**English 11**

**College and Career**

**Winter Student Enrichment Packet**

**Prince George’s County Public Schools**

**Answer Key**



**READING/ENGLISH LANGUAGE ARTS**

**™**

**Prince George’s County Public Schools**

**Office of Academic Programs**

**Department of Curriculum and Instruction**

**TUDENT READING ENRICHMENT PACKET**

**GRADE 11**

**In Preparation for College and Career Readiness**

**Note to Students:** You’ve learned so much in school this year! It is important that you keep your brain active over the Winter Break. In this packet, you will find a calendar of activities to complete during the break.

Parents are encouraged to assist in the following ways:

* Make a plan to complete the activities throughout the Winter Break.
* Families should preview the calendar together.
* Schedule times that fit your family’s schedule to complete the assignments and write the proposed times on the calendar dates as well. (Of course, these times may need adjustment, but having a plan is the first step to success.)
* Provide a quiet space and time for your child to complete the activities.
* Encourage the daily reading for a minimum of 30 minutes of a self-selected book. Students should read for a minimum of nine of the eleven days of the winter break.

Thank you for helping your child succeed.

**Grade 11 Reading/English Language Arts**

**Independent Reading Calendar**

Read daily for at least 30 minutes. It is suggested that you use this extended block of time to read a novel or nonfiction book.

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| **Winter Break**  **Reading Calendar** | | | Description: Macintosh HD:Users:karenshaw:Desktop:Unknown.jpeg | | | | |
| **Day 1**  **Title:**  **Pages read:** | **Day 2**  **Title:**  **Pages read:** | **Day 3**  **Title:**  **Pages read:** | | **Day 4**  **Title:**  **Pages read:** | **Day 5**  **Title:**  **Pages read:** | **Day 6**  **Title:**  **Pages read:** | **Day 7**  **Title:**  **Pages read:** |
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### **College and Career Readiness Tasks**



**Directions:** Carefullyread the story *“Mother Tongue”* by Amy Tan and answer the questions that follow the story.

**Summary:** Amy Tan begins by comparing the English she uses in speeches with the language she uses with her family. She also talks about her mother’s “broken” English and how it affected Tan growing up. She ends the essay by discussing possible reasons why Asian Americans succeed more often in math and science than in English.

**About The Author:** Amy Tan was born in 1952 in California, where she grew up. After her father and brother died, her family moved to Europe. After high school, Tan returned to the United States her best-selling first novel, *The Joy Luck Club*, won several awards and was made into a movie. Besides writing, Tan has also played in a rock band with other famous writers.

**Mother Tongue**

by Amy Tan

I am not a scholar of English or literature. I cannot give you much more than personal opinions on the English language and its variations in this country or others.

I am a writer. And by that definition, I am someone who has always loved language. I am fascinated by language in daily life. I spend a great deal of my time thinking about the power of language — the way it can evoke an emotion, a visual image, a complex idea, or a simple truth. Language is the tool of my trade. And I use them all — all the Englishes I grew up with.

Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was in the room. And it was perhaps the first time she had heard me give a lengthy speech, using the kind of English I have never used with her. I was saying things like, “The intersection of memory upon imagination” and “There is an aspect of my fiction that relates to thus-and-thus’–a speech filled with carefully wrought grammatical phrases, burdened, it suddenly seemed to me, with nominalized forms, past perfect tenses, conditional phrases, all the forms of standard English that I had learned in school and through books, the forms of English I did not use at home with my mother.

Just last week, I was walking down the street with my mother, and I again found myself conscious of the English I was using, the English I do use with her. We were talking about the price of new and used furniture and I heard myself saying this: “Not waste money that way.” My husband was with us as well, and he didn’t notice any switch in my English. And then I realized why. It’s because over the twenty years we’ve been together I’ve often used that same kind of English with him, and sometimes he even uses it with me. It has become our language of intimacy, a different sort of English that relates to family talk, the language I grew up with.

So you’ll have some idea of what this family talk I heard sounds like, I’11 quote what my mother said during a recent conversation which I videotaped and then transcribed. During this conversation, my mother was talking about a political gangster in Shanghai who had the same last name as her family’s, Du, and how the gangster in his early years wanted to be adopted by her family, which was rich by comparison. Later, the gangster became more powerful, far richer than my mother’s family, and one day showed up at my mother’s wedding to pay his respects. Here’s what she said in part: “Du Yusong having business like fruit stand. Like off the street kind. He is Du like Du Zong — but not Tsung-ming Island people. The local people call putong, the river east side, he belong to that side local people. That man want to ask Du Zong father take him in like become own family. Du Zong father wasn’t look down on him, but didn’t take seriously, until that man big like become a mafia. Now important person, very hard to inviting him. Chinese way, came only to show respect, don’t stay for dinner. Respect for making big celebration, he shows up. Mean gives lots of respect. Chinese custom. Chinese social life that way. If too important won’t have to stay too long. He come to my wedding. I didn’t see, I heard it. I gone to boy’s side, they have YMCA dinner. Chinese age I was nineteen.”

You should know that my mother’s expressive command of English belies how much she actually understands. She reads the Forbes report, listens to Wall Street Week, converses daily with her stockbroker, reads all of Shirley MacLaine’s books with ease–all kinds of things I can’t begin to understand. Yet some of my friends tell me they understand 50 percent of what my mother says. Some say they understand 80 to 90 percent. Some say they understand none of it, as if she were speaking pure Chinese. But to me, my mother’s English is perfectly clear, perfectly natural. It’s my mother tongue. Her language, as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world.

Lately, I’ve been giving more thought to the kind of English my mother speaks. Like others, I have described it to people as ‘broken” or “fractured” English. But I wince when I say that. It has always bothered me that I can think of no way to describe it other than “broken,” as if it were damaged and needed to be fixed, as if it lacked a certain wholeness and soundness. I’ve heard other terms used, “limited English,” for example. But they seem just as bad, as if everything is limited, including people’s perceptions of the limited English speaker.

I know this for a fact, because when I was growing up, my mother’s “limited” English limited my perception of her. I was ashamed of her English. I believed that her English reflected the quality of what she had to say that is, because she expressed them imperfectly her thoughts were imperfect. And I had plenty of empirical evidence to support me: the fact that people in department stores, at banks, and at restaurants did not take her seriously, did not give her good service, pretended not to understand her, or even acted as if they did not hear her.

My mother has long realized the limitations of her English as well. When I was fifteen, she used to have me call people on the phone to pretend I was she. In this guise, I was forced to ask for information or even to complain and yell at people who had been rude to her. One time it was a call to her stockbroker in New York. She had cashed out her small portfolio and it just so happened we were going to go to New York the next week, our very first trip outside California. I had to get on the phone and say in an adolescent voice that was not very convincing, “This is Mrs. Tan.”

And my mother was standing in the back whispering loudly, “Why he don’t send me check, already two weeks late. So mad he lie to me, losing me money.

And then I said in perfect English, “Yes, I’m getting rather concerned. You had agreed to send the check two weeks ago, but it hasn’t arrived.”

Then she began to talk more loudly. “What he want, I come to New York tell him front of his boss, you cheating me?” And I was trying to calm her down, make her be quiet, while telling the stockbroker, “I can’t tolerate any more excuses. If I don’t receive the check immediately, I am going to have to speak to your manager when I’m in New York next week.” And sure enough, the following week there we were in front of this astonished stockbroker, and I was sitting there red-faced and quiet, and my mother, the real Mrs. Tan, was shouting at his boss in her impeccable broken English.

We used a similar routine just five days ago, for a situation that was far less humorous. My mother had gone to the hospital for an appointment, to find out about a benign brain tumor a CAT scan had revealed a month ago. She said she had spoken very good English, her best English, no mistakes. Still, she said, the hospital did not apologize when they said they had lost the CAT scan and she had come for nothing. She said they did not seem to have any sympathy when she told them she was anxious to know the exact diagnosis, since her husband and son had both died of brain tumors. She said they would not give her any more information until the next time and she would have to make another appointment for that. So she said she would not leave until the doctor called her daughter. She wouldn’t budge. And when the doctor finally called her daughter, me, who spoke in perfect English — lo and behold — we had assurances the CAT scan would be found, promises that a conference call on Monday would be held, and apologies for any suffering my mother had gone through for a most regrettable mistake.

I think my mother’s English almost had an effect on limiting my possibilities in life as well. Sociologists and linguists probably will tell you that a person’s developing language skills are more influenced by peers. But I do think that the language spoken in the family, especially in immigrant families which are more insular, plays a large role in shaping the language of the child. And I believe that it affected my results on achievement tests, I.Q. tests, and the SAT. While my English skills were never judged as poor, compared to math, English could not be considered my strong suit. In grade school I did moderately well, getting perhaps B’s, sometimes B-pluses, in English and scoring perhaps in the sixtieth or seventieth percentile on achievement tests. But those scores were not good enough to override the opinion that my true abilities lay in math and science, because in those areas I achieved A’s and scored in the ninetieth percentile or higher.

This was understandable. Math is precise; there is only one correct answer. Whereas, for me at least, the answers on English tests were always a judgment call, a matter of opinion and personal experience. Those tests were constructed around items like fill-in-the-blank sentence completion, such as, “Even though Tom was, Mary thought he was –.” And the correct answer always seemed to be the most bland combinations of thoughts, for example, “Even though Tom was shy, Mary thought he was charming:’ with the grammatical structure “even though” limiting the correct answer to some sort of semantic opposites, so you wouldn’t get answers like, “Even though Tom was foolish, Mary thought he was ridiculous:’ Well, according to my mother, there were very few limitations as to what Tom could have been and what Mary might have thought of him. So I never did well on tests like that

The same was true with word analogies, pairs of words in which you were supposed to find some sort of logical, semantic relationship — for example, “Sunset is to nightfall as is to.” And here you would be presented with a list of four possible pairs, one of which showed the same kind of relationship: red is to stoplight, bus is to arrival, chills is to fever, yawn is to boring: Well, I could never think that way. I knew what the tests were asking, but I could not block out of my mind the images already created by the first pair, “sunset is to nightfall”–and I would see a burst of colors against a darkening sky, the moon rising, the lowering of a curtain of stars. And all the other pairs of words –red, bus, stoplight, boring–just threw up a mass of confusing images, making it impossible for me to sort out something as logical as saying: “A sunset precedes nightfall” is the same as “a chill precedes a fever.” The only way I would have gotten that answer right would have been to imagine an associative situation, for example, my being disobedient and staying out past sunset, catching a chill at night, which turns into feverish pneumonia as punishment, which indeed did happen to me.

I have been thinking about all this lately, about my mother’s English, about achievement tests. Because lately I’ve been asked, as a writer, why there are not more Asian Americans represented in American literature. Why are there few Asian Americans enrolled in creative writing programs? Why do so many Chinese students go into engineering! Well, these are broad sociological questions I can’t begin to answer. But I have noticed in surveys — in fact, just last week — that Asian students, as a whole, always do significantly better on math achievement tests than in English. And this makes me think that there are other Asian-American students whose English spoken in the home might also be described as “broken” or “limited.” And perhaps they also have teachers who are steering them away from writing and into math and science, which is what happened to me.

Fortunately, I happen to be rebellious in nature and enjoy the challenge of disproving assumptions made about me. I became an English major my first year in college, after being enrolled as pre-med. I started writing nonfiction as a freelancer the week after I was told by my former boss that writing was my worst skill and I should hone my talents toward account management.

But it wasn’t until 1985 that I finally began to write fiction. And at first I wrote using what I thought to be wittily crafted sentences, sentences that would finally prove I had mastery over the English language. Here’s an example from the first draft of a story that later made its way into The Joy Luck Club, but without this line: “That was my mental quandary in its nascent state.” A terrible line, which I can barely pronounce.

Fortunately, for reasons I won’t get into today, I later decided I should envision a reader for the stories I would write. And the reader I decided upon was my mother, because these were stories about mothers. So with this reader in mind — and in fact she did read my early drafts–I began to write stories using all the Englishes I grew up with: the English I spoke to my mother, which for lack of a better term might be described as “simple”; the English she used with me, which for lack of a better term might be described as “broken”; my translation of her Chinese, which could certainly be described as “watered down”; and what I imagined to be her translation of her Chinese if she could speak in perfect English, her internal language, and for that I sought to preserve the essence, but neither an English nor a Chinese structure. I wanted to capture what language ability tests can never reveal: her intent, her passion, her imagery, the rhythms of her speech and the nature of her thoughts.

Apart from what any critic had to say about my writing, I knew I had succeeded where it counted when my mother finished reading my book and gave me her verdict: “So easy to read.”

**Mother Tongue Vocabulary**

**Directions:** Fold a piece of paper into two columns. On the left side of the column list the vocabulary words below from the text. Define each word. Then, on the column on the right side of the paper write the definition in your own words.

**Ex.**

Kick-off, make better

Innovate-make changes in something established, especially by introducing new methods, ideas, or products.

**academicians**

**nominalized**

**conditional**

**transcribed**

**belies**

**empirical**

**guise**

**diagnosis**

**precedes**

**associative**

**quandary**

**nascent**

**essence**

**Directions:** Using the text, Mother Tongue, by Amy Tan, choose the best answer for each selected response listed below.

**Thinking Through the Text**

1. **What made Tan keenly aware of the different kinds of English in her life?**
2. While she was giving a speech using proper English, Tan realized that her mother would wonder why she was speaking in a different way than normal.
3. After she gave her speech and listened to others talk, Tan realized she sounded very different from them.
4. Tan watched speeches on the television and noticed that her speech sounded very different.
5. Tan listened to her friends speak and noticed she speaks very different from them.
6. **How would you describe the way Tan and her mother speak to each other?**
7. They spoke in their native language.
8. She used sign language to speak to her mother.
9. Tan and her mother did not talk to each other.
10. They used incomplete sentences.
11. **What evidence does Tan give that shows her mother understands proper English?**
12. Tan read the newspaper to her mother.
13. Her mother reads complex financial magazines and fiction books and regularly converses with her stockbroker.
14. Her mother watched the news on television.
15. Tan’s mother talked to her advisor in her native language.
16. **What words does Tan use to describe her mother’s English?**
17. perfectly awesome
18. horrible and not understandable
19. broken and fractured
20. unintelligible and wrong
21. **How does Tan’s mother try to compensate for her limited English?**
22. She has Amy call and pretend to be her.
23. She writes everything down on paper.
24. She finds someone to translate in her native language.
25. She goes to school to practice her English.
26. **What effect did the English spoken by her mother have on Amy Tan?**
27. It had no effect on her.
28. Her mother’s English “almost” limited possibilities in Tan’s life.
29. It made her frustrated with her mother.
30. Her mother’s English made her rebellious.
31. **Why does Tan say she had such difficulty with English Tests?**
32. She would rather take tests in her native language.
33. Both she and her mother did not understand English.
34. She did not have any difficulty.
35. Both she and her mother see language as subjective rather than analytical.
36. **Why did Amy Tan decide to major in English even though her boss told her that writing was her worst skill?**
37. She is rebellious and likes to disapprove others’ assumptions.
38. She wanted to improve her writing.
39. She thought her boss was wrong.
40. She was bored.
41. **How did Tan change her aim in writing from trying to prove herself to reflecting real life?**
42. She followed the direction of her boss.
43. She imagined a reader, her mother, as she wrote.
44. She thought writing was easy.
45. She looked at the prompt and wrote about what the prompt asked her to do.

**Directions:** Using what you have read about Amy Tan in the short story Mother Tongue, answer the following short answer questions.

**Analyze the Text**

1. **What is the central idea of this section? What specific examples could you use to support the central idea?**

Tan realizes she uses two different forms of English. Tan compares the language she uses in public with the language she speaks to her mother and husband. She also highlights how her mother tells a story versus how she tells it.

1. **How did the imperfect English spoken by her mother affect Tan’s view of her mother? Was Tan’s view correct or incorrect? Explain.**

She thought that her mother’s “broken” English meant that her ideas were imperfect. Her view was wrong; there was nothing wrong with her mother’s thoughts and ideas.

1. **Why does Tan think that so few Asian Americans pursue careers in literature? Based on Tan’s history, are the teachers and professors justified in doing this? Why?**

She thinks that because Asian Americans pursue careers in standardized math tests, teachers and professors encourage them to major in subjects such as math and science. No, since Tan became a successful writer, it stands to reason that other Asian Americans can, too.

**Performance Task**

**Directions:** The author of the story you just read, Amy Tan, talks about using “different types of English” to communicate. Using what you know about “different types of English” create a blog that describes the “different types of English” used to communicate with your friends verse the way you write a formal essay. 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**Mending Wall**

**Robert Frost, 1874 – 1963**

Something there is that doesn’t love a wall,

That sends the frozen-ground-swell under it,

And spills the upper boulders in the sun;

And makes gaps even two can pass abreast.

The work of hunters is another thing:

I have come after them and made repair

Where they have left not one stone on a stone,

But they would have the rabbit out of hiding,

To please the yelping dogs. The gaps I mean,

No one has seen them made or heard them made,

But at spring mending-time we find them there.

I let my neighbor know beyond the hill;

And on a day we meet to walk the line

And set the wall between us once again.

We keep the wall between us as we go.

To each the boulders that have fallen to each.

And some are loaves and some so nearly balls

We have to use a spell to make them balance:

‘Stay where you are until our backs are turned!

We wear our fingers rough with handling them.

Oh, just another kind of outdoor game,

One on a side. It comes to little more:

There where it is we do not need the wall:

He is all pine and I am apple orchard.

My apple trees will never get across

And eat the cones under his pines, I tell him.

He only says, ‘Good fences make good neighbors.'

Spring is the mischief in me, and I wonder

If I could put a notion in his head:

'*Why* do they make good neighbors? Isn’t it

Where there are cows? But here there are no cows.

Before I built a wall I’d ask to know

What I was walling in or walling out,

And to whom I was like to give offense.

Something there is that doesn’t love a wall,

That wants it down. I could say ‘Elves’ to him,

But it’s not elves exactly, and I’d rather

He said it for himself. I see him there

Bringing a stone grasped firmly by the top

In each hand, like an old-stone savage armed.

He moves in darkness as it seems to me,

Not of woods only and the shade of trees.

He will not go behind his father’s saying,

And he likes having thought of it so well

He says again, ‘Good fences make good neighbors.

**Directions:** After reading the poem “Mending Wall” by: Robert Frost, use the poem to complete the questions below.

1. What has happened to the wall?
2. “Things Fall Apart”
3. “Something” caused it to fall apart.
4. The writer broke it.
5. The child riding his bike broke it.
6. Why is repairing the wall important to each neighbor?
7. The wall is not important to anyone in the community.
8. The speaker does not want the fence to be mended. The speaker is happy with a broken fence.
9. The fixed wall means that all neighbors can have their privacy.
10. The neighbor thinks it is important because he says that “good fences make good neighbors.”
11. How does the speaker react when the neighbor says that “Good fences make good neighbors”?
12. The speaker wants the neighbor to ask himself why this is true.
13. The speaker agrees with his neighbor.
14. The speaker wants the neighbor to explain what the statement means.
15. The speaker becomes angry at the statement.
16. What effect does the blank verse have on the poem? Why did the poet include some lines that do not have regular rhythm?

It makes the poem sound like a person speaking. To cause reader to slow down and pay attention to the words.

1. Why does the poet repeat the lines “Good fences make good neighbors” and “Something there is that does not love a wall”?

The poet wants to reinforce both the idea that fences are good because they impose order, and the idea that there are mysterious forces in the world that oppose boundaries and confinement.

**Performance Task**

**Directions:** Draft an argumentative essay in which you cite evidence from Robert Frost’s “Mending Wall” to support your analysis of what the text says explicitly as well as what can be inferred from the poem about fences making good neighbors.

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