

Aspects of Language

A Alliteration

1 Reread the definition of **alliteration** on page 4.

Tick the examples of alliteration in this list.

a) *He's a well-oiled machine.*

b) *For breakfast, crisp, crunchy, cornflakes.*

c) *She got my back up.*

d) *Robbing Peter to pay Paul.*

e) *Where there's a will there's a way.*

2 The sound device, **alliteration**, is often used to make wise sayings memorable. It is the sound of **repetition of a consonant** that creates the **effect**. Here is an example of alliteration, find two more.

a) *Speech is silver, silence is golden.*

b)

c)

3 Tongue twisters almost always rely on alliteration to make the phrase hard to say quickly. Find three tongue twisters that use alliteration for their effect. Underline the consonant that is repeated in your chosen tongue twister.

a)

b)

c)

4 Newspaper headlines also use alliteration, this time to catch the reader's attention. Find two headlines in local newspapers or online that use this sound device. Cut them out and paste them here or write them in.

A Anecdote

1 Reread the definition and example of an **anecdote** (page 4). Underline the anecdote section in each of the following sentences.

a) She was growing up fast; she went out with three different boyfriends in one month.

b) Making concrete in the mixer was fun; just like the mud pies I used to make at kindergarten.

c) Our family tradition is to pick strawberries every New Year; it is a good opportunity to eat free fruit!

d) My birthday disco party was a disaster, it reminded me of the Titanic when the orchestra played as the ship went down.

2 The language feature, anecdote, is often used to add interest or humour to a story. Use these starters and add your own anecdote to the end of the sentence.

a) Scoring a try for our team reminded me of the time

b) My brother was growing up fast;

c) My sister thinks she is the best dancer in the world;

13 Contraction, Direct Address

A Contraction

In real life we frequently run words together when we talk. A contracted form of a word using an apostrophe creates an informal tone to our writing but it can also make a reported conversation sound true to life. **Contractions** are frequently used when writing conversation in stories or dialogue in plays to give the reader an impression of how individual characters actually sound.

Example A : Conversation in a short story :

I stopped short. There was no way I was going to jump off the side of the cliff into the sea.
"You've got to jump now Smithy or we'll tell everyone you're a coward!" the biggest bully yelled at me.

Example B : Dialogue from the play *Easy as Pie* by Susan Battye : The setting is in the staffroom in a fast food restaurant.

Bernie : Been *tryin'a* give up *smokin'*. What happens? You eat like *there's* no tomorrow.
My *Mum's* got a dickey heart and all I do is cause her more worry.

1 Rewrite this formal text using **contractions** to make it sound informal.

a) "I have not seen you at practice lately," said my netball coach.

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b) "Where have you been these past three weeks?" she asked.

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c) "I know you will not believe it, but I have been sick," I explained.

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2 Remove the contractions and rewrite these sentences to make them sound more formal.

a) "You're going to find it exciting at St Andrew's Grammar School," said the Headmaster.

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b) "You've got every opportunity to succeed, isn't that right staff?" he continued.

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c) "I expect none've you to fail - given the right encouragement," he concluded.

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A Direct Address

1 Reread the definition and example of **direct address** (page 5). Change the following single sentences into two or three sentences using direct address. Make sure that you use a single exclamation mark [!] to emphasise a statement and a question mark [?] to emphasise a question. You are asking the reader to have sympathy for your situation.

a) When I tagged the wall of the kindergarten I went along with my friends, knowing they would have rejected me if I didn't.

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b) On the day that I was late to school and missed the English exam, I lied and said the bus broke down, thinking that anyone else would have done the same.

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c) We all agreed to clean up the mess after the party but when I woke up I was the only one left in the house.

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15 Exaggeration, Figurative Imagery

A Exaggeration

1 Reread the definition and example of **exaggeration** (page 4). Some words express claims which may be out of all proportion to the truth of the situation. E.g. *Our school team had a massive victory when we beat the opposition 1 - nil.*
Write sentences that clearly use the chosen words in an exaggerated manner for effect.

- a) Massive
- b) Exceptional
- c) Disastrous

2 Shaggy Dog stories rely on exaggeration. Try writing a short dialogue based on two people trying to outdo one another in their story telling. Use this dialogue as a starting point.

Person A : *Yesterday I saw a man in our street wrestle an escaped gorilla to the ground and tie it to a tree.*
Person B : *That's nothing. In our street I saw a small woman dig a hole with a trowel in her garden big enough to hide a truck in!*
Person A :
Person B :

A Figurative Imagery

1 Reread the definition and example of **figurative imagery** (page 4). In the following sentences, first circle the phrase that you believe is figurative imagery, then name the type of figurative language that is used. Choose from : metaphor, simile, hyperbole.

- a) Ali charged into the ruck like a young bull.
Type of figurative language
- b) The sea roared its disapproval and the sailors clung onto the rigging as the waves battered the ship.
Type of figurative language
- c) The iconic corner shop looked ordinary but sold the biggest ice creams in the world.
Type of figurative language



2 Complete the metaphor by joining two halves with an arrow.

- | | |
|----------------|------------|
| The road is | sequins |
| She is | angry wasp |
| Glow-worms are | a dragon |
| Our coach is | a ribbon |
| He was an | a busy bee |

Imperative - continued, Incomplete Sentence

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B Imperative - continued

1 Rewrite these sentences using the imperative.

a) "I'd appreciate it if you would stop talking now," said the teacher.

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b) If you don't stay in credit your phone won't work.

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c) It's important to look both ways before you cross the road.

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A Incomplete Sentence

An **Incomplete Sentence** is defined as 'any words or group of words that create the subject of a sentence, but fail to create a predicate.'

Example : Here is a complete sentence - *The bird with the bright green feathers flew to the top of the tree.*

In this sentence '*The bird*' is the **subject** and '*The bird with the bright green feathers*' is the **complete subject** because it includes all of the words that describe the subject.

The rest of the sentence, '*flew to the top of the tree*', is the **predicate**. The predicate describes an action taken by the subject. You can identify the predicate by asking, 'What did the bird with the bright green feathers do?' It - '*flew to the top of the tree*'.

However, an incomplete sentence has no predicate. Thus our sentence would read : *The bird with the bright green feathers.*

Reading the incomplete sentence you find yourself asking 'What about the bird with the bright green feathers?'

It is this feeling of being left wondering that indicates an incomplete sentence. The only way to fix an incomplete sentence is to add a predicate (action).

An author will use an incomplete sentence as a language feature to convey hesitation, puzzlement, embarrassment, impatience or urgency on the part of the speaker. It can also be used to show that the speaker has just had a strong new thought that distracts them.

1 Decide whether or not these sentences are **complete** or **incomplete**. Write I for incomplete and C for complete.

a) *The girl was playing the guitar*

c) *The weirdest expression on his face*

b) *Our own house*

d) *An hour later the rain poured down*

2 Re-write the sentences below to create incomplete sentences. They are part of a conversation between a grandparent and a teenager. Remember an incomplete sentence has no predicate (action) so the verb is missing. Use an *ellipsis* (three dots . . .) before your final inverted commas ["]

a) "Well you know, growing up we didn't have a lot and so at school we made the most of it."

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b) "Yes, but you have to admit that in your day life was easier."

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c) "Hard. Life was hard and no doubt about it. Young people today don't appreciate what we went through."

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d) "But you told me how you went to university. No fees you said."

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e) "Let me tell you that every penny counted."

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A Minor Sentence

A **Minor Sentence** is one that does not necessarily have a main verb in it, but which can be understood as a complete unit of meaning.

Example : 'When is the bus coming?' 'Five minutes.' The sentence, 'Five minutes.' is a minor sentence in this context.

1 Examine the following piece of writing. Put a tick in the box if you think the sentence is a **minor sentence**.

a) 'You're coming with me,' growled the policeman.

b) 'Bummer.'

c) I'd been caught red-handed boosting a car from the shopping centre car park.

d) 'What have you got to say for yourself?' asked the cop.

e) 'Nothin.'

f) 'Typical!'

g) I could tell the cop wasn't impressed.

h) 'You've ruined the lock with that screwdriver,' the cop said.

i) 'Who says?'

j) 'I do.'

k) 'You're under arrest for attempting to steal a motor vehicle,' said the cop as he bundled me into the cop car.

2 What would be the **intended effect** on a reader of using a large number of minor sentences in a block of dialogue?

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A Onomatopoeia

Onomatopoeic words imitate or suggest the source of the sound that they describe.

Example : 'The rumble of the train echoed through the valley'

Rumble suggests the sound the train makes as it moves along the rails.

1 Describe the sound of each of the sentences using words that are **onomatopoeic**

a) The cymbals made a loud ...**cr**..... sound.

b) The thunder made a low ...**ru**..... sound.

c) The ducks ...**qu**..... happily as they swam in the pond.

d) There was a ...**bo**..... sound as the huge steel door closed.

e) The bee ...**bu**..... past my head giving me a fright.

f) The cat ...**pu**..... contentedly when the girl rubbed its stomach.

g) The dishes ...**cl**..... when the waiter threw them on the bench.

h) The water ...**gu**..... down the sink.



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A Personification

Personification is used when you give the qualities of a person to something that is not human or, in some cases, something that isn't even alive.

Example : The Oracle Team USA catamaran **knocked out** Team New Zealand in the 34th America's cup.

The **quality** of a person is being applied to the catamaran, in this case is a person's ability to **punch someone unconscious**.

Note that the word or words identified are verbs. The **intended effect** of the use of personification in this case is to capture the excitement of the yachting event.

1 Identify the word or words in each example that give human qualities to inanimate objects. (Underline the relevant words.) The first one has been done for you.

- a) The excavator devoured every tree and bush in its path. g) The woman tripped on the curb that jumped out in front of her.
b) The first rays of morning sun tiptoed through my window. h) The muffin did a backward flip out of the toaster.
c) The cold wind howled its rage. i) A chocolate sundae called to me from the fridge.
d) The lake swallowed a field of corn as the rain continued. j) When Xbox first went on sale, it flew off the shelves.
e) The exam raced by me in a blur. k) The fire leapt across a gap in the forest.
f) When opportunity knocks you seize it with both hands. l) Yellow daffodils waltzed in the spring breeze.

2 Choose two examples of personification in Exercise 1 above. For each example explain what human quality is being used to describe the action and also the intended effect of the personification.

- a)
b)

A Proverb

Proverbs are short, pithy sayings that express some traditionally held truth. They are usually metaphorical and often alliterative.

Example : 'A house is not a home.' The meaning of this proverb is that while a house is a building, a home is more than that. People make a home out of a house when it is a comfortable and safe place to live.

1 Match the following proverbs with their relevant definitions by drawing an arrow between the two.

- A picture paints a thousand words. a)
A little knowledge is a dangerous thing. b)
A problem shared is a problem halved. c)
Actions speak louder than words. d)
Do unto others as you would have them do unto you. e)
Seize the day. f) (Often said in Latin - Carpe diem)
1) Behave towards other people as you would want them to behave towards you and you will be rewarded in life.
2) If we tell a friend what is troubling us we will be less troubled.
3) One picture will often describe an event more clearly than a large number of words.
4) People judge one another by what they do, rather than what they say.
5) Each day, make the most of the time that is given to you.
6) A small amount of knowledge can make a person think they are an expert.

31 Simple Sentences

A Simple Sentences

A **simple sentence**, also called an **independent clause**, contains a subject and a verb, and it expresses a complete thought. In the following examples of simple sentences, subjects are in *italics*, and verbs are in **bold**.

Examples : Most *students* **want** to work in the mornings. *Jared and Carlos* **play** chess every day.
Lisa **goes** to the park and **feeds** the birds.

1 Identify which of the following is a **simple sentence** by ticking its box. Circle the subject and underline the verb(s).

- a) The jetty was crowded with ferry passengers.
- b) My parents bought a run-down house which was in need of renovation.
- c) I saved up for a bike but I bought a scooter instead.
- d) Yesterday our dog ran away.
- e) When I handed in my homework late the teacher told me I had missed the deadline.
- f) The movie theatre was full so we went ten pin bowling instead.
- g) Mum and I tramped through the bush to the hut.
- h) The young man who came to our door was canvassing for the election.
- i) The doctor advised me to take my medicine.
- j) The town where I grew up is in the South island.



2 Using only simple sentences, write a paragraph from the **point of view** of a young child who finds themselves lost in a large city mall. Write the paragraph in the first person. Here is an example of a child lost in the bush. : *I'm Jake. I see big trees everywhere. I'm small when I stand beside them. Mum has gone away. etc . . .*

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3 Explain the **intended effect** of only using simple sentences in your paragraph.

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A 'Uncle Tu'

Read and reread the text of the poem *Uncle Tu* by Glenn Colquhoun then answer the question on page 42.

Uncle Tu

If you want to see him go to a river.
Look under the round water.
Find the rock carved bluntly.
It should be greenstone.

- 5 Its eyes may swim to the surface like a fish.

He is like that.

If you want to see him go to the top of the mountain.
Look down through the clouds.
Find the ground's face.

- 10 The eyes made of water. The volcanic nose.
His bush lips and unshaven stubble.
Find the deep lines that the stream makes –
the skull of rock at his temples blown smooth
by wind and rain and the falling of trees.

- 15 The immediate distance.

He is like that.

If you want to see him, go to a church.
The walls should be made of wood.
The pews will be oak.

- 20 Stand inside on a smooth floor.
Breathe in the smell of the polish.
Wait for the bell to be rung.

Listen to the strong sound of the hammer on the iron.
It should be clear.

- 25 *He is like that.*

If you want to see him go to the place where treasure is kept.
Stand over a glass box.
Look inside for things that are worn.
The blunt tiki.

- 30 The smooth handle on a walking stick.
The old korowai sleeping
with a head tucked beneath her feathers.

Find the stone mere chipped around the edges.

And he is like that.



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Colquhoun, Glenn (1999) *The Art of Walking Upright*,
Aotearoa New Zealand, Steele Roberts Ltd.

tiki - neck pendant, primal human, tapu marker
korowai - chiefly cloak, mantle
mere - short flat club

Pages 33-34 - 'Parting the Smaller Seas'

A1 An answer gets Achieved if you show that you understand the written text and the question. You will make reference to the use of aspects of language generally and more specifically to the use of one example of a language feature, sound device, imagery or syntax. Possible aspects of language include : Use of a humorous tone, use of regular print versus italics, use of point of view and omniscient (Eye of God) narrative, use of formal and informal language, mood.

Possible aspects of language :

figurative language : simile, personification, metaphor, paradox, symbolism.

style : literal imagery, emotive language, informal language, colloquial language, reported speech, humour.

syntax : complex sentence, simple sentence, minor sentence.

vocabulary : repetition, spelling, innuendo, alliteration.

An answer gets a Merit if it *also* shows that you have taken note of the instruction, 'Explain *how* and *why* the writer helps us to understand what the camping ground and/or the people within it are like *throughout the text*.' You will have also selected two or more relevant aspects of language and examples and explained them in some depth and detail, shown some understanding of the craft of writing by demonstrating an understanding of the writer's intention and purpose and used relevant quotations or examples to support the points you make.

Possible answers explaining the writer's intention and purpose include :

In this short story, the writer is intending to make fun of the way young people and their parents behave in the context of a camping ground and their attitudes towards being together by telling the story from several viewpoints. For example, the viewpoint of the younger child Hannah is cautious and conforming as she reports on what she is allowed to do in the sea from her own viewpoint and that of her mother, '...you are only allowed up to your own waist anyway and waist is just above your belly button and not your armpit, Hannah.' By way of contrast, her older cousin, Essie, is rebellious and resentful, 'because she is bitter at her parents for making her come to this hole of a place where she must swim safely and there is no one her age.' The writer uses reported speech which is written in a colloquial and informal way using punctuation and spelling to suggest a child's voice throughout the story. This sounds like direct speech and is a way of introducing humour into the story.

An answer gets Excellence if you *also* show that you have appreciated the purpose of the writer across the text as a whole, and explored 'beyond the lines' in terms of response, you have answered in some length and depth showing insight and perception, you have demonstrated a thorough knowledge of the text based on analysis of the aspects of language, identifying more than one aspect and detailed how they were used, including a range of examples, you have showed engagement with the text and used the bullet-pointed ideas as discussion points.

Possible answers include :

In this short story, the writer describes the camping ground during the summer holiday season in terms of not only its physical setting but also the attitudes of an intergenerational family. The intention of the writer throughout the piece is clear; to amuse the reader by providing a humorous and entertaining portrait of a family on holiday in a camping ground by the sea. The atmosphere on the surface appears to be happy and relaxed but the writer has a deeper purpose to suggest that underneath there are some ripples of opposition to the enforced 'togetherness'. Each person has a distinctive response to the situation depending on their age or gender which is allowed to be heard within the context of the short story.

The writer begins to develop her theme by using the symbol of a rip that 'tears the bay like a broken seam' to draw attention to the differing viewpoints that the cousins have about being in the camping ground with their family members. The writer uses italics as a style technique to effectively set the emotional scene by using indirect speech, which has a distancing effect. Emotive words such as 'allowed', 'bitter', 'hole of a place' highlight the feelings of the two girls. While Hannah sees it as an opportunity to be adventurous, '...you are only allowed up to your own waist anyway and waist is just above your belly button and not your armpit, Hannah.' Essie sees the camp ground as a prison environment where she is cut off from her peers... 'because she is bitter at her parents for making her come to this hole of a place where she must swim safely and there is no one her age. By this she means boys.' The use of the minor sentence here expresses a literal statement which leaves no doubt about Essie's disgust. The mothers and fathers are portrayed as having become a highly predictable part of the friendly camp culture as they tell one another the 'same' stories and conduct readings from an outboard motor manual as if it is the Bible. This suggests that the motor manual is seen as the 'word of God' to be obeyed. Although the camp ground environment is exciting and cheerful for the children there are still some threats presented with the clever use of vocabulary such as 'lurking eels' that are 'spying' on the girls and 'suicidal moths' that throw themselves at lights and die a hideous death.

The writer also presents a child's view of the camp ground as a place where unfamiliar words such as 'ablutions' are used. These are modified in child speech as shown in the unconventional spelling and punctuation of 'blutions block. The writer's view of the New Zealand campground society is affectionate, accurately reflecting the desire of adults to find a simple, slightly old fashioned way of living close to the sea, suspending time, allowing children the freedom to explore an outdoor environment and encouraging naïve, foreign backpackers to experience 'nature' up close. The family's trailer, for example, is personified as being 'excited' to jump over a cattle stop as it nears the end of its journey to the camping ground. The story also accurately reflects the fact that not everyone is satisfied with the remoteness and uncivilised environment when they go on holiday and that there can be a generational divide on this issue.

