



Republic of the Philippines
Department of Education
Region IV (A) – CALABARZON
City Schools Division Office of Antipolo
District I – A



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STUDENT's ACTIVITY SHEET FOR CREATIVE WRITING

STUDENT's ACTIVITY SHEET NUMBER 1

TITLE/LESSON: LITERARY ELEMENTS, TECHNIQUES AND DEVICES

I: OBJECTIVES: At the end of the lesson, you are expected to:

- a. identify the different literary elements;
- b. distinguish various types of imagery;
- c. understand diction as a literary device;
- d. determine the different types of diction;
- e. analyze statements to identify figurative language used;
- f. craft short paragraphs or vignettes using imagery, diction, figure of speech and specific experiences.

A. Content Standard: The Learners have an understanding of imagery, diction, figure of speech and variation on language

B. Performance Standard: The learner shall be able to produce short paragraphs or vignettes using imagery, diction, figure of speech and specific experiences.

C. Most Essential Learning Competency/ies: Use imagery, diction, figures of speech, and specific experiences to evoke meaningful responses from the readers

II: LEARNING RESOURCES

A. Materials/IMs Needed: Activity Sheet, pen

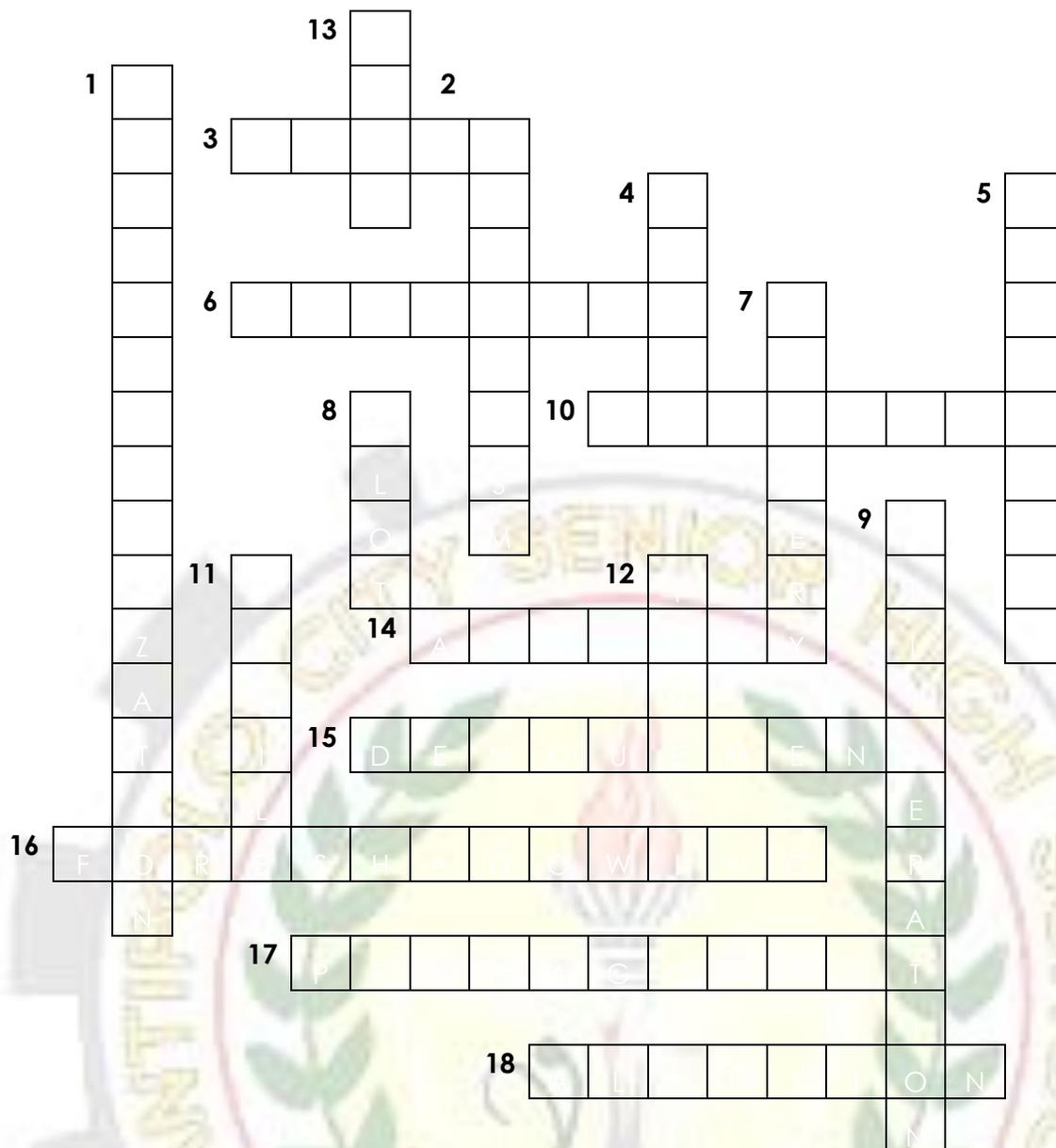
B. References: <https://www.slideshare.net/caitlingillmett/symbolism-imagery-and-figurative-languagE>

III: TIME FRAME: 4 hrs.

IV: INTRODUCTION/RATIONALE-

What I need to know

Gaining understanding of the different literary elements, techniques and devices will help you better understand and appreciate literary composition and how these help beautify the work of writers. This Activity will introduce you the importance of literary terminologies essential to Creative Writing. You need to prepare two English notebooks where you are going to write your answers in the activities. (if you have submitted the 1st notebook for checking, use the other notebook for the next activities so you don't have to wait for the 1st notebook to be returned). Time allotted for each activity is also indicated.



What is/are new?

Task1. 1: DIRECTIONS: Look at the puzzle and find out important terminologies you will encounter as we go on. Used the clues given. (20 mins)

ACROSS

3. words or phrases that mean the opposite of the literal meaning
6. conversation among characters
10. comparing 2 things by suggesting one thing is another
14. A comparison of two things that are similar in some way for the purpose of explaining or clarifying.
15. the final outcome or resolution to the main conflict of the story
16. hints or clues given to suggest what will happen in the story
17. he main character in a literary work; hero or heroine
18. reference to person or events in the past or in literature.

DOWN

- 1.the methods used to show the personalities of the characters in a literary work
- 2.The use of word, objector action to represent an abstract idea
4. the central idea, or meaning of a literary work

- 5. A statement that is deliberately exaggerated for effect
- 7. a literary device that appeals to the reader's physical senses.
- 8. the series of events that happen in a literary work
- 9. the repetition of consonant sound at the beginning of a series of words
- 11. comparing two things using the words "a" and "like"
- 12. the attitude of the writer toward the subject of a composition
- 13. the atmosphere or feeling created by a work of literature.

Questions:

What are the important terminologies you have encountered? What literary elements/techniques or devices were you able to discover?

What I Know?

Task 1.2 DIRECTIONS: Analyze the sentences and identify the dominant sensory image used from the word pool. Write your answer on the space provided for. (10 min)

visual, olfactory, tactile, auditory, gustatory

- _____ 1. The familiar tang of his grandmother's cranberry sauce reminded him of his youth.
- _____ 2. The concert was so loud that her ears rang for days afterward.
- _____ 3. The sunset was the most gorgeous they'd ever seen; the clouds were edged with pink and gold
- _____ 4. *She smelled the scent of sweet hibiscus wafting through the air.*
- _____ 5. *The grass tickled his skin and sweat cooled on his brow.*

Questions: In what way does imagery helps the writer captures the reader's attention?

Task 1.3 DIRECTIONS: Match which part of plot is being described in column B. (10 min)

- | A | B |
|---|----------------------|
| 6. The turning point in the story | A. rising action |
| 7. Events after the climax | B. falling action |
| 8. How the story ends | C. resolution |
| 9. Events before the climax | D. inciting incident |
| 10. The moment the conflict is introduced | E. climax |

Questions: What do you call the different parts of a selection? How does this help the readers how the story is told?

Task 1.4 DIRECTIONS: Encircle the letter that best corresponds to your answer (Do this within 15mins)

- 11. The streets were strange and still, / Through the doors of the open churches
The organs were moaning shrill.
 - a. simile
 - b. metaphor
 - c. hyperbole
 - d. personification
- 12. Chicago is a city that is fierce as a dog with tongue lapping for action.
 - a. enjambment
 - b. metaphor
 - c. simile
 - d. onomatopoeia
- 13. She soothed her secret sorrow.
 - a. hyperbole
 - b. alliteration
 - c. metaphor
 - d. simile
- 14. Silver bells!... How they tinkle, tinkle, tinkle in the icy air of night.

- a. simile b. hyperbole c. onomatopoeia d. alliteration

15. He answered her he knew not what: / Like shaft from bow at random shot,

- a. simile b. personification c. repetition d. metaphor

What's in?

1.5: DIRECTIONS: Read the passage and answer the questions that follow. (30 mins)

Unto Others

By Mr. Morton

When the Spellman family moved next door to us, my mother swore the Lord himself sent them to test her good nature. See, our block was pretty quiet until the Spellman's came. There were some senior citizens, the newlywed couple, Mr. Tatum the librarian, and us, the Middleton family, and we didn't live any way like the Spellman family did. We kept our lawn cut, turned off our lights at 9PM, and went to church every Sunday. The Spellmans had a different life style all together.

The first thing that you must know is that there were sixteen of them, all different ages from twin babies to grown men. That part is only relevant because each Spellman had a loud personality, and sixteen loud personalities is a lot of volume. They played loud music all hours of the day and night, had crowds of noisy guests coming and going, and every one of those sixteen Spellmans must have owned a bike that they kept resting in the front yard.

Living next to those Spellmans almost drove my mother insane. If she wasn't shaming them for not attending mass, or complaining to her sister Jackie about the way the Spellman girls dressed, then she was shoeing the Spellman's dogs out of our yard or filing noise complaints with the police. My mother had never been so busy. She was even organizing a "good neighbors" committee to discuss ways to improve the neighborhood. All she ever spoke of any more were the Spellmans and their wrongdoings.

One Sunday afternoon after church service, my mother was driving old Ms. Parker home to her house on the hill when we got a flat tire. My father was out of town at the time, so it was just me, my mother, and old Ms. Parker. All of us together might have been able to get the spare tire out of the trunk if we put our wits together; but as far as changing the tire, let's just say that we were at the mercy of the good Lord. Since old Ms. Parker lived so far up that hill, not a lot of traffic drove by us. It had been about fifteen minutes since the last car passed when we heard the rattling and puttering of an old pickup truck as it pulled over to assist us.

The Spellman boys ran up on our car like a NASCAR pit crew. Before my mother could even protest, they had ushered us out of the car, thrown the car on a jack, and took the tire off. "Her spare is flat," said the middle one to the big one. "Give her ours," replied the big one, barely acknowledging the sacrifice. The Spellman boys whizzed and zoomed around the car and like that we were back on wheels. My mother was stunned. "I don't know what to say," she stammered. The big one said, "Well, the Lord said love thy neighbor, and we are neighbors, right?" After that my mother started acting like a neighbor.

The next day when the Spellman's dogs went traipsing through my mother's flower garden, she put out a bowl of water for them. When she saw the Spellman girls walking out with nothing but a halter on, she lectured them about being upright ladies and

offered them sweaters. And when she heard the Spellman's music through our walls, she tried to dance a little bit. She even invited the Spellman's to be part of the good neighbors' committee. So she finally took a page from that book she was always thumping and became a good neighbor herself, and the neighborhood was a better place because of it.

1. Which of the following is best described as the inciting incident of the story?
 - A. The Spellman family moves in next door.
 - B. The narrator's mother gets a flat tire.
 - C. Mother starts the "good neighbors" committee.
 - D. The dogs walk through mom's garden.

2. What do you think is best described as part of the climax of the story?
 - A. Mother offers sweaters to the Spellman girls.
 - B. The Spellmans move in next door.
 - C. The Spellmans give mom their spare tire.
 - D. Mom files noise complaints.

3. What part of the story is the exposition?
 - A. The narrator's block is quiet.
 - B. The Spellmans change Mom's tire.
 - C. Mom gives the dogs water.
 - D. Mom gives a ride to old Ms. Parker

4. Which of the following is best described as part of the rising action of the story?
 - A. Mom dances a little bit to the music.
 - B. Mom becomes a good neighbor.
 - C. The Spellmans give mom their spare tire.
 - D. Mom shames them for missing mass

5. Which of the following is best described as the resolution of the story?
 - A. Mom becomes a good neighbor.
 - B. The Spellmans change mom's tire.
 - C. Mom files noise complaints on the Spellmans.
 - D. Mom drives old Ms. Parker home.

6. Which of the following is best described as part of the falling action of the story?
 - A. Mom shoos away the Spellman's dogs.
 - B. Mom dances a little bit to the music.
 - C. Mom talks about the girls to her sister, Jackie.
 - D. The Spellman's move in next door.

7. At the beginning of the story, which of the following character traits best describes mom?
 - A. judgemental
 - B. tolerant
 - C. kind
 - D. helpful

8. At the end of the story, which of the following character traits best describes mom?
 - A. boring
 - B. helpful
 - C. angry
 - D. impolite

9. Which term best describes the following: modern day, on the block, and on an empty road?
- A. direct trait
 - B. indirect trait
 - C. conflict
 - D. setting
10. Which term best describes the following: new wild neighbors move in on a quiet block?
- A. direct trait
 - B. indirect trait
 - C. motivation
 - D. conflict
11. What point of view is used by the writer?
- A. 1st person
 - B. 2nd person
 - C. 3rd person limited
 - D. 3rd person omniscient
12. In the statement "My mother had never been so busy as a bee." What figurative language is used?
- A. irony
 - B. hyperbole
 - C. metaphor
 - D. personification
13. What kind of diction is used by the writer?
- A. colloquial
 - B. formal
 - C. informal
 - D. slang

What is it?

KEYPOINT TO REMEMBER

Two Kinds of Literary Devices

Literary Devices have two aspects. They can be treated as either *Literary Elements* or *Literary Techniques*. It will be convenient to define them separately.

1. Literary Elements have an inherent existence in literary piece and are extensively employed by writers to develop a literary piece e.g. plot, setting, narrative structure, characters, mood, theme, moral etc. Writers simply cannot create his desired work without including *Literary Elements* in a thoroughly professional manner.

The setting is the time and location in which your story takes place. Settings can be very specific, but can also be more broad and descriptive. A good, well-established setting creates an intended mood and provides the backdrop and environment for your story.

Characters. A story usually includes a number of characters, each with a different role or purpose. Regardless of how many characters a story has, however, there is almost always a protagonist and antagonist.

- **Central Characters:** These characters are vital to the development of the story. The plot revolves around them.
- **Protagonist:** The protagonist is the main character of a story. He or she has a clear goal to accomplish or a conflict to overcome. Although protagonists don't always need to be admirable, they must command an emotional involvement from the audience.
- **Antagonist:** Antagonists oppose protagonists, standing between them and their ultimate goals. The antagonist can be presented in the form of any person, place, thing, or situation that represents a tremendous obstacle to the protagonist.

Plot. The plot is the sequence of events that connect the audience to the protagonist and their ultimate goal.

Conflict. The conflict is what drives the story. It's what creates tension and builds suspense, which are the elements that make a story interesting. If there's no conflict, not only will the audience not care, but there also won't be any compelling story to tell.

Theme. The theme is what the story is really about. It's the main idea or underlying meaning. Often, it's the storyteller's personal opinion on the subject matter. A story may have both a major theme and minor themes.

Climax: The point of highest tension, and the major decisive turning point for the protagonist.

2. Literary Techniques, on the contrary, are structures usually a word s or phrases in literary texts that writers employ to achieve not merely artistic ends but also readers a greater understanding and appreciation of their literary works. Examples are: metaphor, simile, alliteration, hyperbole, allegory etc. In contrast to *Literary Elements*, *Literary Techniques* are not unavoidable aspect of literary works.

Allegory is a story that is used to represent a more general message about real-life (historical) issues and/or events. It is typically an entire book, novel, play, etc.

Alliteration is a series of words or phrases that all (or almost all) start with the same sound. These sounds are typically consonants to give more stress to that syllable.

Allusion is when an author makes an indirect reference to a figure, place, event, or idea originating from outside the text. Many allusions make reference to previous works of literature or art.

flashback is an interruption in a narrative that depicts events that have already occurred, either before the present time or before the time at which the narration takes place.

Foreshadowing is when an author indirectly hints at—through things such as dialogue, description, or characters' actions—what's to come later on in the story.

Imagery is when an author describes a scene, thing, or idea so that it appeals to our senses (taste, smell, sight, touch, or hearing). This device is often used to help the reader clearly visualize parts of the story by creating a strong mental picture.

Irony is when a statement is used to express an opposite meaning than the one literally expressed by it. There are three types of irony in literature:

- Verbal irony: When someone says something but means the opposite (similar to sarcasm).
- Situational irony: When something happens that's the opposite of what was expected or intended to happen.
- Dramatic irony: When the audience is aware of the true intentions or outcomes, while the characters are not. As a result, certain actions and/or events take on different meanings for the audience than they do for the characters involved.

Diction refers to the choice of words and style of expression that an author makes and uses in a work of literature.

Simile and Metaphor: Both compare two distinct objects and draws similarity between them. The difference is that Simile uses “as” or “like” and Metaphor does not.

Hyperbole: It is deliberate exaggeration of actions and ideas for the sake of emphasis.

Personification: It gives a thing, an idea or an animal human qualities.

Irony: It is use of the words in such a way in which the intended meaning is completely opposite to their literal meaning.

idiom : a saying, phrase, or fixed expression in a culture that has a figurative meaning different from its literal meaning.

Onomatopoeia is a word (or group of words) that represents a sound and actually resembles or imitates the sound it stands for.

What's more?

Task 1.6 **DIRECTIONS**: Fill in the graphic organizer with the different fictional elements based from the story you read. (30mins)

The graphic organizer is a mountain-shaped plot structure. At the top is a box labeled **CLIMAX**. Below it, the mountain slopes down to the left and right. On the left slope, there are three boxes for **RISING ACTION**, with a note: "(List examples that create complications or suspense)". On the right slope, there are three boxes for **FALLING ACTION**. At the base of the mountain is a circle labeled **CONFLICT**. To the left of the mountain is a box for **EXPOSITION** containing fields for "Setting:", "Situation/climate:", and "Characters:". To the right of the mountain is a box for **PROTAGONIST vs. ANTAGONIST** with a "vs." field, and a larger box for **THEME:**. To the far right is a box for **PLOT** containing fields for "TITLE:" and "AUTHOR:". Arrows point from the Rising Action boxes to the Climax box, from the Climax box to the Conflict circle, from the Conflict circle to the Falling Action boxes, and from the Exposition box to the Conflict circle.

Question: What are the literary techniques and devices used by the writer you discovered as you are accomplishing the graphic organizer?

Task 1.7

DIRECTIONS: Read the following lines taken from different literary piece. Decide what type of diction is used by the writer. (10 min)

_____ 1. "I hain't got no money... It's a lie. Judge Thatcher's got it. Your git it. I want it... I hain't got no money, I tell you. You ask Judge Thatcher; he'll tell you the same.

From Huckleberry Finn--Huck:

_____ 2. "You can choose your friends but you sho' can't choose your family, an' they're still kin to you no matter whether you acknowledge 'em or not, and it makes you look right silly when you don't."

From To Kill a Mockingbird-Jem Finch, a child

_____ 3."They're certainly entitled to think that, and they're entitled to full respect for their opinions... but before I can live with other folks I've got to live with myself. The one thing that doesn't abide by majority rule is a person's conscience."

From To Kill a Mockingbird-Jem Finch, a child:

_____ 4. "Every life is in many days, day after day. We walk through ourselves, meeting robbers, ghosts, giants, old-men, young men, wives, widows, brothers-in-love. But always meeting ourselves".

From Ulysses, James Joyce

_____ 5. "Doubt thou the stars are fire, doubt that the sun doth move. Doubt truth to be a liar, but never doubt I love".

Hamlet, William Shakespeare,

Questions: What helps you distinguished the type of diction used?

Task 1.8

DIRECTIONS: Create a statement from the pictures given and figure out What technique is being used from the given pictures. (10min)



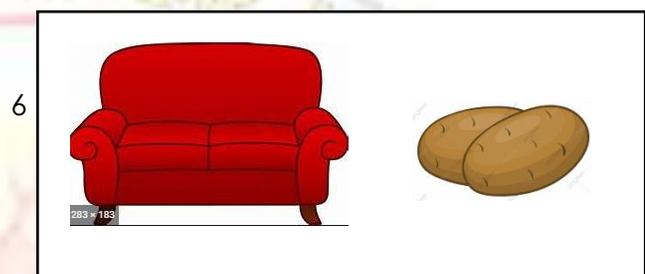
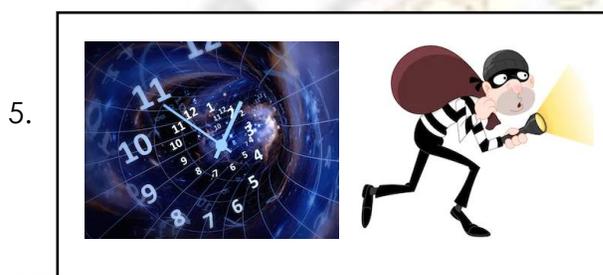
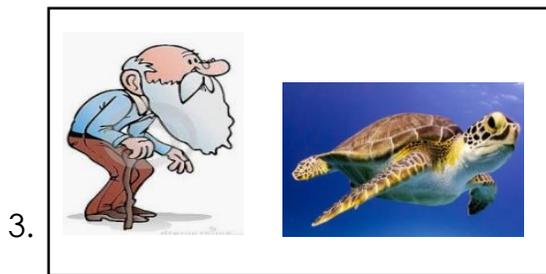
I am so hungry I could eat a horse- hyperbole

1.



2.





Questions: How do you find the activity? Are you familiar with the literary techniques you were able to unravel?

What have I learned?

Task 1.9

DIRECTIONS: Read the following examples of figurative language. Identify the device being used. (15)

1. The streets were strange and still, / Through the doors of the open churches
The organs were moaning shrill.
 - A. hyperbole
 - B. Metaphor
 - C. personification
 - D. simile

2. Chicago is a city that is fierce as a dog with tongue lapping for action.
 - A. enjambment
 - B. metaphor
 - C. simile
 - D. onomatopoeia

3. She soothed her secret sorrow.
 - A. alliteration
 - B. hyperbole
 - C. metaphor
 - D. simile

4. Silver bells!... How they tinkle, tinkle, tinkle in the icy air of night.
- alliteration
 - hyperbole
 - metaphor
 - onomatopoeia
5. He answered her he knew not what: / Like shaft from bow at random shot,
- simile
 - personification
 - repetition
 - metaphor
6. Chant in a wail that never halts, pace a circle and pay tribute with a song.
- Hyperbole
 - personification
 - rhyme
 - simile
7. Vague pageants woven on a web of dream!
And we, pushing and fighting in the turbid stream / Of modern life
- hyperbole simile
 - metaphor
 - simile
 - understatement
8. He would contemplate the distance / With a look of pensive meaning,
As of ducks that die in ill tempests.
- metaphor
 - onomatopoeia
 - personification
 - simile
9. And I will return, my love, / even if it were a million miles.
- Hyperbole
 - onomatopoeia
 - personification
 - simile
10. Women under the gas lamps luring the farm boys.
- alliteration
 - onomatopoeia
 - personification
 - simile

Task 1.10

Directions: Pick out lines from a song that used figurative language and indicate the figure of speech used. Determine if there were also other literary techniques employed in the song, the dominant sensory image used, the tone/mood and the theme. (20 min)

Figurative Language	Imagery	Flashback/foreshadowing	Tone/mood	theme

Question: How do you identify the different literary elements/techniques and devices?

What I can do?

Task 1.11 DIRECTIONS: Do any of the following activity utilizing any of the literary elements, techniques and devices you have learned. Take note of the indicated diction you have to use in the activity you will choose. Rubric is presented to guide you on how your work will be assessed. (50 mins)

- Create a short dialogue using a formal diction
- Make an advertisement using slang diction
- Make A comic strip using colloquial diction
- Write a short script using informal diction

Content and Context	25%
Clarity, organization and Grammar	35%
Used of target diction	<u>40%</u>

REFLECTION:

Directions: Write your personal insights about the lesson using the prompts below. (5min)

The concepts that I understand today are _____.

I'm very much challenged with the _____.

It is clear to me that _____.

I realize that _____.

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