

Adult Basic Education

English Language Arts

English 1101A

Study Guide

Prerequisites: None

Credit Value: 1

Degree and Technical Profile and Business-Related College Profile Required English Courses

English 1101A
English 1101B
English 1101C
English 2101A
English 2101B
English 2101C
English 3101A
English 3101B
English 3101C

Table of Contents

To the Student	5
Unit 1	
Short Story and Related Writing	7
Unit 2	
Poetry and Related Writing	13
Unit 3	
Written Communications and Writing Conventions	19

Anthologies: *Sightlines 10*
Land, Sea, and Time, Book One

Reference Books: *Resource Lines 9/10*
Reading and Writing for Success

To the Student

The following questions and answers should help you use this Study Guide.

Who should do English 1101A?

English 1101A is intended for those who are studying in the **Degree and Technical Profile** or the **Business-Related College Profile** of Adult Basic Education.

What is in the English 1101A Study Guide?

The *English 1101A Study Guide* describes all the work that is required for the completion of this course. There are 3 separate Units in this course - they are listed in the Table of Contents above (page 2).

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 to complete the work for the course.

The *Study Guide* provides important information and guidance which you will need to complete *English 1101A*. 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	Guidelines and Suggestions
<p>This column provides a numbered list of all the work you are required to do for the course.</p> <p>You should note that there are 3 separate Units in the course and the Required Work for each Unit starts with the number 1.</p>	<p>This column gives you important information and guidelines to help you complete the Required Work in the left-hand column. You should always read this column <i>before</i> beginning the Required Work.</p>

Important Note

This *Study Guide* is intended to make it possible for you to work independently in the Adult Basic Education class. If you use the *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 are doing, however, and you should feel free to ask your instructor for help and guidance at all times.

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Short Stories</p> <ol style="list-style-type: none">1. In preparation for reading short stories and writing about them, you should study pages 41- 46 of <i>Resource Lines 9/10</i>, “Short Story”, including the sample short story, “Mr. Blink”.2. Study the “Terms and Techniques” section on page 37 of <i>Resource Lines 9/10</i>.	<p>You should make notes on the assigned reading material as you study it. These notes will be useful to you as you read and analyze short stories from the anthologies. The material provides information on the characteristics and structure of a short story and gives guidance on how to read and analyze short stories.</p> <p>You will need to discuss the terms and techniques on page 37 with your instructor. You may also be required to discuss them in a small group. You should re-read the short story, “Mr. Blink”, after you have studied the terms and techniques and note the techniques the author uses.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Glossary of Literary Terms</p> <p>3. Compile a personal glossary of literary terms, beginning with the following fiction devices and terminology:</p> <ul style="list-style-type: none">3.1 fiction3.2 plot (rising action, climax, resolution)3.3 conflict3.4 setting3.5 character (protagonist, antagonist)3.6 theme3.7 atmosphere3.8 point of view3.9 foreshadowing3.10 flashback	<p>A <i>glossary</i> is a kind of dictionary. Many of your textbooks have glossaries at the back which list special words from the book and give definitions for them.</p> <p>You should begin to make your own glossary of words (<i>literary terms</i>) which you will learn as you study the literature parts of your English courses.</p> <p>The terms listed here are all related to <i>fiction</i> - short stories and novels. Some of them also apply to other types of literature as well.</p> <p>It is recommended that you use a new exercise book or a small note book for your glossary. Start by entering the fiction terms listed here and writing a definition for each term in your own words. You may need to ask your instructor for help with understanding some terms before you write your definition.</p> <p>You will add new terms to your glossary as you do other Units of this course and other English courses.</p> <p>You are not required to memorize the definitions of terms in your personal glossary, but rather to understand and apply them as you analyze literature.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>4. Listen to the recorded short story, “The Ninny”, by Anton Chekhov (<i>Sightlines 10</i> CD Set, Disk 1, Track 3).</p> <p>Read, Discuss and Write</p> <p>5. Read the short story, “The Ninny” (<i>Sightlines 10</i>, pages 43-45).</p> <p>5.1 Read the short biographical entry on Anton Chekhov on page 393 of <i>Sightlines 10</i>.</p> <p>5.2 Answer question 3 on page 45.</p> <p>5.3 Answer other questions on “The Ninny”, assigned by your instructor.</p>	<p>You should listen to “The Ninny” and read it at least twice to make sure that you understand the author’s purpose and his message about problems in his society.</p> <p>The short biographical entry on the author, Anton Chekhov, will help you better understand the time in which he lived and his concerns for Russian society at that time.</p> <p>You may wish to discuss the story with your instructor or others who are reading it before beginning to answer question 3 on page 45. Your instructor will give you other questions on this story as well.</p> <p>You should make sure that you have answered the question that was asked of you and that there are no mistakes in grammar, punctuation or spelling. Your answers should be written in complete sentences in your own words. You should make reference to the story where necessary to support your point.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Viewing</p> <p>6. In preparation for viewing and analyzing a painting, you should study pages 197-200 of <i>Resource Lines 9/10</i>, “Still Images”.</p> <p>View and Write</p> <p>7. View the painting which accompanies “The Ninny”, <i>The Governess</i>, by Richard Redgrave (<i>Sightlines 10</i>, page 43) and answer the following questions:</p> <p>7.1 How does the placement of people in the picture help to explain their relationships?</p> <p>7.2 How does the artist establish a difference in role or status between the governess and the other people in the painting?</p> <p>7.3 How does the author create a distinction in mood between the different people in the painting?</p> <p>7.4 Write a paragraph explaining how you feel this painting is related to the short story, “The Ninny”.</p>	<p>Still images include paintings, photographs, posters and collages. They may be interesting to look at and they often communicate a message to the viewer. The study material from <i>Resource Lines 9/10</i> will help you to understand the characteristics of still images and the techniques used to create messages. It also gives guidelines for viewing still images. You should take notes on this material. They will be useful to you as you analyze the painting in Required Work 7.1 to 7.4 and as you analyze other visuals in future English courses.</p> <p>You may need to refer back to the study material and your notes as you complete these questions.</p> <p>Your answers should be written in short paragraph form. You should check your writing to ensure that you have answered the question that was asked of you and that there are no errors in spelling, grammar or punctuation.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write</p> <p>8. Select and read at least 3 other short stories from <i>Sightlines 10</i>.</p> <p>8.1 Answer questions, assigned by your instructor, on each story selected.</p>	<p>You should choose stories that you think you will enjoy. You may want to skim several stories before making your final decision. Your instructor may also help by suggesting some stories for you.</p> <p>You should note that the <i>Sightlines 10</i> anthology has two Tables of Contents. The second of those, “Contents by Genre” lists all the short stories together. You will find this list on page x.</p> <p><i>Sightlines 10</i> also has a section at the back where you can find information on the authors of all the selections - “Biographies of Contributors”, pages 392- 400. All the authors are listed in alphabetical order on these pages. You should read the biographical entry for the author of each short story you select.</p> <p>You should read each story you select at least twice to help you better understand all the different elements of narrative fiction. Ask your instructor to arrange for you to discuss each story before you answer the questions.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write (continued)</p> <p>9. Read a minimum of 1 short fiction text from <i>Land, Sea and Time, Book One</i>.</p> <p>9.1 Answer questions, provided by your instructor, on the short fiction text selected.</p>	<p>The <i>Land, Sea and Time</i> books provide reading material, including short fiction, about the Newfoundland and Labrador heritage and culture. You should skim the whole of <i>Book One</i> to find a short fiction text that is of interest or special significance to you. You will need to decide whether a particular text is fiction or non-fiction before making your selection, since the <i>Land, Sea and Time</i> books are not organized by genre. <i>You may ask your instructor for guidance with your selection.</i></p> <p>As with the stories from <i>Sightlines 10</i>, you should read the story from <i>Land, Sea, and Time Book One</i> at least twice to be sure that you grasp the different levels of meaning. It also helps to discuss the stories with other readers or with your instructor.</p> <p>There are no questions provided in the text itself. You should ask your instructor for questions for the story you select.</p> <p><i>Your answers to all questions should be written in short essay style and revised for clearness and accuracy.</i></p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Poetry</p> <p>1. In preparation for reading and writing about poetry, you should study pages 47-52 of <i>Resource Lines 9/10</i>, “Poetry”.</p> <p>2. Define and discuss the following poetic devices and terminology and add to your personal glossary of literary terms:</p> <ul style="list-style-type: none">2.1 ballad2.2 lyric2.3 imagery2.4 simile2.5 metaphor2.6 personification2.7 rhythm2.8 rhyme2.9 alliteration	<p>Many people find poetry challenging to read and understand. For this reason, they may tend to avoid reading poems. Good poetry, however, can touch your emotions and cause you to reflect on experiences and feelings that are personally meaningful to you.</p> <p>The assigned study material from <i>Resource Lines 9/10</i> gives an explanation of the various forms that poetry takes and their characteristics. It explains how to read poetry for the greatest understanding and enjoyment and how to analyze poems.</p> <p>All of the terms listed in Required Work 2.1 to 2.9 are defined in the <i>Resource Lines 9/10</i> study material. You may find it helpful to discuss the terms with your instructor before going on to read and analyze poems.</p> <p>When you put these terms into your personal glossary of literary terms, you will need to start a new section called “Poetry”.</p> <p>Remember, you are not required to memorize the definitions of terms in your personal glossary, but rather to understand and apply them as you analyze literature.</p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>3. Listen to the recorded poem, “David” by Earle Birney (<i>Sightlines 10</i> CD Set, Disk 2, Track 2).</p>	<p>Listen to the recorded poem, “David”, at least twice. Unlike prose, poems take much of their meaning from the sound of the words, the rhyme, and the rhythm so listening is especially useful to understanding poetry.</p> <p>“David” is a narrative poem, which means that, unlike many poems, it tells a story. As you listen, try to imagine the setting, the characters, and the events as they occur. You should practice reading this poem aloud after you have listened to it.</p>
<p>Read and Discuss</p> <p>4. Read the poem, “David” (<i>Sightlines 10</i>, pages 118-124).</p> <p>4.1 Discuss the poem with others who are reading it at the same time or with your instructor.</p>	<p>You will already have listened to this poem twice and read it aloud. You should read it again silently in preparation for answering the questions. <i>Resource Lines 9/10</i> suggests that you read a poem at least three times (pages 49-50). You may wish to refer back to these pages for guidance on reading this poem.</p> <p>Your instructor will arrange for you to discuss the poem. If there are others reading the poem at the same time, you may be required to participate in a small group discussion. If not, you may discuss the poem with your instructor. Discussing the poem with others who have read it will give you a better understanding of the story and the theme. It will also give you an opportunity to discuss your personal response to the events in this poem.</p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Write</p> <p>5. Answer the following questions on the poem, “David”:</p> <p>5.1 Compare the narrative structure of this poem with that of a short story (initial incident, rising action, climax, and resolution). Identify which parts of the poem correspond to each of these narrative elements.</p> <p>5.2 Identify and explain an example of foreshadowing in this poem.</p> <p>5.3 How are both internal and external conflict involved in this poem?</p> <p>5.4 Find and explain at least one example of each of the following:</p> <ul style="list-style-type: none">• alliteration• metaphor• personification• simile <p>5.5 What do you consider to be the main theme of this poem? What is your personal response to the theme and the issues raised in the poem?</p>	<p>You should discuss these questions with your instructor before beginning to write your answers. You may also need to refer back to page 41 of the study material on short stories in <i>Resource Lines 9/10</i> for Required Work 5.1.</p> <p>You should remember, when you are writing your personal response to a poem, that there is no right or wrong answer. You should express as clearly as you can how you felt after reading the poem and give reasons for your statements.</p> <p>Your answers should be written clearly and you should use examples from the poem to support your answers, where needed. Make sure you have answered the question that was asked of you.</p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write</p> <p>6. Select and read at least three other poems from <i>Sightlines 10</i>.</p> <p>6.1 Answer questions, assigned by your instructor, on each poem selected.</p>	<p>You should choose poems that you think you will enjoy. You may want to skim several poems before making your final decision. Your instructor may also help by suggesting some poems for you.</p> <p>There are 4 poems, in addition to “David”, recorded on the <i>Sightlines 10</i> CD Set. If you find listening to a poem to be helpful, you may wish to choose one or more of these.</p> <p>You should note that the <i>Sightlines 10</i> anthology has two Tables of Contents. The second of those, “Contents by Genre” lists all the poetry together. You will find this list on pages <i>x-xi</i>.</p> <p>You should read each poem you select several times for complete understanding and appreciation.</p> <p><i>Sightlines 10</i> also has a section at the back where you can find information on the authors of all the selections - “Biographies of Contributors”, pages 392- 400. All the authors are listed in alphabetical order on these pages. You should read the biographical entry for the author of each poem you select.</p> <p>Your answers should be written clearly and you should use examples from the poem to support your answers, where needed. Make sure you have answered the question that was asked of you. Your answers to all questions should be written in short essay style and revised for clearness and accuracy.</p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
7. Select and read at least 2 poems from <i>Land, Sea and Time, Book One</i> .	<p><i>Land, Sea and Time, Book One</i> contains many poems and songs from which you may select two. You should choose poems based on your personal interest. Skim a number of poems and/or songs to see which ones appeal to you. Your instructor may be able to help you choose poems and give you background information on those that you choose.</p> <p>The following are possible choices for Required Work 7:</p> <ul style="list-style-type: none">• “Independence” by Richard Greene (Page 13)• “Grandmother Figure I” by Scott Fillier (Page 29)• “Looking Back” by Enos Watts (Page 44)• “The Road Home” by Michael Crummy (Page 75)• “Any Mummers Allowed In” by Bud Davidge (Page 150)
7.1 Answer questions, assigned by your instructor, on each poem selected.	<p>You should read each poem you select several times for complete understanding and appreciation.</p> <p>Your answers should be written clearly and you should use examples from the poem to support your answers, where needed. Make sure you have answered the question that was asked of you.</p> <p><i>Your answers to all questions should be written in short essay style and revised for clearness and accuracy.</i></p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestion
<p>Learning About Essay Writing</p> <p>1. In preparation for writing essays, you should study pages 111-114 of <i>Resource Lines 9/10</i>, “How to Write an Essay”.</p> <p>2. Re-read the sample essay, “Heroes I Admire” (pages 112-114), and complete the following exercises:</p> <p>2.1 What is the thesis statement of this essay?</p> <p>2.2 The thesis statement is in the introductory paragraph. There are eight ‘body’ paragraphs that support this thesis statement. State, in your own words, how each of these eight paragraphs supports the thesis statement.</p>	<p>Before you begin to practice writing your own essays, it is important that you understand how an essay is constructed and what steps you should take in preparing to write an essay.</p> <p>The study material in <i>Resource Lines 9/10</i> explains how to write an essay. It also provides a very good example of the essay format, “Heroes I Admire”, that has a clearly defined introduction, body and conclusion.</p> <p>The assigned exercises on “Heroes I Admire” guide you to look at specific parts of the essay and to examine how the writer uses the supporting paragraphs in the body of the essay to support his thesis statement. You should also examine how the last paragraph (the concluding paragraph) re-states and supports the thesis of the essay.</p> <p>In order to complete these exercises, you may need to re-read the essay several times. You may also want to discuss it with your instructor.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Practicing Essay Writing</p> <p>3. The basic structure of an essay outline is provided below and on the next page. The essay topic and thesis statement are provided. The topic sentence (main idea) of each of three supporting paragraphs is also provided. Complete the essay outline as follows:</p> <p>3.1 Write three points that would develop and support the topic sentence in each of the supporting paragraphs.</p> <p>3.2 Write a topic sentence for the concluding paragraph.</p> <p>Essay Topic: <i>Why People Should Not Smoke</i></p> <p>Thesis Statement: While there are many arguments against smoking, the following three are the most important: it pollutes the environment, it is costly, and it is injurious to the health of the smoker.</p> <p>First Supporting Paragraph Topic Sentence:</p> <p>Cigarette smoke is one of the main polluters of indoor space.</p> <p><i>(Continued on next page.)</i></p>	<p>As you prepare to write an essay, you should organize your information and thoughts into an outline. The outline is the <i>skeleton</i> of the essay that you will fill out as you create the first draft. The outline exercise in Required Work 3.1 and 3.2 requires you to complete the development of an outline for an essay on Smoking. The thesis statement (the entire introductory paragraph in this example) has been written for you. The topic sentences, or main ideas, of the next three paragraphs are also provided. For each of these paragraphs, you should carefully consider the topic sentence and think about what you would write to support it. You need to make at least 3 different points in support of each topic sentence.</p> <p>1. Cigarette smoke is one of the main polluters of indoor space.</p> <p>1.1 _____</p> <p>1.2 _____</p> <p>1.3 _____</p> <p><i>(Continued on next page.)</i></p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Practicing Essay Writing (continued)</p> <p>Second Supporting Paragraph Topic Sentence: Cigarettes are very expensive to buy.</p>	<p>2. Cigarettes are very expensive to buy.</p> <p>2.1 _____</p> <p>2.2 _____</p> <p>2.3 _____</p>
<p>Third Supporting Paragraph Topic Sentence: Many of today's health problems can be directly linked to smoking.</p>	<p>3. Many of today's health problems can be directly linked to smoking.</p> <p>3.1 _____</p> <p>3.2 _____</p> <p>3.3 _____</p>
<p>Concluding Paragraph Topic Sentence:</p>	<p>4. Concluding Paragraph Topic Sentence</p> <p>_____</p> <p>_____</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Develop an Outline</p> <p>4. Select a topic from the following list or a topic of your choice and develop an outline based on the model in Required Work 3.</p> <ul style="list-style-type: none">•The Importance of Education•The Benefits of Television or The Disadvantages of Television•Restrictions on New Drivers•Smoking Ban in Public Places•Health Care Waiting Lists	<p>You should choose a topic that you are interested in for your outline and essay. Remember that it will be easier for you to write if you know quite a lot about the topic already. The list of suggested topics is intended to get you thinking about possible topics. You may choose to write on a topic from the list if you are interested in it and if it is already familiar to you. You may also change the suggested topics to suit your interests.</p> <p>The outline you filled in for Required Work 3 may be used as the model for this outline. You will need to develop a <i>thesis statement</i>, at least <i>3 supporting paragraphs</i>, and a <i>concluding paragraph</i>.</p> <p>Each of your supporting paragraphs should have at least three points.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Write an Essay</p> <p>5. Write a short essay based on the outline developed in Required Work 4. The essay should include:</p> <ul style="list-style-type: none">•An introductory paragraph with a clear thesis statement•At least 3 supporting paragraphs•A concluding paragraph	<p>When you have completed your outline, you should use it to write an essay on the topic. As you write, fill out your sentences with words that emphasize and describe. Try to write in a way that will capture the interest of the reader as well as give information.</p> <p>Your concluding paragraph should do one or more of the following:</p> <ul style="list-style-type: none">•re-state your thesis•summarize your main points•state a final message, suggestion or insight. <p>You should write several drafts of your essay. Show each draft to your instructor and discuss how possible improvements can be made.</p> <p>The final draft of your essay should be clearly written and each paragraph should lead into the next one. You should make sure that there are no errors in spelling, punctuation or grammar.</p> <p>You may neatly write or type the final draft of your essay.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Writing Formal Letters</p> <p>6. In preparation for writing a letter of application, you should study the following material on writing formal letters:</p> <ul style="list-style-type: none">• “Writing a Letter of Application”, <i>Reading and Writing for Success</i>, pages 174-176• “The Business Letter”, <i>Resource Lines 9/10</i>, pages 129-130	<p>The study of the assigned pages from <i>Reading and Writing for Success</i> and <i>Resource Lines 9/10</i> will prepare you for writing a letter of application. Both books teach about the format and parts of a formal “business letter”. When you have learned how a formal letter is constructed, you can use the same format for all your business letters. Both books use a letter of application as an example of a formal letter. These can be used as a model when you write your letter of application.</p>
<p>Writing a Letter of Application</p> <p>7. Write a letter of application in response to an employment advertisement in the community or from a list supplied by your instructor.</p>	<p>Your letter of application should be written in response to a job ad. The ad may be found on a community bulletin board, in the window of a local business, or in a local newspaper. If you have difficulty finding an ad for a job that you are qualified for, you should ask your instructor for suggestions.</p> <p>Your letter of application should include all of the information about your qualifications and experience that an employer would need to know. Most job ads would specify what qualifications and experience are required. You will need to decide if your qualifications and experience match those in the job ad.</p> <p>You should write several drafts of your letter of application until you feel it is good enough to be sent to an employer. Your instructor will advise you on this. You should type your letter of application, if possible. Most employers expect typewritten letters of application.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing Conventions</p> <p>8. Review <i>sentences</i> and <i>sentence fragments</i>.</p> <p>8.1 Complete practice exercises on sentences and sentence fragments, as assigned by your instructor.</p> <p>9. Review <i>subject-verb agreement</i>.</p> <p>9.1 Complete practice exercises on subject-verb agreement, as assigned by your instructor.</p> <p>10. Review <i>end punctuation</i>.</p> <p>10.1 Complete practice exercises on end punctuation, as assigned by your instructor.</p>	<p>Your instructor will provide you with information about each element of Writing Conventions to be studied in this Unit. You should be sure that you understand how each of the elements studied relates to your own writing.</p> <p>Your instructor will give you practice exercises for each of Required Work 8.1, 9.1 and 10.1. Your performance on the practice exercises will be counted for a small part of your grade for this course. More weight will be given to your ability to demonstrate that you have understood these Writing Conventions by using them correctly in your essays and other compositions, answers to questions on literature, and formal correspondence.</p>