

# Frances Kelsey Secondary School

## English 10

# Learning Guide 1

### Terms to Review

Antagonist	Narration
Climax	Narrator
Character	Objective point of view
Conflict	Omniscient point of view
internal	Plot
external	Point of view
Crisis	Protagonist
Exposition	Resolution
Falling action	Rising action
First person point of view	Setting
Flashback	Style
Foreshadowing	Suspense
Genre	Types of endings (cliffhanger, happy, indeterminate, sad, tragic, etc.)
Initiating Incident	
Limited omniscient point of view	

### New Term

**Dilemma** – A situation in which a person or character must make a choice, but neither outcome is desirable

#### 1. Individual: Commonly Confused Words

- Read through the “Some Commonly Confused Words” information in this guide. You may wish to have this with you when you do the worksheets – only look at the ones you don’t know!
- Complete the “Commonly Confused Words” worksheet, located in the Resource Package.
- You should be sure you understand the rules for using each word, as you will be expected to use the correct form of the word in your writing for this course. **Mark your own work** using the answer guide at the back of the Resource Package.

**2. Individual: End Punctuation**

- a) Read the “End Punctuation” information in this learning guide.
- b) Complete the “End Punctuation Worksheet” located in the Resource Package.
- c) Mark your work using the answer key at the end of this learning guide.

**Individual: Read short stories**

Read “Never Cry Wolf” by Farley Mowat (page 321 of *Sightlines* 10).

Read “A Rupee Earned” by I.F. Bulatkin (page 275 of *Sightlines* 10)

Read “David” by Earle Birney (page 118 of *Sightlines* 10)

**2. Individual: Analyze Short Stories**

Answer the following questions individually for these stories.

When complete, show your answers to your teacher.

“Never Cry Wolf” by Farley Mowatt:

1. What kind of conflict is presented in this story, internal or external? Explain.
2. What is the mood of the story?
3. What is the tone of the story?
4. Who is the protagonist?
5. Describe the rising action.
6. What surprised Mowat when he was in his tent and the wolf returned from a night of hunting?
7. How do wolves mark their territory?
8. Why does Mowatt drink copious amounts of tea?
9. Why are some words in italics?
10. What does Mowat learn about wolves?

“A Rupee Earned” by I.F. Bulatkin:

1. What is the point of view of this story?
2. What is the climax of the story?
3. What happens in the resolution of this story?
4. What does the father do for a living?
5. How does the father know his son really earned the third rupee?
6. What does the son learn?

“David” by Earle Birney:

1. Describe the external conflict in this story.
2. Describe the internal conflict in this story.
3. In what point of view is the story written?
4. What is Bobby’s dilemma?
5. Give an example of foreshadowing in the story.
6. What are David and the narrator doing for summer employment?
7. What is the first mountain they climb?
8. Why does David ask Bobby to help him die?
9. What does Bobby learn from his experience?

**3. Assessment Task 2: Analyze Short Stories (30 marks)**

After your teacher has seen your answers, choose one of the stories in this unit and write a literary paragraph. Include the title and author in your paragraph and use your answers to explain what the story is about and what the character has learned. Include quotation to back up your statements, and remember not to use “I.”

## **COMPLETE THE LEARNING GUIDE 1-2 TEST BEFORE YOU CONTINUE TO THE NEXT UNIT.**

English 10 has four unit tests. The marks from these four tests will give you your mark for Learning Guide 18. These tests review the grammar content, readings, and terms studied in each unit, and also provide you with a section from a previous provincial exam.

The Unit A test will cover the following:

- 30 multiple choice questions on commonly confused words
- 20 multiple choice questions on
  - the readings from this unit
  - end punctuation
  - active listening skills
- the short fiction section from a past provincial exam. (A short story to read, 10 multiple choice questions, and a written answer.)

## Some commonly confused words

**a, an** Use the article *a* when the following word begins with a consonant sound. Use *an* when the following word begins with a vowel sound.

**a** house  
**an** understudy  
**an** hour  
**a** united front

**a lot, alot** Always write this expression, meaning “a large amount,” as two words.

With his help, we will learn **a lot** about photography.

**a while, awhile** *In* or *for* often precedes *a while*, forming a prepositional phrase. *Awhile* is used only as an adverb.

Let us listen to the forest for **a while**. The students listened **awhile**.

**accept, except** *Accept*, a verb, means “to receive” or “to agree to.” *Except* may be a preposition or a verb. As a preposition it means “but.” As a verb it means “to leave out.”

I will **accept** all of your terms **except** the last one.

**affect, effect** *Affect*, a verb, means “to cause a change in, to influence.” *Effect* may be a noun or a verb. As a noun it means “result.” As a verb it means “to bring about.”

Is it true that the observer can **affect** the results? (verb)

I have no idea what **effect** that may have. (noun)

How can the prime minister **effect** a good approval rating? (verb)

**all right, alright** Always write this expression as two words. *Alright* is unacceptable.

Because she is your friend, she is **all right** with me.

**all together, altogether** The two words *all together* mean “in a group.” The single word *altogether* is an adverb meaning “completely” or “on the whole.”

The hikers gathered **all together** for lunch, and they were **altogether** exhausted.

**amount, number** Use *amount* to talk about volume in non-countable nouns. Nouns are non-countable if we measure them, and they are not seen as individuals, such as flour, water, or sand. Use *number* for countable nouns, or things that are individual and that you could count, such as people, stars, or books.

A **number** of people attended the party.

I was surprised by the **amount** of water that they drank.

**can, may** *Can* indicates the ability to do something. *May* indicates permission to do something.

Anyone **can** use a credit card, but only the cardholder **may** authorize it.

**could of, might of, must of, should of, would of** Do not use *of* after *could*, *might*, *must*, *should*, or *would*. Instead, use the helping verb *have*.

That **must** have **been** the longest play ever!

**had of** Do not use *of* between *had* and a past participle.

I wish I **had eaten** my sundae when I had the chance.

**its, it's** *Its* is the possessive form of the pronoun *it*. Possessive pronouns never have apostrophes. *It's* is the contraction of *it is*.

The dog lives in **its** own house.

Who is to say whether **it's** happy or not.

**lay, lie** *Lay* means “to put” or “to place,” and it takes a direct object. *Lie* means “to recline” or “to be positioned,” and it never takes an object.

I taught my dog to **lay** the paper at my feet and then **lie** on the ground.

**like, as** *Like* is a preposition and introduces a prepositional phrase. *As* and *as if* are subordinating

I felt **like** a stuffed crab after the feast.

The pigeons flew away, **as** they always do when scared.

**loose, lose** Use *loose* to mean “not firmly attached” and *lose* to mean “to misplace” or “to fail to win.”

You don't want to **lose** your nice pair of **loose** jeans.

**passed, past** *Passed* is the past tense and the past participle of the verb *to pass*. *Past* can be an adjective, a preposition, an adverb, or a noun.

He **passed** the exit ramp because he could not see the sign **past** the bushes.

**than, then** *Than* is a conjunction that is used to introduce the second element in a comparison; it also shows exception. *Then* is an adverb.

Julio hit more home runs **than** Jacob this year.

Call for help first, and **then** start CPR.

**their, they're** *Their* is the possessive form of the personal pronoun *they*. *They're* is the contraction of *they are*.

The Westons returned to **their** favorite vacation spot.

**They're** determined to go next year as well.

**theirs, there's** *Theirs* means “that or those belonging to them.” *There's* is the contraction of *there is*.

**Theirs** is one of the latest models.

**There's** another pitcher of lemonade in the refrigerator.

**to, too, two** *To* is a preposition meaning “in the direction of.” *Too* means “also” or “excessively.” *Two* is the number that falls between one and three.

You may go **to** the library.

It is **too** cold for skating.

There are only **two** days of vacation left.

**who, whom** *Who* is a subject, and *whom* is an object.

**Who** first sang the song “Memories”?

To **whom** should I throw the ball now?

## End Punctuation

The **punctuation marks** that signal the end of a sentence are the period (.), the question mark(?) and the exclamation mark(!).

You use the **period**, by far the most common of the **end punctuation** marks, to end a sentence that makes a statement. These sentences are sometimes called **declarative sentences**.

**Without a doubt, Lady Penelope was much happier after her trip.**

You may also use periods with **imperative sentences** (sentences that give a command) that have no sense of urgency or excitement attached:

**Turn right at the stop sign.**

**Hand in your Learning Guide as soon as it is done.**

When you want to express a sense of urgency or very strong emotion, you may end your imperative sentences and statements with an **exclamation mark**:

**Look out below!**

**Leave this house at once!**

**The wastebasket is on fire!**

Exclamation marks are, however, rare in formal writing. Use them sparingly, if at all. You should use the **question mark** at the end of a **direct question**:

**Who's on first?**

**Where is the flowered cape that I wear over my fuchsia coveralls?**

Be careful not to use a question mark at the end of an indirect question. Indirect questions are simply statements, and therefore end with a period:

**I wonder who was chosen as best English student, junior division.**

**She asked if she could play my cello.**

**The teacher asked who was neglecting his or her shower time.**