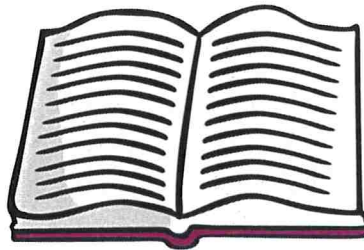




# Year 8

## English Homework Booklet



### Half Term 4

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

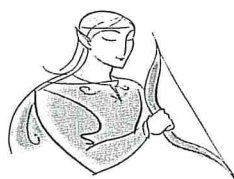
Gaiman writes very imaginative, original books that are weird and sometimes disturbing. Worth a look if you like that sort of thing.

### 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.





## READING 10: *Stacey Treebling and the Demolition Man*

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 passage is from a young teen's book about a resourceful girl's attempts to block a plan to knock down the houses in her street.

- The difficulty of this passage is: EASY



Stacey was a feisty little ball of flames. She was tough, determined and loud. She would blow through the house like a hurricane when the mood took her, so everyone was wary of her moods. If she was heard to cry out in anger or in pain, her brothers would run for cover, her mother would find something in the garden that she just had to look into, and her dad would make a dash for the bathroom, hoping to be able to lock himself in there until the storm had passed.

So when Stacey came home from school one day in a foul mood, slamming the door behind her, stomping up stairs, hurling her bag against her bedroom wall and generally making an almighty row, none of her family was at all surprised; they were all ready to make a run for it. However, before they could find their hiding places, Stacey was at the top of the stairs shouting: "Don't any of you move! I'm calling a family meeting!"

In the lounge, Paul gave a quizzical look to his brother: "Family meeting? Since when did we have those?" Before Phil could answer, the lounge door had been kicked open, and there in the doorway – her black-as-night hair looking even more spiky than usual, her dark piercing eyes flashing threateningly – was their "little" sister. Her hands on her hips, her mouth screwed up in a grimace, she looked like a pocket-sized Armoured Personnel Carrier, with attitude.



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: Select one detail that describes Stacey.

LEVEL 5: Select a simile that describes Stacey.

LEVEL 6: Select a metaphor that describes Stacey.

LEVEL 7: Which is the best phrase that describes Stacey? Why did you choose it?

### INFER AND DEDUCE

LEVEL 4: What kind of person is Stacey?

LEVEL 5: What do her family think of her?

LEVEL 6: What do you think she'll do to stop her street being demolished?

LEVEL 7: How does the writer make us interested in Stacey?

### STRUCTURE

LEVEL 4: What is the first paragraph about?

LEVEL 5: What are the topics of the second and third paragraphs?

LEVEL 6: How does the first paragraph link to what follows?

LEVEL 7: How can you tell that this is the start of the book?

### LANGUAGE

LEVEL 4: How does the author describe Stacey?

LEVEL 5: How does the author describe Stacey's family?

LEVEL 6: How would you describe the writer's style?

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

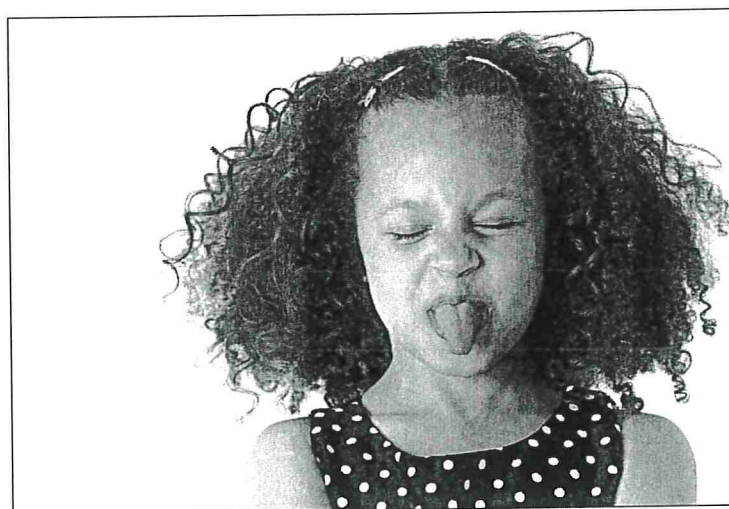
### OVERALL EFFECT

LEVEL 4: How does the passage make you want to read on?

LEVEL 5: What kind of story is this?

LEVEL 6: Who is the intended audience? How can you tell?

LEVEL 7: What were the author's aims in this passage?



### EXTENSION

- a) Write the next part of the story.
- b) Invent your own character for a teenagers' book.

## VOCABULARY 8: Semantic Fields



A semantic field is an area of language. For example "farming" could be a semantic field. It would include vocabulary such as: tractor, sheep, fence, plough, harvest, veterinary surgeon, till, hoe, etc.

### TASK



- Look at the general topics below, and list in your English book as many words as you can that would go with that topic.
- Use a thesaurus to expand your list and check the meaning of the words in a dictionary. Follow up on chains of vocabulary, looking up more and more words in the thesaurus and so finding more words to look up.
- Write a paragraph about each topic, using as many of your words as you can.



Add any new words to your vocab book!

#### 1. Mechanics

Find words for: cars; engines; parts; tools; types of work; machines; faults; repairs; instructions; etc.

#### 2. Fashion

Find words for: different types of clothing; designers; models; trends and styles; the history of clothing and fashion; etc.

#### 3. Money

Find words for: banks, other institutions; stockbrokers, conmen, thieves, greedy individualists, cynical manipulators, shameless wasters of national resources, etc.; currencies; ways that money can be used.

#### 4. Literature

Find words for: novels, stories, non-fiction texts, plays, other types of literature; writers; equipment; publishers; literary styles; literary techniques.

#### 5. Food and drink

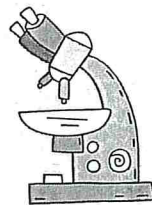
Find words for: ingredients; dishes; meals; soft drinks; hot drinks; chefs; restaurants; equipment; etc.

#### 6. Science

Find words for: chemicals; equipment; experiments; theories; discoveries; animal behaviour; natural cycles; etc.

#### 7. What else?

Think of some of your own semantic fields and make vocabulary lists to go with them.



### EXTENSION

- Choose one of your lists of words and divide it into two sections: those words that seem powerful, interesting and unusual; and those words that seem predictable and obvious.
- Write sentences using each of the powerful, interesting and unusual words.



## SPELLING 5: Double Letters



Another common problem in spelling is the use of double letters in the middle of words. For short words, double the final letter when you add '-ed', '-ing' or '-er' (*except* when the word ends in '-x', '-w', or '-y').

### TASK

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

1. -er

hit  
fit  
sit  
blot  
fat  
spit  
split  
bat  
mat

2. -ing

stop  
crop  
cut  
shut  
fit  
sit  
pat  
drop

3. -ed

top  
tip  
flip  
flop  
snog  
flog  
plot  
prop  
trap



### EXTENSION

Design a poster to illustrate this rule.



## VERBS: Agreement

OK, nouns are easy. Agreed? Verbs have a bit more going on for them.



As you know, a verb is often called a **doing word**. It is the word that tells you what the main action of the sentence is: *ate, ran, jumps, likes, will take*, etc.

Verbs need to change their endings in order to agree with the subject. They have different endings if the subject is "I" or "she". The subject could be "we" or "they" or "it" or "you" – you need to get the ending right for each.

There is a clear difference between the ending that goes with singular subjects and that which goes with plural subjects.

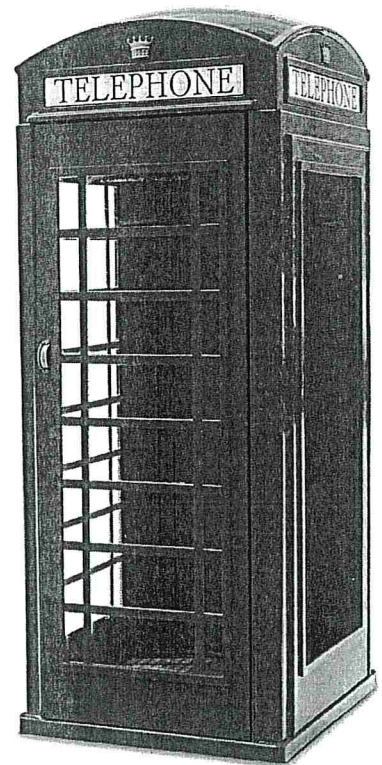
*Example:*

- Apples **are** great. An apple **is** great.

### TASK

Copy the sentences below into your English book, correcting the verbs as you do so.

1. The London Underground Map **are** a design classic.
2. The red telephone box **have** been praised as an icon.
3. Mini cars **is** nippy and sporty.
4. The angle poise lamp **have** been described as an elegant solution to an everyday problem.
5. Concorde **have** the look of a futuristic plane.
6. The Bauhaus chair **are** ergonomically perfect.
7. Many people **loves** the Routemaster London bus.
8. The mini skirt **were** a popular sixties sign of women's liberation.
9. The Sinclair C5 **were** a bizarre buggy that no-one bought.
10. An American Quilt **are** a sign of community effort.
11. Experts **reveres** Chippendale furniture designs.
12. The catseye **are** a smart invention that helps road safety.
13. The spitfire plane **are** a design that **are** fit for purpose.
14. The World Wide Web **are** a British invention.
15. The E-type Jaguar **were** another elegant British design.
16. Some people **thinks** that computer games like Tomb Raider **is** design classics as well.



### EXTENSION

Do some research. Find out all the different types and parts of verbs. Design and write a leaflet to explain all about how verbs work.

## VOCABULARY 4: Define and Use



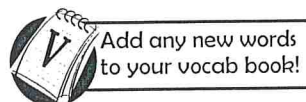
### TASK

Find the definitions for these words and try to speak them at least 10 times this week. Write them once in the next two weeks.

- Use a dictionary or dictionary.com to check the meaning.
- Make sure that you understand how you use the word in a sentence.
- Try out the word with family and friends.
- Put the word into a piece of writing for any subject.

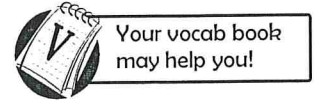
Next to each word is a clue about how you might use it, but you'll still need to find out the precise definition.

- abject ..... a descriptive word that will be impressive if used correctly
- basilisk ..... a word to get the imagination going
- capacity ..... a precise term that will be useful in various contexts
- delicate ..... you know what this means, but do you ever use it?
- elaborate ..... a descriptive word that is more impressive than simpler alternatives
- fascinate ..... again, a useful alternative to obvious words
- gratitude ..... you know about being grateful, but do you use this word?
- homage ..... a word that refers to a rather old-fashioned, but elegant idea
- identical ..... better than saying similar to, like, etc.
- juxtaposition ... a great word – very useful; use it!
- kowtow ..... a specific idea that you should know about
- languish ..... a descriptive word that will be impressive
- malapert ..... a new insult with which to confound your friends
- nostalgia ..... a rather beautiful concept
- obstinate ..... an unhelpful attitude in some situations
- panache ..... an admirable quality
- quincunx ..... a great word for something familiar
- rational ..... an important word: use it; think about it
- sagacious ..... another important concept
- tepid ..... a descriptive word that will be impressive if used correctly



## WRITING TASK 4

- TASK:** Write a description of your ideal home.
- AUDIENCE:** Aim it at either boys or girls.
- FORM:** Magazine article – a teenage magazine that shows what teenage life is like.
- PURPOSE:** To inform and entertain – make it detailed and lively.



### ASSESSMENT CRITERIA

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#### LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be a sense of a beginning and conclusion.
- The vocabulary will give the basic facts.

#### LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- Paragraphs will be used to show different parts of the description.
- The vocabulary will include some descriptive details

#### LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will be used when the topic changes.
- Vocabulary will be used to create a sense of enthusiasm.

#### LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked to show the progress of ideas.
- Vocabulary will reflect feelings and create atmosphere.

#### 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 add to the interest and enjoyment.
- Vocabulary will hook the readers and control their reactions.



## READING 4: 'The Tyger'

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** In this poem, **William Blake** (1757-1827) describes the animal, the tiger. He asks: who could have made such a fierce creature? Could it have been made by the same God who made the lamb? He describes how the tiger must have been made in a furnace and twisted out of hot metal.
- The difficulty of this passage is: EASY

### The Tyger

Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Could frame thy fearful symmetry?

In what distant deeps or skies  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand dare sieze the fire?

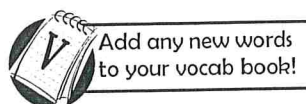
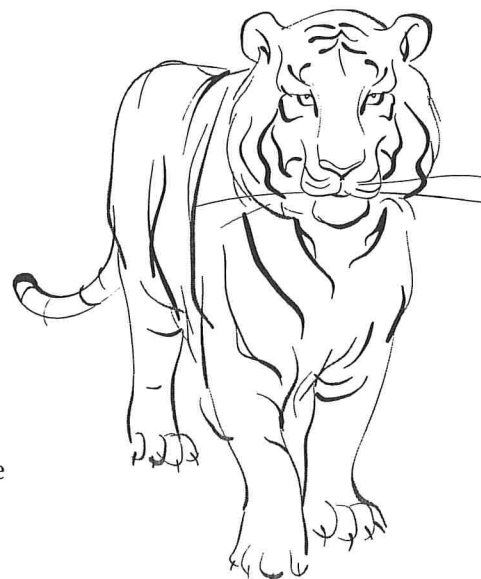
And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain?  
In what furnace was thy brain?  
What the anvil? what dread grasp  
Dare its deadly terrors clasp?

When the stars threw down their spears,  
And watered heaven with their tears,  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright  
In the forests of the night,  
What immortal hand or eye  
Dare frame thy fearful symmetry?

William Blake





## TASK

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

### SELECT AND RETRIEVE

LEVEL 4: Which part of the poem is repeated?

LEVEL 5: Which lines suggest that the tiger is evil?

LEVEL 6: Which lines suggest that the tiger was made by some kind of blacksmith?

LEVEL 7: Select five key words from the poem. Why did you select these?

### INFER AND DEDUCE

LEVEL 4: What does Blake think of the tiger?

LEVEL 5: Is Blake a Christian?

LEVEL 6: Why does Blake mention the Lamb?

LEVEL 7: Is Blake afraid? What of?

### STRUCTURE

LEVEL 4: Why does Blake repeat most of one of the verses?

LEVEL 5: What is different about the end from the beginning?

LEVEL 6: What is the topic of each separate verse?

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

### LANGUAGE

LEVEL 4: Which words suggest strength?

LEVEL 5: How does Blake's language create an impression of evil?

LEVEL 6: How does Blake use rhythm in the poem?

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

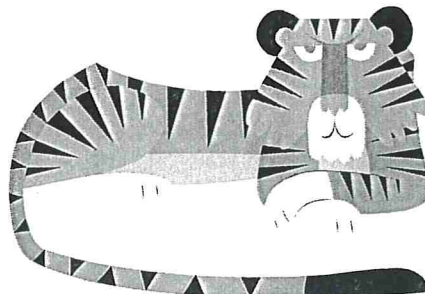
### OVERALL EFFECT

LEVEL 4: What is Blake's impression of the tiger?

LEVEL 5: What is Blake's message?

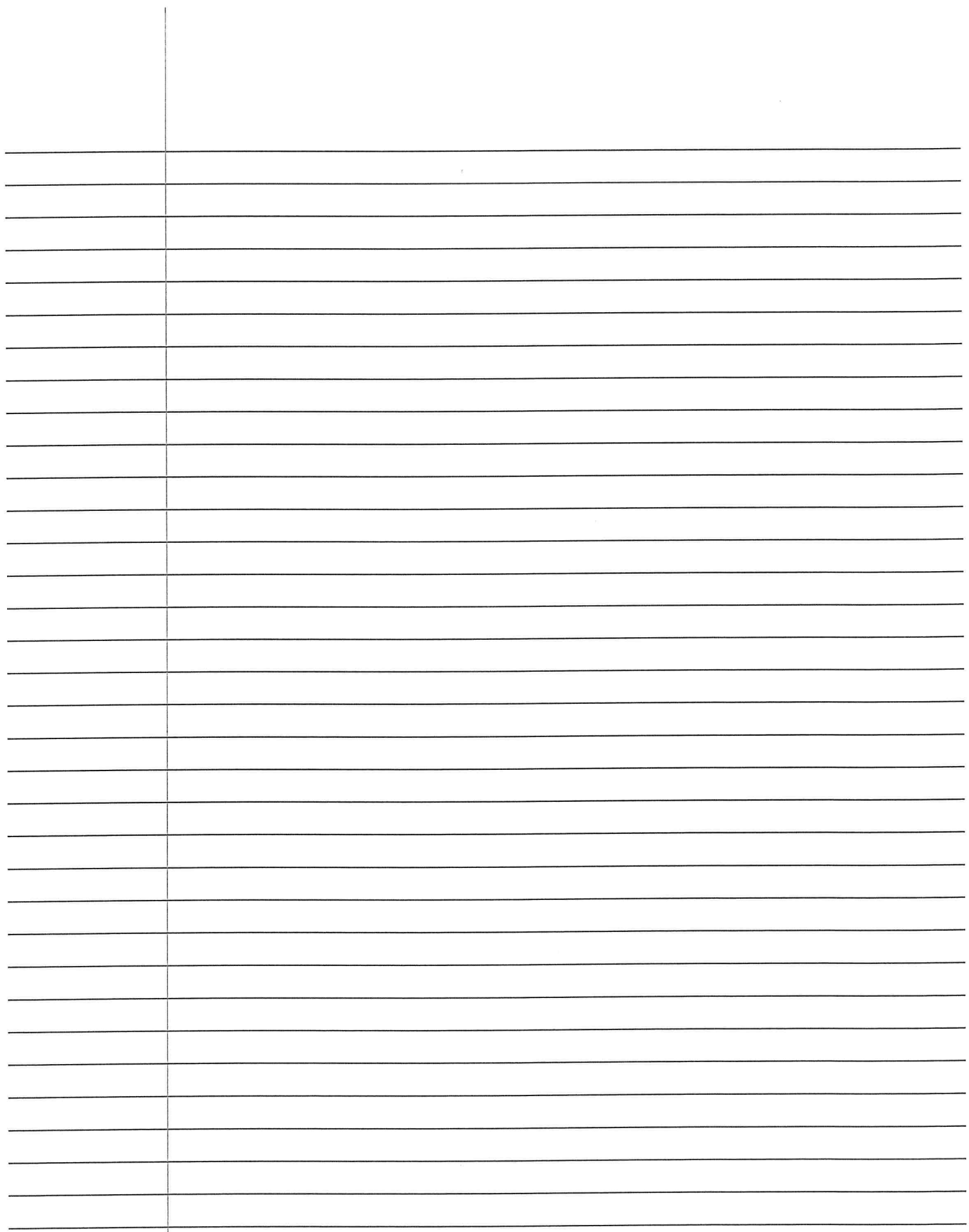
LEVEL 6: What is Blake saying about good and evil?

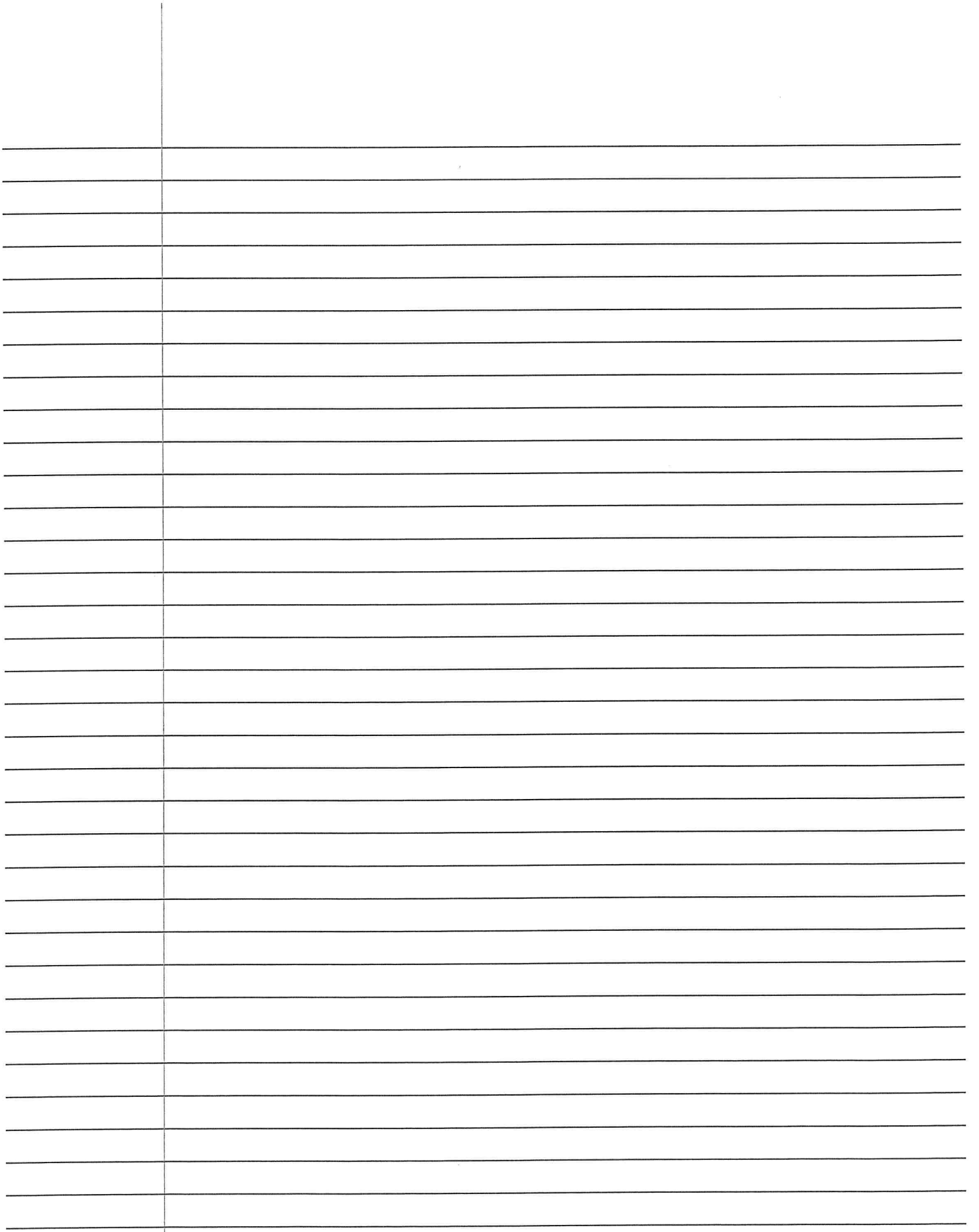
LEVEL 7: Is Blake impressed by the tiger? Why? How can you tell?



### EXTENSION

- a) Read Blake's book *Songs of Innocence and Experience*.
- b) Write your own poem about an animal.





This image shows a blank sheet of white paper with a vertical margin line on the left side and horizontal ruling lines for writing. The lines are evenly spaced and extend across the width of the page.





