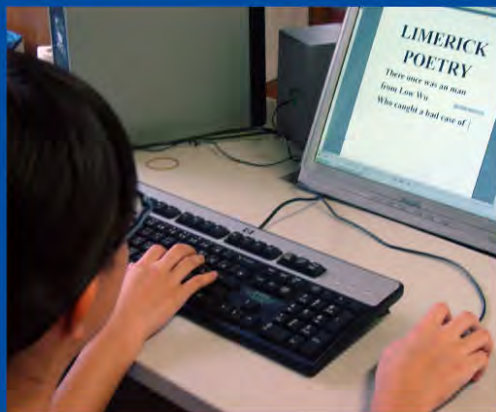


NETworking

Using Poetry in the English Classroom



Contents

Rationale	2
Acknowledgements	3
Introduction	4
Section 1: NETs Using Poetry - Case Studies	5
Mary Roberts - New Asia Middle School	6
Tina Engelbogen - Yu Chun Keung Memorial College No.2	11
Sue Diskin - Tsang Pik Shan Secondary School	15
Matthew Lye - SKH Bishop Baker Secondary School	19
David Johncock - Marymount Secondary School	23
Section 2: Poetry Info-sheets	
Types of Poetry	28
Understanding Poetry	29
Acrostic Poems	30
Haiku	31
Diamante Poems	32
Animal Poems	33
Class Animal Poem	34
Rap Poetry	35
What is Poetry?	36
Repetition	37
Rhyme Pattern	38
Couplet	39
Rhythm - Meter	40
Alliteration	41
Onomatopoeia	42
Imagery: Metaphor, Simile	43
Personification - 1	44
Personification - 2	45
Tone - Mood	46
Literal/metaphorical meaning	47
Poetry Appreciation	48
Through 'different' eyes	49
Crosswords	51
Selected Suggested Answers	54
Poetry Quotes	57
Poetry Websites	58
Section 3: Anthology	59
Section 4: CD - Readings of Selected Poems	

Rationale

In English Language Education, the New Senior Secondary (NSS) Curriculum builds upon language development established in Key Stages 1-3. Teachers are developing instructional strategies and resources to prepare students for the modules of the Elective Part. To address this need, the Regional NET Coordinating Team (RNCT) has produced the first three publications of the *NETworking* series: *Using Debate in the English Classroom*, *Using Drama in the English Classroom*, *Using Poetry in the English Classroom*

English teachers have always used the media of poetry, debating and drama to engage and inspire students. This series employs examples of NETs doing this in schools to offer practical support for English teachers.



Students at Ng Yuk Secondary School practising for the Hong Kong Schools Speech Festival

Acknowledgements

The NET Section, CDI, EDB would sincerely like to thank the five NETs interviewed for this publication:

Mary Roberts	- New Asia Middle School
Tina Engelbogen	- Yu Chun Keung Memorial College No.2
Sue Diskin	- Tsang Pik Shan Secondary School
Matthew Lye	- SKH Bishop Baker Secondary School
David Johncock	- Marymount Secondary School

The NET Section would also like to acknowledge the support of the Principals and English Panel Chairs of the schools where these NETs work. Without this support the 'good practice' documented in this publication may never have eventuated.

Another sincere thank you to all the NETs, local English teachers and students who submitted poems for this publication. The quality and quantity of the submissions clearly indicate that creativity, enthusiasm and hard work are alive and well in Hong Kong secondary English classrooms.



Students at Ng Yuk Secondary School practising for the Hong Kong Schools Speech Festival

Introduction

This resource package is divided into four sections:

- Section 1: NETs Using Poetry - Case Studies**
- Section 2: Poetry Info-sheets**
- Section 3: Anthology**
- Section 4: CD - Readings of Selected Poems**

The **Case Studies** document how five NETs and an English Panel Chair use poetry within a variety of Hong Kong school contexts. The teachers describe how they use poems in their classes and the principles underpinning this practice.

The **Info-sheets** have a dual focus. They can be used as reference for teachers and students. They can also be used as student worksheets where the aims would be:

- to familiarise Hong Kong secondary school students with the most common features of poems
- to help develop students' appreciation of the themes and emotions expressed in poems
- to stimulate students' imagination and encourage their creative use of the English language.

The use of the **Info-sheets** in this package will help prepare students for the Territory-wide System Assessment (TSA) and the Senior Secondary English Language Curriculum Elective Part module, *Learning English through Poems and Songs*.

The **Anthology** and accompanying **CD** contain a selection of poems written by Hong Kong students, local English teachers and NETs.

This resource package is unique in that the poems included were all written in Hong Kong. There are two reasons underpinning the decision to use locally written poems.

Firstly, this was done to celebrate the wealth of talent that we have within our local Hong Kong teaching and learning community. Too often we overlook the skills and creativity of those around us, choosing to believe more in the expertise of distant 'others'. The poems in this publication are an acknowledgement of the ability and creativity of our teaching colleagues and the students in Hong Kong.

Secondly, there are two main 'barriers' that hamper Hong Kong students' understanding of poems. One of these barriers is the use of metaphorical and allusive language. The key to overcoming this barrier is making poetry a regular classroom practice. As the poems used in this package are from Hong Kong, it is hoped that this will encourage local teachers to use them frequently in their classrooms. The other barrier is that poems often involve themes and settings unfamiliar to Hong Kong students. Again, the use of local poems will help to overcome any difficulties associated with the inclusion of linguistic, social, geographical and historical settings unfamiliar to our students.