



'ADLESTROP' BY EDWARD THOMAS AND 'LONDON' BY WILLIAM BLAKE

! 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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'ADLESTROP' BY EDWARD THOMAS

Yes. I remember Adlestrop—
The name, because one afternoon
Of heat the express-train drew up there
Unwontedly. It was late June.

The steam hissed. Someone cleared his throat.
No one left and no one came
On the bare platform. What I saw
Was Adlestrop—only the name

And willows, willow-herb, and grass,
And meadowsweet, and haycocks dry,
No whit less still and lonely fair
Than the high cloudlets in the sky.

And for that minute a blackbird sang
Close by, and round him, mistier,
Farther and farther, all the birds
Of Oxfordshire and Gloucestershire.





'LONDON' BY WILLIAM BLAKE

I wander thro' each charter'd street,
Near where the charter'd Thames does flow.
And mark in every face I meet
Marks of weakness, marks of woe.

In every cry of every Man,
In every Infants cry of fear,
In every voice: in every ban,
The mind-forg'd manacles I hear

How the Chimney-sweepers cry
Every blackning Church appalls,
And the hapless Soldiers sigh
Runs in blood down Palace walls

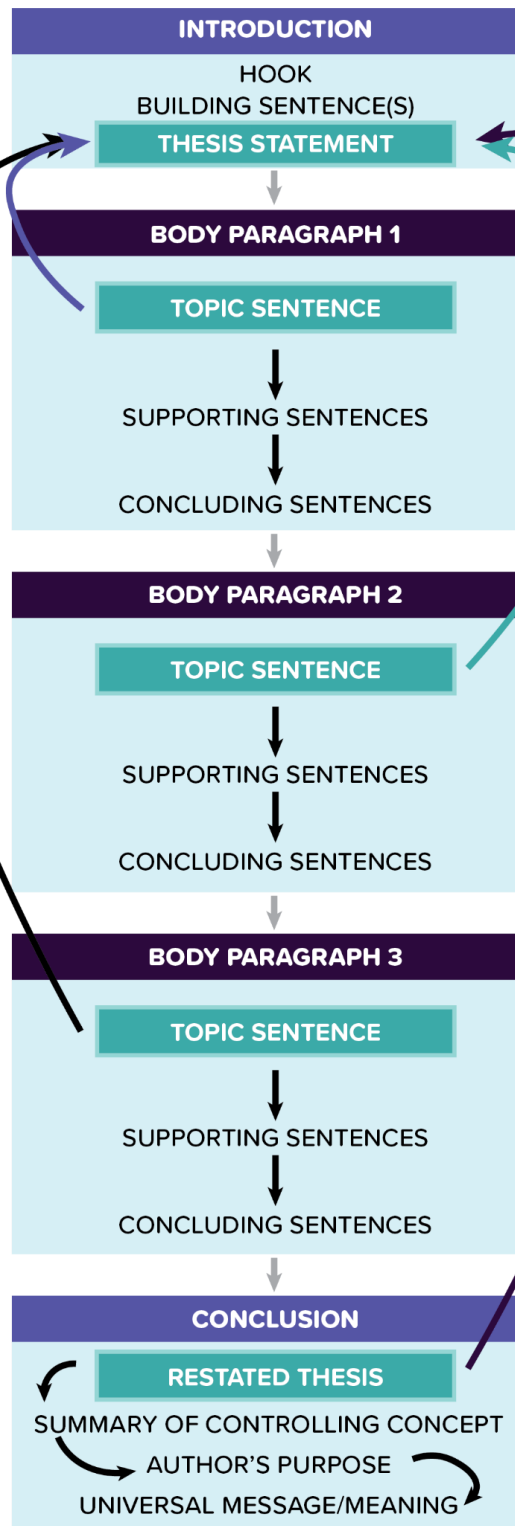
But most thro' midnight streets I hear
How the youthful Harlots curse
Blasts the new-born Infants tear
And blights with plagues the Marriage hearse





100% ESSAY STRUCTURE OVERVIEW





ESSAY PLAN



1. Introduction

- Introduce the two poems: "Adlestrop" by Edward Thomas and "London" by William Blake
- Mention the contrasting perspectives on human relationships with nature and society in each poem
- State the essay's aim to compare the poems' lyric forms, structure, and language techniques

2. Lyric forms and structure

- Explain the consistent ABAB rhyme scheme in "Adlestrop," evoking tranquillity and harmony
- Discuss the historical context of "Adlestrop" (written on the eve of WWI)
- Describe the rigid structure and variations in meter in "London," emphasising suffering and resistance
- Discuss the historical context of "London" (written during the Industrial Revolution)
- Compare the emotions evoked by the lyric forms in both poems and their relation to the authors' purposes

3. Language techniques

- Analyse auditory imagery and onomatopoeia in "Adlestrop," creating an atmosphere of serenity
- Explain the symbolic significance of chosen flora in "Adlestrop"
- Analyse rich and evocative imagery in "London," exposing suffering and corruption
- Discuss the use of repetition in "London" to emphasise the pervasive nature of suffering
- Compare the emotions elicited by the language in both poems and their relation to the authors' purposes

4. Conclusion

- Summarise the contrasting lyric forms, structure, and language techniques in the poems
- Reiterate the authors' differing perspectives on humanity's relationship with nature and society
- Discuss the historical contexts of both poems and their relevance to the authors' purposes
- Conclude by emphasising the importance of appreciating nature's restorative power and the necessity for resistance and change in response to societal ills





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
Hook AO1 <div>fact/statistic ▾</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Edward Thomas' "Adlestrop" and William Blake's "London" are two poems that present contrasting perspectives on the human relationship with nature and society.
Building sentence(s) AO3 <div><input type="checkbox"/> counter-argument</div> <div>OR</div> <div><input checked="" type="checkbox"/> some contextual info</div>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	While "Adlestrop" emphasises the calming and restorative power of nature, "London" critiques the impact of industrialisation and the misuse of power on the human condition.
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)	This essay will compare Edward Thomas' "Adlestrop" and William Blake's "London," contrasting lyric forms, structure, and language techniques employed by the poets to highlight their differing perspectives on the relationship between humanity and nature, and their respective purposes for advocating for the appreciation of nature's restorative power and the need for resistance and change in the face of societal ills
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)	Both poems, "Adlestrop" by Edward Thomas and "London" by William Blake, are lyric in nature, yet they differ in structure, rhyme scheme, and the emotions they elicit from the reader.
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)	Thomas' "Adlestrop" is composed of four quatrains with a consistent ABAB rhyme scheme in each stanza, capturing a serene moment in time at Adlestrop station. This consistent rhyme scheme evokes a sense of tranquility and harmony, immersing the reader in the idyllic, calming world of nature and connecting them to its restorative power. In contrast, the historical context of the poem, written on the eve of World War I, highlights the fragility of peace in a rapidly changing world. Blake's "London," on the other hand, features a more rigid structure with four quatrains and an ABAB rhyme scheme in each stanza, utilising iambic tetrameter with variations in meter to emphasise the suffering and resistance experienced during the





		Industrial Revolution. This somber and critical lyric form paints a bleak picture of the city and its inhabitants, with the repetitive structure and rhyme scheme reflecting the inescapable cycle of suffering and eliciting feelings of despair and frustration from the reader. Through the lyric form, Blake encourages readers to question the systems of power that perpetuate such suffering. The emotions evoked by the lyric form in both "Adlestrop" and "London" serve to guide the reader's thoughts and focus their attention on the authors' purposes.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In "Adlestrop," readers are prompted to appreciate nature's beauty and restorative power, while also recognising the tension between nature and the encroaching forces of human civilisation and technology. Conversely, in "London," readers are urged to confront the grim reality of industrialisation, the misuse of power, and the need for resistance and change.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key idea 2	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In "Adlestrop," Thomas masterfully employs auditory imagery and onomatopoeia to create an atmosphere of serenity and calm, allowing the reader to experience the tranquil setting.
HOW? Supporting sentences AO2 <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Examples of these techniques include phrases like "The steam hissed" and "a blackbird sang." Additionally, Thomas' careful choice of flora, such as "willow," "willow-herb," and "meadowsweet," not only enriches the poem's pastoral imagery but also carries symbolic significance, representing remedy and restoration. These elements work together to elicit feelings of solace and peace from the reader, drawing their attention to the restorative power of nature, especially when contrasted with the turmoil of the historical context in which the poem was written. Conversely, Blake employs rich and evocative imagery in "London" to expose the suffering and corruption pervasive within the city during the Industrial Revolution. Phrases like "charter'd streets" and "the youthful Harlot's curse" paint a vivid picture of the dire circumstances faced by the city's inhabitants. Blake also uses repetition to emphasise the pervasive and inescapable nature of the suffering, with words such as "mark" and "every" appearing throughout the poem. The language in "London" is more somber and critical, evoking a sense of despair and urgency for change from the reader. The contrasting emotions





		elicited by the language in both "Adlestrop" and "London" serve to alter the reader's thoughts and highlight the authors' respective purposes. In "Adlestrop," Thomas' serene language encourages readers to appreciate the beauty and restorative power of nature, while also drawing attention to the tension between the natural world and human civilisation's encroaching technological advancements.
<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)	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In "London," Blake's evocative and critical language urges readers to confront the grim reality of industrialisation, the misuse of power, and the need for resistance and change, reflecting the historical context of social unrest and protest during the poet's time.
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> (only mark complete when steps 1-5 are ALL complete)	
<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> (only mark complete when steps 1-5 are ALL complete)	
<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> (only mark complete when steps 1-5 are ALL complete)	
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>





<p><u>Restated thesis AO1</u></p> <p>(Re-write your thesis statement in different words.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>In conclusion, the comparison of Edward Thomas' "Adlestrop" and William Blake's "London" has revealed the contrasting lyric forms, structure, and language techniques employed by the poets, which serve to underscore their differing perspectives on the relationship between humanity and nature, as well as their respective purposes for advocating for the appreciation of nature's restorative power and the necessity of resistance and change in response to societal ills.</p>
<p><u>Summary of controlling concept AO1</u></p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
<p><u>Summary of author's central purpose AO1/AO3</u></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	
<p><u>Universal message AO1</u></p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>"Adlestrop" was written on June 24th, 1914, just before the assassination of Archduke Franz Ferdinand, which would lead to the outbreak of World War I. During this time, there was a growing sense of unease and tension as the world stood on the brink of a catastrophic conflict. Moreover, the poem's setting, Adlestrop station, closed in 1966 as part of Beeching's railway reform, which further underscores the theme of the encroachment of technology and the loss of the natural world. In this context, Thomas' poem serves as a nostalgic reflection on a simpler, more peaceful time and the fleeting beauty of nature amidst the chaos and destruction of the world. In contrast, William Blake's "London" was written during the late 18th century, amid the Industrial Revolution. This period was characterised by rapid urbanisation, population growth, and a shift from agrarian to industrial economies. The poem's context is further informed by Blake's dislike for organised religion and his critiques of power structures that perpetuated social inequality. "London" was published as part of the Songs of Experience in 1794, a</p>





		companion to the Songs of Innocence (1789). These two collections explore themes of moral lessons, corruption, and the human impact of the societal changes wrought by the Industrial Revolution, such as child labor and the destruction of nature.
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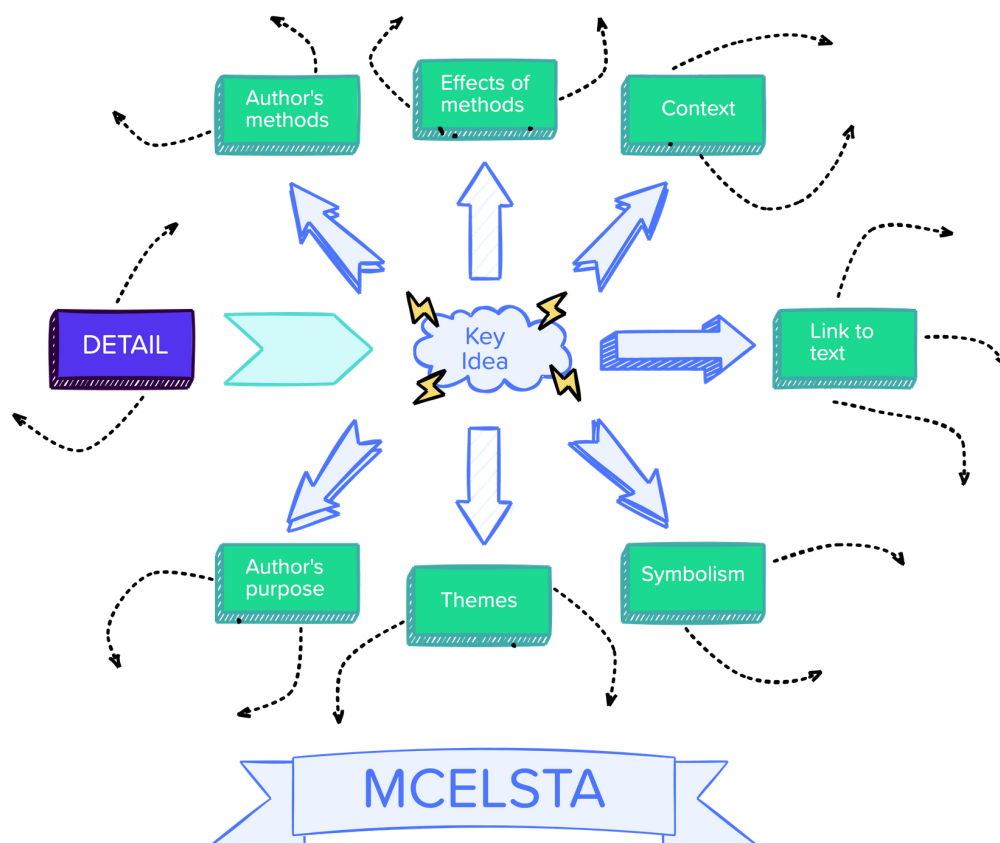




STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

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 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma  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 5: COMPLETE - Put Your Essay Together as One Complete Piece

Edward Thomas' "Adlestrop" and William Blake's "London" are two poems that present contrasting perspectives on the human relationship with nature and society. While "Adlestrop" emphasises the calming and restorative power of nature, "London" critiques the impact of industrialisation and the misuse of power on the human condition. This essay will compare Edward Thomas' "Adlestrop" and William Blake's "London," contrasting lyric forms, structure, and language techniques employed by the poets to highlight their differing perspectives on the relationship between humanity and nature and their respective purposes for advocating for the appreciation of nature's restorative power and the need for resistance and change in the face of societal ills

Both poems, "Adlestrop" by Edward Thomas and "London" by William Blake, are lyric in nature, yet they differ in structure, rhyme scheme, and the emotions they elicit from the reader. Thomas' "Adlestrop" comprises four quatrains with a consistent ABAB rhyme scheme in each stanza, capturing a serene moment in time at Adlestrop station. This consistent rhyme scheme evokes a sense of tranquillity and harmony, immersing the reader in the idyllic, calming world of nature and connecting them to its restorative power. In contrast, the historical context of the poem, written on the eve of World War I, highlights the fragility of peace in a rapidly changing world. Blake's "London," on the other hand, features a more rigid structure with four quatrains and an ABAB rhyme scheme in each stanza, utilising iambic tetrameter with variations in meter to emphasise the suffering and resistance experienced during the Industrial Revolution. This sombre and critical lyric form paints a bleak picture of the city and its inhabitants, with the repetitive structure and rhyme scheme reflecting the inescapable cycle of suffering and eliciting feelings of despair and frustration from the reader. Through the lyric form, Blake encourages readers to question the systems of power that perpetuate such suffering. The emotions evoked by the lyric form in both "Adlestrop" and "London" guide the reader's thoughts and focus their attention on the authors' purposes. In "Adlestrop," readers are prompted to appreciate nature's beauty and restorative power while recognising the tension between nature and the encroaching forces of human civilisation and technology. Conversely, in "London," readers are urged to confront the grim reality of industrialisation, the misuse of power, and the need for resistance and change.

In "Adlestrop," Thomas masterfully employs auditory imagery and onomatopoeia to create an atmosphere of serenity and calm, allowing the reader to experience the tranquil setting. Examples of these techniques include phrases like "The steam hissed" and "a blackbird sang." Additionally, Thomas' careful choice of flora, such as "willow," "willow-herb," and "meadowsweet," not only enriches the poem's pastoral imagery but also carries symbolic significance, representing remedy and restoration. These elements work together to elicit feelings of solace and peace from the reader, drawing their attention to the restorative power of nature, especially when contrasted with the turmoil of the historical context in which the poem was written. Conversely, Blake employs rich and evocative imagery in "London" to expose the suffering and corruption pervasive within the city during the Industrial Revolution. Phrases like "charter'd streets" and "the youthful Harlot's curse" paints a vivid picture of the dire circumstances faced by the city's inhabitants. Blake also uses repetition to emphasise the pervasive and inescapable nature of the suffering, with words such as "mark" and "every" appearing throughout the poem. The language in "London" is more sombre and critical, evoking a sense of despair and urgency for change from the reader. The contrasting emotions elicited by the language in "Adlestrop" and "London" alter the reader's thoughts and highlight the authors' respective purposes. In "Adlestrop," Thomas' serene language encourages readers to appreciate the beauty and restorative power of nature while also drawing attention to the tension between the natural world and human civilisation's encroaching technological advancements. In "London," Blake's evocative and critical language urges readers to confront the grim reality of industrialisation, the misuse of power, and the need for resistance and change, reflecting the historical context of social unrest and protest during the poet's time.





In conclusion, the comparison of Edward Thomas' "Adlestrop" and William Blake's "London" has revealed the contrasting lyric forms, structure, and language techniques employed by the poets, which serve to underscore their differing perspectives on the relationship between humanity and nature, as well as their respective purposes for advocating for the appreciation of nature's restorative power and the necessity of resistance and change in response to societal ills. "Adlestrop" was written on June 24th, 1914, just before the assassination of Archduke Franz Ferdinand, which would lead to the outbreak of World War I. During this time, there was a growing sense of unease and tension as the world stood on the brink of a catastrophic conflict. Moreover, the poem's setting, Adlestrop station, closed in 1966 as part of Beeching's railway reform, further underscoring the theme of the encroachment of technology and the loss of the natural world. In this context, Thomas' poem serves as a nostalgic reflection on a simpler, more peaceful time and the fleeting beauty of nature amidst the chaos and destruction of the world. In contrast, William Blake's "London" was written during the late 18th century, amid the Industrial Revolution. This period was characterised by rapid urbanisation, population growth, and a shift from agrarian to industrial economies. The poem's context is further informed by Blake's dislike for organised religion and his critiques of power structures perpetuating social inequality. "London" was published as part of the Songs of Experience in 1794, a companion to the Songs of Innocence (1789). These two collections explore themes of moral lessons, corruption, and the human impact of the societal changes wrought by the Industrial Revolution, such as child labour and the destruction of nature.

