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ASSIGNMENT BOOKLET 1B

ELA3104 English Language Arts 30-2

Module 1: Section 3 Assignment, Section 4 Assignment, and Final Module Assignment

FOR STUDENT USE ONLY		FOR OFFICE USE ONLY
Date Assignment Submitted: _____ Time Spent on Assignment: _____	(If label is missing or incorrect) Student File Number: _____ Module Number: _____	Assigned Teacher: _____ Assignment Grading: _____ Graded by: _____ Date Assignment Received:
Student's Questions and Comments		Apply Module Label Here Name Address Postal Code <i>Please verify that preprinted label is for correct course and module.</i>
Teacher's Comments _____ Teacher		

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- Has your work been reread to ensure accuracy in spelling and details?
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English Language Arts 30-2

Module 1

Looking Ahead

ASSIGNMENT BOOKLET 1B

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 3 Assignment	40	
Section 4 Assignment	42	
Final Module Assignment	18	
	100	

Teacher's Comments

English Language Arts 30-2
Module 1: Looking Ahead
Assignment Booklet 1B
Section 3 Assignment, Section 4 Assignment,
and Final Module Assignment
Learning Technologies Branch
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The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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ASSIGNMENT BOOKLET 1B
ENGLISH LANGUAGE ARTS 30-2: MODULE 1
SECTION 3 ASSIGNMENT, SECTION 4 ASSIGNMENT,
AND FINAL MODULE ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 100 marks out of the total 200 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic. Be sure to proofread your answers carefully.

You're encouraged to use a computer for these assignments. If you use a computer, submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page.

40

Section 3 Assignment: Expressing Your Thoughts Through Writing

Read all parts of your assignment carefully and record your answers in the appropriate places.

1. In Lesson 1, you thought about the importance of tone in written communication. Read the following e-mail message sent to the mayor in a small town.

I am outraged that you and the other members of the town council would dare to outlaw smoking in all public places in our community. You're restricting individual rights and liberties; people should have some freedom to choose what they want to do. This anti-smoking by-law will cause many businesses to go bankrupt because smokers are their best customers. It's time that this town council realized that people here don't want to live in a dictatorship. Let businesses decide whether smoking is allowed on their premises. If non-smokers don't like it, they can go elsewhere. You and the entire council should resign and let people who respect other citizens' rights run this town.

1

- a. Describe the writer's tone. Support your ideas by referring to specific words in the message.

②

- b. Suppose that the writer showed you this message before sending it. What two specific changes would you recommend to make the tone more reasonable and less emotional?

②

2. For each of the following words, use a thesaurus to find a synonym that is stronger or more emphatic.

- a. thin
- b. sad
- c. brave
- d. defeated

②

3. For each of the following words, give a synonym that suggests a milder tone.

- a. barbaric
- b. foolish
- c. insane
- d. brainwashed

4. Examine the following group of words.

unique, weird, odd, different, unusual, distinctive, strange
--

①

- a. Some of these words carry a positive connotative meaning. Choose one such word and explain why it is usually used in a complimentary way.

1

- b. Which of the words carries the most negative meaning? Explain why the word’s connotation expresses a negative tone.

3

5. A news story presents the fact that the leader of a paramilitary organization in another country has been arrested and imprisoned. In the interviews conducted with other citizens in this country after the imprisonment, the former leader is described as “a freedom-fighter,” “a terrorist,” “a martyr,” and “a fanatic.”

Think about the definitions of these emotive words. (If necessary, use a dictionary to clarify their meanings.) What connotative meanings are suggested by these words? The first one has been done as an example.

freedom-fighter	<i>The term “freedom-fighter” has a positive connotation. It suggests a person with high ideals who wants to help overthrow an unpopular and corrupt government through armed opposition.</i>
terrorist	
martyr	
fanatic	

When you have completed this question, return to page 95 in the Student Module Booklet.

3

6. In Lesson 2, you learned how to use different prewriting strategies to help you generate ideas. Suppose that you were required to write an essay on the issue of whether people should be permitted to smoke in public places, such as hospitals, restaurants, hockey arenas, and bingo halls. Create a web (similar to the one on page 96 in your Student Module Booklet) showing various ideas that you could discuss in your essay. Think about both sides of the issue. Don't forget to include sub-points with each of your points.



When you have completed this question, return to page 101 in the Student Module Booklet.

7. One type of writing in which an author usually reveals a strong sense of voice is in a memoir or anecdote. Read the anecdote entitled “Home Sweet Home” on page 240 of *Between the Lines 12*. Then answer the following questions.

2

a. An anecdote is a short story that is generally true or based on truth. It may be funny or serious. What tone is Jennifer Aubrey Burhart using in this anecdote? What mood does she create? (Refer to specific words to support your answer.)

1

b. How would you describe Burhart’s style (the words and sentences she uses)?

2

c. Interesting anecdotes have a strong sense of voice. Quote two sentences from different parts of Burhart’s anecdote that illustrate the quality of voice.

10

8. Your next task is to write an anecdote about a serious or funny incident in your life. As you tell this story, use your own voice so that this written anecdote genuinely sounds like you. Here are some tips to help you with this assignment:

- Begin by brainstorming a list of some of the funny or significant things that have happened to you.
- Use any other prewriting technique that you find helpful to generate ideas.
- Your anecdote should be at least 300 words long. You’ll need to include descriptive details so that your reader can visualize this incident.

Assessment Criteria		Received
Thought and Support • The ideas are interesting and well-developed. • Supporting details enable the reader to visualize the incident clearly.	5 marks	
Form and Structure • The beginning and ending of this anecdote are effective. • The ideas flow smoothly so that the reader can easily follow the story.	3 marks	
Writing Skills • Word choices and sentence structure are effective. • The writing has been edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation.	2 marks	
TOTAL	10 marks	

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

When you have completed this question, return to page 105 in the Student Module Booklet.

2

9. Reread the anecdote that you wrote in the previous assignment (question 8). Identify **two** features (such as word choices, sentence structure, voice, humour, insights into life) that you used in your polished work and explain how they contribute to the effectiveness of your anecdote.

Feature	How does this feature contribute to the effectiveness of your anecdote?

10. In this lesson, you learned the importance of revising and editing to make your writing more effective. Read the following composition drafted by a student writer named Kirby.

How to change the Oil in you're car

Before starting to change you're oil you should gather all the equipmant youll

need ramps unless you have a pit to drive over, a pan large enouf to hold the old

oil, a rench, and a oil filter rench, new oil a new oil filter and a few old rags.

Gather all supplies together. Then run you're engine for awhile cuz you should

warm up the oil it will flow better warm. Then drive carefully onto the ramps.

Then put you're car into gear or in park if its an automatic. Make sure the parking

break is on. Get under the vehical, place your pan directly under the cars oil pan

and carefully remove the plugs with the rench. Be careful not to burn yourself

with the hot oil. Then while the oil is draining remove the old oil filter with your

filter rench, remember it to will be full of oil. Then once the oil is drained rub a bit

of oil around the rubber seal of the new filter so as to make a good fit. Then turn the new filter one full turn after the seal makes contact but not more, do this by hand, a wrench might damage the filter. Then replace the plug in the oil pan and add a sufficient amount of clean oil, check the level with the dipstick. When it seems full run the engine revving it slightly for half a minute to get the oil circulating, then add enough to bring it to the full mark on the stick. Then clean up the mess and you're set to drive away and you can't throw the old oil on the street or in a drain, you have to take it to a recycling center so you don't harm the environment. Don't forget to check that your car isn't dripping oil.

[illegible]

When you have completed this question, return to page 115 in the Student Module Booklet.

42

Section 4 Assignment: Broadening Your Horizons Through Reading

Read all parts of your assignment carefully and record your answers in the appropriate places.

3

1. In Lesson 1, you thought about the reading process. How is the reading process similar to the writing process that you studied in Section 3 of this module? Complete the following chart by explaining what you do in each stage of these processes.

Your Writing Process	Your Reading Process
Prewriting	Prereading
Drafting	Reading
Revising	Rereading

When you have completed this question, return to page 122 in the Student Module Booklet.

5

- Active reading involves using a variety of strategies during the reading process. Turn to the Readings section in the Module 1 Appendix, and read “Protect Your Identity.” Then read the poem “Kites” by Raymond Souster before responding to the following questions.

Assessment Criteria		Received
Thought and Support • The responses demonstrate – an awareness that purpose affects the way a reader experiences a text – an awareness that different reading strategies may need to be used for different texts and purposes – an awareness that design elements (such as formatting, bolding, fonts, layout, colour, graphics, and headings) can affect communication • Ideas are thoughtful and clear. • Supporting details are specific and relevant. • The language used is correct and effective.	5 marks	
TOTAL	5 marks	

- a. How was the experience of reading the non-fiction article “Protect Your Identity” different from reading the poem “Kites”?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

b. What reading strategies did you use when you read “Protect Your Identity”?

c. What reading strategies did you use when you read “Kites”?

- d. What elements in the design of “Protect Your Identity” made this document easier to read? Suggest at least two elements.

2

3. Suppose that you were designing a document for your employer, explaining to other employees how to use the new telephone system in the office. How could you design the document to make it easier for the employees to read and understand? (Think about what aspects of document design help you to read more efficiently.)

- 5
4. Use the SQ3R method to read a chapter or unit in a textbook in one of your other school courses (that is, not an English language arts course). List the names of the five steps in the first column of the following chart. Then describe your reading process, explaining what you did in each step.

The SQ3R Method	
Title of Textbook Used:	
Fill in the name of each step in SQ3R.	Describe your reading process. What did you do in each step?
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	

When you have completed this question, return to page 132 in the Student Module Booklet.

- 5
5. Poetry can be experienced and enjoyed in several ways. Poetry can be written. It can be read silently to oneself, and it can be listened to. Poetry can also be experienced through reciting it to yourself or an audience—interpreting the poem through factors such as volume, pitch, pace, and tone of voice. When you read a poem aloud, you may be quite surprised by how much more you discover about the poet’s message and the poem’s emotional impact.

Practise reading the poem “The House Was Quiet and the World Was Calm” aloud several times, using volume, speed, tone, and emphasis to express the mood you think the poet intended to create. When you feel confident, record yourself reading the poem. Submit your recording for evaluation.

Assessment Criteria		Received
Presentation • The ideas have been articulated clearly and effectively. • Appropriate expression and emphasis have been used in reading. • Volume, pace, and pitch have been controlled.	5 marks	
TOTAL	5 marks	

When you have completed this question, return to page 137 in the Student Module Booklet.

- 5
6. Earlier in this Assignment Booklet, you read the poem “Kites” by Raymond Souster. Turn to the Readings section in the Appendix, and reread this poem.

a. In Lesson 4, you learned the difference between a personal response to literature and a critical response. (If you’re uncertain of the difference between these two types of responses, reread Lesson 4.) Write a personal response to Souster’s poem “Kites.” You’ll be assessed according to the Journal Assessment Criteria located on page 22 of your Student Module Booklet.

(There is more room for your answer on the following page.)

[illegible]

5

b. Now write a critical response to the poem “Kites.”

Assessment Criteria		Received
Thought and Support • A clear understanding of the text is evident. • The composition discusses literary aspects, such as theme, figures of speech, imagery, repetition, and diction, and what these elements contribute to the text. • Ideas are thoughtful and clear. • Supporting details are specific and relevant. • The language used is correct and effective.	5 marks	
TOTAL	5 marks	

[illegible]

(There is more room for your answer on the following page.)

[illegible]

7

7. The following groups of words are either fragments or run-on sentences. Transform each statement into a grammatically correct sentence.

a. Stacey tried to phone her dad, the line was busy.

b. Jasper National Park, the park I love because it has wonderful hiking trails and a fabulous ski hill.

c. When Hugh worked at the restaurant, he made a lot of money in tips, however, he had to share them with the kitchen staff.

d. Although Alysia tried to explain her mistake and apologize to Mrs. Beswick.

e. Because the parking lot was full and we were late for the concert.

- f. I can't believe Ken quit basketball, he was the best player on the team.

- g. The character who robbed the bank and hid the money in the graveyard.

5

8. How well do you understand the parts of a sentence? In each of the following sentences, a word or group of words is underlined. Identify the underlined part, and write its name beneath the sentence. If you need help with this question, reread Lesson 4 in your Student Module Booklet and refer to your *English Language Arts Handbook for Secondary Students*.

- a. I've never been to Vancouver, but I hope to go there next summer.

- b. Gazing over her shoulder, the worried lady called for help.

- c. My friend fixed my computer problem in a few minutes.

- d. Shaking his head, Philip picked up the dirty little girl.

- e. As Karen waited for her test results, she felt nervous.

- f. When darkness fell, we knew we weren't going to make it home that night.

- g. Although Andrew understood the plan, he continued to ask questions.

- h. Bill insisted that everyone leave the building immediately.

- i. I am trying to save money because I want to buy a car next year.

- j. The prisoner stared forlornly at the empty package.

18

Final Module Assignment

5

1. Review the journal entries that you wrote in this module with the exception of Journal Entry 1B. Choose one that you feel satisfied with, and revise and edit it as necessary. Remember, while you may have written the entry with yourself in mind as the audience, you may want to make some revisions considering that your new audience is your teacher. When you have revised and edited your entry, copy it here (or attach a copy to this Assignment Booklet if you use a computer).

You'll be assessed according to the Journal Assessment Criteria on page 22 of your Student Module Booklet. Be sure to identify the entry by its number and letter.

Journal Entry _____

This image shows a single sheet of white paper with horizontal blue 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.

(There is more room for your answer on the following page.)

[illegible]

5

2. a. In this module, you were invited to create several items for your portfolio. Review your work, and select one piece that you’re pleased with. Submit this piece for evaluation. Here are some tips to help you with this assignment:
- Although much of your work in your portfolio will be in draft form, revise and edit your compositions before submitting them for evaluation.
 - Label your work with your name, course number, and the number and letter designated on the portfolio prompt in the Student Module Booklet.
 - The length of compositions is not stipulated in your portfolio prompts. However, you should be sure that the polished work you submit for evaluation is of suitable length and includes sufficient detail.

Your portfolio pieces will be evaluated according to the following criteria.

Assessment Criteria		Received
Ideas and Impressions • The ideas are thoughtful and imaginative. • Supporting details are appropriate and relevant. • Audience, tone, and purpose have been considered.	3 marks	
Form and Structure • This text is appealing to the audience. • The purpose is clear and has been successfully achieved. • The language used is correct and effective.	2 marks	
TOTAL	5 marks	

2

- b. Now reflect on the portfolio item that you’re submitting for evaluation. Identify **two** qualities in your polished work that you feel contribute to its effectiveness.

Quality	How does this quality contribute to the effectiveness of your work?

When you've completed your English Language Arts 30-2 course, you'll write a final exam administered by your school. You'll also write the English Language Arts 30-2 Diploma Exam. The exams you'll write will contain a variety of question types, each requiring different strategies. To prepare you for the types of questions that you may encounter on your exam, your Assignment Booklets include a variety of question types and formats.

The Final Module Assignment in each module will help you gain experience with, and develop strategies for, tackling multiple-choice questions based on reading and/or viewing a text. What follows is your first opportunity to examine this type of question and demonstrate your comprehension skills and your skill in responding to multiple-choice questions based on the text.

6

3. Robin has been asked to write a brief article on the influence of technology on leisure for the school magazine. Read the first draft of Robin's article, carefully noting the revisions. Then, answer questions a. to f.

Technology and Leisure

We live in an age in which we are constantly urged to buy new products. As soon as ^{inventors} ~~factories~~ think of a way to make some task easier, everyone feels obligated to buy their latest invention.

Or, if designers can improve an existing device by making it faster, smaller, or ^{more efficient} ~~smarter~~, suddenly last year's model becomes obsolete. I often wonder if all these ^{technological developments} ~~things~~ help us to

5 make better use of our leisure time.

For example, my dad just bought a new laptop computer. His previous laptop was only two years old, but it lacked sufficient memory. Even though he has desktop computers at work and at home, he says he needs a laptop so that he can be more effective in meetings. This seems

^{somewhat excessive} ~~a bit extreme~~ to me because, as a result, he hardly ever has any time to relax. Technology

10 hasn't made his job easier or given him more free time.

In our social studies 23 class, we learned that people who were opposed to the development of manufacturing machines were called ^{Luddites} ~~Luddites~~. ^{Unlike them,} ~~Myself~~, I'm not against technology, but I am opposed to it's overuse. People who spend most of their leisure time surfing the Internet or glued to the TV are in danger of becoming techno-junkies. We should learn to use technology

15 wisely to enrich our lives, both at work and at play. ^{We} ~~we~~ should resist the urge to overuse it.

The book *Waiting for the Weekend* states that some people use too much of their leisure time working to pay for expensive "toys" that would make their leisure time more enjoyable. Some of my friends fall into this category, but I don't want to be like them. Nor do I want to be the kind of person who thinks that leisure time is just time in which to do nothing.

20 I want to use my leisure time productively. I derive satisfaction from learning to ski well or play my guitar well, and for these hobbies, I need good equipment. In order to pay for my hobbies, I work part time; but I also value my leisure time highly and refuse to work too many hours per week. To enjoy a full life, we should realize our potential. ^{whether working or playing} ~~We~~ ^I We should use the technology that enhances the enjoyment of leisure time but ^{not allow the technology to become an obsession.} ~~don't go overboard on buying a~~

25 ~~whole lot of stuff.~~

3. a. In line 1, Robin changed “factories” to “inventors” in order to
- A. provide interest
 - B. correct faulty tense
 - C. correct exaggeration
 - D. achieve precise usage
- b. The change from “smarter” to “more efficient” in line 3 corrects the misleading notion that
- A. newer is better
 - B. devices can think
 - C. slang is appropriate
 - D. designers are inventive
- c. In revising line 12, Robin corrected an error by capitalizing “Luddites.” Robin should also capitalize
- A. “designers” in line 3
 - B. “laptop computer” in line 6
 - C. “social studies” in line 11
 - D. “techno-junkies” in line 14
- d. A punctuation error that has escaped Robin’s attention is the
- A. apostrophe in “year’s” (line 4)
 - B. comma after “example” (line 6)
 - C. apostrophe in “it’s” (line 13)
 - D. period after “productively” (line 20)
- e. The phrase “whether working or playing” has been added to the sentence in line 23 in order to
- A. provide exceptions
 - B. qualify meaning
 - C. inject humour
 - D. extend length
- f. The revision in the last sentence (lines 23 to 25) shows Robin’s effort to
- A. correct usage
 - B. leave the reader less confused
 - C. get to the point more quickly
 - D. avoid technical language

When you have completed this question, submit Assignment Booklet 1B and your audio recording for assessment.