

# 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	
<b>All students:</b>  Activities that are suitable for <b>Learning Support, Language Support</b> and the <b>Mainstream Subject Class</b> include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
	Multiple Choice	14
	Writing	15
	Wordsearch	19
<b>Learning support and Language support:</b>  Activities suitable for students receiving Learning or Language Support include:	Working with words	8
	Picture Sentences	9
	Odd One Out	10
	English Keywords	11
	Unscramble the letters	12
	Alphaboxes	18
	Play Snap	20-23
<b>Language support:</b>  Additional activities for Language Support:	Grammar points	16-17
<b>Levels for Language Support</b>	<b>A1 – B1</b> The language level of each activity is indicated in an information box.	
<b>Learning focus</b>	Using textbooks and accessing content and learning activities of the English curriculum.	
<b>Acknowledgement</b>	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Less Stress More Success – English Revision for the Junior Certificate</i> by Larry Cotter.	

**Note:** The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

## Making the best use of these units

### Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

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.

**Introduction** of a topic or activity 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 learning/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:



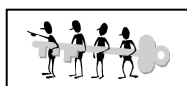
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



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 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 also suitable as **homework** tasks or for **self-study**.

**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: \_\_\_\_\_  
ENGLISH: The study of poetry

### Vocabulary file 1

Word	Meaning	Note or example*
poem		
stanza		
characters		
rhythm		
narrative		
meaning		
image		

\* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: The study of poetry

### Vocabulary file 2

Word	Meaning	Note or example
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.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: The study of poetry

### Vocabulary file 3

Word	Meaning	Note or example
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.

Language Level: All  
Type of activity: Whole class  
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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

Language Level: A1  
Type of activity: Pairs or individual  
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 trading 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 is pressing you down a bit,  
Rest! If you must, but don't you quit.

Life is queer with its twists and turns,  
As everyone of us sometimes learns,  
And many 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 faint and faltering man,  
Often the struggler has given up,  
When he might have captured the victor's cup,  
And he learned too late, when the night slipped down,  
How close he was to the golden crown.

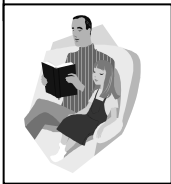
Success is failure turned inside out;  
The silver tint of the clouds of doubt,  
And you never can tell how close you are,  
It may be near when it seems afar;  
So stick to the fight when you're hardest hit;  
It's when things seem worst that you mustn't quit.

- 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? \_\_\_\_\_



Language Level: A1  
Type of activity: Pairs or individual  
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.

**Don't Quit**  
*by a pessimist*

When things go wrong, as they sometimes will,  
When the road gets rocky, or hilly or steep,  
And you want to strike, but you have to stop,  
Remember this simple and sane old rule:  
Never, never, never, never, never give up!

Use it, never with its heels and tail,  
Be generous in your own heart,  
And when a storm comes round,  
When the ground is shaking and the sea is rough,  
Think of your feet and what they must endure,  
You might succeed with another shoe!

When the rain comes or a snowflake flies,  
It never rains in a lump and falling fast,  
When the wind whistles and the clouds are dim,  
And he hurries for his coat, when the night clouds close,  
The wind is cold, but it's the golden glow,The glow that is the light of hope!

Sometimes before we know what's real,  
We know what's possible and what we can do,  
So don't you ever give up, never give up,  
For you'll be glad when it's over and done,  
To be glad when you've reached the top,  
To be glad when you've reached the top!

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

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ENGLISH: The study of poetry**

**Language Level:** A1 / A2  
**Type of activity:** Pairs or individual  
**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.

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



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: The study of poetry

Language Level: A2 / B1  
Type of activity: Individual  
Suggested time: 40 minutes

### English keywords

Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. des\_\_ipt\_\_ve \_\_\_\_\_

2. sta\_\_a \_\_\_\_\_

3. me\_\_i\_\_g \_\_\_\_\_

4. \_\_hr\_\_es \_\_\_\_\_

Write one paragraph describing what you saw on your way to school today.  
Use as many adjectives as you can.

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Check that all the adjectives you used are in your personal dictionary.

**Language Level:** A1 / A2  
**Type of activity:** Pairs or individual  
**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! =**

Language Level: A2 / B1  
Type of activity: Pairs or individual  
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!**

Language Level: A2 / B1  
Type of activity: Individual  
Suggested time: 30 minutes



## Multiple choice

*(Read the text below and choose the best answers)*

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 |
|---------|--------|



**Language Level:** B1  
**Type of activity:** Pairs / small groups  
**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**

**Language Level:** All  
**Type of activity:** Individual  
**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	Note or example
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   | rhythm    |
| read       | rewrite   |
| think      | yellow    |
| film       | aloud     |
| image      | tone      |
| characters | mood      |
| effects    | what's    |
| sound      | silently  |
| talk       | imaginary |
| ask        | poetry    |
| discuss    |           |

Your score: \_\_\_\_\_ points



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: The study of poetry

Language Level: All  
Type of activity: Individual  
Suggested time: 30 minutes

## Grammar points

In this unit, we came across the following prepositions.

around	out	in
under	in	between
to	from	

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### Language Level A1

Use your textbook to find phrases that use these prepositions. Write out the phrases and check that you understand them. If English is not your home language, you could add a translation into your own language.

Example: in the first stanza

### Language Level A2

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

### Language 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

## 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



Find the words below.

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

ALoud  
 BEST  
 CHARACTERS  
 DESCRIPTIVE  
 DISCUSS  
 EFFECTS  
 FILM  
 IMAGE

MEANING  
 MOOD  
 NARRATIVE  
 PACE  
 PHRASES  
 PICTURES  
 QUOTE  
 READ

REFLECTIVE  
 RHYTHM  
 SOUND  
 STANZA  
 TONE  
 WORDS  
 WRITE

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
ENGLISH: The study of poetry

### Play Snap

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



<b>stanza</b>	<b>stanza</b>
<b>poem</b>	<b>poem</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: The study of poetry

**images**

**images**

**phrases**

**phrases**

**rhythm**

**rhythm**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: The study of poetry

<b>descriptive</b>	<b>descriptive</b>
<b>quote</b>	<b>quote</b>
<b>mood</b>	<b>mood</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

ENGLISH: The study of poetry

<b>poet</b>	<b>poet</b>
<b>tone</b>	<b>tone</b>
<b>discuss</b>	<b>discuss</b>

## 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



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
 ENGLISH: The study of poetry

Word Search:

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 E 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