



Handout – 12th grade Hum – Unit 1: Poetry

<b>General Objective</b>	1. Demonstrate comprehension of written texts related to classic poetry
<b>Specific objectives</b>	1.1. Reflect about the way in which the student himself/herself reads 1.2. Recognize classic poets and the importance of poetry. 1.2. Identify reading strategies to increase and facilitate comprehension 1.3. Apply reading strategies in a text related to poetry 1.4. Expand students' vocabulary through the use of their vocabulary log
<b>Contents</b>	Reading strategies Poetry - Importance Classic Poets Poems
<b>Teachers</b>	12th grade Hum → Miss Astrid Campos ( <a href="mailto:astrid.campos.i@gmail.com">astrid.campos.i@gmail.com</a> )

❖ **General instructions**

- This first unit's objective is to develop and improve your reading comprehension skills so that you can move forward to the next unit.
- This handout is divided into 4 sections → 1. Poetry (previous knowledge), strategies, reading comp. exercise, metacognition (post exercise),
- Each part has its own instructions and examples (if necessary\*)
- If you have any doubts, write a mail to your corresponding teacher.
- Use <https://www.wordreference.com/>; <https://dictionary.cambridge.org/dictionary/english/>; <https://www.oxfordlearnersdictionaries.com/us/> to solve vocabulary doubts.
- Avoid** using **Google translator** for **complete** sentences. **REMEMBER** that **YOU** are the one who **should do** that mental process.
- Do your best and take care 😊

## I. POETRY

**I.1 Instructions** → **Watch** the videos in the links below.

<https://www.youtube.com/watch?v=LjH0RRHXtyI&t=63s>

<https://www.youtube.com/watch?v=aS1esgRV4Rc>

Using the videos as a basis, answer the following questions to activate prior knowledge.

**What will your verse be...?**

*What do you know about poetry? Do you like/ read it?*

---

---

---

*What is poetry for you? What poems or poets have you read?*

---

---

---

*Why is poetry important? Why not?*

---

---

---



English Classic Poetry

Poets and poems that exhibit high degrees of quality and staying power through time

**POETS**

- ❖ Walt Whitman
- ❖ Emily Brönte
- ❖ William Butler Yeats
- ❖ Emily Dickinson

**POEMS**

- ❖ Love and Friendship
- ❖ A drinking song
- ❖ Hope is the thing with feathers

**MEANING**



**COMPREHENSION**

(Human Features;  
possible to generalise)

**I.2 Instructions** → **a)** Choose 2 out of the 4 **poets** previously mentioned and write a **brief** biography. Include **name**, **country-nationality**, brief info about his/her **education**, most **important** work (poem, book). Do NOT write more than 3-4 lines per poet.  
**b)** Choose 1 of the **poems** from the box above and write 1 **idea** you could get from it.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**MEANING**

**READING  
COMPREHENSION**

**STRATEGIES**

**For understanding poetry, it's necessary to get its meaning by reading comprehensively. In order to ease and improve comprehension you need strategies...**

Reading strategies are actions effective readers can take to turn the printed text into meaning and ease its comprehension before, while, and after reading.



## II. READING STRATEGIES

**Instructions** → In this part, there are 4 reading comprehension strategies.

READ through each one of them.

LOOK UP every word you don't know. **AVOID TRANSLATING THE WHOLE TEXT.**

### PREVIEWING AND PREDICTING

You get an idea of what the text is about **without** actually **reading** the main body.  
**When** → **Before reading** to help you decide whether a book or journal is useful for your purpose; to get a general sense of the article structure, to help you locate relevant information; to help you to identify the sections of the text you may need to read and the sections you can omit.  
**How** → start by reading: the **title** and author details, the abstract (if there is one), read only the main **headings** and sub headings, examine any **illustrations**, the **first sentence** in each paragraph

### BRAINSTORMING

Brainstorming is a group/ individual process for generating questions, ideas, and examples.  
**When** → **before reading** to illustrate, expand, or explore a central idea or topic.  
**How** → it involves sharing whatever material comes to mind and recording every idea, without making judgements about the material being generated. It is possible to make a list of ideas or concepts related to the title of the text

### HIGHLIGHTING AND REVIEWING

It is used to help you organize what you have read by selecting what is important.

**When** → **While reading**. This strategy teaches you to highlight/underline **ONLY** the key words, phrases, vocabulary, and ideas that are central to understanding the reading

**How** → Read through the selection first.

**Reread** and begin to highlight **main ideas** and their **supporting details**. Highlight only the facts which are important or the key vocabulary **not the entire sentence**. After, you can create a **mind map** or a **summary**.

### CONTEXT CLUES

Sometimes you won't understand every word in a reading passage. One thing you can do to figure out new words is to use **CONTEXT CLUES**.

**When** → **While reading**. The **CONTEXT** is the words, sentences, and ideas that come before and after a word or phrase.

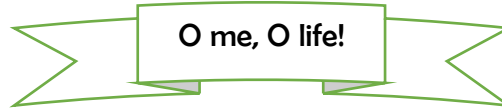
**How** → When you read a passage, circle any new words that you don't understand. Then, look in the context to find clues--words or phrases that hint at what the new word means. Remember, you don't have to understand every word in a reading! Circle only the new words that are key to understanding the passage



### III. READING COMPREHENSION EXERCISE

**Instructions:** Answer the question of the following text applying the strategies previously presented.

**I. PREVIEWING** → Take a look at the TITLE AND THE 2 IMAGES BELOW. Just look at it.



**II. PREDICTING** → Make an informed guess of what the text will be about just by taking a look at THE IMAGES AND TITLE from above. DO NOT READ the text yet

---

---

---

**III. BRAINSTORMING** → Make a list of ideas that comes to your mind when you read the **topic** of the text.  
Complete the following **chart** with at least **3** ideas per **column**

What do you already know about this topic?	What do you want to know about this topic?
❖	❖
❖	❖
❖	❖



**IV. HIGHLIGHTING** → Highlight key words in the poem below. REMEMBER: **ONLY KEY WORDS**  
After that, write 1 sentence with the idea you get from the poem. ONLY 1 idea, what you think the poem is about.

## O Me! O Life!

BY WALT WHITMAN

Oh me! Oh life! of the questions of these recurring,  
Of the **endless** trains of the faithless, of cities fill'd with the foolish,  
Of myself forever reproaching myself, (for who more **foolish** than I, and who more  
faithless?)  
Of eyes that vainly **crave** the light, of the objects mean, of the **struggle** ever  
renew'd,  
Of the poor results of all, of the plodding and sordid crowds I see around me,  
Of the empty and useless years of the rest, with the rest me **intertwined**,  
The question, O me! so sad, recurring—What good **amid** these, O me, O life?

*Answer.*

That you are here—that life exists and identity,  
That the powerful play goes on, and you may contribute a verse.

**V. CONTEXT CLUES** → In the text, you'll find words in **bold**. Define them with **YOUR OWN WORDS**, use the context given to guess the meaning. A definition implies an explanation, not a translation or just a synonym.

EXAMPLE: **Collectively**: something done in a joint way, with a group of people working for the same goal or objective.

1. **AMID**: \_\_\_\_\_

2. **CRAVE**: \_\_\_\_\_

3. **ENDLESS**: \_\_\_\_\_

4. **FOOLISH**: \_\_\_\_\_

5. **INTERTWINED**: \_\_\_\_\_

6. **STRUGGLE**: \_\_\_\_\_





Liceo Parroquial San Antonio  
English Department  
March 2020  
12th Grade Hum

## VOCABULARY LOG

**What** is it? → A record of vocabulary words, mainly the ones that are unknown to you. If you happen to know all of them, you can record the one you find more useful.

**How** can you do it? → At the end of your English notebook or on a separate mini notebook, you write down the vocabulary word, the word category, a definition in English for it (from a dictionary), and a sample sentence written by you (DO NOT COPY THE SENTENCE FROM ANY DICTIONARY).

**Example** → Teacher (*word*)  
Noun (*category*)  
Person who teaches something or a specific discipline to other people, most likely students. (*definition*)  
Being a teacher is a challenging but rewarding occupation (*sample sentence created by me*)

**If** → you want to add synonyms, antonyms, translations, that's up to you. But the aspects that I explained above are compulsory.

**The design**, colors, shape, font of your vocabulary log is up to you, too. You decide how you want to do it. Take advantage of the time we have now in quarantine to start it.

**REMEMBER** THAT THE WORDS MUST BE TAKEN FROM TEXTS WE WORK IN THIS CLASS (ELECTIVE MATHS).