

Tone Word List

Positive Tone/Attitude Words

Amiable	Consoling	Friendly	Playful
Amused	Content	Happy	Pleasant
Appreciative	Dreamy	Hopeful	Proud
Authoritative	Ecstatic	Impassioned	Relaxed
Benevolent	Elated	Jovial	Reverent
Brave	Elevated	Joyful	Romantic
Calm	Encouraging	Jubilant	Soothing
Cheerful	Energetic	Lighthearted	Surprised
Cheery	Enthusiastic	Loving	Sweet
Compassionate	Excited	Optimistic	Sympathetic
Complimentary	Exuberant	Passionate	Vibrant
Confident	Fanciful	Peaceful	Whimsical

Negative Tone/Attitude Words

Accusing	Choleric	Furious	Quarrelsome
Aggravated	Coarse	Harsh	Shameful
Agitated	Cold	Haughty	Smooth
Angry	Condemnatory	Hateful	Snooty
Apathetic	Condescending	Hurtful	Superficial
Arrogant	Contradictory	Indignant	Surly
Artificial	Critical	Inflammatory	Testy
Audacious	Desperate	Insulting	Threatening
Belligerent	Disappointed	Irritated	Tired
Bitter	Disgruntled	Manipulative	Uninterested
Boring	Disgusted	Obnoxious	Wrathful
Brash	Disinterested	Outraged	
Childish	Facetious	Passive	

Humor-Irony-Sarcasm Tone/Attitude Words

Amused	Droll	Mock-heroic	Sardonic
Bantering	Facetious	Mocking	Satiric
Bitter	Flippant	Mock-serious	Scornful
Caustic	Giddy	Patronizing	Sharp
Comical	Humorous	Pompous	Silly
Condescending	Insolent	Quizzical	Taunting
Contemptuous	Ironic	Ribald	Teasing
Critical	Irreverent	Ridiculing	Whimsical
Cynical	Joking	Sad	Wry
Disdainful	Malicious	Sarcastic	Grotesque

Sorrow-Fear-Worry Tone/Attitude Words

Aggravated	Embarrassed	Morose	Resigned
Agitated	Fearful	Mournful	Sad
Anxious	Foreboding	Nervous	Serious
Apologetic	Gloomy	Numb	Sober
Apprehensive	Grave	Ominous	Solemn
Concerned	Hollow	Paranoid	Somber
Confused	Hopeless	Pessimistic	Staid
Dejected	Horrific	Pitiful	Upset
Depressed	Horror	Poignant	Elegiac
Despairing	Melancholy	Regretful	
Disturbed	Miserable	Remorseful	

Neutral Tone/Attitude Words

Admonitory	Dramatic	Intimate	Questioning
Allusive	Earnest	Judgmental	Reflective
Apathetic	Expectant	Learned	Reminiscent
Authoritative	Factual	Loud	Resigned
Baffled	Fervent	Lyrical	Restrained
Callous	Formal	Matter-of-fact	Seductive
Candid	Forthright	Meditative	Sentimental
Ceremonial	Frivolous	Nostalgic	Serious
Clinical	Haughty	Objective	Shocking
Consoling	Histrionic	Obsequious	Sincere
Contemplative	Humble	Patriotic	Unemotional
Conventional	Incredulous	Persuasive	Urgent
Detached	Informative	Pleading	Vexed
Didactic	Inquisitive	Pretentious	Wistful
Disbelieving	Instructive	Provocative	Zealous

tone = speaker's attitude

POSITIVE TONE WORDS

admiring	hilarious
adoring	hopeful
affectionate	humorous
appreciative	interested
approving	introspective
bemused	joyful
benevolent	joyful
blithe	laudatory

**NEUTRAL
(+, -, or neutral)**

commanding
direct
impartial
indirect
meditative
objective
questioning
speculative

NEGATIVE TONE WORDS

abhorring	hostile
acerbic	impatient
ambiguous	incredulous
ambivalent	indifferent
angry	indignant
annoyed	inflammatory
antagonistic	insecure
anxious	insolent

calm	light	unambiguous	apathetic	irreverent
casual	lively	unconcerned	apprehensive	lethargic
celebratory	mirthful	understated	belligerent	melancholy
cheerful	modest		bewildered	mischievous
comforting	nostalgic		biting	miserable
comic	optimistic		bitter	mocking
compassionate	passionate		blunt	mournful
complimentary	placid		bossy	nervous
conciliatory	playful		cold	ominous
confident	poignant		conceited	outraged
contented	proud		condescending	paranoid
delightful	reassuring		confused	pathetic
earnest	reflective		contemptuous	patronizing
ebullient	relaxed		curt	pedantic
ecstatic	respectful		cynical	pensive
effusive	reverent		demanding	pessimistic
elated	romantic		depressed	pretentious
empathetic	sanguine		derisive	psychotic
encouraging	scholarly		derogatory	resigned
euphoric	self-assured		desolate	reticent
excited	sentimental		despairing	sarcastic
exhilarated	serene		desperate	sardonic
expectant	silly		detached	scornful
facetious	sprightly		diabolic	self-deprecating
fervent	straightforward		disappointed	selfish
flippant	sympathetic		disliking	serious
forthright	tender		disrespectful	severe
friendly	tranquil		doubtful	sinister
funny	whimsical		embarrassed	skeptical
gleeful	wistful		enraged	sly
gushy	worshipful		evasive	solemn
happy	zealous		fatalistic	somber
			fearful	stern
			forceful	stolid
			foreboding	stressful
			frantic	strident
			frightened	suspicious
			frustrated	tense
			furious	threatening
			gloomy	tragic
			grave	uncertain
			greedy	uneasy
			grim	unfriendly
			harsh	unsympathetic
			haughty	upset
			holier-than-thou	violent
			hopeless	wry

**mood = emotional effect that
the text creates for the audience**

POSITIVE MOOD WORDS

amused	jubilant
awed	liberating
bouncy	light-hearted
calm	loving
cheerful	mellow
chipper	nostalgic
confident	optimistic
contemplative	passionate
content	peaceful
determined	playful
dignified	pleased
dreamy	refreshed
ecstatic	rejuvenated
empowered	relaxed
energetic	relieved
enlightened	satiated
enthralled	satisfied
excited	sentimental
exhilarated	silly
flirty	surprised
giddy	sympathetic
grateful	thankful
harmonious	thoughtful
hopeful	touched
hyper	trustful
idyllic	vivacious
joyous	warm
	welcoming

NEGATIVE MOOD WORDS

aggravated	insidious
annoyed	intimidated
anxious	irate
apathetic	irritated
apprehensive	jealous
barren	lethargic
brooding	lonely
cold	melancholic
confining	merciless
confused	moody
cranky	morose
crushed	nauseated
cynical	nervous
depressed	nightmarish
desolate	numb
disappointed	overwhelmed
discontented	painful
distressed	pensive
drained	pessimistic
dreary	predatory
embarrassed	rejected
enraged	restless
envious	scared
exhausted	serious
fatalistic	sick
foreboding	somber
frustrated	stressed
futile	suspenseful
gloomy	tense
grumpy	terrifying
haunting	threatening
heartbroken	uncomfortable
hopeless	vengeful
hostile	violent
indifferent	worried
infuriated	

DIDLS Breakdown (Spinks - Kilgore High School)

DIDLS

Diction, Imagery, Details, Language, and Syntax

Use *diction* to find tone. Use *imagery, details, language* and *syntax* to support tone.

TONE

Author's attitude toward the subject, toward himself, or toward the audience.

DICTION

Adjectives, nouns, verbs, adverbs, negative words, positive words, synonyms, contrast.

Look at the words that jump out at you - Evaluate *only those words* to find tone

Also look at:

Colloquial (Slang)

Old-Fashioned

Informal (Conversational)

Formal (Literary)

Connotative (Suggestive meaning)

Denotative (Exact meaning)

Concrete (Specific)

Abstract (General or Conceptual)

Euphonious (Pleasant Sounding)

Cacophonous (Harsh sounding)

Monosyllabic (One syllable)

Polysyllabic (More than one syllable)

- Describe diction (choice of words) by considering the following:
 1. Words can be *monosyllabic* (one syllable in length) or *polysyllabic* (more than one syllable in length). The higher the ratio of polysyllabic words, the more difficult the content.
 2. Words can be mainly *colloquial* (slang), *informal* (conversational), *formal* (literary) or *old-fashioned*.
 3. Words can be mainly *denotative* (containing an exact meaning, e.g., dress) or *connotative* (containing suggested meaning, e.g., gown)
 4. Words can be *concrete* (specific) or *abstract* (general or conceptual).
 5. Words can be *euphonious* (pleasant sounding, e.g., languid, murmur) or *cacophonous* (harsh sound, e.g., raucous, croak).

IMAGERY

Creates a vivid picture and appeals to the senses

Alliteration	repetition of consonant sounds at the start of a word	The giggling girl gave gum.
Assonance	repetition of vowel sounds in the middle of a word	Moths cough and drop wings
Consonance	repetition of consonant sounds in the middle of a word	The man has kin in Spain
Onomatopoeia	writing sounds as words	The clock went tick tock
Simile	a direct comparison of unlike things using like or as	Her hair is like a rat's nest
Metaphor	a direct comparison of unlike things	The man's suit is a rainbow
Hyperbole	a deliberate exaggeration for effect	I'd die for a piece of

Understatement	represents something as less than it is	candy A million dollars is okay
Personification	attributing human qualities to inhuman objects	The teapot cried for water
Metonymy	word exchanged for another closely associated with it	Uncle Sam wants you!
Pun	play on words – Uses words with multiple meanings	Shoes menders mend soles.
Symbol	something that represents/stands for something else	the American Flag
Analogy	comparing two things that have at least one thing in common	A similar thing happened...
Oxymoron	Use of words seemingly in contradiction to each other	bittersweet chocolate

DETAILS specifics the author includes about facts – his opinion

LANGUAGE

- Words that describe the entire body of words in a text – not isolated bits of diction

Artificial	false	Literal	apparent, word for word
Bombastic	pompous, ostentatious	Moralistic	puritanical, righteous
Colloquial	vernacular	Obscure	unclear
Concrete	actual, specific, particular	Obtuse	dull-witted, undiscerning
Connotative	alludes to; suggestive	Ordinary	everyday, common
Cultured	cultivated, refined, finished	Pedantic	didactic, scholastic, bookish
Detached	cut-off, removed, separated	Plain	clear, obvious
Emotional	expressive of emotions	Poetic	lyric, melodious, romantic
Esoteric	understood by a chosen few	Precise	exact, accurate, decisive
Euphemistic	insincere, affected	Pretentious	pompous, gaudy, inflated
Exact	verbatim, precise	Provincial	rural, rustic, unpolished
Figurative	serving as illustration	Scholarly	intellectual, academic
Formal	academic, conventional	Sensuous	passionate, luscious
Grotesque	hideous, deformed	Simple	clear, intelligible
Homespun	folksy, homey, native, rustic	Slang	lingo, colloquialism
Idiomatic	Peculiar, vernacular	Symbolic	representative, metaphorical
Insipid	uninteresting, tame, dull	Trite	common, banal, stereotyped
Jargon	vocabulary for a profession	Informal	casual, relaxed, unofficial
Learned	educated, experienced	Vulgar	coarse, indecent, tasteless

- Rhetorical Devices -- The use of language that creates a literary effect – enhance and support

Rhetorical Question	food for thought; create satire/sarcasm; pose dilemma
Euphemism	substituting a milder or less offensive sounding word(s)
Aphorism	universal comments, sayings, proverbs – convey major point
Repetition	also called refrain; repeated word, sentence or phrase
Restatement	main point said in another way

Irony	Either verbal or situational – good for revealing attitude
Allusion	refers to something universally known
Paradox	a statement that can be true and false at the same time

SYNTAX

Consider the following patterns and structures:

- Does the sentence length fit the subject matter?
- Why is the sentence length effective?
- What variety of sentence lengths are present?
- Sentence beginnings – Variety or Pattern?
- Arrangement of ideas in sentences
- Arrangement of ideas in paragraph – Pattern?

Construction of sentences to convey attitude

	Declarative	assertive – A statement
	Imperative	authoritative - Command
	Interrogative	asks a question
	Simple Sentence	one subject and one verb
	Loose Sentence	details after the subject and verb – happening now
	Periodic Sentence	details before the subject and verb – reflection on a past event
event		
	Juxtaposition	normally unassociated ideas, words or phrases placed next together
	Parallelism	show equal ideas; for emphasis; for rhythm
	Repetition	words, sounds, and ideas used more than once – rhythm/emphasis
rhythm/emphasis		
	Rhetorical Question	a question that expects no answer

Punctuation is included in syntax

Ellipses	a trailing off; equally etc.; going off into a dreamlike state
Dash	interruption of a thought; an interjection of a thought into another
Semicolon	parallel ideas; equal ideas; a piling up of detail
Colon	a list; a definition or explanation; a result
Italics	for emphasis
Capitalization	for emphasis
Exclamation Point	for emphasis; for emotion

SHIFTS IN TONE Attitude change about topic/Attitude about topic is different than the attitude toward subject

- Key Words (but, nevertheless, however, although)
- Changes in the line length
- Paragraph Divisions
- Punctuation (dashes, periods, colons)
- Sharp contrasts in diction

SYNTAX (SENTENCE STRUCTURE)

Describe the sentence structure by considering the following:

1. Examine the sentence length. Are the sentences *telegraphic* (shorter than 5 words in length), *short* (approximately 5 words in length), *medium* (approximately 18 words in length), or *long and involved* (30 or more words in length)? Does the sentence length fit the subject matter? What variety of lengths is present? Why is the sentence length effective?
2. Examine sentence beginnings. Is there a good variety or does a patterning emerge?
3. Examine the arrangement of ideas in a sentence. Are they set out in a special way for a purpose?
4. Examine the arrangement of ideas in a paragraph. Is there evidence of any pattern or structure?
5. Examine the sentence patterns. Some elements to consider are listed below:
 - a. A *declarative (assertive) sentence* makes a statement: e.g., The king is sick.
 - b. An *imperative sentence* gives a command: e.g., Stand up.
 - c. An *interrogative sentence* asks a question: e.g., Is the king sick?
 - d. An *exclamatory sentence* makes an exclamation: e.g., The king is dead!
 - e. A *simple sentence* contains one subject and one verb: e.g., The singer bowed to her adoring audience.
 - f. A *compound sentence* contains two independent clauses joined by a coordinate conjunction (and, but, or) or by a semicolon: e.g., The singer bowed to the audience, but she sang no encores.
 - g. A *complex sentence* contains an independent clause and one or more subordinate clauses: e.g., You said that you would tell the truth.
 - h. A *compound-complex sentence* contains two or more principal clauses and one or more subordinate clauses: e.g., The singer bowed while the audience applauded, but she sang no encores.
 - i. A *loose sentence* makes complete sense if brought to a close before the actual ending: e.g., We reached Edmonton/that morning/after a turbulent flight/and some exciting experiences.
 - j. A *periodic sentence* makes sense only when the end of the sentence is reached: e.g., That morning, after a turbulent flight and some exciting experiences, we reached Edmonton.
 - k. In a *balanced sentence*, the phrases or clauses balance each other by virtue of their likeness of structure, meaning, or length: e.g., He maketh me to lie down in green pastures; he leadeth me beside the still waters.
 - l. *Natural order of a sentence* involves constructing a sentence so the subject comes before the predicate: e.g., Oranges grow in California.
 - m. *Inverted order of a sentence (sentence inversion)* involves constructing a sentence so that the predicate comes before the subject: e.g., In California grow oranges. This is a device in which normal sentence patterns are reverse to create an emphatic or rhythmic effect.
 - n. *Split order of a sentence* divides the predicate into two parts with the subject coming in the middle: e.g., In California oranges grow.
 - o. *Juxtaposition* is a poetic and rhetorical device in which normally unassociated ideas, words, or phrases are placed next to one another creating an effect of surprise and wit: e.g., "The apparition of these faces in the crowd:/ Petals on a wet, black

- bough” (“In a Station of the Metro” by Ezra Pound)
- p. *Parallel structure (parallelism)* refers to a grammatical or structural similarity between sentences or parts of a sentence. It involves an arrangement of words, phrases, sentences, and paragraphs so that elements of equal importance are equally developed and similarly phrased: e.g., He was walking, running, and jumping for joy.
- q. *Repetition* is a device in which words, sounds, and ideas are used more than once to enhance rhythm and create emphasis: e.g., “...government of the people, by the people, for the people, shall not perish from the earth” (“Address at Gettysburg” by Abraham Lincoln)
- r. A *rhetorical question* is a question that expects no answer. It is used to draw attention to a point that is generally stronger than a direct statement: e.g., If Mr. Ferchoff is always fair, as you have said, why did he refuse to listen to Mrs. Baldwin’s arguments?

TPCASTT

Title: What does the title mean literally? Complete this before reading the poem.

Paraphrase: What does the poem mean beyond the literal? After reading the poem, what does it mean literally in your own words? (This can be very difficult when a poem has abstract meaning.)

Connotation: What does the poem mean beyond the literal? Painstakingly go through the poem, jotting down every word that possesses a meaning alternate from the one assigned to it in the poem. This kind of analysis can reveal hidden meanings and plays on words that might otherwise have remained unseen.

Attitude: What is/are the feeling(s) expressed by the author? What feelings does it arouse in you, the reader (mood)? What emotions do you think the poet wanted to awaken? Watch punctuation, word choice and sound usage for clues. (Soft words like "slide," "feather," "laughter" usually add a gentle feel, while words with harsh sounds like "corked," "guzzle," "battled" can lend a clipped, acrimonious atmosphere.)

Shift: What changes in speakers and attitudes occur in the poem? Where does the shift in thought arrive? There should be a break, when the speaker ends one manner of speech, changes point of view, or pauses to consider something other than the subject. This is known as the shift, referring to the shift in thought. That place is generally the turning point of the poem, and it's important to understand where and why the shift occurred in your poem.

Title: After unlocking the puzzle of the poem itself, return to the title. The connotations you uncovered before analyzing the body can now be matched up to your results to see if they apply, or add any fresh perspectives.

Theme: What does the poem mean? What is it saying? How does it relate to life?

Discuss what it means to annotate. Use DIDLS with two poems "I hear America singing" and "I, Too, Sing America" Work with your partner. Mark the poem for DIDLS and infer the tone (author's attitude toward the subject and the audience).

I Hear America Singing

I HEAR America singing, the varied carols I hear;
Those of mechanics—each one singing his, as it should be, blithe and strong;
The carpenter singing his, as he measures his plank or beam,
The mason singing his, as he makes ready for work, or leaves off work;
The boatman singing what belongs to him in his boat—the deckhand singing on the
steamboat deck; 5
The shoemaker singing as he sits on his bench—the hatter singing as he stands;
The wood-cutter's song—the ploughboy's, on his way in the morning, or at the noon
intermission, or at sundown;
The delicious singing of the mother—or of the young wife at work—or of the girl sewing or
washing—Each singing what belongs to her, and to none else;
The day what belongs to the day—At night, the party of young fellows, robust, friendly,
Singing, with open mouths, their strong melodious songs. 10

I, Too, Sing America

by Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

Writing your own poems - tone and mood

DIAMANTE POEMS

Winter
Rainy, cold
Skiing, skating, sledding
Mountains, wind, breeze, ocean
Swimming, surfing, scuba diving
Sunny, hot
Summer

Line 1: Winter = 1 NOUN-A
Line 2: Rainy, cold = 2 ADJECTIVES-A
Line 3: Skiing, skating, sledding = 3 GERUNDS-A (verb + -ing)
Line 4: Mountains, wind, breeze, ocean = 2 NOUNS-A + 2 NOUNS-B
Line 5: Swimming, surfing, scuba diving = 3 GERUNDS-B (verb + -ing)
Line 6: Sunny, hot = 2 ADJECTIVES-B
Line 7: Summer = 1 NOUN-B

Title of Poem
Author's Name

_____, _____

_____, _____, _____

_____, _____, _____, _____

_____, _____, _____

The Earth
by Ivan

Mountain
High, rocky
Flying, looking, killing
Eagle, power, fear, rabbit
Living, moving, making noise
Deep, beautiful
Valley

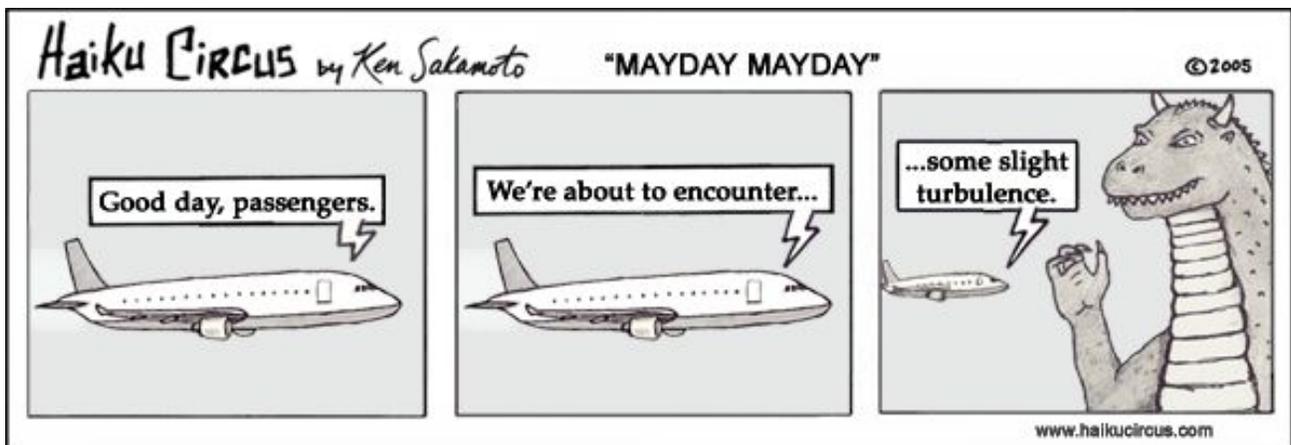
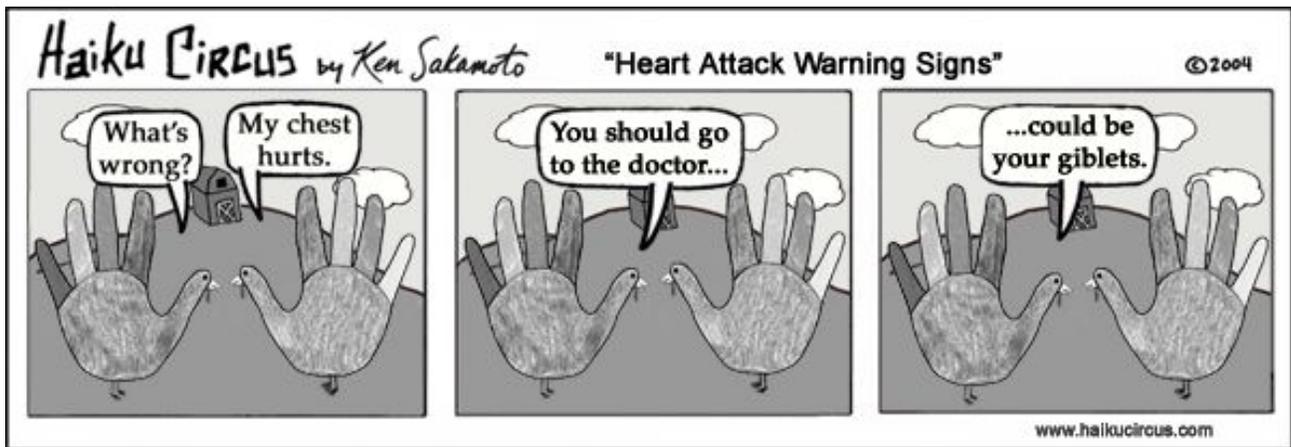
Haiku

Haiku usually has three lines and 17 syllables distributed in lines of 5 syllables, 7 syllables, 5 syllables. The following examples were found on the internet.

Twinkies

Moist golden sponge cake
Creamy white filling of joy
Boy I love Twinkies

Nouns Verbs Adjectives



Tone is the attitude that an author takes toward the audience, the subject, or the character. Tone is conveyed through the author's words and details. What is the tone in the following poem?

Mood is the emotions that you feel while you are reading. Some literature makes you feel sad, others joyful, still others, angry. The main purpose for some poems is to set a mood. What is the mood in the following poem?

Madam and the Rent Man

The rent man knocked.

He said, Howdy-do?

I said, What

Can I do for you?

He said, You know

Your rent is due.

I said, Listen

Before I'd pay

I'd go to Hades

And rot away!

The sink is broke,

The water don't run,

And you ain't done a thing

You promised to've done.

Back window's cracked,

Kitchen floor squeaks,

There's rats in the cellar,

And the attic leaks.

He said, Madam,

It's not up to me.

I'm just the agent,

Don't you see?

I said, Naturally,

You pass the buck.

If it's money you want

You're out of luck.

He said, Madam,

I ain't pleased!

I said, Neither am I.

So we agrees.

CREATE A TONE ILLUMINATION BOOK

(Counts as a project)

Choose at least 15 different tone words from the lists on the wall.

Either provide an **example** from any literary work—a story, novel, poem, play or work of nonfiction—or create a **personal, original one**. You may use any of the materials we have studied this year or anything that you have read on your own this year.

In a short paragraph or two, describe and explain the tone and the words or phrases which the author (or you) used to convey it.

Draw a picture which expresses the tone. You may draw a recognizable picture or you may just use shapes and colors which you feel best express the tone.

Be prepared to show and explain your tone book to the class.

Point of view – using **tone and **detail****

This assignment is to be completed in your journal. Write separate paragraphs – each from a different point of view. Pay particular attention to **tone** and **detail** for each example.

1. **Describe a school dance.**
 - a. the way you saw it.
 - b. the way a chaperone saw it.
 - c. through the eyes of the band's drummer.

2. **Describe this year's fashions for teens**
 - a. from your viewpoint
 - b. from your parents' (or grandparents') viewpoint.
 - c. from the point of view of a fashion designer.
 - d. from a department store salesperson's point of view

3. **Describe a triple-scoop ice cream cone**
 - a. from a five-year-old's point of view on a hot July day.
 - b. from the viewpoint of a Baskin-Robbins marketing director.
 - c. as a specialist in nutrition sees it.

4. **Relate a front page news story of your choice**
 - a. from your point of view
 - b. from your teacher's or your parent's point of view.
 - c. from the point of view of a famous person from history.

How well did you develop the different viewpoints? Does each separate paragraph have a distinct tone appropriate to its supposed author? Did you utilize details effectively?