

AP English Literature and Composition
Poetry Review

You will complete this review in class today; tomorrow we will spend the first period going over it, and you will take the test in the second period. Please take this review as you would the test (that is, individually), and hand it in at the end of class.

To prepare for tomorrow's test, you can look at a blank review (this sheet) posted on the website along with practice poetry prompts and practice poems from Monday's packet. For the practice poems, identify speaker and occasion, gestural structure, form, image, and sound, and be able to tie those elements to your idea of the poem's knowable purpose (a theme, experience, or overall emotional effect).

AP students should take the review closed-note; English 12 students may use notes.

I. Match. All students should be able to do this section without notes on the test tomorrow.

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| ___ 1. sonnet | a. a device; the repetition of vowel sounds |
| ___ 2. villanelle | b. a poem celebrating rural life |
| ___ 3. pantoum | c. a "thing-poem" |
| ___ 4. elegy | d. a poem with a set sequence of 2 repeating lines |
| ___ 5. ode | e. a device; the repetition of initial consonant sounds |
| ___ 6. pastoral | f. a poem in honor of a person who has died |
| ___ 7. dramatic monologue | g. a poem with 14 lines that operates in 2 or 4 gestures |
| ___ 8. Dinggedicht | h. a device; the repetition of unstressed consonant sounds |
| ___ 9. ekphrasis | i. a poem from the perspective of a persona addressed to a specific audience |
| ___ 10. alliteration | j. a poem of indeterminate length with interlocking repeating lines |
| ___ 11. assonance | k. a poem inspired by a work of visual art |
| ___ 12. consonance | l. a poem that elevates its worthy subject |

II. Match again. AP students should be able to do this section without notes. English 12 students may use notes for this section.

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| ___ 1. anaphora | a. "a student who learns poetry, learns poetry forever" |
| ___ 2. symploce | b. mirroring structure on the level of a text |
| ___ 3. diacope | c. repetition of a grammatical structure for a rhetorical effect |
| ___ 4. anadiplosis | d. "ask not what your country can do for you, but what you can do for your country" |
| ___ 5. palindrome | e. "by my fault, by my fault, by my most grievous fault" |
| ___ 6. epanados | f. "this pure victim, this holy victim, this spotless victim" |
| ___ 7. antimetabole | g. "fair is foul and foul is fair" |
| ___ 8. chiasmus | h. "a man, a plan, a canal: Panama!" |

III. Identify each of the following. All students should be able to do this section without notes. On the test, expect that I will give sample lines or feet for you to scan (mark).

1. iamb
2. trochee
3. spondee
4. anapest
5. dactyl

IV. Note-taking and thesis writing. See the attached poems/prompts for your appropriate class.

English 12: For the practice poems, identify speaker and occasion, gestural structure, form, image, and sound, and be able to tie those elements to your idea of the poem's knowable purpose (a theme, experience, or overall emotional effect).

AP: Please work the attached prompts: annotate the poems and then provide a thesis and skeleton outline for each.