



**Provincial Department of Education- Sabaragamuwa- Week School**

**Week : 3<sup>rd</sup> week , January**

**Subject: Appreciation of English  
Literary texts**

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**Grade -10**

## **Literary Techniques**

To make their literary work more attractive and successful, the writers use numerous literary devices in their creations. They add beauty to their literary work, making them everlasting creations in the world.

Here are some of the indispensable literary terms and techniques that you would meet as elementary level students of English Literature.

*Study them well; you'll be questioned them at your exams*



### **1. Simile**

**A comparison of one thing with another thing to give a better idea to the reader, which mostly begins with 'as' or 'like'**

*“**And shining morning face, creeping like snail  
unwilling to school”***

**(The Seven Ages of Man – William Shakespeare)**



## 2. Metaphor

A direct comparison of the qualities of a character to something else to suggest a likeness between them

*'A violet by a mossy stone*

*half hidden from the eye!'*

(She Dwelt among the Untrodden Ways -

William Wordsworth)



## 3. Personification

Non- human objects such as things, ideas or animals are given human attributes.

*'Death be not proud*

*Death thou shalt die'*

(Death be Not Proud- John Donne)



## 4. Alliteration

The repetition of consonant sounds at the beginning of the words of a series of words

*'She walks in beauty, like the night*

*Of cloudless climes and starry skies;'*

(She walks in Beauty- William Blake)



## 5. Assonance

The repetition of vowel sounds in nearby words to create a rhythm within the lines

*'Shaking his wet side over the cliffs,  
And howls and hollos long and loud'*

(The Sea - J. Reeves)



## 6. Hyperbole

The use of exaggeration to lay emphasis and or create a strong impression

*'Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window someday to dry just to depreciate Her Majesty's jewels and gifts.'*

(The Gift of the Magi - O. Henry)



## 7. Oxymoron

Apparently contradictory terms are put together to create an effect

*'Parting is such sweet sorrow'*

(Romeo and Juliet - William Shakespeare)



## 8. Imagery -

The creation of any sensory effect using figurative language

- **Visual** -sense of sight
- **Auditory** -sense of sound
- **Olfactory** -sense of smell
- **Gustatory** -sense of taste
- **Tactile** -sense of touch
- **Kinesthetic** -sense of movement
- **Organic** -sense of emotions ( hunger, fatigue, love )



*'Ten thousand saw I at a glance*

*Tossing their heads in sprightly dance'*

(I Wandered Lonely as a Cloud - William Wordsworth)

## 9. Irony

A contrast between what is expected and what really happens

- **verbal irony** - when somebody says something which contrasts to what is meant.
- **situational irony** - exactly opposite of what we expect or a situation where the outcome is totally different from what we expected
- **dramatic irony**- audience knows but the characters don't know.

*'It is your nature  
to be small and cozy,  
domestic and weak;  
how lucky- little tree'*

( A Work of Artifice- Marge Piercy)



## 10. Onomatopoeia

Use of words in which the sense is suggested by the sound (sound words)



*'Volleyed and thundered*  
*Stormed at with shot and shell'*

**(The Charge of the Light Brigade – Alfred Lord Tennyson)**

### Activity 1

After reading the above introduction, try to find the above literary devices from the below extracts of your syllabus.

Text	Extract	Literary device
A Bird Came Down the Walk	He stirred <u>his velvet head</u>	
The Earthen Goblet	<u>The fragrant friendship of a little flower</u>	
A Bird Came Down the Walk	They looked <u>like frightened beads</u>	
To the Evening Star	<u>Speak silence</u> with thy glimmering eyes	
War is Kind	<u>Hoarse, booming drums</u> of the regiment	
The Terrorist, He's Watching	<u>A woman in a yellow jacket</u> , she's going in	
The Nightingale and the	<u>What a silly thing love</u>	

Rose	is ...It is <u>not half as useful as logic</u> .	
The Camel's Hump	We climb out of bed with a frouzly head, And a <u>snarly-yarly</u> voice	
To the Nile	<u>SON</u> of the old moon-mountains African	
The Nightingale and the Rose	Then she gave one last burst of music. <u>The White Moon heard it.</u>	

### Post Learning Activity

Read the below poem from your syllabus which is rich with several literary devices. Can you name them with quotations?

#### THE EAGLE

He clasps the crag with crooked hands;

Close to the sun in lonely lands

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls

(Alfred Lord Tennyson)

**Literary Device**

**Quotation**

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*You may browse the internet for more details*



<https://www.youtube.com/watch?v=82fAR2V3BHI>

## **Assessment**

**Read the following sentences/ extracts carefully and find out a literary technique in each.**

1. I'm so hungry I could eat a horse.
2. It is the east and Juliet is the sun.
3. The wind moaned, beckoning me to come outside.
4. Oh great! Now you have broken my new camera.
5. She is vicious as a lion.
6. Truth is honey, which is bitter.
7. If winter comes, can spring be far behind?
8. To me alone there came a thought of grief.
9. It was a rimy morning and very damp. I had seen the damp lying on the outside of my little window..... Now I saw the damp lying on the bare hedges and spare grass.
10. His soul swooned slowly as he heard the snow falling faintly through the universe and faintly falling.....

**(20 marks)**