

# Adult Basic Education (ABE)

## Level III English Language Arts

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### English 3101A Study Guide

**Resources:** *Quest* (McGraw-Hill Ryerson 2015—student resource)

**Level III Degree and Technical or Business-Related College Profile English**

English 1101A

English 1101B

English 1101C

English 2101A

English 2101B

English 2101C

**English 3101A**

English 3101B

English 3101C



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## **General Information**

### ***Introduction***

**English 3101ABC** is equivalent to the Newfoundland and Labrador senior high school **English 3201 (Academic)** course (September 2013).

### ***Pre-requisite***

Students must have completed an equivalency to English 2101 ABC.

### ***Resources***

*Quest* (McGraw-Hill Ryerson 2015—student resource)

Instructors may also supplement with other resources at their discretion.

### ***Study Guide***

This Study Guide is intended to make it possible for you to work independently in ABE. You may be able to work on your own for certain periods of time. All students doing this course in Newfoundland and Labrador use this Study Guide. Please ensure your instructor is aware of your progress in this Study Guide. Ask your instructor for assistance whenever you feel you need help.

The Study Guide is organized in two columns:

<b>Required Work</b>	<b>Notes</b>
This column provides a list of all the work required to be completed for the course. Your instructor may supplement with additional items or make small changes to the required work as deemed appropriate.	This column provides additional information that will help you complete the required work.

In required work, you are sometimes asked to discuss or give your opinion to your instructor. Some tips to consider before you start the discussion with your instructor are:

- Think before you speak;
- Be confident;
- Share your honest opinion;
- Listen and ask for clarification if required (as part of your discussion);
- Watch body language; and
- Be respectful.

### ***Recommended Evaluation***

The evaluation of this course should consider students' required work from this study guide, assignments and an exam.

Course Work	40%
Assignments	30%
Exam	30%
Total	100%

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of students.

## Unit 1: Short Prose

Required Work	Notes
<p><b>The first six selections are fiction and the last three selections are non-fiction.</b></p>	
<p>1. Read “My Cousin Clarette” on pages 268-279, and then complete the following:</p> <ul style="list-style-type: none"> <li>a. Reading for Meaning (#1), page 280;</li> <li>b. Reading for Meaning (#2), page 280;</li> <li>c. Student Voice, page 280; and</li> <li>d. Critical Literacy, page 280.</li> </ul>	
<p>2. Read “Holding Hands” on pages 281-291, and then complete the following:</p> <ul style="list-style-type: none"> <li>a. Discuss ‘Before’ on page 281 with your instructor;</li> <li>b. Critical Literacy, page 292;</li> <li>c. Metacognition, page 292; and</li> <li>d. Beyond, page 292. This is the first assignment in the course.</li> </ul>	<p>Details for assignment 1 are provided on page 6.</p>
<p>3. Read “A Profile for an Online Dating Site” on pages 293-297, and then complete the following:</p> <ul style="list-style-type: none"> <li>a. Discuss ‘Before’ on page 293 with your instructor;</li> <li>b. Reading for Meaning, page 298; and</li> <li>c. Metacognition, page 298.</li> </ul>	<p>Do A only for #3c.</p>
<p>4. Read “Tipping House” on pages 316-324, and then complete the following:</p> <ul style="list-style-type: none"> <li>a. Discuss ‘Before’ on page 316 with your instructor;</li> <li>b. Reading for Meaning, page 325;</li> <li>c. Speaking and Listening (see note), page 325; and</li> <li>d. Critical Literacy, page 325;</li> </ul>	<p>#4c. Instead of discussing with a partner, answer this question in a well-developed paragraph.</p>

Required Work	Notes
<p>5. Read “Citrones” on pages 335-341, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Reading for Meaning, page 342;</li><li>b. Understanding Form and Style, page 342; and</li><li>c. Student Voice, page 342.</li></ul> <p>6. Read “The Old Boys Club” on pages 343-352, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Reading for Meaning, page 353;</li><li>b. Viewing and Representing, page 353; and</li><li>c. Metacognition, page 353.</li></ul> <p>7. Read “How to Melt the Arctic” on pages 4-8, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Student Voice, page 9;</li><li>b. Critical Literacy, page 9; and</li><li>c. Metacognition, page 9.</li></ul> <p>8. Read “Making Peace with Change” on pages 68-72, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Write down your thoughts to ‘Before’ in a Journal entry, page 68;</li><li>b. Reading for Meaning (#1), page 72;</li><li>c. Reading for Meaning (#2), page 72; and</li><li>d. Critical Literacy, page 72.</li></ul> <p>9. Read “The War on Second Chances” on pages 111-118, and then complete the following:</p> <ul style="list-style-type: none"><li>a. Discuss ‘Before’ on page 111 with your instructor;</li><li>b. Reading for Meaning , page 119;</li><li>c. Understanding Form and Style, page 119; and</li><li>d. Student Voice, page 119.</li></ul>	

<b>Required Work</b>	<b>Notes</b>
<p data-bbox="181 289 617 331"><b>Assignment 1 – Story Scene</b></p> <p data-bbox="181 382 938 739">The selection “Holding Hands” has an open ending. An open-ended story is a story where the ending is left uncertain and the reader is left to imagine what could happen next. In this assignment, you need to write an additional scene for this story. It should include Spencer’s and Dana’s first encounter with each other on the first day of the new school year.</p> <p data-bbox="181 789 915 961"><b>Tip:</b> Ensure that the characteristics displayed by the characters in your scene are consistent with the original story in your textbook.</p> <p data-bbox="181 1012 922 1180">This assignment should be between 1-3 pages in length. It should contain dialogue, proper punctuation as well as appropriate paragraph breaks.</p>	<p data-bbox="961 394 1416 886">The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as Writing/Conventions, Fluency/Performance, Characterizations, Sentence Structure, and Grammar/Mechanics.</p>

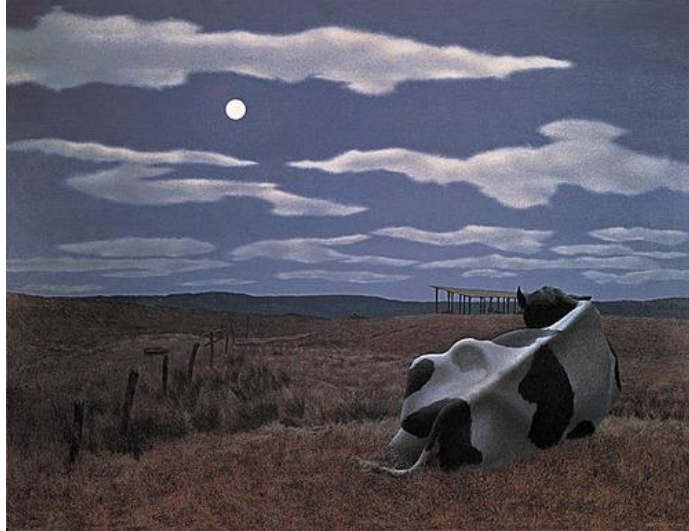
## Unit 2: Multimedia

Required Work	Notes
<ol style="list-style-type: none"><li>1. Read “How I Became a Cartoonist” on pages 122-128, and then complete the following:<ol style="list-style-type: none"><li>a. Discuss ‘Before’ with your instructor on page 122;</li><li>b. Reading for Meaning, page 129;</li><li>c. Understanding Form and Style, page 129; and</li><li>d. Metacognition, page 129.</li></ol></li><li>2. Read “Exploring Themes” on pages 130-132, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 132;</li><li>b. Understanding Form and Style (#3), page 133;</li><li>c. Metacognition, page 133; and</li><li>d. Beyond, page 133.</li></ol></li><li>3. Read “Left-Handers Unite!” on pages 139-141, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 142;</li><li>b. Student Voice, page 142; and</li><li>c. Critical Literacy, page 142.</li></ol></li><li>4. Read “Stop the Beauty Madness” on pages 143-145, and then complete the following:<ol style="list-style-type: none"><li>a. Write down your thoughts to ‘Before’ in a Journal entry, page 143;</li><li>b. Understanding Form and Style, page 146; and</li><li>c. Critical Literacy, page 146.</li></ol></li><li>5. Read “One Disaster, Five Headlines” on pages 147-148, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 149</li><li>b. Understanding Form and Style, page 149; and</li><li>c. Critical Literacy, page 149.</li></ol></li></ol>	<p>#2d. is the next assignment in this course. Please see page 8 for more information.</p>



## Assignment 2 - Comparison

Compare Christopher Pratt's painting *Half Moon and Bright Stars: My Bedroom in September* (page 131) with his instructor Alex Colville's painting *Moon and Cow*.



When comparing the artists' paintings, consider the subject matter, contrast, lighting, composition & balance and the mood.

Lastly, decide which artist's work you like best and write a paragraph explaining why.

## Notes

You should use the Internet to view a clearer image of the painting.

This assignment should be a minimum of one page in length.

<b>Assignment 3 – Informational Graphic Text</b>	<b>Notes</b>
<p>An informational graphic text or infographic is a graphic visual representation of information, data or knowledge intended to present information quickly and clearly. 'Left-Handers Unite!' is an example of an infographic.</p> <p>In this assignment, you need to create an infographic on a topic of your choice. Your infographic should contain a balance of images and text. Your design should be well thought-out; consider colour, font, spacing, etc. It should contain some statistics, interesting facts, pictures, pie chart, bar graph, line graph, etc.</p>	<p>This website contains some mistakes you should avoid when you create an infographic.</p> <p><a href="https://venngage.com/blog/create-an-infographic/">https://venngage.com/blog/create-an-infographic/</a></p> <p>The Appendix contains a grading rubric for this assignment. When your instructor grades your infographic, they will be looking for such things as design, graphics, content accuracy and grammar.</p>

## Unit 3: Listening

Required Work	Notes
<p>(The following was obtained from an English 3201 sample public exam.)</p> <p>Use the website below to listen to “Scientific Literacy” by Neil deGrasse Tyson and answer the questions that follow.</p> <p><a href="http://bigthink.com/words-of-wisdom/neil-degrasse-tyson-on-getting-kids-interested-in-science">http://bigthink.com/words-of-wisdom/neil-degrasse-tyson-on-getting-kids-interested-in-science</a></p> <p>Context: Neil deGrasse Tyson is an American astrophysicist, author and science communicator.</p> <p>Answer the following questions in your notebooks.</p> <ol style="list-style-type: none"><li>1. According to deGrasse Tyson, what prevents kids from being interested in science? (A) economics (B) geography (C) nationality (D) parents</li><li>2. Which is used by deGrasse Tyson to make his point? (A) allusion (B) hyperbole (C) rhetorical question (D) statistics</li></ol>	<p>When completing this component, try to pretend you are doing the exam.</p> <p>In an exam situation you will be given the questions at the beginning. You will have two minutes to read over the questions and will then hear the text for the first time. Following the first listening, you will be given two minutes to make notes and/or respond to any questions you choose. The text will then be heard for a second time. Following the second listening, the assigned questions should be completed.</p>

3. What is the purpose of the repetition of “Don’t”?

- (A) create emphasis
- (B) develop humour
- (C) increase suspense
- (D) provide transition

4. What is deGrasse Tyson’s main purpose in his speech?

- (A) discourage
- (B) inform
- (C) persuade
- (D) warn

5. What do the binoculars symbolize for the speaker? Support your answer with two references from the text.

## Appendix

## Story Rubric (Assignment 1)

Name: \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Writing/Conventions</b>	Dialogue is well-written and flows from one sentence to the next	Dialogue is consistent in structure and mostly flows from one sentence to the other.	Dialogue is inconsistent and confusing. Writing shows an attempt at structure, but lacks consistency.	Dialogue is vague and/ or inappropriate. Dialogue is not written in conventional form.
<b>Fluency/Performance</b>	The scene moves smoothly throughout and it a continuation of the selection in the textbook.	The scene moves smoothly in some places and is connected to the selection in the textbook.	Focus is often lost during the scene and is only loosely connected to the selection in the textbook.	The scene is unclear and does not have any connection to the selection in the textbook.
<b>Characterizations</b>	The main characters display traits consistent to the selection in the textbook.	The main characters display traits mostly similar to the selection in the textbook.	The main characters display traits slightly similar to the selection in the textbook.	The main characters display traits unlike the characters in the textbook selection.
<b>Sentence Structure</b>	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences are not clear.
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation.	Continuous errors throughout.

Comments:

### Infographic Rubric (Assignment 3)

Name: \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Design</b>	Makes excellent use of font and colour to enhance the graphic.	Makes good use of font and colour to enhance the graphic.	Makes use of font and colour but sometimes in a distracting way.	Font and colour is completely distracting.
<b>Graphics</b>	All graphics are related to the topic and are easy to understand.	All graphics are related to the topic but are not easy to understand.	Some graphics are related to the topic.	Most graphics are not related to the topic.
<b>Content Accuracy</b>	At least four or more sets of accurate facts or sets of data are displayed on the infographic.	Three accurate facts or sets of data are displayed on the infographic.	Two accurate facts or sets of data are displayed on the infographic.	Only one set of accurate facts or data are displayed on the infographic.
<b>Grammar</b>	All words are spelled correctly and no grammatical errors.	1-2 words are spelled incorrectly and/or mechanical errors.	3-5 words are spelled incorrectly and/or mechanical errors.	6 or more words are spelled incorrectly and/or mechanical errors.

Comments: