

OPEN SCHOOL BC

## English 11

# Introduction Assignment

This assignment is intended to familiarize you with some of the basic concepts and skills related to English 11. This is the first meaningful assignment for English 11, so complete it with care.

**Student Name** \_\_\_\_\_

**Student No.** \_\_\_\_\_ **Date** \_\_\_\_\_

**Address** \_\_\_\_\_ **Postal Code** \_\_\_\_\_

\_\_\_\_\_

Complete the following English 11 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: Grammar	8 marks
Part B: The Paragraph	21 marks
Part C: Informational Text	21 marks
<b>Total:</b>	<b>50 marks</b>

**Contents:**

30 pages

**Assignment time:**

3 hours

**Before you start, read these important tips.**

1. Read each question carefully before answering.
2. Answer all questions to the best of your ability.
3. Take your time. Check your work before handing in the assignment.
4. Write neatly and check your spelling.

# English 11 Introduction Assignment

## Part A: Grammar

### Common Errors

The most common sentence error English 11 students make is writing run-on sentences. The second most common error is writing sentence fragments.

#### Run-On Sentences

A run-on sentence is a sentence that contains too many ideas. Sometimes the sentence needs punctuation to make it into a compound sentence, and sometimes it is best to break it into more than one sentence.

Two sub-types of the run-on sentence are *and-splices* and *comma-splices*.

#### The And-splice

An *and-splice* is formed by inserting *and* between main clauses that should be separate.

#### Examples:

When I was at Sammy's house there was a fire next door and the fire engine came and it was really big and boy did it make a lot of noise.

Deal the cards to the other players in order starting at the dealer's left and make sure that everybody has a pencil and paper for scoring.

#### Corrections:

When I was at Sammy's house, there was a fire next door. The fire engine came. It was really big and noisy.

Make sure that everybody has a pencil and paper for scoring. Then deal the cards to the other players in order, starting at the dealer's left.

## The comma-splice

A *comma-splice* is formed by inserting a comma between main clauses that should be separate.

### Examples:

When I was at Sammy's house there was a fire next door, the fire engine came, it was really big, boy did it make a lot of noise.

Deal the cards to the other players in order starting at the dealer's left, make sure that everybody has a pencil and paper for scoring.

These would be correctly expressed in the same way as the *and-splices* were corrected.

## Sentence Fragments

A *sentence fragment* is a sentence that is missing either a subject or a predicate. Sometimes this occurs when the writer has one complete sentence and then adds a fragment of additional information. For example, "It was a good party. Great music." Although "great music" adds useful information, it isn't a sentence because it doesn't include a predicate. A grammatically correct version would be, "It was a good party. The music was great, too."

A fragment is usually considered a mistake. Sometimes, however, skilled writers use sentence fragments to achieve particular effects in speeches or creative writing. For example: "Ah, the sentence! On the surface of it, so simple."

## MARKS

## Part A Assignment: Grammar

### Instructions

The following paragraph contains *and-splices*, *comma-splices*, and *run-on sentences*. Correct the errors and make sure the first word of each sentence starts with a capital letter. (8 marks)

writing essays can be frustrating and there are always so many other important things to do first i'd like to sharpen my pencil and maybe i should change my printer cartridge. it would be terrible to run out of ink in the middle of printing something. both of these activities just take time, and both of them just have to be pushed away into a back corner of my mind. suddenly i think that i'd like a snack, surely there isn't any harm in getting something to eat! however, i can't do that, a snack would lead to a phone call a phone call would lead to a visit. suddenly the afternoon would be gone, i would not have touched my essay.

### Part A

#### Evaluation Guidelines

#### Marks

Deduct 1 mark for each error not corrected.

/8

**Total Marks**

/8

## Part B: The Paragraph

In English 11 you are required to write self-contained paragraphs and short multi-paragraph compositions. There's no time like the present to make sure you understand the basics of writing these paragraphs.

### The Functions of a Paragraph

There are basically two functions for paragraphs that a Grade 11 student might write.

#### The Serial Paragraph

A multi-paragraph composition deals with a large topic supported by a number of ideas. A *serial paragraph* is a major building block in this type of composition.

Serial paragraphs connect to those before and after, much as Lego blocks connect to each other. Serial paragraphs do not have conclusions; instead, they have a transition linked to the next paragraph.

#### The Self-Contained Paragraph

A *self-contained paragraph* conveys information about a specific topic with a narrow focus. A self-contained paragraph—complete on its own, rather than part of a longer composition—requires a concluding sentence.

#### Example

In Shakespeare's *Romeo and Juliet*, the Capulets are quarrelsome, right from the beginning of the story. When Samson and Gregory see Montague servants approaching, they go on the offensive. Samson tells his partner to "quarrel" with the Montagues, and Gregory replies that he will "frown as I pass by," obviously in the hope of getting a fight started. Samson continues that he will bite his thumb at the Montagues, which is an insult in fifteenth-century Verona, and Abraham (a Montague servant) takes the bait, asking if Samson is biting his thumb "at us, sir?" The conversation rapidly degenerates, leading to Samson's challenge, "Draw, if you be men!" At this point, the swordplay begins. Samson, who was spoiling for a fight, has succeeded in starting one. The Capulets are the aggressors whose nasty attitude continues throughout the play.

Here are some points that help to conceptualize a self-contained paragraph's structure:

The **topic** is “what the paragraph is about.” Usually it occurs in the first sentence of the paragraph, which is called the **topic sentence**. All of the statements in the paragraph must connect to, and support, this topic sentence.

The easiest way to structure a paragraph is to begin with a topic sentence. Remember this when writing examinations or in other situations requiring a 100–250-word tightly focused written answer, not just in English 11 and 12, but in all subjects.

The remaining sentences, called the **supporting sentences**, supply the details. Usually, these details will be reasons that show why the topic sentence is true. Often, a paragraph about a work of literature will include one quotation from that work for each supporting sentence.

## Writing a Paragraph: The Seven-Step Solution

Writing a self-contained paragraph that persuades or explains requires some prewriting, just as in earlier English courses. You will now review an example of the seven-step solution.

This paragraph will be a persuasive piece of writing that asks the reader to adopt the viewpoint of the author. Seven steps are involved.

### Step One: Find a Topic

The suggested topic will deal with some skill that every North American teen should develop in order to be a complete person. For demonstration purposes, the skill will be riding a bicycle, but the student doing this should pick a skill that reflects personal convictions.

## Step Two: Brainstorm Ideas

Once a topic has been identified, it's necessary to brainstorm. One way is simply to jot down ideas, which might look like the following:

### bike riding:

- fresh air
- exercise
- get out of metal and glass cocoon
- economical transport
- no emissions
- cheap to buy compared to a car
- more personal
- easier on environment
- cuts down on need to build roads

## Step Three: Make an Organized List

From here, one goes to an organized list:

### Advantages of bike riding:

- personal include fresh air, exercise, healthier
- inexpensive to buy, inexpensive to operate, doesn't need expensive freeways
- easy on environment—no emissions, industries that build don't pollute as much because smaller scale than auto factories

## Step Four: Write the Topic Sentence

The topic sentence of a self-contained paragraph summarizes what the author is going to tell the reader about the topic. It also has to capture the reader's interest so firmly that it's difficult to stop reading.

All Canadian teens should ride a bicycle for everyday transportation, both for their benefit and for the good of the environment.



Avoid starting topic sentences by stating directly what you will talk about. Let the piece speak for itself.

**Avoid**

- My topic for this paragraph is to show you how the British nearly lost the Battle of the Plains of Abraham.
- In this composition I am going to tell you about my best friend who goes to the same school I do. His name is Jiv Sandhu, and he is a good athlete.
- A retired politician by the name of Pierre Trudeau died and I am going to tell you why he is important.

**Instead**

Here is a set of improvements on the three sentences above:

- The British should have lost the Battle of the Plains of Abraham, by all the rules of war.
- My friend Jiv is a magician with a basketball, a wizard on the soccer field, and in every sense of the word my best friend.
- “Just watch me!” is a phrase that rang in the memory of every middle-aged Canadian watching the funeral of Pierre Elliot Trudeau.

Each of these improved topic sentences describes the writer’s attitude towards the topic of the paragraph and gains the reader’s interest. After reading any of these, the reader should be interested in reading the rest of the composition.

### Step 5: Provide the Evidence

Now it's time to persuade readers that the main idea is a good one, which they should adopt. They need specific reasons, with details and examples why they should adopt the viewpoint stated in the topic sentence. A list of specifics drawn from the brainstorm serves as the basis for these reasons.

#### Example

Riding a bicycle has these benefits:

1. personal rewards include exercise in the fresh air
2. a cardiovascular workout at no extra charge
3. inexpensive to acquire
4. inexpensive to operate
5. inexpensive roads to drive on, not costly freeways
6. easy on environment—no omissions, built by relatively low-pollution industries

### Step Six: Write the First Draft

Now that the topic has been limited to a main idea and the topic sentence is written, you are ready to prepare the first draft.

#### Example

All Canadian teens should ride a bicycle for everyday transportation, both for their benefit and for the good of the environment. An important personal benefit is the chance to get daily exercise in the fresh air, which includes a cardiovascular workout at no extra charge. *Why pay a health studio for a chance to huff and puff on an indoor stair climber, when a brisk five-mile bicycle ride will yield the same benefits?* Also, bicycles are inherently easy on the pocketbook, unless the everyday rider chooses to make a statement by buying something far more upscale than everyday transportation patterns require. Financial benefits include low operating costs. *How many miles per gallon of gas does a bicycle yield? A greater than infinite amount, because bicycles use neither gas nor oil.* Admittedly, tires wear or go flat, and brakes need adjusting, but the cost of bicycle operation is nothing like that of operating a car. An overriding benefit, as well, is that bicycle riders are saving the environment for their old age and for their children. A bicycle has no emissions (except for a little rubber scuffed off its tires), and manufacturing it does not require mega-sized industrial plants with *belching stacks that load the atmosphere with greenhouse gasses*. Clearly, the personal and environmental benefits of riding a bicycle far outweigh the inconveniences for the socially conscious youth of today.

The italicized sections are the specific examples, often with visual images, that support the ideas of the paragraph.

**Step Seven: Write the Clincher or Conclusion**

The last sentence, or clincher, echoes and restates the topic sentence.

This paragraph, if treated as a template for single-focus persuasive/ expository writing, will see a student right through grade twelve into first-year university courses.

MARKS

Part B Assignment: The Paragraph

Using the Seven-Step Solution, write a 200-word paragraph.

Step One: Find a Topic

Write a paragraph on a topic of your choice. One suggestion is to discuss a skill that every North American teen should develop in order to be a complete person (e.g., knitting, car repair, peer counselling, etc). Pick a skill that reflects your personal convictions.

Topic:

Step 2: Brainstorm Ideas

Jot down ideas in support of your topic. These should be messy and unorganized, as they are random thoughts.

**MARKS**

### Step 3: Make an Organized List

Organize your brainstorm ideas into a coherent, logically arranged list.

[illegible]

### Step 4: Write the Topic Sentence

Write an opening sentence that encapsulates what your paragraph will be about.

## Step 5: Provide the Evidence

Provide the evidence that will convince the readers that your main idea is a good one, which they should adopt. Use specific reasons, with details and examples to prove your points.

**MARKS**

## Step 6: Write the First Draft

Develop each of the points from Step 3 into sentences that support your topic sentence.

[illegible]

**MARKS**

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write a final, or clincher, sentence that echoes and restates the topic sentence.

Edit your draft, and then write a clean final copy.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**MARKS**

[illegible]

## INTRODUCTION ASSIGNMENT

### MARKS

Include your brainstorming notes, your organised list, your first draft, and your final draft.

#### Part B

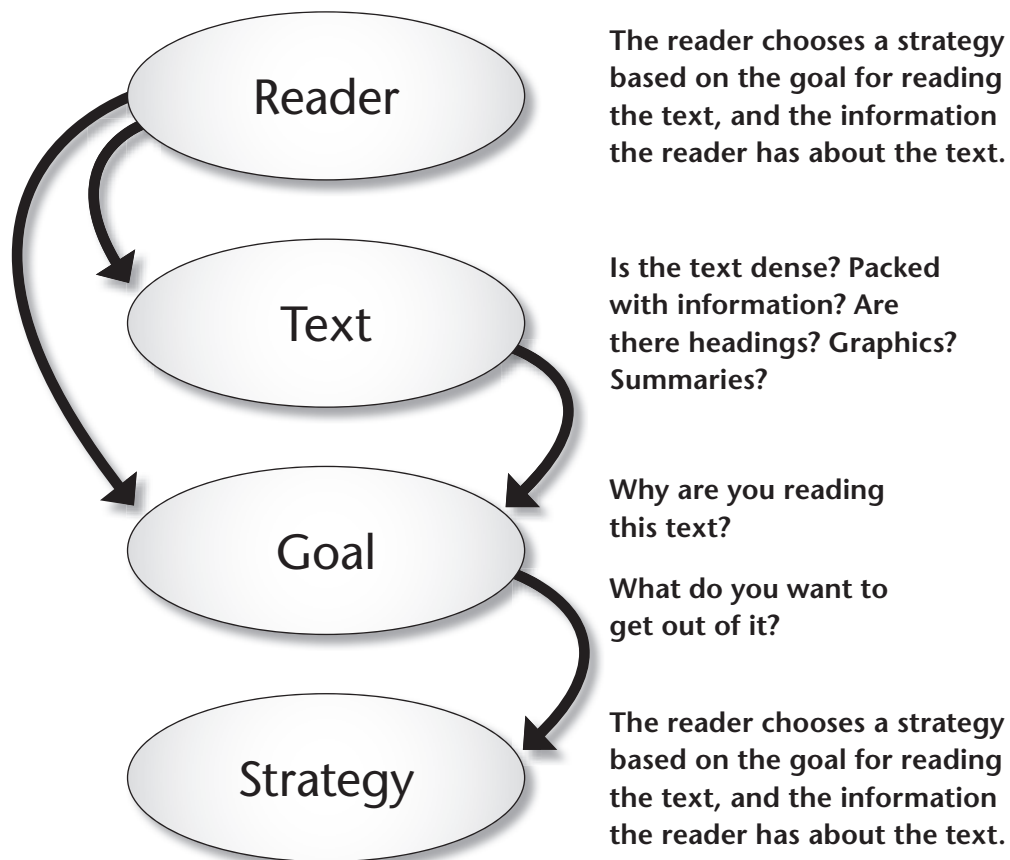
Evaluation Guidelines	Marks
Brainstorm	/3
Organized list	/3
“Messy” first draft	/3
Final or good copy	/12
<b>Total Marks</b>	<b>/21</b>

## Part C: Informational Text

An **informational text** is a work of non-fiction that you read not for entertainment, but to get information about a topic. Informational text includes, but is not limited to:

- newspaper articles
- blogs
- magazines,
- charts and graphs
- pamphlets
- posters

Just like you need a strong skeletal system to hold yourself up, you need a strong framework for reading these texts to get the “whole” and unbiased picture.



No matter what form the information comes in, some things stay the same.

You as a reader will have a goal in reading the text, and in order to get what you need or want out of the experience, you'll need some reading strategies. These strategies make up the framework for reading that you can use whether you're reading a friend's blog and want to make a smart comment, or you're reading a table of statistics in order to get information for a research report. You will learn a number of reading strategies in English 11, but following are a few to get you started.

### **Strategy #1: Set the scene.**

- Limit your distractions.
- Keep a pen and paper with you.
- Read titles, subheadings, and items in dark print first.
- Ask yourself what stands out.
- Look at illustrations or graphics.

**Strategy #2: Be an active reader.**

Being an active reader is an important skill when you are completing any course. The better your reading skills are, the more likely you are to process and retain the course material or informational text.

Use the following three Stages of Reading to become more active in your reading process.

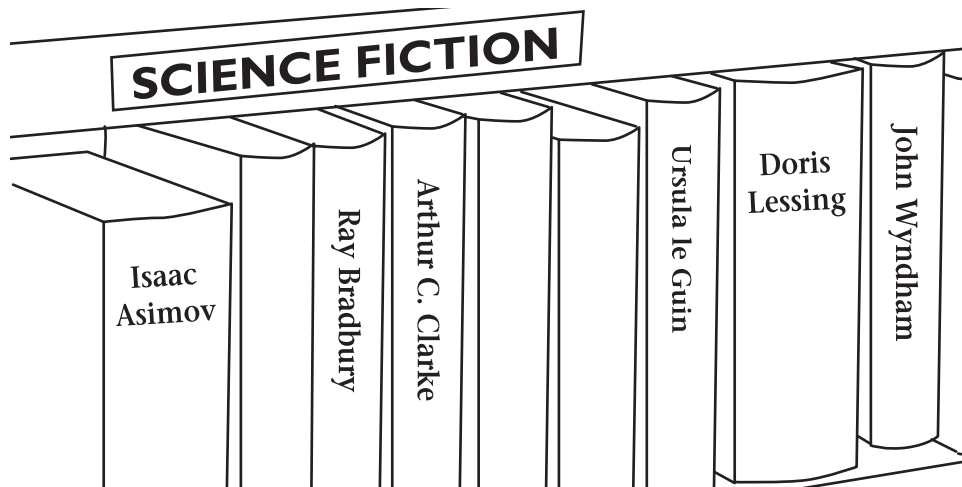
Stage	Action	Skill
Before you read	Think about why you are reading, what you already know, and what you think the text might be about.	Predicting
While you read	Think about what you've learned so far and what you will learn as you continue to read.	Predicting
	What questions do you still have?	Questioning
After you read	Think about what you've read, making connections to yourself, the world around you, and whatever work/assignment you might now have to complete.	Reflecting and connecting

You will learn more reading strategies as you complete English 11, but test these two strategies as you read the article, "The History of Speculative Fiction."

## Part C Assignment: Informational Text

**Instructions:** Using the “Set the Scene” and “Stages of Reading” strategies, read the following article and answer the questions.

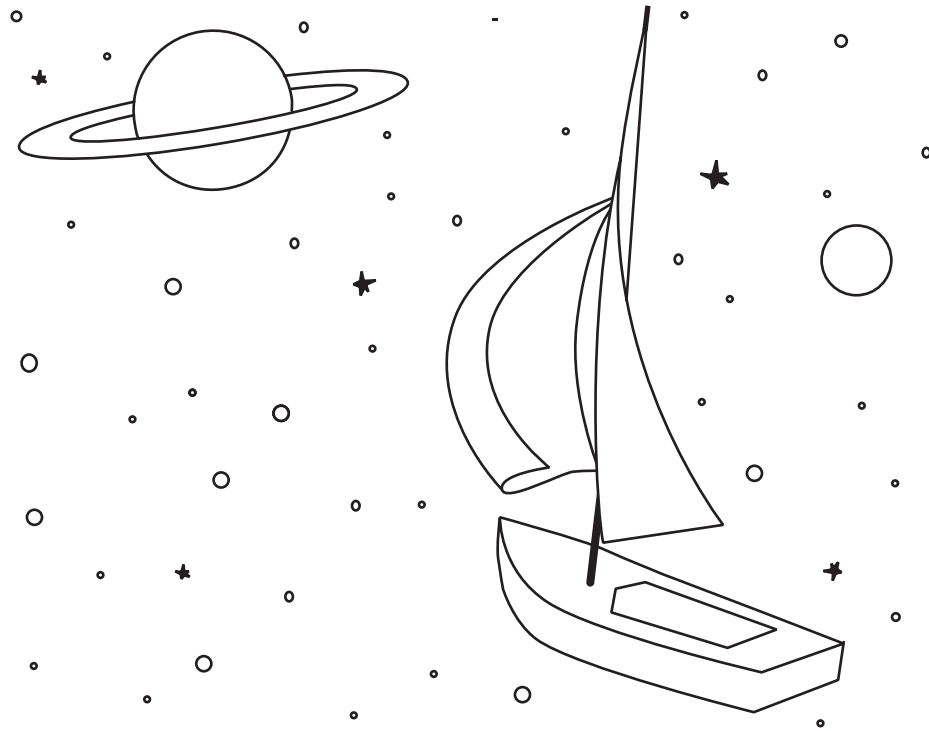
### The History of Speculative Fiction



- 1 You may have browsed through the Science Fiction section of a bookstore, library, or video store. Speculative fiction (or science fiction, as it is often called) is one of the most popular forms of literature today. But what exactly is speculative fiction?
- 2 **Speculative fiction** is a term that refers to the stories, novels, plays, and movies which use science or technology as the basis for imagining a possible future or alternative reality. It is literature that imagines (“speculates”) the effect of scientific and technological advances on human beings. Speculative fiction asks the question, “What if . . . ?”

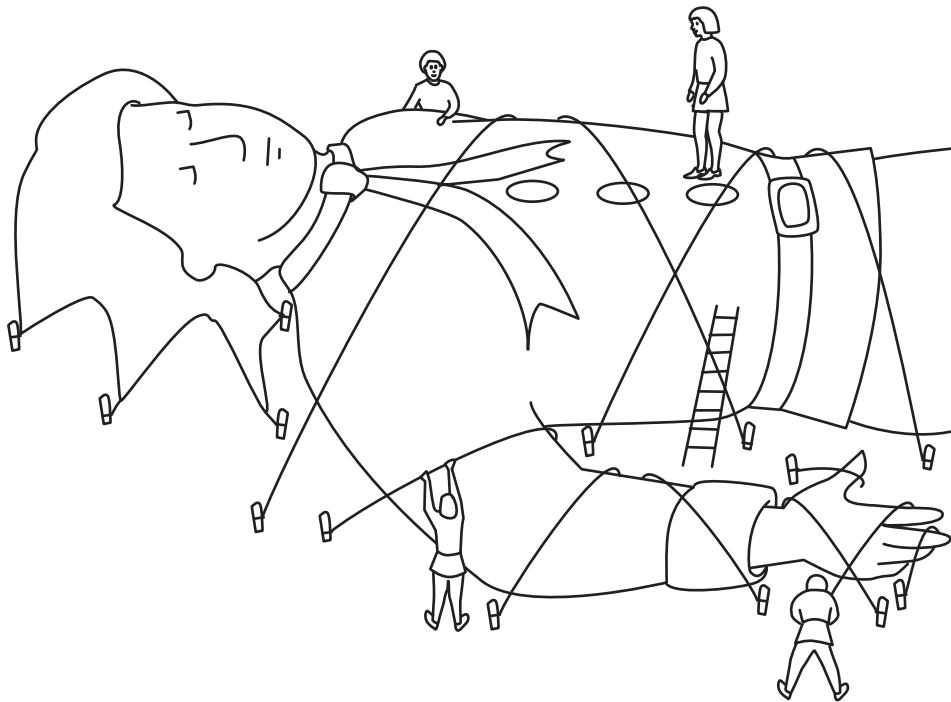
#### Roots of Speculative Fiction

- 3 Looking back in time, we can see the roots of speculative fiction as early as the 2<sup>nd</sup> century A.D., when the Greek writer, Lucian, described the voyage of a Greek ship to the moon. In his story, the kings of the sun and moon are at war. When the inhabitants of the moon surrender, the two kings establish a colony on Venus 9 (the morning star), which the Greek travellers visit. Lucian’s story is called *A True History*, and although its scientific basis is not very realistic—the Greeks travel through space in an ordinary shilling ship—it includes elements which appear repeatedly in later science fiction: space travel and extraterrestrial life.



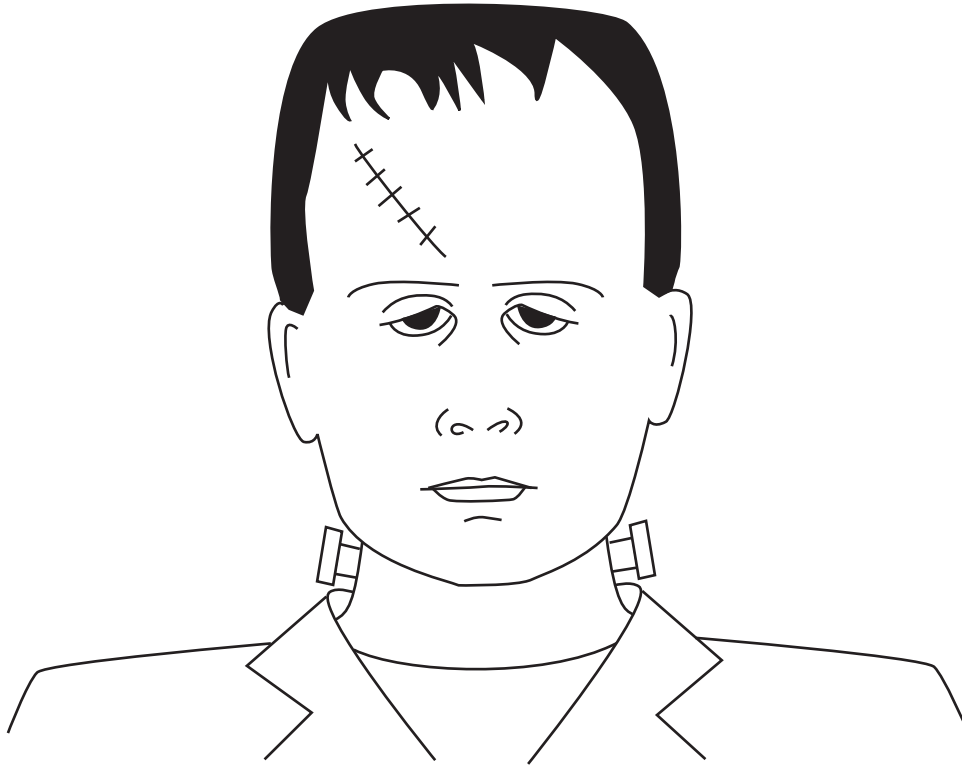
- 4 Utopias, ideal communities or societies, are also popular elements of speculative fiction. Another famous ancient Greek writer, Plato, writing his *Republic* in the 4th century B.C., imagined the first ideal society. Sir Thomas More, when he wrote *Utopia* in 1515, describing his idea of an orderly and wisely ruled society, first used the word itself.
- 5 Johannes Kepler was a famous German mathematician, astrologer, and astronomer who is now known not only for his scientific work but also for his writing *Somnium* (Dream), which was published in 1634, four years after his death. In this story, which is set as a dream, the protagonist travels to the moon where he describes in detail the extremes of heat and cold, the lunar landscape, and the living things that live their short lives in the lunar environment. Kepler set an example for later writers to base their speculative writing upon their own scientific knowledge.
- 6 In 1647, a French writer, Cyrano de Bergerac, also wrote a story that involved a trip to the moon, where people used inventions like light bulbs and tape recorders. Over the centuries, speculative fiction writers have amazed their readers with similar descriptions of devices that came into common use much later. Later, de Bergerac wrote a story about a trip to the sun, in which he presented outlandish explanations for why the sun's heat does not burn, how the inhabitants of the sun grow from the ground, etc. These two books were published together as *Other Worlds*.

- 7 *Other Worlds* was not only written for entertainment, however. Cyrano de Bergerac's works were written as satires. He was ridiculing his contemporaries (people who lived at his time in his society) through his stories, just as the later satirist, Jonathan Swift, was doing in *Gulliver's Travels*, written in 1726. Swift's story tells of the voyages of the main character, Gulliver, to strange lands inhabited by huge giants, miniature people, civilized horses, and a wild race called Yahoos. One of the most famous works of English literature, *Gulliver's Travels* sold 10 000 copies within its first three weeks and has continued to be an incredibly popular book ever since. Several film and TV versions of this story have been made. *Gulliver's Travels* joined many other books in the genre which was originally called "imaginary voyages." Swift's writing had an influence on many later writers and satirists, including George Orwell, the author of *Animal Farm*.



- 8 *Frankenstein*, written by Mary Shelley in 1818, is well-known as a horror story, but is also considered one of the earliest science fiction novels, since it dealt with the scientific/medical advance of human transplants. Shelley raised the important issue of scientist wielding too much control over nature.

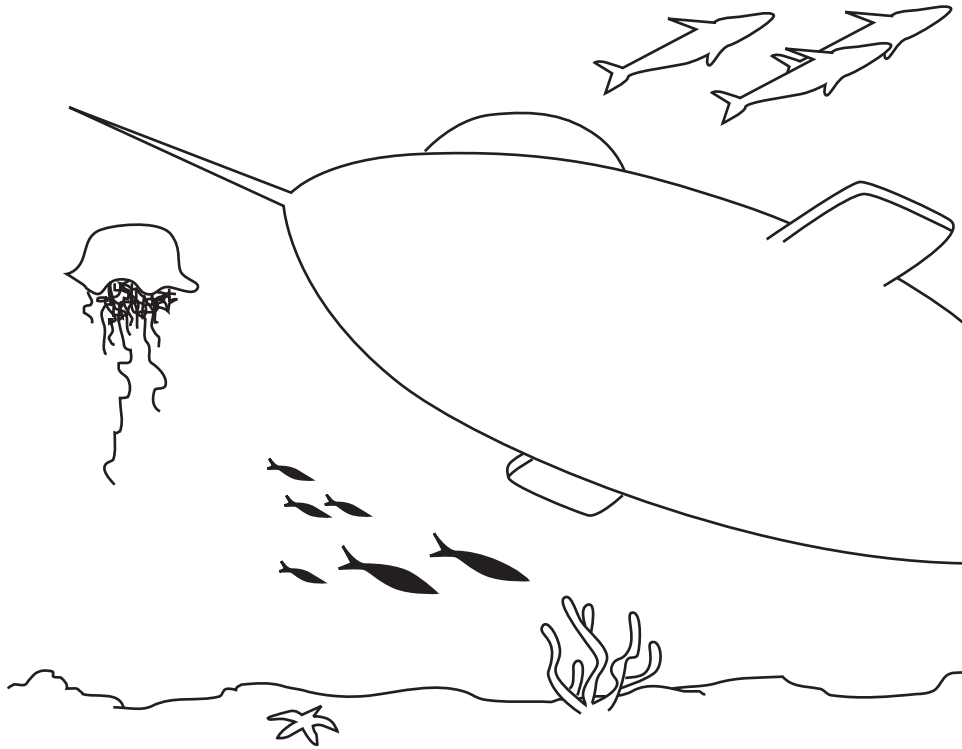




- 9 Another famous author of horror stories of the 19<sup>th</sup> century was Edgar Allan Poe. He wrote a story in 1845 which talked about ultraviolet rays and radio messages, neither of which had yet been discovered. As you can see, sometimes a story can fit into more than one category of literature.

### **“Scientifiction”**

- 10 Science fiction really “took off” after the Industrial Revolution, when new discoveries in technology encouraged people to imagine a future controlled by ever-greater machines. Many of the advances imagined in early science fiction have since come about.
- 11 The term “science fiction” was first used in 1851. William Wilson in *A Little Earnest Book Upon a Great Old Subject* coined the word. But perhaps was partly due to the themes of the words of Jules Verne.



- 12 Most people credit Jules Verne with being the first great writer of speculative fiction. In 1865, he wrote *From the Earth to the Moon*. Another of his 80 books is called *Journey to the Centre of the Earth*. His most famous book, written in 1870, is called *Twenty Thousand Leagues Under the Sea*. In this story, he describes numerous technological devices which weren't in common use until many years later, such as a submarine with electric lights, heating, and air conditioning, and scuba diving tanks worn on the divers' backs.

### What If...?

- 13 Verne did a wonderful job of imagining "what if . . . ?" What if people could travel to the centre of the earth? What if we could travel to the depths of the ocean? What if we could journey around the earth in 80 days in a hot air balloon? Once he had imagined the situation, he went on to describe in great detail what he saw in his mind. It was the great detail of these descriptions which has captured the fascination of readers ever since. His books have been translated into many languages, and some estimate that he was the most widely-read author in the world during his lifetime. Most video stores have film versions of several of Jules Verne stories.

## MARKS

## Part C Assignment

**Instructions:** Complete the following chart to review the dates, authors, titles, and topics of works, which formed the foundations of modern speculative fiction. (13 marks)

Who	When	What	Title
Lucian		trip to moon	
			Republic
			Utopia
	1634		
	1647		
Jonathan Swift			
Mary Shelley			
			From the Earth to the Moon
			20,000 Leagues Under the Sea

MARKS

**Instructions:** Select the best answer to the following multiple-choice questions.  
(8 marks)

1. The terms speculative fiction and science fiction are:
  - a. antonyms
  - b. homonyms
  - c. synonyms ( )
  
2. *Other Worlds* and *Gulliver's Travels* are both:
  - a. satires.
  - b. short stories.
  - c. non-fiction.
  - d. essays. ( )
  
3. An early work of speculative fiction which involved space travel was:
  - a. *A True History*.
  - b. *Other Worlds*.
  - c. *Somnium*.
  - d. all of the above. ( )
  
4. An earlier work of speculative fiction which dealt with the theme of danger of scientists wielding too much power over nature was:
  - a. *20,000 Leagues Under the Sea*.
  - b. *Gulliver's Travels*.
  - c. *Frankenstein*.
  - d. *Republic*. ( )
  
5. Which of the following gadgets was not first described in fiction by Jules Verne?
  - a. tape recorder
  - b. submarine
  - c. air conditioners
  - d. scuba diving equipment ( )

**MARKS**

6. What is the meaning of utopia used in paragraph 4?
- a. ideal society
  - b. functional society
  - c. meaningless society
  - d. new society (      )
7. The purpose of this article is to:
- a. entertain.
  - b. inform.
  - c. persuade.
  - d. satirize. (      )
8. Science fiction really become popular after the:
- a. French Revolution.
  - b. Industrial Revolution.
  - c. Modernist Revolution.
  - d. Scientific Revolution. (      )

**Part C**

<b>Evaluation Guidelines</b>	<b>Marks</b>
Chart: ½ mark per correct response	/13
Multiple Choice: 1 mark per correct response	/8
<b>Total Marks</b>	<b>/21</b>

## INTRODUCTION ASSIGNMENT

### MARKS

#### Introduction Assignment

#### Evaluation Guidelines

#### Marks

Part A	/8
--------	----

Part B	/21
--------	-----

Part C	/21
--------	-----

Total Marks	/50
-------------	-----