

# Poetry Revision

Junior Cycle 2017

# Learning Intentions:

1. To explore a range of possible comparisons / contrasts in studied novels
2. To revise poetic techniques
3. To review 10 poems from Junior Cycle poetry course

# To explore a range of possible comparisons / contrasts in studied novels

- **Comparison:** Similarities or differences between two things / people / ideas.
- **Contrast:** Differences between two things / people / ideas.

## Novels:

- Of Mice and Men
- To Kill a Mockingbird
- The Outsiders
- Trash

# To revise poetic techniques

1. Tone
2. Hyperbole
3. Enjambment
4. Metaphor / Mood
5. Onomatopoeia
6. Imagery
7. Sibilance
7. Theme
8. Personification
9. Emotive Language
10. Assonance /  
Alliteration
11. Rhythm / Rhyme /  
Repetition
12. Simile

# Tone

How the speaker in the poem SOUNDS. You can hear it in the language used.

The poet might sound:

- Bitter
- Sad
- Regretful
- Angry
- Depressed
- Happy

For example:

# Hyperbole

Pronounced 'high-per-bowl-ay'

- It is another word for extreme exaggeration and is used to make a strong point.

## For example:

- I felt a thousand eyes on me as I entered the room.
- I'm so hungry I could eat a horse.
- I've told you a million times.
- I am so embarrassed I could die!

# Enjambment

- When sentences run into the next line with no punctuation or pause between them.

## For example:

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

(Enjambment here to symbolise the anxiety and panic horse experiences at stopping somewhere strange).

# Metaphor

- A figure of speech that compares unlike objects. It says something is something that it is not.

For example:

- The exam was a breeze.
- She was my rock.
- Life is a rollercoaster.
- Your brother is a pig.



# Mood

- The overall atmosphere of the poem.

For example:

- Midterm Break : Sombre
- Digging: Reflective
- Dulce Et Decorum Est: Angry
- The Lake Isle of Innisfree: Reflective

# Onomatopoeia

- The use of words whose sounds suggest their meaning.

For example:

- Bang
- Hum
- Lapping
- Chuckle
- Splash

# Imagery

- Descriptive language that allows you to create a picture in your mind with the poet's words. It appeals to your senses.
  - Visual imagery: See
  - Auditory imagery: Hear
  - Kinesthetic imagery: Touch
  - Sensory imagery: Smell / Taste

For example:

- "There midnight's all a glimmer and noon  
a purple glow"

# Sibilance

- The repetition of one or more "S" sounds at the beginning of words in a group of words or lines of text.

For example:

- **S**ix **s**izzling **s**ausages **s**izzled in a pan
- "Soft **s**paws **s**craping like mad"
- "Their tiny din was **s**oon **s**oused"  
(Creates a peaceful / sinister sound)

# Theme

The central idea of the poem - what it is about.

For example:

- Death
- Love
- Loneliness
- Isolation
- Escapism

# Personification

- When inanimate objects (animals or objects) are said to have human characteristics.

For example:

- The stars danced playfully in the moonlit sky.
- The run down house appeared depressed.
- When the DVD went on sale, it flew off the shelves.
- The storm attacked the town with great rage.

# Emotive Language

- These are words that create a strong emotion or feeling in the reader.
- 'Emotive' comes from the word 'emotion'.

For example:

- Midterm Break: "A four foot box, a foot for every year"

# Assonance

- The repetition of vowel sounds in words. They can appear within words, not just at the beginning.
- a, o, u: broad vowels = slow sound
- i, e: slender vowels = harsh sound

For example:

- “Lake water lapping with low sounds by the shore”  
(Creates a slow sound [broad vowels : a, o, u] which add to the relaxing imagery)



# Alliteration

- The repetition of one or more initial consonants in a group of words or lines of poetry or prose.

For example:

- delicious dinner
- miserable merchant
- fantastic friend

# Rhyme

- Rhyme is when two or more words have the same sound at the end of a sentence.
- A rhyme scheme is the pattern of rhymes within a poem.
- They are marked like this ABAB or ABACAB etc.

# Rhythm

- The beat of a poem. Often rhyme will have an impact on this.
- Poems that rhyme have a faster / regular beat.
- Poems without rhyme will have a slower beat / irregular.

# Repetition

- When a sentence or phrase is repeated. A poet does this to create emphasis.
- Think about - when something is important, we repeat it over and over.

For example:

- "I will arise and go now"

Yeats is emphasising his desire to go to this place.

# Simile

- A comparison using the words 'like' or 'as'.

For example:

- "Snug as a gun"
- "Like wet gloves they bobbed and shone"
- "One window is as yellow as butter"

# Structure

- How is the poem organised?
- How many stanzas does it have? How many lines have they got?
- When discussing structure, you will talk about how it has an impact on the overall meaning of the poem.
- Is it regular or irregular?

# S.M.I.L.E.S.

- S = Subject (who/what?)
- M = Message (theme)
- I = Imagery (senses)
- L = Language (poetic techniques)
- E = Emotion (mood / tone)
- S = Structure (format / layout)