

Jeddah Knowledge International School



SUMMER REVISION PACK 3 2020 - 2021 GRADE 6 GOING TO GRADE 7

Name: _____

Section: _____

Section A: Reading Comprehension

Read the following passage then answer the questions that follow:

The Tower of London

The Tower of London is the oldest palace, fortress and prison in Europe. The history of The Tower of London stretches back almost 1,000 years. The full name of The Tower is actually: Her Majesty's Royal Palace And Fortress, The Tower of London. (Paragraph 1)

The foundations were laid in 1078 and the castle has been constantly improved and extended. Over the centuries many kings and queens enlarged the area around The Tower of London by constructing new buildings. (Paragraph 2)

The addition of other smaller towers, extra buildings, walls and walkways, gradually changed the building. For many years it was used by the monarch to imprison people for various reasons. (Paragraph 3)

The Tower of London also housed what was known as the 'Royal Menagerie', a collection of exotic animals. The first animals to arrive were lions, an elephant and a polar bear which would hunt for fish in the River Thames. Later came tigers, kangaroos and ostriches. The menagerie was closed in 1835 and the animals were taken to London Zoo. (Paragraph 4)

During World War II, bombs damaged The Tower of London and destroyed several of its buildings. After the war, the damage was repaired and The Tower of London was reopened to the public. (Paragraph 5)

The most famous tourist attraction in The Tower of London is the collection of Crown Jewels that has been on display since the 17th century. Most of the jewels were created around the year 1660. The jewels can be found in the Jewel House which was built to house the symbols of royalty such as the crown, sceptre and sword. Some of the important items of the collection are the Imperial State Crown with more than 2,800 diamonds and the famous Koh-i-Nor, a 105 carat diamond which was presented to Queen Victoria in 1850. (Paragraph 6)

At the main entrance of The Tower of London one finds the Beefeaters. They not only guard The Tower of London, but also give guided tours of the fortress. There are about 40 Beefeaters. One of them is known as the Ravenmaster. He is responsible for the ravens that have been living there for centuries.

(Paragraph 7)

The Ravenmaster



There is a legend about The Tower of London. It says that The Tower of London and the kingdom will fall if the ravens leave, so the wings of the ravens are clipped to prevent them from flying away. (Paragraph 8)

The Tower of London is still a royal residence of Her Majesty the Queen. She has a house on site called 'The Queen's House' in which she could still live if she wished. (Paragraph 9)

Adapted from The Tower of London (www.britainexpress.com)

Questions:

1. Write down the year when construction on The Tower of London started. (1)

2. **Underline** the correct answer. (6)

(a) All palaces in Europe were built (before, after, at the same time as) The Tower of London.

(b) The Tower of London is made up of (several, only a few, two) buildings.

(c) Lions were (among the first, the last, the only) animals to be housed at The Tower.

(d) Before World War II the public (was able, was not able, was not allowed) to visit The Tower.

(e) The Crown Jewels have been on show for (more than, less than, exactly) two hundred years.

(f) The Imperial State Crown has (more than, less than, exactly) three thousand diamonds.

3. What happened to the Royal Menagerie? (1)

4. (a) Find a word from paragraph 4 which is the opposite in meaning of **leave**. (1)

(b) Which phrase of **two words** in paragraph 7 tells you that the ravens have been living at The Tower of London for a very long time? (1)

5. Name two objects, mentioned in the passage, that represent royalty. (2)

6. What are the responsibilities of the Beefeaters at The Tower? (2)

7. Are the following statements **TRUE** or **FALSE**? (4)

(a) The Crown Jewels attract a lot of tourists. _____

(b) The Ravenmaster takes care of the ravens in The Tower. _____

(c) The ravens can fly away. _____

(d) There are 30 Beefeaters. _____

8. Why is it important for the ravens to stay at The Tower? (2)

WRITING SECTION:

Persuasive Essay

Persuasion is when you use words to influence others. A persuasive essay is a brief work in which a writer presents the case for or against a particular position.

What to Include-

To succeed, your how-to essay should feature the following elements:

- A clear statement (thesis) of your position on an issue that has more than one side
- Persuasive evidence (research, statistics, quotes etc.) that supports your position
- Language that appeals to both reason and emotion
- A clear, organizational structure that makes all arguments clear
- The use of appropriate persuasive techniques (rhetorical questions, emotional appeal, quotes from experts, pathos, ethos, anecdotes etc.)
- Statements that identify and address reader concerns and counter arguments
- Error-free writing

Shaping Your Writing-

Plan your essay so that it has a clear beginning, middle, and end.

- **Introduction-** Introduce your topic clearly and develop your thesis statement- one strong sentence that sums up your main argument.
- **Body paragraph 1-** Introduce your first set of arguments about your topic and your supporting detail.
- **Body paragraph 2-** Here state concerns and counterarguments that people might have against your position. For each, identify a response that you can use to address the issues in your essay.
- **Body paragraph 3-** Keep your strongest argument for this paragraph and use supporting details to support your main points.
- **Conclusion-** Sum up your main points by linking your arguments back to your thesis statement. End your essay with a lasting, impactful statement.



Planning table-

<u>Introduction-</u> <ul style="list-style-type: none">• Introduce your topic• Include your thesis statement	
<u>Body- paragraph 1-</u> <ul style="list-style-type: none">• First set of arguments• Supporting details (evidence)	
<u>Body- paragraph 2-</u> <ul style="list-style-type: none">• Concerns and counterarguments• Statements/evidence proving that these counterarguments are wrong	
<u>Body- paragraph 3-</u> <ul style="list-style-type: none">• Strongest argument• Supporting details (evidence)	
<u>Conclusion-</u> <ul style="list-style-type: none">• Sum up main arguments- link back to thesis statement• Lasting, impactful statement	

Transition words you can use to indicate relations within a sentence, paragraph or essay.

This list illustrates "relationships" between ideas followed by words and phrases that can connect them.

Addition:

also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly

Consequence:

accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then,

Generalizing:

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

Exemplifying:

chiefly, especially, for instance, in particular, markedly, namely, particularly, including, specifically,

Emphasis

above all, chiefly, with attention to, especially, particularly, singularly

Similarity:

comparatively, coupled with, correspondingly, identically, likewise, similar, moreover, together with

Exception:

[aside from](#), [barring](#), [besides](#), [except](#), [excepting](#), [excluding](#), [exclusive of](#), [other than](#), [outside of](#), [save](#)

Contrast and Comparison:

contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand

Sequence:

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being

Summarizing:

after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief



Persuasive Techniques



- Claim- stating your argument
- Big names- naming important people or experts
- Logos- facts, numbers and information
- Pathos- toying with the audience's emotions
- Ethos- getting people to believe/trust you
- Kairos- convincing audience to act urgently
- Research- using reliable research
- Rhetorical questions- asking questions that don't need an answer
- Addressing the audience personally- you, we, together etc.
- Anecdotes- brief stories that illustrate a point

Task:

Write a **persuasive essay** that influences readers to share your point of view on the topic below.

Make sure that you begin your essay with a clear **thesis statement** to outline your position on the issue that you chose. Support your position with **persuasive evidence** and **clear explanations** of your arguments. Incorporate a number of **persuasive techniques** into your essay as well as using **appropriate language** that appeals to both emotion and reason. You must include at least **3 main points** (persuasive arguments) in your essay. Your essay must be **350 – 400 words**.

As a guideline remember to use your **planning table** to make sure that you include all of the necessary elements in your essay (introduction, body paragraph 1, body paragraph 2, body paragraph 3 and conclusion)

Remember to-

- Include a relevant title within your essay
- Make your thesis statement clear
- Use appropriate evidence to support you main arguments
- Incorporate a number of persuasive techniques into your essay
- Use appropriate language
- Organize your main points clearly and logically
- Check your spelling and grammar for common errors
-



Choose one of the options:

Option 1

Some educators argue that every child in every school should have access to computers. Others believe that the value of computers in the classroom is overrated and that computers may actually interfere with the learning process. In your opinion, how important are computers in the classroom? Use specific reasons and examples to explain your answer.

Option 2

Many of us spend hours in front of our computers and communicate more by e-mail or instant-messaging than in person. Some people believe that this is good because it helps shy people communicate more openly with others. Others believe that computer communication prevents us from developing interpersonal skills and limits our ability to have meaningful relationships with others. How do you feel about this issue? Use specific reasons and examples to support your position.

(Title)

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.