

Reading and Use of English Paper Part 5 – Multiple choice:
Poetry

Overview: Students practise identifying key words and eliminating word spots, then complete a Part 5 exam task.

Part of Exam: Reading and Use of English (Paper 1) Part 5

Language / Skill Practised: identifying key words and eliminating word spots

Materials: One copy of the worksheet per student.

Time: 50 to 60 minutes, plus extension

Procedure:**Part One: Warmer – identifying key words and eliminating word spots**

1. Tell students to work in groups and discuss the questions briefly. Take feedback from the whole class.
2. Now tell students to quickly skim-read the passage. Tell them not to read every word. Ask them what the gist of the passage is when they have finished. Then students discuss the question in pairs.

Key:

realistic poems

3. Tell students that in Part 5, they will have to choose one option from each four-option multiple-choice question. Also point out that sometimes, a word in an answer may be the same as a word in the passage. However, this does not mean they have found the correct option. Highlight that they need to avoid simply word-spotting, and to consider the meaning of each answer, A–D.

Tell students to work in pairs and match the underlined words with their meanings. Go through the answers as a class.

Key:

A 3 B 1 C 4 D 2

4. Now tell students to skim the first paragraph of the passage, and find the section that relates to Question 1 of Exercise 3 (the first half of the paragraph). They should read through the options carefully and think about which meaning matches the meaning in the passage. Check the answer as a class, and ask students to justify their answer. If any students pick the wrong option, explain why the meaning does not match the meaning in the passage.

Key:

D

Part Two: Exam practice

5. Tell students to work in pairs and look at the questions 1–6 and options A–D. They can use the same technique to underline key words in the stem and answers. Go through any vocabulary in the questions/answers that students are unsure of.

Tell students to work on their own and answer the questions. When they have finished, they can check their answers in pairs and make any corrections as necessary.

Go through the answers as a whole class. Ask students to try to explain why each answer is correct.

Key:

1 D 2 B 3 B 4 C 5 C 6 A

Part Three: Extension

6. Tell students to work in pairs or small groups and do some research. Their poem does not have to rhyme, and it can be either patriotic or realistic. Point out that there are no 'correct' answers here. Students can write their poems individually or in groups. When they have finished, ask a representative from each group to read their poems aloud.



Reading and Use of English Paper Part 5 – Multiple choice: Poetry

1 Work in groups. Discuss the following questions.

- 1 Do you know the names of any famous 'war poets'? Can you name any poems they wrote?
- 2 Which war produced the first major war poets?

2 Skim the reading passage below. Did most war poets write 'patriotic' or 'realistic' poems?

3 Look at the underlined words in the options A–D below. Match them to their meanings 1–4.

1 In the first paragraph, the author suggests that ...

- | | |
|---|---|
| <p>A ... the best war poets experienced war <u>first-hand</u>.</p> <p>B ... war poetry usually makes the reader <u>suffer</u>.</p> <p>C ... war poetry did not <u>exist</u> before World War I.</p> <p>D ... there is no one correct <u>definition</u> of what a war poet is.</p> | <p>1 feel pain</p> <p>2 meaning</p> <p>3 directly, in person</p> <p>4 be real/present</p> |
|---|---|

2 Find the section of the reading passage that matches the question in Exercise 3, part 1. Choose the correct answer, A, B, C or D.

Tip! The same word may appear in an answer and in the reading passage, but this does not mean that answer is correct. You need to focus on the meaning of the answers. You can use the method in Exercises 3 and 4 to help you complete the test task.

4 Read the article about poets of the First World War. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

The Poetry is in the pity

The term 'war poet' means different things to different people. To some, it refers to those poets who write about their attitudes to war, whether they experienced it first-hand, or whether they were civilians. To others, it refers directly to those poets who use their experience of war in order to create poetry that informs and touches those of us who have not suffered as they did. Whatever our interpretation of the term 'war poet', it is undeniable that the concept of war poetry really came into its own during World War I. A bibliography of English poetry of World War I, published in 1978, lists over 3,000 works by 2,225 poets, half of which were written by soldiers themselves. They were trying to convey to the public, who had little real idea of what was going on, the reality of modern warfare at that time. As well as including graphic descriptions of the soldiers' experiences, much of this poetry is of a superb standard, and we are left asking ourselves what these young men might have achieved had they lived longer lives. Or, as some critics believe, were they so motivated by the subject of war that nothing in peacetime Britain could have given them the inspiration to write so well? We can only wonder.

The poetry of these 'soldier poets' of World War I is interesting because it shows a shift in attitude towards war and how a soldier is viewed. Towards the beginning of the War, Rupert Brooke, perhaps one of the most famous British poets from that time, and one of the first poets to establish the cult of 'soldier poets', wrote a series of sonnets. The most widely quoted of these is *Sonnet 5: the Soldier*. The poem is very popular in Britain, but differs a great deal from the type of poetry written by later poets who experienced the horrors of trench warfare on the western front. The tone of the sonnet is very patriotic and almost sentimental, whereas the later poets wrote graphically about the suffering they observed and experienced, such as shell shock, agonising injuries, and desperate fear and

Reading and Use of English Paper Part 5 – Multiple choice:
Poetry

depression. These poets have come to be known as 'soldier poets', and include many whose work was published posthumously – such as Wilfred Owen, Edward Thomas and Isaac Rosenberg – all of whom were killed in combat. Today, we have the internet, photographers, observers, reporters and a huge range of technical aids to show us all how wars are being fought. At that time, during the 1914–1918 war, the gap between the reality of a soldier's life and the image of a soldier's life held by those at home was enormous.

Probably the most revered of these later 'soldier poets' was Wilfred Owen, a mild-mannered English teacher who was in France when the war broke out. Owen's horror at what the soldiers had to endure produced some of the finest poetry of the 20th century. He spoke out angrily about his comrades' plight, but after being hospitalised for shell shock, he insisted on returning to lead his men, and performed some heroic acts before being killed on 4th November 1918, just before the war ended. Owen believed that he needed to be the voice of the soldiers, and he could not do that from the sidelines.

Since then, many war poets, both soldiers and civilians, have written remarkable poetry about war, and most would agree with one of Owen's most famous pieces of writing – interestingly not from a poem, but from the preface to a book of poems published in 1920: *This book is not about heroes. English poetry is not yet fit to speak of them. Nor is it about deeds, or lands, nor anything about glory, honour, might, majesty, dominion, or power, except War. Above all I am not concerned with Poetry. My subject is War, and the pity of War. The Poetry is in the pity.*

- In the first paragraph, the author suggests that ...
 - ... the best war poets experienced war first-hand.
 - ... war poetry usually makes the reader suffer.
 - ... there was no war poetry before World War I.
 - ... there is no one correct definition of what a war poet is.
 - What was the impact of war on the poet soldiers?
 - It damaged them both mentally and physically.
 - It inspired them to write incredible works of literature.
 - Those who survived appreciated their long lives.
 - Peacetime Britain was alien to them.
 - We can assume that Rupert Brooke's poetry ...
 - ... was widely admired by soldiers.
 - ... is not particularly realistic.
 - ... made him very rich and famous.
 - ... is very graphic.
 - During World War I, civilians at home in Britain ...
 - ... were horrified by the returning soldiers' injuries.
 - ... were well aware of the work of soldier poets.
 - ... did not have an accurate understanding of what war was like.
 - ... had little access to modern technology of the time.
 - At the end of the third paragraph, 'sidelines' mean ...
 - ... a medical facility such as a hospital.
 - ... a battleground or dangerous place.
 - ... a place where the main action is not happening.
 - ... a campsite where soldiers sleep.
 - Owen's preface from the book published in 1920 tells us that he ...
 - ... did not believe in the glory of war.
 - ... thought soldiers should be treated as heroes.
 - ... believed poetry was unable to express the pain of war.
 - ... thought there were no good poets left, and this is a pity.
- 5 Do some research about a war and write a short war poem of your own. Read each other's poems and decide whose you think is the best and why.**