

## Unit 2 Emotive language

When you think of the most gripping way to start a story, try to use emotive words. **Emotive language** is language that causes strong emotions in the listener or reader. Look at the following word pairs, for example:

Column 1	Column 2	Word class / Part of speech
quiet	soundless	adjectives
sad	sorrowful	adjectives
walk	wander	verbs

The words in each pair (for example, *quiet* and *soundless*) are synonyms. However, the words in column 2 cause a stronger emotion in the reader than the words in column 1.

Compare the two sentences below. Sentence 2 is more emotive:

1. The **sad** girl **walked** into the **quiet** night.
2. The **sorrowful** girl **wandered** into the **soundless** night.

### Activity 2.1 Giving synonyms for emotive words

30 minutes

1. The following is the opening scene of the book *Goat Expectations* by Janis Ford. Read it before you continue with the rest of the activity.

A cold night wind swept across the car park at the back of the Rondebosch shopping centre.

'Let's go man! I'm frozen!' Victor shivered and shoved his hands deeper into his trouser pockets.

'Yah!' Tembile agreed. 'I'm starving!'

Vuyo crossed his arms and tucked his cold fingers underneath his armpits. At twelve and a half, he was the youngest of the group.

'I need a bigger jacket,' he muttered through clenched teeth. 'These sleeves are too short.'

2. The underlined words in the passage are emotive words. Copy the table below into your exercise book. Then fill it with a less emotive synonym for each word. Also name the word class to which each word belongs.

Emotive word	Synonym	Word class
a) swept		
b) frozen		
c) shoved		
d) starving		
e) muttered		

Total: 10

### Notes

Victor is **not** **literally** frozen and Tembile is not literally starving. The words *frozen* and *starving* are used **figuratively**. Figurative language has more emotive effect than literal language.

The term **word class** means the same as **part of speech**.



## Revision activity 5

1. Read the following extract and then answer the questions below. The extract is from Nelson Mandela's autobiography *Long Walk to Freedom*. Here he tells about two important messages he received while he was imprisoned on Robben Island.

Twice I received bad news from home. First, I was told my mother had died. Then my eldest son, Thembekile, was killed in a car crash. When I got that news, I spent the whole day in my cell thinking about him and the rest of my family. It was one of the saddest days of my life.

- a) Refer to the word *imprisoned* in the introduction.
  - i) Give the root of the word. (1)
  - ii) Write down the prefix of the word. (1)
  - iii) Write down the suffix of the word. (1)
  - iv) Give the meaning of the word. (2)
- b) Quote the topic sentence of the paragraph above. (1)
- c) The phrase *in a car crash* is an \_\_\_\_\_ phrase telling you more about the finite verb *was killed*. (Give only the missing word.) (1)
- d) Refer to the following sentence:

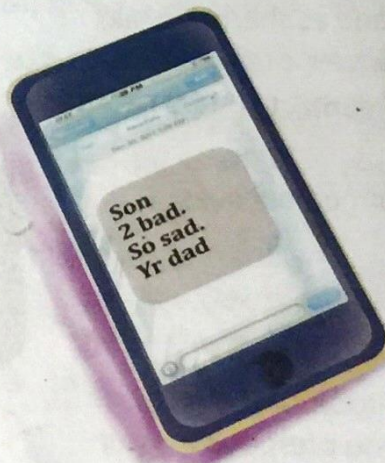
*When I got that news, I spent the whole day in my cell thinking about him and the rest of my family.*

- i) Write down the main clause and underline the finite verb. (2)
    - ii) Write down the dependent clause and underline the finite verb. (2)
  - e) How do you think someone feels when hearing such bad news? Give an adjective that is not in the passage. (1)
2. Below are two text messages. Rewrite each message in full sentences and underline all the finite verbs. (8)

a)



b)



**Total: 20**