

9



# English

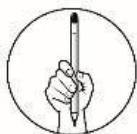
**Quarter 3 – Module 1**

**Differences Between Prose And  
Poetry**

**General Direction:** In all the activities in this module, write all your answers in a separate sheet of paper.

## PART I

### Day 1



### Pre-Test



**Directions:** Read each item carefully. Choose only the letter of your correct answer and write it on a separate sheet of paper.

1. Where does the word “prose” come from?  
A. Latino      B. Oratio      C. Prose      D. Prosa Oratio
2. It is a kind of prose where factual narrative of events is shown.  
A. Prose Poetry      C. Fictional Prose  
B. Heroic Prose      D. Non-Fictional Prose
3. To what kind of prose do myths, legends, and fables belong to?  
A. Prose Poetry      C. Fictional Prose  
B. Heroic Prose      D. Non-Fictional Prose
4. A form of literature wherein the expression of ideas and feelings of the writer is shown through the use of lines, verses and stanzas.  
A. Drama      C. Poetry  
B. Novels      D. Prose
5. What type of poetry do all kinds of songs belong?  
A. Dramatic Poems      C. Lyric Poems  
B. Limerick Poems      D. Narrative Poems
6. What figurative language is expressed in the following lines below?  
**“Have sight of Proteus rising from the sea,  
Or hear old Triton blow his wreathed horn,”**  
- Lines 13-14 “The World Is Too Much With Us” by William Wordsworth.  
A. Allusion      C. Personification  
B. Apostrophe      D. Simile
7. What figurative language is expressed in the following lines below?  
**“O fields! O woods! when , when shall I be made  
The happiest tenant of your shade?”** – Lines 19-20 “The Wish” by Abraham Cowley.  
A. Allusion      B. Apostrophe      C. Hyperbole      D. Simile
8. What sound device is used in this line?  
**“Full fathom five thy father lies”** – Line 1 “Sea Dirge”-William Shakespeare  
A. Alliteration      B. Assonance      C. Consonance      D. Rhyme

9. It is a pattern of unstressed and stressed syllable in a poetic line.  
 A. Alliteraton    B. Onomatopoeia    C. Rhyme    D. Rhythm
10. What is the rhythm shown in this poetic line?  
**"Come live with me and be my love"** – Line 1 “The Passionate Shepherd To His Love” by Christopher Marlowe.  
 A. Trochaic dimeter    C. Trochaic tetrameter  
 B. Trochaic trimeter    D. Trochaic pentameter
11. What figure of speech used in this poetic line?  
**"By shallow rivers to whose falls**  
**Melodious birds sing madrigals"** – Lines 7-8 “The Passionate Shepherd To His Love” by Christopher Marlowe.  
 A. Imagery    B. Metaphor    C. Oxymoron    D. Symbol
12. A form of non-fiction prose that captures the personality of a person through the use of words. It is called \_\_\_\_\_.  
 A. Commentary    C. Character Sketch  
 B. Film Review    D. Argumentative Essay
13. How many parts are there in a character sketch?  
 A. 2    B. 3    C. 4    D. 5
14. This is a part of **character sketch** where the writer provides background information to the readers about the person he or she is writing about.  
 A. Body    C. Introduction  
 B. Conclusion    D. Transitions
15. To what sensory image do these lines below appeals?  
**"Canon in front of them**  
**Volleyed and thundered"** – “The Charge Of The Light Brigade” by Alfred Lord Tennyson  
 A. Sight    B. Sound    C. Taste    D. Touch

## Lesson 1

# CHARACTERISTICS OF PROSE



## What I Need to Know ?

It is time to start our Quarter Three Lessons. This time, you will study the **Differences between Prose and Poetry**.

At the end of this lesson, you are expected to:

1. explain the characteristics of prose ;
2. identify the different features of prose ; and
3. distinguish the different kinds of prose



## What's In?

Are you familiar with the movie “*Beauty and the Beast*” and its theme song? Shall we sing it?

### **Beauty and the Beast**

*Ariana Grande and John Legend*

Tale as old as time  
True as it can be  
Barely even friends  
Then somebody bends  
Unexpectedly

Just a little change  
Small to say the least  
Both a little scared  
Neither one prepared  
Beauty and the Beast

Ever just the same  
Ever a surprise  
Ever as before  
And ever just as sure  
As the sun will rise, woah

Ever just the same  
And ever a surprise, yeah  
Ever as before  
And ever just as sure  
As the sun will rise  
Oh-hooh

Tale as old as time  
Tune as old as song,oh  
Bitter-sweet and strange  
Finding you can change  
Learning you were wrong, woah

Certain as the sun  
Certain as the sun  
Rising in the east  
Tale as old as time  
Song as old as rhyme  
Beauty and the Beast

Tale as old as time  
Song as old as rhyme  
Beauty and the beast  
Woah a-a-ay



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1. What is your impression of the song?
2. What is your favorite stanza of the song and why do you like it?
3. What are positive traits/values of a person shown in the song?



## What's New ?

Read the two passages below that still pertain to the song “*Beauty and the Beast*” and discuss your observations regarding the following:

- Format/Structure** – do you see any differences with regards to form and structure between the two passages?
- Content** – do you see any similarity or difference regarding the content/messages between the two passages below?

Passage #1.

*Tale as old as time  
 True as it can be  
 Barely even friends  
 Then somebody bends unexpectedly*  
 - **Excerpt from the “Beauty and the Beast “ song**

Passage # 2.

*This is a very old, old story about friendship. A relationship that started from not so very friendly circumstance, until one party decided to lower down one's pride. Humbling down oneself gave them the chance to let friendship grew between them.*



## What Is It ?

There are really differences and similarity the passages above contain. Study the table below and notice how the two passages above show similarities and differences.

POETRY ( Passage 1 )	PROSE( Passage 2 )
Poetry pays attention to <b>rhyme and rhythm.</b>	Prose <b>does not pay attention</b> to rhyme and rhythm.
Poets use a <b>limited number of words.</b>	Writers usually has <b>no word limit.</b>
Ideas are <b>written in lines;</b> lines are grouped into <b>stanzas.</b>	Ideas are <b>written in sentences;</b> sentences are grouped into <b>paragraphs.</b>
Language is <b>figurative/rhythmic.</b>	Language is more <b>natural</b> and <b>grammatical.</b>
<b>More than one reading</b> may be needed to understand the meaning.	Can be understood <b>by reading once.</b>

The table above exactly shows the differences between Poetry (Passage 1) and Prose ( Passage 2). In order to understand them better, we will discuss thoroughly the two. Shall we start with **PROSE?**

## CHARACTERISTICS OF PROSE

**PROSE** - 1. a type of writing or a form of literature that follows the pattern of everyday speech or ordinary language. It comes from the Latin word **PROSA ORATIO** which means straightforward.

2. the expression of ideas in prose is through the use of grammatical sentences and building into paragraphs.

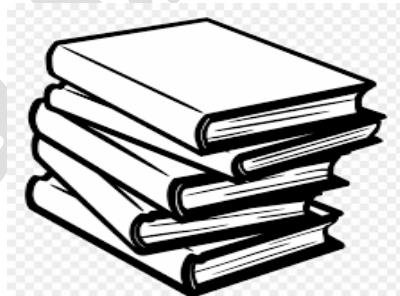
Ex. Humility gains a person many friends. It is a magnet that draws people to a particular person. He considers himself equal to others and willing to help them in their needs. He does not see himself as superior to others. That is why many like a humble person.

3. it is pragmatic or realistic in nature. It is found in such publications as newspapers, magazines, journals, textbooks, essays ,etc.

4. it is utilitarian or functional in nature. It is used to communicate ideas clearly without the use of flowery or highly decorative language.

## KINDS OF PROSE

1. **Non-fictional prose** – it is a true story or a factual narrative or events or information. Textbooks, newspapers/journal articles, commentaries, character sketches, essays belong to this kind of prose classification.



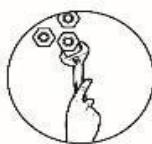
2. **Fictional prose** – is a literary work of fiction. Short stories and novels, are outstanding kinds of this kind of prose.



3. **Heroic prose** – is a literary work that is either written down or preserved though oral tradition, but is meant to be recited. Myths, legends and fables are example of this kind of prose.



4. **Prose poetry** – is a poetry in prose form. It is written in sentences, but there is the obvious use of rhythm and rhyme scheme in its structure. A French poet by the name of Charles Baudelaire wrote these kinds of poems.



## What I Can Do

**Instruction:** Illustrate using a **graphic organizer** of your choice the different kinds of **prose**. Write your answer on a separate sheet of paper.



## What I Have Learned



**Instructions:** Complete this T-Chart by giving at least six (6) main points and explanation about what you learned on **PROSE** from this day's discussion. Write your answer on a separate sheet of paper.

PROSE	
Main Point	Explanations



## What's More?



**Instructions:** Read the following statements below and write **T** if each of the statement is true and write **F** if each of the statement is false. (**Choose only 5 items**)

1. One uses stylized language when he is writing prose. \_\_\_\_\_
2. It is in prose when one expresses his idea in stanza form. \_\_\_\_\_
3. **PROSA ORATIO** is a Latin word meaning straightforward/direct language. \_\_\_\_\_
4. Prose writings are found in textbooks, journals and essays. \_\_\_\_\_
5. Prose is imaginative in nature. \_\_\_\_\_
6. The myth of Tungkung Langit in our Filipino Literature is an example of fictional prose. \_\_\_\_\_
7. Prose is utilitarian in nature. \_\_\_\_\_
8. Short stories and novels belong to heroic prose. \_\_\_\_\_
9. Prose poetry is a composition using ordinary language but follows a rhythmic pattern. \_\_\_\_\_
10. Fictional prose is imaginative in nature. \_\_\_\_\_

**Day 2**

**Lesson 2**

## **CHARACTERISTICS OF POETRY**



### **What I Need to Know?**

Now, that we are done discussing what prose is in our Lesson 1, we will now discuss the nature of poetry, so that we will know how it is different from prose.

At the end of this lesson, you are expected to:

1. Explain the different characteristics of poetry that make it different from prose.
2. Determine how poetry achieves its musical quality.



### **What's In?**

Read the excerpt of Edgar Allan Poe's "The Bells" below and take note of the following:

1. Any words that are repeated
2. How the words are arranged on the page
3. Any ideas you can get from the excerpt
4. Any images you can see in the excerpt

## The Bells

Hear the sledges of the bells-  
Silver bells!  
What a world of merriment their melody foretells!  
How they tinkle, tinkle, tinkle  
    In the icy air of night!  
While the stars that over sprinkle  
All the heavens, seem to twinkle  
With a crystalline delight;  
    Keeping time, time, time,  
In a sort of Runic rhyme,  
To the tintinnabulation that so musically swell  
    From the bells, bells, bells, bells,  
        Bells, bells, bells-  
From the jingling and tinkling of the bells

(-Edgar Allan Poe)

The excerpt above shows how poetry looks and sounds like, as it varies from the prose in our earlier discussion.



## What's New?

For today's lesson, you will study the differences of poetry from prose in terms of getting the ideas across to the readers, in its structure and form and how particularly poetry achieves its melodic and musical quality. Probably, after reading the excerpt above, you already get some ideas how these two forms of literature differ. This is our focus today. In order to get an idea on the nature of poetry, we will now contrast it from prose.



## What Is It ?

### CHARACTERISTICS OF POETRY

**POETRY**- is a form of literature that evokes a specific emotional response through language chosen and arranged for its meaning, sound and rhythm. (Nemerov, Howard). The excerpt of Poe's poem shown above clearly shows this characteristic of poetry. Poetry shows sounds and patterns of sounds. That is why one outstanding characteristic of a poem is that is **melodious** and **rhythmic**. In fact, all **songs** are considered **lyric poems**. How is melody and rhythm achieved in a poem?

## SOUND DEVICES

- A. **Repetition** – the repetition of some words in a poem contributes to its rhythm.  
Ex. *Bells, bells, bells*  
From the jingling and tinkling of the bells  
-Edgar Allan Poe from The Bells
- B. **Alliteration**-the repetition of consonant sounds at the beginning of the words like : *doubting, dreaming dreams no mortal enter dared to dream before.*  
-Edgar Allan Poe from The Raven
- C. **Assonance** -the repetition of vowel sounds within words  
Ex. *Along the window sill, the lipstick stabs glittered in their steel shells*  
-Rita Dove, from Adolescence III
- D. **Consonance**-the repetition of consonant sounds within and at the end of the words.  
Ex. *Some late visitor entreating entrance at my chamber door.*  
-Edgar Allan Poe, from The Raven
- E. **Rhyme**-is when the ending sounds of words are repeated. **End rhyme**-is when the rhyming word appear at the end of the lines while **Internal rhyme** is when the rhyme appears within the line.  
Ex. *I think I shall never see*  
*A poem lovely as a tree (see-tree) end rhyme*  
*“the crows in boughs throws endless brawls” – internal rhyme*
- F. **Onomatopoeia**- word that suggests sound.  
Ex. Tinkling and jingling of the bells.
- G. **Rhythm**-is the repetition of stressed and unstressed syllable in a line of a poem. There are syllables in a word that seem to have a short or a long sound when they are pronounced. Ex. *Phar-ma-cy*. The second syllable sounds longer to pronounce. This is what we call the **stressed or accented** syllable in a word. The other two syllables which are “ phar/cy” are called **unstressed or unaccented** syllables. Poets make use of these natural stresses in language to create rhythm. **Rhythm** is in poem as **beat** is in music. This is one main characteristic in poetry that is absent from prose. Rhythm sets the pace and beat of the poem.
- H. **Metre** – the meter in a line of poetry is identified through the pattern of stressed and unstressed syllables or **rhythm** in one poetic line. **Poetic rhythms** are measured in **metrical feet**. A **metrical foot** usually contains one unstressed syllable and one or two stressed syllables.  
Ex. Shakespeare: ‘to **me**/fair **friend**/you **ne**/ver **can** /be **old**  
So in the example above, you notice in that line , there are **five** repetitions of unstressed and stressed syllables. So the measurement of that line or beat or rhythm is five(5) feet or pentameter.

## KINDS OF METRICAL MEASUREMENTS

**Metrical measurement** refers to the number of repetitions of a particular rhythm in one poetic line.

1 foot ( monometer)	6 – 6 feet ( hexameter )
2- 2 feet ( dimeter)	7 – 7 feet ( heptameter )
3- 3 feet ( trimester )	8 – 8 feet ( octameter )
4- 4 feet ( tetrameter )	9 – 9 feet ( nonameter )
5 – 5 feet ( pentameter )	10- 10 feet ( decameter )

Different poets used different metrical patterns to create the desired effects they want to have in their poem like generating a good mood or tone in their works

## KINDS OF RHYTHMS

1. **Iamb or Iambic** – when a poetic line is having a pattern of one unstressed syllable followed by one stressed syllable. Just like the example below. It is most commonly used by William Shakespeare in his poetry. He commonly used **iambic pentameter**. It means that in a poetic line there are five feet ( pentameter) of unstressed/

stressed syllable. The highlighted ones are the stressed syllable for easy reference.

Ex. Shakespeare's Sonnet 18: Shall **I**/ compare/thee **to**/a **Sum**/mer's **day?**

2. **Trochee** – this is the opposite of **iamb**. The pattern is a repetition of one stressed syllable followed by unstressed syllable.

Ex. **Perma/Nent** sta/**Bil** i/**ty**. So the rhythmic pattern of this line is **trochaic tetrameter**. The pattern used is trochee and there are four feet in one line.

3. **Spondee** – it is a pattern of two subsequent stressed syllables. In English, they are usually **compound words** and two one-syllable words.

Ex. Meet -up, cupcake

4. **Dactyl** – it is a pattern of one stressed syllable followed by two unstressed syllables. Ex. **She** is a/**girl** from the/**province** in/**Mindoro**.

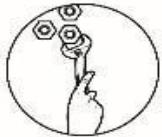
Ex. **She** is a/**girl** from the/**province** in/**Mindoro**.

5. **Anapest** – it is the opposite of dactyl in which it is pattern of two unstressed syllables followed by one stressed syllable. It is common in French and Germanic languages.

Ex. a la Carte, debonair, coup d' etat.

So, there you are students the various ways a poet achieves music in his poems.

Poetry is written in verses or in stanzas. These verses leave a lot of unsaid things, and its interpretation depends upon the imagination of the readers. Going back to our example using an excerpt of Edgar Allan Poe's "The Bells", as readers what do silver bells show? How do you describe the atmosphere or the mood of the stanza given? In using verses or stanza, the poet tries to show a beat or to stress an idea. The next characteristics of poetry as being contrasted with prose will be discussed on Day 3.



## What I Can Do

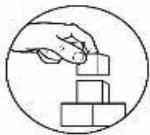


On two separate sheets of bond paper, draw any figure that you think illustrate the concepts of prose and poetry being discussed today.



## What I Have Learned

Are you familiar with Twitter? Well, you are going to write tweets today by explaining what you learn from today's lesson in just 140 characters, combination of words and symbols, emojis, stickers, etc.



## What's More?



Read the short excerpt from the poem by Edgar Allan Poe "Annabel Lee", answer the questions that follow on a separate sheet of paper. Just choose three (3) questions among the five given for you to answer.

### Annabel Lee

*It was many and many a year ago,  
In a kingdom by the sea,  
That a maiden there lived, whom you may know  
By the name of Annabel Lee  
And this maiden she lived with no other thought  
Than to love and be loved by me.*

1. Write down the different sound devices the poet used on the excerpt above.
2. Identify the lines where you can find the ff:
  - a. *Rhyme* – is it end rhyme or internal rhyme? Explain.
  - b. *Alliteration*
3. Pick any line from the stanza and plot its metrical pattern. How many feet does it have in a line and what rhythm is used in this line or in the whole stanza.
4. Who was being talked about in the stanza?
5. What do you feel after reading this excerpt? Why?

**Lesson 3**

**CHARACTERISTICS OF POETRY -  
II**



**What I Need to Know**

At the end of this lesson , you are expected to:

1. Identify the different kinds of poetic devices used in poems
2. Interpret poetic lines based on the figurative language used in poems
3. Describe the imageries used in the poem and determine the senses to which they appeal to



**What's In?**

Do you know what is a nightingale? Well, it is a bird that is known for its sweet and melodious voice. You will read an excerpt from John Keats' poem "Ode To A Nightingale"

**Ode To A Nightingale**

*John Keats*

*My heart aches, and a drowsy numbness pains  
My sense, as though of hemlock I had drunk,  
Or emptied some dull opiate to the drain...  
That thou, light winged dryad of the trees  
In some melodious plot...  
Of beechen green, and shadows numberless,  
Singest of summer in full-throated ease*

1. Can you describe the images shown in the excerpt above?
2. What was the bird doing as being portrayed in the stanza?
3. Does the action of the bird being told by the poet in a straightforward language? How was the bird's action being communicated by the poet?



## What's New?

The author does not tell the bird's action which was happily singing on a branch of a tree, oblivious of the feeling of the person watching him in a direct language. That is another difference between a poem and prose. A poet uses imageries and other poetic devices to get his ideas across to the readers.



## What Is It ?

### POETIC DEVICES

1. **Line break** – is the end of one line of a poem and the beginning of a new line. It sets the rhythm of the poem since line break inserts a **pause** between the final word of one line and the first word of the next line. Line break often appears after end of a punctuation, a thought or an image. It is used to speed up or speed down, create drama or tension in the poem. It keeps the reader moving through the text in a pace the poet wants them to.

**Ex. My heart aches, and a drowsy numbness pains**

**My sense, as though of hemlock I had drunk,** (line break, describing inactivity induced by taking some kind of drug brought about by too much heartaches.) – John Keats “Ode to A ....”

2. **Imagery** – it is the writer or the speaker's use of language that create clear mental picture or physical sensation. Imagery is not always visual; it can appeal to any of the following:

a. **Auditory imagery** – appeals to the sense of hearing

Ex. Bells, bells, bells, bells,

From the jingling and tinkling of the bells - E.A. Poe “The Bells”

b. **Gustatory imagery** – appeals to the sense of taste

Ex. Spiciness in every bite.

c. **Kinetic imagery** – conveys a sense of motion.

Ex. A vision flitted from tree to tree.

d. **Olfactory imagery** – appeals to the sense of smell.

Ex. A heavenly whiff of air wafted through the room.

e. **Tactile imagery** – appeals to the sense of touch.

Ex. The cool mountain air lays its fingers on my arms.

f. **Visual imagery** – most common kind of imagery.

Ex. *It was many and many a year ago*

*In a kingdom by the sea* – E.A. Poe “Annabel Lee”

3. **Symbol** – in literature, symbols can be a thing, image or motif that possesses meaning that goes beyond its literal sense. These things stand for something else. *Symbol* can be based in culture, religion or other things.

Ex. Culturally, a dove can be a symbol for peace, although literally it is a bird.

4. **Personification**- it is the giving of human qualities, feelings, action or characteristics to non-human entities. Non-human entities can be an animal or inanimate things ( non-living ) things.

Ex. *I saw at a glance, a host of daffodils  
swaying and dancing in the breeze* - H.W. Longfellow " I Wandered.."

5. **Hyperbole** – it is the use of over-exaggeration in order to create humor or emphasis. Ex. *A hundred years will this take  
to understand this work*

6. **Allusion** – it is when a poet or a writer mentions in his works a character in history, literature, philosophical ideas or in any other fields outside his text.

Ex. *Awesome beauty she possessed  
Like **Helen** of old* ( Helen of Troy, famous for her beauty )

7. **Apostrophe** – it is when a speaker directly addresses **someone or something** that is not present or can not respond in reality. This poetic device is usually used in poems and plays. Apostrophe always addresses its object in the second person.

Ex. *Hello darkness my old friend  
I've come to talk to you again* - Simon Garfunkel "The Sound of Silence"

8. **Oxymoron**- is a figure of speech when two opposite words are placed side by side to create a rhetorical effect by paradoxical means. Oxymorons can make effective titles, add dramatic effect and flavor to speech and add humor to write-ups.

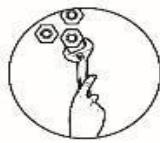
Ex. *A yawn is a silent scream.* Their relationship is an **open secret**.

9. **Metaphor** – is an indirect comparison between two unlike things, but share something in common.

Ex. a. *She has a heart of gold.* b. *You are a lion in the kitchen.*

10. **Simile** – is a direct comparison between unlike things that share something in common. It uses **like, or, as**.

Ex. *My computer at home is like an old dinosaur.*



## **What I Can Do**



Write a short poem at least 2 stanzas and be sure to use a rhyme and at least 5 poetic devices discussed above. Write it on a separate sheet of paper.



## What I Have Learned

Answer this question directly on a separate sheet of paper. “*Why do we have to differentiate prose from poetry? Which do you think is easier to craft-poem or prose? Why? Explain.*”



## What's More?



A. Read the following statements/phrases below, identify the poetic devices/figure of speech used in each of the following. You may answer **Hyperbole, Personification, Simile, Allusion, Apostrophe, Oxymoron, and Metaphor**. Write your answer on a separate sheet of paper.

1. “*O Romeo, Romeo, wherefore art thou, Romeo?*” (Act II, Scene 2 “Romeo and Juliet” – William Shakespeare) \_\_\_\_\_
2. “*My only love and my only hate*” (“Romeo and Juliet” – William Shakespeare)  
\_\_\_\_\_
3. “*Gather ye rosebuds while ye may, Old Time is still a-flying*” (“To the Virgins , To Make Much of Time” – Ben Johnson) \_\_\_\_\_
4. “*With thee conversing, I forget all time,  
All seasons, and their change; all please alike.*” (“Paradise Lost” – John Milton)  
\_\_\_\_\_
5. “*She was a Phantom of delight  
When first she gleamed upon my sight;*” (“Perfect Woman” – William Wordsworth)  
\_\_\_\_\_

**Read the two stanzas taken from “Elegy” by Thomas Gray and identify the following: Write your answers on a separate sheet of paper.**

6. Kind of rhyme (Internal or end rhyme)
7. The rhythm used in the stanzas (the kind of rhythm and the meter used)
- 8-10. Give at least three kinds of imageries shown in the stanza.

**ELEGY**  
**Written In A Country Churchyard**

Thomas Gray

The curfew tolls the knell of parting day,  
The lowing herd winds slowly o'er the lea.  
The plowman homeward plods his weary way  
And leaves the world to darkness and to me.

Now fades the glimmering landscape on the sight,  
And all the air a solemn stillness holds,  
Save where the beetle wheels his droning flight  
And drowsy tinklings lull the distant folds.

**Day 4**

**Lesson 4**

## **CHARACTER SKETCH**



### **What I Need to Know**

Now, that you know the differences between prose from poetry, we will now discuss an example of prose which is easier to write. What is it? We will now y discuss how to make a **character sketch**.

At the end of this lesson you are expected to:

1. Explain how a character sketch is made.
2. Determine the elements that make up a character sketch.
3. Write a character sketch of a person that affected you whether in a negative or in a positive way.



### **What's In?**



1. Look at the pictures shown above. Can you name them all?
2. Who among them do you like / admire best? Why?
3. Do you know of something they do that leaves an impression on you?



## What's New?

People definitely leave impression on others. Some affected others deeply, so that they become unforgettable to them. It is because many had done great deeds while others became infamous for what they did. This is the subject of today's lesson, which is capturing the personality of a person through words. This is what we called a **character sketch**. This is an example of prose writing and we will discuss this today.



## What Is It ?

Writing a character sketch is like introducing the reader to someone. You must see to it that the reader must have a good mental image of the person by describing in words its physical appearance, his psychological attributes ( how he or she behaves), his accomplishments or what really make this person impressionable.

A **character sketch** is a brief description in prose about a particular person or type of a person. Character sketch is most effective when it reveals "telling" details that capture the essence of someone's personality.

### How To Write A Character Sketch

1. **Introduction** – introduce your topic by writing about the circumstance when and how you meet the person you are writing about.

Ex. It was on the first day of classes that I met my friend Rina who was a transferee from the province. Both of us were a little bit apprehensive of what Junior High was all about. It was when I accidentally left my bag in the canteen and went to fetch it. I told her I was a little bit nervous on this first day and she told me back, "You are not alone." From that day on, we became inseparable.

2. **Body** – write something about the person's physical description (appearance, clothes, habits, mannerisms, etc.), his/her personality traits that you admire.

Ex. Rina was a little bit chubby and she loved to wear wavy hair in pig tails. She wore glasses and looked like a genius, in fact, I considered her one especially in Math. Among the students in our class, she was the only one who got almost perfect scores in math even if she was absent during one of the classes. But of course, I was happy about it for she shared to me answers during exam time. She was so generous with us, her classmates and at the same time tutoring us on the different concepts of trigonometry and algebra. Math would become to us an enjoyable subject when Rina was around .

Rina was not only our Math wizard, also our Volleyball star player. No matter how difficult the ball's angle was, to my friend it was always a sure ball. She made

our school a force to reckon in Volleyball.

3. **Conclusion**- try to reconnect the person you are writing to the reader.

Ex. But that was just only a precious memory to me now, having a great friend like Rina. She migrated together with her family to Europe and although I really love to communicate with her as often as I could, but it was an effort because I did not have a cellular phone. I know someday, Rina and I will meet again and I am always looking forward for that particular day.



## What I Can Do



Students are grouped (they can choose their own members at least four (4) in a group, then they record a rehearsed skit about the topic being – covered.



## What I Have Learned

Complete the chart below regarding the topic we discussed in today's lesson. Reproduce this table on a separate sheet of paper.

Main Point	Most Surprising Concept	Most Confusing Part of the Topic



## What's More?

You are going to write a **character sketch** on someone you know. He could be a friend, a family member or anybody you know well. Be sure to highlight interesting aspects of his/her personality that you admire or affected you most. Write this on a separate sheet of paper.

**Day 5**



## Post-Test

**Directions:** Read each item carefully. Choose only the letter of the correct answer and write it on a separate sheet of paper.

- The lines below are taken from the poem of Alfred Lord Tennyson “*The Charge of the Light Brigade*” What sense does the imagery appeal to?  
**“Cannon in front of them  
Volleyed and thundered;”**  
 A. Sight                    B. Sound                    C. Taste                    D. Touch
- All kind of songs are considered:  
 A. Dramatic Poems                    C. Lyric Poems  
 B. Limerick Poems                    D. Narrative Poems
- It is a pattern of unstressed/stressed syllable in a poetic line.  
 A. Alliteration                    B. Onomatopoeia                    C. Rhyme                    D. Rhythm
- Where does the word **Prose** come from?  
 A. Latino                    B. Oratio                    C. Prosa                    D. Prosia  
 Oratio
- There are \_\_\_\_ parts of a character sketch.  
 A. 2                    B. 3                    C. 4                    D. 5
- It is a kind of prose where factual narrative of events is shown.  
 A. Prose Poetry                    C. Fictional Prose  
 B. Heroic Prose                    D. Non-Fictional Prose
- A form of literature wherein the expression of ideas and feelings of the writer is shown through the use of lines, verses and stanzas.  
 A. Drama                    C. Poetry  
 B. Novels                    D. Prose
- What is the rhythm in this poetic line?  
**“Come live with me and be my love”** – Line 1 “*The Passionate Shepherd To His Love*” by Christopher Marlowe.  
 A. Trochaic dimeter                    C. Trochaic tetrameter  
 B. Trochaic trimeter                    D. Trochaic pentameter
- What figure of speech used in this poetic line?  
**“By shallow rivers to whose falls  
Melodious birds sing madrigals”** – Lines 7-8 “*The Passionate Shepherd To Love*” by Christopher Marlowe.  
 A. Imagery                    B. Metaphor                    C. Oxymoron                    D. Symbol
- To what kind of prose do myths, legends, and fables belong to?  
 A. Prose Poetry                    C. Fictional Prose  
 B. Heroic Prose                    D. Non-Fictional Prose
- A form of non-fiction prose that captures the personality of a person through the use of words. It is called \_\_\_\_\_.  
 A. Commentary                    C. Character Sketch  
 B. Film Review                    D. Argumentative Essay
- This a part of **character sketch** where the writer provides background information to the readers about the person he or she is writing about.  
 A. Body                    C. Introduction  
 B. Conclusion                    D. Transitions
- What sound device is used on this line?  
**“Full fathom five thy father lies”**- Line 1 “*Sea Dirge*” by William Shakespeare.  
 A. Alliteration                    B. Assonance                    C. Consonance                    D. Rhyme

## ***Answer Key***

Day 1 - What's More									
1.	F	6.	F	5.	F	10.	T		
2.	F	7.	T	4.	T	9.	T		
3.	T	8.	F						
4.	F	7.	T						
5.	T	8.	F						
6.	F	7.	T						
7.	T	8.	F						
8.	F	7.	T						
9.	T	8.	F						
10.	F	7.	T						
Day 2 - What's More									
1.	Rhyme, Alliteration, Rhyme	2.	Rhyme- end rhyme. The sound of the last word of line 1 has the same sound with the last word of line 3.	3.	Line 1 - It <b>was</b> /many/ and <b>ma</b> /ny a/year a/go	4.	Rhythm: iambic pentameter. There are five feet / groups of rhythmic patterns of unstressed / stressed syllables in the line	5.	A beautiful woman who lived in a palace by the sea named Annabel Lee. Nestalgic and sad. It is because one can feel the how much the poet or the speaker of the poem has missed the woman deeply, probably his wife.
6.	Rhymes - lines 1/3, lines 2/4 and 6.	7.	Rhyme: iambic pentameter. There are five feet / groups of rhythmic patterns of unstressed / stressed syllables in the line	8.	A beautiful woman who lived in a palace by the sea named Annabel Lee. Nestalgic and sad. It is because one can feel the how much the poet or the speaker of the poem has missed the woman deeply, probably his wife.	9.	Oxymoron	10.	Hyperbole
11.	Personification	12.	Metaphor	13.	Hyperbole	14.	Personification		

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## **Acknowledgement**

**English – Grade 9**

**Quarter 3 – Module 1: Differences Between Prose and Poetry**

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