



# High School English

## Curriculum Sample

Do you want your child to get good grades? Maybe move more quickly through a subject? Get accepted by a high-achieving magnet school? Become a valedictorian? Get a successful job earning an excellent wage?

**Our strong English curriculum can help your student reach his or her goals!**

Whatever your child's academic goals, A Grade Ahead's Enrichment at Home Program can help him or her achieve them!

In our monthly English enrichment program, your child will develop strong critical-thinking and analytical skills through challenging and motivational lessons and homework exercises.

We make it easy to implement at home! Here's how it works:

- 1. Learn a lesson:** New topics are introduced each week. *(Older students can teach themselves with our easy-to-understand lesson. Younger students may need to be assisted by a parent.)*
- 2. Complete 3 days of homework** including critical-thinking, comprehension, and vocabulary exercises. *(Select the time and place to complete the homework around your schedule.)*
- 3. Check your student's success** with the answers provided.
- 4. Enter scores in our Parent Portal** to follow your student's achievements.

### Want to see how A Grade Ahead works first-hand?

We have attached an entire lesson and one day's worth of homework for you to print out and try.



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# Lesson Booklet Sample

## High School English

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## A. Vocabulary

1. <b>bombastic</b>	(adj.)	pompous; fancy-sounding with little meaning; inflated
2. <b>candor</b>	(noun)	honesty; frankness; sincerity
3. <b>clemency</b>	(noun)	mercy; lenience
4. <b>espouse</b>	(verb)	to take up as a cause; to give support to
5. <b>guile</b>	(noun)	deceitful, cunning, or sly behavior
6. <b>incarnate</b>	(adj.)	existing in the flesh
	(verb)	to give form to
7. <b>malleable</b>	(adj.)	able to be shaped or transformed; adaptable
8. <b>preclude</b>	(verb)	to prevent from happening; to make impossible

### Example Sentences:

1. The professor's writing was **bombastic**: it sounded impressive, but it didn't actually mean anything.
2. Although some people were offended by Lynnette's **candor**, they always knew she meant what she said.
3. The captured traitor dared to ask the king for **clemency**.
4. Maria was careful when she donated because she did not want to **espouse** a charity that was dishonest.
5. In fables, foxes and crows are noted for using **guile** to get what they want.
6. The serial killer's crimes were so horrific that the newspapers called him the devil **incarnate**.
7. Once modeling clay stops being **malleable**, it's worthless and crumbles when you try to use it.
8. Saying that you forgot your homework at home may not **preclude** the teacher from giving you a zero.

## B. Comprehension

### Locating and Understanding Important Details

Last week, we talked about what the main idea is and how to find it. This week, we will focus more on details in passages and how to locate and understand them. Often, a question will refer you back to certain line numbers and ask you a question about the information found there. Other times, a question will ask you about a specific detail in the passage without directing you back to the specific line numbers it is found in. We will cover how to approach and answer both of these types of questions.

(A) **Questions that refer you back to specific line numbers.** If you are referred back to a specific line number or place in a passage, that means that they are asking you a question that involves the information contained in that part; however, the answer will not always be stated directly in those lines. Because of this, it is important to follow the steps below.

(1) Dissect the question to determine what you need to find out. Sometimes, questions will be confusing and you might not be sure exactly what they are asking. If this is the case, try to put them in your own words so they are more easily understood.

(2) Find the lines that the question refers to and determine how those lines will help you answer the question.



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(3) If the lines you read do not answer the question, read before and after the lines to find more information. Many times, the answer will not be stated in the lines they ask you to read so you will have to read the surrounding text to find the answer.

**(B) Questions that ask about specific details without providing the place they are found.** If you are not referred back to a specific line number, paragraph, or part of the text, then you will have to find its location yourself. The process for answering these questions uses the same process as above, but the second step is replaced by the process below.

(1) Dissect the question (as in the steps above).

(2) Think about where you remember seeing the information they are asking about and go to that part of the text. It is okay if you do not remember exactly, but knowing the general location will help you skim for the specific piece you are looking for. Once you have found the detail you were looking for, determine how the information you found will help you answer the question.

(3) Read before and after the identified lines to find more information (as in the steps above).

*Note: Even if a question seems like it is very specific or about only a certain detail, it probably is indirectly about the main idea of the passage. Remember this, because if you do not understand the main idea of the passage, you will most likely be unable to answer many of the questions asked about it. The main idea is the most important concept to understand when you are reading a passage.*

## C. Literary Devices

### Tropes

Tropes are simply figures of speech, and figures of speech, to refresh your memory, are expressions that depart from their normal meaning or from the normal use of language. All of the following are examples of tropes.

#### Metaphor

A metaphor is a comparison of two objects or ideas that are not alike. Metaphors often use some form of the verb “to be” (is, was, were, are, etc.).

*Example:* A famous metaphor, originally written by Shakespeare, is “all the world’s a stage.” In this metaphor, the world is being compared to a stage. Obviously, the entire world is not a literal stage where plays would be performed; plays are only performed in specific locations at specific times, not all over the world all the time. Shakespeare makes this comparison as a way of saying that life is like a play where everyone performs their part of the story.

#### Simile

A simile is a directly stated comparison between two unlike things using the words “like” or “as.” Both similes and metaphors are commonly used in regular speech.

*Example:* A simile from a poem by William Wordsworth is, “I wandered lonely as a cloud.” This simile compares the speaker’s lonely wandering to the wandering of a cloud.

#### Metonymy

In metonymy, a thing or concept is not called by its own name because it has been replaced by another name of a thing or concept that is closely connected to it. Examples of metonyms are found below.



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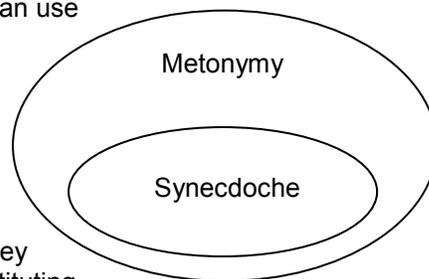


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*Example:* Sometimes, women are referred to as “skirts.” This is an older saying, but you still hear it today. Since women used to always wear skirts, skirts became an object associated with women, so this is an example of a metonym.

*Example:* There is a saying that goes, “The pen is mightier than the sword.” This saying is an example of a metonym because what the saying really means is, “writing is more powerful than warfare.” The pen, an object associated with the process of writing, is substituted in for the word writing and the sword, an object associated with war, is substituted in for the word warfare.

**Synecdoche** (pronounced sin - eck - doe - key) is a type of metonymy that substitutes the name of a part for the name of a whole or vice versa. Since all synecdoches are also metonyms, they are often confused for each other. To clear up this confusion, you can use the following instructions. In order to say that something is a synecdoche, you should be able to say that the synecdoche is literally and physically a part of the idea that it stands for. You cannot say that something is a synecdoche just because it is associated with the thing it is replacing because that would be a metonym.



*Example:* Sometimes, when people talk about their cars, they refer to them as their “wheels.” Since they are literally substituting the name of a physical part (the wheels) for the whole (the car) this is a synecdoche.

*Example:* Workers (especially workers on a boat) are sometimes called “hands.” Since hands are literally a physical part of the worker, this is an example of a synecdoche.

Irony

Irony happens when what is said and what is meant are different. Irony can also be the difference between what is said and what is done *or* what is expected and what happens. There are specific types of irony, and the types are outlined below, which will clear up this broad definition.

**Verbal irony** occurs when there is a difference between what is said and what is actually meant.

*Example:* “It was brilliant of you to lock your keys in your car this morning.” The person who said this sentence does not literally mean that the person was brilliant; this is an instance of verbal irony because they do not actually mean what they say. In fact, they most likely mean the exact opposite.

**Dramatic irony** occurs when the audience knows more than the character or characters. This flatters the audience’s intelligence.

*Example:* Imagine watching a horror movie where you, as a member of the audience, know there is a killer on the loose in the woods. The other characters, let us say a group of teenagers, do not know this piece of information, so they decide to go walking through the woods late at night. The irony exists in the fact that you know that they should not venture into the same woods as the killer, but the teenagers do not know that the killer is there. Thus, you know more than the characters in the movie, which is dramatic irony.

Note: Irony can affect the tone of a piece (Remember that it is the way the author, narrator, or speaker feels about the subject matter he or she is writing or speaking about.). If irony is being used, whether it is spoken or written in the narration, the tone could be ironic, humorous, condescending, etc.



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# HS English

Week: 5 – Day 1

Date: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Literary Devices Score: \_\_\_\_/ 13

Comprehension Score: \_\_\_\_/ 8

## A. Literary Devices – Match each term with its correct definition.

metaphor	simile	metonymy
synecdoche	verbal irony	dramatic irony

- \_\_\_\_\_ the substitution of the name of a part for the name of a whole or vice versa
- \_\_\_\_\_ the replacement of the name of one thing or concept with the name of another thing or concept closely connected to it
- \_\_\_\_\_ this occurs when the audience knows more than the character or characters
- \_\_\_\_\_ a relationship, that is not real, that is suggested between two things
- \_\_\_\_\_ this occurs when there is a difference between what is said and what is actually meant
- \_\_\_\_\_ a directly stated comparison between two things using the words “like” or “as”

Write replies for the following situations using verbal irony. An example is provided. Check your answer to make sure that it is actually verbal irony.

*Example: This morning, I knew I had to take a very important package with me to work. I placed my car keys on top of it the night before to make sure I did not forget it. When I left, I grabbed my car keys and forgot the package.*

*Response: Well, I'm sure you're glad you took the time to set the package under your keys the night before.*

*[This is an example of verbal irony because the person would obviously not be glad they took unnecessary time to set the package under his or her keys because this person forgot it anyway, so it was a waste of time.]*

7. This morning, I woke up late and did not have time to do anything other than throw clothes on and run out the door. As a result, I was starving by lunch time.

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8. I got all dressed up to go out to dinner with my friends, but when they picked me up they were all wearing jeans and t-shirts.

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9. It was the first day of classes, and I took extra care to be early to class. When I got there, I saw a sign on the door that said that the class was cancelled.

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Identify what the following words are metonyms for.

Word	Metonym For
10. Hollywood	_____
11. Capitol Hill	_____
12. Wall Street	_____
13. Main Street	_____



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**B. Comprehension – Read the summary and excerpt below. They are a continuation of Sir Arthur Conan Doyle’s novel, *The Hound of the Baskervilles*. Use them to answer the corresponding questions.**

*After Dr. Mortimer told Holmes and Watson about the hound’s footprint, Holmes began questioning Dr. Mortimer in detail. Dr. Mortimer’s answers revealed that he’d told no one else about the print, that it was too large to be the regular dogs in the area, and that the night was “damp and raw.” Holmes continued to question him.*

"There are two lines of old yew hedge, twelve feet high and impenetrable. The walk in the centre is about eight feet across."

"Is there anything between the hedges and the walk?"

"Yes, there is a strip of grass about six feet broad on either side."

"I understand that the yew hedge is penetrated at one point by a gate?"

"Yes, the wicket-gate which leads on to the moor."

"Is there any other opening?"

"None."

"So that to reach the Yew Alley one either has to come down it from the house or else to enter it by the moor-gate?"

"There is an exit through a summer-house at the far end."

"Had Sir Charles reached this?"

"No; he lay about fifty yards from it."

"Now, tell me, Dr. Mortimer—and this is important—the marks which you saw were on the path and not on the grass?"

"No marks could show on the grass."

"Were they on the same side of the path as the moor-gate?"

"Yes; they were on the edge of the path on the same side as the moor-gate."

"You interest me exceedingly. Another point. Was the wicket-gate closed?"

"Closed and padlocked."

"How high was it?"

"About four feet high."

"Then anyone could have got over it?"

"Yes."

"And what marks did you see by the wicket-gate?"

"None in particular."

"Good heaven! Did no one examine?"

"Yes, I examined [it] myself."

"And found nothing?"

"It was all very confused. Sir Charles had evidently stood there for five or ten minutes."

"How do you know that?"

"Because the ash had twice dropped from his cigar."

"Excellent! This is a colleague, Watson, after our own heart..."

1. Based on the text, what is a **yew**?
  - (A) a type of tree
  - (B) an expensive fence
  - (C) a grass walkway
2. Did the hound walk on the grass?
  - (A) Yes, it definitely did.
  - (B) No, it definitely didn't.
  - (C) We don't know.
- 3-4. When Holmes says, “You interest me exceedingly,” (underlined), is that an example of verbal irony? Why or why not?

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5. Based on the observation made in the last week about Holmes’ methods, why is he asking so many questions?

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- 6-8. Where did Sir Charles stand and for how long? How did Dr. Mortimer know how long Sir Charles stood there?

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**Week: 5 – Day 1**

**A. Literary Devices**

- |                   |             |
|-------------------|-------------|
| 1. synecdoche     | 2. metonymy |
| 3. dramatic irony | 4. metaphor |
| 5. verbal irony   | 6. simile   |

*Answers for 7-9 will vary. Make sure that they are instances of verbal irony. Examples are given.*

7. I bet you're thankful now for that extra sleep you got this morning! [This is verbal irony because the person is most likely not thankful; he or she probably regrets not getting up early enough to eat breakfast.]
8. Spending time getting ready was definitely worth it since you're going to such a posh restaurant. [Since everyone else is wearing jeans and t-shirts, they probably are not going to a posh restaurant, so the time spent getting ready wasn't worth it.]
9. You're probably really happy that you got to class early instead of waiting to receive an email from your teacher. [This is verbal irony because I don't mean that the person is happy; in fact, I know they probably aren't.]
10. The U.S. film/entertainment industry
11. The House of Representatives and the Senate
12. The U.S. finance industry
13. A generic retail street or a downtown street

**B. Comprehension**

1. A
2. C
- 3-4. Holmes' statement is not an example of verbal irony because he actually was interested in what Dr. Mortimer was saying, which means that the statement was true.
5. Holmes is asking so many questions to try to get details and facts about the situation to try to solve the puzzle.
- 6-8. Sir Charles stood by the gate in the Yew Alley for 5 to 10 minutes. Dr. Mortimer knew the length of time because the ashes from Sir Charles' cigar had dropped twice.



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## Now, more than ever, kids need supplemental education!

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- 2. Our parents love us**, with more than 90% referring us to their friends and families year after year. [See what real parents are saying in "Our Results"](#).
- 3. It's flexible.** You decide what curriculum your child needs and when to complete the lessons and worksheets.
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