

Adult Basic Education
English Language Arts

English 1102B

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:

Sightlines 10

Collected Searchlights and Other Plays

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 1102B?

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

What is in the English 1102B Study Guide?

The *English 1102B 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 1102B*. 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 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

Learning About the Novel

1. In preparation for reading the novel, you should review the personal glossary of literary terms (fiction) that you started in English 1102A.

2. Study pages 36-40 of *Resource Lines 9/10*, "Novel".

Guidelines and Suggestions

Most of the fiction terms that you put into your personal glossary in English 1102A 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.

These pages in *Resource Lines 9/10* 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.

You should study the *Resource Lines 9/10* material carefully and make notes. You may need to refer back to it as you read the novel.

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 books 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. Your instructor may assign exercises to help you with your novel selection.</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 to 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 those 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>5. Complete an assignment on the novel using worksheets provided by 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>
	<p>When you have finished reading the novel and answering questions on it, your instructor will give you a set of worksheets to complete. These worksheets will require that you re-read portions of the novel and analyze such things as setting, characters, plot and conflict.</p>

Unit 2 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Drama</p> <p>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>2. Define the following drama terms and add them to your personal glossary of literary terms, started in English 1102A:</p> <ul style="list-style-type: none">2.1 drama2.2 cast of characters2.3 stage directions2.4 acts2.5 scenes2.6 dialogue2.7 monologue	<p>The required pages of study 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>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>When you put these terms into your personal glossary of literary terms, you will need to start a new section called “Drama”.</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 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><i>Conflict</i></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><i>Character</i></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><i>Stage Directions</i></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 television script, “Red’s Mail Call: Yukon Letter”, by Steve Smith and Rick Green (<i>Sightlines 10</i> CD Set, Disk 1, Track 6).</p> <p>Read and Discuss</p> <p>5. Discuss the script with the instructor or with a small group of students who are also doing the script.</p> <p>6. Read the television script, “Red’s Mail Call: Yukon Letter” (<i>Sightlines 10</i>, pages 77-78).</p> <p>7. Read the short biographical entry on Rick Green and Steve Smith (<i>Sightlines 10</i>, pages 395 and 399).</p> <p><i>(More work on this script continued on next page.)</i></p>	<p>Listen to the television script, “Red’s Mail Call: Yukon Letter”, and read it at least twice to make sure that you fully understand it. You may have seen the <i>Red Green Show</i> on television. This is a script from one of the skits on that show.</p> <p>Your instructor may arrange for you to discuss this television script. 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 script with your instructor.</p> <p>Although this is a short piece, you may find it challenging to read because there is a lot of information that is <i>implied</i>. Many things are not said directly, but they are hinted at through the satire in the script. Discussing these aspects of the script with other students or with your instructor may help you see what other readers get out of it.</p> <p>The biographical information will help you to understand the background of the authors and to appreciate their humour.</p>

Unit 2 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Write</p> <p>8. Answer the following questions on “Red’s Mail Call: Yukon Letter”:</p> <p>8.1 What does <i>stereotype</i> mean? Give examples of two or three stereotypes you knew about before you read this tv script.</p> <p>8.2 How does Red stereotype the Yukon?</p> <p>8.3 Who does Red blame for stereotyping?</p> <p>8.4 Why is the ending funny? What does it tell us about Red?</p> <p>8.5 Much of the dialogue for this script is not written in complete sentences, yet we understand everything that’s being said. Why does this work in a dramatic script?</p>	<p>You may need to re-read the script several times and refer back to it as you answer the questions. You should include specific references to the script 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	Guidelines and Suggestions
Select, Read and Write	
9. Select and read one play from <i>Collected Searchlights and Other Plays</i> .	Your instructor will give you a list of plays from the anthology, <i>Collected Searchlights and Other Plays</i> . Each play in <i>Collected Searchlights</i> 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. Many of the plays in <i>Collected Searchlights</i> 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.
9.1 Answer questions, assigned by your instructor, on the selected play.	You instructor will assign questions on the play for you to answer. You may need to re-read sections of the play and discuss them with your instructor as you answer the questions. Your answers should be written in short paragraphs. 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>Learning About Essay Writing</p> <p>1. In preparation for writing essays, you should study pages 111-114 of <i>Resource Lines 9/10</i>, “How to Write an Essay”.</p> <p>2. Re-read the sample essay, “Heroes I Admire” (pages 112-114), and complete the following exercises:</p> <p>2.1 What is the thesis statement of this essay?</p> <p>2.2 The thesis statement is in the introductory paragraph. There are eight ‘body’ paragraphs that support this thesis statement. State in your own words how each of these eight paragraphs supports the thesis statement.</p>	<p>Before you begin to practice writing your own essays, it is important that you understand how an essay is constructed and what steps you should take in preparing to write an essay.</p> <p>The study material in <i>Resource Lines 9/10</i> explains how to write an essay. It also provides a very good example of the essay format, “Heroes I Admire”, that has a clearly defined introduction, body and conclusion.</p> <p>The assigned exercises on “Heroes I Admire” guide you to look at specific parts of the essay and to examine how the writer uses the supporting paragraphs in the body of the essay to support his thesis statement. You should also examine how the last paragraph (the concluding paragraph) re-states and supports the thesis of the essay.</p> <p>In order to complete these exercises, you may need to re-read the essay several times. You may also want to discuss it with your instructor.</p>

Unit 3 Written Communications and Writing Conventions

Required Work

Practicing Essay Writing

3. The basic structure of an essay outline is provided below and on the next page. The essay topic and thesis statement are provided. The topic sentence (main idea) of each of three supporting paragraphs is also provided. Complete the essay outline as follows:

3.1 Write **three** points that would develop and support the topic sentence in each of the supporting paragraphs.

3.2 Write a topic sentence for the concluding paragraph.

Essay Topic: *Why People Should Not Smoke*
Thesis Statement: While there are many arguments against smoking, the following three are the most important: it pollutes the environment, it is costly, and it is injurious to the health of the smoker.

First Supporting Paragraph Topic

Sentence:

Cigarette smoke is one of the main polluters of indoor space.

(Continued on next page.)

Guidelines and Suggestions

As you prepare to write an essay, you should organize your information and thoughts into an **outline**. The outline is the *skeleton* of the essay that you will fill out as you create the first draft. The outline exercise in **Required Work 3.1** and **3.2** requires you to complete the development of an outline for an essay on Smoking. The thesis statement (the entire introductory paragraph in this example) has been written for you. The topic sentences, or main ideas, of the next three paragraphs are also provided. For each of these paragraphs, you should carefully consider the topic sentence and think about what you would write to support it. You need to make at least 3 different points in support of each topic sentence.

1. Cigarette smoke is one of the main polluters of indoor space.

1.1 _____

1.2 _____

1.3 _____

(Continued on next page.)

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Practicing Essay Writing (<i>continued</i>)</p>	
<p>Second Supporting Paragraph Topic Sentence: Cigarettes are very expensive to buy.</p>	<p>2. Cigarettes are very expensive to buy.</p> <p>2.1 _____</p> <p>2.2 _____</p> <p>2.3 _____</p>
<p>Third Supporting Paragraph Topic Sentence: Many of today's health problems can be directly linked to smoking.</p>	<p>3. Many of today's health problems can be directly linked to smoking.</p> <p>3.1 _____</p> <p>3.2 _____</p> <p>3.3 _____</p>
<p>Concluding Paragraph Topic Sentence:</p>	<p>4. Concluding Paragraph Topic Sentence</p> <p>_____</p> <p>_____</p>

Unit 3 Written Communications and Writing Conventions

Required Work

Develop an Outline

4. Select a topic from the following list or a topic of your choice and develop an outline based on the model in **Required Work 3**.

- The Importance of Education
- The Benefits of Television **or** The Disadvantages of Television
- Restrictions on New Drivers
- Smoking Ban in Public Places
- Health Care Waiting Lists

Guidelines and Suggestions

You should choose a topic that you are interested in for your outline and essay. Remember that it will be easier for you to write if you know quite a lot about the topic already. The list of suggested topics is intended to get you thinking about possible topics. You may choose to write on a topic from the list if you are interested in it and if it is already familiar to you. You may also change the suggested topics to suit your interests.

The outline you filled in for **Required Work 3** may be used as the model for this outline. You will need to develop a *thesis statement*, at least *3 supporting paragraphs*, and a *concluding paragraph*.

Each of your supporting paragraphs should have at least three points.

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Write an Essay</p> <p>5. Write a short essay based on the outline developed in Required Work 4. The essay should include:</p> <ul style="list-style-type: none">•An introductory paragraph with a clear thesis statement•At least 3 supporting paragraphs•A concluding paragraph	<p>When you have completed your outline, you should use it to write an essay on the topic. As you write, fill out your sentences with words that emphasize and describe. Try to write in a way that will capture the interest of the reader as well as give information.</p> <p>Your concluding paragraph should do one or more of the following:</p> <ul style="list-style-type: none">•re-state your thesis•summarize your main points•state a final message, suggestion or insight. <p>You should write several drafts of your essay. Show each draft to your instructor and discuss how possible improvements can be made.</p> <p>The final draft of your essay should be clearly written and each paragraph should lead into the next one. You should make sure that there are no errors in spelling, punctuation or grammar.</p> <p>You may neatly write or type the final draft of your essay.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Writing Formal Letters</p> <p>6. In preparation for writing a letter of application, you should study the following material on writing formal letters:</p> <ul style="list-style-type: none">• “Writing a Letter of Application”, <i>Reading and Writing for Success</i>, pages 174-176• “The Business Letter”, <i>Resource Lines 9/10</i>, pages 129-130 <p>Writing a Letter of Application</p> <p>7. Write a letter of application in response to an employment advertisement in the community or from a list supplied by the instructor.</p>	<p>The study of the assigned pages from <i>Reading and Writing for Success</i> and <i>Resource Lines 9/10</i> will prepare you for writing a letter of application. Both books teach about the format and parts of a formal “business letter”. When you have learned how a formal letter is constructed, you can use the same format for all your business letters. Both books use a letter of application as an example of a formal letter. These can be used as a model when you write your letter of application.</p> <p>Your letter of application should be written in response to a job ad. The ad may be found on a community bulletin board, in the window of a local business, or in a local newspaper. If you have difficulty finding an ad for a job that you are qualified for, you should ask your instructor for suggestions.</p> <p>Your letter of application should include all of the information about your qualifications and experience that an employer would need to know. Most job ads would specify what qualifications and experience are required. You will need to decide if your qualifications and experience match those in the job ad.</p> <p>You should write several drafts of your letter of application until you feel it is good enough to be sent to an employer. Your instructor will advise you on this. You should type your letter of application, if possible. Most employers expect typewritten letters of application.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing Conventions</p> <p>8. Review <i>sentences</i> and <i>sentence fragments</i>.</p> <p>8.1 Complete practice exercises on sentences and sentence fragments, as assigned by your instructor.</p> <p>9. Review <i>subject-verb agreement</i>.</p> <p>9.1 Complete practice exercises on subject-verb agreement, as assigned by your instructor.</p> <p>10. Review <i>end punctuation</i>.</p> <p>10.1 Complete practice exercises on end punctuation, 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 Required Work 8.1, 9.1 and 10.1. 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>