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Introduction

This workbook is one of two specifically aimed at students sitting for the new SEC English Literature examination. It is intended to help students study poetry and get ready to be examined on it, and it does this by leading students to learn about poetry, understand it as a literary genre, and engage with it by developing a personal response to the poems. In this way, the Workbook goes beyond examination practice and provides students with the scaffolding required to develop the skills to analyse poems. Students work through several tasks that teach and not merely test, and students gradually develop the ability to express this awareness in writing. Writing frames help students structure their writing, and a specific focus on language provides them with the necessary words and phrases to answer the examination questions and satisfy the assessment criteria.

Each Unit focuses on one poem from those set in the English Literature syllabus, together with another poem. The second poem in each unit functions as an example of the unseen poem that the students will need to tackle in the examination.

Also available is a Teacher's Book that provides a pedagogical guide to complement the teacher's skills, and answer keys to the tasks in the Workbook.

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Unit 7

Ozymandias by Percy Bysshe Shelley and *The New Colossus* by Emma Lazarus

1. Look at the picture, where we can see a person on the right, and three people on the left.
 - a. What seems to be going on in the picture? Pay attention to the interaction between the figures.
 - b. Write down one word that you imagine the people on the left could be feeling in that situation.



- c. Write down one word to describe the person on the right.

2. a. Listen to the teacher recite the poem and as you listen, underline the correct word out of the three options.

Ozymandias by Percy Bysshe Shelley

I met a traveller from an antique ¹**hand/land/sand**,
Who said: Two vast and trunkless legs of stone
Stand in the ²**forest/desert/ocean** ... Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of ³**harsh/mean/cold command**,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that ⁴**mocked/copied/ridiculed** them, and the heart that fed;
And on the pedestal, these words appear:
'My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!'
Nothing beside ⁵**exists/stands/remains**. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level ⁶**lands/sands/grounds** stretch far away.

Connotation

Some words invoke an idea or feeling in addition to the literal meaning.

Time implication

Sometimes a word can imply something about time by its meaning or its grammar.

Double entendre

Sometimes one word can capture two (or more) meanings, one often being more obvious than the other.

- b. A poet can choose to use one word instead of another for many reasons. Three of these reasons are written in the boxes next to the poem. Match one of these reasons with each of your choices.

Understanding the poem

3. a. Read the poem on your own and order the following sentences in the correct order, according to the poem. Write a number from 1 – 5 in the right column to put the statements in the correct order.

a.	The persona meets a traveller who has just returned from an ancient land.	
b.	Ozymandias passes away and his reign is over.	
c.	A speaker travels through the desert alone.	
d.	The traveller describes what he saw in this fallen kingdom and its artefacts.	
e.	Ozymandias rules over a kingdom with an iron fist.	

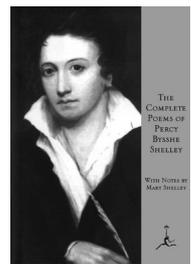
- b. Who is the most prominent figure in the poem? _____

- c. Why is this figure such a prominent character? _____

- d. Where can we find this figure, or any signs that he existed?

Focus on voice

4. Including this prominent figure, we find three **speakers**. Read the poem again and try to identify the three different speakers in the poem. Quote to show evidence that proves the presence of all three. **Tip:** sometimes, we hear a speaker through someone else's voice.



- Speaker 1: _____
 Evidence: _____
- Speaker 2: _____
 Evidence: _____
- Speaker 3: _____
 Evidence: _____

Tip: Think about the different cultural backgrounds that the three personae may have, paying