

# Honors English 2A

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## CHAPTER ONE

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### Narrative Writing

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#### Unit 1

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#### Lesson 1: Grammer

#### Unit 1

##### Parts of a Sentence

- **Phrase:** It adds information and begins with a preposition, but it cannot stand alone and does not have a complete subject or predicate.
- **Predicate:** It contains the verb and tells something about the subject of the sentence.
- **Dependent:** It cannot stand on its own without the information that follows.
- **Subject:** It tells what the sentence is about.
- **Verb:** This shows the action of the sentence.

##### The Five Comma Rules

- **Rule 1:** Use a comma to separate three or more items in a series.
- **Rule 2:** Use a comma and a conjunction to separate two complete thoughts.
- **Rule 3:** Use a semi-colon to fix a comma splice.
- **Rule 4:** Use a comma to set off a phrase or clause of three or more words at the beginning of a sentence.
- **Rule 5:** Use a comma to set off a parenthetical element or appositive.

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**Lesson 10: Writing Tips**

**Unit 1**

**Lesson 11: More Writing Tips**

**Unit 1**

**Lesson 12: Live Love Laugh First Draft**

**Unit 1**

**Lesson 13: Live Love Laugh Final Draft**

**Unit 1**

**Lesson 15: Honors Love Poem**

**Unit 1**



**Lesson 16: Honors Love of Things**

**Unit 1**

Sep 15 2021 Wed (11:42:11)

**Lesson 2: Poetry****Unit 1**

When you want to analyze poetry, you need to consider the following elements:

- Words
- Images
- Figurative Language
- Tone
- Structure
- Meaning

**Different Parts of Speech**

**Definition 1.** (Simile) Figure of speech that compares two unlike things using the words "*like*" or "*as*"

**Definition 2.** (Personification) Figure of speech in which inanimate or nonhuman things are given human characteristics or abilities

**Definition 3.** (Metaphor) Figure of speech that compares two unlike things without using any comparison words

**Definition 4.** (Apostrophe) Figure of speech that directly addresses an abstract quality, a nonhuman, or an individual that is not present

**Definition 5.** (Hyperbole) Figure of speech that uses exaggeration for effect

**Definition 6.** (Onomatopoeia) Figure of speech in which the sound of the word corresponds to its meaning

**Definition 7.** (Alliteration) Repetition of initial consonant sounds

**Definition 8.** (Assonance) Repetition of vowel sounds within the word

**Definition 9.** (Consonance) Repetition of consonant sounds at the end of words

**Definition 10.** (Understatement) Figure of speech that makes something seem less important or serious to emphasize the opposite

**Definition 11.** (Rhyme) Identical sounds, usually at the end of words or lines of poetry where the final vowel sound and following consonant sounds are the same

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**Lesson 3: Connotation, Denotation, and Imagery**

**Unit 1**

Words and images get their power from **Connotation**. Most words have both connotative and denotative meaning.

We refer to the author's choice of words as diction. Diction is the foundation for writing. It impacts other writing tools including imagery, detail, and figurative language.

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**Lesson 4: Humor****Unit 1****vocabulary**

**Definition 12.** (Hyperbole) A device that uses exaggeration for emphasis

**Example 1.** Some examples of **Hyperbole**

Her smile was a mile wide.

She broke his heart into a million pieces.

Explanation:

From this hyperbole, we know that this woman has a very wide grin and is very happy.

The exaggeration "**a million pieces**" helps us to know just how heart-broken the man is.

**Definition 13.** (Understatement) A figure of speech in which the words written are less than what a writer or speaker means; the opposite of hyperbole or exaggeration.

**Example 2.** Some examples of **Understatement**

On graduation day, Albert wore five glittering medals around his neck and carried 10 awards under his arm; one might say that he had done a decent job during his high school years.

Explanation:

With all of these awards and honors, it is clear that Albert did much better than "**decent.**"

This understatement emphasizes just how great he did.

**Definition 14.** (Pun) A play on words based on the similarity of sound between two words with different meanings.

**Example 3.** Some examples of **Pun**

When the beginning art student accidentally sat down on his classmate's fresh painting, he was sent out of the classroom to change; he was not the only one who got a little behind in his work that day.

Explanation:

This is a play on the word "**behind.**" The student who sat in the wet paint got behind on his work because he had to leave class; the student whose painting was sat upon also got a behind in his work—literally.

**Definition 15.** (Oxymoron) A contradictory combination of words

**Example 4.** Some examples of a **Oxymoron**

- A fine mess
- Awfully pretty
- Serious fun
- Working vacation
- Sincere lie

Explanation:

- A **mess** is rarely, if ever, fine.
- "**Awful**" usually denotes a negative quality that contradicts "**pretty**."
- "**Serious**" and "**fun**" tend to be opposites.
- The very idea of vacation is that we leave our work behind.
- Being sincere means being honest; a lie is not, by definition, honest.

**Definition 16.** (Malapropism) Humorous misuse of words—usually by confusing similar-sounding words.

**Example 5.** Some examples of **Malapropism**

- The water damage from the storm was so bad that we had to evaporate our home.
- Density has brought me to you.

Explanation:

- "**Evaporate**" and "**evacuate**" have been confused here.
- "**Density**" is used when "**destiny**" is what was meant.

**Definition 17.** (Verbal Irony) A device in which what one means does not match what one says.

**Example 6.** Some examples of **Verbal Irony**

Diana's homecoming date arrived late and left early—without her. When her friends took her home, they hugged her and said, "**What a great night and date!**"

Explanation:

Diana's friends are trying to jokingly make the point that they know it was a bad night and a terrible date. They are using **verbal irony** because they know it was not a "**great night**" for their friend.

**Definition 18.** (Situational Irony) A device in which what one expects to happen does not actually occur.

- Definition 19.** • A fire station burns to the ground.  
• I organized my room and cannot find anything now.

Explanation:

- We would not expect a fire station to catch on fire—let alone burn down entirely.
- You would expect that getting organized would make it easier to find things, but instead it is more difficult.

**Definition 20.** (Dramatic Irony) A device in drama in which the audience knows something that the characters do not.

**Example 7.** In a movie or play, a man boards a plane to fly to see his love on the other side of the world; meanwhile, the audience knows that his love has already left to fly home and surprise him.

Explanation:

The audience knows that the man and woman are going to miss each other as they fly to different continents, but the characters do not know, making their actions dramatic irony.

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**Lesson 5: Plot, Pacing, and Point of View****Unit 1**

Sometimes, our interpretations of a person or a situation are incorrect because we do not have all of the information, we see what we want to see, or we interpret based on our own experiences. Whatever the reasons, at some point, our expectations or interpretations often come crashing down, and we must face reality.

**Elements of the Short Story**

A short story is simply shorter and must do the work of a longer story much more quickly. Take a look at the list below to review the elements of a short story.

**Definition 21.** (Plot) The story line or action and events in a story.

**Definition 22.** (Conflict) The main struggle or the many struggles a character faces; without conflict, there is no story.

**Definition 23.** (Setting) The location and time in which a story takes place. Sometimes, it is simply the backdrop of the story, but sometimes it functions as a character, influencing the meaning and mood of the story.

**Definition 24.** (Character) The individuals in a work of fiction. Characters can be well developed, or they can be minor characters about whom we only know one or two characteristics.

**Definition 25.** (Point of View) The angle or perspective from which the narrator tells the story. The point of view affects what a reader knows about the characters and action of the story.

**Definition 26.** (Theme) The meaning of the work or the life lesson that readers should learn as a result of reading the story.

The plot is what happens in the story. This element of fiction can be broken down into five parts:

- **Exposition:** The introduction to characters, setting, and situation of the story.
- **Rising Action:** The development of complications and conflict. This part of the plot diagram may be the longest side of the triangle if the rising action is the bulk of the story. Or it may be shorter if the climax occurs early in the story.
- **Climax or Crisis:** The moment of greatest emotional intensity or tension that usually comes at the turning point in a story.



- **Falling Action:** The action that follows the climax.
- **Resolution:** The revelation of the outcome of the conflict, also called the "**denouement**" which means "**tying up**".

### Different Types of Views

**Definition 27.** (First Person) Narrator is a character and participates in the action.

**Effect** Narrator and, therefore, reader have limited knowledge of events or thoughts and feelings of other characters, but complete knowledge of the narrator's experience. Narrator confides in reader; we often feel close to a first person narrator. This point of view uses pronouns like "**I**", "**we**", and "**me**" because the narrator is part of the action.

**Definition 28.** (Objective) Narrator is unidentified, a detached observer.

**Effect** Like a video camera that follows the characters and the action, this type of narrator reports on events and lets the reader supply the meaning. We have to draw our own conclusions about what characters are thinking or feeling.

**Definition 29.** (Omniscient) Narrator is knows all.

**Effect** The narrator knows what everyone is thinking and feeling and reveals that information to the reader. An omniscient narrator may provide his or her opinion of events and characters, or he or she may let the reader come to his or her own conclusions. Thanks to the insights of a third-person omniscient narrator, we might feel sympathy or anger toward another character because we know the other "pieces" of the story. This point of view uses pronouns like "**he**", "**she**", and "**they**" because the narrator is not part of the action.

**Definition 30.** (Limited omniscient) Narrator knows the thoughts, feelings, and experiences of a single character.

**Effect** The narrator shares his or her limited knowledge with the reader, leaving some things unknown. This point of view may use pronouns like "**he**", "**she**" and "**they**" because the narrator is not part of the action.

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**Lesson 6: Narrative Writing****Unit 1****Elements of Narrative Writing**

Every good narrative uses these six traits to tell a story:

1. **Ideas:** Key elements of the story and the details that support them
2. **Organization:** Format, structure, and timeline of the story
3. **Voice:** The way words and phrases are used to tell the story
4. **Word Choice:** Descriptive words and phrases make the writing interesting
5. **Sentence Fluency:** The way sentences are written and flow together to tell the story
6. **Conventions:** The use of proper spelling, punctuation, capitalization, and grammar

**Ideas**

Ideas are the building blocks of a narrative, and they need to be developed throughout the story by supporting details.

**Organization**

Organization takes all the details and puts them together so they make sense. Organization lets a reader know what's happening and when it happens. Traditionally, stories have a clear beginning, middle, and end.

**Voice and Word Choice**

Depending on where you are going, a writer has to choose the right words, tone, and mood to develop a voice.

**Sentence Fluency and Conventions**

The word fluency sounds a lot like the word fluid for a good reason—sentence fluency helps a writer's ideas flow from beginning to end. A good flow creates a rhythm that keeps a story interesting.

Proper use of conventions—spelling, grammar, capitalization, and punctuation—is an important part of creating sentence fluency. Without proper conventions, a story is hard to read and difficult to understand.

**The Writing Process**

**Pre-write** During the pre-writing process, you generate ideas, determine the voice needed to give life to your ideas, and organize the ideas to put them together to make a complete narrative.

**Draft** When you sit down to write the first draft of your story, you use all the ideas you generated during pre-writing. Sentence fluency is important in this step because you are figuring out how to weave your ideas together into a complete story.

**Revise/Edit** After you have finished your first draft, it is time to revise and edit—these are not the same thing. When you revise, you go back and look over what you’ve written to see how well you’ve done building your idea into a complete story. Does the voice you created match the story you are telling? Have you organized your writing so it makes sense? This is also a great time to share your story with someone else to get feedback about your writing.

When you edit, you check your writing for proper use of conventions—spelling, capitalization, grammar, and punctuation.

**Rewrite** In this stage of the writing process, you make any improvements needed based on your revision and editing. Then you check one last time to make sure your paper is free from conventions errors—and make corrections as needed.

**Publish** Your hard work and attention to detail have paid off. Now is the time to send your story out into the world for others to read.

**Lesson 7: Alternate Plot Structures**

**Unit 1**

**Lesson 8: Narrative Writing**

**Unit 1**

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**Lesson 9: Pre-Writing Process**

**Unit 1**

## CHAPTER TWO

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### Obstacles

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## Unit 2

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### Lesson 1: The Hurdle

### Unit 2

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**Lesson 11: The Outline**

**Unit 2**



**Lesson 12: Obstacles The First Draft**

**Unit 2**

**Lesson 13: Grammar**

**Unit 2**

**Lesson 14: Obstacles The Final Draft**

**Unit 2**

**Lesson 15: Honors The Solution**

**Unit 2**

**Lesson 2: Historical Context and Human Rights**

**Unit 2**

**Lesson 3: Point of View**

**Unit 2**

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**Lesson 4: Prompt and Human Rights****Unit 2****Different types of conflict**

**Character vs. Character** This type of conflict is between at least two characters.

**Character vs. Nature** This type of conflict occurs between a character and some element of nature (wind, rain, storms, animals, etc.).

**Character vs. Society** This type of conflict occurs between the protagonist and his or her society.

**Character vs. Self** This type of conflict occurs within a person and might take the form of a psychological struggle.

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**Lesson 5: The Victory**

**Unit 2**



**Lesson 6: Analysis**

**Unit 2**

**Lesson 7: Research**

**Unit 2**

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**Lesson 8: Citations**

**Unit 2**

**Lesson 9: The Introduction**

**Unit 2**