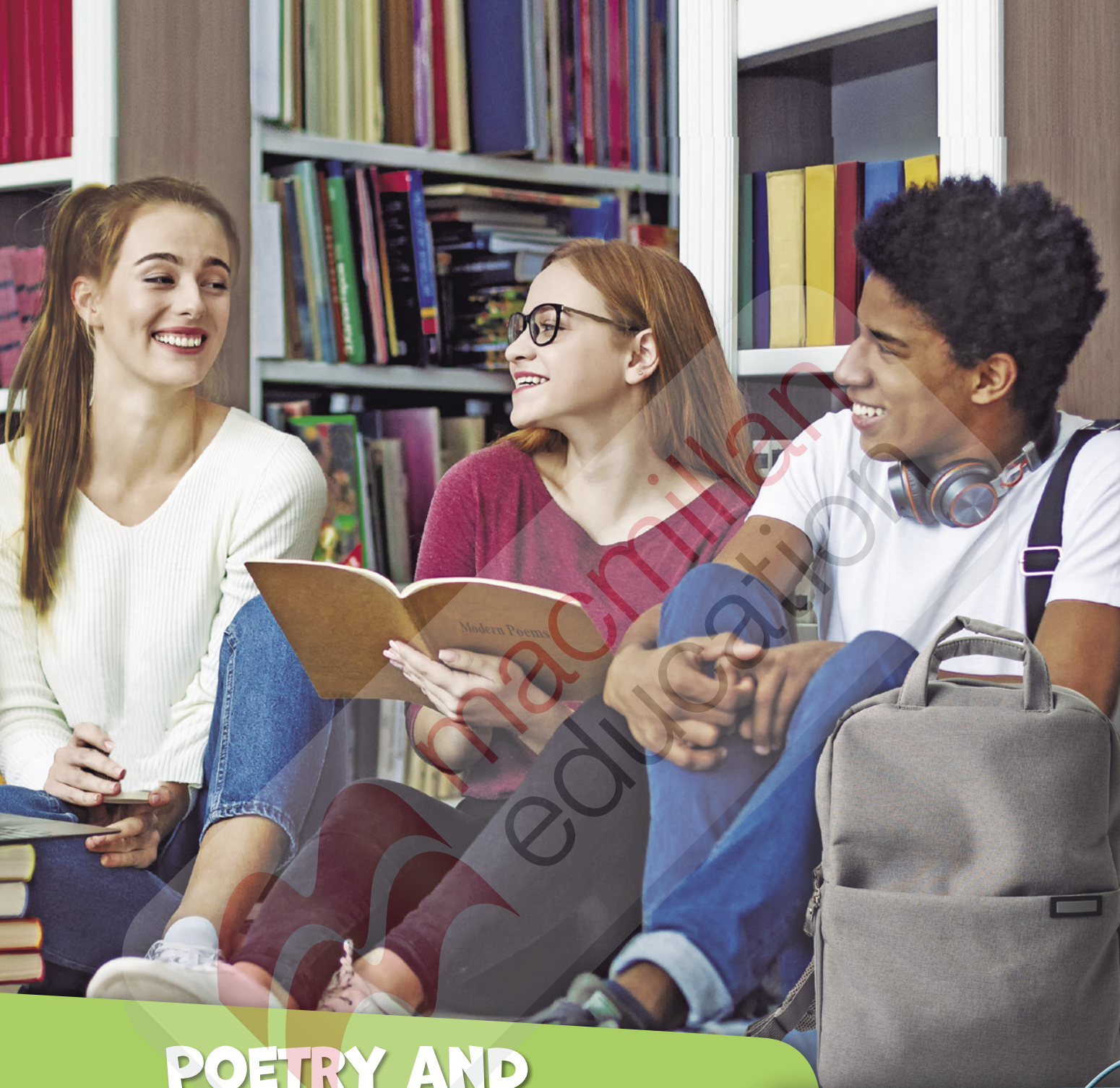


Teen ³ Campers

Student's Book





POETRY AND FEELINGS



CAMPERS IN ACTION

Answer as a class:

- What kind of readings can have an effect on your feelings?
- Do you think your feelings can affect your health? Why?
- Do you ever read poetry? Why?

UNIT ONE

U1



06 1. Listen and repeat.



2. Match the words to the pictures in Activity 1.



alliteration



confused



onomatopoeia



amazed



down



rhythm



anxious



hopeful



worried



3. Take turns pointing to the pictures and saying the words.



07

4. Listen and write the feelings from Activity 2 that each person mentions.

Carrie

a) _____

b) _____

c) _____

Brett

a) _____

b) _____

5. Match the words to the correct definition.

a) hopeful

b) amused

c) down

d) rhythm

e) onomatopoeia

f) alliteration

1 entertained and happy

2 looking to the future with positivity

3 buzz, woof, drip, and splash are examples of this

4 "The big blue balloon bounced off the bush" is an example of this

5 sad and with little energy

6 a regular beat or pattern of sound



6. Talk about situations that make you feel like the words below.

down

worried

anxious

confused

amused

hopeful

I feel anxious when I have an exam.

Abandoned animals make me feel down.





08 1. Listen. Share as a class how the poems make the campers feel.

Star light, star bright,
First star I see tonight;
I wish I may, I wish I might,
Have the wish I wish tonight.

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

TARGET BOX

I'm amused / confused / worried.

I'm hopeful / anxious / down.

The poems are amusing / confusing / worrying.

2. Read the Target Box. Then write the examples from the box under the correct rule for **-ed** and **-ing** adjectives.

a) Some adjectives that describe things and situations end in **-ing**.

b) Some adjectives that describe how people feel don't end in **-ed**.

c) Some adjectives that describe how people feel end in **-ed**.

PRONUNCIATION

Listen and underline the stressed syllables.

surprised → surprising

interested → interesting

worried → worrying

terrified → terrifying

amazed → amazing

exhausted → exhausting

Read out loud.



09

3. Complete with **-ed** and **-ing** adjectives. Use a dictionary if necessary.

I'm ...	because it is ...
a) excited	
b)	interesting.
c)	surprising.
d) terrified	
e)	amazing.
f)	tiring.
g) exhausted	

4. Read the conversations and check (✓) the correct statements.

I was tired **of reading** so much, but then I was surprised **by that poem**. I really liked it. Were you surprised by it?



Yes, I was amazed **by the topic**.

I'm interested **in classic poetry** and ghost stories.



I'm scared **of ghosts**, but I'm always interested **in discovering** new writers.

- ☐ a) To name what causes the quality of the *-ed* adjectives, we add prepositions like *by*, *in*, and *of*. Consult a dictionary or grammar book to know which preposition to use.
- ☐ b) We can only use the preposition *of* after *-ed* adjectives.
- ☐ c) After a preposition we can use nouns and verbs.
- ☐ d) After prepositions, actions are used in the *-ed* form.
- ☐ e) After prepositions, actions are used in the *-ing* form.

LANGUAGE REFERENCE

Go to page 127.



5. Underline the correct option.

- a) Ana was surprised **by / in / of** the cat.
- b) I'm interested **by / in / of** American poets.
- c) Heath was tired **by / in / of** listening to poetry all night.
- d) He's amazed **by / in / of** her writing.
- e) They're scared **by / in / of** chickens.

6. Complete about yourself.

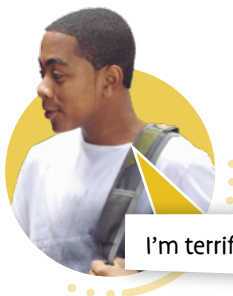
- a) I'm terrified of _____.
- b) I'm interested in _____.
- c) I'm amazed by _____.
- d) I'm usually worried about _____.



7. Take turns sharing your answers from Activity 6.



What are you terrified of?



I'm terrified of spiders.

1. Read the poems. Then underline A, B, or both options



The Competition

by Isa Caballero

A



Icky, sticky, ooey, gooey,
Put your fingers in,
Yucky, mucky, slimy, greasy,
Eat it fast and win!



B

New School

by Marco Gray



Will I be happy at my new school?
Will someone sit next to me?
Will someone see me for who I am?



- Which poem has three lines?
- Which poem uses onomatopoeia?
- Which poem uses alliteration?
- Which poem rhymes?
- Which poem is funny and silly?
- In which poem is the speaker anxious?

A

B

A

B

A

B

A

B

A

B

A

B

2. Complete the paragraph about poem A using the words below.

line

spaghetti eating competition

funny

onomatopoeia


The poem called "The Competition" by Isa Caballero is about a person in a

- a)** _____. The speaker is eating with their hands and putting their hands in slimy spaghetti. The poet uses words imitating sounds to describe the textures of the food; this is called **b)** _____. The poem is four lines long and every second **c)** _____ rhymes. It's a **d)** _____ poem.

3. Answer about poem B using complete sentences.

- a) What is the poem called? _____
- b) Who is the author? _____
- c) What is the poem about? _____
- d) How many lines does it have? _____
- e) Does it rhyme? _____
- f) What word does it repeat to create a special effect? _____
- g) What feelings does it reflect? _____

4. Write a paragraph using your answers from Activity 3.
Use the paragraph in Activity 2 as a guide.



VOCABULARY STRATEGIES

Go to page 132.



5. Write sentences expressing your own opinions.

- a) Things I like and dislike about "The Competition":

- b) Things I like and dislike about "New School":

- c) Feelings I have when I read "The Competition":

- d) Feelings I have when I read "New School":



6. Talk about the poems of this lesson.

I don't like "The Competition". Food competitions are gross.



I like it. It's funny. "New School" makes me feel down.



1. Look at the pictures. What do you think is happening?

2. Read the story and circle your favorite poem.

The Right Poem

by Ron Frank

Glenda and Barry are at the library. Glenda has a difficult mission. "My uncle's getting married, and I have to find a poem to read at the wedding," she says. Barry is interested. "I know a poem!"

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.



"Come on, Barry! I really want to find a nice poem," she says.

"OK!" Barry accepts. "Here are the works of Elizabeth Barrett Browning. This is her most famous poem."

How Do I Love Thee?

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, ...

Glenda is pleased but thoughtful. "Oh, wow! That's beautiful. But ... it's too emotional for my uncle, I think."

"Alright. How about we check the Internet?" Barry proposes.

Glenda types *famous love poems*. Barry scans the results and says, "Open this one! I read this one at school. It's a classic poem by Robert Burns."

A Red, Red Rose

Oh, my love is like a red, red rose
That's newly sprung in June;
Oh, my love is like the melody
That's sweetly played in tune.

"That's nice, Barry!" She says, still unconvinced.



Glenda says, "How about this by the great Shakespeare?"

... Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.
O no! it is an ever-fixed mark ...

"Hmm ... I didn't understand it," Barry says. "Hey, I have an idea! Let's use these masters as inspiration to write a poem."



A while later, Glenda and Barry come up with a poem:

Love is mad, silly, passionate, and breezy,
Love is sad, curious, nervous, uneasy.
Let me love you a million ways.
I will love you for all my days.

"It's amazing!" Glenda exclaims.
"Uncle Gary will love it!"

3. Underline all the correct options.

a) Which poets do they read?

- 1) Shakespeare 2) Robert Burns 3) Walt Whitman 4) Elizabeth Barrett Browning

b) What does *breadth* mean?

- 1) distance from top to bottom 2) a donut 3) distance from side to side 4) an eagle's wings

c) Which flowers are mentioned in the poems?

- 1) orchids 2) roses 3) sunflowers 4) violets

d) Who writes a poem?

- 1) uncle Gary 2) Barry 3) Glenda 4) Glenda and Barry



4. Go back to the poem you circled in the text. Then answer.

a) What do you like about the poem?

b) What is the poem about?

c) Who is the author?

d) How does the poem make you feel?

e) What do you think about the poem Glenda and Barry wrote?



5. Share your answers from Activity 4. Then say if you have written poems or if you can write one.

The poem makes me feel happy. I think I can write a love poem.

I don't think I can. It's very difficult!



WRAP-UP



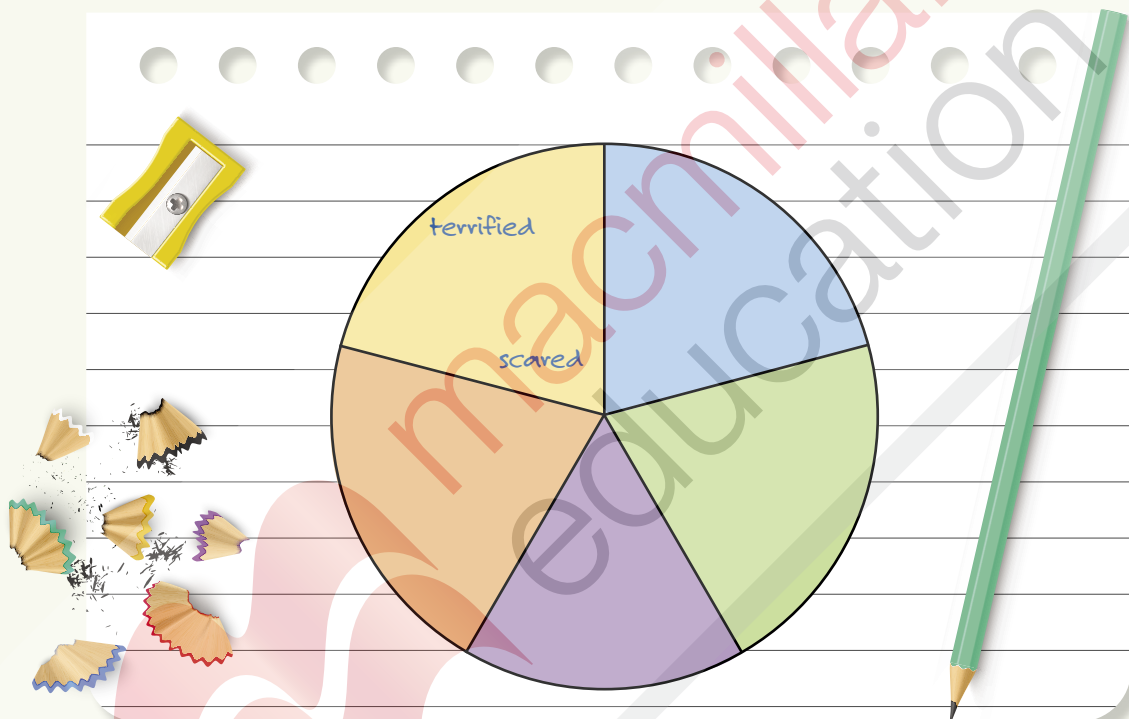
Task: Create a wheel of emotions.

Step 1 Go over the unit and find emotion words to make a list in your notebook. Group the emotions that are similar. Then add other emotions you know.

down sad

funny entertaining

Step 2 Share your list with a classmate and add more words. Complete a wheel of emotions using your lists. Write an emotion and a stronger version of that emotion, as in the example. Follow the checklist to verify your work.



Make sure you:

- ☐ include a variety of emotions.
- ☐ research words that are stronger or weaker variations of the emotions, if necessary.
- ☐ spell the emotions correctly.



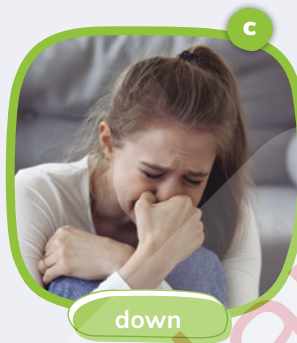
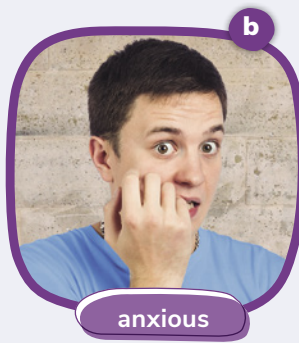
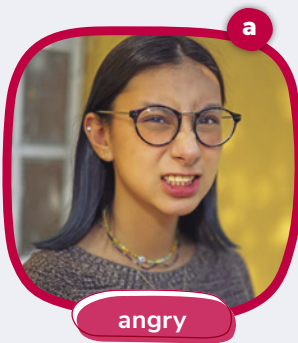
Step 3 Copy your wheel on construction paper and make a spinner with a pin and a paper clip. Display the wheels around the classroom. You can play games spinning different wheels and acting out the emotions the spinner stops at.



Feelings and Health



1. Look at the pictures. When do you feel these emotions?



2. Complete about you.

a) I don't eat well when I feel _____.

b) I eat too much when I feel _____.

c) I sometimes get a headache when I feel _____.

d) I can't sleep well when I feel _____.

3. Think of ways to make yourself feel better when you experience the events in Activity 2 and make a list. Then make a poster about an emotion that affects your body and ways to make it better.

What do you do to feel better when you recognize unpleasant emotions that affect your health?



REVIEW

1. Look at the pictures. Find and circle six words for feelings.



d	r	r	h	d	t	o	b	a	m
o	k	g	f	o	d	l	l	n	z
w	f	m	t	o	p	o	j	x	z
n	w	o	r	r	i	e	d	i	t
p	q	y	d	t	h	l	f	o	d
l	z	e	t	v	h	y	y	u	t
e	s	f	n	o	c	d	b	s	l
i	o	q	g	d	y	k	n	t	d
m	c	o	n	f	u	s	e	d	y
y	x	r	a	m	a	z	e	d	o



2. Read and underline the correct option.

A Poet's Dilemma

Some students think that poetry is **a) bored / boring**.

I am **b) worried / worrying** about that. Poetry is sometimes

c) confused / confusing. I understand that. But, you know,

don't be afraid of feeling **d) confused / confusing**. In fact,

it's a good thing. Thinking about hard things is good for your brain.

Spend time on poems that are **e) interested / interesting**.



3. Write sentences using the adjectives below.

amazed

down

confused

anxious

- a) _____
- b) _____
- c) _____
- d) _____