

Unit 2 – Lesson 1

Enter your responses between the (blue) parentheses below each item.

Section 1 Looking at Language

Formal vs Informal Language

1. For each of the following pairs of phrases, indicate which uses formal language (F) and which is informal (I):
 - a) She has a discerning eye for appreciating art. ____
She can tell the difference between good and bad art. ____
 - b) This will be of benefit to you. ____
It will do you good. ____
 - c) I have asked you again and again to take out the garbage. ____
I have repeatedly requested that you remove the refuse from the bin. ____
 - d) I'm sorry, but you don't have enough money. ____
We regret to inform you that your account lacks sufficient funds ____
 - e) Should you require any assistance, please feel free to contact me. ____
If you need any help, give me a call. ____

(/5 marks)

Paragraph Writing

2. Identify fully the complete main idea and the supporting details in the paragraph below.
Identify whether this paragraph is written in formal or informal style. (/5 marks)

Touring can also be difficult. You're away from home, travelling to a different city or town every day. You don't get much sleep, and finding healthy foods to eat can be difficult at times. If you have a family, it can also be tough to be away from them for long periods. And sometimes, travel can be anxiety provoking. The first time we flew to Alert, we didn't quite make it. The landing gear on the Hercules plane we were on wouldn't come down. After flying in circles for over an hour, the flight crew – God bless them! – safely landed the plane in Thule, Greenland. Scary stuff! But being physically

fit helps a lot in these situations; the adrenaline rush seems to get you through.

Main Idea: () /1 mark
Supporting Details: () /3 marks
Formal/Informal style: () /1 mark

Total of Section 1: /10 marks

Section 2 Narrative Paragraph(s)

Often, our major trials or successes in the past serve to entertain or to teach important information, values, or beliefs. Our memories become narratives communicated to family, close friends, or others.

A. In one paragraph, discuss **a belief that is central to your daily life**.

- In one key sentence, name your one core belief: “I believe...”.
- You **may** compare your belief to an object (such as stars, Lego, a frog, glo-sticks, etc.) and explain why this object represents your belief.
- Tell a short, real story about when your key belief was formed, tested, or changed.
- Conclude by restating your belief.

You may refer to the following website: <http://thisibelieve.org/essays/age/under18/>.

1. Plan your chosen narrative in the space below.

<p>Topic: ()</p> <p>Purpose: ()</p> <p>Organization: ()</p> <p>Style: Formal or Informal ()</p> <p>(/5 marks)</p>
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2. Write the polished copy of your paragraph(s) in the space below.

<p>()</p> <p>(/25 marks)</p>

Narrative Paragraph rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/25		

Total of Section 2: /30 marks

Section 3 Descriptive Paragraph(s)

- Write a descriptive paragraph about an object, place, or person of significance to you.

Examples:

- *Describe a memorable meal or food.*
- *Describe a concert.*
- *Describe a car accident.*
- *Describe a holiday.*

- Describe a place that makes you feel peaceful.

- Consider the five W's and How (who, what, when, where, why).
- Identify your point of view.
- Choose significant details.
- Develop a picture from your observations using figurative language and sensory imagery.
- Describe the impression the person, place, or object left with you.
- Describe its effect on others.
- Develop a mood.
- Organize the paragraph working from general to specific details or from specific to general details or use spatial order.

Read the **Student Example** in your lesson.

- Use the space below to plan your paragraph(s).

Topic: ()

Point of View: ()

Mood: ()

Purpose: ()

Organization: ()

Impression: ()

Style (Formal or Informal): ()

(/5 marks)

- Write the polished copy of your paragraph(s) in the space below.

()

(/25 marks)

Descriptive Paragraph rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully	Introduction is purposeful and clearly establishes	Introduction is functional and establishes a focus.	Introduction lacks purpose; little or no focus is	Introduction is ineffective. Transitions are

	establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/25		

Total of Section 3: /30 marks

Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 2-1 Submissions Box: (YOURNAME)la9-2-1
- **Check the Submission Box** again in a few days to retrieve your marked assignment and to review the feedback from your teacher.

Assignment Total: (/70) = Percent: (%)

Teacher Comments:

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