

# Connect



## LO: to explore how to analyse an unseen poem

| Poetry feature   | Definition   |
|------------------|--|
| Stanza           | equivalent to verse or paragraph   |
| Line             | → used to make up verses   |
| Enjambment       | When ideas/sentences flow over more than one line  |
| End-stopped line | • ? !<br>Ended sentence at end of line   |
| Caesura          | Dramatic pause in middle of line<br>↳ • ? !  |
| Volta            | A sudden shift or change within a poem. A moment within the text where a change is clear.<br>forming words |

| Word class/device           | Definition   | Examples  |
|-----------------------------|--|---|
| Noun                        | Indicate people, places or things.<br>Proper nouns – a specific place/person (capitals!)<br>Common noun – identify any class of item.                    | <u>Proper</u> → England<br>Newton, Annie<br><u>Common</u> → chair<br>city, country<br>red, large<br>square, generous                              |
| adjective                   | Used to describe a noun in detail – can refer to <u>shape, size, personality, colour</u>   | red, large<br>square, generous  |
| Verb                        | The word within the sentence which indicates an action. Can be active (run, jump) or can indicate modes of being (to be, to have) <u>mental/physical</u> | to have<br>to think<br>to be<br>to feel   |
| Adverb                      | Indicate the way in which a verb is done. Usually end in -ly, although there are exceptions to the rule (e.g. jump <u>high</u> , run <u>fast</u> )       | tiredly<br>thought hard   |
| Determiners and quantifiers | Words which we use in front of nouns.<br>Determiners – to identify things<br>Quantifiers – to say how much/how many                                      | Determiners → <u>this</u> book, <u>an</u> apple, <u>my</u> sister<br>Quantifiers → <u>a little</u> milk, <u>lots of</u> books; <u>some</u> issues |
| Semantic fields             | Groups of words connected by feeling, tone or theme. These can remain stable across a piece, or change/evolve as events unfold.                          |   |

What the assessment looks like:

LO: to explore how to analyse an unseen poem.

**45 mins**

Question **one** is worth a lot more marks, so spend more Time on **Question 1**.

**Q1 – 30-35 mins**  
**Q2 – 10-15 mins**

Section C: Unseen poetry

Answer both questions in this section.

**How to Leave the World that Worships *Should***

Let faxes butter-curl on dusty shelves.  
Let junkmail build its castles in the hush  
of other people's halls. Let deadlines burst  
and flash like glorious fireworks somewhere else.

5 As hours go softly by, let others curse  
the roads where distant drivers queue like sheep.  
Let e-mails fly like panicked, tiny birds.  
Let phones, unanswered, ring themselves to sleep.

10 Above, the sky unrolls its telegram,  
immense and wordless, simply understood:  
you've made your mark like birdtracks in the sand -  
now make the air in your lungs your livelihood.  
See how each wave arrives at last to heave  
itself upon the beach and vanish. Breathe.

Ros Barber

2 7 . 1

In 'How to Leave the World that Worships *Should*,' how does the poet present ideas about the way we live and work in the modern world?

[24 marks]

### Section C: Unseen Poetry

The first question will ask you to analyse a poem that you probably have never seen before.  
**(24 marks)**

21

**The Rich Eat Three Full Meals**

The rich eat three full meals, the poor two small bowls  
But peace is what matters.  
Thirsty, I drink sweet plum tea;  
Warm, I lie in the shade, in the breeze:

5 My paintings are mountains and rivers all around me,  
My damask, embroidered, the grass.  
I rest at night, rest easy,  
Am awake with the sun  
And enjoying Heaven's heaped-up favours.

Nguyen Binh Khiem

2 7 . 2

In both 'The Rich Eat Three Full Meals' and 'How to Leave the World that Worships *Should*' the speakers describe attitudes towards the world around us.

What are the similarities and/or differences between the ways the poets present these attitudes?

[8 marks]

END OF QUESTIONS

### Section C: Unseen Poetry

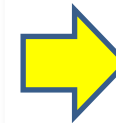
The second question will ask you to compare the previous poem with another unseen poem.  
**(8 marks)**

# Unseen Poetry: Question 1

- Question 1 is worth **24 marks** and will ask you to analyse one poem.

Your answer should cover:

- What the poem is **about**- the poems **message, themes** and **ideas**.
- **How** the poet uses **form, structure** and **language** to communicate these ideas.



**Read the poem carefully – think about what it means before you dive in and identify quotations and methods.**

What the assessment looks like:

LO: to explore how to analyse an unseen poem.

How do I get marks for this part of the exam?

Respond to the poem AND the focus of the question.

## Unseen Poetry

Explore the writers methods, using subject terminology

Use precise quotations to support your response.

■ A02

■ A01

Explore what the reader could think, feels or imagine.

### Success Criteria

-

-

-

-

# Demonstrate 1

## Unseen Poetry

Answer **both** questions in this section

1. In *First Love*, how does the poet present the speaker's feelings about falling in Love?  
**[24 Marks]**

### First Love

Falling in love was like falling down the stairs  
Each stair had her name on it  
And he went bouncing down each one like a tongue-tied lunatic  
One day of loving her was an ordinary year  
He transformed her into what he wanted  
And the scent from her  
Was the best scent in the world  
Fifteen he was fifteen  
Each night he dreamed of her  
Each day he telephoned her  
Each day was unfamiliar  
Scary even  
And the fear of her going weighed on him like a stone  
And when he could not see her for two nights running  
It seemed a century had passed  
And meeting her and staring at her face  
He knew he would feel as he did forever  
Hopelessly in love  
Sick with it  
And not even knowing her second name yet  
It was the first time  
The best time  
A time that would last forever  
Because it was new  
Because he was ignorant it could ever end  
It was endless

#### Strategies for when you are stuck:

Look at the title: what ideas or emotions does it inspire?

Look at the last line: what does it mean? Often (but not always) the main idea in the poem is expressed here.

Compare the title to the main body of the poem: does the title 'fit' what is described? If not, why has the title been chosen?

Is the idea or feeling the same all the way through? Poems often have a 'volta' where the thought, feeling or tone changes.

What is this text trying to say?

Why might it have been written?

What is it encouraging the reader to think/feel?

What ideas is it presenting/exploring?

In other words.... What do you think it *means*?

#### Reading strategies:

- highlight verbs
- circle punctuation
- pick out three neon lines/ vivid words/phrases
- consider meaning of title
- think about first and last lines
- highlight emotion words
- find examples of imagery
- highlight alliteration, assonance, onomatopoeia
- highlight structural features.

*Brian Patten*

## First Love

Falling in love was like falling down the stairs

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### What is the effect?

Euphoria – loss of control but that loss of control being overwhelmingly exciting. Fear – unable to understand the experience (traumatic?)

Past tense – bittersweet?

### How is the effect created?

Repetition (falling)

Simile (like)

Imagery (falling down stairs)

Connotations – falling (loss of control, fear, exhilaration, euphoria)

Past tense (was) – feeling is over.

### Why is it effective?

Reader feels the disorientating rush of falling in love and how the speaker feels helpless in that moment. We imagine falling in love as being painful even as it seems dramatic and overwhelming.

## Activate 2

In *First Love*, how does the poet present the speaker's feelings about falling in Love?

[24 Marks]

In the poem 'First Love' the writer presents love as painful. Usually, we would expect that love should be a pain free experience. However, the poet begins with a simile that suggests it is far from that. He uses the simile "Falling in love was like falling down the stairs." It could be that the writer is contrasting our usual expectations of falling in love with the more painful experience of falling down the stairs. The poet may do this to suggest that first love can be difficult and is often something that we have no control over. The verb "falling" in this section of the poem could indicate this lack of control and the writer could be suggesting that we not only don't have control over who we fall in love with but also the emotions that we feel.

Additionally, the placement of the simile at the very start of the poem could be seen as an attempt to make the speaker's feelings relatable for readers:

### Success Criteria

- Addressing the question focus
- Effective quotations and references to support
- Discussing specific methods the poet uses
- Discussing the effect of poet's methods in detail

# Demonstrate 2

LO: to explore how to analyse an unseen poem.

**Use the prompts below to write your response to the question.**

**Point** – what is your idea about the thoughts and feelings expressed in the poem?

**Evidence** – which quotation(s) from the text best match the point you are making.

**Explain** – what thought or feeling is expressed by your quotation.

**Zoom** – what methods have been used by the writer?

What is the **effect** of this device on the reader? (Could there be more than one effect?)

**Link** – Link back to the question. How have you proved your point?

Thinking prompts to explore an unseen poem:

- At the start of the poem, the writer establishes a feeling of...
- One detail (or image) that the writer focuses on is...
- Through his/her use of (language feature) the reader is encouraged to think / feel / imagine...
- As the poem develops this idea shifts, changes, is developed...
- This feeling of \_\_\_\_\_ is illustrated through the writer's description of...
- Alternatively, it is possible to read this as suggesting...
- Ultimately, the reader is given the sense that...

**Aim for three paragraphs.**

Ask yourself:

- Have I been clear?
- Have I gone into detail?
- Have I considered specific devices (linguistic or structural?)



# Consolidate

LO: to **consider how** a writer constructs tension through linguistic and structural choices

Today's focus question: In *First Love*, how does the poet present the speaker's feelings about falling in Love?

1. Find and label today's success criteria in your piece

## Success Criteria

- Addressing the question focus
- Effective quotations and references to support
- Discussing specific methods the poet uses
- Discussing the effect of poet's methods in detail

## Today's SPAG checks

Key Words: poet suggests  
emphasises  
repetition connotations

## CHECK OPENERS

In the opening,  
For example,  
Furthermore,      Additionally,

2. Write a SKILLS FOCUSED  
WWW/EBI



| Example WWW | Example EBI |
|-------------|-------------|
|             |             |
|             |             |
|             |             |

3. Use your WWW/EBI to make additions and improvements to your piece!



What the assessment looks like:

LO: to explore how to analyse an unseen poem.

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**Q2 – 10-15 mins**

Section C: Unseen poetry

Answer both questions in this section.

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In 'How to Leave the World that Worships *Should*,' how does the poet present ideas about the way we live and work in the modern world?

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### Section C: Unseen Poetry

The first question will ask you to analyse a poem that you probably have never seen before.  
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*Nguyen Binh Khiem*

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In both 'The Rich Eat Three Full Meals' and 'How to Leave the World that Worships *Should*' the speakers describe attitudes towards the world around us.

What are the similarities and/or differences between the ways the poets present these attitudes?

[8 marks]

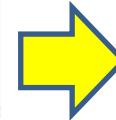
END OF QUESTIONS

### Section C: Unseen Poetry

The second question will ask you to compare the previous poem with another unseen poem.  
**(8 marks)**

# Unseen Poetry: Question 2

- For Question 2 you'll have to compare **both unseen poems**.
- This question is worth **8 marks**
- You should write about the similarities and differences between the 2 poems. Focus on **methods** used in both.



**For  
Question 2  
you MUST  
zoom in on  
methods  
AND THE  
EFFECTS.**

Question **one** is worth a lot more marks,  
so spend more  
Time on **Question 1**.

# Unseen – Q2 - Mark scheme

2 bullet points only – both linked to AO2

**HOW/ THE WAYS** – techniques + effect

Both bullet points mention 'links between' or 'comparison of'

| Mark                    | AO                                       | Typical features of response   |
|-------------------------|--|--|
| Level 4<br>7–8<br>marks | AO2                                      | <ul style="list-style-type: none"> <li>Exploratory comparison of writers' use of language, structure and form with subject terminology used judiciously</li> <li>Convincing comparison of effects of writers' methods on reader</li> </ul>   |
| Level 3<br>5–6<br>marks | AO2                                      | <ul style="list-style-type: none"> <li>Thoughtful comparison of writers' use of language and/or structure and/or form with subject terminology used effectively to support consideration of methods</li> <li>Comparative examination of effects of writers' methods on reader</li> </ul> |
| Level 2<br>3–4<br>marks | AO2                                      | <ul style="list-style-type: none"> <li>Relevant comparison of writers' use of language and/or structure and/or form with some relevant use of subject terminology</li> <li>Some comparison of effects of writers' methods on reader</li> </ul>   |
| Level 1<br>1–2<br>marks | AO2                                      | <ul style="list-style-type: none"> <li>Some links between writers' use of language or structure or form</li> <li>Some links between effects of writers' methods on reader</li> </ul>   |
| 0 marks                 | Nothing worthy of credit/nothing written |  |

What are the success criteria in 'student speak'?

- ① Techniques → compare them across poems!
- ② Effects on reader → compare them across poems!

**BOTH**  
2. In both 'First Love' and 'First Frost' the speakers describe feelings about significant, first experiences. ← have in common

What are the similarities and/or differences between the ways the poets present those feelings?

How - tech + eff [8 marks]

## First Frost

A girl is freezing in a telephone booth,  
huddled in her flimsy coat,  
her face stained by tears  
and smeared with lipstick.  
She breathes on her thin little fingers.  
Fingers like ice. Glass beads in her ears.

She has to beat her way back alone  
down the icy street.

First frost. A beginning of losses.  
The first frost of telephone phrases.

It is the start of winter glittering on her cheek,  
the first frost of having been hurt.

2. In both 'First Love' and 'First Frost' the speakers describe feelings about significant, first experiences.

What are the similarities and/or differences between the ways the poets present those feelings?

[8 marks]

What is this text trying to say?  
Why might it have been written?  
What is it encouraging the reader to think/feel?  
What ideas is it presenting/exploring?  
In other words.... What do you think it means?

### First Frost

winter? - physical cold  
cold - broken relationships  
loneliness

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huddled in her flimsy coat,  
her face stained by tears  
and smeared with lipstick.  
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contrast between pain/help

Sf of cold  
↳ creates a dark, sad tone

She has to beat her way back alone  
down the icy street.

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repetition → coldness

Sf vulnerability  
↳ feel sympathy for speaker  
'frost' is everywhere

loneliness

2. In both 'First Love' and 'First Frost' the speakers describe feelings about significant, first experiences.

What are the similarities and/or differences between the ways the poets present those feelings?

[8 marks]

Stanzas → broken  
and inconsistent  
↳ represent  
brokenness/  
defensiveness  
of speaker

## First Frost

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- highlight alliteration, assonance, onomatopoeia
- highlight structural features.



# Similarities and differences – between the ways

2. In both 'First Love' and 'First Frost' the speakers describe feelings about significant, first experiences.

What are the similarities and/or differences **between the ways** the poets present those feelings?

[8 marks]

- Can be similar devices... different effect
- Can be different devices... same effect
- Can be completely different in every way!

As we write, we explain our understanding of the poem's 'topic' and focus...  
... we discuss the devices used... and the effect it has on us as readers!

## Consider use of comparative phrases:

- Whilst A uses \_\_\_\_\_ in '\_\_\_\_\_', B uses \_\_\_\_\_ in '\_\_\_\_\_'.  
- This creates a more (positive) viewpoint in B compared to A because...  
- For readers, this is more/less (emotive, violent) than B because...
- Poem A's use of the \_\_\_\_\_ creates an (aggressive) tone because.... This is different to Poem B, where the use of \_\_\_\_\_ creates a (more positive) tone.  
- This creates a more (positive) viewpoint in B compared to A because...  
- For readers, this is more (emotive) than B because...

2. In both 'First Love' and 'First Frost' the speakers describe feelings about significant, first experiences.

What are the similarities and/or differences between the ways the poets present those feelings?

[8 marks]

### First Love

*simultaneous - pain*

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Each stair had her name on it

And he went bouncing down each one like a tongue-tied lunatic

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*Brian Patten*

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*SF - cold*

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*Andrei Voznesensky*

# Structuring a response

| Mark                    | AO  | Typical features of response   |
|-------------------------|-----|--|
| Level 4<br>7-8<br>marks | AO2 | <ul style="list-style-type: none"><li>• Exploratory comparison of writers' <u>use</u> of language, structure and form with subject terminology used <u>judiciously</u></li><li>• Convincing comparison of <u>effects</u> of writers' methods on reader</li></ul>                                 |
| Level 3<br>5-6<br>marks | AO2 | <ul style="list-style-type: none"><li>• Thoughtful comparison of writers' <u>use</u> of language and/or structure and/or form with subject terminology used effectively to support consideration of methods</li><li>• Comparative examination of effects of writers' methods on reader</li></ul> |

- Remember: a focus is COMPARING (of devices, of effects)

## Model Paragraph:

Both poets present first experiences, but whilst 'First Love' explores love as painful, 'First Frost' presents sadness and loneliness. In 'First Love', the poet uses an opening simile 'love is like falling down stairs' to make the experience of love as relatable as possible, as most people will understand the uncontrollable idea of 'falling'. However, in 'First Frost', the poet uses a semantic field of cold and suffering in 'icy', 'fingers like ice' and 'freezing' to create an atmosphere of suffering around the speaker.

## Consider use of comparative phrases THROUGHOUT:

- Whilst A uses \_\_\_\_\_ in '\_\_\_\_\_', B uses \_\_\_\_\_ in '\_\_\_\_\_'.  
- Poem A's use of the \_\_\_\_\_ creates an (aggressive) tone because... This is different to Poem B, where the use of \_\_\_\_\_ creates a (more positive) tone.
- This creates a more (positive) viewpoint in B compared to A because...
- For readers, this is more (emotive) than B because...

Comp tech  
Comp techniques

Comp effect

- In POEM NAME, the poet uses DEVICE in 'QUOTE IT OR REFERENCE' to.... TELL EFFECT.  
However in POEM NAME, the poet uses DEVICE in 'QUOTE OR REFERENCE' to... TELL EFFECT.

# Consolidate

LO: to **consider how** a writer constructs tension through linguistic and structural choices

Today's focus question: In both 'First Love' and 'First Frost' the speakers describe feelings about significant, first experiences. What are the similarities and/or differences between the ways the poets present those feelings?



1. Find and label today's success criteria in your piece

## Success Criteria

- Addressing the question focus
- Effective quotations and references to support
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### Today's SPAG checks

**Key Words:** poet suggests  
emphasises  
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### CHECK OPENERS

In the opening,  
For example,  
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2. Write a SKILLS FOCUSED  
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| Example WWW | Example EBI |
|-------------|-------------|
|             |             |
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|             |             |

3. Use your WWW/EBI to make additions and improvements to your piece!