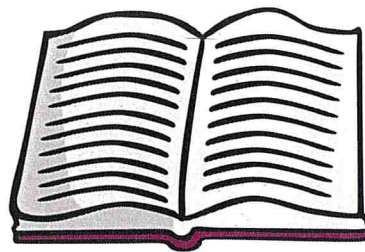




# Year 8

## English Homework Booklet



### Half Term 1

Name: .....

## Student Information for KS3 English Homework



This homework booklet will support with your foundational skills in English:

- Reading
- Writing
- Spelling, grammar and punctuation
- Vocabulary

The booklet contains a mixture of different activities linked to these skills. You are expected to complete 1 activity a week.

You can write in the booklet. For some tasks, you will need paper to write on. For this we have put lined paper at the back of the booklet for you to use.

We will provide you with the answers for each half term's activities the following half term. This means you can self-assess your work and reflect on strengths and areas of improvement.

There is also a reading list attached to help you choose a variety of books from different genres to boost your reading.

We will upload a copy of your reading homework to Satchel should you need to access the work online. You will then need a notebook to write your answers in.

Any questions, don't hesitate to ask your English teacher for support.

Have fun!

The English Team

# READING LIST

Below is a list of some authors and books that you might like to try. Of course, it only contains a few suggestions. There are hundreds of other books out there to try.



One good source for recommendations is a library. Ask the librarian for help. Look for reading lists and suggestions that might be there in the library. Look at the books that are on display.

Another place to look is the internet. For example, try browsing on amazon.com – not to buy something, necessarily, but just to get ideas.

- When you look up an author or a book you like, amazon often gives you suggestions near the bottom of the page under headings like “Customers who bought this book, also bought...” You can now look up these books.
- Also, alongside the books there are often “lists” of similar, relevant books. Once you get into these lists, they’ll lead to more and more. Keep pursuing things and you’ll have a thousand books to read in no time!

## Alan Gibbons

Alan Gibbons has written a variety of exciting and interesting books, including horror stories – so beware! His *Shadow of the Minotaur* is a powerful take on the famous Greek myth.

## Neil Gaiman

Gaiman writes very imaginative, original books that are weird and sometimes disturbing. Worth a look if you like that sort of thing.

## Eoin Colfer

Colfer’s *Artemis Fowl* books are popular fantasy books with an interesting twist.

## J. R. R. Tolkien

Now might be the time to tackle *The Lord of the Rings*. It is monstrously long, but it will be worth the effort. Then you can watch the DVDs and pick out all the differences from the book.



## Jean M Auel

*Clan of the Cave Bear* is the first in her series about pre-historic people. It’s exciting and imaginative. Definitely something different.

## Philippa Gregory

Gregory is a well-respected author. She specialises in historical fiction. Her book *The Other Boleyn Girl*, about the court of Henry VIII, was made into a film starring Scarlett Johansson and Natalie Portman.

## Darren Shan

Shan is very popular. His books deal with vampires and other spooky stuff!

### Anthony Horowitz

Horowitz's *Alex Rider* books are very popular. They feature a boy who is a spy and who gets up to all sorts of James Bond type adventures.

### Michelle Paver

Paver writes pre-historic adventures. *Chronicles of Ancient Darkness* is one series that she has written.

### Julia Golding

Golding writes interesting books that mix legends with contemporary settings. She also writes historical adventures, which feature a young girl, Cat Royal.

### Adeline Yen Mah

*Chinese Cinderella* tells the story of an unwanted child in China.

### Lian Hearn

*Brilliance of the Moon* and several other books tell tales about medieval Japan. The books give an exciting insight into another world.

### Sarah Mlynowski

Her books about the teenage witch Rachel are fun, modern and lively.

### Brian Keaney

*The Hollow People* begins a series of books about a parallel world in which magic is key. The lowly hero sets himself against the all powerful Dr Sigmundus.

### Cornelia Funke

*Inkheart* is an interesting, weird book about people who love books. Definitely worth a look.

## CLASSICS

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### Charles Dickens

Try *Dombey and Son* – it's big and brilliant; there's an especially likeable dog in it too.

### Charlotte Bronte

*Jane Eyre* – the romantic tale of Jane's struggles and her encounters with the dashing, smouldering Rochester.

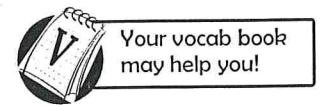
### George Eliot

*The Mill on the Floss* tells the story of a passionate and brilliant girl, growing up to be a frustrated woman, in a male-dominated society.



## WRITING TASK 10

- TASK:** Write a story set in a railway station.
- AUDIENCE:** Aim it at 13 year olds.
- FORM:** Make it a complete short story.
- PURPOSE:** To entertain – so make it surprising, interesting.



### ASSESSMENT CRITERIA

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#### LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of structure – a beginning, for example.
- The vocabulary may be mostly basic and factual.

#### LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some use of paragraphs to show topic changes.
- The vocabulary will be more descriptive.

#### LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will structure the story, dividing description from action.
- Interesting vocabulary creates emotional responses.

#### LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will show how the story progresses, whilst being linked.
- Varied and mature vocabulary will excite and surprise the readers.

#### LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be used to create suspense and surprises.
- Very impressive vocabulary will engage and grip the readers.

## DASHES

A dash can be used to show that some information has been added to the end or into the middle of the sentence.



When a fragment of extra information is tacked on to the end of the sentence, use a dash – it shows that the extra statement is indeed extra.

If you want to put a little aside – a short explanation for example – in the middle of a sentence, a pair of dashes can be used. Start a new paragraph when you change topic.

## TASK

Copy the sentences below into your English book. Add the dashes where they belong.

1. Beowulf one of the oldest English poems tells an heroic story.
2. It is set in Denmark many settlers came from there to England.
3. Grendel a lonely, hairy monster terrorises the Danish court.
4. Grendel feasts on the Danish soldiers there is no escape.
5. Hrothgar is the Danish king he cannot rid his nation of Grendel.
6. Beowulf a soldier from over the seas comes to challenge Grendel.
7. No-one believes that Beowulf can kill Grendel a man called Unferth is especially negative about Beowulf's chances.
8. Unferth asks Beowulf to tell a story he has heard it features Beowulf losing a swimming race.
9. Beowulf puts him right he lost the race because he stopped to fight a sea monster.
10. That night Grendel visits the feast hall he attacks the sleeping warriors.
11. Beowulf lying in wait just for this moment surprises Grendel.
12. Grendel fights with Beowulf he is shocked by Beowulf's strength.
13. Beowulf holds onto Grendel's shoulder his grip is like iron.
14. Grendel screams he doesn't know what to do.
15. Beowulf wrenches Grendel's arm off the original poem describes this very powerfully.
16. Grendel slinks off he is nearly dead.
17. Everyone in the Danish court celebrates they think their troubles are over.
18. Grendel is dead his mother is not pleased.
19. Beowulf's work is just beginning he'll soon have another fight to undertake.
20. Grendel's mother is worse than her son she'll be hard to kill.



## EXTENSION

- a) Write your own description of the fight between Grendel and Beowulf.
- b) Read the original poem – Seamus Heaney has written a modern English version of it.

## SPELLING 8: Your Own List

As you might have learnt in Year 7, the best way to improve your spelling is to work on your own mistakes.

### TASK A

Look back over all your writing from recent months. Look back at work from primary school if you have any. Look in books for all subjects, not just English.

- List all the spelling errors that you made.
- Use a dictionary or dictionary.com on the internet to check what the correct spelling is.
- Try to spot patterns in your mistakes. Do you have problems with particular patterns – like '-tion'? Do you get your double letters wrong? Do you mix up vowels or consonants?
- Use the *look, say, cover, write, check* method to learn the correct spellings.
- Get someone to test you.
- Spend time learning any words that you still get wrong.
- Try to invent mnemonics to help you remember some of these words. A mnemonic is a sentence which helps you remember a spelling – e.g. "**F**inally, something **defi**nite" might help you to spell "definite".

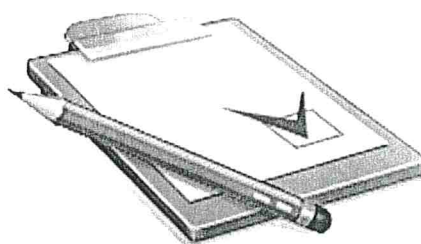
### IMPORTANT:

- Once you know the spellings, you need to make an effort to use it in some of your writing. Otherwise, you will probably forget the spelling again.
- Get someone to test you again after a week or so. You need to make sure that you haven't forgotten any spellings.

Now you need to keep an eye on your spelling all the time. Every time you make a mistake in any writing for any subject, you need to check what the correct spelling is and learn it.

Occasionally, get someone to test you on words that you have made mistakes on over the recent months.

If you do a little work on spelling each day – 5 minutes, for example – you will make a difference to your spelling.



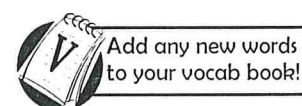
### TASK B

Here are some words that people often find difficult to spell.



playwright	alcohol	assess	harass	embarrass
business	definite	separate	deliberate	manoeuvre
women	soldier	carriage	government	environment
technical	sincerely	violence	possess	obsession
awkward	aisle	appalling	disappear	committee
commitment	exaggerate	exceed	succeed	success
advantage	excite	bicycle	behaviour	dissatisfy

- Try to make up a way to remember them.
- Learn them and learn what they mean.
- Get someone to test you on them.



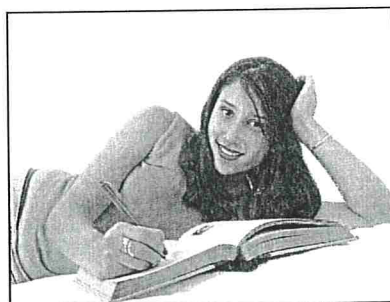
## READING 7: *The Diary of a Pre-Teen Prom Queen*

Read the passage below. Look up any words you don't understand in a dictionary or on [dictionary.com](http://dictionary.com).  
Complete the task that follows.



**i** This is from a funny and dramatic story about a 12 year old British girl who organises a party (or prom) for her year group at school.

- The difficulty of this passage is: MEDIUM



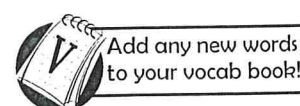
OMG! I thought I would be writing something like: "I just want to curl up in a ball and cry. How could I be such an idiot!? I had my chance to make a real impression today and what happened? I blew it." But then ... something miraculous happened, something so perfect and unexpected that has changed everything and means that I can write: this might just have been the best day of my life!

Here's how it all started: Jenny, Emma, Kylie and me were just hanging about at break when HE came along with his mates and started kicking a ball against the wall nearby. We all did the giggly girlie act, and the lads started showing off, doing clever flicks and kicks and belting the ball real hard.

So what did I do? I don't know whether to laugh or cry really. You see, the football bounces over towards us and HE – my greatest ever crush, the lush, cool, too-gorgeous-to-look-at Terry Casper – calls over to me: "Kick it back Frenchy, will you?" he shouts. He knows my name! What a triumph! What a day! So, there I go over to the ball, feeling so wanted, so in-with-the-in-crowd, so excited. And what did I do? Well, I swung my delicate little leg, but missed the ball altogether, carried on swinging until I lost my balance and fell flat on my back! Of course, my loyal friends – green with jealousy about Terry knowing that I exist – laughed like drains. I just shut my eyes tight and lay there wondering how long it was until the end of break.

Suddenly, I felt a hand touch mine. I opened one eye suspiciously and looked up, and there he was: his sweet smile, his emerald eyes, his perfect face looking sympathetically down on mine: Terry! "Let me help you," he purred as he lifted me back to my feet. But it doesn't end there. Here's what he said: "Looks like you could do with some footy lessons. You should come down the park sometime. I could teach you."

I just gawped and nodded and tried to keep breathing. Was he, well, kinda asking me out on a date? I mean, I'm not imagining it, am I? I can hardly dare say it or write it or think it, but it must be right: Terry Casper likes me!





## TASK

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

### SELECT AND RETRIEVE

LEVEL 4: How can you tell the narrator is a young girl?

LEVEL 5: What is Terry Casper like?

LEVEL 6: Why is the narrator so excited?

LEVEL 7: What feelings does the narrator express?

### INFER AND DEDUCE

LEVEL 4: What does the narrator think of Terry Casper?

LEVEL 5: How does the narrator feel about what happened in the day?

LEVEL 6: Why do the narrator's friends laugh at her?

LEVEL 7: What sort of person is the narrator?

### STRUCTURE

LEVEL 4: What is the effect of the very start: "OMG"?

LEVEL 5: How does the writer make the reader keen to read on?

LEVEL 6: How does the writer use the first sentences in the paragraphs to create tension and drama?

LEVEL 7: What is the effect of the opening paragraph?

### LANGUAGE

LEVEL 4: How does the narrator describe her feelings?

LEVEL 5: How does the writer's language make the piece funny?

LEVEL 6: How does the language appeal to the passage's key audience?

LEVEL 7: Which techniques does the writer use? To what effect?

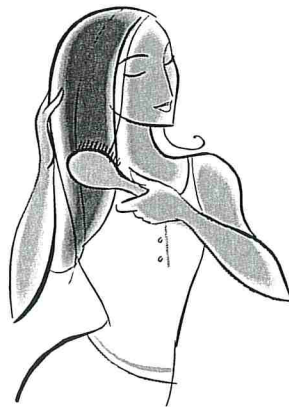
### OVERALL EFFECT

LEVEL 4: What is your response to this passage?

LEVEL 5: Can only girls enjoy this passage? Why? Why not?

LEVEL 6: How does the writer make us sympathise with the narrator?

LEVEL 7: What do you like or dislike about this passage?



### EXTENSION

Write the next part of the story.

## READING 1: *Bleak House*

Read the passage below. Look up any words you don't understand in a dictionary or on [dictionary.com](http://dictionary.com). Complete the task that follows.



This passage is the opening of **Charles Dickens'** (1812-1870) novel *Bleak House*. Here he describes a fog-bound London. The book is partly about a court case – “Chancery” was a court where disputes about money were settled – which has dragged on for many years. So the fog might stand for the confusion that the people involved in the case are feeling.

- The difficulty of this passage is: HARD

LONDON. Michaelmas Term lately over, and the Lord Chancellor sitting in Lincoln's Inn Hall. Implacable November weather. As much mud in the streets as if the waters had but newly retired from the face of the earth, and it would not be wonderful to meet a Megalosaurus, forty feet long or so, waddling like an elephantine lizard up Holborn Hill. Smoke lowering down from chimney-pots, making a soft black drizzle, with flakes of soot in it as big as full-grown snow-flakes — gone into mourning, one might imagine, for the death of the sun. Dogs, undistinguishable in mire. Horses, scarcely better; splashed to their very blinkers. Foot passengers, jostling one another's umbrellas in a general infection of ill-temper, and losing their foot-hold at street-corners, where tens of thousands of other foot passengers have been slipping and sliding since the day broke (if the day ever broke), adding new deposits to the crust upon crust of mud, sticking at those points tenaciously to the pavement, and accumulating at compound interest.



Fog everywhere. Fog up the river, where it flows among green islands and meadows; fog down the river, where it rolls defiled among the tiers of shipping and the waterside pollutions of a great (and dirty) city. Fog on the Essex marshes, fog on the Kentish heights. Fog creeping into the cabooses of collier-brigs; fog lying out on the yards, and hovering in the rigging of great ships; fog drooping on the gunwales of barges and small boats. Fog in the eyes and throats of ancient Greenwich pensioners, wheezing by the firesides of their wards; fog in the stem and bowl of the afternoon pipe of the wrathful skipper, down in his close cabin; fog cruelly pinching the toes and fingers of his shivering little 'prentice boy on deck. Chance people on the bridges peeping over the parapets into a nether sky of fog, with fog all round them, as if they were up in a balloon, and hanging in the misty clouds.

Gas looming through the fog in divers places in the streets, much as the sun may, from the spongey fields, be seen to loom by husbandman and ploughboy. Most of the shops lighted two hours before their time — as the gas seems to know, for it has a haggard and unwilling look.

The raw afternoon is rawest, and the dense fog is densest, and the muddy streets are muddiest near that leaden-headed old obstruction, appropriate ornament for the threshold of a leaden-headed old corporation, Temple Bar. And hard by Temple Bar, in Lincoln's Inn Hall, at the very heart of the fog, sits the Lord High Chancellor in his High Court of Chancery.



Add any new words to your vocab book!

## TASK

Answer **at least one** question in each section. Answer questions at different levels if you wish.

### SELECT AND RETRIEVE

LEVEL 4: Which dinosaur is mentioned in the passage?

LEVEL 5: What has happened to the dogs in the first paragraph?

LEVEL 6: Which detail in the first paragraph suggests that it is always dark?

LEVEL 7: Select 5 key words or phrases that create a mood in this passage.

### INFER AND DEDUCE

LEVEL 4: How do the people of London feel?

LEVEL 5: Why does Dickens start his book like this?

LEVEL 6: What does the fog represent?

LEVEL 7: Why is the Lord High Chancellor at the heart of the fog?

### STRUCTURE

LEVEL 4: Why does Dickens start his book by focusing on the weather?

LEVEL 5: Why does Dickens list so many examples?

LEVEL 6: How does the passage build to a climax?

LEVEL 7: What expectations do you get for the rest of the book from this passage?

### LANGUAGE

LEVEL 4: What is the effect of the repetition of "fog"?

LEVEL 5: Explain three examples of Dickens' strong language in this passage. What do they make you feel or think?

LEVEL 6: What can you say about the types of sentence used in paragraph 2?

LEVEL 7: How does Dickens' language emphasise his message in this passage?

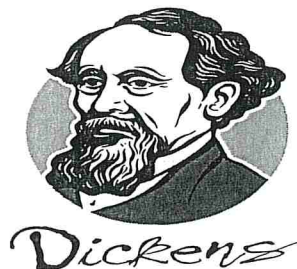
### OVERALL EFFECT

LEVEL 4: How do you respond to this passage?

LEVEL 5: What is Dickens' main message in this passage?

LEVEL 6: What opinions is Dickens expressing?

LEVEL 7: What techniques does Dickens use? To what effect?



### EXTENSION

- a) Write your own description of a foggy day.
- b) Read the rest of *Bleak House*.

## THE CLAUSE



A **clause** is the main part of a sentence. It contains:

1. A verb (a doing word: *looks, runs, ate, fell, is, was*, etc.);
2. A subject (someone or thing that does the action: *I, she, Paul, Jenny, the cat*).

A clause must be followed by one of the following:

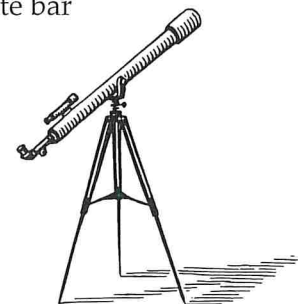
- A full stop: I ran away.
- A semi-colon: I ran away; the dog chased me.
- A comma *and* a joining word: I ran away, **but** the dog chased me.

Note: A comma on its own cannot separate two clauses. The comma must be followed by a **joining word** (*because, which, but, and*, etc.).

### TASK

Copy the examples below into your English book, adding **full stops, semi-colons, commas, and capital letters**.

1. galileo galilei was born in italy in 1564 he became an important scientist
2. galileo observed the planets and he discovered jupiter's moons
3. he improved the telescope but he did not invent it
4. he is called the father of modern astronomy because he discovered a lot
5. he said that the earth is not at the centre of the universe it goes round the sun
6. this was controversial at the time because the church did not teach this idea
7. galileo was summoned to rome where he had to answer questions
8. he was forced to say that the earth was the centre of the universe it is not
9. galileo made other scientific discoveries so he is called the father of science
10. he showed how maths and physics go together he was also a philosopher
11. he thought that the meaning of life is written in the universe
12. he proposed new ideas about motion which were important to scientists
13. he observed sunspots he was one of the first people to understand them
14. he described craters on the moon which he had seen through his telescope
15. he observed the milky way which is a star system not a chocolate bar
16. he was silenced by the church but he did not change his views
17. his views are now accepted most people know he was right
18. he was brave and curious many scientists revere him
19. he is important because he furthered our understanding
20. he shows us how to live he was true to his beliefs



### EXTENSION

- a) Do some more research on Galileo. Write an encyclopaedia entry on him.
- b) Write a leaflet for Year 6 students explaining the clause.

## COLONS

A good punctuation mark to use is the colon. It impresses folk, even though it's pretty easy to use. So, here's a chance to make sure that you can use colons perfectly.



A colon points forward to more information. It comes before **lists** and **bullet points**, saying: "Here it is! Here's the information I promised you!"

A colon can also be used for dramatic emphasis, creating a pause and a brief sense of anticipation.

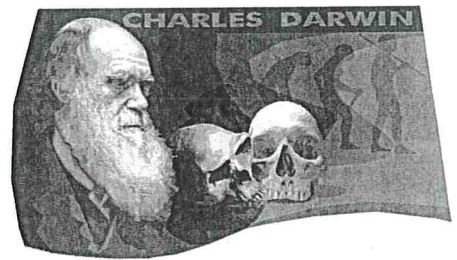
*Examples:*

- The best school subjects are: English, maths, drama and science.
- The next thing that happened: a bull crashed through the gate.
- The answer was: Yes!

## TASK

Copy the sentences below into your English book. Place the colons where they should go. Remember to use this task as a chance to practise your handwriting too.

1. Charles Darwin the most important scientist Britain ever produced.
2. He developed a theory the theory of evolution.
3. He added one key idea to the theory natural selection.
4. He wrote several books *On the Origin of Species, The Voyage of the Beagle, The Descent of Man.*
5. He was educated at Shrewsbury School, The University of Edinburgh and Christ's College Cambridge.
6. On the voyage of The Beagle, he travelled to Argentina, Chile and Australia.
7. The most famous place he visited was the Galapagos Islands.
8. Darwin's theory stated animals evolve when individuals that are well-adapted to the prevailing conditions out-breed less "fit" members of the species.
9. Darwin's most controversial idea the notion that human beings might be descended from apes.
10. Darwin's other works include *Insectivorous Plants; Climbing Plant; The Power of Movement in Plants; The Formation of Vegetable Mould through the action of Worms.*

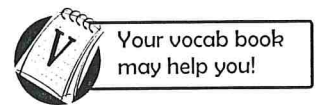


## EXTENSION

If that was too easy: write some of your own sentences that include colons. The topic should be: the life and works of Isambard Kingdom Brunel. You'll need to do some research first!

## WRITING TASK 1

- TASK:** Write the opening to a detective novel.
- AUDIENCE:** Crime fiction fans of all ages.
- FORM:** Opening chapter of a novel – make the reader want to read on.
- PURPOSE:** To entertain, interest, intrigue!



### ASSESSMENT CRITERIA

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#### LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of an opening section.
- There will be basic descriptive words, perhaps setting the scene briefly.

#### LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There may be an opening paragraph and some other sections.
- The vocabulary will be more descriptive and detailed.

#### LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- There will be clearly marked paragraphs.
- A variety of words that fit the detective genre will be used.

#### LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will start with link words.
- The vocabulary will be strong, descriptive, engaging.

#### LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- There will be lots of variety in length and structure of paragraphs.
- Vocabulary will include sophisticated words, combined in various ways.

## SPELLING 1: -ible or -able



There is no simple rule to help you decide whether to use '-ible' or '-able'. All you can do is try to learn examples.

### TASK

Choose the correct spelling of each word below and write it in your English book. Check your answer in a dictionary or at [dictionary.com](http://dictionary.com).



Add any new words to your vocab book!

1. a) iritabl  
b) irritibel  
c) irritible  
d) irritable
2. a) sensible  
b) sensable  
c) senseible  
d) sensabel
3. a) invisibel  
b) invisible  
c) invisable  
d) invisoble
4. a) exitable  
b) excitible  
c) excitable  
d) ecxitabel
5. a) responsable  
b) responsabel  
c) responsibel  
d) responsible
6. a) incredable  
b) incredible  
c) incredibull  
d) incredibel
7. a) accessible  
b) ascescible  
c) accessable  
d) acesabel
8. a) indespensible  
b) indespensable  
c) indispensible  
d) indispensable
9. a) admirable  
b) admiraibel  
c) admirible  
d) admiribel
10. a) incurabel  
b) incurible  
c) incurable  
d) incuroble



## VOCABULARY 1: Vocabulary Book



One way to expand your vocabulary is to keep a notebook, in which you jot down any new words that you come across. Next to each word, write the dictionary definition.

Perhaps write a few trial sentences that include the word.

When you have gathered a few words, you could try the following:



- Play some games with them: hangman, scrabble, anagrams, etc.
- Write a story or an article in which you use all the words in your journal.
- Keep a diary, in which you reflect on what examples of language you have encountered during that day.
- Challenge your friends and family with a quiz based on your words in your notebook.
- Challenge your teachers at school: "Morning Mr Leatherpatches, can you tell me exactly what dissipates means?"

Perhaps your tutor could be encouraged to have a word of the week for your tutor group. This could provide a source of challenges, quizzes and activities for your group.

### TASK

Here's an exercise you could do in your vocabulary notebook.

- Think of a scene that you want to describe.
  - List all the objects in the scene.
  - List all the parts of the objects: tree – branches, twigs, leaves, etc. Try to get a real close-up focus on everything.
  - List a range of adjectives that could go with each of your object words. Use a thesaurus to help you. Aim for as many alternatives as you possibly can get.
- Write several alternative descriptions of the scene, using different words each time.

