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| S | **SIMPLY** answer the question:  ‘The poet in 1st poem shows that KEY WORD IN QUESTION is ANSWER IN YOUR OWN WORDS , whereas the poet in 2nd poem shows that KWIQ is ANSWER IN YOUR OWN WORDS.  Comment on the **STRUCTURE** of the **two** poems. Make it relevant to an analytical essay and also to the **KWIQ.**  Use the features for points:  **Sonnet**: shift of tone after the volta, rhyme pattern (especially if broken)  **Villanelle**: The repetition –comment on the difference between ‘**Do not Go’** and ‘rage, rage’.  **Ballad:** A simple, childish innocence hiding a darker story in ‘**Belle Dame’**  **Free Verse:** ‘allows the writer the freedom to use words/structure/form for effect –then find an example -usually the one word line, or powerful and surprising words…  **Dramatic Monologue** – powerful block structure reflecting the hectoring tone of the Duke… **My Last D**  **Indented lines and lengthening stanzas** – a sense of urgency in **PB4B** and focus on the message in the sudden short stanzas. |
| L | Look at the **LANGUAGE, what’s the general mood or TONE?** (it might change – positive to negative for example)**.** Pick out a few devices such as onomatopoieia, alliteration, assonance, oxymorons.  Save the figurative for the next section. This is a good time for a ‘while both use much…., there is a difference between them in the use of….’ As a shift within the paragraph.  Is one poem direct and straightforward? Is there a clear linguistic trope (pattern) which exists because one is spoken by a persona (character in a poem)? |
| I | Explore the **figurative (imaginative side to language, not the literal)**.  Do not just quote a simile or metaphor, but **unpack** it to show how it works… Ask yourself **why** the poet chose that specific metaphor (Shakespeare’s us of the ‘the star to every wand’ring bark’ suggests that like the pole star, love can help navigate or guide us through life.  This is a good section to look for other types of **metaphor** –**personification for example, or euphemism (a less direct way of saying something taboo)**. ALWAYS link to KWIQ OR SYNNONYM OF IT!! |
| M | **What are the poets trying to say? What messages** are they trying to put across and how do they differ. Consider in a ‘love cluster’ pair how many different angles there are – parental/dead, parental/alive, female persona, male persona, romantic, didactic…  Try to explore briefly any aspects of language you can see which relate to the presentation of the message. Ask yourself ‘how…?’ |
| E | Get out of here and on to the next question! A short **summary** of the key points made above and be sure to make a clear link back to the question. |