

1

The secret of my success

- Grammar** Reporting verbs | Expressing purpose, reason & result
- Vocabulary** Success & failure | Idioms – Success & failure
- Challenge** Give a presentation about a hero
- Interaction** Discussing careers
- Writing** A poem

FOCUS



- 1 Work in pairs. Read the quotation about success. How would you define success?

'Success is getting up in the morning and going to bed at night, and in between, doing what you want to do.'

Bob Dylan, singer / songwriter

- 2 Work in pairs. Look at the photos. Answer the questions.
 - What kind of success have these people experienced?
 - What do you think contributed to their success?
- 3 Read the extract from a book called *How to Get Rich* by Felix Dennis, a multimillionaire publisher and poet. Can you predict how Felix solved the problem?

Years ago, in the early days of my company, four of my colleagues got together and had a long talk. One was a senior manager, one was a publisher, one was a designer and the other was an editor. Together, they hatched a small conspiracy. Knowing how important they were to my little company, they confronted me and demanded a share.

They were polite and civilized about it. They pointed out that I owned a hundred per cent of the company and could easily afford to share out, say, 20 per cent between them. It wouldn't cost me anything and it was only fair. Those were the words they used. They were working just as many hours (10–12 hours on a good day) as I was and they were committed to making the company a huge success. They were even willing to discuss a slight reduction in their salaries in return.

In addition, they went on, I should remember that such a 'dispersal' (I remember they actually used that word, too) would incentivize them mightily. Such a gesture would never be forgotten.

However, should I not 'disperse' these shares among them, they intended to leave. And leave immediately, virtually without notice. They would have no option but to do so, although they didn't want to.

- 4 Now turn to page 149.
- 5 Read *Word Zone*. What do you think the other examples mean? Use a dictionary to help you.

WORD ZONE

Verbs ending in -ize

Such a dispersal would incentivize them. Verbs ending in -ize add the meaning 'make' or 'provide' to the base word. incentivize – to make someone feel an incentive; to provide an incentive

Other examples:

anglicize, centralize, commercialize, dramatize, economize, familiarize, publicize, trivialize

- 6 Rewrite the parts of the sentences in bold using the verbs in *Word Zone* and any other words needed.
 - 1 Take a few minutes to **find out more about** our website.
Take a few minutes to familiarize yourself with our website.
 - 2 We have to do more to **make people know about** the work we're doing.
 - 3 Hotel owners seem to be **opening more and more shops** on the beachfront.
 - 4 The college is going to **put** all their English classes **in one building**.
 - 5 Global warming is important! I wish they would stop **making it seem so unimportant**.

VOCABULARY

Success & failure

1 Look at the words in the box. Which ones indicate success, which ones indicate failure and which ones indicate something in between?

booming disappointing flourishing hanging on in decline in demand ineffective profitable slipping struggling thriving triumphant

2 Complete the sentences with the words and expressions in exercise 1. There may be more than one possible answer.

- 1 The manufacturing industry is ... in our region. Two more factories have closed recently.
2 'Our business is ...,' he announced with a smile. 'In fact, we're doing so well, we're going to open another branch next month.'
3 The cafe near the school is The owner says she will have to close if business doesn't improve.
4 Her parents think her exam results are They expected her to do better because she'd had extra tuition before the exams.
5 The company is doing OK. Times are hard, but we're We just need to keep working hard.

CONNECTIONS

3 The adjectives in exercise 1 collocate frequently with particular nouns. Match the adjectives with the nouns to form correct collocations.

- 1 thriving A tourist destination
2 profitable B business
3 slipping C results
4 ineffective D advertizing campaign
5 disappointing E standards

4 What other nouns do the adjectives in exercise 1 collocate with? Use a dictionary to help you.

5 Write three sentences using the collocations.

6 Work in pairs. Read your sentences to your partner, but do not say the adjective. Your partner guesses which adjective you have used.

My uncle has a ... ice cream business. He makes lots of money, especially in summer.

7 Look at the photos on page 8. Imagine the people had experienced a different outcome. Write a sentence to describe the situation.

Sam was voted off The X Factor after a disappointing semi-final performance.

Student numbers are in decline, following a steep rise in university fees.

8 Read your sentences to the class. Who wrote the most imaginative outcome?

IDIOMS Success & failure

1 Read the sentences. Decide if the idioms in italics indicate success or failure.

- 1 The singer's performance brought the house down. She got a standing ovation and several encores.
2 They were doing quite well, but then the bottom fell out of the online gaming market.
3 He started selling clothes on a market stall and look at him now! It's a great example of a rags-to-riches story.
4 The economic crisis hit my uncle's firm badly, but they managed to weather the storm.
5 It's an incredible time for them! The band is definitely on the crest of a wave.
6 There was a market for that kind of service a couple of years ago, but I think you may have missed the boat.
7 That young entrepreneur has the world at his feet.

2 Work in pairs. Write definitions for the idioms in exercise 1. Check with a dictionary.

3 Choose the more appropriate response to each remark.

- 1 Why did your brother's travel company go bankrupt?
A Because the bottom fell out of the travel market.
B Because it was a rags-to-riches story.
2 The director of the Oscar-winning film has had a really successful year.
A Yes, she's really on the crest of a wave.
B Yes, she's brought the house down.
3 It's a pity that you didn't try to exploit your dotcom idea earlier.
A You're right, I seem to have missed the boat.
B You're right, I really weathered the storm.
4 How did you get on in your first acting performance?
A It was OK, but we didn't bring the house down.
B It was OK, but we didn't miss the boat.



Many reporting verbs can be followed by *that*.
admit advise agree apologize deny explain
insist point out promise recommend threaten
warn

They pointed out that I owned 100% of the company.

Many verbs can also be used with different structures.

Verb + (object) + *to* + infinitive: *offer, promise, threaten, advise* (someone), *warn* (someone)

She offered to help me with my English project.

Verb + gerund: *admit, deny*

I denied speaking to her.

Verb + (object) + preposition + gerund: *insist* (on), *apologize* (for), *accuse* (someone of)

The waiter accused me of trying to steal a spoon.

We can use perfect forms with *have* + past participle when a statement refers to something that happened earlier.

He admitted having seen the questions before the exam.

Grammar reference page 113

1 Complete the story with verbs from the grammar box.



Angela was sitting at her desk when her boss asked her to come to his office. Angela replied that she was very busy, but her boss ¹ ... that she should come immediately. In the office there were two people: a man in a police uniform and a woman. The woman ² ... that she was a detective and they were investigating a possible terrorist offence. They needed to talk to Angela about a man called Terry Hall, who they believed had been in contact with her in the last 24 hours. Angela ³ ... that she knew Terry Hall, but ⁴ ... that she had seen or heard from him recently. The detective ⁵ ... that Hall had sent Angela a text message the previous day and ⁶ ... her that lying to police officers was a criminal offence. Angela ⁷ ... that she hadn't received any text messages from Terry Hall for more than a year. 'Let me see your phone,' said the detective. Angela took her phone out of the bag and handed it to her.

2 Work in pairs. What do you think happened next? Tell the end of the story. Include reporting verbs with *that*.

3 Complete the questions with the correct form of the verbs in brackets. You might need to add prepositions. Then invent answers for them.

- How can she deny ... (steal) the jewellery? There were witnesses!
- Why did he admit ... (eat) the last piece of birthday cake? No one saw him.
- Why do you think he insisted ... (pay) for the concert tickets?
- What did your grandparents promise ... (buy) you for your birthday?
- Why did the footballer apologize ... (swear) at the referee?
- Why did the security man warn us ... (take) photos?

4 Look again at the questions in exercise 3. In which can we also use a perfect form? Rewrite them with a perfect form if possible.

How can she deny having stolen the jewellery?

5 Rewrite the sentences using reporting verbs.

- 'I don't think you should buy that car,' my father told me.
My father advised me not to buy that car.
- 'If you don't tell me where your brother is, I will arrest you for perverting the course of justice,' said the police officer.
- 'I can't fix your computer now, but I'll be able to do it tomorrow,' said the woman in the computer shop.
- 'Can I help you carry your suitcase to the station?' the porter asked the singer.
- 'You threw a stone at my car!' the woman said to the boy.

6 Work in pairs. Follow the instructions.

- Choose one of the sentences in exercise 5. Imagine that it is the start of a conversation.
- Invent the rest of the conversation.
- Act out your conversation for the rest of the class.
- The rest of the class report what they heard.

You threw a stone at my car!

I didn't! It was someone else.

He accused her of throwing a stone at his car. But she insisted it wasn't her and told him it had been someone else.

LISTENING

Interpret information in a radio broadcast



1 Look at the photos. Graham Hughes achieved something unusual in 2012. What do you think he did?

- 1 He succeeded in visiting every country in the world, but was unable to visit certain disputed territories.
- 2 He visited every country in the world, including disputed territories, without getting on a plane.
- 3 He wanted to visit every country in the world, but was arrested and imprisoned in Africa.
- 4 He visited every country in the world without flying, and then flew back to the UK.

2 Listen to Part 1 of the radio broadcast. Check your answer to exercise 1.

3 Are the statements true or false? Give reasons.

- 1 His first destination was in Latin America and his last was in Africa.
- 2 The easiest countries to visit were Afghanistan and North Korea.
- 3 He was kidnapped by pirates during his journey.
- 4 He witnessed a historic event when he was in the USA.
- 5 He spent six days under arrest in the Cape Verde Islands.

4 Choose the sentence which better illustrates the meaning of each line from the radio broadcast.

- 1 Not only did he travel to all 193 member states of the United Nations, he also managed to visit disputed territories.
 - A He only visited United Nations member states.
 - B He visited United Nations member states *and* other territories.
- 2 He also witnessed the last space shuttle launch at Cape Canaveral.
 - A He watched the launch on TV.
 - B He was at Cape Canaveral for the launch.
- 3 It isn't actually that difficult to get into countries such as Afghanistan, North Korea and Iraq.
 - A It was very difficult to get into those countries.
 - B It was quite easy to get into those countries.
- 4 No sooner had he arrived than he was arrested by immigration officials.
 - A Hughes was arrested a few days after arriving.
 - B Hughes was arrested immediately.

5 Listen to Part 2 of the radio broadcast. Answer the questions.

- 1 What does the first caller think are the real reasons why Graham Hughes made the trip?
- 2 Does the second caller agree with the first? What is her opinion?

6 Listen to Part 2 again. Explain the remarks in your own words.

- 1 He'll sink without trace.
- 2 I take my hat off to him.
- 3 He raised awareness about the whole issue of water.
- 4 We take clean water for granted in this country.

7 Work in groups. Discuss the questions.

- Which of Graham Hughes' experiences do you think was the most exciting / scary / interesting / inspiring?
- How would you describe Hughes' achievement?

8 Look at the expressions in *Face 2 Face*.

- Have you heard them before?
- Can you remember the context from the broadcast?
- Can you guess their meaning?

FACE 2 FACE



- Don't make me laugh.
- What's the point?
- You mark my words.

9 Turn to page 146 and do the exercise.

YOUR TURN TO SPEAK

10 Work in pairs. Debate the statement. Follow the instructions.

Setting a world record is the best measure of success that life can offer.

Student A: Speak in favour of the statement.

Student B: Speak against the statement.

Both speakers can make two statements in order to respond to what the other has said.

Millionaires

How did they do it?

before the age of **20!**



Fraser Doherty

Scotland-born Fraser Doherty was taught how to make jam by his grandmother, using her secret recipe, when he

was 14 years old. At first he only sold the jam he produced to the people in his neighbourhood; then he left school at 16 in order to concentrate on jam production. Doherty's SuperJam Company now supplies all the major UK stores and had sales of over 1.2 million pounds in 2011. His company is currently worth two million pounds.

He also started a charity called SuperJam Tea Parties, so as to provide tea parties for lonely elderly people who live alone or in care homes. There were 120 such events in the first year, with the largest events attracting over 600 guests. The company also organizes 'knightathons', encouraging people to knit for good causes. Because of Fraser's initiative, several thousand knitted squares were made, sewn into blankets and sent to orphanages in India in the first 12 months.

Doherty was the 2007 Global Student Entrepreneur of the Year, an international award given to the top student entrepreneur worldwide. More than 750 students from around the world compete for the coveted prize each year.




Nick D'Aloisio

Nick D'Aloisio is a computer programmer and internet entrepreneur from London. He is best known as the creator of Summy, an iPhone app which summarises news stories, and which was downloaded by nearly a million people when it was first released.

D'Aloisio got his first MacBook aged nine and used it to edit home videos. In 2008, when the Apple App Store was announced, D'Aloisio – then just 12 – went into an Apple store and asked one of the assistants how to make an app. They didn't know, so he had to wait another few months before the App Store was released publicly and, in the meantime, he taught himself basic programming. When he launched his first app – FingerMill, a treadmill for fingers! – in August 2008, it made £79 on the first day. He went on to make several more apps and gradually learned more and more.

In March 2013, Summy was sold to Yahoo for a reported \$30 million US dollars, making him one of the youngest self-made millionaires ever. He has been awarded "Innovator of the Year" by the Wall Street Journal, and was also included in TIME Magazine's 'Time 100' as one of the world's most influential teenagers.

1 Look at the photos of four people who became millionaires while they were still teenagers. How do you think they made their fortunes?

2  Read the magazine article. Were your ideas in exercise 1 correct?

3 Read the magazine article and find:

- a prize won by Fraser Doherty
- how much Nick D'Aloisio's first app made on its release day
- the inspiration for the name of Juliette Brindak's website
- the aim of the Farrah Gray foundation

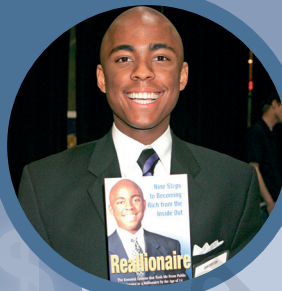


Juliette Brindak

Juliette Brindak became a millionaire by launching the website Miss O & Friends, which first appeared when she was 10 years old. The site, which targets mostly teenage girls, is filled with gossip, games, quizzes and lots of articles about celebrities, fashion and issues of interest to young people. She has also launched a line of Miss O & Friends books and the site also gives girls the chance to get original stories published and sold in bookstores nationwide. Her sister's name Olivia inspired the name of the site.

According to their website, the Miss O & Friends brand is 'cool, age-appropriate and esteem-building. Tweens can socialize, play, create, learn, exchange ideas, get help, compare experiences, get published and much more, all within a safe, non-chat environment.'

Juliette Brindak is currently the CEO and editor of her site and is worth 15 million dollars.



Farrah Gray

Growing up in inner-city Chicago in the 1980s, Farrah Gray grew accustomed to days 'when the only thing in our refrigerator was the light that came on when you opened the door.' At the age of six, he looked around the area where he lived in search of something that could be converted into a saleable product and settled on rocks he found in the street. He painted the rocks and shaped them to make them into bookends and doorstops. Realizing he had a knack for selling things, he went on to sell other products, including body lotions.

At the age of 13, Gray founded Farr-Out Food, which in a period of one year had sales of over 1.5 million dollars. He was worth a million dollars before he reached the age of 15. Now in his twenties, Gray is an entrepreneur, philanthropist, author, syndicated columnist and motivational speaker. He also launched the Farrah Gray Foundation, which promotes entrepreneurship among inner-city youth. The National Urban League, a civil rights organization based in New York City, has described Farrah Gray as one of the most influential black men in America.

4 Read the article again and choose the correct endings to the statements.

- Jam producer Fraser Doherty is also responsible for ...
 - setting up an orphanage in India.
 - organizing events where old people can get together.
 - helping older people find a place in a care home.
 - the Global Student Entrepreneur of the Year award.
- When Nick D'Aloisio was 12 ...
 - he taught the assistants at the Apple Store how to make an app.
 - he started editing home videos.
 - he began to study basic programming.
 - he became one of the youngest self-made millionaires ever.
- The Miss O & Friends website ...
 - only has news about celebrities.
 - offers opportunities for young people to get published.
 - allows teenagers to gossip online.
 - is a safe environment where you can chat.
- The first thing that Farrah Gray sold ...
 - was rocks that he painted and shaped.
 - included body lotions.
 - were things he found in his refrigerator.
 - were food items he found in the street.

5 Work in groups. Discuss the questions.

- What is the strongest message you get about the reasons why these young people are successful?
- Which of them do you think had the most interesting idea for a money-making scheme?
- Which of them do you think worked hardest to be a success?

SIMILAR WORDS

They think my father is French, but **actually** he's Spanish.

He is **currently** worth two million dollars.

She will talk about her new website **presently**.

The prime minister was **momentarily** rendered speechless.

NOTE: In American English, *momentarily* means 'in a short time from now' (i.e., the same as *presently* in British English).

Now turn to page 148 and do the exercise.

Expressing purpose

to, in order (not) to, so as (not) to + infinitive
*You should take an umbrella **so as not to** get wet.*
so that, in order that + clause
*She started the website **so that** she could provide opportunities for young people.*

Expressing reason

because of, owing to, on account of, as a result of, due to + noun phrase / gerund
*He put on a lot of weight **due to** eating too much after he lost his job **owing to** his illness.*

Grammar reference page 113

Expressing result

result in, lead to, give rise to + noun phrase / gerund
*The change in the law **led to** a big increase in the number of homeless people.*
with the result that, meaning that, so + clause
*It was raining, **so** we decided not to go.*
so + adjective + that
such + noun phrase + that
*We were **so** tired **that** we had to stop walking.*
*It was **such** a tiring day **that** we had to stop walking.*

Grammar reference page 113

1 Complete the responses using an expression of purpose.

- Why did he start his own company?
... have to work for someone else all his life.
- Why did he sack half his employees?
... keep the company from going bankrupt.
- Why did your parents move to this town?
... they could find work.
- Why did the teacher ask her to stay after the class?
... criticize her in front of her classmates.
- Why did they close the factory early?
... the workers could get home before the tornado struck.

2 Rewrite the sentences starting with the expression of reason given.

- I won't be able to get to youth club this evening because the train I'm on has broken down.
Owing to ...
- I'm going to look for a part-time job because I want to go travelling over the summer.
In order to ...
- There was a traffic jam and I missed the ferry.
As a result of ...
- The service at the restaurant was so bad we decided to make a complaint.
Because of ...
- Natural honey has many healing properties and has been used medicinally for centuries.
On account of ...

3 Match the two parts of the sentences.

- She spoke so quickly that
 - Brazil is such a big country that
 - Hanif paints so well that
 - Obesity in children has become such a problem that
- A I couldn't understand her.
B schools have banned unhealthy snacks.
C he's been offered a place at an art school in Paris.
D it covers nearly half of the continent of South America.

4 Complete the text with the expressions in the box. Sometimes more than one expression is possible.

due to in order that in order to meaning that
so so that to with the result that

**WHAT IS SCHOOL FOR?**

Some people say school began in Ancient Greece, but it was only available in cities,¹ ... if you lived in a village, you didn't get educated. There was also no education for slaves, manual labourers or women,² ... girls only got an education if their parents educated them at home. One exception was the city of Sparta, where women were educated³ ... be able to run the city while men were away

at war. Spartan women also received military training⁴ ... they could protect the city if it was attacked. What is school for nowadays? Do we only go to school for academic reasons or⁵ ... we can become a good citizen, for example? Educational theorists agree that yes, school has a major part to play⁶ ... students become well-rounded citizens. But unfortunately, there simply isn't time to give students an all-round education these days⁷ ... the pressure to achieve good exam results.

CHALLENGE

Give a presentation about a hero

1

PREPARATION

- 1 Listen to someone giving a short presentation about a person they think of as a hero. Answer the questions.
 - 1 What is the presenter's relationship with his hero?
 - 2 What does his hero do for a living? And what does he do in his spare time?
 - 3 What challenge did his hero set himself and did he manage to achieve it?
 - 4 Did his hero succeed on stage? And in his main aim?
- 2 Read the three short biographies. Discuss the questions in pairs.
 - Which of the three achievements do you find the most impressive?
 - Were the people doing something just for themselves or for other people, too?
 - What value do the achievements have for other people?



Fauja Singh holds the world record for a marathon by a 100-year-old. He was born in India in 1911 and started running marathons in the UK when he was 89.



Chesley 'Sully' Sullenberger safely landed a plane on New York's Hudson River after losing power in both engines following a suspected collision with a flock of birds.



Sophie Christiansen was born in 1987 with cerebral palsy and suffered from other health problems, including a heart attack and a collapsed lung. She has competed in equestrian events all over the world and she won a gold medal at the London 2012 Paralympics.

DO THE CHALLENGE

- 3 Work in pairs. Prepare a one-minute presentation on someone you think of as a hero. Follow the instructions.
 - Choose a hero. This person can be local, national or international.
 - Make a note of the most important, relevant points about this person's life and achievements. If possible, find a photo of the person.
 - Practise your one-minute presentation with your partner.
- 4 Work with another pair. Give your presentation to the other pair. Listen to their presentation. Ask and answer questions about the heroes.

Express yourself

Describing someone you admire

My all-time hero is ...

I'd like to talk about someone who ...

Someone I admire very much is ...

Explaining what people have done

X has raised (thousands of euros for charity).

X managed to (win a competition).

X has overcome incredible obstacles in order to (achieve what she did).

Describing obstacles people have overcome

In spite of the fact that (she has mobility problems), ...

Even though (he can't walk), ...

What makes her achievement even more extraordinary is the fact that ...

FOLLOW UP

- 5 Work in pairs. Discuss the questions.
 - Whose hero has / had the most interesting life?
 - Whose hero has achieved the most?
 - Was there any information you found surprising and / or extraordinary?
- 6 Write a report about one of the presentations you heard. Indicate in your report who gave the presentation and write complimentary remarks about them.

INTERACTION **Discussing careers**

Express yourself

Asking for information about something

- What gave you the idea (to ...)?
- What's the hardest thing about ...?
- What's the secret of doing well (at an interview)?

Explaining how you started doing something

- I was in the right place at the right time.
- I started at the bottom of the ladder and worked my way up.

Giving advice

- Take my advice, ...
- It's really important to ...
- Avoid ...
- Make sure you ...

A SUCCESSFUL CAREER



1 You're going to hear three people answering questions about their careers. Before you listen, discuss the questions in pairs.

- Where would you look for help in choosing a career?
- What questions would you like to ask people who are successful in their careers?
- How do you think you can become successful in your chosen career?

2 Listen to Part 1 of the panel discussion. Describe in your own words what the three people on the panel do. Who do you think has the most interesting career? Why?

3 Listen to Part 2. Discuss the questions.

- 1 What was Helen's reason for choosing her particular career? Do you think that kind of opportunity happens often?
- 2 Is Martin doing something that he had always planned to do? What's the most important aspect of how he started doing the job?
- 3 What have you learnt so far about Becky? What words would you use to describe her?

4 Listen to Part 3. Make notes on:

- the difficulties that Helen experienced when she started.
- the qualities that Martin thinks are important when managing people.
- the five things that Becky thinks are key aspects of a good interview.

VOCABULARY

5 Choose the correct interpretation of the expressions in *italics*.

- 1 They were *let down* by their previous manager.
 - A The previous manager didn't want to manage them anymore.
 - B The previous manager criticized them.
 - C The previous manager didn't do what they expected.
- 2 When the job came up, I *jumped at the chance*.
 - A I was a bit frightened about the idea.
 - B I applied for it immediately.
 - C I was very excited.
- 3 It was *like banging my head against a brick wall*.
 - A It was very frustrating.
 - B It was very noisy.
 - C It was accidental.
- 4 Managing people is complicated – not everyone's *cut out for it*.
 - A Most people should avoid doing this kind of work.
 - B Not everyone has enough stamina to do it.
 - C Not everyone is right for this kind of work.
- 5 You should look smart and sound enthusiastic – that kind of *goes without saying*.
 - A I shouldn't really say that.
 - B It's always necessary to say that.
 - C It shouldn't be necessary to say that.

YOUR TURN TO SPEAK

6 Work in groups of four. Prepare a panel discussion about successful careers. Follow the instructions.

- Student A, you are the panel presenter. You present the three panel members and say what they do.
- Students B, C and D, you are successful in a particular career. You are going to describe the work that you do, how you started and the reasons for your success.
- Choose three different areas of work to discuss. As a group, prepare your panel discussion.

7 Present your panel discussion to another group. Follow the instructions.

- Student A, present the three panel members. Invite your colleagues to say a few words about their work.
- Students B, C and D, give a brief overview of what you do.
- Student A, invite questions from the other group.
- Students B, C and D, answer questions about your work.

WRITING

A poem



- 1 Read the poem written by 19th century American poet Ralph Waldo Emerson. In pairs, discuss the questions.

- Is the poem easy to read? Why / Why not?
- Are there any lines you find hard to understand?
- Do you think it's easy to write a poem like this?

SUCCESS

RALPH WALDO EMERSON

What is success?

To laugh often and much;

To win the respect of intelligent people

And the affection of children;

To earn the appreciation of honest critics

And endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a
healthy child, a garden patch

or a redeemed social condition;

To know even one life has breathed easier
because you have lived;

This is to have succeeded.

WRITING
SKILL

Using imagery in a poem

- Imagery is the name given to the elements in a poem that spark off the senses.
- Images do not need to be only visual – any of the five senses can respond to what a poet writes. A poet may describe a drink as having 'the taste of air' and a poem about the sea may describe how the 'ocean sighs'.
- Rather than simply stating, 'I see a tree', a poet will use imagery to elicit something more specific: *a tree like a spiky rocket; a green cloud riding a pole; bare, black branches*. Each of these suggests a different kind of tree.

- 2 What imagery can you find in the poems in exercise 1 and below?

I wandered lonely as a cloud
That floats on high over vales and hills,
When all at once I saw a crowd,
A host of golden daffodils

YOUR TURN
TO WRITE

PLAN BEFORE YOU WRITE

- 3 You're going to write a poem about one of the topics below. Think of imagery you could use to describe the topic.

Success Failure Satisfaction
Fear Freedom Happiness

WRITE NOW

- 4 Write your poem.

- 1 Write a poem on the topic you chose in exercise 3.
- 2 You may choose to write in the same style as the poem in exercise 1 – every line should start with an infinitive.
Or
Write a poem in rhyming verse like the poem in exercise 2.

CHECK AND CORRECT

- 5 Check and correct your poem.

- 1 Check your poem for possible errors.
- 2 Read your poem to yourself quietly to check the rhythm.
- 3 Now read your poem aloud to a partner.
- 4 Comment on your partner's poem.