**Year 7**

**Homework Booklet**

**Writing Poetry**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Due back in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



|  |
| --- |
| **English** **Assessment** |
| What went well…?: |
| Even better if…?: |
| What I think…? |
| GRADE: EXCELLENT GOOD SATISFACTORY POOR |
| Teacher Comment: |

Task 1 (Pages 3 and 4) Read all of the writing and instructions on this page.

LANGUAGE FOR DISCUSSING POETRY

Alliteration – a pair or group of words beginning with the same sound.

Example – He sat silently sulking.

Metaphor – says one thing literally is something else.

Example – My son’s bedroom is a pigsty!

Onomatopoeia – words that suggest sounds.

Examples – buzz, whirr, crackle.

Rhyme – words which sound identical, often used at the end of a line of poetry.

Example – Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall.

Simile – compares two not necessarily alike things and uses the words as or like.

Examples – He can swim like an otter. She’s as sharp as a knife.

Syllable – a beat in a word.

Verse – a section of a poem, like a paragraph in a story, sometimes called a stanza.

Your homework is to study these words which are key terms for writing and understanding poetry, and to learn their meanings. Now, complete the tasks on the next page. Look back at this page if you need to.

Language for discussing poetry: testing yourself.

1. What could be defined as a beat in a word?

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1. What word describes this phrase? ‘A cool, calm, collected king.’

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1. Complete this sentence: ‘Stanza is another word for a \_ \_ \_ \_ \_.’
2. Is this a simile or a metaphor? ‘My love is like a red, red rose.’

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1. Is this a simile or a metaphor? ‘His eyes were deep, blue pools.’

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1. Give an example of onomatopoeia that is not used on the previous page.

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1. What do we call words that sound the same, e.g. ‘lane’ and ‘pain’?

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**READ THIS! >>>>>:** The next 3 questions are not compulsory; do them if you think the homework was a bit easy for you!

1. What do we call pairs of lines that rhyme? Some of the letters have been filled in to help you. (2 words)

R \_ \_ \_ \_ \_ G \_ O \_ \_ L \_ TS

1. Write an original simile to describe a person’s lips, hands or fingers.

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1. How many syllables are in the word ‘onomatopoeia’?

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

Task 2

Varying Your Vocabulary

You need to find the meaning for each of the words below. Sometimes, when you look a word up, it has multiple meanings; you just need to write one definition. You can use a dictionary from home or school, or use the internet. [www.dictionary.com](http://www.dictionary.com) is a good website.

Adjectives: write the meaning on the line next to the word.

Bizarre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pensive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sombre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gaunt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These words are all adjectives (they describe nouns).

Choose one adjective from above and write a sentence that shows you understand its meaning.

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Verbs: write the meaning on the line next to the word.

Pilfer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peruse \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rummage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chortle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These words are all verbs (actions or ‘doing words’).

Now, choose one verb from above and write a sentence that shows you understand its meaning.

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Task 3 Homework

This week, your task is to write your own individual poem using similes. (Look at Week 1 homework if you can’t remember what a simile is.)

Look at these pairs of sentences:

She had very cold eyes.

Her eyes were as cold as ice.

His hair was black.

His hair was as black as a raven’s wing.

I cannot swim very well.

I swim like a brick.

The second sentence of each pair works better to put a picture in the reader’s mind, and, in each case, the second sentence is a simile.

Your job is to write a simile poem about a real or imaginary person. If you choose task 2 then it should be an imaginary person.

Choose Task 1 or Task 2.

**Task 1**

Write a poem with pleasant or nice similes about a real or imaginary person; you could choose a friend or a relative, e.g. ‘My Friend Louise’.

My friend Louise sings like an angel.

My friend Louise is as happy as a sunny Saturday.

My friend Louise smells as sweet as a rose.

**or**

**Task 2**

Write a poem with silly similes about an imaginary person, e.g. ‘My Uncle Rupert’. (Silly does not mean offensive or rude.)

My Uncle Rupert is as stupid as a table.

My uncle Rupert has a voice like a frog with a sore throat.

My Uncle Rupert is as untidy as an unmade bed.

You need to write at least 10 original similes for your poem. Write your poem on the next page.

My Simile Poem

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Marker’s Comments:

www \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ebi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task 4

This week’s task is to find a poem to read aloud to the rest of the class.

You can look in a poetry book (there are lots in the school library), or find a poem online; I like the website [www.poemhunter.com](http://www.poemhunter.com) . You need to bring your poem to class, either on paper or in a book.

The poem needs to be one that you have not read in class during this module, and should be at least 10 lines long.

Fill in the details below:

The poem I have chosen to read to the class is called:

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

The poem was written by:

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

It was written in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (State the year if you can find it.)

I chose this poem because:

Reason 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will need to bring in your homework booklet with this page completed, and your copy of the poem on the day your teacher tells you.

Task 5

Homework this week is to create a front cover for your poetry anthology.

Your cover must be on **A4** paper or card. Your teacher will give you a piece of plain paper if you need one.

You can use coloured paper or card, or make your cover using a computer. If you use a computer, you need to print your work at home.



Your cover should include your name, and the title ‘Year 7 Poetry Anthology’.

Make it as original and decorative as you like. You could use the box below to make a rough design, but remember, your cover needs to be A4 size.

Task 6 Homework: Poetry Quiz

Test yourself and see how much you have learnt this half-term by answering the following questions:

1. ‘His hair was as soft as silk.’ Is this a simile or a metaphor?

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

1. What sort of poem has five lines, is funny, and could begin: ‘There was an old lady from Crewe …’

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1. How many syllables should a haiku have?

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1. Would an autobiographical poem be:

[a] about a particular place?

[b] written by a person about somebody else?

[c] written by a person about him or herself?

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

1. Write down three features (things you would expect) of a rap:

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

1. Are the following statements true or false?

Poems have to rhyme. True/False

Poets use words to put pictures in your head. True/False

Good poems use unusual and exciting words. True/False

A syllable is a beat in a word. True/False

‘You are a thorn in my side’ is a metaphor. True/False

Extension Activity: COMPARING WINTER POEMS

***Winter***

Winter crept

through the whispering wood,

hushing fir and oak;

crushed each leaf and froze each web –

but never a word he spoke.

Winter prowled

by the shivering sea,

lifting sand and stone;

nipped each limpet silently –

and then moved on.

Winter raced

down the frozen stream,

catching at his breath;

on his lips were icicles,

at his back was death.

Judith Nicholls (b. 1941)

Read both of the poems really carefully. You may find it useful to underline and look up any words you don’t understand.



***Winter***

A wrinkled crabbed man they picture thee,
Old Winter, with a rugged beard as grey
As the long moss upon the apple-tree;
Blue-lipt, an icedrop at thy sharp blue nose,
Close muffled up, and on thy dreary way
Plodding alone through sleet and drifting snows.
They should have drawn thee by the high-heapt hearth,
Old Winter! seated in thy great armed chair,
Watching the children at their Christmas mirth;
Or circled by them as thy lips declare
Some merry jest, or tale of murder dire,
Or troubled spirit that disturbs the night,
Pausing at times to rouse the mouldering fire,
Or taste the old October brown and bright.

Robert Southey (1774-1843)

‘the old October’ - beer

Questions on the poems.

For this task, write your answers on lined paper.

1. Both poems personify winter. What is Judith Nicholls’ version of Winter like? What is Robert Southey’s version of Winter like? Using the poems and your imagination, write a 2 to 3 sentence description of each character.
2. How many verses has each poem got? How many lines has each verse got?
3. Both poems rhyme in a pattern. Write a sentence describing how each poem rhymes.
4. Judith Nicholls’ poem uses modern language. Some of the words in Robert Southey’s poem are archaic. Write down two examples of archaic language and a modern version of the words.
5. Judith Nicholls’ uses some alliteration in her poem. Pick two examples and write them down. Southey uses alliteration as well. Find one example and write it down.
6. In Judith Nicholls’ poem Winter is very active. Many of the verbs are present continuous tense; this means the action is taking place now, and is ongoing. Present continuous verbs almost always end with ‘ing’. Write down some of the verbs associated with winter in Judith Nicholls’ poem. In contrast Robert Southey’s Winter is slower and calmer. Write down three verbs ending in ‘ing’ associated with Winter in this poem.
7. Which version of Winter do you prefer? Say which one you like best and write a short paragraph, 3 or 4 sentences, explaining why.

Glossary

archaic – old words no longer used in ordinary language

personify - to ascribe human qualities to an object or idea; in these poems, the poets write about ‘Winter’ as if he was a person.