**Today’s key questions:**

1. Can I read and understand an unseen poem?
2. Can I comment on language, structure, tone, imagery and meaning when discussing a poem?
3. Can I produce a GCSE style answer to an unseen poetry question?

Period 7: UNSEEN POETRY

27.1 Unseen Poetry

**AO1** – Demonstrate your understanding of the poem’s meaning by selecting relevant quotations and discussing them in detail.

**AO2** – Discuss and analyse language devices used and comment on how the poem is structured and set out. Discuss the form of the poem. Remember to use the correct subject terminology and comment on how this links to the poet’s ideas.

**In ‘How to Leave the World that Worships *Should*’, how does the poet present ideas about the way we live and work in the modern world?**

***The Fall of Rome***

***The Fall of Romet***

1. **Explore connotations of the title.**
2. **Read the poem at least twice.**
3. **Consider the meaning of the poem and identify the poet’s ideas.**
   1. *If you are struggling to do this then look at the words used. Are they negative or positive?*
   2. *Look at the opening and the ending if the poem. What atmosphere is created?*
4. **Analyse the poet’s use of language and structure.**
5. **Select three quotations and analyse key words from them. What is the effect on the reader?**

**STEP ONE: CONNOTATIONS OF THE TITLE**

**How to Leave the World that Worships Should *by Ros Barber***

**STEP TWO: READ THE POEM (Twice)**

Let faxes butter-curl on dusty shelves.

Let junkmail build its castles in the hush

of other people’s halls. Let deadlines burst

and flash like glorious fireworks somewhere else.

As hours go softly by, let others curse

the roads where distant drivers queue like sheep.

Let e-mails fly like panicked, tiny birds.

Let phones, unanswered, ring themselves to sleep.

Above, the sky unrolls its telegram,

immense and wordless, simply understood:

you’ve made your mark like birdtracks in the sand -

now make the air in your lungs your livelihood.

See how each wave arrives at last to heave

itself upon the beach and vanish. Breathe.

**STEP THREE: IDENTIFY THE POET’S IDEAS**

**Grade 6/7**

Barber believes that focusing too much on work prevents people from appreciating the simpler joys of life.

**Grade 7+**

Barber believes that modern life is overcrowded, noisy, and stressful, and that the pressures of everyday life are actually irrelevant and trap people.

**Grade 4/5**

Barber thinks that people prioritise the wrong things in life.

**STEP FOUR: ANALYSE THE POET’S USE OF LANGUAGE, FORM AND STRUCTURE**

**Stuck? What are the connotations of “sheep”, “panicked”, “immense”, “burst”n and “flash”.**

**GRADE 7+: How could the waves that heave themselves to shore metaphorically represent our time on the planet?**

**GRADE 4/5: Perform single word analysis on the words “burst” and “flash”. How is a sense of impermanence created by these words?**

**GRADE 6: Why does Barber personify phones and emails and compare them to panicked birds and babies?**

**STEP FIVE: WHAT IS THE EFFECT ON THE READER?**

**In ‘How to Leave the World that Worships *Should*’, how does the poet present ideas about the way we live and work in the modern world?**

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The final question is worth 8 marks. This question will require you to compare the unseen poem from the previous question to a new unseen poem.

It is likely this new poem will be quite short as you will not have a long time to answer it.

**This question is only testing you on AO2, meaning it is seeing if you can compare language, structure, form and other methods used by a writer.**

27.2 (8 marks)

**STEP ONE: CONNOTATIONS OF THE TITLE**

**The Rich Eat Three Full Meals** *by Nguyen Binh Khiem*

**STEP TWO: READ THE POEM (Twice)**

**The Rich Eat Three Full Meals**

The rich eat three full meals, the poor two small bowls

But peace is what matters.

Thirsty, I drink sweet plum tea;

Warm, I lie in the shade, in the breeze;

My paintings are mountains and rivers all around me,

My damask, embroidered, the grass.

I rest at night, rest easy,

Am awake with the sun

And enjoying Heaven’s heaped-up favours.

**STEP THREE: IDENTIFY THE POET’S IDEAS**

**STEP FOUR: ANALYSE THE POET’S USE OF LANGUAGE, FORM AND STRUCTURE**

**What powerful imagery does Khiem use? Does Barber use any?**

**How does Khiem juxtapose the rich and poor? What does Barber juxtapose?**

**Why does Khiem use religious imagery? Does Barber use any?**

**STEP FIVE: WHAT SIMILARITIES ARE THERE WITH THE FIRST POEM?**

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**In both ‘The Rich Eat Three Full Meals’ and ‘How to Leave the World that Worships *Should’*, the speakers describe attitudes towards the world around us.**

**What are the similarities and/or differences between the methods used by the poets to present these attitudes?**