



HOLMWOOD HOUSE  
SCHOOL

# English

(Spring Half-term)

# Year 7

# Revision Booklet

## **There are 4 revision tasks for you here:**

- 1) Analysing poetry - breaking it down and using PEEZ
- 2) A poetry comprehension paper - testing your ability to analyse
- 3) Composing your own sonnet - using the skills you have been analysing
- 4) Composing our own story - using your story writing skills

# Analysing Poetry

## INSTRUCTIONS

To follow are some poems for you to practise analysing. Try and complete all of the tasks, which will enable you to improve the quality of your analytical skills.

### TASK 1

Read each poem and create a mind map for each one highlighting the poetic elements listed below and make notes as to what effect they have and why the poet chose to use them.

<p style="text-align: center;"><b><u>Meaning</u></b></p> <p>What is the poem about?</p> <p>Who is the speaker?</p> <p>Who is being spoken to or addressed?</p> <p>What is being spoken about?</p> <p>Theme(s) of the poem - <i>what is it really about?</i></p> <p>What is the point of the poem - <i>what does the poet want to achieve?</i></p> <p style="text-align: center;"><b><u>Tone</u></b></p> <p>How would the poem be spoken? - angry, sad, nostalgic, bitter, humorous</p> <p style="text-align: center;"><b><u>Mood</u></b></p> <p>Does the mood stay the same or change?</p>	<p style="text-align: center;"><b><u>Imagery</u> : How the poet creates images</b></p> <p><b>Metaphor</b> - comparing things by saying one is the other</p> <p><b>Personification</b> - giving something non human, human qualities</p> <p><b>Simile</b> - comparing two things saying one is like or as the other</p> <p><b>Pathetic Fallacy</b> - where the natural world is given human emotions</p> <p><b>Symbolism</b> - using a symbol to represent a meaning</p> <p><b>Repetition</b> - repeating words or phrases for effect</p> <p><b>Alliteration</b> - the repeating of initial sounds</p> <p><b>Onomatopoeia</b> - words that sound like the things they describe</p>
<p style="text-align: center;"><b><u>Language</u></b>: Type of words that are used:</p> <p><b>Slang or unusual words</b> - is dialect used - modern or old language</p> <p><b>Juxtaposition</b> - two opposite ideas are placed side by side</p> <p><b>Oxymoron</b> - Ugly beautifulness</p> <p><b>Assonance</b> - is the term used for repetition of vowel sounds within consecutive words</p> <p><b>Sibilance</b> - s sound</p> <p><b>Style of language</b> - does the poet copy another style? (newspaper, play etc)</p>	<p style="text-align: center;"><b><u>Structure</u> - How the poem is laid out</b></p> <p><b>Rhyme</b> - Is there a rhyme scheme?</p> <p><b>Rhythm</b> - How many syllables per line? Is it a free verse?</p> <p><b>Stanzas</b> - How many? How do they change? Is there a narrative?</p> <p><b>Lines</b> - How many are there in each verse? Do some stand out?</p> <p><b>Enjambment</b> - do the lines run on to the next line or stanza?</p> <p><b>End stopping</b> - Does each line finish at the end of a sentence?</p>

## TASK 2

Pick a selection of these questions to answer for each poem and use a **PEEZ** paragraph about each poem:

- What is the poem about?
  - What is the tone of the poem?
  - Who is the speaker?
  - Who is being spoken to or addressed?
  - What is being spoken about?
  - Theme(s) of the poem - *what is it really about?*
  - What is the point of the poem - *what does the poet want to achieve?*
  - How does the poet use imagery?
  - How does the poet use imagery to describe the character?
  - What type of language does the poet use?
  - What is the mood of the poem and how does the poet create this?
  - How does the poet structure the poem?
-

## **Mr. Nobody**

### **Anonymous**

I know a funny little man,  
As quiet as a mouse,  
Who does the mischief that is done  
In everybody's house!  
There's no one ever sees his face,  
And yet we all agree  
That every plate we break was cracked  
By Mr. Nobody.

'Tis he who always tears out books,  
Who leaves the door ajar,  
He pulls the buttons from our shirts,  
And scatters pins afar;  
That squeaking door will always squeak,  
For prithee, don't you see,  
We leave the oiling to be done  
By Mr. Nobody.

He puts damp wood upon the fire  
That kettles cannot boil;  
His are the feet that bring in mud,  
And all the carpets soil.  
The papers always are mislaid;  
Who had them last, but he?  
There's no one tosses them about  
But Mr. Nobody.

The finger marks upon the door  
By none of us are made;  
We never leave the blinds unclosed,  
To let the curtains fade.  
The ink we never spill; the boots  
That lying round you see  
Are not our boots,—they all belong  
To Mr. Nobody.

# **The Jabberwocky**

**Lewis Carroll**

`Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe:  
All mimsy were the borogoves,  
And the mome raths outgrabe.

"Beware the Jabberwock, my son!  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!"

He took his vorpal sword in hand:  
Long time the manxome foe he sought --  
So rested he by the Tumtum tree,  
And stood awhile in thought.

And, as in uffish thought he stood,  
The Jabberwock, with eyes of flame,  
Came whiffling through the tulgey wood,  
And burbled as it came!

One, two! One, two! And through and through  
The vorpal blade went snicker-snack!  
He left it dead, and with its head  
He went galumphing back.

"And, has thou slain the Jabberwock?  
Come to my arms, my beamish boy!  
O frabjous day! Callooh! Callay!"  
He chortled in his joy.

`Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

## **The Dream**

**Winifred M. Letts**

I dreamt—before death made such dreaming vain—  
That sometime, on a day of wind and rain,  
I would come home to you at fall of night  
And see your window flushed with firelight.  
There in the chill dark lonesomeness I'd wait  
A moment, standing at the garden gate  
Scarce trusting that my happiness was true,—  
The kind warm lights of home and love and you.

Then, lest they'd vanish to be mine no more,  
I'd speed my steps along the garden path,  
Cross my own threshold, close the wind-blown door  
And find you in the firelight of the hearth.  
O happiness! to kneel beside you there  
And feel your fingers resting on my hair.

## **Sonnet 130**

**William Shakespeare**

My mistress' eyes are nothing like the sun;  
Coral is far more red than her lips' red;  
If snow be white, why then her breasts are dun;  
If hairs be wires, black wires grow on her head.  
I have seen roses damasked, red and white,  
But no such roses see I in her cheeks;  
And in some perfumes is there more delight  
Than in the breath that from my mistress reeks.  
I love to hear her speak, yet well I know  
That music hath a far more pleasing sound;  
I grant I never saw a goddess go;  
My mistress when she walks treads on the ground.  
And yet, by heaven, I think my love as rare  
As any she belied with false compare.

# Poetry Comprehension Paper

## INSTRUCTIONS

*Read the following poem and then answer the questions. You have 30 minutes to complete the task.*

### **Blessing**

**Imtiaz Dharker**

The skin cracks like a pod.  
There never is enough water.

Imagine the drip of it,  
the small splash, echo  
in a tin mug,  
the voice of a kindly god.

Sometimes, the sudden rush  
of fortune. The municipal pipe bursts,  
silver crashes to the ground  
and the flow has found  
a roar of tongues. From the huts,  
a congregation: every man woman  
child for streets around  
butts in, with pots,  
brass, copper, aluminium,  
plastic buckets,  
frantic hands,

and naked children  
screaming in the liquid sun,  
their highlights polished to perfection,  
flashing light,  
as the blessing sings  
over their small bones.



## QUESTIONS

*Answer the questions below, in complete sentences. Remember, if you find a question difficult, move to the next question and go back when you have finished.*

1. Look at stanza 1. How can you tell this poem is set in a hot, dry place? (2)
2. Look at stanza 3. In your own words, explain what happens when the “municipal pipe bursts”. (3)
3. Write down two short quotations from stanza 3 which tell you that the people have been longing for water. (2)

Explain your choices. (4)

4. Look at stanza 4. How can you tell that the children are enjoying themselves? (2)
5. The sentence which begins on line 11 is very long. Why do you think the poet uses such a long sentence? (2)
6. Throughout this poem there are many examples of different sounds. Write down three short ‘sound’ quotations and explain how they bring the poem alive for you. (3 + 3)
7. Having read the poem, how has it made you feel about these people and their lives?

Explain your views. (4)

# Composing your own sonnet

Write your own sonnet using some of favorite devices from the grid:

<p><b><u>Meaning</u></b></p> <p>What is the poem about?</p> <p>Who is the speaker?</p> <p>Who is being spoken to or addressed?</p> <p>What is being spoken about?</p> <p>Theme(s) of the poem - <i>what is it really about?</i></p> <p>What is the point of the poem - <i>what does the poet want to achieve?</i></p> <p><b><u>Tone</u></b></p> <p>How would the poem be spoken? - angry, sad, nostalgic, bitter, humorous</p> <p><b><u>Mood</u></b></p> <p>Does the mood stay the same or change?</p>	<p><b><u>Imagery : How the poet creates images</u></b></p> <p><b>Metaphor</b> - comparing things by saying one is the other</p> <p><b>Personification</b> - giving something non human, human qualities</p> <p><b>Simile</b> - comparing two things saying one is like or as the other</p> <p><b>Pathetic Fallacy</b> - where the natural world is given human emotions</p> <p><b>Symbolism</b> - using a symbol to represent a meaning</p> <p><b>Repetition</b> - repeating words or phrases for effect</p> <p><b>Alliteration</b> - the repeating of initial sounds</p> <p><b>Onomatopoeia</b> - words that sound like the things they describe</p>
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Remember:

## What every sonnet needs:

The subject is love

There are 14 lines

There are 10 syllables a line (5 feet)

It has 3 quatrains

It is written in iambic pentameter

The rhyme scheme is ABAB and it finishes with a rhyming couplet GG

## **Composing your own story**

### **CREATIVE WRITING TASKS**

#### **Task 1**

Write vocabulary, simile and metaphor MindMaps, posters or booklets using colour, images and words to create banks of imagery and ideas for creative writing tasks. Focus on describing:

- |            |                |
|------------|----------------|
| 1. Colour  | 6. Temperature |
| 2. Sound   | 7. Happiness   |
| 3. Texture | 8. Sadness     |
| 4. Taste   | 9. Fear        |
| 5. Smell   |                |

#### **Task 2**

Write a 400 word description, prompted by one of the photos provided on the following pages.

Try and include:

1. Clear beginning middle and end
2. Some of the imagery and ideas you have identified in Task 1;
3. Short and long sentences, vary these for effect
4. A variety of sophisticated vocabulary, which is not repeated in the piece of writing;
5. Literary devices: SMARTOAP











