

# **Year 9 End of Year Exams English Revision Booklet**

*Sonnet 18 by William Shakespeare*

*Love After Love by Derek Walcott*

*Mushrooms by Sylvia Plath*

*Nettles by Vernon Scanlan*

*Hour by Carol Ann Duffy*

*Transactional Writing*



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# Year 9 Exam Revision- Poetry

## POEM 1- SONNET 18 BY WILLIAM SHAKESPEARE

Shall I compare thee to a summer's day?  
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date;  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimm'd;  
And every fair from fair sometime declines,  
By chance or nature's changing course untrimm'd;  
But thy eternal summer shall not fade,  
Nor lose possession of that fair thou ow'st;  
Nor shall death brag thou wander'st in his shade,  
When in eternal lines to time thou grow'st:  
So long as men can breathe or eyes can see,  
So long lives this, and this gives life to thee.





### Key Words

**Iambic Pentameter-** Five pairs of unstressed and stressed syllables that sound like: duh-DUM.

**Sonnet-** A 14 line poem that traditionally consist of an octave (8 lines) and a sestet (6 lines).

**Endless Love-** Love that is unaffected by time or age or circumstance. It is seen as a perfect love.

### Key Quotes

	Shall I compare thee to a summer's day? (Sonnet 18)
	Thou art more lovely and more temperate: (Sonnet 18)
	But thy eternal summer shall not fade, (Sonnet 18)
	So long lives this, and this gives life to thee (Sonnet 18)

**Summary:** The narrator is stating that their love is unending and unaffected by age or time. The narrator is hyperbolic in their expressions of love, which adds a dramatic flair to the poem.



# QUESTIONS ABOUT SONNET 18 BY WILLIAM SHAKESPEARE

**Method 1 – Shall I compare thee to a summer’s day?**

The writers use of a Sonnet.

1. What is the sonnet form traditionally used for ?
2. Why has the writer chosen to use this poetic form?

**Method 2 – Thou art far more lovely and temperate:**

The writers use of rhyme.

Task 1: Using the ABAB structure, go through the poem and label the rhyme scheme.

1. What effect does the strict rhyme scheme have on the reader?
2. Why might Shakespeare have used this rhyme scheme?
3. What is different about the last two lines? Why might they be different from the rest of the poem?

**Method 3 – but thy eternal summer shall not fade**

The writers use of Iambic Pentameter

1. Why might a writer use Iambic Pentameter in their love poetry?
2. Does this technique add to our enjoyment of the poem?

**The poem’s last line - So long this lives, and this gives life to thee**

The writers use of Stanza.

1. Why writer has chosen to present the poem as one large Stanza?

Question: How does the writer present the idea of Endless love in the poem ‘Sonnet 18’?

**BIG IDEA:**

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# Year 9 Exam Revision- Poetry

## POEM 2- LOVE AFTER LOVE BY DEREK WALCOTT

The time will come  
when, with elation  
you will greet yourself arriving  
at your own door, in your own mirror  
and each will smile at the other's welcome,  
  
and say, sit here. Eat.  
You will love again the stranger who was your self.  
Give wine. Give bread. Give back your heart  
to itself, to the stranger who has loved you  
  
all your life, whom you ignored  
for another, who knows you by heart.  
Take down the love letters from the bookshelf,  
  
the photographs, the desperate notes,  
peel your own image from the mirror.  
Sit. Feast on your life.

### Key Words

**Imagery-** Descriptive writing that is evocative and rich. **Includes:** **similes, metaphors and personification.**

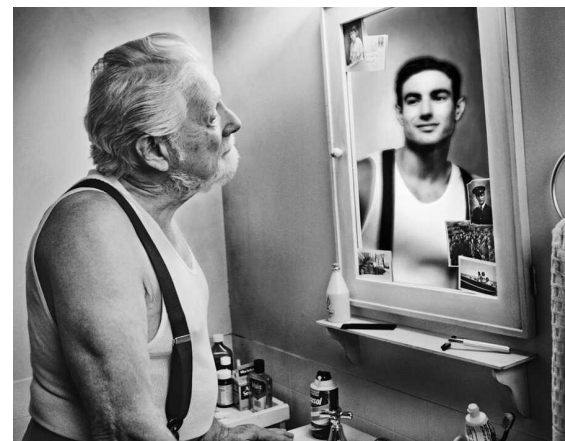
**Enjambment-** A poetic term for the continuation of a sentence or phrase from one line of poetry to the next.

**Repetition-** The repeating of words or phrases in a poem.

**Summary:** Rather than proclaim undying affection for someone else, this poem asks the reader to 'sit' and think and enjoy their own life and to ponder the value of truly loving oneself.

### Key Quotes

	The time will come when, with elation (Love after Love)
	You will love again the stranger who was yourself. (Love after Love)
	Give wine. Give bread. Give back your heart (Love after Love)
	Sit. Feast on your life. (Love after Love)



# QUESTIONS ABOUT LOVE AFTER LOVE BY DEREK WALCOTT

**Method 1 – The time will come**

when, with elation

The writers use of enjambment.

1. What kind of tone is the use of enjambment creating in this poem?
2. Why might a writer choose to open the poem with enjambment?
3. Is the opening of the poem clear? Why?

**Method 2 – You will love again the stranger who was yourself**

The writers use of imagery.

1. In what ways can someone be a stranger to themselves?
2. In what ways can someone betray themselves?
3. Why might the writer have fallen out of love with themselves?

**Method 3 – Give wine. Give bread. Give back your heart**

The writers use of repetition

1. Why is the writer asking the reader to 'give' so much to themselves?
2. Where else has the image of wine and bread been used?
3. How can this be related to the idea of love?
4. How does repetition help the reader understand this image?

**The poem's last line - Sit. Feast on your life.**

1. 'Sit' and 'feast' are imperative verbs. Why is the writer commanding the reader to act?
2. How can a reader feast on their own life?
3. Why has the writer chosen to end with this line? Does it relate to the opening stanza at all?

Question: How does the writer present the idea of Endless love in the poem 'Love After Love'?

**BIG IDEA:**

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# Year 9 Exam Revision- Poetry

## POEM 3- MUSHROOMS BY SYLVIA PLATH

Overnight, very  
Whitely, discreetly,  
Very quietly

Our toes, our noses  
Take hold on the loam,  
Acquire the air.

Nobody sees us,  
Stops us, betrays us;  
The small grains make room.

Soft fists insist on  
Heaving the needles,  
The leafy bedding,

Even the paving.  
Our hammers, our rams,  
Earless and eyeless,

Perfectly voiceless,  
Widen the crannies,  
Shoulder through holes. We

Diet on water,  
On crumbs of shadow,  
Bland-mannered, asking

Little or nothing.  
So many of us!  
So many of us!

We are shelves, we are  
Tables, we are meek,  
We are edible,

Nudgers and shovers  
In spite of ourselves.  
Our kind multiplies:

We shall by morning  
Inherit the earth.  
Our foot's in the door.

### Key Words

**Imagery-** Descriptive writing that is evocative and rich.

**Includes: similes, metaphors and personification.**

**Personification-** A comparison where an object is given human qualities.

**Metaphor-** A metaphor is a figure of speech that describes an object or action in a way that isn't literally true.

**Summary:** The narrator uses the extended metaphor of mushrooms tunnelling and burrowing in the dark to talk about the Women's Rights Movement and Women's continued fight to be seen in a patriarchal society.

### Key Quotes

	Overnight, very Whitely, discreetly (Mushrooms)
	Nobody sees us (Mushrooms)
	Little or nothing So many of us! (Mushrooms)
	We shall by morning Inherit the earth Our foot's in the door (Mushrooms)



# QUESTIONS ABOUT MUSHROOMS BY SYLVIA PLATH

**Method 1 – Overnight, very  
Whitely, discreetly**

The writers use of personification.

1. In what ways are mushrooms and oppressed individuals similar?
2. Why are the women having to be discreet in their search for equality?
3. Why are the women 'Whitely'? What connotations does white have?

**Method 2 – 'Nobody sees us'**

The writers use of imagery.

1. Why does no one see the women as they fight for equality?
2. What kind of tone does this line create?
3. Why might the women not want to be seen?

**Method 3 – Little or nothing  
So many of us!**

The writers use of extended metaphor.

1. What does the imagery of mushrooms makes an reader feel for the women?
2. What does the narrator feel about the other women who are also struggling?

**The poem's last line - We shall by morning**

**Inherit the earth**

**Our foot's in the door.**

1. What does 'we shall inherit the earth' have connotations of?
2. Why do you think the writer is saying it will happen 'by morning'?
3. Is 'foot in the door' aggressive or calm imagery?

Question: How does the writer present the idea of Powerfull love in the poem  
'Mushrooms'?

BIG IDEA:

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# Year 9 Exam Revision- Poetry

## POEM 4- NETTLES BY VERNON SCANNELL

My son aged three fell in the nettle bed.  
'Bed' seemed a curious name for those green  
spears,  
That regiment of spite behind the shed:  
It was no place for rest. With sobs and tears  
The boy came seeking comfort and I saw  
White blisters beaded on his tender skin.  
We soothed him till his pain was not so raw.  
At last he offered us a watery grin,  
And then I took my billhook, honed the blade  
And went outside and slashed in fury with it  
Till not a nettle in that fierce parade  
Stood upright any more. And then I lit  
A funeral pyre to burn the fallen dead,  
But in two weeks the busy sun and rain  
Had called up tall recruits behind the shed:  
My son would often feel sharp wounds again.

### Key Words





**Sibilance:** Repetition of an S sound is called sibilance. It can add a melodic, lullaby, dream-like quality to poetry.

**Alliteration:** Repetition of sounds at the beginning of a word.

**Assonance:** Assonance the repetition of similar vowel sounds takes place inside two or more words that are close to one another.

**Summary:** The narrator is reminiscing about a time their son fell in a nettle bush. This seemingly innocuous story becomes a wider concern about the narrator's lack of power when it comes to protecting his precious son from the dangers of the world.

### Key Quotes

	My son aged three fell in the nettle bed. (Nettles)
	White blisters beaded on his tender skin. (Nettles)
	A funeral pyre to burn the fallen dead, (Nettles)
	My son would often feel sharp wounds again (Nettles)





## QUESTIONS ABOUT NETTLES BY VERNON SCANNELL

**Method 1** – My son aged three fell in the nettle bed.

The writers use of assonance.

1. What sound is being repeated here?
2. Why do you think the writer has chosen to start with this image?
3. What effect does assonance have on this line?

**Method 2** – White blisters beaded on his tender skin.

The writers use of alliteration.

1. Why is the writer using violent imagery?
2. What effect does the alliteration have on this line?
3. Why is the narrator choosing to focus on this imager when discussing his son?

**Method 3** – A funeral pyre to burn the fallen dead

The writers use of metaphor.

1. What does the 'funeral pyre' for the 'dead' refer to?
2. Is there anything else that this metaphor could be related to?
3. Why has the writer used the imagery of death in a poem about a child?

**The poem's last line –**

My son would often feel sharp wounds again

The writers use of sibilance

1. What 'sharp wounds' is the father referring to?
2. Why has the writer used sibilance in this poem?
3. What effect does it have?

Question: How does the writer present the idea of Powerful love in the poem 'Nettles'?

**BIG IDEA:**

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# Year 9 Exam Revision- Poetry

## POEM 45- HOUR BY CAROL ANN DUFFY

Love's time's beggar, but even a single hour,  
bright as a dropped coin, makes love rich.  
We find an hour together, spend it not on flowers  
or wine, but the whole of the summer sky and a grass ditch.  
For thousands of seconds we kiss; your hair  
like treasure on the ground; the Midas light  
turning your limbs to gold. Time slows, for here  
we are millionaires, backhanding the night  
so nothing dark will end our shining hour,  
no jewel hold a candle to the cuckoo spit  
hung from the blade of grass at your ear,  
no chandelier or spotlight see you better lit  
than here. Now. Time hates love, wants love poor,  
but love spins gold, gold, gold from straw.


### Key Words

**Motif:** A motif is a recurrent image or theme.

**Pastiche:** A pastiche is a copy or a work that is inspired by another era.

**Summary:** The narrator is aware that time has a detrimental effect on love, but instead focuses on a moment when time seemed to slow down. In the end, love triumphs over time as love turns all it sees into something valuable, like gold.

### Key Quotes

	Love's time's beggar, but even a single hour, (Hour)
	We find an hour together, spend it not on flowers (Hour)
	than here. Now. Time hates love, wants love poor, (Hour)
	but love spins gold, gold, gold from straw. (Hour)



# QUESTIONS ABOUT HOUR BY CAROL ANN DUFFY

**Method 1 –** Love’s time’s beggar, but even a single hour,

The writers use of pastiche

- 1. What poetic form does this poem mimic?
- 2. Why is time such an important theme in literature?
- 3. Why might the writer have chosen to take so many ideas and motifs from other love poems?

**Method 2 –** We find an hour together, spend it not on flowers

The writers use of rhyme.

- 1. What effect does the rhyming have on the poem?
- 2. Are there any particularly important words that rhyme?
- 3. Can you spot any internal rhyme?

**Method 3 –** than here. Now. Time hates love, wants love poor

The writers use of metaphor.

- 1. Why does time hate love?
- 2. What does the narrator mean ‘time wants love poor’?
- 3. How is time being presented in this metaphor?

**The poem’s last line –**

but love spins gold, gold, gold from straw.

The writers use of the sonnet form

- 1. Why has the writer chosen to end on this image?
- 2. What is the final message of the poem?
- 3. What is the effect of the final couplet?

Question: How does the writer present the idea of Endless love in the poem ‘Hour’?

**BIG IDEA:**

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## How to compare two poems:

Name of Poem 1	Name of Poem 2
Summary of the poem	
Themes/Big ideas explored in the poem	
Most common/strongest language feature used	
How are the poems different? How are they similar?	
Conclusion: Overall, which poem conveys the message in a better way?	

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How are the poems different? How are they similar?	
Conclusion: Overall, which poem conveys the message in a better way?	

# Quote Explosions:

## Sonnet 18

Word, Phrase, Method?	Connotations
Shall I compare thee to a summer's day?	
What does the word mean?	What is the line about?

## Love After love

Word, Phrase, Method?	Connotations
Give wine. Give bread. Give back your heart	
What does the word mean?	What is the line about?

# Quote Explosions:

## Mushrooms

Word, Phrase, Method?	Connotations
<p>Overnight, very Whitely, discreetly, Very quietly</p>	
What does the word mean?	What is the line about?

## Nettles

Word, Phrase, Method?	Connotations
<p>White blisters beaded on his tender skin.</p>	
What does the word mean?	What is the line about?



# Year 9 Exam Revision- Transactional Writing

## Writing format EPIIC

When you have chosen your question, you should use the following structure to organise your writing...

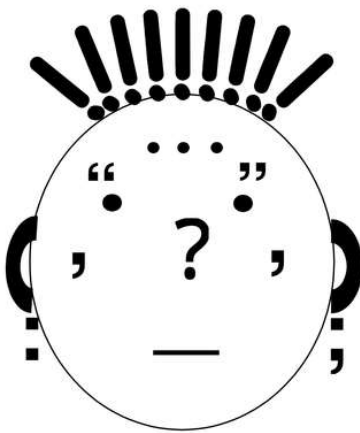
E	Establish your argument
P	Picture this (worst case scenario)
I	Information about your opinion
I	Imagine this (Best case scenario)
C	Conclusion



ONLY ARGUE 1 POINT OF VIEW

DO NOT CHANGE YOUR OPINION!

## Punctuation Face



Please use these writing Prompts to help you practice the EPIIC structure.



***'Eating animal products should be banned. It is bad for the environment and bad for people's health.'***

Write an article for a newspaper in which you state your point of view.

***'The death penalty is the only way to deal with crime. Prison is a waste of money'***

Write a speech in which you express your views.

***'Form groups should be mixed by year group to encourage better integration amongst the years.'***

Write a letter to your headteacher which addresses your beliefs.

***'YouTube and TikTok are destroying the minds of teenagers. There should be a ban implemented.'***

Write a blog post that shows your views on the statement.

Planning my response (5 Minutes)

Agree	Disagree

E	
P	
I	
I	
C	