

# Figurative Language/Literary Devices EOC Review

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## Author's Purpose

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Define:

### To Persuade

It's the author's goal to persuade the reader to agree with the author's opinion.  
Even though the author shares his opinion, he may provide facts or examples to support the opinion.  
Examples:

### To Inform

It's the author's goal to enlighten the reader with topics that are usually real or contain facts.  
Facts are used to teach, not to persuade.  
Examples:

### To Entertain

It is the author's goal to tell a story or describe real or imaginary situations  
Examples:

If you're confused, ask these questions:

Did the author try to make me laugh?

Did the author want to tell me a story?

Did the author try to amuse me?

Did the author give me facts?

Did the author try to teach me something?

Did the author try to convince me?

Did the author want to change my opinion?

*Practice: Read the following passages and identify the main purpose of the author.*

1. In naval aviation, the AWACS (Airborne Early Warning Command and Control System) plane, or Hawkeye, serves as an air traffic controller, monitoring the airspace around a carrier fleet. It is responsible for surveillance of enemy aircraft and ships as well as directing helicopters to survivors and guarding against air collisions. In addition to servicing the Navy, Hawkeye planes have been used in rescue operations of civilians during hurricane evacuations.

The purpose of this passage is to

2. The pilots of the Hawkeye aircraft are the unsung heroes of naval operations. The first in and the last out, these men receive none of the glory bestowed on the Top Guns of F-18 fame. Thanks to Hollywood, fighter pilots have been glorified, but the pilots of the AWACS planes work quietly and diligently, and they deserve praise for their contributions.

The purpose of the passage is to

3. Alonzo winked at his mother's shocked gaze and with a grin quipped, "Sausage and pepperoni pizza for breakfast makes perfect sense. Allow me to demonstrate. You have your tomato. Tomato is technically a fruit. You have your cheese. Cheese is a dairy product. You have your crust—necessary carbs for quick energy in the morning. And don't forget the sausage and pepperoni—my protein. If you think about it, it's just like bacon and eggs, toast, and orange juice." Still grinning, he added, "Really it is. Well, almost. Why are you looking at me that way?"

The purpose of this passage is to

4. Tobacco companies have been in litigation, facing charges that their marketing practices in the past have targeted teenagers. Also, evidence indicates that companies adjusted levels of nicotine in their cigarettes to increase the probability that smokers would become addicted to the product to ensure higher sales in the future.

The purpose of the paragraph is to

# DICTION

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## Definiton:

**Effective diction** is shaped by words that are clear, concrete, and exact. Good writers avoid words like *pretty*, *nice*, and *bad* because the words are not specific enough. Instead, good writers rely on words that invoke a specific effect in order to bring the reader into the event being described.

*Diction goes from "high to low" on the following levels:*

**Formal:** "I am not optimistic about the decision

of the Woodlake Union High School Board."

**Informal:** "I am not confident about the school board's decision."

**Conversational:** "I'm not comfortable about the board's decision."

**Colloquial:** "I'm not cool with what the suits decided."

**Slang-y:** "I'm ticked off at what those bros did."

**Vulgar:** "I'm royally p-----."

*Examples:*

A door does not shut; it *thuds*.

A coat isn't torn; it is *tattered*.

The United States Army doesn't

want revenge, it is *thirsting*

for it.

Things that affect a writer's diction:

- \* \*
- \* \*

*Denotation* = the strict dictionary definition of a word

EXAMPLE: *house*

*Connotation* = the emotional and imaginative association surrounding a word

EXAMPLE: *home*

Residence, dump, dwelling, shack, mansion



Organize the following words from each list into a group of words with positive connotations and a list with negative connotations. Every word must be used in one of the two lists.

1. tight, miserly, frugal, economical, careful, thrifty, budget-minded, prudent, penny-pinching
2. dislike, resent, envy, hate, scorn, disapprove, deplore, oppose

Often two words roughly mean the same thing, except that one has an unfavorable, the other, a favorable, connotation. For the following pairs of words, write short explanations of why you might like to be described by one term but not the other.

3. firm/stubborn
4. hard worker/workaholic

5. Compose a brief conversation between two college professors in their 50s as they discuss their feelings toward school.

OR

Between two teenage friends as they discuss their feelings toward school.

## Metaphors, Similes, Personification

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Simile:

Metaphor:

Personification:

Literal vs. Figurative

Literal term	Possible figurative terms	Metaphor	Simile	Personification
friendship	lighthouse, warm blanket	Lea's friendship is a lighthouse.	Lea's friendship is like a lighthouse.	Lea's friendship wrapped my sadness in a warm blanket.
football game				
cleaning your room				
shirt				

*Frantic, Cole struggled to fly, but couldn't escape the nest. All he could do was open his beak wide and raise it upward toward the sky, the action a simple admission that he was powerless. There were no conditions, no vices, no lies, no deceit, no manipulation. Only submission and a simple desire to live. He wanted to live, but for that he needed help; otherwise life would end in the nest.*

From Ben Mikaelson's *Touching Spirit*

Type of figurative language being used: \_\_\_\_\_

LITERAL OBJECT \_\_\_\_\_ FIGURATIVE OBJECT \_\_\_\_\_

Write an extended metaphor like Mikaelson's. Picture a man eating with very poor manners at a party. Your literal term should be the man's name. Your figurative term is *shark*. Compare the man by giving him the actions of a shark and extend your comparison to cover at least three sentences like the one above.

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Unparallel: Last summer I learned tennis, to swim, and riding a horse.

Parallel: Last summer I learned to play tennis, swim, and ride a horse.

Last summer I learned tennis, swimming, and horseback riding.

**Directions: Write the correct parallel response.**

Unparallel: She was not only beautiful but also a spoiled child.

Parallel:

Unparallel: A math book with practice problems and having a good index is useful.

Parallel:

**Directions: Place a check by the parallel sentence in each pair.**

1a. \_\_\_ The employee was conscientious, devoted, and he worked hard.

1b. \_\_\_ The employee was conscientious, devoted, and hard-working.

2a. \_\_\_ The camp has several fields for games and swimming in the lake.

2b. \_\_\_ The camp has several fields for games and a swimming area in the lake.

3a. \_\_\_ Andy wanted neither the assignment at Columbus nor the job at Toledo.

3b. \_\_\_ Andy wanted neither the assignment at Columbus nor to be sent to Toledo.

### Parallel Structure in Writing

**Directions: Correct the following sentences to make the italicized portion parallel.**

4. My roommate liked to repair things around the house and *his own cooking*.

5. During the day, we went on long hikes, rowed around the lake, or *just leisure time*.

### Parallel Structure in Literature

**Directions: Identify the parallelism in the following examples:**

Buy a bucket of chicken, have a barrel of fun.  
(KFC motto)

O well for the fisherman's boy,  
That he shouts with his sister at play!  
O well for the sailor lad,  
That he sings in his boat on the bay!  
(Alfred Lord Tennyson, "Break, Break,  
Break," 1842)

Immature poets imitate; mature  
poets steal.  
(T.S. Eliot, "Philip Massinger,"  
1920)

But, in a larger sense, we cannot  
dedicate — we cannot consecrate — we  
cannot hallow — this ground.  
(Abraham Lincoln, "Gettysburg Address,"  
1863)

"When you are right you cannot be too  
radical; when you are wrong, you cannot  
be too conservative."  
(Martin Luther King, Jr.)

A cold coming we had of it,  
Just the worst time of the year  
For a journey, and such a long journey:  
The ways deep and the weather sharp  
("The Journey of the Magi")

Analogy:

Today's Analogy: Photography and Narration

- Photographer= narrator
- Photograph= a moment in the narrative
- Photographic subject= \_\_\_\_\_

I will now show you a set of images. As I go through the images, describe what you are seeing. **No talking!**

- 1.
- 2.
- 3.
- 4.
- 5.

Understanding the Analogy:

- ✓ The \_\_\_\_\_ compares to the **objective** point of view, which is when the writer tells what happens without stating more than can be inferred from the story's action and dialogue. The narrator never discloses anything about what the characters think or feel, remaining a detached observer.
- ✓ The \_\_\_\_\_ compares to **third-person narration**. Here the narrator does not participate in the action of the story as one of the characters, but lets us know exactly how the characters feel. We learn about the characters through this outside voice.
- ✓ The \_\_\_\_\_ compares to \_\_\_\_\_—the statue itself. Here, we are looking out from the statue's point of view.
- ✓ The \_\_\_\_\_ compares to the \_\_\_\_\_, in which the narrator "knows" what's "inside" one character.
- ✓ The \_\_\_\_\_ compares to the \_\_\_\_\_. Here the narrator sees everything and has all the answers we will receive in the story.

Leslie sat in front of Paul. She had two long, brown pigtails that reached all the way down to her waist. Paul saw those pigtails, and a terrible urge came over him. He wanted to pull a pigtail [...] He thought it would be fun to tie the pigtails together, or better yet, tie them to her chair. But most of all, he just wanted to pull one.

*Sideways Stories from Wayside School* by Louis Sachar POV \_\_\_\_\_

And we scrounged. [...] We found a store that was throwing out water-damaged mattresses. Getting them home was a problem, since we had to make two trips, leaving Brad and Katie, armed with sticks to guard over the remained. I truly expected them to be challenged by some gang boss, but they said that the only person who came by was a scrawny little rat of a girl living alone. We let her have one of the mattresses.

*Invitation to the Game* by Monica Hughes POV \_\_\_\_\_

At dawn, Mae Tuck set out on her horse for the wood at the edge of the village of Treegap. She was going there, as she did once every ten years, to meet her two sons, Miles and Jesse, and she was feeling at ease. At noon time, Winnie Foster, whose family owned the Treegap wood, lost her patience at last and decided to think about running away.

*Tuck Everlasting* by Natalie Babbitt POV \_\_\_\_\_

**The three parts of an argument are:**

- **Claim:** the \_\_\_\_\_ of the position you are arguing; your \_\_\_\_\_.
- **Warrant:** Your \_\_\_\_\_ to prove your claim is true
- **Impact:** Why your argument \_\_\_\_\_ and how it impacts those \_\_\_\_\_ by the argument

**Identify the parts of the argument in the example below:**

**“The American flag stands for more than our power and our interests. Our founders dedicated this country to the cause of human dignity, the rights of every person and the possibilities of every life. This conviction leads us into the world to help the afflicted, and defend the peace, and confound the designs of evil men.”**

President George W. Bush, State of the Union address 2003

**Restate in your own words:**

Claim:

Warrant:

Impact:

**Rhetorical Approaches:**

- Aristotle believed there were three forms of rhetorical strategies or warrants:**

- Pathos:**

- Ethos:**

- Logos:**

- Scholars today believe that there is one final element to the proof:**

- Mythos:**

**What types of warrants are used in the State of the Union Address?**





# Theme

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Define theme:

How we should write about theme:

- ✓ Think about the topic of the story.
- ✓ How does that topic convey a message or lesson within the context it is discussed?
- ✓ Identify some theme concepts.
- ✓ Articulate a **FOCUSED** theme statement that relates specifically to the text you have just read.

Text	Topic	Thematic Concept(s)	Theme Statement
<i>Charlotte's Web</i> 	A talking spider helps a pig adjust to the realities of life in the barnyard.	Friendship Growing up Self- sacrifice	Through helping Wilbur, Charlotte shows the theme of self-sacrifice, reinforcing the idea that the greatest reward often comes from one's empowering ability to help others.
<i>The Wizard of Oz</i> 	A young girl wakes up in a fictional world of characters she befriends in order to take down a wicked witch.	Good vs. evil Confidence, self-acceptance Personal strength	Through her interaction with characters who struggle with their own identities (Tin Man, Lion, Scarecrow), Dorothy is able to focus on the theme of self-acceptance, embracing her own strength to finally look inside herself and realize the way home was within her the whole time.
<i>All Quiet on the Western Front</i> 			
<i>Oedipus Rex</i> 			



# Tone

*Directions: Add three more of your own attitudes to the following groups of tone words:*

**Positive:** *lighthearted, hopeful, enthusiastic, confident, optimistic, loving, passionate, amused, elated, sentimental, sympathetic, compassionate, proud,* \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Negative:** *angry, disgusted, outraged, accusing, inflammatory, irritated, annoyed, threatening*

**Irony/Sarcasm:** *sarcastic, cynical, critical, facetious, patronizing, satiric, irreverent, taunting, ironic, flippant*

**Sorrow/Fear/Worry:** *somber, elegiac, gloomy, melancholic, disturbed, mournful, solemn, serious, apprehensive, concerned, hopeless, resigned,* \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**General/Organizational:** *formal, objective, nostalgic, ceremonial, candid, shocked, reminiscent, restrained, clinical, baffled, sentimental, detached, objective, questioning, urgent, instructive, matter-of-fact, learned, factual, didactic, informative, authoritative,* \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

*Directions: Read the following passages and determine their commonality in subject. Decide upon the author's tone and underline key words/phrases/ideas that support your claim.*

And the trees all died. They were orange trees. I don't know why they died, they just died. Something wrong with the soil possibly or maybe the stuff we got from the nursery wasn't the best. We complained about it. So we've got thirty kids there, each kid had his or her own little tree to plant and we've got these thirty dead trees. All these kids looking at these little brown sticks, it was depressing.

*The School* by Donald Barthelme

Tone:

But I feel peaceful. Your success in the ring this morning was, to a small degree, my success. Your future is assured. You will live, secure and safe, Wilbur. Nothing can harm you now. These autumn days will shorten and grow cold. The leaves will shake loose from the trees and fall. Christmas will come, and the snows of winter. You will live to enjoy the beauty of the frozen world, for you mean a great deal to Zuckerman and he will not harm you, ever. Winter will pass, the days will lengthen, the ice will melt in the pasture pond. The song sparrow will return and sing, the frogs will awake, the warm wind will blow again. All these sights and sounds and smells will be yours to enjoy, Wilbur—this lovely world, these precious days...”

*Charlotte's Web* by E.B. White

Tone:

This was the last fish we were ever to see Paul catch. My father and I talked about this moment several times later, and whatever our other feelings, we always felt it fitting that, when we saw him catch his last fish, we never saw the fish but only the artistry of the fisherman.

*A River Runs Through It* by Norman Maclean

Tone:

*Directions: Read the following poem. Determine the author's tone underlining key words/phrases/ideas that support your claim. Also, identify the shift.*

I hate the way you talk to me  
And the way you cut your hair  
I hate the way you drive my car  
I hate it when you stare

I hate your big dumb combat boots  
And the way you read my mind  
I hate you so much that it makes me sick  
It even makes me rhyme

I hate the way you're always right  
I hate it when you lie  
I hate it when you make me laugh  
Even worse when you make me cry

I hate the way you're not around  
And the fact that you didn't call  
But mostly I hate the way I don't hate you  
Not even close, not even a little bit, not even at all

How does the author use tone in this poem? How does this relate to the shift in the poem and its possible theme?

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