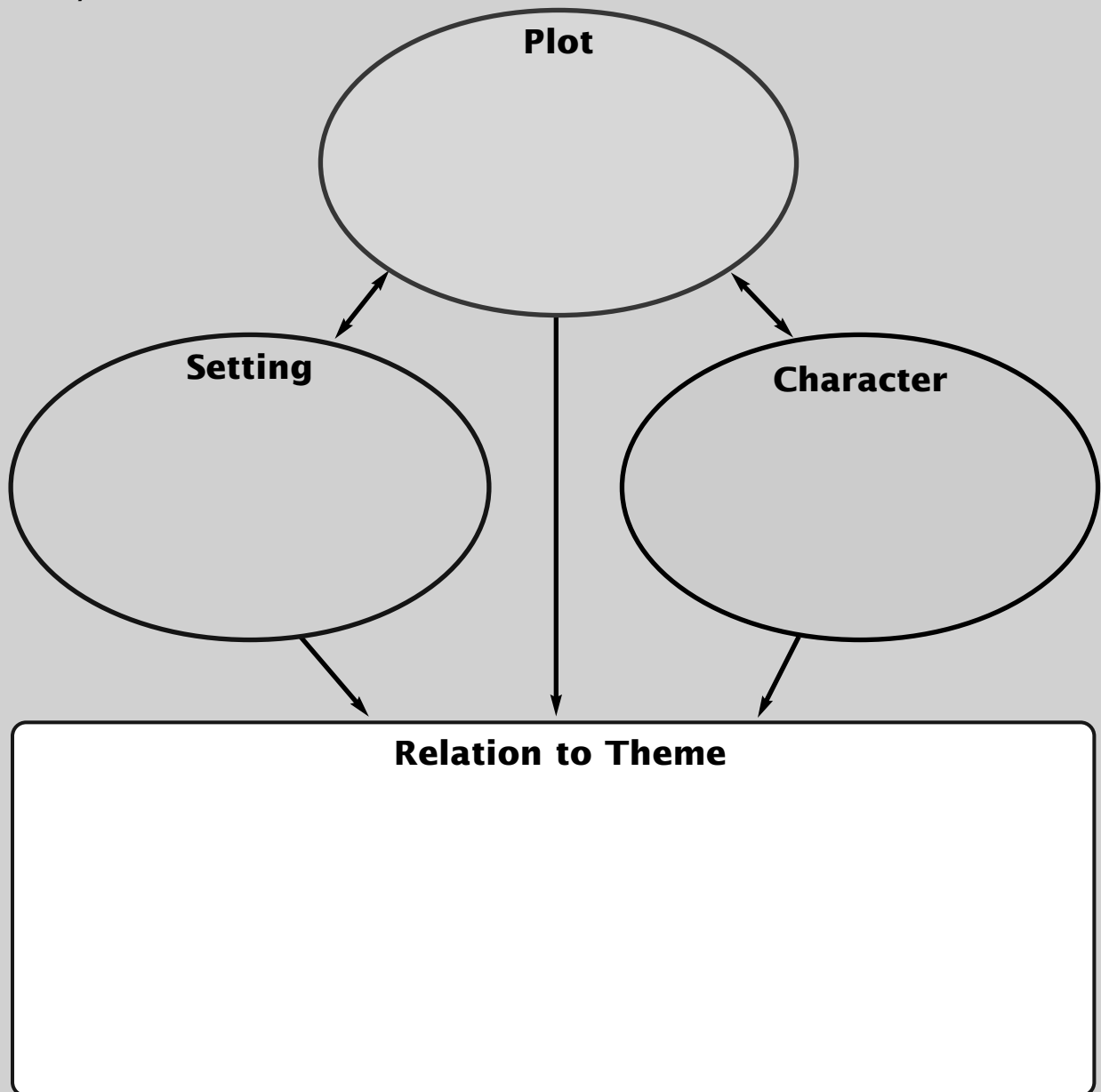


**Setting, plot,** and **character** are usually interrelated and work together to create the **theme**, or central message, of a piece of literature.

Provide details of the setting, character, and plot of a story you have read, and explain how their interrelation contributes to the story's theme.



Plot is often created through **conflict**, a struggle between opposing forces. The conflict can be **external**, such as a struggle between two characters or between a main character and society. The conflict can also be **internal**, such as a struggle between two desires or impulses inside one character's mind.

Read these plot summaries, and identify the opposing forces that create conflict. Tell whether the conflict is internal or external.

Summary	Opposing Forces	Internal or External
1. Marisa argues with her parents about their lack of trust in her.		
2. John protests the school board's decision to cut funding for art and music.		
3. Napier wants to go to the movie, but he has told Theresa that he would attend her recital.		
4. A young boy wants to jump off the diving board, but he is afraid of heights.		

Choose a work you have read. Name the opposing forces and decide whether the conflict is internal or external.

4. A boy's desire and his fear; internal

Answers: 1. Marisa and her parents; external  
2. John and the school board; external  
3. Napier's desire to see a movie and his obligation to Theresa; internal

**Point of view** is the relationship of the narrator to the story. A **first-person** narrator filters all events through his or her perspective. A **third-person** narrator is an outside observer who reports the events of the story to the reader.

Rewrite Kasim's first-person passage in the third-person point of view.

I knew that the movie would be scary, but not that scary. I was glad that my brother was home because I didn't want to be in the house alone. Later, however, I would regret his presence. When I got up to get a glass of water in the middle of the night, he jumped out of the darkness and scared me half to death!

Provide examples of how a story you have read would be different if the point of view changed.

brother's presence. When Kasim got up to get a glass of water in the middle of the night, his brother jumped out of the darkness and scared him half to death!

Answer: Kasim knew that the movie would be scary, but not *that* scary. He was glad his brother was home because he didn't want to be alone in the house. Later, however, Kasim would regret his

An author's choice of narrator determines how a story is told and how a reader, in turn, understands the story. In a story told in the **third-person omniscient** point of view, the narrator stands outside the story but knows and sees all and comments on the action.

Use the chart to compare points of view. Rewrite each passage in third-person omniscient point of view.

First-person	Third-person Omniscient
<p>I soon grew tired of waiting for Jim. After about 10 minutes, I left. I was angry and couldn't imagine why he didn't show up at the restaurant.</p>	<p>She soon grew tired of waiting for Jim and left after 10 minutes. If she knew that he had stopped to buy her flowers, she probably would not have been mad. Of course, there was no way for her to know this.</p>
<p>When I told Luis that it was time to go to the concert, I couldn't tell if he really wanted to go. He slowly got his jacket, and his face was expressionless.</p>	
<p>I had been planning Sue's surprise party for weeks, and everything was ready. I wondered if Sue knew about the party or if she would really be surprised.</p>	

they were going to see. 3. Elisa had been planning Sue's surprise party for weeks and everything was ready. She wondered if Sue knew about the party or if she would really be surprised. Sue wondered if Elisa had forgotten about her birthday altogether.

Possible answers: 2. When Kim told Luis that it was time to go to the concert, she couldn't tell if he really wanted to go. Luis slowly got his jacket, and his face was expressionless. Kim didn't realize that Luis was going to the concert for her sake. He hated the band

The conversation that takes place between characters in a literary work is called dialogue. **Dialogue** shows what characters are thinking and how they react to other characters. Dialogue can reveal a character's personality and traits.

Read each example of dialogue. Tell what it reveals about the character(s).

**1.** "Our house-warming party is going to be a great success, don't you think? There will be music and food and fun activities. Everybody who is anybody is coming. I am so excited. Oh, I completely forgot to tell Linda and Andy about it! Do you think they would like to come? I think they would have a great time," said Mrs. Puccio.

"Yes, mother. Of course," sighed Sara, who was only half-listening.

**What it reveals:**

**2.** "You wanted to talk to me about something Jeremy?" inquired Sam.

"Yes. Um...well, you see, my car broke down, and I need it to go to work. And since it broke down, I haven't gone to work. So, I was wondering if you could maybe lend me twenty dollars until next week," said Jeremy.

"Fine. But this is the last time I'm lending you money," replied Sam.

**What it reveals:**

because he's done it so many times before. Sam is annoyed by Jeremy's request and fed up with his friend's irresponsibility.

Possible answers: 1. Mrs. Puccio is excited. She is too selfish to let anyone else talk. Sara is used to her mother's behavior and wishes to escape it.  
2. Jeremy is apprehensive to ask Sam for money

A **flashback** is a literary device in which an earlier episode, conversation, or event is inserted into the chronological sequence of a narrative. If a story starts in the middle of the action, an author can use flashback to show what came before.

Match each “now” passage below with a “before” passage.

**NOW**

**1.** Christy couldn't believe that she was graduating from high school. She looked around at her classmates as she walked down the hall. They had changed a lot in four years.

**2.** The cheerleading competition was almost over. As Sasha waited for the judges to announce the winners, she remembered what her mother had told her.

**3.** Joe loved the rain. He wished it would rain every day. Thunderstorms were his favorite.

**BEFORE**

**a.** “It doesn't matter if you come in first place or last place. What matters is that you're the best daughter a mother could ask for,” she had said.

**b.** Last summer, a huge thunderstorm made the power go out. He lit candles around the house and watched the lightning for hours.

**c.** They all barely knew each other when they were freshmen. That was the year that she spent about as much time in detention as she did in class.

Answers: 1. c. 2. a. 3. b.

**Foreshadowing** is the use of clues by the author to prepare readers for events that will happen later in a story. Foreshadowing helps build suspense and draws readers into a story.

Choose a story you have read and identify three examples of foreshadowing. List the events that are foreshadowed in the chart below.

Event That Foreshadows	Event That Is Foreshadowed
1.	
2.	
3.	

The contrast between reality and appearance is called **irony**. **Situational irony** occurs when the outcome is the opposite of what is expected. **Dramatic irony** occurs when the reader knows something about a character or situation that the characters do not know.

Choose a story or play you have read and identify a passage that contributes to situational irony and a passage that contributes to dramatic irony. Explain the events or situations that make each passage ironic.

### **Situational Irony**

**Passage:**

**Explain:**

### **Dramatic Irony**

**Passage:**

**Explain:**

**Style** is a writer’s individual, characteristic way of writing. A writer may use short or long sentences, formal or informal words, common or poetic descriptions, or any combination of the above. All of these reveal a writer’s purpose and attitude.

Identify as many aspects of the writer’s style as you can for the following passage.

The cars zoomed by, and all of us were silent for a moment as we took in the awesome sights around us. I had never been to a city as big or as cool as the one before me, and I was wondering why it had taken so long for me to finally get there. Luckily, Cameron knew where all the hot spots were in the city, and he also knew how to get us from place to place for cheap. Without a doubt, we would have the time of our lives during this little adventure, and we would never forget it.

**Style Analysis**

Possible answers: 1. long sentences, informal words and descriptions

catch a cold and feel lousy, crawled; tone: negative; sluggish, depressed 3. playful, friendly, smart, a look in her eye that demanded love, just as lovable now; tone: loving, heartwarming

Possible answers: 1. we knew we could come back, our love for the game, we could turn the game around, ready to give it our best shot; tone: passionate, determined. 2. another overcast day, stay in bed, she knew it would rain, she would

**Tone** is the writer’s or speaker’s attitude toward a subject. A writer’s tone may be communicated through particular words and details that express emotions and evoke a response in the reader.

Read the following passages, and identify the words or details used to communicate tone. Then name the tone.

1. We were trailing by 30 points by the end of the second quarter, but we knew we could come back. We had one thing on our side: our love for the game. We knew that if we worked hard, we could turn the game around. We entered the second half ready to give it our best shot.

**Tone** \_\_\_\_\_

2. It was another overcast day. All Liz wanted to do was stay in bed. She knew it would rain while she waited for the bus. Then her hair would get wet and she would catch a cold and feel lousy all day. When her alarm went off, she crawled toward the shower.

**Tone** \_\_\_\_\_

3. When I first saw my dog Muffin, I knew we would become best friends. She was playful and friendly, and I could tell she was smart. She had a look in her eye that demanded the love of anyone who glanced her way. It’s been five years since that day, and she is just as lovable now as she was when I first saw her.

**Tone** \_\_\_\_\_

**Hyperbole** is a type of figurative language in which great exaggeration is used for emphasis or humorous effect.

Read each passage below. Identify what is being exaggerated. Tell why hyperbole was used.

1. "I've asked you a million times today. Now please clean your room!" exclaimed Tammy's mother.

2. "Everyone in the world was at the meeting. The room was so crowded that I couldn't even breathe," reported Lisa.

3. "After the nine-hour plane ride, Doug said he wouldn't get near a plane again if his life depended on it."

4. "There are hundreds of thousands of people in this city, and about three know how to drive," said the bus driver.

near a plane again; for emphasis 4. how many people know how to drive; for emphasis and humor

Answers: 1. how many times Tammy's mother has asked her to clean her room; for emphasis 2. how many people attended the meeting and how crowded it was; for emphasis 3. when Doug will go

An **archetype** in a story is a type of character or a type of plot that is universal. This character or plot can appear in literature from many cultures. For example, a story with a hero who goes on a quest, faces danger and obstacles, and prevails victoriously contains both an archetypal plot and character.

Think of several stories or plays you've read that contain archetypal characters. Then fill in the chart below.

Name of Character & Title of Work	Archetypal Traits	Other Characters of the Same Archetype

sense that Patricia has a big imagination but can't imagine a solution to her situation.

Answers: 1. the fairy godmother in *Cinderella* 2. Patricia does not like her step-mother and hopes that someone will save her 3. gives reader the

An **allusion** is a short reference to a character, a place, or a situation from history, music, art, or another work of literature. Allusions can make a work richer by suggesting meanings beyond the stated ones.

Analyze the allusion below, and fill in the graphic that follows.

Patricia slammed the bedroom door behind her. Sometimes she wondered if her own fairy godmother would appear.

<b>1. Person/event it refers to</b>
<b>2. Meanings it suggests</b>
<b>3. How it enriches the passage</b>

A **symbol** is any object, person, place, or experience that represents something else beyond its usual meaning, most often something abstract.

The passages below contain symbolism. Match each one with the abstract idea it could represent.

**Passage**

**Idea**

1. It rained the day you left on your long journey, and, for me, the sun hasn't come out since.

a. approaching death

2. Tommy lied to his mother about where he was going, and she knew it. His lie hung in the air between them like a poisonous spider on a delicate web.

b. loss of innocence

3. There was no doubt that night would soon be here for the old man.

c. longing

Answers: 1. c. 2. b. 3. a.

**Figurative language** is used to describe ideas indirectly. A **simile** is a figure of speech using *than*, *like*, or *as* to compare seemingly unlike things. A **metaphor** is also a figure of speech. It compares unlike things without using *than*, *like*, or *as*.

For each of the passages below, indicate whether a simile or a metaphor is being used. In the third column, identify the two things being compared.

Lines	Figure of Speech Used	Things Compared
1. Rock music is pure energy.		
2. This bread is as hard as a brick.		
3. This tire is as flat as a pancake.		
4. As we drove on, Bruce explained that the road was his home.		
5. Using e-mail is as easy as counting to three.		

Look for examples of similes and metaphors in works you have read. Identify the two things being compared, and tell how the writer suggests that they are alike.

Answers: 1. metaphor; rock music and pure energy 2. simile; bread and brick 3. simile; tire and pancake 4. metaphor; road and Bruce's home 5. simile; using e-mail and counting to three

**Imagery** refers to words and phrases that create a picture that appeals to one or more of the five senses. Word choice is the key in building an image that makes a vivid impression. The writer selects adjectives, nouns, and verbs with strong connotations, or associations, that affect your attitude.

For each phrase, list the connotations for the underlined word or words. Indicate which of the five senses each phrase appeals to.

Word Choice	Connotations	Sense
1. the leaves <u>rustling</u>		
2. the child's <u>sky-</u> <u>blue</u> eyes		
3. <u>bitter</u> coffee		
4. a <u>mildew-ridden</u> basement		
5. <u>velvety</u> cat		

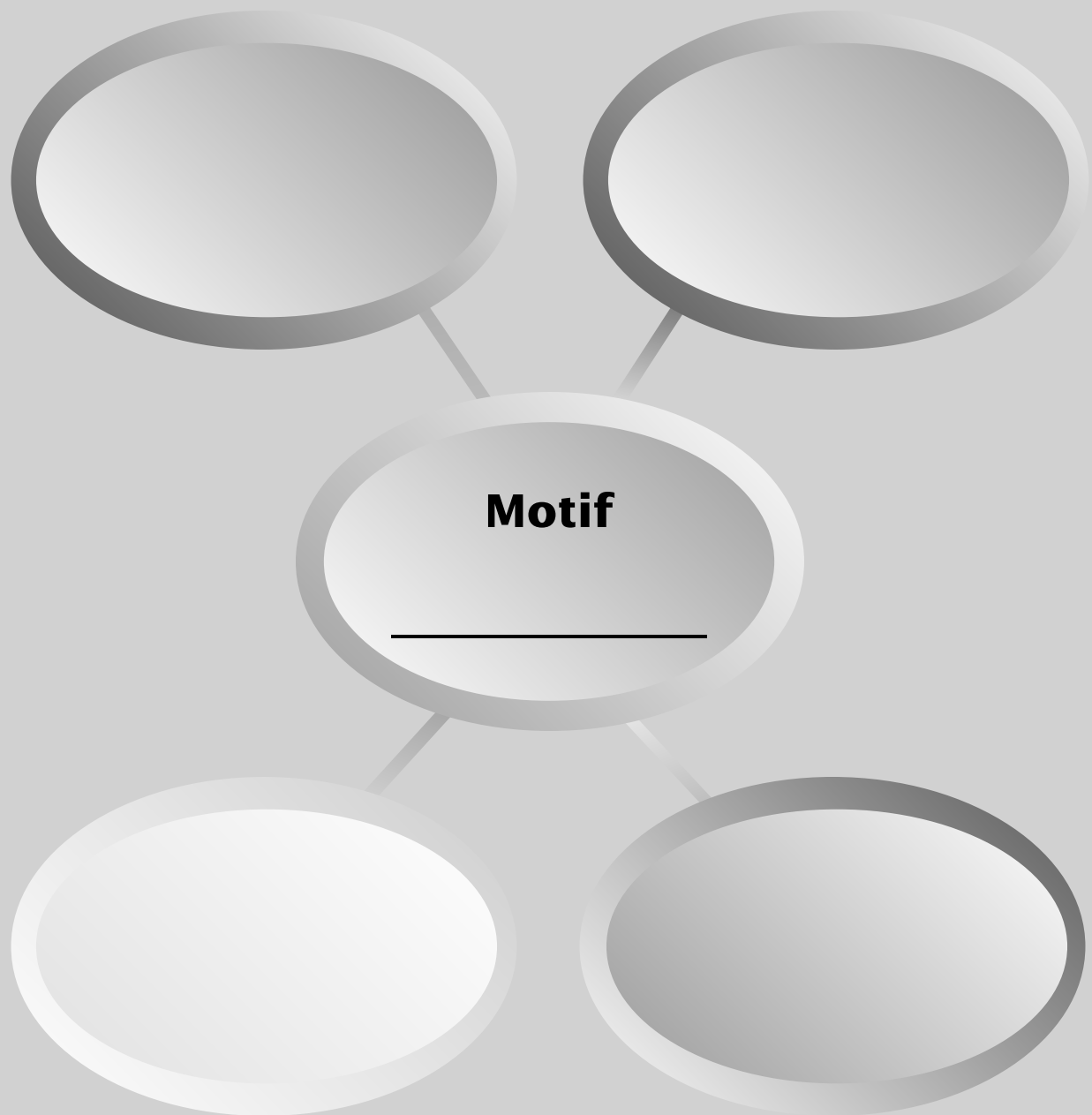
Look through three poems you've read for other examples of imagery. What words are particularly good choices? Why?

4. connotation: negative, dirty, offensive; sense: smell  
5. connotation: positive, soft, touchable; sense: touch.

Possible answers: 1. connotation: positive, gentle, peaceful; sense: sound  
2. connotation: positive, beautiful, depth; sense: sight  
3. connotation: negative, repugnant, gross; sense: taste

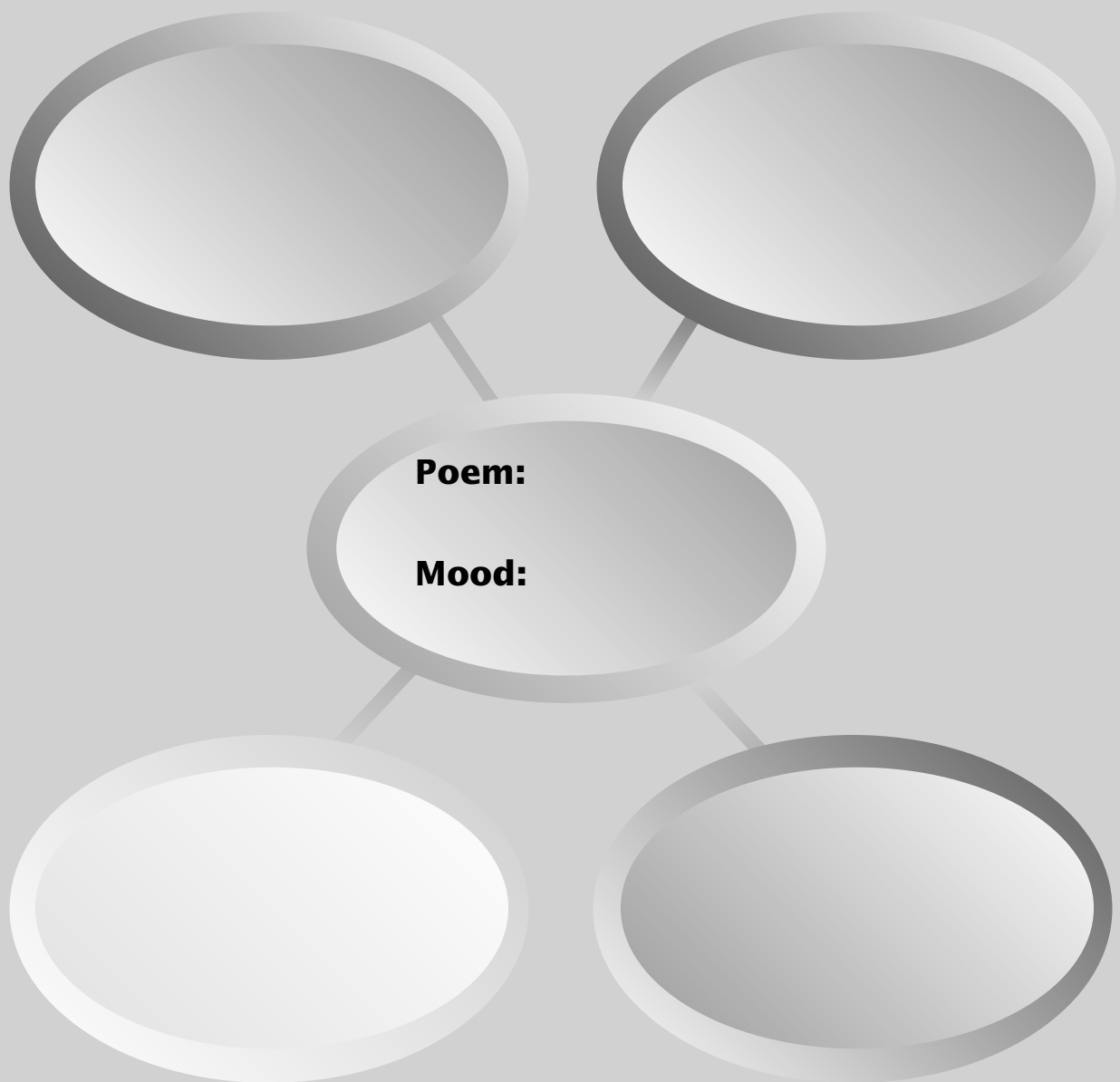
A **motif** is a recurring idea, image, or group of images that unifies a work of literature.

Identify a motif in a work you have read. Fill in the diagram with different ideas and images that contribute to the motif.



**Mood** is the feeling or atmosphere that a writer creates in a literary work. In poetry, the choice of words, the length of lines, the rhythm, and other elements all contribute to creating a certain mood.

Choose a poem you have read and write its title and mood in the center circle of the diagram below. Fill in the rest of the diagram with words or phrases that contribute to the mood.



Poets often use sound devices to emphasize certain words and underscore their meaning, to create or enhance rhythm, and to add a musical quality to their work. **Alliteration**, one type of sound device, is the repetition of consonant sounds at the beginnings of words.

Read the following poem excerpts, and identify the words where alliteration is found.

Excerpts	Examples of Alliteration
<p>1. The grass had grown straight up the gate Where we had watched the silver moon and shared so many moments sweet, too sweet to end so sad and soon.</p>	
<p>2. A bird is bathing in the sea The sea itself is silent The bird, though, sings so merrily A doubt he'll ever quiet.</p>	
<p>3. She lay in the lilies all day Like a rose in a row of roses— Beautiful and unnoticed.</p>	
<p>4. We dig and dig Until we've done Another day's work Like a beat on a drum.</p>	

3. lay, lilies, like; rose, row, roses 4. dig, dig, done, day's, drum

Answers: 1. grass, grown, gate; where, we, watched; silver, so, sweet, so, sad, soon  
2. bird, bathing, bird; sea, sea, silent, sings, so

The repetition of similar vowel sounds is called **assonance**. The repetition of consonant sounds within or at the ends of words is called **consonance**. These devices may occur together.

Example of assonance: in continuous universal suspension

Example of consonance: that will dance with the collors of  
our people

Identify examples of assonance and consonance in the sentences below. Write the sentence in the appropriate column in the chart. Some sentences may have examples of both assonance and consonance.

**Her eyes would lie.**

**She will tell all.**

**Lisa has the pies.**

**Take away the pain.**

**Don't fall off the wall.**

**Report the time of the crime.**

Examples of Assonance	Examples of Consonance

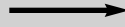
Answers: Assonance: Her eyes would lie. Take away the pain. Consonance: Lisa has the pies. She will tell all. Both: Don't fall off the wall. Report the time of the crime.

**Onomatopoeia** is the use of words whose sounds imitate or suggest their meaning. *Sizzle, gong, hiss, and splat* are examples of onomatopoeia.

Find a poem you have read that contains onomatopoeia. List the onomatopoeic words below, and then describe the effect each word creates.

**Onomatopoeia**

**Effect**



**Personification** is a literary technique in which an author gives human qualities to animals, objects, elements of nature, or anything that is not human.

Read the sentences below. Identify what is being personified and the human quality it is being given.

**1. Your eyes say more than you know.**

Thing personified:

Human quality:

**2. My hair never listens to me.**

Thing personified:

Human quality:

Write a sentence that personifies the word “water” using a human quality of your choice.

**3.** \_\_\_\_\_  
\_\_\_\_\_

Human quality:

Answers: 1. eyes; ability to speak 2. hair; ability to listen 3. Answers will vary but may include: The water whispered a sweet song. (ability to whisper) The water devoured our sand castle. (ability to eat)