

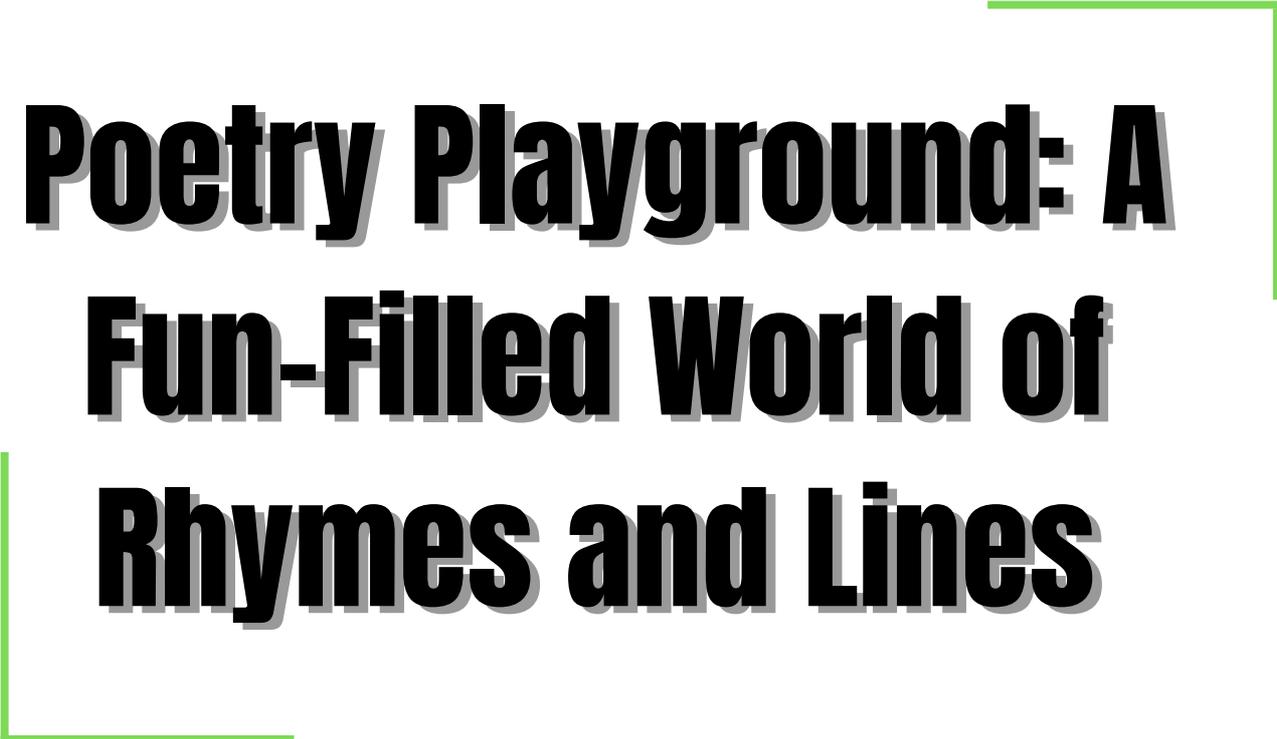
POETRY BOOK

Scholarly

Steve Xu

Scholarly Publishing





Poetry Playground: A Fun-Filled World of Rhymes and Lines

Steve Xu
Scholarly Publishing

EDITOR'S NOTE



Editor's Note,

My name is Steve and I set out on a mission to truly empower kids in their educational endeavours. Having been through all the rigorous tests myself and in the education industry for over a decade I have come to understand the fundamental factors required for students to excel in their education.

I know you will find this book valuable and if you would like to speak to my team and I reach out to us here:

<https://scholarlytraining.com/>

Regards, Steve

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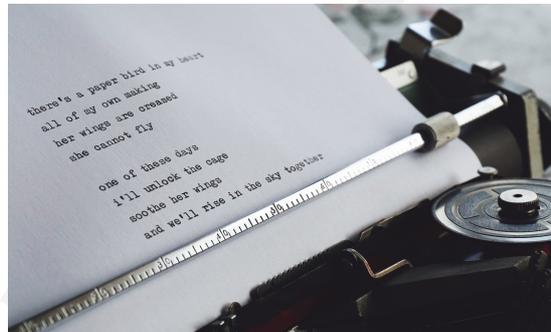
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Chapter 1: Introduction to Poetry



What is Poetry?

Poetry is a type of literature that uses language in a creative and imaginative way to express emotions, ideas, or tell a story. Poetry often uses techniques such as rhyme, meter, and figurative language to enhance the meaning and impact of the words.



Different types of poetry

There are many different types of poetry, including sonnets, haikus, free verse, and more. Each type of poetry has its own unique characteristics, such as the number of lines, the rhyme scheme, or the meter.

- **Sonnets:** A sonnet is a type of poem that traditionally consists of 14 lines, with a specific rhyme scheme and meter. There are two main types of sonnets: the Italian (or Petrarchan) sonnet, which has an ABBA ABBA CDE CDE rhyme scheme, and the English (or Shakespearean) sonnet, which has an ABAB CDCD EFEF GG rhyme scheme.
- **Haikus:** A haiku is a type of Japanese poetry that consists of three lines, with the first and third lines having five syllables and the second line having seven syllables. Haikus often focus on nature and the changing seasons.
- **Free verse:** Free verse is a type of poetry that does not have a regular rhyme scheme or meter. It allows the poet to be more free and expressive with their words and to focus on meaning and emotion rather than form.
- **Limericks:** A limerick is a type of humorous poem that consists of five lines, with the first, second, and fifth lines having eight or nine syllables and the third and fourth lines having five or six syllables. Limericks often have a silly or absurd tone.
- **Epic poems:** An epic poem is a long, narrative poem that tells a story. Epic poems often centre around heroic figures and historic or mythological events.

Examples:

Sonnets

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance, or nature's changing course untrimm'd;
But thy eternal beauty shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

William Shakespeare

Q1. What is the rhyme scheme of an English sonnet?

- a) ABBA ABBA CDE CDE
- b) ABAB CDCD EFEF GG
- c) ABCB DBDB CDCD EE
- d) AABB CC DD EE

Q2. How many lines does a sonnet traditionally have?

- a) 8
- b) 12
- c) 14
- d) 16

Q3. What is the main theme of the sonnet above?

- a) Love
- b) Nature
- c) Death
- d) Time

Q4. Who wrote the sonnet above?

- a) Robert Frost
- b) Emily Dickinson
- c) William Shakespeare
- d) Edgar Allan Poe

Q5. What is the meter of the sonnet above?

- a) Iambic pentameter
- b) Trochaic tetrameter
- c) Anapestic tetrameter
- d) Dactylic hexameter

Haiku

SAutumn moonlight
A worm digs silently
Into the chestnut.

Matsuo Bashō



Q6. How many lines does a haiku traditionally have?

- a) 2
- b) 3
- c) 4
- d) 5

Q7. How many syllables are in the first and third lines of a haiku?

- a) 5
- b) 6
- c) 7
- d) 8

Q8. How many syllables are in the second line of a haiku?

- a) 5
- b) 6
- c) 7
- d) 8

Q9. What is the main theme of the haiku above?

- a) Nature
- b) Love
- c) Death
- d) Happiness

Q10. Who wrote the haiku above?

- a) Matsuo Bashō
- b) Kobayashi Issa
- c) Yosa Buson
- d) Masaoka Shiki

Free verse

The world is full of beauty,
if you just open your eyes,
if you just take the time
to look around.

The sky can be a canvas,
painted with oranges and pinks
at sunrise, or deep purples
and blues at twilight.

The trees can be sculptures,
reaching for the sky,
their leaves a symphony
of rustling and rustling.

Nature is a masterpiece,
created by the artist we call life.



QQ11. What is the main theme of the free verse poem above?

- a) Nature
- b) Love
- c) Death
- d) Happiness

Q12. What is the tone of the free verse poem above?

- a) Serious
- b) Sad
- c) Romantic
- d) Inspiring

Q13. How many lines does the free verse poem above have?

- a) 4
- b) 8
- c) 12
- d) 16

Q14. What is the rhyme scheme of the free verse poem above?

- a) AABB
- b) ABAB
- c) ABBA
- d) There is no rhyme scheme

Limerick

There once was a man from Peru,
Who had a pet kangaroo,
The kangaroo loved to play,
He'd hop and jump all day,
But he always came back to chew on the shoe.

QQ15. How many lines does a limerick traditionally have?

- a) 3
- b) 4
- c) 5
- d) 6

Q16. What is the rhyme scheme of a limerick?

- a) AABB
- b) ABAB
- c) ABBA
- d) AABBA

Q17. What is the tone of the limerick above?

- a) Serious
- b) Sad
- c) Romantic
- d) Humorous

Q18. How many syllables are in the first, second, and fifth lines of a limerick?

- a) 5 or 6
- b) 7 or 8
- c) 9 or 10
- d) 11 or 12

Q19. How many syllables are in the third and fourth lines of a limerick?

- a) 5 or 6
- b) 7 or 8
- c) 9 or 10
- d) 11 or 12

Epic poem

The Odyssey by Homer

Tell me, O muse, of that ingenious hero who travelled far and wide after he had sacked the famous town of Troy. Many cities did he visit, and many were the nations with whose manners and customs he was acquainted; moreover he suffered much by sea while trying to save his own life and bring his men safely home; but do what he might he could not save his men, for they perished through their own sheer folly in eating the cattle of the Sun-god Hyperion; so the god took vengeance on them all and destroyed them to a man.

Q20. What is the main theme of the epic poem "The Odyssey"?

- a) Love
- b) Nature
- c) Travel
- d) War

Q21. Who is the main character of "The Odyssey"?

- a) Odysseus
- b) Achilles
- c) Hector
- d) Agamemnon

Q22. Who wrote "The Odyssey"?

- a) Homer
- b) Plato
- c) Aristotle
- d) Sophocles

Q23. What is the tone of "The Odyssey"?

- a) Lighthearted
- b) Serious
- c) Romantic
- d) Humorous

Q24. What is the form of "The Odyssey"?

- a) Sonnet
- b) Haiku
- c) Free verse
- d) Epic poem

Answers:

- | | |
|--------------------------|--------------------------------|
| 1.b) ABAB CDCD EFEF GG | 13.b) 8 |
| 2.c) 14 | 14.d) There is no rhyme scheme |
| 3.a) Love | 15.c) 5 |
| 4.c) William Shakespeare | 16.a) AABB |
| 5.a) Iambic pentameter | 17.d) Humorous |
| 6.b) 3 | 18.b) 7 or 8 |
| 7.a) 5 | 19.a) 5 or 6 |
| 8.c) 7 | 20.c) Travel |
| 9.a) Nature | 21.a) Odysseus |
| 10.a) Matsuo Bashō | 22.a) Homer |
| 11.a) Nature | 23.b) Serious |
| 12.d) Inspiring | 24.d) Epic poem |

The importance of poetry

Poetry has been an important form of artistic expression for centuries. It allows people to convey their emotions, thoughts, and experiences in a creative and imaginative way. Reading and writing poetry can also help improve language skills and critical thinking.

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Chapter 2: Reading and Analysing Poetry

Understanding the meaning of a poem



To understand the meaning of a poem, it is important to read it carefully and pay attention to the words and phrases the poet has used. It can also be helpful to think about the context in which the poem was written, as well as the feelings and emotions the poet might be trying to convey.

Interpreting figurative language

To understand the meaning of a poem, it is important to read it carefully and pay attention to the words and phrases the poet has used. It can also be helpful to think about the context in which the poem was written, as well as the feelings and emotions the poet might be trying to convey.



Identifying the theme of a poem

The theme of a poem is the central idea or message that the poet is trying to convey. To identify the theme of a poem, you need to look for clues in the words and phrases the poet has used, as well as the emotions and feelings that the poem evokes.

Example:

Poem: "The Road Not Taken" by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads onto way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.

1. What is the main theme of this poem?

- a) The beauty of nature
- b) The importance of friendship
- c) The power of choice
- d) The passage of time

2. What is an example of figurative language in this poem?

- a) "Two roads diverged in a yellow wood"
- b) "And sorry I could not travel both"
- c) "To where it bent in the undergrowth"
- d) "I took the one less traveled by"

3. What is the tone of the poem?

- a) Angry
- b) Sad
- c) Happy
- d) Reflective

4. What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) There is no rhyme scheme

5. What does the phrase "I took the one less travelled by" symbolise?

- a) The beauty of nature
- b) The power of choice
- c) The passage of time
- d) The importance of friendship

Answers:

- 1. c) The power of choice
- 2. d) "I took the one less travelled by"
- 3. d) Reflective
- 4. a) AABB
- 5. b) The power of choice

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Chapter 3: Rhyme and Meter



Understanding rhyme schemes

- A rhyme scheme is the pattern of rhymes in a poem. Rhymes occur when words have the same ending sound. For example, "cat" and "hat" rhyme. The rhyme scheme of a poem is usually indicated by using letters to represent each sound.
- There are many different rhyme schemes that poets use, such as ABAB, AABB, and ABBA. For example, in a rhyme scheme of "ABBA," the first and third lines rhyme, and the second and fourth lines rhyme.

Identifying different meters

- Meter is the rhythmic pattern of a poem, created by the stressed and unstressed syllables in the words. There are many different types of meter, such as iambic pentameter and trochaic tetrameter. To identify the meter of a poem, you need to listen to the rhythm of the words and look for patterns of stressed and unstressed syllables.
- There are several different types of meters that poets use in their poetry, including:

Iambic meter: This type of meter consists of pairs of syllables, with the first syllable being unstressed and the second syllable being stressed. An example of iambic meter is "da-DUM, da-DUM, da-DUM."

Trochaic meter: This type of meter also consists of pairs of syllables, but with the opposite pattern of iambic meter, with the first syllable being stressed and the second syllable being unstressed. An example of trochaic meter is "DUM-da, DUM-da, DUM-da."

Anapestic meter: This type of meter consists of groups of three syllables, with the first two syllables being unstressed and the third syllable being stressed. An example of anapestic meter is "da-da-DUM, da-da-DUM, da-da-DUM."

Dactylic meter: This type of meter consists of groups of three syllables, with the first syllable being stressed and the second and third syllables being unstressed. An example of dactylic meter is "DUM-da-da, DUM-da-da, DUM-da-da."

Spondaic meter: This type of meter consists of pairs of syllables, with both syllables being stressed. An example of spondaic meter is "DUM-DUM, DUM-DUM, DUM-DUM."

Pyrrhic meter: This type of meter consists of pairs of syllables, with both syllables being unstressed. An example of pyrrhic meter is "da-da, da-da, da-da."

Using rhyme and meter in your own writing

Once you understand rhyme and meter, you can use them in your own writing to create a desired effect or to enhance the meaning of your words. For example, you might use rhyme to add playfulness to your poem, or you might use a specific meter to create a sense of urgency or excitement.

Example:

Example 1: Poem "Twinkle, Twinkle, Little Star"

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Rhyme scheme: AABB

Meter: Iambic tetrameter (four iambs per line)

Example 2

In the cauldron boiling, brewing
Double, double toil and trouble;
Fire burn and cauldron bubble.
Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's
sting,
Lizard's leg and howlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.
-William Shakespeare, Macbeth-

Rhyme scheme: AABBCDD

Meter: Trochaic meter

Example 3: Poem "A Visit from St. Nicholas"

"Twas the night before Christmas, when all
through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with
care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds,
While visions of sugarplums danced in their heads;
And mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,
When out on the lawn there arose such a clatter,
I sprang from the bed to see what was the
matter."
-Clement Clarke Moore-

Rhyme scheme: ABCB

Meter: Anapestic meter

Example 3: Poem "A Visit from St. Nicholas"

"The raven, never flitting, still is sitting,
Still is sitting, on the pallid bust of Pallas,
Just above my chamber door;
And his eyes have all the seeming of a
demon's that is dreaming,
And the lamp-light o'er him streaming
throws his shadow on the floor;
And my soul from out that shadow that
lies floating on the floor
Shall be lifted—nevermore!"
-Edgar Allan Poe-

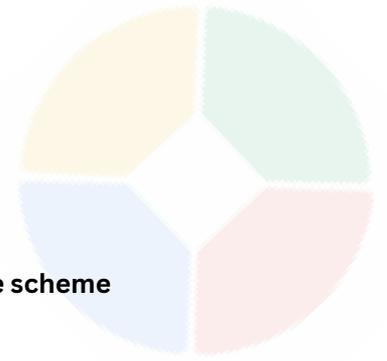
Rhyme scheme: ABABCDB

Meter: Dactylic meter

Exercises:

Poem 1:

The world is a stage
And we are all actors
Playing out our roles
In this grand theatre



1. What is the main theme of the poem?

- a) Love
- b) Nature
- c) Life
- d) Happiness

2. What is the tone of the poem?

- a) Serious
- b) Sad
- c) Inspiring
- d) Romantic

3. What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) There is no rhyme scheme

4. What is the meter of the poem?

- a) Iambic pentameter
- b) Trochaic tetrameter
- c) Anapestic tetrameter
- d) Dactylic hexameter

Answers

- 1. c) Life
- 2. a) Serious
- 3. b) ABAB
- 4. b) Trochaic tetrameter

Poem 2: Poem: "Do Not Go Gentle into That Good Night" by Dylan Thomas

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.
Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.
Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.
Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.
Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.
And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

1.What is the main theme of this poem?

- a) Grief
- b) Love
- c) Aging
- d) Death

2.What is the tone of the poem?

- a) Angry
- b) Sad
- c) Hopeful
- d) Reflective

3.What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) ABCB

4.What is the meter of the poem?

- a) Iambic pentameter
- b) Trochaic tetrameter
- c) Anapestic tetrameter
- d) Dactylic hexameter

5.What does the phrase "Rage, rage against the dying of the light" symbolize?

- a) Anger towards death
- b) A desire for revenge
- c) A refusal to accept the inevitability of death
- d) A longing for more time

Answers

- 1. a) Grief
- 2. c) Hopeful
- 3. b) ABAB
- 4. a) Iambic pentameter
- 5. c) A refusal to accept the inevitability of death

Poem 3: Poem: "Invictus" by William Ernest Henley

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Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.
In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.
Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.
It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

1.What is the main theme of this poem?

- a) Determination
- b) Love
- c) Loss
- d) Death

2.What is the tone of the poem?

- a) Angry
- b) Sad
- c) Hopeful
- d) Reflective

3.What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) ABCB

4.What is the meter of the poem?

- a) Iambic pentameter
- b) Trochaic tetrameter
- c) Anapestic tetrameter
- d) Dactylic hexameter

5.What does the phrase "I am the master of my fate" symbolize?

- a) A belief in the power of the individual
- b) A desire for control
- c) A sense of responsibility
- d) A feeling of independence

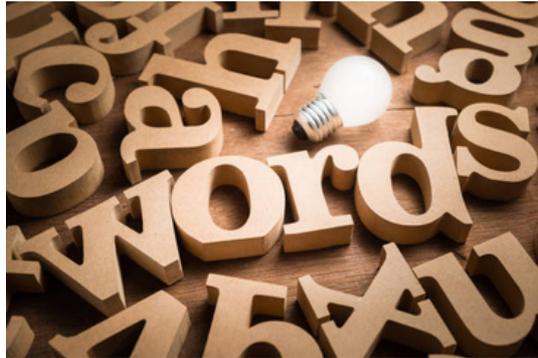
Answers

- 1. a) Determination
- 2. c) Hopeful
- 3. d) ABCB
- 4. a) Iambic pentameter
- 5. a) A belief in the power of the individual

4

Chapter 4: Imagery and Word Choice

Understanding the power of imagery



- Imagery is the use of descriptive language to create vivid pictures in the reader's mind. Good imagery helps the reader to better understand and connect with the words and ideas in a poem.
- Imagery is an important tool for poets, as it allows them to convey the emotions, feelings, and experiences they are trying to communicate in a way that engages the reader's senses and imagination.
- For example, if a poet uses imagery to describe the beauty of a sunset, they might write something like: "The sun sinks below the horizon, painting the sky with strokes of orange and pink. The clouds glow like embers in the twilight, and the air is heavy with the scent of jasmine." By using descriptive language like "strokes," "embers," and "scent," the poet is able to create an image in the reader's mind that is much more vivid and sensory than simply saying "the sunset is beautiful."

Choosing descriptive words and phrases



- To create strong imagery in your writing, you need to use descriptive words and phrases that help the reader to see, hear, taste, touch, and feel what you are describing. It can be helpful to use the five senses to guide your word choice.

- When writing a poem, choosing descriptive words and phrases is an important way to create imagery and bring your poem to life. Descriptive language helps to paint a picture in the reader's mind and make the poem more vivid and sensory.
- Here are some tips for choosing descriptive words and phrases in a poem:
- Use sensory language: Use words that appeal to the five senses (sight, sound, taste, touch, and smell). This will help the reader to experience the images in the poem more fully.
- Be specific: Instead of using general words like "nice" or "pretty," try to use more specific and descriptive words that will help the reader to better understand and visualise the image you are trying to create.
- Use figurative language: Figurative language, such as similes and metaphors, can be a powerful way to add depth and meaning to your descriptive words and phrases.
- Experiment with word choice: Try using different words to describe the same thing and see which ones create the most powerful and vivid images in your mind.

Example:

Poem: "The Tyger" by William Blake

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?
In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?
And when thy heart began to beat,
What dread hand? & what dread feet?
What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

Imagery: The poem uses vivid and descriptive language to create pictures in the reader's mind. The reader can imagine the bright and burning tiger, as well as the various tools and objects mentioned in the poem.

Descriptive words and phrases: "burning bright," "forests of the night," "immortal hand or eye," "fearful symmetry," "distant deeps or skies," "fire of thine eyes," "wings," "hammer," "chain," "furnace," and "deadly terrors." These words and phrases all contribute to the overall imagery and vivid description of the tiger in the poem.

Exercises:

Poem 1: Poem: "The Waste Land" by T.S. Eliot

April is the cruellest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.
Summer surprised us, coming over the Starnbergersee
With a shower of rain; we stopped in the colonnade,
And went on in sunlight, into the Hofgarten,
And drank coffee, and talked for an hour.
Bin gar keine Russin, stamm' aus Litauen, echt deutsch.
And when we were children, staying at the arch-duke's—
You remember the arch-duke? No?
I'll say it again, then.
I was born in the winter, in the first year of the century,
In an old house with a glass roof and a garden.
There is a picture which remembers me
Of the old house in the new century.

The waste land is a poem of transformation, a journey through the wasteland of modern life to the possibility of rebirth and renewal. It is a complex and dense work, filled with imagery and allusions to a wide range of sources, from classical literature to popular culture.

1. What is the main theme of this poem?

- a) Love
- b) Nature
- c) Life
- d) Happiness

2. What is the tone of the poem?

- a) Angry
- b) Sad
- c) Hopeful
- d) Reflective

3. What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) There is no rhyme scheme

4. What is the meter of the poem?

- a) Iambic pentameter
- b) Trochaic tetrameter
- c) Anapestic tetrameter
- d) Dactylic hexameter

5. What does the phrase "breeding lilacs out of the dead land" symbolise?

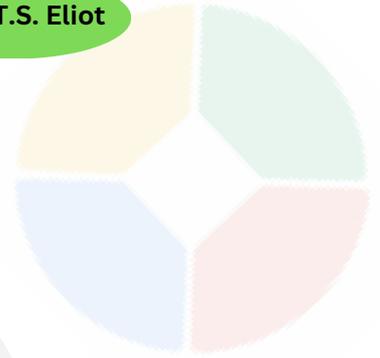
- a) The renewal of life after death
- b) The power of nature
- c) The passage of time
- d) The importance of memory

Answers

- 1. c) Life
- 2. d) Reflective
- 3. d) There is no rhyme scheme
- 4. b) Trochaic tetrameter
- 5. a) The renewal of life after death

Poem 2: Poem: "The Love Song of J. Alfred Prufrock" by T.S. Eliot

Let us go then, you and I,
When the evening is spread out against the sky
Like a patient etherized upon a table;
Let us go, through certain half-deserted streets,
The muttering retreats
Of restless nights in one-night cheap hotels
And sawdust restaurants with oyster-shells:
Streets that follow like a tedious argument
Of insidious intent
To lead you to an overwhelming question ...
Oh, do not ask, "What is it?"
Let us go and make our visit.
In the room the women come and go
Talking of Michelangelo.
The yellow fog that rubs its back upon the window-panes,
The yellow smoke that rubs its muzzle on the window-panes,
Licked its tongue into the corners of the evening,
Lingered upon the pools that stand in drains,
Let fall upon its back the soot that falls from chimneys,
Slipped by the terrace, made a sudden leap,
And seeing that it was a soft October night,
Curled once about the house, and fell asleep.



1. What is the main theme of this poem?

- a) Love
- b) Loneliness
- c) Nature
- d) Time

3. What is the tone of the poem?

- a) Angry
- b) Sad
- c) Happy
- d) Reflective

2. What is an example of figurative language in this poem?

- a) "Let us go then, you and I"
- b) "The yellow fog that rubs its back upon the window-panes"
- c) "The yellow smoke that rubs its muzzle on the window-panes"
- d) "Slipped by the terrace, made a sudden leap"

4. What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) There is no rhyme scheme

5. What does the phrase "Talking of Michelangelo" symbolise?

- a) The importance of art
- b) The intellectualism of the speaker
- c) The passing of time
- d) The mundanity of everyday life

Answers

- 1. a) Love
- 2. c) "The yellow smoke that rubs its muzzle on the window-panes"
- 3. a) Angry
- 4. d) There is no rhyme scheme
- 5. d) The mundanity of everyday life

Poem 3: Poem: "The Old Man and the Sea" by Ernest Hemingway

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks.

The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert.

1. What is the main theme of this poem?

- a) Aging
- b) Love
- c) Loss
- d) Death

2. What is the tone of the poem?

- a) Angry
- b) Sad
- c) Hopeful
- d) Reflective

3. What is the rhyme scheme of the poem?

- a) AABB
- b) ABAB
- c) ABBA
- d) ABCB

4. What is the meter of the poem?

- a) Iambic pentameter
- b) Trochaic tetrameter
- c) Anapestic tetrameter
- d) Dactylic hexameter

5. Which of the following words or phrases is an example of descriptive language in the poem?

- a) Old man
- b) Sun
- c) Skin cancer
- d) All of the above

Answers

- 1. a) Aging
- 2. d) Reflective
- 3. d) ABCB
- 4. a) Iambic pentameter
- 5. d) All of the above

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Chapter 5: Sound Devices in Poetry

Understanding alliteration, assonance, and consonance



- Sound devices in poetry are techniques used to enhance the sound and rhythm of the poem. These techniques can include rhyme, meter, alliteration, assonance, consonance, and onomatopoeia.
- Alliteration is the repetition of the same sound at the beginning of multiple words in a row. This repetition can draw attention to specific words and ideas, and can also create a sense of unity within the poem.
- Assonance is the repetition of the same vowel sound within multiple words in a row. This repetition can create a sense of flow and unity within the poem, and can also draw attention to specific words or ideas.
- Consonance is the repetition of the same consonant sound within multiple words in a row. This repetition can create a sense of unity within the poem, and can also draw attention to specific words or ideas.
- Onomatopoeia is the use of words that mimic or suggest the source of the sound that they describe. These words can create a sense of vividness and atmosphere within the poem.
- Overall, sound devices in poetry are used to enhance the rhythm, flow, and atmosphere of the poem, and can be used to draw attention to specific words or ideas.

Understanding alliteration, assonance, and consonance

- By using sound devices in your own writing, you can add musicality and emphasis to your words. It can be helpful to experiment with different sound devices to see which ones work best for the poem you are writing.

Example:

Poem: "The Sound of Silence" by Paul Simon

Hello darkness, my old friend
I've come to talk with you again
Because a vision softly creeping
Left its seeds while I was sleeping
And the vision that was planted in my brain
Still remains
Within the sound of silence

Sound devices:

- Alliteration: "s" sound in "seeds," "sleeping," "seeds," and "sound"
- Assonance: "e" sound in "seeds," "sleeping," "seeds," "brain," and "remains" Consonance: "s" sound in "seeds," "sleeping," "seeds," "brain," and "remains"

Exercise:

Poem "The Moon's Soft Glow"

The moon's soft glow illuminates the night,
It casts a spell of magic and delight.
Its round face beams with a warm, golden light,
It's a beautiful sight, so pure and bright.
The crickets sing a lullaby so sweet,
Their chirping voices dance upon the beat.
The rustling leaves create a soothing sound,
The night wears on, but never feels too long.
The fireflies dance and twirl through the air,
Their glowing bodies almost unaware.
They flit and flutter with such grace and ease,
It's a beautiful sight, a sight to please.

1. In which line of the poem "The Moon's Soft Glow" is alliteration used?

- "Glimmers on the water's flow"
- "Illuminating shadows deep"
- "The moon's soft glow"
- "Nature's lullaby to keep"

2. What is the rhyme scheme of the poem "The Moon's Soft Glow"?

- AABB
- ABAB
- ABBA
- There is no rhyme scheme

5. In which line of the poem "The Moon's Soft Glow" is assonance used?

- "Glimmers on the water's flow"
- "Illuminating shadows deep"
- "The moon's soft glow"
- "Nature's lullaby to keep"

3. What is the meter of the poem "The Moon's Soft Glow"?

- Iambic pentameter
- Trochaic tetrameter
- Anapestic tetrameter
- Dactylic hexameter

4. In which line of the poem "The Moon's Soft Glow" is onomatopoeia used?

- "Glimmers on the water's flow"
- "Illuminating shadows deep"
- "The moon's soft glow"
- "Nature's lullaby to keep"

Answers

1. a) "Glimmers on the water's flow"
2. a) ABAB
3. b) Trochaic tetrameter
4. a) "Glimmers on the water's flow"
5. b) "Illuminating shadows deep"

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Chapter 6: Poetic Devices



Poetic devices are techniques used in poetry to enhance the meaning and emotional impact of the words. These devices can be used to add depth, create vivid imagery, and evoke emotion in the reader. Some common poetic devices include similes, metaphors, and personification.

- A simile is a figure of speech that compares two unlike things using the words "like" or "as." For example, "Her eyes were like stars, bright and full of wonder."
- A metaphor is a direct comparison between two unlike things without using "like" or "as." For example, "The ocean is a desert, vast and empty."
- Personification is the attribution of human characteristics to non-human things or abstract concepts. For example, "The wind whispered through the trees."

By using poetic devices in your own writing, you can add depth and interest to your words. Experimenting with different poetic devices can help you find the best way to convey the meaning and emotion of your poem. For example, a simile may be a good choice for comparing two unlike things and adding imagery to your poem, while a metaphor may be more effective for making a direct comparison and creating a sense of mystery or symbolism. Personification can be used to add emotion and bring inanimate objects or abstract concepts to life in the reader's mind.

Example:

Poem:

The moon is a silver coin,
Hung in the sky so blue,
It casts a pale, ghostly light,
On everything it passes through.
The night is a velvet cloak,
Wrapped around the earth so tight,
It muffles all the sounds of day,
And holds the world in its dark might.
The stars are diamonds in the sky,
Twinkling and winking bright,
They dance and play and never tire,
Until the morning takes its light.

In this poem, the moon is compared to a silver coin using a simile. The night is described as a velvet cloak, a metaphor for its soft, enveloping darkness. The stars are personified as twinkling and winking, giving them the ability to express emotion and movement. These poetic devices add depth and imagery to the poem, making it more vivid and engaging for the reader.

Exercise:

Poem "The Road Not Taken" by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads onto way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

1.What is the main theme of the poem?

- a. The importance of making choices
- b. The beauty of nature
- c. The power of friendship
- d. The passage of time

2.What is the meter of the poem?

- a. Iambic pentameter
- b. Trochaic tetrameter
- c. Anapestic hexameter
- d. Dactylic pentameter

3.Does the poem use rhyme?

- a. Yes, the poem uses rhyme.
- b. No, the poem does not use rhyme.

4.Which of the following is NOT a metaphor in the poem?

- a. The wood as a yellow wood
- b. The roads as fair
- c. The leaves as trodden black
- d. The sigh as ages and ages hence

5.Which of the following is NOT a simile in the poem?

- a. The wood as a yellow wood
- b. The roads as fair
- c. The leaves as trodden black
- d. The morning as equally lay

Answers:

- 1. a
- 2. a
- 3. a
- 4. d
- 5. d

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Chapter 7: Poetry and Emotion

Understanding how poetry can convey emotion



Emotion is a central element of poetry and plays a crucial role in how a poem is experienced and understood. Poets use various techniques, such as figurative language, imagery, and sound devices, to create emotional responses in their readers. These techniques allow poets to convey complex and nuanced emotions in a powerful and effective way, evoking feelings and sensations that resonate with the reader on a deep level.

Emotion is often at the core of a poem's meaning and message. Poems can be written to express a wide range of emotions, from joy and love to sadness and despair. The emotion in a poem can be subtle and understated or intense and overwhelming. It can also be layered and multifaceted, reflecting the complexity and depth of human emotion.

The role of emotion in poetry is to connect the reader to the poem on a deeper level. A well-written poem can touch the reader's emotions and create a sense of connection and understanding. It can move the reader to feel something deeply and viscerally, and it can stay with the reader long after the poem has been read.

In summary, emotion plays a vital role in poetry. It is the driving force behind the poem's meaning and message, and it is what gives poetry its power to move and inspire the reader. By understanding and appreciating the role of emotion in poetry, you can gain a deeper understanding and appreciation of the poems you read.

Example:

Poem: "Do Not Go Gentle Into That Good Night" by Dylan Thomas

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.
Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.
Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.
Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.
Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.
And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

In this poem, the speaker urges the reader not to go gently into death, but to rage against it with all their might. The poem conveys a sense of urgency and intensity, as the speaker repeats the phrase "rage, rage against the dying of the light" throughout the poem.

The emotion in this poem is conveyed through the use of figurative language, imagery, and sound devices. The phrase "rage, rage against the dying of the light" is an example of repetition, a sound device that helps to create a sense of intensity and urgency. The metaphor "the dying of the light" is a powerful image that evokes a sense of loss and finality. The imagery of "frail deeds," "wild men," and "grave men" creates vivid mental pictures that add depth and emotion to the poem.

- **Using emotion in your own writing**
 - To effectively use emotion in your own writing, you need to be able to tap into your own feelings and experiences, and to express them in a way that is authentic and meaningful. It can be helpful to think about the emotions you want to convey and the words and phrases that can best capture those feelings.
 - Here are a few tips and pieces of advice for using emotion in poetry:
- **Be genuine:** The emotion in your poetry should be genuine and authentic. It should come from a place of honesty and truth, rather than being contrived or forced.
- **Use figurative language:** Figurative language, such as similes, metaphors, and personification, can be powerful tools for evoking emotion in your poetry. By using these techniques, you can create vivid imagery and convey complex emotions in a more powerful and effective way.
- **Use imagery:** Imagery is the use of descriptive language to create a mental picture or sensation in the reader's mind. By using imagery, you can help the reader experience the emotions and sensory details of the poem, creating a strong emotional response.

- Experiment with different techniques: Don't be afraid to experiment with different techniques and see what works best for you and your poetry. You might find that certain techniques are more effective at evoking certain emotions, and it can be helpful to try out different approaches to see what works best for you.
- Be open and vulnerable: Poetry is a powerful way to express emotion, and it can be a vulnerable and intimate process. Don't be afraid to be open and vulnerable in your poetry, and allow yourself to fully explore and express your emotions. This can help to create a deeper connection with your readers and give your poetry a sense of authenticity and depth.

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