

Reflection Prompts

Read the questions and think about your answers to them.

What is the poem **about**?

What is the **tone** of the poems?

Is it serious, or funny or thoughtful?

Does it **remind** you of anything or anyone?

How are they similar?

How are they different?

Who do you think this poem is written for?

Can you explain why you think this?

Can you guess anything about **the poet** from reading this poem?

What can you guess?

Do you **like** this poem?
What do you like about this poem?

Is there anything that you dislike about it?

Revision Card – Using Noun Phrases

Making Words Work Harder



Poets tend to use **less words** than writers of prose.
They are often limited by features such as line length, rhythm and form.
Poets use less words so **their words have to work harder!**

Instead of writing,
I think that Golden Time is very valuable and each minute is like a precious jewel.

A poet might write,
Golden Time - jewelled minutes

These words are more powerful because the image is condensed into few words.

How to build Noun Phrases

Add words before the head noun:

The rocks surrounded the beach.

The horribly craggy rocks surrounded the beach.



Add words after the head noun:

The rocks, with sharp points and deep grooves, surrounded the beach.

The rocks, like ancient sleeping trolls, surrounded the beach.

Or you can do both at once:

The horribly craggy rocks, with a sharp points and deep grooves, surrounded the beach.

Nouns and Noun Phrases create Powerful Images

The precious, ruby ring was hidden.

I found a rather unusual gem.

You can check which words are part of the noun phrase by replacing them with a **pronoun**.



What is the head noun in each noun phrase?

Which words make up the noun phrase?

The words in the noun phrase depend on the head noun and build on its meaning.

Noun Phrases to Convey Information Concisely

I held onto the fin.

I held onto a scarred fin.

I held onto a scarred, firm fin.

I held onto a scarred, firm fin of a breaching whale-shark.



What do we know about the fin?

There is a lot of information contained in this expanded noun phrase.

*It is one of a number of fins.
It is scarred.
It is firm.
It belongs to a whale-shark.
The shark is breaching.*

Red Ruby Rings

Joseph Coelho

I crept along the ribs
of a sea dragon's skeleton
I ran through the fronds
of an underwater forest.

I climbed up the ridges
over giant crabs' claws.
I clung to the feathers
of a pink albatross.

I skipped along the crests
of the crashing blue waves.
I sneaked through the cabins
of a pirate's dark ship.

I prised open the lock
of the dowager's chest.
I slipped on 3 rings
of the deepest ruby red.

I hid amongst the skeletons
dangling in the dungeon.
I slid down the rope
tide to the barnacled anchor.

I held onto the fin
of the breaching whale-shark
I rolled in the surf
of the whispering tide.

I crawled along the rocks
of the boat graveyard beach.
I undid the clasps
of my three red ruby rings.

And...

p. 76 *Werewolf Club Rules* by Joseph Coelho

Expanded Noun Phrases

Find how each of these nouns has been expanded in the poem.

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	
feathers	
cabins	
rings	
fin	
surf	
rocks	

Preparing to Perform



1. Read your poem aloud several times, listening to how it **sounds**.
2. Decide on a good **performance space** – make sure you all agree.
3. What is the **tone** of the poem? *Is it sad, funny, scary, thoughtful? Does the tone change? How will you show this when you perform it?*
4. What sort of **character** will tell the poem? *Are they cheeky, lively, sentimental etc.? How will you show this with voice and gestures?*
5. Which words should be **emphasised**? Underline them and decide how this will be done.
6. Read through the poem deciding who will say which parts. Vary who says what.
7. Build in **actions** and **gestures**.
8. Keep practising, aiming to **perform from memory**.