

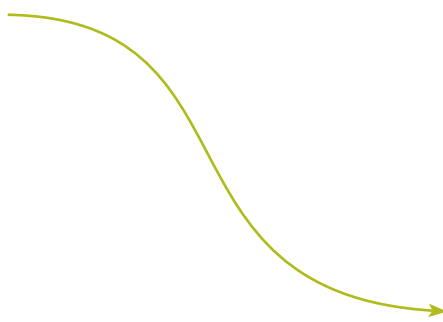
# 7 Aspects of Language - Tasks

## Task 3 Antonym

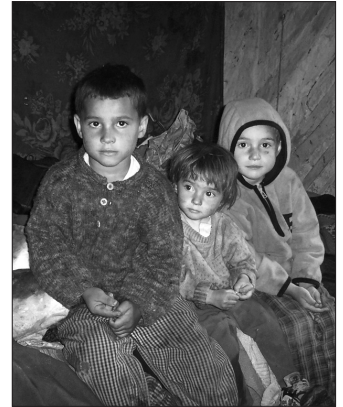
1 Antonyms are words of opposite meaning. Use an arrow to connect a word with its antonym on the right. One is done for you.



inside  
frequent  
recent  
dirty  
familiar  
wealthy  
solid  
stupid  
willing  
decent



unfamiliar  
indecent  
intelligent  
poor  
fluid  
infrequent  
reluctant  
outside  
clean  
past



2 Knowing antonyms of words can help you form other language features such as the contrast of words and ideas. Reread the definitions and examples of **irony** and **sarcasm** (pages 3 and 4). Now choose three pairs of words from the list and write a sentence to show irony or sarcasm. You need to clearly signal to the reader that they should take the opposite meaning from what is written.  
Example : [Open / Closed] *"My door is always open to complaints from people like you," said the manager as he shut the door in the customer's face.*

Here the irony is that the Manager is clearly not interested in meeting with the upset customer. He closes the door while he's saying his door is always open. The likely effect of the use of this irony is that the reader will see the story as being humorous.

a) Chosen words : .....  
Sentence : .....  
.....  
.....

b) Chosen words : .....  
Sentence : .....  
.....  
.....

c) Chosen words : .....  
Sentence : .....  
.....  
.....

3 Choose an example from Exercise 2 above. Explain in a sentence, your **intended effect** on the reader of using an antonym.  
.....  
.....  
.....

## Task 20 Innuendo

An **innuendo** is a form of 'put down'. It can be a sexually suggestive, disparaging or derogatory remark, statement or question. It is intended to suggest or insinuate that there is something wrong with the other person. However, the words themselves can appear innocent on the surface.

Example : Referring to a family with six children a person might say, - "They breed like rabbits."

The innuendo is negatively comparing something innocent (rabbits and the way they easily reproduce) with the way these parents have chosen to have a large family.

Innuendo often uses *like* or *as* to make the comparison.

- 1 Examine these sentences. Decide whether or not the sentence contains an **innuendo**. Tick the box if it does.
- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| a) <i>She's got a face that could make an onion cry.</i> | <input type="checkbox"/> | d) <i>For an unemployed guy he drives a fancy car.</i> | <input type="checkbox"/> |
| b) <i>You can take that with a grain of salt.</i>        | <input type="checkbox"/> | e) <i>He's as cheap as a 2¢ stamp.</i>                 | <input type="checkbox"/> |
| c) <i>The pen is mightier than the sword.</i>            | <input type="checkbox"/> | f) <i>My Dad's as tight as a drum with money.</i>      | <input type="checkbox"/> |
- 2 Carefully read these innuendos and explain what the put down or disparaging remark **relates to** and what the **effect** would be on the person who hears it.
- a) *"Is the Mayor being honest about the expenditure; well I'll let you be the judge."*
- .....
- .....
- b) *"All I'm saying is that Jasmine is very fond of chocolate cake - with lots of cream on top!"*
- .....
- .....

## Task 21 Irony

People use **verbal irony** when they express the opposite of what they really mean for humorous effect.

Example : An article in the newspaper reads : *Yesterday Tiny, the largest squid found in New Zealand water, was put on display.*  
The irony is that the squid is huge but his name suggests otherwise.

People use **situational irony** to describe a mismatch between the actual result of a sequence of events and the normal or expected result.

Example : Newspaper headline reads : *Fireman Answers Call To Own Home*  
The irony is that a fireman should be able to protect his own home from fire, not be called out to his own home.

Film or Play writers use **dramatic irony** to gain greater involvement from the audience. It occurs when the audience is allowed to know something that one or more of the characters in the story doesn't.

Example : The audience sees a girl discussing how she wants to drop her boyfriend and in the next scene he is shown in a jewellery shop buying her an engagement ring.

- 1 Examine these sentences. Decide whether or not the sentence contains any type of **irony**. Tick the box if it does.
- |   |                          |
|---|--------------------------|
| a) <i>In the play, 'Romeo and Juliet', at the moment when Romeo believes that Juliet is dead, she is alive.</i>       | <input type="checkbox"/> |
| b) <i>My friend told me that everything was as good as gold.</i>  | <input type="checkbox"/> |
| c) <i>Headline : School Board Runs Out Of Time To Discuss Shorter Meetings</i>  | <input type="checkbox"/> |
| d) <i>A bus runs off the road and kills a cow in a paddock.</i>   | <input type="checkbox"/> |
| e) <i>A lawyer is arrested for supplying drugs to her client when she visits him in prison.</i>                       | <input type="checkbox"/> |
| f) <i>A gambler steals from his mother as he tries to make enough money to take her on a once in a lifetime trip.</i> | <input type="checkbox"/> |

Task 26 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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Task 27 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.



## Exam Task - Fictional Text 1 - 'Parting the Smaller Seas'

Treat this exercise as an 'open book' test - in other words, refer to the glossary and advice on how to answer the questions.

Just remember that you need to know these things by the end of the year. When you have completed the questions, refer to the answer section at the back of this workbook to check your answers.

This passage from a short story describes a family at a camping ground in summer. Read through the questions on pages 33 and 34, then read and reread the text of *Parting the Smaller Seas* below and answer the questions.

## Parting the Smaller Seas

*A rip tears the bay like a broken seam and will carry you far out beyond the breakers where you are only allowed up to your own waist anyway and waist is just above your belly button and not your armpit, Hannah. But Essie, who is the eldest cousin, says she'll go out as far as she likes 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.*

5 The camping ground is divided by an estuary, which is also called the creek. It is shallow in places and eels can lurk 5  
anywhere. An uneven road slices gravely down the hill and it becomes a haze of dust when vehicles pass through.  
On the roadside are the caravans, which have tan and yellow-striped awnings, circa 1970, sprouting from their sides.  
They have small tables, which cram your legs in a narrow gap between cushioned seats. These will become beds  
for short people at night.

10 The road forks, and leads you across a narrow wooden bridge with a cattle stop. The other side is just for tents. The 10  
burdened trailer will invariably jump excitedly over the cattle stop. It wakes the weary children and because it is  
allowed, they undo their seat belts. They help their father by scanning the field for somewhere flattish, or for two trees  
that are close together to hang a clothesline or a hammock on.

A rope swings off one of the trees which cluster the beach and break the wind coming in with the tide. So anywhere is  
15 good and sheltered for camping, except the beach. Unless of course, the mother says, you are a German backpacker 15  
and don't know any better. Or you like the hard stones underneath and the wind tugging your bent tent pegs.

Even though it has cooled down by darkness, all-in-one shortie pyjamas are fine for sleeping in. The mother, who has  
lost track of time in all her happiness, insists on another layer for the girls as they go together to the 'blutions blocks  
to prepare for bed. Each night they listen to the mothers telling the same stories, and to the fathers, as they pass round  
20 the *Seagull Outboard Motor Instructions Manual* for readings like it is the Bible, while suicidal moths dart into the gas 20  
lamp. Until one of the adults, who is usually the mother, will shout 'all right you kids, it's time you called it a day'. Essie  
and Hannah's mother sends them off first with her ritualistic 'teeth, toilet, bed' blessing.

The toilet block is on their side of the creek-estuary  
but past the recycling bins near the little bridge. Essie  
25 takes the toilet bag and the Dolphin torch and fetches 25  
her jandals which are neatly placed on the umbrella  
stand. She waits for her younger sister to find one  
jandal of her own, and one that is roughly the same  
size although it is another left foot.



Reprinted with permission :  
(extract from) Johnston, S. (2004) *Parting the Smaller Seas*  
in Ali R. & Hodge A. (Eds.), *Silver Road* (pp. 40-41)  
Auckland, New Zealand. Eggspress (NZ)