

ENGLISH FOR LIFE

ENGLISH

ENG-5102-2

& Written Narratives



SOFAD

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SOFAD

Acknowledgements

Project Manager: Michael Rutka (SOFAD)

Instructional Designers: Pierre Doyon, PHD in Education - McGill University, Teacher with LBPSB, workshop leader with International Baccalaureate Organization (IBO)
Paul Fournier (SOFAD)
Gail Gagnon - Pedagogical Consultant, Place Cartier Adult Centre, LBPSB.
Lou Ann Paul, special needs teacher, RSB.
Michael Rutka (SOFAD)
Wendy Sturton, M.A. and M. Ed. Psych, Teacher - Sir Wilfrid Laurier School Board

Writers: Wendy Sturton
Heather Davis

Content Editor: Pat Machin

Copy Editor: Michèle Ortiz

Proofreader: Michèle Ortiz

Graphic Design: Josée Bégin

Graphic Layout: Robin Patterson

Cover Design: Hélène Meunier

Rights Agent: Nicole Cypihot (SOFAD)

Comic Strip:

Illustrator: Julia Haney

Dialogue: Pat Machin

Video Interview with Heather O'Neill: Les Films David Chaumel

Interviewed by: Heather Davis

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INTRODUCTION

English and Written Narratives (ENG-5102-2) in Your Program

English and Written Narratives is a 50-hour course. It is the second of three Secondary V courses in the *English Language Arts* program in Diversified Basic Education.

Two of the three main competencies required by the Ministry will be developed in this course.

Competency 2: Reads and listens to written, spoken and media texts.

Main Features of Competency 2:

- Develops resources to make sense of various written, spoken, and media texts
- Extends understanding of various written, spoken, and media texts
- Interprets his/her relationship to the text and the context

Competency 3: Produces texts for personal and social purposes.

Main Features of Competency 3:

- Develops resources to produce written and media texts
- Follows a process to produce written and media texts
- Creates a relationship with his/her audience suitable to the text and context

You will receive two (2) Secondary V credits for passing the final exam for this course in an adult education centre.

Below is a table that lists the Secondary V English Language Arts courses.


Course Name	Credits	Hours to Complete the Course
English and Plays (ENG-5101-1)	1	25 hours
English and Written Narratives (ENG-5102-2)	2	50 hours
English, Research and Persuasion (ENG-5103-3)	3	75 hours


About This Learning Guide


This learning guide was developed for adult learners who are registered in individual and classroom learning programs or in distance education.

Icons Used in the Learning Guide

You will encounter several icons in the learning guide.

 Video clip: This means you have to watch a video.

 Audio clip: This means you have to listen to an audio clip.

 This means Internet sources are available or that you must go online to find resources or to answer questions.

Internet Access

SOFAD hosts media resources for students enrolled in its courses on the SOFAD server.

Students with access to the Internet can view video clips and listen to audio clips as follows:

- If you are using the PDF version, click on the icon in the learning guide.
- If you are using the paper learning guide, go to portailsofad.com.

If you do not have access to the Internet, use the sources provided by your teacher or tutor. Note that the media resources may be downloaded from a zip file on the SOFAD media resource page for the course. This allows you to view the media resources for times when you do not have access to the Internet.

Structure of the Learning Guide

The learning guide has an Introduction, six content chapters called Learning Situations (LS), and a grammar section. Near the end of the learning guide you will find the Answer Key. If you are using the paper version, these are the coloured pages.

As well, there are three evaluation chapters called Evaluation Situations. The Evaluation Situations do not appear in the learning guide. They are found on the SOFAD website and are free to download for students enrolled in the course. Here is the link for the Evaluation Situations: portailsofad.com.

Evaluation for Certification Purposes

In order to earn the credits for this course you must obtain a mark of at least 60% on the final examination that will be held in an adult education centre. To be able to write this final examination you should have an average of at least 60% on the evaluations that accompany this learning guide.

Preparing for the Final Exam

Three things will help you prepare for the final exam, the course content, the Evaluation Situations, and the reading log you will create guided by the comic strips of the reading group that discusses the novel.

Evaluation Situations

Evaluation Situations are assignments that will be graded by your teacher or tutor. The Evaluation Situations are designed to help you get ready for the final exam. They are designed to encourage the development of the competencies required to pass the course as well as give you some practice in the textual and linguistic knowledge required to succeed.

There are three Evaluation Situations (ES) for this course: after LS 2, after LS 4, and after LS 6. Each Evaluation Situation is graded on 100 and is weighted 30% for ES1, 40% for ES2, and 30% for ES3. For example, if you get a mark of 80/100 on Evaluation Situation 1 and you get a mark of 76/100 on Evaluation Situation 2 and a mark of 86/100 on Evaluation Situation 3, then you would calculate your final mark like this:

$$(80/100 \times .3) + (76/100 \times .4) + (86/100 \times .3)$$
$$(80/100 \times .3) = 24.0, (76/100 \times .4) = 30.4, (86/100 \times .3) = 25.8$$

Add 24.0 + 30.4 + 25.8 = 80.2

80.2% is your final mark for the course.

Reading the Novel

The novel for this course is *Lullabies for Little Criminals* by Heather O’Neill. You may begin your reading as soon as you wish. Remember that you are studying the novel; so plan on reading it twice or at the very least reading most of it twice. While reading you must keep a reading log.

The page numbers noted in the learning guide for *Lullabies for Little Criminals* are from the Harper Perennial, 2006, 1st edition, ISBN-10:0-06-087507-0.

The Page Turners Reading Group Comic Strips

The Page Turners reading group comic strips will guide you in creating a reading log of your thoughts and reflections about the novel used in this course. These comic strips begin in Learning Situation 4. You can bring your reading log and a copy of the novel to the final exam. You may also add handwritten notes in the margins of your own copy of the novel that you bring to the final exam.

Grammar Section

The grammar section covers the grammar points that were not included throughout the learning guide.

Getting Support for Your Learning

In order to help you succeed, your teacher or tutor will offer guidance and support as you work through the course. The teacher or tutor can answer your questions and will grade your Evaluation Situations. Make sure to obtain the schedule, email address, and phone number of your teacher or tutor so that you can communicate when necessary.

Managing Your Time

Managing your time is probably the most important thing you can do to be successful with your studies. The English and Written Narratives course is designed to take 50 hours to complete. It’s important to set aside time on a regular basis for your course work. If you need more hours to complete the course, then take more time. Take the time you need. We recommend that you create a routine for yourself and stick to it.

Extra Materials

The learning guide for this course is accompanied by:

- video clips
- audio clips
- Evaluation Situations

The Evaluation Situations and the video and audio clips are available on portailsofad.com

Then follow the links to *English and Written Narratives* media resource page.

Grammar

If you need extra help with grammar, your teacher or tutor may also recommend a grammar book or online exercises to help you.

SOFAD has an excellent booklet titled *Essential Knowledge Reference Booklet* that can be used as a grammar review. While the booklet is intended for use with learners of English as a Second Language (ESL), it still provides an excellent overview of the grammar essential for mother tongue learners.

To order a copy and for a description and preview of the booklet go to:

<http://www.sofad.qc.ca/fr/outils-apprentissage/anglais-langue-seconde-fbd-33/?language=fr>

Students with Children

Having to study while supervising children can be very challenging, and despite your efforts it may be difficult to manage. Here are a few tips for those of you who have children underfoot while you are studying:

- Spend time with your children before you begin your studies.
- Allow your children to watch an educational DVD or TV show while you study. You can teach them to wear headphones while you study.
- Ask for cooperation from your children. Reward them with time together after you have finished studying.
- Explain your study schedule to your children. They will be more likely to cooperate if you have a regular schedule. Reward your children for respecting your schedule.
- Childproof a room so that your children will need less supervision while you study.
- Organize activities for your children that they can do while you study. Such as colouring books, building blocks, and other toys that engage your children's attention.
- Find a playmate for your children while you study.
- Ask other adults to help you out.



Study Habits

Study Habits

Make a schedule that you can respect. This is one of the most important things you can do.

Follow instructions carefully – pay close attention to what you are asked to do. Write the instructions in your own words.

Ask for help – everyone needs the help of others. We have to pull together to be successful.

Reread texts – you are in a course of study, it makes sense to read everything twice or more. You will retain more if you read everything twice.

Set goals and rewards for yourself – it feels great to meet your goals. Set small and reachable goals. Remember to reward yourself when you meet your goals. For example, you could set the goal of completing one of the learning situations, and when you are finished you relax with your favourite TV show or go out with friends.

Take breaks – everybody needs a break. Do some work, take a break, and then get back to work.

Stay positive – remind yourself of your skills and abilities whatever they are. Avoid comparing yourself with others; this can, and usually does, lead to negative thoughts.

Choose a workspace that will help you focus. You may need a quiet room such as a library, for instance, in order to be free from distractions. Give yourself enough time and space.

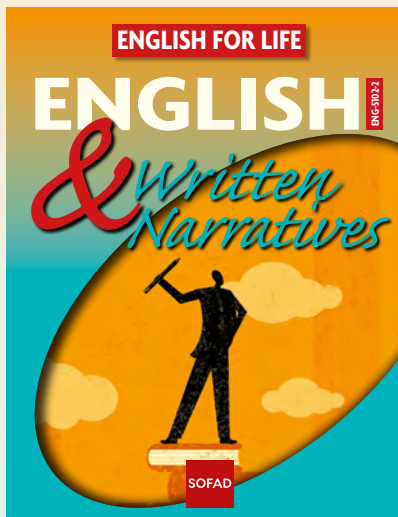
Take notes – writing down in your own words what you have learned is a powerful practice that leads to better understanding (and grades!).

Ask yourself how you can improve your learning.

Your Feedback about the Learning Guide

The writers and other contributors to the learning guide are interested in hearing your feedback on your impressions and experience with this learning guide. There is a page near the end the learning guide that you can fill out and send to us. We will use your insights to help us improve the learning guide for the next printing.

ENGLISH FOR LIFE



The **English for Life** series helps students meet the standards of the Ministry. Meaningful learning situations offer a content-rich variety of tasks developed by a team of experienced specialists in adult education.

English and Written Narratives is a 50-hour course. It is the second of three Secondary V courses in the *English Language Arts* program in Diversified Basic Education.

Two of the three main competencies required by the Ministry will be developed in this course:

Competency 2: Reads and listens to written, spoken and media texts.
Competency 3: Produces texts for personal and social purposes.

English and Written Narratives is composed of six learning situations, a grammar section, three Evaluation Situations, and online multi-media resources hosted on the SOFAD media resource page. The goals of the Learning Situations are:

LS 1: To investigate written stories of various genres and narrative patterns.

LS 2: To understand how literary techniques enhance the meaning and enjoyment of written narratives.

LS 3: To support you as you write your own short story through various writing activities.

LS 4: To explore and experience how the novel impacts on readers and reflects the wide scope of human experience through the reading of *Lullabies for Little Criminals* and references to other novels.

LS 5: To write four well-constructed paragraphs on various literary topics that focus on your analysis of the novel.

LS 6: To prepare you to write a critical essay of 600-700 words focusing on literature.

The following downloadable multimedia are available:

- 4 video clips

English for Life Features

The *English for Life* series offers:

- an approach tailored to the ministry program
- learning guides that can be used in class, for individual learning, or for distance learning
- engaging learning and evaluation situations that come with audio and video resources
- easy-to-follow page layout
- coverage of linguistic elements required for success
- evaluation situations that prepare the learner for exams
- a Teacher's Guide that includes answer keys for the evaluation situations, and rubrics tailored to meet the ministry standards

Developing Competencies

English for Life promotes the development of competencies by meeting the ministry requirement of meaningful, open-ended, and complex learning situations. Adult learners are expected to see connections between what they learn and everyday life.

With ENG-5102-2 *English and Written Narratives*, learners will:

- develop their ability to discuss and analyze short stories and novels;
- learn about and deepen their knowledge of the communication conventions used in short stories and novels;
- write a traditional short story that includes the literary elements of characterization, climax, conflict, dialogue, narrative point of view, plot, setting, and theme;
- write a five-paragraph literary essay on a text using formal and concise language;
- use planning tools such as brainstorming, lists, outlines, storyboards, and discussions;
- use self-evaluation checklists or participate in feedback *discussions*.

The English for Life Series

ENG-3101-1 *English and Interviews*

ENG-3102-2 *English and the World of Work*

ENG-3103-3 *English and Persuasion*

ENG-4111-1 *English in Poems and Songs*

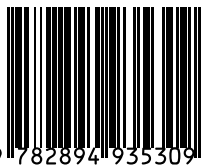
ENG-4112-2 *English and the World of Story*

ENG-4113-3 *English to Inform*

ENG-5101-1 *English and Plays*

ENG-5102-2 *English and Written Narratives*

ENG-5103-3 *English, Research and Persuasion*



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