

Leaving Certificate

English

Paper 2 : Study of Poetry

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

Levels	Students' English language skills should be developed to Level B1 during funded Language Support. Mainstream subject learning will require the development of skills at Level B2 if students are to cope with public examinations.	
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.	
Learning focus	Using English textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> gratefully acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success, English Revision for Leaving Cert Ordinary Level</i> by Anne Gormley.	
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Using this unit

Language support and mainstream subject class

The sections *Activating students' knowledge*, *Focus on vocabulary*, and *Focus on grammar* have been designed, in particular, for Language Support classes.

Focus on reading and *Focus on writing* are suitable for use in either Language Support or subject classes.

Answer Key

Answers are provided at the end of the unit for all activities except those based on free writing.

Textbooks

This unit focuses on the language of the poetry section of the Leaving Certificate curriculum. Students will need to use their textbooks if they are to gain the most benefit from the activities.

Learning Record

The Learning Record is intended to help students monitor their progress. This can be downloaded or printed from the website in the section *Advising Students and Record of Learning for the Leaving Certificate*. A copy of the Learning Record should be distributed to each student for each unit studied.

Students should:

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.

Symbols

Symbols are used throughout the unit to encourage students to develop their own learning and support materials.



prompts students to file the sheet when they have completed the activity. This is used for activities which can be used as a reference in the future e.g. for subject classroom, revision, homework etc.



prompts students to add vocabulary, definitions, or examples of vocabulary in use to their own personal glossary for the topic. A personal glossary makes study and revision more efficient.

Keywords

The list of keywords for this unit is as follows:

Nouns

alliteration
allusion
attitude
audience
characters
content (n)
understanding
effects
emotion
grammar
idea
image
imagery
imagination
interpretation
language
meaning
metre
(modern) poetry
mood
narrative
onomatopoeia
pace
persona
phrase
pictures
poem
poet
point of view

relationship
rhyme
rhythm
shape
simile
sound
sound effects
stanza
structure
symbol
technique
tone
(unseen) poetry
verses
viewpoint
words

Verbs

to analyse
to approach
to ask
to be
to capture
to communicate
to convey
to discuss
to examine
to express
to imagine
to interpret

to quote
to read
to reveal
to rewrite
to structure
to talk
to think
to understand
to write

Adjectives

appropriate
best
calm
deep
descriptive
effective
emotional
modern
reflective
unseen

Adverbs

aloud
descriptively

Useful phrase:

To take into account

NAME: _____ DATE: _____
LC English: Study of Poetry

Vocabulary file (1) for the topic
The Study of Poetry

Word	Meaning	Page(s) in my textbook	Note
alliteration			
allusion			
image			
imagination			
interpretation			
pace			
onomatopoeia			
phrase			
mood			



NAME: _____ DATE: _____
LC English: Study of Poetry

Vocabulary file (2) for the topic
The Study of Poetry

Word	Meaning	Page(s) in my textbook	Note
rhyme			
rhythm			
to interpret			
to quote			
to structure			
effective			
emotional			
reflective			
unseen			



Introduction

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
 - My favourite poem
 - My favourite poet

- 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: B1 Individual / pair

Focus on vocabulary

1. Matching

Match each expression in Column A with a definition in Column B. Draw a line between the matching expressions.

Column A	Column B
emotion	When the end parts of the words sound the same.
imagery	A strong feeling such as love or anger.
mood	The ways that parts of something are arranged or put together.
rhyme	One of the parts that a poem or song is divided into (<i>also called verse</i>).
stanza	The feeling which exists in a place or situation.
structure	The use of word pictures to describe ideas or situations.

2. Vocabulary in use

Check your understanding of some of the key words by adding them to the blanks in the sentence below:

- She was overcome with _____ and burst into tears.
- The particular way in which language is used in a poem helps to give a shape and _____ to the poem's thought and meaning.
- In the first stanza, the word *less* _____ with *holiness*. In the second _____, however the words at the end of each line rhyme.
- The fog descended like a blanket is an example of _____ (a simile).
- The _____ of the poem of dark and the images are of death and dying.

3. Words to describe mood or atmosphere

The following words are sometimes used to describe the atmosphere or mood of the poem or poet. Find the definition that best matches the word. You can work in pairs or use a dictionary to help you. We have done the first one for you.

Mood	Meaning
<u>pensive</u>	unhappy because you are not with other people
miserable	very interested and excited about something and wanting to be involved
frustrated	extremely sad about something that has happened
heart-broken	relaxed and not worried, frightened or excited
lonely	feeling very pleased when you have won something or succeeded
calm	annoyed because things aren't happening the way that they should
enthusiastic	always believing that good things will happen
lazy	<u>thinking and wondering</u>
optimistic	very unhappy
triumphant	slow and relaxed, not wanting to do any work

4. Practising new words

Discuss or write answers to the question below. Use words from exercise 3 above.

How do the conditions below affect your mood?

- The weather or the temperature
- The day of the week
- The time of the year

Level: B1
Individual / pair

Focus on grammar

5. Cause and effect

a) Notice some of the ways in which the following single sentence can be added to.

Yes, I like this poem

- because** it creates a simple picture of the poet's feelings.
- because of** the language.
- due to** the lovely use of imagery.
- although** I found it difficult to understand at first.
- even though** the language was difficult.
- unlike** his other poems which are very sad.

b) Now practise using these linking words by finishing the sentences below by using the phrases from the boxes.

No, I didn't like this poem...

- because** _____
- because of** _____
- due to** _____
- although** _____
- even though** _____
- unlike** _____

I like the poet's other work.

I like the ending.

it was too miserable.

the difficulty of the language.

his earlier poems.

the misery of the poet.

6. Linking parts of sentences

The first part of each sentence describes the poem or poet. Complete each sentence with a clause beginning **because** or **even though** and using the words given in the second part.

The poet is sad	even though because	his true love has left him.
		his true love will return.
The mood in the poem is calm		the poet is feeling relaxed.
		the poet is about to go on a journey.
The language of the poem is simple		there are some specialised words.
	the poet is using the voice of a child.	
The poet is optimistic		she believes her husband will return.
		her husband is going off to war.
The second stanza is my favourite		I found it difficult to understand at first.
		the descriptions are vivid and memorable.

7. Writing your own sentences

Next write your own endings to the following sentences:

I like studying English because _____

I like studying English because of _____

I like studying English even though _____

I like studying English although _____

I like studying English unlike _____

Level: B1 / B2 Individual / pair

Focus on reading**8. Reading for gist (the main point)**

Below are 4 sample questions to the poem **Spring** by Gerard Manley Hopkins. We have given you the four answers but they are jumbled. Read the questions first. Then read the answers quickly in order to get the main idea, and to match the answers to the questions.

- 1) From your reading of the first stanza, why does the poet claim that nothing is so beautiful as Spring?
- 2) What is the tone of the first stanza?
- 3) Explain the question that the poet asks in stanza two.
- 4) What type of person do you imagine the poet to be from your reading of the above poem?

a) Hopkins seems to be a person who loves the natural world and creation. He sees beauty in everything, even in weeds. He opens the poem by praising the world in springtime and stating how:

*Nothing is so beautiful as Spring-
When weeds, in wheels, shoot long and lovely and lush;*

The poet is also an observant person. He notices how the thrush's eggs are like 'little low heavens', because they are so pretty and beautiful they remind him of heaven.

Hopkins is an original poet. This is evident from his use of imagery. He describes how the song of the thrush actually rinses and wrings the ear. He is talking about the capacity of the thrush's song to inspire and to delight the ear with music.

Hopkins is a deep thinker. He asks the question about the root or source of this joy and vitality in the natural world. He believes in God and in his goodness and also sees the capacity of humankind to offend God by sinning and to lose its innocence. Hopkins is a humble man who recognises the power and glory of God and who is inspired to write about the power and wonder in poetry.

b) The poet explains that nothing is so beautiful as spring because he sees all the world of nature filled with a rich sense of wonder and beauty. He speaks about the long, lovely, lush weeds, and how the singing of the thrush does 'rinse and wring the ear'. He means that the music fills the hearer with a sense of joy and wonder. He also speaks about his surroundings, which are like 'blue is all in a rush'. This is a happy and peaceful image where the poet pays tribute to the glory and wealth of nature.

c) The poet asks in the second stanza about the source of all this richness and joy in the natural world. He thinks it may come from the beginning when the world was first created. He seems to draw a parallel with the Garden of Eden when God gifted humankind with huge wealth and happiness and beauty.

d) The tone of the first stanza is filled with awe and wonder. The poet simply praises the glory and richness of the world of nature.

9. Reading to develop vocabulary

Answer these questions on the paragraphs in exercise 8.

1. In paragraph b) find three *verbs* that are used to answer the question

- a) the poet *explains*
- b) he _____
- c) _____

2. In paragraph d) find two words which mean *amazement*

3. In paragraph c) to '*draw a parallel*' means

- a) to describe similarities
- b) to describe differences
- c) to describe lines

4. In paragraph a) find four *adjectives* to describe Hopkins's personality.

Note: If you haven't already done so, the best thing to do now is to read the poem! It will be in your textbooks or your teacher will give you a copy.

Answer key

Focus on vocabulary

1. Matching

emotion	A strong feeling such as love or anger.
imagery	The use of word pictures to describe ideas or situations.
mood	The feeling which exists in a place or situation.
rhyme	When the end parts of the words sound the same.
stanza	One of the parts that a poem or song is divided into (<i>also called verse</i>).
structure	The ways that parts of something are arranged or put together.

2. Vocabulary in use

- She was overcome with **emotion** and burst into tears.
- The particular way in which language is used in a poem helps to give a shape and **structure** to the poem's thought and meaning.
- In the first stanza, the word *less* **rhymes** with holiness. In the second **stanza**, however the words at the end of each line rhyme.
- The fog descended like a blanket is an example of **imagery** (a simile).
- The **mood** of the poem is dark and the images are of death and dying.

3. Words to describe mood or atmosphere

Mood	Meaning
pensive	thinking and wondering
miserable	very unhappy
frustrated	annoyed because things aren't happening the way that they should
heart-broken	extremely sad about something that has happened
lonely	unhappy because you are not with other people
calm	relaxed and not worried, frightened or excited
enthusiastic	very interested and excited about something and wanting to be involved
lazy	slow and relaxed, not wanting to do any work
optimistic	always believing that good things will happen
triumphant	feeling very pleased when you have won something or succeeded

Focus on grammar

5. Cause and effect

- b) No, I didn't like this poem...
because it was too miserable
because of the misery of the poet.
due to the difficulty of the language
Although/even though I like the poet's other work.
even though/although I like the ending.
unlike his earlier poems.

6. Linking parts of sentences

The poet is sad even though his true love will return

The poet is sad because his true love has left him.

The mood in the poem is calm because the poet is feeling relaxed.

The mood in the poem is calm even though the poet is about to go on a journey.

The language of the poem is simple even though there are some specialised words

The language of the poem is simple because the poet is using the voice of a child.

The poet is optimistic because she believes her husband will return.

The poet is optimistic even though her husband is going off to war.

The second stanza is my favourite even though I found it difficult to understand at first

The second stanza is my favourite because the descriptions are vivid and memorable

Focus on Reading

8. Reading for gist

- Q1 – paragraph b
Q2 – paragraph d
Q3 – paragraph c
Q4 – paragraph a

9. Reading to develop vocabulary

1. the poet explains, he speaks out, he means that
2. awe/wonder
3. to describe similarities
4. observant, original, deep (thinker), humble