

Quarter 3 Response to Literature

Due Date: Monday, 21st March (Day 5)

You are encouraged to actively read beyond the books assigned by the teacher. Each quarter, you will be doing a project in reference to one of the books of the assigned genre. The project aims to develop your skills of critical and creative thinking and allows you to demonstrate your understanding of the books you read.

This quarter you will be able to select a **Science Fiction or Fantasy book**.

Requirements

- 1) **Presentation** of the chosen book – present the book cover, say the title of the book, the author, what the theme is and the main conflict.
- 2) **A Word Test** - Think of 5 words that are essential to the understanding of the book. Explain why you picked the words you did and how you would define them in terms of the story.
- 3) **Tangible or intangible gifts**. Select a character and figure out what two or three things you believe your character most needs or wants. Write to your character an explanation of why you picked these things out for him or her. Write in the form of a formal letter.

This is a formal letter sample (a letter of complaint). Notice the tone and language used as well as the main elements of a formal letter.

The recipient's address is also included in the letter.

The writer's address appears in the top right-hand corner.

42 Grove Road,
London

Epicure Supermarket
Kingsbury
London

The writer is unfamiliar with the recipient so he uses **Sir/Madam** to address them.

Wednesday 17th February 2016

RE: Goods past their expiration date – chocolate biscuits
(Receipt No: 78933996)

A **subject line** is included to highlight the main issue to be addressed in the letter.

Dear Sir/Madam,

I am writing in order to complain about a pack of your own brand chocolate-covered biscuits, which I purchased from your store on Tuesday 16th February. These biscuits are well past their expiration date – June 2015 – and should not have been stocked on your shelves. I hope you will be able to exchange the item or offer me my money back.

The **purpose** for writing is immediately and clearly identified. The **main issue** or content is summarised briefly and the writer makes his **expectations** clear.

I have been a customer of yours for many years now and have always been satisfied with your service and the quality of your goods. However, last night, on reaching for a biscuit to accompany my cup of tea, I found that it was slightly green in colour. I assumed that it was merely food colouring so bit into it. It was only then that I realized that it was not food colouring but mould. I was absolutely horrified and am shocked that an organization of your scale could endanger their customers' health in such a way. I must confess that this has made me think twice about shopping at your store.

The writer describes the incident in greater detail, providing specific examples.

I hope that in future you will not be as careless, and I request that you exchange the item as soon as possible or offer me a full refund. I have attached to this letter a copy of my receipt and a photograph of the mouldy biscuit. Please do not hesitate to contact me if you require any further details.

I hope to hear from you soon.

The writer concludes and reiterates his **expectations**. He has also included some additional details about what he has included with the letter.

Yours faithfully,
Mr J. Barrow

The writer signs off with 'Yours faithfully'.

Here is a template to help you write the letter:

	[Your address]
[The recipient's address]	
	[Date]
Dear Mr / Mrs / Ms Smith¹ OR Dear John Smith,	
[Purpose for writing]	
[Gift 1]	
[Gift 2]	
[Gift 3]	
[Expectations]	
Yours sincerely²,	
[Your name and last name]	

¹ AmEng: Mr. Mrs. Ms.

² Dear Sir or Madam + Yours faithfully; Dear Mr Smith + Yours sincerely.

You will be marked for **Criterion D – Using language.**

Criterion D: Using language	
	<p>At the end of year 3, students should be able to:</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques.
0	<p>The student does not reach a standard described by any of the descriptors below.</p>
1-2	<ul style="list-style-type: none"> i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	<ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5-6	<ul style="list-style-type: none"> i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication techniques.
7-8	<ul style="list-style-type: none"> i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.