

Adult Basic Education
English Language Arts

English 2101A

Study Guide

Prerequisites: English 1101A, 1101B and 1101C

Credit Value: 1

Degree and Technical Profile/Business-Related College Profile Required English Courses

English 1101A

English 1101B

English 1101C

English 2101A

English 2101B

English 2101C

English 3101A

English 3101B

English 3101C

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Texts: **Anthologies:**

Echoes 11
Echoes 11 CD Set
Land, Sea, and Time, Book 2

Handbooks:

Reference Points 11/12
Canadian Students' Guide to Language, Literature and Media
Communicate!

To the Student

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

Who should do English 2101A?

English 2101A is intended for those who are studying in the **Degree and Technical Profile** or **the Business-Related College Profile** of Adult Basic Education.

What is in the English 2101A Study Guide?

The *English 2101A 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 above (page 2).

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 2101A*. 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 before beginning to complete 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 are 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 study pages 32-56 of <i>Guide to Language, Literature and Media</i> (“Analyzing and Responding to Narrative Texts”).</p> <p>1.1 Complete questions 1-4, page 36</p> <p>1.2 Complete questions 1-4, page 56</p> <p>Glossary of Literary Terms</p> <p>2. Review glossary of literary terms (fiction) and add the following terms:</p> <p>2.1 static character 2.2 dynamic character 2.3 stereotype</p>	<p>The material provides an overview of fiction. Through reading and completing questions on two model short stories provided in this section, you will learn to recognize and understand the devices and terminology of fiction. This will prepare you for the reading of short stories in this unit.</p> <p>You will find all of these terms in the assigned study material from <i>Guide to Language, Literature, and Media</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 Lottery Ticket”, by Anton Chekhov on the <i>Echoes 11</i> CD (Track 13).</p> <p>Read and Discuss</p> <p>4. Read “The Lottery Ticket” (<i>Echoes 11</i>, pages 198 - 202).</p> <p>4.1 Discuss the story in a small group or with your instructor</p>	<p>Listen to “The Lottery Ticket” 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 the 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>Write</p> <p>5. Answer questions 1-4 on page 203.</p>	<p>Your answers to all questions on the short stories should be written in short essay style. You should edit each answer to ensure that it is coherent and that there are no grammatical, mechanical or spelling errors.</p>
<p>Read and Write</p> <p>6. Read at least 3 other short stories, selected from <i>Echoes 11</i>, Unit 3.</p> <p>6.1 Answer the questions on Meaning and Form and Style in the Responding section following each story.</p>	<p>You should skim Unit 3 (Short Fiction) of the <i>Echoes 11</i> anthology before making your selection of short stories. You may read several stories before deciding which 3 you will choose for discussion and answering questions.</p> <p>You should read each story at least twice to help you better understand all the different elements of narrative fiction. Ask your instructor to arrange for you to discuss each story before you answer the questions.</p>

Unit 1 Short Story and Related Writing

Required Work	Guidelines and Suggestions
7. Read a minimum of 2 short fiction texts from <i>Land, Sea and Time Book 2</i> .	<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 short fiction texts that are 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>The following may be recommended:</p> <ul style="list-style-type: none">•“The Money Crowd” by Jo-Anne Soper-Cook (Page 125)•“A Harmless Deception” by Anastasia English (Page 138)•“The Caribou Disaster” by Cassie Brown (Page 156)•“Little Orly” by Bryan Hennessey (Page 196)•“The Listeners” by Irving Fogwill (Page 225)•“Pictures” by Bernice Morgan (Page 243)
7.1 Answer questions provided by the instructor.	<p>As with the stories from <i>Echoes 11</i>, you should read each story at least twice to help you better understand all the different elements of narrative fiction. There are no questions provided in the text itself. You should ask your instructor for questions for each story.</p> <p><i>Your answers to all questions should be written in short essay style and revised for coherence and accuracy.</i></p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Poetry</p> <p>1. Read pages 4-23 of <i>Guide to Language, Literature and Media</i>, “Analyzing and Responding to Poetry”.</p>	<p>This material provides important information to help you read and understand poetry. Your instructor will introduce the material to you and guide you through it. You should ask your instructor for clarification on any aspect of this material which you don’t understand. It should be completed before you begin reading other poems in this Unit.</p>
<p>Glossary of Literary Terms</p> <p>2. Review glossary of literary terms (poetry) and add the following terms:</p> <ul style="list-style-type: none">2.1 free verse2.2 blank verse2.3 sonnet2.4 voice, tone, mood2.5 denotation, connotation	<p>All of these terms are explained in the assigned study material from <i>Guide to Language, Literature, and Media</i>. Your instructor will provide further explanation and examples to ensure that you understand them completely.</p> <p>Remember that you are not expected to memorize definitions but, rather, to use your knowledge of the terms in understanding and analyzing poems.</p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Listen</p> <p>3. Listen to the recorded poem, “Memories Have Tongue” by Afua Cooper on the <i>Echoes 11</i> CD (Track 4).</p>	<p>Listen to the recorded poem, “Memories Have Tongue”, 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>Read and Discuss</p> <p>4. Read “Memories Have Tongue” (Page 20, <i>Echoes 11</i>).</p> <p>4.1 Discuss the poem</p>	<p>You will already have listened to this poem twice and read it aloud. You should read 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>Write</p> <p>5. Answer questions 1-4 on page 32.</p>	<p>Your instructor will give you guidance as you analyze the poem. You should not attempt to answer questions until you have discussed the poem with your instructor and, where possible, with others who are also reading the poem.</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 the question that was asked of you.</i></p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Read, Analyze and Write</p> <p>6. Read at least 6 other poems, selected from <i>Echoes 11</i>, to include at least one from each of the categories:</p> <ul style="list-style-type: none">•contemporary lyric poems•pre- and early twentieth century lyric poems•narrative and dramatic poems•metaphor and imagery <p>6.1 Answer the questions under Meaning and Form and Style in the “Responding Activities” for each poem you read.</p>	<p>You should skim the poetry sections of the <i>Echoes 11</i> anthology before making your selection of poems. You may select poems within the categories specified based on your personal interest. You should read all poems several times to help you better understand the different levels of meaning in the poem. You should also read poems aloud so that you can appreciate the rhythm and the poet’s choice of words.</p> <p>If there are others reading a poem at the same time you are reading it, you may be required to participate in a small group discussion. If not, you may wish to discuss the poem with your instructor.</p> <p><i>Your answers should be written in short essay style and revised for coherence and accuracy.</i></p> <p><i>Your answers to questions on all poems should be written clearly and you should use examples from the poem to support your answers where needed. Make sure you have answered the question that was asked of you.</i></p>

Unit 2 Poetry and Related Writing

Required Work	Guidelines and Suggestions
<p>Read, Analyze and Write</p> <p>7. Read at least 3 poems selected from <i>Land, Sea and Time Book Two</i>.</p>	<p>You should select poems based on personal interest, but you may need guidance from your instructor to select poems which are suited to the learning objectives for this Unit.</p> <p>Some poems which may be recommended for study in this Unit are:</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)
7.1 Answer questions assigned by the instructor.	<p>You should read each poem at least twice. Your instructor may ask you to read some poems aloud as well.</p> <p>As with the first poem you did in this Unit, you may request guidance from your instructor as you analyze each poem.</p> <p>There are no questions provided in the book itself. You should ask your instructor for questions for each poem when you have read it.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About the Writing Process</p> <p>1. Read <i>Reference Points 11/12</i>, Pages 60-67 (The Writing Process, Stages of the Writing Process, the Writing Product, Methods of Essay Development).</p> <p>1.1 Describe the following methods of essay development:</p> <ul style="list-style-type: none">•Example and Illustration•Comparison or Contrast•Cause and Effect•Process Analysis	<p>You should discuss the material you are reading about the writing process with your instructor before you begin to work on your composition.</p> <p>You will find explanations of the methods of essay development on pages 65-67 of your <i>Reference Points 11/12</i> reading assignment. There are also examples of some of the methods. You will not be expected to memorize this information but to understand how to develop your own essays using methods which are appropriate to the topic or the purpose of each essay you write.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Composition</p> <p>2. Select a topic and write a short composition (2-4 typewritten pages, double-spaced) using the method of development (from above) most suitable to the topic you have chosen.</p> <p>2.1 Follow the format for the method of development selected, as it is outlined in <i>Reference Points 11/12</i></p> <p>2.2 Develop an introductory section with a clear thesis statement</p> <p>2.3 Develop several supporting paragraphs elaborating details, providing evidence or explaining facts</p> <p>2.4 Include a cover page that identifies the method of development used</p> <p>2.5 Use word processing software to type the final draft of your composition.</p>	<p>You may select a topic related to personal interest or a community or news event. You may also choose to write about something from one of your other Adult Basic Education courses.</p> <p>You should talk to your instructor before making a final decision on your topic. You may also need to discuss with your instructor which format would be most appropriate for you to use to develop your topic.</p> <p>Depending on the type of essay you write and the kinds of information or material you use, it may be necessary for you to cite your information sources in the essay and in a reference list at the end of the essay. Your instructor will advise you whether you need to do this.</p> <p>Write at least two rough drafts of your composition, 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 errors in spelling, grammar and punctuation.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Writing Formal Letters</p> <p>3. In preparation for writing formal letters, you should read pages 303-307 of <i>Reference Points</i>, “Letters—External Business Correspondence”.</p>	<p>You may wish to discuss the material you are reading about formal letters with your instructor before you begin to write your letters.</p>
<p>Letter Writing</p> <p>4. Write at least two formal letters in the appropriate format. Formal letters should include:</p> <ul style="list-style-type: none">•letter of inquiry•letter of acknowledgment in response to the inquiry <p>4.1 Use word processing software to type the final draft of your letters.</p>	<p>A letter of inquiry is written when you need to get information. This may be information from a company about a product, a service, or a price. It may be information from a college or university about a post-secondary program you are interested in. It may be information from a government agency about a service - such as social assistance, Employment Insurance, workers' compensation, MCP coverage, taxes, labour standards, insurance regulations, business regulations, etc. It may also be information from a travel agency or a tourism department about somewhere that you would like to visit.</p>
	<p>The 2 formal letters should be written in the full block style as set out on pages 304 and 305 of <i>Reference Points</i>.</p> <p>You should edit and proofread your letters through several drafts. Discuss each draft with your instructor. Your letters will be assessed for content as well as format, so you should take care with 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>5. Examine <i>sentence variety</i> and <i>sentence combining</i>.</p> <p>5.1. Complete practice exercises on sentence variety and sentence combining, as assigned by your instructor.</p> <p>6. Examine the following areas of <i>spelling and word usage</i>:</p> <ul style="list-style-type: none">•homophones and commonly confused words•numbers and metric units <p>6.1 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 5 - 6) 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 5.1 and 6.1. 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 compositions, answers to questions on literature, and formal correspondence.</p>