

Adult Basic Education
English Language Arts

English 2102C

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

Table of Contents

To the Student	5
Unit 1	
Drama and Related Writing	7
Unit 2	
Oral Communications and Related Writing	11
Unit 3	
Written Communications and Writing Conventions	19

Texts: Anthologies:

Between the Lines 11
Collected Searchlights and Other Plays

Reference Books:

Resource Lines 9/10
Communicate!

To the Student

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

Who should do English 2102C?

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

What is in the English 2102C Study Guide?

The *English 2102C 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 2102C*. 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 are doing, however, and you should feel free to ask your instructor for help and guidance at all times.

Unit 1 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Reading Plays</p> <p>1. In preparation for reading plays, you should study the following sections of <i>Resource Lines 9/10</i>:</p> <ul style="list-style-type: none">• “Dramatic Script” (Pages 53-58)• “Stage Plays” (Pages 206-209)	<p>The first assigned study material, “Dramatic Script”, provides important information and guidance on reading and understanding drama as literary text. The second assigned material, “Stage Plays”, guides you to read plays as they would be enacted on a stage. You should study both sections carefully in preparation for reading plays in this course.</p>
<p>Glossary of Literary Terms</p> <p>2. Review your personal glossary of literary terms (drama) and add the following terms:</p> <ul style="list-style-type: none">2.1 tragedy2.2 comedy2.3 dramatic irony2.4 prop	<p>These terms are explained for you in the assigned pages of <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 plays.</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 1 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Read</p> <p>2. Read the short teleplay, “The Monsters Are Due on Maple Street”, by Rod Serling, pages 47-57 of <i>Between the Lines 11</i>.</p> <p>Write</p> <p>2.1 Answer questions 1 - 4 on page 58-59.</p> <p>Note: <i>The questions on the plays tell you to discuss the play with other students or with a partner. If there are others doing the play at the same time, your instructor may arrange a discussion. If not, you may answer the questions on your own.</i></p>	<p>A “teleplay” is a script written to be produced for television. It differs from a typical play in that the viewer can see the action from many different perspectives as the camera moves around and the scene can change instantly without any break in the flow of the story. With a staged play, a scene change would require a break with the curtain down as the props were changed.</p> <p>One way in which filmed drama is like a stage play is that the story must be mostly told by dialogue between characters and by action. The printed script for a teleplay is very similar to the script for a stage play. Both have directions for the actors (movements, tone of voice, etc.). Both also have directions in brackets describing the scene and any particular props or sound effects. You should be looking for these differences and similarities as you read the teleplay, “The Monsters Are Due on Maple Street”.</p> <p>You should read the play at least twice before answering the questions. This will help you to better understand the full meaning of the play and to find details that support your answers.</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 Drama and Related Writing

Required Work	Guidelines and Suggestions
<p>Read</p> <p>3. Read the short play, “Heat Lightning”, by Robert F. Carroll, pages 127-134 of <i>Between the Lines 11</i>.</p> <p>3.1 Answer questions 1 - 3 on page 135.</p>	<p>You should read the play at least twice before answering the questions. This will help you to better understand the full meaning of the play and to find details that support your answers. Your instructor may ask you and other students to take the roles of the characters in the play and read their lines aloud.</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>
<p>Longer Play - Select and Read</p> <p>4. Select and read one longer play from a list of plays provided by your instructor.</p>	<p>You should select a play based on personal interest. In order to make a selection from the list provided by your instructor, you should find out what you can about each of the available plays. There may be information provided with the play (notes, preface, introduction, etc.). You may also find a review in the library or on the Internet, or you may find out about the play by talking to others who have read it.</p>
<p>Write</p> <p>5. Answer questions, assigned by your instructor, on the assigned play.</p>	<p>You should read the play at least twice before answering the questions.</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 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Public Speaking</p> <p>1. In preparation for making a short speech, you should study pages 252-260 of <i>Communicate!</i>, “Effective Public Speaking”.</p> <p>2. Study the sample speech on page 256 of <i>Communicate!</i> and complete the following questions and exercises:</p> <ul style="list-style-type: none">2.1 How does the author grab the audience’s attention?2.2 Why do you think the author uses a fable in her speech?2.3 Find at least two instances where the author uses repetition of words, phrases or sentences to emphasize her point?2.4 Why do you think the author uses dialogue in her speech?2.5 Find an example of strong visual imagery.2.6 Find at least one example of a strong summarizing sentence. <p><i>Your instructor may provide you with a study sheet containing these questions.</i></p>	<p>Pages 252-260 of <i>Communicate!</i> provide guidelines and tips to help you prepare and deliver a speech. You should study these pages carefully and make notes as you go. The block of information on page 253 (“Audience/How to Say It”) points out that how you write and deliver your speech will depend on who your audience is. The block of information on page 254 (“Purpose/What to Say”) points out that what you say in your public speaking role will depend on your purpose for speaking. You should study this information carefully and discuss it with your instructor before beginning to develop your speech.</p> <p>Page 256 provides a sample of a high school graduation speech. It shows you one way that you can get your audience’s attention and make a point in a way that they will understand and remember. It demonstrates that you can have an impact with a fairly short speech, if you think about what you want to say and plan your speech well.</p> <p>Questions 2.1 to 2.6 require you to analyze the sample speech in detail and recognize the techniques that the speaker uses to engage the audience and get her point across. You may decide to use similar techniques when you write your own speech. You should remember that what you say and how you say it will depend on <i>your purpose for speaking</i> and <i>your audience</i>.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Public Speaking (continued)</p> <p>3. Read the instructional essay, “Speaking in Public”, by Lucy Valentino (Pages 393-395, <i>Between the Lines 11</i>).</p>	<p>The essay on speaking in public provides several very important tips to help you deliver an effective speech and overcome some of your nervousness. You should read the essay carefully.</p> <p>When you are thinking about preparing and making a speech, you should remember that everybody who has to speak in public feels some nervousness about it. Experienced speakers have developed ways to minimize their fear of speaking. They make sure that they have their speech well thought out beforehand. They also have notes or cards to remind them of what they intend to say. Most people practice their speech and time themselves to make sure that they don't have too little or too much information for the time available.</p> <p>You may find that if you use presentation aids it takes some of the pressure out of public speaking, as both you and your audience focus on the presentation. Some presentation aids you might use would be photographs, charts, slides, and overhead transparencies. If you choose to use presentation aids, you should make sure that you practice using the presentation aid and that you feel comfortable with it. If you were using electronic aids (slides, overhead transparencies, etc.) you would have to set it up ahead of your speech and check that everything is working.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Develop and Deliver a Speech</p> <p>4. Develop a two-minute speech on a subject of your choice and deliver it to a small group organized by the instructor.</p>	<p>Your speech should be about something that you are interested in and that you already know something about. This will ensure that you are comfortable with the material.</p> <p>Here are some possible topics you may choose to speak about:</p> <ul style="list-style-type: none">• My Community• The Challenges (or Pleasures) of Being a Parent• Why I Am Upgrading My Education• Why I Hate (or Love) Cell Phones <p>As you develop your speech, you should practice reading it aloud and timing yourself. You may record your speech and listen to it. You may practice in front of a mirror or have a family member or friend be your practice audience.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Effective Listening</p> <p>5. Study pages 261-265 of <i>Communicate!</i>, “Effective Listening”.</p> <p>5.1 Complete listening and note-taking exercises assigned by your instructor.</p> <p>6. Take notes on a listening activity organized by your instructor. Your notes should be suitable to use for study purposes.</p>	<p>Many people think that there is no difference between <i>hearing</i> and <i>listening</i>. As you will learn from the assigned study material on listening in <i>Communicate!</i>, we do often hear without actually listening and without paying attention to what we are hearing.</p> <p>As a student, you will need to understand that effective listening is a deliberate activity and may involve as much work as speaking. It means that you are not only hearing what a speaker is saying, but are you are thinking about it, making judgements about the importance of particular points, deciding which things you need to remember and whether you need to write some things down to ensure that you remember them. Unless what you are listening to is recorded, you won’t have the opportunity to hear it again. Your careful listening and note-taking provide the only way for you to go back over the information presented.</p> <p>Much of your learning as a student in Adult Basic Education and in your post-secondary studies will involve listening. This will include listening to lectures, lab instructions, guest speakers, fellow students, recorded presentations (tapes and videos), and group discussions. To make the most of your learning, you will have to become skilful at note-taking in listening situations. Page 265 of <i>Communicate!</i> provides very useful guidelines for effective note-taking.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestion
<p>Learning About Communicating in Groups</p> <p>7. In preparation for participating in group activities, you should study pages 266-275 of <i>Communicate!</i>, “Effective Group Work”.</p>	<p>Pages 266-270 provide information and guidance on how to work effectively in groups. You will learn about the roles performed by the two most important positions in a formal group or meeting - the chairperson and the secretary. You will also learn about group dynamics and how groups can work to generate ideas and solutions to problems.</p> <p>Pages 271-275 provide information on the different types of groups that may be formed to do the following:</p> <ul style="list-style-type: none">•to achieve a task and/or solve a problem•to explore ideas•to argue viewpoints <p>As a member of the workforce, as a parent, or as a citizen, you may have been involved in one or more of the types of groups described here. As a student, you may also be involved in formal group work.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About Communicating in Groups <i>(continued)</i></p> <p>8. Complete the following exercises:</p> <p>8.1 Explain the roles of the chairperson and the secretary in relation to a formal meeting.</p> <p>8.2 Define “brainstorming” and explain the process.</p> <p>8.3 Define “consensus” and explain how it might be achieved.</p> <p>8.4 Define “committee” and give at least two reasons why a committee might be formed.</p> <p>8.5 Define “formal meeting” and list the seven steps in a typical formal meeting.</p> <p>8.6 Define “motion” in relation to a formal meeting and explain how to make a motion.</p> <p>8.7 Define “informal debate” and explain the five stages involved .</p>	<p>The material you have studied in <i>Communicate!</i> (Pages 266-275) will give you the information you need to complete the assigned questions 8.1 - 8.7. You may also add additional information from other sources, including your own experience.</p> <p>Your answers should be written in short essay style.</p> <p>You should make sure that you have answered each question and that there are no mistakes in grammar, punctuation or spelling.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Communicating in Groups</p> <p>9. Participate in brainstorming exercises organized by the instructor.</p> <p>10. Participate in formal meetings and/or informal debates, as assigned by the instructor.</p>	<p>Review the section on brainstorming in your study material for this Unit (Page 267 of <i>Communicate!</i>). Your instructor will organize a group of students for this exercise and may also suggest a topic. Alternatively, the brainstorming topic may be suggested by the group. The Checklist on page 267 may be useful in the brainstorming exercises.</p>
	<p>Your instructor will organize opportunities for you to practice participating in formal meetings and informal debates.</p> <p>Pages 271-272 of <i>Communicate!</i> provides importance guidelines for participating in formal meetings. The steps for conducting a meeting are listed and the process for presenting a motion is described. There is also a Checklist for both listening and speaking at a formal meeting.</p> <p>Pages 274-275 of <i>Communicate!</i> provide a five-stage plan for an informal classroom debate. This plan may be useful in planning and conducting your own debates.</p> <p>Your instructor will need to organize participants and audience for the debate and to specify which side of the debate participants take. The topic, or <i>resolution</i>, will also need to be chosen and the <i>question period</i> and <i>voting</i> will need to be organized. You may be involved in the debate as a participant or a member of the audience.</p>

Unit 2 Oral Communications and Related Writing

Required Work	Guidelines and Suggestions
<p>Learning About the Employment Interview</p> <p>11. In preparation for participating in a mock employment interview, you should study pages 205-208 of <i>Communicate!</i>, “The Job Interview”.</p>	<p>Pages 205-208 of <i>Communicate!</i> provide very useful information and tips on answering questions in a job interview as well as asking good questions. Page 206 lists some typical questions which might be asked of you in a job interview and gives some suggestions for answers to these questions. You should study the questions and suggested responses carefully in terms of what your own answers to these questions might be. You may wish to make some notes on your own qualifications and experience to prepare you for a job interview.</p>
<p>12. Read “Preparing for an Interview” (Pages 358-359, <i>Between the Lines</i> 11).</p> <p>12.1 Answer question 1 on page 359.</p>	<p>The Self-Help Information, “Preparing for an Interview”, provides a number of practical tips on making the most of an interview opportunity when you are looking for work.</p> <p>The information provided in both <i>Communicate!</i> and <i>Between the Lines</i> will be useful to you when you have finished your studies and are seeking employment. You should make photocopies of the material and/or make detailed notes so that you are able to take the information with you.</p>
<p>Participating in an Employment Interview</p> <p>13. Participate in a mock job interview arranged by the instructor.</p>	<p>This information will also guide you as you participate in the mock job interview organized by your instructor. The mock interview may be conducted by your instructor, assuming the role of potential employer, or it may be conducted by someone from outside the ABE program assuming that role.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Learning About Writing Essays</p> <p>1. In preparation for essay writing, you should study the following sections of <i>Resource Lines 9/10</i>:</p> <ul style="list-style-type: none">• “The Writing Process” (Pages 76-86)• “Essay” (Pages 108-114) <p>Writing an Essay</p> <p>2. Write an essay of 300-500 words, selected from one of the following:</p> <ul style="list-style-type: none">• Narrative essay on a topic of your choice (Review pages 103-108 of <i>Resource Lines 9/10</i>) <p style="text-align: center;">or</p> <ul style="list-style-type: none">• Descriptive essay on a topic of your choice (Review pages 99-102 of <i>Resource Lines 9/10</i>) <p><i>(Continued on next page.)</i></p>	<p>Pages 205-208 of <i>Communicate!</i> provide very useful information and tips on answering questions in a job interview as well as asking good questions. Page 206 lists some typical questions which might be asked of you in a job interview and gives some suggestions for answers to these questions. You should study the questions and suggested responses carefully in terms of what your own answers to these questions might be. You may wish to make some notes on your own qualifications and experience to prepare you for a job interview.</p> <p>The Self-Help Information, “Preparing for an Interview”, provides a number of practical tips on making the most of an interview opportunity when you are looking for work.</p> <p>The information provided in both <i>Communicate!</i> and <i>Between the Lines</i> will be useful to you when you have finished your studies and are seeking employment. You should make photocopies of the material and/or make detailed notes so that you are able to take the information with you.</p> <p>This information will also guide you as you participate in the mock job interview organized by your instructor. The mock interview may be conducted by your instructor, assuming the role of potential employer, or it may be conducted by someone from outside the ABE program assuming that role.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing an Essay (continued)</p> <p>2.1 Use word processing software to type the final draft of the essay.</p>	<p>You should revise and edit your essay through several drafts, discussing any changes with your instructor. You may use word processing for all drafts. As with all your writing, you should ensure that there are no errors in grammar, punctuation or spelling.</p>
<p>Learning About Follow-Up Letters</p> <p>3. In preparation for writing a letter to follow up on a job interview, you should study pages 209 -210 of <i>Communicate!</i>, “The Follow-Up Letter”.</p>	<p>Page 209 of <i>Communicate!</i> explains the reasons for writing a letter to thank the person who has interviewed you for a job. Page 210 provides a sample follow-up letter with notes in the margin explaining the techniques the letter writer uses.</p>
<p>Writing a Follow-Up Letter</p> <p>4. Write a letter to follow up on a job interview.</p> <p>4.1 Use word processing software to type the final draft of your letter.</p>	<p>When you write a follow-up letter, you should use the sample letter as a guide and use the Checklist on the bottom of page 210 to revise your letter.</p> <p>The sample letter is written in full-block style. It is recommended that you use this format for all your business correspondence.</p> <p>You should edit and proofread your letter through several drafts. Discuss each draft with your instructor. You may use word processing software for all drafts.</p> <p>Your letter 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>Learning About Job Applications</p> <p>5. In preparation for completing job applications, you should read the instructional essay, “Ten Steps to Completing a Successful Application Form”, by Nancy Schaefer (Pages 362-364, of <i>Between the Lines 11</i>.</p>	<p>Many employers screen job applicants through a detailed application form rather than a resume or a letter of application. Others require both a resume and a written application form. You should read the instructional essay on completing application forms very carefully. In particular, you should take note of the Do's and Don'ts of Application Forms on page 364.</p>
<p>Completing Job Applications</p> <p>6. Complete sample job applications provided by the instructor.</p>	<p>Your instructor will provide you with sample job applications. You should complete them as carefully as you would if you were actually applying for a job. Through practicing with a number of different applications, you will become familiar with the different types of information you may be required to fill in when you complete a job application form. This is an opportunity for you to get all your information in order for use in real job applications in the future.</p> <p>Some employers post job application forms on-line. Where possible, you should practice filling in on-line job applications. Unless you were actually applying for the job, you should not submit it. Your instructor may choose to assess your application on the computer screen or may have you print it for assessment purpose after you have completed it on screen.</p>

Unit 3 Written Communications and Writing Conventions

Required Work	Guidelines and Suggestions
<p>Writing Conventions</p> <p>7. Examine discriminatory language.</p> <p>7.1 Complete practice exercises on using unbiased language, as assigned by your instructor</p> <p>8. Examine misplaced and dangling modifiers.</p> <p>8.1 Complete practice exercises on misplaced and dangling modifiers, as assigned by your instructor.</p> <p>9. Examine the effective use of adjectives and adverbs.</p> <p>9.1 Complete practice exercises on the effective use of adjectives and adverbs, as assigned by your instructor.</p>	<p>Your instructor will provide you with information about each element of Writing Conventions (Required Work 7 - 9) 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 7.1 to 9.1. 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>