

**English Week 7**  
**Eighth Grade Music Program**  
**Poetry Notes**

Poetry uses musical language to create word pictures and sound effects in your mind. As you read a poem, think about these important elements.

Repeating sound at the ends of words is called **rhyme**. Sometimes rhyme comes at the ends of a line of poetry:

*Tyger! Tyger! burning bright  
In the forests of the night*

Sometimes rhyming words appear in the same line:

*Mary, **Mary**, quite **contrary**  
How does your garden grow?  
With silver **bells** and **cockle shells**  
And pretty maids all in a row.*

Notice that the second and fourth lines rhyme, but the first and third do no. The rhyming pattern, or **rhyme scheme**, of a poem is represented by letters. Each line that ends with a different sound has a new letter. So, the rhyme scheme of "Tyger, Tyger" is A A, and the rhyme scheme of "Mary, Mary" is A B C B.

**Rhythm** is the pattern of stressed or unstressed beats in a line of poetry. A stressed beat has more force than an unstressed beat.

*The sea is **calm** tonight*

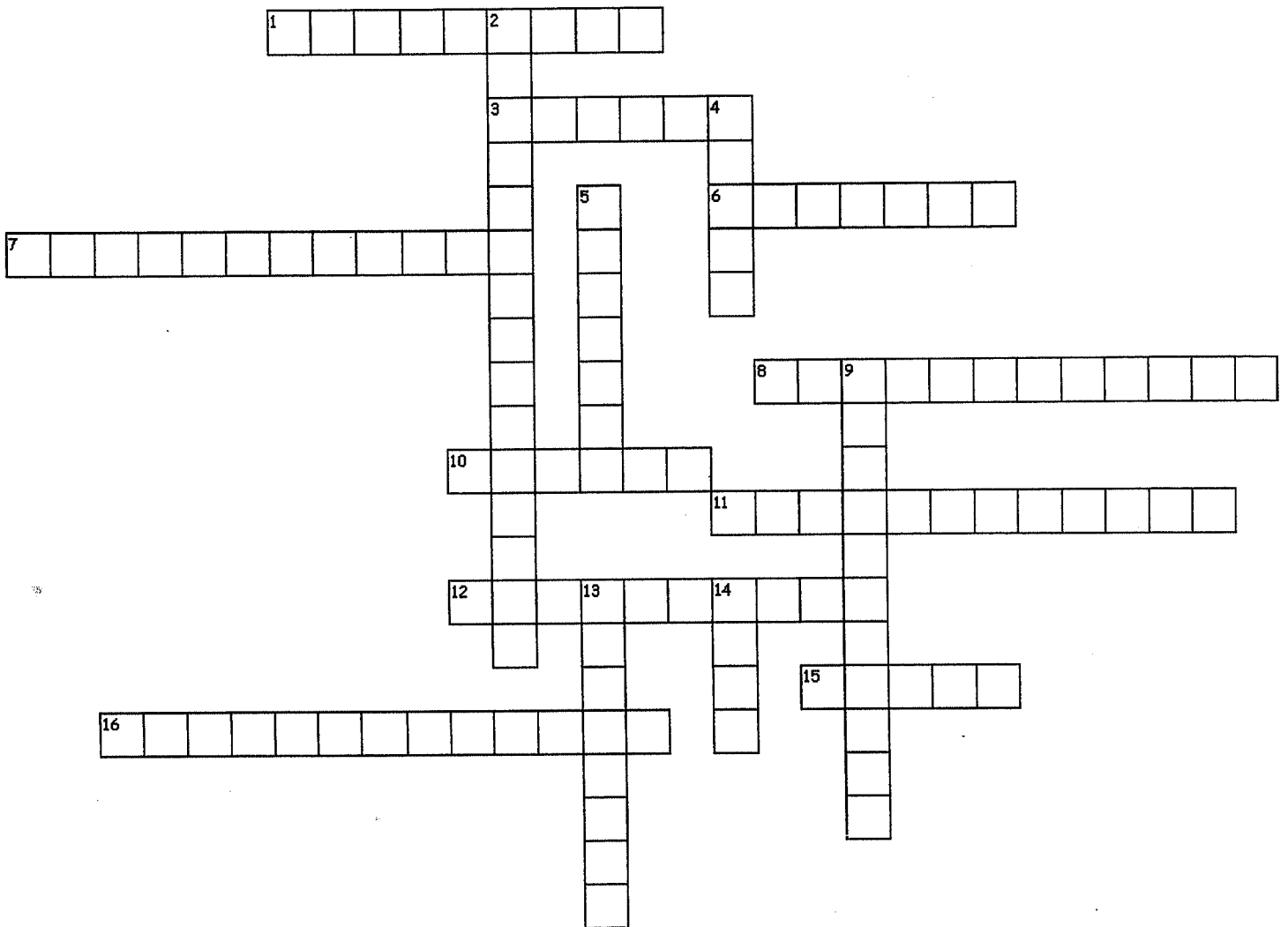
**Alliteration** is the repetition of the same, or very similar, beginning consonant sound in a line of poetry. In this line, the *c* sound is an example of alliteration:

*Cake, cookies, and candles at the close of day*

You know that a narrative is a short story that is usually fiction. A narrative poem, or **ballad**, is a poem that tells a story. It is often about a hero performing some noble deed. The end of each stanza has a refrain, which is a repeated line. Ballads were usually meant to be sung. A **lyric poem**, on the other hand, is a poem that expresses a person's emotions or feelings about something, as opposed to just telling a story.



# English Week 7 – Poetry Notes Crossword



## Across

1. Expresses a person's emotions or feelings
3. The pattern of stressed or unstressed beats in a line
6. The person "talking" in the poem- not necessarily the poet
7. The repetition of the same consonant sound in a line
8. Poetry's goal is to create \_\_\_\_\_ in your mind
10. A narrative poem
11. Words that are spelled like they sound
12. Alliteration focuses on these letters
15. Repeating sounds at the ends of words
16. This is a popular form of alliteration

## Down

2. Giving human qualities to a nonhuman subject
4. Ballads were usually set to this
5. Poetry uses \_\_\_\_\_ language
9. The rhyming pattern of a poem
13. This beat has more force
14. The rhyme scheme of "Mary, Mary"



# English Week 7 – Poetry Practice

## RHYMING

Circle the words that rhyme in each stanza (NOTE: The stanzas are not related).

1. You have brains in your head.  
You have feet in your shoes.  
You can steer yourself,  
any direction you choose.

3. You're on your own,  
and you know what you know.  
And you will be the guy  
who'll decide where you'll go.

2. Think left and think right  
and think low and think high.  
Oh, the thinks you can think up  
if only you try.

4. When you think things are bad,  
when you feel sour and blue,  
when you start to get mad...  
You should do what I do.

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## ONOMATOPOEIA

Underline the onomatopoeia word.

9. The bees buzzed the flowers searching for pollen.

10. Snapping her gum, the girl strutted away from her boyfriend.

11. The cars' engines roared to life and began to rev up before the big race.

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## ALLITERATION

Underline the alliteration in the sentences below. Only underline the LETTERS.

12. Don't throw away the dirty dictionaries.

13. The chalk left messy marks on my shirt.

14. Please hand me the pickles, Paul.

Write 2 original sentences using at least 3 examples of alliteration.

15. \_\_\_\_\_

16. \_\_\_\_\_

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## PERSONIFICATION

Put a box around the non-human object that is given human qualities. Underline the human qualities it is given.

17. The moon winked at me while I walked in the woods.

18. My car chuckled as it ran out of gas.

19. The box jumped off the shelf and fell onto the floor.



# English Week 7 – Poetry Practice

## Written in March

By William Wordsworth (1770-1850)

The rooster is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth<sup>1</sup> glitter,  
The green field sleeps in the sun:  
The oldest and youngest  
Are at work with the strongest:  
The cattle are grazing,  
Their heads never raising,  
There are forty feeding like one!  
Like an army defeated,  
The snow hath<sup>2</sup> retreated,  
And now doth fare ill  
On top of the bare hill;  
The ploughboy<sup>3</sup> is whooping—anon<sup>4</sup>—anon:  
There's joy in the mountains,  
There's life in the fountains<sup>5</sup>;  
Small clouds are sailing,  
Blue sky prevailing,  
There rain is over and gone!

<sup>1</sup> doth – does

<sup>2</sup> hath – has

<sup>3</sup> ploughboy – country boy

<sup>4</sup> anon – soon

<sup>5</sup> fountains – springs of water

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- Which of these lines would best fit the rhythm of “Written in March”?
    - Horses gallop across the fields
    - The white clouds are sailing
    - The wind is calm, the trees hardly stirring
    - There are the children playing by the river
  - The speaker in “Written in March” is \_\_\_\_\_.
    - a farmer at work in the fields
    - a bird greeting the spring with song
    - a person celebrating nature
    - a country dweller visiting the city
  - Which line contains an example of personification?
    - The cattle are grazing
    - The green field sleeps in the sun
    - Like an army defeated
    - There's joy in the mountains
  - Which line contains onomatopoeia?
    - Blue sky prevailing
    - Their heads never raising
    - The oldest and the youngest
    - The small birds twitter
  - Which line contains alliteration?
    - There's life in the fountains
    - The lake doth glitter
    - The rooster is crowing
    - There are forty feeding like one



## English Week 7 – Drama Notes

A **play** is a story that is performed by actors on a stage. A play is divided into **acts**, as a book is divided into chapters. Acts may be divided into **scenes**. A scene is part of the action that takes place in one place. Whether you watch a play or read one, it has acts and scenes.

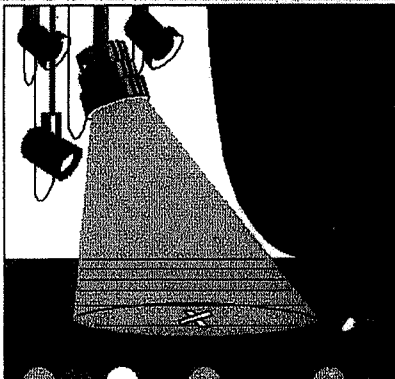
**Characters** are the people who take part in the play's action. A list of these characters is called the **cast**. It always appears at the beginning of the play. In a theater program, the name of the actor who plays each part follows the character's name. Sometimes there is a **narrator** who describes events in the play.

The **setting** is the time and place where the action of the play happens. Sometimes the setting is described in a brief **introduction** at the beginning of the play. This introduction provides the reader with background information about the characters and events in the play.

**Dialogue** is the words characters speak in a play. In a **script**, or printed version of a play, dialogue comes directly after the character's name. A **monologue** is a long speech spoken by one character to the audience.

**Stage directions** explain how actors should move and speak in a script. These stage directions are usually printed in *italics* and set off from the character's names and the dialogue.

**Props** are objects, such as books or telephones that are used by the characters on a stage. **Scenery** is the backgrounds and larger objects that create the setting of the play. **Lighting** refers to the types of lights used on stage and how bright they are. The props, scenery, and lighting are usually described in the stage directions.





# English Week 7 – Drama Notes

A play is a story that is \_\_\_\_\_ by \_\_\_\_\_ on a \_\_\_\_\_. A play is divided into \_\_\_\_\_, as a book is divided into \_\_\_\_\_. Acts may be divided into \_\_\_\_\_. A scene is part of the action that takes place in one \_\_\_\_\_.

\_\_\_\_\_ are the people who take part in the play's \_\_\_\_\_. A list of characters is called the \_\_\_\_\_. It always appears at the \_\_\_\_\_ of the play. In a \_\_\_\_\_, the name of the \_\_\_\_\_ who plays each part follows the \_\_\_\_\_. Sometimes there is a \_\_\_\_\_ who describes events in the play.

The \_\_\_\_\_ is the \_\_\_\_\_ and \_\_\_\_\_ where the action of the play happens. Sometimes the setting is described in a brief \_\_\_\_\_ at the \_\_\_\_\_ of the play. This introduction provides the reader with \_\_\_\_\_ information about the \_\_\_\_\_ and \_\_\_\_\_ in the play.

\_\_\_\_\_ is the \_\_\_\_\_ characters \_\_\_\_\_ in a play. In a \_\_\_\_\_, or \_\_\_\_\_ of a play, dialogue comes \_\_\_\_\_ after the person's name. A \_\_\_\_\_ is a long \_\_\_\_\_ spoken by one character to the \_\_\_\_\_.

\_\_\_\_\_ explain how actors should \_\_\_\_\_ and \_\_\_\_\_. In a script, these stage directions are usually printed in \_\_\_\_\_ and \_\_\_\_\_ from the characters' names and dialogue.

\_\_\_\_\_ are \_\_\_\_\_ such as books or telephones, that are used by the \_\_\_\_\_ on a stage. \_\_\_\_\_ is the backgrounds and larger objects that create the \_\_\_\_\_ of the play. \_\_\_\_\_ refers to the types of \_\_\_\_\_ used on stage and how \_\_\_\_\_ they are. The props, scenery, and lighting are usually described in the \_\_\_\_\_.



# English Week 7 – Poetry and Drama Posttest

## The Sixteen

By Eliza Arroyo

### Partial Cast of Characters

Isabel Barnes, age 13

Courtney Wagner, Isabel's niece, 15

Kris Wagner, Courtney's sister, 16

A waitress, about 45

### ACT ONE, Scene 1

*A diner. Lights up on a counter downstage center, where ISABEL, COURTNEY, and KRIS sit on stools eating lunch. The rest of the stage is dimly lit. We see occupied booths and tables. People mime eating and conversation. Others are now and then visible moving in the background.*

*At the rear of the stage and off to one side is a Christmas tree. The part of the stage is lit by the Christmas tree lights. Christmas music plays in the background throughout this scene.*

**Courtney:** If they have to play holiday music, I wish they could find something livelier!... Pass me the ketchup please, Auntie Isabel?

**Isabel:** (*glumly, passing her the bottle at arm's length*) Here.

**Kris:** Well, you know, a lot of people like this corny old stuff. If we're going to be at Grandma's all week, we'd better get used to it ... Auntie Isabel, when did you say Uncle Fabian and his family are arriving?

**Isabel:** (*as if repeating it for the tenth time*) Eight forty-two this evening.

**Kris:** So that only leaves, who? Uncle Luis and his family?

**Courtney:** Right. No, Aunt Margaret isn't getting here till Thursday.

*A WAITRESS enters and begins cleaning the counter with a rag near the girls.*

**Kris:** Okay, whatever. This is the first time Grandma and Grandpa will have all the Barneses together under one roof since... when?

**Courtney:** Aunt Sofia's wedding, I think it was. When I was nine. I didn't know who everyone was, but I remember Grandma saying that all 16 of you were there. (*The WAITRESS reacts*). Isn't that right, Auntie Isabel?

**Isabel:** I don't know. And I wish you wouldn't me auntie here.

**Courtney:** Why not? It's a distinction having nieces older than you.

**Waitress:** Excuse me, but I couldn't help overhearing. (*to ISABEL*) Is that right? Your parents have sixteen kids?

**Isabel:** (*sighing*) That's why not. (*sweetly, to the WAITRESS*) Yes, we're a regular litter of kittens.

**Kris:** Two litters at least!