	GEDIG	GEDIG	TEMA	BOODSKAP/ LES	BEELDSPRAAK & STYLFIGURE
1	KRISIS Toom: somber! danker Stemming, aanuani verwaning van die spreker	Malanse	Die innertike konflik / stryd tussen die hart en verstand (hoof).	Al will 'n mens sons jou hart volg, is daar tye waar jy liewer na jou venstand moet luster as besluite geneem moet word.	Metafoor: die hele gedig, want die han word aan die emosies gelykgestel en die hoof word aan die verstand gelykgestel. Pensonifikaalie: Hart & Hoof (in hoofletters) word as persone voorgestel (r1£11) Elisse: gelen is "gelei het"(r3) Wending - maar haar hart het haar mooi gelei, maar dit is nou verby (r4) Elabbeissinnigheid - "gas" en "gasheer" (r5) / "seremoniemeester" en die "nar" (10) verwys na teenstrydiges teenstellende emosies.
2	KEN JY DIE SEE Tours morbied, harbeer en treurig Stemming; ongeluking en harbeer	Monoloog (aleenspraak) / Balade	Vissers waag hul leve / die onvoorspelbaar- heid van die see. 'n Mens kla makik as jy nie self met iets moet sukkel nie	Dire vissers place hull lewens op die spel om in die vnaag na vis te voorsien OF As jy vis koop en eet, dink aan die gevane wat die visserman moes trotseer om die vis te vang. Moest mooit die natuur onderskat nie.	Henhaling: 'Ken jy die see' om te wys hoe bedrieglik die see is (r1831) Vergehyking; vergelyk die see met 'n blinkgeskuurde voorstoep (r2) / afgegooi van die bootje soos 'n veer (r21) wys die see is maggig / vergelyk die goë met 'n tronk se muur (r22) – wys jy kan nie wegkom nie. / vergelyk doodsangs met 'n knap (r25) vergelyking van 'hy' (see) wat so 'koud soos ys' is en die wind wat met helievuur vergelyk word (r25) vergelyking van 'hy' (see) wat so 'koud soos ys' is en die wind wat met helievuur vergelyk word (r25) Kontras/teenstelling: 'maar' (r4) & (r5) dus op die kontras tussen die kalmte van die see teenoor die bedrieglikheid van die see (sook wending). Kontras/teenstelling - 'koud' seenoor 'helievuur' (r29) <u>Refinein:</u> reels 5, 20, 25, 30, 35 en 40. Elissie: 'hy's' = by is (r4, 29) / 'daar's' = daar is (r19) - word gebruik ter wille van ritme. Metafoor: die see word vergelyk met 'vlam of vuur' (r4) die vrede wat die visserman het wat 'stil, soot' soos die kind is (r5) . Persperifikassie: bulderende wind (r8) / Die Dood staan voor die deur (r13) / wind blaas (r18) / rukwind klap (r25) / die see gluur (r32) / 'groen jaloerse oe' dus op die idoom, naamlik groen van jaloesse (r32) 'Veer' beklemtoon dat sy oor 'n lang afstand staantuur. Euferminnen; 'slaap' is die vermenstilling en versacting van die 'visserman.
3	EKSAMEN- LOKAAL Toom: Gespanne en bang Stemming: Ernstg	Vrye vers	Exsamenvrees	Vir vollwassenes: Oms moet besuus wees van die groot angs wat leerders tydens 'n eksamen ervaar. Vir leerders: Moenie die middag voor de tyd ker nie – dit veroorsaak groot angs.	Sontras: "Nerd" (r1) telenoor "goepstil" (r3) / beklemtoon die kontras tussen die onderwyseres wat gehoor word en die kinders stil sit en eksamen skryf / beklemtoon die verskil tussen die "skoon wit" (r6) antwoordboek voor leerders begin skryf en die "inkwastood (r7) nadad hulle geskryf het. Enjambennest: (r1-3) wys die onderwyseres se toesig is aaneerinopend – hoe die onderwyseres loop. Enjambennest: (r1-3) wys die onderwyseres se toesig is aaneerinopend – hoe die onderwyseres loop. Enjambennest: (r1-3) wys die onderwyseres se skoonhakkie op die houtvoor maak! "waak" (r4) beklemtoon die geluid wat die onderwyseres se skoonhakkie op die houtvoor maak! "waak" (r4) beklemtoon hoe hard die onderwyseres se skoonhakkie op die houtvoor maak! "waak" (r4) beklemtoon hoe hard die onderwyseres se skoonhakkie op die stibe klink. Metafloot: die kinders word metaflories gelykgestel aan "banke" (r3) : insameling van die antwoordstelle word gelyk gestel aan die insameling van "oes" (r3) Personifikassig: Banke wat "goepstil" (r3) is / horlosie wat tyd aftel (r6). / Die banke en horlosie kry menstike kwaliteite. Metafloopisme: "Septembeneksamenikig" (r5) - die leenders is gespanne tenwyl 'n eksamen in September skryl / "inkwatoon!" (r7) - handskrif is mie netjies nie of die leenders se antwoorde is deurmekaar Alleenglassing: strofe 4 beklemtoon die tyd

CEDICAL ORCOMERSES DODA

4	WETEN SKAP- MANNE TJIES Toon regissel opstandig Stemminst entage/ neethillende / registerinde verkilleneetende	Vrye vers	Wetenskap is me after nie. Negatiwitek teenoor wetenskaplikes	Moenie athyd wetenskapilk na die natuur kyk nie.	Die bitel is in die verkleiningsvorm geskryf. Dit is verkleinerend/ negatief. Inversit. "Pateries." (H) word voor geskryf om dit te beklemtoon. Pateries is negatief en verkleinerend — want niemand kan ligjare presies bepaal nie. Elisie: "as't ware" is 'n taaffossel (argaliese gebruik) wat so te sê beteken (r\$-li6). Personifikasje: die son stamp sy kop (H8), en bloei (r10) - beklemtoon hoe mooi die sonsondergang is. Herhaling. "noe" (r10) - deklemtoon hoe mooi die sonsondergang is. / Kontras: "Julie" (1) wetenskaplikes en "ons" (r17) -die spreker & haar maats dink anders oor die lewe. Apostoroof "liewe menere" (r13) - die spreker praat direk, sarkasties met die wetenskaplikes; sy hou nie van hulle nie. Siesbolieë: "klasser" (r13) simboliseer getuk. Itomier: "29/n" (r14) Die klasser bring nie vir haar getuk nie, sy druip. Metafoor: "kwadneer" vermeerder haar "vreugdes" (r18) / vind die "logaritme" van haar "hartseer" (r19) - emoses is beter as wetenskap en wiskunde. Kontras: "vreugdes" (r18) teenoor "hartseer" (r19) - beklemtoon hoe sy voel.
5	DIE DANS VAN DIE REËN Tosse dankbaarheid en blyddskap. Stemmeinst eers rustig, dan opgewonde	Vrye vers	Blydskap oor die reen.	Die mense en diere in droë gebiede is bale bly om de langverwagte reën te sien.	Eind: Deur personnthisasie word die reen regdeur die gedig as 'n vrou voorgestel Substet, Dis 'n 'Ned' van blydskap oor die koms van die reen; verwys na die plek waar die reen uitsak. Tigognafie(Inikeping): beklemtoon die beweiging van die diere en beklemtoon die tekens van die reen nast al hoe nader kom. Die woord 'dans' verwys na 'n heugike gebeurtenis. Metafloog: die reen is 'Ono Suster' (r11) - Dearom word dit met 'n hooffester geskryf. / Die dondenweer wond aan 'kraie' (r18) gelykgestel / die weertig word metaflories vergetyk met koppeninge (r19) wat blink in die son. Inversiej (r2) woondorde word omgenuit om die manier waterop by kryk, te beklemtoon. Die ses aksies, loer, lag, wink, noep, vertel & nooi (versiretis 2 – 3) besklemtoon. Die ses aksies, loer, lag, wink, noep, vertel & nooi (versiretis 2 – 3) besklemt berughoudend beskryf. 'Noer' (r2)' - die weertig wat oor 'n afstaand gen bitts en 'Skaam' (r3) - die reen het nog nie ten volle uitgesak nie. 'lag saggies' (r4) - die dondenweer word van 'n afstand gehoor. Hethaling van 'Ons Susteri' (r17) dul op die blydskap en dat die reen vir hulle soos tamille voel/hulle het dit teffmaak hulle gedukkig om dit te sien. (Dit word pethala in neel 24) Herhaling van versreël 1 in versreël 24 bind die gedig tot 'n eenheid 'O' word gebruik as uitroep van blydskap. Personifikasie die mensike eienskap van dans word aan die reen gegee. Personifikasie (r7-r9) die wind wat waar klink vir die spreker soos in mens wat saggies roep, die nuus oordta en hulle uitnooi. Blanknabootsing, die donderweer kink toos kusie wet 'skue' oos atem (r23) wat wegraak.

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Michal Rosen-Zvi

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