

## A. IDENTITY

Subject: ENGLISH LITERATURE	SEMESTER THREE	Time allocation 11 X 45
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### 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

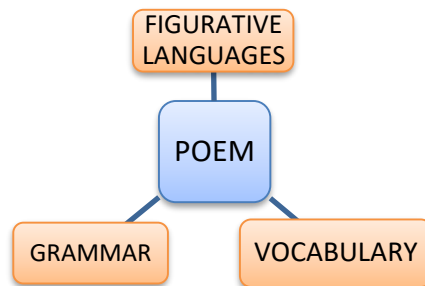
4.4 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja

## POEM and GERUND

### 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

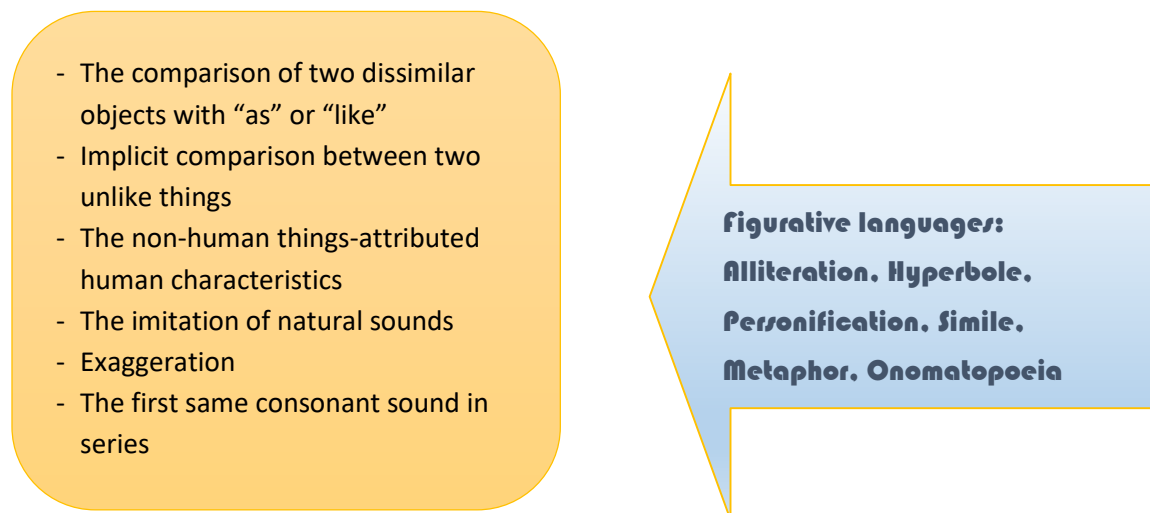
**GENERAL INSTRUCTION :** *You must ensure that you understand the material step by step. At the end, there will be an evaluation to test your level of understanding on the material. When your level is above the passing score, you may continue to the next material. Before you ask for the evaluation,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

### BEFORE LEARNING

1. Put these words into which imagery they include!



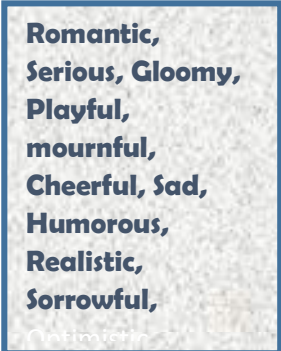
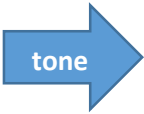



2. Match each figurative language to its meaning.



3. Tone is the feeling displayed for the subject of the poem

Mood is the created feeling

**Match the words which belong to tone or mood!**

## Activity One

1. Read the poem below.
2. Find the figurative languages and imageries that are used, and explain why you think so.
3. Tell the tone and the mood.
4. Tell how it rhymes
5. Tell what you can understand from the poem

*Wind's whispering weakly  
Telling the world about its draining power  
I'll die, I'll die immediately  
You keep on throwing your anger  
Blaming me for the disasters repeatedly*

*Crawling into a capacious cavern  
thinking who creates this deadly world  
Desires to go to the dream world  
Where no wicked humans concern*

(by Hedwig)

## Activity Two

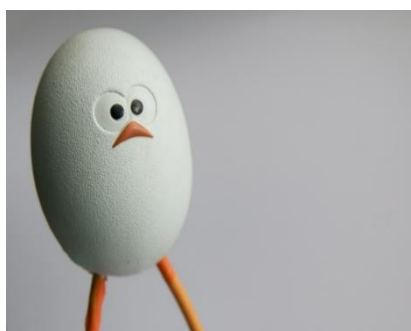
Before writing your poem, you had better learn Gerund to help you make more various sentences. Click these to understand it: <https://hedwigbooks.com/2018/07/15/gerund/>

<https://www.youtube.com/watch?v=mm9KPs4BoGw> and  
<https://www.youtube.com/watch?v=5bgLvvr2noc>

**Then do the exercises below!**

### A. Change the verb in bracket into “to-infinitive” or “gerund”!

1. (Express) oneself through social media means (get) the risk of (be) bullied.
2. Some high school students are trying (tell) the school daily life by (produce) short movies.
3. (Have) a good personality gives more advantage when (look) for a job.
4. Career field prefers (have) persons with high ability in communicating to (employ) intelligent persons without such ability.



5. At first this person avoided (meet) people due to his low education, but after (join) an organization, he couldn't stand (see) young people without self-confidence.
6. He never forgets (be) afraid to speak in front of the public as that was his turning point for his life. According to him, (fear) something means (challenge) himself to escape from it.
7. He is excellent at (influence) others with his simple words now, though he didn't use to (speak) in front of the public just two years ago.
8. When (deliver) a speech, he always allows his audience (share) their experience that will become the topic of his speech.
9. When your heart objects to (understand) and (forgive), you are in a low self-control.
10. It is worth not (criticize) others as we ourselves are not perfect at (do) things.

### B. Add one sentence to each sentence below to explain its meaning.

1. Haters won't stop uploading destructive criticism.
2. The manager was about to fire some employees without improvement in their job.
3. The commander allowed evaluating his leadership.
4. I can't stand reading hoaxes on slandering others.
5. The director likes to train his staff to be more communicative.
6. The personnel manager will try interviewing some employees.
7. Some workers remember getting bullied at the first time by their senior.
8. This organization goes on opening the chances for the young people to practice public speaking.
9. Young people in the past used to communicate verbally.
10. Encouraging people means seeing something positively of what others have.

## Activity Three

**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

**NOW, LET'S SUMMARIZE WHAT HAS BEEN LEARNT!**

1. The social function of a poem is ...
2. The function of imageries is ...
3. The grammatical structures possibly found or used in a poem are ...
4. The figurative languages commonly used in a poem are ...

### 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?		



*When night comes*

*I feel calm*

*Embraced by the starry night*

*Guarded by the powerful knight*

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