

OPEN SCHOOL BC

English 10 Introduction Assignment

This assignment is intended to familiarize you with some of the basic concepts and skills related to English 10. This is the first meaningful assignment for English 10, so complete it with care.

Student Name: _____ Student No. _____
Address: _____ Date: _____
_____ Postal Code: _____

Complete the following English 10 Assignment independently and return it to your teacher based on the instructions provided by your school. No external resources are required to complete this assignment.

There are three parts to this assignment:

Part A: Critical Reading	5 marks
Part B: Non-fiction	19 marks
Part C: Fiction	19 marks
Total:	43 marks

Contents: 13 pages
19 multiple-choice questions
2 written-response questions
Assignment length: 2 hours

English 10: Introduction Assignment

Part A Critical Reading

5 Marks

Suggested time: 10 minutes

Identify each of the following statements as either a fact or an opinion.

1. The benefits of animal testing over other types of research are obvious.
 - a. fact
 - b. opinion ()
2. An author often develops atmosphere by the way he/she describes setting.
 - a. fact
 - b. opinion ()
3. It is always a good idea to do a thought web before writing.
 - a. fact
 - b. opinion ()
4. Propaganda is a technique that has been employed in numerous countries.
 - a. fact
 - b. opinion ()
5. In a study conducted by three independent organizations, researchers found that over-exposure to UV-B rays causes sunburn.
 - a. fact
 - b. opinion ()

Part B Non-fiction

19 Marks

Suggested time: 50 minutes

Instructions: Read the non-fiction article, “The Ideas that Shape Scientific Theories.” Then, complete the multiple-choice questions and the written-response question that follow.

Context statement: Many scientists and astronomers have made important contributions to western science over the centuries. The following article focuses on some of these scientists and their contributions.

The Ideas that Shape Scientific Theories

Planetary Theories

Planetary theories seek to explain how our universe works. Scientists are continually testing existing theories to see if they accurately explain how the world around us works.

There have been many scientists, mathematicians, and astronomers who have made significant contributions to the study of astronomy¹ in western science over the centuries. Three such people are Claudius Ptolemy, Nicolaus Copernicus, and Johannes Kepler. Outside of western science, many other people around the world have also made advances in astronomy.

Ptolemy’s Perfect Circles

Claudius Ptolemy was a geometrical astronomer who lived around 140 AD. Based on Aristotle’s philosophy of a geocentric (earth-centred) universe, Ptolemy built a specific mathematical model of the universe. He used geometry to explain the positions and movement of the celestial bodies in the sky.

Ptolemy’s model was based on the idea that the moon, sun, planets, and stars moved around the earth in a series of circular orbits².

⁵ Ptolemy’s theory, however, didn’t answer the question about what the planets, sun, and stars are, and why they move so strangely. Over time, more and more accurate measurements were made, and additional corrections

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1. astronomy – the scientific study of celestial objects (e.g., planets, stars, galaxies, comets)
 2. orbit – the path an object makes around another object under the influence of a force like gravity

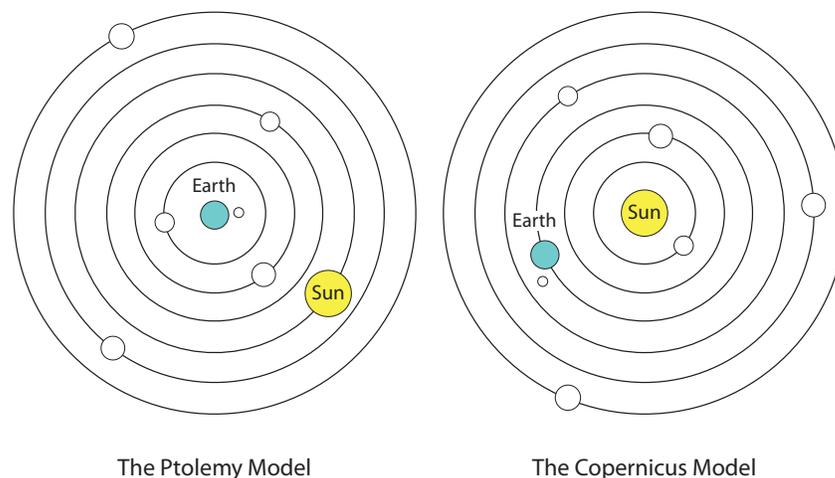
had to be made to his theory. Despite these weaknesses, Ptolemy's theory remained the primary theory for the study of astronomy for over one thousand years.

Copernicus Defies Geocentrism

Niclas Kopernik (Nicolaus Copernicus) (1473–1543) is considered the founder of the heliocentric (sun-centred) planetary theory. By this time, Ptolemy's theory had been adjusted repeatedly to fit new planetary observations and measurements. A new theory was needed. Copernicus proposed a new theory, which was simpler and proved to be more accurate. His theory placed the sun at the centre of the solar system, with all of the planets (including Earth) revolving around it in circular orbits.

To deny Earth's position at the centre of the universe was unheard of in his time, and Copernicus was very cautious about publishing his theory. He did not publish his theory until the year he died.

Figure 1



Kepler Rejects the Circles

Johannes Kepler (1571–1630) was a mathematician and a follower of Copernicus' heliocentric theory. His mathematical calculations led him to propose that the planetary orbits were elliptical, not circular. This change led to far more accurate predictions of the positions of the planets than any previous theory could produce. He also proposed that the sun influences the speed of the planets. This was to become the foundation for Isaac Newton's gravitational theories.

Improving Theories

The descriptions you have just read show how scientific theories change over time. Scientists adjust and change theories as they discover new information

and evidence. The theories that fit the observable data best are the theories that last.

- ¹⁰ New theories are extremely valuable because they ignite curiosity and lead to the development of other related theories.

Case Study—An Ancient Astronomer

Aryabhatta, born in 476 CE in what is now the Indian state of Kerala, was perhaps the most celebrated Indian mathematician of his time. When he was 23 years old, Aryabhatta wrote an advanced astronomy and mathematics text called *Aryabhattiya*.

Some of his achievements in astronomy include:

- ◆ calculating the circumference of the Earth (and getting very close to the accepted value of today)
- ◆ calculating the length of one year to be 365 days, 6 hours, 12 minutes, and 30 seconds (only a few minutes longer than our current accepted value)
- ◆ proposing a heliocentric (sun-centred) planetary theory (more than a thousand years before Copernicus)
- ◆ inferring that the orbits of the planets were ellipses
- ◆ proposing that the Earth rotates on its axis
- ◆ accurately explaining both solar and lunar eclipses

Since his text was not translated into Latin until the 13th century, it had very little influence on European astronomy. European astronomers reached many of the same conclusions independently. Aryabhatta's lack of influence in Europe should not lessen the importance of the contributions he made to the study of mathematics and astronomy.

6. Which of the following statements best defines the word heliocentric?
- a. The sun is a stationary object.
 - b. The earth is the centre of the universe.
 - c. Heavenly objects revolve around the sun.
 - d. The planets and sun revolve in a circular orbit. ()
7. Which ideas did Ptolemy contribute?
- a. geocentric, circular orbits
 - b. geocentric, elliptical orbits
 - c. heliocentric, circular orbits
 - d. heliocentric, elliptical orbits ()

8. With which statement would Kepler most likely agree?
- a. The sun revolves around the earth in a circular orbit.
 - b. The earth revolves around the sun in a circular orbit.
 - c. The earth revolves around the sun in an elliptical orbit.
 - d. The sun revolves around the earth in an elliptical orbit. ()
9. Which astronomer took the biggest risk in publishing his theories?
- a. Kepler
 - b. Ptolemy
 - c. Aryabhata
 - d. Copernicus ()
10. With which model in Figure 1 would Aryabhata most likely agree?
- a. the Ptolemy model
 - b. the Copernicus model ()
11. Which statement best illustrates the main idea of the passage?
- a. Aryabhata's theories were unknown in the west for many years.
 - b. Theories change as scientists discover new information and evidence.
 - c. Ptolemy's primary theory is the most important because it lasted the longest.
 - d. European astronomers have made the most important contributions to science. ()
12. Which word best describes the purpose of this article?
- a. inform
 - b. amuse
 - c. criticize
 - d. entertain ()

Written Response: Writing a Summary (12 marks)

13. In a well-developed paragraph of approximately 125 words, write a summary of the article.

Tips for writing:

- ◆ use your own words
- ◆ don't copy or quote from the article
- ◆ focus on main ideas
- ◆ check your work

Organization and Planning

Use this space to plan your ideas before writing the response.
This area **will not** be marked.

Part C Fiction

19 Marks

Suggested time: 60 minutes

Instructions: Read the story, “It was the Strangest Thing.” Then, complete the multiple-choice questions and the written-response question that follow.

It Was The Strangest Thing

It was the strangest thing. One minute he was standing by the ocean with his sister Stacy arguing about what they were going to do that morning, and the next minute there was no ocean. The water drained out of the bay so fast it was like somebody took an invisible straw and sucked it up in one big gulp.

Where there was water, pink coral reefs now gleamed in the sun. Fish flailed on dark, wet sand.

“Hey, Jason, is that weird or what?” Stacy said.

It was weird, but he was too angry to agree. Day three of their family holiday in Thailand and he was already tired of his ten-year-old sister tagging along. He was fifteen; he wanted to have his own kind of fun. Without her.

⁵ Just as he was about to crack a joke about her being the weird one, Jason saw the wave. It was a wall of frothing, angry water and it was coming right for them.

For a second, he couldn’t move...or even breathe. Everything seemed to slow down. A monstrous roar filled the air. He heard screams. Then the mist hit his cheeks and his adrenalin kicked in. He grabbed Stacy’s hand. “Run fast!” he yelled, yanking her up the hill towards the hotel. Their mom and dad were at the top, gesturing frantically for them to hurry.

They didn’t get very far. The wave picked them up and smashed them against the wall of the hotel restaurant. Jason gripped Stacy’s hand tighter than he’d ever gripped anything in his life. It didn’t matter. The water flung them apart like they were nothing more than paper dolls. Jason went one way, she went the other.

“Jason!” Stacy cried. Her face was white with terror; she lunged for him. “Help!”

He tried to reach her but the water sucked him under. He hadn’t taken a breath and his lungs felt squashed, like there was a semi-trailer sitting on top of them. He wondered if he was going to die.

¹⁰ No, he thought. He had too much living left to do!

The answer gave him the strength to fight his way to the top. Clothes and chairs and bits of debris swirled on the surface of the water. A watch and wallet sailed by. He hardly noticed. He was looking for Stacy. For his mom or dad. Jason didn't know where they were, which way they'd gone.

Panicked, he tried to swim, but the water was in control. It carried him around the side of the hotel to the lobby. Glass shattered, people screamed. A piece of counter smashed into his arm. The pain was so bad he almost passed out. He felt himself being pushed through the hotel to the parking lot. There were people everywhere, but no parents. No Stacy.

Then, just before his tears started, he heard her call. "Jason, I'm here!" Stacy had grabbed hold of a palm tree and climbed to the top.

It took them a long time, but they finally made it up the hill away from the water. His parents made it too. They were all scraped and battered, but they were alive.

¹⁵ Since that happened, Jason has never felt the same way about life. Or about little sisters. He's certain now that both are gifts. If anyone thinks that's corny, he'd just tell them to try living through a tsunami, and then talk to him.

14. At the beginning of the story, which quote best describes how Jason feels about his sister?

- a. "he was standing by the ocean with his sister" (paragraph 1)
- b. "he was too angry to agree" (paragraph 4)
- c. "he was already tired of his ten-year-old sister tagging along" (paragraph 4)
- d. "he was about to crack a joke about her being the weird one" (paragraph 5) ()

15. Which action completes the sequence?



- a. Jason is injured
- b. Stacy follows Jason around
- c. Jason and Stacy make it up the hill
- d. Jason and Stacy's parents call for them ()

16. Which word **best** describes Jason’s emotion in “No, he thought. He had too much living left to do!” (paragraph 10)?
- a. fear
 - b. anger
 - c. bitterness
 - d. loneliness ()
17. What is the meaning of the word “tsunami” (paragraph 15)?
- a. empty bay
 - b. Thailand holiday
 - c. tropical palm tree
 - d. powerful ocean wave ()
18. Which statement is most likely to make Jason angry?
- a. Family bonds are important.
 - b. We learn from our experiences.
 - c. Make sure you focus on yourself.
 - d. Don’t take life events so seriously. ()
19. Which word **best** describes the mood of this story?
- a. quiet
 - b. depressing
 - c. suspenseful
 - d. light-hearted ()
20. Which phrase could **best** be used an alternate title for this story?
- a. Terror in Thailand
 - b. Swimming Lessons
 - c. Little Sisters are Annoying
 - d. Jason’s Boring Family Vacation ()

Written Response: Writing an Expository Paragraph (12 marks)

21. In a well-developed paragraph of approximately 125 words, explain how Jason's character changes over the course of the story.

Questions to consider:

- ◆ Why has Jason's character changed?
- ◆ What did he learn or come to understand?

Tips for writing:

- ◆ have a good topic sentence
- ◆ explain yourself clearly
- ◆ check your work

Organization and Planning

Use this space to plan your ideas before writing the response.
This area **will not** be marked.

/5 Part A: Critical Reading
/19 Part B: Non-fiction
/19 Part C: Fiction

/43 Total

If time permits, please reread your work
and add your initials below:

I REREAD MY WORK:

Student's Initials: _____

Writing Rubric

6

Ideas are fully developed and supported. Accomplishes the purpose with some originality, individuality or maturity. Effective word choice and sentence variety. Voice and tone engage the audience throughout. Structure is logical and the writing as a whole may appear effortless. Errors are not distracting.

5

Ideas are well-developed and supported. Has a clear sense of purpose. Appropriate word choice and sentence variety. Voice and tone generally engage the audience. Structure is logical and the writing demonstrates control. Errors are not distracting.

4

Ideas are generally straightforward and clear, with some support and sense of purpose. Basic vocabulary, some sentence variety. Attempts to engage the audience, but lacks a consistent voice. Structure may be formulaic. Errors generally do not impede meaning.

3

Ideas are often listed or developed unevenly, with little support or sense of purpose. Limited vocabulary and sentence variety. Lacks a sense of audience and voice. Structure may be weak. Errors may distract and impede meaning.

2

Ideas are often broad generalizations with little support, and no clear purpose. Colloquial vocabulary, weak sentence structure. Writing reflects little understanding of language conventions. Inappropriate tone or language for audience. Structure may seem illogical. Frequent noticeable errors interfere with meaning.

1

Ideas are not developed. Has no discernible purpose. May be too brief to accomplish the task. Lacks structure. Frequent serious errors.

0

No attempt to address the topic or is a restatement of the topic.

Note: This is a first-draft response and should be assessed as such. The use of paragraph structure should be assessed holistically with reference to the clarity of organization and expression. The connection to the topic may be explicit or implicit.

This scoring rubric is derived from the BC Performance Standards for Impromptu Writing.