

Year 8

JMHS

English Homework  
Booklet

Name: .....

Tutor group.....



Dear Student,

You will be set the following homework every week:

- One hour to be spent reading your ARP book
- A list of spellings to learn and write out in sentences
- A task from your homework booklet

Your written homework, completed in your exercise book, should be handed in on time. Spend all the time your teacher advises you to on these tasks and take care with the presentation and accuracy of your work. Let your teacher know if you do not understand a task either on the day it is set or during the next day. This will still give you the chance to complete your homework on time.

Your English teacher will tell you which day he/she will test you on your spellings. Practise your spellings at home by logging on to the Spellanywhere website:

1. Google **Spellanywhere** which will take you to <http://www.spellanywhere.co.uk/>  
or on JMHS website there will be a link in 'Links'. There is also a link on the intranet for students to use if they want to.
2. Click on the Union Jack in the top left. As a default, the website will show American schools.
3. Click on the 'Spellings' tab.
4. Find John Masefield High School on the list. The easiest way to do this is to look at the numbers on the right. We currently have 191 lists. This number may go up, but will not go down.
5. Find your list and start learning and practising.

You might choose to divide the hour to be spent reading into smaller time periods across the week. For example, you might choose to read for ten minutes six evenings a week.

Please ask your parent/carer to sign the relevant box below each week so that your teacher can see you have completed your homework.

Yours sincerely,

Mrs Davies  
Head of English  
**One hour's ARP reading completed:**

	Signed by parent/carer	Comment
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		

## Year 8 Spellings Group 1

N.B: You can access these spellings on the SpellAnywhere site (all details in front of booklet).  
Code at beginning refers to spelling list on site.

### Week 1

#### EA8

no  
know  
mite  
might  
right  
write  
through  
threw  
great  
grate

### Week 2

#### EA8

eyes  
ice  
hole  
whole  
I  
eye  
are  
our  
of  
have

### Week 3

#### EA9

marry  
marries  
married  
marrying  
rely  
relies  
relied  
relying  
spy  
carry

### Week 4

#### EA9

carries  
carried  
carrying  
cry  
crying  
cries  
cried  
spying  
spies  
spied

### Week 5

#### EA10

blow  
blew  
think  
thought  
eat  
ate  
grow  
go  
went  
know

### Week 6

#### EA10

knew  
grew  
fight  
fought  
can  
could  
throw  
threw  
buy  
bought

## Year 8 Spellings Group 2

N.B: You can access these spellings on the SpellAnywhere site (all details in front of booklet).  
Code at beginning refers to spelling list on site.

### Week 1

#### EB2

rose  
pop  
warm  
plain  
wave  
form  
tug  
lead  
plane  
last

### Week 2

#### EB2

ring  
stand  
race  
float  
bat  
sow  
sound  
book  
gum  
foot

### Week 3

#### EB3

age  
crane  
letter  
leaves  
watch  
fit  
club  
spot  
flat  
dear

### Week 4

#### EB3

train  
bank  
grate  
table  
jam  
fat  
light  
snap  
safe  
arms

### Week 5

#### EB28

refresh  
return  
reappear  
redecorate  
subdivide  
subheading  
submarine  
submerge  
interact  
intercity

### Week 6

#### EB28

international  
interrelated  
supermarket  
superman  
superstar  
antiseptic  
anti-clockwise  
antidote  
automatic  
autograph

### Year 8 Spellings Group 3

N.B: You can access these spellings on the SpellAnywhere site (all details in front of booklet).  
Code at beginning refers to spelling list on site.

#### **Week 1**

##### **EC19**

salvage  
scattered  
scrupulous  
sentient  
serendipity  
shatter  
shunned  
sketchy  
sporadic  
squander

#### **Week 2**

##### **EC19**

stagnation  
stifled  
strive  
subjugate  
sublime  
succumb  
superfluous  
surreptitious  
taciturn  
tacitly

#### **Week 3**

##### **EC20**

verisimilitude  
vestige  
vigilance  
vilify  
vindicate  
visionary  
vitriolic  
volatile  
veiled  
tangible

#### **Week 4**

##### **EC20**

tantalize  
tenacious  
tentative  
torpid  
treacherous  
tremor  
trenchant  
vanity  
vehemence  
venerate

#### **Week 5**

##### **EC21**

abbreviate  
abstinence  
adulation  
adversity  
amicable  
anecdote  
anonymous  
antagonist  
arid  
assiduous

#### **Week 6**

##### **EC21**

asylum  
benevolent  
camaraderie  
  
annul  
censure  
circuitous  
completion  
clairvoyant  
collaborate  
compassion

## Task 1: Comprehension

Read the following passage and look up the words in bold in a dictionary to help with your understanding. Write the meaning of the words in the back of your exercise book.

Henry Ames kept falling down. He tried to stay upright, but he just couldn't. He'd take a few steps, then wobble, **teeter**, and crash to the ground, windmilling his arms frantically the entire time.

It was Henry's first ever time ice-skating. He'd been looking forward to this day for weeks now. His uncle Thomas had agreed to take him to the largest, fanciest outdoor rink in the entire city. Henry had imagined that as soon as he set foot on the ice, his talent would **manifest** itself, and he'd glide across the slippery surface gracefully, even **regally**, while the other skaters gazed in awe.

Unfortunately, things didn't quite work out that way. After taking his eighth **consecutive** tumble, Henry was feeling increasingly **reluctant** to get back up again.

Just then Uncle Thomas skated over to lend a hand.

"Don't get **discouraged**, Henry," he said as he helped his nephew back to his feet. "I know it's tough at first, and can be difficult with all these people around, but everybody falls in the beginning. If you want to get better, you need to keep practising. So what d'ya say we give this another shot?"

Henry nodded his head slowly, clutching his uncle's hand before taking another few tottering steps forward on the ice.

Select the correct answer out of the choices below and write this answer in your exercise book:

1. This story is about
  - a) a boy who lives with his uncle.
  - b) a boy who can't learn to ice-skate.
  - c) a boy's first time ice-skating.
2. How does Henry feel about his inability to stay upright on the ice?
  - a) positive and optimistic.
  - b) discouraged and embarrassed.
  - c) angry and hurt.
3. Latent means
  - a) present but hidden.
  - b) flashy and dazzling.
  - c) undeveloped and weak.
4. Why does Henry keep falling?
  - a) his skates are old and difficult to stand in.
  - b) the ice is slippery and he doesn't know how to skate.
  - c) other people at the rink keep bumping into him.
5. Henry's actions toward his uncle at the end of the story show that
  - a) he trusts his uncle.
  - b) he is angry with his uncle.
  - c) he never wants to skate again.

## Extension

1. Highlight the key details on Henry's trip to the rink.
2. Using the details highlighted, write a summary on the key details of his trip in no more than 100 words.

Please note: a summary is a short and concise account which takes only the details which are relevant from the original. You need to put these details in your own words.

**Support:** You could start with the following words:

Henry imagined his first trip to the rink would turn out well...

## Task 2: Comprehension and summary

Read the following passage and answer the questions below:

### The International Space Station

Did you know that there are astronauts up in space this very minute? They are not walking on the moon, but they are part of a **unique** outer space research project called the International Space Station (ISS).

The ISS project began in the mid-1990s when the USA merged its plan for space station Freedom with Russia's plan for its Mir 2 station. This **merger** was especially important because the USA and Russia were previously competitors over space exploration. Overcoming their differences, they joined with the space agencies of Europe, Canada, and Japan to create the first permanently-manned earth-orbiting research laboratory.

The ISS is being built to focus on long-term life sciences. Astronauts are trying to observe how **organisms** adapt to a weightless environment. They are constantly experimenting with different ways that humans could survive in space. Just think: the research conducted on the ISS might change the way humans live in years to come.

Since its **inception**, construction on the ISS has slowly progressed. In the year 2000, the first crew members boarded the station to begin work. There were two Russians and one American. In its current state, the station cannot accommodate more than three astronauts. The sixteen participating countries hope to complete the ISS by 2010, when the station will house a crew of six astronauts.

**Look up the words in bold and write the definition in the back of your exercise book. Then select the correct answer out of the choices below and write this answer in your exercise book:**

1. This article focuses on
  - a) The creation and goals of the ISS.
  - b) The science that has made the ISS possible.
  - c) The different components of the ISS.
2. What can you learn from the article about the space stations Freedom and Mir 2?
  - a) They were very high-tech.
  - b) They were total failures.
  - c) They were never completed.
3. What effect might the research done on the ISS have on the future?
  - a) It might help humans learn how to control gravity.
  - b) It might help humans learn how to better survive in space.
  - c) It might help humans learn how to build better rockets.
4. The ISS is probably taking so long to finish because
  - a) Astronauts work very slowly.
  - b) The countries involved aren't trying hard enough.
  - c) It is very complex.

### Extension:

1. Highlight the key details about the International Space Station.
2. Using the details highlighted, write a summary on the key details of the ISS in no more than 100 words.

Please note: a summary is a short and concise account which takes only the details which are relevant from the original. You need to put these details in your own words.

**Support:** You could start with the following words:

The International Space Station project began...

### Task 3: Writing to describe

You and your friend have just finished school and on the way home and you need shelter from the sudden change in weather. You see a deserted house and decide to enter it.

Your task is to describe in detail the appearance of the house and the path that leads up to the front door. How do you feel as you approach? What type of door do you enter? Write no more than 100 - 150 words.

- Remember to describe in the 1st person.
- You may want to describe the path as well as the house itself.
- You may want to talk about the setting of the house, e.g. town, country, wooded area, street.
- What do you think/feel about this place?
- Remember to use plenty of adjectives and adverbs, e.g., 'the yellow net curtains swayed rhythmically in the gentle breeze' or 'the heavy wooden door swung creakily to and fro on its rusty hinges'.

### Support

Think about how you will create atmosphere and tension.  
Use the senses table below to help you in your writing task.

SEE	HEAR	FEEL	SMELL
Mould	An angry silence	Damp clammy walls	Mildew
Broken windows	A piercing scream	Sharp rusty nails	Sea breeze
Rats	An eerie moan	Rough splintered wood	Food
Ghost	Crashing waves	Soft fluffy feathers	Flowers
Moonlit shadows	Rustling	Cold... icy hands	Perfume
Cobwebs	Rattling	Panic/relief	Decay
Birds	Bells	Afraid/angry	Rotten flesh
Bats	Drumming	Uncertainty/anxious	Fear
Sunlight	Footsteps	Hot/claustrophobic	
Colours	Running		

### Extension

Now imagine someone else comes in the house. Who is it? What do they want?

Either by writing prose (no more than 100 words), or by writing a short poem, continue building the atmosphere.



## Task 4: Punctuation

### Capital letters

**C**apitals are used for all proper nouns.

**A**ll names and words in titles have capitals.

**P**laces, days of the week and months have capitals.

**I**s a capital letter when used by itself.

**T**alking must begin with a capital letter.

**A**ddresses on envelopes have capitals letters.

**L**etters beginning paragraphs have capital letters.

**S**entences always begin with a capital letter.

**Write out the following in exercise books putting in the capital letters.**

1. i like hearing myself talk. it is one of my greatest pleasures. i often have long conversations all by myself, and i am so clever that sometimes i don't understand a single word i am saying.
2. an actor was offered £1000 a week to work on a new film.  
"that's good pay," he said. "what's it called?"  
"treasure island," replied the director.  
"you will play long john silver. be on the set first thing on tuesday morning."  
"for that money," said the actor, "i don't mind starting monday."  
"not monday. On monday you're having your leg off."
3. john smith, 5 high street, newtown, Yorkshire

**Write out the following, putting in all capital letters and also full stops.**

In the days of the romans, people knew of only three continents and divided the surface of the world between them in this proportion: europe, one third; africa, one quarter; asia one fifth; the rest of the world being water

### Extension:

#### There, Their and They're

Here are some variations. Rewrite the following in your exercise book, putting **their, there, there's, they're, they've and theirs** inside the blank spaces.

1. "In my opinion,.....no use having an argument about the matter."
2. "They think.....no chance of winning.....field-event."
3. "Your coat is over.....on the second hanger."
4. "I think that these coats are....."
5. ".....another question you have to answer."
6. ".....no business like show business."
7. "Give them back what's.....as they have a right to.....own property."
8. "The house I'm looking for is over....."
9. "I don't think.....any right to claim what isn't....."
10. ".....you are; .....right after all!"
11. ".....got ten minutes left to finish the examination."
12. "What's yours is yours and what's.....must be....."
13. "I think.....doing.....best, but it's not very good."
14. ".....a tavern in the town, in the town, and.....my true love sits her down."
15. "We will go to the box-office to see if.....a single seat left, but.....not much hope."

### Task 5: Speech punctuation

**Write a conversation between friends after a terrible day at school without using the word 'said'. You could start like this...**

"It was awful today," whined Sophie.

"It was worse for me," moaned Dawn.

#### Remember the rules of speech punctuation.

- New line for new speaker
- Remember to punctuate speech with speech marks (" ") and also a comma to introduce a speaker (unless using a question mark or exclamation mark and so the comma isn't required).

#### Examples:

a) Two snakes were moving through the jungle. "Are we poisonous?" asked one snake.

"Why do you ask?" enquired his friend.

"Because I've just bitten my lip!"

b) "Can we go outside to play?" shouted Tom.

"Yes, but don't come back too late," said Tom's mum.

#### Support

Remember if you use a question mark (?) or exclamation mark (!) you don't need to use a comma. You can also start with the speaker and include what was said after to vary your speech (e.g. Sophie whined, "It was awful today!")

#### Extension

In your own words, explain how you remember how to punctuate speech correctly in your writing. You can either write a paragraph of no more than 100 words to do so, or you might want to invent a mnemonic, or write a short poem instead.

### Task 6: Writing to inform

Your task is to choose a hobby, sport or something else you enjoy doing and to give information about it in 100 words.

You may choose something like:

- reading fiction
- eating cake
- having lunch on the field
- walking home with friends

Remember, you are not describing what you like doing – you are giving information (facts) about it. These may include:

- where
- when
- who with/alone
- how often
- why

#### Support

You might divide up your information into bullet points to get the information across very clearly.

E.g.:

#### Making Cakes

- I make cakes at home. There is plenty of room in our kitchen, and everything I need is in the cupboards. There is a variety of ingredients and a range of baking trays and moulds too. There is a wide windowsill for cooling things down and a big oven for baking larger cakes.

#### Extension

Write a 100-word **parody** of your informative passage, in which you write about something you enjoy doing, but give no real facts about where/when/who with/how/why you participate in it.