

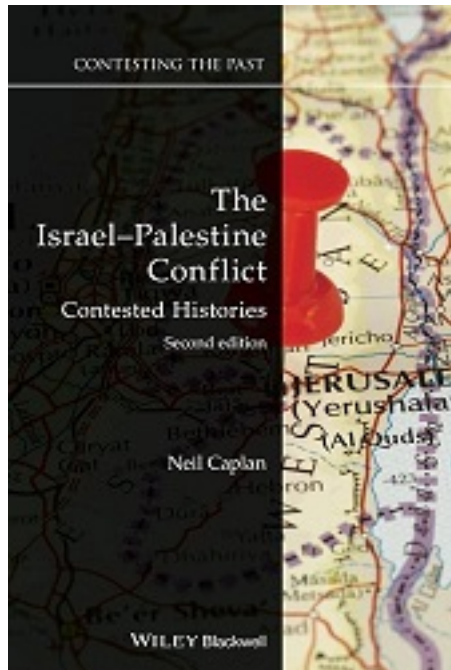
**UTE » Sharing English Literature: Reading and Discussion Practice**

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## **Lesson 3 - November 5th, 2024 Making sense of a poem from Israel and Palestine**

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#### STEP 1

Lead in to previous discussion.

How did you find the poem? Did you like it?

Do you think there is some connection between [Karen Alcalay-Gut](#)'s poem and the previous text we analysed?

#### STEP 2

The [poem](#)

Denotative analysis

Now take the text into consideration: **Who is speaking?**

Consider its function and say **what kind of poem do you think it is?**

Consider **lay out** and **structure**. What is the function of the different stanzas? How they make sense?

### STEP 3

Consider the **layers of language use**

- level of sound
- level of semantics (words chosen, tenses, ...)
- level of syntax (sentence structure/punctuation)
- level of formality/informality (formal language, informal register/s)
- possible ideal listener/reader

What layer of meaning do you consider particularly important? Why?

### STEP 4

Summarise the content of the poem and after considering the poem [context](#) tell your peers about **the message of the poem**.

How many **characters** does the text involve? Refer to the text and say if they are similar or different.

**What is the idea of language it makes?**

What idea of **women and men** does the poem suggest?

### STEP 5

Do you think the song we analysed provides a similar or different message from the poem we discussed in the previous lesson?

How does the message open up to possible theme/s?

### STEP 6

Listen to the [song](#) and say if you find some possible connections with the poem we just analysed.

[Lyrics](#)

[A Hook](#)