



HOPE HAVEN
SCHOOL

SECONDARY 2 LITERATURE

TERM TWO WORKBOOK

Student Name:

Academic Year: _____

UNIT 4: Ballads

Lesson 1: Definitions and examples of ballads

Activity 1: Research and find out what the following terms are in poetry.

a) Ode

b) A duet

c) A sonnet

Activity 2: Read the poem on pages 39-42. Use it to answer the following questions.

a) Explain the term “ballad” as used in poetry.

b) Summarise in one paragraph what is happening in the poem you have read.

Activity 3: Read the poem on pages 41-42 entitled “The ballad of the landlord” by Lungstone Hughes and then answer the questions that follow.

a) In one paragraph, say what the poem is about.

b) Explain the message of this poem.

Lesson 2: Characteristics of ballads

Activity 1

Based on the poems you have just read, identify the characteristics of a ballad.

Activity 2

Discuss the various **occasions** during which poems are recited.

Activity 3

Study the poems on pages 44-45 with your desk mate and identify the occasion for which each of them is possibly meant.

Poem 1:

Poem 2:

Activity 4

Discuss the possible situations that might inspire someone to write or even recite poems a, b and c on pages 45-49:

Poem a:

Poem b:

Poem c:

Practice exercise

1. List the types of poems you identified at the beginning of this Unit.

2. In your own words, define a ballad.

3. List the characteristics of a ballad.

4. Visit a library and search for examples of ballads. Use the Internet to help you gather as many examples of ballads as possible and list some of them below:

5. With your desk mate, discuss the role of poems in cultural setting.

Assignment

Visit a library and study as many poems as you can. Look at the cultural values the poems bear in their messages and draw the similarities between these cultural values to those of your own Rwandan people.

UNIT 5: Poetic devices

Lesson 1: Review of Poetic devices in a set poem: Repetition, Personification, Smile

Activity 1

In Unit 3, you learnt about literary devices. What do you think are **poetic devices**? Discuss this with your desk mate.

Activity 2

Read the poem on pages 52-53. Pay attention to the last line of each stanza. What do you notice about it? What could be the reason for doing this?

Activity 3

We talked about personification in Unit 3. Read the poem on pages 53-54 and identify instances of personification.

Activity 4

We talked about similes in Unit 3. Read the poem on pages 54-55 and identify similes.

Lesson 2: Assonance and Alliteration

Activity 1

Read the poem 56 and discuss its assonance with your desk mate. You can use your English dictionary to establish proper pronunciation of words.

Activity 2

Read the poem on page and point out the assonance used.

Lesson 3: Alliteration

Activity 1

Read the lines of the poem on page 56-57 while paying attention to the sounds produced by the words in bold. Discuss what is common about these sounds with your desk mate.

Activity 2

Read the poem on page 57 and point out elements of alliteration.

Assignment

Visit the school library and study as many poems as you can. Try and identify the poetic devices that have been used in each of the poems. Use the internet to help you gather additional pieces of information on poetic devices. As you study the poems, try and relate the messages they bear to your daily experiences.

UNIT 6: Subject, theme and context

Lesson 1: Subject and Theme

Activity 1

a. You have already learnt about subject and theme (in Unit 3). Tell your desk mate what these words mean and write them down.

I. Subject

II. Theme

b. What is the difference between subject and theme?

Activity 2

Read the poem on pages 60-61.

a. What is its subject?

b. Write down its central theme.

Activity 3

Read the poem on pages 61-63 and State its subject and then explain its theme.

Lesson 2: Context

Activity 1

Using your English dictionary, find out the meaning of the word 'context'.

Activity 2

Read the poem on pages 63-64 and discuss what you think was happening when the poet wrote it.

Activity 3

Read the two poems on pages 64-65 carefully and then answer the questions that follow.

Compare the two poems you have just read and answer the following questions:

1. Which culture does each of the poems talk about?

2. What is the likely period of time each of the poems was composed?
What is the reason for your answer?

3. What possibly made each of the poets compose the poems?

4. What is the central theme in each poem?

5. Who are the writers of the two poems?

Assignment

1. Visit the school library and read a wide range of poems. After reading as many poems as you can, identify the themes and subjects that are often presented in poetry and write them down.

2. Read the poem on page 66-67 and describe its context. Use the internet to help you gather relevant pieces of information.
