

Adult Basic Education

# **English Language Arts**

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## **English 2014**

### **Reading: Poetry/Novel/Drama**

## **Study Guide**

**Suggested Resources:** *Making It Work: A Handbook for Reading, Writing, Language and Media*  
*The Road Ahead: Reading Selections for Canadian Students*  
*One Selected Novel*

**Level II English Courses**

English 2011

English 2012

English 2013

**English 2014**

English 2015

English 2016



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## To the Student

### ***Who should do English 2014 Reading: Poetry/Novel/Drama?***

English 2014 is the fourth in a series of six Level II English courses. It is meant to provide you with an opportunity to read and experience poetry, a novel and a play.

You do not have to complete all six Level II English courses to move into ABE Level III. The decision to do all or some of the six Level II English courses will be made based on your instructor's assessment. The following will be taken into consideration in this assessment: your previous education, your CAAT (or another standardized test) result, your work experience, your future employment/post-secondary goals, your progress in Level II courses, or any other factor impacting your future success in Level III. For example, if you enter Level II from Level I and wish to pursue the Degree and Technical Profile (Academic) in Level III, you will likely have to complete all six Level II English courses. If you intend to pursue the General College Profile (General) in Level III, you may only have to complete a selection of Level II English courses.

You will receive up to four equivalency credits if you continue with Level III. For every five Level II courses (English, Math and/or Science) you successfully complete, you may be given one General Options credit in Level III, up to a total of four.

### ***What is the English 2014 Study Guide?***

The English 2014 Study Guide describes all the work that is required for the completion of this course.

### ***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. 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	Suggested Resources/Notes
This column provides a numbered list of all the work you are required to do for the course.	This column gives important information on the resources being used and some notes to help you complete the required work.

**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 Study 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 are doing. Feel free to ask your instructor for help and guidance at all times.

## Unit 1: Poetry

Required Work	Suggested Resources/Notes
<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>1. Read page 20 in <i>Making It Work</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) What is a poem?</li><li>b) How is a poem different from other forms of writing?</li></ul>	<p><i>Making It Work</i>, p. 20.</p>
<p>2. Read the poem “Erosion”, by E.J. Pratt, on page 22 of <i>Making It Work</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) Did you like or dislike this poem? Explain your choice.</li><li>b) What do you think the poet wanted you to feel, see, or know?</li><li>c) What are “granite seams/upon a woman’s face”? What has happened to place these seems on the woman’s face?</li></ul>	<p><i>Making It Work</i>, p. 22.</p>
<p>3. Read the poem “The Road Not Taken”, by Robert Frost, on page 5 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) Read and respond to the question asked in “Before You Read” on page 4 of <i>The Road Ahead</i>.</li><li>b) Describe the differences between the two roads the poet mentions. Explain why his choice “has made all the difference” for his journey.</li></ul>	<p><i>The Road Ahead</i>, pp. 4-5.</p>

## Unit 1: Poetry

Required Work	Suggested Resources/Notes
<p>4. Read the poem “Experience”, by Emily Dickinson, on page 247 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) Our experiences in life, both the good and bad, teach us our most important lessons. Think about what your experiences have taught you so far in your life. Write a paragraph (six to ten sentences) describing one of the most important lessons that your experiences have taught you.</li><li>b) A metaphor is a comparison of two objects—often one is concrete (something real) and the other is not (idea, value, experience). Identify how metaphor is used in this poem. Do you think it’s an effective metaphor? Why/Why not?</li></ul>	<p><i>The Road Ahead</i>, p. 247.</p>
<p>5. Read the poem “ You Can’t Help Smiling”, by Jim Green, on page 153 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) There are many jobs that involve adventure, including fighting forest fires, tree planting, and so on. Many of them pay well or offer other benefits that other jobs do not. Choose a job that you consider to be adventurous, and then list the advantages and disadvantages of having such a job.</li><li>b) Think of a job or chore that you regularly do at home or at work. What gives you satisfaction when you do this job? What makes you happy about your work?</li></ul>	<p><i>Making It Work</i>, p. 153.</p>

## Unit 1: Poetry

Required Work	Suggested Resources/Notes
<p>c) Briefly describe how the following emotions are expressed in this poem:</p> <ul style="list-style-type: none"> <li>• the beauty of nature</li> <li>• the sense of isolation</li> <li>• doing hard, physical labor</li> <li>• the joy of connecting with nature</li> </ul> <p>6. Read the following poem by William Wordsworth, and then respond in writing to the items which follow.</p> <p style="text-align: center;"><b>Daffodils (1804)</b> <b>William Wordsworth</b></p> <p>I WANDER'D lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.</p> <p>Continuous as the stars that shine And twinkle on the Milky Way, They stretch'd in never-ending line Along the margin of a bay: Ten thousand saw I at a glance, Tossing their heads in sprightly dance.</p> <p>The waves beside them danced; but they Out-did the sparkling waves in glee: A poet could not but be gay, In such a jocund company: I gazed -- and gazed -- but little thought What wealth the show to me had brought:</p> <p>For oft, when on my couch I lie In vacant or in pensive mood, They flash upon that inward eye Which is the bliss of solitude; And then my heart with pleasure fills, And dances with the daffodils</p>	<p><i>Making It Work</i>, p. 153.</p> <p>William Wordsworth was an English poet who lived 1770-1850. Many of his poems are based on his love of nature. This poem is usually considered his most famous work and is studied in schools and colleges all over the world. The inspiration for this poem occurred while he was walking with his sister and discovered a field of daffodils.</p>

## Unit 1: Poetry

Required Work	Suggested Resources/Notes
<ul style="list-style-type: none"><li data-bbox="285 454 1044 559">a) The major presence in this poem is that of the “host of golden daffodils” seen by the poet-speaker. How does the speaker describe the daffodils?</li><li data-bbox="285 601 1044 665">b) What do you think is the poet’s purpose in writing this poem? Explain your response.</li></ul>	

## Unit 2: Novel

Required Work	Suggested Resources/Notes
<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>In this unit, you are required to read one novel. You should select a novel that you feel is interesting and suitable for your reading level. Many appropriate novels are available in your classroom, college library, public library, home, or bookstore. Your instructor will help you select an appropriate novel. If you have difficulty selecting a novel, some suggestions are in the right hand column.</p> <p>The response items in this unit are general in nature and can be used for any novel chosen.</p> <p><b>Novel Assignment:</b> After discussing your novel with your instructor, respond in writing to the following items:</p> <ol style="list-style-type: none"><li>1. Explain, using specific examples, your initial reactions to the novel by responding to each of the following:<ol style="list-style-type: none"><li>a) What is your overall impression of the novel?</li><li>b) What did you like about the novel?</li><li>c) What did you dislike about the novel?</li><li>d) What was challenging about the novel?</li><li>e) What questions, if any, do you have related to the novel?</li></ol></li></ol>	<p>Novel Suggestions:</p> <ul style="list-style-type: none"><li>• <i>The Adventures of Tom Sawyer</i>, by Mark Twain (Townsend Press)</li><li>• <i>The Prince and the Pauper</i>, by Mark Twain (Townsend Press)</li><li>• <i>Captains Courageous</i>, by Rudyard Kipling (Townsend Press)</li><li>• <i>White Fang</i>, by Jack London (Townsend Press)</li><li>• <i>Great Expectations</i>, by Charles Dickens (Townsend Press)</li><li>• <i>Silas Marner</i>, by George Eliot (Townsend Press)</li><li>• <i>The Count of Monte Cristo</i>, by Alexandre Dumas (Townsend Press)</li><li>• <i>The Swiss Family Robinson</i>, by Johann Wyss (Townsend Press)</li><li>• <i>The Scarlet Letter</i>, by Nathaniel Hawthorne (Townsend Press)</li><li>• Any other novel approved by your instructor</li></ul>

**Unit 2: Novel**

<b>Required Work</b>	<b>Suggested Resources/Notes</b>
2. Read the explanation of setting on page 32 of <i>Making It Work</i> . Explain the author's use of setting in your novel.	<i>Making It Work</i> , p. 32.
4. Read the explanation of conflict on pages 32-33 of <i>Making It Work</i> . Use this information to describe the author's use of conflict in your novel.	<i>Making It Work</i> , pp. 32-33.
5. Read the explanation of theme on page 32 of <i>Making It Work</i> . Explain what you feel is the main theme of your novel.	<i>Making It Work</i> , p. 32.
6. Read the explanation of narrative point of view on page 32 of <i>Making It Work</i> . Explain what you feel is the narrative point of view of your novel.	<i>Making It Work</i> , p. 32.

## Unit 3: Drama

Required Work	Suggested Resources/Notes
<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>1. Read the play entitled “The Blame” on pages 159-163 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <p>a) Read the stage directions that appear at the beginning of the play. On a piece of plain paper, make a sketch of a possible floor plan for the set. The receptionist’s desk is at the center of the action. Draw where you think it should go on the floor plan.</p> <p>b) Characters reveal themselves through the following:</p> <ul style="list-style-type: none"><li>• what they say</li><li>• what they do</li><li>• how they interact with others</li><li>• what others say about them</li></ul> <p>Select one character in the play to write a character sketch. Use pages 37-41 in <i>Making It Work</i> to help you write your character sketch.</p> <p>c) Discuss with your instructor the work environment, or culture, of the workplace described in this play. After your discussion with your instructor, respond in writing answering this question: Is this a work culture in which you would like to work? Explain your answer.</p>	<p><i>The Road Ahead</i>, pp. 159-163.</p> <p><b>Line Master 2 Character Sketch</b>, p. 204 in the <i>Making It Work Teacher’s Guide</i> may be helpful in completing this exercise.</p> <p><i>Making It Work</i>, pp. 37-41.</p>