

POINT

I believe that...
It is my view that...
In my opinion...
The author is trying to convey the message that...
It appears/seems that...

EVIDENCE

When the author writes...
A clear example of this is...
This can be shown by...
When considering statements such as...
The use of...

LINK IT BACK TO THE QUESTION

TECHNIQUE

RHYME ~ STANZAS
~ LINES ~ ENJAMBMENT ~ END STOPPING
~ ASSONANCE ~ ALLITERATION ~ METAPHOR ~ SIMILE ~ PERSONIFICATION ~ ONOMATOPOEIA ~ REPETITION ~ PUNS ~ CONNOTATION ~ DOUBLE MEANINGS ~ AMBIGUITY ~ WORD ORDER ~ ADJECTIVES ~ KEY WORDS AND PHRASES ~ SLANG ~ MISSPELLINGS ~ INTERTEXTUALITY ~ STYLE

ANALYSIS

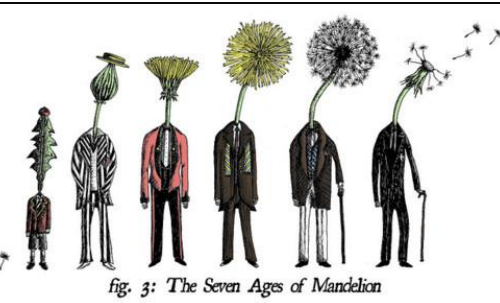
This demonstrates that the author wants the reader to feel/think/believe...
The effect of [INSERT TECHNIQUE] is to make the reader consider/contemplate/evaluate...
Based on this evidence, it appears that...
It is clear from the quote above that...
This is significant because it suggests that...
The author uses these literary techniques to...

LINK

SO WHAT? WHY DOES THIS POINT MATTER?

Key Poems (you may not study all of these)	
If by Rudyard Kipling)	This poem is an exploration of an idea. In this case the speaker is addressing the reader, giving us some wise advice. This advice takes the form of how to be, but also what to avoid in life — and to not copy the bad behaviour of others. In Stanza 1 Kipling says to stay strong and clear-headed even if others are hostile towards us, to trust ourselves even when others don't (but also to accept that they might doubt us), to encourage patience, to not lie even if people lie about us, to not hate others even if we are hated ourselves, and finally to not boast or seem too perfect and clever about all of our strengths — we shouldn't 'look too good, nor talk too wise'. Stanza 2 gives advice on our thoughts and actions Stanza 3 explores the idea of perseverance — never giving up. Stanza 4 is about achieving greatness, but staying humble.
Timothy Winters by Charles Causley	Timothy Winters by Charles Causley is a ballad written in the 1950s about a boy who was afflicted with misfortune during a time where suffering was considered to be a part of the past. ... Causley highlights the neglect of such people, bringing attention to their existence in a society that is trying to move on.
Requiescat by Oscar Wilde	Wilde describes the sorrow felt over the passing and burial of a young woman. The poem begins with the speaker warning the listeners to be careful where they step as "she" is lying in the earth beneath them. He is worried that loud speech or heavy footfalls will disturb her.
In Mrs Tilscher's Class by Carol Ann Duffy	The poem explores a young child growing up within a nurturing primary school environment. ... Mrs Tilscher was a real teacher and therefore the use of the personal pronoun 'you' places her back into the past, as she recalls her positive memories of school.
Funeral Blues by WH Auden	It's a poem about the immensity of grief: the speaker has lost someone important, but the rest of the world doesn't slow down or stop to pay its respects—it just keeps plugging along on as if nothing has changed.
Farther by Owen Sheers	Against a dramatic setting in the nature in Wales, the speaker explores his love for his father , his sorrow at the distance that has grown between them and his hope that they could become closer. The Welsh setting plays an integral part in the poem.
Sick by Shel Silverstein	' Sick ' by Shel Silverstein is a light-hearted depiction of a child who does whatever she can to convince her parents she can't go to school. The poem begins with the speaker stating that she is not going to school. There is an endless number of reasons she supplies her parents to support her decision.
Now We Are Six by AA Milne	Told from the perspective of a young child who takes the reader through the previous years of their life. The poem begins with a series of short lines that describe a speaker's life, years one-five. Each year things improve a little for them.
Midnight on the Great Western by Thomas Hardy	This poem uses the <u>metaphor</u> of a train journey to explore life's experiences as one passes fearfully from childhood to the adult world. The traveller is an <u>allegorical</u> "journeying boy", who could reflect the poet's own boyhood as well as represent the experiences of humanity. The time, midnight, is also significant; a time that often represents in literature danger, death and sinister threats. The sad, frightened young boy is travelling forward to an unknown destination from an unknown starting point. This would seem to be a reflection of life, where many humans are powerless to make their own decisions; where destiny dictates what will happen to them. Hardy asks questions but doesn't provide answers. It is for the reader to think about the significance of the journey.
Venus'-fly traps by Yusef Komunyakaa	This is a sixty line semi-autobiographical poem which focuses on the poet's youth and upbringing. ... Komunyakaa has selected this title so that it may exist, as many lines of the poem do, with a dual meaning . The words refer both to the meat-eating plant and to the goddess of love, Venus.
Tich Miller by Wendy Cope	The main theme in the poem " Tich Miller " is bullying. Though the second theme that can also be used in " Tich Miller " is school. The tone of the poem is sadness, which can be shown in the two last stanzas. ... "At eleven we went to different schools.

Poetic Devices	
Simile	Comparing something to something else using 'like' or 'as'. <ul style="list-style-type: none"> The water well was as dry as a bone The soldier was like a brave lion.
Metaphor	A comparison which is not literally true. Does not use 'like' or 'as'. <ul style="list-style-type: none"> The water well was a dry bone. The soldier was a brave lion.
Personification	Giving an object human characteristics (emotions, sensations, speech, physical movements, etc.) <ul style="list-style-type: none"> The cruel waves swallowed the poor swimmer.
Onomatopoeia	A word that names a sound, but also sounds like that sound. <ul style="list-style-type: none"> Smash, splash, bang, crash, thud, zoom, sizzle, whizz, boom
Alliteration	The repetition of an initial letter or sound in closely linked words. <ul style="list-style-type: none"> Don't dream it. Drive it. Peter Piper picked a peck of pickled peppers.
Assonance	the repetition of a vowel sound in a sentence to create an internal rhyme. The sound does not always have to be at the start of a word. For example: The moon rose over an open field
Enjambment	Poets use enjambment to compose sentences that run on for several lines, where the thought doesn't end by 'straddling' the entire poem before concluding with a full stop.
Oxymoron	a figure of speech containing words that seem to contradict each other. Sometimes they're used to create a little bit of drama for the reader. A common oxymoron is the phrase "the same difference." This phrase qualifies as an oxymoron because the words "same" and "difference" have opposite meanings. Bringing them together into one phrase produces a verbally puzzling, yet engaging, effect.
Repetition	Rhyming is a form of repetition, but you don't have to write poems that rhyme. You could make the last line of the poem the same as the first line, or have a little phrase that you repeat, or even repeat a chunk of three or four lines. When you use repetition, it gives your poem a shape and meaning.
Stanza	A grouped set of lines, usually set off from others by a blank line or indentation. Stanzas can have regular rhyme and metrical schemes, though stanzas are not strictly required to have either.
Ambiguity	Ambiguity means that what a thing is, is not clear. Literally, the word refers to a choice between two different things. Words or sentences that are ambiguous can lead to misunderstandings (people get the wrong meaning). This can sometimes be serious, but it can also be funny. Jokes often rely on ambiguity .
Connotation	an idea or feeling which a word invokes or suggests.
Pun	A pun is a joke that makes a play on words, typically by using words that sound similar but have different meanings .



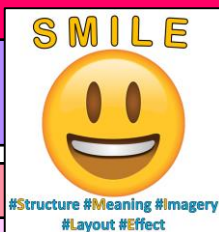


A good essay conclusion :

- Is the **final** idea left with the reader at the end of an essay.
- **links back** to the essay question by briefly **restating your main points**.
- includes a final thought or **reflection** to highlight the significance of the topic.

A good essay introduction should:

- **catch** your reader's **attention**.
- give **background** on your topic.
- present your main **point**.



Semi-colons separate two independent clauses

A whale is not a fish: it is a warm-blooded mammal.

Colons separate two dependent clauses

Whales are mammals **while** sharks are fish
 → whales are mammals; sharks are fish.

Structure

- ☺ **Rhyme** - is there a rhyme scheme? Couplets? Internal rhyme?
- ☺ Rhythm - how many **syllables** per line? Is it regular or free verse? Why are some different lengths?
- ☺ **Stanzas** - How many? How do they change? Is there a narrative?
- ☺ **Lines** - how many are their in each verse? Do some stand out?
- ☺ **Enjambment** - do the lines "run on" to the next line or stanza?
- ☺ **End stopping** - does each line finish at the end of a sentence?
- ☺ **Form** - does the poem have a shape to it?

Imagery

- ☺ **Alliteration** - the repeating of initial sounds.
- ☺ **Assonance** - is the term used for the repetition of vowel sounds within consecutive words as in, 'rags of green weed hung down...!'
- ☺ **Metaphor** - comparing two things by saying one is the other.
- ☺ **Simile** - comparing two things saying one is like or as the other.
- ☺ **Personification** - giving something non-human human qualities.
- ☺ **Onomatopoeia** - words that sound like the thing they describe.
- ☺ **Repetition** - does the poet repeat words or phrases?

Meaning

- ☺ What is the poem about?
- ☺ Who is the speaker? - are they dramatized (a character)
- ☺ Who is being spoken to or addressed?
- ☺ What is being spoken about?
- ☺ Theme(s) of the poem - what is it really about?
- ☺ Setting/culture - where's the poem set? Culture it is from/about?
- ☺ Where does the poem "get to" from start to end?

Language

- ☺ What kinds of words are used?
- ☺ **Puns**- a pun is a play on words - "Shear Class!" if Shearer scores.
- ☺ **Connotation** - associations that words have (as "stallion" connotes a certain kind of horse with certain sorts of uses)?
- ☺ **Double meanings** - "butts in" - putting bottoms in or interrupting.
- ☺ **Ambiguity** - is the word or phrase deliberately unclear? Could it mean opposite things or many different things?
- ☺ **Word order**- are the words in an unusual order - why?
- ☺ **Adjectives** - what are the key describing words?
- ☺ **Key words and phrases** - do any of the words or phrases stand out? Do they shock? Are the words "violent" or "sad" etc?
- ☺ **Slang or unusual words and misspellings** - Does the poet use slang or informal language? Are American words used?
- ☺ **Intertextuality** - does the poem reference another text?
- ☺ **Style** - does the poet copy another style? (Newspaper, play etc)
- ☺ **Characters**- if there are characters how do they speak?

Effect

- ☺ How does this poem effect the reader?

DON'T FORGET TO LINK!

Essay sentence starters: consider using some of these in your writing.

Identify: Identify a quotation that answers the question	EXPLAIN: Explain how the quotation answers the question	EXPLORE: Explore another meaning of the quotation	LINK: Link one of your ideas with another quotation or idea in the text.
The author shows/ highlights/outlines that (main idea/connotation) shown in the quotation (insert appropriate quotation).	This shows...	In addition, this shows...	This is also show earlier in the text when...
The author emphasises (main idea /connotation) through the use of quotation (insert appropriate quotation	This quotation highlights...	It could also be said that...	This is a repeated symbol from earlier in the text when...
The author suggests (main idea / connotation). We know this because it says (insert appropriate connotation).	This example makes it obvious that...	The word (insert specific word from the quotation) tells the reader that...	This links to the idea that...
The author implies (main idea / connotation). This is demonstrated through the phrase (insert appropriate quotation).	Here, the author displays...	The use of the verb (insert verb from the quotation) suggests...	This is also presented later in the text when...
The author uses (subject specific terminology) to highlight (main idea / connotation). This is communicated through use of the phrase (insert appropriate quotation).	Here (insert author's name) shows us that...	This is interesting because...	The author has also demonstrated this when...
A final occasion when the author shows (main idea / connotation) is when (insert event). This is evident through the line (insert appropriate quotation).	This reveals that...	This leaves the reader with the impression that...	The idea of (insert relevant idea here) is reinforced when...

Word Class

Nouns	Determiners	Adjectives	Verbs	Adverbs	Prepositions
Proper nouns Concrete nouns Pronouns Abstract nouns	qualify the noun	describe the noun	'doing' or 'being' words	describe the verb	show you where a noun is in relation to something else
<i>Cinderella, Shrek, Birmingham, Tuesday, January, Mr Roberts, McDonalds, Mum chair, sky, uniform, rucksack, pen, notebook, wolf, child he, she, we, they, you, I, my, their, yours, mine, his, hers, ours boredom, anger, rage, despair, disappointment, happiness, bliss</i>	<i>a, an, the, some, many, several, five, one thousand, plenty</i>	<i>hostile, tyrannical, beastly, monstrous, powerful, vicious, repulsive, obnoxious</i>	<i>roar, growl, snarl, hiss, slither, bellow, stomp, crunch, lurk, prowl</i>	<i>understandably, seldom, straight, fast, often, never, always, very, quite, too</i>	<i>under, over, behind, adjacent to, opposite, in front of, behind, ahead</i>