



A Bird Came Down the Walk

Learning Outcomes:

By the end of this unit, the student will be able to:

- ask and answer questions for a range of communicative purposes.
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: poetry (free verse, narrative and rhythmic)
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as give inferences drawn from the text.
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- identify and use compound prepositions and prepositional phrases in writing.
- use summary skills to write an objective summary of the given text and poems.

Pre-reading:

A. Read the title of the poem.

Group Discussion:

- Organise yourselves into small groups, with 3 to 4 students in each group.

Significance of the Title:

- What is your initial reaction to the title "A Bird Came Down the Walk"? Does it evoke any specific imagery or emotions?
- What does the title suggest about the subject of the poem? Is it straightforward, or does it hint at something deeper?
- Based on the title, what do you think the poem might focus on? Is it likely to be a simple observation of nature, or could it explore more profound themes?
- How does the title set the tone for the poem? Is it casual, formal, or something else?
- How does the simplicity of the title contrast with the possible complexity of the poem's themes? Consider how a seemingly simple observation could lead to deeper reflections.
- In what ways might the title reflect the broader themes of the poem, such as the relationship between humans and nature, or the idea of seeing the extraordinary in the ordinary?

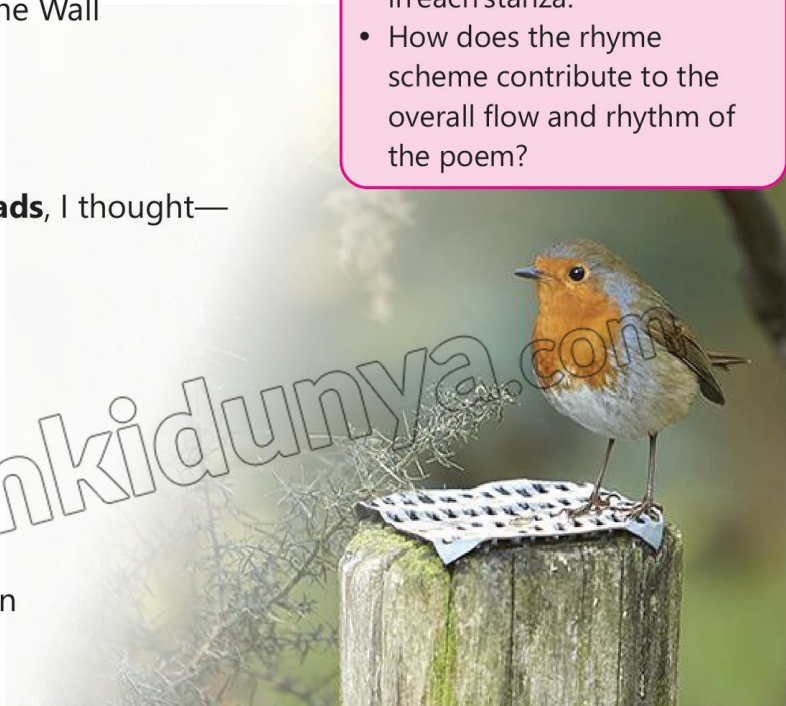
Class Discussion:

After your group discussions, come together as a class. Each group will present their answers to the guided questions, and other groups are encouraged to add their thoughts or ask questions.

A Bird came down the Walk—
 He did not know I saw—
 He bit an **Angleworm** in halves
 And ate the fellow, raw,
 And then he drank a **Dew**
 From a **convenient** Grass—
 And then hopped sidewise to the Wall
 To let a Beetle pass—
 He glanced with rapid eyes
 That hurried all around—
 They looked like frightened **Beads**, I thought—
 He stirred his **Velvet** Head
 Like one in danger, **Cautious**,
 I offered him a Crumb
 And he unrolled his feathers
 And rowed him softer home—
 Than **Oars** divide the Ocean,
 Too silver for a **seam**—
 Or Butterflies, off Banks of Noon
 Leap, **plashless** as they swim.

While-reading

- What does the bird do after it comes down the walk?
- How does the speaker interact with the bird?
- Identify the rhyme scheme in each stanza.
- How does the rhyme scheme contribute to the overall flow and rhythm of the poem?



There are five stanzas in 'A Bird, came down the Walk'. The stanzas are quatrains, as each **stanza** is comprised of four lines.



For the Teacher:

- Assign students to research Emily Dickinson's life, focusing on how her reclusiveness, the era in which she lived, and her philosophical outlook on life influenced her poetry. This will give students a foundation to understand her perspective.
- Discuss the 19th-century attitudes towards nature and the transcendentalist movement, which often influenced poets like Dickinson. This background can help students see how the poem fits within or reacts against these ideas.
- Introduce common motifs in Dickinson's poetry, such as nature, death, and the human psyche. Encourage students to predict how these might appear in "A Bird Came Down the Walk."

Literary Devices

Caesura: a pause in a line of poetry that can be created using punctuation such as a comma (,), full stop (.), or a dash (–).

Enjambment: when one line of poetry continues into the next line without a pause to carry forward a point or idea.

Alliteration: the repetition of the same letter or sound at the start of words that are adjacent or close together.

Juxtaposition is a literary device where two or more ideas, characters, actions, settings, or phrases are placed side by side in a narrative or a poem to highlight their contrasts or differences. The purpose of juxtaposition is often to create a more nuanced understanding of each element or to emphasise particular qualities or themes by comparing them directly.

Background to the Poem "A Bird Came Down the Walk"

"A Bird Came Down the Walk" is one of Emily Dickinson's many poems that examines nature in a detailed and intimate manner. Written in the 19th century, during a time



For the Teacher:

- Conduct a line-by-line reading of the poem, encouraging students to analyse the use of language, tone, and mood. Discuss how Dickinson's word choices and syntax contribute to the poem's meaning and emotional impact.
- As students read, have them identify and annotate examples of poetic devices. Discuss how these devices contribute to the layered meanings in the poem.
- Briefly explain the differences between free verse, narrative, and rhythmic poetry.
- Provide examples of each type:
 - **Free Verse:** "The Red Wheelbarrow" by William Carlos Williams
 - **Narrative:** "The Raven" by Edgar Allan Poe
 - **Rhythmic:** "Daffodils" by William Wordsworth
- Show video performances or readings of the poems. Use sources like YouTube or educational websites that offer high-quality poetry recitations.
- Encourage students to create a cozy reading nook at home or in the classroom.
- Offer a diverse selection of fiction and poetry that students can relate to and find interesting.
- Form literature circles or book clubs to foster discussion and shared experiences.
- Encourage students to connect themes and characters in literature to their own experiences.
- Integrate multimedia resources to enhance the reading experience.
- Encourage creative writing to deepen appreciation for literature.

when nature was a common subject in literature, Dickinson's approach to nature is distinct in its close observation and subtle complexity. Unlike the more romanticised views of nature by her contemporaries, Dickinson often presents nature with a blend of beauty and raw reality, capturing both its grace and its underlying brutality.

About the Poet: Emily Dickinson

Emily Dickinson (1830–1886) was an American poet known for her unique and unconventional style. Much of her poetry explores themes of nature, life, death, and the human experience, often through a deeply introspective and reflective lens.

Like many of Dickinson's poems, "A Bird Came Down the Walk" was not published during her lifetime. It was only after her death that her work was brought to the public, and even then, it was often edited to fit more conventional poetic norms of the time. Today, Dickinson is celebrated for her original voice and her contributions to American poetry.

Theme

A Bird Came Down the Walk, by **Emily Dickinson** explores several interconnected themes:

1. **Nature's Balance:** The poem contrasts the beauty and brutality of nature, showing how these elements coexist harmoniously. The bird's actions, such as eating a worm and then gracefully avoiding a beetle, highlight this delicate balance.
2. **Human Interaction with Nature:** The poem explores the distance between humans and the natural world. The speaker observes the bird and offers a crumb, but the bird's decision to fly away underscores nature's independence and the boundary between human interaction and natural autonomy.
3. **Freedom and Independence:** The bird symbolises freedom and self-reliance. Its refusal of the crumb and its graceful flight reflect the theme of natural independence and the desire to remain untamed by human influence.
4. **Innocence and Danger:** The poem subtly contrasts innocence with the potential for danger. The bird's cautious behaviour, especially in the line "Like one in danger, Cautious," suggests an underlying awareness of the threats present even in peaceful moments.

Glossary:

Words

angleworm
beads

Meanings

another term for an earthworm, commonly used in the 19th century.
a small piece of glass, wood, etc., with a hole through it, that can be put on a string with others of the same type and worn as jewellery, etc.

cautious	being careful about what you say or do, especially to avoid danger or mistakes; not taking any risks
convenient	useful, easy or quick to do; not causing problems
dew	the very small drops of water that form on the ground, etc. during the night
oars	a long pole with a flat part at one end that is used for rowing a boat
plashless	an old-fashioned word meaning without splashing, used to describe the silent, graceful movement of the bird in flight.
seam	a line along which two edges of cloth, etc. are joined or sewn together
velvet	a type of cloth made from silk, cotton or nylon, with a thick, soft surface.

Reading and Critical Thinking

A. Answer the following questions:

1. Identify an example of personification in the poem. How does this device enhance your understanding of the bird?
2. Discuss the metaphor in the final stanza, where the bird's flight is compared to "Oars divide the Ocean." What effect does this comparison create?
3. Find a simile in the poem and explain its significance in the overall imagery.
4. How does Dickinson use visual imagery to describe the bird's actions? Provide examples.
5. What is the effect of the tactile imagery in the phrase "He stirred his Velvet Head"? How does it contribute to the tone of the poem?
6. How does the mood shift from the beginning to the end of the poem? What words or phrases help create this shift?
7. What do you think Dickinson is trying to convey about the relationship between humans and nature? Support your answer with evidence from the poem.
8. How does the bird's decision to fly away rather than accept the crumb reflect broader themes of freedom and independence?
9. In what ways might the bird's cautious behaviour be a reflection of human experiences? Discuss how this might be interpreted as a commentary on vulnerability or fear.
10. How does the poem explore the concept of natural beauty versus natural brutality? Give specific examples from the text.
11. What is the significance of the speaker observing the bird without the bird's

knowledge? How does this affect the tone of the poem?

12. What might the "**crumb**" offered by the speaker symbolise? Why does the bird choose to "row him softer home" instead of accepting the crumb?

B. Choose the correct option for each question.

1. What is the bird's initial action when it comes down the walk?

- | | |
|-----------------------------|-----------------------------------|
| a. It drinks from a puddle. | b. It bites an angleworm in half. |
| c. It flies away. | d. It hops to a wall. |

2. How does the speaker describe the bird's eyes?

- | | |
|---------------------------|---------------------------|
| a. Bright as the sun. | b. Like sparkling jewels. |
| c. Like frightened Beads. | d. As calm and serene. |

3. What does the bird do after the speaker offers it a crumb?

- | | |
|--------------------|--------------------------------|
| a. Eats the crumb. | b. Flies away. |
| c. Sings a song. | d. Hops closer to the speaker. |

4. The bird's flight is compared to:

- | | |
|--------------------------------|-----------------------------------|
| a. Leaves falling from a tree. | b. Waves crashing on the shore. |
| c. Oars dividing the ocean. | d. Wind blowing through the trees |

5. What is the tone of the poem?

- | | |
|----------------------------|---------------------------|
| a. Joyful and celebratory. | b. Tense and suspenseful. |
| c. Calm and reflective. | d. Angry and resentful. |

C. Re-read Emily Dickinson's poem "A Bird Came Down the Walk." Pay attention to the central actions, the imagery used, and the overall structure of the poem.

• Write a concise, 3-4 sentence summary of the poem. Your summary should:

- Focus on the main events described in the poem.
- Highlight the key actions of the bird and the narrator's interaction with it.
- Avoid including personal interpretations or analysis.

D. Read the following sentences and identify the cause and effect.

1. The bird hopped sideways to the wall to let the Beetle pass.

- Cause: _____
- Effect: _____

2. The speaker offered a Crumb to the bird.

- Cause: _____
- Effect: _____

E. Read the following statements and identify whether each is a fact or an opinion.

1. The bird's eyes looked like "frightened Beads."

- | | |
|--------|-----------|
| • Fact | • Opinion |
|--------|-----------|

2. The bird's flight was graceful and beautiful.

- Fact
- Opinion

F. Read the following sentences and identify whether each is a generalized statement or evidence-based information.

1. The bird moved cautiously, as if in danger.

- Generalized Statement
- Evidence-Based Information

2. The bird "bit an Angeworm in halves and ate the fellow, raw."

- Generalized Statement
- Evidence-Based Information

G. Identify the Type of Imagery in the Following Phrases.

1. "He bit an Angeworm in halves."

- Visual Imagery
- Auditory Imagery
- Tactile Imagery

2. "And then hopped sidewise to the Wall."

- Visual Imagery
- Auditory Imagery
- Tactile Imagery

H. Identify the Type of Imagery in the Following Phrases.

1. "He stirred his Velvet Head."

- Metaphor
- Personification
- Simile

2. "Butterflies, off Banks of Noon / Leap, plashless as they swim."

- Metaphor
- Personification
- Simile

I. Read the following statements and identify the explicit textual evidence from the poem that supports each one.

1. The bird ate an Angeworm raw.

- Textual Evidence: _____



For the Teacher:

- Explain that understanding cause and effect helps us see the relationship between events. The cause is why something happens, and the effect is what happens as a result.
- Explain that facts can be proven true or false, while opinions are personal beliefs or judgments.
- Explain that generalized statements apply broadly without specific evidence. Evidence-based information includes specific facts, examples, or data.

2. The bird's eyes appeared frightened.

- Textual Evidence: _____

J. Read the following inferences drawn from the poem. Cite the specific line(s) from the poem that support each inference.

1. The bird is cautious around the speaker.

- Supporting Evidence: _____

2. The bird prefers natural freedom to human interaction.

- Supporting Evidence: _____

K. Explain how the textual evidence supports each inference.

1. Cautious Bird:

- Explanation: _____

2. Natural Freedom:

- Explanation: _____

L. Read the provided excerpt from the poem "A Bird Came Down the Walk" and the following analysis:

Excerpt: "And then hopped sidewise to the Wall / To let a Beetle pass—"

Analysis: This moment in the poem reflects the bird's awareness of other creatures in its environment and its instinctive behaviour to avoid conflict or interference.

1. Paraphrase the analysis in your own words, using correct language structure, transitional devices, and punctuation. Focus on making the explanation clear and concise.

- Your Paraphrase: _____

2. Make Inferences to Draw Conclusions:

Contextual Information:

What can be inferred about the bird's environment based on its actions in the



For the Teacher:

- Explain that a metaphor directly compares two things, as seen in the poem when the bird's flight is described as "Oars divide the Ocean," giving us a sense of smooth, graceful movement.
- Highlight how Dickinson gives the bird human-like qualities, such as in "He stirred his Velvet Head," which makes the bird more relatable and vivid.
- Point out that similes compare two things using "like" or "as," such as the bird's eyes being compared to "frightened Beads," which emphasizes their smallness and nervousness.
- Discuss how visual imagery helps us see the scene, tactile imagery lets us feel the textures described, and how the absence of sound in the poem creates a quiet, reflective mood.

poem?

- Inference: _____
- Supporting Evidence: _____

Writer's Viewpoint:

How does Emily Dickinson seem to view the relationship between humans and nature based on the poem?

- Inference: _____
- Supporting Evidence: _____

Implied Information:

What might the bird's refusal to accept the crumb from the speaker imply about its preference for natural freedom?

- Inference: _____
- Supporting Evidence: _____

Individual Analysis

A. Answer the following questions individually, focusing on how Dickinson uses language to create meanings and evoke emotions.

1. Identify two examples of vivid imagery in the poem. How do these images help you visualise the scene? What emotions do they evoke?

- Example 1: _____
- Example 2: _____

- How these images impact the reader: _____



For the Teacher:

- Explain to students the importance of citing strong and thorough textual evidence when analyzing a poem. Emphasize that they need to support their interpretations and inferences with specific lines from the text.
- Guide students to first identify what the poem explicitly states. Use the examples provided to demonstrate how they can locate direct statements in the text.

Example:

Statement: The bird ate an Angleworm raw.

Expected Student Response: "He bit an Angleworm in halves / And ate the fellow, raw."

- Discuss with students how inferences go beyond the literal meaning of the text and require reading between the lines. Encourage them to think about the emotions, actions, or themes suggested by the poem that aren't explicitly stated but can be deduced.

2. Find a metaphor or a simile in the poem. Explain what it is comparing and discuss how this comparison enhances the overall meaning of the poem.

- Metaphor/Simile:

- Explanation of Comparison:

- Impact on the reader:

3. How does Dickinson personify the bird in the poem? What effect does this have on your understanding of the bird's behaviour and the overall theme?

- Example of Personification: _____
- Effect on the reader: _____

4. Identify a moment in the poem where Dickinson contrasts two elements (e.g., beauty vs. brutality). How does this juxtaposition influence your interpretation of the poem?

- Contrast Identified: _____
- Interpretation: _____

Group Discussion

B. In small groups, discuss your answers to the individual analysis. Consider the following questions as you share your thoughts:

1. How did different group members interpret the poem's imagery, metaphors, and personification? Were there any differing opinions?
2. Discuss the various emotions that the poem evoked in your group. How did the use of language contribute to these emotions?
3. Consider the impact of juxtaposition in the poem. Did anyone in your group see a different significance in the contrasts presented?

Critical Reflection

C. After your group discussion, reflect on how the conversation influenced your understanding of the poem. Write a brief paragraph addressing the following:

1. How did discussing the poem with others change or deepen your interpretation?

2. Were there any insights from your peers that helped you see the poem in a new light?
3. How does the use of language in the poem affect its overall meaning and impact on the reader?

Vocabulary and Grammar

A. Find the connotative and denotative meanings of these words.

Word	Denotative Meaning	Connotative Meaning
velvet		
cautious		
glanced		
stirred		
oars		
plashless		

B. Identify whether each word typically carries a positive or a negative connotation and provides examples or contexts where these connotations might apply.

Word	Positive Connotation	Negative Connotation	Example
glance			
glide			
feathers			

A. Compare each pair of words that have similar basic definitions but evoke different feelings or ideas. Discuss the different nuances each word carries and how these nuances affect the tone and interpretation when used in various contexts.

1. glance vs. stare

glance:

stare:

nuance in meaning:

2. glide vs. slide

glide:

slide: _____

nuance in meaning: _____

3. **cautious vs. paranoid**

cautious:

paranoid:

nuance in meaning:

B. Read the following sentences from the poem, use the context provided in the sentence and the surrounding lines to infer the meaning of the underlined word or phrase.

1. "He stirred his Velvet Head."

contextual clue:

inferred meaning:

2. "And then hopped sidewise to the Wall To let a Beetle pass—"

contextual clue:

inferred meaning:



For the Teacher:

- Explain that:

Denotation: The literal or primary meaning of a word, the dictionary definition.

Connotation: The ideas or feelings that a word invokes in addition to its literal or primary meaning.

- Help students understand how words with similar denotations can have different connotations and nuances, affecting the tone and meaning of a text.
- Ensure students understand the basic dictionary definitions (denotations) of each word.
- Explain how authors use specific words to convey particular tones or themes.
- Explain that **nuance** refers to a subtle or slight difference in meaning, expression, tone, or feeling. When we talk about nuances in language, we are considering the fine shades of meaning that distinguish similar words or expressions. These small differences can significantly impact the tone, mood, or interpretation of a text.
- Recognizing these relationships can enhance comprehension, improve vocabulary, and aid in understanding the nuances of meaning in both written and spoken language.

- How did the context of each sentence help you determine the meaning of the word or phrase?
- Why is it important to consider a word's position or function in a sentence when trying to understand its meaning?

Figurative Language in the Poem

A. Simile:

- **Definition:** A figure of speech that compares two different things using "like" or "as."
- **Example from the Poem:**
"They looked like frightened Beads, I thought—"
 - **Explanation:** The poet compares his loneliness to a cloud drifting in the sky, emphasizing his sense of isolation and aimlessness.

B. Personification:

- **Definition:** A figure of speech that gives human qualities to animals, objects, or ideas.
- **Example from the Poem:** "He stirred his Velvet Head."
 - **Explanation:** The bird's head is described as "Velvet," giving it a human-like softness and delicacy, which adds a sense of gentleness and tenderness to the bird's actions.

C. Imagery:

- **Definition:** Descriptive language that appeals to the senses and creates mental images.
- **Example from the Poem:**
"He bit an Angleworm in halves
And ate the fellow, raw,"
 - **Explanation:** This vivid visual imagery allows readers to picture the bird's actions clearly, illustrating the raw, unfiltered aspect of nature.

D. Symbolism:

- **Definition:** A literary device where an object, person, or situation represents something beyond its literal meaning.
- **Example from the Poem:** The bird's flight at the end of the poem.
 - **Explanation:** The bird's graceful, untroubled flight symbolizes freedom and the seamless, natural world, contrasting with the human world's boundaries and limitations.

Euphemism in Context:

Dickinson does not use euphemism in the poem. Her descriptions of the bird's actions, such as "He bit an Angleworm in halves / And ate the fellow, raw," are direct and do not soften the reality of nature's brutality. Instead, she portrays the scene with raw

honesty, without resorting to euphemistic language.

Oxymoron in Context:

There is **no clear use of oxymoron** in the poem. The language Dickinson uses is more straightforward, focusing on the contrast between the bird's delicate actions and the harsh realities of nature, but not by combining contradictory terms in a single phrase. Instead, she uses other literary devices such as simile, metaphor, and personification to convey her themes.

Phrasal Prepositions

Phrasal prepositions are phrases consisting of more than one word that function together as a single preposition. They often include words like "in," "on," "at," "for," "to," "of," "with," and others combined with another word or phrase.

Examples and Usage:

1. **According to:** This means "as stated by."
 - **Example:** According to the schedule, the meeting starts at 10 a.m.
2. **Due to:** This means "because of."
 - **Example:** The flight was delayed due to technical issues.
3. **In front of:** This means "before or ahead of something."



For the Teacher:

- Explain to students that Emily Dickinson's poem "A Bird Came Down the Walk" primarily focuses on vivid imagery and emotional expression through similes, metaphors, and personification. However, it does not prominently feature euphemisms or oxymorons. Emphasize how Dickinson's direct and unfiltered language choices enhance the realistic portrayal of nature.
- Instruct students to create a chart that compares different figures of speech. The chart should include similes, metaphors, personification, hyperbole, euphemisms, and oxymorons.
- Have students list examples from the poem where applicable (e.g., simile, metaphor, personification). For figures of speech not present in the poem (e.g., euphemism, oxymoron), ask students to hypothesize how their inclusion might change the poem's tone or impact.
- Lead a discussion on why Dickinson might have chosen to use specific figures of speech like similes and metaphors while avoiding others like euphemisms and oxymorons. Encourage students to consider how these choices affect the poem's tone, mood, and overall message.
- Ask students to rewrite a line from the poem, inserting a euphemism or oxymoron, and discuss how this alters the meaning or tone of the original text. This will help them understand the significance of Dickinson's stylistic choices in maintaining the poem's emotional impact and realism.

- **Example:** The kids lined up in front of the ice cream truck.
4. **On behalf of:** This means "representing someone."
- **Example:** The lawyer spoke on behalf of his client during the trial.
5. **In addition to:** This means "along with."
- **Example:** In addition to her full-time job, she volunteers at a local shelter.
6. **In spite of:** This means "despite."
- **Example:** In spite of his injury, he finished the marathon.

A. Use the given phrasal prepositions to create your own sentences.

1. **According to:** _____
2. **In front of:** _____
3. **On behalf of:** _____
4. **Due to:** _____
5. **In addition to:** _____
6. **In spite of:** _____

B. Complete the sentences using an appropriate phrasal preposition from the word bank below.

Word Bank: according to, due to, in front of, in addition to, on behalf of, in spite of

1. The match was postponed _____ the bad weather.
2. _____ her studies, she also works a part-time job.
3. The statue was placed _____ the museum entrance.
4. He delivered the speech _____ the organization.
5. The play continued _____ the technical difficulties.
6. _____ the report, the company's profits increased last quarter.

C. Rewrite each sentence, replacing the underlined simple preposition with a phrasal preposition. Ensure that the new sentence makes sense and retains the original meaning.

1. The manager spoke **for** the entire team.
2. The athlete trained every day **despite** the injury.



For the Teacher:

Phrasal Prepositions Usage Tips:

- **Context:** Use phrasal prepositions to provide clear and precise relationships between different parts of a sentence.
- **Clarity:** Ensure the prepositional created by the phrasal preposition enhances the clarity of the sentence.
- **Avoid Redundancy:** Be careful not to use phrasal prepositions unnecessarily, which can make the sentence wordy.

3. The book **on** the table is yours.
4. The proposal was submitted **by** the student.
5. The train was delayed **because of** the storm.

Prepositional Phrases

A prepositional phrase consists of a preposition followed by a noun, pronoun, or noun phrase (the object of the preposition), which provides additional information about the time, location, direction, cause, manner, or condition.

Structure:

- **Preposition + Object of the Preposition**

Examples:

1. **Time:**
 - *Before the meeting* - We should discuss the plan before the meeting.
 - *During the summer* - She likes to travel during the summer.
2. **Location:**
 - *In the park* - They had a picnic in the park.
 - *On the table* - The keys are on the table.
3. **Direction:**
 - *To the store* - He went to the store.
 - *Towards the mountain* - They walked towards the mountain.
4. **Cause:**
 - *Because of the rain* - The game was postponed because of the rain.
 - *Due to his illness* - He was absent due to his illness.
5. **Manner:**
 - *With a smile* - She greeted him with a smile.
 - *By hand* - The invitation was delivered by hand.
6. **Condition:**
 - *In case of fire* - In case of fire, use the emergency exit.
 - *In the event of an emergency* - In the event of an emergency, call 1122.

Usage in Sentences

Adjective Phrase: These prepositional phrases describe nouns.

- The book *on the shelf* is interesting.
- The boy *with the red hat* is my brother.

Adverb Phrase: These prepositional phrases describe verbs, adjectives, or other adverbs.

- She sang *with joy*.
- He arrived *after school*.

Common Errors:

1. **Misplaced Prepositional Phrases:** Ensure the prepositional phrase is close to the word it modifies to avoid confusion.
 - **Incorrect:** She found the book *that I lost in the park*.
 - **Correct:** She found *the book in the park* that I lost.
2. **Overuse:** Avoid overloading sentences with too many prepositional phrases as it can make the sentence cumbersome.
 - **Cumbersome:** He went *to the store on the corner near the park with the big fountain*.
 - **Improved:** He went to the store near the park with the big fountain.

A. Read each sentence and underline the prepositional phrase. Then, write whether it is an adjective phrase (Adj) or an adverb phrase (Adv).

1. The cookies in the jar are delicious. ()
2. She spoke with confidence during the presentation. ()
3. They drove through the city at night. ()
4. The dog behind the fence barked loudly. ()
5. He left before sunrise to catch the train. ()
6. The flowers by the window are blooming. ()

B. Use the given prepositional phrases to create your own sentences.

1. During the meeting: _____
2. Beside the couch: _____
3. Without a doubt: _____
4. Before the concert: _____
5. Near the river: _____
6. Over the hill: _____



For the Teacher:

Prepositional Phrases Usage Tips:

- **Placement:** Prepositional phrases can be placed at the beginning, middle, or end of a sentence. Ensure their placement does not disrupt the flow of the sentence.
- **Multiple Phrases:** You can use multiple prepositional phrases in a sentence, but ensure they don't confuse the reader.
- **Modifiers:** Prepositional phrases can act as adjectives (modifying nouns) or adverbs (modifying verbs, adjectives, or other adverbs).

Oral Communication

A. Respond to the text through oral discussion.

- i. Organize the students into small groups, with each group being assigned a specific stanza of the poem.
- ii. Appoint a group leader to guide the discussion and a note-taker to record key points. Discuss the assigned stanza and answer the following questions:
 - What is the main idea of the stanza?
 - What imagery or figurative language is used to convey this idea?
 - How does the stanza contribute to the overall meaning of the poem?
- iii. Present your group's findings to the class.
(Spend about 10-15 minutes discussing the stanza before moving on to prepare your presentation.)
- iv. Participate in a whole-class discussion based on the groups' presentations.



For the Teacher:

Tips for Attentive Listening Skills

- **Maintain Eye Contact:** Show engagement.
- **Use Affirmative Gestures:** Nod or smile.
- **Avoid Interrupting:** Let the speaker finish.
- **Focus:** Eliminate distractions.
- **Reflect and Paraphrase:** Confirm understanding.
- **Ask Clarifying Questions:** Seek clarity.
- **Provide Feedback:** Offer constructive comments.
- **Be Open-Minded:** Listen without judging.

Tips for Students' Responses

- **Pronunciation:** Encourage the students to pronounce words clearly and correctly. Remind them to pay attention to any unfamiliar words related to the poem or Wordsworth's life.
- **Intonation:** Advise the students to use appropriate intonation to express interest, ask questions, and provide feedback. Emphasise varying pitch to convey different emotions and emphasis.
- **Engagement:** Instruct the students to show that they are actively listening by making eye contact with the speaker, nodding, and providing thoughtful responses.
- **Feedback:** Encourage students to give positive and constructive feedback. Highlight what they found interesting or well done, and ask questions to learn more.

B. Respond to the text by telling short stories and role play.

- i. Research Emily Dickinson, focusing on her life, her reclusive nature, and how her observations of the natural world influenced her poetry, particularly "A Bird Came Down the Walk."
- ii. Based on your research, create and share a short story that reflects Dickinson's experiences with nature. Consider how these experiences might have inspired the imagery and themes in the poem.
- iii. Perform key moments from Dickinson's life or scenes inspired by the poem. Use the following prompts:
 - Enact a scene where Dickinson observes a bird in her garden.
 - Role-play a conversation where Dickinson describes her inspiration for the poem.
 - Create a scene showing Dickinson writing the poem, focusing on her thought process.

Writing Skills

Paraphrasing

Paraphrasing involves re-writing a poet's expressions or ideas in one's own words without changing the original meaning. Each stanza should be transformed into prose form while maintaining the same length, as the goal is to rephrase without adding unnecessary details. This technique helps to ensure comprehension and retention of the original material.

A. Paraphrase the last stanza of the poem.

- Identify the main ideas and themes within the stanza.
- Rewrite the stanza using simpler language and sentence structure.
- Ensure that the paraphrase conveys the same message as the original stanza.

Summary Writing

A summary is a concise version of an oral, visual, or written text. Below are four basic steps to prepare a summary, providing a logical and organized approach to the process of summary writing.

1. Reading:

To write a good summary, thorough reading and understanding of the original text are essential. Pay attention to the main ideas, themes, and significant details.

2. Outlining:

Outlining involves making notes that may help in composing a summary. Focus on noting the author's purpose, the main topic sentence, key supporting details, and the central idea of the text.

3. Drafting:

Begin drafting the summary by combining your notes into coherent sentences and paragraphs. Ensure the summary is brief and covers only the essential points without personal opinions or unnecessary details.



For the Teacher:

- Define paraphrasing and its purpose. Explain that it involves re-writing a text in one's own words while maintaining the original meaning.
- Work with students to identify the key ideas and themes in each stanza of the poem. Highlight specific lines that encapsulate the main points.
- Demonstrate the process of paraphrasing by working through one stanza of the poem together. Show how to change the wording while keeping the original meaning intact.
- Assist students in developing paraphrasing skills by marking thought groups in the stanza and then restating the message in simple prose, replacing poetic words with simpler ones. Encourage students to maintain the original tone and meaning of the stanza.
- Select a stanza and work together to identify key ideas and rephrase them in simpler language. Discuss how different word choices can change the meaning and tone.
- Provide students with a checklist to guide their paraphrasing:
 - Change the wording but keep the original meaning.
 - Use simpler or more familiar language.
 - Maintain the original length and tone.
- Avoid adding personal opinions or interpretations.
- Clarify what an objective summary is and its purpose. Emphasize that it should capture the main ideas and essential details without including personal opinions or interpretations.
- Guide students in understanding and applying summary writing skills to write a summary of the poem. Provide clear instructions on identifying main ideas and supporting details.
- Demonstrate how to write an objective summary by working through a different poem or text together. Show how to extract the main ideas and condense them into a brief summary.
- Provide a short text or poem and ask students to outline the main ideas. Then, have them write a summary, followed by peer review sessions to give and receive feedback.
- Give students a checklist to ensure they include all necessary elements in their summaries:
 - Main idea
 - Key points or events
 - Important imagery
 - Emotional impact
 - Clear and concise language
 - No personal opinion

4. Reviewing:

Review your summary to ensure accuracy and completeness. Check for any omitted key points and refine the language for clarity and conciseness.

- A. Write an objective summary of Emily Dickinson's poem "A Bird Came Down the Walk." Include the main idea, key imagery, and the emotional tone of the poem as it portrays the interaction between the speaker and the bird. Focus on conveying the essence of the poem without including personal opinions or interpretations.**

