

# English II PAP

## Summer Reading Assignment

(Summer 2009)

**Edith Hamilton's *Mythology*:** Read the following sections of the book:

- 1 The Gods
  - The Titans and the Twelve Great Olympians
  - The Lesser Gods of Olympus
  - The Gods of the Waters
  - The Underworld
  - The Lesser Gods of Earth
  - The Roman Gods
- 2 The Two Great Gods of Earth
  - Demeter (Ceres)
  - Dionysus or Bacchus
- 3 How the World and Mankind Were Created

**Charlotte Bronte's *Jane Eyre*:** Read the novel.

In addition to the summer reading, you will find attached **Literary Terms/Rhetorical Devices** that will be used for the purpose of analyzing literature. You must be familiar with these terms when school starts.

**You will be tested over the novels and literary terms during the first week of school.**

Have a great summer!!

Mrs. Hughes  
English II Pre-AP

Attachments

LITERARY TERMS/RHETORICAL DEVICES  
For  
STYLE ANALYSIS

Figures of Speech for Balance

1. **ANTIMETABOLE:** the repetition of certain words, but in reversed order.

*Niccolo Machiavelli asked “whether it is better to be loved rather than feared or feared rather than loved.*

*Francis Bacon argued that, “If we begin with certainties, we shall end in doubts; but if we begin with doubts, and we are patient with them, we shall end in certainties.”*

2. **ANTITHESIS:** the juxtaposition of sharply contrasting ideas in balanced or parallel words, phrases, or more lengthy grammatical structures, ranging from sentences to paragraphs. In other words, *antithesis* explores and then refutes an idea.

*Antithesis of words and phrases:*

From scripture:

A time to be born and a time to die;

A time to kill, and a time to heal; a time to tear down, and a time to build.

A time to weep, and a time to laugh; a time To mourn, and a time to dance.

From William Lloyd Garrison:

“What if I am rich and other poor—strong,  
and he is weak—intelligent and he is benighted- elevated,  
and he is depraved? Have we not on Father?  
Hath not one God created us?

*Antithesis of sentences and paragraphs:*

From George William Curtis criticizing the apathy of education:

“...then remember it is not a government mastered by ignorance, it is a government betrayed by intelligence; it is not the victory of the slums, it is the surrender of the schools; it is not that bad men are brace, but that good men are infidels and cowards.

3. **OXYMORON:** similar to *antithesis of idea and word* in that it involves contradiction. It differs from antitheses in that it brings together two contradictory **TERMS**.  
Examples: loud whisper, harmonious discord, conspicuous absence, wise fool, stressful vacation, atheistic prayer, civil war, wasteful savings
4. **PARADOX:** a statement that appears to be contradictory but, in fact, has some truth  
He worked hard at being lazy.  
Frank and explicit—this is the right line to take when you wish to conceal your own mind and to confuse the minds of others.

#### Figures of Speech for Emphasis

5. **ANADIPLOSIS:** repeats at the beginning of the following sentence the last word or phrase of the preceding sentence.  
Joseph Mazzini said, “And love, young men, love and venerate the ideal. The ideal is the word of God.”  
Woodrow Wilson said that the Democratic Party’s control of Government “means much more than the mere success of a party. The success of a party means little except when Nation is using that party for a large and definite purpose.”
6. **ANAPHORA:** the repetition of words, phrases, or clauses at the beginning of successive sentences.

(Opening speech at the trial of Warren Hastings) Edmund Burke said:  
I impeach Warren Hastings, Esquire, of high crimes and misdemeanors.  
I impeach him in the name of the Commons of Great Britain,  
I impeach him in the name of all the commons of Great Britain, whose national character he has dishonored.

Adlai E. Stevenson said of President John F. Kennedy:

“Never once did he lose his way in the maze. Never once did he falter in the storm of spears. Never once was he intimidated.”

7. **EPISTROPHE**: the reversal of *anaphora*. It is the concluding of clauses or sentences with the same word or phrase.

Henry Grattan (in a declaration of Irish Right, April 19, 1780) argued that “a country enlightened as Ireland, armed as Ireland, and injured as Ireland, will be satisfied with nothing less than liberty.”

Albert Beveridge argued that, “if England can govern foreign lands, so can America. If Germany can govern foreign lands, so can America. If they can supervise protectorates, so can America.”

8. **APOSTROPHE**: directly address some abstract quality, some nonexistent personage, or someone not present in the immediate audience.

Speaking on American independence, Samuel Adams exclaimed: “Immortal spirits of Hampden, Locke, and Sidney!”

Criticizing the principles of his opponents, William Pitt, Lord Chatham emotionally stated, “I call upon the spirit and humanity of my country, to vindicate the national character. I invoke the genius of the Constitution.”

9. **ASYNDETON**: generates vehemence and speed by being a form of condensed expression words or short phrases, usually joined by conjunctions appear in a series separated only by commas.

Speaking about St. Stephan, Martin Luther said: “...We find love, faith, patience, benevolence, peace, meekness, wisdom, truth, simplicity, strength, consolation, philanthropy.”

*Thomas J. Dodd criticized Lee Harvey Oswald for being “ a twisted and pathetic product of the worse aspect of American life. He was the product of a broken home and a rootless life: impoverished, mentally disturbed, emotionally unstable, rejected in every phase of life, neglected by society, scorned by his fellow students and workers and solders.”*

10. **POLYSYNDETON**: opposite of *asyndeton*. It is the use of multiple conjunctions.

John Chrysostom said he love Rome “for its greatness, and it antiquity, and its beauty, and its populousness, and for its power, and its wealth, and its successes in war.”

11. **LITOTES**: the expression of an affirmation by denying or negating its

opposite.

In his last desperate plea for conciliation with the American colonies,

Edmund Burke said: “The proposition is peace. Not peace through the medium of war; not peace to be hunted through the labyrinths of intricate and endless negotiations; not peace to arise out of universal discord, fomented from principle, in all parts of the empire; not peace to depend on the juridical determination of perplexing questions, or the premise marking the shadowy boundaries of a complex government. It is peace sought in the spirit of peace and laid in principles purely pacific.

To use a shorter example: “This is not a good hair day!”

12. PARALLELISM: expresses similar or related ideas in similar grammatical structures.

“...for the support of this declaration, with a firm reliance on the protection of Divine Protection, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.” --from *The Declaration of Independence*

He tried to make the clear, precise and equitable.

13. CHIASMUS: the grammatical structure of the first clause or phrase is reversed in the second, sometimes repeating the same words

John F. Kennedy: “And so my fellow Americans, ask not what your country can do for you; ask what you can do for your country.”

14. EPANALEPSIS: the repetition at the end of a clause of the word that occurred at the beginning.

Shakespeare, *King John, II.I*: Blood hath bought blood, and blows answer'd blows:

Strength match'd with strength, and power confronted power.”

## FIGURES OF SPEECH FOR MAKING ABSTRACTS CONCRETE

15. METAPHOR: an implied comparison which identifies one subject with another and ascribes to the first subject one or more qualities of the second subject.

*William Lloyd Garrison argued over the issue of slavery and stated that “it is only when we come to the dividing line between the Free states and the Slave States that shoals, breakers and whirlpools beset the ship of State , and threaten to engulf or strand it.*

*MLK indicted America for its poor “banking “ by saying: “In a sense we’ve come to our nation’s capital to cash a check.*

**16. METONYMY AND SYNECDOCHE: (often used interchangeably)**

*Metonymy: substituting a term naming an object closely associated with the word in mind for the word itself.*

*Winston Churchill’s statement: “I have nothing to offer but blood, toil, tears, and sweat.” (He meant he was willing to offer *all* of himself, but he only used *parts* of himself for emphasis.)*

*The high school students said: “The pulpit (the church) is giving up too much in light of the youths’ protests.”*

*“The Whitehouse(President of the United States) is too severe with the press (reporters).”*

*“Prisoners would be wise to show respect to the bench(the judge).*

**17. ONOMATOPOEIA: the word’s pronunciation suggests its meaning.**

*Bang, belch, boom, burp, clang, gasp, squish, thump, sizzle, whirr*

**18. SIMILE: a comparison between two objects directly expressed by such words as *like, as, as if, and so*.**

*Thomas Dewitt Talmage said of the word home: “glitters like a shield. It springs up like a fountain. It trills like a song.*

**19. SYNAESTHESIA: the concurrent response of two or more of the senses to the stimulation of one. It describes one sensation in terms of another.**

*A student describes sound in terms of color by informing a classmate that she likes to hear blue notes from the trumpet of Harry James.*

*Walter Pater describes colors in terms of touch and hearing by saying, “In this cool, pearly-grey, quiet place, where color tells for double...”*

*Other examples of *Synaesthesia* are Henry Parry Liddon’s remark that “the soul speaks through the eye.”*

*MacArthur’s confession that he listened “vainly, but with thirsty ear for the witching melody of faint bugles blowing reveille, of far drums beating the long roll.*

**FIGURES OF SPEECH FOR RHYTHM**

**20. ALLITERATION:** the repetition of the same consonant sound of two or more words immediately succeeding each other, or at short intervals.

William Pitt, Lord Chatham asked, “And is the spirit of persecution never to be appeased?”

“Can Parliament be so dead to its dignity and its duty as to be thus deluded into the loss of the one and the violation of the other?”

**21. ANASTROPHE:** the deliberate inversion of the usual, normal, or logical order of the parts of a sentence.

*George Jacques Danton to the governors of Paris: “What care I for my reputation? “What care I that I am called a blood drinker?”*

*Henry Parry Liddon: “Like death itself, the solemnities which follow it must come to all of us. We know not when, or where, or how we shall enter in; this only we know—that come it must.”*

**22. ASSONANCE:** the resemblance of vowel sound followed by different consonants in two or more stressed syllables.

Patrick Henry: “Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery?”

## LOOSE AND PERIODIC SENTENCES

Ideas and words gain emphasis if they are placed in strong positions within the sentence. In normal word order of English sentences, the opening and the closing positions are usually the most emphatic. The end position is stronger, however, because words and ideas in that position are the last ones the reader sees.

The main idea in a sentence, then, should come logically in this power spot. A sentence withholding its main idea until the end is called PERIODIC. *These sentences build suspense to gain emphasis for the main idea.*

Look at this sentence:

*Just as he bent over to tie his shoelace, a car hit him.*

Here, the main idea, A CAR HIT HIM, is at the end of the sentence. In periodic sentences, important modifiers build up before we come to the SVC.

In LOOSE sentences, the modifiers follow the SVC. In other words, the loose

sentence ends with a **DEPENDENT** sentence element—a *subordinate element* or a *modifying phrase*. Rearranging the sentence above produces a loose sentence:

*A car hit him, just as he bent over to tie his shoelace.*

The first part of the sentence is the main clause; the second part, the dependent clause. Such a sentence can have no logical emphasis.

Two more examples of a periodic and loose sentences:

**PERIODIC:** Having passed his house every day and knowing that it had been unoccupied for years, I was surprised to see smoke coming from the chimney.

**LOOSE:** I was surprised to see smoke coming from the chimney because I had passed his house every day and knew that it had been empty for years.