

Jeddah Knowledge International School



SUMMER REVISION PACK 3

2020 - 2021

GRADE 8 GOING TO GRADE 9

Name: _____

Section: _____

Section A: Reading Comprehension

The Lost Lagoon

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Yellow and black, it was hiding among the sun-bleached branches at the water's edge. Our boat nudged closer to the island. I lifted my camera and pulled the creature's beady eyes into focus. Then, in a quarter of a second, measured by the camera's rapid frame-burst, the anaconda snapped open its jaws, sprang forward, and hissed in my face. In the Esteros del Ibera, I learned, it's hard to avoid getting up close and personal with nature.

Our guide, Maximo, was smiling. There was no danger, he told me. Anacondas aren't poisonous- they squeeze their victims to death. I can't have looked convinced because he quickly edged the boat away from the bank, and soon we were threading our way through the streams and inlets that weave an unknowable pattern through the embalsados - hundreds of floating islands which bump and skitter across the surface of this vast lagoon system, in a kind of slow-motion game of dodgems.

The Esteros del Ibera is the least known of Argentina's natural wonders. Its 63 lagoons are spread across an area the size of Wales and mark the former course of the Parana River. In these vast wetlands an improbably rich ecosystem thrives, but until recently it received only a passing mention in many guidebooks. Only now, with a flurry of low-rise, eco-friendly development is the Esteros finally opening up to tourism.

To reach the Esteros from Buenos Aires we took an overnight coach to the dusty town of Mercedes. After a further hour's journey in a 4x4 truck down the dirt track otherwise known as 'provincial route 40' and as a red sun crawled over the horizon, we approached the makeshift bridge which serves as a gateway to the Laguna Ibera. Ibera means 'bright water' in Guarani, and as we rattled over the bridge, the surroundings fell away as if we were driving across a gleaming ocean.

The sweeping lawns of the Posada de la Laguna were dotted with a selection of multicolored birds. One had a shock of bright red head feathers, as if it had been dunked headfirst in a pot of Day-Glo paint. The birds barely noticed us; it was hard not to trip over them as we rolled our luggage through the freshly cut grass. Later, at breakfast, I turned to see a pair of hummingbirds on the veranda. They would return every morning.

We were staying in the small town of Colonia Carlos Pellegrino, an ideal base for exploring the Esteros. The posada was built in 1997, and in recent years a number of other lodges that share its emphasis on conservation and tradition have opened nearby. But none has such a privileged position, right on the water.

Walking to the small jetty, it was difficult to see where the posada's four acres of gardens ended and the water began, so dense was the covering of aguape and irupe: water hyacinths and lilies. As Maximo readied the boat, he told us that these plants spread so quickly he has to clear a new path through the water each morning.

We pushed away from the jetty, thrilled by a glimpse of a basking yacare. Soon, sightings of this South American alligator would prompt little more than a nod of recognition. It seemed that every few metres you could spot a leathery snout and pair of prehistoric yellow eyes poking through the water.

The yarer feast on the local fish. Fat and happy, they pose little threat to humans. And some say it's OK to swim, as long as you don't mind the odd nibble from the palometas, a type of piranha found in these parts. I decided that any swimming would be confined strictly to the hotel pool.

When the Esteros became a natural reserve in 1983, hunting was banned and indigenous Guaranis like Maximo retrained as guides. Each day we explored a secluded new site offering an uncanny array of river otters, bizarre spiders, carpinchos, yacares, snakes, butterflies and howler monkeys. We would hear rumours of a beautiful rare deer that constantly seemed to elude us. And then there were the birds. Almost 400 species call these marshes home. Some are difficult to miss, such as the chaja that resembles an ugly turkey and emits a gurgling scream. Others take a little searching out: kingfishers, heron, ibis and eagles.

The lagoon system is so vast we rarely saw another boat. The wildlife here works in shifts, so when the daytime gang clocks off, many rare creatures show their faces. Back among the water Lilies where we had spent our first afternoon, we continued our search for the elusive marsh deer. Here the islands had rearranged themselves so extravagantly that, for the first time, even Maximo looked a little confused. As dusk turned to night and the darkness became inky black, he flicked on a powerful torch.

There was a movement in the reeds. We edged closer. The torch picked out a pair of eyes. And then, finally, there it was. A marsh deer standing glorious in the Landscape, the furry tufts of its ears lit up by the tungsten glow of the torch. It turned its gaze towards us for a moment and then, with a twitch of the nose, disappeared into the darkness. It had been worth the wait.

NOW: Answer the questions:

1. From paragraph 1 and 2, give two facts that the writer gives about anaconda.

2. What made the lodge in Colonia Carlos Pellegrini, in which the writer stayed, different from the region that is on the water's edge.

3. By referring closely to paragraph 9, explain, using your own words, what the writer says about swimming in the Esteros.

4. Using your own words, explain what you learn about the life of Maximo from paragraph 10.

5. Which word in paragraph 11 tells you that the marsh deer was difficult to find?

6. By referring to paragraphs 3 and 11 explain, using your own words:

a.) What is the Esteros del Ibera is and how it was formed.

b.) What feature of the Esteros caused Maximo to look confused while searching for the marsh deer?

7. a.) Explain, using your own words, what the writer means by the words in italics in ANY three of the following phrases:

i.) 'hundreds of floating islands which bump and skitter cross the surface'

ii.) 'One had a shock of bright red head feathers, as if it had been dunked headfirst in a pot of Day-Glo paint.'

iii.) 'a secluded new site offering an uncanny array of river otters, bizarre spiders, carpinchos, yacares, snakes, butterflies and howler monkeys'.

WRITING SECTION:

THE WRITING PROCESS

The writing process is a vital aspect of your English curriculum and a true test of your English ability.

Practicing writing skills helps you to express yourself in a simple, accurate and interesting manner. This enables the reader to create a picture in his/her mind.

- **Content, format, sentence structure, vocabulary, language punctuation and spelling** all play an integral part in the process.
- If required, **creativity** and **originality** will enhance your writing.

L. PLANNING YOUR WRITING

1. BRAINSTORM

Brainstorm ideas on the topic. Jot down spontaneous ideas, using key words and phrases.

This will enable you to plan your work and formulate *plot lines, flow charts and mind maps*.

2. PLANNING

- a. Plot lines enable you to plan your work in a vertical or horizontal fashion. They may make use of graphics.
 - b. A flow chart is a diagram showing the different stages of a complex activity.
 - Its enables you to structure your work correctly, follow a chronological order and include all necessary elements.
 - It enables lateral thinking.
 - c. A mind map is made up of headings, words, diagrams and pictures. It is a wonderful planning tool and aids you in the following ways:
 - It allows you to see if you have enough ideas.
 - If not, change your topic at this early stage.
 - It focuses your thoughts and ideas.
 - It orders your thoughts logically and sequentially.
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PARAGRAPHS

The separation of work into paragraphs results in a clear, expressive communication. A paragraph consists of a number of sentences that deal with one idea or theme. It is made up of a **topic sentence** and **supporting detail**.

The *topic sentence* is often the first sentence. It may summarise the paragraph or contain its main focus or idea.

The rest of the paragraph expands on the main idea and this is known as *supporting detail*.

The *last sentence* of the paragraph may conclude or summarise the idea or theme.

The rules below are general guidelines. Ensure that your writing follows the appropriate format.

1. THE INTRODUCTION/ORIENTATION

- The first paragraph is the *introduction/orientation*, which introduces the topic and sets the scene.
- It should be *short, gripping and inviting*.
- The introduction ‘tunes’ you into the mood or tone of what is to follow.
- Given the title, I remember how angry I was, the introduction could be:
- “The inferno within me began to blaze!”

2. THE BODY/DEVELOPMENT

- The introduction is followed by several paragraphs, which form *the body or development* of the text and explore the topic.
- Each paragraph usually deals with a *different aspect* of the topic.
- *Linking words* such as *similarly, besides, however* and also make the meaning clear and ensure the flow of the paragraph.

3. THE CONCLUSION

- The last paragraph is the *conclusion* which ties up all the loose ends.
- It usually expresses your feelings about the topic.
- The reader should sense finality.
- Words such as *in conclusion, it is therefore evident, thus and consequently* will help the text run more smoothly.
- If possible, the last sentence should be strong and should linger in the mind of the reader: “By the end of the afternoon, the embers had died down and I had learnt bitter lesson.”

HINTS TO ENHANCE YOUR WRITING

1. WRITE WHAT YOU KNOW ABOUT.

- Read through the topic carefully.
- Dismiss any topics you do not like, do not understand or to which you cannot relate.
- Be careful that you do not write off the topic – you will be heavily penalized for this.
- Avoid the topic if you are unsure of the format. Eg. Dialogues, diary entries or reports.
- Choose a text type and topic that suits your personality and ability.
- Be original but avoid fare-fetched, unrealistic situations.
- You may, however, be required to write an imaginative story for a particular audience.

Sample: Short Story

Selecting a Topic:

For Example:

- The Robbery
- The Day It All Changed
- Never Again!

What to include:

- An interesting exposition to inspire the reader's interest.
- Rising action which builds the story to an exciting climax.
- Two or more well-developed characters.
- A satisfying resolution to your tale.
- Error-free writing of about 600 - 800 words.

Planning:

- A graphic organizer (below) may be used to organize your writing.
- A sensory imagery organizer has been included to help you with descriptions.

The Oil Slick

The Oil Slick is a place where I play baseball with a bunch of friends. We call the field the “Oil Slick” because a boat carrying gallons of oil once sailed by. The boat sprang a leak, polluting the water around it. The Oil Slick also has a big hole in the outfield...

Randy starts the story with a detailed description of an interesting ...

My nickname is Giant. It suits me because I am the tallest player on the team... I only know the nicknames of the others on my team. They’re called Ant, Dash, Rip, Xray, Target, Eye, Animal, Uno, and Cover...

The characters’ quirky nicknames help the writer create a sense of what each one is ...

This morning, I headed out to the Oil Slick, ready to play. However, before we started, Uno held a meeting. “As you know,” he said, “there is a hole in the outfield.”

“Who can tell me why the hole is there?” There was silence until Uno spoke again. “That’s what I thought,” he said. “Some people say there’s treasure buried on this field. Somebody probably tried to dig for it, and they left that hole behind. I thought maybe we should dig, too, but then I figured that’d be stupid. It’s probably just a rumor. We wouldn’t find anything, diggin’ holes.”

Randy uses dialogue to introduce the mystery of the hole in the field—the source of the story’s conflict.

Silence again until someone shouted. “Let’s play already!” Everyone went to their positions and the game started....

Rip hit the ball and it flew past the right-fielder, Eye. Concentrating on the ball, Eye ran toward the hole. He didn’t know when to stop and he fell...

We all ran and looked down the hole. Nobody had ever bothered to really look before, and it was deep, much deeper than we thought. Hoping to find Eye, we jumped in...

When we saw what the hole truly was we forgot Eye. We had expected dirt, rocks—the usual stuff you’d find in a hole. Instead, we saw smooth walls, stretching into the distance. All this time, without ever suspecting it, we had been playing above a maze of tunnels...

We headed down the tunnel to our right... These weren’t ordinary tunnels. They had the names of famous baseball players carved right into the walls. Then, we noticed something strange. There were other, different words painted on the wall and what they said scared us all: “Your friend is here. Don’t try to find him. Or else.”

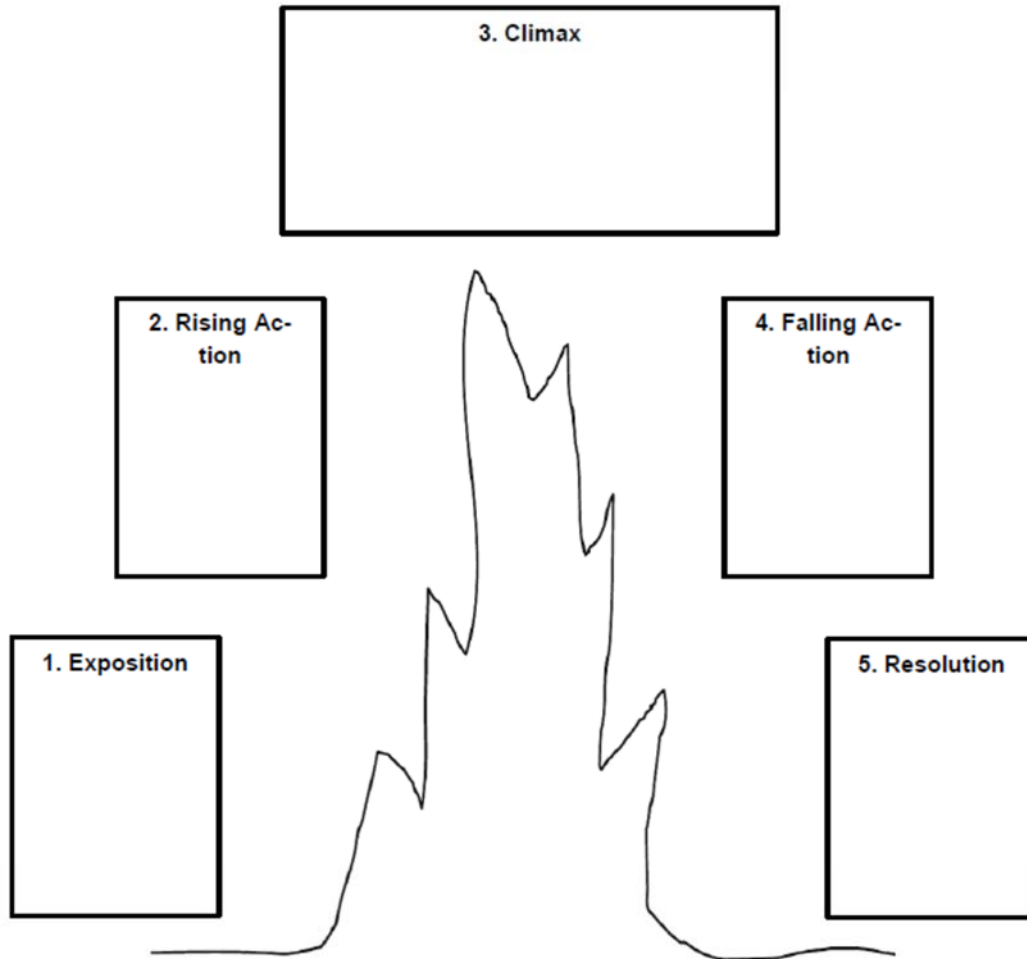
The conflict intensifies here.

We continued through the tunnels until we emerged in a room which... had a sign that said, “You Found Him” Sure enough, there was Eye, leaning against a wall. He saw us and shouted, “Go! Now!”

But it was too late. A door slammed shut and we were trapped. Then, we heard a familiar voice, You’ll saw the warnings, but you didn’t stop. Now you are trapped and the treasure is mine!” ...

Plan the plot structure and write a creative short story of 700 – 750 words which interests the reader and has an exciting climax. You must include the following things: *A campfire, a scream, and an old woman with a glass eye.* Remember to include an appropriate title. Try to create a sense of horror and suspense using the techniques you have learnt about in the story.

Plot Diagram



Recording Sensory Images Graphic Organizer

Sight	Hearing	Touch
Smell	Taste	

Make use of your graphic organizers. These are important tools in your planning.

TITLE:

American Diploma Crite- ria
/10

Word Count:

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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: CONTINUE READING ANIMAL FARM CHAPTERS 8,9,10 AND ANSWER THE QUESTIONS BELOW:

Chapter 8

1. What happens to the commandment about killing other animals?

2. Why don't the animals dispute Squealer's claims that their quality of life and productivity have improved?

3. Why do the animals prefer Mr. Pilkington to Mr. Frederick?

4. Why are the animals shocked when Napoleon sells the timber to Mr. Frederick?

5. How does Mr. Frederick betray Napoleon?

6. What happens the morning after Napoleon discovers Mr. Frederick's trick?

7. Why don't the animals initially feel victorious after the battle?

8. What is really wrong with Napoleon when the pigs report that he is dying?

9. What do the animals find when they are woken up by a loud crash?

10. What does the commandment against drinking alcohol now say?

Chapter 9

1. What is wrong with Boxer's hoof?

2. Who fathered the new piglets?

3. What new rules about the pigs are introduced?

4. What is ironic about the "Spontaneous Demonstrations"?

5. What official change is made to the government of Animal Farm?

6. What happens with Moses, the raven?

7. Why is Benjamin upset when he sees the van taking Boxer away?

8. Why can't Boxer escape from the van?

9. How does Squealer explain the lettering on the van?

10. How did the pigs afford the case of whiskey?

Chapter 10

1. What animals from the original rebellion are still on the farm?

2. What happened with the windmill?

3. What does Benjamin say about life on the farm now compared to life under Mr. Jones?

4. What does Squealer do with the sheep?

5. What do the pigs do that shocks the animals?

6. What happens to the Seven Commandments?

7. What does Mr. Pilkington say about Animal Farm?

8. What does Napoleon change the name of the farm to?

9. Why is it important that Napoleon and Mr. Pilkington both play the same card?

10. What confuses the animals as they look through the window at the pigs and the humans?
