



**English
Mastery**

**Poetry Self-study
Workbook 2:
Answers and Quiz
Booklet**

Using this answer booklet

This booklet is for KS3 students or their parents or carers to check their answers from the **Poetry Self-study Workbook 2**. There is no need to print this booklet – view it on a device to save paper.

We have also included **fortnightly quizzes** at the end of the booklet so that you can test yourself during the unit of work!



When you see this symbol, it is an activity that has right or wrong answers.

- We've provided the answers to these questions in this booklet. They are green and underlined.
- You can tick or cross these questions.



When you see this symbol, it is an activity that is open ended and has more than one right answer. Reflect on your own work or ask someone to check it for you. Consider:

- Have you answered the question?
- How does your answer connect to the rest of the lesson?



When you see this symbol, it is an extended writing activity. Consider:

- Have you completed all the checks?
- Does your writing make sense?



When you see this symbol, it means there is a comprehension quiz to complete at this point.

- Test yourself and keep track of your scores.
- Go back over any questions you got wrong and see if you can figure out why.

Lesson 1: 'Hope is the thing with the feathers'

Do Now Activities

Activity 1: *Think of a time that you have hoped for something.*

1. Write down the situation.
2. What did it feel like?

Information: Tenor, Vehicle and Ground/s

A metaphor has three parts.

1. Tenor

The thing you want to try and describe to your audience.

2. Vehicle

The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.

3. Ground/s

The things the tenor and the vehicle have in common.

Information: Tenor, Vehicle and Ground/s

Here is an example of a metaphor in the poem 'Frogs' by Norman MacCaig:

I love frogs that sit like Buddha



1. Tenor	Frogs
2. Vehicle	Buddha
3. Ground/s	<ul style="list-style-type: none">• They sit calmly without moving for a long time.• They are both focused.• They have a large belly.

Do Now

Activity 1:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Activity 2: Find the tenor, vehicle and grounds

Here are two more examples of metaphor from the poem 'Frogs'. Write down three examples of the ground for both of these metaphors.

The parts of a metaphor	1. In mid-leap they are parachutists falling in a free fall	2. [They] make stylish triangles with their ballet dancer's legs
Tenor The thing you want to try and describe to your audience	The frogs	The frogs
Vehicle The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit.	Parachutists falling in a free fall	Ballet dancer's legs
Ground/s The things the tenor and the vehicle have in common.		

Information: The extended metaphor

Today we are going to look at a special type of metaphor called the **extended metaphor**. In an **extended metaphor**, each **tenor** remains the same and so does the **vehicle**. Both the **tenor** and the **vehicle** extend throughout the poem. There are many different **grounds** to identify. This allows the writer to explore the comparison between the **tenor** and **vehicle** in depth.

Activity 3: Introducing the poem

The title of the poem we are looking at in this lesson is called "Hope is the thing with feathers." Look at the title, what do you think the main tenor and vehicle of the poem might be?



Activity 2:

Ground/s

The things the tenor and the vehicle have in common.

They glide through the air.

Their legs fly out behind them.

They are dynamic

Their legs make a diamond shape.

They are flexible and graceful.

They make deliberate movements.



Activity 3:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Read: "Hope" is the thing with feathers' by Emily Dickinson

Read the poem below (twice) and then answer the questions below it in full sentences.

<p>'Hope' is the thing with feathers Emily Dickinson (1830-1886)</p> <p>Hope is the thing with feathers That perches in the soul, And sings the tune-without the words, And never stops at all.</p> <p>And sweetest in the gale is heard; And sore must be the storm That could abash the little bird That kept so many warm.</p> <p>I've heard it in the chilliest land, And on the strangest sea; Yet, never, in extremity, It asked a crumb of me.</p>	<p>gale - a very strong wind</p> <p>abash - stop/damage</p> <p>extremity - at its worst/farthest point</p>
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Understanding: "Hope" is the thing with feathers' by Emily Dickinson

Write down your answers to the questions below.

1. What is the main tenor and vehicle in this poem?
2. On the poem, underline the actions that the bird takes, e.g. perches in the soul.
3. Next, choose two of these vehicles and identify the ground. How is the behaviour of the bird similar to hope?

Understanding:

1. What is the main tenor and vehicle in this poem? The tenor is the emotion of hope. The vehicle is a little bird.

2. On the poem, underline the actions that the bird takes, e.g. perches in the soul.

Hope is the thing with feathers
That perches in the soul,
And sings the tune-without the words,
And never stops at all,

And sweetest in the gale is heard;
And sore must be the storm
That could abash the little bird
That kept so many warm.

I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.



Information

In this poem the **tenor** is the emotion of **hope**. Hope is being compared to a **little bird**. This is the **vehicle**.



Dickinson's poem is an **extended metaphor** because it uses the same **tenor** and **vehicle** all the way through.

The **vehicles** in the poem are the things that describe what the bird does:

- It 'perches in the soul'.
- It 'sings the tune - without the words, and never stops at all'.
- It 'kept so many warm'.
- It never 'asked a crumb of me'.

Here are some ideas for the ground.

It 'perches in the soul'.

- When a bird is perching, it is ready to take flight at any moment.
- Hope is always within you ready to be called upon.

It 'sings the tune - without the words, and never stops at all'.

- A bird singing is like the constant reassurance of hope that keeps you company.
- Birdsong lifts your mood.

It 'kept so many warm'.

- Birds shelter their own young to keep them warm and alive. Hope can be seen as an emotion that makes you feel 'warm' and sheltered inside.
- Hope is ready to comfort you.
- Hope keeps your spirits up.

It never 'asked a crumb of me'.

- The bird is not taking anything from the speaker just like hope does not take anything away from you.

Thinking Harder: How does Emily Dickinson show that hope is important to people's lives?

Use the points from the previous answer to write a paragraph answering the question, 'How does Emily Dickinson show that hope is important to people's lives?'

You should refer to the poem, as well as including your own thoughts. Give yourself **8 minutes** to complete this task. When you have finished, use the checks below to edit your writing.

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Additional activities for Lesson 1, 'Hope'

Read through some facts about Emily Dickinson's life.

- Emily Dickinson was an American poet.
- She was born in 1830 and died in 1886.
- She wrote many poems in secret throughout her life.
- More than 1,700 unpublished poems were discovered after her death.
- Many of her poems were about death or immortality.
- She wrote many letters to her close friends.
- Some of her closest friends died young.
- She was unmarried.
- She was known to be reclusive (she spent a lot of time by herself in her bedroom).

Answer the question: Why do you think Emily Dickinson wrote about hope?

Thinking Harder: writing an analytical paragraph

- Have you completed all the checks?
- Does your writing make sense?
- How does your answer compare with the model? Is there anything you want to remove or add?



Emily Dickinson shows that hope is important to people's lives by comparing it to a little bird. She says that hope 'perches in the soul'. When a bird is perching, it is ready to take flight at any moment. This comparison shows that hope is always within you, ready to be called upon.

Dickinson also shows that hope is there to comfort you through the worst times of your life. She says that the little bird 'kept so many warm'. Just like birds shelter their young, hope is there to shelter you during your personal 'storm'.

Lesson 2: 'For Forest'

Do Now Activity

Why are forests an interesting setting for writers?

Information

You are going to read a poem called 'For Forest' by Grace Nichols. She was born in Guyana in 1950. Guyana is in South America. She moved to England in 1977. Her poetry is influenced by Guyanese culture, landscape and language.



Do Now:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Read: 'For Forest'

Read the poem below at least twice.

Forest could keep secrets
Forest could keep secrets

Forest tune in every day
to watersound and birdsound
Forest letting her hair down
to the teeming creeping of her forest-ground **teeming** - full or crowded

But Forest don't broadcast her business
no Forest cover her business down
from sky and fast-eye sun
and when night come
and darkness wrap her like a gown
Forest is a bad dream woman

Forest dreaming about mountain
and when earth was young
Forest dreaming of the caress of gold **roosting** - animals sleeping
Forest roosting with mysterious eldorado **Eldorado** - a mythical city
of gold in South America

and when howler monkey
wake her up with howl
Forest just stretch and stir
to a new day of sound

but coming back to secrets
Forest could keep secrets
Forest could keep secrets
And we must keep Forest

Understanding: 'For Forest'

If you have access to the internet, watch a short video [\[https://www.bbc.co.uk/programmes/p00x1xqw\]](https://www.bbc.co.uk/programmes/p00x1xqw) which features Grace Nichols explaining how the sights and sounds of the rainforest were the inspiration for her poem.

Write down your answers to the questions below.

1. Why do you think that Grace Nichols decided to write a poem about a Guyanan forest?
2. What is the forest being compared to?
3. Look back at the poem. Underline three examples of where the forest is being compared to a woman.

Information

Here are some examples of where Grace Nichols uses metaphor to compare the forest to a woman:

- 'Forest letting her hair down'
- 'Forest doesn't broadcast her business'
- 'Forest is a bad dream woman'

Grace Nichols is saying that the forest is a woman. She is giving the forest human characteristics. This is a special type of metaphor called **personification**.

Personification is a type of metaphor used by writers to make something seem like it is alive, with a human personality.

'Forest letting her hair down
to the teeming creeping of her forest-ground'

The forest/woman's hair is wild and long, hanging towards the ground. When a woman lets her hair down, she can be showing she is at ease and in control of herself. This is similar to the forest. It is comfortable with what it is. It is happy to be wild and free.

Thinking Harder: 'For Forest'

Read the poem again and answer the questions below in full sentences.

1. Why is the forest female in the poem?
2. What is the forest like as a character?
3. What type of person is she?



Understanding:

1. Why do you think that Grace Nichols decided to write a poem about a Guyanan forest? She wrote about the Guyanan rainforest because it was so different to her experience of winter in London. She might have been missing the warmth, sights and sounds of Guyana. Her experience of going into the forest as a young woman was a strong and positive memory for her.
2. What is the forest being compared to? The forest is compared to a woman.
3. Look back at the poem. Underline three examples of where the **forest** is being compared to a **woman**.
 - 'Forest letting her hair down'
 - 'Forest doesn't broadcast her business'
 - 'Forest is a bad dream woman'

Thinking Harder

- The vines and leaves of the forest spill down just like a woman's hair.
- The forest is fertile and gives life like a woman does.
- 'Mother nature' is often used as a way to describe the natural world.
- Just like a mother looks after her child, so nature looks after her children: any living thing.
- Grace Nichols is a woman. When she visited the forest, she felt connected to the sights and sounds around her. She is giving a female perspective.
- Just like a woman, the forest cannot be tamed by man.



Lesson 3: 'The Kraken'

Do Now Activity

Answer the questions in full sentences

1. What is a monster?
2. Have you met any monsters in the texts you have studied in English?

Information

Today's poem is called 'The Kraken'. It is about a terrible monster that lurks deep below the surface of the sea.

A **legend** is a story which has a small bit of truth in it. It is usually passed from person to person and changes along the way. There are different accounts of what the Kraken looked like, but one thing that everyone agrees on is that the Kraken is large and terrible.



The Kraken is a **legendary** sea monster that is said to dwell off the coasts of Greenland and Norway. It has giant tentacles that can pluck sailors from their boats and drag them down to the depths of the sea.

In Nordic folklore, the Kraken is said to be so big that it has been mistaken for an island. When it sinks back into the sea, it creates a large whirlpool which sucks anything near it down under the surface. It is likely that any sightings of the Kraken were really of a giant squid!

Reading: 'The Kraken' by Lord Alfred Tennyson

Read the poem at least twice.

Below the thunders of the upper deep;
Far, far beneath in the abysmal sea,
His ancient, dreamless, uninvaded sleep
The Kraken sleepeth: faintest sunlights flee
About his shadowy sides: above him swell
Huge sponges of millennial growth and height;
And far away into the sickly light,
From many a wondrous grot and secret cell
Unnumbered and enormous polypi
Winnow with giant arms the slumbering green.
There hath he lain for ages and will lie
Battening upon huge sea-worms in his sleep,
Until the latter fire shall heat the deep:
Then once by man and angels to be seen,
In roaring he shall rise and on the surface die

abysmal – extremely bad
uninvaded – not disturbed

millennial – over thousands of years
grot and cell – cave
unnumbered – too many to count
polypi – unmoving sea animal
winnow – fan
hath – has
battening – feeding on
latter – late/ending

Do Now Activity:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Understanding: The Kraken by Alfred Lord Tennyson

Write down the answers to the following questions in full sentences.

1. Where does the Kraken live?
2. What is it doing there?
3. What is floating above the Kraken?
4. How long has the Kraken been living deep underwater?
5. What else surrounded the Kraken?
6. What are these things doing?
7. What does the Kraken eat?
8. When will the Kraken rise?

Information: understanding the poem

Here are some ideas that the poem tells us directly:

- ✓ The Kraken is sleeping deep under the sea. He has been there for a long time.
- ✓ Huge, old sea sponges grow around the Kraken.
- ✓ Sea creatures with many waving arms grow out of sea caves around the Kraken.
- ✓ The Kraken will stay sleeping until the end of the world.

The poem does not directly tell us what the Kraken looks like, but it still suggests that the Kraken is a large and terrible monster. We will need to make deductions to work out how Tennyson tells us this.

Understanding: The Kraken by Alfred Lord Tennyson

Look back at the poem. Underline the words and phrases that suggest the Kraken is big, old or monstrous.

Information

Three examples have been done for you (on the next page):

Understanding:

Write down the answers to the following questions in full sentences.

1. Where does the Kraken live? The Kraken lives at the bottom of the sea.
2. What is it doing there? At the bottom of the sea, the Kraken is sleeping a deep sleep.
3. What is floating above the Kraken? Huge sea sponges that have been growing for thousands of years are floating above the Kraken.
4. How long has the Kraken been living deep underwater? This means that the Kraken has been living underwater for thousands of years. It is ancient.
5. What else surrounded the Kraken? An uncountable number of huge sea creatures also surround the Kraken. They live in dark, secret caves.
6. What are these things doing? The arms of the creatures are waving and fanning around the Kraken.
7. What does the Kraken eat? The Kraken eats huge sea worms in its sleep. This means that the Kraken must be enormous.
8. When will the Kraken rise? The Kraken will rise to the surface at the end of the world. He will be seen by everyone, and will die at the surface.



Understanding:

The Kraken sleepeth: faintest sunlights flee
About his shadowy sides: above him swell
Huge sponges of millennial growth and height;

And far away into the sickly light,
From many a wondrous grot and secret cell
Unnumbered and enormous polypi
Winnow with giant arms the slumbering green.

There hath he lain for ages and will lie
Battening upon huge sea-worms in his sleep,

Until the latter fire shall heat the deep;
Then once by man and angels to be seen,
In roaring he shall rise and on the surface die



Poetry

The Kraken lives 'far, far beneath' the 'thunders' of the ocean. He must be a strong monster to be able to live in a storm.

The Kraken is a monster suited to this environment. He survives and thrives even though the sea is 'abysmal'.

Below the **thunders** of the upper deep:
Far, far beneath in the **abysmal sea**,
His **ancient**, dreamless, **uninvaded** sleep

The Kraken is 'ancient'. It is not like a normal animal – it is a legendary monster that has lived for thousands of years.

The Kraken's sleep is 'uninvaded' so no one has tried to disturb him. This suggests that he is so far down in the depths of the sea that he can't be reached, or it could be that nothing would dare disturb him.

p. 4

Thinking Harder: The Kraken by Lord Alfred Tennyson

Write one paragraph answering this question: *What makes the Kraken such a terrible monster?*

You need to explain how the word choices that Tennyson uses create the idea of a monster.

You can use these questions to help you structure your paragraph.

1. What is Tennyson describing?
2. What words does Tennyson use to show the size, age and/or monstrosity of the Kraken?
3. How do these words create the idea of a monster?

Think Harder: writing an analytical paragraph

- Have you completed all the checks?
- Does your writing make sense?
- How does your answer compare with the model? Is there anything you want to remove or add?



What makes the Kraken such a terrible monster?

A. What is Tennyson describing?

B. What words does Tennyson use to show the size, age and/or monstrosity of the Kraken?

C. How do these words create the idea of a monster?

A. In this extract the Kraken is surrounded by huge, old sea sponges whilst the sunlight barely reaches his body.

B. Tennyson describes the Kraken's sides as being 'shadowy' and that the sunlight 'flee' from him. The sea sponges are of 'millennial growth'.

C. The word 'millennial' suggests that the sea sponge has been growing for thousands of years alongside the ancient Kraken. The 'shadowy' sides of the Kraken suggest that he is so big that he creates shadows. The idea of shadows also sounds dark and ominous. The word 'flee' suggests that the Kraken is so monstrous and lurking so deep in the water that the sunlight is afraid of reaching him.

model
paragraph

Lesson 4: The Grauballe Man

Do Now Activity 1: Sacrifice

Write down the meaning of the word 'sacrifice'. Use a dictionary if you need to.

Information:

Seamus Heaney was an Irish poet. He was born in 1939 and died in 2013. He was interested in writing about the landscape and memory.

Heaney wrote a set of poems about Iron Age bog bodies that he saw in a book of photographs. The Iron Age was a period of time over 2000 years ago. Bog bodies are human bodies that have been found mummified (preserved) in a peat bog. One of these was 'The Grauballe Man.' The Grauballe man is a bog body that was uncovered in 1952. He was found in a village called Grauballe which is in Denmark.

Although the Grauballe man died around 2300 years ago his body is exceptionally well preserved. It is thought that the Grauballe man was a human sacrifice, killed to please the gods. This was a common tradition in the Iron Age.

Do Now Activity 2: A Picture of Grauballe Man

Look at the picture of Grauballe Man. Write down three interesting things that you notice about him.

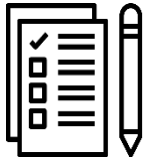
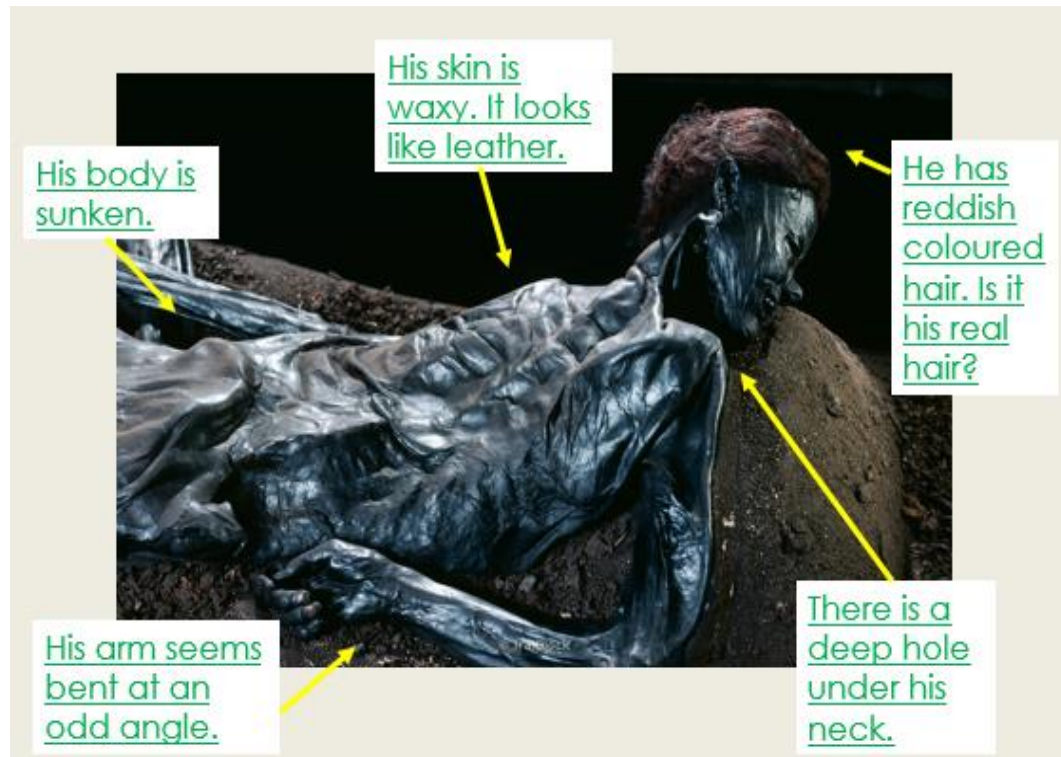


Do Now Activity 1:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Do Now Activity 2:



Read: 'The Grauballe Man' by Seamus Heaney

Read the poem below at least twice.

4	As if he had been poured in tar, he lies on a pillow of turf and seems to weep	tar - a thick black liquid that is used for road-making and waterproofing turf - earth/mud
8	the black river of himself. The grain of his wrists is like bog oak, the ball of his heel	grain - the pattern in the surface of wood bog oak - an old oak tree that has been preserved by a bog
12	like a basalt egg. His instep has shrunk cold as a swan's foot or a wet swamp root.	basalt - a dark coloured rock instep - the inside of a foot swamp root - roots of trees at the bottom of a bog
16	His hips are the ridge and purse of a mussel, his spine an eel arrested under a glisten of mud.	purse of a mussel - the edge of a mussel shell eel - a long, thin fish glisten - shine
20	The head lifts, the chin is a visor raised above the vent of his slashed throat	visor - the part of the helmet that can lift up
24	that has tanned and toughened. The cured wound opens inwards to a dark elderberry place.	elderberry - small, dark and shiny berries.



Find quotations from the poem that describe these images. Underline the vehicle in each of these quotations, and fill in ideas for the grounds for each of these metaphors.



'the ball of his heel [is] like a basalt egg'

The heel is curved like an egg. The colour of the heel is black swirled with grey, like the colour of basalt. The heel is cool to the touch. The texture of the heel is rough like basalt rock.



'the chin is a visor

The chin flaps open like it is on a hinge. There is an open space under the chin.



'His hips are the ridge and purse of a mussel'

The hips are curved. The hips are a dark colour, streaked with lighter shades. His hips have contour markings like a mussel.



'The grain of his wrists is like bog oak'

His wrists look cracked. His wrists are lined and warped like wood. The texture of his wrists is bumpy.



Thinking Harder: Writing A Paragraph

Answer the question, 'How does Heaney show us what Grauballe Man is like?'

You should refer to the poem, as well as including your own thoughts. Give yourself **8 minutes to complete** this task. When you have finished, **use the checks below to edit your writing**.

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Think Harder: writing an analytical paragraph

- Have you completed all the checks?
- Does your writing make sense?
- How does your answer compare with the model? Is there anything you want to remove or add?



model
paragraph

The evidence in the poem suggests that the Grauballe man died from a cut throat. The brutality of the language that Heaney uses indicates that he was murdered. The repetition of the 't' sound in 'tanned' and 'toughened', and the 'v' sound in 'vent' and 'visor', mimic a violent movement like a stab or punch. This adds to the appearance of violence of the Grauballe man's death. The comparison of the gap in the Grauballe man's neck as being an 'elderberry place' suggests that is glistening with dark blood: a gruesome image.

Lesson 5: 'A Poison Tree'

Do Now Activity: What is an extended metaphor?

Re-read Emily Dickinson's "Hope' is a thing with feathers' below.
Explain what an extended metaphor is.

Hope is the thing with feathers
That perches in the soul,
And sings the tune—without the words,
And never stops at all,



Read: 'A Poison Tree' by William Blake

Read the poem below at least twice.

I was angry with my friend: I told my wrath, my wrath did end. I was angry with my foe: 4 I told it not, my wrath did grow.	wrath – extreme anger foe – enemy
And I watered it in tears Night and morning with my tears, And I sunned it with smiles 8 And with soft deceitful wiles.	deceitful wiles – clever lies
And it grew both day and night, Till it bore an apple bright, And my foe beheld it shine, 12 And he knew that it was mine,—	bore – grew, produced beheld – saw
And into my garden stole When the night had veiled the pale; 16 In the morning, glad, I see My foe outstretched beneath the tree.	stole – crept in veiled – hidden; pale – the tree trunk



Do Now Activity:



Re-read Emily Dickinson's "Hope' is a thing with feathers' below.
Explain what an extended metaphor is.

In an extended metaphor, each tenor remains the same and so does the vehicle. Both the tenor and the vehicle extend throughout the poem. There are many different grounds to identify.

In "Hope' is the thing with feathers', the tenor was the emotion of hope.

Hope was compared to a little bird. This was the vehicle.

Understanding 1: The Story of 'The Poison Tree'

These statements tell the story of the poem.

Put these statements in the correct order.

- The speaker becomes angry with their foe.
- The speaker helps the tree grow by watering it by crying.
- The foe dies.
- The speaker does not talk about his anger with his foe so his anger grows.
- The speaker helps the tree grow by sunning it 'with smiles'.
- The speaker is angry with their friend.
- The foe sees the speaker's apple and creeps into their garden to steal it.
- The speaker tells his friend about his anger and they make up.

Information: The extended metaphor

'A Poison Tree' is an example of an **extended metaphor** as the same **tenor** and **vehicle** extends throughout the poem. The growing feelings of anger and resentment are compared to the growth and nurture of a poisonous tree.

Understanding 2: Why is this an effective metaphor?

Answer the question, 'Why is this an effective metaphor?'

Think about:

- What happens when you stay angry at someone for a long time?
- What do trees make you think of?
- Why is the poison important to this metaphor?

Thinking Harder 1: What is the moral of 'The Poison Tree'?

A moral gives the reader guidance about how to live their life.

What is the moral of this poem? Try to come up with 3 ideas.

Thinking Harder 2: Writing a paragraph about 'The Poison Tree'

Answer the question, 'How does Blake use an extended metaphor in 'A Poison Tree' to show a moral?' in a paragraph.

Understanding 1:

These statements tell the story of the poem.

Put these statements in the correct order.

- The speaker is angry with their friend. (l. 1)
- The speaker tells his friend about his anger and they make up. (l. 2)
- The speaker becomes angry with their foe. (l. 3)
- The speaker doesn't talk about his anger with his foe so his anger grows. (l.4)
- The speaker helps the tree grow by watering it by crying. (l. 5-6)
- The speaker helps the tree grow by sunning it 'with smiles'. (l. 7-8)
- The foe sees the apple and creeps into their garden to steal it. (l. 9-13)
- The foe dies. (l. 14-16)



Understanding 2:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Thinking Harder 1:

Here are some ideas for the moral of 'A Poison Tree':

- It is better to talk about an issue than to keep it bottled up.
- If you do not take care of a small matter quickly, it can turn into a huge problem.
- It is better to forgive your enemies than to hold a grudge.
- Do not hold onto resentment.



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- The speaker tells his friend about his anger and they make up.

Information: The extended metaphor

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Understanding 2: Why is this an effective metaphor?

Answer the question, 'Why is this an effective metaphor?'

Think about:

- What happens when you stay angry at someone for a long time?
- What do trees make you think of?
- Why is the poison important to this metaphor?

Thinking Harder 1: What is the moral of 'The Poison Tree'?

A moral gives the reader guidance about how to live their life.

What is the moral of this poem? Try to come up with 3 ideas.

Thinking Harder 2: Writing a paragraph about 'The Poison Tree'

Answer the question, 'How does Blake use an extended metaphor in 'A Poison Tree' to show a moral?' in a paragraph.

Think Harder: writing an analytical paragraph

- Have you completed all the checks?

You should refer to the poem, as well as including your own thoughts. Give yourself **8 minutes to complete** this task. When you have finished, **use the checks below to edit your writing.**

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

- Does your writing make sense?
- Read over the poem and the lesson again. Is there anything you want to remove or add



Lesson 6: Echo and Narcissus

Do Now Activity: What is a moral?

What is a moral? What stories or poems do you know that have a moral?

Read 1: The story of Narcissus

Read the story below.



Narcissus was a beautiful and proud Greek hunter. He had golden-brown curls that shone in the sunlight. His eyes glittered like precious jewels. He walked tall so that everyone could admire the delicate curve of his nose and the sharpness of his cheekbones. He insisted on only wearing the finest silks and furs. Many people fell in love with him, but he cruelly rejected them all.

While Narcissus was hunting in the woods one day, a nymph called Echo caught a glimpse of him and fell deeply in love with him. Narcissus scorned Echo and turned her down. Echo was so heartbroken that she spent the rest of her life wandering the woods, a mere echo of her former self.

The goddess of revenge, Nemesis, heard this story and decided to punish Narcissus. She lured him to a clear pool of water, and Narcissus knelt down to take a drink of water to quench his thirst.

As he was about to drink, he caught a glimpse of his own reflection. He admired the fine nose and sparkling eyes that he saw. He didn't realise that it was his own image and he fell instantly in love with himself.

Unable to tear himself away, he lay staring at his own image in the reflection of the water. Over time he gradually wasted away and died.



- Some versions of the Narcissus story say that the narcissus flower grew in the place of his body.
- The word 'narcissism' means getting pleasure from admiring yourself.
- Someone who admires themselves too much is called a narcissist (noun).



Do Now Activity:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?





Understanding: What is Narcissus doing, thinking and feeling?

Write answers to these questions:

Extract 1 Weary with hunting and the hot sun Narcissus found this pool. Gratefully he stretched out full length, To cup his hands in the clear cold And to drink.	What is Narcissus doing?
	What is he thinking?
	What is he feeling?
Extract 2 He could not believe the beauty Of those eyes that gazed into his own. As the taste of water flooded him So did love.	What is Narcissus doing?
	What is he thinking?
	What is he feeling?
Extract 3 He lay, like a fallen garden statue, Gaze fixed on his image in the water, Comparing it to Bacchus or Apollo, Falling deeper and deeper in love With what so many had loved so hopelessly.	What is Narcissus doing?
	What is he thinking?
	What is he feeling?
Extract 4 Not recognising himself He wanted only himself. He had chosen From all the faces he had ever seen Only his own. He was himself The torturer who now began his torture.	What is Narcissus doing?
	What is he thinking?
	What is he feeling?

Thinking Harder: What is the moral of 'Echo and Narcissus'?

Answer the question, 'How does Hughes use the story in 'Echo and Narcissus' to show a moral?' in a paragraph.

Understanding:

Narcissus sits down by a pool and drinks.

He is feeling tired ('weary') and thirsty.

He is probably thinking about returning home after hunting in the sun all day.

He sees eyes in the water.

He cannot believe the beauty of them.

We know that he feels love.

He lies by the pool, gazing at his own image in the water.

He thinks that the face in the water is god-like.

He feels unrequited, desperate love.

He continues to gaze in the pool, not recognising himself.

He has decided that his own face is the only one he can ever love.

He is beginning to feel pain and torture that he can't have what he wants.

Lesson 7: Spellbound

Do Now Activity: Metaphor

Write a metaphor using the subject of this picture as the focus.



Information

Emily Brontë and her siblings created an imaginary world called Gondal in which there were epic battles and tales of romance. *Spellbound* is set in this world but it is also can be read as a description of the landscape of Brontë's native Yorkshire. The speaker is compelled to stay in this bleak landscape by a 'tyrant spell' (which can be read as a metaphor for inner turmoil).

Read: 'Spellbound' by Emily Brontë.

Read the poem below at least twice.

4	The night is darkening round me, The wild winds coldly blow; But a tyrant spell has bound me And I cannot, cannot go.	tyrant – someone who has total power and uses it in a cruel and unfair way
8	The giant trees are bending Their bare boughs weighed with snow. And the storm is fast descending. And yet I cannot go.	boughs – branches
12	Clouds beyond clouds above me, Wastes beyond wastes below; But nothing drear can move me: I will not, cannot go.	wastes – open, empty fields drear – gloomy, empty

Do Now Activity:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Understanding: What is 'spellbound' about?

Write down your answers to the questions below.

1. At what time of year is the poem set?
2. At what time of day is the poem set?
3. What is the weather like in the poem?
4. Why do you think the poet chose this setting for her poem?
5. Why can the speaker in the poem not go and escape the weather?

Thinking Harder: Write your own poem

Write your own poem about a person who feels trapped.

- Use metaphor.
- Describe the setting where the person is trapped.
- One of the pictures below might give you an idea.



Understanding:

1. At what time of year is the poem set? The poem is set in winter.
2. At what time of day is the poem set? The poem is set at night.
3. What is the weather like in the poem? The weather is cold and stormy.
4. Why do you think the poet chose this setting for her poem? Perhaps she chose the setting to show that even bleak places can be magical.
5. Why can the speaker in the poem not go and escape the weather? The speaker feels as if they under a "spell" and "cannot go", even if they try to.



Thinking Harder: Write your own poem

- Have you completed all the checks?
- Does your writing make sense?
- Is your poem around the same length as the original? Does it look the same on the page?



Lesson 8: 'Stopping by Woods on a Snowy Evening'

Do Now Activity: Metaphor

Write a metaphor to describe the weather in this picture.



Read: 'Stopping by Woods on a Snowy Evening' by Robert Frost

Read the poem below at least twice and if you have access to the internet, watch the animation here: <https://youtu.be/7Qh7hwajL4>

Whose woods these are I think I know, His house is in the village, though; He will not see me stopping here 4 To watch his woods fill up with snow.	
My little horse must think it queer To stop without a farmhouse near Between the woods and frozen lake 8 The darkest evening of the year.	queer – strange, surprising
He gives his harness bells a shake To ask if there is some mistake. The only other sound's the sweep 12 Of easy wind and downy flakes.	harness – straps to control a horse downy – fluffy, feathery
The woods are lovely, dark and deep, But I have promises to keep, And miles to go before I sleep, 16 And miles to go before I sleep.	

Do Now Activity:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Understanding: What is 'Stopping by Woods ...' about?

Write down your answers to the questions below.

1. Why will the wood's owner not know that the speaker has stopped in the woods?
2. Why does the horse think it is strange to stop there?
3. What sounds are there in the poem?
4. How is the speaker feeling in the last stanza (verse)?

Thinking Harder 1: Writing a paragraph

Information:

This poem is a beautiful description of location and a moment in time. The speaker stops for a moment of thought by a familiar wood. Although the language is simple, Frost captures the hushed quality of this winter evening (the 'sweep of easy wind and downy flake'). The repetition of the final lines suggests that this poem is about more than just travelling by the snowy woods.

Write a paragraph in response to the question, 'How does Frost show us the speaker's feelings about his journey?'

Thinking Harder 2: Writing a poem

Write your own poem about a person on a journey.

- Use metaphor.
- Describe the place the person is traveling through.
- Show us how the person feels about their journey.
- You can use these pictures for inspiration.



Understanding:

1. Why will the wood's owner not know that the speaker has stopped in the woods? The wood's owner will not know because he lives in the village.
2. Why does the horse think it is strange to stop there? The horse thinks it is queer to stop because there is no farmhouse near, and they are not home yet.
3. What sounds are there in the poem? There is the sound of the harness bells. There is also the sweep of the wind and the snowflakes.
4. How is the speaker feeling in the last stanza (verse)? The speaker feels spellbound by the woods. He also feels that he needs to carry on and keep his "promises". The repetition of the final line makes him feel drowsy and sleepy.



Thinking Harder 1: Writing a paragraph

- Have you answered the question?
- Does your writing make sense?



Thinking Harder 2: Writing a poem

- Have you completed all the checks?
- Does your writing make sense?
- Is your poem around the same length as the original? Does it look the same on the page?



Lesson 9: 'All Of Us'

Do Now Activity

Read the extracts below from two poems we have studied. Write a sentence explaining how the speaker is feeling in each one.

From 'Spellbound' But a tyrant spell has bound me And I cannot, cannot go.	From 'Stopping by Woods' The woods are lovely, dark and deep, But I have promises to keep, And miles to go before I sleep, And miles to go before I sleep.
--	--

Read: 'All Of Us' by Kit Wright

Read the poem below at least twice

All of us are afraid More often than we tell. There are times we cling like mussels to the sea-wall, 4 And pray that the pounding waves won't smash our shell. Times we hear nothing but the sound of our loneliness, like a cracked bell From fields far away where the trees are in icy shade. Many a time in the night-time and in the day, 8 More often than we say, We are afraid. If people say they are never frightened, I don't believe them. If people say they are frightened, I want to retrieve them from that dark shivering place 12 Where they don't want to be, Not I. Let's make of ourselves, therefore, an enormous sky Over whatever we hold most dear. And we'll comfort each other, 16 Comfort each other's fear.	mussels – small sea creatures with hard shells
--	--

Understanding 1: What is 'All Of Us' about?

Write down your answers to the questions below.

1. Why do you think the poet decided to write about being afraid?
2. Underline any metaphors you can find.
3. How is being afraid similar to being a mussel?
4. How is the sound of loneliness like a cracked bell?

Do Now Activity:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Understanding 1:

2. Underline any metaphors you can find.

All of us are afraid
More often than we tell.
There are times we cling like mussels to the sea-wall,
And pray that the pounding waves won't smash our shell.
Times we hear nothing but the sound of our loneliness, like a cracked bell
from fields far away where the trees are in icy shade.
Many a time in the night-time and in the day,
More often than we say,
We are afraid.
If people say they are never frightened, I don't believe them.
If people say they are frightened, I want to retrieve them
from that dark shivering place
Where they don't want to be,
Not I.
Let's make of ourselves, therefore, an enormous sky
Over whatever we hold most dear.
And we'll comfort each other,
Comfort each other's fear.



3. How is being afraid similar to being a mussel?

You might say:

- The sea is like the thing that you are afraid of. It comes in waves and is much bigger than you.
- When we are afraid, we "cling" onto hope or the things we love.
- Sometimes we shut up our true emotions inside us and "clam up" – like a mussel who hides in their shell.

4. How is the sound of loneliness like a cracked bell?

You might say:

- A cracked bell is a damaged instrument. A lonely person is emotionally damaged.
- A cracked bell will not ring as loudly. A lonely person will not feel as confident or brave.
- "A cracked bell from fields far away" suggests that the noise is distant and weak. Feeling lonely makes you feel isolated from human contact and comfort.

Find quotations from the poem that describe these images. Underline the vehicle in each of these quotations, then fill in ideas for the grounds for each of these metaphors.



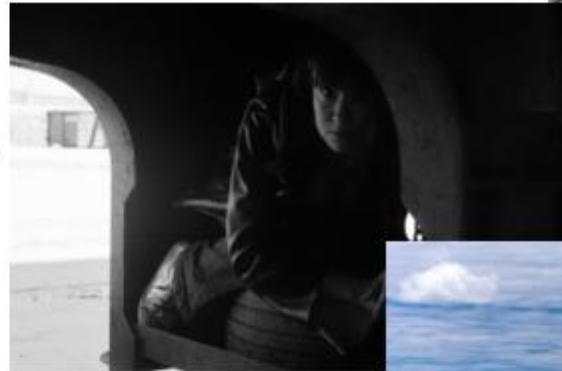
"We cling like mussels to the seawall".



When we are afraid, we "cling" onto hope or the things we love.

Sometimes we shut up our true emotions inside us and "clam up" – like a mussel who hides in their shell.

"I want to retrieve them from that dark shivering place"



When you are frightened you shake with fear like you are cold

Darkness can be claustrophobic and cold, like being frightened



"nothing but the sound of our loneliness, like a cracked bell"



A cracked bell is a damaged instrument. A lonely person is emotionally damaged.

A cracked bell will not ring as loudly. A lonely person will not feel as confident or brave.

"an enormous sky
Over whatever we hold most dear".

An enormous sky is open and free and offers escape from fear.

An enormous sky is large and powerful.

An enormous sky is bright and not dark.



Thinking Harder 1: What is the moral of this poem?

A moral gives the reader guidance about how to live their life.

What is the moral of this poem? Try to come up with 3 ideas.

Thinking Harder 2: Writing A Paragraph

Answer the question, 'How does Wright use metaphor in 'All Of Us' to show a moral?'

You should refer to the poem, as well as including your own thoughts. Give yourself **8 minutes to complete** this task. When you have finished, **use the checks below to edit your writing.**

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital?

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

Thinking Harder 1: What is the moral of this poem?

Here are some ideas for the moral of 'All of Us':

- It is better to talk about fear than to keep it bottled up.
- Everyone feels frightened sometimes. We shouldn't deny it.
- Do not bottle up your fear inside you.



Thinking Harder 2: writing an analytical paragraph

- Have you completed all the checks?
- Does your writing make sense?
- Compare your paragraph to your paragraph on "The Kraken". Is there anything you want to add, edit or remove?



Lesson 10: 'The Listeners'

Do Now Activity

Make a list of poems we have studied that are about feelings. Write a sentence about each poem explaining the feelings in that poem.

Reading 'The Listeners' by Walter de la Mare

Read the poem below at least twice.

4	"Is there anybody there?" said the Traveller, Knocking on the moonlit door; And his horse in the silence champed the grass Of the forest's ferny floor; And a bird flew up out of the turret, Above the Traveller's head; And he smote upon the door again a second time; "Is there anybody there?" he said.	champed – chewed ferny – leafy turret – small tower smote – hit
8	But no one descended to the Traveller; No head from the leaf-fringed sill Leaned over and looked into his grey eyes, Where he stood perplexed and still.	sill – shelf at a window perplexed – puzzled phantom – ghost
12	That dwell in the lone house then Stood listening in the quiet of the moonlight To that voice from the world of men: Stood thronging the faint moonbeams on the dark stair,	dwell – lived thronging – crowding
16	That goes down to the empty hall, Hearkening in an air stirred and shaken By the lonely Traveller's call. And he felt in his heart their strangeness, Their stillness answering his cry, While his horse moved, cropping the dark turf, 'Neath the starred and leafy sky; For he suddenly smote on the door, even Louder, and lifted his head:— "Tell them I come, and no one answered, That I kept my word," he said. Never the least stir made the listeners, Though every word he spoke Fell echoing through the shadowiness of the still house From the one man left awake: Ay, they heard his foot upon the stirrup, And the sound of iron on stone, And how the silence surged softly backward, When the plunging hoofs were gone.	hearkenings – listening turf – grass smote – hit spoke – spoke stirrup – foot part of a horse's saddle surged – moved forward powerfully

Do Now Activity:

- Have you answered the question?
- Think. Can you write down 2-3 different ideas / answers?
- How do(es) your answer(s) connect to the rest of the lesson?



Understanding: What is the traveller doing, thinking and feeling?

Read the extracts and answer the questions:

Extract 1 "Is there anybody there?" said the Traveller, Knocking on the moonlit door; And his horse in the silence champed the grass Of the forest's ferny floor;	What is the traveller doing?
	What is he thinking?
	What is he feeling?
Extract 2 And he smote upon the door again a second time; "Is there anybody there?" he said, But no one descended to the Traveller; No head from the leaf-fringed sill Leaned over and looked into his grey eyes, Where he stood perplexed and still.	What is the traveller doing?
	What is he thinking?
	What is he feeling?
Extract 3 But only a host of phantom listeners That dwelt in the lone house then Stood listening in the gulet of the moonlight To that voice from the world of men: Stood thronging the faint moonbeams on the dark stair, That goes down to the empty hall, Harkening in an air stirred and shaken By the lonely Traveller's call. And he felt in his heart their strangeness, Their stillness answering his cry,	What is the traveller doing?
	What is he thinking?
	What is he feeling?
Extract 4 For he suddenly smote on the door, even Louder, and lifted his head:— "Tell them I came, and no one answered, Ay, they heard his foot upon the stirrup, And the sound of iron on stone, And how the silence surged softly backward, When the plunging hoofs were gone.	What is the traveller doing?
	What is he thinking?
	What is he feeling?

Understanding:

The traveller is knocking on a door in the forest.

He is wondering whether anyone is at home

He may be feeling lonely and isolated, or curious.

He bangs on the door and calls out again.

He is thinking that someone *should* have answered by now.

He feels frustrated and confused.

The traveller is still waiting for a reply.

He must be wondering what is behind the door.

He may feel the eerie presence of "the phantoms" that wait, silently behind the door.

He bangs the door angrily a final time and then calls out. He then rides off into the night.

He must now be wondering why no one has answered.

He seems to feel disappointed and perhaps even betrayed.



Thinking Hard 1: Sounds and silence in 'The Listeners'?

Read again the whole poem and complete the following tasks.

1. Underline any words that describe sounds.
2. In a different colour underline any words that describe silence.
3. Why are sounds and silence so important in this poem?
4. What is the mood or feeling of this poem?

Thinking Hard 1: Sound and Silence

- Have you completed all the checks?
- Does your writing make sense?



Thinking Hard 2: Write your own poem.

Write a poem that tells a story.

- Describe sounds and silence.
- Show the feelings of a person.

Thinking Hard 2: Write your own poem

- Have you completed all the checks?
- Does your writing make sense?
- Is your poem around the same length as the original? Does it look the same on the page?



Poetry

This quiz is for lessons 1-5 of
Poetry Self Study Booklet 2.

Quiz 1

Score
___ /10

When you have marked your quiz, put a tick next to the questions you got right and a cross next to the questions you got wrong.

Q1		Q2		Q3		Q4		Q5	
Q6		Q7		Q8		Q9		Q10	

Numbers in brackets show the number of correct answers for each question.

1. Which of these statements are true about the extended metaphor? (3)

- In an extended metaphor, the tenors and vehicles are not linked.
- In an extended metaphor, the tenor and vehicle extend throughout a poem.
- Poets use the extended metaphor to explore a subject in depth.
- The extend metaphor uses related vehicles.
- There is only one ground in the extended metaphor.

2. Which of the following is true about ‘‘Hope’ is the thing with feathers’? (3)

- The poem is an extended metaphor because it uses the same tenor and vehicle all the way through.
- The bird in the poem is unreliable and often flies away.
- The bird brings hope to the speaker in the poem.
- The tenor (hope) and the vehicle (the bird) are linked in a number of ways.
- The vehicle in the poem is the bird and the things it does.

3. Which of these quotations tells us that the forest in ‘For Forest’ is female? (2)

- ‘Forest could keep secrets’
- ‘Forest letting her hair down to the teaming creeping of her forest-ground’
- ‘Forest dreaming about mountain and when the earth was young’
- ‘Forest just stretch and stir to a new day of sound’
- ‘when night come and darkness wraps her like a gown Forest is a bad-dream woman’

4. What does this extract tell us about the forest in 'For Forest'? (2)

Forest letting her hair down
to the teeming creeping of her forest-ground

- a) The forest is at ease and in control of herself.
- b) The forest is frightened of the creatures that live there.
- c) The forest is in danger.
- d) The forest is happy to be wild and free.
- e) The forest is dark.

5. Which of these statements are true about personification? (3)

- a) Personification is a type of extended metaphor.
- b) The vehicle in personification must be a person.
- c) The tenor in personification must be a person.
- d) Personification is a type of metaphor.
- e) Personification is used by writers to make something seem like it has human characteristics.

6. What does this extract tell us about the Kraken? (2)

Below the thunders of the upper deep;
Far, far beneath in the abysmal sea,
His ancient, dreamless, uninvaded sleep
The Kraken sleepeth:

- a) The Kraken is surrounded by his enormous arms.
- b) The Kraken is swimming around.
- c) The Kraken is sleeping under the sea.
- d) The Kraken is feeding on sea-worms.
- e) The Kraken is old.

7. Which of these statements from 'The Grauballe Man' is a metaphor? (2)

- a) His 'throat... has tanned and toughed'.
- b) The 'wound opens inwards to a dark elderberry place'.
- c) The 'chin is a visor'.
- d) The 'cured wound opens inwards'.
- e) 'his slashed throat'.

8. Which of these statements are true about the Grauballe man? (2)

- a) 'The vent of his slashed throat' suggests that the Grauballe man died from a neck wound.
- b) A 'dark elderberry place' describes the shape of the Grauballe man's feet.
- c) The repeated 'v' sounds of 'vent' and 'visor' make it sound like the Grauballe man is sleeping.
- d) 'cured wound' means the Grauballe man's wound had healed.
- e) The Grauballe man's wrists were like the texture of bog oak.

9. Which of these statements are true about 'A Poison Tree'? (2)

- a) 'A Poison Tree' uses the extended metaphor to give a message.
- b) 'A Poison Tree' uses a series of unrelated metaphors.
- c) 'A Poison Tree' compares the speaker's growing love for their foe to the growth of a tree.
- d) One of the morals in 'A Poison Tree' is, *always take revenge on your enemies*.
- e) The speaker's friend dies in 'A Poison Tree'.

10. Which of these statements explain the moral of 'A Poison Tree'? (3)

- a) It is better to talk about an issue than to keep it bottled up.
- b) If you do not take care of a small matter quickly, it can turn into a huge problem.
- c) You should wait to take revenge on your enemies.
- d) It is better to forgive your enemies than to hold a grudge.
- e) Don't trust anybody.

Quiz 1 Answers

Numbers in brackets show the number of correct answers for each question.

1. Which of these statements are true about the extended metaphor? (3)

- f) In an extended metaphor, the tenors and vehicles are not linked.
- g) In an extended metaphor, the tenor and vehicle extend throughout a poem.
- h) Poets use the extended metaphor to explore a subject in depth.
- i) The extended metaphor uses related vehicles.
- j) There is only one ground in the extended metaphor.

2. Which of the following is true about “‘Hope’ is the thing with feathers”? (3)

- The poem is an extended metaphor because it uses the same tenor and vehicle all the way through.
- The bird in the poem is unreliable and often flies away.
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- h) ‘Forest dreaming about mountain and when the earth was young’
- i) ‘Forest just stretch and stir to a new day of sound’
- j) ‘when night come and darkness wraps her like a gown Forest is a bad-dream woman’

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to the teeming creeping of her forest-ground

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- h) The forest is in danger.
- i) The forest is happy to be wild and free.
- j) The forest is dark.

5. Which of these statements are true about personification? (3)

- f) Personification is a type of extended metaphor.
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- h) The tenor in personification must be a person.
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Below the thunders of the upper deep;
Far, far beneath in the abysmal sea,
His ancient, dreamless, uninvaded sleep
The Kraken sleepeth:

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- h) The Kraken is sleeping under the sea.
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- j) The speaker's friend dies in 'A Poison Tree'.

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- f) It is better to talk about an issue than to keep it bottled up.
- g) If you do not take care of a small matter quickly, it can turn into a huge problem.
- h) You should wait to take revenge on your enemies.
- i) It is better to forgive your enemies than to hold a grudge.
- j) Don't trust anybody.

Poetry

This quiz is for lessons 6-10 of
Poetry Self Study Booklet 2.

Quiz 2

Score
___ /10

When you have marked your quiz, put a tick next to the questions you got right and a cross next to the questions you got wrong.

Q1		Q2		Q3		Q4		Q5	
Q6		Q7		Q8		Q9		Q10	

Numbers in brackets show the number of correct answers for each question.

1. Which of these statements are true about this extract from 'Echo and Narcissus'? (2)

He could not believe the beauty
Of those eyes that gazed into his own

- a) Narcissus is weary after hunting and needs a drink.
- b) Narcissus is laying like a garden statue.
- c) Narcissus is entranced by his own reflection.
- d) Narcissus loves himself.
- e) Narcissus thinks that he is beautiful.

2. Which of the following statements is true about Narcissus. (3)

- a) He fell in love with himself immediately after seeing his reflection.
- b) He knew he was seeing a reflection of himself straight away.
- c) He thought his reflection was a Roman god.
- d) He spoke to his reflection in the pool.
- e) He drank water from the pool.

3. Here is an extract from 'Echo and Narcissus':

He lay, like a fallen garden statue,
Gaze fixed on his image in the water,
Comparing it to Bacchus or Apollo,
Falling deeper and deeper in love
With what so many had loved so hopelessly.

Which of the following statements about Narcissus in the extract could be true? (2)

- a) He was turned to stone by looking at his reflection.
- b) He thought he looked like a Roman god.
- c) Many people had fallen in love with him before.
- d) He thought that the water was very beautiful.
- e) He saw the Roman Gods in the pool of water.

4. Which statements about metaphors are correct? (2)

- a) The tenor is the literal part. It is the thing you want to describe to your audience.
- b) The vehicle is the literal part. It is the thing you want to describe to your audience.
- c) The ground is the literal part. It is the thing you want to describe to your audience.
- d) The vehicle is the imaginative idea that it is being compared to. It is the made up bit.
- e) The ground is the imaginative idea that it is being compared to. It is the made up bit.

5. Here is a quotation from the poem 'Spellbound':

'a tyrant spell has bound me'

Which statements about this quotation could be true? (2)

- a) The quotation tells us that the speaker feels trapped.
- b) The quotation tells us that the speaker has magical powers.
- c) The quotation tells us that the speaker is lost.
- d) The quotation tells us that weather is bad.
- e) The quotation is an example of metaphor.

6. Which of the following statements about the poem 'Spellbound' could be true? (3)

- a) The poem can only be understood in one way.
- b) The poem is set in an imaginary world called Gondal.
- c) The poem is a description of the landscape of poet's home countryside.
- d) The poem is set at night in winter time.
- e) The narrator in the poem can go wherever she wants to go.

7. Here is the last stanza of the poem 'Stopping by woods on a snowy evening':

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Which statements about this stanza could be true? (3)

- a) The poem has a happy ending.
- b) The speaker has mixed feelings about stopping by the woods.
- c) The speaker cannot stop for long.
- d) The speaker doesn't know his way out of the woods.
- e) The poem might be about more than travelling through woods.

8. Which of the following are examples of metaphors from the poem 'All of Us'? (2)

- a) 'All of us are afraid'
- b) 'the pounding waves won't smash our shell'
- c) 'From fields far away'
- d) 'Let's make of ourselves, therefore, an enormous sky
Over whatever we hold most dear'
- e) 'we'll comfort each other'

9. Which of these statements explain the moral of 'All of Us'? (3)

- a) All of us feel frightened sometimes.
- b) It is impossible to overcome our feelings of fear.
- c) Most people pretend not to be afraid a lot of the time.
- d) We should comfort each other when we feel afraid.
- e) We all need to learn to deal with our own fears.

10. Here is an extract from the poem 'The Listeners':

For he suddenly smote on the door, even
Louder, and lifted his head:—
"Tell them I came, and no one answered,
That I kept my word," he said.

Which statements about this extract could be true? (2)

- a) The traveller is frustrated that no-one answers the door.
- b) The traveller had promised to visit the occupants of the house.
- c) The traveller wanted to stay the night at the house.
- d) The traveller's horse is tired.
- e) The traveller is in a hurry to leave the house.

Quiz 2 Answers

Numbers in brackets show the number of correct answers for each question.

1. Which of these statements are true about this extract from 'Echo and Narcissus'? (2)

He could not believe the beauty
Of those eyes that gazed into his own

- f) Narcissus is weary after hunting and needs a drink.
- g) Narcissus is laying like a garden statue.
- h) Narcissus is entranced by his own reflection.
- i) Narcissus loves himself.
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