

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

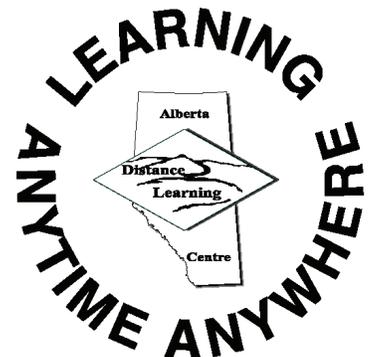
W2 - Lesson 3: Literary Techniques

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	<i>SightLines 7</i>
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7
Version 5
Preview/Review W2 - Lesson 3 Teacher Key

Publisher: Alberta Distance Learning Centre
Author: Sandra Baker
In-House Teacher: Connie Stasiuk and James Tapankov

Project Coordinator: Dennis McCarthy
Preview/Review Publishing Coordinating Team: Nina Johnson,
Laura Renkema, and Donna Silgard



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is as follows: <http://www.adlc.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2007, by Alberta Distance Learning Centre, 4601-63 Avenue, Barrhead, Alberta, Canada, T7N 1P4. Additional copies may be obtained from the Alberta Distance Learning Centre.

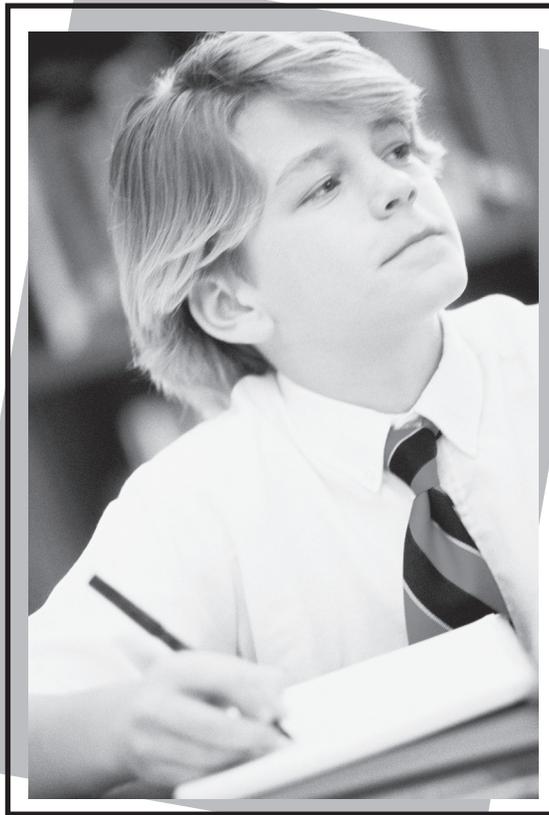
No part of this courseware may be reproduced or transmitted in any form, electronic or mechanical, including photocopying (unless otherwise indicated), recording, or any information storage and retrieval system, without the written permission of Alberta Distance Learning Centre.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Distance Learning Centre so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



*W2 - Lesson 3:
Literary Techniques*

OBJECTIVES

By the end of this lesson, you should

- understand literary techniques used in poetry
- recognize a simile
- recognize a metaphor
- recognize alliteration
- identify hyperbole
- recognize personification

GLOSSARY

Refer to *ResourceLines* 7/8

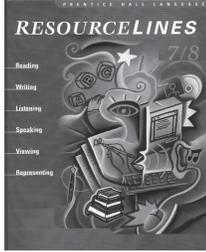
figurative language - use of comparison to describe; not literal (includes simile, metaphor, and personification) (pages 54 and 62)

literal language - precise words chosen to describe, not using comparisons or hyperbole

literary techniques - the use of various literary tools to enhance expression, especially in poetry

W2 - Lesson 3: Literary Techniques

Good writers use various literary techniques or devices to add interest and creativity to their work. Writers often create images and sensory impressions through the use of figurative language that suggests similarities in things not usually compared. A comparison using *like* or *as* is called a **simile**. A **metaphor** is a comparison made more directly without using *like* or *as*: “The road was a ribbon of moonlight.” In **personification**, an animal, object, or concept is given human characteristics.



Two other literary devices often used are **hyperbole** (or exaggeration) and **alliteration**, which is the repetition of consonants at the beginning of a series of words. (For more examples, see pages 61 and 62 of *ResourceLines 7/8*.) In the poem that follows, Wordsworth used several these devices.

“I Wandered Lonely As a Cloud” - William Wordsworth



I wandered lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

In questions 1 to 6, write the letter of the response that **best** completes the statements.

- A 1. “Continuous as the stars that shine” is an example of
 A. simile
 B. personification
 C. metaphor

- B** 2. “The waves beside them danced” is an example of
 A. simile
 B. personification
 C. hyperbole
- C** 3. “They stretched in never-ending line” is an example of
 A. simile
 B. personification
 C. hyperbole
- B** 4. “Tossing their heads in sprightly dance” is an example of
 A. simile
 B. personification
 C. hyperbole
- B** 5. “Slowly, silently, now the moon / Walks the night in her silver shoon”
 (from “Silver” by Walter de la Mare) uses the literary devices called
 A. simile and personification
 B. alliteration and personification
 C. metaphor and hyperbole
- C** 6. “The moon was a ghostly galleon, tossed upon cloudy seas” (from “The
 Highwayman” by Alfred Noyes) is an example of
 A. simile
 B. personification
 C. metaphor

7. What phrase from the quotation in question 6 is an example of alliteration?

 ghostly galleon

Although we often think of these literary devices as part of poetry, writers often use them in prose as well to help readers visualize the action in a story.

Read the short story “Ride the Dark Horse” by Margaret Bunel Edwards in *SightLines* 7, page 102. As you read, watch for examples of literary devices used by the author. List at least **TWO** examples of each of the following: simile, metaphor, alliteration. You should also find one example of hyperbole and one of personification. Note the page and paragraph number of each example.

Answers will vary.

simile “like a freshly hooked fish...” - page 103 (paragraph 3)
“my mind was racing like the sluiceway...” - page 106 (paragraph 3)

metaphor “that thundering water” - page 103 (paragraph 1)
“Mama sees a bear behind every tree.” - page 105 (paragraph 2)
“I’m not fearful of taking the action that will move the plot along.”
- page 108 (paragraph 3)

alliteration “I found myself riding a dark horse” page 103 (paragraph 1)
“flecks of foam” - page 103 (paragraph 3)
“face facts” - page 102 (paragraph 1)

hyperbole “a regular barrage of French” - page 105 (paragraph 2)
(can be metaphor)

personification “The canoe trembled as she took the first shock of rushing water.”
- page 107 (paragraph 4)

LEARNING LOG

Reflect on and record your learning process for this lesson.

(Note: Students' answers will match their experience with the lesson.)

What ideas seemed new to me? What seemed familiar?

Answers will vary.

Where is one place I can use one of the new ideas today or tomorrow, and how will I apply it?

Answers will vary.

What do I need to review so I can remember it for future use?

Answers will vary.

You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.

Teacher's Comments: _____
