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Originally carol ann duffy analysis higher

The Scottish set text part of your exam, along with critical essays, will be part of your critical reading paper. It takes an hour and a half to do both text analysis and essays, so you need to manage your time well. If you practice text analysis well, you can complete this part quickly and easily. Text analysis tip Treat Qs like a close read Q-example. If Q asks about the use of language, you should think about word selection, sentence structure, images, tones and other poetic techniques - bullet points answer to make sure you are giving enough detail to marks that can use 1 mark = 1 bullet point, but marks you don't remember for quoting are two clear in your analysis of key techniques Make sure to make a point Q including: accord copy of each poem Basic booklet of text analysis task of each poem 10 Mark Q structure 10 Mark practice Qs I will not say that it is not good for you! 10 Mark Q 10 Each poem Anne Hathaway Booklet Javisham Booklet Mrs. Midas Booklet Original Valentine Book Anund Poetry - Annot Havisham Poetry Anophanium Poetry Anophanium Poetry - Anota Copy Midas Annotated Poem Analysis Task Anne Hathaway TA Practice Havisham TA 1 Midas TA Practice Valentine TA War Photographer TA This page finds all the notes and resources for Carol Ann Duffy's poems needed for text analysis of Scottish texts (Section 1, Paper 2). Summer Vacation Early Impressions Homework N6 Scotland Text Summer Homework Background/Context: Introduction to Carol Ann Duffy; Background Matching Notes from Duffy Poems: War Photographer. Valentine's Day; Originally published as Midas Poetry Analysis: PowerPoint, a war photographer. Valentine's Day Analysis; Midas 10 Mark Question: TA Final Question - Tip Docs; Text Analysis - Last Question - SQA updated on November 15 (looking for detailed analysis comments of the final 6 marks rather than 3 basic comments with update marking instructions = references for 10 mark questions) Carol Ann Duffy's Originally Carol Ann Duffy's Originally is a three-stanza poem divided into eight-line sets. Stanzas do not follow a specific rhyme scheme and do not include one overwhelming technique. Duffy uses a variety of ways to contrast images in the reader's mind. Throughout the poem, Duffy has used repetition. This is the most obvious in the first stanza, with repetitions of the 'f' sound. It can be seen in fallen, field and father within the first few lines. In addition, the first stanza is said from a very personalAs if the event was happening in near real time. Meanwhile, the next two stanzas appear to come from places of greater knowledge. As if the child in the first section had grown up and looked back on her life during this period. It is also important to note the title Original of this work. This word only enters the full relevance of the final line, as it means that the speaker will be born from somewhere. She is clearly torn between the world she created herself and where she physically came from. You can read the full poem here first. Originally a original summary by Carol Ann Duffy describes a child's transformation after moving to a new country. The poem begins with a speaker describing getting into a car that took her and her family from their home country to a new one. They were all stuck together and thinking the same idea, wanting to go home. The places they love have been miles away in the past, and it wasn't possible to say they were vacant. It was no longer home. In the second stanza, the speaker began to become part of her new setting, but is still terrified by the voices and actions of those around her. She doesn't know how to fight boys who seem so grown up, or how to fight her parent's anxiety. In the final stanza, she loses her original accent and explains what it's like to start sounding like other students. She also tells us everything she has lost since coming to this new country and she will talk about the questions she still has about her identity. Originally In Stan the One's analysis first stanza, the speaker begins by informing the reader that she is traveling with a group of people. These events are not happening now, they are being recalled later. But this first stanza seems more limited to the current moment than the next two sections. The speaker describes the family traveling together as being in the red room. The phrase seems strange and out of context, but as you continue through this section, it becomes clear that you are referring to the car they are driving. It becomes much more than a car and they have spent so much time in it, in all of their possessions, it is the source of whether they live there or not. Mothers and fathers suffer from this journey as much as their children. He's driving and she's singing [his name] on the turn of the wheel. His mother always tells him what to do and where to go. In addition to this, the brothers of the talker are crying, one of them is really fussing. She sees them all as feeling the same way. Their thoughts are cast back to where they came from, the house, / the house. It was miles away by now, and back to the city they loved, on the streetNow in a vacant house. It's as if the family is moving involuntarily, or at least they have children. The talker is very young at this point and thinks about what is going on while staring at a stuffed animal that is not crying like her brother but has lost an eye. She holds her hand for comfort. In Stanza 2 second stanza, the speakers are obviously much older. She looks back on her childhood when she felt like an immigrant. She sees her childhood as one great constant migration that can drive her from one situation to another, learning and re-learning culture and customs. Some of these immigration moments are slow and leave one feeling resigned. Others are sudden and do not provide time for preparation. Whatever kind of immigration, it always has the wrong accent and leave one without understanding what is familiar. Nothing seems to be comforting and everything is out of place. It is easy for people, especially children, to get lost physically and mentally. When growing up in different places, the child is also comforted by the sound of eating big boys/worms, something very intimidating and crying words that are not understood. The speaker continues to state that in her situation, her parents are always anxious and their anxiety has been transferred to her. That didn't stop her from wanting to return to our country. In the last section of Stan the Three Poems, the speaker explains what it means to get used to a new home or culture. Eventually, we forget the past and all the other places they called home. The conversion will take place. This process is something that the speaker can easily recall. She forced herself to speak with a new accent and remembers feeling like it was her tongue/shed skin like a snake. She finally heard her voice become the same as the voice in the classroom. Now she grew up and moved past the childish horror of a new place for a long time. But there is still something ad-made about her identity. She knows how much she has lost from her past, and when asked where are you from?, she doesn't know how to answer. Does she need to insist on her home or will she maintain her new identity that she has become so accustomed to? In the first stanza, Duffy stresses that the decision to move affects her entire family through the first person's multiple on the opening line: we came from our own country. Similarly, our own purposely assonalance strengthens her clear sense of belonging to and owning a particular place. A car traveling in the Gorbals area of Glasgow in 1963 has the interior of a train as a red room that fell from a field. The red color probably has the connotations of passion or angerher own feelings that forced her to leave the city of her natural childhood. At the same time, the choice and the choice and repetition of the field words highlight her feelings of impotence and lack of control in making this important decision. She recalls our mother singing on the turn of the wheel/hearing our father's name. Her mother's optimistic mood contrasts with Duffy's own apparent negasity and is also a little ambiguous - readers don't know if their father is on the train with them or traveling to see him at his destination. She also remembers her brother's actions, in which emotions seem to reflect herself: they are crying and one of them is brawling house, house. Duffy uses anthropomorplicity in a hastily rushed line back to the city to reverse this trip and highlight her own desire to live in the streets, houses, empty rooms/

places we no longer lived in. Again, we emphasize that even though the first person's form, this poem is written from her own point of view, she very clearly considers the impact of moving not only to her, but to the rest of her family. In contrast to his brother, who is loud and vocal in protest, Duffy remains silent, staring into the eyes of an invisible toy. The word choice of the blind once again exposes her uncertainty and anxiety towards something unfamiliar and unknown. Familiar.

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