



Task 6: Love Delights

As a second extension activity, Mrs Wood would like you to learn how to write a poem. You will work with your group mates to compose a love poem, based on your personal response to either the Greek myth *Pgymalion and the Statue* or the Greek myth *Pyramus and Thisbe*. To help you write the poem, Mrs Wood has provided you with the following for reference:

- A sample love poem and the background to the poem;
- A poem analysis;
- Links to useful websites for love poem-writing tips; and
- Useful adjectives, adverbs and expressions for love poems.

A Sample Poem

Here is a sample of a love poem *My Luvie is Like a Red, Red Rose*.

My Luvie is Like a Red, Red Rose	
1	O, my luvie is like a red, red rose, That's newly sprung in June, O, my luvie is like a melodie, That's sweetly play'd in tune.
5	As fair art thou, my bonie lass, So deep in luvie am I, And I will luvie thee still, my dear, Till a' the seas gang dry. Till a' the seas gang dry, my dear,
10	And the rocks melt we' the sun! And I will luvie thee still, my dear, While the sand o' life shall run. And fare thee weel, my only luvie! And fare thee weel, a while!
15	And I will come again, my luvie, Tho' it were ten thousand mile!

Background of the Poem *My Luvie is Like a Red, Red Rose*

This poem was written in the 18th Century by the famous Scottish poet, Robert Burns, who was born in 1759 and died in 1796. As a matter of fact, this poem has been set to music. It is believed that the lyrics of this poem are so beautiful the words make their own music as one is reading them.

Burns had many girl friends while he was alive. Yet, he articulates his idea of loving somebody faithfully as long as the world lasts, which is not confined by space and time. Some words like "luvie", "art thou", "thee" etc. were written in his Scottish dialect and old English.



Poem Analysis by Mrs. Wood

This is a lovely poem published in 1794 and it was written as a traditional ballad, four stanzas (or verses) of four lines each. The reason why “love” was spelt “luve” was that Burns was of Scottish descent and “luve” means “love”.

Some people think this poem is romantic as love is explicitly compared to a red rose, which is a simile (a figure of speech that expresses a similarity between things of different kinds - usually formed with “like” or “as”). Alliteration (the repetition of the beginning sounds of words) such as “red, red rose” is also used. Burns also compares his love with a springtime rose which is blooming in the first stanza (or verse), and then with a sweet melody. There are also rhyming words like “June” in line 2 and “tune” in line 4.

In the second and third stanzas, there are also rhyming words: “I”, “dry” in line 6 and line 8, and there are internal rhyming words of “will” and “still” in line 7. “Sun” also rhymes with “run” in line 10 and line 12 while “while” rhymes with “mile” in line 14 and line 16.

The last stanza wraps up the poem with both a farewell and a promise of return.

Useful Adjectives, Nouns and Expressions for Love Poems

adore, awaken, beloved, charming smile, contentment, cuddly, darling, delightful, divine, embrace, eternity, flawless, gaze, kissable, heart and soul, lovable, luscious lips, memories, open arms, outstanding, passion, pleasing, praise, pure, radiant, rejoiced, sensational, sweet face, warm embrace



Teen Time Remix
Unit: Two Greek Myths

Task 6: Love Delights

Task: Writing a Love Poem

Work with your group mates to compose a love poem in the space below. When you have finished composing the poem, ask another group to fill out the assessment form on p.4. Then make improvement to your group's poem based on the feedback given.



Assessment Form

Assessment Form
Writing a Love Poem

Tick the appropriate boxes and add comments below.



Content

- The title of the poem is appropriate.
- The content is based on my personal response to either the Greek myth of *Pygmalion and the Statue* or the Greek myth of *Pyramus and Thisbe*.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Organisation

- The poem has a rhyming pattern.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Language and Style

- The poem is interesting to read, and memorable.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Layout

- The layout of the poem is appropriate.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Grammar

- The expressions and wordings are accurate.
- Verb forms, punctuation and spelling are accurate.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Assessment conducted by

(Name)

** This assessment form can be used for self, peer and/or teacher assessment. The person who provides the feedback may put his/her name down if necessary.*