

To let me blood, and not restore What I have lost with cordial fruit? Sure there was wine. Before my sighs did dry it: there was corn Before my tears did drown it. Is the year only lost to me? Have I no bayes to crown it? No flowers, no garlands gay? all blasted? All wasted? Not so, my heart: but there is fruit, And thou hast hands. Recover all thy sigh-blown age On double pleasures: leave thy cold dispute Of what is fit and not. Forsake thy cage. Thy rope of sands, Which petty thoughts have made, and made to thee Good cable, to enforce and draw. And be thy law, While thou didst wink and wouldest not see. Away; take heed: I will abroad. Call in thy deaths head there: tie up thy fears. He that forbears To suit and serve his need, Deserves his load. But as I rav'd and grew more fierce and wild At every word, Me thoughts I heard one calling. Child! And I reply'd. My Lord.	10
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2.1	Explain the speaker's state of mind in this poem. (2)
	The speaker is a priest and he feels angry and rebellious. ✓ The poem explores the feelings of the poet feeling trapped. ✓ [Award 2 marks for any two relevant and distinct points.]
2.2	Discuss the allusion in line 7. (2)
	It is a reference to pain and suffering ✓ and might refer to the image of Jesus Christ on the cross. ✓ [Award 2 marks for two relevant and distinct points.]
2.3	Explain the speaker's attitude towards his faith. (3)
	His faith and his joy in his faith is lost to him. □ He describes his faith as being unfruitful. □ The only rewards he gets is pain and suffering. □ [Award 3 marks only if the speaker's attitude is discussed.]
2.4	Critically discuss whether this poem is convincing in its logic and persuasion? Provide reasons for your answer. (3)
	Open answer. Candidates might refer to the 'quiet end' as a fitting sense of peace and restored faith to contrast with the speaker's rant throughout the poem.

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Marco Cascella

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How to Read Texts Neil McCaw,2013-09-26 Now in its second edition How to Read Texts introduces students to key critical approaches to literary texts and offers a practical introduction for students developing their own critical and close reading skills Written in a lively jargon free style it explains critical concepts approaches and ideas including Debates around critical theory The role of history and context The links between creativity and criticism The relationship between author reader and text The new edition now includes guidance on analysing a range of multi media texts including film and online media as well as the purely literary In addition to new practical examples readings exercises and checkpoints that help students to build confidence in their own critical readings of both primary and secondary texts the book now also offers guidance on writing fully formed critical essays and tips for independent research Comprehensively updated and revised throughout How to Read Texts is an indispensable guide for students making the transition to university study *Daily Graphic*

[Puja \(CTET & TETs\) English Language & Pedagogy \(Paper I & II\) Book \(Super TET/HPTET/HTET/REET/PTET/MPTET/UTET/CGTET\)](#) Y.P. Sharma,2021-02-03 Puja English Language Pedagogy Book CTET TETs covers Paper I II with topic wise Q A based on the latest exam pattern Designed for CTET TETs and teaching exams it includes practice questions simple explanations and visual aids like charts and mind maps for better understanding *Uzrt 2012*

The Armed Forces Covenant in action? Great Britain: Parliament: House of Commons: Defence Committee,2013-07-18 A series of Ofsted inspections on Army Apprenticeships conducted in 2013 rated the overall effectiveness as good This was an improvement over the last inspection in 2009 rated as satisfactory now called requires improvement Some 28 per cent of Army recruits were less than 18 years of age Further information is needed on why the Army is so dependent on recruiting personnel under the age of 18 years compared to the other two Services and whether steps are being taken to reduce this dependency Of those recruited in 2012 3 5 per cent of the Army were rated at entry level 2 for literacy that of a 7 to 8 year old and 39 per cent had a literacy level of an eleven year old If as the MoD states it has to recruit personnel at whatever level of attainment is available then it should boost remedial action when recruitment entry standards are particularly low In light of changes brought about by Future Force 2020 it may be that recruiting personnel with higher levels of attainment would better meet the future needs of the Armed Forces Whilst the Committee recognises that some recruits may not be eager to take further academic exams the MoD should encourage more recruits to undertake English and Maths GCSEs which would stand them in good stead for future employment The MoD has carried out some useful pilot projects with paramedic training and should identify more potential projects to ensure that vital skills paid for by the MoD are not lost to the country **Writing Framework for the 2011 National Assessment of Educational Progress** United States. National Assessment Governing Board,2010 **Parliamentary Debates (Hansard)**. Great Britain.

Parliament. House of Commons,2013 **Getting Children Writing** Simon Brownhill,2013-05-13 This is a fantastic book

which provides creative and practical suggestions of how to engage all children in writing Sarah Martin Denham Senior Lecturer in Primary Education University of Sunderland This book is a practical guide designed to stimulate story writing in the early years and primary classroom It offers a collection of novel and effective Ideas which can be used by educators to energise excite and motivate children to willingly write stories across the 3 11 age phase Each chapter offers creative and innovative Ideas to get children writing stories including how to help children see the point of story writing how speaking and listening reading and phonics can be utilised to enhance written stories how technology can facilitate refreshing story writing how story writing can be physically interactive By combining theory with practice this book is ideal for those training to teach the 3 to 11 age range those beginning their teaching career and those who are established in their professional role Simon Brownhill is Senior Teaching Associate at the University of Cambridge

George Broomhall's Corn Trade News

,1911 *The Pro-Israel Lobby in Europe* Elvira King,2016-03-02 The activities of pro Israel pressure groups and lobbyists in the US are well known But the pro Israel lobby in Europe is less prominent in both academic and media accounts In a unique account Elvira King identifies the pro Israeli groups which attempt to influence policy makers and implementers in the EU specifically examining Christian Zionist groups Through a detailed study of the European Coalition for Israel ECI the only Christian Zionist lobby in Brussels Elvira King analyses whether and how a religious group can and can fail to influence decision makers in the EU By exploring the context of European relations with Israel as well as the mechanisms through which pressure groups are able to influence EU wide policies King offers an analysis which demonstrates how the EU can be a site where religion and politics meet rather than just being a secular institution It therefore contains vital primary research for both those interested in the pro Israel lobby as well as those examining the role of religion in politics more generally

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