

Adult Basic Education
English Language Arts

English 2102A

Study Guide

Prerequisites: English 1102A, 1102B and 1102C

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:

Between the Lines 11
Between the Lines 11 CD Set
Land, Sea, and Time, Book Two

Reference Books:

Reading and Writing for Success
Resource Lines 9/10
Communicate!

To the Student

The following questions and answers should help you use this Study Guide.

Who should do English 2102A?

English 2102A is intended for those who are studying in the **General College Profile** of Adult Basic Education.

What is in the English 2102A Study Guide?

The *English 2102A 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 2102A*. 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 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Short Stories</p> <p>1. In preparation for reading, speaking and writing about short stories, you should complete the following work:</p> <p>1.1 Review pages 11-29 of <i>Reading and Writing for Success</i>, “Reading for Appreciation and Enjoyment: Reading Short Stories”.</p> <p>1.2 Study the following sections of <i>Resource Lines 9/10</i>:</p> <ul style="list-style-type: none">• “Short Story”, pages 41-46• “Terms and Techniques”, page 37 <p>Glossary of Literary Terms</p> <p>2. Review your personal glossary of literary terms (fiction) and add the following terms:</p> <ul style="list-style-type: none">2.1 rising action2.1 protagonist2.3 antagonist2.4 foreshadowing2.5 flashback	<p>You will have studied the material from <i>Reading and Writing for Success</i> in English 1102A. You should review it before you begin the assigned study material from <i>Resource Lines 9/10</i>. This material gives an overview of the characteristics of short stories, including important terminology.</p> <p>You will find all of these terms in the assigned study material from <i>Resource Lines 9/10</i>. Your instructor will introduce the terms to you and discuss their use in short stories.</p> <p>You will not be expected to memorize definitions but, rather, to use your knowledge of the terms in understanding and analyzing short stories.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>3. Listen to the recorded short story, “The Interlopers”, by Saki on the <i>Between the Lines 11</i> CD (Disk 1, Track 4).</p> <p>Read and Discuss</p> <p>4. Read “The Interlopers” (<i>Between the Lines 11</i>, pages 41-45).</p> <p>4.1 Discuss the story with your instructor or in a small group organized by your instructor.</p> <p>Write</p> <p>4.2 Answer questions 1 - 6 on page 46.</p>	<p>Listen to “The Interlopers” 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>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>Note: <i>You will be required to re-read this story later in the Unit and compare it to another story.</i></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.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write</p> <p>7. Select and read at least 1 short fiction text from <i>Land, Sea and Time, Book Two</i>.</p> <p>7.1 Answer questions, assigned by your instructor, on the selected story.</p>	<p>The <i>Land, Sea and Time</i> books provide reading material, including short fiction, about the Newfoundland and Labrador heritage and culture. You should skim the whole of <i>Book Two</i> to find a short fiction text that is of interest or special significance to you. You will need to decide whether a particular text is fiction or non-fiction before making your selection, since the <i>Land, Sea and Time</i> books are not organized by genre. <i>You may ask your instructor for guidance with your selection.</i></p> <p>Here are some short fiction selections from <i>Land, Sea and Time, Book Two</i> which you may find interesting:</p> <ul style="list-style-type: none">• “A Harmless Deception” by Anastasia English (Page 138)• “The Caribou Disaster” by Cassie Brown (Page 156)• “Middle Son” by Patrick O’Flaherty (Page 186)• “The Ghost of the Murdered Cook” by A. Lannon and M. McCarthy (Page 274)

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Comparing Two Short Stories</p> <p>8. Re-read the two short stories you read at the beginning of this Unit:</p> <ul style="list-style-type: none">• “The Interlopers” (<i>Between the Lines 11</i>, pages 41-45)• “Paid-Up Member” (<i>Between the Lines 11</i>, pages 116-118) <p>8.1 As you read the second story (“Paid-Up Member”), make notes on how different aspects of the story compare with the first story (“The Interlopers”). These notes will be used to write an essay comparing the two stories. (See Required Work 10)</p> <p>See <i>Guidelines and Suggestions</i> for points to compare →</p>	<p>You will have read both of these stories earlier in your work for this Unit. You should read each of them again, looking for aspects of the two stories which could be compared. You should ask yourself a number of questions as you re-read the stories, including:</p> <ul style="list-style-type: none">• Is there any similarity in the story lines (plots) of these two stories? Do they differ in any important way?• What are the themes of the two stories? Are the themes similar? Do the themes differ in any important way? What do you learn about human nature from the two stories?• Are the characters in the two stories similar? Do they differ in any important way?• What is the setting for each of the stories? Do the differences in setting make a difference to the theme, to the ways that characters act, or to the way that the story unfolds?• How does the author of each of the stories use conflict to develop plot and character? Do the two authors use conflict in a similar way, or is there an important difference in their use of conflict?• How does the author of each story use irony? Is their use of irony similar, or is there an important difference?

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
<p>Reading About Essay Writing</p> <p>9. In preparation for writing an essay about short stories, you should study 143-159 of <i>Communicate!</i>, “Writing Essays”.</p> <p>9.1 Study Model Essay #1: Literary Essay (pages 150-153).</p> <p>9.2 Complete the “Apply It!” exercises on page 153.</p> <p>Writing a Comparison Essay</p> <p>10. Write a short essay comparing the two short stories, “The Interlopers” and “Paid-up Member”.</p> <p>10.1 Use word processing software to type the final draft of your essay.</p>	<p>You should read pages 143-159 completely. Following a complete reading of the material, you should re-read it and make notes as you go.</p> <p>You should complete the reading and the exercise on literary essays and discuss it with your instructor before beginning to write your own literary essay.</p> <p>The notes you made when you were reading and comparing the two short stories (Required Work 8) should be used as the basis for your essay. You should discuss these notes with your instructor before you begin planning your essay. All statements in your essay should be supported with direct references to, and examples from, the stories.</p> <p>Your essay should be approximately two typewritten pages, double spaced.</p> <p>Write at least two rough drafts of your essay, revising for meaning and clarity. You may choose to use word processing for all drafts. Discuss your work with your instructor as you revise and make changes. Edit and proofread your composition to correct any errors in spelling, grammar and punctuation.</p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Reading Poetry</p> <ol style="list-style-type: none">1. Review pages 30-39 of <i>Reading and Writing for Success</i>, “Reading Poetry”.2. Study pages 47-52 of <i>Resource Lines 9/10</i>, “Poetry” <p>Glossary of Literary Terms</p> <ol style="list-style-type: none">3. Review your personal glossary of literary terms (poetry) and add the following terms:<ol style="list-style-type: none">3.1 ballad3.2 lyric3.3 sonnet3.4 free verse3.5 rhythm3.6 rhyme	<p>You will have studied the material from <i>Reading and Writing for Success</i> in English 1102A. You should review it before beginning the assigned study material in <i>Resource Lines 9/10</i>.</p> <p>The review material and the study material from <i>Resource Lines 9/10</i> provide important information to help you read and understand poetry. You should study the material carefully, taking notes as you go and asking your instructor for help with anything that you don’t fully understand.</p> <p>All of the terms listed are defined in the assigned study material from <i>Resource Lines 9/10</i>. You may find it helpful to discuss the terms with your instructor before going on to read and analyze poems.</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 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>4. Listen to the recorded poem, “Jamie”, by Elizabeth Brewster on the <i>Between the Lines 11</i> CD (Disc 2, Track 3).</p> <p>Note: <i>The CD cover may have mis-labeled this as Track 11.</i></p> <p>Read and Discuss</p> <p>5. Read the poem, “Jamie” (Page 239, <i>Between the Lines 11</i>).</p> <p>5.1 Discuss the poem with your instructor or in a small group organized by your instructor.</p> <p>Write</p> <p>6. Answer questions 1 - 3 on page 240.</p>	<p>Listen to the recorded poem, “Jamie”, at least twice. Unlike prose, poems take much of their meaning from the sound of the words, the rhyme, and the rhythm. 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 it 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>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>Read and Write</p> <p>7. Read the poem, “Short-Order Cook”, by Jim Daniels (<i>Between the Lines 11</i>, page 360).</p> <p>7.1 Answer questions 1 - 3 on page 361.</p> <p>Interpreting Visuals</p> <p>8. Read pages 33-35 of <i>Communicate!</i>, “How to View a Photograph”.</p> <p>9. View the photograph that accompanies “Short-Order Cook” (<i>Between the Lines 11</i>, Page 361).</p> <p>9.1 Write a paragraph expressing your feelings about the photograph and its relationship to the poem.</p> <p>See <i>Guidelines and Suggestions</i> for points to consider for your paragraph →</p>	<p>This poem is an example of “free verse”. It has no set rhythm or rhyme, but instead reads like one side of a conversation. You should read it at least twice and follow this by reading it aloud. When you read it aloud, you should be sure that you only pause in your reading where there is a comma or an end mark. You should note how the rapid pace of the final stanza reflects the pace of the activity in the poem.</p> <p>The material in <i>Communicate!</i> will help you understand how photographs may be constructed to tell a story or reflect a theme.</p> <p>Suggestions for paragraph on the photograph</p> <ul style="list-style-type: none">•The photograph on page 361 is directly linked to the subject of the poem. As you view the photograph and read the poem, you might ask yourself questions such as:•Does the photograph make the poem more meaningful to you?•What impression of the work is created by the photograph?•Are the impressions created by the photograph and the poem the same - or are they different?•Can you relate any personal experience to the poem and photograph?

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write</p> <p>10. Select and read at least 1 other poem from <i>Between the Lines 11</i>.</p> <p>10.1 Answer questions, assigned by your instructor, on the selected poem.</p>	<p>The poems in <i>Between the Lines 11</i> are scattered throughout the book. You should check the table of contents to see which pages the poems are on. You may want to skim through all or most of the poems before deciding which one you will choose to read closely and interpret. Here are some poems that you may find interesting and fairly easy to understand:</p> <ul style="list-style-type: none">• “Candle in the Wind” (page 66)• “Don’t Give Me Looks” (page 214)• “To Human Race” (page 229)• “Paper Matches” (page 241)• “Berry Picking” (page 278)• “Shamaya” (page 310)• “What a Good Boy” (page 319)• “Celebration” (page 351) <p>You may also choose to select a poem that is recorded on the <i>Between the Lines 11 CD</i>. If you do choose one of the recorded poems, you will be able to listen as you read. The poems which are on the CD are as follows:</p> <ul style="list-style-type: none">• “Relics” (Disk 1, Track 1 on the CD, page 21 of <i>Between the Lines 11</i>)• “The Man Who Finds That His Son Has Become a Thief” (Disk 1, Track 2 on the CD, page 26 of <i>Between the Lines 11</i>)• “Ex-Basketball Player” (Disk 1, Track 6 on the CD, page 91 of <i>Between the Lines 11</i>)• “Cooks Brook” (Disk 2, Track 6 on the CD, page 307 of <i>Between the Lines 11</i>)

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Select, Read and Write (<i>continued</i>)</p> <p>11. Select and read at least 1 poem from <i>Land, Sea and Time, Book Two</i>.</p> <p>11.1 Answer questions, assigned by your instructor, on the selected poem.</p>	<p>You should select a poem based on personal interest, but you may need guidance from your instructor to find a poem suited to your reading level. Here are some poems and songs from <i>Land, Sea and Time, Book Two</i> that you may find interesting:</p> <ul style="list-style-type: none">• “Miners” by Michael Crummy (page 55)• “Above the Harbour” by Carmelita McGrath (Page 64)• “Recipe” by Gordon Rodgers (Page 111)• “Iceberg” by Nellie Strowbridge (Page 120)• “Two Dresses From St. Pierre” by Ruth Lawrence (Page 137)• “The Price of Bread” by Gregory Power (Page 152)• “December Hockey” by Ian Wiseman (Page 240) <p><i>You should read all poems at least twice. Your instructor may ask you to read some poems aloud as well.</i></p> <p><i>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.</i></p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Opinion Pieces</p> <p>1. Study pages 59-63 of <i>Resource Lines 9/10</i>, “Opinion Piece”.</p> <p>2. Study pages 22-26 of <i>Communicate!</i>, “Reading Newspapers”.</p> <p>2.1 Complete questions 1 and 2 on page 26.</p> <p>3. Study pages 192-193 of <i>Communicate!</i>, “A Letter to the Editor or to a Member of Parliament”.</p>	<p>The assigned study material from <i>Resource Lines 9/10</i> provides an overview of ‘opinion pieces’ and guidelines for how to read an opinion piece. You should study this material and take notes for future reference. You may wish to discuss the material with your instructor as well.</p> <p>Pages 22-26 of <i>Communicate!</i> provide information on reading newspapers in general and on reading opinion pieces in particular. There is also a sample opinion piece from <i>The Globe and Mail</i> which you will need to read closely since you are required to answer questions on it.</p> <p>Although Question 1 on page 26 tells you to work with a partner, you may also answer the question on your own if there is nobody else doing this assignment at the same time as you are. In that case, you might want to discuss the question with your instructor.</p> <p>Pages 192-193 of <i>Communicate!</i> provides detailed information on writing letters to the editor of a newspaper or a Member of Parliament (Canada). This information would also apply to writing a letter to a Member of the House of Assembly (Newfoundland and Labrador) or a municipal representative (city or town).</p> <p>There is a sample opinion letter on page 193 which you should read closely in preparation for writing your own opinion piece.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Write Thesis Statements</p> <p>4. Complete exercises, assigned by your instructor, on writing <i>thesis statements</i>.</p> <p>Write an Opinion Piece</p> <p>5. Write a short composition expressing an opinion on a current issue. The composition can be in the form of a <i>persuasive essay</i> or a <i>letter to the editor</i>.</p> <p>5.1 Use word processing software to type the final draft of your composition.</p>	<p>You should refer back to the material on opinion pieces in <i>Resource Lines 9/10</i> in preparation for writing thesis statements. Your instructor will give you this assignment.</p> <p>You should discuss possible subjects or issues with your instructor before making a decision as to what issue you will write your opinion piece on and what format it will take (essay or letter). There may be something in the news or something happening in your community that you feel strongly about. Your instructor may also organize a group of students to discuss a particular issue before you begin writing.</p> <p>You should write at least two rough drafts of your essay or letter, revising for meaning and clarity. You may choose to use word processing for all drafts. Discuss your work with your instructor as you revise and make changes. Edit and proofread your report to correct any errors in spelling, grammar and punctuation.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About a Letter Requesting Reference</p> <p>6. Study pages 128-134 of Resource Lines 9/10, “Correspondence”.</p> <p>7. Study the sample letter requesting reference (<i>Between the Lines 11</i>, page 369).</p>	<p>You will have studied some of this material from <i>Resource Lines 9/10</i> in English 1102A and 1102B. You should study the entire section now in preparation for letter writing in this course.</p> <p>The sample letter in <i>Between the Lines 11</i> (page 369) should be useful to you as a guide for writing your own letter requesting a reference. You should note that the letter includes details on when the student knew the professor. It also provides information on what the student has done since she knew the professor and what she is planning to do in the future. These are all important types of information to include when you are requesting a letter of reference.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Write a Letter Requesting a Reference</p> <p>8. Write a letter asking someone to write you a letter of reference or asking permission to put that person’s name on your resumé as a reference.</p> <p>8.1 Use word processing software to type the final draft of your letter.</p>	<p>A letter of reference would normally be written by someone you have worked for in the past or a teacher/instructor from school or college. It might also be requested from a person representing an organization that you have been a member of - including, for example, a sports club, a church, a community service organization, etc.</p> <p>You will need to provide information about yourself to the person you are asking to write a reference. Some of this information may be included in the body of your letter. You could also include a “fact sheet” listing important details (including dates) about your education, work and volunteer experience.</p> <p>Your letter should be written in the full block format (See page 189 of <i>Communicate!</i>). You should edit and proofread the letter through several drafts. Discuss each draft with your instructor. Your letter will be assessed for content as well as format, so you should take care with the language and tone and ensure that your spelling, grammar and punctuation are accurate.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing Conventions</p> <p>9. Examine sentence variety and sentence combining.</p> <p>9.1 Complete practice exercises on sentence variety and sentence combining, as assigned by your instructor.</p> <p>10. Examine the following areas of spelling and word usage:</p> <ul style="list-style-type: none">•homophones and commonly confused words•numbers and metric units <p>10.1 Complete practice exercises, as assigned by your instructor.</p>	<p>Your instructor will provide you with information about each element of Writing Conventions (Required Work 9 - 10) 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 9.1 and 10.1. Your performance on the practice exercises will be counted for a small part of your mark 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>