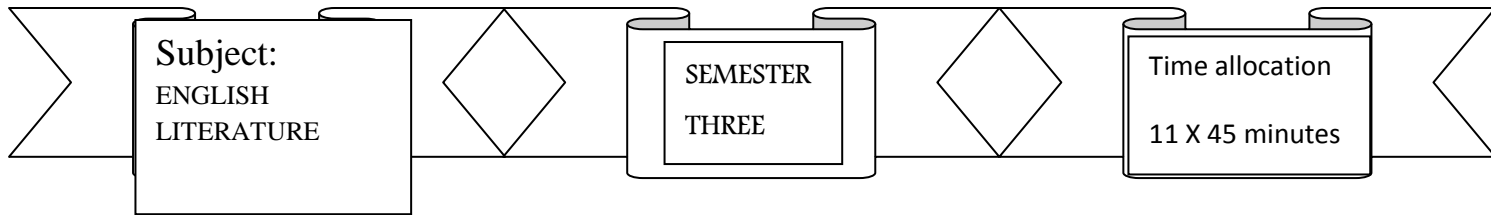


A. IDENTITY



Basic Competence

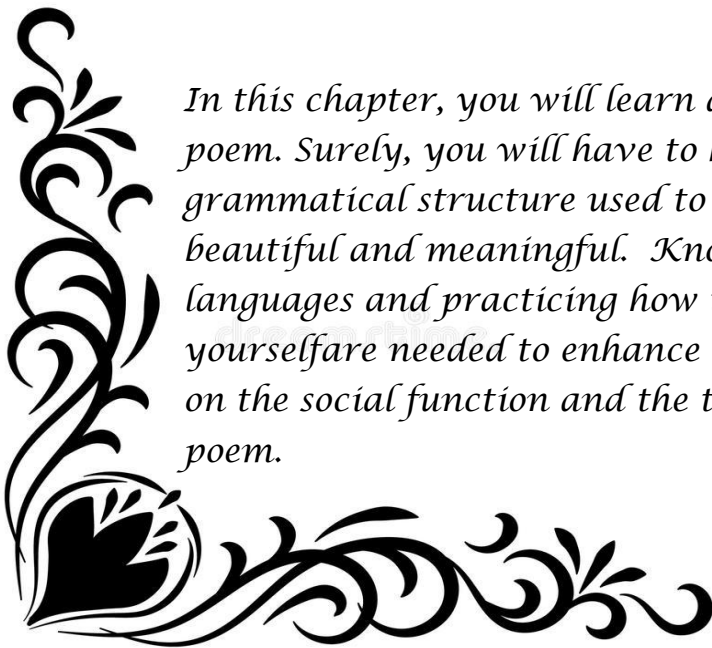
3.4 menafsirkan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya

4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja

POEM, TO-INFINITIVE, GERUND, FIGURATIVE LANGUAGES

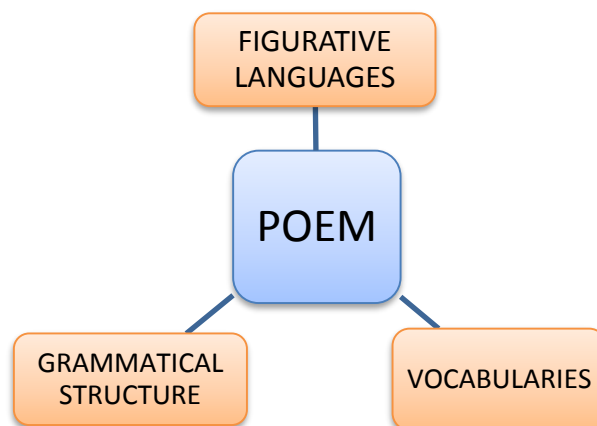


LEARNING PURPOSE



In this chapter, you will learn about how to make a poem. Surely, you will have to know the proper grammatical structure used to make the poem beautiful and meaningful. Knowing some figurative languages and practicing how to compose a poem of yourself are needed to enhance your understanding on the social function and the text structure of a poem.

B. CONCEPT MAPPING



C. LEARNING PROCESS

GENERAL INSTRUCTION : *You must ensure that you understand the material step by step. At the end, there will be an evaluation to test your level of understanding on the material. When your level is above the passing score, you may continue to the next material. Before you ask for the evaluation, please ensure yourself that you have already mastered the whole material in this chapter.*

BEFORE LEARNING

1. READ THIS SENTENCE REPEATEDLY AND FAST
Peter Piper picked a peck of pickled peppers.

What do you feel after you read it fast?

2. READ THIS POEM

LAUGHING SONG

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it;

When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene;
When Mary and Susan and Emily
With their sweet round mouths sing "Ha ha he!"

When the painted birds laugh in the shade,
Where our table with cherries and nuts is spread:
Come live, and be merry, and joy with me,
To sing the sweet chorus of "Ha ha he!"

(taken from *The Romantic Poets* published by Canterbury Classics/ Baker and Taylor Publishing Group.)

WHILST LEARNING

ACTIVITY ONE

HERE ARE FIVE CHARACTERISTICS OF POETRY, THEN WRITE THE EXPLANATION OF EACH. YOU MAY FIND IT IN THE INTERNET.

1. Rhyme :

2. Rhythm :

3. Figurative Language :

4. Shape :

5. Mood :

DISCUSS YOUR ANSWERS WITH THE CLASS AND THE TEACHER.

NOW, ANALYZE THE POEM, AND FIND WHETHER YOU CAN FIND ALL OF THE CHARACTERISTICS OR ONLY PARTS OF THEM. WRITE THE SENTENCE OR PHRASE SHOWING EACH CHARACTERISTIC YOU FIND.

1. Rhyme: _____

2. Rhythm : _____

3. Figurative Language : _____

4. Shape : _____

5. Mood: _____

DISCUSS IT AGAIN WITH YOUR CLASSMATES AND THE TEACHER.

ACTIVITY TWO

BASED ON WHAT YOU HAVE DONE IN THE FIRST ACTIVITY, NOW TRY TO MAKE ANALYSIS OF THE CONTENT OF THE POEM. WRITE IN ABOUT 100 WORDS.

WHEN YOU HAVE FINISHED, LET THE TEACHER READ IT!

ACTIVITY THREE

SINCE DICTION IS IMPORTANT IN COMPOSING A POEM, YOU ARE ADVISED TO LEARN SOME WORDS CHOSEN FOR IT.

OPEN YOUR DICTIONARY (ENGLISH TO ENGLISH ONE), AND FIND THE SYNONYM OF THE UNDERLINED WORDS FROM THE POEM.

1. Joy =
2. Dimple =
3. Stream =
4. Merry =
5. Wit =
6. Meadow =
7. Lively =
8. Scene =
9. Paint =
10. Shade =
11. Chorus =

FOR YOUR UNDERSTANDING, USE THE WORDS ABOVE TO MAKE SENTENCES!

ACTIVITY FOUR

TO SUPPORT YOUR ABILITY IN UNDERSTANDING A POEM, IT'S BETTER FOR YOU TO LEARN *TO-INFINITIVE* AND *GERUND* STRUCTURE. HERE ARE THE EXERCISES.

A. READ THE SENTENCES BELOW!

- ☀ The king allowed everyone to enjoy the royal park
The cubs wanted to play with friends till the dark
But parents were worried as they tended to dart

WRITE THE PATTERN OF THE UNDERLINED VERB PHRASE:

B. WHAT IS THIS PATTERN CALLED? _____

THERE ARE CERTAIN VERBS FOR THESE PATTERNS THAT YOU CAN LEARN FROM THE GRAMMAR BOOK, SO CLICK THIS: <https://hedwigbooks.com/2018/07/15/to-infinitive/> AND LEARN THE COMPLETE FORMS OF THE PATTERNS. THEN, TRY TO MAKE YOUR OWN SENTENCES WITH SOME VERBS BELOW!

1. Afford : _____
2. Mean : _____
3. Learn : _____
4. Agree : _____
5. Prepare : _____
6. Promise : _____
7. Decide : _____
8. assist : _____
9. force : _____
10. encourage : _____
11. teach : _____
12. warn : _____
13. direct : _____
14. challenge : _____
15. appoint : _____

C. NOW, READ THE SENTENCES BELOW!

✨ Dancing is fun
But try not to jump
For it can cause lump

WRITE THE PATTERN OF THE UNDERLINED SENTENCE:

D. WHAT IS THIS PATTERN CALLED? _____

CLICK THIS: <https://hedwigbooks.com/2018/07/15/gerund/>

AND LEARN ITS POSITIONS IN A SENTENCE.

WHEN YOU HAVE UNDERSTOOD THE POSITIONS, MAKE SOME SENTENCES WITH THIS PATTERN IN THOSE FIVE POSITIONS!

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

DISCUSS WHAT YOU HAVE DONE IN ACTIVITY THREE and FOUR WITH YOUR TEACHER.

E. THEN, CONTINUE DOING THE EXERCISE BELOW!

Change the verb in bracket into the correct form! (to-infinitive, infinitive, or gerund)

1. I don't want to delay (visit) them because I need (talk) to them. It is urgent.
2. They won't let you (come) although (persuade) people is your skill.
3. Never think about (avoid) (meet) him when he asks you (assist) him.
4. (Remember)(enjoy)(play) ball on the beach with old friends makes me smile and miss them.
5. (Stop)(fuel)our car lengthened our distance with the other cars.
6. The waiter was about (put) the glass on our table when someone pushed him accidentally. Luckily, he was able (manage)(put) it safely.
7. Everyone should (stay) inside before the manager asks them (join) him in the hall.
8. The teacher made those children (do) their work seriously by (encourage) them (get) the best.
9. (Motivate) the grown-ups (be) creative is difficult enough because they aren't interested in (leave) the comfort.
10. Didn't the leader intend (postpone) (have) a meeting in the café? Why do you still want (book) the places there?
11. After we had practiced (escape)from the high fenced field, we attempted (disguise) and started (join) the parade but avoided (meet) the police.
12. Why not (tell) the truth? Though you don't admit (be) there, they will know and force you (lead) them to the smuggler.
13. I really can't help (spend) the whole afternoon (sit) and (listen) to the speaker who never stops (talk) about her boastful stories.

14. Your boss will appreciate (you, take) a hard effort to reach the target. He just expects you (do) your best and challenges you (be) brave in (take) the risks.
15. If some members object to (complete) (classify) the stuff, we have to (consider) (look for) another way.

ACTIVITY FIVE

ONE OF THE CHARACTERISTICS OF POEM IS FIGURATIVE LANGUAGES. NOW, YOU ARE TO LEARN THEM.

1. METAPHORE

Here are the examples of metaphor :

- ✳ The assignment was a breeze.
- ✳ The explosion of his laughter awoke my sleeping child.
- ✳ Everyone looks annoyed. The alarm bell is ringing.
- ✳ Her severe heartache was about to kill her.
- ✳ She gives me a black look whenever she meets me.

2. SIMILE

Here are the examples of simile :

- ✳ At exam time, the high school student was as busy as a bee.
- ✳ When the bell for the break rings, the students are running to the canteen as a jet does.
- ✳ Her tears were falling down like a heavy rain.
- ✳ When she is on the stage, she will sing like a rock and roll diva.

3. ALLITERATION

Here are the examples of alliteration

- ✳ A big bully beats a baby boy.
- ✳ Silvia sent some sets of silk socks to her siblings.
- ✳ Bad behavior becomes a barrier for Barry to be a bartender.
- ✳ Danny, the dandy dancer, dares to dance with the distinguished Dane dancer.
- ✳ After resting in a rich resort, Russian runners rushed to reach the rocky ridge.

4. PERSONIFICATION

Here are the examples of personification :

- ✳ My best seller book has travelled to some countries.
- ✳ The meadow welcomes various species of insects.
- ✳ The long and large leaves of coconut trees are waving to invite us to enjoy the water in its coconut.

- ✨ When the birds begin to recite, the roosters call his family to find food.
- ✨ The train screamed down the track.

FIGURE OUT EACH FIGURATIVE LANGUAGE ABOVE!

1. Metaphor: _____
2. Simile: _____
3. Alliteration: _____
4. Personification: _____

NOW, CLASSIFY THE SENTENCES BELOW IN ACCORDANCE TO THE FIGURATIVE LANGUAGES ABOVE!

1. The moon is looking at me sadly.
2. Praising the peaceful place, parents are pitching a particular tent for parenting purpose.
3. The sound of the raindrops on the roof tickles my ears.
4. Her soft voice puts me on the soft cloud.
5. The butterflies' wings are like the colorful flying paper.
6. Your words are sharp blades for my heart.
7. Your silver hair is as shiny as the sunlight appearing in the morning.
8. Tiny tiles are tripping to Thailand on train.
9. Human brain is an infinite hard disk.
10. The ants are marching on to the table to get sugary food.
11. His pure love pierces her heart.
12. Her eyes are as sharp as the eagles'.
13. Eight enormous elephants entered an edge city.
14. The moon light will lead us to find the sacred place.
15. Winning the contest, he jumped for joy.

DISCUSS YOUR ANSWER WITH YOUR FRIENDS.

ACTIVITY SIX

AFTER DOING SOME EXERCISES ABOVE, IT'S TIME TO PRACTICE:

1. MAKE YOUR OWN POEM IN TWO STANZAS
2. RECITE IT IN FRONT OF THE CLASS



COMPLETE ALL THE ACTIVITIES?
NOW, LET'S SUMMARIZE WHAT
HAS BEEN LEARNT!

1. The social function of a poem is _____
2. A poem has five characteristics. They are _____

3. The grammatical structures possibly found or used in a poem are _____

4. The figurative languages commonly used in a poem are _____

CHECK WITH YOUR TEACHER WHETHER YOUR SUMMARY IS CORRECT OR NOT. THEN FILL IN THE TABLE BELOW!

SELF-REFLECTION ON THE MASTERY OF MATERIALS

No	QUESTIONS	Yes	No
1.	Can you interpret a poem?		
2.	Do you understand the grammatical structures likely found in a poem?		
3.	Can you apply <i>gerund</i> and <i>to-infinitive</i> construction in sentences?		
4.	Do you understand each figurative language?		
5.	Can you compose your own poem?		
6.	Can you recite a poem?		

**A POEM RELAXES
MY MIND!**

**I AM READY FOR
THE NEXT
CHAPTER... .**

