

Jeddah Knowledge International School



SUMMER REVISION PACK 2 2020 - 2021 GRADE 8 GOING TO GRADE 9

Name: _____

Section: _____

Section A: Reading Comprehension

Comprehension Question 1

Read the extract below and answer the questions that follow.

1 “Christopher Belle, pay attention!” The teacher’s voice cut through the classroom noise like a laser. Heads turned, a girl with blue-ribboned pigtails sniggered. There was a moment of silence. It stretched.

Twenty-four desks played holos of silently rotating gold atoms. Only one didn’t.
5 Above its shiny plastic top whirled the model of Entropy that the class had been studying ten minutes ago.

The blonde boy sitting behind it was still staring out of the window. The Educator gave a heartfelt sigh. Teaching the ‘development’ stream on Mondays always gave her a headache.

10 “Christopher Belle.”

The boy continued to stare.

Christopher Belle remained oblivious.

“Mr Belle. I am waiting.”

“Do you want to pull this class into the bottom quintile?”

15 Christopher Belle looked up. He hadn’t heard the question, but when Educator Cripps used that tone she could only be talking about one thing. Adopting a shy look of slightly gormless apprehension he shook his head, “N-no Ma’am.”

“Good. Even if you are not riveted by this thermodynamics lesson, at least pretend to keep up with the class.”

20 There was some nervous laughter.

“Right you horrible lot! Now that we’re all awake, would someone be nice enough to tell Christopher our current projection code?”

A pudgy girl with tinted prescription glasses looked up from the aquarium she was

coding into the corner of her holo-screen. Tonelessly she rattled off a string of digits.

25 Giving the teacher a winning and apologetic smile, Chris voiced them in. Then he sat, motionless and attentive as the swirling entropic forces pixelated out to be replaced with the spinning gold atom. Educator Cripps eyed him for a moment longer, then strode back to the central screen and continued the science class with an air of resignation. Belle would probably need yelling at again before the class was over. She made a

30 mental note to send a comment to his Life Orientation Bot. Then she transferred her attention back to the rest of the learners, flagged as slow by the school optimisation algorithm, who formed her current development stream.

At his desk by the window, Chris pretended to stare avidly at the rotating infographic, watching as the tiny South Africans joined hands with the tiny cartoon Chinese

35 military and held the atom together despite the onslaught of entropic forces. He pressed the 'More info!' button and twiddled the opacity gauge. Immediately his screen widened and whitened, hiding him from the class behind a white page. Learners didn't often press the 'More info!' button, but he'd been working on his ADHD act for a while now so hopefully the Educator would think it was normal.

40 Chris risked a look outside.

She was still there, crouched against the fence and holding her side with a hand that was covered in blood.

Modified from *Idea War: Volume 1*, Chapter 2: Chain Link Fence

Read and answer the questions below in your own words:

1. How is Christopher's behavior different to that of the other children in the class?

(2)

2. What does the author mean with the word 'holos'? Why do you think she used this word?

(2)

3. How does did Christopher hide himself from Educator Cripps' view?

(1)

4. This piece imagines a future Johannesburg schoolroom. Name two examples of words used to help the reader realize is in the future.

(2)

5. Quote two examples to show that Educator Cripps doesn't like teaching the development stream.

(2)

6.1 Write down a different word for *pixelated* so that it still makes sense in the text.

(1)

6.2 What do the following words mean? Use context clues from the passage:

a) Gormless (line 17)

b) Riveted (line 18)

c) Apprehension (line 17)

d) Opacity (line 36)

(4)

7. What does the abbreviation ADHD stand for?

(1)

8. Name the parts of speech of the following words as used in the sentence:

a) sniggered (line) _____

b) heartfelt (line 8) _____

c) slightly (line 6) _____

d) apologetic (line 25) _____

e) someone (line 21) _____

(5)

WRITING SECTION: THE PERSUASIVE ESSAY

Writing the Persuasive Essay

What is a persuasive/argument essay?

In persuasive writing, a writer takes a position FOR or AGAINST an issue and writes to convince the reader to believe or do something

Persuasive writing, also known as the argument essay, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

When planning a persuasive essay, follow these steps

1. Choose your position. Which side of the issue or problem are you going to write about, and what solution will you offer? Know the purpose of your essay.
2. Analyze your audience. Decide if your audience agrees with you, is neutral, or disagrees with your position.
3. Research your topic. A persuasive essay must provide specific and convincing evidence. Often it is necessary to go beyond your own knowledge and experience. You might need to go to the library or interview people who are experts on your topic.
4. Structure your essay. Figure out what evidence you will include and in what order you will present the evidence. Remember to consider your purpose, your audience, and your topic.

The following criteria are essential to produce an effective argument

- Be well informed about your topic. To add to your knowledge of a topic, read thoroughly about it, using legitimate sources. Take notes.
- Test your thesis. Your thesis, i.e., argument, must have two sides. It must be debatable. If you can write down a thesis statement directly opposing your own, you will ensure that your own argument is debatable.
- Disprove the opposing argument. Understand the opposite viewpoint of your position and then counter it by providing contrasting evidence or by finding mistakes and inconsistencies in the logic of the opposing argument.
- Support your position with evidence. Remember that your evidence must appeal to reason.

Parts of the Persuasive Essay

1. The Introduction

The introduction has a "hook or grabber" to catch the reader's attention. Some "grabbers" include:

1. Opening with an unusual detail: (Manitoba, because of its cold climate, is not thought of as a great place to be a reptile. Actually, it has the largest seasonal congregation of garter snakes in the world!)
2. Opening with a strong statement: (Cigarettes are the number one cause of lighter sales in Canada!)
3. Opening with a Quotation: (Elbert Hubbard once said , "Truth is stronger than fiction.")
4. Opening with an Anecdote: An anecdote can provide an amusing and attention-getting opening if it is short and to the point.
5. Opening with a Statistic or Fact: Sometimes a statistic or fact will add emphasis or interest to your topic. It may be wise to include the item's authoritative source.
6. Opening with a Question. (Have you ever considered how many books we'd read if it were not for television?)
7. Opening with an Exaggeration or Outrageous Statement. (The whole world watched as the comet flew overhead.)

The introduction should also include a thesis or focus statement.

The Thesis/Hypothesis is your statement of purpose. The thesis/hypothesis should be one sentence in length. This is the foundation of your essay and it will serve to guide you in writing the entire paper.

There are three objectives of a thesis statement:

1. It tells the reader the specific topic of your essay.
2. It imposes manageable limits on that topic.
3. It suggests the organization of your paper.

Through the thesis, you should say to the reader:

"I've thought about this topic, I know what I believe about it, and I know how to organize it."

2. The Body

The writer then provides evidence to support the opinion offered in the thesis statement in the introduction. The body should consist of at least three paragraphs. Each paragraph is based on a solid reason to back your thesis statement. Since almost all issues have sound arguments on both sides of the question, **a good persuasive writer tries to anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay.** One of the three paragraphs should be used to discuss opposing viewpoints and your counter-argument.

The following are different ways to support your argument:

Facts - A powerful means of convincing, facts can come from your reading, observation, or personal experience.

Note: Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.

Statistics - These can provide excellent support. Be sure your statistics come from responsible sources. Always cite your sources.

Quotes - Direct quotes from leading experts that support your position are invaluable.

Examples - Examples enhance your meaning and make your ideas concrete. They are the proof.

Hints for successful body paragraphs:

1. Clarify your position in your topic sentence – state your argument or reason that supports your position (thesis), think about what needs to be explained, and then think about how you can elaborate.

2. Include Concession Statements (address opposing viewpoints!) :

concession: If you're writing a persuasive piece, you might consider beginning with a concession--that is, by beginning with an acknowledgement of part of your opponent's argument as being valid. Remember that a concession is not a form of weakness. In fact a concession is a strength as it finds common ground with your opponent and establishes your ethical appeal: you are a reasonable person willing to listen to/acknowledge that there are more sides to an issue than yours.

****You can't ignore compelling opposing evidence. You must address strong arguments on the other side; if you don't, it looks like you are not well prepared and have not looked at the issue you are writing about from all perspectives.****

example: *"True, gun control legislation in Canada needs to be tightened to prevent the United States from becoming as violent as its neighbors to the south. The proposal that has been submitted, however, does not go far enough. Instead,..."*[now writer begins building his side of argument, showing how it is stronger than the opposing side's!]

3. Use transitions between sentences to serve as cues for the reader (first, second, then, however, consequently, therefore, thus, still, nevertheless, notwithstanding, furthermore, in fact, in contrast, similarly, instead)

3. The Conclusion

A piece of persuasive writing usually ends by summarizing the most important details of the argument and stating once again what the reader is to believe or do.

1. Restate your thesis or focus statement.
2. Summarize the main points: The conclusion enables your reader to recall the main points of your position. In order to do this you can paraphrase the main points of your argument.
3. Write a personal comment or call for action. You can do this:
 - With a Prediction: This can be used with a narrative or a cause and effect discussion. The conclusion may suggest or predict what the results may or may not be in the situation discussed or in similar situations.
 - With a Question: Closing with a question lets your readers make their own predictions, draw their own conclusions.
 - With Recommendations: A recommendations closing is one that stresses the actions or remedies that should be taken.
 - With a Quotation: Since a quotation may summarize, predict, question, or call for action, you may use a quotation within a conclusion for nearly any kind of paper.

As a general guideline, when writing a persuasive essay:

- 1. Have a firm opinion that you want your reader to accept.**
- 2. Begin with a grabber or hook to get the reader's attention.**
- 3. Offer evidence to support your opinion.**
- 4. Conclude with a restatement of what you want the reader to do or believe.**

Transition Signals:

Transitions are words and phrases that connect ideas and show how they are related.

To repeat an idea just stated:

In other words,
That is,
To repeat,
Again,

To illustrate an idea:

For example,
For instance,
In particular,
To illustrate,
In this manner,
Thus

To announce a contrast, a change in direction:

Yet,
However,
Still,
Nevertheless,
On the other hand,
In contrast,
Instead of,
On the contrary,
Conversely,
Notwithstanding,
In spite of this,

Time:

At once,
In the interim,
At length,
Immediately,
At last,
Meanwhile,
In the meantime,

Presently,
At the same time,
Shortly,
In the end,
Temporarily,
Thereafter,

To restate an idea more precisely:

To be exact,
To be specific,
To be precise,
More specifically,
More precisely,

To mark a new idea as an addition to what has been said:

Similarly,
Also,
Too,
Besides,
Furthermore,
Further,
Moreover,
In addition,

To show cause and effect:

As a result,
For this reason,
Therefore,
Hence,
Consequently,
Accordingly,

Conclusion:

In short,
To conclude,
In brief,
On the whole,
In summary,
To sum up,

SAMPLE: PERSUASIVE SPEECH

Essay 1 Why Students Should Eat Breakfast Every Day

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don't have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students. **THESIS STATEMENT**

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for trouble and putting yourself in danger of possibly contracting a disease because it's not healthy to have an empty stomach all day long. It's very important to have a meal and not let your stomach go empty. All you are going to do is to get a stomach illness such as gastritis and possibly other problems with your health if you don't eat breakfast.

Another reason for eating breakfast is because you need food for you to do well in your classes. Your body and your brain are not going to function as well as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. Many people think that they should not eat because they are going to feel tired, but that's not true. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

The last reason to have breakfast every day is because you can avoid diseases if you eat some breakfast in the morning. If you don't eat, you are going to get sick, and these diseases will have a worse effect on you because you're going to get sick easier than people who have breakfast every day.

You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school work and your immune system. It is better to wake up earlier and have a good breakfast than rush to school without eating anything. It is time for you to do something for your health, and eating breakfast is the best way to start your day. (384 words)

ESSAY PROMPT:

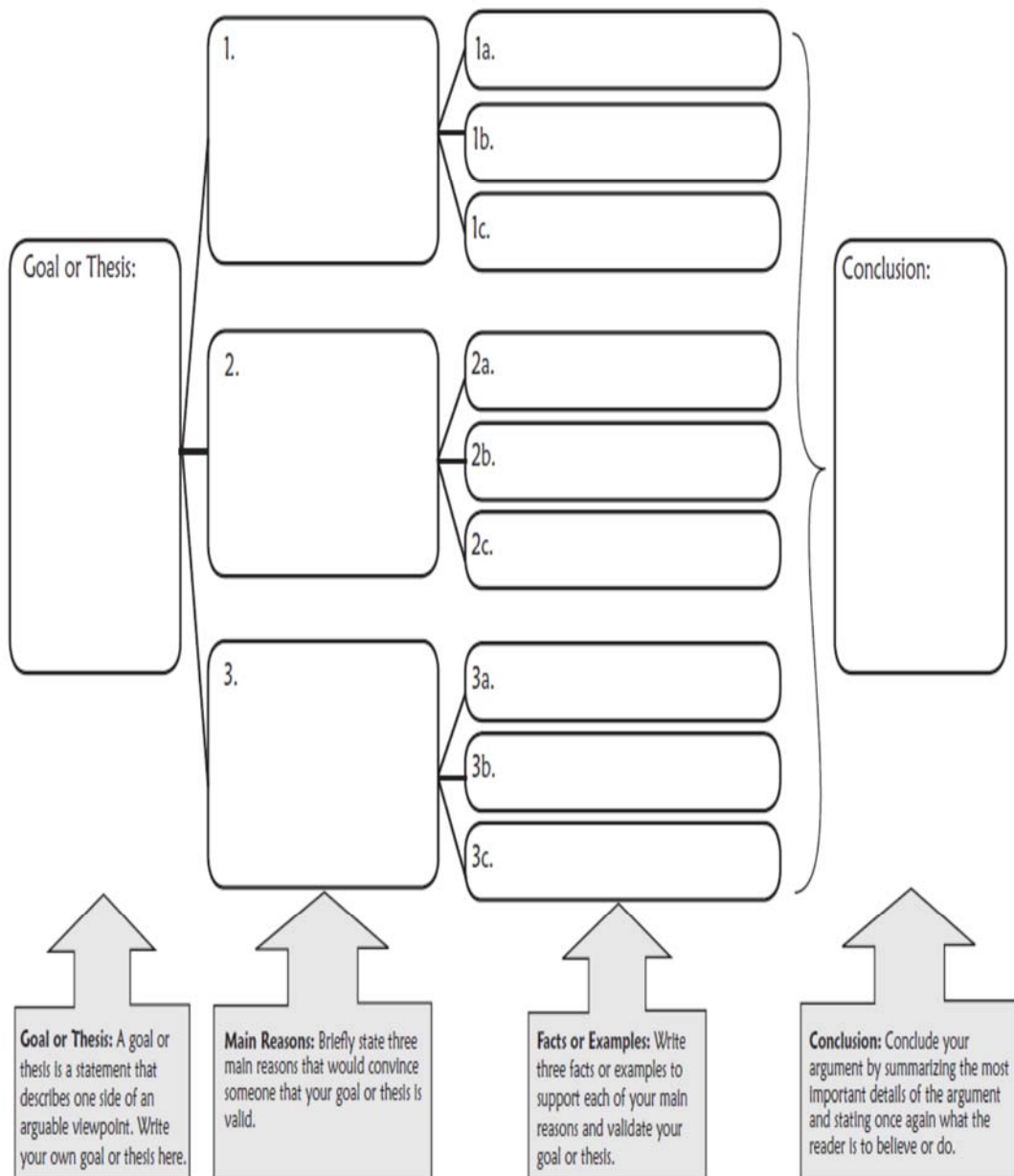
Choose a place that you believe everyone should visit and write a speech of 650 – 750 words that persuades others to visit this place.

Use the graphic organizer below to plan your speech.

Name: _____

Date: _____

Persuasion Map



American Diploma Marking Criteria

Score 9 - 10: Excellent	<ul style="list-style-type: none"> ➤ Develops the essay and uses many specific details related to the topic. Thesis is proven with well-developed examples. ➤ Is well organized with clear transitions; maintains focus. ➤ 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. Thesis is supported and clear. ➤ Is clearly organized; information is presented in an orderly way, but essay may lack specific examples or transitions ➤ 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. Thesis is clear with some support. ➤ Provides a clear sequence of information; provides pieces of information that are generally related to each other. ➤ 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 lacking specific examples. Thesis is clear but not proven. ➤ Is disorganized or provides a disjointed sequence of information. ➤ 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. Thesis may be unclear. ➤ Is disorganized or inconsistent ➤ 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: Un- satisfactory	<ul style="list-style-type: none"> ➤ Attempts a response, but does not provide a clear thesis. ➤ 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.

LITERATURE SECTION: Literature questions: Read chapters 4,5,6 of the novel Animal Farm and answer the questions below: <https://www.openrightslibrary.com/animal-farm-ebook/>

Chapter 4

1. How do Snowball and Napoleon send word of the rebellion to other animals?

2. Who is Mr. Pilkington?

3. Who is Mr. Frederick?

4. What rumors spread about Animal Farm?

5. What has Snowball been doing to prepare for Jones's return? (1)

6. How is Snowball injured? (1)

7. Why is Boxer upset after the battle? (1)

8. Where was Mollie during the battle? (1)

9. What do the animals name the battle? (1)

10. What awards do the animals create? (1)

Chapter 5

1. What does Clover see Mollie doing? (1)

2. What happens to Mollie? (1)

3. What has changed about Sunday meetings? (1)

4. How are Napoleon and Snowball different? (1)

5. What is Snowball's big idea? (1)

6. Why does Napoleon oppose the windmill? (1)

7. What happens when Napoleon gives a whimper? (1)

8. How does Squealer justify Napoleon's behavior? (1)

9. What new maxim does Boxer adopt? (1)

10. What does Napoleon decide about the windmill? (1)

Chapter 6

1. Why is it hard to build the windmill? (1)

2. What does Napoleon propose to do to deal with the shortages on the farm? (1)

3. Who is Mr. Whymper? (1)

4. What happens to the commandment against trade? (1)

5. What does Squealer threaten might happen if the pigs are not allowed to get rest?
(1)

6. Where do the pigs move to? (1)

7. What happens to the commandment against sleeping in a bed? (1)

8. What happens to the windmill when it is half finished? (1)

9. What is responsible for the destruction of the windmill, according to Napoleon?
(1)

10. What evidence do the pigs provide to show that the windmill was deliberately sabotaged? (1)
