



# LANGUAGE TECHNIQUES

From Literal to Layered: Learning to Read Between the Lines

## Abstract

For ESOL Level 1&2 and CEFR B2&C1 learners in the UK, learning these techniques is more than mastering terminology. Many figures of speech are embedded in everyday English usage and in the shared habits of British readers and listeners. Making these conventions visible gives learners a way to decode nuance, infer stance and recognise how texts position the audience

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## **Introduction**

English language techniques are the craft tools that shape meaning, tone and persuasion. From metaphor and symbolism to rhetorical patterning, they help writers compress complex ideas into memorable forms that readers can feel as well as understand. In rhetoric, such patterned choices are not ornaments but purposeful ways of directing attention and judgment.

Cultural knowledge matters. Techniques grow out of particular histories, traditions and idioms, which is why some metaphors or allusions feel “obvious” to native speakers yet opaque non-native speakers. Effective teaching therefore couples technique with context: unpacking references, inviting comparison with learners’ own cultures and building an inclusive repertoire rather than a single “correct” style. This approach strengthens belonging and voice, especially for multilingual learners in British classrooms.

These techniques have also shaped British literature and media. Consider the compressed symbolism of war poetry, the satire of modern columnists or the layered narration of the contemporary novel.

There is an inclusion dividend. When learners can recognise bias, irony or rhetorical framing, they are better equipped to navigate public texts and participate in civic life. UK literacy organisations consistently underline the link between rich language experiences and educational attainment, which is why technique-focused reading and writing should sit alongside grammar and vocabulary in an ESOL programme.

Language techniques are shared cultural practices. Understanding them makes English less mysterious, more negotiable and far more enjoyable to use. The goal for ESOL learners is not to imitate a single voice but to develop a flexible, confident style that can move between audiences, purposes and contexts with precision.

This booklet has been designed to introduce learners to a range of English language techniques commonly used in reading, writing and spoken communication. Rather than offering dense or technical analysis, the explanations provide clear definitions and carefully chosen examples to illustrate how each technique functions in practice. Each section is followed by a short activity so that learners can check their understanding and begin applying the technique themselves.

The booklet is intended for use in the classroom under the guidance of a teacher, where discussion and shared interpretation can support deeper understanding. As language techniques often carry cultural and emotional meaning, the classroom environment provides space to explore how these expressions shape thought, tone and human connection in British English.

Above all, this booklet aims to support learners whose first language, cultural background or experiences may differ from those of native English speakers. By making language techniques clear, accessible and meaningful, the booklet encourages inclusive participation and allows all learners to engage with English confidently and expressively.

## English Language Techniques

### 1. Jargon

Jargon refers to specialised vocabulary used within a particular profession, field or group. It can make communication clearer for insiders but may confuse people who are unfamiliar with the terms.

#### Examples:

- In medical settings, doctors may use terms such as “**acute condition**” or “**intravenous line**” which are understood mainly by healthcare professionals.
- In computing, phrases like “**user interface**” or “**data encryption**” are examples of technical jargon.

**Read the following passage and highlight all the ‘Jargon’ used:**

During the planning meeting at the architectural firm, the project manager discussed the building design using technical vocabulary. She referred to the load-bearing walls that would support the structure and emphasised the importance of checking the structural integrity of the materials. The surveyor reminded the team to review all relevant planning regulations and produce a detailed feasibility report before any construction work could begin.

*Note: These specialised terms ensured that everyone in the professional setting understood the requirements clearly.*

### 2. Tautology

Tautology is when the same idea is repeated using different words, making part of a sentence unnecessarily repetitive. It does not add new meaning and can make writing less concise.

#### Examples:

- The meeting was **free and without charge** for all participants.
- He made **a brief, short comment** before leaving.

**Read the following passage and highlight all the ‘Tautology’ used:**

The councillor explained that the plan was completely and totally approved by the committee. She stated that the residents needed each and every document before moving forward. The administrator added that the explanation should be clear and easy to understand, so that no one felt uncertain.

*Note: These repeated expressions did not add new meaning and could have been expressed more simply.*

### 3. Analogy

Analogy is a comparison used to explain an idea by relating it to something more familiar. It helps the reader understand a complex concept by showing how it is similar to something they already know.

#### Examples:

- Learning a new language is **like building a house**, because you need strong foundations before adding detail.
- Managing a busy classroom can be **compared to conducting an orchestra**, where every part must work in harmony.

**Read the following passage and highlight all the ‘Analogy’ used:**

During the training session, the tutor explained that preparing for exams is like training for a long-distance race, because steady practice over time leads to success. She also noted that improving writing skills can be compared to polishing a stone, where careful effort gradually creates clarity and shine.

*Note: These comparisons helped learners understand that progress develops through consistent work rather than rushing.*

### 4. Sarcasm / Irony

Sarcasm is a form of verbal irony where someone says the opposite of what they actually mean, usually to mock, criticise or convey annoyance. The tone is often sharp and intended to be humorous or cutting.

#### Examples:

- After waiting an hour for the bus, she said, **“Well, this service is absolutely brilliant.”**
- When he saw the messy kitchen, he remarked, **“What a beautifully tidy space we have here.”**

**Read the following passage and highlight all the ‘Sarcasm’ used:**

When the printer jammed for the third time that morning, the office assistant sighed and said, “Fantastic, just what I needed today.” Later, when the team discovered that the meeting had been rescheduled again, one colleague muttered, “Great planning as always.”

*Note: These comments did not genuinely praise the situation but instead expressed frustration through an opposite and mocking tone.*

## 5. Satire

Satire uses humour, exaggeration or mockery to criticise human behaviour, institutions or social issues. It draws attention to problems in a way that encourages reflection or change, often by making the situation seem absurd.

### Examples:

- A comedy show that exaggerates political speeches to show how unrealistic they can be.
- A cartoon that mocks people's obsession with mobile phones by showing them walking into lampposts.

**Read the following passage and highlight all the 'Satire' used:**

A local newspaper column recently described the town council's new "efficiency plan" as a brilliant idea where staff now spend twice as long filling in forms to prove they are saving time. It went on to praise the new traffic scheme where drivers sit in longer queues to experience the joy of reduced congestion.

*Note: By presenting these unrealistic situations as if they were sensible, the writer used humour and exaggeration to criticise poor decision making.*

## 6. Metaphor

A metaphor describes one thing **as if it is another**, in order to create a vivid image or express an idea more powerfully. It does not use "like" or "as".

### Examples:

- Her confidence was **a rising tide**, lifting everyone around her.
- After the announcement, the classroom became **a storm of questions**.

**Read the following passage and highlight all the 'Metaphor' used:**

During exam season, the college library became a pressure cooker, with tension building as deadlines approached. One tutor reminded students that their minds were gardens that needed regular care, not neglect. Another teacher encouraged them to view the final exam as a doorway to new opportunities rather than something to fear.

*Note: These metaphors helped students think about stress and success in a more constructive way.*

## 7. Simile

A simile is a comparison between two things using the words "**like**" or "**as**" to create a vivid image or help explain an idea more clearly.

### Examples:

- The night was **as quiet as** an empty church.
- Her smile shone **like** morning sunlight after rain.

**Read the following passage and highlight all the ‘Simile’ used:**

During revision week, the students moved like busy bees from classroom to classroom, gathering notes and asking questions. One tutor encouraged them to stay calm and steady as a slow, deep breath. Another teacher reminded them that learning can sometimes feel like climbing a steep hill, but the view at the top makes the effort worthwhile.

*Note: These comparisons helped the learners recognise that persistence leads to progress.*

## **8. Idiom**

An idiom is a fixed expression whose meaning cannot be understood from the literal meanings of the individual words. Idioms are understood through common usage and cultural familiarity.

### **Examples:**

- After months of planning, they finally **broke the ice** and started the discussion.
- She decided to **take the plunge** and apply for the new job.

**Read the following passage and highlight all the ‘Idiom’ used:**

At the start of the new term, the tutor told students not to worry if they felt nervous and to break the ice by introducing themselves to someone new. One learner said she wanted to get the ball rolling by organising a study group. Another admitted he might have cold feet before the first presentation, but the tutor reassured him that confidence would grow with practice.

*Note: These idioms helped the group express feelings in a more natural and relatable way.*

## **9. Cliché**

A cliché is an expression or idea that has been overused to the point where it has lost its originality or emotional impact. It may sound predictable or uncreative because it is repeated too often.

### **Examples:**

- **Time will tell** whether the plan is successful.
- She believed that **every cloud has a silver lining**.

**Read the following passage and highlight all the ‘Cliché’ used:**

During the classroom discussion, one student tried to reassure the group by saying that practice makes perfect, even though many had heard the phrase countless times before. Another added that they should simply give it their best shot, while a third reminded everyone that it is what it is.

*Note: Although these expressions were meant to be encouraging, they sounded familiar and predictable because they are used so frequently.*

## 10. Hyperbole

Hyperbole is deliberate exaggeration used for emphasis or dramatic effect. It is not meant to be taken literally, but to make a point more strongly.

### Examples:

- I have **a mountain of paperwork** to finish today.
- The queue outside the shop was **a mile long**.

**Read the following passage and highlight all the ‘Hyperbole’ used:**

During exam week, one student claimed she had a thousand pages to revise before the morning. Another said his mind was about to explode from all the information he had been studying. A third insisted that the exam felt bigger than the universe itself.

*Note: These exaggerated expressions emphasised how overwhelmed the students were feeling, rather than describing literal facts.*

## 11. Bias

Bias is an unfair preference for or against someone or something. It shows favouritism, prejudice or one-sided judgement rather than a balanced or neutral viewpoint.

### Examples:

- The reviewer claimed the local restaurant was the best in the country without trying any others.
- The article supported one political party while ignoring any criticism about it.

**Read the following passage and highlight all the ‘Bias’ used:**

In the school newsletter, the writer praised the new sports coach as the most talented and inspirational teacher the school has ever had, despite several staff having more experience. The article also suggested that students should always attend the football club because it is far more important than any other activity.

*Note: These statements show a one-sided preference and do not present a balanced view of the school’s extracurricular options.*

## 12. Colloquial Expression

A colloquial expression is an informal word or phrase used in everyday spoken English. It creates a relaxed conversational tone and is more suitable for casual speech than for formal writing. The meaning is usually understood directly and is not figurative.

### Examples:

- **I’m knackered** after that long shift.
- **Fancy a cuppa?** I’ve just put the kettle on.

**Read the following passage and highlight all the ‘Colloquial Expression’ used:**

During lunchtime, a group of colleagues were chatting in the staffroom. One of them said, “I’m absolutely knackered today,” as she sat down. Another replied, “Fancy a cuppa? I’ve just made some tea.” A third colleague joined them and said, “Cheers for saving me a seat.”

*Note: These everyday expressions helped create a friendly and informal atmosphere among the group.*

### **13. Rhetorical Question**

A rhetorical question is asked to make a point rather than to receive an actual answer. It encourages the listener or reader to think, and the answer is usually implied or obvious.

**Examples:**

- **How can we improve if we never practise?**
- **Who wouldn’t want a fair chance to succeed?**

**Read the following passage and highlight all the ‘Rhetorical Question’ used:**

During the assembly, the headteacher encouraged students to reflect on their learning. She asked, “If we do not take responsibility for our progress, who will?” Later, she continued, “Isn’t it better to try and improve than to give up immediately?”

*Note: These questions were not asked to be answered out loud but to prompt thoughtful consideration among the students.*

### **14. Rule of Three**

The rule of three is a technique where three words, phrases or ideas are used together to make language more memorable, persuasive or impactful. The pattern of three creates rhythm and emphasis.

**Examples:**

- The speaker encouraged us to **plan, prepare and persevere**.
- The neighbourhood was described as **quiet, safe and welcoming**.

**Read the following passage and highlight all the ‘Rule of Three’ used:**

During the revision workshop, the tutor explained that successful study habits often involve focus, organisation and consistency. She described effective time management as steady, structured and purposeful, noting that using three related words together makes the message clearer and easier to remember. Towards the end of the session, she encouraged learners to remain calm, confident and committed as exams approached.

*Note: In this passage, the tutor uses groups of three related words (rule of three) to make her advice about study habits more memorable, rhythmic and persuasive for the learners.*



## 15. Onomatopoeia

Onomatopoeia is when a word imitates or suggests the sound that it describes. These sound-based words help create vivid, sensory detail in writing.

### Examples:

- The fire **crackled** in the hearth.
- The door **creaked** as it slowly opened.

**Read the following passage and highlight all the ‘Onomatopoeia’ used:**

On a rainy evening, students gathered in the library to study. Outside, the rain pattered softly against the windows and the wind whistled through the gaps in the old building. As someone turned a page, it rustled gently. In the corner, a kettle finished boiling with a final click.

*Note: These sound-imitating words helped create a vivid and atmospheric scene.*

## 16. Soliloquy

A soliloquy is a speech in a play where a character speaks their thoughts aloud while alone on stage. It allows the audience to understand the character’s feelings, motivations or inner conflicts directly.

### Examples:

- In Shakespeare’s plays, characters often speak alone to reveal their private thoughts.
- A character might question their own decisions aloud so the audience can understand their emotional struggle.

**Read the following passage and highlight all the ‘Soliloquy’ used:**

In the drama lesson, the actor stood alone under the spotlight and spoke to the empty stage. He said, “Why do I continue to chase approval when it brings me no peace?” He continued, “If I walk away now, will I finally be free, or will I regret it forever?”

*Note: These spoken thoughts were not directed at any other character but revealed his inner conflict directly to the audience.*

## 17. Monologue

A monologue is a long, continuous speech delivered by one character to others, or to an audience. Unlike a soliloquy, the speaker is **not alone**; they are addressing someone, sharing thoughts, telling a story or giving information in an extended piece of speech.

### Examples:

- A teacher giving a long explanation to the class without interruption.
- A character in a play retelling an event to others in a long speech.

**Read the following passage and highlight all the ‘Monologue’ used:**

During the rehearsal, one actor stepped forward and addressed the rest of the cast. He spoke at length about his character’s journey, saying, “I travelled across the city with nothing but determination. I faced doubt, fear and disappointment, yet I continued because I believed there was purpose in every step.” He continued for several minutes, explaining his thoughts and feelings to the group.

*Note: This extended speech, directed to others, is an example of a monologue.*

## **18. Dialogue**

Dialogue is a conversation between two or more speakers. It is used to reveal character relationships, express thoughts naturally and make writing realistic and engaging. Dialogue often mimics real speech patterns.

### **Examples:**

- “Are you coming to the meeting?” she asked. “Yes, I’ll be there shortly,” he replied.
- “I’m unsure about this,” he said. “Don’t worry, we can work it out together,” she responded.

**Read the following passage and highlight all the ‘Dialogue’ used:**

In the college corridor, two students discussed their upcoming presentation.

“I’m a bit nervous about speaking in front of everyone,” said Amina.

“You’ll be fine,” replied Sam. “We’ve prepared our slides well and we’ve practised enough.”

Amina nodded and said, “Thank you. I just needed to hear that from someone.”

*Note: This exchange of spoken lines between the two characters is an example of dialogue.*

## **19. First Person Narration**

First person narration is when the narrator tells the story using “**I**”, “**me**” and “**my**”, describing events from their own perspective. The reader sees thoughts, feelings and experiences directly through the narrator’s viewpoint.

### **Examples:**

- **I** walked into the classroom feeling hopeful about the day.
- **My** heart raced as **I** stepped onto the stage.

**Read the following passage and highlight all the ‘First Person Narration’ used:**

When I arrived at the community centre, I felt both excited and anxious about the workshop. I had never spoken in front of a group before, but I reminded myself that everyone was there to learn together. As the session began, my confidence slowly grew, and I realised that sharing my ideas was not as frightening as I had imagined.

*Note: In this passage, the writer uses first-person narration to show their changing feelings, helping the reader empathise with their journey from anxiety to growing confidence.*

## **20. Third Person Narration**

Third person narration is when the narrator describes the story using “**he**”, “**she**”, “**they**” or characters’ names. The narrator is outside the story and observes the events rather than experiencing them personally.

### **Examples:**

- **She** walked into the classroom feeling hopeful about the day.
- **They** were excited to begin the new project together.

**Read the following passage and highlight all the ‘Third Person Narration’ used:**

When the lesson began, she sat quietly at the back of the room, observing the discussion. Her notebook lay open on the desk, but she hesitated to write at first. After a few minutes, she joined a group conversation and gradually felt more comfortable. They welcomed her warmly, and soon she began to contribute her ideas with growing confidence.

*Note: In this passage, the writer uses third-person narration to show the learner’s growing confidence and sense of belonging.*

## **21. Direct Address**

Direct address is when the writer or speaker speaks directly to the reader or audience using “**you**” or naming them. It creates a personal connection and makes the message feel more engaging or persuasive.

### **Examples:**

- **You** must remember to submit your work on time.
- **Students**, please make sure you sign the register.

**Read the following passage and highlight all the ‘Direct Address’ used:**

If you are preparing for an exam, you should start revising in small steps each day rather than waiting until the last minute. Think about how you learn best and choose strategies that suit you. Remember, your progress improves when you take responsibility for your study routine.

*Note: This direct guidance is aimed specifically at you, the reader.*

## 22. Imperatives

Imperatives are commands or instructions. They tell someone to do something and usually begin with the base form of the verb. They are commonly used in directions, advice and persuasive writing.

### Examples:

- **Keep** your notes organised.
- **Listen** carefully before responding.

**Read the following passage and highlight all the ‘Imperatives’ used:**

When preparing for your exam, start by reviewing your class notes. Create a study timetable that you can follow each day. Avoid cramming the night before, as it increases stress. Take short breaks to stay focused and drink water regularly.

*Note: These direct instructions are examples of imperatives used to guide the reader’s actions.*

## 23. Alliteration

Alliteration is the repetition of the same **initial consonant sound** in a group of words placed close together. It is used for emphasis, rhythm and to make phrases more memorable.

### Examples:

- The **silent stream** slipped softly through the valley.
- She carried a **bright, blue bag** to school.

**Read the following passage and highlight all the ‘Alliteration’ used:**

During the early morning walk, the students noticed the whispering wind moving through the tall trees. One of them described the scene as calm, cool and clear, making everyone smile. As they continued, they heard the soft, steady steps of their group along the path.

*Note: These repeated initial sounds helped create a gentle and soothing atmosphere in the description.*

## 24. Emotive Language

Emotive language uses words and phrases designed to evoke strong feelings such as sympathy, anger, joy or concern. It is often used to influence the reader’s emotional response to a situation.

### Examples:

- The charity works tirelessly to support **vulnerable families** in need.
- The news of the **heartbreaking loss** left the community in deep sorrow.

**Read the following passage and highlight all the ‘Emotive Language’ used:**

The headteacher spoke about the funding cuts, explaining that they would have a devastating impact on the school. She described how anxious parents and worried students had already

expressed their concerns. She emphasised that the school community must work together to protect these precious opportunities for young people.

*Note: The language used aimed to stir strong feelings and encourage support.*

## 25. Internal Thoughts

Internal thoughts show what a character is thinking privately. They reveal feelings, worries or reflections that are not spoken aloud. This helps the reader understand the character's inner perspective.

### Examples:

- **I hope no one notices how nervous I am**, she thought.
- **Was this the right decision?** he wondered silently.

**Read the following passage and highlight all the 'Internal Thoughts' used:**

As Layla entered the classroom, she smiled politely, but I hope they don't ask me to speak today, she thought to herself. She took a seat near the window and opened her notebook. I should have practised more last night, her mind whispered. When the tutor asked for volunteers, her heart raced. Maybe if I stay quiet, no one will notice me, she told herself, trying to appear calm.

*Note: In this passage, the writer uses third-person narration to reveal Layla's anxiety, helping the reader understand her fear of speaking in class.*

## 26. Personification

Personification is when human actions or qualities are given to objects, animals or ideas. It helps create vivid, imaginative descriptions and makes scenes feel alive.

### Examples:

- The old tree **reached out** with twisted branches.
- The kettle **sang** as it came to the boil.

**Read the following passage and highlight all the "Personification" used:**

In the early morning, the town was quiet and still. The streetlights watched silently over empty roads. An old shop sign nodded gently in the breeze. In the park, fallen leaves danced across the pavement, chasing one another playfully. Even the sky smiled with a soft golden light as the sun rose. The whole town seemed to stretch and yawn, waking slowly to a new day.

*Note: In this passage, the writer uses personification to give human qualities to the town and its surroundings, creating a vivid, gentle atmosphere of a place slowly waking up to a new day.*

## 27. Symbolism

Symbolism is when an object, colour or action represents a deeper meaning beyond its literal purpose. It allows writers to express ideas or emotions indirectly.

### Examples:

- A **white dove** symbolises **peace**.
- A **broken chain** symbolises **freedom lost**.

### Read the following passage and highlight all the “Symbolism” used:

At the memorial, white lilies were placed beside the photograph, each a symbol of remembrance and purity. A single candle flickered near the doorway, representing fragile hope that still remained. Outside, people carried small paper cranes, symbols of healing and new beginnings. Even the soft rain felt meaningful, suggesting shared sorrow among all who gathered.

*Note: Every detail in the scene carried emotional significance beyond what was physically there.*

## 28. Imagery

Imagery uses descriptive language to appeal to the senses, helping the reader see, hear, smell, taste or feel what is being described. It makes writing more vivid and engaging.

### Examples:

- The bread released a **warm, buttery scent** that filled the kitchen.
- The sea was **cold and sharp**, stinging the skin like ice.

### Read the following passage and highlight all the “Imagery” used:

The market was alive with colour. Stalls overflowed with bright, glistening fruit, their skins shining like polished glass. The air carried the smoky smell of grilled food, mixed with the sweetness of ripe strawberries. A vendor’s voice rang out clearly, cutting through the gentle buzz of conversation. Beneath people’s feet, the ground felt warm from the afternoon sun, holding the heat of the day.

*Note: In this passage, the writer uses rich sensory imagery to help the reader vividly see, smell and almost feel the lively atmosphere of the market.*

## 29. Repetition

Repetition is the deliberate use of a word or phrase more than once to create emphasis, rhythm or a memorable effect in writing or speech.

### Examples:

- He **tried** and **tried** again.
- We must **work together, learn together, grow together**.

**Read the following passage and highlight all the “Repetition” used:**

During the assembly, the speaker encouraged the students to keep going, even when progress felt slow. “Keep going when you are tired, keep going when you doubt yourself, keep going when success feels far away,” she said. The phrase echoed through the hall, repeated with intention.

*Note: The repetition helped the message stay in everyone’s mind, reminding them that determination grows through continued effort.*

### **30. Juxtaposition**

Juxtaposition is when two contrasting ideas, images or situations are placed close to each other to highlight their differences. It helps the reader notice contrast more clearly.

**Examples:**

- **luxury hotel** beside a **run-down shelter**
- **joyful music** playing in a **silent room**

**Read the following passage and highlight all the “Juxtaposition” used:**

In the city centre, modern glass offices stand beside cracked brick warehouses. Outside the station, rushed commuters pass slow-moving tourists who stop to take photographs. In the café window, fresh pastries sit next to reduced items in worn trays. Even the nearby park shows contrast, where neatly trimmed hedges grow along the edge of wild, tangled grass. These opposite images share the same space every day.

*Note: In this passage, the writer uses juxtaposition of contrasting images to highlight the city centre as a place where opposite qualities exist side by side.*

### **31. Parallelism**

Parallelism is when similar grammatical structures are repeated in a sentence or group of sentences. It creates balance, rhythm and clarity.

**Examples:**

- She wanted **to learn, to grow, and to succeed.**
- They **planned carefully, worked steadily, and finished confidently.**

**Read the following passage and highlight all the “Parallelism” used:**

During revision week, students were encouraged to organise their notes, to manage their time, and to practise regularly. The teacher reminded them to read carefully, think clearly, and answer confidently in the exam.

*Note: The repeated structure created a steady rhythm that made the advice memorable. Parallelism helped guide students towards consistent habits and clear focus.*

### 32. Assonance

Assonance is the repetition of similar vowel sounds in nearby words to create a musical or flowing effect.

#### Examples:

- The **slow, rolling** notes filled the room.
- A **mellow, echoing** tone drifted through the hall.

#### Read the following passage and highlight all the “Assonance” used:

In the quiet library, a low, soft murmur of voices floated between the shelves. The cool, smooth wooden tables shone in the afternoon light. A student read aloud in a slow, steady rhythm, her voice gentle and clear. Outside, leaves moved in a lazy, waving motion against the window.

*Note: The repeated vowel sounds created a calm, peaceful atmosphere throughout the room.*

### 33. Consonance

Consonance is the repetition of the same consonant sounds in nearby words. It creates rhythm, texture and emphasis.

#### Examples:

- The **crisp, crackling** leaves. (repeated **cr** sound)
- The **silent, silver** snowfall. (repeated **s** sound)

#### Read the following passage and highlight all the “Consonance” used:

The path was covered in crisp, crackling leaves as we walked. A soft, sighing breeze moved through the trees. From the shed, a sharp, short clatter broke the quiet evening. A dog watched with still, steady patience from the gate.

*Note: The repeated consonant sounds helped to build the gentle rhythm of the scene.*

### 34. Rhythm

Rhythm is the pattern of beats or flow created by the arrangement of words and sentence lengths. It affects how smoothly or quickly the writing feels when read.

#### Examples:

- **Breathe in, breathe out**, slow and steady.
- **Step by step, day by day**, progress continued.



**Read the following passage and highlight all the “Rhythm” used:**

The jogger moved along the path: step, step, breath, step, step, breath. His pace stayed steady as the morning light grew. Birds sang in a gentle pattern, call and answer, call and answer, following him through the park. Even the leaves seemed to sway in time with his movement.

*Note: The scene flowed with natural rhythm, creating a calm and steady pace.*

### **35. Rhyme**

Rhyme occurs when words share the same or similar ending sounds. It creates musicality, pattern and connection in language.

**Examples:**

- light / night
- play / day

**Read the following poem and highlight all the “Rhyme” used:**

The children skipped along the path, enjoying the fading light

One pointed up and shouted, “Look! It’s nearly night.”

Their laughter continued as they ended their play

knowing the sun had finished its day

A teacher called them back, gentle and kind

so no one would be left behind

*Note: The shared end sounds created a soft, memorable rhythm.*

### **36. Anecdotes**

An anecdote is a short personal story used to explain, support or illustrate a point. It makes ideas feel real, relatable and memorable.

**Examples:**

- When I first learned to swim, I panicked, but slowing my breathing helped me stay afloat.
- I once forgot my lines in a school play, but the audience encouraged me to continue.

**Read the following passage and highlight all the “Anecdotes” used:**

During the workshop, the speaker shared real experiences to encourage the group. She described her first job interview, where she answered a question completely wrong but still learnt from the feedback. She also told a story about failing her driving test the first time and passing easily the second after practising calmly each day.

*Note: These short personal stories helped the audience understand that progress often comes through patience and persistence.*

### 37. Metonymy

Metonymy is when one word or phrase is used to represent something closely associated with it. Instead of naming the thing directly, a related idea, object or place is used as a substitute. This allows language to be more concise, symbolic and culturally meaningful.

#### Examples:

- **The Crown** announced new policies (meaning the British monarchy or government).
- The **Whitehall** response was delayed (meaning government departments located in Whitehall).

**Read the following passage and highlight all the ‘Metonymy’ used:**

During the evening news, the presenter reported that Downing Street would release a statement about the new education reforms. Some teachers hoped that City Hall would offer additional funding to local schools. Meanwhile, parents discussed how the classroom must continue adapting to modern needs.

*Note: These expressions refer not to the physical places themselves, but to the people and institutions connected with them.*

### 38. Pathetic fallacy

Pathetic fallacy is when weather or the natural environment is described in a way that reflects human emotions or moods. The writer gives nature human feelings or reactions to match the atmosphere of the scene. This can make the mood clearer, more dramatic and easier for the reader to imagine.

#### Examples:

- The **angry clouds** gathered over the pitch as the team prepared for defeat.
- **Sunshine danced** on the windows, **welcoming** the visitors inside.

**Read the following passage and highlight all the ‘Pathetic fallacy’ used:**

As the exam results were handed out, heavy grey clouds settled over the college. In the corridor, the rain pressed against the windows as if it shared the students’ worry. When one learner burst into relieved laughter, a shy beam of sunlight slipped through the clouds and brightened the stairwell. Outside, the wind slowly calmed, as though the whole building could finally rest.

*Note: These expressions do not mean that the weather truly has feelings. They show how the sky, rain and wind are used to mirror the emotions inside the college.*

## **Check your Understanding**

### **1. Which sentence uses imagery related to smell?**

- a. The hall echoed with students' footsteps.
- b. The cake smelt warm and sweet, filling the kitchen with comfort.
- c. The door creaked loudly.
- d. The chair felt rough to the touch.

### **2. Which sentence shows juxtaposition?**

- a. A luxury restaurant built beside a run-down alley.
- b. The children played in the park.
- c. The rain poured heavily.
- d. The buses arrived one after another.

### **3. Which sentence contains personification?**

- a. The river whispered softly as it flowed.
- b. The stream moved downhill.
- c. The grass grew quickly after the rain.
- d. The stone wall stood at the edge of the path.

### **4. Identify the sentence that uses repetition for emphasis.**

- a. She listened carefully to the instructions.
- b. The lights flickered once.
- c. Never, never give up on your dreams.
- d. The audience clapped politely.

### **5. Which one is an example of symbolism?**

- a. The table was made of oak wood.
- b. A white feather was placed to show peace.
- c. A feather floated in the sky.
- d. The birds flew overhead.

### **6. Which sentence appeals primarily to sound imagery?**

- a. The cold glass shone under the light.
- b. The leaves rustled softly beneath their feet.
- c. The chair was soft and padded.
- d. The fruit tasted very sweet.

### **7. Which sentence demonstrates personification?**

- a. The kettle boiled on the counter.
- b. The road stretched ahead into the distance.
- c. The old house sighed as the wind moved through it.
- d. The windows were open.

**8. Which sentence demonstrates juxtaposition?**

- a. The afternoon was sunny.
- b. The cheerful music played during the sad farewell.
- c. The town was quiet.
- d. The chairs were neatly arranged.

**9. Which sentence uses repetition?**

- a. The sky was covered with clouds.
- b. She waited and waited for the news to arrive.
- c. The shop opened at nine.
- d. The train was late.

**10. In the sentence, "The broken chain lay on the floor, representing freedom," what is the symbolism of the chain?**

- a. Clothing
- b. Independence
- c. Travel
- d. Anger

**11. Which sentence shows bias?**

- a. The review compared three local cafés fairly.
- b. The report presented both sides of the argument.
- c. The article claimed that one school was the only good school in the entire city.
- d. The speaker listened to all comments equally.

**12. Which option contains onomatopoeia?**

- a. The leaves moved in the wind.
- b. The bees buzzed around the garden.
- c. The meadow was wide and green.
- d. The air felt cold and sharp.

**13. Which is a rhetorical question?**

- a. What time does the lesson start?
- b. Where are we meeting later?
- c. How can anyone ignore a problem this serious?
- d. When will they arrive?

**14. Which sentence includes a colloquial expression?**

- a. The weather report predicted heavy rain.
- b. I was absolutely shattered after the training session.
- c. The coach gave clear instructions.
- d. The match ended at 4pm.

**15. Which sentence shows bias in favour of something?**

- a. The presentation included viewpoints from many groups.
- b. The speaker said the council's plan was perfect and could not be questioned.
- c. The report included balanced evidence.
- d. The article analysed several opinions.

**16. Which example uses onomatopoeia?**

- a. The chair was made of oak.
- b. The door banged shut behind them.
- c. The light shone through the window.
- d. The corridor was long and narrow.

**17. Which sentence is a rhetorical question?**

- a. Will you attend the meeting?
- b. Where is the library located?
- c. Isn't cooperation better than constant conflict?
- d. What page should we read?

**18. Which is a colloquial expression?**

- a. The report was submitted electronically.
- b. She felt under the weather and decided to rest.
- c. The temperature dropped overnight.
- d. He waited outside the station.

**19. Which sentence contains bias against something?**

- a. The writer said all trains were terrible and always late, without evidence.
- b. The researcher compared travel methods carefully.
- c. The newspaper listed both advantages and disadvantages.
- d. The speaker noted different public opinions.

**20. Which sentence uses onomatopoeia effectively?**

- a. The teacher explained the task.
- b. The leaves crunched beneath their shoes as they walked.
- c. The road stretched ahead of them.
- d. The café was crowded.

**21. Which sentence contains assonance?**

- a. The children gathered in the hall.
- b. The low, slow toll of the bell echoed.
- c. The sky brightened suddenly.
- d. The teacher called out names.

**22. Which line shows rhyme?**

- a. The birds flew across the sky.
- b. The cat sat by the hat on the mat.
- c. The child finished reading.
- d. The clock ticked quietly.

**23. Which sentence demonstrates consonance?**

- a. The flowers opened in spring.
- b. The cold, hard ground pressed against his hands.
- c. The bus arrived on time.
- d. The students took their seats.

**24. Which sentence has a clear rhythmic pattern?**

- a. The lights flickered.
- b. Tap-tap, tap-tap, the drummer kept time.
- c. The morning was still.
- d. The child tied her shoes.

**25. Identify the example of alliteration.**

- a. The clouds rolled in quietly.
- b. The wild winds whipped across the valley.
- c. The water was cold.
- d. The street was empty.

**26. Which pair of words rhyme?**

- a. rain / road
- b. stone / bone
- c. field / full
- d. chair / chalk

**27. Which sentence contains consonance?**

- a. The room was warm.
- b. The lamp stood by the door.
- c. The crackling, tickling fire warmed the room.
- d. The lesson went quickly.

**28. Which sentence uses alliteration clearly?**

- a. The children read their books.
- b. The silent stream slipped through the sleepy valley.
- c. The teacher handed out papers.
- d. The chairs were arranged neatly.

**29. Which sentence uses assonance?**

- a. The road was long and winding.
- b. The pale rain strayed across the grey plain.
- c. The class worked quietly.
- d. The windows were open.

**30. Which example shows rhythm?**

- a. She walked down the corridor.
- b. Step, step, pause, step, they marched together.
- c. The leaves fell from the trees.
- d. The café opened early.

**31. Which sentence contains an anecdote?**

- a. The teacher gave a definition of teamwork.
- b. She told a short personal story about how she learned to manage her time in college.
- c. The student summarised the rules.
- d. They discussed group roles.

**32. Which of the following is an anecdote?**

- a. "Time management is important."
- b. "I once missed a deadline and learned to plan ahead the next time."
- c. "Planning helps you work better."
- d. "Make a study schedule."

**33. Which sentence uses jargon?**

- a. The chef prepared dinner.
- b. The architect discussed the floor plan, elevations, and load distribution.
- c. The garden was quiet.
- d. The children played outside.

**34. Which option contains jargon?**

- a. The book was interesting.
- b. The doctor reviewed the patient's vital signs and respiratory function.
- c. The street was busy.
- d. The family visited the park.

**35. Which sentence is an example of tautology?**

- a. "She climbed the stairs quickly."
- b. "He made a true and accurate statement."
- c. "They walked to school together."
- d. "The weather changed suddenly."

**36. Which sentence contains tautology?**

- a. "The teacher explained the task."
- b. "They arrived at the end result after much discussion."
- c. "The dog barked loudly."
- d. "The market closed early."

**37. Which sentence demonstrates an analogy?**

- a. "Learning a language is like planting a garden; it grows with patience and care."
- b. "The lesson lasted one hour."
- c. "The students wrote notes."
- d. "The tutor marked the work."

**38. Which example shows analogy?**

- a. "He left the classroom quietly."
- b. "Starting a new job is like stepping into a new chapter of a book."
- c. "She packed her lunch."
- d. "The lights were turned off."

**39. Which sentence uses hyperbole?**

- a. "The student read her book carefully."
- b. "I've got a mountain of emails to reply to today."
- c. "The train arrived on time."
- d. "He drank a cup of tea."

**40. Which is an example of hyperbole?**

- a. "The forest was very large."
- b. "I was frozen solid waiting for the bus this morning."
- c. "The room was quiet."
- d. "She slept for eight hours."

**41. Which sentence is an example of sarcasm?**

- a. "Thank you for arriving early, we can start on time."
- b. "Oh brilliant, another delay. Exactly what I needed today."
- c. "Please sit down and begin the task."
- d. "The weather forecast says it will rain later."

**42. Which sentence shows sarcasm used to express annoyance?**

- a. "I appreciate your help."
- b. "Yes, of course, I love waiting in traffic for an hour."
- c. "Let's try again tomorrow."
- d. "The meeting begins soon."



**43. Which example demonstrates satire?**

- a. A newspaper that reports election results accurately.
- b. A comedy sketch that mocks politicians by exaggerating their promises.
- c. A travel guide describing holiday destinations.
- d. A weather report predicting rain.

**44. Which text uses satire to criticise social behaviour?**

- a. A poem about nature.
- b. A cartoon showing people glued to their phones while ignoring each other.
- c. A textbook explaining grammar rules.
- d. A leaflet advertising an event.

**45. Which sentence is a metaphor?**

- a. The classroom was a hive of activity during the project.
- b. The classroom was as noisy as a playground.
- c. The classroom was busy.
- d. The classroom filled with students.

**46. Which sentence contains a metaphor?**

- a. Her idea was a spark that started the discussion.
- b. Her idea spread quickly through the group.
- c. Her idea was shared widely.
- d. Her idea was explained clearly.

**47. Which sentence is a simile?**

- a. His voice was music to her ears.
- b. His voice was like music to her ears.
- c. His voice echoed in the hall.
- d. His voice sounded clear and bright.

**48. Identify the simile.**

- a. The room was warm and welcoming.
- b. The room felt as cold as a cave.
- c. The room was quiet for once.
- d. The room smelled of fresh paint.

**49. Which sentence contains an idiom?**

- a. He literally fell on the path.
- b. He let the cat out of the bag during the meeting.
- c. He explained the plan clearly.
- d. He closed the door quietly.

**50. Which option is an idiom meaning to try your best?**

- a. Do your homework carefully.
- b. Give it your all.
- c. Work slowly.
- d. Stop trying.

**Answer Key**

No.	Your Answer	Actual Answer	Score	No.	Your Answer	Actual Answer	Score
1.				26.			
2.				27.			
3.				28.			
4.				29.			
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20.				45.			
21.				46.			
22.				47.			
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24.				49.			
25.				50.			

**Total marks: 50****Marks obtained:** \_\_\_\_\_

## Practice Passages

### Instructions:

**Read the following passages and the poem. Identify as many language techniques as possible and highlight them.**

### Passage 1: Japan

Japan is often described as the “land of the rising sun”, yet this familiar phrase barely captures its cultural richness. The country feels like a bridge between past and future, where bullet trains glide past wooden shrines.

Everyday life in Japan can seem like a carefully choreographed dance. Bowing, exchanging business cards and removing shoes at the door are not random habits but ritualised gestures that express respect and social harmony. The quiet care taken over these customs is polite precision and disciplined decorum that shapes how people move, speak and even stand in public spaces.

Traditional arts also reveal Japan’s cultural heart. In a tea ceremony, every motion is deliberate, as if time itself has agreed to slow down for a moment. Calligraphy turns written characters into visual music on paper, suggesting that beauty is found not only in meaning but in the movement of the brush. Like a well-structured essay guiding the reader, a rock garden guides the eye from stone to stone in a quiet analogy between nature and thought.

Modern Japan, however, offers an intriguing contrast. It is a paradox of ultra-modern minimalism and meticulous tradition. You can buy hot coffee from a vending machine at midnight, then walk a few steps to a shrine where people tie paper wishes to trees. Is it not striking that in a nation renowned for technology, commuters still find comfort in paper books and handwritten notes?

There is even a gentle irony in the way Japan is marketed to visitors. Tourists arrive expecting samurai, cherry blossoms and geisha, only to discover busy convenience stores, complex train maps and food that tastes remarkably fresh. Yet, despite these surprises, many visitors leave feeling that Japan has challenged their assumptions, like a mirror reflecting a different version of themselves.

Seasonal festivals underline Japan’s sensitivity to nature. During Hanami, crowds gather under clouds of cherry blossom like travellers resting beneath pink snow, while autumn’s blazing maples turn city parks into living galleries of gold and scarlet. These events remind people that beauty is brief, a message that feels as old as the mountains yet as fresh as the morning trains.

In the end, Japanese culture is less a single story and more a woven tapestry of rituals, relationships and remarkable resilience, inviting the world to look closer and listen more carefully.

Language Technique	Text reference from the passage

## Passage 2: Mothers, a comparative study

Across Europe, Africa and Asia, mothers share the same fierce, unconditional love (emotive language), yet culture gently shapes how that love is shown. In every home, tradition seems to lean over the cot and whisper advice (personification), reminding mothers what “good parenting” ought to look like. A simple object, such as a worn schoolbag can become a small flag of hope for the future (symbolism).

Many European mothers are encouraged to promote independence. Bedtimes may be negotiated rather than dictated, and children are often asked to share their views on school, friendships and feelings. The daily routine can feel like “eat, sleep, negotiate” (rule of three) as parents try to balance structure with freedom. When worries arrive, they may feel as heavy as a mountain of homework (hyperbole), yet the overall goal is clear: raise confident children who can speak up for themselves.

In many African contexts, the parenting journey is strongly rooted in community. Aunties, neighbours and grandparents often stand side by side, a living circle of support (symbolism) around the child. A mother’s voice may be soft but firm, carrying stories of ancestors who survived storms, famine and change. Discipline is framed as protection, not cruelty, and respect is taught through greetings, shared meals and collective responsibility. The courtyard or street becomes a classroom, a playground and a safety net (rule of three), where learning and laughter blend.

Asian mothers, in many societies, navigate intense expectations around education. Exam results can sound louder than the school bell “ding-ding!” as families invest time, money and energy into tutoring. At times, the effort seems so enormous it could stretch across the continent. Yet behind the pressure lies a desire for stability, status and security, especially in competitive economies. A sharpened pencil, a neatly folded uniform and a silent prayer together form a quiet armour against uncertainty.

Of course, no continent is completely one thing. European mothers can be strict, African mothers relaxed, Asian mothers playful. Still, across these differences, one picture remains: a mother sitting by a sleeping child, listening to the “shh, shh” of slow breathing and promising herself, perhaps for the millionth time, to do better tomorrow. Motherhood becomes a lion, gentle yet ready to roar for its cub, proving that behind every cultural pattern lies an individual heart trying, failing and trying again.

Language Technique	Text reference from the passage

## Poem: Dark Window

I kissed the silent doorway of my home  
And felt its worn wood tremble like a heart of clay

My mother's gaze grew bright with shattered calm  
Her tears held back, a storm denied the day

The lane, the laughing lads, the little green  
Where once our shouts rang bright across the ground  
Now faded like a half-remembered scene  
As distant wheels made one relentless sound

The shipyard's air was sharp with salt and steel  
And foreign voices fell like sudden rain

No friendly hand, no face to share my meal

Just long grey streets and work that tasted plain  
Yet still I walked, a worn but willing wave  
Torn from the shore of all I used to know  
Each step a quiet promise I once gave  
To lift my kin from under want and woe

I sold my sleep, my songs, my summer years  
To clattering clocks and factories of light  
Where iron arms shook hands with hidden gears

And windows never truly tasted night  
My back, my bones, my very breath grew thin  
Yet letters home flew on like silver birds  
Carrying coins and carefully folded grin  
In ink that hid my hunger in its words

Years later, when the neighbours speak my name  
They praise the house, the schooling, rising place  
They see the suit, the measured, modest fame  
Not boy nor tear in that first foreign space  
For I became a bridge of flesh and bone  
Between two worlds, two winds, two waiting skies  
And all I lost, all that I left at home  
Still calls me softly, softly, in my eyes

Language Technique	Text reference from the poem



### Passage 3: Food for Thought

Disney has become a global dream factory, pouring out stories where teenagers float through life in a haze of glitter, gossip and guaranteed success. On screen, these young characters are careless, clueless, almost magically parentless, moving from party to performance with no visible bills, boundaries or bedtimes. It is a world where problems are neatly packaged into episodes and where real consequences rarely survive the credits.

These teens live in mansions with bling-bright bedrooms and bottomless wardrobes. They sip milkshakes in spotless cafés and glide around school corridors as if life were a polished stage, not a crowded classroom. Adults appear only as background noise: a distant teacher, a comic parent, a conveniently absent guardian. Money flows like an invisible river under the floorboards, yet no one ever asks who pays the electricity bill or how the luxury car was bought. In this glossy universe, responsibility is quietly written out of the script.

Equally troubling is the narrow path to a “respectable” future. The message is repeated like a catchy chorus: sing, act, dance or score. Ordinary careers are sidelined; the doctor, the engineer, the nurse, the carer all vanish into the shadows of the studio lights. What does this tell a child watching from a crowded flat, clutching exam papers rather than a microphone? That a life without fame is somehow a life half-lived. When every hero is a star on the stage or the pitch, the classroom becomes a waiting room rather than a workshop of possibility.

Of course, Disney does offer moments of kindness, courage and friendship. Yet these virtues are often wrapped in sparkle, spotlight and stadium roar, suggesting that being a “good person” and being “adored by millions” are natural companions. For some young viewers, this creates a quiet discontent with ordinary life, a sense that their loving but tired parents, their cramped homes and their modest ambitions are somehow not enough. The danger is not one single film but the steady drip of stories where luxury is normal, parents are optional, and fame is the only door marked “success”.

Perhaps it is time to ask, not “Who do you want to be on stage?” but “Who do you want to be when the lights go out?”.

Language Technique	Text reference from the passage

## Passage 4: Life on the International Space Station

Life on the International Space Station can feel like living inside a humming mechanical heartbeat, circling the planet every ninety minutes while the world below spins on in silence. In microgravity, astronauts drift rather than walk; every movement is slow, deliberate, almost balletic. Muscles and bones quietly weaken, reminding the crew that gravity is not just a weight but a lifelong invisible training partner they have suddenly lost.

Without gravity, the ordinary rules of living dissolve. Water forms wandering globes, crumbs become tiny projectiles, and a simple sneeze can send you gliding gently backwards. Sleeping means zipping yourself into a bag on the wall so you do not float away in the night. The station's constant buzz, click, whirr is the soundtrack of survival, as life-support systems work tirelessly in the background.

Psychologically, the experience is both privilege and pressure. Outside the window, Earth hangs like a fragile blue lantern in a sea of black. It is breathtaking, but it can also sharpen the ache of distance. Families are far below; familiar streets and favourite faces have shrunk into a single shimmering globe. At three in the morning, when the station glides over dark oceans, an astronaut may feel utterly alone yet watched by the whole world. The question whispers: what if something goes wrong up here?

To keep body and mind intact, routine is everything. Astronauts exercise for hours each day on treadmills, bikes and resistance machines, running without running, lifting without lifting to fight the pull of weakness. Food arrives in packets and pouches; meals are practical rather than pretty yet sharing them becomes a ritual of normality and comfort. A floating spoon of soup, a carefully squeezed tube of coffee, a photograph taped to the wall: tiny acts of domesticity in a place where there is no "outside" to step into.

Yet above the solitude, above the fear, rises a profound sense of purpose. Each experiment, each measurement, each careful repair turns the station into a lighthouse of knowledge in the dark sea of space. Astronauts know they are small, suspended and scared at times, but they also know their work may help future patients, future explorers and future generations. In that knowledge, they find a quiet, enduring pride.

Language Technique	Text reference from the passage

