

PRESENTACIÓN:

# “POETRY”

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TO FIND A PLACE FOR POETRY IN THE LANGUAGE CLASSROOM

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SUBJECT: ENGLISH (TO WORK IN 3RD GRADE OF SECONDARY)

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- Poetry is *“the expression of all manner of imaginative insight, of subtle thought and profound feeling”*.

- Henry Widdowson

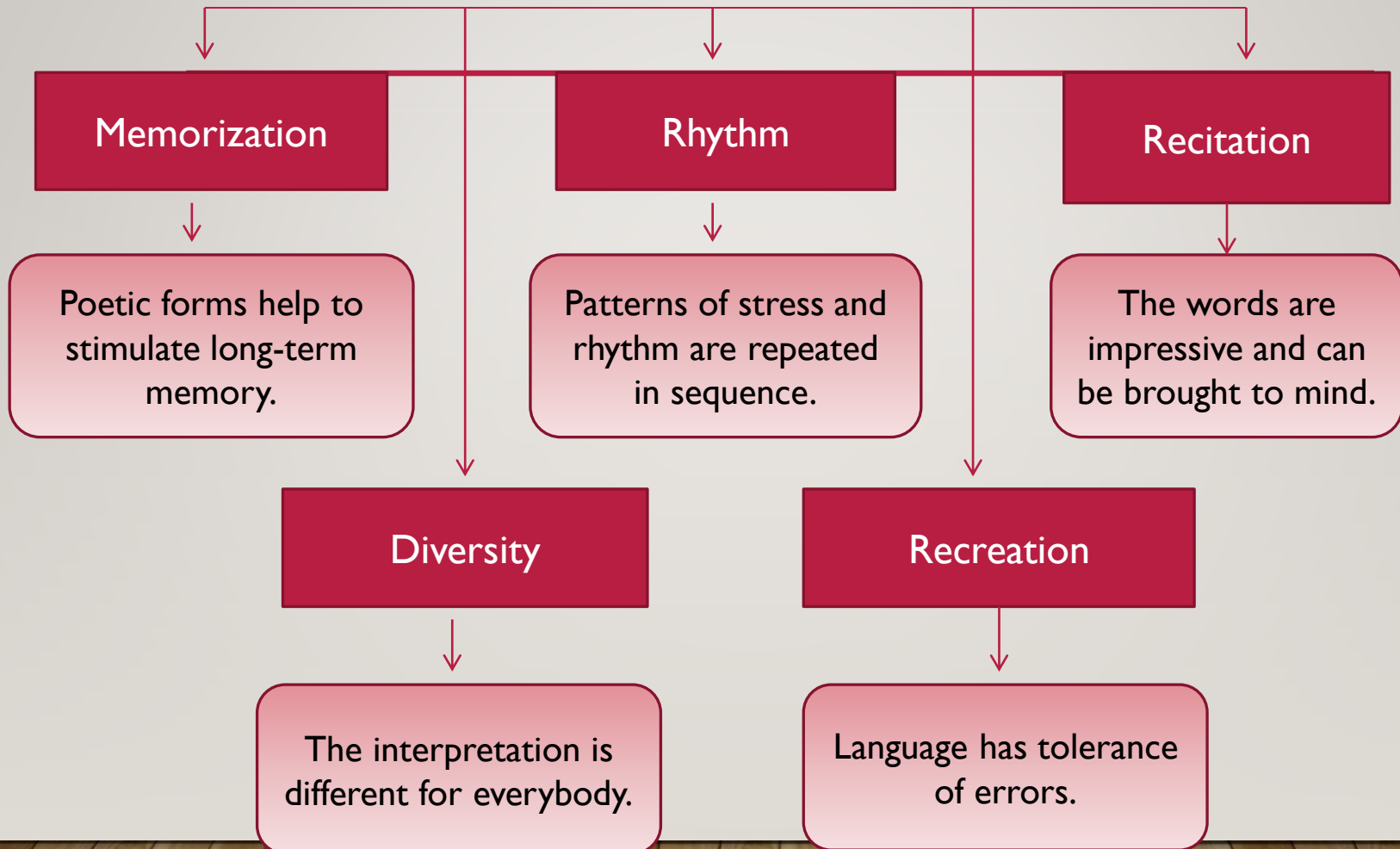
# WHAT IS POETRY?

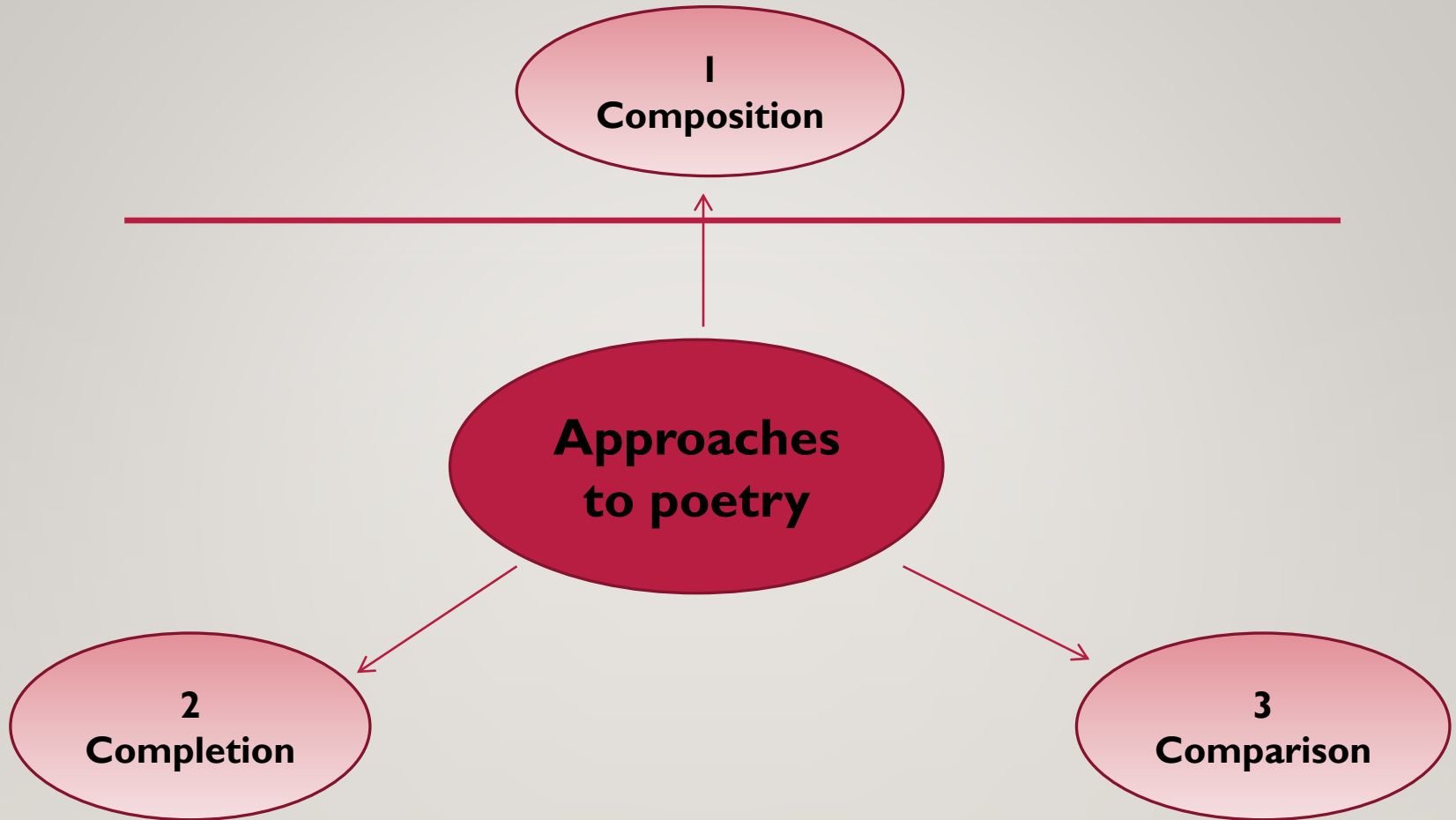
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- Poetry is the highest manifestation of language to convey emotions, ideas, feelings, stories...
- Poetry can be effective for the development of language sense and ability.
- *“A good poem is the natural reflection of one’s own strong emotions”.*

*William Wordsworth (1770-1850)*

# BENEFITS OF POETRY





# I. COMPOSITION

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- It is about to arrange the scrambled lines of a poem what seems to be the most satisfactory sequence.
- It is an activity where students can work

Scrambled lines	Neat lines
Hold fast to dreams That cannot fly Life is a broken-winged bird For if dreams die Life is real! Life is earnest!	Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly.



## 2. COMPLETION

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- This approach serves to awaken their awareness of poetic appropriateness and literary appreciation.
- Students have to read a poem which the final verbs are removed and they will fill in the blanks with what they judge to be the most appropriate words.

# EXAMPLE:

- Read the part of the poem and fill in the blanks with the words in the box.

night wheels be me feels sight

## Daydreaming

I'll have a car that's shining red  
With wings instead of \_\_\_\_\_  
I'll drive around the sky all day  
Imagine how that \_\_\_\_\_!

I'll go to work up on the moon  
And come back down at \_\_\_\_\_  
I imagine that my spaceship  
Will be and awesome \_\_\_\_\_.

I spend my whole life daydreaming.  
Do you daydream just like \_\_\_\_\_?  
About the life you'll have one day?  
Who do you think you'll \_\_\_\_\_?

Luna Manuel, *Rally on 3* MacMillan Mexico 2008 p 135



# 3. COMPARISON

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- Variety of patterns of an original poem.
- The students may find that a reformulated poem diminishes the effects of the original poem.

## *Original version*

**Once in a dream I saw the flowers  
That bud and bloom in Paradise;  
More fair they are than waking eyes  
Have seen in all this world of ours  
And faint the perfum-bearing rose,  
And faint the lily on its stem,  
And faint the perfect violet  
Compared with them**

(Christina Rossetti *Paradise: in a dream*)

## *Reformulated version*

**I once in a dream saw the flowers  
That bud and bloom in Paradise;  
They are more fair compared with what  
I have seen in the world with waking eyes.  
The perfume-bearing rose faint  
The lily on its stem faint  
The perfect violet faint  
How beautiful the flowers in the dream!**

# CONCLUSION

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- The poetry possesses a linguistic form and it could enrich and add value to our language classrooms by encouraging students to analyse it, read their own interpretations into it, rewrite it and make it their own.
- But we do not forget the main topic of poetry: *feelings, emotions, stories and ideas.*

# ANNEX:

## Tactic and strategy

**Mario Benedetti**

My tactic is to look at you,  
To learn how you are,  
To love you the way you are.

My tactic is to talk to you  
And to listen to you;  
To build with words  
An indestructible bridge.

My tactic is to stay in your memory,  
I do not know how  
Nor with what pretext,  
But to stay within you.

My tactic is to be honest  
And to know that you are too  
And that we do not sell each other illusions  
So that between us  
There is not curtain or abysses.

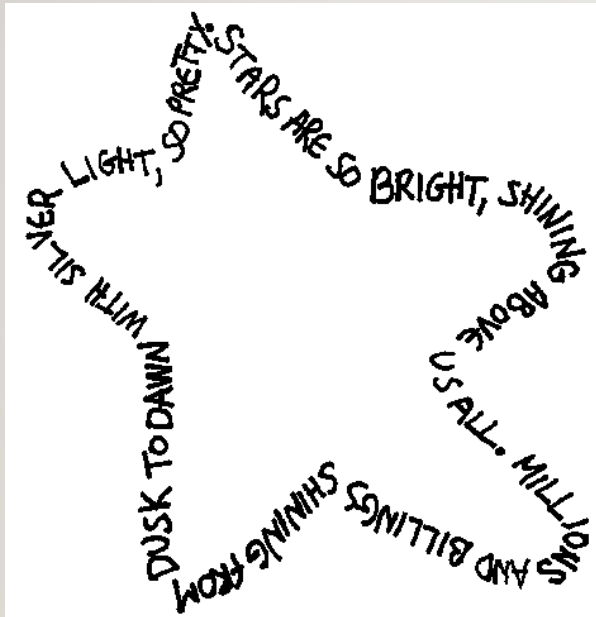
My strategy instead is,  
Deeper and simpler.

*My strategy is  
That some day,  
I do not know how , nor  
With what reason,  
At last... you need me.*

# CALLIGRAMS

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THESE EXAMPLES ARE GRAPHIC POEMS  
CREATED DURING AVANT-GARDE  
MOVEMENT (LITERARY CUBISM).



# QUESTION 1

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- Poetry is a good tool to develop skills when we teach English? Why?

## QUESTION 2

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- What are the possible difficulties that we may face if we teach through poetry?



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