**Anthem for Doomed Youth**

What passing-bells for these who die as cattle?

— Only the monstrous anger of the guns.

Only the stuttering rifles' rapid rattle

Can patter out their hasty orisons.

No mockeries now for them; no prayers nor bells;

Nor any voice of mourning save the choirs,—

The shrill, demented choirs of wailing shells;

And bugles calling for them from sad shires.

What candles may be held to speed them all?

Not in the hands of boys, but in their eyes

Shall shine the holy glimmers of goodbyes.

The pallor of girls' brows shall be their pall;

Their flowers the tenderness of patient minds,

And each slow dusk a drawing-down of blinds.

**Wilfred Owen, 1917**

**Glossary of terms:**

1. **Anthem** – a rousing or uplifting song, identified with a particular group, body or cause; also perhaps, an important religious song (expressing joy)
2. **passing bells** – a bell tolled after someone’s death to announce the deth to the world
3. **patter out** – rapidly speak
4. **orisons** – prayers
5. **mockeries** – absurd/ridiculous misrepresentations of something
6. **demented** – raving mad
7. **bugles** – a brass instrument like a small trumpet, typically played at military funerals as a sign of respect
8. **shires** – English towns and countryside from which so many of the soldiers came
9. **candles** – church candles or candles lit in a room where a body lies in a coffin
10. **pallor** – paleness from grief
11. **pall** – a cloth laid over a coffin
12. **drawing down of blinds** – a drawing down of blinds as a sign to the world that someone has died (as a mark of respect)

**TASK: What has been included?**

Consider the selection of **words/vocabulary** in this poem.

**Why have specific words been chosen?**

I.e. **What do the words convey?** I.e. **Events, places, people, ideas, feelings, experiences, messages?**

**How do the words affect our understanding of what is taking place?**

\* Use the **glossary of terms** to help you if needed.

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**A selection of language techniques used:**

1. **Simile:** “these who die as cattle”
2. **Personification:** “monstrous anger of the guns”; “choir of wailing shells”; “sad shires”; “bugles calling for them”; “patient minds”
3. **Alliteration:** “rifles’ rapid rattle”; “dusk, drawing-down”
4. **Repetition:** “Only...only”;“No...no”; “Nor...nor”
5. **Rhetorical question:** “What passing bells for these who die as cattle?”;

“What candles amy be held to speed them all?”

1. **Oxymoron:** “hasty orisons”
2. **Emotive language:** “die”; “monstrous anger”; “mockeries”; “prayers”; “mourning”; “demented”; “wailing”; “sad”; “goodbyes”; “tenderness”

**TASK: What has been included?**

Consider the selection of **language techniques** in this poem.

**Why have specific language techniques been chosen?**

I.e. **What do the techniques convey?** I.e. **Events, places, people, ideas, feelings, experiences, messages?**

**How do the techniques affect our understanding of what is taking place?**

\* Use the your full **“Common Language Techniques” glossary** to help you.

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**TASK: What has been included?**

Consider the **contrasting vocabulary and images** within the poem.

E.g. “orisons” (prayers) and “rifles’ rapid rattle”

**How have positive and negative ideas been represented throughout the poem the language choice and images?**

**List a number of examples of “positive” and “negative” vocabulary/images that are used and explain why this contrast is used. I.e. What positive and negatives ideas is the poet trying to convey about those who experience war?**