

## Essential Literary Terms

**allegory** = Narrative of an extended metaphor with characters are personified abstractions, such as Death, Greed, Virtue.

**alliteration** = Repetition of the same consonant sounds, as in *many miles Mary murdered*.

**allusion** = Reference to a person, text, or event outside the text, as in these William Carlos Williams lines: *According to Brueghel / When Icarus fell / it was spring*—allusions to the 16<sup>th</sup> c. Dutch painter Brueghel and the Greek mythological figure Icarus.

**ambiguity** = Doubtfulness or uncertainty in interpretation.

**ambivalence** = Coexistence of opposing attitudes or feelings.

**anachronism** = Something that is out of its proper or chronological order, as in the reference to a clock in Shakespeare's *Julius Caesar*.

**analogy** = Comparison based on similarity; simile, metaphor, and allegory are examples of analogy.

**anaphora** = Repetition of the same word or words at the beginning of a series of phrases, lines, or sentences, as in these lines from an Elizabeth Barrett Browning sonnet: *I love thee freely, as men strive for Right; / I love thee purely, as they hurt from Pain*. Similar to parallelism, but in parallelism there is repetition of *grammatical* construction, not necessarily the repetition of the same word or words at the beginning.

**anecdote** = Brief story about an amusing or interesting (usually autobiographical) event.

**antagonist** = Principal character in opposition to the protagonist or hero of a narrative or drama.

**antithesis** = Figure of speech that emphasizes opposing ideas or attitudes by a juxtaposition of contrasting, but parallel words and phrases, as in E. M. Forster's line *Death destroys a man, but the idea of death saves him*.

**apostrophe** = figure of speech in which the narrator/speaker addresses an inanimate object as if alive.

**archetype** = Ideal example of a type; certain character or personality types have become established: for example, the rebel, the all-conquering hero, the country bumpkin, the self-made person, the traitor, the snob, the social climber. Even creatures have become archetypal emblems: lion, eagle, snake, hare, tortoise.

**aside** = Piece of dialogue intended for the theater audience and supposedly not heard by the other actors on stage.

**bathos** = When a writer strives to express the sublime (or sentimental), but goes too far and the piece becomes absurd and ridiculous, making it subject to satire.

**blank verse** = Verse consisting of unrhymed lines, usually of iambic pentameter (such as in Shakespeare's plays). It is believed to be the poetic pattern closest to natural speech.

**caesura** = Pause in a poetic line, usually denoted by punctuation such as a semicolon or comma.

**catharsis** = Release of emotional tension, as after an overwhelming experience, restoring or refreshing the spirit.

**character** = a round character is complex and has many traits, develops in a story—also called a *dynamic character*; a flat character does not change and has few traits, does not develop—also called a *static character*.

**characterization** = Act of creating and developing a character. There are two methods: **Direct characterization** = When the writer states or describes a character's traits. **Indirect characterization** = When the writer shows a character's personality through his or her actions, thoughts, feelings, words, and appearance, or through another character's observations and reactions.

**cliché** = Trite or overused expression or idea, like *wise as an owl, be there for someone, he didn't know his own mind, see the writing on the wall, making the best of it*.

**conceit** = Elaborate extended analogy comparing two very different things, creating a surprisingly apt parallel, such as this line from a famous Shakespeare sonnet, *Shall I compare thee to a summer's day?*

**conflict** = Opposition between characters or forces in a work of drama or fiction, especially opposition that motivates or shapes the action of the plot. Examples are *human versus human*, *human versus Nature*, *human versus himself*.

**connotation** = Associative meanings of a word in addition to its literal sense, as in *starch* (negative), *odor* (negative/neutral), *smell* (neutral), or *aroma* (positive). Connotation may be personal and individual, or general and universal.

**denotation** = Specific or direct meaning of a word found in the dictionary, in contrast to its figurative or associated meanings, which is called connotation. The denotation of *home* is a dwelling in which people live; the connotation is positive and comforting for most people.

**dialect** = Regional variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a

# Essential Literary Terms Answer Key

**Greg Maillet**



## Essential Literary Terms Answer Key:

**Essential Literary Terms** Sharon Hamilton,2017 Help your students get the most out of their literature course  
Essential Literary Terms Sharon Hamilton,2009     **A Walk to Remember** Nicholas Sparks,2014-09-09 NOVEL  
LEARNING SERIES TM A WALK TO REMEMBER by Nicholas Sparks STUDENT EDITION When I was seventeen my life  
changed forever So begins Nicholas Sparks s touching tale of Landon Carter a teenage boy living in the small town of  
Beaufort North Carolina in the late 1950s Landon is a typical teenager who just wants to have a fun senior year before  
heading off to college The last thing he anticipated is Jamie Sullivan the sweet pious daughter of the town s Baptist minister  
But on the evening of Beaufort s annual Christmas pageant Landon will undergo a change of heart that will forever alter the  
course of his life In the months that follow Landon discovers truths that it takes most people a lifetime to learn truths about  
the nature of beauty the joy of giving the pain of loss and most of all the transformational power of love With a NOVEL  
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throughout help you prepare for standardized tests with SAT and ACT style questions using vocabulary and grammar from  
the book Sample writing prompts and essays at the end guide you through the elements of an above average average and  
below average essay and explain why     **Essential Literary Terms With Exercises** ,2007     *Teaching English Language  
Learners* Michaela Colombo,Dana Furbush,2008-11-12 Teaching English Language Learners Content and Language in  
Middle and Secondary Mainstream Classrooms provides a reader friendly guide to implementing and assessing high level  
content area instruction for English Language Learners Beginning with an overview of second language acquisition and the  
cultural variables that impact teaching and learning authors Michaela Colombo and Dana Furbush go on to detail planning  
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Incorporates Review Reflect Apply activities in each chapter promoting reader reflection journaling and discussion and  
encouraging students to stop and check for understanding before proceeding Teaching English Language Learners Content  
and Language in Middle and Secondary Mainstream Classrooms is appropriate for courses entitled English Language  
Learners in Secondary Classrooms Methods of Sheltered Content Instruction Content Based ESL Teaching and Assessing  
ELL in Content Areas and ESL for Mainstream Teachers     *Recovering Consolation* Greg Maillet,2024-09-19 Although

Tolkien's letters call Samwise Gamgee the chief hero of *The Lord of the Rings*. Sam is easily underestimated by both readers and critics. *Recovering Consolation* focuses attention on Sam's point of view throughout the long journey that is the novel. This book responds to Frodo's famous words at the Stairs of Cirith Ungol, imagining a child speaking to a parent: "I want to hear more about Sam's dad. Why didn't they put in more of his talk?" "Dad? That's what I like. It makes me laugh." And Frodo wouldn't have got far without Sam, would he, dad? Listening to Sam not only makes us laugh but also shows him to be like Tolkien himself, a master of mythopoesis, as the novel's narrator puts it: "Sam had more on his mind than gardening." Yet the concrete act of gardening, another passion that Sam shares with Tolkien, should help us to understand how consolation is recovered, as is well explained in Tolkien's great essay *On Fairy Stories*. Both there and in *The Lord of the Rings*, Tolkien offers a theological aesthetic that has much to teach us. Although we may not realize it while laughing along with Sam, this humble servant-hobbit is key to this aesthetic.

### **Integrating Narrative Medicine and Evidence-Based Medicine** James P. Meza, Daniel S.

Passerman, 2011-03-20. Scientific evidence-based medicine is increasingly seen as fundamental to providing effective healthcare, but narrative-based medicine sheds light on social and interpersonal aspects of the practitioner-patient interaction, which can also greatly affect healthcare outcomes. The philosophies underlying these two approaches seem to contrast, yet those who can integrate both into their practice are among the most successful medical professionals. *Integrating Narrative Medicine and Evidence-based Medicine* provides answers to the key question of how medical practitioners can best put both approaches into practice. It anticipates a future where evidence-based practice will be expected of all medical professionals but contends that the integration of a narrative-based approach will also be crucial, presenting a unique perspective on structuring the patient-professional encounter for optimum results. It develops a cultural analysis and socio-cultural theory of the science of healing and describes an efficient method by which medical practitioners can find and use medical research at the point of care with current technology and skills. This addresses the need for translational science, moving research into practice, identified by the National Institutes of Health. This book will be essential reading for educators of medical students and postgraduate trainees, behavioral scientists, psychologists, social scientists working in medical settings, and health managers and administrators. Medical students and postgraduate trainees will also find it useful in their learning. Report Ohio. Department of Public Instruction, 1910. *Exam Secrets in Literature-in-English: What JAMB, WAEC and NECO Want from Candidates* Mazi Basil Nwokorie. *Exam Secrets in Literature in English: What JAMB, WAEC, NECO and NABTEB Want from Candidates* is specifically crafted for students and candidates who are preparing to take the examinations in Literature in English as administered by esteemed bodies such as Joint Admission and Matriculation Board (JAMB), West African Examination Council (WAEC), National Examination Council (NECO), and other similar institutions across Nigeria and Anglophonic West Africa. With clear guidance and focused insights, it equips candidates with the knowledge and strategies needed to succeed in these examinations confidently. *Literature and the Language Arts* Edmund J. Farrell, 1997.

*Toward a Modernist Style: John Dos Passos* Donald Pizer, 2013-10-24 A new appraisal of Dos Passos's work and life. *Toward a Modernist Style* describes both the central currents in his early work and his full participation in literary modernism culminating in his U S A trilogy as well as the relationship of these currents to those of an especially vibrant period in American expression. Donald Pizer charts the evolution of Dos Passos's artistic sensibility from its largely conventional expression at the start of the 1920s to the radical formal experimentation of U S A at its close. He places this development in Dos Passos's writing in the context of contemporary ideas about art and society. Pizer also looks at the important roles that Dos Passos's expatriation and his relationship with Ernest Hemingway played in his work as well as his efforts as a painter and their relationship to his literary art. *Toward a Modernist Style* is both an incisive guide to a major American modernist as well as an exploration of the wider currents that created literary modernism in the early twentieth century.

Report Ohio. Dept. of Education, 1911

**Getting College Course Credits by Examination to Save \$\$\$** Gene R. Hawes, 1979

**A2 English Language and Literature for AQA B** Alison Ross, Jen Greatrex, 2001 Includes material that covers the AQA English literature and English language specification B syllabuses. Offering exam and coursework tips. This title focuses on assessment objectives to help students learn how to achieve maximum results.

Report of the Secretary of State on the Condition of Common Schools Ohio. Department of Education, Ohio. Office of the State Commissioner of Common Schools, 1910

**Report of the Secretary of State on the Condition of the Common Schools** Ohio. Dept. of Education, 1910

**The Literary Digest**, 1916

**Annual Report of the State Commissioner of Common Schools, to the Governor of the State of Ohio, for the Year ...** Ohio. Office of the State Commissioner of Common Schools, 1910

**Annual Report of the State Commissioner of Common Schools, to the Governor of the State of Ohio, for the Year ...** Ohio. Department of Education, Ohio. Office of the State Commissioner of Common Schools, 1911

*The Living Church*, 1920

## Reviewing **Essential Literary Terms Answer Key**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Essential Literary Terms Answer Key**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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in One Act Words and Music by Gian-Carlo Menotti. [Piano-vocal score] New York/London: G. Schirmer [PN 42736], [1952].

Amahl And The Night Visitors - Vocal Score by Gian Carlo ... This vocal score is a new and revised edition of the well-known opera that made television history on Christmas Eve, 1951. Amahl and the Night Visitors Features: This vocal score is a new and revised edition of the well-known opera that made television history on Christmas Eve, 1951. Table of Contents: ... Amahl And The Night Visitors - Vocal Score This vocal score is a new and revised edition of the well-known opera that made television history on Christmas Eve, 1951. Song List:.

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