Y5 R1d. Can read and discuss the construction and meaning of different types of poetry

Test 2

**Commissioned by The PiXL Club Ltd.**

**October 2018**

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.

© Copyright The PiXL Club Limited, 2018

**Y5 R1d. Can read and discuss the construction and meaning of different types of poetry Test 2**

Read the following poem.

A hand grasps an old fashioned pen.

They type with a sharp nib for dipping into an ink pen.

The pen has a mind of its own, scrawling across the page and spewing forth scribbled animals.

It scribbles in desultory fashion, page after page, the passage of time denoted by a change of arm from green sweater to plaid shirt.

The pen also acquires a mind of its own, requiring a little firm handling.

Insects crawl from the nib, a bird drinks from the puddled ink.

*‘Budapest’ by Billy Collins*

1. Write down an example of personification you found in the poem. What effect does personification have on the reader?

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

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

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

2. What does the author mean when he writes, ‘*a bird drinks from the puddled ink’*? What effect does this description have on the reader?

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

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

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

3. The author uses different sentence lengths. What effect does this have on the poem?

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

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

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

4. What is your opinion of the poem? Justify your answer with evidence from the text.

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

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

**Y5 R1d. Can read and discuss the construction and meaning of different types of poetry Test 2 - ANSWERS**

1. Write down an example of personification you found in the poem. What effect does personification have on the reader?

**E.g. *‘The pen has a mind of its own’* makes you believe that the pen can write anything it wants to; it isn’t controlled by a person.**

2. What does the author mean when he writes, ‘*a bird drinks from the puddled ink’*? What effect does this description have on the reader?

**E.g. It makes you think that an actual bird is drinking from the ink, but actually it means that the pen has drawn/created a bird.**

3. The author uses different sentence lengths. What effect does this have on the poem?

**E.g. The poem starts with a shorter sentence and then increases to longer sentences, then reverts back to shorter sentences. This links to the things that the pen is drawing within the poem. The sentence lengths get longer as the picture is being drawn and then shorter as it is finished. The longest sentence relates to the length of time that the pen is being used for.**

4. What is your opinion of the poem? Justify your answer with evidence from the text.

**E.g. Any answer can be correct as long as children justify their answer with a ‘because’ and evidence from the text.**