

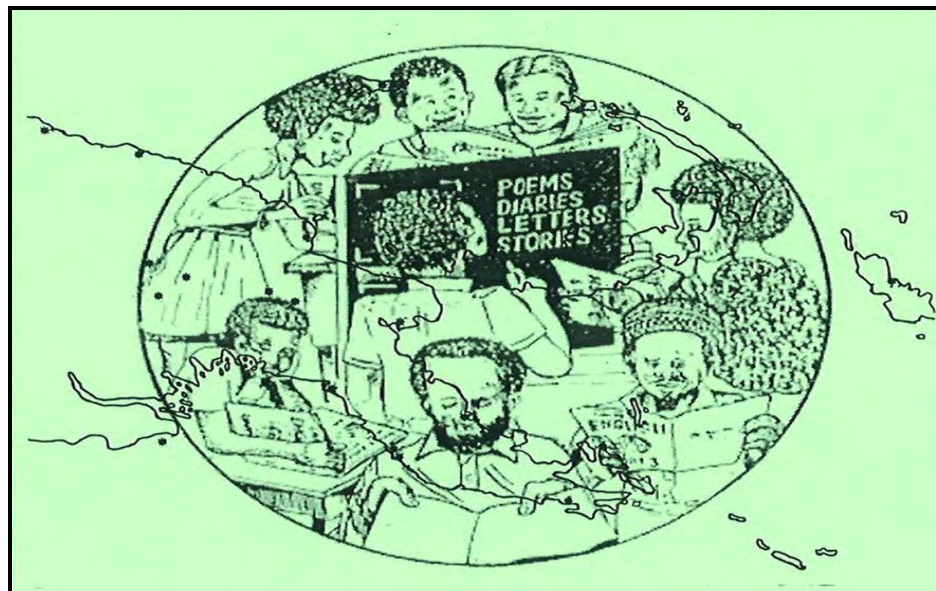


DEPARTMENT OF EDUCATION

FODE GRADE 8

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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Editors:

FODE English Department

FODE Subject Editing Team

FODE English Subject Review Committee

GRADE 8

ENGLISH LANGUAGE

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READING AND WRITING 5 (POETRY)

TOPIC 1: INTRODUCTION TO POETRY

TOPIC 2: ELEMENTS OF POETRY

TOPIC 3: FIGURATIVE LANGUAGE

TOPIC 4: FORMS OF POETRY

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.

We also acknowledge the professional guidance provided by Curriculum and Development Assessment Division throughout the processes of writing and, the services given by member of the English Review and Academic Committees. The development of this module was Co-funded by GoPNG and World Bank.

DIANA TEIT AKIS
PRINCIPAL

Published in 2017

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Papua New Guinea

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ISBN: 978-9980-87-370-5
National Library Service of Papua New Guinea

Printed by Flexible Open and Distance Education

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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



Welcome to the Strand 6 of the Grade 8 English Language Course. Strand 6 is course on poetry and divided into four Topics as follows;

- | | |
|----------|------------------------|
| Topic 1: | Introduction to Poetry |
| Topic 2: | Elements of Poetry |
| Topic 3: | Figurative Language |
| Topic 4: | Forms of Poetry |

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.

STUDY GUIDE

Below are steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through 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 at the end of each lesson and mark your own 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. 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.

- Step 5: Turn to the marking guide at the end of the Topic and mark your own answers against those listed under ***Answers to Practice Exercises***.
- Step 6: When you have finished marking, go back and correct any mistakes you may have made in all exercises for lesson 1 before moving on to lesson 2.
- Step 7: Prepare your own study timetable and use it to do your FODE studies each day on an hourly basis. Below is a sample study timetable which you could use as a guide.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 10:00	FODE STUDY TIME				
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 programs. Write your diary or read a book.				

TOPIC 1

INTRODUCTION TO POETRY

- **Understanding Poetry**
- **Guide to Poetry Appreciation**
- **Elements of a Poem**
- **Subject Matter**
- **Theme**

TOPIC 1: INTRODUCTION TO POETRY



Topic 1 aims to introduce you to poetry appreciation and to achieve this task, your lessons start with defining poetry and gaining more knowledge about its nature and elements.

Here are the other lessons and some general ideas that will help you in your study of this topic.

- **Subject:**
Try to outline the subject matter of the poem. You need to look at what is being described. It could be a place, an event, a person, a situation or an experience. What does the poet want you to focus on in the poem?
- **Theme:**
Once you have identified the subject of the poem, try and figure out what the poet wants to tell you. Look at the following: the poet's message; his purpose; ideas that he is conveying; the title; and the type of the poem. Always remember that feeling and tone work hand-in-hand with the subject and theme.

Poetry, like any other literary work, needs to be understood in order to be appreciated. Thus, at the end of Topic 1, it is expected that you have gained a better understanding and more appreciation of poetry.

Lesson 1: Understanding Poetry



Welcome to Lesson 1 of Strand 6. You may have studied about poetry in Grade 7. In this lesson you will learn more about the nature and purpose of poetry.

Your Aims:

- define poetry
- identify purpose of poetry
- read pieces of poetry

What is Poetry?

Poetry is our imagination and **feelings** speaking to us. When we write poems we write in a very special and personal way. We want to share our personal **experiences** with others. We want to let people see what is going on in our **imagination**. We want others to understand and share our feelings. We choose words very **carefully** to paint a picture of our imaginations and feelings.

In the past, poems were sometimes written in poetic language like using *o'er* for *over*, but today poets use the everyday language that we speak and read. What makes poetry different from everyday speech and writing is the way poets use ordinary words in **unexpected** ways. **Poets** surprise us. They have fun with language, and enjoy the **beauty** of language. We can do the same. Anyone who has imagination and feelings can be a poet. That means, you! We can write a poem about anything at all. There are no special or different topics at all that we have to choose. We can write a very short poem or a longer one. It is up to us to choose.



Activity 1: Write the letter of the definition of each word on the blank.

		Definitions	
_____ 1.	Imagination	A.	Practical contact with and in observation of facts or events or knowledge or skill gained over time.
_____ 2.	Carefully	B.	The ability to form ideas or images in the mind.
_____ 3.	Unexpected	C.	A person who writes poems
_____ 4.	Poets	D.	Accidental, chance sudden surprises, unforeseen, un hoped for, unlooked for unplanned, unpredictable, unusual
_____ 5.	Experience	E.	A word or phrase expressing an idea.
_____ 6.	Expressions	F.	Alert, attentive, cautious chary, circumspect, heedful, mindful, observant, prudent, thoughtful
_____ 7.	Beauty	G.	The physical world including plants, animals, the landscape and natural phenomena, as opposed to things made by people.
_____ 8.	Nature		

- _____9. Poetry **H.** Decorate, garnish, make beautiful
 I. Attitude, belief, consciousness, guess,
 hunch, idea, impression
- _____10. Feelings **J.** Poems as a whole or as a form of literature

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.

When you read poems remember the personal nature of poems. A poem is a personal expression of the writer, and it is also personal for us, the readers. Poetry is exciting to read because poets speak to each of us differently, as individuals. Remember, too, that poems are supposed to be heard.

Now, read a poem in the following activity.



Activity 2: Read the poem then answer the questions that follow.

Is God Taking My Picture?

I often stop and wonder,
Why the lightning comes in a flash;
They tell us in science,
That it is an electrical discharge;
Or is it really?
It flashes like the flash bulb
In a camera;
And then
I think,
Isn't it delightful to know that
God is taking my picture?

- *Anonymous*



Lightning

1. Who is speaking in the poem?
 - A. God
 - B. Teacher
 - C. Lightning
 - D. Student
2. The person wants to know about the
 - A. lightning.
 - B. flash of a bulb.
 - C. flash of a camera.
 - D. electrical discharge.

3. What does each of the following refer to? Write short answers in the blank spaces.
- a. **they** in line 3 _____
- b. **it** in line 6 _____
4. What sense does the word **flash** appeal to? _____
5. Which of the following was emphasised by the poet?
- A. Nature of things
- B. Christian faith in God
- C. Importance of life and death.
- D. Scientific explanations on the causes of things

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 1. In this lesson you learned about what poetry is and its importance in our lives.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Read the following Poem carefully to figure out its meaning. Then answer the questions below.

A Dead Bird

It lay on the ground, lifeless.
Its limp wings were awkwardly placed, so that
one of them was crushed against the ground
and the other folded back to show the soft
grey down.

Through one half-closed eye I saw only the
white of an eye. The other was open, showing
a dilated pupil.

Its claws looked like the hand of one
deformed. Its beak was wide open as if in the
middle of a song.

The birds feathers, always dull, seemed even
more so now it was dead.

In its back was a hole where the ants were
methodically eating its inside away.

I picked up the dead bird with a spade and
buried it under a bougainvillea.

- Susan



A dead bird

1. Based on the poem, explain the meaning of each of the following:

a) dilated pupil

b) deformed

2. What is the title of the poem?

3. Who is the author of the poem?

4. Copy the word from the poem that means the same as **orderly** or **systematically**.
-

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

Answers to Activities

Activity 1

- | | | | |
|----|---|-----|---|
| 2. | F | 7. | H |
| 3. | D | 8. | G |
| 4. | C | 9. | J |
| 5. | A | 10. | I |

Activity 2

1. D
2. A
3. a. Teachers
b. Lightning
4. Sense of sight
5. D

Lesson 2: Guide to Poetry Appreciation



Welcome to Lesson 2 of Strand 6. In the previous lesson you learned about the nature and purpose of poetry. In this lesson you will learn about the words that will help you understand and appreciate poetry.



Your Aims:

- identify the images and sounds used in poetry
 - identify the figures of speech used in poetry
-

How to appreciate poetry?

Have you realised that after reading and doing several activities on poetry you find a lot of exciting words which boost the interest and meaning of the poem? Poets organise their writing in whichever style they may wish without considering the punctuation.

In some cases the length of a poem may continue without having to put a full stop till the end, therefore, capitalisation to begin the new sentence may not be necessary. Poets try to draw the audience's attention by drawing sounds from words.

Imagery and Sound effects

Poets create images with words. The images are the pictures that come to mind when you read the poem. One way poets create images is through the use of words that appeal to the senses of sight, hearing, smell, taste and touch. Because you know how roses smell or what colour sea green is, these words create sensory images for you. This use of words is called imagery.

Poets also use words to create sound effects. The most commonly used sound effect is rhyme. A rhyme is the repetition of a similar sound in two or more words, such as fright, delight and create, wait.

When two or more words in a line of poetry start with the same consonant sound, the repetition is called alliteration.

Examples of alliteration are **gigantic ginger** and **snakes slither silently**. The alliteration of certain sounds in a poem often helps to emphasise an idea or establish a mood or feeling. Notice how, in the second example, the repetition of the **s** sound suggests the hissing and slithering of a snake.

Some words that name a sound, such as **pop** and **zoom**, imitate the sounds of objects of which they come from. Words that name certain actions, such as **whisper**, **tap** and **murmur**, may have sounds that reinforce their meanings. The words that imitate sounds are called **Onomatopoeia**.



Activity 1:

A. Fill in the spaces with the correct words from the text.

The 1. _____ of a Poem are the 2. _____ that come into mind when you read a poem. One way 3. _____ create images is

through the use of words that appeal to the 4. _____ of sight, 5. _____, smell, taste and 6. _____. Because you know how lilacs smell or what colour sea green is, these words create sensory images for you. This use of words is called 7. _____.

Poets also create sound effects. The most commonly sound effect is the 8. _____ when two or more words in a line of Poetry start with the same consonant sound, the repetition is called 9. _____. The use of words that imitate sounds is called 10. _____.

B. Write what sense each of the following appeals to.

1. The prism cast a rainbow of red, orange, indigo, violet, blue and green on the wall beside me. _____
2. Spring was lilac – scented with the fresh odour of clump green rising from the earth. _____
3. She stroked the cat's velvet fur.

4. The train rumbled and shrieked into the station.

5. At the beach even the air tasted salty.

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.

Figures of Speech

In addition to imagery and sound effects, most poems contain figures of speech. Similes, metaphors and personification are figures of speech that express comparisons between two different unlike things.

1. A simile is a comparison that uses **like** or **as**.

Example: The snow is **as** thick **as** a gauze curtain.

The sentence means that the snow was like a curtain of thick, white gauze.

2. A metaphor is a comparison without the words like or as.

Example: The snow was a curtain of thick, white gauze.

3. Personification gives qualities of life or personality to something that is not alive, such as an object or an idea.

Example: The snow flakes danced with joy.

Figures of speech convey much meaning in a few words. They can help to make each word of your poem count. As you read, look for images that appeal to the five senses. Look also for the figures of speech, and try to identify them.



Summary

You have come to the end of Lesson 2. In this lesson you learned about imagery, sound effects and figures of speech. They are the words used by the poet in order to help you understand the meaning of a poem. When you understand the meaning of a poem, then you will be able to appreciate it.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Here is a poem whose sound effects are very much a part of its description of the wind along the coast line. Consider how this effect is achieved. Notice particularly the use of repetition of words and phrases which become a part of the overall musical pattern of the poem.

The Song of the Sea Wind

How it sings, sings, sings
Blowing sharply from the sea-line
With an edge of salt that strings
How it laughs loud, and passes
How it sings again, and whistles
As it shakes the stout sea – thistles
How it sings!

How it shrieks, shrieks, shrieks
In the crannies of the headlands
In the gashes of the creeks;
How it shrieks once more, and catches
Up the yellow foam in patches
How it whirls it out and over
To the corn-field and the clover
How it shrieks!

How it roars, roar, roars
In the iron under – caverns
In the hollows of the shores;
How it roars anew, and thunders;
And the spent ship, tempest driven,
On the reef lies rent and rivers –
How it roars!

How it wails, wails, wails,
In the tangle of the wreckage,
In the flapping of the sails

How it sobs away, subsiding,
Like a tired child after chiding;
And cross the ground – swell rolling,
You can hear the bell – buoy tolling –
How it wails!

– Austine Dobson

A. Write the letter of the definition of the following words on the blank spaces.

Words

Definitions

- | | | |
|-----------|----------|---|
| _____ 1. | Cliff | A. Rapid round and round movement |
| _____ 2. | Shriek | B. A sound with a slow even series of strokes |
| _____ 3. | Crannies | C. Long high pitched cry of pain, grief, or anger |
| _____ 4. | Gashes | D. Mend, or fix a broken area |
| _____ 5. | Patches | E. A long deep, sound as made by a lion, |
| _____ 6. | Whirls | natural force or engine loud deep sound |
| _____ 7. | Clover | made by a person |
| _____ 8. | Roars | F. A high or make a high-pitched piercing |
| _____ 9. | Wails | sound or cry |
| _____ 10. | Tolling | G. A long deep cut |

- H. A plant with round, white or pink flowers and leaves with three rounded parts
- I. Small narrow space or opening
- J. A steep cliff or slope

B. Identify whether alliteration, onomatopoeia, simile or personification is used in each line. Write your answers in the spaces.

1. Like a tired child after chiding _____
2. And the spent ship, tempest driven _____
3. How it sings again, and whistles _____
4. How it roars! _____
5. How it laughs loud, and passes _____
6. As it shakes the stout sea – thistles _____
7. How it shrieks once more, and catches _____

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

Answers to Activities

Activity 1

- | | |
|--|---|
| <p>A.</p> <ol style="list-style-type: none"> 1. images 2. pictures 3. poets 4. senses 5. hearing | <ol style="list-style-type: none"> 6. touch 7. imagery 8. rhyme 9. alliteration 10. onomatopoeia |
| <p>B.</p> <ol style="list-style-type: none"> 1. sight 2. smell 3. touch 4. hearing 5. taste | |

Lesson 3: Elements of a Poem



Welcome to Lesson 3 of Strand 6. In the previous lesson, you learned how to appreciate poetry. In this lesson you will learn about the basic elements of a poem.



Your Aims:

- identify and define the elements of a poem
 - interpret a poem
-

Elements of a Poem

1. **Subject matter** means what the poem is all about. Sometimes, the title suggests the subject matter of a poem.

Example:

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.

- Jack Davis

The poem speaks about the destruction of the environment.

2. **Theme** is the poet's treatment of the subject matter.

- a) What is his purpose in writing the poem?
- b) What is the central idea of the poem? The central idea is expressed in abstract terms like nature, religion, racism, love, war, revenge, betrayal and fate.

For example, the theme of the poem **Death of a Tree** shows that the careless attitude of men and his greed for money have caused the destruction of its natural environment.

3. **Tone** refers to the mood or atmosphere of the poem, either regarding the poet's attitude to the reader or to the subject matter such as formal, informal, intimate or pompous.

- a) What is the main mood of the poem? Is the poet cheerful, sad, happy, serious, respectful, angry, kind or disapproving?
- b) What are some of the feelings expressed by the poet? Concern? Anxiety? Worry?

For example, the poet expressed sadness for the loss of yet another tree but disregarded his regret in the end when he thought of the money that he can get from it.

4. **Technique**

- a. Language: Are the poet's words appropriate and clear?
- b. Imagery: What is the effect produced by the use of metaphors, similes and personifications?
- c. Sounds: Does the poem use sounds?
Do the sounds suggest pictures, arouse emotions or bring out qualities of character?
What is the effect produced by the poet's use of alliteration and onomatopoeia?



Activity 1: Write the element of a poem described in each item.

- 1. This is the poet's treatment of the subject matter.

- 2. What the poem is all about. _____
- 3. Refers to the feelings aroused by the poet's attitude to the reader or to the subject matter. _____

4. This element involves tools such as language, imagery and sounds.
-

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 about the elements of a poem. Now, it is your turn to interpret one by identifying its elements.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

A. Read the poem below and identify its elements.

Home of Mercy

By two and two the ruined girls are walking
at the next margin of the convent grass
into the chapel, counted as they pass
by an old nun who silences their talking.

They smooth with roughened hands the clumsy dress
that hides their ripening bodies. Memories burn
like incense as towards plaster saints they turn
faces of mischievous children in distress.

They kneel: time for the spirit to begin
with prayer its sad recourse to dream and flight
from their intolerable weekday rigour.
Each morning they will launder, for their sin,
sheets soiled by other bodies, and at night
angel will wrestle them with brutish vigour.

- Gwen Harwood

1. Write the letter of the definition of each word in the space provided.

Words	Definition
___ a. Convent	A. Alternative
___ b. Clumsy	B. Wash
___ c. Incense	C. Strength
___ d. Plaster	D. Unbearable
___ e. Mischievous	E. Hardship
___ f. Distress	F. Fight
___ g. Recourse	G. Cruel
___ h. Intolerable	H. A cement statue
___ i. Rigour	I. Known for its fragrant smoke when burnt
___ j. Launder	J. Movement that lacks coordination
___ k. Wrestle	K. Suffering and sorrow
___ l. Brutish	L. Religious institution
___ m. Vigour	M. Naughty

2. What is the subject matter of the poem?
 - A. Home for girls
 - B. Church
 - C. Young girls
 - D. Unwanted Pregnancy
3. The purpose of the writer in this poem is to
 - A. care for the girls.
 - B. condemn unwanted marriages.
 - C. reveal the fantasies about the lives of girls.
 - D. express the difficulties experienced by the young pregnant girls.
4. What is the tone of the poem?
 - A. Concerned
 - B. Happy
 - C. Angry
 - D. Frustrated

B. Write a poem about the Bird of Paradise.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Answers to Activities**Activity 1**

1. Theme
2. Subject Matter
3. Tone
4. Technique
5. Form

Lesson 4: Subject Matter



Welcome to Lesson 4 of Strand 6. In the previous lesson you learned about the elements of a poem. In this lesson you will learn more about the subject matter of a poem.

Your Aims:

- define subject matter of a poem
- match a poem to its subject matter
- write a poem on a given subject matter

What is the subject matter of a poem?

Every poet tries to say something through a poem. The things that happen in the poem - the actions, scenes or events represent the subject matter. Read the poem below to find out what subject matter it represents.

Two Dogs Have I

For years we've had a little dog,
 Last year we acquired a big dog;
 He wasn't big when we got him,
 He was littler than the dog we had.
 We thought our little dog would love him,
 Would help him to become a trained dog,
 But the new little dog got bigger,
 And the old little dog got mad.

- *Anonymous*

You must have guessed the subject matter of the poem by now. You are correct. The poem is talking about dogs.

There are no limits to the subjects poets choose to write about. It could be even about daily events, actions, thoughts, memories, arguments, and so on. Discover the various subject matters represented in several poems by doing the following activity.



Activity 1: Read each poem then choose its subject matter from the list in the box. Write your answer in the space provided.

water fuel service station hair
 dog laughter

1. _____

One of a kind this cheerful sound
 A child's laughter wherever it's found
 From the giggling of a baby in a playpen
 To the laughter of a toddler again and again
 -*Anonymous*

2. _____ There is thin hair, heavy hair,
There is gray hair, and red hair,
then there is no hair,
I will be hair
for you forever.
- *Anonymous*
3. _____ I'm a happy dog in a car
Zooming down miles of tar
Sniffing around everywhere
I know where we are by scents in the air
I'm a happy dog in a car
- *Anonymous*
4. _____ Many a time i walked
A well beaten track
In my search for water
Cool clear water
It was hot and dry
The sun hung high
When i searched for water
Cool clear water
- *Anonymous*
5. _____ Oh, but it is dirty!
--this little filling station,
oil-soaked, oil-permeated
to a disturbing, over-all
black translucency.
Be careful with that match!
- *Anonymous*

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.

How to write a poem?

The first step in any poem is coming up with something to write about.

What to write about?

Do not feel that you have to choose big words or complex things for your subject. Anything can be the subject for a poem. You can write interesting and meaningful poems even about simple subject matters like the ones that you have read in Activity 1.

Just remember that it is easiest to write a good poem about something you know well, that you have experienced first-hand, or that you have nearby so that you can observe it carefully. This is because what makes the poem meaningful and interesting will be the hidden details or qualities you discover or what the subject reminds you of, or the unique way you see and describe your subject.

In the next activity are simple things that you can use as subject matters for your own poems.



Activity 2: Write a short poem for each of the subject matters indicated below. Write your poems in the spaces provided.

- ## 1. Papua New Guinea

[illegible]

- ## 2. Home

[illegible]

I hope you enjoyed this activity. You may share your poems by reading them aloud to your family and friends. You will also find poems to serve as examples at the end of the lesson.



Summary

You have come to the end of Lesson 4. In this lesson you learned to define and identify the subject matter of a poem. You have also learned the importance of a subject matter in writing a poem as well as you have experienced writing your own.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

Read the poem below then answer the questions that follow.

Relative Happiness

Now happy they are
They do not have a car.
Or they'd have the sorrow
the car was so narrow.
The car was so cheap
the color was so deep.
Model was so old
inside was not cold.

Now happy they are
they do not have a car.
Or they'd have it to say
their relatives and friend
they were going to buy
A car of new brand.

Now happy they are
they do not have a car.
They do not have the grief
that the car's so cheap
that the car's so narrow
that the car's not cold
that the car's so old.

– *Palas Kumar Ray*



1. The pronoun they in the first line refers to the
 - A. friend.
 - B. relatives.
 - C. car dealers.
 - D. members of a family.
2. The cause of their happiness is having
 - A. no car.
 - B. no grief.
 - C. an old car.
 - D. to buy a new car.

3. The following words are rhymes except
- | | |
|---------------------|----------------------|
| A. are and car. | B. say and buy. |
| C. grief and cheap. | D. friend and brand. |
4. The subject matter of the poem is _____.
- | | |
|--------------|--------------|
| A. car | B. family |
| C. relatives | D. happiness |

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

Answers to Activities

Activity 1

- | | |
|-------------|---------------------------|
| 1. laughter | 4. water |
| 2. hair | 5. petrol service station |
| 3. dog | |

Activity 2

1. **Papua New Guinea**

Peaceful blue range, Papua New Guinea,
Wild river floating down towards the blue sea,
Peaceful branches of trees and flowers,
Birds sitting on the peaceful country,
No one will come and catch us,
We are the cleverest birds in Papua New Guinea.

Papua New Guinea something bad is coming,
Don't sleep like a lazy old cuscus,
Take your bows and arrows,
The noise is coming closer,
The leaves of trees are falling,
Try to lift your legs faster,
Don't worry,
Be happy, Papua New Guinea.

- A. *Mayak*

2. **Coming Home**

Walking along dusty road

A load on my shoulder
Trucks dirty cloud.
Roared across my face
Thinking
How friends relatives will welcome me
Approaching the yard
One step in I heard moaning
Ai-o-o-o
My son back at last
Cold hands round my shoulders
Drops of rain from her little eyes
With happiness
Kissed my dusty face.
- *M. Dunkari*

Lesson 5: Theme



Welcome to Lesson 5 of Strand 6. In the previous lesson you learned to identify the subject matter of a poem. In this lesson you will learn about the theme of a poem.

Your Aims:

- define theme
 - compare and contrast the theme and subject matter of a poem
 - identify the theme of a poem
-

What is theme?

After choosing a subject matter for a poem, the poet decides on how to represent his subject. This is done through the careful use of words and imagery that best express what he wants to say about his subject matter. What the poet said about the subject matter in the poem is called the theme.

Poets have different ways of looking at things. They always have different things to say even about the same subject matter. This is why several poems with the same subject matter totally express different themes sometimes. The following poems are good examples.

School Just School

School we need it
school, friends
school you have teachers
school is great
high school is even better
college, parties!

school you might find your true love
new experiences everyday
school, dances
school just school
school who does not love it
school is fun

school, preps
school, classes
school, math, science, computer classes
school is great love it
school just school
we need school

- Kerri King

The subject matter of the poem is **school** and the theme of this poem is what **Kerri King** is trying to tell you about school, that school is a great part of young people's lives and it is fun. Now, take a look at the other poem about school on the next page.

School School School

Every school has a name but
school is so lame
school what can I say
school I'm there like every day
school is like a prison, you can never escape
school is like having a detention every day
school you tell us to do schoolwork
and at home we have to do homework.

- *Victor Arambula*

Now, you will identify the theme of this poem by answering the following questions.
Write your answers in the spaces provided.

a. Subject Matter What is the poem talking about?

b. Theme What was said about the subject matter?

You are correct! The subject matter is **school** because the poem is talking about that and the theme is what the poet, Victor Arambula, is telling you in this poem, that school is not a good place.

Now, do the following activity.



Activity 1: Write the subject matter and the theme of each poem in the blanks.

1.

Poems in the Rain

In the rain
people like chickens
cluster under the wings
of buildings; and
trees like old men
hang their bones
lazy with wetness
In the rain,
houses like sick bays
droop their blinds
in isolation; and
green mountains
in the skies
sleep like giants
with grey beards.
Looking down
on a rainy day
I see careless
feet shatter my face
rippling in the water.

- *Ruperake Petaia*



- a. Subject Matter: _____
- b. Theme: _____

2. **A Child's Laughter**

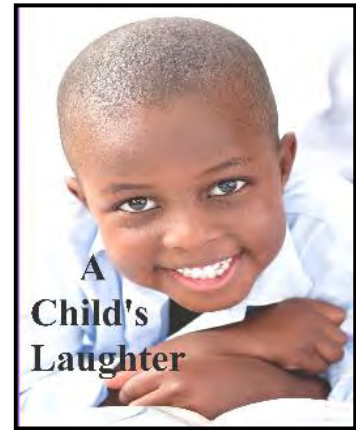
One of a kind this cheerful sound
A child's laughter wherever it's found
From the giggling of a baby in a playpen
To the laughter of a toddler again and again

A child's laughter can bring a smile
To one who hasn't done so in such a long
while
I know because that one was me
Until my daughter's laugh set mine free

A child's laughter so gleeful and pure
An innocence adults miss for sure
Laughter that can bring back the past
And memories of a youth that flew by so fast

A child's laughter can bring out the best
Of most many man when he's depressed
Cause his spirit that's fall to soar
Until at last he laughs once more.

- *Harry J. Couchon Jr*



- a. Subject Matter: _____
- b. Theme: _____

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 the difference between the subject matter and the theme of a poem. You have also learned how to identify the subject matter and the theme of a poem.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

A. Read the poem below then answer the questions that follow.

Atoll Colours

Fiery sun
 White clouds of Blue sky
 Glistening sea
 Dark Blue ocean
 Iridescent Green lagoon
 Glaring White sand beach
 Deep Green dancing palms
 Brown man – attuned with the Earth
 Colour Him NATURAL

- *Peter Mcquarrie*



1. Draw an arrow to match each word with its correct definition.

- | | | | |
|----|------------|---|-----------|
| a. | Fiery | - | glowing |
| b. | Glistening | - | brilliant |
| c. | Iridescent | - | burning |
| d. | Glaring | - | shiny |

2. What is the subject matter of the poem? _____

3. What is the theme of the poem? _____

B. The subject matter of the poem “Relative Happiness” on page 29 is „car“. Read the poem again to find out what the poet, Palas Kumar Ray, tells you about the car. Write your answer in the spaces below.

Theme:

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

Answers to Activities**Activity 1**

1.
 - a. Rain
 - b. The theme of the poem is about the gloomy effects of rain.

2.
 - a. Child's laughter
 - b. The theme of the poem is about how a child's laughter can cheer up anyone who hears it.

Answers to Topic 1 Practice Exercises

Practice Exercise 1

1. a. open wide b. changed or spoiled
 2. dead bird
 3. Susan
 4. i. lay lifeless on the ground.
ii. wings were awkwardly placed
iii. half closed eye
iv. deformed claws
v. hole on the back where ants were eating its inside away.
 5. Methodically
-

Practice Exercise 2

- | | | | | |
|----|----|---|-----|---|
| A. | 1. | J | 6. | A |
| | 2. | F | 7. | H |
| | 3. | I | 8. | E |
| | 4. | G | 9. | C |
| | 5. | D | 10. | B |
- B.
1. Simile
 2. Alliteration
 3. Personification (it sings) /Onomatopoeia (whistles)
 4. Onomatopoeia
 5. Personification (it laughs) /Alliteration (laughs loud)
 6. Personification (it shakes) /Alliteration (shakes, stout, sea)
 7. Onomatopoeia (shrieks) /Personification (shrieks, catches)
-

Practice Exercise 3

- | | | | | | |
|----|----|----|---|----|---|
| A. | 1. | a. | L | h. | D |
| | | b. | J | i. | E |
| | | c. | I | j. | B |
| | | d. | H | k. | F |
| | | e. | M | l. | G |
| | | f. | K | m. | C |
| | | g. | A | | |

2. B
3. D
4. A

B. (*This is just an example poem for you to compare with your own poem.*)

Bird of Paradise

Oh, Bird of Paradise
What a beautiful bird you are;
You've got beautiful feathers
Oh, Bird of Paradise
You've got two wing's full of colourful
feathers
You've got many long colourful feathers
Your body is full of many colours, they are
Yellow, red, black, green and white
Oh, Bird of Paradise
What a beautiful bird you are
Many people admire you
You fly from tree to tree with all your
Colourful feathers
Oh, Bird of Paradise

-R. Janget

Practice Exercise 4

1. D
2. A
3. C
4. A

Practice Exercise 5

- A.**
- | | | | | |
|----|----|------------|---|-----------|
| 1. | a) | Fiery | → | glowing |
| | b) | Glistening | → | brilliant |
| | c) | Iridescent | → | burning |
| | d) | Glaring | → | shiny |

2. Colours of nature
 3. The poem is talking about the beauty of the natural colours of the environment.
- B.** The poem is trying to say that owning a car can only be a source of problems instead of happiness so it is better not to have a car at all.
-

END OF TOPIC 1

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

TOPIC 2

ELEMENTS OF POETRY

In this Topic, you will learn about:

- **Rhyme**
- **Lines and Stanzas**
- **Tone**
- **Limericks**
- **Syllable Poems**

TOPIC 2: ELEMENTS OF POETRY



Topic 2 focuses on some significant elements of poetry that will help you analyse a poem.

Here is a general overview of the lessons and some significant ideas that will help you in your study of this topic.

- Rhyme:
Does the poem have rhyme?
- Structure:
How many lines or stanzas does a poem have? What form of poetry is it?
- General Impression:
What effect does the poem have on you?

—As you read and appreciate more poetry, you will discover that the study of poetry is educationally fulfilling. Once you start to understand poems, you will be enriched in so many ways. Poetry enhances character. Keep on trying.”

- Karin Steyn

Lesson 6: Rhyme



Welcome to Lesson 6 of Strand 6. In Grade 7, you were introduced to rhyme. In this lesson, you will learn more about the types of rhymes.

Your Aims:

- define rhyme
- identify and define the types of rhymes
- create and use the types of rhymes in a poem

What is rhyme?

Rhyme is most often used in poetry and songs. In poetry, rhyme refers to various kinds of sound similarity between words, and to the use of such similar-sounding words in organising a poem. Take a look at the following example below. Can you tell which two words rhyme?

—The bilum was your cradle
 Green grass was your cot.
 Leaves and grass your cover,
 in weather cold hot.”

Your answer is correct! The words **cot** and **hot** rhyme because they are similar-sounding words.

Various Types of Rhymes

1. **Tail Rhyme** is the most commonly used rhyme in poetry. It is also called an **end-rhyme** because the end words of the lines in the poem rhyme. Help me find the tail rhyme in the following example:

Cute Silky Susan pretty and fat,
 with she sat on the rolled mat !
 Wandered that way the naughty thief rat.
 —Oop” jumped Susan. Where went the rat?

Your answers are correct! The tail rhymes in this verse are the words **fat**, **mat**, **rat** and **rat**.

2. **Internal Rhyme** or **middle rhyme** is a rhyme that occurs in a single line of a poem. It can be two or more words that rhyme within the same line as in the following lines. Help me find the internal rhyme in each line by underlining the words that rhyme.
 - a. —In mist or cloud, on mast or shroud” -(Coleridge)
 - b. —While all the might through fog-smoke white” -(The Rime of the Ancient Mariner)

- c. –Ah, distinctly I remember, it was in the bleak December.” (The Raven)

Your answers are correct! The words that rhyme are the following:

- a. mist and mast, cloud and shroud
- b. might and white
- c. remember and December

3. **Head Rhyme** or Alliteration is also known as **initial rhyme**. This rhyme adds rhyme to a poem by the use of repetition of the same sound. This is done by repeating the initial consonants of words or of stressed syllables.

Study the following lines and underline the initial consonants or stressed syllables of the head rhymes.

- a. Landscape – lower, lord of language – *Tennyson*
- b. –Where at, with blade, with bloody blameful blade. He barely breached his boiling bloody breast” – *Shakespeare*
- c. Come dragging the lazy, languid line alone – *James Thomson*

Your answers are correct! The consonants or stressed syllables in the head rhymes are the following:

- a. l
- b. bla
- c. l



Summary

You have come to the end of Lesson 6. In this lesson you learned about rhyme and three of its common types. Now it is your turn to create your own rhymes and use them in a poem.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

A. Identify whether each of the following is using the tail rhyme, internal rhyme or head rhyme. Write your answers in the spaces provided.

1. _____ Once upon a midnight dreary,
while I pondered weak and lazy,
2. _____ While I nodded , nearly napping, suddenly
there came a tapping,
As of someone gently rapping, rapping
at my chamber door.
3. _____ Men swift to see done, and outrun,
their extremist commanding-
Of the tribe which describe with a jibe
the perversions of justice-
4. _____ It was the third of June, another sleepy, dusty day ,
I was choppin' cotton and my brother was balin' hay.
5. _____ Among them I found a fair field full of people
All manner of men the poor and the rich
Working and wandering as the world requires.

B. Fill the space with a word that rhymes with the underlined word.

My Friend

1. Internal Rhyme : Do you know my good friend Jim?
All _____ long I play with him.
2. Tail Rhyme : He jumps up when I jump _____.
He'll keep jumping until I stop!
3. Head Rhymes : Toss a ball he'll jump and catch!
I love him _____ has no match!

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

Lesson 7: Lines and Stanzas



Welcome to Lesson 7 of Strand 6. In Lesson 6, you learned about an important tool in reading and writing poetry. In this lesson you will learn about another tool to help you read and write more poems.



Your Aims:

- define lines and stanza
- identify the rules in composing poetry lines
- name stanzas according to their number of lines

A line in poetry is a unit of language into which a poem is divided. A single poetic line is called a **verse line** while a group of verse lines is called a **stanza**.

In poetry lines are composed using one or more than one of the following rules:

1. Lines may use formal patterns such as rhymes :
 A sweet little birdie
 Flew past me .
 Sat on the branch and “Hey” said she.
2. Capital letters are used to visually indicate the beginnings of lines.
3. The lines can be end stopped using punctuations like comma, full stop , semi –colon, and so on.
4. The length of lines for shape poems and other controlled poems depends on the shape or form that the poem is trying to express.



Activity 1: Read the poem then answer the questions that follow.

Little Birdie by R. Ambihaipahar

- ¹ A sweet little birdie
 Flew past me.
 Sat on a branch and —ly” said she .
- ⁴ Sing me a song my Birdie’, I said
 Tit-too,tit-too....’she
 Sang with a nod.
- ⁷ What a nice melody !
 What a sweet voice!
 Birdie sing daily.



Little Birdie

¹⁰ For me to rejoice!
 Tit-too Tit-too
 Tit-too Tit-too.

1. Write the numbers of the rules that were used in composing the lines in this poem . _____
2. Copy a line from the poem that is using rule number 3.

3. How many lines are there in the poem? _____
4. Which line tells us that the little birdie can also speak? _____
5. Which line is using a head rhyme? _____

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.

When the lines are grouped together, they form a stanza. Stanzas can be given a specific name depending on the number of verse lines they have.

Name of Stanza	Number of Lines
Couplet	2
Tercet	3
Quatrain	4
Cinquain	5
Sestet	6



Activity 2: Write the name of each stanza in the space provided.

1. _____ Our God, our help in ages past,
 Our hope for years to come,
 Our shelter from the stormy blast,
 And our eternal home.

 Beneath the shadow of Thy throne ,
 Thy saints have dwelt secure,
 Sufficient is Thine arm alone,
 And our defense is sure.

2. _____ Love's not times food, though rosy lips and cheeks,
Within his bending sickles compass come,
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom,
If this be error and upon me provide,
I never write, nor no man even loved.
3. _____ The highlands breeze is sweet,
It cools the suns burning heat,

Gives joy that'll light our heart so bright,
And embrace us day and night.
4. _____ Colourful feathers,
All soft and bright,
Adorn that lovely maid!

Clothed in green and
Gold grass skirt, she
Dances with a pride!
5. _____ The bird
Small and bright yellow
Gliding of in the sky
Frightened by noises around him,
The feathered creature.

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 lines and stanzas. You also identified and named the stanzas in poems according to the number of verse lines they have.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Read the poem below to answer the questions that follow.

Let Us Live

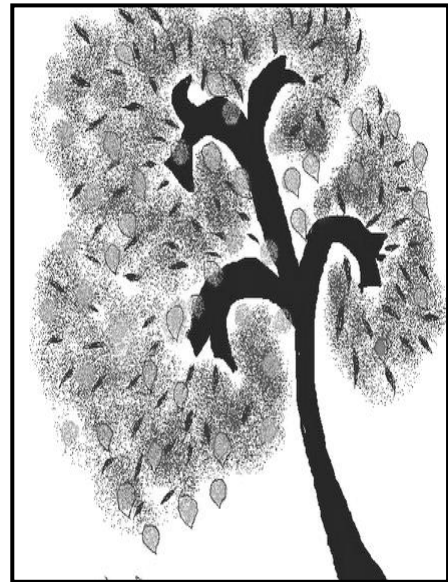
Look dear man
I am a tree,
A mango tree So Green.
I yield sweet fruits
Which all enjoy,
Useful I've always been.

Old leaves die and
Dead leaves fall.
Tai comes there and sweeps.
All around my roots and stacks
The dry leaves, in big heaps.

At dusk comes he and then sets fire!
Oh, what a terrible pain!
Scores like him kill trees each day!
We die young in vain!

Listen dear man! You let us live!
We'll help you all the while.
We'll green the land,
Give fruits and food in this beautiful isle!

- R. Ambihaipahar



Mango tree

1. What is the name of the first stanza? _____
2. How many lines are there in the second stanza? _____
3. How many stanzas are there in the poem? _____
4. What two uses of the tree were mentioned in the poem?
 - a. _____
 - b. _____
5. The pronoun **him** in the third stanza refers to _____.
6. The pronoun **us** in the fourth stanza refers to _____.
7. The word **scores** in the third stanza means _____.
8. Who is the speaker in the poem? _____.

9. Copy the words that make up a tail rhyme.

10. Which stanza has head rhymes? _____

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

Answers to Activities

Activity 1

1. 1, 2, 3
2. (*Any **one** of the following lines is correct*)
Flew past me.
Sat on a branch and ~~H~~ey" said she.
Sang with a nod.
What a nice melody!
What a sweet voice!
Birdie sing daily.
For me to rejoice!
Tit-too Tit-too.
3. 12
4. 3
5. 4

Activity 2

1. Quatrain
2. Sestet
3. Couplet
4. Tercet
5. Cinquain

Lesson 8: Tone



Welcome to Lesson 8 of Strand 6. In Lesson 7, you learned to identify verse lines and stanzas. In this lesson, you will learn about another tool to help you better understand the meaning of a poem.



Your Aims:

- define tone, denotation and connotation
- identify the tone of a poem
- use figurative language in writing poems

What is tone?

Tone is the attitude that the poet takes towards his or her subject or character in the poem. It can often be summed up in one word such as cheerful, humorous, ironic, inviting, persuading, loving, bitter, pitying, fanciful, solemn and so on. First, you define each tone by doing the following activity.



Activity 1: Draw arrows to match the tones in Column A to their meanings in Column B.

Column A

1. Solemn
2. Humorous
3. Ironic
4. Bitter
5. Fanciful

Column B

- A. angry, upset, resentful
- B. mocking, sarcastic, disrespectful
- C. funny, amusing, entertaining
- D. imaginary, unbelievable, unthinkable
- E. sad, formal, sincere

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.

Tone expresses the poet's attitude toward his audience. We all experience tone in every day life. A speaker's tone of voice, facial expression, even his gestures all help the listener to determine the speaker's meaning and attitude.

However, since printed poems lack the sound of spoken words, you must learn to hear their tones with your **mind's ear**. You can hear the tone of a poem from the words that the poet used.

Poets are careful in choosing the words they use and even the manner in which they use them. They do not rely on the **denotation**, dictionary meanings, of the words but on the **connotation**, emotional meaning, attached to them. For example, the dictionary meaning of teacher and professor are the same but each word reflects a different type of person: the professor, being learned in more specialized courses, commands more respect than the teacher.

The most important thing to consider when choosing your words is the tone that you wish to express.



Activity 2: In each item below, you will find two words with similar dictionary meanings (denotation), but with different shade of feeling (connotation). Arrange each set of items under the columns marked Favourable and Unfavourable.

1. lazy, slow
2. thrifty, miserly
3. curious, nosy
4. confident, arrogant
5. timid, cowardly

Favourable	Unfavourable

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 how to identify the tone of a poem through the connotation of the words used by the poet.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

A. Study the two poems below then answer the questions that follow.

Garden

Stunningly dressed flower stalks
Stand shimmering in the breeze.
The cheerful sun hides playfully
Behind white, fluffy, cotton-ball clouds,
While trees whisper secrets
To their rustling leaves.
Carpets of grass greenly grow
Blending joyfully with the day.
Spring brings life to death.
-Anonymous

A

Garden

Stark naked flower stalks
Stand shivering in the wind.
The cheerless sun hides its black light
Behind bleak, angry clouds,
While trees vainly try
To catch their escaping leaves.
Carpets of grass turn brown,
Blending morosely with the dreary day.
Winter seems the death of life forever.
-Anonymous

B

1. Which poem has a cheerful tone? _____
2. Which poem has a gloomy tone? _____
3. Copy five words that the poet used in order to express a cheerful tone.
 - a. _____ b. _____ c. _____
 - d. _____ e. _____
4. Copy five words that the poet used in order to express a gloomy tone.
 - a. _____ b. _____ c. _____
 - d. _____ e. _____

B. Now it is your turn to write a poem of four lines or more about your pet using words to express a loving tone.

(Title)

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

Answers to Activities

Activity 1

Column A

1. Solemn
2. Humorous
3. Ironic
4. Bitter
5. Fanciful

Column B

- A. angry, upset, resentful
- B. mocking, sarcastic, disrespectful
- C. funny, amusing, entertaining
- D. imaginary, unbelievable, unthinkable
- E. sad, formal, sincere

Activity 2

Favourable	Unfavourable
slow	lazy
thrifty	miserly
curious	nosy
confident	arrogant
timid	cowardly

Lesson 9: Limericks



Welcome to Lesson 9 of Strand 6. In the previous lessons, you learned some of the poetic tools to help you read and write poetry better. In this lesson, you will be able to use those tools in learning about one of the short poems, the limericks.



Your Aims:

- define limerick and rhyme scheme
- identify the rhyme scheme of limericks and other poems
- complete a limerick
- write own limerick

What is limerick?

Limerick is a **five-line** poem which intends to be witty and humorous. It has a strict rhyme scheme. A **rhyme scheme** refers to the pattern of the end rhymes of lines in a poem. Letters are used to indicate which lines rhyme.

Here is an example of a rhyme scheme from **To Anthea, Who May Command Him Any Thing** by Robert Herrick:

Bid me to weep, and I will <u>weep</u>	a
While I have eyes to <u>see</u> ;	b
And having none, and yet I will <u>keep</u>	a
A heart to weep for <u>thee</u> .	b

The first and third lines rhyme, as do the second and fourth. The first rhyme, **weep** and **keep**, is referred to as rhyme scheme **a**, and the second rhyme, **see** and **thee**, is referred to as rhyme scheme **b**.

However, limerick is different from other types of poems because it follows a strict rhyme scheme of **aabba**. Here is an example of a limerick:

The limerick packs laughs <u>anatomical</u>	a
In space that is quite <u>economical</u>	a
But the good ones I've <u>seen</u>	b
So seldom are <u>clean</u> ,	b
And the clean ones so seldom are <u>comical</u> .	a

In limericks, the **first**, **second** and **fifth** lines rhyme and referred to as rhyme scheme **a** while the **third** and **fourth** lines are referred to as rhyme scheme **b**.

Now, it is your turn to identify the rhyme scheme of several poems by doing the activity on the next page.



Activity 1

A. Write the rhyme scheme of each poem.

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

2. _____ Ten boys sat in a ring and played
At telling lies —
An outback pastime — with a strayed
Young dog for a prize.

3. _____ The dinosaurs are not all dead.
I saw one raise its iron head
To watch me walking down the road
Beyond our house today.
Its jaws were dripping with a load.

4. _____ A diner while dining at Crewe
Found quite a large mouse in his stew.
Said the waiter, — "Don't shout
And wave it about
Or the rest will be wanting one, too!"

5. Which among the poems is a limerick? Number: _____

B. Complete the following limericks by filling each blank with an appropriate word. Make sure that your words follow the limerick rhyme scheme of aabba.

1. There was an old man who averred
He had learned how to fly like a _____.
Cheered by thousands of _____
He leapt from the steeple--
This tomb states the date it occurred.

2. There once was a lady of Riga
Who went for a ride on a tiger.
They returned from the _____

With the lady inside

And a smile on the face of the _____.

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 the purpose of a limerick and its rhyme scheme. You also identified the rhyme scheme of other poems as well as completed limericks according to its rhyme scheme.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

A. Read the limericks below to answer the questions that follow.

- a. There once was a man from Nantucket,
Who kept all his cash in a bucket;
But his daughter, named Nan,
Ran away with a man,
And as for the bucket, Nantucket.
- b. There was an old man who **averred**
He had learned how to fly like a bird.
Cheered by thousands of people
He leapt from the **steeple** —
This tomb states the date it occurred.
- c. There once was a lady of Riga
Who went for a ride on a tiger.
They returned from the ride
With the lady inside
And a smile on the face of a tiger.

1. According to limerick **a**, who stole the money from the man from Nantucket?
- _____
2. Use your dictionary or the glossary of this book to find the meaning of the following words from limerick **b**.
- Averred** - _____
- Steeple** - _____
3. What happened to the man in limerick **b**?
- _____
4. Why is the tiger smiling in limerick **c**?
- _____
- _____
5. Which is the funniest among the three limericks? Explain in a sentence why you think so.
- _____
- _____
- _____
- _____
- _____

B. Now is your turn to write your own limerick! Have fun!

Write a limerick about a funny experience. It could be about you or someone you know. The beginning of the first line was done for you. Make sure that you follow the **aabba** rhyme scheme.

There once was a _____

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

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

- | | | | |
|----|-----------|----|-----------|
| 1. | a,a,b,b,b | 4. | a,a,b,b,a |
| 2. | a,b,a,b | 5. | 4 |
| 3. | a,a,a,b,a | | |

B.

1. bird
2. people
3. ride
4. tiger

Lesson 10: Syllable Poem



Welcome to Lesson 10 of Strand 6. In Lesson 9, you enjoyed reading and creating your own limericks. In this lesson, you will learn about another short poem called, the syllable poem.



Your Aims:

- define syllable and syllable poem
- identify the pattern of syllable poems
- complete syllable poems
- write own syllable poem

What is a syllable?

Syllable refers to a group of one or more consonants and vowels that forms a complete unit of sound.

You read aloud the following words below to find how many units of sounds or syllables each word has. The units of sounds in each word were divided with the slash marks //.



cat	/ cat /	one syllable
paper	/ pa / per /	two syllables
elephant	/ e / le / phant /	three syllables

Thank you for doing this activity. Now you will identify the number of syllables a word has by doing the activity below.



Activity 1

A. Write the number of syllables that each word has.

- grand _____
- grandmother _____
- flower _____
- moon _____
- ocean _____

B. Write words that have the following numbers of syllables.

- One syllable _____

- | | | |
|----|-----------------|-------|
| 2. | Two syllables | _____ |
| 3. | Three syllables | _____ |
| 4. | Four syllables | _____ |
| 5. | Five syllables | _____ |

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.

What is a syllable poem?

A syllable poem is a short poem that follows a strict pattern. The first line has one syllable; the second has two, then three, four, and five. After this the number of syllables in each line starts to decrease until the last line is again one syllable.

Now, study a syllable poem in the following activity and discover its pattern by counting the number of syllables for each line.



Activity 2: Rewrite the words according to their syllables on the pattern beside the poem then write the number of syllables in the spaces beside each line. The first two lines were done for you.

The Pencil Shaving		Number of Syllable
turn	<u>turn</u>	<u>1</u>
pencil	<u>pen</u> <u>cil</u>	<u>2</u>
=ound and round	___	___
in sharpener	___	___
the snake-like shaving	___	___
curls and pounces	___	___
harmlessly	___	___
then, it	___	___
falls	___	___

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 syllables and how to count the syllables of words. You have also identified the pattern of a syllable poem.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

A. Read the syllable poem below then answer the questions below.

The Tiger

see
just there
a tiger
stalking the moon
fire eyes gleaming bright
no you silly
car headlights
in the
night



Car Headlights in the night.

1. How many lines are there in the syllable poem? _____
2. Which lines have three syllables? _____
3. Which line has a number of syllables that is not the same with any of the other lines? _____
4. According to the poem, the **fire eyes** belong to the _____.
5. In one sentence, explain what the poem is talking about.

B. Now is your turn to write your own syllable poem! Have fun!

Use the pattern below to write your own syllable poem. Choose a topic that interests you and build it up in a similar way. Do it in a rough paper first so that you can make necessary changes. Get someone to help you check it for syllable correctness. Then write it out neatly in the pattern below.

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

Answers to Activities

Activity 1

A.

- | | | | |
|----|---|----|---|
| 1. | 1 | 4. | 1 |
| 2. | 3 | 5. | 2 |
| 3. | 2 | | |

B. *(These are just examples to compare with your own answers)*

- | | | | |
|----|---------|----|---------------|
| 1. | beach | 4. | university |
| 2. | canoe | 5. | international |
| 3. | octopus | | |

Activity 2

	Number of Syllables
<u>turn</u>	<u>1</u>
<u>pen cil</u>	<u>2</u>
<u>round and round</u>	<u>3</u>
<u>in shar pe ner</u>	<u>4</u>
<u>the snake like sha ving</u>	<u>5</u>
<u>curls and poun ces</u>	<u>4</u>
<u>harm less ly</u>	<u>3</u>
<u>then it</u>	<u>2</u>
<u>falls</u>	<u>1</u>

Answers to Topic 2 Practice Exercises

Practice Exercise 6

A.

- | | |
|---------------------------|---------------|
| 1. Tail Rhyme | 4. Tail Rhyme |
| 2. Internal or Head Rhyme | 5. Head Rhyme |
| 3. Internal Rhyme | |

B.

1. day
 2. up
 3. he
-

Practice Exercise 7

1. sestet
 2. 5
 3. 4
 4. a. green the land
b. give fruits and food
 5. Tai
 6. the mango trees
 7. (A group of 20 people is equivalent to a score) big number of people
 8. Mango tree
 9. green, been/sweeps, heaps/ pain, vain/ while, isle
 10. Stanza 4
-

Practice Exercise 8

- A.
1. A
 2. B
 3. *(Any five words from the list are accepted as correct answers.)*
Stunningly dressed; shimmering; cheerful; white, fluffy; greenly glow; joyfully; Spring, life
 4. *(Any five words from the list are accepted as correct answers.)*
Stark naked, shivering, cheerless, black light, bleak, angry, vainly, escaping, brown, morosely, dry, white, death.

- B.** (*This poem is just an example to compare with your own poem.*)

Smoky
Smoky, soft,
Fur, thick.
Eyes shut.....lazy curve
Asleep in the grass.
Green eyes,
Stalking.....tiger-like
My cat.

Practice Exercise 9

- A.**
1. Nan
 2. Averred – said/ declared/ claimed
Steeple – tower
 3. The man died when he leapt from the steeple.
 4. The tiger was smiling because he was full after eating the lady.
 5. (*You answered this question correctly if you have chosen one of the 3 limericks and provided an explanation for your choice.*)
- B.** (*The following is a limerick written by the famous poet, Edward Lear, for you to compare with your own limerick.*)

There was an Old Man with a beard,
Who said, "It is just as I feared!"
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

Practice Exercise 10

- A.**
1. 9
 2. Lines 3 and 7
 3. 5
 4. car / car headlights
 5. The poem is talking about the **car headlights** that were mistaken as the eyes of a tiger.
Or
The poem is talking about a car that was mistaken as a tiger in the night.

B. *(This poem is just an example to compare with your own poem.)*

Car
Car
Fast car
Screeching wheels
Burning rubber
Cop cars stopping fast
Angry driver
Breaking hard
Swearing
Mad

END OF TOPIC 2

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

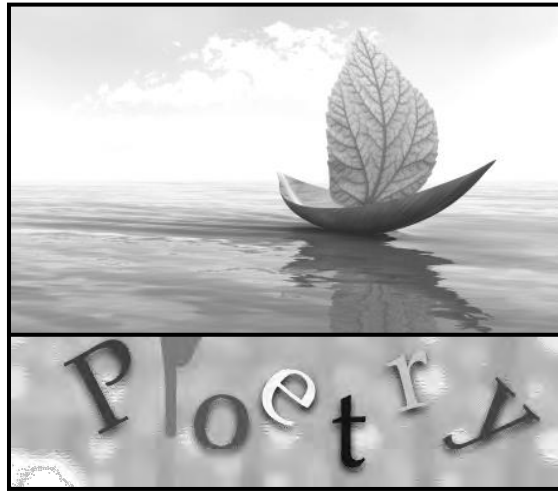
TOPIC 3

FIGURATIVE LANGUAGE

In this Topic, you will learn about:

- **Metaphor**
- **Simile**
- **Assonance and Alliteration**
- **Onomatopoeia**
- **Irony**
- **Personification**

TOPIC 3: FIGURATIVE LANGUAGE



Topic 3 focuses on certain figurative languages and sound devices. These devices are the tools used in writing poetry.

The lessons in this topic will guide you to gain knowledge of the nature and purpose of such tools. You will also find activities where you can use these tools to analyse poems in order to understand them.

At the end of Topic 3, you are expected to understand and interpret poems better.

Lesson 11: Metaphor



Welcome to Lesson 11 of Strand 6. In Topic 2 you learned about the important features of poetry. In this lesson you shall learn about one of the figurative language devices used in poetry, the metaphor.



Your Aims:

- define and identify the purpose of metaphor
- identify metaphors used in poems
- use metaphors in writing own poem

What is metaphor?

Metaphor is one of the figurative language devices that are classified as **tropes**. Tropes are figurative language devices that are used by poets to create images in their poems. Like the other tropes, metaphor relies more on the **impression** or **image** it creates rather than on the **lexical** or dictionary meaning of the words in order to express an idea.

For example: The world is a circus.

In this example, the **world** is described to have the characteristics of a **circus**. This gives the idea that life on earth is **chaotic** or full of disorder but fun and interesting like a circus.



Activity 1: Write trope or lexical in the space to identify the meaning expressed in each underlined phrase below.

1. His words are precious stones. _____
2. The tree grows well along the river bank. _____
3. His teacher is a giant. _____
4. He is searching for the tree of life. _____
5. The house serves as his shelter. _____

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 Grade 7, you have learned that **metaphor** is a device used to compare or contrast two nouns without using the words **like** or **as**.

For example: Edwin is my rainbow.

This line is an example of metaphor because it is comparing two nouns, a person Edwin, and a rainbow, without using **like** or **as**.



Rainbow

Do the activity below to refresh your learning.



Activity 2:

- A. Write a noun that best represents your comparison to the underlined noun in each sentence below. An example was done for you.**

Example: My mother is an angel. She takes care of me very well.

1. My grandmother's soft voice is the gentle _____ that blows away my fears.
 2. David's heart is _____. His heart melts every time he sees someone crying.
 3. Lisa's smile is the _____ that brightens her father's day.
 4. The airplane is _____. It buzzes over our house all day long.
 5. Her eyes turned into twinkling _____ when she finally found her doll.
-

- B. Check to see if you can identify metaphors. Underline the lines that you think are examples of metaphor.**

Crash, bang, boom! goes the car.

Over the tree over the hill.

Books are dreams

Under the bridge over the hill.

Swoosh! goes the flag

The pizza said, "Eat me!"

Cats camp in California.

War cries.

Red crackles.

A book is an apple.

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.

Metaphor is a figurative language device that helps us express ideas in words that create images or impressions. This is why we use a lot of metaphors in writing a poem, and we understand a poem by the images that the metaphors create.

To understand the poem in Activity 3, try focusing on the image that the words create in your mind while reading it.



Activity 3: Read the poem aloud to yourself then answer the questions that follow.

Peace

Time slides
a gentle ocean
waves upon waves,
washing the shore,
loving the shore.

1. Which of the images below comes to your mind while reading the poem?



A



B

2. The poem is about peace. Copy the meaning of peace from your dictionary.

3. In the poem, peace is compared to a/an_____.

4. What kind of feeling is expressed in the poem? _____

5. Do you understand the meaning of peace better now? _____

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.

Here are easy steps on how to write a metaphor poem about your family.

1. Write a metaphor for each member of your family including yourself. Use the spaces below to write your answers. The first two members of your family were listed for you.



Activity 4: Read the poem below then answer the questions that follow.

Metaphor for a Family

My family lives inside a medicine chest:

Dad is the super-size band aid, strong and powerful
but not always effective in a crisis.

Mom is the middle-size tweezers,
which picks and pokes and pinches.

David is the single small aspirin on the third shelf,
sometimes ignored.

Muffin, the sheep dog, is a round cotton ball, stained and dirty,
that pops off the shelf and bounces in my way as I open the door.

And I am the wood and glue which hold us all together with my love.

1. Fill the table below with information from the poem. The first one was done for you as an example.

Family Member	Object compared to
1. <i>Dad</i>	<i>Super-size band aid</i>
2.	
3.	
4.	
5.	

2. Copy the line that contains the metaphor about the family's house.

3. All the family members were compared to the contents of a medicine chest, **except** the _____, who belongs under a different category.

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 11. In this lesson you learned to write and identify metaphors. You have also tried to understand poems with the help of metaphors, and most of all you have experienced writing your own metaphor poem.

NOW GO ON TO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

- A. Read an extract below from the poem “Beneath the Moon” by R. Ambihaipar then answer the questions that follow.

Beneath the moon,
I wandered late.
Her soothing beam
was my sole mate!
She rose above
the hazy east.
A golden ball,
a rare rare feast!



Moon at night.

1. Complete the metaphors below based on the poem.
 - a. The moon's beam is _____.
 - b. The moon is _____ and _____.
-

- B. Explain the meaning of the bolded metaphor in each sentence. The first one was done for you as an example.

1. Her **cheeks are polished apples**.
Her glowing/shiny cheeks show that she is healthy or excited.
 2. Faced with failure, **my heart becomes a jackhammer**.

 3. My **feet were cement blocks** as I set out to investigate the peculiar noises coming from the dark room.

 4. As the audience listened in shocked silence, **my fingers became ice blocks**, stumbling over the strings of my guitar.

 5. A **caterpillar is an upholstered train**.

-

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

Answers to Activities

Activity 1

- | | |
|------------|------------|
| 1. Trope | 4. Trope |
| 2. Lexical | 5. Lexical |
| 3. Trope | |

Activity 2 *(Suggested answers only.)*

- | | | |
|-----------|--------------------------------------|-------------------------|
| A. | 1. wind / breeze | 4. a fly/ mosquito/ bee |
| | 2. butter/ margarine | 5. stars |
| | 3. sun / light | |
| B. | Books are dreams, A book is an apple | |

Activity 3

1. B
2. A calm and quiet state, free from disturbance or noise
3. sea / an ocean
4. calm, peace
5. Yes

Activity 4

- 1.

Family Member	Object compared to
1. <i>Dad</i>	<i>Super-sized band-aid</i>
2. Mom	Middle-size tweezer
3. David	Single small aspirin
4. Muffin	Round cotton ball
5. I / the Poet	Wood and glue

2. My family lives inside a medicine chest:
3. I/ Poet

Lesson 12: Simile



Welcome to Lesson 12 of Strand 6. In Lesson 11, you have learned that metaphor is a device used to compare or contrast two nouns without using like or as. In this lesson you will learn a figurative language device that uses **like** or **as** to compare two nouns. It is called the simile.



Your Aims:

- define and identify the purpose of simile
- identify similes used in poems
- use similes in writing own poem

What is simile?

Simile is another example of tropes and, like the metaphor, it is commonly used in poetry to express ideas through the impressions or images it creates. However, unlike the metaphor, **simile** uses the words **like** and **as** when comparing two nouns.

Example: Her **words** are **as** sweet **as** sugar.

His **eyes** are **like** the **sun** in the sky.

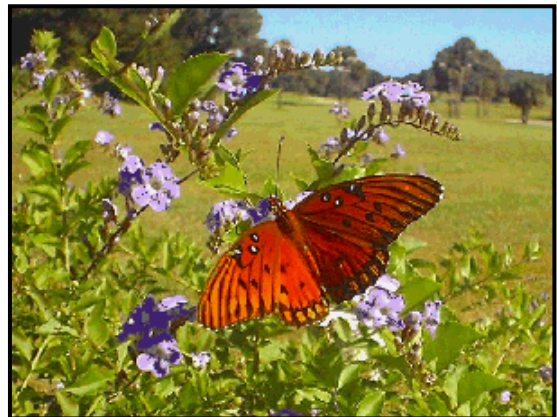
Do the following activity to refresh your learning.



Activity 1: Underline all the similes in the poem below.

Butterflies are as light as feathers
They are like paper bags floating in the air
And are as beautiful as dancing spirits
I think they are as small as stars in the sky.
Sometimes they are as blue as tear drops
I bet they love flowers swaying in the breeze
Butterflies are so cool!

- *Anonymous*



Butterfly

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.

Writers use similes to express their ideas, and then the readers understand the idea that the poet is trying to express through the images or impressions that the similes create.

Example: Our church rugby players are like a pack of fierce lions.

In this example, two nouns, **rugby players** and **a pack of fierce lions** were compared using the word **like**. The image created by this simile expresses the writer's idea of a group of **brave** or **tough** players. The same image also helps you to understand what the writer is trying to say.

Now it is your turn to write and explain similes in Activity 2.



Activity 2: Do the following activities.

A. Complete the similes below.

1. My friend is as happy as a _____.
 2. The sunset is like a _____.
 3. My dog is as quiet as a _____.
 4. The ocean is as fierce as a _____.
 5. The mountains are like _____.
-

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

My Grandmother

My Grandmother spoils me
She is as sweet as a cherry
She is as big and soft as a teddy
I love her heaps.
She snores like a sleeping bear
She is like a tree in the breeze
She is the best Grandmother in the world.

- *Anonymous*

1. Copy the simile that means:
 - a. noisy sleeper _____
 - b. loving and kind _____
 - c. chubby and cuddly _____
 - d. strong and steady _____

2. In a sentence, explain what the poem is all about.
-

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 to identify, write and explain similes. You have also tried to understand what a poem is all about with the help of similes.

NOW GO ON TO PRACTICE EXERCISE 12 ON THE NEXT PAGE.
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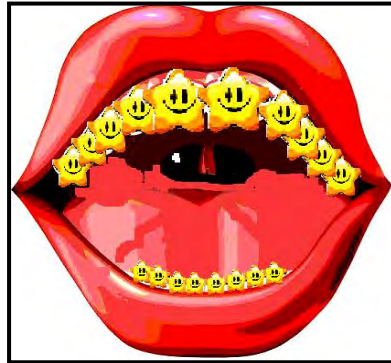
Practice Exercise: 12

A. Read this funny simile poem then answer the questions that follow.

Your Teeth

Your teeth are like stars;
they come out at night.
They come back at dawn
when they're ready to bite.

- Denise Rodgers



Teeth like stars.

1. The two things compared were the _____ and the _____.
2. The poem is referring to a _____ teeth.

B. Complete the poem below by adding a suitable word in each blank.

I met a man who was as round as a/an _____

Ripe pawpaw as sweet as _____ is his favourite.

He moves slowly like a/an _____

But he can run as fast as a/an _____.

Though he looks as fierce as a/an _____,

You'll find that he's harmless and gentle like a/an _____.

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

Answers to Activities

Activity 1

Butterflies are as light as feathers
They are like paper bags floating in the air
And are as beautiful as dancing spirits
I think they are as small as stars in the sky.

Sometimes they are as blue as tear drops
I bet they love flowers swaying in the breeze
Butterflies are so cool!

Activity 2**A.** (*Suggested answers only.*)

1. clown
2. rainbow
3. mouse
4. roaring lion
5. tall green towers

B.

1.
 - a. like a sleeping bear
 - b. as sweet as a cherry
 - c. as big and soft as a teddy
 - d. like a tree
2. (*Your answer must be similar to the suggested answer below.*)
The poem is describing the good qualities of a grandmother.

Lesson 13: Assonance and Alliteration



Welcome to Lesson 13 of Strand 6. In Lessons 11 and 12, you learned that metaphor and simile are figurative language devices classified as tropes. In this lesson you shall learn about two other figurative language devices under a different classification called schemes. They are assonance and alliteration.



Your Aims:

- define scheme, assonance and alliteration
 - identify assonance and alliteration used in poems
 - complete a poem using assonance and alliteration
-

What are schemes?

Schemes mainly refer to how the words were written and arranged in a poem. They are used when the poet wishes to emphasise certain important words and to create rhythm in a poem. This is done through the repetition of the vowel and consonant sounds as in the use of assonance and alliteration.

First, take a look at assonance.

Assonance is the repetition of vowel sounds of the words in a verse line. Study the bolded assonance in the example below.

Example: I blew the ballo**oo**n with my too**l**. (Repetition of the sound oo)

The repetitions are placed close together, usually in a single verse line, to create a rhythm. **Rhythm** is the sound pattern created by the words used by the poet in a poem. This writing technique is usually used in poems in order to create a musical sound.



Activity 1: Read each example below and listen to the repeated vowel sounds and then identify the assonance by underlining it. The first one was done as an example.

1. Mile wide tide
2. Dance and prance
3. No pain, no gain
4. Cable on the table
5. Strips of tinfoil winking like people
6. I must confess that in my quest I felt depressed and restless
7. High as a kite
8. Free as the breeze
9. It beats as it sweeps as it cleans
10. Big hit skit

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.

Alliteration occurs when a series of words in a verse line, or words close to each other in a verse line, has the same **first** consonant sound.

Example: She sells sea-shells down by the sea-shore
Peter Piper Picked a Pack of Pickled Peppers

These are both using alliterations. In the first line, all the words start with the **-s** sound, while in the second line, **-p** was mainly used.

Study more examples in Activity 2.



Activity 2: Underline the words that show alliteration in each phrase below. The first one was done as an example.

1. Now air is hushed, save where the weak-eyed bat
With short shrill shriek flits by on leathern wing.
2. And stand, above the stubble, stiff
As mail at morning prime.
3. To the gull's was and the whale's way
Where the wind's like a whetted knife.
4. When fishes flew and forests walked
And figs grew upon thorn
5. While writing words
With whispering winds whooshing wildly

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 poem in Activity 3 uses both assonance and alliteration. Can you find some of them?



Activity 3: Read an excerpt of "The Ballad of the Long-Legged Bait" by Dylan Thomas below and answer the questions that follow.

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.

1. Which of the two schemes was used in Line 1? _____

2. Copy the words that show alliteration in Line 2. _____
3. The words **took** and **look** in line two are an example of _____.
4. Copy the words that show assonance in Lines 3 and 4.

5. Copy the words that show alliteration in Line 4.

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 use assonance and alliteration in a poem by doing Activity 4.



Activity 4: Complete the poem below with a word in order to create assonance or alliteration as indicated in each line. The first one was done as an example.

Winking Stars by R. Ambihaipahar

Mommy, mommy! Please come here

1. Assonance

Come here **soon** and _____ up there.

2. Assonance

Look up at the clear blue sky.

Lots of _____ are **scattered**, why?

3. Alliteration

Winking **stars** like pearls they _____.

4. Alliteration

I would love to make some mine.

Shall I pick some of them?

How do I _____ there? Tell me mum!

5. Assonance



Winking stars

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 to identify assonances and alliterations. You have also used them to complete a poem.

NOW GO ON TO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

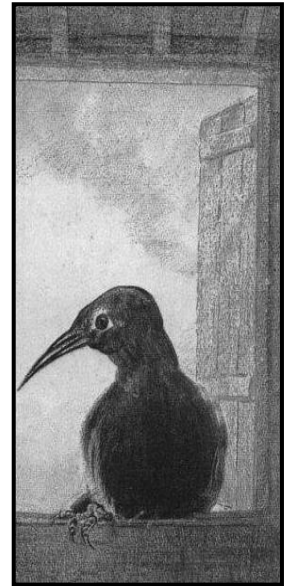
Practice Exercise: 13

- A. Below is an extract from the “The Raven” by the American poet, Edgar Allan Poe. Read it aloud and listen to the sounds of assonance and alliteration used all throughout the poem then answer the questions that follow.

The Raven

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.
“Tis some visitor,” I muttered, “tapping at my chamber door--
Only this and nothing more.”

Ah, distinctly I remember it was in the bleak December,
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow;--vainly I had sought to borrow
From my books surcease of sorrow--sorrow for the lost Lenore--
For the rare and radiant maiden whom the angels named Lenore--
Nameless here for evermore.



Raven

- Copy the words that show assonance in the first line of the poem.

- Read the second line of the poem slowly and listen carefully to its rhythm. The rhythm of the second line of the poem is due to the use of _____.
- The words **nodded**, **nearly**, **napping** are an example of _____.
- Which of the two schemes was used to create rhythm in lines 7, 8 and 9?

- Copy the alliterations from lines 10 and 11. Do **not** copy the full lines.
Line 10: _____
Line 11: _____
- Which word in the poem tells us that Lenore was **not** married?

7. What is the setting of the poem? _____
8. The poet's use of the words **midnight**, **dreary**, **ghost** and **sorrow** set the tone of the poem. What is the tone of the poem? _____
9. In a sentence, explain the meaning of the last line of the poem.
- _____
- _____
- _____
10. The poem is telling a story. What kind of poem is **The Raven**?
- _____
- _____

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

Answers to Activities

Activity 1

1. Mile wide tide
2. Dance and prance
3. No pain, no gain
4. Cable on the table
5. Strips of tinfoil winking like people
6. I must confess that in my quest I felt depressed and restless
7. High as a kite
8. Free as the breeze
9. It beats as it sweeps as it cleans
10. Big hit skit

Activity 2

2. And stand, above the stubble, stiff
As mail at morning prime.
3. To the gull's was and the whale's way
Where the wind's like a whetted knife.
4. When fishes flew and forests walked
And figs grew upon thorn

5. While writing words
With whispering winds whooshing wildly

Activity 3

1. Assonance
2. Blackened, birds
3. Assonance
4. his and thrashing, hair and whale; trodden and cobbles
5. trodden and town

Activity 4 *(Your answer should be similar to the suggested answers below.)*

1. *Please* is assonance with *here*
2. look
3. stars
4. shine
5. get

Lesson 14: Onomatopoeia



Welcome to Lesson 14 of Strand 6. In the previous lesson, you learned about two types of schemes. In this lesson, you will learn about another type of scheme called onomatopoeia.

Your Aims:

- define onomatopoeia
- find onomatopoeia in poems
- use onomatopoeias in writing a poem

What is onomatopoeia?

The word onomatopoeia comes from the Greek word *onomatopoiia* meaning 'word-making'. It is pronounced as \ˈɑ-nə-ˈmɑ-to-ˈpē-ə\.

Onomatopoeia is the formation of a word from a sound associated with what is named. For example, the word "buzz" does not only name but can actually be heard as the sound that the bees make.

Another good example is the word "meow" describing the sound that a cat makes. Different languages have their own onomatopoeia or words that describe objects by the sound it makes. For example, some parts of Papua New Guinea even call the cat a *miaong*.

A big bell is said to make the sound "ding dong" in English. In Hube language from Morobe Province, the bell is called "gong gong". Do you have a name for bells in your language?

As you can see some things are named from the sound that they make, even some birds are named after the sound they make. One interesting sound is the one that a rooster makes. The English word is crow. Look at what different areas name the sound that the rooster makes according to their own language.

Cock-a-doodle-doo!
Kaka-rikuku!

Koko-koooko!
Tatak-tatak!

Kuku-ri-kuku!
Tiktilaook!



The first word is English, and the rest are words from around PNG. What is the name your people give to the sound that a rooster makes? _____

Onomatopoeia is used to name objects or things according to the noise or sound they make.

Examples of onomatopoeia are also commonly found in **nursery rhymes**. These are poems written for children. Onomatopoeic words are used in order to produce strong images that can both delight and amuse kids when listening to their parents read poetry. Study an example of onomatopoeia poem below.

Baa Baa Black Sheep

Baa baa black sheep, have you any wool?
 Yes sir, yes sir, three bags full!
 One for the master, one for the dame,
 And one for the little boy who lives down the lane.

This poem use onomatopoeic representations of animal sounds in order to entertain. There are many other examples of onomatopoeia found in kid's poetry. Another example is given in the activity below. See if you can find the onomatopoeic words used in the poem.



Activity 1:

A. Read the poem then fill in the table below.

Old Macdonald

Old Macdonald had a farm, ee-i-ee-i-o
 And on his farm he had a cow, ee-i-ee-i-o
 With a moo-moo here, and a moo-moo there
 Here a moo, there a moo, everywhere a moo-moo
 Old Macdonald had a farm, ee-i-ee-i-o

Old Macdonald had a farm, ee-i-ee-i-o
 And on his farm he had a goat, ee-i-ee-i-o
 With a baa-baa here, and a baa-baa there
 Here a baa, there a baa, everywhere a baa-baa
 Old Macdonald had a farm, ee-i-ee-i-o

Old Macdonald had a farm, ee-i-ee-i-o
 And on his farm he had a duck, ee-i-ee-i-o
 With a quack-quack here, and a quack-quack there
 Here a quack, there a quack, everywhere a quack-quack
 Old Macdonald had a farm, ee-i-ee-i-o

Old Macdonald had a farm, ee-i-ee-i-o
 And on his farm he had a pig, ee-i-ee-i-o
 With an oink-oink here, and an oink-oink there
 Here an oink, there an oink, everywhere an oink-oink
 Old Macdonald had a farm, ee-i-ee-i-o



Old Macdonald and farm animals.

Animal	Onomatopoeia
1.	
2.	
3.	
4.	

- Anonymous

B. Write onomatopoeia for each object or animal in the list. The first one has been done for you.

Object / Animal	Onomatopoeia
Bird	Chirp
1. Car	
2. Egg	
3. Glass	
4. Lion	
5. Rain	
6. Water	
7. Dog	
8. Horse	
9. Snake	
10. Gun	

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, onomatopoeia is one of the figurative languages most commonly used by poets because it adds rhythm and more meaning to a poem. Onomatopoeia associates the objects in the poem with the sounds they make. This helps the reader or listener to have a clearer understanding of what the poem is all about.

Now that you have a fair idea of what onomatopoeia is, see how you go with the following activity.



Activity 2: Below are lines taken from several poems. Study each then on the blank, mark with a tick (✓) if it is using onomatopoeia and a cross (x) if it does not.

1. Car smiles into the night _____
2. Thump went the car over the hill _____
3. Reading is like dreaming _____

4. Vroom! Vroom! goes the car _____
5. I am like a pedal _____
6. Pizza is like running _____
7. Computer laughs at the keyboard _____
8. Tick-tock tick-tock goes the clock _____
9. Book walks home from school by himself _____
10. Beyond my beliefs beyond my sight _____

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 what onomatopoeia means and how it is used to make poems interesting and meaningful. I hope you enjoyed this lesson. Make sure to learn more onomatopoeia words so you can use them to write your own poems.

NOW GO ON TO PRACTICE EXERCISE 14 ON THE NEXT PAGE.
--

Practice Exercise: 14

- A. Read the poem to find the onomatopoeias and their objects. Write your answers in the table below. The first one was done for you.**

Mom and Dad Are Home

Slam! Slam!
Go the car doors.
Jangle! Jangle!
Go the house keys.
Jiggle! Jiggle!
Go the keys in the door.
Squeak!
Goes the front door!
Thump! Thump!
That is me running down the stairs.
Guess what?
Mom and Dad are home!!

Onomatopoeia	Object
1. Slam	Car doors
2.	
3.	
4.	
5.	

- B. Write an onomatopoeia poem of your own in the spaces below.**

[illegible]

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

Answers to Activities

Activity 1

A.

Animal	Onomatopoeia
1. cow	Moo-moo
2. goat	Baa-baa
3. duck	Quack-quack
4. pig	Oink-oink

B.

Object / Animal	Onomatopoeia
Bird	Chirp
1. Car	Zoom, vroom, screech
2. Egg	Crack
3. Glass	clink
4. Lion	Roar, growl
5. Rain	Plonk, drip
6. Water	Splash
7. Dog	Woof
8. Horse	Neigh, clip-clop
9. Snake	Hiss
10. Gun	Bang

Activity 2

1. Car smiles into the night

 x

- | | | |
|-----|--|----------|
| 2. | Thump went the car over the hill | <u>✓</u> |
| 3. | Reading is like dreaming | <u>x</u> |
| 4. | Vroom! Vroom! goes the car | <u>✓</u> |
| 5. | I am like a pedal | <u>x</u> |
| 6. | Pizza is like running | <u>x</u> |
| 7. | Computer laughs at the keyboard | <u>x</u> |
| 8. | Tick-tock tick-tock goes the clock | <u>✓</u> |
| 9. | Book walks home from school by himself | <u>x</u> |
| 10. | Beyond my beliefs beyond my sight | <u>x</u> |

Lesson 15: Irony



Welcome to Lesson 15 of Strand 6. In the previous lesson, you learned about a figurative language device that makes poems fun to read. In this lesson, you will learn about another figurative language device in poetry that adds more meaning to a poem. It is called irony.



Your Aims:

- define irony
- identify the types of irony
- explain the irony in a poem

What is irony?

Irony is pronounced as *ay-ruh-nee*. Irony can be something said or written based on words suggesting the opposite of the literal meaning.

There are three main types of irony.

1. Verbal Irony

The simplest meaning of verbal irony is to say one thing but to mean something else. Take the dialogue below as an example.

Kim: Oh dear, I am so sorry I forgot the time!

Tim: Well, thank you very much for having a brilliant brain, now I am very late!

In this conversation Tim uses the words **thank you** and **brilliant** but does not really mean them.

2. Dramatic Irony

A situation in which the audience knows something about present or future circumstances that the character in the story does not know.

Literature with dramatic irony examples can be found in the most famous plays by William Shakespeare. For example, in **Romeo and Juliet**, when Romeo finds Juliet in a drugged sleep, he assumes her to be dead and kills himself. Upon awakening to find her dead lover beside her, Juliet then kills herself.

3. Situational Irony - A contradiction of expectation between what **might** be expected and what **actually** happened in the end.

Irony can be **situational**. A situation can be said to be ironic as in this example. In an effort to restrict the viewing of a tape the police gave a warning to the public that anyone caught viewing the tape would be imprisoned. The restriction only caused excitement and curiosity in the public that the illegal buying and viewing of the tape increased. The irony is that, the police, in trying to stop the viewing, created the exact opposite effect of what they expressly set out to accomplish when they went public.



Activity 1: Identify the type of irony in each of the following. Write your answers on the blanks.

1. A *buai* seller was walking home from the market when he met a man on the road. They walked together as the *buai* seller boasted of his successes and profits not knowing that the man he was walking with was the —Angel of Death”.

2. If you fall and break your legs, don't come running to me.

3. It was ironic that the fire station burned down.

4. When asked about the performance of his partner, Tony answered, —~~He~~ is as fast as a tortoise!”

5. An ambulance driver rushes to the scene of an accident, only to run the victim over, because the victim crawled into the middle of the street in the darkness of the night.

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.

Although it is easier to communicate irony in speech, it can also be used in poems. Part of what makes poetry interesting is its indirectness or its refusal to state something simply as "the way it is." In this, irony plays an important role because it allows poets to say something but mean something else, be it sarcastic, exaggerating, or understating.

For an example, read the excerpt below taken from **The Rime of the Ancient Mariner** by Samuel Taylor Coleridge.

Water, water, everywhere,
And all the boards did shrink;
Water, water, every where,
Nor any drop to drink.

A situation can be ironic as in the example above when someone is surrounded by a large body of water like the sea but without any drinking water.

**Activity 2: Read the poem below then answer the questions.****The Green Green Grass of Moresby**

They say the grass is greener in Moresby,
But the rain has not come and,
The creepers and crawlers are dying,
because there's no rain, and the mowers
are starving,
Because there is no grass to mow,
to earn their livelihood.

- P. Broome

1. The first line of the poem partly uses an old saying —“the grass is greener on the other side”. It means that people believe they will find a better life if they move to another place. Based on this, explain the meaning of the first line: **—They say the grass is greener in Moresby”**.

2. Instead of “~~green~~ grass”, what did the author find in Moresby?

3. What type of irony was expressed in 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 15. In this lesson you learned that irony can be used in a lot of ways especially in poems. You have also identified the three types of irony that are commonly found in stories, songs, advertisements, conversations and poems.

NOW GO ON TO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

Read the poem below then answer the questions that follow.

In Reverie

Sitting here getting so bored
Looking hard for something to hold
From the new going back to old
Amazing time walks by undisturbed.

Choose what matters most when
The smiling turns to crying
And living turns to dying.
All part of the same scene.

With a start you realize
To sit still is a chance to be free
To run is to be bound by the knee
You may pick your prize.

- *Germaine*



1. **Antonyms** are words that are opposite in meaning. For example, the word **hot** is opposite in meaning with the word **cold**. Find the antonyms in the poem then write them in the spaces below.

a. _____

b. _____

c. _____

2. Listed below are two lines from the poem that express irony. Explain and identify the type of each. Write your answers in the table below.

Ironic Lines	What it means to you?	What type of irony was used?
1. To sit is a chance to be free		

2. To run is to be bound by the knee		
---	--	--

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

Answers to Activities

Activity 1

1. Dramatic Irony
2. Verbal Irony
3. Situational Irony
4. Verbal Irony
5. Situational Irony

Activity 2

1. (*Your answer must express the same idea as the suggested answer below*)
It is *expected* that someone with eyes should be able to see but what happened in the poem is quite the opposite. Minerva cannot use her eyes to see.
2. Situational Irony

Lesson 16: Personification



Welcome to Lesson 16 of Strand 6. In Lesson 15, you learned the uses of irony. In this lesson you will learn about a figurative language device called personification.

Your Aims:

- define personification
- identify personifications used in poems
- write a poem using personifications

What is personification?

Personification is a figurative language used to describe non-living things and objects as being human or animal. Non-living objects may do human action and express human feelings. Study the example below.

Wind yells while blowing



This is an example of personification because the wind cannot yell. Only a human being can yell. Now, take a look at another example.

A necklace is a girl's best friend



This is another example of personification because a necklace is an object and cannot have friends. Only human beings, like a girl, can have friends.

Now, let us see if you can identify personification by doing the activity below.



Activity 1: Tick only the lines that you think are examples of personification.

- _____ 1. Walking desks took over town.
- _____ 2. I listen to the wind.
- _____ 3. The dog stares carefully at me.
- _____ 4. The snake loves food.
- _____ 5. The Moon dances around my fear.
- _____ 6. The deer reads my mind.

- _____ 7. Ronnie smiles at the flying fox.
- _____ 8. Wind whispers like a tree in the breeze.
- _____ 9. A rock smiles when people sit and read and lounge on it.
- _____ 10. Cars dance across the slippery road.

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.

Personification makes reading poems fun and interesting because, like other tropes, it creates an image or impression to help the readers understand the meaning of the poem. Let us read one that uses personification in the activity below.



Activity 2: Read the poem below then answer the questions that follow.

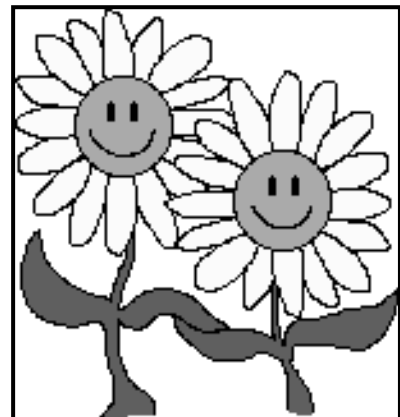
Listen, You Will Hear

Your reflections on his creations
Revealed the truth of his
Yesterday's coming,
Today's death,
Tomorrow's new life.

The moon is shining
Hardly a cloud we see
The plants are talking;
Listen! You will hear.

Each one, a praise to his name,
Singing halleluiah in his own tongue
Listen, you will hear!
Listen, you will hear!

- G. Haracca



1. The lines listed below were taken from the poem. Study each of them then write **P** if a line uses personification and **X** if it does not.
 - a. Your reflections on his creations _____
 - b. The moon is shining _____
 - c. Hardly a cloud we see _____
 - d. The plants are talking; _____

- e. Listen! You will hear. _____
2. The line **“Listen, you will hear”** was used in the 2nd and 3rd stanzas. What did the poet suggest that can be heard in each stanza? Write your answer in the spaces provided.
- a. 2nd Stanza _____
- b. 3rd Stanza _____
3. Who are praising and singing in the third stanza?
- _____

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.

Personification also makes writing poems interesting and fun. Below are easy steps on how to do it.

Writing a Nature Poem using Personification

1. Fill the outline below with your creative ideas.

For Example:

Title (Nature Form) : Fog

Line 1 Title + (how it arrives or begins) : The fog comes on little cat feet.

Line 2 (Tell what it does): It sits looking

Line 3 (and where it is): over harbour and city

Line 4 (and how it does it): on silent haunches

Line 5 (Tell how it leaves): and then moves on.

2. Now, arrange what you wrote in a poem.

For Example:

Fog

The fog comes
On little cat feet.
It sits looking
Over harbour and city
On silent haunches
And then moves on.

- Carl Sandburg



The fog comes on little cat feet.

The subject of this poem is about one of the elements of nature, **fog**, that is why it is called a nature poem. Most nature poems use a lot of personification and in this poem the personification occurs when the poet used the cat to describe the fog.

Now, it is your turn to write one by doing the activity below.



Activity 3: Write your own nature poem using personifications. Follow the steps below.

1. Fill the outline below with your creative ideas.

Title (Nature Form) : _____

Line 1 Title + (how it arrives or begins) : _____

Line 2 (Tell what it does): _____

Line 3 (and where it is): _____

Line 4 (and how it does it): _____

Line 5 (Tell how it leaves): _____

2. Now, arrange your ideas and write your poem in the spaces below.

This image shows a single sheet of white paper with rounded corners. It has a horizontal line near the top, serving as a header or title line. Below this line are ten more horizontal lines, evenly spaced, which serve as lines for writing. The entire page is framed by a thin black border.

Thank you for completing this activity. Now, you may write more nature poems or other types of poems using personifications. Have fun!



Summary

You have come to the end of Lesson 16. In this lesson you learned about personification and how it is used in a poem. You have also experienced writing a nature poem using personifications.

NOW GO ON TO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

A. Identify the figurative language device used in each line. Write metaphor, simile, or personification in the spaces.

1. The tree is a green umbrella. _____
2. The wind feels like a wad of laces. _____
3. A grey stone smiled at me. _____
4. The balloons rose in the air like
colourful birds. _____
5. The weary river is slumbering. _____

B. Read the poem below then answer the questions that follow.

Wind

The wind dances in on
Trotting horses' feet
It stops in a golden
Valley looking about through
Fiery eyes, and then rages past
At a mighty gallop.

by J. Kurnath



Wind on horses.

1. What is the subject of the poem? _____
2. The wind is given the characteristics of a _____.
3. Copy a line that uses personification.

4. Close your eyes and imagine the wind doing the last two lines of the poem.
What do the last two lines tell you about the wind?

5. Imagine a horse that feels and acts like a human being. Write two lines of poem about this horse using personification.

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

Answers to Activities

Activity 1

- ☒ 1. Walking desks took over town.
- ☐ 2. I listen to the wind.
- ☐ 3. The dog stares at me.
- ☐ 4. The snake loves food.
- ☒ 5. The Moon dances around my fear.
- ☒ 6. The deer reads my mind.
- ☐ 7. Ronnie smiles at the flying fox.
- ☒ 8. Wind whispers like a tree in the breeze.
- ☒ 9. A rock smiles when people sit and read and lounge on it.
- ☒ 10. Cars dance across the slippery road.

Activity 2

- 1.
 - a. X
 - b. X
 - c. X
 - d. P
 - e. X
- 2.
 - a. 2nd Stanza – The plants talking
 - b. 3rd Stanza – A praise to his name, singing halleluiah
- 3. Each one of the plants

- Activity 3** (Your poem should be similar to the other nature poems given in the lesson: **Fog** and **Wind**)

Answers to Topic 3 Practice Exercises

Practice Exercise 11

- A. 1. A. The moon's beam is my sole-mate.
b. The moon is a golden ball and a rare feast.
- B.
2. Due to failure, the person's heart beat becomes faster than the normal rate.
3. The person's fear or anxiety slowed down his movements especially his walking pace.
4. The person was so nervous that his fingers slip and cannot seem to handle the guitar.
5. The caterpillar's shape is compared to the appearance of an upholstered (cushion covered) train.
-

Practice Exercise 12

- A.
1. teeth and stars
2. false
- B. (*Your answers must be similar to the suggested answers below*).
- I met a man who was as round as a **drum** / an **elephant**
- Ripe pawpaw as sweet as **lollies** is his favourite.
- He moves slowly like a/an **tortoise** / **snail**
- But he can run as fast as a/an **deer**.
- Though he looks like a fierce **lion** / **giant**,
- You'll find that he's as harmless and gentle as a **dove** / an **angel**.
-

Practice Exercise 13

1. dreary, weak and weary
2. Assonance
3. Alliteration
4. Assonance
5. Line 10: surcease of sorrow--sorrow and lost Lenore
Line 11: rare and radiant maiden
6. maiden
7. **Midnight** in the month of **December** at the **chamber room**

8. Sorrowful/ Sad/ Eerie/ Creepy/ Scary
9. It means that Lenore is already dead.
10. Narrative Poem

Practice Exercise 14

Onomatopoeia	Object
1. Slam	Car doors
2. Jangle	House Keys
3. Jiggle	Keys in the door
4. Squeak	Front door
5. Thump	Running feet

- B. *(This is an example poem only to compare with your own poem.)*

The Game

Clap! Clap!
 Stomp! Stomp!
 Swish! Swish!
 This is the way we get through
 Our games.
 The crowd shouts,
 "Yahoo!"
 The ball soars through the air.
 Then, bounce, bounce, bounce.
 The audience holds its breath.
 SWISH!
 The ball goes in;
 We win!

Practice Exercise 15

1.
 - a. new and old
 - b. smiling and crying
 - c. living and dying
- 2.

Ironic Lines	What it means to you?	Type
1. To sit still is a chance to be free	People usually get stuck and will not go anywhere when they just sit still but in the poem sitting still doing nothing does the opposite.	Situational Irony

2. To run is to be bound by the knee	To run indicates movement but in the poem it results to being tied up or stuck.	Situational Irony
--------------------------------------	---	-------------------

Practice Exercise 16
A.

1. metaphor
2. simile
3. personification
4. simile
5. personification

B.

1. The subject of the poem is the wind.
2. horse
3. *(Any of these lines) The wind dances / looking about through Fiery eyes/ rages past At a mighty gallop.*
4. The last two lines tells us that the wind is blowing fast and hard that it creates a lot of dust and noise like the galloping horses.
5. *(Your answer must contain a personification just like the suggested answers below.)*
 Mr. Ebony horse snorted his resentment
 While Mr. Chocolate horse shouted with impatience.

END OF TOPIC 3

NOW DO EXERCISE 3 IN ASSIGNMENT 6. THEN GO ON TO TOPIC 4.
--

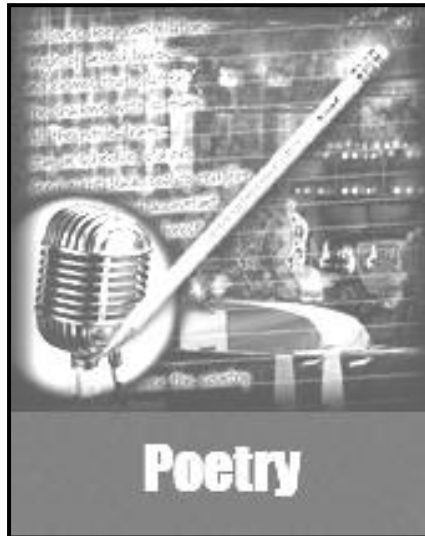
TOPIC 4

FORMS OF POETRY

In this Topic, you will learn about:

- **Ballad**
- **Comedy**
- **Song**
- **Elegy**
- **Free Verse**
- **Haiku**

TOPIC 4: FORMS OF POETRY



Poems are written in different ways and for different reasons. They are grouped according to the way they were written (characteristic) and to the reason why they were written (purpose). These different groups of poems are called the forms of poetry.

Topic 4 focuses on several forms of poetry and the lessons will help you gain more knowledge about the characteristics and purposes of different poems.

By the end of Topic 4, you are expected to identify several forms of poetry.

Here are the forms of poetry that you will study in this topic:

- Ballad
- Comedy Poems
- Songs
- Elegy
- Free Verse
- Haiku

May you enjoy the lessons in this topic!

Lesson 17: Ballad



Welcome to Lesson 17 of Strand 6. In Grade 7, you learned about ballad and its two most common types. In this lesson you will learn about the ballad stanza and iambic feet.



Your Aims are:

- define ballad, ballad stanza and iambic feet
- use iambic feet in reading ballads
- complete an iambic feet structure

What is ballad?

A ballad is a narrative poem written to be sung. Because they are sung, ballads use a strong rhythm and rhyme structure which help people to remember their words.

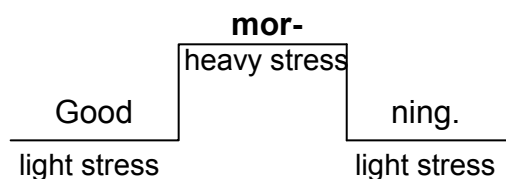
Ballads are often composed in a traditional pattern known as the ballad stanza or ballad meter. The **ballad stanza** is a quatrain or four verse lines that have a rhyme scheme of **abcb**.

Example:	The horse fair Janet rode upon	a
	He ambled like the wind	b
	With silver he was shod before	c
	With burning gold behind.	b

Ballad uses iambic, pronounced as \ī-'am-bik\, feet. It is the **light-heavy** stress voice intonation which is the way we usually **begin** sentences in ordinary speech. Take the following sentence for an example: **Good morning**. First, divide it into syllables:

Good / mor / ning.
1 2 3

Then, say it aloud following the voice intonation structure below.

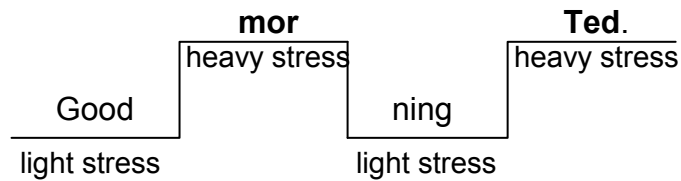


Very good! You must have noticed the change of your voice intonation as you say each syllable of this simple greeting. The first syllable **Good** takes a low tone like the way we usually start our sentences. The **low tone** is what we call the **light stress** in iambic feet.

The second syllable **mor** is the first part of the second word. Your tone is higher and with more emphasis when you say this syllable. This **high tone** is what we call the **heavy stress** in iambic feet. The third syllable **ning** is the second part of the word **morning**. It has a light stress so your tone when you say this word is as low as the first syllable.

Now, find out more about iambic feet on the next page.

A **combination of light and heavy stress** is measured as **one iambic foot**. Take the following greeting for example: **Good morning Ted**. First, divide it into syllables then say it aloud following the voice intonation structure below.



There are two iambic feet in the sentence. The first iambic foot is **Good mor** (light-heavy stress) and the second is **ning Ted** (light-heavy stress).

An **iambic foot** is made up of a combination of light and heavy stress voice intonations. The iambic feet is made up of several iambic foot.

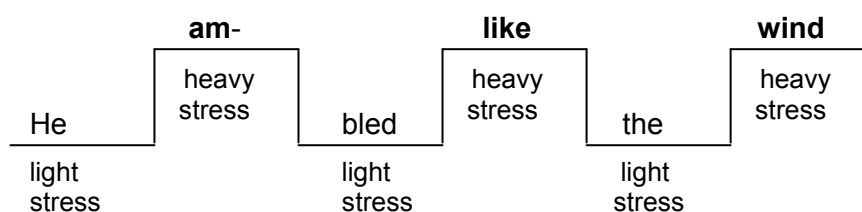
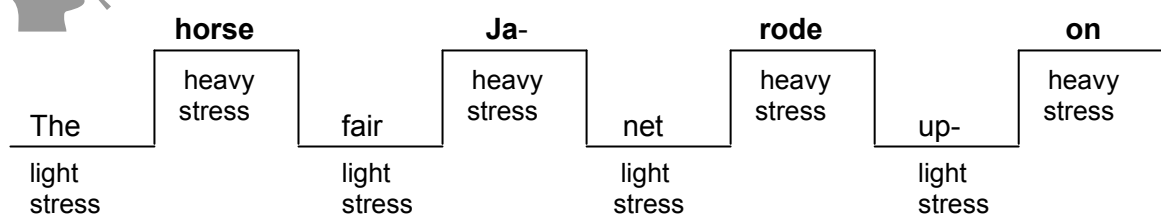
We read ballads in this manner. We follow the light-heavy stress voice intonation or the iambic feet. In a **ballad stanza** the first and third lines has four feet, while the second and fourth lines contain three feet. Let us study the example below.

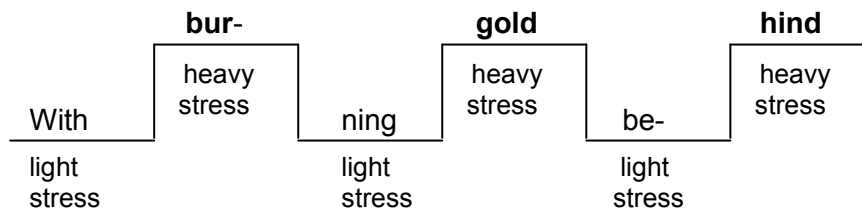
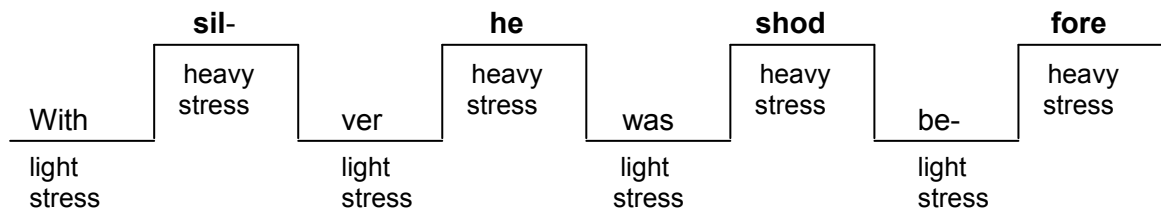
Example:

Ballad Stanza (Divided in syllables)	No. of iambic Feet	Rhyme
The/ horse / fair /Ja/net / rode/ up/on	4	a
He/ am/bled / like / the / wind	3	b
With / sil/ver / he / was / shod / be/fore	4	c
With / bur/ning / gold / be/hind.	3	b



Read the ballad stanza following the iambic feet structure below.





Very Good! Thank you for doing this activity. You may continue to practice your reading skills using the iambic feet by reading more poems especially ballads in front of your family and friends.



Summary

You have come to the end of Lesson 17. In this lesson you learned about ballad and how to read the lines in a ballad stanza using the iambic feet. You will also experience completing an iambic feet structure on the next page.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Below is a summary of „The Rime of the Ancient Mariner“ by the English poet Samuel Taylor Coleridge. Read then answer the questions that follow.

The ballad relates the events experienced by a **mariner** who has returned from a long sea **voyage**. The Mariner stops a man who is on the way to a wedding ceremony and begins to recite a story.

The Mariner's tale begins with his ship departing on its journey. Despite initial good fortune, the ship is driven south off course by a storm and eventually reaches the Antarctic. An albatross, compared as Christian soul, appears and leads them out of the Antarctic, but, even as the albatross is praised by the ship's crew, the Mariner shoots the bird. The crew is angry with the Mariner, believing the albatross brought the south wind that led them out of the Antarctic. However, the sailors change their minds when the weather becomes warmer and the mist disappears. The crime arouses the wrath of spirits who then pursue the ship from the land into **uncharted** waters, where it is becalmed.

Here, however, the sailors change their minds again and blame the Mariner for the **torment** of their thirst. In anger, the crew forces the Mariner to wear the dead albatross about his neck, perhaps to illustrate the burden he must suffer from killing it, or perhaps as a sign of regret. Eventually, in an eerie passage, the ship encounters a ghostly vessel. On board are Death, a skeleton, and the "Night-mare Life-in-Death", a deathly-pale woman, who are playing dice for the souls of the crew. With a roll of the dice, Death wins the lives of the crew members and Life-in-Death the life of the Mariner, a prize she considers more valuable. Her name is a clue as to the Mariner's fate; he will endure a **fate** worse than death as punishment for his killing of the albatross.

One by one, all of the crew members die, but the Mariner lives on, seeing for seven days and nights the **curse** in the eyes of the crew's corpses, whose last expressions remain upon their faces. Eventually, the Mariner's curse is lifted when he sees sea creatures swimming in the water. Despite his cursing them as "slimy things" earlier in the poem, he suddenly sees their true beauty and blesses them; suddenly, as he manages to pray, the albatross falls from his neck and his guilt is partially **expiated**. The bodies of the crew, possessed by good spirits, rise again and steer the ship back home, where it sinks in a whirlpool, leaving only the Mariner behind. A **hermit** on the mainland had seen the approaching ship and had come to meet it with a pilot and the pilot's boy in a boat. This hermit may have been a priest who took a vow of isolation. When they pull him from the water, they think he is dead, but when he opens his mouth, the pilot **has a fit**. The hermit prays, and the Mariner picks up the oars to row. The pilot's boy goes crazy and laughs, thinking the Mariner is the devil, and says, "The Devil knows how to row." As **penance** for shooting the

albatross, the Mariner, driven by guilt, is forced to wander the earth, tell his story, and teach a lesson to those he meets.

After relating the story, the Mariner leaves, and the Wedding Guest returns home, and wakes the next morning "a sadder and a wiser man".

A. Match the definitions to each word by writing the letters on the blanks. Use your dictionary or the glossary of this book.

	Words		Definitions
_____ 1.	Mariner	a.	somebody's future life
_____ 2.	Voyage	b.	someone who chose to live alone
_____ 3.	Uncharted	c.	an act to show sorrow for having committed a sin
_____ 4.	Torment	d.	forgiven
_____ 5.	Fate	e.	sudden show of strong emotion like surprise
_____ 6.	Curse	f.	not surveyed or recorded on a map
_____ 7.	Expiated	g.	torture
_____ 8.	Hermit	h.	sailor
_____ 9.	Has a fit	i.	journey
_____ 10.	Penance	j.	a wish of harm or evil on somebody

B. Read the last four stanzas of the ballad "The Rime of the Ancient Mariner."

Farewell, farewell! but this I tell
To thee, thou Wedding-Guest!
He prayeth well, who loveth well
Both man and bird and beast.

He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all."

The Mariner, whose eye is bright,
Whose beard with age is hoar,
Is gone; and now the Wedding-Guest
Turned from the bridegroom's door.

He went like one that hath been stunned,
And is of sense forlorn:
A sadder and a wiser man
He rose the morrow morn.



A statue of the Ancient Mariner, with the albatross around his neck, at Watchet Somerset. The statue was unveiled in September 2003 as a tribute to Samuel Taylor Coleridge.

- What is the rhyme scheme of the second stanza?
 - a,a,b,b
 - a,b,a,b
 - a,b,c,b
 - a,b,c,d
- Use the slash mark to divide the lines of the first stanza in syllables. The first line was done as an example.

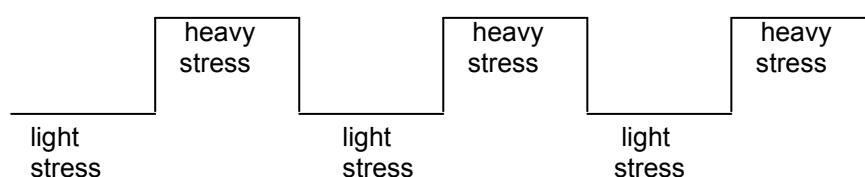
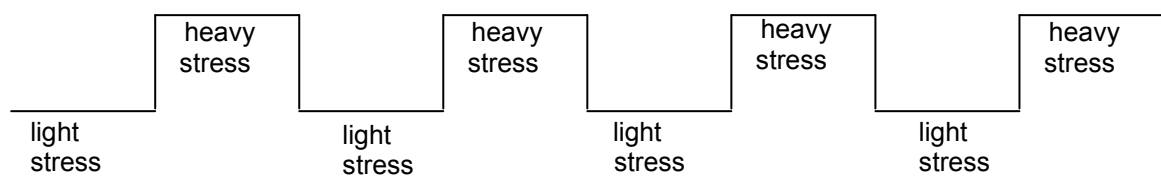
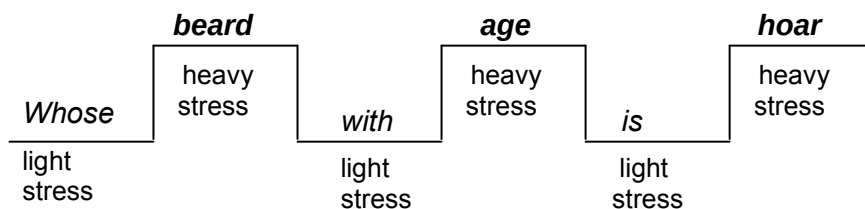
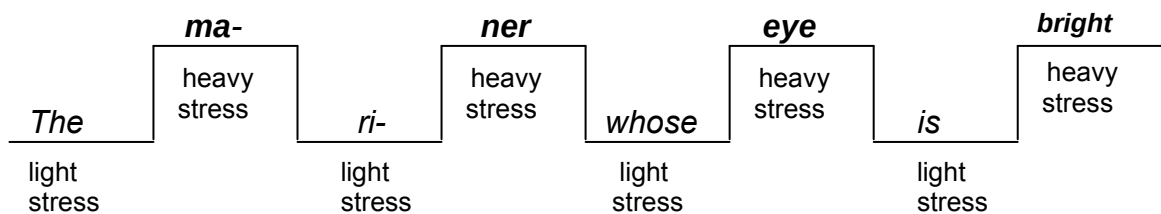
Fare/well /, fare/well! / but / this / / / tell

To thee, thou Wedding-Guest!

He prayeth well, who loveth well

Both man and bird and beast.

- Complete the iambic feet structure below by writing the syllables of the third and fourth lines of the third stanza. The first and second lines were done as an example. Then read the third stanza aloud in iambic feet.



4. Copy the synonym of the underlined word **sadder** from the fourth stanza.

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

Lesson 18: Comedy



Welcome to Lesson 18 of Strand 6. You were introduced to comedy drama in Lesson 8 of Strand 5 so you already know something about comedy. In this lesson you will study about comedy poetry and its types.



Your Aims:

- define comedy
- identify different types of comedy poems
- interpret pastoral comedy
- write a comedy poem

What is comedy?

Comedy means to amuse, make people laugh and also entertain them. In poetry, comedy poems serve the same purpose.

Comedy is a type of dramatic poetry. Dramatic poetry is a play written in verse to be spoken or sung. An example of this type of writing is in Shakespeare's plays. Most of the plays written by Shakespeare were in poetry form and one of them that belong to the comedy genre is **Midsummer Night's Dream**. The play revolves around the adventures of four young lovers, a group of amateur actors and their humorous interactions with the fairies that inhabit a moonlit forest.

Below are the three main types of comedy.

1. **Pastoral comedy** covers the innocent life of **shepherds** and shepherdess and their lives and sorrows.
2. **Romantic comedy** mainly deals with the **follies** and misunderstandings of young lovers in a light hearted and happily concluded manner.
3. **Farce** is a comedy that arouses **mirth** by a series of funny incidents or **witticisms**. It uses **ridiculous** situations and physical clowning for its humorous effects.



Activity 1: Write the letter of a definition in the space before each of the following words. You may use your dictionary or the glossary of this book to confirm your answers.

	Words	Definitions
_____ 1.	Shepherd	a. laughter
_____ 2.	Follies	b. funny remarks
_____ 3.	Mirth	c. silly
_____ 4.	Witticisms	d. herdsman

_____ 5. Ridiculous

e. foolishness

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 this lesson you will closely look at the characteristics of a pastoral comedy.

Pastoral comedy is characterized by its setting and subject. Pastoral comedy is about the "pasture" or rural life in a rural setting. Usually these poems praise the goodness of the simple life and work of the farmers and herds' people. However, the poems greatly exaggerate the simple to the point of being ridiculous or humorous.

The pastoral comedy poems often tell about the life, romance and sorrows of shepherds and shepherdess. Who are they anyway? They both look after the sheep but the only difference is that a shepherd refers to a man or a boy while a shepherdess refers to a woman or a girl. Their work involves guiding and directing sheep to places where they can feed, drink and hide from the heat of the sun. Below is an illustration of a shepherd tending his flock.



Shepherd with his flock

In Papua New Guinea, sheep is an introduced animal including the goat. In European countries, sheep is a very important animal like the pig in traditional PNG societies. The reasons for looking after the sheep were basically the same as looking after the pigs. They provided food, clothing and gave the owner wealth and high status in the community. Are there funny stories about people who look after pigs and cassowaries in your area?

Read the example of a pastoral comedy by doing the activity on the next page. This poem was written by the English poet Christopher Marlowe in the 1590s. It is considered to be one of the earliest examples of pastoral style of British poetry and one of the most well-known love poems in the English language.


Activity 2: Read the poem then answer the following questions.
The Passionate Shepherd to His Love

Come live with me and be my love
And we will all the pleasures prove
That hills and valleys, **dale** and **field**,
And all the **craggy** mountains **yield**.

There we will sit upon the **rocks**
And see the shepherds feed their **flocks**,
By **shallow** rivers to whose falls
Melodious birds sing madrigals.

There I will make thee beds of roses
And a thousand fragrant poises,
A cap of flowers, and a kirtle
Embroider'd all with leaves of myrtle.

A **gown** made of the finest wool
Which from our pretty **lambs** we pull,
Fair lined slippers for the cold,
With buckles of the purest gold.

A belt of straw and ivy buds,
With coral clasps and amber studs,
And if these pleasures may thee moved,
Come live with me, and be my love.

Thy silver dishes for thy meat
As precious as the Gods do eat
Shall on an ivory table be
Prepared each day for thee and me.

The shepherd swains shall dance and sing
For thy delight each May-morning,
If these delights thy mind may move,
Then live with me and be my love.

A. Choose a synonym from column B to match the words in column A. Write the letter of your answers in the spaces provided.

A		B	
_____ 1.	Dale	a.	Not deep
_____ 2.	Field	b.	Sweet and musical
_____ 3.	Rock	c.	Group or herd
_____ 4.	Craggy	d.	Bottom
_____ 5.	Yield	e.	Space or clearing
_____ 6.	Flock	f.	Rugged
_____ 7.	Shallow	g.	Offer
_____ 8.	Melodius	h.	Large stone
_____ 9.	Gown	i.	Young sheep
_____ 10.	Lamb	j.	Dress

B. Choose a word or phrase from the poem that means the same as the following. Write your answers in the spaces provided.

1.
 - a. Unopened ivy flowers _____
 - b. Patterns sewn in colours _____
 - c. Flower head-dress _____
 - d. Sweet smelling _____
 - e. Leaves _____
 - f. Shirt _____
2. Who are the two main characters in the poem?
 - a. _____
 - b. _____
3. What is the setting of the poem? _____
4. In two or more sentences, explain what the poem is all about?

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 18. In this lesson you learned about comedy in poetry and its three types: pastoral, romantic and farce. You have also read and interpreted a pastoral comedy by the English poet, Christopher Marlowe.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

A. Read the following poem then complete the activities below.**Reflections**

The other day, I happened by chance,
As I passed a mirror, to give it a glance
And I wondered who that old man could be,
Who, with his mouth wide open, was looking at me.

His bald head was sprinkled with a little grey fuzz,
And he wasn't at all handsome (like I always was)
He looked like a sack of messmate parts,
Put together without aid of instructions or charts.

And while I know that my shoulders don't slump,
This person's were misshapen in one ugly hump'
Now, if that was my image, I only can say,
They don't make mirrors like they did in my day.

- Lucy Blades



Reflection of an old man.

1. Copy the phrase in the poem that suggests that the man did not intend to look in the mirror.

2. Describe the situation given in the first four lines.

3. Who was he describing in the second stanza?

4. In the end he says that the mirror is defective, not made the way mirrors were made in his time and portrayed the wrong image.

Why do you think the old man said that?

5. Explain why the poem is funny.

6. What type of comedy poetry is —Reflections”?

- B. Choose an aspect about pig raising and write a pastoral comedy about it. It can be about the love of pig meat, a ceremonial feast involving pigs, the work involved in raising pigs or even owning a pig.**

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

Answers to Activities

Activity1

- | | | | |
|----|---|----|---|
| 1. | d | 4. | b |
| 2. | e | 5. | c |
| 3. | a | | |

Activity 2

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

- B.**
1.
 - a. ivy buds
 - b. embroidered
 - c. cap of flower
 - d. fragrant poises
 - e. myrtle
 - f. belt of straw
 2.
 - a. Shepherd
 - b. His love or Shepherdess
 3. Pasture lands in hills, valleys, dales or fields
 4. The poem is about a shepherd, who pledges to do the impossible if only the female object of his desires will accept his love. The shepherd makes a number of big promises that are unbelievable and sometimes impossible. The woman's response is never heard, and she is not present in any way except as the object of the shepherd's desire.

Lesson 19: Song



Welcome to Lesson 19 of Strand 6. In the previous lesson you learned about comedy poetry. In this lesson you will study a well known type of lyric poetry, the song.

Your Aims:

- define song
 - identify and explain the two kinds of songs
 - interpret a song
 - write a song
-

What is a song?

A song is the simplest and most typical form of lyric poetry. Lyric means that words are associated or go together with music. It refers to the words of a song.

According to history, songs were the oldest form of poetry. Poets wrote songs to express their feelings, views and thoughts about life and their environment. The songs were sung accompanied by the lyre. A lyre is a stringed instrument like a small sharp harp with strings fixed to a crossbar that was used in ancient Greece.

Nowadays, the poet or composer expresses his or her feelings, ideas and reflections by writing a song and singing it with an accompaniment of different musical instruments.

A song is a set of words that is set to music. It is a short poem that is meant to be sung instead of being spoken.

Below are the two main types of songs.

1. Sacred Song

This is a song which is also called a hymn or praise. A sacred song is a religious song especially for the purpose of praise, adoration or prayer to God. Papua New Guinea is a Christian country and many citizens belong to a particular religious denomination where sacred songs are sung. Many sacred songs are actually poems that express personal feelings of thankfulness and happiness, sadness, guilt, loneliness and sometimes from a situation of desperation. In the Holy Bible, the Book of Psalms is full of songs and poems that are said to have been written by King David to God. Many religious songs were written by Christians to express their faith in God.

2. Secular Song

A secular song refers to the following:

- Patriotic Songs** are songs that express loyalty, love, devotion and praise of one's country.
- Love Songs** are songs that express one's affection for another person.
- Folk Songs** are traditional songs.
- Contemporary Songs** are the modern or new songs you hear today.

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 Papua New Guinea, traditional culture is still demonstrated through songs and dances.

Many Papua New Guinean societies have traditional songs that can be divided into either patriotic songs, love songs, folk songs or contemporary songs because they have a mixture of traditional and modern ideas and music.



Activity 2: Below is the first verse and chorus of the Papua New Guinea National Anthem. Sing it to yourself or to someone near you.

O! Arise all you sons of this land
Let us sing of our joy to be free
Praising God and rejoicing to be
Papua New Guinea

Chorus 1

Shout the name from the mountains to seas
Papua New Guinea
Let us raise our voices and proclaim
Papua New Guinea

1. What type of song is the Papua New Guinea National Anthem?

2. Now, write the second verse and the second chorus of the PNG National Anthem in the spaces below.

Well done if you have written the complete verse and chorus from memory. Now, sing the whole anthem aloud to yourself or with your family and friends.



Summary

You have come to the end of Lesson 19. In this lesson you learned about songs and its two main types. You also identified songs according to their types.

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

Practice Exercise: 19

- A. Read this song. You may sing it if you know the song. You can play the music too if you know how to read music. This is a song composed by a man who loved Papua New Guinea. His name is Mr. Geoffrey Fred Baskett.

Islands and Mountains

Is-lands and Mount-ains sun-shine and breeze Flow-ers and
moon-light sway-ing palm trees. Jungles and riv-ers white co-ral
sand This is my count-ry This is my land

Repeat for last verse only.

These are the lyrics of the song again.

Islands and mountains sunshine and breeze
Flowers and moonlight, swaying palm trees
Jungles and rivers, white coral sand
This is my country, This is my land.

- From the lyrics of this song, what do you think was Mr. Baskett's opinion about Papua New Guinea?

- Is this a sacred or a secular song? _____

3. Is it a patriotic or a folk song? _____
Copy a line from the song that proves your answer.

4. What is your own opinion about the song?

B. Write a song for your mother or a favourite family member. You can use words that you would like to dedicate to her or him then set a melody for it to be sung.

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

Answers to Activities**Activity 1**

- A.** 1. Sacred
2. Secular
- B.**

Sacred	Secular
The Lord my Sherpherd	The Flag song
I will enter his gates with Thanksgiving	Mama Graun
I thank you Lord	Islands and Mountains
Praise the Lord o my soul	Isles of Samarai
	Jingle Bellls, Jingle Bells
	London Bridge is falling down

Activity 2

1. Secular
2. Now give thanks to the good Lord above
For his kindness His wisdom and Love
For this land of our Fathers so free
Papua New Guinea
- Shout again for the whole to hear
Papua New Guinea
We are independent and we're free
Papua New Guinea.

Lesson 20: Elegy



Welcome to Lesson 20 of Strand 6. In the last lesson you learned about songs and its types. In this lesson you will study another type of lyric poetry, the elegy.



Your Aims:

- define elegy
- identify the form and elements of elegy
- interpret an elegy

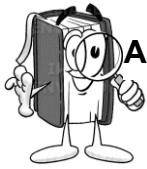
What is an elegy?

An elegy is a poem or a song especially for the dead. Elegy can be a funeral song or a lament. It expresses a feeling of deep loss, grief or sorrow. It can be a poem about death in general or the death of a specific person. The word elegy comes from the Greek word **elegia** which means **mournful** poem.

Read an example of an elegy taken from the Holy Bible. It is Psalm 137 and it records the lament of the Israelites in exile.

By the rivers of **Babylon**, we sat down
 and there we wept when we remembered **Zion**,
 On the **willows** nearby we hung up our **harps**
 Those who captured us told us to sing,
 they told us to entertain them, —Sing us a song about Zion.”
 How can we sing a song to the Lord in a foreign land?
 May I never be able to play the harp again if I forget you **Jerusalem!**
 May I never be able to sing again if I do not remember you,
 if I do not think of you as my greatest joy!
 Remember Lord, what the **Edomites** did the day Jerusalem was captured.
 Remember how they kept saying —“Tear it down to the ground”
 Babylon you will be destroyed. Happy are those who pay you back for what
 you have done to us
 ---who take our babies and **smash** them against a rock

Psalm 137 is a **lament**. It is a mourning song that expresses sadness. The lament above was sung and made very popular by the pop group Boney M. It was about the Israelites who were captured and taken as prisoners by the soldiers from Babylon. They were mistreated and even though they were tired from walking and carrying loads, they were told to sing and entertain the soldiers. So we can say it is an elegy because it expresses a feeling of deep sadness about the loss of their home Jerusalem and their loved ones like the babies smashed against the rock.



Activity 1: Look up the meaning of the bolded words in the poem then write the letter of the definition of each in the space.

	Words		Definitions
_____ 1.	Lament	a.	People who were hostile to Israelites
_____ 2.	Babylon	b.	Break
_____ 3.	Zion	c.	Capital city of Israel
_____ 4.	Willows	d.	To cry over someone or something
_____ 5.	Harps	e.	A place of exile
_____ 6.	Jerusalem	f.	A stringed instrument
_____ 7.	Edomites	g.	One of the hills of Jerusalem
_____ 8.	Smash	h.	A tree with long branches

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.

At funerals some people sing songs for the dead person. Some read poems about or for the person and some chant laments. Do you have traditional songs which are sung at funerals or during the mourning periods?

Elegies are poems that express great sadness and are meant to be sung.

Now study another example of an elegy by doing the next activity.



Activity 2: Read the elegy below then answer the following questions.

Lament for a Dead Mother

The house was empty ... she was gone
 The room she used to sleep in was
 bare, no laughter echoed there,
 a heavy sadness wrapped the atmosphere
 She was gone, her favourite dress
 hung limply on its hanger, her
 bed lay unslept in ... she was gone



My throat was dry as I stared at
her lifeless body, which only yesterday
was filled with life. Her smile which
hung over me and brought me joy,
how many times, she told me she
loved me. She was gone.

Mother! Why did you have to leave me?
Why didn't you take me with you?
Why did you have to go? You were too
young to die. Oh mother, but it was
too late. She was gone

Each person has his secret world, when
he dies his world dies with him
not a trace is left of him but
an impression on the minds of
his people

- L. Kousa

1. What is the relationship between the poet and the one it is written about?

2. What kind of feeling is expressed in the first four lines?

3. In your own words, explain the situation that the writer is in.

4. From stanzas two and three, name some things that the poet remembers about her mother.

5. What can you picture her doing from the words in stanza four?

6. Which stanza shows the poet's acceptance of her mother's death?

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 20. In this lesson you learned about a lyric poem that expresses deep sadness over the loss of someone or something, the elegy. You have also studied some elegies and interpreted one.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

A. Read the poem below then answer the questions that follow.

Kwara's Death

Sitting on Mabata's lap is he,
The Kwara of Rahava.
Yesterday's man was he,
And today's child he is.

He laughed the laugh of yesterday's
creation,
Mourns today like a child.
Drank from the Daha
Meiumatama.

What has happened?
What has happened?
Happy marches were those,
Wondering enterings were those.

Confusing and sad outings,
Were those who witnessed the
sufferings.
Not a smile of happiness,
Everyone is sad.

Soft melodies that of Mabata
Rang —loud" as far as Boera and Pari.
People poured in to witness too,
Never stopped asking the cause of the
sickness

The living greens have been rubbed,
Rubbed on the body turning yellow.
Should it stay yellow, or should it change?
Wonder looks people had.

Before confused eyes, signs were seen,
Before sharp ears, the noise was heard.
Before sharp noses, the smell people
could hear.
It's come to an end, but the first century
heaven's life.

1. What is the poem about? _____
2. What is Kwara doing? _____
3. Where is Kwara from? _____
4. What is the difference in Kwara today from yesterday?

5. What is the feeling being expressed in stanza two?

6. Can you answer what happened in stanza three?

7. Why are people confused and sad in stanza four?

8. What does stanza five tell about the number of people at Kwara's home?
-
9. Stanza six tells about living greens been rubbed, what do you think that means?
-
10. What is the cause of the confusion in the last stanza?
-

B. Now, read the rest of the poem several times and try to interpret by explaining the situation each stanza means or refers to in the spaces below.

People mourning, their hidden
loves express,
Last beat of the kundus, last of his
prophet songs.
People rang into his motionless ear,
Of course he is not listening.

Should it be for the spirit to hear?
Should it be for the spirit to mourn for?
Who knows,
The solution has never been told.

One swing, another and another,
He comes to be replaced.
One swing, another and another,
He comes to be replaced.

One spade, another and another,
He comes to be replaced.
One spade, another and another,
He says it is finished.

The ground they covered,
The return to the dead.
The swim in the sea,
Are the grave diggers

The ringing church bells,
The opening church doors.
People walking in,
Not a word they say.

The last readings,
The sweetness of the last hymn.
The tear drops are but
The departing moments of the dead.

Like a field of battle,
Elders led the way.
Behind were tomorrows,
All went to witness the new,
but desolate home.

His friends only, he could see
But how can he communicate?
His coffin lowered, lowered, lowered,
On the rock-bed it is laid.

Against his last hearing,
Tano amo tama
Tano baita lou henia
The coffin was covered.

1. _____
2. _____
3. _____

4.

5.

6.

7.

8.

9.

10.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.**Answers to Activities****Activity 1**

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

Activity 2

1. A child to a mother
2. Sadness
3. She was mourning.
4. smile, love , presence
5. She was wailing.
6. 4

Lesson 21: Free verse



Welcome to Lesson 21 of Strand 6. In the previous lesson you learned about elegy. In this lesson you will study another form of poetry, the free verse.



Your Aims:

- define free verse
 - describe the form of a free verse
 - interpret and write a free verse
-

What is free verse?

Free verse is a poem that does not follow or keep to the rules of poetry but relies on natural rhythms. The poem does **not** contain features like patterns, rhyme or a set length of lines and so on but follows the rhythms of natural speech. Many people think of free verse to be a modern form of poetry, but really it has been around for several centuries. It became more popular from the belief that a free verse is a poem without rules. This is because a free verse does not rhyme and it does not have a regular pattern.

There is more to free verse than a sudden thought recorded on paper. It is not that no rules apply to free verse; rather, the poet makes up the rules for each poem. Free verse **done well** will have rhythm, though it may not have a regular beat. A variety of poetic devices may be woven throughout the piece. There may be patterns of sound and repetition. Free verse can be compared to a song that does not rhyme. There is still a lyric quality to it.

It may be more difficult to write free verse than any other form, simply because the poet has more decisions to make. With a haiku, for example, you know the exact measurement of the poem. Your task is easily defined. You need only follow the rules of the pattern. With free verse, there is no pattern until the poet creates one.

Without set rules, you are **free** to decide where to break your poem into stanzas. You may arrange your poem in stanzas of two or more lines. You may break at each new thought, much like paragraphs. You may break stanzas in mid-sentence to draw attention to a specific word or phrase. Like American poet Walt Whitman, you might break stanzas at the point where one would take a breath, were he or she reading aloud. It is up to you.

Free verse poetry became popular and acceptable during the 20th century, although scattered examples of the style were found previously. Walt Whitman is considered by many to be the first English free verse poet.

Now take a look at the poem written by Walt Whitman on the next page.

I Dream'd in a Dream

I dream'd, in a dream I saw a city invincible to the attacks of the
whole of the rest of the earth,
I dream'd that was the new city of friends,
Nothing was greater there than the quality of robust love, it led the rest,
It was seen every hour in the actions of the men of that city,
And in all their looks and words.

Walt Whitman is gone. He cannot tell us what this poem means. That is something we can only guess. So here is a thought to ponder—is this poem about a real city, or is it about friendship? How would you interpret this poem?

What is Free Verse?

Free verse is a poem that is written without following a strict pattern or length of lines.

Remember, in free verse the writer makes his or her own rules. The writer decides how the poem should look, feel, and sound.

Here is another example:

Winter Poem

once a snowflake fell
on my brow and i loved
it so much and i kissed
it and it was happy and called its
cousins
and brothers and a web
of snow engulfed me then
i reached to love them all
and i squeezed them and they became
a spring rain and i stood perfectly
still and was a flower.

- Nikki Giovanni





Summary

You have come to the end of Lesson 21. In this lesson you learned about another form of poetry called free verse. Just remember that for a free verse there is no set rules to follow. What really counts is what you feel inside. You are the one that will make the rules on how you want your poem to be expressed. Now that you know how a free verse is written, you may keep a small note book to write down ideas that you might like to use in writing your own free verses.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE.

Practice Exercise: 21

Write a short free verse for each topic below. Add a title for each of your poems.

1. About your village.

2. About someone you really like.

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

Lesson 22:**Haiku**

Welcome to Lesson 22 of Strand 6. In the previous lesson you learned about free verse. In this lesson you will study another form of poetry. It is a short poem called the haiku.

Your Aims:

- define haiku
- identify the form of haiku
- interpret and write haiku

What is haiku?

Haiku, pronounced as *hahy-koo*, is a form of poetry that was first used a long time ago in Japan. The Japanese poets were inspired by the beauty of nature and captured their thoughts and images in a most concise and startling way. Its subject is often about nature or one of the four seasons: spring, summer, autumn and winter. It consists of three lines containing a total of seventeen syllables altogether. The lines follow the pattern of five, seven and five syllables. Read the example below.

Long forgotten thing:
A pot where now flower blooms
this day of spring!
– Masaoka Shiki



Flower on pot



Activity 1: Now read the poem aloud emphasizing each syllable as divided with the slash marks (/). Count the syllables in each line then write the number on the blank.

Long / for / got / ten / thing:

A / pot / where / now / flo / wer / blooms

this / day / of / s / pring!

You are right! All three lines of this haiku follow the **five-seven-five** syllables pattern and talks about an element of nature which is the **flower** that blooms in the spring.

Here is a haiku that will help you remember its syllables pattern.

Haiku

**I am first with five
Then seven in the middle --
Five again to end.**



Activity 2: Identify each poem below by writing *haiku* or *triplet*. Remember that a triplet poem is made up of three rhyming lines while haiku has three lines that follow a five-seven-five syllables pattern.

1. Tulips are blooming
Sun is out and shinning bright
Green grass is growing. _____
2. Butterflies hatch.
Bees drink the juice from flowers.
Bees fly everywhere. _____
3. I hear birds singing.
Birds are chirping everywhere.
Their wings touch the sky. _____
4. You can tell a lot from their scales
They have long floppy tails
They swim away from whales. _____
5. Creak, squeak, bump in the night
I wake up in such a fright
I jump up to turn on the light! _____

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.

As you can see from the activities, haiku follows a fixed structure of three lines that contain seventeen syllables and not more. It is short but words should not be left out just to follow the pattern. It must make sense so that someone who reads it is able to understand the idea that is expressed.

Haiku requires ideas to flow grammatically and clearly. Appropriate punctuations can be used to help with the flow of ideas. The haiku should have a nice or pleasing rhythm and careful selection and use of strong words at the end of each line can help to achieve that.

Read more examples in the activity on the next page.

**Activity 3:**

A. Read the haikus below then answer the questions that follow.

Endurance

Perched upon a rock
A bird plans its next flight
A leap that endures.

– Steven Winduo

Death

A hail of bullets
shattering the silent night,
brings bitter weeping.

– David

1. What is the poem “Endurance” about?

2. What is the poem “Death” about?

3. What is the total number of syllables does each poem has? _____

B. Complete the poems by replacing the bolded words. The words you use should fit into the five-seven-five syllables pattern of each poem. Write your answers in the spaces provided.

1. Watching till the dawn
match the fire’s cheery **gleam**,
the sentinels yawn.

2. The summer river:
although there is a bridge, my **horse**
goes through the water.

3. In all this cool
is the moon also sleeping?
There, in the **pool**?

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 22. In this lesson you learned about the origin of haiku. You have also identified its five-seven-five syllables pattern as well as interpreted and completed some examples.

NOW DO PRACTICE EXERCISE 22 ON THE NEXT PAGE.

Practice Exercise: 22

- A. Choose the title for each haiku from the box below. Write your answers in the spaces provided.**

Frog	Writing	In a Cave
	Watch	Wallaby

- | | |
|---|---|
| <p>1. _____</p> <p>Rather than think, let
thoughts spill onto paper in
indelible ink.</p> | <p>4. _____</p> <p>In a pouch I grow,
On a southern continent --
Strange creatures I know.</p> |
| <p>2. _____</p> <p>The flap of a bat,
drip drip of monsoon waters.
Ancient image stares.</p> | <p>5. _____</p> <p>Green and speckled legs,
Hop on logs and lily pads
Splash in cool water.</p> |
| <p>3. _____</p> <p>On her face wrinkles
twinkle rhymes written to time
as surface thinks...</p> | |

- B. Compose your own haiku for each of the subjects below.**

- | | | |
|----|-------|-------------------------|
| 1. | Beach | _____

_____ |
| 2. | Sky | _____

_____ |
| 3. | Stars | _____

_____ |

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

Answers to Activities**Activity 2**

1. Haiku
2. Haiku
3. Haiku
4. Triplet
5. Triplet

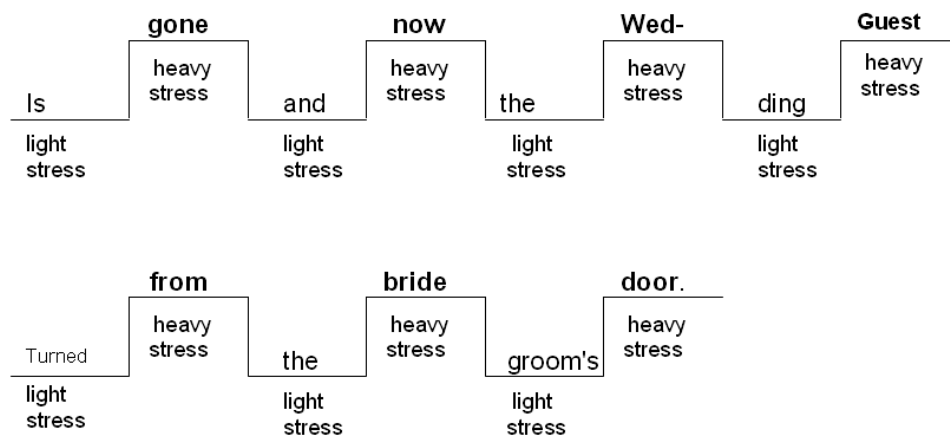
Activity 3

- A.**
1. The poem is talking about the first flight of a bird, probably an eagle.
 2. The poem talks about being killed by a bullet.
 3. 17
- B.**
1. glow/ beam
 2. car / dog
 3. sky / stool / cloud

Answers to Topic 4 Practice Exercises

Practice Exercise 17

- A.**
- | | | | |
|----|---|-----|---|
| 1. | h | 6. | j |
| 2. | l | 7. | d |
| 3. | f | 8. | b |
| 4. | g | 9. | e |
| 5. | a | 10. | c |
- B.**
- C
 - To / thee, / thou / Wed/ding- /Guest!
He / pra/yeth / well, / who / lo/veth / well
Both / man /and / bird / and / beast.
 -



4. forlorn

Practice Exercise 18

A.

- happened by chance
- The man unintentionally saw his reflection in a mirror but thought he was seeing a different person.
- An old man / Himself
- He said that because he did not like what he saw in his reflection in the mirror.
- The poet walks past a mirror or glass wall and sees his reflection and is disgusted with what he sees. He is confused as to who he saw briefly and gives ugly and bad descriptions about the person then when he realises that it maybe his reflection, he blames it on the quality of the mirror, that the mirror was badly manufactured.

6. Farce

B. *(Your poem must have the characteristics of a pastoral comedy. Compare it with the poem on page 124.)*

Practice Exercise 19

- A.**
1. Mr Baskett loved Papua New Guinea
 2. Secular Song
 3. Patriotic
This is my country, This is my land
 4. Your own opinion. You like the song or you like the lyrics but not the music.
- B.** *(Compare your answer with the example below)*

Mother by John Lennon

(clock chiming)

Mother, you had me but I never had you,
I wanted you but you didn't want me,
So I got to tell you,
Goodbye, goodbye.
Farther, you left me but I never left you,
I needed you but you didn't need me,
So I got to tell you,
Goodbye, goodbye.
Children, don't do what I have done,
I couldn't walk and I tried to run,
So I got to tell you,
Goodbye, goodbye.
Mama don't go,
Daddy come home.

Practice Exercise 20

- A.**
1. Kwara
 2. Sitting on Mabata's lap
 3. Rahava
 4. He was a strong man yesterday but today he is like a child.
 5. A feeling of loss.
 6. He is no longer around, he is missed.
 7. They can't believe he is dead or what caused his death.
 8. People have gathered from as far as Boera and Pari, so there must be many people/relatives.

9. They rubbed or washed his body with herbs to find out what caused his death. Maybe some magic was performed to find the cause of his death.
10. People don't really know the cause of death but there are rumours and stories being told by people who have witnessed certain happenings.
11. Dead

B.

1. It refers to people crying, singing and expressing words of love for the dead person.
2. Those expressions cannot be heard by the dead, why bother?
3. Refers to the digging of the grave
4. Illustrates the job of the grave diggers taking turns to dig the grave.
5. The hard work is done, the grave is ready and the diggers go to swim or wash in the sea.
6. It reflects on the funeral service which is all sad and quiet.
7. The last or parting words/farewell
8. It describes the procession and the crowd to the grave but tomorrow there will be no more crowds and it will be quiet and lonely
9. At the grave, maybe he can see but he cannot talk and they cannot hear him when they put the coffin into the grave.
10. The final part and goodbyes when the grave is covered.

Practice Exercise 21

(The following are examples only for you to compare with your own poems.)

1. Village**Dreams in a Village**

From a distant vantage point a village is spot,
Quiet, bathing under the glorious soft light of the stars,
A town silently dreams.

The surreal night brings back recollections of nights long past,
Dreams now gone,
Opportunities not seized.

Stars twinkling like a child's eyes,
soon give way to morning's first light.
As old must die before the new can be born.

Soon the villagers will begin to wake,
oblivious to the beauty they have missed,
But by then I will be far gone,

- Zephyr

2. Someone you really like

Sister

A sister is someone always there
in the back of your mind,
providing feelings of comfort and security.

A sister is someone
who adds happy sparkle to your life,
joy, fun, a predictable creator of happiness.

A sister is a stormproof shelter
from life's challenges, troubles, uncertainties,
an unassailable bond overcoming any challenge,
strengthening the connection in the process.

You are all this and more, my sister.

- Anonymous

Practice Exercise 22

- A.**
- | | | | |
|----|-----------|----|---------|
| 1. | Writing | 4. | Wallaby |
| 2. | In a Cave | 5. | Frog |
| 3. | Watch | | |

- B.** *(The following are suggested answers only for you to compare with your own haikus.)*

1. they have gone where, the
beach umbrella has been, the
sand not quite so hot.
2. Lovely thing to see:
through the paper window's hole,
in the Galaxy.
3. I look to the stars
Thumbtacks in a black felt hat...
Who holds up the sky?

END OF TOPIC 4

NOW YOU MUST DO EXERCISE 4 THEN STRAND TEST 6 TO COMPLETE YOUR ASSIGNMENT. WHEN YOU HAVE COMPLETED YOUR ASSIGNMENT CHECK CAREFULLY THROUGH YOUR ANSWERS AGAIN THEN SEND IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

A

Abstract – ideas, thoughts, beliefs
Acquired – learned; obtained
Adorn – decorate
Albatross – a type of sea-bird
Alter – change; adjust
Aroused – produced; motivated
Arrogant – Big-headed; overconfident
Aspirin – medicine
Atoll – island
Attuned – in harmony
Awkward – uncomfortable

B

Betrayal – treachery; dishonesty
Bitter – unpleasant
Blast – explosion; flash
Bleak – cheerless; miserable
Breached – broke; disobeyed

C

Chamber – a room
Chaos – disorder; confusion
Circumstances – conditions; situations
Clamp – lock; fasten; hold
Cluster – bunch; group
Cobbles – paving stones
Compass – scope; range; area
Complex – difficult; complicated
Compose – create; write
Concise – brief, short
Contradiction – disagreement, opposition
Convey – express; suggest; mean
Corpse – body; carcass
Cradle – hold; cot

D

Deformed – distorted; damaged
Desolate – lonely
Destruction – ruin; damage
Detention – locking up; confinement
Dilated – opened; widened
Disregarded – ignored; forgotten
Distinctly – clearly; noticeably
Doom – end; disaster; tragedy
Dreary – lifeless; dismal; cheerless

E

Edge – limit; border

Eerie – frightening; scary
Ember – glowing coal or ashes
Endurance – strength; determination
Enhance – improve; develop
Enrich – increase
Error – mistake; fault
Eternal – endless; timeless
Extreme – great; excessive

F

Facial – features of the face
Fate – destiny; outcome
Fierce – aggressive; forceful
Floppy – limp, loose
Fluffy – as soft as a cotton
Follies – foolishness; stupidity
Forlorn – lonely; lost; neglected

G

Gauze – strip of cloth for bandage
Gestures – signs; movements
Gleam – shine, sparkle
Gleeful – happy; joyful
Glide – slide; fly
Gloomy – dark; sad
Greed – hunger; longing

H

Hail – bust; shower
Hymn – song

I

Imitate – copy; duplicate
Impression – effect; reaction
Indelible – permanent; fixed
Indicate – point out; show
Innocence – purity; goodness
Intend – aim; expect
Intimate – close; familiar
Isolation – separation; exclusion

J

Jibe – tease; laugh at
Justice – fair dealing

L

Lame – weak
Lament – expression of grief
Languid – unhurried; relaxed
Leap – jump; increase
Lilac – pale purple flower
Lore – legends; traditional stories

M

Mast – post or pole
Methodical – systematic; orderly
Mirth – laughter; joy; amusement
Miserly – close-fisted
Monsoon – rainy or wet season
Morose – bad-tempered

O

Overview – summary; outline

P

Perch – settle or rest on something
Perversion – misuse; abuse
Pinch – squeeze; press; grasp
Poke – push, hit
Pompous – showy; boastful
Pondered – think over
Pouch – bag; pocket, sack
Pride – pleasure; delight
Prophet – spiritual interpreter

Q

Quaint – old-fashioned; unusual

R

Racism – discrimination; bias
Regret – pain of guilt
Reinforce – strengthen; support
Rejoice – celebrate; be pleased about
Rely – depend on
Resentful – offended; angry
Revenge – to punish
Ridiculous – silly; unreasonable
Rumbled – grumbled; resounded

S

Sarcastic – insulting; disrespectful
Shatter – blow apart; break
Shelter – a place to stay or live
Shepherd – takes care of sheep
Shimmer – shine; twinkle
Shriek – scream; yell; shout
Shroud – covering; blanket

Significant – important

Snow – shower of ice that covers the ground

Squeak – a high-pitched yell

Stacks – piles

Startling – surprising

Steeple – tower

Stormy – rainy and windy

Stout – thickset; heavy

Stray – lost; wander away

Strict – firm; exact; precise

Stunned – shocked

Sufficient – enough; abundant

Swift – rapid; fast; instant

T

Tar – asphalt

Thrashing – waving; swinging

Timid – shy; modest; humble

Translucence - brightness

Trodden – stepped on

Tulip – a type of flower

U

Unique – one of a kind

V

Vainly - unsuccessfully

Various – many; several

Visual – can be seen

Vow – promise; declaration

W

Wail – cry; moan

Weep – shed tears

Whirlpool – swirling current

Witticism – clever remark

Wrath – anger; fury

Wrought – caused; done

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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	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: 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.