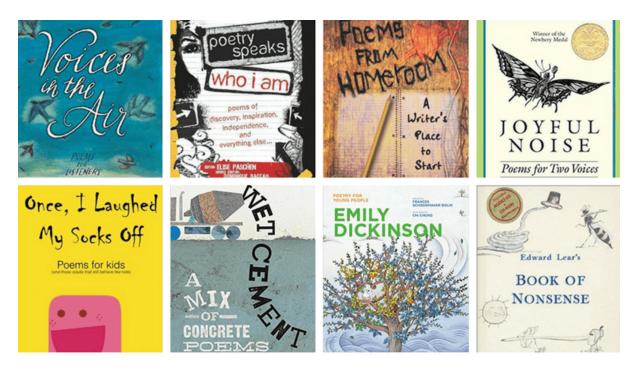# English Literature Paper 2 Section B: Unseen Poetry

Y11 self-isolation work

Objective: to understand the skills required for this component of the exam:
- to write about a poem you have never seen before;
- to compare two poems you have never seen before;
- to analyse language, form, and structure.

This booklet contains two lessons to support your learning at home. Each task or lesson should take you approximately thirty minutes to complete. Answers will be provided at the back of the booklet.

☐ **Lesson 1** The Identification by Roger McGough
☐ **Lesson 2** – Compare The Identification with What Has Happened to Lulu?

Link that might help

https://www.youtube.com/watch?v=XcEjZgHvGO8

LESSON 1.– The Identification

Task 1. Read the Question.

- o **Question 1 will always give you a specific idea/theme to focus on when you analysing the poem so read the question first.**

- o **Q1 is worth 24 marks.**

- o **You should spend approx. 30-35 mins on Q1.**

e.g.

How does the writer present feelings about losing someone in their family in The Identification?

Task 2: Read through the poem.

The Identification

So you think it's Stephen?
Then I'd best make sure,
Be on the safe side as it were.
Ah, there's been a mistake. The hair
you see, it's black, now Stephen's fair...
What's that? The explosion?
Of course, burnt black. Silly of me.
I should have known. Then let's get on.

The face, is that the face mask?
That mask of charred wood,
blistered, scarred - could
that have been a child's face?
The sweater, where intact, looks
in fact all too familiar.
But one must be sure.

The scoutbelt. Yes that's his.
I recognise the studs he hammered in
not a week ago. At the age
when boys get clothes-conscious
now you know. It's almost
certainly Stephen. But one must
be sure. Remove all trace of doubt.
Pull out every splinter of hope.

Pockets. Empty the pockets.
Handkerchief? Could be any schoolboy's.

Dirty enough. Cigarettes?
Oh this can't be Stephen.
I don't allow him to smoke you see.
He wouldn't disobey me. Not his father.
But that's his penknife. That's his alright.
And that's his key on the keyring
Gran gave him just the other night.
Then this must be him.

I think I know what happened…
About the cigarettes;
no doubt he was minding them
for one of the older boys.
Yes that's it.
That's him.
That's our Stephen.

Roger McGough

Task 3: Read through the poem a second time. (Remember you have been told that the poem is about losing someone in the family.) Make some notes on what it is about and how the poet presents ideas down the side:

- the narrator- who is talking? Impact?

- the title- what are your expectations? Is the title significant?

- Meaning: what is happening in the beginning/middle/end of the poem.

- Choice of vocabulary

- Poetic devices (imagery)

- Structural features (does the tone stay the same all the way through?)

Task 4: Pick one of your annotations and write a PEEDD paragraph.
Example: The poet uses a first person narrator in the poem. As we come to read on we realise that the narrator is the boy's father, "So you think it's Stephen? / Then I'd best make sure, / Be on the safe side as it were." Using a first person narrator draws the reader in. We feel that we can relate to the father. McGough elicits an emotional response from the reader and we feel immense sympathy for him. McGough's use of colloquial language, "Be on the safe side" brings the father to life as just an ordinary man in extraordinary circumstances. His use of the rhetorical question as the opening line of the poem presents a man who is uncertain and unwilling to accept that this is his son.

Lesson 2: What Has Happened to Lulu?

Task 1. Read the Question.

- o **Question will always ask you to compare a specific idea/theme that both poems have in common.**

- o **Q2 is worth 8 marks.**

- o **You should spend approx. 10-15 mins on Q2.**

e.g.

In both 'The Identification' and 'What has happened to Lulu', the speakers describe feelings about a person losing someone in their family. What are the similarities and/or differences between the ways the poets present those feelings?

Task 2: Read through the poem.

What Has Happened to Lulu?

What has happened to Lulu, mother?
What has happened to Lu?
There's nothing in her bed but an old rag doll
And by its side a shoe.

Why is her window wide, mother,
The curtain flapping free,
And only a circle on the dusty shelf
Where her money-box used to be?

Why do you turn your head, mother,
And why do tear drops fall?
And why do you crumple that note on the fire
And say it is nothing at all?

I woke to voices late last night
I heard an engine roar.
Why do you tell me the things I heard

Were a dream and nothing more?

I heard somebody cry, mother,
In anger or in pain,
But now I ask you why, mother,
You say it was a gust of rain.

Why do you wander about as though
You don't know what to do?
What has happened to Lulu, mother?
What has happened to Lu?

Charles Causley

Task 3. Annotate the poem. Pick out 3 language methods and a structure method used by Causeley:

- **Narrative voice**
- **Title**
- **Use of questions**
- **Powerful vocabulary**
- **Imagery**
- **Structure**

Task 4. Spend 15 mins writing your answer comparing the two poems:

In both 'The Identification' and 'What has happened to Lulu', the speakers describe feelings about a person losing someone in their family. What are the similarities and/or differences between the ways the poets present those feelings?

Progress Check:
Answer these questions to see how much information you've retained.

1. Timings- how long should you spend on this question?
2. Number of questions
3. Number of poems
4. What the questions will ask
5. How many times should you read the poems
6. When should you annotate
7. What should you annotate

Answers can be found at the end of the document.

ANSWERS

1. Timings- how long should you spend on this question?
   30-35 mins on Q1 and 10-15 mins on Q2

2. Number of questions
   2

3. Number of poems
   2

4. What the questions will ask
   Q1. How does the writer present feelings about…
   Q2. What are the similarities and/or differences between the ways the poets present those feelings?

5. How many times should you read the poems
   Twice

6. When should you annotate
   On the second reading

7. What should you annotate
- Narrative voice
- Title
- Use of questions
- Powerful vocabulary
- Imagery
   - Structure