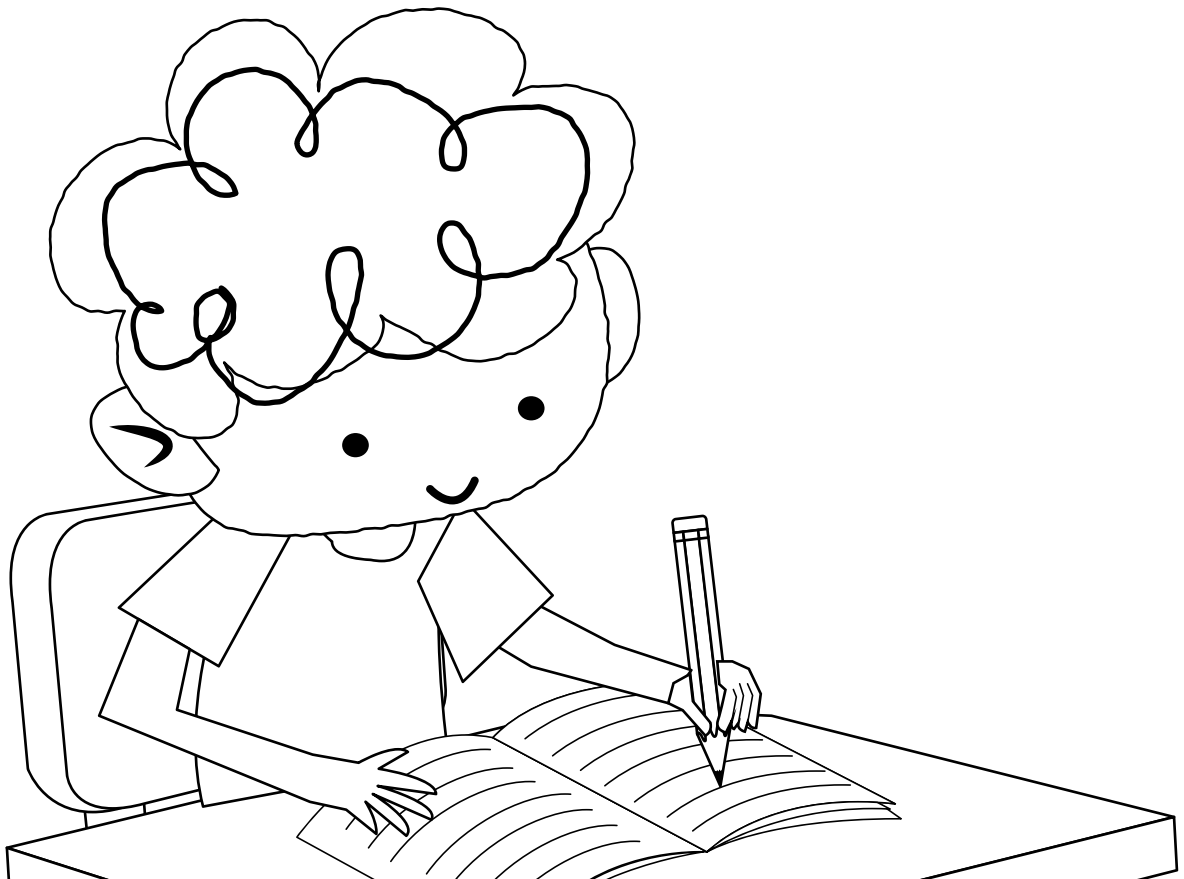


ELEMENTS OF POETRY

WORKBOOK

Name:

Date:



The Poet's Lament

Oh why do we have to write poems?
Such a ludicrous waste of my time!
There are so many ways to express an idea
Without using rhythm or rhyme.

Similes, metaphors, symbols and sounds,
Assonance and alliteration.
So many words that I don't understand
All contributing to my frustration!

And what about all the ridiculous rules
For each line, each verse and each word?
There must be a much less tiresome way
To have all of my sentiments heard.

I want to express how I'm feeling,
But a poem is just not the way.
What if you think I sound silly or wrong
And you don't understand what I say?

So please, don't make me write poems!
It's clearly a waste of my time.
I'll find other ways to express my ideas
Without using rhythm or rhyme.

Stephanie Mulrooney

Elements of Poetry - Structure, Rhythm and Rhyme

Structure

1. Read the poem, *The Poet's Lament*. In your own words, describe the structure of poem.

2. Is this poem fixed verse or free verse? Give reasons for your answer.

Rhythm

3. Clap out the number of syllables in each line of the poem. Record these in the table below.

	Verse 1	Verse 2	Verse 3	Verse 4	Verse 5
Line 1					
Line 2					
Line 3					
Line 4					

a) What do you notice about the number of syllables in Line 1, Line 2, Line 3 and Line 4 across the verses?

b) Which line of the poem tends to have the most syllables?

c) How does the number of syllables in each line affect the rhythm of the poem?

4. Read the poem aloud. As you read, highlight the syllables that are pronounced more strongly to create the rhythm. Record the number of stressed syllables in each line in the table below.

	Verse 1	Verse 2	Verse 3	Verse 4	Verse 5
Line 1					
Line 2					
Line 3					
Line 4					

a) What do you notice about the number of stressed syllables in Line 1, Line 2, Line 3 and Line 4 across the verses?

b) Which line of the poem tends to have the most stressed syllables?

c) How does the number of stressed syllables in each line affect the rhythm of the poem?

Rhyme

5. In your own words, describe the rhyming pattern of the poem.

6. Make a list of additional words that could have been used to rhyme with these words from the poem.

a) time: _____

b) frustration: _____

c) word: _____

d) way: _____

THE THUNDERSTORM

A storm is developing, high in the sky,
And darkness falls down like a veil.
A turn in the weather, clouds gather together,
The promise of thunder and hail.

The wild winds moan, like a cry of lament,
They relentlessly rumble along.
Like an older man snoring, I hear distant roaring,
A strange and mysterious song.

The thunderclaps bellow, the lightning explodes,
Electricity pierces the air.
Through the dark summer night, there are flashes of light,
As I sit at my window and stare.

The sky starts to weep as the rain hammers down,
Bringing mini-sized golf balls of hail.
The temperature's dropping, shows no signs of stopping
The wind is still blowing a gale.

But all of a sudden, the clouds start to clear,
The wind and hail finally cease.
As fast as it came, it has now gone again,
And the skies up above are at peace.

Stephanie Mulrooney

Elements of Poetry - Sound Devices

1. Read the poem, *The Thunderstorm*. Listen carefully to the words and the sounds they make. After reading, look for the following sound devices in the poem.
 - a) Underline examples of alliteration (repeated beginning sounds) in red.
 - b) Underline examples of assonance (repeated vowel sounds) in green.
 - c) Underline examples of consonance (repeating a middle or end sound) in orange.
 - d) Underline examples of onomatopoeia (words that imitate a sound) in blue.
2. Write each example from Question 1 into the correct table of the column below.

Alliteration	Assonance	Consonance	Onomatopoeia

3. Write another example for each sound device that could be included in the poem.
 - a) alliteration: _____
 - b) assonance: _____
 - c) consonance: _____
 - d) onomatopoeia: _____
4. In the box below, write any repeated words you can find in the poem.

5. Poets play with sounds to create emotions. Sounds can evoke happiness, sadness, fear or excitement. Use each sound to write a sentence about a topic of your choice.

a) Use the sound 'sh' to write a sentence that sounds soothing.

b) Use the sound 'cr' to write a sentence that sounds harsh.

c) Use the sound 'fl' to write a sentence that sounds playful.

d) Use the sound 'wh' to write a sentence that sounds sorrowful.

6. Imagine that you are creating a soundtrack for the poem. What types of instruments would you use? List the instruments and explain your reasons for including each one in the soundtrack.

7. Ask a partner to read the poem to you. As you listen, draw a sketch of what you imagine the thunderstorm looked like.



ONE ROTATION

Dawn

It dances across the sky
Illuminating the landscape with light, like a warming camp fire
A beacon of hope, filled with fresh possibilities
Welcoming the day.

Day

It stretches across the sky
Filling the landscape with life, like a blossoming flower
A jigsaw puzzle of nature, perfect in every way
Preceding the dusk.

Dusk

It creeps across the sky
Decorating the landscape with colour, like paint on a canvas
A brilliant kaleidoscope of purples, pinks and reds
Welcoming the night.

Night

It falls across the sky
Encasing the landscape in darkness, like a winter blanket
A blackened curtain, speckled with tiny jewels
Preceding the dawn.

Stephanie Mulrooney



Elements of Poetry - Figurative Language

1. Read the poem, *One Rotation*. Listen carefully to the words and the images they create. After reading, look for the following examples of figurative language in the poem.
 - a) Underline examples of similes (comparisons using the words 'like' or 'as') in red.
 - b) Underline examples of metaphors (comparisons by saying one thing 'is' another) in green.
 - c) Underline examples of personification (giving human qualities to non-human objects) in blue.
2. Write each example from Question 1 into the correct table of the column below.

Simile	Metaphor	Personification

3. Write an example for each type of figurative language that could be included in the poem.
 - a) simile: _____
 - b) metaphor: _____
 - c) personification: _____
4. Personification uses verbs to give human qualities to non-human things. Some of the verbs used to personify the times of day in the poem include *dances*, *stretches*, *creeps* and *falls*. In the box below, list some other verbs that could be used to personify dawn, day, dusk and night.

THE BRAVE BABYSITTER AND THE BOYS

Not so very long ago, our parents went away,
To keep an eye on my brother and I, a sitter came to stay.
Now let's not beat around the bush, we aren't a cup of tea,
It's not always a piece of cake to look after my brother and me.

We're certainly not a walk in the park, we aren't a bed of roses,
Sometimes we do quite horrible things right under people's noses.
We used every trick in the book that day, we were terribly, awfully bad,
We drove that sitter right up the wall - and she got barking mad!

"Now look, you two, I've had enough - this is the final straw!
You've pushed my buttons and now I'm done, I can't take anymore!
You have no spark of decency, I'm lost for words to say,
If you keep ticking along like this, I'll have to call it a day!"

My brother looked across at me - we knew we'd been no good,
At the drop of a hat, we changed our ways and started to act like we should.
The babysitter was over the moon, she said we'd made her day,
Better late than never, I guess - at least that's what they say!

Stephanie Mulrooney



Elements of Poetry - Idioms

1. Read the poem, *The Brave Babysitter and the Boys*. The poem contains 20 idioms. See if you can find them all. Highlight the idioms that you find.

2. Use your own words to explain the meaning of the following idioms.

a) to beat around the bush

b) a piece of cake

c) a walk in the park

d) drive up the wall

e) the final straw

f) no spark of decency

g) to call it a day

h) at the drop of a hat

i) to be over the moon

j) better late than never

3. Choose one of the idioms from the poem. On a blank piece of paper, or in your workbook, illustrate the literal meaning of the idiom you have chosen.

Structure, Rhyme and Rhythm - Answers

1. Read the poem, *The Poet's Lament*. In your own words, describe the structure of poem.
The poem has a fixed structure. It has five verses with four lines in each verse.
2. Is this poem fixed verse or free verse? Give reasons for your answer.
This poem is an example of fixed verse. This is because the lines and verses of the poem follow a regular pattern which is maintained throughout the poem.
3. Clap out the number of syllables in each line of the poem. Record these in the table below.

	Verse 1	Verse 2	Verse 3	Verse 4	Verse 5
Line 1	9	10	11	9	8
Line 2	9	9	8	9	8
Line 3	12	10	10	10	11
Line 4	8	10	9	9	8

- a) What do you notice about the number of syllables in Line 1, Line 2, Line 3 and Line 4 across the verses?
The number of syllables in each line across the verses is very similar.
- b) Which line of the poem tends to have the most syllables?
The third line of the poem tends to have the most syllables (10-12).
- c) How does the number of syllables in each line affect the rhythm of the poem?
The number of syllables in each line needs to be similar across the poem so that the regular rhythm of the poem is maintained.

4. Read the poem aloud. As you read, highlight the syllables that are pronounced more strongly to create the rhythm. Record the number of stressed syllables in each line in the table below.

	Verse 1	Verse 2	Verse 3	Verse 4	Verse 5
Line 1	3	4	4	3	3
Line 2	3	3 or 4 (depending on how it is said)	3	3	3
Line 3	4	4	4	4	4
Line 4	3	3	3	3	3

a) What do you notice about the number of stressed syllables in Line 1, Line 2, Line 3 and Line 4 across the verses?

The number of stressed syllables in each line across the verses is very similar, if not identical.

b) Which line of the poem tends to have the most stressed syllables?

The number of stressed syllables in each line across the verses is very similar, if not identical.

c) How does the number of stressed syllables in each line affect the rhythm of the poem?

The number of stressed syllables in each line contributes to the beat-like quality of the poem. These need to be similar across the poem so that the regular rhythm of the poem is maintained.

5. In your own words, describe the rhyming pattern of the poem.

The poem has a regular rhyming pattern. In each verse, the end words of the second line and the fourth line rhyme.

6. Make a list of additional words that could have been used to rhyme with these words from the poem.

Answers will vary.

Sound Devices - Answers

1. Read the poem, *The Thunderstorm*. Listen carefully to the words and the sounds they make. After reading, look for the following sound devices in the poem.

See answers below.

2. Write each example from Question 1 into the correct table of the column below.

Alliteration	Assonance	Consonance	Onomatopoeia
wild winds relentlessly rumble sky starts	high, sky electricity pierces wind, still	weather, together snoring, roaring night, light dropping, stopping	moan rumble snoring roaring bellow

3. Write another example for each sound device that could be included in the poem.
Answers will vary.
4. In the box below, write any repeated words you can find in the poem.
Repeated words include: sky, clouds, thunder, hail, wind.
5. Poets play with sounds to create emotions. Sounds can evoke happiness, sadness, fear or excitement. Use each sound to write a sentence about a topic of your choice.
Answers will vary.
6. Imagine that you are creating a soundtrack for the poem. What types of instruments would you use? List the instruments and explain your reasons for including each one in the soundtrack.

To create a soundscape for *The Thunderstorm*, you could use the following instruments: drums (thunder), symbols (lightning), triangle (rain), casaba (hail), pan flute (wind).

Figurative Language - Answers

1. Read the poem, *One Rotation*. Listen carefully to the words and the images they create. After reading, look for the following examples of figurative language in the poem. See answers below.
2. Write each example from Question 1 into the correct table of the column below.

Simile	Metaphor	Personification
like a warming camp fire like a blossoming flower like paint on a canvas like a winter blanket	a beacon of hope a jigsaw puzzle of nature a brilliant kaleidoscope a blackened curtain	dances across the sky stretches across the sky creeps across the sky falls across the sky

3. Write an example for each type of figurative language that could be included in the poem.
Answers will vary.
4. Personification uses verbs to give human qualities to non-human things. Some of the verbs used to personify the times of day in the poem include *dances*, *stretches*, *creeps* and *falls*. In the box below, list some other verbs that could be used to personify dawn, day, dusk and night.
Answers will vary.

Idioms - Answers

1. Read the poem, *The Brave Babysitter and the Boys*. The poem contains 20 idioms. See if you can find them all. Highlight the idioms that you find.

Not so very long ago, our parents went away,
To **keep an eye** on my brother and I, a sitter came to stay.
Now let's not **beat around the bush**, we aren't a **cup of tea**,
It's not always a **piece of cake** to look after my brother and me.

We're certainly not a **walk in the park**, we aren't a **bed of roses**,
Sometimes we do quite horrible things **right under people's noses**.
We used **every trick in the book** that day, we were terribly, awfully bad,
We **drove that sitter right up the wall** – and she got **barking mad!**

“Now look, you two, I've had enough – this is **the final straw!**
You've **pushed my buttons** and now I'm done, I can't take anymore!
You have **no spark of decency**, I'm **lost for words** to say,
If you **keep ticking along** like this, I'll have to **call it a day!**”

My brother looked across at me – we knew we'd been no good,
At the drop of a hat, we changed our ways and started to act like we should.
The babysitter was **over the moon**, she said we'd **made her day**,
Better late than never, I guess – at least that's what they say!

4. Use your own words to explain the meaning of the following idioms.

- to beat around the bush:** to avoid the main topic of concern
- a piece of cake:** a task that is easy or simple
- a walk in the park:** a task that is relaxing or enjoyable
- drive up the wall:** to annoy, irritate or anger someone
- the final straw:** the last in a series of problems
- no spark of decency:** having no manners or morals
- to call it a day:** to quit or stop an activity
- at the drop of a hat:** without hesitation
- to be over the moon:** to be very happy
- better late than never:** to do something later, rather than not at all