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GCSE ENGLISH LITERATURE FOR TEACHING FROM 2015

CPD AUTUMN 2016

POETRY EXEMPLAR (UNANNOTATED)

To Autumn and Afternoons

7a. In the poem 'To Autumn', Keats frequently uses nature to describe the stages of his tuberculosis. As the title suggests, the poem describes the journey through autumn in comparison to himself getting more unwell with TB. In the first stanza, he writes about the first, early, stages of autumn – or the end of the summer. He uses many words that would suggest a freshness, or a kind of beauty, mentioning different fruits and animals such as 'bees'. He uses these 'fresh' words to create imagery and make the atmosphere of happiness and hope (although later we know that this is probably a delusion of hope, as he is slowly dying).

In the second stanza, Keats is describing the middle of autumn. In this stanza the nature that is described creates a much more relaxed and calm atmosphere. He uses words such as 'winnowing wind' and 'flowers' and 'brook' to describe the nature around him at this point in the journey through autumn. Although the atmosphere is relaxed here, in comparison to the first stanza, we start to see a slight worry in the sense of his inevitable death. The description of a more 'relaxed' and heavy nature around him is most likely about him coming to realisation that his TB is in fact there, and cannot be ignored anymore. In this stanza he seems to appreciate the beauty in nature more and more, as if it almost calms him to surround himself in the 'beauty' of nature in this time of fear.

In the third stanza, it is the end of autumn that Keats is describing. In this part, he starts to say things such as 'Where are the songs of spring?' This gives the image of spring being far away, and maybe being something unreachable to him. At this point he realises that he

doesn't know whether he will live to see the spring or not, and this thought brings a whole new sense of fear to this stanza. As it further continues, Keats starts to use a lot of words to do with sounds, possibly to wake up his relationship with nature and to kind of try and absorb himself in the nature, in an attempt to block out the thoughts of his death. The words 'loud bleat' – towards the end of the stanza – seems to wake him up again, however, from this state of ignoring his future and brings him back down to reality with a, depressing, bump as he realises this cannot be ignored any longer, and he has to accept it.

7b. One poem that compares to 'To Autumn' is 'Afternoons' - written by Philip Larkin. One of the most obvious similarities between the two is that they are both about nature and, more particularly, autumn. The opening line of Afternoons says 'summer is fading', describing how it is the end of one of the most sunny and happy seasons and autumn is beginning, suggesting that maybe autumn is a more sad and darker time that is about to come, just as it does in the first stanza of To Autumn.

The two poems are also kind of similar in the sense of structure as each poem has three stanzas. And each a beginning, middle and end. Despite this, however, 'Afternoons' is written over a much smaller time period as appose to 'To Autumn' which is written over the whole Autumn, as it is only written in one deep and complex thought over the time period of one afternoon.

However, unlike Keats in To Autumn, Larkin in Afternoons is describing the people around him (in particular the mothers and children Larkin is observing at a park) and is talking about *their* lives and what *they* are feeling – which however is probably predictable as most of his poems are about other peoples everyday life and relationships. Keats, on the other hand, has written his poem first-hand about himself and is much more personal, and is also written in more dept.

Both poems also describe how the old is being replaced with the new in the first stanza. For example, in Afternoons it says words such as 'new' and 'young' and in To Autumn it states 'close bosom-friend of the maturing sun'. This creates the idea of leaving the old behind and focussing on the new and the now, as if the past is irrelevant.

However, as *To Autumn* continues to describe this nature around him (as we know is to comfort him in the thought of his inevitable death) and time seems to change very little and almost stay the same, *Afternoons* moves on to address another topic and on to describe something else, more away from nature. In the second stanza *Afternoons* starts to talk about a more domestic atmosphere and talks about a man and woman's marriage and the separation and complications between the two, whereas at this point *To Autumn* seems to be being 'left behind' a little bit, Keats still lost in the nature around him. To conclude, both poems although seemingly very similar at first glance, are quite different in the different parts.

To Autumn and Afternoons

7a. 'To Autumn' was written by John Keats who is a British Romantic poet in the early 18th century. He wrote 'To Autumn' after taking a walk through the countryside. He died in 1821 aged 25 from tuberculosis, his poem may have been affected by him knowing that he would be facing death soon. In the later stages of his life he wrote letters to people about his walks and what he sees as life passes by.

'To Autumn' is a poem about Keats life as he realises that he will not make it to spring. It is about the turning of autumn and his lifespan reflects the seasons, how when winter comes, his life will have passed just like how autumn has. This poem is written in iambic pentameters which is the natural spoken English which helps create a conversational tone, Shakespeare wrote in iambic pentameters as well. Keats has written 'To Autumn' to someone, perhaps a woman, - "thou hast thy music too"-.

'To Autumn' is written in the form of an ode. An ode is structured in three separate stanzas. Although they are connected, each stanza paints a distinctly different picture of autumn. For example, in the first stanza the touch of Autumn is described, it describes all the different feelings of autumns, all the unique textures – using words such as 'moss'd', 'ripeness' and 'clammy' -. The second stanza is all about the sights of autumn, such as '...thy laden head across a brook; Or by a cyder-press...' The last stanza is all about the different sounds of autumn, Keats describes the 'songs of spring', a 'wailful choir' and other sounds that can be found in spring/autumn.

The entire poem always seems to link to the idea of appreciating everything fully. The fact that he had tuberculosis and that he knew that his life would be at an end soon, it was as if he had come to terms with his inevitable end but he compared his life to the seasons. How summer was happy but as summer turned to spring and leaves start falling off trees, his life was also starting to fade and so when winter was to come and all the leaves have fallen off the trees, his life would be over too, only when the cycle of the seasons were to start again in spring his life wouldn't, he had come to terms that he wouldn't live to see spring. In the last stanza, 'Where are the songs of Spring?' has been interpreted by us as if spring was so far away that he knew he wouldn't hear the far away songs of spring.

7b. 'Afternoons' was written by Philip Larkin. He was an undergraduate at St Johns College

Oxford where he wrote several works of fiction, verse and critical commentary under the pseudonym of Brunette Coleman. He worked as a librarian and died aged 63 of cancer.

'Afternoons' is a poem about how the cycle of life is linked with the cycle of nature and maybe even the cycle of a day. This is shown in the sense that the young mothers in the poem have lost their freedom and yet the children have theirs. The mothers are now ruled by the domestic chores that are required by the children. This is backed up by the lines in the poem "Finding more unripe acorns, expect to be taken home". The children are expecting to take the acorns home just as there are expecting the mothers to set aside their lives to make room for their children's. Another example of this is a line near the start of the poem that says "Young mothers assemble". The fact that the author used the word assemble makes being a mother seem like more of a job or a duty rather than something beautiful. As well as this the second stanza talks about how the wedding tapes have been dumped near the television. This shows that maybe one of the most important moments of a couple's life has just been dropped off at the closest place it can be left.

In both 'To Autumn' and 'Afternoons' time seems to flow at different paces. In 'To Autumn' time seems to flow at a very fast pace, as each season turns into the next there's never a break in-between. In Keat's poem time seems to be quickly leading him to death, summer turned into autumn far too quickly and winter is also quickly approaching. As if he knows that he won't make it to spring, as each season morphs into the next, there is no time to just enjoy life when death is quickly approaching. In 'Afternoons' however, time seems to flow

too slowly as each day seems to be the same. The constant cycle of doing housework and looking after children makes each day seem the same, making time seem like its flowing slowly. Yet the past seems to be so far away, the past where the mothers were happy, lost in love, that time seemed like just a dream yet there is that constant reminder of the photo album that almost seems to taunt them.

Also in both poems, their lives seems not to be their own, In 'To Autumn' death is the inevitable, his life is no longer his own, his life belongs in the hands of God where it has been decided that he'll die, that there's no way in preventing the matter. In 'Afternoon's' however, the mother's lives are not in their own control. Their lives which used to be full of freedom, each day a new adventure, of youth, is now in control of their children. The expectations of society, their children and husbands seem to bind them, their control of their lives gone as they have responsibility of another life.

As well as this 'To Autumn' spans over a whole seasons whereas 'Afternoons' is more concentrated. Not only this but Keat's poem uses a more formal structure, using rhymes and rhythm as an ode would whereas Larkin's poem is less structure. Also 'To Autumn' is much more nature orientated, whereas 'Afternoons' focuses more on people.

To Autumn and The Soldier

7a. 'To Autumn' is a poem written by John Keats in 1820. This poem reflects his admiration of the natural world as summer change to autumn and then to winter, representing the cycle of the seasons and in turn perhaps commenting on the cyclic nature of life, as at the time of writing Keats was suffering from tuberculosis and knew that he was coming to the end of his life.

In the opening stanza Keats creates a sense of bountifulness and of nature giving to the world by describing the abundance of fruits she is serving up to all around. He describes how the trees branches 'bend' with 'apples' and how the 'hazel shells' are 'plump'. The poem is personified as a woman, which gives it a more approachable, personal feel, who is gone from her energetic, youthful summer days to autumn, where the sun begins to 'mature' and has begun its gradual decent into darkness and the cold of winter, which is possibly a metaphor for Keats's decent into a slow death from tuberculosis. While she is not mentioned as a 'she' in the first stanza, she is in the others, and she works with the more manly 'He' of summer to make a great harvest. There are quite a lot of sensual, touch-related, textural references as well, with words like 'moss'd' and 'clammy', which evoke powerful feelings of summers and autumns past.

In the second stanza the mood changes from the previous excitable tone, overflowing with the goods of nature, to a more mellow, relaxed tone, with the hair of autumn being 'soft-lilted' and with the furrows in the fields only being 'half-reaped' as if no-one has the energy to do the job fully. There are a lot more references to Autumn as a woman, with her 'hair'

being mentioned and a soft femininity being inferred by the way she is 'sitting carelessly'. As the tone gets slower, and the season begins to wind down and take stock, it is reminiscent of the writer beginning to slow and look back upon his life as it comes to an end. There are fewer references to nature and things growing, which suggests that the season is coming to an end.

The last stanza becomes a lot more melancholy and depressed, as Autumn begins to turn to winter, as the long nights go from light to dark and as things once living begin to die. The living things in nature are in mourning, as the 'gnats' sing a 'wailful choir'. However there is a more upbeat tone, as the 'full-grown lamb' bleating and the beautiful music of the 'hedge-crickets' and 'swallows' suggests that there is hope for the future, and that while there is death the cycle of nature will bring round new life. The woman of nature is again mentioned here, in a wistful, more appreciative tone, saying that she has 'music' too, just like the music of the birds and nature. The cyclic nature of this last stanza suggests that Keats is thinking about his death and that while it is very soon and all seems grey, like the approaching winter, but new life shall prevail and the next generation shall come through, as is the nature of life.

7b. A poem similar to 'to Autumn' is 'The Soldier'. This is a poem by Rupert Brooke about the glory of England, how it is so beautiful and so powerful that the patriotism he feels can reach across the sea to where he is fighting. The poem writes about how if he should die, that the 'corner of some foreign field' where his body is buried will be 'forever England'. It talks about the glory of dying for your country, and how after everything she (England) has done for this writer, the writer thinks that the least he can do is give his life for her.

There are a lot of points for comparison between the poems 'The Soldier' and 'To Autumn'.

For a start the poems both refer to nature as a woman, with 'The Soldier' talking about 'her flowers to love, her ways to roam' whereas 'To Autumn' is more subtle, referring to her 'hair soft-lifted' and 'laden head'. She is spoken of in a very positive way, with her being described as 'gentle' by both poems and in general very maternal and kind, with nature giving the fruits and berries of autumn in 'To Autumn' and the mothering body of England actually raising the soldier writing the poem.

Another point for comparison is the overall theme of mortality and facing it. 'The soldier' is all about Brooke's contemplating the possibility of death in WW1. He considers facing his death at the weapons of his enemies, but how it would not be in vain, as he would be honoured and happy to die for England. Similarly, as Keats faced his own death, perhaps he was also thinking about the cycle of life, and how his life is just a part of the process of nature and the changing of the seasons.

To Autumn and Death of a Naturalist.

7a The meaning of this poem is showing/exploring dark side of Nature She say's "where are the songs of Autumn gone" she means what has happened to the Birds singing and The bells Ringing. In this poem there are a lot of Rhyming going on. There is a lot of meaning to add Parts to the sentences.

The title of the poem "To Autumn" could suggest that we are going to look at what it is like Before summer but where Not This Poem is about the bad side of Nature where the leafs are falling and it Just raining and its allways Cold. The Word "mists" could suggest that she had a very dull, dark life. It also could suggest that every think has changed She didn't think that she would be where she is right Now because it really thick. The structure of the poem there is some small but some long sentences.

7b The Poem "Death of a naturalist" also talks about Nature because it says "thick clotted Frogspawn in the water" which also link "To Autumn". both of these poems could be describing there child-hood because when it says "It stood and ran' could suggest that he? was scared and didn't like what he saw, felt or smelt. In "To Autumn" It describes the ways that the nature changes over the period of time in Autumn from when it goes from Summer where it is nice and warm to the start of winter where every thing starts to die down. In "Death of a naturalist" it tells us what it was like for "Seamus Heaney" as a child.

The link between both poems is that they both talk about there childhood or what they have experienced in the life they explain what they touched saw and could feel They both say that It starts To die down after long period of time when winter come every thing dies all the leafs have fallen down and gone every thing is quiet. No birds No Autumn songs.

"John Keats" can't wait for it to become Spring. I don't think he likes winter because he says "Where are the songs of spring" which could mean that he likes Spring and hates the dark, cold, horrible winter. He only likes the nice, warm, loving seasons. But on the other hand "Seamus Heaney" likes the "Autumn" she likes to touch and feel to see what it really is like to touch frogspawn.

I chose the death of a naturalist because I think that both of the poem's describe nature.

To Autumn and Death of a Naturalist

7a. In the poem To Autumn, John Keats talks about how Nature can help us throughout the winter, he also talks about how the sun and the tree's can be friends together, I know this because John Keats says "close bosom friend of the maturing sun" this suggests that Autumn and the sun are friend, he is using personification, because the thing are not alive, but his made it as if they actually they're. He also talks about the leaves are falling of the trees, this happens in Autumn because things are dying off, he also uses 3 stanzas. He uses positive words like "mellow fruitfulness!" because in the day people needed to crop to grow, to survive through out the winter. Nature was very important to people because need to harvest they crops, and to keep them surviving through out the winter. This is a big problem if your crops didn't grow because you won't have any thing to eat through out the winter. This poem uses Alliteration words like "Clammy cell", he uses 10 syllables that is call iambic pentameter, he uses Rhetorical question "Where are the songs of Spring? Ay, where are they" this is to make the reader think that how important nature is to us.

7b. Another poem that I'm going to use to talk about Nature is Death of Naturalist, because this poem is about in spring where things are growing back again but in Autumn it talks about things dying away. Death of Naturalist talks about how frogspawn turn into frogs, but in Autumn it talks about how farmers need their crops to grow. Death of Naturalist is about this boy who loves animals but when he sees how frogspawn turns into frogs, but in Autumn it talks about things dying away. Death of Naturalist talks about how frogspawn turns into frogs, but in Autumn it talks about how farmers need their crops to grow. Death of Naturalist is about this boy who loves animals but when he sees how frogspawn turns into frog, that represents as Death because he gets scared of frogs after, and Naturalist represents that he loves Nature. This poem (Death of Naturalist) uses 2 stanzas but To Autumn uses 3 stanzas, Death of Naturalist first stanza talks/tells us how frogspawn turn into frog and the second stanza tells us that the frogs are fully grown, and wants a revenge for the boy who took the frogspawn. Death of Naturalist uses onomatopoeia "Slap, plop and croaking" this is to make the poem stand out". In To Autumn 'compared to Death of Naturalist it's different because in Autumn talks about harvest and how it's important but in Death of Naturalist it also talks about nature and the boy being scared. This poem Death of Naturalist is Negative and Positive poem because he says "crawling in the grass, angry frog, slime kings" this is negative and the use of "angry frog" is personification because frogs can't be angry but he's doing this to try show how the Frogs are angry at the boy, who took their frogspawn.

In the both poems To Autumn and Death of Naturalist is important to use because he talks about how nature is helpful to us, and helps to grow things in Autumn to survive throughout the winter, and the other poem Death of Naturalist also important because it's in spring, where everything is growing back.

Reading and writing about unseen poetry.....where to start?

Before starting writing about a poem in detail, read and re-read it, ideally underlining and annotating as you go. Reading it three times is a useful rule of thumb: once (very briefly) for the gist, once for sorting out what it's about (its "story") and once for details and effects. You may well find your initial opinions alter once you've read the poem a couple of times.

Points to think about during these initial readings:

- Take note of the title: it may be perfectly self-explanatory, or it may carry a deeper meaning. Either way, it usually gives a useful lead.
- What is the train of thought? The best way to determine this is to track through systematically, reading in units of sense, not line by line. It's usually useful to read from punctuation mark to punctuation mark, which will help break the poem into units of sense. NEVER UNDERESTIMATE THE END OF A POEM! Often the poet's key message comes towards the end of the poem, so it's important to be thorough.
- Is there are specific voice? If so, whose? Poets sometimes write as if they were a different character (sometimes called the persona), although often they write as themselves, too. In either case, what is the effect of the voice?
- Is it addressed to someone? Love poems, for example, sometimes use the second person ("you") which can create a very intimate feeling. If the poem is addressed to a specific person, what is the effect of this?
- What is the aim of the poem? Does it, for example, tell a story, describe an experience, protest about something, describe a place? Try asking yourself why the poet wrote the poem.
- What is its mood and atmosphere? Does it change at all? How do you know? Pinpoint words and phrases that help create the mood and atmosphere. (If you're a bit stuck, some people find it helpful to think in terms of the sort of music or colours that would provide a background to the poem.)
- Focus closely on the words used, and their effects.
- Is there any distinctive imagery, and what are the effects of any imagery used?
- NEVER "SPOT" TECHNIQUES ("There is a simile in the second stanza") without showing how the technique contributes to the overall meaning/theme(s)
- Remember that points must be proved with evidence, and then discussed/explained. There is no "correct" answer, but a reading and interpretation needs to be carefully supported.

- What about the way the poem is put together, or organised - the lengths of lines, significant pauses, the use of stanzas, is there any distinctive rhythm or rhyme? Again, don't spot, but **explain** how what you select fits in with the overall meaning.
- What is your personal response? Does it, for example, connect with any of your own experiences or anything else you've read or seen?

Unseen Poetry exemplar (unannotated)

Unseen Poetry Question

17a) A Gull is a poem about a person admiring a seagull's traits and characteristics and the stories it brings with it as it flies in and perches on his window.

I believe that this poem is about the beauty of nature as shown through the description of the seagull as a 'supergull'. This gives the reader a sense that the seagull is a very powerful and commanding image that perhaps intimidates the speaker. The poem also talks about the stories that the seagull may have brought along with it. The seagull's journey may have been fraught with peril as portrayed through 'bring the waste of dread of open waters' suggesting that the journey was arduous.

I believe that the poet wants to help the reader admire nature by describing common things (seagulls) as rare and beautiful as shown through the vivid description of the seagull's appearance and actions. Also, I think that the poet wants the reader to think of the seagull as a very powerful, commanding creature that can intimidate as shown through 'who would be next for these eyes'. This suggests that the eyes are enchanting and could send a chill down anyone's spine.

The poet appears to set out his poem structure in a way that shows the speaker's journey over his thoughts about the seagull. For example, at first, the speaker is confused about the seagull's presence, then they have to admire and finally they think about what the future holds for it.

I enjoyed this poem because it uses very good vocabulary to paint a vivid image of the seagull's power and stature. Also, it teaches me to appreciate the common and little things in life.

17b) Considering the snail is a poem about a person appreciating the snail's trails and appearance as it 'pushes through a heavy grey night.'

I believe that this poem is about the journey of a snail slowly moving through the night and the speaker's thoughts on it. The verb 'pushes' suggests that the snail is struggling to move and is finishing his journey long and arduous. We also get the impression that the snail is on the hunt as suggested through 'as he hunts'. The speaker may be admiring the snail's mannerisms as he hunts because they seem encapsulated by the snail's work. The speaker then goes on to ask questions about the snail. For example, 'what is a snail's fury' suggests to the reader that the speaker is inquisitive and the snail's mannerisms and actions are just how the snail is going to hunt.

I believe that the poet wants the reader to admire nature more. This is because he uses vivid imagery to create the perception that the snail is not just a boring creature but one full of life and stories. I get the impression that the poet is trying to show that even the most simplistic creatures have a story to tell. This is because the speaker tracks the snail's progress while being inquisitive over the purpose of it and where it has been.

The poet has not seemed to have instilled a specific structure in the poem, however I do see that he has placed the snail's traits and journey at the start of the poem before building up to the point where he can see stones in the snail's history before ending on the point that of the snail's exit from the poem and realisation of the true motives of the snail. This reaches the effect that of a person telling a story to another because the poet is describing all the key events in the snail's time on the hunt and moving along.

This poem lets me admire nature more because it helps me realise the beauty in the little things to be found in the wide world. It makes me think deeply about things I would normally disregard.

Both of the poems are very similar because, firstly, they're poems about nature. Both use vivid descriptions of the animal within each poem to show the true beauty of nature. Also, both of the poems explore the idea of appreciating beauty and admiring the little things. This is done through the close detail of the animal's trails and characteristic down to the minute detail. This helps us appreciate nature even more because it shows things for us to go out and do-appreciate the little, common things as if they are rare and astonishing.

Both of the poems A Gull and Considering the Snail have a seagull and a snail as the main focal point respectively. Considering these are relatively 'normal' animals that can often be seen, they both do draw in the reader and help them admire the animal's beauty and power.

Both of the poems talk about the stories that the animals may have experienced and can be seen within the animals characteristics. However, the poems do have slightly different structures and A Gull's structure is made more apparent. For example A Gull shows the confused nature of the speaker of the seagull before they think about it and then what the future holds for it.

However, Considering the snail's much more discreet structure, this means it is a lot more free-flowing and is constantly changing. I enjoyed both of the poems thoroughly because they both used vivid descriptions to describe the respective animals and I could really picture the animal's stature and power and what they've both experienced. Also, both make me appreciate the little things in life and help me admire the beauty that surrounds me.

17a) The poem 'A Gull' by Edwin Morgan describes a seagull's visit to Morgan's window ledge as an inspection or assessment, much like one a school would get. It is written in first person and is Morgan telling the reader about this encounter.

Throughout the poem, the reader gets the feeling of judgement from this seagull as if it was assessing them. In the third line Morgan described it as a 'cold inspection' which suggests that the seagull is there to judge him. He then goes on to describe how when the seagull appears, it brings the outside world of the sea with him using words such as 'north winds' and 'icebergs'. The words chosen to describe the sea are almost quite violent and strong words instead of picking out nicer images, and more beautiful images of the sea. This implies that the seagull is not a friendly visitor, but more of a powerful and strong one. Morgan also later says 'to bring the waste and dread of open waters' which suggests that the seagull survives these vicious waters everyday therefore is powerful. The phrase 'I know nothing' also backs this up by suggesting that he is inferior to this creature, although at first glance it may not look like it.

17b) Unlike how 'A Gull' describes the power and intensity of a seagull's actions, 'Considering the snail', by Thom Gunn talks about the beauty in the slow movements of a snail. The poem describes how the snail's 'deliberate progress' is much more passionate and purposeful than what someone may first think.

In the first line Gunn describes the snail's travel through grass as 'pushes through a green night'. The fact that he described it as 'pushes' says that he thinks that it is a long and hard journey for them, and that they are courageous. This is also implied by the way that they describe the grass since when you think of night, a dark and mysterious atmosphere forms, kind of like a whole different world to the one we know. Gunn describes a snail's trail as 'a bright path' against 'earth's dark'. This could imply the idea that 'ignorance is bliss' which I think is what Gunn is trying to say throughout the poem. The fact that he says that the earth is 'dark' suggests that all the other creatures including humans, don't take enough time to see the snail's 'bright trail'. Later on Gunn describes that the snail has 'pale antlers' which gives the image of a snail being delicate, yet still strong and noble like maybe a stag that would have antlers. He also asks the question 'what is a snail's fury?'. This could suggest that he has more because of his 'slow passion' and the poet is trying to imply that we, as the human race, need to slow down and appreciate the world as a snail does.

The two poems, at first look, contrast each other quite a lot. Morgan describes the actions of a strong and powerful and first animal whereas Gunn describes a much slower and smaller animal. There is also a contrast between the two found in the title. A Gull is a short and direct choice of words whereas Considering the Snail is more understanding and deeper almost. However, both poets suggest how these animals are much more knowing about the world than us. In 'A Gull' its states 'I know nothing' and in 'Considering the Snail' is says 'I cannot tell what power is at work'. These lines in both these poems give the impression that the animal knows something more than they do, and that they are almost oblivious to the world compared to the animal.

Both the poems also suggest that the animal is quite noble and strong, despite the obvious difference between a gull and a snail. A Gull shows that the seagull has come from the cold outside and 'dread of open water' and 'Considering a snail describes its journey through 'a green night' which 'implies that both animals survive and live in a very challenging world yet are still alive and surviving and content.

17a) A Gull depicts an incident where a seagull has landed on a man's windowsill and the man has been unsettled by the seagull's apparent attitude and behaviour.

The poem's rhythm is rapid, it is as if the poet's thoughts are racing through his head which could indicate that perhaps the poet is alarmed by the sea gull.

I think that perhaps the poet wanted us to consider animals. Maybe he was contemplating the nature of animals in comparison to humans. From the question 'Did he smell my flesh', the reader could get the impression that animals are savage, predatory. This seems to coincide with the poet's description of the seagull. Morgan might possibly be hinting that humans have something to fear from animals. However, this impression may have been purposely given out by Morgan to justify his fear of the seagull, which perhaps after the encounter he found humiliating.

Morgan uses imagery to create the idea of a cold, icy untamed being. I think that this could create the effect of causing fear of the seagull or wariness in the reader, because there seems to be no benevolent emotion in the sea gull. It seems to me that Morgan wishes the reader to feel that the seagull is entirely devoid of empathy. For example 'calculation in these eyes is quick', gives the impression that the seagull is not inclined to do any good, but only thinking of itself, which adds to the impression given by Morgan.

Personally, I believe that A Gull is a harsh and even misleading poem. It implies that gulls are fundamentally evil, but I think that this may have simply been the poet exaggerating or creating a reasonable case for this fear.

17b) Considering the Snail is about a man's surprise at the capabilities of a snail that he observes. Much like A Gull, Considering the Snail is a person's view of an animal. However, in Considering the Snail is a person's view of an animal. However, in Considering the snail the rhythm is slow to match the lengthy but dogged progression of the snail. Whereas A Gull has a quick pace that indicates Morgan is describing a fleeting moment. Interestingly, both poets appear to have wanted the reader to feel that the animals harbour power. This is made obvious in what power is at work because the reader is told that the snail evidently has some inner strength. I think that the poets may have attempted to get the reader to reconsider the hierarchy in the animal kingdom. By describing two

creatures, that we would think of as unthreatening as powerful perhaps even dangerous organisms the reader may begin to rethink overlooking the strengths of the species.

The images created of the creatures is in the same ways similar and different. The seagull depicted by Morgan is a cold, unfeeling being, but the snail seems to have a passionate fury that implies an incredibly emotional animal. This is seen in a 'snail fury' which shows that Gunn feels that perhaps the snail is harbouring deep emotions. This might give the reader the impression that it is them, that is hated by the snail, as no other entity mentioned. This is a rather startling idea as it seems absurd to be fearful of a snail. Single mindedness is in common between the animals. Both poets make it clear that the animals are intent upon something, which gives the poems a set purposefully feel as not nice to the poets stop describing the actions of that animal.

Personally I feel that both of the poems are almost warnings not to underestimate small creatures in our arrogance. Maybe, they are simply acknowledging the qualities of another species. However, to me it feels as though either the poems are a mockery of the animals or an actual worried response to the power that they have witnessed. I think that the former is more likely but it is possible that the latter is correct. I think that the former is more probable because of the choice of animals - it is hard to be scared of a snail or a seagull.

The poems are similar because they share an objective: to describe an animals. Furthermore, both poems attach strong characteristics to the animals, for example, the snails fury. However, I believe that they may differ in emotions. To me it seems as if the poem Considering the Snail is ridiculing the snail for its huge effort that seems to achieve so little. I think possibly, that A Gull was written in honest fright at the compassionless nature he had observed in the gull. The imagery is also very different. While A Gull creates the image of cold places and a love of warmth, Considering the Snail exaggerates the features of a garden to move it seems as if the snail is a great mission. I also respond differently to the poems. A Gull, I thought was written out of fear and believe it to be deceptive although it was not meant to cause harm. However, Considering the snail I felt was making fun of the creature and therefore I disliked it because I felt that disrespect lay behind it. I preferred A Gull because I felt that while the poet had selected only features of the seagull which supported his opinion of it the poem was not mocking the existence or behaviour of the animal.

17a) The poem "A Gull" by Edwin Morgan is about a seagull that has paid a visit to the poet's window ledge and the effect that it has on him. The poem is written in the first person and I think it is about how we view seagulls, perhaps in a way that we shouldn't.

When reading the poem, I get the impression that the poet is afraid of the seagull. For example, the word "inspection" is used very early on in the poem. This word suggests fear to me because, much like a school inspection, the poet seems uncomfortable and as if he is being judged. Another example of Morgan's fear could be when he compares himself to a fish. In the words "not a fish in the house - only me". This makes the poet look weak and inferior to the seagull as seagulls prey on fish.

The structure of the poem also leads the reader to think that Morgan is afraid. Throughout the poem, a mixture of simple and complex sentences are used. This could be seen as a representation of his panic and fear.

I get the impression that Morgan feels uncomfortable around the seagull from the words "North winds, icebergs, flash of salt". This is because the seagull has brought the cold and blustery weather with it, leading to the poet feeling cautious of the bird.

17b) The second poem, "considering the snail" is similar to "A Gull" in the way that they are both describing animals. In his poem, Gunn describes a snail's journey in a rather courageous way, portraying the snail as a fascinating animal. For example, "what power is at work" and "pushes through". This gives the impression that snails are much more powerful than people may think. Gunn also compares the snail to a stag in the words "pale antlers", this emphasises how powerful the snail really is, in his opinion.

The poems contrast when looking at the poets reactions to the animals. In "A Gull" Morgan seems as if he is scared of the seagull and in "Considering the snail" Gunn's reaction is very different, he is interested and fascinated by the animal.

There is also a difference when investigating the titles of the poems. The title "A Gull" gives a straight-forward and blunt feeling while Gunn creates a friendlier and more meaningful feel with the title, "Considering the snail".

As well as differences, the poems also share some similarities. One similar aspect of the poems is they both suggest that the animals are more knowledgeable, and possibly powerful, than the poet or us, as humans. Thom Gunn mentions the words "I cannot tell" and "knowing nothing" and Edwin Morgan shows how oblivious he is to the seagull's intentions in the words "I know nothing".

Similarly, both of the poems portray the animals in a way that makes them seem of higher status than the poets. For example, Gunn uses the word "power" to describe the snail and Morgan describes how he feels threatened by the seagull in the words "did he smell my flesh".

Finally, the animals in the two poems are put across in a way that makes the reader think that they are much more than just a seagull or snail, but in fact a "supergull" or a creature with "power". This makes the reader think about appreciating these animals more and not just overlooking them, but seeing how fascinating and powerful they can be.