Subject Terminology for English Lang and Lit

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| **Commonly Used Acronyms in English** | |
| **Analysis System:** Link to the question, Link to the terminology, Quote(s), Explain meaning – both obvious and hidden (implicit and explicit), Zoom in on words/explore connotations, Explore the effect of the language/structure, Suggest what other readers might think/feel (offering an alternative opinion), Link to the writers’ intentions (step out from the close analysis to give an overview of meaning), Explore a linking quote/supporting idea | |
| **AGONY AUNT**: A – Audience –choose formal or informal language, G – Give Good reasons for following your advice, O – Objective viewpoint – Don’t take sides, N - New paragraphs for new ideas, Y – You – using personal pronouns makes the reader feel you are interested in him, A – Authority – pretend to be an expert on problems, U – Understanding – Show you understand the reader’s situation, N – Never be Negative – Make the reader feel like No. 1!, T – Tone – use the right tone, friendly and supportive ***(advice writing reminder)*** | |
| **FATHORSE**: facts, alliteration, triplets, hyperbole, opinion, rhetorical question, statistics and emotive language used to persuade the reader ***(persuasive techniques)* HADAFOREST:** Hyperbole, Anecdote, Directive, Alliteration, Facts, Opinions, Rhetorical Questions, Emotive Language & Triplets ***(persuasive devices)*** | |
| **FANBOYS**: For, And, Nor, But, Or, Yet, So are the coordinating connectives used for connecting compound sentences ***(connectives)*** | |
| **PAFT** – purpose, audience, format and tone, which is an acronym used as a reminder to check how, what, why and who you are writing for ***(writing/reading reminder)*** | |
| **PANIC**: an acronym used to help open sentences in a varied and interesting way – use a preposition, adjective/adverb, noun, ing word – a word ending in ing or a connective ***(sentence start reminder)*** | |
| **TIPTOP**: each time the following changes it means a change of paragraph – time, place, topic and person = new paragraph ***(paragraphing)*** | |
| **Implicit meaning**: something that is implicit is inferred - it is suggested, but not actually said, the reader reads between the lines | |
| **Explicit meaning**: something that is explicit is obvious or easy to select as the meaning | |
| **Context**: the social, political and historical importance surrounding a piece of literature | |
| **Grammar**: the rules which help writing to be technically accurate | |
| **Tentative Style**: using modal verbs to express a sense of choice | |
| **Language of Analysis:** Avoid ‘means’ or ‘shows’. Instead, use implies, indicates, suggests, etc. | |
| **Word Class** | |
| **Connotations:** implied or suggested meanings of words or phrases | |
| **Connective:** words which link ideas, phrases or clauses | |
| **Adjective**: a word used to describe | |
| **Adverb** – often ly words which describes how things are done | |
| **Modal verbs**: verbs which offer a choice – could, should will etc. | |
| **Noun**: the name of something (Proper Noun: people, places, dates & months must have a capital letter at the start) | |
| **Pronoun**: Pronouns are short words like 'it', 'she', 'he', 'you', 'we', 'they', 'us', and ‘them’, used instead of names | |
| **Preposition:** A preposition is a word such as after, in, to, on, and with. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence | |
| **Verb**: a word used to describe an action | |
| **Sentence structure information** | |
| **Simple** – a short sentence which uses capital letter at the start and full stop at the end and has only one clause in it. | |
| **Compound** – two clauses joined by a connective (use the FANBOYS acronym), A **complex** sentence contains one main clause and at least one subordinate clause. Unlike a compound sentence, however, a **complex** sentence contains clauses which are not equal. | |
| **Complex** sentences are sometimes called a three part sentence and often use a variety of sentence openings (use the PANIC – see above in acronyms). | |
| **Clause**: a clause is one independent idea which forms part of a sentence | |
| **Key Punctuation** | |
| **Apostrophe:** used to indicate possession (not for possessive pronouns or plurals) and contractions | |
| **Comma:** Used to separateclauses, lists, introductory or end phrase/word in a sentence, any words that can be removed from a sentence, before a connective which joins two phrases. Avoid using to separate two sentences. | |
| **Full Stop:** indicates the end of a sentence | |
| **Colon:** used to punctuate before a list of items, a quotation, or an expansion or explanation in the sentence. | |
| **Semi-Colon:** links main clauses where the topics are similar in a sentence. | |
| **Speech Rule:** (use Tiptop) new speaker = new speaker | |
| Writer’s Techniques – Terminology | |
| **Terminology & Definition** | **Where you might use this terminology?** |
| **Alliteration**: a series of words close together with same 1st consonant sound. |  |
| **Assonance**: repetition of vowel sounds. |  |
| **Allegory**: extended metaphor in which a symbolic story is told |  |
| **Anecdote**: a short story using examples to support ideas |  |
| **Bias**: prejudice for or against one person or group, in an unfair way |  |
| **Celestial Imagery:** images relating to heaven |  |
| **Cliché**: overused phrase or theme |  |
| **Consonance**: repetition of consonant sounds, mostly within poetry |  |
| **Caesura**: a break in the middle of a line of poem using punctuation (. , : ; ) |  |
| **Connotations**: implied or suggested meanings of words or phrases |  |
| **Dialogue**: speech |  |
| **Directive**: using, you, we or use |  |
| **Dramatic Irony:** audience recognises events in the scene more than the characters |  |
| **Ellipsis**:… using 3 dots as punctuation to express emotion or omissions |  |
| **Enjambment**: incomplete sentences at the end of lines in poetry, where the line runs into the next line |  |
| **End-Stopping**: punctuation at the end of a line of poetry |  |
| **Emotive Language**: language which creates an emotion in the reader |  |
| **Exclamation mark**: ! punctuation to express surprise, shock, shouting etc. |  |
| **Extended Metaphor**: a metaphor that continues into the sentence that follows or throughout the text |  |
| **Facts**: information that can be proven |  |
| **First Person**: using I to tell the story |  |
| **Foreshadowing:** a warning or prediction of a future event |  |
| **Humour**: Provoking laughter and providing amusement |  |
| **Hyperbole**: use of exaggerated terms for emphasis |  |
| 1. **Imagery**: visually descriptive or figurative language |  |
| **Juxtaposition**: placing contrasting ideas close together in a text |  |
| **Metaphor**: a comparison as if a thing is something else |  |
| **Motif**: a recurring set of words/phrases or imagery for effect |  |
| **Onomatopoeia**: words that sound like their meaning |  |
| **Opinion**: information that you can’t prove |  |
| **Oxymoron**: using two terms together, that normally contradict each other |  |
| **Pathetic Fallacy**: ascribing human conduct and feelings to nature |  |
| **Protagonist**: the main character who propels the action forward |  |
| **Personification**: giving human qualities to inanimate objects, animals, nature |  |
| **Pun:** joke exploiting the different possible meanings of a word |  |
| **Repetition**: when words or phrases are used more than once in texts |  |
| **Rhetorical question**: asking a question as a way of asserting something. Asking a question which already has the answer hidden in it. |  |
| **Sibilance**: repetition of letter 's', it is a form of alliteration |  |
| **Second Person**: using ‘you’ to tell a story |  |
| **Semantic Field: a group of words related in meaning** |  |
| **Soliloquy:** speaking thoughts aloud when alone or regardless of any listeners |  |
| **Superlative**: declaring something the best i.e. the ugliest, the most precious |  |
| **Sensory detail imagery**: sight, sound, taste, touch, smell |  |
| **Simile**: comparison between two things using like or as |  |
| **Statistics**: facts and figures |  |
| **Symbolism**: the use of symbols to represent ideas or qualities |  |
| **Third Person**: using ‘he, she it & they’ to tell the story |  |
| **Tense**: writing which is in the past, present or future |  |
| 1. **Tragedy:** form of a play exploring tragic events & downfall of character |  |
| **Triplets**: repetition of three ideas, words or phrases close together |  |
| **Tone**: the way a piece of text sounds e.g. sarcastic etc. The mood or atmosphere in the writing. |  |