

Jeddah Knowledge International School



SUMMER REVISION PACK 1

2020 - 2021

GRADE 8 GOING TO GRADE 9

Name: _____

Section: _____

Section A: Reading Comprehension

Name _____
Date _____

• Reading Comprehension Assessment

Directions: Read the passage. Then answer the questions below.

Summer Rain

The worst days of any summer are the rainy ones. We spend all year looking forward to nice weather and long, hot days. All of winter, with its dreary gray days and bitter cold, we dream of those endless days at the beach, laying on the sand and soaking in the bright and burning sun. And then, summer comes, and it rains.

As a child, I would wake up to rainy summer days and come close to crying. It wasn't fair. We suffered through months of school and miserable weather for those scant ten weeks of freedom and balmy weather. Any day that I could not spend at the beach or playing ball with my friends seemed like a punishment for something I didn't even do.

On those rainy summer days, I had nothing fun to do and could only sit inside, staring out at the rain like a Dickensian orphan. I was an only child, so there was no one else to play with. My father worked from home, so I was not truly alone, but he could not actively play with me since he was technically at work. It was those days that I would resign myself to whatever was on television or any books that I could find lying around. I'd crawl through the day and pray each night that the rain would not be there the next day.

As an adult, though, my opinion of summer rain has changed. When you have to work every day, summer is not as eagerly anticipated. Mostly, the days run together, bleeding into each other so that they no longer seem like separate entities and instead feel like continuations of the same long day. Everything seems monotonous and dull, and an ennui or listlessness kicks in. Such a mindset makes you cheer for anything new or different. I spend the winter dreaming of summer and the summer dreaming of winter. When summer comes, I complain about how hot it is. And then I look forward to the rain, because the rain brings with it a cold front, which offers a **reprieve**—admittedly one that is all too short—from the torture of 100° and humid days. Rainy days are still the worst days of the summer, but summer rain today means positively beautiful—and considerably cooler—weather tomorrow.



- 1) The passage makes use of language that is
 - A. metaphorical
 - B. rhetorical
 - C. formal
 - D. ambiguous

- 2) According to the passage, summer is different for adults because
 - A. rain brings with it cold temperatures for the following days
 - B. the weather is much warmer than it is for children
 - C. they do not get a long time off from work for the season
 - D. they better know how to occupy their downtime

- 3) According to the passage, which of the following is a true statement about the narrator as a child?
 - A. He or she was often bored on summer days.
 - B. He or she preferred cooler weather.
 - C. He or she liked staying indoors.
 - D. He or she had no siblings.

WRITING SECTION: THE 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>)

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

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>	Kelley, 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): 482-504. <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.

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

Section C: Literature

ANIMAL FARM – written by George Orwell

This is a link to the novel: <https://www.openrightslibrary.com/animal-farm-ebook/>

Background information on George Orwell

George Orwell is the pen name of Eric Arthur Blair, born in 1903 in Motihari, Bengal, India, during the time of the British colonial rule. Young Orwell was brought to England by his mother and educated in Henley and Sussex at schools. The Orwell family was not wealthy, and, in reading Orwell's personal essays about his childhood, readers can easily see that his formative years were less than satisfying. However, the young Orwell had a gift for writing, which he recognized at the age of just five or six. Orwell's first published work, the poem "Awake Young Men of England," was printed in the *Henley and South Oxfordshire Standard* when he was eleven years old.

Orwell attended Eton College. As literature was not an accepted subject for boys at the time, Orwell studied the master writers and began to develop his own writing style. At Eton, he came into contact with liberalist and socialist ideals, and it was here that his initial political views were formed.

Orwell's writing career spanned nearly seventeen years. Ironically, although Orwell didn't consider himself a novelist, he wrote two of the most important literary masterpieces of the 20th century: *Animal Farm* and *1984*. While these are the most famous novels of his career, his memoirs, other novels, and essential work as an essayist all contribute to the body of work that makes up important twentieth century literature.

Background & Historical Information

Novel Structure

To convey his political message, Orwell employs the literary forms of **allegory**, **satire**, and **fable**. An **allegory** is a story that can be read on two distinct levels. **Characters and events in an allegory represent something else**, and are used by the writer to convey a moral or philosophical message. Many of the characters in *Animal Farm* represent political leaders of the Russian Revolution. As an allegory the story represents the Russian Revolution, the early Soviet Union, and attempts by the Western Allies to overthrow it.

A **satire** uses ridicule to make certain people, events, or institutions appear foolish. Surprising ironic reversals enhances the satiric nature of the novel. Orwell makes extensive use of dramatic, verbal, and situational irony.

A **fable** is a brief, often humorous, tale that presents a moral or message. As in the familiar Aesop's Fables, the characters in the *Animal Farm* are animals whose thoughts and behaviors mirror those of human beings. Orwell satirizes political conspiracies and human responses to them. By using animals as characters, Orwell creates a detachment that allows the readers to see the issues in a new light.

HISTORICAL CONTEXT

Russian Revolution of 1917:

The Russian Revolution of 1917 was a political movement in Russia that climaxed in 1917 with the overthrow of the Provisional Government as a result of communism. **Communism** is when the government controls everything, and everything is equally distributed to the people. Overall, it is a dictatorship. However, the people of Russia did not feel as if they were being treated fairly, thus a revolution erupted.

General Causes of the Revolution:

- The economic causes of the Russian Revolution were based largely on Czar Nicholas's mismanagement and decision to go to war with Japan.
- Over fifteen million men joined the army, which left an insufficient number of workers in the factories and on the farms.
- The result was widespread shortages of food and materials. Factory workers had to endure terrible working conditions, including twelve to fourteen hour days and low wages.
- Many riots and strikes for better conditions and higher wages broke out. Although some factories agreed to the requests for higher wages, wartime inflation nullified the increase. There was one protest to which Czar Nicholas responded with violence; in response, industrial workers went on strike and effectively paralyzed the railway and transportation networks.
- Overall, Nicholas's failure to solve his country's economic suffering and communism's promise to do just that comprised the core of the Revolution.

Russian Leaders that various animals in the novel will represent:

1. **Czar Nicholas II**- When Czar Nicholas II began his reign in 1894, Russia was buzzing with ideas of a new government. The peasants grew tired of the labor imposed on them, and the discontentment among factory workers also increased. Czar II ruled at a time that would have been challenging for anyone. **Unfortunately, he was not a strong ruler.** He refused to institute the reforms desired by the people. He made the disastrous decision to go to war with Japan, thus Russia suffered humiliating defeats. The result? The Russian Revolution of 1917.

2. **Karl Marx**- Marx and his associate, Frederick Engels, were both active in various revolutionary groups and together worked out the theory and tactics of Communism, thus Marx "invented" Communism. He died before the Revolution began.

3. **Leon Trotsky**- In 1905 Trotsky returned to Russia, where he participated in the first Russian Revolution. However, He and several other individuals were soon arrested, and after a trial, they were deported.

4. **Joseph Stalin**- Stalin gained control of the Soviet Union shortly after Trotsky was deported. He disliked and opposed Trotsky's beliefs. Stalin was known to be a horrible public speaker who did not follow Marx's ideas on Communism. Also, he would literally kill for power. People became scared of him and his beliefs, so as a result, they followed his ideas out of fright.

INTRODUCTION TO THE NOVEL:

Animal Farm, began as a tract with a political motive. Farmer Jones's Manor Farm is an Orwellian Lilliput, satirising the pretensions of the Russian Revolution of 1917 and its prompt corruption by a new, more ruthless power elite than even the Czarist regime under Ivan the Terrible.

Manor Farm was once owned by aristocrats – lords of the manor. Hence its name. Before the 'Rebellion' it has become the property of a gentleman farmer, who is in fact, a drunken, unsophisticated brute, lower, morally, than the animals he owns and exploits.

The clever pigs make the political analysis that the animals slave, and are harvested, for the sole benefit of their owner. What right has Jones to exploit them, their labour and their very flesh on his table? They draw up a political code – 'Animalism' (ch. 2). Its slogans are 'All Animals Are Equal' (ch. 2) and 'Four Legs Good, Two Legs Bad' (ch. 3).

The pigs mastermind a successful uprising, calling it a 'Rebellion'. After much bloodshed the animals take over the farm. Power then has its universal effect. Having ruthlessly secured their leadership, the pigs install a totalitarian state, complete with canine police, thought control, liquidation and purges. They reserve for themselves creature comforts and owners' privileges.

For the lower animals, life is, if anything, even harder than it was under Jones:

"But if there were hardships to be borne, they were partly offset by the fact that life nowadays had a greater dignity than it had had before. There were more songs, more speeches, more processions. Napoleon had commanded that once a week there should be held something called a Spontaneous Demonstration, the object of which was to celebrate the struggles and triumphs of Animal Farm". (ch. 9)

In the fable's controversial conclusion, the pigs – now owners of a highly profitable enterprise (for them and their dogs) – make peace with their 'fellow' human farmers. The animals look, in perplexity, through the windows of the farm-house:

"The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which". (ch. 10)

The new guiding slogan for the future of the farm is: "All Animals Are Equal But Some Animals Are More Equal Than Others" (ch. 10).

READ THE NOVEL AND ANSWER THE CONTEXTUAL QUESTIONS

CHAPTER 1:

1. Where does this story take place?

- A. At a zoo.
- B. On a farm.
- C. In a city.

2. How do the animals feel about Major?

- A. The animals make fun of Major
- B. The animals ignore Major.

C. The animals respect Major.

3. Major describes the current life of animals as

- A. Happy.
- B. Miserable.
- C. Unimportant.

4. Who does Major say is responsible for the animals' condition?

- A. Pigs.
- B. Human beings.
- C. Cows.

5. What does Major mean when he says "no animal escapes the cruel knife"?

- A. The farmer will kill all the animals.
- B. Knives are dangerous.
- C. Animals are slow.

6. Why did the animals wait for Mr. Jones to go to bed?

7. Who or what did Mr. Jones shoot his gun at? Why?

8. Major uses the phrase "produce of our labour" several times. What are some examples of produce of the animals' labour?

9. When will the revolution which Major speaks about happen?

10. What solution does Major suggest to solve the animals' problems?

CHAPTER 2:

1. What effect did Major's speech have on the more intelligent animals?

- A. They began to write more songs.
- B. They looked at life in a very different way.
- C. They decided to stop working.

2. Which animals begin teaching the others?

- A. The pigs.
- B. The cows.
- C. The horses.

3. Why did the cows break into the storehouse?

- A. They wanted more air.
- B. Mr. Jones asked them to.
- C. They were hungry.

4. What didn't Mr. Jones do?

- A. Pay his bills.
- B. Feed the animals.
- C. Read the newspaper.

5. What did the animals do to Mr. Jones and his men?

- A. Had a party for them.
- B. Locked them in the house.
- C. Kicked them off of the farm.

6. What do the animals destroy?

- A. The straw that they ate.
- B. The farmhouse where the Joneses lived.
- C. Things that remind them of Mr. Jones' power.

7. Why does Snowball tell Mollie she cannot wear ribbons?

- A. Ribbons symbolize slavery.
- B. Ribbons are bad for a horse's health.
- C. All the ribbons were taken by Jones and his wife.

8. What did Squealer do that was so convincing to the other animals?

- A. Move his tail.
- B. Use pictures and diagrams.
- C. Talk very loudly.

9. Which animal leaves the farm with the humans?

- A. Bluebell the dog.
- B. Moses the raven.
- C. Benjamin the donkey.

10. What impressed the animals about the Jones' house?

- A. There was beer in the cellar.
- B. It was so clean.
- C. The luxury.

11. What ability do the pigs "reveal" that they have?

- A. They can fly.
- B. They can read and write.
- C. They can play piano.

12. What does Orwell mean when he says Squealer can "turn black into white"?

- A. Squealer is a good painter.
- B. Squealer is good at magic.
- C. Squealer is good at speaking.

13. Why is it difficult for the pigs to convince the animals of the principles of Animalism?

14. What are some of the animals' objections to Animalism?

15. What did the animals remember the morning after the Rebellion? How did they react?

CHAPTER 3:

1. What was the problem with the farm tools?

- A. They were broken.
- B. They were made for human hands.
- C. The animals had burned them.

2. Why did Boxer ask the cockerels to call him a half-hour earlier in the morning?

- A. It takes him a long time to get ready.
- B. He is a heavy sleeper.
- C. He wanted to do more work.

3. Snowball's committees and programs were not very successful except for which one?

- A. Egg Production Committee.
- B. Clean Tails League.
- C. Reading and writing classes.

4. Why did the animals enjoy their food more?

- A. The animals produced it for themselves.
- B. Muriel is a better cook than Mr. Jones.
- C. They were able to drink milk with their meals.

5. Where do you find the pictures of a hoof and horn?

- A. On the barn.
- B. On the sign for the farm.
- C. On the new flag.

6. Who enjoyed the slogan "Four legs good, two legs bad," the most?

- A. The Sheep.
- B. Boxer.
- C. Muriel.

7. Who takes the puppies away for an education?

- A. Boxer.
- B. Napoleon.
- C. Snowball.

8. What happened to the milk and apples?

- A. The pigs took them to eat.
- B. The sheep took them to sell.
- C. Mr. Jones destroyed them.

9. What does Squealer say to make the animals afraid?

- A. If the pigs aren't healthy, Mr. Jones will come back.
- B. If the animals don't work hard, they will be hungry.
- C. If the animals eat the milk and apples, they will get sick.

10. What are Boxer's strong points?

11. Who did the most speaking in the Sunday meetings?

12. Who could never agree in the Sunday meetings?

13. Why do you think the cat joined the Re- Education Committee?

14. Why did Snowball summarize the Seven Commandments into "Four legs good, two legs bad"?

15. Where did the new puppies go? Why did they go?

IXL GRAMMAR PRACTICE:

PLEASE COMPLETE THE FOLLOWING IXL GRADE 8 TOPICS:

The following grammar exercises from IXL need to be completed for ALL 3 Summer Packs. Please ensure that you complete the IXL prior to 02 August after which the IXL will switch to the next grade level.

1. BB5 Identify and correct errors with plural and possessive nouns
2. GG3 Identify and correct inappropriate shifts in verb tense
3. HH9 Well, better, best, badly, worse, and worst