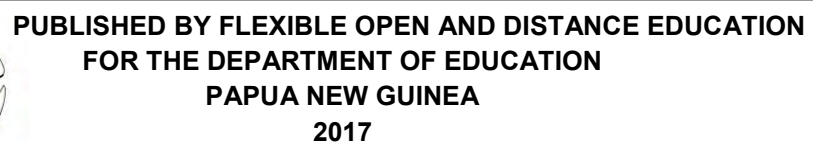




GRADE 9 ENGLISH

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READING AND WRITING 5 (POETRY)



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GRADE 9 ENGLISH

UNIT 6

READING AND WRITING 5 (POETRY)

TOPIC 1: POETRY

TOPIC 2: FIGURATIVE LANGUAGE

TOPIC 3: TYPES OF POETRY

Acknowledgement

We acknowledge the contributions of all Secondary Teachers who in one way or another have 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 an active role in coordinating writing workshops, outsourcing lesson writing and editing processes, involving selected teachers of Central Province and NCD.

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.

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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

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

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

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

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

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

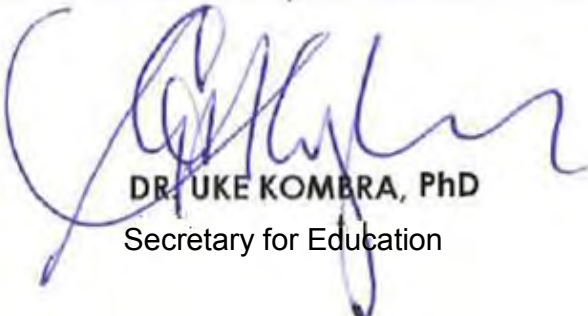
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

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

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

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

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



DR. UKE KOMBRA, PhD
Secretary for Education

INTRODUCTION TO UNIT 6

Welcome to Unit 6 of Grade 9 English. Unit 6 is a course about Poetry. In Unit 6 you will be learning more about poems. Appreciating poetry begins with understanding the mind of the writer or the poet as a poetry writer is known. The different techniques that a poet uses to illustrate a simple idea or an image can be captivating as well as something of a joy.

This unit has three (3) topics and there are nineteen (19) lessons in this course book.

Topic 1:	Poetry	-	5 Lessons
Topic 2:	Figurative Language	-	7 Lessons
Topic 3:	Types of Poetry	-	7 Lessons

Each lesson has several activities followed by a Practice Exercise at the end of each lesson summary. Answers for activities can be found at the end of each Practice Exercise while answers to Practice Exercises are provided at the end of each Topic. You are required to mark your own answers to each Practice Exercise and activities whenever you see the instruction in the textbox below.

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

Be honest with yourself when you are doing your practice exercises and when marking your own answers against those provided in this booklet.

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

This Unit has a separate assignment booklet for you to do. The information at the end of the last lesson in each Topic will let you know what to do with the assignment exercises. If you need help and advice, contact your tutor or your Provincial Coordinator who will assist you.

If you are in the NCD or Central Province, we are available from Mondays to Fridays. Call in at any time between 8 a.m. and 4 p.m. We will be glad to help you.

Use the Glossary at the end of the Unit to find the meaning of new terms or difficult words.

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

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

STUDY GUIDE

Below are few steps to help 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 through 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 after the Practice Exercise and mark your own answers. Do all the activities in the lesson and mark your answers the same way.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one Practice Exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

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

Turn to the marking guide at the end of the Topic and mark against those given in the Answers to Practice Exercise. Mark all your answers to Practice Exercises the same way.

- Step 5: When you have completed the Practice Exercise and have marked your answers, go back and correct the mistakes you made before moving to the next Lesson.
- Step 6: Study the next lesson following Steps 1,2,3,4, and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times. A timetable will help you to remember when you should be doing your FODE studies each day.

TIME	MON	TUE	WED	THU	FRI
8:00 – 10:00	FODE STUDY				
10:00 – 11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7:00 – 9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				

TOPIC 1

POETRY

In this Topic, you will learn about:

- **Elements of a poem.**
- **Theme.**
- **Imagery.**
- **Metre.**
- **Tone.**

TOPIC 1: POETRY



Poetry is an art in which human language is used for its aesthetic qualities. Poems are used to convey emotion or ideas to the readers or listeners. They are also used to achieve musical effects. Poems can sometimes be difficult to understand but you will be taught in this topic how to understand poetry.

In **Lesson 1**, you will learn the different **elements of poetry**. You will learn the nature and purpose of a poem and will read some samples to help you understand the elements of poetry.

Lesson 2 is all about the **theme** of a poem. You will explain the meaning and purpose of theme. You will also have a lot to practice writing themes of poems.

In **Lesson 3** you will explain the meaning and purpose of **imagery** in a poem. You will complete a poem by providing concrete details to create sensory images.

Lesson 4 is all about **metre** of a poem. You will explain the meaning and purpose of metre in a poem and differentiate the kinds of rhythmic patterns.

In **Lesson 5** you will explain the **tone** in poetry and will identify the **tone** expressed in a poem.

You may now begin with the first lesson.

We wish you all the best in your studies!

Lesson 1: Elements of a Poem



Welcome to Lesson 1 of Unit 6. In this lesson, you will identify the elements of a poem. Then, you will explain the elements of a poem using the sample poems given. Poetry belongs to the literary genre of narrative texts.



Your Aims:

- define poetry and other terms
- identify the elements of a poem

Before you read on, do the vocabulary activity below to define new terms that you will come across in this lesson.



Activity 1 Match the definitions in Column B to the words in Column A by writing the letters on the spaces after the numbers. You may use a dictionary.

Column A

Column B

_____	1.	Prose	A.	the ability to create pictures in your mind a collection of poems
_____	2.	Feature	B.	a piece of writing in which the words are chosen for their sound and the images they suggest
_____	3.	Structure	C.	writing that is not poetry
_____	4.	Metaphor	D.	the way in which the parts of something are connected together, arranged or organized
_____	5.	Poem	E.	something important, interesting or typical of a place or thing
_____	6.	Stanza	F.	a strong regular repeated pattern of sounds and movements
_____	7.	Simile	G.	a word or phrase that compares something to something else, using the words <i>as</i> or <i>like</i>
_____	8.	Poetry	H.	a word or phrase use in an imaginative way to describe somebody or something else, in order to show that the two things have the same qualities and to make the the description more powerful
_____	9.	Rhythm	I.	a group of lines in a repeated pattern that form a unit in some types of poem
_____	10.	Imagination		

Thank you for completing this activity. Now, you may 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 this lesson.

What is Poetry?

Poetry is our imagination and feelings speaking to us. When we write poems, we write in a very personal way. We want to share a personal experience 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.

Appreciating Poetry

Poets' feelings are aroused by some stimulus in the world around them. It may be an animal or a bird; it may be the sound of rain or the setting of the sun; it may be a simple scene or an intense experience. Whatever the occasion, the poet responds to it and is inspired by it. Poets enable us to see familiar objects, people and experiences in new ways.

For example, Judith Wright was born into a prominent New England pastoral family in 1915. She was very passionate about poetry and her poems often focus on the natural world. She explains her actions in this poem.

The Killer

The day was clear as fine,
the birds sang frail as glass,
when thirsty I came to the creek
and fell by its side in the grass.

My breast on the bright moss
and shower-embroidered weeds,
my lips to the live water
I saw him turn in the reeds.
Black horror sprang from the dark
in a violent birth,
and through its cloth of grass
I felt the clutch of earth.
O beat him into the ground.
O strike him till he dies –
or else your life itself
drains through those colourless eyes.
I struck again and again.
Slender in black and red
he lies, and his icy glance
turns outward, clear and dead.

He has vanished whence he came,
my nimble enemy;
and the ants come out to the snake
and drink at his shallow eye.

Elements of the Poem

All poets have to work with words. They work hard to create their wonderful images and ideas. When Keats first wrote his famous line, it read:

*A thing of beauty is a
constant joy.*

We will never know how long it
took him and how many drafts
before it became:

*A thing of beauty is a joy
for ever.*

Poets use a variety of elements to create their images to evoke feelings in their readers. These include: similes, personification, alliteration, rhyme, symbolism, metaphors, onomatopoeia, assonance and rhythm.

1. Similes

Similes are comparisons that use *like*, *as* or *than*. The comparison is not between things of the same kind, but between things that are different.

For example:

Starlings

This cold grey winter afternoon
The starlings
On the television aerial
Look like sultanas
On a stalk

- *Lucy Hosegood*

Likening the starlings on the television aerial to sultanas on a stalk is a most unexpected comparison.

2. Metaphor

Like a simile, metaphor also makes a comparison, not by saying that one thing is „like“ or „as“ another, but by asking us to picture it as though it is the other thing. In this way, the comparison is more direct than with a simile.

For example:

The Beach

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

- *William Hart-Smith*

In this poem, the poet directly compares the beach to a quarter of soft ripe melon being eaten.

3. Personification

It is a special kind of metaphor in which human qualities are given to non-living things.

For example:

Busy old fool, unruly Sun,
Why dost thou thus,
Through windows, and through curtains call on us?

From „The Sun Rising“ by John Donne

In this example, the sun is called a fool and abused because of its annoying habit of peeking in through the windows and curtains on the activities of the speaker and his mistress.

4. Alliteration

Alliteration is the repetition of the same letter or sound at the beginning of two or more words in a line of poetry.

For example:

The **f**air **b**reeze **b**lew, the white **f**oam **f**lew,
The **f**urrow **f**ollowed **f**ree;

From the „Rime of the Ancient Mariner“ by Samuel Taylor Coleridge

The alliteration of the **f** and the **b** creates a sense of the sailing ship's speed through the water and the excitement of the experience.

5. Assonance

Assonance is the repetition of the same vowel sounds followed by different consonant sounds (as distinct from rhyme in which the same vowel sounds are followed by the same consonant sounds). Thus, for example, *feel* and *weed* is an example of assonance, *feel* and *wheel* is an example of rhyme.

For example:

Thou still unravish'd bride of quietness,
Thou foster-child of silence and slow time.

From „Ode on a Grecian Urn“ by John Keats

The recurring *i* sound in the first two lines of John Keats' „Ode on a Grecian Urn“ evokes a feeling of peacefulness and the passing of time.

6. Onomatopoeia

Many words in English actually suggest the sound of the action they are describing: the sound echoes the sense of the word. Words such as oozing, purr, gurgle, and smash are a few examples of the many sound words we come across every day. The use of sound-words in poetry is called onomatopoeia.

For example:

Inside, the hammered anvil's short-pitched ring,
The unpredictable fantail of sparks
Or hiss when a new shoe toughens in the water.

From „The Forge“ by Seamus Heaney

We are presented here with the sounds of a horseshoe being made at the forge through the poet's use of onomatopoeia.

7. Rhyme

- (a) Words rhyme when there is an agreement of likeness in the sounds of their endings.

For example:

time, crime
way, day
side, tide
praise, gaze
place, embrace

- (b) In poetry, rhyme is usually seen in the similarity of the end sounds of words at the end of lines. Two consecutive lines may rhyme or alternate lines may rhyme, or more distant lines might rhyme. This is called end rhyme.

For example:

When as in silks my Julia **goes**
Then, then (methinks) how sweetly **flows**
The liquefaction of her **clothes**.

-, „Upon Julia's Clothes“ by Robert Herrick

The rhyming of the lines creates the sensation of the gentle rustling of Julia's clothes.

- (c) Another kind of rhyme that occurs in poetry is called *internal rhyme*. This occurs when the rhyme falls in the middle as well as at the end of the same metrical line. This happens in Percy Bysshe Shelley's „The Cloud“.

For example:

I am the *daughter* of Earth and *Water*,
And the nursling of the **sky**;
I pass through the *pores* of the ocean and *shores*;
I change but cannot **die**.

The internal rhyme suggests the vitality of the journey that leads to the regeneration of the cloud.

8. Rhythm

Rhythm refers to the beat or the pattern of stresses in poetry. It is a vital part of a poet's craft, for the rhythm can be used to give great variety of effect. It can evoke the movement of a dance, the lazy motion of a river or the urgent rush of a sprinter. Usually, we can feel the rhythm best when we read aloud.

Here is the final stanza from John Masefield's poem „Cargoes“.

Dirty British coaster with a salt-caked smoke stack,
Butting through the Channel in the mad March days,
With a cargo of Tyne coal,
Road-rails, pig-lead,
Firewood, iron-ware, and cheap tin trays.

- From „Cargoes“ by John Masefield

Reading this stanza aloud creates the rhythm of the dirty British coaster as it makes its way through the Channel.

9. Symbols

A symbol refers to the use of a specific concrete object to stand for one or more abstract ideas. The dove, for example, has come to be a symbol for peace. In poetry, a symbol may be used as the basis for a whole poem, as in Robert Frost's poem, „The Road Not Taken“.

For example:

Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.

Making a choice between two roads in a wood becomes a symbol of other life choices, and the recognition that consequences follow choice.



Activity 2: Read the poem by Edward Thomas and answer the questions that follow.

A Cat

She had a name among the children;
But no-one loved though someone owned
Her, locked her out of doors at bed-time,
And had her kittens duly drowned.

In spring, nevertheless, this cat
Ate blackbirds, thrushes, nightingales,
And birds of bright voice and plume and flight,
As well as scraps from neighbours' pails.

I loathed and hated her for this;
One speckle on a thrush's breast
Was worth a million such; and yet
She lived long, till God gave her rest.

- Edward Thomas



1. What is the poem about? _____

2. How many stanzas does this poem have? _____
3. Identify some of the elements in the third stanza.

4. What does the line „She lived long, till God gave her rest“ mean? _____

5. What kind of rhyming patterns are used in the last stanza? _____

Thank you for completing this activity. Now, you may 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 this lesson.

Summary

You have come to the end of Lesson 1. In this lesson you were able to identify the different elements of poems.



NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Read the following free-verse poem by Steven Herrick then answer the questions that follow.

My boyfriend is
As big as a poster in smash hits
As loud as full volume on the
stereo
As friendly as a fan club
And as rich as a politician
Well nearly.
He smiles at me everyday
We watch TV together
We kiss before I sleep
Sometimes he wakes me up in
the morning
Sometimes he walks me to
school.
He is mine.

OH NO!
It can't be
He wouldn't
He couldn't
But I saw it in TV WEEK
He's getting married!!!

That's it
He's dropped
He's coming off my wall
His name's scrubbed from my pencil case.
I'm never writing to him again.
Who does he think he is?
A Rock Star or something!
I never liked his music anyway.
Besides, he's too old.
He's 22.



1. What are some of the elements used by the poet in this poem? _____

2. What is the effect of the words in capital letters? _____

3. Why is free-verse poem an effective way of writing poetry? _____

- [illegible]

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

Answers to Activities

Activity 1

- | | | | |
|----|---|-----|---|
| 1. | D | 6. | J |
| 2. | F | 7. | H |
| 3. | E | 8. | B |
| 4. | I | 9. | G |
| 5. | C | 10. | A |

Activity 2

1. Cat
2. 3
3. Yes. Assonance and rhyme
4. The cat died
5. End rhyme

Lesson 2: Theme



Welcome to Lesson 2 of Unit 6. In the previous lesson you learned about the elements of a poem. You defined poetry and enumerated and explained the elements of poetry. In this lesson, you will learn more about poetry by deepening your understanding of one of its elements, the theme.



Your Aims:

- define theme
 - identify the theme of a poem
-

Theme

We have learned that poems can talk about people, places, feelings, and tell stories. The images in the poems have made us more aware of the richness of the world around us. But sometimes poems, like stories, are full of thoughts and ideas as well as images and feelings. Poets write about themes. **Themes** are the issues or subject matter discussed or hinted at by a poem. Examples of themes include conflict, racial discrimination, equality, colonialism, development, pollution and others. These important issues are expressed through poetic devices. They give relevance to the poem and these poems can be a way for readers to reflect about the realities happening around them.

Sometimes poets will make their themes very clear. They will tell us what the theme is. Other times, poets hide their themes by using metaphors and images. When poets do this, we have to do more thinking for ourselves in order to discover the theme of the poem.



Activity 1 Write the meaning of the following words from the information you have just read. You may use a dictionary.

1. Theme - _____
2. Poet - _____
3. Issues - _____
4. Discrimination - _____
5. Metaphors - _____

Thank you for completing this activity. Now, you may 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 this lesson.

Here is an extract from the poem, **A Reminder „You are a Girl“** by Anonymous writer.

A Reminder „You are a Girl“

At home
Your mother tells you to
Sit like a girl
Talk like a girl
Look like a girl
Walk like a girl
Eat like a girl
Dress like a girl
Sleep like a girl
Work like a girl
Dance like a girl
Smile like a girl
No matter where you are
You are constantly reminded
You are a girl.
At school
Your teacher tells you to
Play girls" sport
Sit in the girls" area
Do girls" work
Use the girls" toilet
Perform girls" dance
Sing girls" parts
Wear girls" uniform
Take girls" subjects
Behave like a girl
Sleep in the girls" dormitories
Share girls" stories
Say girls" prayers
Play girls" instruments
Ask permission to go out
No matter where you are
You are constantly reminded
"You are a girl."



Discussion of the Poem

The poem **A Reminder „You are a Girl“** uses repetition to express the thoughts and feelings of the anonymous or unknown writer about a girl's role in the society. This is the theme of the poem: that girls and women have a place and role in the society whether it is in the home or at school and they should know what they should do. If they move away from that role or try to do the things that girls are not supposed to do, then someone reminds them that they are a girl.

How do you think the poet feels about this issue or matter? It seems that the poet is frustrated and tired of hearing the same reminder over and over again. He or she must feel that girls are not given the freedom to move and play and dress in the way

they want because they have to follow what their elders tell them and they have to move according to how girls should behave.



Activity 2 Read again the example poem and the discussion that followed. Answer the questions on the spaces provided.

1. What is the poet telling us about the life of a girl in this particular society?

2. How do you think the poet feels about this?

3. Does this happen in your own society too?

4. In recent years, have there been any changes about what the poem is saying? Give an example of a particular change.

5. How do you feel about these changes?

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 2. In this lesson you learned about an element of poetry which is theme. You were able to define theme, explain its meaning and purpose. You were also able to identify it in poems.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Below are two poems that talk about the same theme. Read the poems and answer questions about them. In the end, try to figure out the theme of the two poems.

Poem A:**Village Life**

So boring, so dull and isolated,
Very quiet, you feel uneasy
Meeting the same old faces.
When you ask, "Yu go we?"
They'll nod and say,
"Mi go wok"
The elders talking and smoking
At the corner of the singing place
Ignoring you.
You'll feel as a lost ship
on the ocean.
Life is so boring, so dull
And isolated.
One thing I wish for...
The bright lights

- by Johannes Korop



1. Is the speaker in the poem young or old?

2. How does he or she feel about village life?

3. What do the old people do to the speaker in the poem?

4. Do the old people and the speaker understand each other in the poem?

5. The speaker of the poem wished for the bright lights. What do you think the bright lights stand for?

Poem B:**Leave the Town**

Before brother
We never thought
But now beware
We must think.

You used to live in the village
Now you live in the town
The village is good for you
The town is not good for you

Why so do you like the town
The town is for white men
The village is for you, brother
Shame on you.

Come back brother,
Come back to the village
Come and see us
Papa and mama are always waiting.

- *By Kali Vatoko and Albert Leomala*

6. Where does one of the brothers live? Where does the other brother live?
Have they always lived there?

7. What reasons does the village brother give about why the town brother should
leave the town?

8. What does the village stand for? What does the town stand for?
a. village - _____
b. town - _____
9. What do Mama and Papa stand for?

10. After reading the first and second poem, what do you think is the theme of
both poems?

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

Answers to Activities

Activity 1

1. Theme – the issue or subject matter hinted at or discussed by a poem.
2. Poet – the writer of poetry
3. Issues – a matter of dispute or discussion
4. Discrimination – unjust distinction in favour or against one person or thing as compared to another.
5. Metaphor – a figure of speech that uses one kind of object or idea in place of another to suggest a similarity between them.

Activity 2

1. Girls have their own role in society. They should not move away from their role.
2. The poet feels frustrated and tired.
3. Yes, girls have their own role and boys have their own role. They cannot interchange.
4. There had been changes. For example, it is now accepted for women to be in business or politics which used to be only for men.
5. Answers vary. Possible answers may be happy, disagreeing, frustrated, or unhappy.

Lesson 3: Imagery



Welcome to Lesson 3 of Unit 6. In the previous lesson you learned about theme as one of the elements of poetry. In this lesson, you will learn about another element of poetry, imagery. You will explain the meaning and purpose of imagery and complete a poem by providing concrete details to create sensory imagery. First, let us look at your aims for this lesson.



Your Aims:

- define imagery
 - identify the details giving sensory images in a poem
-

What is imagery?

More than visual detail, imagery includes sounds, textures, feel, odours, and sometimes even tastes. Selection of concrete details is the poet's way of giving his reader a sensory image. By means of images, the poet makes the reader think about the meaning of the poem.

An image, in its basic sense, is something **concrete** that appeals to any of the five senses: sight, sound, touch, smell and taste. It is expressed using the figurative language: metaphor, simile and personification and mood. For example, the following images might be used to describe a stroll on a summer night:

Sight	–	a full moon in a black sky
Sound	–	the chirp of crickets
Taste	–	the tang of a cold glass of lemonade
Touch	–	a warm breeze
Smell	–	freshly mowed grass
Feeling (Mood)	–	peaceful



Activity 1 Answer the following questions based on the reading passage.

1. _____ includes visual detail, sounds, textures, feel, odours and tastes.
2. _____ is the poet's way of giving his reader a sensory image.
3. What is the purpose of imagery? _____

4. Which of the following words is not a synonym of the word **concrete**? Circle only the letter of the correct answer.
- | | |
|-------------|-------------|
| A. Real | B. Actual |
| C. Abstract | D. Physical |

Thank you for completing this activity. Now, you may 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 this lesson.

Identifying images in a poem

Let us look at the following examples of imagery in poetry written by Matsuo Basho.

Example 1:

A lightning-gleam:
Into darkness travels
A night heron's scream.

Example 2:

Old pond:
Frog-jump-in
Water-sound.

The emotion suggested in Example 1 is fear. The images are: darkness, a bird's scream, flash of lightning, quiet of the night that is disturbed by the flash of lightning and the frightened sound of the heron is heard.

Example 2 is a **Haiku**. A Haiku is a Japanese poem. It is a type of poetry that can be written on many themes, from love to nature. It consists of 3 lines and 17 **syllables**.

Each line has a set number of syllables see below:

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

In Example 2, suggests happiness. The images are: the sound of the water as the frog jumps in, the happy croaking of the frog as it jumps into the water, and the feeling of freshness that the old pond suggests.

Some of the "mood" words can also suggest images: cold, horrific, fast-paced, chaotic, peaceful, sad and happy.



Activity 2: Fill in the table with images that were described in the poem. Write them beside their corresponding senses. Please note that some senses may have not been represented at all in the poem.

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 of 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

Sight	
Sound	
Touch	
Taste	
Smell	
Feeling (Mood)	
Simile	

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 3. In this lesson you learned about imagery. You also learned how to identify images in a poem.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Complete the poem below by filling in the blanks with the correct images as suggested by the sense given before each number. Write your answers on the spaces provided. You may go back to the beginning of the lesson to help you recall the meaning of imagery.

One Day

- (Sight) On a _____ day.
- (Sound) I can hear the _____.
- (Taste) The _____ of the cold water.
- (Touch) The _____ breeze lulls me to sleep.
- (Smell) The _____ laundry is the smell of heaven.
- Feeling (Mood) I am _____.

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

Answers to Activities

Activity 1

1. Imagery
2. Selection of concrete details
3. To make the reader think about the poem
4. Abstract

Activity 2

Sight	blue range; branches of trees and flowers; Birds sitting; The leaves of trees are falling
Sound	The noise is coming closer; Wild river floating down towards the blue sea
Touch	(none)
Taste	(none)
Smell	(none)
Feeling (Mood)	Peaceful; Don't worry; Be happy, Papua New Guinea.
Simile	Don't sleep like a lazy old cuscus

Lesson 4: Metre



Welcome to Lesson 4 of Unit 6. In the last lessons, you learned about some of the elements of poetry. In this lesson, you will learn about two more elements of poetry, rhythm and metre.



Your Aims:

- define rhythm and metre
- divide words into syllables and identify the stressed and unstressed syllables
- name the rhythmic pattern and metre used in poetry lines

Rhythm is the pattern of stresses in a line of poetry. When you speak, you stress some syllables and leave others unstressed. When you string a lot of words together, you start creating patterns. Rhythm is a natural thing. It is in everything you say and write, even if you do not intend for it to be.

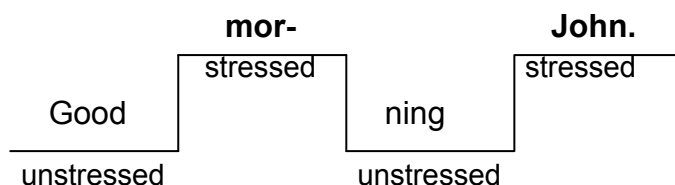
Take the following statement as an example: **Good morning John.** Identify its rhythmic pattern by following the steps below.

Step 1: Divide the line into syllables: Good / mor / ning / John.
1 2 3 4

Step 2: Encircle the stressed syllables. You may need your dictionary for unfamiliar words. This is to confirm whether a word is stressed in the beginning, middle or last syllable of the word.

Good / mor / ning / John.
1 2 3 4

Copy the syllables following the rhythmic pattern below then say it aloud.



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** is unstressed so it takes a low tone. A **low tone** is like the way we usually start our sentences.

The second syllable **mor** is stressed. Your tone is higher and with more emphasis when you say this syllable. This **high tone** is used only when you say syllables that are stressed.

The third syllable **ning** is the second part of the word **morning**. It is unstressed so your tone when you say this word is as low as the first syllable. The last syllable **John** is stressed so it must be said with emphasis and in a high tone just like the second syllable.

Now, you may try to read the sentence again using the rhythmic pattern above before moving on to the next part of your lesson.

Rhythm is a musical quality produced by the repetition of stressed and unstressed syllables. Rhythm occurs in all forms of language, both written and spoken, but is particularly important in poetry

The two most common kinds of rhythmic patterns are the regular repetition of unstressed-stressed syllables and stressed-unstressed syllables.

Metre

The rhythmic pattern in each poetry line is made up of a metre. **Metre** means **measure** in Greek. A metre is made up of combinations of unstressed-stressed or stressed-unstressed syllables. It is measured by its rhythmical unit called foot.

A pair of **unstressed-stressed syllables** or **stressed-unstressed syllables** is measured as **one foot**. Go back to the greeting on the previous page for an example. Study it and count how many pairs of unstressed-stressed syllables you can find.

Yes, you are right! There are two pairs of unstressed-stressed syllables or a metre of two feet. This is called **dimetre**. It means that one foot is repeated and it has a rhythmic pattern of unstressed and stressed syllables.

Metres are named according to the number of repetitions they have. They are named as follows:

1 foot:	Monometre
2 feet:	Dimetre
3 feet:	Trimetre
4 feet:	Tetrametre
5 feet:	Pentametre
6 feet:	Hexametre

Study the lines in the activity below.



Activity 1 Follow the steps on the previous page to identify the rhythmic patterns and metres of the lines below.

- Step 1:** Tell me something
Step 2: Tell me something

2. **Step 1:** I wonder why
 Step 2: I wonder why
3. What is the rhythmic pattern of line 1? _____
4. What is the rhythmic pattern of line 2? _____
5. Name the metre used in both lines. _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 4. In this lesson you learned about rhythm, rhythmic pattern and metre in poetry. You also learned to divide words into syllables and identified their stressed and unstressed parts. You have used these skills as steps to identify the rhythmic pattern and metre used in poetry lines.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

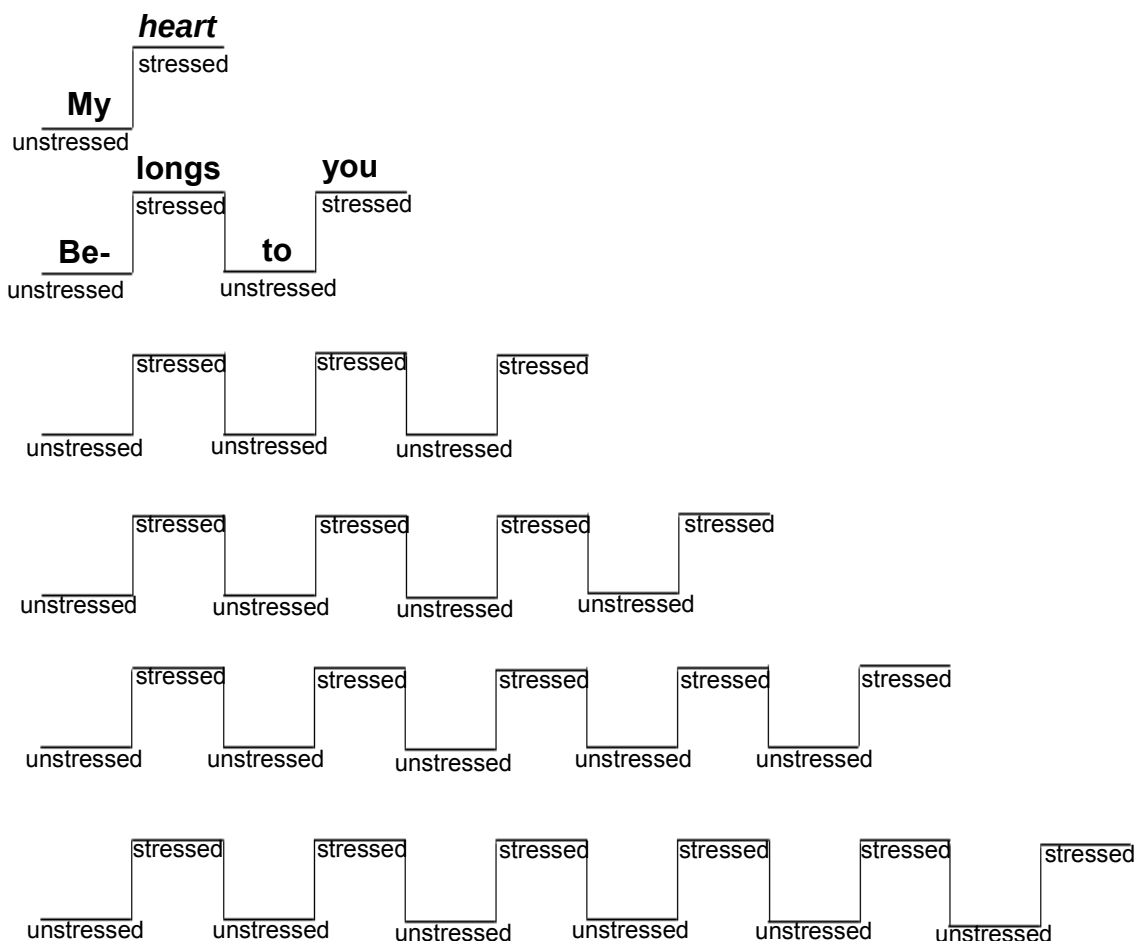
Study the poem below then answer the questions that follow.

My Heart

My heart
Belongs to you
To you alone in love
For you created me and all
The ones I truly love and care about
For this I thank you from the bottom of my heart.

- *Germaine*

1. Rewrite the lines into the pattern according to the syllables and the stress of the words. The first two lines were done for you as examples.



2. Name the metre of each line of the poem.

a. Line 1 - _____

b. Line 2 -

- c. Line 3 - _____
- d. Line 4 - _____
- e. Line 5 - _____
- f. Line 6 - _____

3. What is the rhythmic pattern used in the poem?
- _____

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

Answers to Activities

Activity 1

1. **Step 1:** Tell / me / some / thing
Step 2: Tell (me) some (thing)
2. **Step 1:** I / won / der / why
Step 2: I (won) der (why)
3. Stressed and unstressed pattern
4. Unstressed and stressed pattern
5. Dimetre

Lesson 5: Tone



Welcome to Lesson 5 of Unit 6. In the previous lesson you learned about two more elements of poem, rhythm and metre. In this lesson, you will learn about another element of poetry, tone. You will be asked to explain the meaning and purpose of tone in a poem, and name the tone of each of the sample poems. First, let us look at your aims for this lesson.



Your Aims:

- define tone
- identify the tone of a poem

What is tone in poetry?

Like photos, poetry also conveys a strong emotion. While photographers use colours shades and the subject to evoke a feeling poets use words and language to evoke a feeling. **Tone** sets the mood that influences a reader's emotional response to a poem. Tone sets the stage or how the reader feels while reading.

Tone refers to the attitude of the poet or the persona or speaker in the poem. The tone of voice varies according to the emotional state of the speaker. Emotions like melancholy, fear, anger, joy, elation, can be communicated depending on one's tone of voice. So it is with tone in poetry.

Below is the list of emotion words that you can use in identifying the tone of a poem.

tenderness	helpless	defeated	fondness	joyful
cheerful	sympathy	powerless	bored	outraged
content	adoration	dreading	rejected	hostile
fondness	distrusting	adoration	disillusioned	bitter
satisfied	receptive	suspicious	inferior	hateful
excited	interested	cautious	confused	scornful
amused	delighted	disturbed	grief-stricken	unpleasant
shocked	overwhelmed	helpless	vengeful	enthusiastic
uncomfortable	isolated	disliked	optimistic	dismayed
delighted	confused	lonely	unsure	isolated
bitter	exhausted	insulted	hopeful	pleased
eager	hesitant	love	caring	compassionate
trust	attraction	self-conscious	angry	embarrassed

In order to identify tone in poetry, you should be sensitive to the inner state of the speaker. There may be a change in attitude for example, where envy turns to pity. Tone can be playful or humorous, regretful, anything – and it can change as the poem goes along. Tone can also mean the general emotional weather of the poem.

Sometimes you can pick up tone from clues in what a person says or writes as in the untitled poem below.

From one thousand mountains
the birds' flights are gone;

From ten thousand byways the
human track has vanished.

In a single canoe, an aged man,
in G-string and cane,

Fishes alone; rain falls, cold in
the river.

- *Adapted*

This poem conveys a tone of sadness. The birds have abandoned the mountains, and the footprints of human beings (which are signs of human presence) have "vanished" from thousands of roads. The old man you see at the end is all alone and the word "single" used for his canoe conveys loneliness. The last image is cold indeed, with the rain falling all around. Taken together, all these elements create an atmosphere of melancholy.



Activity 1 Answer the following questions based on what you learned so far.

1. _____ refers to the attitude of the poet.
2. What is another term for "persona"? _____
3. Give at least five (5) kinds of emotions according to the passage.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
4. How do you identify the tone of poetry? _____

Thank you for completing this activity. Now, you may 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 this lesson.

Identifying tones in poems

In order to describe the tone of a poem, good readers look at the words and phrases that the poet uses. Here are the steps:

1. Read the poem aloud.
2. Figure out the tone of a poem by looking for words or phrases that are meant to elicit an emotional response.
3. Make notes about how you feel as you reread the poem.
4. Use the notes to draw a conclusion about the overall feeling from the poem.
5. Reread the poem aloud using the tone and emotion that was felt in the poem.

Read this poem aloud so that you will be able to identify its tone.

An Island

Oh Island my beautiful Island.
Why are you so beautiful but often lonely?
Why are you so lonely when the sun is high?
Why are you so lonely when the evening shadow falls?
Oh.....Island, my beautiful Island.

When I look at you and think of your loneliness
I often feel sad and lonely too.
When I look at your beautiful white sandy beaches,
And look at your ever green island plants,
It makes my heart feel heavy
And gathers tears around my dark eyes.
Oh... Island, my beautiful Island.

The freshness of the air around you
And the presence of the wind and the ocean currents
Make the birds come to say hello.
The rough waves unthoughtfully hit against your sides,
Yet you speak not a single word
This makes me feel even more of your loneliness
And makes my tears run down the valley of my face.
Oh...Island, my beautiful Island.

As I float against the loneliness of time
It reminds me of you, floating on the loneliness of the ocean.
Oh...Island, my beautiful Island.
Just call me in to rest on your beaches
And let me tell you my sad stories
As you and I are now lonely and motherless
Oh... Island, my beautiful Island.

- A. Inia

When I read this poem I felt sad and lonely. The underlined words set the tone in the poem. These words are *loneliness*, *sad*, *heart*, *feel*, *heavy*, and *tears*. Did you feel the same emotion, too?



Activity 2 Refer to the poem excerpts to identify the tone then write your answers on the space provided before each number. You may refer to the list of emotion words on page 33.

1. _____

Flower, Flower

Flower, flower,
Lovely looking
Blooming in the sunshine at day times.

2. _____

Too Old

When I was a young man
I was loved by everybody
But now I am too old I haven't
got a son. All my sons went out,
already in cities and towns
But now no one
is going to look after me
Who is going to bury me
when I die?

3. _____

Human Flesh

From mountain to mountain
Came from the smokey valleys
Yelling here and there.
Eat him, Kill him, Save him
What good words for my grandfather.
For he lost his brother in such a terrible war.

4. _____

Why Me?

Why is it that the bus driver,
shuts the door and pulls away,
just when it's my turn to get on?
And if I get on,
why does the drunk always sit,
next to me and chatter
when there are other seats empty?

5. _____

Bubu

My Bubu, such a sweet old soul,
just like the grandfathers
you have
He'd sit with me for hours
chewing betel nut and polishing his
teeth till they shone like black
plastic buttons.

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. Make sure you do the necessary corrections before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 5. In this lesson you learned about tone in poem. You also identified the tones of given poems.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

A. Answer the following questions. You may review your lesson to help you get the correct answer.

1. Why is poetry compared to photos? _____

2. What do poets use to evoke the feeling in poetry? _____

3. Explain the purpose of tone in poetry. _____

B. True or False. Write True if the statement is correct and False if the statement is not correct on the spaces provided after each statement.

1. Tone refers to the moral lesson of the poem. _____
2. The tone of poetry varies according to the emotional state of the speaker.

C. Below are poem excerpts. Write the tone of the poem on the space provided after the number.

1. _____ He was my brother!
They led him away, behind crude bars
I saw him, never to see the light of day.
“Let me be a free man” – he cried,
his face, haggard and torn.
2. _____ I sank in despair, there just
Seemed no hope anywhere
3. _____ There is the land of mud
Ours is the land of sand
For I know the land is mine
The land so nice and rich.
4. _____ Music turns on
Accelerator presses down
All worries vanish

5. _____ Went hunting yesterday,
Going fishing today,
Making mumu tomorrow
The dogs were filled with joy and happiness.
-

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

Answers to Activities

Activity 1

1. Tone
2. Speaker
3. (*Below are sample answers only to compare with your own.*)
love, lonely, joyful, fondness, delighted
4. Be sensitive to the inner state of the speaker

Activity 2

1. Joyful/optimistic/cheerful
2. Powerless/helpless/grief-stricken
3. Hateful/scornful/angry
4. Confused/shocked
5. Pleased/fondness

ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

Practice Exercise 1

1. Similes and rhyme
 2. Strong emotional feelings expressing sorrow or anger
 3. Because the writer can express himself/herself freely and let imaginations flow.
 4. My boyfriend is as big as a poster in Smash Hits, as loud as full volume on the stereo, as friendly as a fan club and as rich as a politician
 5. Own answer
-

Practice Exercise 2

1. The speaker is young.
 2. Village life for the speaker is boring, dull and isolated.
 3. The old people ignore the speaker.
 4. They do not understand each other. The speaker was not guided by the older people (a lost ship on the ocean) while the older people simply ignore him or her.
 5. The speaker wants to live in town and experience a more exciting and modern life.
 6. One brother lives in the village while the other brother lives in town. The brother in town did not always live there but used to live with his brother in the village.
 7. The village brother thinks the town is bad for his brother because it is for white men and that the village is better for his brother.
 8.
 - a. village - traditional way of life
 - b. town - modern way of life
 9. "Mama and Papa" stands for the traditions and customs of tribal society
 10. The theme of both poems is the difference between traditional and modern way of life.
-

Practice Exercise 3 (*These are sample answers only to compare with your own.*)

Sample Answer 1

- | | |
|---------|--|
| (Sound) | I wake up to the sound of the whistling kettle |
| (Smell) | And the fresh aroma of coffee enveloping the whole kitchen |
| (Taste) | The filling, rich breakfast |

(Touch) Completed with the sweet kiss of my mother
And the warm hug of my sister.

Feeling (Mood) On a lovely Saturday morning

Sample Answer 2

(Sight) On a beautiful morning.

(Sound) I can hear the sweet and low singing of the birds.

(Taste) The sweet taste of the cold water refreshes me.

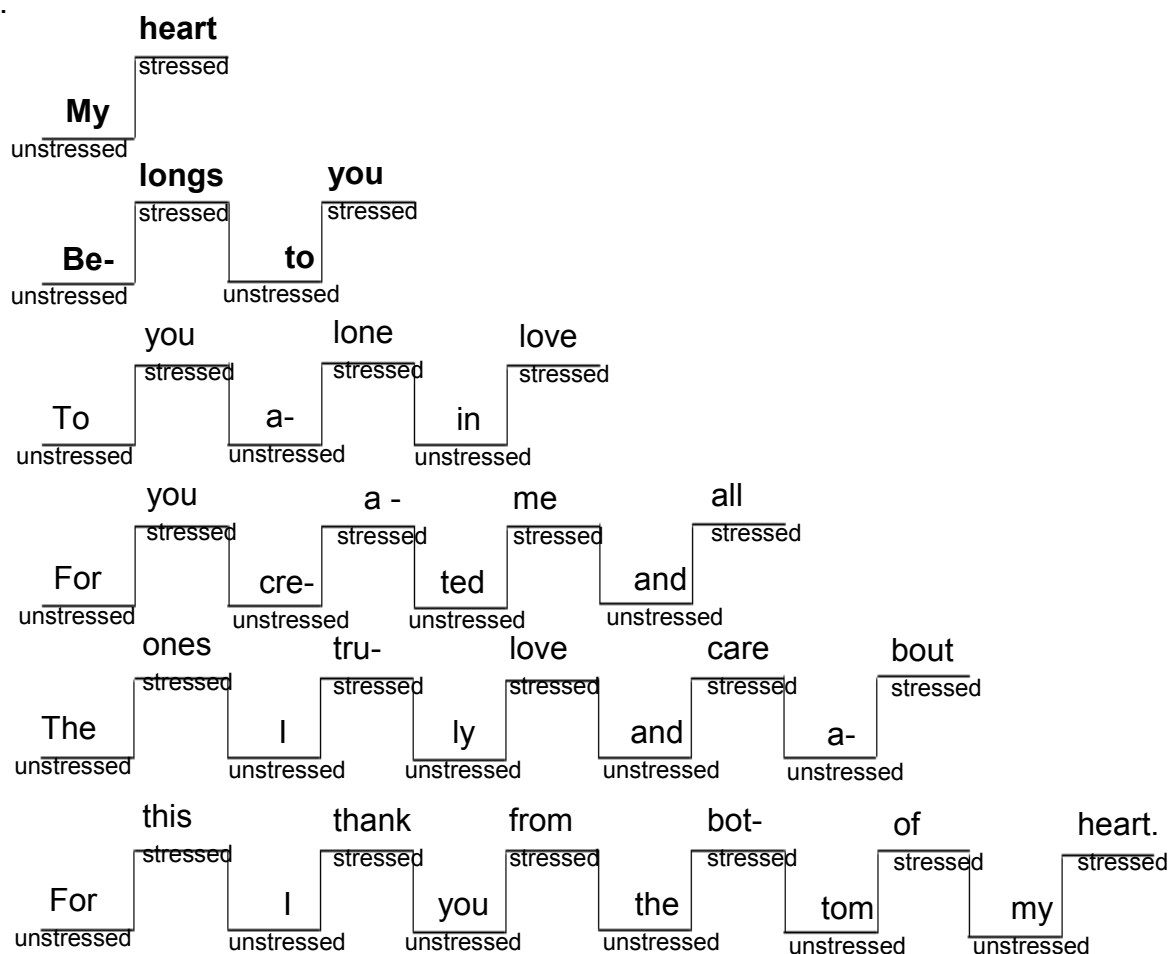
(Touch) The cool breeze caresses my skin.

(Smell) The fresh laundry smells like heaven.

Feeling (Mood) I am so happy and blessed.

Practice Exercise 4

1.



2.
 - a. Monometre
 - b. Dimetre
 - c. Trimetre
 - d. Tetrametre
 - e. Pentametre
 - f. Hexametre
 3. Unstressed and stressed pattern
-

Practice Exercise 5

- A.
 1. Because like photos, poetry also conveys a strong emotion
 2. Words, language
 3. Tone sets the mood that influences a reader's emotional response to a poem.
 - B.
 4. False
 5. True
 - C. *(These are sample answers only. Your answers are correct as long as they are similar.)*
 6. defeated/self-conscious
 7. despair/hopeless
 8. proud/delighted
 9. happy/joyful
 10. joy/happy
-

END OF TOPIC 1

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

TOPIC 2

FIGURATIVE LANGUAGE

In this Topic, you will learn about:

- **Simile and metaphor.**
- **Assonance and alliteration.**
- **Personification.**
- **Onomatopoeia.**
- **Metonymy.**
- **Hyperbole.**
- **Irony.**

TOPIC 2: FIGURATIVE LANGUAGE



Figurative Language is a language that contains or uses figures of speech such as simile, metaphor, assonance, alliteration, personification, onomatopoeia, metonymy, hyperbole and irony.

Whenever you describe something by comparing it with something else, you are using figurative language.

Lesson 6 explains the style and purpose of simile and metaphor in a poem. You will do practices in finding the similes and metaphors in a poem.

Lesson 7 explains the style and purpose of assonance and alliteration in a poem. Activities will be provided to find assonance and alliteration in poems.

Lesson 8 is all about personification. This lesson will help you identify personification used in poems.

Lesson 9 explains the style and purpose of onomatopoeia in a poem. You will have opportunities to read aloud poems that specify the sounds created when using onomatopoeia.

Lesson 10 explains the style and purpose of metonymies in writing poems. You will also have the chance to list metonymies found in a poem and explain their effect to the meaning of the poem.

Lesson 11 discusses the style and purpose of hyperboles in writing a poem. You will also find the hyperboles in a poem and describe their effect to the meaning of the poem.

In **Lesson 12** we will learn the style and purpose of irony in a poem. This lesson will also explain the meaning of the ironies found in a poem.

We wish you all the best in your studies!

Lesson 6: Simile and Metaphor



Welcome to Lesson 6 of Unit 6. In the previous lesson you learned about the tone, one of the elements of poetry.

In this lesson, you will learn about Similes and Metaphors. First take a look at your aims below.



Your Aims:

- identify simile and metaphor
 - differentiate between a simile and a metaphor
 - identify similes and metaphors used in a poem
-

What is a simile and what is a metaphor?

To make their writing interesting, writers and poets like to use similes and metaphors. To explain what they mean, the writers use one thing to explain another.

When a writer says that one thing is like another, he is actually asking you to think about what those two things have in common. If the writer uses the word “like” or the word “as,” it is a simile. If he or she does not use those two words, then it is a metaphor.

For example:	The clouds were like milk.	(Simile)
	The milky clouds.	(Metaphor)

Similes and metaphors come under the heading of figurative language. Figures of speech or figurative language are words and phrases that do not literally mean what they say. Such words and phrases often make meaning more vivid, emphatic or dramatic.

The **simile** asks us to picture one thing as being similar to another, using the word “like”, “as”, or “than.”

For example:	I slept like a log.
	The meat was as tough as the old boots.

The metaphor takes us a step further. Instead of asking us to imagine one thing as being another, we are asked to picture one as being another.

It is a figure of speech that implies **comparison** between unlike things that actually have something in common.

For example:	He is hard headed like a rock.	(Simile)
	He is a rock.	(Metaphor)

Writers and poets use a lot of similes and metaphors in their writing to give it a rich meaning. Once you are able to recognise similes and metaphors, you will be able to identify them anywhere – in movies that you watch, in books and comics that you read, and even in songs that you listen to.

For example, the singer Jon Bon Jovi sings „*My heart is like an open highway*“. That is a simile because he used the word *like* to directly make the comparison.

Metaphors, on the other hand, do not use direct comparison words. For example, when Tom Cochrane (another singer), sings “Life **is** a Highway,” that is a metaphor because there is no word such as *like* or *as* that was used to compare „*life*“ to a „*highway*“.



Activity 1

- A. Complete each of the unfinished similes by inserting a word from the list in the box. Use each word once. Write your answers on the spaces provided.**

mule	bat	cucumber	ocean
feather	lamb	fox	mountains

1. as blind as a _____
2. as cunning as a _____
3. as light as a _____
4. as cool as a _____
5. as meek as a _____
6. as stubborn as a _____
7. as deep as the _____
8. as high as the _____

B. Metaphors, like similes, are classified as figurative languages. In each pair of sentences that follow, one sentence has been written literally and the other figuratively. Underline the sentence that contains the metaphor.

1. (a) He had nerves of steel.
(b) The steel blade of the king snapped.
2. (a) The fishermen encountered a stormy sea.
(b) The football field was a sea of mud.
3. (a) The flood gradually subsided.
(b) The flood of letters arrived in the Christmas mail.
4. (a) The farmer ploughed his field.
(b) The truck ploughed into the fence.
5. (a) Her life was hanging by a thread.
(b) The lady was using a needle and a thread.
6. (a) Last night it rained heavily.
(b) The gaolers rained blows upon the helpless prisoners.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 6. In this lesson you learned about the comparisons of similes and metaphors. You have also distinguished a simile from a metaphor.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Read the following poem and answer the questions that follow.

Tractor

Dragging an iron rake
The tractor wallows
Across the ocean of the paddock
With a fine excitement of gulls
in its wake

It has two large paddle wheels,
A funnel, with smoke;
And the captain is on the bridge.
Having cast off a couple
Of moments ago,
He sets a course for the opposite hedge.

- William Hart-Smith



1. What is the writer comparing the tractor with?

2. List all the words that refer to the sea rather than the tractor

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

Answers to Activities**Activity 1**

- | | |
|-------------|--------------|
| 1. bat | 5.. lamb |
| 2. fox | 6. mule |
| 3. feather | 7. ocean |
| 4. cucumber | 8. mountains |

Activity 2

1. (a) He had nerves of steel.
2. (b) The football field was a sea of mud.

3. (b) The flood of letters arrived in the Christmas mail.
4. (b) The truck ploughed into the fence.
5. (a) Her life was hanging on a thread.
6. (b) The gaolers rained blows upon the helpless prisoners.

Lesson 7: Assonance and Alliteration



Welcome to Lesson 7 of Unit 6. In the previous lesson you learned about simile and metaphor. In this lesson, you will learn about two more literary devices, assonance and alliteration. You will also learn how to write slogans using assonances and alliterations.



Your Aims:

- state the difference between assonance and alliteration
 - identify assonances and alliterations used in a poem
 - use assonances and alliterations
-

The difference between Assonance and Alliteration

Alliteration is when the writer repeats the consonant sounds at the beginnings of words. For example in the line, "My puppy punched me in the eye," the words "puppy punched" are alliterative because they both begin with letter "p."

Assonance is when a writer repeats the vowel sounds in the stressed syllables of words. For example, in the line, "My rabbit whacked my ear," the words "rabbit whacked" are an example of assonance because they both contain a short "a" sound on the stressed syllable.

Alliteration and assonance do not have to have the same letters; **just the same sounds**. So, for example, "falling phone" is alliterative, and "flying high" is assonant because they repeat the same sounds even though they don't repeat the same letter.

Before you read on, do the activity below.



Activity 1 Complete the following activities.

A. Complete the sentences by filling in the missing information. Write your answers on the spaces provided.

1. _____ is when the writer repeats the consonant sounds at the beginnings of words.
2. _____ is when the writer repeats the vowel sounds in the stressed syllables of words.
3. Alliteration and assonance do not have to have the same letters but the same _____.
4. The words "rabbit whacked" are an example of assonance because _____.

5. The words “puppy punched” are alliterative because they both _____.

- B. Read the following poem aloud then underline the alliterative words and circle the assonant words in each line. The first two lines were done as examples.**

My Puppy Punched Me in the Eye

My puppy punched me in the eye.
My rabbit whacked my ear.

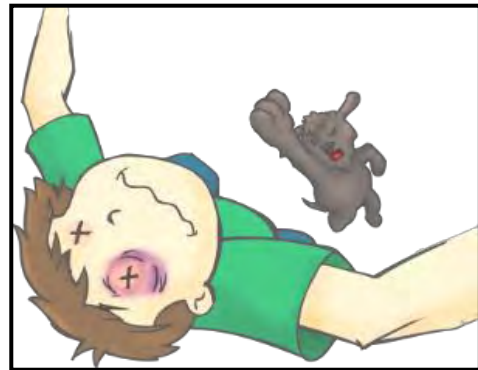
My ferret gave a frightful cry
and roundhouse kicked my rear.

My lizard flipped me upside down.
My kitten kicked my head.

My hamster slammed me to the ground
and left me nearly dead.

So my advice? Avoid regrets;
no matter what you do,
don't ever let your family pets
take lessons in Kung Fu.

- Kenn Nesbitt



- C. Match the actions of animals in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may read the poem again and use a dictionary.**

Column A

- ____ 1. Hamster
____ 2. Kitten
____ 3. Lizard
____ 4. Ferret
____ 5. Rabbit
____ 6. Puppy

Column B

- A. Punched
B. Whacked
C. Cried
D. Flipped
E. Kicked
F. Slammed
G. Jumped

Thank you for completing this activity. Now, you may 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 this lesson.

Let us write slogans

What is a slogan? A slogan is a short and striking memorable phrase. We can use it to promote something at school, in the church, in business, and so on. Assonance and alliteration are oftentimes used in writing slogans.

For example:

See a pin and pick it up,
All day long you'll have good luck.

This slogan means that you can always find something useful no matter how small.

Let us practise writing a slogan.

Complete the following school slogans by filling in the blanks with an assonant and alliterative word for each number.

1. A great p_ _ ce to be.
2. Student leaders _earning today for _omorrow.

For Slogan number 1, you may fill the blank space with place. Great and place are assonant words. For Slogan number 2, you may fill the blank space with learning and tomorrow. Leaders and learning are alliterative words because they both start with l, so as with today and tomorrow which start with t.



Summary

You have come to the end of Lesson 7. In this lesson you learned about the difference between assonance and alliteration. You learned that in the study of assonance and alliteration you should be concerned with the sounds of the words and not just the letters. You have also identified assonant and alliterative words used in a poem.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

A. Underline the alliterative words found in these sentences.

1. Jakia jumped in the jar of jelly.
 2. Despite their mother's warnings, the children chose to chew with their mouths open.
 3. The grass grew green in the graveyard.
-

B. Circle the assonant words found in these sentences.

1. He saw the cost and hauled off.
 2. Will she read these cheap leaflets?
 3. The snow in the rose garden groaned.
-

C. Write one (1) school or church slogan using assonance or alliteration on the spaces provided. Study the examples below.

The family that prays together stays forever. (*Church Slogan*)
Read to learn. (*School Slogan*)

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

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

1. Alliteration
2. Assonance
3. sounds
4. they both contain a “short a” sound on the stressed syllable
5. begin with the letter “p”

B.**My Puppy Punched Me in the Eye**

My puppy punched me in the eye.

My ~~rabbit whacked~~ my ear.

My ferret gave a frightful cry
and roundhouse kicked my rear.

My lizard flipped me upside down.

My kitten kicked my head.

My ~~hamster slammed~~ me to the ground
and left me nearly dead.

So my advice? Avoid regrets;
no matter what you do,
don’t ever let your family pets
take lessons in Kung Fu.

C.

1. F
2. E
3. D
4. C
5. B
6. A

Lesson 8: Personification



Welcome to Lesson 8 of Unit 6. In the previous lesson you learned about the assonance and alliteration. In this lesson, you will learn about another literary device, personification. You will also complete a poem using personification. First, let us look at your aims for this lesson.



Your Aims:

- define personification
- identify the personification used in a poem
- use personification in poems

What is Personification?

Personification, pronounced /per.so-ne-fi-ka-shen/ is a particular form of metaphor in which an object or an idea is spoken as though it has human characteristics. There are many reasons for using personification. It can be used as a method of describing something so that others can understand. It can be used to emphasize a point. It is a commonly favoured literary tool and you in fact use personification without knowing it.



The following sentences use the personification technique. The subject being personified is underlined. The human trait assigned to the subject is in **bold**.

Let us look at these examples:

1. The star **danced** playfully in the moonlit sky.
2. The run down house appeared **depressed**.

Now, do the activities below to check your learning.



Activity 1

A. Answer the following questions based on the reading passage above.

1. _____ is a figurative language technique when you assign qualities of a person to something that is not human or in some cases, to something that is not even alive.
2. Give at least two (2) reasons for using personification.
 - a. _____

b. _____

B. In each sentence, an object or an idea is being personified. Underline the object or idea that is being personified and explain which human trait or action is applied to the object or idea.

1. The wind whispered through the dark and gloomy forest.
 - a. What is being personified? _____
 - b. What human trait or quality is given? _____
2. The gardener lovingly added the manure to his crops believing he was making the flowers happy.
 - a. What is being personified? _____
 - b. Which human trait or quality is given? _____
3. As we walked through scorching desert, the sun beat on us.
 - a. What is being personified? _____
 - b. Which human trait or quality is given? _____
4. Time crawled as Tom sat in a hot detention room painfully watching the clock tick.
 - a. What is being personified? _____
 - b. Which human trait or quality is given? _____
5. When Monica walked through the shoe store, each shiny pair of heels called out to her.
 - a. What is being personified? _____
 - b. Which human trait or quality is given? _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now read the poem on the next page and apply what you have learned so far by doing the Activity 2.



Activity 2

- A. Read the following poem aloud . Pick out at least four (4) human qualities of the sunflower being mentioned in the poem. Write your answers on the spaces provided after the poem.

Two Sunflowers Move in the Yellow Room

“Ah, William, we”re weary of the weather,” said the sunflowers shining with dew.

“Our traveling habits have tried us. Can you give us a room with a view?”

They arranged themselves at the window

and counted the steps of the sun,

and they both took root in the carpet where the topaz tortoises run.

- *William Blake*



The poet scribbling away while looking at the two sunflowers confronting him.

1. _____
2. _____
3. _____
4. _____

- B. Complete the poem by using the words in the box to fill in the blanks. You may use your dictionary.**

sang	chattered	crackled	passing gas
clan	gurgled	danced	

Dinnertime Chorus

The teapot (1) _____ as the water boiled

The ice cubes (2) _____ In their glass

The teacups (3) _____ to one another

While the chairs were (4) _____

The gravy (5) _____ merrily

As the oil (6) _____ in a pan.

Oh my dinnertime chorus

What a lovely, lovely

(7) _____

- Sharon Hendricks

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 8. In this lesson you have learned about another literary device, personification. You have also completed a poem using personification.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Read the poem below then answer the questions that follow.

Earth – As Seen From Space by Those Who Ventured There

Oh, I have slipped the surly bonds of Earth
And danced the skies in laughter-silvered wings;
Sunward I've climbed, and joined the tumbling mirth
Of sun-split clouds – and done a hundred things
You have not dreamed of – wheeled and soared and swung
High in the sunlit silence. Hov'ring there,
I've chased the shouting wind along and flung
My eager craft through footless halls of air.

Up, up along the long, delirious, burning blue
I've topped the wind-sweet heights with easy grace,
Where never lark, nor eagle, flew –
And, while with silent, lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand and touched the face of God.

- Robert Browning

1. Answer the following questions. Getting the meaning of the underlined words first will help you in answering the questions. Use your dictionary or the glossary at the end of this unit to do that.
 - a. Would you be surly if you have to do something you do not want to do?

 - b. The pilot made his plane wheel and soar, and swing high. If a pilot makes a vertical wheel, what would be his position at the height of the wheel?

 - c. What is un-trespassed space? Which of these areas is un-trespassed by you:
 - i. Parliament Building _____
 - ii. Your Classroom _____
 - iii. The Principal's office _____

2. Read the first eight lines. What had the pilot done while riding the plane?

3. What made him enjoy riding a plane?

4. Did he fly his plane very high? _____ What made you think so?

5. The poet says he “touched the face of God.” When a child feels close to his father and knows that his father loves him, the child touches his father’s face when talking to him. Do you think the poet felt the same way with God? If so, why did he feel that way?

6. What human quality is implied in these lines from the poem? Choose from the options given by encircling the letter of your answer.
- 6.1. I have slipped the surly bonds of earth.
- a. Earth is happy to let the plane leave the ground.
 - b. Earth reluctantly lets the plane rise into the air.
 - c. Earth doesn’t care whether the plane leaves or stays.
- 6.2. And danced the sky in laughter-silvered wings.
- a. The plane wings laugh with joy.
 - b. The plane wings are painted silver.
 - c. The wings shake as if dancing.
- 6.3. The phrase “joined the tumbling mirth of sun-split clouds” means that the clouds
- a. covered the sun in parts.
 - b. laughed happily with the sun.
 - c. were so happy that they fell over each other.
- 6.4. I’ve chased the shouting wind along.
- a. The wind blew the plane a long way.
 - b. The plane wanted to go flying in the air.
 - c. The plane had been carefully made by craftsmen.
- 6.5. The phrase “flung my eager craft through footless halls of air” means that the plan
- a. like the air, had no feet

- b. wanted to go flying in the air
 - c. had been carefully made by craftsmen
-

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

Answers to Activities

Activity 1

- A.
- 1. Personification
 - 2.
 - a. It can be used as a method of describing something so that others can understand.
 - b. It can be used to emphasize a point.
- B.
- 1.
 - a. wind
 - b. whispered
 - 2.
 - a. flower
 - b. happy
 - 3.
 - a. sun
 - b. beat
 - 4.
 - a. time
 - b. crawled
 - 5.
 - a. pair of heels
 - b. called out

Activity 2

- A.
- 1. weary of the weather
 - 2. arranged themselves at the window
 - 3. counted the steps of the sun
 - 4. took a root in the carpet
- B.
- 1. sang
 - 2. crackled
 - 3. chattered
 - 4. passing gas
 - 5. gurgled
 - 6. danced
 - 7. clan

Lesson 9: Onomatopoeia



Welcome to Lesson 9 of Unit 6. In the previous lesson you learned about personification. In this lesson, you will learn about another literary device, onomatopoeia. You will also complete a poem using onomatopoeia. First, let us look at your aims for this lesson.



Your Aims:

- define onomatopoeia
 - identify onomatopoeia used in a poem
 - use onomatopoeia in poems
-

What is Onomatopoeia?

Onomatopoeia, pronounced (/on·o·mat·o·poe·ia/) is the formation of a word from a sound associated with what is named. There are many words in English that actually suggest the sound of the action they are describing. That is, the sound echoes the sense of the word. Words such as cuckoo, sizzle, purr, buzz, hiss are just a few of the many sound words we come across every day.

The use of sound-words in poetry is called **onomatopoeia**.

Onomatopoeia is a word that sounds like what it actually is. The word zip is an example of onomatopoeia because it sounds like a jacket zipping up. When you zip up a zipper the sound a zipper makes is “zip”. Another example of onomatopoeia is the word “crash”. Think about when you read comics or watch movies and a car crashes into something else. The noise that it makes is “crash”. The word crash sounds like what it is.

Identifying Onomatopoeia

Read aloud the sound of the cafeteria during break time in the poem “Cafeteria.”

Cafeteria

Boom!
Went the food
trays.
Clap! Clap!
Goes the teacher.
Rip!
Went the
plastic bag.
Munch! Munch!
Go the students.



Slurp!!!
Went the straws.
Whisper
Is what half the kids
in the room
are doing.
Crunch!
Crunch!
Go the candy bars.

That poem has so many examples of onomatopoeia. The first example I noticed was the word “boom”. I can imagine someone slamming his or her food tray down in the cafeteria to make the boom sound. Did you notice some more examples? Yes, there are other examples like, clap! Can you imagine your teacher or your mother clapping her hand to call your attention? The third onomatopoeia in the poem is “rip”. That is the sound that is made when you rip a plastic bag. You can think of at least five more words that name a sound and list them down.



Activity 1: Complete the information based on your readings about onomatopoeia. Write your answers on the spaces provided.

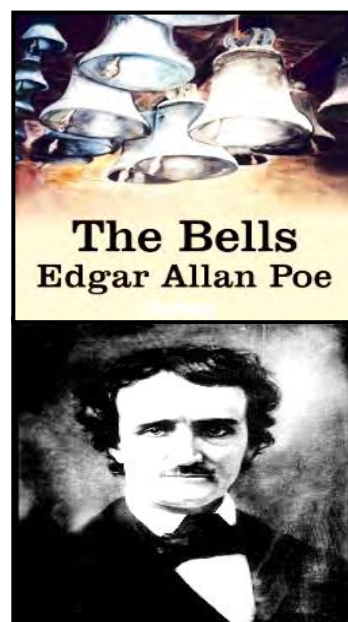
1. _____ is the formation of a word from a sound associated with what it is named.
2. List down at least five (5) onomatopoeia from the poem “Cafeteria.”
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Thank you for completing this activity. Now, you may 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 this lesson.



Read an excerpt from the poem “The Bells” by Edgar Allan Poe aloud.

Hear the sledges with the bells --
 Silver bells !
 What a world of merriment their melody foretells !
 How they tinkle, tinkle, tinkle,
 In the icy air of night !
 While the stars that oversprinkle
 All the heavens, seem to twinkle
 With a crystalline delight ;
 Keeping time, time, time,
 In a sort of Runic rhyme,
 To the tintinnabulation that so musically wells
 From the bells, bells, bells, bells,
 Bells, bells, bells --
 From the jingling and the tinkling of the bells.





Activity 2 Answer the following questions based on the poem.

1. What is the purpose of the poem?

2. What impression do you have of bells?

3. What onomatopoeia words can you discover in the poem? Name at least three (3).
a) _____ c) _____
b) _____
4. What is being suggested in these words?

Thank you for completing this activity. Now, you may 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 this lesson.

How to Write Onomatopoeia Poems

This time, we are going to learn how to write onomatopoeia poems. Here are the steps:

1. First, to write an onomatopoeia poem, you need to decide on a theme. Let's say your theme is noise.
2. Second, you need to incorporate different sounds. Even though an onomatopoeia poem does not have to rhyme throughout, it still has to make sense.
3. Third, remember when reading a poem, make the sounds instead of saying the pronouncing words.

Here is an example

Noise!

Noise! Noise! Noise!
Everywhere I go I
Always hear noise!
Water splashing. Tires
Squealing. Rain trickling.

Horns honking. Pots
Banging. Bees buzzing.
Frogs croaking. But the
Best noise of all Is the
pitter patter of the feet
of my baby brother.

-Skeet





Activity 3 Create a short onomatopoeic poem about your pets at home – your cat or your dog. You may also write about other themes. Be sure to follow the steps we have discussed on page 65. Write your draft on a separate sheet of paper then write your final poem inside the box below.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 9. In this lesson you learned about another literary device, onomatopoeia. You also completed a poem using onomatopoeia.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

A. Underline the best onomatopoeic word in each sentence.

1. The plate fell and it (clanged, crashed, tinkled) to the floor.
2. His heart (thudded, banged, zoomed) with excitement.
3. He held her hand tenderly and (shrieked, groaned, murmured) his love.
4. Silver coins (jingled, banged, splattered) in his pocket as he ran.
5. Angrily she (pushed, patted, slammed) the door shut.

B. Write your own poem using the sample poems on pages 64 to 66 as your model poems. You may use a subject of your own. Be sure to use onomatopoeia and to follow the steps in writing onomatopoeia poems on page 66. Write the draft of your poem first on a separate piece of paper then do your final work here.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend 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 2.

Answers to Activities

Activity 1

1. Onomatopoeia
2.
 - a. clap
 - b. much
 - c. slurp
 - d. whisper
 - e. crunch

Activity 2

1. The purpose of the poem is to create impression.
2. sometimes lively, sometimes lonely, sometimes noisy
3.
 - a. Tinkle, tinkle
 - b. Bells, bells
 - c. Jingling and tinkling
4. The sound of the bells

Activity 3

This is a sample onomatopoeia poem.

At the Farm

Tik-ti-laoooooook! The cock
is waking us up
Moo! Moo! says the cow
I have been up
since two
Meeeee! Meeeee! I too.
says the goat been about
We better go to the meadow
Where we can have breakfast
Fast!
Baaa! Baaa! says the sheep
I beat you all
One two, one two three
One two three four
Let's go!

It's more fun at the farm.

- *darclote*

Lesson 10: Metonymy



Welcome to Lesson 10 of Unit 6. In the previous lesson you learned about onomatopoeia. In this lesson, you will learn about another literary device, metonymy. You will also complete a poem using metonymy. First, let us look at your aims for this lesson.



Your Aims:

- define metonymy
 - identify the metonymy used in a poem
 - use metonymy in poems
-

What is Metonymy?

Metonymy, pronounced /məˈtənəmɪ/ is a figure of speech that comes from a Greek word *metonymia* and it means *change of name*. It uses a phrase that is indicative of, and associated to, an actual concept. The actual term is substituted by a word or a phrase that refers to the concept that is being spoken of. For instance, when you go to a store and buy laundry soap, instead of asking for soap you may directly ask for Omo. Here you are using the product to refer to the product. As such, you are using a type of metonymy.

In order to understand this better, look at more examples of metonymy. One famous example of metonymy is the saying, “The pen is mightier than the sword,” which originally came from Edward Bulwer Lytton’s play *Richelieu*. This sentence has two examples of metonymy:

The “pen” stands in for the “written word.” The “sword” stands in for “military aggression and force.”

Some more examples:

1. She is the shoulder I always cry on. (Refers to the whole as a part, as in fact, it is the person herself who is a great listener of others’ problems.)
2. The blueberry pie wants to see the chef. (This is what you will commonly hear in restaurants, as waiters and waitresses refer to their customers by their orders, providing yet another good example of metonymy.)
3. Let us go to bed now. (Going to bed is typically understood in the sense of „going to sleep.”)

So we have established that metonymy is used as a means of “reference:” in oral and written language, beyond which it also provides a clear understanding of this reference. You do not probably realise it but you use this figure of speech in your daily lives all the time. Even if we are not familiar with the idea of metonymy, if

someone spoke to us using this figure of speech, we would be able to understand it clearly because of the reference that has been used.

Purpose of Metonymy

As with other literary devices, one of the main purposes of using metonymy is to add flavour to the writing. Instead of just repeatedly saying the *staff of the restaurant*, or naming all of the elements of a dinner each time you want to refer to a meal. It breaks up any awkwardness of repeating the same phrase over and over and it changes the word to make the sentence more interesting.



Activity 1 Fill in the blanks with the correct information.

1. _____ is the figure of speech in which a thing or concept is not called by its own name, but by the name of something intimately associated with that name or concept.
2. In metonymy, the actual term is substituted by a word or a phrase or a phrase that refers to the _____ that is being spoken.
3. _____ also means change of name.
4. What are the purposes of metonymy?
 - a. _____
 - b. _____

Thank you for completing this activity. Now, you may 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 this lesson.

Identifying Metonymy

The examples below include both the metonymy and the possible words for which metonymy would fill in:

Metonymy	In place of
1. Crown	A royal person
2. The Parliament	The PNG government
3. The suits	Business people
4. Dish	An entire plate of food

Metonymy	In place of
5. Cup	Mug
6. Restaurant	Staff
7. Ears	Giving attention
8. Eyes	For sight
9. Hand	For help
10. Name of the church	For its individual members
11. Twenty summers	Twenty years
12. A fleet of thirty sails	Ships
13. The heir to the throne.	Kingdom
14. Please send us a line.	Letter

While these words provide a good example of what a metonymy is and how it functions, sentence examples will further help to explain this figure of speech.

Study these sentences. I have underlined the metonymy in each sentence.

1. We must wait to hear from the crown before we make any further decisions.
2. If we do not fill out the forms properly, the suit will be after us shortly.
3. She is planning to serve the dish early in the morning.
4. The restaurant has been acting quite rude lately.
5. Can you please give me a hand carrying this box upstairs?



Activity 2 Underline the metonymy used in each of these lines then write its meaning on the space provided after each sentence.

1. Please lend me your ears for this very important announcement.

2. The Parliament issued a new statement.

3. The organisation promised to give us a hand.

4. The suits are having a meeting.

5. Please bring a dish to Hera's pot luck.

Thank you for completing this activity. Now, you may 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 this lesson.

How to write a metonymy poem

Think of it as a two-step process when writing your own metonymy. **First**, what do you want to say?

Example: There's yellow smoke coming down the street, it gets on my windows.

The above statement might be true but it is not much of a poem. To create a better imagery we could use metonymy.

The **second** step of writing a metonymy is substituting our boring words with a more creative choice without changing the original sentence. What would the original statement look like in the form of a metonymy?

Example: Yellow smoke that glides along the street,
Rubs its back against the window panes.

Much better, do you agree? Both examples have the same exact meaning but the commonly used words coming and getting were substituted with the less common words glides and rubs.



Activity 3

Below are four simple sentences. Substitute the underlined words with metonymy. You may use the list of metonymy words on pages 70 and 71. Write your final poem on the spaces provided.

She stood by the beach

Where she saw thirty ships

She was twenty years old

When her story was told

She fell in love with the crown

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 10. In this lesson you learned about metonymy. You have also completed a poem using metonymies.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Underline the metonymy sentences.

1. Her hands were vine shoots.
 2. He took to the bottle after his wife's death.
 3. There was not a soul in the street.
 4. Life is not a bed of roses.
 5. The dinner cost us twenty kina per head.
 6. Would you like a SP?
 7. He is afraid of the Evil One.
 8. The music of her laughter.
 9. He is a wet blanket.
 10. He is going to bed.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**Answers to Activities****Activity 1**

1. Onomatopoeia
2. Concept
3. Metonymy
4.
 - a. Add flavor to writing
 - b. Changes the word to make the sentence more interesting

Activity 2

1. Please lend me your ears for this very important announcement. Pay attention
2. The Parliament issued a new statement. government
3. The organisation promised to give us a hand. assistance
4. The suits are having a meeting. Business people
5. Please bring a dish to Hera's pot luck. A plateful of food

Activity 3

- | | |
|----------|------------|
| 1. sea | 3. summers |
| 2. fleet | 4. King |

Lesson 11: Hyperbole



Welcome to Lesson 11 of Unit 6. In the previous lesson you learned about metonymy, a figure of speech used in poems. The lesson allowed you to identify examples of metonymy and explain their effect to the meaning of the poem.

In this lesson, you will learn about another figure of speech used in poems – the hyperbole. You will be learning about the definition of hyperbole and identifying the hyperboles used in a poem. You will also be able to complete a poem using hyperboles.



Your Aims:

- define hyperbole
- identify the hyperbole used in a poem
- use hyperbole in poems

Before you read on, do the vocabulary activity below to define new terms.



Activity 1: Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use your dictionary or the glossary of this book.

Column A	Column B
___ 1. exaggerate	A. Deliberate exaggeration
___ 2. emphasis	B. Prominence given to something
___ 3. literal	C. An amount that is more than necessary
___ 4. hyperbole	D. greater than reality
___ 5. excess	E. the usual or most basic sense of words

Thank you for completing this activity. Now, you may 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 this lesson.

What is Hyperbole?

Hyperbole is nothing more than a very large exaggeration and is often used for emphasis. Has anyone ever said to you "I've told you a million times to go to bed/sit down/spit out your gum?" Have they literally told you a million times? Although it might seem like it, they probably have not, they are simply exaggerating for effect; in other words, they are using hyperbole.

Look at the example poem on the next page that uses hyperboles for effect.

My Dog

His bark breaks the sound barrier
His nose is as cold as an ice box.
A wag of his tail causes hurricanes
His jumping causes falling rocks.
He eats a mountain of dog food
And drinks a water fall dry.
But though he breaks the bank
He's the apple of my eye.



The poem above is a description of the speaker's dog. In the first line of the poem, the dog's bark is described as being so loud that it breaks the sound barrier while the second line is an example of simile, comparing the coldness of the dog's nose to an ice box. Using hyperbole, the poet is emphasizing the qualities of the dog.

Surely, in reality, the bark of the dog is not that loud and the nose of the dog is not that cold. All these descriptions should not be taken literally but is meant to heighten the emotions or imagery in the poem.



Activity 2: Answer what is being asked for each question. Write your answer on the space provided.

1. Give four (4) more examples of hyperbole in the poem "My Dog"
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. Read the poem below and identify four (4) examples of hyperbole you can find in it. Write your answers on the spaces provided.

Summertime Is Here

My tongue is a piece of sandpaper
I'm dissolving into a puddle.
I want to dive into a snowdrift
Though I'm sure that would befuddle
Open me up, my organs are cooked
I think I'm now well done.
You can fry an egg upon my brow
As I melt away in the sun!

- a. _____
- b. _____
- c. _____
- d. _____



Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 11. In this lesson you learned about the hyperbole, its definition and its use in poems. You have also identified examples of hyperbole used in poems.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

Below is an incomplete poem. Complete the poem by supplying the missing words. You can find the missing words from the box below.

thousand	spicy	another	fire
extinguished	freezer	melt	

**I Ate a Spicy Pepper**

I ate a (1) _____ pepper
From my brother on a dare.
The pepper caught my head on (2) _____
And burned off all my hair.

My mouth erupted lava
And my tongue began to (3) _____.
My ears were shooting jets of steam.
At least that's how they felt.

I ricocheted around the room.
I ran across the ceiling.
I dove right in the (4) _____
To relieve the burning feeling.

I drank a (5) _____ soda pops
And chewed a ton of ice
To try to stop the scorching
Of that spicy pepper's spice.

At last, the flames (6) _____
I admitted to my brother,
"That pepper was the best one yet.
May I please have (7) _____?"

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

Answers to Activities**Activity 1**

1. D
2. B
3. E
4. A
5. C

Activity 2

1.
 - a. A wag of his tail causes hurricanes
 - b. His jumping causes falling rocks.
 - c. He eats a mountain of dog food
 - d. And drinks a water fall dry.
2.
 - a. My tongue is a piece of sandpaper
 - b. I'm dissolving into a puddle.
 - c. my organs are cooked
 - d. You can fry an egg upon my brow

Lesson 12: Irony



Welcome to Lesson 12 of Unit 6. In the previous lesson you learned about hyperbole, a figure of speech used in poems. The lesson asked you to define hyperbole, identify hyperboles in poems and complete a poem using them. In this lesson, you will learn about irony.



Your Aims:

- define irony
- identify ironies used in a poem
- use ironies in poems

Definition of Irony

Irony is a poetic device and a figure of speech. It expresses a contradiction between what is said and what is meant or an **incompatibility** between what might be expected and what actually occurs. Irony allows us to say something but to mean something else, whether we are being sarcastic, exaggerating, or understating.

For example, a woman might say to her husband ironically, "I never know what you're going to say," when in fact she always knows what he will say. This is sarcasm, which is one way to achieve irony. Irony is generally more restrained than sarcasm, even though the effect might be the same.

The woman of our example above might simply say, "*Interesting*," when her husband says something that really is not interesting. She might not be using sarcasm in this case, and she might not even be aware that she is being ironic. A listener who finds the husband dull would probably understand the irony, though. The key to irony is often the tone, which is sometimes harder to detect in poetry than in speech.



Activity 1 Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use your dictionary or the glossary of this book.

Column A	Column B
___ 1. Contradiction	A being not harmonious, suitable or proper
___ 2. Incongruity	B. to discover the nature, existence or presence
___ 3. Irony	C. a remark made to hurt someone's feelings
___ 4. Sarcasm	D. condition which things oppose each other
___ 5. Detect	E. Inconsistency between an actual and an expected result of a sequence of events

Thank you for completing this activity. Now, you may 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 this lesson.

Example of Irony in Poetry

In her poem "One Perfect Rose," Dorothy Parker misleads the reader throughout the first and second stanzas into believing this poem is a romantic tribute to a tender moment from her past through her word choice and style of writing.

However, the tone of the entire poem dramatically changes upon reading the third and final stanza when Parker allows the reader to understand her true intention of the poem, which is a cynical and perhaps bewildered view of the memory. And, with this shift in the tone in the third stanza, there is a shift in the meaning of the entire poem, leading the reader to believe that the first two stanzas were not, in fact, sweet but instead a sarcastic and bitter account of this past moment. Here is the poem.

"One Perfect Rose"

A single flow'r he sent me, since we met.
All tenderly his messenger he chose;
Deep-hearted, pure, with scented dew still wet--
One perfect rose.

I knew the language of the floweret;
"My fragile leaves," it said, "his heart enclose."
Love long has taken for his amulet
One perfect rose.

Why is it no one ever sent me yet
One perfect limousine, do you suppose?
Ah no, it's always just my luck to get
One perfect rose.



In the first stanza, Dorothy Parker uses specific words to create a double meaning. She uses words like "tenderly," "pure," and "perfect" to describe both the rose and its sender. The words directly influence the reader's initial reaction to the poem, as does the way in which she writes the poem. The stanza has four lines with every other line rhyming (*abab rhyming structure*). It is short and sweet with a melodic quality in its reading. This musical quality definitely helps to lull the reader into the belief that the poem's intention is to come across as a romantic recollection.

However, in reading the poem through a second time, and keeping in mind the poem has irony, the reader sees the other meaning of the author. Parker mentions first and foremost the fact that this gentleman sent her "a single flow'r" and ends the stanza with the phrase "one perfect rose." There is a repetition here that at first the reader thinks of Parker admiring the single flower. Upon reading the last stanza the reader realizes that she is actually pointing out the fact that the only thing she received was one flower – that's it.

In the third and final stanza, Parker really shines the light on her true intention for this poem. She continues with the same format as the previous two stanzas, four lines with every other line rhyming and short, fragmented lines. However, her real feelings come out loud and clear in this stanza where they did not in the first two. She did not want that one, single rose. She wanted more, perhaps “one perfect limousine.” Here not only does she inform us what she wanted; she mocks what she did receive. Each stanza ends with the line “*One perfect rose*”. In using the phrase “*one perfect limousine*” she makes her feeling completely obvious. The rose was unnecessary and unwanted.



Activity 2 Based on the information given above, answer the following questions.

1. Find the meaning of these words and write them on the space provided. You may consult a dictionary.
 - a. Mislead - _____
 - b. Tone - _____
 - c. Cynical - _____
 - d. Fragmented - _____
2. What is the rhyming structure of the poem “One Perfect Rose?”

3. Give two (2) pairs of words that rhyme in the poem.

4. In the first two stanzas, what was the noticeable attitude of the speaker about the flower and the giver of the flower?

5. What was the speaker’s real feeling about the flower?

6. Instead of a flower, what does the speaker in the poem really want?

7. What is the meaning of irony?

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 12. In this lesson you learned about irony, a figure of speech used in poetry which expresses a contradiction between what is said and what is meant. You also identified the ironies found in a poem.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

The poem below is incomplete. Try to complete the poem by choosing the words from the box below.

shelf	missed	breath	dirt
-------	--------	--------	------

My Papa's Waltz

The whiskey on your (1) _____
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.

We romped until the pans
Slid from the kitchen (2) _____
My mother's countenance
Could not unfrown itself.

The hand that held my wrist
Was battered on one knuckle;
At every step you (3) _____
My right ear scraped a buckle.

You beat time on my head
With a palm caked hard by (4) _____
Then waltzed me off to bed
Still clinging to your shirt.

- Theodore Roethke

1. A waltz is a kind of dance. Is the poem talking about a dance? Explain your answer.

2. Who is speaking in the poem? _____
3. What is the rhyming structure of the poem? _____
4. Find three pairs of rhyming words in the poem. _____

5. What was the reaction of the mother while the "waltz" was taking place?

6. What ironic words can you find in the poem and what do they really mean?

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

Answers to Activities

Activity 1

1. D
2. A
3. E
4. C
5. B

Activity 2

1.
 - a. to lead or guide wrongly
 - b. particular style
 - c. showing contempt for accepted standards of honesty
 - d. broken into separate parts
2. *abab* rhyming structure
3. met – wet; chose – rose; floweret – amulet
5. the speaker seems to admire both the flower and the giver of the flower
6. she thought it was unnecessary and she did not really want it
7. an expensive gift like a limousine
8. irony means saying one thing while meaning a different thing

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

1. He is comparing the tractor to the sea.
 2. ocean, gulls, captain, bridge, cast off, sets a course.
-

Practice Exercise 7

- A.**
1. Jakia jumped in the jar of jelly.
 2. Despite their mother's warnings, the children chose to chew with their mouths open.
 3. The grass grew green in the graveyard.
- B.**
1. He saw the cost and hailed off.
 2. Will she read these cheap leaflets?
 3. The snow in the rose garden groaned.
- C.** These are only an example answers for you to compare with your own.

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Practice Exercise 8

1.
 - a. Yes
 - b. preparing for landing
 - c.
 - i. students' answer vary
 - ii. students' answer vary
 - iii. students' answer vary
2. flew high
3. he found peace and God
4. Yes, he flew his plane so high that he has reached God
5. Yes, he felt close to God, as he could see God's creation
6.
 - 6.1. b
 - 6.2. c
 - 6.3. c
 - 6.4. a
 - 6.5. b

Practice Exercise 9**A.**

1. crashed
2. banged
3. murmured
4. jingled
5. slammed

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

A Lovely Day

The frying pan sizzles
With something good to eat
As the happy cat purrs
hmmm! I haven't had dinner
last night
The dog says bow wow wow!
what a lovely meal!
Can I share it with you,
my pal?
The birds overheard the two
Tweet-too, tweet-too,
in chorus they say
What a lovely day!
by: darclete

Practice Exercise 10

1. Her hands were vine shoots.
2. He took to the bottle after his wife's death.
3. There was not a soul in the street.
4. Life is not a bed of roses.
5. The dinner cost us twenty kina per head.
6. Would you like a SP?
7. He is afraid of the Evil One.
8. The music of her laughter.
9. He is a wet blanket.
10. He is going to bed.

Practice Exercise 11

1. spicy
 2. fire
 3. melt
 4. freezer
 5. thousand
 6. extinguished
 7. another
-

Practice Exercise 12

1. breath
 2. shelf
 3. missed
 4. dirt
 5. it was not about dancing but about a young child being beaten by his drunken father
 6. the young boy
 7. abab rhyming structure
 8. dizzy – easy; pans – countenance; knuckle - buckle
 9. she did not move, she did not react
 10. “hung like death” – the boy was actually clinging tightly to the father although the father was dangerous because he did not want to get hurt
“beat time on my head” – instead of playing an instrument, the father was actually hitting the boy.
-

END OF TOPIC 2

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

TOPIC 3

TYPES OF POETRY

In this Topic, you will learn about:

- **Narrative poetry.**
- **Ballad.**
- **Lyrical poetry.**
- **Sonnet.**
- **Elegy.**
- **Parody.**
- **Love poems.**

TOPIC 3: TYPES OF POETRY



When studying poetry, it is useful to, first of all, consider the theme and the overall development of the theme in the poem. Obviously, the development that takes place depends on the considerable extent of the type of poem one is dealing with.

This topic has seven (7) lessons.

Lesson 13 explains the style and purpose of a narrative poem. You will have the exercises to compare the two (2) types of narrative poetry.

Lesson 14 explains the origin, style and purpose of ballad. This lesson also gives you the opportunity to identify the rhyme structure, elements and figure of speech used in ballads.

Lesson 15 explains the origin and purpose of a lyrical poem. This lesson will help you identify the elements of a lyrical poem.

Lesson 16 discusses the origin, style and purpose of a sonnet. This lesson also helps you to identify the rhyme pattern of a sonnet.

Lesson 17 explains the style and purpose of an elegy. This lesson also lists the elements of a sample elegy from your area or the world.

Lesson 18 discusses the style and purpose of a parody. You will also learn the similarities and differences of a poem to its parody.

Lesson 19 discusses the style and purpose of a love poem. This lesson also helps you to write your own love poem.

We wish you all the best in your studies!

Lesson 13: Narrative Poetry



Welcome to Lesson 13 of Unit 6. In the previous lesson you learned about irony as a poetic device and have used it in poems. In this lesson, you will learn about narrative poetry, its types and its elements. You will also learn how to understand and write a narrative poem. First, let us look at your aims for this lesson.



Your Aims:

- define narrative poetry
 - identify types of narrative poetry
 - define specific vocabulary terms
 - identify the elements of a narrative poem
 - understand the meaning of a given narrative poem
 - write a narrative poem
-

What is narrative poetry?

Narrative poetry or a narrative poem is a poem that tells a story. Story poems take many different formats. They can be very long or quite short.

Types of Narrative Poetry

The most popular kind of story poem is the ballad. A ballad is a poem that tells a story about an event or a social issue. Originally ballads were sung or spoken.

This way the story would be passed down from generation to generation. The word „ballad“ comes from the Latin „ballare“ which means to dance, as the poem was sung to accompany dances. Ballads were composed by minstrels who travelled from town to town performing their work.

Ballads usually have a „singing“ kind of rhythm and are often set to music. The traditional ballad tells a simple story using strong characters, clear dialogue and suspense to keep the audience interested.

Modern song writers use the ballad form to tell their stories. Because ballads have strong and regular rhythm, rhyme and repetition, it is easy to memorise their words.

Now that you have read and understood what narrative poetry is and identified the common types of narrative poem, take time to read aloud some of the specific terms used to describe different types of narrative poems. They are epic, comedy, folksong, tragedy and sonnet.



A ballerina (dancer)



Activity 1 Here are the meanings of the specific terms in narrative poetry. Match the correct word to its meaning by writing the word in the space provided. The answers are in the box.

Epic	Comedy	Folksong	Tragedy	Sonnet
------	--------	----------	---------	--------

1. _____ a humorous or romantic ballad, usually with a happy ending.
2. _____ a poem of Italian origin that has 14 lines.
3. _____ a poem about a very sad event or situation, especially one that involves death.
4. _____ a poem set to music, usually accompanied with dance that tells a story about the history of a society.
5. _____ a long poem about the actions of great men and women or about a nation's history.

Thank you for completing this activity. Now, you may 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 this lesson.

Narrative poems, especially the ballad, like other poetic forms consists of a number of elements as listed below.

Elements of a Narrative Poem

1. **Rhythm** – The „sing- song“ quality in poetry is called rhythm. Rhythm in poetry often falls into established patterns which make us want to tap our feet or sway our hips methodically. Most ballads have regular rhythmic patterns.
2. **Rhyme** – a poem in which the last word in the line has the same sound as the last word in the next line.
3. **Repetition** – the use of repetition of words and phrases become part of the overall musical pattern of the poem. Repetition can be very powerful in emphasising thoughts and feelings by creating an emotional climax in the poem.
4. **Simile** – when one thing is said to be like another. For example, „she runs like the wind.
5. **Metaphor** – when one thing is said to be the other. For example, „she has a heart of stone.
6. **Personification** – where an object is described as if it is a person. For example, „came through the jaws of death“.

Now that you have an understanding about poetic devices and the specific elements in a narrative poem, here is an activity for you to do on the next page.



Activity 2 Read aloud the following poem. Then answer the questions that follow.

Alfie

My brother Alfie's had
his hair cut like a hedge,
it sticks up in the middle
and it's spiky round the edge.

He brushes it each morning
and keeps it fairly clean
you'll see him when he's coming,
he's dyed it bottle green.

Now Alfie thinks he's trendy
he thinks he's really cool
looking like a football pitch
as he walks to school.

All the teachers hate him
because he's got green hair,
and other kids they laugh at him
but Alfie doesn't care.

And I think he's fantastic
I think he's really great,
he's my favourite brother
and I'm his little mate.

- David Harmer



1. Which narrative elements are found in all the five stanzas of this poem?
 - a. _____
 - b. _____
2. The use of which word from the second to the fifth stanzas shows the element of repetition?

3. Write down the words and phrases that illustrates the poet's use of simile in stanza 1 and stanza 3.
 - a. Stanza 1? _____
 - b. Stanza 3? _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 13. In this lesson you learned about types of narrative poetry. You also learned about the elements of a narrative poem and how poets use poetic devices to create the emotional thoughts and ideas in the reader's mind. Now it is your turn to try.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

The following is a ballad for you to read aloud. Carefully study the use of commas, full stops, stanza arrangement and how the lines have been spaced out. Identify the pattern and tune in which the poem has been set. Then answer the questions that follow.

The Wild Colonial Boy

„Tis of a wild colonial boy, Jack Doolan was his name,
Of poor but honest parents, he was born in
Castlemaine,
He was his mother's only hope, his father's pride and
joy,
And dearly did his parents love their wild colonial
boy.

In sixty-one this daring youth commenced his wild
career,
With a courage all undaunted, no foeman did he fear,
He stuck up the Beechworth mail coach, and robbed
Judge MacEvoy,
Who trembling cold, gave up his gold to the wild
colonial boy.

He bade the Judge good morning, and told him to
beware,
That he'd never rob an honest chap that acted on the
square.
And never to rob a mother of her son and only joy,
In case he might turn outlaw like the wild colonial
boy.

One day as he was riding the mountainside along,
A-listening to the little birds, their pleasant laughing
song.
Three, mounted troopers came along, Kelly, Davis and
Fitzroy
With a warrant for the capture of the wild colonial
boy.

“Surrender now, Jack Doolan, you see we're three to
one.
Surrender in the Queen's name, you daring
highwayman!”
He pulled a pistol from his belt and waved the little
toy,
“I'll fight but not surrender!” said the wild colonial
boy.

He fired at Trooper Kelly, and brought him to the
ground,
And in return from Davis, received his mortal wound.
All shattered through the jaw he lay, still firing at
Fitzroy,
And that's the way they captured him, the wild
colonial boy.

So come along, my hearties, we'll roam the mountains
wide,
Together we will plunder, together we will ride.
We'll gallop over mountains and scour along the
plains
And scorn to live in slavery, bound down with iron
chains.

- *Anonymous*

1. In poetry, lines and stanzas are just like _____ and _____ in ordinary written text.
2. How many lines and stanzas do you think are there in this poem?
 - a. _____ lines in each stanza.
 - b. _____ stanzas in the entire poem.
3. The poet has used the phrase wild „colonial boy“ throughout the entire poem. Which poetic element does it signify?

4. The poet has also created a regular rhyming pattern which creates a specific emotional atmosphere. Identify and write down all the word pairs that rhyme in the poem.

5. Read aloud the poem again and very carefully study how the lines have been organized. Identify the rhythmic pattern used by the poet to set the mood and tone of this poem.

6. What is the poem about?

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

Answers to Activities**Activity 1**

1. Comedy
2. Sonnet
3. Tragedy
4. Folksong
5. Epic Narrative

Activity 2

1.
 - a. rhythm
 - b. rhyme
2. he"s
3.
 - a. his hair cut like a hedge
 - b. Looking like a football pitch

Lesson 14: Ballad



Welcome to Lesson 14 of Unit 6. In the previous lesson you learned about narrative poetry, a type or genre of poetry. You were able to define narrative poetry, identify the type of narrative poetry as well as identify the elements of narrative poetry.

In this lesson, you will learn about one of the kinds of narrative poetry which is the ballad. You will define ballad and identify the rhyme structure of a ballad. Finally, you will be reading a ballad and identify the elements of ballads.



Your Aims:

- define ballad
- identify the rhyme structure of a ballad
- identify the elements of ballads

The Ballad

Centuries-old in practice, the composition of ballads began in the European folk tradition, in many cases accompanied by musical instruments. Ballads were not originally written but rather preserved orally for generations, passed along through recitation. Their subject matter dealt with religious themes, love, tragedy, domestic crimes, and sometimes even political propaganda.

A ballad is a plot-driven song, with one or more characters with hurriedly developing events leading to a dramatic conclusion. At best, a ballad does not tell the reader what's happening, but rather shows the reader what's happening, describing each crucial moment in the series of events. To convey that sense of emotional urgency, the ballad is often constructed in quatrain stanzas (four lines in each stanza), each line containing as few as three or four stresses and rhyming either the second and fourth lines, or all alternating lines.



Activity 1 Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

Column A

- ___ 1. Folk
- ___ 2. Recitation
- ___ 3. Propaganda
- ___ 4. Crucial
- ___ 5. Quatrain

Column B

- A. information to promote political cause
- B. from the people
- C. a stanza of four lines
- D. act of repeating aloud or from memory
- E. very important

Thank you for completing this activity. Now, you may 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 this lesson.

The Elements of a Ballad

The following are the distinctive features of ballad.

- They always tell a clear and simple story
- They focus on the dramatic scenes within that story
- They usually contain direct speech which is simply expressed
- Their stanzas comprise of four lines, with the second and fourth rhyming (*abcb*) and a clear rhythm established
- They often contain a refrain or chorus so that the audience can join in

To understand ballad better, let us read Samuel Taylor Coleridge's "Rime of the Ancient Mariner," the tale of a cursed sailor aboard a storm-tossed ship. This is one of the English language's most valued ballads. It begins:

It is an ancient mariner
And he stoppeth one of three.
--"By thy long grey beard and glittering eye,
Now wherefore stoppest thou me?"

The bridegroom's doors are opened wide,
And I am next of kin;
The guests are met, the feast is set:
Mayst hear the merry din."

He holds him with his skinny hand,
"There was a ship," quoth he.
"Hold off! unhand me, grey-beard loon!"
Eftsoons his hand dropped he.

He holds him with his glittering eye--
The wedding-guest stood still,
And listens like a three-years' child:
The mariner hath his will.

Notice that each stanza of the ballad has four lines. Although it is written in old English, we can still understand the events of the ballad: an old sailor tried to speak to one of the guests in a wedding, who at first did not want to listen to him but eventually did. The rest of the ballad tells the tale of the curse of the sailor.

The rhyme structure of each stanza can be described as *abcb*, which means that the last words of the second and fourth stanzas have the same sound. In the first stanza, the sound of the word *mariner* can be represented by the letter **a**, while the sound of the word *three* is represented by the letter **b**. The sound of the word *eye* is represented by **c** while the sound of the word *me* which rhymes with *three* can also be represented by the letter **b**. Thus, the rhyme structure of the four lines of the first stanza of the ballad is **abcb**.



Activity 2 Read again the beginning of the “Rime of the Ancient Mariner” and answer the questions below.

1. How many lines does each stanza of the ballad contain?

2. What is this construction called?

3. What is the “Rime of the Ancient Mariner” all about?

4. In the first and second stanza of the poem, who is speaking: the old mariner or the wedding guest?

5. Identify the words that rhyme in each stanza
 - a. Second stanza: _____
 - b. Third stanza: _____
 - c. Fourth stanza: _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 14. In this lesson you learned about the ballad, its rhyme structure and its elements. You have also read and analysed an example of a ballad.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

One of the oldest ballads about love in the English Language is “the Demon Lover” which dates back to medieval times (5th to the 15th century.) Its author, or authors are unknown but it is survived through regular recitals at fairs or festivals. Read the ballad then answer the questions that follow.

The Demon Lover

“O where have you been, my long, long love
This long seven years and mair?”

“O I’m come to seek my former vows
Ye granted me before.”

“O hold your tongue of your former vows,
For they will breed sad strife;
O hold your tongue of your former vows,
For I am become a wife.”

He turned him right and round about,
And the tear blinded his eye:
“I was never hae trodden on Irish ground
If it had not been for thee.

I might hae had a king’s daughter,
Far beyond the sea
I might have had a king’s daughter,
Had it not been for love o thee.”

If ye might have had a king’s daughter,
Yer self ye had to blame”
Ye might have had taken the king’s daughter,
For ye knew that I was none.

If I was to leave my husband dear,
And my two babes also
O what have you to take me to,
If with you I should go?”

“I hae seven ships upon the sea –
The eight brought me to land –
With four-and- twenty bold mariners,
And music on every hand.”

She had taken up her two little babes,
Kissed them both cheek and chin
“O fair ye well, my own two babes,
For I’ll never see you again.
She set her foot upon the ship.

No mariner could she behold;
But the sails were o' the taffetie,
And the masts o the beaten gold

She had not sailed a league, a league
A league but barely three,
When dismal grew his countenance
And darker grew his eye.

They had not sailed a league, a league
A league but barely three,
Until she espied his cloven foot
And she wept right bitterlie.

"O hold your tongue of your weeping," says he
"Of your weeping now let me be;
I will shew you how the lilies grow
On the banks of Italy."

"O what hills are yon, yon pleasant hills,
That the sun shines wetly on?"
"O yon are the hills of heaven," he said
"Where you will never win."

"O whaten a mountain is yon," she said
All so dreary wi' forst and snow?"
"O yon is the mountain of hell," he cried,
"Where you and I will go."

He strack teh tap-mast wi' his hand,
The fore-mast wi his knee,
And he brake that gallant ship in two
And sank her in the sea.



1. Two people are speaking in the poem. Who are they?

2. How many children did the wife have?

3. How many ships did the lover have?

4. As soon as the wife steps into the lover's ship, what strange things did she notice?

5. What was the wife's reaction to what she discovered?

6. How did the poem end? What became of the wife and the lover?
-
7. How many lines are there in each of the ballad's stanza?
-
8. What is the rhyming scheme of the stanzas of the ballad?
-
9. Give four (4) examples of rhyming words that you can find in the stanzas.
- a. Stanza Two: _____
- b. Stanza Four: _____
- c. Stanza Six: _____
- d. Stanza Seven: _____
10. Tell the ballad in your own words.
-
-
-
-
-
-
-
-

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

Answers to Activities**Activity 1**

1. B
2. D
3. A
4. E
5. C

Activity 2

1. Four lines each stanza.
2. This is called quatrain.
3. It is a tale of a cursed sailor aboard a storm-tossed ship.
4. The wedding guest
5.
 - a. Second Stanza: kin - din
 - b. Third Stanza: he - he
 - c. Fourth Stanza: still - will

Lesson 15: Lyrical Poetry



Welcome to Lesson 15 of Unit 6. In the previous lesson you learned about the ballad which is a type of narrative poetry. You were able to define the ballad and identify both its rhyme structure as well as its elements.

In this lesson, we will continue our discussion with another genre of poetry, lyrical poetry. You will define lyrical poetry and identify its elements. Finally you will also identify the figures of speech used in a lyrical poetry.



Your Aims:

- define lyrical poetry
- identify the elements of lyrical poetry
- identify the figures of speech used in the poem

What is Lyrical Poetry?

Poetry has always been closely linked to music and singing. In classical Greek times, poems were often accompanied by a musician playing a lyre and the songs he sang usually expressed a personal emotion such as grief, adoration or disappointment. From the Greek, a lyric is a song sung with a lyre. This practice continued through the Anglo-Saxon period to Elizabethan times and the term **lyrical or lyric poetry** was used to describe such poems.

These poems incorporated music and dwelt on personal emotions rather than events of narrative story lines. Lyric poems express the thoughts and feelings of the poet but they do not tell a story which portrays characters and actions. The lyric poet addresses the reader directly, portraying his or her own feelings, state of mind, and perceptions.

Most poetry that we read and see is lyric poetry. It is usually a short poem with one speaker who is not necessarily the poet and who expresses his or her thoughts and feelings. There are many subdivisions of lyric poetry. The sonnet is a brief poem about feelings while other lyric poems express the complex evolution of thoughts and feeling, such as the elegy, the dramatic monologue, and the ode.



Activity 1: Based on the information about lyric poetry at the beginning of the lesson, write **TRUE** if the statement is correct and **FALSE** if incorrect.

- _____ 1. In ancient Greece, lyric poetry was sung to the accompaniment of a musical instrument called a lyre.
- _____ 2. Narrative poetry is another kind of lyric poetry.

- _____ 3. Lyric poems express the thoughts and feelings of the poet as well as tell a story which portrays characters and actions.
- _____ 4. The different kinds of lyric poetry are the sonnet, the ode, the elegy and the dramatic monologue.
- _____ 5. The poet writing lyric poetry addresses the reader directly, portraying his or her own feelings, state of mind, and perceptions.

Thank you for completing this activity. Now, you may 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 this lesson.

Elements of Lyrical Poetry

Read the poem “To an Athlete Dying Young” by A. E. Houseman.

To an Athlete Dying Young

by A. E. Housman (1859-1936)

The time you won your town the race
We chaired you through the market-place;
Man and boy stood cheering by,
And home we brought you shoulder-high.

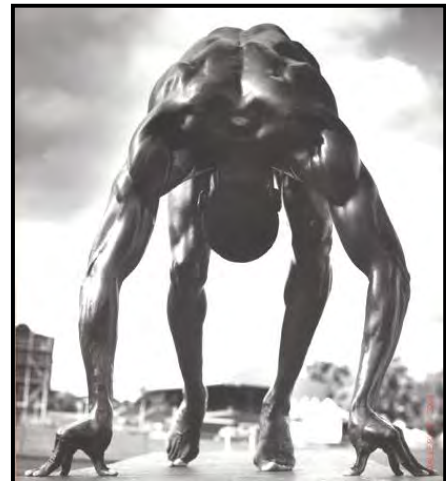
Today, the road all runners come,
Shoulder-high we bring you home,
And set you at your threshold down,
Townsmen of a stiller town.

Smart lad, to slip betimes away
From fields where glory does not stay
And early though the laurel grows
It withers quicker than the rose.

Eyes the shady night has shut
Cannot see the record cut,
And silence sounds no worse than cheers
After earth has stopped the ears:

Now you will not swell the rout
Of lads that wore their honours out,
Runners whom renown outran
And the name died before the man.

So set, before its echoes fade,
The fleet foot on the sill of shade,
And hold to the low lintel up
The still-defended challenge-cup.



And round that early-laurelled head
Will flock to gaze the strengthless dead,
And find unwithered on its curls
The garland briefer than a girl's.

The elements of lyrical poetry that you can see in the poem “To an Athlete Dying Young” include:

- Lyric poetry does not tell a story. In this poem, the speaker does not focus on the events of how and why the athlete died but on his **thoughts and feelings** about the young athlete who died.
- Lyric poetry contains **rhyme and rhythm**. The example poem has seven stanzas consisting of two lines of end - rhyming lines or couplets.
- Lyric poetry can have a variety of **themes** such as war and peace, nature and nostalgia, grief and loss. The theme of the poem is that “glory is fleeting.” Even the most successful person will die and it is even more tragic that the athlete in the poem died very young at the peak of his success.
- As with other kinds of poems, the lyric poem uses different poetic devices in order to bring its theme across to the readers. Different figurative language and imagery can be found in the poem “To an Athlete Dying Young.” Some examples of **figures of speech** are:
 - Metaphor – the direct comparison of two different things
Line 8 – “stiller town” – comparing a town to a cemetery
Line 13 – “eyes the shady night has shut” – comparing death to night
 - Simile – comparing two things using like, as or in this case, than, for example in Line 12 – “it withers quicker than a rose” – comparing glory to a withering rose
 - Alliteration – words that have the same initial sound, for example in Line 22 – “fleet foot”
 - Apostrophe – a figure speech in which the speaker of a poem, the writer of another literary work, or an actor in a play addresses an abstraction or a thing, present or absent; an absent entity or person; or a deceased person. In “To an Athlete Dying Young,” the speaker addresses the deceased athlete.



Activity 2 Based on the information about the elements of lyric poetry, answer the questions below.

1. What was the feeling of the speaker in the poem about the death of the young athlete?

2. Give four (4) pairs of rhyming words from the poem.

- a. _____
- b. _____
- c. _____
- d. _____
3. Aside from the example mentioned, look for two (2) more examples of alliteration in the poem.
- a. _____
- b. _____
4. What other figures of speech can you find in the poem?
- _____
- _____
5. In Line 9 of the poem, the speaker described the athlete as a “smart lad”. Why do you think he said this?
- _____
- _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 15. In this lesson you learned about another genre of poetry, lyrical poetry and its elements. You have also identified the figures of speech found in the poem.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

Read the lyric poem below and answer the questions about it.

To a Poet a Thousand Years Hence

I, who am dead a thousand years,
And wrote this sweet archaic song.
Send you my words for messengers
The way I shall not pass along

I care not if you bridge the seas
Or ride secure the cruel sky,
Or build consummate palaces
Of metal and masonry

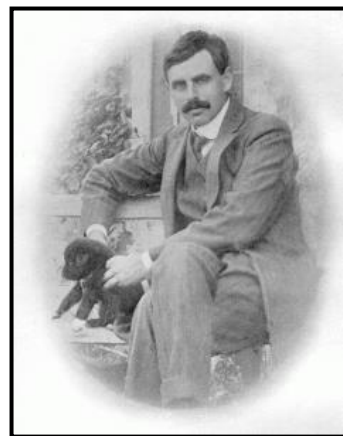
How shall we conquer? Like a wind
That falls at eve our fancies blow,
And old Moeonides the blind
Said it three thousand years ago.

But have you wine and music still,
And statues, and a bright-eyed love?
And foolish thoughts of good and ill,
And prayers to them who sit above?

Oh, friend, unseen, unborn, unknown,
Student of our sweet English tongue,
Read out my words, at night, alone.
I was a poet. I was young.

Since I can never see your face
And never shake you by the hand,
I send my soul through time and space
To greet you. You will understand.

- *James Elroy Flecker*



The author, James Elroy
Flecker, 1800s

1. Using your dictionary, find the meaning of the following words used in the poem.

- a. Archaic - _____
- b. Consummate - _____
- c. Masonry - _____

2. What is the rhyming structure of the poem?
- _____
3. Identify three (3) pairs of rhyming words in the poem.
- a. _____
- b. _____
- c. _____
4. What is the theme or the main idea of the poem?
- _____
5. The figure of speech apostrophe can be found in the poem. Who is the speaker of the poem addressing?
- _____
6. Aside from apostrophe, alliteration can also be found in the poem. What words in the same line begin with the same consonant sound?
- _____
7. What innovations and technology do you think the speaker in the poem is referring to in the following lines?
- a. bridging the seas - _____
- b. riding the skies - _____
- c. consummate palaces of metal and masonry - _____
8. If you were given a chance to send a message to the people in the future, what would you tell them?
- _____
9. What are the elements of lyric poetry do you see in this poem?
- _____
- _____

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

Answers to Activities**Activity 1**

1. True
2. False
3. False
4. True
5. True

Activity 2

1. He felt both regret and admiration for the death of the young athlete
2.
 - a. race - market place
 - b. by - shoulder high
 - c. down - town
 - d. away - stay
3.
 - a. silence sounds
 - b. runners whom renown outran
4. Personification: name died before the man
5. He was smart to die young at the peak of his success because people will remember him and he will not live longer and fail.

Lesson 16: Sonnet



Welcome to Lesson 16 of Unit 6. In this lesson you will learn about what a sonnet is, and its main parts. You will specifically learn about its rhyme pattern, and will also learn to write a sonnet.

First, take a look at the aims for the lesson.



Your Aims:

- define sonnet
 - identify the rhyme pattern in a sonnet
 - write a sonnet
-

What is a sonnet?

Poems are part of our everyday lives. They are part of our imaginations and feelings. Through them, we are able to share what we think and feel with others in a colourful and imaginative way. You may have read or written poems of your own. If you have read poems, you would realise that a lot of poems today are written in everyday language that we speak and read. In the past however, poems were sometimes written in poetic language or used English of the earlier centuries. In this lesson, we will focus on one type of poem that was written in the 13th century. This poem is called a „sonnet.“

A *sonnet* is a poem that has 14 lines. Each line contains 10 syllables and a fixed rhyme pattern. As you go through the lesson, you will come to understand this poem better. The name sonnet comes from the Italian word *sonetto*, which means "little song." The sonnet is different from other types of poems mainly because of the number of lines it has, and the strict rhyme pattern it follows.

Basically, in a sonnet, the poet aims to show two related but differing things to the reader in order to communicate something about them. In doing so, the poet expresses strong feelings about the subject in a logical argument, to which he or she comes up with a way of addressing the subject. The subject may be about anything. However, poets set out the arguments in their sonnets in this way:

1. Introduce the problem or situation in the beginning.
2. Explain and consider the problem in detail.
3. Conclude by providing a suggestion to the problem or situation

The History of Sonnet

Writers of sonnets are sometimes called *sonneteers*. The first sonneteer was an Italian poet called Giacomo da Letini, and he wrote the first sonnet in the thirteenth century. However, another Italian poet called Petrarch was the one who made the sonnet popular because he wrote his sonnets in connected series called *sonnet*

sequences. That means he wrote his sonnets in the form of a story. From then on other poets started to write their sonnets in this way. Poets in other countries quickly adopted the sonnet, the most popular one being William Shakespeare, who wrote his most famous sonnets in English.



Activity 1 Answer the following questions to test your understanding about sonnet.

1. Define sonnet. Use your own words.

2. Where did the sonnet come from?

3. What makes a sonnet different from other poems?

4. How does a poet set out the argument in his or her poem?

a.

b.

c.

5. Who made the sonnet popular and how?

Thank you for completing this activity. You may now go to the end of the lesson to check your answers. Make sure you do the necessary correction before moving on to the next part of the lesson.

The Rhyme Pattern of a Sonnet

There are two (2) main types of sonnets: the "English" or "Shakespearean" sonnet and the "Italian" or "Petrarchan" sonnet. The letters of the alphabet are used to show the pattern of rhyme, or "rhyme scheme," in the 14 lines in a sonnet, in both the Italian and English sonnet.

In a traditional "English" or "Shakespearean" sonnet, the first twelve lines are divided into three groups called "stanzas." Each stanza has four lines each, called "quatrains". The last two lines usually rhyme, and make up what is called a "rhymed couplet." These lines conclude the poem by summing up the story told in the previous quatrains.

The rhyme scheme or pattern:

a-b-a-b, c-d-c-d, e-f-e-f, g-g is typical of an "English" sonnet.

In the traditional "Italian" or "Petrarchan" sonnet, the poem divides into a group of eight lines called "octave" which is followed by a group of six lines called "sestet".

The rhyme scheme or pattern:

a-b-b-a, a-b-b-a, c-d-e-c-d-e is typical of an "Italian" sonnet.

So from the above explanation, a *rhyme pattern* is therefore, the pattern of rhyming lines in a poem. It is usually referred to by using letters to indicate which lines rhyme. For example *abab* indicates a four-line stanza in which the first and third lines rhyme, as do the second and fourth.

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

Bid me to weep, and I will weep,
While I have eyes to **see**;
And having none, yet I will keep
A heart to weep for **thee**.

Sounds that are underlined are marked with the letter A

Sounds that are in bold are marked with the letter B

Sounds that *almost* rhyme are called "slant rhymes" or "near rhymes" (for instance, "fat" and "cant").

Rhyme is determined by sound, not spelling, so don't get fooled. For example, which of these two pair of words rhyme? *Puff and enough* or *through and though*.

It is the pair, *puff* and *enough* that rhyme because they sound the same.

Now read a sonnet by doing the activity on the next page.



Activity 2 Read this modern day sonnet by Miranda H. and try to identify the rhyme pattern by answering the questions below.

Life is an artwork

Should I compare our lives to a painting? ()
 Some are colourful, others black and white. ()
 We are all of us artists in training, ()
 Sometimes our colours are dark, sometimes light. ()

Some of us plan others go off the cuff ()
 Some draw in pencil, afraid of mistakes ()
 Some of us give in when things get too tough ()
 Some of us will do whatever it takes ()

Some of us draw only what is present ()
 Some of our works are more than meets the eye ()
 Sometimes our art appears very pleasant ()
 Sometimes we suffer even when we try ()

Whatever the kind of artwork you make ()
 Be sure it is you and not a mere fake ()

1. What rhyme pattern does this sonnet follow, English or Italian?

2. How many stanzas does this sonnet have?

3. Identify the rhyme scheme or pattern of this sonnet?

4. Indicate on the sonnet above, the rhyme pattern by filling in the correct letters within the brackets, at the end of each line.
5. What is the personal feeling or emotion expressed in this sonnet?

Thank you for completing this activity. Now, you may 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 this lesson.

How to Write a Sonnet

Remember that a sonnet usually starts with a problem and ends with a reply or answer to the problem. Although there are two forms of the sonnet, you are encouraged to use the English form, which is the more modern form.

Therefore, in order to write a good sonnet, it is important that you follow these steps:

1. **Decide on the subject** you want to write about. Make a list of all the possible subjects and ideas related to them. This is called brainstorming.
2. **Identify the issue or problem**, and state it in the first 3 stanzas or verses of your sonnet. Each stanza or verse should have 4 lines each, and 10 syllables in each line.
For example;
Should/ I /com /pare/ our / lives / to / a / pain / ting?
1 2 3 4 5 6 7 8 9 10 syllables
3. **Make sure that each stanza uses a sonnet rhyme scheme or pattern.** Depending on whether you choose to write an English or Italian sonnet, use the proper rhyme pattern.
4. **Ensure that the last words of all the lines rhyme with the corresponding line.** For example, if you use the English sonnet pattern, line 1 and 3, and line 2 and 4 of the first 3 stanzas must rhyme with each other.
5. **Make the last section or stanza of 2 lines rhyme.** That means the last words in the last two lines must rhyme.
For example; Whatever the kind of artwork you make.
Be sure it is you and not a mere fake.

It would help you to read different kinds of sonnets to help you have a feel for how a sonnet should be written.



Activity 3: Write a short sonnet on any subject by following the steps mentioned above. You can use the hints on the rhyme pattern and the sonnet in Activity 2 to guide you.

(Title)

This image shows a single sheet of white paper with horizontal 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.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 16. In this lesson you learned that a sonnet is a poem that has 14 lines, 10 syllables and uses a strict rhyme that is different to any other poem. In this topic, you also learned about the origin of sonnet, its style as well as rhyme pattern and the feelings it expresses. As a student, learning about this poem will help you be aware of and appreciate poems more.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

Read the poem "Decision", a modern day sonnet and try to answer the questions that follow.

Decision

There are only two possibilities
God the result of imagination
Or God the Lord over all creation
With supernatural abilities
Considering the liabilities
The former, a finite observation
The latter, spirit rejuvenation
With its infinite capabilities

Choosing the former one has to reason
What's wanted is some final solution
An end to it all with no life ahead
I choose the latter for a new season
Trusting in God as my resolution
Gaining promised eternal life instead

1. Write the letter of the correct meaning of each word on the blank spaces. The words are from the sonnet.

Words		Definitions	
_____ a. Liabilities	i.	Renewal	
_____ b. Finite	ii.	Later	
_____ c. Rejuvenation	iii.	Limited	
_____ d. Infinite	iv.	Earlier	
_____ e. Latter	v.	Disadvantages	
_____ f. Former	vi.	Unlimited	

2. What is this sonnet about?

3. What do you think is the writer's purpose in this sonnet?

4. Does this sonnet use the English or the Italian form? Explain.

5. Write out the rhyme pattern or scheme of this sonnet.

6. What are the writer's feelings about the subject of his sonnet?

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

Answers to Activities

Activity 1

1. A sonnet is a poem that has 14 lines, 10 syllables and uses a strict rhyme scheme or pattern.
2. The sonnet came from Italy, as it was first written by an Italian poet.
3. The sonnet is different from other types of poems mainly because of the number of lines it has, and the strict rhyme pattern it follows.
4. Poets set out the arguments in their sonnets in this way:
 - a. Introduce the problem or situation in the beginning.
 - b. Explain and consider the problem in detail.
 - c. Conclude by providing a suggestion to the problem or situation
5. The sonnet was made popular by Petrarch, who first composed the sonnet in connected series, or wrote the sonnet in the form of a story.

Activity 2

1. This sonnet uses the English rhyme pattern.
2. This sonnet has 4 stanzas.
3. The rhyme pattern in this sonnet is: *a-b-a-b, c-d-c-d, e-f-e-f, g-g*

4. Rhyme pattern

Life is an artwork

Should I compare our lives to a painting?	(a)
Some are colourful, others black and white.	(b)
We are all of us artists in training,	(a)
Sometimes our colours are dark, sometimes light.	(b)
Some of us plan others go off the cuff	(c)
Some draw in pencil, afraid of mistakes	(d)
Some of us give in when things get too tough	(c)
Some of us will do whatever it takes	(d)
Some of us draw only what is present	(e)
Some of our works are more than meets the eye	(f)
Sometimes our art appears very pleasant	(e)
Sometimes we suffer even when we try	(f)
Whatever the kind of artwork you make	(g)
Be sure it is you and not a mere fake	(g)

5. The feeling expressed in this poem is of hope for the kind of destiny we set for our lives. It all comes down to how we plan our lives.

Activity 3

(Structure your sonnet using the steps mentioned and the examples given.)

Lesson 17: Elegy



Welcome to Lesson 17 of Unit 6. In the previous lesson you learned about sonnet. In this lesson you will learn about another type of poem, known as the elegy. You will specifically learn about its purpose, style and main parts.

First, take a look at the aims for the lesson.



Your Aims:

- define elegy
- identify the basic structure of elegy
- write an elegy

What is an elegy?

In the previous lesson, we looked at the sonnet, which is a poem that was first written in the 13th century by an Italian poet. In this lesson, we will focus on another early 16th century poem called the elegy.

The *elegy* is a poem or song that is written to mourn the death of a loved one. It is similar to a eulogy speech, which is read during a funeral service to reflect on the life of someone who has died. The writer of an elegy may be a close relative or friend of the person who has died, and dedicates the poem to him or her as a way of expressing sadness at the loved one's passing. At the same time, the writer may use the poem to praise the person's life. In doing so, he or she may come to terms with the death of the loved one and try to move on in life.

Two famous examples are the English verses by John Milton's "Lycidas," written for Milton's friend Edward King, and Percy Shelley's "Adonais," grieving the death of John Keats. In both poems, the spirit of the lost friend is understood to live on, encouraging the poet to return to life to carry on the work of the world. These poems by Milton and Shelley are good examples of early elegy poems that you should try to read. However, there are also a lot of modern elegy poems that you can choose to read from.



Activity 1 Answer the following questions to test your understanding about what an elegy is.

1. Define elegy using your own words.

2. What is the main purpose of an elegy?

3. Who would the writer of an elegy usually be?

4. What feelings or emotions are strongly expressed in an elegy?

5. Where would you usually come across an elegy?

Thank you for completing this activity. Now, you may 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 this lesson.

The Basic Structure of an Elegy

There are many types of poems and many structures which are used by these different types of poems. Each type of poem has its own requirements which a poet must follow in order to compose one. The elegy does not use a strict rhyme pattern or scheme like the sonnet, but uses an open form or structure that allows the poet to be as creative in terms of the tone, voice, and choice of words that he or she wishes to use.

The elegiac mode has three (3) kinds of structures:

1. The poem turns from grief to consolation;
2. The poem turns from grief to the refusal of consolation; and
3. The poem goes from grief to deeper grief.

Look at this modern day poem from Papua New Guinea, which uses one of the three kinds of elegiac structures.

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 heavily sadness wrapped the atmosphere

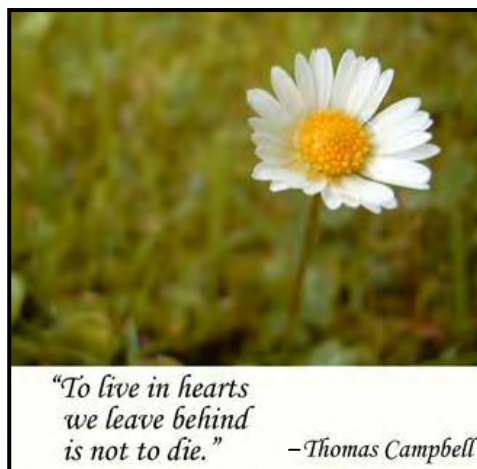
She was gone, her favourite dress
hung limply on its hanger, her
bed lay unslept in....she was gone

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.

- *Loujaya Mojii Dunar*



As such, the style of a typical elegy is shaped by an emotional pattern. You will have realised after reading the poem above that it begins with the writer expressing grief and despair upon fully realising the loss of her mother. Then slowly she starts to work through the grief to a point where the poem begins to rise again, and finds some kind of reconciliation and comfort.



Activity 2 Answer the following questions based on the poem "Lament for a Dead Mother" by Loujaya Mojii Dunar. These questions should help you to understand how an elegy poem is structured.

1. Who is this elegy poem written for?

2. Which of the three elegiac structures does this poem use?

3. Explain your answer to Question 2.

4. Explain what the writer is expressing in each verse or stanza of the elegy.

a.

b.

c.

d.

c.

5. Do you think the writer has come to terms with or accepted the death of her mother? Explain.

Thank you for completing this activity. Now, you may 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 this lesson.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 17. In this lesson you learned that an elegy is a poem that is written to mourn the death of a loved one. In this lesson, you also learned about the main purpose of an elegy, the style of writing it uses and its basic structures and elements. As a student, learning about this type of poem will help you to appreciate it better as well as enable you to write an elegy for a loved one who has died.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Read this elegy from Papua New Guinea, by Regis Stella and try to answer the questions that follow.

Farewell to a friend

Though the wounds remain unhealed
Though the sea is rough
Though you said no parting words
When you left
I will still long...and wait.

When the moon ascends
When the mango season comes
I shall go to the well of our yesterday
And there I shall keep vigil
Thinking that you will only mail
Me your shadow
Just to remind me of the old times.

But if the moon does not rise,
If the sea is not calm,
And if the well is dry,
I will know that,
You have decided
To discard the mirror of both of us.

My last hope will be with the canopy bird.
Remember we used to creep among the tall
Grasses,
To listen to their singing?

I will creep to that spot,
We used to creep to.
This time alone minus you.
I will wait anxiously for their serenades.
Hoping that, you will at least,
Pass my hallo via them.

Though my hopes are slim,
I will wait.
Just in case...

1. Who do you think this elegy is written for?

2. What message is the writer trying to convey in this poem?

3. What does the writer say he will do in remembrance of his loved one?

4. Listed below are several lines that are found in the elegy poem. Try to work out the meanings of these lines within the context of the sentences they are used in.

- a. ...the wounds remain unhealed

- b. I shall go to the well of our yesterday

- c. To discard the mirror of both of us

- d. I will wait anxiously for their serenades

- e. ...my hopes are slim

5. Which of the three structures has the writer used in this poem?

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

Answers to Activities

Activity 1

1. An *elegy* is a poem or song that is written to mourn the death of a loved one.
2. The main purpose of an elegy is to express grief at the loss of a loved in order to come to terms with this loss and move on.
3. The writer of an elegy normally is someone who is grieving. He could also be a poet expressing grief over a death of someone close to him or her.
4. The main feelings or emotions expressed in an elegy are that of sadness and grief.
5. One would usually come across an elegy at a funeral service.

Activity 2

1. The elegy poem is written for Loujaya Mojii Dunar's late mother.
2. The elegiac structure use by this poem is the one that turns from grief to consolation.
3. The poem uses the structure above because it begins with the writer expressing grief and despair upon fully realising the loss of her mother. Then slowly she starts to work through the grief to a point where the poem begins to rise again, and finds some kind of reconciliation and comfort.
4. Each verse or stanza of the elegy express the following:
 - a. The writer noticing that her mother is no longer in the house or has gone.
 - b. The writer noticing that her mother has left her material possessions, such as her dress and an empty bed.
 - c. The writer staring at the lifeless body of her mother and remembering her smile and the joy she had had brought to her life.
 - d. The writer is questioning why her mother had to die young and leave her.
 - e. The writer is coming to terms with her mother's death and the impression that she has left behind.
5. Yes, the writer has come to terms with the death of her mother from what she expresses in the last verse or stanza of the poem. She mentions that although when a person dies there is not a trace of him or her, he or she does leave behind an impression on the minds of those left behind.

Activity 3

(Structure your elegy using the elements mentioned and the examples given).

Lesson 18: Parody



Welcome to Lesson 18 of Unit 6. In this lesson you will learn about yet another type of writing called a parody. You will specifically be introduced to its main purpose, style and basic parts, as well as compare and contrast a poem to its parody.

First, take a look at the aims for the lesson.



Your Aims:

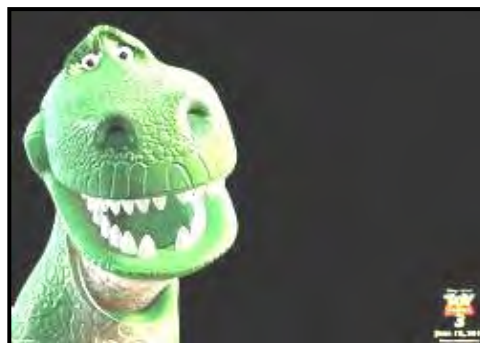
- define parody
 - identify the basic parts of parody
 - write a parody
-

What is a parody?

When you hear or see the word parody, what word does it remind you of? The word that comes to my mind is „parrot,“ which means to imitate someone or something in a funny way. In the same way, *parody* refers to a literary work, such as a piece of writing, music, or acting that deliberately imitates or copies the characteristic style of another author or work in order to make fun of or mock the original work.

The word parody comes from the Greek word *paroidia*, which means a song sung alongside another. The main aim of a parody is to criticize or mock the original work in a humorous way. Parody is based on humour. It must make the audience think of the original, but the humour lies in the take-off on the original, generally by flipping the image and coming up with something that is the opposite of the original.

Today, a parody can involve print, audio and visual media. For example, look at this screenshot on the right of a scene in *Jurassic Park*, a 1993 movie featuring a *Tyrannosaurus Rex*. On the left, the screen shot has been parodied by Rex the Dinosaur in *Toy Story 3*, an animated movie.



You would also come across a lot of parodies in advertisements in print, on television and even on the radio, which parody famous sayings or songs by popular artists.



Activity 1 List at least five (5) examples of parodies that you may have come across with and also indicate the original work that was parodied.

	Parody	Original
1.		
2.		
3.		
4.		
5.		

Thank you for completing this activity. Now, you may 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 this lesson.

The Elements of Parody

Remember that a parody uses elements or parts of a well-known work to create a brand-new work – one that obviously calls to mind the original. Therefore, when writing a parody, you must make sure that your parody has the following features:

1. It must be based on an original work;
2. The original host work must be famous and/or known to your audience.
3. The creator of the parody, must take and use only so much of the original work as necessary to bring to mind the original host work; and
4. The parody that is created must remind the reader of the original work but at the same time result in a new, original work.

For example, in America in the State of Washington a maker of transfers for tee shirts created a design with the words *hard rain* in the centre of a circle with the word *cafe* under them. The design was quite similar to the *Hard Rock Cafe* logo. The design was intended only as a parody of the *Hard Rock Cafe* design, a parody which tourists to Washington State would find humorous because of the almost constant hard rain that falls in Washington. This design has all the elements of a parody. It is based on an original as well as popular design that most people know about. However, it is a new design that still brings to mind the original *Hard Rock Café* design.



Activity 2 Read this poem titled “Mass Media, Mass Mania” by Norah Vagi Brash, which is a parody of mass media. Then answer the questions that follow.

Mass Media, Mass Mania

Yummy, sweet marie, tea cake
KO kraka, PK, KK,
Tic tac Fanta tango
Toothache, decoy, decay
Koikoi anyway
Fall out, pull em out
Strong teeth? No way!

Talking about lime fresh
Blue Omo for Brightness
Palmolive, brighter soap, whitey soap
Soft soap, dope soap
Whiter wash, wash wash, brain wash
Brain blank, blank cheque, blank bank
Check out!

Buy now, buy new, buy big, buy bulk
Buy more, buy me, buy now, Dinau
Buy! Buy! Goodbye self-reliance
Sell! Sell sell self, sell soil
Sell soul, sell out, sell bottles,
Sell empty promises,
SOLD OUT.

1. What is the subject being parodied in this poem?

2. Why do you think the poet chose to parody this subject?

3. What effect does the subject have on us?

4. From the poem, do you think the poet feels this is a good or bad thing? Why?

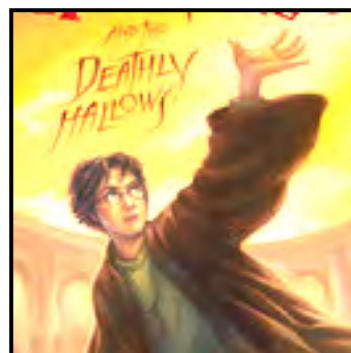
5. What are some of the results she mentions in the poem?

Thank you for completing this activity. Now, you may 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 this lesson.

How to write a parody?

Writing a parody of something requires a good sense of humor and good writing skills. You can parody a lot of things, including a TV show, the news, the internet, a play, a song, your boss's antics, or even yourself if you're game enough. Here are some tips for writing a parody of a book:

1. Decide upon which book you would like to parody. A parody should only be done of books that are



popular or famous. For example, you may choose to parody one of the Harry Potter books.

2. Get a fair idea of the story. The next step is to read the book to get an understanding of what the story is all about. This will enable you to see what parts of the story you may like to parody.
3. Get the characters. Identify who the characters of the story are, and decide what names you can give to the characters for your version of the story. However, you must make them comical or funny. For example, in place of Harry Potter, you may decide to name the character Barry Trotter.
4. Add a heavy comic element. Make the story funny by adding funny instances like a meek Voldemort who is scared of his shadow or a Legolas whose arrows do not want to come out.
5. Expand upon the base. At this stage you should make your story bigger by adding more funny or comical details.



Activity 3 Write your own parody to a chosen poem. Take into account the elements of a parody and the steps in writing a parody to guide you.

(Title)

This image shows a single sheet of white paper with horizontal 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.

[illegible]

Thank you for completing this activity. Now, you may 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 this lesson.



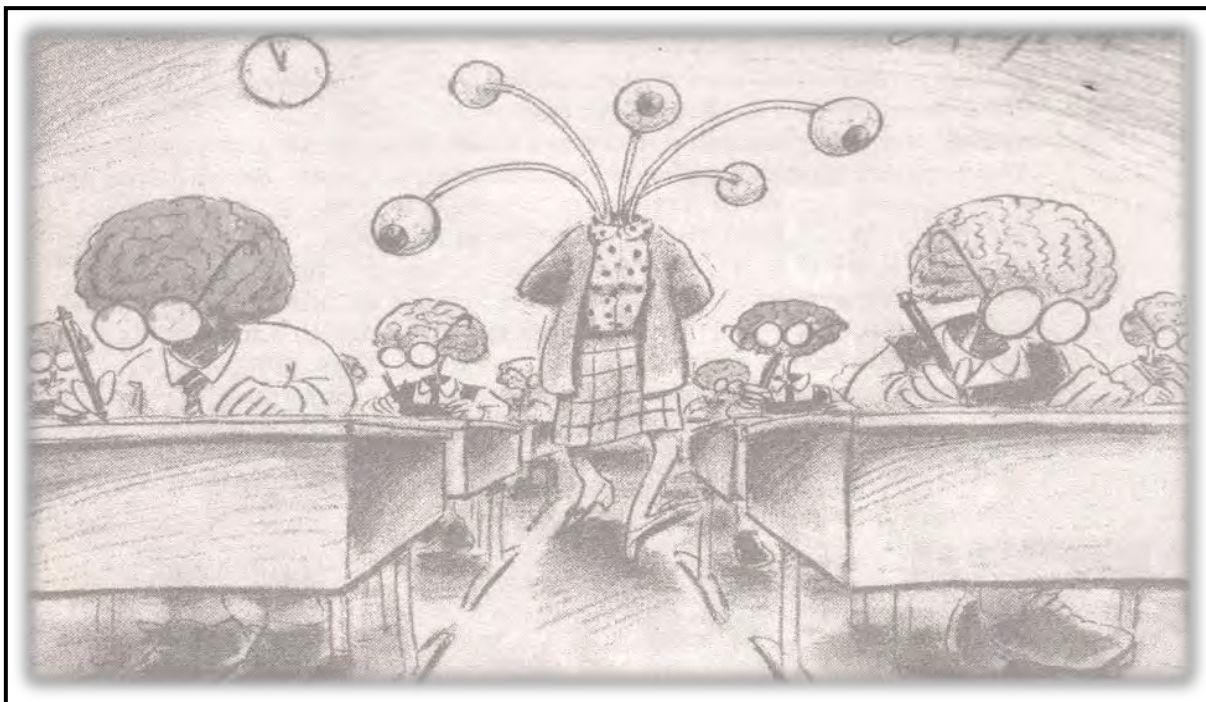
Summary

You have come to the end of Lesson 18. Remember that a parody is a literary work, such as a piece of writing, music, or acting that deliberately imitates or copies the characteristic style of another author or work in order to make fun of or mock the original work. In this lesson, you also learned about the elements of a parody as well as the steps to follow to write your own parody.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Look at this cartoon which was published in *The Sydney Morning Herald*, an Australian newspaper, which set out to parody an important aspect of education. Study it carefully and answer the questions that follow.



1. What is being parodied in this cartoon?

2. What important aspect of the subject above do you think is being parodied in this cartoon?

3. What has the cartoonist done to reduce everyone in the cartoon to uniformity?

4. What do you think the cartoonist is trying to say by emphasizing brains and glasses of everyone who is sitting?

5. Who do you think is being portrayed walking among those who are seated?

6. Why do you think the cartoonist has portrayed this person in this way?

7. What is the overall message of this cartoon?

8. How effective would you rate this cartoon? Why?

9. Do you find this cartoon funny? Why?

10. Do you agree with the message that the cartoonist is trying to get across? Why?

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

Answers to Activities**Activity 1**

Parody	Original
1. Scary movies 1	Saw Movie
2. Mama mia noodles advertisement	Mama mia by ABBA
3. Mr. Beans	Spiderman The Movie
4. Robin Hood Man in tights	Robin Hood Prince of Thieves
5. Dance Flick	All dance movies

Activity 2

1. The subject being parodied is mass media.
2. The poet chose to parody mass media because it has a lot of impact on us ordinary citizens.
3. Mass media as a form of advertisement tries to persuade to continue to buy products that will destroy our health as well as finish our money
4. From the poet's tone she feels that mass media is bad because of the countless products she has mentioned and their effects on us.
5. Some of the results of these products on us are:
 - Toothache
 - Tooth decay
 - Tooth fallen out
 - Brain wash
 - Brain blank
 - Blank cheques
 - Blank bank
 - Dinau
 - Good bye self-reliance
 - Sell self
 - Sell soil
 - Sell soul
 - Sell out
 - Sell bottles
 - Sell empty promises

Activity 3

(Structure your parody using the elements and the steps mentioned. Use the parody, "Mass Media, Mass Mania" by Norah Vagi Brash, in Activity 2 as an example.)

Lesson 19: Love Poems



Welcome to Lesson 19 of Unit 6. In the previous lesson, you learned about parody. In this lesson you will learn about love poems. You will specifically learn about the purpose and style of a love poem, as well as its main parts.



Your Aims:

- define love poems
 - identify the basic parts of a love poem
 - write a love poem
-

What is a love poem?

Poetry is much like music. Like music poems create moods and have different forms. Poets choose the form that best expresses their impressions, feelings, or ideas. Sometimes, poem describe just one brief moment the poet has experienced. Other times, poetry is humorous. Love poems are poems that are written about love. They speak about the passion, desire, and vulnerability of being in love. Poets who write love poems use their poems to express how being in love with someone and sharing their lives changes everything in their life. Falling in love is seen as the greatest feeling ever because when you are with your lover, there is no greater feeling.

For example, the following poem expresses the pain of losing someone who is loved. The poet further seeks strength and hope to finally move on in life.

Lost Love

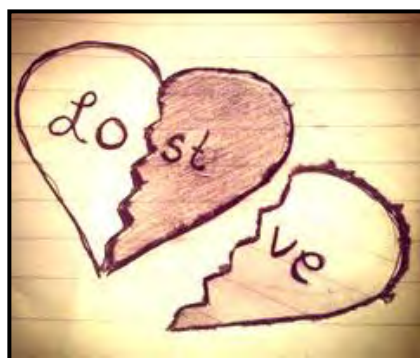
Void, empty, hollow inside
My dreams have fled, my hopes have died
Existence has no reason
Life's just passing with each season

She was my life, my hope, my love
All is gone, passed by thereof
The hurt is such no one should bear
What's to life, why should I care?

I weep all night for my hope, my love gone
My heart is sick, for death I long
Mine eyes well tears for love that's lost
I'll mourn always for the great cost

But in each day Lord give me hope
Strengthen me so I may cope
Grant me wisdom to help me see
Thy great way, and not just me.

- Anonymous



**Activity 1** Answer the questions below to test your understanding of love poems.

1. What is a love poem?

2. What is the main purpose of a love poem?

3. What style of writing does a love poem use?

4. What feelings or emotions are expressed in love poems?

5. Name one (1) love poem that you know or have come across.

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

Elements of a love poem

A good poet selects, arranges and rearranges words until he or she is able to express what he or she feels, especially a love poet. Love poems express meaning more powerfully, because they persuade a person's feelings at the same time as they make statements to his or her mind. A love poem like the elegy does not use a strict pattern or scheme like the sonnet, but uses an open form or structure that

allows the poet to be as creative in terms of the tone, voice, and choice of words that he or she wishes to use. However, a good love poem must contain certain elements of poetry:

- **Diction** - the poet's choice of words in a poem.
- **Denotative diction** refers to a poet's use of dictionary definition of words. Therefore, *denotation* is the dictionary meaning of words.
- **Connotative diction** refers to a poet's use of words that have a more personal or suggestive meaning. Therefore, *connotation* is the shades of meaning words have acquired through association and use.

For example, the denotative meaning of *rose* is "bush or shrub usually with thorns on its stems, bearing an ornamental and usually sweet-smelling flower, growing in cultivated and wild variety." The connotative meaning of *rose* is "love," "lady" "fragile", etc.

- **Image** - a concrete detail that appeals to any of the reader's senses. It is a representation of a sensory impression, feelings or idea.
- **Imagery** refers to a pattern of related images in a poem. It is often symbolic or metaphorical in that it conveys meaning beyond the literal sense.
- Although many of the image-making words appeal to sight (visual image) there are also images of touch (tactile), sound (auditory), taste (gustatory) and smell (olfactory). An image is often a single word or it may be a complete sentence.

For example, look at these lines from each of the verses or stanzas of the poem, "The Lovers," by Ben Nakin. The underlined words are images.

Beneath the soft swaying palms...
Like two flashing fireflies...
The bird of paradise sings with joy...
Embrace, never to be parted...

- **Figures of speech** - when poet uses language figuratively rather than literally, he/she means something other than the actual, denotative meanings of his/her words. A poet often uses figures of speech to indicate that he/she is using language in a figurative sense and not literally.

Poets use many figures of speech in their poetry. A poet may make two kinds of statements, literal and figurative. "I am sick." and "Yonder is an ocean" are examples of literal statements: "I have a broken heart," "My heart is an ocean of love," are examples of figurative statements and they have another meaning to the literal one.

The three (3) most common of these are simile, metaphor and personification.

- **Simile** - a figure of speech that expresses a resemblance between two essentially unlike entities or compares two nouns (persons, places or things) that are unlike using comparative terms "like," "as" and "than."

For example; *“My love is like a red rose”* or *“Her heart is as strong as a rock.”*

- **Metaphor** - another figure of speech, which omits the comparative terms (like, as, and than) and says or implies that one thing is another that cannot literally be.

For example; “I am heartsick.” “She has a heart of gold.”

Note: A simile says that x is like y; a metaphor says that x is y.

- **Personification** - a figure of language that bestows human traits on anything non-human. It compares the non-human and is thus a kind of metaphor in which one member is always human. Personification occurs frequently in common speech as well.

For example; “She won’t run,” a driver says of a stalled car. “Money talks,” “Let’s get out of this raging storm.”

In personifying car, money and storm, nobody visualizes them as people.



Activity 2 Read this love poem by Ben Nakin, and try to identify the elements found in it, such as the denotations and connotations, images and figures of speech (similes, metaphors and personifications).

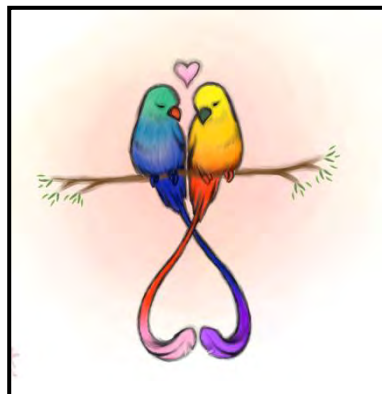
The Lovers

The sea rolls onto the beach
Beneath the soft swaying palms.
Like two little puppies we played
For we were lovers

The seagulls fly free
Beyond the leafy pandanus trees.
Like two flashing fireflies
We flew after each other
Long past retiring time
For we were lovers.

The bird of paradise sings with joy
In the ever-high mountains.
Like two lithe creepers we tangled
Far into the jungle
For we were lovers.

The stream gladly conjoins the river
Between her sandy banks
As we, like long-lost relations
Embrace, never to be parted,
For we are lovers.



Identify an example of each of the following elements found in the love poem you just read.

1. Denotation

2. Connotation

3. Images

1.

2.

3.

4.

4. Simile

5. Metaphor

6. Personification

Thank you for completing this activity. Now, you may 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 this lesson.

How to write a love poem?

We can all write poetry, especially love poetry. We do not have to use a special kind of language. We can use language that we use every day. So how can we make our love poem sound new and different? We can make our poems sound new and different by using the language we use daily in new and different ways. We can do this by putting words together in a way that they sound new and exciting. Here are a few hints that you can use to help you write a good love poem:

1. Think about the object of your love. It may be a person, like someone you secretly admire or love, your mother or father, or even your best friend. You will find it easier to write if you have strong feelings about someone.
2. Brainstorm your ideas. Here, you can make a list of all the things you love about that person and the feelings you have for him or her. For example, how that person looks, all the things you love about him or her, how he or she makes you feel, etc.

3. Write a first draft of your love poem. Include from your brainstorm list all the ideas or feelings you have for that particular person. You don't have to worry about the structure or whether your ideas go into a verse or stanza yet. Simply express yourself.
4. Include elements of poetry to spice up your love poem. Decide which ideas you would like to emphasize or describe in detail by using connotations, or images, or even figures of speech, such as similes, metaphors and personifications to clearly express them. For example, *the love of my life, she is my prima donna, beautiful inside and outside, her face is a mask of beauty, her skin is as smooth as silk, her scent is as sweet as honey, she is my rock, my heart skips a beat every time we are together, etc.*
5. Edit and re-edit the poem. Cross out ideas that you are not happy with, and include new ideas that come to mind, as you read the poem over and over again. Make sure your expressions convey the feelings you truly have for that person.
6. Group related ideas together and arrange them into verses or stanzas. Decide on the type of pattern you would like to use, such as the number of lines in each verse or stanza, whether to use rhymes, etc. Here is an example of a verse or stanza that has 4 lines, and uses a rhyme pattern.

Ebony, my-to-be wife
You are my prima donna
The love of my life
And my rock of honour

7. Read your love poem out loud. Continue to revise and edit it until you are truly satisfied that the poem clearly expresses all the love you have for that particular person.



Activity 3 Write a short love poem for someone you love or have strong feelings for. You can use the elements of poetry and the sample love poem in Activity 2 as an example to guide you.

(Title)

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

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 19. Remember that a love poem is a poem that is written to express one's love for someone. In this lesson, you also learned about the purpose of a love poem, the elements that make up a love poem, and the hints that you can use to write a love poem.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

Read this love poem from Papua New Guinea by Apisai Enos, and answer the questions that follow.

Moon

Nothing is tender and soft
like a handful of glittering glass
cuddling my back with gentle fairy fingers.

The mountains, packed on to each other,
sit with mighty bottoms and golden heads
puffing blue clouds from bamboo pipes;
they cast dark shadows
on the sloping kunai grass

The river fly flows to the sea
not chattering like starlings do around their nests
nor giggling quietly like midnight lovers
but silently, like a bracelet of silver
It seems to encircle the earth.

The scent of frangipani
Is heavy under the coconut palms
and bats play the love games
Against the moon.

Steal away, then,
steal away tonight
to the dance of the fireflies
Fly away
let me love you
with moonlight touch

1. Why do you think the writer chose to give the poem the title "Moon" ?

2. Who do you think this love poem is written for? Why?

3. What message is the writer trying to convey in this poem?

4. List five (5) elements that are contained in this love poem, and give an example of each.

a.

b.

c.

d.

e.

5. Listed below are several lines that are found in the love poem. Try to work out the meanings of these lines within the context of the sentences they are used in.

- a. ...like a handful of glittering glass

- b. The mountains, packed onto each other sit with mighty bottoms and golden heads

- c. ...not chattering like starlings do around their nests

- d. The scent of frangipani is heavy under the coconut palms

- e. Steal away tonight

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

Answers to Activities

Activity 1

1. Love poems are poems that are written about love.
2. The purpose of a love poem is to express love.
3. Love poems use a form of writing that best expresses their impressions, feelings, or ideas.
4. Strong feelings associated with being in love.
5. List one love poem you know. For example, *Whispers* by Steven Winduo.

Activity 2

1. Denotation
Example: tangled – twisted together in an untidy way
2. Connotation
Example: tangled – to be caught up in something or to be involved in something.
3. Images
 1. The seagulls fly free
 2. Beneath the soft swaying palms
 3. The bird of paradise sings with joy
 4. Embrace never to be parted

4. Simile
Examples: Like two little puppies we played.

I think that I shall never see
A poem lovely as a tree.
5. Metaphor
Examples: Is the ever-high mountains

He drowned in a sea of grief.

She is fishing in troubled waters.
6. Personification
Examples: The sea rolls onto the beach.

The stars danced playfully in the moonlit sky.

The run down house appeared depressed.

Activity 3

(Structure your love poem using the elements the hints mentioned.)

ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

Practice Exercise 13

1. sentences, paragraphs
 2. a. 7
b. 7
 3. repetition
 4. name / castlemaine, joy / boy, beware / square, along / song, toy / boy, ground / wound, plains / chains
 5. aab / ab / ab
 6. A robber and criminal by the name of Jack Doolan who was sought after by state authorities
-

Practice Exercise 14

1. The wife and the lover
2. Two
3. Eight ships
4. There were no other sailors or mariners on the ship
5. She cried
6. The ship sank and both the wife and the lover died.
7. Four lines
8. abcb
9. a. stanza two : strife – wife
b. stanza four: sea – thee
c. stanza six: also – go
d. stanza seven: land – hand
10. A woman's lover came back to her after being away for seven years and more. He convinced her to leave her husband and two children and sail with him on his ship. When the wife went on the ship she noticed that there were no other sailors there. The lover's face became darker and she realized that he was a demon to take her to hell. In the end the ship sank to the sea together with the wife and her demon lover.

Practice Exercise 15

1.
 - a. belonging to ancient times
 - b. showing great skill or flair
 - c. stone work
 2. abab
 3.
 - a. years, messengers
 - b. song. along
 - c. seas - palaces
 - d. sky - masonry
 - e. wind - blind
 - f. blow - ago.
 - g. still - ill
 - h. Love - above
 - i. unknown, alone
 - j. tongue, young.
 - k. face space
 4. The poem is a message from a poet to another poet in the future. The poem is saying that despite the time difference, there are still similarities in human beings
 5. The poet of the future who will read his poem
 6. Metal and masonry; student of our sweet English tongue
 7.
 - a. long bridges
 - b. air planes
 - c. army barracks
 8. (answers may vary)
 9. theme, rhyme and rhythm, figures of speech
-

Practice Exercise 16

1.

a.	v	d.	vi
b.	iii	e.	ii
c.	i	f.	iv
2. This sonnet is about our faith, whether we believe in God or not.
3. The writer's purpose is to affirm his faith in God as the creator and key to eternal life.
4. This sonnet is written in the Italian form because it uses the rhyme pattern of the Italian sonnet.

5. The rhyme pattern used is *a-b-b-a, a-b-b-a, c-d-e-c-d-e*.
 6. The writer has expresses strong religious or spiritual feelings about the subject matter. He strongly believes in God as the creator and key to eternal life.
-

Practice Exercise 17

1. The elegy poem is probably written for the writer's friend.
 2. The writer is mainly trying to express his regret for not being able to say goodbye to his friend.
 3. The writer intends to revisit their hangout places in remembrance of his friend.
 4. The lines mean the following:
 - a. He (the writer) is still in mourning or grieving his friend.
 - b. He (the writer) will revisit their hangout place in remembrance of his friend.
 - c. To forget our bond or friendship.
 - d. I will wait eagerly for the singing of the birds.
 - e. I do not have much hope.
 5. The writer has used the structure whereby he expresses his grief or sorrow for his friend than finds consolation or comes to terms with his death
-

Practice Exercise 18

1. An important aspect of the education system is being parodied in this cartoon.
2. The important aspect of the education system that is being parodied is the examination system.
3. The cartoonist has reduced everyone to brains and glasses.
4. The cartoonist is simply trying to say that it is during the exam that students put on their thinking caps or use their brains to try to think clearly in order to answer the questions.
5. The person walking among the students is the teacher or invigilator of the exam.
6. The cartoonist has portrayed this person this way to emphasise the role he plays in the exam, which is to keep an eye on all the students to avoid cheating.

7. The overall message that the cartoonist is trying to say is that the examination system needs to be improved.
 8. I would rate this cartoonist as very effective because he was able to address all the issues associated with the examination system in this one cartoon.
 9. Yes, I find this cartoon funny because of the way the cartoonist has portrayed everyone.
 10. Yes I agree with the message that the cartoonist is trying to get across regarding the examination system because currently in PNG, it is not properly coordinated.
-

Practice Exercise 19

1. The writer chose the title "Moon" because of his experience of love which probably took place at night under the full moon
2. I think this poem is written for a lover.
3. The writer is expressing his desire to relieve his experience of love at night under the moonlight.
4. The five (5) elements that are contained in this love poem:
 - a. Denotation, Example: steal away
Connotation, Example: steal away
 - b. Imagery, Examples: let me love you with the moonlight touch.
 - c. Simile
Examples:
 - a. nor giggling quietly like midnight lovers.
 - b. Like a handful of glittering glass.
 - d. Metaphor
Examples:
 - a. Nothing is tender and soft.
 - b. The scent of the fragipanis is heavy under the coconut palms.
 - e. Personification
Examples:
 - a. a handful of glittering glass cuddling my back with gentle fairy fingers.
 - b. Sit with mighty bottoms and golden heads.
5. The meanings of these lines within the context of the sentences they are used in.
 - a. Holding tiny little pieces of glass in one's hands.
 - b. The mountains sitting side by side with a wide base at the bottom, and their tops lit by sunlight.

- c. not making noises like birds do around their nests
- d. The heavy smell of frangipani under the coconut trees.
- e. Come away with me tonight.

END OF TOPIC 3

NOW DO EXERCISE 3 IN ASSIGNMENT 6 THEN DO THE UNIT TEST.

GLOSSARY

A

Accompaniment – a musical part which supports or partners an instrument, voice, or group

Aerial – existing, happening, or operating in the air

Anvil – a heavy iron block with a flat top and concave sides, on which metal can be hammered and shaped

Archaic – (of a word or a style of language) no longer in everyday use but sometimes used to impart an old-fashioned flavour

B

Barrier – a fence or other obstacle that prevents movement or access

Befuddle – cause to become unable to think clearly

Bestow – confer or present

Bewildered – confused; puzzled; indecisive

Byways – a road or track not following a main route; a minor road or path

C

Cackled – laugh in a loud, harsh way

Canopy – the uppermost branches of the trees in a forest, forming a more or less continuous layer of foliage

Chatter – talk informally about unimportant matters

Clutch – a tight grasp

Colonialism – the policy or practise of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically

Combinations – two or more things put together to form a pair or set

Concrete – physical, real

Confirm – to check

Conflict – a serious disagreement or argument, typically a protracted one

Consummate – showing great skill or flair

Contradiction – a combination of statements, ideas, or features which are opposed to one another

Crucial – of great importance

Cynical – distrustful of human sincerity or integrity

D

Delirious – in an acutely disturbed state of mind characterised by restlessness, illusions, and incoherence

Depressed – in a state of unhappiness

Detect – discover or identify the presence or existence of someone or something

Devour – eat hungrily or quickly

Discrimination – the unjust treatment of different groups of people, especially on the grounds of race, age, or gender

Diverged – separate from another route and go in a different direction

Dramatic – relating to drama or the performance or study of drama

E

Elegy – a poem of serious reflection, typically a lament for the dead

Elicit – evoke or draw out

Emphasis – to stress like in saying a word in a heavier tone

Emphatic – forceful

Enumerate - count

Entity – a thing with distinct and independent existence

Envy – a desire to have a quality, possession, or other desirable thing belonging to someone else

Equality – the state of being equal, especially in status, rights, or opportunities

Evoke – arouse; suggest

Exaggerate – represent something as being larger, better, or worse than it really is

Excess – an amount of something that is more than necessary, permitted, or Desirable

F

Ferret – a domesticated polecat used chiefly for catching rabbits

Finite – limited in size or extent

Flipped – turn over or cause to turn over with a sudden quick movement

Folk – relating to the traditional art or culture of a community or nation

Former – referring to the first mentioned of two people or things

Fragmented – broken or caused to break into fragments

Frail – weak and delicate

Funnel – a tube or pipe that is wide at the top and narrow at the bottom; used for guiding liquid or powder into a small opening

Furrow – a long narrow trench made in the ground by a plough, especially for planting seeds or irrigation

G

Gaolers – a person in charge of a jail or of the prisoners in it

Glance – take a brief or hurried look

Gurgled – make a hollow bubbling sound like that made by water running out of a bottle

H

Hamster – a solitary burrowing rodent with a short tail and large cheek pouches for carrying food

Hollow – having a hole or empty space inside

Hostile – showing or feeling opposition or dislike; unfriendly

Hyperbole – exaggerated statements or claims not meant to be taken literally

I

Imagery – includes visual detail, sounds, textures, feel, odours, and tastes as well as metaphor, simile and personification and mood

Incompatibility – difference; contradiction

Incongruity – the state of being different or incompatible

Inevitability – certainty

Infinite – limitless or endless in space, extent, or size; impossible to measure or calculate

Intend – expect

Intonation – the rising or falling tone of the voice when somebody says a word or syllable, or the rising and falling pattern of speech generally

Irony – the expression of one's meaning by using language that normally signifies the opposite

Issue – problem

L

Latter – referring to the second or second mentioned of two people or things

Liabilities – the state of being legally responsible for something

Lintel – a horizontal support of timber, stone, concrete, or steel across the top of a door or window

Literal – taking words in their usual or most basic sense without metaphor or exaggeration

M

Masonry – stonework

Melancholy – a feeling of sadness which lasts for a long time

Metaphor – a thing regarded as representative or symbolic of something else

Minstrels – a medieval singer or musician, especially one who sang or recited lyric or

heroic poetry to a musical accompaniment for the nobility

Mislead – cause someone to have a wrong idea or impression

Monologue – a long speech by one person during a conversation

Mood – a temporary state of mind or feeling

Musical – having a pleasant sound; melodious or tuneful

N

Nimble – quick and light in movement or action

O

Occurs – happens

Ode – a lyric poem, typically one in the form of an address to a particular subject

Omit – leave out or execute

Oozing – slowly trickle or seep out of something

Optimistic – hopeful and confident about the future

P

Particularly – mainly

Pattern – an arrangement of parts

Perception – the way in which something is regarded, understood, or interpreted

Persona - speaker in the poem

Pity – the feeling of sorrow and compassion caused by the sufferings and misfortunes of others

Plough – a large farming tool with one or more blades fixed in a frame, drawn over soil to turn it over and cut furrows in preparation for the planting of seeds

Plume – a long, soft feather or arrangement of feathers used by a bird for display or worn by a person for ornament

Plunder – steal goods from a place or person typically using force in a time of war or civil disorder

Poet – writer of a poem

Portray – play the part of someone in a film or play

Prima donna – the chief female singer in an opera

Propaganda – information, especially of a biased or misleading nature, used to promote a political cause or point of view

Q

Quatrain – a stanza of four lines, especially one having alternate rhymes

R

Racial – on the grounds of or connected with difference in race

Ravished – overwhelmed

Receptive – willing to consider or accept new suggestions and ideas

Recitation – the action of repeating something aloud from memory

Regular – ordered, steady

Rejuvenation – make someone or something look or feel better, younger, or more vital

Repetition – duplication

Ricochet – a shot or hit that rebounds off a surface

Rind – the tough outer skin of certain fruit, especially citrus fruit

Rout – a disorderly retreat of defeated troops

S

Sanctity – the state or quality of being holy, sacred or saintly

Sarcasm – the use of irony to mock or convey contempt

Sarcastic – marked by or given to using irony in order to mock or convey contempt

Scorn – a feeling and expression of contempt or disdain for someone or something

Serenade – a piece of music sung or played in the open air, typically by a man at night under the window of his beloved

Speckle – a small spot or patch of colour

Stalk – the main stem of a plant

Starling – a small to medium-sized songbird with a straight bill, typically with dark plumage but sometimes brightly coloured

Stressed – said with a heavier accent or in a heavier tone

String – a series or line

Surly – bad-tempered and unfriendly

Syllable – one or more letters in a word that roughly correspond to a syllable of spoken language

T

Theme – the subject of a talk, piece of writing or exhibition

Thrush – a small or medium-sized songbird, typically having a brown back, spotted breast and loud song

Tone - attitude of the poet

Topaz – a precious stone, typically colourless, yellow, or pale blue

Tribute – an act, statement, or gift that is intended to show gratitude, respect or admiration

U

Undaunted – not afraid or discouraged by difficulty, danger or disappointment

Unstressed – not accented or emphasized in pronunciation

V

Vanished – disappeared suddenly and completely

Vengeful – seeking to harm someone in return for a perceived injury

Vigil – a period of keeping awake during the time usually spent asleep, especially to keep watch and pray

Violent – using or involving physical force intended to hurt, damage, or kill someone or something

Vivid – producing very clear pictures in your mind

Void – completely empty space; not valid

Vulnerability – weakness or helplessness

W

Wallow – indulge in an unrestrained way in something that one finds pleasurable

Whacked – completely exhausted

Withers – fall into decay or decline

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“My Puppy Punched Me in the Eye”. ©2009 Kenn Nesbitt

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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 - Mathematics A / Mathematics B
	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 A/B	Mathematics A/B	Mathematics A/B
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.