

Essential Literary Terms

allegory = Narrative of an extended metaphor with characters are personified abstractions, such as Death, Greed, Virtue.

alliteration = Repetition of the same consonant sounds, as in *many miles Mary murdered*.

allusion = Reference to a person, text, or event outside the text, as in these William Carlos Williams lines: *According to Brueghel / When Icarus fell / it was spring*—allusions to the 16th c. Dutch painter Brueghel and the Greek mythological figure Icarus.

ambiguity = Doubtfulness or uncertainty in interpretation.

ambivalence = Coexistence of opposing attitudes or feelings.

anachronism = Something that is out of its proper or chronological order, as in the reference to a clock in Shakespeare's *Julius Caesar*.

analogy = Comparison based on similarity; simile, metaphor, and allegory are examples of analogy.

anaphora = Repetition of the same word or words at the beginning of a series of phrases, lines, or sentences, as in these lines from an Elizabeth Barrett Browning sonnet: *I love thee freely, as men strive for Right; / I love thee purely, as they hurt from Pride*. Similar to parallelism, but in parallelism there is repetition of *grammatical* construction, not necessarily the repetition of the same word or words at the beginning.

anecdote = Brief story about an amusing or interesting (usually autobiographical) event.

antagonist = Principal character in opposition to the protagonist or hero of a narrative or drama.

antithesis = Figure of speech that emphasizes opposing ideas or attitudes by a juxtaposition of contrasting, but parallel words and phrases, as in E. M. Forster's line *Death destroys a man, but the idea of death saves him*.

apostrophe = figure of speech in which the narrator/speaker addresses an inanimate object as if alive.

archetype = Ideal example of a type; certain character or personality types have become established: for example, the rebel, the all-conquering hero, the country bumpkin, the self-made person, the traitor, the snob, the social climber. Even creatures have become archetypal emblems: lion, eagle, snake, hare, tortoise.

aside = Piece of dialogue intended for the theater audience and supposedly not heard by the other actors on stage.

bathos = When a writer strives to express the sublime (or sentimental), but goes too far and the piece becomes absurd and ridiculous, making it subject to satire.

blank verse = Verse consisting of unrhymed lines, usually of iambic pentameter (such as in Shakespeare's plays). It is believed to be the poetic pattern closest to natural speech.

caesura = Pause in a poetic line, usually denoted by punctuation such as a semicolon or comma.

catharsis = Release of emotional tension, as after an overwhelming experience, restoring or refreshing the spirit.

character = a round character is complex and has many traits, develops in a story—also called a *dynamic* character; a flat character does not change and has few traits, does not develop—also called a *static* character.

characterization = Act of creating and developing a character. There are two methods: **Direct characterization** = When the writer states or describes a character's traits. **Indirect characterization** = When the writer shows a character's personality through his or her actions, thoughts, feelings, words, and appearance, or through another character's observations and reactions.

cliché = Trite or overused expression or idea, like *wise as an owl, be there for someone, he didn't know his own mind, see the writing on the wall, making the best of it*.

conceit = Elaborate extended analogy comparing two very different things, creating a surprisingly apt parallel, such as this line from a famous Shakespeare sonnet, *Shall I compare thee to a summer's day?*

conflict = Opposition between characters or forces in a work of drama or fiction, especially opposition that motivates or shapes the action of the plot. Examples are *human versus human*, *human versus Nature*, *human versus himself*.

connotation = Associative meanings of a word in addition to its literal sense, as in *starch* (negative), *odor* (negative/neutral), *smell* (neutral), or *aroma* (positive). Connotation may be personal and individual, or general and universal.

denotation = Specific or direct meaning of a word found in the dictionary, in contrast to its figurative or associated meanings, which is called connotation. The denotation of *home* is a dwelling in which people live; the connotation is positive and comforting for most people.

dialect = Regional variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a

Essential Literary Terms Answer Key

Rachel S Tattersall



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Teaching English Language Learners Michaela Colombo, Dana Furbush, 2008-11-12 Teaching English Language Learners Content and Language in Middle and Secondary Mainstream Classrooms provides a reader friendly guide to implementing and assessing high level content area instruction for English Language Learners Beginning with an overview of second language acquisition and the cultural variables that impact teaching and learning authors Michaela Colombo and Dana Furbush go on to detail planning strategies units and lessons Practical in nature this text focuses on the areas where it is often most difficult to make content comprehensible and build academic language skills middle and secondary math English language arts history and science Teaching English Language Learners will provide pre and in service teachers with a foundational understanding of how to purposefully structure build and present effective lessons for English language learners in mainstream content area courses Key Features Includes an entire chapter on differentiating summative assessments for varying levels of English language proficiency showing readers how to plan daily lessons with clear objectives and assessments Provides sample lessons from content area experts in each chapter of Part II along with mini lessons specifically dedicated to building language Incorporates Review Reflect Apply activities in each chapter promoting reader reflection journaling and discussion and encouraging students to stop and check for understanding before proceeding Teaching English Language Learners Content and Language in Middle and Secondary Mainstream Classrooms is appropriate for courses entitled English Language Learners in Secondary Classrooms Methods of Sheltered Content Instruction Content Based ESL Teaching and Assessing ELL in Content Areas and ESL for Mainstream Teachers

Recovering Consolation Greg Maillet, 2024-09-19 Although Tolkien's letters call Samwise Gamgee the chief hero

of The Lord of the Rings Sam is easily underestimated by both readers and critics Recovering Consolation focuses attention on Sam's point of view throughout the long journey that is the novel This book responds to Frodo's famous words at the Stairs of Cirith Ungol imagining a child speaking to a parent I want to hear more about Sam dad why didn't they put in more of his talk dad That's what I like it makes me laugh And Frodo wouldn't have got far without Sam would he dad Listening to Sam not only makes us laugh but also shows him to be like Tolkien himself a master of mythopoesis as the novel's narrator puts it Sam had more on his mind than gardening Yet the concrete act of gardening another passion that Sam shares with Tolkien should help us to understand how consolation is recovered as is well explained in Tolkien's great essay On Fairy Stories Both there and in The Lord of the Rings Tolkien offers a theological aesthetic that has much to teach us Although we may not realize it while laughing along with Sam this humble servant hobbit is key to this aesthetic **Essential Literary**

Terms With Exercises, 2007 Toward a Modernist Style: John Dos Passos Donald Pizer, 2013-10-24 A new appraisal of Dos Passos's work and life Toward a Modernist Style describes both the central currents in his early work and his full participation in literary modernism culminating in his U S A trilogy as well as the relationship of these currents to those of an especially vibrant period in American expression Donald Pizer charts the evolution of Dos Passos's artistic sensibility from its largely conventional expression at the start of the 1920s to the radical formal experimentation of U S A at its close He places this development in Dos Passos's writing in the context of contemporary ideas about art and society Pizer also looks at the important roles that Dos Passos's expatriation and his relationship with Ernest Hemingway played in his work as well as his efforts as a painter and their relationship to his literary art Toward a Modernist Style is both an incisive guide to a major American modernist as well as an exploration of the wider currents that created literary modernism in the early twentieth century **Report** Ohio. Department of Public Instruction, 1910 **Exam Secrets in Literature-in-English: What JAMB,**

WAEC and NECO Want from Candidates Mazi Basil Nwokorie, Exam Secrets in Literature in English What JAMB WAEC NECO and NABTEB Want from candidates is specifically crafted for students and candidates who are preparing to take the examinations in Literature in English as administered by esteemed bodies such as Joint Admission And Matriculation Board JAMB West African Examination Council WAEC National Examination Council NECO and other similar institutions across Nigeria and Anglophonic West Africa With clear guidance and focused insights it equips candidates with the knowledge and strategies needed to succeed in these examinations confidently Literature and the Language Arts Edmund J. Farrell, 1997

Integrating Narrative Medicine and Evidence-Based Medicine James P Meza, Daniel S Passerman, 2011-03-20 Scientific evidence based medicine is increasingly seen as fundamental to providing effective healthcare but narrative based medicine sheds light on social and interpersonal aspects of the practitioner patient interaction which can also greatly affect healthcare outcomes The philosophies underlying these two approaches seem to contrast yet those who can integrate both into their practice are among the most successful medical professionals Integrating Narrative Medicine and Evidence based

Medicine provides answers to the key question of how medical practitioners can best put both approaches into practice It anticipates a future where evidence based practice will be expected of all medical professionals but contends that the integration of a narrative based approach will also be crucial presenting a unique perspective on structuring the patient professional encounter for optimum results It develops a cultural analysis and socio cultural theory of the science of healing and describes an efficient method by which medical practitioners can find and use medical research at the point of care with current technology and skills This addresses the need for translational science moving research into practice identified by the National Institutes of Health This book will be essential reading for educators of medical students and postgraduate trainees behavioral scientists psychologists social scientists working in medical settings and health managers and administrators Medical students and postgraduate trainees will also find it useful in their learning Report Ohio. Dept. of Education,1911 *A2 English Language and Literature for AQA B* Alison Ross,Jen Greatrex,2001 Includes material that covers the AQA English literature and English language specification B syllabuses Offering exam and coursework tips this title focuses on assessment objectives to help students learn how to achieve maximum results The Literary Digest ,1916 Getting College Course Credits by Examination to Save \$\$\$ Gene R. Hawes,1979 **Literary Digest: a Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World** Edward Jewitt Wheeler,Isaac Kaufman Funk,William Seaver Woods,1905 **Report of the Secretary of State on the Condition of Common Schools** Ohio. Department of Education,Ohio. Office of the State Commissioner of Common Schools,1910 **Report of the Secretary of State on the Condition of the Common Schools** Ohio. Dept. of Education,1910 **The Living Church** ,1920 *The Writer* ,1980 The oldest magazine for literary workers

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