

Adult Basic Education

English Language Arts

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## English 1101C

# 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

<b>To the Student</b> .....	5
<b>Unit 1</b>	
Non-Fiction, Media and Related Writing .....	7
<b>Unit 2</b>	
Research and Study Skills .....	19
<b>Unit 3</b>	
Oral Communications and Related Writing .....	29

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**Anthologies:** *Sightlines 10*  
*Sightlines 10 CD Set*  
*Between the Lines 11* (secondary text)

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



## To the Student

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

### ***Who should do English 1101C?***

English 1101C 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 1101C Study Guide?***

The *English 1101C 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 1101C*. 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 <b>Required Work</b> for each Unit starts with the number 1.</p>	<p>This column gives you important information and guidelines to help you complete the <b>Required Work</b> in the left-hand column. You should always read this column <i>before</i> beginning to complete the <b>Required Work</b>.</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 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Narrative Non-Fiction</b></p> <p>1. In preparation for reading and writing about narrative non-fiction, you should review pages 103-106 of <i>Resource Lines 9/10</i>, “Narration”.</p> <p>1.1 Explain the difference between <b><i>news stories</i></b> and <b><i>personal narratives</i></b> in terms of the following:</p> <ul style="list-style-type: none"><li>•subject</li><li>•point of view</li><li>•narrative flow</li><li>•objectivity</li></ul>	<p>You will have already studied this material on “Narration” for <i>English 1101B</i> in the context of reading and writing a personal essay. You should review it briefly before beginning the work for this Unit.</p> <p>You will find explanations of both news stories and personal narratives, as well as examples of each type of writing, in the review material from <i>Resource Lines 9/10</i>. You may need to refer back to the reading material as you complete <b>Required Work 1.1</b>.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Glossary of Literary Terms</b></p> <p>2. Define the following <b><i>non-fiction</i></b> terms and add to your personal glossary of literary terms:</p> <ul style="list-style-type: none"><li>2.1 biography</li><li>2.2 autobiography</li><li>2.3 memoir</li><li>2.4 tone</li></ul>	<p>Non-fiction is text that has factual information about something or tells about things as they actually happened. News articles are supposed to tell of events exactly as they occur. Non-fiction forms such as personal essays and certain expository essays or magazine articles often recount actual events or tell about real people in the form of a story or narrative. The events are usually written about in the order that they happened. However, the dialogue may be what the writer imagines could have been said at the time of the event.</p> <p>When you put these terms into your personal glossary of literary terms, you will need to start a new section called “Non-Fiction”.</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 read and analyze texts.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Listen</b></p> <p>3. Listen to the recorded personal narrative (memoir), “Mrs. Bertha Flowers” by Maya Angelou on the <i>Sightlines 10</i> CD Set (Disk 2, Track 6).</p> <p><b>Read and Write</b></p> <p>4. Read “Mrs. Bertha Flowers” (<i>Sightlines 10</i>, pages 212-216).</p> <p>4.1 In the personal narrative, “Mrs. Bertha Flowers”, Mrs. Flowers says, “Words mean more than what is set down on paper. It takes the human voice to infuse them with the shades of deeper meaning”.</p> <p>—What do you think Mrs. Flowers meant by this?</p> <p>—Did you find that listening to this personal narrative added anything to your appreciation of it? Explain.</p>	<p>You should listen to “Mrs. Bertha Flowers” and read it at least twice to make sure that you completely understand it. You may wish to discuss it with your instructor or with others who are reading it at the same time.</p> <p>The questions in <b>Required Work 4.1</b> are asking you to think about what an oral reading (such as the recording you have listened to) can add to the written word. This is especially important when a narrative is written from the point of view of a person who has a distinct accent, as the Mrs. Flowers character does. You may want to discuss the questions with your instructor before beginning to write your answers.</p> <p>You should read the short biographical entry on the author of this narrative, Maya Angelou (<i>Sightlines 10</i>, page 392). “Mrs. Bertha Flowers” is an excerpt from Maya Angelou’s autobiography, “I Know Why the Caged Bird Sings”.</p> <p><b>Note:</b> You will be returning to the narrative, “Mrs. Bertha Flowers”, for <b>Required Work 9.1 and 9.3</b>.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p>5. Select and read at least two other non-fiction narratives from <i>Sightlines 10</i>.</p>	<p>You should choose non-fiction narratives that you think you will enjoy. You may want to skim several narratives before making your final decision. Your instructor may also help by suggesting some narratives 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 non-fiction. You will find this list on pages <i>xi - xii</i>. The type of non-fiction is indicated in brackets after each title. You may need to skim some of the selections to determine whether or not they are narratives.</p>
<p>5.1 Answer questions, assigned by your instructor, on each narrative you select.</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 non-fiction narrative you select.</p> <p>You should read each text you select at least twice to help you better understand all the different elements of narrative non-fiction. Ask your instructor to arrange for you to discuss each narrative before you answer the questions.</p> <p>You should make sure that you have answered each 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 text, where necessary, to support your point.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Writing Non-Fiction Narratives</b></p> <p>6. In preparation for writing your own non-fiction narrative, you should review page 107 of <i>Resource Lines 9/10</i>, "How to Write Narration".</p>	<p>You will have already studied page 107 of <i>Resource Lines 9/10</i> for English 1101B. You should review it carefully, since it provides detailed guidelines for writing narration. You should follow these guidelines closely as you write your short autobiographical essay for <b>Required Work 7</b>.</p>
<p><b>Writing an Autobiographical Essay</b></p> <p>7. Write a short autobiographical essay (at least 5 paragraphs), focusing on one event or person that you feel has had a significant influence on the development of your personality.</p>	<p>The narrative you have just read, "Mrs. Bertha Flowers" is taken from an autobiography. It is a true account of a person who the author feels has had a very important impact on her life. All of us are affected during our childhood or teenage years by events or people. In some cases, these events or people can change the way we act and the things we believe. You should think about your own life and whether there has been one particular event or person who has influenced you in your formative years. Your essay on this event or person can be written in your own personal style since it is autobiographical. You should remember that your instructor will be reading your essay for evaluation purposes, so you should not write anything that you consider too personal to share.</p> <p>Your essay should have an introductory paragraph that gets the reader's attention, several supporting paragraphs, and a concluding paragraph that ties together what you have said.</p> <p>You should write at least three drafts of your essay, discussing each draft with your instructor and revising for clarity and accuracy.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Descriptive Writing</b></p> <p>8. In preparation for reading and responding to descriptive writing, you should review pages 99-102 of <i>Resource Lines 9/10</i>, “Description”.</p> <p><b>Reading and Analyzing Description</b></p> <p>9. Distinguish between <b>informative</b> and <b>imaginative</b> description through completing the following exercises:</p> <p>9.1 Referring back to “Mrs. Bertha Flowers”, identify specific words and phrases that create images that appeal to the senses.</p> <p>9.2 Read pages 98-99 of <i>Reading and Writing for Success</i>, “The Five Basic Bikes”.</p> <p>9.3 Compare the imaginative description in “Mrs. Bertha Flowers” with the informative description in “The Five Basic Bikes” by answering the following questions:</p> <ul style="list-style-type: none"><li>–How is the author’s purpose different in each text?</li><li>–What is described in each text?</li><li>–How are the descriptive words or phrases different?</li></ul>	<p>You will have already read the material on “Description” in <i>Resource Lines 9/10</i> for English 1101B. You should review it carefully before you begin to do the reading and analysis of descriptive writing for <b>Required Work 9.1 - 9.3</b>.</p> <p>This exercise asks you to think about the different ways in which descriptive writing may be used. You are asked to compare a piece of imaginative description, “Mrs. Bertha Flowers”, with a piece of informative description, “The Five Bike Basic Bikes”.</p> <p>You will have listened to and read the memoir, “Mrs. Bertha Flowers” for <b>Required Work 3</b> and <b>4</b>. You will need to refer back to it to answer questions 9.2 and 9.3.</p> <p>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> <p>Be sure to revise your answers to ensure that there are no errors in spelling, punctuation or grammar.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About News and Magazine Articles</b></p> <p>10. In preparation for reading and analyzing news articles and magazine articles, you should study pages 70-81 of <i>Reading and Writing for Success</i>, “Reading News Articles”.</p>	<p>Pages 70-81 of <i>Reading and Writing for Success</i> provide detailed information on:</p> <ul style="list-style-type: none"><li>• the features of a typical news story</li><li>• the kind of information a news article might contain and how that information is organized</li><li>• what the term ‘slant’ (or bias) means and how you can determine what ‘slant’ a news article is taking</li></ul> <p>There is a sample news article (pages 72-74) with extensive notes in the margins which point out different aspects of the article. You should read the article through (without the marginal notes) at first and then re-read it along with the notes. Pages 75-80 take you through the article again, analyzing all the different parts. You will need to read this very carefully. What you learn from this article can be used to analyze all news articles.</p> <p>You should note that much of the information about news articles would also apply to many magazine articles.</p> <p>You should make notes as you study this material and ask your instructor for guidance on any point that is not clear to you. Your instructor may arrange for you to discuss the material. If there are others studying this Unit at the same time as you are, you may be required to participate in a small group discussion. If not, you may discuss the material with your instructor.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Select and Read Newspaper Articles</b></p> <p>11. Select and read at least two news articles from a current local, regional, provincial or national newspaper.</p> <p><i>See the following page (<b>Required Work 12</b>) for exercises on analyzing the two news articles you have selected.</i></p>	<p>If you are a regular newspaper reader, you may select articles for <b>Required Work 11</b> from the newspaper that you usually read. If you do not usually read a newspaper, your instructor will be able to provide you with newspapers for this exercise. You may use either printed or Internet versions of newspapers.</p> <p>You will need to understand the difference between <i>local, regional, provincial</i> and <i>national</i> newspapers. You should discuss the different types with your instructor, who may be able to provide you with examples of the different types.</p> <p>You should choose two articles about events that are of interest to you. If you wish, you may choose two articles about the same event, but from different newspapers, so that you can compare reporting styles and look for any <i>slant</i> or <i>bias</i> in the writing. You may also choose articles on different events.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Write</b></p> <p>12. Answer the following questions about each news article you selected for <b>Required Work 11:</b></p> <p>12.1 What is the <i>headline</i>?</p> <p>12.2 What is the <i>byline</i>?</p> <p>12.3 What is the <i>dateline</i> and/or <i>placeline</i>?</p> <p>12.4 What is the <i>lead</i>?</p> <p>12.5 Give two details from the body of the article that give more information about the lead?</p> <p>12.6 Identify any quoted speech. Who is quoted?</p> <p>12.7 Is there a photograph? Does it have a caption? What is its relationship to the article?</p> <p>12.8 Is the article continued on another page?</p> <p>12.9 Can you identify a <i>slant</i> in the article? Explain. (For example, what has been included or excluded in the telling of the story?)</p>	<p>You may need to refer back to the assigned study material on news articles as you answer the questions in <b>Required Work 12.1- 12.9</b>. All of the information needed to answer the questions is included in this study material.</p> <p>You should note that not all news articles will include all of the elements listed in the study material and in these questions. The important thing is that you are able to recognize any elements that are included.</p> <p>In answering questions 12.1 to 12.8, you may follow the approach used with the sample article “Flood forces library to close” on page 70 of <i>Reading and Writing for Success</i>. Your answers would be written on the news article itself (or a photocopy), using arrows and inserted comments.</p> <p>For question 12.9, you will need to analyze each article very carefully. You should re-read pages 78-81 of <i>Reading and Writing for Success</i>, “Seeing the Slant”, and discuss each article with your instructor before beginning to write your answer to this question. Your answer should be written in short essay style and you should use direct references to the article to support your answer.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Read and Write</b></p> <p>13. Read the magazine article, “The Metric System (sort of)” (<i>Sightlines 10</i>, pages 296-297) and answer the following questions:</p> <p>13.1 Referring to the title of the article, what expectation does “(sort of)” create about the tone of the article?</p> <p>13.2 Review the main points of the article and state the author’s thesis in your own words.</p> <p>13.3 Explain the humour in the last sentence of the article.</p>	<p>As you read the magazine article, compare its tone and purpose to the news articles you have read for <b>Required Work 12</b>. Articles like this can appear in both magazines and newspapers. They are more subjective than news articles, expressing the author’s point of view and personality more directly.</p> <p>Although “The Metric System (sort of)” article is short, it is fairly complex. You may need to read it several times to fully understand it. There is humour used throughout the article, but you must completely understand the article before you can fully appreciate its humour.</p> <p>You should discuss this article with your instructor before beginning to write your answers. In particular, you may need guidance in identifying the author’s thesis (question 13.2). The word <i>thesis</i> is defined on page 60 of <i>Resource Lines 9/10</i>.</p> <p><b>Note:</b> <i>You will be studying this and learning more about the author’s thesis for Required Work 14.</i></p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Opinion Pieces</b></p> <p>14. In preparation for reading opinion pieces and writing your own opinions, you should study pages 59-63 of <i>Resource Lines 9/10</i>, “Opinion Piece”.</p> <p><b>Re-Read and Write</b></p> <p>15. Re-read the sample opinion piece, “No Crying Allowed! so park your kid at the door”, (pages 60-63) and answer the following questions:</p> <p>15.1 What is the author’s thesis?</p> <p>15.2 What is the tone of the piece?</p> <p>15.3 What arguments has the author presented to support the thesis?</p> <p>15.4 Which arguments are based on verifiable facts and which are based on opinions?</p>	<p>Pages 59-63 of <i>Resource Lines 9/10</i> provide information on the terms and techniques you will need to understand in order to read opinion pieces with comprehension and to write your own opinion pieces. They also provide guidance on how to read and respond critically to an opinion piece.</p> <p>There is a sample opinion piece on pages 60-63, which is the basis for <b>Required Work 15.1 - 15.4</b>. You should read the sample article several times to be sure that you fully understand it. You should also discuss it with your instructor before beginning to answer the questions.</p> <p>Your answers should be written in complete sentences in your own words. You should make reference to the text, where necessary, to support your point.</p> <p>Proofread your answers to ensure that there are no errors in spelling, punctuation or grammar.</p>

## Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions														
<p><b>Seeing Two Sides of an Issue</b></p> <p>16. Select a topical issue and list at least 5 points supporting two different points of view on the issue.</p>	<p>For <b>Required Work 16</b>, you should select an issue that you know something about. You don't need to have a strong opinion on the issue, but you should be able to understand two different opinions on the issue. For this reason, it will need to be an issue that people have different opinions about.</p> <p>Some possible issues would include:</p> <ul style="list-style-type: none"><li>•School uniforms should/should not be mandatory</li><li>•Schools should/should not be allowed to sell junk food</li><li>•Sunday shopping should/should not be allowed</li></ul> <p>You may wish to set up your exercise using a <i>for</i> and <i>against</i> format, as follows:</p> <table border="1" data-bbox="833 1248 1432 1706"><thead><tr><th colspan="2" data-bbox="833 1248 1432 1305">Topic: <b>Sunday Shopping</b></th></tr><tr><th data-bbox="833 1305 1139 1396">Arguments <i>for</i> Sunday shopping</th><th data-bbox="1139 1305 1432 1396">Arguments <i>against</i> Sunday shopping</th></tr></thead><tbody><tr><td data-bbox="833 1396 1139 1453">1.</td><td data-bbox="1139 1396 1432 1453">1.</td></tr><tr><td data-bbox="833 1453 1139 1510">2.</td><td data-bbox="1139 1453 1432 1510">2.</td></tr><tr><td data-bbox="833 1510 1139 1567">3.</td><td data-bbox="1139 1510 1432 1567">3.</td></tr><tr><td data-bbox="833 1567 1139 1624">4.</td><td data-bbox="1139 1567 1432 1624">4.</td></tr><tr><td data-bbox="833 1624 1139 1681">5.</td><td data-bbox="1139 1624 1432 1681">5.</td></tr></tbody></table>	Topic: <b>Sunday Shopping</b>		Arguments <i>for</i> Sunday shopping	Arguments <i>against</i> Sunday shopping	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.
Topic: <b>Sunday Shopping</b>															
Arguments <i>for</i> Sunday shopping	Arguments <i>against</i> Sunday shopping														
1.	1.														
2.	2.														
3.	3.														
4.	4.														
5.	5.														

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Learning About Textbooks</b></p> <p>1. In preparation for using textbooks, you should study pages 70-74 of <i>Resource Lines 9/10</i>, “Textbook”.</p>	<p>The study material on textbooks in <i>Resource Lines 9/10</i> identifies and explains the characteristics of a textbook and provides guidelines on how to read a textbook. You should study this material carefully and make notes for future reference. You will need to refer back to it as you complete the questions for <b>Required Work 2</b> and <b>3</b>.</p> <p>In your Adult Basic Education studies, as well as in all post-secondary courses, textbooks are the main study material you will use. It is very important that you learn to make the best use of all your textbooks. You should be able to use a textbook in the most efficient way to do the following:</p> <ul style="list-style-type: none"><li>•find out what topics are covered in a particular textbook and identify all the different places in the textbook where you would find information on a particular topic</li><li>•decide which pages contain the most information about a particular topic if it is mentioned in several places in the textbook</li><li>•locate any information about a topic which is contained outside the main body of the textbook (for example, in an appendix or in a glossary)</li><li>•learn about a topic using all the features which a textbook provides to aid comprehension (headings, lists, graphics, etc.)</li></ul>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Identifying Parts of a Textbook</b></p> <p>2. Select a textbook from another ABE area of study, locate the <b>copyright page</b> and make a note of the following:</p> <ul style="list-style-type: none"><li>•title of book</li><li>•name of author(s) or editor(s)</li><li>•date of publication/copyright date</li><li>•place of publication</li><li>•publisher</li></ul> <p><i>(More questions and exercises on your selected textbook on the following page)</i></p>	<p>You may choose any textbook for <b>Required Work 2</b>, as long as it is from one of your other ABE subjects (Science or Math, for example). This will help ensure that you are able to apply the knowledge you gain in this Unit to other subject areas.</p> <p><b>Required Work 2</b> asks you to look closely at the <b>copyright page</b> of your selected textbook and make note of the main information on that page. Some of this information may be more useful for one text than another. For example, for some books it is very important to know when they were published. If a Science book is very old, for example, the information may be out of date. With other books, such as novels and some non-fiction books, the date of publication may help you understand something about the context and the author's perspective.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Identifying Parts of a Textbook (continued)</b></p> <p>3. Using the same textbook you selected for <b>Required Work 2</b>, complete the following exercises:</p> <p>3.1 Indicate the page numbers on which the <b>table of contents</b> occurs.</p> <p>3.2 Indicate the page numbers on which the <b>index</b> occurs.</p> <p>3.3 Locate a topic which has at least two page references in the index. Select the page(s) which treats the topic most thoroughly.</p> <p>3.4 Indicate the page numbers on which the <b>glossary</b> occurs, if the textbook has a glossary.</p> <p>3.5 Explain the function of a glossary.</p> <p>3.6 Locate the <b>appendices</b>, if any. Indicate the title and pages numbers of each appendix.</p> <p>3.7 Explain why the material is included in an appendix.</p>	<p>Exercises 3.1 to 3.7 require you to look closely at the parts of a textbook which help you find information from the book in the most efficient way. You should skim the complete textbook first to locate the table of contents and the index and to determine whether there is a glossary and/or appendices. All books are organized differently, so it may take you some time to figure out how your selected textbook is organized. You should be sure that you understand the general organization of the book before focusing on the questions in 3.1 to 3.7.</p> <p>If the textbook you have selected does not contain a glossary or appendices, you will need to discuss with your instructor how you complete exercises 3.4 to 3.7. You may need to look at another textbook for this.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Responding Critically to a Textbook</b></p> <p>4. Using the same textbook as you used for <b>Required Work 2 and 3</b>, answer the following questions:</p> <p>4.1 Describe the organization of the <i>units</i> and/or <i>chapters</i>. Is each unit and/or chapter a separate segment, or do they build on each other?</p> <p>4.2 Is the book designed to be read sequentially (each chapter and/or unit in order), or does each part stand on its own?</p> <p>4.3 What <i>text features</i> are repeated in each unit, section or chapter? (Refer back to page 71 of <i>Resource Lines 9/10</i> for samples of text features.)</p> <p>4.3.1 How useful are these features for the reader?</p> <p>4.4 Is the language easy to understand?</p> <p>4.5 Where do questions appear in the text? Do questions appear under different headings?</p>	<p><b>Required Work 4</b> asks you to use the same textbook that you have used for <b>Required Work 2 and 3</b>, but to look more closely at what is actually in the book.</p> <p>It would be a good idea to review your study material from <i>Resource Lines 9/10</i> (pages 70-74) before completing 4.1 to 4.5. You may also need to discuss these questions with your instructor as you examine your textbook more closely.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Research</b></p> <p>5. To begin your preparation for researching and writing a report, you should study pages 281-283 of <i>Resource Lines 9/10</i>, “The Research Process”, and complete the following exercises.</p> <p>5.1 Identify the five stages of the research process and write a brief explanation of each stage in your own words.</p> <p>5.2 Define and discuss the following terms:</p> <ul style="list-style-type: none"><li>•Card catalogue</li><li>•Subject Heading</li><li>•Cross Reference/Hyperlink</li><li>•Search Engine</li><li>•Key Word Search</li><li>•Periodical/Periodical Index</li></ul> <p>5.3 Distinguish between a <i>primary source</i> and a <i>secondary source</i>.</p>	<p>Chapter 6 of <i>Resources Lines 9/10</i> provides important information and guidelines on researching a topic, completing research, creating a report on the research, and presenting it - either to your instructor or to a small group.</p> <p>As you complete <b>Required Work 5</b> to <b>Required Work 11</b>, you will be working your way through Chapter 6 - reading to understand the material, making notes, and answering questions on the information presented. You will also be selecting a topic to research, planning and conducting your research, and creating a report for presentation.</p> <p>To begin your preparation for researching and writing a report, you should study pages 282-283 of <i>Resource Lines 9/10</i> very carefully to gain important information about the research process and research terms and techniques. You should make notes on this material and discuss it in detail with your instructor.</p> <p>Your instructor may introduce you to some examples of research tools and techniques before you proceed with your study and practice of research. It would be a good idea to make a visit to a library and practice using library resources at this stage. It would also be a good idea to practice using Internet search engines for information on one or more subjects.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Choosing a Topic and Planning Research</b></p> <p>6. To begin the research process, you should study pages 284-286 of <i>Resource Lines 9/10</i>, “Planning”, and complete the following exercises:</p> <p>6.1 Select a research topic based on personal interest.</p> <p>6.2 Formulate questions to be answered through the research.</p> <p>6.3 Conduct preliminary research and re-evaluate topic.</p> <p>6.4 Create a research plan.</p>	<p>The first important step in a research process is to narrow down a topic. If you choose a topic that is too broad, you will find that there is far too much information for you to be able to include in a report.</p> <p>You should talk to your instructor about topics which you may be interested in and discuss how you can narrow down a topic so that the research is manageable. You should choose a topic that you are interested in and one which you already know something about.</p> <p>When you have decided on a topic for your research, it is very important that you <b>focus</b> your research efforts. The way to do this is to decide exactly which questions related to your topic you would like to answer through your research. One way to do this is to set up a KWL Chart (See page 19 of <i>Resource Lines 9/10</i>). Through doing this, you can establish what you already know about a subject and what you want to find out through your research. As you complete your research, you can establish what you have learned about the topic. Typical KWL Charts only contain the 3 categories - What I Know, What I Want to Know, What I Learned. However, page 284 of <i>Resource Lines 9/10</i> suggests that you set up a KWL chart which includes two extra categories (<i>How I will find out</i> and <i>Resources I can check</i>). It is recommended that you set up a 5-column KWL Chart, modeled on the chart on page 284, as you complete <b>Required Work 6.2 - 6.4</b>.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Researching the Topic</b></p> <p>7. In preparation for completing your research, and evaluating and organizing the information you collect, you should study the following sections of <i>Resource Lines 9/10</i>:</p> <p>“Information Retrieval” (pages 287-290) “Information Processing” (pages 291-297) “Organizing and Recording Information” (pages 298-302)</p> <p>8. Carry out research on your selected topic, using the following guidelines and referring back to relevant sections of <i>Resource Lines 9/10</i>, as indicated below:</p> <p>—Utilize at least 2 main sources for the gathering of information, to include:</p> <ul style="list-style-type: none"><li>books</li><li>library reference materials</li><li>periodicals</li><li>Internet sites</li></ul> <p>—Evaluate sources for relevance, currency, accuracy, reliability and objectivity, referring back to pages 295-297.</p> <p>9. Compile and organize information, referring back to pages 298-302 and “Note-Taking Skills” on page 14.</p>	<p>When you have selected your topic and focused your research through establishing what you want to learn about your topic, you are ready to begin looking for answers to your questions. Pages 287 - 302 of <i>Resource Lines 9/10</i> will provide you with important information and guidance on how to find information about your topic, how to evaluate it, and how to organize and record it in preparation for writing your research report. You should study those pages carefully, discussing with your instructor any points that are not clear to you.</p> <p>Your instructor will provide guidance to you at all stages of your research process. You may need assistance, in particular, for the evaluation of sources. Understanding whether a source is <i>reliable, accurate, and objective</i> comes with experience of researching. Your instructor can help you with this in your initial research work, but you will need to develop the critical skills to judge sources yourself as you progress through your ABE program. You should pay particular attention to the information provided on pages 295-297, “Evaluating Information” and make notes for future reference.</p> <p>If you have not had lots of experience in note-taking from several sources, your instructor will provide you with practice and guidance, in addition to that provided on pages 298-302 and page 14. You should let your instructor know if you need extra instruction on note taking.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Presenting the Research</b></p> <p>10. In preparation for writing a report based on your research, you should study pages 303-305 of <i>Resource Lines 9/10</i>, “Creating Your Product/Presentation”.</p> <p>11. Write a brief report on the research, using the guidelines for <i>drafting and revising and editing</i> on pages 303-305.</p> <p>11.1 Cite sources.</p> <p>11.2 Use word processing software for the presentation of the final draft.</p>	<p>The final stage in your research process involves taking the information you have compiled and organized (<b>Required Work 9</b>) and using it to write your <i>research report</i>. You will find important guidance on writing your research report on pages 303-305 of <i>Resource Lines 9/10</i>. You should study those pages carefully and refer back to them at all stages in the writing of your report.</p> <p>You should develop at least three drafts of your research report, discussing each draft with your instructor and using the checklist for “Revising and Editing” on the top of page 305 of <i>Resource Lines 9/10</i> as you review each draft.</p> <p>Page 304 of <i>Resource Lines 9/10</i> provides guidelines and samples for citing the sources you have used in your research. You should be aware that if you use sources and do not give credit to those sources, you may be guilty of <b>plagiarism</b>. You should refer back to the section on “Academic Honesty” on page 300 of <i>Resource Lines 9/10</i> for guidance on avoiding plagiarism.</p> <p>The final draft of your research report should be typewritten and double-spaced.</p> <p><b>Note:</b> In Unit 3 of this course (<i>Oral Communications and Related Writing</i>), you will be required to make a short speech on a topic of your choice or you may give an oral presentation of the research report you have completed for this Unit.</p>

## Unit 2 Research and Study Skills

Required Work	Guidelines and Suggestions
<p><b>Test Taking Skills</b></p> <p>12. Study the following sections of <i>Resource Lines 9/10</i>:</p> <p>“Time Management Skills” (page 13) “Study Skills: Note-Taking Skills, Test-Taking Skills” (pages 14-15)</p> <p>12.1 Examine a variety of test question types in different subject areas, provided by your instructor.</p> <p>12.2 Discuss different study and note-taking strategies required for different types of tests with your instructor or in a small group organized by your instructor.</p>	<p>The study material on pages 13-15 of <i>Resource Lines 9/10</i> will introduce you to the basic requirements of becoming a successful student - managing your study and course time effectively, studying efficiently, and completing tests successfully. You should read those pages carefully and discuss all the points with your instructor.</p> <p>Your instructor will provide you with the study and practice materials for <b>Required Work</b></p> <p><b>12.1.</b> This is an opportunity for you to become familiar with all the types of tests and test questions that you may encounter in Adult Basic Education as well as in further post-secondary studies. You should ask your instructor to provide you with examples and practice until you feel that you are completely familiar with the various types of tests.</p> <p>Your instructor will discuss with you the study and note-taking strategies required for different types of tests. If there are others doing this Unit at the same time as you are, you may be required to participate in group discussions as well.</p>



## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Public Speaking</b></p> <p>1. Study pages 252-260 of <i>Communicate!</i>, “Effective Public Speaking”.</p> <p>2. Study the sample speech on page 256 of <i>Communicate!</i> and answer the following questions:</p> <p>2.1 How does the author grab the audience’s attention?</p> <p>2.2 Why do you think the author uses a fable in her speech?</p> <p>2.3 Find at least two instances where the author uses repetition of words, phrases or sentences to emphasize her point?</p> <p>2.4 Why do you think the author uses dialogue in her speech?</p> <p>2.5 Find an example of strong visual imagery.</p> <p>2.6 Find at least one example of a strong summarizing sentence.</p> <p><i>Your instructor may provide you with a study sheet containing these questions.</i></p>	<p>Pages 252-260 of <i>Communicate!</i> provide guidelines and tips to help you prepare and deliver a speech. You should study these pages carefully and make notes as you go. The block of information on page 253 (“Audience/How to Say It”) points out that how you write and deliver your speech will depend on who your audience is. The block of information on page 254 (“Purpose/What to Say”) points out that what you say in your public speaking role will depend on your purpose for speaking. You should study this information carefully and discuss it with your instructor before beginning to develop your speech.</p> <p>Page 256 provides a sample of a high school graduation speech. It shows you one way that you can get your audience’s attention and make a point in a way that they will understand and remember. It demonstrates that you can have an impact with a fairly short speech, if you think about what you want to say and plan your speech well.</p> <p>Questions 2.1 to 2.6 require you to analyze the sample speech in detail and recognize the techniques that the speaker uses to engage the audience and get her point across. You may decide to use similar techniques when you write your own speech. You should remember that what you say and how you say it will depend on <i>your purpose for speaking</i> and <i>your audience</i>.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Public Speaking (continued)</b></p> <p>3. Read the instructional essay, “Speaking in Public” by Lucy Valentino (Pages 393-395, <i>Between the Lines 11</i>).</p>	<p>The essay on speaking in public provides several very important tips to help you deliver an effective speech and overcome some of your nervousness. You should read the essay carefully.</p> <p>When you are thinking about preparing and making a speech, you should remember that everybody who has to speak in public feels some nervousness about it. Experienced speakers have developed ways to minimize their fear of speaking. They make sure that they have their speech well thought out beforehand. They also have notes or cards to remind them of what they intend to say. Most people practice their speech and time themselves to make sure that they don't have too little or too much information for the time available.</p> <p>You may find that, if you use presentation aids, it takes some of the pressure out of public speaking as both you and your audience focus on that. Some presentation aids you might use could include photographs, charts, slides, and overhead transparencies.</p> <p>If you choose to use presentation aids, you should make sure that you practice using the presentation aid and that you feel comfortable with it. If you were using electronic aids (slides, overhead transparencies, etc.) you would have to set it up ahead of your speech and check that everything is working.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Delivering a Speech</b></p> <p>4. Develop a two-minute speech on a subject of your choice and deliver it to a small group organized by the instructor.</p> <p><i>or</i></p> <p>Deliver an oral presentation of the research report prepared in Unit 2 of English 1101C, using presentation aids as appropriate.</p>	<p>Your speech should be about something that you are interested in and that you already know something about. This will ensure that you are comfortable with the material.</p> <p>Here are some possible topics you may choose to speak about:</p> <ul style="list-style-type: none"><li>• My Community</li><li>• The Challenges (or Pleasures) of Being a Parent</li><li>• Why I Am Upgrading My Education</li><li>• Why I Hate (or Love) Cell Phones</li></ul> <p>As you develop your speech, you should practice reading it aloud and timing yourself. You may record your speech and listen to it. You may practice in front of a mirror or have a family member or friend be your practice audience.</p> <p>If you choose to deliver an oral presentation of the research paper prepared for Unit 2 of this course, you may need to decide which parts of it can be presented within the two-minute time period allowed for your presentation. If you use presentation aids, this may allow you to present more information in a shorter amount of time. Your instructor will be able to give you guidance on tailoring your research report for oral presentation.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Effective Listening</b></p> <p>5. Study pages 261-265 of <i>Communicate!</i>, “Effective Listening”.</p>	<p>Many people think that there is no difference between <i>hearing</i> and <i>listening</i>. As you will learn from the reading material on listening in <i>Communicate!</i>, we do often hear without actually listening and without paying attention to what we are hearing.</p> <p>As a student, you will need to understand that effective listening is a deliberate activity and may involve as much work as speaking. It means that you are not only hearing what a speaker is saying but are thinking about it, making judgements about the importance of particular points, deciding which things you need to remember and whether you need to write some things down to ensure that you remember them. Unless what you are listening to is recorded, you won’t have the opportunity to hear it again. Your careful listening and note-taking provide the only way for you to go back over the information presented.</p>
<p><b>Listening and Note-Taking</b></p> <p>6. Complete listening and note-taking practice exercises.</p> <p>7. Take notes on a listening activity organized by your instructor. Your notes should be suitable to use for study purposes.</p>	<p>Much of your learning as a student in Adult Basic Education and in your post-secondary studies will involve listening. This will include listening to lectures, lab instructions, guest speakers, fellow students, recorded presentations (tapes and videos), and group discussions. To make the most of your learning, you will have to become skillful at note-taking in listening situations. Page 265 of <i>Communicate!</i> provides very useful guidelines for effective note taking.</p> <p>Your instructor will provide listening and note-taking exercises for <b>Required Work 6</b> and <b>7</b>.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestion
<p><b>Learning About Communicating in Groups</b></p> <p>8. Study pages 266-275 of <i>Communicate!</i>, “Effective Group Work”.</p>	<p>Pages 266-270 provide information and guidance on how to work effectively in groups. You will learn about the roles performed by the two most important positions in a formal group or meeting - the chairperson and the secretary. You will also learn about group dynamics and how groups can work to generate ideas and solutions to problems.</p> <p>Pages 271-275 provide information on the different types of groups that may be formed to do the following:</p> <ul style="list-style-type: none"><li>•to achieve a task and/or solve a problem</li><li>•to explore ideas</li><li>•to argue viewpoints</li></ul> <p>As a member of the workforce, as a parent, or as a citizen, you may have been involved in one or more of the types of groups described here. As a student, you may also be involved in formalized group work.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Communicating in Groups</b> <i>(Continued)</i></p> <p>9. Based on the reading you completed for <b>Required Work 8</b>, answer the following questions:</p> <p>9.1 Explain the roles of the chairperson and the secretary in relation to a formal meeting.</p> <p>9.2 Define “brainstorming” and explain the process.</p> <p>9.3 Define “consensus” and explain how it might be achieved.</p> <p>9.4 Define “committee” and give at least two reasons why a committee might be formed.</p> <p>9.5 Define “formal meeting” and list the seven steps in a typical formal meeting.</p> <p>9.6 Define “motion” in relation to a formal meeting and explain how to make a motion.</p> <p>9.7 Define “informal debate” and explain the five stages involved in an informal debate.</p>	<p>The material you have studied in <i>Communicate!</i> (Pages 266-275) will give you the information you need to complete the assigned questions 9.1 - 9.7. You may also add additional information from other sources, including your own experience.</p> <p>Your answers should be written in short essay style.</p> <p>You should make sure that you have answered each question and that there are no mistakes in grammar, punctuation or spelling.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Communicating in Groups</b></p> <p>10. Participate in brainstorming exercises organized by your instructor.</p> <p>11. Participate in formal meetings and/or informal debates, as assigned by your instructor.</p>	<p>Review the section on brainstorming in your study material for this Unit (Page 267 of <i>Communicate!</i>). Your instructor will organize a group of students for this exercise and may also suggest a topic. Alternately, the brainstorming topic may be suggested by the group. The Checklist on page 267 may be useful in the brainstorming exercises.</p> <p>Your instructor will organize opportunities for you to practice participating in formal meetings and informal debates.</p>
	<p>Pages 271-272 of <i>Communicate!</i> provide importance guidelines for participating in <b>formal meetings</b>. The steps for conducting a meeting are listed and the process for presenting a motion is described. There is also a Checklist for both listening and speaking at a formal meeting.</p> <p>Pages 274-275 of <i>Communicate!</i> provide a five-stage plan for an <b>informal classroom debate</b>. This plan may be useful in planning and conducting your own debates.</p> <p>Your instructor will need to organize <i>participants</i> and <i>audience</i> for the debate and to specify which side of the debate participants take. The <i>topic</i>, or <i>resolution</i>, will also need to be chosen and the <i>question period</i> and <i>voting</i> will need to be organized. You may be involved in the debate as a participant or a member of the audience.</p>

## Unit 3 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About the Employment Interview</b></p> <p>12. Study pages 205-208 of <i>Communicate!</i>, “The Job Interview”.</p>	<p>Pages 205-208 of <i>Communicate!</i> provide very useful information and tips on answering questions in a job interview as well as asking good questions. Page 206 lists some typical questions which might be asked of you in a job interview and gives some suggestions for answers to those questions. You should study the questions and suggested responses carefully in terms of what your own answers to those questions might be. You may wish to make some notes on your own qualifications and experience to prepare you for a job interview.</p>
<p>13. Read “Preparing for an Interview” (Pages 358-359, <i>Between the Lines</i> 11).</p> <p>13.1 Answer question 1 on page 359.</p> <p><b>Participating in an Employment Interview</b></p> <p>14. Participate in a mock job interview arranged by your instructor.</p>	<p>The Self-Help Information, “Preparing for an Interview”, provides a number of practical tips on making the most of an interview opportunity when you are looking for work.</p> <p>The information provided in both <i>Communicate!</i> and <i>Between the Lines</i> will be useful to you when you have finished your studies and are seeking employment. You should make photocopies of the material and/or make detailed notes so that you are able to take the information with you.</p> <p>This information will also guide you as you participate in the mock job interview organized by your instructor. The mock interview may be conducted by your instructor, assuming the role of potential employer, or it may be conducted by someone from outside the ABE program assuming that role.</p>