

Year 8 revision Booklet

How to Use This Revision Booklet

✔ Step 1: Work Through the Questions

- Start at the beginning and complete the tasks in order
- Try your best first — **don't worry if you're not sure**
- Write full answers where possible (not just single words)

✔ Step 2: Check Your Answers

- When you finish a section, go to the **answers at the back**
- Compare your work carefully

Ask yourself:

- Did I get it exactly right?
- Is my answer similar?
- Did I miss anything?

✔ Step 3: Improve Your Work

- Fix any mistakes in a different colour
- Add anything you missed
- Read model answers to see how to improve

For Longer Writing Tasks (Sections 20 & 21)

These don't have just one correct answer.

Instead, check:

- Does mine look like the **model example**?
- Have I used the features in the checklist?

✔ You can also:

- Bring your work to your teacher
- Ask for feedback if you are unsure

Top Tips for Revision

- Take your time — don't rush
- Focus on improving, not just finishing
- Practise the questions you find tricky again

WORD TYPES

WORD	DEFINITION	EXAMPLE
Noun	names a thing, person or place in a sentence	<i>teacher, park, phone</i>
Verb	shows an action or state	<i>ran, shouted, was</i>
Adjective	adds detail to describe a noun	<i>bright sky</i>
Adverb	modifies a verb and suggests how something happens	<i>walked slowly</i>

SENTENCE & WRITING

WORD	DEFINITION	EXAMPLE
Expanded noun phrase	a noun with extra descriptive detail added	<i>the tall, glass building</i>
Main clause	a complete idea that makes sense on its own	<i>She opened the door.</i>
Subordinate clause	extra detail that cannot stand alone	<i>because she was nervous</i>
First person	writing that uses “I” or “we” consistently	<i>I couldn’t stop running.</i>
Third person	writing that uses “he”, “she” or “they” consistently	<i>They couldn’t stop running.</i>

READING SKILLS

WORD	DEFINITION	EXAMPLE
Inference	a valid idea based on evidence from the text	A character hides → they might be scared
Topic sentence	a clear first sentence that answers the question	<i>The writer presents her as nervous.</i>

METHODS & CHARACTER

WORD	DEFINITION	EXAMPLE
Explicit Characterisation	directly tells the reader about a character	<i>He was very selfish.</i>
Implicit Characterisation	shows character through actions or behaviour	<i>He pushed to the front of the queue.</i>
Simile	a comparison using “like” or “as”	<i>as fast as lightning</i>
Metaphor	a direct comparison without “like” or “as”	<i>The classroom was a zoo.</i>

Here's a rewritten version of your questions that keeps the same learning objectives but uses different wording and examples:

Section 1: Writing Skills Practice

1. Word Classes (Nouns, Verbs, Adjectives)

Read the sentence below.

The frightened dog sprinted quickly across the slippery path.

Match each word to the correct word class:

- frightened
- sprinted
- dog
- slippery

Word classes to choose from: **noun / verb / adjective**

2. Expanded Noun Phrases

Rewrite each sentence by improving the noun phrase (add descriptive detail).

2a. The girl closed the window.

2b. The building stood on the corner.

3. Characterisation

3a. Rewrite the sentence to show *implicit* characterisation:

Liam tapped his foot and avoided eye contact.

3b. Rewrite the sentence to show *explicit* characterisation:

Aisha always helped her classmates when they struggled.

4. Stronger Verbs

Replace the verb in bold with a more powerful choice.

4a. The bird **flew** over the trees.

4b. The car **went** down the road.

5. Homophones: to / too / two

Choose the correct word for each sentence.

5a. She wanted ___ go to the shop.

5b. It was ___ noisy in the classroom.

5c. He had ___ pencils in his bag.

6. Commas

The sentence below is missing commas. Rewrite it with the correct punctuation.

In the morning we packed our bags grabbed our coats left the house and hurried to catch the bus before it arrived

7. Using Semicolons

Write one sentence for each topic using a semicolon to link two related ideas.

7a. Topic: School

7b. Topic: Holidays

8. End Punctuation

Add the correct punctuation (full stop, question mark, or exclamation mark).

8a. Why are you late ____

8b. The crowd cheered loudly ____

8c. Have you finished your homework ____

9. Main and Subordinate Clauses

Identify whether each clause is **main** or **subordinate**.

9a. Because it was getting late, we decided to leave.

- Because it was getting late → _____
- we decided to leave → _____

9b. The teacher waited while the students packed away.

- The teacher waited → _____
 - while the students packed away → _____
-

10. Verb Tenses

Rewrite the verbs in the **simple past tense**.

Tom jumps over the puddle and grabs his coat as the rain falls.

jumps → _____

grabs → _____

falls → _____

11. Narrative Voice

Rewrite each sentence in a different narrative perspective.

11a. I enjoy reading mystery books.

11b. She ran quickly to catch the train.

Section 2: Writing Skills & Language Analysis

Q1: Using Adjectives

Write a sentence that includes two adjectives.
Then underline or list the adjectives you used.

Example: *The tall, ancient tree swayed in the wind.*

Q2: Stronger Verbs

Improve the sentences by replacing the weak verb with a more powerful one.

Q2a. The sign says “Keep Out!”

Q2b. The guard walked towards the gate.

Q3: Brackets (Extra Information)

Q3a. Choose the sentence that correctly uses brackets:

- a) The dog (which was barking loudly ran down the street.
- b) The dog (which was barking loudly) ran down the street.

Answer: _____

Q3b. Add brackets to include extra information:

The teacher who was very strict gave us homework.

Q4: Using Commas

The paragraph below is missing commas. Add commas in the correct places.

On Saturday we went to the beach built sandcastles ate ice cream played games
and watched the waves crash against the shore

Q5: Similes and Metaphors

Q5a. Add a simile to create tension in this sentence:

The room was silent.

Q5b. Add a metaphor to make this sentence sound calm:

The lake was still.

Q6: Analysing Emotive Language (Fiction)

Read the paragraph and answer the question.

The little boy clutched his torn jacket, his hands trembling as the cold wind howled around him. His eyes filled with tears as he looked for somewhere safe.

Question:

How does the writer use emotive language to make the reader feel sympathy?

Q7: Analysing Emotive Language (Non-fiction)

Read the paragraph and answer the question.

Every day, thousands of animals suffer because of pollution. They struggle to survive in dirty water and polluted air, facing a future filled with danger.

Question:

How does the writer use emotive language to influence the reader?

Section 3: Reading Skills Revision (Dystopian Fiction)

Read the extract below and answer the questions.

The corridor was cold and lifeless, lit by harsh, flickering strip lights. Rows of identical metal doors lined the walls, each marked with a number instead of a name. Cameras watched silently from every corner, their red lights blinking. Sam

hesitated, tightening his grip on his bag as a chill ran through him. It felt as though the building was watching him — waiting for him to make a mistake.

8. Retrieval (True or False)

Tick true or false.

- The corridor feels warm and welcoming. True False
 - The doors all look the same. True False
 - There are cameras watching the corridor. True False
 - Sam feels completely relaxed. True False
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9. Language and Atmosphere

Write one phrase that creates a tense or dystopian atmosphere.

10. Writer's Methods

Explain how the writer creates a tense, dystopian atmosphere.

Include:

- two quotations
- explanations of their effect

11. Inference

What can we infer about Sam's feelings?

- safe and comfortable
- nervous and watched
- angry and rebellious
- calm and confident

Explain your choice:

12. Adverbs

Identify the adverb and explain its effect.

12a. Sam walked slowly down the corridor.

12b. The alarm rang suddenly overhead.

13. Simile or Metaphor

Write simile or metaphor next to each example.

- The silence was a prison around him. _____
- His heart pounded like a hammer. _____
- Fear spread through him like poison. _____

14. Characterisation

Is each example implicit or explicit?

- Sam's hands shook as he glanced at the cameras. _____
- Sam was a nervous and cautious student. _____

15. Short Response

What do we learn about Sam’s character in this dystopian setting?

Include:

- one quotation
 - one explanation
-
-
-
-
-

Section 4: Extended Writing

Here are clearer, Year 8–friendly versions of Q15 and Q16 with the success criteria built in:

Q15: Persuasive Speech Writing

Write a speech to the Prime Minister, persuading them to make environments healthier (for example: cleaner air, more green spaces, less pollution).

In your speech, you should:

- Clearly show your purpose (to persuade)
- Use emotive language (words that make the reader feel strongly)
- Include rhetorical devices such as:
 - Rhetorical questions (e.g. “How much longer can we ignore this?”)
 - Repetition
 - Direct address (e.g. “Prime Minister...”)
- Add a short anecdote (a brief personal story or example)
- Organise your ideas clearly (beginning, middle, end)
- Use accurate punctuation and sentence structure

Starter idea:

Prime Minister, imagine a child forced to grow up breathing polluted air...

Q16: Dystopian Story Opening

Write the opening two paragraphs of a dystopian story that involves a car.

Your writing should:

- Create a dystopian setting (e.g. control, surveillance, danger, lack of freedom)
- Build a tense or unsettling atmosphere
- Include descriptive language (adjectives, similes, metaphors)
- Introduce a character or situation
- Use the car as an important part of the scene (e.g. escape, control, tracking)

Starter idea:

The car wasn't meant to be touched. Not anymore...

Final Check

Have you checked your:

- spelling?
- punctuation?
- grammar?
- Well done for completing your revision booklet

Answers:

Section 1

1. frightened = adjective, sprinted = verb, dog = noun, slippery = adjective

2a. The young girl closed the window.

2b. The tall, grey building stood on the corner.

3a. Liam avoided eye contact and tapped his foot nervously.

3b. Aisha was kind and helpful.

4a. soared

4b. sped

5a. to

5b. too

5c. two

1. In the morning, we packed our bags, grabbed our coats, left the house, and hurried to catch the bus before it arrived.

7a. School is important; it helps us learn.

7b. I love holidays; they help me relax.

8a. ?

8b. !

8c. ?

9a. subordinate / main

9b. main / subordinate

1. jumped, grabbed, fell

11a. She enjoys reading mystery books.

11b. I ran quickly to catch the train.

Section 2

Q1. Example: The bright, colourful flowers bloomed. (bright, colourful)

Q2a. The sign warns "Keep Out!"

Q2b. The guard marched towards the gate.

Q3a. b

Q3b. The teacher (who was very strict) gave us homework.

Q4. On Saturday, we went to the beach, built sandcastles, ate ice cream, played games, and watched the waves crash against the shore.

Q5a. The room was silent like a grave.

Q5b. The lake was a mirror.

Q6. Uses words like “trembling” and “torn” to create sympathy.

Q7. Uses words like “suffer” and “danger” to influence reader emotions.

Section 3

1. False, True, True, False

2. “harsh, flickering strip lights”

3. Uses imagery and words like “cold and lifeless” to create tension.

4. nervous and watched

12a. slowly – shows caution

12b. suddenly – shows shock

1. metaphor, simile, simile

2. implicit, explicit

3. Sam is nervous; “tightening his grip” shows fear.

Section 4

Q15: Speech to the Prime Minister

Prime Minister, imagine a child forced to grow up breathing polluted air, never seeing a clear blue sky, and never feeling safe playing outside.

How much longer can we ignore this? How much longer can we allow our planet to suffer?

Every day, our environment is becoming more damaged. The air we breathe is filled with pollution. Our parks are disappearing. Our future is slowly being taken away from us. This is not just a problem — it is a crisis.

I remember walking home from school one summer afternoon. The sky should have been bright and beautiful, but instead it was grey and hazy. The air felt heavy, and my younger sibling started coughing. In that moment, I realised something was wrong. No child should feel unsafe simply by breathing.

Prime Minister, we need change. We need cleaner air. We need more green spaces. We need action now.

Cleaner air means healthier people. More trees mean safer communities. Less pollution means a better future. Without these, we risk raising a generation who will never experience the world as it should be.

Do we really want a future where children stay indoors because the air is too dangerous? Do we really want to be remembered as the people who did nothing?

You have the power to make a difference. You have the responsibility to act. And we are asking you — no, we are urging you — to act now.

Because this is our planet. This is our future. This is our chance.

Thank you.

Why this helps you get high marks

- Opening includes “Prime Minister” → shows speech format
 - Uses rhetorical questions → engages the audience
 - Includes a short story (anecdote) → adds detail
 - Uses emotive language → makes the reader feel
 - Uses repetition → makes ideas strong
 - Has a clear structure (beginning → middle → end)
 - Ends with a clear call to action
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Q16: Dystopian Creative Writing

The car wasn't meant to be touched. Not anymore.

It crouched beneath the dim, flickering streetlights, its silver body dulled by layers of dust, as though it had been abandoned by time itself. The city stretched ahead in lifeless rows of concrete and glass, each building identical, each window dark and watchful. Cameras loomed from every corner, their unblinking lenses tracking movement with cold precision. Above, the sky hung low and colourless, a suffocating blanket pressing down on the silent streets, as if even the clouds had been trained not to move. A rusted sign flickered beside the road — UNAUTHORISED TRAVEL IS TREASON — its harsh glow slicing through the grey air.

I slowed my breathing, careful not to draw attention, though I knew it was useless. They were always listening. Always watching. My thoughts felt dangerous here, like forbidden secrets waiting to be discovered. My hand hovered over the car door, trembling, as a distant mechanical hum vibrated through the ground beneath my feet. No one drove anymore. No one dared. Movement was control; control was survival. Yet this car — this silent, forgotten machine — whispered something different. It whispered escape.

If I opened that door, everything would change.

If I opened that door, they would know.

Why this helps you get high marks

- Clearly dystopian (control, rules, surveillance)
- Uses devices (simile, metaphor, personification)
- Uses strong vocabulary (not basic words)
- Creates a tense atmosphere
- Makes the car important
- Ends with a dramatic line