

# Adult Basic Education (ABE)

## Level III English Language Arts

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### English 2102 B

### Study Guide

**Resources:** *Beyond the Page (McGraw-Hill—student resource)*  
An approved novel

**Level III General College Profile English**

English 1102A

English 1102B

English 1102C

English 2102A

**English 2102B**

English 2102C

English 3102A

English 3102B

English 3102C



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## General Information

### ***Introduction***

**English 2102 ABC** is equivalent to the Newfoundland and Labrador senior high school **English 2202 (General)** course (September 2014).

### ***Pre-requisite***

Students must have completed **English 2102 A**.

### ***Resources***

- *Beyond the Page (McGraw-Hill—student resource)*
- An approved novel

Instructors may also supplement with other resources at their discretion.

### ***Study Guide***

This Study Guide is intended to make it possible for you to work independently in ABE. You may be able to work on your own for certain periods of time. All students doing this course in Newfoundland and Labrador use this Study Guide. Please ensure your instructor is aware of your progress in this Study Guide. Ask your instructor for assistance whenever you feel you need help.

The Study Guide is organized in two columns:

<b>Required Work</b> This column provides a list of all the work required to be completed for the course. Your instructor may supplement with additional items or make small changes to the required work as deemed appropriate.	<b>Notes</b> This column provides additional information that will help you complete the required work.
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***Recommended Evaluation***

Final exams are not recommended for Level III ABE General English courses. Unit tests are recommended.

Course Work	60%
Unit Test(s)	40%
Total	100%

The overall pass mark for the course is 50%. The evaluation scheme recommended above is presented as a suggestion. Instructors may choose an alternate evaluation scheme in order to meet the individual needs of students.

## Unit 1: Poetry

Required Work	Notes
<ol style="list-style-type: none"><li>1. Read “Guitar” on page 204, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 205;</li><li>b. Understanding Form and Style, page 205; and</li><li>c. Student Voice, page 205. Use the ten words to write a poem to express your opinion.</li></ol></li> <li>2. Read “Follow Me Back” on page 206, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 207;</li><li>b. Speaking and Listening, page 207; and</li><li>c. Critical Literacy, page 207.</li></ol></li> <li>3. Read “Little Brown” on page 215, and then complete the following:<ol style="list-style-type: none"><li>a. Reading for Meaning, page 216;</li><li>b. Understanding Form and Style, page 216; and</li><li>c. Critical Literacy, page 216.</li></ol></li> <li>4. Read “The Fortunate Ones” on page 211, and then complete the following:<ol style="list-style-type: none"><li>a. Understanding Form and Style, page 213;</li><li>b. Critical Literacy, page 213; and</li><li>c. Metacognition, page 213.</li></ol></li> <li>5. Read “Footprints in the Snow”, on page 223, and then complete the following:<ol style="list-style-type: none"><li>a. Critical Literacy, page 225;</li><li>b. Understanding Form and Style, page 225; and</li><li>c. Metacognition, page 225.</li></ol></li></ol>	<p>See Assignment 1 for more details.</p>

<b>Assignment 1 – Poem</b>	Notes
<p>After reading “The Guitar”, you are asked to list the first 10 words that come to mind when you think about an object or experience you are passionate about. Using those 10 words, create a poem with at least 15 lines. You <b>must</b> use some poetic devices in your poem. Some poetic devices to consider are:</p> <ul style="list-style-type: none"><li>- Alliteration</li><li>- Hyperbole</li><li>- Imagery</li><li>- Metaphor</li><li>- Onomatopoeia</li><li>- Personification</li><li>- Repetition</li><li>- Rhyme</li><li>- Simile</li><li>- Stanza</li></ul> <p>It is very important that the <b>tone</b> and the <b>mood</b> of the poem convey your passion about the object or experience you are writing about.</p>	<p>The Appendix contains a grading rubric for this assignment. When your instructor grades your paper, they will be looking for such things as length, word choice, spelling/grammar, voice and poetic devices.</p>

## Unit 2: Novel

Required Work	Notes
<p>Your instructor will provide you with a list of novels. Choose ONE that appeals to you and then complete the following novel study:</p> <p>Title of Book: _____ Author: _____ Date of Publication: _____ Publisher: _____</p> <p><b>1. Author Biography:</b> Conduct brief research on the author. Choose at least two sources of information. Write some basic facts about his/her life, other works of literature the author created, major historical or political events that occurred during the author's life, some of the author's personal experiences in life, and anything else you consider interesting or noteworthy.</p> <p><b>2. Word Study:</b> As you read the novel, find a minimum of 10 words that are new or unfamiliar to you. For each of the words, write:</p> <ol style="list-style-type: none"><li>the page number in the novel where it is found.</li><li>the sentence in which it is used.</li><li>your understanding of the word's meaning based on the context it is used in the novel.</li><li>the meaning of the word as found in a dictionary.</li><li>an original sentence using the word correctly.</li></ol> <p><b>3. Novel Questions:</b></p> <ol style="list-style-type: none"><li>Explain the setting (time and place of the novel). Use specific reference from the novel.</li><li>List and briefly describe the main characters (physically and his/her personality) in the novel.</li></ol>	

<b>Required Work</b>	<b>Notes</b>
<ul style="list-style-type: none"><li>c. Name and briefly describe a minor character. Discuss how he/she is important to the story or overall theme of the novel.</li><li>d. Describe one significant event in the novel and explain why it is important to the story (to the plot, the characters, and the overall theme).</li><li>e. What is the general feeling or mood of the novel? Give examples of how the author creates this feeling or mood.</li><li>f. Compare and contrast two characters psychologically (the way they think and make decisions).</li><li>g. Describe the most significant conflict in the novel. How is the conflict resolved? Explain the type of conflict (internal, external, etc.).</li><li>h. Explain the organization of the novel.</li><li>i. Does the author use humour, irony, symbolism, metaphors, or any other literary devices in the novel? Select at least two examples and explain how and why the author used them.</li><li>j. Explain the main theme of the novel using examples to support your decision.</li><li>k. What did you learn from reading this novel?</li><li>l. Create a representation (picture, graphic story line, etc.) to illustrate a part of the novel you found very memorable.</li></ul>	



### Unit 3: Writing and Representing Assignment

	Notes
<p>Select and complete ONE of the following writing assignments. Your essay should be a minimum of one page in length and you should follow the writing process. Write using clear, concise sentences and you can include visuals if you wish. Your instructor will provide you with additional resource material if needed, including an editing checklist for your final copy.</p> <ol style="list-style-type: none"><li>1. People are constantly using language and communication to give/explain information to others. For example, a teacher explains information to a class, a manager explains work duties to employees, and a doctor explains health issues to patients. Write an explanatory essay on one of the following:<ol style="list-style-type: none"><li>a. explain how to do something;</li><li>b. explain how to create something;</li><li>c. explain how something works; or</li><li>d. explain directions.</li></ol></li> <li>2. Argumentation and persuasion use language to convince the audience or reader to take a given action or to adopt a certain idea or attitude. Choose one issue or topic important to you and write a persuasive essay in which you try to persuade the reader to take your position, to do something, or to change an attitude.</li></ol> <p>NOTE: This is NOT an opinion essay. The words “I believe” or “I feel” should not be used.</p>	

## **Appendix**

## Poetry Assessment Rubric

Name: \_\_\_\_\_

Category	4	3	2	1
Length	More than 15 lines	12-14 lines	6-11 lines	Less than 5 lines
Word Choice	Writer uses vivid words and phrases that paint a picture in the reader's mind. Every word is in the perfect place.	Writer uses great words and phrases that sometimes paint a picture in the reader's mind.	Writer uses words that lack in variety and it is sometimes dull and boring.	Writer uses an immature and limited vocabulary that is not at grade level.
Grammar and Spelling	No mistakes in grammar and spelling are made.	Writer makes 1-2 mistakes in spelling or grammar.	Writer makes 3-4 mistakes in spelling or grammar.	Writer makes 5 or more mistakes in spelling or grammar and/or the project is presented in pencil.
Adding Personality (voice)	The writer seems to be writing from experience. The ideas are fresh and new.	The writer may be writing from experience, but there is some lack of ownership. It does not always sound fresh and new.	The writing does not "belong" to the writer. It is boring, dull, or seems rushed.	The ideas and the way they are expressed seem to belong to someone else. There seems to be little effort shown and/or it is presented in pencil.
Literary Devices	The writer uses 3 or more literary devices.	The writer uses 2 literary devices.	The writer uses 1 literary device.	The writer does not include any literary devices within their poetry.

Comments: