

Jeddah Knowledge International School



SUMMER REVISION PACK 1 2020 - 2021 GRADE 9 GOING TO GRADE 10

Name: _____

Section: _____

Section A: Reading Comprehension

BILL BRYSON ON CAPRI

Read the following passage carefully, and then answer all the questions.

The writer, Bill Bryson, has just arrived in the island of Capri off the coast of Italy. Before this he has visited other cities in Italy where his experiences have not always been very pleasant.

Capri town was gorgeous, an infinitely charming little place of villas and tiny lemon groves and long views across the bay to Naples and Vesuvius. The heart of the town was a small square, the Piazza Umberto lined with cream-coloured buildings and filled with tables and wicker chairs from the cafes ranged around it. At one end, up some wide steps, stood an old church, dignified and white, and at the other was a terrace with an open view to the sea far below. I cannot recall a more beguiling place for walking. The town consisted almost entirely of a complex network of white-walled lanes and passageways, many of them barely wider than your shoulders, and all of them interconnected in a wonderfully bewildering fashion, so that I would constantly find myself returning to a spot I had departed from in an opposing direction ten minutes before. Every few yards an iron gate would be set in the wall and through it I could glimpse a white cottage in a jungle of flowery shrubs and, usually, a quarry-tiled terrace overlooking the sea. Every few yards a cross-passageway would plunge off down the hillside or a set of steps would climb half-way to the clouds to a scattering of villas high above. 14

There were no roads at all, apart from the one leading from the harbour to the town and onward to Anacapri, on the far side of the island. Everywhere else had to be got to on foot, often an arduous trek. Most of the shops lay beyond the church, up the steps from the central square, in yet another series of lanes and little squares of unutterable charm. They all had names like Gucci and Yves St Laurent, which suggested that the summertime visitors must be rich and insufferable, but mercifully most of the shops were still not open for the season, and there was no sign of the tourists who must make them prosper in the summer. 21

A few of the lanes were enclosed with the upper storeys of the houses completely covering the passageways. I followed one of these lanes as it wandered upward through the town and finally opened again to the sky in a neighbourhood where the villas began to grow larger and enjoy more spacious grounds. The path meandered and climbed, so much so that I grew breathless again and propelled myself onwards by pushing my hands against my knees, but the scenery and setting were so fabulous that I was dragged on, as if by magnets. Near the top of the hillside the path levelled out and ran through a grove of pine trees, heavy with the smell of rising sap. On one side of the path were grand villas - I couldn't imagine by what method they got the furniture there when people moved in or out - and on the other side was a giddy view of the island: white villas strewn across the hillsides, half buried in hibiscus and bougainvillea and a hundred other types of shrub. 31

It was nearly dusk. A couple of hundred yards further on the path rounded a bend through the trees and ended suddenly, breathtakingly, in a viewing platform hanging out over a precipice of rock - a little patio in the sky. It was a look-out built for the public, but I had the feeling that no one had been there for years, certainly no tourist. It was the sheerest stroke of luck that I had stumbled on it. I have never seen anything half as beautiful: on one side the town of Capri spilling down the hillside, on the other the twinkling lights of Anacapri and the houses gathered around it, and in front of me a sheer drop of - what? - 200 feet, 300 feet, to a sea of the lushest aquamarine blue, washing against outcrops of jagged rock. The sea was so far below that the sound of breaking waves reached me as the faintest

40 of whispers. A sliver of moon brilliantly white, hung in a pale blue evening sky, a warm breeze teased my hair and everywhere there was the scent of lemon, honeysuckle and pine.

Part 1 - Comprehension

45 1. From what we are told about the Piazza Umberto in the first paragraph of the passage, give three reasons why people might enjoy a visit there. [3]

- a. _____
- b. _____
- c. _____

50 2. Give one reason why it was not easy to go from one place to another on Capri. [2]

3. Explain, using your own words, 'the upper storeys of the houses completely covering the passageways' [2]

55 4. Give two facts about the path mentioned in line 27 [2]

- a. _____
- b. _____

5. Re-read the last two paragraphs of the passage, and then write a summary of what Bill Bryson saw as he climbed to the top of this path. (Write a paragraph of about 50-70 words) [5]

60

65

6. Re-read lines 8-11. Explain, using your own words, one of the difficulties Bryson encountered as he walked through the lanes. [2]

70

7. State two things you learn about the visitors mentioned in paragraph 4, and explain, in your own words, what Bryson thinks about these visitors. [4]

- a. _____

- b. _____

SECTION B : WRITING A RESEARCH ESSAY

STEPS TO FOLLOW WHEN RESEARCHING AND WRITING A RESEARCH ESSAY:

Basic Steps to Writing a Research Paper

(Adapted from the Big Six Research Guide
<http://www.lufkinisd.org/lhshome/library/big6write.htm>)

1 - TASK DEFINITION	1. Make a list of possible topics.
2 - INFORMATION SEEKING STRATEGIES	2. List key words relating to the topic. 3. Make a list of possible sources.
3 - LOCATING AND ACCESSING THE INFORMATION	4. Find the sources. 5. Find information within the sources.
4 - USE OF INFORMATION	6. Write a thesis statement. 7. Take notes. 8. Begin to focus on the topic. 9. Make an outline.
5 - SYNTHESIS	10. Write the paper. 11. Write introduction and conclusion. 12. Cite information properly. 13. Write reference list.
6 - ASSESS	14. Did you meet the assignment requirements?

QUICK MLA REFERENCING GUIDE:

Style Guide for Creating Works Cited Lists

Works Cited General Guidelines:

- References are cited on separate pages at the end of a manuscript, under the title, Works Cited (with no quotation marks, underlining or italicizing), centered at the top of the first page. The Works Cited list should be alphabetized by authors' last names. References are double-spaced within and between entries.
- Generally, italicize titles of books and journals, but note: some instructors prefer underlining instead of italics.

While URLs are no longer required when citing web publications, you should include a URL as supplementary information when the reader most likely cannot find the source without it, or when an instructor requires it.

This guide shows the most frequently used citation types. For other citation or style questions in MLA format, copies of the complete manuals are located at these libraries: Suzzallo, Odegaard Undergraduate, Engineering, Drama, UW Bothell, UW Tacoma and Urban Horticulture. For additional information on MLA style, contact a UW librarian at www.lib.uwashington.edu/about/contact.html.

Source: *MLA Handbook for Writers of Research Papers*, 7th ed. LB2369 G53 2009.

Print Resources

Works Cited List

<i>book by a single author</i>	Castle, Gregory. <i>Modernism and the Celts</i> . New York: Cambridge UP, 2001. Print. Note: "Print" indicates the medium of publications consulted.
<i>book by two or more authors</i>	Kesley, Robert E., and O. M. Brack. <i>Samuel Johnson's Early Biographers</i> . Iowa City: U of Iowa P, 1971. Print. Note: Give the names in the same order as on the title page, not necessarily in alphabetical order. For more than three authors, you may name the first author and add "et al." or give all names in full.
<i>work in an anthology</i>	Allende, Isabel. "Toad's Mouth." <i>Trama</i> . Margaret Sayers Peden. <i>A Hammock beneath the Mangoes: Stories from Latin America</i> . Ed. Thomas Colchie. New York: Plume, 1992. 83-88. Print. Note: This example also shows how to indicate the translator of a work.
<i>article in a scholarly journal</i>	Vickeroy, Laurie. "The Politics of Abuse: The Traumatized Child in Toni Morrison and Marguerite Duras." <i>Mosaic</i> 29.2 (1996): 91-109. Print.
<i>article in a monthly magazine</i>	Giovannini, Joseph. "Fred and Ginger Dance in Prague." <i>Architecture</i> Feb. 1997: 52-62. Print.
<i>article in a newspaper</i>	Alston, Salem. "So, Did They Live Happily Ever After?" <i>Globe and Mail</i> [Toronto] 27 Dec. 1993: D1+. Print.
<i>article in a reference work</i>	Le Patourel, John. "Normans and Normandy." <i>Dictionary of the Middle Ages</i> . Ed. Joseph R. Strayer. 13 vols. New York: Scribner's, 1967. Print.
<i>anonymous article or book</i>	<i>Encyclopedia of Virginia</i> . New York: Somerset, 1993. Print. "The Decade of the Spy." <i>Newsweek</i> 7 Mar. 1994: 26-27. Print. Note: When a work is anonymous, alphabetize the entry by title (ignoring any initial A, An, or The).



Electronic Resources

Works Cited List

<i>website</i>	"Royal Shakespeare Company." <i>Encyclopedia Britannica Online</i> . Encyclopedia Britannica, 2009. Web. 21 July 2009. Note: No URL is required here, although it is necessary to indicate the electronic medium ("Web.")
<i>journal article from library database</i>	Collett, Anne. "Reading Kate Llewellyn's Garden." <i>Australian Literary Studies</i> 22.4 (2006): 483-504. <i>Expanded Academic ASAP</i> . Web. 16 Mar. 2007.
<i>journal article from web, with print publication data</i>	Reynolds, Robert. "The Demise of Sadness: Melancholia, Depression and Narcissism in Late Modernity." <i>Australian Humanities Review</i> 41 (2007): n.pag. <i>Australian Humanities Review</i> . Web. 15 Mar. 2009. Note: "n.pag." indicates that page numbers are inapplicable or unavailable.
<i>e-book</i>	Nesbit, Edith. <i>Ballets and Lyrics of Socialism</i> . London: The Fabian Society, 1908. <i>Victorian Women Writers Project</i> . Ed. Perry Willett. Indiana U, May 2000. Web. U. 24 July 2009. Norman, Richard. <i>The Moral Philosophers</i> . New York: Oxford UP, 1998. <i>NetLibrary</i> . Web. 23 July 2009.
<i>scholarly project</i>	Willett, Perry, ed. <i>Victorian Women Writers Project</i> . Indiana U. Apr. 2003. Web. 14 July 2009.
<i>poem</i>	Nesbit, Edith. "Marching Song." <i>Ballets and Lyrics of Socialism</i> . London: The Fabian Society, 1908. <i>Victorian Women Writers Project</i> . Ed. Perry Willett. Indiana U, May 2000. Web. 14 July 2009.

Citing a Web Source with No Page Numbers

If you have the option of viewing a PDF version of an article or book chapter, do it—these have the same pagination as the print version and you can cite it exactly like an article in print format.

Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, you cannot cite page numbers or use numbers associated with your printout.

If your source includes fixed page numbers or section numbering (such as numbering of paragraphs), cite the relevant numbers. For example—paragraph numbers: Moulthrop, para. 19-20. (Para. is the abbreviation for paragraphs. Common abbreviations are listed in the MLA Handbook.)

Research Paper Rubric

The following rubric and point values will be used to evaluate your final research paper. Use this rubric to guide you through the drafting and editing process and to ensure you are meeting all requirements for this assignment.

	5	3	1
Organization	Information is very organized with well-constructed paragraphs and transitions.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized and lacks focus and cohesiveness.
Mechanics	No grammatical, spelling or punctuation errors.	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Voice	Paper has an interesting introduction and conclusion; student has made paper “their own.”	Paper is straightforward and informative, but lacks creativity and voice.	Paper is difficult to read, has no personality or originality.
Research (Quality of Information and Content)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. No (or too few) details and/or examples are given.	Information has little or nothing to do with the main topic.
Citation (Acknowledgement of sources in paper)	Paper is original (no plagiarism), and quotes and paraphrasing exists for information that is not original.	Paper is original but lacks the insertion and documentation of new information.	Paper is unoriginal (plagiarized) or appropriate acknowledgement is not given for information.
Notes/Outline	Note cards and outline are organized in an extremely neat and orderly fashion and meet all guidelines.	Note cards and outline are included. However amount or quality of notes lacks effort.	No note cards or outline available for evaluation.
Sources and Bibliography	All sources are accurately documented in the desired format.	All sources are documented, but many are not in the desired format.	Not enough sources, or sources are not accurately documented.

RESEARCH TOPIC: Exploring the origins of the horror genre:

Theme: *The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown*--H.P. Lovecraft

Background

Many of the most often-studied works of literature fall into the horror genre. In fact, you cannot study Romance-era literature without the horror novel--Dracula, Dr. Jekyll and Mr. Hyde, Frankenstein, etc. Other eras tend to tell similar stories, as tales of terror tend to live on regardless of the period.

TOPIC: Write a research paper of 700 – 800 words on the history of the horror genre. Where and when did it originate? What are its features? Who are famous horror writers and what are their most famous works? Select one specific horror story and research its origins, author and how the author’s personal and cultural experience has impacted the story. Please include a comprehensive bibliography with correct MLA referencing.

Research paper title: _____

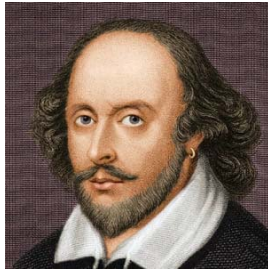
A series of 25 horizontal lines for writing.

American Diploma Marking Criteria

Score 9 - 10: Excellent	<ul style="list-style-type: none"> ➤ Develops the essay and uses many specific details related to the topic. Thesis is proven with well-developed examples. ➤ Is well organized with clear transitions; maintains focus. ➤ Exhibits specific choices. ➤ Contains little or no errors in grammar, spelling, capitalization, and punctuation; errors do not interfere with understanding
Score 7 - 8: Skillful	<ul style="list-style-type: none"> ➤ Develops ideas with some specific details. Thesis is supported and clear. ➤ Is clearly organized; information is presented in an orderly way, but essay may lack specific examples or transitions ➤ Contains some specific word choices. ➤ May contain some errors in grammar, spelling, capitalization, and punctuation; errors do not interfere with understanding.
Score 5 - 6: Sufficient	<ul style="list-style-type: none"> ➤ Provides clear ideas, but not fully developed; may have few details. Thesis is clear with some support. ➤ Provides a clear sequence of information; provides pieces of information that are generally related to each other. ➤ Contains mostly simple word choices, but may display some specific word choices. ➤ Contains error in grammar, spelling, capitalization, and punctuation that generally do not interfere with understanding.
Score 4: Uneven	<ul style="list-style-type: none"> ➤ Provide limited or incomplete information lacking specific examples. Thesis is clear but not proven. ➤ Is disorganized or provides a disjointed sequence of information. ➤ May have some inaccurate word choices. ➤ Contains error in grammar, spelling, capitalization, and punctuation that sometimes interfere with understanding.
Score 2 - 3: Insufficient	<ul style="list-style-type: none"> ➤ Provides little information and makes little attempt at development. Thesis may be unclear. ➤ Is disorganized or inconsistent ➤ Contains inaccurate word choices in much of the essay. ➤ Is characterized by misspellings, missing words, and incorrect word order; errors in grammar, spelling, capitalization, and punctuation are severe enough to make understanding very difficult in much of the essay.
Score 1: Un- satisfactory	<ul style="list-style-type: none"> ➤ Attempts a response, but does not provide a clear thesis. ➤ Exhibits no control over the organization. ➤ Exhibits no control over sentence structure. ➤ Contains inaccurate word choices in most of the essay. ➤ Is characterized by misspelling, missing words, and incorrect word order; errors in grammar, spelling capitalization, and punctuation severely interfere with understanding throughout the essay.

Section C: Literature – “Tragedy of Julius Caesar”

http://www.literaturepage.com/read/shakespeare_juliuscaesar.html



William Shakespeare, often called England's national poet, is considered the greatest dramatist of all time. His works are loved throughout the world, but Shakespeare's personal life is shrouded in mystery.

William Shakespeare was an English poet, playwright and actor of the Renaissance era. He was an important member of the King's Men company of theatrical players from roughly 1594 onward.

Known throughout the world, Shakespeare's writings capture the range of human emotion and conflict and have been celebrated for more than 400 years. And yet, the personal life of William Shakespeare is somewhat a mystery.

Question 1

Create a timeline based on William Shakespeare. Include the date/year as well as the events which have occurred in his life.

N.B: Attach your completed timeline to your Summer Pack.

Question 2: GET TO KNOW THE CHARACTERS...

Julius Caesar is a great general of Rome, who has recently won a civil war against Pompey and returns to Rome in triumph.

Octavius is Caesar's nephew. Called to Rome by his uncle, he is greeted on its outskirts by the news of Caesar's death.

Mark Antony is Caesar's closest companion. A young man much given to reveling, enjoying music and plays, he runs in the sacred race of the Feast of Lupercal, touching Calpurnia on the way in the hopes of curing her barrenness.

Lepidus is a Senator of Rome. He is present at Caesar's death, and flees from it.

Cicero is a Senator of Rome.

Publius is a Senator of Rome.

Popilius is a Senator of Rome.

Brutus is a noble Roman, descended from the Brutus who liberated Rome from the tyrannical monarchy of the Tarquins.

Cassius is a noble Roman, and the mastermind behind Caesar's assassination.

Casca is a cynical Roman with no great taste for Caesar's fooling over the crown.

Trebonius is one of the conspirators against Caesar.

Caius Ligarius is one of the conspirators against Caesar.

Decius Brutus is one of the conspirators against Caesar.

Metellus Cimber is one of the conspirators against Caesar.

Cinna is one of the conspirators against Caesar.

Flavius is one of the Tribunes of the People of Rome.

Murellus is one of the Tribunes of the People of Rome.

Artemidorus learns of the conspiracy against Caesar and attempts to warn him, but is unable to get his message through.

Soothsayer warns Caesar of the Ides of March, without giving any further details, being thereby accounted a dreamer.

Cinna the Poet has the misfortune of having the same name as one of Caesar's murderers, and of not being known for good writing. He is torn to pieces by a mob.

A Poet is a companion of Cassius. He has little sense of rhythm or rhyme, and attempts (poorly) to moralize to Brutus and Cassius.

Lucillius is an officer in Brutus's army.

Titinius is an officer in Cassius's army.

Messala is a messenger in Brutus's army.

Young Cato is a soldier in Brutus's army. Portia's brother, he is as proud of his lineage as she is, and truly believes in the conspirators' cause. He dies proudly proclaiming both these facts.

Volumnius is an officer in Brutus's army, and an old schoolfellow of his. He refuses to help Brutus kill himself.

Varrus is a sentry in Brutus's army, charged with guarding Brutus's tent at night.

Clitus is a soldier in Brutus's army, one of the last to survive and follow him. He refuses to help Brutus kill himself.

Claudio is a sentry in Brutus's army, charged with guarding Brutus's tent at night.

Strato is a soldier in Brutus's army. He accepts to hold the sword Brutus throws himself on

Lucius is Brutus's young servant.

Dardanius is a soldier in Brutus's army, one of the last to survive and follow him. He refuses to help Brutus kill himself.

Pindarus is Cassius's Parthian bondman. With some regret, he kills Cassius at the latter's request as the price of his freedom, and flees somewhere where he'll never be found.

Calphurnia is Caesar's wife.

A **Cobbler** leaves his shop to go see Caesar's triumph, and takes the whole day off.

A **Carpenter** leaves his shop to go see Caesar's triumph, dressed in his best clothes.

Portia is the daughter of Cato and the wife of Brutus. She is proud of both of these, and is the definition of a stoic Roman woman.

Caesar's Servant brings his master the disturbing news that the augurers sacrificed a beast in which they could not find a heart.

First Soldier in the conspirators' army gives the order to cease marching to his fellow men. He may be either Brutus's or Cassius's follower.

Second Soldier in the conspirators' army gives the order to cease marching to his fellow men. He may be either Brutus's or Cassius's follower.

Third Soldier in the conspirators' army gives the order to cease marching to his fellow men. He may be either Brutus's or Cassius's follower.

A **Messenger** brings Octavius and Antony the news that Brutus and Cassius's armies are marching.

Octavius's Attendant is sent by his master to give Antony a message, and arrives at the Capitol to find him with Caesar's body.

The **First Plebeian** chooses to listen to Brutus when the latter comes forward to explain his murdering Caesar.

The **Second Plebeian** follows Cassius to hear his explanation for Caesar's murder. He joins the mob murdering Cinna the poet.

The **Third Plebeian** knows Brutus to be noble, and soon wishes to have him in charge of Rome.

The **Fourth Plebeian** is at first convinced by Brutus's explanation for the murder of Caesar, calling for a statue to be raised to the murderer, but he is willing to listen to Antony.

The **Fifth Plebeian** is convinced by Brutus's speech explaining the murder of Caesar and believes that the murderer will have all of Caesar's qualities and none of his vices. **Antony's Messenger** comes to ask the conspirators for a guarantee that Antony can approach safely to ask for an explanation for the assassination.

First Soldier of Antony's helps to kill Cato, and refuses to kill Lucilius when he is convinced that the latter is Brutus. He is greatly excited to tell Antony of his capture.

Second Soldier of Antony's helps to kill Cato and passes on the news of Brutus's (supposed) capture to Antony.




Overview of the plot




Jealous conspirators convince Caesar's friend Brutus to join their assassination plot against Caesar. To stop Caesar from gaining too much power, Brutus and the conspirators kill him on the Ides of March. Mark Antony drives the conspirators out of Rome and fights them in a battle. Brutus and his friend Cassius lose and kill themselves, leaving Antony to rule in Rome.




2.1. Based on the above information of the characters and overview- do some online research and fill in the character sketches below:

<https://www.playshakespeare.com/julius-caesar/characters>

See character sketches below:

Brutus		Cassius		Caesar	
	For or Against Caesar:		For or Against Caesar:		For or Against Caesar:
	Reasons:		Reasons:		Reasons:
	Major Conflict:		Major Conflict:		Major Conflict:
	Survives?:		Survives?:		Survives?:
	Originally for Caesar, but then joins the conspirators.				
	He "loves Rome more"				
	Torn between loyalty to Rome, and friendship with Caesar				
	No; he commits suicide.				

Casca		Soothsayer		Antony	
	For or Against Caesar:		For or Against Caesar:		For or Against Caesar:
	Reasons:		Reasons:		Reasons:
	Major Conflict:		Major Conflict:		Major Conflict:
	Survives?:		Survives?:		Survives?:

Portia		Calpurnia		Flavius & Murellus	
	For or Against Caesar:		For or Against Caesar:		For or Against Caesar:
	Reasons:		Reasons:		Reasons:
	Major Conflict:		Major Conflict:		Major Conflict:
	Survives?:		Survives?:		Survives?:

Create your own at [Storyboard That](https://www.storyboardthat.com/)

2.2. Read through Acts 1, 2 & 3 and then answer the following questions.

Act 1

1) Why are the tribunes Flavius and Marullus so upset at the opening of the play?

2) What holiday are the Roman masses celebrating at the time of Caesar's return?

3) Describe Caesar's encounter with the soothsayer.

4) What is most significant about the meeting between Cassius and Brutus in 1.2.?

5) How does Cassius trick Brutus into joining the conspirators?

Act 2

1) How does Portia prove she is worthy to hear the plans of her husband, Brutus?

2) After an ominous dream, Calpurnia begs Caesar to stay away from the senate and, at first, he agrees. What changes his mind?

Act 3

1) What is the significance of Caesar's dying words, "Et tu, Brute? Then fall, Caesar!"?

2) Who turns the people of Rome against Brutus?

3) Describe the encounter between Brutus and Caesar's ghost.

GRAMMAR SECTION: REVISION OF GRADE 9 topics

COMPLETE THE IXL EXERCISES AS BELOW:

PLEASE COMPLETE THE FOLLOWING IXL GRADE 9 TOPICS:

The following grammar exercises from IXL need to be completed for ALL 3 Summer Packs. **Please ensure that you complete the IXL prior to 02 August** after which the IXL will switch to the next grade level.

1. L.1 Identify active and passive voice
2. X.2 Identify prepositional phrases
3. DD.1 Choose between adjectives and adverbs