eduresourceza.com

Downloaded from eduresourceza.com

English FAL

Mind the GAP Study guide

Poetry 2023

Authors: Ms Phila Masakhane, Ms Thembeka Mtolo, Ms Mpho Mongale,
Ms Nonhlanhla Mzila, Ms Renske Pieterse, Dr Nkosinathi Sithole

Onsite writers' workshop support:

J. Mphidi, V. Magelegeda, R. Maboyi, K. Mothapo and N. Malope

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Dear Grade 12 learner

Dear Grade 12 learner

This Mind the Gap study guide helps you to prepare for the end-of-year Grade 12 English First Additional Language (EFAL) Literature exam. There are three exam sessions for EFAL: Paper 1: Language in Context (80 marks); Paper 2: Literature (70 marks); and Paper 3: Writing (100 marks).

There are eight great EFAL Mind the Gap study guides which cover Papers 1, 2 and 3.
Paper 2: Literature includes the study of novels, drama, short stories and poetry. A Mind the Gap study guide is available for each of the prescribed literature titles. Choose the study guide for the set works you studied in your EFAL class at school.

This study guide focuses on the 10 prescribed poems examined in Paper 2: Literature. You will need to study all 10 poems listed below fort the exam.

1. Hard to Find by Sinesipo Jojo
2. On the grasshopper and cricket by John Keats
3. Sonnet 73 by William Shakespeare
4. Reciprocities by Cathal Lagan
5. What life is really like by Beverly Rycroft
6. You laughed and laughed and laughed by Gabriel Okra
7. The lake Isle of Innisfree by William Butler Yeats
8. The slave Dealer by Thomas Pringle
9. Inversnaid by Gerald Manley Hopkins
10. The night-jar and Inkosazana Yasezulwini by Chris Mann

How to use this study guide

There is one chapter for each poem. Each chapter includes a copy of the poem and information about:

- The background of the poem and poet;
- The themes;
- Words you need to know to understand the poem;
- Type and form;
- A detailed analysis; and
- Tone, mood and intention.

All the above information is then contained in a summary. Use the 10 summaries to help you understand the 10 poems clearly.

You can test your understanding of each poem by completing the activities, then use the answers to mark your own work. The activities help you to understand the poems and to practice questions in preparation for the literature exam (paper 2).

	Pay special attention		Hints to help you remember a concept or guide you in solving problems		Activities with questions for you to answer

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Top 7 study tips

1. Divide your workload into manageable sections. This will help you to focus. Take short breaks between studying one section and going onto the rest.

2. Have all your materials ready before studying a particular section of your work – pencils, pens, highlighters, paper, glass of water, etc.

3. Be positive. It helps you to retain information.

4. You learn better when using colours and pictures. Use highlighters of different colours whenever you can.

5. Repetition is the key to remembering information you have learnt. Constantly go over your work, until you can recall it with ease.

6. Work with a partner. Teach each other what you have learnt. It is worth reading your revision aloud.

7. Sleep for at least eight hours every night. Eating healthy food and drinking plenty of water are all important things you need to do to stay refreshed.

8. Studying for exams is like exercise, so you must be prepared physically and mentally.

9. Practise using past papers, familiarise yourself with the format, structure and type of questions.

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

On the exam day

1. Make sure you bring pens that work, sharp pencils, an eraser and a sharpener. Make sure you bring your smart ID card and examination admission letter**. Arrive at the exam venue at least an hour before the start of the exam.**
2. Go to the toilet before entering the exam room. You do not want to waste valuable time going to the toilet during the exam.
3. Use the 10 minutes reading time to read the instructions, paying careful attention to the check list. During this time, choose the two prescribed books you studied at school and read through their questions.
4. Break each question down to make sure you understand what is being asked. If you don't answer the question properly you will not get any marks for it. Look for the key words in the question to know how to answer it.

   Note: You will find the technique for answering contextual questions in this guide.
5. Manage your time carefully. Start with the question you think is the easiest. Check how many marks are allocated to each question so you give the right amount of information in your answer. Use the suggested time allocation on the **instruction page** of the examination paper.
6. Remain calm, even if the question seems difficult at first. It will be linked with something you have covered. If you feel stuck, move on to another question and come back if time allows. Try to answer all the questions or as many questions as possible.
7. Take care to write neatly and legibly so that the marker can read your responses.

What are the examiners looking for?

Examiners will assess your answers to the contextual questions based on:

- Your understanding of the literal meaning **and the 'story'** of the poem. You need to identify information that is clearly given in the poem.
- Your ability to reorganise information in the poem. For example, you may be asked to summarise key points.
- Your ability to provide information that may not be clearly stated in the extract provided, using what you already know about the text as a whole. This process is called inference. For example, you may be asked to explain how a figure of speech affects your understanding of the poem as a whole.
- Your ability to make your own judgements and form opinions about aspects of the poem **in context.** This process is called evaluation. For example, you may be asked if you agree with a statement and justify your response. In your response, you will be expected to provide proof or justification from the context of the text. In other words, you do not respond from your general knowledge of the subject of the text.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

- Your ability to respond to the emotional level of a poem. This is called appreciation. For example, you may be asked what you would have done in the situation described in the poem. You may be asked to discuss how the writer's style helps to describe the tone and mood of a poem.

Overview of the paper

SECTION A: NOVEL **Answer ANY ONE question.**		
QUESTION NO.	**MARKS**	**PAGE NO.**
1. *Cry, the Beloved Country*	35	
2. *Strange Case of Dr Jekyll and Mr Hyde*	35	
SECTION B: DRAMA **Answer ANY ONE question.**		
3. *Macbeth*	35	
4. *My Children! My Africa!*	35	
SECTION C: SHORT STORIES **Answer the questions set on BOTH extracts.**		
5.1 Short story 1	18	
AND		
5.2 Short Story 2	17	
SECTION D: POETRY **Answer the questions set on BOTH poems.**		
6.1 Poem 1	18	
AND		
6.2 Poem 2	17	

Poetry Terms

Style Tone Imagery
Intention Mood Theme
Form Diction Rhythm
Tone Rhyme Mood

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Theme(s)

This is the subject, central idea(s) or underlying thought(s), which the poet is trying to explain or highlight in the poem. It must be noted that there can be more than one theme in the poem .

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Style:

It is the manner in which a poet or writer expresses his/her distinctive traits or the individual manner in which he/she uses the language at his/her disposal. It includes many aspects but sometimes it helps to look at the period in which the poem or work was written to determine the poet's style. Sometimes it is useful to sum up a poet's style in a word or two:

* colloquial,	* conversational,	* emotive,	* factual,	* humorous,	* idiomatic,
* sensational,	* succinct	* terse,	* technical,	* clichéd, etc.	

Diction:

This refers to the poet's choice of words. Every word used by the poet must be seen as a way to enhance and guide the reader to his proposed intention.

Tone:

It is the poet's attitude towards the subject **of the poem.** The tone can only be determined once one has examined the diction of the poem thoroughly. The tone may also vary within a poem.
(Emotional is not an example of tone, the emotion should be specifically stated.)
Look at the examples of tone below:

* sincere,	* humorous,	* forceful,	*critical,	* sarcastic,	
* ironical,	* loving,	* sentimental,	* joyful,	* melancholic,	* bitter,
* mocking, etc.					

Mood:

Mood or feeling is a term used to refer to the atmosphere the poet creates within the particular work. It is related to the tone and in some ways mood may also be said to reflect the poet's attitude towards the subject matter.

*cheerful, *reflective, *gloomy, *humorous, *melancholy, *idyllic, *whimsical, *romantic.

Imagery:

It is the use of word-pictures or images that usually appeal to our senses but they may also appeal to the heart or the mind. (Imagery is gathered by the understanding of the diction, tone and mood.)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Form- This is the structure of the poem. It can be rigid and prescribed or loose and undefined. The following are some of the aspects of form:

Ballad Most ballads started as songs passed on from one generation to the next. It is a poem that narrates a popular story and is usually lyrical..		Entertains the readers by telling a dramatic story.
Iambic: unstressed syllable followed by a stressed syllable. Iambic Pentametre The most common line of poetry in English is iambic pentametre, like these lines from Shakespeare's Sonnet 130: e.g. I LOVE to HEAR her SPEAK, yet WELL I KNOW That MUSic HATH a FAR more PLEASing SOUND		
Ode Poem often in the form of an address and written in a more formal style. This enhances both feelings and expressions in praise of something or someone. It is usually written in rhymed stanzas.		Expresses the speaker's admiration.
Elegy Song of lamentation or mourning that honours someone that has died. The subject matter is treated in a suitable serious fashion. The tone is sad and mournful with a slow rhythm.		Expresses the speaker's sorrow.
Lyric Originates also in songs. It is more emotive than other poems.		Expresses the speaker's feelings.
An allegory A poem that can be interpreted to reveal a hidden meaning, typically a moral, religious or political one. An allegory can also be read literally. Many poems make use of allegories, e.g., Animal Farm by George Oswald.		

Sonnet

- The *sonnet* is probably the poetic form most commonly used in English.
- It has fourteen lines.
- Rhymed iambic pentametre (five iambs per line).
- There are two common rhyming patterns for sonnets:
  - Italian or Petrarchan
  - English or Shakespearian.

Shakespearean/Elizabethan Sonnets

- The rhyme scheme for the English sonnet is *abab cdcd efef gg*,
- Three quatrains (a set of four lines) and a final couplet (two lines).
- The first two quatrains deal with a "problem", there is a *Volta,* change in tone and attitude in about line 9.
- The last quatrain and couplet deal with a "solution" or way to cope.

Petrarchan/Italian Sonnets

- The rhyme scheme for the Italian sonnet is *abbaabba cdecde (or cdcdcd).*
- The first eight lines are called an *octave*, in which a problem or situation is presented.
- There is a *volta* (as discussed above either near the end of the octave or the beginning of the sestet
- In the *sestet* or the last six lines, ~~that~~ the problem is resolved.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Rhythm:

Rhythm is the flow of words or 'beat' in a poem. It is the repetition or recurrence of stress. Metre is the term used to describe the measurement of regular rhythm. The function of rhythm is to emphasise or endorse the meaning of the words in a poem. It can also help create a particular mood or atmosphere, convey a particular theme or set a particular pace.

Rhyme:

It is the repetition of similar sounds.

a) End rhyme: rhyme occurs at the end of lines of verse. (*time; crime*)
b) Half rhyme: words do not fully rhyme but there is a similarity in sound. (*work; pitchfork*)
c) Internal rhyme: a word in the middle of the verse line, rhymes with the word at the end of the verse line. ("In mist or *cloud,* on mast or *shroud*,)

Figures of speech:

Words, phrases or expressions used in a manner other than their literal meaning in order to produce a special effect. It is important to know how figures of speech work.

POETIC DEVICES & FIGURES OF SPEECH
Figures of speech based on associated ideas
Metonymy Substitution of the name of something for that of the thing meant, e.g. "And ploughs down palaces, and thrones, and towers." In this example the 'Palaces', 'thrones and towers' is a substitution for the people in power/Government/ Monarchs.
Synecdoche: A part is named but the whole is meant/ understood, OR the whole is named but only part is meant/understood, e.g. " … his back to the five thin healthy head grazing."
Hyperbole: Exaggerated statement. Not meant to be taken literally. For example, 'I will die if she asks me to dance.'
Litotes: Ironical understatement, especially expressing an affirmative by the negative of its contrary. For example, 'I shan't be sorry for I shall be glad.'
Euphemism: Substitution of vague or mild expression for harsh or direct one. For example, "He passed away" is a euphemism for "He died".
Other useful terminology

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Rhetorical question: A question that is asked not for information but to produce effect.
Apostrophe: The poet addresses an inanimate object, or an absent person.
Enjambment: Continuation of sentence beyond end of line, e.g. “His state Is kingly; thousands at his bidding speed and post o’er land and ocean without rest:”
Inversion: Reversal of normal, grammatical order of words, e.g. “How with this rage shall beauty hold a plea Whose action is no stronger than a flower, …
Satire: Ridiculing prevalent vices or follies e.g. “Tis with our judgments as our watches, none Go just alike, yet each believes his own.”
Understatement: Represents something as less than it really is: After the floods, when things were carried away by the water, we say “We’ve had some rain.”
Climax: Event or point of greatest intensity or interest.
Anti-climax: A disappointing end to an exciting or impressive series of events.
Allusion: Reference to a specific person, place, event or literary work in the course of a poem.

Figures of speech based on comparison or resemblance.
Personification Attribute human qualities to things or non-living objects.
Simile: It is a comparison using ‘like’ or ‘as’. For example, ‘He is as brave as a lion.’
Metaphor: It is a direct comparison without ‘as’ or ‘like’. For example, ‘He is a lion.’
Figures of speech based on contrast or differences
Pun Uses the double meaning of a word or phrase for suggestive and humorous purposes.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Paradox A statement which is self-contradictory but which contains some truth. “One has to be cruel to be kind.” Punishing a child who plays with the electric socket may seem cruel, but is kind, because if you don’t he/she may be electrocuted.
Oxymoron: A paradox contained in two words: “rotten beauty”. A beautiful girl with low morals is outwardly beautiful, but inside she is rotten.
Antithesis: Opposites are contrasted or balanced in two clauses or phrases. “The years to come seemed waste of breath A waste of breath the years beyond.” (N.B. Antithesis contains no contradiction or seeming contradiction, it is merely opposites/ contrasts)
Sarcasm Bitter or wounding remark, ironically worded taunt.
Irony Expression of meaning by language of opposite or different tendency.
Innuendo: When something is hinted at without actually saying it.

Sound devices:

The following are not strictly figures of speech, although they are often classified as such. It is where the sound of words is just as significant as the meaning of the words.

Alliteration: Repetition of beginning consonant sounds, at short intervals, of different words, e.g. “… my dongas and my ever-whirling dust, My death …” Assonance: Repetition of vowel sounds in two or more words, without the repetition of the same consonant, e.g. “And all is seared with trade, bleared, smeared with toil. …”
Onomatopoeia: Forming words from sounds that resemble those associated with the object or suggestive of its qualities, e.g. “The buzz saw snarled and rattled in the yard ….”

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Poetry Analysis: How to Analyse a POEM

Poetry analysis is the process of reviewing the figurative and structural pieces that make up a poem. Typically, this review is conducted and recorded within the structure of a literary analysis essay.

The nature of poetry is expressing complex feelings, which usually makes multiple meanings. To understand them, you must examine not only words, but also rhythm, images, obvious meaning, and implied meaning.

Analysing a poem requires one to take a more in-depth look at both the choices that a poet made and the overall effects of those choices. We need a detailed analysis of all of the parts that were used to craft a poem.

Poets have their own unique styles that cannot be replicated. Based on how they think or what they are trying to portray, they create various poems to explore several ideas or theories that were on their mind. By mastering how to analyse poetry, you also learn how to ask questions, see multiple meanings in simple things, and develop figurative thinking.

In doing this you need to look at following three aspects of the poem:

- Diction
- Tone
- Imagery

Diction:

This is when we look at the words that the poet chooses to use in the poem. The words allow the reader to try and get an insight and understanding of what the poet is trying to "do" in the poem.

Words allow the reader to judge how the poet feels about the subject, how he/ she wants the reader to feel. The words allow the poet to "paint" the "pictures" that he/ she feels the reader should.

.Tone:

Tone in poetry has a double meaning. The term "tone" implies:

a. What does the poet "feel" about the poem and the message that is being conveyed?
b. What does the poet want the reader to "feel" about the message of the poem?

In many cases these aspects can be similar, but do not be surprised if they differ. Even though the poet can try and "guide" and "influence" the readers' viewpoint through emotive language and imagery, this may not always be the case. You may differ if you validate your point of view from the text.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

A very important thing to remember is that tone is an emotional response. Just to say the tone of the poem is "emotional" is not a sufficient answer. The emotion must be identified and justified by the text.

How do you do this?

- When you look at the poem you look for the words expressing feelings'feeling'.
- Tone can change in the course of the poem.
    - That is why identifying the type of poem is important. For example, if you have a sonnet you automatically look for the change from a concerned/ worried tone in the first part of the poem to the resolution/ accepting tone in the latter half of the poem.
    - When this occurs you refer to it as a "volta".

Imagery:

Imagery is the "pictures" that are created by the poet in the poem. Most poets do this by:

- Describing the scene in a literal way. (Telling the facts of what they are describing)
- Using figurative language (metaphors, similes and other figurative devices)
- A mixture of the two.

Imagery is reliant on the diction (language) that is being used and the tone (emotion) of the words. The poet uses these to create imagery and guide the reader to a deeper understanding of the theme and message of what is being discussed in the poem itself.

How do you do this?

- First identify the obvious figures of speech, metaphors and similes.
- When this is done, analyse them:
    - What is being compared to what and how does this help in understanding all the aspects of the poem?
    - Are the figures of speech positive or negative in connotation?
    - How does this impact on my view of the poem's subject, message or theme?
- Identify the literal descriptions.
    - What is being described?
    - Is it being described in a positive or negative light?
- How does this impact on my view of the poems subject, message or theme?

- Identify the literal descriptions.
- What is being described?
    - The day is very hot. (…the sun … smoulder…)
    - The people are working in fields (… the sweating gang…labours)
    - A girl is working in the field. She is frustrated (… flings down her hoe)
    - She has a young baby who is not coping (…Unslings her child tormented by flies)
    - Is it being described in a positive or negative light?
        - None of the describing works are filled with positive connotations (… red hot acres…, … sweating gang…, flings…, … tormented by flies…)
        - This highlights the harsh conditions in which these people are forced to work.
- How does this impact on my view of the poems subject, message or theme?

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

- The fact that the place is described as a type of hell shows that this is not a pleasant pace to be.
- The people are not looked at in a positive light (… sweating gang…, their working conditions and the fact that the girl is “forced” to work with a nursing child show that their employer is not concerned with their general wellbeing)

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

1.Hard to find

by Sinesipo Jojo

Sinesipo Jojo was born in the Eastern Cape (Port St Johns) in 1993. She began writing while still at high school. She wrote this poem while studying psychology at a university in Port Elizabeth.

1. Summary of the poem

In this poem, the speaker looks at how words come freely at times, and how they hide when the poet really needs them.

Hard to find
by Sinesipo Jojo

1. Words are everywhere
2. daily
3. we read them, and they fly out
4. like nobody's business when we are provoked…

5. but there's always something hard to understand…

6. they are hard to find
7. when they are needed by the heart;
8. when the heart feels,
9. words hide like they are not part of life.

10. While words are busy playing some twisted game
11. my heart looks sadly through the glass windows
12. as the raindrops slowly slide down, gently
13. on a cloudy lifetime,
14. hoping that one day,

15. words will realize what my heart wants to say.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Words to know

Word	Basic meaning
everywhere	indicates abundance, words are all over
fly out	escape/ leave
nobody's business	great intensity/amount
provoked	trigger/ prompt a feeling (passion/anger)
hide	to conceal
twisted	sick or evil
slide	Move smoothly/ glide
realize	understand clearly/ become aware

2. Type and Form

The poem '*Hard to find'* is a free verse which represents the emotions that the poet experiences. The mixture of long and short lines creates stanzas that portray the speaker's mixed feelings.

3. Analysis

Line 1

The speaker highlights the abundance of words.

Lines 2-4

Line 2 is one worded. It emphasizes the availability of words every day. In lines 3-4 words are readily available, at times they are scarce when triggered by emotion (passion/ anger). The ellipsis after 'provoked…' stresses the difficulty/frustration that the speaker experiences when words cannot come out.

Lines 5-7

The continuous use of ellipsis further shows the hardness and lack of understanding which is brought by the scarcity of words when needed. The heart (line 7) as a symbol of emotion is personified to represent someone in need.

Lines 8-9

Personification of the heart is extended as words continue to conceal 'hide' unable to come out. The heart is made to experience feelings just like humans.

Lines 10-14

Words are compared to someone playing some sick game'. The twisted game makes the heart miserable. The heart metaphorically looks sad

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

'through the glass windows as the raindrops slowly slide down, gently'. The raindrops represent the speaker's teardrops as they fall from her eyes. This suggests that the speaker is deeply hurt by her inability to recall words.

Line 13 creates a sad mood/ atmosphere, the word 'cloudy' indicates something darkened by gloom or anxiety. Line 14 brings a little optimism or hope that words will become aware of/ clearly understand what the speaker's heart wants. The heart wants to write poetry.

4. Themes

Disappointment

The speaker highlights the abundance of words through daily interactions (reading). The problem starts when emotions are triggered then words escape the speaker's mind. The speaker is disappointed at her inability to recall words. The disappointment is further explained in the personification of the heart which feels the sadness as words continue to escape. The speaker's frustration is portrayed when words are described as hiding and playing 'twisted' game.

Hope/ Patience

The speaker has faith that one day words will discover what she wants to do, that is, write poetry. This brings a glimpse of hope that words will flood her thoughts to produce some piece of writing/poetry. With time and patience words will no longer escape her thoughts.

5. Diction and Figurative Language

Hyperbole

- Line 1 ('Words are everywhere)
  The availability of words is exaggerated using 'everywhere' which indicates an abundance that is a result of reading.

Contrast

- The poet uses contrast between lines 1 and 4, words are 'everywhere' (line 1) and 'words fly out' (line 4).

Personification

- The heart is personified in line 7, it is portrayed as someone in need.
- Lines 8-10 extend personification; 'heart feels', 'words hide' the heart is made to experience feelings as if human and words are unable to come out. Words are described as 'busy playing some twisted game'
- 'My heart looks sadly' is another example of personification in which the heart is depicted as depressed (line 11).

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

6. Tone and Mood

- Sad/sombre: the speaker is disappointed by the fact that she cannot express her feelings. Words just escape her mind when she needs to use them.
- Hopeful (in the last 2 lines): the speaker expresses a wish that words will one day become aware of what his/her her heart wants to say.

ACTIVITY 1

Read the poem, *Hard to find*, and answer the questions below.

Hard to find

by Sinesipo Jojo

1 Words are everywhere
2 daily
3 we read them, and they fly out
4 like nobody's business when we are provoked…

5 but there's always something hard to understand…

6 they are hard to find
7 when they are needed by the heart;

8 when the heart feels,
9 words hide like they are not part of life.

10 While words are busy playing some twisted game
11 my heart looks sadly through the glass windows
12 as the raindrops slowly slide down, gently
13 on a cloudy lifetime,
14 hoping that one day,

15 words will realize what my heart wants to say.

1.1 Explain the hyperbole used in line 1. (2)

1.2 What does the word 'daily' suggest about the speaker? (1)

1.3 Refer to lines 2-3 ('they fly out… like nobody's business').

Explain what the speaker means in these lines. (2)

1.4 What is the role of the ellipsis at the end of lines 4 and 5? (1)

1.5 Refer to line 10 ('While words are… some twisted game')

(a) Identify a figure of speech in this line. (1)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

(b) Explain why this figure of speech is relevant in this poem. (2)

1.6 Explain the meaning of line 12 ('as the raindrops slowly slide down,'). (2)

1.7 Refer to line13 ('on a cloudy lifetime')

Choose the correct answer to complete the following sentence:

The word 'cloudy' creates a…mood in the poem.

A cheerful
B melancholy
C blissful
D joyful (1)

1.8 Describe the speaker's state of mind in this poem. (2)

1.9 In your opinion, does the speaker succeed in sharing her disappointment? Discuss your view. (3)

Total [17]

Suggested Answers

1.1 The availability of words is exaggerated through the use of 'everywhere' ✓ which indicates the abundance that comes out of reading.✓ (2)

1.2 Daily suggests that the speaker constantly encounters words. ✓ (1)

1.3 Words fail with great intensity to come out ✓when the speaker is filled with emotions of passion or anger.✓ (2)

1.4 The ellipsis after 'provoked…' and 'understand…' stresses the difficulty that the speaker experiences when words cannot come out. ✓ (1)

1.5 (a) Personification✓ (1)

(b) Words are described as a person who plays a sick/evil game ✓ without caring about the feelings of the affected one. ✓ (2)

1.6 The raindrops represent the speaker's teardrops as they fall, ✓and this suggests that the speaker is deeply hurt by her inability to recall words. ✓ (2)

1.7 B / melancholy✓ (1)

1.8 The speaker is frustrated by the fact that she cannot write as she wishes, ✓words keep escaping her mind. ✓ (2)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

1.9 Open-ended.
Accept a relevant response which shows an understanding of the following viewpoints, among others:

Yes.

- The speaker's disappointment. is deepened by the use of personification in lines 8-11
- The heart is depicted as experiencing feeling of sadness because words have escaped the speaker's mind/ hiding/ playing some sick game.
- The cloudy lifetime shows the extent of the speaker's sadness and disappointment.

No.

- The speaker claims that words are everywhere, which indicates something good.
- She expresses a wish that one day words will speak for themselves.

NOTE: You will not be awarded for the YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem.

(3)

Total **[17]**

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

2. On the grasshopper and cricket
by John Keats

John Keats (1795-1821)

John Keats, born 31 October 1795 and died 23 February 1821) was a Romantic English poet who accentuated extreme emotion through natural imagery. He served as an apprentice to a surgeon before registering as a medical student. He later quit to devote his life to poetry. He died of tuberculosis, which had previously killed his mother and his younger brother.

On the grasshopper and the cricket

. The Poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
That is the Grasshopper's—he takes the lead
In summer luxury,—he has never done
With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.
The poetry of earth is ceasing never:
On a lone winter evening, when the frost
Has wrought a silence, from the stove there shrills
The Cricket's song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The Grasshopper's among some grassy hills.

1. Summary

The poem '*On the grasshopper and cricket'* is a Petrarchan Sonnet Keats uses to celebrate the beauty of nature. He pays particular attention to the grasshopper and the cricket by praising them for producing the music of nature. The octave focuses on the grasshopper as an agent of summer while the sestet looks into the role played by the cricket. Both these insects survive the harshest weather to fly around producing their buzzing sounds. Both the octave and the sestet open with a declaration that poetry of the earth is not dead.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Words to know

Word	Basic meaning
faint	Feeling weak and/or dizzy
mead	Meadow, a piece of grassland
delights	Pleasure, joy
wrought	Bring about, guide, produce
shrills	Sharp and penetrating sounds

2. Type and Form

The poem '*On the grasshopper and cricket'* has 14 lines and is known as a Sonnet. This sonnet has two parts, i.e the octave (8 lines) and the sestet (6 lines). This makes it an Italian/Petrarchan sonnet. The rhyme scheme is abba abba cde cde.

3. Analysis

With this sonnet, the speaker celebrates the continuous beauty of nature. As a Romantic poet, Keats praises nature and its capacity to bring joy to people. He believes that love and nature are interconnected. He feels that nature offers love and joy, and so humans must be receptive of that.

Octave (the first 8 lines)

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

Line 1

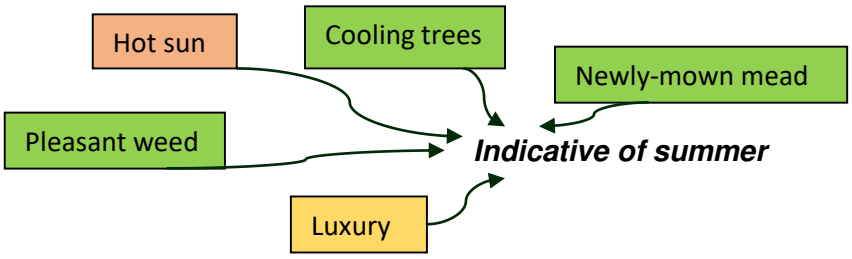
By poetry of earth, the speaker refers to the sounds made by nature (i.e. vegetation and creatures). These sounds are always alive. Even in the most terrible weather they do not die. The first line is ***metaphoric.***

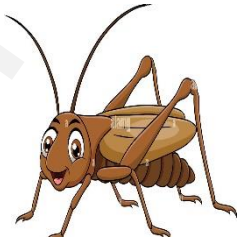
Lines 2-8

In ***summer***, when the sun is too hot, the birds find it difficult to keep their routine **(line 2)** and will find comfort in shelter of the trees **(line 3)**. The grasshopper flies from one place to another **(lines 3-4)** and one continuously hears a buzzing sound from all over the meadow **(line 4).** The grasshopper will not stop singing. When the grasshopper is satisfied (***'when tired out with fun'***), he rests at ease under the weeds.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com





Sestet (the last six lines)

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

The poet uses poetic licence in **line 9** ('*The poetry of earth is ceasing never*') to reinforce **line1** (*The poetry of earth is not death*). When ***winter*** comes with frost and snow, and when animals hide in their homes, the cricket sounds will not be suspended. So, instead of growing quiet because of the cold temperatures, the cricket will find a corner in some warm kitchen near a stove and sing its song ('*from the stove there shrills/ A Cricket's song*'). The artificial warmth of a small room will make people feel drowsy, thus making the sound of the cricket seem like that of a grasshopper (**lines 12-13**).

In summary, the *grasshopper* and the cricket will survive the harshest of weather, even when the other animals succumb to it. When the other animals feel 'faint', the grasshoppers will not. For the grasshopper, summer is a time of joy. In summer, animals are excited and outgoing. The grasshopper will sing to provide music to nature. When winter comes and animals are hiding, the ***cricket*** will take over from the grasshopper and sing to the world. So these two animals keep the poetry of earth alive.

4. Theme

Beauty of nature and presence of God.

This sonnet describes the physical world and its natural beauty. It is about the communication animals have with nature. The natural sounds are the voices of nature, and nature speaks to us through them.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Hope

This sonnet is about **hope**. The poetry of earth symbolises beauty and endurance. Like the poetry of the earth, hope does not die. Conditions may be harsh, but they can be overcome.

Immortality

One of the themes of this sonnet is the *eternal* delight of the beauty of nature. The sonnet's message is that beauty of nature, endurance of life and love of poetry will never die.

5. Diction and figurative Language

The sonnet has run-on lines that show interconnectedness between animals and nature. These lines also symbolise continuity in nature.

Repetition

'The Poetry of earth is never dead:' (Line 1)
'The poetry of earth is ceasing never:' (Line 9)

The poet uses a declaration in the first line. This declaration that 'the poetry of earth is forever and never ending' is repeated in line 6.

Imagery

'*The Poetry of earth'* (Line 1)

Nature makes sounds. So, the earth is made up of different sounds. These sounds come from calls of the birds and the buzz of insects. These sounds are the *voice of the earth*, which is represented as the poetry of the earth.

Personification

'*the frost has wrought a silence'* (Line 10 and 11)
Frost is personified as a person who brings silence.

Contrast

The cricket's song is linked to that of the grasshopper. Both songs (that of the cricket and the one of the grasshopper) are parts of nature's persistent and loving force.

Alliteration

'*New-mown mead'* (Line 4)
Repetition of the m sound.

Metaphor

In the octave the sound of the grasshopper represents summer, while the sound of the cricket in the sestet represents winter.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

6. Tone and Mood

Joyful/merry: the sounds made from the calls of the birds and the buzz of insects create a celebratory mood.

ACTIVITY 2

Read the poem, '***The grasshopper and the cricket'***, and answer the questions below.

1 . The Poetry of earth is never dead:
2 When all the birds are faint with the hot sun,
3 And hide in cooling trees, a voice will run
4 From hedge to hedge about the new-mown mead;
5 That is the Grasshopper's—he takes the lead
6 In summer luxury,—he has never done
7 With his delights; for when tired out with fun
8 He rests at ease beneath some pleasant weed.
9 The poetry of earth is ceasing never:
10 On a lone winter evening, when the frost
11 Has wrought a silence, from the stove there shrills
12 The Cricket's song, in warmth increasing ever,
13 And seems to one in drowsiness half lost,
14 The Grasshopper's among some grassy hills.

2.1 Describe the structure of this poem fully. (3)

2.2 Refer to lines 1-4 ('The poetry of …the new-mown mead')

(a) Identify the figure of speech in this line. (1)

(b) Quote two words from the poem suggesting a sense of relief from the heat of summer (1)

2.3 Which voice do you normally hear in the afternoons? (1)

2.4 Refer to lines 10-11 ('On a lone… stove there shrills')

Choose the correct answer to complete the following sentence:

The figure of speech evident in these lines is a/an ….

A simile.
B personification.
C onomatopoeia.
D metaphor. (1)

2.5 Why does the poet believe the poetry of the earth is not dead? (2)

2.6 Who takes over from the grasshopper in winter? (1)

2.7 Why does the cricket's song sound like the grasshopper's? (2)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

2.8 Why does the cricket's song bring warmth to the people? (1)

2.9 Identify the main theme of this sonnet. (1)

2.10 Explain what the poetry of earth is made of. (3)

2.11 In your opinion, does the poet succeed in illustrating the commonality between the grasshopper and the cricket? Discuss your view. (3)

Total [20]

Suggested Answers

2.1 This sonnet is an Italian/Petrarchan sonnet.✓
It comprises of 14 lines.✓
The first eight lines are referred to as the octave.✓
The last six lines are referred to as the sestet.✓
The rhyme scheme is abba abba cde cde.✓ (3)

2.2 (a) Metaphor (1)

(b) Cooling trees (1)

2.3 The grasshopper's voice✓ (1)

2.4 B/ personification✓ (1)

2.5 Poetry of nature does not stop to soothe us with its music✓. It soothes us throughout the year irrespective of the season. ✓ (2)

2.6 The cricket ✓ (1)

2.7 When we are sleepy or drowsy we are not alert ✓to tell the difference between the sounds. ✓ (2)

2.8 The cricket soothes us during the dead of winter when there is always silence around. ✓ (1)

2.9 The main theme of poem is that poetry and music in nature do not die.✓ (1)

NOTE: The interpretation must be grounded in the poem.

2.10 The poetry of the earth is not written in words like normal poetry✓ but is made of the sounds from nature.✓ These sounds are produced by insects and some big animals. ✓ (3)

2.11 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, among others:

Yes.

- Both the grasshopper and the cricket represent voices in nature's music.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

- Both offer a soothing effect to the extremities of climate.
- The grasshopper's song balances the extreme heat during the summer by providing music that is comforting and pleasing and the cricket does the same during winter.

No.

- These two animals provide irritating sounds to be referred to as poetry.
- The sounds made by these insects waken us up instead of soothing us.
- Not all readers will see the commonality between these insects.

NOTE: You will not be awarded for the YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem.

(3)

Total **[20]**

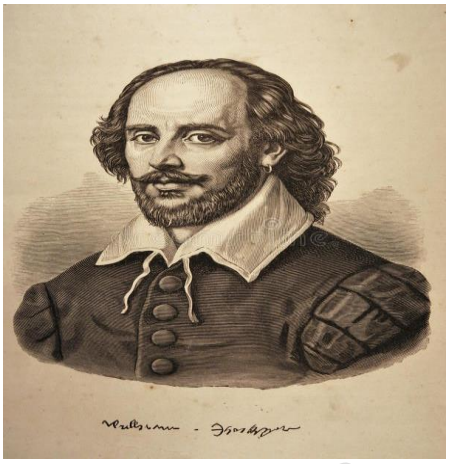
DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

3. Sonnet 73

by William Shakespeare



William Shakespeare

Shakespeare is an English playwright, poet and actor. He is widely regarded as the greatest writer in the English language and the world's greatest dramatist. Shakespeare was born in 1564 in Stratford-upon-Avon, a small town in England.

3.1 Summary of the poem

In the first quatrain, the speaker compares aging to late autumn when the leaves have fallen off the trees and the weather is cold. The church buildings (metaphor for bare branches) where the choirs once sang are now in ruins and the birds no longer sing.

The speaker, in the second quatrain compares aging to the dusk when the sun has set in the west and introduces the darkness of night-time. Night-time is compared to death's second self. In the third quatrain the speaker compares aging to the coals of a fire that is about to die. He compares how the coals cannot burn without the ashes, to old age that cannot exist without the figments of the youth.

In the couplet, the speaker advises that these things must be seen/noted/perceived so that love can be strengthened by the knowledge that when life is extinguished, we depart from our loved ones.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Sonnet 73

1 That time of year thou mayst in me behold
2 When yellow leaves, or none, or few, do hang
3 Upon those boughs which shake against cold,
4 Bare ruined choirs where late the sweet birds sang.
5 In me thou seest the twilight of such day
6 As after sunset fadeth in the west,
7 Which by and by black night doth take away,
8 Death's second self, that seals up all in rest.
9 In me thou seest the glowing of such fire
10 That on the ashes of his youth doth lie,
11 As deathbed whereon it must expire,
12 Consumed with that which it was nourished by.
13 This thou perceiv'st, which makes thy love more strong,
14 To love that well which thou must leave ere long.

Words to know

Word	Basic meaning
bough	a branch of a tree
ruined	reduced to a state of collapse
twilight	The period just before it becomes completely dark in the evening.
seals	A tight and perfect closure
ere	before (a specified time)

3.2 Type and Form

This is a Shakespearean sonnet, also known as an Elizabethan sonnet. Like all sonnets, it has fourteen lines. It is divided into 3 quatrains (units of four lines) and has a rhyming couplet (a unit of two lines). The rhythm is in iambic pentameter. The rhyme scheme is abab, cdcd, efef, gg.

3.3 Analysis

In each quatrain the speaker uses a different image to show the progression of life from youthfulness to old age and death. The following images have been used: In quatrain 1 the tree, quatrain 2 the sunset and quatrain 3 the glowing fire.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Quatrain 1
In the first quatrain, the speaker compares his current state to Autumn, a season when the leaves fall from the branches. The branches shake because of the cold wind. This means that he is getting older and losing his youth just like the trees that lose their green leaves. The church building where the birds once sat on and sang is now in ruins. The quietness that is caused by the absence of birds is paralleled to how his life is. There is quietness that comes with getting old, when the youthful exuberance no longer exists.

Quatrain 2
In this quatrain the speaker compares his progress towards death as moving from dusk, (after the sun had set) to the night time. The change in comparison from a season to a day shows the speed with which aging affects the body.

Quatrain 3
The third quatrain makes the end that the speaker talks about very clear, it represents the death that the speaker has been leading to. In this quatrain the speaker's life is compared to a fire that will soon be extinguished. He refers to both literal death and the figurative death which signifies the end of his youth.

The Couplet
The speaker introduces the reader to the importance of love. He wants the reader to see how life is so that they value their time together. He reminds us that we need to love well because we will have to leave (die) before long.

3.4 Themes

Aging

In the poem, the speaker explores how it feels like to get older and face the reality that death is imminent. The effects of time on one's physical health and the mental fear associated with moving further from youth and closer to death. Part of growing old is having longing for the years gone by. Aging is also associated a sense of peace and calm as life begins to slow down.

Comparing the speaker to a tree in late autumn reveals the speaker's advancing age, however, the yellow falling leaves that shake from the cold are clear signs that the tree is not ready yet for winter. The comparison of the bare branches where the birds no longer sing to ruined churches where the choir no longer sing, reveals how the speaker mourns the loss of his youthful appearance. The absence of birds implies the peace and quietness that comes with old age.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Death

The speaker seems to be haunted by the inevitable truth that all living beings are subject to death. The poem has metaphors for death. In the second quatrain the moving image of twilight that is fading as the sun sets in the west and turns into darkness. This symbolizes the last moments the speaker has. The image of fire that is extinguishing and turning into ashes, in the third quatrain, represents a youthful life that is well lived. The ashes represent a beautiful life that has come to an end. In the couplet, the speaker tells the reader that death helps people love and cherish each other more while they are still on earth.

Love

In line 13 the speaker introduces the theme of love. Although love can triumph over many obstacles, it still is limited by mortality and nature. In the poem, love is discussed from the point of view of the life cycle. The speaker wants the reader to understand that life is not too long, and it may be too late to enjoy this light feeling of love. The speaker, therefore, advises the reader to fall in love as much as possible and to love when people have a chance.

3.5 Diction and Figurative Language

Assonance

Line 2: 'Wh**en ye**llow leaves…'

Alliteration

Line 8: Death's second self that seals up all in rest.

Metaphor

- Line 4: Bare ruined
- Line 10: ashes of youth

Metonymy

- This is a figure of speech that replaces the name of things with something else with which it is closely associated
- 'Bare ruined choirs' (line 4) substitutes the bare branches that are stripped of their leaves.

Simile

- Line 5-6: The speaker compares his life to daytime when twilight is replaced by sunset.

Personification

- Line 7-8 – death personified as human to have a second self.

Symbolism

- The speaker uses sunset and night to symbolise the end or death.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Imagery

- The use of imagery makes the speaker's feelings and emotions clear. In this sonnet the speaker has used the following images:

Images of Autumn:

- 'When yellow leaves, or none, or few, do hang
  Upon those boughs which shake against cold '

Images of Death:

- 'black night'
- 'sunset fadeth'

Alliteration

- **s**weet birds **s**ang **(line 4)**
- **b**y and **b**y black night **(line 7)**
- Death's **s**econd **s**elf that **s**eals up all in rest **(line 8)**
- To love that well which thou must **l**eave ere **l**ong **(line 14)**

Apostrophe

Line 13: **'**This **thou** perceiv'st, which makes **thy** love more strong'.

3.6 Tone and Mood

In the quatrains the tone is:

- pensive and mournful as the speaker perceives his proximity to death.
- melancholic as the speaker explains that he is aging.
- Tender

The mood is:

- sentimental
- sorrowful

ACTIVITY 3

Read the poem, ***Sonnet 73***, and answer the questions below.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Sonnet 73

1 That time of year thou mayst in me behold
2 When yellow leaves, or none, or few, do hang
3 Upon those boughs which shake against cold,
4 Bare ruined choirs where late the sweet birds sang.
5 In me thou seest the twilight of such day
6 As after sunset fadeth in the west,
7 Which by and by black night doth take away,
8 Death's second self, that seals up all in rest.
9 In me thou seest the glowing of such fire
10 That on the ashes of his youth doth lie,
11 As deathbed whereon it must expire,
12 Consumed with that which it was nourished by.
13 This thou perceiv'st, which makes thy love more strong,
14 To love that well which thou must leave ere long.

3..1 Describe the structure of this poem fully. (3)

3.2 Refer to the first quatrain.

Mention the time of the year the speaker is referring to. (1)

3.3 Explain the comparison in line 4. (2)

3.4 Refer to lines 5-6 ('In me though….in the west')
Explain the imagery in these lines. (2)

3.5 Refer to line 7 ('Which by and …doth take away').

(a) Identify the literal device used in this line. (1)

(b Explain how this literal device enhances the message of this poem (2)

3.6 Refer to lines 8-12 ('Death's second self … was nourished by').

Give ONE word which best describes the speaker's state of mind in these lines.

Substantiate your answer (2)

3.7 Identify the speaker's tone in the third quatrain. (1)

3.8 Discuss the theme of death as it is evident in this poem. (3)

3.9 The couplet is a fitting conclusion to this sonnet.
Discuss your view. (3)

Total [20]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Suggested Answers

3.1 This sonnet is an Elizabethan/Shakespearean sonnet.✓
It comprises of 14 lines.✓
It has 3 quatrains and a rhyming couplet.✓
The rhyme scheme is abab, cdcd, efef, gg.✓ (3)

3.2 Autumn✓ (1)

3.3 The leafless branches where the birds used to sit, and sing are compared to the ruins of the church building where the choirs once sang. ✓ ✓ (2)

3.4 The speaker compares his quick fading life to a day when twilight is quickly replaced by night time. ✓✓ (2)

3.5 (a) Alliteration✓ (1)

(b) It indicates the speed with which the twilight fades and gives way to the night. This shows how quick the time flies and brings his death closer. (2)

3..6 The speaker is depressed and melancholic.✓✓ (2)

3.7 Mournful/pensive. ✓ (1)

3.8 The discussion of the theme of death should include the following points among others:

- The speaker is haunted by the inevitable truth that all living beings are subjected to death.
- The moving image of twilight that is fading as the sun sets in the west and turns into darkness symbolizes the last moments the speaker has.
- The image of fire that is extinguishing and turning into ashes, in the third quatrain, represents a youthful life that is well lived. The ashes represent a beautiful life that has come to an end.
- In the couplet, the speaker tells the reader that death helps people love and cherish each other more while they are still on earth.

NOTE: The interpretation must be grounded in the poem. (3)

3.9 Open-ended.
Accept a relevant response which shows an understanding of the following viewpoints, among others:

Yes.

- The speaker wants the reader to see how life is so that they value their time together.
- He reminds us that we need to love well because we will have to leave (die) before long.
- It ends the poem with positivity and hope instead of dwelling on sadness and death.

No.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

- The couplet has no link with the poem, it cannot be a suitable ending.
- Telling a person who is thinking of death to focus on love could be insensitive.
- Some people do not need to be reminded of the importance of love because love is their lifestyle.

NOTE: You will not be awarded for the YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem. (3)

Total **[20]**

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

4. Reciprocities

by Cathal Lagan

Cathal Lagan (1937-)

Cathal Lagan was born in Northern Ireland in 1937. He served as a priest in Port Elizabeth, Alice and King William's Town before teaching English Literature at the University of Fort Hare.

Reciprocities

for my mother

She gave me skeins of wool
To hold out (like a priest at Mass),
With stern rubrics not to fidget, while she
Wound it into a ball, unwinding me,
Unravelling my hands and arms, checking
My lapses with a gentle tug
When I wandered off through images
Her chat had made, for though
She kept the line between us taut
She kept my heart at ease with all her talk.

And when her ball compacted grew,
And my few strands fell limp away,
I knew there was no loss, for she
Would knit it back again to fit me perfectly.

But richer still,
I see today these lines are drawn out from me
To knit through this faltering verse
A thread of memory
Time has pulled away from consciousness.

1. Summary

In this narrative free verse, the speaker reflects on how he used to help his mother during her knitting sessions. He thinks about how his mother would make him hold the skeins of wool so she could roll it into a ball. He is also reminded of the relationship they had. He is now a writer and his writing process reminds him of those childhood years. So, he compares his writing to his mother's knitting. His mother benefitted from him just like he benefitted from his mother's experience, commitment, talks and skill.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Words to know

Word	Basic meaning
skeins	length of thread loosely coiled or knotted
rubrics	Instructions on how a church service should be conducted.
lapse	brief/temporary loss of concentration
taut	tight
compacted	compressed/ firmly packed together
strand	a thin length of thread
faltering	imperfect

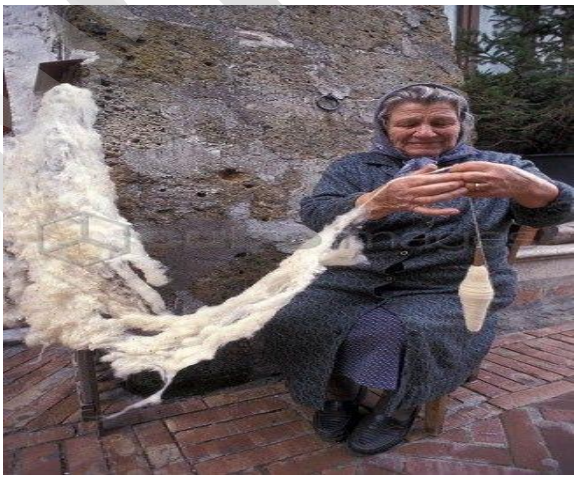
2. Type and Form

The poem '*Reciprocities'* is a narrative poem with a free verse. It does not follow a specific set of rules. The first stanza comprises 10 lines, the second stanza has 4 lines and stanza 3 comprises 5 lines.

3. Analysis

The speaker remembers how he helped his mother by holding the skeins of wool to wind it into a small ball so she could do her knitting. He details the process focussing on her mother's precision and attention to detail. He then compares that whole process to that of him writing his poetry.

Merriam-Webster Dictionary defines reciprocity as a state of mutual dependence. So, this poem is about mutual benefits. The mother would be assisted by the boy when knitting. The boy has now grown up to be a man, and he now writes poetry. He now compares his writing to his mother's knitting.



Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Stanza 1

In stanza one, the speaker looks at the process of winding/spinning the wool into a ball. His mother would give him skeins to hold with two hands held up and wide apart. Holding his hands like that would make him look like a priest at a mass (line 2). He would be given instructions to follow just like a priest would follow instructions from the rubrics (line 3). He would be told not to move or twitch ('not to fidget' in line 3). As the process goes on his head would spin, resulting to his confusion and wandering. He would drop his hands. She would check his concentration by pulling the strands harder ('… checking/ My lapses with a gentle tug' in lines 5 and 6). If he loses concentration and starts to wander and form images in his head, his mother would put him at ease by talking to him.

Stanza 2

When the ball of firm, strong wool grew bigger and bigger (line 11) it is a sign that there was no loss and they had enough for his mother to knit him something.

Stanza 3

Looking back, he now realises that his imperfect poems that he creates are not as perfect as his mother's knitting. His writing is a like a thread that connects him to his mother. Writing poetry always prompts his thoughts about his mother's knitting.

"But' (line 15) is used to show transition or to link his childhood to adulthood.

4. Theme

Nostalgia
The poem refers to specific events that happened in the past.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Mutual dependence
The mother benefits from the boy who holds the skeins of cotton for her. The boy also benefits from his mother's knitting.

5. Diction and Figurative Language

This poem is a free-verse and it uses a language that is visually descriptive.

Simile

'To hold out (like a priest at Mass),' (Line 2)
The poet is ordered to lift his hands up just like a priest would lift his hands up during a sermon.

Personification

'A thread of memory/Time has pulled away' (Lines 18-19)
Time is personified as a person who has pulled a thread of memory away from consciousness.

Contrast

'But' (Line 15) links the past to present (childhood to adulthood).

6. Tone and Mood

Appreciative: The speaker appreciates the lessons he leans from his mother.
Nostalgic and sentimental: The speaker feels nostalgic and sentimental when he writes poetry.

ACTIVITY 4

Read the poem, ***Reciprocities***, and answer the questions below.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

1 She gave me skeins of wool
2 To hold out (like a priest at Mass),
3 With stern rubrics not to fidget, while she
4 Wound it into a ball, unwinding me,
5 Unravelling my hands and arms, checking
6 My lapses with a gentle tug
7 When I wandered off through images
8 Her chat had made, for though
9 She kept the line between us taut
10 She kept my heart at ease with all her talk.

11 And when her ball compacted grew,
12 And my few strands fell limp away,
13 I knew there was no loss, for she
14 Would knit it back again to fit me perfectly.

15 But richer still,
16 I see today these lines are drawn out from me
17 To knit through this faltering verse
18 A thread of memory
19 Time has pulled away from consciousness.

4.1 Describe the structure of this poem. (2)

4.2 Refer to line 2 'To hold out (like a priest at Mass').

(a) Identify a figure of speech in this line. (1)

(b) Explain the comparison in this figure of speech. (2)

4.3 Why does the mother check the boy's lapses? (2)

4.4 Refer to line 10 ('She kept line between us taut'),

Explain the use of the word 'line'. (2)

4.5 Give ONE reason why the ball grows. (1)

4.6 Refer to Stanza 2
Quote one word from stanza 2 that has the same meaning as strings. (1)

4.7 Identify the tone the speaker uses in lines 1 to 15. (1)

4.8 Explain the role and the effectiveness of the word 'But' at the beginning of the third stanza. (2)

4.9 Discuss the meaning of the phrase 'these lines' (in line 16) (2)
[16]

Suggested Answers

4.1 This poem is a narrative poem ✓ with a free-verse comprising three stanzas that do not have the same length. ✓ (2)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

4.2	(a)	Simile✓	(1)
	(b)	The speaker compares the way he holds out his hands ✓ to the way a priest would during a mass. ✓	(2)
4.3		The boy has a tendency of wandering in thoughts ✓and that might lead to him loosening the grip ✓	(2)
4.4		The word refers to the string he is holding as he helps his mother, ✓ and also refers to the relationship they have where his mother would pull him back to track when going astray.✓	(2)
4.5		It is a sign that they have been doing this task for some time./ They have spun more string.✓	(1)
4.6		strands ✓	(1)
4.7		nostalgic and/or sentimental ✓	(1)
4.8		The word 'But' is transitional in its use ✓ because it links the past to present.✓	(2)
4.9		The phrase is an allusion because 'these lines' refers to poetry that he is now writing✓ while the lines are also associated with the thread he helped his mother spin. ✓	(2)
		Total	**[16[**

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

5. What life is really like

by Beverly Rycroft

Beverly Rycroft

Beverly Rycroft was born in the Eastern Cape. She qualified as a teacher at the University of Cape Town and furthered her studies at the University of the Witwatersrand. After teaching for a number of years, she turned to writing. As a qualified teacher, she taught widely at various schools before she focused on writing full-time. Her debut poetry collection, *missing*, won the 2012 Ingrid Jonker award. In 2013, she was awarded the Thomas Pringle Prize for best poem in a journal.

In 1997 Beverly Rycroft was diagnosed with stage three breast cancer. The themes of the poems in her debut collection, *missing* relate to the experience of facing mortality, illness and the hope of recovery.

1 Summary of the poem

The poet relives some of her childhood experiences when her dad exposed her to a number of experiences that, in his view, would prepare her for life. His demeanour changes after she returns home, recuperating from invasive surgery.

What life is really like – Beverly Rycroft

You need to toughen up
my father would complain
when I was small
I ought to take you to see
chickens having their head
chopped off.
That'd teach you
*what life is **really** like.*

He'd seek me out
when one of his pigeons
- crazed for home or
mad with terror from a
roaming hawk –
would tumble into
the loft
mutilated by

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

wire or beak.

I was the one made to
clench my palms round
its pumping chest,
to keep it still while
my father's hairy fingers stitched
its garotted throat
angrily to rights again.

You see life is a fight for survival
he'd shout, forgetting
he was not lecturing his students
or giving his inaugural address
You gotta roll with the punches.

i waited and waited for the bitter
roughness to spy me and circle
in to land
years and years
of flinching anticipation until
the day i came home from hospital

and my father dressed my wound.

Easing with practiced hands
the drip from my bulldozed chest
he renewed the plaster in breathing
never speaking never
once saying

Life's a bastard
Toughen up!

Words to know

Word	Basic meaning
to toughen up	to become hardened to the ways of the world, and to be less emotional when dealing with pain and suffering.
complain	express dissatisfaction or annoyance about something
terror	extreme fear
roaming	moving about aimlessly or unsystematically, especially over a wide area
tumble	move or rush in a headlong or uncontrolled way

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

loft	a pigeon house
mutilated	inflict a violent and disfiguring injury on.
garotted	kill (someone) by strangulation, especially with a length of wire or cord
survival	the state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances
inaugural	marking the beginning of an institution, activity, or period of office
flinching	making a quick, nervous movement as an instinctive reaction to fear, pain, or surprise.
anticipation	the action of anticipating something; expectation or prediction
dress wound	clean, treat, or apply a dressing to a wound

2 Type and Form

The poem 'What life is really like' is a lyrical poem written in free verse. The poem consists of 43 lines of unequal length and it has 8 stanzas.

3 Analysis

Stanza 1

The poem starts with and instruction from a father to his young daughter, '*You need to toughen up*', but the girl experiences it as if he is complaining about her innocence. The father is implying that the child needs to get used to the real experiences in life in line 8 ('what life is **really** like') which implies that she does not yet understand the intricacies of life. Furthermore, '**really**' in line 8 is printed in bold, emphasising how important his message is.

Stanza 2, 3 and 4

In these three stanzas the child explains how the father uses another real-life situation to teach her about the cruelty of life by forcing her to assist when he stitches up an injured pigeon. The father uses anecdotes like 'life is a fight for survival' (line 25) and 'you gotta roll with the punches' to get his message across. His child experiences his tone as harsh and angry. She feels her father forgets she is his child and not one of his students at university.

Stanza 5

In this stanza 'I' is now reduced to 'i' (lower case). This corresponds with the mood of vulnerability she experiences due to the expectation she had for 'years and years' (line 33) that harm will come her way one day. This expectation is finally met when she returns from hospital.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Stanza 6
This stand-alone line must be read in conjunction with lines 34 and 35. It is effective that the father, who used to warn her to toughen up, is the one to dress her wounds.

Stanza 7
The poet describes the way her father dresses her wounds. It is significant because he does it in silence which contrasts with his conduct during her childhood when he was described as loud and insensitive.

Stanza 8
These lines are effectively isolated from the previous stanza. The poet tells us that her father is now a changed man. He believes she has received her share of toughening up by the invasive surgery she experienced.

4 Themes

Cruelty
The father believes life is hard and he endeavours to alert his child to the hardness of life by exposing her to occurrences that are seen as harsh. Examples of these are chickens that are killed by decapitations and a pigeon injured in flight the father has to stitch up for sustaining an injury.

Endeavours:
try hard to do or achieve something

Fate
Fate is part of life and human beings cannot act in any way to change the outcome of what is planned. The father does his best to ensure that his chid is aware of the cruel nature of life, but still, when the family is faced with a medical incident bearing an influence on their lives, he is shocked. He therefore treats her wounds in silence and realises that they are now experiencing the fact that 'Life's a bastard'.

Psychology of growing up
The father presents his child with many examples of how 'Life's a bastard' and 'Toughen up' and he repeats these to enforce the idea that his daughter has to develop resilience to be ready to face the cruelty of fate. The effect of his actions is that she grows up waiting for a cruel event for 'years and years' to strike her. She describes fate as a predatory bird that spies on her causing her to flinch in anticipation of the harsh event that will get her.

Resilience:
the capacity to recover quickly from difficulties; toughness.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

5 Diction and Figurative Language

Metaphor
Stanza 7

- The way she describes to effects of the surgery (breast removal) is indirectly compared to the state of the soil which is churned up by a bulldozer.
- The silence of the father is depicted as a breathing person to effectively emphasise how quiet the normally vocal father is now.

Personification
Stanza 2

- In lines 10-12 'when one of his pigeons/-**crazed** for home or/**mad** with terror'
  The pigeon is described like a crazy or mad person. It is effective because the poet successfully emphasises how unsettled the pigeon was.

Stanza 5

- The kill describes the toughness expected by her father as a 'bitter roughness' and personifies it as a bird of prey spying on her and circling above her ready to pounce at any moment.

Contrast
Stanza 7

- There is a contrast between the actions of the father at the beginning of the poem and his silence after the surgery.

Images

- The poet makes use of imagery to assist the reader to understand her emotions when she has to assist her father in suturing the bird. She has to hold the bird tightly 'clenched' and we can picture how frightened the bird is by the description of his 'pumping chest' – referring to his heartbeat. She also mentions his 'garotted throat' which is a very strong image derived from strangling a victim with a cord, thong, or length of wire. The pigeon could have blindly flown into a wire because he was so anxious to get home 'crazed for home' or a hawk looking for a prey, 'roaming', could have sliced his neck.
- The father is also pictured vividly with the description of his 'hairy fingers' working 'angrily' to suture the wound. He is shouting that the girl should remember that that 'life is a fight for survival'.

Repetition

- In stanza 5, 'waited and waited' and 'years and years' are repeated to emphasise how the girl expected to receive a blow from the universe.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

6 Tone and Mood

Tone:
The poem starts on a serious, cautionary tone when the father warns his child to expect life to be tough, but it changes in stanza 7 to one of resignation when the father realises that his child has had her share of toughness.

Mood:
The speaker's mood is one of anticipation as she is forever waiting on fate to deal her a blow.

ACTIVITY 3

Read the poem, ***What life is really like*** and answer the questions below.

What life is really like – Beverly Rycroft

You need to toughen up
my father would complain
when I was small
I ought to take you to see
chickens having their head
chopped off.
That'd teach you
*what life is **really** like.*

He'd seek me out
when one of his pigeons
- crazed for home or
mad with terror from a
roaming hawk –
would tumble into
the loft
mutilated by
wire or beak.

I was the one made to
clench my palms round
its pumping chest,
to keep it still while
my father's hairy fingers stitched
its garotted throat
angrily to rights again.

You see life is a fight for survival
he'd shout, forgetting
he was not lecturing his students
or giving his inaugural address
You gotta roll with the punches.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

30 i waited and waited for the bitter
31 roughness to spy me and circle
32 in to land
33 years and years
34 of flinching anticipation until
35 the day i came home from hospital

36 and my father dressed my wound.

37 Easing with practiced hands
38 the drip from my bulldozed chest
39 he renewed the plaster in breathing
40 never speaking never
41 once saying

42 *Life*'s a bastard
43 *Toughen up!*

5.1 Give TWO reasons why this poem can be identified as a free verse poem. (2)

5..2 Refer to the first three stanzas.

Name two incidences the father used as examples to teach his child that life is tough. (2)

5.3 Refer to lines 11-12 ('-crazed for home … terror from a)

(a) Identify the figure of speech used in these lines. (1)

(b) Explain why this figure of speech is relevant to this poem (2)

5.4 Refer to stanza 3

Quote one word that proves the pigeon was not coming home slowly. (1)

5.5 Refer to line 38 ('The drip from my bulldozed chest.')

Choose the correct answer to complete the following sentence:

The word 'bulldozed' is an example of a/an ….

A alliteration.
B oxymoron.
C onomatopoeia.
D metaphor. (1)

5.6 Refer to stanza 4

(a) What tone would the father use in this stanza? (1)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

(b) Why would he use this tone? (2)

5.7 Refer to stanza 5
What is the significance of 'I', using the lowercase in lines 30 and 35'? (2)

5.8 Refer to stanza 5

(a) Which words are repeated in this stanza? (1)

(b) Explain the purpose of the repetition. (2)

5. 9 Refer to stanza 7

Why does the speaker describe her father's dressing of her wound as 'practiced'? (2)

5.10 Do you think the father is justified in emphasising that 'Life's a bastard'? (3)
Discuss your view.

Total (22)

Suggested Answers

5. 1 The stanzas differ in length ✓ and there is no fixed rhyming scheme.✓ (2)

5.2 The slaughter of a chicken ✓
Assisting with fixing an injured pigeon. ✓ (2)

5. 3 (a) Personification✓ (1)

(b) It effectively creates a picture of the agitated state the pigeon is in after he nearly does not make it home or is accosted by a hawk✓ by comparing him to a crazy person who is mad with terror.✓ (2)

5. 4 'tumble'✓ (1)

5.5 D/Metaphor.✓ (1)

5. 6 (a) anger ✓ (1)

(b) He is adamant that his child must become stronger and face the challenges in life.✓ (2)
He needs her to understand that life is hard. ✓

5. 7 It effectively portrays her feelings of defencelessness✓ while waiting for the onset of her bad luck as predicted by her father. ✓ (2)

5. 8 (a) 'waited' and 'years' ✓ (1)

(b) It emphasises how long she has been waiting✓ for the toughness of life to attack her.✓ (2)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

5. 9 He gained previous experience on the treating wounds✓ by caring for his pigeons.✓ (2)

5.10 Open-ended.
Accept a relevant response which shows an understanding of the following viewpoints, among others:

Yes.

- A father needs to warn his children that 'Life's a bastard' otherwise they may live in a dreamworld.
- He uses his life experiences of a chicken being slaughtered in a violent way and the stitching up a wounded pigeon.
- His child's chest was 'bulldozed' in an operation which is a good reason for a person to 'toughen up'.

No.

- It is unfair to put that burden on a child, making her wait for year and years to stricken down.
- She finally experiences a bad thing, but her awareness of the tough nature of life does not make it any easier to deal with it.
- Her father changes his mind at the end and stops his sayings showing that he has reconsidered.

NOTE: You will not be awarded marks for YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem. (3)

Total **[22]**

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

6. You laughed and laughed and laughed

by Gabriel Okara

Gabriel Jibaba Okara was a Nigerian poet and novelist. He was born on 24 April 1921, in Bomoundi State in Nigeria. He was well known for his Novel, *'The Voice'*. He won an award at the Nigerian Festival of Arts in 1953.

In 1979, he was awarded the Commonwealth Poetry Prize. He died on 25 March 2019, in Federal Medical Centre, Nigeria.

1. Summary of the poem

This poem depicts the life of Aricans who faced racism at the hands of the whites. They were *'laughed at'* or mocked by white people for their song, dance and music through which they expressed their pain and emotions. White people laughed at the Africans because they had no understanding of the meaning dancing and singing had for blacks. The poem ends on a positive note when the poet describes how whites started to understand the importance of the dancing and singing to Africans.

You laughed and laughed and laughed

In your ears my song
is motor car misfiring
stopping with a choking cough;
and you laughed and laughed and laughed.

In your eyes my ante-
natal walk was inhuman, passing
your 'omnivorous understanding'
and you laughed and laughed and laughed.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

You laughed at my song,
you laughed at my walk.

Then I danced my magic dance
to the rhythm of talking drums pleading,
but you shut your eyes
and laughed and laughed and laughed.

And then I opened my mystic
inside wide like
the sky, instead you entered your
car and laughed and laughed and laughed

You laughed at my dance,
you laughed at my inside.

You laughed and laughed and laughed,
But your laughter was ice-block
laughter and it froze your inside froze
your voice froze your ears
froze your eyes and froze your tongue.

And now it's my turn to laugh;
but my laughter is not
ice-block laughter. For I
know not cars, know not ice-blocks.

My laughter is the fire
of the eye of the sky, the fire
of the earth, the fire of the air,
the fire of the seas and the
rivers fishes animals trees
and it thawed your inside,
thawed your voice, thawed your
ears, thawed your eyes and
thawed your tongue.

So a meek wonder held
your shadow and you whispered;
'Why so?'
And I answered:
'Because my fathers and I
are owned by the living
warmth of the earth
through our naked feet.'

Words to know

Word	Basic meaning
ante-natal	before birth, relating to pregnancy
omnivorous understanding	understanding everything indiscriminately

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

mystic	wide space
thawed	soften, melt
meek	quiet, gentle, shy, patient

2. Type and Form

The poem *'You laughed and laughed and laughed'* consists of 10 stanzas, that are not equal in length, it has no defined meter, no consistent rhyme scheme, and no specified length or formal requirements. The only consistent form it takes is that of repetition of the title at the end of the first four stanzas and again in stanza 7.

3. Analysis

Stanza 1

In this stanza, the speaker portrays the attitude of white people towards African songs. The sound of their song is harsh and loud, the whites do not understand it, as a result it sounds to them like a '*motor car misfiring'*, making an awkward noise He says white people do not value African culture, instead they laugh and laugh and laugh. The repetition of 'l*aughed and laughed and laughed'*… adds to the beauty of the poem as the words emphasise the racial discrimination that black people experience.

Stanza 2

The Africans are not as stylish and modern as the white people. They have a clumsy walk, *'ante natal walk'* (image of a pregnant woman) which is considered '*inhuman'* (not like a human*)* and they are mocked.

Stanza 3

These two lines summarise and put emphasis on how white people mock Africans for their **song** and **walk.**

Stanza 4

Africans are mocked for their 'magical'(cultural) dance by the speaker who describes the reaction of white people who close their eyes to avoid looking at it. They dance to their music, and to the *'rhythm of talking drums pleading', (*the image the **talking drums pleading** represents the beat of the drums).

Stanza 5

The speaker invites the whites to experience the beauty of his world (mystic/wide space). Instead of the whites enjoying that space (the African sky) they preferred their materialistic world as represented by their cars.

Stanza 6

The whites laughed at everything that mattered most to the Africans: their culture and dance.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Stanza *7*
The speaker describes the continuous laugher of the whites as icy-cold. Mocking freezes their ability to empathise with Africans and the sense of understanding of the African culture. Furthermore, the laughter closed up all the senses of the whites (hearing, seeing and tasting), preventing them from relating to the Africans.

Stanza 8
In this stanza, the speaker uses 'And now' to indicate a change. It is now the turn of Africans to laugh, but their laughter is not mocking like the laughter of the whites. Africans are not materialistic and they are naturally warm-natured unlike the whites, therefore they do not mock the white people.

Stanza 9
The intensity of the African laughter is portrayed through the use of fire, sun, water (natural elements). The speaker describes the African's laughter as the fire of the sun (eye of the sky). The intensity of the hotness of the sun is emphasised. The speaker uses fine elements of the earth (animate and inanimate objects) to intensify how fire can melt (thaw) their frozen hearts.

Stanza 10
This stanza concludes the poem. It is at this point that the white man realises that despite all the humiliation the Africans endured, they are still warm-hearted people. They are very close to Nature.

4. Themes

Racism
The issue of racism is depicted strongly throughout the poem. The speaker raises the disgrace of racial intolerance with special reference to how the white people mock African people for their music, dance.

Culture
African culture is mocked and ridiculed by white people who misunderstand their songs and dance. White people show no empathy with the culture of Africans and misunderstand the connectivity that Africans have with Nature.

5. Diction and Figurative Language

Repetition

The constant repetition of the title, '*you laughed and laughed and laughed*' emphasises the humiliation black people suffered at the hands of the colonials.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Metaphor

Stanza 7 to 9: The laughter of whites is compared to ice-blocks and in stanza 9 the poet compares his laughter with fire.

Contrast

The poet uses contrast between the black indigenous African culture and the white colonialist tradition.

Images

Images to capture beauty and energy:
The poet uses natural elements (water, the sky and fire)

6. Tone and Mood

The tone of the poem is humiliating and offensive.
The mood is strength and resilience.

ACTIVITY 6

Read the poem, ***'You laughed and laughed and laughed'*** and answer the questions below.

6.1 Describe the structure of this poem. (2)

6.2 Refer to line 2-3 ('Is motor car … a choking cough.')

Explain the meaning of the phrase '*misfiring and choking cough'* as used in the context of the poem. (1)

6.3 Refer to stanza 1 and 2

Name TWO activities of Africans that white people ridicule. (2)

6.4 One of the themes in the poem is racism.

Discuss the theme with reference to the poem as a whole. (3)

6.5. Refer to stanza 7.

(a) Identify the figure of speech used in this stanza. (1)

(b) Explain why this figure of speech is relevant to this poem. (2)

6.6 Refer to lines 5-8 (In your eyes … laughed and laughed)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

(a) Identify the tone used by the speaker in these lines?. (1)

(b) Discuss why the speaker uses this tone. (2)

(c) Choose the correct answer to complete the following sentence.

'Omnivorous understanding' (line 7) means

A omniscient
B omnipresent
C onomatopoeia.
D undiscriminating (1)

Total [15]

Suggested Answers

6.1 The poem consists of 10 stanzas that are not equal in length.✓ It has no defined metre/no consistent rhyme scheme/no consistent length.✓ (2)

6.2 Awkward noise (1)

6.3 They ridicule their songs ✓ and the way they walked ✓ (2)

.

6.4 The discussion of the theme of racism should include the following points, **among others:**

- White people are not accommodating the culture of Africans they see them as uncivilised or barbaric.
- They ridicule their way of singing, dancing and walking.
- When Africans open up to them they ignore it and turn to their materialistic ways. (3)

6.5 (a) Metaphor ✓ (1)

(b) The speaker compares the laughter of white people to ice-blocks✓ implying that their laughter is devoid of any warmth.✓ (2)

6.6 (a) The tone is that of mockery, ridicule. (1)

(b) White people pretend their knowledge is superior,✓ but they know very little about other people and are not prepared to open themselves up to obtain more knowledge. ✓ (2)

(b) D/ undiscriminating (1)

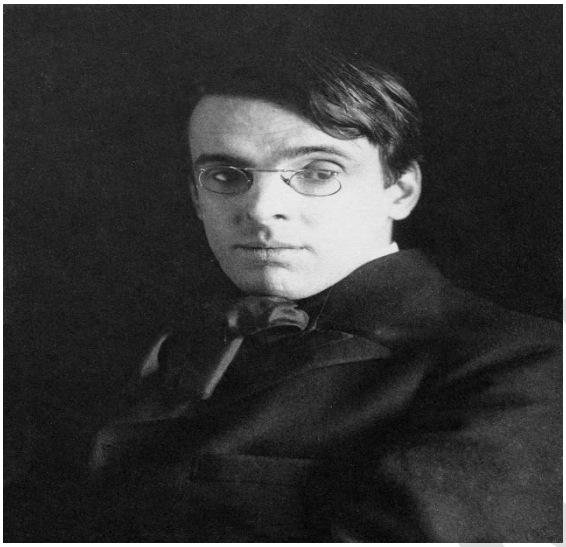
Total [15]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

7. The lake isle of Innisfree

by William Butler Yeats



William Butler Yeats was born on June 13, 1865, in Dublin, Ireland and died in 1939. After his birth, his family moved to Merville, Sligo, where Yeats grew up. A poet, playwright and novelist who wrote about the area and its influence on his art. '*The Lake Isle of Innisfree'* is one of William Butler Yeats' most celebrated poems. It was published several years after it was written, in 1893, and is a perfect example of Yeats at his best.

1. Summary of the poem

'The Lake Isle of Innisfree' portrays the speaker's longing for country life on an (isle/small island) and take a break from city life. The speaker intends to live a simple life on an uninhabited island. The speaker wishes to have peace on his own in the natural environment.

The lake isle of Innisfree
by William Butler Yeats

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made:
Nine bean-rows will I have there, a hive for the honey-bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Words to know

Word	Basic meaning
arise	stand up/get up
Innisfree	uninhabited island within Lough Gill, in Ireland, near which Yeats spent his summers as a child
cabin	a small wooden shelter or house in a wild or remote area.
clay	a stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks/pottery.
wattles	a material for making fences/walls consisting of rods/stakes interlaced with twigs or branches
hive	structure that provides a natural habitation for bees; as in a hollow tree
glade	an open space (with grass) in a wood or forest
veils	things that serve to cover, conceal, disguise
cricket	an insect related to grasshoppers but with short legs
linnet	a mainly brown and grey finch (seed eating bird) with a reddish breast and forehead

2. Type and Form

The poem consists of 12 lines, divided into 3 stanzas of three rhyming quatrains. The rhyme scheme is abab cdcd efef.

3. Analysis

Stanza 1

The speaker highlights his desire to go to Innisfree. The urgency of his intention to leave is emphasized by the repeated use of 'go' in the first line. The speaker is determined to go to Innisfree.
The second line introduces his plans. When he is at the island, he wants to erect a tiny 'cabin' as his house. The use of 'I' strengthens the idea of staying alone, and it comes out clearly in line 4.

The choice of building material 'clay and wattles', planting 'nine bean rows', having a bee 'hive' adds to the simplicity of the speaker's aspired life. It is ironic that the speaker prefers the noise of bees which survive in a large family group- colony while the speaker desires to live alone.

Stanza 2

The speaker reveals the benefits of staying in Innisfree, the main one being peace. The repetition of 'peace' emphasises the main idea/ theme of the poem. The speaker describes peace as He relates

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

peace to morning dew which will drop from the leaves on the trees to the grass on the ground.

The speaker further describes different day times and the extra-ordinary qualities they possess in the lake isle of Innisfree. The imagery calls up sequences that further emphasise the importance of the daydream to the speaker

Stanza 3

The speaker shakes himself out of his daydream in which he has described the scenes on the lake isle of Innisfree and begins to address the real world. Once again, he states he is going to leave for the isle.

The speaker's daydream is vivid, causing him to hear the sounds he imagines to hear on the island. It seems that the speaker lives in a city, or at least somewhere in which he is surrounded by roads and pavements, both of which are not signs of nature.

The poem ends on a serious/ sombre note. The poem's last line, "I hear it in the deep heart's core" refers to the sounds of the waves lapping on the shore. The haunting images of the lake isle of Innisfree are heard not in his head but in his heart. The speaker raises the question in the reader's mind whether he will ever make it from his current home to the peace he needs to achieve happiness

4. Themes

Peace/Tranquillity of Nature

Throughout *'The Lake Isle of Innisfree'* the poet engages with interrelated themes which include nature and peace. The speaker wants the readers to view the natural environment without human involvement. It is a place to find peace and connect with the world on a deeper, spiritual level. The isolated nature of the island that he's longing for is also an important element of his happiness. It is an escape from noisy city life.

5. Diction and Figurative Language

Alliteration

The alliteration that is found in line 2 of stanza 3, '*I hear lake water lapping with low sounds by the shore.'* When this poem is read aloud, the repeated use of the letter 'l' recreates the sound made by the waves.

Repetition

The speaker repeatedly uses the word 'go' to emphasise his intention to leave the city (Line 1).
'Dropping' and 'peace' are repeated to emphasise the longing for silence and calmness (Lines 5-6).
I will arise and go now is repeated to emphasise his mindset that is set on a journey (Line 1 and 9).

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Imagery

Imagery is one of the most important techniques in this poem. The speaker uses visual and auditory words to capture the reader's attention for example **'**bee-loud', 'cricket sings', 'linnets wings', 'water lapping' 'I hear' By using these words, he arouses several different senses, encouraging the reader to feel, hear, and see a scene.

6. Tone and Mood

The tone is calm: the repetition of the word peace creates a sense of calmness.

The mood is joyful because the speaker is looking forward to leaving the city.

ACTIVITY 3

Read the poem, *The lake isle of Innisfree*, and answer the questions below.

The lake isle of Innisfree
by William Butler Yeats

1. I will arise and go now, and go to Innisfree,
2. And a small cabin build there, of clay and wattles made:
3. Nine bean-rows will I have there, a hive for the honey-bee,
4. And live alone in the bee-loud glade.

5. And I shall have some peace there, for peace comes dropping slow,
6. Dropping from the veils of the morning to where the cricket sings;
7. There midnight's all a glimmer, and noon a purple glow,
8. And evening full of the linnet's wings.

9. I will arise and go now, for always night and day
10. I hear lake water lapping with low sounds by the shore;
11. While I stand on the roadway, or on the pavements grey,
12. I hear it in the deep heart's core

7.1 Describe the structure of this poem fully. (2)

7.2 Refer to line 2 ('And a small … and wattles made.')

Describe the speaker's plans using your OWN words. (2)

7.3 Refer to line 4 ('And live alone … bee-loud glade').

Explain the irony in this line. (2)

7.4 Refer to line 10 ('I hear lake… by the shore')

(a) Identify the figure of speech in this line. (1)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

(b) Explain why this figure of speech is relevant in this poem. (2)

7.5 Refer to line 12 ('I hear it… deep heart's core')

(a) Identify the tone the speaker would use in this line? (1)

(b) Why would the speaker use this tone?. (1)

7.6 One of the themes in this poem is the tranquillity of nature.

Discuss this theme. (3)

7.7 The speaker paints a life-like picture of the Island life.

Discuss your view. (3)

Total [17]

Suggested Answers

7.1 The poem has 12 lines divided into 3 quatrains.✓
The rhyme scheme is abab cdcd efef.✓ (2)

7.2 The speaker plans on building a small shelter/cabin.✓ using basic material ('clay and wattles') which is available in the island.✓ (2)

7.3 It is **ironic** that the speaker prefers the noise of bees which survive in a large family group/colony, yet the speaker desires to live alone. ✓✓ (2)

7.4 (a) Alliteration ✓ (1)

(b) The repeated use of the letter 'l' in *lake, lapping* and *low* ✓recreates the sound made by the waves. ✓ (2)

7.5 (a) Serious/sombre ✓ (1)

(b) The speaker is sad because he longs to leave the city for the island, but at present it is only a dream. ✓ (1)

7.6 The discussion of the theme of tranquillity of nature should include the following points, **among others:**

- The speaker views the lake isle of Innisfree as a peaceful space.
- It is a space to find solitude and to connect with Nature on a deeper, spiritual level.
- The speaker describes the calmness by looking at different times of the day; 'dripping slow' in the morning, 'glimmer at midnight', 'purple glow at noon' and 'linnet's wings' in the evening.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

NOTE: The interpretation must be grounded in the poem. (3)

7.7 Open-ended.

Yes.
- He draws a picture of the relaxing activities that will occupy him.
- He refers to insects and birds like bees, crickets and the linnets.
- He recreates the sound of the waves

No.
- His does not consider his friends and family who might miss him.
- He remains in the city which proves that he prefers the city.
- His descriptions are not enticing enough to make every reader to move to an island.

NOTE: You will not be awarded marks for YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem.
(3)

Total [17]

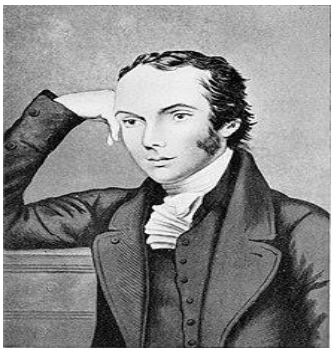
DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

8. The Slave Dealer

By Thomas Pringle



Thomas Pringle was born on 5 January 1789 int Roxburghshire in Scotland. He died on 5 December 1834 in London (England). Pringle emigrated to South Africa in 1820. He is often called the father of South African poetry.

Whilst in Cape Town, he published a newspaper and a magazine, but these were suppressed because of the reformist views Pringle expressed. He returned to London in 1826 where he spent all his life as an activist in the antislavery movement.

1. Summary of the poem

The speaker highlights the subject of slavery from a slave dealer's point of view. The slave dealer is a person who deals with the sale of people from poor to upper-class backgrounds and forcefully remove and transport these people from their families to other countries or continents.

The Slave Dealer

From ocean's wave a wanderer came,
With visage tanned and dun:
His mother, when he told his name,
Scarce knew her long-lost son;
So altered was his face and frame
By the ill course he had run.

There was hot fever in his blood,
And dark thoughts in his brain;
And oh! to turn his heart to good
That Mother strove in vain,
For fierce and fearful was his mood,
Racked by remorse and pain

And if, at times, a gleam more mild
Would o'er his features stray,
When knelt the Widow near her Child,
And he tried with her to pray,
It lasted not - for visions wild

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Still scared good thoughts away.
'There's blood upon my hands!' he said,
'Which water cannot wash;
It was shed where warriors bled -
It dropped from the gory lash,
As I whirled it o'er and o'er my head,
And with each stroke left a gash.

'With every stroke I left a gash,
While Negro blood sprang high;
And now all ocean cannot wash
My soul from murder's dye;
Nor e'en thy prayer, dear Mother, quash
That woman's wild death-cry!

'Her cry is ever in my ear,
And it will not let me pray;
Her look I see - her voice I hear-
As when in death she lay,
And said, "With me thou must appear
On God's great judgment-day!"

'Now, Christ from frenzy keep my son!'
The woeful Widow cried;
'Such murder foul thou ne'er hast done -
Some fiend thy soul belied!'-
'- Nay, Mother! The Avenging One
Was witness when she died!

'The writhing wretch with furious heel
I crushed - no mortal nigh;
But that same hour her dread appeal
Was registered on high;
And now with God I have to deal,
And there not meet His eye!'

Words to know

Word	Basic meaning
wanderer	a traveller
visage	image, facial expression, appearance
fierce	anger, vicious
gory	brutal, gruesome, violent, bloody

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

gash	Wound or a deep cut
quash	cancel
woeful	sad, miserable, unhappy
writhing	twisting about from pain
frenzy	extreme mental agitation
fiend	evil spirit

2. Type and Form

This poem is a ballad which retells a story of a son who returns home to his mother after being away for a long-time doing slave trade. The poem has 8 ***stanzas*** of ***6 lines*** each. Each ***stanza*** has its own rhyme scheme.

3. Analysis

Stanza 1

In lines 1-2 the slave dealer is compared to a traveller whose face has tanned to a brownish colour because he has been spending a lot of time in the sun.

His mother does not recognise him (lines 3-4) because of the evil path he had chosen, and the harshness of the sun has altered his outward appearance. She does not recognise him, until he tells her his name. The 'long –lost' suggests that she has last seen him a long time ago.

Stanza 2

In lines 7- 8 the anger he is harbouring is compared to a fever which makes him hot. He is angry with himself. The bad thoughts of what he has done haunt him and he cannot get rid of them. His mother tries unsuccessfully to make him change his thoughts and forgive himself. He is tormented ('racked') by the pain of what he has done. He is remorseful.

Stanza 3

At times, just for a brief moment, the slave driver gets a gleam of hope, but it does not last for too long (lines 13 - 14). This happens when the mother is praying with him (lines 15 – 16). The mental pictures and thoughts of all his misdeeds chase the good thoughts away (lines 17 -18).

Stanza 4

In lines 19-20 the speaker continues to be haunted by the horrible acts he committed. The 'blood' that is in his hands refers to the blood of innocent people he killed during his slave trade days. He feels that he cannot be forgiven for his actions ('which water cannot wash'). In line 20 there is a tinge of regret in the speaker's tone. He believes that it would have been better if the blood was spilled in the battle field – which is a heroic act.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

In lines 22-24 the speaker gives a clear picture of what makes his hands to be covered in blood. Using a whip to vigorously lash at the slaves, each stroke opens a deep cut from which the blood flows.
There is a **contrast** between someone who kills when he is brave, in war and the speaker who is a coward and beats up helpless people who can offer no resistance.

Stanza 5
In lines 25 -26 the speaker continues giving vivid images of his horrific actions. He uses hyperbole to emphasise the enormity of the pain he inflicted on the slaves (line 26). No amount of water can wash the blood on his hands (lines 27-28).

In line 28, the speaker uses a metaphor of 'dye' to refer to the blood of the slaves that the slave trader is guilty of shedding. The blood is compared to dye that can never be washed out.

In lines 29-30,the speaker says his mother's prayers cannot erase the sounds of the woman's cry before she died. The agony that he put her through still haunts him.

Stanza 6
In line 31 the speaker confesses that the sound of the woman's cry keeps on ringing in his ear ('… ever in my ear'). It makes it very difficult for him to pray. He still has clear mental images of how she looked as she lay, dying from the injuries the speaker inflicted on her. He can still hear the sound of her voice. The woman reminds him that he will be judged, with her, on judgement day.

Stanza 7
The alliteration in line 38 emphasises the torturous thoughts the mother has. She prays and says that her son is possessed by an evil spirit. The son explains that it is not true, and that the avenging angel witnessed his evil deeds.

Stanza 8
The alliteration – '**wr** -sound' in line 43 hardens the words to show how she moved to try and save herself from him.

The personification of an angry heel ('Furious heel') creates a vivid image of the brutality of the act.

In lines 45-46 the woman's pleading cries are ignored by the speaker, but God listened as she cried out. In lines 47-48 the speaker states he must face his fate before God and he is scared.

4. Themes

Torment
The speaker reveals the slave dealer's torment and anguish, turmoil and sadness through the emotive language that is evident throughout

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

the poem. The poem tells us that the slave dealer is haunted by the deeds he committed when he was involved in the slave trade business.

Slavery
The horror of slavery is told through the personal experiences of the speaker who is a slave dealer. The slave dealer, **'Wanderer'**, is the one who transported slaves forcefully from their families and loved ones.

Remorsefulness
The speaker expresses the slave dealer's most inner feelings through stanza 4:'**There's blood upon my hands!.....'** This idiom is about being responsible for someone's death. He is remorseful for killing people and taking what is not his.

5. Diction and Figurative Language

Metaphor

Stanza 1

'From oceans wave a wanderer came,/With visage tanned and dun'
The slave dealer is compared to a normal traveller who has a deeply tanned face because he has been out in the sun for a long time.

Stanza 2

'There was hot fever in his blood/And dark thoughts in his brain;'
The anger he is carrying inside him is compared to a fever which makes him hot.

Stanza 4

'There's blood upon my hands'
This is a figurative image. The fact that he has killed people is compared to someone who literally has the blood of a murdered person on his hands. The poet uses hyperbole when the traveller says that water cannot clean his hands.

Contrast

Stanza 4
There is a contrast between someone who kills in war (which is a sign of bravery) and the speaker who is a coward and beats up helpless people who are tied up and can offer no resistance. This thought now haunts him.

Alliteration

Stanza 2

'For fierce and fearful was his mood'

The **f** sound slows down the pace.

Stanza 7

'The woeful Widow cried.'
The soft 'w' sounds emphasise the torturous thoughts the mother has.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Stanza 8

'The writhing wretch with furious heel'

The '**wr-sound'** This sound hardens the words to show how vigorously she moved to try and save herself from him.

Personification

'The writhing wretch with furious heel'

'furious heel' a heel on its own is given the human quality to kick.

Imagery

Imagery provokes feelings of sadness, shock or disbelief

- 'wanderer' (image of no purpose)
- 'Racked by remorse and pain' (image of torture)
- 'By the ill-course he had run' (image of a harsh journey)
- 'Her look I see - her voice I hear-' (sight and hearing senses). He sees images in his thoughts torment him.
- Stanza 8: depicts an image of a desperate woman.

6. Tone and Mood

The tone is remorseful as the speaker regrets his misdeeds.
The mood is sombre/sad/ angry: The speaker's mood is sombre as he experiences the agony of being haunted by dreadful memories of what he has done in the past. and then the harsh (silent) **r** sound shows how these thoughts rip him apart.

ACTIVITY 8

Read the poem and answer the questions below.

8.1. Describe the setting of the first stanza. (1)

8.2 **Refer to stanza 1 (line 2)**. 'With visage tanned and dun:'

Rewrite this line in your own words. (2)

8.3 **Refer to stanza 2 (line 1)**. 'There was hot fever in his blood,'

(a) Identify the figure of speech in this line. (1)

(b) Explain why this figure of speech is appropriate. (2)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

8.4 One of the themes in this poem is remorsefulness Discuss this theme. (3)

8.5 **Refer to stanza 2 (line 2)**. 'And Oh! To turn his heart to good, That mother strove in vain'.

Describe the state of mind of the mother as reflected in these lines. (2)

8.6 **Refer to stanza 4.**

Why is the following statement FALSE?

The slave trader kills people on a battlefield. (2)

8.7 **Refer to stanza 5 (line 3)** "And now all ocean cannot wash."

(a) Identify the figure of speech in these lines. (1)

(b) Explain why this figure of speech is relevant. (2)

8.8 **Refer to stanza 8 (line 1)** ('The writhing wretch with furious heel.')

Choose the correct answer to complete the following sentence:

The word 'wring' is an example of a/an ….

A alliteration.
B oxymoron.
C onomatopoeia.
D pseudonym. (1)

8.9 The slave dealer deserves absolution (forgiveness).

Discuss your view. (3)

Total [20]

Suggested Answers

8.1 The slave dealer's home ✓ after he returned from his travels and was no longer a slave dealer. ✓ (2)

8.2 His face was burnt to a light brown colour ✓✓. (2)

8.3 (a) Metaphor
(b) The boiling anger inside him, ✓ is compared to a fever that makes his (1)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

blood . ✓ (2)

8.4 The theme that comes up strongly in this poem is that of 'remorsefulness'. The slave dealer goes back home after he had killed a woman and the face and voice of this woman keeps on playing in his mind. (2)

NOTE: Your answer must be grounded in the poem.

8.5 The mother is desperate when she realises that her son has committed a terrible sin ✓ and now she is pleading with God to forgive him. ✓ (2)

8.6 He says he killed people when using a whip used on slaves. (1)

8.7 (a) Hyperbole /exaggeration (1)

(b) There is so much blood that not even the ocean can clean his hands from the blood ✓✓ (2)

8.8 A/ alliteration ✓ (1)

8.9 Open-ended (3)

Yes – he really regrets what he has done, his actions haunt him. After killing the woman he stops and goes home.

No- He himself believes that the way he murdered the innocent woman is beyond absolution. He cannot even pray for it himself without becoming distracted. He knew exactly what he was doing when he killed the innocent women.

NOTE: You will not be awarded marks for YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem.

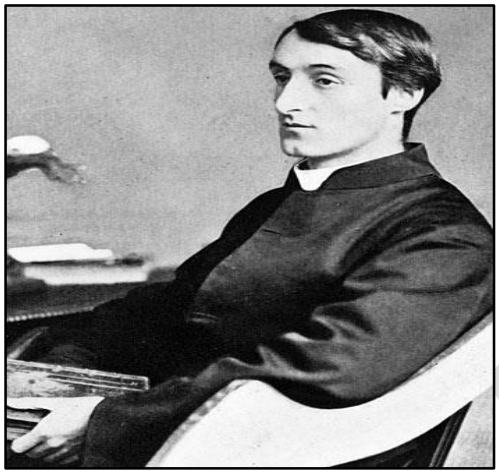
Total [20]

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

9. Inversnaid

by Gerald Manley Hopkins



Gerald Manley Hopkins

Hopkins was born on 8 July 1844 in Stratford in London. He passed away on 8 June 1889 in Dublin (Ireland). Hopkins was a very spiritual man. He converted (changed) from being an Anglican Christian to a Catholic priest when he was an adult. Hopkins did most of his work as a priest in industrial (factory) communities, where people were poor, hard-working and suffering. He became very depressed. His poetry was a way to cope with his sadness about the world. Hopkins's poetry was only published thirty years after he died in 1889.

1. Summary of the poem

In 'Inversnaid' Gerard Manley Hopkins was inspired by the time he spent in the Scottish Highlands. He adapted many Scottish dialectic words to this particular piece and titled the poem after a small village in which he stayed. This poem is an example of how he continually explores the possibilities of words.

The poem was written at the height of the Industrial Revolution in England and Scotland and the poet makes an appeal that such places should not be destroyed forever by man's search for wealth at any price. The poet praises the special and irreplaceable beauty of the *'wetness and wildness'* of the world.

Inversnaid

This darksome burn, horseback brown,
His rollrock highroad roaring down,
In coop and in comb the fleece of his foam
Flutes and low to the lake falls home.

A windpuff-bonnet of fáwn-fróth
Turns and twindles over the broth
Of a pool so pitchblack, féll-frówning,
It rounds and rounds Despair to drowning

Degged with dew, dappled with dew
Are the groins of the braes that the brook treads through,
Wiry heathpacks, flitches of fern,
And the beadbonny ash that sits over the burn

What would the world be, once bereft
Of wet and of wildness? Let them be left,

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

15 O let them be left, wildness and wet;
16 Long live the weeds and the wilderness yet.

https://www.youtube.com/watch?v=UgJAmCYqnEU&ab_channel=SpokenVerse

Words to know

Word	Basic meaning
Inversnaid	a remote part of the Scottish Highlands, on the east bank of Loch Lomond
darksome	dark and gloomy
burn	a stream
highroad	main road
coop	In his notebook, Hopkins described a coop as an 'enclosed hollow'
fleece	woolly covering of sheep
comb	water rippling or running freely
flutes	to make a shape like the flute or stem of a long-stemmed glass; to make the whistling sound of the musical instrument of the same name
windpuff bonnet	froth which sits on top of the water like a lady's hat, or part of a sail.
fáwn-fróth	fawn-coloured foam created by running water in streams
twindles	twists, turns and dwindles
broth	soup consisting of meat or vegetables cooked in stock, sometimes thickened with barley or other cereals.
féll-frówning	frowning fiercely

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

	a hill or stretch of high moorland, especially in northern England
degged	from the Scots dialect: a word meaning to water a plant
dappled	marked with spots or rounded patches
groins	sides
braes	hills
tread	to walk or proceed along
wiry	resembling wire in form and texture
heathpacks	heath is a dwarf shrub with small leathery leaves and small pink or purple bell-shaped flowers, characteristic of heaths and moorland
flitches	patches or streaks
beadbonny	made beautiful – 'bonny' – by being beaded with berries
ash	a type of tree
bereft	deprived of or lacking (something).

2. Type and Form

The poem has four quatrains consisting of two rhyming couplets. These quatrains follow a simple rhyme scheme of aabb ccdd eeff gghh. The first three stanzas depict a picture of Nature and the poem concludes with a plea for the preservation of the beauty of Nature.

Hopkins invented a rhythm called 'sprung rhythm'.

Sprung rhythm is based on the number of stressed syllables in a line and permits an indeterminate number of unstressed syllables. It is designed to imitate the rhythm of natural speech.

A **rhyming couplet** is two lines of the same length that rhyme and complete one thought. There is no limit to the length of the lines. **Rhyming words** are words that sound the same when spoken, they don't necessarily have to be spelt the same

A **quatrain** in poetry is a series of four-lines that make one verse of a poem, known as a stanza.

3. Analysis

Stanza 1

Line 1

- a description of a fast-flowing dark stream (burn).
- 'darksome' is a word the poet invented to describe the colour of the stream (burn).
- the use of the word 'horseback' creates an image of the stream flowing fast like a horse running down.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Line 2

- ‘rollrock’ is a combination of the words ‘rock’ and ‘roll’ to emphasise the speed of the stream; it is flowing so fast that some rocks are dislodged and rolling down.
- The poet uses the words ‘roaring down’ to imitate the speed and sound of the stream.

Line 3 and 4

- when the stream reaches a pool it is contained (‘coop’)
- the force of the water tumbling down leaves a residue of foam that resembles wool (‘fleece’) covering (‘comb’) the pool
- the energy of the river is now ‘cooped up’ in a rockpool and the water gently ‘combs’ over the rocks and falls to the lake
- ‘flute’ creates an image of a narrowing in the stream before it continues to the lake which is its ultimate destination (‘home’)

Stanza 2

Line 5

- the wind causes the foam covering the pool like a bonnet made of foam
- the foam is fawn coloured which is a coined ‘fawn-froth’

Line 6 and 7

- ‘twindles’ effectively describes the force of the water as being calmer
- ‘broth’ creates an image of a soup which is dark in colour and is made of a mixture of meat and vegetables
- ‘broth of a pool’ should be read together as the poet makes use of enjambment (run-on line) to link the description
- the colour ‘the broth/Of a pool’ is ‘pithcblack’, which is an intensive form used to describe a particularly dark night
- ‘Despair’ is written with a capital letter. The poet personifies it implying that as the pool ‘rounds and round’ (going in circles), it drowns Despair, based on his view of Nature.
- ‘féll-frówning’ is a compound word invented by Hopkins. It refers to the hills looking down on the pool appearing to be frowning

This Photo by Unknown

Bonnet

Stanza 3

The description of Nature is vivid, but a true reflection of the countryside is presented to us.

Line 9 and 10

- the sides (‘groins’) of the steep banks (‘braes’) through which the small stream (‘brook’) flows, are wet (‘degged’ and ‘dappled’ from the dew.
- the use of enjambment, effectively creates a mental picture of the stream flowing at a calmer pace
- the stream is personified as a person walking along implying a more leisurely pace

Line 11 and 12

- in these two lines the vegetation growing on the banks of the stream, is described
- by using words like ‘wiry’ and ‘flitches’, the vegetation is described as a combination of plants that can withstand extreme weather situation.
- on the banks of the stream ash trees covered with berries grow

Downloaded from eduresourceza.com

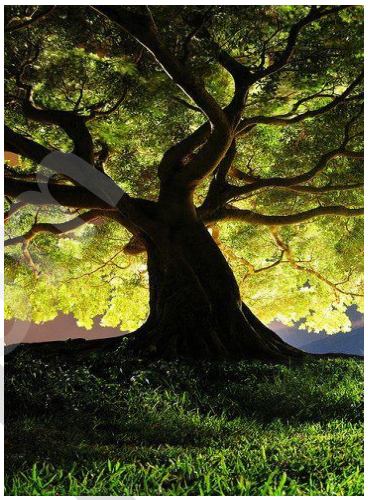
Downloaded from eduresourceza.com

Stanza 4
In this stanza Hopkins no longer describes Nature, but rather makes an appeal to mankind to preserve Nature.
Line 13 and 14

- the stanza opens with a rhetorical question
- this poetic device introduces a change in mood
- the use of enjambment forces the reader to consider the rhetorical question
- through the effective use of alliteration, Hopkins emphasises the importance of Nature
- Hopkins makes a plea to his fellow men to leave Nature to run its course

Line 15

- the repetition of 'let them be left' emphasis his earnestness for the preservation of Nature.
- the use of 'O' invokes a pleading tone
- the inversion of 'wildness and wet', emphasises the importance of the natural state of Nature
- he ends the poem with a rallying cry where the alliteration serves to emphasis the call to arms: 'Long live the weeds and the wilderness yet'



Ash tree

4. Themes

Natural wonder
The speaker is in awe of the beauty of Nature. He expresses it through newly-coined words like 'darksome', rollrock,' fáwn-fróth. By using alliteration, he makes the reader hear the sounds in Nature.

The preservation of Nature
The speaker was concerned that the Industrial revolution might destroy Nature because mankind was more concerned about prosperity. He therefore starts stanza 4 with a rhetorical question.

5. Diction and figurative Language

Poetic devices
Alliteration

The poet uses alliteration throughout the poem.

Stanza 1:

Line	Quotation	Purpose
1	'This darksome **b**urn, horseback **b**rown'	The alliteration of the 'b', emphasises the dark colour of the river.
2	'His **r**ollrock highroad **r**oaring down'.	One hears the sound of the rocks rolling when the force of the water hits them.
13	'**W**hat **w**ould the **w**orld be, once bereft'	The repetition of 'w' forces the reader to consider the question.
There are more examples of alliteration in lines, 3, 4, 5, 6, 7,8,9,10,11,12, 14, 15, 16. Alliteration gives a lyrical tone to the poem.		

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Enjambment (run-on lines)

Line	Quotation	Purpose
5-7	'A windpuff-bonnet of fáwn-fróth Turns and twindles over the broth Of a pool so pitchblack, féll-frówning,'	The enjambment effective matches the speed of the stream and assists the reader in understanding the lines. .
		Refer also to lines 3-4, 5-7, 9-10,
13-14	'What would the world be, once bereft Of wet and of wildness? Let them be left,'	In this example the enjambment helps the reader to understand the question.

Metaphor

- The colour of the river is compared to the brown colour of a horse. (line 1)
- The foam on the pond is compared to the fleece of a sheep. (line 3)
- The foam is also compared to the bonnet of a lady that has been swept up by the wind (line 5)
- The colour of the pond is compared to a 'broth'. (line 6)
- 'Despair' is compared to a person drowning. (line 8)

Personification

- 'Despair' in line 8 is also an example of personification.
- In line 16, Hopkins asks a rhetorical question, wanting to know what the world would be (not living) be if it was robbed of Nature. World here refers to mankind, life.

6. Tone and Mood

The tone in the first three stanzas is appreciative but in the last stanza it becomes quizzical when he questions the wisdom of the progress of the Industrial Revolution.

Mood

ACTIVITY 9

Read the poem, ***Inversnaid*** and answer the questions below.

Inversnaid

This darksome burn, horseback brown,
His rollrock highroad roaring down,
In coop and in comb the fleece of his foam
Flutes and low to the lake falls home.

A windpuff-bonnet of fáwn-fróth
Turns and twindles over the broth
Of a pool so pitchblack, féll-frówning,
It rounds and rounds Despair to drowning

Degged with dew, dappled with dew
Are the groins of the braes that the brook treads through,
Wiry heathpacks, flitches of fern,

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

12	And the beadbonny ash that sits over the burn
13	What would the world be, once bereft
14	Of wet and of wildness? Let them be left,
15	O let them be left, wildness and wet;
16	Long live the weeds and the wilderness yet.

9.1 Complete the following sentences by using the words in the list below. Write only the word next to the question numbers.

lyrical, rhyming, sestets, quatrains, octave, couplets

This (a) ...poem consists of four (b)…. The stanzas are further broken down into (c)…. (d)…… (4)

9.2 Refer to line 2 ('His rollrock…. roaring down')

(a) Identify the figure of speech in this line. . (1)

(b) Explain why this figure of speech is effective in this line. (2)

9.3 Refer to stanza 3

Quote one word that means the same as 'riverbank' (1)

9.4 Refer to line 6 ('Turns and twindles over the broth.')

Choose the correct answer to complete the following sentence:

The quotation is an example of ….

A alliteration.
B an oxymoron.
C onomatopoeia.
D a pseudonym. (1)

9.5 Refer to line 13 and 14 'What would the ….and of wildness'.

Give ONE word which best describes the speaker's state of mind in these lines.

Substantiate your answer. (2)

9.6 One of the themes in this poem is appreciation.

Discuss this theme with reference to the speaker's interpretation of Nature. (3)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

9.7 In your opinion, does the speaker succeed in successfully convincing the reader that Nature is worth saving? Discuss your view. (3)

Total [17]

Suggested Answers

9.1 (a) lyrical✓

(b) quatrains✓

(c) rhyming✓

(d) couplets ✓

(4)

9.2 (a) personification ✓ (1)

(b) The poet compares the sound made by the rushing river to an animal or person roaring. (2)

9.3 'braes' ✓ (1)

9.4 A / alliteration✓ (1)

9.5 anxious/concern✓

The speaker fears that the beauty of Nature will be lost forever due to the encroachment of Industrialisation. ✓ (2)

9.6 The discussion of the theme of appreciation should include the following points, **among others**:

- The speaker mentions many details of the how the stream is flowing into the lake.
- He pictures how the swirling of the stream manages to take away negative feelings ('Despair')
- He makes a plea to mankind to leave the wildness of Nature to flourish.

NOTE: Your response must be grounded in the poem.

(3)

9.7 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- The speaker gives a number of images that are typical of the beauty of Nature.
- He makes up new words to describe the sounds of a river flowing, e.g. 'rollrock'.
- He uses alliteration and metaphors to describe the beauty of Nature.

OR

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

No.

- He uses strange new words to describe Nature.
- He does not effectively show that if Nature is destroyed it will have detrimental effects on mankind.
- Describing the flow of a river is not sufficient evidence to ensure that Nature is preserved.

NOTE: You will not be awarded marks for YES or NO.
To obtain full marks, your response must be well-substantiated.
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem. (3)

Total **[17]**

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

10. The night-jar and Inkosazana Yasezulwini

by Chris Mann

Chris 'Zithulele' Mann

Chris 'Zithulele' Mann, born in Port Elizabeth (South Africa) in 1948, was a leading South African-English poet, teacher and cultural icon. His prayerful and joyous poems offer deep reflections on apartheid times, nature, God, the cosmos and inevitability of death. He was diagnosed with cancer. In 2021, he died peacefully at his home in Makhanda, Eastern Cape.

Although what Mann does is often described as 'poetry', much of his work can be considered music. The 'poetry' in his work, then, should be understood more as a methodology – experimentation within systems of signification – than a formal boundary.

1. Summary of the poem

The poem is about how a night-jar, a bird which is active at night and makes jarring a noise, becomes a messenger and a guide. The night-jar points humans to a place where they can receive relief from their troubles.

The night-jar and Inkosazana Yasezulwini

The princess of the Heavens – Zulu by Chris Mann

1 The speckled bird as brown as dust
2 which roosts inside a bush by day,
3 hiding its head against the glare,
4 at midnight pecked against the pane,
5 and gently pecked, until I saw
6 the starlight glitter through its beak.

7 On calm and tender summer nights,
8 when fishes bite the wobbling moon,
9 and moths rise to silvery fruit,

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

10 sprinkling the space among the boughs,
11 it wakes and glides from sill to sill
12 across the worn-out, curtained town.

13 It shook the sandman from my sight,
14 and when the tar-bound slope had turned
15 to bush and rocky hill it said,
16 'There is a grass-house in the hills,
17 above the coast where sugar spumes,
18 and lilies sprout, and no storms fly.

19 'There, the Princess of Heavens,
20 beside her dark as honey feet,
21 gathers up the dreams which reach her
22 and stooping to her woven pots
23 rinses them in rainbow water,
24 and stores them with the morning mist.

25 'Go, waking sleeper, call to her,
26 and wading through the icy stream
27 in which the golden pebbles shine,
28 ask her if her power is love,
29 for she is old as she is young,
30 and without her, no one dreams.'

31 She leaned against a leafless tree
32 on which a crown of crimson burned,
33 and then the hill began to dim,
34 and standing in the greying rocks,
35 I heard the nightjar fade, from sill
36 to sill, across the widowed town.

Words to know

Word	Basic meaning
speckled	covered or marked with a large number of small spots or patches of colour.
glare	shine with a strong or dazzling light.
pecked	(of a bird) strike or bite something with its beak.
wobbling	move or cause to move unsteadily from side to side.
(boughs	main branches of a tree
sill	a ledge or sill forming the bottom part of a window.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

sandman	a fictional man supposed to make children sleep by sprinkling sand in their eyes.
spumes	froth or foam, especially that found on waves.
sprout	(of a plant) put out shoots.
woven	interlaced long threads passing in one direction with others at a right angle to them.
wading	walk with effort through water or another liquid or viscous substance.
pebbles	a small stone made smooth and round by the action of water or sand
crimson	a rich deep red colour

2. Type and Form

This poem does not have a specific type as it combines characteristics of a narrative poem, prose and a sestina (six stanzas of six line).

3. Analysis

Stanza 1

The speaker introduces the night-jar. In **line 1** it is described as a brown bird that is speckled.

A night-jar

This is a nocturnal bird because during the day it nests in the bush, hiding from the brightness of the sun. It comes out of the bush at night and moves around and sits on window sills. At midnight is visits the speaker's window and pecks on the window pane. The reflection of the stars is seen on its beak.

Stanza 2

In this stanza the speaker gives a clear description of a calm summer night and what the night jar does. In **line 8** the presence of the moon is evident; **'fishes bite the wobbling moon'**. The moon is said to be wobbling. The movement of the reflection of the moon in the water is caused by the

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

movement of the fishes in the pond. In **line 9** the fruit looks silvery because of the moonlight. In **line 10** the moon shines through the space between the tree branches.

The night-jar wakes and flows from one window sill to the next, across town. The speaker refers to the town as curtained to indicate that it is at night and curtains in are drawn.

Stanza 3
The speaker has insomnia, he cannot fall asleep, and he blames his lack of sleep on the night-jar. In **line 13** the speaker says the bird 'shook the sandman from my sight', this means that the sandman who is supposed to make the speaker drowsy and fall asleep is being removed by the night-jar. In line 15 and the speaker is receiving directions to a place where he will get help. **Lines 16-18** give a clear picture of the place the speaker is directed to:

- a thatched roofed hut built on a hill
- in a coastal area where **'sugar spumes'**. This refers to the area that is in the coast of Kwa-Zulu natal with sugar cane plantations.
- The area where the hut is built is beautiful, there are lilies on the hill.
- It is a peaceful place (**line 18: 'no storms fly'**).

Stanza 4
The night-jar, in this stanza, informs the speaker of who can help him get relief from his trouble. The Princess of Heavens, a being who collects dreams, helps human beings with bringing them new hope. In **lines 21-23** the Princess of Heavens receives the dreams, puts them in a woven pot and cleanses them in rainbow water.

A woven pot

A rainbow is a symbol of hope, promise, peace and new beginnings. Washing dreams in **'rainbow water'** means giving back hope and it is a promise of new beginnings. This idea is solidified in **line 24** when she stores the dreams with the morning mist, a sign of rebirth.

Stanza 5
The night-jar instructs the speaker to go to the Princess of Heavens to seek for help. The walk is not going to be easy **(line 26 – 'wading** through the icy stream'), but there is great promise and hope **(line 27 – 'golden pebbles shine'**). The princess of Heavens is ageless, **line 29** 'for she is old as she is young'. This means that she is accessible to everyone, and she identifies with people of all age groups. Her remedy is love (**line 28**).

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

Stanza 6
In line 31 the speaker sees the Princess of Heavens leaning against a leafless tree. Leafless trees symbolise the end of an era and lack of vitality. In **line 32** the tree has bright red flowers, 'a crown of crimson'. Although the crimson colour can be associated with danger, it also symbolises excitement, love and power.

A leafless tree with a crimson crown

In line 33, the hill begins to fade – it is dawn, the morning mist is appearing, and is resulting to the hill beginning to dim. In line 34 the speaker is standing in the greying rocks. The speaker has reached a turning point. He has decided to take action through using the grey rocking technique. Grey rocking is a technique used to divert a toxic person's behaviour by acting unresponsive when interacting with them. The speaker in this line is taking a decision to stop being responsive to things that disturbs his peace. As he makes this decision, the night jar fades away, it has accomplished its mission.

4. Themes

Hope

The night-jar as a messenger and a guide brings hope to humans by pointing them to a being who can renew their hope and make them dream again.

Human's physical and spiritual needs

Human needs of getting inner peace, understanding and acknowledgement can be attained through spreading love to other human beings. Humans only reach this point when they start to ignore and stop entertaining people with toxic behaviour.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

5. Diction and Figurative Language

Simile

- Line 1 'as brown as dust'
- Line 20 'dark as honey'

Metaphor

- Line 26 'wading through the icy stream'
- Line 32 'a crown of crimson'
- Line 33 'the hill began to dim'

Images

Images to capture beauty and energy:

- 'calm and tender summer nights'
- 'fishes bite the wobbling moon'
- '…the coast where sugar spumes, and lilies sprout, and no storms fly'.

Alliteration

- Line 11 – **s**ill to **s**ill
- Line 31 – **c**rown of **c**rimson

6. Tone and Mood

Tone

- Placid: The night-jar is peaceful in its manner as it guides the speaker to getting a solution to his problems.
- Sympathetic: There is a sense of understanding and being non judgemental that is portrayed by the night-jar as it assists the speaker.

Mood

ACTIVITY 10

Read the poem, ***The night-jar and Inkosazana Yasezulwini***, and answer the questions below.

The night-jar and Inkosazana Yasezulwini

The princess of the Heavens – Zulu by Chris Mann

1 The speckled bird as brown as dust
2 which roosts inside a bush by day,
3 hiding its head against the glare,

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

4 at midnight pecked against the pane,
5 and gently pecked, until I saw
6 the starlight glitter through its beak.

7 On calm and tender summer nights,
8 when fishes bite the wobbling moon,
9 and moths rise to silvery fruit,
10 sprinkling the space among the boughs,
11 it wakes and glides from sill to sill
12 across the worn-out, curtained town.

13 It shook the sandman from my sight,
14 and when the tar-bound slope had turned
15 to bush and rocky hill it said,
16 'There is a grass-house in the hills,
17 above the coast where sugar spumes,
18 and lilies sprout, and no storms fly.

19 'There, the Princess of Heavens,
20 beside her dark as honey feet,
21 gathers up the dreams which reach her
22 and stooping to her woven pots
23 rinses them in rainbow water,
24 and stores them with the morning mist.

25 'Go, waking sleeper, call to her,
26 and wading through the icy stream
27 in which the golden pebbles shine,
28 ask her if her power is love,
29 for she is old as she is young,
30 and without her, no one dreams.'

31 She leaned against a leafless tree
32 on which a crown of crimson burned,
33 and then the hill began to dim,
34 and standing in the greying rocks,
35 I heard the nightjar fade, from sill
36 to sill, across the widowed town.

10.1 Refer to line 1.

(a) Identify the figure of speech in line 1. (1)

(b) Explain the effectiveness of the figure of speech. (2)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

10.2 Refer to Stanza 1

Explain what the speaker means in lines 2-4. (2)

10.3 Refer to Stanza 2.

Explain the image that is painted in lines 7-10. (2)

10.4 Give a synonym of the word 'glides' in line 11. (1)

10.5 Refer to line 12 ('across the worn-out, curtained town.')

Choose the correct answer to complete the following sentence:

The phrase 'curtained town' indicates that ….

A the town looks like a curtain.
B the houses have no curtains.
C the curtains are closed.
D the curtains are opened. (1)

10.6 What is the role of the sandman? (1)

10.7 Describe the setting in lines 16-18 (2)

10.8 Identify the tone the night-jar uses in line 25? (1)

10.9 Explain why the speaker is referred to as a waking sleeper, in line 25. (2)

10.10 Quote five consecutive words in stanza 5 which show that the journey to the Princess of Heavens might not be easy. (1)

10.11 Using your own words, explain what line 29 ('for she is … young') means. (2)

10.12 Refer to stanza 6.

Mention TWO things that are done by the Princess of the Heavens. (2)

10.13 One of the themes in this poem is hope. Discuss this theme. (3)

10.14 The night-jar can be admired. Discuss your view. (3)

Total [26]

Suggested Answers

10.1 (a) Simile✓ (1)

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

(b) A comparison is drawn between the colour of the night-jar and dust, thus✓, creating a clear picture of how the bird looks.✓ (2)

10.2 The night-jar is a nocturnal bird.✓ It hides in the bush during the day and only comes out at night. ✓ (2)

10.3 The speaker paints a picture of a beautiful summer night✓ the moon is shining bright; its reflection is seen on the pond where the fishes play and its light gives the fruit a silvery colour.✓ (2)

10.4 flows✓ (1)

10.5 C / the curtains are closed✓ (1)

10.6 He helps the children to fall asleep.✓ (1)

10.7 A thatched roofed house on a hill in a peaceful coastal area where lilies grow in the valley and sugar cane fields.✓✓ (2)

10.8 instructional/commanding✓ (1)

10.9 The speaker is in bed,✓ but he cannot fall asleep/ he remains awake.✓ (2)

10.10 wading through the icy stream'✓ (1)

10.11 It means that the Princess of the Heavens is ageless. People of all age groups can identify with her.✓✓ (2)

10.12 Any TWO from the following responses:

She collects the dreams that reach her.
She rinses the dreams in rainbow water.
She stores the dreams with the morning mist. (2)

10.13 The discussion of the theme of hope must include the following points, **amongst others:**

- The night-jar is a messenger that brings hope by pointing people to the Princess of Heavens.
- When Princess of Heavens cleanses the dreams that she has gathered is a sign of the renewal of hope.
- The presence of the spirit guide is an indication that hope will remain alive. (3)

10.15 Open-ended
Yes.

- The night-jar is a messenger who brings hope to people.
- Not only does the night-jar wakes the people up but it also leads them to a solution.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

- When it has done its job it goes away, it is not bothersome, and it does not linger on.

OR

No.

- It cannot be admired because it disturbs people who are sleeping.
- Not everyone believes in mythology, the Princess of Heavens could be a fictitious being that does not help people in real life.
- It imposes itself on people and gives unsolicited advice.

NOTE: You will not be awarded marks for YES or NO.
To obtain full marks, your response must be well-substantiated. (3)
You can score 1 or 2 marks for a response which is not well-substantiated.
Your interpretation must be grounded in the text of the poem.

Total [26]

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

References

"Degged." Merriam-Webster.com Dictionary, M.-W. h.-w. (n.d.).

Hanley, V. (n.d.). https://vinhanley.com/2021/01/24/an-analysis-of-inversnaid-by-gerard-manley-hopkins/.

http://sittingbee.com/a-bag-of-sweets-agnes-sam/. (n.d.).

https://en.wikipedia.org/wiki/Agnes_Sam#:~:text=As%20a%20child%20of%20nine, Catholic%20school%20in%20Port%20Elizabeth. (n.d.).

https://pensouthafrica.co.za/a-private-audience-by-beverly-rycroft/. (n.d.).

https://www.amazon.com/Agnes-Sam/e/B002LHKLHM%3Fref=dbs_a_mng_rwt_scns_share. (n.d.).

https://www.aoifesnotes.com/leaving-cert/ordinary-level/Paper-Two/docs/prescribed-poetry/Hopkins%20Inversnaid.pdf. (n.d.).

https://www.google.com/search?q=inversnaid+poem+analysis&rlz=1C1GCEU_enZA903ZA903&oq=Inversaid&aqs=chrome.3.69i57j46i10j0i10l4j46i10i175i199j0i10j46i10.7913j0j15&sourceid=chrome&ie=UTF-8. (n.d.).

https://www.google.com/search?q=resilience+definition&rlz=1C1GCEU_enZA903ZA903&oq=resilience&aqs=chrome.1.69i57j0i271l2.11899j0j15&sourceid=chrome&ie=UTF-8. (n.d.).

https://www.google.com/search?q=rhyming+couplets&rlz=1C1GCEU_enZA903ZA903&oq=rhyming+couplets&aqs=chrome..69i57j0i512l9.7932j0j15&sourceid=chrome&ie=UTF-8. (n.d.).

https://www.ilmuk.org/news/giving-gifts-in-islam/#:~:text=Giving%20gifts%20is%20one%20of, reward%20people%20for%20giving%20them.%22. (n.d.).

https://www.merriam-webster.com/dictionary/setting. (n.d.).

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

“Degged.” Merriam-Webster.com Dictionary, M.-W. h.-w. (n.d.).

DRAFT
eduresourceza.com

Downloaded from eduresourceza.com