



'A POISON TREE' BY WILLIAM BLAKE

AND 'EXTRACT FROM THE PRELUDE' BY WILLIAM WORDSWORTH

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- ✓ Tick Each Section When Complete.

- ☒ ~~PREP STEP - Make a copy of this document.~~
- ☒ ~~PREP STEP - Share your essay outline template with your tutor.~~
- ☒ ~~PREP STEP - Copy and paste the link for your essay outline into your study system.~~
- ☒ ~~STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**~~
- ☒ ~~STEP 2 - Use the TTECEA checklist for details~~
- ☒ ~~STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.~~
- ☒ ~~STEP 4 - Edit your essay.~~
- ☒ ~~STEP 5 - Put your essay together as one complete piece.~~

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'A POISON TREE' BY WILLIAM BLAKE

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I waterd it in fears,
Night & morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night.
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veild the pole;
In the morning glad I see;
My foe outstretched beneath the tree.





'EXTRACT FROM THE PRELUDE' BY WILLIAM WORDSWORTH

One summer evening (led by her) I found
A little boat tied to a willow tree
Within a rocky cove, its usual home.
Straight I unloosed her chain, and stepping in
Pushed from the shore. It was an act of stealth
And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,
Small circles glittering idly in the moon,
Until they melted all into one track
Of sparkling light. But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view
Upon the summit of a craggy ridge,
The horizon's utmost boundary; far above
Was nothing but the stars and the grey sky.
She was an elfin pinnace; lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
Went heaving through the water like a swan;
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct,
Upreared its head. I struck and struck again,
And growing still in stature the grim shape
Towered up between me and the stars, and still,
For so it seemed, with purpose of its own
And measured motion like a living thing,
Strode after me. With trembling oars I turned,
And through the silent water stole my way
Back to the covert of the willow tree;
There in her mooring-place I left my bark, -
And through the meadows homeward went, in grave
And serious mood; but after I had seen
That spectacle, for many days, my brain
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
Remained, no pleasant images of trees,
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind





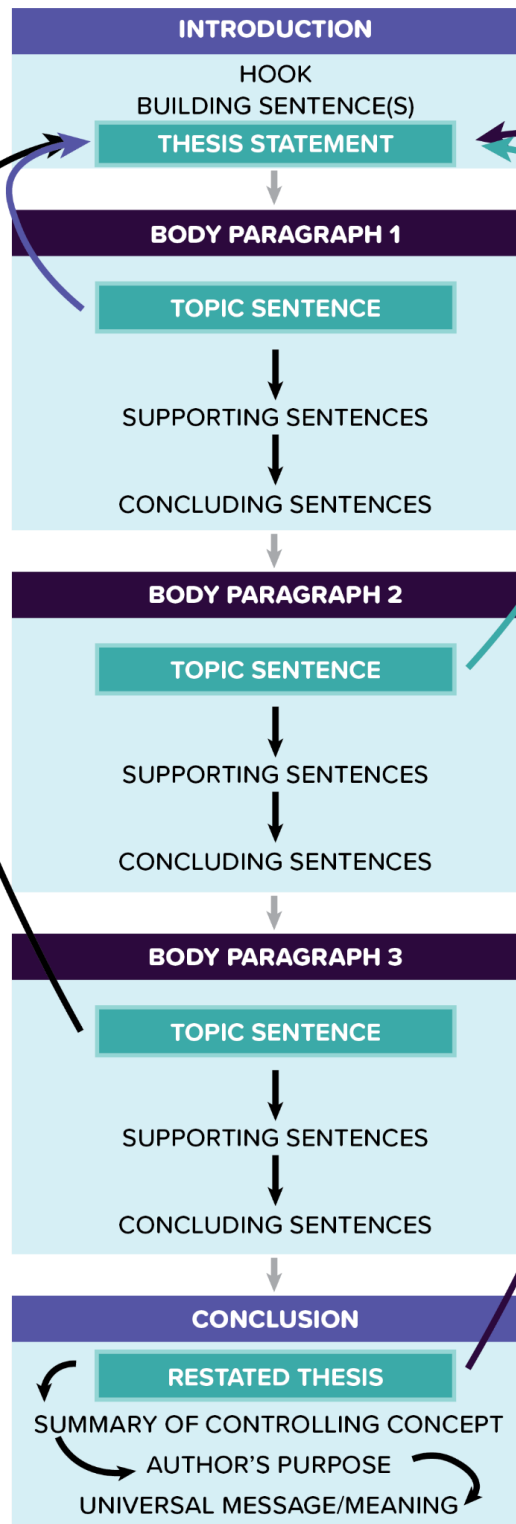
By day, and were a trouble to my dreams.





100% ESSAY STRUCTURE OVERVIEW





STEP 5a ESSAY PLAN



I. Introduction

- A. Introduce Blake's "A Poison Tree"
- B. State themes of anger, deceit, and vengeance
- C. Mention the use of language, structure, and form techniques

II. Poetic Form

- A. Discuss Blake's use of lyric form and AABB rhyme scheme
- B. Analyze the impact of form on the poem's themes and reader's connection
- C. Explain the use of the first person and the emotional intimacy it creates

III. Poetic Language

- A. Analyze Blake's use of simple, conversational language
- B. Provide examples of vivid imagery and symbolism
- C. Discuss how language contributes to the poem's dark themes and atmosphere

IV. Poem Structure

- A. Describe how the structure mirrors the escalation of the speaker's wrath
- B. Analyze the progression of the narrative and its impact on the reader
- C. Explain how the quatrain structure and AABB rhyme scheme support the poem's themes

V. Conclusion

- A. Summarize the analysis of form, language, and structure in the poem
- B. Restate the themes explored by Blake
- C. Discuss the poem's cautionary nature and its reflection of social and historical context
- D. Conclude with the poem's impact on readers and its testament to Blake's skill





STEP 5b ESSAY PLAN

I. Introduction

- A. Compare Wordsworth's and Blake's distinct approaches in their respective poems
- B. Introduce the contrasting themes and their impact on readers

II. Poetic Forms

- A. Wordsworth's use of blank verse, unrhymed iambic pentameter, and autobiographical elements in "Extract from the Prelude"
- B. Blake's use of a straightforward lyric form and AABB rhyme scheme in "A Poison Tree"
- C. Comparison of the authors' intents and effects on readers

III. Poetic Language

- A. Wordsworth's vivid and evocative imagery in "Extract from the Prelude"
- B. Blake's simpler and more direct language, metaphors, and symbols in "A Poison Tree"
- C. Comparison of the authors' intents and effects on readers

IV. Poem Structures

- A. The structure of "Extract from the Prelude" mirroring the speaker's journey of self-discovery and shifting emotions
- B. The linear progression and structure of "A Poison Tree" illustrating the growth of anger and its deadly consequences
- C. Comparison of the authors' intents and effects on readers

V. Conclusion

- A. Restate the unique combinations of poetic form, language, and structure used by Wordsworth and Blake
- B. Summarise the contrasting themes and their impact on readers
- C. Discuss the deeper understanding gained by analyzing the authors' techniques





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <div>fact/statistic ▾</div>	<div>Not started ▾</div> (only mark complete when steps 1-5 are ALL complete)	
Building sentence(s) AO3 <div><input type="checkbox"/> counter-argument</div> <div>OR</div> <div><input type="checkbox"/> some contextual info</div>	<div>Not started ▾</div> (only mark complete when steps 1-5 are ALL complete)	
Thesis statement AO1 <div><input checked="" type="checkbox"/> key-idea-1</div> <div><input checked="" type="checkbox"/> key-idea-2</div> <div><input checked="" type="checkbox"/> key-idea-3</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In their respective poems, "Extract from the Prelude" and "A Poison Tree," Wordsworth and Blake employ distinct poetic forms, language, and structures to effectively convey their contrasting themes of nature's transformative power on the human soul and the destructive consequences of repressed emotions, providing readers with a deeper understanding of the human psyche and the universal experiences of self-discovery and anger.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
WHAT? Topic sentence AO1 <div><input checked="" type="checkbox"/> key-idea-1</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In "Extract from the Prelude," Wordsworth employs blank verse, unrhymed iambic pentameter, and autobiographical elements to create an introspective and meditative poem reflecting the epic tradition, as exemplified in the lines, "One summer evening (led by her) I found / A little boat tied to a willow tree / Within a rocky cave, its usual home" (1-3).
HOW? Supporting sentences AO2 <div><input checked="" type="checkbox"/> terminology</div> <div><input checked="" type="checkbox"/> evidence</div> <div><input checked="" type="checkbox"/> close-analysis</div> <div><input checked="" type="checkbox"/> effects*</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	This form fluidly conveys the poet's thoughts and emotions, resembling natural speech, and invites readers to engage with themes such as the transformative power of nature and self-discovery. Wordsworth's intent is to immerse readers in his personal experiences and evoke a connection with the natural world, fostering a deeper understanding of the human psyche. Conversely, Blake adopts a more straightforward lyric form in "A Poison Tree," consisting of quatrains with an AABB rhyme scheme, evident in the lines "I was angry with my friend; / I told my wrath, my wrath did end. / I was angry with my foe: / I told it not, my wrath did grow" (1-4). This structure imparts simplicity and





		accessibility to the poem, making the dark themes of anger and vengeance more palatable for readers.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	By adopting a direct and accessible form, Blake emphasises the universality of human experiences of anger, cautioning readers about the dangers of suppressing negative emotions and the destructive consequences that can arise from such repression.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key idea 2	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Wordsworth's poetic language in "Extract from the Prelude" is characterised by vivid and evocative imagery that immerses readers in the natural world, as illustrated in the lines "The horizon's utmost boundary; far above / Was nothing but the stars and the grey sky" (18-19).
<u>HOW? Supporting sentences AO2</u> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects ²	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	These descriptions elicit feelings of awe and wonder, reinforcing the poem's themes of self-discovery and the power of nature. Wordsworth's intent is to forge an emotional connection between the reader and the natural world, using vivid imagery to convey nature's transformative impact on the human soul. In contrast, Blake's language in "A Poison Tree" is simpler and more direct, utilising metaphors and symbols to convey the poem's themes. For example, the lines "And I watered it in fears, / Night & morning with my tears" (5-6) depict the speaker's anger growing like a poisonous tree, emphasising the destructive nature of repressed emotions. Blake's intent is to impart a moral lesson, warning readers about the dangers of harboring anger and resentment and the devastating consequences that can result from suppressed feelings.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	By employing straightforward language and metaphors, Blake makes the poem accessible to a wider audience, ensuring that the poem's cautionary message resonates with readers from various backgrounds.
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3





<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key-idea-3	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	The structure of Wordsworth's "Extract from the Prelude" mirrors the speaker's journey of self-discovery and the shifting emotions experienced during their encounter with nature.
<u>HOW? Supporting sentences AO2</u> <input type="checkbox"/> terminology <input type="checkbox"/> evidence <input type="checkbox"/> close analysis <input type="checkbox"/> effects*	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	The poem starts with a serene, contemplative tone, as seen in the lines "One summer evening (led by her) I found / A little boat tied to a willow tree / Within a rocky cave, its usual home" (1-3). As the speaker ventures further into the lake, the poem's mood transitions to a more ominous and unsettling atmosphere: "But, after I had seen / That spectacle, for many days, my brain / Worked with a dim and undetermined sense / Of unknown modes of being" (28-31). This shift in tone highlights the transformative power of nature on the speaker's psyche, reflecting Wordsworth's intent to convey the profound impact of the natural world on human consciousness and self-awareness. In contrast, the structure of Blake's "A Poison Tree" follows a linear progression, illustrating the growth of the speaker's anger and its deadly consequences. Divided into four stanzas, each stanza in "A Poison Tree" depicts a stage in the development of the speaker's wrath, culminating in the death of his foe: "And my foe beheld it shine, / And he knew that it was mine, / And into my garden stole, / When the night had veiled the pole; / In the morning glad I see; / My foe outstretched beneath the tree" (17-22). The poem's structure emphasises the deceptive nature of vengeance, as the speaker's wrath ultimately leads to the death of his foe.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Through this linear progression, Blake aims to warn readers about the dangers of harboring anger and resentment, and the tragic consequences that can result from such emotions left unchecked.
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u> (Re-write your thesis statement in different words.)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	In conclusion, both Wordsworth and Blake employ unique combinations of poetic form, language, and structure in "Extract from the Prelude" and "A Poison Tree" to engage their readers and convey their respective themes, including the transformative influence of nature on the human spirit and the detrimental effects of suppressed emotions, thereby offering readers a





		profound insight into the human psyche and the shared experiences of self-discovery and anger.
Summary of controlling concept AO1 How does your thesis link to the central theme of the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	While Wordsworth's introspective, meditative poem explores the transformative power of nature and the journey of self-discovery, Blake's dark, deceptive work examines the consequences of suppressed anger and the destructive nature of vengeance.
Summary of author's central purpose AO1/AO3 How does the controlling concept reflect the MAIN reason that the author wrote the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	By analyzing the authors' use of these techniques, we gain a deeper understanding of their purposes and the emotional and psychological effects they aim to evoke in their readers.
Universal message AO1 (What is the MAIN message of the text? Focus on the end.)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	

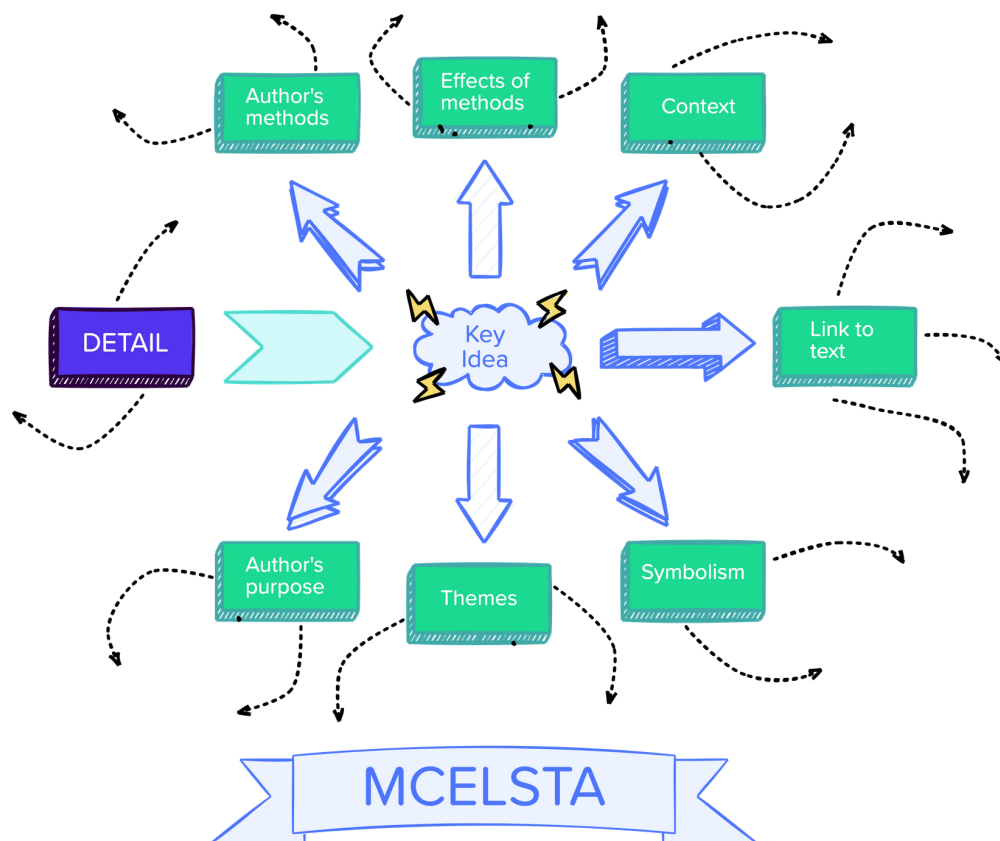




STEP 2: ADDING DETAIL-Complete the TTECEA Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the TTECEA mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the TTECEA elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas.
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences.
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5a: 'A Poison Tree' by William Blake

In "A Poison Tree," William Blake masterfully employs language, structure, and form techniques to create a powerful exploration of anger, deceit, and vengeance. Through his poetic prowess, Blake conveys the psychological and emotional effects of these dark themes, leaving readers both captivated and disturbed. This essay will delve into the specific techniques used by Blake, such as the choice of lyric form, simple language, and a cohesive structure to convey a powerful exploration of the speaker's emotional journey, highlighting the dark consequences of suppressed anger and the deceptive nature of vengeance.

"A Poison Tree" employs the lyric form, characterized by its focus on the speaker's emotions and personal experiences, and is composed in quatrains with an AABB rhyme scheme. This simple and accessible form allows the poem's themes to emerge, creating a sinister undercurrent as it lulls the reader into a false sense of security. The seemingly innocuous structure belies the darker content of the poem, exemplified in the lines, "I was angry with my friend; / I told my wrath, my wrath did end. / I was angry with my foe: / I told it not, my wrath did grow" (1-4). The lyric form places the speaker's emotions at the forefront, enabling the reader to focus on the emotional journey as they grapple with anger and its consequences, while the use of the first person emphasizes the personal and introspective nature of the form, strengthening the emotional intimacy between the speaker and the reader.

In addition to the lyric form, the use of simple, conversational language in "A Poison Tree" allows the reader to easily identify with the speaker's feelings and experiences, such as when the speaker admits, "And I watered it in fears, / Night and morning with my tears" (9-10). The poem's straightforward diction facilitates a clear understanding of the speaker's transformation from initial anger to ultimate vengeance. Furthermore, Blake employs vivid imagery and symbolism, like the apple representing deceit and the "pole" symbolizing separation from the foe (12, 16), to draw the reader into the poem's dark themes and create an unsettling atmosphere.

The poem's structure complements its emotional and psychological impact, mirroring the gradual escalation of the speaker's wrath. Each stanza introduces a new stage in the development of the speaker's anger, culminating in the foe lying "outstretched beneath the tree" (16). The quatrain structure and AABB rhyme scheme support a steady progression of the narrative, building tension and dread while also creating a sense of inevitability as the speaker's anger and deception lead to their foe's demise. Overall, the cohesive interplay of form, language, and structure in "A Poison Tree" effectively conveys the poem's emotional journey and thematic depth, leaving a lasting impact on the reader.

Throughout this analysis, it has been demonstrated how Blake's choice of lyric form, simple language, and cohesive structure work together to create a powerful exploration of the speaker's emotional journey, emphasizing the dark consequences of suppressed anger and the deceptive nature of vengeance. By employing a simple quatrain structure, conversational language, and vivid imagery, Blake elicits complex emotional and psychological responses from his readers, forcing them to confront the darker aspects of human nature. Moreover, the poem serves as a cautionary tale, reflecting the social and historical context in which it was written, and illustrating the consequences of unchecked anger and deception. Ultimately, "A Poison Tree" is a testament to Blake's ability to create a captivating and thought-provoking work, leaving readers with a deeper understanding and appreciation of the complex emotions and themes it explores.





STEP 5b: COMPLETE - Put Your Essay Together as One Complete Piece

In their respective poems, "Extract from the Prelude" and "A Poison Tree," Wordsworth and Blake employ distinct poetic forms, language, and structures to effectively convey their contrasting themes of nature's transformative power on the human soul and the destructive consequences of repressed emotions, providing readers with a deeper understanding of the human psyche and the universal experiences of self-discovery and anger.

In "Extract from the Prelude," Wordsworth employs blank verse, unrhymed iambic pentameter, and autobiographical elements to create an introspective and meditative poem reflecting the epic tradition, as exemplified in the lines, "One summer evening (led by her) I found / A little boat tied to a willow tree / Within a rocky cave, its usual home" (1-3). This form fluidly conveys the poet's thoughts and emotions, resembling natural speech, and invites readers to engage with themes such as the transformative power of nature and self-discovery. Wordsworth intends to immerse readers in his personal experiences and evoke a connection with the natural world, fostering a deeper understanding of the human psyche. Conversely, Blake adopts a more straightforward lyric form in "A Poison Tree," consisting of quatrains with an AABB rhyme scheme, evident in the lines "I was angry with my friend; / I told my wrath, my wrath did end. / I was angry with my foe: / I told it not, my wrath did grow" (1-4). This structure imparts simplicity and accessibility to the poem, making the dark themes of anger and vengeance more palatable for readers. By adopting a direct and accessible form, Blake emphasises the universality of human experiences of anger, cautioning readers about the dangers of suppressing negative emotions and the destructive consequences that can arise from such repression.

Wordsworth's poetic language in "Extract from the Prelude" is characterised by vivid and evocative imagery that immerses readers in the natural world, as illustrated in the lines "The horizon's utmost boundary; far above / Was nothing but the stars and the grey sky" (18-19). These descriptions elicit feelings of awe and wonder, reinforcing the poem's themes of self-discovery and the power of nature. Wordsworth's intent is to forge an emotional connection between the reader and the natural world, using vivid imagery to convey nature's transformative impact on the human soul. In contrast, Blake's language in "A Poison Tree" is simpler and more direct, utilising metaphors and symbols to convey the poem's themes. For example, the lines "And I watered it in fears, / Night & morning with my tears" (5-6) depict the speaker's anger growing like a poisonous tree, emphasising the destructive nature of repressed emotions. Blake wrote this poem to impart a moral lesson, warning readers about the dangers of harbouring anger and resentment and the devastating consequences that can result from suppressed feelings. By employing straightforward language and metaphors, Blake makes the poem accessible to a wider audience, ensuring that the poem's cautionary message resonates with readers from various backgrounds.

The structure of Wordsworth's "Extract from the Prelude" mirrors the speaker's journey of self-discovery and the shifting emotions experienced during their encounter with nature. The poem starts with a serene, contemplative tone, as seen in the lines "One summer evening (led by her) I found / A little boat tied to a willow tree / Within a rocky cave, its usual home" (1-3). As the speaker ventures further into the lake, the poem's mood transitions to a more ominous and unsettling atmosphere: "But, after I had seen / That spectacle, for many days, my brain / Worked with a dim and undetermined sense / Of unknown modes of being" (28-31). This shift in tone highlights the transformative power of nature on the speaker's psyche, reflecting Wordsworth's intent to convey the profound impact of the natural world on human consciousness and self-awareness. In contrast, the structure of Blake's "A Poison Tree" follows a linear progression, illustrating the growth of the speaker's anger and its deadly consequences. Divided into four stanzas, each stanza in "A Poison Tree" depicts a stage in the development of the speaker's wrath, culminating in the death of his foe: "And my foe beheld it shine, / And he knew that it was mine, / And into my garden stole, / When the night had veiled the pole; / In the morning glad I see; / My foe outstretched beneath the tree" (17-22). The poem's structure emphasises the deceptive nature of vengeance, as the speaker's wrath ultimately leads to the death of his foe.





Through this linear progression, Blake aims to warn readers about the dangers of harbouring anger and resentment, and the tragic consequences that can result from such emotions left unchecked.

In conclusion, both Wordsworth and Blake employ unique combinations of poetic form, language, and structure in "Extract from the Prelude" and "A Poison Tree" to engage their readers and convey their respective themes, including the transformative influence of nature on the human spirit and the detrimental effects of suppressed emotions, thereby offering readers a profound insight into the human psyche and the shared experiences of self-discovery and anger. While Wordsworth's introspective, meditative poem explores the transformative power of nature and the journey of self-discovery, Blake's dark, deceptive work examines the consequences of suppressed anger and the destructive nature of vengeance. By analysing the authors' use of these techniques, we gain a deeper understanding of their purposes and the emotional and psychological effects they aim to evoke in their readers.

