

English Literature

GCSE Revision Booklet

Bideford College

Aiming for Grade 7+

Name: _____

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Please note: Don't write in the booklet! It's designed for you to use over and over again. Complete all exercises on paper.

1. Macbeth, Shakespeare (Jacobean era)

THE BIG IDEA - WHY DOES THIS TEXT EXIST?

(you can use this to create your thesis statements and build your essay arguments)

Macbeth is about **ambition**.

1. Shakespeare warns against ambition for power that goes against king and country; it leads to death and destruction.
2. Through Lady Macbeth's ambition, Shakespeare challenges traditional attitudes towards women.

TOP ESSAY QUESTIONS

1. How does Shakespeare present Macbeth?
2. How does Shakespeare present Lady Macbeth?
3. How does Shakespeare present the witches?
4. How does Shakespeare present the supernatural?
5. How does Shakespeare present ambition?

PLOT

1. Macbeth meets three witches who predict that Macbeth will become Thane of Cawdor and King of Scotland.
2. King Duncan makes Macbeth the Thane of Cawdor and plans to visit his house.
3. Lady Macbeth persuades Macbeth to kill King Duncan. She drugs the guards and plants the daggers on them.
4. King Duncan's sons escape, fearing for their lives. They are blamed for Duncan's death.
5. Macbeth becomes king. Worried about the witches' other prediction that Banquo's children will inherit the throne, he orders for Banquo and his son Fleance to be killed. Banquo is killed but Fleance escapes.
6. At dinner, Macbeth sees Banquo's ghost. Lady Macbeth dismisses the guests and tries to calm Macbeth.
7. Macbeth sees the witches, who give three more prophecies: that he should be afraid of Macduff, that no man born from a woman will harm Macbeth, and that he is safe until Birnam Wood marches against him.
8. Macduff deserts Macbeth, so Macbeth retaliates by killing Macduff's wife and children.
9. Lady Macbeth commits suicide
10. Malcolm's army attacks Macbeth. Macbeth is killed by Macduff and Malcolm is named King of Scotland.

CONTEXT & THEMES

AMBITION

1. Jacobean in 17th century England believed in God and Christianity.
2. They believed that kings were chosen by God.
3. The play was written in 1605, the same year of the failed Gunpowder Plot, which tried to kill King James I.
4. **Regicide** (killing the king) and **treason** in the Jacobean era was a terrible crime punishable by death.
5. Macbeth's ambition leads him to murder and replace the king.
6. Macbeth's ambition is his tragic flaw: it leads to his downfall.
7. Lady Macbeth's ambition also leads to her own downfall: her guilt drives her mad and leads her to suicide.
8. Shakespeare could be criticising those whose ambition leads them to kill for power.

MEN AND WOMEN

1. Jacobean society was patriarchal: men had more power and influence than women.
2. Women were expected to be obedient wives and daughters.
3. Lady Macbeth goes against traditional expectations of women through persuading her husband.
4. Lady Macbeth asks the spirits to 'unsex' her and make her more of a man so that she can commit evil acts.
5. Lady Macbeth questions Macbeth's masculinity, 'are you a man?', when persuading him to kill Duncan.
6. Shakespeare could be challenging traditional expectations of women in the Jacobean era.

WITCHCRAFT AND EVIL

1. King James I believed in witchcraft and executed 200 witches in witchhunts. He wrote a book called 'Demonology', about witchcraft.
2. Jacobean audiences believed in witches and would have been genuinely frightened by the witches in the play.
3. Macbeth is affected by the witches' prophecies. They influence him to murder Duncan, Banquo and Macduff's family.
4. Shakespeare explores Jacobean attitudes towards witchcraft and the supernatural.

CHARACTERS

Macbeth: ambitious and easily influenced

1. He is brave and a good warrior: 'brave Macbeth', 'worthy gentleman'
2. He is easily influenced by the witches: 'two truths are told'
3. He betrays and kills King Duncan because he is ambitious to become king: 'I have no spur to prick the sides of my intent but only vaulting ambition'
4. He feels guilty afterwards, loses sleep and starts to lose his mind: 'will all great Neptune's ocean wash this blood clean from my hand?'
5. He murders Banquo, Fleance and Macduff because he is determined to hold onto his power.
6. Falsely reassured by the witches' confusing prophecies, he does not realise the danger he is in. He fights to his death and is killed by Macduff.

Lady Macbeth: ambitious and persuasive

1. She convinces Macbeth to kill King Duncan: 'Look like the innocent flower, but be the serpent under't'
2. She accuses Macbeth of not being 'man' enough: 'too full o'the milk of human kindness'
3. She goes against traditional expectations of women in a patriarchal society.
4. She is clever and comes up with the plan to drug the servants and plant daggers on them.
5. She is driven mad by guilt. She sleepwalks, washing her hands: 'Out, damned spot!'
6. Her guilt leads her to kill herself; she cannot live with what she has done.

The Witches: mysterious and evil

1. They deliver three predictions to Macbeth and one important prediction to Banquo:
Macbeth:
 - A. Macbeth will become Thane of Glamis
 - B. Macbeth will become Thane of Cawdor
 - C. Macbeth will become king
 - D. Banquo's descendants will become kings, though he will never be king
2. Macbeth visits them again, and they make three further predictions:
 - A. Beware Macduff
 - B. No man born from a woman will harm Macbeth.
 - C. Macbeth will not be harmed until Great Birnam Wood marches against him.

Macduff: brave and loyal

1. He discovers King Duncan's body: 'horror, horror, horror'
2. He expresses concern about the way Macbeth is ruling the country: 'Bleed, bleed, poor country'.
3. He leaves Scotland, forms a partnership with Malcolm and forms an army in England to fight Macbeth.
4. After his family is murdered by Macbeth, he swears revenge.
5. He murders Macbeth on the battlefield: 'villain', 'coward', 'tyrant'

Lady Macduff: caring and innocent

1. She is kind and caring towards her son: 'poor monkey', 'poor bird', making the murders even more shocking.
2. Her goodness contrasts with Lady Macbeth's evil desires.

Banquo: ambitious but questioning

1. He does not take the witches' prophecies seriously: 'neither beg nor fear your favours'
2. He is also ambitious but, unlike Macbeth, is not tempted to commit evil acts.
3. He is murdered upon Macbeth's orders, but his son Fleance escapes.
4. He reappears as a ghost, only visible to Macbeth, reminding Macbeth of the murders he has committed.

GENRE: TRAGEDY.

1. A tragedy contains **death, a downfall and destruction**.
2. Macbeth is the **tragic hero**. He is a brave warrior, but his ambition takes over.
3. Macbeth's **tragic flaw** is his ambition: through murdering King Duncan, Banquo and Macduff's wife and children, he brings about his own downfall and death.
4. Many characters **die**: King Duncan, Banquo, Lady Macbeth, Lady Macduff, the Macduff children and Macbeth.

STAGECRAFT

1. Shakespeare uses **stagecraft** in his play to create tension and mystery. For example, whenever the witches enter, they arrive in thunder, lightning and rain. Another example is the knocking off stage during the murder of Duncan, which creates tension because they could be discovered at any minute.
2. Macbeth often speaks **asides** to the audience. This enables the audience to understand Macbeth's ambition and murderous intentions without the other characters being aware.
3. Shakespeare gives several characters **soliloquies**, enabling them, at length, to reveal their inner thoughts to the audience without the other characters hearing.
4. Shakespeare creates **dramatic irony**, revealing things to the audience that are not known by the characters,

which add to the tension as the drama unfolds.

Vocabulary

Ambition/ambitious: having a strong wish to be successful, powerful or rich

Challenges: questions if something is right

Criticises: suggests someone or something is wrong

Downfall: losing power, happiness or a high position

Explores: looks at in detail

Persuasive: make you want to do or believe something

Mysterious: strange or not understood

Patriarchal: ruled or controlled by men

Prophecy: a statement that says what will happen in the future

Jacobean: the period of time from 1603 to 1625 when James I was King of England

Hallucination: when you see or hear something that doesn't exist

Terminology:

Contrast: to show differences

Imagery: words used by a writer that create pictures in your mind of what is being described

Aside: a comment that's made by one character without the other characters hearing

Dramatic irony: when the audience knows something the characters don't

Soliloquy: a speech in a play when a character speaks only to themselves

Tragedy: a play that ends in death, and in which the main character brings about their own downfall.

Stagecraft: lighting, sound or props that are used to make the action more real

Symbolism: when an object, animal or thing represents a much bigger idea in a text

Tragic flaw: the weakness in the tragic hero, which leads to their downfall.

Tragic hero: the main character in a tragedy who has lots of good qualities but one big weakness that leads to their downfall.

2. Macbeth Practice Exercises

PLOT

1. Who predicts that Macbeth will become Thane of Cawdor and King of Scotland?
2. Why do King Duncan's sons escape after Duncan's death?
3. Who becomes king after Duncan's death?
4. What is Macbeth's concern about Banquo's children inheriting the throne?
5. What happens to Banquo and Fleance?
6. What does Macbeth experience while hosting a dinner?
7. Who gives Macbeth three more prophecies?
8. Why does Macduff desert Macbeth?
9. Who kills Macbeth?
10. Who is named King of Scotland after Macbeth's death?
11. How does Lady Macbeth die?

CONTEXT & THEMES

AMBITION

1. What religion did Jacobean in 17th century England believe in?
2. How did Jacobean believe that kings were chosen?
3. Why might the failed Gunpowder Plot be significant to the play?
4. What was the punishment for regicide and treason in the Jacobean era?
5. What motivates Macbeth to murder and replace the king?
6. What is Macbeth's tragic flaw?
7. How does Lady Macbeth's ambition lead to her downfall?
8. Does Shakespeare appear to be critical of those whose ambition leads them to kill for power?
9. How does Macbeth's ambition lead to his downfall?
10. In what ways does Lady Macbeth's ambition contribute to the events of the play?

MEN AND WOMEN

1. In what ways was Jacobean society patriarchal?
2. What were women expected to be in Jacobean society?
3. How does Lady Macbeth go against traditional expectations of women?
4. What does Lady Macbeth ask the spirits to do?
5. What does Lady Macbeth say to question Macbeth's masculinity?
6. Is Shakespeare challenging traditional expectations of women in the Jacobean era through the character of Lady Macbeth?
7. How does Lady Macbeth's behaviour differ from typical expectations of women in Jacobean society?
8. Does Lady Macbeth's gender play a role in the events of the play?
9. In what ways does Lady Macbeth's character challenge traditional gender roles?
10. Does Lady Macbeth's behaviour have consequences in the play?

WITCHCRAFT AND EVIL

1. How did King James I feel about witchcraft?
2. How many witches did King James I execute in witchhunts?
3. What book did King James I write about witchcraft?
4. How might Jacobean audiences have reacted to the witches in the play?
5. In what ways do the witches' prophecies influence Macbeth's actions?
6. How does Shakespeare explore Jacobean attitudes towards witchcraft and the supernatural in the play?
7. Do the witches in the play have the ability to predict the future?
8. How do the witches contribute to the events of the play?
9. Are the witches good or evil characters in the play?
10. In what ways do the witches' prophecies come true in the play?

CHARACTERS

Macbeth: ambitious and easily influenced

1. How is Macbeth described as a warrior?
2. How is Macbeth easily influenced by the witches?
3. Why does Macbeth betray and kill King Duncan?
4. How does Macbeth feel after killing Duncan?
5. Who does Macbeth murder in order to hold onto his power?
6. What do the witches' prophecies lead Macbeth to believe?
7. How does Macbeth's ambition contribute to his downfall?

8. Does Macbeth regret his actions?
9. How does Macbeth's character change over the course of the play?
10. How does Macbeth's desire for power ultimately lead to his death?

Lady Macbeth: ambitious and persuasive

1. How does Lady Macbeth convince Macbeth to kill King Duncan?
2. What does Lady Macbeth say to accuse Macbeth of not being "man" enough?
3. How does Lady Macbeth go against traditional expectations of women in a patriarchal society?
4. What plan does Lady Macbeth come up with to drug the servants and plant daggers on them?
5. How does Lady Macbeth's guilt drive her to madness?
6. What does Lady Macbeth do while sleepwalking to try to rid herself of guilt?
7. How does Lady Macbeth's guilt ultimately lead her to kill herself?
8. Why can't Lady Macbeth live with what she has done?
9. What role does Lady Macbeth play in the murder of King Duncan?
10. How does Lady Macbeth's character change over the course of the play?

The Witches: mysterious and evil

1. What are the three predictions made to Macbeth by the witches?
2. What is the important prediction made to Banquo by the witches?
3. How do the witches' predictions for Macbeth come true?
4. How do the witches' predictions for Banquo come true?
5. What do the witches tell Macbeth to beware of?
6. How does the prediction that no man born from a woman will harm Macbeth ultimately prove to be misleading?
7. How does the prediction that Macbeth will not be harmed until Great Birnam Wood marches against him come true?
8. Do the witches have the ability to predict the future with complete accuracy?
9. How do the witches' prophecies influence the events of the play?
10. What is the significance of the witches in the play?

Macduff: brave and loyal

1. How does Macduff discover King Duncan's body?
2. What is Macduff's opinion of the way Macbeth is ruling Scotland?
3. Why does Macduff leave Scotland?
4. How does Macduff form an army to fight Macbeth?
5. Why does Macduff swear revenge against Macbeth?
6. How does Macduff ultimately take revenge on Macbeth?
7. What is Macduff's opinion of Macbeth?
8. Does Macduff's relationship with Macbeth change over the course of the play?
9. How does Macduff's family's murder at the hands of Macbeth affect his actions in the play?
10. How does Macduff's character develop over the course of the play?

Lady Macduff: caring and innocent

1. How does she show kindness and care towards her son?
2. How does her goodness contrast with Lady Macbeth's desires?
3. How does her character contribute to the events of the play?

Banquo: ambitious but questioning

1. How does Banquo react to the witches' prophecies?
2. How does Banquo's ambition differ from Macbeth's?
3. Who orders Banquo's murder, and does the murder succeed?
4. How does Banquo's ghost appear in the play, and what is its significance?

GENRE: TRAGEDY.

1. What are the main elements of a tragedy?
2. Who is the tragic hero in Macbeth?
3. What is Macbeth's tragic flaw?
4. How does Macbeth's tragic flaw lead to his downfall and death?
5. Which characters die in Macbeth?
6. How do the deaths in Macbeth contribute to the tragic elements of the play?
7. In what ways does Macbeth's story fit the traditional structure of a tragedy?
8. How does the theme of ambition contribute to the tragic elements of the play?
9. Are the events of Macbeth inevitable, or could the tragic outcome have been avoided?
10. How do the tragic events of the play affect the surviving characters?

STAGECRAFT

1. How does Shakespeare use stagecraft to create tension and mystery in Macbeth?
2. What is the significance of the witches' dramatic entrances in the play?
3. How does the knocking offstage during Duncan's murder contribute to the tension of the scene?
4. What purpose do Macbeth's asides serve in the play?
5. How do soliloquies reveal the inner thoughts of characters to the audience?
6. How does Shakespeare create dramatic irony in the play, and what is its effect on the tension of the story?
7. How does the use of stagecraft contribute to the overall themes and events of the play?
8. Do the characters in Macbeth have full awareness of the events unfolding around them, or are there moments of misunderstanding or lack of knowledge?
9. How do the characters' limited perspectives contribute to the dramatic tension in the play?
10. In what ways do the characters' inner thoughts and motivations differ from their outward actions and words?

Vocabulary

1. What does it mean to be ambitious?
2. How does the concept of ambition contribute to the events of Macbeth?
3. What is the definition of challenges?
4. In what ways does the play challenge or question traditional beliefs or values?
5. How does the play criticise or suggest that something is wrong?
6. What is the definition of downfall?
7. How does the concept of downfall apply to the events of Macbeth?
8. What does it mean to explore something in detail?
9. How does the play explore themes or ideas in depth?
10. What is the definition of persuasive?
11. How does persuasion play a role in the events of Macbeth?
12. What is the definition of mysterious?
13. How does mystery contribute to the atmosphere or tone of the play?
14. What is the definition of patriarchal?
15. In what ways is the society depicted in Macbeth patriarchal?
16. What is the definition of prophecy?
17. How do prophecies play a role in the events of Macbeth?
18. What is the definition of Jacobean?
19. In what time period is Macbeth set?
20. What is the definition of hallucination?
21. How do hallucinations figure into the events of Macbeth?

Terminology:

1. What is contrast and how is it used in literature or writing?
2. What is imagery and how does it help writers to create vivid descriptions in their writing?
3. What is an aside and how is it used in a play or other dramatic work?
4. What is dramatic irony and how does it create interest or tension in a story?
5. What is a soliloquy and how is it used in a play?
6. What is a tragedy and what are some common elements found in this type of play?
7. What is stagecraft and how does it enhance the realism or atmosphere of a performance?
8. What is symbolism and how is it used in literature or other forms of art?
9. What is a tragic flaw and how does it contribute to the downfall of a tragic hero?
10. What is a tragic hero and what are some common characteristics or qualities that this type of character possesses?

Exemplar Essay

In this extract from Act 1, scene 7, Shakespeare presents Lady Macbeth as very much the dominant figure in her relationship with her husband. This is demonstrated through her constant emasculation of him, especially in the earlier part of the extract. For example, her insistence to him "to be more than what you were, you would be so much more the man" is a clear attempt to demean him. By stating that he would be "so much more a man" the use of the comparative "more" implies that he is not 'manly' at that moment hence Lady Macbeth loses respect for her battle-hero husband, the once "Brave Macbeth" of Act 1, scene 2. It is important to note that this scene occurs before the regicide of King Duncan has occurred. Lady Macbeth's attitude towards Macbeth changes as the play proceeds and as Macbeth metamorphoses from hero to guilt-ridden monarch and then into an insecure and barbarous, bellicose zealot.

Lady Macbeth's dominance over Macbeth in the first Act, and in the banquet scene of Act 3 scene 4 demonstrates a dynamic of her effectively filling the role of the 'the man of the house' (or of Dunsinane) – a very unusual role reversal in

the Jacobean era. In the 17th century (and in the 11th century in which the play was set) women were expected to be submissive to their husbands, hence Shakespeare, by presenting a role reversal such as this, demonstrates that the Macbeth family is not as it seems and is possibly quite dangerous, 'unnatural' and (in a Jacobean period rife with supernatural fear) possibly evil due to the skewed power dynamic.

Additionally, Lady Macbeth is also presented as desiring masculinity in Act 1, scene 5, where the audience see an interesting perspective on masculine ideals from Shakespeare when Lady Macbeth calls upon the spirits to "unsex me here and fill me from the crown to the toe top full of direst cruelty," Shakespeare is demonstrating a perceived connection between masculinity and "cruelty". By presenting a masculine woman he is further amplifying the notability of this connection. Jacobean society would perceive a masculine woman as very unusual and would have a heightened sense of noticing when a woman is not acting 'like a woman' in the expectations of the era. As a result, Shakespeare's exposure of the crueller sides of masculinity through a woman no less, are far more noticeable than through a man. This request for masculinity relatively early in the play, straight after receiving Macbeth's letter acts as an anchor with which to establish the themes of masculinity early on and as a method of establishing the abnormally masculine character of Lady Macbeth.

One interesting thing to note is that, as Macbeth changes and becomes more emotionally strong, established as a king, dominant and hubristically independent, Lady Macbeth becomes less and less relevant. This is perhaps a method used by Shakespeare to demonstrate the changing power balance. The audience don't see Lady Macbeth at all in Act 4, and the last the we physically see her, in Act 5, she is having hallucinations shown by "Out damned spot" and has gone mad with guilt, eventually killing herself. It's interesting here, in my opinion that as the relationship between Macbeth and Lady Macbeth becomes more traditional, the events in the play and the state of Scotland and even their relationship itself crumble and worsen. Perhaps, through this, Shakespeare is demonstrating a view that the traditional family values of the seventeenth century are, in fact, a negative thing. Whenever either Macbeth or Lady Macbeth display dominance over one another, something bad always follows. Firstly, it's the regicide of King Duncan, then the murder of Banquo, then the hallucinations at the banquet and then finally Lady Macbeth's insanity and suicide. Perhaps through this, Shakespeare is suggesting that dominance over one another is not a stable way to have a relationship and only leads to negativity

In conclusion, Shakespeare utilises domineering language and masculine tendencies to present Lady Macbeth as very atypical for his time period and as an anchor to express his views on Jacobean perception of what it means to be masculine and its negative effect on people. The way he structures Lady Macbeth as becoming more irrelevant as the dynamic between her and her husband becomes more traditional also assists in this expression.

3. A Christmas Carol, Charles Dickens, 1843

THE BIG IDEA - WHY DOES THIS TEXT EXIST?

(you can use this to create your thesis statements and build your essay arguments)

1. Dickens wrote 'A Christmas Carol' to challenge Victorian society, which was harsh and cruel.
2. A Christmas Carol is about finding happiness by choosing to be kind and generous to others.
3. In 'A Christmas Carol', Scrooge is a cruel, harsh man. After being visited by three spirits, he learns that he will find happiness by being kind and generous to others.
4. Scrooge is a symbol of greed and selfishness; through his actions, Dickens challenges us to be more generous and more responsible for each other.

TOP ESSAY QUESTIONS

1. How does Dickens present Scrooge?
2. How does Dickens present the ghosts/supernatural?
3. How does Dickens present the Cratchits?
4. How does Dickens present charity?
5. How does Dickens present family?
6. How does Dickens create atmosphere?
7. How does Dickens present setting?
8. How does Dickens present Fezziwig?
9. How does Dickens present Fred?

CHARACTER CHOICES, QUOTATIONS AND ACTIONS

Scrooge: cruel, but learns to be kind

Before the spirits visit, Scrooge is cruel.

Scrooge chooses to refuse his nephew Fred's invitation to Christmas. *'Keep Christmas in your own way'*

Scrooge chooses to refuse to give to charity or to the poor. *'Are there no prisons?'* (rhetorical question)

Scrooge chooses to be cold-hearted and unkind to his clerk Bob. *'hard and sharp as flint.'* (imagery)

When the spirits visit, they show Scrooge he is wrong to be cruel.

Scrooge is shown his lonely past. *'alone, quite alone in the world.'* (repetition)

Scrooge is shown he is disliked. *'stingy, hard, unfeeling man.'* (repetition)

Scrooge is shown a lonely future death. *'lying gasping out his last, alone by himself.'* (repetition)

After the spirits leave, Scrooge becomes kind.

Scrooge chooses to send a turkey to Bob and increase his pay. *'I'll raise your salary! ... I'll raise your salary!'* (repetition)

Scrooge chooses to give lots to charity and the poor. *'I'm as happy as an angel!'* (imagery)

Scrooge chooses to go to Fred's for Christmas. *'Wonderful party, wonderful games, wonderful happiness!'* (repetition)

Fred (Scrooge's nephew): kind, generous and forgiving

Fred is kind and generous. He chooses to invite Scrooge for Christmas dinner and invite him back into the family. *'God bless!'*

The Cratchit family: poor, but loving and kind

Bob is kind to Scrooge. He chooses to be thankful to Scrooge, even though Scrooge doesn't treat him well. *'God bless!'*

The Cratchit family celebrate Christmas happily even though they are poor. *'There never was such a goose'* (exaggeration)

Tiny Tim is a vulnerable, disabled child, who remains happy in spite of his difficulties. *'God bless!'*

CONTEXT

Victorian England

Victorian England was very **unequal** between rich and poor: Scrooge is rich, Bob poor.

Victorian England was **harsh** with prisons for debt.

Victorian England was **cruel** with workhouses for the poor.

Dickens

Dickens' father went to prison for debt, so he wanted people to be less harsh.

Dickens was forced to work in a factory as a child, so he wanted people to be less cruel.

Dickens was poor growing up, so he wanted people to be more equal.

WRITER'S CRAFT

Symbolism in A Christmas Carol

Scrooge is a symbol of greed and wealth: he represents wealthy people in Victorian society.

Bob Cratchit is a symbol of poverty: he represents poor people in Victorian society.

Fred is a symbol of goodness: he represents the kindness and forgiveness we should show to others.

Fezziwig is a symbol of goodness: he represents the kind middle classes.

Ignorance and Want symbolise poor children.

Challenge: Tiny Tim symbolises the consequence of Scrooge's change in attitude: at the end of the novella, his condition improves drastically thanks to the money that Scrooge gives to the family.

Challenge: A Christmas Carol is an allegory: the bigger message is that we can all learn from our mistakes and be redeemed.

Imagery in A Christmas Carol

Dickens uses imagery of coldness before Scrooge is visited by the spirits: 'he carried his low temperature with him'.

Dickens uses imagery of warmth after Scrooge has transformed: 'golden sunlight'

Dickens uses imagery of fog before Scrooge is visited by the spirits, which symbolises that Scrooge is unable to see the difference between right and wrong.

Dickens uses imagery of light after Scrooge is visited by the spirits, symbolising that Scrooge is able to see clearly.

Mystery and the Supernatural

Dickens creates a mysterious atmosphere through the arrival of each of the spirits, and Scrooge's fear.

Marley's Ghost shakes its chains: 'shook its chain with such a dismal and appalling noise'

The Ghost of Christmas Present: a combination of a child and old man.

The Ghost of Christmas Yet to Come does not speak: 'The Spirit answered not'

VOCABULARY

Cruel: extremely unkind, and causing harm to others without caring

Harsh: unkind, strict, severe and often unfair

Generous: willing to give money, help or kindness

Forgiving: able to stop blaming or being angry with someone for something that person has done

Workhouse: a place where the poorest people in Victorian society were sent to work

Inequality/unequal: when some people have more than others

Debt: when you owe money

Poverty: being very poor

Criticises: says something is wrong

Exposes: reveals something that is considered bad or wrong

Challenges: questions if something is right

Challenge:

Miserly: selfish with money

Redemption: doing something that makes people have a good opinion of you again after you have behaved or performed badly.

TERMINOLOGY

Exaggeration: to make something seem better or worse than it really is

Imagery: words that create images in your mind, helping you imagine more deeply what is being described

Repetition: when words or phrases are repeated

Rhetorical question: a question that is asked to make a point, and does not expect an answer

Contrast: two things that are different from each other

Suspense: a feeling of nervousness or excitement about what will happen next.

Symbolism: when an object or thing is used to represent a bigger idea

Challenge:

Allegory: a story with a bigger meaning beyond its obvious surface meaning

Omniscient narrator: an all-knowing narrator that has access to all of the facts

4. A Christmas Carol Practice Exercises

Scrooge: cruel, but learns to be kind

1. How is Scrooge described before the spirits visit him?
2. Why does Scrooge refuse his nephew's invitation to Christmas?
3. How does Scrooge feel about giving to charity or to the poor?
4. How does Scrooge treat his clerk Bob?
5. How do the spirits try to show Scrooge that he is wrong to be cruel?
6. What does Scrooge see when the spirits show him his past?
7. How does Scrooge learn that he is disliked by others?
8. What does Scrooge see when the spirits show him his future death?
9. How does Scrooge change after the spirits leave him?
10. How does Scrooge show kindness to Bob and others after his transformation?
11. How does Scrooge's attitude towards Christmas change after his transformation?

Fred (Scrooge's nephew): kind, generous and forgiving

1. How is Fred described in the story?
2. Why does Fred invite Scrooge to Christmas dinner?
3. How does Fred try to include Scrooge in the family?

The Cratchit family: poor, but loving and kind

1. How is Bob described in the story?
2. Why is Bob thankful to Scrooge, even though Scrooge doesn't treat him well?
3. How does the Cratchit family celebrate Christmas, despite their poverty?
4. How is Tiny Tim described in the story?
5. How does Tiny Tim remain happy, despite his difficulties?

CONTEXT

Victorian England

1. How does the theme of wealth inequality play out in A Christmas Carol?
2. How does the theme of debt and its consequences affect the characters in the story?
3. What is the role of workhouses in Victorian England, and how does this figure into the story?
4. In what ways does the setting of Victorian England contribute to the themes and conflicts of the story?
5. How does the theme of social class play out in the relationships between the characters in the story?

Dickens

1. How did Dickens' personal experiences influence the themes and messages of A Christmas Carol?
2. How does the portrayal of debt and its consequences in the story reflect Dickens' own experiences and perspectives?
3. How does the portrayal of work and poverty in the story reflect Dickens' own experiences and perspectives?
4. How does Dickens' background as a poor child contribute to his views on wealth inequality and social class?
5. In what ways does Dickens' own life experiences shape the portrayal of characters and events in A Christmas Carol?

WRITER'S CRAFT

Symbolism in A Christmas Carol

1. How is Scrooge symbolically used to represent wealthy people in Victorian society?
2. How is Bob Cratchit symbolically used to represent poor people in Victorian society?
3. How is Fred symbolically used to represent kindness and forgiveness?
4. How is Fezziwig symbolically used to represent the kind middle classes?
5. How are Ignorance and Want symbolically used to represent poor children?

6. How does Tiny Tim symbolically represent the consequences of Scrooge's change in attitude?
7. How does A Christmas Carol function as an allegory, conveying a larger message about redemption and learning from mistakes?

Imagery in A Christmas Carol

1. How does Dickens use imagery to convey the coldness of Scrooge before he is visited by the spirits?
2. How does Dickens use imagery to convey the warmth of Scrooge after he has transformed?
3. How does Dickens use imagery of fog to symbolise Scrooge's inability to distinguish between right and wrong before he is visited by the spirits?
4. How does Dickens use imagery of light to symbolise Scrooge's newfound clarity and understanding after he is visited by the spirits?

Mystery and the Supernatural

1. How does Dickens create a mysterious atmosphere through the arrival and actions of the spirits?
2. How does the appearance and actions of Marley's Ghost contribute to the atmosphere of mystery and fear in the story?
3. How does the appearance of the Ghost of Christmas Present add to the atmosphere of mystery and otherworldliness in the story?
4. How does the silence of the Ghost of Christmas Yet to Come contribute to the atmosphere of mystery and foreboding in the story?

VOCABULARY

1. How does Dickens portray cruelty in A Christmas Carol?
2. How does Dickens portray harshness in Victorian society in A Christmas Carol?
3. How does Dickens portray generosity in A Christmas Carol?
4. How does Dickens portray forgiveness in A Christmas Carol?
5. What is a workhouse, and how does Dickens portray them in A Christmas Carol?
6. How does Dickens portray inequality and poverty in A Christmas Carol?
7. How does Dickens portray debt and its consequences in A Christmas Carol?
8. How does Dickens criticise and expose the harsh realities of Victorian society in A Christmas Carol?
9. How does Dickens challenge societal norms and expectations in A Christmas Carol?
10. How is the theme of redemption explored in A Christmas Carol?

TERMINOLOGY

1. How does Dickens use exaggeration in A Christmas Carol?
2. What role do imagery and repetition play in the novella?
3. How does Dickens use rhetorical questions to make a point in the story?
4. What is the contrast between Scrooge's personality before and after his transformation?
5. How does Dickens create suspense in the novella?
6. What are some examples of symbolism in A Christmas Carol?
7. How does the allegorical nature of the story add to its overall meaning?
8. How does the omniscient narrator contribute to the reader's understanding of the story?

Exemplar Essay:

In this extract Scrooge is visited by Marley's Ghost.

Again the spectre raised a cry, and shook its chain and wrung its shadowy hands. "You are fettered," said Scrooge, trembling. "Tell me why?"
"I wear the chain I forged in life," replied the Ghost. "I made it link by link, and yard by yard; I girded it on of my own free will, and of my own free will I wore it. Is
5 its pattern strange to you?"
Scrooge trembled more and more.
"Or would you know," pursued the Ghost, "the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have laboured on it, since. It is a ponderous chain!"
10 Scrooge glanced about him on the floor, in the expectation of finding himself surrounded by some fifty or sixty fathoms of iron cable: but he could see nothing.
"Jacob," he said, imploringly. "Old Jacob Marley, tell me more. Speak comfort to me, Jacob!"
"I have none to give," the Ghost replied. "It comes from other regions, Ebenezer
15 Scrooge, and is conveyed by other ministers, to other kinds of men. Nor can I tell you what I would. A very little more is all permitted to me. I cannot rest, I cannot stay, I cannot linger anywhere. My spirit never walked beyond our counting-house—mark me!—in life my spirit never roved beyond the narrow limits of our money-changing hole; and weary journeys lie before me!"
20 It was a habit with Scrooge, whenever he became thoughtful, to put his hands in his breeches pockets. Pondering on what the Ghost had said, he did so now, but without lifting up his eyes, or getting off his knees.

0 8

Starting with this extract, explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour.

Write about:

- how Dickens uses Marley's Ghost in this extract
- how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour in the novel as a whole.

[30 marks]

In Charles Dickens's A Christmas Carol, the character of Ebenezer Scrooge undergoes a transformation from a miserly, cruel old man to a generous, kind-hearted individual. This transformation is brought about by the visitations of three spirits, who reveal to Scrooge the error of his ways and the consequences of his actions. Dickens uses Scrooge's transformation to challenge the treatment of the poor in Victorian society and to teach his readers the importance of kindness and generosity, hoping to build a more philanthropic and socially responsible society.

Marley's ghost symbolises the consequences of mistreating others and living a life of greed and selfishness. Dickens has Marley state that he wears a chain he 'forged in life' from his 'own free will'. Evidently, Marley recognises that he has been condemned to misery in the afterlife due to the way he mistreated others while he was alive. The imagery of chains symbolises Marley's entrapment and the burden of guilt he must carry as a result of his selfish actions in his life. This is emphasised further through Marley's restlessness, as he 'cannot rest...cannot stay...cannot linger'; Marley's miserly actions in life have resulted in his spirit being condemned to a 'weary' life of agitation and unease. Dickens's repetition of 'cannot' emphasises Marley's powerlessness to change his fate, which stands in stark contrast to the 'free will' he was able to exercise in life. Marley's fate offers a warning to Scrooge and to Dickens's Victorian readers. Scrooge is warned to take advantage of the free will he has in life, and to choose a different path to Marley, which may help him narrowly avoid a similar fate. Similarly, Dickens challenges those in Victorian society who misuse their power and mistreat the poor. They too must change their ways in order to avoid Marley's fate.

In the novella as a whole, the spirits instigate the transformation in Scrooge's character. Before the spirits visit, Scrooge is characterised as cruel and miserly. Scrooge chooses to reject an invitation to his nephew Fred's for Christmas dinner, and chooses to give his clerk Bob only one day off for Christmas, even begrudging this day's holiday. Unlike Fred and Bob, who radiate warmth and joviality, Scrooge 'carried his own low temperature always about with him', which symbolises his cold-hearted and selfish ways. When Scrooge is visited by two charitable gentlemen and asked to donate, he responds with the question 'are there no prisons?'. Dickens's rhetorical question acts as a direct criticism of the Victorian approach to poverty, which saw people imprisoned for debt and sent to workhouses for poverty. Scrooge's early characterisation is a symbol of greed and wealth in Victorian society. Through Scrooge's caricature, Dickens's Victorian readers are encouraged to criticise this miserly approach to life, and reconsider their own actions towards charity and the poor.

During the spirits' visits, Dickens uses Scrooge's fear of the things they reveal as a warning to his readers. The Ghost of Christmas Past shows Scrooge his lonely past, reminding Scrooge that he was 'alone, quite alone in the world'. The Ghost of Christmas Present reveals to Scrooge that he is disliked by others, as he is presented with Mrs Cratchit's condemnation of him as a 'stingy, hard, unfeeling man'. The Ghost of Christmas Yet to Come predicts Scrooge's future if he remains unchanged, showing him a lonely death in which he is 'lying grasping out his last, alone by himself'. Dickens's repetition of this image of loneliness and isolation at several moments in the novella represents the consequences of greed and selfishness. Victorian readers, like Scrooge, are reminded that kindness and generosity leads to happiness and fulfilment. Scrooge's loneliness does instigate a level of sympathy for his character; perhaps his treatment as a child explains his attitude in adulthood. This sympathy enables the reader to welcome Scrooge's transformation at the end of the novella.

After the spirits leave, Dickens presents Scrooge as a changed man, giving his Victorian readers hope for a brighter future. Frightened by the future that the spirits have revealed to Scrooge, he welcomes his opportunity to change. Upon awakening and realising that he has been given a second chance, Scrooge is elated, describing himself as 'happy as an angel!'. The religious imagery in these words reminds Victorian readers of the Christian values that they too must show to others. In contrast with earlier in the novella, when imagery of cold, fog and darkness surrounded Scrooge, his room is flooded with 'golden sunlight', symbolising the clarity that Scrooge has about how he must now behave, and the warmth that he now feels. Having been given a second chance, Scrooge acts immediately, visiting Fred for a Christmas celebration, arranging a turkey and a salary raise for Bob. Victorian readers are encouraged to emulate Scrooge's actions, finding their own opportunities to celebrate the spirit of Christmas, showing kindness and charity to others. Scrooge's transformation symbolises the change Dickens wished to see in Victorian England. Having experienced firsthand the consequences of a system in which the poor were punished, Dickens was compelled to use his novella to bring about a change in society.

In conclusion, A Christmas Carol is a poignant allegory about the transformative power of kindness and compassion. Dickens's message, through the character of Scrooge, challenges readers to consider the impact of their actions on others and to choose generosity and forgiveness over greed and cruelty.

5. An Inspector Calls, JB Priestley, 1945

THE BIG IDEA - WHY DOES THIS TEXT EXIST?

(you can use this to create your thesis statements and build your essay arguments)

An Inspector Calls is about how people should be **more responsible**.

1. Priestley demonstrates that many wealthy people were irresponsible; they did not think enough about other people, which led to great inequality in society.
2. Priestley demonstrates that many wealthy people had double standards; they were happy to make judgements about others but unhappy to accept responsibility for their own mistakes.
3. Priestley uses the play to challenge traditional age roles and suggest that younger people will take more responsibility for others and can build a fairer society.

PLOT

1. While the Birlings are celebrating Sheila and Gerald's engagement, an Inspector calls about a suicide.
2. On the inspector's questioning, Arthur admits firing Eva from his factory but denies
3. On the inspector's questioning, Sheila admits having Eva fired from her job and feels guilty.
4. On the inspector's questioning, Gerald admits having an affair with Eva and feels guilty.
5. Under questioning, Sybil denies responsibility for refusing to help Eva and blames the man who got her pregnant.
6. Under questioning, Eric admits to having got Eva pregnant and blames his mother for killing both Eva and their child.
7. Gerald, Sybil and Arthur think Goole was a hoax; Eric and Sheila criticise them for not learning the right lesson.
8. A final phone call says that a suicide has happened and that a police inspector is on the way.

CHARACTERS

Arthur Birling is selfish and stubborn

'Pleased'

- (1) AB & Birlings are described as 'pleased with himself' in opening stage directions
- (2) Priestley makes clear Birlings as smug and happy.
- (3) AB is pleased because his daughter is engaged to a rival businessman and he is in line for a knighthood.

'A man has to mind his own business, look after himself and his own'

- (1) AB boasts proudly of his selfish, Capitalist business model to Eric and Gerald
- (2) 'Himself and his own' - AB protects his own interests and that of his family. Believes he has no responsibility for the wider community or his workers.
- (3) Priestley deliberately has the inspector enter during this speech in order to demonstrate his view that these selfish attitudes need to be interrupted and replaced with more responsibility.

'I refused of course'

- (1) AB proudly admits that he refused a pay rise to Eva Smith and his workers.
- (2) 'Of course' = AB feels he was right to do what he did. He thinks it is obvious.

'I can't accept any responsibility'

- (1) In spite of knowing that he may have contributed to Eva Smith's death, AB refuses to accept it.
- (2) AB is an older generation character who does not try to learn from his mistakes.
- (3) Priestley criticises wealthy people who made judgements about working class people but did not admit their own mistakes.

'thousands'

- (1) AB tries to pay the inspector in order to protect his reputation and knighthood.
- (2) This reveals that AB has a lot of money and could have afforded a pay rise.
- (3) AB will only use his money for himself. Priestley criticises the selfish attitudes of wealthy men like AB.

Stretch: Mr Birling is happy to accept a knighthood from the community while he dismisses his responsibility to the community, which reveals his hypocrisy.

Sybil Birling is prejudiced and unsympathetic

'Pleased'

- (1) SB is described, along with the rest of the Birlings, as 'pleased' with herself in the opening stage directions
- (2) Clear that SB is happy and smug at start of play.
- (3) SB is pleased because her daughter is engaged to a wealthy businessman. Life is going well for her.

'girls of that class'

- (1) SB is prejudiced towards the working classes.
- (2) SB is prejudiced because ES lied using the name 'Mrs Birling', which SB thought was rude.

- (3) She assumes that, because ES is working class, single and pregnant, she is a bad person.
- (4) Priestley criticises wealthy people like SB for running charities to make themselves look good, rather than to actually help. He puts forward a need for government help, such as the NHS, rather than private charities run by prejudiced rich people.

'I was perfectly justified'

- (1) Sybil feels no sympathy for ES.
- (2) She feels she was right to turn ES away and is stubborn with this view.
- (3) Priestley criticises wealthy people like SB for running charities that don't help the neediest people.

'look for the father'

- (1) SB orders the inspector to find the father of ES's child, blaming him for ES's situation
- (2) SB does this not knowing that Eric is the father.
- (3) SB has double standards. She is happy to judge when she thinks the father is a working class man, and is unwilling to accept that her own son behaved in this way.
- (4) Dramatic irony: audience has realised before SB that Eric is the father.

Sheila Birling is selfish but ashamed.

'pleased'

- (1) Like the other Birlings, Sheila is described as 'pleased' by Priestley in the opening stage directions.
- (2) Sheila's life has been easy; she is wealthy and only needs to worry about the man she marries.

'mummy' 'daddy'

- (1) Sheila seems child-like in the opening of the play.
- (2) She has been sheltered from the real world, which explains why she selfishly had Eva Smith fired from Milwards, simply because she was jealous, not realising the consequences of this action.
- (3) Contrast between Sheila (sheltered life) and Eva Smith (terrible hardship)
- (4) These words also indicate that Sheila looks up to her parents. This changes as the play continues.

'I started it'

- (1) Sheila immediately takes responsibility for her actions.
- (2) Priestley contrasts Sheila's immediate responsibility with her parents' complete lack of responsibility
- (3) Priestley uses SHB as an example of the younger generation in society, who may be able to learn from the consequences of inequality and create a fairer society.

'I guess we're all nice people now'

- (1) Sheila is sarcastic with her parents after they find out the inspector isn't real.
- (2) She challenges her parents because they take no responsibility for their actions.
- (3) Contrast between SHB, who recognises that she must still feel guilty, and her parents, who are willing to forget the whole thing once they know their reputation is not at risk.

Eric Birling is selfish but ashamed.

'Why shouldn't they try for higher wages?'

- (1) Argues that ES was right to go on strike and ask for higher wages
- (2) Challenges his father's values
- (3) Priestley demonstrates that the younger generation characters are more open to new ideas.

'I did what I did'

- (1) Feels ashamed of his behaviour.
- (2) Accepts full responsibility.
- (3) Priestley contrasts EB with his parents' complete lack of responsibility.

'You're beginning to pretend that nothing really happened'

- (1) Eric clashes with his parents and is angry with them for refusing to accept responsibility.
- (2) Priestley creates contrast between EB, who recognises that he must still feel guilty, and his parents, who are willing to forget the whole thing once they know their reputation is not at risk.

Gerald Birling is ashamed and irresponsible.

'We can keep it from him'

- (1) GC tries to hide his relationship with Daisy Renton/Eva Smith from the inspector and Sheila
- (2) Priestley hints at the fact that it was normal for middle-class men like Gerald to have affairs.

'I was sorry for her'

- (1) Gerald was caring and responsible when he first met Daisy Renton.
- (2) He tried to use his wealth and power for good by giving Daisy Renton money and a place to live.
- (3) He became irresponsible when he allowed it to develop into an affair.

'upset'

- (1) Gerald feels ashamed of his actions.

(2) Gerald is affected by the inspector's questioning and feels upset by Daisy Renton's death.

'Everything's alright now Sheila. What about this ring?'

- (1) Gerald is happy to forget everything that happened after he learns that the inspector wasn't real.
- (2) Gerald is irresponsible at this point in the play.
- (3) Priestley uses Gerald as an example of someone who has not learned from their mistakes.

Inspector Goole is powerful and moral.*

[cutting in, massively]

- (1) Priestley often uses stage directions to suggest that the inspector interrupts the Birlings.
- (2) He is not intimidated by the Birlings' class.
- (3) He cuts across them because he is determined to get to the truth and expose their immorality.

'misery and agony'

- (1) Priestley has the inspector use shocking, emotive language.
- (2) He tries to make the Birlings feel guilty and take responsibility for their part in Eva Smith's death

'We are responsible for each other.'

- (1) He tries to teach the family the play's key message about responsibility. (Stretch: socialism)
- (2) Priestley contrasts the inspector's use of the word 'we' with Birling's use of words 'him' and 'himself'.

Stretch:

'If men will not learn their lesson, they will be taught it in fire, blood and anguish'

- (1) The inspector warns the Birlings that there will be terrible consequences if people do not start taking more responsibility for others.
- (2) Priestley creates dramatic irony. The audience are aware that England endured two world wars in which 'blood' and 'anguish' were rife.

Eva Smith is voiceless and powerless

Eva Smith is dead, so does not feature at any point in the play.

Priestley deliberately makes Eva Smith voiceless to represent how little power working class people had.

SETTING

'heavily comfortable house' / 'champagne'

- (1) Priestley makes clear in the opening stage directions that he wants the house to look expensive.
- (2) Priestley wants the Birlings' wealth to be clear to the audience members.
- (3) Priestley's choice to only set the play in the Birlings' house creates constant contrast between the comfortable lives of the Birlings and the difficult lives of the working classes.

lighting changes from pink to blue when the inspector arrives

- (1) Priestley makes clear that the warm, happy, comfortable atmosphere is being interrupted.

CONTEXT

1. In 1912, there were obvious divisions between classes: upper, middle and lower.
2. In 1912, if people fell ill or unemployed, there was no benefits system to help; they had to turn to private charities, such as Sybil's.
3. In 1912, women were seen as the 'weaker sex'. Women were not allowed to vote until 1918.
4. In 1945, after two world wars, class and gender divisions started to change. At war, men of different classes fought side-by-side and, at home, women kept the country running by working in jobs they hadn't been able to do before.
5. In 1945, the socialist Labour party came into power and established the welfare state - a system in which the government looks after the poorest in society.
6. First performed in 1945, *An Inspector Calls* would have reminded the audience of the way Britain was in 1912 in order to push for more change. Socialists (including Priestley) saw that there was still a lot of work to do.

THEMES

Responsibility: Through the characters' actions, Priestley demonstrates that many wealthy people were irresponsible; they did not think enough about other people, which led to great inequality in society.

Class: Priestley highlights the inequality in 1912 society. He also demonstrates that many upper class people had double standards: they behaved badly themselves, but continued to look down on the working classes.

Age: Priestley uses the play to challenge traditional age roles and suggest that younger people will take more responsibility for others and can build a fairer society.

Women: Priestley explores inequality between men and women through the way Eva Smith and Sheila Birling are treated.

STRUCTURE

1. **Opening:** Priestley opens with an engagement party in the Birling household. This celebratory mood highlights how arrogant, wealthy and self-satisfied the Birlings are: 'pleased with themselves'.
2. **Sequence:**
 - The Inspector enters during Arthur Birling's monologue in which he boasts of his capitalist values.
 - Eric enters at the very moment that Sybil Birling orders the Inspector to 'look for the father'
 - Gerald leaves while Sybil and Eric are being questioned. This allows him to discover that Inspector Goole is not real.
 - Gerald suggests the Inspector's arrival was a hoax and Arthur Birling calls to test that, allowing Priestley to reveal the older generation's irresponsible reactions.
3. **Tension:** When Sheila discovers Gerald's affair / when Sybil realises that Eric is a drinker and got Eva Smith pregnant / when Gerald suggests the inspector wasn't real / when Arthur Birling and Sybil Birling are delighted that the inspector isn't real
4. **Ending:** Priestley ends with Arthur Birling receiving a call from the infirmary reporting the suicide of a young girl and stating that an Inspector will arrive soon to ask questions. Priestley ends on a cliffhanger, leaving the audience wondering how the characters will respond the second time an Inspector calls. Will they take more responsibility?

VOCABULARY

1. ashamed - feeling guilty or embarrassed about something you have done:
2. capitalism - a political belief in individual wealth through hard work, accepting that there will always be people in society who are better off than others
3. hypocrisy - pretending to have qualities, beliefs, or feelings that they do not really have
4. moral - understands the difference between right and wrong
5. responsibility - either: someone/something that it is your duty to take care of Or: accepting you played a role in something that didn't turn out well
6. responsible - either: knowing that it is your duty to take care of someone/something
OR: accepting you played a role in something that didn't turn out well
7. Irresponsible - either: not feeling it is your duty to take care of someone/something
OR: not accepting you played a role in something that didn't turn out well
8. prejudice(d) - an unfair feeling of dislike for a person or group because of race, sex, religion, class, etc
9. socialism - a political belief in greater equality and fairness for all, looking after poorer people in society
10. unsympathetic -not showing any care for someone else's suffering

Terminology

11. stage directions - the notes in the text of a play which say what the actors should do or how the scenery should be arranged.
9. dramatic irony - when the audience knows something the characters don't
10. cliffhanger - a part of a play that is very exciting or frightening because you are left for a long time not knowing what will happen next.
11. tension - feelings of anticipation, discomfort in excitement in a play

6. An Inspector Calls Exercises

1. PLOT

Task 1A: Plot Sequence

Order A-H in order that they occur in the plot, labelling them 1-8.

- A. On the inspector's questioning, Arthur admits firing Eva from his factory but denies responsibility.
- B. While the Birlings are celebrating Sheila and Gerald's engagement, an Inspector calls about a suicide.
- C. On the inspector's questioning, Sheila admits having Eva fired from her job and feels guilty.
- D. On the inspector's questioning, Gerald admits having an affair with Eva and feels guilty.
- E. Under questioning, Eric admits to having got Eva pregnant and blames his mother for killing both Eva and their child.
- F. Under questioning, Sybil denies responsibility for refusing to help Eva and blames the man who got her pregnant.
- G. A final phone call says that a suicide has happened and that a police inspector is on the way.
- H. Gerald, Sybil and Arthur think Goole was a hoax; Eric and Sheila criticise them for not learning the right lesson.

Task 1B: put these things that happen to Eva Smith in the correct order.

1. Eva Smith meets Gerald Croft at the Palace Theatre Bar.
2. Eva Smith is fired from Milwards after Sheila requests it.
3. Eva Smith meets Eric Birling at the Palace Theatre Bar.
4. Eva Smith is fired from Arthur Birling's factory.
5. Eva Smith is refused help from Sybil Birling's charity.

2. CHARACTER

Task 2A: Answer these questions to recap character choices.

1. Which characters are 'pleased' with themselves at the start of the play?
2. Which character fires Eva Smith because she asked for more money?
3. Which character had Eva Smith fired from her job because she was jealous of her?
4. Which character took advantage of Eva Smith's need for money and a place to live?
5. Which character forced himself upon Eva Smith and got her pregnant?
6. Which character refused help to Eva Smith because she was unsympathetic and judgemental?
7. Which characters accept responsibility for their actions?
8. Which characters don't accept responsibility for their actions?
9. Which characters are engaged at the start of the play?
10. Which character has an affair?
11. Which character tries to go back to the engagement at the end of the play, as if nothing has happened?
12. Which character thinks he is in line for a knighthood?
13. Which character runs a charity?
14. Which characters try to lie to the Inspector and pretend they didn't know Eva Smith?
15. Which character finds out the Inspector isn't real?
16. Which character tries to pay off the Inspector to keep him quiet?
17. Which characters are the older characters?
18. Which characters are the younger characters?
19. Which characters don't learn anything?
20. Which characters do learn something?

Task 2B: Character Thoughts and Feelings

1. Why are all characters 'pleased' with themselves at the start of the play?
2. Why does Arthur Birling only look after 'himself and his own'?
3. Why does Arthur Birling 'refuse' to pay his workers more money?
4. Why does Arthur Birling feel he 'can't accept any responsibility'?
5. Why does Arthur Birling offer the Inspector 'thousands'?
6. Why does Sybil Birling refer to the working classes as 'that class'?
7. Why does Sybil Birling believe she was 'perfectly justified' in not helping Eva Smith?
8. Why does Sybil Birling say 'go look for the father of the child'?
9. Why does Sheila Birling have Eva Smith fired?
10. Why does Sheila Birling refer to her parents as 'mummy' and 'daddy' in the opening?
11. Why does Sheila Birling go on to say that she 'started it'?
12. Why does Sheila Birling accuse her parents of thinking they're 'nice people' after the Inspector leaves?

13. Why does Eric Birling ask the question, 'why shouldn't they try for higher wages?'
14. Why does Eric Birling say 'I did what I did'?
15. Why does Eric Birling say to Sybil 'you killed them both'?
16. Why does Gerald Croft try to keep his affair from the Inspector?
17. Why does Gerald Croft say that he felt 'sorry for her'?
18. Why does Gerald Croft say 'everything's alright now Sheila. What about this ring'?
19. Why does the Inspector often cut in 'massively' over the Birlings?
20. Why does the Inspector expose the Birlings' actions?
21. Why does the Inspector say 'we are all responsible for each other'?
22. Why does the inspector say that Eva Smith died in 'misery and agony'?

Task 2C: Characteristics and Choices or Actions (use the words underneath to help you)

1. Arthur Birling is presented as _____ and _____ because she ...
2. Sybil Birling is presented as _____ and _____ because she ...
3. Sheila is presented as _____ and _____ because he ...
4. Eric is presented as _____ and _____ because he ...
5. Gerald is presented as _____ and _____ because he ...
6. The Inspector is presented as _____ and _____ because he ...

Possible Options: arrogant? selfish? unkind? guilty? ashamed? powerful? responsible? moral? irresponsible?

Task 2D: Character Comparison (you choose which words go in here)

1. Whereas Arthur Birling is _____, Eric is _____.
2. Whereas Sybil Birling is _____, Sheila is _____.
3. Whereas the Gerald Croft is _____, Eric is _____.
4. Whereas the Inspector is _____, Sybil Birling is _____.

Options: arrogant? selfish? unkind? guilty? ashamed? powerful? responsible? moral? irresponsible?

Task 2E: Character Development

1. How does Arthur develop as a character throughout the play?
 - a) Early in the play,
 - b) As the play progresses,
 - c) Later in the play,
2. How does Sybil develop as a character throughout the play?
 - a) Early in the play,
 - b) As the play progresses,
 - c) Later in the play,
3. How does Sheila develop as a character throughout the play?
 - a) Early in the play,
 - b) As the play progresses,
 - c) Later in the play,
4. How does Eric develop as a character throughout the play?
 - a) Early in the play,
 - b) As the play progresses,
 - c) Later in the play,
5. How does the Inspector develop as a character throughout the play?
 - a) Early in the play,
 - b) As the play progresses,
 - c) Later in the play,
6. How does Gerald develop as a character throughout the play?
 - a) Early in the play,
 - b) As the play progresses,
 - c) Later in the play,

3. CONTEXT

Task 3A: Answer the questions about Priestley's context.

1. When did Priestley write the play?
2. When did Priestley set the play?
3. What inequality existed in 1912?
4. What were the three classes?
5. Which class had the most difficult experience?
6. Which class did Eva Smith belong to?
7. Which class do the Birlings and Gerald Croft belong to?
8. Before government help like the NHS, where could people turn to for help when they needed it?
9. Did Priestley believe in a big divide between upper and lower classes or equality between classes?
10. What did Priestley hope his audience would realise about the upper classes by watching his play?
11. What did Priestley hope his audience would realise about the working classes by watching his play?
12. What did Priestley want the upper classes to do for the working classes?
13. Which generation did Priestley believe would be more likely to change things? Older or younger?
14. Which characters does Priestley use to suggest that the younger generation will be more willing to change and improve society?
15. Which characters does Priestley use to suggest that the older generation will be more stuck in their ways and unwilling to change?
16. In the play, what does class inequality lead Eva Smith towards?
17. What does Priestley highlight as being the reason why the Birlings' lives are much simpler than Eva Smith's life?
18. How would Priestley like to see inequality change?
19. What does Priestley believe we should do for those less fortunate than us?

Task 3B: How did Priestley want his 1945 audience to respond to each of these character's actions?

1. Arthur Birling's selfish approach to his business.
2. Arthur Birling's decision to refuse Eva Smith a pay rise and fire her.
3. Arthur Birling's decision to offer the inspector thousands in order to bribe him to keep quiet.
4. Sheila Birling's decision to have Eva Smith fired due to jealousy.
5. Sheila Birling accepting full responsibility for her actions.
6. Sheila Birling criticising her parents for not learning anything.
7. Sybil Birling's prejudiced attitude towards the working classes.
8. Sybil Birling's decision to refuse help to Eva Smith.
9. Sybil Birling's decision to feel no guilt for her actions.
10. Eric Birling's treatment of Eva Smith.
11. Eric Birling accepting responsibility for his actions.
12. Eric Birling criticising his parents for not learning anything.
13. Gerald Croft's decision to start an affair with Daisy Renton.
14. Gerald Croft's happiness when he finds out the inspector isn't real.
15. Gerald Croft's decision to re-propose to Sheila.
16. The way the inspector interrupts the Birlings.
17. The way the inspector speaks very honestly and emotively about Eva Smith's death.

Task 3D: List actions taken by any characters that challenge a 1945 audience's views on...

1. Inequality.
2. Capitalism.
3. Prejudice.
4. Selfishness.
5. Women.

Task 3E: Answer these questions with at least one example from the play.

How does Priestley challenge...

1. ...attitudes to inequality?
2. ...attitudes to capitalism?
3. ...attitudes to women?
4. ...attitudes to private charities?

5. ...attitudes to honesty and secrets among wealthy people?
6. ...hypocrisy among wealthy people?

Challenge: list as many examples as you can think of.

Task 3F: Answer these questions with at least one example from the play.

Challenge: list as many examples as you can think of.

1. What does Priestley suggest that capitalism leads to?
2. What does Priestley suggest that inequality leads to?
3. How does Priestley criticise private charities and propose the need for a welfare state?
4. How does Priestley criticise hypocrisy among the wealthy classes in 1912?

4. QUOTATIONS

4A: Write the quotations out in full, plus who says it to whom. If you're stuck, check the content on p. xxx

Inspector Goole

1. 'cutting in, m _____'
2. 'Mis _____ and a _____'
3. 'We are r _____ for each o _____ r'
4. 'If m _____ will not l _____ their lesson, they will be taught it in f _____, b _____ and a _____'

All Birlings

5. 'p _____ with themselves'

Sheila Birling

6. 'Mummy and d _____' 'm _____ and father'.
7. 'I s _____ it'

Eric Birling

8. 'Why shouldn't they try for h _____ w _____?'
9. 'I guess we're all n _____ p _____ now'
10. 'I d _____ what I d _____'
11. 'You're beginning to p _____ that n _____ really h _____'

Arthur Birling

12. 'Unsinkable. Absolutely unsinkable'
13. 'A man has to mind his own b _____, look after h _____ and his o _____'.
14. 'I r _____ of c _____'.
15. 'I can't a _____ any re _____'.
16. 'I'd give t _____'

Sybil Birling

17. 'girls of that c _____'.
18. 'I was p _____ j _____'
19. 'Go and look for the f _____ of the c _____. It's his r _____.'

Gerald Croft

20. 'We can k _____ it from him'
21. 'I was s _____ for her'.
22. 'Everything's a _____...What about this r _____?'

Setting:

23. 'Heavily c _____ house'
24. 'c _____'

Task 4B: Character quotations. Complete the sentences, adding your own explanation.

1. All of the Birlings are described by Priestley as 'p _____' with themselves in the opening stage directions, which suggests...
2. Arthur Birling states that his priority when running his business is to 'look after h _____ and h _____ o _____', which suggests...
3. Arthur Birling states, 'I r _____' when asked by the Inspector about firing Eva Smith, which demonstrates...
4. Arthur Birling offers the Inspector 't _____' in order to ...
5. Sheila Birling refers to her parents as 'm _____' and 'd _____' early in the play but 'm _____' and 'f _____' later, which suggests...
6. Sheila Birling states 'I s _____ i _____', which conveys...
7. Sheila says to her parents and Gerald 'I guess we're all n _____ p _____ now', which indicates...
8. Gerald Croft thinks he can 'k _____ i _____ f _____ h _____' when the Inspector first starts asking questions, which demonstrates...

9. Gerald states that he was 's_____ for her' when he met Eva Smith (Daisy Renton) at the bar, which suggests...
10. Gerald asks Sheila 'w_____ about t_____ r_____?' but Sheila refuses to re-accept it, which demonstrates...
11. Sybil Birling calls the working classes 'g_____ of t_____ c_____', which emphasises that..
12. Sybil Birling says she was 'p_____ j_____', which conveys...
13. Sybil Birling orders the Inspector to 'l_____ for the f_____' of Eva Smith's child at the very moment Eric re-enters the stage, which demonstrates...
14. Eric states 'I d_____ what I d_____' when confessing to the way he treated E_____ S_____, which shows...
15. Eric challenges his father's approach to business when he asks 'why shouldn't _____?', which demonstrates...
16. Eric accuses his parents of not learning anything when he says 'you're b_____ to pretend that n_____ r_____ h_____', which indicates...
17. Priestley often uses stage directions such as 'c_____ in m_____' to emphasise the Inspector's forceful presence, which conveys..
18. The Inspector tries to make the Birlings feel guilty when he describes Eva Smith in 'm_____ and ag_____' when she died, which suggests...
19. The inspector tries to make the Birlings take responsibility for other people when he says 'we are all r_____ for each o_____', which shows...
20. The inspector appears knowing when he states, 'if men...

Task 4D: Which quotation demonstrates...

1. ...that the inspector is happy to talk over the Birlings in order to get his point across?
2. ...that the inspector wants to make the Birlings feel very guilty and sad about Eva Smith's death?
3. ...that the inspector wants to teach the Birlings about taking responsibility for others?
4. ...that all of the Birlings are happy and smug at the start of the play?
5. ...that Sheila Birling is childish and sheltered at the start of the play?
6. ...that Sheila Birling matures and sees her parents differently by the end of the play?
7. ...that Sheila Birling takes full responsibility for her actions?
8. ...that Sheila Birling accuses her parents of not learning (using a very sarcastic tone)?
9. ...that Eric Birling challenges his father for having a very selfish approach to his business?
10. ...that Eric Birling feels guilty and ashamed but accepts responsibility for what he did?
11. ...that Eric Birling accuses his parents of not learning anything?
12. ...that Arthur Birling runs his business in a very selfish way?
13. ...that Arthur Birling selfishly denied his workers a pay rise?
14. ...that Arthur Birling takes no responsibility for his actions?
15. ...that Arthur Birling tries to bribe the inspector to keep quiet about the scandal?
16. ...that Sybil Birling looks down on (is prejudiced against) the working classes?
17. ...that Sybil Birling sees she did nothing wrong?
18. ...that Sybil Birling is happy to blame the father of the child when she thinks he is a working class man?
19. ...that Gerald Croft thinks he can lie to the inspector about his affair?
20. ...that Gerald Croft felt sorry for Eva Smith when he first met her as Daisy Renton at the bar?
21. ...that Gerald Croft thinks everything can go back to normal once they find out the inspector isn't real?
22. ...that the Birlings' house is wealthy and comfortable?
23. ...that the Birlings can afford expensive drinks?

Task 4E: Provide quotations that you would use to explore how Priestley contrasts...

1. Arthur and Eric.
2. Arthur and Sheila.
3. Sybil and Eric.
4. Sybil and Sheila.
5. Eric and Gerald.
6. Sheila and Gerald.
7. Eric and Sheila.
8. The inspector and Arthur.
9. The inspector and Sybil.

5. PRIESTLEY'S METHODS

Task 5A: Match the quotation with what you could comment on in Priestley's methods.

	Quotation / reference		Priestley's methods
1	'cutting in massively'	A	Dramatic irony. The audience realises before Sybil Birling that Eric is the father. It makes her look very foolish.
2	'Misery and agony'	B	This indicates a change of mood when the inspector arrives. The warm, happy, celebratory mood is interrupted. Priestley indicates that there must be a chance as the characters are forced to face up to their actions.
3	Lighting changes from pink to blue	C	Stage directions indicate how the characters should speak. In this instance, it indicates that all the Birlings should look smug and happy in the opening scene so that this happiness can be interrupted when the inspector arrives.
4	'pleased with themselves'	D	Stage directions can also indicate how the scene should be set up. In this instance, Priestley wants it to be clear to the audience that the Birlings are wealthy and comfortable, which contrasts the way Eva Smith lived.
5	'Go and look for the father of the child. It's his responsibility.'	E	Stage directions indicate how the characters should speak. In this instance, it indicates that the inspector should be a large presence and should interrupt the Birlings.
6	'Unsinkable. Absolutely unsinkable'	F	Emotive language used by Priestley in the inspector's speeches to try and make the Birlings feel guilty (and the audience feel sorry for poor people treated in this way)
7	'Heavily comfortable house' 'Champagne'	G	Dramatic irony portrays Arthur Birling as foolish and arrogant.

1 = 2 = 3 = 4 = 5 = 6 = 7 =

Task 5B: Copy and complete the sentences to comment on how Priestley creates contrast between characters. This is one of his important methods.

Try and fill in the gaps with your own words. There is not just **one** right answer.

- Whereas Priestley presents Sheila Birling as guilty, he presents Sybil Birling as...in order to suggest...
- Whereas Priestley presents Sheila Birling as responsible, he presents Arthur Birling as... in order to...
- Whereas Priestley presents Sheila Birling as a character who learns, he presents Gerald Croft as a character who... in order to...
- Whereas Priestley presents Eric Birling as a guilty and ashamed, he demonstrates that Arthur Birling as... in order to...
- Whereas Priestley presents Sybil Birling as unsympathetic, he presents Eric as... in order to...
- Whereas Priestley presents the inspector as moral, he presents Arthur Birling as...in order to...
- Whereas Priestley presents the inspector as moral, he presents Sybil Birling as...in order to...
- Whereas Priestley presents Eva Smith and the working classes as voiceless, he...

Task 5C: Priestley is very clever in the way he uses timing. This is one of his important methods. Match the columns to explore how he uses timing. You write your answers at the bottom of the table.

1	At the very moment Arthur Birling boasts about how well he runs his business, proudly speaking of selfishly looking after his own family and not worrying about his workers...	A	...Arthur Birling receives a call saying that a young girl has died as a result of suicide and that a police inspector will be coming to ask questions.	i	It demonstrates that Priestley wants to interrupt and stop selfish men like Arthur Birling.
2	At the very moment Sybil Birling is ordering the inspector to 'go and look for the father of the child'...	B	...the inspector arrives.	ii	It creates a cliffhanger, leaving the audience with lots of unanswered questions: Will the Birlings take more responsibility next time? Who was the mysterious inspector who was able to predict the future?
3	Moments before the play ends...	C	..Eric Birling enters the stage.	iii	It creates suspense as the audience wonders what Sybil Birling will say to Eric the moment she realises that he is actually the father of Eva Smith's child.

1 = _____ and _____ 2 = _____ and _____ 3 = _____ and _____

Task 5D: Structural choices. Answer these questions. Why does Priestley...

1. ... open the play with a celebratory mood?
2. ...choose for the inspector to enter during Arthur Birling's capitalist speech about his business?
3. ...choose for Eric to reenter the stage at the very moment Sybil Birling tells the inspector to 'go and look for the father of the child'?
4. ...choose for Gerald to discover that the inspector's arrival is a hoax?
5. ...choose for Arthur Birling to call the infirmary and discover that no woman has died?
6. ...choose for Arthur Birling to be the one to receive the call from the infirmary at the end of the play?
7. ...end on a cliffhanger?

Task 5E: Tension. How does Priestley create tension in each of these moments?

Challenge: explain why he creates tension in these moments.

1. When Sheila discovers Gerald's affair.
2. When Sybil realises that Eric is a drinker and got Eva Smith pregnant.
3. When Gerald suggests the inspector isn't real
4. When Arthur, Sybil and Gerald are relieved that the inspector isn't real.
5. When Arthur receives a call from the infirmary.

6. THEMES

Task 6A: The Theme of Inequality

Eva Smith is at the bottom of society because she is working class and a woman.

The Birlings, who represent power and fortune, judge, rather than help, the working classes.

The Inspector exposes the Birling family and shows how they made Eva Smith a victim of their social superiority.

Eric and Sheila, the younger characters, develop a conscience through the Inspector's questioning.

What is Priestley suggesting about inequality?

1. Priestley suggests that inequality is based on _____.
2. Priestley suggests that class hypocrisy can _____.
3. Priestley suggests that inequality is _____.

Clues: how is inequality linked to gender and social status?

Task 6B: The Theme of Responsibility

Priestley uses the Inspector to promote social responsibility and uses the characters of Arthur and Sybil to show how the higher classes focus on improving their own lives and status rather than helping others. Priestley also wants to show the lack of personal responsibility taken by Arthur and Sybil because they refuse to accept that they did anything wrong.

What is Priestley suggesting about responsibility?

1. Through the characters of Arthur and Sybil Birling, _____.
2. Through the characters of Eric and Sheila Birling, _____.
3. Through the character of Gerald, _____.
4. Priestley wants to promote _____.

Task 6C: The Theme of Age

Priestley challenges traditional age roles because, traditionally, young people are expected to respect and obey their elders. Eric and Sheila begin to challenge their parents' values. By the end of the play, Eric and Sheila offer future hope. They represent the idea that society can change because they Inspector's words have had an effect on them and they have developed a conscience.

What is Priestley suggesting about age?

1. Priestley challenges traditional age roles through _____.
2. Priestley suggests that the younger generation will _____.

7. VOCABULARY

Task 7A: Vocabulary. Match the vocabulary word with the definition.

	Word		Definition
1	arrogant	A	feeling guilty or embarrassed about something you have done
2	ashamed	B	an unfair situation in which some people have more than others
3	inequality	C	either: someone/something that it is your duty to take care of Or: accepting you played a role in something that didn't turn out well
4	moral	D	sshowing an unfair feeling of dislike for a person or group because of race, sex, religion, class, etc
5	irresponsible	E	behaving in a way that is good and right
6	responsibility	F	behaving as if you are better or know more than other people
7	prejudiced	G	the notes in the text of a play which say what the actors should do or how the scenery should be arranged.
8	unsympathetic	H	either: not feeling it is your duty to take care of someone/something OR: not accepting you played a role in something that didn't turn out well
9	stage direction	I	when the audience knows something the characters don't
10	dramatic irony	J	a part of a play that is very exciting or frightening because you are left for a long time not knowing what will happen next.
11	cliffhanger	K	when the audience knows something the characters don't

Task 7B: Copy and complete the sentences.

1. Priestley presents Sybil Birling as *prejudiced* when she says 'g _____ of that c _____', suggesting that she looks down on the w _____ c _____.
2. Gerald Croft seems *ashamed* because...
3. Eric Birling is very *ashamed* because...
4. Sheila Birling is very *ashamed* because...
5. Arthur Birling *arrogantly* believes that he is far better than...

6. Arthur Birling seems *arrogant* because, even though other people think he behaved badly, he...
7. Arthur Birling seems irresponsible when he refuses...
8. Arthur Birling seems irresponsible when he won't take any...
9. Sybil Birling seems irresponsible when she refuses to help...
10. Sybil Birling seems irresponsible when she refuses to take any..
11. Gerald Croft seems irresponsible when he allows an affair..
12. Gerald Croft seems irresponsible when he is happy to go back to celebrating after...
13. Sheila Birling shows she takes responsibility when...
14. Eric Birling shows he takes responsibility when...
15. The inspector is a very moral character, who wants...
16. The inspector is a very moral character, who tries to..
17. The inspector wants the Birlings to be more moral because...
18. The inspector wants the Birlings to be more responsible because...
19. Sybil Birling is unsympathetic when Eva ...
20. Priestley makes clear there is inequality between...
21. Priestley criticises inequality between...
22. Inequality results in Eva Smith...
23. The Birlings are not affected by inequality because..
24. Eva Smith is affected by inequality because...
25. Priestley uses stage directions to indicate that the inspector should...
26. Priestley uses the opening stage directions to indicate that the Birlings are...
27. Priestley uses dramatic irony when the audience learn before Sybil Birling does that...
28. Priestley creates a cliffhanger at the end of each...
29. Priestley creates a cliffhanger at the end of the play when...
30. Priestley creates tension when...

Task 7C: Provide as many examples as you can of characters being...

1. Arrogant
2. Ashamed
3. Responsible for others
4. Irresponsible, not caring for others
5. Taking responsibility
6. Taking no responsibility
7. Unsympathetic
8. Prejudiced
9. Hypocritical
10. Moral
11. Capitalist

8. ESSAY PRACTICE

Task 8A: Write down three quotations you could use for each essay question.

1. Sheila learns the most in *An Inspector Calls*. Explore how far you agree with this statement.
2. How and why does Eric change in *An Inspector Calls*?
3. In what ways does Priestley make the relationship between Sheila Birling and Gerald Croft such an important part of the play?
4. How does Priestley explore the difference in attitudes between older and younger generations in *An Inspector Calls*?
5. At the start of the play, Arthur Birling tells Eric and Gerald: 'a man has to mind his own business and look after himself'. How does Priestley present ideas about self interest in the play?
6. How does Priestley use the character of Sybil to explore ideas about morality in *An Inspector Calls*?
7. How does Priestley use the character of the Inspector to suggest ways that society could be improved?

Task 8B: Write three topic sentences for each essay question.

1. Sheila learns the most in *An Inspector Calls*. Explore how far you agree with this statement.
2. How and why does Eric change in *An Inspector Calls*?
3. In what ways does Priestley make the relationship between Sheila Birling and Gerald Croft such an important part of the play?

4. How does Priestley explore the difference in attitudes between older and younger generations in *An Inspector Calls*?
5. At the start of the play, Arthur Birling tells Eric and Gerald: 'a man has to mind his own business and look after himself'. How does Priestley present ideas about self interest in the play?
6. How does Priestley use the character of Sybil to explore ideas about morality in *An Inspector Calls*?
7. How does Priestley use the character of the Inspector to suggest ways that society could be improved?

Task 8C: Rewrite these sentences so that it's clear you know Priestley has created these characters. Each time, you need to add Priestley's name into each sentence. The first has been done for you as an example.

1. *Sheila Birling states 'I started it'.*
Priestley has Sheila Birling state: 'I started it'.
2. Eric Birling describes the circumstances in which he met Eva Smith as 'hellish'.
3. Sybil Birling describes working class girls as 'girls of that class'.
4. Sybil Birling seems prejudiced when she says 'girls of that class'.
5. It is clear that Arthur Birling is a very selfish character.
6. Arthur Birling refuses a pay rise, which is selfish.
7. The inspector enters at the very moment Arthur Birling is boasting about how well he runs his business.
8. The inspector enters at this moment in order to interrupt Arthur Birling's selfish, capitalist ways.

8D: Example essay question.

How does Priestley use the character of the Inspector to suggest that society needed to change?

An Inspector Calls is about how people should be more responsible. Through the inspector's questioning of the Birlings and Gerald Croft, Priestley demonstrates that the irresponsibility and hypocrisy of many wealthy people in 1912 led to great inequality in society. He uses the inspector to challenge the audience's views on the causes of inequality, to provide hope that the younger generation may push for change, and invite them to take more social responsibility in order to build a better society for everyone.

Through the inspector's questioning of Arthur Birling, Priestley explores the lack of responsibility among many wealthy people in 1912. When the inspector questions Arthur Birling about Eva Smith's request for a payrise, Priestley has Arthur Birling state 'I refused, of course'. In other words, Arthur Birling is proud to admit that he denied his workers a small pay rise. Priestley's use of the words 'of course' indicate an arrogance in Arthur Birling's response; it is evident that not only is not used to be questioned about his business methods, but also that he sees he did nothing wrong. In spite of the inspector's attempts to force Arthur Birling to recognise that his actions contributed to Eva Smith's death, Priestley has Arthur Birling state 'I can't accept any responsibility'. These words make clear to the audience that Arthur Birling feels no sympathy for the working classes and is unwilling to take any blame for his actions. Priestley uses Arthur Birling to criticise the lack of responsibility among Capitalist businessmen, both in terms of their responsibility to their workers and their ability to learn from their mistakes.

Priestley uses the inspector's questioning of Sybil Birling to expose the hypocrisy of many wealthy people in 1912. When questioned, Sybil Birling admits to being prejudiced against Eva Smith, describing the working classes as 'girls of that class'. Although Sybil Birling is cut off by the inspector before she can finish this sentence, the implication of these words is that Sybil believes working class girls often get themselves pregnant outside of marriage and will deliberately deceive others in order to obtain money. In spite of knowing the responsibility entrusted to her as a prominent member of a charity, it is clear that she allows her prejudice to influence her decisions about who to help. Priestley uses Sybil Birling's attitude to convey the hypocrisy of private charities in 1912. He believed that many charities were run by people who used them to further their reputation and status, while denying help when it was needed most. Priestley provides a strong case for government welfare, which would ensure that the poorest in society could access the help they needed.

Through the inspector's questioning of Sheila and Eric, Priestley challenges traditional age roles and offers hope that the younger people in society will build a better and fairer future. Unlike Arthur and Sybil Birling, who stubbornly refuse to accept any responsibility for their actions, Priestley makes clear Eric and Sheila are both ashamed. The inspector's arrival forces Eric and Sheila into realising the consequences of their selfish actions. Priestley has Sheila state 'I started it', which indicates the level of responsibility she is willing to take for her role in Eva Smith's death. In the final act of the play, both Eric and Sheila challenge their parents, with Sheila sarcastically claiming 'I guess we're all nice people now' and Eric demanding 'you're beginning to pretend that nothing really happened'. Through Eric and Sheila's changing attitudes,

Priestley subverts traditional age roles; it would normally be the parents trying to teach their children important lessons. The fact that Sheila and Eric have learned these lessons, while their parents have learned nothing, is an indication of Priestley's attitude towards society. It is clear that Priestley placed a lot of hope in the younger generation. He hoped that young people, like Sheila and Eric, would recognise their responsibility in building a fairer society and that this would lead to greater equality.

Priestley presents the inspector as a powerful and moral character in order to convey his views about how society needed to change. Within the stage directions, Priestley repeatedly indicates that the inspector should 'cut in, massively' over the Birlings. This decision indicates that Priestley wishes to break down traditional class barriers and use the inspector to demonstrate his view that people with money should not view themselves, or be treated, as superior. Additionally, this approach to questioning demonstrates the inspector's determination to get to the truth; he often interrupts when the characters begin to diverge, as he is relentless in his quest to teach them responsibility. Priestley contrasts the inspector's morality with Arthur and Sybil's lack of responsibility by having the inspector state 'we are all responsible for each other'. Priestley's use of the word 'we' within the inspector's words contrasts Arthur Birling's use of the words 'him' and 'himself', demonstrating the difference between Birling's selfishness and the inspector's generosity. The inspector acts as Priestley's mouthpiece, offering the Birlings and Gerald ideas about a new society, in which everyone takes responsibility for each other in an effort to reduce inequality. Priestley hoped that the inspector's words and actions would make his audience realise the weight of their own responsibility to others.

In conclusion, Priestley uses the inspector to make a powerful case for change. The inspector's arrival interrupts the status quo in the Birling household and forces the characters to face some uncomfortable truths. Priestley perhaps hoped that this would have forced his audience to do the same. Through Eric and Sheila's willingness to learn, Priestley taps into the changing political climate in England in 1945, at a time when the next election was due and the Labour party were gaining support. Their actions could provoke his 1945 audience into taking action themselves; if they, like Eric and Sheila, can recognise past mistakes and vow to improve, perhaps there is a chance for society to change for the better.

7. Poetry Anthology Content: Power and Conflict

CONTEXT

London

Blake was critical of the church and monarchy because they failed to help children in London who were forced to work in factories during the Industrial Revolution.

Ozymandias

Shelley was critical of the British king at the time he was writing the poem (King George) because King George became mad and cruel. The poem is about an ancient ruler, Ramses II, a cruel leader, who led many battles.

My Last Duchess

Browning was critical of how much power men had in Victorian society; women became the property of men when they got married. Marriage was unequal in Victorian society.

Tissue

Dharker is a Muslim born in Pakistan who grew up in Scotland seeing wars between the Middle East and the West and wanted kindness to replace division.

Extract from the Prelude

Wordsworth was a Romantic poet who responded to the rise of machines and factories in the Industrial Revolution by writing about the power and beauty of the natural world.

Storm on the Island

Heaney was from rural Ireland himself and so would have experienced storms like this.

Checking Out Me History

John Agard is a black poet who was born in the Caribbean and, when he moved to England as an adult, noticed that schools weren't teaching black history.

The Emigree

Immigration was rising in the 20th century and so Rumens explores the difficulties faced by those forced to leave their home country due to war / wants us to empathise with those who emigrate.

The Charge of the Light Brigade

a brave but disastrous British charge against the Russian enemy in the Crimean War. Tennyson (poet laureate for Queen Victoria) urges British readers to celebrate and glorify the courage of the soldiers.

Bayonet Charge

Hughes spoke to his father, who fought in WW1, and wants to explore the thoughts and feelings of one ordinary soldier as he charges at the enemy and begins to question his role in the war.

Exposure

Owen fought in the trenches in WW1 and knew how miserable and pointless the war is because the soldiers are just waiting to die without hope.

Poppies

Poppies symbolise the sacrifice of British soldiers who lost their lives in wars past and present. Weir evokes sympathy for anyone who has had to let go and accept the loss of their family members to wars.

Kamikaze

Kamikaze pilots in Japan in WW2 were expected to fly their planes into enemy ships. It was seen as a great honour to sacrifice your life to defend your country and you were not expected to return.

Remains

Armitage filmed TV interviews for a documentary on soldiers' experience of war and trauma and used the words from one particular interview in his poem, evoking sympathy for soldiers who are traumatised by war.

War Photographer

Duffy's friend was a war photographer, so she explores how difficult this job is, and how people far away from wars do not understand how bad they are so forget about them quickly.

COMPARISONS & QUOTATIONS

Both poems explore...

<p>My Last Duchess / Ozymandias</p>	<p>1 rulers looking down on people <u>'I choose never to stoop' 'stooping'</u> - repetition emphasises how much he looks down on his wife, like many men in Victorian era</p> <p><u>'sneer of cold command'</u> imagery of facial expression on the statue, suggesting O sneered at/looked down on his people</p> <p>2 arrogance <u>'my gift of a nine hundred year old name'</u> - Duke thought his wife should have seen marriage to him as a special present. Men and women were not equal in the 16th century or Victorian era.</p> <p><u>'king of kings'</u> - O chose these words to go on the base of his statue. Arrogant, claiming he was the best king.</p> <p>3 power - but Ozymandias has lost power. <u>'gave commands then all smiles stopped'</u> - He had his wife murdered by someone else. Misused his power. Too jealous of her.</p> <p><u>'colossal wreck'</u> Imagery of a destroyed statue in the sand. 'Colossal' = huge power he once had. 'Wreck' = his power has been destroyed. Human power doesn't last.</p>
<p>Storm / Prelude</p>	<p>1 nature's power <u>'Glittering...sparkling'</u> - Beautiful imagery of the moonlight reflecting in the water. Wordsworth admires nature.</p> <p><u>'spits like a tame cat turned savage'</u> - Imagery that helps the reader to imagine the sea spitting against the cliffs like a wild, savage animal.</p> <p>2 nature's threat <u>'upread its head..strode after me'</u> - The mountain is personified as a creature with a head, rising up above the frightened speaker.=</p> <p><u>'Exploding...bombarded...pummels'</u> - Battle-like imagery conveys that the islanders feel frightened and attacked by the storm.</p> <p>3 an emotional journey <u>'A trouble to my dreams'</u> - Ending the poem with these lines shows that Wordsworth can't forget what he felt and saw.</p> <p><u>'Strange. It is a huge nothing that we fear.'</u> - Ending the poem with this line demonstrates that there was nothing to be afraid of.</p>
<p>London / Tissue</p>	<p>1 divisions <u>'Chartered'</u> Repetition emphasises that many parts of the city, including the river, were owned by the rich.</p> <p><u>'maps'</u> - An example of the way that paper can be used to divide and control people.</p> <p>2. misuse of power <u>blackening church'</u> Blake holds churches responsible for the funerals of the poorest people.</p> <p><u>'credit card might fly our lives like paper kites'</u> - In this image, we are the kite, being tied down by money, which controls our lives.</p> <p>3 a cry for change <u>'let the daylight break through capitals and monoliths'</u> - 'Daylight' = happiness and kindness breaking through power, building a better life.</p>

	<p><u>'mind forged manacles'</u> - Imagery of the poorest people being trapped and unable to break free.</p>
Checking / Emigree	<p>1 pride <u>'Mary Seacole' 'Florence Nightingale'</u> Mary Seacole was a famous black nurse during the Crimean War, who is not taught in British history lessons. Florence Nightingale was a famous white British nurse, who is taught.</p> <p><u>Caribbean dialect</u> Agard uses Caribbean dialect throughout the poem to show how proud he is of where he is from.</p> <p><u>'sunlight clear'</u> Repeated image of sunlight reflects the warm, happy memories speaker has of her home country.</p> <p>2 being outsiders <u>'dem tell me'</u> - Repetition emphasises Agard's anger at schools for only telling him about White British history.</p> <p><u>'they circle me, they accuse me of being dark in their free city'</u> - 'they' vs 'me' = the speaker's city vs her. She feels isolated in her new city.</p> <p>.</p> <p>3 distance. <u>'frontiers rise between us'</u> Frontier = border that separates countries. Borders have kept the speaker away from her country.</p> <p><u>'Bandage up me eye'</u> Imagery that helps us to imagine he is wearing a blindfold. He feels his eyes have been closed and that he has been kept distant from his own history.</p>
Charge / Bayonet	<p>1 danger <u>'cannon to right of them, cannon to left of them, cannon in front of them'</u> - Repetition of 'cannon' emphasises danger because bullets are coming at them from all sides.</p> <p><u>'bullets smacking the belly out of the air'</u> - The air is personified as a person with a belly being winded by the force of the bullets as they smack against it.</p> <p>2 duty <u>'theirs not to make reply, theirs not to reason why, theirs but to do and die'</u> - Repetition of 'theirs not to' emphasises that they do NOT question their officers. They simply charge on, doing as they are told.</p> <p><u>'cold clockwork'</u> - Image of a giant clock - a large machine - which represents the war. War is like a machine because there are no feelings and people die.</p> <p>3 honour <u>'When can their glory fade?'</u> - Tennyson is asking this rhetorical question in order to command his readers to never forget the glory and bravery of the six hundred soldiers.</p> <p><u>'King, honour, human dignity, etcetera, dropped like luxuries'</u> - Hughes lists things that soldiers thought they would be fighting for, e.g. the king of your country, or your honourable reputation. These are luxuries when you must fight to survive.</p>
Poppies / Kamikaze	<p>1 loss <u>'released a songbird from its cage'</u> - Imagery helps the reader to imagine that the mother is having to open up a cage (their home) and release a vulnerable bird (her son) into the world.</p> <p><u>'we too learned to be silent'</u> - The children learn from their mother and neighbours that they must ignore their father, which means they lose their father and he loses them.</p> <p>.</p> <p>2 sadness</p>

	<p><u>'hoping to hear your playground voice'</u> - The mother remembers her son as a child and feels sad that she will no longer see him.</p> <p><u>'must have wondered which had been the better way to die'</u> - The children feel regret and sadness because they treated their father as if he were dead.</p> <p>3 struggle <u>'I was brave'</u> - Mother struggles to pretend she feels fine when her son leaves and has to force herself to appear brave.</p> <p><u>'father's boat'</u> - The pilot looks down at the water and sees fishing boats that remind him of his 'father's boat'. He chooses to return to his family.</p>
Remains / War Photographer	<p>1 memories <u>'running children in a nightmare heat'</u> - Creates a powerful, graphic image of innocent children caught up in war zone.</p> <p><u>'probably armed, possibly not'</u> - Repetition emphasises that this is an important memory for the soldier as, if the looter wasn't armed, he had no reason to kill him.</p> <p>2 guilt <u>'half-formed ghost'</u> - 'Ghost' suggests he is haunted by the memory of the dead man and cannot forget the cries of the wife as he took the photograph.</p> <p><u>'His bloody life in my bloody hands'</u> Imagery of the soldier staring down at his hands and seeing them covered with the looter's blood.</p> <p>3 struggle <u>'drink and the drugs won't flush him out'</u> - He tries to 'flush' out the memories he feels with drink and drugs but he can't. It's a struggle.</p> <p><u>'reader's eyeballs prick with tears between the bath and pre-lunch beers'</u> The readers easily forget what they've seen and go back to their normal lives, unaffected by war.</p>
Exposure / Charge	<p>1 danger <u>'Merciless iced east winds that knife us'</u> - Owen personifies the wind as an unkind, cruel person, who is deliberately attacking the soldiers.</p> <p><u>'cannon to right of them, cannon to left of them, cannon in front of them'</u> - Repetition of 'cannon' emphasises danger because the bullets are coming at them from all sides.</p> <p>2 duty <u>'But nothing happens'</u> - The soldiers dutifully wait for instructions, enduring terrible conditions in the trenches while there is no action and no commands.</p> <p><u>'theirs not to make reply, theirs not to reason why, theirs but to do and die'</u> - Repetition of 'theirs not to' emphasises that they do NOT question their officers. They simply charge on, doing as they are told.</p> <p>3 honour <u>'When can their glory fade?'</u> - Tennyson is asking this rhetorical question in order to command his readers to never forget the glory and bravery of the six hundred soldiers.</p> <p><u>'What are we doing here?'</u>- Rhetorical question reflecting Owen's views that there is no point to the war.</p>
London /Ozymandias	<p>1 rulers' cruelty <u>'sneer of cold command'</u> - Imagery of facial expression on the statue, suggesting O sneered at/looked down on his people.</p>

	<p><u>mind forged manacles</u>' - Imagery of the poorest people being trapped and unable to break free.</p> <p>2 misuse of power <u>'king of kings'</u> - O chose these words to go on the base of his statue. Arrogant, claiming he was the best king.</p> <p><u>'blackening church'</u> Blake holds churches responsible for the funerals of the poorest people.</p> <p>3 nature and mankind <u>'chartered'</u> Repetition emphasises that many parts of the city, including the river, were owned by the rich.</p> <p><u>'colossal wreck'</u> Imagery of a destroyed statue in the sand. 'Colossal' = huge power he once had. 'Wreck' = his power has been destroyed. Human power doesn't last. .</p>
Exposure / Storm	<p>1 nature's power <u>'Merciless iced east winds that knife us'</u> - Owen personifies the wind as an unkind, cruel person, who is deliberately attacking the soldiers.</p> <p><u>'spits like a tame cat turned savage'</u> - Imagery that helps the reader to imagine the sea spitting against the cliffs like a wild, savage animal.</p> <p>2 nature's threat <u>'all their eyes are ice'</u> Imagery of dead bodies in the final lines of the poem. Nature has caused the soldiers to die.</p> <p><u>'Exploding...bombarded...pummels'</u> - Battle-like imagery conveys that the islanders feel frightened and attacked by the storm.</p> <p>3 fear <u>'But nothing happens'</u> - The soldiers dutifully wait for instructions, feeling frightened as the winter cold gets worse, struggling to see why they are there.</p> <p><u>'Strange. It is a huge nothing that we fear.'</u> - Ending the poem with this line demonstrates that there was nothing to be afraid of.</p>

STRUCTURE

Tight structure tight control	Free structure breaking free / lack of control	Mixed structure mixed feelings or tension
My Last Duchess Tight rhyming couplets reflect Duke's tight control of his wife. Dramatic monologue without reply reflects his arrogance and power.	The Emigree Free verse reflects the freedom the speaker feels when she thinks about living in her home country.	Checking Out Me History Mix of tight nursery rhymes (to show how meaningless school is) and free verse in italics shows the freedom Agard seeks.
Ozymandias Tight rhymes and sonnet form reflect the tight control of Ozymandias.	Poppies Free verse and lack of a regular stanza structure reflect the lack of control the mother has over her son's fate.	Kamikaze Mix of tight regular stanza structure to show the tight control of Japanese society over families, with the free verse showing the pilot tried to break free of society's propaganda.
London Tight ABAB rhyme scheme reflects tight control of the people.	Tissue Free verse and Irregular stanza structure reflect the freedom that Dharmer hopes we can achieve in our society.	
The Charge of the Light Brigade Tight rhyme and repetition reflect the tight control officers maintain over the soldiers as they are commanded to charge, unquestioningly, to their deaths. Ballad form, rhyme and repetition also make the poem very memorable.	Extract from the Prelude Freer structure reflects the freedom nature gives to Wordsworth.	Bayonet Charge Mix of enjambment and dashes create stop-start movement, reflecting the terror and confusion of the soldier as he charges towards the enemy.
Exposure Tight, regular five-line stanzas reflect the tight control held over the soldiers, who are unable to leave and must wait in the trenches day after day.	Storm on the Island Freer structure shows the storm is out of control; there is no escape from it. The enjambment reflects the movement of the storm.	
War Photographer Tight stanza structure (and rhymes) reflect the control the photographer tries to impose on his work in order to manage the memories and guilt.		Remains Mixed structure, starting with regular stanza lengths to reflect the emotional control the soldier tries to keep - ending with the breakdown into irregular stanzas to show the soldier's inability to control the memories, which keep flooding his mind.

8. Poetry Anthology Exercises

Try to answer these questions from memory, or use the Poetry Anthology Content.

Section 1: What are the poems about?

Task 1: Which poem from the anthology...

- 1...is about the brutal conditions in the trenches in WW1?
- 2...is about the experiences of a young child forced to emigrate from her war torn country?
- 3...is about a mother who struggles with difficult emotions when her son goes off to war?
- 4...is about the silencing of black culture and history in UK schools?
- 5...is about a brave but disastrous charge in which six hundred soldiers lost their lives?
- 6...is about a statue of an ancient leader, whose crumbling statue represents his loss of power?
- 7...is about a jealous Duke who has his wife killed in order to maintain his power?
- 8...is about a suicide pilot who fails his mission and is shamed by his family?
- 9...is about the suffering of the poorest people in society, and the failure of the church to help?
- 10...is about the need for more kindness and less conflict/division between people?
- 11...is about a journalist who takes photos in conflict zones and struggles with guilt and memories?
- 12...is about one soldier's charge towards the enemy in WWI, and his feelings of confusion about what the war is for?
- 13...is about the difficulty of returning from a war zone and struggling to forget the memories of killing someone?
- 14...is about a powerful storm and its battle with a small community?
- 15...is about one person's realisation of how powerful nature can be?

Task 2: use the words from the box below to copy and complete these sentences.

1. E _____ is about the brutal conditions in the t _____ in World War _____.
2. The C _____ of the L _____ B _____ is about a brave but d _____ charge in which s _____ hundred soldiers lost their lives.
3. The E _____ is about the experiences of a y _____ c _____ forced to e _____ from her w _____ t _____ country.
4. P _____ is about a mother who s _____ with difficult e _____ when her son goes off to w _____.
5. C _____ Out Me _____ is about the silencing of b _____ culture and history in _____ schools.
6. O _____ is about an a _____ leader, whose crumbling s _____ represents his loss of p _____.
7. My Last D _____ is about a jealous D _____ who has his wife k _____ in order to maintain his p _____.
8. K _____ e is about a suicide p _____ who fails his mission and is shamed by his f _____.
9. L _____ is about the suffering of the p _____ people in s _____, and the failure of the ch _____ to help.
10. T _____ is about the need for more k _____ and less conflict and d _____ between people.
11. War P _____ is about a journalist who takes photos in w _____ zones and struggles with g _____ and m _____.
12. B _____ t C _____ is about one soldier's c _____ against the enemy in WWI, and his feelings of c _____ about what the war is for.
13. Remains is about the d _____ of returning from a war zone and struggling to forget the m _____ of k _____ someone.
14. S _____ on the Island is about a p _____ l storm and its battle with a small c _____.
15. E _____ from the Prelude is about one person's r _____ about how powerful n _____ can be.

Photographe	Exposure	One	Light	memories	Poppies	war	confusion	power	Tissue
killing	emotions	statue	power	Checking	suffers	killed	church		
London	Brigade	child	emigrate	ancient	family	kindness	poorest		
trenches	disastrous	UK	memories	nature	division	war torn	powerful		
Charge	guilt	Bayonet	Charge	Storm	realisation	difficulty	six	Duke	
Emigree	History	Extract	community	Ozymandias		Kamikaze	young	war	
charge	Duchess	pilot	black	society					

Task 3: write a sentence explaining what each poem from the anthology is about.

Section 2: What is the context for each poem?

Task 4: Which poet...

1. ...was critical of the church and the monarchy because they failed to help children in London who were forced to work in factories during the Industrial Revolution?
2. ...was critical of the British king at the time he was writing his poem because King George became mad and cruel?
3. ...was critical of how much power men had in Victorian society, when women became the property of men after getting married?
4. ...is a Muslim born in Pakistan who grew up in Scotland seeing wars between the Middle East and the West and wanted kindness to replace division?
5. ...was a Romantic poet who responded to the rise of machines and factories in the Industrial Revolution by writing about the power and beauty of the natural world?
6. ... was from rural Ireland himself and would have experienced violent storms?
7. ... is a black poet who was born in the Caribbean and, when he moved to England as an adult, noticed that schools weren't teaching black history?
8. ...explores the difficulties faced by those forced to leave their home country due to war / wants us to empathise with those who emigrate?
9. ...was poet laureate for Queen Victoria and urges his readers to celebrate and glorify the courage of the soldiers?
10. ...spoke to his father, who fought in WW1, and wants to explore the thoughts and feelings of one ordinary soldier as he charges at the enemy and begins to question his role in the war?
11. ...evokes sympathy for mothers who have to let go and accept the loss of their sons to wars?
12. ...explores the experiences of pilots in WW2 Japan, who were expected to fly their planes into enemy ships and sacrifice their lives for their country?
13. ... filmed TV interviews for a documentary on soldiers' experience of war and trauma and used the words from one particular interview in his poem, evoking sympathy for soldiers who are traumatised by war?
14. ...has a friend who was a war photographer, so she explores how difficult this job is, and how people far away from wars do not understand how bad they are so forget about them quickly?

Blake Armitage Tennyson Owen Garland Weir Wordsworth Heaney Agard Rumens Duffy Dharker Shelley Browning Hughes

Task 5: Match the poem with its context.

Poem		Context
Tissue		Blake was critical of the church and monarchy because they failed to help children in London who were forced to work in factories during the Industrial Revolution.
My Last Duchess		Shelley was critical of the British king at the time he was writing the poem (King George) because King George became mad and cruel.
The Charge of the Light Brigade		Browning was critical of how much power men had in Victorian society; women became the property of men when they got married. Marriage was unequal in Victorian society.
Poppies		Dharker is a Muslim born in Pakistan who grew up in Scotland seeing wars between the Middle East and the West and wanted kindness to replace division.
Exposure		Wordsworth was a Romantic poet who responded to the rise of machines and factories in the Industrial Revolution by writing about the power and beauty of the natural world.
Storm on the Island		Duffy's friend was a journalist, so she explores how difficult this job is, and how people far away from wars do not understand how bad they are so forget about them quickly.

Kamikaze		Armitage filmed TV interviews for a documentary on soldiers' experience of war and trauma and used the words from one particular interview in his poem, evoking sympathy for soldiers who are traumatised by war.
Remains		Kamikaze pilots in Japan in WW2 were expected to fly their planes into enemy ships. It was seen as a great honour to sacrifice your life to defend your country and you were not expected to return.
Ozymandias		Heaney was from rural Ireland himself and so would have experienced storms like this.
War Photographer		John Agard is a black poet who was born in the Caribbean and, when he moved to England as an adult, noticed that schools weren't teaching black history.
Extract from the Prelude		Immigration was rising in the 20th century and so Rumens explores the difficulties faced by those forced to leave their home country due to war / wants us to empathise with those who emigrate.
Checking Out Me History		Tells the story of a brave but disastrous British charge against the Russian enemy in the Crimean War of 1854. Tennyson (poet laureate for Queen Victoria) urges British readers to celebrate and glorify the courage of the soldiers.
The Emigree		Hughes spoke to his father, who fought in WW1, and wants to explore the thoughts and feelings of one ordinary soldier as he charges at the enemy and begins to question his role in the war.
Bayonet Charge		Poppies symbolise the sacrifice of British soldiers who lost their lives in wars past and present. Weir evokes sympathy for mothers who have to let go and accept the loss of their sons to wars.
London		Owen fought in the trenches in WW1 and knew how miserable and pointless the war is because the soldiers are just waiting to die without hope.

Task 6: copy and complete these sentences to explain the context of each poem.

1. **Remains:** Armitage interviewed ...
2. **Kamikaze:** World War Two Japanese pilots went on ...
3. **Checking Out Me History:** Agard grew up in the ...
4. **Prelude:** The Industrial Revolution brought...
5. **Bayonet Charge:** Hughes' father fought in ...
6. **London:** Blake was critical of ...
7. **Exposure:** Owen fought in ...
8. **Ozymandias:** Shelley was critical of ...
9. **Poppies:** Poppies symbolise...
10. **War Photographer:** Duffy's friend...
11. **The Emigree:** Immigration was ...
12. **Charge of the Light Brigade:** Tennyson was ...
13. **Storm on the Island:** In Ireland...
14. **My Last Duchess:** Marriage was ...
15. **Tissue:** Dharker was Muslim and grew up in Scotland so ...

Section 3: pairings in summary

Task 8: complete this table to recap the pairings

Poem	Poet	Paired Poem	Poet
1. Remains	Ar	W P	Du
2. Kamikaze	Ga	Po	We
3. Checking Out Me History	Ag	The E	Ru
4. Prelude	Wo	S o t l	He
5. Bayonet Charge	Hu	C o t L B	Te
6. London	Bl	O T	Sh Bl
7. Exposure	Ow	C o t L B S o t l	Te He
8. Ozymandias	Sh	M L D L	Br Bl

Section 4: Pairings in detail

Pairing 1: My Last Duchess and Ozymandias.

Ozymandias

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Shelley's main message?

Task 3: What is Shelley suggesting about power?

Shelley was critical of people in positions of power. He was extremely critical of the British monarchy and British Empire because of their arrogance. Ozymandias is another name for one of Ancient Egypt's most famous rulers: Rameses II. He was a warrior king who led many battles. Shelley shows a ruined statue of the once-powerful ruler.

1. Shelley explores how power can
2. Shelley shows the arrogance of
3. Shelley reveals that nature and time
4. Shelley contrasts
5. Shelley considers how humans

Task 4: How does Shelley use language, structure and form to convey his message?

Shelley uses imagery in the words '... ...'. Shelley's use of the word 'sneer' conveys...

The words on Ozymandias' pedestal show that he described himself as '...'. The repetition shows

Shelley creates an image of a crumbled statue surrounded by nothing but sand in the line '... ...'. Shelley creates contrast between the words 'colossal' and 'wreck' in order to convey...

Shelley's use of the structured ... form reflects

Task 5: Write about each quotation with poetic devices if relevant. The first one has been done as an example

1. 'sneer of cold command'- Shelley uses alliteration of the harsh 'c' sound in the description of the statue's 'sneer of cold command' to emphasise the harsh cruelty of the once-powerful Ancient Egyptian ruler.
2. 'King of Kings' -
3. 'colossal Wreck'-

My Last Duchess

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Browning's main message?

Task 3: What is Browning suggesting about power?

The poem is written in the Victorian era (19th century) when attitudes towards women were changing: people were starting to ask questions about whether women should be the property of their husbands and whether men should have all the power in relationships. The poem is based on a real-life 16th century Italian Duke (Duke of Ferrara) who remarried after his first wife died suspiciously, perhaps poisoned. In the 16th century, men were given dowries (money from the woman's family) when they married so it could be that the Duke wanted to make money from his marriages.

1. Browning explores how power can
2. Browning shows the paranoia of
3. Browning bases his poem on
4. Browning wants to show
5. Browning looks at the relationship between

Task 4: How does Browning use language, structure and form to convey his message?

1. Browning reveals the Duke's obsession with status and power with the words '... ..'
2. Browning repeats the word '...' to reveal
3. Browning conveys the Duke's arrogance when he describes his name as... His use of the word 'gift' suggests...
4. Browning reveals the murder when he writes '' This shows the Duke to be
5. The ... form without reply shows the Duke's character to be
6. The regular rhyming couplets reflect

Task 5: Write about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'I choose never to stoop' and 'stooping' - Browning repeats the word 'stoop' to show that the speaker feels he would be lowering himself if he did not deal with his wife so harshly. This shows he sees women as inferior to him.
2. 'My gift of a nine-hundred years old name' -
3. 'I gave commands; then all smiles stopped' -

Comparisons between Ozymandias and My Last Duchess

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Shelley ... , Browning

Task 3: Topic sentence ideas

1. Both poems expose

2. Whereas Shelley shows Ozymandias' fall from ... , Browning shows the Duke
3. Both Shelley and Browning choose a highly structured form that reflects

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Shelley and Browning
2. show effects of
3. explores the conflict between man and
4. displays paranoia when
5. attitudes were changing in

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 2: Storm on the Island and The Prelude (Extract)

Storm on the Island

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Heaney's main message?

Task 3: What is Heaney suggesting about the effects of nature?

The poem was written in 1966 and set in a remote island community, like many parts of rural Northern Ireland - Heaney himself was from a rural part of Northern Ireland and his father was a farmer. He often writes about the conflict between nature and humans, as well as the tension between two types of Christians in Northern Ireland: Catholics and Protestants. He was a Catholic and there was lots of conflict between them.

1. Heaney explores how nature affects
2. Heaney shows the relationship between
3. Heaney looks at our humanity's fear of
4. Heaney wants us to consider
5. Heaney shows the contrast between

Task 4: How does Heaney use language, structure and form to convey his message?

Heaney's simile comparing the sea's violent spray to a 'tame cat turned savage', shows that

Heaney's violent imagery with the words 'spit' and 'savage' describe the attacking storm demonstrates that

The contrasting descriptions of the storm as both 'tame' and 'savage' reveal that

Heaney's violent imagery with the words 'exploding', 'bombarded' and 'pummels' to describe the attacking storm demonstrates that

Heaney uses the battle imagery to convey...

The final line describes the storm as a 'huge nothing' to reveal

Heaney uses enjambment to show

The poem is written as one ... to convey

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'Spits like a tame cat/ Turned savage.' *The simile compares sea's spray to a tame cat, perhaps to emphasise that it is familiar to the islanders. The word 'savage' also shows how violent it can be. The contrast highlights that the islanders see the weather as familiar (they are used to it) but it is also very forceful and dangerous.*
2. 'Exploding', 'bombarded', 'pummels' -
3. 'Strange, it is a huge nothing that we fear.' -

The Prelude

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Wordsworth's main message?

Task 3: What is Wordsworth suggesting about the effects of nature?

As a Romantic poet, Wordsworth believed in the power of nature and that man is insignificant in comparison to the natural world. The poem is said to be autobiographical. It reflects Wordsworth's own spiritual journey and how he comes to terms with his place in nature and the world. He described the Prelude as "a poem on the growth of my own mind" with "contrasting views of Man, Nature, and Society".

1. Wordsworth explores how nature affects
2. Wordsworth shows the relationship between
3. Wordsworth looks at how humanity ...
4. Wordsworth's poem is based on his
5. Wordsworth shows the contrast between

Task 4: How does Wordsworth use language, structure and form to convey his message?

The words 'glittering' and 'sparkling' describe the beauty of The speaker feels ... at the beginning of the poem, in this beautiful environment.

These words create powerful imagery of...

Wordsworth describes the mountain peak using monstrous imagery such as 'upreared its head', 'strode after me', which shows that

The poem's final line show nature as a 'trouble ...'. Nature has caused the speaker to feel

Task 5: Write about each quotation. Include language devices if relevant. T

1. 'glittering' and 'sparkling'-
2. 'upreared its head...the grim shape...strode after me' -
3. 'a trouble to my dreams'-

Comparisons between The Prelude and Storm on the Island

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Wordsworth ... , Heaney

Task 3: Topic sentence ideas

1. Both poems show humanity's fear of
2. Whereas the community in Heaney's poem fear ..., the speaker in Wordsworth's poem begins by but ends up
3. Both Heaney and Wordsworth explore the power of nature through the use of dramatic imagery. Whereas Heaney shows nature to be destructive by comparing it to , Wordsworth shows nature to be

- Both poets use form to reflect their ideas about ...

Task 4: Turn these fragments into full sentences. You can choose to focus on one poet or both in your sentences

- Heaney and Wordsworth present nature as
- show effects of
- explore the conflict between man and
- can be deadly
- violent imagery such as

Task 5: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both. You can choose to focus on one poet or both in your sentence

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 3: Tissue and London

London

Task 1: Knowledge quiz

- Who wrote this poem?
- When was it written?
- Is it written in a particular form? If so, why might that be?
- What is the main context for this poem? Think about what you know about the author or the time it was written.
- What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Blake's main message?

Task 3: What is Blake suggesting about power?

Blake was religious but very critical of the church because they did not help children and the poor - especially when young children were forced into difficult jobs because of the Industrial Revolution. He also disagreed with other powerful institutions like the monarchy. In 1789, the French people protested against the monarchy and the rich in charge, using violence and murder to overthrow those in power. Blake saw the French Revolution as inspirational - a model for how ordinary poor people could take back power. Perhaps he was calling for a revolution in London.

- Blake explores the power of ...
- Blake draws attention to the corruption of ...
- To Blake, institutions such as ... were ...
- Blake criticises ...
- Although Blake was religious, ...
- Blake's poem is a ...

Task 4: How does Blake use language, structure and form to convey his message?

- Blake repeats the word '...' to describe the Thames and the streets, demonstrating that ...
- The metaphor 'mind forged manacles' suggests that ...
- Blake describes the church as '...' which could mean ...
- The ... rhyme scheme is used to convey ...
- The poem is structured in four ... to show ...

Task 5: Write about each quotation. Include language devices if relevant. The first one has been done as an example

- 'chartered' - *Blake's repetition of the word 'chartered' emphasises his bitterness at the ownership of everything by the wealthy and powerful, including the public areas such as the streets and the river which he believes should be common property.*
- 'every black'ning church appalls' -
- 'mind-forged manacles' -

Tissue

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is it about?

What is Dharker's main message?

Task 3: What is Dharker suggesting about power?

Dharker was a Muslim born in Pakistan who grew up in Scotland. She saw wars unfold between the Middle East and the West and wanted kindness to replace division and hatred.

1. Dharker is critical of
2. Dharker wants
3. Dharker asks her readers to think about
4. Dharker uses paper and light as
5. Dharker believes that

Task 4: How does Dharker use language, structure and form to convey his message?

1. Dharker uses imagery of borders and division when she writes 'maps to demonstrate
2. Dharker uses paper as a metaphor for ... and light as a metaphor for This is because
3. Dharker uses a simile in the line 'credit cards might fly our lives like paper kites' to represent the idea that
4. This imagery suggests...
5. Dharker uses the words 'capitals' and 'monoliths' to symbolise governments and leaders. She wants us to
6. Dharker writes in free ... and uses ... in the poem's lines to reflect

Task 5: Write about each quotation. Include language devices if relevant. The first one has been done as an example

1. [paper that lets the light shine through] 'this is what could alter things' - *The idea of paper is as a metaphor for human life and light as a metaphor for kindness. Humans and human kindness have the power to change things.*
2. 'maps'
3. 'what was paid by credit card might fly our lives like paper kites' -
4. 'let the daylight break through capitals and monoliths' -

Comparisons between Tissue and London

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Dharker ... , Blake

Task 3: Topic sentence ideas

1. Both poems are critical of Whereas Blake criticises the church for ... , Dharker is more critical of
2. Whereas Blake focuses on London and ... , Dharker looks at
3. Both poems are a cry for ... , but only Dharker's poem is
4. The form of the two poems reflects the poets' ideas about Whereas Blake uses a structured ... Dharker's 'Tissue' is written in

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence:

1. Both Dharker and Blake want
2. hopeful that
3. explores the power that
4. that humans have power to

- institutions such as

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 4: Checking out me History and The Émigrée

Checking out me History

Task 1: Knowledge quiz

- Who wrote this poem?
- When was it written?
- Is it written in a particular form? If so, why might that be?
- What is the main context for this poem? Think about what you know about the author or the time it was written.
- What are the three top quotations for this poem?

Task 2: Summary

What is it about?

What is Agard's main message?

Task 3: What is Agard suggesting about identity and society?

John Agard is a black poet who was born in the Caribbean and moved to England as an adult. In his poem, he explores the idea that black history is missing from schools and that a sense of black identity is impossible to have in a society which will not tell him about his culture. He has to find out about it himself.

- Agard feels that
- To Agard, society
- Agard believes that schools
- Agard says that he is now
- Agard exposes how neglected

Task 4: How does Agard use language, structure and form to convey his message?

- Agard's simple structure with a ... reflects
- Agard uses the refrain ... to show
- Agard contrasts 'Mary Seacole' with 'Florence Nightingale' to suggest...
- Agard uses the metaphor of a 'bandage' to reveal he feels...

Task 5: Write about each quotation. Include language devices if relevant.

- 'bandage up me eye with me own history'
- 'dem tell me' -
- 'Mary Seacole' 'Florence Nightingale'

The Émigrée

Task 1: Knowledge quiz

- Who wrote this poem?
- When was it written?
- Is it written in a particular form? If so, why might that be?
- What is the main context for this poem? Think about what you know about the author or the time it was written.
- What are the three top quotations for this poem?

Task 2: Summary

What is it about?

What is Rumens' main message?

Task 3: What is Rumens suggesting about identity and society?

An emigrant is a person who leaves their birth country to live elsewhere; Émigrée is French, female word for emigrant. The poem clearly explores how someone who had to leave their birth country (because of a political conflict) feels in their

new country.

1. Rumens feels that
2. To Rumens, society
3. Rumens shows the perspective of
4. Rumens looks at a struggle between
5. She exposes how it feels to be

Task 4: How does Rumens use language, structure and form to convey her message?

Rumens creates imagery of 'sunlight' to suggest...

Rumens describes the speaker's memories as 'clear' to...

Rumens personifies the speaker's home country in the words 'the frontiers rise between us' to...

Rumens repeats the pronouns 'they' and 'me' in the lines '...' and '...' to expose

The poem is written in ... with very little ... or ... to suggest that

Task 5: Write about each quotation. Include language devices if relevant. The first one has been done as an example:

1. 'sick with tyrants' - *The city is personified to show how corrupt it is politically. However, even though it is run by cruel leaders, she still has fond memories of it. This perhaps shows us how uncomfortable she feels in her new country.*
2. 'my memory of it is sunlight-clear' and 'sunlight' repeated -
3. 'The frontiers rise between us'
4. 'they circle me' and 'They accuse me of being dark' -

Comparisons between Checking out me History and The Émigrée

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Agard ... , Rumens

Task 3: Topic sentence ideas

1. Both poems show the perspective of ... and a struggle of
2. Agard explores how Western society ... whereas Rumens' speaker
3. Both poems show how those who struggle with identity are proud
4. Both poets use form to reveal their feelings about

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Both Rumens and Agard want
2. memories of
3. finding out about his
4. feel different and marginalised
5. explore struggle between

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 5: The Charge of the Light Brigade and Bayonet Charge

The Charge of the Light Brigade

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Tennyson's main message?

Task 3: What is Tennyson suggesting about war?

At the Battle of Balaclava in the 1854 Crimean War, a British cavalry charge was defeated by Russian artillery with hundreds killed. Tennyson was Poet Laureate so wrote for British readers nationally. He wrote about the battle with patriotic pride because he believed the men were heroes.

1. Tennyson suggests that war
2. Tennyson shows that war can
3. Tennyson celebrates
4. Tennyson calls upon his readers to
5. Tennyson shows that patriotism can

Task 4: How does Tennyson use language, structure and form to convey his message?

1. Tennyson uses repetition in the quotation 'cannon...' to demonstrate
2. Tennyson uses repetition in the quotation 'theirs...' to demonstrate
3. Tennyson repeats the words 'six hundred' throughout the poem to emphasise
4. Tennyson asks the reader the question '...' in order to
5. Tennyson uses the ... form with strong rhyme and rhythm so that his readers

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

2. 'When can their glory fade?'
3. 'Cannon to the right of them, Cannon to the left of them, Cannon in front of them/behind them' -
4. 'Theirs not to make reply, theirs not to reason why, theirs but to do and die.' -
5. 'Honour the charge the made, Honour the light brigade, noble six hundred!' -

Bayonet Charge

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Hughes' main message?

Task 3: What is Hughes suggesting about war?

Ted Hughes was born in 1930, and therefore did not have personal experience of the First World War. However, his father fought in the trenches, and this poem is Hughes' attempt to imagine what his father's experiences were like, based on the stories he had been told. The First World War was mostly trench warfare. Soldiers sheltered from the enemy guns in trenches most of the time, but occasionally they were ordered to charge towards the guns, as in this poem. This poem shows one soldier's fear.

1. Hughes suggests that war

2. Hughes shows that war can
3. Hughes questions
4. Hughes exposes

Task 4: How does Hughes use language, structure and form to convey his message?

1. Hughes uses personification and onomatopoeia in the quotation '...' to convey
 2. Hughes uses a metaphor in the quotation '...' to compare war to a The harsh alliteration of the 'c' sound emphasises
 3. Hughes uses a simile in the quotation '...' to expose the impact that war had on
 4. Hughes uses listing in the quotation '...' to emphasise that the soldiers
- However, the final word 'etcetera' creates
5. The following simile '...' suggests that nothing else matters when
 6. The poem begins in ... to demonstrate
 7. The pace of the poem slows/quickens in the ... to show

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'bullets smacking the belly out of the air'
2. 'cold clockwork of the stars and the nations'
3. 'King, honour, human dignity, etcetera /Dropped like luxuries'

Comparisons between Bayonet Charge and The Charge of the Light Brigade

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Tennyson ... , Hughes

Task 3: Topic sentence ideas

1. Both poets convey ideas about
2. Tennyson presents the soldiers ... whereas Hughes presents the soldier
3. Both poems present a real sense of
4. Tennyson celebrates ... , whereas Hughes questions

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Tennyson and Hughes present war
2. celebrates war
3. wants British readers to
4. criticises the
5. whereas Hughes exposes fear

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 6: Poppies and Kamikaze

Poppies

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?

4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Weir's main message?

Task 3: What is Weir suggesting about the effects of war?

Though set in the modern day, the poem clearly evokes memories of war going back to WW1. This is seen clearly with the symbol of the poppy. Weir wrote this for a collection of poems in 2009, written in response to the conflicts in Iraq and Afghanistan. She explores the different emotions felt by a mother whose son has left to fight in the war.

1. Weir suggests that war
2. Weir shows that war can affect
3. Weir explores the pain of
4. Weir exposes a mother's
5. Weir examines the difficulties of

Task 4: How does Weir use language, structure and form to convey his message?

1. Weir uses a simile in the quotation 'world overflowing like a treasure chest' to convey
2. Weir uses symbolism in the quotation 'released a songbird from its cage' to reveal..
3. The 'cage' symbolises... The 'songbird' symbolises....
4. Weir highlights the mother's courage through the quotation '....'
5. Weir highlights the mother's sadness through the words 'hoping to hear...', which...
6. Weir's use of sound imagery helps the reader to imagine..
7. The poem is written in ... to give it a ... feel.
8. The poem is a ... from a mother to her absent son, revealing

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'the world overflowing/ like a treasure chest.' -
2. 'released a songbird from its cage' -
3. 'I was brave' -
4. 'Hoping to hear your playground voice'

Kamikaze

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time in which it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about? ...

What is Garland's main message? ...

Task 3: What is Garland suggesting about the effects of war?

Kamikaze is set during World War Two, when Japanese pilots frequently made suicidal attacks on enemy targets; it was considered a great honour in Japan to die for your country. A kamikaze pilot was not expected to return home. If they did return, their actions were seen as shameful and they were rejected by their families.

1. Garland suggests that war
2. Garland shows that war can affect
3. Garland explores the pain of
4. Garland exposes a family's
5. Garland examines the difficulties of

Task 4: How does Garland use language, structure and form to convey his message?

1. Garland uses the image of 'father's boat' to suggest...

- Garland shows how everyone, even the children , in the quotation '... .. '.
- Garland creates a regretful tone when she writes 'he must have...' to show that
- Garland's poem is laid out in ... but has no obvious... This shows the contrast between

Task 5: Write about each quotation. Include language devices if relevant. The first one has been done as an example

- 'he must have wondered/ which had been the better way to die'
- 'Father's boat'
- 'we too learned to be silent' -

Comparisons between Poppies and Kamikaze

Task 1: Comparison quiz

- What is the main similarity between the two poems?
- What is the main difference between the two poems?
- If you were writing an essay to compare these two poems, what could your introduction be?
- What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Garland ... , Weir

Task 3: Topic sentence ideas

- Both poems explore the speaker's struggle to
- Both poems explore a struggle between
- Both poems look at how conflict forces Whereas Garland explores the bravery of ... , Weir explores the bravery of
- Whereas Garland uses form to contrast ... , Weir uses form to represent

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

- Garland and Weir present war
- feel a sense of loss
- examines the bravery of the
- explore how it feels to
- the effects on a family

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 7: Remains and War Photographer

Remains

Task 1: Knowledge quiz

- Who wrote this poem?
- When was it written?
- Is it written in a particular form? If so, why might that be?
- What is the main context for this poem? Think about what you know about the author or the time it was written.
- What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Armitage's main message?

Task 3: What is Armitage suggesting about the effects of war?

*This poem is part of a collection, *The Not Dead*, which was originally broadcast as part of a television documentary recording the experiences of soldiers. Armitage made use of the words and phrases of the soldiers themselves, turning them into poems. He wanted to show the real-life experiences of soldiers suffering from the effects of war.*

1. Armitage explores how war affects
2. Armitage shows the memory of
3. Armitage reveals the psychological impact of
4. Armitage looks at how soldiers
5. Armitage shows war to be

Task 4: How does Armitage use language, structure and form to convey his message?

1. Armitage repeats the words '...' to show that the speaker is
2. Armitage uses symbolism in 'his bloody life in my bloody hands' to...
3. Armitage ends the poem with the words 'his bloody life in my bloody hands' to..
4. Armitage says that '...' cannot 'flush' out the memory, suggesting that
5. The poem is written as a ... give it the feel of
6. The poem's turning point is when Armitage writes 'I'm home on leave'. The reader might expect...but...

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'probably armed, possibly not' *This is repeated in the poem, which suggests that the soldier is haunted by one particular memory: whether or not the looter was armed, and therefore whether or not they were justified in shooting him.*
2. 'blood shadow' -
3. 'drink and drugs won't flush him out' -
4. 'sort of inside out' -

War Photographer

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular structure or form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Duffy's main message?

Task 3: What is Duffy suggesting about the effects of war?

Duffy was inspired to write this poem by her friendship with a real-life war photographer. She was interested by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help the people they take photos of. She is trying to get us to consider our own response when we see these types of photographs. Do they affect us or feel very removed from us?

1. Duffy explores how war affects
2. Duffy shows the memories of
3. Duffy reveals the guilt of
4. Duffy looks at how war photographers
5. Duffy tries to get her readers to consider

Task 4: How does Duffy use language, structure and form to convey his message?

Duffy creates powerful, vivid imagery when she writes 'running...' to reveal...

Duffy suggests that people in Britain are hardly affected by the photographs they see when she writes '...' . The '...' and '...' shows

The metaphor of the 'half-formed ghost' shows the memory of

The regular ... , which is interrupted by ... the

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'spools of suffering set out in ordered rows' - *juxtaposition between the suffering of people in warzones and the job of a war photographer who has to 'order' photos so that they can show images to the British public. The contrast shows how hard it is to be a war photographer who must feel guilty.*
2. 'Running children in a nightmare heat'
3. 'The reader's eyeballs prick with tears between the bath and pre-lunch beers' -
4. 'half-formed ghost' -

Comparisons between Remains and War Photographer

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2:

Both poems

Whereas Duffy ... , Armitage

Task 3: Topic sentence ideas

1. Both poems present the character of the poem as
2. Both poems suggest that the speaker feels guilty. Whereas Armitage's speaker is guilty because ... Duffy's speaker is guilty because
3. Whereas Armitage writes about how soldiers in wars can become ... Duffy writes about everyday people becoming
4. Through forms with regular stanza structure but irregular rhyme, both poems show characters struggling to

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Duffy and Armitage present war
2. reminds us that war
3. show effects of
4. explore the guilt of
5. whereas Armitage writes from a soldier's perspective

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 8: The Charge of the Light Brigade and Exposure

Find The Charge of the Light Brigade questions.

Exposure

Task 1: Knowledge quiz

1. Who wrote this poem?
2. When was it written?
3. Is it written in a particular structure or form? If so, why might that be?
4. What is the main context for this poem? Think about what you know about the author or the time it was written.
5. What are the three top quotations for this poem?

Task 2: Summary

What is the poem about?

What is Owen's main message?

Task 3: What is Owen suggesting about war?

Owen fought in the trenches in World War One, suffered from shell-shock and saw many of his fellow soldiers die.

1. Owen suggests that war

2. Owen shows that war can be ...
3. Owen questions ...
4. Owen calls upon his readers to ...

Task 4: How does Owen use language, structure and form to convey his message?

1. Owen uses personification in the quotation '... ..' to demonstrate ...
2. Owen uses sibilance in the quotation '...' to demonstrate ...
3. Owen repeats the words '...' because he aims to ...
4. Owen asks the question '...' to demonstrate ...
5. Owen uses ... stanzas with short ... to emphasise ...
6. Owen ends the poem with a powerful image of death with the words 'all their eyes are ice' to...
7. Owen repeats the word '...' at the ends of several stanzas to highlight ...

Task 5: Make notes about each quotation. Include language devices if relevant. The first one has been done as an example

1. 'The merciless iced east winds knife us.'
2. 'But nothing happens'
3. 'What are we doing here?' -
4. 'All their eyes are ice'

Comparisons between Exposure and The Charge of the Light Brigade

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems ...

Whereas Tennyson ... , Owen ...

Task 3: Topic sentence ideas

1. Both poems present the war as ...
2. Whereas Tennyson celebrates ... , Owen bitterly exposes ...
3. Whereas Tennyson wants British readers to ... , Owen wants British readers to ...
4. Both poems show ... their form.

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Tennyson and Owen present war
2. celebrates war
3. wants British readers to
4. criticises the
5. whereas Owen thinks war is futile

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 9: Ozymandias and London

Find Ozymandias questions.

Find London questions.

Comparisons between Ozymandias and London

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Shelley ... , Blake

Task 3: Topic sentence ideas

1. Both poems expose
2. Whereas Shelley shows Ozymandias' fall from ... , Blake shows London at a time when
3. Whereas, in Ozymandias, nature has more ... , in London nature is a victim of
4. Both Shelley and Blake choose a highly structured form that

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Both Shelley and Blake were
2. were angry about
3. explores the conflict between man and
4. displays corruption when
5. believed that revolution

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

Pairing 10: Exposure and Storm on the Island

Find Exposure questions.

Find Storm on the Island questions.

Comparisons between Exposure and Storm on the Island

Task 1: Comparison quiz

1. What is the main similarity between the two poems?
2. What is the main difference between the two poems?
3. If you were writing an essay to compare these two poems, what could your introduction be?
4. What would your three topic sentences be?

Task 2: Main ideas

Both poems

Whereas Owen ... , Heaney

Task 3: Topic sentence ideas

1. Both poets present the weather as Whereas Owen explores how deadly the cold can be, Heaney presents the
2. Whereas the community in Heaney's poem ... , Owen's soldiers are
3. Whereas Heaney uses form to show that nature is ... , Owen uses form to show the soldier's suffering getting worse.
4. Whereas Heaney shows that our fear of nature is ... , Owen shows nature to be ... and to have tragic consequences.

Task 4: Turn these fragments into full sentences by adding something at the start or end of the sentence, or both.

You can choose to focus on one poet or both in your sentence

1. Heaney and Owen present weather as
2. show effects of
3. explore the conflict between man and
4. can be deadly
5. violent imagery such as

Task 5: Using the topic sentence ideas above, plan your comparison essay by writing short bullet points/notes for each paragraph.

Your essay should follow this structure: introduction which summarises your whole idea (*the main way in which they are they similar and different*), three-four comparative paragraphs that start with a strong topic sentence (*either 'both poems...' or 'whereas...'*), short conclusion which sums up your argument (*In conclusion...*)

POETRY QUOTATION GAPFILL

Ozymandias

1. 'S_____ of c_____ c_____'
2. 'K_____ of k_____'
3. 'C_____ w_____'

My Last Duchess

1. 'My gift of a ____-____ years old ____'
2. 'I choose never to _____'
3. 'I gave _____; then all _____ stopped'

Prelude

1. 'gl_____ 'sp_____'
2. 'upreared its h_____...e...strode after me'
3. 'a tr_____ to my dr_____'

Storm on the Island

1. 'Spits like a tame c_____/ Turned s_____.'
2. 'ex_____...bom_____...pummels'
3. 'Strange, it is a huge no_____ that we f_____.'

Tissue

1. 'm_____s'
2. 'what was paid by cr_____ c_____ might fly our lives like paper k_____'
3. 'let the d_____ break through c_____ and monoliths'

London

1. 'ch_____ street... cha_____ Thames'
2. 'every black'ning ch_____ appalls'
3. 'm_____ -forged m_____'

Checking out me history

1. 'b_____ up me eye with me own h_____'
2. 'd_____ tell m_____'
3. 'M_____ S_____ 'F_____ N_____'

The Emigree

1. 'my memory of it is s_____ -clear'
2. 'the f_____ rise b_____ u_____'
3. 'they circle me' 'they ac_____ me of being d_____'

Charge of the Light Brigade

1. 'C_____ to the right of them, C_____ to the left of them, C_____ in front of them/behind them'
2. 'Th_____ not to make reply, th_____ not to reason why, t_____ but to do and die.' -
3. 'When can their g_____ fade?
4. H_____ the charge the made, H_____ the light brigade, n_____ six hundred!'

Bayonet Charge

1. 'b_____ smacking the b_____ out of the air'
2. 'cold cl_____'
3. 'King, h_____, human dignity, etcetera /Dropped like l_____'

Poppies

1. 'the world overflowing/ like a tr_____ chest.'
2. 'I was br_____'
3. 'Hoping to hear your p_____ v_____'
4. 'released a s_____ from its c_____'

Kamikaze

1. 'he must have w_____ / which had been the better way to d_____.'
2. 'F_____ 's b_____'
3. 'we too learned to be si_____'

War Photographer

1. 'Running c_____ in a n_____ h_____'
3. 'Reader's r_____ prick with tears between the b_____ and pre-lunch b_____.'
4. 'half-formed gh_____'

Remains

1. 'probably armed, po_____ not'
2. 'His bl_____ life in my b_____ h_____'
3. 'drink and dr_____ won't flush him out'

Exposure

1. 'The m_____ iced east w_____ that knife us.'
2. 'B_____ nothing happens.... b_____ n_____ happens... b_____ nothing h_____.'
3. 'W_____ are we d_____ here?'

POETRY ESSAY QUESTIONS

Which poem would you choose to compare for these questions?

1. Compare the ways poets present ideas about power in 'Ozymandias' and in one other poem*.
2. Compare the ways poets present ideas about identity in 'My Last Duchess' and one other poem*.
3. Compare the ways poets present memory in 'My Last Duchess' and in one other poem*.
4. Compare the ways poets present the power of the natural world in 'Storm on the Island' and in one other poem*.
5. Compare the ways poets present ideas about power and pride in 'The Prelude' and one other poem*.
6. Compare the ways poets present ideas about fear in 'The Prelude' and one other poem*.
7. Compare the ways poets present power in society in 'London' and one other poem*.
8. Compare the ways poets present ideas about identity in 'The Emigrée' and in one other poem*.
9. Compare the ways poets present ideas about anger in 'Checking Out Me History' and one other poem*.
10. Compare the ways poets present ideas about loss and absence in 'The émigree' and in one other poem*.
11. Compare how poets present the effects of war in 'Bayonet Charge' and in one other poem*.
12. Compare how poets present ideas about the reality of war in 'Charge of the Light Brigade' and one other poem*.
13. Compare poets present ideas about patriotism in 'Charge of the Light Brigade' and in one other poem*.
14. Compare the ways poets present attitudes to identity in 'Kamikaze' and in one other poem*.
15. Compare how poets present the effects of conflict on family relationships in 'Kamikaze' and one other poem*.
16. Compare the ways poets present ideas about loss in 'Poppies' and one other poem*.
17. Compare how poets present individual experiences of conflict in 'War Photographer' and in one other poem*.
18. Compare the ways poets present powerful memories in 'Remains' and in one other poem*.
19. Compare how poets present the theme of guilt caused by conflict in 'War Photographer' and one other poem*.
20. Compare the way poets present traumatic memories of conflict in 'War Photographer' and one other poem*.
21. Compare the ways poets present combatants' experiences of conflict in 'Exposure' and in one other poem*.
22. Compare the ways poets present ideas about the power of nature in 'Exposure' and one other poem*.
23. Compare the ways poets present ideas about anger in 'London' and in one other poem*.
24. Compare the way poets present ideas about the power of nature in 'Ozymandias' and one other poem*.

*from the 'Power and Conflict' Anthology.

These essay questions are useful for practising essay plans in 5 minutes, or full essays in 40 minutes.

<https://sites.google.com/inspirationtrust.org/jacenglishrevision/home>

Example essay: Compare how the poets explore attitudes to war in 'The Charge of the Light Brigade' and one other poem from the anthology.

Both 'The Charge of the Light Brigade' and 'Bayonet Charge' explore danger at war. In the opening section of 'The Charge of the Light Brigade', as the soldiers charge towards their deaths, Tennyson makes clear they are in danger by writing 'cannon to right of them, cannon to left of them, cannon in front of them'. Tennyson's use of these words creates powerful imagery of the soldiers charging bravely into enemy cannon fire. Tennyson's repetition of the word 'cannon' emphasises the danger the soldiers are in by demonstrating that the soldiers are being fired at from all sides. As poet laureate, Tennyson not only wished to tell the story of the battle to his Victorian readers but also aimed to ensure that the readers celebrated the bravery of the soldiers. It was therefore imperative that the danger was evident within his poem. Hughes similarly conveys the danger of war in 'Bayonet Charge', where we also see a soldier charging bravely towards the enemy. In the opening stanza, Hughes makes the danger immediately clear by describing the 'bullets smacking the belly out of the air' as the soldier charges. Hughes personifies the air as a person being winded by the number and force of the bullets to demonstrate the danger the soldier is in, as he narrowly avoids being hit. Hughes's use of the word 'smacking' mimics the sound of the bullets violently beating against the air. Hughes's descriptions help the reader to vividly imagine the terror that soldiers in World War One must have experienced as they ran through no-man's land with bullets flying at them from all sides. The danger is also reflected through Hughes's combination of enjambment and dashes throughout the poem, which create stop-start motion, mirroring the terror and confusion the soldier feels as he charges. It is clear from both poems that war can be fatal.

Both poems explore duty at war. In the opening section of his poem, Tennyson demonstrates that the soldiers do not question their officers by writing 'theirs not to make reply, theirs not to reason why, theirs but to do and die'. Tennyson's repetition of the words 'theirs not to' emphasises the soldiers' lack of questioning as they charge towards their death; it seems they understand that they must do their duty. Tennyson's use of the words 'do and die' indicate that the soldiers know that they are risking their lives, which demonstrates the strong sense of duty they feel to their queen and their country. This is further reflected through Tennyson's use of rhyme and repetition, which create a very tightly controlled structure, perhaps mirroring the control maintained over the soldiers. As poet laureate, Tennyson was expected to write poems that aroused feelings of patriotism in his readers and celebrate the British war effort. For this reason, Tennyson does not draw attention to the mistakes made by the commander, instead celebrating the duty the soldiers show to their country. Similarly, in the second stanza of 'Bayonet Charge', Hughes makes clear the soldier feels duty bound to stay at war by comparing war to 'cold clockwork', which the soldier is just a small part of. Hughes's use of these words creates powerful imagery of a large clock, with the hand ticking relentlessly, without feeling. Through this image, Hughes could be highlighting the inhumanity of war and the lack of emotion soldiers are expected to feel. This is particularly emphasised through his use of the word 'cold', which implies that there is lack of warmth and humanity in warfare. Hughes's soldier, like many others in World War One, recognises his role in the larger war effort. His sense of duty compounds him to remain a part of the 'clockwork' and continue his charge towards the enemy.

Both poems explore honour. In the closing lines of 'The Charge of the Light Brigade', Tennyson asks his readers 'when can their glory fade?'. Tennyson's use of a rhetorical question commands his readers to remember and celebrate the bravery of the six hundred soldiers. As poet laureate for the queen, Tennyson was obliged to create a celebratory feel within this poem, thus chooses these words for his final stanza, creating a lasting feeling of celebration among his readers. Tennyson's use of rhyme and repetition throughout the poem also ensures the poem is memorable and that the story of the battle will remain in the readers' hearts and minds for a long time. In 'Bayonet Charge', however, Hughes does not celebrate the honour of war. In his closing stanza, Hughes questions ideas about honour by writing that 'king, honour, human dignity..dropped like luxuries' as the soldier desperately tries to rush to safety. Hughes's list indicates the many things soldiers thought they would be fighting for when they were encouraged to sign up, and when they first boldly left to join the war effort. For example, his use of the word 'honour' implies that soldiers thought they'd spend much of their time being celebrated for their bravery. But Hughes compares these things to 'luxuries', which implies that soldiers are unable to consider these noble ambitions while they are fighting at war. It is simply a fight for survival. The soldier in this poem must drop his previous ideas about king and honour as he runs out of no man's land, desperately trying to save himself. Having learned from his father about what war was like, Hughes aims to expose the brutal reality of warfare to his readers, in contrast to the celebratory feel created in the final stanza of The Charge of the Light Brigade.