

# **Learning English through Poems and Songs**

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**(Secondary 4-6)**

**A Resource Package**

English Language Education Section  
Curriculum Development Institute  
Education Bureau  
The Hong Kong Special Administrative Region  
©2010

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## Preface

This resource package is designed and developed in support of the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* (2007) and the *Suggested Schemes of Work for the Elective Part of the Three-year Senior Secondary English Language Curriculum (Secondary 4 – 6)* (2007)\*. It provides learning resources and teaching ideas for the development and implementation of the elective module “Learning English through Poems and Songs”.

### Aims

The rationale behind the package is that students will have ample opportunities to enrich their English learning experience and extend a range of language abilities through exploring poems and songs. Carefully designed and sequenced, the materials and activities in this package aim to:

- strengthen students’ skills of understanding and appreciating the themes, structures, features and language in a range of poems and songs;
- help students to respond to and give expression to the imaginative ideas, moods and feelings expressed in poems and songs through written, oral and performance means; and
- enable students to apply the knowledge and skills they have learned in their own creative production and critical appreciation of poems and songs.

### How to use this resource package

This resource package comprises **student’s handouts, teacher’s notes, supplementary materials** and a **CD-ROM**. It covers the key focuses suggested in the SoWs for the module organised under five parts, i.e. “Module Introduction”, “Introduction to Poems and Songs”, “Reading and Writing Poetry”, “Appreciating Songs and Writing Song Lyrics” and “Presentation on Poem or Song”. The first part gives students an overview of the aims and requirements of the module as well as the purposes of the Poem and Song Journal that students are encouraged to keep. In the second part, students learn to identify, understand and appreciate the features, structures, language and themes of English poems and songs. The third part exposes students to different types of poems including acrostics, shape poems, poems making use of different grammatical patterns, limericks, haiku, narrative poems and ballads. Apart from allowing them insights into their characteristics, purposes and effects, it encourages free expression and personal responses through engaging students in writing and performing poems. In the fourth part, students explore the meanings, language and features of the lyrics of some pop songs, commercial jingles and musical numbers. They will

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\*From this point forwards referred to as SoWs

also develop the skills to write their own lyrics and perform a song. Towards the end of the module, students are given the opportunity to demonstrate their critical understanding of one or more poems or songs as well as their knowledge and experience gained from the module through presentations and display of their Poem and Song Journals. Given the range of learning activities in this package, teachers are encouraged to exercise careful planning, be selective about the materials and freely adapt them to suit their school contexts and students' needs, interests and abilities.

### **Student's Handouts**

The **student's handouts** (indicated by the page number prefix "S") provide learning materials which enable students to understand and appreciate the themes, language and features of a range of poems and songs which will develop their integrated language skills, cultural awareness, critical thinking and creativity.

### **Teacher's Notes**

The **teacher's notes** (indicated by the page number prefix "T") provide explanations of teaching steps and alternative teaching suggestions as to how to carry out the activities. Where appropriate, teachers may feel free to select and flexibly adapt the activities into assessment tasks to promote learning and teaching.

To help teachers to support "**less advanced students**" and stretch "**more advanced students**", additional suggestions are contained in "**Catering for Learner Diversity**" boxes. **Suggested time allocations** have been provided for each activity for teachers' reference during lesson planning. However, the suggested time is for indicative purposes only and will vary according to learners' needs and abilities. Teachers should use their professional judgement to gauge appropriate timings with a particular group of learners in mind.

**References to websites** that contain materials helpful to the learning and teaching of particular activities are also included in the teacher's notes. The weblinks or addresses which were accurate at the time this package was published are yet subject to change. Teachers might like to make use of a search engine to regain access to any resources that have been relocated, or may look for similar resources on the web.

### **Supplementary Materials**

The **supplementary materials** section provides additional teaching materials and resources for teachers' use and reference. The following items are included in this section:

**Supplementary vocabulary and grammar activities** related to individual activities in the package are included. Teachers are encouraged to select those that are suitable for their students for consolidation and extension purposes.

**Supplementary activities on appreciating different types of poetry** provide a broad range of linguistically rich learning resources to develop students' language skills. The selection of poems in this section, presented in alphabetical order, includes additional materials to Part 3 "Reading and Writing Poetry" as well as poem types not covered elsewhere in the package. Teachers could select the types of poetry and activities to cater for students' diverse interests, abilities and needs.

**Supplementary activities on appreciating *Oliver!*** cover songs in the musical not included in Part 4. A variety of tasks and an inventory of questions are provided to deepen students' knowledge and skills in appreciating various aspects of the musical. They also serve as a reference for teachers to develop materials for other songs and musicals deemed suitable for their students.

### **CD-ROM**

The **CD-ROM** consists of an electronic version of the learning and teaching materials in this resource package, as well as recordings that support some of the learning activities in the package. The text files are available in both PDF and MS WORD formats for teachers' ease of use and adaptation. The audio recordings in the CD-ROM include examples of poetry reading and advertising jingles that illustrate the use of stress, rhythm, rhyme and a range of basic literary techniques used in English poetry and songs. There are also three audio recordings and one PowerPoint file on individual presentations to demonstrate effective delivery techniques. Track numbers of the recordings as well as information on the PowerPoint file are provided in the explanations for relevant activities as well as on the cover page of each unit in the teacher's notes.

To further support the implementation of the module, other relevant online teaching resource materials for each module have been developed and can be accessed at the English Language Education Section website <<http://cd.edb.gov.hk/eng>>.

## Acknowledgements

We are most grateful to Mr. Philip Leetch for his expert input in designing the materials and activities for this resource package.

We are also much obliged to the following poets for permission to reproduce copyright materials:

Nicholas Gordon for the poems "On Passing Air" and "I Know It's Only Half a Year"

Myra Cohn Livingston for the poem "Swimming Pool"

Kenn Nesbitt for the poem "I'm Feeling Rather Full Tonight"

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# **Part 1**

## **Module Introduction**

# Introduction

## Warm-up Activity Favourite poems/songs

1. Work with a partner. Make a list of three to five poems and songs (in either English or Chinese) which you like. Do they have anything in common? What do you think makes poems and songs good? Be ready to share your views with the class.

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2. Listen to a poem your teacher reads. Work with a partner and decide what your reaction to it is. Do the feelings and/or words please you?

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3. Listen to a song your teacher plays. Work with a partner and decide what your reaction to it is. Do the feelings, words and/or music please you?

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## Poem and Song Journal

The purpose of this journal activity is to encourage you to access poems and songs as an independent language learning activity. In parallel to what you will be doing in class for the module, collect five pieces of work (including both poems and songs) that you like and give your personal response to them.

Include the following in the Journal for each of the five poems or songs:

- The poem or the song lyrics
- A description of the theme of the poem or song
- Language that you have learned from it (e.g. vocabulary, metaphors, similes, expressions)
- Your personal response to the poem or song (e.g. Did you like it? Why or why not? What did the poem or song mean to you?)

The Journal will be used to assess your participation in the module and the progress you make during it. It should also be something of value to yourself as a reflection of your taste, and something you can share with others.

The entries can be of different lengths. Some examples are given below for your reference.

### Journal Entry 1

I just heard a funny song. It's really crazy: an old woman swallows a fly. She wants to get rid of the fly so she swallows a spider to catch the fly...and so it goes on until she swallows a horse!

Of course, each verse gets longer as she swallows more things. Here are the seventh and eighth verses.

*There was an old lady who swallowed a cow.  
I don't know how she swallowed a cow!  
She swallowed the cow to catch the goat.  
She swallowed the goat to catch the dog.  
She swallowed the dog to catch the cat.  
She swallowed the cat to catch the bird.  
She swallowed the bird to catch the spider  
That wriggled and jiggled and wiggled inside her.  
She swallowed the spider to catch the fly.  
But I dunno why she swallowed that fly.  
Perhaps she'll die.*

*There was an old lady who swallowed a horse –  
She's dead, of course.*

Excellent ending!

## Journal Entry 2

My auntie, who studied in Canada, has introduced a little old poem to me. She had to explain it, but then I decided I liked it a lot.

### Cherry-Ripe

*Cherry-ripe, ripe, ripe, I cry,  
Full and fair ones; come and buy.  
If so you ask me where  
They do grow, I answer: There  
Where my Julia's lips do smile  
There's the land, or cherry-isle,  
Whose plantations fully show  
All the year where cherries grow.*

**Robert Herrick**



The poet is selling cherries in the street (it's just like the opening scene in the second part of *Oliver!* and the song "Who will buy?"). If anyone wants to know where the cherries come from, he has his answer ready: from Julia's lips.

Lovers like to praise each other. Imagine going through your lover's face. "Your hair's like silk. Your skin is like the outside of a ripe peach. Your eyes are like clear rock pools in the mountains. Your lips are like cherries." Why cherries? Because they are sweet, bright red and full of flavour, just like the lips of his Julia who he would love to kiss!

A charming poem.

### Journal Entry 3

I have just found these haiku in a school magazine in the school library. They have impressed me a great deal.



*Cold wind; cloudy sky;  
Damp, grey: rain ready to fall –  
But bright red New Year!*

*Sapphire sky; bright sun;  
School picnics in country parks –  
Time of youth and joy.*



The two poems refer to two different times of year in Hong Kong: the cold season and the dry sunny season.

The first haiku belongs to February. The first line sets the mood with its description and the very similar hard sounds of "cold" and "cloudy". Then we have the two short strong adjectives "damp" and "grey". There is a pause as we wait for the rain to fall, and some alliteration ("rain ready", with "ready" also echoing "cloudy"). I can almost see the low grey cloud and feel the damp air with the first drops of cold rain in it. It could be depressing, but it is also a time of happiness because of Chinese New Year. After the first two sad lines, the haiku surprises us with its bright colour and feeling of joy. We enjoy the /b/ and /r/ sounds and the "ready"/"red" echo. The contrast works well.

The second haiku describes late October or early November. I like the adjective "sapphire" (a blue precious stone). This time there is no sudden contrast. Maybe the poem is simply about being young and happy, but I think there may also be sadness there (so there is a contrast): the words "time" and "youth" remind us these things do not last. For some students it is their last year at school. They are growing up. Gradually they will stop being young. Joy itself will not last forever. The many /s/ sounds bind the first two lines together tightly, and the /p/ sound in "picnics" and "parks" create a nice balance.

I like these poems because they are simple, talk about Hong Kong and have deep meaning.

## Module Presentation

By the end of the module, you will need to select **ONE** of the five songs or poems and give a presentation of it to your classmates.

Your presentation should include:

- the poem/song lyrics, the writer/singer and any other background information that may help your classmates to understand the poem/song better (e.g. when and/or why it was written)
- a brief description of what the song/poem means to you (e.g. "This song helps me to feel better when I am lonely"; "The poem reminds me of my school friend who left Hong Kong last year"; "I listen to this song when I am working out because it gives me the strength to keep going")
- the various aspects of what you have learned throughout the module (you will need to determine what area you should focus on, e.g. the theme, the rhyme scheme, use of language)

Consider using various means such as a poster or PowerPoint slides to make your presentation interesting and effective. If you prefer, your presentation may also include your recitation/singing of the poem/song.

**Part 2**  
**Introduction to**  
**Poems and Songs**

# Introduction to Poetry

## Learning Activity 1 Discussion

1. Write down some characteristics of poetry. Think of any nursery rhymes, songs, hymns and even Chinese poems you know. When you have finished, share your ideas with your partner.

My ideas	My partner's ideas
<p><i>e.g. Poems are usually written in separate lines organised as stanzas instead of paragraphs</i></p>	

2. Work with your partner. Read texts (a) and (b) below. Discuss in what ways they are similar/different.

(a) *See you at 6pm by the clock at Times Square.*

(b) *I really hope you'll be there*

*At 6, by the clock at Times Square*

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## Learning Activity 2 Writing

For an ordinary meal you may just use a plastic bowl and chopsticks, but for a special one you get out the best bowls and put a flower on the table. When we want words to be special we decorate them in a poetic way; we pay attention to the sounds and enjoy the language. We can do this to express emotions like love, or to give pleasure to someone (e.g. a birthday greeting), or to make our message more attractive (e.g. advertising jingles). When we add music the poem becomes a song. Read the message below:

*Let's go shopping in Causeway Bay on Saturday afternoon.  
Come and join me in the sushi bar.*



Try to re-write it as a little poem. You might like to include some of the following in your poem:

- who you are and to whom you are writing (e.g. dad and daughter; best friends)
- why would you like to meet him/her (e.g. birthday celebration)
- whether there is anything special about the gathering (e.g. a reunion after a long vacation)
- how you could make the message more special (e.g. using rhymes, images)

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## Characteristics of English Poetry

Poetry is characterised by the following:

- Lines
- Syllables
- Rhythm (and beat)
- Rhyme
- Images
- Alliteration

You will find out more about each feature in the activities below.

### Learning Activity 1

#### Lines

1. Poetry is usually set out in lines. List poems typically consist of lines on the same topic/theme. What is the following list poem about?

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<i>Toast and coffee</i>	
<i>A pot of noodles</i>	
<i>Some chicken-wings</i>	
<i>Barbecue pork with rice</i>	
<i>And a lemon tea</i>	5
<i>A tuna sandwich</i>	
<i>Mum's chicken soup</i>	
<i>Steamed fish</i>	
<i>Rice and choi sum</i>	
<i>Two oranges</i>	10
<i>Tea and bed</i>	
<i>One day of eating</i>	
<i>Over!</i>	

2. Write a short list poem on some of the places you might go to on a normal day.

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## Learning Activity 2 Syllables

1. The lines in traditional English poems are often of nearly the same length in terms of their number of syllables. For this you need to count the syllables. How many syllables do the following words have?

*Unwilling*                       3     
*Danced*                                   
*Congratulations*                   
*Basketball*                              
*Graduation*                            
*Always*                                 

2. Read part of a funny poem written by Edward Lear below and count the number of syllables in each line. Most of the words are one syllable so counting is easy. Write down the number of syllables in the space provided.

*Said the Table to the Chair*  
*"You can hardly be aware*  
*How I suffer from the heat*  
*And from chilblains<sup>1</sup> on my feet.        4*  
*If we took a little walk,*  
*We might have a little talk;*  
*Pray let us take the air<sup>2</sup>,"*  
*Said the Table to the Chair.            8*

<sup>1</sup>*chilblains: painful red swellings caused by cold weather*

<sup>2</sup>*Pray let us take the air: Please let's go out*

Line 1:           7     
 Line 2:           7     
 Line 3:                   
 Line 4:                   
 Line 5:                   
 Line 6:                   
 Line 7:                   
 Line 8:                 

3. Lines of 6 to 10 syllables are the most commonly found in English poetry, but you can find poets who like short lines and ones who prefer very long ones. Sometimes, a poet may also use both short and long lines in the same poem to create special literary effects, such as variation in rhythm or contrast in meaning.

The following poem by Nicholas Gordon consists of very short lines:

**On Passing Air**  
*On passing air*  
*One turns around*  
*To see if any*  
*Heard the sound;                    4*  
  
*Then moves away*  
*To vacate where*  
*Another might*  
*Inhale the air;                      8*

*And then, relieved  
In gut and soul,  
Becomes again  
A wholesome whole.     12*

**Nicholas Gordon**

The anonymous poem below has relatively long lines:

**On a Tired Housewife**

*Here lies a poor woman who was always tired,  
She lived in a house where help wasn't hired:  
Her last words on earth were: "Dear friends, I am going  
To where there's no cooking, or washing, or sewing,     4  
For everything there is exact to my wishes,  
For where they don't eat there's no washing of dishes.  
I'll be where loud anthems will always be ringing,  
But having no voice I'll be quit of the singing.     8  
Don't mourn for me now, don't mourn for me never,  
I am going to do nothing for ever and ever."*

**Anonymous**

For an example of a poem with an interesting mix of long and short lines, you might like to read "Overtech" available at:

<http://www.daypoems.net/poems/1736.html>

### Learning Activity 3 Rhythm or Beat

1. English words and sentences have stress. In many poems the stresses are put in a pattern. For example:

*Said the Table to the Chair  
"You can hardly be aware  
How I suffer from the heat  
And from chilblains on my feet."*

Every second syllable has a stress so there is a regular beat: loud/soft/loud/soft. Read the poem very rhythmically and you will be able to tap out the beat on the table.

2. Poems for young children often have strong beats. Try to read the following aloud and make them very rhythmical.

*Diddle, diddle, dumpling  
My son John  
Went to bed with his  
Trousers on  
One shoe off, and one shoe on,  
Diddle, diddle dumpling,  
My son John.     (loud/soft/loud/soft)*

Humpty Dumpty sat on a wall,  
 Humpty Dumpty had a great fall,  
 All the king's horses and all the king's men  
 Couldn't put Humpty together again. (loud/soft/loud/soft)

**Learning Activity 4**  
**Rhyme**

1. Two words rhyme when their final syllables end with the same sound. They are used to create sound effects that may contribute to the mood or tone of a poem. Read the following pairs of rhyming words aloud. Can you **hear** the rhymes?

- chair/aware (sound = air)
- heat/feet (sound = eet)
- walk/talk (sound = orc)
- air/chair (sound = air)
- John/on (sound = on)
- wall/fall (sound = orl)
- men/again (sound = en)

Note that rhymes cannot be decided by spelling. "Said" rhymes with "bed". It does not rhyme with "paid" (which rhymes with "played"). Rhymes are sounds and you must say the words and check if the same vowels and final consonants, if there are any, are being used.

2. Put the following words into rhyming pairs:

desperation	hate	right	dinner	complete	fry	dies
weather	survivor	street	eyes	site	potato	driver
weight	celebration	altogether	high	Tokyo	thinner	

Tokyo / potato

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**Learning Activity 5**  
**Images**

1. We have said poetry decorates language. One way it does this is with images. There are three main types:
  - General images – e.g. spring can make one think of being young; autumn can make one think of old age
  - Metaphors – e.g. you are the sunshine in my life; he is the king of basketball
  - Similes – e.g. as sweet as honey; run like the wind

Images help readers to visualise and understand the subject matter better. Poets usually achieve this by associating the subject matter with something else, such as spring and youth, running and wind.

Read the old poem by Robert Burns below and answer the questions that follow.

*Oh my love's like a red, red rose  
 That's newly sprung in June <sup>1</sup>:  
 Oh my love's like the melody  
 That's sweetly played in tune.*

<sup>1</sup>*That's newly sprung in June: That has just opened in June*

(a) Which kind of images does the poet use to show the girl's beauty?

\_\_\_\_\_

(b) What does he compare the girl to?

\_\_\_\_\_

(c) If you were the poet's lover, how would you feel?

\_\_\_\_\_

2. What could the general images in the left-hand column below be associated with? Match them with the topics on the right.

- |                     |   |   |            |
|---------------------|---|---|------------|
| a long road         | • | • | anger      |
| falling leaves      | • | • | love       |
| the moon            | • | • | loneliness |
| sunshine on waves   | • | • | sadness    |
| a tiger in a forest | • | • | study      |

3. Suggest images which would help to express the following:

(a) fear: \_\_\_\_\_

(b) loss of love: \_\_\_\_\_

(c) failure: \_\_\_\_\_

(d) hate: \_\_\_\_\_

(e) boredom: \_\_\_\_\_

4. Read the poem and work out what it means. Consider the various images the poet uses to express his feelings.

**I Know It's Only Half a Year**  
*I know it's only half a year  
 That you will be away,  
 But it will feel far more than that  
 Each long and lonely day.*
4

*A day without a friend is like  
A meadow turned to sand,  
A garden turned to weeds and dust,  
An ocean far from land.* 8

*Time enters a slow-motion zone,  
Repeating endlessly  
The tearful grimace of the heart  
Till you return to me.* 12

**Nicholas Gordon**

(a) Find one word from the first four lines that summarises how the poet feels about being away from his friend.

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(b) In lines 5-8, the poet has used three similes to describe what it is like to be away from his friend. Name them.

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(c) In lines 9-12, how does the poet show how he feels about being away from his friend?

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**Learning Activity 6**  
**Alliteration**

1. When two words begin with the same consonant sound (not just spelling), e.g. "kill Chris", "new notebook", "good gossip", they are said to alliterate. Alliteration is common in English poetry. They are often used to make poems more rhythmical or to create sound effects that mirror and/or emphasise the meanings of the words.

Which of the following pairs of words alliterate?

- (a) haunted hour
- (b) cunning king
- (c) charitable character
- (d) great gel
- (e) idling eyes

2. Read the following poem aloud with a partner. Do you enjoy reading it? What effect(s) do you think the poet intends to create through alliteration?

**Bitter Butter**

*Betty Botter bought some butter,  
But, she said, this butter's bitter:  
If I put it in my batter,  
It will make my batter bitter,* 4  
*But a bit of better butter  
Will make my batter better.  
So she bought a bit of butter  
Better than her bitter butter,* 8

*And she put it in her batter,  
And it made her batter better,  
So 'twas better Betty Botter  
Bought a bit of better butter.* 12

**Anonymous**

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3. Read the poem "Homework" by Russell Hoban (available at <http://blbooks.blogspot.com/2007/09/poetry-friday-two-about-homework.html>) and answer the questions below.

(a) Which words in line 1 of the poem alliterate?

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(b) What image or feeling do the alliterated words create?

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# Appreciating Poems and Songs

## Learning Activity 1

### What makes a poem/song good?

Read the following suggestions about what makes a poem/song good and decide which you agree with. Talk about them with a partner. Feel free to add your own suggestions.

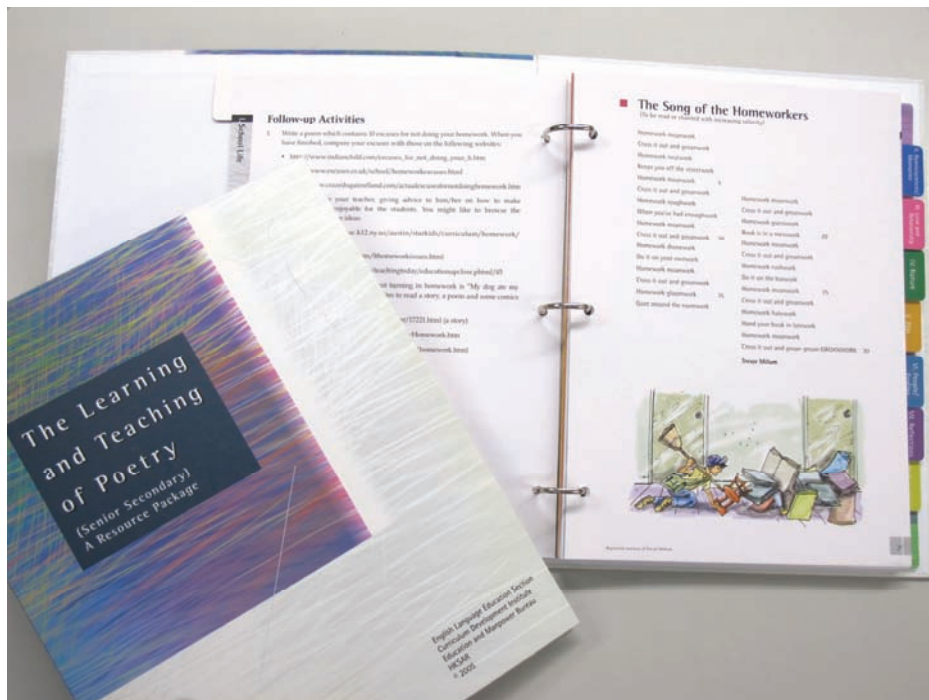
1. It fits its purpose and occasion.
2. It is difficult to understand.
3. It feels sincere.
4. It has the usual ideas.
5. It shows a lot of thought.
6. It has original ideas.
7. It makes the reader think.
8. It has good rhymes.
9. The rhythm is interesting.
10. It makes people laugh.

## Learning Activity 2

### Understanding and giving opinions about poems and songs

Read the poems and answer the questions. The selection shows many different types of poetry that serve various purposes such as expressing opinions, feelings and our physical senses, calling for action and entertaining us.

Reading them may help you to decide what sorts of poetry suit you and make it easier for you to choose examples for your Journal.



## "Hi!"

### Section A

Pre-reading: Discuss the following with your partner or group.

Do you consider hunting a sport? Do you think humans have the right to kill animals for fun?

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### Section B

Read the poem and answer the questions that follow.

**Hi!**

*Hi! Handsome hunting man,  
Fire your little gun.  
Bang! Now that animal  
Is dead and dumb<sup>1</sup> and done<sup>2</sup>.  
Nevermore to peep<sup>3</sup> again, creep<sup>4</sup> again, leap<sup>5</sup> again,  
Eat sleep or drink again, oh, what fun!*

**Walter de la Mare**

<sup>1</sup>dumb: silent

<sup>2</sup>done: dead

<sup>3</sup>peep: look

<sup>4</sup>creep: move

<sup>5</sup>leap: jump

- Which of these statements are true?
  - The poet loves hunting.
  - The 4th line has a lot of /d/ sounds.
  - There are many rhyming words in one line.
  - The poem has six verses.
  - The poem is telling people not to be cruel.
  - The words are very difficult.
  - Three lines rhyme.
  - The poem is meaningful.
- What is the strength of the poem? You can choose more than one item from the list below and add your own comments.
  - It's true to life.
  - It's entertaining.
  - It's clever.
  - It teaches you something.
  - It's beautiful.
  - It has a deep feeling.
  - It's sincere.
  - It makes you think.
  - It's fun.
  - Other comments: \_\_\_\_\_

---

3. What do you not like about it?

---

4. How many stars out of five will you give it? Why?

---

5. "Bang!" is a word that sounds a little like its meaning. Think of three to five other words whose sound and sense are connected.

---

## **"Strawberries"**

### **Section A**

Pre-reading: Discuss and work on the following with your partner or group members.

1. Match the senses in the left-hand column with the body parts they are associated with on the right.

sight	•	•	nose
taste	•	•	eyes
touch	•	•	tongue
hearing	•	•	skin
smell	•	•	ears

2. Think of at least five words to describe a strawberry. An example is given below.

small,

---

3. The words in the right-hand column are from the poem "Strawberries" you are about to read. Match them with the senses on the left. Note that there are no matches for the sense of hearing.

sight	•	•	sweet
taste	•	•	red
touch	•	•	scent
smell	•	•	taste buds
		•	tingling

### **Section B**

Read the poem and answer the questions that follow.

**Strawberries**  
*Red globes of pleasure  
 Set taste buds tingling <sup>1</sup>  
 Juice running down chin  
 Sweet scent <sup>2</sup> of summer.*

<sup>1</sup>tingling: a feeling of excitement, like ice on the skin

<sup>2</sup>scent: nice smell

1. Which of the five senses does the poem try to attract? Why?

---

2. Would it help someone who has never eaten a strawberry to know what it tastes like? Why?

---

---

3. Does the poem succeed in making you want to eat strawberries? Explain your answer.

---

---

4. What is the strength of the poem? You can choose more than one item from the list below and add your own comments.

- (a) It's true to life.
- (b) It's entertaining.
- (c) It's clever.
- (d) It teaches you something.
- (e) It's beautiful.
- (f) It has a deep feeling.
- (g) It's sincere.
- (h) It makes you think.
- (i) It's fun.
- (j) Other comments: \_\_\_\_\_

5. What do you not like about it?

---

---

6. How many stars out of five will you give it? Why?

---

---

**"I'm Feeling Rather Full Tonight"**

**Section A**

Pre-reading: Discuss the following with your partner or group members.

1. A western meal in general has three parts, or courses. What are they?

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2. Divide these dishes into the three courses.

<i>green salad</i>	<i>fresh fruit</i>	<i>pork chop</i>	<i>soup</i>	<i>fish and chips</i>
<i>meat pie</i>	<i>apple pie</i>	<i>roast chicken</i>	<i>ice-cream</i>	

---

---

3. Make a list of some of the polite ways in which you might refuse an offer of food. The first one is done for you as an example.

Thank you, but I'm full.

---

---

---



---



---

**Section B**

Read the poem and answer the questions that follow.

**I'm Feeling Rather Full Tonight**

*I'm feeling rather full tonight.  
 I couldn't eat another bite.  
 I couldn't eat half a bean,  
 Or even taste a tangerine <sup>1</sup>. 4  
 I couldn't lick a lettuce leaf  
 Or bite the slightest bit of beef.  
 I couldn't polish off <sup>2</sup> a pea  
 Or sip a single drop of tea 8  
 Or nibble on a nanogram <sup>3</sup>  
 Of pickled ham or candied yam <sup>4</sup>  
 Or lamb or clam or jam or Spam.  
 Yes, that's how truly full I am. 12  
 To even think of eating more  
 Would leave me lying on the floor  
 And surely make my stomach hurt  
 Unless, of course, you've got dessert. 16*

**Kenn Nesbitt**

<sup>1</sup>tangerine: a small orange  
<sup>2</sup>polish off: eat  
<sup>3</sup>nanogram: joke word for tiny piece  
<sup>4</sup>candied yam: sugared sweet potato

1. What does the poet say will happen if he continues to eat?  
 \_\_\_\_\_
2. What is the surprise that the poem ends with?  
 \_\_\_\_\_
3. The poet uses different ways to make the poem interesting. Give one or two examples showing this.  
 \_\_\_\_\_
4. The poem is intended to:
  - (a) teach good diet
  - (b) encourage dieting
  - (c) make us smile

"I'm Feeling Rather Full Tonight" copyright © 2006 Kenn Nesbitt. All Rights Reserved. Reprinted by permission of the author.

5. How many stars out of five will you give the poem? Why?

---

## **"Swimming Pool"**

### **Section A**

Pre-reading: Discuss the following with your partner or group members.

1. Have you ever had the experience of feeling free of worries as if you were living in a dream world?

---



---

2. Discuss the following:

(a) What colours do you think of when you imagine a swimming pool?

---

(b) What do your senses (sight, touch, sound, taste, smell) experience when you are swimming in a pool? Which sense is most involved?

---

(c) If you had the chance to swim in the Olympic "Water Cube" swimming pool in Beijing, how would you feel?

---

### **Section B**

Read the poem and answer the questions that follow.

**Swimming Pool**

*Floating, floating weightless  
In the nothingness of pool  
I am all wet thoughts.* 3

*Water-soaked<sup>1</sup>, whirling<sup>2</sup> hair  
Melts into my skin.  
I am bathed in blue.* 6

*Nothing beneath to feel.  
Nothing but sky overhead.  
I live outside myself.* 9

**Myra Cohn Livingston**

<sup>1</sup>soaked: very wet

<sup>2</sup>whirling: going round in circles

From *The Way Things Are and Other Poems* by Myra Cohn Livingston. Copyright © 1974 by Myra Cohn Livingston. Used by permission of Marian Reiner.

1. Is the swimming pool referred to in the poem indoors or outdoors? How do you know?

---

---

2. What is the swimmer doing in lines 1-3?

---

---

3. What sense (sight, hearing, touch, smell or taste) is being appealed to in lines 4-6? Explain your answer.

---

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4. What do lines 1, 4, 5 and 6 have in common (hint: consider the first letter of each word)? How does this add to the poem's effect?

---

---

5. Tick one of the following which you think best describes the swimmer's feeling in the poem. Give your reason(s) in the space below.

(a) The swimmer feels lonely and worried. ( )

(b) The swimmer feels light, and enjoys the state s/he is in. ( )

(c) The swimmer feels wet and cold. ( )

This is because

---

---

6. Do you like the poem? Why/Why not?

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### **"Rain Music"**

#### **Section A**

Pre-reading: Do the following with your partner or group members.

1. Look up and find out the differences between the following types of rain:

- (a) drizzle
- (b) shower
- (c) downpour
- (d) rainstorm

Then in groups, exchange your views on how each of them affects your moods.

---

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2. If you were going to write a poem expressing joy at the arrival of heavy rain in a dry land, what sort of effects would you try to include? Share your ideas with your partner or group members.

---



---

3. Before you read the poem "Rain Music", work out the meanings of these words and complete the sentences below. You may use a dictionary to help you.

<i>whispered</i>	<i>murmur</i>	<i>slender</i>	<i>bidding</i>	<i>mellow</i>
<i>strain</i>	<i>chords</i>	<i>anew</i>	<i>ancient</i>	<i>triumphant</i>

- (a) The people of that country try to start \_\_\_\_\_ after the disaster.
- (b) She gave a \_\_\_\_\_ apology to her boss about forgetting to bring the documents to the meeting.
- (c) When she reached the door of her father's office, she heard the voice of a man talking in a loud \_\_\_\_\_.
- (d) The doctor advised her that it is more important to stay healthy than just to have a long, \_\_\_\_\_ body.
- (e) Although he can read music sheets, he does not know how to make the \_\_\_\_\_ into piano notes.
- (f) As soon as he got his assignment from the teacher, he left the classroom without a \_\_\_\_\_.
- (g) My mother really enjoyed the African tattoo concert last night. She said the drum music was very exciting. However, I myself preferred more \_\_\_\_\_ music, which is gentle and calming.
- (h) After the team had won in the inter-class basketball match, they walked off the court feeling proud and \_\_\_\_\_.
- (i) After spending two years in London, he received an email from his father one day \_\_\_\_\_ him to return home.
- (j) Since John is interested in history, we decided to get him a book on \_\_\_\_\_ China for his birthday.
4. You might like to access the following website for some poems and songs about rain:  
<http://www.poemhunter.com/songs/rain/>



**Section B**

Read the poem and answer the questions that follow.

**Rain Music**

*On the dusty earth-drum <sup>1</sup>*  
*Beats the falling rain;*  
*Now a whispered murmur <sup>2</sup>,*  
*Now a louder strain <sup>3</sup>                   4*  
*Slender, silvery drumsticks,*  
*On an ancient drum,*  
*Beat the mellow <sup>4</sup> music*  
*Bidding <sup>5</sup> life to come                   8*  
*Chords <sup>6</sup> of earth awakened,*  
*Notes of greening spring,*  
*Rise and fall triumphant <sup>7</sup>*  
*Over every thing.                         12*  
*Slender, silvery drumsticks*  
*Beat the long tattoo <sup>8</sup> –*  
*God, the Great Musician*  
*Calling life anew.                         16*

**J. S. Cotter, Jr**

<sup>1</sup>earth-drum: an ancient musical instrument used by native or indigenous people

<sup>2</sup>whispered murmur: quiet sound

<sup>3</sup>louder strain: louder tune

<sup>4</sup>mellow: gentle, calming

<sup>5</sup>bidding: telling, inviting

<sup>6</sup>chords: music

<sup>7</sup>triumphant: victorious

<sup>8</sup>long tattoo: drum music

1. Find one word in the first line of the poem that suggests the place described in the poem is hot and dry.

---

2. What is the rain compared to in the poem?

---

3. What expressions does the poet use to describe that the rain is sometimes heavy and sometimes light?

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4. What does it mean when the poet says that the rain is "bidding life to come" (line 8)?

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5. Why does the poet say that God is a great musician (line 15)?

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6. Some words (e.g. drum, beat, now) and the expression "Slender, silvery drumsticks" are repeated in the poem. Do you think it is a good idea? Why/Why not?

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7. Is "Rain Music" a good title? Why/Why not?

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8. Do you like the poem? Why/Why not?

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### "Summer Holiday"

#### Section A

Pre-reading: Do the following with your partner or group members.

1. Imagine you are planning a summer holiday with some friends. Discuss where you would like to go.

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2. What would you like to do during your holiday? List some of the activities you would plan.

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3. What feelings would you expect if everything went well? Add to the lists in the table contrasting daily life and holiday time.

Daily life	Holiday time
<ul style="list-style-type: none"> <li>• Routine activities</li> <li>• Dullness</li> <li>• Stress and worry</li> </ul>	<ul style="list-style-type: none"> <li>• Special activities and tours</li> <li>• Excitement</li> </ul>

**Section B**

Now read the lyrics for the song "Summer Holiday" (available at <http://www.poemhunter.com/song/summer-holiday>). If you can, listen to the song also (available at <http://www.youtube.com>). Then answer the following questions.

1. According to the lyrics, what can one do on a summer holiday? Are your ideas about holidays similar to those in the song?

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2. Add some verses. Here is an example based on the second verse.

*We're going where the food is tasty.  
We're going where the palm trees sway.  
Let's go to stay on an isle  
Where we can play all day.*

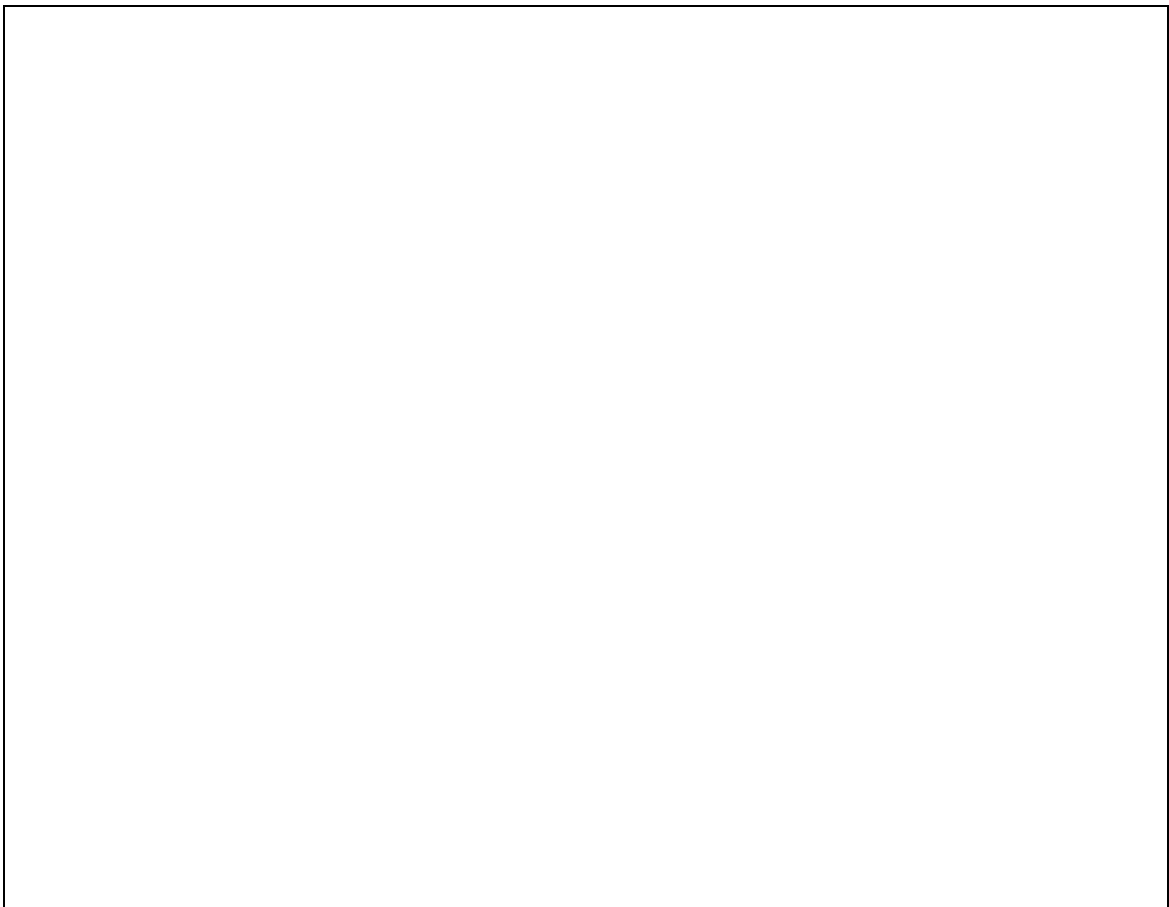
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3. Create a picture to go with the song.



### Learning Activity 3

#### Summing up

What do you find most attracts you to poems and songs? What qualities must they have for you to like them? Write down your ideas in the space below and share them with your partner/group members.

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### Learning Activity 4

#### Tasks for the Poem and Song Journal

Work on either one or both of the following:

1. Search for poems and songs you wish to include in your journal. Write some reasons for your choices.
2. Choose a poem/chant and make a sound recording of it bringing out its rhythm and mood (e.g. happy, sad, excited, angry). Then, write down in your journal what attracts you to it.

**Part 3**  
**Reading and Writing**  
**Poetry**

# Acrostics

## Learning Activity 1 Identifying characteristics

1. Work in pairs and read the poems below. What are their subjects/themes? What characteristics can you identify? Discuss with your partner.

***T**alented  
**E**nthusiastic  
**A**ble  
**C**aring  
**H**umorous  
**E**nergetic  
**R**easonable*

***C**alm  
**H**andsome  
**R**eliable  
**I**dealistic  
**S**hy*

***A**lways attentive,  
**N**ever cheats and  
**N**ever fails,  
**A** model student after all.*

2. The above poems are called acrostics. The main characteristics of an acrostic are as follows:
  - It is a form of short poem in which the first letter of each line spells a word, which is usually used as the title of the poem.
  - The first letter of each line is written as a capital. The length of the poem can vary from one vertical word to a phrase.
  - It does not have to rhyme.
  - It can be about any subject or theme. One simple way to write an acrostic is to first put down the letters that spell the subject or theme. Then think of a word, phrase or sentence that starts with the letter of each line to describe the subject or theme.

Here are some more examples. Read them and answer the questions that follow.

Example 1:

***B**rilliant  
**E**ngland  
**C**aptain  
**K**ick  
**H**andsome  
**A**dvertisement  
**M**idfield*

Example 2:

***B**ack and forth he runs  
**E**very move he makes  
**C**auses his fans to jump  
**K**icking without scoring does no harm  
**H**aving new hairstyles is his real charm  
**A** footballer or a sports star  
**M**akes no difference to him so far*

Example 3:

*Writing poems is not my strength  
Hanging around to think of something  
At times when ideas strike me,  
Take up a pen and write down something.*

*To start with simple and funny things with  
Ongoing practising and revising*

*Wonder what to say and what to write  
Reflecting upon the past  
Inspiring for whatever it can be  
There is indeed a lot to write  
Enjoyable and easy poem writing can really be.*

(a) Examples 1 and 2 are about a famous footballer. Who is he?

---

(b) Examples 1 and 2 are similar as the first letter of each line spells the footballer's name. How are they different?

---

---

(c) What is the theme of Example 3? How is the use of phrases/clauses similar to or different from that in Example 2?

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## Learning Activity 2

### Writing acrostics

1. Work in pairs and write an acrostic using your partner's name as the title. Try to use some adjectives, phrases or sentences to describe her or him. Share the acrostic with your partner to see how far s/he agrees with the descriptions you made.

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2. Working in groups of three to four, write an acrostic together. Brainstorm possible topics to write about. They can be anything you come across in your daily lives, ranging from your personal interests like favourite movie stars or hobbies to political issues like terrorism. For example, if you are going to write an acrostic about a celebrity, you may consider the following to help you to write the poem:

- her/his appearance/personality/family background
- what s/he did before s/he became popular
- the incidents which happened to her/him
- reasons for her/his popularity
- your personal opinions about her/him

Try to be as creative as you can.

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3. Discuss how to improve the acrostic and make any addition, deletion or rearrangement if necessary.



## Shape Poems

Shape poems are when the words of the poem are laid out on the page in a way which mirrors their meaning. They often look artistic.

### Learning Activity 1 Expressing meaning with fonts

One way to make a word look as well as mean "artistic" is the use of appropriate fonts. Think of the way in which we sometimes write "love" as a heart (especially on T-shirts):



Or we could simply turn the letter "o" in it into a heart shape:



For the word "sad", we could add some tears falling off the letters:



Such technique could also be applied to phrases as in the example below:



Now, write some of the following words in a suitable way. You can use only the letters or add some artwork. You may also add a couple of words of your own choice.

*angry      happy      tired      winner      cat      fish      clock      fall over*

### Learning Activity 2 Expressing meaning with layout

Below are two versions of a short poem on a car crash:

Version A

*Two cars driven carelessly  
Suddenly could not stop  
And crashed and smashed into one another.*

Version B

Two cars driven ccraelssyl  
suddenlycouldnotstopand  
crash            hed    one  
edandsmas    into another

What effects have the poet created through the layout of the words in Version B (e.g. in terms of spacing, spelling)? How do these relate to the meaning of the poem? Discuss with your partner.

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### Learning Activity 3 Writing a shape poem

Some poems are even more like pictures. The words of a shape poem both describes the subject matter and are arranged in the shape of what they describe. Visit the website below for an example of a shape poem on shoes:

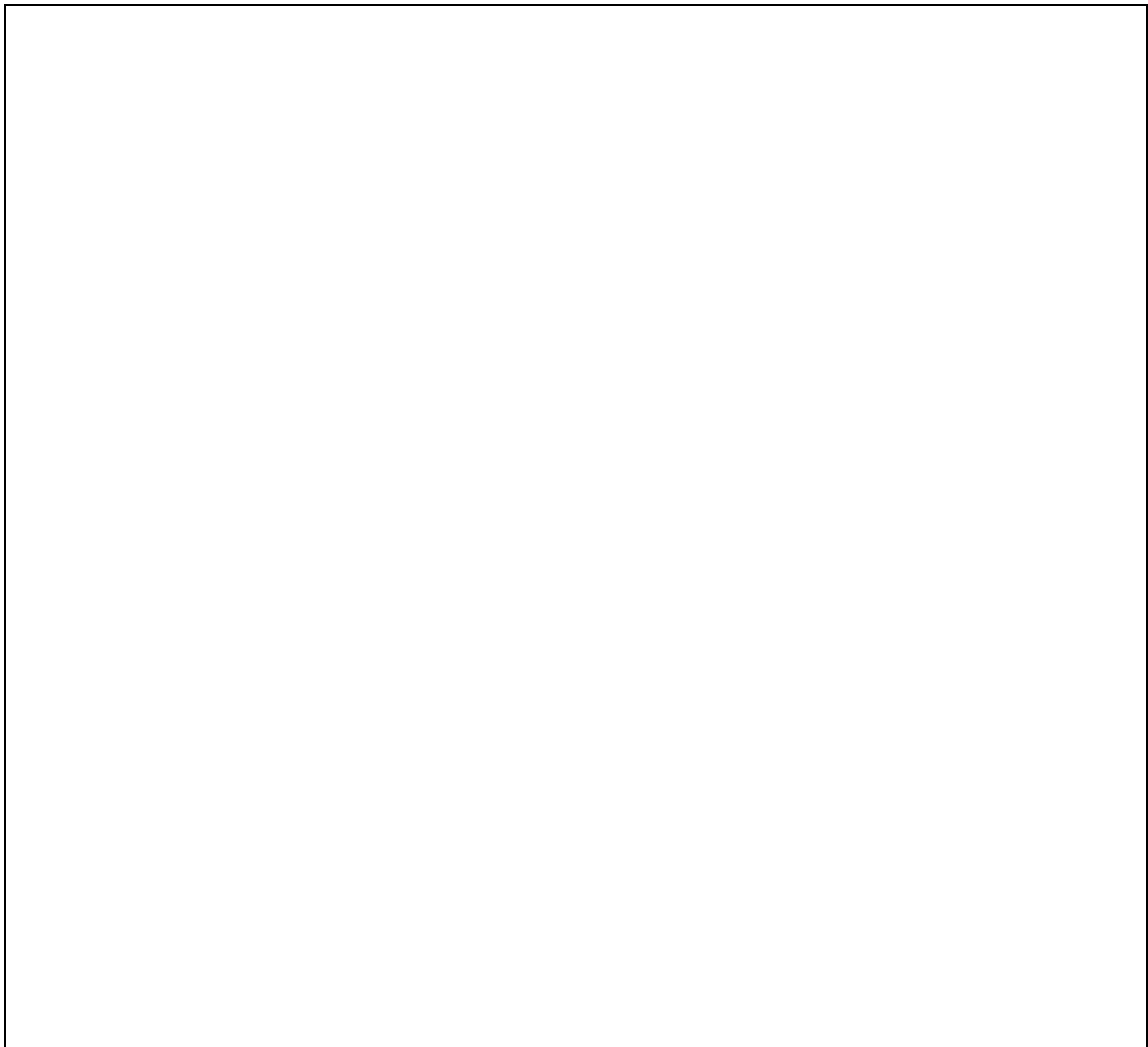
<http://www.literacyrules.com/pdf/Shoes4.pdf>

You will read more examples of shape poems on websites that your teacher has selected for you.

Now, write a short shape poem on the following or any other topics of your choice:

- a snake
- a skyscraper
- an arch
- a Christmas tree
- a triangle
- body
- a star
- a Chinese character created out of English words

Use words and expressions that are relevant to the chosen topic to create an image in an interesting way.



## Poems Making Use of Different Grammatical Patterns

### Learning Activity 1 Reading and Writing

1. Read the following poem which uses gerunds (verbs + ing) to describe the MTR station during rush hours. Then answer the questions that follow.

*Waiting*  
*Pushing*  
*Rushing*  
*Boarding*  
*Scrambling*  
*Squeezing*  
*Sitting*  
*Standing*  
*Reading*  
*Talking*  
*Sleeping*  
*Phoning*  
*Leaving*  
*Alighting*  
*Hurrying*  
*Walking*  
*Running*  
*Mounting*  
*Climbing*  
*Octopussing*  
*MTRing*

- (a) The following are the various stages of what an MTR passenger is likely to experience during rush hours in Hong Kong. Select the right gerunds from the poem to match what happens in each of these stages.

Waiting and getting on the MTR	What happens while on board	Getting off the MTR	Catching the MTR on the opposite platform
<ul style="list-style-type: none"> <li>• waiting</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>• standing</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>• mounting</li> <li>•</li> </ul>

- (b) The last two words in the poem ("octopussing" and "MTRing") are not really English words but the writer's inventions. Do you like these words? Why do you think they are included?

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2. Complete the following poem which uses gerunds to describe what the students in a class are doing. The first two lines have been done for you as examples. You may like to replace the names of John and Mary in lines 3 and 4 with any other names you consider appropriate.

**The English Class**

*Simon reading*

*Sarah smiling*

*John* \_\_\_\_\_

*Mary* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Write a gerund poem on one of the following topics:
- Class Christmas party
  - Sports Day
  - Mongkok (or Causeway Bay) at a busy time

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learning Activity 2**  
**Reading**

Read the following poem and answer the questions that follow.

*Small*

*New*

*Curious*

*Cute*

*Furry*

*Funny*

*Sleepy*

*Playful*

*Lovely*

1. What is the part of speech of these words?

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2. What animal are these words describing?

---

3. What words would you like to add to it?

---

**Learning Activity 3**  
**Reading**

Read the following poem and fill out the blank in the last line. Then answer the questions that follow.

*Laisee envelopes*  
*\$100 notes*  
*Strawberries*  
*Stop-lights*  
*Manchester United*  
*Setting suns*  
*Santa's coat*  
*Taxis*  
*Embarrassment*  
*All are \_\_\_\_\_*

1. What is the part of speech of these words?

---

2. Give the poem a title.

---

3. What words would you like to add?

---

**Learning Activity 4**  
**Reading and Writing**

1. Read the following poem and answer the questions that follow.

*Kind eyes*  
*Soft touch*  
*Loving heart*  
*Wise advice*  
*Warm smile*  
*Good temper*  
*Great cooking*  
*Deep love*

(a) What person do the words in the poem remind you of?

---

(b) Give the poem a title.

---

(c) What lines would you like to add?

---

2. Write a similar poem on one of the following:

- a friend
- an enemy
- a brother (or sister)
- a pet
- a doctor

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**Learning Activity 5**  
**Reading and Writing**

Read these poems and think about the grammatical patterns they use.

*I hate people with long hair*  
*I hate people with green glasses*  
*I hate people with red back-bags*  
*I hate people with pink mobile phones*  
*I hate people who tell lies*  
*I hate people who eat chicken legs*  
*Do you?*

*If I had a million dollars*  
*If I had a hundred years*  
*If I received a Nobel Prize*  
*If I won an Olympic Gold*  
*If I owned the Moon*  
*If I had an ocean*  
*If I found the biggest diamond*  
*I'd give it all, to you.*

Do either one of the following. After you have finished, show your work to your classmates to get feedback and suggestions. Then revise it to make it even better.

1. Write a similar poem using one of the sentence patterns:
  - Since... (e.g. Since we entered Secondary 4...)
  - When... (e.g. When I am twenty one...)
  - Although... (e.g. Although you didn't listen to me...)
2. Write a poem using a grammatical pattern of your own choice.

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### Learning Activity 6 Reading and Writing

Poems provide opportunities for describing a person or an object using adjectives. Read the poem below and complete the tasks that follow.

*Ice-cream is cold.  
 It is soft, milky, sweet,  
 Delicious and wonderful.  
 Simply irresistible!*

1. How many adjectives has the poet used to describe ice-cream? Underline them.

---

2. Try to work out the grammatical pattern of the poem:

Line 1:	<b>noun</b>	+	<b>verb-to-be</b>	+	<b>adjective</b>					
	("Ice-cream")		("is")		("cold")					
Line 2:	_____	+	<b>verb-to-be</b>	+	<b>adjective</b>	+	_____	+	<b>adjective</b>	
	("It")		("is")		("soft")		("milky")		("sweet")	
Line 3:	_____	+	_____	+	<b>adjective</b>					
	("Delicious")		("and")		("wonderful")					
Line 4:	_____	+	_____							
	("Simply")		("irresistible")							



3. Write a poem on a topic of your choice using a similar grammatical pattern. You might like to follow the steps below to help you to write:
- Think of a person, thing or occasion you would like to write about.
  - Write down a number of adjectives to describe the person, thing or occasion.
  - Write the poem. After you have finished, show your work to your classmates to get feedback and suggestions. Then, revise it to make it even better.

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# Limericks

## Learning Activity 1 Understanding limericks

Limericks are funny poems. Often they make little sense. They are like the cartoons of poetry. The story does not matter as long as the limerick makes people smile (or groan, another way of acknowledging a certain sort of crazy humour).

Look at these limericks:

*There was a cute baby called Andrew  
Who was quite normal until he grew.  
Against all nature's laws  
He developed sharp claws  
And had to be enclosed in a zoo.*

*There was an old man from West London  
Who found a live worm in his pork bun.  
It gave him quite a fright  
And killed his appetite.  
You may laugh, but he didn't have fun.*

Sometimes a writer starts a limerick not by thinking what he wants to say but choosing a topic (e.g. a school friend) and then thinking what rhymes are available for that word and then creating some sort of story out of them.

Use the limericks you have read as the basis to complete the following information on the characteristics of limericks:

- It consists of \_\_\_\_\_ lines.
- The rhyme pattern is A A\_\_\_\_ A.
- The number of syllables per line is: 9/\_\_\_/ \_\_\_/\_\_\_/ 9; the inner two lines are s h \_\_\_\_\_ and rhyme separately.
- The rhythm should be bouncy and \_\_\_\_\_.
- The \_\_\_\_\_ line often begins "There was (a person) called (name) or from (a place)".
- The second line often begins with "\_\_\_\_\_".
- The simple \_\_\_\_\_ is the usual tense.
- Word order can be played with a little to get the right rhyme.

## Learning Activity 2 Reading and Writing

1. The lines of the following limerick are mixed up. Put them back in the correct order. Write the correct line numbers in the brackets.

*He was so extremely tall and strong ( )  
And screamed, "Run quickly. Here comes King Kong!" ( )  
When people saw him first ( )  
Allow me to introduce Roy Wong. ( )  
They thought the very worst ( )*

2. Improve the limerick below by finding better words to replace the parts that have been underlined so that it has an appropriate rhyme pattern and the right number of syllables.

*This story I tell you is most true.  
 It's the story of a magic ship.  
 It grew a bird's wings  
 As well as many other things  
 And when it had them, away it flew.*

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**Learning Activity 3**  
**Reading**

Complete the limericks by selecting the right words from the box below.

<i>boomerang</i> <sup>1</sup>	<i>fan</i>	<i>absurd</i>	<i>called</i>
<i>bought</i>	<i>drove</i>	<i>orang-utang</i> <sup>2</sup>	<i>news</i>

*There was a young singer \_\_\_\_\_ Joe Chan  
 Who could not attract a single \_\_\_\_\_.  
 No one \_\_\_\_\_ his CD  
 Even when it was free  
 So he \_\_\_\_\_ off a cliff in his van.*

*I once knew a boy called Oscar Pang  
 Who loved to play with a \_\_\_\_\_.  
 The latest \_\_\_\_\_ I've heard  
 (Though I know it's \_\_\_\_\_)  
 Is he's married an \_\_\_\_\_.*

<sup>1</sup>boomerang: a curved piece of wood that flies in a circle and comes back to the person who threw it  
<sup>2</sup>orang-utang: a large ape

**Learning Activity 4**  
**Writing**

1. Complete the following limerick.

*I met a young woman named May Wong  
 Who sat round for hours playing mahjong.*

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2. Work on the following:

- (a) With a partner, write a limerick using the first line and one of the starter words provided below on lines 2, 3 and 5. When you have finished, try to create different versions using one of the other starter words on lines 2, 3 and 5.

*There once was a big boy from Kowloon*

\_\_\_\_\_ (Who/Whose)

\_\_\_\_\_ (When/People/None/The/It)

\_\_\_\_\_  
\_\_\_\_\_ (He/And now)

(You may consider using these words which rhyme with Kowloon:  
moon, soon, lagoon, loon, June, tune, buffoon, croon, baboon, cartoon)

- (b) Now try to write a limerick using the first line written below. When you have finished, share your limerick with the class.

*There once was a young girl from Wanchai*

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

(You may consider using these words which rhyme with Wanchai:  
buy, dye, guy, hi, high, sigh, nigh, shy, my, why, fly, pie, lie, tie)

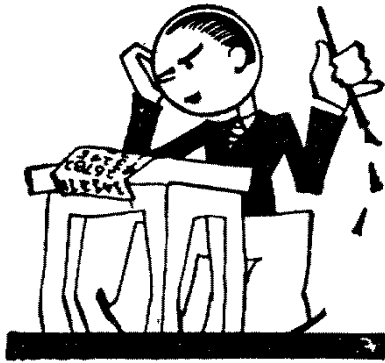
3. Write a limerick on a topic of your choice.

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

# Haiku

## Learning Activity 1 Identifying characteristics

The two poems below are called haiku. Read them and complete the summary about haiku that follows.



*Puzzled; pause for thought –  
Clock hands move ever forward –  
Examination.*

*Soothing music plays  
Homework's done and all is well  
Smile of contentment*



A haiku usually consists of \_\_\_\_\_ lines, with \_\_\_\_\_ syllables in the first line, \_\_\_\_\_ in the second and \_\_\_\_\_ in the third, making a total of seventeen. It tries to \_\_\_\_\_ a situation and \_\_\_\_\_ a mood. The third line \_\_\_\_\_ the first two.

## Learning Activity 2 Understanding haiku

1. Since haiku are concise, good choice of words creates a vivid picture of the moment described and contributes to the mood. Here is an attempt at translating a haiku by Matsuo Basho, one of the great Japanese haiku masters.

*First snow of winter –  
But it is heavy enough  
To lower branches.*

In the original haiku, a type of beautiful tree is mentioned to increase the sense of the changes and beauty winter both ends and brings. Perhaps "lower" is not very clear as it is more common as an adjective than as a verb so one can try to find another two-syllable expression:

*First snow of winter –  
But it is heavy enough  
To weigh down branches.*

The inclusion of the words “weigh down” seems a better choice as its meaning adds to the feeling that even this first snow is powerful. Later on in winter the snow is going to get (weigh) far worse. “Weigh down” is also a “heavier” expression than “lower” – it has more letters and is more consonantal (“lower” is almost all vowels).

2. Poems often reveal the background against which they are written. Read another haiku by Basho:

*Not a single one  
About, just solitary me –  
This cold autumn night.*

The autumn depicted above is “cold”, unlike the usually cool and attractive season in Hong Kong. So, we have to use our imagination to think of the feelings people in colder areas might have about the end of summer and the beginning of a very hard time of the year.

3. In some haiku, a contrast in mood is created as in the one by Basho below:

*New Year's Day has come.  
Sad lonely thoughts and regrets.  
The night falls quickly.*

The usually happy day fills the poet’s mind with sad thoughts. Then comes the break in the poem. The shortness of the day, so close to the Winter Solstice, follows and adds to the sense of loss and the shortness of life and joy.

4. Some haiku may have religious themes. The one below adapted from Kobayashi Issa’s (<http://thegreenleaf.co.uk/hp/Issa/00haiku.htm>) is an example:

*A bright butterfly  
Flies here, flies there, up and down  
And it has gone.*

Apart from describing the action of a butterfly, this haiku seems to focus on the restlessness and shortness of life, which is a Buddhist theme.

5. Now, read the following haiku by Murakami Kijo and answer the questions that follow.

*Autumn is starting.  
I look into a mirror.  
My father looks back.*

- (a) In which line does the shocking moment come?

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- (b) What does the poet mean by saying his father looks back?

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- (c) Why is the season mentioned?

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(d) What do you like/not like about this haiku?

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### Learning Activity 3 Appreciating haiku

We could ask ourselves the following questions when we read a haiku:

- What is the main theme?
- How does the poet make us understand the theme (e.g. through the use of contrast, alliteration, personification, images)?
- Why has the poet chosen the words s/he did?
- Are there better alternatives to some of the words/expressions used?
- Is the poem effective? Why/Why not?
- What do I like/not like about the poem?

In groups, read the following haiku and discuss what you think about them with the help of the questions above.

1.

*Taking out rubbish  
I go out into the dark –  
Moonlight falls like pearls.*

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2.

*The night is freezing.  
Who's that in the swimming pool?  
It's the crazy Moon!*

---

3.

*Prawn in my chopsticks  
Wasn't it alive just before?  
One bite gone. Tasty!*

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4.

*Blank sheet of paper  
Blank mind too. What can I write?  
The haiku pours out.*

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5.

*Sudden leap with ball.  
It hangs above the basket.  
Relief – it goes through!*

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*Scarlet strawberry  
 Mouth-watering. Lips open.  
 Taste of paradise.*

6.

### Learning Activity 4 Writing haiku

Write three haiku. Then keep on coming back to them and see how you can improve them. The following are some suggestions on how to write your haiku.

#### Choosing themes

You can choose themes which interest you, or think of special emotions you sometimes feel and find ways to express them.

#### Brainstorming ideas and vocabulary

After identifying one or more subjects you would like to write about, one way to help you to brainstorm relevant ideas and vocabulary for writing is to jot notes in a table with headings about different aspects of the subject(s). See below for an example:

Subject	Sounds	Tastes	Feelings*	Smells	Images	Moods/ Emotions*	Actions
<b>Winter</b>	<i>Wind howling</i>  <i>Leaves rustling</i>	<i>Snow on my tongue</i>  <i>Hot pot</i>  <i>Hot cocoa</i>	<i>Freezing cold</i>  <i>Damp surfaces</i>  <i>Cold wind on the skin</i>	<i>Delicious</i>  <i>Heavenly</i>  <i>Like melted cheese</i>	<i>People wrapped up in warm clothes</i>		<i>Hands in pockets</i>
<b>Queuing</b>	<i>Complain- ing</i>	<i>Soft drinks</i>  <i>Dry throat/ mouth</i>	<i>Tired feet</i>	<i>People around me</i>  <i>Exhaust fumes</i>	<i>Tapping my feet</i>  <i>Chewing gum</i>  <i>Looking at my watch</i>  <i>Sighing</i>	<i>Annoyance</i>  <i>Boredom</i>  <i>Frustration</i>	<i>Drinking a cola</i>  <i>Trying to look down the road for a bus</i>  <i>Calling friends</i>
<b>Failing a test</b>	<i>"You have failed"</i>	<i>Acid in throat</i>  <i>Sour/bitter taste</i>	<i>Cold sweat</i>  <i>Hot flush</i>		<i>Hiding from friends/ parents</i>	<i>Depression</i>  <i>Disappoint- ment</i>  <i>Fright</i>	<i>Sweating</i>  <i>Nervous fiddling and fidgeting</i>

*\*Feelings here refer to physical sensations whereas moods/emotions refer to strong psychological experiences.*

#### Evaluating your haiku

Read over the haiku you have written and use the following criteria to evaluate your poems. Make changes to your work if necessary.

- Are there three lines?
- Are there approximately 17 syllables?
- Are the syllables approximately divided in a 5/7/5 split?
- Are all the images, actions, emotions and feelings happening at the same time?
- Do the words capture what you want to convey?
- Are there any unnecessary words you should omit?

Then exchange your poems with a classmate and evaluate each other's work using these criteria.



**Illustrating your haiku**

Develop a photo/picture display that complements one or a group of your haiku. You may take some photos, use photos you have previously taken or draw some pictures.



# Narrative Poems

A narrative poem tells a story. It has a passage of time, and the beginning, middle and end of a storyline. Some narrative poems have a rhyming pattern but some do not.

## Learning Activity 1 Reading

Read the poem below by a person of about your age and complete its plan/outline that follows.

**A Sad Day**

*Yesterday was a very sad day  
(Well, it was to me.)  
I have – no – I had  
I had a dog. 4  
Nosey was his name  
As nosey was his nature.  
He came five years ago –  
He was just a puppy then. 8  
We grew together  
We played together.  
And yesterday he ran  
Into the road 12  
And he was  
Killed.  
Yesterday was a very sad day for me.*

Work out the basic plan of the narrative poem and fill in the blanks with the appropriate headings provided in the box below.

<i>Mood or atmosphere to create</i>	<i>Experience/Story</i>	<i>Details to include</i>
<i>Point of view from which story is told</i>	<i>Emotions to present</i>	

**What?**

\_\_\_\_\_ Title \_\_\_\_\_ : • A Sad Day

\_\_\_\_\_ : • The death of a dog

\_\_\_\_\_ : • Whose dog? My own  
• Name of dog? Nosey  
• When did I start keeping the dog? Five years ago  
• How did we get along? Great! We grew and played together  
• How did he die? Run over by a car

**How?**

\_\_\_\_\_ : • The writer, i.e. me

\_\_\_\_\_ : • Love for dog, and sadness

\_\_\_\_\_ : • Sad and quiet rather than one of uncontrolled grief

## Learning Activity 2 Reading and Discussion

A brief news item can give us the basic idea for a narrative poem. For example, the basic story of a news item "a housewife and mother of two won the Mark Six jackpot of 14 million dollars today" could be developed into the narrative poem below.

### Section A

In pairs or groups, read the poem and answer the questions that follow.

#### What a Day

*It was an ordinary day  
Like any other.  
Well, that's what I thought.  
I was washing clothes  
And mopping floors,  
Thinking about our dinner.  
And I remember I was worrying  
About Ah Tai's school-fees.  
Then Mrs Tse  
Across the way  
Shouted, "Have you checked Mark 6?"  
So I went and did.*

5

10

*It looked like my number.  
I checked.  
I checked again. It was my number.  
Only one winner...  
Could it be true?*

15

*Shaking hands  
Seeing bright colours  
Confusion  
Many thoughts  
All so fast:  
Who could I tell?  
Who should I hide it from?  
Where would I put it?  
How soon would I get it?  
What would I do with it?*

20

25

*Then dreams, so many dreams,  
A moment of sheer happiness.  
I had won  
I had won  
I had won  
14, 14, 14, 14, 14  
Million dollars.*

30

*New clothes,  
A new computer,  
A holiday maybe,  
Even a new home.*

35

*No more counting cents.  
Ah Fei and Ah Tai well-dressed  
Getting coaching, having iPods and mobile phones they liked.*

40

*Yes, all very materialistic.  
But those were only first thoughts.*

*Then the preparation to tell the family.  
How? I smiled. At once in a rush without a pause words pouring out? 45  
Or slow. In the middle of dinner. "Oh, by the way,  
It's been a good day.  
I have won Mark 6. 14 million dollars I believe."  
I won't forget this day for a long long time.*

1. Find examples in the first verse that reflect the ordinary life of the woman.  

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2. What is meant by "So I went and did" in the last line of the first verse?  

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3. Expressions such as "my number" and "I checked" are repeated in the second verse. What is the significance of these repetitions?  

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4. Why do you think the woman asks so many questions in the third verse?  

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5. What happens in the fourth verse?  

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6. What does the fifth verse tell us about the woman?  

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7. The last verse is longer, rather heavily punctuated and therefore slower than the other verses. Why is this so?  

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**Section B**

The writer has made certain decisions about how to present his poem, and these are reflected in the plan/outline below. Based on your reading of "What a Day", complete the plan by filling in the blanks with the appropriate answers provided in the boxes below.

**What?**

<i>description of what the mother is doing</i>	<i>climax</i>	<i>calm or excited</i>
<i>how to break the good news</i>	<i>different dreams</i>	<i>tension</i>

**How?**

<i>love</i>	<i>wonderful and uncommon</i>	<i>ordinary</i>
<i>confusion</i>	<i>woman's/mother's/housewife's</i>	

<b>What?</b>	
<u>Title:</u>	<ul style="list-style-type: none"> <li>What a Day!</li> </ul>
<u>Experience/Story:</u>	<ul style="list-style-type: none"> <li>Woman (housewife and mother of two children) winning Mark Six</li> </ul>
<u>Details to include:</u>	<p><u>Basic structure</u></p> <p>Beginning:</p> <ul style="list-style-type: none"> <li>Begins with a _____, something which housewives in Hong Kong ordinarily do e.g. washing clothes, cooking...</li> </ul> <p>What next:</p> <ul style="list-style-type: none"> <li>She gets to check Mark Six numbers</li> </ul> <p>Build _____ through:</p> <ul style="list-style-type: none"> <li>Her checking again, as she can't believe she wins 14 million dollars</li> </ul> <p>Lead to _____ by:</p> <ul style="list-style-type: none"> <li>Describing how confused she is about what to do with the ticket</li> <li>Highlighting her _____ of how to spend the money</li> </ul> <p>Bring poem to an end by:</p> <ul style="list-style-type: none"> <li>Considering _____ to the family</li> <li>Whether in a _____ way, it doesn't matter as it's an unforgettable day</li> </ul>
<b>How?</b>	
<u>Point of view from which story is told:</u>	<ul style="list-style-type: none"> <li>The _____ point of view; her thoughts are presented in the first person</li> </ul>
<u>Emotions to present:</u>	<ul style="list-style-type: none"> <li>_____, excitement, desires (greed), _____</li> </ul>
<u>Mood or atmosphere to create</u>	<ul style="list-style-type: none"> <li>begins with an atmosphere of _____, everyday life to prepare the reader for the _____ event to come</li> </ul>

**Learning Activity 3**  
**Writing**

1. Look in the newspaper for a brief story that catches your interest and write a narrative poem of about 20 lines about it. You may also consider adopting some possible ideas below:
  - a sister finds her long lost brother
  - a star splits with her boyfriend/his girlfriend
  - two women have a fight in a market
  - there's a gang fight
  - a jewellery shop robbery takes place
  - there's a typhoon
2. Plan how you are going to achieve the effects you want. Look back at the decision making points in the plan for the poem in Learning Activity 1. Make your decisions using similar points.
3. Think about the poetic techniques you have learned in this module so far. What techniques do you think would be effective for this poem? Why?
4. Write your poem.

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## Learning Activity 4 Speaking

Choral speaking (i.e. reciting a poem as a group) is an interesting way to perform as well as present your understanding and interpretation of a poem. Use the narrative poem you write in Learning Activity 3 or find another you like and prepare it for recitation.

You may wish to pay attention to the following aspects of the poem to help you to prepare for the performance:

- What is the theme of the poem?
- What is its overall mood and atmosphere? (e.g. Is it happy, sad, playful, ironic, exciting, terrifying or passionate?)
- What is the purpose of each verse? (e.g. Does it provide the setting, introduce the main character(s), describe the main incident or highlight the poet's feeling?)
- What tone would you use for each verse? Would you change your tone anywhere?
- How are the rhymes organised?
- Where would you put the stresses in each line or verse?
- What is the most appropriate pace for reading each line or verse?
- What facial expressions or gestures would you use to help to convey the meanings of some lines?

Perform your poem to the class and ask them for comments using the "Performance Feedback Form" that the teacher provides.

## Ballads

### Learning Activity 1 Reading

Here is an adapted version of a famous ballad. Perhaps you know the tune it is usually sung to (available at <http://kids.niehs.nih.gov/lyrics/clementine.htm>). Read it and answer the questions that follow.

<i>In a cave, in a valley, Digging for a mine, Lived a miner, busy miner, And his daughter Clementine.</i>	4
<b>Chorus</b>	
<i>Oh, my darling. Oh, my darling, Oh, my darling, Clementine! You are lost and gone forever, Dreadful sorry, Clementine.</i>	8
<i>Slim she was and like a fairy, And her shoes were very small, Sweet her looks and smiles, She had no weight at all.</i>	12
<i>That sad morning just at nine She went, that loving daughter, With a bucket to the river, Missed her step and fell into the water.</i>	16
<i>The mighty river took her fast Carried her from that fatal bank She had no power to fight it And soon into its waters dark she sank.</i>	20
<i>How that miner wept and cried Now his daughter was not by his side. Far away he went to hide When his Clementine so sadly died.</i>	24

- Circle the correct meaning of the words below (one word from each verse):
  - miner (line 3) (a. a shopkeeper b. someone who takes metals etc. from the ground c. a fisherman)
  - dreadful (line 8) (a. very b. afraid c. often)
  - slim (line 9) (a. tall b. pretty c. thin)
  - bucket (line 15) (a. container b. type of food c. friend)
  - fatal (line 18) (a. high b. deadly c. grassy)
  - wept (line 21) (a. sang b. dropped tears c. put on weight)
- What happens to Clementine?  
\_\_\_\_\_
- Why does it happen?  
\_\_\_\_\_



4. What happens to the miner in the end?

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5. How many lines are there in each verse?

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6. What is the rhyming pattern?

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7. What is the mood of the ballad?

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8. As seen from the ballad above, what do you think are some common features of ballads? Circle the correct descriptions below.

- A ballad is a traditional/modern pop song which tells a story.
- Ballads are very long/not very long. They jump straight to the main events and do not waste much time on details.
- They often/do not contain speech.
- They often/do not repeat lines.
- They are usually happy/sad.
- They are written in four/six line verses.
- There is some/no rhyme.

## Learning Activity 2 Reading and Writing

Work with a partner. Look up the story of Romeo and Juliet in the library or on the Internet. Then choose the correct words in the boxes below and complete the ballad on the famous lovers.

Verse 1	Verse 2	Verse 3	Verse 4	Verse 5	Finale
<i>(verbs)</i> fell looked took told crawled spoken	<i>(nouns)</i> kiss eyes water lips poison blood	<i>(prepositions/ adverbs)</i> inside up on under over around	<i>(adverbs)</i> true hardly sadly free	<i>(adjectives)</i> silly blunt young silver broken weak	<i>(pronouns)</i> his they we her

Romeo \_\_\_\_\_ one final long look  
 At Juliet lying there so cold.  
 Tears \_\_\_\_\_ streaming from his eyes.  
 It was and is the saddest story ever \_\_\_\_\_. 4

He opened then the jar of \_\_\_\_\_.  
 He poured it past his \_\_\_\_\_ so red.  
 He gave his love one final \_\_\_\_\_  
 And suddenly fell down dead. 8

One moment later Juliet revived.  
 She opened \_\_\_\_\_ her eyes and looked \_\_\_\_\_.  
 What did she see? An awful sight!  
 Her love, her Romeo, dead \_\_\_\_\_ the ground. 12

*"Oh Romeo! What has happened here?  
 Oh Romeo! I cannot live without you.  
 My plan, my dreams, all \_\_\_\_\_ broken,  
 But to you in death I'll still be \_\_\_\_\_."* 16

*So saying, she reached to Romeo's belt  
 And from it took his \_\_\_\_\_ knife.  
 She stabbed it into her \_\_\_\_\_ heart  
 And, so \_\_\_\_\_, gave up for love her life.* 20

*And so \_\_\_\_\_ 'll never forget  
 The perfect love of Romeo and \_\_\_\_\_ Juliet.*

**Learning Activity 3**  
**Speaking**

As a group, try to read out the ballad on Romeo and Juliet in Learning Activity 2 in a moving manner. You may also find another ballad you like and prepare it for recitation.

You might like to refer to the notes in Learning Activity 4 on "Narrative Poems" (page S55) to help you to prepare for the performance.

Perform your poem to the class and ask them for comments using the "Performance Feedback Form" that the teacher provides.

**Part 4**  
**Appreciating Songs and**  
**Writing Song Lyrics**

# Song Lyrics Reading and Writing

## "I Remember It Well"

### Learning Activity 1 Speaking

Discuss the following with your partner or group members.

1. In the song lyrics we are going to read, a man and woman who were in love many years ago meet and talk. Discuss with a partner what they might say.

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2. How reliable do you think our memories are? Is the evidence given by eye-witnesses in courts always considered reliable? Do you think the characters in the song have a similar or different memory of their story?

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### Learning Activity 2 Listening, Reading and Writing

Listen to the song "I Remember It Well" (available at <http://www.youtube.com>) and read its lyrics (available at <http://lyricsplayground.com/alpha/songs/i/irememberitwell.shtml>). Then answer the questions below.

1. What do the lyrics tell you about the following?
  - (a) When the characters met
  - (b) Where the story took place
  - (c) What the characters did

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2. Does the content of the song in any way meet with your expectations?

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3. Can you identify the accent of the man?

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4. What would you say the tone of the song is?

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5. Do the speakers rhyme with one another? Why do you think the writer made them rhyme/not rhyme?

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6. The man seems to have a poor memory of the events. What may this tell us about him?

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### "Kung Fu Fightin'"

#### **Learning Activity 1** **Speaking and Reading**

Work on the following with your partner or group members.

1. Discuss with a partner what you know about kung fu and its traditions. Think of some kung fu stars and films. What do you think is the image of kung fu among Westerners? List some of the words we use when talking about kung fu.

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2. The following slang words, which are already rather dated, occur in the song:

*cats: slang for people*

*funky: cool/fashionable*

*China men: an old-fashioned way of saying Chinese*

Can you think of a few slang English words more commonly used today (e.g. "cool" meaning fashionable or excellent)?

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3. The words about kung fu fighting in the left-hand column occur in the song. Match them with their meanings on the right.

expert timing	•	•	top of the leg
chop	•	•	a light jump
hip	•	•	prepare to fight, refuse to leave
skip	•	•	doing something at the right moment
make a stand	•	•	moving from side to side
swaying	•	•	a sharp downward hand movement

4. Now complete the following sentences with the words in the left-hand column.
- (a) He really hurt his hand when he tried a karate \_\_\_\_\_ on a brick.
- (b) We will \_\_\_\_\_ on this hill. We must not let the enemy pass.
- (c) She is practising the hop, \_\_\_\_\_ and jump.
- (d) You need \_\_\_\_\_ to cook a steak as good as this.
- (e) They could feel the building \_\_\_\_\_ in the typhoon.
- (f) He fell badly and hurt his \_\_\_\_\_.

## Learning Activity 2

### Listening, Reading and Speaking

Listen to the song "Kung Fu Fightin'" (available at <http://www.youtube.com>) and read the song lyrics by Carl Douglas (available at [http://www.tsrocks.com/c/carl\\_douglas\\_texts/kung\\_fu\\_fighting.html](http://www.tsrocks.com/c/carl_douglas_texts/kung_fu_fighting.html)). Then answer the questions below.

1. What do you think the song is about?

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2. In what ways does the music match the content of the song? You may think about the rhythm, pace or overall mood of the music.

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3. Discuss with your partner or group members what image people of other countries may have of the Chinese. Do you think kung fu plays a part in this image? If yes, which celebrities might have contributed to this image? How fair do you think the image is?

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4. Finally, consider the way in which other Chinese (e.g. those in Taiwan or on the mainland) view the people of Hong Kong. How does this compare with the western view? Report your conclusions to the class.

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# Song Presentation for Commercials

## Advertising Jingles

### Learning Activity 1

#### Reading, Listening and Speaking

Jingles are commonly used in television and radio advertising. A jingle is a short song, which is simple and repetitive as most of the time we do not listen to advertisements carefully. The idea is to get a cute and memorable tune and a few words which refer to the product to stay in our minds despite our lack of interest. If you find a jingle buzzing round your head, it has been a success. Some very successful jingles have been very short: "It is the real thing!/You deserve a break today".

The same techniques we have seen in poems and songs are used in jingles: rhyming words and alliteration (e.g. "Tetley tea/lovely as can be"; "Double your pleasure, double your fun with Wrigley's Doublemint Gum"; and 7Up is said to be able to "quench quickly"). But a concept is even more important. Soft drinks want to seem very fashionable and right for the younger generation. Cosmetic products for men need to seem really tough and manly. Freshness and nature are good selling points for lots of products.

Read the following examples of jingles and share with your partner which one you like best and why.

1.

*BurgerQueen, BurgerQueen  
The best burgers you've ever seen  
BurgerQueen, BurgerQueen  
The best burgers there've ever been.*

(repetition and rhyme)

2.

*Wongs knows how to bake  
The very best  
The very very best  
The very best cake!*

(exaggeration, rhyme)

3.

*If you're thirsty  
And you know it  
Drink some Z-Ice.  
If you're thirsty and you know it  
You'll find Z-Ice is nice!*

(uses a familiar catchy tune, rhyme, repeats product name, Z-ice)

4.

*Tang's fishballs-  
All the freshness of the deep sea  
All the flavour of the ocean*

(image, parallel phrases)

5.

*Pizza perfection...Pete's pizzas...*

(alliteration)

6.

*Take the dumpling challenge...*

(for a well-known make of frozen dim sum, sounds grand, might be repeated jokingly by consumers)

7.

*Our spring rolls are the springiest in town.*

(amusing word play)

## Learning Activity 2

### Writing

You are going to write a jingle for a product of your choice. Remember how a jingle sounds is important. You will need to say the words out loud to hear how they sound together. Play with different rhythms until you are happy with the jingle. Simple jingles are the most effective.

Follow the steps below:

1. Think of a product and write a jingle for it. You might like to consider sports shoes, apple juice, peanuts, potato snacks, chicken wings, green tea drink, coffee, soap, shampoo, sausages, tinned pineapples and so on.
2. Make a list of all the special things about your product (e.g. What does it do? What is special about the taste? Is it cheap? How will it help us?)
3. Using this list, try and make some words that rhyme with your ideas. These words should be positive ones.
4. Using your list, try and think of some words that can be used as alliteration. Again these words should be positive.
5. If there is a jingle tune that you like, try and make your words fit into that tune.
6. Think about repetition – is there anything you can repeat?

### Use of Songs in Advertising

#### Learning Activity 1

##### Speaking

In some cases, the advertiser uses a song as the background to the advertisement to create its mood and attract customers.

In groups, select three commercials that use songs to sell an image or a product which you find particularly memorable, and do the following:

1. Identify the song and the song title. Find out who sings it.

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2. Find the lyrics. (You may consult <http://www.tonsoflyrics.com> for the lyrics of some songs.)
3. What product is the song helping to sell?

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4. How is the song related to the product (e.g. in terms of the rhythm, tune or words/expressions in the lyrics)? What other words/expressions are used to add effect to the advertisement? Explain.

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5. What images/pictures are used to support the lyrics? What meanings do they create? (e.g. Do they suggest that the product is good for health, fashionable, highly recommended by experts, etc.?) Fill in the table on the next page.



Lyrics	The images/meanings they create

6. Share your ideas with your class. You may wish to talk about what aspects of the song make the commercial and the product it sells memorable to you.

**Learning Activity 2**  
**Discussion**

1. What do you think the songs in the left-hand column could help to promote? Some of the songs have actually been used in advertisements and others not. Match the songs with the products on the right.

- |                          |   |                              |
|--------------------------|---|------------------------------|
| "True Colours"           | • | • telecommunications         |
| "I Can See for Miles"    | • | • airline                    |
| "What a Wonderful World" | • | • sports shoes               |
| "Fly me to the Moon"     | • | • face cream                 |
| "Orange Crush"           | • | • coach travel               |
| "Happy Together"         | • | • fresh fruit and vegetables |
| "Born to Run"            | • | • pet food                   |
| "Ticket to Ride"         | • | • beer                       |
| "What's New, Pussycat?"  | • | • orange juice               |
| "As Time Goes by"        | • | • car headlights             |

2. Which of the song/product matches seems to you to be the best? Work with a partner to suggest some more such matches.

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### Learning Activity 3 Presentation

Working as a group, take on the role of a commercial advertising team and select a song for advertising one product. Then, present your choice and the reasons for it to the rest of your class, who will evaluate your presentation. You should refer to the words in the lyrics as you present. Divide up the presentation so that everyone in the group takes part in it.

Follow the steps below to help you to prepare the presentation.

1. Discuss which of the following products you would like to advertise. You may create your own products if you prefer:
  - software that can be used to create photographs
  - mobile phone or mobile phone service
  - a skin care product
  - a soft drink
  - a holiday resort
  - a public information commercial encouraging people to adopt abandoned pets
2. Make notes in the following table.

Product:
Song selected:
Reasons for the selection:

3. Organise your ideas according to the presentation plan below:

<b>Introduction:</b>	<ul style="list-style-type: none"> <li>• introduce the product to advertise</li> <li>• introduce the song to use for the advertisement</li> </ul>
<b>Body:</b>	<ul style="list-style-type: none"> <li>• state two to three reasons to explain why the chosen song is suitable for promoting the product (e.g. tune, mood, lyrics, rhythm)</li> <li>• quote examples from the song to illustrate arguments</li> </ul>
<b>Conclusion:</b>	<ul style="list-style-type: none"> <li>• recapitulate why/how the song fits the purposes of the advertisement</li> </ul>

4. Brainstorm some words and expressions that might be useful in presenting your ideas to your classmates.
5. Divide the presentation into parts, make brief notes on note cards and practise. Refer to the "Group Presentation Feedback Form" your teacher gives you for the criteria for making a good presentation.



2. You will come across the words in the left-hand column in the song you are about to listen to. Match the words with their correct meanings on the right. Use a dictionary to help you if necessary.

gruel	•	•	dry outside of bread
bill of fare (old-fashioned)	•	•	beg
crust	•	•	stomachache
cadge (slang)	•	•	thin/watery congee
thrill	•	•	large meal/feast
indigestion	•	•	menu
banquet	•	•	excitement
brood	•	•	think about

**Section B**

Listen to the song "Food Glorious Food" sung by the hungry boys in the workhouse just before Oliver dares to ask for more (available at <http://www.youtube.com>) and work on the following questions in pairs or groups.

1. Many different dishes are mentioned in this song. Put each dish into the correct part of the restaurant menu.

<i>The Glorious Restaurant</i>
<u>Main Courses</u>
• • pease pudding • saveloys •
<u>Desserts</u>
• •

2. The song refers to three kinds of cooking methods. What are they? Can you think of two more?

(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_

(d) \_\_\_\_\_ (e) \_\_\_\_\_

3. What two things could the question "What's next?" in the second verse refer to?

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4. The following adjectives are used to describe food in the song:

*marvellous glorious wonderful heavenly magical*

Add to these synonyms:

ex \_\_\_\_\_ fa \_\_\_ ous f \_\_\_\_\_ ic in \_\_\_\_\_ ible  
 sen \_\_\_\_\_ al su \_\_\_ b mag \_\_\_\_\_

5. The children in the workhouse suffer from hunger and malnutrition. Do you know of any places where children are in dire hunger in today's world? Have you taken part in any activities related to hunger relief? What can you do to help?

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### Learning Activity 3 Speaking, Listening and Reading

#### Section A

Pre-listening: Discuss and work on the following with your partner or group members. When you have finished, share your views on some of the topics below with the class.

1. Many people in their lives have times when they feel unwanted and uncared for. Look at this list of people. In discussion with your partner, put them in order of importance to a person's life.
  - parents
  - other close family
  - people who can give us professional advice
  - normal friends
  - a best friend
  - people with whom we have fun
  - people we trust
  - a soulmate/life partner/lover
  - religious advisors

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2. Talk to your partner about your views on love and fate. Is there one person intended for each of us? Or is love accidental?

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3. Discuss what we expect from our life partner, and what we are willing to commit ourselves in return.

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4. Make a list of some of the promises we make to loved ones and the words and images we use to express our feelings.

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#### Section B

Listen to the song "Where is love?" (available at <http://www.youtube.com>), read the song lyrics (available at <http://sufface.net/links/oliver-themusical.shtml#wil>), and answer the following questions.

1. The first lines should be understood as "Where is she, the one who I close my eyes to see". What does the character in the song mean by someone you have to close your eyes to see?

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2. What does the song mean by "the sweet 'hello' that's meant for only me"?

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3. Why might the loved one be hiding?

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4. Re-write the line, "The someone who I can mean something to", in your own words.

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5. Write some more questions suitable for this song using wh-words.

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6. Do you like the song? Why/Why not?

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7. Share some favourite songs about looking for one's true love with your classmates.

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### Learning Activity 4 Speaking, Listening and Writing

#### Section A

Pre-listening: Discuss and work on the following with your partner or group members.

1. You are going to listen to "I'd do anything". Find out what the song is about from the Internet.

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2. What do you think the following words mean? Make your own choices and then compare them with your partner or group members until you are all fairly sure you are right. Underline the correct meaning.

- (a) daffodil (a. an animal b. a flower c. a type of diamond)  
(b) a will (a. a magic wish b. an old-fashioned type of transport c. a document saying what will happen to your belongings after death)  
(c) risk (a. gamble b. take c. improve)  
(d) lace (a. tie up b. eat c. forget)  
(e) Timbuktu (a. a make of car b. a place faraway in Africa c. a famous book)

3. What promises do you think the character in the song would ask his/her lover to make? Write down three questions that start with "Would you" (e.g. Would you buy me a crown?).

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**Section B**

Listen to the song "I'd do anything" (available at <http://www.youtube.com>), read the song lyrics (available at <http://sufface.net/links/oliver-themusical.shtml#ida>) and answer the following questions.

1. What do the questions Fagin asks tell us about what the characters do for a living?

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2. "Anything" and "everything" appear in many lines in the lyrics. Without looking at the lyrics, can you complete the exchange between Oliver and Bet below with "anything" or "everything"?

BET: Would you lace my shoe?  
OLIVER: \_\_\_\_\_!  
BET: Paint your face bright blue?  
OLIVER: \_\_\_\_\_!  
BET: Catch a kangaroo?  
OLIVER: \_\_\_\_\_!  
BET: Go to Timbuctoo?  
OLIVER: And back again!  
I'd risk \_\_\_\_\_  
For one kiss – \_\_\_\_\_ –  
Yes, I'd do \_\_\_\_\_

3. Choose a well-known person or a character from fiction and write a sequence of rhyming questions for them. You might like to write to Spiderman, Garfield, Dracula, Sherlock Holmes, Winnie the Pooh or any other characters.

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**Learning Activity 5**  
**Performing a Song**

Form groups of four or five people. Choose one of the songs from the musical *Oliver!*, discuss how to sing it. You can use a piano or the sound track which you sing along with, or you can sing without music. Be careful to pronounce words clearly and correctly. Use some simple props and gestures to add extra to your performance. Rehearse many times. Give your performance to the class and ask them for comments using the "Performance Feedback Form" your teacher gives you.

**Part 5**  
**Presentation**  
**on Poem or Song**

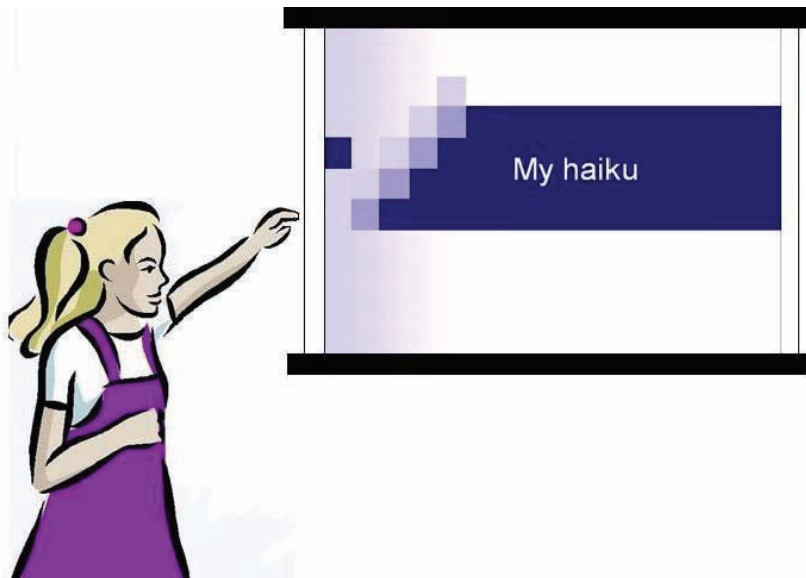


## Planning and Organising Your Presentation

You are going to make a presentation on one or more poems or songs you have come across during the module. You may exercise freedom in your choice of the content and organisation of the work(s) you choose.

In your presentation, you could:

- (i) express your personal feelings;
- (ii) highlight one or two aspects for comment and perform part of the poem(s) or song(s); or
- (iii) compare two or more works, commenting on aspects which interest you (including theme, language and style).



## Sample Presentations

Here are some examples of presentations. They offer suggestions as to what could be included in your presentation. The important thing is you show and tell your audience poems/songs which you enjoy and find interesting.

### Presentation A

***This presentation consists of four haiku the student has written about places around Hong Kong. Some background is given. The presentation shows the student has learnt how to write haiku and has deeper feeling for language as a result of the module.***

I want to share with you some haiku I have written. I have chosen four places in Hong Kong and tried to express my feelings about them. Here is the first one [*display illustrated copy of the haiku on a PowerPoint slide*].



*Bright breezy spring day  
Strong gusts blow in Stanley Bay –  
Windsurfers at sea.*

I hope you can imagine my experience. I took the bus to Stanley Market on a windy April day. I walked along to Stanley Beach. Suddenly I could see the sea and it was covered with surfers enjoying the breezes. I have tried to use b's and s's in my poem to give it a special sound.

Please look at this picture now [slide].



These beautiful flowers are found on a blooming flame-of-the-forest tree. I was walking last autumn from Deep Water Bay to Repulse Bay and as I came round the corner I suddenly saw all these bright red flowers. Here is my haiku.

*Passing the headland on  
Deep Water Bay coastal path:  
Flames-of-the-Forest!*

The third is here [slide]:



*M.T.R. exit  
Causeway Bay, Friday evening –  
Black heads everywhere.*

Seeing all the people passing, I remembered the Chinese phrase about the black-haired people and used it here.

My last haiku is from a trip to Tsing Yi Island when I saw the contrast between the very crowded island with all its buildings and the view of the harbour [slide].



*Tsing Yi Island  
Skyscraping apartment blocks  
Boats hurry by.*

Writing haiku has made me more aware of what I am seeing and feeling. I hope you enjoyed my poems. Thank you.

**Presentation B**

***The presenter gives the historical background of a poem and recites a verse from it in a way which demonstrates understanding of the poetic methods used and the tone created. The presentation shows the student has been reading poetry and knows how to appreciate it.***

On April 14, 1865 Abraham Lincoln was killed, shot while he was at the theatre. The terrible American Civil War had only just ended. It was a time which should have been one of happiness for the President, a time for him to enjoy his popularity and start healing his country, but he was murdered. His supporters were filled with anger, pain and disappointment. One of them was Walt Whitman and I want to share with you his poem on Lincoln's death, "O Captain! O Captain".

The main image of the poem is a ship's voyage. The ship of the United States, with its captain Abraham Lincoln, has been sailing through stormy waters. It has just reached the harbour and is safe when the captain dies. Whitman calls out to the President, "O Captain! O Captain!", hoping it is not really true.

Here is the third and final verse [*recited very carefully*]:

*My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse or will;  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;  
Exult, O shores! And ring, O bells!  
But I with mournful tread,  
Walk the deck my Captain lies,  
Fallen cold and dead.*

The lines grow shorter and we hear a lot of heavy /d/ sounds as we move towards the sad, final word of the poem: dead.

Thank you.

### Presentation C

***This presentation is about three songs with a similar theme. The speaker introduces each song by playing a bit of it and giving a summary of its content. S/he then gives her/his comments on the theme, pointing out its negative and positive aspects. The presentation shows the student has listened to a lot of songs and thought about their meanings, and has an awareness of the connection between style and message.***

I would like to present three songs to you today. The first is my aunt's favourite. She sings it from time to time. It is a song from the fifties by the famous film star and beauty queen, Marilyn Monroe.

[play some of "Diamonds Are a Girl's Best Friend" (available at <http://www.youtube.com>)]

The title of this song has, of course, become a popular saying. The woman in the song says that romantic love (fighting over women and kissing hands) is very nice, but diamonds are better. Love affairs usually end, and if the girl has not got something good in the early days, she will be left with nothing. She will grow old and no one will want her anymore but she won't care if she has plenty of diamonds.

You may think this is a bad attitude, but when men controlled the money and had the best jobs, it was a sensible one, too.

We can hear the same message in a song from the 1970s by the Swedish pop group, ABBA.

[play some of "Money, Money, Money" (available at <http://www.youtube.com>)]

The song is about a working woman who dreams of being rich. The only way she can think of is to marry a wealthy man. However, she realises this is not likely to happen as she does not know where to find one and, even if she did, he might not like her. She then starts thinking about the possibilities of gambling. The way the word "money" is repeated in the lyrics shows how important it is.

My final song is a very famous one from the nineteen eighties, by the superstar Madonna.

[play some of "Material Girl" (available at <http://www.youtube.com>)]

Madonna gives the message even more clearly, "the boy with cold hard cash is always mister right". It's a "material world" and a girl must think of her material needs.

Well, I am not saying that to love someone only for their money is a good idea, but I think the three songs show that not all women are naïve about love. Listen to the style of all three. The songs are sung with passion. They are loud and aggressive. They are partly joking, but they also show how independent modern girls really want to be.

If you are interested in learning more about the songs, you may visit these websites [*display websites on a PowerPoint slide*]:

<http://www.reelclassics.com/Actresses/Marilyn/diamonds-lyrics.htm>  
<http://www.azlyrics.com/lyrics/abba/moneymoneymoney.html>  
<http://www.azlyrics.com/lyrics/madonna/materialgirl.html>

Thank you.

# **Part 1**

## **Module Introduction**

## Module Introduction

### Objectives

By the end of the lesson, students will be better able to:

- ✦ understand what the module will cover and the requirements of the Poem and Song Journal

### Time Needed

- ✦ 1 hour 20 minutes

### Learning/Teaching/Assessment Tasks/Activities

- ✦ The teacher introduces the module to the students

### Materials Required

- ✦ Handouts on "Module Introduction"



# Module Introduction

## Teacher's Notes

### Introduction (10 minutes)

In the first lesson, teachers might like to briefly introduce the module, explain its aims and objectives and outline its content, which may comprise some of the following:

- learning about some basic characteristics of English poems and songs (e.g. rhyme, rhythm, images)
- reading a selection of poems
- writing a number of different types of poetry
- listening to a selection of songs
- adding verses\* to songs or writing/re-writing song lyrics
- considering the place of songs in advertising
- listening to some songs in the musical *Oliver!*
- taking part in a song performance
- making a presentation on some favourite poems or songs
- creating a Poem and Song Journal

It should be noted that this list is not exhaustive, and teachers might like to add more items or drop some of them, depending on students' needs, interests and abilities. In preparation for the module, students should be asked to start collecting English poems and songs from books, websites, the radio, television and CDs. They would need to bring at least one poem and one song to share with their classmates in the next lesson.

They will work on a range of assignments during the module, such as written personal responses to poems and songs, creative work, presentations and performances. The written work should be kept in a folder. It may also be a good idea to let them know that "poem" in the module is taken to mean everything from serious poetry to the verses inside greetings cards.

### Warm-up Activity (30 minutes)

Teachers may need to modify the handout based on how they would like to conduct the activity to fit students' needs. For instance, instead of having the teacher read a poem or play a song, students who feel ready could be invited to share with the class the poems/songs they have brought and invite other students to respond to the pieces.

### Poem and Song Journal (30 minutes)

The handout introduces students to the Poem and Song Journal they are encouraged to keep for learning and assessment purposes for the module. The approach offered in the handout is a flexible one. Teachers might like to modify the handout according to the requirements considered appropriate for their students.

Assessment of the module will focus on the work produced during the module, such as written personal responses to poems and songs, creative work, presentations and performances. The written work should be kept in a folder, which can be handed in to the teacher periodically for review and comments. Teachers may consider using or adapting the "Journal Entry Feedback Form" on page T5 for this purpose or for students' self or peer evaluation.

Three examples of journal entries are included in the student's handout. Teachers can use any they deem suitable. Entry 1 is intended to be straightforward and relatively easy. Entry 2 needs a little

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\* The word "verse" has several meanings. It is used as a synonym for "stanza" (i.e. a group of lines in poems and songs) in different parts of this package.

more sophistication and Entry 3 a little more again. Depending on students' needs and abilities, teachers could give out all three to stimulate students to produce a varied and interesting journal.

As an alternative to reading all these examples in class, teachers could read a poem, ask a student to read one or play a song. Some types of response which can be made could then be pointed out. At this stage, it might be helpful for teachers to give students some guidelines on what aspects of a song/poem students could pay more attention to or comment on, such as the themes, language features, emotions expressed through the choice of words of a poem or the lyrics and melody of a song, etc, which would be discussed in greater detail in the rest of the module. It might also be useful to ask students to start listening out for good advertising jingles and other things needed later in the module. Sample student works or works from teenagers worldwide could be shown to students to further stimulate their imagination and creativity.

### **Catering for Learner Diversity**

There is a choice of handouts to meet different needs, and teachers may vary the assessment requirements to meet the needs of their students.

### **Module Presentation (10 minutes)**

Some guidelines on what students could include in the end-of-module presentation are provided in the student's handout. Teachers might also like to refer students to Part 5 for further details and vary the requirements and arrangements as appropriate for their students.

### Journal Entry Feedback Form\*

Tick the appropriate boxes and give your comments in the space provided.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• At least one poem/song is included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The theme of the poem/song is clearly introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Personal response to the work is clearly presented with illustrations from the poem/song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas and comments are relevant to poem/song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The content is interesting/insightful on the whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>			
• The overall structure is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas are well-connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Style</b>			
• Sentences are well-formed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words and expressions are appropriately used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### General Comments

\*Teachers might like to adapt this feedback form to suit their students' needs.

**Part 2**  
**Introduction to**  
**Poems and Songs**

# Introduction to Poems and Songs

## Objectives

By the end of the lessons, students will be better able to:

- ✦ talk about poetry with the correct terminology
- ✦ understand at a basic level how poetry works
- ✦ look for poems and songs for their journal

## Time Needed

- ✦ 4 hours

## Learning/Teaching/Assessment Tasks/Activities

- ✦ Students learn about the characteristics of English poetry
- ✦ They discuss what makes a poem good
- ✦ They read poems and appreciate them
- ✦ They look at various sources for poetry

## Materials Required

- ✦ Handouts on "Introduction to Poems and Songs"
- ✦ CD Tracks 1–3: Rhythm or Beat in English Poetry

# Introduction to Poetry

## Teacher's Notes

This and the next few units in this part are for giving students some basic knowledge of verse. A handful of technical terms are introduced, but the concepts are more important than the words themselves. There are then a number of poetry worksheets in the student's handouts and the Supplementary Materials Section. Teachers will choose the ones they think will suit their students (or even produce some similar ones with poems they prefer). It is anticipated the class will be able to work through two or three poems, thus gaining the beginnings of a critical appreciation as well as help in knowing what to comment on when they write their journal entries.

The comments on verse apply to songs as well as poems, but the focus is more on the former with songs receiving more attention in Part 4.

### Learning Activity 1 (10 minutes)

#### Discussion

This unit covers the basic concept of poetry. The two questions in Learning Activity 1 get students thinking about some common features of poetry in terms of form and meaning.

1. In pairs, students discuss the characteristics common to the poems they have come across. Teachers invite some students to share with the class their observations.
2. Before students read the two short texts, teachers may tell them that there are many different types of poems across the world's languages and it may not be easy to give one definition that covers them all. Students may refer to the definition below for what poetry is in general:

*Poetry is when HOW we say something is as important as WHAT we say.*

After students have shared with each other the similarities/differences between a note and a short poem they have identified, teachers could point out that the content of the two short texts, i.e. the time and place of the gathering, is mainly the same. However, while the reader would probably be the most interested in the **meaning** of the message (i.e. WHAT is being said) in the note, the **form** of the message (i.e. HOW it is said) in the little poem might also catch the reader's attention as much as the meaning. For example, rhyming words ("there" and "square") are employed to make the message sound more pleasing/memorable and emphasis is given to key information ("At 6") through its position at the beginning of the line.

### Learning Activity 2 (20 minutes)

#### Writing

Students try to write a short poem with reference to the sample in Learning Activity 1 and the prompts for writing for this activity in the student's handout. They are encouraged to write creatively.

Teachers can adapt the notes on common poetic devices used in English poetry on the next page according to students' prior knowledge to help them to generate ideas for writing the little poem. Further details of the characteristics of English poetry will be covered in the next unit.

The table below summarises the main ways in which English poems are made special:

Lines	<p>The poem is set out in lines unlike ordinary writing. The lines are often of more or less the same length. They are organised in stanzas, not paragraphs.</p> <p>In English, as words are of different lengths, we count the number of syllables rather than the number of words (e.g. "hope" has one syllable; "hoping" has two) in each line. For some types of poems, there is a specific pattern in the number of syllables in each line of a stanza.</p>
Rhythm	Words have stresses. A musical beat or rhythm is created by the number and pattern of stressed and unstressed syllables in each line.
Rhyme	Words having the same sound as another word are in rhyme, e.g. "there" and "square". Rhymes may appear in different positions of a word (e.g. the last syllable (end rhymes) as with "wack <u>y</u> " and "poetr <u>y</u> "; the first consonant (alliteration/initial rhymes) as with "f <u>u</u> nn <u>y</u> " and "f <u>a</u> ce").
Images	These are word pictures such as "he burned with anger" (metaphor) or "his voice was as cold as ice" (simile).
Sound patterns	These can be created by, for example, repeating consonants (e.g. "t <u>a</u> sty t <u>o</u> matoes"; "b <u>i</u> g b <u>o</u> uncy b <u>a</u> by"; "w <u>i</u> ld w <u>h</u> istling w <u>i</u> nd") or vowels (e.g. "g <u>o</u> w o <u>l</u> d al <u>o</u> ne"; "m <u>y</u> t <u>i</u> ny m <u>i</u> ce") within or across lines.

**Suggested answers:**

*Hope to see your face  
In the sushi place  
At 1 next Saturday  
In Causeway Bay*

# Characteristics of English Poetry

## Teacher's Notes

Teachers may modify the learning activities in this unit or go over selective ones with students according to their interests, needs and abilities.

Before students attempt the activities, teachers may introduce or revise with them the main characteristics of English poetry. As long as the students grasp that lines of poetry in general are of a similar length, sometimes rhyme, have a beat, contain some metaphors and often put words starting with the same sound next to each other, they are on the way to understanding how the average verse is constructed.

### Learning Activity 1 (15 minutes)

#### Lines

1. Teachers explain to students that lines, as opposed to connected prose, are characteristic of poems. List poems are a good entry point for introducing the concept of lines as they typically consist of lines of items, places, people, ideas and the like. The last line(s) often highlight(s) the topic/theme of the poem.

#### Suggested answers:

The list poem is on the food taken by the poet within a day.

2. Teachers may brainstorm with students some vocabulary items they might need for writing the poem.

### Learning Activity 2 (15 minutes)

#### Syllables

This activity introduces students to the concept of "syllables", the units that contribute to the length of lines as well as the rhythm of English poetry. Teachers explain to students that the length of lines in English poems varies. While the length of lines of each verse or stanza in traditional poems often follow a particular pattern (i.e. meter), that for modern forms of poetry (e.g. free verse) is more flexible.

1. **Suggested answers:**

<i>Un-will-ing</i>	3
<i>Danced</i>	1
<i>Con-grat-u-la-tions</i>	5
<i>Bas-ket-ball</i>	3
<i>Grad-u-a-tion</i>	4
<i>Al-ways</i>	2

2. **Suggested answers:**

Line 3: 7 (How-I-suf-fer-from-the-heat)  
 Line 4: 7 (And-from-chil-blains-on-my-feet)  
 Line 5: 7 (If-we-took-a-litt-le-walk)  
 Line 6: 7 (We-might-have-a-litt-le-talk)  
 Line 7: 6 (Pray-let-us-take-the-air)  
 Line 8: 7 (Said-the-Tab-le-to-the-Chair)

3. Teachers go through the poems with students, focussing on the feature of lines of different lengths.



**Learning Activity 3 (10 minutes)**

**Rhythm or Beat**

To give students some idea of rhythm or beat in poetry, teachers can play Track 3, "The Song of the Homeworkers" by Trevor Millum, and Track 19, "Does it Matter?" by Siegfried Sassoon, on the CD in *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package (2005)*\*. Then, students try to read aloud the three poems on the student's handouts, paying particular attention to stress and rhythm. The teacher can then play Tracks 1 to 3 on the CD-ROM for this resource package and let students practise reading the poems rhythmically.

**Learning Activity 4 (10 minutes)**

**Rhyme**

1. Teachers read the pairs of words to students and draw their attention to the rhyming sounds. For further illustration, teachers may ask students to identify the rhymes in poems they are familiar with, such as Jack and Jill ([http://www.nurseryrhymes4u.com/NURSERY\\_RHYMES/Page\\_36.html](http://www.nurseryrhymes4u.com/NURSERY_RHYMES/Page_36.html)) or similar nursery rhymes.
2. **Suggested answers:**  
 desperation/celebration  
 hate/weight  
 right/site  
 dinner/thinner  
 complete/street  
 fry/high  
 dies/eyes  
 weather/altogether  
 survivor/driver

**Catering for Learner Diversity**

**For less advanced students:**

You may give students less number of rhyming words to choose from to reduce the challenge.

You can also use the following matching activity instead:

Match the words in the two columns that rhyme.

- |             |   |               |
|-------------|---|---------------|
| Tokyo       | • | • weight      |
| desperation | • | • driver      |
| hate        | • | • celebration |
| right       | • | • street      |
| dinner      | • | • potato      |
| complete    | • | • altogether  |
| fry         | • | • eyes        |
| dies        | • | • thinner     |
| weather     | • | • site        |
| survivor    | • | • high        |

\* *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package (2005)* was developed by the Curriculum Development Institute, EDB, and was disseminated in the year it was published to assist schools in their implementation of the three-year senior secondary English Language curriculum. Copies of the resource package are available at the Central Resources Centre (CRC), EDB for teachers' reference. Teachers may visit the CRC's homepage at the following website for further information:  
<http://crc.edb.gov.hk>

**Suggested answers:**

Tokyo	–	potato
desperation	–	celebration
hate	–	weight
right	–	site
dinner	–	thinner
complete	–	street
fry	–	high
dies	–	eyes
weather	–	altogether
survivor	–	driver

**For more advanced students:**

You might like to select more challenging words for students to match. More rhymes can be found at <http://www.rhymer.com/>.

**Learning Activity 5 (20 minutes)**

**Images**

This section introduces students to the use of images, which is a very common literary device in poetry as well as other genres.

**Suggested answers:**

- Similes.
  - A beautiful rose and a lovely piece of music.
  - Probably pleased.
- |                     |   |            |
|---------------------|---|------------|
| a long road         | – | study      |
| falling leaves      | – | sadness    |
| the moon            | – | loneliness |
| sunshine on waves   | – | love       |
| a tiger in a forest | – | anger      |
- complete darkness, shark jaws, an earthquake
  - a graveyard, a broken heart, a torn photograph
  - head in hands, a deformed vase, darts missing the bullseye
  - flame, a tight fist, clenched teeth
  - a yawn, a dozing dog, dull colours
- “lonely”
  - “a meadow turned to sand”; “a garden turned to weeds and dust”; “an ocean far from land”
  - Through the images of time slowing down and his heart in pain.

**Catering for Learner Diversity**

**For more advanced students:**

If time is available, the following reading and speaking activity can be given to stretch the more advanced students.

The poem by Francis Bourdillon below has a complicated set of images (metaphors). In pairs, discuss what the poet’s argument is and what images are used.

*The night has a thousand eyes,  
And the day but one;  
Yet the light of the bright world dies  
With the dying sun.  
The mind has a thousand eyes,  
And the heart but one;  
Yet the light of a whole life dies  
When love is done.*

**Suggested answers:**

There may be many stars and only one sun, yet the sun is more important and when it sets the day is over. The mind may have many interests and the heart only one, yet the heart is more important and when one's true love is lost, life itself is over. The images used include a night's thousand eyes (stars), the day's eye (the sun), the mind's thousand eyes (interests), the heart's eye (one's love), and the light of life (life itself).

**Learning Activity 6 (10 minutes)**

**Alliteration**

For an example of a poem rich in alliteration and rhyme, teachers can play Track 6, "Blow, Bugle, Blow" by Alfred Lord Tennyson, on the CD in *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package* before students attempt questions 1 and 2.

1. **Suggested answers:**

(b) and (e).

2. **Suggested answers:**

The use of many alliterated words in the poem creates a musical effect and a light-hearted tone. All the words starting with the letter "b", or the consonant sound /b/, alliterate. Other alliterated words are found in line 3 ("If I put it in my batter"), line 4 ("It will make my batter bitter") and line 6 ("Will make my batter better"). The poem also has the effects of a tongue twister.

3. The poem "Homework" by Russell Hoban is available on page 4 of *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package*. It could also be accessed online at <http://blbooks.blogspot.com/2007/09/poetry-friday-two-about-homework.html>. Teachers might like to prepare copies of it for students before the lesson.

**Suggested answers:**

(a) "sits", "Sunday" and "squashing" alliterate.

(b) The repeated /s/ sound draws readers' attention to the connection between "Sunday" and the verbs "sit" and "squash", evoking the feeling that the burden of homework has a crushing effect on Sunday. Other reasonable answers should be accepted.

# Appreciating Poems and Songs

## Teacher's Notes

### Learning Activity 1 (5 minutes)

#### What makes a poem/song good?

Teachers may, during the discussion, bring out the following which are important when judging a poem:

- the content, its interest to us and its value
- how well it creates a mood (whether funny, sad or whatever)
- structure, shape and organisation
- images
- choice of words
- sounds and patterns
- originality
- suitability for its purpose, balance and skill
- and for a song, its music and its fit with the lyrics

Of course, one poem does not need to be good in all these ways.

### Learning Activity 2

#### Understanding and giving opinions about poems and songs

##### Catering for Learner Diversity

You may wish to decide how much of the slightly technical material in this unit your students can absorb. If it is likely to put the students off, it will be best to introduce the ideas fairly rapidly, pruning the handouts to their bare essentials. Then the tasks for one or two poems can be done and the extra time allocated to another part of the module where it will prove more beneficial.

More advanced students should find the concepts easy to follow and useful for later parts of the module. Literature students may know the material already; in which case, just a couple of the poems need to be used.

### "Hi!" (15 minutes)

#### Section A

There are no fixed answers to the question in this part and students are encouraged to freely express their opinions towards hunting.

#### Section B

##### 1. Suggested answers:

- (a) Untrue – the poem is against hunting ("what fun!" in the last line is ironic)
- (b) True
- (c) True – line 5
- (d) Untrue – six lines, one verse
- (e) True
- (f) No fixed answers; it is a matter of opinion
- (g) True – "gun", "done" and "fun" in lines 2, 4 and 6 respectively rhyme
- (h) True – it has a good message against cruelty

2. The strengths are a matter of opinion. In general, the poem is witty and to the point. One might also judge it very simple and uninteresting as poetry. The main objective of this and the next two questions are to encourage students to respond freely to the short poem and to explain their views.

3–4. Students' own answers.

5. **Suggested answers:**

crash; slam; boom; drip drop; clank; tick tock; roar; squeak; shriek; meow; moo

**"Strawberries" (15 minutes)**

**Section A**

1. **Suggested answers:**

sight – eyes  
taste – tongue  
touch – skin  
hearing – ears  
smell – nose

2. Teachers may show students a strawberry or a picture of it, if they wish. Elicit from students vocabulary for describing the fruit in relation to the five senses to activate students' background knowledge and imagination for appreciating the poem.

3. **Suggested answers:**

sight – red  
taste – taste buds, sweet  
touch – tingling  
smell – sweet, scent

**Section B**

**Suggested answers:**

1. The poem tries to attract the senses of sight ("Red globes of pleasure"), taste ("Set taste buds tingling"), touch ("Juice running down chin") and smell ("Sweet scent of summer").

2. Probably yes, because the poem describes the appearance and taste of strawberries, which might help one to imagine eating one.

3–6. These questions have no fixed answers. Students are encouraged to freely express what they think about the poem. For question 6, it is important that they explain their answers.

**"I'm Feeling Rather Full Tonight" (15 minutes)**

**Section A**

**Suggested answers:**

1. Starter/Appetiser, main course and dessert/sweet.
2. Starter/Appetiser: green salad, soup  
Main course: pork chop, meat pie, roast chicken, fish and chips  
Dessert/Sweet: fresh fruit, apple pie, ice-cream
3. Oh, I couldn't eat another mouthful.  
I'm sorry, but I'm not hungry.  
I've already eaten. Thank you.  
I'm trying to lose weight.  
I'm on a diet.  
It's lovely, but too much.

**Section B**

**Suggested answers:**

1. He will be lying on the floor and his stomach will be hurt (lines 13-15).

2. The full person wants dessert.
3. Some of the ways the poet uses to make the poem interesting are listed below. Students might like to discuss any of them or others they have identified.
  - Rhyme – including end-of-line rhymes (e.g. “tonight”/“bite”, “bean”/“tangerine”) and internal rhymes (e.g. line 10: “ham”/“yam”, line 11: “clam”/“Spam”)
  - Rhythm – the use of rhymes gives rise to a musical, light-hearted rhythm
  - Alliteration – e.g. “feeling...full” (line 1), “taste...tangerine” (line 4), “lettuce leaf” (line 5), “bite...bit...beef” (line 6)
  - Exaggeration – “...eating more/Would leave me lying on the floor” (lines 13-14)
  - The twist or irony at the end – “And surely make my stomach hurt/Unless, of course you’ve got dessert”)
4. (c).
5. Students’ own answers. What is important is that they are able to explain their views.

### Catering for Learner Diversity

For extension vocabulary work, you might like to ask the more advanced students to attempt the activity below. You might also like to make use of the activity to challenge the less advanced students by reducing the number of items and selecting the more accessible ones.

#### Vocabulary work

1. Think of some more vegetables than bean and pea:
  - C \_\_\_\_\_ (orange in colour)
  - P \_\_\_\_\_ (boiled, baked or fried)
  - C \_\_\_\_\_ (green leaf vegetable)
2. Think of some more citrus fruit than the tangerine:
  - O \_\_\_\_\_ (loved for its juice)
  - L \_\_\_\_\_ (yellow)
  - L \_\_\_\_\_ (green)
3. Think of some more salad items than lettuce.
  - T \_\_\_\_\_ (round and red)
  - P \_\_\_\_\_ (can be green, red or even yellow)
  - C \_\_\_\_\_ (long and thin)
4. Think of some more types of meat than beef.
  - P \_\_\_\_\_ (from pigs)
  - P \_\_\_\_\_ (a bird)
  - D \_\_\_\_\_ (a bird)
5. Think of some other types of seafood than the clam.
  - M \_\_\_\_\_ (a greenish black shell)
  - P \_\_\_\_\_ (common in dimsum and wonton)
  - C \_\_\_\_\_ (there are blue ones and hairy one as well as soft-shelled)

#### Suggested answers:

1. Carrot; Potato; Cabbage (others: broccoli, cauliflower, onion, etc)
2. Orange; Lemon; Lime (others: grapefruit, mandarin, pomelo, etc)
3. Tomato; Pepper; Cucumber (others: spring onion, coriander, rocket, cress, etc)
4. Pork; Pigeon; Duck (others: turkey, lamb, bacon, ham, veal, etc)
5. Mussel; Prawn; Crab (others: lobster, oyster, sea urchin, abalone, etc)

**"Swimming Pool" (20 minutes)****Section A**

Both pre-reading tasks 1 and 2 aim to help students to understand the context and feelings presented in the poem. There are no fixed answers to the questions. If time allows, teachers might like to ask their students to do both tasks, otherwise they could just focus on either one of them.

**Section B****Suggested answers:**

1. Outdoors because of the reference to "sky overhead" in line 8.
2. S/He is not doing anything in particular but floating on water, as though s/he were weightless.
3. Touch; this is because we are told that as the swimmer bathes in the water, s/he feels as though her/his hair "melts into" (becomes one with) her/his skin.
4. Alliteration is used in these lines. It increases the rhythmic effect of the poem and highlights the harmony between the swimmer and her/his surroundings.
5. (b) is the best description because the swimmer feels as though s/he is "floating weightless" in the pool (line 1). It seems busy thoughts have stopped for a moment, as the swimmer just enjoys being surrounded by water. It is a dream state where the swimmer thinks s/he temporarily lives outside herself/himself (line 9).
6. Students' own answers.

**Catering for Learner Diversity****For less advanced students:**

Teachers might like to give the less advanced students extra support to help them to work out the answers to the following questions in Section B:

2. You may ask students to identify the verbs ("floating", "am") and nouns ("pool", "thoughts") in the first stanza. You may also ask them to discuss what line 3 means. Is the swimmer happy, unhappy, relaxed or troubled?
4. It does not really matter if students don't know the word "alliteration" so long as they can point out that the sound at the beginning of some words in the same line gets repeated. To further support students, you may ask them to consider what "I am bathed in blue" (line 6) implies. Does it suggest that the swimmer is cold or that he is fully immersed in water and becomes part of it? By answering these questions, students will be able to work out what the swimmer is at the moment experiencing, whether he is feeling worried, restless, relaxed or calm, and how the repetition of sounds is related to the swimmer's experience.
5. You might like to ask students to identify the negative words in the poem – i.e. "weightless" (line 1), "nothingness" (line 2) and "nothing" (lines 7 and 8) – and consider what they imply. "Weightless" suggests the feeling of lightness as though the body has no weight. "Nothingness" is associated with the image of the pool being empty of anything but the blue of the water. "Nothing" signifies that there is not anything around the swimmer except for the water and sky; s/he is in a dream state of peace where busy thoughts have left her/him temporarily as suggested by "I live outside myself" (line 9). In general, by asking students to consider these words or any other key words/lines and the images that they invoke, they should be able to see whether the mood of the poem is positive or negative, pleasant or unpleasant.

**For more advanced students:**

To stretch the more advanced students, you might consider asking them questions regarding the language of the poem. For example,

1. What is the effect of delaying the subject "I" in each of the three stanzas?
2. What is grammatically unusual about line 2? Why does the poet do this?

**Suggested answers:**

1. The self is made less important; the peaceful feeling of physical pleasure takes over from this world.
2. "Pool" is used without an article. It stops being a place and becomes a quality, a feeling.

You may also ask students to attempt the vocabulary extension activity below:

**Vocabulary work**

1. Look at the word "weightless" in the first line of the poem. What does it mean? Which two parts is it made up of?

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2. Which of these words can be followed by the suffix -less? Circle them.

<i>arm</i>	<i>care</i>	<i>high</i>	<i>sense</i>
<i>back</i>	<i>deliver</i>	<i>hope</i>	<i>strange</i>
<i>blue</i>	<i>hat</i>	<i>laugh</i>	<i>thought</i>

3. On the basis of your answer, what are the rules about -less words? Can the -less words all become -ful words? What is the rule?

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**Suggested answers:**

1. It means light or having no weight. It is made up of the noun "weight" and the suffix "-less".
2. arm; back; care; hat; hope; sense; thought
3. The suffix is used with nouns (but not colours, e.g. blue). These nouns could be concrete nouns referring to physical objects (e.g. hat) or abstract nouns (e.g. hope).

Only abstract nouns could form -ful words, which means having the stated quality (e.g. "careful", "thoughtful").

Note that "arm", a concrete noun, could also become "armful" but it has a different sort of meaning. It means what can be carried in the arms.



**“Rain Music” (25 minutes)**

**Section A**

**1. Suggested answers:**

- (a) light rain
- (b) a short period of rain
- (c) heavy rain in a short period
- (d) a storm with heavy rain

2. Students’ own answers. Where necessary, teachers might like to guide students to think about the use of rhyme, rhythm, alliteration or images in the poem.

**3. Suggested answers:**

- (a) anew
- (b) whispered
- (c) strain
- (d) slender
- (e) chords
- (f) murmur
- (g) mellow
- (h) triumphant
- (i) bidding
- (j) ancient

4. Teachers might like to ask students to read some poems or song lyrics on the website to familiarise them with some words and expressions related to rain.

**Catering for Learner Diversity**

**For less advanced students:**

For question 1, you might like to assign a different type of rain for individual groups to work on instead of asking them to do all four; each group will then share with the rest of the class what they know about the type of rain they discussed and how it affects their mood.

For question 3, if the vocabulary activity is too difficult for students, you might like to provide a glossary to assist them in understanding the poem instead. For example:

- “whispered murmur” (line 3) – quiet sound
- “strain” (line 4) – tune, sound
- “slender” (line 5) – thin
- “ancient” (line 6) – very old
- “mellow” (line 7) – gentle, calming
- “bidding” (line 8) – inviting
- “chords” (line 9) – music
- “triumphant” (line 11) – victorious
- “anew” (line 16) – again

Alternatively, you might like to choose a few of the words from the list and ask students to match them with the appropriate meanings after they have done an initial reading of the poem.

**For more advanced students:**

You might like to give your students the extension activity, “Vocabulary Challenge: ‘Rain’” in the Supplementary Materials Section (pages T71 to T72). It comprises words and phrases associated with the different sounds and types of rain.

**Section B**

**Suggested answers:**

1. "Dusty".
2. "Slender, silvery drumsticks" (lines 5 and 13).
3. A "whispered murmur" (line 3) is used to describe the soft and barely audible sound of light rain, whereas the sound of heavy rain is referred to as "a louder strain" (line 4).
4. The rain gives life to the seeds and plants.
5. As the sound of the rain is so melodious and appealing to the ear, God its Creator must be a great musician.
6. Yes, as "Rain Music" is a poem about the rhythmic beating of rain on the ground, the repetition of these words and expressions help to enhance the musical quality of the poem.
7. Yes, because it aptly reflects what the poem tries to do, i.e. describing the wonderful musical effect of the falling rain. Students might disagree and any reasonable justifications should be accepted.
8. Students' own answers.

**"Summer Holiday" (20 minutes)**

**Section A**

**Suggested answers:**

1. Students' own answers. They may want to visit historical sites in China, theme parks, big cities, or places such as Phuket or Hainan for beach holidays with water sports.
2. Students' own answers. They will probably wish to relax, eat well, go shopping and play various sports and games.

Daily life	Holiday time
<ul style="list-style-type: none"> <li>• Routine activities</li> <li>• Dullness</li> <li>• Stress and worry</li> <li>• Work</li> <li>• Seriousness and effort</li> <li>• Doing as one is told</li> </ul>	<ul style="list-style-type: none"> <li>• Special activities and tours</li> <li>• Excitement</li> <li>• Relaxation</li> <li>• Play</li> <li>• Fun and laughter</li> <li>• Doing as one pleases</li> </ul>

**Section B**

To help students to better understand the lyrics, teachers might like to tell students that for working people in a colder country such as the United Kingdom, where the song originates, there is a strong desire for sun and freedom from work. Group happiness is desired ("We're all going") and there is also a hint of holiday romance ("For me and you").

1. **Suggested answers:**  
One could probably go to the beach or coastal area where "the sun shines brightly" and "the sea is blue".
- 2-3. Students' own answers.

### **Learning Activity 3 (10 minutes)**

#### **Summing Up**

Teachers could briefly review with students the features of English poems and songs they have come across so far and encourage them to share with their classmates which of those impress them most.

### **Learning Activity 4 (5 minutes)**

#### **Tasks for the Poem and Song Journal**

Teachers could freely adapt the instructions and requirements for this learning activity on the students' handout, taking into consideration students' interests, abilities and needs.

#### **Additional resources on poems and songs:**

<http://www.colegiobolivar.edu.co/library/poetry.htm>  
<http://www.poetryamerica.com/>  
<http://www.poemsthatgo.com/poems.htm>  
<http://rpo.library.utoronto.ca/display/indexpoet.html>  
<http://www.poetry-online.org/>  
<http://www.westegg.com/nash/>  
<http://www.english.uiuc.edu/maps/poets.htm>  
<http://www.bartleby.com/verse/>  
<http://www.loc.gov/poetry/180/p180-list.html>  
<http://www.theotherpages.org/poems/authors.html#e>  
[http://www.daypoems.net/indexes/index\\_title.html](http://www.daypoems.net/indexes/index_title.html)  
<http://www.worldwideschool.org/library/catalogs/bysubject-lit-poetry.html>  
<http://www.poetropical.co.uk/africa.htm>  
<http://www.poetry.com/>  
<http://www.asia2000.com.hk/asia2000/orchid/woman.shtml>  
<http://www.poetryclass.net/kids.htm>  
<http://www.poetrysociety.org.uk/content/education/potu/>  
<http://dir.yahoo.com/Arts/Humanities/Literature/Poetry/>  
<http://www.best-love-poems.com/links.html?c=1>  
<http://www.kn.pacbell.com/wired/fil/pages/listpoetrymr14.html>  
[http://international.poetryinternationalweb.org/piw/cms/cms/cms\\_module/index.php?obj\\_name=www](http://international.poetryinternationalweb.org/piw/cms/cms/cms_module/index.php?obj_name=www)

**Part 3**  
**Reading and Writing**  
**Poetry**

## Reading and Writing Poetry

### Objectives

By the end of the lessons, students will be better able to:

- ✦ identify and understand a number of different types of poetry
- ✦ express their feelings through verse
- ✦ write English with sensitivity
- ✦ recite poetry in a sensible way

### Time Needed

- ✦ 12 hours 40 minutes

### Learning/Teaching/Assessment Tasks/Activities

- ✦ Students read examples of a poetic form and learn its characteristics
- ✦ They perform activities which focus on the content, features and language of the poems
- ✦ They write their own poems
- ✦ They prepare their work for display or recital

### Materials Required

- ✦ Handouts on "Reading and Writing Poetry"

# Reading and Writing Poetry

## Teacher's Notes

### Introduction

The SoWs suggests working on a variety of poems including acrostics, shape poems, poems following grammatical patterns, limericks, haiku, and ballads/narrative poems. As some students might find limericks and ballads fairly difficult, teachers may wish to skip these two types of poems and choose other types from the handouts on "Appreciating Different Types of Poetry" in the Supplementary Materials Section (pages T76 to T99) to suit their students' interests, abilities and needs.

The worksheets in this unit are intended to describe various forms of poetry, encourage students to think about them, supply simple examples (suitable for non-literature as well as literature students) and help them to produce their own versions. It is further suggested that the work students produce be presented orally in class or decoratively on paper for display. (In the case of the haiku, details of a photographic display are given.)

If teachers follow this plan, they will need to tell students how many pieces of work of each type they should produce. The lessons can then be in the form of poetry workshops. A few poems are recited/presented by students to start the class; and then a worksheet is handed out and read, leading to the students creating more poems. It is hoped the students will enjoy this and find sharing a positive experience. A fairly casual atmosphere may help the more nervous students to find participation pleasant. If possible, the habit of giving thoughtful and constructive comments on each other's poems should be encouraged in the class.

# Acrostics

## Learning Activity 1 (25 minutes)

### Identifying characteristics

The examples and questions in Learning Activity 1 aim to arouse students' awareness of the distinguishing features of acrostics.

1. Teachers may ask students to read the first letter of each line for the subject/theme of each poem. They could then draw students' attention to the use of words or phrases in each line for a description of the subject/theme.

#### Suggested answers:

The three poems are about "Teacher", "Chris" and "Anna" respectively. The first letter of each line highlights the subject/theme. Each line consists of a word or phrase about the subject/theme.

2. Teachers may go through the list of characteristics of acrostics with students before students work in pairs or groups to work out the features of each of the three examples.

#### Suggested answers:

- (a) David Beckham.
- (b) Example 1 consists of individual words (nouns, adjectives or verbs) while Example 2 consists of phrases and clauses about Beckham.
- (c) Example 3 is about "What to Write". Similar to Example 2, each line consists of a phrase/clause about the theme. In addition, the first letter of each line of Example 3 forms a phrase.

## Learning Activity 2 (40 minutes)

### Writing acrostics

1. For a variation on this part, teachers might ask students to use their own nicknames or family names to write their acrostics. For acrostics using nicknames, teachers might read them aloud and ask the class to guess who the students are.
2. To help students to write, teachers might like to brainstorm some useful vocabulary with them or let them read more acrostic poems on the website below for ideas:  
[http://www.holycross.edu/departments/socant/dhummon/acrostics/submitted\\_by\\_teachers.html](http://www.holycross.edu/departments/socant/dhummon/acrostics/submitted_by_teachers.html)

### Catering for Learner Diversity

#### For less advanced students:

You might like to give students a list of suggested topics that they are familiar with or that can easily evoke feelings, such as the following:

- Animals
- Favourite food/movie stars/singers
- Festivals
- Sports
- Book/song/movie titles
- City/country names
- Physical objects (e.g. stationery, furniture, clothes)
- Academic subjects (e.g. English, Mathematics, Economics)

## Shape Poems

### Learning Activity 1 (15 minutes)

#### Expressing meanings with fonts

The main characteristic of shape poems is that they resemble what they describe. This is usually achieved through the use of fonts and layout. As the words must also be meaningful and relevant to the subject matter, teachers might like to ask students to think about how they could use suitable fonts or artwork in a way that would help to express or highlight the meaning of each word in the writing activity.

Teachers may also ask the whole class to work on two to three chosen words and invite students to share with each other their creative work.

### Learning Activity 2 (15 minutes)

#### Expressing meanings with layout

Contrasting the two versions of the poem helps to highlight the effects the layout creates and presents to its readers. To help students to identify the effects more easily, teachers might like to ask students to compare Version A and Version B line by line.

#### Suggested answers:

In Version B, the word "carelessly" has been typed carelessly, and the following words about being out of control occur without spacing. For the crash, the letters are mixed together with the words broken up. The layout mirrors the meaning of the poem as it shows the readers the state of the cars as they crash.

### Learning Activity 3 (40 minutes)

#### Writing a shape poem

To help students to generate ideas for writing, teachers may show students an interesting example of a shape poem entitled "Ping Pong" by Gareth Owen on page 9 of *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package*.

Teachers might also wish to ask students to read a range of creative shape poems on the Internet, from the simple and straightforward to the more sophisticated such as the ones below:

<http://www.funny-poems.co.uk/kids/odes-ends/m07-ampersand.asp>

<http://www.reading.org/publications/journals/rt/v60/i1/images/RT-60-1-Parr-f3ri.gif>

<http://www.funny-poems.co.uk/kids/odes-ends/m99-poet.asp>

After choosing a topic to write on, students may start by writing sentences or a paragraph about the topic before organising the words in the shape of the subject.

#### Additional resources on shape poems:

[http://atschool.eduweb.co.uk/sirrohbitch.suffolk/schoolwork/poetry/shape\\_poems/shape\\_poems.htm](http://atschool.eduweb.co.uk/sirrohbitch.suffolk/schoolwork/poetry/shape_poems/shape_poems.htm)

<http://www.gardendigest.com/concrete/cvp235.htm>

<http://www.ubu.com/contemp/froes/box.gif>

<http://www.newspoetry.com/1999/990428.html>

<http://oregonstate.edu/~smithc/poems/salmon.html>

<http://www.vispo.com/guests/DanWaber/argument.html>

<http://www.whyte.org/jonwhyte/babel1.html>

<http://www.thing.net/~grist/l&d/thalia/au-rc05.htm>

<http://schools.pinellas.k12.fl.us/educators/tec/pravda3/concrete.html>

<http://www.gardendigest.com/concrete/this.htm>



## Poems Making Use of Different Grammatical Patterns

The poems in this unit can reinforce simple grammatical structures and are particularly suitable for students less confident of their English. Teachers can choose any pattern which seems to fit the needs of their students.

### Catering for Learner Diversity

#### For less advanced students:

You might like to use the handout "Grammar Challenge: Grammar Terms" in the Supplementary Materials Section (page T73) with students who need revision of grammar terms before they attempt the learning activities in this unit.

### Learning Activity 1 (40 minutes) Reading and Writing

#### 1. (a) Suggested answers:

Waiting and getting on the MTR	What happens while on board	Getting off the MTR	Catching the MTR on the opposite platform
<ul style="list-style-type: none"> <li>• waiting</li> <li>• pushing</li> <li>• rushing</li> <li>• boarding</li> </ul>	<ul style="list-style-type: none"> <li>• scrambling</li> <li>• squeezing</li> <li>• sitting</li> <li>• standing</li> <li>• reading</li> <li>• talking</li> <li>• sleeping</li> <li>• phoning</li> </ul>	<ul style="list-style-type: none"> <li>• leaving</li> <li>• alighting</li> </ul>	<ul style="list-style-type: none"> <li>• hurrying</li> <li>• walking</li> <li>• running</li> <li>• mounting</li> <li>• climbing</li> </ul>

### Catering for Learner Diversity

#### For less advanced students:

Consider providing a simpler poem which focuses just on the stages of (1) waiting and getting on the MTR and (2) what happens while on board, i.e.

*Waiting*  
*Pushing*  
*Rushing*  
*Boarding*  
*Scrambling*  
*Squeezing*  
*Sitting*  
*Standing*  
*Reading*  
*Talking*  
*Sleeping*  
*Phoning*  
*Octopussing*  
*MTRing*

It might be useful to pre-teach words such as "boarding", "scrambling" and "squeezing", and get students to discuss what "octopussing" and "MTRing" might mean. Once this is done, they should be able to put the gerunds under the appropriate stages and see that the words in the poem are not put randomly but based on a logical framework. They should also be able to offer their own views as to why words like "octopussing" and "MTRing" are used.

- (b) Students are free to express their views as to whether they like the words. However, the words are obviously the poet's invention, which makes it clear that it is a Hong Kong poem.
2. Where necessary, teachers might like to provide students with some vocabulary to help them to write, e.g. chatting, listening, playing, writing, drawing, helping, complaining, explaining.

An alternative way to conduct the activity is to turn it into a chain writing activity for individual groups or the whole class, with each student writing one line of the poem until they run out of ideas. This might help them to revise the use of more gerunds within a relatively short time.

3. To enable students to write their gerund poems more effectively, they should be reminded about the structure of the MTR poem and encouraged to plan their own writing carefully rather than provide a casual list of gerunds.

### Learning Activity 2 (10 minutes)

#### Reading

Adjective poems similar to the one introduced in this activity could be used to extend the vocabulary of more adept learners.

#### Suggested answers:

1. Adjectives.
2. Cats/Kittens.
3. Any words that can be used to describe cats or kittens, e.g. active, agile, clever, energetic, smart, unpredictable.

### Learning Activity 3 (10 minutes)

#### Reading

#### Suggested answers:

The last word of the poem is red.

1. Nouns.
2. "My Favourite Colour" or any possible answers.
3. Students' own answers. Some possible answers are fire, fire-crackers, fire-engines, flag of China, blood, Mars, beet/tomato juice, cherries, apples, roses, ruby, etc.

### Learning Activity 4 (30 minutes)

#### Reading and Writing

#### Suggested answers:

1. (a) Mother, grandmother or any possible answers.  
(b) Students' own answers, e.g. "My Mother".  
(c) Students' own answers. Some possible answers are "Calm/Serene face", "Soft voice", etc.

2. Where necessary, teachers might like to go through more noun phrases for describing people's appearance, personality, interests or skills with students before they write the poem.

### Learning Activity 5 (30 minutes)

#### Reading and Writing

Besides writing with relative clauses (as in the first poem) and conditional clauses (as in the second poem), teachers could flexibly adapt this learning activity and ask students to write poems using any grammatical structures that need reinforcing.

### Learning Activity 6 (40 minutes)

#### Reading and Writing

The activity aims to provide an interesting way to reinforce students' understanding of the basic English sentence structure (subject + verb + predicate) and use of adjectives. Teachers might like to adapt it by asking students to write poems using another grammatical pattern, depending on their needs, interests and abilities.

#### Suggested answers:

1. Seven. They are "cold", "soft", "milky", "sweet", "delicious", "wonderful" and "irresistible".
2. Line 1: **noun** ("Ice-cream") + **verb-to-be** ("is") + **adjective** ("cold")
- Line 2: **pronoun** ("It") + **verb-to-be** ("is") + **adjective 1** ("soft") + **adjective 2** ("milky") + **adjective 3** ("sweet")
- Line 3: **adjective 1** ("Delicious") + **conjunction** ("and") + **adjective 2** ("wonderful")
- Line 4: **adverb** ("Simply") + **adjective** ("irresistible")

#### Catering for Learner Diversity

##### For less advanced students:

Instead of producing four lines for the poem, students may be asked to write only two, following a simpler grammatical pattern:

"Ice-cream is cold" (noun + verb-to-be + adjective)

"Soft, milky and sweet" (adjective 1 + adjective 2 + conjunction + adjective 3)

If necessary, provide a suggested list of topics for students to choose from, e.g.

- Food (e.g. pizza, chocolates)
- Drinks (e.g. cola, coffee)
- Flowers (e.g. rose, daisy)
- Movies (e.g. *Harry Potter*, *High School Musical*)
- My school
- English lessons

**For more advanced students:**

Students who need challenge will be required to add two or three lines of their own to the poem. For example:

*Ice-cream is cold.  
It is soft, milky, sweet,  
Delicious and wonderful.  
Simply irresistible!  
But it tastes terrible  
When mixed with offal.*

## Limericks

Although limericks are not at all easy to write, they provide much opportunity for students to enhance their sense of rhythm and rhyme and thus should be encouraged.

### Learning Activity 1 (15 minutes) Understanding limericks

Ask students to read the limericks in groups, help each other with any unfamiliar words and discuss what the poems are about. Teachers might like to go round the groups and offer help when needed.

Students will continue to work in groups to complete the gap-fill activity. If they have any difficulty working out the answers, consider giving them clues such as providing the first one or two of the letters of the missing word (like what is done to the third bullet).

#### Suggested answers:

- It consists of five lines.
- The rhyme pattern is A A B B A.
- The number of syllables per line is: 9/9/6/6/9; the inner two lines are shorter and rhyme separately.
- The rhythm should be bouncy and jolly/happy.
- The first line often begins "There was (a person) called (name) or from (a place)".
- The second line often begins with "Who".
- The simple past is the usual tense.
- Word order can be played with a little to get the right rhyme.

#### Catering for Learner Diversity

##### For less advanced students:

Consider giving choices for some of the blanks. For example:

- The rhyme pattern is A A \_\_\_ A (BB/AA).
- The number of syllables per line is: 9/\_\_\_/\_\_\_/\_\_\_/9 (7-4-4/9-6-6); the inner two lines are \_\_\_ and rhyme separately (shorter/sharper).
- The rhythm should be bouncy and \_\_\_ (happy/quiet).
- The \_\_\_ line often begins "There was (a person) called (name) or from (a place)"(first/third)

### Learning Activity 2 (15 minutes) Reading and Writing

1. This activity focusses on the structure of limericks. In re-organising the poem, students would need to consider more closely some of the characteristics of limericks which they learnt about in the previous activity. They might like to note that the first two lines of limericks do not necessarily always begin with "There was..." and "Who..." respectively.

#### Suggested answers:

*He was so extremely tall and strong (2)  
And screamed, "Run quickly. Here comes King Kong!" (5)  
When people saw him first (3)  
Allow me to introduce Roy Wong. (1)  
They thought the very worst (4)*

2. This activity requires students to continue to apply what they have learnt about the characteristics of limericks. Students would need to find a word that rhymes with "true" (line 1) to

replace "ship". Lines 3 and 4 do not have the right number of syllables, and students would need to replace the underlined words or expressions with appropriate ones to meet requirements.

**Suggested answers:**

*This story I tell you is most true.  
It's the story of a magic shoe.  
It grew an eagle's wings  
And many other things  
And when it had them, away it flew.*

**Catering for Learner Diversity**

**For less advanced students:**

For question 1, you might like to start students off by providing the first line "Allow me to introduce Roy Wong" as an example.

For question 2, consider providing students with choices, e.g.

*It's the story of a magic ship. (horse/shoe)  
It grew a bird's wings (an eagle's/chicken)  
As well as many other things (Along with/And)*

**Learning Activity 3 (10 minutes)**

**Reading**

Teachers should make sure that students understand what the words in the boxes mean before asking them to complete the limericks.

**Suggested answers:**

*There was a young singer called Joe Chan  
Who could not attract a single fan.  
No one bought his CD  
Even when it was free  
So he drove off a cliff in his van.*

*I once knew a boy called Oscar Pang  
Who loved to play with a boomerang.  
The latest news I've heard  
(Though I know it's absurd)  
Is he's married an orang-utang.*

**Catering for Learner Diversity**

**For less advanced students:**

In groups, students will focus just on one limerick, i.e. the first one about Joe Chan, and be given a shorter list of words to work with. After successful completion of the poem, they may be given the Oscar Pang limerick to work on.

**For more advanced students:**

Students will complete the limericks without the help of the word list.

## Learning Activity 4 (60 minutes)

### Writing

- Where necessary, teachers might like to provide students with the following rhyme ideas to help them to write:
  - long, gong, song, wrong, along, belong, ping pong, Wong, Kong, Fong, Tong

**Suggested answers:**

*I met a young woman named May Wong  
Who sat round for hours playing mahjong.  
She also likes poodles  
And instant pork noodles.  
I wonder if she came from Hong Kong.*

**2. Suggested answers:**

- (a) *There once was a big boy from Kowloon  
Who always acted like a buffoon;  
When he went to the zoo,  
They all knew what to do.  
He now lives with his friend the baboon.*

*There once was a big boy from Kowloon  
Who refused to get up until noon;  
When his mother got mad,  
And yelled "you're so bad,"  
He frowned and shrugged and blew a balloon.*

- (b) *There once was a young girl from Wanchai  
Who claimed that she was extremely shy;  
When a cute boy walked in,  
Why, his heart she did win,  
For she knew that he was the right guy.*

- Get students to work in groups and allow them plenty of time to draft and improve the content of their work. Students are usually very imaginative and should be able to come up with their own topic. However, if they really have difficulty thinking of one, here are a few suggestions:
  - A cat meeting and befriending a bird
  - The Chinese New Year
  - A boy writing a limerick instead of answering questions in the exam
  - My neighbour and her favourite food

### Catering for Learner Diversity

**For less advanced students:**

Students should be encouraged to express their ideas in writing as far as possible, even though their work may not fit all the basic requirements of a limerick. With more practice, they should be able to produce poems of better effect.

For question 1, you might like to help students to develop ideas for lines 3 and 4 by considering questions like "What else does May Wong do?" or "What else does she enjoy or dislike doing?", and round off the poem by saying what becomes of her, how her friends feel about her, or where they think she is from.

For question 2, you might like to ask students to complete the first limerick only. They can then be asked to create 2-3 versions using the same starter on line 2 and using different starting words on lines 3 and 5. This will provide extra practice for them. If they then feel more confident, they can be

asked to complete the second limerick with less support.

For question 3, instead of writing a new poem, students may be asked to re-write one of the limericks they have read or completed in previous activities.

While students are working on these activities, teachers will go around the groups and offer support regarding content and language.

**Additional resources on limericks:**

<http://www.poetry-online.org/limericks.htm>

<http://www.teachingideas.co.uk/english/limerick.htm>



# Haiku

Haiku are short and they look simple. However, good haiku with meaningful themes and interesting images created through poetic and concise language are not easy to write. They are therefore worthy of appreciation.

## Learning Activity 1 (25 minutes) Identifying characteristics

Teachers might like to start by asking students to look at the first picture on the student's handout and say a few sentences to describe what they see. As students read the first haiku, they would probably notice that the haiku depicts the image of a particular moment in time as presented in the illustration, which is a main feature of haiku.

Students then read the other haiku, work out the basic structure of this type of poem and complete the summary.

### Suggested answers:

A haiku usually consists of three lines, with five syllables in the first line, seven in the second and five in the third, making a total of seventeen. It tries to describe/present/portray a situation and create/evoke/present a mood. The third line sums up/comments on the first two.

### Catering for Learner Diversity

You might like to give students the notes below to enhance their understanding of the main characteristics of haiku. You might also ask them to identify more features of haiku with the two examples in Learning Activity 1 before giving out the notes.

#### Main Features of Haiku

The haiku is a traditional form of Japanese poetry, which has become very popular with modern western writers as offering a powerful way of expressing emotions through images. Its main features are as follows:

- Each poem has 3 lines and 17 syllables.
- The 17 syllables are usually divided into lines of 5/7/5. There is sometimes one more or less, which is not a big problem.
- The first one or two lines typically present a situation or sensation. A break, often marked by a dash, follows. Then some sort of comment on the situation or sensation is made in the third line.
- The stress is on the images created by words. The reader should see, taste, hear, smell or feel something, such as seeing the wrinkles of an old man or feeling the coldness of winter, and then suddenly come to understand the image or theme more or have a deeper awareness of it.
- Everything in the haiku occurs at once. There is no real narrative. The present tense is usual.

*Green light bus **comes**  
Then the rain **falls** slowly –  
Later I **think** about a seat.*

- The use of words is often concise. Take the haiku above, which is a bit clumsy, as an example. With some thought it could be improved as follows:

*Green light bus comes  
Rain gently falls on my head –  
Will I get a seat?*

Now it catches a peaceful moment of someone half day-dreaming as they follow their daily routine.

- Haiku omit unnecessary words such as articles or other words that do not hamper the understanding of the poem when removed. e.g. "The blackbird sings in the tree". "I waded in the cool spring water". "I see golden carp swimming close by" can become:

*Blackbird sings in tree;  
I wade in cool spring water;  
Gold carp swim close by.*

- Traditional haiku are about nature and the seasons.
- Haiku are not usually given a title. It is for the reader to realise the point of the poem.

*Slowly rubbing eyes  
Rising gently from slumber  
Remembering dreams*

The poem is about waking up, as suggested by the three actions of "rubbing eyes", "rising" and "remembering dreams".

- The poet can choose how much or how little punctuation to use.

### Learning Activity 2 (30 minutes) Understanding haiku

This activity aims to enable students to understand haiku in terms of their use of words, background, mood and theme by way of illustration.

#### Suggested answers:

- (a) The shocking moment comes in line 3 as it is "I" who looks into the mirror (line 2) but "My father" who looks back (line 3). There is a shock of seeing an unexpected face.
- (b) It probably means the person looking into the mirror is getting older and looking like his/her parent.
- (c) Autumn symbolises the beginning of the old age of the year. It reinforces the image of the ageing person who looks into the mirror.
- (d) Students' own answers.

### Learning Activity 3 (30 minutes) Appreciating haiku

This activity encourages students to give their opinions about haiku. Before students discuss the haiku in groups, teachers might like to go over the general questions at the beginning of the activity as well as the key terms such as "mood", "emotions" and "images" with them. Tell them that they could approach a haiku by asking themselves questions on the theme, poetic devices, choice of words and the effectiveness of the work, as with reading other types of poetry or genres. Students should also be reminded that they could draw on their personal experience and knowledge of the world as far as possible in appreciating the works and be open to different interpretations. Students then share their thoughts and views towards the haiku in groups.

Below are some possible responses to the poems. Any reasonable interpretations students express in their own words should be accepted.

1. There is a contrast between the slightly unpleasant activity and the sudden sight of something very beautiful. Too often we hardly see what is around us but here the poet is suddenly stunned by the light of the Moon. "Fills the sky" makes it a bit too bright. The image of water "flooding" could have been used to describe the moonlight, but "pearls" may be more powerful and unexpected, like the view.
2. This one is not unlike some Mid-Autumn Festival poems. The reflection of the Moon in the water strikes the poet. What is it doing in the icy cold water? It must be crazy!
3. This haiku is about the unpleasantness of the food chain and our mixed feelings towards the creatures we eat. The poet's sympathy does not prevent his/her enjoyment.
4. This haiku is about a moment of sudden inspiration.

5. The haiku tries to catch the feeling of tension of a player waiting to see if a throw has been successful. The situation can easily be applied to other aspects of life.
6. Colour and taste come together to express the sensory pleasure of a strawberry.

### **Catering for Learner Diversity**

#### **For less advanced students:**

To give students an idea of what is expected of them in giving opinions about haiku, you might like to explain the general questions and model how to apply them to the first haiku by asking several students to respond to each question. This also gives them a model for their discussion. Students could then be directed towards the easier poems, such as the one about the prawn (poem 3) and basketball (poem 5) for discussion first, so that they can build their confidence before moving on to the more difficult poems.

As an alternative, students could be asked to discuss the following questions specific to each of the six poems:

1. Do you prefer any of these alternatives: "Taking out the trash", "Moonlight floods the stairs", "Moonlight fills the sky"? Why/Why not?
2. Why do you think the poet has used "crazy" to describe the moon?
3. How would you describe the poet's mood? Is s/he happy? Which word makes you think so?
4. Do you prefer "Blank computer screen" for line 1? Why/Why not?
5. What is the theme of this haiku? Do you prefer "Will it? Yes, it does!" for line 3? Why/Why not?
6. What literary devices has the poet used to make readers understand the sensory pleasure of eating a strawberry?

#### **For more advanced students:**

An extension activity could be to ask students to find haiku they like and write a short piece or make a short presentation explaining the reasons.

### **Learning Activity 4 (60 minutes)**

#### **Writing haiku**

Students may follow the steps on the student's handouts for writing their own haiku. Teachers could freely decide how many haiku their students should write based on their interests, abilities and needs.

### **Catering for Learner Diversity**

#### **For less advanced students:**

If students have difficulty getting started, you might like to suggest some themes they could write on. e.g.

- the feeling you get when biting into your favourite food
- a childhood memory
- a time of day
- the feeling you have as you walk into an examination
- your favourite season
- your feelings as you look out of the window on a rainy day/a sunny day/a gloomy, overcast day
- the feeling you have when you think of a loved one
- what goes through your mind when you are angry
- what goes through your mind as you prepare to blow out the candles of your birthday cake

Once they have decided, they will focus on just a few of the aspects they would associate the subject/theme with, e.g. feelings, actions, images and possibly sounds/tastes.

If students are unsure about how they could illustrate their haiku, you may wish to give them the examples below:

To complement the light-bus haiku in the handout on "Main Features of Haiku" in Learning Activity 1 (page T35), a picture of different people, or one person, waiting in the rain at the bus stop could be used. Several shots of one person from different angles would also serve the purpose.

For the six haiku in Learning Activity 3 (pages S47 to S48), pictures of the silhouette of a person against some moonlit rubbish bins (poem 1), the moon in the sky above Hong Kong (or reflected in water) (poem 2), a prawn held between chopsticks near a mouth (poem 3), a person with pencil in hand scribbling on a piece of paper (poem 4), a basketball player leaping towards the hoop (poem 5), and a glistening strawberry (poem 6) would be suitable.

**Additional resources on haiku:**

<http://www.haikupoetshut.com/haikuphotndx.html>  
<http://worldhaikureview.googlepages.com/>  
<http://raysweb.net/haiku/>  
<http://www.haiku.insouthsea.co.uk/>

# Narrative Poems

## Learning Activity 1 (20 minutes)

### Reading

The poem is an example of a simple narrative poem. Students should be encouraged to figure out what it means on their own. Before they work on the plan, however, teachers might like to go over key terms such as "emotions", "mood" and "atmosphere" with the students to make sure they clearly understand them. The plan shows that there are a number of decisions that one has to make when writing a narrative poem.

### Suggested answers:

Plan/Outline of poem

#### **What?**

- Title
- Experience/Story
- Details to include

#### **How?**

- Point of view from which story is told
- Emotions to present
- Mood or atmosphere to create

### Catering for Learner Diversity

#### For less advanced students:

Before asking students to work on the plan, teachers might like to make sure they understand what the poem is about by asking them some or all of the following questions:

1. What kind of a day was it, according to the writer?
2. What is the dog's name?
3. How long has the poet kept the dog?
4. Does the poet have a close relationship with the dog? Give your reasons.
5. Why was it a sad day for the poet?

Adapt the plan, if necessary, by leaving out "mood or atmosphere to create". Introduce this concept later as students have more exposure to narrative poems.

#### For more advanced students:

Consider adding one more dimension for students to think about by including the option of "what tone to use" in the boxes and adding "everyday and conversational, so readers can relate to the experience more easily" as one of the bullet points under "How" in the plan.

## Learning Activity 2 (40 minutes)

### Reading and Discussion

The poem in this activity presents a clear story structure (with a beginning, a middle and an end), illustrating what happens to the character and the conflicts she has been through. Although it may seem more suitable for more advanced students due to its length, less advanced students should also, under the teacher's support and guidance, be encouraged to read the poem and attempt the activities that follow.

#### Section A

To better prepare students for the poem, teachers might like to engage them in a warm-up activity, in which they will discuss how they would feel and what they would like to do if they suddenly had access to a huge sum of money. Teachers might also like to pre-teach words such as "mopping" (line

5), "sheer" (line 29), "coaching" (line 41), "materialistic" (line 42), although in general there is not much difficult vocabulary in the poem.

**Suggested answers:**

1. She was washing clothes (line 4) and mopping floors (line 5), as well as thinking about her family's dinner (line 6).
2. It means that she went to check her Mark 6 numbers.
3. The repetitions suggest that the woman does not fully believe what she sees, and so double-checks to make sure she has the winning numbers.
4. The questions suggest that many thoughts go through her mind. She is not sure what to do.
5. She feels extremely happy and is sure that she has won 14 million dollars.
6. These lines allow us to see her more clearly as a character. On the one hand, she shows her materialistic desires. However, we also see her love for her sons shining through, as she wishes Ah Fei and Ah Tai to be well provided for.
7. This reflects the debate that goes on inside her, whether to break the news all at once or tell it in a matter-of-fact way.

**Catering for Learner Diversity**

**For less advanced students:**

Students may be provided with a slightly shorter poem followed by a glossary, e.g.

**What a Day**

*It was an ordinary day  
 Like any other.  
 Well, that's what I thought.  
 I was washing clothes  
 And mopping <sup>1</sup> floors,  
 Thinking about our dinner,  
 Worrying about Ah Tai's school-fees.  
 Then Mrs Tse  
 Across the way  
 Shouted, "Have you checked Mark 6?"  
 So I went and did.*

*It looked like my number.  
 I checked.  
 I checked again. It was my number.  
 Only one winner...  
 Could it be true?*

*I had won  
 I had won  
 I had won  
 14, 14, 14, 14, 14  
 Million dollars.*

5

10

15

20

*New clothes,  
 A new computer,  
 A holiday maybe,  
 Even a new home. 25*  
*Ah Fei and Ah Tai well-dressed  
 Getting coaching<sup>2</sup>, having iPods and mobile phones they liked.  
 Yes, all very materialistic<sup>3</sup>.  
 But those were only first thoughts.*  
  
*Then the preparation to tell the family. 30  
 How? I smiled. At once in a rush without a pause<sup>4</sup> words pouring out?  
 Or slow. In the middle of dinner. "Oh, by the way,  
 It's been a good day.  
 I have won Mark 6. 14 million dollars I believe."  
 I won't forget this day for a long long time. 35*

<sup>1</sup>mopping: cleaning or washing with a mop (i.e. a cleaning tool which has a long handle)

<sup>2</sup>coaching: private lessons

<sup>3</sup>materialistic: taken up with money and possessions

<sup>4</sup>without a pause: without stop

If this version of the poem is adopted, then question 4 should be dropped. Also, questions 5 and 6 would need to be rephrased as "What happens in the third verse?" (Suggested answer: she realises she has won 14 million dollars) and "What does the fourth verse tell us about the woman?" (Suggested answer: It tells us about her character. She has materialistic desires but she also loves her children as she wants them to be well-provided for). The last three questions, i.e. questions 5 to 7, of course, need to be re-numbered.

### Suggestions for further help with individual questions

- Question 2 - If students are stuck, consider rephrasing the question as "What did the housewife do after Mrs Tse asked if she had checked Mark 6?"
- Question 3 - Focus students' attention on the question in the second verse, "Could it be true?", which provides a strong hint as to the implications of the use of repetition.
- Question 5 - Ask students what material things the woman wishes to have and what she wishes to do for her sons. What does this tell us about her as a person and as a mother?
- Question 6 - Ask students what the woman is thinking about in the last verse. What are the choices she is considering? Students might also be asked to consider the use of opposites such as "in a rush without pause" and "or slow", and what they refer to.

## Section B

The point of Learning Activity 2B is to reinforce the kinds of decision one might need to consider when planning a narrative poem, as introduced in Learning Activity 1. Further, it provides a structure that students might like to follow when presenting their stories, and thus prepares them for the narrative poem writing task in Learning Activity 3.

In case students are unsure about the meaning of some of the words in the boxes (e.g. "tension", "climax"), it might be useful to go over them with the class. It is anticipated that after having gone through Learning Activity 2A, students should generally have no major problems with the plan. However, hints could be given to help students to work out the last two items under "How?", i.e. "Emotions to present" and "Mood or atmosphere to create". To more clearly see the range of emotions that the poem tries to present, students may be asked to re-read verses 3, 4 and 5 more closely. To help students to complete the blanks regarding atmosphere, they may be asked to find a word that best describes the kind of life the woman is leading in verse one (i.e. "ordinary"), and to consider whether there is any change in terms of the feeling which the poem generates as it progresses.

**Suggested answers:**

***What?***

Title:

- What a Day!

Experience/Story:

- Woman (housewife and mother of two children) winning Mark 6

Details to include:

Basic structure

Beginning:

- Begins with a description of what the mother is doing, something which housewives in Hong Kong ordinarily do e.g. washing clothes, cooking...

What next:

- She gets to check Mark Six numbers

Build tension through:

- Her checking again, as she can't believe she wins 14 million dollars

Lead to climax by:

- Describing how confused she is about what to do with the ticket
- Highlighting her different dreams of how to spend the money

Bring poem to an end by:

- Considering how to break the good news to the family
- Whether in a calm or excited way, it doesn't matter as it's an unforgettable day

***How?***

Point of view from which story is told:

- The woman's/mother's/housewife's point of view; her thoughts are presented in the first person

Emotions to present:

- confusion, excitement, desires (greed), love

Mood or atmosphere to create

- begins with an atmosphere of ordinary, everyday life to prepare the reader for the wonderful and uncommon event to come

**Catering for Learner Diversity**

**For less advanced students:**

As students will be reading the shorter version of the poem, it is necessary to adapt the plan by removing the first bullet under "Lead to climax by" on the right-hand column and replacing "confusion" with "uncertainty" as one of the options for "Emotions to present" under "How?".

It might be useful to ask the students to focus on the "What?" part of the plan first before proceeding to "How?". Again, it is necessary to ensure they understand the terms or expressions provided in the boxes before letting them attempt the task. As the students are working on the plan, teachers will go round the groups to offer help and support where necessary.

For the item on "Emotions to present", teachers might like to focus students' attention on key verses, provide further help by giving options as to the emotions they seek to evoke, and ask students to select and explain their choice. For example, the second verse – joy/uncertainty; the



third verse – excitement/calm; the fourth verse – desires (greed)/unselfishness/love/ignorance.

For “Mood or atmosphere to create”, teachers might consider reducing the number of blanks for students to fill out by adding “wonderful and uncommon” back to the notes, which will provide a strong clue to the correct answer.

**For more advanced students:**

Challenge students to work out the answers on their own by removing the word lists provided.

### **Learning Activity 3 (40 minutes)**

#### **Writing**

This activity could be done in groups to make the process easier for students. Using group work also means teachers can control the process more by giving groups set time to do each step (e.g. ten minutes to find an article the group wants to use, ten minutes to plan their poem with reference to the plan/outline in Learning Activity 1 and twenty minutes to write). Students could be given a template to help them to plan more effectively. The group could discuss techniques they could use. They could then use the information they decided on in their group to write individual poems.

By using group work in the planning stages, less advanced students are able to see models of more advanced students’ thinking and are able to use these students’ ideas in their own work.

The teacher could also model the process using one news story and work through the process with the whole class before asking students to do the activity on their own.

### **Learning Activity 4 (40 minutes)**

#### **Speaking**

This activity requires students to think about the performance of a poem as a way to demonstrate their interpretation of the selected poem and to improve their pronunciation, volume, pace, tone, etc. in speech. Choral speaking, a group activity, also offers students opportunities to build their confidence in speaking.

Students may be given the “Performance Feedback Form” on the next page for peer feedback. Teachers might like to adapt it based on students’ needs.

#### **Catering for Learner Diversity**

**For less advanced students:**

You might like to decide what the most suitable group size is for your students, taking into consideration their abilities and interests. A big group could be difficult for students to manage in their planning, practice and actual performance.

Students who are unable to find a suitable poem for the performance may consider the following:

- “What the Doctor Said” by Raymond Carver  
(available at [http://judithpordon.tripod.com/poetry/raymond\\_carver\\_doctor.html](http://judithpordon.tripod.com/poetry/raymond_carver_doctor.html))
- “Jimmy Goes to the City” by Arthur Read  
(available at <http://pbskids.org/arthur/games/poetry/narrative.html>)
- “The Bully Asleep” by John Walsh  
(see page 1 of *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package*)

**For more advanced students:**

To increase the challenge, students could do solo verse-speaking (reciting a poem on one's own) instead of choral speaking. They might also be given the additional activity on planning a performance for the narrative poem "Jim" in the handout on "Narrative Poems" in the Supplementary Materials Section (pages T95 to T97).

**Performance Feedback Form\***

Tick the appropriate boxes and give your comments in the space provided.

	Needs Improvement	Satisfactory	Well Done
<b>Pronunciation</b>			
• Words are clearly pronounced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Key words are clearly audible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words are accurately pronounced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Eye Contact with the Audience</b>			
• There is enough eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feeling and Expression</b>			
• The tone(s) used match(es) the theme and meaning of the poem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The voice is used to create an appropriate mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The right intonation is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words are stressed appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pauses are used to enhance the meaning and feeling of the poem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The rate (speed) of delivery creates and maintains interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Body gestures are used appropriately to enhance the feeling and meaning of the poem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Props are used to add feeling and expression to the delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collaboration with Group Members</b>			
• Members cooperate well in the performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**General Comments**

After you have finished performing, select the groups/members that did the

- most expressive performance: \_\_\_\_\_
- funniest performance: \_\_\_\_\_
- best overall performance: \_\_\_\_\_

\*This list of feedback criteria could be adapted to suit other performances such as solo verse-speaking or singing. Teachers might like to modify the feedback form to suit their students' needs.

**Additional resources on narrative poems:**

[http://judithpordon.tripod.com/poetry/narrative\\_poetry.html](http://judithpordon.tripod.com/poetry/narrative_poetry.html)

<http://www.voicesnet.org/allpoemsonecategory.aspx?catid=NT0010>

<http://www.textetc.com/workshop/wc-narrative-poem-1.html>

# Ballads

Ballads have a song-like quality and are a form of narrative poetry originally meant to be sung. They can help to enhance students' sensitivity to rhythm and rhyme and provide a rich resource for developing language. This unit seeks to enable students to identify the features of ballads as well as prepare them to perform a ballad in choral speaking.

## Learning Activity 1 (20 minutes)

### Reading

#### Suggested answers:

1. (a) b. someone who takes metals etc. from the ground  
(b) a. very (in this context)  
(c) c. thin  
(d) a. container  
(e) b. deadly  
(f) b. dropped tears
2. She drowns.
3. She falls into the river.
4. He goes far away to hide himself.
5. Four.
6. a/b/c/b.
7. Sad.
8.
  - A ballad is a traditional song which tells a story.
  - Ballads are not very long.
  - They often contain speech.
  - They often repeat lines.
  - They are usually sad.
  - They are written in four line verses.
  - There is some rhyme.

### Catering for Learner Diversity

#### For less advanced students:

The ballad can be exploited to work on the past tense form of regular and irregular verbs if a revision is deemed necessary for students. You might like to ask students to do the following:

1. Underline all the past tense verbs in the ballad.
2. Classify the verbs under the following categories:
  - (a) regular verbs
  - (b) regular verbs ending in y
  - (c) irregular verbs

3. Write the past tense forms of the verbs in the box below:

<i>break</i>	<i>eat</i>	<i>cook</i>	<i>fly</i>	<i>forget</i>	<i>hope</i>	<i>hurry</i>	<i>listen</i>	<i>lose</i>	<i>open</i>
<i>pop</i>	<i>reach</i>	<i>sit</i>	<i>see</i>	<i>sleep</i>	<i>speak</i>	<i>take</i>	<i>teach</i>	<i>write</i>	<i>upset</i>

**Suggested answers:**

1. Verse 1: *lived*  
 Verse 3: *was; were; had*  
 Verse 4: *went; missed; fell*  
 Verse 5: *took; carried; had; sank*  
 Verse 6: *wept; cried; was; went; died*
2. (a) regular verbs: *lived; missed; died*  
 (b) regular verbs ending in y: *carried; cried*  
 (c) irregular verbs: *was; were; had; went; fell; sank; wept*
3. broke; ate; cooked; flew; forgot; hoped; hurried; listened; lost; opened; popped; reached; sat; saw; slept; spoke; took; taught; wrote; upset

**Learning Activity 2 (20 minutes)**  
**Reading and Writing**

As a research activity set before the lesson, students could be asked to find out the details of the story about Romeo and Juliet and be ready to speak about it in class.

To simplify: Romeo and Juliet belong to two families which hate each other. Despite this they fall in love and get married secretly. A cousin of Juliet’s gets into a fight with Romeo’s family and Romeo kills the cousin. The Prince orders him out of the city. Juliet’s father decides a wedding will cheer everyone up so he orders Juliet to marry a friend of the family. With the help of a monk, Juliet takes a drug which makes her seem dead for a few days. She is taken to the family tomb and left there. The plan is to tell Romeo and let him come to take her away secretly. Unfortunately, the news does not reach him in time – all he hears is that she is dead. He rushes back, goes to the tomb and kills himself with poison. Juliet wakes soon after and sees Romeo is dead. She kills herself with his knife.

After students are clear about the storyline, they work in pairs or groups to complete the ballad.

**Suggested answers:**

- Verse 1: took; fell; told  
 Verse 2: poison; lips; kiss  
 Verse 3: up; around; on  
 Verse 4: sadly; true  
 Verse 5: silver; broken; young  
 Finale: we; his

**Catering for Learner Diversity**

Each verse of the ballad in the cloze activity focusses on one particular aspect of grammar. Where appropriate, you might like to adapt the activity and focus on only one grammar item (e.g. past tense verbs) students might need consolidation.

**For less advanced students:**

To reduce the challenge, the following list of words, with the distractors taken out, might be given to help students to complete the verses of the ballad:

Verse 1	Verse 2	Verse 3	Verse 4	Verse 5	Finale
<i>(verbs)</i> fell took told	<i>(nouns)</i> kiss lips poison	<i>(prepositions/ adverbs)</i> up on around	<i>(adverbs)</i> true sadly	<i>(adjectives)</i> young silver broken	<i>(pronouns)</i> his we

**For more advanced students:**

To make the activity more challenging, you might like to take out the words provided in the box for the gap-fill and ask students to complete the verses on their own.

**Learning Activity 3 (40 minutes)**

**Speaking**

Teachers might like to instruct students to get into groups for their performance. Students may refer to the notes in Learning Activity 4 on "Narrative Poems" (page S55) for what they have to pay attention to as they prepare.

Students may be given the "Performance Feedback Form" on pages T44 to T45 for peer feedback. Teachers might like to adapt it based on students' needs.

**Catering for Learner Diversity**

**For more advanced students:**

For extension, students could work on the reading and speaking activity on "Ballads (I)" in the Supplementary Materials Section (pages T80 to T81).

They could also be given a further challenge of writing a ballad using the handout "Ballads (II)" in the Supplementary Materials Section (pages T82 to T83).

**Additional resources on ballads:**

*The Learning and Teaching of Poetry (Senior Secondary): A Resource Package:*

"Frankie and Johnny" by Anon (page 27)

"Cockles and Mussels" by James Yorkston (page 56)

Links for traditional music from different parts of the world:

<http://www.traditionalmusic.co.uk/>

Ballads studied alongside narrative verse:

[http://emc.english.ucsb.edu/ballad\\_project/](http://emc.english.ucsb.edu/ballad_project/)

<http://www.boldoutlaw.com/>

<http://www.staggernation.com/msb/>

**Part 4**  
**Appreciating Songs and**  
**Writing Song Lyrics**

# Appreciating Songs and Writing Song Lyrics

## Objectives

By the end of the lessons, students will be better able to:

- ✦ identify the language features of song lyrics
- ✦ understand how song lyrics can create images and meanings
- ✦ understand how lyrics and images can be used for the purpose of promotion and publicity
- ✦ write/re-write song lyrics
- ✦ enjoy and appreciate a musical

## Time Needed

- ✦ 10 hours

## Learning/Teaching/Assessment Tasks/Activities

- ✦ Students listen to some songs and identify their themes, language and features
- ✦ They listen to commercials to identify how songs are used to create images and promote products
- ✦ They select songs for use in an advertisement
- ✦ They write/re-write song lyrics
- ✦ They listen to some songs from a musical and engage in some language activities
- ✦ They give a performance of a song and evaluate each other's performance

## Materials Required

- ✦ Handouts on "Appreciating Songs and Writing Song Lyrics"
- ✦ CD Tracks 4–10: Advertising Jingles



# Song Lyrics Reading and Writing

## Teacher's Notes

### Introduction

The principal rationale for these song lessons is the development of English song appreciation skills. It is important then that the teacher select songs for the class to listen to. Clearly, there are so many songs in the world and such different musical tastes that these materials cannot begin to list the most suitable songs. Probably a diversity of soft pop, rock, hip hop, folk and traditional will please most. Some types of songs, although popular, are either unsuitable for the classroom because of their content (most RAP) or do not offer easy to follow lyrics (heavy metal).

Having chosen the songs, the teacher will need to prepare worksheets. The lyrics of almost all songs can easily be found on the Internet. The lines of the song can be disarranged and the students asked to number the lines in the correct order. Cloze versions can be developed emphasising different points of vocabulary or grammar. More sophisticated lyrics can give opportunities for comprehension and consideration of themes.

The following webpages contain some examples and suggest types of worksheets:

<http://www.musicalenglishlessons.org/popsongs/index.htm>

<http://www.musicalenglishlessons.org/music-singsongs.htm#meadow>

In the examples in this unit, songs are used as a starting point from which to explore idioms, imagery and abbreviations. Students are also encouraged to give their personal responses to the songs where appropriate. It is hoped that the worksheets will be an inspiration to teachers to create their own.

Some lyrics and recordings of songs are available in *The Learning and Teaching of Poetry (Senior Secondary): A Resource Package*:

"Ain't No Mountain High Enough" (page 34; Track 12)

"Luka" (page 60; Track 23)

"Memory" (page 76; Track 29)

"Over the Rainbow" (page 78; Track 30)

To give a general introduction to this unit, the teacher can ask students to discuss and compile a list of the major themes to be found in popular songs. The class can then move on to the individual songs and their activities.

### **"I Remember It Well"**

#### **Learning Activity 1 (15 minutes)**

##### **Speaking**

There are no fixed answers to the questions in this activity. Students should be encouraged to freely express and explain their views.

#### **Learning Activity 2 (40 minutes)**

##### **Listening, Reading and Writing**

##### **Suggested answers:**

- (a) At eight on Monday evening in June.  
(b) Probably at a place they often meet.  
(c) They dined together and the man walked the lady home.
- Students' own answers.

3. French (an accent regarded as romantic by the British).
4. Light, amusing, comic, ironic, cynical, etc.
5. No, because that would be unsuitable as their memories are so different.
6. Maybe he is old and has lost his memory, he is remembering a different love affair or that he has had so many love affairs his memories are confused (though it is possible that the woman is the one who is misremembering).

### Catering for Learner Diversity

#### For less advanced students:

You might like to make sure students understand the meaning of “rendezvous” in the lyrics before they attempt the questions in Learning Activity 2. The word may refer to an arrangement to meet (often for romantic purposes) or a place where two or more people usually like to meet.

For consolidation and extension of the vocabulary used in the lyrics, you may ask students to work on the following activity.

#### Vocabulary work

1. Think of one word for being on time.
2. Do you know the origin of the names of the months March, July, August and October?
3. Complete the table by filling in the correct names for countries and nationalities.

Russia	Russian
Spain	
England	English
Vietnam	
	Danish
Iraq	
Thailand	
	Norwegian

#### Suggested answers:

1. “Punctual”.
2. March: Mars, god of war; July: Julius Caesar, a Roman general; August: Roman emperor Augustus; October was once the eighth month before July and August were added to the calendar.

3.
 

Russia	Russian
Spain	Spanish
England	English
Vietnam	Vietnamese
Denmark	Danish
Iraq	Iraqi
Thailand	Thai
Norway	Norwegian

**For more advanced students:**

Students could be challenged with the additional activity below on composing an extra verse for the song:

In composing the lyrics for a song in English, the number of syllables in each phrase needs to match the rhythm and melody (that is the musical notes) of the phrase. Here is the pattern of some of the verses of the song:

Character A	Character B
4 syllables	contradictory 4 syllables
<i>We met at nine</i>	<i>We met at eight</i>
<i>I was on time</i>	<i>No, you were late</i>

(a) Can you identify another verse from the song using the same pattern?

(b) Here is an extra verse:

<i>You had roses.</i>	<i>It was tulips.</i>
<i>I kissed your cheek.</i>	<i>It was my lips.</i>
<i>Ah yes! I remember it well</i>	

Write a verse of your own.

**Suggested answers:**

(a) Character A	Character B
4 syllables	contradictory 4 syllables
<i>We dined with friends</i>	<i>We dined alone</i>
<i>A tenor sang</i>	<i>A baritone</i>
<i>That carriage ride</i>	<i>You walked me home</i>
<i>You lost a glove</i>	<i>I lost a comb</i>
<i>That brilliant sky</i>	<i>We had some rain</i>
<i>Those Russian songs</i>	<i>From sunny Spain</i>

(b) Students' own answers. You might like to invite some students to share with the class their ideas and give them feedback for improvement.

**"Kung Fu Fightin'"****Learning Activity 1 (20 minutes)**  
**Speaking and Reading**

In this activity, students discuss kung fu, or Chinese martial arts, and Western attitudes to it, mostly gained from action movies and the life of Bruce Lee, whose picture could be used to introduce the lesson and set the mood. Teachers may also remind students of more recent figures such as Jackie Chan, Sammo Hung and Donnie Yen to help them to brainstorm ideas.

**Suggested answers:**

1. Kung fu is a traditional kind of sport mainly for fighting, self-defense and health. Westerners usually find it fascinating and it is often associated with their impression of traditional Chinese. Words often used when talking about kung fu include chop, kick, quick, strong, muscles, strength, speed, etc.
2. **Some possible answers are:**  
ace: excellent  
cheesy: of cheap quality or in poor style  
freebie: something free of charge

More slang words and expressions are available at the following websites:

<http://www.englishdaily626.com/slang.php>

<http://www.peevish.co.uk/slang/index.htm>

3. expert timing – doing something at the right moment  
chop – a sharp downward hand movement  
hip – top of the leg  
skip – a light jump  
make a stand – prepare to fight, refuse to leave  
swaying – moving from side to side
4. (a) chop  
(b) make a stand  
(c) skip  
(d) expert timing  
(e) swaying  
(f) hip

### Learning Activity 2 (30 minutes) Listening, Reading and Speaking

#### Suggested answers:

1. The song describes a street fight in which some Chinese impress the others with their kung fu skills (chops, kicks, feints, etc). The speaker admits he is scared by it, but also finds it exciting.
2. The music is dramatic and suggests sudden sharp movement. There is a slight Asian feel to it.
3. Students' own answers. Celebrities who might have contributed to the image include Bruce Lee, Jackie Chan, Sammo Hung, etc.
4. Students' own answers. It is possible that other Chinese consider Hong Kong people efficient, liberal, money-minded, fashionable, etc.

#### Catering for Learner Diversity

In the song, the expression "as fast as lightning" is used to show that the kung fu fighters' actions are very fast. Similar "as x as y" expressions are commonly used in English. You might like to stretch the interested or more advanced students with the activity, "Quick Quiz: 'As X as Y' Expressions", in the Supplementary Materials Section (pages T74 to T75).

# Song Presentation for Commercials

## Teacher's Notes

### **Introduction**

Two options are offered in this section. The first is about advertising jingles, short musical slogans; the second is about the use of songs in advertisements. If students do not watch much English television, they may lack exposure to the necessary materials. In the case of the jingles, the students can discuss examples of Cantonese jingles they know from radio and television and then move on to find out about some English ones from websites and the worksheet, and finally create their own. In the case of the songs, the students again start from their own everyday experience, think of some Cantonese songs used commercially and then move on to choose English songs for imaginary advertising campaigns. This, unfortunately, reduces the listening side of this activity, but preserves many of its other valuable features.

### **Advertising Jingles**

This seems the easier option of the two. If the teacher could start the lesson by playing a jingle or singing one, it would set the mood nicely.

### **Learning Activity 1 (25 minutes)** **Reading, Listening and Speaking**

Teachers will need to get students to say the jingles out loud in order for students to understand the different ways jingles can be used. They can play Tracks 4 to 10 on the CD-ROM for this resource package and draw students' attention to the techniques (e.g. rhyme, rhythm, repetition) used in each of the seven examples on the student's handout. Students then get in pairs and share with their partners which jingle they like best and the reasons why.

### **Learning Activity 2 (60 minutes)** **Writing**

Students write their own jingles with the help of the suggested steps (1 to 6) on the student's handout.

If students need more support in their jingle productions, the writing activity can be done in groups so that students can pool their ideas. Teachers may also model the writing process using the example on "Shiny Shampoo" below before asking students to attempt the task on their own. Emphasis can be placed on the brainstorming and the editing part of the process (not all ideas need or can be used) as a way of making students feel there is more than one option and several ideas might need to be tried before they have a final product.

#### **Example:**

1. The product chosen is shampoo.
2. It makes the hair silky. A range of scents, from the most popular to the less ordinary, is on offer.
3. Smooth and shampoo; fruity, flowery and chocolaty
4. Shiny and shampoo; silky and smooth
5. "My pride" by Joey Yung
6. The brand name, Shiny Shampoo

The jingle that results is as follows:

*Shiny Shampoo  
Makes your hair silky and smooth  
Fruity, flowery or chocolaty  
The right Shiny Shampoo is waiting for you!*

### Catering for Learner Diversity

#### For less advanced students:

If students find producing their own jingle too challenging, you might like to jumble up the lines of the example jingle and ask students to put them in the correct order. Alternatively, you might like to turn the jingle into a gap-fill activity.

### Use of Songs in Advertising

#### Learning Activity 1 (40 minutes)

##### Speaking

This lesson should be conducted in a room with access to the Internet.

To prepare students for this activity, teachers should ask them to listen to the English media to gather examples, or regularly tune in to English language television channels. The aim is to work on real examples and decide what attracted the advertiser to the particular style of music and the actual lyrics.

### Catering for Learner Diversity

For students who do not have much exposure to the English media or are not very familiar with English songs, you might like to provide relevant background information about some advertising songs and the products they sell as well as the song lyrics. Students should be asked to work on questions 4 to 6 only.

#### Learning Activity 2 (20 minutes)

##### Discussion

Students should be able to work out the matching pairs based on the key words in the song titles and the features of the products. If there is access to the Internet, students could also listen to the songs or read the lyrics online.

##### Suggested answers:

- |                          |                              |
|--------------------------|------------------------------|
| 1. "True Colours"        | – fresh fruit and vegetables |
| "I Can See for Miles"    | – car headlights             |
| "What a Wonderful World" | – telecommunications         |
| "Fly Me to the Moon"     | – airline                    |
| "Orange Crush"           | – orange juice               |
| "Happy Together"         | – beer                       |
| "Born to Run"            | – sports shoes               |
| "Ticket to Ride"         | – coach travel               |
| "What's New, Pussycat?"  | – pet food                   |
| "As Time Goes by"        | – face cream                 |

2. Students' own answers.

**Catering for Learner Diversity**

**For less advanced students:**

You might like to go over what each song title means before asking students to do the matching.

**For more advanced students:**

The following items could be added to the matching activity to add to the challenge:

- |                              |   |                   |
|------------------------------|---|-------------------|
| "Light My Fire"              | • | • air-conditioner |
| "Good Vibrations"            | • | • chocolate       |
| "Dream a Little Dream of Me" | • | • car             |
| "Every Breath You Take"      | • | • cold medicine   |

**Suggested answers:**

- |                              |   |                 |
|------------------------------|---|-----------------|
| "Light My Fire"              | – | car             |
| "Good Vibrations"            | – | air-conditioner |
| "Dream a Little Dream of Me" | – | chocolate       |
| "Every Breath You Take"      | – | cold medicine   |

You may also consider giving students the extension task below as homework for the unit or their Journal:

Select one of the songs in Learning Activity 1 or 2 and change some of the lyrics to make them match even better with the product being advertised. Share your work with the class.

**Learning Activity 3 (90 minutes)**  
**Presentation**

It is hoped that by this stage in the module students will be familiar with a fair range of songs and will not take long to think of lyrics which might suit a certain product or message. The groups can then prepare short presentations to explain and justify their ideas.

Teachers might like to adapt the "Group Presentation Feedback Form" on the next page before making copies of it for students. Go through the assessment criteria with them to make sure they are clear about what makes a good group presentation and what areas they would be assessed on.

**Catering for Learner Diversity**

**For less advanced students:**

You might like to provide students with the following words/expressions to help them to present their ideas:

- As you know we want to sell ...*
- We believe that ... sung by ... would be a great choice ...*
- Why do we feel this way?*
- ... will explain why we want to use ...*
- ... creates an image of ...*
- ... makes people want to ...*
- It is hip/modern/soulful/energetic to ...*
- It brings to mind ...*
- We believe/feel/think/know this song captures what needs to be expressed.*

**Group Presentation Feedback Form\***

Tick the appropriate boxes and give your comments in the space provided.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• The song chosen is relevant to the product	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The reasons for choosing the song are clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Examples from the lyrics are used to back up the choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>			
• The overall structure (an introduction followed by reasons and a conclusion) is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas are well-connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Style</b>			
• Grammar structures are used accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words and expressions are appropriately used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pronunciation and Delivery</b>			
• Words can be heard clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pronunciation is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speech is given in a natural way and without much hesitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Eye contact is made where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Suitable body gestures are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collaboration with Group Members</b>			
• Members cooperate well in the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**General Comments**

\*Teachers might like to adapt this feedback form to suit their students' needs.



**Additional resources on jingles:**

<http://news.bbc.co.uk/1/hi/magazine/3390693.stm>

<http://adage.com/century/jingles.html>

[http://www.electricbluesclub.co.uk/tv\\_ads.html](http://www.electricbluesclub.co.uk/tv_ads.html)

An early advertising poem:

<http://www.foodreference.com/html/advertising-poem-from-1859.html>

# Musical Appreciation and Performing a Song

## Teacher's Notes

### Introduction

The activities in this unit are based on a selection of songs from the musical film *Oliver!*. Teachers may also wish to choose other songs and activities from "Appreciating the Musical *Oliver!* (I)", "Appreciating the Musical *Oliver!* (II)" and "Appreciating the Musical *Oliver!* (III)" in the Supplementary Materials Section (pages T100 to T107) to suit their students' interests, abilities and needs.

The teacher may decide whether to ask students to watch the film. If it is decided not to watch the film, the students may need to do a little research to familiarise themselves with the outline of the story of *Oliver Twist* so as to better understand the songs used for the activities.

### Learning Activity 1 (30 minutes)

#### Reading and Speaking

##### Suggested answers:

1. F – *Oliver!* is based on a book by **Charles Dickens**.
2. T
3. F – One day he asks for more **food** and is as a result sent away.
4. T
5. F – He goes to **London**.
6. F – He joins, without understanding what he is doing, Fagin's gang of **pickpockets**.
7. T
8. T
9. T
10. F – Just then Mr Brownlow discovers Oliver is his **grandson**.
11. F – Nancy tries to take Oliver back to Mr Brownlow, but Bill follows and **kills her**.
12. T
13. F – The police **shoot** Bill.
14. T
15. F – Fagin **escapes/runs away**.

If students have any difficulties, they can be directed to the following website:  
<http://en.wikipedia.org/wiki/Oliver!>

#### Catering for Learner Diversity

##### For less advanced students:

You might like to reduce the number of questions in the True and False activity, or use the corrected statements 2 to 10 for a re-ordering activity where students put the jumbled lines into the correct order.

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\* Copies of the film are available at the Central Resources Centre (CRC), EDB for teachers' reference. Teachers may visit the CRC's homepage at the following website for further information:  
<http://crc.edb.gov.hk>

**Learning Activity 2 (50 minutes)**  
**Speaking, Listening and Writing**

**Section A**

1. Students are asked to write a simple poem imagining the meals they would like. They could be encouraged to write about Chinese food dishes instead of Western ones. Remind them that they could include tastes and smells. They then practise saying their poem with a lot of feeling and hunger.

This could also be used as a post-listening activity where students change the food dishes from traditional western ones (such as pease pudding) to Chinese dishes using the same melody.

2. **Suggested answers:**

gruel	– thin/watery congee
bill of fare (old-fashioned)	– menu
crust	– dry outside of bread
cadge (slang)	– beg
thrill	– excitement
indigestion	– stomachache
banquet	– large meal/feast
brood	– think about

**Section B**

**Suggested answers:**

1. Main Courses: hot sausage and mustard; pease pudding; saveloys; steak  
 Desserts: cold jelly and custard; peaches and cream
2. The three cooking methods mentioned in the song are frying, roasting and stewing. Some others include boiling, steaming, baking, grilling, poaching, sautéing and deep frying.
3. Any reasonable answers. Some examples are: (a) What is the next thing to eat? (b) Indigestion is what will happen next if one eats too much food.
4. excellent; fabulous; fantastic; incredible; sensational; superb; magnificent
5. Students' own answers. The question aims to help students to reflect on the content of the song and to relate it to their personal experience. Teachers might like to encourage students to share their experience and ideas with the class.

**Catering for Learner Diversity**

**For more advanced students:**

You might like to give students the following vocabulary extension activities based on the song lyrics. They could be done as homework so the students are able to research either at the supermarket or online.

1. The song refers to steaks. Think of three types of cuts of meat.
2. Find out what the following sauces and condiments are and what you eat with them.
  - (a) tomato ketchup
  - (b) mustard
  - (c) chutney
  - (d) thousand island dressing
  - (e) chilli sauce
  - (f) mayonnaise
  - (g) vinegar

3. Try to write some rhyming lines about imagined delicious food. Perhaps you can use some of your earlier poem. Try to use about six syllables a line like the song does. Here is some help for you:

<i>baked beans</i>	<i>bamboo</i>	<i>barbecue</i>	<i>berry</i>
<i>bun</i>	<i>cake</i>	<i>cashew</i>	<i>cheese</i>
<i>cherry</i>	<i>clam</i>	<i>claw</i>	<i>cocoa</i>
<i>cocktail</i>	<i>cuisines</i>	<i>egg</i>	<i>greens</i>
<i>fry</i>	<i>ham</i>	<i>Japanese</i>	<i>lamb</i>
<i>milkshake</i>	<i>pear</i>	<i>pie</i>	<i>potato</i>
<i>sardines</i>	<i>Shanghai</i>	<i>snail</i>	<i>snake</i>
<i>stew</i>	<i>wonton</i>		

**Suggested answers:**

- fillet, chop, rib, rib-eye, sirloin, T-bone, shoulder, leg, rump, belly, spare ribs, breast, wing, cutlet, etc.
- a red sauce made from tomatoes usually served with hamburgers and chips
  - hot yellow sauce usually eaten with meat
  - a sort of vegetable jam eaten with cheeses and cold meats
  - a cold pink sauce put on salads and prawns
  - a hot red sauce often used as dipping for fried and deep fried food
  - a type of salad cream made mainly from eggs
  - sour liquid put on chips in the United Kingdom, used for preserving things and served with Shanghai dumplings
- Students' own answers. Some possible answers are "fried dumplings and congee", "omelette with ham and cheese", "coffee, milk and honey", etc.

**Learning Activity 3 (40 minutes)**  
**Speaking, Listening and Reading**

**Section A**

The song is fairly simple and the ideas are likely to interest adolescents. The lesson involves plenty of oral interaction. The intention is to get students to think about expectations about love in their culture and there are no fixed answers to the questions. The teacher will decide how much time there is and choose how many pairs/groups to explain their ideas to the class.

**Section B**

**Suggested answers:**

- So far she exists only in his dreams.
- The singer wants a special relationship in which the two people focus their thoughts on each other. He wants more than a general hello spoken to a group of friends.
- The woman he dreams of is not really hiding and does not even know him, but the song suggests there is one person fated to love him and his problem will not be solved until he finds her.
- e.g. The person who loves/needs me.
- Why am I alone? Why can't I find the one I think of? How will I find my special one?
- 6-7. Students' own answers.

## Learning Activity 4 (50 minutes)

### Speaking, Listening and Writing

#### Section A

##### Suggested answers:

- Students may find out what the song "I'd do anything" is about on the following website:  
<http://sufface.net/links/oliver-themusical.shtml#ida>

The song is sung among a gang of thieves led by Fagin. Nancy and Dodger show how to act like lovers in high society. Bet and Oliver follow. Then, Fagin asks if the children are willing to do what they are asked to.

- (a) b            (b) c            (c) a            (d) a            (e) b
- Students' own answers. Encourage students to be imaginative. e.g. Would you fly me to the moon? Would you take me wherever you go? Would you let me keep your bankbooks?

#### Section B

To help students to understand the lyrics of "I'd do anything" better, the language notes below on the last two verses could be provided to them before they listen to the song:

"the drop": being hanged

"life and limb": one's body

"keep you in the swim": keep you comfortable

##### Suggested answers:

- Pickpockets.
- BET:            Would you lace my shoe?  
OLIVER: Anything!  
BET:            Paint your face bright blue?  
OLIVER: Anything!  
BET:            Catch a kangaroo?  
OLIVER: Anything!  
BET:            Go to Timbuctoo?  
OLIVER:        And back again!  
                  I'd risk everything  
                  For one kiss – everything –  
                  Yes, I'd do anything/everything
- Students' own answers. Teachers might like to invite some students to share their work with the class.

#### Catering for Learner Diversity

You might like to give students the following activity for extra language practice after they have completed question 2:

In some of the sentences below, "some" or "any" are used incorrectly. Put a cross against the sentences that are ungrammatical and correct the mistakes.

- Have you got any plans? ( )
- You don't need any help. ( )
- You don't need some help. ( )
- He's angry because he hasn't scored some goals. ( )
- Is there anyone in that room? ( )
- Peter will watch any film that's on. ( )

- (g) Any students in the class have passed. ( )
- (h) Mary hasn't got any books. ( )
- (i) I didn't see some thieves. ( )
- (j) No, I won't go any faster. ( )

**Suggested answers:**

Sentences (c), (d), (g) and (i) are wrong. They should be corrected as follows:

- (c) You don't need **any** help.
- (d) He's angry because he hasn't scored **any** goals.
- (g) **Some** students in the class have passed.
- (i) I didn't see **any** thieves.

**Learning Activity 5 (90 minutes)**

**Performing a Song**

If time allows, teachers might like to have students perform one of the songs introduced in this unit or any other songs deemed appropriate. The aim of this activity is to provide students with the opportunity to practise articulation as well as to sing and listen to English songs for enjoyment. Teachers might like to adapt the "Performance Feedback Form" on pages T44 to T45 as appropriate for the song performance activity and use it for teacher or peer feedback.

**Part 5**  
**Presentation**  
**on Poem or Song**

## Presentation on Poem or Song

### Objectives

By the end of the lessons, students will be better able to:

- ✦ display the knowledge they have gained from the module
- ✦ talk about a song or poem in an organised way

### Time Needed

- ✦ 5 hours 20 minutes

### Learning/Teaching/Assessment Tasks/Activities

- ✦ Students recall the features of a good presentation
- ✦ They prepare their presentations
- ✦ They make their presentations
- ✦ They organise and put on a display of their work

### Materials Required

- ✦ Handouts on "Presentation on Poem or Song"
- ✦ CD Tracks 11–13: Sample Presentations
- ✦ PowerPoint file on CD-ROM for Sample Presentation A
- ✦ Computers, projectors, microphones, etc for giving presentations



# Planning and Organising Your Presentation

## Teacher's Notes

In this part, students will have to present to the class their views on one or more poems or songs of their choice based on the knowledge and experience they have gained from the module. Although this could be quite a demanding task, students can take their time to prepare the presentation and get as much language support and technical help as they need from the teacher and school. For this reason, it will be a good idea to announce the presentation in advance. Teachers might even schedule a lesson for preparation somewhat earlier in the module, check on students' progress a little later and only hold the actual presentation delivery lessons here at the end.

Some guidelines for giving presentations are given on the student's handout. Teachers will need to add administrative and organisational details.

Teachers will be aware of what their students are capable of in terms of a presentation. Whether it be a brief speech on a favourite song, a performance of some type or a discussion of a difficult poem, it will have advanced the students' English and opened up a new way to learn languages through their exposure to music and popular culture.

### **Catering for Learner Diversity**

For students who need more guidance in preparing their presentations, you might like to give them the reminder below.

#### **Getting ready for the presentation:**

- choose a topic
- plan your presentation
- ask yourself if the presentation shows what you have learnt from the module and is relevant to its content and aims
- decide on any audio-visual aids which will make your presentation more enjoyable for the audience and more memorable, e.g. music, PowerPoint slides, photographs
- write headings on a note card for use during your presentation
- do not read out a prepared speech
- practise your presentation in front of a mirror or friend, or record it and watch yourself to see how you can improve
- make sure it is the correct length
- make sure you can pronounce correctly any difficult words, proper nouns and so on
- think about your body language and decide what sort of gestures, if any, to use
- avoid any nervous bad habits, e.g. hand on face, brushing back hair, moving about
- read the presentation feedback form and take note of the criteria for making a good presentation

Teachers might like to adapt the "Individual Presentation Feedback Form" on the next page based on students' needs. They may also give students the feedback form well before their presentations and make sure they understand what makes a good presentation and which areas they would be assessed on.

### Individual Presentation Feedback Form\*

Tick the appropriate boxes and give your comments in the space provided.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• The information is suitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The information is interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organisation</b>			
• The overall structure is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The ideas are well-connected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language and Style</b>			
• Sentences are well-formed (e.g. with suitable tenses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Words and expressions are appropriately used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pronunciation and Delivery</b>			
• Words can be heard clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Pronunciation is accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The speech is given in a natural way and without much hesitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Eye contact is made where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Suitable body gestures are used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### General Comments

\*Teachers might like to adapt this presentation form to suit their students' needs.

## Sample Presentations

### Teacher's Notes

Three samples of work are given. These may seem of a high standard and it is understood that student performances are likely to be much simpler, but the samples are offered as models. They set standards for students to aim at and also give them some idea as to the shape of their presentations. Students can choose to talk about one song or poem instead of three to four as seen in a couple of the examples.

Presentation A is simpler. However, its mood of self disclosure may not suit all classes.

Presentation B is more performance-oriented. The poem which students choose to perform can of course be a much simpler one.

Presentation C is more challenging than Presentations A and B, but is still within students' capability. The less advanced students could be asked to talk about fewer pieces, i.e. one or at the most two songs or poems.

To demonstrate different ways in which the presentation can be given, teachers can play Tracks 11–13 on Presentations A, B and C in the CD-ROM for this resource package. There is also a PowerPoint file on the CD-ROM for Sample Presentation A that shows students how they could use visual aids to illustrate their presentations.

#### **Display**

During the module, students have produced a range of written material, much of it suitable for display (their Journal, the poems they have presented decoratively, the haiku photo-display, etc.). If deemed appropriate, an exhibition of their work could be arranged in a classroom, student activity room, or the library. Teachers and students should be invited to read the work and give recognition as well as constructive comments for improvement.

Schools which have the resources available may wish to publish magazines of the students' work or establish a website. The knowledge of having some audience to read and critically appreciate their original work may make the writing tasks more meaningful and enjoyable for students.

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## Vocabulary Challenge: "Rain"

There are nineteen words and phrases associated with rain in this word square. They are placed in all directions (i.e. horizontally, vertically, diagonally, forwards and backwards). Try to find them.

C A T S A N D D O G S Q P Y A  
 S H O Q V M W O N N K A Z E D  
 Q A N U O P S O W I W G R R I  
 T R B H A P O R D N I A R V V  
 P U A T L H F S R T P Z D E J  
 P I T A P A T H I H E O N Z Y  
 J E S Y O Y H E Z G L K U V F  
 R H T X X P Q W Z I S H C R I  
 L I O U M B R E L L A X R U I  
 D L R T H U N D E R K C X X B  
 T A M O P U D D L E A R Z Y H  
 M S H Q K A O S U W S O K T E  
 W O G G J I O P M O C X P L H  
 K D U T U W L N G H L N K S K  
 C W F N E J F S G S O C Y F M

### Teacher's Notes

Teachers might like to use this as an extension activity for "Rain Music" in Part 2 (pages S23 to S26 and T19 to T20). They could adapt it to suit students' abilities and needs. For instance, a few examples could be provided or students could be instructed to find words starting with "p", "s" and "t" only.

#### Suggested answers:

BUCKET DOWN	CATS AND DOGS	CLOUD
DOWNPOUR	DRIZZLE	FLOOD
GREY	LIGHTNING	PATTER
PIT-A-PAT	PUDDLE	RAINDROP
SHOWER	SOAK	SPLASH
STORM	THUNDER	TYPHOON
UMBRELLA		

A 15x15 grid of letters and symbols. The grid contains the following text:

C	A	T	S	A	N	D	D	O	G	S	+	+	+	+
+	+	+	+	+	+	W	O	M	N	+	+	+	+	+
+	+	+	+	+	+	P	S	O	W	I	+	G	+	+
+	+	+	+	A	P	O	R	D	N	I	A	R	+	+
+	+	+	T	L	H	+	+	R	T	P	+	+	E	+
P	I	T	A	P	A	T	+	I	H	E	O	+	+	Y
+	E	S	Y	+	+	+	+	Z	G	+	K	U	+	+
R	H	T	+	+	+	+	+	Z	I	+	+	C	R	+
+	+	O	U	M	B	R	E	L	L	A	+	+	U	+
+	+	R	T	H	U	N	D	E	R	+	+	+	+	B
+	+	M	+	P	U	D	D	L	F	+	+	+	+	+
+	+	+	+	K	A	O	S	U	W	+	+	+	+	+
+	+	+	+	+	+	O	+	+	O	+	+	+	+	+
+	+	+	+	+	+	L	+	+	H	L	+	+	+	+
+	+	+	+	+	+	F	+	+	S	+	C	+	+	+

## Grammar Challenge: Grammar Terms

Work with a partner. Match the grammar terms in the left-hand column with the examples on the right.

<b>Grammar term</b>	•	<b>Example</b>
adjective	•	• at
adverb	•	• laugh
common noun	•	• eating
conditional clause	•	• red
conjunction	•	• if it rains
continuous tense	•	• she is working
gerund	•	• desk
modal verb	•	• will
preposition	•	• but
verb	•	• quickly
abstract noun	•	• Come here!
command (imperative)	•	• Paul
past perfect tense	•	• friendship
proper noun	•	• they had gone
relative clause	•	• who always forgets his books

### Teacher's Notes

This activity is suitable for students who would benefit from a quick revision on basic grammar terms they might encounter in "Poems Making Use of Different Grammatical Patterns" in Part 3 (pages S36 to S41 and T27 to T30) or in other contexts. Teachers may wish to simplify or expand the activity by including terms students get confused with easily or those that need reinforcing.

#### Suggested answers:

adjective	–	red
adverb	–	quickly
common noun	–	desk
conditional clause	–	if it rains
conjunction	–	but
continuous tense	–	she is working
gerund	–	eating
modal verb	–	will
preposition	–	at
verb	–	laugh
abstract noun	–	friendship
command (imperative)	–	Come here!
past perfect tense	–	they had gone
proper noun	–	Paul
relative clause	–	who always forgets his books

## Quick Quiz: "As X as Y" Expressions

Expressions with the construction "as x as y" are commonly used to highlight the quality of the subject, which is described as "x" (an adjective) and compared to "y" (a noun or noun phrase), e.g. "Kung fu fighting is as fast as lightning".

1. Complete the expressions below using the words in the box.

<i>houses</i>	<i>gold</i>	<i>nails</i>	<i>the wind</i>	<i>the grave</i>
<i>dirt</i>	<i>a bee</i>	<i>a peacock</i>	<i>a horse</i>	<i>a feather</i>

- (a) as busy as \_\_\_\_\_  
 (b) as proud as \_\_\_\_\_  
 (c) as good as \_\_\_\_\_  
 (d) as hungry as \_\_\_\_\_  
 (e) as hard as \_\_\_\_\_  
 (f) as safe as \_\_\_\_\_  
 (g) as silent as \_\_\_\_\_  
 (h) as free as \_\_\_\_\_  
 (i) as light as \_\_\_\_\_  
 (j) as cheap as \_\_\_\_\_

2. Match the adjectives on the left with the noun/noun phrases on the right to form more "as x as y" expressions.

dull	•	•	an ox
happy	•	•	a dodo <sup>3</sup>
pretty	•	•	a lark <sup>4</sup>
strong	•	•	pie
warm	•	•	ditchwater
mad	•	•	a hatter <sup>5</sup>
dead	•	•	a fiddle <sup>6</sup>
fit <sup>1</sup>	•	•	a fruit cake
nutty <sup>2</sup>	•	•	toast
easy	•	•	a picture

<sup>1</sup>*fit: well*

<sup>2</sup>*nutty: crazy*

<sup>3</sup>*dodo: an extinct bird*

<sup>4</sup>*lark: a songbird*

<sup>5</sup>*hatter: someone who makes hats*

<sup>6</sup>*fiddle: violin*

### Teacher's Notes

Teachers might like to use this as an extension activity for "Kung Fu Fightin'" in Part 4 (pages S61 to S62 and T53 to T54).

If students have little or no previous knowledge of the ten common "as x as y" expressions in question 1, you might like to ask them to think about the qualities of the objects in the box and see which adjective in (a) to (j) matches each of them best.

Students could be further challenged with the additional expressions in question 2. Teachers may wish to point out that the connection between "x" and "y" may not be immediately apparent. For example, there is a word play on the double meaning of the word "nutty" in the expression "as nutty as a fruit cake". While the word could be used to describe a fruit cake that is "full of nuts",



the other sense of the word, "crazy", is adopted in the expression instead. In "as mad as a hatter", as another example, students may wonder why a hat maker is used to represent "madness". The fact that mercury was often used in hat making in the earlier days and that hat makers suffering from mercury poisoning would have mood swings or aggressive behaviour would help students to make sense of the expression. Students should therefore be encouraged to be imaginative and to find out the origins of the expressions from the Internet or other learning resources so as to better understand and apply the expressions creatively and appropriately.

**Suggested answers:**

1. (a) as busy as a bee  
(b) as proud as a peacock  
(c) as good as gold  
(d) as hungry as a horse  
(e) as hard as nails  
(f) as safe as houses  
(g) as silent as the grave  
(h) as free as the wind  
(i) as light as a feather  
(j) as cheap as dirt
  
2.
  - as dull as ditchwater
  - as happy as a lark
  - as pretty as a picture
  - as strong as an ox
  - as warm as toast
  - as mad as a hatter
  - as dead as a dodo
  - as fit as a fiddle
  - as nutty as a fruit cake
  - as easy as pie

# Appreciating Different Types of Poetry

## Reading, Writing and Reciting Poems

A poem is a work of art. An artist's studio is likely to be very untidy with paint all over the place, and a dance studio is a pretty sweaty dull place where dancers practise their movements. But when the painting has been finished it is put into a beautiful frame and hung carefully on the wall of a well-lit room, and after all the practice the dance is performed in costumes on a stage with good lighting and music. Just so, your poems must be presented after the messy job of writing and polishing them.

The selection of poems and activities on the following pages aims to help you with all four language skills. Some of the poems you write should be presented in written form and some in spoken. This means that you will design beautiful pages for some poems, choosing the style of handwriting or the computer font which fits your poem, laying it out carefully on the page and surrounding it with pictures, abstract designs or photographs. You might even wish to produce a poem with animations or computer graphics if that is within your ability. Other poems you will present orally. You will need to speak the poem very clearly with the correct rhythm and feeling. A poem about death would not be read quickly with laughter, and a love poem would probably not be shouted. You will need to decide as the person who wrote the poem what mood it has and what tone of voice expresses it correctly. Below are some tips on how you could prepare for poetry recitation for sharing and/or presentation purposes:

## Tips on Reciting Poems

1. You must be heard. Speak loudly or use a microphone. With or without a microphone you must speak each word clearly. Reciting a poem is not like talking to a friend. Each word has been chosen carefully and must be heard.
2. Decide what is most important about a poem before you decide how to read it. If it is funny, you want your audience to laugh or at least smile. If there is rhythm, you want people to notice it. If there is rhyme, you need to put a little bit of extra stress on the rhyme so your audience notice it. If the mood of the poem changes make sure your voice changes at the right time to match it.
3. Check that you know how to pronounce the words correctly.
4. Underline the words you want to stress.
5. Bracket together words you think need to go closely together.
6. Speak slowly. If you recite a short poem quickly, no one will notice it.
7. Show some feeling. If you speak all the words in the same way, you will kill the poem.
8. Practise so you are not nervous.
9. Record yourself and see if you like what you hear (and see).
10. Do not move about. Keep your hands where you want them to be and not on your face or brushing your hair.
11. You cannot just stand and read a poem from a piece of paper. You will have to learn it a bit so you can move your eyes about and look at your audience. Write the poem in big letters so you do not need to look too closely at the paper if you need support.
12. Do not exaggerate any effects. Ask for a friend's opinion before you perform.
13. Decide if you want any gesture. Keep it simple.

14. Do not be afraid to have pauses. A moment of silence can help to build a strong effect.
15. Remember your purpose: to speak English more clearly and more confidently.

Here is a website with a lot of detailed hints:

<http://www.poetryteachers.com/poetclass/performpoetry.htm>

Enjoy poetry reading and writing and share your work with your friends!

### **Teacher's Notes**

This handout briefs students on how they could appreciate the selection of the poems on pages T78 to T99 as well as express what they think and feel about poems through visual images, oral performance or other creative means. The "Tips on Reciting Poems" could also be given out anytime during the module where students need guidance on how they could prepare themselves for oral sharing of poems they like or have written.

## Autobiographical Poems

- An autobiographical poem tells the reader about you, the writer
- You can vary the structure according to what you want to tell the reader
- There is no special rhyme or rhythm

### Learning Activity 1 Reading

Read the following poem. Think about what information you would want to add or remove.

**Myself**

*Sandy Lee*  
*Friendly, smart and fit*  
*Daughter of Henry and May*  
*Sister of Tommy*  
*Owner of Brownie the dog*  
*Fan of Daniel Wu*  
*Student at Wong Li School*  
*I love films and books*  
*I play basketball*  
*I need friends*  
*I eat noodles*  
*I fear spiders with their long legs*  
*I dream of university and foreign travel, love*  
*and happiness*  
*And people call me Butterfly!*

Here is the pattern for the poem:

Name
Some descriptive adjectives (could be about appearance or qualities)
Main relationships (could include grandparents, friends and so on)
Teams, singers, celebrities supported
School, class and so on
I love/like/enjoy...
I play...
I need...
I eat...
I fear...
I dream... (hopes for the future)
Nickname

Now make any changes to the pattern you want after thinking about what to add or remove.

### Learning Activity 2

Write your poem. Read it and see if it really tells the reader *who you are*. If it doesn't, try to think of any extra things that make you the person you are. You can also ask a friend or classmate for ideas.

### Teacher's Notes

This exercise is a simple one suitable for students of all levels.

As the content of the poem is personal, it would not be wise to insist on having everyone read out aloud, but if there are volunteers it would be very nice to hear a few. Others can form groups and read their poems to each other so they need only share with friends.

# Ballads (I)

## Learning Activity Reading and Speaking

1. On the Internet, search for some background information about the bombing of a church in Birmingham in Alabama in 1963. In groups, share the information you have got.
2. Read the poem "Ballad of Birmingham" by Dudley Randall (available at <http://www.ctadams.com/dudleyrandall4.html>)
3. As a group, retell orally or produce a written outline of the story told in the poem. Go through each of the stanzas and members take turns to retell the main idea in your own words or summarise the meaning of the stanza into a sentence.
4. Identify the rhyme scheme of the poem and make note of any features that are used in the poem.
5. Practise reading the poem together. Then divide up the stanzas among group members for a group recitation or performance. Make use of any props that may be necessary for your performance.
6. Practise for your group recitation or performance. You might like to refer to the notes in Learning Activity 4 on "Narrative Poems" in Part 3 (page S55) to help you to prepare for the performance. Make use of the "Performance Feedback Form" your teacher gives you to help you to focus on what to pay attention to, and to get feedback from group members.
7. Recite or perform the poem to the class, get feedback from classmates and teacher.

### Teacher's Notes

This is an additional activity to the section on "Ballads" in Part 3 (pages S56 to S58 and T46 to T48). It is suitable for the interested and more advanced students.

A way of introducing this poem to students could start with a whole class discussion on the September 11 bombings in New York. What happened and who was involved could be discussed as well as getting students to think about the viewpoints of people committing the crime and victims of the crime. This is a more recent event that students may know more about. Discussion around this topic may help students to understand the historical context of the Birmingham poem better.

If students do not have the resources to research the Birmingham bombing, teachers could provide research information from websites such as [http://www.english.uiuc.edu/maps/poets/m\\_r/randall/birmingham.htm](http://www.english.uiuc.edu/maps/poets/m_r/randall/birmingham.htm). Students could use this information as a way of understanding the situation before reading the poem. The teacher may need to also explain a bit about the civil rights movement in 1960's America as a way of providing some background for students. Teachers can simplify information or use information as a jigsaw activity to break the information into smaller portions for less advanced students.

This approach shifts the stress from production of a ballad to understanding and recitation of one. Students may be given the "Performance Feedback Form" on pages T44 to T45 for peer feedback. Teachers might like to adapt it based on students' needs.

### Suggested answers:

- |    |               |   |
|----|---------------|---|
| 3. | <u>Stanza</u> | <u>Main idea</u>  |
|    | 1             | The child wants to go to the Freedom March.                     |
|    | 2             | The mother disagrees because it is dangerous.                   |
|    | 3             | The child insists since the march means so much to the country. |
|    | 4             | The mother suggests that her child go to church instead.        |

5	The mother dresses up her daughter and gets her ready for church going.
6	The mother thinks it is safe to be in the church but she is wrong.
7	The church is bombed and the mother searches for her daughter.
8	The mother finds her daughter's shoes in the debris but cannot find the child.

## Ballads (II)

### Learning Activity 1 Reading and Speaking

Work with a partner and try to identify the heroes from the list of descriptions below. Many of the heroes are made up in stories, some are from a long time ago and some are quite new. Match the description on the left with the name on the right. Write the correct letter in the box below.

1. He lives in a <u>cave</u> , wears dark clothes with <u>wings</u> and saves <u>Gotham</u> City.	a. Robin Hood
2. He is small and he travels far to save the world with the <u>Ring</u> .	b. Shrek
3. He learns magic at <u>Hogwarts</u> and fights Lord Voldemort.	c. Wong Fei Hung
4. He saves the Galaxy/Universe by using the <u>Force</u> and <u>Jedi</u> powers.	d. Batman
5. He built a <u>large ship</u> and saved his family and <u>pairs of animals</u> from a great flood.	e. Frodo (Lord of the Rings)
6. He is an ugly <u>green ogre</u> with a <u>donkey friend</u> .	f. Harry Potter
7. He lived in the forest in England and took money from the rich to give to the poor.	g. Luke Skywalker (Star Wars)
8. He is a physician and a kung fu master known for his "shadowless kick".	h. Noah

1	2	3	4	5	6	7	8

### Learning Activity 2 Writing

Write a few verses of a ballad on one of the heroes in Learning Activity 1 or any character of your choice.

You might like to follow the steps below:

- gather more information from the library or the Internet about the hero you have identified
- briefly outline the story
- choose the tone and emotion you want
- divide the content into verses
- check you do not have too much happening in a verse
- as you try to write the lines keep counting the syllables to make sure the lines are around six to nine syllables
- try to choose your two rhymes before you write the lines
- keep on reading the lines out aloud to check you have a sort of rhythm
- take rests and come back to the poem later – you may have new ideas when you feel fresh
- ask for feedback from friends and try to improve what they do not like

Or if you know a good suitable sad story, use that for your ballad.



**Teacher’s Notes**

The activities on this handout, which focus on writing ballads, are an extension to those in “Ballads” in Part 3 (pages S56 to S58 and T46 to T48). They are challenging and are more suitable for the interested and more advanced students.

**Learning Activity 1  
Reading and Speaking**

Before getting students to do this activity, teachers could provide photos of some of the heroes or some alternative ones such as Superman and Spiderman. Teachers could ask who they are and what each character has done. Teachers could provide basic information for students before they attempt the activity.

**Suggested answers:**

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

**Learning Activity 2  
Writing**

If students have problems deciding, they could try writing a ballad on Mulan either individually or in small groups. A recap on the Mulan story may be needed. Teachers may also provide them with some possible rhymes below:

- wall, call, fall, small
- war, emperor
- Mulan, man, ran, woman
- boy, joy
- disguise, wise, advise, surprise
- sad, bad, glad
- sword, lord, reward
- fight, right, sight, bright, height
- come, drum, become
- strong, wrong, along, song
- day, away, pray, display
- year, fur, were, prefer
- beauty, duty

Once students have practised using Mulan, the teacher can provide two to three characters and situations (these could be from any of the discussions from the previous activities such as the September 11 bombing). The students can then follow the suggested steps for writing their own ballads.

# Cinquains and Diamantes

## Cinquains

- The first line of a cinquain has one word; the second two, the third three; the fourth four and the fifth one.
- The plan is as follows:

Subject Description Action Some characteristic The subject expressed in another way
---

## Learning Activity 1

### Reading

Read these examples and see how they follow the rules.

*Betty*  
*Chatty, playful*  
*Loves going shopping*  
*Always has untidy hair*  
*Friend*

*Nancy*  
*Sleepy, greedy*  
*Likes the sun*  
*Has never eaten enough*  
*Cat*

*Johnny*  
*Handsome, funny*  
*Sails the seas*  
*As a Caribbean pirate*  
*Depp*

## Learning Activity 2

### Writing

Write a cinquain about the following topics:

- someone you know
- someone/something that is extraordinary in some way (e.g. a cartoon character, a special place)
- someone famous

Let some of your classmates read your cinquains on (b) and (c) without the last line and ask if they can guess who/what each is about. If they laugh when you tell them, it must be a good cinquain.

## Diamante

- A diamante or diamond poem is similar to a cinquain but a little more complex.
- The first line has one word, the second has two, the third has three, the fourth has four, the fifth has three, the sixth has two, the seventh has one.
- The plan is as follows:

Subject I  
 Two adjectives  
 Three -ing words  
 Four nouns, two of which look backwards to Subject I, and two forwards to Subject II  
 Three -ing words for Subject II  
 Two adjectives for Subject II  
 Subject II

## Learning Activity 3

### Reading

Read the examples below and see how they follow the rules.

*Sun*  
*Yellow, solar*  
*Shining, burning, warming*  
*Star, gold, satellite, silver*  
*Waxing, waning, orbiting*  
*White, lunar*  
*Moon*

*Tiger*  
*Striped, fierce*  
*Hunting, jumping, roaring*  
*Teeth, prey, fly, web*  
*Spinning, waiting, creeping*  
*Hairy, many-eyed*  
*Spider*

## Learning Activity 4

### Speaking and Writing

With a partner, think of some good second items for the words in the table below. You might like to look for opposites (e.g. brightness and darkness), slightly different aspects of comparison (e.g. tennis and table-tennis), similarities (e.g. pond and pool) or unexpected connections (e.g. tent and orang-utang).

whale		noodles		mango	
panda		iPod		English	
eagle		smile		football	
piano		litter		Central	
octopus		student		Tokyo	

Decide which is the best of your pairs and write your own diamond poem. Keep it a few days and try to improve it by thinking of better words which create better sound effects.

### Teacher's Notes

Cinquains and diamantes are fairly simple forms for most levels of students. The full-contrast version, such as the first diamante in Learning Activity 3, which contrasts the sun with the moon, is probably the conceptually easiest.

#### **Learning Activity 4 Speaking and Writing**

There are no fixed answers for this activity. Students should be encouraged to be creative. What is important is they are able to explain their answers.

If there is time, ask some students to read their first and final drafts and explain why they made the changes they did.

Teachers might like to ask the students to submit a few versions with their comments so that they will be made aware of the process of improvement which follows creation.

#### **Additional resources on cinquains:**

[http://www.eduplace.com/activity/poem\\_cinquain.html](http://www.eduplace.com/activity/poem_cinquain.html)

## Festival Poems

These are free verse poems catching the typical mood and sights of a familiar festival.

### Learning Activity 1 Speaking and Reading

With a partner, make a list of some of the things which come to mind when you think of Christmas. Then read the poem below and see how many items are the same. Note how a sense of ending is created in the last line.

*Last minute shopping  
Crowds rushing home on crowded trains  
Presents wrapped in shiny paper  
Lights twinkling on the X'mas tree  
Santa riding through the stars  
Mince-pies, turkey, Christmas cake,  
Greetings cards, silent nights and freezing snowmen  
Christmas has come to town.*

### Learning Activity 2 Reading

Read the poem and answer the questions that follow.

*Climb the mountain!*

*Happy children's faces shining  
Round the red glow of a candle  
Lanterns bobbing along the path      4  
Laughter filling the air  
The warmth of family love  
Or close deep friendship*

*And above all of us      8  
Shedding its silvery light  
The great, the glorious*

*Moon*

1. Which festival is the poem about?

---

2. The poem talks about three aspects of the festival. Which aspect does each of the following parts of the poem describe?

Lines 1–4: \_\_\_\_\_

Lines 5–7: \_\_\_\_\_

Lines 8–11: \_\_\_\_\_

3. Do you like the poem? Why/Why not?

---

### Learning Activity 3 Writing

Choose a festival and compose a poem about it.

#### Teacher's Notes

Students should be quite familiar with the ideas presented in the two festival poems as both Christmas (see Learning Activity 1) and the Mid-Autumn Festival (see Learning Activity 2) are popularly celebrated in Hong Kong. Where necessary, you might like to pre-teach words such as "Mince-pies", "glow", "bob" and "shed" before students read the poems to ensure that they fully understand them.

#### Learning Activity 2 Reading

##### Suggested answers:

1. Mid-Autumn Festival.
2. Lines 1–4: the activities which people take part in  
Lines 5–7: people's emotions  
Lines 8–11: the main feature of the festival (i.e. the moon)
3. Students' own answers.

## Greetings Cards Verses

These verses are greetings written in a slightly special way using rhyme, rhythm or other reader-friendly poetic devices. They are enjoyable to read and not demanding to write.

### Learning Activity 1 Speaking

With a partner, make a list of occasions for which you might send a greetings card (paper or electronic).

### Learning Activity 2 Reading and Writing

Read the sample verses below. Then create three with your partner or group members that are meant for different occasions.

*Today it is your great day  
And all of us want to say  
Hip, hip, hooray! Happy birthday!*

*Today I wish you a thousand pleasures,  
You who are truly my greatest friend.  
I wish I could give you gold and treasures,  
But I can't, so this card instead I send.*

*It's your birthday and for your sake  
We've bought a gift and baked a cake,  
And here's a card with wishes hearty  
That you'll, have a marvellous party!  
Happy birthday and many returns of the day!*

*The New Year is here,  
A time of joy and cheer.  
May it bring you good health,  
Happiness and great wealth.*

*On Valentine's Day  
I send you my heart  
With a message to say  
We never must part.  
You are the one I admire,  
Dream of, love and desire.*

*My Valentine, my dear,  
My words are very clear  
That my love for you's sincere.  
I have just one prayer  
That we can always share  
Our lives as one pair.*

*We are sorry you're not well  
And we've sent this card to tell  
You that we feel a serious lack  
And want you quickly back!  
So please RECOVER!*

### Teacher's Notes

Greetings cards verses are suitable for students of all levels. Before students write their own verses, teachers might like to show them more examples at the following websites to help them to generate ideas for writing:

<http://www.poem-poetry.com/index.html>

[http://www.imag-e-nation.com/card\\_verse\\_poems\\_quotes.htm](http://www.imag-e-nation.com/card_verse_poems_quotes.htm)

### Learning Activity 1 Speaking

#### Suggested answers:

Birthday, Christmas, Easter, New Year, Get Well, Graduation, Wedding, New Baby, New Home, Sympathy, Apology, etc.



## Is-Poems

The name tells you everything about this kind of poems. It provides an interesting way of reinforcing the use of "is" as a verb-to-be.

### Learning Activity 1 Reading

As with all poetry, is-poems are a little more complicated than it looks. You need to write down all your associations and ideas and then just select a few, adding the right adjectives, making the lines flow and listening carefully to the sounds, seeing if you can add some alliteration or assonance to create a pleasing effect. Read the poems below and see how this is achieved.

*Breakfast is fried eggs, sunny side up.  
Breakfast is crispy bacon,  
Breakfast is toast and plum jam.  
Breakfast is a cup of black tea.*

*Dim sum is*  
 – *little bamboo baskets*  
 – *darling dumplings*  
 – *egg tarts, bright and yellow*  
 – *tasty little bites*  
 – *prawns and pork*  
 – *family chatter*  
 – *busy chopsticks*  
 – *noisy restaurants*  
 – *spring rolls full of flavour*  
 – *a plate of emerald green vegetables*  
 – *small cups of Pu-erh tea*  
*TASTY!*

Apart from concepts, emotions (e.g. love, anger, hate, jealousy, despair, boredom, pride, joy, sorrow) also make good topics.

*Love is*  
*waiting patiently*  
*giving not taking*  
*a gentle smile*  
*being there*  
*a helping hand*  
*a warm hug*  
*showing sympathy*  
*a shoulder to cry on*  
*a harbour to anchor in*  
*a warm, warm glow*

*Happiness is*

- *a cup of noodles*
- *two friends talking*
- *a grade A on a test*
- *scoring a basket*
- *running fast*
- *a new computer game*
- *a lovely song*
- *a golden mango*
- *an island picnic*

*Happiness is all of these and more!*

## Learning Activity 2 Writing

Write an is-poem. Here are some suggested topics:

- sadness
- friendship
- home
- a birthday
- lunar new year
- this book
- this boy
- batman
- Wanchai (or any place)

### Teacher's Notes

Is-poems can be adapted to suit all levels. Teachers might like to use another version of this type of poem using five senses (i.e. sight, sound, smell, taste and touch) with students. See below for an example:

*Red looks like a flame-tree in blossom.*

*It sounds like a big, bold drum.*

*It smells like roses and ripe apples.*

*It tastes like strawberries and cherries.*

*It feels rich and warm.*

*Red, crimson, ruby, scarlet, vermilion, cardinal red!*

# Monorhyme

This type of poem simply depends on finding a sound which produces a number of rhymes and then seeing what you can create out of them.

## Learning Activity 1 Reading

Read the following poems and see how they are created from words that rhyme.

Here is a set of rhymes:

*discuss, fuss, minibus, octopus, oesophagus*

Below is a little monorhyme made from them:

*Now, please don't make a fuss  
But get on the mini-bus  
And then we can discuss  
Both your dear octopus  
And my new oesophagus!*

Here is another set of rhymes:

*birthplace, briefcase, case, chase, face, Grace, trace*

A monorhyme created from the rhyming words is as follows:

*I was sure I knew that face:  
It belonged to dear Grace.  
But why did she chase  
The man with the briefcase?  
So now we'd have to trace  
Her back to her birthplace.  
It was a most difficult case.*

## Learning Activity 2 Writing

Make use of some of these rhymes to create your own little poems.

- brick, broomstick, chick, click, kick, lovesick, lunatic, pick, quick, sick, stick, thick, tick, trick
- blink, drink, ink, link, pink, rink, shrink, sink, stink, think, wink, zinc
- Andrew, bamboo, barbecue, blue, canoe, clue, crew, few, dew, due, flu, interview, kung fu, new, pooh, shampoo, shoe, Sue, threw, through, tissue, too, true, two, view, you, wu shu
- boat, coat, devote, float, goat, note, promote, quote, throat, vote, wrote
- ache, bake, brake, break, cake, earthquake, fake, heartbreak, lake, make, mistake, outbreak, shake, snake, steak, stomachache, take, wake

### Teacher's Notes

If the words in the example poems are too challenging for students, teachers might like to consider replacing them with other rhyming words that are more accessible to students. For example, "oesophagus" in the first poem could be replaced by "compass" or "platypus". This would not affect the content much as the content of this type of poems is often amusing rather than serious.

Monorhyme writing could be a good activity for enhancing students' fluency in writing as the focus is on rhyme and playfulness instead of meaning or organisation. Teachers might like to encourage students to be as creative as they can and write down whatever they can associate the rhyming words with.

## Narrative Poems

### Learning Activity

#### Reading and Speaking

There is a tradition in English of funny narrative poems for children. Here is one warning children to be obedient. Of course, it is not meant to be serious but to make young readers laugh.

Read the following narrative poem and answer the questions that follow.

**Jim**

*There was a boy whose name was Jim;  
His friends were very good to him.  
They gave him tea, and cakes, and jam,  
And slices of delicious ham,  
And chocolate with pink inside, 5  
And little tricycles to ride,  
And read him stories through and through,  
and even took him to the zoo –  
But there it was the dreadful fate  
Befell him, which I now relate. <sup>1</sup> 10*

*You know – or at least you ought to know,  
For I have often told you so –  
That children never are allowed  
To leave their nurses <sup>2</sup> in a crowd.  
Now this was Jim's especial foible <sup>3</sup>, 15  
He ran away when he was able,  
And on this inauspicious <sup>4</sup> day  
He slipped his hand and ran away.*

*He hadn't gone a yard <sup>5</sup> when – BANG!  
With open jaws, a lion sprang, 20  
And hungrily began to eat  
The boy, beginning at his feet.  
Now, just imagine how it feels  
When first your toes and then your heels,  
And then by gradual degrees, 25  
Your shins <sup>6</sup> and ankles, calves <sup>7</sup> and knees,  
Are slowly eaten, bit by bit.  
No wonder Jim detested <sup>8</sup> it!  
No wonder that he shouted 'Hi!'*

*The honest keeper heard his cry, 30  
Though very fat, he almost ran  
To help the little gentleman.  
'Ponto!' he ordered as he came  
(For Ponto was the lion's name),  
'Ponto!' he cried with angry frown, 35  
'Let go, sir! Down, sir. Put it down!'  
The lion made a sudden stop,  
He let the tasty morsel <sup>9</sup> drop,  
And slunk reluctantly to his cage <sup>10</sup>  
Snarling <sup>11</sup> with disappointed rage. 40  
The honest keeper's eyes were dim.  
The lion having reached his head,  
The miserable boy was dead.*

When nurse informed his parents, they  
 Were more concerned than I can say: – 45  
 His mother, as she dried her eyes,  
 Said, 'Well, it gives me no surprise,  
 He would not do as he was told!'  
 His father, who was more self-controlled,  
 Bade all the children round attend <sup>12</sup> 50  
 To James' miserable end,  
 And always keep a-hold <sup>13</sup> of nurse  
 For fear of finding something worse.

**Hilaire Belloc**

<sup>1</sup>Befell him, which I now relate: happened to him as I now will tell

<sup>2</sup>nurses: nannies or maids taking care of the child

<sup>3</sup>foible: strange habit

<sup>4</sup>inauspicious: unlucky

<sup>5</sup>a yard: slightly shorter than a metre

<sup>6</sup>shin: bony side of lower leg

<sup>7</sup>calf: fleshy side of lower leg

<sup>8</sup>detested: hated

<sup>9</sup>morsel: snack

<sup>10</sup>moved slowly and unwillingly

<sup>11</sup>snarling: growling angrily

<sup>12</sup>Bade all the children round attend: told them to pay attention

<sup>13</sup>a-hold: hand-in-hand

The following questions look at how you would perform the poem. Think about tone, stress and drama in order to make the performance interesting.

- How are the rhymes organised? \_\_\_\_\_
- How many syllables are there in the lines? \_\_\_\_\_
- What is the purpose of the first verse?
  - Sets \_\_\_\_\_
  - Introduces \_\_\_\_\_
  - Describes Jim's \_\_\_\_\_
- Look carefully at the first verse. Would you change your reading tone anywhere in this verse and why?  
 \_\_\_\_\_
- Where would you put the strongest stress in the first line of the second verse and why?  
 \_\_\_\_\_
- The third verse has a lot of action. Explain what facial expressions and speed of reading you would use in the third verse.  
 Facial expression: \_\_\_\_\_  
 Speed: \_\_\_\_\_ because \_\_\_\_\_

7. What is the tone of the fourth verse?

---

8. How upset are Jim’s parents? (Circle one)
- (a) Don’t care
  - (b) A bit upset
  - (c) Are really upset

9. What effect does Jim’s parents’ reaction have for the listener?

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**Teacher’s Notes**

Students should be familiar with the terms rhyme and tone but they need to think about how they can change their voice and facial expressions to give an effective performance. It may help students to do this in pairs and then in groups so that they can share their ideas before the teacher goes over the answers with the whole class. Students need to be able to say why they chose their answers.

**Learning Activity**  
**Reading and Speaking**

**Suggested answers:**

1. Rhyming couplets: a/a/b/b/c/c etc.
2. 7/8.
3. (a) Sets the scene  
(b) Introduces Jim  
(c) Describes Jim’s lifestyle

It also shows Jim is a very lucky boy who should obey his parents. After reading the poem students might think he was spoilt and that is why he didn’t listen to his parents.

4. After an ordinary and joyous opening, the atmosphere becomes dramatic in the last two lines, which need a deeper and slower voice to add to the drama.
5. “Ought”, for emphatic purposes. Students may come up with different answers and they need to be able to say why they chose the word/phrase.
6. Facial expression: Grimace to express the grisly nature of a lion eating a boy.  
Speed: Slow and with emotion so the listener can catch all the details and imagine the lion eating the boy. We should feel the horror of the boy being eaten.  
After the loud surprise “BANG!” of the first line, the face needs to grimace like a lion while the voice becomes throaty and later almost hissing (“beginning at his feet”). Then a slower, careful and increasingly excited and terrible tone is needed to describe the boy’s being eaten bit by bit – the reciter may, however, have a grim smile on his face. A climax is reached with “detested it”.
7. The fat man almost running and scolding the lion, with its silly name, as if it is a schoolboy, is comic/ineffectual.
8. They are not particularly upset (i.e. “a bit upset” should be circled) – only “concerned” – and the mother dries her tears very quickly. Jim deserves his end because of his behaviour and so sympathy is out of place.
9. His parents’ reaction may make readers feel sorry for Jim as they are only a bit concerned about Jim’s miserable death.

## National Anthems

National anthems tend to be rather similar as every country wants to show its good qualities and attract its people's loyalty and pride.

### Learning Activity 1

#### Reading

1. Use the words in the box to complete the following verse from Canada's anthem.

<i>far</i>	<i>guard</i>	<i>hearts</i>	<i>land</i>	<i>North</i>	<i>free</i>
------------	--------------	---------------	-------------	--------------	-------------

*O, Canada! Our home and native \_\_\_\_\_!  
 True patriot love in all thy sons command  
 With glowing \_\_\_\_\_ we see thee rise,  
 The True \_\_\_\_\_, strong and \_\_\_\_\_!  
 From \_\_\_\_\_ and wide, O Canada,  
 We stand on \_\_\_\_\_ for thee.  
 God keep our land glorious and free!  
 Oh Canada, we stand on guard for thee.  
 Oh Canada, we stand on guard for thee.*

2. Think of words to complete this verse from the Ugandan national anthem.

*Oh Uganda, may God uphold thee,  
 We lay our future in thy \_\_\_\_\_.  
 United, free,  
 For liberty  
 Together we'll \_\_\_\_\_ stand.*

*Oh Uganda! The land of freedom.  
 Our love and labour we \_\_\_\_\_,  
 And with neighbours all  
 At our \_\_\_\_\_ call,  
 In peace and friendship we'll live.*

*Oh Uganda! The land that feeds us  
 By sun and fertile \_\_\_\_\_ grown.  
 For our own dear land,  
 We'll always stand,  
 The Pearl of Africa's \_\_\_\_\_.*

### Learning Activity 2

#### Writing

Write a verse for a national anthem. It can be for your nation or for an imagined country.



### Teacher's Notes

Before students attempt the learning activities, they might like to read or listen to some national anthems on the following websites to familiarise themselves with the vocabulary and expressions commonly used to express the themes of national pride, loyalty, love, etc.:

<http://national-anthems.net/>

<http://www.freemidi.org/directory.php?id=955&National+Anthems>

[http://www.cool-midi.com/anthems\\_midi.php](http://www.cool-midi.com/anthems_midi.php)

#### Learning Activity 1

##### Reading

##### Suggested answers:

1. land; hearts; North; free; far; guard
2. hand; always; give; country's; soil; Crown

#### Learning Activity 2

##### Writing

Teachers might like to give students the following rhymes to help them to get started:

- and: land, grand, hand, stand, command, withstand
- ory: glory, story, history, territory
- ation: nation, creation, duration, foundation, location, admiration, alteration
- ee: free, history, sea, foresee, company, symphony
- eece: peace, cease, increase
- ite: fight, light, right, foresight, sight, night, delight, right, height, unite
- ever: ever, clever, never, endeavour, wherever, whatsoever
- erve: serve, conserve, preserve

## Appreciating the Musical *Oliver!* (I)

### Consider Yourself at Home

#### Learning Activity

#### Listening and Vocabulary

##### Section A

Listen to the song. As it is played, listen for the words in the left-hand column and decide on their correct meaning.

1. take to	a. complain
2. larder (old-fashioned)	b. thought
3. grouse	c. cupboard/small room for storing food
4. foot the bill	d. able to use
5. mate (informal)	e. friend
6. consideration	f. upper-class
7. lah-di-dah (slang)	g. pay
8. handy	h. come to like

1.	2.	3.	4.	5.	6.	7.	8.

##### Section B

"Get" forms many phrasal verbs. Complete the sentences with words from the box.

<i>across</i>	<i>ahead</i>	<i>away</i>	<i>away with</i>	<i>back</i>	<i>down</i>
<i>off</i>	<i>on with</i>	<i>out of</i>	<i>over</i>	<i>round</i>	<i>together</i>

- I can't stay any longer. I must get \_\_\_\_\_ home.
- Now be quiet and get \_\_\_\_\_ your work or you won't finish in time.
- You look unhappy. What's getting you \_\_\_\_\_?
- I don't feel I am getting \_\_\_\_\_ to them. They simply do not understand.
- It's lovely to see you. Let's all get \_\_\_\_\_ one day soon and have dinner.
- The thieves got \_\_\_\_\_ by running down this alley.
- She has really got \_\_\_\_\_. She's the head of her department already.
- Get \_\_\_\_\_. Leave me alone or I will report you.
- You'll get \_\_\_\_\_ it. You'll meet another girl soon.
- We should not let him get \_\_\_\_\_ it. He should be punished.
- You'll need a sick note if you want to get \_\_\_\_\_ playing the match tomorrow.
- I'm sorry. I have been so busy I have not had time to get \_\_\_\_\_ to it.

**Section C**

Below are some "foot idioms". Match the idioms with their meanings.

1. get back on your feet	a. start something badly
2. find your feet	b. recover from a problem
3. get off on the wrong foot	c. have a lucky escape from a difficult situation
4. get cold feet	d. refuse strongly
5. keep your feet on the ground	e. say something tactless and stupid
6. fall on your feet	f. begin to feel confident
7. put your foot in your mouth	g. have a practical attitude
8. put your foot down	h. become nervous

1.	2.	3.	4.	5.	6.	7.	8.

**Teacher's Notes**

The activities on this and the next two handouts are based on the musical film *Oliver!*. They could be used as alternative or additional activities to the unit on "Musical Appreciation and Performing a Song" in Part 4 (pages S67 to S71 and T60 to T64).

**Language Activity**  
**Listening and Vocabulary**

**Suggested answers:**

**Section A**

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

**Section B**

- |             |               |
|-------------|---------------|
| 1. back     | 7. ahead      |
| 2. on with  | 8. off        |
| 3. down     | 9. over       |
| 4. across   | 10. away with |
| 5. together | 11. out of    |
| 6. away     | 12. round     |

**Section C**

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

## Appreciating the Musical *Oliver!* (II)

### Be Back Soon

#### Learning Activity

#### Listening and Vocabulary

Listen to the song and do the following activities.

1. Note some of the expressions we could use to part from someone:

- adieu (French: to/with God)
- adios (Spanish: to/with God)
- au revoir (French: until I see you again)
- bye (familiar)
- bye-bye (children)
- cheerio (familiar)
- ciao (Italian: sounds like "chow")
- farewell (formal)
- good-bye (standard)
- sayonara (Japanese: see you)
- see you (familiar)
- so long (standard, familiar)
- ta ta (slang)

2. Alliterative doubles such as "safe and sound" are used in the song. Match similar phrases in the left-hand column with the correct meanings on the right.

- |                  |   |   |                              |
|------------------|---|---|------------------------------|
| black and blue   | • | • | very different               |
| chalk and cheese | • | • | badly bruised                |
| fast and furious | • | • | healthy and strong           |
| full and frank   | • | • | everything happening at once |
| hale and hearty  | • | • | complete and honest          |
| kith and kin     | • | • | family                       |
| might and main   | • | • | get excited about            |
| part and parcel  | • | • | an essential piece of        |
| rant and rave    | • | • | power and strength           |
| thick and thin   | • | • | good and bad times           |

### Teacher's Notes

#### Learning Activity Listening and Vocabulary

#### Suggested answers:

1. This could be used as the basis for a discussion of greeting and parting customs and words involving different language and cultures. A class leader could collect and record on the board the collective knowledge of the class.
2.
 

black and blue	– badly bruised
chalk and cheese	– very different
fast and furious	– everything happening at once
full and frank	– complete and honest
hale and hearty	– healthy and strong
kith and kin	– family
might and main	– power and strength
part and parcel	– an essential piece of
rant and rave	– get excited about
thick and thin	– good and bad times

Teachers might like to show students the following examples of use of the phrases or turn them into an extra cloze exercise:

- (a) You're black and blue all over. Whatever happened?
- (b) They might be twins but they are as like as chalk and cheese.
- (c) The goals came fast and furious in the second half.
- (d) He made a full and frank confession.
- (e) The old man looked hale and hearty.
- (f) We must gather all our kith and kin for Grandfather's hundredth birthday.
- (g) They struggled with all their might and main to achieve their dream.
- (h) It's all part and parcel of her scheme to dominate the competition.
- (i) However much teachers rant and rave about it, students always leave work till the last possible minute.
- (j) They were true to each other through thick and thin.

See some further examples below:

- |                          |  |
|--------------------------|--|
| bed and board            | – place to sleep and meals                           |
| beg and borrow           | – do anything to get the money together              |
| fuss and flap            | – to do something with a lot of commotion            |
| life and limb            | – risk life and limb                                 |
| like it or lump it       | – it will happen anyway: you can like it or bear it. |
| neither rhyme nor reason | – no sense at all                                    |
| rough and ready          | – very approximate or unpolished                     |
| scrimp and save          | – make a ruthless effort to save                     |
| short and sweet          | – concise and to the point                           |
| spick and span           | – tidy and organised                                 |
| trials and tribulations  | – difficulties                                       |

## Appreciating the Musical *Oliver!* (III)

### Teacher's Notes

#### **Introduction**

The musical film takes around 150 minutes. Teachers might like to ask students to watch the film outside class or to focus on those scenes in which songs are performed. The film could also be studied in some depth and used as part of a film programme relating to the SBA component of the public examination.

If students are to watch the film, they need to have a worksheet to ensure the experience is educational as well as entertaining. A large number of questions on the film are offered below as a resource for teachers to draw from in preparing their own worksheet. They draw attention to different aspects: story, character, film technique, music, symbolism, fact, personal reaction, mood and so on. Teachers are encouraged to select and freely adapt the materials to suit their students' needs, interests and abilities. Note that some questions might be more suitable for discussion after a viewing of the film.

#### **Overture**

1. What impression does the picture we see give?
2. What impression does the music give?
3. Do you feel they are in agreement? Are the moods the same?
4. What do you expect from the film as a result of the Overture section?

#### **The Credits**

5. Not many films now have the credits at the beginning. What pros and cons can you think of?

#### **The Workhouse**

6. How do the boys walk?
7. What point do you think the director wants to make?
8. In what way is contrast used in this scene?
9. What do you think the idiom "drawing the long straw" means?
10. What is the weather? How suitable is it?
11. Tick any of these adjectives which apply to the appearance of Oliver:
  - a. strong
  - b. ill
  - c. sweet
  - d. happy
  - e. sympathetic
  - f. delicate/fragile
  - g. angry
  - h. handsome
  - i. good-natured
12. How does he feel as he walks up to Mr Bumble?
13. What does Oliver ask for?
14. What is Mr Bumble's reaction?

#### **Boy For Sale**

15. Do you think the mood of the song and the scene suit each other?

#### **At Sowerberry's**

16. Why is the name "Sowerberry" suitable?
17. Why does Oliver attack Claypole?
18. Is he right to?
19. What is the effect of their putting Oliver in the coffin?

20. The scene is \_\_\_\_\_.  
 a. comic                      b. tragic                      c. frightening                      d. romantic
21. What symbol does the director use as well as the snow?

**Arrival in London**

22. Oliver arrives among some \_\_\_\_\_.
23. How is the size and importance of the big city in Oliver's eyes stressed?
24. What is your first impression of the Artful Dodger?
25. Do you think there is any special meaning to the beef carcasses?
26. How would you describe the movement of the road workers and clowns? Does it remind you of any other scene? What significance do you think it might have?
27. The route to Fagin's home tells us that life with him is \_\_\_\_\_.

**At Fagin's**

28. What does Fagin look like when we first see him?
29. Which of these adjectives best describes Oliver in this scene?  
 a. sensible    b. nervous    c. innocent    d. stupid
30. When Fagin goes out which animal does he move like?
31. What do you think the idiom "to burn one's fingers" means?
32. How do we first see Bill Sikes?
33. Why doesn't Fagin carry cash for Sikes?
34. What is your first impression of Nancy?

**Oliver's First Pickpocketing Trip**

35. What figure from legend and old stories does Fagin remind us of when he leads the boys out?
36. In what way is Oliver's singing voice different from the others'?
37. What word does the modern word "bus" come from?
38. What effect is created by Oliver on the bridge?
39. What does Dickens think of the justice system?
40. Who says Oliver was not the thief?

**Morning and Return**

41. Name some of the trades-people we see.
42. What is very strange about the words of the song? How does it fit the theme of the film?
43. How would you describe Nancy's relationship with Bill?
44. Is her attitude towards it a sensible one?
45. Why does Nancy wear red?
46. What delays Oliver from going to the shop?
47. What does Fagin say he wants?
48. Fagin is \_\_\_\_\_ what to do next.  
 a. clear about                      b. afraid of                      c. unsure about                      d. uninterested in

**Nancy Tries to Help**

49. What do we admire about Nancy?
50. What is the effect of the rolling plate?
51. Why does Nancy start the Oom Oom Pah Pah dance?
52. What does Bullseye's behaviour tell us?
53. How supportive is Fagin?
54. Sikes takes Oliver with him as a \_\_\_\_\_.
55. How does the camera work make this part of the film dramatic?
56. In what way is Sikes' death a suitable end for him?
57. What happens to the sound track at this point?
58. What does the Artful Dodger do during these events?
59. In the book the story is more complicated and in the end Fagin is hanged for his crimes. What do you think about the way the film ends? What does the sunrise symbolise? Is Fagin made into a sort of hero?

**General**

60. Do the song and dance numbers add to or detract from the story?

**Extra Activity**

Write an acrostic on the name Oliver (note that it contains the letters of love and lover).

**Suggested answers:**

Many of the questions ask for opinion, not fact, so answers will vary.

1. The old view of London sets the story in the 19<sup>th</sup> century and possibly suggests the social problems associated with the Industrial Revolution which Dickens was addressing.
2. The music is grand, rather ballroom style with a full orchestra. This suggests a great spectacle and a fairly romantic (not in the love sense) story.
3. A matter of opinion: one might see a conflict between the serious and sad social comment of the story and the desire of the musical to entertain and amuse.
4. No definite answer: possibly a grand historical drama with lots of London life and a happy ending.
5. Showing the credits at the beginning draw viewers' attention to who the actors/actresses and film crew are and may have the advantage of boosting their fame. The cons, on the other hand, are that too much attention on the making of the film can undercut the sense of reality a film seeks to create (though this may be less so for a musical). The credits may also bore the viewers who want to get on to the story.
6. Very rhythmically.
7. The boys' life is very ordered and mechanical. The treadmill also suggests the mechanisation of life in an industrial society.
8. Between the size and poor food of the boys and those of the gentlemen.
9. Being selected for an unpleasant job.
10. The cold and snow symbolise the coldness and harshness of the orphans' lives.
11. Probably c, e (in the sense we feel sympathy for him), f and i; handsome does not seem the correct word for a small boy.
12. Nervous.
13. More food.
14. Shock, horror, rage.
15. The humour in the scene may conflict with the appalling fact of child labour and the idea of selling an orphan.
16. He is a sour man and he buries people.
17. Because Claypole says cruel things about Oliver's dead mother.
18. No correct answer: fighting is bad but defending one's mother and showing loyalty to her memory is good.
19. It symbolises his death-in-life in his situation as an unwanted orphan in a cruel society.
20. Probably a.
21. The bars/imprisonment in his life.
22. Cabbages.
23. Grand music, bustle of the scene, the entrance of the steam train.
24. Amusing, friendly, mischievous.
25. A cruel society in which one group preys on another.
26. More mechanical movement as in the workhouse scene. If the criticism of the mechanical ways of an industrial society was not noticed the first time, maybe it will be now.
27. Dangerous and on the margins of society.
28. The devil surrounded by smoke and holding his devil's fork.
29. c.
30. A rat.
31. To get into trouble.
32. In the shadows and then from the back.
33. He says there are too many dishonest people around and probably he does not trust Sikes.
34. She has spirit, can be fierce and has a loving side to her.
35. The Pied Piper.
36. It is much sweeter and purer.
37. Omnibus.



38. Suspense – we fear he will fall.
39. As the magistrate is shown as a drunken fool, we assume not much.
40. The bookseller.
41. Milk-maids, flower-sellers, fruit and vegetable-sellers/hawkers, knife-grinder/sharpener, etc.
42. Days are not normally for sale. Human relationships in the society of the Industrial Revolution are created by money rather than natural affection or kindness.
43. An abusive one. She loves him but he treats her with violence and possessiveness.
44. A matter of opinion, but any modern social worker would tell her to escape from being a battered wife/victim of abuse. "As long as he needs me" is now a politically incorrect song which would infuriate many people (particularly the feminists).
45. The colour of prostitution and danger.
46. He watches a Punch and Judy/puppet show.
47. Calm.
48. c.
49. Her lack of fear; her determination to do good despite knowing it is very dangerous for her; her bravery; her kindness; her cleverness.
50. Suspense.
51. To create a diversion during which she can take Oliver away. To distract Sikes' attention.
52. Even the dog no longer trusts Sikes and understands he has gone too far.
53. Not at all. He is angry Sikes is putting him at risk.
54. Hostage.
55. We have shots looking steeply up and steeply down (camera placement and angles), and a close-up.
56. He is hanged, a punishment he deserves as a murderer.
57. The music stops and we hear only the swaying/swinging of the rope.
58. He picks a pocket.
59. An open question. One might feel this is part of the tension between the novel with all its darkness and social criticism and the entertaining musical. In terms of the serious side of the book, the changes are fairly disastrous and we are almost left with the message that crime is harmless enough as long as not carried to extremes! In terms of a light musical, two deaths is already enough and allowing Fagin and Artful Dodger to go off together understandable. It is doubtful if Fagin is made into a hero, but he is certainly shown as slightly likeable and allowed to head for a hopeful new dawn although it is quite clear he will continue his old criminal way of life.
60. They reduce its seriousness and blunt its message, but add to its entertainment value. If teachers want to pursue this point, they could ask students to compare the musical with the darker version of the story to be found in Polanski's *Oliver Twist* (2005, Rated PG-13).

#### **Catering for Learner Diversity**

Clearly *Oliver!* will not suit everyone. As mentioned earlier, if it is a question of length, parts can be missed out or only the songs concentrated on. If the entire topic and level of difficulty are regarded as unsuitable, the teacher may wish to select songs from other musicals which seem better adapted for the target group. These could be used as listening material with cloze passages or activities similar to those shown in the handouts on songs in this package. The students could then organise their performances. In any case, going through selective learning activities on *Oliver!* or other musicals with students is worthwhile because they will give students some novel oral practice and possibly appeal as a new approach to learning English.