Jeddah Knowledge International School

SUMMER Revision Pack 3
2020 - 2021
Grade 9 going to grade 10

Name: _____

Section: _____

Section A: Reading Comprehension

LOST TO THE WORLD

It is the cruelest of nature's diseases. Nancy Reagan has admitted how difficult it was watching her husband, the former President of the United States, destroyed by Alzheimer's disease.

Now the story of novelist, Iris Murdock, who died in 1999 after a painful battle with the disease, is coming to the big screen. Anyone who has read Murdoch's books can imagine how frustrated, bewildered, frightened and *vulnerable* she must have felt as she *succumbed* to Alzheimer's disease, no longer able to feed or dress herself, let alone write.

Sadly, more and more people are suffering from the disorder – which is characterized by memory loss, depression, *disorientation*, and the *deterioration* of bodily functions. Experts predict that the number of Alzheimer's patients worldwide could jump to 14 million by 2050 unless researchers can find a way to delay or prevent its onset.

Put simply, Alzheimer's is the *culmination* of different kinds of damage to the brain, causing tangles and plaques that kill brain cells, and eventually blocking the chemical messages that relay information. Although there are genetic factors that may contribute to this damage, researchers have also linked the disease with smoking, the cold sore virus, head injuries, furred arteries, stroke, high blood pressure, and diabetes.

The disease was first observed by Dr. Alois Alzheimer, a psychiatrist, who recorded the tragic decline of a 51-year old woman known as Auguste D,, his patient at the University of Frankfurt Hospital from 1901 to 1906. According to his 32-page file of notes, Auguste's first symptom was *irrational* jealousy towards her husband after he took a walk with a woman neighbour. She had trouble cooking meals and dealing with money and then began ringing neighbours' doorbells. Gradually, Auguste became *paranoid* and anxious. She spent four years in bed, crying daily and answering "Auguste" to every question put to her. She progressed into memory loss, *dementia* and finally death. Dr. Alzheimer found microscopic fibres clogging the brain cells after her death.

For years, the disorder was poorly understood and patients were often misdiagnosed or dismissed as *neurotic*. In the 1960's the actress Rita Hayworth became the victim of rumours that she was an alcoholic when she began to find it difficult to remember her lines. She began to suffer memory lapses, flashes of temper and often spent the entire night screaming. She was soon unable to take care of herself and three years later it was officially announced that she was suffering not from alcoholism but from Alzheimer's disease.

Since then, scientists have completed hundreds of studies trying to identify the genetic and environmental causes of the disease. The results are far from conclusive, but they have observed that protection from the disease seems to be *deferred* by staying mentally active in old age, hormone replacement therapy, non-steroidal anti-inflammatory drugs, the Parkinson's disease drug, selegiline and vitamin E.

Studies carried out by Dr. David Snowdon of the University of Kentucky in America have shown that tangles and plaque on their own are not enough to cause the disease.

Dr. Snowdon believes that while plaques are essential for the development of Alzheimer's disease, something else is required to *trigger* the disease. His team found that strokes – even one or two small ones- can increase the risk of developing the disease by up to twenty times.

Others believe *inflammation* may *hold the key*. Boxers, for instance, have countless plaques and tangles in their brains. Scientists have found that Alzheimer's plaques are *riddled* with the same cells as those that occur after a head injury.

Doctors advise that by avoiding cigarettes and following a healthy lifestyle that includes a good diet and exercise, you will reduce your risk of a stroke and subsequent brain damage.

LOST TO THE WORLD – (ALZHEIMER'S DISEASE)

A1. Name three people mentioned in the article who have died of Alzheimer's disease.   [3]

a. _____ b. _____ c. _____

2. Why would seeing someone suffer from Alzheimer's be distressing for loved ones?   [1]

_____

_____

3. What are the four main characteristics of the disease?   [2]

a. _____ b. _____

c. _____ d. _____

4. In simple terms, what is Alzheimer's disease?   [1]

_____

5. What other factors may be linked with the disease? (Name 4)   [2]

a. _____ b. _____

c. _____ d. _____

6. What were Rita Hayworth's symptoms when she was misdiagnosed? (Name 3)   [3]

a. _____

b. _____

c. _____

7. What measures can one take to protect oneself from the disease? (Name 4)   [2]

a. _____

b. _____

c. _____

d. _____

8. Name two factors that can trigger the disease.   [1]

a. _____ b. _____

B. WRITE A SUMMARY DETAILING THE GENERAL CAUSE, POSSIBLE CAUSES AND EFFECTS OF ALZHEIMERS. (About 80 words)

WRITING SECTION:

Elements of Narrative Writing:

- **SETTING:** This is the time and place when the story happens. For instance, the story *takes place* in the morning, in the winter, in 1985 (TIME). The story *takes place* in a living room, in a park, in Paris, France (PLACE).

- **CHARACTERS:** This means the people who speak in the story and are not real people.

- **SITUATION:** The events or life conditions for the characters as the story is starting. (For example, a war is going on, or a character has just lost his job.)

- **PLOT:** The series of events which happen in the story.

- **CONFLICT:** A fight between two characters. A character can also fight with his own ideas about what to do next!

- **SUSPENSE:** Unanswered questions (for the reader) which make you continue to read the story!

- **CLIMAX:** The point of greatest suspense. Usually there is a big fight. We find out who is the "winner", and the suspense ends.

- **OUTCOME:** The situation for all the characters at the end of the story.

- **THEME:** The author's message or reason for writing the story. This idea is not usually said in the story. You can guess it based on what happens to the characters. An example of a theme would be, "If you are mean to your parents, your children will be mean to you." OR… "If you steal, your life will not become happier."

Literary Techniques:

- **CONSTRAST:** two things are interesting because they are opposites. For example, a handsome boy and an ugly boy, or a beautiful new car and an old, damaged car.

- **SURPRISE:** a totally unexpected event happens which makes the story interesting

- **SYMBOLISM:** an object represents an idea. For example, a rose represents love. Authors make up symbols in their stories!

- **IRONY:** This is based on surprise. It is about opposites. Here are some types of irony:
    1. **Dramatic irony** – The reader knows a character's secret, but another character doesn't know that secret.
    2. **Situational irony** – The location doesn't match what is happening there. For example, a beautiful day at the beach, but a bear comes and eats the happy people sleeping there in the afternoon. We thought the beach was SAFE!
    3. **Verbal irony** -- When a character or the author says something, but means the opposite. For example, "He was a clean man. He always took a bath once a year."

- **FORESHADOWING:** when the author gives a "hint" about a surprise which will come later come in the story.

- **POINT OF VIEW:** when the story is told through the eyes of a particular person.

- **NARRATOR:** the person who is "I" in the story (= telling the story).
  1st person narrator
  3rd person narrator

- **AUTHOR'S TECHNIQUES:**

- **PLOT DEVELOPMENT:**
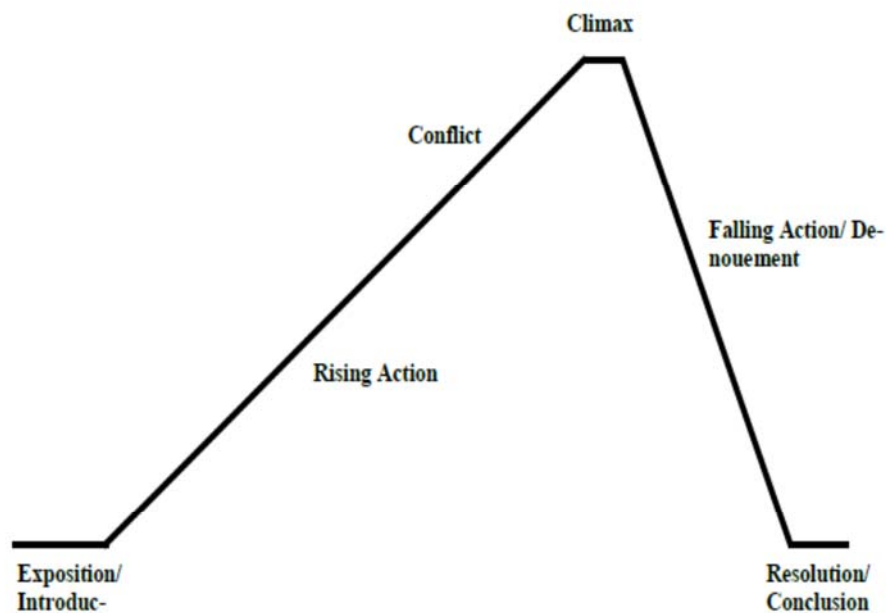
A short story must have a good introduction, rising action, climax, falling action and conclusion.

The introduction must show the setting: In this part of the story, the author must set the mood of the story (the atmosphere or feeling). To do this, the author must use **sensory description** to show the reader the smell, sights, taste, feel and sound of a place.

Example:

20.   *Her shadow was shaky behind a slight flame stemming from a candle she carried. The still night air was suddenly filled with the screeching of the ambulance sirens. The pungent smell of smoke was everywhere. Hot, salty tears were falling on my cheeks and spreading to my neck.*

Dialogue:

Dialogue is when you let the reader listen in on a conversation between your characters. Just as every stranger you stop on a street corner will answer your question in a different way, every character involved in a dialogue will have a slightly different speaking style.

Rules of Dialogue:

1. Use quotation marks to open and close quotations.
2. Use punctuation inside these quotation marks.
3. Start a new line every time you have a new speaker.
4. Use words other than 'said'- (ask, shout, cried, questioned) etc.
5. Use adverbs to show feeling (quietly, worriedly, and jokingly).

Example:

"It's been a real day for expectations. Where were you? I've been waiting here for an hour. You didn't leave a note or—"

"I wasn't planning on going anywhere." Anna replied, shortly.

"I can see that. Where's your coat?" Denise asked.

"I left the house in a hurry. I… um… my mother…"

"The hospital reached you? God, I'm sorry. That's why—"

"The hospital?" Anna questioned, in shock and confusion.

"They called me when they couldn't get you."

"I don't understand."

"Your mother. You said —"Denise stuttered, frantically.

Foreshadowing:

Foreshadowing (fore means ahead and a shadow is a glimpse of something without all the details) is when the author lays around hints and clues as to what will happen in the future. What devices can be used in foreshadowing? Changes in the weather can be used to hint at coming good or bad.

A prime example of foreshadowing is found in the children's story *Little Red Riding Hood*. Before Little Red Riding Hood leaves to take her grandmother some food, she is told by her mother to go straight to and from her grandmother's house. She is told not to talk to any strangers in the woods and she is told to watch out for the big, bad wolf. The fact that her mother warned her to not talk to strangers and to watch out for the wolf is a clue as to what lies ahead.

Write an 800 - 900 word story in which foreshadowing is used. Place hints in the first part of the story about some event that will take place later on. In the second part of the story, fulfil what was foretold. Use weather, warnings from other people, suspicious items or descriptive to create your clues!

Graphic Organizer: *Use this to plan your story*

- Fill in each part of the story map.
- Use the story map to guide your writing.

Title	
Main Characters Descriptions:	
Other Characters Descriptions:	
Conflict	
Setting	
Rising Action **Event 1**	
Event 2	
Event 3	
Climax	
Falling Action	
Resolution	

Title

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American Diploma Crite-ria		Word Count:	
/10			

American Diploma Marking Criteria

Score 9 - 10: Excellent	➤ 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	➤ 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	➤ 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	➤ 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	➤ 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: Unsatisfactory	➤ 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.