Jeddah Knowledge International School

SUMMER Revision Pack 1
2020 - 2021
Grade 7 going to Grade 8

Name: _____

Section: _____

Section A: Reading Comprehension

Nonfiction Reading Test
Hyperinflation

Name: _____

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

You like money, right? Most people do. But what is it really worth? Usually, it will buy the goods and services that you expect. But sometimes it's worth less than the paper that it's printed on. I know that sounds hard to believe, but it's happened before.

During World War I, the French and the Germans fought one another fiercely. The war exacted a tremendous cost on both sides. Millions died. Billions of dollars were spent. The French paid for their efforts by taxing their citizens. But the Germans borrowed money to pay for the war. As the war raged on and the Germans borrowed more and more money, the value of their currency dropped.

In those days, the Germans called their money *Marks*. When World War I started in 1914, a US Dollar was worth around four German Marks. In 1919, after the war ended, a US Dollar was worth about nine German Marks. That means that Germans needed to spend twice as much money to buy the same items after the war. This is called *inflation*. Since people usually don't start earning twice as much money out of nowhere, it can be a real problem.

While 100% inflation over five years sounds pretty bad, things got much worse after the war. The countries that fought against Germany were upset with them. The French were perhaps most upset. Much of the fighting took place in France, and the country was *ravaged*. Since France and her allies won the war, they got to set the terms of surrender. France wanted billions of dollars each year. They demanded payments in foreign money, like the US Dollar, not in German Marks.

It was early 1921 by the time these agreements were made. One US Dollar could buy 60 German Marks. Then the Germans started making payments. Things soon spiraled out of control.

The Germans made these payments by printing money. They would trade the money that they printed for foreign currency. But as they printed more and more, the money was worth less and less. In November of 1921, one US Dollar was worth 330 Marks. A year later, one US Dollar was worth 800 German Marks.

The German government grew desperate. They began to trade Marks for foreign money at any rate. This only made things worse. By November of 1923, one US Dollar could buy 4,210,500,000,000 Marks. That is not a typo. The number is 4 trillion. Their money was devalued so fast that German workers had to go to the store right after getting paid. If they waited until the day's end, their money would be worthless. Basic items like stamps and loaves of bread cost billions of Marks. Germans had to figure their expenses in thousands of billions. That made it tough to get through the day if you lacked strong math skills. Some burned the old bills to provide heat. The Marks' value as a fuel had increased beyond its value as a currency.

That the German economy ever recovered is something of a miracle, but it did recover. They created a new currency called the *Retenmark*. Unlike the old Marks, the new Retenmark was backed by land and gold. This means the currency could be traded for gold or land at a fixed rate. This also meant that the government could only print as much money as they had land and gold to back it. That turned out to be a good thing. By December of 1923, the Retenmark was the official currency. The Germans cut 12 zeros from the prices of their products and it was business as usual. Though they still had a lot of issues to work out, the money was stable. That made life a lot more livable. So while you are out chasing after money, remember that money is little more than a promise, and that promises can be broken.

1. Which is **not** a reason why the German Mark lost value?

a. The Germans borrowed money to pay for World War I.

b. The Germans had to make payments with foreign money.

c. The French demanded large payments.

d. The French lost the war.

2. Which best defines the word *inflation* as it is used in the third paragraph?

a. When the value of a currency drops

b. To increase the size of a balloon by blowing air into it

c. When the same amount of money purchases more than in the past

d. When the pictures on the money change

3. Which best expresses the main idea of the second paragraph?

a. Germany and France fought against one another in World War I.

b. Many people died in World War I on all sides.

c. The German Mark lost value because of borrowing.

d. The French were wrong to increase taxes during war time.

4. Which happened first?

a. The German Mark was replaced with the Retenmark.

b. The US Dollar was worth nine German Marks.

c. The Germans began making war payments to France.

d. German Marks were burned to provide heat.

5. Which statement would the author most likely **agree** with?

a. Inflation affects governments, not people.

b. The best way to pay for a long war is to borrow money.

c. Living in Germany during 1923 would be fun and exciting.

d. It is important for a nation to have a stable currency.

6. According to the text, how did the German government respond to France's demands for war payments?

a. The Germans made cuts and managed their resources wisely to meet payments.

b. The Germans printed a bunch of money and traded it for foreign currency.

c. The Germans raised taxes on their citizens and used the tax money to make payments.

d. The Germans began selling luxury cars to foreign nations to raise the money.

7. How was the Retenmark different from the paper Mark?

a. It was printed under the close supervision of the US Government.

b. It came before the paper Mark and was printed on silver plates.

c. It was backed by land and gold and could not be endlessly printed.

d. It was used to purchase land and gold and could not buy consumer goods.

8. Which happened **last**?

a. The Germans cut 12 zeroes from the prices of their products.

b. The Germans lost World War I.

c. The prices of goods skyrocketed into the billions.

d. The French demanded large payments from the Germans.

9. Which best defines the meaning of the word *ravaged* as used in the fourth paragraph?

a. Severely damaged

b. Overflowing with joy

c. Very angry

d. Beautifully colored with vegetation

10. Which title would best express the main idea of this text?

a. *World War I: A Costly Fight for All of Those Involved*

b. *Inflation: How It Works and How to Prevent It*

c. *Can I Borrow a Trillion? Inflation in Germany After World War I*

d. *Money Around the World: A Comparison of the Value of Money*

1. What is one lesson that can be learned from the text? Support your answer with quotes from the text. Explain your quotes and your argument thoroughly.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION B: WRITING - THE RESEARCH ESSAY

What is a Research Essay?

A research paper is a formal, written presentation of your findings on a topic based on information you have gathered from several sources. Effective research writing must have:

- A clearly stated thesis statement
- Factual support from a variety of outside sources, including direct quotations whose sources are credited
- A clear organizational strategy
- A bibliography or a works cited list that provides a complete listing of research sources

Types of Research Papers:

Research writing comes in a variety of forms. Below are some of the types of research writing you will encounter:

- **Lab reports** record the purposes, processes, and results of an experiment

- **Annotated bibliographies** help researchers by providing a list of sources related to a topic. In addition to source information such as title, author, and publication date, the researcher provides evaluations of the material.

- **Documented essays** are short versions of research papers. Because they include only a limited number of research sources, these essays provide full documentation parenthetically within the text.

- **Documentaries** use video, photograph, personal interviews, and narration to present the results of research.
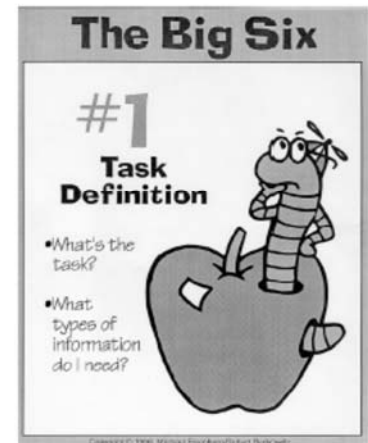
The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.

1. Task Definition
1.1 Define the information problem
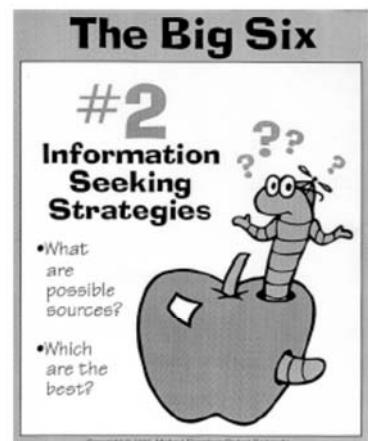1.2 Identify information needed (to solve the information problem)
- What is my current task?
- What are some topics or questions I need to answer?
- What information will I need?

2. Information Seeking Strategies
2.1 Determine all possible sources (brainstorm)
2.2 Select the best sources
- What are all the possible sources to check?
- What are the best sources of information for this task?

3. Location and Access
3.1 Locate sources (intellectually and physically)
3.2 Find information within sources
- Where can I find these sources?
- Where can I find the information in the source?

4. Use of Information
4.1 Engage (e.g., read, hear, view, touch)
4.2 Extract relevant information
- What information do I expect to find in this source?
- What information from the source is useful?

5. Synthesis
5.1 Organize from multiple sources
5.2 Present the information
- How will I organize my information?
- How should I present my information?

6. Evaluation
6.1 Judge the product (effectiveness)
6.2 Judge the process (efficiency)
- Did I do what was required?
- Did I complete each of the Big6 Stages efficiently?

The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.

1. Task Definition

1.1 Define the information problem
1.2 Identify information needed (to solve the information problem)

- What is my current task?
- What are some topics or questions I need to answer?
- What information will I need?

2. Information Seeking Strategies

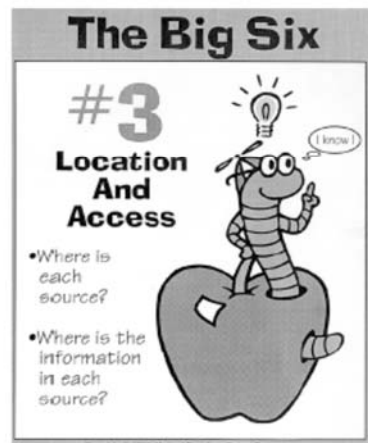2.1 Determine all possible sources (brainstorm)
2.2 Select the best sources

- What are all the possible sources to check?
- What are the best sources of information for this task?

3. Location and Access

3.1 Locate sources (intellectually and physically)
3.2 Find information within sources

- Where can I find these sources?
- Where can I find the information in the source?

4. Use of Information

4.1 Engage (e.g., read, hear, view, touch)

4.2 Extract relevant information

- What information do I expect to find in this source?
- What information from the source is useful?

5. Synthesis

5.1 Organize from multiple sources
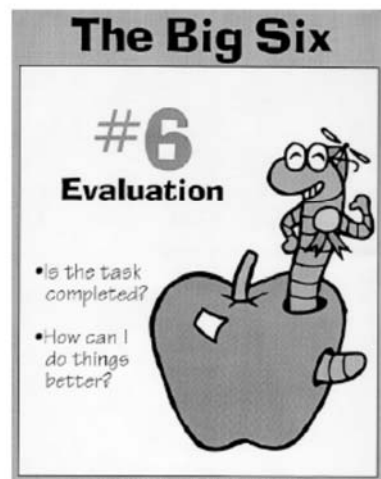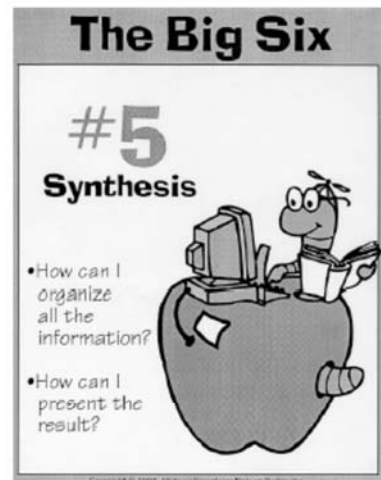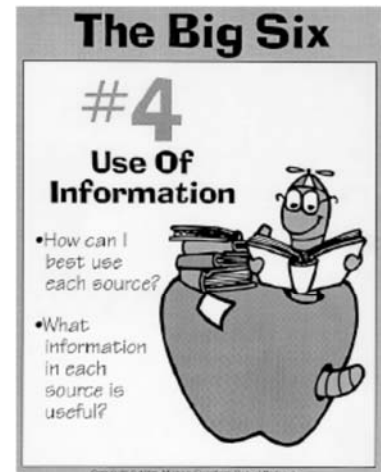5.2 Present the information

- How will I organize my information?
- How should I present my information?

6. Evaluation

6.1 Judge the product (effectiveness)
6.2 Judge the process (efficiency)

- Did I do what was required?
- Did I complete each of the Big6 Stages efficiently?

<u>DON'T FORGET TO REFERENCE YOUR RESEARCH:</u>

<u>Source: MLA Handbook for Writers and Research Papers, 7th Edition, 2009</u>
<u>For Further Assistance Contact Your Instructor or Librarian</u>

Examples here are based on...

Modern Language Association. *MLA Handbook for Writers of Research Papers*. New York: MLA, 2009. Print.

General Guidelines

- Your list of references should begin on a separate page, with the title "**Works Cited**".

- Arrange entries **alphabetically**, using the last name of the author. If no author is given, alphabetize by the title, eliminating any initial A, An, or The.

- Begin each entry at the left margin. Indent the following lines one-half inch from the left margin.

- **Double-space** within each entry, and between each entry.

- Follow carefully the punctuation, underlining, and capitalization in the examples.

- Shorten the name of the publishing company by eliminating articles (A, An, or The), business abbreviations (Co., Inc., Ltd.), and descriptive words (Books, House, Press). However, when citing a **University Press**, add the abbreviation "**UP**" (Ohio State UP). If the publisher's name is the name of one or more persons, cite the first surname only (Abrams).

In-Text Citation

Parenthetical references

- The list of Works Cited at the end of your paper tells your reader what resources you used to write your paper. **To avoid plagiarism** or taking credit for ideas that are not your own, you must also indicate in the text of your paper precisely what is borrowed from a source and where to locate that information in the source.

- The **in-text citation usually appears in parentheses** and corresponds directly to an entry in your list of Works Cited.

- The **author's last name and the page number** are usually enough to indicate the location in the source.

- If the author's name is used in the sentence, do not repeat it in the citation.

In-Text Examples

Author's name in text	Sellers had expressed that the market changed in the 17th century (91-92).
Author's name in reference	…Sellers view on economic growth is not widely embraced among Historians (Cassell 9).
Multiple authors of a work	The literature also indicates (Hamilton and Spruill 231) that modest improvements have been made to training programs.
Two locations	Sellers market and democracy theory does have merit (91-92, 261).
Two works cited	(Salzman 38; Sellers 198)
References to volumes and pages	(Crowell 4: 19-22)
Corporate authors	(Chrysler Group, 2009 Annual Report 36-39)
Work with no author	(*Time* 22)

Book with One Author

Author's last name, First name and Middle initial [if available]. *Italicize Title*. Publication Location: Publishing

Company, Year. Print.

Example (5.5.2):

Koenig, Gloria. *Iconic LA: Stories of LA's Most Memorable Buildings*. Glendale: Balcony, 2000. Print.

Book with Two Or Three Authors

First author's last name, First name and Middle initial [if available], Second author's First name and Last name,

and Third author's First name and Last name. *Italicize Title*. Publication Location: Publishing Company,

Year. Print.

Example (5.5.4):

Landau, Robert, and John Pashdag. *Outrageous L.A.* San Francisco: Chronicle, 1984. Print.

Book with More Than Three Authors

First author's last name, First name and Middle initial [if available], et al. *Italicize Title*. Publication Location:

Publishing Company, Year. Print.

Example (5.5.4):

Gebhard, David, et al. *A Guide to Architecture in San Francisco & Northern California*. Santa Barbara:

Peregrine, 1973. Print.

Book with Editor's & No Author

Editor's last name, First name and Middle initial [if available], ed. *Italicize Title*. Publication Location: Publishing

Company, Year. Print.

Example (5.3.5 & 5.5.4):

Weisser, Susan Ostrov, ed. *Women and Romance: A Reader*. New York: New York UP, 2001. Print.

Book with Author & Editor

Author's last name, First name and Middle initial [if available]. "Title of Work in Quotations." *Italicize Book*

Title. Ed. Editor's First name Middle initial [if available] and Last name. Publication Location: Publishing

Company, Year. Pages. Print.

Example (5.5.6):

Sheppard, Michael. "Assessment: From Reflectivity to Process Knowledge." *Handbook for Practice Learning in*

Social Work and Social Care: Knowledge and Theory. Ed. Joyce Lishman. London: Jessica Kingsley,

2007. 128-137. Print.

Book with Two Editor

Editor's last name, First name and Middle initial [if available], Editor's First name Last name, eds [editors]. *Title*

of Book. Publication Location: Publishing Company, Year. Print.

Example (5.5.14):

Townsend, Tony, and Richard Bates, eds. *Handbook of Teacher Education: Globalization, Standards and*

Professionalism in Times of Change. Dordrecht: Springer, 2007. Print.

Anthology (Essay, short story, poem, or other work that appears within a collection of literary pieces)

Author's last name, First name and Middle initial [if available]. "Title or Description of the Essay/Short

Ptory/Poem." *Italicize Title of Book*. Editor or Compiler (write Trans., Ed., or Comp.). Ed. or

Comp. First name Last name. Publication Location: Publishing Company, Year. Print.

Example (5.5.6):

Orwell, George. "Such, Such Were the Joys." *The Art of the Personal Essay: An Anthology from the*

Classical Era to the Present. Ed. Philip Lopate. New York: Anchor-Doubleday, 1994. Print.

Reference Books

If the article or entry is signed, place the author's name first; if it is unsigned, give the title first. For well-known reference works, it is not necessary to include full publication information. Include only the title of the reference source, edition, and date of publication.

Encyclopedia

"Title of Article or Entry." Title of Reference Work. Edition. Year. Format.

Example (5.5.7):

"Los Angeles." The New Encyclopaedia Britannica: Macropaedia. 15th ed. 1998. Print.

Dictionary – signed

Author's last name, First name and Middle initial. "Title of Article or Entry." Title of Reference

Work. Editor's First name and Last name. Edition. Number of volumes in set. Publication

Location: Publishing Company, Year. Format.

Example (5.5.7):

Turner, Thornton F. "Mission." A Dictionary of Architecture and Building. Ed. Russell Sturgis.

1st ed. 3 Vols. New York: Macmillan, 1902. Print.

Article from a newspaper

Author's last name, First name and Middle initial. "Title of Article." Italicize Title of Newspaper Day

Month Year of publication, edition: page number(s). Format.

Example (5.4.5):

Ouroussoff, Nicolai. "Enduring Legacy: How the Spanish Missions Still Shape Modern California." Los

Angeles Times 7 Sept. 1997, home ed.: B2+. Print.

Article from a popular magazine

Author's last name, First name and Middle initial. "Title of Article." Italicize Title of Magazine Day

Month Year of publication: page numbers. Format.

Example (5.4.6):

Mezrich, Ben. "To Live and Die in L.A." Wired May 2003: 131-135. Print.

Article from a scholarly journal with continuous pagination

Author's last name, First name and Middle initial. "Title of Article." *Italicized Title of Journal*

volume.issue [if available] (year): page number(s). Format.

Example (5.4.2):

Faragher, John Mack. "Bungalow and Ranch House: The Architectural Backwash of California."

Western Historical Quarterly 32.2 (2001): 149-173. Print.

Article from an online full-text database

Author's last name, First name and Middle initial. "Title of Article." *Italicize Title of Journal*. Volume

number. Issue [when issue n. is available] (year): page range. *Italicize Name of Database*.

Format. Day Month Year [when accessed].

Example (5.6.4):

Kellogg, Craig. "Looks Count." *Interior Design*. 74.3 (2003): 208-213. *Academic Search Elite*. Web. 24

Dec. 2009.

Webpage

Name of Author, Compiler, Director, Editor etc. of the work. "Title of the work." *URL title*. Publisher or

sponsor of the site (if not available use N.p.), Date of publication (day, month, and year, as

available: if nothing is available, use n.d.). Format. Date of access (day, month and year).
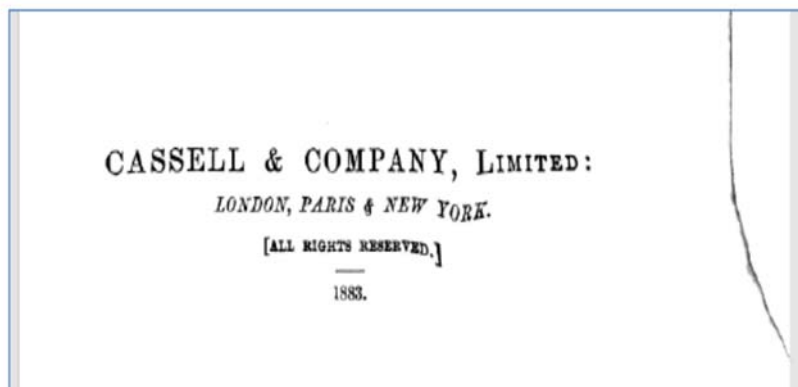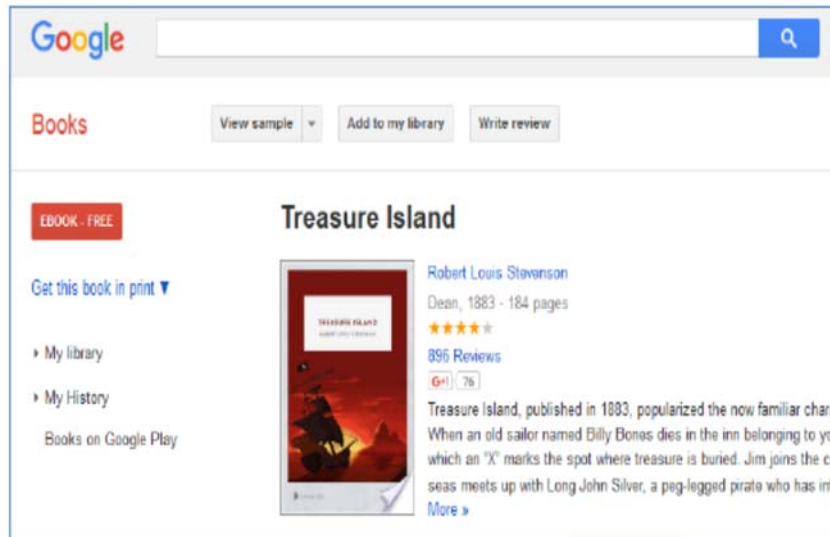
Example (5.6.2):

Matthews, Kevin. "W. E. Oliver House." *Greatbuildings.com*. Architecture Week Great Buildings

Collection, 2010. Web. 1 Feb. 2010.

Online Book

Author's Last Name, First Name Middle Initial. *Italicize Title of Work*. Edition [If Applicable].

Publication of Publication: Publisher, Year. *Online Library or Retrieved Source*. Web. Date of

access.

Example (5.6.2):

Stevenson, Robert Louis. *Treasure Island*. London: Cassell & Company, 1883. *Google Book*. Web. 1

Sept. 2015.

eBook

Author's Last Name, First Name Middle Initial. *Italicize Title of Work*. Edition. Place of Publication:

Publisher, Year. *Name of Database*. Web. Date of access.

Author	Heffron, Sean.
Title	**The Skinny on Your First Year in College [electronic resource]**
Published	Skinny On (tm), The [Imprint] ; Westport : Rand Media Co, April 2011.

Permanent URL for this record: http://suncat.csun.edu/record=b3116389

BOOKMARK

Available Electronically:

Full text available from eBook Academic Subscription Collection - North America.

LOCATION	CALL #	STATUS
Electronic Book		ONLINE

New Search   Dictionary   eBooks   Sign In   Folder   Preferences

EBSCOhost

Searching: eBook Academic Collection (EBSCOhost) | Choose Databases

AN 392705   Select a Field (option... ▾)   **Search**   **Clear** ?

AND ▾   Select a Field (option... ▾)

AND ▾   Select a Field (option... ▾) + −

Basic Search   Advanced Search   Search History

Example (5.6.2):

Heffron, Sean. *The Skinny on Your First in College*. Westport: Rand Media, 2011. *eBook Academic*

Collection (EBSCOhost). Web. 1 Sept. 2015.

RESEARCH QUESTION:

In Term 1, you will study the novel, Refugee Boy, by Benjamin Zephaniah.

This is the story of Alem Kelo, a young boy caught up in the Ethiopian – Eritrean war. Alem's father takes him to Britain, in the hopes of keeping him safe. Left alone in a strange country, Alem learns what it is like to live as a refugee.

Prior Knowledge: Investigate why people become refugees. The internet has many resources available on this topic. Do research and write a research report of between 450 and 550 words detailing your findings. Your report must include information on the following:

1. What is a refugee?

2. Why do people become refugees?

3. A current refugee crisis, causes and effects of this crisis.

4. Current statistics on the number of refugees in the world.

5. How can we help refugees?

Useful websites:

http://news.bbc.co.uk/hi/english/static/in_depth/world/2001/road_to_refuge/default.stm

http://www.unhcr.org/

http://www.un.org/en/globalissues/refugees/

Report Title: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Number of words_____

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.