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Introduction

This workbook is one of two specifically aimed at students sitting for the new SEC English Literature examination. It is intended to help students study poetry and get ready to be examined on it, and it does this by leading students to learn about poetry, understand it as a literary genre, and engage with it by developing a personal response to the poems. In this way, the Workbook goes beyond examination practice and provides students with the scaffolding required to develop the skills to analyse poems. Students work through several tasks that teach and not merely test, and students gradually develop the ability to express this awareness in writing. Writing frames help students structure their writing, and a specific focus on language provides them with the necessary words and phrases to answer the examination questions and satisfy the assessment criteria.

Each Unit focuses on one poem from those set in the English Literature syllabus, together with another poem. The second poem in each unit functions as an example of the unseen poem that the students will need to tackle in the examination.

Also available is a Teacher's Book that provides a pedagogical guide to complement the teacher's skills, and answer keys to the tasks in the Workbook.

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Unit 1

Fireworks by James Reeves and *The Light of the Night* by Alex

Fireworks by James Reeves

1. While you listen to the teacher recite the poem, look at the five pictures around the poet's photo. Think what the poem is about — in one word.

They rise like sudden fiery flowers
That burst upon the night,
Then fall to earth in burning showers
Of crimson, blue and white.
Like buds too wonderful to name,
Each miracle unfolds
And Catherine wheels begin to flame
Like whirling marigolds.
Rockets and Roman candles make
An orchard of the sky,
Where magic trees their petals shake
Upon each gazing eye.



2. Watch this video about the origin of fireworks.
<https://www.youtube.com/watch?v=X7Q7PsXDOcs>
Have you learnt anything new? Share with your elbow partner.
3. With which events do we normally associate the subject of the poem?

-
4. Draw lines between the pictures and the words they refer to in the poem.

Focus on structure

5. A useful way to gain understanding of a poem, is to analyse its structure.
 - a. How many stanzas are there in the poem? _____

b. How many lines are there in the poem?

c. There is a rhyme scheme. Write it down:

d. How many syllables are there in each line? Hint, pronounce *flowers* and *showers* as one syllable. Write the number next to each line.

e. Syllables in a word can be **stressed** or **unstressed**. Look at the model below to see how words are broken up into syllables. The syllables in bold are **stressed**, while the others are **unstressed**.

poem = / ◡ | em;

refuse = / ◡ | fuse

contemplate = / ◡ ◡ | tem | plate

Try to identify which syllables are stressed in the words below.

indicate = ____ | ____ | ____ mature = ____ | ____ understand = ____ | ____ | ____

Look at the first line of the poem below. Carry on marking the stressed syllables with the symbols as shown in the example below, to show the pattern.

◡ / ◡
They | rise | like | sud | den | fie | ry | flowers

Now do the same for the rest of the stanza:

That burst upon the night,

Then fall to earth in burning showers

Of crimson, blue and white.

f. What effect does this pattern have on the poem? Consider the rhythm created by the poet.
