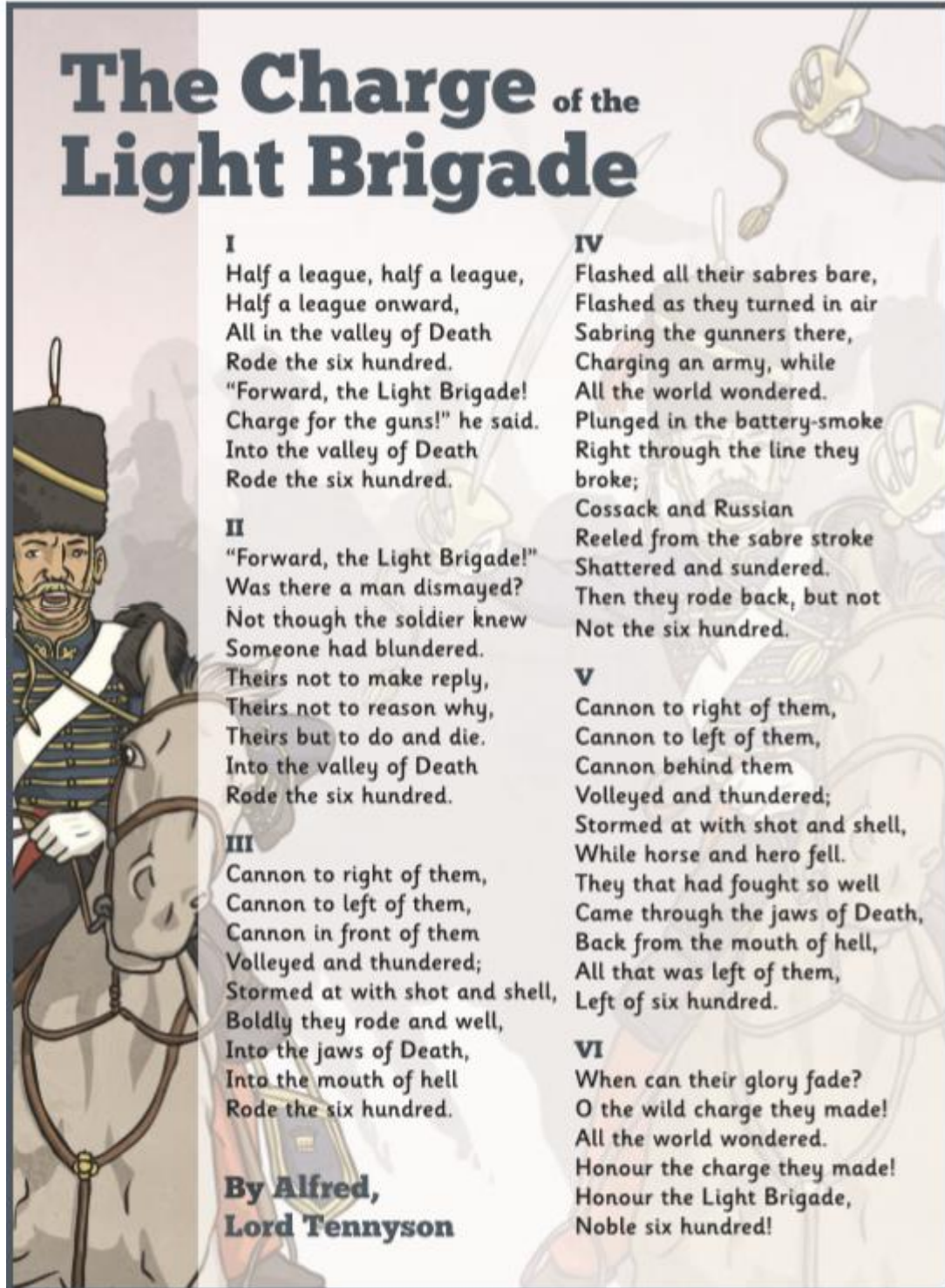


Guided Reading

Monday.

Read 'The Charge of The Light Brigade' by Alfred Lord Tennyson and answer questions which follow.



The Charge of the Light Brigade

I
Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
"Forward, the Light Brigade!
Charge for the guns!" he said.
Into the valley of Death
Rode the six hundred.

II
"Forward, the Light Brigade!"
Was there a man dismayed?
Not though the soldier knew
Someone had blundered.
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.
Into the valley of Death
Rode the six hundred.

III
Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volleyed and thundered;
Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of hell
Rode the six hundred.

IV
Flashed all their sabres bare,
Flashed as they turned in air
Sabring the gunners there,
Charging an army, while
All the world wondered.
Plunged in the battery-smoke
Right through the line they
broke;
Cossack and Russian
Reeled from the sabre stroke
Shattered and sundered.
Then they rode back, but not
Not the six hundred.

V
Cannon to right of them,
Cannon to left of them,
Cannon behind them
Volleyed and thundered;
Stormed at with shot and shell,
While horse and hero fell.
They that had fought so well
Came through the jaws of Death,
Back from the mouth of hell,
All that was left of them,
Left of six hundred.

VI
When can their glory fade?
O the wild charge they made!
All the world wondered.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

**By Alfred,
Lord Tennyson**

1. How many soldiers 'rode' in Verse I? (1 mark)

2. *'Half a league, half a league, Half a league onward'*

These lines use repetition of a phrase for effect. Find and copy two more phrases that are repeated in Verse I. (2 marks)

3. In verse II, find and copy a phrase which suggests a mistake had been made. (1 mark)

4. Which word is used to rhyme with brigade? (1 mark)

5. Look at these lines:

*'Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die.'*

What does this tell you about the attitude of the soldiers? (2 marks)

6. Look at these lines:

*'Boldly they rode and well,
Into the jaws of Death'*

What do you think is meant by this? (2 marks)

7. Look at verse VI. Find and copy a word which suggests the poet believes we should admire the soldiers and regard them with great respect. (1 mark)

8. Order these events from the poem. (1 mark)

The brigade rode back but some men had been killed.

The soldiers all followed the order and rode forward.

The order was given to charge forward.

The enemy were waiting and shot at the soldiers.

9. Look at these lines:

*'Cannon to right of them,
Canon to left of them,
Cannon behind them
Volleyed and thundered'*

Which of these statements best summarise the situation being described? (1 mark)

A - The soldiers did not have any cannons.

B - The brigade did not know about the enemy cannons.

C - The soldiers were surrounded by enemy cannons.

D - There was a storm with thunder and lightning.

Tuesday

Read 'If' by Rudyard Kipling and answer the questions which follow.

If By Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And-which is more - you'll be a Man, my son!

1. Who is the poem written for? Give evidence to support your answer
2. Why did Kipling write this poem?
3. What is the meaning of the phrase '*...keep your head...*'?
4. Which quality is the poet writing about in line 5?
5. Explain the phrase '*...don't deal in lies,*'.
6. Which poetic device is used in lines 11 and 12? Explain your answer.
7. What might the word 'knaves' mean?
8. Summarise the meaning behind lines 21-24.
9. Explain your understanding of the following line: '*Or walk with kings – nor lose the common touch*'.
10. What did the poet mean when he wrote the following lines? Explain your reasoning.
*'If you can fill the unforgiving minute
With sixty seconds' worth of distance run,'*
11. Which do you think is the best piece of advice? Explain your reasoning.

Wednesday

Read 'The Tyger' by William Blake and answer the questions which follow.

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



1. What do you think the poem is about?
2. Explain what you think the poet meant when he described the animal as 'burning bright'.
3. When and where might this animal be found?
4. Write down five examples of alliteration from the poem.
5. Write down your favourite rhyming couplet from the poem and explain your reason for the choice.
6. What might 'sinews' be? Explain your reasoning.
7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...
 - A – a sculptor
 - B – a painter
 - C – a blacksmith
 - D – a carpenter
8. Who is 'he' in verse 5?
9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'l'?
10. Is this a modern-day poem? Explain your answer using evidence from the text.

Thursday

Read 'Jabberwocky' by Lewis Carroll. Complete the vocabulary task that follows.

Jabberwocky

Lewis Carroll (1872)

'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 wiffing 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 hast 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.

Read the poem and see if you can decipher what these words could mean. Draw this table in your book and fill it out. Remember to always refer to the poem.

Nonsense word	What I think it means	Real word which could be used instead
frumious		
toves		
gimble		
slithy		
manxome		
uffish		
outgrabe		
snicker-snack		
galumphing		
frabjous		

Use a dictionary or the Internet to discover the definitions for some of the other unusual words used in the poem that are actually real words.

Word	Definition
gyre	
gimble	
chortled	
mimsy	
burbled	

Friday

Read 'Jabberwocky' again. Answer these questions.

1. What does the poet warn his son that he needs to 'shun'?
A – Jubjub birds
B – Tumtum trees
C – The Jabberwock
D – The Bandersnatch
2. What do you think a 'vorpal sword' is?
A – a type of fruit
B – a type of plant
C – a type of weapon
D – a type of animal
3. What word class do you think 'galumphing' (line 20) is?
A – noun
B – adverb
C – adjective
D – verb
4. Why did the hero have to rest by the Tumtum tree? Explain your answer using evidence from the text.
5. Did the hero kill the Jabberwock? Explain your answer using evidence from the text.
6. In the last stanza, the poet repeats the first stanza. What is the effect of this?
7. 'The poem is very similar to a fairy tale'. Do you agree with his statement? Use evidence from the text to support your answer.