

# English 12: British Literature and Composition

## Relationships: Torments and Triumphs of Love

### Unit Test Review

#### Test Dates:

M 3/29/10 & Tu 3/30/10 (multiple choice)  
W 3/31/10 & Th 4/01/10 (writing)

#### Literary Works to Understand

"The Knight's Tale" (Chaucer)	"Sonnet 30" (Spenser)
"Marriage Is a Private Affair" (Achebe)	"Sonnet 75" (Spenser)
"The Nun's Priest's Tale" (Chaucer)	"Sonnet 130" (Shakespeare)
"The Nymph's Reply to the Shepherd" (Raleigh)	"To the Virgins, to Make Much of Time" (Herrick)
<i>Othello</i> (Shakespeare)	"When I Was One-and-Twenty" (Housman)
"The Passionate Shepherd to His Love" (Marlowe)	"The Wife of Bath's Tale" (Chaucer)

#### Literary Terminology to Recognize

allusion	<i>fabliau</i>	octave	sonnet
antagonist	foil	oxymoron	speaker
aside	foreshadowing	parody	symbol
ballad	heroic couplet	pastoral	theme
beast fable	hyperbole	personification	tone
blank verse	iambic pentameter	point of view	tragedy
<i>carpe diem</i>	iambic tetrameter	quatrain	tragic flaw
chivalry	imagery	refrain	tragic hero
climax	metaphor	sestet	verbal irony
conflict	mock-heroic	setting	volta
dialogue	mood	simile	
dramatic irony	motif	soliloquy	

#### Questions to Consider

- How are a variety of human relationships revealed in the literature of this unit?
- How do authors provide different perspectives on love and relationships?
- Do the extremes of literary relationships correlate to actual relationships in any way?
- How does a person's role in a relationship reveal his or her character?
- Can a writer's portrayal of relationships serve as a critique of society as well?
- How do literary forms (*ballad*, *beast fable*, *sonnet*, or *tragedy*) reveal the ideas of literary works?
- In what ways do literary devices (such as *dramatic irony*, *verbal irony*, *hyperbole*, *motif*, or *symbol*) enhance the meaning of literary works?
- How is the heroic couplet important in the English sonnet and tragedy?
- How are concepts of the time period such as *carpe diem* and *chivalry* revealed in literature?