

Student _____

ENGLISH II

**FOLLOW THESE INSTRUCTION FOR WRITING AND READING ASSIGNMENTS.
HAVE A TEACHER SIGN OFF THIS SHEET BEFORE YOU BEGIN.**

The first four writing assignments and speeches are done first.

With the exception of the imaginary piece, the standard writing format is used.

All work typed and double-spaced.

All written work is clear, complete, and well supported so the reader fully comprehends what you have to say and has no questions about what you say.

Correct spelling, punctuation, sentence construction, and writing conventions like transitions and subject-verb agreement are used.

At the upper left hand corner of the first page of written work state:

Your Name

The Date

Class and Quarter – like Comm. II, Quarter 4

The Assignment Name

The submitted work is proofread by you and is as close to a final draft as possible.

The terms in the “Understanding Literature” handout are used when writing about literature.

All literature read for an assignment is approved by a teacher.

Except for the first four writing assignments which are to be done first, you may do the rest in the order you desire – but do not split up the major assignments – like once you begin writing the short story unit, finish that unit before moving to the next.

Each assignment is turned in as soon as you finish it. Do not turn in one major glop of assignments at one time.

The assignment sheets are kept as check-off sheets as your record of what you have done.

Teacher: _____ Date: _____

Student: _____ Date: _____

ESSAY WRITING FORMAT

Tell 'em what yr gonna tell 'em
Tell 'em
Tell 'em what you told 'em

The key to success in writing is organization. Organization sets up the writer's ideas in a certain way so the reader can follow and understand what is said. An essay is organized in three parts: introduction, body, and conclusion.

TELL 'EM WHAT YER GONNA TELL 'EM

The Introductory Paragraph

The introductory paragraph states the topic of the essay – what the essay is about and only what the essay will deal with. The topic is stated in the first sentence. The rest of the introductory paragraph announces what the rest of the essay will say about the topic.

TELL 'EM

The Body Paragraphs

Each body paragraph gives information about a separate point about the topic that was introduced in the introductory paragraph. What's said in the body paragraphs must deal with the topic.

Note: Each body paragraph has its own introductory sentence, body, and conclusion.

TELL 'EM WHAT YA TOLD 'EM

Concluding Paragraph

The concluding paragraph gives a summary of what was said in the essay. It's an echo of the introductory paragraph. It tells the reader that you are finished and leaves him something to remember.

EXAMPLE

INTRODUCTORY PARAGRAPH

We just took a black Lab named Hope into our home. She suffers from old age, but loves to go on walks, and is well trained.

BODY PARAGRAPHS

Hope is about eight and a half years old. As is common with older Labradors, she suffers from rheumatism in her back hips. This causes her pain when she stands up or climbs stairs. Old age is not fun for Hope.

Even though her rheumatism pains her, Hope loves to go on long walks. She runs ahead with her nose to the ground following some critter's scent. If she gets too far ahead, she stops, looks back, and dances around as if to say, "Hurry up you snails!" I enjoy the pleasure she exhibits when going on hikes.

Even though we know nothing about her background, someone trained her well. She does not mess in the house or chew furniture. Even when she is after some varmint or checking out another dog, she comes when called. If there are cars on the road, she's at my left side at once when I yell, "Heel!" I'm happy that I don't have to train her.

CONCLUDING PARAGRAPH

Hope is a wonderful addition to our lives. I hate to see old age get to her, but enjoy her love of long walks and being so well trained.

**ESSAY FORMAT OUTLINE
FOR A FIVE PARAGRAPH ESSAY**

Specific Topic: _____

Introductory Paragraph

Thesis Statement: (Topic Sentence): _____

Point A: _____

Point B: _____

Point C: _____

Body Paragraph 1

Topic Sentence for Point A: _____

Generally what will be said about Point A:

Body Paragraph 2

Topic Sentence for Point B: _____

Generally what will be said about Point B:

Body Paragraph 3

Topic Sentence for Point C: _____

Generally what will be said about Point C:

Concluding Paragraph

Restatement, not a direct copy, of the Introductory Paragraph: _____

STUDENT _____

**ENGLISH II, QUARTER 1
PERSONAL NARRATIVE**

Write one personal narrative of at least five paragraphs that provides a personal experience that really happened, usually about an event of special importance. The topic should be the lesson(s) learned from the experience. Use the standard essay format. Provide specific details so the reader may clearly see what you are **talking about. Use correct spelling, punctuation, grammar . . .**

Date _____ Grade _____ Teacher _____

USE ONE OF THE FOLLOWING PROMPTS:

- 1. TELL A STORY about a time in your life when you would have liked to do or say something over again so it would have turned out differently.**
- 2. All people at some point in their lives must wait for something they want very much. It might be an object or an event, or . . . Think of a time in your life when you had to wait for something and TELL THE STORY OF WHAT HAPPENED AND WHY.**
- 3. Remember a time when you were in a competitive situation. TELL A TRUE STORY about what happened and how things turned out.**
- 4. Everyone does some form of work. It might be helping at home or at a friend's, toiling at school, or on a paid job. TELL A STORY about something you experienced while working.**
- 5. Something exciting emerges in everyone's lives. Select one of the most exciting things that popped up in your life and TELL A STORY about what happened and how you were affected.**

Student _____

**ENGLISH II, QUARTER 1
EXPOSITORY ESSAY & BIOGRAPHY**

Write one expository essay of at least five paragraphs in which a topic is explained, defined, or made clear, by using facts and details. The reader learns about something from the information that you provide. Use the standard essay format, correct punctuation, spelling, and grammar. Be clear and complete in what you say!

Date _____ Score _____ Teacher _____

Use one of the following prompts for your paper:

1. Everyone has a favorite place when he/she is growing up, a place that he/she feels a part of. Describe your favorite place (try to pick somewhere other than your bedroom) and **EXPLAIN** why is your favorite place in the world.
2. A lot of people wear T-shirts with slogans on them. If you had to chose one slogan for a T-shirt, what would it say and look like? The slogan must be appropriate to wear at Career-Tech . Describe the slogan and **EXPLAIN** how the slogan fits you and what you stand for, and why you chose it.
3. **EXPLAIN** how a character in a book, a movie, TV, or a person in real life demonstrates qualities you like and why you feel these qualities are important.
4. John Donne’s saying, “No man is an island,” suggests that what a person does has an effect on others. **EXPLAIN** how this quote applies to you and what you have experienced.
5. Assume that you may be in any part of the world you chose. This place may be nearby or far, far away. **EXPLAIN** what this chosen place is all about and why you chose it.

WRITE A BIOGRAPHY

A biography is a story of a real person’s life – it’s factual, non-fiction. Write a biography of at least ten paragraphs dealing with just one significant part of a person’s life. Use at least three sources, but do not copy directly from the sources except for the required three direct quotations – paraphrase by putting what’s written in your own words. Use at least three direct quotations from the sources and make what you are saying clear and complete. Use quotation marks correctly. “And after each direct quotation give the page number and author in parentheses” (Perry 10). Write a short work cited page – use the APA format for endnotes and works cited page.

Date _____ Score _____ Teacher _____

Student _____

**ENGLISH II, QUARTER 1
PERSUASIVE WRITING & ADVERTISING**

Write a persuasive essay, of at least five paragraphs in length, in which you convince the reader to think or to act, as you would like him/her to. Persuasive writing is seen in advertising, political speeches, editorials, lying, teacher nagging . . . Make sure your argument is a winner. Use the standard essay format, correct spelling, punctuation, sentence construction . . . Be clear, and complete, and believable.

Date _____ Grade _____ Teacher _____

Chose one of the following prompts for your essay:

1. Students usually have brilliant ideas about how the place they live might be changed for the better. Think of one change that you feel would benefit the place. Write an essay in which you **CONVINCE** the readers that the change you propose should be made.
2. Some feel that the United States government is “broken.” Select one thing that you feel helps make the government dysfunctional and why and **CONVINCE THE READER THAT YOU HAVE A SOLUTION**. You might need to do a little research.
3. Each of us would like to change someone’s mind about something. Perhaps there is something you’d like a friend, parent, teacher, public official, or whomever to feel differently about. Write to the person **CONVINCING** them to change that attitude or position. Use specific reasons and examples to make your argument convincing.
4. Many people, both real and fictional, are honored by having their faces on postage stamps. Chose a person. Either real or fictional, whom you feel deserves this honor. **CONVINCE** the Postal Service to put your choice on a stamp.
5. Everyone would like to be in charge of something. Select something you’d like to be in charge of. Explain what your hypothetical position of authority would be and **CONVINCE** the reader that you would be the best candidate for the position.

ADVERTISING

Create a product of some sort. Package it. Sell it to a group of at least three people, one of whom must be a teacher. To be effective in selling your product, you need to use as many gimmicks and as much technology as possible. It’s your responsibility to set the time and place for your presentation.

Date _____ Grade on Product _____ Teacher _____

Date _____ Grade on Salesmanship _____ Teacher _____

Student _____

**ENGLISH II, QUARTER 1
IMAGINATIVE WRITING & STORY TELLING**

Write an imaginative piece of at least five paragraphs containing all the conventions of a short story like plot, conflict, theme, characterization . . . Check the “Understanding Literature” handout for definitions of these terms. Write a story to entertain and to affect the reader in some way. Be certain that enough descriptive details allows the reader to see what you are telling about and enjoys the tale.

Date _____ Grade _____ Teacher _____

Select one of the following prompts to base your story on:

1. You or someone else is standing in the middle of a stadium, concert hall, or auditorium. **WRITE AN IMAGINATIVE STORY** about how you or the character got there and what is happening.

2. You see the following: an elderly person sitting on a park bench, a young person laughing, and a dog or some other animal walking alone. **WRITE AN IMAGINATIVE STORY** about what happened to only one of the above characters.

3. Envision walking up to the crest of a mountain and looking over into a valley never visited by modern humans, **WRITE AN IMAGINATIVE STORY** about something happening in the undiscovered valley. Be careful to describe what is seen in this place.

4. The poet Donald Justice sets up a situation:
 Excepting the diner And up in
 On the outskirts One second-story room
 The town of Ladora A single light
 At 3 a.m. As I drove past
 Was Dark At seventy . . .
 For my headlights . . .
WRITE AN IMAGINARY STORY, which deals with the person who has the light on and what the person in the car is thinking as his/her car zips by.

5. **WRITE AN IMAGINATIVE STORY** using one of the following titles: “The Rusty Bike,” “The Crumpled Paper,” or “The Twelve Steps.”

STORY TELLING

To an audience of at least three people, one of whom must be a teacher, tell a story. Use your voice, body language, costume, and props to help make your story come alive. The goal is to tell a vivid story that entertains the audience and affects him/her in some way.

Date _____ Grade _____ Teacher _____

STUDENT _____