

Adult Basic Education

English Language Arts

English 1102C

Study Guide

Prerequisites: None

Credit Value: 1

General College Profile Required English Courses

English 1102A

English 1102B

English 1102C

English 2102A

English 2102B

English 2102C

English 3102A

English 3102B

English 3102C

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Texts: Anthologies:

Crossroads 10
Sightlines 10 (Secondary Text)
Sightlines 10 CD Set

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 1102C?

English 1102C is intended for those who are studying in the **General College Profile** of Adult Basic Education.

What is in the English 1102C Study Guide?

The *English 1102C 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.

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 1102C*. 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 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Non-Fiction</p> <p>1. In preparation for reading non-fiction, you should study the following sections of <i>Resource Lines 9/10</i>:</p> <ul style="list-style-type: none">• “Narration” (pages 103-106)• “Terms and Techniques” (page 111) <p>2. Define and discuss the following terms and add them to your personal glossary of literary terms:</p> <p> 2.1 Narrative essay</p> <p> 2.2 Expository essay</p>	<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>The assigned study pages from <i>Resource Lines 9/10</i> contain examples of a news article and a personal narrative. You should note the differences between them; you may also note the ways in which they are alike.</p> <p>There are explanations of both the <i>narrative essay</i> and the <i>expository essay</i> in the assigned pages of <i>Resource Lines 9/10</i>. You may find it helpful to discuss the terms with your instructor.</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>Listen</p> <p>3. Listen to the recorded magazine article, “Please come for dinner”, by Stevie Cameron (<i>Sightlines 10</i> CD Set, Disk 3, Track 1).</p> <p>Read and Discuss</p> <p>4. Read “Please come for dinner” (<i>Sightlines 10</i>, pages 236-239).</p> <p>4.1 Discuss “Please come for dinner” with your instructor or in a small group organized by your instructor.</p> <p>Write</p> <p>5. Answer the following questions on “Please come for dinner”:</p> <p>5.1 What was the food that St. Andrew’s first served the homeless? What changes did St. Andrew’s make in their menu?</p> <p>5.2 Who are the “new poor” in this article?</p> <p>5.3 How did people’s attitude towards homeless people change?</p> <p>5.4 Has this article changed your view of “street people”?</p>	<p>You should listen to “Please come for dinner” and read it at least twice to make sure that you fully understand it.</p> <p>Your instructor may arrange for you to discuss the magazine article with other students who are reading it at the same time, or you may discuss it with your instructor. A discussion of the article may give you a better understanding of its content and the author’s purpose.</p> <p>These questions are designed to help you understand the content of the article and to relate it to your own experience.</p> <p>Your answers to some of the questions may be short, but they should be written in complete sentences. All answers should be reviewed to make sure that there are no errors in spelling, grammar or punctuation.</p> <p>Your answer to question 5.4 should be written in one or two paragraphs. You will need to explain your views and any change in your views with reference to what you have learned from reading the article.</p>

Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p>Read</p> <p>6. Read the personal essay, “An Open Heart”, by Judith MacKenzie (<i>Crossroads 10</i>, pages 38-39).</p> <p>Write</p> <p>7. Answer the following questions on “An Open Heart”:</p> <p>7.1 What was the author’s first response to the homeless person she met on the street?</p> <p>7.2 What event in the author’s childhood made her reconsider her response?</p> <p>7.3 After the author gave the homeless person money, what did she do? How did she feel about this afterwards?</p> <p>7.4 What do you think the author’s message is?</p>	<p>You will notice that there are many similarities between the personal essay, “An Open Heart”, and the magazine article, “Please come for dinner”. You should read “An Open Heart” at least twice to ensure that you understand all the different messages.</p> <p>You may need to re-read the personal essay again and refer back to it as you answer the questions. You should refer directly to relevant parts of the essay to give support to your answers.</p> <p>All questions should be answered using complete grammatical sentences. You may need to write several sentences to answer some of the questions</p>

Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p>Read</p> <p>8. Read the profile, “Tom Jackson”, by Brian Bergman (<i>Crossroads 10</i>, pages 32-34).</p>	<p>You should read the profile, “Tom Jackson”, at least twice to ensure full understanding. As you read the profile, think about the ways in which it is similar to the previous two readings and the ways in which it differs.</p>
<p>Write</p> <p>9. Complete the following exercises and questions on “Tom Jackson”:</p> <p>9.1 Write 2 or 3 sentences explaining who Tom Jackson is.</p> <p>9.2 What is the Huron Carole? What is its purpose?</p> <p>9.3 What happened in Tom Jackson’s early life to influence what he is doing now?</p>	<p>You should re-read the profile and refer back to it as you answer the questions.</p> <p>You should ensure that your answers are edited for spelling, grammar and punctuation.</p>
<p>Review, Compare, and Write</p> <p>10. Review the three non-fiction pieces that you have read so far in Unit - magazine article, personal essay, and profile - and answer the following questions:</p> <p>10.1 What do all three pieces have in common?</p> <p>10.2 What is the purpose of each piece? How are these purposes different?</p> <p>10.3 Which piece affected you the most? Why?</p>	<p>Even though the three readings all have a different format and writing style, they have a similar theme. As you answer the questions, you will compare and contrast the three texts.</p> <p>Your answers should be clearly expressed, using direct reference to each of the readings to support your views.</p>

Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Newspapers</p> <p>11. In preparation for reading newspapers, you should study pages 70-81 of <i>Reading and Writing for Success</i>, “Reading News Articles”.</p>	<p>The newspaper is a form of non-fiction that is supposed to give a factual account of real events, so it should describe the actual settings, the people and the incidents as accurately as possible. Dialogue in a news article should be a word-for-word account of what was actually said. If you have seen reporters on the job, you may have noticed that they record what is being said - either on tape or in a notebook - so that they can accurately report on it.</p>
<p>Reading the Newspaper</p> <p>12. Select a recent edition of a local, regional, provincial or national newspaper and answer the following questions:</p> <p>12.1 What is the name of the newspaper?</p> <p>12.2 Where is the newspaper published?</p> <p>12.3 What is the publication date?</p> <p>12.4 What is the main news headline on the front page? Is there a photograph on the front page? Is the photograph related to the main news headline? If so, how?</p>	<p>You may select your own newspaper for this exercise or you may rely on your instructor to provide you with one. If you normally read a newspaper, you may wish to use it since you will already be familiar with its layout. In any case, the newspaper you use should be the most up-to-date edition possible.</p> <p>As you answer the questions on the newspaper, you may need to refer back to the material on newspapers that you read in <i>Reading and Writing for Success</i>.</p>

Unit 1 Non-Fiction, Media and Related Writing

Required Work	Guidelines and Suggestions
<p>Reading the Newspaper (continued)</p> <p>13. Select an article that interests you from the newspaper and answer the following questions:</p> <p>13.1 What is the <i>headline</i>?</p> <p>13.2 What is the <i>byline</i>?</p> <p>13.3 What is the <i>place line</i>?</p> <p>13.4 Is the article continued on another page?</p> <p>13.5 What is the article about? Give two details from the article which inform you about the topic.</p>	<p>You should select a newspaper article based on interest for this exercise. You should remember that the more you already know about a topic, the more you will get out of the reading.</p> <p>This exercise is intended to make you more aware of the factors which influence the way news is reported. Who wrote the article and where it was written may be very important to your understanding of what is written.</p> <p>You should try and read a newspaper on a regular basis. The more you read, the more expert you will become at finding the information you are looking for. You will also get more benefit and enjoyment from the newspaper.</p>

Unit 2 Study Skills

Required Work	Guidelines and Suggestions
<p>Learning About Textbooks</p> <p>1. In preparation for reading and using textbooks, you should study pages 70-74 of <i>Resource Lines 9/10</i>, “Textbook”.</p> <p>2. Using the textbook, <i>Resource Lines 9/10</i>, complete the following exercises:</p> <p>2.1 Locate the Table of Contents and make a note of the following:</p> <ul style="list-style-type: none">–How many chapters are in the book?–What is the title of Chapter 6?–What is the longest chapter in the book?–In which chapter would you find a “mini-lesson” on reading novels?–How many pages are there on “grammar”? <p>2.2 Locate the Index and make a note of the following:</p> <ul style="list-style-type: none">–the page numbers for the Index–a topic which has at least two page references–select the page reference which treats the topic most completely	<p>The assigned study pages in <i>Resource Lines 9/10</i> explain the purpose, characteristics and parts of a textbook. Studying these pages will make you more aware of how to read a textbook to acquire knowledge and how to make judgements about a textbook’s quality or its usefulness to you.</p> <p>The first textbook you will be analyzing for this Unit is your reference book, <i>Resource Lines 9/10</i>. You will be looking at the Table of Contents and the Index and answering specific questions. You may need your instructor’s guidance with this.</p>

Unit 2 Study Skills

Required Work	Guidelines and Suggestions
<p>Learning About Textbooks (continued)</p> <p>3. Using the anthology, <i>Crossroads 10</i>, complete the following exercises:</p> <p>3.1 Examine pages 4 - 7 and answer the following questions:</p> <p>–How are the two Tables of Contents for this book different from each other? –Why do you think there are two Tables of Contents in this book?</p> <p>3.2 Locate the Glossary of <i>Crossroads 10</i> and state the page numbers on which it is found.</p> <p>3.3 Using the Glossary of <i>Crossroads 10</i>, define the following terms:</p> <ul style="list-style-type: none">•slogan•cliff-hanger•myth	<p>The second text you will be analyzing in this Unit is your anthology for the course, <i>Crossroads 10</i>, a book which has two Tables of Contents and a Glossary. You will be looking at all three sections and answering specific questions. As with Required Work 2, you may need your instructor's guidance with this.</p> <p>You should realize that, although most textbooks have many parts in common, some have different parts that are specific to their subject matter and usage.</p> <p>Your instructor may ask you to point out the parts of the texts and answer the questions orally rather than in writing. The important thing is that you demonstrate your knowledge of the parts of a textbook and that you are able to locate information as you need it in your ABE course work.</p>

Unit 2 Study Skills

Required Work	Guidelines and Suggestions
<p>Learning About Reading Textbooks and Taking Notes</p> <p>4. In preparation for reading textbooks and taking notes, you should study pages 58-69 of <i>Reading and Writing for Success</i>, “Reading Textbooks”.</p> <p>5. Name the 5 elements of a textbook, as listed in <i>Reading and Writing for Success</i>.</p> <p>5.1 Referring to pages 60-63 of <i>Reading and Writing for Success</i>, locate an example of 4 of the text elements listed above.</p> <p>6. Review the “Taking Notes” Tutorial on pages 64-66 of <i>Reading and Writing for Success</i>.</p> <p>6.1 Name the 3 techniques for note-taking listed in the Tutorial.</p> <p>6.2 Re-read the article on pages 60-63 of <i>Reading and Writing for Success</i>, “Water: Uses and Abuses”, and make notes on the material, using one or more of these note-taking techniques.</p>	<p>The assigned study pages from <i>Reading and Writing for Success</i> introduce you to the elements of a textbook that make the book easier to read and understand. You will find most of these text elements in your ABE textbooks.</p> <p>The excerpt (pages 60-63) from <i>Reading and Writing for Success</i> is taken from a Canadian Geography textbook and it contains four of the five textbook elements listed in the study pages. You need to locate them for Required Work 5.1.</p> <p>Taking notes is a very important skill for all students. Taking a good set of notes as you read your textbooks will help you understand the material in the texts and make it easier for you to study for tests.</p> <p>The assigned study pages on taking notes (pages 64-66), and the practice note-taking in Required Work 6.2, will help you to study for your other ABE courses.</p>

Unit 2 Study Skills

Required Work	Guidelines and Suggestions
<p>Learning About Diagrams</p> <p>7. Review pages 67-69 of <i>Reading and Writing for Success</i>, “Reading a Diagram”.</p> <p>7.1 Referring to the diagram on measuring blood pressure on page 69, name 3 things you could change to make the diagram easier to understand.</p>	<p>These pages explain the most effective way of reading and viewing a diagram. A diagram can make a complicated idea much easier to understand. The strategies for reading and viewing described on these pages will help you to interpret diagrams in your ABE textbooks.</p> <p>The diagram on page 69 has been deliberately constructed to be difficult to read. You should look at it carefully and decide what the diagram is trying to explain. When you have understood what is intended, you will then be able to suggest changes that would make it clearer. You may need your instructor to give you assistance with this.</p>
<p>Learning About Sources of Information</p> <p>8. In preparation for searching for information, you should study pages 127-130 of <i>Reading and Writing for Success</i>, “Using the Library”.</p> <p>8.1 Write definitions in your own words of the following information sources and give at least two examples of each type:</p> <ul style="list-style-type: none">•Reference Works•Periodicals•Non-Print Resources•Computer Networks <p>8.2 Use a variety of information sources from Required Work 8.1 (and <i>books</i>) to retrieve specific information, as assigned by your instructor.</p>	<p>Researching a topic requires that you set a research goal and find the right source(s) of information. The library provides many sources of information, from printed matter to electronic sources. Pages 127-130 of <i>Reading and Writing for Success</i> discuss all of the resources found in the library and how they can best be used.</p> <p>For Required Work 8.2, you will have to ask your instructor to provide questions or topics for research and guidance on how to find the information.</p>

Unit 2 Study Skills

Required Work	Guidelines and Suggestions
<p>Learning About Libraries</p> <p>9. Define and discuss the following features of the library:</p> <ul style="list-style-type: none">9.1 Card Catalogue9.2 Subject Index9.3 Title Index9.4 Author Index9.5 Periodical Index9.6 Dewey Decimal System <p>Learning About Dictionaries</p> <p>10. Review the use of dictionaries.</p> <ul style="list-style-type: none">10.1 Review <i>alphabetical</i> order.10.1 Review <i>guide</i> words.10.3 Examine a variety of dictionary <i>abbreviations</i> and <i>codes</i>. <p>10.4 Find definitions for words assigned by your instructor.</p>	<p>If there is a library at your campus, or if there is a public library nearby, your instructor may arrange for you to have a guided tour. If this is not possible, your instructor will discuss the main features of the library with you.</p> <p>The dictionary is a very important resource for the study of English and other subject areas. It can be used to find the meaning of a word that you don't understand, to find the correct spelling of a word, and to find out how to pronounce a word that is new to you. It would be a good idea to have your own personal dictionary.</p> <p>You will need to learn how to use the dictionary effectively. The dictionary may give many different definitions for one word - you will need to know how to choose the correct definition to use in your writing. Your instructor will discuss and practice the use of dictionaries with you. If there are others learning about dictionary usage at the same time as you are, the instructor may form a group to practice using the dictionary to define and pronounce words.</p> <p>Your instructor will give you a list of words to define, using the dictionary. You should use what you have learned in this Unit to make the most effective use of your dictionary and to find the best meanings for the words.</p>

Unit 2 Study Skills

Required Work	Guidelines and Suggestions												
<p>Learning About Researching</p> <p>11. In preparation for doing research, you should study pages 130-132 of <i>Reading and Writing for Success</i>, “Preparing to Read” and “The KWL Chart”.</p> <p>12. Set up a KWL (Already <i>Know</i>, <i>Want</i> to <i>Know</i>, and <i>Learned</i>) chart.</p> <p>12.1 Select a topic that interests you and that you would like to find out more about.</p> <p>12.2 Fill in the first two columns of your KWL chart - <i>what you already know</i> and <i>what you want to know</i> about the topic.</p> <p>12.3 Select two or more sources of information from any of the types listed in Required Work 8.1 to find information about your topic. You may use books to find information on your topic as well.</p> <p>12.4 Read the sources to get information and fill in what you have learned in the third column of your KWL chart, <i>What I Learned</i>.</p> <p>13. Complete other information searches assigned by your instructor.</p>	<p>Pages 130-132 describe the “KWL” chart. This is a valuable tool for research. It helps you to focus on the information you are looking for and to find appropriate sources to answer the questions you may have.</p> <p>You should practice using this type of chart in all subject areas as you search for information.</p> <p>Your KWL chart could be set up like the one below. You should keep a list of all the sources of information you have used. If you are writing a research paper, you will need to list all of your sources.</p> <table border="1" data-bbox="833 1015 1437 1290"><thead><tr><th colspan="3" data-bbox="833 1015 1437 1079">Topic</th></tr><tr><th data-bbox="833 1079 1029 1184">What I Know</th><th data-bbox="1029 1079 1225 1184">What I Want to Know</th><th data-bbox="1225 1079 1437 1184">What I Learned</th></tr></thead><tbody><tr><td data-bbox="833 1184 1029 1248"></td><td data-bbox="1029 1184 1225 1248"></td><td data-bbox="1225 1184 1437 1248"></td></tr><tr><td data-bbox="833 1248 1029 1290"></td><td data-bbox="1029 1248 1225 1290"></td><td data-bbox="1225 1248 1437 1290"></td></tr></tbody></table> <p>Your instructor will give you other topics to find information about. You should set up a KWL chart for each topic assigned and complete your research in the same way you have done for Required Work 12.1 to 12.4.</p>	Topic			What I Know	What I Want to Know	What I Learned						
Topic													
What I Know	What I Want to Know	What I Learned											

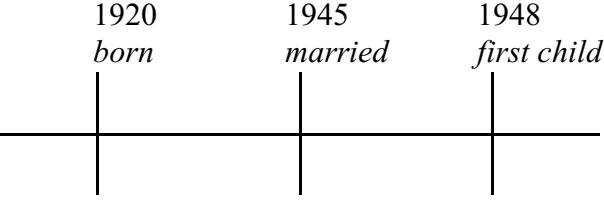
Unit 2 Study Skills

Required Work	Guidelines and Suggestions
<p>Learning About Studying and Taking Tests</p> <p>14. In preparation for studying and taking tests, you should study the following material:</p> <ul style="list-style-type: none">• “SQ3R” (<i>Reading and Writing for Success</i>, pages 133-134)• “Test-Taking Skills” (<i>Resource Lines 9/10</i>, page 15)	<p>Study and test-taking skills are very important for success in the ABE program and post-secondary programs. It is important that you develop good study skills and habits and that you learn the most efficient way to study for and complete tests.</p>
<p>Practicing Study and Test-Taking Skills</p> <p>15. Complete study and test-taking skills practices assigned by your instructor.</p> <p>15.1 Examine a variety of test question types in different subject areas.</p> <p>15.2 Discuss different study and note taking strategies required for different types of tests.</p>	<p>People learn in different ways, so it is important for you to understand how you learn and to use study methods that suit the way you learn. The assigned study material provides guidelines for taking notes and remembering what you read and hear. You should use these guidelines to develop your own style of note-taking and method of study. You should think about whether you need to be in a quiet place to study and whether you study best on your own or with somebody else. You may want to discuss this with your instructor.</p> <p>Your instructor will provide you with all the assignments for Required Work 15, 15.1 and 15.2. You may be required to participate in a small group for the completion of some of this work.</p> <p>Your instructor will give you examples of tests and test questions that may be used in the different ABE subjects. You will also be given an opportunity to discuss appropriate study and note-taking methods for different types of tests.</p> <p>You should practice these skills in all areas of your study until you become familiar with what is most appropriate for each subject area.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Description and Narration</p> <p>1. In preparation for reading and writing personal essays, you should complete the following:</p> <ul style="list-style-type: none">• Review pages 103-107 of <i>Resource Lines 9/10</i>, “Narration”• Study pages 99-102 of <i>Resource Lines 9/10</i>, “Description”.	<p>You will have already read the material on narration for Unit 1 of this course. You should review it to refresh your memory as you complete the work for this Unit. The combined study and review material (pages 99-107) will prepare you for reading and writing a personal essay.</p> <p>A personal essay is an account of a person’s experiences or feelings about something. Although it is non-fiction, it usually contains elements of narration (story telling) and description (details and observations).</p>
<p>Read</p> <p>2. Read the personal essay, “A Hard Life But a Better One”, by Chui-Ling Tam (<i>Crossroads 10</i>, pages 265-268).</p> <p><i>(More work on this essay on the next page.)</i></p>	<p>You should read “A Hard Life But a Better One” at least twice to make sure that you understand it completely. You may wish to discuss it with your instructor, or with others who are also reading it, before going on to complete questions on it.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Analyze and Write</p> <p>3. Analyze descriptive aspects of “A Hard Life But a Better One” by completing the following questions:</p> <p>3.1 On page 266, paragraph 6, the author uses the word “wistfully” to describe her mother’s voice as she talked about her grandparents and aunts. What does the word “wistfully” mean? How does it add to your understanding of the mother’s feelings?</p> <p>3.2 On page 266, paragraph 9, the author uses the word “knotted” to describe her mother’s hands. What do you think she means by this? Does the word bring a picture to your mind of any hands you have seen? Can you think of another word that you would use to describe hands such as those of the author’s mother?</p> <p>4. Analyze narrative aspects of “A Hard Life But a Better One” by completing the following exercises:</p> <p>4.1 Draw a time line showing when each of the various members of the author’s family arrived in Canada. Include any other major events in the time line.</p> <p>4.2 List the different types of jobs family members have done in Canada - including the jobs done by the children of the immigrants.</p>	<p>Like most personal essays, the author of “A Hard Life But a Better One” combines both narration and description in writing her essay. The questions in Required Work 3 and 4 are designed to help you focus on these elements of the essay.</p> <p>As you identify elements of description and narration in the writing of other people, you should be considering how you could use these elements in your own personal essays.</p> <p>For Required Work 4.1, you will need to draw a <i>time line</i>. Several dates are mentioned in “A Hard Life But a Better One” for the arrival of various family members and other events. You will have to arrange them in correct chronological order on a time line. The following is an example of a partial time line for a person’s life. You can use a similar format for your time line.</p> 

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Write a Personal Essay</p> <p>5. Write a personal essay (2-3 pages, double-spaced) based on a topic of your choice. The essay should include elements of description and narration. It should be written from the first person point of view.</p>	<p>You should choose your own topic for your personal essay. Remember that the instructor will be reading your essay, so you should not write about anything you consider too personal to be shared. You should also remember that the more details you can recall about something, the easier it will be to write about it. The suggested topics are intended to help you think about possible topics. You may choose one of those if you wish, or you change one of them to suit your own needs.</p>
<p>Some possible topic areas might include:</p> <ul style="list-style-type: none">• family history• personal challenges or triumphs• a memorable experience	<p>Your reading of the personal essay, “A Hard Life But a Better One” should help you understand how a personal essay is written. Like that essay, yours should contain both narration and description. It should also be written from the first person point of view (using the pronouns I, me, we, us, etc.).</p>
	<p>You should write at least three drafts of your essay and discuss each draft with your instructor as you make changes and revisions.</p>
	<p>Your essay should be clearly written and each paragraph should lead smoothly into the next one. There should be a good introductory and concluding paragraph.</p>
	<p>You should edit your final draft to make sure that there are no errors in spelling, grammar or punctuation.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Creating Ads or Posters</p> <p>6. In preparation for creating ads and posters, you should study the following material:</p> <ul style="list-style-type: none">• “Posters and Ads”, <i>Reading and Writing for Success</i>, pages 249-250• “Posters”, <i>Resource Lines 9/10</i>, pages 246-249 <p>7. Examine classified advertising in a local, regional or provincial newspaper.</p> <p>7.1 Identify jargon and common abbreviations in classified ads.</p> <p>8. Create a poster for public display or a classified ad for the newspaper. The poster/ad should advertise one of the following:</p> <ul style="list-style-type: none">• an item for sale• a room or apartment to rent• an item wanted to buy• a room or apartment wanted to rent• an event (social event, election, garage sale)• lost item or pet	<p>The assigned study material from <i>Reading and Writing for Success</i> and <i>Resource Lines 9/10</i> provides information and tips for developing posters and ads. However, some of the examples used in the study material are quite complicated.</p> <p>You are not required to develop complicated posters or ads and you are not required to use technology or colour unless you want to do so. The intent of this part of the course is to enable you to make practical use of the skills that you learn for your own personal purposes. For example, you may want to put a poster up in a local store, at your campus, or in another public area to advertise something you are selling or something you wish to buy. You may also want to advertise in the Classified section of the newspaper.</p> <p>Required Work 7, 7.1, and 8 will give you an opportunity to learn the appropriate language and some techniques for putting your ads in public spaces - whether in the form of classified ads or posters.</p> <p>Posters may be done by hand or using a computer software program.</p> <p>Your work will be assessed for clearness of language and design, visual appeal, and the extent to which it achieves its purpose.</p>

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Writing Conventions	
10. Review spelling rules .	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.
11. Review hyphenated words .	Your instructor will give you practice exercises for each of Required Work 10.1, 11.1, 12.1 and 13.1 . 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.
12. Review abbreviations .	For Required Work 14 , you should use a new exercise book or notebook to make a list of words that you have difficulty spelling. You may already be aware of some words you have difficulty with. Using a dictionary, locate these words and write them in your notebook. As you complete your writing assignments for all your ABE courses, you should make a note of any words you mis-spell and enter the correct spelling in your notebook.
13. Review capitalization .	Your instructor will help you understand the types of spelling mistakes you make and will also help you to develop strategies for avoiding those mistakes. It may be necessary for you to work at memorizing some of your problem words.
13.1 Complete practice exercises on capitalization, as assigned by your instructor.	
14. Start a personal list of words commonly mis-spelled.	
14.1 Analyze personal spelling errors with your instructor.	
14.2 Review and add to personal list on a regular basis and develop strategies for learning the correct spelling.	

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