

ENGLISH

The study of poetry

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

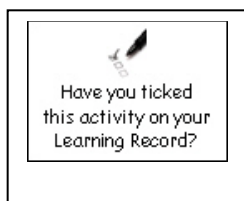
Theme	The study of poetry.
Level	A1 – B1
Language focus	vocabulary, word identification, grammar, use of student's own language.
Learning focus	Using English textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	<p>Extracts from <i>Less Stress More Success – English Revision for the Junior Certificate</i>. Larry Cotter. Gill & Macmillan.</p> <p>We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.</p>
Learning Record	<p>A copy of the Learning Record should be distributed to each student.</p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Write the subject and topic on the record. 2. Tick off/date the different statements as they complete activities. 3. Keep the record in their files along with the work produced for this unit. 4. Use this material to support mainstream subject learning.

Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



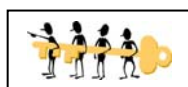
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

NAME: _____ DATE: _____
ENGLISH: The study of poetry

Keywords

The list of keywords for this unit is as follows:

Nouns

poem/poems
poet
stanza

narrative
meaning
phrase/phrases

words
film
pictures
sound
effects
characters
image/images

rhythm
pace
mood
tone

Verbs

to be
to think
to read
to talk
to ask
to write
to rewrite
to quote
to discuss

Adjectives

aloud
descriptive
reflective
best

Adverbs

silently

NAME: _____ DATE: _____
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Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
poem		
stanza		
characters		
rhythm		
narrative		
meaning		
image		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
poet		
phrase		
words		
film		
pace		
mood		
tone		



Get your teacher to check this, then file it in your folder so you can use it in the future.

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Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
think		
read		
write		
quote		
discuss		
descriptive		
reflective		



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
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Level: All
Type of activity: Whole class

Focus: vocabulary, spelling,
dictionary
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

poetry **cinema**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, spelling, dictionary
Suggested time: 30 minutes

Working with words - Tick the correct answer



- 1)
- a) phrase
 - b) poet
 - c) write
 - d) think

Don't Quit
 by anonymous

When things go wrong, as they sometimes will,
 When the road you're trodging seems all up hill,
 When the funds are low and the debts are high,
 And you want to smile, but you have to sigh,
 When care to pressing you down a bit,
 Best of all you count, but don't you quit.

Life is queer with its twists and turns,
 As everyone of us sometimes learns,
 And more a failure turns about,
 When he might have won had he stuck it out,
 Don't give up, though the pace seems slow,
 You might succeed with another blow.

Often the goal is nearer than
 It seems to a bold and taking man,
 Often the struggler has given up
 When he might have captured the victor's cup,
 And he leaned too late, when the night slipped down,
 How close he was to the golden crown.

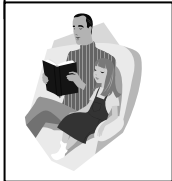
Success is failure turned inside out,
 The silver linings of the clouds of doubt,
 And you never can tell how close you are,
 'Till you are near when it seems afar,
 So stick to the fight when you're hardest hit,
 It's when things seem worst that you mustn't quit.

- 2)
- a) poem
 - b) film
 - c) discuss
 - d) silently

Finish these sentences:



He is _____ a poem.



He is _____ a story.



He is _____ a newspaper.

What do you read? _____

What do you write? _____

Level: A1
Type of activity: Pairs or individual

Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes

Picture Sentences - Tick the correct answer

1.
 - a). This is an image.
 - b). This is a phrase.
 - c). This is a poem.

3.
 - a). This is a sound.
 - b). This is a stanza.
 - c). This is a poem.

4.
 - a). These are words.
 - b). These are pictures.
 - c). These are characters.



Finish these sentences using words from the box. Use each word once:

This is _____ .

This _____ .

These are _____ .

These _____ .

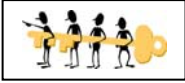
_____ is _____ .

_____ are _____ .

a
 this phrases
 are poem
 a these
 is words
 stanza
 images a
 character

Level: A1 / A2
Type of activity: Pairs or individual

Focus: word identification, vocabulary
Suggested time: 20 minutes



Odd One Out

Circle the word which does not fit with the other words in each line.

Example: apple orange banana **taxi**

- 1. read think cat talk
- 2. aloud silently read sunshine
- 3. dog poet poem write
- 4. tone garden sound effects rhythm

This unit is about Poetry.
Write as many words as you can about poems and poetry.
Use your dictionary if necessary.

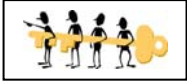


Don't forget to put these words in your personal dictionary in the English section.


Have you ticked this activity on your Learning Record?

Level: A1 / A2
Type of activity: Pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

1. This is a group of lines in a poem ASATZN

Answer _____

2. This is when you do something without making a noise INETLSYL

Answer _____

3. When a poem asks you to think deeply, it is... LEFVECRTIE

Answer _____

4. Another word for pictures EIAGSM

Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

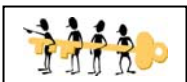
Have you got this word in your personal dictionary?



Solve the secret code

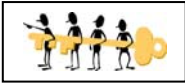
English=	A	D	E	F	G	I	M	N	O	P	R	S	U
Code=	B	X	Y	C	Z	Q	R	O	L	E	A	W	K

Example: (code) CAQYOX = FRIEND (English)



AYBXQOZ ELYRW QW CKO! =

Level: A2 / B1
Type of activity: Pairs or individual



Focus: reading comprehension, extracting meaning from text, vocabulary
Suggested time: 30 minutes

Completing text

Fill in the blanks in these sentences. Use words from the Word Box below.

Poetry uses words in a special way, so that we think more intensely about our lives, about ourselves and about others. The _____ uses words that all of us use every day, and surprises us with them, because in poetry, words are used more cleverly and imaginatively than they are in normal life.

You must _____ a poem with special care. Be calm and patient with the _____. They were not written in a hurry and you will not understand them if you are in a hurry yourself. You will not understand everything at once. You have to _____ hard, use your imagination and visualise the _____ and scenes as you read.

Word Box

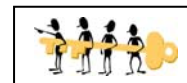
think	pictures	words
	read	poet

What are these words connected to?	
imagination	
visualise	_____
understand	
What do these words mean?	
cleverly	_____
imaginatively	_____
Use your dictionary if necessary!	

Level: A2 / B1**Type of activity:** Individual**Focus:** key vocabulary, topic information, reading comprehension**Suggested time:** 30 minutes

Multiple choice

(Read the text below and choose the best answers)



Text:

A good selection of poems will include enough to cover the range of possible questions.

You should know the title of the poem, the name of the poet and a number of useful quotations. The poetry question requires you to examine the poem carefully and focus your answer on the questions asked of you. It is vital to support your answer with precise and accurate quotations from the poem. Some of your poems will be short and easier to learn because of the poet's use of rhyme, rhythm and other sound effects.

Above all, you must give some thought to the reasons for choosing certain poems. Many poetry questions have required students to give their own individual response to a favourite poem or to show how a poem helped you to make sense of some area of your own life. For this reason, you must be able to say why you have chosen certain poems.

It is also important to know the meaning of some of the words used when discussing poetry.

1). How many poems should you study for the poetry question?

- | | |
|----------------------|----------|
| a). one | b). two |
| c). a good selection | d). none |

2). How must you examine poems?

- | | |
|--------------|---------------|
| a). slowly | b). quickly |
| c). silently | d). carefully |

3). What should you use to support your answer?

- | | |
|--------------------|-------------|
| a). quotations | b). nothing |
| c). sounds effects | d). rhythm |

4). Should you think about why you choose certain poems?

- | | |
|---------|--------|
| a). Yes | b). No |
|---------|--------|

5). Should you learn the meaning of words used to discuss poetry?

- | | |
|---------|--------|
| a). Yes | b). No |
|---------|--------|



Level: B1
Type of activity: Pairs / small groups

Focus: vocabulary, structure, creating text
Suggested time: 40 minutes

Writing

You are going to write a poem with your partner or group.

You have a limited time to write your poem so you must watch the time carefully.

1. 5 Minutes.

Decide the topic of your poem. You might like to write about something in your daily life (e.g. school, people, activities etc.); something that you have seen or read (e.g. a book, a film, a computer game etc.); or a description of something in nature or in the world around you (e.g. trees, flowers, a city, your neighbourhood etc.).

2. 10 Minutes

Identify as much vocabulary as possible. Use textbooks, dictionaries, and your own language as resources for vocabulary.

3. 5 Minutes

Organise the vocabulary into the parts of the poem (e.g. introduction/ beginning, the main part, the ending).

4. 20 Minutes

Write your poem.

- Your poem can be short.
- You should select words very carefully so that they express exactly what you want to say.
- You should think about how the poem will sound when it is read out loud.



Don't forget to put a copy of the poem in your folder!



Have you ticked this activity on your Learning Record?

NAME: _____ DATE: _____
ENGLISH: The study of poetry

Level: All
Type of activity: Individual

Focus: content words, dictionary work, word identification
Suggested time: 30 minutes

Grammar points

In this unit, we came across the following nouns:

- poem
- stanza
- effects

Look up these words in your dictionary!

Noun	Meaning	Word in my language
poem		
stanza		
effects		

Noun Hunt

Circle the 10 nouns in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

pictures

read

think

film

image

characters

effects

sound

talk

ask

discuss

rhythm

rewrite

yellow

aloud

tone

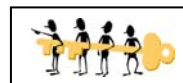
mood

what's

silently

imaginary

poetry



Your score: _____ points

NAME: _____ DATE: _____
ENGLISH: The study of poetry

Level: All
Type of activity: Individual

Focus: prepositions, sentence structure, writing text
Suggested time: 30 minutes

Grammar points

In this unit, we came across the following prepositions.

around	out	in
under	in	between
to	from	

Level A1

Use your textbook to find phrases that use these prepositions. Write out the phrases and check that you understand them. You can add a translation into your own language.

Example: in the first stanza

Level A2

Put the prepositions into sentences using vocabulary from your *Keywords* page. If you are not sure, check your textbook.

Level B1

Write a paragraph on the topic 'Poetry' using the vocabulary from your *Keywords* page.



Get your teacher to check your work then file it in your folder in the *English* section.



NAME: _____ DATE: _____

ENGLISH: The study of poetry

Levels: A1 / A2

Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

Word Search



Level: All levels

Find the words below. When you have found all the words, write each word in your own language.

G C I

N K C N M Q J A Q

G X A L O U D B A Y J T Q

J V G X U M G M O O D I E M W G U

L Q W I E F F E C T S Z M Y T O N E C

O L P H G H V I A Q O O O I W A C B T O Y

R O G D J W C H A R A C T E R S T A N Z A

K S P S N X U K G K F F S B E M J

N Y U K E C E O D T D W T E M V G

K R T A W L Q J S K K R W O R D S D C B Y Y B L R

Z P G J W D I A W R I T E H R E F L E C T I V E C

Z R E A D J I M A G E Q D E S C R I P T I V E B B

F G Q Y D Z X E W J S H M W J T D P C P R H Y T H M F

G J V P S O U N D G K P P Q B L S Y R K B H H Y X L W

I A P F Q S T O H N A R R A T I V E H E A K M M L F E

Y L D U E K L T C Z D P A C E J H F T O B W N

F M U J M Z U X B H U A X L T S F N B F U

B E S T K K D X L C N A W C W D L A M L V

K F E S Y G U M J Q

B G T N M K T R Y H Q A

C M V N L G G W P P U Y X B P Z Y V Q O P

R J C K F I L M X I A L P H R A S E S I I

E J P I C T U R E S H Z X B J I H Z I

S D I S C U S S J M E A N I N G X

X N W G S T Q U O T E G T

E U E X U K Q D X

Z N X

ALLOUD
 BEST
 CHARACTERS
 DESCRIPTIVE
 DISCUSS
 EFFECTS
 FILM
 IMAGE

MEANING
 MOOD
 NARRATIVE
 PACE
 PHRASES
 PICTURES
 QUOTE
 READ

REFLECTIVE
 RHYTHM
 SOUND
 STANZA
 TONE
 WORDS
 WRITE

NAME: _____ DATE: _____

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Play Snap

Make Snap cards with 2 sets of the same keywords. See *Teachers' Notes* for ideas about how to use the cards.



stanza	stanza
poem	poem

NAME: _____ DATE: _____

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images

images

phrases

phrases

rhythm

rhythm

NAME: _____ DATE: _____
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descriptive	descriptive
quote	quote
mood	mood

NAME: _____ DATE: _____

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poet

poet

tone

tone

discuss

discuss

Answer key

Odd One Out = cat, sunshine, dog, garden

Letter Scramble = stanza, silently, reflective, images

Secret Code = reading poems is fun!

Completing Text =

Poetry uses words in a special way, so that we think more intensely about our lives, about ourselves and about others. The poet uses words that all of us use every day, and surprises us with them, because in poetry, words are used more cleverly and imaginatively than they are in normal life.

You must read a poem with special care. Be calm and patient with the words. They were not written in a hurry and you will not understand them if you are in a hurry yourself. You will not understand everything at once. You have to think hard, use your imagination and visualise the pictures and scenes as you read.

(Less Stress More Success – English Revision for the Junior Certificate, page 122)

Multiple Choice = c, d, a, a, a

Grammar Points = pictures, film, image, characters, effects, sound, rhythm, tone, mood, poetry

