

Classroom Resources

TASK Winter: Write a poem

WARM-UP

GROUP _____	GROUP _____
A snowman with an icicle at the end of its nose, wearing a scarf	A snowman with an icicle at the end of its nose, wearing a scarf
A boy wearing a ski suit and gloves, skiing down a hill, while the wind blows through the trees.	A boy wearing a ski suit and gloves, skiing down a hill, while the wind blows through the trees.
A man wearing a woolly hat and mittens, riding in a reindeer sled.	A man wearing a woolly hat and mittens, riding in a reindeer sled.
A girl wearing ear muffs and leg-warmers, skating on an icy lake. You can see her breath.	A girl wearing ear muffs and leg-warmers, skating on an icy lake. You can see her breath.
A woman wearing a dressing gown and slippers, sitting by an open fire, drinking cocoa.	A man carrying an umbrella and wearing an overcoat, walking through the sleet.
A man carrying an umbrella and wearing an overcoat, walking through the sleet.	A girl wearing welly boots, walking across some frosty grass. You can see her footprints.
A girl wearing welly boots, walking across some frosty grass. You can see her footprints.	A man shovelling snow while two boys have a snowball fight.
GROUP _____	GROUP _____
A snowman wearing a scarf with an icicle at the end of its nose.	A snowman wearing a scarf with an icicle at the end of its nose.
A boy wearing a ski suit and gloves, skiing down a hill, while the wind blows through the trees.	A boy wearing a ski suit and gloves, skiing down a hill, while the wind blows through the trees.
A man wearing a woolly hat and mittens, riding in a reindeer sled.	A man wearing a woolly hat and mittens, riding in a reindeer sled.
A girl wearing ear muffs and leg-warmers, skating on an icy lake. You can see her breath.	A girl wearing ear muffs and leg-warmers, skating on an icy lake. You can see her breath.
A man carrying an umbrella and wearing an overcoat, walking through the sleet.	A man carrying an umbrella and wearing an overcoat, walking through the sleet.
A girl wearing welly boots, walking across some frosty grass. You can see her footprints.	A girl wearing welly boots, walking across some frosty grass. You can see her footprints.
A man shovelling snow while two boys have a snowball fight.	A man shovelling snow while two boys have a snowball fight.



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TASK Winter: Write a poem

TASK PREPARATION

You are going to study a poem called *Winter Time*, by Robert Louis Stevenson, who lived from 1850–1894.

1 First, put the words below in rhyming pairs.

snow be no night sea white

2 The poem is written in rhyming couplets. This means that the last word of one line rhymes with the last word on the next line. Write the missing lines of the poem using the lines on the right.

Winter Time

1 Late lies the wintry sun a-bed,
 A frosty fiery sleepy-head
3 Blinks but an hour or two; and then,

5 Before the stars have left the skies,

7 And shivering in my nakedness,

9 Close by the jolly fire I sit

11 Or with a reindeer-sled, explore

13 When to go out, my nurse doth wrap

15 The cold wind burns my face, and blows

17 Black are my steps on silver sod;

19 And tree and house, and hill and lake,

- The colder countries round the door.
- At morning in the dark I rise;
- To warm my frozen bones a bit;
- A blood-red orange, sets again.
- Thick blows my frosty breath abroad;
- Its frosty pepper up my nose.
- ~~A frosty, fiery sleepy-head;~~
- Me in my comforter and cap;
- Are frosted like a wedding-cake
- By the cold candle, bathe and dress.

Glossary

abroad = in different directions (This meaning is uncommon. Abroad usually means in/to another country.)

bathe = to wash

blink = to close and open your eyes very quickly

comforter = a scarf (This meaning is old fashioned. It is not used in modern English.)

doth = does (This word is old fashioned. It is not used in modern English.)

jolly = happy

nakedness = not wearing any clothes

nurse = nanny or child-minder

rise = get up

set = When the sun sets, it goes down

shiver = to shake your body when you feel cold

sod = a piece of ground

wrap = to cover something completely

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TASK Winter: Write a poem

2 Re-read the poem. Order the pictures according to the poem.



a _____

b _____

c _____

d _____

e _____



f _____



g _____



h _____



i _____

3 Answer the questions true or false, according to the poem.

- a In the first verse, the writer refers to the short day length in winter.
- b The second verse describes what the writer does in the evening.
- c In the third verse, the writer describes what he does when he's cold.
- d In verse 4, 'frosty pepper' describes snow blowing in the wind, making him sneeze.
- e In verse 5, the writer describes his black boots.

4 In old-fashioned English poetry, poets often use an unusual sentence order. Look at the following sentences from the poem. Change the word order and write them in more 'usual' English.

Tip: Start the sentence with a subject, followed by a verb.

Example: At morning in the dark I rise – I rise in the morning in the dark.

- a Close by the jolly fire I sit
- b Black are my steps on silver sod
- c Thick blows my frosty breath abroad

5 Read the poem to yourself. Underline the stressed words. Can you see a pattern?

6 Practise reading the poem in pairs. Emphasize the rhythm of the poem.

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TASK Winter: Write a poem

TASK

You are going to write a poem about winter. Your poem should rhyme.

1 First of all, find a word which rhymes with each of the following words. If possible, find a word which you might use in winter!

- 1 snow
- 2 sleet
- 3 ice
- 4 scarf
- 5 glove
- 6 hat
- 7 ski
- 8 skate
- 9 weather
- 10 frost

Extension

In order to rhyme, words do not always have the same spelling. Did you know that ...

- More rhymes with for, four, law and roar
- Bought rhymes with port and caught
- Sea rhymes with knee and me
- Learn rhymes with turn
- Night rhymes with white
- Date rhymes with eight, great and wait
- Soon rhymes with tune
- Own rhymes with stone and loan

Read the rhymes aloud.

Can you think of words with the same spellings as those above? (E.g. More, explore, bore, etc.) Do they always rhyme?

- 2 *Write a poem about winter. Use rhyming couplets. If possible, try to keep a steady rhythm.*
- 3 *Read your poem to the class.*

Classroom Resources

TASK Winter: Write a poem

Learning Objectives: Reading and understanding a poem, pronunciation of rhyming words and word stress in poetry; writing a poem	Preparation Time: 10 minutes
	Completion Time: 50 minutes
Skill/Grammar: Reading, pronunciation, writing	Age/Level: Intermediate
Resources: Winter WARM-UP and TASK	

You will need:

- 1 copy of Winter WARM-UP per 8 students
- Set of Learner's Dictionaries (unless students have their own)
- Scissors (1 pair)
- Scrap paper (A4 cut into quarters is appropriate). You will need 4 squares per pair of students
- 1 copy of Winter Poem per student and 1 copy of winter TASK per student.

Preparation:

- Cut out the four lists in Winter warmer and write group names A,B,C... / 1,2,3... in the spaces provided.

WARM-UP

Instructions

- Tell the class that they will play a drawing and vocabulary game. Put the students in pairs and name each group according to the names you wrote on the lists.
- Tell the students you will give them a slip of paper. They must draw what is on the paper. They may use a dictionary. When they have completed the drawing, they should bring the picture to you. If the picture is correct, they will get another slip of paper. If it is not correct, they must correct it before getting another slip. They will have to draw seven pictures. Students may use dictionaries.
- Cut off the bottom box from each list and hand them out to each pair of students.
- Wait for the students to draw the image and bring it to you. Check their pictures. If they are correct, cut off the next bottom box from that group's table and hand it to them to complete. Do not accept incorrect pictures.
- The first pair to complete the table correctly is the winner.

Follow-up

- Tell students to put the phrases from the box to one side and look at the pictures. In pairs, students should look at their pictures then describe them. They should say a) what the person in the picture is doing and b) what the person is wearing.
- Students can swap pictures with another pair and describe what they see in the pictures.
- Ask students to note down vocabulary from the game in their notebooks. They could do this in the form of mind maps.

Classroom Resources

TASK Winter: Write a poem

TASK PREPARATION

- Tell the class that they will read a poem about winter. Then they will write their own.
- Write the following words on the board:
snow - be - no - night - sea - white
- Ask students which of the words rhyme. If necessary, explain that rhyme means to end with the same sound. Explain that in English, words that rhyme do not always have similar spelling.
Answers: snow – no be – sea white – night
- Hand out copies of the Winter Poem to students. Ask them to complete question 1.
- Draw students' attention to the incomplete poem and the glossary at the bottom. Explain that the poem is in rhyming couplets; that is, that the last word of one line rhymes with the last word on the next line.
- Ask students to complete the poem by finding the line of the poem that rhymes with the last word in the previous line. Tell students to write the lines in full in the spaces provided.
- Check answers.

Winter Time

- 1 Late lies the wintry sun a-bed,
A frosty, fiery sleepy-head;
3 Blinks but an hour or two; and then,
A blood-red orange, sets again.
- 5 Before the stars have left the skies,
At morning in the dark I rise;
7 And shivering in my nakedness,
By the cold candle, bathe and dress.
- 9 Close by the jolly fire I sit
To warm my frozen bones a bit;
11 Or with a reindeer-sled, explore
The colder countries round the door.
- 13 When to go out, my nurse doth wrap
Me in my comforter and cap;
15 The cold wind burns my face, and blows
Its frosty pepper up my nose.
- 17 Black are my steps on silver sod;
Thick blows my frosty breath abroad;
19 And tree and house, and hill and lake,
Are frosted like a wedding-cake

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TASK Winter: Write a poem

- Notes on rhymes:
'Again' has two possible pronunciations: /əgeɪn/ and /əgeɪn/. The former rhymes with 'then'.
In British English, abroad /əbrɔ:d/ and /sɒd/ do not exactly rhyme. In American English, they do – (/abrɑ:d/ and /sɑ:d/)
- Hand out the second page of the poem. Tell students that they will do some comprehension exercises to make sure they understand the poem.
- Ask students to complete question 2. They should order the pictures according to the poem.
- Ask students to complete the true or false questions in part 3.

Answers

2

a 1 b 7 c 3 d 8 e 4 f 9 g 5 h 2 i 6

3

a True b False c False d True e False

- Write the following line from the poem on the board:
At morning, in the dark I rise.
- Ask students if 'at' is the usual preposition to be used before 'morning'. Elicit the more usual preposition: 'in the'. Explain that this is 'poetic' license – the poet has changed some rules of English grammar to avoid repetition of 'in the'.
- Ask if this sentence shows normal sentence structure. Ask them to put the words in a more usual sentence structure. There are three possible answers.
I rise in the morning in the dark
OR
I rise in the dark in the morning
OR
In the morning, I rise in the dark
Explain that sentence structures ending in a verb are NOT normal in everyday English. They are only seen in English poems. They are used to help the author to use rhymes.
- Tell students to rewrite the sentences in part 4 in a more usual sentence structure.

Answers

a I sit close by the jolly fire.

b My steps on (the) silver sod are black OR My steps are black on (the) silver sod.

c My frosty breath blows thick abroad.

- Write the first two lines of the poem on the board. Read it aloud, emphasizing the stressed syllables as follows.
Late lies the wintry sun a-bed,
A frosty, fiery sleepy-head;
- Ask students to identify the stressed syllables. Underline the words as the students identify them.
- Ask students to read the lines aloud.
- Ask students if they can identify a pattern. Elicit the fact that, in most cases, alternate syllables are stressed. The exception is *Late lies*.
- Ask students to read the rest of the poem to themselves, and underline other stressed syllables. Warn them to watch out for exceptions – the stress is not always alternate.

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Answers

- 1 **Late lies** the **wintry** sun a-**bed**,
A **frosty**, **fiery** **sleepy-head**;
 - 3 **Blinks** but an **hour** or **two**; and **then**,
A **blood-red** **orange**, **sets** again.

 - 5 **Before** the **stars** have **left** the **skies**,
At **morning** in the **dark** I **rise**;
 - 7 And **shivering** in my **nakedness**,
By the **cold** **candle**, **bathe** and **dress**.

 - 9 **Close** by the **jolly** **fire** I **sit**
To **warm** my **frozen** **bones** a **bit**;
 - 11 Or with a **reindeer-sled**, **explore**
The **colder** **countries** **round** the **door**.

 - 13 **When** to go **out**, my **nurse** doth **wrap**
Me in my **comforter** and **cap**;
 - 15 The **cold** **wind** **burns** my **face**, and **blows**
Its **frosty** **pepper** **up** my **nose**.

 - 17 **Black** are my **steps** on **silver** **sod**;
Thick **blows** my **frosty** **breath** **abroad**;
 - 19 And **tree** and **house**, and **hill** and **lake**,
Are **frosted** **like** a **wedding-cake**
- Give students time to practice reading the poem aloud.

TASK

- Hand out a copy of the Winter Task to each student.
- Tell students that they are going to write a rhyming poem about winter.
- Put students in pairs and ask them to think of rhymes for the words in the list. They can use the spelling to help them.

Suggested answers

1 snow – go – low – know – so – below

2 sleet – feet – beat – meet – meat – neat

3 ice – nice – rice – price – mice – dice

4 scarf – laugh – half

5 glove – love – dove

6 hat – that – mat – sat

7 ski – we – tree – see – be

8 skate – date – wait – fate – late

9 weather – together – leather

10 frost – lost – cost

- Tell students that they will now write a poem about winter. They should write at least four lines using rhyming couplets. They can work alone or in pairs. They can use the rhymes mentioned above, or others of their choice.
- Monitor students' work, advising on rhymes and rhythm.
- Invite students to recite their poems to the class, or display them on a wall.