Remember - Free Worksheet 2

Christina Rossetti | Original EWS practice, not an official examination paper.

Name: _____ Date: _____

Read the poem and the EWS lesson first. Answer using precise details. A useful response makes a point, gives evidence and explains its effect.

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1. Choose the best description of the speaker: (a) a person imagining separation through death (b) the poet reporting a confirmed event (c) an angry narrator demanding revenge.

2. Complete: The first eight lines form the _____; the final six form the _____.

3. True or false? The ending insists that the survivor must feel guilty whenever they forget. Correct the statement if false.

4. Choose the verb: People may (grief / grieve) after a loss. Then use the other word in a sentence.

5. Match each detail to its effect: A holding hands; B planning the future. 1 a shared life that can no longer continue; 2 familiar physical closeness.

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6. Put these stages in order: permission to forget; request for remembrance; preference for the survivor's happiness.

7. Explain why the turning word Yet matters. Use 25-40 words.

8. Improve this claim: The poem is only sad because its topic is death. Write a more balanced sentence.

9. Write a point-evidence-explanation response of 40-60 words about the final contrast. Paraphrase the evidence if you prefer.

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10. Write 60-80 words: Does allowing forgetting mean that the speaker no longer loves? Support your interpretation with the poem.

Check separately after your attempt. Other well-supported interpretations may be valid.
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