To let me blood, and not restore	
What I have lost with cordial fruit?	1.00
Sure there was wine	10
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?	15
No flowers, no garlands gay? all blasted? All wasted?	13
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	20
Of what is fit and not. Forsake thy cage.	20
Thy rope of sands.	
Which petry thoughts have made, and made to thee	
Good cable, to enforce and draw.	A John Committee of the
And be thy law.	25
While thou didst wink and wouldst not see.	
Away: take heed:	
will abroad.	
Call in thy deaths head there: tie up thy fears.	1/22
le that forbears	30
To suit and serve his need,	
Deserves his load.	
But as I rav'd and grew more fierce and wild	
At every word,	35
Me thoughts I heard one calling, Child!	
And I reply'd, My Lord.	

2.1	Analyse 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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Promoting multilingual practices in school and home environments Anna Szczepaniak-Kozak, Angela Farrell, Sandra Ballweg, Andrea Daase, Emilia Wasikiewicz-Firlej, Mary Masterson, 2023-05-15 European society in the 21st century is characterised by increasing linguistic and cultural diversity and this offers valuable resources both on the economic and ideational level At the same time this growing diversity raises challenges to societies in terms of ensuring greater equity and social cohesion In this book the authors discuss the role of languages and multilingualism in the education system and at the interface of formal education and the home environment in this time of transition They offer perspectives of four European countries namely Germany Greece Ireland and Poland By this the authors aim to provide teacher educators interested teachers and also other stakeholders in the education system with essential contextual information and related pedagogical considerations in the areas of language acquisition multilingualism multilingual upbringing whole school development and language sensitive teaching Frontiers of Language and Teaching, Vol.2: Proceedings of the 2011 International Online Language Conference (IOLC 2011) Contemporary Perspectives in English Language Studies: <u>Linguistics and Literature (Penerbit USM)</u> Sarjit Kaur, Shakila Abdul Manan, 2014-11 Discussing contemporary perspectives and new developments in the field of English language studies has gained ascendancy in view of the fact that such concerns about learning and teaching English make important contributions to society Such discussions are of critical importance in today s globalised societies and more needs to be done towards collaboratively presenting the growing wealth of guality research in linguistics and literature Linguists and scholars continue to champion the need to interrogate the discourse of literary and language texts using a number of critical frameworks that help sensitise readers to the ideological nature of literary discourse and the ways in which certain dominant ideas of nation race ethnicity and gender are ratified or challenged Readers need to be constantly challenged to think interpret and evaluate differing views and perspectives The collection of chapters in this book explores contemporary issues and perspectives in linguistics and literature among educators and researchers whose primary focus is to examine the manner in which English is used for various educational purposes from traditional curriculum demands to answering broader questions about human knowledge global citizenship and social Edwidge Danticat Mary Ellen Snodgrass, 2022-06-06 A comet in the mounting firmament of third world non engagement white female writers Edwidge Danticat stands apart An accomplished trilingual children's and YA author she is also an activist op ed and cinema writer and keynote speaker Much of her work introduces the world to the cultural uniqueness of Haiti the first black republic and the elements of African heritage language and Vodou that continue to color all aspects of the island's art and self expression This companion provides an in depth look into the world and writings of Danticat through A Z entries These entries cover both her works and the prevalent themes of her writing including colonialism slavery superstition adaptation dreams and coming of age It also provides a biography of Danticat a list of 32 aphorisms from her

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