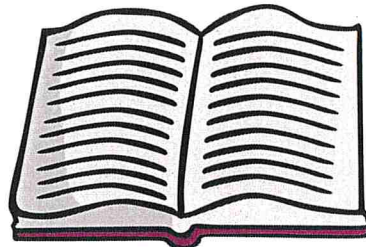




Year 8

English Homework Booklet



Half Term 3

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

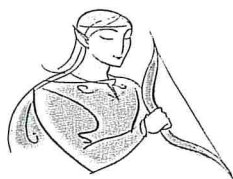
Gaiman writes very imaginative, original books that are weird and sometimes disturbing. Worth a look if you like that sort of thing.

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

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.



READING 3: 'England 1819'

Read the passage below. Look up any words you don't understand in a dictionary or on dictionary.com.
Complete the task that follows.



This poem was written by Percy Bysshe Shelley (1792-1822). In it, he describes the social and political situation of his time. People were much less free than they are today. King George III was, indeed, mentally ill. His successor, the Prince Regent, was a fat, ridiculous waste of space.

- The difficulty of this passage is: HARD

England 1819



Add any new words
to your vocab book!

An old, mad, blind, despised, and dying king,
Princes, the dregs of their dull race, who flow
Through public scorn, mud from a muddy spring,
Rulers who neither see, nor feel, nor know,
But leech-like to their fainting country cling,
Till they drop, blind in blood, without a blow,
A people starved and stabbed in the untilled field,
An army, which liberticide and prey
Makes as a two-edged sword to all who wield,
Golden and sanguine laws which tempt and slay;
Religion Christless, Godless a book sealed;
A Senate, Time's worst statute unrepealed,
Are graves, from which a glorious Phantom may
Burst, to illumine our tempestuous day.

Percy Bysshe Shelley



TASK

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

SELECT AND RETRIEVE

LEVEL 4: Select an example of alliteration from the poem.

LEVEL 5: How many negative words can you find in the poem?

LEVEL 6: How many metaphors can you spot?

LEVEL 7: Select the strongest image from the poem. Why did you choose it?

INFER AND DEDUCE

LEVEL 4: What did Shelley think of the king?

LEVEL 5: What did Shelley think about the world in which he lived?

LEVEL 6: What did Shelley want to happen?

LEVEL 7: What would Shelley think about our political situation today?

STRUCTURE

LEVEL 4: Why did Shelley start with the images in the first line?

LEVEL 5: What kind of poem is this? How can you tell?

LEVEL 6: How many sections would you divide the poem into?

LEVEL 7: How does the poem rise to a climax?

LANGUAGE

LEVEL 4: How many examples of alliteration can you find?

LEVEL 5: Select three examples of strong vocabulary. Explain their effect on you.

LEVEL 6: How would you describe the language of the poem?

LEVEL 7: Which techniques does Shelley use? To what effect?

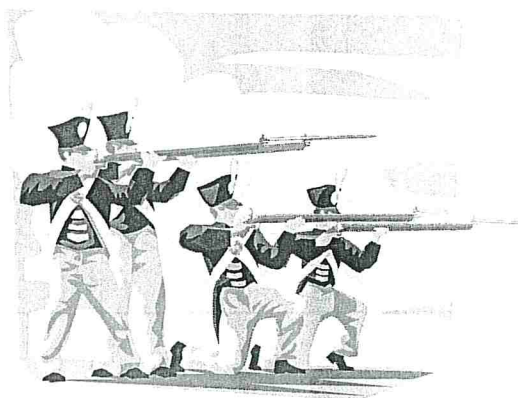
OVERALL EFFECT

LEVEL 4: What were Shelley's feelings when he wrote this poem?

LEVEL 5: What is Shelley's message?

LEVEL 6: Who is the poem aimed at? How can you tell?

LEVEL 7: What did Shelley believe in?



EXTENSION

- Write your own poem about the problems that we face in our world today.
- Do some research into life in England in 1819. Write a chapter for a Horrible History book about those times.

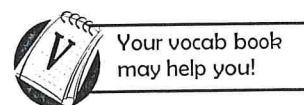
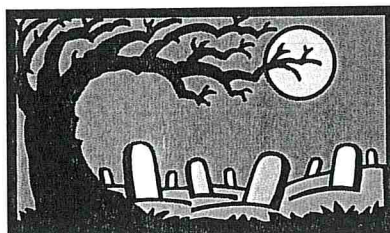
WRITING TASK 3

TASK: Write a description of a setting for a horror story.

AUDIENCE: Young teenagers – don't make it too scary.

FORM: Story – a descriptive section.

PURPOSE: To entertain, frighten, thrill – make it powerful.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a clear opening section.
- The vocabulary may include basic references to what is happening.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraph breaks.
- The vocabulary will be more mature and serious.

LEVEL FIVE

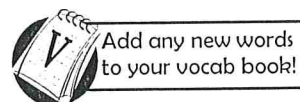
- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be used to structure the section and round it off.
- A variety of vocabulary will be used to give a vivid picture of the place.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- The paragraphs breaks will be used for dramatic effect.
- The vocabulary will be appropriately atmospheric.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be of varied lengths, with clear topics.
- Vocabulary will be varied in conveying the mood and creating excitement.



TASK

Learn and use the words below.

- a) Write each word and its meaning in your English book. Check your answer in a dictionary or at dictionary.com.
- b) For each word, write a sentence in your English book. Make sure you use the word correctly.

1. abominable
 - a. Able to explode
 - b. Hateful, unpleasant
 - c. Unable
 - d. A snowman

2. baffle
 - a. To confuse
 - b. To fight
 - c. To fill a bath
 - d. To play a musical instrument

3. campaign
 - a. An organised series of activities
 - b. A type of tent
 - c. A twisted ankle
 - d. A window

4. egregious
 - a. Talkative
 - b. An egg farm
 - c. Greedy
 - d. Notorious

5. hiatus
 - a. A tower
 - b. Hatred
 - c. A gap
 - d. A map

6. lambent
 - a. A baby sheep
 - b. A twisted sheep
 - c. Lazy
 - d. Flickering

7. nemesis
 - a. A book in the Bible
 - b. An opponent that can't be beaten
 - c. A name that is false
 - d. A farm implement from Ireland



SPELLING 4: Change y to i



When you add a suffix to a word that ends in '-y', you sometimes change the '-y' to an '-i'.

The rule is: if the letter before the '-y' is a consonant, the '-y' becomes '-i'.

Example: duty → dutiful

If the letter before the '-y' is a vowel, the '-y' stays as a '-y'.

Example: convoy → convoys

TASK

Add the suffixes indicated to each of the following words, writing out the whole word in your English book.

1. -ment

employ

enjoy

merry

2. -ness

silly

jolly

shy

busy

3. -ed

carry

worry

play

dismay

hurry

fry

4. -ful

beauty

pity

play

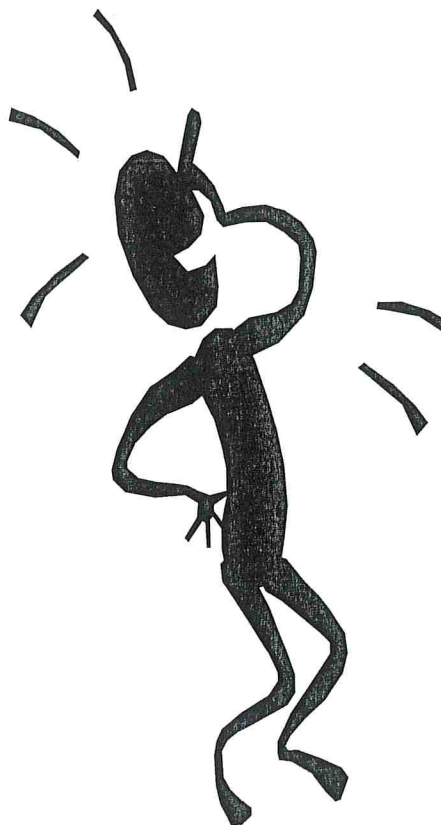
5. -s

boy

folly

baby

lady



EXTENSION

Design a poster to illustrate this rule.

SPELLING 3: Prefixes and Suffixes

i **Prefixes** are the letters that go on the start of words. For example:

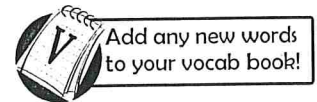
<i>prefix</i>	<i>whole word</i>
anti-	→ antibody
semi-	→ semidetached
dis-	→ dishonest
under-	→ underrated

Suffixes are the letters that go on the end of words. For example:

<i>suffix</i>	<i>whole word</i>
-less	→ ageless
-ness	→ friendliness
-ance	→ reassurance
-age	→ wastage

TASK

- a) Add the prefix or suffix indicated to the words below, writing the whole word out in your English book.
- b) List as many other examples as you can of whole words which use each prefix or suffix (e.g. for the prefix *anti-*, you could list anticlimax, antiseptic, antihero, etc.).



1. Dis-

appear
advantage
satisfy
similar

4. -ness

sleepy
foolish
hopeless
idle
careless

2. Un-

necessary
natural
encumbered
sophisticated

5. -ary

function
caution
example

3. Under-

achieve
represent
state
rehearse
ground



EXTENSION

- a) Below are five common **prefixes**. For each one, think of two or three examples of whole words which use them and write them in your English book. *Hint*: a dictionary might help you!
- ex- fore- micro- non- pro-
- b) *-ish* and *-ment* are two common **suffixes**. For each one, think of as many examples of whole words which use them and write them in your English book.
- c) Make a list of any other suffixes and prefixes you can think of.
- d) For each one you listed in c), list as many examples of whole words as you can find.



NOUNS: Agreement

We might not always agree, but noun endings should. Agreement in language is a matter of making sure that different parts of the sentence go together.



As you know, a noun is often called a naming word.

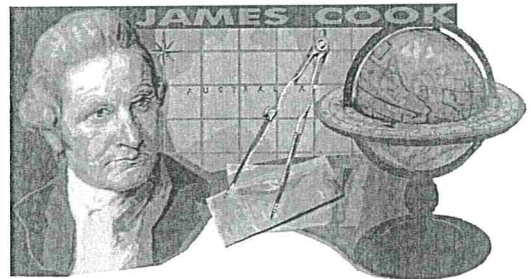
Nouns are the words that name people, places and things.

Nouns are pretty simple. But they do change if the number changes. You need to make sure that you get the ending right.

TASK

Copy the sentences below into your English book, correcting the noun endings as you go along.

1. James Cook went to schools in a villages called Great Ayton.
2. He learnt about sailing in a towns called Whitby.
3. He sailed on a ships that went to Newfoundland.
4. In 1768 he commanded the ships The Endeavour.
5. The Endeavours sailed to New Zealand and Australias.
6. The purpose of the voyages was to observe the star in the skies.
7. Cook sailed round the many island in the Pacifics.
8. In three year of sailing there was only one deaths on his ship.
9. Cook is known as a skilful navigators.
10. His several voyage made many important discovery.
11. He helped further various science.
12. He was the first Europeans to see many of the Pacific island.
13. He landed in Australias when few peoples had been there.
14. His names is remembered in many Australian location.
15. There is a huge monuments to him on a hills near Great Ayton.
16. Cook was killed by a group of Pacific islander.
17. He returned to get a boats back.
18. A group of islander set upon him.



EXTENSION

OK, that's too easy! Try to write a simple guide for Year 5 students, explaining how to get the right endings for their nouns.

VOCABULARY 7: Fill in the Missing Words



The sentences below suggest the meaning for a useful, interesting word. Try to think what the missing word might be. A thesaurus might help.

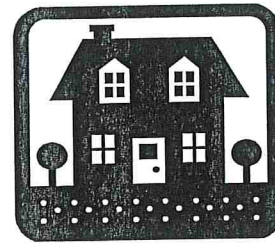
Check your answer in a dictionary to make sure that it is right. Ask for help from your family if you are stuck.

TASK

Complete these sentences in your English book. The first letter or two of each missing words has been given for you.



1. To be worthless is to be ab_____.
2. Another word for a home is an ab_____.
3. To be kind is to be b_____.
4. A small case or little space ship is a c_____.
5. To stroke someone is to c_____ them.
6. To come to an agreement is to co_____.
7. A riddle-like crossword clue is called cr_____.
8. To argue against something is to de_____ it.
9. A very rundown house would be described as d_____.
10. To beg is to e_____.
11. To be very careful, difficult to please, easily disgusted is to be f_____.
12. Another word for leaves is f_____.
13. To be distinguished and noble is to be ill_____.
14. Money left in a will is a l_____.
15. To speak evil of someone is to m_____ them.
16. Another word for weak or thin is m_____.
17. To be a liar is to be m_____.
18. A word for a total change is a m_____.
19. A word that sounds like what it means is an example of on_____.
20. To be thoughtful is to be p_____.
21. To set out on a foolish mission is to be q_____.
22. To be unwilling is to be r_____.
23. To be slow and dignified is to be s_____.
24. Something strange or underhand might be called s_____.
25. To put up with something is to t_____ it.
26. Enthusiasm might be called z_____.



Add new words to your vocab book!

EXTENSION

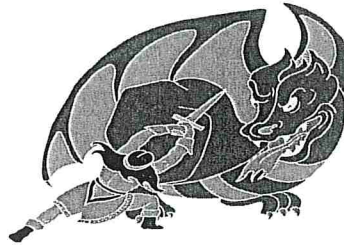
Try to write a story that uses all of the words you had to find.

COMMAS

You need to use commas in your writing. We've looked at them a few times in this booklet. Here, you can try to use them to mark off different clauses.

TASK

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



1. When Beowulf reached the lake he knew he was at Grendel's mother's lair.
2. Having waited for hours he decided that he would have to dive into the murky water.
3. Swimming down through the waters Beowulf looked out for Grendel's mother.
4. He was uneasy because the lake was littered with corpses.
5. Waiting at the edge of the lake Beowulf's men began to fear that he would not return.
6. When Beowulf caught sight of the huge monster he swam towards it.
7. Beowulf struggled with the monster and soon he began to realise that he could not defeat it.
8. Beowulf began to feel terror because he was being crushed by the monster.
9. When he felt that the end was near he touched something with his hand.
10. He was lucky because he had found a sword on the bottom of the lake.
11. Having grabbed the sword he swung it towards Grendel's mother.
12. The sword cut through the monster's neck and so Grendel's mother was defeated.
13. Exhausted but satisfied Beowulf swam for the surface.
14. When Beowulf returned everyone was amazed.
15. Their questions were answered straight away because Beowulf was holding Grendel's mother's head in one hand.

EXTENSION

- a) Write your own description of the fight between Beowulf and Grendel's mother.
- b) Write a description of the celebration feast that takes place after Beowulf defeats Grendel's mother.
- c) Write a guide to using commas for Year 5 pupils.

READING 9: 'Ramble On'

Read the passage below. Look up any words you don't understand in a dictionary or on dictionary.com. Complete the task that follows.



This passage is from a newspaper opinion piece about what it's like to be a walker or rambler. The last part of the piece is not printed here.

- The difficulty of this passage is: EASY



OK, I admit it: I'm a walker; a rambler; a hiker – one of those boring old so-and-sos who actually enjoys tramping through the countryside with a rucksack on his back. I like the fresh air, the exercise, the company of my fellow strollers, the chance to get up close and personal with the natural world. "OK," I hear you say, "what's your problem? Just get out there walking. What have you got to complain about?"

Well, nothing's that simple, is it? I have three crows to pluck: Firstly, there's the fact that I'm regarded as some sort of geeky weirdo because I like walking; secondly, there's the trouble I have with dogs and their owners; lastly, there is the old standard – litter.

I object. I object to the snide, sneering, cynical comments that are whispered behind my back; I object to the sniggering and the raised eyebrows; I object to being bullied because I like to use my legs in the way God intended them to be used. What's so ridiculous about going for a pleasant stroll in the country? The way some people react, you'd think I was proposing to swim the Atlantic underwater, naked. "You do what?" they groan. "You walk! What's wrong with your car then?" Nothing is the matter with my car, thank you very much. My 1985 Trabant Deluxe is still running as well as it was on the day it was stapled together in the former East Germany. I walk because I like it: it's healthy; it's relaxing; it gives you a chance to notice and appreciate things, like birds, flowers, trees. Remember them? They'll be those blurred fuzzy things that you go speeding past in your turbo-charged gas guzzler. Why not get off your high horse power and give walking a try? You'll be amazed at what it does for you.

However, having extolled the virtues of a good walk, I have to say that I often find that my own rambling pleasure is rather spoilt by one particular curse: dogs, or rather their excrement. It's impossible to set out on a walk from a town or village of any sort of size, without having to pick your way through a carpet of little brown messages. It seems that dog owners think that every public footpath within staggering distance of a car park is, in fact, a dog's toilet, and since it's in the countryside, you don't have to clean it up – do you? You just let your mutt poop right on the path where we all of us – even the dog walkers themselves – have to walk. How hygienic! How considerate!



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: What does the author like about walking?
- LEVEL 5: What are the three problems he has?
- LEVEL 6: What does he notice whilst walking?
- LEVEL 7: Which details reveal the writer's personality?

INFER AND DEDUCE

- LEVEL 4: Is the author being serious?
- LEVEL 5: What kind of person is the author?
- LEVEL 6: What is the author's aim in this passage?
- LEVEL 7: What does the author think about cars?

STRUCTURE

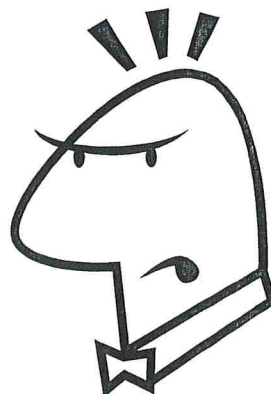
- LEVEL 4: Which part of the article is missing here?
- LEVEL 5: How does the author establish a clear structure for his piece?
- LEVEL 6: Why does the author include the opening paragraph as it is?
- LEVEL 7: How does the author link his paragraphs?

LANGUAGE

- LEVEL 4: What positive words does the author use to describe walking?
- LEVEL 5: How does the author's vocabulary create contrasts and humour?
- LEVEL 6: How does the author use sentence structure for effect?
- LEVEL 7: Which techniques does the author use? To what effect?

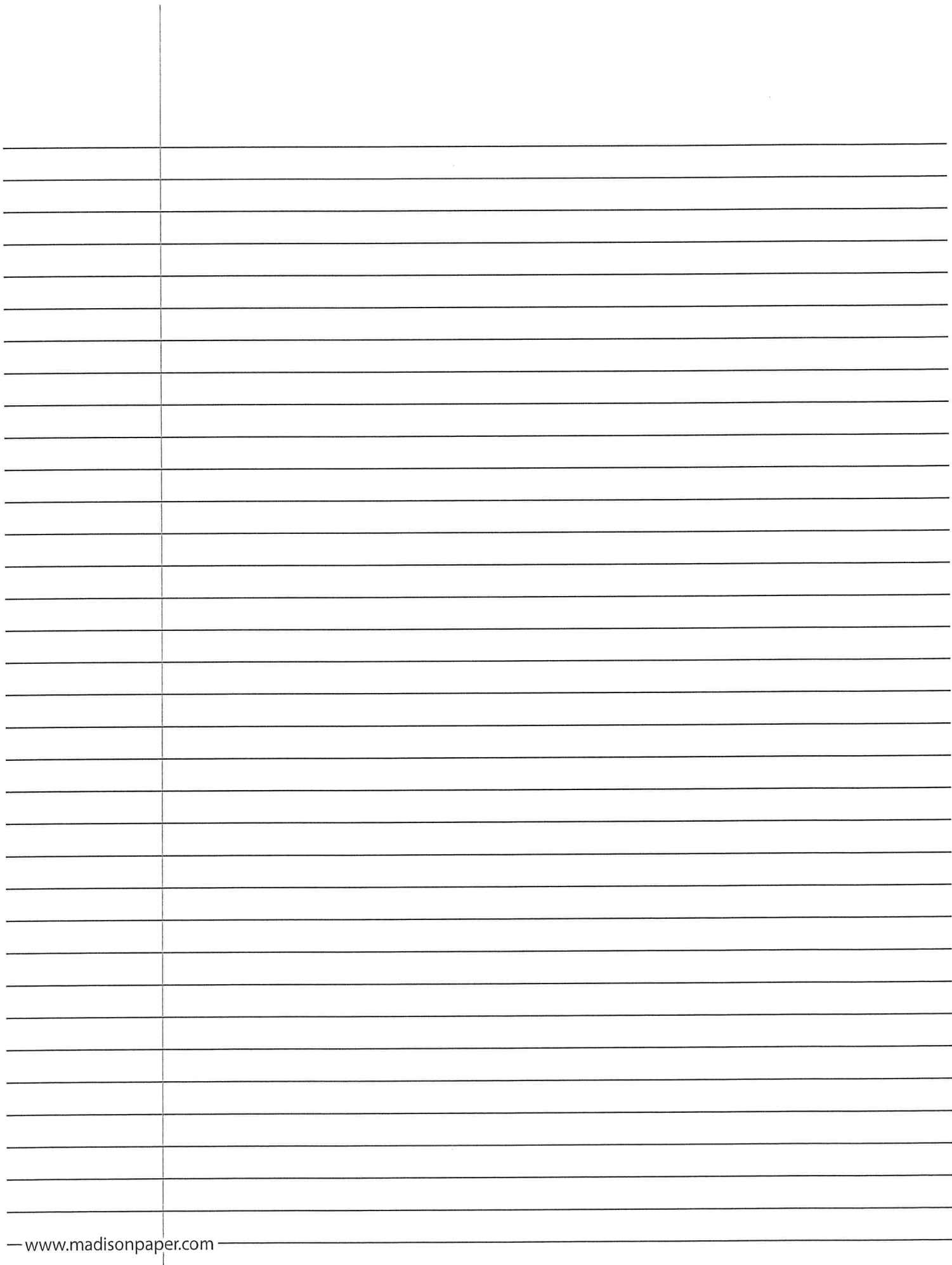
OVERALL EFFECT

- LEVEL 4: What are the author's main points?
- LEVEL 5: How does the author persuade us to share his views?
- LEVEL 6: How does the author portray himself in the article?
- LEVEL 7: How does the author manipulate his readers?



EXTENSION

- a) Write your own piece about things that annoy you.
- b) Write a response to the author's piece, telling him that he's wrong.



A sheet of white paper with horizontal lines for writing. A vertical line is drawn on the left side, creating a margin. The lines are evenly spaced and extend across the width of the page.