

Wednesday

May 22, 2013 (5.22.13)

1. Materials



Composition Book
+ Pen or Pencil



Workbook

2. Agenda

Minutes

Activity

5-7

Warm Up

2

Language Analysis SG

7-10

Notes: Elements of a Composition

Remaining

Practice: *Shooting an Elephant* Composition

3. Special Announcements

- **The composition** (also known as “Part A”) accounts for the majority of your Paper 1 score.

Warm Up

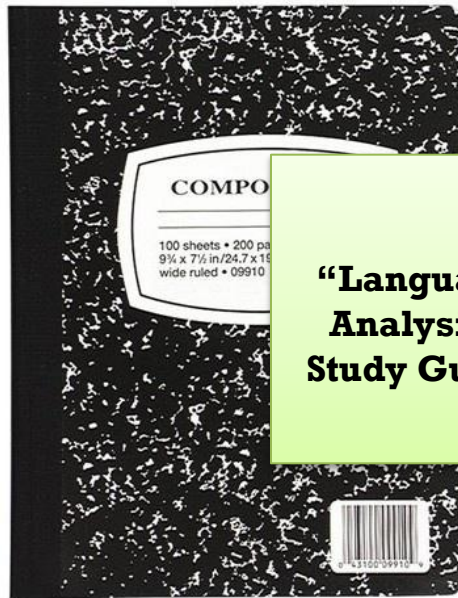
May 22, 2013 (5.22.13)

Volume-O: 0 (No Talking)

Time: 5 Minutes

1. List 5 words that you felt were deeply connotative in *Shooting an Elephant*. Explain each briefly.
2. Explain the three steps of making a composition.

Transition



**“Language
Analysis”
Study Guide**



**Study Guide
(SLM)**

The BIG Question:

How does an author use words to influence the emotions of the reader?

Key Text(s):

Past Language Exams

Concept 1:

Literary Criticism

1. What is literary criticism?
2. What is formalism?

Concept 2:

Denotation and Connotation

3. What are the differences between denotation and connotation?
4. How can a word mean more than its definition?

Vocabulary

Literary criticism, formalism

Vocabulary

Denotation, connotation

Concept 3:
Selecting Words / Phrases

- 5. **How do I know which words to select in a passage?**
- 6. **How do certain words/phrases influence the tone or mood of the passage?**

Vocabulary

“word sense,” tone, mood

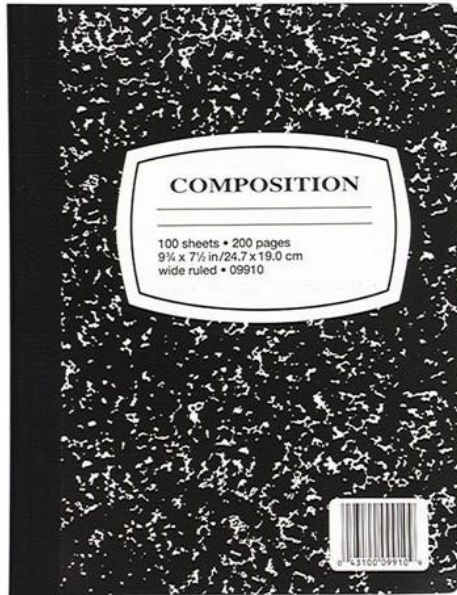
Concept 4:
Writing a Composition

- 7. **What are the steps in writing a composition?**
- 8. **How can I write a composition?**

Vocabulary

Thesis statement, evoke, suggest, connotate

Transition



Notes

Composition Parts

1. Begin with thesis statement (first sentence):
 - In this passage, the author maintains a tone/mood of _____.
 - In this passage, the author uses descriptive words and phrases to reveal a tone/mood of _____.
 - No points for thesis, but is a good start
2. Write about word/phrase and location
 - Is it a word, phrase, metaphor, simile, etc.?
 - What does this word (connotate, suggest, or evoke)?
 - What mood or tone does the word have? How do you know?



ILLUSTRATION BY ANTHONY RUGGIO

Example (Passage)

My memories of him are complex, multi-stranded, and perhaps unreliable with the passing of time. I see him at parties (lots of parties), smiling, roaring, kissing the cheeks of women, slapping the backs of men; I see him gently snoring on the vinyl sun lounger in our back garden, roasting to a deep chestnut brown, a single white crease running across his midriff like a scar. And then he's there, shuffling and prematurely aged, a plastic bag of bottles clinking against his shabby legs. I stifle a small cry when he passes me on the street, his glassy eyes meeting mine without recognition. I scream raucously as he hugs the eight-year-old me, tickling my ribs until I can laugh no more; and I curse as he banishes me from his study so he can pour another furtive drink. I seethe when he tells me I'm beautiful; I rage when he says I'm possessed. I'm a smart cookie, I'm a disgrace. He loves me, he hates me.

(from *Memories of my Father*)

Example (Composition)

In this passage, the author uses words and phrases to reveal a tone of complexity in how the author feels about her father. For example, in line 9, the author “screams,” which connotes a sense of fear, but this is contrasted with her father “tickling” her later in this same sentence. The word “tickle” evokes a sense of laughter and fun, not fear...

Let's Practice

A S S I G N M E N T

Directions (Vol: 3):

- Write a composition (aim for 13-15 “comments” on language) on *Shooting an Elephant*
- Use your notes for help on thesis statement and steps
- Use pg. 263 for sample comp.
- Hampton will be around for help

