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|  | Very confident |
|  | Not so confident |
|  | Need to revise |

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| Year 11 literature knowledge test | | | Answer | Correction and gauge | | |
| Manhunt LANGUAGE AND STRUCTURE | | | | | | |
| 1 | Give one interpretation of the title. |  | | |  |  |
| 2 | How do the stanzas emphasise the theme of conflict in the poem? |  | | |  |  |
| 3 | Who is the speaker and why is that significant? |  | | |  |  |
| 4 | Complete the quotation: ‘\_\_\_\_\_ river.’ |  | | |  |  |
| 5 | Which word jars with the rest of the poem and what does it describe? |  | | |  |  |
| 6 | Which word is repeated, used in the final line and why is it significant? |  | | |  |  |
|  | | | | | | |
| Mametz Wood LANGUAGE AND STRUCTURE | | | | | | |
| 7 | Give one interpretation of the title. |  | | |  |  |
| 8 | How do the stanzas emphasise the theme of conflict in the poem? |  | | |  |  |
| 9 | Which two tenses are used in the poem and why? |  | | |  |  |
| 10 | Complete the quotation: ‘the \_\_\_\_young.’ |  | | |  |  |
| 11 | What does ‘macabre’ mean? |  | | |  |  |
| 12 | What has, ‘slipped from their absent tongues’? |  | | |  |  |
|  |  |  | | |  |  |
| A Wife in London LANGUAGE AND STRUCTURE | | | | | | |
| 13 | Give one interpretation of the title. |  | | |  |  |
| 14 | How do the stanzas emphasise the theme of conflict in the poem? |  | | |  |  |
| 15 | Why does Hardy use repeated dashes within the poem- to reflect what? |  | | |  |  |
| 16 | Complete the quotation: ‘the street-lamp glimmers\_\_\_\_\_\_’ |  | | |  |  |
| 17 | Why is the second verse entitled, ’the irony’? |  | | |  |  |
| 18 | How is light used in the poem? |  | | |  |  |
|  |  |  | | |  |  |
| Dulce et Decorum Est LANGUAGE AND STRUCTURE | | | | | | |
| 19 | Give one interpretation of the title. |  | | |  |  |
| 20 | How do the stanzas emphasise the theme of conflict in the poem? |  | | |  |  |
| 21 | Who is the speaker and why is that significant? |  | | |  |  |
| 22 | Complete the quotation, ‘like old\_\_\_\_under\_\_\_\_\_’ |  | | |  |  |
| 23 | What simile is used to depict the soldier he is ‘yelling and stumbling’? |  | | |  |  |
| 24 | What is the final line and how does it reflect how the poet felt about conflict? |  | | |  |  |
|  |  |  | | |  |  |
| The Soldier LANGUAGE AND STRUCTURE | | | | | | |
| 25 | Give one interpretation of the title. |  | | |  |  |
| 26 | How do the stanzas emphasise the theme of conflict in the poem? |  | | |  |  |
| 27 | What was the poem designed to do? |  | | |  |  |
| 28 | Complete the quotation: ‘under an \_\_\_\_\_\_ \_\_\_\_\_\_\_.’ |  | | |  |  |
| 29 | What technique is use to depict England in the poem? Why? |  | | |  |  |
| 30 | Recall the final line of the poem. |  | | |  |  |
|  |  |  | | |  |  |
| Comparisons | | | | | | |
| 31 | Name two poems that demonstrate the individual torment of the soldiers. |  | | |  |  |
| 32 | Name two poems that demonstrate the unfair nature of war. |  | | |  |  |
| 33 | Name two poems that demonstrate the impact of war on others. |  | | |  |  |
| 34 | Name two poems that demonstrate the mental pain of war. |  | | |  |  |
| 35 | Name two poems that portray a sense of togetherness or camaraderie within war. |  | | |  |  |