

BRIGHT STAR

A research project

Teacher's Booklet

This project is designed for students in modern languages departments who wish to work on a literary topic in a more or less scientific way. In the course of the project these students learn a number of skills needed at higher education levels such as:

Research skills

- looking up information fast and efficiently;
- being critical about sources;
- comparing film and text versions of some literary biography (in this case John Keats's);
- processing and organising ideas and contents into structures, using mind maps and other graphic organisers;
- using supporting search machines such as *Timeline* and *Wonder Wheel*.

Language study

- interpreting metaphors;
- assessing poetic language;
- using various techniques to find ways of defining words;
- looking up words and drawing up word webs;
- using thesauri, dictionaries, spell checker.

Production



- after investigating, writing a paper on a research topic;
- producing a bibliography.

- Read the introduction *Dear Students* in the *Student's Booklet*.

Part one: orientation

Background information

- **John Keats** was born on 31 October 1795 to Thomas and Frances Jennings Keats. He was the oldest of four surviving children - George (1797-1841), Thomas (1799-1818), and Frances Mary "Fanny" (1803-1889). A son was lost in infancy. John was born somewhere in Central London. In the summer of 1803, he was sent away to be a boarder with his brother George, to the Clark school in Enfield close to his grandparents' house. On 15 April 1804, only nine months after Keats had started at Enfield, his father died of a fractured skull, falling from his horse on a return visit to the school. His wife Frances remarried two months afterwards, but quickly left her new husband and went to live with the children's grandmother, Alice Jennings.

In March 1810, when Keats was fourteen, his mother died, leaving the children in the custody of their grandmother. Jennings appointed two guardians to take care of her new charges. In autumn 1810, Keats was moved from his school to become a surgeon's

apprentice. This time was the most placid time in his painful life. He lodged with Hammond and slept in the attic above the surgery.

- His first surviving **poem** - *An Imitation of Spenser* – was written in 1814, when Keats was nineteen. On 1 October 1815, Keats registered to become a student at Guy's Hospital, now part of King's College London, where he would study for five years. Within a month of starting, he was accepted for a 'dressership' position within the hospital - a significant promotion, which he took up in March the following year. During his time at Guys, he lived in various rooms near London Bridge.



He was also devoting more and more time to the study of literature. In 1816 his sonnet *O Solitude* was published in a leading liberal magazine and five months later *Poems*, his first volume of verse, was published. It was a critical failure.

- In June 1818, Keats began a **walking journey** around Scotland, Ireland and the Lake District with his friend Charles Armitage Brown. Keats's brother George and his wife accompanied them as far as Lancaster and then left for America where they would die penniless and racked by tuberculosis (called consumption at the time) much later. There would be no effective treatment for this disease before 1921. Keats nursed his brother Tom, continuously exposing himself to the highly infectious disease. Consumption was not identified as a single disease until 1820 and there was a considerable stigma attached to the infection - often being associated with weakness, repressed sexual passion or masturbation. Keats refuses to give it a name in his letters. Tom Keats died on 1 December 1818.

- John Keats moved again, to live in **Brown's** house, the newly built Wentworth Place, also on the edge of Hampstead Heath (London), slightly south of Well Walk. He wrote his famous *Ode to a Nightingale* there.

At this time he met the eighteen year old **Frances (Fanny) Brawne**, who eventually lived next door to Wentworth Place with her widowed mother. Fanny was 18 and a Londoner. Her grandfather had run a London inn, as Keats's father had done, and she had lost several members of her family to tuberculosis. She also shared her first name with the sister and mother of Keats. He fell in love with Fanny and a year later they were engaged, although the engagement was later broken off as his health worsened. Fanny's letters to Keats were, as the poet had requested, destroyed upon his death.

- During 1820 Keats began showing increasingly serious signs of **tuberculosis** and suffered two lung haemorrhages in the first few days of February. He lost large amounts of blood in the attacks and was then bled further by his physician. At the suggestion of his doctors, he agreed to leave London and move to Italy with his friend Joseph Severn. On 13th September, he left for Gravesend and four days later Keats and Severn boarded the sailing brig *The Maria Crowther*. Keats wrote his final version of *Bright Star* aboard the ship.

On arrival in Italy, he moved into a villa in Rome. Despite attentive care from Severn and Dr. John Clark, the poet's health rapidly deteriorated. According to a biography by Severn, the medical attention Keats was given may have hastened his end. John Keats died on 23 February 1821.

Pre-surfing

- What will you investigate? First, we need to get acquainted with the story of Keats's life and his love affair with Miss Fanny Brawne.
- Then we need to decide on which aspect of Keats's life and love we focus. Which question(s) do we want to answer with our literary research work?
- Next we will want to know more about the age he lived in and about the romantic movement in literature.

Reading comprehension

- Read the film review on *Bright Star*. Decide what the film is about while doing the exercise in your *Student's Booklet*. **(1. no: sensitive 2. no: she is more interested in fashion than in marriage 3. yes 4. yes 5. no: he is sent to Italy by his friends who want him to get cured there)**

BRIGHT STAR

First love. A pale, sensitive young man; a young woman who resembles a heroine in a Jane Austen novel. The young man is John Keats, who will become one of the most important Romance poets in English literature. The young woman is Fanny Brawne, the girl next door, with whom he falls in love.

Of course, their love is doomed. We know he is going to die of tuberculosis at a young age, but the first problem the lovers confront is that their love is considered "inappropriate." He is 23; she is 18, and her mother disapproves. He has no money to support a marriage; she values her independence, and is more interested in fashion than in marriage. The trouble is, the social "rules" of the time require her to stay a virgin outside of marriage. Another major obstacle is Keats's friend, Charles Brown, who thinks he is protecting the poet from an "ordinary" life. Mainly, Brown discourages Keats's relationship with Brawne, because he is jealous of Fanny and fears she will take Keats away. In the end, it is Brown and his friends who send Keats away to Italy, in hopes he will be cured. Keats thinks he is being noble: he does not want to marry Fanny only to make her a widow. The story ends in heartbreak. Keats died two years later.

One of the film's strong points is that you feel the intensity of the young lovers, who demonstrate their love in many ways — but not physically. They declare their desire in conversations, letters, and, of course, poems. This may be the chick flick to end all chick flicks and boys may get bored; there are passages that are slow and quiet, and some that simply and silently show us the beauty of nature on Hampstead Heath in the beginning of the 19th century. Ben Wishaw, who plays Keats, is pale and skinny; he stares dreamily at the flowers and trees, and coughs, to remind us he is ill. Abbie Cornish, who plays Fanny, is 27 and often seems too mature to be calling a lover *Mr Keats*.

Yet, this is a beautiful and tender love story. And, it has to be said, the scene in which the couple trade stanzas of "La Belle Dame Sans Merci" in an almost-dark bedroom, is one of the most erotic scenes imaginable between two people with all their clothes on.

"In Keats's day, the quality of his writing that got up people's noses (bothered or disturbed people) was that it was so emotional and so sensual, and it was considered unmanly because of this emphasis on feeling. And I think I was not a Keats fan for those reasons, too.

It is hugely emotional work. I learned to love that and embrace it. And of course his greatest poems, like the odes, are really a lot about death as well, and about transience... serious stuff."

— Ben Wishaw on learning about Keats by playing him in the film, *Bright Star*.

From Drive, January 2010

Listening comprehension

- Watch two video fragments from *Bright Star*, a film released last September. This film is in our cinemas right now. You can find the clips on <http://www.dellie.be/brightstar.html>

fragment 1: trailer

<http://www.youtube.com/watch?v=ITetIodauIM> (2'24")

fragment 2: a letter

http://www.garagetv.be/video-galerij/the_borg/bright_star_clip_1_.aspx (1'41")

- Highlight the parts in your article on p. 14 that contain information which the two video clips (together) also hold. Is there any **new** information that the film gives you?

(A pale, sensitive young man; a young woman who resembles a heroine in a Jane Austen novel. He has no money to support a marriage; she values her independence, and is more interested in fashion than in marriage. Another major obstacle is Keats's friend, Charles Brown, who thinks he is protecting the poet from an "ordinary" life. Mainly, Brown discourages Keats's relationship with Brawne. One of the film's strong points is that you feel the intensity of the young lovers, who demonstrate their love in many ways. They declare their desire in conversations, letters. There are passages that are slow and quiet, and some that simply and silently show us the beauty of nature on Hampstead Heath in the beginning of the 19th century.

New information: Fanny is a realist. She has a brother and a little sister)

Text of the letter read in video clip two:

My dearest lady, I am now at a very pleasant cottage window, looking onto a beautifully hilly country, with a view of the sea; the morning is very fine. I do not know how elastic my spirit might be, what pleasure I might have in living here if the remembrance of you did not weigh so upon me. Ask yourself, my love, whether you are not very cruel to have so entrammelled (= involved) me, so destroyed my freedom. For myself I know not how to express my devotion to so fair a form: I want a brighter word than bright, a fairer word than fair. I almost wish we were butterflies and lived but three summer days. Three such days with you I could fill with more delight than fifty common years could ever contain.

Original text from the letter:

I am now at a very pleasant cottage window, looking onto a beautiful hilly country, with a glimpse of the sea; the morning is very fine. I do not know how elastic my spirit might be, what pleasure I might have in living here and breathing and wandering as free as a stag about this beautiful coast if the remembrance of you did not weigh so upon me. I have never known any unalloy'd Happiness for many days together: the death or sickness of some one has always spoilt my hours – and now when none such troubles oppress me, it is you must confess very hard that another sort of pain should haunt me. Ask yourself my love whether you are not very cruel to have so entrammelled me, so destroyed my freedom.

Literature in Context (1)

- In the trailer, Fanny quotes a few lines from Keats's poems. Find out which poem the quote comes from. Use *Google* for that. Copy and paste the first 24 lines of that poem. **Use a font that befits the poem.** Print out.

(Endymion)

- Learn these lines (1-24) by heart.
- While doing that, look up the words that are not clear to you: *a bower, to wreathe* ...

How will you do that?

- o First highlight these words in your text.
- o Then type in **define:** in your *Google* search box, followed by the word you need to know.
- o *Google* will give you a definition of that word.

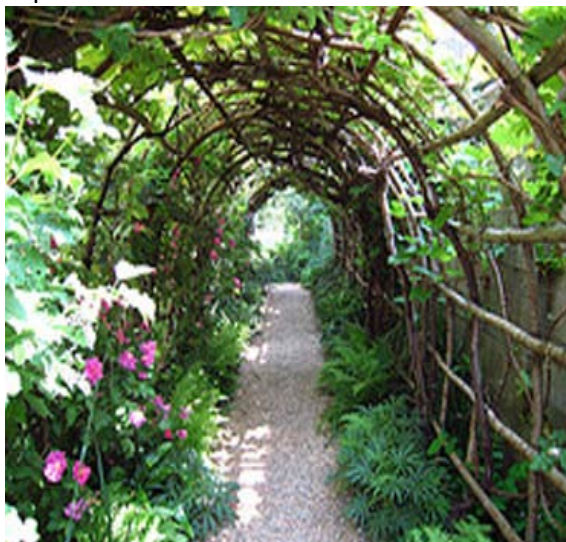
Example:



The screenshot shows a Google search interface. The search bar contains the text "define: bower". To the right of the search bar is a "Zoeken" button and a link for "Geavanceerd Voorkeuren". Below the search bar, there are radio buttons for "Doorzoek:" with options: "het internet" (selected), "pagina's in het Nederlands", and "pagina's uit België". The search results are under the heading "Het internet". Below this, there are "Verwante zoekwoorden:" including "virgin's bower", "tom bower", "jamie campbell bower", "frederick orpen bower", and "johnny bo". Underneath, it says "Definities van **bower** op het internet in het Engels:" followed by two bullet points: "• embower: enclose in a bower" and "• arbor: a framework that supports climbing plants; 'the arbor provided a shady resting place in the park'" with a link to "wordnetweb.princeton.edu/perl/webwn".

- If the definition "*a framework that supports climbing plants*" is not sufficiently clear, use *Google images* (afbeeldingen) to have a better idea of what *a bower* is.

Example:



- Astonish your fellow-students by reciting these 24 lines in class after having learned them by heart.

A THING of beauty is a joy for ever:
 Its loveliness increases; it will never
 Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
 Full of sweet dreams, and health, and quiet
 breathing. 5
 Therefore, on every morrow, are we
wreathing
 A flowery band to bind us to the earth,
 Spite of **despondence**, of the inhuman
dearth
 Of noble natures, of the gloomy days,
 Of all the unhealthy and o'er-darkened ways 10
 Made for our searching: yes, in spite of all,
 Some shape of beauty moves away the **pall**
 From our dark spirits. Such the sun, the
 moon,
 Trees old and young, **sprouting** a shady
boon
 For simple sheep; and such are daffodils 15
 With the green world they live in; and clear
rills
 That for themselves a cooling **covert** make
 'Gainst the hot season; the mid forest **brake**,
 Rich with a sprinkling of fair **musk-rose**
 blooms:
 And such too is the grandeur of the **dooms** 20
 We have imagined for the mighty dead;
 All lovely tales that we have heard or read:
 An endless fountain of immortal drink,

Pouring unto us from the heaven's **brink**.

(This font is 18th Century).

In fact, the technique of looking up words through *Google define*: is free, fast and reliable. The first definition in your list is always from *Wordnet*, a database developed at Princeton University, New Jersey.

Here are the definitions of the highlighted words as they are rendered by *Google define*:

1. *a bower*: a framework that supports climbing plants; "the arbour provided a shady resting place in the park"
2. *to wreathe*: decorate with a band of flowers
3. *despondence* no longer exists. It has turned into *despondency*: feeling downcast and hopeless
4. *dearth*: an acute insufficiency, a period of scarcity of food
5. *a pall*: a chill, feeling of fear
6. *to sprout*: to produce shoots, buds in plants: *The potatoes sprouted.*
7. *a boon*: a blessed state, a blessing or benefit
8. *a rill*: a small stream
9. *a covert*: an area of shrubs or trees. The rill gives water to some shrubs that cover it after a while and give it shade.
10. *brake*: an area covered by one type of plant (*kreupelhout*)
11. *musk-rose*: a type of wild, climbing rose from the Himalaya.
12. *doom*: difficult in this context. It could refer to some disastrous destiny or it could be another spelling of dome, a cupola on the tomb of some illustrious dead VIP.
13. *a brink*: the edge, the boundaries

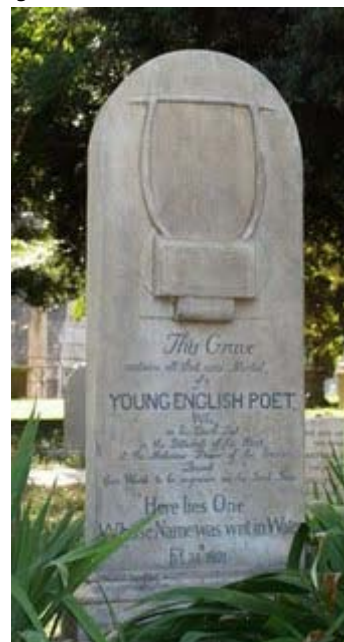


Reading comprehension

- The poem talks about two different aspects of life in an abstract way: *beauty* and *gloomy feelings*.
- Highlight all the words that have to do with 'depression'. (**despondence, inhuman dearth, gloomy days, pall, dark spirits, unhealthy and overdarkened ways, dark spirits**)
- A remedy against darkness is beauty. Where does the poet find beauty? Draw up a list of beautiful things. (**dreams, health, quiet breathing, son, moon, trees, daffodils, rills, forests, roses, simple sheep, grandeur, stories. In short he finds comfort in health, peace of mind, nature and literature**)

Surfing

- Read Pankaj Tyagi's comment from the Internet and do the exercise in the *Student's Workbook*.
- Do you have any idea why John Keats would feel depressed and what Pankaj Tyagi means with "*the tragedy which runs in his life*"? Look up in Keats's biography what made him



unhappy (two reasons). And why does Pankaj write: "the man whose name was writ in water"?



(He couldn't marry the girl he loved; he knew he would die soon. *The man whose name ... is his epitaph.* Keats was suffering from tuberculosis and his poems were marked with sadness partly because he was too poor to marry Fanny Brawne, the woman he loved. When his condition gradually worsened, he sailed for Italy with his friend, the painter Joseph Severn, to escape England's cold winter. Declining Shelley's invitation to join him at Pisa, Keats went to Rome, where he died at the age of 25, on February 23, 1821. Keats did not invent his own epitaph, but remembered words from the play *Philaster, or Love Lies-Ableeding*, written by Beaumont and Fletcher in 1611. "*All your better deeds / Shall be in water writ,*" one of the characters says. Keats told his friend Joseph Severn that he wanted on his grave just the line, "*Here lies one whose name was writ in water.*")

Reflection: pair work

- Were you fast in finding the answers in the surfing exercise? How did you find out about Keats's depression and the quote about the man *whose name was writ in water*?
- Was your neighbour faster in finding the answers? What did he/she do for that?
- Tell your neighbour how you looked up the information you needed and compare your method with his/her methods.
- Fill in the grid in the *Student's Booklet*.



Linguistic analysis: Metaphors

- Poets (in those days) used metaphors, often starting with *as if ...* In these metaphors they try to say what they cannot express in common words. Watching the two extracts from *Bright Star*, you come across such metaphors. What does the poet and his love compare themselves with? How do they present the feeling of being in love?

(being in love is ... like a dream, ... like floating above the trees) (his/her absence is ... as if I have died, ... as if the air is sucked out from my lungs.) (You are like a bright star, I wish we were like butterflies that live three summer days)

Writing

- Now use some metaphors yourself. Use a Valentine note as the format. If you wish to know how to write a love poem, watch the third video clip on <http://www.dellie.be/brightstar.html>
- Here are some suggestions as for possible metaphors for falling or being in love, adopted from Virginia Woolf's *Orlando*. Find them in the *Student's Booklet*, along with the Valentine cards formats.

Speaking: pair work

- Discuss with your neighbour what type of love affair this is. Who is the romantic? Who is the realist? How do you know?
- Tell your neighbour the reasons why this is an 'impossible' love.

- Keats had his love affair around 1817. How have things changed since those days? Are some love affairs also impossible today? For the same reasons?
- Are you jealous of their affair? Why (not)?
- Use constructions that express contrast and similarity. Find these in the *Student's Booklet* as well.

contrast	similarity
whereas	in the (same) way as ...
on the other hand	similarly
yet	corresponding to
contrary to	similar to
different from	likewise



Surfing

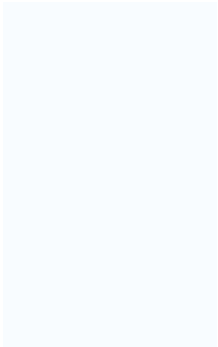
- Search data about the film *Bright Star* on the Internet and fill in the grid in your *Student's Booklet*.

Title	<i>Bright Star</i>
Director	Jane Campion
Director's best-known film:	<i>The piano</i>
Release date in Belgium	January 2010
Awards	2009 Golden Palm nomination (The winner was <i>Das Weisse Band</i> of Michael Haneke)
Actor Keats	Ben Whishaw
Actor Fanny	Abbie Cornish
The name of the film comes from ...	Keats's last poetic work in which he writes about Fanny, his bright star.



Surfing: Pre-Raphaelites

A number of images in the film have Pre-Raphaelite qualities. Look up who the Pre-Raphaelite artists were, why they called themselves Pre-Raphaelites and what they had to do with John Keats's literary world.



(The *Pre-Raphaelite Brotherhood* was a painters' artistic circle, founded by John





Millais in 1848. Millais, Dante Gabriel Rossetti, William Holman Hunt, Waterhouse, Edward Burne-Jones, William Morris became members of this club. One of the first paintings of the Brotherhood was John Everett Millais's *The Eve of St. Agnes*, which is based on a poem by John Keats. The Brothers were non-dogmatic, highly romantic, fascinated by medieval culture, seeking in it a spiritual and creative integrity that had been lost in later times. In spite of their romantic idealism, the style of painting was very realistic, based on observation of nature. Keats was only discovered and widely known in the middle of the nineteenth century, but the Pre-Raphaelite poet and painter Dante Gabriel Rossetti perceived the peculiar gothic qualities of Keats's poetry and tried to elaborate upon them. Keats inspired both John Ruskin and Rossetti to create the imaginary world of Victorian medievalism. Keats's verses inspired much Pre-Raphaelite graphic and literary work: William Michael Rossetti (brother of Dante Gabriel) studied Keats, though he preferred Shelley, and the painters Millais (*Isabella* in 1849) and William Holman Hunt (*The Eve of St. Agnes*) adopted from Keats the subjects for their paintings.)

Use *Google Images* (afbeeldingen) to see samples of their work. There is a Powerpoint on the website <http://www.dellie.be/brightstar.html>

Literature in Context (2)

Reading comprehension: comparing

A detailed emotional biography by Keats's friend Charles Brown can be found on <http://englishhistory.net/keats/brownkeats.html>. This biography contains some letters that Keats wrote to his friend. Find Keats's letter in the *Student's Booklet*.

1. In which stage of Keats's life did he write this letter? **(1 November 1820. Keats died a few months later)**



2. What is the general feeling we find in it? **(despair, wretchedness, misery)**

3. Why does Keats ask Brown to put a cross on his next letter? **(Keats believes that a letter from Fanny, even one in which she is only referred to, would be too difficult to bear. It would kill him. So he asks only to put a cross in the letter so that he can know Fanny Brawne fares well. Using such signs and symbols was not uncommon in those days. Sir Walter Scott, tells us the story of a poor girl who received a letter from her lover. This letter came by coach mail. She was handed the envelope and could read on it a number of code signs which told her how her lover was. She looked at the envelope, interpreted the codes and gave the letter back to the postman with a sigh, saying that she had no money to pay for the mail.)**

4. What did Fanny give him before he left on his doomed journey? **(a travelling cap with a silk lining)**

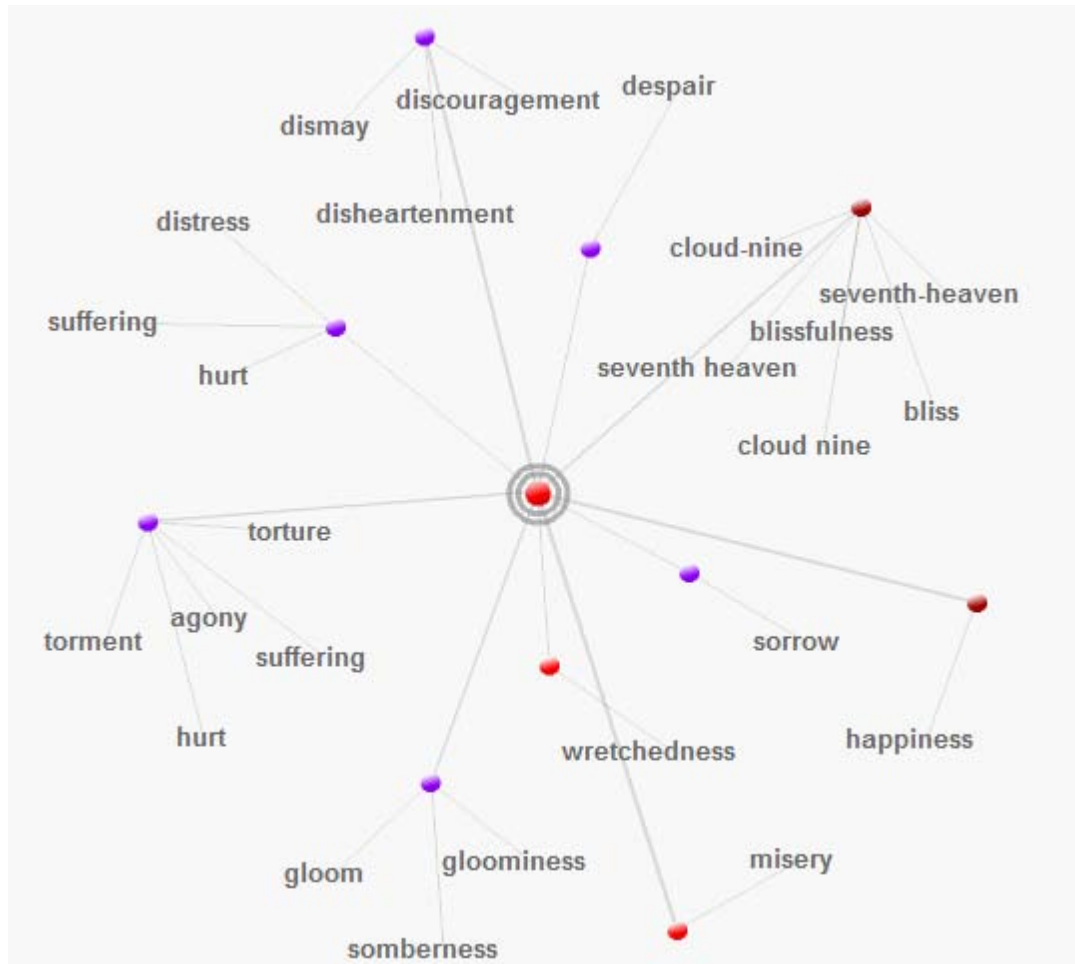
5. A lot of words in the letter sound 'old'. What are the modern equivalents? Find the grid in the *Student's Booklet*.

(1. to talk about 2. to try 3. comfort 4. loving)

6. What is the meaning of "be her advocate"? (that he should tell Fanny that he keeps thinking of her all the time, in case Fanny would accuse him of forgetting her)



7. Look up synonyms for 'misery' in a word web. Use <http://www.lexipedia.com/> (free online).



Lexipedia yields word webs with word categories, antonyms, fuzzynyms and synonyms. All words are explained in English. When investigating a noun, the user can also call up related verbs, adjectives and adverbs. Words can be repositioned on your screen by clicking on them. For copying, use Ctrl+Printscreen and paste in a photoshop programme.

- Highlight all the words concerning 'misery' in the letter and replace them by a word from your word web. Ask your neighbour if the alternative synonym really fits in the context. If you do not feel sure, insert the synonym in the *Google* search box and read a few sample sentences to compare with.

The words are *wretchedness*, *misery*, *despair*

misery

Parts of Speech		
<input checked="" type="checkbox"/>	Nouns	25
<input type="checkbox"/>	Verbs	0
<input type="checkbox"/>	Adverbs	0
<input type="checkbox"/>	Adjectives	0
Relationships		
<input checked="" type="checkbox"/>	Fuzzynyms	16
<input checked="" type="checkbox"/>	Synonyms	2
<input checked="" type="checkbox"/>	Antonyms	7

8. Some words refer to his terrible disease. Reconstruct the symptoms of tuberculosis from the sensations he describes. Then look up the symptoms of the disease on the Internet and note them down. Check whether his symptoms are indeed the ones of TB. The grid is in the *Student's Booklet*.



Keats's sensations of illness	Symptoms of tuberculosis from the Internet
<p>1. He complains of bad air, being stifled in his cabin</p> <p>2. There is a fever that wears him out</p> <p>3. Sensation of fire in his breast. The word <i>scalding</i> also refers to heat but that can be interpreted in a figurative sense.</p>	<p>Tuberculosis is a chronic infection caused by the bacteria <i>Mycobacterium tuberculosis</i>. It usually involves the lungs, but other organs of the body can also be involved. The first symptoms of an active case of TB may be so commonplace that they are often dismissed as the effects of a cold or flu. The individual may get tired easily, feel slightly feverish or cough frequently. For people who have the disease, TB can cause lung or pleural (the lining of the lung) disease or it may spread through the body via the blood. This results in a sharp pain in the chest when breathing deeply or coughing or the spitting up of blood. Other symptoms include fever, loss of appetite, weight loss and night sweats.</p>



- Compare the information from the film with the information from his biography, poems and letters. Fill in the writing frame in your *Student's Booklet*.



Part two: research

- Work in pairs.
- Choose a topic from the list in the *Student's Booklet*.
- Decide which aspects you will be investigating. Use some of the following topical questions:
 - o What was it about?
 - o Who was concerned?
 - o Where did it take place?
 - o What period do we talk about?
 - o What were the characteristics?
 - o What were the causes?
 - o What were the outcome, the results, the symptoms?
 - o What can you compare it with?
 - o What were its consequences?
 - o What were its advantages and disadvantages?
 - o What influence did it have? How successful was it and why?
 - o Who were the witnesses?
- We call the science of looking up information *heuristics* (from Greek: *search*). Look for information in magazines, encyclopaedias, scientific works, biographies, on the Internet and in libraries.
- When looking up information on the Internet, choose a browser. Most people have *Google* or *Bing* as their default browser.
- Use *Advanced* search options for more efficiency.



AND

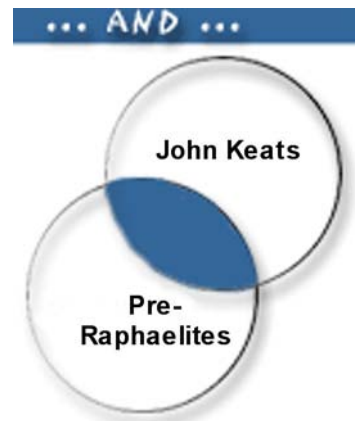
The word on the right and on the left of AND should be on the web page you are looking for.

Example

Keats: 3.9 million hits

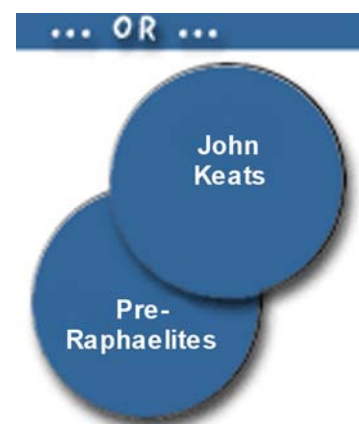
Pre-Raphaelites: 727,000 hits

Keats AND Pre-Raphaelites: 15,600 hits



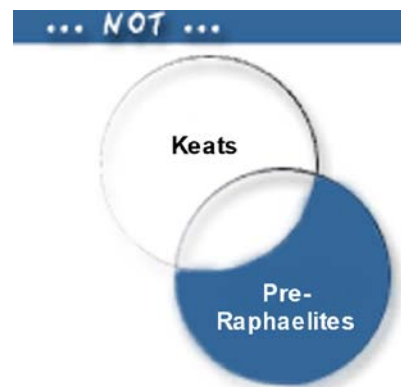
OR

At least one of both words right and left of the OR should be on the web page you are looking for.



NOT

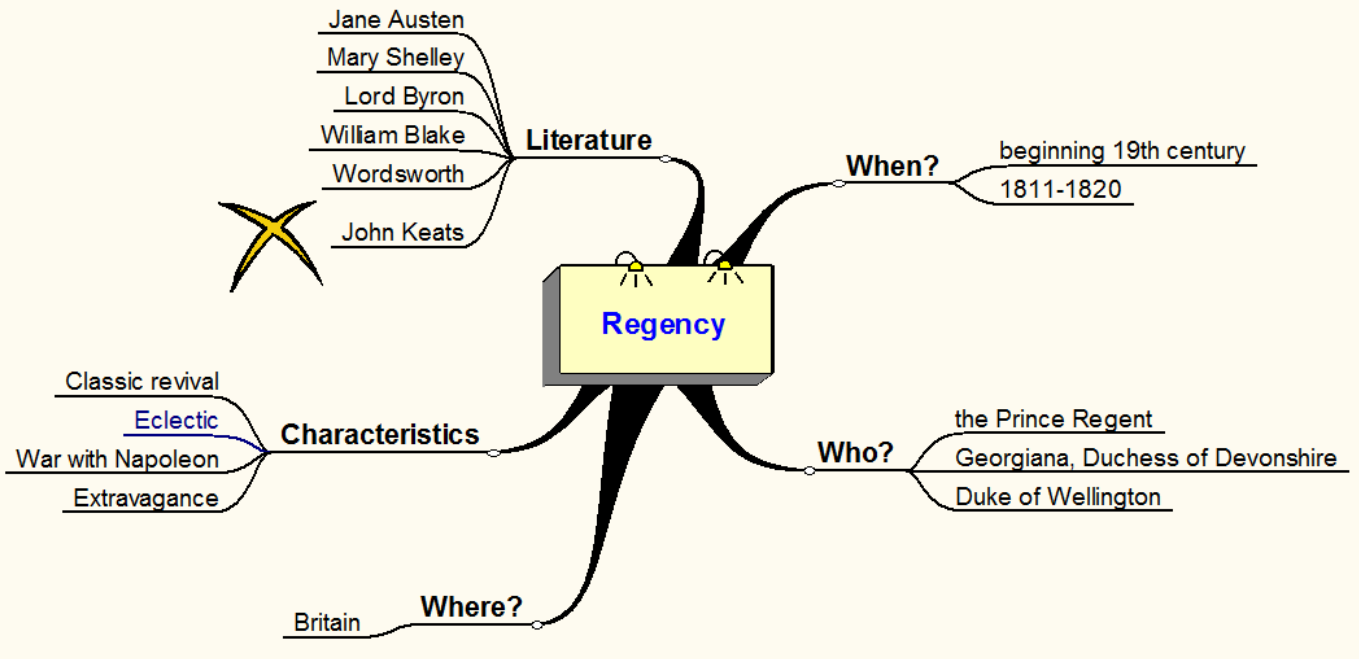
Website pages in which the words right of the NOT are not included.



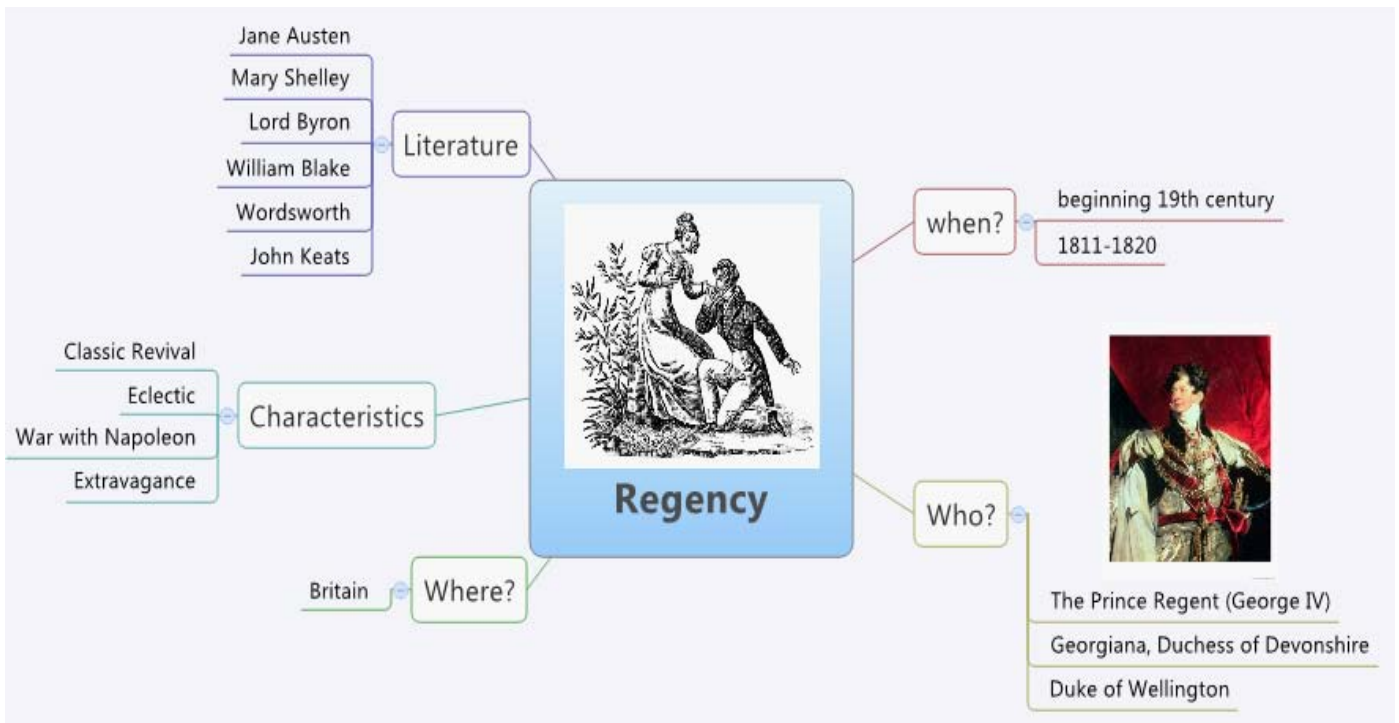
- Draw up a mind map.
- Go to <http://www.leerhof.be/index.lasso?p=37> and click on *eMindMaps*. Register and get free access to easy-to-use mind mapping software.
- Another, more sophisticated open source mind map program is found on <http://www.xmind.net/>
- Draw up an e-mind map on your topic.
- Alternatively draw up a mind map by hand. In that case:

- use a blank sheet of paper in landscape (put it in a horizontal position)
- write the main subject in the middle
- branch out main subtopics, starting from the middle
- write these in different colours
- start in the upper right corner and work clockwise
- use capitals that everyone can read, add symbols or drawings.

Examples:



from e-MindMaps



from XMind

- *FreeMind* and *Wikkawikki* offer mind mapping alternatives. You can download them from http://freemind.sourceforge.net/wiki/index.php/Main_Page and <http://wikkawiki.org/HomePage>.
- *Google* is experimenting with a clever built-in search engine, called *Wonder Wheel*. It is an application that makes it possible to move from theme to theme much like a wheel that turns. *Wonder Wheel* offers a kind of mind map and a list of related articles. It makes looking up information easier and you can use it with various languages.
- *Timeline* is another useful tool with which you can project your theme or topic on a line. By zooming into years or even months, you will find a set of related articles about what happened at the time.
- *Wonder Wheel* en *Timeline* can be accessed through *Google in English*. You need to select this option on your Google screen:



Next, type in the word you need in your Search Box and then select the *Show Options*.



Select the *Wonder Wheel* and *Timeline* options in the menu on the left. With *Wonder Wheel* you can create new wheels by clicking on one of the subthemes or branches of the original wheel. To the right of the wheel you will see all related articles in a list.

Google john keats poetry Search Advanced Search

Web › Wonder wheel Hide options Results 1 - 10 of about 935,00

All results
[Videos](#)
[News](#)
[Blogs](#)
[Forums](#)

Any time
[Recent results](#)
[Past hour](#)
[Past 24 hours](#)
[Past week](#)
[Past year](#)
[Specific date range](#)

Standard view
[Related searches](#)
Wonder wheel
[Timeline](#)

Standard results
[Images from the page](#)
[Fewer shopping sites](#)
[More shopping sites](#)

john keats the eve of st agnes
 john keats ode to psyche
 john keats poem ode to a nightingale
 john keats poetry analysis
 john keats poem ode on a grecian urn
 john keats poem la belle dame sans merci
 william wordsworth
 ode on a grecian urn
 lord byron
 john keats works
 John Keats
 john keats poems
 john keats biography
 john keats quotes

John Keats: Selected
 John Keats: Selected - as all poems should c
 to his brother George, ' englishhistory.net/keat

The Life and 1821)
 This website is c
 great Romantic
 Keats published
 lifetime ...
 englishhistory.n
 Cached - Simila
 Show more rs

Keats: Poetry of J
 A collection of the poe
 ", " Ode on a Grecian U
 Merci ".
 www.everypoet.com/...
 - Cached - Similar

John-Keats.com

With

Timeline, you zoom into the year and month in which your topic took place and find related articles under the Timeline.

Google john keats poetry Search Advanced Search

Web › Timeline Hide options Results

All results
[Videos](#)
[News](#)
[Blogs](#)
[Forums](#)

Any time
[Recent results](#)
[Past hour](#)
[Past 24 hours](#)
[Past week](#)
[Past year](#)
[Specific date range](#)

Standard view
[Related searches](#)
[Wonder wheel](#)
Timeline

1820-21 Search other dates

1780 1800 1820 1840 1860 1880 1900 1920 1940 1960 1980 2000

Jan, 1820 Jul Oct Jan, 1821

1820 1820 - It was this latter incarnation of [Lamia](#) as a beautiful woman that ir
 write his poem [Lamia](#), published in 1820. Waterhouse bases his portray
 poem. She was a gordian shape of dazzling hue, Vermilion-spotted, golc
 green ... Show more
 From [Lamia by John William Waterhouse :: artmagick.com](#)
[www.artmagick.com/pictures/picture.aspx?id ...](#)

May 1820 May 10, 1820 - Keats revised his poem—most critics prefer the original
 in the 10 May 1820 number of this journal, which was edited by his fian

If you wish to add your webs, mind maps, wonder wheels or timelines into your text, use Ctrl-Prtscreen, paste the screen into a photoshop programme and cut out what you need. Then save it as an image.



- As your research takes place over time, complete the grid in the *Student's Workbook*. Not all boxes can be completed, though. The choice will depend on your subject and on what you wish to investigate.

		full text
Define	Look for a definition, To which (sub)category does it belong?	
Describe	Characteristics, who is involved, where and when do things take place?	
Compare	What is similar compared to situations at present? What is different?	
Explain	Why? How come? Reasons? Background?	
Evaluate	Advantages and drawbacks? How well did it work? What were the positive and negative aspects?	
Assess	Your own opinion	

Reflection

- Assess the most important Internet sources that you use. Fill in the reflection grid in the *Student's Workbook*.

Part three: writing a paper

- We started with some brainstorming (parts 1 and 2) and structured the initial information we found in a *mind map*.
- You can refine that structure and write a report on what you found.
- Before doing that, consider some practical things such as length and format, target audience and register (formal, scientific) of your text.
- When you have finished writing your text, reflect on your language: correct yourself, have your text proofread and enrich it. Use spell checker, dictionaries and thesauri.

1 Orientation

- Who will read your text? For whom is it intended?
- What is the objective of your text?
 - o Convincing? Use arguments.
 - o Informing? Give facts.
 - o Entertaining? Add humour and look after your style.
- Will you add illustrations?

Your target readers will determine register. When you write a 'scientific' report, you will use formal language with scientific terminology.

2 Preparing

- Think about what you will be writing about.
- What do you know about your topic?
 - o You can only make a text interesting if you know a lot about your subject and write as an expert.
 - o Use the search strategies from Part 2 to look up information.
- Which question(s) do you wish to answer with your text?

Structure

It is often useful to draw up a structure of the text that you wish to write. The old way of writing (with a plan, a draft and a finished copy) is gradually being replaced with techniques of process writing, where the writer jots down his thoughts on a computer screen, adds information by means of cutting and pasting, rearranges, rewrites sentences until he is happy with the text that is on the computer. Still, it is useful to order thoughts and arguments in lists or webs, or in a classic structure with an introduction, a corpus and a conclusion and to explore some vocabulary before you start writing.



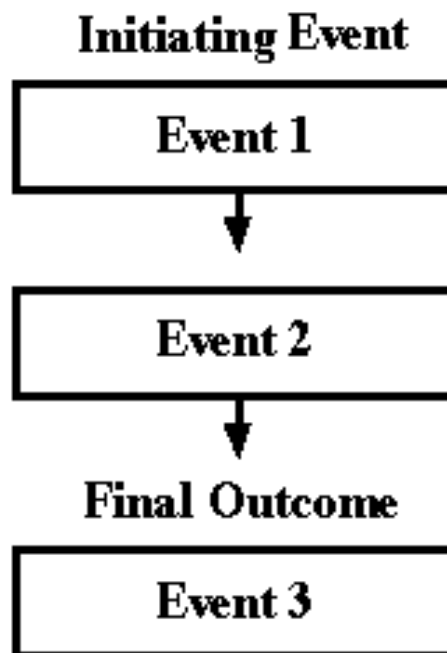
Graphic organisers

Needless to say that *mind maps* are powerful and accessible graphic organisers. But there are lots of visual organisers that help you structure information as well.

Just two examples.

For a chronological sequence of events write the events in the boxes in order to see sequence and outcome.

Series of Events Chain



Find a range of organizers on www.eduplace.com/graphicorganizer/ or http://www.teach-nology.com/web_tools/graphic_org. *Teachnology* is no free tool however.

Writing frames

Students who need more support in writing use **writing frames**. They consist of outlines, which can be used to scaffold learner's non-fiction writing. Each outline consists of different words or key phrases, depending on the particular type of text. Writing frames give learners a structure within which they can concentrate on communicating what they want to say, rather than getting lost in the form. They offer a structure in which the given connectives maintain the cohesive ties of the text, thus helping learners maintain the 'sense' of what they are writing. Find examples of such frames on <http://www.skillsforlifework.com/files/temp/writing%20frames.doc> : Recounts, Non-chronological reports, Explanations, Instructions, frames for Persuasive writing and Discussion.

Some examples:

<http://www.warwick.ac.uk/staff/D.J.Wray/Ideas/frames.html>

<http://www.writefix.com/writing/index.htm>

<http://www.halton-borough.gov.uk/schools/english/frontwritingframes.htm>

<http://www.schoolshistory.org.uk/starteractivities/writingframes.htm>

<http://www.batod.org.uk/content/articles/resources/literacy/writing-frames.pdf>

What you need to write is **a report**.

Reports are written to describe the way things are.

Reports usually consist of an opening, a general classification, a description of your topic.

Reports are usually written in the past tense (unless describing a historical phenomenon), non-chronologically, focusing on generic groups of things, using *being* and *having* verbs

Reports are often found in science and geography text books and in encyclopaedias.

Writing frame

Name	Date
Title	
Before I began this topic I thought that	
But when I read about it I found out that	

I also learnt that

Furthermore I learnt that

Finally I learnt that

3 Write the report

Pay attention to signal words

Which words announce extra information?

- *because, therefore*: introduce a reason, a cause
- *in order to*: introduces a purpose
- *if*: refers to a condition
- *moreover*: introduces additional arguments

Is it clear to the reader what is meant with words such as '*they, it, the people ...?*'

Pay attention to collocations

Words love each other and want to be together at all times. Look for word combinations (collocations, chunks) such as '*to join the queue, to beat the line ...*' instead of focusing on the words in isolation *queue, line*. When you build up your word webs, use chunks rather than single words.

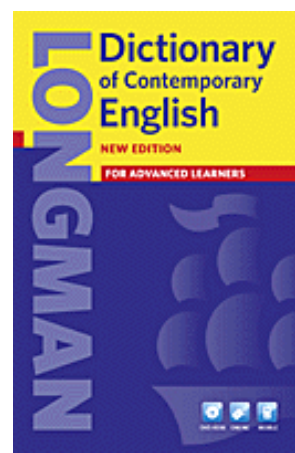
Respect the rules of punctuation

You need to add capitals, commas, full stops. The grid is in the *Student's Booklet*.



Wanting to use correct punctuation is a good attitude. The spell checker will underline all problems with punctuation with a green wavy line.

Use thesauri



Thesauri are lists of synonyms and antonyms. They are available on the Internet or linked to dictionaries such as the *Longman Dictionary of Contemporary English* (fifth edition, 2009), which contains cross-references to alternatives and synonyms on a free CD-ROM and accompanying website. Even the paper dictionary from Longman has a built-in *thesaurus* and *collocation boxes*. There is a free *vocabulary trainer* tool for your mobile phone as well!

Paragraphs

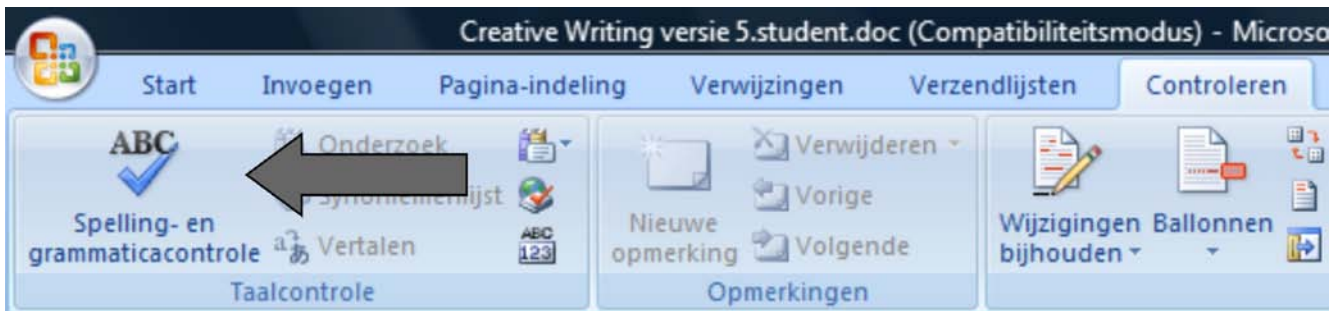
A lot of students have trouble in deciding when to start a new paragraph. But those who have drawn up a mind map or used a graphic organiser can easily see when you need a new one.



Correct your text

Use your spell checker with every text that you write and do that without even being told. Check out how many students actually use this great tool! Very few!

- Check if your spell checker is on. Go to *Controleren, Spelling- en grammaticacontrole* (Word 2007).

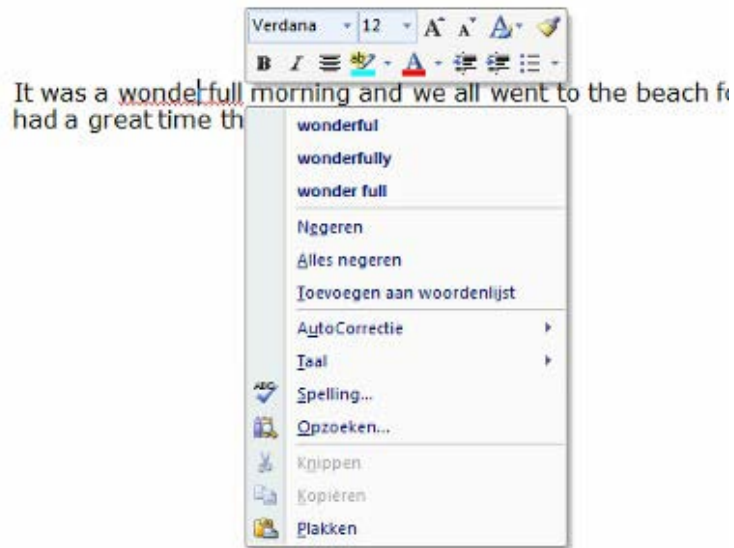


- Check whether your spelling control is set on *British English*. Computer programs will often set spelling control on *American English* by default. **First select the whole text**, then go to the options below your text and click on *Engels (Verenigd Koninkrijk)* in order to select the language of your choice.



- Check your text on all words that are underlined red, green or blue and correct your text. Do not have the spell checker corrected automatically. But check on your mistakes, think about *why* you made them and check whether the spell checker was right in correcting you. The spell checker is a tool that helps you in your learning process.
- Correct your mistakes by putting the cursor on the word underlined and by clicking on the right hand button. Select the correct spelling from the list of options. Click on the left hand mouse button and your word will be replaced by its correct alternative.

Example:



- Correct your whole text this way. Your neighbour can help you with this. If you still feel insecure, look up things in a dictionary or grammar or ask your teacher.

In *Word 2007* incorrect spellings will be underlined in red. Grammar problems and problems with sentence structure, concord, punctuation, spacing will be underlined in green and wrong contexts will be underlined in blue.

Upgrade your text

- Don't be satisfied with what you have written! Your language is probably too simple and you don't always apply the grammar rules.
- Think back on the grammar that you have learned this semester and check whether you have applied the rules correctly in your text.

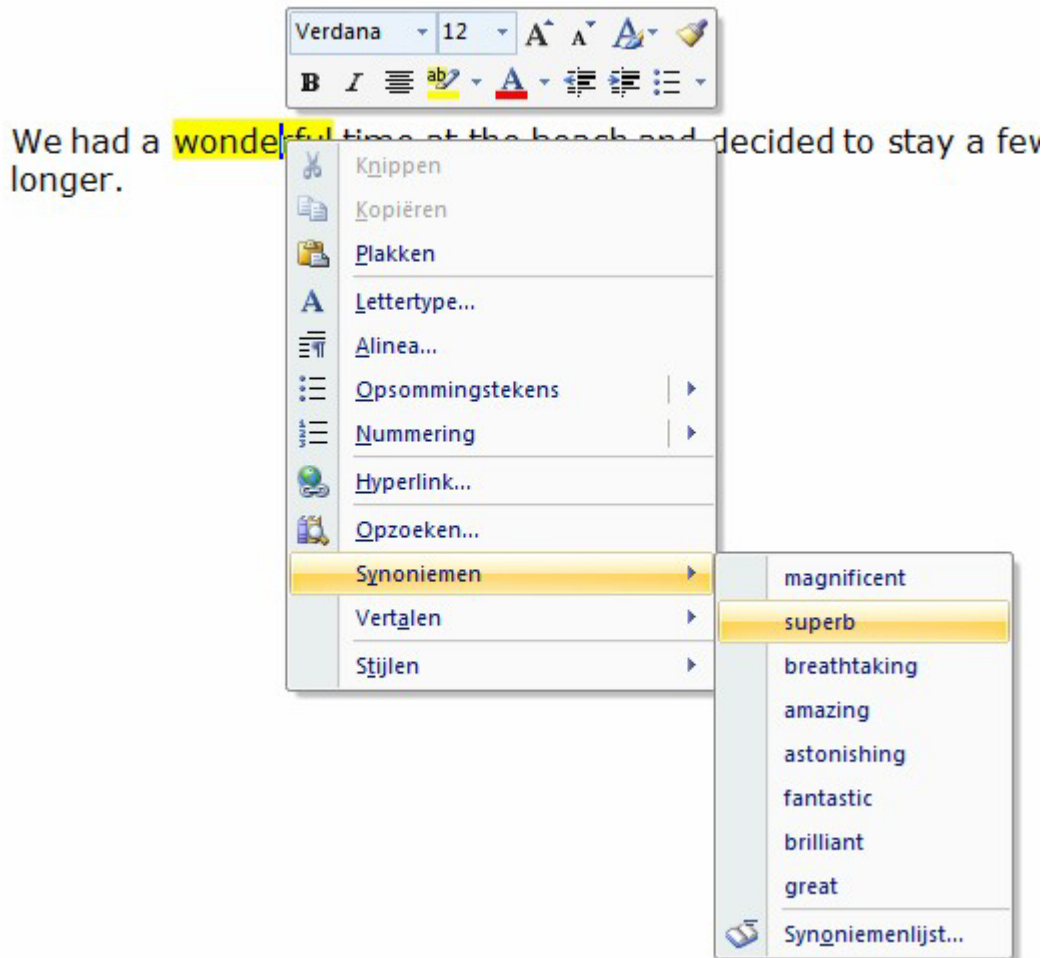
Example: have you used the *past perfect* correctly?

- Highlight ten words in your report and replace them by synonyms that fit into the context. Find synonyms in a thesaurus.

How can you do that?

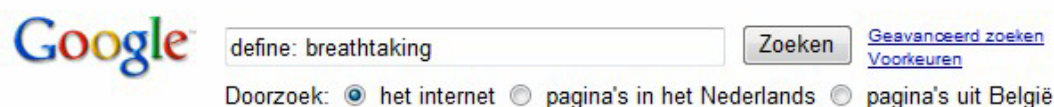
- Check if your spell checker is set on English (Verenigd Koninkrijk).
- Put the cursor on the word you wish to replace.
- Click on the right hand button of your mouse.
- Click on "synonyms".
- Select a good alternative in your list and click on it. It will replace your original word.

Example:



- If you are not sure whether the new word fits in the sentence, ask for a definition via Google (**define:**) or insert the new synonym in the Google search box in order to find sample sentences.

Example:



Het internet

Verwante zoekwoorden: [breathtaking on screen scale](#) [breathtaking guy](#) [breathtaking blue](#)

Er zijn geen definities van **breathtaking** gevonden in het Nederlands.

Definities van **breathtaking** op het internet in het Engels:

- **breathless**: tending to cause suspension of regular breathing; "a breathless flight"; "breathtaking adventure" wordnet.princeton.edu/perl/webwn
- **stunningly beautiful**; amazing; Very surprising or shocking; to such a degree as to cause astonishment en.wiktionary.org/wiki/breathtaking

Or use a fully-fledged *thesaurus* (dictionary with synonyms). The most extensive free thesaurus online is www.dictionary.com. With the word '*brehtaking*' you will find 20 different fields of connotation!

Main Entry:	exciting
Part of Speech:	<i>adjective</i>
Definition:	inspiring, exhilarating
Synonyms:	appealing, astonishing, bracing, breathtaking, dangerous, dramatic, eye-popping*, far-out*, fine, flashy, groovy*, hair-raising*, heady*, hectic, impressive, interesting, intoxicating, intriguing, lively, melodramatic, mind-blowing, moving, neat, overpowering, overwhelming, provocative, racy, rousing, sensational, showy, spine-tingling*, stimulating, stirring, thrilling, wild, agitative, animating, arousing, arresting, commoving, electrifying, exhilarant, impelling, rip-roaring, titillating, zestful
Antonyms:	boring, moderate, unenthusiastic, unexciting, unenthused, uninspiring, unpromising, unstimulating

* = informal/non-formal usage



- Now highlight your linking words or connectives. Choose new alternatives from the lists in the *Student's Booklet*.
- Your text has now been upgraded.

Add a bibliography

A bibliography is a list of books that you have consulted. You must refer to the source any time that you quote from a text or use its ideas.

How can you do that?

Use layouts for bibliographical addresses that have been taught in your lessons of history or Dutch. If you have received no instructions do it this way:

A book

GLUCKSMANN, M., *Structuralist Analysis in Contemporary Social Thought*, Routledge & Kegan, London, 1974.

(family name of the author in capitals, comma, initial first name author as a capital with a full stop, comma, title in italics, comma, editor, comma, place where the book was published, comma, year of publication, full stop)

An article

BEARDSLEY, MONROE C., *Aesthetic Welfare, Aesthetic Justice, and Educational Policy*, in *The Aesthetic Point of View*, 65, nr.9, 1992, pp. 111-124.

(family name of the author in capitals, comma, initial first name author as a capital with a full stop, comma, title of the article, comma, title of the magazine in italics, comma, volume or year, comma, number of the issue, comma, year of publication, comma, pages, full stop)

A website

SHOEMAKER L., *Comet enters Jupiter's atmosphere and breaks up*, Internet, (September 5, 2008). (<http://ftp.cribx1.u-bordeaux.fr/astro/anim/s19/breakingup.mpg>)

(family name author in capitals, comma, initial first name author as a capital with a full stop, comma, title of the article in italics, comma, Internet, date of last update in brackets, full stop, complete URL in brackets)

Part four: reflection

- Correcting yourself, questioning your writing skills and taking account of feedback are valuable strategic skills, which are important with the development of a life-long learning attitude.

Peer evaluation

- Read your neighbour's text while he/she reads yours.
- Number the paragraphs.
- Highlight the main ideas in the text.
- Check whether every new idea gets a new paragraph.
- Look at the structure of the text: is there an introduction and a conclusion? Is there a logical sequence of thoughts or arguments? (what, where, when, who, why, arguments pro, arguments contra, own opinion)?
- Check the grammar, especially the grammar you have learned this semester.
- Check the spelling. Has your neighbour used his spell checker?
- Has he/she expressed his/her opinion in an objective way?
- Is there enough variation in the vocabulary? And in the linking words?
- Fill in the grid below.
- Discuss your correction with your neighbour.

- Fill in the peer and self-reflection grids in the *Student's Booklet*.



Evaluation

Teachers may use the following criteria when they evaluate writing skills:

fluency
vocabulary (correct, varied)
spelling
grammar
content and structure
style, register

Check if you could not make these criteria more specific by referring to the word structures that you have recently discussed in class.

Or take account of the list of common errors that your students have received from you.

Grade the reflective skills of your student (an attitude):

- Has the student filled in the peer evaluation and self-evaluation grids?
- Has he/she accepted the feedback of her/his neighbour and did he/she take it into account?
- Has the student used the spell checker?
- Has the student shown that he/she is willing to work on spelling, sentence structure, text structure?
- Does the student have a list of mistakes he makes over and over again?
- Has the student made an effort to enrich his/her text?

BRIGHT STAR

A research project

STUDENT'S BOOKLET

BRIGHT STAR

READ THE INTRODUCTION TO OUR PROJECT.



HELLO, MY NAME IS
JOHN KEATS. I AM
A POET WHO IS
DESPERATELY IN
LOVE!

Dear Student

You are about to investigate the love life of one Mr John Keats, a poet who lived long ago. Truly fascinating, isn't it?

You will start with the article on pp.14-15 and a few video clips from *Bright Star*, a biographical film on the life of Keats.

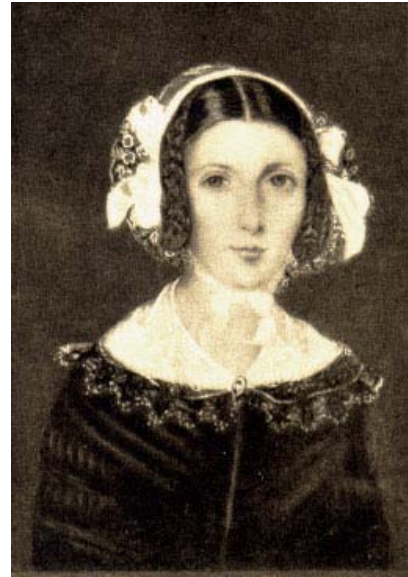
These will make you eager to know more about this mysterious man and poet and his girlfriend (a fashion designer) and you will want to know more about their love affair.

You will be curious to find out if the film *Bright Star* shows their love affair as it really was.

In order to find out more about this, you will need to do some genuine detective work and look back in the past, using primary documents such as diaries, letters and poems.

As you put the pieces of their puzzle together, you will find out more about Keats's thoughts and feelings, but also about how people felt about love in Regency England.

Finally, you will be asking yourself if things have changed. Does romantic love still exist today as it existed at the time of Mr John Keats? You will feel the need to know more about Keats's time and do some research on that.



Miss Fanny Brawne, Keats's girlfriend

Part one: orientation

Reading comprehension

READ THE FILM REVIEW ON *BRIGHT STAR* ON PP. 14-15. TICK OFF WHAT THE AUTHOR OF THE FILM REVIEW SAID.

1. John Keats is a pale and sensible young man.	
2. Fanny Brawne loves him as much as he loves her.	
3. He does not want to marry her because he knows he is going to die soon.	
4. Brown is not very fond of Brawne.	
5. Fanny's mother wants to send him to Italy so that he would not have sex with her (Fanny, we mean).	

Listening comprehension

WATCH TWO VIDEO FRAGMENTS FROM *BRIGHT STAR*. FIND THE CLIPS ON [HTTP://WWW.DELLIE.BE/BRIGHTSTAR.HTML](http://www.dellie.be/brightstar.html) HIGHLIGHT THE PARTS IN YOUR ARTICLE ON P. 14 THAT CONTAIN INFORMATION WHICH THE TWO VIDEO CLIPS (TOGETHER) ALSO HOLD. IS THERE ANY **NEW** INFORMATION THAT THE FILM GIVES YOU?

Literature in Context (1)

Surfing

READ THIS COMMENT FROM THE INTERNET.

29



[pankaj tyagi](#) from **India**

Comment 2 of 4, added on August 8th, 2007 at 6:39 PM.

I sometimes wonder , how dark can A THING OF BEAUTY be ...

I've somehow LIVED with dear Mr. Keats' poems ... And the tragedy which RUNS in his words , and sadly in his life , always leads me to an answer ...

The man whose name was writ in water ... :)

DO YOU HAVE ANY IDEA WHY JOHN KEATS WOULD FEEL DEPRESSED AND WHAT PANKAJ TYAGI MEANS WITH "*THE TRAGEDY WHICH RUNS IN HIS LIFE*"? LOOK UP IN KEATS'S BIOGRAPHY WHAT MADE HIM UNHAPPY (TWO REASONS). AND WHY DOES PANKAJ WRITE: "THE MAN WHOSE NAME WAS WRIT IN WATER"?

Reason 1

Reason 2

The man whose name ...

Reflection

	yes	no
Did you use <i>Google</i> Advanced?		
Did you insert words in brackets?		
Did you check your sources? Were they reliable?		
Did you use one or two sources?		

Writing

NOW USE SOME METAPHORS YOURSELF. USE A VALENTINE NOTE AS THE FORMAT. IF YOU WISH TO KNOW HOW TO WRITE A LOVE POEM, WATCH THE THIRD VIDEO CLIP ON [HTTP://WWW.DELLIE.BE/BRIGHTSTAR.HTML](http://www.dellie.be/brightstar.html)

HERE ARE SOME SUGGESTIONS AS FOR POSSIBLE METAPHORS FOR FALLING OR BEING IN LOVE, ADOPTED FROM VIRGINIA WOOLF'S *ORLANDO*.

"Images, metaphors of the most extreme and extravagant twined and twisted in his mind. He called her a melon, a pineapple, an olive tree, an emerald, and a fox in the snow all in the space of three seconds; he did not know whether he had heard her, tasted her, seen her, or all three together."

"Orlando stared; trembled; turned hot; turned cold; longed to hurl himself through the summer air; to crush acorns beneath his feet; to toss his arms with the beech trees and the oaks. As it was, he drew his lips up over his small white teeth; opened them perhaps half an inch as if to bite; shut them as if he had bitten."

AS FOR THE FORMAT OF YOUR LETTER, WHY NOT TRY THE VALENTINE MESSAGES THAT YOU HAVE SEEN IN THE *BRIGHT STAR* TRAILER.



Speaking: pair work

USE CONSTRUCTIONS THAT EXPRESS CONTRAST AND SIMILARITY.

contrast	similarity
whereas	in the (same) way as ...
on the other hand	similarly
yet	corresponding to
contrary to	similar to
different from	likewise



Surfing

SEARCH DATA ABOUT THE FILM *BRIGHT STAR* ON THE INTERNET AND FILL IN THE GRID.

Title		Awards	
Director		Actor Keats	
Director's best-known film:		Actor Fanny	
Release date in Belgium		The name of the film comes from ...	

Literature in Context (2)

Reading comprehension: comparing

My dear Brown,

Yesterday we were let out of Quarantine, during which my health suffered more from bad air and a stifled cabin than it had done the whole voyage. The fresh air revived me a little, and I hope I am well enough this morning to write to you a short calm letter; if that can be called one, in which I am afraid to speak of what I would the faintest dwell upon. As I have gone thus far into it, I must go on a little; perhaps it may relieve the load of **WRETCHEDNESS** which presses upon me. The persuasion that I shall see her no more will



kill me. I cannot q - My dear Brown, I should have had her when I was in health, and I should have remained well. I can bear to die, I cannot bear to leave her. Oh, God! God! God! Every thing I have in my trunks that reminds me of her goes through me like a spear. The silk lining she put in my travelling cap scalds my head. My imagination is horribly vivid about her - I see her - I hear her. There is nothing in the world of sufficient interest to divert me from her a moment. This was the case when I was in England; I cannot recollect, without shuddering, the time that I was prisoner at Hunt's, and used to keep my eyes fixed on Hampstead all day. Then there was a good hope of seeing her again - Now! - O that I could be buried near where she lives! I am afraid to write to her - to receive a letter from her - to see her hand writing would break my heart - even to hear of her any how, to see her name written would be more than I can bear. My dear Brown, what am I to do? Where can I look for consolation or ease? If I had any chance of recovery, this passion would kill me. Indeed through the whole of my illness, both at your house and at Kentish Town, this fever has never ceased wearing me out. When you write to me, which you will do immediately, write to Rome (*poste restante*) - if she is well and happy, put a mark thus +, - if - Remember me to all. I will endeavour to bear my miseries patiently. A person in my state of health should not have such miseries to bear. Write a short note to my sister, saying you have heard from me. Severn is very well. If I were in better health I should urge your coming to Rome. I fear there is no one can give me any comfort. Is there any news of George? O, that something fortunate had ever happened to me or my brothers! - then I might hope, - but despair is forced upon me as a habit. My dear Brown, for my sake, be her advocate for ever. I cannot say a word about Naples; I do not feel at all concerned in the thousand novelties around me. I am afraid to write to her. I should like her to know that I do not forget her. Oh, Brown, I have coals of fire in my breast. It surprises me that the human heart is capable of

containing and bearing so much misery. Was I born for this end? God bless her, and her mother, and my sister, and George, and his wife, and you, and all!

Your ever affectionate friend,

JOHN KEATS.

A LOT OF WORDS IN THE LETTER SOUND 'OLD'. WHAT ARE THE MODERN EQUIVALENTS?

Then	now
to dwell upon	
to endeavour	
Consolation	
Affectionate	

LOOK UP SYNONYMS FOR 'MISERY' IN A WORD WEB. USE [HTTP://WWW.LEXIPEDIA.COM/](http://www.lexipedia.com/) (FREE ONLINE).

RECONSTRUCT THE SYMPTOMS OF TUBERCULOSIS FROM THE SENSATIONS HE DESCRIBES. THEN LOOK UP THE SYMPTOMS OF THE DISEASE ON THE INTERNET AND NOTE THEM DOWN. CHECK WHETHER HIS SYMPTOMS ARE INDEED THE ONES OF TB.

Keats's sensations of illness	Symptoms of tuberculosis from the Internet

COMPARE THE INFORMATION FROM THE FILM WITH THE INFORMATION FROM HIS BIOGRAPHY, POEMS AND LETTERS. FILL IN THE WRITING FRAME.

Title

Although _____ and _____ are different they are alike in some interesting ways. For example they both

They are also similar in

The _____ is the same as

The _____ resembles

Finally they both

From: writing frames <http://www.skillsforlifefenetwork.com/files/temp/writing%20frames.doc>

Part two: research

WORK IN PAIRS. CHOOSE SOME TOPIC RELATED TO JOHN KEATS, SUCH AS:

- **Love and marriage** in Georgian and Regency England
- **Regency** architectural style – The Brighton Pavilion
- Regency clothes - Beau Brummell & **Dandyism**
- The first **newspapers**
- **Regency** politics
- The **Lake Poets**
- Lord **Byron**

- Percy **Shelley**
- The **romantic** movement
- One of Keats's **poems**
- Relationship **Keats – women** (incl. Fanny)
- **Jane Campion**
- **Tuberculosis**
- The film **Bright Star**
- Keats's ideas about **beauty**
- Keats's **education**
- **Influence** of Keats on his contemporaries and followers
- **Pre-Raphaelites** and Keats
- The **language** that Keats used, compare with English today
- **Codes of honour** at Keats's time
- Reactions of **critics** on Keats's work
- ... (some chosen aspect you wish to investigate)

DECIDE WHICH ASPECTS YOU WILL BE INVESTIGATING. USE SOME OF THE FOLLOWING TOPICAL QUESTIONS:

- What was it about?
- Who was concerned?
- Where did it take place?
- What period do we talk about?
- What were the characteristics?
- What were the causes?
- What were the outcome, the results, the symptoms?
- What can you compare it with?
- What were its consequences?
- What were its advantages and disadvantages?
- What influence did it have? How successful was it and why?
- Who were the witnesses?

DRAW UP A MIND MAP. GO TO [HTTP://WWW.LEERHOF.BE/INDEX.LASSO?P=37](http://www.leerhof.be/index.lasso?p=37) AND CLICK ON *EMINDMAPS*. REGISTER AND GET FREE ACCESS TO EASY-TO-USE MIND MAPPING SOFTWARE. DRAW UP AN E-MIND MAP ON YOUR TOPIC.

FILL IN.

		full text
Define	Look for a definition, To which (sub)category does it belong?	
Describe	Characteristics, who is involved, where and when do things take place?	

Compare	What is similar compared to situations at present? What is different?	
Explain	Why? How come? Reasons? Background?	
Evaluate	Advantages and drawbacks? How well did it work? What were the positive and negative aspects?	
Assess	Your own opinion	

Reflection

ASSESS THE MOST IMPORTANT INTERNET SOURCES THAT YOU USE. FIND OUT IF YOUR SITE WAS RELIABLE BY FILLING IN THE GRID. BE CRITICAL!

	yes	no
1. Can you find the name or identity of the author or editor anywhere?		
2. Do you find telephone numbers, e-mails, names and/or addresses of people?		
3. Does the author mention his/her own sources?		
4. Can you find an independent second source that confirms the data that you found?		
5. Can you find any date on which the information was put on the web?		
6. Has the site been updated (recently)? Can you check that?		
7. Are there ads on the website page?		
8. Does the author of the site try to inform you or rather convince you?		
9. Is your site commercial?		
10. Is the language used of a good quality?		
11. Does what you read make sense?		
12. Can your information be checked or tested?		

Part three: writing a paper

1 Orientation

- Who will read your text? For whom is it intended?
- What is the objective of your text?
- Will you add illustrations?

2 Preparing

Graphic organisers

Writing frames

FILL IN.

Title

Before I began this topic I thought that

But when I read about it I found out that

I also learnt that

Furthermore I learnt that

Finally I learnt that

3 Write the report

Pay attention to signal words
Pay attention to collocations
Respect the rules of punctuation

YOU NEED TO ADD CAPITALS, COMMAS, FULL STOPS ...

.	full stop, dot
,	comma
!	exclamation mark
?	question mark
:	colon
;	semi-colon
-	hyphen
() []	brackets (in brackets) and square brackets
" "	quotation marks (in quotation marks)

Correct your text. USE YOUR SPELL CHECKER.

Upgrade your text

HIGHLIGHT YOUR LINKING WORDS OR CONNECTIVES. CHOOSE NEW ALTERNATIVES FROM THE LISTS BELOW.

Chronology

after	finally	next	afterward	immediately
preceding	as soon as	initially	first(ly), second(ly), third(ly)	before
later	Until	during	meanwhile	when

Contrast

Although	as well as	as opposed to	but	compared with
despite (in spite of)	different from	even though	however	instead of
on the other hand	otherwise	similar to	still	yet

Cause

because	consequently	for this reason
in order to	is caused by	leads/led to

may be due to	so that	therefore
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Generalisation

actually	as a matter of fact	evidently	generally	in fact	typically
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Concluding

to conclude...	to sum it up...
in the end we wonder if...	we can summarize the argument by expressing our concern about ...

Add a bibliography

A book

GLUCKSMANN, M., *Structuralist Analysis in Contemporary Social Thought*, Routledge & Kegan, London, 1974.

(family name of the author in capitals, comma, initial first name author as a capital with a full stop, comma, title in italics, comma, editor, comma, place where the book was published, comma, year of publication, full stop)

An article

BEARDSLEY, MONROE C., *Aesthetic Welfare, Aesthetic Justice, and Educational Policy*, in *The Aesthetic Point of View*, 65, nr.9, 1992, pp. 111-124.

(family name of the author in capitals, comma, initial first name author as a capital with a full stop, comma, title of the article, comma, title of the magazine in italics, comma, volume or year, comma, number of the issue, comma, year of publication, comma, pages, full stop)

A website



SHOEMAKER L., *Comet enters Jupiter's atmosphere and breaks up*, Internet, (September 5, 2008). (<http://ftp.cribx1.u-bordeaux.fr/astro/anim/s19/breakingup.mpg>)

(family name author in capitals, comma, initial first name author as a capital with a full stop, comma, title of the article in italics, comma, Internet, date of last update in brackets, full stop, complete URL in brackets)

Part four: reflection

Peer evaluation

TICK OFF.

		
Spelling		
Is the punctuation correct?		
Is the spelling satisfactory?		

Did the writer use the spell checker?		
Are <i>then</i> and <i>than</i> used correctly?*		
Are <i>too</i> and <i>to</i> used correctly?*		
Vocabulary		
Were the words and phrases correctly used in their context?		
Is there a good range of vocabulary? Or could you suggest alternative, better words or phrases?		

Structure		
Look at the use of the <i>present perfect</i> and past tenses. Are they OK?*		
Did the writer use <i>could/might have + past participle</i> correctly?*		
Did the writer use <i>would</i> and <i>should</i> in the correct way?*		

* Substitute these items with items you have studied this semester.

Self-reflection

TICK OFF.

	yes	no
• Have you learned a lot from your neighbour?		
• Are your spelling and grammar good?		
○ If not, why not?		
▪ You don't know the spelling and grammar rules		
▪ You never use the spell checker		
▪ You don't think it's important to go into that		
• Did you have any problems with vocabulary?		
○ Have you worked efficiently in looking up words and finding synonyms?		
○ Have you put in enough effort in finding the right words?		
• Are you happy with your text?		
• Write down your language problems.		
• What action(s) will you take in order to improve your level of writing? Make a list of language tips that your neighbour picked out for you in order to work on later. Add them to your portfolio.		

Johan Delbaere, December 2009