8 Conceits, allusions, and attribution – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary

Write each word three times.

English	**Write it 3 times** (English)		
conceit			
allusion			
ideas			

Recall

- You have used a reference nobody in the room understood.
- You know a comparison can be clever enough to notice itself.
- You know borrowing an idea without saying so is a problem.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Conceit

A **conceit** is an extended metaphor that presents images and associations in surprising or paradoxical ways, often comparing the natural world and an individual. The surprise is what distinguishes it.

Worked example. Comparing two lovers to the legs of a compass is unlikely enough that the reader notices the act of comparing.

■ 2 Allusion

An **allusion** works because of shared knowledge, creating emotional or intellectual associations. When the knowledge is no longer shared, the line makes less - not nothing.

Worked example. Calling a garden 'an Eden' imports a first, perfect place and probably its loss.

■ 3 Attribution

Writers must acknowledge words, **ideas** , images and texts of others through attribution, citation or reference. In timed essays no particular style is required; extended papers should follow one.

Worked example. Saying 'one common reading holds that…' before disagreeing marks where your own argument begins.

Watch out: An allusion is also evidence about the poem's assumed audience. A poet alluding to a sacred text assumes readers who know it.

Practice

2.1 Define a conceit. [2]

2.2 State what distinguishes a conceit from an ordinary extended metaphor. [2]

2.3 State why an allusion works. [2]

2.4 State what happens when a reader misses an allusion. [2]

2.5 State what writers must acknowledge and by what means. [2]