

SAOU Poetry Workshop

ENGLISH HOME LANGUAGE

WORKSHEET 1

Theme – Moments in time

Hello

I look forward to welcoming you to the SAOU Poetry sessions on Thursdays at 17:00. I shall endeavour to make the sessions as interactive as possible. As introduction please complete the following worksheet as an introduction to the method that will be employed

The work to be completed for this Worksheet is based on the Poem, '*Impala*' – Ted Townsend



In this worksheet you will read about an African antelope and see many layers of meaning beneath the actual words. You will also become aware of how the poet creates snapshot memories of meaningful moments in his life.

SAOU Poetry Workshop: WORKSHEET 1

Towards a working methodology

Poems can teach us to see something ordinary with fresh eyes

Impala

*Imagine, for a moment,
as you lift your eyes
from the panting plains
to the gentle rise where
a shady copse of acacia
trees
has green young leaf buds
cooled by the breeze
that you see
with the sight
of a hunter.*

Look

*a leafless branch curves
just enough
to be a horn
dark-ridged and rough
the rich red browns
you took for ground are rippling shoulders
sleek and
round above the flanks - pale fawn -
the colours of a drying thorn*

Impala!

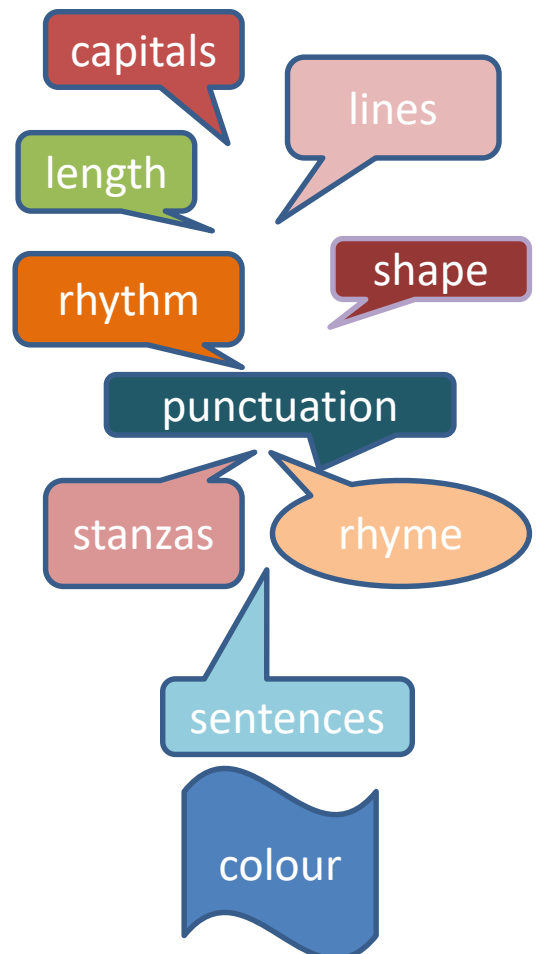
*Suddenly swift when put to flight
The impala leaps and
Soars in fright then streams away across
the plains*

and stands

to watch the danger past.



copse n. a small group of trees
acacia n. a tree from warm parts of the world, that has small leaves and yellow or white flowers



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Tasks to be completed

Do you know what an Impala is?

Read the following Fact File to gain background.

Impala

Medium-sized antelope, 75–95 cm high, weighing 40–60 kg. Found in southern parts of Africa in savannahs and thicker bush-land. Grazes on fresh grass and foliage. Males (rams) have curved horns up to 90 cm in length. Females (ewes) have no horns.



Infobox

I am = first person
you are = second person
he, she, it is = third person

1. Now write down your answers to the following questions.
 - a) Do you think the poet has ever done or seen what he describes?
 - b) Did the poem or the fact file tell you more about the impala?
 - c) Choose a word or phrase to describe the theme of this poem.
 - d) Did you enjoy the poem? Why? How did it make you feel?

Questions 2 and 3 explore the features the poet used for effect

2. Write down your answers to the following questions.
 - a) Is the poem told in the first, second or third person? How can you tell?
 - b) What tense is the poem written in? Give examples.
 - c) What effect do the tense and the narrative voice help to achieve?
 - d) What does *Imagine ... that you see with the sight of a hunter* mean? Is this a literal or a figurative expression?
 - e) Rephrase the underlined words from the poem in your own words.
 - f) What figures of speech or poetic devices are used in each one?

Literal
=
Dictionary
meaning



Tip

Figurative language creates an effect beyond the literal meaning of the words: e.g. similes, metaphors, personification, alliteration, onomatopoeia

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Towards a working methodology

Poems come in many different forms. Reread the poem and consider it carefully with reference to the words in the speech bubbles on page 1 NBN! NB!

Something for you to think about carefully

3. Look at this list of adjectives: flowery complicated simple stark precise dull unpretentious fancy plain conversational formal stilted reflective relaxed tense (another adjective you can think of...).
- a) Now write down which adjectives describe the language style of the poem.
- b) How do the lines running on into each other help to create its feel?
- c) What is the effect of the single lines in between the stanzas and at the end?
- d) Is the feel and pace of the poem similar all the way through?

- 4.
- a) Why do you think the poem has so little punctuation?
- b) What is the effect of having so little punctuation?
- c) Which punctuation mark is used for dramatic effect in the poem?

Another infobox...

Poets often use non-Standard English or unusual punctuation and layout for effect – it's poetic license!

Did you know?

If a thought or idea finishes at the end of a line with a full stop, this is called an *end-stopped line*.

If a thought spills over from one line into the next without a punctuated pause at the end of the line, it's called *enjambment*.

What effect(s) is/are achieved by the use of each?

Acknowledgement: The modified ideas and format of this worksheet are based on poetry exercises in the *Cambridge Primary English Learner's Book* by Sally Burt and Debbie Ridgard, ISBN 978-1-107-62866-3