

# Jeddah Knowledge International School



**SUMMER REVISION PACK 2**

**2020 – 2021**

**GRADE 6 GOING TO GRADE 7**

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

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

## **Section A: Reading Comprehension**

Read the following passage then answer the questions that follow:

### **History of the Pencil**

Pencils are found everywhere... except a sharpened one when you need it! As pencils are so useful and so commonly used in daily life, they are taken for granted. And yet, it is a fact that pencils are one of the greatest inventions of all times.

The history of the pencil starts with a thunderstorm. After a violent storm struck the Lake District in north-west England in the sixteenth century, the local people discovered a large uprooted tree. Under the tree was an unknown black substance. This rock-like substance broke easily, was slightly shiny and smooth to the touch and it left a black mark on the hands of all those who touched it.

At first, the local farmers used the newly discovered substance to mark their sheep. Other people quickly realised that they could use it to write on paper. However, it was messy and soft. To use it with paper, people wrapped a thin stick of the substance in stiff sheepskin or rope. Later, people called this substance 'graphite'.

The Italians were the first to invent a wooden covering to hold a thin stick of graphite firmly in place to make writing easy. Italian craftsmen hollowed out two small pieces of wood and then they placed the stick of graphite in one of the hollows. They then glued the two pieces of wood together. When dry, it formed what today we know as a pencil. The Germans developed this idea further. In fact, the first mass-produced pencils were produced in Nuremberg, Germany, in 1662.

The first mass-produced pencils were not painted, to show off the high-quality wood covering. But by the 1890s, many pencil makers started painting pencils and printing brand names on them. There is an interesting story about how the familiar yellow pencil came to be. Pencils have been painted yellow ever since the 1890s. And that bright colour is not just so you can find them on your desk more easily! During the 1800s, the best graphite in the world came from China.

Pencil makers wanted a special way to tell people that their pencils contained Chinese graphite. In China, the colour yellow is associated with royalty and respect. Pencil makers began painting their pencils bright yellow to suggest this "royal" feeling and association with China. However, nowadays, yellow pencils have become very common and they do not remind us of kings and queens.

*Adapted from an article by Edwin Drummond and text from <http://www.pencils.com>*

## Questions:

Read “History of the Pencil” which is on a separate sheet, and then answer the following questions.

1. Underline the correct answer in Questions a and b. (1 mark)

a) The passage is about

- i) a sharpened pencil.
- ii) a terrible storm.
- iii) the making of a pencil.
- iv) a yellow pencil.

b) A pencil is considered to be (1 mark)

- i) of great use.
- ii) out of fashion.
- iii) printed always with a brand name.
- iv) made in China only.

2. List THREE important things which happened as a result of the violent storm in England. (3 marks)

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

3. Write down the FOUR words in the passage which describe the black substance. (2 marks)

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

4. What was the name given to the black substance? (1 mark)

\_\_\_\_\_

5. List TWO uses of graphite as described in the passage. (2 marks)

a) \_\_\_\_\_

b) \_\_\_\_\_

6. Continue the sentence below with words from the passage. (2 marks)

So as not to dirty their hands when writing on paper, people \_\_\_\_\_

7. Describe how the pencil is formed by referring to lines 14-16. (1½ marks)

\_\_\_\_\_

8. What do the following words refer to in the passage? (2 ½ marks)

a) one (line 2) \_\_\_\_\_

b) it (line 8) \_\_\_\_\_

c) their (line 10) \_\_\_\_\_

d) They (line 16) \_\_\_\_\_

e) their (line 23) \_\_\_\_\_

9. Find a word in the passage which means the same as: (2 marks)

a) easy to find (para 1) \_\_\_\_\_

b) below (para 2) \_\_\_\_\_

c) stuck (para 4) \_\_\_\_\_

d) produced in big numbers (para 5) \_\_\_\_\_

10. List TWO reasons why pencils were painted yellow. (2 marks)

a) \_\_\_\_\_

b) \_\_\_\_\_

**TOTAL: \_\_\_ / 20**

## WRITING SECTION:

# Review

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## HOW TO WRITE A REVIEW

A review is a description of a live performance, an art show community event or an evaluation of a TV show, movie you have watched, a computer game you have played, a website or a book you have read.

- Reviews are helpful because they inform the reader about the movie or book they may be interested in.
- Often a review will influence people by telling them a little bit about the story **WITHOUT** telling them everything. (You must **NEVER** give away the ending.)
- While it is important to tell the storyline, do so briefly!
- Choose the main events which take place – **NOT** every detail
- Use **DESCRIPTIVE** words to describe the movie or book (interesting, boring, adventurous, exciting, confusing, thrilling etc.).
- Your opinion – Why did you like/dislike it?
- What was your favorite part? And why?
- If you could change something what would it be and why?
- Did you like the character/s?
- Your recommendation: Would you recommend seeing the movie or reading the book? Who would you recommend see it/read it?
- Would it be of particular interest to a specific group of people? (Explain: I would recommend this movie to all Australians because it deals with issues which are central to the heart of all of us).
- What type of language does it use? Does it use technical language, complex language or colloquial (everyday) language? By discussing the level of language used it will help the viewers or readers decide whether they will be able to understand and enjoy the movie/book.

**FILM REVIEW PLANNING GUIDE:**

Title: \_\_\_\_\_

Director: \_\_\_\_\_

Audience you are writing for: \_\_\_\_\_

**Main characters and the actors that played them:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Opinions/comments:** (e.g. *Director Gary Ross has created a quirky tale*)

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**Brief Plot Analysis:**

*Do not reveal the ending or give a recount of the whole film.*

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**Analysis of key aspects of the film:** (*Paragraph minimum for each area*)

**Theme/Plot:**

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**Genre:**

What type of Fantasy and why?

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**Characters:**

Choose one or two characters to look at in depth. *Hint: choose ones that polarize the audience e.g. love or hate them.*

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**Film Features:**

Costumes, sound/music, lighting, special effects, cinematography, framing, shots and camera angles.

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**Rating:**



Remember your review must be informative and entertaining!

**Task:**

Review a new movie. Your essay must be **350 – 400 words**.

As a guideline remember to use your **planning guide** to make sure that you include all of the necessary elements in your essay.

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**(Title)**

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Lined writing area with 28 horizontal lines for text input.

Number of words: \_\_\_\_\_

## 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>