

GCSE ENGLISH LITERATURE: UNSEEN POETRY

TEACHER GUIDE & STUDENT WORKSHEETS



This booklet is a companion to the online curriculum available at www.yourfavouriteteacher.com.

It includes the content from the
'Unseen Poetry' course.

Unseen Poetry

This pack covers how to approach unseen poetry, analyse it and the best strategies to use in an exam situation.

This booklet contains:

- Suggested teaching order
- Learning objectives for each session
- Questions or activities that tutors could use in their sessions

Suggested Teaching Order and Learning Objectives

Lesson	Focus	Learning Objectives
1	Overview: Unseen Poetry	To be able to understand the plot of Macbeth and its nature as a History.
2	Analysing Unseen Poetry	To be able to understand the plot of Macbeth and how it relates to its context.
3	Unseen Poetry Strategies	To be able to understand how the character of Macbeth relates to key themes of the play.

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Poetic Devices

Personification: When an inanimate object or something non-human is described as having human qualities or feelings.

Simile: A comparison when one thing is said to be like another.

Metaphor: An image in which one thing is described as if it is another; not literally true.

Extended Metaphor: The whole poem uses a continuous metaphor.

Alliteration: When words close together repeat the same consonant, for emphasis.

Assonance: Repetition of vowel sounds to create a particular effect, e.g: "cool moonlight".

Onomatopoeia: Words whose sounds echo what they describe, e.g: Bang, Crash, bubbling.

Repetition: Emphasises key ideas or themes.

Rhythm: Creates a beat and makes lines flow (or purposely not flow.)

Rhyme: Creates links between words and a sense of unity.



Lexical field/semantic field: Words which are scattered throughout the poem on the same theme/idea.

Fricative consonants: Soft, breathy sounds: s, z, th, f.

Plosive consonants: Hard, explosive sounds: p, t, k, b, g, d.

Stanza: A verse or block of text which does not necessarily rhyme.

Unseen Poetry Steps

Step One:

-Read the question before you read the poem- so you know what clues to look for.

Step Two:

-Read the poem and HIGHLIGHT words or phrases that stand out and that you think are interesting!

Step Three:

-Read the poem through a second time and this time LABEL all of the techniques and features you can find.

Step Four:

-Read the poem through for the third time looking for more techniques and annotate the effect of the techniques around the poem.

Step Five:

-Answer the question CAREFULLY aiming to write at least two sides of detailed analysis.

Step Six:

-Proofread your answer carefully- make sure you have used a wide range of quotations.

Poetry Analysis

Worksheet

Meaning	
Tone	
Imagery	
Language	
Structure	

How to Approach Unseen Poetry

Introduction

Start your essay by giving the title of the poem and the name of the poet. Try to classify the poem. What sort of poem is it? (eg. sonnet, limerick, haiku, ode, acrostic, ballad, dramatic monologue, shape etc.) Briefly write about the subject of the poem.

Imagery

What are the pictures in the poem? Are metaphors, similes or personification used to explain ideas? Are there parts of the poem that ask you to use your senses of hearing, sight, smell, touch or taste? Do these add to your enjoyment of the poem?

Form & Structure

How is the poem arranged on the page? (eg. lines, verses, layout, shape.) Where are there breaks in the poem? Look at the length of the lines - do they make a pattern? Are some lines short? Is there a progression between one verse and the next? Why do you think that the poet has used this structure?

Rhyme & Rhythm

Does the poem rhyme? What is the rhyming pattern? (eg. ABAB or ABCB etc) Write about the rhythm of the poem. Which words have a strong beat? Why do you think the poet has chosen this rhyme and rhythm to express his ideas?

Language Patterns

Does the choice of words the poet has chosen help us share the poet's feelings? The poet uses certain words to trigger how we think about the poem. Which words are the "triggers" in this poem? Think about the sound of the poem. Look out for alliteration, onomatopoeia, and assonance. Check for the use of personification and symbolism and judge their effectiveness.

Themes

Think about the themes (the ideas) the poet explores in the poem. What do you think the poem is really about? Write what you think is the message the poet is trying to make you share with him. Does the poem "work" for you? (Can you sympathise with the poet's view?) Finish by giving your thoughts and feelings about the poem.

Unseen Poetry Mark Scheme

MARK	AO	TYPICAL FEATURES
Level 6 Convincing, critical analysis & exploration 21-24 marks	AO1	Critical, exploratory conceptualised response to task and text Judicious use of precise references to support interpretation(s)
	AO2	Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods on reader
Level 5 Thoughtful, developed consideration 17-20 marks	AO1	Thoughtful, developed response to task and text Apt references integrated into interpretation(s)
	AO2	Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods on reader

<p>Level 4 Clear understanding 13-16 marks</p>	<p>AO1</p>	<p>Clear, explained response to task and text</p> <p>Effective use of references to support explanation</p>
	<p>AO2</p>	<p>Clear explanation of writer's methods with appropriate use of relevant subject terminology</p> <p>Understanding of effects of writer's methods on reader</p>
<p>Level 3 Explained, structured comments 9-12 marks</p>	<p>AO1</p>	<p>Some explained response to task and text</p> <p>References used to support a range of relevant comments</p>
	<p>AO2</p>	<p>Explained/relevant comments on writer's methods with some relevant use of subject terminology</p> <p>Identification of effects of writer's methods on reader</p>
<p>Level 2 Supported, relevant comments 5-8 marks</p>	<p>AO1</p>	<p>Supported response to task and text</p> <p>Comments on references</p>
	<p>AO2</p>	<p>Identification of writers' methods</p> <p>Some reference to subject terminology</p>

<p>Level 1 Simple comments 1-4 marks</p>	AO1	<p>Simple comments relevant to task and text</p> <p>Reference to relevant details</p>
	AO2	<p>Awareness of writer making deliberate choices</p> <p>Possible reference to subject terminology</p>

Unseen Poetry: Key Words & Phrases Worksheet

Key Words/Phrases to Use

This suggests...

The word/phrase... implies...

This gives the impression that...

The reference to... could indicate...

This hints that...

This indicates that...

This can be interpreted in more than one way...

I think the poet/speaker also means...

Methods

WORD: Effective vocabulary (adjectives, verbs, adverbs etc.), use of contrast, exaggeration, modern or archaic words/expressions, personification, alliteration, similes, metaphors etc.

SENTENCE: Repetition, lists, short or incomplete sentences, commands, questions etc.

TEXT: (form & structure) Viewpoint (first, second or third person), stanzas, rhyme, rhythm, a particular form (e.g. sonnet), how the poem starts and ends.

Key Words/Phrases

The poet's use of... is effective because...

I particularly like... as it gives the effect of...

I particularly like... because it shows...

The use of... helps to...

This technique reinforces...

The use of... emphasises...

Unseen Poetry

Worksheet 1

Condolence

Dorothy Parker

They hurried here, as soon as you had died
Their faces damp with haste and sympathy,
And pressed my hand in theirs, and smoothed my knee,
And clicked their tongues, and watched me, mournful-eyed.

Gently they told me of that Other Side-
How, even then, you waited there for me,
And what ecstatic meeting our would be.
Moved by the lovely tale, they broke, and cried.

And when I smiled, they told me I was brave,
And they rejoiced that I was comforted,
And left to tell of all the help they gave.
But I had smiled to think how you, the dead,
So curiously preoccupied and grave,
Would laugh, could you have heard the things they said.

Exam Question

What is the poet saying about the different ways that people react to death? What methods does she use to present these ideas?

Help box:

What is the poem about? What is the message?

Who is the poem addressing? Why is it written that way?

How do you think the narrator feels about the person who has died?

What do the visitors think about the afterlife? What about the narrator's view?

Why is the word "and" repeated?

How and why are the last 6 lines different from the first 8?

Why did the author choose this title?

What is the effect of the rhythm?

Unseen Poetry

Worksheet 2

On the Grasshopper and Cricket

John Keats

The Poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
This is the Grasshopper's- he takes the lead
In summer luxury,- he has never done
With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.

The poetry of earth is ceasing never:
On a lone winter evening, when the frost
Has wrought a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The Grasshopper's among some grassy hills.

Exam Question

What is the poet saying about the seasons? Explain how he presents these ideas.

Help box:

What is the poem about?

What is the mood of the poem?

What do you think the poet means by "when the frost/Has wrought a silence"?

Sonnets like this are typically about love, so why do you think the poet has chosen this form?

Why have "Grasshopper" and "Cricket" both been given capital letters?

What effect does the rhythm have?

The poet sometimes writes words in an unusual order, find an example and explain this effect.

What do you think the grasshopper represents?

Unseen Poetry

Worksheet 3

The Dead Beat

Wilfred Owen

He dropped, - more sullenly than wearily,
Lay stupid like a cod, heavy like meat,
And none of us could kick him to his feet;
-just blinked at my revolver, blearily;
-Didn't appear to know a war was on,
"I'll do 'em in," he whined. "If this hand's spared,
I'll murder them, I will"

A low voice said,
"It's Blighty, p'raps, he sees; his pluck's all gone,
Dreaming of all the valiant, that aren't dead:
Bold uncles, smiling ministerially;
Maybe his brave young wife, getting her fun
In some new home, improved materially.
It's not these stills have crazed him; nor the Hun."

We sent him down at last, out of the way.
Unwounded;- stout lad, too, before that strafe.
Malingering? Stretcher-bearers winked, "Not half!"

Next day I heard the Doc's well-whiskied laugh:
"That scum you sent last night soon died. Hooray!"

Exam Question

What is the poet saying about the nature of war, and how does he convey this to the reader?

Help box:

What is the poem about?

Why has he compared the man to "a cod" and "meat"?

"kick him to his feet" - what does this show about life in the trenches?

How do the medical staff react to the patient? What do you think of this reaction?

What effect does "Hooray" have?

What do you think about the title?

Stretch Yourself: How is the attitude of the narrator different from the attitude of the poet?