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.	

# **English Home Language Paper 2 March 2010**

**Ransford Tetteh** 

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Junior Graphic Mavis Kitcher (Mrs), 2002-07-24 English Language as Hydra Vaughan Rapatahana, Pauline Bunce, 2012-06-22 English Language as Hydra argues that far too often the English language industry has become a swirling beguiling monster unashamedly intent on challenging local lingua diversity and threatening individual identities This book brings together the voices of linguists literary figures and teaching professionals in a wide ranging expos of this enormous The Welsh Language Commissioner in Context Diarmait Mac Golla Hydra in action on four continents Chríost, 2016-07-20 it is the first book on the subject much of the research data provides a unique insight to the development of government policy and is exclusive to this book several of the research results are guite striking and will be of great interest to academics and policy actors alike The SAGE Handbook of Early Childhood Literacy Joanne Larson, Jackie Marsh, 2012-11-09 This new edition of the much loved Handbook of Early Childhood Literacy has been revised and updated to retain its cutting edge focus on emergent and important areas of research This comprehensive work guides the reader through current social cultural and historical analysis on a global scale The new edition contains a greater range of methodologies and chapters on space and literacy disabilities and early childhood literacy digital literacies indigenous literacy play and literacy policy In the Handbook readers will find coverage of all the key topics in early childhood literacy The exceptional list of contributors offers in depth expertise in their respective areas of knowledge The Handbook is essential for Undergraduate students Masters students PhD students CPD students researchers and literacy centre personel The second edition of this internationally respected and widely used text encompases a myriad of new issues and insights both through new contributions and thoughtfully revised chapters which raise fresh questions and challenges for research and practice In pushing the boundaries still further the handbook retains its rightful place at the forefront of research into early childhood literacy practice in the 21st century Professor Teresa Cremin Open University UK This handbook provides in depth knowledge of insights and theories about the dynamic process of how children come to know literacy as thinking humans in social and cultural spaces There is a rich array of research perspectives of children's meaning making through family and digital liteacies play and literacy and in school and out of school literacy experiences Yetta Goodman Regents Professor The Forgotten Third: Do one third have to fail for two thirds to succeed? Roy Blatchford, 2020-06-19 University of Arizona The Forgotten Third is a provocative collection of essays which poses the fundamental question Do a third of school students have to fail so that two thirds can pass Roy Blatchford has brought together a group of leading thinkers and influencers in UK education to address this question and pose some answers Featuring contributions from Caroline Barlow Geoff Barton Rebecca Boomer Clark Peter Collins Tim Coulson Kiran Gill Miranda Green Peter Hyman David Laws Rachel Macfarlane Rupert Moreton Harmer Parr Marc Rowland Catherine Sezen Richard Sheriff Nic Taylor Mullins and Iain Veitch The Forgotten Third challenges orthodoxies to shape a levelled up education system **English-Medium Instruction at** 

Universities Aintzane Doiz, David Lasagabaster, Juan Manuel Sierra, 2012-10-25 This book provides critical insights into the English medium instruction EMI experiences which have been implemented at a number of universities in countries such as China Finland Israel the Netherlands South Africa Spain and the USA which are characterised by differing political cultural and sociolinguistic situations In particular it reflects on the consequences of implementing EMI as an attempt to gain visibility and as a strategy in response to the need to become competitive in both national and international markets The pitfalls and challenges specific to each setting are analysed and the pedagogical issues and methodological implications that arise from the implementation of these programmes are also discussed This volume will serve to advance our awareness about the strategies and tools needed to improve EMI at tertiary level

Daily Graphic Ransford Tetteh, 2010-01-13

Translation and Interpreting in the Age of COVID-19 Kanglong Liu, Andrew K. F. Cheung, 2023-01-01 This book presents the latest developments in translation and interpreting T I which has been at the forefront to face the challenges brought by COVID 19 The contributions in the book contain both quantitative and qualitative empirical studies as well as personal accounts of the impact and opportunities T I has faced in the global pandemic covering topics including metaphor translation delivery of and access to T I services during COVID 19 renewed perspectives on T I practice and profession and technological applications in the T I classroom The various themes in the book through examining the role and many facets of T I against the backdrop of COVID 19 have demonstrated that T I as a vital means of intercultural communication is assuming immense importance at a time of uncertainties and disruptions As one of the books addressing crucial issues of T I at a time of global crisis this edited book is of interest to many T I professionals researchers teachers and students who have been impacted by the pandemic and yet showed a continued interest in T I and its future emerging practice in the post pandemic Handbook of Home Language Maintenance and Development Andrea C. Schalley, Susana A. Eisenchlas, 2020-06-22 era Even a cursory look at conference programs and proceedings reveals a burgeoning interest in the field of social and affective factors in home language maintenance and development To date however research on this topic has been published in piecemeal fashion subsumed under the more general umbrella of bilingualism Within bilingualism research there has been an extensive exploration of linguistic and psycholinguistic perspectives on the one hand and educational practices and outcomes on the other In comparison social and affective factors which lead people to either maintain or shift the language have been under researched This is the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development ranging from the micro level family language policies and practices to the meso level community initiatives and the macro level mainstream educational policies and their implementation The volume showcases a wide distribution across contexts and populations explored Contributors from around the world represent different research paradigms and perspectives providing a rounded overview of the state of the art in this flourishing field

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