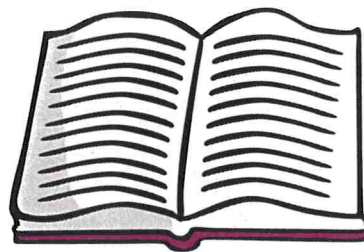




Year 8

English Homework Booklet



Half Term 5

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.

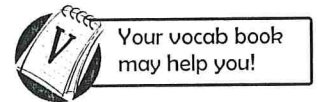
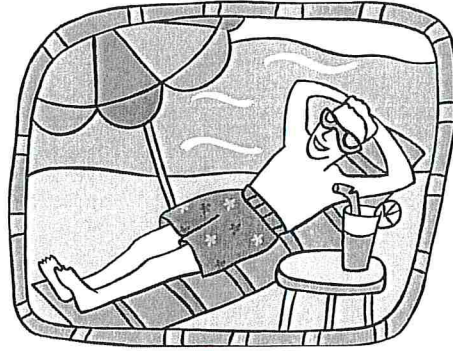
George Eliot

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.



WRITING TASK 9

- TASK:** Write a description of a seaside town in summer.
- AUDIENCE:** Aim it at readers who are interested in taking a holiday in this place.
- FORM:** A travel article for a newspaper.
- PURPOSE:** To describe and explain.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some sense of different sections.
- The vocabulary may be factual.

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 descriptive.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be clearly used to shape the article.
- Vocabulary will attract attention and shape responses.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be varied – with boxes and lists, etc.
- More detailed and descriptive language will be used.

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 memorable, surprising effects.
- Vocabulary will appeal to the audience's interests and concerns.

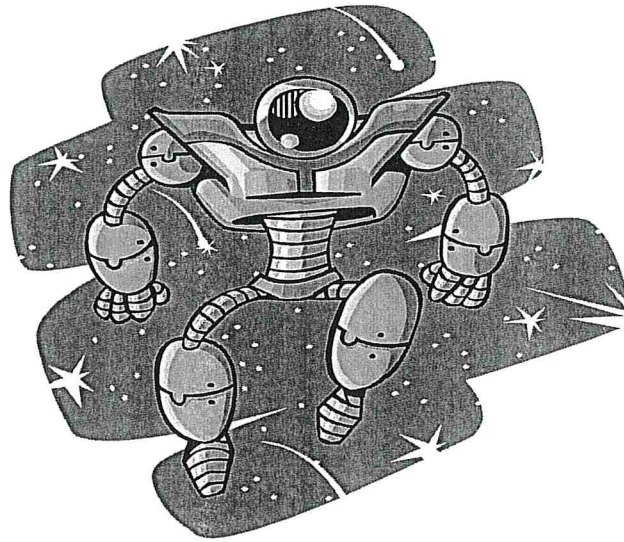
READING 8: *The Galaxy of a Thousand Earth-like Planets*

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 an exciting science-fiction novel. In this part, the rebel leader Thorg takes control of the Inter-Galactic Parliament.

- The difficulty of this passage is: MEDIUM



The Mighty Thorg marched into the council chamber accompanied by three guard droids, each carrying a battle-class laser rifle. The Pro-consul rose slowly to his feet, trying to assert some sort of authority, but his wizened frame cut an unimpressive figure next to Thorg's massive, armour-plated bulk.

"As the voice of the people of the outer regions," bellowed Thorg, "I hereby proclaim an end to the Fourth Era and the beginning of the Fifth. We are in control!"

As he said this, a dozen coldly metallic robot warriors silently, smoothly slipped through the great chamber doors. One Boolian delegate, its single eye starting out of its purple forehead, made as if to leave its bench. It slithered to the floor and extended its five twisting, rubbery tentacles, but it had no time to move: in an instant, a droid raised its rifle and fired off three bursts of red energy. The unlucky Boolian froze, shivered, glowed as red as the laser, then evaporated.

There was a brief buzz of shocked and nervous chatter about the hall, but this was quickly silenced by Thorg's glaring sweep of the chamber with his proud, defiant, threatening eyes. As his purposeful stare fell upon each of the councillors in turn, so they fell into intimidated silence.

Thorg let out a cruel laugh. "Yes, gentlemen, ladies, androgynoids," he barked, "we are in charge."



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: How many droids accompany Thorg?

LEVEL 5: What does the Pro-consul look like?

LEVEL 6: Which details tell you that this is a science-fiction book?

LEVEL 7: Which is the key word to describe Thorg?

INFER AND DEDUCE

LEVEL 4: What kind of person is Thorg?

LEVEL 5: What does Thorg's language tell you about him?

LEVEL 6: What are the robots like?

LEVEL 7: Whose side are you on? Why?

STRUCTURE

LEVEL 4: What did you expect after you read the first sentence?

LEVEL 5: How does the first sentence create expectations?

LEVEL 6: Why does the writer start new paragraphs where he does?

LEVEL 7: How does the writer create tension and drama?

LANGUAGE

LEVEL 4: Which words seem powerful?

LEVEL 5: Which descriptive details are most memorable?

LEVEL 6: How does the author's language manipulate the reader?

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

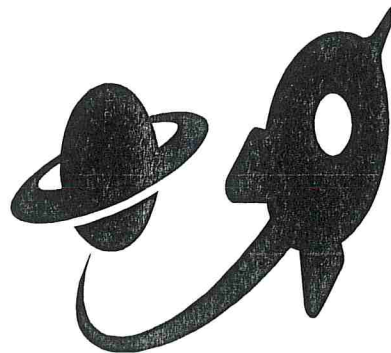
OVERALL EFFECT

LEVEL 4: How do you respond to this passage?

LEVEL 5: What do you think will happen next?

LEVEL 6: What was the author's main aim for this passage?

LEVEL 7: How did the author expect us to react to this passage?



EXTENSION

Write the next part of the story.

VOCABULARY 5: Alternatives for Common Words



Below are some words that tend to be over-used. Some of them are too general or vague.

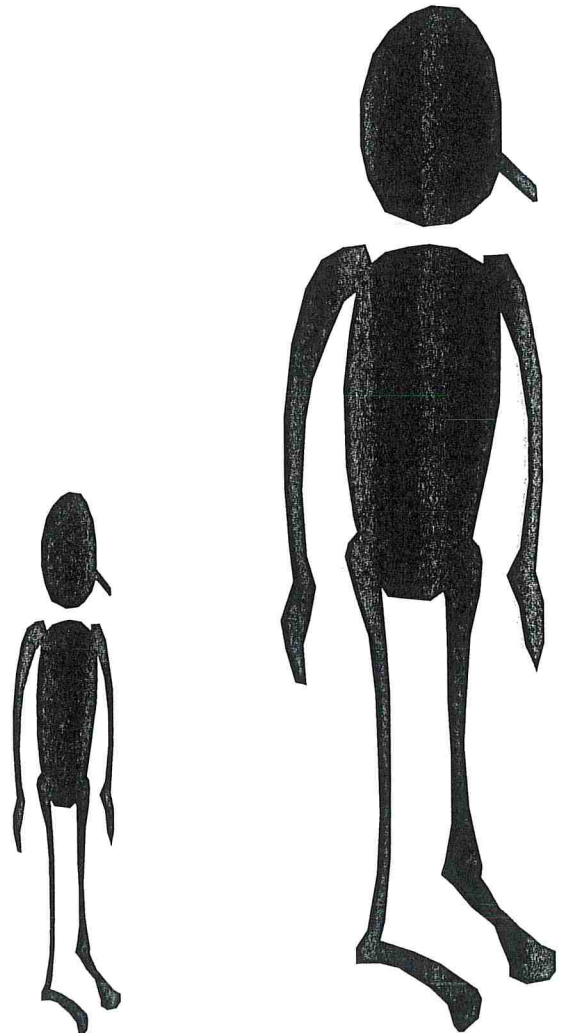
TASK

Find at least three interesting alternatives for each of these common words, other than the examples given. You should use the alternatives as much as possible in your writing.

1. small
Try: tiny, minute
What else?
2. fast
Try: rapid, urgent
What else?
3. slow
Try: laboured, snail-like
What else?
4. beautiful
Try: attractive, stunning
What else?
5. take the mick
Try: ridicule, mock
What else?
6. excited
Try: thrilled, energetic
What else?
7. bad
Try: terrible, awful
What else?
8. good
Try: virtuous, wonderful
What else?
9. drank
Try: slurped, sipped
What else?
10. whatever
Try ... NOT USING THIS WORD – EVER! Take an interest in life; be explicit and specific; look for something to engage your interest. In short, be positive!

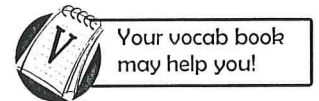
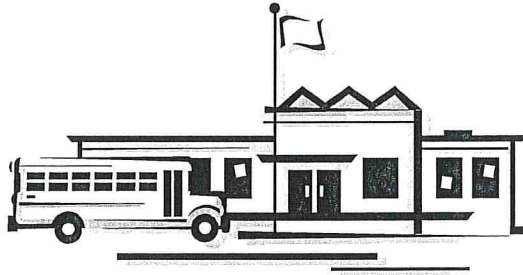


Add any new words to your vocab book!



WRITING TASK 5

- TASK:** Write a letter to a pen-pal describing your school.
- AUDIENCE:** A pen-pal of your age.
- FORM:** Letter – set it out quite formally to show that you can do this.
- PURPOSE:** To inform, to entertain – make it detailed and lively.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be an introduction and conclusion.
- The vocabulary will feature simple facts about the school.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraphing, marking off different points.
- The vocabulary will be more informative and memorable.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will mark the changes in topic and the inclusion of anecdotes.
- Vocabulary will be strong and specific.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked to show how the description progresses.
- Vocabulary will make the audience react emotionally to the points raised.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will be varied in length and will be used to create expectations and surprises.
- Vocabulary will be powerful and addressed directly to the pen-pal.

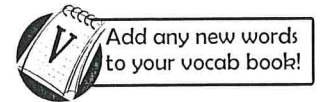
READING 5: 'Daffodils'

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



i In this poem, **William Wordsworth** (1770-1850) describes his thoughts and feelings about seeing a field full of daffodils.

- The difficulty of this passage is: MEDIUM



Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling leaves in glee;
A poet could not be but gay,
In such a jocund company!
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth



TASK

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

SELECT AND RETRIEVE

- LEVEL 4: In verse 1, what were the daffodils doing?
- LEVEL 5: How many similes can you spot in the poem?
- LEVEL 6: How can you tell this poem was written about the Lake District?
- LEVEL 7: What does Wordsworth tell us about his mood?

INFER AND DEDUCE

- LEVEL 4: How does Wordsworth feel about the daffodils?
- LEVEL 5: How do the daffodils help Wordsworth?
- LEVEL 6: What kind of person is Wordsworth?
- LEVEL 7: What does Wordsworth think about nature?

STRUCTURE

- LEVEL 4: Why does Wordsworth start with the idea in the first line?
- LEVEL 5: How does Wordsworth create contrasts?
- LEVEL 6: What is the topic of each verse?
- LEVEL 7: How does Wordsworth structure the poem?

LANGUAGE

- LEVEL 4: What are the key words in the poem?
- LEVEL 5: What images do you get from the poem?
- LEVEL 6: How does Wordsworth's language affect the reader?
- LEVEL 7: Which techniques does Wordsworth use? To what effect?

OVERALL EFFECT

- LEVEL 4: What is Wordsworth's message?
- LEVEL 5: What does Wordsworth tell us about what is important in life?
- LEVEL 6: What does Wordsworth expect us to feel as we read the poem?
- LEVEL 7: What is Wordsworth's philosophy?



EXTENSION

- a) Write your own description of a natural scene.
- b) Do some research into Wordsworth's life and works. Write an entry for a children's encyclopaedia about him.

