

# Jeddah Knowledge International School



## SUMMER Revision Pack 2 2020 - 2021 Grade 7 Going to Grade 8

*Name:* \_\_\_\_\_

*Section:* \_\_\_\_\_

## Section A: Reading Comprehension

Name: \_\_\_\_\_

### **Nonfiction Reading Test** **Trampolines**

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

What's more fun than standing still? Jumping up and down on a springy piece of fabric! This activity is known as trampolining and it's sweeping the nation.

The idea of trampolining is ancient. Eskimos have been tossing each other in the air using walrus skin for thousands of years. Firemen began using a life net to catch people jumping from buildings in 1887. And in the early 1900s, circus performers began bouncing off of netting to amuse audiences. These weren't the same as today's trampolines, but they show that the idea has been bouncing around for a long time.

A tumbler named George Nissan and his coach Larry Griswold made the first modern trampoline in 1936. They got the idea by watching trapeze artists bouncing off of a tight net at the circus. The two men experimented with different fabrics and designs. They found a winner when they stretched a piece of canvas across a steel frame and held it in place with springs. They named their device after the Spanish word *trampolín*, which means diving board.

At first Nissan and Griswold used their device to train tumblers. The piece of training equipment was a lot of fun. They realized that everyone could enjoy their trampoline, not just tumblers. The men wanted to share their idea with the whole world. In 1942 they began making trampolines to sell to the public.

Trampolines may be fun, but they can also be dangerous. Experts estimate that more than 100,000 people hurt themselves while using one each year. Clubs and gyms use large safety nets and rubber padding to make it safer. Most trampoline injuries happen at home. Since trampolines are more affordable than ever, injuries are even more common.

These injuries happen for many reasons. People may bounce too high and land off of the trampoline or onto the springs. From the peak of the bounce, this can be a fall of 13 feet or more.

Ouch. Injuries also happen when many people are jumping at the same time. Jumpers may collide and cause one another to land in strange ways.

Lots of people have broken bones in this way. Perhaps the worst injuries happen when untrained people try to do flips. Landing on your neck or head can paralyze or even kill you.

But don't let all that bad news keep you down. There are many things that you can do to practice safe trampolining. You can cover the springs with special pads so that people's limbs are less likely to get stuck in them. You can surround your trampoline with a net so that people don't fall off of it. You can limit bouncers to one at a time. This will prevent collision injuries. Perhaps most importantly, you should never flip on a trampoline without professional guidance. You are much less likely to get hurt on a trampoline if you do these things.

Trampolines have been around for a while now. They have brought a lot of joy to many people. There is no feeling quite like soaring up in the air and then free-falling. Trampolines can also be a good source of exercise and activity. They can help people improve their balance and aerial moves. But they can also be deadly. Be sure that you are practicing safety while having a good time. Happy bouncing!

1. Which statement would the author most likely **disagree** with?
  - a. The basic idea of a trampoline has been around for a long time.
  - b. Nissan and Griswold owe much of their success to circus performers.
  - c. Most club and gym trampolines are safer than most home trampolines.
  - d. Trampolines are dangerous and not much can be done to make them safer.
2. Which best describes the main idea in the second paragraph?
  - a. It explains how Eskimo have used walrus skins like trampolines for a long time.
  - b. It describes activities similar to trampolining that came first.
  - c. It compares and contrasts how different groups have used trampolines.
  - d. It discusses how trampolining is ancient.
3. Which of the following events happened **first**?
  - a. Firemen begin using life nets to catch people jumping from buildings.
  - b. Nissan and Griswold begin selling trampolines to the public.
  - c. Circus performers begin using netting to perform tricks.
  - d. Nissan and Griswold invent the modern trampoline.
4. Which is **not** cited as a cause of trampoline related injuries?
  - a. Colliding with other bouncers
  - b. Bouncing into low hanging objects
  - c. Jumping off of the trampoline
  - d. Landing a flip incorrectly
5. Which best explains why trampoline injuries are more likely to happen at home?
  - a. Home trampolines get rained on and become very slippery.
  - b. Home trampolines are cheaply made and fall apart during use.
  - c. Home trampolines often lack proper safety equipment.
  - d. Most people are on their best behavior when they leave the home.
6. Which best describes the structure of the text in the sixth paragraph?
  - a. Cause and effect
  - b. Compare and contrast
  - c. Chronological order
  - d. Descriptive writing
7. How does the purpose of the text switch after the fourth paragraph?
  - a. It goes from describing the uses of a trampoline to the dangers.
  - b. It shifts from explaining the history of the trampoline to health benefits.
  - c. It moves from Nissan and Griswold's life story to how trampolines are used today.
  - d. It changes from discussing the origins of the trampoline to the risks.
8. Which statement would the author most likely **agree** with?
  - a. Trampolines are extremely dangerous and should be banned.
  - b. Nissan and Griswold stole the idea for the trampoline from the eskimos.
  - c. You should take turns when jumping on a trampoline with friends.
  - d. You'll never learn to flip if you don't start practicing by yourself.

9. Which best expresses the author's purpose in writing the seventh paragraph?

- a. He is persuading readers to stay off of trampolines.
- b. He is telling readers how to prevent trampoline injuries.
- c. He is describing what a modern trampoline looks like.
- d. He is informing readers about the risks of trampolining.

10. Which of the following is **not** a main idea in this text?

- a. Trampoline-like activities have been around for a long time.
- b. Trampolining can be dangerous if practiced unsafely.
- c. Trampolining is a great way to reduce stress and anxiety.
- d. Modern trampolines were invented by Nissan and Griswold.

### Long Response

1. If you were buying a new trampoline, what advice do you believe that the author would give you? Refer to the text to support your response.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## **SECTION B: 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-**

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

## **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 **450 – 550 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







Lined writing area consisting of 30 horizontal lines.

Number of words \_\_\_\_\_

## ASSESSMENT RUBRIC

### JKS Rubric

<b>Score 9 - 10: Excellent</b>	<ul style="list-style-type: none"><li>➤ Develops story well and uses many specific details related to the topic.</li><li>➤ Is well organized with clear transitions; maintains focus.</li><li>➤ Sustains varied sentence structure.</li><li>➤ Exhibits specific choices.</li><li>➤ Contains little or no errors in grammar, spelling, capitalization, and punctuation; errors do not interfere with understanding</li></ul>
<b>Score 7 - 8: Skillful</b>	<ul style="list-style-type: none"><li>➤ Develops ideas with some specific details.</li><li>➤ Is clearly organized; information is presented in an orderly way, but essay may lack transitions.</li><li>➤ Exhibits some variety in sentence structure.</li><li>➤ Contains some specific word choices.</li><li>➤ May contain some errors in grammar, spelling, capitalization, and punctuation; errors do not interfere with understanding.</li></ul>
<b>Score 5 - 6: Sufficient</b>	<ul style="list-style-type: none"><li>➤ Provides clear ideas, but not fully developed; may have few details.</li><li>➤ Provides a clear sequence of information; provides pieces of information that are generally related to each other.</li><li>➤ Generally has simple sentences; may exhibit uneven control over sentence structure.</li><li>➤ Contains mostly simple word choices, but may display some specific word choices.</li><li>➤ Contains error in grammar, spelling, capitalization, and punctuation that generally do not interfere with understanding.</li></ul>
<b>Score 4: Uneven</b>	<ul style="list-style-type: none"><li>➤ Provide limited or incomplete information; may be list-like or have the quality of an outline.</li><li>➤ Is disorganized or provides a disjointed sequence of information.</li><li>➤ Exhibits uneven control over sentence structure.</li><li>➤ May have some inaccurate word choices.</li><li>➤ Contains error in grammar, spelling, capitalization, and punctuation that sometimes interfere with understanding.</li></ul>
<b>Score 2 - 3: Insufficient</b>	<ul style="list-style-type: none"><li>➤ Provides little information and makes little attempt at development.</li><li>➤ Is very disorganized or too brief to detect organization.</li><li>➤ Exhibits little control over sentence structure.</li><li>➤ Contains inaccurate word choices in much of the essay.</li><li>➤ 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.</li></ul>
<b>Score 1: unsatisfactory</b>	<ul style="list-style-type: none"><li>➤ Attempts a response, but may only restate the prompt or be extremely brief.</li><li>➤ Exhibits no control over the organization.</li><li>➤ Exhibits no control over sentence structure.</li><li>➤ Contains inaccurate word choices in most of the essay.</li><li>➤ Is characterized by misspelling, missing words, and incorrect word order; errors in grammar, spelling capitalization, and punctuation severely interfere with understanding throughout the essay.</li></ul>