

Important Concepts . . .

Preview Review



Language Arts Grade 8 TEACHER KEY

W1 - Lesson 1: Literary Techniques

Important Concepts of Grade 8 Language Arts

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Materials Required

Textbooks:

1. *ResourceLines* 7/8
2. *SightLines* 8

Language Arts Grade 8

Version 5

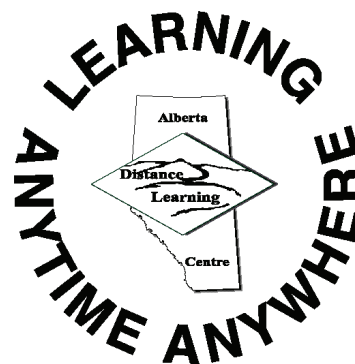
Preview/Review W1 - Lesson 1 TEACHER KEY

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Preview/Review Concepts for Grade Eight Language Arts

TEACHER KEY



***W1 - Lesson 1:
Literary Techniques***

OBJECTIVES

By the end of this lesson, you should

- understand and demonstrate how to use a thesaurus
- recognize and understand different figures of speech (figurative language), specifically similes, metaphors, personification, hyperbole, alliteration, and onomatopoeia
- explain and give examples of appropriate use of these figures of speech
- recognize and understand the rhythmic elements of poetry, specifically rhyme and rhythm
- understand how to scan a line of poetry

GLOSSARY

alliteration - repeated use of a letter or sound in one sentence

figurative language - techniques that make writing more colorful and descriptive for the reader

foot - measurement of stressed syllables in a poem

hyperbole - an extreme exaggeration

metaphor - an indirect comparison to something else

onomatopoeia - words whose sounds suggest their meanings

personification - giving an object or animal human properties

rhyme - the use of identical sounds in accented syllables

rhythm - the use of a regular pattern of stressed and unstressed syllables in a poem

scan - division of a line of poetry into feet with marked stressed syllables

simile - direct comparison of two things using *like* or *as*

stress - placing more emphasis on one syllable of a word or line (e.g., un/der/stánd)

syllable - a word part containing a sounded vowel (e.g., understand – un/der/stand has three syllables)

synonym - a word that has the same or almost the same meaning as another word

Welcome to W1 – Language Arts 8: Preview/Review

Welcome! This Preview/Review course will help you master key elements in the Grade 8 Language Arts curriculum. The key elements are divided into specific skills or tools. Understanding these elements and being able to put them into practice helps make you a better communicator. They help you be a better writer, reader, listener, presenter, and viewer.

These skills also assist you in other courses because you are often required to share information by sending it to and receiving it from others. Communication skills are necessary for learning in any subject or context.

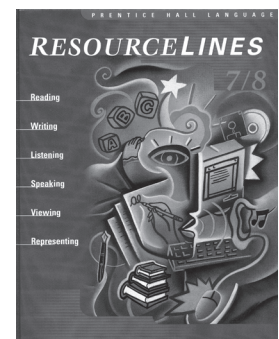
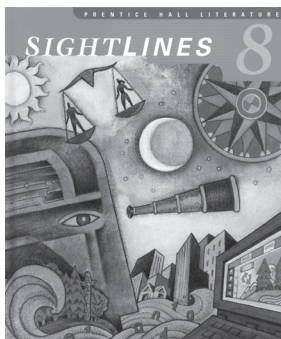
Some of the tools, such as similes, may be familiar to you and you will use them with confidence. Others, such as coherence, may require more practice before you can use them effectively. All the tools and skills in these lessons are necessary for you to become a more careful, thoughtful, and powerful communicator.

These lessons, which focus on specific skills or tools, are organized into a variety of exercises and end with a review of the week. The review is designed to help assess your understanding of the concepts you previewed or reviewed and to see where more learning might be required.

You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in pairs or groups.

The textbooks *SightLines 8* and *Resource Lines 7/8* are necessary to complete some of the assignments.

Each lesson contains a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and questions to help focus your learning. Record them in the Learning Log. This process helps ensure you have understood all the concepts studied.



W1 - Lesson 1: Literary Techniques

Synonyms: Using a Thesaurus

Literary techniques create vivid images for the reader. To use these techniques well, you must have a strong vocabulary. A valuable resource for improving your vocabulary is a **thesaurus**, a reference used to find more precise words. It helps you find the right word for a particular use in your writing to make your writing more effective and interesting. Words in a thesaurus are in alphabetical order.

Each entry has a list of **synonyms** of the given word. Synonyms are words with the same or almost the same meaning.

Example: If you looked up the word **ridiculous** in a thesaurus, this is what you might find:

ridiculous adj absurd, bizarre, comical, daft, eccentric, foolish, funny, hilarious, incredible, laughable, ludicrous, nonsensical, outrageous, preposterous, rich, silly, unbelievable, zany. **antonym** sensible

Activity 1

Use the thesaurus to find two synonyms for each of the following words.

1. weak	<i>Answers will vary.</i>	_____
2. happy	_____	_____
3. big	_____	_____
4. look	_____	_____
5. like	_____	_____
6. beautiful	_____	_____
7. angry	_____	_____
8. ran	_____	_____
9. change	_____	_____
10. small	_____	_____

Activity 2

Rewrite the following paragraph replacing the underlined words with more interesting words. Use a thesaurus to find synonyms.

Kim likes going to school. She likes her teacher, Mrs. Smith, and she likes her friends, Rebecca and Kristy. Kim really likes art class. She likes painting and drawing. Kim's older brother, Jim, doesn't like school because he finds it boring. He likes to be outside playing soccer and building tree houses.

Answers will vary.

Figurative Language

All communication has an audience. In a classroom situation, that audience may be your teacher, other members of the class, or someone outside the class. You want to have other people understand or at least appreciate your point of view on any given topic.

One way to make your ideas come to life and become more meaningful to others is to use **figurative language**, also called **figures of speech** or **literary techniques**.

Here are two statements that say approximately the same thing:

Try to do great things.

Hitch your wagon to a star.

Although the statements have similar meanings, one is more interesting than the other. The first makes a straightforward statement; it uses *literal language*. The second encourages you to use your imagination to create a special image. It uses *figurative language*.

Figurative language is effective because it adds vividness to a description. It also gives concreteness, beauty, and humour to words and ideas. Figurative language contributes to the mood or theme of a poem or passage.*



**English Language Arts Handbook for Secondary Students Alberta Learning 2004, p.215.*

Figures of Speech

Figures of speech are often used to create images. For example, “rough as sandpaper” creates a sense of touch. “Above the horizon was a vast blue bowl” creates a visual image more effectively than “The sky was blue.”

Six common figures of speech are **similes**, **metaphors**, **personification**, **hyperbole**, **alliteration**, and **onomatopoeia**.

A **simile** is a comparison introduced by the word *like* or *as*. It means you are saying that something is similar to something else.

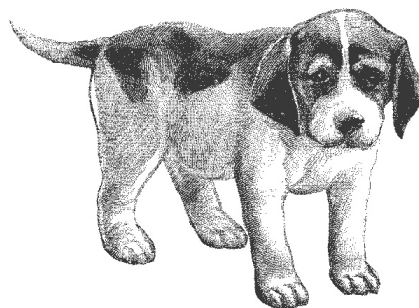
Although now 89 years of age, Anne’s mind was still as sharp as a tack.

After the crushing machine finished, the old car looked like a pancake.

Activity 3

Write your own example of a simile to describe an animal.

Answers will vary. Example: Jen’s German shepherd was as gentle as a lamb with the young children.



A **metaphor** is another type of comparison that is used frequently in prose or poetry. It describes one thing not as if it was similar, but as if it **were** something else.

During the terrifying high-rise fire, Fireman Fred was a tower of strength.
(Fred's behaviour showed he worked well under pressure.)

Scurrying between people's legs, the Chihuahuas were little monsters.
(The chihuahuas were annoying.)

Activity 4

Describe a person using a metaphor.

Answers will vary. Example: That sharp dressed man is a sly fox.



Personification is the giving of human characteristics, powers, or feelings to inanimate objects or abstract qualities; lifeless things are given life. It is a type of metaphor in which the comparison is always made to a human being. Notice the root word *person* in **personification**.

The sea deliberately smashed and maliciously pounded our ship against the rocks. (The sea is given human characteristics of being vicious and deliberately hurtful.)

Icy fingers of fear traced a path down my neck. (Fear, an abstract quality or feeling, is given fingers, a human trait.)

Activity 5

Use personification to bring to life a **skateboard** or a **mountain bike**. Make it speak, squeak, gleam, groan, grunt, or leer...

Answers will vary. Example: (Only a single sentence is necessary.)

The wheels refuse to budge. The trucks are locked in a mire of grease and dirt.

The rails and grip tape are ragged. I remember when it would race up the half

pipe, grind the curb with a delighted squeal, and tailslide with abandon. Now,

my skateboard is tired and quiet.



Hyperbole is excessive exaggeration, often used for dramatic or comic effect. Notice the prefix *hyper*.

My apple pie would knock your socks off.

(Although my apple pie is delicious, it could not, literally, knock your socks off. This exaggeration helps to emphasize just how tasty the dessert would be.)

The cup shattered into a million pieces when it hit the tile floor.

(The cup broke, but it is unlikely that there were a million pieces.)

Activity 6

Write your own sentence using hyperbole to describe a car.

Answers will vary. Example: My Corvette is faster than greased lightning.



Alliteration is the repeated use of the initial letter or sound in two or more words in a sentence. You may use this technique when you want to gain attention, to bind phrases together, or to create a musical effect. Advertising slogans often use alliteration.

Visit Vivienne's Vegetable Stand in Vernon, B.C.

She sells sea shells by the sea shore.

Activity 7

Use alliteration of your own in a sentence about some type of food.

Answers will vary. Example: Dave's dunking donuts are delicious.

Sally's salmon sandwiches are simply superb.



Onomatopoeia, sometimes known as **imitative harmony**, is the use of words whose sound suggests their meaning.

Examples: buzz, hiss, quiver, slap, crash, drip, creak, croak, whirl, squeal, bang, thud

Sometimes a poem uses an entire line or even a stanza of imitative words to convey a special effect, as in these lines from Shakespeare's *Macbeth*.*

Double, double, toil and trouble;
Fire burn, and cauldron bubble.

Activity 8

Describe a summer day using onomatopoeia.

Answers will vary. Example: One lazy August afternoon, a few filmy clouds

floated across the sky and the wind whispered through the tall grass as I lay

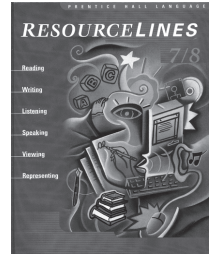
listening to the babbling brook.



**English Language Arts Handbook for Secondary Students Alberta Learning 2004, p.224.*

Activity 9

Figures of speech are most often associated with poetry. However, writers use figurative language in all types of writing. On page 55 in *ResourceLines 7/8* read the passage, “Or Was It Something Else Out There?” with a partner or by yourself. Identify the following:



1. personification: *‘the dark clouds that night raced across the sky’, ‘the wind*

whined and moaned’, ‘the crying of the wind increased’

2. simile: *‘I kneaded him like a piece of dough’*

3. alliteration: *‘the wind whined’*

4. onomatopoeia: *‘the waves crashed’*

5. hyperbole: *‘I kneaded him like a piece of dough’*



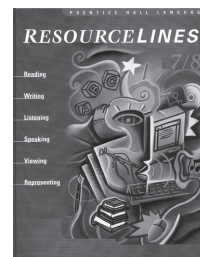
Rhythm

In speech, people say certain syllables or words with greater emphasis or stress than others. A poet often arranges the stresses in a line of poetry so that the rhythm conveys a certain mood or feeling.

Lines of poetry can be divided into a number of sections that have similar arrangements of stress, each section called a *foot*. Each foot has only one stressed syllable although the number of unstressed syllables may vary.

Dividing a line of poetry into feet and marking the stressed syllables is called *scanning*.*

Turn to page 59 in *ResourceLines* 7/8. Read “The Sounds of Poetry” to learn how to scan and mark the beat of a poem.



Activity 10

Scan the following nursery rhyme and mark its stressed syllables:

/ u u / u u /
1. Hickory, / dickory, / dock,

u / u / u /
2. The mice / ran up / the clock.

u / u /
3. The clock / struck one,

u / u /
4. The mice / ran down.

/ u u / u u /
5. Hickory, / dickory, / dock.



**English Language Arts Handbook for Secondary Students Alberta Learning 2004, p.221.*

Rhyme

Rhyme is the similarity of sounds among words. It helps us to remember. Small children easily learn many rhymes whether they are Mother Goose rhymes or songs by a favorite children's entertainer. Elementary education often incorporates rhyming songs to help students remember the rules for reading or classroom behaviour. Even adults remember things better when a rhyme is involved, which is why much television advertising includes rhymes.

End rhyme occurs when the rhymed syllables are at the end of separate lines.

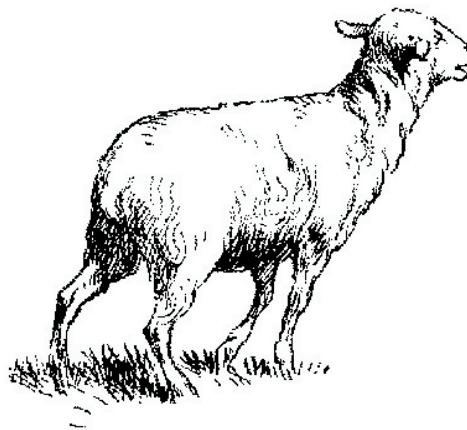
A famous song uses all different word endings but the same rhyme:

When I'm feeling **blue**
All I have to **do**
Is think of **you**

Internal rhyme occurs when the rhymed words are within the line itself rather than at the end.

Nursery rhymes often use this type of rhyme:

Little Bo-**Peep** has lost her **sheep**
And doesn't know where to find them.
Leave them **alone** and they'll come **home**
Dragging their tails behind them.



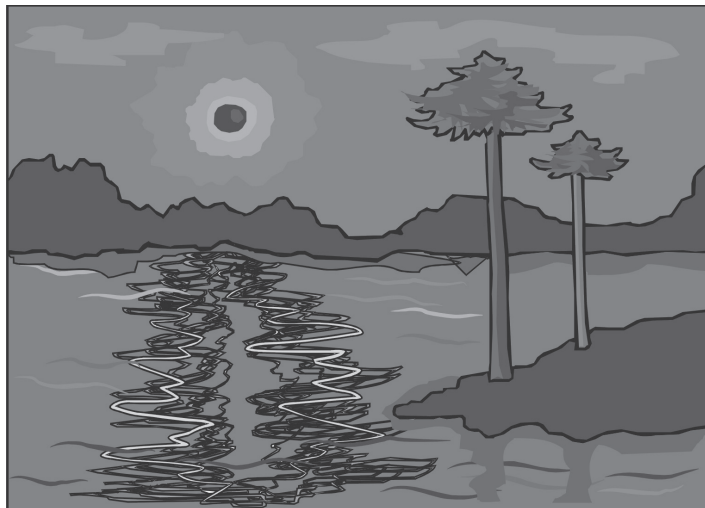
Activity 11

Robert Service used both end rhyme and internal rhyme in “The Cremation of Sam McGee”. Try to identify all of them.

The Northern Lights have seen queer sights,
But the queerest they ever did see
Was that night on the marge of Lake Lebarge,
I cremated Sam McGee...

‘Lights’ and ‘sights’, and ‘marge and ‘Lebarge’ are examples of internal rhyme.

‘See’ and ‘McGee’ are examples of end rhyme.



Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What do I know about:

a. Synonyms

Answers will vary.

b. Figures of speech

Answers will vary.

c. Rhyme and rhythm

Answers will vary.

2. What questions about these topics do I still have?

Answers will vary.



