

1. Poetry pairs

1. Your teacher will give you a card. On this card, you will find an extract from a speech, poem or song. Find someone else in the room who has an extract from the same text. If you are not certain you have found a match, ask your teacher.
2. Sit together in 'poetry pairs'. Make a copy of this doc and put (a shortcut to) it in your Learner Portfolio. Make sure your partner has editing rights.
3. What is 'poetic' about the two extracts that you both have? There is no wrong or right answer, just an informed one. Refer to the text. Refer to what you mean by 'poetic' in your answer.

"Poetic" in this case will refer to how close a text is to other pieces of writing generally considered poems. The extract is poetic thanks to its formatting, where clauses of a single sentence are spread across multiple lines. Additionally, the language used is not directly descriptive, but relies more on interpretation and perspective.

4. If you have not already referred to a stylistic feature or device, comment on which device(s) the author of your text is using. Check out the [list](#) of devices. Why do you think the author chose to use this stylistic feature? How is it suitable for the message that the author is trying to convey?

Onomatopoeia, such as "twanging and clanging" is most used throughout the text, in order to describe the powerful waves of the sea. Personification is also used, when the ocean is said to "clash and roar", giving the reader the sense that it is a powerful and violent being. A synecdoche is used "Yet the ear it fully knows" to emphasize the sound aspect, while incorporating the reader into the story.

Onomatopoeia is the most effective stylistic device in this case, as it creates auditory imagery and allows the viewer to better envision the scene. It emphasizes the power and danger of the sea, and nature as a whole.

5. Present your poetry pair to the class. Explain to them how the author's choices make readers think about a message.