

PiXL Independence

English Literature – Student Booklet

KS4

EDUQAS Style: Poetry Anthology

Contents:

- I. Introductory Multiple Choice Questions – 10 credits
- II. Poetic Techniques – 20 credits
- III. Multiple Choice Questions on every Poem – 10 credits each
- IV. Themes – 100 credits – 10 credits per theme
- V. Exam Style Questions – 100 credits plus 20 bonus credits for marking your own response
- VI. Comparing poems – 20 credits per chart completed
- VII. History of Poetry – 50 credits
- VIII. Academic Reading – 50 credits for each task completed

I. Introductory Multiple Choice Questions

10 credits for completing this quiz.

1. How long does your Literature Paper 1 Exam last?
 - a. 2 hours
 - b. 2 hours 15 minutes
 - c. 2 hours 30 minutes

2. How will you be assessed on poetry for your English Literature GCSE?
 - a. One comparison question on poems from the anthology and one comparison of unseen poems
 - b. One question on a given poem from the anthology, one comparison question on two poems from the anthology, one question on one unseen poem and one comparison of unseen poems
 - c. Two questions on a poem from the anthology and one on an unseen poem

3. How many poems are there in the EDUQAS Poetry Anthology?

4. What does the examiner want to see you talk about? (tick all that apply)
 - a. The form, structure and language used
 - b. The effect of features used in the poems
 - c. Similarities and differences between poems
 - d. My thoughts and opinions supported with quotes from the poems

5. How long should you spend on the Poetry Anthology section of your Paper 1 exam?

6. How many marks are available on the Poetry Anthology questions of your Paper 1 exam?

7. Below are things to consider when thinking about the 'context' of a poem. Write a definition against each one:

a. Historical: The time in which the poem was written or set

b. Geographical:

c. Cultural:

8. How many poems will you write about in total over both English Literature Paper 1 and Paper 2?

9. What is the job of an introduction to an essay?

a. To summarise my answer

b. To give my opinion

c. To give a clear answer to the question and briefly introduce some of my main ideas

10. Which of the following words can be used to link your ideas? (tick all that apply):

a. Similarly

b. In contrast

c. Furthermore

II. Poetic Techniques

20 credits for completing this quiz.

1. Which of the following poetic techniques affect the sound of a poem when we say it?
Select all that apply.

- a. Alliteration
- b. Simile
- c. Hyperbole
- d. Rhyme

2. Describe the effect of caesura in a line of poetry.

3. What defines a sonnet?

4. Select the correct definition for *free verse*.

- a. Poetry that rhymes
- b. Poetry that has a regular rhythm or line length
- c. Poetry that doesn't rhyme and has no regular rhythm or line length

5. What is meant by the narrator or persona in a poem?

- a. Who the poem is about
- b. If the poem is in first person, this is the persona or narrator. We cannot always assume that the persona is the voice of the poet.
- c. This is the poet

6. What is a stanza in poetry?

7. Select the correct definition for *structure*:

- a. Using sound to convey an idea
- b. The order and arrangement of ideas
- c. The tone of the poem

8. What defines personification?

9. What two things define a *rhyming couplet*?

- a. Lines that are next to each other in the poem
- b. A pair of rhyming lines
- c. They must be at the end of the poem

10. What quality does an iambic rhythm have?

11. Sonnets are traditionally about:

- a. Love
- b. Travel
- c. Hate

12. Dramatic monologues have:

- a. Two speakers
- b. No speaker
- c. One speaker or voice

13. Caesura can be used to:

- a. Create an image
- b. Create flow
- c. Create pauses in the poem

14. Repetition can be used for:

- a. Rhythm
- b. Pauses
- c. Emphasis

15. Enjambment affects the:

- a. Form of the poem
- b. Flow and speed of the poem
- c. Language used in the poem

16. To create images in the reader's mind poets use (tick all that apply):

- a. Sensory language
- b. Personification
- c. Rhyme

17. Repeated sounds, such as alliteration, affect the poem's (tick all that apply):

- a. Tone and mood
- b. Structure and form
- c. Rhythm

18. Metaphors and similes add:

- a. Mood and tone
- b. Description and imagery
- c. Rhythm and rhyme

19. Onomatopoeia can be used to (tick all that apply):

- a. Create sounds in a poem
- b. Add sensory detail to a poem
- c. Add mood and atmosphere

20. Direct address (when the poet addresses the reader or someone else) is used to:

- a. Create vivid images
- b. Inform us about a relationship
- c. End the poem

III. Multiple Choice Questions on each Poem

*These quizzes work through each poem in the order in which they appear in The Anthology
10 credits for completing each quiz.*

Quiz 1: 'The Manhunt' by Simon Armitage

1. This poem is written from the point of view of:
 - a. Simon Armitage
 - b. A soldier
 - c. The wife of a man who went to an area of conflict

2. Simon Armitage:
 - a. Served in the army himself
 - b. Interviewed men and the families of men who were injured in conflict and survived
 - c. Wrote the poem about his brother

3. The man described in the poem:
 - a. Fought in World War 2
 - b. Fought in the Gulf War in the 1990s
 - c. Was a peace keeper in Bosnia in the 1990s

4. This poem is about:
Tick all that apply
 - a. The physical injuries this man sustained and the scars left behind
 - b. The psychological effects of being in a war zone
 - c. How war affected his relationship with his wife

5. The title is ambiguous and could mean more than one thing. Which of the following do you think it could mean?
Tick all that apply
 - a. A search for a man who got lost in a war
 - b. The wife's search for her husband as she knew him before he went to war
 - c. The wife's journey to discovering what trauma her husband endured

6. The poem is written in two line stanzas, some of which are full rhyming couplets and some of which are not. Why might Simon Armitage have done this?

Tick all that apply

- a. Sometimes he forgot to make the lines rhyme
- b. It could reflect how the couple's relationship is up and down and turbulent at times, due to the post-traumatic stress (PTSD) he suffers from
- c. It could reflect how war affects relationships and can make them unpredictable

7. The poem uses many strong comparisons, such as saying his facial scar is a 'frozen river'. What technique is being used here?

- a. Simile
- b. Juxtaposition
- c. Metaphor

8. The phrase 'only then' is repeated throughout the poem. What effect does this have?

Tick all that apply

- a. It shows the wife is fed up with her husband and wants him to be how he used to be.
- b. It suggests the wife is very patient and is desperate to understand what her husband has gone through.
- c. It implies that the wife's quest to understand her husband since he returned from war has been a long one.

9. The image of a 'sweating, unexploded mine buried deep in his mind' is a very powerful metaphor. What might this refer to?

Tick all that apply

- a. He has some shrapnel stuck in his head
- b. The effects of war are psychologically long-lasting
- c. He is suffering from PTSD

10. What do you think the message of this poem could be?

Tick all that apply

- a. Love is stronger than hate and conflict
- b. War is pointless and futile
- c. War affects people and their relationships for many years

Quiz 2: 'Sonnet 43' by Elizabeth Barrett Browning

1. Elizabeth Barrett Browning was raised by very religious parents and married her husband quite late in life. What did her father do after she got married?
 - a. Refused to see her again as he had forbidden his twelve children to marry
 - b. Had a huge celebration at the family home
 - c. Encouraged her sisters to also get married

2. When she married the poet Robert Browning she was:
 - a. Already a successful poet
 - b. Six years older than him and an invalid, after falling off a horse
 - c. Excited to have a huge family wedding with many guests

3. In this poem, Barrett Browning talks directly to her husband. Which of the following poetic terms could be used for this?

Tick all that apply

- a. Direct address
 - b. Soliloquy
 - c. Dramatic monologue
4. Many lines begin with the words 'I love thee'. What piece of terminology could be used to describe repetition at the start of consecutive sentences like this?
 - a. Caesura
 - b. Onomatopoeia
 - c. Anaphora

5. Barrett Browning uses exaggeration to show the strength of the narrator's feelings in this poem. What is another term which means exaggeration?
 - a. Assonance
 - b. Sibilance
 - c. Hyperbole

6. The poem has a strong religious element to it. Pick out five words which suggest this to you.

7. Which quotation in the poem suggests she was unhappy in her childhood with such a controlling father?

8. What word is used to describe love that is unwavering and selfless?

- a. Constant
- b. Unconditional
- c. Platonic

9. What phrase at the end of the poem suggests her love is eternal?

10. What is the effect of only focusing on the positive aspects of love in this poem?

Tick all that apply

- a. It suggests she thinks her love is perfect
- b. It makes the poem come across as a bit idealistic
- c. It infers that her love almost consumes her

Quiz 3: 'London' by William Blake

1. William Blake was an important member of which literary movement?
 - a. Gothic
 - b. The Enlightenment
 - c. Romantic movement

2. Which of the following statements about are true about the Romantics?
Tick all that apply
 - a. Blake was a visionary man who claimed he saw angels since his childhood
 - b. Although he was a very religious man, Blake disliked churches and clergymen
 - c. Blake believed in freedom and hated authority figures

3. The poem *London* was written soon after which historical event?
 - a. The Spanish Armada
 - b. The French Revolution
 - c. The Russian Revolution

4. The poem is written in four stanzas, all of which have four lines. The poem also has a regular iambic rhythm and full, alternate rhyme. What could this reveal about life in late eighteenth-century London?
Tick all that apply
 - a. Blake was a very traditional poet
 - b. The tightly regimented style of the poem suggests people had little freedom
 - c. The regularity of the poem could imply that life was monotonous and lacked individuality

5. Whose perspective is the poem from?
 - a. A rich person in 18th century London who looks down on the poor
 - b. The narrator, who walks through London and empathises with the poor and their 'woe'
 - c. William Blake's

6. What effect does the repetition of the word 'every' have?
 - a. It makes the poem boring as Blake keeps using the same word
 - b. It suggests that London was crowded
 - c. It implies that the suffering is universal and affects everyone

7. The adjective in the quotation 'black'ning Church' is ambiguous and could mean number of things. Which of the following could the quotation suggest?

Tick all that apply

- a. London was polluted and dirty due to the Industrial Revolution
- b. Blake saw churches as morally corrupt because they were so wealthy while the majority of people in London were desperately poor
- c. The churches had been painted black

8. Through references to the 'Infant's cry of fear', 'Chimney-sweeper's cry' and 'youthful Harlot' what is Blake suggesting about how the young were treated in 18th century England?

Tick all that apply

- a. They had to grow up quickly and their innocent childhoods were very brief
- b. Many of them worked and had good careers, as well as money of their own
- c. They were often exploited and forced by poverty to work in dangerous jobs

9. The famous metaphor 'mind-forg'd manacles' could refer to:

Tick all that apply

- a. Due to rigid laws and control of individuals, people lack freedom of thought and imagination
- b. People are mentally shackled and don't realise they can be free
- c. The church and government brainwashed or indoctrinated people into accepting they were poor and that nothing would change

10. The very negative and bitter final stanza could mean that:

Tick all that apply

- a. There is little happiness or joy in people's lives
- b. Young women, driven to prostitution through poverty, may have spread death and disease through passing on sexually transmitted diseases
- c. Many marriages ended in divorce

Quiz 4: 'The Soldier' by Rupert Brooke

1. This poem was written:
 - a. At the end of World War 1, when people were relieved it was over
 - b. In the middle of World War 1, when some people were becoming cynical and negative about trench warfare
 - c. At the beginning of World War 1, when people were very optimistic that the war would be over by Christmas 1914

2. What was Rupert Brooke's experience of World War 1?
 - a. He remained in England for the duration of the war
 - b. He was in the navy, never saw any actual fighting and died of an infected mosquito bite
 - c. He fought on the front line and died in the Battle of the Somme in 1916

3. Which of the following words could be used to describe the narrator's intense love for his country in the poem?
Tick all that apply
 - a. Nationalistic
 - b. Patriotic
 - c. Jingoistic

4. This poem is written in the form of:
 - a. A ballad
 - b. A sonnet
 - c. An ode

5. The way that Rupert Brooke describes a dead soldier's corpse as 'richer dust' could be described as:
Tick all that apply
 - a. A euphemism that disguises the horrors of war
 - b. A metaphor which implies English superiority
 - c. A simile which suggests the soldier died happy

6. What does Rupert Brooke do to England when he refers to how she 'gave, once, her flowers'?

Tick all that apply

- a. Makes England sound really generous and fertile
- b. Personifies England as a woman
- c. Makes the reader think about dying in war

7. There are many words with religious ideas associated to them. Can you find five?

8. Rupert Brooke also suggests that England is a maternal, motherly figure who has given birth to those who live there. Which word in the poem suggests this?

- a. Gave
- b. Bore
- c. Happy

9. Who might the narrator be speaking to?

- a. The reader
- b. A loved one, to reassure them before he goes to war
- c. The generals making decisions about military strategies

10. What might a modern reader, with the benefit of hindsight and understanding of how many people suffered in World War 1, feel about the tone of this poem?

Tick all that apply

- a. It very idealistic and romanticises war and dying for your country
- b. It captures the optimism and naivety felt at the beginning of the war
- c. It is very extreme in its nationalism and suggests that English people are superior to any foreign enemies; it suggests dead British soldiers deserve to go to an upgraded heaven after death

Quiz 5: 'She Walks in Beauty' by Lord Byron

1. Lord Byron was a member of which literary movement?
 - a. Gothic
 - b. The Victorian era
 - c. Romantic movement

 2. It is said that Lord Byron wrote this poem after seeing which woman dressed in a black gown:
 - a. His wife
 - b. His cousin's wife
 - c. His sister

 3. What kind of rhyme scheme does the poem use?
 - a. The poem doesn't rhyme
 - b. It is written in rhyming couplets
 - c. It is written with alternate rhyme (abab...)

 4. This is a poem which explores emotions. Which of the following terms refers to poems which focus on emotions?
 - a. Ballad
 - b. Sonnet
 - c. Lyrical poem

 5. Which of the following statements could be used to comment on the effect of the rhyme scheme?
 - a. It suggests her beauty will never end, as the rhyme scheme is sustained throughout the poem
 - b. It implies the woman was happy and Byron was happy to watch her
 - c. It helps the poem flow

 6. The poem is unusual because it uses so much imagery of darkness to convey the woman's beauty. Find three words associated with darkness.
-

7. There is quite a lot of enjambment in this poem, when one line carries on to the next without any punctuation at the end – look at the first stanza and lines 1, 3 and 5.

What could be the effect of this?

- a. It shows Byron was forgetful and sometimes forgot to use punctuation
- b. It slows the poem down so the reader can really take in the woman's beauty
- c. It speeds the poem up and reflects the how the narrator is overwhelmed by her beauty

8. The narrator in the poem assumes that the woman has 'thoughts serenely sweet' and is 'pure'.

What does this suggest about attitudes to women in the 19th century?

Tick all that apply

- a. Women were judged by their appearance
- b. Women were thought to be almost angelic and have innocent thoughts
- c. Men made assumptions about women and perhaps didn't understand them

9. The poem uses quite a few pairs of opposites such as 'dark' and 'bright' and 'the more' and 'the less'. What effect could this have?

Tick all that apply

- a. The woman's dark beauty contrasts with her innocent nature
- b. The narrator finds her beauty contradictory and intriguing
- c. The narrator feels confused

10. What is the effect of the use of the exclamation mark at the end of the final stanza?

- a. Gives the poem a sense of finality
- b. Shows how passionately the narrator feels
- c. Suggests the narrator is shouting with excitement

Quiz 6: 'Living Space' by Imtiaz Dharker

1. What city is this poem based on?
 - a. New Delhi
 - b. Mumbai
 - c. Agra

2. Which two countries does Imtiaz Dharker live in?
 - a. India and Pakistan
 - b. India and England
 - c. Pakistan and England

3. Which of the following words describe poor quality housing in cities?
Tick all that apply
 - a. Slums
 - b. Ghetto
 - c. Shanty town

4. What makes people move from villages in the countryside to live in poor housing in cities like that described in the poem?
Tick all that apply
 - a. More shops and things to do
 - b. Economic migration occurs when people look for better jobs
 - c. People often think there are more opportunities in cities to be successful

5. What effect does the poem's form have, with lines and stanzas of different lengths?
 - a. It makes the poem confusing and messy
 - b. It reflects the irregularity and chaotic nature of the poor housing in this area
 - c. It makes us feel sympathy for the people who live there

6. There is a very strong religious sense to this poem. Pick out two key words which suggest this.

7. The eggs in the basket are a key symbol in the poem. What do they represent?
- a. There is not much food
 - b. Faith – which like eggs can be fragile and broken
 - c. Fertility
8. Who do you think is speaking in the poem?
- a. The narrator who lives in this environment
 - b. The narrator who has the perspective of an outsider looking on
 - c. The poet
9. Which stanza is more positive, the first or last? Why?
- a. They are both the same.
 - b. The first one as it shows how the houses have been built in tiny spaces
 - c. The last as there is a sense of hope through the word 'faith'
10. Which other poem also explores hardships faced by economic migrants and has a strong sense of place?
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Quiz 7: 'As Imperceptibly as Grief' by Emily Dickinson

1. Emily Dickinson was an American poet writing during which century?
 - a. The 18th century – 1700s
 - b. The 19th century – 1800s
 - c. The 20th century – 1900s

2. Which of the following statements about Emily Dickinson are true?
Tick all that apply
 - a. She was a virtual recluse for much of her life, often only communicating with people through letters
 - b. Having experienced the death of many friends and relatives in her life, as well as having a bedroom overlooking a graveyard as a child, she could be viewed as being obsessed with death
 - c. Despite writing hundreds of poems, only a couple were published when she was alive. Editors annoyed her because they insisted she used titles and standard punctuation

3. What was happening in the 1860s, when Dickinson wrote many of her poems?
 - a. The Civil Rights movement
 - b. The first wave of Feminism
 - c. The American Civil War

4. Imperceptibly is an adverb. If something happens imperceptibly, what does this mean?
 - a. It happens quickly
 - b. You don't notice it
 - c. It happens slowly

5. The whole poem is only one sentence, with a few commas and Dickinson's popular choice of punctuation: the hyphen.
What effects could this have?
Tick all that apply
 - a. It reflects how time passes quickly
 - b. It suggests the narrator's passion
 - c. It maintains the reader's attention

6. Emily Dickinson uses capital letters in an almost random manner for words which aren't proper nouns. What effects might this have?

Tick all that apply

- a. She sometimes made mistakes in her poems
- b. She used capitals to reflect ideas or concepts she thinks are important
- c. She liked breaking rules in her poetry

7. What does Dickinson do by referring to the morning as a 'Guest'?

- a. Shocks the reader
- b. Personifies it
- c. Surprises the reader

8. There are many words which refer to times of the day or year. Find five and write them below.

9. What deeper meaning might the phrase 'made her light escape into the Beautiful' have?

- a. That after we die we go to heaven
- b. Autumn is better than summer
- c. All nature is beautiful

10. What effect might the poem being written in one stanza have?

- a. It helps to reflect the very gradual changes in nature, with no stanzas to break the narrator's train of thought
- b. It makes the poem flow better
- c. It makes the message of the poem clearer to the reader

Quiz 8: 'Cozy Apologia' by Rita Dove

1. During which natural event was this poem written?

- a. Hurricane Sandy in 2012
- b. Hurricane Katrina in 2005
- c. Hurricane Floyd in 1999

2. The poem is dedicated to the poet's husband. Which of the following statements are true?

Tick all that apply

- a. Her husband's name is Fred Viebahn
- b. They both live in America
- c. They are both poets

3. Rita Dove talks to her husband in the poem. What term describes this?

- a. Direct address
- b. Soliloquy
- c. Dialogue

4. The poem has quite a light-hearted and humorous tone, with some exaggeration in the opening stanza. What does she compare her husband to here?

- a. A knight in shining armour
- b. A superhero
- c. A soldier

5. The arrival of the hurricane sparks off memories of the narrator's ex-boyfriends. Find two adjectives in lines 16-18 which show they were nothing compared to her husband.

6. In line 20 the ex-boyfriends are described as 'sweet with a dark and hollow centre'. What does this imply?

Tick all that apply

- a. She has really positive memories of former boyfriends
- b. She thinks her previous relationships were shallow and superficial
- c. She feels lucky to have a husband who makes her feel protected

7. What effect does the use of slang or colloquial language have?
- Makes the poem seem more conversational in tone
 - Helps us understand the poet
 - Makes the poem easier to understand
8. The first stanza and some of the second are written in rhyming couplets, but then towards the end of the poem the rhyme scheme becomes irregular. What could this suggest?
- The couple's relationship isn't as close as it used to be
 - The hurricane has brought chaos and disorder
 - It makes the reader think more
9. The poem's title suggests that the poem is an apology for something. What do you think the narrator is apologising for?
- For having other boyfriends before her husband
 - For not missing her husband when they are separated by the hurricane
 - For having a relationship that is so content she finds it 'embarrassing' and 'ordinary'
10. At the end of the poem, what is implied about memories?
Tick all that apply
- Thinking of the past can be soothing and uplifting
 - Thinking of the past makes you sad and miserable
 - Thinking about someone else makes you feel closer to them

Quiz 9: 'Valentine' by Carol Ann Duffy

1. What prestigious position does Carol Ann Duffy hold? (She is the first ever woman to do so).
 - a. Winner of the Nobel Prize for Literature
 - b. Man Booker Prize winner
 - c. Poet Laureate

2. In the poem the narrator directly addresses someone else and gives them a Valentine gift. What word best describes an onion as a Valentine present?
 - a. Stereotypical
 - b. Romantic
 - c. Unconventional

3. What is the onion used as throughout the poem?
 - a. An extended metaphor to represent love
 - b. A symbol for bad relationships
 - c. An image of unusual relationships

4. In the poem, the narrator compares an onion to more typical Valentine gifts such as roses and teddies. Which of the following words describe gifts like flowers and soft toys?
Tick all that apply
 - a. Clichéd
 - b. Conventional
 - c. Stereotypical

5. What effect is created by the narrator insisting the gift is acceptable, through short and blunt orders such as 'Here' and 'Take it'?
 - a. The narrator sounds generous and caring
 - b. The tone becomes confrontational and forceful
 - c. The narrator's enthusiasm and excitement is shown

6. What technique is used in the phrase 'its fierce kiss will stay on your lips' and what effect does it have?

- a. Alliteration is used and it makes the phrases memorable
- b. Assonance is used which creates a bitter and uneasy tone
- c. Sibilance is used which creates a bitter and uneasy tone

7. Some word choices in the poem have violent and unpleasant connotations, which imply this is a volatile and perhaps dangerous relationship. Find three words that suggest this.

8. The poem has a very irregular structure, with lines and stanzas of different lengths. What effect could this have?

Tick all that apply

- a. The irregular structure could suggest this is not a conventional relationship
- b. The disjointed nature of the poem could imply this relationship is not perfect
- c. It makes the poem easier for the reader to understand and relate to

9. What two words in the poem suggest this relationship is negatively affected by jealousy?

10. Which of the following statements effectively describe the poem?

Tick all that apply

- a. This poem presents a more realistic and less idealistic view of love compared to some other poems in the Anthology
- b. The poem criticises the materialism often associated with Valentine's Day and suggests you don't need to buy expensive gifts to show your feelings
- c. This poem mocks people who are romantic

Quiz 10: 'A Wife in London' by Thomas Hardy

1. The couple in this poem have been separated by which war?
 - a. World War 1 1914 - 1918
 - b. The Crimean War 1854 – 1856
 - c. The Boer War 1899 – 1902

2. Thomas Hardy was anti-war, as he felt wars were often caused by greed and a desire for power rather than for justice. Which of the following words mean to be anti-war?
 - a. Peaceful
 - b. Pacifist
 - c. Capitalist

3. This poem is set in:
 - a. South Africa, where the war took place
 - b. Victorian London, where the wife waits for news of her husband
 - c. Brumley, a fictional town in the Midlands

4. The speaker in the poem:
 - a. Was a relative of the dead man
 - b. Is the wife of the dead man
 - c. Is a detached narrator who observes events

5. The use of the wintery and foggy weather helps to create a gloomy and morbid atmosphere in the poem. What is this specific technique called?
 - a. Imagery
 - b. Symbolism
 - c. Pathetic fallacy

6. The telegram which the wife receives reveals very little about the nature of her husband's death – only that he has 'fallen'. What technique is being used here?
 - a. A euphemism to protect the wife from the horrors of war
 - b. A lie as he has died and not fallen over
 - c. An understatement as it only says he has been wounded and not killed

7. The narrator later describes the man's hand as one 'whom the worm now knows'. What effect does this have?

Tick all that apply

- a. Makes it clear he hasn't fallen over and is dead
- b. Shocks the reader as it is an unnerving image of decay
- c. Creates tragedy as his hand, that was once 'fresh' and 'firm', is now buried in the earth

8. What might the titles 'The Tragedy' and 'The Irony' mean?

Tick all that apply

- a. It is tragic that the woman gets the hopeful letter from her husband after she knows he is dead
- b. It is ironic that the telegram reached the wife more quickly than the letter which was written before he tragically died
- c. It is tragic that he died and ironic that she was left behind in foggy London

9. The rhyme scheme used is abba. However, the second stanza uses the half rhymed pair of words 'smartly' and 'shortly' instead of a full rhyming pair of words. What effect might this have?

- a. It makes the second stanza stand out from the rest of the poem
- b. It could reflect the woman's shocked nature when she is 'daze[d]' by the telegram's dreadful news
- c. It prepares the reader for the change of tone in the third stanza

10. This poem's message about wasted youth in war is much more subtle than in other poems in the Anthology. Which other war poem has a very explicit message about how war steals soldiers' youth and innocence, as well as their lives?

Quiz 11: 'Death of a Naturalist' by Seamus Heaney

1. Seamus Heaney grew up on farm in which country?

- a. Wales
- b. Northern Ireland
- c. Scotland

2. Although Seamus Heaney grew up close to nature on a farm, he went to university and became a poet rather than followed in the tradition of his family of farmers. How did he use his writing to stay close to farming and his family tradition?

Tick all that apply

- a. He wrote about nature and his childhood
- b. He helped out on the farms during holidays
- c. He shows a deep respect and love for nature in his poetry

3. Which decade was this poem written in?

- a. 1940s
- b. 1950s
- c. 1960s

4. Which of the following make the poem come across as conversational?

Tick all that apply

- a. The use of speech
- b. The use of slang/colloquial language such as 'mammy'
- c. The fact that the poem doesn't use any rhyme

5. Pick out two or three key words which reflect the innocence of the first-person narrator in the first stanza.

6. Pick out two or three key words which reflect the disgust and fear felt by the first-person narrator in the second stanza.

7. What technique is used in the quotations 'gargled', 'slap' and 'plop'?
- Alliteration
 - Iambic
 - Onomatopoeia
8. What effect does the use of the phrase 'every summer' and the plural in 'jampotfuls' have?
Tick all that apply
- Shows the innocent excitement of the child
 - Reflects the fascination felt by the child about nature
 - Suggests that this was an annual ritual for the child
9. What semantic field could the words 'cocked,' 'grenade' and 'invaded' belong to?
Tick all that apply
- Nature
 - War
 - Violence
10. What could be the effect of the second stanza being shorter than the first?
Tick all that apply
- It makes the poem varied
 - It suggests that innocence can be lost very quickly
 - It shows that life becomes more serious as we get older

Quiz 12: 'Hawk Roosting' by Ted Hughes

1. Ted Hughes was a famous British poet and wrote this poem:
 - a. In the 1900s
 - b. In the 21st century
 - c. In the 1960s

2. This poem is told from the perspective of:
 - a. The poet
 - b. A murderer
 - c. A hawk

3. The poet gives the hawk human characteristics. Which of the following words means to give an animal human characteristics?
 - a. Zoomorphism
 - b. Anthropomorphism
 - c. Personification

4. What effect does the repeated use of the first-person pronouns 'I', 'my' and 'mine' have?
 - a. Makes the poem more personal
 - b. Makes the hawk sound arrogant and egocentric
 - c. Makes the poem easier to relate to

5. This poem could be read as having a deeper, hidden meaning about dictators who are cruel and abuse their power. What are texts called which have a straightforward surface meaning and a hidden, deeper meaning?
 - a. Allegorical
 - b. Satirical
 - c. Ironic

6. What effect does the use of present tense have in the poem?
Tick all that apply
 - a. Gives the poem immediacy
 - b. Suggests the hawk's power and dominance is infinite and will never end
 - c. Makes the poem timeless and always relevant

7. What effect does the lack of rhyme have in the poem?
- a. Implies the freedom of the hawk, which does as it pleases
 - b. Makes the poem not flow very well
 - c. Makes the poem seem more modern
8. The hawk is given a very wide vocabulary and uses a formal tone. What effect does this have?
- a. Makes the poem more challenging to understand
 - b. Makes the reader think more
 - c. The hawk's mastery of the English language reflects its power and control
9. The poem explores the threat nature poses to us. Which other poems in the Anthology also explore this theme?
-
10. Which other poem in the Anthology could be seen as allegorical, with a hidden meaning about the dangers of power?
-

Quiz 13: 'To Autumn' by John Keats

1. John Keats was a member of which literary movement?
 - a. The Victorian era
 - b. The Renaissance
 - c. Romantic movement

2. John Keats began studying human anatomy before becoming a poet. He tragically died very young and wrote this poem around six months before he died. Due to his medical knowledge, whilst writing this poem he may have known he was showing early signs of which disease that ultimately killed him?
 - a. Syphilis
 - b. Tuberculosis
 - c. Influenza

3. This poem is dedicated to autumn. What form does the poem take?
 - a. An ode
 - b. A ballad
 - c. A sonnet

4. In the first stanza, Keats explores the plentiful nature of autumn, with an abundance of produce. Pick out three words which suggest this.

5. The poet directly addresses autumn and refers to the season as having a 'hair soft-lifted' and a 'laden head'. What technique is being used here?
 - a. Onomatopoeia
 - b. Personification
 - c. Assonance

6. In the second stanza the poet explores the work to be done in autumn, but there is a relaxed and peaceful atmosphere. Choose three words which suggest this.

7. The tone of the poem shifts in the final stanza, as there is sorrow that autumn suggests the onset of winter. Pick out three words which have a darker and more mournful sense of imminent loss.

8. Which other poems about nature also shift to a darker and more melancholy mood towards the end?

9. Which other poems use natural imagery to show the passage of time?

10. Which of the following statements about John Keats are accurate?

Tick all that apply

- a. John Keats could have known he had a serious illness when he wrote this poem, which explains its mournful tone in the final stanza
- b. John Keats wrote this after seeing his cousin's wife in a beautiful dress
- c. John Keats loved nature and was in awe of the wonder of the seasons

Quiz 14: 'Afternoons' by Philip Larkin

1. This poem was written in which decade?
 - a. 1930s
 - b. 1940s
 - c. 1950s

2. Which of the following statements are true for the decade when the poem was written?
Tick all that apply
 - a. Gender roles were very traditional – men worked and women looked after the home and raised a family
 - b. After the war, many new houses were built to replace those damaged and to house a growing population due to a baby boom
 - c. After years of rationing and making do, many people enjoyed the freedom to buy luxuries and new gadgets such as televisions

3. Philip Larkin was an unconventional man. Despite having a good job as a university librarian, being a successful poet and having many girlfriends, which of the following did he NEVER do?
Tick all that apply
 - a. Have a mortgage and buy a house
 - b. Get married – he remained a bachelor
 - c. Have children – he felt it 'diluted' a person to have a child

4. Whose perspective is the poem told from?
 - a. A mother in the park with her children
 - b. The poet's
 - c. An observer who watches young mothers in a park

5. Which of the following sentences best describes the effect of the phrase 'hollows of afternoons'?
 - a. The poet suggests the women feel trapped
 - b. The poet implies the women's lives are empty and meaningless
 - c. The poet hints that the women are bored

6. What phrases suggest that husbands are not really involved in raising their children?

7. Which of the following sentences best describe the effect of the phrase 'the lovers are in school'?

Tick all that apply

- a. The parents no longer have any romance in their lives
- b. the poet feels that having children ruins people's relationships
- c. The poet thinks young people in schools are promiscuous

8. What could the key symbol of children searching for 'unripe acorns' mean?

Tick all that apply

- a. Unlike the fading summer and falling leaves, which reflect the ageing mothers, the children have potential for growth as they are 'unripe'
- b. Children like being outside playing
- c. The poet suggests children will develop and grow, unlike their mothers who have aged prematurely and are now decaying

9. The whole poem is written in present tense, apart from the short line 'Their beauty has thickened.' What effect does this have?

Tick all that apply

- a. It suggests the women's beauty no longer exists and is a thing of the past
- b. It reflects the narrator observing and describing what he sees
- c. It makes this line stand out

10. Which other poems use natural imagery to reflect the passage of time?

Quiz 15: 'Dulce et Decorum Est' by Wilfred Owen

1. This poem was written:
 - a. In 1918, at the end of World War 1, when people were relieved it was over
 - b. In 1917, towards the end of World War 1, when some people were becoming cynical and negative about trench warfare
 - c. At the beginning of World War 1, when people were very optimistic that the war would be over by Christmas 1914

2. What did Wilfred Owen spend some time recovering from in a war hospital in Scotland, before returning to the frontline?
 - a. A shrapnel wound
 - b. Lung problems after a gas attack
 - c. Shell shock

3. In the first stanza, how does Wilfred Owen suggest war has changed young men?
Tick all that apply
 - a. They are no upright and enthusiastic soldiers as they have aged prematurely, left 'bent double' and compared to 'old beggars'
 - b. They are emasculated as they are compared to 'hags'
 - c. They are sensually impaired as they are 'blind' and 'deaf'

4. The poem uses upper case letters and exclamation marks at the beginning of the second stanza – 'Gas! GAS! Quick, boys!' Which of the following sentences effectively comment on the effect of this?
Tick all that apply
 - a. It conveys a sense of panic and urgency
 - b. It suggests the men are shouting and are anxious
 - c. It makes the words stand out

5. What technique is used in the quotation 'I saw him drowning'?
 - a. Simile
 - b. Sensual imagery
 - c. Metaphor

6. What could the phrase 'in all my dreams' suggest? Read deeply here.

Tick all that apply

- a. He is haunted by what he saw and has nightmares
- b. War can psychologically affect soldiers
- c. He dreams about what he saw

7. In the final stanza, Wilfred Owen uses direct address through the use of the word 'you'. Who is it thought he was addressing?

- a. People back in the UK on the home front
- b. The reader
- c. The poet Jessie Pope who wrote childlike and jingoistic poems encouraging young men to fight for their country

8. What tone is used when the direct address of 'my friend' is used?

- a. Sarcastic and ironic
- b. Humorous
- c. Serious

9. What words are used in the poem to suggest that Wilfred Owen thinks soldiers were not prepared for the horrors of war?

10. The structure of the poem is irregular, with stanzas of different lengths. Which of the following sentences most effectively comment on the effect this?

Tick all that apply

- a. It shows war is jumbled
- b. It implies war is chaotic and unpredictable
- c. In war, you need to be prepared for anything

Quiz 16: 'Ozymandias' by Percy Bysshe Shelley

1. Shelley was a member of which literary era?
 - a. Romantic movement
 - b. The Augustan era
 - c. The Victorian era

2. Shelley was a rebellious and radical young man who was thrown out of Oxford University for which of the following reasons?
 - a. For having an illegitimate daughter with another woman while he was married to someone else
 - b. For denying he wrote a text about the importance of atheism
 - c. For taking opium

3. What form does the poem 'Ozymandias' take?
 - a. A ballad
 - b. A sonnet
 - c. An ode

4. The poem explores the discovery of a statue of an ancient Egyptian pharaoh. Which pharaoh?
 - a. Cleopatra
 - b. Tutankhamun
 - c. Ramesses II

5. How many voices/perspectives are there in the poem?
 - a. One
 - b. Two
 - c. Three

6. The traveller's description of the statue is very detailed. What technique is used in the quotation 'sneer of cold command'?
 - a. A metaphor
 - b. Alliteration with harsh plosive sounds which suggests the ruthless manner of the pharaoh
 - c. Imagery

7. Ozymandias refers to himself as 'king of kings', which makes him sound arrogant and god-like. Which other poem in the Anthology explores power and arrogance in a dominant figure?
-

8. It is thought that Shelley used this poem to indirectly criticise King George III, who wanted to exert his power throughout the world and build his empire. To have criticised the king openly would have been very dangerous.

What is the technique when a text has a simple surface meaning, and a hidden implied meaning?

- a. Allegory
- b. Satire
- c. Irony

9. At the end of the poem, Ozymandias' once powerful civilisation has now collapsed so that the sand is 'bare.' What could Shelley be suggesting about powerful rulers?

- a. Power does not last, but art does – only the statue remains
- b. It is interesting to visit archaeological sites to find out more about pharaohs
- c. Ozymandias is a positive role model

10. What other poems explore changes over time?
-

Quiz 17: 'Mametz Wood' by Owen Sheers

1. When was this poem written?
 - a. 1985
 - b. 1995
 - c. 2005

2. This poem explores which war?
 - a. The Boer War
 - b. World War 2
 - c. World War 1

3. What inspired Owen Sheers to write this poem?
Tick all that apply
 - a. He visited some battlefield sites where a Welsh regiment had fought – he is Welsh
 - b. He wanted to reflect on his own experiences of serving in the British Army
 - c. He saw a photo of twenty soldiers who had been buried with their arms linked together

4. The metaphors 'china plate of a shoulder blade' and 'broken bird's egg of a skull' suggest the human body is fragile. What other war poem in the Anthology suggests this?

5. What do you think the quotations 'wasted young' and 'told not to walk, not run, towards...machine guns' might suggest about Owen Sheers' views on war?
Tick all that apply
 - a. With the benefit of hindsight, he thinks that some stupid orders were given during the war
 - b. He is an ardent pacifist and against all war
 - c. He regrets that so many young men were killed

6. What does 'stand sentinel' mean?
 - a. To stand really still
 - b. To stand silently
 - c. To watch and protect

6. What does the phrase 'linked arm in arm' suggest about war?
- Men die together
 - War unites men and makes them comrades
 - The bodies were buried quickly
7. Which other two war poems in the Anthology refer to a soldier being buried abroad?
-
8. The use of the phrase 'this morning' compares to the earlier phrase 'for years afterwards'. Which of the following sentences best describes what the poem suggests about time?
- Time passes very quickly
 - The death of soldiers almost a century ago still should be remembered, and their lives should be honoured
 - The past is in the past and should be forgotten
9. The phrase 'absent tongues' literally refers to how their flesh has rotten away. However, what could be a deeper reading into this?
- The soldiers were quiet and didn't like singing
 - The men suffered terrible injuries
 - The soldiers didn't have a voice and couldn't challenge orders given

Quiz 18: 'The Prelude' by William Wordsworth

1. William Wordsworth was a member of which literary movement?
 - a. Modernism
 - b. Romantic movement
 - c. Elizabethan

2. In what very scenic part of England did Wordsworth grow up as a child of nature?
 - a. Cornwall
 - b. Yorkshire
 - c. The Lake District

3. Why did many people who lived in the countryside object to the Industrial Revolution?
Tick all that apply
 - a. It caused pollution and separated people from nature
 - b. It led to many people leaving the countryside to live in towns and cities
 - c. It meant there was less tourism in the countryside

4. What does the phrase 'I heeded not the summons' mean?
 - a. He didn't hear his parents call him in
 - b. He ignored his friends when they called him out to play
 - c. The narrator ignored his parents when they called him in

5. What techniques are used in the following quotation?

'All shod with steel, we hiss'd along the polish'd ice'

Tick all that apply
 - a. Assonance – repetition of vowel sounds
 - b. Sibilance – lots of 's' sounds recreate the sound of skating
 - c. Onomatopoeia – one word sounds like its meaning

6. What does the word 'confederate' suggest about the boys?
 - a. They compete with each other
 - b. They enjoy exercising outside
 - c. They are united as a group

7. What could the phrase 'tinkled like iron' refer to? Think deeply here.

- a. The Industrial Revolution, which was spreading through the country
- b. The sounds the children could hear
- c. The ice starting to break

8. What does the word 'melancholy' mean?

- a. Thoughtful
- b. Mysterious
- c. Sad

9. The poem ends with the morbid phrase 'died away'. As well as the day, what else could this refer to?

Tick all that apply

- a. The children's innocence will fade – they will soon grow up and have to take on life's responsibilities
- b. The ice will soon melt and they will no longer be able to ice skate in darkness
- c. The beautiful environment may be at risk, as the factories and their pollution are spreading throughout the county

10. Which other poems about changes over time move towards a more negative mood at the end?

IV. Themes

For each table you need to write out which poems from the EDUQAS Anthology can be considered under each theme. Some of the poems will fall under many of the themes whereas others may only be considered under one or two. Delve into the less obvious and more subtle themes as well as the obvious. The number of poems expected to appear under each theme is a guide to how many you should be looking for.

100 credits – 10 credits per theme chart

1. Which poems from the Anthology could come under the heading of **NATURE**?

1	
2	
3	
4	
5	
6	

2. Which poems from the Anthology explore **CHANGES OVER TIME AND TRANSFORMATION**?

1	
2	
3	
4	
5	
6	
7	
8	

3. Which poems from the Anthology explore a **WAR AND CONFLICT**?

1	
2	
3	
4	
5	
6	
7	
8	

4. Which of the poems explore **CHILDHOOD AND INNOCENCE**?

1	
2	
3	
4	
5	
6	

5. Which of the poems explore the theme of **LOVE**?

1	
2	
3	
4	
5	
6	

7	
8	
9	

6. Which of the poems explore the theme of **A SENSE OF PLACE?**

1	
2	
3	
4	

7. Which of the poems explore the theme of **MEMORIES AND THE PAST?**

1	
2	
3	
4	
5	

8. Which of the poems explore the themes of **POWER AND CONTROL?**

1	
2	
3	
4	
5	

9. Which of the poems explore the themes of **DEATH AND LOSS**?

1	
2	
3	
4	

10. Which of the poems explore the themes **PAIN AND SUFFERING**?

1	
2	
3	
4	

V. Comparing the Poems

20 Credits for each comparative chart completed.

Select a theme, choose two relevant poems and make brief notes in the chart with short quotations. Focus on the question and aim to compare – find similarities and differences.

THEME =	
POEM 1 =	POEM 2 =
KEY POINTS ON CONTEXT – AIM TO COMPARE	
KEY POINTS ON HOW THEME IS PRESENTED – AIM TO COMPARE	
KEY POINTS ON LANGUAGE, FORM AND STRUCTURE – AIM TO COMPARE	

THEME =	
POEM 1 =	POEM 2 =
KEY POINTS ON CONTEXT – AIM TO COMPARE	
KEY POINTS ON HOW THEME IS PRESENTED – AIM TO COMPARE	
KEY POINTS ON LANGUAGE, FORM AND STRUCTURE – AIM TO COMPARE	

THEME =	
POEM 1 =	POEM 2 =
KEY POINTS ON CONTEXT – AIM TO COMPARE	
KEY POINTS ON HOW THEME IS PRESENTED – AIM TO COMPARE	
KEY POINTS ON LANGUAGE, FORM AND STRUCTURE – AIM TO COMPARE	

THEME =	
POEM 1 =	POEM 2 =
KEY POINTS ON CONTEXT – AIM TO COMPARE	
KEY POINTS ON HOW THEME IS PRESENTED – AIM TO COMPARE	
KEY POINTS ON LANGUAGE, FORM AND STRUCTURE – AIM TO COMPARE	

VI. EDUQAS Exam Style Single Poem and Comparative Essay Questions

30 Credits for each 20 minute timed essay on a single poem and 70 credits for each completed 40 minute timed essay comparing two poems.

BONUS: 20 extra credits for using a mark scheme skills grid and/or a PLC to self-assess your essay.

Using the knowledge you have accumulated, attempt these exam-style questions. Once completed, use the EDUQAS mark scheme to see if you can self-assess your essay.

1. (a) Write about the ways in which Larkin presents changes over time in *Afternoons*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about changes over time.

Compare the presentation of changes over time in your chosen poem to the presentation of changes over time in *Afternoons*.

[25]

2. (a) Write about the ways in which Shelley presents power in *Ozymandias*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about power.

Compare the presentation of power in your chosen poem to the presentation of changes over power in *Ozymandias*.

[25]

3. (a) Write about the ways in which Wordsworth presents childhood in *The Prelude*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about childhood.

Compare the presentation of childhood in your chosen poem to the presentation of childhood in *Ozymandias*.

[25]

-
4. (a) Write about the ways in which Heaney presents nature in *Death of a Naturalist*.
[15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about nature.

Compare the presentation of nature in your chosen poem to the presentation of nature in *Death of a Naturalist*.

[25]

5. (a) Write about the ways in which Dharker presents religious faith in *Living Space*.
[15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about religious faith.

Compare the presentation of religious faith in your chosen poem to the presentation of religious faith in *Living Space*.

[25]

6. (a) Write about the ways in which Blake presents pain and suffering in *London*.
[15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about pain and suffering.

Compare the presentation of pain and suffering in your chosen poem to the presentation of pain and suffering in *London*.

[25]

7. (a) Write about the ways in which Byron presents women in *She Walks in Beauty*.
[15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about women.

Compare the presentation of women in your chosen poem to the presentation of women in *She Walks in Beauty*.

[25]

8. (a) Write about the ways in which Armitage presents relationships in *Manhunt*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about relationships.

Compare the presentation of relationships in your chosen poem to the presentation of relationships in *Manhunt*. [25 marks]

9. (a) Write about the ways in which Dove presents memories in *Cozy Apologia*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about memories.

Compare the presentation of memories in your chosen poem to the presentation of memories in *Cozy Apologia*. [25]

10. (a) Write about the ways in which Heaney presents loss of innocence in *Death of a Naturalist*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about loss of innocence.

Compare the presentation of loss of innocence in your chosen poem to the presentation of loss of innocence in *Death of a Naturalist*. [25]

11. (a) Write about the ways in which Hughes presents violence in *Hawk Roosting*. [15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about violence.

Compare the presentation of nature in your chosen poem to the presentation of violence in *Hawk Roosting*. [25]

12. (a) Write about the ways in which Keats presents the seasons in *To Autumn*.

[15 marks]

(b) Choose one other poem from the Anthology in which the poet also writes about the seasons.

Compare the presentation of the seasons in your chosen poem to the presentation of the seasons in *To Autumn*.

[25]

VII. History of Poetry

50 credits for completing this section.

This task requires considerable research and you will need to use your summary skills to complete it. An understanding of the key influences upon poetry through time will be of benefit to you in the exam when drawing conclusions about meanings.

Use the internet to research each one of these eras and complete the table (Romantic is completed for you). Try to offer:

- 2 key events
- 3-5 characteristics of poetry from this era

Era <i>(all years are approximate)</i>	Key contextual information <i>(Include historical events, social changes, cultural influences...)</i>	Characteristics of poetry from this era
<p><i>Renaissance</i> <i>1500s and 1600s</i></p>		
<p><i>Romantic</i> <i>1800-1850</i></p>	<ul style="list-style-type: none"> • French Revolution – reaction to social reform, regulation and law. • Industrial Revolution in Britain – science and manufacturing leaps forward. Romantics respond by celebrating nature and human experience. 	<ul style="list-style-type: none"> • Favours Classical allusions (Greek mythology, for example). • Emphasis upon personal experience and emotion. • Celebrates nature • Reveres innocence (inc. childhood) • Poems with form: sonnets, lyric, elegy, ode...

<i>Victorian 1837-1901</i>		
<i>Modernist 1890-1950</i>		
<i>Post-Modernist 1950 onwards</i>		

VIII. Academic Reading

50 credits for each ten-point summary completed.

Read each of the texts that will help you to develop your skills when studying unseen poetry. Once you have completed your reading of each, summarise the key learning points into a ten-point summary.

1. What is poetry?

In order to analyse it, we need to understand what it is. This is one person's view in response to that question, but this will support your understanding of what you're looking at when you study a poem.

<http://www.jstor.org/stable/pdf/20570534.pdf?refreqid=excelsior%3Ad27bd82b06db192a5de461a4817eba92>

2. Wartime Poetry:

Read the introduction (available as a free preview) on pages ix-xiii of this book. *English Poetry of the First World War* by John H. Johnstone.

https://books.google.co.uk/books?hl=en&lr=&id=by7WCgAAQBAJ&oi=fnd&pg=PR7&dq=English+war+poetry&ots=ljPhX8aZ2-&sig=eFAs_sauJDxWMgk8Sg2eLpONzF4#v=onepage&q=English%20war%20poetry&f=false

3. Poets and Politics:

Read the article about Elizabeth Browning and her political allegiances written by Dr. Simon Avery (2014).

<https://www.bl.uk/romantics-and-victorians/articles/elizabeth-barrett-browning-social-and-political-issues>

4. William Blake and his influences:

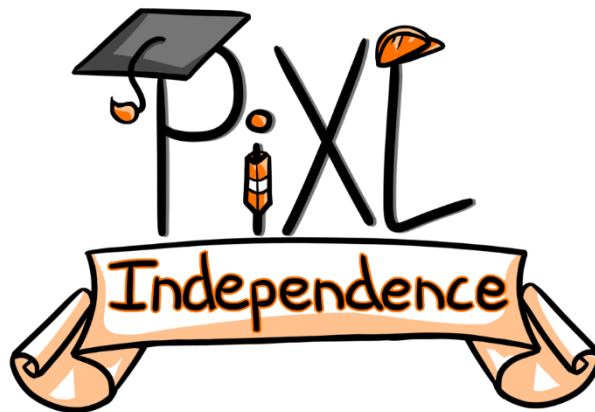
Read the article about the influences on William Blake's poetry and the impact his context had on his writing.

<https://www.poetryfoundation.org/poets/william-blake>

5. How to approach unseen poetry:

Read the article on a suggested approach to unseen poetry.

<https://poemanalysis.com/poetry-explained/unseen-poetry/>



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