

PLEASE NOTE THE NOTES ARE NOT CAST IN STONE THESE ONLY A COMBINATION OF COMMENTS MADE BY STUDENTS. IF YOU NOTE ANY ERRORS, PLEASE FEEL FREE TO CHANGE IT

Take note of the TL pages 27-29

If I have left out any comments my apologies. Feel free to whatsapp me directly or in the group if there are any additions.

MY CONTRIBUTIONS WRITTEN IN CAPITAL LETTERS

BECAUSE THIS ESSAY IS ARGUMENTATIVE. YOUR THESIS STATEMENT WOULD BE IN LINE WITH HOW YOU INTEND TO AGREE OR DISAGREE THAT THROUGH THE USE OF VARIOUS LANGUAGE STRUCTURES THE AUTHOR WAS SUCCESSFUL OR NOT IN MAKING A POINT ABOUT RELATIONSHIPS

POETRY:

FOR A ESSAY, YOU MUST ALWAYS START IN YOUR INTRODUCTION BY EXPLAINING THE THINGS THAT YOU ARE GOING TO LOOK AT. IN THIS CASE, THESE ARE THE POEMS. STATE THE NAME, WHO WROTE IT AND WHEN IT WAS PUBLISHED. REMEMBER: THE INTRODUCTION IS THE PARAGRAPH IN WHICH YOU TELL READERS ABOUT YOUR TOPIC AND GIVE THEM ALL THE RELEVANT BACKGROUND INFORMATION THEY NEED TO UNDERSTAND THE REST OF YOUR ESSAY. YOU MUST IMAGINE THAT THE PEOPLE LOOKING AT YOUR ESSAY HAVEN'T READ THE POEM AND THAT ALL THE INFORMATION THEY ARE GETTING IS COMING FROM YOU. YOU MUST TELL THEM ABOUT THE POEM AND WHY YOU ARE WRITING ABOUT IT. THE INTRODUCTION PARAGRAPH IN A ESSAY ESTABLISHES YOUR REASON FOR EXAMINING THE TOPIC. THIS BEING RELATIONSHIPS.

Poet	Comments
Sasha Maharaj	

TITLE	Exploring the title
<p style="text-align: center;">WORTHLESS</p> <p>EVERY RELATIONSHIP IS DIFFERENT AND PEOPLE LEAVE FOR DIFFERENT REASONS.</p> <p>THE ENDING OF THE RELATIONSHIP HAD A NEGATIVE EFFECT ON THE READER. SEEN THROUGH THE CONTINUED USE OF NEGATIVE WORDS 'BROKEN' 'DAMAGE' 'RIPPED' 'TORN' 'DEAD'</p> <p>'ANGER' 'HATE' IS HOW HER PARTNER FELT TOWARDS HER.</p> <p>THE TITLE OF THE POEM IS REFLECTED THROUGHOUT THE POEM WITH THE WORDS DAMAGED, BROKEN, RIPPED. SO THE THEME IS CONTINUED THROUGH OUT.</p> <p>I ALSO THINK THAT THE TITLE IS NOT MISLEADING. LIKE THE TITLE IS WORTHLESS AND THAT IS EXACTLY HOW THE SPEAKER FEELS.</p> <p>Actually a very realistic poem</p> <p>I'M sure we all can relate to feeling like this once in our lives</p> <p>THOUGH TO EACH ONE A LESSER DEGREE OR MORE.</p> <p>SHE IS DISTRAUGHT BY THIS ORDEAL.</p>	<p>Worthless-the person feels he/she is worth nothing, the mean nothing to no one or feel less important</p> <p>Associating the title positive or negative- the title are associating as negative. I associate it with low self-esteem.</p> <p>The feeling of having no value or useless</p> <p>Not appreciated</p> <p>Used, hurt and damaged, emotionally</p> <p>THE TITLE CONVEYS A NEGATIVE MESSAGE. WHEN SOMETHING IS WORTHLESS IT IS OF NO VALUE TO ANYONE. THIS PORTRAYS HOW THE SPEAKER FEELS.</p> <p>DEFINITION: <u>adjective</u></p> <p>1. without <u>worth</u>; of no use, importance, or value; good-for-nothing: a worthless person; a worthless contract.</p> <p>http://www.dictionary.com/browse/worthless. VIEWED 28.8.2017</p>

Stanza/ line	Poem	Comment
1/1	<p>I'm broken inside and can't feel.</p> <p>BROKEN INSIDE IS IMAGERY AS IT ALLOWS YOU TO USE THE SENSE OF SIGHT.</p> <p>PHYSICAL QUALITIES IN BROKEN</p> <p>CAN'T FEEL IS A NUMBNESS FROM THE EXPERIENCE</p> <p>SOME RELATIONSHIPS ARE NOT HEALTHY AND THIS LINE SHOWS HOW THEY CAN DAMAGE A PERSON MENTALLY AND PHYSICALLY IF NOT VIEWED FROM THE SAME PERSPECTIVE. LINKED TO LINE 12.</p> <p>USUALLY WHEN PEOPLE USE CONTRACTIONS, IT IS FOR YOU TO IDENTIFY WITH THE SPEAKER. THINK OF IF THE POET USED THE CORRECT</p>	<p>CONTRACTION'S I'M AND CAN'T - CONTRACTION OF WORDS USED SO AS TO ALLOW THE READER TO RELATE.</p> <p>IT IS ALSO NOT POSSIBLE TO BE BROKEN INSIDE SO the FIGURE OF SPEECH IS BEING USED HERE is ?</p> <p>I'm - contraction and personal pronoun Can't - also a contraction.</p> <p>I'm broken inside - personification. The assumption is that she is referring to her heart which is an organ and giving it human qualities. Personification is a Trope</p> <p>THIS IS HER DECLARATION. HERE SHE WANTS THE READER TO BE AWARE OF HER PAIN. THIS STATEMENT AS AN OPENING LINE MAKES YOU WANT TO READ THE POEM MORE TO UNDERSTAND WHY SHE IS BROKEN AND WHY SHE FEELS WORTHLESS.</p> <p>Repetition of "inside" line 1 and 13 – HOW DOES IT AFFECT THE POEM? THE REPETITION OF ALOT OF WORDS WITHIN THE POEM REFLECT HOW THE PAIN WAS HUGE AND how CONTINUOUS IT WAS AND FELT FOR HER.</p> <p>THE USE OF CONTRACTIONS MAKE EASY READING FOR THE READER AND THE PERSONAL PRONOUNS HELPS THE READER TO BE ABLE TO IDENTIFY WITH THE SPEAKER</p> <p>CAN'T FEEL. IS IMAGERY AS IT APPLIES TO OUR SENSE OF TOUCH.</p>

Stanza/ line	Poem	Comment
	TERMINOLOGY HOW WOULD YOU FEEL READING THE POEM.	THIS IS THE PICTURE THAT YOU GET. NOT BEING ABLE TO FEEL ALSO BRING ABOUT A SENSE OF EMOTIONAL DETACHMENT.
2	<p>The damage is done, I can barely breathe.</p> <p>CONSONANCE ‘ba’ and ‘br’</p> <p>THE REPETITION OF TWO OR MORE CONSONANTS WITH A CHANGE IN THE INTERVENING VOWELS,</p> <p>DAMAGE IS DONE – THE DONE ALSO REFLECTS FINALITY. LIKE THERE IS NO GOING BACK. WHAT HAS TRANSPIRED CAN ALSO NOT BE FIXED.</p> <p>BARELY BREATHE – SHOWS THE EXTENT OF HOW BAD IT HURTS EMOTIONALLY, THAT SHE IS LEFT PHYSICALLY INCAPABLE OF DOING WHAT COMES NATURALLY. (</p>	<p>THE POET ALSO USES ALLITERATION " THE DAMAGE IS DONE, I CAN BARELY BBREATH"</p> <p>THE REPETITION OF INITIAL CONSONANT SOUNDS (SCHEMES)</p> <p>THE D. D. AND B. B. COULD BE A REFLECTION OF HER HEARTBEAT? SHE IS ANXIOUS</p> <p>In stanza 1 line 2 there's an assonance (similarity in the vowel sounds of words that are close together: barely breathe</p> <p>SHE HAS RESOLVED TO THE FACT THERE IS NO WAY THE RELATIONSHIP CAN BE REPAIRED AND BECAUSE OF THIS SHE IS IN A STATE OF ANXIETY OR FEELING CRUSHED.</p> <p>BARELY IS AN ADJECTIVE. IT DESCRIBES THE BREATHE</p> <p>THE COMMA IN BETWEEN ALLOWS YOU TO REFLECT ON THE STATEMENT WITH JUST A BRIEF PAUSE. for the reader to understand her emotions. It also enhances the fact that she is struggling to breath. her barely breathe</p>

Stanza/ line	Poem	Comment
	<p>The first 2 lines of The first stanza use hyperbole to show just how broken the poets heart is</p>	
<p>3</p>	<p>Ripped apart and torn to pieces,</p> <p>RIPPED – HAS A LEVEL OF SAVAGERY TO IT</p> <p>TORN – IS MORE GENTLE</p> <p>PHYSICAL QUALITIES IN RIPPED AND TORN</p> <p>Ripped means like DONE forcibly.</p> <p>torn apart also be regarded as imaginary. IT WOULD BE VISUAL AS IT APPEALS TO THE EYES</p> <p>Stanza 1 line 3-4 am I the only one who sees imagery in that?</p> <p>"Ripped apart, torn to pieces. My once strong heart is now deceased"</p> <p>Torn into pieces is a hyperbole. which is a trope. thats for empasis</p> <p>I WOULD THINK THAT IF SHE PUT TORN INTO A MILLION PIECES THEN IT WOULD BE</p>	<p>ripped and torn - synonym (diction) The same meaning.</p> <p>SAYING THE SAME THING TWICE IN DIFFERENT WAYS. 'RIPPED' AND 'TORN'</p> <p>She's hurt but someone she loved</p> <p>Who promise d her the world</p> <p>ANOTHER FIGURE OF SPEECH. IT IS IMPLIED THAT HER HEART HAS BEEN RIPPED APART AND TORN TO PIECES. PERSONIFICATION (trope)</p> <p>THE SPEAKER WANTS THE READER TO KNOW HOW EXCRUCIATING THIS IS FOR HER. USE OF DOUBLE SYNONYMS. 'APART' AND 'PIECES' AS WELL ARE SYNONYMS</p> <p>Giving us an image of her emotional status of her heart.</p> <p>Line three does not end with a full stop but a coma and My starts with a capital letter.</p>

Stanza/ line	Poem	Comment
	<p>AN EXAGGERATION. CAUSE THAT IS NOT HUMANLY POSSIBLE. IF ANYTHING I WOULD SAY IT'S PROBABLY AN UNDERSTATEMENT. LIKE SHE IS PLAYING IT DOWN.</p>	
<p>4</p>	<p>My once strong heart is now deceased.</p> <p>MY ONCE STRONG HEART – SHE CAME INTO THE RELATIONSHIP WITH CONFIDENCE</p> <p>NOW DECEASED – THROUGH HER PARTNER’S ABUSE OR NEED TO CHANGE HER SHE IS NO LONGER CONFIDENT.</p> <p>MY - POSSESSIVE PERSONAL PRONOUN</p> <p>ONCE - PAST TENSE. IT WAS AND IS NO LONGER</p> <p>NOW - PRESENT TIME</p> <p>DECEASED - NO LONGER HAS LIFE</p> <p>HE COULD BE REFLECTING ON HOW SHE CAME INTO THE RELATIONSHIP. STRONG AND CONFIDENT.</p>	<p>Poet makes use of metonymy in line 4 and 6. ??? Not sure about this.</p> <p>Antithesis / oxymoron – strong / deceased. Placing of contrasting ideas next to each other. (SCHEME)</p> <p>strong and deceased opposite words</p> <p>Stanza 1 line 4 the speaker to herself as deceased, so defeated fits well</p> <p>Her heart is deceased could have an ambiguous meaning</p> <p>It didn't stop beating as in a literal sense. Rather dead to emotions due to her hurt</p> <p>Making use of synonym line 4 "deceased" and line 6"dead"</p> <p>FIGURE OF SPEECH. PERSONIFICATION. GIVING HER HEART HUMAN LIKE CHARACTERISTICS. (trope)</p> <p>When something is deceased it loses its strength</p>

Stanza/ line	Poem	Comment
	AND NOW WITH EVERYTHING THAT HAS HAPPENED SHE IS ONLY A FRACTION OF HERSELF.	HYPERBOLE - Poet uses exaggeration. Referring to "my once strong heart is now deceased"
	<p>Stanza 1 overall summary</p> <p>SO HER USE OF PUNCTUATION NOT ONLY SLOWS DOWN YOUR READING BUT MAKES YOU TAKE NOTE OF EACH SENTENCE. EACH SENTENCE TELLS IT'S STORY</p> <p>Expresses her emotions and feelings - By referring to the state of her once alive heart which is now deceased</p> <p>She explains the pain and hurt, emotional - Broken , damaged Ripped</p> <p>Hyperbole is also seen in parts of the poem that exaggerates The poets ideas And her feelings</p> <p>THE QUESTION WAS HOW DOES STANZA 1 RELATE TO RELATIONSHIPS?</p> <p>The tone of the stanza shows that the speaker feels hurt.</p> <p>FOR ME, IT SHOWS THAT RELATIONSHIPS CAN BE HURTFUL 'DAMAGE' 'RIPPED APART' 'TORN TO PIECES' - I SAID HURTFUL. THERE IS A DIFFERENCE. HURTFUL IS HOW SHE FELT BY EVERYTHING THAT WAS HAPPENING. BEING HURT IS LIKE A PHYSICAL INJURY</p> <p>ALSO THAT YOU CAN ENTER A RELATIONSHIP STRONG 'MY ONCE STRONG HEART' AND BE LEFT BROKEN 'TORN TO PIECES'.</p> <p>Relationships can make your heart feel dead once they no longer exist. No matter how strong you are it can destroy you.</p>	

Stanza/ line	Poem	Comment
		Referring to "my once strong heart is now deceased"
2/5	<p>I keep recalling the messages in my head,</p> <p>RECALLING THE MESSAGES – NASTY MESSAGES THE PARTNER COULD HAVE LEFT TO BELITTLE OR WEAR HER DOWN.</p> <p>'I' is personal pronoun and 'my'. They suggest the present of the first speaker</p> <p>MY IS ALSO A POSSESSIVE PRONOUN</p> <p>RECALLING – Flashbacks</p> <p>It means the thoughts keep bothering her. It's always on her mind</p>	<p>guys in the second stanza they talk about messages. what could me the messages that she is recalling</p> <p>because after all that's how their relationship ended The conversations they had The heart sore words he told her Kept on playing on her thoughts</p> <p>Line 5 head, line 6 dead has a rhyme(the repetition of identical concluding syllables in different words, most often at the ends of line</p> <p>USUALLY SIGNALS A TRAUMATIC EVENT. ALMOST AS IF STUCK IN TIME</p> <p>MESSAGES?</p> <p>USUALLY LEFT WHEN YOU UNABLE TO GET HOLD OF SOMEONE. SO IT COULD BE VOICE MESSAGES.</p> <p>So it has an ambiguous meaning?</p> <p>They bothering her so much they continue to cause her to have flashbacks</p>
6	<p>Making me wish that I was dead</p> <p>alliteration in line 6. m 'making' and 'm' me</p>	<p>Poet makes use of metonymy in line 4 and 6</p> <p>To slow down the rhythm of the poem??? NOT SURE HERE</p>

Stanza/ line	Poem	Comment
	<p>HERE SHE SHOWS THAT HE ACHIEVED HIS PURPOSE AS SHE WAS FEELING DEPRESSED AND SUICIDAL.</p> <p>That's how bad the thoughts were Coz they were so unpleasant and bitter</p>	<p>Making use of synonym line 4 "deceased" and line 6"dead"</p> <p>Line 5 head, line 6 dead has a rhyme(the repetition of identical concluding syllables in different words, most often at the ends of line</p> <p>ON THE BRINK OF DEPRESSION BECAUSE OF WHAT TRANSPIRED SUICIDAL PEOPLE TEND TO WISH THEY WERE DEAD.</p> <p>ALLITERATION scheme 'M'</p>
7	<p>So much of anger, so filled with hate</p> <p>THE LACK OF PERSONAL PRONOUNS IN THAT LINE MAKES ME FEEL THAT SHE IS REFERRING TO SOMEONE ELSE AND NOT HERSELF.</p> <p>SO MUCH ANGER – SHE IS ANGRY WITH HERSELF</p> <p>SO FILLED WITH HATE – SHE HATES HIM THAT SHE ALLOWED HIM TO DO THIS TO HER</p>	<p>SO / SO – SIGNIFICANT FOR EMPHASIS. REFLECTING ON THE PARTNER'S REACTION TO THIS SITUATION.</p> <p>ANIPHORA - regular repetition of the same word or phrase at the beginning of successive phrases or clauses</p> <p>REPETITION OF SO AND SO FOR EMPHASIS. (scheme)</p> <p>SO AND SO ARE REPETITION (SCHEME) -</p> <p>Anger and hate are abstract nouns</p> <p>She is filled with anger and hate due to all the negative emotions she's experiencing</p>

Stanza/ line	Poem	Comment
8	<p>I must be the reason for our love to dissipate.</p> <p>DISSIPATE – THE LOVE FADED</p>	<p>SHE STILL BLAMES HERSELF FOR THE BREAKDOWN OF THE RELATIONSHIP.</p> <p>The speaker is accusing him/herself for being the cause of the break up</p> <p>SHE IS TAKING THE BLAME FOR THEIR LOVE DWINDLING</p>
	<p>Stanza 2 overall summary</p> <p>She is feeling so angry and filled with hate that she rather wish she was dead especially when having constant flashbacks of how she could have done things differently.</p> <p>Coz she blames herself for the love dissipating</p> <p>THERE IS A RHYME SCHEME FOR LINE 5 AND 6 'HEAD' AND DEAD' CAUSE THE RHYMING WORDS HEAD AND DEAD CAN ALSO BE LINKED TO THAT. LIKE SHE CANT THINK ANYMORE Or it could mean her brain had stopped functioning</p> <p>'HATE' AND DISSIPATE ALSO RHYME AND THEN ALSO THE HATE AND DISSIPATE. IT COULD BE THAT THE HATE MADE THE LOVE DISSIPATE WHICH CAN BE REFERENCED BACK TO WHY SHE IS COULD BE TALKING ABOUT HER PARTNERS FEELINGS IN THE LINE 7. SO MUCH OF ANGER. SO FILLED WITH HATE.</p> <p>I agree that she blames herself. That's why she is the one apologizing. And why she had more to say</p> <p>CAUSE SHE LOOSES THE PLOT IN THE STANZA 4. LIKE THIS WAS THE START OF THE MELT DOWN.</p> <p>punctuation. I think it is to emphasize the severity of her distress and the full stop at the end of dead could mean that she wants her life to stop... dead</p>	

Stanza/ line	Poem	Comment
	<p>maybe that comma thing and capital letter is so that the importance of what she is saying is not lost</p> <p>So how does this stanza relate back to relationships? When a relationship ends you have constant flashbacks making you wish you were dead. You are full of anger and hate so much so that you end up blaming yourself for the break up and unresolved issues Trying to find answers that you cannot</p> <p>FOR ME. IF THERE IS NO COMMUNICATION IN RELATIONSHIPS YOUR PARTNER CAN BE LEFT BLAMING THEMSELVES. 'RECALLING THE MESSAGES' FOR ME SHOWS THAT SHE WAS NOT AVAILABLE ALOT OF THE TIME. AND 'I MUST BE THE REASON' SHOWS HOW SHE BLAMED HERSELF.</p> <p>ALSO HER LACK OF AVAILABILITY SHOW HOW IT MADE HER PARTNER FEEL 'ANGER' AND 'HATE' IMAGINE YOU IN A RELATIONSHIP AND YOU ALWAYS HAVING TO LEAVE MESSAGES.</p> <p>WHEN YOU LOOK AT THE WORDS 'HATE' AND 'DISSIPATE' WHAT COME TO MIND. AND WHY DO ONLY THESE LINE RHYME AND NOT THE OTHERS?</p>	
	<p>WHY DOES STANZA 3 SENTENCES ALL START IN SMALL LETTERS AND THE REST OF THE POEM HAVE ALL CAPITAL LETTERS?</p> <p>THIS STANZA CHANGES THE TONE OF THE POEM. STANZA 3 HAS A CHANGE IN EMPHASIS. She is reflecting how insignificant she felt in the relationship through the lack of punctuation and 'i'</p>	
3/9	I never wanted it to end this way.	has a rhyme (the repetition of identical concluding syllables in different

Stanza/ line	Poem	Comment
	<p>SHE WOULD HAVE STAYED</p> <p>SHE IS ALSO EXPRESSING REGRET AS THERE COULD HAVE BEEN AN ALTERNATIVE SOLUTION.</p> <p>THIS LINE SHOWS A LEVEL OF REGRET.</p> <p>I IS A PERSONAL PRONOUN AGAIN.</p>	<p>words, most often at the ends of line</p> <p>The same happened in line 9 'way' line 10 'say'</p>
10	<p>theres so much more i needed to say.</p> <p>MAYBE SHE WANTED TO MAKE A STAND</p> <p>'this way' means what?</p> <p>THE RELATIONSHIP DIDN'T END IN A GOOD WAY? OR IT COULD HAVE ENDED BETTER?</p> <p>The "I" isn't prominent like in the other stanzas. It's barely noticeable Similarly the way the speaker feels?</p> <p>Guys its an expression of humility .its to highten the dramatic effect so much so that it maked the reader take notice of the words surrounding"i" as well</p>	<p>has a rhyme (the repetition of identical concluding syllables in different words, most often at the ends of line</p> <p>The same happened in line 9 way line 10 say</p> <p>STATING HER CASE SO AS FOR BLAME NOT TO BE CAST ON HER</p> <p>LACK OF PUNCTUATION ON THERES SIGNIFIES WHAT?</p> <p>ALLITERATION – scheme 'M'</p>

Stanza/ line	Poem	Comment
11	<p>but I guess he had just had enough of me,</p> <p>The 'i' in line 10 and 11 are also in small letters which make it grammatically incorrect.</p> <p>SHOWS HOW SMALL OR INSIGNIFICANT SHE FELT AT THIS POINT</p>	<p>The word "but" indicates a change is about to happen! That she is comes to an understanding of the break up</p> <p>The word but; represents uncertainty</p> <p>RESOLVED ON THE SITUATION. ALLITERATION</p> <p>YOU KNOW THE POEM IS WRITTEN BY A WOMEN BECAUSE HERE THE POEM IS TAKEN OFF HER AND THE SPOTLIGHT MOVES TO THE MAN.</p> <p>"BUT" IS A CONJUNCTION THAT INDICATES THE NEXT CLAUSE WILL CONTRADICT THE PREVIOUS ONE. IN THE FIRST CLAUSE OF THIS SENTENCE, GEORGE INDICATES HE DOESN'T WANT TO BOTHER THE PERSON HE IS SPEAKING TO. THE CONJUNCTION "BUT" INDICATES THAT HE IS GOING TO ANYWAY</p>
12	<p>even after apologising immensely.</p>	<p>NOTHING COULD HAVE CHANGED HER PARTNER'S MIND. HE WAS INTENT ON LEAVING. WHAT HAD TRANSPIRED WAS TOO MUCH. TRIED DESPERATELY TO REACH OUT. WILLING TO TAKE THE BLAME EVEN IF SHE WAS NOT AT FAULT.</p> <p>IMMENSELY (MORE THAN REQUIRED)/ SHE HAD PUT IN MORE THAN WAS NEEDED FOR THIS RELATIONSHIP TO WORK.</p>
<p>Summary of stanza 3</p>		

Stanza/ line	Poem	Comment
	<p>WE KNOW THE SPEAKER IS A SHE AS SHE USES HE IN STANZA 3</p> <p>In stanza 3 the speaker sounds defeated and tired</p>	
4/13	<p>So here I am alive, yet dead inside.</p> <p>GOING THROUGH THE MOTIONS OF LIFE</p> <p>Here she says So here i an alive, yet dead inside .However i feel the contradiction in this line is obvious as it points to her being both alive and dead at the same time</p> <p>Paradox is also noted on the first line of the last stanza</p>	<p>Guys, the poet is so much lonely that no one is recognising that she is experiencing hell in her life...</p> <p>So she feels dead inside but happy to be alive At the loss of her love</p> <p>"So here I'm alive, yet dead inside" is paradox Right ?? Repetition of "inside" line 1and 13</p> <p>it's an oxymoron. I think it is used when two words are opposite to each other but are placed side by side in a sentence</p> <p>ANTITHESIS – ALIVE/DEAD scheme???</p> <p>To help you understand the differences. Posted by my e-tutor</p> <p>https://www.youtube.com/watch?v=XWvpySr7_cY</p> <p>https://socratic.org/questions/what-is-the-difference-between-an-oxymoron-antithesis-irony-and-paradox-how-can-</p>
14	All I know, my best, I have tried.	She's tried her best to save her relationship but her partners mind was made

Stanza/ line	Poem	Comment
	<p>INVERSION (scheme)</p> <p>line 14 where there is hyperbaton</p>	<p>up to split on her...</p> <p>WRONG WAY OF PUTTING A SENTENCE. SHOULD READ ALL I KNOW IS, I TRIED MY BEST? HOW DOES IT AFFECT THE POEM?</p> <p>IN THE CONTEXT OF THE POEM COULD SHOW THE DEEP EMOTION SHE WAS EXPERIENCING THAT SHE WAS EVEN WRITING SENTENCES INCORRECTLY.</p>
15	Left feeling completely worthless.	EVEN AFTER ALL EFFORTS SHE STILL FEELS LIKE THE VICTIM
16	<p>Falling apart and still nobody notices....</p> <p>I think her use of ellipsis is a way for her to show that there is still so much more that she is experiencing from this loss/ break up and that she is going through so much yet no one notices</p>	<p>The writer also uses ellipsis in the last line (SCHEME)</p> <p>Ellipses is usually used for a pause, hesitation or an unfinished thought. In this case I would say the writer used it to make us either ponder over the fact that no one is noticing her fall apart or she could use it as a dramatic effect for us to think she's hesitating to express more</p> <p>I say dramatic because an ellipsis is usually 3 dots here it's 4</p> <p>I think her use of ellipsis is a way for her to show that there is still so much more that she is experiencing from this loss/ break up and that she is going through so much yet no one notices</p> <p>HER CRY FOR HELP.</p> <p>THE WRITER LEFT OUT (I AM) BEFORE FALLING APART. THAT IS AN IMPLIED MEANING?</p>

GENERAL Comments

	Explanation/Support
<p>The poem consists of 4 stanzas (16lines), each of which are 4lines each know as a Quatrain.</p> <p>All for stanza's are bound to a quatrain which is called a Pyrrhic foot(prosody)</p> <p>Poem is a free verse it does not have a regular meter or rhyme</p>	
There's a broken rhyme scheme as well; Stanza 2 rhymes	
The poem is narrative which is lyric	we can explain this by saying its a female poet expressing her feelings in this case how she feels after a break up.
Then the whole poem can be about the expression of a females break up	
So it means it's slow Nd sad	
Rhyme scheme differs	<p>Stanza 2 and 3 would be a rhyming couplet head and dead in stanza 2 line 1 &2 Way & say stanza 3 HATE & DISSIPATE – END RHYMES</p>
SPEAKER EVOKES STRONG EMOTIONS OF LOVE LOST AND BEING HURT EMOTIONALLY.	

3 PLACES WHERE 'AND' IS USED. THOSE ARE THE MOST SIGNIFICANT PARTS OF THE POEM. THE REAL MESSAGE OF THE POEM. RIPPED APART **AND** TORN TO PIECES. FALLING APART **AND** STILL NOBODY NOTICES. I'M BROKEN INSIDE **AND** CAN'T FEEL. WHILST AND IS A CONJUNCTION HER THE SPEAKER USES IT TO SHOW HER PLIGHT OF ALL THESE EMOTIONS SHE IS GOING THROUGH. IT IS LIKE A DOUBLE WHAMMY FOR EVERY EXPRESSION. SHE IS NOT JUST RIPPED APART, IT INCLUDED BEING TORN TO PIECES.

SHE IS WRITING SO SHE CAN BE HEARD.

STANZA 1,2 AND 4 ALL HAVE CAPITAL LETTERS STARTING NEW SENTENCES. STANZA 3 THE WHOLE STANZA ONLY HAS ONE CAPITAL LETTER AT THE BEGINNING OF THE SENTENCE THEREAFTER EVEN THE NEW SENTENCE BEGINS WITH A SMALL LETTER.

THERE IS A CONSTANT REITERATION OF THE WORDS ASSOCIATED WITH THE IMAGERY OF WORTHLESSNESS. 'DAMAGE' 'BROKEN' 'RIPPED' 'TORN' TO AN EXTENT OF DAMAGED GOODS.

ALLITERATION THROUGH OUT THE POEM TO DRAW ATTENTION IN ORDER TO HIGHLIGHT A POINT OR MESSAGE? WHAT IS THE MESSAGE? CHECK WHAT ALLITERATION WITH GAPS IS CALLED.

DOES THE RHYME SCHEME GIVE AN IDEA OF CONTINUITY OR CONTRADICTION?

STANZA 1,2,4 EXPRESS HOW SHE FEELS (FEMALE EXPRESSION OR POURING OUT.

STANZA 2 EXPRESSES WHY SHE FEELS THAT WAY – LACK OF COMMUNICATION

STANZA 3 (SHE IS ADDRESSING A MALE COUNTERPART). HERE SHE SOUNDS ALMOST DETACHED? REGRET? SYMPATHY?

<p>THE USE OF THE FULL STOPS MAKE THE POEM TO BE READ CALMLY AND TAKES AWAY THE AGGRESSION/ ANGER USUALLY ASSOCIATED WITH A BREAK UP OR LOVE LOST</p>
<p>SPEAKER USES PERSONAL PRONOUNS 'I' 'HE' THE WRITER WANTS THE READER TO BE ABLE TO IDENTIFY WITH SPEAKER SO AS TO MAKE IT MORE PERSONAL</p>
<p>IS THERE A LINK BETWEEN 'BREATHE' 'STRONG' 'DECEASED' ?</p>

The assignment question requires us to look at all of the below.

Term	Definition	Where in poem
<p>Tropes</p>	<p>Trope: The use of a word, phrase, or image in a way not intended by its normal signification. Figures of speech (e.g) Metaphor, Simile, Personification, Metonymy, Hyperbole, Irony, Oxymoron, Understatement</p> <p>A trope is simply a figure of speech. When using this literary device, you intend for the word or words to have a meaning that is different than the literal meaning. In other words, there is a shift from the literal meaning of a word or words to a non-literal meaning.</p>	<p>Types of Trope</p> <p>There are many different types of tropes depending on how the meaning is changed. Here is a list of commonly used tropes with a description and examples of each.</p> <p>Hyperbole</p> <p>This trope uses <i>exaggeration</i> to get its point across. Examples include:</p> <ul style="list-style-type: none"> • He’s been here hundreds of times.

	<p>Tropes vs. Schemes</p> <p>Tropes and schemes are both figures of speech that add colour and interest to language. These are devices that contribute to the style of the author and can help to get the point across. One way they do this is by appealing to the emotions of the recipient.</p> <p>The main difference between a trope and a scheme is:</p> <ul style="list-style-type: none"> • A trope changes the meaning of an expression • A scheme changes the order of the words <p>Often, a scheme will repeat a word or phrase several times for emphasis. A good example of scheme is the repetition of “I have a dream” in the famous speech by Martin Luther King, Jr. This type of scheme is an anaphora.</p> <p>So, now you know what tropes are and have some examples, and you should be able to both recognize them and use them in your own writing.</p> <p>Read more at http://examples.yourdictionary.com/examples-of-trope.html#cbQSuHR7xPOvlveG.99</p>	<ul style="list-style-type: none"> • I’ll die from embarrassment. • She has tons of money. <p>Irony</p> <p>With irony, a word or words are <i>taken in the opposite way</i> from their literal meaning. Examples:</p> <ul style="list-style-type: none"> • I just love doing dishes. • Your explanation is clear as mud. • That cloth is as smooth as sandpaper. <p>Litotes</p> <p>This trope <i>understates</i> to emphasize a point and is opposite to a hyperbole. Examples:</p> <ul style="list-style-type: none"> • That’s not the worst idea. • She’s not the most attractive person. • I am not a happy camper. <p>Metaphor</p> <p>The metaphor <i>compares two things</i> that have <i>very little in common</i> but do share a trait or characteristic. It says something is something else to show what they have in common. Examples:</p> <ul style="list-style-type: none"> • He is an ogre.
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		<ul style="list-style-type: none">• You are my sunshine.• This school is a zoo. <p>Metonymy</p> <p>With the metonymy trope, a <i>word or phrase is substituted</i> for another that is closely associated to it. Examples:</p> <ul style="list-style-type: none">• Man of the cloth• Red letter day• Big brother <p>Oxymoron</p> <p>The oxymoron literally means “sweet and sour” and uses <i>words that contradict</i> each other. Often, these are quite humorous. Examples:</p> <ul style="list-style-type: none">• Jumbo shrimp• Organized mess• Worried optimist <p>Personification</p> <p>This trope gives human attributes to things that are not human. Examples:</p> <ul style="list-style-type: none">• The flowers nodded their heads.• The pizza disagreed with me.
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		<ul style="list-style-type: none">• The old car wheezed and complained. <p>Pun</p> <p>A pun repeats a word or phrase but <i>means it in a different way</i>. A good example is from Groucho Marx:</p> <ul style="list-style-type: none">• "Time flies like an arrow. Fruit flies like a banana." <p>Rhetorical Question</p> <p>This is a question that you do not expect anyone to answer. Examples:</p> <ul style="list-style-type: none">• How did he get that job with no qualifications?• When will they learn?• How much longer will this last? <p>Simile</p> <p>This trope <i>compares two things that have some things in common</i>. Examples:</p> <ul style="list-style-type: none">• Blind as a bat• Pretty like a flower• Hard as a rock <p>Synecdoche</p> <p>This uses a <i>part of something to represent the whole</i>.</p>
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		<p>Examples:</p> <ul style="list-style-type: none"> • "Friends, Romans, countrymen: lend me your ears" • I just got a new set of wheels. • The world is treating me nicely. <p>Zeugma</p> <p>This trope uses <i>one verb with two or more words</i> and each time there is a different meaning. Examples:</p> <ul style="list-style-type: none"> • I left my heart and my luggage in San Francisco. • He broke my heart and my car.
<p>Schemes</p>	<p>Scheme: A change in standard word order or pattern. (e.g) repetition, anaphora, alliteration, parallelism, antithesis, ellipsis, parenthesis</p> <p>example: Often, a scheme will repeat a word or phrase several times for emphasis. A good example of scheme is the repetition of "I have a dream" in the famous speech by Martin Luther King, Jr. This type of scheme is an anaphora.</p>	<p>Assonance The repetition of identical or similar vowel (A, E, I, O U) sounds, usually in successive or proximate words</p> <p>Alliteration The repetition of initial consonant sounds (THE ONES NOT MENTIONED ABOVE) or any vowel sounds within a formal grouping, such as a poetic line or stanza, or in close proximity in prose</p> <p>Consonance The repetition of two or more consonants with a change in the intervening vowels, such as pitter-patter, splish-splash, and click-clack.</p>

<p>Diction</p>	<p>refers to the linguistic style, the vocabulary, and the metaphors used in the writing of poetry</p> <p>An author's choice of words to convey a tone or effect</p> <p>AN EXAMPLE: diction is more about specific word choices. For example, if the author uses diction such as “black” or “cacophonous,” it creates a harsh image and an agitated, disturbing feeling in the mind, due to the negative connotations of those words.</p>	<p>The diction used creates the mood or atmosphere in this case it creates a very sad and depressing mood with the words like broken, damaged, ripped, dead etc</p>
<p>Syntax</p>	<p>the way in which words and punctuation are used and arranged to form phrases, clauses and sentences.</p> <p>This can mean the selection of a word or the word's tense, the arrangement of the words and the selection of the punctuation.</p> <p>short sentences to communicate in a powerful and concise manner.</p> <p>To convey meaning is one of the main functions of syntax. In literature, writers utilize syntax and diction to achieve certain artistic effects like mood, tone etc. Like diction, syntax aims to affect the readers as well as express the writer's <u>attitude</u>.</p>	<p>Feeling heart broken / sad as you can see lot of punctuation marks are use in this poem. How does the punctuation affect the poem or rhythm?</p>
<p>Point about relationships</p>	<p>What is the main idea of the speaker?</p> <p>Theme - The central or dominant idea or concern of a work; the main idea or meaning</p>	<p>To express her pain and despite it all she survived To regain sympathy as well To make us feel sorry for her And to imagine how heart breaks are like</p>

		<p>Defeated by her lover Defeated by her emotions I think if you said defeated with the situation would be better but not her emotions. Her emotions are expressing what she feels so she feels defeated that would sound better don't you think ?</p> <p>She can be defeated emotionally by love or relationship. And her thoughts As she did not get to do or say what she wanted to shes very sad and heartbroken it sounds like she was really in love and put alot off effort in this relationship. but at the end she was disappointed with the outcome of it</p>
<p>Mood</p>	<p>The feeling or ambience resulting from the tone of a piece as well as the writer/narrator's attitude and point of view. The effect is created through descriptions of feelings or objects that establish a particular feeling such as gloom, fear, or hope</p>	<p>Depressed It evokes sad emotions, depression, selflessness Emotionally damaged</p>
<p>Tone</p>	<p>The attitude a literary work takes towards its subject and theme. It reflects the narrator's attitude.</p>	<p>Tone I think it's angry Calm Tone is hurtful, remorseful, defeated Tone is hurtful, remorseful, defeated-why defeated by who???</p> <p>we were discussing tone cause ;it a poems sound; formal;</p>

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Terms of reference	
<p>Perspective</p> <p>A character's view of the situation or events in the story</p>	<p>Devices</p> <p>A particular word pattern or combination of words used in a literary work to evoke a desired effect or arouse a desired reaction in the reader</p>
<p>Oxymoron:</p> <p>A figure of speech that combines two apparently contradictory elements, as in "jumbo shrimp" or "deafening silence."</p>	<p>Onomatopoeia</p> <p>A word capturing or approximating the sound of what it describes, such as buzz or hiss.</p>
<p>Hyperbole</p> <p>An overstatement characterized by exaggerated language</p> <p>e.g Then, as the last couple of weeks of school dragged on, the city of Paterson becoming a concert oven and us wilting in our uniforms, we labored like frantic Roman slaves to build a slepndid banhqet hall.</p> <p>a hyperbole is an extreme exaggeration.</p> <p>Saying that you "laboured like slaves" to build the banquet is, in fact an exaggeration.</p>	<p>Thesis Focus statement of an essay;</p> <p>premise statement upon which the point of view or discussion in the essay is based</p>

<p>Parallelism</p> <p>Definition of Parallelism</p> <p>Parallelism is the usage of repeating words and forms to give pattern and rhythm to a passage in literature. Parallelism often either juxtaposes contrasting images or ideas so as to show their stark difference, or joins similar concepts to show their connection. Authors often create parallelism through the use of other literary devices, such as anaphora, epistrophe, antithesis, and asyndeton. Parallelism encompasses all these possibilities of repetition and contrast.</p> <p>The definition of parallelism can also refer to a grammatical construct, which we use commonly in everyday speech, for example “She enjoys gardening and cooking” instead of “She enjoys gardening and to cook.” The grammatical parallelism in the former sentence is a matter of using two gerunds instead of the second sentence’s use of one gerund and one infinitive. Most English speakers thus use grammatical parallelism all the time without realizing it.</p> <p>Example #3</p> <p><i>I</i> was a child and <i>she</i> was a child, In this kingdom by the sea, But we loved with a love that was more than love— I and my Annabel Lee—</p>	<p>Anaphora regular repetition of the same word or phrase at the beginning of successive phrases or clauses.</p> <p>For example, "We shall fight in the trenches. We shall fight on the oceans. We shall fight in the sky."</p> <p>Imagery Sensory details in a work; the use of figurative language to evoke a feeling, call to mind an idea, or describe an object. Imagery involves any or all of the five senses</p> <p>Voice The acknowledged or unacknowledged source of words of the story; the speaker, a "person" telling the story or poem.</p> <p>Denotation The dictionary definition of a word; the direct and specific meaning</p> <p>Audience The person(s) reached by a piece of writing</p> <p>Personification Treating an abstraction or nonhuman object as if it were a person by giving it human qualities</p>
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<p>With a love that the wingèd seraphs of Heaven Coveted her and me.</p> <p>(“Annabel Lee” by Edgar Allen Poe)</p> <p>Edgar Allen Poe used parallelism in many of his poems, including in this one, “Annabel Lee.” The first line of this stanza contains the epistrophic repetition of “was a child.” As parallelism, this serves to show that both the speaker and Annabel Lee were young when they first fell in love, but that their youth did not negate the depth of their love. Instead, as Poe writes, “we loved with a love that was more than love,” which is later paralleled by “with a love that the winged seraphs of Heaven....” The parallelism in this stanza creates rhythm and gives deeper meaning to the love that he and Annabel Lee shared.</p>	<p>Connotation What is implied by a word. For example, the words sweet, gay, and awesome have connotations that are quite different from their actual definitions</p> <p>Transition words</p> <p>Words and devices that bring unity and coherence to a piece of writing. Examples: however, in addition, and on the other hand</p>