

Jeddah Knowledge International School



SUMMER REVISION PACK 2

2020 - 2021

GRADE 9 GOING TO GRADE 10

Name: _____

Section: _____

Section A: Reading Comprehension

DON'T STRESS ABOUT PRESSURES AT WORK

Dubai - Gulf News

Not many people can avoid stress. Working in a busy office **juggling** projects can be testing at the best of times, but add in other factors, such as traffic and **escalating** rents and the UAE soon becomes a very stressful place.

A small level of pressure can be a good thing, according to some medical professionals but it is when people have too much that the problems start.

Dr. Brajesh Mittal, Head of the Oncology Department at Medcare Hospital in Dubai says, "A little amount of stress increases **efficiency** at work but too much takes it away.

Although no data exists for the UAE, in the United Kingdom, stress is said to be the reason for 70% of doctors' appointments and 85% of serious illnesses, according to the Health and Safety Executive Commission. One in five people suffer from it, resulting in 13 million working days being lost every year.

And the problem is just as bad around the rest of the world. The National Health Interview Survey in the United States reports that 75% of the population has a stressful **episode** every two weeks and half of those are moderate to high intensity. Here in the UAE, doctors say we are also under pressure, particularly in our working lives. In an

environment full of demands for projects to be completed on time, a number of employees fall sick as a result.

"Everyone suffers from stress because of industrialism and competitiveness as everyone wants to get ahead," says Dr Mittal. "Stress is part of life but it can have many health **implications** as it causes secretions of undesirable chemicals resulting in immunity going down and a higher risk of developing coronary heart disease.

For example, when the tourism industry **gears up** for the high season, a number of people will see their stress levels rise, so it is important to learn **coping methods**.

Nawaz Mahmoud, Director of HR at the Grand Hyatt, Dubai says, "We get our fair share of stress because the hotel industry is all about service quality and exceeding customer expectations. We do have long working hours. However, efficiently **implementing** time and task management is the key. Usually I go for a quick walk and encourage staff to do the same. Although we have no specific stress-related programmes, we do ensure all our employees are happy and if stress is a problem, we deal with it."

Dr Mittal – and other medical professionals – would like companies to take more

responsibility for their staff and offer support to prevent stress levels resulting in time off work.

"Employers should help because in some circumstances, a stressed person is actually an unproductive one. Companies can help employees by allowing them family time, time to do exercises or provide a meditation room for time-out. It all helps to result in a better outcome for the company in terms of employee satisfaction and productivity, so it's a worthwhile investment," he says.

Until employers become more **pro-active**, employees should help themselves to relax. Think about learning yoga or meditation exercises which help to relax. Concentrating on deep breathing can help to shut out thoughts of work. Do things that make you feel good, whether it is listening to music, watching TV, spending time with family, as the endorphins released during this time will help feelings of stress disappear. Get organised! People who sort out, not only their desk, but also their problems in life, will find their stress levels instantly lowered, because they will no longer **fret** about them. Talk your problems over with someone. Laughing can help by releasing all those all-important endorphins.

A. VOCABULARY | *Write the meanings of the following words as they are meant in context.*

1. Juggling | _____
2. Escalating | _____
3. Efficiency | _____
4. Episode | _____
5. Implications | _____
6. Gears up | _____
7. Coping methods | _____
8. Implementing (time) | _____
9. Pro-active | _____
10. Fret | _____

B. Using the following headings, write **SHORT** notes.

Main causes of stress – *be specific*

1. _____
2. _____
3. _____
4. _____

Effects of stress – *be specific*:

1. _____
 2. _____
-

SECTION B: WRITING- THE PERSUASIVE ESSAY

Writing the Persuasive Essay

What is a persuasive/argument essay?

In persuasive writing, a writer takes a position FOR or AGAINST an issue and writes to convince the reader to believe or do something

Persuasive writing, also known as the argument essay, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

When planning a persuasive essay, follow these steps

1. Choose your position. Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your essay.
2. Analyze your audience. Decide if your audience agrees with you, is neutral, or disagrees with your position.
3. Research your topic. A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond your own knowledge and experience. You might need to go to the library or interview people who are experts on your topic.
4. Structure your essay. Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and your topic.

The following criteria are essential to produce an effective argument

- Be well informed about your topic. To add to your knowledge of a topic, read thoroughly about it, using legitimate sources. Take notes.
- Test your thesis. Your thesis, i.e., argument, must have two sides. It must be debatable. If you can write down a thesis statement directly opposing your own, you will ensure that your own argument is debatable.
- Disprove the opposing argument. Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.
- Support your position with evidence. Remember that your evidence must appeal to reason.

Parts of the Persuasive Essay

1. The Introduction

The introduction has a "hook or grabber" to catch the reader's attention. Some "grabbers" include:

1. Opening with an unusual detail: (Manitoba, because of its cold climate, is not thought of as a great place to be a reptile. Actually, it has the largest seasonal congregation of garter snakes in the world!)
2. Opening with a strong statement: (Cigarettes are the number one cause of lighter sales in Canada!)
3. Opening with a Quotation: (Elbert Hubbard once said , "Truth is stronger than fiction.")
4. Opening with an Anecdote: An anecdote can provide an amusing and attention-getting opening if it is short and to the point.
5. Opening with a Statistic or Fact: Sometimes a statistic or fact will add emphasis or interest to your topic. It may be wise to include the item's authoritative source.
6. Opening with a Question. (Have you ever considered how many books we'd read if it were not for television?)
7. Opening with an Exaggeration or Outrageous Statement. (The whole world watched as the comet flew overhead.)

The introduction should also include a thesis or focus statement.

The Thesis/Hypothesis is your statement of purpose. The thesis/hypothesis should be one sentence in length. This is the foundation of your essay and it will serve to guide you in writing the entire paper.

There are three objectives of a thesis statement:

1. It tells the reader the specific topic of your essay.
2. It imposes manageable limits on that topic.
3. It suggests the organization of your paper.

Through the thesis, you should say to the reader:

"I've thought about this topic, I know what I believe about it, and I know how to organize it."

2. The Body

The writer then provides evidence to support the opinion offered in the thesis statement in the introduction. The body should consist of at least three paragraphs. Each paragraph is based on a solid reason to back your thesis statement. Since almost all issues have sound arguments on both sides of the question, **a good persuasive writer tries to anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay.** One of the three paragraphs should be used to discuss opposing viewpoints and your counter-argument.

The following are different ways to support your argument:

Facts - A powerful means of convincing, facts can come from your reading, observation, or personal experience.

Note: Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.

Statistics - These can provide excellent support. Be sure your statistics come from responsible sources. Always cite your sources.

Quotes - Direct quotes from leading experts that support your position are invaluable.

Examples - Examples enhance your meaning and make your ideas concrete. They are the proof.

Hints for successful body paragraphs:

1. Clarify your position in your topic sentence – state your argument or reason that supports your position (thesis), think about what needs to be explained, and then think about how you can elaborate.

2. Include Concession Statements (address opposing viewpoints!) :

concession: If you're writing a persuasive piece, you might consider beginning with a concession--that is, by beginning with an acknowledgement of part of your opponent's argument as being valid. Remember that a concession is not a form of weakness. In fact a concession is a strength as it finds common ground with your opponent and establishes your ethical appeal: you are a reasonable person willing to listen to/acknowledge that there are more sides to an issue than yours.

****You can't ignore compelling opposing evidence. You must address strong arguments on the other side; if you don't, it looks like you are not well prepared and have not looked at the issue you are writing about from all perspectives.****

example: *"True, gun control legislation in Canada needs to be tightened to prevent the United States from becoming as violent as its neighbors to the south. The proposal that has been submitted, however, does not go far enough. Instead,...[now writer begins building his side of argument, showing how it is stronger than the opposing side's!]*

3. Use transitions between sentences to serve as cues for the reader (first, second, then, however, consequently, therefore, thus, still, nevertheless, notwithstanding, furthermore, in fact, in contrast, similarly, instead)

3. The Conclusion

A piece of persuasive writing usually ends by summarizing the most important details of the argument and stating once again what the reader is to believe or do.

1. Restate your thesis or focus statement.
2. Summarize the main points: The conclusion enables your reader to recall the main points of your position. In order to do this you can paraphrase the main points of your argument.
3. Write a personal comment or call for action. You can do this:
 - With a Prediction: This can be used with a narrative or a cause and effect discussion. The conclusion may suggest or predict what the results may or may not be in the situation discussed or in similar situations.
 - With a Question: Closing with a question lets your readers make their own predictions, draw their own conclusions.
 - With Recommendations: A recommendations closing is one that stresses the actions or remedies that should be taken.
 - With a Quotation: Since a quotation may summarize, predict, question, or call for action, you may use a quotation within a conclusion for nearly any kind of paper.

As a general guideline, when writing a persuasive essay:

- 1. Have a firm opinion that you want your reader to accept.**
- 2. Begin with a grabber or hook to get the reader's attention.**
- 3. Offer evidence to support your opinion.**
- 4. Conclude with a restatement of what you want the reader to do or believe.**

Transition Signals:

Transitions are words and phrases that connect ideas and show how they are related.

To repeat an idea just stated:

In other words,
That is,
To repeat,
Again,

To illustrate an idea:

For example,
For instance,
In particular,
To illustrate,
In this manner,
Thus

To announce a contrast, a change in direction:

Yet,
However,
Still,
Nevertheless,
On the other hand,
In contrast,
Instead of,
On the contrary,
Conversely,
Notwithstanding,
In spite of this,

Time:

At once,
In the interim,
At length,
Immediately,
At last,
Meanwhile,
In the meantime,

Presently,
At the same time,
Shortly,
In the end,
Temporarily,
Thereafter,

To restate an idea more precisely:

To be exact,
To be specific,
To be precise,
More specifically,
More precisely,

To mark a new idea as an addition to what has been said:

Similarly,
Also,
Too,
Besides,
Furthermore,
Further,
Moreover,
In addition,

To show cause and effect:

As a result,
For this reason,
Therefore,
Hence,
Consequently,
Accordingly,

Conclusion:

In short,
To conclude,
In brief,
On the whole,
In summary,
To sum up,

SAMPLE: PERSUASIVE SPEECH

We Should Not All Be Uniform!

Every day, millions of teenagers spend between six and eight hours in America's high schools. They sit at their desks, listen to their teachers, and do their school work. In some of these schools, however, they are also forced to dress in school uniforms. This restriction is really too much. In America's high schools, students should not be forced to wear uniforms because they take away a student's sense of individuality, they do not allow for self-expression, and they absolutely do not save families any money.

First of all, students should not wear uniforms because they take away a student's sense of individuality. Imagine this: 30 students sit in desks in a small classroom. Each student wears tan pants and a white shirt. They sit with their school books and papers in front of them. They all look exactly alike. Does this seem right? Of course not! We are all individuals! We are unique in many different ways. Why try to make all students look alike? This idea is supported by testimony from a 17-year-old student forced to wear uniforms. Her story was reported in *National Catholic Reporter* of March, 2002, and she said, "Everyone hated it. It completely killed any sense of individuality any one of us had. Everyone looked the same. It was sad to

watch" (3). Clearly, students with experience in wearing uniforms feel that they take away a sense of individuality.

Next, school uniforms do not allow students to express themselves. Teenagers are at an age where they are trying to establish their identity. Is it fair to prevent them from exploring self-expression by making them wear uniforms? By taking away a student's right to choose what to wear, we also take away the opportunity to express oneself. For example, if a young woman is very interested in becoming a fashion designer, she may begin to take home economics classes and train herself to make clothes and create patterns. If that were true, she would definitely want to wear her own creations to school; this would allow her to show off her achievements and gauge her peers' responses to her newly created clothes. However, if she were a student who was forced to wear uniforms, she would not be able to express herself in this manner. To take that right away from America's youth is an injustice.

Finally, some schools tell parents that uniforms are a good idea because they save families money. This is not necessarily true. It is logical to say that when teenagers come home from school, they want to change out of the clothes that they were forced to wear to school. Well, what are they going to change into? They will want clothes of their own choice, of course. This means that parents would still have to provide their children with clothes that fit current trends, *plus* they would have to buy a separate set of clothes for their children to wear to school each day. While it is possible that some teenagers may not want designer clothes in addition to their school uniforms, it is very unlikely.

In conclusion, in our public schools, students should not be forced to wear uniforms. This is because they take away a student's sense of individuality, they do not allow for self-expression, and they do not save families any money. There are already plenty of restrictions

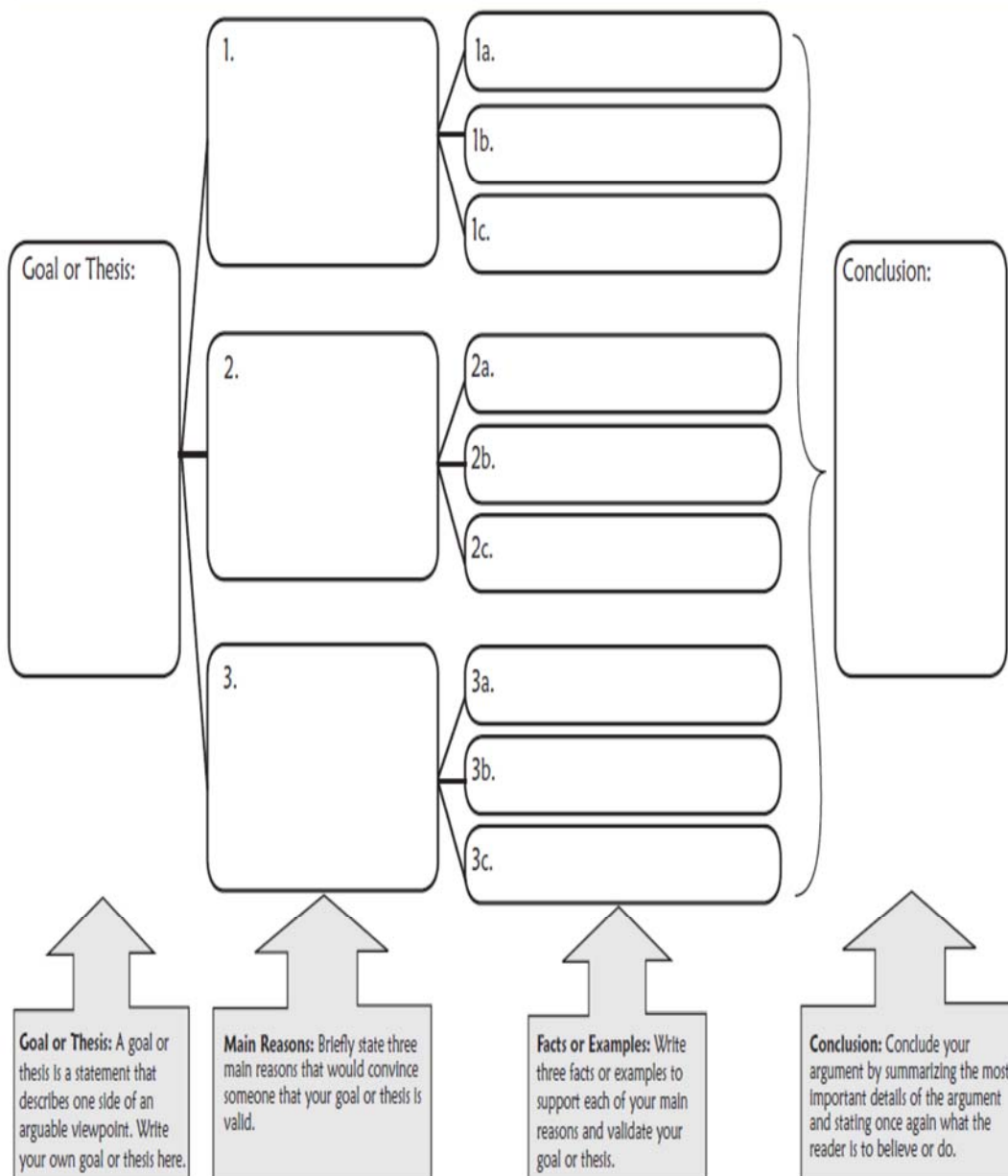
upon high school students, and these rules and regulations are acceptable because they help maintain order on a daily basis. However, mandating school uniforms would not be a helpful regulation. Uniforms may seem like a good idea at first, but in the end they would do more harm than good.

Use the graphic organizer below to plan your speech.

Name: _____

Date: _____

Persuasion Map



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

Act 4: Julius Caesar

1. What happens in act 4 scene 1 of Julius Caesar?

2. Who has Antony formed allies with?

3. Where does Act 4 Scene 1 take place in Julius Caesar?

4. What happens in Act 4 Scene 2 of Julius Caesar?

5. What is the argument between Brutus and Cassius in Act 4?

6. What happened to Portia in Act 4 Scene 3?

7. Who are the 2 men to report news to Cassius and Brutus and what do they say?

8. How does Brutus react to Portia's death?

9. What does Mark Antony want to do with Caesar's will?

10. What happens when Cassius leaves Brutus alone with his servant Lucius in act 4, and the servant falls asleep?

Act 5: Julius Caesar

1. What happens in Act 5 in Julius Caesar?

2. What happened in Act 5 Scene 1 of Julius Caesar?

3. What happens in Act 5 Scene 2 of Julius Caesar?

4. What is Brutus tragic flaw?

5. What does Brutus refuse to do if he is defeated?

6. How did Titinius die?

7. What does Cassius say before death?

8. What made Brutus a tragic hero?

9. How does Brutus feel about killing himself compared to killing Caesar?

10. Who said Caesar thou art revenged?
