

# Jeddah Knowledge International School



## SUMMER REVISION PACK 3 2020 – 2021 GRADE 7 GOING TO GRADE 8

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

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

## Section A: Reading Comprehension

Date: \_\_\_\_\_

**Unseen Comprehension – Read the following passage then answer the questions that follow.**

### **The Titanic**

The sinking of the *Titanic* was one of the worst sea disasters in history. The ship was widely considered to be unsinkable, yet it sank on its first voyage. News of the tragedy shocked people around the world, and caused many to question the value of technology. In the years that have followed, the *Titanic* has continued to capture people's imaginations and remains a potent symbol of human hubris.

Construction of the *Titanic* began in 1908, and was completed in 1912. It was specially designed with strength and safety in mind, using the most advanced technology of the time. The hull was double-bottomed, and divided into sixteen separate watertight compartments. As many as four of these could be punctured and filled with water, and the *Titanic* would still be able to float. Edward Smith, the ship's captain, was quoted as saying he could conceive of no disaster that could defeat the *Titanic*. This confidence, however, would ultimately lead to disaster.

The liner sailed from Southampton, England on April 10. Despite receiving several warnings about an approaching ice field, the captain refused to divert the ship's course. Consequently, on the evening of the 14th, just before midnight, it struck a large iceberg that ruptured its hull and many of the watertight compartments. In less than three hours, the *Titanic* had sunk. Hundreds of people managed to board lifeboats, but because of the widespread belief in the safety of the boat there were only 1,178 lifeboat spaces for the 2,224 passengers. As a result, over 1,500 people were left to die, either by going down with the ship or by leaping into the frigid water and freezing to death. Surprisingly -- contrary to the idea of saving women and children first -- nearly half of the survivors were men.

The disaster stirred public fear and doubt. An international convention took place in London the following year, in which a series of rules were established for passenger ships. The first rule stipulated that all ships must have enough lifeboats for the maximum number of passengers they can carry. Other rules included 24-hour radio watches for all ships in the Atlantic, and the establishment of the International Ice Patrol, which tracks icebergs and warns ships.

In 1985, a joint French and American expedition discovered the wreckage of the *Titanic* on the ocean floor and explored it using robotic submersibles. Since then, there have been several expeditions and salvage operations. Public interest remains high, and in 1996 an expedition attempted to raise a section of the ship's hull as thousands of *Titanic* buffs watched from nearby ships. As a somewhat ironic reminder of the disaster, this expedition failed and the section of hull sank back beneath the waves.

1. To this day, the *Titanic* remains a symbol of

- A) hope for the future
- B) human pride
- C) fear of technology
- D) the perseverance of humans

2. The *Titanic* sank

- A) in less than three hours after being struck by an iceberg
- B) because the captain was confident no disaster would ever happen
- C) on its maiden voyage due to inferior building procedures
- D) because the International Ice Patrol failed to warn of the iceberg danger

3. The *Titanic* was built

- A) with speed and strength
- B) with four watertight compartments
- C) with a triple bottomed hull
- D) using the best techniques of the time

Do the following statements agree with the information in the Reading Passage?  
Answer True, False or Not given to answer questions 4 – 7.

- True**            if the statement is true according to the passage
- False**           if the statement contradicts the passage
- Not given**     if there is no information about this in the passage

4. In 1996, an expedition successfully raised the hull of the Titanic from the ocean floor.  
\_\_\_\_\_
  
5. After the disaster, a rule was implemented so that all ships had to have hulls that were strong enough to withstand an iceberg collision. \_\_\_\_\_
  
6. More than 1,500 people survived the sinking of the *Titanic*. \_\_\_\_\_
  
7. The *Titanic* had far too few life boats for the amount of people on board.

**Drawing Conclusions**

The Titanic was a disaster of epic proportions back in 1912. What do you think are two lessons that should be learned from the Titanic disaster? Substantiate your answer with valid reasoning and details from the text.

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## NARRATIVE ESSAY: Planning a Story

### What you need to know

- 1 Plan a story quickly and effectively.
- 2 Understand the elements necessary to make a story interesting.
- 3 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.

### 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.
- 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.

Take one of your favorite stories and examine the different points of view from which the story can be told.

## 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** or **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.

## SAMPLE:

### Frustration at the Airport

- 1 I had never been more anxious in my life. I had just spent the last three endless hours trying to get to the airport so that I could travel home. Now, as I watched the bus driver set my luggage on the airport sidewalk, I realized that my frustration had only just begun.
- 2 This was my first visit to the international terminal of the airport, and nothing was familiar. I could not make sense of any of the signs. Where was the check-in counter? Where should I take my luggage? I had no idea where the immigration line was. I began to panic. What time was it? Where was my plane? I had to find help because I could not be late!
- 3 I tried to ask a passing businessman for help, but my words all came out wrong. He just **scowled** and walked away. What had happened? I had been in this country for a whole semester, and I could not even remember how to ask for directions. This was awful! Another bus arrived at the **terminal**, and the passengers came out carrying all sorts of luggage. Here was my chance! I could follow them to the right place, and I would not have to say a word.
- 4 I dragged my enormous suitcase behind me and followed the group. We finally reached the elevators. Oh, no! They all fit in it, but there was not enough room for me. I watched in **despair** as the elevator doors closed. I had no idea what to do next. I got on the elevator when it returned and **gazed** at all the buttons. Which one could it be? I pressed button 3. The elevator slowly climbed up to the third floor and **jerked** to a stop. A high, squeaking noise announced the opening of the doors, and I looked around **timidly**.
- 5 Tears formed in my eyes as I saw the **deserted** lobby and realized that I would miss my plane. Just then an **elderly** airport employee **shuffled** around the corner. He saw that I was lost and asked if he could help. He gave me his handkerchief to dry my eyes as I related my **predicament**. He smiled kindly, and led me down a long hallway. We walked up some stairs, turned a corner, and, at last, there was customs! He led me past all the lines of people and pushed my luggage to the inspection counter.
- 6 When I turned to thank him for all his help, he was gone. I will never know that kind man's name, but I will always remember his unexpected **courtesy**. He helped me when I needed it the most. I can only hope that one day I will be able to do the same for another traveler who is suffering through a terrible journey.

**to scowl:** to frown

**a terminal:** an arrival and departure point for some forms of mass transportation

**to despair:** the condition of having no hope

**to gaze:** to look at slowly and steadily

**to jerk:** to move with an abrupt motion

**timidly:** hesitantly, shyly

**deserted:** empty

**elderly:** older; mature

**to shuffle:** to walk by sliding one's feet along the ground

**a predicament:** a troubling situation

**a courtesy:** a kind or polite action



## Narrative Essay - Graphic Organizer

### Introduction

Topic/Title:

Hook/Lead/Opening:

Background Info:

What happened / How it happened

### Body Paragraphs (can have as many as you need)

#### First Moment:

Details  
(use sensory details such as sights, sounds, smells, thoughts, feelings, actions):

#### Second Moment:

Details  
(use sensory details such as sights, sounds, smells, thoughts, feelings, actions):

#### Third Moment:

Details  
(use sensory details such as sights, sounds, smells, thoughts, feelings, actions):

### Show...

Why is this event important/significant to you?

What lesson did you learn?







## 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>