



**English  
Mastery**

**Poetry student self-  
study workbook 1:  
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 1**. 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, 'Fog'

### Do Now Activities

Activity 1: Answer the questions below using the picture to help you.



What words would you use to describe fog?  
What kind of atmosphere does fog create? How does it make you feel?

### Activity 1:

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



### Information: literal vs. non-literal language

If something is **literal** it is accurate or precise. A **literal** description tells what actually **happens**. Something that is literal reports on events. For example, 'The fog is grey' or 'The fog covers the buildings'.

Let's look at an example of a phrase that is not literal. Look at the image on the right. This is a 'couch potato'.

This phrase would be used to describe someone **lazy**. We use this phrase as potatoes don't move and are round, like a person who sits all day.



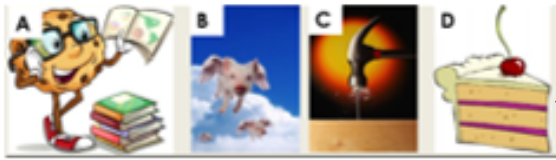
These are all everyday **sayings**.

- A **couch potato** is a person who spends a lot of time on the sofa watching TV. They might be a lazy **person**!
- We say '**time flies**' when it seems that time has passed very quickly. This often happens when we are doing something we enjoy.
- Someone with a **heart of stone** may not show much emotion. They may not get sad easily, and may seem not to care when other people are **upset**.
- When it's raining heavily, we might say that it's raining **cats and dogs**!

It should hopefully be obvious that none of these phrases are **literal**.

- Lazy people aren't actually **potatoes**!
- Time can't actually **fly**!
- Nobody's heart is actually made of **stone**!
- Cats and dogs can't fall from the **sky**!

Activity 2: Work out what non-literal, everyday sayings these images represent and explain their literal meaning. Complete your answers in the table. An example has been done for you.



	Everyday saying	Literal meaning
A	You're a smart cookie.	You're <u>really clever</u> .
B		
C		
D		

### Information: literal language vs. metaphor

All of the examples in the table are of metaphor. They are not literal. They do not report on what actually happens.

We will be looking at how poets use metaphor in the next few weeks. The first poem is about fog.

Remember: when you are being literal, you say the exact actual thing that happened.

- There was lots of fog.
- The fog was grey.
- The fog moved over the hills.



Look at the image on the right. This image represents the phrase 'He exploded with anger!'. This phrase is not literal. It does not report on the exact thing that happened.

## Activity 2:

	Everyday saying	Literal meaning
A	You're a smart cookie.	You're <u>really clever</u> .
B	<u>Pigs might fly!</u>	<u>That's really unlikely!</u>
C	<u>She's really hit the nail on the head.</u>	<u>She's identified the most important thing.</u>
D	<u>That was a piece of cake!</u>	<u>That was very easy!</u>



### Activity 3: Metaphor or literal?

Write an "M" next to the metaphorical phrases and an "L" next to the literal phrases.

1. I was down in the dumps.
2. I was so upset I was crying.
3. She was steaming with anger.
4. He smiled with happiness.
5. He was so angry his cheeks went red.
6. I was gutted!
7. I'm so angry I could eat a horse.



### Activity 3:

1. I was down in the dumps. M
2. I was so upset I was crying. L
3. She was steaming with anger. M
4. He smiled with happiness. L
5. He was so angry his cheeks went red. L
6. I was gutted! M
7. I'm so angry I could eat a horse. M



### Reading: 'Fog' by Carl Sandburg

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

Fog  
Carl Sandburg, 1878 – 1967

The fog comes  
on little cat feet.

It sits looking  
over ~~harbor~~ and city  
on silent haunches  
and then moves on.

### Understanding: 'Fog' by Carl Sandburg

Write down your answers to the questions below.

1. What is being described in this poem?
2. What is it being compared to?



### Understanding: 'Fog' by Carl Sandburg

1. What is being described in this poem? The poem is describing fog.
2. What is it being compared to? Fog is being compared to a cat.



Think Harder: How is a cat similar to fog?

Here are some words that could be used to describe fog.

Think about which of these words could also be used to describe a cat? Why?

slow	grey	white	bright	brisk
cool	peaceful	thoughtful	steady	deliberate

**Think Harder: how is a cat similar to fog?**

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



Think Harder: How is a cat similar to fog?

Answer the question, 'How is a cat similar to fog?' in a paragraph.

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: how is a cat similar to fog?**

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



Additional activities for Lesson 1, 'Fog'

Write your own poem which compares an animal to snow.

You need to think about:

- How you will describe snow moving and acting in the same way as your animal.
- How to keep your poem brief (30 words max).
- Where to start each new line for your poem.

Here is an example of a poem that was inspired by 'Fog':

Rain

The rain taps down  
With pigeon's feet.

It tips and taps  
In the city patiently.  
Awaiting its turn  
To swoop away.

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## Lesson 2, a poem by Adelaide Crapsey

### Do Now Activities








#### Activity 1:

Here are three metaphorical phrases. Explain what each means in literal language.

1. Life is a rollercoaster.
2. My teacher is a dragon.
3. Time is money.

#### Activity 2: Metaphorical or literal?

Complete the table below

Sentence	Is it literal or metaphorical?
 1. I wandered lonely as a cloud.	
 2. Sweat dripped from his tense face.	
 3. As snug as a gun, the pen rests between my finger and my thumb.	
 4. I could show you wonderful things.	
 5. The panther paces over and over, like a ritual dance around a centre.	
 6. Remembering my love, tears fall from my eyes.	
 7. My love is like a red, red rose that's newly sprung in June.	

## Activity 1

1. Life is a rollercoaster. Life has many different events in it and some are good and some are bad.
2. My teacher is a dragon. My teacher is loud and a little scary.
3. Time is money. Time is valuable and you should not waste it.



## Lesson 2, a poem by Adelaide Crapsey

### Do Now Activities








#### Activity 1:

Here are three metaphorical phrases. Explain what each means in literal language.








1. Life is a rollercoaster.
2. My teacher is a dragon.
3. Time is money.

#### Activity 2: Metaphorical or literal?

Complete the table below

Sentence	Is it literal or metaphorical?
 1. I wandered lonely as a cloud.	
 2. Sweat dripped from his tense face.	
 3. As snug as a gun, the pen rests between my finger and my thumb.	
 4. I could show you wonderful things.	
 5. The panther paces over and over, like a ritual dance around a centre.	
 6. Remembering my love, tears fall from my eyes.	
 7. My love is like a red, red rose that's newly sprung in June.	

## Activity 2

Sentence	Is it literal or metaphorical?
 1. I wandered lonely as a cloud.	<u>This is a metaphor. The main thing being described (the person walking) BEFORE the metaphor (a cloud).</u>
 2. Sweat dripped from his tense face.	<u>This is not a metaphor. It is literal.</u>
 3. As snug as a gun, the pen rests between my finger and my thumb.	<u>This is a metaphor. The main thing being described (a pen) comes AFTER the metaphor (a gun).</u>
 4. I could show you wonderful things.	<u>This is not a metaphor. It is literal.</u>
 5. The panther paces over and over, like a ritual dance around a centre.	<u>This is a metaphor. The main thing being described (a panther) comes BEFORE the metaphor (a ritual dance).</u>
 6. Remembering my love, tears fall from my eyes.	<u>This is not a metaphor. It is literal. This describes the thing that literally happened.</u>
 7. My love is like a red, red rose that's newly sprung in June.	<u>This is a metaphor. The main thing being described (love) comes BEFORE the metaphor (a red rose).</u>





## Information: Metaphors

Metaphors are very good at helping a reader to imagine something.

If you say 'it's really silent', then the reader knows it's silent. However, if you say 'it's as silent as a graveyard', the reader knows there is something creepy and deathly about the silence.

Metaphors work by comparing two things.

## Reading: a poem by Adelaide Crapsey

Read the poem below at least twice.

There is no title for this poem. It describes the sound a leaf makes when it falls from a tree. After reading, answer the questions below in full sentences.

Adelaide Crapsey, 1878 – 1914

Listen. . .  
With faint dry sound,  
Like steps of passing ghosts,  
The leaves, frost-crisp'd, break from the trees  
And fall.

## Understanding: a poem by Adelaide Crapsey

Write down your answers to the questions below.

1. What time of year do you think this poem is set?
2. What do you think the weather is like in this poem?
3. What time of day is this poem set?
4. What would be a good title for this poem?

## Reading: a poem by Adelaide Crapsey

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



## Understanding: a poem by Adelaide Crapsey

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



## Thinking Harder: Diving deeper into the poem.

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

1. What is the sound of leaves falling being compared to?
2. What do ghosts make you think about? Consider how they might look, how they might sound and what they are.
3. What does this have in common with the sound of leaves falling?
4. This poem is called 'November Night'. Write the title in above the poem. Do you think this is a good title? Why? Why not?

### Additional Activities for Lesson 2, 'November Night'

- Write your own poem entitled 'March Morning'

## Thinking Harder: Diving deeper into the poem

1. What is the sound of leaves falling being compared to? The sound of the leaves falling is compared to 'the steps of passing ghosts'.
2. What do ghosts make you think about? Consider how they might look, how they might sound and what they are.
3. What does this have in common with the sound of leaves falling? Both the leaves and ghosts are very quiet and might rustle softly.
4. This poem is called 'November Night'. Write the title in above the poem. Do you think this is a good title? Why? Why not?



## Lesson 3, 'Dreams' by Langston Hughes

### Do Now Activities

Activity 1: Tick the sentences which are a metaphor.

1. The fog was a cat crawling through the city.
2. The fog surrounded the buildings in the city.
3. An old man's hair was sprinkled over the skyscrapers.
4. It was impossible to see the ground through the fog.

Activity 2: Create three of your own metaphors which describe fog.

### Activity 3: Dreams

Think about the three questions below.

1. What do you dream of being when you grow up?
2. What are your aspirations for you, your family, and your life?
3. Is it important to have dreams for your future?

### Reading: 'Dreams' by Langston Hughes

This poem is about dreams. They are the kind of dreams people have for the future, not the kind of dreams people have at night!

Read the poem at least twice.

**Dreams**  
Langston Hughes, 1902 - 1967

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast: hold tight

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

barren: empty

## Activity 1

1. The fog was a cat crawling through the city. ✓
2. The fog surrounded the buildings in the city.
3. An old man's hair was sprinkled over the skyscrapers. ✓
4. It was impossible to see the ground through the fog.



## Activity 2

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



## Activity 3

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



## Understanding: Dreams by Langston Hughes

Write down what two things Hughes compares life without dreams to in this poem.

### Information: tenor and vehicle

The two parts of a metaphor have proper names that we can use.

**PART ONE:** The thing you want to try and describe to your audience. This is called the **TENOR**.

**PART TWO:** The imaginative idea you compare it with to help your audience understand it. This is the 'made up' bit. This is called the **VEHICLE**.

Let's look at the tenor and what is the vehicle in the example below:

The fog comes on **little cat feet**.

tenor

vehicle

## Understanding: Dreams by Langston Hughes

Two things Hughes compares life without dreams to:

1. a broken-winged bird that cannot fly
2. a barren field frozen with snow



## Thinking Harder: Dreams by Langston Hughes

For each metaphor in the table, find the tenor and vehicle. The first two have been done for you.

Remember, the **tenor** is the thing that is being described to the audience.

The **vehicle** is the imaginative idea that you compare the tenor to. It is the part that is not literal. It is the 'made up' bit.

Metaphorical sentence	Tenor	Vehicle	Extension: What do the tenor and vehicle have in common?
Achilles fought like a lion.	Achilles	Lion	Both are strong, fierce and brave.
Your room is a pigsty.	Your room	A pigsty	Both are messy and smelly.
The room was like a furnace.			
Robert is like a bull in a china shop.			
The eagle is like a bolt of lightning.			
The room was as silent as a graveyard.			
She was volcanic with anger.			

### Thinking Harder: How important are dreams to Langston Hughes?

Let's look at two quotations which describe a life without dreams:

'Life is a broken-winged bird  
That cannot fly.'

'Life is a barren field  
Frozen with snow.'

Decide word best describes Hughes feelings about a life without dreams and why.

boring	confining	corrupt	wasted	severe
brutal	pointless	hopeless	bleak	unfulfilling

## Thinking Harder: Dreams by Langston Hughes

Metaphorical sentence	Tenor	Vehicle	Extension: What do the tenor and vehicle have in common?
Achilles fought like a lion.	Achilles	Lion	Both are strong, fierce and brave.
Your room is a pigsty.	Your room	A pigsty	Both are messy and smelly.
The room was like a furnace.	The room	A furnace	Both are very hot.
Robert is like a bull in a china shop.	Robert	A china shop	Both move around in a careless and destructive way.
The eagle is like a bolt of lightning.	The eagle	A bolt of lightning	Both are quick-moving and can be dangerous.
The room was as silent as a graveyard.	The room	A graveyard	Both are empty of life.
She was volcanic with anger.	She	Volcanic	Her rage was unstoppable, dangerous and could harm others.



### Thinking Harder: How important are dreams to Langston Hughes?

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



## Thinking Harder: writing an analytical paragraph

Now write your answer to this question: How important are dreams to Langston Hughes.

Here is a structure you can follow:

You can structure your paragraphs like this:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about how Hughes feels.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

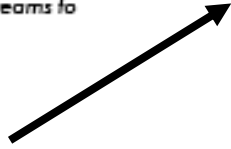
## Thinking Harder: editing

Here is a model paragraph. After reading, is there anything you would like to add to your paragraph?

Hughes feels that a life without dreams is frustrating. This can be seen in the quote, 'Life is a broken-winged bird that cannot fly.' Hughes feels that dreaming is as natural to us as flying is to a bird. In particular, he uses the metaphor of the 'broken-winged bird' to show us that something must have gone wrong in a life with no dreams, as if a person with no dreams has been damaged. The metaphor also compares dreaming with flying, which suggests that dreaming is exciting and freeing. Hughes feels that, without dreams we are stuck and unable to fulfil our potential.

## 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?



## Lesson 4, 'Sally' by Phoebe Hesketh

### Do Now Activities

Activity 1: Look back at the lesson 3 and remind yourself of the tenor and vehicle. Underline the tenor and circle the vehicle in the metaphors below.

- The fog comes on little cat feet.
- The leaves break from the trees with a faint sound, like steps of passing ghosts.
- If dreams die life is a broken-winged bird that cannot fly.

### Activity 2:

We're going to read a poem about a girl who is about 12. It's about what she is like at school and home and what her parents think of her. In the poem, she is compared to:

petals	a dog-rose (a type of flower)	a mole
briars (thorns)	feathers	a lion

Make notes about these questions:

Do you think these things have anything in common? What might they tell you about the type of person Sally is?

Reading: 'Sally' by Phoebe Hesketh.  
Read the poem (on the next page) twice.

### Activity 1

- The fog comes on little cat feet.

Tenor: fog

Vehicle: cat

- The leaves break from the trees with a faint sound, like steps of passing ghosts.

Tenor: the sound of leaves breaking from a tree

Vehicle: the noise of ghosts walking

- If dreams die life is a broken-winged bird that cannot fly.

Tenor: life without dreams

Vehicle: a bird with broken wings



### Activity 2

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



## Sally

Phoebe Hesketh, 1909 – 2005

She was a dog-rose kind of girl:  
Elusive, scattery as petals:  
Scratchy sometimes, tripping you like briars.  
She teased the boys  
Turning this way and that, not to be tamed  
Or taught any more than the wind.  
Even in school the word 'ought' had no meaning  
For Sally. On dull days  
She'd sit quiet as a mole at her desk  
Delving in thought.  
But when the sun called  
She was gone, running the blue day down  
Till the warm hedgerows prickled the dusk  
And moths flickered out.

Her mother scolded: Dad  
Gave her the hazel switch,  
Said her head was stuffed with feathers  
And a staring tongue.  
But they couldn't take the shine out of her,  
Even when it rained  
You felt the sun saved under her skin.  
She'd a way of escape  
Laughing at you from the bright end of a tunnel,  
Leaving you in the dark.

### Understanding: Sally by Phoebe Hesketh

Answer the questions below in full sentences.

1. Sally is described as 'scratchy'. What do you think this means?
2. The writer says that Sally was 'not to be tamed or taught'. Do you think this means that Sally was stupid?
3. How does Sally's behaviour change between 'dull days' and when 'the sun' is out?
4. How do Sally's parents react to her behaviour?
5. What does the phrase 'you felt the sun saved under her skin' tell you about how the writer feels towards Sally?

## Understanding: Sally by Phoebe Hesketh

1. Sally is described as 'scratchy'. What do you think this means? Sally could be described as 'scratchy' to show that she can be a difficult person to be round. She might be mean or rude sometimes.
2. The writer says that Sally was 'not to be tamed or taught'. Do you think this means that Sally was stupid? Even though Sally could not be 'tamed or taught', it doesn't mean that she was stupid. She might not have been very good at studying, but the writer shows that she was very talented at other things. She is more interested in nature and the outside world than in books and studying. She's quite a chaotic character, rather than someone who follows the rules.
3. How does Sally's behaviour change between 'dull days' and when 'the sun' is out? On 'dull days', Sally is quiet and thoughtful. She sits still in class and daydreams. When the sun is out, she is more lively and active.
4. How do Sally's parents react to her behaviour? Sally's parents do not like that she is not very good at school. Her mother tells her off, and her father canes her, which is quite a severe punishment.
5. What does the phrase 'you felt the sun saved under her skin' tell you about how the writer feels towards Sally? It seems like the writer really likes Sally. The phrase 'you felt the sun saved under her skin' makes it feel like Sally is a generous person who can make other people feel good. It is like her positive energy can have an impact on other people.





## Thinking Harder:

Reflect on the questions below

- Are you and Sally similar in any ways?
- Do you have any friends or family who are like Sally?
- Do you think Sally would be a good friend to have?



## Thinking Harder

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



## Thinking Harder: the vehicles in 'Sally'

These are all the vehicles in Sally (the things that Sally is compared to).

She was a **dog-rose** kind of girl

**Scattery** as **petals**

Tripping you like **briars**

Not to be **tamed** (like an animal)

She'd sit quiet as a **mole** at her desk


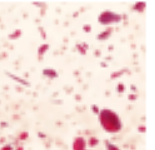
Her head was stuffed with **feathers**

And a **staring** tongue

You felt **the sun** saved under her skin

In the table below, write down three things you learn about Sally from each of these metaphors.

An example has been done for you. You can also write about quotations of your choosing.

 <p>She was a <b>dog-rose</b> kind of girl</p>	<p>This tells us that Sally is pretty – but not beautiful in the 'traditional' sense.</p> <p>Dog-rose is common in lots of gardens and parks. Sally might spend a lot of time outside.</p> <p>By comparing her to something that natural, we get the impression she might be wild and untamed.</p>
 <p><b>Scattery</b> as <b>petals</b></p>	



## Thinking Harder: the vehicles in 'Sally'

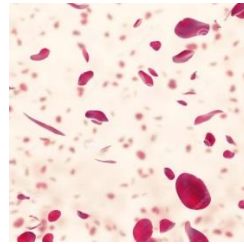


She was a **dog-rose** kind of girl

This tells us that Sally is pretty – but not beautiful in the 'traditional' sense.

Dog-rose is common in lots of gardens and parks. Sally might spend a lot of time outside.

By comparing her to something that natural, we get the impression she might be wild and untamed.



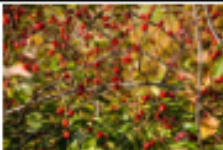

Scattery as **petals**

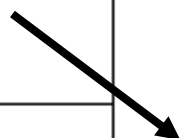
This tells us that Sally is delicate.

She is unpredictable and a bit chaotic.


She is hard to control.



 <p>Tripping you like <b>briars</b></p>	
 <p>Or taugt any more than the <b>wind</b></p>	
Write down the quotations you want to write about here: _____ _____ _____	
Write down the quotations you want to write about here: _____ _____ _____	



## Thinking Harder: the vehicles in 'Sally'



Tripping you like **briars**

This tells us that Sally can be **tricky**.

She can have **thorns** – sometimes she can be **hurful**.

When you meet Sally, it's hard to leave her. You get caught up with her.



Or taugt any more than the **wind**

This tells us that Sally is **unmanageable** and can be **unruly**.

The wind does not follow the rules of anyone else and neither does Sally.

It is a useless task to try to teach Sally as she will do as she pleases.

Write down the quotations you want to write about here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write down the quotations you want to write about here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Thinking Harder: Writing about 'Sally'

Write two paragraphs on this question. You may want to write about:

- What Sally is like at school.
- What Sally is like at home.

You can structure your paragraphs like this:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about Sally.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

## Thinking Harder: editing

Here is a model paragraph. After reading, is there anything you would like to add to your paragraph?

Deborah wants to show us that Sally is not traditionally beautiful. This is shown when she says, 'She was a dog-rose kind of girl.' This gives the impression that Sally is quite a wild and unfamed character as she is like a flower that springs up in parks and gardens. By comparing her to this flower, Deborah might also be suggesting that Sally spends a lot of time outside and in nature. Unlike lots of other flowers, dog-roses have thorns, which also suggests that Sally has a prickly side to her. Deborah may want to show the reader that Sally is beautiful because she is natural.

## Think Harder: Writing about 'Sally'

- 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?



## Lesson 5, 'Frogs' by Norman MacCaig

Do Now Activity: Decide which of these examples are metaphors.

- She was a dog-rose kind of girl.
- Sally teased the boys.
- On dull days she'd sit quietly.
- She played until the sun had set.
- Sally's mother scolded her.
- You felt the sun saved under her skin.

## Reading: 'Frogs' by Norman MacCaig

Read the poem below about frogs twice. Which part of the poem do you like best and why?

### Frogs

Norman MacCaig, 1910 – 1996

Frogs sit more solid  
than anything sits. In mid-leap they are  
parachutists falling  
in a free fall. They die on roads  
with arms across their chests and  
heads high.

I love frogs that sit  
like Buddha, that fall without  
parachutes, that die  
like Italian tenors.

Above all, I love them because,  
pursued in water, they never  
panic so much that they fail  
to make stylish triangles  
with their ballet dancer's  
legs.

## Do Now Activity

- She was a dog-rose kind of girl.
- Sally teased the boys.
- On dull days she'd sit quietly.
- She played until the sun had set.
- Sally's mother scolded her.
- You felt the sun saved under her skin.



## Reading: 'Frogs' by Norman MacCaig

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



Understanding: 'Frogs' by Norman MacCaig

Information: Tenor, Vehicle, Ground

We have looked at the terms tenor (the thing being described) and vehicle (the thing the tenor is being compared to).

We are now going to learn another word.

This is called 'ground'.

The grounds are the things the tenor and the vehicle have in common.

Understanding: 'Frogs' by Norman MacCaig

Complete the table below

Tenor	Vehicle	Ground
In this poem, Norman MacCaig is writing about frogs.	What does Norman MacCaig compare frogs to?	Things the tenor and vehicle have in common
Frogs leaping		
Frogs dying		
Frogs sitting		
Frogs swimming		



Understanding: 'Frogs' by Normal MacCaig

Tenor	Vehicle	Ground
In this poem, Norman MacCaig is writing about frogs.	What does Norman MacCaig compare frogs to?	Things the tenor and vehicle have in common
Frogs leaping	<u>parachutists falling in a free fall</u>	<u>Both fly through the air with arms and legs stretched out.</u> <u>Both look exciting and dramatic.</u>
Frogs dying	- <u>Italian tenors</u>	- <u>Both are overly dramatic.</u>
Frogs sitting	- <u>Buddha</u>	- <u>Both are calm and sit with their legs 'crossed'.</u>
Frogs swimming	- <u>Ballet dancers.</u>	- <u>Both are graceful and skilful.</u>



## Think Harder: Writing A Paragraph

Write a paragraph to answer the question, "How does Norman MacCaig describe frogs?"

You will need to choose one of his metaphors and use the 'ground' column of your table to explain what it tells you about how frogs move, sound or behave.

You can structure your paragraphs like this:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about Sally.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

## Thinking Harder: editing

Here is a model paragraph. After reading, is there anything you would like to add to your paragraph?

MacCaig describes frogs as graceful. This can be seen in the metaphor 'ballet-dancer legs'. Many people think of frogs as quite ugly, but this quotation helps us to see the frogs as beautiful. By comparing frogs to ballet-dancers, MacCaig implies that the frogs are strong and elegant. He wants the reader to admire frogs as he emphasises that they are naturally fast and flexible, when it takes humans years of dedication to move in such a skilful way.

## Think Harder: Writing A 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?



## Lesson 6, 'Pigeons' by Richard Kell

### Do Now Activities

Activity 1: Read the quotation below and circle which is the best ground from the bullet point options below.

'The frog is a skydiver in mid-air.'

- Both have parachutes
- Both are exciting
- Both look dramatic
- Both live in the forest
- Both are green



### Do Now Activity

- Both have parachutes
- Both are exciting
- Both look dramatic
- Both live in the forest
- Both are green



### Information: tenors and vehicles

So far, the poems we looked at have always used the same tenor throughout.

We have also seen that a single poem can have lots of different vehicles.

- Life without dreams was compared to a broken-winged bird and a barren field.
- Sally was compared to a dog-rose, petals, and feathers.
- Frogs were compared to parachutists, Italian tenors, and ballet dancers.

Today, you are going to look at a poem that uses lots of different vehicles to describe pigeons.

These are some of the things a poet decided to write about when he wrote a poem about pigeons.






- The movement of pigeons' feet
- The sound pigeons' feet make when walking
- The way pigeons walk
- The movement of pigeons' heads
- The way light looks on their feathers
- The sound of pigeons cooing
- The way pigeons fly into the air

Activity 2: Before reading, match each word (words you will find in the poem) to its definition.

Key words	Definition
 <b>staccato</b>	a style of jacket that has long splits at the back
 <b>elusive</b>	a series of short, sharp, separate sounds
 <b>swallowtail</b>	see through/clear
 <b>limpid</b>	a distance used to measure depth of water
 <b>fathoms</b>	difficult to achieve or to get hold of

## Activity 2

Before we read, match the definitions to the key words. Use the images to help you.

Key words	Definition
 <b>staccato</b>	a series of short, sharp, separate sounds
 <b>elusive</b>	difficult to achieve or to get hold of
 <b>swallowtail</b>	a style of jacket that has long splits at the back
 <b>limpid</b>	see through/clear
 <b>fathoms</b>	a distance used to measure depth of water





## Reading 'Pigeons' by Richard Kell

Read the poem twice and annotate (label) the words you have just learned on the poem.

### Pigeons Richard Kell, 1927 –

They paddle with staccato feet  
In powder-pools of sunlight,  
Small blue busybodies  
Strutting like fat gentlemen  
With hands clasped  
Under their swallowtail coats;  
And, as they stump about  
Their heads like tiny hammers  
Tap at imaginary nails  
In non-existent walls.  
Elusive ghosts of sunshine  
Slither down the green gloss  
Of their necks an instant and are gone.

Summer hangs drugged from sky to earth  
In limpid fathoms of silence:  
Only warm dark dimples of sound  
Slide like slow bubbles  
From the contented throats.

Raise a casual hand –  
With one quick gust  
They fountain into air.

## Annotate

### Pigeons Richard Kell, 1927 –

They paddle with staccato feet  
In powder-pools of sunlight,  
Small blue busybodies  
Strutting like fat gentlemen  
With hands clasped  
Under their swallowtail coats;  
And, as they stump about  
Their heads like tiny hammers  
Tap at imaginary nails  
In non-existent walls.  
Elusive ghosts of sunshine  
Slither down the green gloss  
Of their necks an instant, and are gone.

Summer hangs drugged from sky to earth  
In limpid fathoms of silence:  
Only warm dark dimples of sound  
Slide like slow bubbles  
From the contented throats.

Raise a casual hand –  
With one quick gust  
They fountain into air.

staccato: a series of short, sharp, separate sounds

swallowtail: a style of jacket that has long splits at the back

elusive: difficult to achieve or get hold of

limpid: see through/clear

fathoms: a distance used to measure depth of water



Understanding 'Pigeons' by Richard Kellis  
 Complete the table below. The first one has been done for you.

Write out the VEHICLE used to describe each TENOR in the poem.	Think of three different things that the TENOR and VEHICLE have in common (this is the GROUND).
Tenor: The movement of pigeons' feet Vehicle: 'The paddle'	Slow, awkward movements. They don't move quickly.
Tenor: The sound pigeons' feet make when walking Vehicle:	
Tenor: The way pigeons walk Vehicle:	
Tenor: The movement of pigeons' heads Vehicle:	
Tenor: The way light looks on their feathers Vehicle:	
Tenor: The sound of pigeons cooing Vehicle:	
Tenor: The way pigeons fly into the air Vehicle:	



## Understanding: 'Pigeons' by Richard Kellis

Write out the VEHICLE used to describe each TENOR in the poem.	Think of three different things that the TENOR and VEHICLE have in common (this is the GROUND).
Tenor: The movement of pigeons' feet Vehicle: 'The paddle'	Slow, awkward movements. They don't move quickly.
Tenor: The sound pigeons' feet make when walking Vehicle: 'staccato feet'	Their steps are quite light. It captures how their feet gently patter on the ground. Even they are awkward, they are still quite delicate.
Tenor: The way pigeons walk Vehicle: 'Strutting like fat gentlemen'	They walk with pride with their chests are puffed out. Gentlemen tend to wear formal suits which reflect the colour of the pigeon's feathers.
Tenor: The movement of pigeons' heads Vehicle: 'Heads like tiny hammers'	The movement of the pigeons' heads mirrors the quick movements of a hammer. Tiny hammers also suggests they are very busy but aren't very productive.
Tenor: The way light looks on their feathers Vehicle: 'Elusive ghosts of sunshine'	The light on their feathers moves quickly. It disappears and reappears without warning.
Tenor: The sound of pigeons cooing Vehicle: 'warm dimples of sound / Slide like slow bubbles'	Their cooing is gradual and gentle. They both sound comforting.
Tenor: The way pigeons fly into the air Vehicle: 'They fountain into air'	They fly into the air in a majestic and, sometimes, in an unpredictable way.



## Think Harder: Writing A Paragraph

Write a paragraph to answer the question, 'How does Kell describe pigeons?'

You will need to choose one of his metaphors and use the 'ground' column of your table to explain what it tells you about how pigeons move, sound or behave.

Remember, you can format your paragraph using the following structure:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about the pigeons.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

Check 2: Does each proper noun begin with a capital? E.g. Hughes

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

## Think Harder: Editing

Here is a model paragraph on the poem 'Pigeons'. Can you make your paragraph better than this one?

The poet presents the pigeons as moving awkwardly when they are not flying. Kell describes how they 'paddle with stooooto feet'. This metaphor suggests that they waddle on the ground quite inelegantly. In particular, the word 'paddle' implies that walking is quite hard work for the birds so that they are quite slow. However, the word 'stooooto' suggests that the steps are also quite light, which captures how their feet gently patter on the ground. Even though they are awkward, they are still quite delicate.

## Think Harder: Writing A 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?



Complete Comprehension Quiz 1 at the end of this booklet.

## Lesson 7, 'The Eagle', by Alfred, Lord Tennyson

### Do Now Activities

Activity 1: Look at the two images below and give a possible ground between them (the ways they are similar).



### Reading: 'The Eagle' by Alfred, Lord Tennyson

Read the poem below twice.

'The Eagle'  
Alfred, Lord Tennyson, 1809 – 1892

He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Sing'd with the azure world, he stands.

The wrinkled sea beneath him gorge'd;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

### Understanding: 'The Eagle' by Alfred, Lord Tennyson

Write three sentences about your initial feelings towards the eagle. Explain why you feel like this.

## Activity 1

The old person's hands and the old castle: both have a history to them, both are no longer perfect, both have a mottled texture.



## Understanding: 'The Eagle' by Alfred Lord Tennyson

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



# Page 26 (Part 1)

Understanding: 'The Eagle' by Alfred, Lord Tennyson  
Write a phrase from the poem underneath each image to describe it.



Thinking Harder: The Ground  
Fill in the final column explaining the ground for each metaphor.

Tenor	Vehicle	Ground
The eagle's claws (line 1)	"crooked hands"	
The sea (line 4)	Something "wrinkled"	
The sea (line 4)	Something that "crawls"	
A mountain (line 5)	"walls"	
The eagle (line 6)	"a thunderbolt"	

Understanding: 'The Eagle' by Alfred Lord Tennyson



Understanding: 'The Eagle' by Alfred, Lord Tennyson  
Write a phrase from the poem underneath each image to describe it.



Thinking Harder: The Ground  
Fill in the final column explaining the ground for each metaphor.

Tenor	Vehicle	Ground
The eagle's claws (line 1)	"crooked hands"	
The sea (line 4)	Something "wrinkled"	
The sea (line 4)	Something that "crawls"	
A mountain (line 5)	"walls"	
The eagle (line 6)	"a thunderbolt"	

## Thinking Harder: The Ground

Tenor	Vehicle	Ground
The eagle's claws (line 1)	"crooked hands"	<u>Strong, powerful, gnarled, dangerous</u>
The sea (line 4)	Something "wrinkled"	<u>The sea is ancient, and not as powerful as the eagle</u>
The sea (line 4)	Something that "crawls"	<u>The eagle flies dangerously quickly – the sea is sluggish</u>
A mountain (line 5)	"walls"	<u>The eagle is in a place of safety and strengths, up on high</u>
The eagle (line 6)	"a thunderbolt"	<u>The eagle can strike its victims out of nowhere, is stunning to watch, and is dangerous</u>



## Think Harder: Planning Writing

Which phrases (from the options below) best describe how Tennyson wants us to feel about the eagle?

in awe of him	angry about him	sorry for him
impressed by him	offended by him	scared for him

## Think Harder: Writing Paragraphs

Write a paragraph to answer this question, 'How does the poet use metaphor to describe the eagle?'.

Now answer the question yourself. Remember, you can format your paragraph using the following structure:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about the topic.

When you have finished, check your writing:

Check 1: Are there any run-on sentences?

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

Check 3: Have you used pronouns clearly and accurately?

Check 4: Have you checked your spellings?

## Think Harder: Editing your work

Activity: Read the model below. Do you need to edit your paragraph?

Tennyson wants us to feel in awe of the eagle. This can be seen when he says, 'like a thunderbolt he falls'. This quotation shows us that the eagle is fast and powerful. It can appear out of nowhere to strike its victims which makes it frightening. However, it also makes it awe inspiring and this metaphor suggests that it would be stunning to watch such a spectacle. The word 'falls' also makes it sound very natural, as if swooping down to catch its prey is effortless for the eagle.

## Think Harder: Planning Writing

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



## Think Harder: Writing Paragraphs

- 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?



## Lesson 8, 'The Tyger', by William Blake

### Do Now Activities

Activity 1: Answer the questions below in note form.

- How would you describe a tiger?
- What would you compare a tiger to? Why? What ground do they share?
- Imagine that somebody made the tiger.
- What would you ask the person who designed it?
- What would you ask the person who made it?

#### Information: William Blake

In this poem, the writer is looking at a tiger. The poet is asking what kind of person could design the animal, and how they could make such a fearsome creature! The poem was written in 1794 (after Shakespeare and before Dickens) by William Blake. William Blake is a famous writer who is also famous for illustrating many of his poems. He even painted a scene from A Midsummer Night's Dream. Today, he is known just as much for his fascinating paintings as he is for his poems.

The poem is about the creator of a tiger.  
The poet wonders who could have been the creator of the tiger and where such a ferocious animal could have been made.  
The poet asks who could have been able to create the heart and brain of the tiger and what tools the creator would need.

### Activity 1

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





Reading: 'The Tyger' by William Blake.

Each of the words below is found in the poem. Highlight and annotate them as you read through the poem for the first time.

## The Tyger

William Blake, 1757 – 1827

Tyger ~~Tyger~~, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies,  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, and what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger ~~Tyger~~, burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?

**immortal** – can live forever  
**symmetry** – same on both halves

**thine** – your  
**aspire** – hope

**sinews** – tendons, part of muscle

**furnace** – a container that melts metal

**Lamb** – Jesus; **thee** – you

## Reading: 'The Tyger' by William Blake

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies,  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, and what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night:  
What immortal hand or eye,  
Dare frame thy fearful symmetry?



## Understanding: 'The Tyger' by William Blake

Answer each question below in a full sentence. A stanza is a verse.

1. When does the poet see the tiger? (stanza [1](#))
2. What word does the poet use to describe the tiger's 'symmetry'? (stanza [1](#))
3. Where does the poet say the tiger's brain was made? (stanza [4](#))
4. What tool was used to make the tiger's brain? (stanza [4](#))
5. The poet wonders if the creator of the tiger **smiled** after he made the tiger. Why do you think the poet wonders this? (stanza [5](#))

Think Harder: Let's look at the metaphor in the first line.

'Tiger ~~was~~ burning bright'.

Below are some possible grounds for this metaphor. The ground is the feature that the **tenor** and the **vehicle** have in common.

Circle which of these examples of ground are successful.

- This indicates that the tiger is on fire.
- This suggests that there are two tigers.
- This suggests that the tiger's fur stands out brightly against the night.
- This indicates that the tiger can breathe fire.
- This tells us that the tiger is dangerous, just like fire.
- This tells the reader that the tiger is burning brightly.
- This tells us that the tiger is hard to control or to tame.
- This is comparing the tiger's bright orange fur to a fire.



## Understanding: 'The Tyger' by William Blake

1. **When** does the poet see the tiger? (stanza 1)

The poet sees the tiger at night.

2. **What** word does the poet use to describe the tiger's 'symmetry'? (stanza 1)

The poet says the tiger's symmetry is 'fearful'.

3. **Where** does the poet say the tiger's brain was made? (stanza 4)

The poet says the tiger's brain was made in a furnace.

4. What **tool** was used to make the tiger's brain? (stanza 4)

The poet says the tiger's brain was made using an anvil.

5. The poet wonders if **the creator** of the tiger **smiled** after he **made the tiger**. Why do you think the poet wonders this? (stanza 5)

The poet might wonder if the creator smiled because the tiger is so terrifying and powerful. It might be that the creator should not smile at creating something so powerful. Maybe the creator has actually made something stronger and more impressive than himself!

### Additional activities for 'The Tyger'

Here is one person's opinion about 'The Tyger'.

'Blake thinks that the tiger was created by a strong and powerful god.'

1. Write down whether you agree or disagree with this statement.
2. Explain why you agree or disagree.
3. If you can, use some evidence from the poem to support your opinion.



# Page 30 (Part 2)

Understanding: 'The Tyger' by William Blake

Answer each question below in a full sentence. A stanza is a verse.

1. When does the poet see the tiger? (stanza [1](#))
2. What word does the poet use to describe the tiger's 'symmetry'? (stanza [1](#))
3. Where does the poet say the tiger's brain was made? (stanza [4](#))
4. What tool was used to make the tiger's brain? (stanza [4](#))
5. The poet wonders if the creator of the tiger smiled after he made the tiger. Why do you think the poet wonders this? (stanza [5](#))

Think Harder: Let's look at the metaphor in the first line.

'Tyger ~~burns~~ burning brightly'.

Below are some possible grounds for this metaphor. The ground is the feature that the tenor and the vehicle have in common.

Circle which of these examples of ground are successful.

- This indicates that the tiger is on fire.
- This suggests that there are two tigers.
- This suggests that the tiger's fur stands out brightly against the night.
- This indicates that the tiger can breathe fire.
- This tells us that the tiger is dangerous, just like fire.
- This tells the reader that the tiger is burning brightly.
- This tells us that the tiger is hard to control or to tame.
- This is comparing the tiger's bright orange fur to a fire.



Additional activities for 'The Tyger'

Here is one person's opinion about 'The Tyger'.

'Blake thinks that the tiger was created by a strong and powerful god.'

1. Write down whether you agree or disagree with this statement.
2. Explain why you agree or disagree.
3. If you can, use some evidence from the poem to support your opinion.

Think Harder: Let's look at the metaphor in the first line.

- This indicates that the tiger is on fire. FALSE
- This suggests that there are two tigers. FALSE
- This suggests that the tiger's fur stands out brightly against the night. TRUE
- This indicates that the tiger can breathe fire. FALSE
- This tells us that the tiger is dangerous, just like fire. TRUE
- This tells the reader that the tiger is burning brightly. FALSE
- This tells us that the tiger is hard to control or to tame. TRUE
- This is comparing the tiger's bright orange fur to a fire. TRUE



## Lesson 9, 'Owl', by Phoebe Hesketh

### Do Now Activities

Activity 1: Identify the three parts of a metaphor in this example.

'My heart is like a singing bird'

Reading: Owl by Phoebe Hesketh

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

### Owl

Phoebe Hesketh 1909 – 2005

The owl's a clock-face without fingers,  
two keyholes for seeing,  
striking silent as frost.

Soft, unexpected as snow,  
its flight a wash  
through trees without flicker of leaf,  
a pocket of air  
bulging with warm swallowed blood.

Out there the wood grown stiller  
than winter with spring breathing blue-  
bells and fern under cover;  
each feather pinned; fur and whisker  
twitching in the windless night.  
And Time flying white from the clock-tower  
screaching the hour of death.

Understanding: Owl by Phoebe Hesketh

Answer the questions below in full sentences.

1. What type of bird is being described?
2. The poet says the owl is 'silent' and 'unexpected'. How does that make us feel about the owl?

## Activity 1

The tenor is 'my heart'.

The vehicle is 'a singing bird'.

The ground could be that the person's heart feels joyous and wonderful. As a bird, it could feel free and able to fly. It is possible that the person is in love.



## Understanding: Owl by Phoebe Hesketh

1. What type of bird is being described?

The type of bird being described is an owl.

2. The poet says the owl is 'silent' and 'unexpected'. How does that make us feel about the owl?

This could make us feel the owl could appear at any moment without a warning. The owl could be unpredictable.



**Think Harder:**

Look at the two metaphors below which describe the owl. Complete the table with the tenor, vehicle and ground for each metaphor.

Quotation	Tenor	Vehicle	Ground
"striking silent as frost"			
"unexpected as snow"			

**Think Harder:**

Write two paragraphs to answer the question, 'How does the poet make the owl seem dangerous?'. Remember, you can format your paragraph using the following structure:

1. Write your topic sentence.
2. Introduce and provide the quotation.
3. Explain what the quotation shows us about the owl.

When you have finished, check 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?

## Think Harder

Quotation	Tenor	Vehicle	Ground
"striking silent as frost"	<u>The owl</u>	<u>'Silent as frost'</u>	<u>Both can be powerful and threatening</u>
"unexpected as snow"	<u>The owl</u>	<u>'unexpected as snow'</u>	<u>Both appear noiselessly and majestically.</u>



## Think Harder: Writing Paragraphs

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



## Lesson 10, 'A Case of Murder', by Vernon Scannell

### Do Now Activities

Activity 1: Write the first three lines of a poem with the title 'A Case of Murder'. Try and use a metaphor if you can!

Reading: 'A Case of Murder' by Vernon Scannell

Read the poem twice

### Activity 1

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



#### A Case of Murder

Vernon Scannell 1922 – 2007

They should not have left him there alone,  
Alone that is except for the cat.  
He was only nine, not old enough  
To be left alone in a basement flat,  
Alone, that is, except for the cat.  
A dog would have been a different thing,  
A big gruff dog with slashing jaws,  
But a cat with round eyes mad as gold,  
Plump as a cushion with tucked-in paws—  
Better have left him with a fair-sized rat!  
But what they did was leave him with a cat.  
He hated that cat; he watched it sit,  
A buzzing machine of soft black stuff,  
He sat and watched and he hated it,  
Snug in its fur, hot blood in a muff,  
And its mad gold stare and the way it sat  
Crooning dark warmth: he loathed all that.  
So he took Daddy's stick and he hit the cat.  
Then quick as a sudden crack in glass  
It hissed, black flash, to a hiding place  
In the dust and dark beneath the couch,  
And he followed the grin on his new-made face,  
A wide-eyed, frightened snarl of a grin,  
And he took the stick and he thrust it in,  
Hard and quick in the furry dark.  
The black fur squealed and he felt his skin  
Prickle with sparks of dry delight.  
Then the cat again came into sight,  
Shot for the door that wasn't quite shut,  
But the boy, quick too, slammed fast the door:  
The cat, half-through, was cracked like a nut  
And the soft black thud was dumped on the floor.  
Then the boy was suddenly terrified

And he bit his knuckles and cried and cried;  
But he had to do something with the dead thing there.  
His eyes squeezed beads of salty prayer  
But the wound of fear gaped wide and raw;  
He dared not touch the thing with his hands  
So he fetched a spade and shovelled it  
And dumped the load of heavy fur  
In the spidery cupboard under the stair  
Where it's been for years, and though it died  
It's grown in that cupboard and its hot low purr  
Grows slowly louder year by year:  
There'll not be a corner for the boy to hide  
When the cupboard swells and all sides split  
And the huge black cat pads out of it.

## Understanding: 'A Case of Murder'

Find a quotation for each of these summary statements from the poem. Try to use a maximum of 12 words for each quotation. The first two have been done for you.

1. A boy was left home alone with a cat.

Alone that is except for the cat.

2. The boy was nine, and too young to be left alone at home.

He was only nine, not old enough / To be left alone

3. It might have been better to leave the boy with a dog, or even a rat.

4. But the boy was left alone with a cat.

5. The boy hated the cat.

## Understanding: 'A Case of Murder'

**1. A boy was left home alone with a cat.**

Alone that is except for the cat.

**2. The boy was nine, and too young to be left alone at home.**

He was only nine, not old enough / To be left alone

**3. It might have been better to leave the boy with a dog, or even a rat.**

A dog would have been a different thing...  
Better have left him with a fair-sized rat!

**4. But the boy was left alone with a cat.**

But what they did was leave him with a cat.

**5. The boy hated the cat.**

He hated that cat



6. He hit the cat with Daddy's stick.

---

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7. The cat ran away, and the boy chased it with the stick.

---

---

8. The boy felt excited as the cat cried.

---

---

9. The cat tried to run out of the door. The boy slammed the door on the cat and killed it.

---

---

10. The boy cried and realised he had to do something with the cat's body.

---

---

11. The boy used a shovel to throw the cat under the stairs. For years after, the boy felt guilty about the cat under the stairs.

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Think Harder: How is the cat described in the poem?

Here are two ways the cat is described in the poem.

1. The cat is described as a villain.
2. The cat is described as a victim of the boy's attack.

Find one quotation which proves the cat is described as a villain.  
Find one quotation which proves the cat is described as a victim.

## Understanding: 'A Case of Murder'

6. He hit the cat with Daddy's stick.

He took Daddy's stick and he hit the cat

7. The cat ran away, and the boy chased it with the stick.

to a hiding place / In the dust and dark beneath the couch  
he took the stick and he thrust it in

8. The boy felt excited as the cat cried.

he felt his skin / Prickle with sparks of dry delight

9. The cat tried to run out of the door. The boy slammed the door on the cat, and killed it.

Shot for the door that wasn't quite shut,  
But the boy, quick too, slammed fast the door

10. The boy cried and realised he had to do something with the cat's body.

And he bit his knuckles and cried and cried;  
But he had to do something with the dead thing there

11. The boy used a shovel to throw the cat under the stairs. For years after, the boy felt guilty about the cat under the stairs.

he fetched a spade and shovelled it  
And dumped the load of heavy fur  
In the spidery cupboard under the stair  
There'll not be a corner for the boy to hide





## Think Harder: Writing Paragraphs

Answer the question, 'How does Scannell change the way we view the cat throughout the poem?' in at least one paragraph.

You should refer to the poem, as well as including your own thoughts. Give yourself 20 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 Paragraphs

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



### Additional activities for 'A Case of Murder'

- Do you think the boy is completely to blame for the death of the cat? Argue both sides before coming to your conclusion.
- Write three metaphors about a cat, making it clear that the cat is evil.



**Complete Comprehension Quiz 2 at the end of this booklet.**

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 statements about metaphors are correct? (2)**

- a) Metaphors tell the exact thing that happened.
- b) Metaphors compare two things that are different.
- c) Metaphor tells the literal thing that actually happened.
- d) Metaphors are not literal.
- e) Metaphors are lies.

**2. Which of the following are examples of metaphors? (3)**

- a) The snow is so beautiful and white.
- b) The snow is a white blanket.
- c) In the middle of summer, the classroom is so hot that it makes you sweat.
- d) In the middle of summer, the classroom is an oven.
- e) James is a chicken because he won't jump from the high diving board.

**3. Which of the following are examples of metaphors? (3)**

- a) The rain fell with lots of drops.
- b) The sun beat the earth like an angry bear.
- c) The wind made the leafy branches shake.
- d) The night paced in with slow panther paws.
- e) The sun shone on the delighted fields.

**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 Which statement about Sally is correct? (1)**

- a) Sally is stupid because she doesn't pay attention in class.
- b) A dog-rose is a type of animal.
- c) Sally is rude and aggressive towards her parents.
- d) The word 'briars' tells us that Sally may not always be friendly.
- e) 'She teased the boys' is an example of a metaphor.

**6. Here is a quotation about Sally from the poem:**

**'She was a dog-rose kind of girl'**

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

- a) The phrase 'dog-rose' tells us that Sally is pretty.
- b) The phrase 'dog-rose' tells us that Sally is ugly.
- c) The phrase 'dog-rose' tells us that Sally might spend a lot of time outside.
- d) The phrase 'dog-rose' tells us that Sally has a pet dog.
- e) The phrase 'dog-rose' is an example of ground.

**Read this poem. The next four questions are all about it.**

**What is... the sun?**

*by Wes Magee*

The sun is an orange dinghy

sailing across a calm sea.

It is a gold coin

dropped down a drain in heaven.

It is a yellow beach ball

kicked high into the yellow sky.

It is a red thumb print

on a sheet of pale blue paper.

It is a gold top from a milk bottle

floating on a puddle.

**7. Which of the following are examples of metaphors in the poem above? (2)**

- a) The sun is an orange dinghy sailing across a calm sea.
- b) A gold coin.
- c) The yellow sky.
- d) The sun is a sheet of pale blue paper.
- e) It is a gold top from a milk bottle floating on a puddle.

**8. Which of the following are tenors of the metaphors in this poem? (1)**

- a) The sun
- b) The sea
- c) An orange dinghy sailing across a calm sea
- d) A sheet of pale blue paper.
- e) A puddle

**9. Which of the following are vehicles of the metaphors in this poem? (1)**

- a) The sun
- b) The sea
- c) An orange dinghy sailing across a calm sea
- d) A sheet of pale blue paper.
- e) A puddle

**10. Which statements about this poem are correct? (3)**

- a) In this poem, the sun is compared to lots of things that are different colours.
- b) In this poem, the sun is compared to lots of things that are yellow.
- c) By comparing the sun to a red thumb print on a sheet of pale blue paper, the poet makes us imagine a smudgy red sun standing out against a light blue sky.
- d) By comparing the sun to a gold top from a milk bottle floating on a puddle, the poet makes us imagine that the sky looks like the colour of milk.
- e) By comparing the sun to so many different things, the poet makes us think of how changeable the sun can be.

Poetry Workbook 1  
Quiz 1 Answers

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

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

- f) Metaphors tell the exact thing that happened.
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- h) Metaphor tells the literal thing that actually happened.
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- j) Metaphors are lies.

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- h) The wind made the leafy branches shake.
- i) The night paced in with slow panther paws.**
- j) The sun shone on the delighted fields.**

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

- f) The tenor is the literal part. It is the thing you want to describe to your audience.**
- g) The vehicle is the literal part. It is the thing you want to describe to your audience.
- h) The ground is the literal part. It is the thing you want to describe to your audience.
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**Read this poem. The next four questions are all about it.**

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kicked high into the yellow sky.

It is a red thumb print

on a sheet of pale blue paper.

It is a gold top from a milk bottle

floating on a puddle.

7. Which of the following are examples of metaphors in the poem above? (2)

- f) **The sun is an orange dinghy sailing across a calm sea.**
- g) A gold coin.
- h) The yellow sky.
- i) The sun is a sheet of pale blue paper.
- j) **It is a gold top from a milk bottle floating on a puddle.**

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- j) **By comparing the sun to so many different things, the poet makes us think of how changeable the sun can be.**



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.

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Q6		Q7		Q8		Q9		Q10	

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

**1. Which statements about metaphors are correct? (2)**

- a) There can be lots of different metaphors in one poem.
- b) Metaphors must always use the same tenor in a poem.
- c) Metaphors must always use the same vehicle in a poem.
- d) Different metaphors can use different tenors and different vehicles in the same poem.
- e) A poem is better if it has lots of tenors.

**2. Here is a quotation from the poem 'Frogs':**

<p><b>'In mid-leap they are parachutists falling in a free fall.'</b></p>
---

**What does this quotation tell us about frogs? (1)**

- a) Frogs have parachutes.
- b) Frogs can parachute.
- c) Frogs' eyes look like parachutes.
- d) Frogs can fly.
- e) Frogs can appear exciting.

**3. Here is a quotation from the poem 'The Eagle':**

**'The wrinkled sea beneath him crawls'**

**Which statement about this quotation is correct? (1)**

- a) This quotation does not have a tenor.
- b) This quotation does not have a vehicle.
- c) This quotation does not have any ground.
- d) The eagle is the tenor.
- e) The vehicle could be a slow, old person.

**4. Here is another quotation from the poem 'The Eagle':**

**'And like a thunderbolt he falls.'**

**Which statements about this quotation are correct? (4)**

- a) The eagle can strike out of nowhere.
- b) The eagle looks incredible.
- c) The eagle can be deadly.
- d) The eagle only flies when it is dark and raining.
- e) The eagle can fly very quickly.

**5. Here is a quotation from the poem 'The Tyger':**

**'Tyger tyger, burning  
bright'**

**Which statements about this quotation are correct? (2)**

- a) 'Tyger tyger, burning bright' shows us that the tiger is on fire.
- b) 'Tyger tyger, burning bright' shows us that the tiger has bright fur.
- c) The phrase 'Tyger tyger' tells us that the poet is scared of the tiger.
- d) The phrase 'burning bright' suggests that the tiger can be dangerous like fire.
- e) The phrase 'Tyger tyger' tells us that the tiger is hard to control.

**6. Which statements about 'The Tyger' are correct? (2)**

- a) The poet thinks the tiger was created by a powerful being – perhaps a god.
- b) The creator of the tiger had to be very powerful.
- c) The tiger burns bright at night-time because it is nocturnal. Tigers only come out at night.
- d) The writer thinks that the creator should not have made the tiger because it is too dangerous.
- e) 'What the hammer?' tells us that the person who created the tiger must be a man.

**Read the first stanza of this poem. The next four questions are all about it.**

'Woodpeckers' by Ted Hughes

Woodpecker is rubber-necked

But has a nose of steel.

He bangs his head against the wall

And cannot even feel.

**7. What are the metaphors in this poem? (2)**

- a) Woodpecker
- b) Woodpecker is rubber-necked
- c) But has a nose of steel
- d) He bangs his head against the wall
- e) And cannot even feel

**8. What are the examples of a tenor in this poem? (2)**

- a) The woodpecker
- b) Steel
- c) The woodpecker's nose
- d) The woodpecker's head
- e) Rubber

**9. What are the examples of a vehicle in this poem? (2)**

- a) The woodpecker
- b) Steel
- c) The woodpecker's nose
- d) The woodpecker's head
- e) Rubber

**10. Which of the following explain the grounds of the metaphors in the poem?**

**(1)**

- a) The woodpecker's nose can be compared to steel because they are both soft and break easily.
- b) The woodpecker's nose can be compared to steel because they are both hard and do not break easily.
- c) The woodpecker's nose can be compared to steel because they are both commonly used in buildings.
- d) The woodpecker's nose can be compared to rubber because they are both soft and break easily.
- e) The woodpecker's nose can be compared to rubber because they are both hard and do not break easily.

Poetry Workbook 1  
Quiz 2 Answers

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

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

- f) There can be lots of different metaphors in one poem.**
- g) Metaphors must always use the same tenor in a poem.
- h) Metaphors must always use the same vehicle in a poem.
- i) Different metaphors can use different tenors and different vehicles in the same poem.**
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