therefore 'who' is used.


Whom should I ask about what I have missed?

The person to be asked is the **object** (the person the action is happening to).

Or

When trying to substitute words in the sentence, you would need to reword it.

Should I ask he? 

Should I ask him? 

As the sentence only makes sense with the substitute 'him', 'whom' is used.

Can you insert either **who** or **whom** into the following sentences?

1. The student, _____ was late for the lesson, was given detention.
2. Tomas wanted to go into town but the friend _____ he asked for a lift was busy.
3. The mobile phone belongs to the girl with the black jacket on, _____ is standing over there.
4. _____ did you ask for help?
5. The band, _____ I really like, are going to be playing live on Friday night.

Now, write your own two sentences, one using **who**, and one using **whom**.

001 Year 7 Imaginative Writing Test

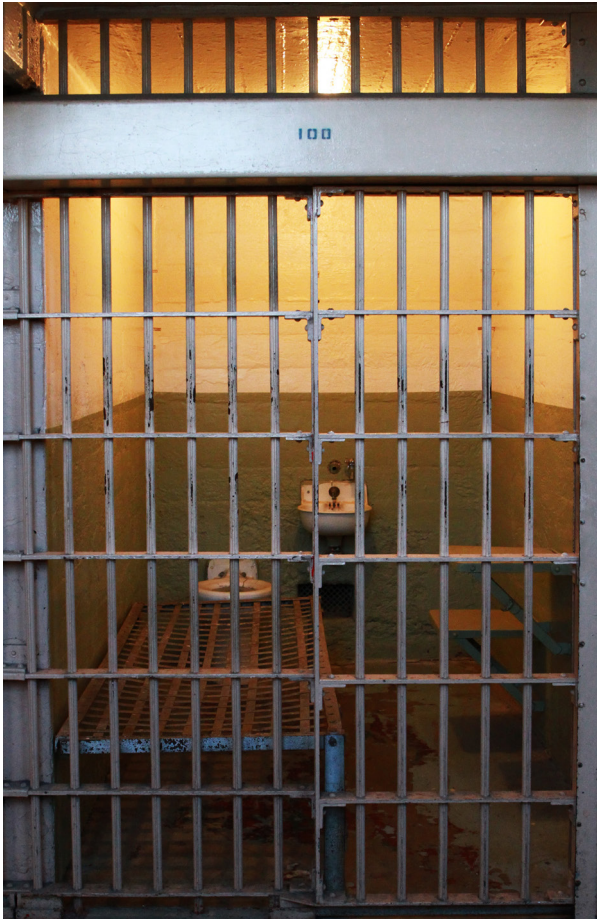
Going Away

1. Choose one from the questions below:

a. Your best friend has moved away to another country. Write a diary entry to explain how you feel on the day that she/he leaves.

You can base this on real experiences or you can make it up.

b. Use one or both of the pictures below to inspire you to write a story called 'Going Away'.



These questions are worth 25 marks:

15 marks for content, structure and ideas;

10 marks for spelling, punctuation and grammar.

003 Year 7 Imaginative Writing Test **Water**

1. Choose one from the questions below:

a. You get up in the morning to find there is no water coming from the tap. You then find out from the radio that the whole town is affected – there is no water anywhere. Write a story about what happens next.

You can base this on real experiences or you can make it up.

b. Use one or both of the pictures below to inspire you to write a story called 'The Deep'.



These questions are worth 25 marks:

15 marks for content, structure and ideas;

10 marks for spelling, punctuation and grammar.

002 Year 7 Non-Fiction Writing Test

Environment

1. Choose **one** from the questions below:

a. Write a letter to your headteacher **explaining** to her/him your ideas about how to improve the school environment. Your ideas may include:

- How to make learning a better experience by redesigning classrooms;
- What kind of space you would like for breaks and lunch;
- How the school building might become more environmentally friendly.

b. Write a magazine article **persuading** your readers not to drop litter on the street but to put it in a bin. You could write about:

- Why litter on the street is a problem;
- How people can help to solve the problem;
- How we can recycle litter.

These questions are worth 25 marks:

15 marks for content, structure and ideas;

10 marks for spelling, punctuation and grammar.

004 Year 7 Non-Fiction Writing Test

Technology

1. Choose **one** from the questions below:

- a. Write a speech to **persuade** the rest of the school, including the staff, that pupils should be provided with a tablet to use in lessons instead of books.
- b. You have been asked to write a guest column on the school website. Your title is 'How I Use Technology in My Everyday Life.' You will need to **explain**:
 - What types of technology you use (mobile phone, tablet, laptop, PC, smart watch, fitness monitor – anything you can think of);
 - How your life is easier/better by using technology;
 - What your favourite piece of technology is.

These questions are worth 25 marks:

15 marks for content, structure and ideas;

10 marks for spelling, punctuation and grammar.