

Year 8

English Homework Booklet



Half Term 6

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.

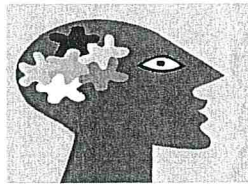
George Eliot

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.



VOCABULARY 9: PSHE Subject Words

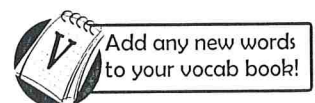
i Below are some words that you might need to use in your PSHE and tutor group work. These are important words in your development as a person, so they are really worth thinking about.



TASK

- Choose ten words from the list below to look up in a dictionary to check their precise meanings.
- Write a sentence in your English book for each of these words.
- Try to use each word at least once in discussion or in writing this year. There are some clues about how they might be relevant to you.

ability	try to recognise your own abilities and strengths
achievement	try to celebrate your own achievements
addiction	don't lose control of your own life
approval	how important is this to you?
communication ...	the key to successful relationships
control	who controls you?
dependant	are you overly reliant on someone or something?
discipline	success often requires self-discipline
discussion	the way to achieve things with others
effort	all good things require some of this
emotional	a key aspect of our experience
encourage	do you encourage others?
gender	part of your developing identity
generosity	a quality that many look for in others
involvement	do you get involved?
preference	can you justify your likes and dislikes?
pressure	we all have pressures: how do we cope with them?
racism	an ugly attitude
reality	can you tell what is real and what is not?
relationship	different kinds of relationship require different approaches
representative	who represents you?
reward	what do you need to do to gain long-term rewards?
sanction	which sanctions are fair? Which are effective?
sexism	another unacceptable attitude
stereotype	do you feel limited by what people expect of you?

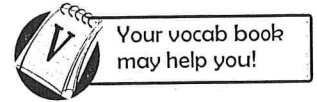


EXTENSION

Write a leaflet that explains some of the key terms involved in your Personal, Social and Health Education. Define and explain the words above. Try to do it in a lively style that will appeal to readers of your own age.

WRITING TASK 8

- TASK:** Describe a wizard.
- AUDIENCE:** Fans of Harry Potter and similar books.
- FORM:** A novel – make it descriptive and entertaining.
- PURPOSE:** To entertain and give a clear picture of the character.



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 will give simple facts about the person.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some signs of paragraphing to show different topics.
- The vocabulary will be more specific.

LEVEL FIVE

- A variety of sentences will be used: long and short.
- Commas will be used to divide different clauses.
- Paragraphs will show changes in focus and topic.
- Vocabulary will be descriptive.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked by an overall feeling or idea.
- Vocabulary will vary as different aspects of the character are described.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will create interesting contrasts and twists.
- Vocabulary will be vigorous, exciting, varied.

PARAGRAPHS

Paragraphs are essential for structuring texts. They need to be used if writing is to be clear.



Start a new paragraph when you change topic.

Start a new paragraph when a story includes a change in place.

Start a new paragraph when a story moves forward or back in time.

Start a new paragraph when you want to include a section of description.

Put your paragraphs in an order that allows you to link them.

TASK A

Here is a mixed up paragraph plan for the Gilgamesh story.

- Decide which order the paragraphs should be in and write out the plan in order in your English book.
- Write an explanation of why you made the choices that you did.

- Gilgamesh and Enkidu become friends.
- Gilgamesh decides to seek eternal life.
- Gilgamesh and Enkidu kill Humbaba.
- Gilgamesh is king of Uruk.
- Enkidu dies.
- Gilgamesh finds the secret of eternal life.
- Gilgamesh decides to fight Enkidu.
- Gilgamesh and Enkidu regret killing Humbaba.
- Gilgamesh is warned not to seek eternal life.
- Gilgamesh and Enkidu fight.
- Gilgamesh loses the secret herb of youth.
- Gilgamesh and Enkidu are equals.
- Gilgamesh returns to his family.
- Gilgamesh and Enkidu return to Uruk together.
- Gilgamesh and Enkidu set out to kill Humbaba.



TASK B

Now try to link the paragraphs.

- Write an opening sentence for each paragraph in the story.
- Make each sentence a topic sentence – one which clearly shows what the paragraph is about.
- Make clear what the link between each paragraph will be. Use words like “however”, “later”, “surprisingly”, etc. You might want to write a final sentence for each paragraph, to help you see how the paragraph will link to the next.

By the time you have done this, you might want to write your own complete version of the story.

SPELLING 7: Problem Words

Some spellings cause special problems. Try to learn which spelling to use from the examples below.

TASK A



Advise, advice

Advise with an *s* is the verb. You use it to depict the act of advising.

Advise will be seen with a subject: I, he, she, it, people's names.

Examples: I advise you. I am advising you. He advised you. Paul will advise you.

Advice with a *c* is the noun. You use it to depict the substance: a piece of advice.

Advice will be seen with verbs: gave, is, was, received, got.

Examples: I gave you advice. This advice is free. Advice is welcome.

Complete the sentences below in your English book. Is the missing word "advise" or "advice"?

1. The _____ you gave me was very valuable.
2. I _____ you to listen to your teachers.
3. My _____ is: stay positive.
4. He _____ me to make the most of life.
5. They _____ us to listen to more music.
6. The best _____ I ever had was: think of others too.

TASK B



Practise, practice

Practise with an *s* is the verb. You use it to depict the act of practising.

Practise will be seen with a subject: I, he, she, it, people's names.

Examples: I practised the violin. He practises every day. You need to practise.

Practice with a *c* is the noun. You use it to depict the substance: an example of practice.

Practice will be seen with verbs: is, was, did.

Examples: This practice is dangerous. The practice session was great. He did his practice.

Complete the sentences below in your English book. Is the missing word "practise" or "practice"?

1. It was an important _____ session.
2. He _____ nearly every day.
3. His veterinary _____ is very successful.
4. I don't _____ enough.
5. Which is the _____ piece?



TASK C



Whole, hole

Whole means complete: the whole story.

Hole means a pit or gap in something: my jumper has a hole in it.

1. Write five sentences that would feature **whole** in your English book.
2. Write five sentences that would feature **hole** in your English book.

SPELLING 6: Plurals



A plural is a word that shows that there is more than one of something.

Most plurals are formed by adding an '-s' to the singular word.

Example: cat → cats

Easy! But some words take a different kind of plural: Words ending with '-f' sometimes change the '-f' to a '-v', then you add '-es'.

Example: wolf → wolves

Words ending in '-s', '-x', '-z', '-ch', '-sh' take '-es' as the ending.

Example: church → churches

Some words change quite a bit and have an irregular plural.

Examples: man → men child → children mouse → mice

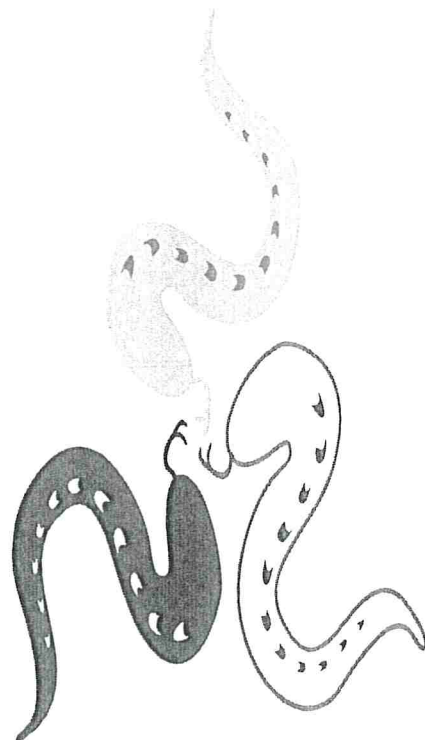
Some words are the same in the plural and the singular.

Example: sheep → sheep

TASK

For each of these words, write the plural in your English book.

- | | |
|--------------|--------------|
| 1. school | 14. fish |
| 2. snake | 15. fox |
| 3. sneeze | 16. louse |
| 4. catch | 17. house |
| 5. latch | 18. woman |
| 6. wish | 19. calf |
| 7. quiz | 20. kiss |
| 8. search | 21. dish |
| 9. miss | 22. guess |
| 10. swindler | 23. fez |
| 11. box | 24. wash |
| 12. elf | 25. cash |
| 13. catcher | 26. business |



EXTENSION

Make a poster to illustrate the rules for making plurals.

COMBINE SENTENCES

You need to start using commas as a matter of course. People often get them wrong, putting a comma where a full stop belongs. Here is an exercise to get you thinking about commas.



Add some sort of connective and you can combine two short sentences into one long one. A comma can divide the clauses if they are properly linked.

TASK

Rewrite each set of sentences below in your English book, combining them as one or more sentences as you think appropriate. Add a connective word like: *but, because, if, when, so*, etc., along with a comma. Make whatever changes you need to reduce the number of sentences but keep the same meaning.

1. Gilgamesh is the first story known. It was written in Iraq.
2. The story was written in the year 2700 BC. It has survived over 4000 years.
3. Gilgamesh is an unpopular king. He fights Enkidu.
4. The fight goes on for a long time. They decide neither can win.
5. Gilgamesh and Enkidu become friends. They are equal in strength. They respect each other.
6. They set out on an adventure. They go to the forest. They aim to kill Humbaba.
7. Gilgamesh and Enkidu kill Humbaba. They use team work. They succeed. They feel guilty afterwards. They regret killing Humbaba.
8. Enkidu dies. It is a punishment. Gilgamesh is very sad.
9. Gilgamesh fears his own death. He goes in search of immortality. He knows of a place. In this place he can find eternal life.
10. He is on his way. He meets an old woman. The woman tells him something. She says he should give up his search. He ignores her.
11. He travels over the ocean. It is dangerous. It takes a long time.
12. He gets there. He finds a herb. It will keep him young and healthy all his life.
13. He returns to the old woman. He sleeps. A snake steals the herb.
14. The old woman tells him something. She tells him to return home. She tells him to return to his family. She tells him to value them.
15. There is a message to the story. The message is that family is important. The message is also that you should value what you have.



EXTENSION

Find out more about the region where this story comes from. Write a guide to the history of the place for Year 8 students to read and enjoy. Try to use long sentences.

VOCABULARY 6: Senses



Descriptive language is useful for all kinds of writing. Being able to describe things precisely and in detail is a key skill. Vividly descriptive writing is memorable.

One way to develop your descriptive skills is to think of the five senses – five ways in which we receive key messages about the world.

TASK

For each of the five senses, spend a few minutes listing in your English book as many words as you can to describe various scenes, situations, encounters.



1. Sight

- What words can you think of to describe sights?
- Think of words for: colours, textures, shapes, sizes.
- Try to develop the skill of looking at the minute details of things: Imagine various scenes; imagine the fine details in them.

2. Sound

- What words can you think of to describe sounds?
- Think of the different noises that surround you.
- Try really listening. We tend to block out a lot of sounds. Pay attention.
- Think about different kinds of sound, different volumes and pitches.

3. Touch

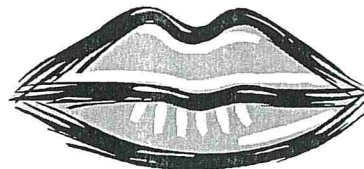
- There are fewer words to describe touch than sight or sound.
- Think about textures, temperatures, levels of comfort and pleasantness.
- Try closing your eyes and touching common objects.
- Get your friends to test you out: can you guess what something is just by touch?
- Don't touch sharp or burning objects!!

4. Smell

- Smell is often thought to be the best sense for triggering memories.
- If you smell the smell of your baby food, you'll be overcome with vague feelings about being a little kid. Try it!
- What words can you think of to describe smells?
- Think of good and bad smells. What thoughts and feelings do smells inspire?

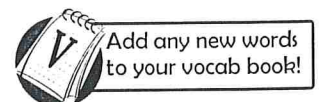
5. Taste

- What taste words can you think of?
- Pleasant and disgusting flavours?
- Favourite flavours?
- How do you feel when you eat?



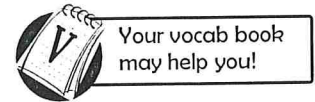
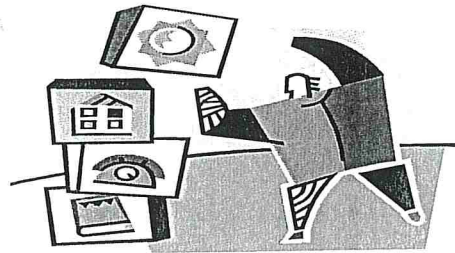
6. Other senses?

- Are there only five senses?
- What about the sense of time; the sense of balance?
- Try to think of other possible senses.
- Decide how they are similar and different to the five key senses.



WRITING TASK 6

- TASK:** Write a description of your ideal job.
- AUDIENCE:** Your parents or guardians – try to tell them what you want for the future.
- FORM:** An email – set it out like an email.
- PURPOSE:** To explain and inform – tell your family about what you'd like to do when you're older.



ASSESSMENT CRITERIA

LEVEL THREE

- Simple sentences will be correct.
- Some full stops will be used.
- There may be some separate sections.
- The vocabulary may simply record basic information.

LEVEL FOUR

- Some long sentences will be used.
- A few commas will be included.
- There will be some paragraphs for different 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.
- Paragraphs will be used to mark off different ideas.
- Vocabulary will be friendly and enthusiastic.

LEVEL SIX

- Longer sentence structures will be used accurately.
- Commas will be used effectively.
- Paragraphs will be linked as they describe different aspects of the job.
- The vocabulary will suit the audience, being personal and clear.

LEVEL SEVEN

- A full range of sentence types and structures will be included.
- Commas will be used to create interesting effects.
- Paragraphs will vary according to purpose.
- Vocabulary will be specific and detailed.

READING 6: 'The Kraken'

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



In this poem Alfred Lord Tennyson (1809-1892) describes a mythical sea-monster. It rises from the bottom of the ocean and dies at the surface.

- The difficulty of this passage is: MEDIUM

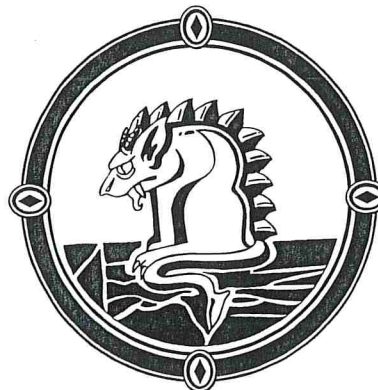


Add any new words
to your vocab book!

The Kraken

Below the thunders of the upper deep,
Far, far beneath in the abysmal sea,
His ancient, dreamless, uninvaded sleep
The Kraken sleepeth: faintest sunlights flee
About his shadowy sides; above him swell
Huge sponges of millennial growth and height;
And far away into the sickly light,
From many a wondrous and secret cell
Unnumber'd and enormous polypi
Winnow with giant arms the lumbering green.
There hath he lain for ages, and will lie
Battening upon huge sea-worms in his sleep,
Until the latter fire shall heat the deep;
Then once by man and angels to be seen,
In roaring he shall rise and on the surface die.

Alfred Lord Tennyson



TASK

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

SELECT AND RETRIEVE

- LEVEL 4: Which word suggests a noise in the first line?
- LEVEL 5: What is the Kraken doing at the start of the poem?
- LEVEL 6: What other creatures are mentioned in the poem?
- LEVEL 7: How long has the Kraken been asleep for?

INFER AND DEDUCE

- LEVEL 4: What is the mood of the poem?
- LEVEL 5: Why did Tennyson write the poem?
- LEVEL 6: What might the Kraken symbolise or represent?
- LEVEL 7: What effect is Tennyson trying to create?

STRUCTURE

- LEVEL 4: How does the poem end?
- LEVEL 5: Is the end a surprise? Why?
- LEVEL 6: What contrasts does the poem include?
- LEVEL 7: How does the poem lead towards the conclusion?

LANGUAGE

- LEVEL 4: Which words are powerful?
- LEVEL 5: How does Tennyson's language create a strange effect?
- LEVEL 6: Select one descriptive phrase. Say how it makes you feel.
- LEVEL 7: Which techniques does Tennyson use? To what effect?

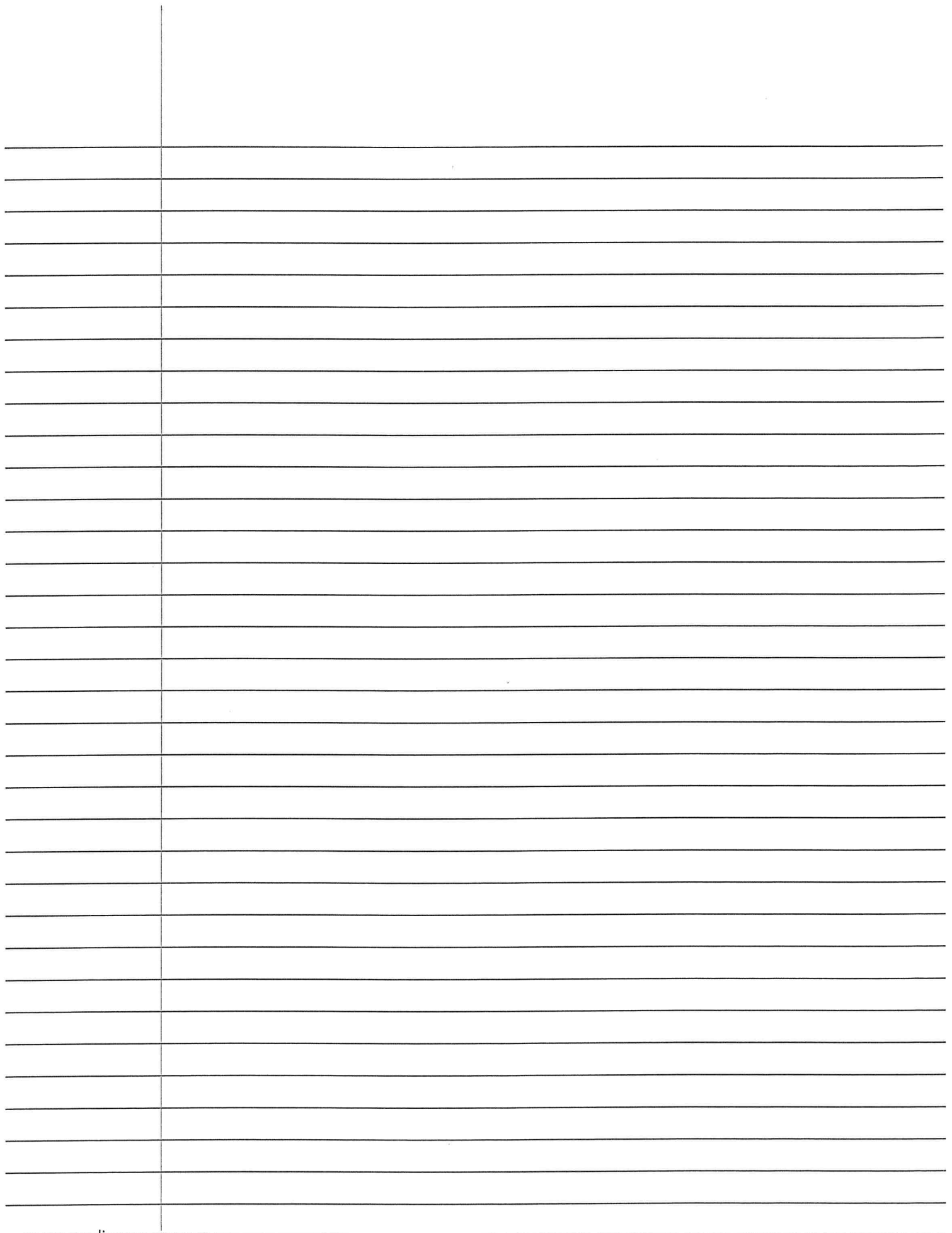
OVERALL EFFECT

- LEVEL 4: What is your response to the poem?
- LEVEL 5: What does the poem tell you about Tennyson's way of thinking?
- LEVEL 6: What is Tennyson's message?
- LEVEL 7: What does Tennyson want us to think or feel?



EXTENSION

- a) Write your own description of a monster.
- b) Write an encyclopaedia entry about the Kraken. Explain why it wakes and why it must die.



A sheet of white paper with a vertical margin line on the left side and horizontal ruling lines across the page. The lines are evenly spaced and extend across the width of the page, leaving a narrow margin on the left.

