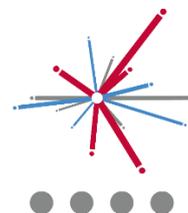


Ark Pioneer learning at Home

Core Curriculum

English Literature Week 10



Work to be completed

Note: For English, it is easier to do 3 days of 1-hour literature lessons, and 2 days of 1-hour English language lessons rather than the recommended 30 mins a day of core subjects.

- Lesson One** – ‘The Listeners’ by Walter de la Mare
- Lesson Two** – ‘No Problem’ by Benjamin Zephaniah
- Lesson Three** – Write Your Own Poem

Resources / links to help with work:

- Additional Support LIT booklet for week 8
 - This has a simpler lesson and a knowledge organiser
- Lesson 1** ‘The Listeners’ by Walter de la Mare
 - <https://www.litcharts.com/poetry/walter-de-la-mare/the-listeners>
 - <https://onlinefreenotes.com/the-listeners/>
- Lesson 2** ‘No Problem’ by Benjamin Zephaniah
 - **Click on the words in the poem for explanations:**
<https://genius.com/12992918>
 - <https://poemanalysis.com/benjamin-zephaniah/no-problem/>
 - Benjamin Zephaniah talking about racism in Britain:
<https://www.youtube.com/watch?v=RXDxMH2EUTY>
 - <https://www.youtube.com/watch?v=9UBmWVnOzBl>
 - Video about idioms: https://www.youtube.com/watch?v=jUT_WSavAC8
- Video about what a poem is: https://www.youtube.com/watch?v=5x7saqOf6_Q
- Stretch and HPA: <https://www.youtube.com/watch?v=JwhouCNq-Fc>
- More information on poetic terms and some stretch information too:
<https://www.bbc.co.uk/bitesize/topics/zmbj382>
- Video explaining metaphors: <https://www.youtube.com/watch?v=pggOpKlp2d4>
- Note: A simile is a type of metaphor.** BBC Bitesize:
<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>
- Shmoop can help you to understand what some of the poems are about:
<https://www.shmoop.com/study-guides/poetry/hope-is-the-thing-with-feathers>

How will this work be checked?

Each week you will be given ‘red pen work’ to carry out corrections on the learning that you are doing at home. Please make sure this work is done and that you correct all work in your exercise book before you complete the quiz.

You must complete the weekly quiz for English Literature online and the link to those is on our school website in the ‘quizzes’ drop-down option from ‘Home Learning’.

How much time should I be studying and what happens if I don’t finish all my work?

For core curriculum subjects you are expected to do 30min each day as a minimum. Those subjects are English language, English literature, Maths, Science, History and Geography. These subjects all have a weekly quiz and will be checked in on by your form teacher when they call

each week. **Note: For English, it is easier to do 3 days of 1-hour literature lessons, and 2 days of 1-hour English language lessons rather than the recommended 30 mins a day of core subjects.**

All other subjects are 'Extended Curriculum' and they should be done after you have finished the Core Curriculum tasks for the day. You should plan to do work in different subjects each day. We recommend that pupils do one hour per week in each of the 'extended curriculum' subjects.

We recognise that it is not possible for all pupils to complete all work given the exceptional circumstance. Please speak with your form tutor about the work if it is becoming unmanageable.

Support:

These workbooks have been designed for you to work through them independently. There are several support resources available through the links above and further help inside this booklet. You can also complete the [Additional Support Literature booklet for week 8 if you are finding it very challenging.](#)

However, if you have really tried but are still stuck or do not understand what is being asked, please email your form tutor with clear details of the subject, page number and question/issue that you have.

This support pages at the end have been designed to help you with each section of this work booklet should you need it. These are designed to keep your English brain active and engaged – they are not designed to make you worried! Your teachers expect you have a good attempt at each question to the best of your ability – they are not expecting perfection. If you are finding anything particularly difficult then follow school guidelines about how to seek specific help.

Why is the work in this booklet important to complete?

This work is important to complete because you will be building your knowledge of the features of poetry. Poetry is an expressive form of literature which you will study for GCSE and if you choose to do so, A level. It is important to build your analytical and empathy skills using poetry. It can also be quite fun to read, write and analyse poetry! The work you will be doing on metaphors can also be applied to all the texts you read in English Literature and Language. Metaphors are even used in everyday speech and articles.

These poetry booklets also encourage you to write poetry which is a cathartic exercise. This means it helps you to feel less stressed and let out your emotions. It is important to process your emotions during these challenging times so that you do not bottle them in. This writing will also help you be better at communicating for real life situations as well as your GCSEs and A Levels.

Entering a poem into the competition is also a great first step to engaging in extra curricular activities that will help you become a well-rounded individual who shows evidence of aiming high. This will look great on college, apprentice and university applications – especially if you are the lucky winner!



Aim high



Have integrity



Be kind



Model determination

Lesson 1: 'The Listeners'

1. Do Now Activity

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

2. Reading 'The Listeners' by Walter de la Mare

Read the poem below at least twice.



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

champed – chewed

ferny - leafy

turret – small tower

smote - hit

sill – shelf at a window

perplexed – puzzled

phantom – ghost

dwelt – lived

thronging – crowding

hearkening – listening

turf – grass

smote – hit

spake – spoke

stirrup – foot part of a
horse's saddle

surged – moved
forward powerfully



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

Read the extracts and answer the questions:

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

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

Read again the whole poem and complete the following tasks.

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

5. Thinking Hard 2: Write your own poem.

Write a poem that tells a story.

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

Stretch/Aim High: Thinking Harder

Write an analytical paragraph answering the following: *How does the poet present the traveller?* It will help if you mark your previous answers and read the support resources for this poem on the first page before you attempt this task.

Here is some useful vocabulary:

- lonely
- isolated
- agitated
- frustrated
- confused

Lesson 2: 'No Problem'

1. Do Now Activity

What words do you think link to this picture? Pick 3 and explain why. If you do not know what any of these words mean, you should look up the definition.

bullying	friendship	betrayal	orphan
isolated	annoyed	racism	stereotype
discrimination	games	studying	fun



2. Reading 1: idiom and dialect

The poem you are going to read today contains many idioms. You have come across some idioms already such as couch potato. An **idiom** is a type of metaphor that has become a part of everyday speech or meaning.

Benjamin Zephaniah, a famous poet and author, wrote the poem you are going to read today in a Caribbean dialect. A **dialect** is the way a person speaks because of where they are from.

Think: Can you think of a poem we have already studied which is written in a dialect?

3. Understanding 1: Match the idiom to its meaning

1. bare the brunt		1. This phrase means a compartment in a set of small open-fronted compartments in a workplace or other organisation where letters or messages may be left for individuals. It has also an idiom if uses as a verb as it means to give something an overly restrictive category.
2. on the run		2. The word 'brunt' in this idiom means 'the main force of an enemy's attack' which was kept back by the front line of soldiers. The idea has come to mean put up with the worst of bad circumstances.
3. pigeon hole		3. The refers to the country in which somebody's ancestors were born. It is usually a country they are emotionally linked to even if they live somewhere else.
4. chip on the shoulder		4. This idiom can be taken literally to mean 'trying to avoid being captured' but it can have an everyday metaphorical use to mean 'you are being defeated' or 'worn down and retreating'.
5. mother country		5. You use this phrase when you want to make it clear that you are saying something publicly and officially, possibly wanting it to be written down and remembered. People often use it when they want to make themselves clear and want to be taken seriously. It possibly originates from legal scenarios where people say things for the record of legal documents in court cases and statements.
6. just for the record		6. This phrase refers to holding a grudge (bad feelings about something that has happened) that is likely to start an argument. It comes from the ancient right of shipwrights, within the Royal Navy Dockyards, to take home a daily allowance of offcuts of timber, even if good wood was cut up for this purpose. Therefore, the shipwrights could hold a grudge that they were getting badly cut timber when there was good wood available and kept from them.

4. Reading 2 – Read the poem twice and watch the video of Benjamin Zephaniah reading it:

<https://www.youtube.com/watch?reload=9&v=ZhaXDfIGGzA>

No Problem by Benjamin Zephaniah	
	bare
	brunt
	taunt
5	stunts
	academic
	branded
10	athletic
	Timbuktu
15	pigeon hole
	versatile
	chip on shoulder
20	

5. Understanding 1: What is 'No Problem' about?

1. Who is speaking in the poem?
2. What metaphors and idioms have been used and what do they show us?
3. What experiences is the speaker showing here?

6. Think Hard: Write your own poem

Write a poem about something that is unfair.

- Use idioms
- You can use dialect if you want to
- Show the feelings and experiences of a person

Stretch/Aim High: Thinking Harder

Write an analytical paragraph answering the following: *How does Benjamin Zephaniah present feelings about racism?*

Lesson 3 – Your Own Poem

For this lesson, you will be reading poems (using this website <https://www.poetrybyheart.org.uk/>) as inspiration and writing your own. Once you have read a poem, you can write a poem of your own using it as an inspiration. Here are some ways you could do this:

- Write a poem with the same title
- Decide what the poet is trying to convey about the subject of the poem then write a poem about a similar message
- Decide what the poet is trying to convey about the subject of the poem then write a poem about opposite ideas and messages
- Take a phrase or line from the poem and use it as a title inspiration for your own poem
- Think about how the poem made you feel and write a poem about that feeling

Read at least 3 poems then this lesson should be spent on writing as many poems as you can and choosing the best poem or re-drafting and improving a poem you have already written so you can send a poem to your form tutor for the Ark Pioneer Summer competition. Every pupil has been given enough opportunities and time to write a poem to enter.

Ark Pioneer Summer Creative Writing Competition

Your Deadline:
Friday 5th June

What you have to do to enter:

Write a poem of any length and any theme.

You could use one of the poems you have written for your English Literature lessons.

How to enter

Send your poem to your form tutor by
Friday 5th June



You could also enter your poem into this national competition with your parent's permission!
Just Google 'Foyle Young Poets'

The due date to send your poems to your form tutor is **this Friday 5th May!**

Stretch / Aim High Tasks

- Read the summary and analysis on the support pages of this booklet
- Read some more poetry and write down and explain your opinion of them
 - o <https://www.poetrybyheart.org.uk/>
- Memorise a poem off by heart and perform it to somebody in your household

Answers

Lesson 1 – ‘The Listeners’

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

What is the traveller doing?	
What is he thinking?	
What is he feeling?	
What is the traveller doing?	
What is he thinking?	
What is he feeling?	
What is the traveller doing?	
What is he thinking?	
What is he feeling?	
What is the traveller doing?	
What is he thinking?	
What is he feeling?	

Understanding:

The traveller is knocking on a door in the forest.
He is wondering whether anyone is at home
He may be feeling lonely and isolated, or curious.
He bangs on the door and calls out again.
He is thinking that someone <i>should</i> have answered by now.
He feels frustrated and confused.
The traveller is still waiting for a reply.
He must be wondering what is behind the door.
He may feel the eerie presence of “the phantoms” that wait, silently behind the door.
He bangs the door angrily a final time and then calls out. He then rides off into the night.
He must now be wondering why no one has answered.
He seems to feel disappointed and perhaps even betrayed.

4. Thinking Hard 1: Sounds and silence in ‘The Listeners’?

Check over your work thinking about whether you have written in full sentences and answered the question properly.

5. Thinking Hard 2: Write your own poem.

Complete checks:

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

Lesson 2 – ‘No Problem’

3. Understanding 1: Match the idiom to its meaning

1. B
2. D

3. A
4. F

5. C
6. E

5. Understanding 1: What is 'No Problem' about?

Check over your work thinking about whether you have written in full sentences and answered the question properly.

6. Think Hard: Write your own poem

Complete checks:

- Use idioms
- You can use dialect if you want to
- Show the feelings and experiences of a person