

The Dragonfly Poem Comprehension Answers

10. What is the poem about?

Tick **one**

what insects eat

how dragonflies move

the life cycle of a dragonfly

the food chain in a pond

1 mark

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for the correctly ticked box.

11. What is the monster in the poem?

Ring **one**

an adult dragonfly

a water snail

a dragonfly nymph

a tidler

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correct choice.

12. Why are some parts of the poem printed in a different font?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for any indication that one font is used to show what the pond creatures are thinking / saying, eg:

- *it shows what other creatures are thinking*
- *the creatures are saying those bits.*

Also accept other references to speech or an alternative voice eg: *because someone is speaking / it's in the first person / the writer wants you to say the words in a different voice.*

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13. Match the opening lines to the descriptions of what happens in each verse.

One has been done for you.

1 mark

Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Up a tall reed they saw him climbing

Brown as mud he was,
in the mud he hid,

For the monster's jaw hides
a clawed stalk

Not one of them saw how, suddenly,

What the nymph looks like.

How the nymph catches prey.

The nymph leaves the pond.

The nymph is transformed.

Award **1 mark** for three opening lines correctly matched.

14. Read the description of the monster in the second verse.

What is the effect of putting ... *but he was not big* at the end of the verse?

up to 2 marks

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **2 marks** for answers that show some understanding of the structure of the verse (the contrast between the last line and the 'monster' described earlier) by indicating **one** of the following points:

- the effect on the reader of surprise or revelation, eg:
 - *the use of 'it was not big' totally changes your imagination of it*
 - *it is saying how horrid he looks and all of a sudden it goes but he was not big*
 - *it tells you that it is like bad but then that it is small at the end so you are not really scared.*
- the idea of the verse as a puzzle or riddle, eg:
 - *to give us a clue what the monster was*
 - *to tell you a bit more about the creature because it seems to be a riddle.*

Award **1 mark** for answers that identify or imply the contrast in the size of the nymph within the verse, eg:

- *it says it was like he was big – but he was not big*
- *because he describes it as if he is big*
- *because it sounds like he's harmless if he is small.*

15. Look at the third verse.

Why does the tiddler tease the monster?

Give **two** reasons.

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to any of the following, to a maximum of **2 marks**:

- appropriate reference to the physical appearance / attributes of the nymph eg:
 - *he is slow / couldn't catch a snail / harmless*
 - *he is ugly*
 - *he's old / he's a stick-in-the-mud.*
- appropriate references to the attributes or motivation of the tiddler, eg:
 - *because he thinks he's faster / prettier than the nymph*
 - *to show he wasn't scared*
 - *for fun / to show off / to flaunt his tail*
 - *to show he wasn't scared*
 - *to make him angry.*

Also accept: appropriate references to the nymph from the second verse, eg: *he is small / he's brown as mud / he's got big eyes.*

16. Look at the third verse.

like a shot

What does this phrase tell you about the way the nymph moves?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for any indication of speed / rapid movement, eg:

- *it moves really fast.*

17. Look at the fourth verse.

Why is the jaw of the monster described as a *dinner fork*?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for any indication of the sharpness of the nymph's jaw **or** how it is used to spear food, eg:

- *it was so sharp*
- *because it's a stick with two pincers on the end*
- *because he's got spiky jaws and forks are spiky*
- *with a dinner fork you stab your food.*

18. Look at this line in the fifth verse.

Days, weeks, months, two years and beyond,

What is the effect of putting the words in this order?

1 mark

Assessment focus 5: *explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.*

Award **1 mark** for any reference to one of the following:

- the effect of increasing the length of time passing, eg:
 - *it shows it terrorised the pond for a long time*
 - *to say it seemed like forever*
 - *it makes it seem ages*
 - *it gives the feeling of time passing.*
- an increase in tension, eg:
 - *to build it up*
 - *to build tension.*

19. In the fifth verse, it says that the monster *gobbled and grew*.
What does this tell you about what the monster did?

up to 2 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **2 marks** for answers that link the nymph's size to its greed or appetite, eg:

- *it tells you the more it ate the more it grew.*

Award **1 mark** for reference to the following, to a maximum of **2 marks**:

- the amount of food or speed with which the nymph eats, eg:
 - *he ate a lot*
 - *he eats really fast.*
- the increase in size or the speed with which the nymph grows, eg:
 - *he got bigger and bigger.*

20. Look at the sixth verse beginning:

Who saw him last? Does anyone know?

a. Why are the pond creatures afraid?

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for reference to the creatures' fear of being eaten / attacked by the nymph, eg:

- *because one has gone missing and it might have been eaten*
- *they don't know where he is, so they can't hide*
- *they think the nymph will kill them.*

Do not accept answers that paraphrase the information within the stem of the question, without any indication of a threat to the creatures, eg: *they don't know where he is.*

b. How does the poet show that the pond creatures are afraid?

1 mark

Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for references to short sentences / questions **or** the use of punctuation, exclamation marks or question marks, eg:

- *lots of punctuation*
- *short, sharp sentences*
- *putting in exclamation marks.*

Do not accept references to content, eg: *it says not to go near the mud,* or references to italics / different font.

21. Look at the tenth verse.

The cage is open.

What does this sentence tell you about the transformation of the nymph?

Explain as fully as you can.

up to 3 marks

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **3 marks** for well-developed explanations that show understanding of the cage metaphor and refer to freedom, escape or emergence to new life, eg:

- *to show that the dragonfly is happy not to be trapped in his own body*
- *that it is like a cage keeping him back, and suddenly he feels free*
- *the skin opens and the dragonfly is free and is not locked up in a cage any more he is free*
- *that it has been released from its dull brown case. It can now be free and fly away from all its bad deeds. The dragonfly has gone from beast to beauty.*

Award **2 marks** for partial explanations that identify or imply that the cage represents the skin or the larval stage, eg:

- *it's trapped in its own body*
- *the nymph's form was like a cage for the dragonfly*
- *that he has been trapped in the skin of a nymph and is now coming out of the cage*
- *it says that the ugly brown cage (his body) has gone...and a bright creature came out.*

Also award **2 marks** for partial explanations that refer to the idea of freedom from its old life, eg:

- *it is free from the life of an ugly nymph and is evolving into a beautiful dragonfly.*

Award **1 mark** for literal or generalised references to the body of the nymph, eg:

- *it means his head / skin has split*
- *it tells you how he burst open*
- *the nymph has turned into a dragonfly.*

22. Look at this phrase from the eleventh verse.

veils of silver a cloak for him

What is the poet describing?

Ring **one**

the clouds

the wings

the skin

the stars

1 mark

Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts.*

Award **1 mark** for the correct choice.

23. Do you agree with the poet that the dragonfly nymph was a *terrible monster*?

yes

no

yes and no

Explain your answer.

up to 2 marks

Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for each appropriate explanation, to a maximum of **2 marks**:

Yes:

- ugly appearance
- jaw / pincer mechanism
- killing / eating other creatures
- stalking / ambushing his prey
- frightening / terrorising other creatures in the pond.

No:

- it had to eat to live
- it was hungry
- it was his nature
- it was only small
- it turned into a beautiful dragonfly.

For example:

- [Yes] *because he stalked creatures without them knowing and made other creatures scared of him and they wouldn't go near him at all* (2 marks)
- [Yes and no] *because he killed lots of animals but that was after the tiddler sneered at him* (2 marks)
- [Yes] *because he looked horrible and he ambushed his prey.* [No] *because he didn't eat everything, only things smaller than him* (2 marks)
- [Yes and no] *he killed other pond creatures but he needed them to live* (2 marks)
- [No] *because he needed food to help him grow* (1 mark)
- [No] *because he's not big enough to be a monster* (1 mark)
- [Yes] *because all the animals were scared the monster was going to eat them* (1 mark)
- [Yes] *it ate most of the creatures in the pond* (1 mark).

Also accept responses which suggest retaliation for being teased.