

English exercises 11/12

Monday 26/04/2021

08:15 – 09:40

Worksheet *D Ethnicities* number 1 *Comprehension* and number 2 *Analysis*. Use Worksheet 10.2 *Stylistic devices* to help with your analysis

Thursday 29/04/2021

09:55 – 11:25

Worksheet *D Ethnicities* number 3 *Evaluation*. Remember the structure and content of a comment that we have discussed earlier.

Here is some background information for you to be aware of the meaning of terms mentioned in the statement:

1. “Cross-cultural” refers to a comparison of behaviour of members of different cultural groups.
2. “Cross-ethnic” is related to a comparison of members of different ethnic groups.

(The worksheets are copies from *Green Line, Oberstufe, Hessen. Klett: Stuttgart, 2016*)

S10 Style and stylistic devices

S10.1 Style, tone and register

Style is the typical way of writing or speaking used by a person; their choice of tone, grammar and narrative techniques.

Tone is the general mood, feeling or attitude being expressed; it is the emotional content of a text rather than the devices used.

Register is the choice of words, style and grammar used in a certain social context; reflects social status; situations often have rules for appropriate register.

TIP

- **Style, tone and register**, difficult to separate, are mainly considered together.
- It is useful to note the way a character speaks.
- Don't forget: Form follows function. Comment on the way these devices are used to convey an impression.

Situation	Features	Examples
formal: in a formal speech or letter; addressing someone unknown or higher in a hierarchy	<ul style="list-style-type: none"> • respectful, neutral, detached style • complete and complex sentences • formal expressions • foreign/specialist words 	<i>After analysing the evidence, the hypothesis was concluded to be correct. • I would be grateful for your advice on this.</i>
informal: used in spoken rather than written language, when speakers know each other well	<ul style="list-style-type: none"> • more personal and familiar style • simple sentences, can be incomplete or ungrammatical, dialect or slang • vivid, colloquial or vulgar expressions 	<i>Morning all! • How's things? Fancy a cuppa? • Gotta go get a donut. • Ain't you got brains? C'mon, stupid.</i>
literary: used mainly in written literary texts	<ul style="list-style-type: none"> • eloquent/elevated style • complex sentences • rich vocabulary • use of stylistic devices • can combine registers for various effects 	<i>"So we went on in the quiet, and the twilight deepened into night. The clear blue of the distance faded, and one star after another came out." (Wells, <i>The Time Machine</i>)</i>

S10.2 Stylistic devices

Here are some of the most important stylistic devices, used to make a text more interesting and effective.

alliteration: bold, bright and beautiful

anaphora: I didn't like his hairstyle. I didn't want to tell him. I didn't think I ought to be unfriendly.

antithetical phrase/contrast: a fire-and-ice relationship; a white star in the dark sky

enumeration: old, grey, suave, majestic

hyperbole: an absolutely fantastic book

irony: Well, that was clever! Now it's broken.

parallelism: It's a great for me, for you, for everyone.

personification: Huge cities never sleep.

repetition: "March for your rights!" he cried, and we marched and marched.

rhetorical question: Wouldn't we all like a holiday?

simile/metaphor: ... like a bull in a china shop. She's a little monkey.

synecdoche: I need a new set of wheels. (= a car)

USEFUL PHRASES

Describing style, tone and register

The author/speaker makes use of/combines ...

... everyday/colloquial/informal/vulgar language.

... formal/literary/archaic/slang expressions.

... a concise/witty/eloquent/clear/impersonal style.

An atmosphere of ... is created by using ...

... a humorous/ironic/serious/critical/positive tone.

... vivid/animated/exaggerated language.

... a polite/blunt/rude way of addressing sb.

D Ethnic minorities

As I Grew Older

- 25 to shatter to destroy
 26 to smash to break into many pieces
 29 whirling moving quickly

VIP FILE

Langston Hughes (1902–1967) was a writer who was part of the Harlem Renaissance of the 1920s, in which African American literature, art and music became increasingly popular in America.



It was a long time ago.
 I have almost forgotten my dream.
 But it was there then,
 In front of me,
 5 Bright like a sun –
 My dream.

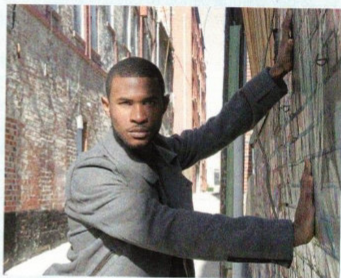
And then the wall rose,
 Rose slowly,
 Slowly,
 10 Between me and my dream.
 Rose until it touched the sky –
 The wall.

Shadow.
 I am black.

- 15 I lie down in the shadow.
 No longer the light of my dream
 before me,
 Above me.
 Only the thick wall.
 20 Only the shadow.
 My hands!
 My dark hands!

- Break through the wall!
 Find my dream!
 25 Help me to shatter this darkness,
 To smash this night,
 To break this shadow
 Into a thousand lights of sun,
 Into a thousand whirling dreams
 30 Of sun!

Langston Hughes, 1925



1 COMPREHENSION Describe the speaker's view of his early life and his present thoughts and feelings.

2 ANALYSIS

- a) What makes this poem effective? Analyse how the speaker conveys his message through figurative language and other poetic devices. → **\$10.2**
 b) Recite the poem in a way which reflects the speaker's message.

3 EVALUATION Comment on the statement: "This poem is a timeless cross-cultural and cross-ethnic description of the experience of growing up across all cultures and ethnic backgrounds." → **\$14.2** → **△6**

4 VIEWING

- a) View a news report to find out about African Americans in Harlem today and how they felt about immigration and the American Dream shortly before the 2012 election.
 b) To what extent have African American dreams come true?
 c) Using the news report as a guide, write the script for a TV commentary which places the current situation in Harlem into the wider context of African American history. In doing so, quote from the poem above and use as many of the keywords from the box as possible.

USEFUL PHRASES

Talking about the African American experience

slavery
 exploitation
 racial segregation
 black underclass vs black middle class
 Rosa Parks
 Civil Rights Movement
 Martin Luther King
 informal discrimination
 ethnic prejudices
 positive/reverse discrimination
 success stories
 Barack Obama