

Adult Basic Education (ABE)

Level III English Language Arts

English 1102B

Study Guide

Resources: *English Connect* (Nelson 2013—student resource)
Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

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 1102ABC is equivalent to the Newfoundland and Labrador senior high school **English 1202 (General)** course (September 2013).

Pre-requisite

Students must have completed English 1102A.

Resources

English Connect (Nelson 2013—student resource)

Homegrown Newfoundland and Labrador (Nelson 2013—student resource)

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:

Required Work	Notes
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.	This column provides additional information that will help you complete the required work.

In required work, you are sometimes asked to discuss or give your opinion to your instructor. Some tips to consider before you start the discussion with your instructor are:

- Think before you speak;
- Be confident;
- Share your honest opinion;
- Listen and ask for clarification if required (as part of your discussion);
- Watch body language; and
- Be respectful.

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. Institutions may choose an alternate evaluate scheme in order to meet the individual needs of students.

Unit 1: Drama

Required Work	Notes
<ol style="list-style-type: none">1. Read “Conflict” on pages 64-67, and then complete the following:<ol style="list-style-type: none">a. What Do You Think Now, page 67;b. Using Active Listening Strategies, page 67; andc. Media Literacy, page 67.2. Read “Tempting Providence” on pages 24-29, and then complete the following:<ol style="list-style-type: none">a. Making Connections, page 29; andb. Using Appropriate Vocal Strategies, page 29.	<p>This selection was taken from <i>English Connect</i>.</p> <p>This selection was taken from <i>Homegrown Newfoundland and Labrador</i>.</p>

Unit 2: Writing and Representing Activity

Required Work	Notes
<p>Assignment #1</p> <p>Write an explanatory or procedural essay on a topic of your choice. This assignment should be a minimum of one page in length. The following pages in the texts will be helpful as they contain useful information:</p> <p><i>English Connect</i></p> <ul style="list-style-type: none">• Develop and Organize Ideas, pages 54-55;• Develop and Organize Ideas, pages 106-107;• Identify the Elements of Opinion Pieces, pages 154-155; and• Improve Voice and Word Choice, pages 174-175. <p><i>Homegrown Newfoundland and Labrador</i></p> <ul style="list-style-type: none">• How to Analyze Essays, pages 40-41; and• How to Analyze Language Styles, pages 62-63	

Unit 3: Poetry

Required Work	Notes
<ol style="list-style-type: none"> 1. When reading and studying poetry, it is important to recognize poetic devices the poets use. In your next assignment (after studying some poems), you will need to use some of these devices. In your notebook, define the following poetic devices: <ol style="list-style-type: none"> a. Simile; b. Metaphor; c. Personification; d. Alliteration; e. Oxymoron; f. Onomatopoeia; g. Symbolism; and h. Hyperbole. 2. Read “Canadian January Night” on page 19, and then complete the following: <ol style="list-style-type: none"> a. Making Connections, page 19; b. Critical Literacy, page 19; and c. Literary Devices, page 19. 3. Read “Dream Deferred” on page 117 and then complete the following: <ol style="list-style-type: none"> a. Discuss “What do you think?” on page 116 with your instructor; b. Reading Like a Writer, page 117; and c. Making Inferences, page 117. 4. Read “I perform all my duties” and “Cardboard World” on pages 14-15, and then complete the following: <ol style="list-style-type: none"> a. Making Inferences, page 15; b. Using Appropriate Vocal Strategies, page 15; and c. Analyzing Purpose, page 15. 	<p></p> <p>The first two selections (#2 and #3) are from <i>English Connect</i>.</p> <p>These two selections (#4 and #5) are from <i>Homegrown Newfoundland and Labrador</i>.</p>

Required Work	Notes
<p>5. Read “Wherever You Go” on page 49 and then complete the following:</p> <ol style="list-style-type: none"> In a well-developed paragraph using a topic sentence, give your opinion to indicate whether you agree or disagree with the statement “Our dreams change as we get older”; and Critical Literacy, page 49. <p>6. Assignment #2</p> <p>Write an original poem with a minimum of ten lines. Select a topic or theme that is important to you. Use visual imagery and a minimum of <u>four</u> poetic devices. (Identify and label the poetic devices you choose to use.) Give your poem an appropriate title.</p> <p>Possible topics/themes:</p> <ul style="list-style-type: none"> • Loneliness; • Family; • Love; • State of the world/society; • Technology; • Pursuit of dreams; and • Conquering fear. <p>Appendix A 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 and grammar, voice and poetic devices.</p>	<p>The paragraph should consist of at least 5 sentences. It should start with a topic sentence, related to the main idea of the paragraph, and a concluding sentence.)</p>

Unit 4: Language Structures and Conventions

Required Work	Notes
<p data-bbox="240 420 513 457">1. Assignment #3</p> <p data-bbox="285 464 1092 548">Complete the worksheets your instructor will provide for you on the following:</p> <ul data-bbox="334 554 867 926" style="list-style-type: none"><li data-bbox="334 554 867 592">• Transitional Words and Phrases;<li data-bbox="334 598 711 636">• Descriptive Language;<li data-bbox="334 642 548 680">• Hyperbole;<li data-bbox="334 686 764 724">• Subject-Verb Agreement;<li data-bbox="334 730 602 768">• Abbreviations;<li data-bbox="334 774 488 812">• Jargon;<li data-bbox="334 819 743 856">• Punctuation: Italics; and<li data-bbox="334 863 732 900">• Contextual Vocabulary.	

Appendix A

Poetry Assessment Rubric

Name: _____

Category	4	3	2	1
Length	10 or more lines	8-10 lines	5-8 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 and 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 4 or more literary devices and they are clearly and correctly labeled and identified.	The writer uses 3 literary devices. They attempt to label and identify them, but some mistakes were made.	The writer uses 2 literary devices. The attempt to label and identify them is incorrect.	The writer does little to attempt identifying literary devices or did not include any literary devices within their poetry.