

SUMMER BOOKLET 2026

8th Grade

Name _____

VOCABULARY

"Speaking Words of Wisdom..."

Write the meaning of the words.

Word	Meaning	Word	Meaning
recent		concert	
innocent		mysterious	
survive		admit	
weapon		rescue	
leader		compete	
hilarious		allow	
expert		completely	
training		investigate	
suffer		emergency	
shopping		force	
especially		wonder	
according to		participated	
responsible		brave	
pause		get along	
fault		violent	
memories		force	
cheat		unfairly	
prove		give up	
plot		ability	
lawyer		refuse	
poverty		retire	
accent		research	
turn into		include	
blame		success	
proof		unlikely	
combine		in shape	
silent		get all the credit	

how much?		athlete	
detail		travel	

Part 2 – Grammar

Exercise 1: Past Simple or Past Progressive

Fill in the correct form of verb. Use Past Simple or Past Progressive.

1. When I _____ (walk) into the office yesterday morning, the secretary _____ (talk) on the phone with a customer.
2. We _____ (look) for our umbrellas when the rain _____ (stop).
3. I _____ (meet) my friends while I _____ (shop) yesterday.
4. What _____ (you do) last night when I _____ (phone)?
5. I _____ (not look) when he _____ (try) to take another piece of cake.

Exercise 2: Mixed Tenses

Use the correct verb form: Present Simple, Present Progressive, Past Simple, Past Progressive, or Future Simple. **Pay attention to Stative Verbs.**

1. When I _____ (come) out of the airport I _____ (look) around to see where my friends _____ (be). I _____ (not see) them because they _____ (wait) at a different gate.
2. The new public library of Riverdale, Kansas, is quite up to date and it now _____ (own) several thousand books. All the people in town, young and old, _____ (use) the library. They _____ (like) to come to its large and pleasant rooms and they feel that it is really theirs. Of course it _____ (not cost) anything to join the library since it _____ (belong) to the town.
3. Now, it is half past three in the afternoon. Several students _____ (sit) and _____ (work) quietly at the tables. Daniel, a tall boy _____ (talk) to the librarian because he _____ (need) some advice. He _____ (want) to find a book on the history of the Eskimos. If he does not find the book at the library, he _____ (buy) it at the book store next week.
4. Yesterday, Dan _____ (work) in the garden while his mother _____ (clean) the house. She _____ (wash) the floor when he _____ (enter) the room with his shoes full of mud. She _____ (shout) at him and he _____ (say) that he _____ (be) sorry. Dan, usually _____ (hate) to make his mother angry, so now he _____ (plan) to go to her and say "sorry".

Reading Comprehension and Vocabulary

Directions: Read the following text. Then answer the questions that follow.

HOW LOUD NOISE AFFECTS US

We all know how noisy life is today, especially in cities. Noise comes from many **sources**, such as traffic on the roads and children playing. These constant loud noises are called "noise pollution." Noise pollution is very unpleasant. According to research, it can also have serious effects on our lives.

We often suffer from noise pollution 24 hours a day. At night, it prevents us from getting enough sleep. When we are tired, we might not be able to **concentrate** at school or at work. We can also become angry easily, and this can damage our relationships with family and friends. In addition, people who don't sleep well for weeks or months suffer from stress. Scientists now know that stress can cause health problems, such as heart disease.

High levels of noise can also damage our hearing. The damage can begin when we are children. Teenagers often listen to very loud music, and this can cause loss of hearing when they are adults. Some people can also have hearing problems because they use noisy machines at work. Of course, loss of hearing makes it difficult to communicate. This too can have a negative effect on relationships.

Despite all these problems, nobody is doing much to stop noise **pollution**. "That's because most people don't understand how dangerous noise pollution is. But this can change," says Mr. Henry Freeman, head of the organization Stop That Noise. "Just think about smoking. For a long time, we didn't realize how dangerous smoking is. But when we understood its effects on our health, many of us stopped smoking. In addition, governments have made laws to stop people from smoking in many public places like offices, restaurants and shops. We need the same things to happen for noise pollution. That will make life better for everyone."

QUESTIONS

Answer questions 1–7 in English according to the text. In questions 1 and 5, circle the number of the correct answer. In the other questions, follow the instructions.

1. What do we learn about noise pollution in paragraph 1?

- i) How to stop it.
- ii) What serious effects it has on our lives.
- iii) Who is doing research on it.
- iv) What it is.

2. What sources of noise are mentioned in paragraph 1?

ANSWER:

3. What problems can be caused by not having enough sleep? Give TWO answers from lines 5–8.

(1)

(2)

4. What might happen to people who suffer from stress? (Paragraph II) COMPLETE THE SENTENCE.

They might have

5. What do we learn from paragraph III?

- v) Why most adults have hearing problems.
- vi) What can cause loss of hearing.
- vii) Why children like listening to music.
- viii) How to make machines less noisy.

6. Why can loss of hearing have a negative effect on relationships? (paragraph III) COMPLETE THE SENTENCE.

Because

7. What does Henry Freeman explain? (Paragraph IV) PUT A ✓ BY THE TWO CORRECT ANSWERS.

- ☐ i) How governments make laws.
- ☐ j) Why smoking is bad for our health.
- ☐ k) What can help stop noise pollution.
- ☐ l) When people learned about the dangers of noise pollution.
- ☐ m) Why noise pollution is dangerous.
- ☐ n) Why people cannot smoke in shops.

Vocabulary

A. Using the context clues, explain the meaning of the following italicized, bolded words in the text.

1. *source* (paragraph 1)

1. *concentrate* (paragraph 2)

1. *pollution* (paragraph 4)

B. Find words in the text which most likely have the following meanings.

1. not enjoyable or nice (paragraph 1) _____

2. to undergo or feel pain or distress (paragraph 2) _____

3. loss or harm resulting from injury (paragraph 3) _____

4. a mechanical device (paragraph 3) _____

5. likely to injure or harm somebody (paragraph 4) _____

6. a change that results when something is done (paragraph 4) _____

1a. Read the Following Text Carefully

Growing Up Equal

Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, old-fashioned ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A "feminine" girl should be insecure, accommodating and a little illogical in her thinking. A "masculine" boy should be strong, unemotional, aggressive, and competitive.

How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments; when girls speak, teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.

Blue and Pink

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets.

There's nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other.

According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.

The Sorting Machine

"The fact is," says Nicholson, "that society functions as a kind of sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work"

If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.

Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society's fixed ideas about differences of sexes are.

1b. Match the Words with the Definitions

Refer to the text and match the words on the left with the definitions on the right.

Words	Definitions
1. old-fashioned	abilities
2. gender	to obtain; to gain
3. stereotype	to be considered
4. to acquire	to arrange according to kind, rank, etc.
5. skills	image, idea, character, etc., that has become fixed in a conventional form without considering individuality

6. to sort	the division of male or female; sex
7. to be deemed	old or no longer in use

1c. Match the Answers with the Questions

Read the text once again. Then match the answers with the questions accordingly.

Questions	Answers
What do parents want for their children?	They are often treated differently in school, for example.
How are children exposed to gender stereotypes?	It functions as a sorting machine.
What are the consequences of exposing boys and girls to gender stereotypes?	They want their sons and daughters to have equal chances of success.
What's the role of society in the differentiation of sexes?	They prevent boys and girls from acquiring important skills for their future lives.

1d. Answer and Create Questions

Now it's your turn. Based on the text, answer the first two questions and make a question for the last answer.

1 Q: How should a "feminine" girl be?

A:

2 Q: When does the emphasis on gender differences begin?

A:

3 Q:

A: They are rigid ideas about how boys and girls should behave.

1e. True or False? Underline the evidence in the text.

1. Equality of the sexes is largely discouraged by law. **True / False**
2. It is alright to give dolls to girls and construction sets to boys. **True / False**
3. Researches David and Myra Sadker found out that boys and girls are treated equally by the teachers. **True / False**
4. 58% of eighth-grade girls and 6% of boys made money taking care of younger children. **True / False**
5. 63% of boys and 3% of girls didn't earn money doing lawn work. **True / False**

2. Discussion

Decide and write your opinion:

1. Should girls be motivated to play "masculine" sports such as football?

2. Should teachers receive special training on how to deal with the gender differences?

3. Should boys learn how to cook and sew?

4. What kind of influence does the education we receive have on us? What do you think about this?

5. Are you for or against women having top positions in companies? Why (not)?

6. In your opinion, should women do military service when they turn eighteen? Why (not)?

7. "Educating boys and girls equally is important because by doing so, we create a fairer society." Do you agree or disagree with this statement?

8. Do you think it is common to find people who disagree with the idea of boys and girls receiving the same education?
