OLYMPIADS SCHOOL/GRADE 9 AND 10 WRITING/HOMEWORK 10

NAME (FIRST AND LAST): _____ GRADE: ___

READING COMPREHENSION

Families: Learning Corner: Pop Fiction

Stars and storybook characters are inspiring more teens to write for the Web. Is this a good thing?

By Maryanne Murray Buechner Monday, Mar. 04, 2002

The phone rang sharply, waking up a sleepy JC Chasez. JC groaned and looked at the clock. 2 a.m. This better be good.

"Hello?"

"JC, do you want your children?"

JC sat up wide awake. Kathy. The cold voice of his ex-girlfriend chilled him to the bottom of his soul. She was the woman who used him and broke his heart...

Someone with the pen name Christina Kallilli, who describes herself as a high school sophomore from Boston, wrote this breathless fiction, and she wants the world to read it. Well, a certain kind of world, anyway: fellow members of a literary **subculture** that exploded online in recent years and is especially **flourishing** at www.fanfiction.net. Just in the past 18 months or so, FFN, which launched in late 1998, has attracted tens of thousands of teenagers who like to read and write fan fiction--stories based on celebrities (such as JC from boy band 'N Sync) or popular characters from literature, TV, even comics. The site lists more than 100 "fandoms" in the book category, ranging from Anne Frank to Young Jedi Knights; under music, there's writing built around everyone from David Bowie to David Cassidy. While most other fan-fiction sites are boutiques devoted to Harry Potter or The X-Files, "FFN is the giant shopping mall," says Tara O'Shea, 28, who started writing fan fiction at age 11. Says Chris Burks, creator of www.lit.org a site for original fiction writers: "There's nothing else like it. Nobody else is archiving so much or has such an open editorial policy."

FFN has some 115,000 members. A third of them are 18 and under, and about 80% are female, according to creator Xing Li, 24, a computer programmer who lives in Los Angeles and calls the site "strictly a hobby." Registration is free but permitted only if you click the box marked "I'm at least 13" (there's no accounting for dishonest answers). Writers upload stories directly to the site, assigning a category and rating from G to NC-17. There's no screening process, no **editorial** board; most features are automated, and Li relies on members to report inappropriate behavior (he has booted a few

troublemakers). Anyone can post anything, then sit back and wait for the reviews to roll in.

And they do. For many writers, that's the best part. Reader comments are logged one click away from the actual story. "It means a lot to get reviews," Kallilli wrote in an e-mail to TIME, "because then you know if you're doing a good job or something isn't working." Her 18-chapter saga, "Second Chance, Second Life"--about JC's romance with his kids' nanny (it's rated PG)--has **elicited** 151 reviews since it appeared last fall. Most are of the "I loved this story!" and "Great ending!" variety. Not exactly the same level of feedback you'd get from your English teacher.

But there's real value to having your peers cheer you on, says Merle Marsh, a prep-school administrator and author of several parents' guides to the Net, including Everything You Need to Know (But Were Afraid to Ask Kids) About the Information Highway (Computer Learning Foundation). Marsh applauds the site for encouraging young people to read and write; she only wishes they weren't writing about Buffy the Vampire Slayer. "It would be better if they were coming up with their own characters," she says, "but maybe this is the way they need to start."

Marsh is more concerned that a site so popular with the under-18 set is unsupervised and doesn't restrict access to mature material--such as the NC-17-rated tales involving J.K. Rowling's Draco Malfoy and Severus Snape submitted by a girl whose online bio says she's 13. But censorship would be counter to Li's vision of an online community free to share its stuff, raw and uncut--as long as the graphic material is clearly marked. "I know how hard these writers work, and I respect it," says Li. Running the site takes 25 hours out of his week, but Li says if it helps aspiring scribes find an audience, it's worth it.

VOCABULARY
The following sentences can be found in the article above. Guess the meaning of the underlined words or share your prior knowledge. Then copy down the word's definition from any dictionary.

1. Well, a certain kind of world, anyway: fellow members of a literary **subculture** that exploded online in recent years and is especially flourishing at www.fanfiction.net.

Your inference/prior knowledge:_____

_____

Definition:_____

_____

2. Well, a certain kind of world, anyway: fellow members of a literary subculture that exploded online in recent years and is especially **flourishing** at www.fanfiction.net.

Your inference/prior knowledge:_____

_____

Definition:_____

_____

3. There's no screening process, no **editorial** board; most features are automated, and Li relies on members to report inappropriate behavior (he has booted a few troublemakers).

Your inference/prior knowledge:_____

_____

Definition:_____

_____

4. Her 18-chapter saga, "Second Chance, Second Life"--about JC's romance with his kids' nanny (it's rated PG)--has **elicited** 151 reviews since it appeared last fall.

Your inference/prior knowledge:_____

_____

Definition:_____

_____

REFLECTION
The article mentions a few perspectives about teenagers writing fan fiction. What are they? Write a summary. Ensure that your sentences flow smoothly and logically.

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PERSUASIVE WRITING
What is your point of view about teenagers writing fan fiction? Write a paragraph that presents your argument in a persuasive way. Use evidence or examples from your personal experience or observations about other people.

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GRAMMAR

Punctuation and Capitalization: Using the Apostrophe

USE OF THE APOSTROPHE TO INDICATE POSSESSION

An apostrophe is used to demonstrate possession. The apostrophe takes the place of omitted words of ownership. If you can reverse the order of the words and use of or *for*, then you need an apostrophe. For example, *child's book* becomes *the book of the child.*

Examples: son's chores (the chores of the son)
        sons' chores (the chores of more than one son)
        Octavia's cake (the cake of Octavia)
        Nelson's journey (the journey of Nelson)

> **NOTE:** An apostrophe is not required for possessive pronouns. The pronouns *my, mine, your, yours, his, her, hers, its, our, ours, their*, and *theirs* do not need apostrophes to make them possessive.

Examples: *His* car is not here. Shall we take *yours* or *mine*?
        Each cat had its favorite spot in the house.

Rules for Forming the Possessive

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1. *Add the apostrophe plus an s ('s) to show possession in these cases:*

   a. a singular noun-

      Examples: a cat's cry   the astronaut's suit

   b. an indefinite pronoun-

      Examples: someone's keys   everyone's answers

   c. plural nouns that do not end in s-

      Examples: children's coats   women's responsibilities   men's role

   d. compound (more than one word) expressions used as a singular noun-

      Examples: her father-in-law's chair   the chief-of-police's gun

   e. joint possession and separate possession-

      Examples: Libby and Cindy's rooms (same rooms)   Libby's and Cindy's rooms (different rooms)

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2. *Add an apostrophe (') or an apostrophe plus an s (s') to singular words ending in s.*

a. Add the apostrophe plus the s to singular words of one syllable.

Examples: my boss's schedule   the bus's tires

b. Add an apostrophe plus an s or an apostrophe only to singular words of two syllables. Your choice depends upon sound.

Examples: Thomas's or Thomas' dog   discus' flight or discus's flight

c. Singular words of three or more syllables use only an apostrophe to make them possessive.

Examples: Martinkus' book   Pythagoras' theory

3. *Add only an apostrophe (') to plural nouns ending in s.*

Examples: goats' pasture   bridges' supports

USE OF THE APOSTROPHE TO FORM CONTRACTIONS

Use apostrophes in place of some letters to form contracted words or numbers. Make sure that the apostrophe is in the same place as the omitted letters or numbers.

Examples: of the clock   o'clock
he did not   he didn't
she will   she'll
Kim will not   Kim won't
he is   he's

I am   I'm
they are   they're
1965   '65

Usually, except for a contraction like o'clock, you should not use contractions in formal writing.

USE OF THE APOSTROPHE TO FORM PLURALS

Use apostrophes to form plurals of letters, numbers, abbreviations, and words referred to as words.

Examples: Please distinguish between your i's and your t's.
Nathan's 7's often look like 9's
The VIP's arrived at the gala opening of the new play.
You used too many and's in your last paper.

NOTE: In current usage, the plurals of this century's decades -- the '20's, for example -- are written without the apostrophe plus s. Instead, these decades appear with only the initial apostrophe to indicate that the first numbers are absent and the s to indicate plural. The Sixties are now written numerically as the '60s or the 1960s.

EXERCISE: Find the apostrophe mistakes and correct them

1. If a person becomes a passive viewer, this is the individuals fault rather than the TV programs.

2. The teachers attitude, presentation of the material, and knowledge of the material being taught reflect on a students opinion of the course.

3. You have to be able to delegate blame. The guys mother did it, his friend did it, the little kid next door did it.

4. It's a hot summer day; you have had a hard days' work.

5. You slam the glass down as the last of the brew falls to it's proper place.

6. During the past century Americans obsession for automobiles has become a recognized fact.

7. But today an automobile can directly reflect the personality of it's owner.

8. He generally has little respect for traffic laws, and no regard for the worlds oil supply.

9. This entails driving your car to a friends house when he only lives a few houses down the block.

10. When I look in my parents closet, I can find almost new running shoes and rackets for tennis and racquetball.

MAIN CLAUSES; SIMPLE AND COMPOUND SENTENCES

Key Information

A **simple sentence** may contain a compound subject, compound predicate, or both, but it must have only one main clause. Remember that a main clause has a subject and a predicate and can stand alone as a sentence.

Kim dances.

Kim and Terry dance. [compound subject]

Kim dances and sings. [compound predicate]

Kim and Terry dance and sing. [compound subject and compound predicate]

A **compound sentence** contains two or more main clauses.

Kim dances, and Terry sings.

The main clauses are usually joined by a comma and a coordinating conjunction such as *and, but, or, nor, yet,* or *for.*

Kim also dances professionally, but Terry sings only as an amateur.

The main clauses may also be joined by a semicolon.

Kim also dances professionally; Terry sings only as an amateur.

■ A. Identifying Simple and Compound Sentences

Write whether each of the following sentences is *simple* or *compound*. In the sentences that are compound, bracket the main clauses.

_____ **1.** Under cover of darkness, the scout crossed the enemy's line.

_____ **2.** Tomatoes are usually easy to grow, but broccoli is more difficult.

_____ **3.** Naomi shrieked, but Paulette only laughed.

_____ **4.** The pencil sharpener was broken; the teacher permitted the use of pens.

_____ **5.** You should read the entire chapter, but I can summarize it for you.

_____ **6.** The dog and the cat got along quite well and even shared each other's food.

■ B. Writing Simple and Compound Sentences

Use each of the following pairs of verbs to form first a simple sentence and then a compound sentence. You may change the tenses of the verbs if you wish.

1. saw, heard _____

_____

2. lived, moved _____

_____

3. leaped, bolted _____

_____

THE END