



HOLMWOOD HOUSE
SCHOOL

English

(Spring Half-term)

Year 8

Revision Booklet

There are 4 revision tasks for you here:

- 1) Composing your own story - using your story writing skills
- 2) Composing your own poem - using your analytical skills
- 3) Analysing poetry - breaking it down and using PEEZ
- 4) A poetry comprehension practice paper - testing your understanding and ability to analyse.

Composing your own story

Creative Writing Tasks

INSTRUCTIONS

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

TASK 1

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

TASK 2

Choose a topic and, using all the elements of SMARTOAP, write a paragraph focussing on ONE sense.

TASK 3

Choose a topic and using all the elements of SMARTOAP, write five paragraphs. Each paragraph must focus on a different sense.

SMARTOAP:

Simile

Metaphor

Alliteration

Rhetorical question / Repetition

Three (Rule of)

Onomatopoeia

Adjectives / Adverbs

Personification

TOPICS

- | | | | |
|----|------------------------|-----|---|
| 1. | A dream | 10. | Your ideal date |
| 2. | A nightmare | 11. | Your favorite fishing spot |
| 3. | A childhood memory | 12. | A photograph |
| 4. | A favorite place | 13. | A painting |
| 5. | A train ride | 14. | A room |
| 6. | A pet | 15. | Your favorite
book/movie/television
character or show |
| 7. | A garden | 16. | The best restaurant in town |
| 8. | Your best friend | | |
| 9. | Your favorite vacation | | |

17. The most embarrassing moment of your life
18. Your worst enemy
19. An addiction
20. Your hero
21. A teacher
22. A vase of flowers
23. A day at work
24. People on the street

25. A stranger in the crowd
26. Falling in love
27. A life-changing experience
28. A new car
29. Your first house
30. Moving to a new city

Setting.

**You are in a barren land.
The tundra, a desert,
a rocky plain.**

Turns out it's not so barren at all.

Tell us what you see.

#20MinuteWritingPrompts

Character.

**Pick someone you know.
Write them as
25 or 50 years older
or
25 or 50 years younger**

than they are right now.

#20MinuteWritingPrompts

Plot.

**Rewrite a recent
hour of your life.**

**But include
a wild storm,
a fight, a car chase,
a dance scene.**

Or hey, include all four.

#20MinuteWritingPrompts

Composing your own poem

Write your own poem using some of your favorite devices from the grid:

<p style="text-align: center;"><u>Meaning</u></p> <p>What is the poem about?</p> <p>Who is the speaker?</p> <p>Who is being spoken to or addressed?</p> <p>What is being spoken about?</p> <p>Theme(s) of the poem - <i>what is it really about?</i></p> <p>What is the point of the poem - <i>what does the poet want to achieve?</i></p> <p style="text-align: center;"><u>Tone</u></p> <p>How would the poem be spoken? - angry, sad, nostalgic, bitter, humorous</p> <p style="text-align: center;"><u>Mood</u></p> <p>Does the mood stay the same or change?</p>	<p style="text-align: center;"><u>Imagery : How the poet creates images</u></p> <p>Metaphor - comparing things by saying one is the other</p> <p>Personification - giving something non human, human qualities</p> <p>Simile - comparing two things saying one is like or as the other</p> <p>Pathetic Fallacy - where the natural world is given human emotions</p> <p>Symbolism - using a symbol to represent a meaning</p> <p>Repetition - repeating words or phrases for effect</p> <p>Alliteration - the repeating of initial sounds</p> <p>Onomatopoeia - words that sound like the things they describe</p>
<p style="text-align: center;"><u>Language</u> - Type of words that are used:</p> <p>Slang or unusual words - is dialect used - modern or old language</p> <p>Juxtaposition - two opposite ideas are placed side by side</p> <p>Oxymoron - Ugly beautifulness</p> <p>Assonance - is the term used for repetition of vowel sounds within consecutive words</p> <p>Sibilance - s sound</p> <p>Style of language - does the poet copy another style? (newspaper, play etc)</p>	<p style="text-align: center;"><u>Structure - How the poem is laid out</u></p> <p>Rhyme - Is there a rhyme scheme?</p> <p>Rhythm - How many syllables per line? Is it a free verse?</p> <p>Stanzas - How many? How do they change? Is there a narrative?</p> <p>Lines - How many are there in each verse? Do some stand out?</p> <p>Caesura - Are there pauses in the line?</p> <p>Enjambment - Do the lines run on to the next line or stanza?</p> <p>End stopping - Does each line finish at the end of a sentence?</p>

POEM TOPICS:

- | | | |
|-----------------------|------------------------|--------------------------|
| 1. School | 4. Nature | 7. Your favourite memory |
| 2. Something you love | 5. A moment in history | 8. A dream |
| 3. Something you hate | 6. Animals | 9. Friendship |

Analysing Poetry

INSTRUCTIONS

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

TASK 1

Read each poem and create a mind map for each one highlighting the poetic elements listed below and make notes as to what effect they have and why the poet chose to use them.

<p style="text-align: center;"><u>Meaning</u></p> <p>What is the poem about?</p> <p>Who is the speaker?</p> <p>Who is being spoken to or addressed?</p> <p>What is being spoken about?</p> <p>Theme(s) of the poem - <i>what is it really about?</i></p> <p>What is the point of the poem - <i>what does the poet want to achieve?</i></p> <p style="text-align: center;"><u>Tone</u></p> <p>How would the poem be spoken? - angry, sad, nostalgic, bitter, humorous</p> <p style="text-align: center;"><u>Mood</u></p> <p>Does the mood stay the same or change?</p>	<p style="text-align: center;"><u>Imagery : How the poet creates images</u></p> <p>Metaphor - comparing things by saying one is the other</p> <p>Personification - giving something non human, human qualities</p> <p>Simile - comparing two things saying one is like or as the other</p> <p>Pathetic Fallacy - where the natural world is given human emotions</p> <p>Symbolism - using a symbol to represent a meaning</p> <p>Repetition - repeating words or phrases for effect</p> <p>Alliteration - the repeating of initial sounds</p> <p>Onomatopoeia - words that sound like the things they describe</p>
<p style="text-align: center;"><u>Language:</u> Type of words that are used:</p> <p>Slang or unusual words - is dialect used - modern or old language</p> <p>Juxtaposition - two opposite ideas are placed side by side</p> <p>Oxymoron - Ugly beautifulness</p> <p>Assonance - is the term used for repetition of vowel sounds within consecutive words</p> <p>Sibilance - s sound</p> <p>Style of language - does the poet copy another style? (newspaper, play etc)</p>	<p style="text-align: center;"><u>Structure - How the poem is laid out</u></p> <p>Rhyme - Is there a rhyme scheme?</p> <p>Rhythm - How many syllables per line? Is it a free verse?</p> <p>Stanzas - How many? How do they change? Is there a narrative?</p> <p>Lines - How many are there in each verse? Do some stand out?</p> <p>Enjambment - do the lines run on to the next line or stanza?</p> <p>End stopping - Does each line finish at the end of a sentence?</p>

TASK 2

Pick a selection of these questions to answer for each poem and use a **PEEZ** paragraph about each poem:

- What is the poem about?
 - What is the tone of the poem?
 - Who is the speaker?
 - Who is being spoken to or addressed?
 - What is being spoken about?
 - Theme(s) of the poem - *what is it really about?*
 - What is the point of the poem - *what does the poet want to achieve?*
 - How does the poet use imagery?
 - How does the poet use imagery to describe the character?
 - What type of language does the poet use?
 - What is the mood of the poem and how does the poet create this?
 - How does the poet structure the poem?
-

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.

Poetry Comprehension Practice Paper

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)