

Adult Basic Education

# English Language Arts

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## English 2016 Viewing and Representing

### Study Guide

**Suggested Resources:** *ResourceLines 9/10*  
*The Road Ahead*

#### **Level II English Courses**

English 2011

English 2012

English 2013

English 2014

English 2015

**English 2016**



<b>Table of Contents</b>
--------------------------

To the Student.....3

Unit 1: Viewing.....5

Unit 2: Representing.....7

<b>To the Student</b>
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***Who should do English 2016 Viewing and Representing?***

English 2016 is the sixth in a series of six Level II English courses. It is meant to provide an overview of how viewing and representing are important for understanding and communicating meaning. You will be given an opportunity to create an original piece of representing.

You do not have to complete all six Level II English courses to move into ABE Level III. The decision to do all or some of the six Level II English courses will be made based on your instructor's assessment. The following will be taken into consideration in this assessment: your previous education, your CAAT (or another standardized test) result, your work experience, your future employment/post-secondary goals, your progress in Level II courses, or any other factor impacting your future success in Level III. For example, if you enter Level II from Level I and wish to pursue the Degree and Technical Profile (Academic) in Level III, you will likely have to complete all six Level II English courses. If you intend to pursue the General College Profile (General) in Level III, you may only have to complete a selection of Level II English courses.

You will receive up to four equivalency credits if you continue with Level III. For every five Level II courses (English, Math and/or Science) you successfully complete, you may be given one General Options credit in Level III, up to a total of four.

***What is the English 2016 Study Guide?***

The English 2016 Study Guide describes all the work that is required for the completion of this course.

***How should I Use the Study Guide?***

Before beginning to do the work in this Study Guide, you will need to talk to your instructor about the course and the resources you will need. You should work through the *Study Guide* page by page, consulting with your instructor as you go.

***How is the Study Guide organized?***

The Study Guide is organized in two columns, as follows:

Required Work	Suggested Resources/Notes
This column provides a numbered list of all the work you are required to do for the course.	This column gives important information on the resources being used and some notes to help you complete the required work.

**Important Note**

This Study Guide is intended to make it possible for you to work independently in Adult Basic Education. If you use the Study Guide correctly, you may be able to work on your own for certain periods of time. You should always make sure that your instructor is aware of what you doing. Feel free to ask your instructor for help and guidance at all times.

## Unit 1: Viewing

Required Work	Suggested Resources/Notes
<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>1. Read page 185 in <i>ResourceLines 9/10</i> and then make a list of different examples of visual images.</p> <p>2. Read pages 186-187 in <i>ResourceLines 9/10</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) What is meant by viewing?</li><li>b) What are the three stages in the viewing process?</li></ul> <p>3. Select one of the following magazine selections from the anthology <i>The Road Ahead</i>. You only need to view the selection, you do not have to read the entire selection in detail.</p> <ul style="list-style-type: none"><li>• “Lost...and Found” (p. 34)</li><li>• “The Beautiful Bruce Peninsula” (p. 222)</li><li>• “Man in Action” (p. 228)</li></ul> <p>Based on the selection you just viewed, and what you know about magazines in general, try to answer these questions (include a reason):</p> <ul style="list-style-type: none"><li>a) For what audience is this magazine selection intended?</li><li>b) What you have just viewed is a selection only. What other types of articles would you expect to be found in the magazine containing this selection?</li><li>c) What kinds of products do you think will be advertised in the magazine containing this selection?</li></ul>	<p><i>ResourceLines 9/10</i>, p. 185.</p> <p><i>ResourceLines 9/10</i>, pp. 186-187.</p> <p><i>The Road Ahead</i>, pp. 34, 222, 228.</p>

## Unit 1: Viewing

Required Work	Suggested Resources/Notes
<p>4. View the photo essay entitled “Nature’s Cradle” on pages 244-246 of <i>The Road Ahead</i>, and then respond in writing to the following. You may wish to discuss both the photo essay and the questions which follow with your instructor or another student first.</p> <ul style="list-style-type: none"><li>a) Instead of using words, this photo essay proves its point using photographs (visuals). Look at the title. What does this photo essay suggest to the reader/viewer?</li><li>b) Why do you think the creator of this photo essay chose to send a message visually?</li><li>c) Do you think the visual is effective in achieving its purpose? Why/Why not?</li></ul>	<p>A photo essay communicates a thesis or message to the reader using photographs instead of words.</p> <p><i>The Road Ahead</i>, pp. 244-246.</p>

## Unit 2: Representing

Required Work	Suggested Resources/Notes
<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>1. Read page 235 in <i>ResourceLines 9/10</i>. List some examples of different types of representing and explain why it is a useful way to communicate ideas.</p> <p>2. Read the section entitled “General Guidelines” on page 236 of <i>ResourceLines 9/10</i> and explain what is considered the difference between good and bad design.</p> <p>3. The textbook <i>ResourceLines 9/10</i> contains “Here’s How Mini-Lessons” which provide useful information on how to create different types of visuals. In this exercise, plan and create one visual which represents a story, theme, idea etc.</p> <p>Some suggestions that you may want to consider for this assignment are:</p> <ul style="list-style-type: none"><li>• <b>Create an information illustration:</b> This can be an illustration of something from another subject area, especially science, such as the food chain, the water cycle, diagram of an atom, diagram of the Earth’s crust, etc.</li><li>• <b>Create a drawing or painting:</b> This can be a drawing or painting of a character or scene in one of the literary selections you studied in ABE (short story, poem, novel, play). It can also be a drawing or painting of something that means something to you on a personal level (a house, a church, a family member, a school, a pet, a river, a sunset, etc.)</li></ul>	<p><i>ResourceLines 9/10</i>, p. 235.</p> <p><i>ResourceLines 9/10</i>, p. 236.</p> <p>Here’s How Mini-Lessons found in <i>ResourceLines 9/10</i></p> <ul style="list-style-type: none"><li>• Information Illustrations (p. 236)</li><li>• Drawings and Paintings (p. 243)</li><li>• Posters (p. 246)</li><li>• Collages (p. 250)</li><li>• Leaflets (p. 253)</li><li>• Desktop Publishing and Computer Graphics (p. 256)</li><li>• Multimedia Presentations (p. 262)</li><li>• Advertisements (p. 266)</li><li>• Videos (p. 270)</li><li>• Stage Plays (p. 275)</li></ul>

## Unit 2: Representing

Required Work	Suggested Resources/Notes
<ul style="list-style-type: none"><li>• <b>Create a poster:</b> This can be an exhibition poster promoting an event such as a concert, a bake sale, a special guest at a church, a hockey game, an anniversary, a birthday, etc. Your poster can present social commentary on a particular issue such as drinking and driving, bullying in schools, violence against women, workplace safety, etc.</li><li>• <b>Create a collage:</b> This can be an artistic composition made up of various materials—paper, photographs, text, cloth—and mounted on a surface. It can be about a particular theme, topic or issue, or it can be something like a book cover.</li><li>• <b>Create a leaflet:</b> Leaflets are found everywhere and are designed to provide a large amount of information about a product, service, place, issue, or event in only a page or two. You could develop a leaflet for some upcoming event in your college or community, you could create a leaflet marketing something you are selling (boat, vehicle, house), or you can create an information brochure about some aspect of your community's history.</li><li>• <b>Other suggestions are found in <i>ResourceLines 9/10</i> on the pages referenced in the right hand column</b></li></ul>	