

Adult Basic Education
English Language Arts

English 1101B

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

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Reading and Writing for Success

To the Student

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

Who should do English 1101B?

English 1101B 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 1101B Study Guide?

The *English 1101B 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 1101B*. 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 to complete 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 doing, however, and you should feel free to ask your instructor for help and guidance at all times.

Unit 1 Novel and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Novels</p> <p>1. In preparation for reading a novel, you should review the personal glossary of literary terms (fiction) that you started in English 1101A.</p> <p>2. Study pages 36-40 of <i>Resource Lines 9/10</i>, “Novel”.</p>	<p>Most of the fiction terms that you put into your personal glossary in English 1101A will also be used in your study of the novel. You should be sure that you understand the meaning of those terms and how they apply to literature.</p> <p>These pages in <i>Resource Lines 9/10</i> will introduce you to the characteristics of a novel and give you suggestions to follow as you read. This study material also includes ideas for responding critically to a novel and a checklist for review of the novel.</p> <p>You should study the <i>Resource Lines 9/10</i> material carefully and make notes. You may need to refer back to it as you read the novel.</p>

Unit 1 Novel and Related Writing

Required Work	Guidelines and Suggestions
<p>Select and Read a Novel</p> <p>3. Select and read a novel from a list provided by your instructor.</p>	<p>You should select a novel based on personal interest. In order to make a selection from the novels suggested by your instructor, you should do some research. You could start by reading any information available with each suggested book (reviews or comments on the cover of the book, the preface, the introduction, etc.). You may also find a description or book review in the library or on the Internet, or you may find out about the book by talking to others who have read it.</p> <p>You may choose to read the first few pages of several novels before making your final choice. This may help you decide if the reading level is right for you and if the subject interests you.</p> <p>Your instructor may arrange for you discuss the novel. If there are others reading the novel at the same time as you are, you may participate in a discussion. If not, you may discuss it with your instructor. Many people find that discussing a novel makes it more enjoyable and helps them understand any parts that may be difficult.</p>

Unit 1 Novel and Related Writing

Required Work	Guidelines and Suggestions
<p>Write</p> <p>4. Answer questions on the novel. These will be provided by your instructor.</p>	<p>Your instructor will assign questions on the novel that you have read. Before you answer these questions, you may need to re-read parts of the novel. You may also want to discuss certain parts of the novel with your instructor.</p> <p>Your answers to the novel questions should be written in short essay style, and you should support your answers by referring to specific parts of the book.</p> <p>You should review and edit each answer to ensure that it expresses what you intended to say, that it is clearly written, and that there are no errors in spelling, grammar or punctuation. You may choose to write your answers neatly or to type them.</p>

Unit 1 Novel and Related Writing

Required Work

Write a Book Review

5. Write a *book review* based on the novel you have read. Your review should be at least two to three typewritten pages, double-spaced.

5.1 Write at least three drafts of the book review, discussing each draft with your instructor as you make changes and revisions. Type the final draft of your book review for presentation to your instructor.

Guidelines and Suggestions

Your book review should include the following:

- an **introductory paragraph** that gives the *title of the novel*, the *author's name* and the *date of publication*. You could also include a brief statement of why you chose to read the novel.
- two to three **supporting paragraphs** that describe the novel. Your description should include:
 - a brief summary of the *plot* of the novel
 - information about the *setting*
 - information about the major *characters* (If the characters change during the course of the novel, you should describe this change. If there is conflict between characters, you should briefly describe the nature of this conflict.)
 - statement of the *themes* or main messages of the novel
 - statement of your personal response to the novel
- a **concluding paragraph** that gives a recommendation to other readers about whether they might enjoy the novel

All of your comments should be supported by direct reference to, and examples from, the novel. Your book review should be typed and should have a **cover page** with a *title*, *your name* and the *date of presentation*.

Unit 2 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p data-bbox="188 449 513 483">Learning About Drama</p> <p data-bbox="188 487 779 630">1. In preparation for reading plays and writing about them, you should study pages 40-56 of <i>Reading and Writing for Success</i>, “Reading Drama”.</p> <p data-bbox="188 861 565 894">Glossary of Literary Terms</p> <p data-bbox="188 898 769 1003">2. Define the following dramatic devices and terms and add them to the glossary of literary terms that you started in English 1101A:</p> <ul data-bbox="285 1050 555 1268" style="list-style-type: none"><li data-bbox="285 1050 415 1079">2.1 drama<li data-bbox="285 1083 555 1113">2.2 cast of characters<li data-bbox="285 1117 532 1146">2.3 stage directions<li data-bbox="285 1150 529 1180">2.4 acts and scenes<li data-bbox="285 1184 444 1213">2.5 dialogue<li data-bbox="285 1218 477 1247">2.5 monologue	<p data-bbox="831 483 1429 890">The assigned study material from <i>Reading and Writing for Success</i> will prepare you for reading and understanding dramatic script (plays). You should make notes as you study this material; the notes will be useful to you as you read plays in this course as well as in future English courses. These pages also include a scene from a “teleplay” that you are required to re-read (Required Work 3) and answer questions on. [A <i>teleplay</i> is a play written for television.]</p> <p data-bbox="831 932 1438 1113">All of these terms are explained for you in the assigned pages of <i>Reading and Writing for Success</i>. You may find it helpful to discuss the terms with your instructor before going on to read and analyze plays.</p> <p data-bbox="831 1155 1438 1260">When you put these terms into your personal glossary of literary terms, you will need to start a new section called “Drama”.</p> <p data-bbox="831 1302 1416 1449">Remember, you are not required to memorize the definitions of terms in your personal glossary, but rather to understand and apply them as you analyze literature.</p>

Unit 2 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Re-read, Analyze and Write</p> <p>3. Re-read pages 42-49 of <i>Reading and Writing for Success</i>, (Scene from the Teleplay, “Ride to the Hill”), and answer the following questions:</p> <p>Conflict</p> <p>3.1 Find a speech that shows conflict between Pauline and Martin caused by Pauline’s feelings.</p> <p>3.2 Find a speech that shows that the conflict between Pauline and Martin seems to be resolved.</p> <p>3.3 Where in Martin’s monologue on page 48 does a new source of conflict appear?</p> <p>Character</p> <p>3.4 What secrets do Pauline and Martin want to keep from each other?</p> <p>3.5 Do Pauline and Martin give away any of their secrets? If so, how?</p> <p>3.6 How do Pauline and Martin’s feelings for each other change during the scene.</p> <p>Stage Directions</p> <p>3.7 Give four examples of stage directions that reveal a character’s mood or feelings.</p>	<p>As you re-read the scene, be sure to pay close attention to the “Background” and “Cast of Characters” sections. Both sections provide necessary information for understanding the scene. The notes in the margins are comments about what is being expressed in the dialogue. You should think about whether or not you agree with the comments in the margins.</p> <p>Questions 3.1 - 3.7 are designed to guide you in understanding the scene and the conflict that develops between the characters of Pauline and Martin. A good understanding of this sample play should help you analyze other plays that you read.</p> <p>Unlike short stories and novels, where there is description and explanation of what is happening, plays require the reader to imagine what is happening based on what characters are saying to each other. In some cases, there are stage directions which tell the reader about the characters’ body language, facial expressions, or voices. These are very important to understanding what is happening as you read.</p> <p>Your instructor may ask you to be part of a small group to discuss the scene and enact the characters’ roles before you answer the questions.</p> <p>Your answers to the questions should be written as short paragraphs. You should edit each answer to make sure that there are no errors in spelling, punctuation and grammar.</p>

Unit 2 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>4. Listen to the recorded monologue, “La Sagouine” by Antonine Maillet on the <i>Sightlines 10</i> CD Set (Disk 3, Track 5).</p> <p>Read and Discuss</p> <p>5. Read the monologue, “La Sagouine” (<i>Sightlines 10</i>, pages 268-273).</p> <p>5.1 Read the short biographical entry on Antonine Maillet on page 397 of <i>Sightlines 10</i>.</p>	<p>Listen to the monologue, “La Sagouine”, and read it at least twice to make sure that you fully understand it. This monologue is an excerpt from a longer play.</p> <p>As you listen, you should try and imagine the scene. The spoken words and the sound effects will help you to picture the “scrub woman’s” actions as she moves around the stage and talks about her life—the life of a 72 year old woman who is still working as a cleaner.</p> <p>The biographical information will help you to understand that “La Sagouine” is a part of Antonine Maillet’s attempt to tell the story of her people, the Acadians of New Brunswick. This play was originally written in the Acadian French language and has been translated into English.</p> <p>Your instructor may arrange for you to discuss this monologue. If there are others reading it at the same time, you may be required to participate in a small group discussion. If not, you may discuss the monologue with your instructor.</p> <p>If you are interested in learning more about <i>La Sagouine</i> and other works by Antonine Maillet, you might want to visit the following website which has pictures and music: http://www.sagouine.com</p>

Unit 2 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Write</p> <p>6. Answer the following questions on “La Sagouine”:</p> <p>6.1 “La Sagouine” is a French word which may mean “scrub woman” or “char woman” or it may also have a more negative connotation, such as “useless woman”. Why do you think the speaker of this monologue refers to herself as “la Sagouine”?</p> <p>6.2. Who do you think Gapi is?</p> <p>6.3 Who is more accepting of their condition in life, Gapi or la Sagouine? Explain with reference to the text.</p> <p>6.4 Write a paragraph comparing the life of la Sagouine with that of the people she works for. What is the general message the author is trying to get across?</p> <p>6.5 Although there are no stage directions with this monologue, the recorded version has sound effects indicating action. Write stage directions for some part of this monologue, indicating props, actions, tone of voice, and any other details that the performer might need.</p>	<p>You should discuss the monologue and the questions with your instructor before beginning to write your answers.</p> <p>You may need to re-read the monologue and refer back to it as you answer the questions. You should include specific references to the monologue in your answers.</p> <p>You should be sure that you have answered each question that was asked of you and edit each answer to be sure that it states clearly what you intended to say.</p>

Unit 2 Drama and Related Writing

Required Work

Select, Read and Write

8. Select and read one other play from a list provided by your instructor.

8.1 Answer questions, assigned by your instructor, on the play selected.

Guidelines and Suggestions

Your instructor will give you a list of plays, most of which are in the anthology, *Collected Searchlights and Other Plays*. Each play in *Collected Searchlights* has a section entitled, “Getting Reading to Read”. This will give you an idea of what the play is about and whether you are interested in reading it.

As you read your chosen play, you should pay close attention to all the things you have learned about drama in this Unit. You should read the play carefully and pay particular attention to the stage directions. These details will help you as you read the play and answer the questions.

If you select a play from *Collected Searchlights*, you should be aware that many of them are followed by a section entitled “Notes”. This section explains parts of the play. If there is a “Notes” section for the play that you have chosen, you should read it carefully before answering the questions.

Your instructor will assign questions on the play for you to answer. You may need to re-read sections of the play and discuss with your instructor as you answer the questions.

Your answers should be written in short essay style. You should include specific references to the play to support your answers. Yours answers should be reviewed and edited, if necessary, to ensure that there are no errors in spelling, grammar or punctuation.

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p data-bbox="186 447 779 483">Learning About Description and Narration</p> <p data-bbox="186 487 738 594">1. In preparation for reading and writing personal essays, you should study the following sections of <i>Resource Lines 9/10</i>:</p> <ul data-bbox="186 632 597 745" style="list-style-type: none"><li data-bbox="186 632 597 672">• “Description” (pages 99-102)<li data-bbox="186 709 597 745">• “Narration” (pages 103-107) <p data-bbox="186 1087 267 1119">Read</p> <p data-bbox="186 1123 787 1230">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 data-bbox="186 1497 750 1533"><i>(More work on this essay on the next page.)</i></p>	<p data-bbox="829 331 1274 367">Guidelines and Suggestions</p> <p data-bbox="829 487 1437 667">The study material on narration and description (pages 99-107) will prepare you for reading and writing a personal essay. You should read this material carefully and make notes for future reference.</p> <p data-bbox="829 709 1404 890">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 data-bbox="829 1123 1404 1346">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

Analyze and Write

3. Analyze **descriptive** aspects of “A Hard Life But a Better One” by completing the following exercises:

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?

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?

4. Analyze **narrative** aspects of “A Hard Life But a Better One” by completing the following exercises:

4.1 Draw a time line showing when each of the various members of the family arrived in Canada. Include any other major events in the time line.

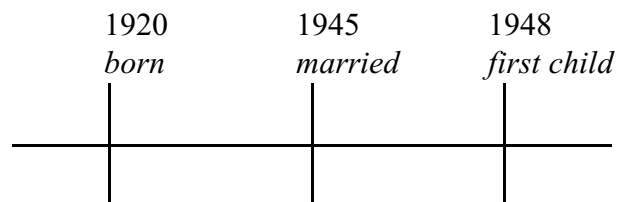
4.2 List the different types of jobs family members have done in Canada - including the jobs done by the children of the immigrants.

Guidelines and Suggestions

Like most writers of 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.

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.

For **Required Work 4.1**, you will need to draw a *time line*. 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.



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 double-spaced pages) 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>Some possible topic areas might include:</p> <ul style="list-style-type: none">•family history•personal challenges or triumphs•a memorable experience	<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 considered 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>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 revise.</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. Your poster or 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 ‘classifieds’ section of the newspaper.</p> <p>Required Work 7 and 7.1 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>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing Conventions</p> <p>9. Review spelling rules.</p> <p>9.1 Complete practice exercises on spelling, as assigned by your instructor.</p> <p>10. Review hyphenated words.</p> <p>10.1 Complete practice exercises on hyphenated words, as assigned by your instructor.</p> <p>11. Review abbreviations.</p> <p>11.1 Complete practice exercises on abbreviations, as assigned by your instructor.</p> <p>12. Review capitalization.</p> <p>12.1 Complete practice exercises on capitalization, as assigned by your instructor.</p> <p>13. Start a personal list of words commonly mis-spelled.</p> <p>13.1 Analyze personal spelling errors with your instructor.</p> <p>13.2 Review personal list on a regular basis and develop strategies for learning the correct spelling.</p>	<p>Your instructor will provide you with information about each element of Writing Conventions to be studied in this Unit. You should be sure that you understand how each of the elements studied relates to your own writing.</p> <p>Your instructor will give you practice exercises for each of Required Work 9.1, 10.1, 11.1 and 12.1. Your performance on the practice exercises will be counted for a small part of your grade for this course. More weight will be given to your ability to demonstrate that you have understood these Writing Conventions by using them correctly in your essays and other compositions, answers to questions on literature, and formal correspondence.</p> <p>For Required Work 13, 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.</p> <p>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.</p>