

Adult Basic Education

English Language Arts

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## English 1102A

# 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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**Anthologies:**                    *Crossroads 10*  
    *Land, Sea, and Time, Book One*  
    (*Sightlines 10 - secondary text*)

**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 1102A?***

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

### ***What is in the English 1102A Study Guide?***

The *English 1102A 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 1102A*. 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 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 doing, however, and you should feel free to ask your instructor for help and guidance at all times.



## Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Learning About Short Stories</b></p> <p>1. In preparation for reading, speaking and writing about short stories, you should study pages 11-29 of <i>Reading and Writing for Success</i>, “Reading for Appreciation and Enjoyment: Reading Short Stories”.</p> <p>2. Re-read the sample short story, “The Visitor” (pages 14-24 of <i>Reading and Writing for Success</i>).</p> <p>2.1 Create you own version of the <i>Summary Diagram</i> on page 29 and, referring back to the story, fill in the <b>climax</b> and <b>resolution</b> sections.</p>	<p>The material in <i>Reading and Writing for Success</i> explains what a short story is and describes the main elements of short stories - including plot, setting and characters. You should study this material carefully and make notes. It will be helpful to you as a preparation for reading short stories in this course.</p> <p>The first short story you will read in this course is the sample short story included in the <i>Reading and Writing for Success</i> study material. In this sample story, there are notes in the margins. These notes draw your attention to particular things in the story and, in some cases, they encourage you to think about what is happening in the story, to ask questions, and to predict what is coming next. You should read the marginal notes as you go through the story the first time. When you re-read the story, you may read at a faster pace so that you are able to fully appreciate what is happening.</p> <p>There is a plot <i>Summary Diagram</i> on page 29 of <i>Reading and Writing for Success</i>. This is one way in which you can analyze the plot of a short story. The four parts of the plot which you would put in a “plot summary diagram” are the <b>situation</b>, the <b>complications</b>, the <b>climax</b>, and the <b>resolution</b>. These are all explained on page 29.</p> <p>The Summary Diagram on page 29 has two parts filled in - the situation and the complications. You should fill in the other two parts - the <i>climax</i> and the <i>resolution</i>. You will need to refer back to the story to do this.</p>

## Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Glossary of Literary Terms</b></p> <p>3. Start a personal <i>glossary</i> of literary terms, beginning with the following fiction terms:</p> <ul style="list-style-type: none"><li>3.1 fiction</li><li>3.2 setting</li><li>3.3 character</li><li>3.4 theme</li><li>3.5 point of view</li><li>3.6 plot</li><li>3.7 climax</li><li>3.8 resolution</li><li>3.9 suspense</li><li>3.10 conflict</li></ul>	<p>A <i>glossary</i> is a kind of dictionary. Many of your textbooks have glossaries at the back which list special words from the books and give definitions for them.</p> <p>You should begin to make your own glossary of words (<i>literary terms</i>) which you will learn as you study the literature parts of your English courses.</p> <p>The terms listed here are all related to <i>fiction</i> - short stories and novels. Some of them may also apply to other types of literature as well.</p> <p>It is recommended that you use a new exercise book or a small note book for your glossary. Start by entering the fiction terms listed here and writing a definition for each term in your own words. You may need to ask your instructor for help with understanding some terms before you write your definition.</p> <p>You will add new terms to your glossary as you do other Units of this course and other English courses.</p> <p>You are not required to memorize the definitions of terms in your personal glossary, but rather to understand and apply them as you analyze literature.</p>



## Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Listen</b></p> <p>4. Listen to the recorded short story, “To Every Thing There Is a Season”, by Alistair MacLeod on the <i>Sightlines 10 CD</i> (Disk 3, Track 6).</p>	<p>Listen to the story, “To Every Thing There Is a Season”, and read it at least twice to make sure that you fully understand the context and the different themes. Your instructor may ask you to read sections of the story aloud.</p>
<p><b>Read and Discuss</b></p> <p>5. Read the short story, “To Everything There is a Season” (<i>Sightlines 10</i>, pages 300-305).</p> <p>5.1 Discuss the story in a small group or with your instructor.</p>	<p>Your instructor may arrange for you to discuss this story. If there are others reading the story at the same time, you may be required to participate in a small group discussion. If not, you may discuss the story with your instructor.</p>
<p><b>Write</b></p> <p>6. Answer the following questions on the story, “To Everything There is a Season”:</p> <p>6.1 What is the setting of the story?</p> <p>6.2 What event are the characters awaiting as Christmas approaches?</p> <p>6.3 What event makes the narrator feel he has left childhood behind?</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 story, where necessary, to support your point.</p>

## Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p data-bbox="191 415 407 441"><b>Select and Read</b></p> <p data-bbox="191 451 773 516">7. Select and read at least 2 short stories from <i>Crossroads 10</i>.</p> <p data-bbox="191 1163 269 1188"><b>Write</b></p> <p data-bbox="191 1199 704 1264">7.1 Answer questions, assigned by your instructor, on each story selected.</p>	<p data-bbox="829 451 1430 779">You should skim the short stories in <i>Crossroads 10</i> before selecting the two that you will read and interpret. The short stories are scattered throughout the book. You should look in the <b>Alternate Table of Contents</b> (pages 6-7) to see where the short stories are. You may wish to read several stories before deciding which two you will choose for interpreting and answering questions.</p> <p data-bbox="829 831 1430 1045">You should read each story at least twice to help you better understand all the different elements of narrative fiction. Your instructor may arrange for you to discuss some stories. If you wish to, you may discuss all the stories you read with your instructor.</p> <p data-bbox="829 1098 1406 1163">Your instructor will assign questions on each story you read.</p> <p data-bbox="829 1215 1422 1459">You should make sure that you answer each question that is asked of you and that there are no mistakes in grammar, punctuation or spelling. Your answers should be written in complete sentences in your own words. You should make reference to the story, where necessary, to support your point.</p>

## Unit 2 Poetry and Related Writing

### Required Work

#### Learning About Reading Poetry

1. In preparation for reading, speaking and writing about poetry, you should study pages 30-39 of *Reading and Writing for Success*, “Reading Poetry”.

#### Glossary of Literary Terms

2. Define and discuss the following poetry terms and add to your personal glossary of literary terms started in Unit I of this course:

- 2.1 imagery
- 2.2 simile
- 2.3 metaphor
- 2.4 personification
- 2.5 alliteration

### Guidelines and Suggestions

These pages provide important information on poetry. You should study them carefully before listening to and reading the assigned poems for this Unit. There are sample poems that you will read and analyze, using the notes in the margins (pages 32 and 33). Your instructor may arrange for you to discuss these poems with others who are also doing this Unit, or you may discuss them with the instructor.

All of the terms listed in **Required Work 2.1** to **2.5** are defined on pages 36 and 37 of *Reading and Writing for Success*. You may find it helpful to discuss the terms with your instructor before going on to read and analyze poems.

When you put these terms into your personal glossary of literary terms, you will need to start a new section called “Poetry”. Be sure to leave several blank pages between sections so that you can add other new terms as they come up in your studies.

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.

## Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Listen</b></p> <p>3. Listen to the recorded poem, “Dreams”, by Langston Hughes on the <i>Sightlines 10</i> CD Set (Disk 1, Track 7).</p> <p><b>Read and Discuss</b></p> <p>4. Read the poem, “Dreams” (<i>Sightlines 10</i>, page 89).</p> <p>4.1 Discuss the poem with others who are reading it at the same time or with your instructor.</p> <p><b>Write</b></p> <p>5. Answer the following questions on the poem, “Dreams” :</p> <p>5.1 The word ‘dream’ can be used in more than one way. What way do you think ‘dream’ is being used in this poem?</p> <p>5.2 The poet, Langston Hughes, uses 2 <b>metaphors</b> to describe his idea of what life would be like without dreams. Name the two metaphors and explain what they mean in this poem.</p>	<p>Listen to the recorded poem, “Dreams”, at least twice. Unlike prose, poems take much of their meaning from the sound of the words, the rhyme, and the rhythm so listening is especially useful to understanding poetry. You should also practice reading this poem aloud after you have listened to it.</p> <p>You will already have listened to this poem twice and read it aloud. You should read again silently in preparation for answering the questions.</p> <p>Your instructor will arrange for you to discuss the poem. If there are others reading the poem at the same time, you may be required to participate in a small group discussion. If not, you may discuss the poem with your instructor.</p> <p>You may wish to discuss these questions with your instructor before beginning to write your answers. You may also need to refer back to the study material in <i>Reading and Writing for Success</i> for guidance on reading and responding to poetry. In particular, you should review your personal glossary for the meaning of “metaphor”.</p> <p>Your answers should be written clearly and you should use examples from the poem to support your answers, where needed. Make sure you have answered each question that was asked of you.</p>

## Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p><b>Read and Write</b></p> <p>6. Read the poem, “The Mummer”, by Tom Dawe (<i>Land, Sea and Time, Book One</i>, pages 148-149).</p> <p>7. Complete the following exercises and questions on the poem, “The Mummer”:</p> <p>7.1 In a short paragraph, describe what is happening in this poem.</p> <p>7.2 What is the mood of the poem?</p> <p>7.3 What pictures are created by the poem?</p> <p>7.4 Poets often use words and images that have a double meaning. In this poem, the poet refers to a “veil”. Find the two references to this “veil” in the poem, and explain how it might have two meanings.</p> <p><b>Select, Read and Write</b></p> <p>8. Select and read at least 2 poems from <i>Crossroads 10</i>.</p> <p>8.1 Answer questions on each of the poems you select. Your instructor will assign these questions.</p> <p>9. Read at least 1 poem selected from <i>Land, Sea and Time Book Two</i>.</p> <p>9.1 Answer questions, assigned by your instructor, on the selected poem.</p>	<p>You should read the poem, “The Mummer”, several times to make sure that you understand it fully. You should also discuss it with your instructor and you may wish to discuss it with others who are reading it at the same time.</p> <p>You should also discuss each of the questions with your instructor before beginning to write your answers.</p> <p>Your answers to questions on all poems should be written in complete sentences and revised, if necessary, to ensure that there are no errors in spelling, punctuation or grammar.</p> <p>You should support your answers with specific reference to the poem.</p> <p>You should choose poems that you think you will enjoy. You may want to skim several poems before making your final decision. Your instructor may also help by suggesting some poems for you.</p> <p>You should note that the <i>Crossroads 10</i> anthology has two Tables of Contents. The second of those, “Alternate Table of Contents” lists all the poetry together. You will find this list on page 7.</p> <p>You should read each poem you select several times for complete understanding.</p>



## Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p><b>Learning About the Writing Process</b></p> <p>1. In preparation for writing, you should study pages 136-137 of <i>Reading and Writing for Success</i>, “What Do Good Writers Do?”</p> <p>1.2 Name the five stages of writing.</p> <p>1.3 Describe each of the five stages of writing in your own words.</p> <p><b>Learning About Expository/Information Paragraphs</b></p> <p>2. In preparation for writing paragraphs, you should study pages 140-141 of <i>Reading and Writing for Success</i>, “Writing Paragraphs”.</p>	<p>In order to be successful in Adult Basic Education, as well as in further post-secondary studies, you will need to write well. Whether you are writing answers to questions on literature, writing an essay, or writing a lab report for a science course, you will be expected to express yourself clearly and with accuracy in spelling, grammar and punctuation.</p> <p>The assigned reading for <b>Required Work 1</b> outlines for you what good writers do when they write. This is usually described as the ‘writing process’, and it involves a series of steps that are necessary for clear and accurate writing.</p> <p>It is very important that you understand that the process of writing is more than putting words on paper. Rather, you will need to understand the steps that are required for clear and accurate writing and to practice this process in all your writing assignments.</p> <p>As you complete your English courses in Adult Basic Education, you will be required to write several different types of compositions, including letters, reports and essays. Although compositions differ in their purposes and their formats, the basic ‘building block’ of all compositions is the paragraph.</p> <p>It is very important to your success in English that you learn to write a unified paragraph and to link paragraphs to make a coherent composition.</p>

## Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p><b>Practicing Paragraph Writing</b></p> <p>3. Select <b>three</b> of the six topic sentences below and, for each selected topic, write <b>three points</b> that would develop and support it in a paragraph.</p> <p>Topic: <i>Sunday Shopping</i> Topic Sentence: Sunday shopping has been opposed by people for several different reasons.</p> <p>Topic: <i>Pets and Elderly People</i> Topic Sentence: A cat makes an excellent pet for an elderly person.</p> <p>Topic: <i>Weather</i> Topic Sentence: The weather in Newfoundland and Labrador can be challenging.</p> <p>Topic: <i>Reading</i> Topic Sentence: There are many reasons why children should be encouraged to read.</p> <p>Topic: <i>Exercise and Health</i> Topic Sentence: A lack of exercise may be responsible for many health problems.</p> <p>Topic: <i>Vehicles</i> Topic Sentence: There are many factors involved in choosing a vehicle.</p>	<p>Most paragraphs have a clear <i>topic sentence</i> – a sentence which expresses the main idea of the paragraph. The topic sentence may be the first sentence in the paragraph, but it may also occur in the body of the paragraph. All the sentences in a paragraph should relate to the topic sentence.</p> <p>As a first step in learning to write a paragraph, <b>Required Work 3</b> guides you to develop a topic sentence by giving details which support or extend upon the topic. There are six topics provided and the topic sentence is given for each of them. You should choose three of the six topics and try and think of at least three points which you could make to support the topic sentence. If you wish, you may do this exercise for all six topics. This will increase your practice in paragraph development and give you more confidence to write your own paragraphs.</p> <p>You should set up your topic and supporting points, as follows:</p> <p style="text-align: center;"><b>Sunday Shopping</b></p> <p>Sunday shopping has been opposed by people for several different reasons.</p> <ol style="list-style-type: none"><li>1. _____</li><li>2. _____</li><li>3. _____</li></ol>



## Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>4. Select <b>two</b> of the three outlines created for <b>Required Work 3</b>, and develop a clear paragraph on each. The paragraph might include the topic sentence as written, or it could be changed if you wish. There should be a clear concluding sentence.</p> <p>5. Select <b>two</b> topics from personal interest and write a short expository/information paragraph on each. Each paragraph should have a clear topic sentence and a clear concluding sentence. Each should be at least 100 words long.</p> <p>5.1 Before writing the first draft of each paragraph, develop an outline - following the outlining process modeled above, and using <b>four</b> or more supporting details.</p>	<p>In <b>Required Work 3</b> – listing a number of points in support of a topic sentence – you were creating an <i>outline</i> of a paragraph. The outline of a paragraph includes the basic ideas without the joining words and without fully developed sentences. For <b>Required Work 4</b>, you will need to select two of the outlines you have completed and write a complete and unified paragraph based on that outline. You may include additional points in support of the topic sentence if you wish. Your topic sentence may be the first sentence of the paragraph, or it may come later. You should conclude the paragraph with one or two sentences which restate the topic sentence in different words or deliver a message or insight linked to the entire paragraph.</p> <p><b>Required Work 5</b> asks you to extend on what you have learned in <b>Required Work 3</b> and <b>4</b> to write two of your own paragraphs. Each paragraph will require that do the following:</p> <ol style="list-style-type: none"><li>1. Choose a topic that interests you and that you know something about.</li><li>2. Develop an outline to include a topic sentence and at least 4 supporting details.</li><li>3. Write a coherent paragraph with a clear topic sentence, several supporting sentences, and a clear concluding sentence.</li></ol> <p>You should write at least 3 drafts of each paragraph, editing each draft to make it clearer and more unified. You should discuss each draft with your instructor.</p>

## Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p data-bbox="188 411 652 478"><b>Learning About Writing Personal Correspondence</b></p> <p data-bbox="188 487 786 630">6. In preparation for writing letters, you should study pages 128-129 of <i>Resource Lines 9/10</i>, “Correspondence - Personal Letter and Personal E-Mail”.</p> <p data-bbox="188 789 571 823"><b>Writing Letters and e-mails</b></p> <p data-bbox="188 831 769 932">7. Prepare and write a personal letter to a friend, describing a recent event or extending an invitation to visit.</p> <p data-bbox="188 1016 786 1083">8. Write one personal e-mail message. You may write the e-mail about anything you wish.</p>	<p data-bbox="831 323 1419 743">What you have learned about writing paragraphs will be useful to you in writing personal letters. However, your language can be more personal and the structure of your sentences and paragraphs can be more informal in both personal letters and e-mail messages.</p> <p data-bbox="831 827 1435 1121">The assigned reading from <i>Resource Lines 9/10</i> sets out the basic format for a personal letter and a personal e-mail. You should model your letter and e-mail on the samples provided on pages 128 and 129. The letter is written in the standard full-block format which you may use for all letters, whether personal or business.</p> <p data-bbox="831 1163 1419 1268">You will require access to a computer to write your e-mail message. You may need to ask your instructor to assist you with this.</p>

## Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p><b>Writing Conventions</b></p> <p>9. Review <i>parts of speech</i>.</p> <p>10. Review verb <i>tenses</i> and <i>principal parts of irregular verbs</i>.</p> <p>10.1 Complete practice exercises on verb tenses, as assigned by your instructor.</p> <p>11. Identify <i>pronouns and their antecedents</i>.</p> <p>11.1 Complete practice exercises on pronouns and their antecedents, as assigned by your instructor.</p>	<p>Your instructor will provide you with information about each element of Writing Conventions to be studied in this Unit. You should be sure that you understand how each of the elements studied relates to your own writing.</p> <p>Your instructor will give you practice exercises for each of <b>Required Work 10.1</b> and <b>11.1</b>. 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 correspondence.</p>