

Jeddah Knowledge International School



SUMMER REVISION PACK 1

2020 - 2021

GRADE 6 GOING TO GRADE 7

Name: _____

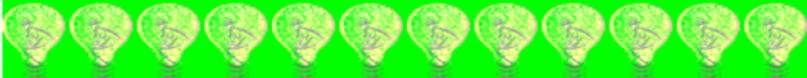
Section: _____

Section A: Reading Comprehension


Cause and Effect:

Lesson

Cause & Effect



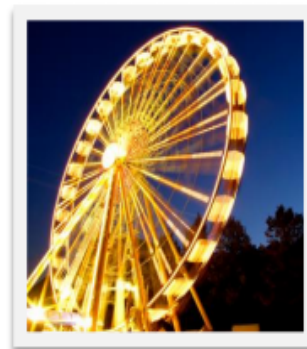
- ➡ A **cause** is **WHY** something happens.
- ➡ An **effect** is **WHAT** happens.
- ➡ As you read be a detective. Look for clue words, such as **if**, **then**, **because**, **since**, and **so**.
- ➡ Clue words can sometimes signal **causes** and **effects**.



The Incredible Machine

Everyone has a favorite **attraction** at an amusement park, and I am no different. However, unlike most people who seem to prefer rollercoasters, my favorite ride is a little more gentle. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel.

The Ferris wheel is simple and yet also quite **complex**. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.



What It Lacks in Thrills...

While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting. The fact of being high in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life?

Nevertheless, I have to admit, I don't seek Ferris wheels out because of their excitement. Rather, I find them very relaxing. At the top of the Ferris wheel, you get beautiful sights of the park. You also get a sense of calm that you don't get in the hustle and bustle of the park below.

Additionally, Ferris wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris wheel was designed as much to be seen as to be ridden.

It Happened at the World's Fair

The first Ferris wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high.

However, visitors to the fair were impressed by the size of the ride as well as the mechanics of it. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as one visitor put it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and

even rotated!

They Keep Reaching Higher and Higher

Ferris wheel technology has only improved since then. Most of today's Ferris wheels are much larger than that first one. The largest in the world is the "Singapore Flyer," which stands slightly taller than twice what Ferris's did!

Today, the Ferris wheel is the most common amusement park ride. But that does not mean you should take them for granted. Instead, be thankful for Ferris' invention. The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

- 1) As used in paragraph 1, the word **attraction** most nearly means
 - A. sense
 - B. park
 - C. ride
 - D. vision

 - 2) It can be understood that Coney Island, Navy Pier, and the Santa Monica Pier are all examples of
 - A. amusement parks
 - B. Ferris wheels
 - C. vacation spots
 - D. boat docks

 - 3) As used in paragraph 2, which is the best antonym for **complex**?
 - A. impressive
 - B. beautiful
 - C. exciting
 - D. simple

 - 4) What does the author like best about Ferris wheels?
 - A. the impressive engineering and beauty of them
 - B. the excitement and thrills they guarantee
 - C. the beautiful sights and relaxation they allow
 - D. the fact that most amusement parks have one

 - 5) According to the passage, the Ferris wheel was originally designed for
 - A. Coney Island
 - B. the world's fair
 - C. Disneyworld
 - D. Singapore

 - 6) This passage was most likely written to
 - A. describe the author's favorite amusement park rides
 - B. explain the original design of Ferris wheels and how they work today
 - C. describe the history of Ferris wheels and why they are so popular
 - D. explain the history of Ferris wheels and why the author likes them

 - 7) Using information in the passage, the reader can understand that the tallest Ferris wheel in the world is
 - A. under 250 feet tall
 - B. between 250 and 500 feet tall
 - C. between 500 and 750 feet tall
 - D. over 750 feet tall

 - 8) In paragraph 2, the narrator says, "As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels." Can you think of any other machines that seem simple but actually are not? List at least two and explain why they are not actually simple.
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9) In paragraph 3, the narrator says, " While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting ." Can you think of any other machines that are not "thrilling" but still "exciting"?

10) In the final section of the passage, we learn how Ferris wheels "keep reaching higher and higher." This seems to be a common trend among the developers of modern technology. What makes us want to continually strive to create something bigger and better? Is this good? Discuss.

SECTION B: WRITING:

Narrative Essay

NARRATIVE ESSAY PLANNING A STORY

What you need to know

- ❶ Plan a story quickly and effectively.
- ❷ Understand the elements necessary to make a story interesting.
- ❸ Understand the terms: character, setting, plot, problem and resolution.

PLANNING YOUR STORY

- Always **plan** your story before you write it. You don't have to write much, just brief notes, which outline your characters and **what** your storyline (**plot**) will be about.
- Keep good ideas, names for characters, funny things people say, interesting words etc. in a writer's notebook and then use them when you need to write a story.
- It really helps you to become a good story-writer if you read other people's stories; especially those of established authors. Choose three or four books and read just the opening page of each to see how they start. Do the same for the ending and you will soon get some great ideas.



Remember

It helps the reader if you organize your story into paragraphs.

STORY ELEMENTS

- All stories need a good **start**, to get the reader interested, and an ending that ties up all the loose ends, and that is as well thought-out as the beginning. Stories may start with description, dialogue or action.
- Stories need a **setting**, or settings. These are the locations **where**

the story takes place.

- Every story, whether short or long, needs to have at least one **character**. The character is the person or creature in the story who either describes the action or **who** the action in the story happens to.
- Stories can be written in the first person. This is where you write the story as if it is happening to you — you are part of the story. Stories can also be written in the third person, where the action is happening to someone else.
- Dialogue can help to move the story on and tell us more about your characters.
- Stories need a **problem** or some kind of tension in order to keep the reader involved and engaged in your story. Whatever the problem(s), there is usually a **resolution** by the end of the story, unless you are writing a **cliff-hanger** ending to leave the reader in suspense.

Planning the story

After studying your topic carefully and identifying the key words, you are ready to plan your story. Here are some hints which will help you tell stories in a way which will make them interesting to the readers.

1. Points of view

A story can be told from many points of view. Imagine you were writing a story about the rescue of passengers from a stricken ocean- liner. The different points of view may be those of

- a) the captain of the sinking ship,
- b) the passengers waiting to be rescued,
- c) the crew – members who were manning lifeboats,
- d) the helicopter pilots or crew involved in the rescue mission,
- e) a concerned relative of a passenger on board the sinking ship.

Decide from which point of view you will tell the story. Then imagine that **you** are that person and narrate the events in the story accordingly.

2. The structure of a story

All stories have the following elements:

- a beginning
- development
- a problem or crisis
- the climax (the most exciting part of the story) and
- a conclusion

Using the above guidelines, the story of “Little Red Riding Hood” may be divided as follow:

- Beginning** : Red Riding Hood’s mother asks her to visit her grandmother.
- Development** : She decides to take a short cut through the forest.
- Problem** : The wolf pretends to be the grandmother in order to eat Red Riding Hood.
- Climax** : The woodcutter kills the wolf.
- Conclusion** : Red Riding Hood is reunited with her grandmother.

Introductions

Here are some interesting ways to begin your stories:

1. Using Dialogue

The use of direct speech helps to get straight into a story. An example of dialogue used to introduce a story is:

“This is a hijack! Nobody is to move from their seat!” The sudden command from the heavily – armed man at the front of the plane was the first sign we had that we had that we were victims of a hijacking.

2. A description of the main character

If you wish to draw attention to the main character in your story, it might be a good idea to describe him or her in the opening paragraph. An example this is the following:

“Tozama was a fine figure of a man – strongly built, with massive shoulders and powerful arms. He was also exceptionally handsome, with the noble features of a prince. Wherever he went, people used to stop and admire him.”

3. A description of the setting of the story

The word **setting** is often used to describe both the **period** and **time** in which a story is set, as well as the **place** in which the story is set.

“In the dim light of the dingy warehouse, Mac could make out very little of his surroundings. There was a single barred skylight, high above him. The floor was strewn with dirty rags, and piles of old newspapers lay heaped in one corner.”

Conclusions

Just as there are many ways to introduce a story, there are also different ways in which a conclusion may be written.

1. Summing up the main points or ideas

This is the usual type of conclusion which rounds off a story by typing up all the loose ends. For example:

“The timely arrival of the police had saved Mac and Tina from certain death at the hands of the infamous gang. Tina’s parents were greatly relieved that their daughter’s ordeal was over. As for Mac, he had proved once again that he had the skill and courage to escape from the most difficult of situations.”

2. Expressing an opinion or a feeling

The following endings express the character’s opinion or feelings:

a) Opinion

“After his harrowing experience, Jack decided that horses were the most unpredictable animals on earth. Nothing would ever get him to ride one again.”

b) Feeling

“For Lindi, the victory in the half – marathon was the happiest moment of her life. Not only had she beaten the best runner in the area, but the prize money would also ensure that her family did not lose their home.”

3. Ending with an unexpected twist in the tale

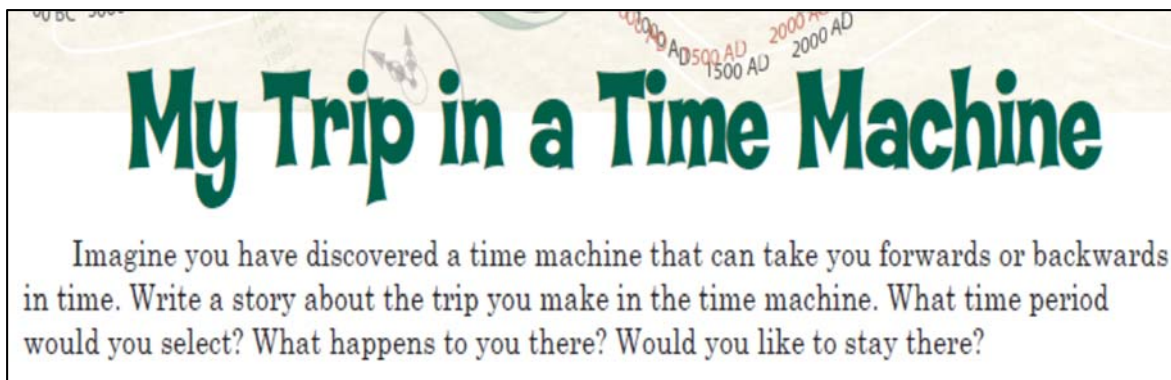
Some stories end in an unexpected manner. For example, in a story about an unsolved crime, the twist in the tale may be that the actual criminal might turn out to be the detective investigating the case.

4. Transition words to use:

After	subsequently	at first
As soon as	first	it began
Before	second	it started
Next	once	after that
Initially	in the meantime	during
Now	later on	at the end
When	in the beginning	at last
Immediately	after a while	soon
Meanwhile	when we finished	soon after
Last	the last thing	lastly
Later	just then	

Task:

In a creative narrative essay of at least 450 words write a story on the following topic:



My Trip in a Time Machine

Imagine you have discovered a time machine that can take you forwards or backwards in time. Write a story about the trip you make in the time machine. What time period would you select? What happens to you there? Would you like to stay there?

Use the plot diagram below to plan your story. Introduce your characters and the basic situation, as well as the setting. Identify the conflict and add details that take it to the highest point of suspense. Next, add action that addresses the conflict, which introduces the resolution to the conflict.

My Plot Diagram Graphic Organizer:

Title: _____

Characters: _____

Setting: _____

Topic Sentence: _____

Middle Event 1:

Details of Event:

Transition
words:

Middle Event 2:

Details of Event:

Middle Event 3:

Details of Event:

Transition
Words:

Middle Event 4:

Details of Event:

Conclusion Sentence: _____

Lined writing area with 28 horizontal lines.

A series of 21 horizontal lines for writing.

Number of words: _____

ASSESSMENT RUBRIC

JKS Rubric

Score 9 - 10: Excellent	<ul style="list-style-type: none">➤ Develops story well and uses many specific details related to the topic.➤ Is well organized with clear transitions; maintains focus.➤ Sustains varied sentence structure.➤ 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.➤ Is clearly organized; information is presented in an orderly way, but essay may lack transitions.➤ Exhibits some variety in sentence structure.➤ 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.➤ Provides a clear sequence of information; provides pieces of information that are generally related to each other.➤ Generally has simple sentences; may exhibit uneven control over sentence structure.➤ 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; may be list-like or have the quality of an outline.➤ Is disorganized or provides a disjointed sequence of information.➤ Exhibits uneven control over sentence structure.➤ 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.➤ Is very disorganized or too brief to detect organization.➤ Exhibits little control over sentence structure.➤ 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: unsatisfactory	<ul style="list-style-type: none">➤ Attempts a response, but may only restate the prompt or be extremely brief.➤ 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.