An understanding of figurative language will help you appreciate the effect a writer is trying to achieve. Do you know the meaning of the following?

- **Alliteration** - Two or more words in close proximity beginning with the same letter (usually a consonant), e.g. Coleridge describes a river as, “Five miles meandering with a mazy Motion”, to deliberately capture the slow flowing nature of it.

- **Antithesis** - Ideas set so as to be in sharp contrast to each other, e.g. “To err is human, to forgive, divine” - Alexander Pope.

- **Assonance** - The correspondence (similarity) of vowel sounds. It might even move onto a type of rhyme, e.g. clean/dream.

- **Euphemism** - A harsh or upsetting word or description is replaced by a “gentler” word or phrase, e.g. death being described as “a long sleep”.

- **Hyperbole** - The deliberate use of exaggeration for effect. Shakespeare has Lady Macbeth use hyperbole when in Act V Scene 1 she says, “Here’s the smell of blood still; all the perfumes of Arabia will not sweeten this little hand.”

- **Irony** - The speaker says one thing but means the opposite, e.g. when Marc Antony calls Brutus and his friends “honourable” men, he is speaking ironically as they are murderers and traitors.
Figurative Language

- **Metaphor** - Here one thing is not just compared to another, as with a simile; it is said to **be** the other, e.g. the moon is a balloon.

- **Metonymy** - Where a person or thing is not named directly, but by some associated idea, e.g. the governments of countries are called by the capital city of the country – the Australian government is often referred to as “Canberra.”

- **Onomatopoeia** - The use of words that echo the sound they are suggesting, e.g. crash, boom etc.

- **Oxymoron** - Words that are usually seen as contradictory are run together, e.g. bitter-sweet.”

- **Paradox** – A statement that on first reading seems contradictory or absurd, e.g. “The child is father of the Man” - Wordsworth.

- **Personification** - Where inanimate objects are given the attributes of a person, e.g. when Wordsworth talks of flowers “dancing in the breeze”.

- **Pun** – A play on words based on a word’s multiple meanings or the similarity of sounds between words that have different meanings e.g. The man loved to bet on horses. He got a kick out of it.

- **Simile** - One thing is compared to another (and is usually introduced by “like” or “as”), e.g. as heavy as lead.
## Some Impressive Words

<table>
<thead>
<tr>
<th>Cohesive Ties</th>
<th>Effective Verbs</th>
<th>Good Adverbs</th>
<th>Expressive Adjectives</th>
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<tbody>
<tr>
<td>Nevertheless</td>
<td>Denote</td>
<td>Wearily</td>
<td>Compassionate</td>
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<tr>
<td>In addition to</td>
<td>Achieve</td>
<td>Irritantly</td>
<td>Beneficial</td>
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<td>Similarly</td>
<td>Substantiate</td>
<td>Vivaciously</td>
<td>Cumbersome</td>
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<td>In contrast to</td>
<td>Interpret</td>
<td>Tediously</td>
<td>Buoyant</td>
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<td>To conclude</td>
<td>Establish</td>
<td>Unexpectedly</td>
<td>Assured</td>
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<td>As a result</td>
<td>Construct</td>
<td>Hastily</td>
<td>Authentic</td>
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<tr>
<td>Rather</td>
<td>Correlate</td>
<td>Solemnly</td>
<td>Austere</td>
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<tr>
<td>In comparison</td>
<td>Define</td>
<td>Hopelessly</td>
<td>Insidious</td>
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<td>For the most part</td>
<td>Examine</td>
<td>Elegantly</td>
<td>Incompatible</td>
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<td>In the same way</td>
<td>Expand</td>
<td>Lazily</td>
<td>Irresponsible</td>
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<td>It follows that</td>
<td>Speculate</td>
<td>Politely</td>
<td>Harmonious</td>
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<tr>
<td>Correspondingly</td>
<td>Scrutinise</td>
<td>Obnoxiously</td>
<td>Outlandish</td>
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<td>In that case</td>
<td>Illustrate</td>
<td>Deftly</td>
<td>Plaintive</td>
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<tr>
<td>In other words</td>
<td>Indicate</td>
<td>Rarely</td>
<td>Quaint</td>
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<tr>
<td>For instance</td>
<td>Influence</td>
<td>Shakily</td>
<td>Quintessential</td>
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<td>As can be expected</td>
<td>Mirror</td>
<td>Affectionately</td>
<td>Whimsical</td>
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<tr>
<td>Naturally</td>
<td>Yield</td>
<td>Abundantly</td>
<td>Vacant</td>
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<tr>
<td>This implies that</td>
<td>Develop</td>
<td>Considerably</td>
<td>Turbulent</td>
</tr>
<tr>
<td>For this reason</td>
<td>Implement</td>
<td>Daintily</td>
<td>Trivial</td>
</tr>
</tbody>
</table>
**PUNCTUATION**

**FULL STOP**
Marks the end of a sentence.
_A full stop ends a sentence._

**COMMA**
Indicates a pause between parts of a sentence or separates items in a list.
_I need to get home and feed my dog, my cat, my fish and my birds._

**SEMI-COLON**
Used to connect independent clauses and indicating a closer relationship between the clauses than a period does.
_Call me tomorrow; I will give you my answer then._

**COLON**
Used to precede a list of items, a quotation, or an expansion or explanation.
_On this camping trip you will need: hiking boots, canned food, an umbrella and sleeping gear._

**QUESTION MARK**
Indicates a question.
_What time did you want to meet for dinner?_

**HYPHEN**
Join words to indicate that they have a combined meaning or that they are linked in the grammar of a sentence.
The amount of _user-generated_ content is tremendous.

**APOSTROPHE**
Used to indicate either possession or the omission of letters or numbers.
_Pushing the car all that way can’t be done._

**BRACKETS**
Used to enclose words or figures so as to separate them from the context.
_Winston Churchill (Prime Minister of the United Kingdom during World War II) did his best to boost the country’s morale._

**EXCLAMATION MARK**
Indicates an exclamation.
_A tremendous quake shook the very ground beneath his feet!_

**QUOTATION MARKS**
Used either to mark the beginning and end of a title or quoted passage.
The instructions read, “Avoid contact with eyes or face.”

**ELLIPSES**
Omission of parts of a word or sentence.
_Well you know what they say, ‘When life gives you lemons...’_

**DASH**
Used to indicate a range in numbers or dates, or a break in thought/interruption to speech. A dash is twice as long as a hyphen.
_August 13 – September 18_
"But you said – “ “I remember what I said!”"
Editing Checklist

- Make sure it flows - use linking sentences and swap things around.
- New idea? New paragraph!
- Know the purpose, audience and genre of your written response.
- Vary the first word of each sentence.
- Vary the length of sentences.
- Aim for one ‘impressive’ word every three lines.
- Replace any ‘boring’ words.
- Check your verbs - remember that “a good verb is worth a dozen adjectives!”
- Make sure your use of tense is correct and consistent.
- Count your punctuation marks! Aim for 7 or more of the 11 common punctuation marks.
  . , ; : ? - ’ () !”...
- Describe the 5 senses: sight, sound, smell, taste and touch.
- Add plenty of imagery, such as similes, metaphors and personification.

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