

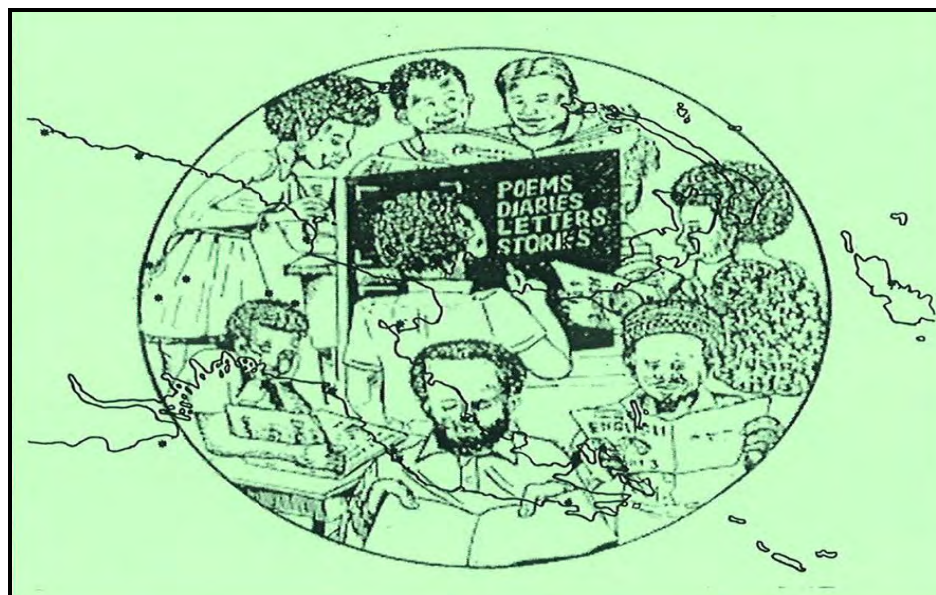


**DEPARTMENT OF EDUCATION**

**FODE GRADE 7**

**ENGLISH LANGUAGE**

**STRAND 6**



**READING and WRITING 5  
(POETRY)**



**FLEXIBLE OPEN AND DISTANCE EDUCATION  
DEPARTMENT OF EDUCATION  
PAPUA NEW GUINEA  
2017**

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FODE English Department  
FODE English Edit Team  
FODE Subject Review Team  
FODE Academic Advisory Committee.

# **FODE GRADE 7 ENGLISH LANGUAGE**

## **STRAND 6**

### **READING AND WRITING 5 (POETRY)**

**INTRODUCTION TO POETRY**

**FIGURATIVE LANGUAGE**

**POETIC GENRES 1**

**POETIC GENRES 2**

### **Acknowledgements**

We acknowledge the contributions of all Secondary Teachers who in one way or another helped to develop this Course.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of the English Department of FODE who played active role in coordinating and editing processes.

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**DIANA TEIT AKIS**  
PRINCIPAL

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## SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

To facilitate and promote the integral development of every individual

- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



**UKE KOMBRA, PhD**  
Secretary for Education

## STRAND 6: POETRY



Dear student,

Welcome to Strand 6 of the Grade 7 English Language Course. This Strand contains lessons on poetry. We hope you will find this Course Book helpful and rewarding.

This Strand is divided into four topics:

|          |                        |   |           |
|----------|------------------------|---|-----------|
| Topic 1: | Introduction to Poetry | - | 5 Lessons |
| Topic 2: | Figurative Language    | - | 5 Lessons |
| Topic 3: | Poetic Genres 1        | - | 5 Lessons |
| Topic 4: | Poetic Genres 2        | - | 5 Lessons |

Each Lesson has a Practice Exercise after the Summary. The answers to the Practice Exercises are found at the end of each Topic. Mark your own answers to each Practice Exercise whenever you see these instructions:

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

**Be honest with yourself** when you are doing your practice exercises and when marking your answers against our own.

Cheating and copying answers will **not** help you. Study hard and you will have no regrets when the examination time comes.

This Strand has a separate assignment booklet for you to use. The information at the end of the last lesson in every Topic will let you know what to do with the assignment exercises.

Whenever you need help and advice, contact your tutor or your Provincial Coordinator for assistance.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. You can call in anytime between 8 a.m. and 4 p.m. We would be glad to help you.

The following icons are used in each Lesson in this Strand. Icons are the symbols used in this book to indicate the parts of your lessons. The following are the meanings of these icons.

|                                                                                     |   |                     |                                                                                     |   |                       |
|-------------------------------------------------------------------------------------|---|---------------------|-------------------------------------------------------------------------------------|---|-----------------------|
|  | - | Lesson Introduction |  | - | All other Activities  |
|  | - | Lesson Objectives   |  | - | Vocabulary Activities |
|  | - | Reading Activities  |  | - | Listening Activities  |
|  | - | Speaking Activities |  | - | Summary               |

Use the Glossary at the end of this book to look up the meaning of new and difficult words that you may find in the lessons.

We wish you all the best in your studies!

*Your Teacher*

## STUDY GUIDE

---

Below are the steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each lesson and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the lesson.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:
- CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**
- Turn to the marking guide at the end of the Topic and mark your own written answers against those listed under the Answers to Practice Exercises.
- Step 5: When you have completed a practice exercise and marked your answers, go back to the lesson and correct any mistakes you may have made before moving on to the next lesson.
- Step 6: Study all the lessons following Steps 1, 2, 3, 4 and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times.

| TIME        | MON                                                                             | TUE | WED | THU | FRI |
|-------------|---------------------------------------------------------------------------------|-----|-----|-----|-----|
| 8:00-10:00  | F O D E S T U D Y                                                               |     |     |     |     |
| 10:00-11:00 |                                                                                 |     |     |     |     |
| 1:00-2:00   |                                                                                 |     |     |     |     |
| 2:00-4:00   |                                                                                 |     |     |     |     |
| 6:00-7:00   |                                                                                 |     |     |     |     |
| 7:00-9:00   | Listen to or watch current affairs programmes. Write your diary or read a book. |     |     |     |     |

A timetable will help you to remember when you should be doing your FODE studies each day.

## **TOPIC 1**

### **INTRODUCTION TO POETRY**

In this Topic, you will learn about:

- **Introduction to Poetry**
- **Poetry and Me**
- **Poetic Genres**
- **Rhymes**
- **Visual Presentation, Mood and Theme**

**TOPIC 1: INTRODUCTION TO POETRY**

---



Poetry as an art form has existed before people learnt how to read and write. Many ancient works appear to have been composed in poetic form to assist or aid people to acquire knowledge, store and transmit information orally. It was used as a way of remembering oral history, story, genealogy, and law in prehistoric and ancient societies.

That is why poetry is a form of recorded cultural information about the people of the past, their prayers or stories, histories about their politics and wars, and the myths of their societies.

Today, we use poetry to learn about the earliest to the latest cultures of Papua New Guinea and the world. By studying poetry, we will learn more about our own culture and those of other places.

In Topic 1 you will learn about the importance of poetry in our culture.

## Lesson 1: Introduction to Poetry

---



Welcome to Lesson 1 of Strand 6. In this lesson you will learn about poetry and how to interpret a poem in order to understand its meaning.



### Your Aims:

- define poetry
  - find the meaning of new words
  - list down reasons why we study poetry
  - read a poem to understand its meaning
- 



Poetry was **derived** from the Greek word *poiesis* which means “making”. It is a form of **literature** in which words are used to express or create thoughts and feelings towards our experiences.

Poetry is a way of sharing an experience; a special way of communication. Words are the poet’s only tools but they can be very powerful when used in new and unusual ways. We can see a familiar situation from a completely different **perspective** through the eyes of the **poet**.

The meaning of a poem is **condensed**. Of course, when we read a poem for the first time, we will not always make **immediate** sense of it. Often, we have to re-read the poem and think about it before it becomes meaningful to us. Also, a poem can mean something different to everyone because the reader uses his or her experience to **interpret** a poem.

Poetry sometimes is **complex** because of the variety of language, subject matter, **theme**, **imagery**, rhyme and rhythm, and structure used by poets. Yet, when we begin to understand a poem, we begin to enjoy it.

**You will understand your lesson better by working out the meaning of the difficult words used in the passage. They are listed in the activity on the next page. Some of them are also found in the glossary.**



### Activity 1

#### A. Write the letter of the definition of each word on the blank.

| Words                | Definitions                                     |
|----------------------|-------------------------------------------------|
| _____ 1. derived     | a. writer of poems                              |
| _____ 2. literature  | b. reduced length of text                       |
| _____ 3. perspective | c. copied                                       |
| _____ 4. poet        | d. use of mental pictures to describe something |
| _____ 5. condensed   | e. central idea in a piece of writing           |
| _____ 6. immediate   | f. figure out                                   |
| _____ 7. interpret   | g. outlook                                      |
| _____ 8. complex     | h. creative writing                             |
| _____ 9. theme       | i. not easy                                     |
| _____ 10. imagery    | j. instant                                      |

#### B. Write a word on each of the spaces to complete the paragraph. You will find the words in the passage on page 9.

Poetry came from the word (1)\_\_\_\_\_. It is a (2)\_\_\_\_\_ of literature where (3)\_\_\_\_\_ are used to express (4)\_\_\_\_\_ and (5)\_\_\_\_\_. In the past, poetry was used by the people to (6)\_\_\_\_\_ their memory for the oral transmission of their cultural information. Today, we (7)\_\_\_\_\_ poetry to know more about our own (8)\_\_\_\_\_ and those of others. Poetry is also a special way of (9)\_\_\_\_\_ by sharing our (10)\_\_\_\_\_ in creative (11)\_\_\_\_\_. Anyone who writes poems is called a (12)\_\_\_\_\_.

A poem must be (13)\_\_\_\_\_ carefully for it to be meaningful to us. Often we interpret the (14)\_\_\_\_\_ of a poem based on our own (15)\_\_\_\_\_.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

**Now read the following poem and the discussion about it on the next page.**

## Unfolding Bud



One is amazed  
By a water-lily bud  
Unfolding  
With each passing day,  
Taking on a richer colour  
And new dimensions.

One is not amazed,  
At a first glance,  
By a poem,  
Which is as tight-closed  
As a tiny bud.

Yet one is surprised  
To see the poem  
Gradually unfolding,  
Revealing its rich inner self,  
As one reads it  
Again  
And over Again.



-Naoshi Koriyama

In this poem, **Unfolding Bud**, the poet Naoshi Koriyama is writing a poem about poetry. Study each stanza to find what the poet is trying to say. A **stanza** refers to a group of lines in a poem. There are three stanzas in the poem. In the first stanza the poet states that people are **amazed** at the increasing beauty of a water-lily bud Unfolding/ With each passing day.

In the second stanza the poet suggests that people glancing through a poem find little immediate pleasure in it as **at first glance** it is like a **tiny bud**. Then in the final lines the poet shows how the **inner self** (meaning) of a poem is gradually revealed as it is read *Again/ And over again*.

By comparing the poem with the unfolding bud of a water-lily, the poet has expressed that it is important to read a poem many times in order to understand its meaning.

|                                                                               |
|-------------------------------------------------------------------------------|
| It is important to read a poem many times in order to understand its meaning. |
|-------------------------------------------------------------------------------|



## Summary

You have come to the end of Lesson 1. In this lesson you learned about the origin of poetry and its importance in our lives both then and now. You have also learned a method on how to interpret a poem by organising the images, thoughts and ideas expressed in each line of the poem.

---

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.**

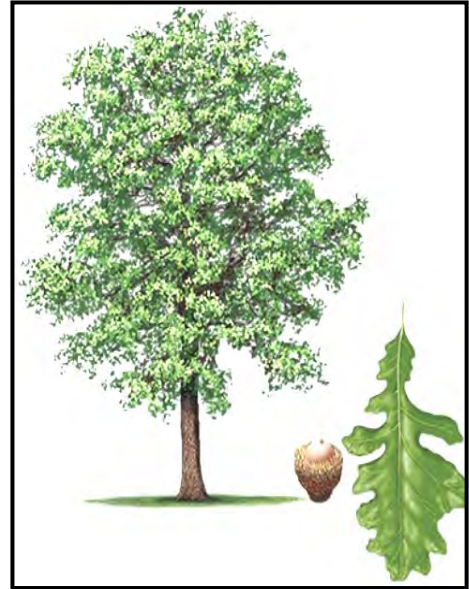
**Practice Exercise: 1**

Read the following poem carefully to find out its meaning. Then answer the questions that follow.

**Little by Little**

- 1 —Little by little,” an acorn said,  
As it slowly sank in its mossy bed,  
—I ~~am~~ improving everyday,  
Hidden deep in the earth away.”
- 5 Little by little each day it grew;  
Little by little it sipped the dew;  
Downward it sent a thread-like root,  
Up in the air sprang a tiny shoot,
- 9 Day after day, and year after year,  
Little by little the leaves appear;  
And the slender branches spread far and wide,  
Till the mighty oak is the forest’s pride.
- 13 —Little by little,” said a thoughtful boy,  
—~~Each~~ precious moment I will employ  
And always this rule in my mind shall dwell;  
Whatever I do, I’ll do it well.”
- 17 —Little by little, I’ll learn to know,  
The treasured wisdom of long ago;  
And sometime perhaps, the world will be,  
Happier and better because of me.”

- Anonymous



An oak tree and a picture of its acorn and leaf.

1. What are being compared in the poem?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. What is an acorn?  
\_\_\_\_\_
3. Which is the meaning of the following lines in the poem: **—I am improving everyday, Hidden deep in the earth away.”?**
  - A. The boy is learning slowly.
  - B. The boy is growing gradually every day.
  - C. The acorn is slowly sinking into its mossy bed.
  - D. The acorn, though still small, is starting to grow.

4. What has become of the acorn after many years?
- 
5. Circle the letter of the appropriate meaning of the phrase **little by little** as used in the poem?
- A. gradually                                      B. infrequently  
C. slightly                                         D. insignificantly
6. What senses do the following lines appeal?
- a. —~~The~~ slender branches spread far and wide” \_\_\_\_\_  
b. —As it sank in its mossy bed” \_\_\_\_\_
7. What is the message that the poet wishes to convey?
- A. The importance of little things  
B. The value of humility  
C. The fruits of patience  
D. The rewards of taking one’s time in doing things

**Choose words from lines 5 to 12 of the poem to name or describe each stage of the growth of a tree as shown in the diagram below. Write your answers in the spaces.**



8. \_\_\_\_\_



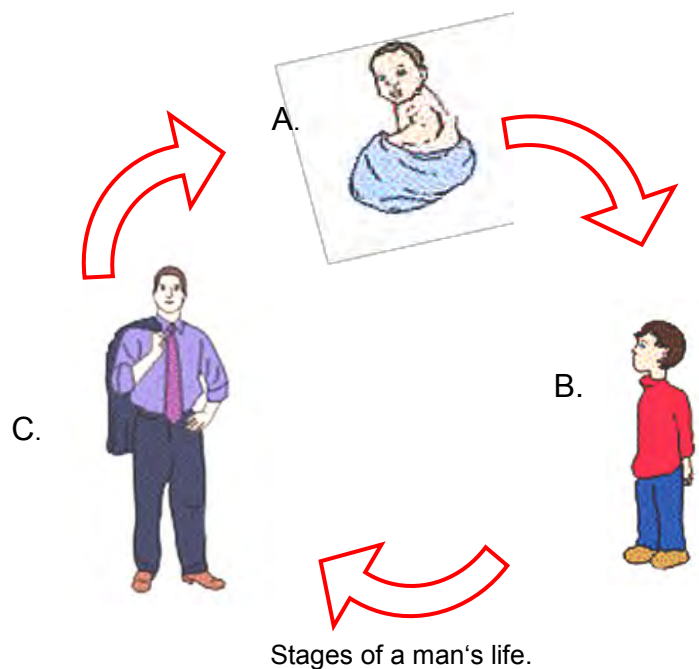
9. \_\_\_\_\_

10. \_\_\_\_\_



### Stages of the growth of a tree.

Study the diagram showing the stages of a man's life below. Each stage is labelled A, B or C. Write the letter of your answer for the questions that follow.



11. Based on lines 13 to 20, at what stage of a man's life shown in the diagram above does the speaker of the poem belong to? \_\_\_\_\_
12. Among the three stages, which one was not included in the poem?  
\_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

##### A.

- |      |       |
|------|-------|
| 1. c | 6. j  |
| 2. h | 7. f  |
| 3. g | 8. i  |
| 4. a | 9. e  |
| 5. b | 10. d |

##### B.

1. poiesis
2. form
3. words
4. thoughts

5. feelings
6. aid
7. study/learn
8. culture/s
9. communication
10. experiences
11. writing/way
12. poet
13. read
14. meaning
15. experience/s

## Lesson 2: Poetry and Me

---



Welcome to Lesson 2 of Strand 6. In the previous lesson, you learned how to read a poem in order to interpret its meaning. In this lesson you will learn to identify the personal details of the person described in the poem and to express yourself through a poem. You shall do activities that will help you relate your experiences to your culture and those of other people from other places.



### Your Aims:

- identify personal details revealed in a poem
  - express yourself in a poem
- 



**First, read this poem. Take note of the personal details that you may come across when reading the poem.**

### Barbara Kilage

My name is Barbara  
My friends call me Barbie or Babra.  
I am in Grade 7, but most people say I look older and ask  
why I am not in Grade 10.  
I have pink curtains and a soft pillow,  
But the cat thinks it's his.  
I hate pawpaw, but love banana and ice cream.  
I love the rain, but I hate the wind.  
Dry season is terrific, but I hate hot nights.  
I love beaches with dark clouds and thunder.  
My favourite food is ... I can't decide.  
I hate silence, \_cause I talk a lot.  
But I like to read and be alone.  
I like boys, but they bug me.  
How I envy anyone who can play the piano, but I learn guitar.  
Sunsets make me feel creative.  
I hate the smell of PK.  
I hate violence, but I enjoy reading about the First and Second World Wars.  
I waste time.

*(Adapted)*

I hope you enjoyed reading the poem. Now, go on to the next page to check how many personal details you can identify.



**Activity 1: You may read the poem again in order to fill in the table below with Barbara Kilage's personal details.**

| Categories            | Personal Details |
|-----------------------|------------------|
| 1. Name & Nicknames   |                  |
| 2. Grade              |                  |
| 3. Favourite Things   |                  |
| 4. Pet                |                  |
| 5. Favourite Snack    |                  |
| 6. Favourite Season/s |                  |
| 7. Favourite Place/s  |                  |
| 8. Favourite Food     |                  |
| 9. Likes              |                  |
|                       |                  |
| 10. Dislikes          |                  |
|                       |                  |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Did you know that poems can help you understand and learn more interesting facts about your own culture and those of other places?

As you have learned in Lesson 1, **ancient poems were used to record the important events and the way people lived in the past**. Nowadays, every time we write a poem, we write about our personal experiences, our beliefs and opinions, our fears and joy, our delights or disagreements in what we see and experience around us. In this way, we are recording our way of life and our culture. Times are changing and our way of life changes with it so sometimes we read about familiar or completely new things in a poem. Therefore, every time we read a poem we are reading a piece of history!

In the next activity we will answer questions about the poem **Barbara Kilage** and this time we will use the personal details you have listed in Activity 1 to learn more about Barbara.



**Activity 2:** Refer to the poem on page 17 and use the personal details in the table on page 18 to answer the following questions. Write your answers in complete sentences.

1. What grade do you think Barbara was in?  
\_\_\_\_\_
2. Copy the complete line which suggests that Barbara lived near the sea.  
\_\_\_\_\_
3. Think of someone you know who resembles Barbara's personality. Who is it and what do they have in common? \_\_\_\_\_  
\_\_\_\_\_
4. Barbara mentioned the things that she likes. Which one don't you agree with and why? \_\_\_\_\_  
\_\_\_\_\_
5. Barbara mentioned the things that she hates. Which one don't you agree with and why? \_\_\_\_\_  
\_\_\_\_\_
6. Copy the complete line in the poem that mentions what you like best about Barbara. Explain in one sentence why you have chosen that line.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

One other reason why we study poetry is because we use poetry for self-expression. Every time we write a poem, whether short or long, we are not only recording a piece of history but we are also expressing a piece of ourselves. We do this by speaking through writing what we think, know, believe, feel, wish and we also express what we learn about the things we see and experience around us. In this way, we also get to know more about ourselves.

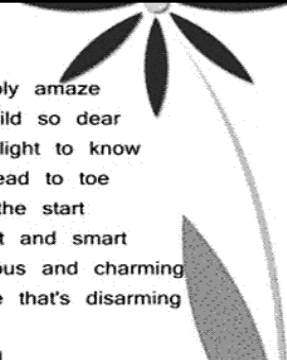
In expressing yourself, you can write a poem similar to Barbara Kilage or you can write an acrostic name poem. An **acrostic name poem** is a poem in which each letter of a name spells out another word. This type of poetry does not need to rhyme.

You can also make an acrostic poem that tells a story rather than just describing the word you choose.

Writing an acrostic name poem is easy. Here are the steps on how to do it:

1. Write the name vertically on a piece of paper.
2. Think about a word, usually an adjective, that describes the letter that you are about to write.

Here are examples of acrostic name poems.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Lyn</b></p> <p><b>L</b> is for <b>LEADER</b>, a quiet achiever<br/> <b>Y</b> is for <b>YOUTHFUL</b>, always young in spirit<br/> <b>N</b> is for <b>NOBLE</b>, a Lady of pure heart.</p> <p style="text-align: center;"><b>Lyn, you're the best.</b></p>                                                                                                                                                                                                       | <p style="text-align: center;"><b>SAMUEL</b></p> <p><b>S</b> is for <b>Special</b>, you know you are<br/> <b>A</b> is for <b>Active</b>, never a dull moment<br/> <b>M</b> is for <b>Many</b>, the joys you have given us<br/> <b>U</b> is for <b>Unstoppable</b>, driven by boundless energy<br/> <b>E</b> is for <b>Excellent</b>, you aim for nothing less<br/> <b>L</b> is for <b>Love</b>, you're born of God for God is love.</p> <p style="text-align: center;"><b>Samuel, you're a champ.</b></p>                                                                                                                        |
|  <p style="text-align: center;"><i>Grace</i></p> <p>G is for Glisten, a sparkle in your eyes<br/> R is for Rapport, friends seek you<br/> A is for Agreeable, the best side of you<br/> C is for Captivate, your web of charm<br/> E is for Enjoy, your life can be fun.</p> <p style="text-align: center;">Grace, the joy you bestow.</p>                                                                    | <p style="text-align: center;">Samantha</p>  <p>S is for Special, you simply amaze<br/> A is for Affectionate, a child so dear<br/> M is for Memorable, a delight to know<br/> A is for Adorable, from head to toe<br/> N is for Nice, right from the start<br/> T is for Trusting, intelligent and smart<br/> H is for Honest, so precious and charming<br/> A is for Attractive, a smile that's disarming</p> <p style="text-align: center;">Samantha, forever inspiring!</p>                                                             |
|  <p style="text-align: center;"><b>DANIA</b></p> <p><b>D</b> is for <b>Dancing</b>, nimble and free<br/> <b>A</b> is for <b>Awesome</b>, you're lively and fun<br/> <b>N</b> is for <b>Natural</b>, sweet and kind<br/> <b>I</b> is for <b>Inspiring</b>, your pure integrity<br/> <b>A</b> is for <b>Angel</b>, a blessing from God Almighty.</p> <p style="text-align: center;">Dania, you are beloved.</p> | <p style="text-align: center;"><i>Christal</i></p> <p><b>C</b> is for <b>Confident</b>, an excellent character<br/> <b>H</b> is for <b>Honourable</b>, upright in what you do<br/> <b>R</b> is for <b>Radiant</b>, you're a shining star<br/> <b>I</b> is for <b>Intelligent</b>, you're wisdom is by God<br/> <b>S</b> is for <b>Sincere</b>, a most loyal friend to have<br/> <b>T</b> is for <b>Talented</b>, gifted from up above<br/> <b>A</b> is for <b>Artistic</b>, full of creativity<br/> <b>L</b> is for <b>Lively</b>, brimming with energy.</p> <p style="text-align: center;"><i>Christal, you're special.</i></p> |

We are recording our way of life every time we write a poem and we learn about someone else's way of life every time we read one.



## Summary

You have come to the end of Lesson 2. In this lesson you learned how to identify and use personal details from a poem to know more about the culture of someone from another place. You have also expressed yourself in a poem! Now it is your turn to write.

---

**NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.**

**Practice Exercise: 2**

---

**A. Follow the three steps to write a poem about yourself.**

**Step 1 -** Fill the blanks with the missing words. Make sure that the words you write in the blanks are the ones indicated in the brackets. Choose your words well. Please use a dictionary to check the meaning of the words that are new to you.

(adjective beginning with the same letter as your first name) and (your first name)

\_\_\_\_\_ eyes (colour)

\_\_\_\_\_ hair (colour)

\_\_\_\_\_ sisters (number)

\_\_\_\_\_ brothers (number)

Loves \_\_\_\_\_ (an activity)

Hates \_\_\_\_\_ (an activity)

**Abhors** \_\_\_\_\_ (a type of food or a particular dish)

Adores \_\_\_\_\_ (an interesting animal family)

Dislikes \_\_\_\_\_ (a school subject)

Worships \_\_\_\_\_ (a sport or activity)

**Loathes** \_\_\_\_\_ (a TV show)

Enjoys \_\_\_\_\_ (a type of music)

**Detests** \_\_\_\_\_ (a type of music)

Needs \_\_\_\_\_ (something you crave)

Fears \_\_\_\_\_ (your number 1 phobia)

Giggles \_\_\_\_\_ (adjective in regards to time)

Reads \_\_\_\_\_ (favourite author or series of books)

Watches \_\_\_\_\_ (favourite TV show)

Loves \_\_\_\_\_ (school subject)

Hangs with \_\_\_\_\_ (your best friend)

Wears \_\_\_\_\_ (favourite clothes)

Drinks \_\_\_\_\_ (favourite drink)

Plays \_\_\_\_\_ (favourite game)

Dreams of \_\_\_\_\_ (what you want to do with your life)

\_\_\_\_\_

Write two words that describe you.

\_\_\_\_\_  
(2 words that rhyme with your first name)

**Step 2 -** Select and number the lines you like from 1 to 15 then just arrange the lines into the order that you want. Make sure that you have your name lines at the beginning and end of the poem.

**Step 3 -** Discuss your choice of words and line order with a friend. Check the spelling of words you are unsure of and include capital letters for names of people, places and things. Read it aloud to yourself to see how it sounds or to your family or friends and ask for their comments. Write your final poem in the spaces below.

A large rectangular box with rounded corners and a scroll-like design on the right side, containing 15 horizontal lines for writing a poem. The box is designed to look like a piece of paper or a scroll, with a small circular element at the top right corner and a larger circular element at the bottom right corner, suggesting a rolled-up scroll.

- B. Write an acrostic name poem using your first name in the space below then decorate your poem with pictures or other designs of your choice.**

Good job! Thank you for writing and I hope you have enjoyed expressing yourself in the poems. You can ask someone to write as you did. Then you can exchange poems to check how well you know each other or just to get to know more of each other. Keep on writing and reading poems!

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### Answers to Activities

#### Activity 1

| Categories            | Personal Details                                                                                                                              |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Name & Nicknames   | Barbara Kilage, Barbie, Babra                                                                                                                 |
| 2. Grade              | Grade 7                                                                                                                                       |
| 3. Favourite Things   | Pink curtain, soft pillow                                                                                                                     |
| 4. Pet                | Cat                                                                                                                                           |
| 5. Favourite Snack    | Bananas and ice cream                                                                                                                         |
| 6. Favourite Season/s | Rainy and Dry                                                                                                                                 |
| 7. Favourite Place/s  | beach                                                                                                                                         |
| 8. Favourite Food     | undecided                                                                                                                                     |
| 9. Likes              | boys, sunsets, talking, reading, being alone, playing guitar, beach with dark clouds and thunder, reading First and Second World Wars history |
| 10. Dislikes          | strawberries, winds, hot nights, smell of PK, violence, silence                                                                               |

**Activity 2**

1. Barbara is in Grade 7
2. I love beaches with dark clouds and thunder.
3. *(Name of the person and common traits or behaviour)* For example: My niece Aira loves talking like Barbara.  
*( For Questions 4 and 5, your answers should include any of the listed answers and must be written in complete sentence)*
4. boys – *She is still too young and must focus on her studies.*
5. silence – *It is not good to be noisy. /* smell of PK – *Most kids like the smell of bubblegum. /* pawpaw – *Most people love its sweet taste.*
6. *(You should copy the complete line from the poem)*

For Example: „**I like to read and be alone**“

*(Give your reason in choosing the line written in complete sentence)*

For Example: **I chose this line about Barbara because, like her, I also love reading and being alone.**

## Lesson 3: Poetic Genres



Welcome to Lesson 3 of Strand 6. In the last lesson, you learned how to express yourself in a poem. In this lesson you will learn about how poems are grouped according to how and why they are written.



### Your Aims:

- name and define the different poetic genres
- read a poem to interpret its meaning and name its genre

Poems are classified into different groups according to the form, style or subject matter of a poem. Each category is called a **poetic genre**.



**Study the definitions of the poetic genres listed below.**

1. **Narrative poetry** is a genre of poetry that tells a story. The term “narrative poetry” is often referring to short stories about the daily life events and activities of people.
2. **Epic poetry** is a long poem that tells about the life and works of a hero or heroine. A hero or heroine refers to a person who did courageous acts to save the lives of people.
3. **Dramatic poetry** is drama written in a poem that is meant to be read aloud or sung.
4. **Elegiac poetry** or **elegy** is a poem that expresses deep sorrow and sadness. It is a poem written for the dead and also sometimes called a funeral song.
5. **Lyric poetry** is a genre that expresses personal feelings or thoughts. It is a poem that is meant to be sung.
6. The **verse fable** is a story set in a poem that illustrates a moral lesson. It features characters like animals, plants and objects or elements of nature which act or behave like humans.



**Activity 1:** Below are extracts from well-known poems that belong to different poetic genres. Study them carefully then write the poetic genre of each on the space before each number.

\_\_\_\_\_ 1. **Imagine** (*John Lennon*)

Imagine there's no  
countries  
It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people  
Living life in peace

You may say that I'm a  
dreamer  
But I'm not the only one  
I hope someday you'll join us  
And the world will be as one

\_\_\_\_\_ 2. **The Wild Colonial Boy** (*Unknown*)

One day as he was riding the mountain-side along,  
A-listening to the little birds, their pleasant laughing song,  
Three mounted troopers rode along - Kelly, Davis and Fitz Roy -  
They thought that they would capture him, the wild Colonial Boy.

"Surrender now, Jack Doolan, you see there's three to one.  
Surrender now, Jack Doolan, you're a daring highwayman."  
He drew a pistol from his belt, and shook the little toy,  
"I'll fight, but not surrender," said the wild Colonial Boy.

He fired at Trooper Kelly and brought him to the ground,  
And in return from Davis received a mortal wound.  
All shattered through the jaws he lay still firing at Fitz Roy,  
And that's the way they captured him - the wild Colonial Boy.

\_\_\_\_\_ 3. **The Mountain and the Squirrel** (*R.W. Emerson*)

The mountain and the squirrel  
Had a quarrel  
And the former called the latter "Little Prig";  
Bun replied,  
—You are doubtless very big;  
but all sorts of things and weather  
Must be taken in together,  
To make up a year  
And a sphere.

---

4. **Thanatopsis** (*William Cullen Bryant*)

So live, that when thy summons comes to join  
The innumerable caravan which moves  
To that mysterious realm, where each shall take  
His chamber in the silent halls of death,  
Thou go not, like the quarry-slave at night,  
Scourged to his dungeon, but, sustained and soothed  
By an unfaltering trust, approach thy grave  
Like one who wraps the drapery of his couch  
About him, and lies down to pleasant dreams.

---

5. **Tamburlaine** (*Christopher Marlowe*)**Scene 2.**

*[Enter Tamburlaine leading Zenocrate, Techelles, Usumcasane, Agydas, Magnetes, Lords, and Soldiers laden with treasure.]*

**TAMBURLAINE.**

Come, lady, let not this appal your thoughts;  
The jewels and the treasure we have taken  
Shall be reserved, and you in better state  
Than if you arrived in Syria,  
Even in the circle of your father's arms,  
The mighty Sultan of Aegyptia.

**ZENOCRATE.**

Ah, shepherd, pity my distressed plight!  
(If, as thou seemed, thou art so mean a man,)  
And seek not to enrich thy followers  
By lawless rapine from a silly maid,  
Who, travelling with these Median lords  
To Memphis, from my uncle's country of Media,  
Where, all my youth, I have been governed,  
Have passed the army of the mighty Turk,  
Bearing his privy-signet and his hand  
To safe-conduct us through Africa.

---

**6. Beowulf: Fighting the Fire-Drake( Anonymous)**

The hero arose, helmed and hardy,  
a war-king clad in shield and corselet.  
He strode strongly under the stone-cliff:  
no faint-hearted man, to face it unflinching!  
Stalwart soldier of so many marches,  
unshaken when shields were crushed in the clash,  
he saw between stiles an archway where steam  
burst like a boiling tide from the barrow,  
woeful for one close to the worm-hoard.  
He would not linger long unburned by the lurker  
or safely slip through the searing lair.  
Then a battle-cry broke from Beowulf's breast  
as his rightful rage was roused for the reckoning.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

**Summary**

You have come to the end of Lesson 3. In this lesson you learned the different poetic genres and how to identify the poetic genre of a poem according to its purpose and the way it is written.

---

|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.</b> |
|-----------------------------------------------------|

**Practice Exercise:****3**

Read the poem to answer the questions that follow.

**Get Up and Bar the Door**

The wind blew high, the wind blew cold,  
It blew across the moor,  
When John Jones said to Jane, his wife,  
“Get up and bar the door.”

“Oh, I have worked all day,” said she,  
“I’ve washed and scrubbed the floor,  
You lazy man, get up, I say,  
Get up and bar the door.”

“Oh, I have worked so hard,” said he,  
<sup>10</sup> “I know I can’t do more;  
So come, my own, my dearest wife,  
Get up and bar the door.”

Then they agreed between the two,  
A solemn oath they swore,  
That the one who spoke the very first word  
Would have to bar the door.

The wind blew east, the wind blew west,  
It blew all over the floor,  
But neither one would say a word  
<sup>20</sup> For barrin’ of the door.

Three robbers came along that way,  
They came across the moor;  
They saw a light and walked right in,  
Right in through the open door.

“Oh, is the owner of this house  
A rich man or a poor?”  
But neither one would say a word  
For barrin’ of the door.

They ate the bread, they drank the ale,  
<sup>30</sup> Then said, “Come, give us more.”  
But neither one would say a word  
For barrin’ of the door.

“Let’s pull the old man’s beard” said one,  
“Let’s beat him till he’s sore.”  
But still the old man wouldn’t speak  
For barrin’ of the door.

“I’ll kiss his pretty wife,” said one,  
“Oh, her I could adore.”  
<sup>40</sup> And then the old man shook his fist  
And gave a mighty roar.

“Oh, you’ll not kiss my wife,” said he,  
“I’ll throw you on the floor.”  
Said she, “Now, John, you’ve spoken first,  
So get up and bar the door.”



John Jones and his wife, Jane.

1. Who are asking the question in lines 25 to 26?  
\_\_\_\_\_
  2. Who does the pronoun they in line 29 refer to?  
\_\_\_\_\_
  3. What is the place and time described in the poem?  
\_\_\_\_\_
  4. Number the following according to how they happened in the poem. Write the numbers on the blanks.  
  
\_\_\_\_\_ a. The robbers ate the bread and drank the ale.  
\_\_\_\_\_ b. They agreed that whoever spoke first will bar the door.  
\_\_\_\_\_ c. The man worked so hard so he asked his wife to bar the door.  
\_\_\_\_\_ d. The man shook his fist to the robbers.  
\_\_\_\_\_ e. The wife happily told the husband to bar the door.
  5. Who barred the door in the end?  
\_\_\_\_\_
  6. What is the poetic genre of the poem?  
\_\_\_\_\_
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

### **Answers to Activities**

#### **Activity 1**

1. Lyric
2. Narrative
3. Elegy
4. Dramatic
5. Verse Fable
6. Epic

## Lesson 4: Rhymes



Welcome to Lesson 4 of Strand 6. In the previous lesson you learned about the different poetic genres and how to identify the poetic genre of a poem according to its form, style and purpose. In this lesson you will learn about one of the tools used in writing poems.



### Your Aims:

- define rhyme
- name the different types of rhymes
- classify the perfect rhymes
- read and listen to poems to identify rhyming lines
- complete rhyming lines

### What is rhyme?

Rhyme is an important tool used in writing poems. Poets use rhymes to set a definite pattern in the poem which can be appealing as well as purposeful.

A rhyme is a repetition of similar sounds in two or more different words.

The following are the types of rhymes. Study each of them carefully.

#### 1. Perfect Rhyme

The following conditions are required for a rhyme to be perfect:

- a. The vowel sound in both words must be identical.



Read aloud and listen carefully to the identical vowel sounds of each pair of rhyming words.

|       |       |
|-------|-------|
| sky   | high  |
| deign | gain  |
| bear  | glare |

- b. The articulation (**pronunciation**) before the vowel sound must differ.



The differing articulations in each rhyme are bolded.

|              |               |
|--------------|---------------|
| <b>green</b> | <b>spleen</b> |
| <b>sight</b> | <b>fight</b>  |
| lime         | time          |

- c. Both words must have the same stresses.



Read the following examples to yourself.

|                |                 |
|----------------|-----------------|
| <u>try</u>     | <u>sigh</u>     |
| <u>madness</u> | <u>gladness</u> |
| <u>hyme</u>    | <u>cime</u>     |

Perfect rhymes can be classified according to the number of syllables included in the rhyme. They are:

**Masculine rhyme** : one syllable rhyme (**lime, time/ love, dove**)

**Feminine rhyme** : a rhyme that has two syllables (**picky, tricky/ whether, gather**)

**Triple rhyme** : a rhyme that has three syllables (**glamorous , amorous**)



### Activity 1

**A. Use your dictionary to look for words in order to complete the table below.**

| Perfect Rhymes |              | Classification |
|----------------|--------------|----------------|
| adorable       | admirable    | 1.             |
| fleet          | 2.           | Masculine      |
| comprehension  | apprehension | 3.             |
| 4.             | river        | Feminine       |
| vocation       | 5.           | Triple         |

**B. Fill each blank with a word to make a perfect rhyme.**

1. lion - \_\_\_\_\_

2. hungry - \_\_\_\_\_

3. sea - \_\_\_\_\_

4. imagination - \_\_\_\_\_

5. crash - \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

2. **Eye rhyme**, also called **visual rhyme**, refers to words that are similar in spelling but are pronounced differently.

**Example:** **slaughter** and **laughter**

Even though the words have similar spelling, they sound different when pronounced or read aloud.



**Other eye rhymes:**

|                                                                                   |
|-----------------------------------------------------------------------------------|
| height : weight                                                                   |
| come : home                                                                       |
| brow, now                                                                         |
| tomb : comb                                                                       |
| said : paid                                                                       |
| breast : feast                                                                    |
| read : dead (however, in the past tense <i>read</i> does rhyme with <i>dead</i> ) |
| their : weir                                                                      |
| do : so                                                                           |
| fiend : friend                                                                    |

|                     |
|---------------------|
| wind : bind         |
| daughter : laughter |
| tone : gone         |
| fruit : biscuit     |
| hubris : debris     |
| derange : orange    |
| threat : wheat      |
| rugged : drugged    |
| prove : glove       |
| rain : again        |



**Activity 2: Fill each blank with a word to make an eye rhyme.**

1. good - \_\_\_\_\_
2. dove - \_\_\_\_\_
3. find - \_\_\_\_\_
4. put - \_\_\_\_\_
5. bread - \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 4. In this lesson you learned about the different types of rhymes and how to classify rhymes according to the number of their syllables and their pronunciation. You have also experienced reading and writing your own rhymes.

---

**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.**

**Practice Exercise: 4**

Complete the poem below by choosing a word from the box. Both meaning and rhyme of the poem will help you choose the correct word.

|       |       |       |        |       |
|-------|-------|-------|--------|-------|
| all   | long  | much  | nice   | touch |
| night | white | small | things |       |



I think mice  
are rather \_\_\_\_\_.  
Their tails are \_\_\_\_\_,  
their faces \_\_\_\_\_,  
they haven't any skin at \_\_\_\_\_.  
Their ears are pink,  
their teeth are \_\_\_\_\_,  
they run about the  
house at \_\_\_\_\_.

They nibble \_\_\_\_\_  
they shouldn't \_\_\_\_\_  
And no one seems  
to like them \_\_\_\_\_  
But I think mice  
are nice.



**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1**

**Answers to Activities****Activity 1**  
**A.**

- |           |             |
|-----------|-------------|
| 1. Triple | 4. liver    |
| 2. feet   | 5. vacation |
| 3. Triple |             |

**B.**

*(Your answer is correct as long as it rhymes with the word in the list. The following answers are just examples.)*

- |    |             |   |            |
|----|-------------|---|------------|
| 1. | lion        | - | iron       |
| 2. | hungry      | - | angry      |
| 3. | sea         | - | bee        |
| 4. | imagination | - | intonation |
| 5. | crash       | - | splash     |

**Activity 2**

*(Your answer is correct as long as it has similar spelling at the end with the word in the list but has different pronunciation. The following answers are just examples.)*

- |    |       |   |       |
|----|-------|---|-------|
| 1. | good  | - | blood |
| 2. | dove  | - | grove |
| 3. | find  | - | wind  |
| 4. | put   | - | nut   |
| 5. | bread | - | lead  |

## Lesson 5: Theme, Mood and Visual Presentation



Welcome to Lesson 5 of Strand 6. In the previous lesson you learned how to identify, read and write rhymes. In this lesson you will learn about the three important elements of poetry to help you understand a poem better. They are the theme, mood and visual presentation.



### Your Aims:

- define theme, mood and visual presentation
- read a poem to identify its theme, mood and visual presentation

The best way to understand a poem is through its elements. The first element that we will study is the theme.

The **theme** is the central idea of the poem. It includes the purpose of the poet in writing the poem. Thus, the theme of a poem does not only refer to what the poem is about but also to what was said about it in the poem.



**Read this poem to identify its theme.**

### The Death of a Tree

The power saw screamed,  
then turned to a muttering  
she leaned forward,  
fell.  
A sad abruptness  
in the limpness of the foliage  
in the final folding of limbs.  
I placed my hand on what was left:  
one hundred years of graceful beauty  
ended,  
and the underside of leaves pale  
blended with the morning rain.  
Better for her to have been overpowered  
by wind or storm.  
That would have been a battle,  
a fitter end for such forest giant  
than this ignoble inevitability  
because man is involved.  
Man is pain.  
I walked away and left her,  
saddened,  
aware of my loss.  
Yet – still,  
part of the gain.      -Anonymous



**Activity1:** The following questions will guide you in identifying the theme of the poem. Circle the letter of your answer.

- What is the poem all about?
  - Logging
  - Forest Giant
  - Deforestation
  - Death of a tree
- The purpose of the writer in writing the poem is to \_\_\_\_\_ the environment.
  - give a warning about
  - show man's attitude towards
  - justify man's action towards
  - tell a story about

3. Write the theme of the poem based on your answers to Questions 1 and 2 in the spaces below. Express your answer in one sentence.

---

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Another good way to understand a poem is through identifying its mood. The **mood** of a poem refers to its tone. This is identified based on the poet's attitude to the reader or to the subject matter. The mood of a poet can be formal, informal, intimate, pompous, and so on.



**Activity 2: Go back to the poem „The Death of a Tree“ to identify its mood. The questions below will help you identify the mood of the poem.**

1. What are the main feelings expressed by the poet?
- A. Sympathy and defiance                      B. Anger and admiration  
C. Anxiety and remorse                         D. Sadness and acceptance
2. What feelings does the poet arouse in you? You can choose three or more words from the box or supply your own and write your answers in the spaces. Use the glossary of this book to check the meaning of a word.

|            |         |            |
|------------|---------|------------|
| sadness    | triumph | anger      |
| excitement | regret  | sympathy   |
| compassion | anxiety | repentance |

- a. \_\_\_\_\_  
b. \_\_\_\_\_
3. What is the overall mood of the poem?

- A. Sad                                                      B. Serious  
C. Anger                                                 D. Repentance

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

The last element of poetry that we will study is visual presentation. **Visual presentation** is an art in which the visual arrangement, use of words, images and symbols are important in expressing the meaning and intended effect of the poem.

Even before the start of printing, the visual appearance of poetry often added meaning. An example is the poem you studied in Lesson 2, the acrostic poem. Acrostic poems express meanings in the initial letters of lines or in letters at other specific places in a poem.

In Arabic, Hebrew and Chinese poetry, the visual presentation of finely written poems has played an important part in the overall effect of many poems.

Nowadays, visual presentation has become an important part of the poet's way of expressing the meaning of a poem. Many poets use visual presentation to go with the poem's rhythm through the use of lines with various lengths, to emphasise the meaning of a poem or simply to create an attractive shape.



**Activity 3: The poet used visual presentation in the poem „The Death of a Tree“. Connect the dots with a line to see the outline of the poem below then answer the questions that follow.**

### The Death of a Tree

- The power saw screamed, ●  
then turned to a muttering  
she leaned forward,  
fell. ●  
A sad abruptness ●  
in the limpness of the foliage ●  
in the final folding of limbs. ●  
I placed my hand on what was left:  
one hundred years of graceful beauty ended, ●  
and the underside of leaves pale  
blended with the morning rain.  
Better for her to have been overpowered ●  
by wind or storm.  
That would have been a battle,  
a fitter end for such forest giant  
than this ignoble inevitability  
because man is involved.  
Man is pain.  
I walked away and left her, ●  
saddened,  
aware of my loss.  
Yet – still,  
part of the gain. ●

1. What does the outline of the poem resemble?

---

2. What effect does the visual presentation has on the meaning of the poem?

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 5. In this lesson you learned about the three important elements of poetry. You have also experienced how to understand the meaning of a poem better through identifying these three elements.

---

**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.**

## Practice Exercise: 5

Read the poem to answer the questions that follow.

### The Candle Flame -Stephen

It is still reaching and pointing.  
Then, sitting above the candle  
It begins, jumping, quivering and dancing;  
Smoking, flickering and prancing.

Sometimes like a fir-cone,  
Squat, bulbous and motionless;  
Sometimes like a tower,  
Tapering, reaching and pointing.

Then it flinches back and quivers,  
And the small, golden flame disappears.  
Extinguished!  
Its only remnant being a thin spiral of smoke,  
Whispering, spindling, spiralling away.

#### A. Write your answers in the spaces.

- The word **It** in the first line of the poem refers to the \_\_\_\_\_.
- Which word from the third line of the poem tells us that the candlelight was just starting to burn? \_\_\_\_\_
- The second stanza tells us that the candlelight is \_\_\_\_\_.
- What word from the third stanza tells us that the candlelight was totally gone?  
\_\_\_\_\_
- The poet used words that express the main feeling in each stanza. Read each stanza closely, then write the general feeling expressed in each stanza.
  - Stanza 1 : \_\_\_\_\_
  - Stanza 2 : \_\_\_\_\_
  - Stanza 3 : \_\_\_\_\_
- In one word, write the subject matter of the poem. \_\_\_\_\_

7. The purpose of the writer in this poem is to \_\_\_\_\_ the stages of candlelight.

- B. Use a pencil to trace the outline of each stanza. Your outline should show what was described in each stanza.**

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**

## Answers to Activities

## Activity 1

1. D                      2. B

(Your answer must express the same idea as the suggested answer below)

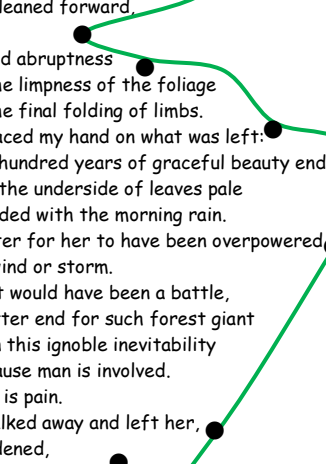
3. The poem tells us about the destruction of the forest/environment, not because of the forces of nature but because of man himself and his greed for money.

## Activity 2

1. D
2. Your answers should be any one of the listed feelings but **not** the words *excitement* and *triumph*
3. B

### Activity 3

## The Death of a tree



The power saw screamed,  
then turned to a muttering  
she leaned forward,  
fell.

A sad abruptness  
in the limpness of the foliage  
in the final folding of limbs.

I placed my hand on what was left:  
one hundred years of graceful beauty ended,  
and the underside of leaves pale  
blended with the morning rain.

Better for her to have been overpowered  
by wind or storm.

That would have been a battle,  
a fitter end for such forest giant  
than this ignoble inevitability  
because man is involved.

Man is pain.

I walked away and left her,  
saddened,  
aware of my loss.

Yet - still,  
part of the gain.

1. Half of an inverted tree
2. (*Your answer must express the same idea as the suggested answers below*)

The inverted tree' shape of the poem emphasises the message of the poem about the destructive attitude of man towards his environment.

**or**

The inverted tree represents the fallen tree that was described in the poem.

## Answers To Topic 1 Practice Exercises

## Practice Exercise 1

1. a. acorn b. boy
2. the hard fruit of an oak tree
3. D
4. It grew into a mighty oak.
5. A
6. a. sight  
b. touch
7. C
8. tiny shoot and leaves appear
9. leaves appear and slender branches spread far and wide
10. branches spread wide and mighty oak
11. B
12. A

## Practice Exercise 2

See **Barbara Kilage**” as an example to compare with your poem.

### Practice Exercise 3

1. Three robbers
2. Three robbers
3. The couple's kitchen at dinner time
4.
  - 3 a. The robbers ate the bread and drank the ale.
  - 2 b. They agreed that whoever spoke first will bar the door.
  - 1 c. The man worked so hard so he asked his wife to bar the door.
  - 4 d. The man shook his fist to the robbers.
  - 5 e. The wife happily told the husband to bar the door.
5. The husband
6. Narrative

## Practice Exercise 4

- A.**
1. nice
  2. long
  3. small

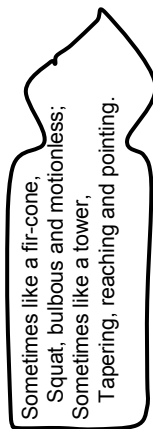
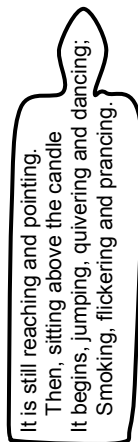
4. all
5. white
6. night
7. things
8. touch
9. much

---

**Practice Exercise 5**

- A.**
1. candlelight / candle flame
  2. begins
  3. burning brightly
  4. Extinguished
  5.
    - a) hesitation
    - b) excitement, energetic, lively, enthusiastic
    - c) exhaustion/ decrease of energy
  6. candlelight
  7. describe

**B.**



---

**END OF TOPIC 1**

**NOW DO EXERCISE 1 IN ASSIGNMENT 6 THEN GO ON TO TOPIC 2.**



## TOPIC 2

### FIGURATIVE LANGUAGE

In this Topic, you will learn about:

- **Metaphor**
- **Simile**
- **Assonance**
- **Alliteration**
- **Irony**

## TOPIC 2: FIGURATIVE LANGUAGE

---



Figurative language is very important in your study of poetry.

Poetry writing and reading mainly involve the use of figurative language. Figurative language refers to the use of words and groups of words to express a meaning other than what they mean according to common or dictionary usage.

Poets use figurative language to help the reader create a picture of what they mean. Therefore, learning about figurative language is the best way to understand a poem better.

Figurative language uses tools to achieve a special effect or meaning. These tools are called figures of speech.

In Topic 2, we will learn about the following figures of speech:

- Metaphor
- Simile
- Assonance
- Alliteration
- Irony

Figurative language does not only help you to have a greater understanding of poetry but also allow you to be creative in writing your own poems.

## Lesson 6: Metaphor



Welcome to Lesson 6 of Strand 6. In the previous lesson you learned how to understand the meaning of a poem better through its elements. In this lesson you will learn about the first of the many ways of expressing ideas in a poem, the metaphor.



### Your Aims:

- define metaphor
- read a poem to identify metaphor phrases
- create own metaphors

### What is metaphor?

Metaphor is a figurative language device used to compare two subjects without using the words **like** or **as**. It is the direct comparison of two objects. Study the example below.

Love is the sun  
That shines all day long

In this example, **Love** is directly compared to another object, the **sun**, without the use of **like** or **as**.

Metaphor is commonly used by poets by choosing words that will help their reader to create a clear picture of what they mean. In the example given, the reader will understand its meaning by associating the object compared, **Love**, to the characteristics of the object it was directly compared to, the **sun**. Therefore, through the use of metaphor, the reader will understand what the poet is really trying to say, that **Love is bright, warm and lasts long or even everlasting like the sun**.

Metaphor may also perform functions other than showing the likeness of an object to the suggested meaning of the words. It may be used as a minor beauty or it may be the central idea and controlling image of the poem. The familiar metaphor "~~Iron~~ **Horse**," for **train**, for example, becomes the main idea of one of Emily Dickinson's poems, which begins

I like to see it lap the Miles,  
And lick the Valleys up,  
And stop to feed itself at Tanks;  
And then prodigious step . . .

The use of metaphor in poetry makes writing and reading poems fun. You can find metaphors in poems of varied lengths. Here is an example of a short metaphor also written by the well-known American poet, Emily Dickinson.

### DEATH

A watch ceased ticking.  
Dust on a bed.

In this example, **death** is directly compared to a **watch** that stopped ticking and as unimportant as **dust** on a bed.

Metaphor is defined as the **substitution** of one idea or object with another and it is used to assist expression or understanding.



### Activity 1: Now it is your turn to write metaphors.

- A. Complete each sentence by writing a word or phrase on the blank. Choose words that best represent what you think. Some examples were done for you.**

**Example:** He is a tiger in the battlefield.  
Freda's face is the moon in the sky.

1. The old man's face is a wrinkled \_\_\_\_\_
2. Peter's words are \_\_\_\_\_
3. The pool is a \_\_\_\_\_ of light
4. The clouds are \_\_\_\_\_
5. Theresa has \_\_\_\_\_ for hair

- B. Choose words from the box to complete the short poem about „life“. Use all the words from the list. Create your own title.**

|            |        |            |    |
|------------|--------|------------|----|
| frangipani | sweet  | bilum      | a  |
| expands    | smells | wheel      | up |
| down       | fit    | everything | to |
| nice       | you're | and        | or |

\_\_\_\_\_

*Life is a* \_\_\_\_\_

*It* \_\_\_\_\_

*Life is* \_\_\_\_\_

*That* \_\_\_\_\_

*Life is a* \_\_\_\_\_

*You don't know when* \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



**Activity 2:** Now, let us identify metaphors in these poems. Answer the questions that follow.

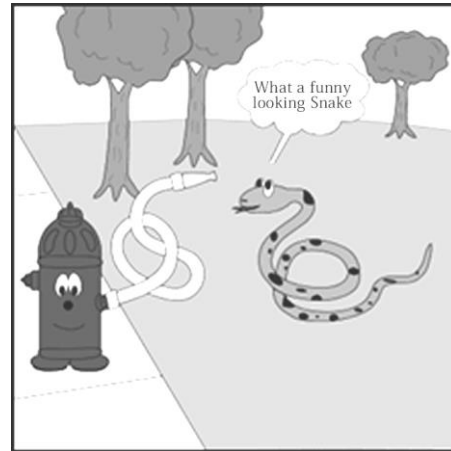
1. According to the poem, the garden hose is a \_\_\_\_\_.

### **The Garden Hose**

In the gray evening  
I see a long green serpent  
With its tail in the dahlias.

It lies in loops across the grass  
And drinks softly at the faucet.  
I can hear it swallow.

*-Beatrice Janosco*



2. Underline the two metaphors in the poem below.

### **Dreams**

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

*-Langston Hughes*

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### **Summary**

You have come to the end of Lesson 6. In this lesson you learned about the importance of metaphor in poetry. You have chosen words to complete metaphors and a short poem.

**NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.**

**Practice Exercise: 6**

---

**Read the poem to answer the questions that follow.**

**The Beach**

The beach is a quarter of golden fruit,  
a soft ripe melon  
sliced to a half-moon curve,  
having a **thick green rind**  
of jungle growth;  
and the sea **devours** it  
with its sharp,  
sharp white teeth.

*-William Hart-Smith*



*pcwallart.com*

**A. Write your answer in the space for each question below.**

1. The poem is talking about the \_\_\_\_\_.
2. Look up the meaning of the word **devour** in your dictionary. Write its synonym on the blank. \_\_\_\_\_
3. The sea is directly compared to a \_\_\_\_\_.
4. The phrase **thick green rind** refers to the \_\_\_\_\_.
5. According to the poem, the beach is a \_\_\_\_\_.

---

**B. The poet used metaphors effectively to help the reader picture out his description of the beach. Imagine how the beach would look like then draw it on the space below.**

**Answers to Activities****Activity 1**

**A.** (The following are suggested answers only. Your answers should be able to present a clear picture of what each line means.)

1. coconut husk
2. sharp swords
3. mirror
4. white cotton balls
5. dried grass

**B.**

Life

*Life is a* frangipani;  
*It* smells sweet and nice.

*Life is* a bilum;  
*That* expands to fit everything.

*Life is a* wheel;  
*You don't know when* you'll be up or down.

**Activity 2**

1. a long green serpent or snake
2. Life is broken-winged bird  
Life is a barren field

## Lesson 7: Simile



Welcome to Lesson 7 of Strand 6. In the previous lesson you learned about metaphor and how to use this type of comparison in order to understand and express the meaning of a poem. In this lesson you will learn about another way of using comparison in poetry, the simile.



### Your Aims:

- compare and contrast simile and metaphor
- complete similes
- identify similes in poems

### What is simile?

Simile is one of the most important figures of speech. It helps you to picture one thing as being similar to another. It also uses the words **like** and **as** to compare two things. Study the following example.

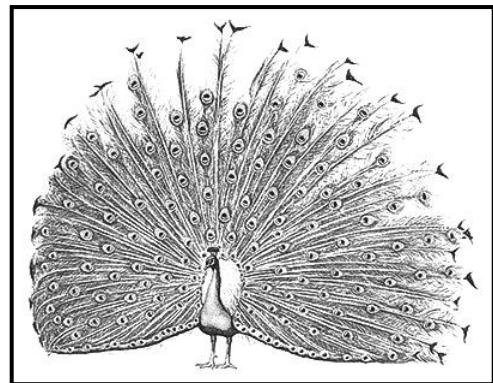
He eats **like** a bird

The simile helps us create a mind picture of a person who is eating in the manner of a bird. Birds are not known to bite their food as humans do. Instead they peck at their food and they only eat very little compared to what we humans need to consume. Therefore, with this comparison, we will have a clear idea of what the poet is trying to tell us in the poem – that **he eats very little, as a bird**.

Similes do not have to be accurate to be meaningful or useful as in the second example.

She is **as** proud **as** a peacock.

To be **as proud as a peacock** is to be **very proud** whether peacocks actually show pride or not. What matters is that peacocks are commonly believed to represent proud behaviour.



A peacock

Now, it is your turn to explain the meaning of similes by using their comparisons to picture out what they mean. Do the activity below.



**Activity 1: Read a simile at a time. As you read one pay attention to the picture that comes to your mind. Base your answer on this then draw an arrow to match the simile to its meaning.**

- |                          |                   |
|--------------------------|-------------------|
| 1. As regular as a clock | a. very quiet     |
| 2. As cunning as a fox   | b. unattractive   |
| 3. Moves like a snail    | c. smart          |
| 4. Sitting as a mouse    | d. always on time |
| 5. Looks like a toad     | e. very slow      |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Unlike the metaphor, similes clearly indicate comparisons with the words **like** or **as**.

**Examples:**

as light **as** a feather  
as cold **as** ice  
runs **like** a horse  
as rough **as** a sandpaper  
face **like** the rose

Now, it is your turn to write similes by doing the next activity. Be creative and choose your words well. Make sure that your similes will help you express your ideas so that your readers will be able to picture what you mean.



**Activity 2: Write appropriate words in the spaces to complete the similes below.**

1. fly like a/an \_\_\_\_\_
2. as sweet as a/an \_\_\_\_\_
3. snores like a \_\_\_\_\_
4. as swift as \_\_\_\_\_
5. face like a/an \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

**Simile** uses the words **like** or **as** to indicate comparisons; metaphors do **not**.

Similes usually reflect simple comparisons based on the natural world or familiar domestic objects, as in the following examples in the next activity.



**Activity 3: Underline the similes in each of the following lines.**

1. She was as happy as a clam at high tide
2. Hatred rose like a black vomit
3. Coach looked like an old gangster: broken nose, and a scar on his cheek like a stitched shoestring
4. He lay there like a stunned mullet

5. She was as skinny as a sapling with the wood scraped off
6. The corns turned yellow as gold
7. He drinks like a fish
8. Bony knees vibrated like tuning-forks
9. Quick as a rat up a drainpipe
10. Her words sting like a bee

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



### Summary

You have come to the end of Lesson 7. In this lesson you learned about similes and how to distinguish them from metaphors. You have also experienced identifying the meaning of given similes, completing similes by supplying appropriate words and identifying similes used in lines.

---

|                                                     |
|-----------------------------------------------------|
| <b>NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.</b> |
|-----------------------------------------------------|



9. What is the theme of the poem?
- A. Being old is fun
  - B. Old women are peaceful
  - C. Old people are great people
  - D. Old people must be respected
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

- |    |                       |   |    |                |
|----|-----------------------|---|----|----------------|
| 1. | as regular as a clock | = | d. | always on time |
| 2. | as cunning as a fox   | = | c. | smart          |
| 3. | moves like a snail    | = | e. | very slow      |
| 4. | sitting as a mouse    | = | a. | very quiet     |
| 5. | looks like a toad     | = | b. | unattractive   |

#### Activity 2

*(Below are suggested answers only. All answers that are appropriate to the given contexts are correct)*

- 1. fly like an eagle
- 2. as sweet as a kaukau
- 3. snores like a drum
- 4. as swift as an arrow
- 5. face like an angel

#### Activity 3

- 1. as happy as a clam
- 2. hatred like a black vomit
- 3. coach like an old gangster; scar like a stitched shoestring
- 4. lay like a stunned mullet
- 5. as skinny as a sapling
- 6. yellow as gold
- 7. drinks like fish
- 8. vibrated like tuning-forks
- 9. quick as a rat
- 10. sting like a bee

## Lesson 8: Assonance



Welcome to Lesson 8 of Strand 6. In Lessons 6 and 7 you learned about two important figures of speech that are used for comparison, the metaphor and the simile. In this lesson you will learn about another important figure of speech, the assonance.



### Your Aims:

- define assonance
- compare and contrast assonance and rhyme
- identify assonances in poems
- complete lines of assonances

### What is assonance?

Assonance is a figure of repetition in which same or similar vowel sounds occur successively in words with different consonants. It occurs when the vowel sound within a word matches the same sound in another word, but the surrounding consonant sounds are different. Study the following example. The assonances were underlined for you.

–As I was going to St. Ives, I met a man with seven wives,  
Every wife had seven sacks, every sack had seven cats,  
Every cat had seven kittens: kittens, cats, sacks and wives,  
How many were going to St. Ives?”



Here are other examples of assonance.

|                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| –The gloves didn’t fit. If it doesn’t <u>fi</u> t, you must acqui <u>i</u> t.” -- Johnny Cochran, Closing Arguments from the O.J. Simpson Trial                                                                         |
| –When Jesus told his disciples to pray for the kingdom, this was no <u>pie</u> in the <u>sky</u> <u>by</u> and <u>by</u> when you <u>die</u> <u>kin</u> d of prayer.” -- Tony Campolo                                   |
| –Let’s go kick the <u>ti</u> res and light <u>fi</u> res big daddy.” -- delivered by Harry Connick, Jr. from the movie Independence Day                                                                                 |
| –In the brief span of thirty-odd years, the world has <u>se</u> en an inventors <u>dre</u> am, first materialized by the Wright brothers at Kitty Hawk, become an everyday actuality.” -- Amelia Earhart                |
| –Our flag is red, white, and blue -- but our nation is rainbow. Red, yellow, brown, black, and <u>whi</u> te, we’re all precious in God’s <u>sigh</u> t.” -- Jesse Jackson, 1984 Democratic National Convention Address |
| –I feel the <u>nee</u> d, the <u>nee</u> d for <u>spee</u> d.” -- delivered by Tom Cruise and Anthony Edwards from the movie Top Gun                                                                                    |

Assonance differs from rhyme in that rhyme is a similarity of vowel and consonant. For example, **lake** and **fake** is a rhyme because the words have the same vowel and consonant sounds in the end **ke**. On the other hand, the words **lake** and **fake** demonstrates assonance because they are the same only with their vowel sounds **a**.



**Activity 1: Study the pairs of words below then write whether each is a rhyme or assonance. Before you do this activity, you may revise Lesson 4 about rhyming lines.**

1. hare – stay = \_\_\_\_\_
2. flight – light = \_\_\_\_\_
3. sit – wind = \_\_\_\_\_
4. proud – round = \_\_\_\_\_
5. dance – prance = \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

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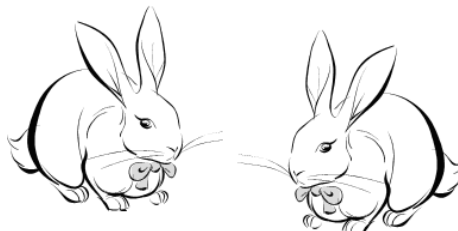
Poets use assonance to add beauty within the lines in their poems. Poets like Edgar Allan Poe used it for musical effect. Another poet, Dylan Thomas, used it in his ballad “Ballad of the Long-Legged Bait”:

The bows glided down, and the coast  
Blackened with birds took a last look  
At his thrashing hair and whale-blue eye  
The trodden town rang its cobbles for luck.

Assonance is involved in “~~b~~ows” (pronounced “~~b~~oughs”) and “~~d~~own”, “~~b~~lackened”, “~~l~~ast” and “~~t~~hrashing”, “~~h~~air” and “~~w~~hale”, “~~t~~ook” and “~~l~~ook”, and “~~t~~rodden” and “~~c~~obbles.”

In more modern verse, assonance is frequently used as a rhythmic device in modern rap. An example is Public Enemy’s “Don’t Believe the Hype”:

“~~T~~heir pens and pads I snatch cause I’ve had it  
I’m not an addict, fending for static  
I see their tape recorder and I grab it  
No, you can’t have it back, silly rabbit”.





## Activity 2: Do the following exercises.

### A. Underline the assonance used in the following lines that were taken from several poems.

1. Or hear old Triton blow his wreathed horn. – *William Wordsworth*
2. Hear the mellow wedding bells. – *Edgar Allan Poe*
3. And murmuring of innumerable bees – *Alfred Lord Tennyson*
4. The crumbling thunder of seas – *Robert Louis Stevenson*
5. That solitude which suits abstruser musings – *Samuel Taylor Coleridge*
6. Hear the lark and harken to the barking of the dark fox gone to ground – *Pink Floyd*
7. Dead in the middle of little Italy, little did we know that we riddled two middle men who didn't do diddily. – *Big Pun*
8. It's hot and it's monotonous. – *Stephen Sondheim*

### B. Create assonance by writing the appropriate words beside the ones given below. Remember, assonance occurs when the vowel sound within a word matches the same sound in another word, but the surrounding consonant sounds are different.

- |    |        |   |       |
|----|--------|---|-------|
| 1. | night  | - | _____ |
| 2. | purple | - | _____ |
| 3. | sound  | - | _____ |
| 4. | letter | - | _____ |
| 5. | clean  | - | _____ |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Summary

You have come to the end of Lesson 8. In this lesson you learned about assonance and its importance in poetry. You have experienced identifying the assonance used in poems. You have also completed assonances by supplying the appropriate words.

**NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.**

**Practice Exercise: 8**

---

**Read the poem to answer the questions that follow.**

**The Fish**

- I caught a tremendous fish  
and held him beside the boat  
half out of water, with my hook  
fast in a corner of its mouth.  
5 He didn't fight.  
He hadn't fought at all.  
He hung a grunting weight,  
battered and venerable  
and homely. Here and there  
10 his brown skin hung in strips  
like ancient wallpaper,  
and its pattern of darker brown  
was like wallpaper:  
shapes like full-blown roses  
15 stained and lost through age.  
He was speckled with barnacles,  
fine rosettes of lime,  
and infested  
with tiny white sea-lice,  
20 and underneath two or three  
rags of green weed hung down.



- *Elizabeth Bishop*

**A. Copy the assonance from the following lines:**

1. Line 6 - \_\_\_\_\_
2. Line 7 - \_\_\_\_\_
3. Line 10- \_\_\_\_\_
4. Line 14- \_\_\_\_\_
5. Line 15- \_\_\_\_\_
6. Line 21- \_\_\_\_\_

**B. Write your answers on the blank.**

1. In one word, write what the fish look like as described by the poet in lines 9 to 13. \_\_\_\_\_
2. Copy the simile that refers to the skin of the fish.  
\_\_\_\_\_
3. The phrase ‘wallpaper shapes’ in lines 13 and 14 is referring to the \_\_\_\_\_ of the fish.
4. Copy the word from the poem that means ‘respected’. \_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

**Answers to Activities**

**Activity 1**

1. Assonance
2. Rhyme
3. Assonance
4. Assonance
5. Rhyme

**Activity 2**

**A.**

1. Or , old , blow , horn
2. mellow, wedding, bells
3. murmuring, innumerable
4. crumbling, thunder
5. solitude, suits, abstruser, musings
6. scurrying, furred
7. lark, harken, barking, dark
8. middle, little, riddled, middle, didn't, diddily
9. hot, monotonous

**B.**

1. night - high
2. purple - hurdle
3. sound - cloud
4. letter - petal
5. clean - steal

## Lesson 9: Alliteration



Welcome to Lesson 9 of Strand 6. In Lesson 8 you learned about assonance and its importance in poetry. In this lesson you will learn about another important figure of speech, the alliteration.

### Your Aims:

- define alliteration
- write alliteration poems
- identify alliterations used in poems

### What is alliteration?

Alliteration is the repetition of consonants at the beginning of words that are placed close to one another. Study the following examples:

1. **M**oved by **m**agazine **m**agic, they gaze
2. A **g**ood-looking **g**irl **g**arbed in a **g**orgeous **g**own
3. **C**rowded in a **c**ocoon of **c**reature **c**omforts

Here is a simple poem that is built on a repetition of sounds. Because each line starts with the same letter, it is called **alliteration poem**.

Soldiers  
Salute  
Smartly



You will notice that the first word is a noun, the second a verb and the third word an adverb. Now, it is your turn to write alliteration poems by doing the following activity.



### Activity 1: Write alliteration poems by completing the missing words.

1.



(Noun) Babies

(Verb) B \_\_\_\_\_

(Adverb) B \_\_\_\_\_

2.

(Noun) Cats

(Verb) C \_\_\_\_\_

(Adverb) C \_\_\_\_\_



Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Poets use alliteration to create musical effects. In the example below, the poet used alliteration to emphasise the rhythm of the poem. Read these lines aloud so that you can hear how effective they are. Pay close attention to the rhythm of the poem.



The **b**are **b**lack cliffs  
 clanged round **h**im as **h**e placed **h**is  
 feet on juts of **s**lippery crag that rang **s**harp-**s**mitten  
 with the dint of armoured heel.  
 The murmur of innumerable bees  
 in immemorable elms.  
 The **s**tuttering rifles **s**pat out  
 their **r**apid **r**attle of death.

Poets also use alliterations to help the readers to focus their attention on important parts of the poem. This way, they will be able to understand the meaning of the poem better. Please move on to the next activity.

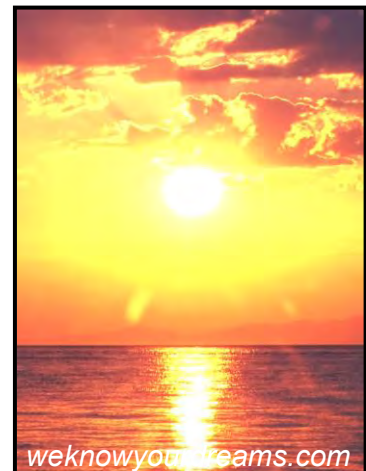


**Activity 2: Read the poem then write your answers in the spaces.**

### Sunset

The weary wind is slumbering on the wing:  
 Leaping from out meek twilight's purpling blue  
 Burns the proud star of eve as though it knew  
     Itself the big king jewel quivering  
 On the black turban of advancing night.  
 In the dim west the soldiers of the sun  
 Strike all their royal colours one by one,  
     Reluctantly surrender every height.

- Arthur Bayldon



Sunset

1. Underline the alliteration in each line of the poem.
2. The poet was successful in emphasising the main colours in the poem. What are those colours?  
 \_\_\_\_\_
3. In the first line of the poem, the poet tells us that the wind is \_\_\_\_\_  
 \_\_\_\_\_.
4. The alliterations **soldiers**, **sun**, **strike** and **surrender**, helped us to picture out the \_\_\_\_\_ setting of the sun.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 9. In this lesson you learned about alliteration and its importance in poetry. You have completed short alliteration poems and observed the musical effect of alliterations by reading the lines aloud. You have also studied examples of alliterations used in a poem to understand its meaning.

---

**NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.**

**Practice Exercise: 9**

---

**Read the poem then answer the questions that follow.**

**Felix Randal**

Felix Randal the farrier, O he is dead then? my duty all ended,  
Who have watched his mould of man, big-boned and hardy-handsome  
Pining, pining, till time when reason rambled in it and some  
Fatal four disorders, fleshed there, all contented?

<sup>5</sup> Sickness broke him; Impatient he cursed at first, but mended  
Being anointed and all; though a heavenlier heart began some  
Months earlier, since I had our sweet reprieve and ransom  
Tendered to him. Ah well, God rest him all road ever he offended!

This seeing the sick endears them to us, us too it endears.  
<sup>10</sup> My tongue had taught thee comfort, touch had quenched thy tears,  
Thy tears that touched my heart, child, Felix, poor  
Felix Randall;

How far from then forethought of, all thy more boisterous years,  
When thou at the random grim forge, powerful amidst peers,  
<sup>15</sup> Didst fettle for the great grey dray horse his bright and  
battering sandal!

- Gerard Manley Hopkins

**A. Underline the alliterations used in the poem. Remember that alliterations are words that have the same consonants and are always placed close to one another.**

---

**B. Write your answers on the spaces.**

1. The poet's repetition of the consonant \_\_\_\_\_ in line 1 has successfully emphasised that the speaker's responsibility was over due to Felix Randal's death.
2. In line 6, what feelings does the poet suggest by the repetition of the consonant h? \_\_\_\_\_
3. The alliteration in line \_\_\_\_\_ tells us that Felix Randal is outstanding among his friends.

4. The word **farrier** refers to somebody who \_\_\_\_\_.
  5. In which lines did the poet express his deep sadness and loss at the death of his friend Felix Randal? \_\_\_\_\_
- 

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

**Activity 1** (*These are suggested answers to compare with your own poems.*)

1. Babies  
Burp  
Beautifully
2. Cats  
Claw  
Cruelly

**Activity 2**

1. 

**Sunset**  
The weary wind is slumbering on the wing:  
Leaping from out meek twilight's purpling blue  
Burns the proud star of eve as though it knew  
Itself the big king jewel quivering  
<sup>5</sup> On the black turban of advancing night.  
In the dim west the soldiers of the sun  
Strike all their royal colours one by one,  
Reluctantly surrender every height.  
- Arthur Bayldon
2. blue and black
3. slowed down/ died down
4. gradual

## Lesson 10: Irony

---



Welcome to Lesson 10 of Strand 6. In Lesson 9 you learned about alliteration and its importance in poetry. In this lesson you will learn about another important figure of speech, the irony.

### Your Aims are:

- define irony
  - identify ironic lines in poems
  - explain the irony used in a poem
- 

### What is irony?

Part of what makes poetry interesting and fun is its indirectness. The reader has to read between the lines. You will have a lot of chances to do that in this lesson about irony.

As a figure of speech, irony refers to a difference between the way something appears and what is actually true. Irony involves making a statement that means the opposite of what it states literally. Suppose you happen to be experiencing a streak of bad luck: your house has been robbed, your cat just died, your mother is mad at you, and this morning you tripped and scraped your knee. You cry in frustration:

*Well that's just great!*



Clearly, you do not mean that you are happy about the events but because of your frustration, you have just made an **ironic statement**.



### Activity 1: Underline the irony in each line.

1. He was suspended for his little mishap.
2. The homeless survived in their cardboard palaces.
3. My cat enjoys the thrill of a good, long nap.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

We also note irony from what we hear. An example is when a woman might say to her husband ironically, **“I never know what you’re going to say,”** when in fact she **always knows** what he will say. This is **sarcasm**, which is one way to achieve irony.

The woman of our example above might simply say, **-Interesting,** when her husband says something that really is **not** interesting. She might not be using sarcasm in this case, and she might not even be aware that she is being ironic. A listener who finds the husband dull would probably understand the irony, though. Therefore, **irony** allows us to say something but to mean something else, whether we are being sarcastic, exaggerating, or understating.



**Activity 1:** Ask two friends to read the following dialogue aloud and listen to the conversation carefully then answer the following questions.



Dialogue

1. Kate is referring to gender \_\_\_\_\_ of men and women when she said we're liberated.
2. What was Mary referring to when she said that's ironic?

---



---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

In poetry, the key to irony is often the **tone** or **mood** of the poem. The irony in a poem is not found only in a word, phrase or a line of a poem, but the irony of a poem depends on the tone or mood created by the poet's choice and use of words in the entire poem. Therefore, to find the irony of a poem, you must read through the poem

until you reach the last line or the last stanza where the final **outcome** of the poem usually shows the irony.

One of the most famous examples of irony is found in the dramatic poem of William Shakespeare's **Romeo and Juliet**. When Romeo finds Juliet in a drugged death-like sleep, he assumes her to be dead and kills himself. Upon awakening to find her dead lover beside her, Juliet kills herself with his dagger. It is ironic that the lovers die as a result of the plan that was meant to ensure their spending the rest of their lives together.



### Activity 3: Study the last lines of several poems to find the irony in each.

- Underline and briefly explain the irony presented at the end of the poem **–The Death of a Tree**.

---



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---



---

I walked away and left her,  
saddened,  
aware of my loss.  
Yet – still,  
part of the gain.

*(You may read the complete poem in Lesson 5)*

- Underline and explain what is ironic in the poem below.

---



---

The shards of glass littered the cold,  
black asphalt  
like sparkling stars strewn across the  
night sky.

Their brilliance catching the corner of  
my eye,  
making me slow down, just to look at  
them a little longer.

In my awe of the sheer beauty of  
merely broken glass,  
I couldn't help but think

How someone else's tragedy  
could be so beautiful to me.

*–Jennifer T.*



Shards of glass.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 10. In this lesson you learned about irony and the ways poets use this figure of speech to enrich the meaning of their poems. You have also identified and explained the irony used in poems.

---

**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.**

**Practice Exercise: 10**

Read the poem then answer the questions that follow. Write your answers in the spaces.

**“My Papa’s Waltz”**

The whiskey on your breath  
Could make a small boy dizzy;  
But I hung on like death:  
Such waltzing was not easy.

We romped until the pans  
Slid from the kitchen shelf;  
My mother’s countenance  
Could not unfrown itself.

The hand that held my wrist  
Was battered on one knuckle;  
At every step you missed  
My right ear scraped a buckle.

You beat time on my head  
With a palm caked hard by dirt,  
Then waltzed me off to bed  
Still clinging to your shirt.

-Theodore Roethke



Father and child

1. Use your dictionary or the glossary of this book to write a brief definition of the word **waltz**.  
\_\_\_\_\_
2. The phrase ‘**I hung on like death**’ is ironic because we usually hung on to \_\_\_\_\_ but not on death.
3. In which stanza did the poet use irony to tell us that the dancing is causing a violent, crashing disturbance in their household? \_\_\_\_\_
4. What is the mother’s reaction to this situation? \_\_\_\_\_
5. What is the poem about?  
\_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

1. suspended , little mishap
2. cardboard palaces
3. thrill..nap

#### Activity 2

1. equality
2. Mary is referring to the fact that by **gaining** gender equality, women **lost** the privilege of being cared for by men like being offered a seat in PMVs.

#### Activity 3

1. loss; gain = The man expressed sadness but is thinking more of the gain in the end.
2. tragedy; beautiful = The poem talks about the beauty of the broken glass that was a result of someone's tragedy or misfortune.

## Answers To Topic 2 Practice Exercises

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### Practice Exercise 6

- A.**
- |                          |                                    |
|--------------------------|------------------------------------|
| 1. beach                 | 4. jungle growth along the beach   |
| 2. eat greedily; consume | 5. golden fruit, a soft ripe melon |
| 3. shark                 |                                    |
- B.**
- 

### Practice Exercise 7

- A.**
1. beauty of an old woman
  2. As the spent radiance of the winter sun
  3. woman
  4. Laborious/ Hard work
  5. children
  6. that her children are already grown up and have their own families
  7. Peaceful, calm or contented with her memories of the past
- B.**
8. D
  9. B
- 

### Practice Exercise 8

- A.**
- |                    |                  |
|--------------------|------------------|
| 1. fought / all    | 4. blown / roses |
| 2. hung / grunting | 5. stained / age |
| 3. skin / strips   | 6. green / weed  |
- B.**
- |                                  |                 |
|----------------------------------|-----------------|
| 1. ugly / unattractive/old       | 3. skin pattern |
| 2. strips like ancient wallpaper | 4. venerable    |
- 

### Practice Exercise 9

**A.**

#### Felix Randal

Felix Randal the farrier, O he is dead then? my duty all ended,  
 Who have watched his mould of man, big-boned and hardy-handsome  
Pining, pinning, till time when reason rambled in it and some  
Fatal four disorders, fleshed there, all contented?

<sup>5</sup> Sickness broke him; impatient he cursed at first, but mended  
 Being anointed and all; though a heavenlier heart began some  
 Months earlier, since I had our sweet reprieve and ransom  
 Tendered to him. Ah well, God rest him all road ever he offended!

This seeing the sick endears them to us, us too it endears.

<sup>10</sup> My tongue had taught thee comfort, touch had quenched thy tears,  
Thy tears that touched my heart, child, Felix, poor  
 Felix Randall;

How far from then forethought of, all thy more boisterous years,  
 When thou at the random grim forge, powerful amidst peers,  
<sup>15</sup> Didst fettle for the great grey dray horse his bright and  
battering sandal!

- Gerard Manley Hopkins

- B.**
1. d
  2. Peaceful/ calm/ submission/ acceptance
  3. 14
  4. fits and makes horseshoes
  5. Lines 9 to 12

---

### Practice Exercise 10

1. A couple's dance / informal word that refers to something easy'
  2. life
  3. Stanza 2
  4. The mother was upset.
  5. The poem talks about a father and son waltzing. The whole poem made us understand that the situation was not entirely lighthearted, that there is something wrong, instead of what the waltz' is for, serving as an entertainment, the dance between the father and son becomes the cause of disturbance.
- 

**END OF TOPIC 2**

**NOW DO EXERCISE 2 IN ASSIGNMENT 6. THEN GO ON TO TOPIC 3.**

## TOPIC 3

### POETIC GENRES 1

In this Topic, you will learn about:

- **Riddle Poem**
- **Ballad**
- **Couplet**
- **Fable Poem**
- **Pictorial Poem**

**TOPIC 3: POETIC GENRES 1**

---



The study of poetic genres shall help us classify different poems according to their styles, forms and purposes. It will also help us understand how different types of poems relate to one another.

In Topics 1 and 2, you were introduced to the different poetic genres.

In Topic 3, you will learn about the following forms of poetry that come under different poetic genres:

- Riddle Poem
- Ballad
- Couplet
- Fable Poem
- Pictorial Poem

You may refer to what you have learned from Topic 1 and Topic 2 in order to have a better understanding of your lessons in Topic 3.

## Lesson 11: Riddle Poem



Welcome to Lesson 11 of Strand 6. In Topic 2 you learned about the figures of speech and their importance in poetry. In this lesson you will learn about one of the different forms of poetry, the riddle poem.

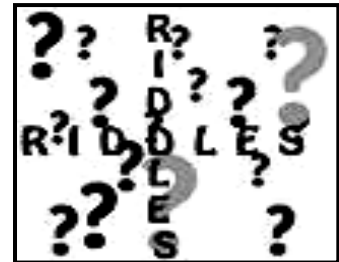


### Your Aims:

- define riddle poem
- answer riddle poems
- write own riddle poems

Riddle poems are simply riddles in the form of poems.

The nature of making a poem creates riddles that can be difficult due to the words used for the sake of rhythm and rhyme. But once you see the solutions, and look back again at the riddle, you'll say, "Oh yeah, now it makes sense!" Study the examples in the activity below.



**Activity 1: Answer the following riddles. You may look up the meaning of difficult words in the glossary of this book. Write your answers in the spaces provided.**

1. This thing all things devours:  
Birds, trees, beasts, flowers;  
Gnaws iron, bites steel;  
Grinds hard stones to meal;  
Slays king, ruins town,  
And beats high mountain down.

Answer: \_\_\_\_\_

2. Measured In Hours  
My life can be measured in hours,  
I serve by being devoured.  
Thin, I am quick  
Fat, I am slow  
Wind is my foe.  
What am I?

Answer: \_\_\_\_\_

3. Flowers Of Fire  
Screaming, soaring, seeking sky  
Flowers of fire, flying high  
Eastern art, from ancient time  
Name me now, and solve this rhyme

Answer: \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

—The more I am clever, the more I am good,  
The more, as a rule, I am misunderstood.”  
- **A Riddle for Riddle** by Kate Gladstone

### How to Make a Riddle Poem?

Work backwards. First, pick your answer. Then, imagine it speaking to you; describing itself, telling you what it does. Then make that into a little poem.

For example, as I was thinking about the last paragraph, I saw a telephone. I decided to make a riddle-poem for which telephone is the answer.

So I imagine the phone speaking to me. It says “I carry the voices of people over many miles”. That is a good start, but it is not specific enough because it could apply to a radio as well.

What distinguishes a phone from a radio? Wires. But if I mention wires directly, the riddle will be too obvious. So I think I will say something about what a phone looks like, comparing it to a body; so I have it written this way:

**Riddle:** One ear, one mouth, no legs,  
But I will carry your voice a thousand miles.



**Activity 2: Try your hand in writing riddle poems for the list of answers below.**

1. The Beach

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---

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---

2. Pencil

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---

Thank you for completing this activity. Now, you may share this riddle poem by reading them to different people. See if they can come up with the answers. Have fun!



### Summary

You have come to the end of Lesson 11. In this lesson you learned about riddle poems and how to make one. The best way to practice your skill is to keep on trying to make or answer a riddle whenever you get the chance. This is also a good exercise for the mind.

---

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.**

**Practice Exercise: 11**

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**A. Answer the riddle poems below by J.R.R. Tolkien from his novel „The Hobbit“.**

1. What has roots as nobody sees,  
Is taller than trees,  
Up, up it goes  
And yet never grows? Answer: \_\_\_\_\_
  2. Thirty white horses on a red hill,  
First they champ,  
Then they stamp,  
Then they stand still. Answer: \_\_\_\_\_
  3. Voiceless it cries,  
Wingless flutters,  
Toothless bites,  
Mouthless mutters. Answer: \_\_\_\_\_
  4. It cannot be seen, cannot be felt  
Cannot be heard, cannot be smelt.  
It lies behind stars and under hills,  
And empty holes it fills.  
It comes first and follows after,  
Ends life, kills laughter. Answer: \_\_\_\_\_
  5. A box without hinges, key, or lid,  
Yet golden treasure inside is hid. Answer: \_\_\_\_\_
- 

**B. This space is for you to fill in with more riddle poems.**

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|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b> |
|------------------------------------------------------------|

**Answers to Activities****Activity 1**

1. Time
2. A candle
3. Fireworks

**Activity 2** *(You may write more riddles and make a personal collection to share with friends.)*

## Lesson 12: **Ballad**



Welcome to Lesson 12 of Strand 6. In Lesson 11 you learned about riddle poems and how to create one. In this lesson you will learn about another form of poetry, the ballad.

### Your Aims:

- define ballad
- identify the two types of ballad
- interpret a ballad

Story-telling has always been considered as an art. In early times stories were written in narrative poems and usually sung as songs. The songs tell of love, death, the supernatural, or a combination of these. This tradition has continued right up to this present day through a form of poetry called **ballad**.

### Kinds of Ballad

#### 1. **Folk Ballad**

A folk ballad is a short **anonymously** written traditional **narrative** that is told in a song and passed on orally from generation to generation. Folk ballads have certain characteristics. The story is told in simple language through dialogues and actions. The theme is often **tragic** though there are also a number of **comic** ballads. A ballad deals with a single **episode**, with less imagery or background information, and little attempt to develop character.

In places where the folk ballad remains as a living tradition, the **bards** not only recite ballads handed down through countless generations, but also compose new ballads along the familiar narrative pattern, though dealing with recent events.

#### 2. **Literary Ballad**

Unlike the anonymous, **orally** transmitted folk ballad, the literary ballad is a written composition by a professional poet, who chooses the sorts of **themes** found in folk ballads and copies their form. Despite the similarities between literary and folk ballads, literary ballads are meant to be read rather than sung.

Now, let us check what you have learned by doing Activity 1.



**Activity 1:** Match the meaning of the bolded words in the passages by writing the letter of the correct definition in the space before each number. You may use your dictionary or the glossary of this book.

|          | Words     | Definitions                           |
|----------|-----------|---------------------------------------|
| _____ 1. | Anonymous | a. songwriter                         |
| _____ 2. | Narrative | b. subject of a poem                  |
| _____ 3. | Tragic    | c. expressed by means of spoken words |

- |           |                 |    |                                           |
|-----------|-----------------|----|-------------------------------------------|
| _____ 4.  | Episode         | d. | stories that were sung                    |
| _____ 5.  | Bards           | e. | art of telling a story                    |
| _____ 6.  | Comic           | f. | a significant event                       |
| _____ 7.  | Orally          | g. | narrative poem that were meant to be read |
| _____ 8.  | Theme           | h. | deep sadness or death                     |
| _____ 9.  | Folk ballad     | i. | funny                                     |
| _____ 10. | Literary ballad | j. | unidentified writer                       |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Many ballads also use the technique of **incremental repetition** or most commonly known as **refrains**. It is a dramatic way of speaking in which the same phrase is repeated with little changes throughout the poem.

Ballad poets base their themes from community life, from local and national history, and from legends and folklore. Their tales are usually of adventure, war, love, death, violence, betrayal, and the supernatural.

Study a well-known example of ballad by doing Activity 2 below.

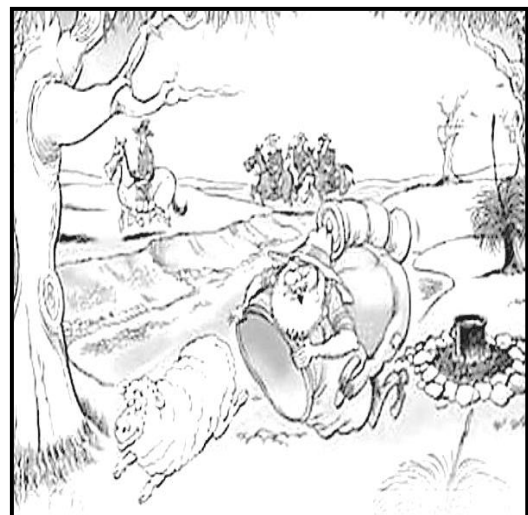


**Activity 2: Read this famous Australian ballad by A. B. Paterson. Write your answers in the spaces. You may use your dictionary or the glossary to find the meaning of new words.**

### Waltzing Matilda

Oh! There once was a **swagman** camped  
in the billabong,  
Under the shade of a coolibah-tree;  
and he sang as he looked at his  
old billy boiling,  
Who'll come a-waltzing Matilda with me?

Who'll come a-waltzing Matilda, my darling,  
Who'll come a-waltzing Matilda with me?  
Waltzing Matilda and leading a water-bag  
Who'll come a-waltzing Matilda with me?



The swagman trying to catch a sheep.

Down came a **jumbuck** to drink at the water-hole,  
Up jumped the swagman and grabbed him with glee;  
And he sang as he stowed him away in his tucker-bag  
== You'll come a-waltzing Matilda with me!

Down came the squatter a-riding his thoroughbred;  
Down came policemen - one, two and three.  
== Whose is the jumbuck you've got in the tuckerbag?  
You'll come a-waltzing Matilda with me'

But the swagman he up and jumped in the water-hole,  
Drowning himself by the coolibah-tree;  
And his ghost may be heard as it sings in the billabong,  
== Who'll come a-waltzing Matilda with me?'

1. A **swagman** refers to a person who \_\_\_\_\_  
\_\_\_\_\_.
2. The word **jumbuck** refers to a \_\_\_\_\_.
3. Why were the police after the swagman?  
\_\_\_\_\_  
\_\_\_\_\_.
4. What is the theme of the ballad?  
\_\_\_\_\_  
\_\_\_\_\_.
5. What is the type of this ballad? \_\_\_\_\_
6. Copy the incremental repetition in the ballad.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 12. In this lesson you learned about ballad and its two kinds. You have also experienced reading and analysing one.

---

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.**

**Practice Exercise:****12**

Read the ballad then answer the questions below.

### Wife of the Usher's Well

There lived a wife at Usher's Well,  
And a wealthy wife was she;  
She had three stout and stalwart sons,  
And sent them over the sea.

They had not been a week from her,  
A week but barely three,  
When word came to the **carlin wife**  
That her three sons were gone.

—Wish the wind may never cease,  
Nor fishes in the flood,  
Till my three sons come home to me,  
In earthly flesh and blood."

It befell about the Martinmass,  
When nights are long and dark,  
The carlin wife's three sons came home,  
And their hats were o the birk.

It neither grew in marsh nor trench,  
Nor yet in any ditch;  
But at the gates o Paradise,  
That birk grew fair enough.

—Blow up the fire my maidens,  
Bring water from the well;  
For a' my house shall feast this night,  
Since my three sons are well."

And she has made to them a bed,  
She's made it large and wide,  
And she's taken her mantle about her,  
Sat down at the bed-side.

Up then crew the red, red, cock,  
And up crew the gray;  
The eldest to the youngest said,  
T'is time we were away'.

The cock he had not crowed but once,  
And clapped his wings at dawn  
When the youngest to the eldest said,  
Brother, we must be gone'.



The cock doth crow, the day doth grow,  
The channelling worm doth chide;  
Gin we be mist out o our place,  
A sore pain we must abide.

—Fare ye well, my mother dear!  
Farewell to barn and byre!  
And fare ye well, the bonny lass  
That kindles my mother's fire!"

\* *carlin wife* = old woman

1. What is the ballad about?

---

---

---

---

---

2. Use your dictionary or the glossary of this book to look up the meaning of Martinmas. Write your answer on the blank.

---

3. What kind of ballad is this? \_\_\_\_\_

4. Copy an example of incremental repetition in the ballad.

---

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### Answers to Activities

#### Activity 1

- |    |   |     |   |
|----|---|-----|---|
| 1. | j | 6.  | i |
| 2. | e | 7.  | c |
| 3. | h | 8.  | b |
| 4. | f | 9.  | d |
| 5. | a | 10. | g |

#### Activity 2

1. lives in a tent.
2. sheep
3. The police were after the swagman because he stole a jumbuck.
4. The ballad is about the death of a swagman.
5. Literary Ballad
6. (*Any of the last line in each stanza is an incremental repetition*)

Example: Who'll come a-waltzing Matilda with me?

## Lesson 13: Couplet



Welcome to Lesson 13 of Strand 6. In Lesson 12 you learned about ballad and its kinds. In this lesson you shall learn about couplet.



### Your Aims:

- define couplet
- differentiate couplet from rhyme
- identify the two types of couplets

### What is a couplet?

A couplet, pronounced as \kəp-let\, is the use of a pair of end-rhymed lines in a poem. Here is an example:

Think what you will, we seize into our **hands**  
His plate, his goods, his money, and his **lands**. { **Two end-rhymed lines**  
-William Shakespeare, "**Richard II**"

It is different from a **rhyme** because couplets have only two lines that rhyme all throughout the poem while rhymes can have two or more end-rhymed lines.



**Activity 1: Underline the end-rhymes of each poem below then write whether it is a couplet or a rhyme. Write your answers in the spaces provided.**

1. \_\_\_\_\_

And the silken sad uncertain rustling of each purple curtain  
Thrilled me—filled me with fantastic terrors never felt before  
So that now, to still the beating of my heart, I stood repeating:  
—“Some visitor entreating entrance at my chamber door.”  
-Edgar Allan Poe, **The Raven**

2. \_\_\_\_\_

Round about the cauldron go;  
In the poisoned entrails throw.  
Toad, that under the cold stone,  
Days and night has thirty-one  
Sweltered venom sleeping got,  
Boil thou first in the charmed pot!  
-William Shakespeare, **The Three Witches**

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

A couplet may be **formal**, in which case each of the two lines is expressing a complete idea. Here is a good example:

—Little ~~by~~ little,” an acorn said,  
 As it slowly sank in its mossy bed,  
 —I ~~am~~ improving everyday,  
 Hidden deep in the earth away.”  
 -Anonymous, **Little by Little**

A couplet may also be a **run-on**, in which the meaning of the first line continues to the second line. Compare the example below with that of the formal couplet.

April is the cruelest month, breeding  
 Lilacs out of the dead land, mixing  
 Memory and desire, stirring  
 Dull roots with spring  
 -T.S.Eliot, **The Waste Land**

The last word from the first line continues to the second line in order for it to complete its meaning. The following lines have the same format. In this run-on couplet we will have these complete ideas: “**breeding lilacs out of the dead land**”; “**mixing memory and desire**” and “**stirring dull roots with spring**”.



**Activity 2: Study the end-rhymes of each poem carefully then write formal or run-on in the spaces.**

1. Know then thyself, presume not God to scan;  
 The proper study of mankind is Man.

Created half to rise, and half to fall;  
 Great lord of all things, yet a prey to all;  
 Sole judge of truth, in endless error hurled:  
 The glory, jest, and riddle of the world!

---

2. Winter kept us warm, covering  
 Earth in forgetful snow, feeding  
 A little life with dried tubers.

---

3. A little learning is a dangerous thing;  
 Drink deep, or taste not the spring.  
 There shallow draughts intoxicate the brain,  
 And drinking largely sobers us again.

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Summary

You have come to the end of Lesson 13. In this lesson you learned about couplet and its difference with rhyme. You have also learned how to identify its two types.

---

**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.**

**Practice Exercise: 13**

Read the following poem from the “*Canterbury Tales*” by Geoffrey Chaucer.

**The Miller**

The miller was a stout churl, be it known,  
Hardy and big of brawn and big of bone;  
Which was well proved, for when he went on lam  
At wrestling, never failed he of the ram.

- 5 He was a chunky fellow, broad of build;  
He'd heave a door from hinges if he willed,  
Or break it through, by running, with his head.  
His beard, as any sow or fox, was red,  
And broad it was as if it were a spade.
- 10 Upon the coping of his nose he had  
A wart, and thereon stood a tuft of hairs,  
Red as the bristles in an old sow's ears;  
His nostrils they were black and very wide.  
A sword and buckler bore by his side.
- 15 His mouth was like a furnace door for size.  
He was a jester and could poetize.



The Miller

*\*ram – a usual prize in wrestling*

**A. Write the word used in the poem for each of the meaning below. You may use your dictionary or the glossary.**

- |                                           |       |
|-------------------------------------------|-------|
| 1. To compose poetry                      | _____ |
| 2. To beat soundly                        | _____ |
| 3. A person who loves a joke              | _____ |
| 4. Muscular and strong                    | _____ |
| 5. A person who is difficult to deal with | _____ |

**B. Write your answers on the blank.**

1. The poet used a combination of formal and run-on couplets. Study the end-rhymes of the underlined lines then write whether they are **formal** or **run-on** couplets. \_\_\_\_\_

2. Copy **one** of the similes used in the poem.

---

3. What was compared to a **spade** in line 9? 

---

4. What type of a person is the miller based on the poet's description of him in lines 1 to 14?

---

5. What do lines 15 and 16 tell us about the miller?

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

### Answers to Activities

#### Activity 1

1. Rhyme

And the silken sad uncertain rustling of each purple curtain  
Thrilled me—filled me with fantastic terrors never felt before  
So that now, to still the beating of my heart, I stood repeating:  
—’Tis some visitor entreating entrance at my chamber door.”

2. Couplet

Round about the caldron go;  
In the poison’d entrails throw.  
Toad, that under the cold stone,  
Days and night has thirty-one  
Swelter’d venom sleeping got,  
Boil thou first i’ the charmed pot!

#### Activity 2

1. Formal  
2. Run-on  
3. Formal

## Lesson 14: Fable Poem



Welcome to Lesson 14 of Strand 6. In Lesson 13 you learned about couplets and how to identify its types. In this lesson you will learn about another type of poetry called fable poem.

### Your Aims:

- define fable poem
- compare a fable poem to other types of poetry
- identify the moral lesson of a fable poem

Ever since the primitive people first lived in close contact with animals it has been natural to create stories about them. These tales were told with the purpose of teaching a lesson. Usually, they were very short and accompanied by a moral to make the message clear. This story about animals that teaches a moral lesson is called fable. Fables were written in poetic lines which was their common way of writing during that time. The most famous creator of fables was the legendary Greek fabulist, Aesop.



Earliest known depiction of Aesop,

A fable poem is different from the other narrative poems due to its unique elements. Unlike other narrative poems, fable poems are mainly about animals with human characteristics.

Read a modern version of one of Aesop's fables in the following activity.



### Activity 1: Read the poem then answer the following questions.

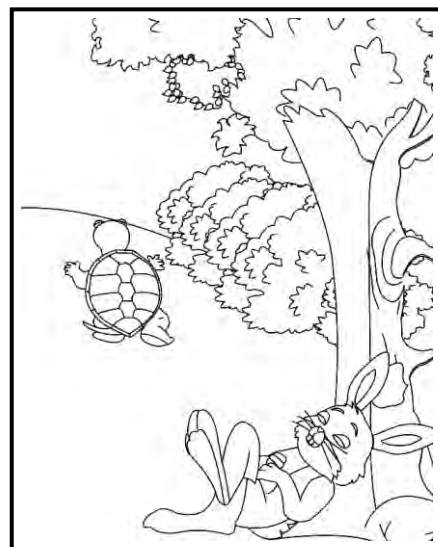
#### The Hare and the Tortoise

A tortoise and a hare started  
To dispute which is the swifter;  
In a certain place they agreed  
Of a time to settle the matter.

The hare had such confidence  
In its natural fleetness;  
The tortoise was quite aware  
Of its slow movements.

With the race the hare untroubled  
So by the wayside it lay down ;  
While along the tortoise padded  
Passed the sleeping hare and won.

-Geraldine Cabañero



The Hare sleeping under the tree.

1. Who are the characters in the fable?

---

2. What did they agree to do?

---

3. Why did the hare stop running?

---

4. How did the tortoise win?

---

5. What is the moral of the story?

---



---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



### Activity 2: Read a prose version of Aesop's fable.

#### The Lion, the Donkey and the Fox

A lion, a donkey, and a fox formed a partnership and went out hunting. When they had taken a quantity of game the lion told the donkey to share it out. The donkey divided it into three equal parts and bade the lion to choose one – on which the lion leapt at him in fury and devoured him. Then he told the fox to divide it. The fox collected nearly all of it into one pile, leaving only a few trifles for himself, and told the lion to make his choice. The lion asked who taught him to share things in that way. “What happened to the donkey,” he answered.

**A. Complete the poem based on the fable above by filling in the missing letters in the blank spaces. The poem is using rhyming lines. The first and the last letters of the words were given.**

A lion, a fox and a donkey h \_ \_ \_ \_ d  
 Into equal parts the game was d \_ \_ \_ \_ d;  
 When asked to choose one, in f \_ \_ y  
 the lion devoured the d \_ \_ \_ \_ y.

The fox then piled all that was l \_ \_ t  
 Just a few trifles for himself s \_ \_ t;  
 The lion pleased just ask him o \_ \_ \_ e  
 Of which he answered — f \_ \_ \_ \_ \_ \_ \_ \_ nce”



The Lion, the Donkey and the Fox.

**B. Write your answer on the blank.**

What is the moral lesson of the fable?

---

---

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

**Summary**

You have come to the end of Lesson 14. In this lesson you learned about fable poem and its difference from other narrative poems. You have also learned how to identify the elements and moral lessons of fable poems.

**NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.**

**Practice Exercise****14**

Read the following fable poem then answer the questions that follow.

**Little Fable**

The mouse like halting clockwork, in the light  
A shade of biscuit, curved towards the right

And hid behind the gas stove, peeping out  
a sickly moment with its pencil snout.

Its **run** was blocked to keep it in the wall  
But at the time it was not there at all.

The food is covered and a penny trap,  
Being bought is baited with a bacon scrap.

Its back is **guillotined** and seen to be  
Grey and not brown, its feet formed properly.

Thus the obscene becomes **pathetic** and  
What mind had feared is stroked by hand.

-Roy Fuller



The cat and the mouse.

Write your answers on the spaces.

1. Character/s : \_\_\_\_\_
2. Setting of the story : \_\_\_\_\_
3. Write the meaning of each of the bolded words according to how they were used in the poem. You may use your dictionary or the glossary.
  - a. run \_\_\_\_\_
  - b. guillotined \_\_\_\_\_
  - c. pathetic \_\_\_\_\_
4. What is the fable all about?  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the moral lesson of the fable?  
\_\_\_\_\_  
\_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.**

**Answers to Activities****Activity 1**

1. The hare and the tortoise
2. They agreed to have a race
3. The hare stopped running because he was confident that he will beat the tortoise as he was faster.
4. The tortoise won because he did not stop.
5. A naturally gifted man, through lack of perseverance, is often beaten by a plodder.

**Activity 2**

- A. hunted, divided, fury, donkey, left, set, once, experience
- B. We gain wisdom by learning from the misfortunes of others.

## Lesson 15: Pictorial Poem



Welcome to Lesson 15 of Strand 6. In Lesson 14 you enjoyed learning about fable poems. In this lesson you will learn another form of poem that is called pictorial poem.



### Your Aims:

- define pictorial poetry
- identify the message of a pictorial poem
- create a pictorial poem

### What is a pictorial poem?

A pictorial poem is a type of modern poetry in which the poet arranges the lines of the poem so as to create a particular shape on the page. The shape of the poem reflects its subject. The poem becomes a picture of what the poem is describing.

It is also known as concrete or graphic poetry that started in the 1950's. Eugen Gomringer from Switzerland, Öyvind Fahlström of Sweden, and Decio Pignatari from Brazil are all considered to be creators of this modern form of poetry.

You will have a clearer definition of pictorial poetry by doing the following activity.



### Activity 1: Refer to a dictionary to define the following words.

- |    |           |   |       |
|----|-----------|---|-------|
| 1. | Pictorial | - | _____ |
| 2. | Concrete  | - | _____ |
| 3. | Graphic   | - | _____ |
| 4. | Visual    | - | _____ |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Pictorial poems are fun to create! They are images or pictures created out of the words, punctuation marks or drawing of words.

Your pictorial poem can be simple or complex. How detailed your picture turns out is up to you. You do not have to worry about rhyme, rhythm, or meter. If you are an artist, this type of poetry was made for you.

One of the easiest pictorial poems to create is a tree poem. Let us study a tree poem and another example of pictorial poem by doing the activity on the next page.



**Activity 2: Study the pictorial poems below then answer the following questions.**

A  
TALL  
LONELY  
OAK TREE  
WINDS HOWL  
LEAVES SHAKE  
ACORNS CLATTER  
D  
O  
W  
N  
TO THE DRY GROUND.

1. Based on its shape, what is the subject of the poem?

---

2. What is the mood of the poem?

---

### The Ultimate Valentine

Displayed for the lost on Calvary  
Still would have died if it had **only** been me  
Life changing, powerful **very** real  
No greater affection will we **ever** feel  
Constantly reaches **out** to mankind  
Its depths **forever** boggle the mind  
Forgiving and **G**racious, our lives to pursue  
Will do for you soul what no **o**ther can do  
True Valentine **daily**, for me and for you.

3. Use your dictionary to define the word **valentine**.

---

4. Based on the visual presentation of the poem, the **ultimate valentine** is referring to the \_\_\_\_\_.

5. What is the theme of the poem?

---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Now, it is your turn to write your own pictorial poems by doing the activity below.



**Activity 3: Choose two among your favourite things then write a pictorial poem for each. Write the titles on the blanks and your poems in the boxes.**

1. \_\_\_\_\_

A large, empty rectangular box with a black border, intended for writing a pictorial poem.

2. \_\_\_\_\_

A large, empty rectangular box with a black border, intended for writing a pictorial poem.

I hope you enjoyed doing this activity. Now, you may move on to the next part of this lesson.



## Summary

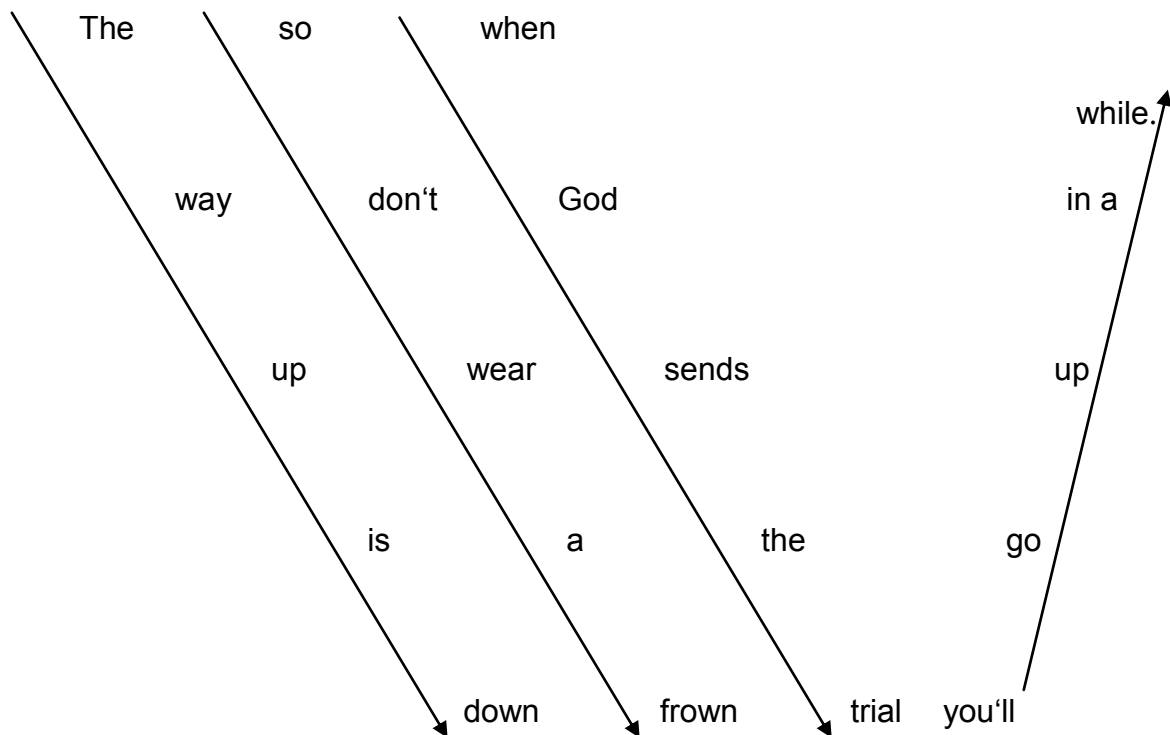
You have come to the end of Lesson 15. In this lesson, you learned that a pictorial poem is a modern form of poetry. You also read pictorial poems and created your own.

---

**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.**

## Practice Exercise: 15

Refer to the pictorial poem below then answer the following questions.



- Which of the following was used by the poet in presenting the subject of the poem?
  - Descriptive words
  - Image of the subject
  - Shape of the subject
  - Arrangement of words
- What is the purpose of the poem?
  - Tell a story
  - Advise the reader
  - Explain a process
  - Persuade the reader
- What is the meaning of these lines?
 

~~When~~ When God sends the trial  
 You'll go up in a while."

---



---

4. Apart from the words **trial** and **while**, which other words rhyme in the poem?

---

5. What is the message of the poem?

---



---



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|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b> |
|------------------------------------------------------------|

### Answers to Activities

#### Activity 1

- |    |           |   |                                           |
|----|-----------|---|-------------------------------------------|
| 1. | Pictorial | - | illustrative                              |
| 2. | Concrete  | - | real, actual                              |
| 3. | Graphic   | - | includes illustrations, drawings, symbols |
| 4. | Visual    | - | actual image or shape                     |

#### Activity 2

1. Tree
2. Sad/Lonely
3. Valentine- **1** : someone special chosen or complimented on Valentine's Day. **2 a** : a gift or greeting sent or given on Valentine's Day(14<sup>th</sup> February) in order to show one's love for someone like a greeting card sent on this day **b** : something (as a movie or piece of writing) expressing uncritical praise or affection.
4. love of God (*the highlighted letters in the middle of the poem*)
5. The theme of the poem is about the love of God that saved the whole world, and that is the greatest love or valentine gift of all.

- Activity 3** (*Compare your poems to the pictorial poems in the lesson. Your poems are correct as long as you have arranged the words or lines of your poems in order to create the shapes of what your poems are all about.*)

## Answers to Topic 3 Practice Exercises

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### Practice Exercise 11

- |    |            |    |          |
|----|------------|----|----------|
| 1. | mountain   | 4. | darkness |
| 2. | your teeth | 5. | egg      |
| 3. | wind       |    |          |
- 

### Practice Exercise 12

1. The story is about a mother who lost her sons at sea. When she finds that they cannot be recovered, she goes mad. She then uses magic to compel their return, but they return as ghosts and must vanish with the morning.
  2. One of the Scottish quarter days that is believed to be the day when spirits can come back to earth and mingle with their love ones.
  3. Folk Ballad
  4. *(Any of the last line of each stanza is correct)*
- 

### Practice Exercise 13

- A.**
- |    |         |    |               |
|----|---------|----|---------------|
| 1. | poetize | 4. | brawny/chunky |
| 2. | lam     | 5. | churl         |
| 3. | jester  |    |               |
- B.**
1. run-on couplets
  2. His beard, as any sow or fox, was red, /  
And broad it was as if it were a spade /  
His mouth was like a furnace door
  3. The miller's **beard**
  4. The miller is difficult to deal with because he is muscular, strong and hot-tempered person.
  5. The last two lines tell us that the miller also loves a joke and likes writing and reading poems.
- 

### Practice Exercise 14

1. mouse
2. kitchen
3. a) lane/ track/ course/ route/ path  
b) beheaded/ decapitated  
c) pitiable
4. The fable is about a mouse trapped and killed mercilessly.
5. We always fear what we do not know or can not see.

**Practice Exercise 15**

1. D
2. B
3. The two lines mean that God lifts us up' or helps us when we encounter problems in order for us to overcome them.
4. down and frown
5. The poem simply gives a message for us to be humble and unafraid because God is always there to help us when troubles come.

---

|                       |
|-----------------------|
| <b>END OF TOPIC 3</b> |
|-----------------------|

|                                                                  |
|------------------------------------------------------------------|
| <b>NOW DO EXERCISE 3 IN ASSIGNMENT 6. THEN GO ON TO TOPIC 4.</b> |
|------------------------------------------------------------------|



## TOPIC 4

### POETIC GENRES 2

In this Topic, you will learn about:

- **Triplet**
- **Quatrain**
- **Cinquain**
- **Verse**
- **Shape Poems**

**TOPIC 4: POETIC GENRES 2**

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Topic 4 is a continuation of the study of different poetic genres. In this topic, the poems were classified according to their patterns or schemes.

Aside from learning and reading several interesting poems, you will also try your hand in writing poems of your own.

You might be surprised to learn how easy it is to write poems when you do the lessons in Topic 4.

## Lesson 16: Triplet



Welcome to Lesson 16 of Strand 6. In Topic 3, you learned about several forms of poetry. In this lesson you will learn about another form of poetry, the triplet poem.



### Your Aims:

- define the triplet poem
- identifies the pattern of a triplet poem
- write own triplet poems

### What is triplet poem?

The triplet poem is composed of three lines of poetry, forming a stanza or a complete poem. All three lines of the triplet poem follow the same rhyme pattern (a a a). Here is an example from the poem **-Aeneid** by John Dryden.

|                                                   |   |                 |
|---------------------------------------------------|---|-----------------|
| Nor let him then enjoy supreme <u>command</u> ;   | a | { Rhyme Pattern |
| But fall, untimely, by some hostile <u>land</u> , | a |                 |
| And lie unburied on the barren <u>sand</u> !      | a |                 |

Triplets are also commonly used with other poems, like the couplet poem, to add emphasis to a poem. The following is a good example.

|                                                              |   |           |
|--------------------------------------------------------------|---|-----------|
| My Tyrians, at the injured queen's <u>command</u> ,          | a | { Couplet |
| Had tossed their fires amid the Trojan <u>band</u> ;         | a |           |
| At once extinguished all the faithless <u>name</u> ;         | b | { Triplet |
| And I myself, in vengeance of my <u>shame</u> ,              | b |           |
| Had fallen upon the pile, to mend the funeral <u>flame</u> . | b |           |

As the poet, you have a lot of freedom with the triplet poem. A longer poem like the example below can be created by joining together several individual triplet poems, either telling a story or exploring a theme.

### The Eagle

He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

-Alfred, Lord Tennyson



Here are the steps in writing a triplet poem.

- Step 1** Decide on the subject of your poem. This will help you determine your form.
- Step 2** Decide on the rhyming pattern you want to use. It is a common practice in triplet poems to have each of the three lines rhyme, or just the first and last lines.
- Step 3** Determine whether you want to have specific syllable counts for lines.
- Step 4** Write the poem, based on the things you have decided.

Here are some examples of short triplet poems on the subject –**Salmon**”, a sea fish that spawns in rivers.

Salmon are fast  
They zoom right past  
In a big blast

-Alex F.

Salmon swim in the sea  
They swim very happily  
They are happy because they are free.

- Leanne O.

Now it is your turn to try.



**Activity 1: Try your hand in writing a triplet poem for each of the subjects listed below.**

1. Birds  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Crocodile  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Hibiscus  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for completing this activity. You may share your triplet poems by reading them to your family and friends.



## Summary

You have come to the end of Lesson 16. In this lesson you learned about the form and uses of triplet poems. You have also experienced writing your own triplet poems.

---

**NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.**

**Practice Exercise:****16**

Read the following poem then answer the questions that follow.

**The Witch**

Long black gown,  
Straw hair down,  
Pointed hat,  
Pet bat,  
Spells, and things like that.

Deep in her head,  
Eyes bloodshot and red,  
Seem,  
To gleam,  
Enough to make one scream.

She rides on her broom,  
Goss the face of the moon,  
Mean,  
Lean,  
Face.... Green.

You'll see her at night,  
A terrible sight,  
Awful,  
Unlawful,  
Victims... Mournful.

She lives in the wood,  
She's not at all good,  
She's maddish,  
Haggish,  
Everything that's baddish.

-Susan



The witch rides on her broom.

1. Copy a word from the poem that means **not good at all**. \_\_\_\_\_

2. Copy the triplet used in the second stanza.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. The word **lean** in the third stanza refers to \_\_\_\_\_

\_\_\_\_\_.

4. What other form of poetry aside from triplet did the poet use in this poem?

\_\_\_\_\_

5. What is the poem all about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.</b> |
|------------------------------------------------------------|

### **Answers to Activities**

**Activity 1**    *(Your answers must be similar to the suggested answers below)*

1.    Birds love playing in the sky  
      We watch them fly so high  
      They wave their wings goodbye.
2.    I do love watching crocodile  
      So long they stay where they are while  
      I stand here almost half a mile.
3.    Parade of colourful delights for us  
      Red, yellow and white hibiscus  
      Feasting our eyes as we sat on the bus.

## Lesson 17: Quatrain



Welcome to Lesson 17 of Strand 6. In Lesson 16 you learned about a form of poetry that is composed of three lines, the triplet. In this lesson you will learn about another form of poetry which has four lines in a stanza. It is called quatrain.



### Your Aims:

- define quatrain
- identify the pattern of a quatrain
- identify quatrains used in other forms of poetry
- write own quatrains

### What is a quatrain?

A quatrain is a stanza or group of lines in a poem consisting of four lines. Existing in various forms, the quatrain appears in poems from ancient civilizations including Ancient Greece and Ancient Rome. Today it continues to be the most widely used among the forms of poetry.

For example, it is the following stanza from Thomas Gray's **"Elegy Written in a Country Church-yard"**.

|                                             |   |                 |
|---------------------------------------------|---|-----------------|
| The Curfew tolls the knell of parting day,  | a | } Rhyme Pattern |
| The lowing herd wind slowly o'er the lea,   | b |                 |
| The plowman homeward plods his weary way,   | a |                 |
| And leaves the world to darkness and to me. | b |                 |

Quatrain is also the form that is used in ballad. An example below is from the traditional ballad **"The Wife of Usher's Well"**. You may go back to Lesson 12 to read the complete ballad.

There lived a wife at Usher's Well,  
And a wealthy wife was she;  
She had three stout and stalwart sons,  
And sent them o'er the sea.



**Activity 1: Study each poem then write whether it is a couplet, a triplet or a quatrain. Write your answers in the spaces provided.**

- Some words clink  
As ice in a drink.  
Some move with grace  
A dance, a lace.

\_\_\_\_\_

2. Black is an oyster shell  
Nice and pearly,  
Black is my hair,  
Black is my mare,  
Black is a colour I hate to wear. \_\_\_\_\_
3. We'll all be rooned,' said Hanrahan,  
In accents most forlorn,  
Outside the church, ere Mass began,  
One frosty Sunday morn. \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---



**Activity 2: Write a quatrain for each of the subjects below.**

1. Sea

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2. My Mother

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3. My Favourite Pet

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Thank you for completing this activity. Now, you may add your composition to your collection of poems. You can also share them with your family and friends.



## Summary

You have come to the end of Lesson 17. In this lesson you learned about the form and uses of quatrains. You have also identified a quatrain among the other forms of poetry and composed quatrains of your own.

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**NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**

**Practice Exercise: 17**

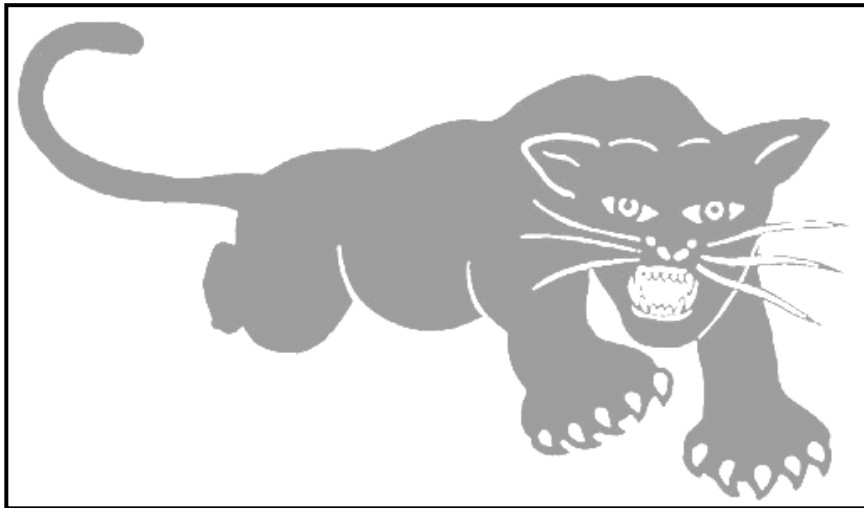
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Read the following poem then answer the questions that follow.

**Black Panther**

This little panther wears a coat of soot,  
Well-suited so. Stretched out along his shelf,  
Still as one brooding storm, the sultry brute  
Looks soft as darkness folded on itself.

His limbs, his tarry torso, are as matt,  
As night wanting the stars; his resting grace  
Lies leashed. Alone his head's erect; pure cat  
Stares, alive with danger in that face.



From the sharp ears down to the finest hair  
At his tail's tip, he might be carved of coal,  
Child of the shadows, he appears as tame,  
Till from behind the grate the gold eyes glare  
With such a light as could consume the whole  
To ashes and a memory of flame.

*-Babette Deutsch*

1. How many quatrains can you find in the poem? \_\_\_\_\_
2. A phrase in the poem which suggests both the panther's blackness and its stillness is
  - A. a coat of soot.
  - B. soft as darkness.
  - C. his tarry torso.
  - D. carved of coal.

3. The poet described the panther as
- A. pacing endlessly.
  - B. motionless but quite alert.
  - C. trying to hide from the watcher.
  - D. lying asleep on a ledge in a cage.
4. The phrase **as one brooding storm** in line 3 implies that the panther
- A. responds to the elements.
  - B. has accepted its loss of freedom.
  - C. is well known as an instinctive hunter.
  - D. has violence which is being held in reserve.
5. The watcher realised that the panther is really dangerous when she sees
- A. how still the panther lies.
  - B. the sharp features of the panther.
  - C. how similar the panther is to a cat.
  - D. the intensity of the panther's glare.
- 

|                                                            |
|------------------------------------------------------------|
| <b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.</b> |
|------------------------------------------------------------|

### Answers to Activities

#### Activity 1

- 1. Couplet
- 2. Triplet
- 3. Quatrain

#### Activity 2 *(The following are just examples to compare your answers with)*

- |    |                  |                                                                                                    |
|----|------------------|----------------------------------------------------------------------------------------------------|
| 1. | Sea              | Blue waves that shimmers<br>Layers of folded lace;<br>Silky water glimmers<br>Warms up every face. |
| 2. | My Mother        | Wide smile beckoning<br>Children far and wide;<br>Kind eyes twinkling<br>With tender love inside.  |
| 3. | My Favourite Pet | Sweet little helper<br>Joy of my life<br>With love so tender<br>Stay by my side.                   |

## Lesson 18: Cinquain



Welcome to Lesson 18 of Strand 6. In Lesson 17, you learned about a short form of poetry called quatrain. In this lesson you will learn about another short form of poetry, the cinquain.



### Your Aims:

- define cinquain
- identify the pattern of a cinquain
- write a cinquain

### What is cinquain?

The word **cinq** in French means five. Therefore, a cinquain is a poem with five lines. It offers a brief but interesting way of describing something.

Each of the 5 lines of cinquain has a fixed number of syllables: two, four, six, eight and two respectively.

These lines can be organised this way:

- |        |   |                                                                 |
|--------|---|-----------------------------------------------------------------|
| Line 1 | - | gives a title or a subject                                      |
| Line 2 | - | describes the subject                                           |
| Line 3 | - | expresses an action                                             |
| Line 4 | - | expresses a feeling                                             |
| Line 5 | - | repeats the title or gives another word with a similar meaning. |



**Activity 1:** Below are some examples of cinquains written by Susan Baing and Adelaide Crapsey. Read them aloud to see how they sound.



### Cloud

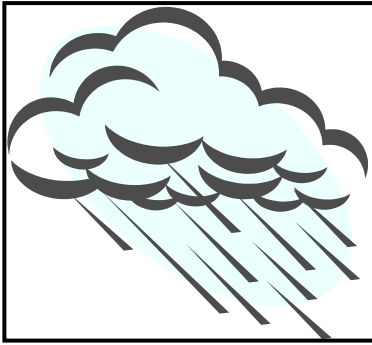
Cloud  
Thin, unpromising  
Evaporating into hot sky  
Lair and Cheat

### Old Radio

Old radio  
Rusted, cracked, wireless  
Resting in the rubbish bin silently  
No sounds come out, abandoned  
Plastic shell.



No rain.



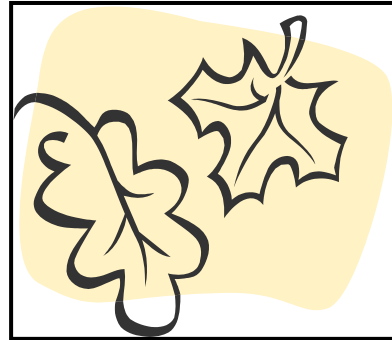
### The Warning

Just now,  
Out of strange  
Still dusk.as strange, as still..  
A white moth flew. Why am I grown  
So cold?

### Autumn

Listen

With faint dry sound,  
Like steps of passing ghosts,  
The leaves,front-crisp'd,break from the trees  
And Fall.



Thank you for completing this activity. I hope you had fun reading the cinquains. Now, you may go on to the next part of this lesson.

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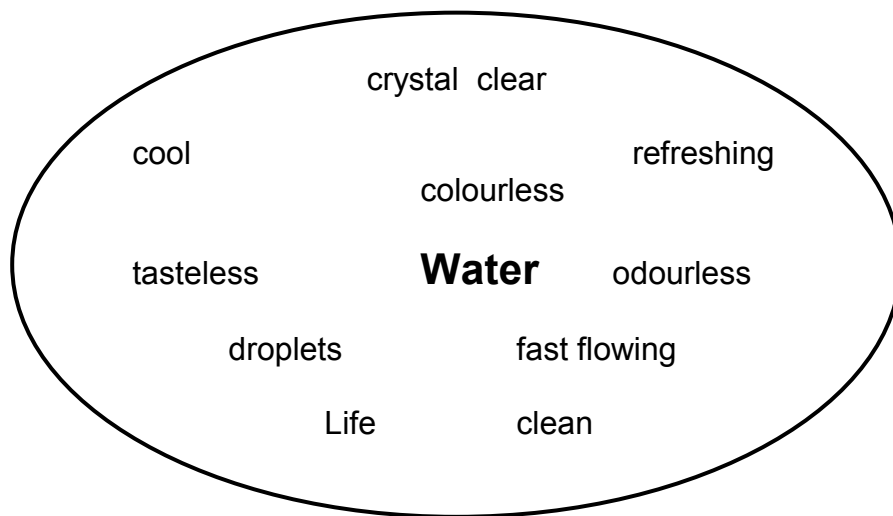
You will now learn how to write a cinquain. The following steps should help you produce your own poem.

### Writing a Cinquain

1. Like any other poems, you need to choose the subject first. For example, your subject is **water**.



2. Brainstorm to bring out all your thoughts and feelings about the subject **water**. Use words from your five senses to talk about water: taste, touch, sight and hearing.



3. Study the list of words describing your thoughts and feeling about water. Then use some of the words to write a cinquain. Arrange the words you chose following the pattern below:

|               |                                                                 |
|---------------|-----------------------------------------------------------------|
| <i>Line 1</i> | Write a noun                                                    |
| <i>Line 2</i> | Write 2 adjectives describing the noun in Line 1                |
| <i>Line 3</i> | Write 3 action words that tell what the noun in line 1 might do |
| <i>Line 4</i> | Write a phrase describing the noun on Line 1                    |
| <i>Line 5</i> | Write a synonym of the word in Line 1                           |

Following this pattern, you will be able to come up with your own cinquain as the one below.

### **Water**

Water,

Cool and refreshing,

Fast flowing, curving, splashing

Tasteless and colourless, yet bringer of

Life!



## Summary

You have come to the end of Lesson 18. In this lesson you learned that cinquains have only five lines, brief and gives a picture of what the poem is about. Cinquain can present a subject matter in many different ways to the reader depending on how you write them. Play with words and give life to them.

---

**NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.**

**Practice Exercise****18**

Write a cinquain for each picture.

1.



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2.



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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

## Lesson 19: Verse



Welcome to Lesson 19 of Strand 6. In Lesson 4, you learned about rhymes. In this lesson you will use what you learned about rhymes to study verse.



### Your Aims:

- define verse
- differentiate between a verse and a prose
- identify the different types of verses
- identify the type of verse used in a poem
- writes own verse

### What is verse?

In poetry, a verse is a section of a poem consisting of a number of lines arranged together to form a single unit. Below is an example of a famous verse that can be found in the poetic work of the English poet, William Wordsworth.

#### „Daffodils“

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.



A verse is made up of lines that are composed using rhymes and meter. It also uses a lot of figurative language devices like simile, metaphor, assonance, alliteration, irony and more. It is the opposite of prose which consists of sentences and paragraphs. Unlike verse, the formal English language structure is used in prose writing.



**Activity 1: Compare the pattern and the language used in each of the following. Then identify which is verse and prose. Write verse or prose in the spaces.**

1. \_\_\_\_\_

I felt a cleavage in my mind  
As if my brain had split;  
I tried to match it, seam by seam,  
But could not make them fit.  
The thought behind I strove to join  
Unto the thought before,  
But sequence travelled out of reach  
Like balls upon a floor.

2. \_\_\_\_\_

I moved through the crowd like a chicken moving to take its turn to eat. I was confused and excited at the same time. Through the fence I could see people breaking into the big shops and coming out with store goods. They were running in all directions like honey bees busy at work.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

---

Now, take a look at the three types of verse.

**1. Rhymed verse**

Rhymed verse is the most commonly used form of verse. It follows a pattern of end-rhymes.

**Volcanic Eruption**

Up in the air and into the sky,  
went ash and gas smoke.  
Early at dawn they all went up,  
as you and me awoke.

Decked with palms, with virgin soil,  
Rabaul was rich and green.  
Drowned in mud, no lava, thank God!  
The eruption has been mean.

In this rhymed verse, there is a regular pattern of end rhymes. The second and fourth lines in the first stanza (**smoke ; awoke**) and second stanza (**green ; mean**) are end rhymes.

**2. Blank verse**

Blank verse is identified by a **regular rhythm**, but **no end rhyme**.

In Mathematics, Woman leads the way:  
The narrow-minded pedant still believes  
That two and two make four! Why, we can prove,  
We women-household drudges as we are-  
That two and two make five-or three-or seven;  
Or five-and-twenty, if the case demands!  
-from *Princess Ida*

Though there is no end rhyme in this verse, there is a regular rhythm as you read each line of the poem.

**3. Free verse**

Free verse has **no fixed rhythm** and **no end rhyme**. Although free verse may include end rhyme, it commonly does not. These poems mainly focus on the image created by the words used in the poem. Read the example below written by the American poet Hilda Doolittle.

**Oread**

Whirl up, sea—  
Whirl your pointed pines,  
Splash your great pines  
On our rocks,  
Hurl your green over us,  
Cover us with your pools of fir.

-H.D.



Sea waves splashing on the rocks.

This free verse about the sea is composed of poetic lines without the use of a regular rhythmic pattern and end rhymes.



**Activity 2: Identify the type of each of the following verses. Write your answers in the spaces.**

1. \_\_\_\_\_ Floating in  
the deep blue sky,  
you've set sail tonight.
  
2. \_\_\_\_\_ Beneath the moon,  
I wandered late.  
Her soothing beam  
Was my sole mate!
  
3. \_\_\_\_\_ Black rain clouds  
covered the sky.  
It's going to rain, said she.  
A strong wind raged'  
The trees all swayed.  
It's a storm, said he.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.



## Summary

You have come to the end of Lesson 19. In this lesson you learned that verse is the structure we use in poetry and that prose is the structure we use in writing sentences and paragraphs. You also learned the three types of verse and how to identify them.

---

**NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.**

**Practice Exercise:****19**

Read the following poem then answer the questions that follow.

**The Lakatoi**

Braving waves and  
Winds and storms they  
    Sailed in **lakatoi**.  
With faith in skills and  
Faith in selves our  
    **Bubus** sailed with joy.

The hulls were strong  
Their wills were strong  
    They were smart and hale.  
In multi-hulled  
Canoes in rows with  
    Clay-pots they set sail.

Tonnes of sago  
From the Gulf they  
    Brought home every year.  
In exchange for  
Clay-pots which our  
    Grandmas made with care!

Year by year their  
Craft was new their  
    Art was new and shrewd!  
Our fore-fathers,  
and their lakatois,  
    Of them we still are proud!

- *Anonymous*



Porebada lakatoi

1. How many stanzas are there in the poem? \_\_\_\_\_
2. How many lines are there in a stanza? \_\_\_\_\_

3. Which two lines in each stanza are end-rhymes?  
A. 1 and 4  
B. 2 and 5  
C. 3 and 6  
D. 4 and 6
4. Which stanza contains a definition of lakatoi?  
A. 1  
B. 2  
C. 3  
D. 4
5. The word **Bubus** in line 6 is referring to the \_\_\_\_\_ of the village.  
A. children  
B. young men  
C. old people  
D. ancestors
6. What traditional activity was described in the third stanza?  
A. Barter  
B. Bar trade  
C. Claypot making  
D. Sago making
7. Which word from the poem means **in good health**?  
A. Faith  
B. Hale  
C. Shrewd  
D. Proud
8. We can infer from the poem the lakatoi was used to  
A. catch fish.  
B. transport passengers.  
C. bring home garden produce.  
D. carry goods to and from other places.
9. The writer of the poem expresses a feeling of \_\_\_\_\_.  
A. pride  
B. loneliness  
C. happiness  
D. resentment
10. The poem is an example of a \_\_\_\_\_ verse.  
A. blank  
B. free  
C. rhymed

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**

**Answers to Activities****Activity 1**

1. verse
2. prose

**Activity 2**

1. Free verse
2. Rhymed verse
3. Blank verse

## Lesson 20: Shape Poems



Welcome to Lesson 20 of Strand 6. In Lesson 15 you learned how to create pictorial poems. In this lesson, you will study a similar form of modern poetry that is called shape poem.

### Your Aims:

- define shape poetry
- read to appreciate examples of shape poems
- create own shape poems

### What is shape poem?

Shape poem is poetry in which the arrangement of words is used to express the meaning of the poem. The words in the poem are arranged to show the shape of the poem's subject. This gives the reader an idea of what the poem is all about. Shape poems are also known as concrete poems.

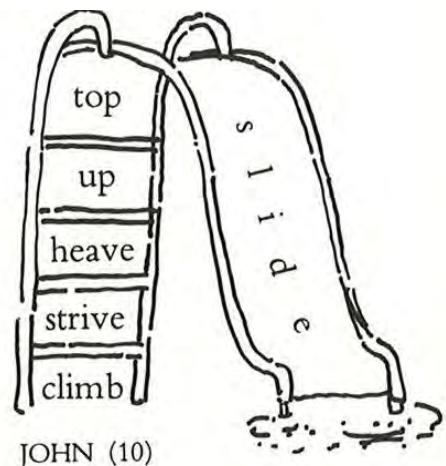
Study some examples in the following activity.



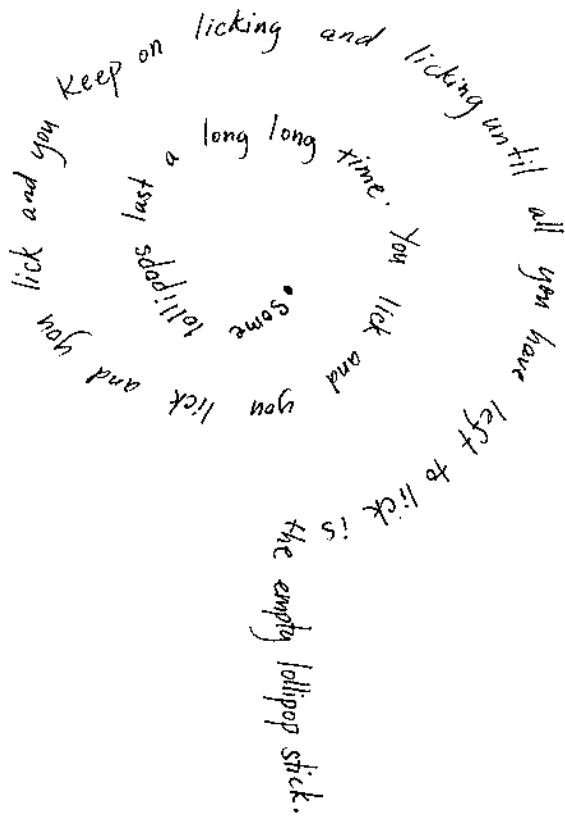
**Activity 1: Read then write the subject of each poem on the space provided.**

1. \_\_\_\_\_

it  
soars high  
and then drops  
the line tauts—  
it pulls as if to  
break my fingers  
slow, slower  
the wind  
dies  
and  
the  
kite  
with  
it  
SUE (11)



2. \_\_\_\_\_



3. \_\_\_\_\_

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of the lesson.

Shape poem is sometimes referred to as visual or pictorial poem because the words themselves form a picture. This can be called imagery because you use your senses to figure out what the words mean.

Writing shape poems is fun. It gives you the freedom to be creative with words but at the same time expressing yourself in the form of shapes. Here is one way of helping you write a shape poem.

1. Choose a topic. For example, we chose **ice cream** as a topic.
2. Brainstorm. The next time you have one, study your ice cream before eating it. You can also study a picture of an ice cream as in the picture provided below, or imagine the last time you had one.



Ice cream on cone

3. Write down words on a piece of paper to describe an ice cream or your experience of having one.

For example:

|           |          |
|-----------|----------|
| fun       | enjoy    |
| everyone  | eat      |
| rich      | taste    |
| favourite | children |

4. In the shape of an ice cream, write a poem about the topic using the words you have listed. You may add more words to make sense in completing your poem. Read an example below by Sheryl Josephine Page Raun Chambers.

### Ice Cream

Ice-cream  
is fun  
to eat  
rich taste  
enjoyed by  
m a  
a g  
n e  
y s

We have just given shape to our poem. Now, it is your turn to create your own shape poem about the topic using the words from your brainstorming list. Use the space below.





## Summary

You have come to the end of Lesson 20. In this lesson you learned that shape poems express complete ideas through the picture they present. You also had fun in reading shape poems and in writing one.

---

**NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.**

# Practice Exercise: 20

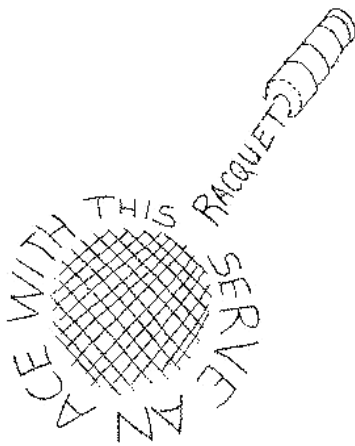
A. Write the subject matter of each shape poem in the spaces provided.



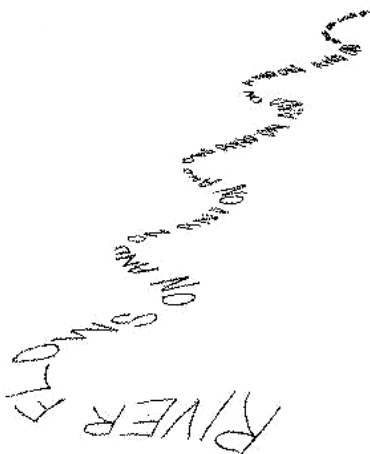
1. \_\_\_\_\_



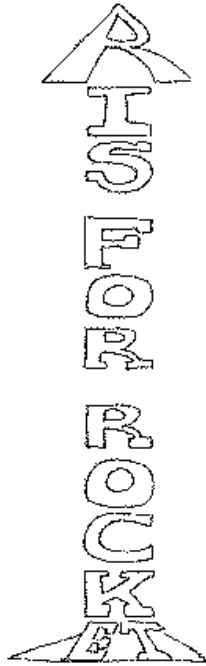
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

**B. Study the poem below then answer the following questions.**

Little boy  
 is standing all  
 alone, in a little while  
 he won't be on his own. He'll  
 get a little education, and maybe a  
 little degree to give him a nice little job.  
 And he will marry a nice  
 little lady to make him  
 a proud little man. His  
 life will then be  
 an eight to four-thirty job  
 then home to the little wife, in the little fale.  
 ETI SA'AGA

1. Based on the poem, what do you think does the word **fale** mean?  
 \_\_\_\_\_
2. Copy two words that form a **perfect rhyme** from the poem.  
 \_\_\_\_\_ and \_\_\_\_\_
3. Trace the outline of the poem to have a clearer presentation of its shape.  
 What shape did you come up with? \_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END TOPIC 4.**

**Answers to Activities****Activity 1**

1. Slide
2. Kite
3. Lollipop/lolly candy

## Answers to Topic 4 Practice Exercises

---

### Practice Exercise 16

1. baddish
  2. Seem,  
To gleam,  
Enough to make one scream.
  3. face of the witch
  4. couplet
  5. The poem is a description of a bad and frightening witch.
- 

### Practice Exercise 17

1. 2 quatrains found in the first stanza
  2. D
  3. B
  4. D
  5. D
- 

### Practice Exercise 18 *(These are just sample cinquains for you to compare with your answers)*

1. **Butterfly**  
Light and slender  
Gliding, floating, tenderly sipping,  
Blaze of colours  
Gentle sprite.
  2. **Moon**  
Fire bright but cold  
Shimmering, shining, beaming  
Sentinel of all things untold  
A golden ball.
- 

### Practice Exercise 19

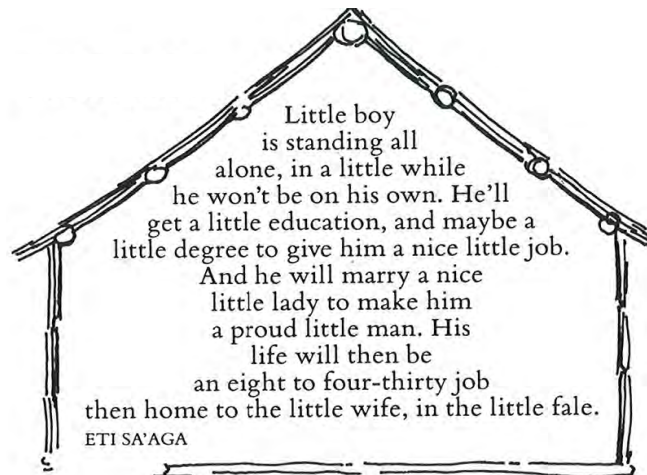
- |      |       |
|------|-------|
| 1. 4 | 6. A  |
| 2. 6 | 7. B  |
| 3. C | 8. D  |
| 4. B | 9. A  |
| 5. D | 10. C |

**Practice Exercise 20****A.**

- |            |           |
|------------|-----------|
| 1. Flag    | 4. River  |
| 2. Bird    | 5. Rocket |
| 3. Racquet |           |

**B.**

1. house/ hut/ abode
2. (*Your answer must be **one** of the following pairs*)  
alone and own/ marry and lady / life and wife
1. house



---

**END OF TOPIC 4**

**NOW YOU MUST DO EXERCISE 4 THEN STRAND TEST 6 TO  
COMPLETE YOUR ASSIGNMENT 6. WHEN YOU HAVE  
COMPLETED YOUR ASSIGNMENT CHECK THROUGH YOUR  
ANSWERS AGAIN CAREFULLY THEN SEND IT TO YOUR  
PROVINCIAL CENTRE FOR MARKING.**

## GLOSSARY

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### A

Abhors – strong dislike; hatred  
 Abrupt – sudden; quick  
 Abstruse – difficult; confusing  
 Acorn – seed of an oak tree  
 Admiration – approval; appreciation  
 Ale – alcoholic drink  
 Amid – among; within  
 Amorous – loving; romantic  
 Ancient – old  
 Anonymous – an unknown writer  
 Anxiety – worry; fear  
 Appal – bad; unpleasant; shocking  
 Armour – protective covering  
 Asphalt – blacktop covering of runway  
 Awe – respect; amazement  
 Awful – unpleasant; bad  
 Azure – blue

### B

Bacon – strip of pork  
 Bait – attract; tempt  
 Bar – a rod or piece of wood  
 Bard – a poet who writes about heroic Themes  
 Barn – large farm house  
 Barnacle – a small sea crab  
 Barren – dry; unproductive  
 Battered – beaten; damaged  
 Beast – animal; monster  
 Beliefs – opinions; attitudes; views  
 Billabong – aboriginal name for Waterhole  
 Bloodshot – red looking; swollen  
 Boggle – confuse  
 Boisterous – rough; noisy; stormy  
 Brawn – strong; muscular  
 Brood – feel sorry for one's self  
 Brute – tormentor; cruel  
 Bud – the shoot of a plant  
 Bug – insect; bacteria; virus, annoy, Disturb  
 Byre – a house for cows

### C

Calvary – suffering  
 Cauldron – big pot  
 Caravan – a vehicle equipped for people to live in  
 Chamber – a room

Characteristics – descriptions; qualities

Charge – responsibility; attack

Chunky – heavy; rough

Churl – bad tempered

Clad – to be covered in war armour

Clanged – sounded; rang

Clasps – holds; embraces

Clatter – smash; rattle; bang

Cliff – overhanging rock face

Cobbles – paving stones

Cock – rooster

Comic – creating fun and laughter

Complex – complicated; made up of related parts

Compassion – kindness; concern

Condensed – to express in fewer Words

Coolabah – an Aboriginal gum tree

Corselet – a garment worn by knights in war

Countenance – expression; face

Crag – mountain top

Creative – imaginative; artistic

Cruel – heartless; unkind

Crumbling – collapsing; falling apart

### D

Dahlia – bright coloured garden flower

Daring – prepare to take risks; bold; adventurous;

Defiance – disobedience

Delights – joys; happiness

Depths – deepest points

Derived – originated from

Detests – hate; loathe

Devour – eat greedily; consume

Dimensions – an extension of knowledge or ideas

Dint – mark; impression

Dispute – disagreement; quarrel

Dizzy – unsteady; light-headed

Doom – end; disaster; tragedy

Draught – mouthful of drink

Dungeon – underground cell for prisoners

Dwell – live; settle

### E

Elm – a type of a tree

Employ – use; hire

Entrails - intestines

Entreating – requesting; pleading  
 Envy – jealousy; greed  
 Episode – an event or a group of events in a sequence  
 Erect – straight; upright  
 Error – mistake; fault  
 Extinguished – ended; put out

**F**

Fabulist – one who composes fables  
 Faithless – dishonest; not to be trusted  
 Fale – small house  
 Fantastic – wonderful; great  
 Faucet – a device that controls the flow of water from a pipe  
 Fending – fighting to survive  
 Fleet – a group of ship  
 Fleetness – swift; fast  
 Flimsy – thin; weak  
 Flutter – wave; flap  
 Foe – enemy; rival  
 Foliage – vegetation; plants  
 Folklore – legends; traditional stories  
 Formal – official; proper  
 Fox – wild animal  
 Funeral – rites for the dead  
 Fury – anger

**G**

Gain – benefit; advantage  
 Genealogy – a record of a person's line of descent traced from their ancestor  
 Genre – type; kind; category; group  
 Glamorous – stylish; fashionable  
 Gleam – shine, sparkle  
 Glee – happiness; joy  
 Glide – slide; fly  
 Gnaw – chew; bite; worry  
 Graceful – attractive; light movements  
 Grate – grill; annoy  
 Grind – sharpen

**H**

Hag – witch  
 Hale – healthy; in good shape  
 Halt – stop; pause  
 Hark – pay attention to  
 Heave – lift  
 Hero – brave man  
 Heroine – brave woman  
 Hinges – joints; turning points  
 Hostile – unfriendly; unpleasant  
 Howl – cry; scream  
 Hull – underside

Hurl – throw; toss

**I**

Ignoble – wicked; disgraceful  
 Imagery – mental pictures used by a poet or author  
 Immemorial – long established  
 Incremental – increase; fixed scale  
 Inevitability – certainty; unavailability  
 Injured – hurt; wounded  
 Innumerable – countless; numerous  
 Instinctive – natural; automatic  
 Intensity – strength; greatness  
 Interpret – to explain or translate the meaning of words  
 Intimate – close; familiar  
 Intoxicate – get drunk  
 Ironic – contradictory

**J**

Jest – joke; tease  
 Jumbuck – Australian English term for sheep  
 Juts – stick out

**K**

Knuckle – projection; bulge

**L**

Lair – an animal's or a traveller's resting place in the desert  
 Lark – bit of fun  
 Lean – slender; thin; slim  
 Leap – jump; increase  
 Leash – bind; join together  
 Lilac – pale purple flower  
 Limp – stagger; stumble; hop  
 Literal – dictionary meaning of a word  
 Literature – knowledge that is written  
 Littered – spoiled; scattered  
 Loathes – regard with disgust; detest  
 Loop – curve or circle made by a line  
 Lurker – a person who hides for evil purposes

**M**

Maddish – slang for crazy  
 Mantle – sleeveless garment worn by women  
 Mare – female horse  
 Martinmas – a church festival observed on the 11<sup>th</sup> of November every year in commemoration of the death and burial of St. Martin of Tours.  
 Matt – not shiny

Melancholic – feeling or expressing sadness  
 Mellow – smooth; relaxed; peaceful  
 Mend – fix; repair  
 Mill – grinder  
 Mock – tease; imitate  
 Monotonous – repetitious; boring  
 Mood – the way you feel at a particular time  
 Moor – open grassland  
 Moral – good or bad; right or wrong  
 Mortal – connected with death  
 Mossy – moss covered  
 Mullet – a sea fish used for food  
 Murmuring – whispering; mumbling  
 Musings – thoughts  
 Mutter – speak softly  
 Myths – traditional stories that involves imaginary persons

**O**

Oak – a big tree  
 Oath – promise; assurance  
 Obscene – offensive  
 Opinion – personal view or belief  
 Overpower – defeat; overcome

**P**

Pacing – walking up and down  
 Pale – light; colourless  
 Patronising – look down on someone  
 Peacock – a bird with colourful Feathers  
 Perspective – understanding important things in different ways  
 Plight – faith; loyalty; pledge or promise  
 Poet – a person who writes poems  
 Poetize – compose and read poems  
 Poke – push, hit  
 Pompous – showy; boastful  
 Prehistoric – relating to the time in history before things were written  
 Presume – believe; think  
 Pride – pleasure; delight  
 Primitive – ancient; basic  
 Pronunciation – speech

**R**

Radiance – brightness  
 Rapid – fast  
 Rapine – robbery; plundering  
 Rattle – shake  
 Refrains – a number of lines that

appears one after another.  
 Regret – pain of guilt  
 Remorse – sorrow  
 Repentance – apology  
 Reserve – formality; substitute  
 Rhyme – ending of words with the same sound  
 Rhythm – strong regular repeated pattern of sounds  
 Rifle – turn over  
 Roar – growl  
 Romped – played  
 Rosette – a rose-like ornament made of ribbon  
 Rustling – rushing

**S**

Sapling – a young tree  
 Sarcastic – insulting; disrespectful  
 Scan – looked at a glance  
 Scrap – piece; bit  
 Scrape – rubdown; fight  
 Seam – joint  
 Sequence – order; series  
 Shallow – low; surface  
 Shards – ruins; remains  
 Sheer – transparent; thin  
 Shield – armour carried on the hand to protect blows to the head  
 Shoot – young branch; sprout  
 Shrewd – smart; clever; accurate  
 Slay – dispatch; destroy  
 Slender – thin, slim, tiny  
 Slight – small; insult  
 Smitten – in love  
 Snout – nose  
 Soar – fly  
 Sober – clearheaded  
 Solemn – serious; deliberate; dignified  
 Solitude – privacy; aloneness  
 Soot – dust; ash  
 Spells – enchantments  
 Squatter – unlawful resident  
 Stalwart – courageous; determined  
 Stamp – step on; impress  
 Stanza – a verse in a poem  
 Static – fixed; unmoving  
 Stew – cook slowly  
 Stout – brave; full of strength  
 Streak – a line  
 Strewn – scattered; spread  
 Strove – do all you can  
 Stutter – stammer; speech disorder  
 Sultan – an Arabian ruler or King; A

Muslim ruler or leader  
Sultry – cruel; bossy  
Supernatural – ghostly; spiritual;  
magical  
Supreme – greatest; highest  
Swagman – a cowboy who lives  
roughly  
Sympathetic – concerned;  
kind-hearted

**T**

Tame – friendly; trained  
Tar – asphalt  
Taut – stretched tight  
Terrible – very bad  
Terror – horror; troublemaker  
Theme – subject or topic which a  
person speaks or write about  
Thoroughbred – a pure breed of horse  
Thrashing – waving; swinging  
Tone – quality of voice expressing  
emotion  
Torso – upper body  
Tragedy – misfortune; disaster  
Travails – hard work; struggles  
Trifle – little; not important  
Triumph – success; achievement  
Trodden – stepped on  
Troopers – a private soldier; policeman  
on a motorbike  
Tubers – roots  
Tuft – bunch; clump

**U**

Unique – one of a kind  
Untimely – at the wrong time

**V**

Venerable – a deceased person with  
title of a saint  
Vengeance – revenge; punishment  
Venom – poison; bitterness  
Version – kind; sort; style  
Vertically – straight up  
Visual – can be seen  
Vocation – occupation; natural ability

**W**

Waltz – a type of dance  
Whale – big fish  
Wisdom – good judgment  
Wreathed – covered; decorated

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Wikipedia Website

## FODE PROVINCIAL CENTRES CONTACTS

| PC NO. | FODE PROVINCIAL CENTRE | ADDRESS                  | PHONE/FAX          | CUG PHONES | CONTACT PERSON  |              | CUG PHONE |
|--------|------------------------|--------------------------|--------------------|------------|-----------------|--------------|-----------|
| 1      | DARU                   | P. O. Box 68, Daru       | 6459033            | 72228146   | The Coordinator | Senior Clerk | 72229047  |
| 2      | KEREMA                 | P. O. Box 86, Kerema     | 6481303            | 72228124   | The Coordinator | Senior Clerk | 72229049  |
| 3      | CENTRAL                | C/- FODE HQ              | 3419228            | 72228110   | The Coordinator | Senior Clerk | 72229050  |
| 4      | ALOTAU                 | P. O. Box 822, Alotau    | 6411343 / 6419195  | 72228130   | The Coordinator | Senior Clerk | 72229051  |
| 5      | POPONDETTA             | P. O. Box 71, Popondetta | 6297160 / 6297678  | 72228138   | The Coordinator | Senior Clerk | 72229052  |
| 6      | MENDI                  | P. O. Box 237, Mendi     | 5491264 / 72895095 | 72228142   | The Coordinator | Senior Clerk | 72229053  |
| 7      | GOROKA                 | P. O. Box 990, Goroka    | 5322085 / 5322321  | 72228116   | The Coordinator | Senior Clerk | 72229054  |
| 8      | KUNDIAWA               | P. O. Box 95, Kundiawa   | 5351612            | 72228144   | The Coordinator | Senior Clerk | 72229056  |
| 9      | MT HAGEN               | P. O. Box 418, Mt. Hagen | 5421194 / 5423332  | 72228148   | The Coordinator | Senior Clerk | 72229057  |
| 10     | VANIMO                 | P. O. Box 38, Vanimo     | 4571175 / 4571438  | 72228140   | The Coordinator | Senior Clerk | 72229060  |
| 11     | WEWAK                  | P. O. Box 583, Wewak     | 4562231/ 4561114   | 72228122   | The Coordinator | Senior Clerk | 72229062  |
| 12     | MADANG                 | P. O. Box 2071, Madang   | 4222418            | 72228126   | The Coordinator | Senior Clerk | 72229063  |
| 13     | LAKE                   | P. O. Box 4969, Lae      | 4725508 / 4721162  | 72228132   | The Coordinator | Senior Clerk | 72229064  |
| 14     | KIMBE                  | P. O. Box 328, Kimbe     | 9835110            | 72228150   | The Coordinator | Senior Clerk | 72229065  |
| 15     | RABAU                  | P. O. Box 83, Kokopo     | 9400314            | 72228118   | The Coordinator | Senior Clerk | 72229067  |
| 16     | KAVIENG                | P. O. Box 284, Kavieng   | 9842183            | 72228136   | The Coordinator | Senior Clerk | 72229069  |
| 17     | BUKA                   | P. O. Box 154, Buka      | 9739838            | 72228108   | The Coordinator | Senior Clerk | 72229073  |
| 18     | MANUS                  | P. O. Box 41, Lorengau   | 9709251            | 72228128   | The Coordinator | Senior Clerk | 72229080  |
| 19     | NCD                    | C/- FODE HQ              | 3230299 Ext 26     | 72228134   | The Coordinator | Senior Clerk | 72229081  |
| 20     | WABAG                  | P. O. Box 259, Wabag     | 5471114            | 72228120   | The Coordinator | Senior Clerk | 72229082  |
| 21     | HELA                   | P. O. Box 63, Tari       | 73197115           | 72228141   | The Coordinator | Senior Clerk | 72229083  |
| 22     | JIWAKA                 | c/- FODE Hagen           |                    | 72228143   | The Coordinator | Senior Clerk | 72229085  |

**FODE SUBJECTS AND COURSE PROGRAMMES**

| GRADE LEVELS     | SUBJECTS/COURSES                                   |
|------------------|----------------------------------------------------|
| Grades 7 and 8   | 1. English                                         |
|                  | 2. Mathematics                                     |
|                  | 3. Personal Development                            |
|                  | 4. Social Science                                  |
|                  | 5. Science                                         |
|                  | 6. Making a Living                                 |
| Grades 9 and 10  | 1. English                                         |
|                  | 2. Mathematics                                     |
|                  | 3. Personal Development                            |
|                  | 4. Science                                         |
|                  | 5. Social Science                                  |
|                  | 6. Business Studies                                |
|                  | 7. Design and Technology- Computing                |
| Grades 11 and 12 | 1. English – Applied English/Language & Literature |
|                  | 2. Mathematics – Advance/General                   |
|                  | 3. Science – Biology/Chemistry/Physics             |
|                  | 4. Social Science – History/Geography/Economics    |
|                  | 5. Personal Development                            |
|                  | 6. Business Studies                                |
|                  | 7. Information & Communication Technology          |

**REMEMBER:**

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

**GRADES 11 & 12 COURSE PROGRAMMES**

| No | Science                       | Humanities                    | Business                              |
|----|-------------------------------|-------------------------------|---------------------------------------|
| 1  | Applied English               | Language & Literature         | Language & Literature/Applied English |
| 2  | Mathematics – Advance/General | Mathematics – Advance/General | Mathematics – Advance/General         |
| 3  | Personal Development          | Personal Development          | Personal Development                  |
| 4  | Biology                       | Biology/Physics/Chemistry     | Biology/Physics/Chemistry             |
| 5  | Chemistry/ Physics            | Geography                     | Economics/Geography/History           |
| 6  | Geography/History/Economics   | History / Economics           | Business Studies                      |
| 7  | ICT                           | ICT                           | ICT                                   |

**Notes:** You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

**CERTIFICATE IN MATRICULATION STUDIES**

| No | Compulsory Courses              | Optional Courses                                                                          |
|----|---------------------------------|-------------------------------------------------------------------------------------------|
| 1  | English 1                       | <b>Science Stream:</b> Biology, Chemistry, Physics                                        |
| 2  | English 2                       | <b>Social Science Stream:</b> Geography, Intro to Economics and Asia and the Modern World |
| 3  | Mathematics 1                   |                                                                                           |
| 4  | Mathematics 2                   |                                                                                           |
| 5  | History of Science & Technology |                                                                                           |

**REMEMBER:**

You must successfully complete 8 courses: 5 compulsory and 3 optional.