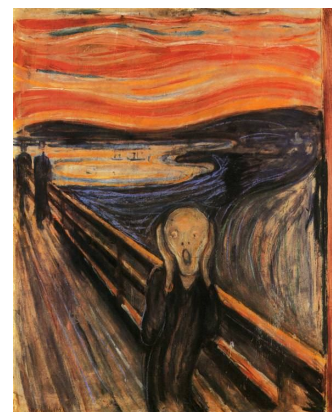


Literature Poetry Analysis

Questions / <i>Parallels</i> / Main Ideas	Notes
<u>Assessment Criteria</u>	
What are the 4 Assessment Criteria for Literature?	Assessment Criteria <ol style="list-style-type: none"> 1. Literary Terminology 2. Sensitivity: Personal & Insightful 3. Imagination 4. Systematic Thinking
<u>Answering Technique</u>	
Recite the Poetry Mnemonic and the Elements of Poetry <ul style="list-style-type: none"> • What relations should you be looking out for within these elements? • What are the 3 steps of Literary Analysis? • //Systematic Thinking 	<p><u>Step 1: Understand the Logical Structure and Flow of Argument of the Poem</u></p> <ul style="list-style-type: none"> • What is each Stanza saying? <ul style="list-style-type: none"> ◦ How are the stanzas separated? <ul style="list-style-type: none"> ■ E.g. Idea about x in each stanza • What is the Overall Thesis? <ul style="list-style-type: none"> ◦ What themes are raised? • Are there overarching techniques (e.g. motifs)? • Who is speaking? To whom? <ul style="list-style-type: none"> ◦ In what tone? How does the tone relate to the main idea? <p><u>Step 2: Identify the Elements of Poetry:</u> Subject-Matter, Themes, Imagery, Diction, Form (Versification, Rhythm, Rhyme), Mood, Tension, Value Judgements</p> <ul style="list-style-type: none"> • Screaming Through Ice Deep Freezes My Throaty Voice • Understand the general mood, tone and atmosphere of the poem • What do the elements reveal in Contrast and Synergy? <ul style="list-style-type: none"> ◦ Note Contradictions and Relations within Poem ◦ Good to use Multiple elements

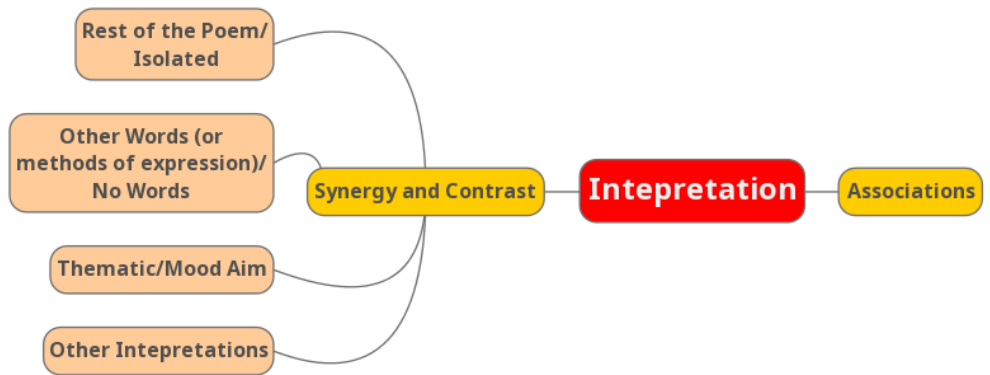


- Pay Close Attention to Genre-Specific Techniques
 - Poetry: Emphasis on Sound
 - Rhyme scheme, Masculine/Feminine Ends
 - Do not miss out on the ending!!

Step 3: Express Points that answer the Question with Clarity

- **What? → How? → Why?**
- Technique > Effect > Significance
 - Bring out Action of the Author
 - E.g. The author uses visual imagery in the simile “men die as cattle” to suggest that the men considered less than human in how they are systematically, indiscriminately and frequently sacrificed for war, so as to condemn the act of war as senseless
 - Effect: “die as cattle” has multiple connotations: soldiers die in large numbers, have no personal identity, are less than human and are slaughtered
 - Significance: enemies are butchers and the battlefield is an abattoir where senseless killings occur
- Technique: Memorise poetic Devices
 - Interpret lines in context: Draw links between quotes throughout the poem
 - If possible: Choose quotes based on the technique
- Effect: The line of **reasoning** that draws on the **mood, tone, atmosphere or audience response** evoked by the technique to make clear logical **justifications** of the point/significance
 - Questions to Consider
 - What is this **associated** with?
 - How does this relate to the **context of the poem** and as a **general statement**?
 - Why did the author **choose** to add this when the sentence would have been fine without it/other things could have been used?
 - What does the author want to **achieve (thematically/emotionally)**? Does this support/oppose it?
 - Are there other interpretations of this? How do the interpretations contrast/synergise?
 - Show evidence of personal response to the poem with adjectives
- Depth: Explain **Shifts** in attitude, **Reconcile Binaries** tensions and Contradictions, Resolve **Ambiguities** of Meaning: Insist on finding clarity in tackling the unexpected

- Significance/Authorial Intention: Consider what the author is trying to express through designing the work as you have observed
 - Commentary on the human/social condition?]
 - Signpost by stating the Author's Name



Define Compare and Contrast

Explain how to do an Introduction for a Compare and Contrast Essay

Explain what is unique about Points in Compare and Contrast Essays

State the 3 ways to Conclude a Compare and Contrast Essay

State 4 Key Themes of SGean Poetry

Compare and Contrast

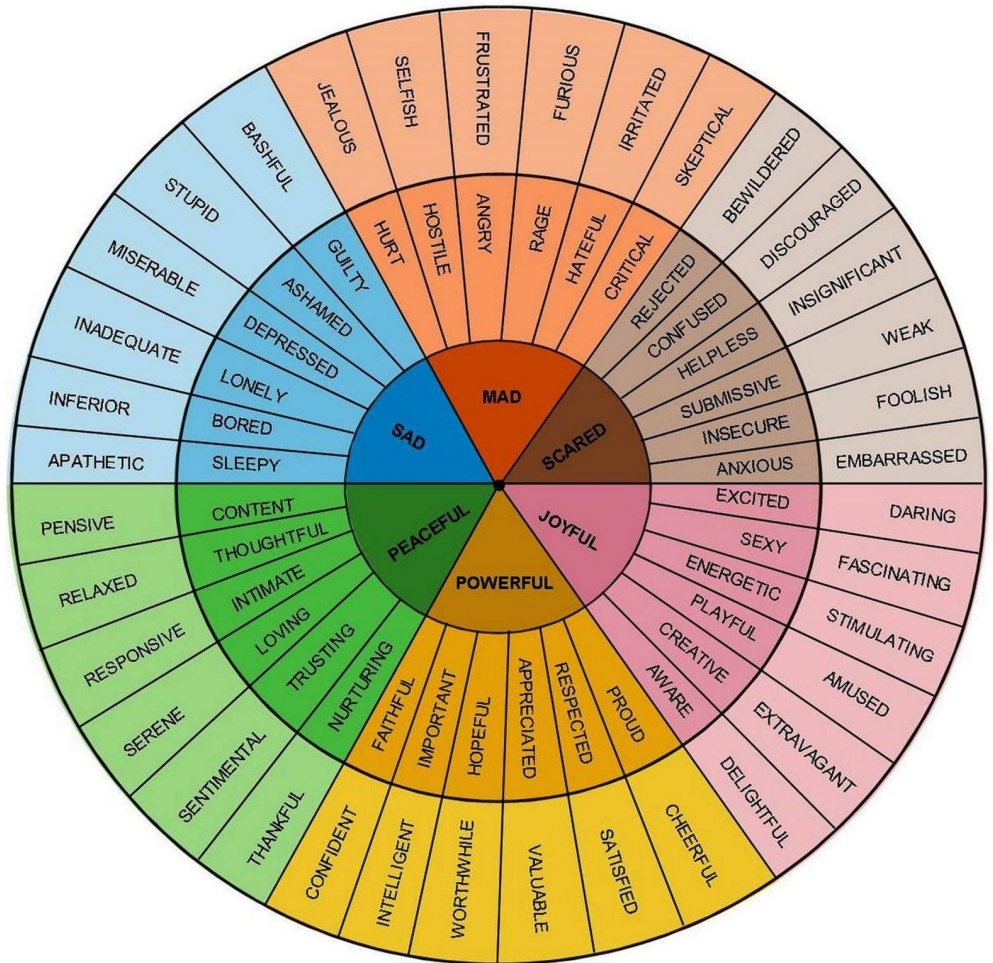
General Conventions

- “Compare”: Similarities
 - **Literary Techniques**
 - Theme, Subject Matter
- “Contrast”: Differences
 - Literary Techniques: Form, Tone, Authorial Comment/Attitude, Value-Judgements
 - **Effects & Significance**
 - Nature
 - Meaning/Value
 - Construction
 - Validity
 - Society
 - Suggested: Process, Outcome, Role/Function, Nature
- Choose 1 pair of poems/four
 - At least one will be Singaporean
 - Usually Similar in: Theme, Subject-Matter
- Can use “poem A” and “poem B”
 - Mention Titles with “” when analysing nomenclature
- Use Present Tense

Introduction

- Overview: Broad Similarities and Differences as Links to be Justified in Body
 - Subject-Matter, Theme, Tone, Attitude, Perspectives

	<ul style="list-style-type: none"> ○ Comparison: “While both poems are similar in...they are different in...” ● Have a Personal Voice: Evaluation + Emotion <ul style="list-style-type: none"> ○ E.g. Poignancy of a Mother’s Love > Portrays a mother’s Love ● Breadth > Depth: Specify with adjectives in the topic sentence later <ul style="list-style-type: none"> ○ May even bring up points that you won’t <p><u>Body</u></p> <ul style="list-style-type: none"> ● PEEL <ul style="list-style-type: none"> ○ P: Comparative statement: “While both poems are similar in...they are different in...”; State Techniques ○ E: 2 - 3 Quotes ○ E: Explain the effect of the quote with a Personal Voice ○ L: Link back to Point ● Have at least 3 (JC 1) ● Choose the most important Points ● Alternate between both poems <p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● Are the two poems more similar than different? ● What is the ultimate difference between the 2 poems/how the poems dealt with the theme? ● No Time: Compare closing areas <p><u>SG Poetry Themes</u></p> <ul style="list-style-type: none"> ● Urbanisation: Loss of <u>Heritage</u>, <u>Utilitarian</u> (Focus on Practical and Material), <u>Rigidity/Sterility</u>, Difficulty in <u>Change</u> ● Language: Bilingualism ● Multiculturalism ● <u>Kiasu Culture</u>
<p>Define Subject-Matter</p> <p>Define Value Judgement</p>	<p><u>Start off with...</u></p> <p>Subject-Matter: What is Literally Talked about</p> <ul style="list-style-type: none"> ● Use Title <ul style="list-style-type: none"> ○ If Title ≠ Subject-Matter: Misnomer <p>Value Judgements: What the author <u>Supports/Condemns</u></p>



Main medium to bring out...

Define Theme, how is it
Different from subject-matter?

Define Mood

Theme: Ideas that are Brought out

- **Subject-Matter: Concepts** as Opposed to Objects
- Should be clear and insightful when stated in your essay
 - More than 3 Words

Mood: Emotions brought out in Poem

Use the above 4 Elements as Links to show Significance of Techniques

Imagery

Name the 6 types of Imagery

Types of Imagery

Define:

- Similes
- Metaphors
- Symbols
- Personification
- Transferred Epithet

Identify the technique used:

- The train sighed and chugged off
- The sad city
- He is like school in June; no class
- He is the pickles of a cheeseburger
- The Merlion

Name	A reference to...
Visual	Sight <ul style="list-style-type: none"> • Colours • Size • Shape
Auditory	Sound <ul style="list-style-type: none"> • Onomatopoeia
Tactile	Touch <ul style="list-style-type: none"> • Temperature • Texture
Gustatory	Taste
Olfactory	Smell
Kinesthetic	Motion: e.g. the Fly Flies

Applications of Imagery

- Similes: **Direct** Comparison with "like" / "as"
- Metaphors: **Indirect** Comparison without "like" / "as"
 - More Subtlety
- Symbols: The representation of something abstract with...
 - Concrete Objects
 - Colours
 - Characters: Heroes/Villains, Archetypes etc.
- Personification: Assigning **Human qualities** to a non-human **Object**
 - The wheels screamed
 - Creates sense of Empathy
- Transferred Epithet: Assigning **adjectives** meant for a human to an inanimate object
 - E.g: Sad city, bewildering pause
 - ≠Personification: Must be **transferred** from a Human rather than a mere description with human qualities
 - Heightens adjective to become inherent and wide-ranging quality



Application

- Effect: Immersion
- Compare the Image in your Head to what is being Signified

Diction

State 3 types of Diction

What must be stressed in a Diction-based topic sentence?

Types of Diction (Choice of Words):

concrete	abstract
specific, precise	vague, general
informal, colloquial, conversational	formal, courtly, ceremonious, grand, solemn
complex, elaborate, ambiguous	simple, direct, economical
emotional, passionate, forceful, intense, hyperbolic	restrained, mild, subdued, understated, rational
sophisticated, ornate	innocent, child-like, naive
original, fresh	hackneyed, clichéd
earthy, coarse, vulgar, slang	euphemistic, circumlocutory
connotative, humorous, ironic	denotative, referential, neutral

Answering Technique

- Always comment on the kind of Diction in your topic sentence
 - The author uses modern diction > the author uses diction



Form: Versification, Rhyme, Rhythm and Sonnets

Versification

What is the difference between

- Stanzas & Verses?
- Sentences & Lines?

Versification: Adaptation of writing into a Particular Form

- Stanzas: Constant number of Lines/Block
- Verses: Changing number of Lines/Block
- Sentences: Start → “.”
- Lines: Start → End of Line
 - // Enjambment: The spilling of a sentence across lines
 - Effect on rhythm with pauses

Rhyme

State the 3 types of Rhyme Schemes

State the 4 types of Rhyme

Rhyming Word Chunks are called...

Number of Lines	Name

2	Couplet
3	Terat
4	Quatrain
5	Quintrain
6	Sestet
8	Octet
14	(Possibly a Sonnet)

Rhyme Schemes

- 2 Couplets: AABB e.g. the fat cat's // paw swat // at the unfortunately close // cooking kitchen stove
 - Constant and Systematic
- Chiastic Rhymes: ABBA
 - Holding and Release of Tension
 - Entrapment
- Alternate Rhyme: ABAB
 - Rapid Rhythm
 - Indecisiveness

Types of Rhyme

- Fullness
 - Full Rhyme: "Bad" & "Glad"
 - Sense of Completeness
 - Half Rhyme: "Bad" & "Fade"
 - Trigger Suspensions
 - Sight Rhyme: "Bough" & "Though"
 - Deception
- Number: Creates Gentler Flow
 - Double Rhyme: "Lonely & Only"
 - Triple Rhyme: "Shimmering & Glimmering"
- Position:
 - Internal Rhyme: Rhyme within the same line
 - Rhythmic
- Masculine vs Feminine: Combination of Position and Number
 - Masculine: Single Rhyme at end
 - "Look! It's a zombie mouse! / Quick! Run inside the house!"
 - Harsher

	<ul style="list-style-type: none">○ Feminine: Double Rhyme at end<ul style="list-style-type: none">■ "I kidnapped some weasels / And now I have the measles." <p>Unrhymed Poetry</p> <ul style="list-style-type: none">● Free Verse: No rhyme<ul style="list-style-type: none">○ Quasi Prosaic: Short + Non-capitalised● Blank Verse: No rhyme with constant 10 Syllables/Line																						
Rhythm																							
State the 4 types of Relationships between Punctuation and Lines	<p>Punctuation & Lines</p> <ul style="list-style-type: none">● End-stopped Line: Punctuation at End● Enjambment: No Punctuation at End● Caesura: Punctuation in the Middle																						
<p>State the 3 types of Repetitions of Syllables</p> <p>What is the Difference between Voiced and Unvoiced Consonants?</p> <p>Does Alliteration apply to vowels/consonants/all words?</p> <p>Is purple phlegm a type of Alliteration?</p> <p>Fill in the following table</p> <table><tr><td></td><td></td><td></td></tr><tr><td></td><td>P</td><td>B</td></tr><tr><td></td><td>T</td><td>D</td></tr><tr><td></td><td>K</td><td>G</td></tr><tr><td></td><td>V</td><td>F</td></tr><tr><td></td><td>S</td><td>Z</td></tr><tr><td></td><td></td><td>M</td></tr></table>					P	B		T	D		K	G		V	F		S	Z			M	<p>Types of Repetitions of Syllables</p> <ul style="list-style-type: none">● Assonance: Repetition of Vowel Sounds (a, e, i, o, u and sometimes y)<ul style="list-style-type: none">○ Length: Long (e.g. “date”) or Short (e.g. “cat”)○ Determines the pace and sounds of the poem● Consonance: Repetition of same consonant sounds in quick succession<ul style="list-style-type: none">○ Voiced: Gentler○ Unvoiced: Harsher; vibration felt if said with 3 fingers on throat	
	P	B																					
	T	D																					
	K	G																					
	V	F																					
	S	Z																					
		M																					

		N
		L
		R
	H	

	Unvoiced	Voiced
Plosive	P	B
	T	D
Guttural	K	G
Fricative	V	F
Sibilant	S	Z
Nasal	-	M
		N
Liquid	-	L
Rolling/ Abrasive	-	R
Aspirated	H	-

- Alliteration: Repetition of Consonants at the Start of Words
 - Subset of Consonance
 - Concerned with Phonetic Sounds > Alphabets
 - Creates Staccato

“Bang!” is a form of...

Onomatopoeia: Spelt out Sounds

- Creates Auditory Imagery

Label the Scansion in the following poem

This youth too long has heard
the break//
Of waters in a land of change.//
He goes to see what suns can
make//
From soil more in durate and
strange

Name the following Stress
Combinations

- //
- -/
- /-

Scansion: Shows the stresses

- / → stress, - → no stress
- Start with Polysyllabic Words

Syllables	Word Type	Example	Syllable to Stress
2	Nouns	KNOWledge	First
	Adjectives	CHILDisH	
	Verbs	reQUIRE	Last
3+	-ic	eSTATic	2nd Last
	-sion/-tion	exTENSion	

- PCME
- - - /
- / - -
- - / -

4+	-cy/-ty/-phy/-gy	deMOCracy	3rd Last
	-al	exCEPtional	

- Monosyllabic
 - Stress: major nouns, verbs, adjectives and adverbs
 - Unstressed: minor articles (e.g. the, a) and prepositions (e.g. under, with)
- Draw vertical lines to separate Units of Patterns (Feet)
 - Can break words

Describing Patterns and Feet

Iambic: - / (unstressed/stressed)

Trochaic: / - (stressed/unstressed)

Spondaic: / / (stressed/stressed)

Anapestic: - - /
(unstressed/unstressed/stressed)

Dactylic: / - -
(stressed/unstressed/unstressed)

Amphibraic: -/-
(unstressed/stressed/unstressed)

Dimeter: 2 feet

Trimeter: 3 feet

Tetrameter: 4 feet

Pentameter: 5 feet

Hexameter: 6 feet

Heptameter: 7 feet

Octameter: 8 feet

Effect:

- Regularity
- Points of Change: Effect on Text and Link to Theme

In Commenting on Phonetic Effect refer to...

- Speed
 - Staccato: Repeated Consonants
 - Liling: Soothing and Smooth
- Force
 - Abrasive: Forceful, Powerful

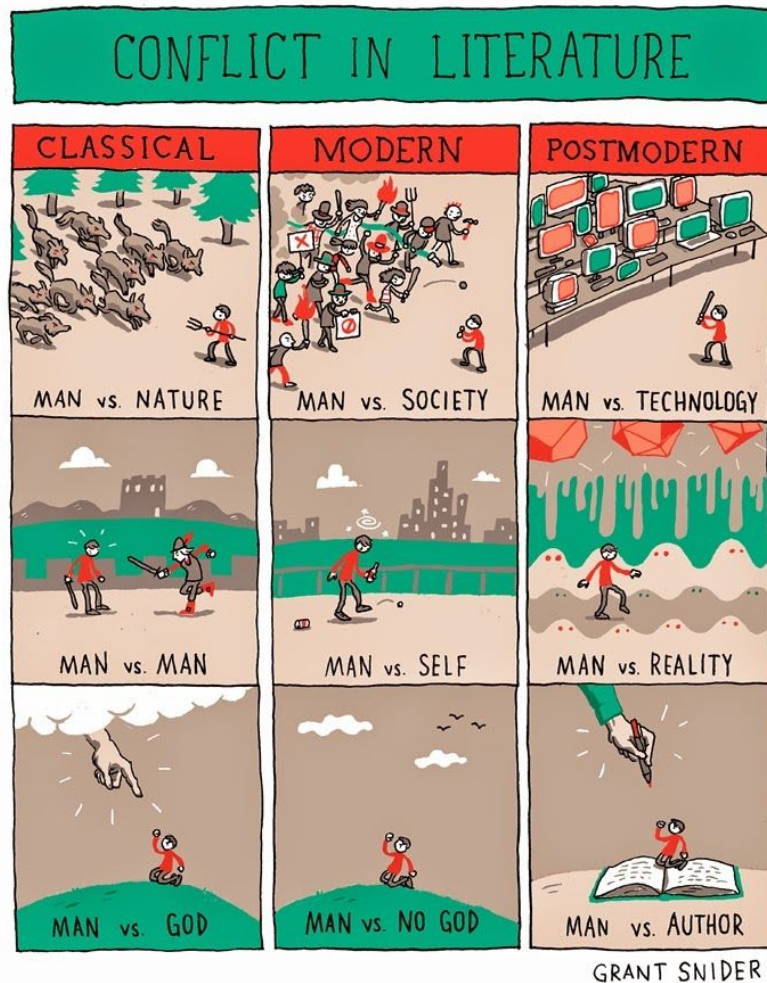
Sonnets

Traditional

- Fourteen Lines
- Usually in Iambic Pentameter
 - - /: Unstressed Stressed x 5 / line
 - Each line has 10 syllables in five pairs, and that each pair has stress on the second syllable

	<ul style="list-style-type: none"> ● Theme: Typically about Love <p><u>Petrarchan</u></p> <ul style="list-style-type: none"> ● Observation, Argument, Question ● 2 Verses: Octave (8) + Sestet (6) ● Rhyme: abba, abba, cdecde or cdcdcd ● Volta: At 8th or 9th line <ul style="list-style-type: none"> ○ Counterargument, clarification, amplification or Answer <p><u>Shakespearean</u></p> <ul style="list-style-type: none"> ● 4 Verses: 3 Quatrains (4) + 1 Couplet (2) 1. First Quatrain: Establishes Subject 2. Second Quatrain: Develops Theme 3. Third Quatrain: Rounds off Theme 4. Fourth Couplet: Volta; Counterargument, clarification, amplification or Answer <ul style="list-style-type: none"> a. Epiphanic Quality ● Rhyme: abab, cdcd, efef, gg <p><u>Modern</u></p> <p><u>≠ Archaic Sonnets</u></p> <ul style="list-style-type: none"> ● Theme: May Criticise Love ● Form: <ul style="list-style-type: none"> ○ Misplaced Volta ○ No Rhyme Scheme ○ Combination of Classical Forms <p><u>Eulogy</u>: Praise, usually of Someone dead/retired</p> <p><u>Elegy</u>: Serious and mournful reflection, usually for the dead</p> <p><u>Epistolary Form</u>: Form of Letter</p> <p><u>Prophetic</u>: Anticipates Something</p>
<h2 style="text-align: center;"><u>Tension and Conflict</u></h2>	
<p>State the 9 types of “man vs x” conflicts</p> <p>What are the other non-human tensions called? Give an example</p>	<p>Tension and Conflict:</p> <ul style="list-style-type: none"> ● Man vs x Conflicts:

//Contrast and Synergy

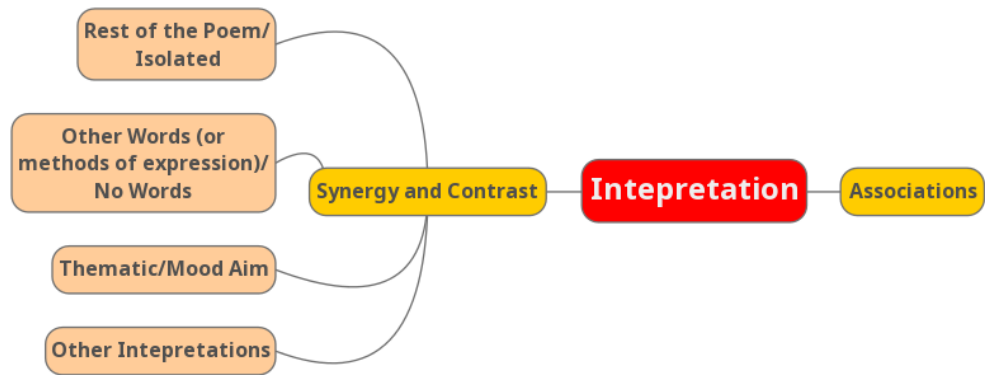


Binary Opposites

- E.g. Life and Death

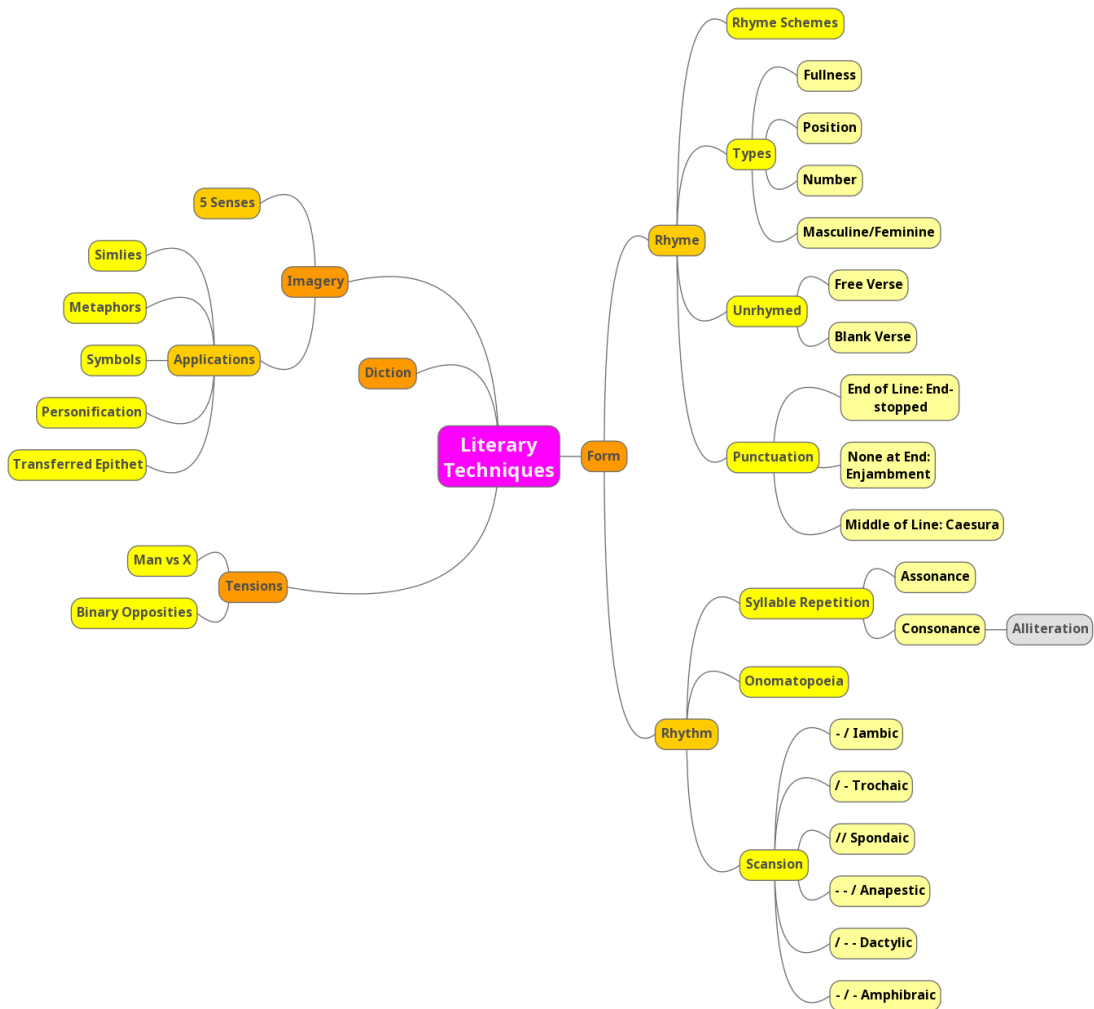
Summary

1. Write down S, T, I, D, F, M, T, V on paper with Mnemonic
2. Identify S, T, M, V (VoMiTS; Subject-Matter, Theme, Mood, Value-Judgements): Use as Link for Points and cross out on paper
3. Choose Literary Devices (Imagery, Diction, Form, Tension) that particularly strike you
4. Find Effect



5. Find Significance
6. PEEL

Literary Techniques:



Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God. (2 Corinthians 1:3-4)