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CURRICULUM GRADE 10 -12 DIRECTORATE

NCS (CAPS)

LEARNER SUPPORT DOCUMENT

GRADE 12

ENGLISH FAL

LITERATURE SUPPORT DOCUMENT

POETRY

MAY 2023

PREFACE

This support document serves to assist English FAL teachers on how to deal with the new short stories and poems as a result of the changes from DBE. It also captures the challenging language aspects in the Grade 12 work. The document provides a question bank with answers to strengthen class activities and to guide teachers on how to set their own questions based on these texts.

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3.	Jiyane AS	Imbilane High School	Zululand
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This support Booklet will help you to prepare for November NCS, Supplementary and Amended NCS Examinations Grade 12 in English First Additional Language (EFAL). The booklet is designed to assist teachers and learners in the classroom and even during individual preparation for the First Additional Language: Paper 2: Assessment. This study guide focuses on the skills and knowledge you will need to prepare for:

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TO THE STUDENT

It is imperative to bear the following in mind when studying Poetry:

- You must understand the distinctive qualities of different literary forms, e.g., a poem has different characteristics to a novel.
- You must be able to Identify and explain figurative language and rhetorical devices as they appear in different texts e.g., the simile, metaphor, alliteration, contrast, onomatopoeia, pun, euphemism, etc.
- The structure of the poem must be discussed in full. You are taught for knowledge before you get prepared for assessment.
- The poet's main idea and techniques used in the poem must be identified and explained. This will enable you to have a clearer understanding of the poem.
- You must be able to explain the choice and effectiveness of how elements support the theme, or how they enhance the message of the poem and allow for clearer understanding.

STEPS ON HOW TO ANALYSE A POEM

1. Analyze the title, form and structure of the poem.
2. Read the poem either aloud or silently, to feel the mood, tone, pace and its rhythm.
3. Identify the speaker and think about his/her voice and tone in the poem.
4. The next step is to identify the setting of the poem.
5. Use the diction and repetition used in order for you to work out the theme (s) and subject.
6. Identify the sound effects such as the rhyme scheme, assonance and alliteration in the poem.
7. Identify poetic devices and figures of speech and identify how these contribute to the theme.
8. Find out the feelings, message and ideas contained in the body of the poem (meaning of the poem),
9. Think about how the poet communicates his/her ideas.
10. Give your own interpretation of the poem.

HARD TO FIND: SINESIPO JOJO

- 6.1 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Hard to find – Sinesipo Jojo

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

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 realise what my heart wants to say.

- 6.1.1 Comment on the structure of the poem. (2)
- 6.1.2 What is the significance of writing 'daily' in its own line? (1)
- 6.1.3 Choose the correct answer to complete the following sentence. Write only the letter (A–D) next to the question number (6.1.3) in the ANSWER BOOK.
- The words 'fly out' in line 3 means ...
- A be present
B get away
C stay around
D go up (1)
- 6.1.4 What is the speaker's intention for writing the word 'but' in line 5? (1)

- 6.1.5 State how Stanza 1 contradicts Stanza 2. (2)
- 6.1.6 Describe the speaker's state of mind in Stanza 4. (3)
- 6.1.7 Refer to line 14- 15 ('hoping that one...wants to say.').
- What do these lines reveal about the speaker's character?
Substantiate your answer. (2)
- 6.1.8 Critically comment on how metonymy is used through-out the poem. (2)
- 6.1.9 One of the themes in this poem is sadness.
- Discuss this theme. (3)
- TOTAL (17)**

6.2. WHAT LIFE IS REALLY LIKE BY BEVERLY RYCROFT

6.2 Read the extract below and then answer the questions.

What life is really like

1 *You need to toughen up*
2 my father would complain
3 when I was small
4 *I ought to take you to see*
5 *chickens having their heads*
6 *chopped off.*
7 *That'd teach you*
8 *What life is **really** like.*

9 He'd seek me out
10 when one of his pigeons
11 - crazed for home or
12 mad with terror from a
13 roaming hawk –
14 would tumble into
15 the loft
16 mutilated by
17 wire or break.

18 *I* was the one made to
19 clench my palms round
20 its pumping chest,
21 to keep it still while
22 my father's hairy fingers stitched
23 its garotted throat
24 angrily to rights again.

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

30 i waited and waited for that bitter
31 roughness to spy me and a 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 the bulldozed chest
39 he renewed the plaster in the breathing silence
40 never speaking never
41 once saying

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

- 6.2.1 Briefly describe the structure of the poem. Mention TWO points. (2)
- 6.2.2 Refer to line 8 ('what life is **really** like').
- Why is the word '**really**' written in bold? (1)
- 6.2.3 Explain why the following statement is FALSE?
- The speaker only observed his father when working. (1)
- 6.2.4 Refer to line 23 ('its garotted throat')
- (a) Identify the figure of speech used in this line. (1)
- (b) Explain the figure of speech in the context of the poem. (2)
- 6.2.5 Refer to lines 25-29 ('*You see life... with the punches*').
- (a) What tone would the speaker use in these lines? (1)
- (b) Why would the speaker use this tone? (2)
- 6.2.6 Refer to lines 30-32 ('i waited and...in to land')
- Using your OWN words, explain the meaning of these lines. (2)
- 6.2.7 One of the themes in this poem is providence. Discuss this theme. (3)
- 6.2.8 Refer to the poem as a whole.
- In the end, the speaker learnt '*What life is **really** like*'.
- Discuss your view. (3)

[18]

6.3 THE SLAVE DEALER- THOMAS PRINGLE

- 6.3 Read the poem '*The slave dealer*' carefully and then answer the set questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

The Slave Dealer – Thomas Pringle

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

7 There was hot fever in his blood,
8 And dark thoughts in his brain;
9 And oh! to turn his heart to good
10 That mother strove in vain,
11 For fierce and fearful was his mood,
12 Racked by remorse and pain

13 And if, at times, a gleam more mild
14 Would o'er his features stray,
15 When knelt the Widow near her Child,
16 And he tried with her to pray,
17 It lasted not –for visions wild
18 Still scared good thoughts away.

19 "There's blood upon my hands!" he said,
20 "Which water cannot wash;
21 It was shed where warriors bled –
22 It dropped from the gory lash,
23 As I whirled it o'er and o'er my head,
24 And with each stroke left a gash.

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

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

37 'Now, Christ from frenzy keep my son!
38 The Woeful Widow cried;

39 'Such murder foul thou ne'er hast done -
 40 Some fiend thy soul bellied
 41 'Nay, Mother! The Avenging one
 42 Was witness when she died!

43 'The writhing wretch with furious heel
 44 I crushed – no mortal high;
 45 But the same hour her dread appeal
 46 Was registered on high;
 47 And now with God I have to deal,
 48 And there not meet His eye!'

6.3.1 Complete the following sentences using the words provided below.
 Write only the word next to the question number 6.3.1 (a) to 6.3.1 (c)
 in the ANSWER BOOK.

This poem is a (a)...which retells a story of a (b)... who returns home
 to his(c)... after being away for a long-time doing (d)...

mother; slave trade; ballad; son; free verse; sonnet; rhyming

(4)

6.3.2 Refer to lines 1-2 (From oceans...dun)

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

(b) Explain why the figure of speech is relevant in these lines. (2)

6.3.3 Refer to line 7-8 (there was...in his brain)

Explain the meaning of the above lines using your own words. (2)

6.3.4 Refer to the first stanza

Quote TWO consecutive words that indicate that the speaker has
 been away from home for a very long time. (1)

6.3.5 Refer to the poem as a whole.

(a) Identify the tone used in the poem. (1)

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

6.3.6 What is the speaker's state of mind in line 25?

Substantiate your answer. (2)

- 6.3.7 Why is the following statement FALSE?
The slave dealer kills people in warfare. (1)
- 6.3.8 One of the themes in this poem is torment.
Discuss this theme. (3)
- TOTAL MARKS (18)**

6.4 SONNET 73 – WILLIAM SHAKESPEARE

- 6.4 Read the poem carefully and then answer the questions which follow.
The number of marks allocated to each question serves as a guide to the expected length of your answer.

Sonnet 73 - William Shakespeare

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 the 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 the 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.

- 6.4.1 Complete the following sentences by filling in the missing words.
Write only the word next to the question numbers (6.4.1(a) to 6.4.1(d)) in the ANSWER BOOK.

Miltonic; iambic; octaves; sestet; rhyming couplet;
quatrains; Elizabethan; free verse

'Sonnet 73' is a/an (a) ... sonnet. It consists of three (b) ...
followed by a (c) ... The poem is written in fourteen lines in (d) ...
pentameter.

(4)

- 6.4.2 Refer to lines 1-3 ('That time of...against the cold').

In your own words explain what the speaker compares his current state
to.

(2)

- 6.4.3 Refer to line 4 ('Bare ruined...birds sang.').

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

(1)

(b) Explain the relevance of the figure of speech in these lines.

(2)

- 6.4.4 Refer to lines 5 – 7 ('In me thou...doth take away').

Explain the meaning of these lines.

(2)

- 6.4.5 Why is the following statement FALSE?
Aging is a negative encounter to ones' life. (1)
- 6.4.6 Refer to the poem as a whole.
Discuss how the theme of death is evident in the poem. (3)
- 6.4.7 Do you agree with the speaker's opinion on love (lines 13-14)?
Discuss your view. (3)

[18]

6.5. 'THE LAKE ISLE OF INNISFREE- WILLIAM BUTLER YEATS'

- 6.5 Read the poem '*The Lake Isle of Innisfree*' carefully and then answer the set questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

The lake isle of Innisfree - William Butler Yeats

- 1 I will arise and go now, and go to Innisfree,
- 2 And a small cabin build there, of clay and wattle 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

- 6.5.1 Complete the following sentences using the words provided below. Write only the word next to the question number 6.5.1 (a) to 6.5.1 (c) in the ANSWER BOOK.

This poem is an example of a/an (a)..... and the poet is seeking (b)..... and wants to leave the (c).....

country life; sonnet; peace; city life

(3)

- 6.5.2 Refer to lines 2-3 ('and a small cabin...for the honey-bee').

Mention THREE things that the speaker will do when he gets to the Island.

(3)

- 6.5.3 Refer to line 3 ('Nine bean-rows ... the honey-bee').

Identify the poetic device used in this line.

(1)

- 6.5.4 Refer to line 4 ('And live alone in the bee-loud glade').

Explain the irony in this line.

(2)

- 6.5.5 Refer to line 5 ('And I shall have some peace there... comes dropping').
Explain why the poet repeats the word 'peace' in this line. (2)
- 6.5.6 Refer to line 8 ('And evening full of the linnet's wings').
Explain the comparison in line 3. (2)
- 6.5.7 Refer to line 12 ('I hear it in the deep heart's core').
Give ONE word which describes the speaker's state of mind when saying these words? Substantiate your answer (2)
- 6.5.8 Discuss the theme of *nature versus civilisation* that is evident in the poem. (3)
- TOTAL MARKS [18]**

6.6 YOU LAUGHED AND LAUGHED AND LAUGHED- GABRIEL OKARA

6.6. Read the poem carefully and then answer the set questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

You laughed and laughed and laughed- Gabriel Okara

- 1 In your ears my song
- 2 is motor car misfiring
- 3 stopping with a choking cough;
- 4 and you laughed and laughed and laughed
- 5 In your eyes my ante-
- 6 Natal walk was inhuman, passing
- 7 Your 'omnivorous understanding'
- 8 and you laughed and laughed and laughed
- 9 You laughed at my song,
- 10 you laughed at my walk.
- 11 Then I danced my magic dance
- 12 to the rhythm of talking drums pleading,
- 13 but you shut your eyes
- 14 and laughed and laughed and laughed.
- 15 And then I opened my mystic
- 16 inside wide like
- 17 the sky, instead you entered your
- 18 car and laughed and laughed and laughed
- 19 You laughed at my dance,
- 20 you laughed at my inside.
- 21 You laughed and laughed and laughed,
- 22 But your laughter was ice-block
- 23 laughter and it froze you inside froze
- 24 your voice froze your ears
- 25 froze your eyes and froze your tongue.
- 26 And now It's my turn to laugh;
- 27 But my laughter is not
- 28 ice-block laughter. For I
- 29 know not cars, know not ice-blocks.
- 30 My laughter is the fire
- 31 Of the eye of the sky, the fire
- 32 Of the earth, the fire of the air,
- 33 the fire of the seas and the
- 34 rivers fishes animals trees
- 35 and it thawed your inside,

36 thawed your voice, thawed your
 37 ears, thawed your eyes and
 38 thawed your tongue.

39 So a meek wonder held
 40 your shadows and you whispered;
 41 'Why so?'
 42 And I answered:
 43 'Because my fathers and I
 44 are owned by the living
 45 warmth of the earth
 46 through our naked feet.'

6.6.1 Read the poem as a whole and choose the meaning from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question number (6.6.1(a) – 6.6.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) Ante-natal	A Softened
(b) Thawed	B understanding everything
(c) Omnivorous understanding	C connect blacks to their Ancestors
(d) Meek	D related to pregnancy
	E gentle

(4 x 1)

(4)

6.6.2 Refer to the title of the poem. (1)
 To whom does 'you' refer?

6.6.3 Refer to lines 1-2 ('In your ears motor car misfiring').

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

(b) Explain this figure of speech. (2)

6.6.4 Refer to stanzas 1- 2.

Name two things that white people mock Africans with. (2)

6.6.5 Consider the poem as a whole.

(a) Identify the tone that is evident in this poem. (1)

(b) Why does the speaker use this tone? (1)

6.6.6 What is the white man's state of mind in stanza 10?
Substantiate your answer. (2)

6.6.7 The black man's reaction in the poem can be admired.
Discuss your view. (2)

TOTAL MARKS (17)

6.6.1 YOU LAUGHED AND LAUGHED AND LAUGHED- GABRIEL OKARA

6.6.1 Choose a poetic device from COLUMN B that matches the quote in COLUMN A. Write only the letter (A–D) next to the question number (6.6.1(a) – 6.6.1(c) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) "motor car misfiring"	A Onomatopoeia
(b) "chocking cough"	B Alliteration
(c) "ice-block laughter"	C Assonance
	D Metaphor

(3 x 1) (3)

6.6.2 Quote ONE word from stanza 1 that indicates that the African song is harsh and loud to the white man. (1)

6.6.3 Refer to lines 12 ('to the rhythm of talking drums pleading.')

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

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

6.6.4 In your own words explain the white man's reaction to the pleading of the speaker. (2)

6.6.5 Refer to lines 26-29 ('And now it's...not ice-block')

(a) Compare the laughter of the speaker to the white man he is talking to. (1)

(b) Why is the following statement FALSE?

When the speaker says he does not know about cars and ice-blocks he shows his ignorance. (2)

6.6.6 Refer to line 7.

Use your own words to explain what the speaker means by 'omnivorous understanding'. (2)

6.6.7 Refer to lines 42-46 (And I answered...naked feet)

- (a) Discuss the tone found in the above lines.
- (b) Explain why the pronoun "our" forms an important part of the message in the poem. (2)

TOTAL (18)

6.7. THE NIGHT-JAR AND INKOSAZANA YASEZULWINI BY CHRIS MANN

6.7 Read the extract below and then answer the questions.

The night-jar and Inkosazana Yasezulwini

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
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 or 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 windowed town.

6.7.1 Describe the setting of this poem.

(2)

- 6.7.2 Refer to lines 1 and 2 ('the speckled bird...bush by day').
Which evidence is there that the night-jar is a nocturnal bird? (2)
- 6.7.3 Explain why the following statement is FALSE.
The night-jar is deceiving the speaker. (1)
- 6.7.4 Refer to lines 7 and 8 ('On calm and... the wobbling moon').
(a) Mention the season of the year evident in these lines.
Substantiate your answer. (2)
- 6.7.5 Refer to lines 8 to 12 ('when fishes bite... curtained town').
Quote TWO words which show that it is at night. (1)
- 6.7.6 Refer to line 32 ('on which a... of crimson burned').
(a) Identify the sound device used in this line. (1)
(b) Explain why the sound device is relevant in this poem. (2)
- 6.7.7 Choose the correct answer to complete the following sentence below:
Write only the letter (A-D) and the question number on the ANSWER BOOK. The use of as in LINE 1 is the Example of a...
A) Metaphor
B) Personification
C) Simile
D) Pun (1)
- 6.7.8 Refer in line 29 ('for she is ...she is young').
Using your own words explain the meaning of this line. (2)
- 6.7.9 Refer to the whole poem. (3)
The night-jar wakes the poet, eventually leads/ guides him to resolution.
Discuss your view point. (3)

6.8 ON THE GRASSHOPPER AND THE CRICKET BY JOHN KEATS

6.8 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

On the grasshopper and the cricket by John Keats	
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.

- 6.8.1 Choose a description from COLUMN B that matches the name in COLUMN A. Write only the letter (A–D) next to the question number (6.8.1(a) – 6.8.1(d)) in the ANSWER BOOK.

COLUMN A	COLUMN B
(a) wrought (line 11)	A feeling weak
(b) mead (line 4)	B brought about
(c) faint (line 2)	C pleasure, joy
(d) delights (line 7)	D meadow

(4 x 1) (4)

- 6.8.2 Refer to line 2 - 4 ('When all the...the hot sun').

- Identify the figure of speech used in these lines. (1)
- Explain why this figure of speech is relevant in this poem. (2)

- 6.8.3 Refer to the octave.

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

- 6.8.4 Refer to lines 4 – 5 ('From hedge to...takes the lead').
- a) Identify the tone the speaker would use in these lines. (1)
 - b) Why would the speaker use this tone in these lines? (2)
- 6.8.5 Refer to line 9 ('The poetry of...is ceasing never').
- Explain what the speaker means in this line. (2)
- 6.8.6 Explain the contrast in the last two lines. (2)
- 6.8.7 One of the themes in this poem is the beauty nature. Discuss this theme. (3)
- [17]**

6.9. RECIPROCITIES FOR MY MOTHER -CATHAL LAGAN

- 6.9 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Reciprocities <i>for my mother</i> – Cathal Lagan	
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.

- 6.9.1 Complete the following sentence by using the words in the list below. Write only the word next to the question number (6.9.1(a)–6.9.1(d)) in the ANSWER BOOK.

lyric; reflects; skeins; disturbs; knitting; roll; cotton; sewing; chunk; free-verse

This poem is a (a) The speaker (b) ... on how he used to help his mother by holding the (c) ... of wool to wind it into a ball so she could do her (d) ...

(4)

- 6.9.2 Explain the use of the word 'but' in line 15.

(2)

- 6.9.3 Refer to line 9.
- (a) Identify the figure of speech that is used. (1)
 - (b) Explain why this figure of speech is relevant in this poem. (2)
- 6.9.4 Discuss the meaning of the phrase 'To knit through this faltering verse' in line 17. (2)
- 6.9.5 Refer to Stanza 1.
- (a) Identify the speaker's tone in the first stanza. (1)
 - (b) Substantiate your answer in (a) above. (2)
- 6.9.6 One of the themes in reciprocities is 'memory'. Discuss this theme. (3)
- 6.9.7 Discuss the suitability of the title 'Reciprocities'. (2)

6.10. INVERSNDAID: GERARD MANLEY HOPKINS

- 6.10 Read the poem carefully and then answer the questions which follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

Inversnaid by Gerard Manley Hopkins	
1	This darksome burn, horseback brown,
2	His rollrock highroad roaring down,
3	In coop and in comb the fleece of his foam
4	Flutes and low to the lake falls home.
5	A windpuff-bonnet of fawn-froth
6	Turns and twindles over the broth
7	Of a pool so pitchblack, fell-frowning,
8	It rounds and rounds Despair to drowning.
9	Degged with dew, dappled with dew
10	Are the groins of the braes that the brook treads through
11	Wiry heathpacks, fitches of fern,
12	And the beadbonny ash that sits over the burn.
13	What would the world be, once bereft
14	Of wet and wildness? Let them be left,
15	O let them be left, wildness and wet;
16	Let live the weeds and the wilderness yet.

- 6.10.1 Read the poem as a whole and choose the meaning from COLUMN B that matches the word in COLUMN A. Write only letter (A-E) next to the question numbers (6.10.1(a) to 6.10.1(d) in in the answer book.

COLUMN A		COLUMN B	
(a)	Inversnaid	A	To water a plant by sprinkling
(b)	twindles	B	Image of the dark coloured water which looks like soup.
(c)	degged	C	a village in the remote Scottish highlands
(d)	broth	D	Something thin but strong.
		E	The movement of froth in the stream.

4x1 (4)

- 6.10.2 Refer to line 5 ('A windpuff-bonnet...froth')
- (a) Identify the figure of speech in this line. (1)
- (b) Explain why this figure of speech is relevant. (2)
- 6.10.3 Refer to stanza 3.
- Choose the correct answer to complete the following sentence.
The description in this stanza shows that:
- A. The speaker is looking at a dry riverbed.
B. The speaker admires the natural landscape around him.
C. The place is dark and dangerous.
D. The hills are blocking the brook's beauty. (1)
- 6.10.4 Refer to stanza 3.
- Why is the following statement FALSE?
- The place is overgrown with fern. (1)
- 6.10.5 What is the speaker's state of mind in lines 13 to 14? (What would the...them be left)
- Substantiate your view. (2)
- 6.10.6 One of the themes of this poem is preservation of nature.
Discuss this theme. (3)
- 6.10.7 The poem is more relevant today than it was in 1881.
Discuss your view. (3)
- TOTAL (17)

6.10. INVERSNAD: GERARD MANLEY HOPKINS

- 6.10.1 Complete the following sentences by using the words in the list below. Write only the word next to the question number (6.10.1(a)–6.10.1(d)) in the ANSWER BOOK.

village; industries; rises; natural; brook; man-made; hills; flows
--

The poem gives details about a...6.1.1(a) which ...6.1.2(b) powerfully. It is surrounded by ...6.1.3(c) which make the speaker admire the ...6.1.4(d) views.

4x1 (4)

- 6.10.2 Refer to line 2 ('His rollrock...highroad roaring down').
- (a) Identify the sound device used in this line. (1)
 - (b) Explain why the sound device is relevant in this poem. (2)
- 6.10.3 Refer to lines 6-8 ('Turns and twindles...Despair to drowning').
- (a) Identify the speaker's tone in these lines. (1)
 - (b) Why would the speaker use this tone in these lines? (2)
- 6.10.4 Quote one word which shows that the water is a mixture of what the stream sweeps as it flows. (1)
- 6.10.5 Why is the following statement FALSE?
The word 'degged' shows that the speaker uses an American dialect. (1)
- 6.10.6 One of the themes of the poem is appreciation of the natural environment.
Discuss this theme. (3)
- 6.10.7 The speaker shows manages to convince the reader that the natural landscape must be left untouched.
Discuss your view. (3)

Total:17