

## Language features and their effects

Language feature	Definition or explanation	Example	General effect (you <u>must</u> decide on the <b>specific</b> effect relative to the text)
<b>Rhyme</b>	The ends of words have the same sound. Usually at the ends of lines in poetry, but may be <u>internal</u> (within a line).	That second day they hunted <u>me</u> From hill to plain, from shore to <u>sea</u> . <i>Then <u>Billy</u> who was <u>silly</u></i> <i>Almost every other day...</i>	Makes the text memorable and can make poems amusing. Can link together (make connections between) words and ideas, in the middle and end of lines.
<b>Rhythm</b>	A <u>regular</u> pattern of stressed and unstressed syllables.	I <u>went</u> to <u>town</u> to <u>buy</u> a <u>phone</u> . <i>On the <u>road</u> there's a <u>girl</u> with a <u>bike</u>.</i>	Makes the text as a whole more memorable, makes it "flow" better and can link together (make connections between) words and ideas, in the middle and end of lines.
<b>Alliteration</b>	Repetition of the same consonant sound at the beginning of words – usually close in succession.	<b>H</b> aving <b>h</b> eard the <b>s</b> ong, <b>h</b> e <b>s</b> ang it <b>s</b> oftly. <i>There came a <b>g</b>host to <b>M</b>ary's door</i> <i>With <b>m</b>any a <b>g</b>rievous <b>g</b>roan.</i>	Makes words and ideas from the text link together and flow better. Draws our attention to the repeated consonants. Creates a harder or softer <b>mood</b> in line with the meaning (hard consonants are <i>b d k p q t</i> ; soft are <i>f h j l m n r s v w y z</i> , while <i>c</i> and <i>g</i> can be either hard or soft)
<b>Assonance</b>	Vowel sounds are repeated at the beginning or middle of nearby words.	<b>H</b> er <b>e</b> arly leaf's a flower But <b>o</b> nly <b>so</b> an hour. <i>There were excited <b>u</b>rst<b>s</b> and</i> <i><b>sw</b>erves as the cattle stamped.</i>	Makes words and ideas from the text link together and flow better. Draws our attention to the repeated vowels. Repetition of vowels generally gives a soft, quiet, calm mood unless the sounds are the short vowels, e.g. in <i>cat, pet, pin, off, cup</i> .
<b>Sound clusters</b>	A group of sounds is repeated throughout a sentence or a group of lines in a poem, not just at the beginnings of words.	Season of mists and mellow fruitfulness... <i>I love to see the cottage smoke curl</i> <i>upwards through the trees.</i>	These create a "wall of sound" with a number of repeated sounds, not just one type. They usually create a particular <b>mood</b> by using a number of hard or soft sounds, rather than a combination of the two.
<b>Onomatopoeia</b>	Words sound like the sounds they name.	There came a furious woofing from the seals. <i>The <b>brrrring</b> of the alarm woke him.</i>	This helps us hear the actual sound being named and therefore we understand it vividly; it transports us to the place of the sound.
<b>Repetition</b>	Repeating the same or nearly the same words for effect.	"Come on, Come on!" she shouted. "We're late!"	This is used to emphasize whatever is being said or written, or to mimic repetition in nature.
<b>Parallel construction</b>	Using the same word class order twice (in same or two sentences)	Into the valley, through the marsh, rode the hunting pair.	Parallel construction provides rhythm while it expands the detail of the description and creates balance.
<b>Triple construction</b>	Repeating three times a group of words which have the same pattern of word classes. Each group may or may not start with the same word/s.	...that government of the people, by the people, for the people shall not perish from the face of the earth. <i>Then leaf subsides to leaf,</i> <i>So Eden sank to grief,</i> <i>So dawn goes down to day...</i>	Same as for parallelism, but the triplet provides closure or finality along with that sense of balance.

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<b>Simile</b>	An image which compares two things using <i>like</i> or <i>as</i>	The black smoke rose <b>like a wizard's tower spiralling into the sky</b> . <i>The playground was <b>as empty as a ghost town</b>.</i>	All imagery gives the person/animal/thing being described the characteristics of something else. I.e. It attaches the characteristics of one thing to another: colour, shape, size movement, "look," texture, position etc.  Metaphors are more compact and tighter in their comparative description than similes. They reinforce how much one thing is like another.
<b>Metaphor</b>	An image which compares two things <u>without</u> using <i>like</i> or <i>as</i>	We emerged from the cool dark of the hut into the <b>blast furnace heat</b> of a Central Otago summer afternoon. <i>The fireworks <b>were sparkling flowers</b> exploding in the night sky.</i>	
<b>Personification</b>	An image which gives human qualities to non-human things.	The night <b>hung out</b> a multitude of lanterns to guide the travellers. <i>Raindrops <b>danced</b> on the pavement.</i>	In addition to the above, personification makes inanimate objects seem lively and lifelike while it also contributes to our sense of oneness with these inanimate objects. I.e. We understand the human movement, look, action...because we are human.
<b>Choice of words (vocabulary)</b>	Using more unusual or specialized or technical words	The wind moaned, a low-pitched, unutterably eerie <b>threnody</b> ( <i>sad song</i> ). <i>He died of a myocardial infarction.</i>	Sometimes, more unusual words provide more specific meaning than common ones. Specialized or technical words give a more specific meaning/understanding of the context.
<b>Use of slang</b>	Most likely used in direct speech.	"Hey, you guys, let's cut loose tonight and paint the town red."	Grounds the text in informality as well as a certain social group and period of time. Relates more informally to the reader/listener.
<b>Use of direct or indirect speech</b>	Quoting or reporting spoken words.	"Come over here!" Jack yelled, then proceeded to tell us all how he'd won the Melbourne Cup pool in his office.	Makes the character come alive. We can "hear" the way s/he speaks – the actual vocab, grammar and tones.
<b>Use of incorrect grammar</b>	Generally used in direct speech but may also be used in autobiography for particular effect.	"Let's have ourselves a few beers." <i>"I sure do hate them direct marketers always calling at dinner time."</i>	Creates an image of the character – helps to define personality and place him/her in a particular educational or social class. Provides authenticity in your writing.
<b>Pun</b>	Word play involving the use of a word with two different meanings or two words that sound the same but mean different things. <i>Often used in advertising.</i>	An advert for an omega-3 margarine has this statement: <i>The way to a man's heart is through his stomach.</i>	Provokes amusement and therefore a tendency for the reader to feel good about the company / product and possibly to buy the product. Shows a literal <i>and</i> associated meaning to the words. * If used by a character, shows that that character is rather clever and witty.

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<b>Hyperbole</b>	Deliberate exaggeration	I've told you thousands of times to clean up your bedroom.	Used for emphasis to get a point across. Also illustrates the extent/magnitude of something. Can show the mood/feeling of the speaker/writer.
<b>Litotes</b>	Deliberate understatement	"Well, I was sure was brassed off when he walked out on me."	Shows just how strong the emotion is and indicates the atmosphere/feeling in a situation.
<b>Use of multiple adjectives or adverbs</b>	The adjectives give more information about the noun and the adverbs about the verb.	The air was full of <b>driving, needle-pointed ice</b> spicules... <b>Slowly, stealthily, the wind was lifting a swell.</b>	Builds up a very full picture of the object/animal/person or the activity so that it becomes very clear in the reader's mind – the reader feels s/he can picture it or see it happening very precisely.
<b>Simple sentences</b>	A complete sentence with a subject and verb.	We <b>saw</b> the flames <u>pouring</u> out of the office.	Used to establish one idea. Often used as topic sentences, making clear what the paragraph is about or marking a change of place/topic/etc
<b>Compound sentences</b>	These have a minimum of two complete verbs and each part of the sentence can stand on its own. The two parts are often joined by a conjunction or punctuation.	We <b>danced</b> all night and <b>climbed</b> the hill to see the sun rise.	Used to get across two main ideas with some supporting detail.
<b>Complex sentences</b>	These have a minimum of two complete verbs; the part of the sentence which has one of those verbs, but <u>cannot</u> stand on its own, is called a subordinate clause.	We <b>left</b> the party <i>because the level of violence <b>was getting</b> way over the top.</i> <i>Although the sky <b>was</b> overcast, no snow <b>fell</b> that night.</i>	Used to provide explanations and other more detailed information about the idea expressed in the main clause.
<b>Rhetorical question</b>	A question that does not expect an answer from the reader or audience	<i>So what would result from such a plan?</i> Chaos, that's what.	To get the readers' / audience's attention and make them think about the intended answer before being given it.
<b>Imperative</b>	A command	<b>Stop! Come</b> here and <b>sit</b> down while I talk to you.	To catch people's attention, whether it's another character in a narrative or the audience listening to a speaker. We are socially conditioned to obey commands so the advertiser or speaker may get some affirmative response. Gives the speaker authority.
<b>Use of first and second person pronoun</b>	1 <sup>st</sup> person singular = <i>I, me, my, mine</i> , plural = <i>We, us, our, ours</i> 2 <sup>nd</sup> person singular and plural = <i>You, your, yours</i> Mostly used in <ul style="list-style-type: none"> <li>• autobiography</li> <li>• 1<sup>st</sup> person narrative</li> <li>• direct speech</li> <li>• oral presentations.</li> </ul>	<i>"You wouldn't dream what happened to him. I can't believe it myself!"</i> I opened the door wide, then opened my eyes wider when I saw a small black dog sitting on the step. <i>I was born on a grey winter's day in Dunedin. My mother tells me that the nurse bathed me in cold water by an open window so that's probably why I enjoy the cold southern winters....</i>	<u>First person</u> : Gives immediacy to the text – the author or character makes a direct connection with the reader / audience. The emotional qualities of the text / character are more available also – the internal life of the author or character. "We" in a speech involves the audience with the speaker ("We all know that violence is wrong"). <u>Second person</u> : <i>In speeches and adverts, this direct address to the listeners/viewers involves them and may challenge them to respond, even if only mentally. In narrative, the use shows interaction between characters.</i>

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<b>Symbolism</b>	Use of an object (concrete noun) to represent some emotion or belief system or other abstract noun	Simple symbols are widely accepted, e.g. heart / love, dove with an olive branch / peace. Others are more complex and individual to an author / character, e.g. neon lights / urban sophistication	These are a form of shorthand to emotions – an author can use a symbol so that the reader / audience understands the emotions invested in the object without describing those emotions every time the object is used. Provides the reader with a visual (actual or mental) <i>aide-memoire</i> – something that conjures up certain memories and/or emotions or qualities when s/he sees the symbol.
<b>Euphemism</b>	Use of a less objectionable or harsh expression to avoid upsetting or offending people	His wife <u>passed away</u> (died). The firm was <u>restructuring</u> (sacking workers). She is <u>vertically challenged</u> (short).	Can indicate a more sensitive (acceptable) form of expression. Can create amusement or reveal the character of the person using it (kind-hearted or sarcastic or squeamish etc.)
<b>Neologism</b>	New word – an invented word	nylon, radar, Thermos	Newness / novelty / difference from “ordinary” words makes it stand out – make the reader/viewer remember them
<b>Listing</b>	Objects/reasons/parts of a whole, etc. are listed – in text, usually with commas separating them; in adverts/web pages or text, can be with bullet points	We give him access to the biomechanics, conditioning, nutrition, physiology and psychology he needs to be the best.	Shows the extent of or emphasizes the topic/object/event being discussed/described; shows the author’s wide knowledge of the topic
<b>Emotive language</b>	Choice of words which have specifically intended emotional effects or are intended to evoke an emotional response in the reader	There was a <u>clammy</u> self-congratulating <u>illiteracy</u> of the heart <u>drooling</u> from every word.	The attitude and emotions of the author are transferred or made clear to the reader. The reader in reaction, feels the desired response about the subject.
<b>Sarcasm</b>	Unkind humour directed against what the writer / speaker doesn’t like	...fluff-filled catalogues..	(as above – the emotions and attitudes are ones of disdain or contempt or revulsion or dislike or bitterness) Can create humour in a text.
<b>Irony</b>	Saying the opposite of what you mean	..cultural icons like McDonald’s car parks..	(as above – the intent and effect are less offensive than in sarcasm, but the author may still feel strongly on the subject) Can also create humour in a text.
<b>Contrast</b>	Using word of opposite meaning close together	In a city that never sleeps, she seems to be trying to keep us awake. The sun warms on a bitterly cold day	Strengthens each aspect of the contrast by showing up the differences To emphasize a change or difference or idea
<b>Use of numbers / statistics</b>	-	Thousands died and hundreds of thousands are homeless	A specific number or statistic gives the impression that the speaker/writer is authoritative, knowledgeable and the text is founded on evidence.
<b>Use of authority figures</b>	The words (or image) of a famous person or celebrity are used	(Paris Hilton wears only Versace). (Daniel Carter loves Jockeys).	The reader / viewer aspires to share the goals of (and use the product promoted by) the personality
<b>Allusion</b>	A reference to another work/event/person/historical and/or	“He bore his own cross” “Carrying the weight of the world on	Adds another dimension to the text by introducing material from our external knowledge (if we get the allusion)

	modern context	your shoulders.”	The reader attached the characteristics from the reference to the text itself.
<b>Quotation</b>	Direct use of another’s words (spoken or written)	Churchill famously said, “We will fight them on the beaches....”	A quotation will add some of the authority of the original author to the current speaker/writer

**“The Power of One,” by Bryce Courtenay, Chapter 6**  
**Language Features and their effects.**

**TASKS**

- 1) Choose 10 of the quotations from “Hoppie’s fight” in Chapter 6
- 2) Using the definitions of language features, name the feature (in each of your chosen examples) and outline why you think the following language techniques were used in the text. I.e. How do these examples make the environment, atmosphere, characters, actions and ideas more “vivid” for the reader?
  - Write the answers in your book.

**Quotations**

“Hundreds of moths and flying insects spun and danced about the lights, tiny planets orbiting erratically around two brilliant artificial suns.” P.105 (PK)

“The dwarf is the referee.” P.106 (Hoppie)

“He knows his onions.” P/106 (Hoppie)

“lit by two hurricane lamps.” P.106 (PK)

“I had seen his stomach muscles as he had turned, they looked like a plaited rope.” P.106 (PK)

“Moses was still blubbing in the bulrushes the last time he weighed in as a light heavy.” P.106 (Hoppie)

“You do the best boxing with your mouth.” P.107 (Hoppie)

“If that Big Baboon hurts Kid Louis....” P.108 (Big Hettie)

“That will fix the big ape.” P.108 (Big Hettie)

“Jackhammer Smit continued to stand, looking big and hard as a mountain.”

“He (Jackhammer Smit) seemed to be increasing in size by the minute.” P.109 (PK)

“Hoppie, seated on his stool, looked like a small frog crouched in the corner of the ring.” P.109 (PK)

“...watched by an audience of a million stars.” P.109 (PK)

“tonight we are witnessing the great biblical drama of David and Goliath....Will David once again defeat Goliath?...Or will Goliath have his revenge?” (referee)

“In the oppressive heat the air was as still as a dead man’s breath.” P.111 (PK)

“the blows were lightening fast.” P.111 (PK)

“Jackhammer, energy leaking out of him like an angry bull.” P.114 (PK)

“My eyes nearly stood out on stalks.” P.114 (PK)

“the referee bounding to his feet like a rubber ball.” P.115 (PK)

“the referee stood in the centre of the ring...his head shining like a beacon.” P.116 (PK)

“By which time, Hoppie was good as gold.” P.117 (PK)

“The giant wobbled for a second, then crashed unconscious to the canvas.” P.118 (PK)

“In my excitement I was jumping up and down and yelling my head off.” P.119 (PK)

“It was the greatest moment in my life.” P.119 (PK)

“You won’t eat steak till next Christmas if it isn’t three cases for my boys.” P.120 (PK)