

# Jeddah Knowledge International School



## SUMMER REVISION PACK 1 2020 - 2021 GRADE 9 GOING TO GRADE 10

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

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

## Section A: Reading Comprehension

### BILL BRYSON ON CAPRI

Read the following passage carefully, and then answer all the questions.

The writer, Bill Bryson, has just arrived in the island of Capri off the coast of Italy. Before this he has visited other cities in Italy where his experiences have not always been very pleasant.

Capri town was gorgeous, an infinitely charming little place of villas and tiny lemon groves and long views across the bay to Naples and Vesuvius. The heart of the town was a small square, the Piazza Umberto lined with cream-coloured buildings and filled with tables and wicker chairs from the cafes ranged around it. At one end, up some wide steps, stood an old church, dignified and white, and at the other was a terrace with an open view to the sea far below. I cannot recall a more beguiling place for walking. The town consisted almost entirely of a complex network of white-walled lanes and passageways, many of them barely wider than your shoulders, and all of them interconnected in a wonderfully bewildering fashion, so that I would constantly find myself returning to a spot I had departed from in an opposing direction ten minutes before. Every few yards an iron gate would be set in the wall and through it I could glimpse a white cottage in a jungle of flowery shrubs and, usually, a quarry-tiled terrace overlooking the sea. Every few yards a cross-passageway would plunge off down the hillside or a set of steps would climb half-way to the clouds to a scattering of villas high above. 14

There were no roads at all, apart from the one leading from the harbour to the town and onward to Anacapri, on the far side of the island. Everywhere else had to be got to on foot, often an arduous trek. Most of the shops lay beyond the church, up the steps from the central square, in yet another series of lanes and little squares of unutterable charm. They all had names like Gucci and Yves St Laurent, which suggested that the summertime visitors must be rich and insufferable, but mercifully most of the shops were still not open for the season, and there was no sign of the tourists who must make them prosper in the summer. 21

A few of the lanes were enclosed with the upper storeys of the houses completely covering the passageways. I followed one of these lanes as it wandered upward through the town and finally opened again to the sky in a neighbourhood where the villas began to grow larger and enjoy more spacious grounds. The path meandered and climbed, so much so that I grew breathless again and propelled myself onwards by pushing my hands against my knees, but the scenery and setting were so fabulous that I was dragged on, as if by magnets. Near the top of the hillside the path levelled out and ran through a grove of pine trees, heavy with the smell of rising sap. On one side of the path were grand villas - I couldn't imagine by what method they got the furniture there when people moved in or out - and on the other side was a giddy view of the island: white villas strewn across the hillsides, half buried in hibiscus and bougainvillea and a hundred other types of shrub. 31

It was nearly dusk. A couple of hundred yards further on the path rounded a bend through the trees and ended suddenly, breathtakingly, in a viewing platform hanging out over a precipice of rock - a little patio in the sky. It was a look-out built for the public, but I had the feeling that no one had been there for years, certainly no tourist. It was the sheerest stroke of luck that I had stumbled on it. I have never seen anything half as beautiful: on one side the town of Capri spilling down the hillside, on the other the twinkling lights of Anacapri and the houses gathered around it, and in front of me a sheer drop of - what? - 200 feet, 300 feet, to a sea of the lushest aquamarine blue, washing against outcrops of jagged rock. The sea was so far below that the sound of breaking waves reached me as the faintest

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40 of whispers. A sliver of moon brilliantly white, hung in a pale blue evening sky, a warm breeze teased my hair and everywhere there was the scent of lemon, honeysuckle and pine.

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Part 1 - Comprehension

45 1. From what we are told about the Piazza Umberto in the first paragraph of the passage, give three reasons why people might enjoy a visit there. [3]

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

50 2. Give one reason why it was not easy to go from one place to another on Capri. [2]

\_\_\_\_\_

3. Explain, using your own words, 'the upper storeys of the houses completely covering the passageways' [2]

\_\_\_\_\_

\_\_\_\_\_

55 4. Give two facts about the path mentioned in line 27 [2]

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5. Re-read the last two paragraphs of the passage, and then write a summary of what Bill Bryson saw as he climbed to the top of this path. (Write a paragraph of about 50-70 words) [5]

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6. Re-read lines 8-11. Explain, using your own words, one of the difficulties Bryson encountered as he walked through the lanes. [2]

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7. State two things you learn about the visitors mentioned in paragraph 4, and explain, in your own words, what Bryson thinks about these visitors. [4]

a. \_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

## SECTION B : WRITING A RESEARCH ESSAY

### STEPS TO FOLLOW WHEN RESEARCHING AND WRITING A RESEARCH ESSAY:

# Basic Steps to Writing a Research Paper

(Adapted from the Big Six Research Guide  
<http://www.lufkinisd.org/lhshome/library/big6write.htm>)

<b>1 - TASK DEFINITION</b>	1. Make a list of possible topics.
<b>2 - INFORMATION SEEKING STRATEGIES</b>	2. List key words relating to the topic. 3. Make a list of possible sources.
<b>3 - LOCATING AND ACCESSING THE INFORMATION</b>	4. Find the sources. 5. Find information within the sources.
<b>4 - USE OF INFORMATION</b>	6. Write a thesis statement. 7. Take notes. 8. Begin to focus on the topic. 9. Make an outline.
<b>5 - SYNTHESIS</b>	10. Write the paper. 11. Write introduction and conclusion. 12. Cite information properly. 13. Write reference list.
<b>6 - ASSESS</b>	14. Did you meet the assignment requirements?



## QUICK MLA REFERENCING GUIDE:

### Style Guide for Creating Works Cited Lists

#### Works Cited General Guidelines:

- References are cited on separate pages at the end of a manuscript, under the title, Works Cited (with no quotation marks, underlining or italicizing), centered at the top of the first page. The Works Cited list should be alphabetized by authors' last names. References are double-spaced within and between entries.
- Generally, italicize titles of books and journals, but note: some instructors prefer underlining instead of italics.

While URLs are no longer required when citing web publications, you should include a URL as supplementary information when the reader most likely cannot find the source without it, or when an instructor requires it.

This guide shows the most frequently used citation types. For other citation or style questions in MLA format, copies of the complete manuals are located at these libraries: Suzzallo, Odegaard Undergraduate, Engineering, Drama, UW Bothell, UW Tacoma and Urban Horticulture. For additional information on MLA style, contact a UW librarian at [www.lib.uwashington.edu/about/contact.html](http://www.lib.uwashington.edu/about/contact.html).

Source: *MLA Handbook for Writers of Research Papers*, 7th ed. LB2369 G53 2009.

#### Print Resources

#### Works Cited List

<i>book by a single author</i>	Castle, Gregory. <i>Modernism and the Celts</i> . New York: Cambridge UP, 2001. Print. Note: "Print" indicates the medium of publications consulted.
<i>book by two or more authors</i>	Kesley, Robert E., and O. M. Brack. <i>Samuel Johnson's Early Biographers</i> . Iowa City: U of Iowa P, 1971. Print. Note: Give the names in the same order as on the title page, not necessarily in alphabetical order. For more than three authors, you may name the first author and add "et al." or give all names in full.
<i>work in an anthology</i>	Allende, Isabel. "Toad's Mouth." Trans. Margaret Sayers Peden. <i>A Hammock beneath the Mangoes: Stories from Latin America</i> . Ed. Thomas Colchie. New York: Plume, 1992. 83-88. Print. Note: This example also shows how to indicate the translator of a work.
<i>article in a scholarly journal</i>	Vickeroy, Laurie. "The Politics of Abuse: The Traumatized Child in Toni Morrison and Marguerite Duras." <i>Mosaic</i> 29.2 (1996): 91-109. Print.
<i>article in a monthly magazine</i>	Giovannini, Joseph. "Fred and Ginger Dance in Prague." <i>Architecture</i> Feb. 1997: 52-62. Print.
<i>article in a newspaper</i>	Alston, Salem. "So, Did They Live Happily Ever After?" <i>Globe and Mail</i> [Toronto] 27 Dec. 1993: D1+. Print.
<i>article in a reference work</i>	Le Patourel, John. "Normans and Normandy." <i>Dictionary of the Middle Ages</i> . Ed. Joseph R. Strayer. 13 vols. New York: Scribner's, 1967. Print.
<i>anonymous article or book</i>	<i>Encyclopedia of Virginia</i> . New York: Somerset, 1993. Print. "The Decade of the Spy." <i>Newsweek</i> 7 Mar. 1994: 26-27. Print. Note: When a work is anonymous, alphabetize the entry by title (ignoring any initial A, An, or The).



#### Electronic Resources

#### Works Cited List

<i>website</i>	"Royal Shakespeare Company." <i>Encyclopedia Britannica Online</i> . Encyclopedia Britannica, 2009. Web. 21 July 2009. Note: No URL is required here, although it is necessary to indicate the electronic medium ("Web.")
<i>journal article from library database</i>	Collett, Anne. "Reading Kate Llewellyn's Garden." <i>Australian Literary Studies</i> 22.4 (2006): 483-504. <i>Expanded Academic ASAP</i> . Web. 16 Mar. 2007.
<i>journal article from web, with print publication data</i>	Reynolds, Robert. "The Demise of Sadness: Melancholia, Depression and Narcissism in Late Modernity." <i>Australian Humanities Review</i> 41 (2007): n.pag. <i>Australian Humanities Review</i> . Web. 15 Mar. 2009. Note: "n.pag." indicates that page numbers are inapplicable or unavailable.
<i>e-book</i>	Nesbit, Edith. <i>Ballets and Lyrics of Socialism</i> . London: The Fabian Society, 1908. <i>Victorian Women Writers Project</i> . Ed. Perry Willett. Indiana U, May 2000. Web. U. 24 July 2009. Norman, Richard. <i>The Moral Philosophers</i> . New York: Oxford UP, 1998. <i>NetLibrary</i> . Web. 23 July 2009.
<i>scholarly project</i>	Willett, Perry, ed. <i>Victorian Women Writers Project</i> . Indiana U. Apr. 2003. Web. 14 July 2009.
<i>poem</i>	Nesbit, Edith. "Marching Song." <i>Ballets and Lyrics of Socialism</i> . London: The Fabian Society, 1908. <i>Victorian Women Writers Project</i> . Ed. Perry Willett. Indiana U, May 2000. Web. 14 July 2009.

#### Citing a Web Source with No Page Numbers

If you have the option of viewing a PDF version of an article or book chapter, do it—these have the same pagination as the print version and you can cite it exactly like an article in print format.

Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, you cannot cite page numbers or use numbers associated with your printout.

If your source includes fixed page numbers or section numbering (such as numbering of paragraphs), cite the relevant numbers. For example—paragraph numbers: Moulthrop, para. 19-20. (Para. is the abbreviation for paragraphs. Common abbreviations are listed in the MLA Handbook.)

### 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.

	<b>5</b>	<b>3</b>	<b>1</b>
<b>Organization</b>	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.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	A few grammatical spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Voice</b>	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.
<b>Research (Quality of Information and Content)</b>	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.
<b>Citation (Acknowledgement of sources in paper)</b>	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.
<b>Notes/Outline</b>	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.
<b>Sources and Bibliography</b>	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.

**RESEARCH TOPIC: Exploring the origins of the horror genre:**

**Theme:** *The oldest and strongest emotion of mankind is fear, and the oldest and strongest kind of fear is fear of the unknown*--H.P. Lovecraft

**Background**

Many of the most often-studied works of literature fall into the horror genre. In fact, you cannot study Romance-era literature without the horror novel--Dracula, Dr. Jekyll and Mr. Hyde, Frankenstein, etc. Other eras tend to tell similar stories, as tales of terror tend to live on regardless of the period.

**TOPIC:** Write a research paper of 700 – 800 words on the history of the horror genre. Where and when did it originate? What are its features? Who are famous horror writers and what are their most famous works? Select one specific horror story and research its origins, author and how the author’s personal and cultural experience has impacted the story. Please include a comprehensive bibliography with correct MLA referencing.

Research paper title: \_\_\_\_\_

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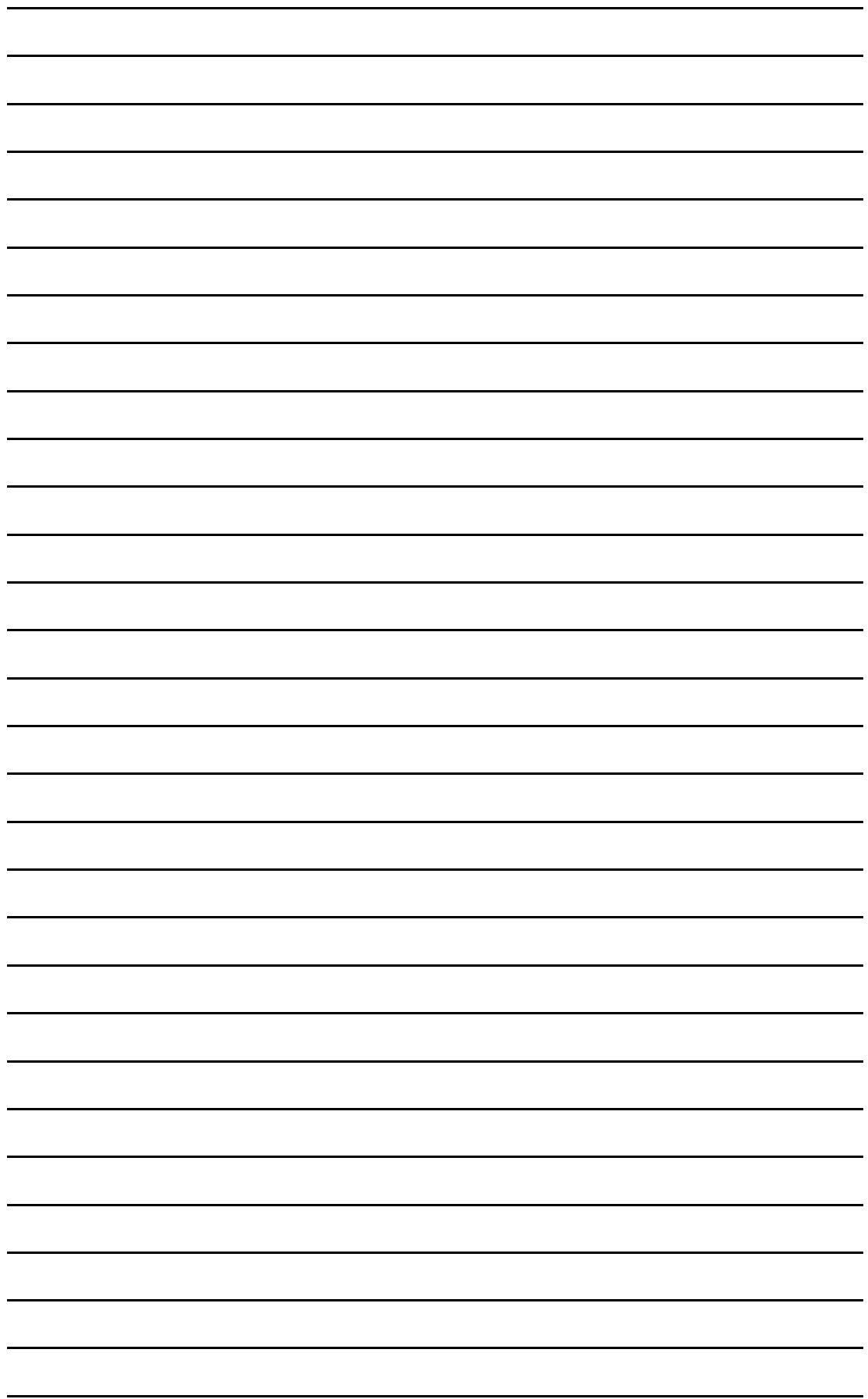
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### American Diploma Marking Criteria

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