



HOLMWOOD HOUSE  
SCHOOL

# English

(Autumn)

# Year 8

# Revision Booklet

# Sophisticated Vocabulary

## Creating Metaphors and Similes

### INSTRUCTIONS

To follow is a list of fabulous adjectives that will enable you to demonstrate the use of sophisticated vocabulary. Try and complete all of the tasks, which will enable you to improve the quality of both descriptive and persuasive writing.

#### TASK 1

Learn the words and their meanings

#### TASK 2

Using a thesaurus find 2-5 synonyms for each new word

E.g. adroit - dexterity, nimble, deft, masterful

#### TASK 3

Create a simile for each word that could be used in a piece of writing

E.g. for 'adroit' you could use the simile 'her mind was as adroit as the dexterity of a gymnast'

#### TASK 4

Create a metaphor for each word that could be used in a piece of writing

E.g. for 'adroit' you could use the metaphor 'her mind was adroit, moving with the dexterity of a gymnast'

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### NEW VOCABULARY

|              |   |
|--------------|---|
| Agliff       | Frightened or alarmed.  |
| Agog         | Full of intense interest or excitement  |
| Amble        | Walk or move at a slow, relaxed pace.   |
| Anathema     | Something or someone that one vehemently dislikes.  |
| Anodyne      | Not likely to provoke dissent or offense; inoffensive, often deliberately so  |
| Antediluvian | Very old, old fashioned, out of date, antiquated, primitive. Literally "before the flood," referring by implication to the Biblical tale of Noah. |
| Arcane       | Understood by few; mysterious or secret.  |

|              |  |
|--------------|--|
| Bamboozle    | To cheat or steal.   |
| Befuddle     | Verb. 1. To confuse, perplex or bewilder. 2. To stupefy as if with alcoholic drinks.                                     |
| Bereft       | Deprived; lacking something needed, wanted or expected.  |
| Blithe       | Showing a casual and cheerful indifference considered to be callous or improper.   |
| Bloviolate   | To speak at length in a pompous or boastful manner.  |
| Bosky        | Woodsy; abundant in bushes, shrubs or trees.   |
| Brontide     | A rumbling sound like distant thunder  |
| Brouhaha     | Uproar; hubbub   |
| Callow       | Immature or lacking adult sophistication.  |
| Calumny      | The making of false and defamatory statements in order to damage someone's reputation; a false and slanderous statement. |
| Cantankerous | Cranky; disagreeable to deal with; stubborn; contentious; surly.   |
| Caterwaul    | A shrill howling or wailing noise.   |
| Cavil        | Make petty or unnecessary objections.  |
| Churlish     | An adjective used to describe a rude, boorish, or miserly person   |
| Effluvium    | A slight or invisible exhalation or vapor, esp. one that is disagreeable or foul smelling                                |
| Effrontery   | Shameless audacity; rank impudence.  |
| Eldritch     | Eerie, spooky, uncomfortably weird.  |
| Enervate     | To weaken (reduce in strength) or debilitate.  |
| Ennui        | Boredom. Lack of interest.   |
| Factotum     | A person having many diverse traits and different responsibilities or serving in a wide range of capacities              |
| Frisson      | A sudden, passing shudder of emotion or excitement   |
| Impalpable   | Barely felt or discernible; intangible but nonetheless perceptible.  |

|             |   |
|-------------|---|
| Incorporeal | Not composed of matter; having no material existence  |
| Ineluctable | Unavoidable; inevitable; inescapable.   |
| Jirble      | To spill (a liquid) by shaking or unsteady moving of the vessel; to pour out unsteadily.          |
| Knavery     | A roguish or mischievous act.   |
| Laloechezia | The emotional relief gained by emitting vulgar or indecent words                                  |
| Lugubrious  | Extremely mournful or gloomy.   |
| Malfeasance | Wrongdoing, misconduct or misbehavior, especially by a public official.                           |
| Marplot     | One who frustrates or ruins a plan or undertaking by meddling.                                    |
| Martinet    | A strict disciplinarian; someone who insists on absolute adherence to rules. From the 17th        |
| Morosoph    | A learned fool, or one who puts up the pretense of knowledge or wisdom                            |
| Nugatory    | Of no value or importance.  |
| Numinous    | Awe inspiring; profoundly moving; evocative of transcendence.                                     |
| Obambulate  | To walk about.  |
| Obfuscate   | To make something obscure or otherwise hard to understand.  |
| Ossify      | To harden like bone; to become set in one's ways. (From the Latin "os," for bone.)                |
| Persiflage  | Banter; frivolous talk.   |
| Resplendent | Splendid, brilliant or glorious.  |
| Reticent    | 1. Disposed to be silent or not speak freely; reserved. 2. Reluctant or restrained.               |
| Ribald      | Coarsely or disrespectfully humorous; vulgar.   |
| Surfeit     | Excess; overabundance.  |
| Susurrus    | A murmuring or whispering sound. A classic example of onomatopoeia, from the Latin for "whisper." |

|                  |  |
|------------------|--|
| Swivet           | A state of nervous excitement or extreme agitation.  |
| Sybaritic        | Fond of sensuous luxury or pleasure; self  |
| Sycophant        | Someone who seeks personal advantage by excessively trying to please someone else. Toady; brown  |
| Sylph            | A mythical being like a sprite or fairy.   |
| Sylvan           | Relating to forests or woods; the term sylph refers to a graceful woman, from the Latin silva, meaning forest  |
| Tintinnabulation | A ringing or tinkling sound.   |
| Virago           | A woman with masculine qualities   |
| Vulpine          | Crafty and cunning; from the Latin vulpes, meaning fox   |
| Weltschmerz      | The melancholy feeling when you realize that life and the world will never be what you'd like it to be. Once described as the inherent sadness of mortality. |
| Zephyr           | A light, gentle breeze.  |

# Descriptive Writing

## INSTRUCTIONS

To follow are a list of topics that may be the focus of a descriptive writing task. Try and complete all of the tasks, which will enable you to improve the quality of your descriptive writing.

### TASK 1

Create 3, one word sentences, which are to be used at the beginning of a piece of descriptive writing, for each topic.

### TASK 2

Choose a topic and, using SMARTOAP, write a paragraph focussing on ONE sense.

### TASK 3

Choose a topic and, using SMARTOAP, write five paragraphs, each paragraph focussing on ONE sense.

**S** - Simile

**M** - Metaphor

**A** - Alliteration

**R** - Rhetorical question/repetition

**T** - Three - rule of

**O** - Onomatopoeia

**A** - Adjectives

**P** - Personification

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## TOPICS

- |   |                                |
|---|--------------------------------|
| 1. A dream  | 17. The most embarrassing      |
| 2. A nightmare  | moment of your life            |
| 3. A childhood memory   | 18. Your worst enemy           |
| 4. A favorite place   | 19. An addiction               |
| 5. A train ride   | 20. Your hero                  |
| 6. A pet  | 21. A teacher                  |
| 7. A garden   | 22. A vase of flowers          |
| 8. Your best friend   | 23. A day at work              |
| 9. Your favorite vacation                                       | 24. People on the street       |
| 10. Your ideal date   | 25. A stranger in the crowd    |
| 11. Your favorite fishing spot                                  | 26. Falling in love            |
| 12. A photograph  | 27. A life-changing experience |
| 13. A painting  | 28. A new car                  |
| 14. A room  | 29. Your first house           |
| 15. Your favorite<br>book/movie/television<br>character or show | 30. Moving to a new city       |
| 16. The best restaurant in town                                 |                                |

# Comprehension Questions

## Instructions

To write an effective comprehension answer you must:

- a) Begin the sentence by repeating the part of the question you are answering.
- b) Then write your answer.

E.g: **Question:** What is Miss Larkin's favourite colour?

**Answer:** Miss Larkin's favourite colour is green.

- Remember that this is not a memory test, use the extract to help you find the correct answer!
- Use the information provided to read between the lines for inference questions.

### Task 1

What can you infer about the boy in the picture?



### Task 2

Answer the following questions in full sentences, repeating the part of the question that requires an answer:

What is your favourite subject?

What is your favourite place in the world?

Who is your favourite singer?

# Analysis Practise Poems

## INSTRUCTIONS

To follow are some poems for you to practise analysing poems. Try and complete all of the tasks, which will enable you to improve the quality of your analytical skills.

### TASK 1

Use the **SMILE** strategy we practised in class to begin to analyse the poem/s.

### TASK 3

Create a **PEEZ** paragraph for each element of SMILE.



## Poetry Analysis - Smile Method



|                      |  |
|----------------------|--|
| <b>S - Structure</b> | How many stanzas? How does the poem develop across each one?<br>Narrative perspective - 1 <sup>st</sup> or 3 <sup>rd</sup> person? What is the rhyme and rhythm in the poem?   |
| <b>M - Meaning</b>   | Describe in detail the subject of the poem. What is it about? How do you know?   |
| <b>I - Imagery</b>   | Use of Simile, Metaphor and Personification. Also what other images are suggested to you?  |
| <b>L - Language</b>  | What examples of literary devices can you find? (repetition, emotive language, alliteration, word class analysis - (noun, adjective, adverb, verbs), directives, connotations of words or colours, sibilance, assonance. |
| <b>Emotion</b>       | What emotions is the poet giving you? What tone or mood is there in each verse? Does it change? What does the mood tell you about how the poet felt?   |

Point - The poet uses \_\_\_\_\_ to describe....

Evidence - This is shown in the quote, "....."

Explain - This suggests....

Zoom in - The key word / phrase / word class/ poetic device, "....." implies...  
This makes the reader think / feel....



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## POEMS

### The Blue Dress

Saeed Jones

Her blue dress is a silk train is a river  
is water seeps into the cobblestone streets of my sleep, is still raining  
is monsoon brocade, is winter stars stitched into puddles  
is good-bye in a flooded, antique room, is good-bye in a room of crystal bowls  
and crystal cups, is the ring-ting-ring of water dripping from the mouths  
of crystal bowls and crystal cups, is the Mississippi River is a hallway, is leaks  
like tears from windowsills of a drowned house, is windows open to waterfalls  
is a bed is a small boat is a ship, is a current come to carry me in its arms  
through the streets, is me floating in her dress through the streets  
is only the moon sees me floating through the streets, is me in a blue dress  
out to sea, is my mother is a moon out to sea.

## **In Mrs Tilscher's Class**

**Carol Ann Duffy**

You could travel up the Blue Nile  
with your finger, tracing the route  
while Mrs Tilscher chanted the scenery.  
Tana. Ethiopia. Khartoum. Aswân.  
That for an hour, then a skittle of milk  
and the chalky Pyramids rubbed into dust.  
A window opened with a long pole.  
The laugh of a bell swung by a running child.

This was better than home. Enthralling books.  
The classroom glowed like a sweet shop.  
Sugar paper. Coloured shapes. Brady and Hindley  
faded, like the faint, uneasy smudge of a mistake.  
Mrs Tilscher loved you. Some mornings, you found  
she'd left a good gold star by your name.  
The scent of a pencil slowly, carefully, shaved.  
A xylophone's nonsense heard from another form.

Over the Easter term, the inky tadpoles changed  
from commas into exclamation marks. Three frogs  
hopped in the playground, freed by a dunce,  
followed by a line of kids, jumping and croaking  
away from the lunch queue. A rough boy  
told you how you were born. You kicked him, but stared  
at your parents, appalled, when you got back home.  
That feverish July, the air tasted of electricity.

A tangible alarm made you always untidy, hot,  
fractious under the heavy, sexy sky. You asked her  
how you were born and Mrs Tilscher smiled,  
then turned away. Reports were handed out.  
You ran through the gates, impatient to be grown,  
as the sky split open into a thunderstorm.

## **Listening**

### **Amy Lowell**

'T is you that are the music, not your song.  
The song is but a door which, opening wide,  
Lets forth the pent-up melody inside,  
Your spirit's harmony, which clear and strong  
Sing but of you. Throughout your whole life long  
Your songs, your thoughts, your doings, each divide  
This perfect beauty; waves within a tide,  
Or single notes amid a glorious throng.  
The song of earth has many different chords;  
Ocean has many moods and many tones  
Yet always ocean. In the damp Spring woods  
The painted trillium smiles, while crisp pine cones  
Autumn alone can ripen. So is this  
One music with a thousand cadences.

## **A Chilly Night**

### **Christina Rossetti**

I rose at the dead of night,  
And went to the lattice alone  
To look for my Mother's ghost  
Where the ghostly moonlight shone.

My friends had failed one by one,  
Middle-aged, young, and old,  
Till the ghosts were warmed to me  
Than my friends that had grown cold.

I looked and I saw the ghosts  
Dotting plain and mound:  
They stood in the blank moonlight,  
But no shadow lay on the ground:  
They spoke without a voice  
And they leaped without a sound.

I called: 'O my Mother dear,'—  
I sobbed: 'O my Mother kind,  
Make a lonely bed for me  
And shelter it from the wind.

'Tell the others not to come  
To see me night or day:  
But I need not tell my friends  
To be sure to keep away.'

My Mother raised her eyes,  
They were blank and could not see:  
Yet they held me with their stare  
While they seemed to look at me.

She opened her mouth and spoke;  
I could not hear a word,  
While my flesh crept on my bones  
And every hair was stirred.

She knew that I could not hear  
The message that she told  
Whether I had long to wait  
Or soon should sleep in the mould:  
I saw her toss her shadowless hair  
And wring her hands in the cold.

I strained to catch her words,  
And she strained to make me hear;  
But never a sound of words  
Fell on my straining ear.

From midnight to the cockcrow  
I kept my watch in pain  
While the subtle ghosts grew subtler  
In the sad night on the wane.

From midnight to the cockcrow

I watched till all were gone,  
Some to sleep in the shifting sea  
And some under turf and stone:  
Living had failed and dead had failed,  
And I was indeed alone.

# Persuasive Writing

## INSTRUCTIONS

To follow are a list of topics that may be the focus of a persuasive writing task. Try and complete all of the tasks, which will enable you to improve the quality of your persuasive writing.

### TASK 1

Using **AFOREST** create a mind map plan for task 1

### TASK 2

Create a range of statistics for reasons for agreement with task 2

### TASK 3

Write a speech arguing for or against this statement

Alliteration

Facts

Opinions

Rhetorical question / repetition

Emotive Language

Statistics

Three (Rule of)

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## TOPICS

### Task 1

The department of education has provided funding for an experimental online school. All the classes will take place on the Internet, using email, online chat, and the world wide web. The students taking classes at this new online school will never meet each other face-to-face. They will only interact online with each other and with their teachers. Write a letter to the headteacher of the new school asking to join as a pupil.

**Task 2**

A new curfew, requiring all children to be home by 19:00 has been proposed by the Colchester County Council. Write a letter to the Chairwoman of the county council to convince her to enact or not to enact the curfew.

**Task 3**

The school holidays should be made longer.







# Practice Paper Paper 1

Time: 1 hour

# Year 8

## INSTRUCTIONS

- You have 1 hour which includes reading and note-making time.
- The paper is divided into two sections:
  - Answer all the questions in Section A; and
  - One question from Section B
- Remember - Spelling, punctuation and grammar are all assessed.

# SECTION A - COMPREHENSION

## INSTRUCTIONS

*Read the following extract taken from The Secret River by Kate Grenville, and then answer the questions. You have 30 minutes to complete the task.*

*The novel is set in the 19th century in Australia. Sal and her husband have recently emigrated from England.*

1. Out on Sydney Cove pulling an oar, Thornhill could imagine himself back on  
2. the Thames, but Sal could never for a moment stop seeing the differences  
3. between that place and this. She was astonished every time at the rain, no  
4. gentle drizzle that misted everything over soft and grey, but lightning and  
5. thunder loud as cannon-fire, and water hurling itself down hard out of the  
6. sky, trying to make holes in the ground. By God, Will, she would say, have you  
7. ever seen anything like it? And by the livid shocks of lightning he would see  
8. her eyes wide, as if at a circus where some trick was being performed.

9. Their hut swarmed with creatures they had never seen before: bold lizards  
10. that eyed them unblinkingly, sticky black flies, lines of ants that could reduce a  
11. lump of sugar to nothing in a night, mosquitoes that could sting through cloth,  
12. creatures along the lines of bedbugs that buried their heads in skin and  
13. swelled with human blood. Sal learned from their neighbours how to deal with  
14. them, setting the legs of the table in dishes of water against the ants, hanging  
15. switches of pungent leaves at the doorway to discourage the flies. Against the  
16. blood-suckers and the nits she cut the children's hair. Having no scissors, she  
17. used the knife so Willie's ears stuck cruelly out of his close-cropped head, the  
18. knife- hacked hair standing up in tufts. With his thatch of feathery hair gone,  
19. Dick's neck looked as fragile as a twig.

20. She was inclined to take it personally about the trees, wondering aloud that  
21. they did not know enough to be green, the way a tree should be, but a  
22. washed-out silvery grey so they always looked half dead. Nor were they a  
23. proper shape, oak shape or elm shape, but were tortured formless things,  
24. holding out sprays of leaves on the ends of bare spindly branches that gave  
25. no more protection from the sun than shifting veils of shadow. Instead of  
26. dropping their leaves they cast off their bark so it dangled among the  
27. branches like dirty rags. In every direction that the eye travelled from the  
28. settlement all it could see were the immense bulges and distances of that  
29. grey-green forest. There was something about its tangle that seemed to make  
30. the eye blind, searching for pattern and finding none. It was exhausting to look  
31. at: different everywhere, and yet everywhere the same.

32. When the hot weather came – confusingly, at Christmas – it was like no hot  
33. weather they had ever known. The sun rose up into a sky wan with heat and  
34. hung there pouring brassy light down on everything through the whole

35. endless day, a burden on the shoulders, until it slipped behind the mountains
36. to the west. There were no slow twilit evenings. Darkness came down sudden
37. and absolute.

## QUESTIONS

*Answer the questions below, in complete sentences. Remember, if you find a question difficult, move to the next question and go back when you have finished.*

- 1) In your own words, explain the meaning of the following words, as they are used in the passage:
  - a) Drizzle (line 4)
  - b) Pungent (line 15)
  - c) Thatch (line 18)
  - d) Tortured (line 23)
- 2) Sal talks to her husband in paragraph 1. What are his first and second names?
- 3) The English weather is described as 'gentle' (line 3).
  - a) Write down three other words which also suggest this.
  - b) Write down three words or phrases which show that the Australian weather is very different.
- 4) The writer makes use of some very specific details. Pick three of the following and explain why you find them effective:
  - a) "lightning and thunder loud as cannon-fire" (lines 4-5)
  - b) "as if at a circus where some trick was being performed" (line 8)
  - c) "Willie's ears stuck cruelly out of his close-cropped head" (line 17)
  - d) "shifting veils of shadow" (line 25)
- 5) Explain in your own words what Sal dislikes about lizards and ants.
- 6) Sal writes home to her family. In your own words, write a short letter as if you are Sal, expressing her feelings about her life in Australia so far.

## SECTION B - COMPOSITION

### (Descriptive Writing)

#### INSTRUCTIONS

Complete ONE writing task from the choices below. You have 30 minutes to complete the task.

#### Either:

1. Write a description of the sights, sounds and atmosphere of a theatre or concert hall before the performance begins.

Or:

2. Write a story which includes the line: *Harry looked down at his plate and sighed.*

Or:

3. Write a description of either the best or worst place you have ever visited.



HOLMWOOD HOUSE  
SCHOOL

# Practice Paper Paper 2

Time: 1 hour

# Year 8

## INSTRUCTIONS

- You have 1 hour which includes reading and note-making time.
- The paper is divided into two sections:
  - Answer all the questions in Section A; and
  - One question from Section B
- Remember - Spelling, punctuation and grammar are all assessed.

# SECTION A - COMPREHENSION

## INSTRUCTIONS

*Read the following extract taken from *The Warm and the Cold* by Ted Hughes, and then answer the questions. You have 30 minutes to complete the task.*

1. Freezing dusk is closing
2.     Like a slow trap of steel
3. On trees and roads and hills and all
4.     That can no longer feel.
5.     But the carp is in its depth
6.     Like a planet in its heaven
7.     And the badger in its bedding
8.     Like a loaf in the oven
9.     And the butterfly in its mummy
10.     Like a viol\* in its case
11.     And the owl in its feathers
12.     Like a doll in its lace.
  
13. Freezing dusk has tightened
14.     Like a nut screwed tight
15. On the starry aeroplane
16.     Of the hurtling night.
17.     But the trout is in its hole
18.     Like a giggle in a sleeper
19.     The hare strays down the highway
20.     Like a root going deeper
21.     The snail is dry in the outhouse
22.     Like a seed in a sunflower
23.     The owl is pale on the gatepost
24.     Like a clock on its tower.
  
25. Such a frost
26.     The freezing moon
27.     Has lost her wits.
  
28.     A star falls.
  
29. The sweating farmers
30.     Turn in their sleep
31.     Like oxen on spits.

*\*viol = a stringed musical instrument*

## QUESTIONS

*Answer the questions below, in complete sentences. Remember, if you find a question difficult, move to the next question and go back when you have finished.*

1. What time of day is it? (1)
2. The cold is described as tightening 'Like a slow trap of steel' (line 2) and 'a nut screwed tight' (line 14). Explain in your own words what you understand by these similes. (4)
3. Look again at lines 5–12 and 17–24. Referring to specific language from the poem, explain what you think these lines suggest about how the animals cope with the cold weather. (6)
4.
  - a) What interesting features do you notice about the layout and structure of the first two stanzas? (4)
  - b) Comment on how these features contribute to the poem. (4)
5. Lines 25–31 are set out differently.
  - a. What do you understand by this section, and
  - b. how well does it develop the poem's title? (3+3)

## SECTION B - COMPOSITION

### (Persuasive Writing)

#### INSTRUCTIONS

Complete ONE writing task from the choices below. You have 30 minutes to complete the task.

#### Either:

1. "School uniform should be banned in schools".

Write a speech arguing for or against this statement.

2. "My bedtime should be made later".

Write a letter to your parents, arguing for you to be allowed to go to bed later.

3. "All books should be free, so that everyone can enjoy reading their favorite author's books."

Write a speech arguing for or against this statement.