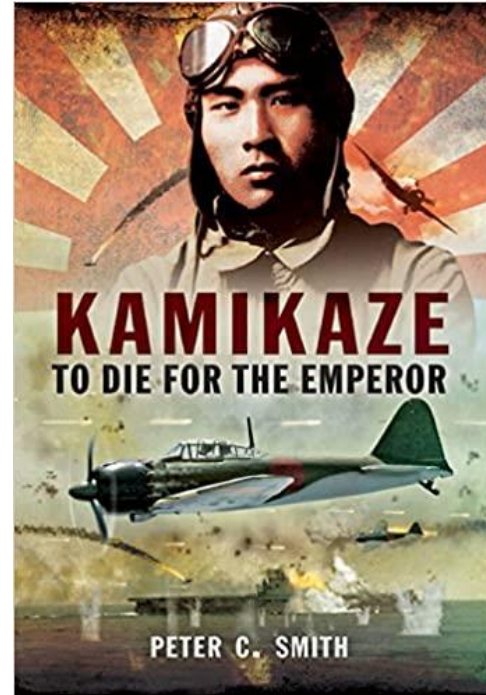


Year 9 GCSE English Literature



Week beginning 15th June 2020

LO: To identify language devices and their effects in Kamikaze by Beatrice Garland

Poetic Language devices:

simile

rhyme

pun

assonance

metaphor

rhythm

personification

onomatopoeia

oxymoron

sibilance

alliteration

Simile:

- Comparing one thing with another using the words 'like' or 'as' to make the comparison:

'little fishing boats strung out like bunting'

Pun:

- a humorous use of a word or phrase that has several meanings or that sounds like another word:

'embarked at sunrise'

Metaphor:

- Comparing one thing to another by saying it is or was something that it is not:

'a flask of water, a samurai sword in the cockpit'

Personification:

- the act of giving a human quality or characteristic to something which is not human:

'a tuna, the dark prince, muscular,
dangerous'

Oxymoron/Juxtaposition:

- two words used together that have, or seem to have, opposite meaning:

'the **turbulent** inrush of breakers
bringing their father's boat **safe**'

Rhyme:

- Words that rhyme have the same last sound:

Kamikaze is free verse, there is no rhyme

Assonance:

- the similarity in sound between two syllables that are close together, created by the same vowels but different consonants (e.g. "back" and "hat"), or by the same consonants and different vowels (e.g. "hit" and "hat"):

'Kamikaze'

Rhythm:

- a strong pattern of sounds or words:

Kamikaze is free verse, there is no specific rhythm

Onomatopoeia:

- using words that include sounds that are similar to the noises the words refer to:

There is no use of onomatopoeia in Kamikaze.

Sibilance:

- Words making a "s" or "sh" sound:

‘– yes, grandfather’s boat – safe to the shore, salt-sodden, awash’

Alliteration:

- using the same sound or sounds, especially consonant sounds, at the beginning of several words that are close together:

'built cairns of pearl-grey pebbles'

Homework Task

- Copy (or print out) the table on the next slides and fill in the missing boxes. Some have been completed to help you. Don't worry if you cannot complete them all - I will help when you send back your homework.
- Try to add some more examples of your own in the blank boxes on the third slide. A copy of the poem to help with this is on the fourth slide.
- Send your completed work to Mrs Shaddock

maryon.shaddock@grangepark.kent.sch.uk

Quotation	Language Technique Used	What Effect Does This Have on the Reader?	What Aspect of Japanese Culture Does This Reflect?
'embarked at sunrise'			The sun rises in the East and Japan has always been referred to as the 'Land of the Rising Sun'.
'full of powerful incantations'		The reader feels he is talking to himself about how he needs to do this or that he is saying his final prayers.	
'one-way journey into history'			
'little fishing boats strung out like bunting'	Simile		

'Kamikaze'			Title is a nod to the kamikaze pilots of the Second World War who willingly flew their planes into enemy boats to cause maximum damage.
'a samurai sword in the cockpit'	Sibilance		
'a shaven head'			
'they treated him as though he no longer existed'		The pilot is no longer thought of as a person, it links to the reason he is not named in the poem - he is a non-entity	

Quotation	Language Technique used	What effect does this have on the reader?	What aspect of Japanese culture does this reflect?

Kamikaze by Beatrice Garland

Her father embarked at sunrise
with a flask of water, a samurai sword
in the cockpit, a shaven head
full of powerful incantations
and enough fuel for a one-way
journey into history

but half way there, she thought,
recounting it later to her children,
he must have looked far down
at the little fishing boats
strung out like bunting
on a green-blue translucent sea

and beneath them, arcing in swathes
like a huge flag waved first one way
then the other in a figure of eight,
the dark shoals of fishes
flashing silver as their bellies
swivelled towards the sun

and remembered how he
and his brothers waiting on the shore
built cairns of pearl-grey pebbles
to see whose withstood longest
the turbulent inrush of breakers
bringing their father's boat safe

– *yes, grandfather's boat* – safe
to the shore, salt-sodden, awash
with cloud-marked mackerel,
black crabs, feathery prawns,
the loose silver of whitebait and once
a tuna, the dark prince, muscular, dangerous.

*And though he came back
my mother never spoke again
in his presence, nor did she meet his eyes
and the neighbours too, they treated him
as though he no longer existed,
only we children still chattered and laughed*

*till gradually we too learned
to be silent, to live as though
he had never returned, that this
was no longer the father we loved.
And sometimes, she said, he must have wondered
which had been the better way to die.*

End of Lesson

- Have a good week everyone. I will look forward to seeing your work and seeing all of you again next Wednesday.

Goodbye!