

| Literary technique  | <a href="#">Definitions from NSW English Syllabus glossary</a>   | Example from the text, <i>By the river</i> .   | Further examples |
|---------------------|--|--|------------------|
| Allegory            | A story in prose fiction, poetry, drama or visual language that has more than one level of meaning. The characters, events and situations can represent other characters, events and situations.                     | See the poem: <i>Linda</i> (pp. 64-65)<br><br>Here Linda constructs an allegory to show that she understands Harry in ways others do not.  |                  |
| allusion            | A brief hint or reference to a person, event, idea or work of art through a passing comment, where a composer expects a reader to have the knowledge to recognise the allusion and grasp its importance in the text. | <p><i>My dad named me</i><br/><i>Harry,</i><br/><i>after Harry Houdini</i><br/><i>who could escape</i><br/><i>from boxes locked with chains</i> (p. 28)</p> <p>This places the novel in time (post Houdini's fame) and illustrates the dad's sense of humour and something of Harry's personality.</p> |                  |
| colloquial language | Informal expression of language, characteristic of speech and often used in informal writing. The register of everyday speech.   | <p><i>Keith and me work</i><br/><i>for weeks on the billycart.</i> (p. 45)</p> <p>The grammatically correct expression here would be 'Keith and I...'. However, Herrick has used a colloquial grammar to emphasis the voice, age and education of Harry.</p>   |                  |

|                        |  |  |  |
|------------------------|--|--|--|
| <p>framing</p>         | <p>Modified definition of framing in relation to visual texts: the way in which elements of a <i>print text</i> are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness.</p> | <p><i>Red</i><br/> <i>was Johnny Barlow</i><br/> <br/> <i>with his lightning fists</i><br/> <br/> <i>this drew blood in a blur.</i><br/> <i>Yellow</i><br/> <br/> <i>was Urger....</i> (p. 3)</p> <p>The authors uses a range of colours to create a frame to separate individual objects and characters. This sets up expectations and questions as we move into Act 1.</p> |  |
| <p>intertextuality</p> | <p>The associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing (see appropriation).</p>                                    | <p><i>and a backyard full</i><br/> <i>of empty beer bottle</i><br/> <br/> <i>to measure</i><br/> <br/> <i>Mr Kerry's life.</i> (pp. 81)</p> <p>Herrick's image calls to mind this famous line from <a href="#">T. S. Eliot's</a> poetry: 'I have measured out my life with coffee spoons' (<a href="#">The Love Song of J. Alfred Prufrock</a>, line 51).</p>                |  |

|                      |   |  |  |
|----------------------|---|--|--|
| <p>juxtaposition</p> | <p>The placement of two or more ideas, characters, actions, settings, phrases or words side-by-side for a particular purpose, for example to highlight contrast or for rhetorical effect.</p> | <p><i>At Linda's cross,<br/> I sit on a log<br/> and listen<br/> to the sound of<br/> a distant freight train<br/> leaving town. (p. 63)</i></p> <p>The juxtaposition of the quiet solemnity of Harry sitting at the place where Linda died contrasts with the rumbling of the train that is able to leave the town.</p> |  |
| <p>metaphor</p>      | <p>A resemblance between one thing and another is declared by suggesting that one thing is another, for example, "My fingers are ice'."</p>   | <p><i>Keith sits holding the reins of our timber horse (p. 45)</i></p> <p>This metaphor refers to the billycart.</p>   |  |
| <p>metonymy</p>      | <p>A use of the name of one thing or attribute of something to represent something larger or related</p>  | <p><i>...we cycle, non-stop for three hours,<br/> to reach Red Cliff Airport,..... There we lie on our backs,<br/> hidden under some bushes. (p. 75)</i></p> <p>This local airport represents escape and freedom from their small town.</p>  |  |

|                            |  |  |  |
|----------------------------|--|--|--|
| <p>personification</p>     | <p>Attributing human characteristics to abstractions such as love, things (for example, “The trees sighed and moaned in the wind”) or animals (for example, “The hen said to the fox ...”).</p>  | <p><i>As the branches<br/>scraped their fingers<br/>down my window (p. 79)</i></p> <p>The sound of branches is likened to a person scraping fingers down the window to create foreboding.</p>  |  |
| <p>point of view (PoV)</p> | <p>The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.</p> <p>Narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.</p> | <p><i>I tiptoe to the kitchen,<br/>open the creaking door<br/>and sit on the back step,<br/>listening to the town. (p. 149)</i></p> <p>The PoV here is a first person perspective of Harry, the central character. This PoV enables us to understand what Harry feels and thinks, though we rely on other parts of the text to determine the reliability of his self-reflection. In this extract, Harry is enjoying a moment before his dad wakes, and Harry’s reflection is based on his belief that because it’s his dad’s birthday it’s important that he feels loved and cared for... Harry will prepare his breakfast as a sign of that love.</p> |  |
| <p>representation</p>      | <p>The way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views about characters, events and ideas.</p>  | <p><i>A two-storey weatherboard,<br/>painted clean white,<br/>with every window closed,</i></p>  |  |

|               |  |  |  |
|---------------|--|--|--|
|               | <p>Representation applies to all language modes: spoken, written, visual and multimodal.</p>                                       | <p><i>shutting out</i></p> <p><i>the lazy breeze</i></p> <p><i>blowing across the railway tracks.</i></p> <p><i>I stand opposite</i></p> <p><i>and stare</i></p> <p><i>at the lawn,</i></p> <p><i>green and flat like carpet,</i></p> <p><i>cut to perfection. (p. 173)</i></p> <p>Herrick’s description of this house in Longden street represents the world that is shut off to Harry and his family and friends. Harry has no idea who lives there, and it seems that the closed windows are designed to keep the town and the likes of Harry, at a distance.</p> |  |
| <p>simile</p> | <p>A figure of speech that compares two usually dissimilar things. The comparison starts with <i>like, as</i> or <i>as if</i>.</p> | <p><i>‘Her body,</i></p> <p><i>full of creekwater,</i></p> <p><i>weeds,</i></p> <p><i>and thirteen years’ memory,</i></p> <p><i>popped out of the swamp</i></p> <p><i>like a cork held down too long.....’ (p. 43)</i></p>   |  |

|                   |   |  |  |
|-------------------|---|--|--|
|                   |   | The emergence of Linda’s body after the flood is likened to a cork rising to the surface of the swamp, seeming trivial in comparison to the actual discovery.  |  |
| symbolism         | Use of a symbol that represents something else, particularly in relation to a quality or concept developed and strengthened through repetition. For example, freedom can be symbolised by a bird in flight in both verbal and visual texts. | <p><i>The Mahony family,<br/> moved south.<br/> after planting<br/> a white cross<br/> and a patch of daisies.... (p. 44)</i></p> <p>The white cross and patch of daisies are symbolic of the loss the Mahony family. While the symbols remain in town, the family has moved on.</p> |  |
| Other techniques? | Definitions?  | <p><i>Evidence from the text (with page number)</i></p> <p>Provide a brief explanation of how the technique has been employed.</p>   |  |