



Better Together

A celebration of *friendship*
through poetry

Poetry Contest
2026

Resource Pack

Better Together

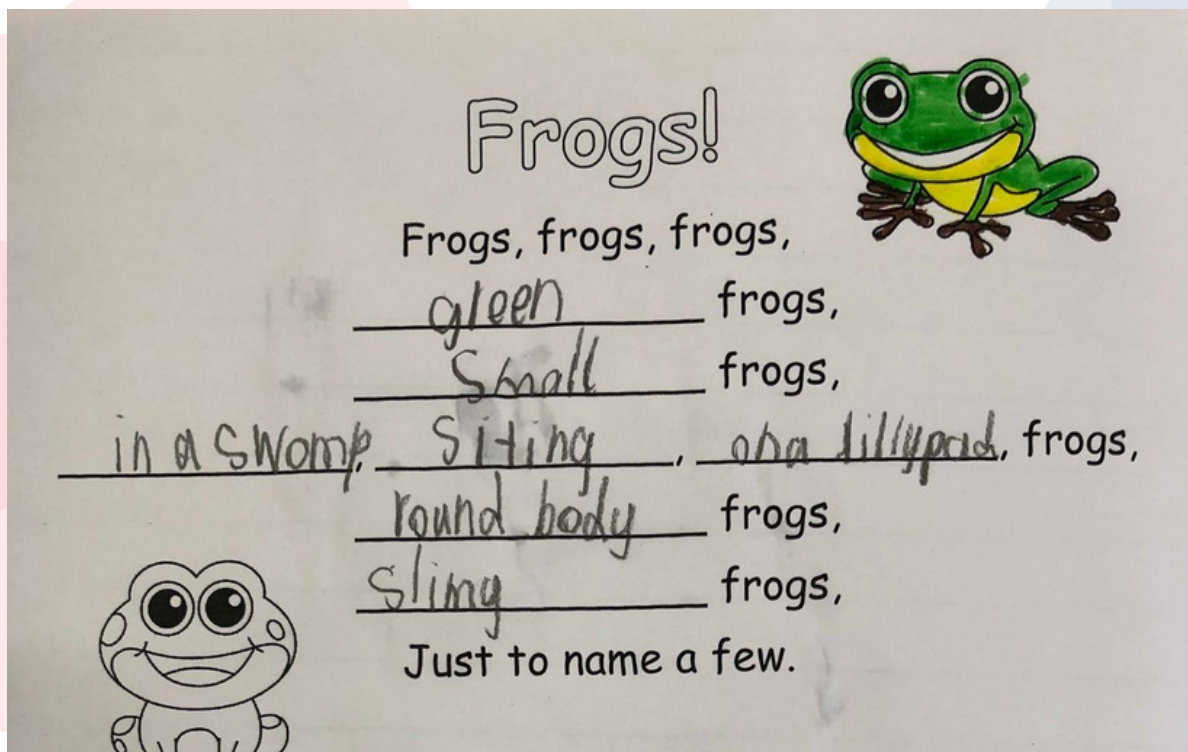
A celebration of *friendship*
through poetry

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Adjective Poem

Adjective poems are written in 5 lines, and they have a very specific pattern per line.

1st line: noun, noun, noun; 2nd line: adj. 1 + noun; 3rd line: adj. 2 + noun; 4th line: adj. 3, adj. 4, adj. 5 + noun; 5th line: 4-6 word sentence.



How to write an Adjective Poem?

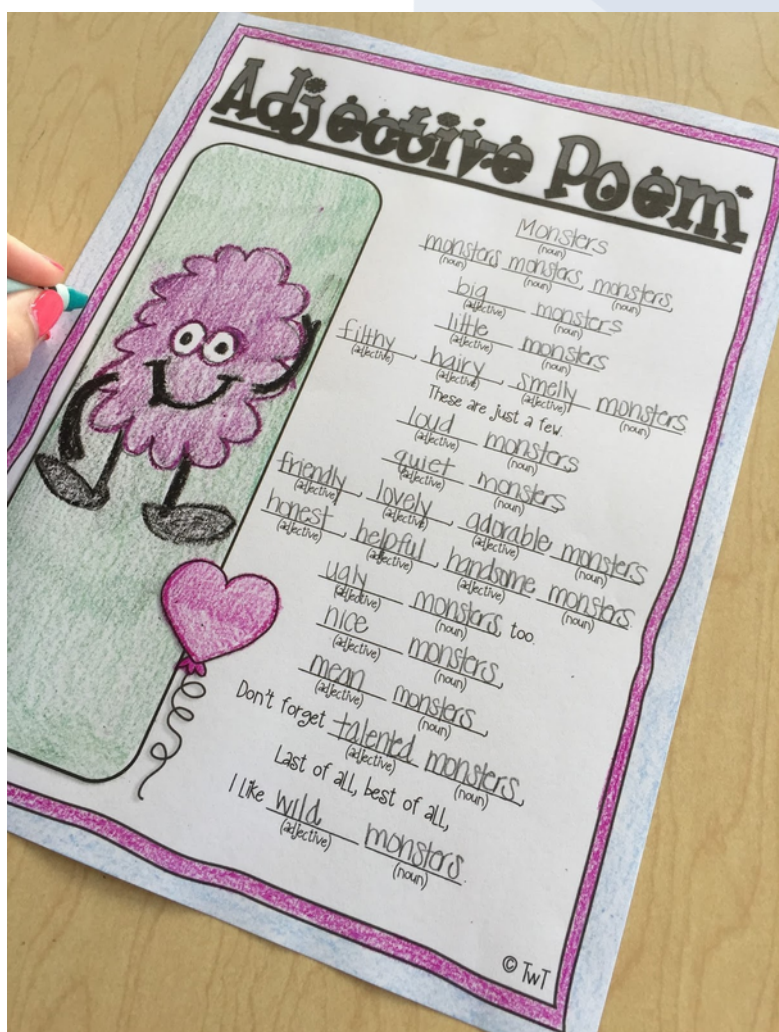
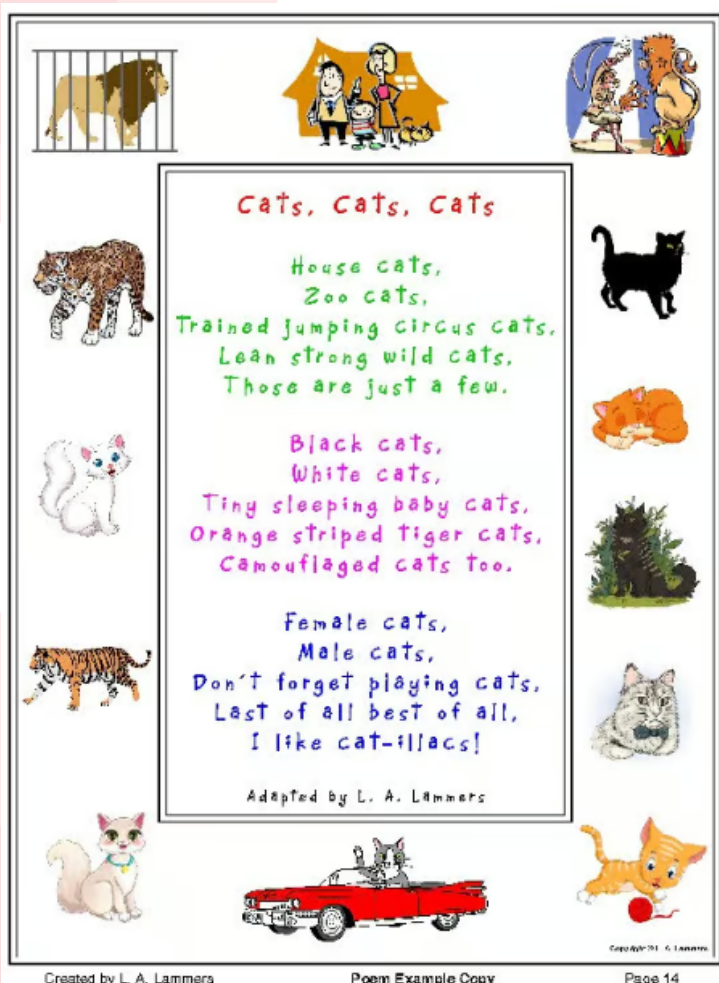
1. Brainstorm about the topic of the poem. Since this year's topic is friendship, children should find words related to the friend they want to speak about. Invite your students to think of:

- adjectives that describe their friend,
- verbs or actions they do together,
- things or places their friend likes,
- reasons why they treasure their friendship,
- what makes their friendship special.

2. Following the pattern on page 6, ask your students to write their poems.

3. Once the poem is finished, invite your students to think of a title that summarises their work.

Candy!
Candy, candy, candy,
Sweet candy.
Sour candy,
Ooey, gooey, chewy candy.
These are just a few.



Title

noun, noun, noun

adj. 1 + noun

adj. 2 + noun

adj. 3 + adj. 4 + adj. 5 + noun

4 - 6 word sentence

Adjective Poem

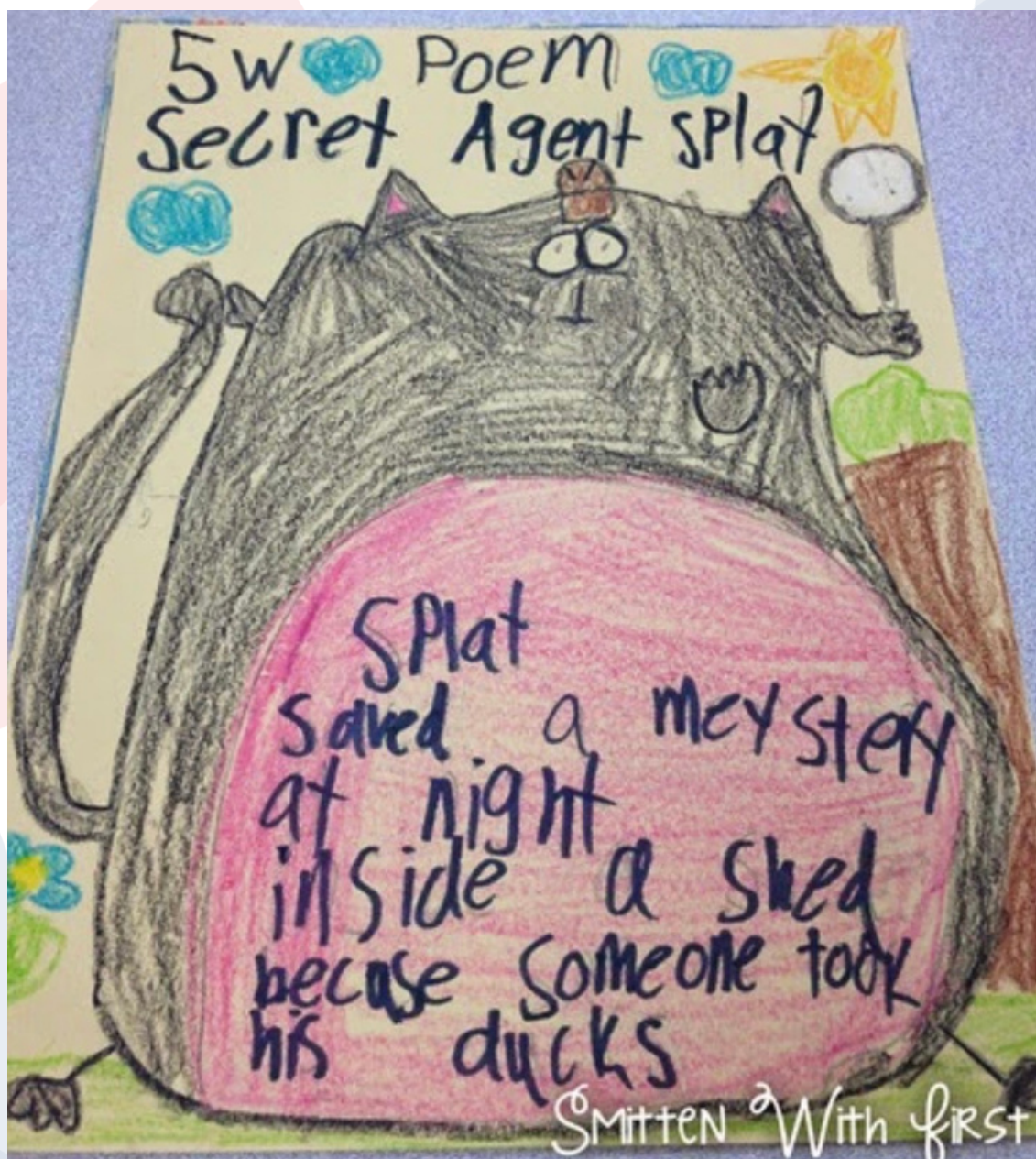
	1	3	5
Structure	There is no title. The poem does not respect the amount of adjectives per line or it doesn't follow the pattern.	The title doesn't represent the poem. The poem respects some of the words required per line.	The title makes allusion to the poem. The poem respects the number and type of words per line.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the idea of friendship.	The content in the poem is highly connected to the idea of friendship.
Creativity & originality	The poem shows little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Grammar & Vocabulary	Limited vocabulary and no control of simple grammatical forms.	The poem shows some control of simple grammatical forms. It uses appropriate vocabulary.	The poem shows a good degree of control of simple grammatical forms. It uses a range of appropriate vocabulary.

Useful adjectives

 Appearance	 Personality	 Character	 Feelings	 Quality	 Other
- adorable - attractive - beautiful - handsome - cute - elegant - glamorous - pretty - stylish - trendy - young - old - tall - short - slim - strong	- kind - friendly - honest - loyal - reliable - patient - generous - helpful - polite - cheerful - funny - smart - brave - confident - creative - hardworking	- good - nice - caring - positive - optimistic - ambitious - determined - dependable - sincere - wise - mature - responsible - humble - calm - fair - understanding	- happy - sad - angry - excited - nervous - relaxed - proud - grateful - surprised - afraid - lonely - jealous - embarrassed - hopeful - confused - content	- good - excellent - amazing - wonderful - great - fantastic - brilliant - superb - strong - reliable - valuable - useful - important - high - special - perfect	- big - small - fast - slow - easy - difficult - hot - cold - new - old - clean - dirty - loud - quiet - safe - dangerous

5W Poem

5W poems describe a person by answering 5 main questions. This poem is written in 5 lines, answering who, what, when, where, why (in that same order) in each line. There is no limit of words per line, nor rhyming pattern.



How to write a 5W Poem?

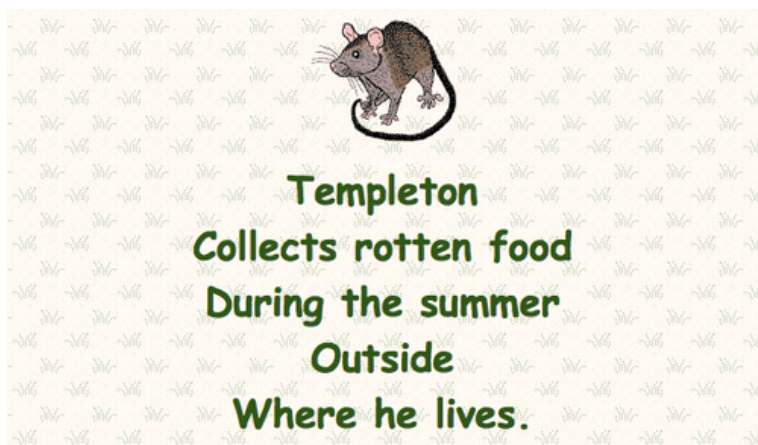
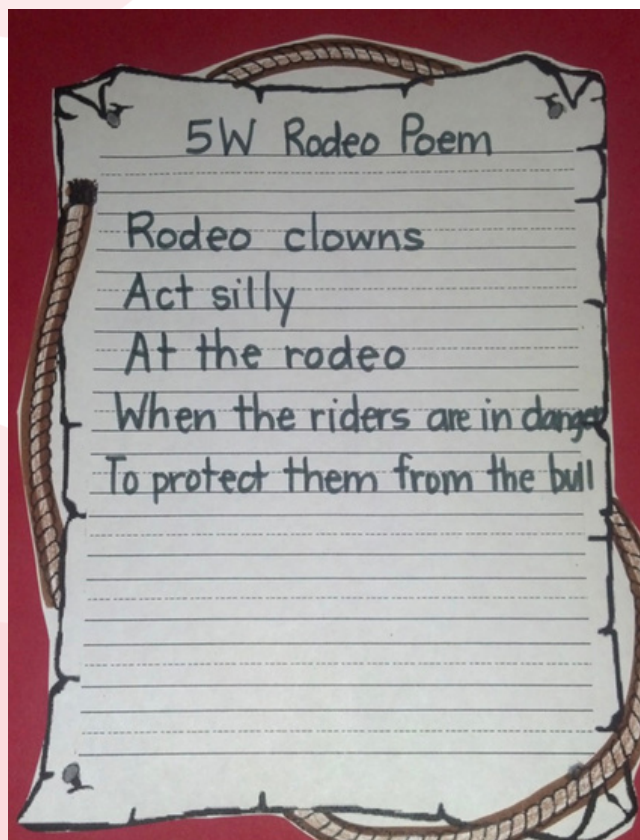
1. Brainstorm about the topic of the poem. Since this year's topic is friendship, children should find words related to the friend they want to speak about. Reflect on the mean of each Wh question word.
2. Ask your students to answer each of the questions in the requested order:
who, what, when, where, why.
3. If necessary, ask your students to simplify the answers and write them in lines.
4. Once the poem is written, ask the children to provide it with a title that connects with their productions.

Feed Me

By Steffani H. Fletcher



**The Very Hungry Caterpillar
Had to find food,
All around his home,
Day after day,
Because he was starving!**



I
Love eating apples
In the morning
In my kitchen
'Cause they are so good for me

Little tree frog
Sitting so still
In the morning light
Outside my window
Waiting for your breakfast

Title

Who?

What?

When?

Where?

Why?

5W Poem

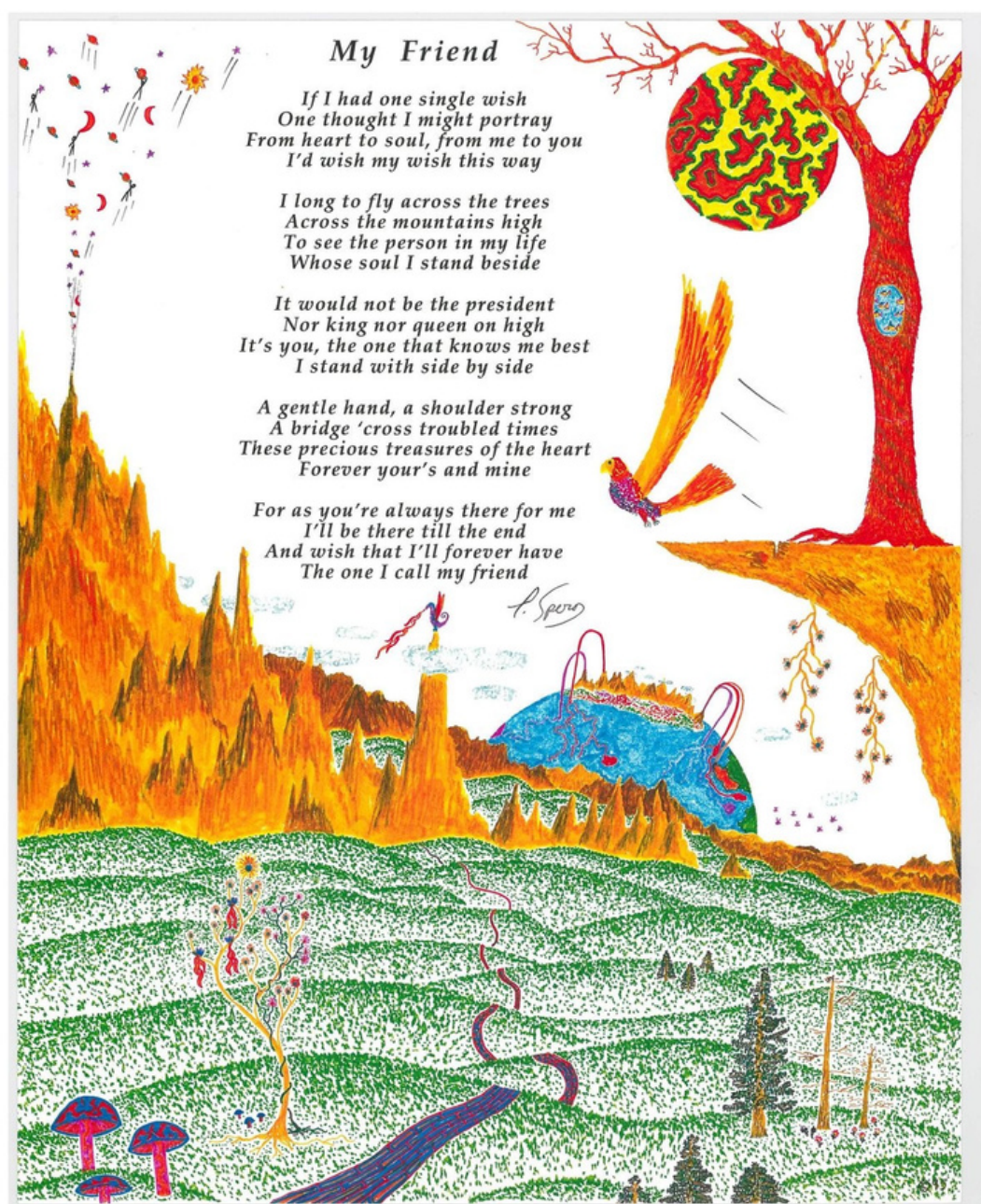
	1	3	5
Structure	There is no title. The poem doesn't answer the questions requested.	The title doesn't represent the poem. The poem answers the questions requested but not in the order required or the lines are not coherently	The title makes allusion to the poem. The poem answers the questions in the correct order coherently.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the idea of friendship..	The content in the poem is highly connected to the idea of friendship.
Creativity & originality	The poem demonstrates little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Vocabulary	Limited vocabulary according to the level.	Uses some vocabulary expected for the level.	Uses vocabulary expected for the level.

⇒ WH QUESTION WORDS: PEOPLE

Question word	Example question (about people)
WHO	Who is your best friend? Who do you usually spend time with?
WHAT	What do you like doing with your friends? What is your friend's favorite color?
WHERE	Where do you play together? Where did you meet your best friend?
WHEN	When do you meet your friends? When is your friend's birthday?
WHY	Why do you like your best friend? Why do you enjoy spending time with them?

Epistle Poem

Epistle poems are written as if they were letters. These poems are written in the 1st person singular, and words are addressed to a specific person (in this case, a friend), revealing the writer's inner feelings and ideas towards the person they write to.



How to write an Epistle Poem?

1. Brainstorm about the topic of the poem. Since this year's topic is friendship, students must reflect upon the idea of friendship and decide who they are writing this poem to. Another good idea, is to brainstorm about the feelings they might have about this friend, what they like doing together, and what things they have in common.
2. Invite your students to write their thoughts about their friends in the shape of a poem. These words must be expressed from the point of view of the writer, and addressed to the friend.
3. Although this is a poem, it doesn't have a specific pattern: They choose the amount of lines per stanza. Although rhyming is not requested, it is always suggested.
4. Provide the poem with a suitable title.

i am so glad we met

of all the ways life could have paired us,
it chose best friends.
i think about how lucky it is
that out of all the possibilities, life chose this version.
two people finding happiness in the same moment
like it was always the plan.
the stars aligning just right
when we didn't even know how to ask.
you are everything i needed, but didn't know i did.
the person i want at coffee with me in the morning.
the one that the second something funny happens,
i know just who i am going to retell it to.
of all the ways life could have paired us,
i am glad it paired me with you.

-jennae cecelia-

LET'S BE FRIENDS

BY CHRISTINE CORONA

WOULD YOU LIKE TO BE MY FRIEND?
THAT WOULD BE SO FINE!
WE'LL RUN AROUND IN YOUR BACKYARD
AND THEN WE'LL PLAY IN MINE.
WE'LL WALK TO SCHOOL TOGETHER.
AND SHARE OUR LUNCHES. TOO.
OH. WHAT A LUCKY KID I AM
TO HAVE A FRIEND LIKE YOU!



I like you because

When I tell you something special
You know it's special
And you remember it
A long long time

You say remember when
you told me
Something special

And both of us remember

"Vermin"

They called us dogs
as if hunger were a flaw,
as if loyalty were something to look down on.
They called us rats,
meaning scavengers,
meaning things that live where they refuse to look.
They called us vermin,
to make themselves feel clean
while standing on ground built by other hands.
History will not remember the hands that pointed.
It will remember what endured the fires and kept on walking.

TO MY FRIEND

I have never been rich before,
But you have poured
Into my heart's high door
A golden hoard.

My wealth is the vision shared,
The sympathy,
The feast of the soul prepared
By you for me.

Together we wander through
The wooded ways.
Old beauties are green and new
Seen through your gaze.

I look for no greater prize
Than your soft voice.
The steadiness of your eyes
Is my heart's choice.

I have never been rich before,
But I divine
Your step on my sunlit floor
And wealth is mine!

ANNE CAMPBELL

Epistle Poem

	1	3	5
Structure	There is no title. The poem doesn't answer the questions requested.	The title doesn't represent the poem. The poem answers the questions requested but not in the order required or the lines are not coherently	The title makes allusion to the poem. The poem answers the questions in the correct order coherently.
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Vocabulary	Limited vocabulary according to the level.	Uses some vocabulary expected for the level.	Uses vocabulary expected for the level.



WORDS WITH PREPOSITIONS

ADJECTIVES

- 1 **GOOD / BAD** **AT**
Tom is **good at** football.
- 2 **SURPRISED** **AT**
I was **surprised at** the news.
- 3 **HAPPY / EXCITED** **ABOUT**
We are **excited about** our holiday.
- 4 **INTERESTED** **IN**
Alice is **interested in** art.
- 5 **DISAPPOINTED** **WITH**
I was **disappointed with** our meal.
- 6 **WORRIED** **ABOUT**
Sue is **worried about** the exam.
- 7 **AFRAID** **OF**
Mary is **afraid of** snakes.
- 8 **TIRED** **OF**
I am **tired of** studying.
- 9 **RESPONSIBLE** **FOR**
Tara is **responsible for** her kids.
- 10 **SIMILAR** **TO**
Tangerines are **similar to** oranges.

VERBS

- 1 **ARRIVE** **IN** (city/town)
We **arrived in** Rome yesterday.
- 2 **ARRIVE** **AT** (place)
I **arrived at** the station at noon.
- 3 **LOOK** **AT**
Why are you **looking at** me?
- 4 **ASK** **FOR**
I **asked** the man **for** directions.
- 5 **WAIT** **FOR** (sth)
I'm **waiting for** Tom.
- 6 **INVITE** **TO**
She didn't **invite** us **to** the party.
- 7 **SPEAK / TALK** **TO**
I am **speaking to** you.
- 8 **LISTEN** **TO**
I love **listening to** music.
- 9 **SPEND (money)** **ON**
We **spent** all the money **on** a trip.
- 10 **THINK** **ABOUT**
I am **thinking about** the exam.



Horatian Ode

The Horatian Ode is written with the intention of celebrating someone specific, in this case, a friend. Odes do not have a set amount of stanzas nor rhyme, but they must repeat the pattern set by the first stanza. Stanzas are generally 2 or 4 lines long each. Lines are always end-rhymed.

Ode To A River (An Horatian Ode)

(An Horatian Ode: To A River)

O, river! You are flowing forever
Originating from that of mountains
Run through even, uneven, desert; for
Hurrying and rushing to the oceans
Your ways are done zigzag, mysterious
And chaotic to the simple people,
But they are for lifelong hopeful to you
For the blessing you bestow them always,
Your water to them very essential,
Fishes you bear are very precious, too.

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Muzahidul Reza

How to write a Horatian Ode?

1. Brainstorm about the topic of the poem. Since this year's topic is friendship, students must reflect upon the idea of friendship and decide who they are writing this poem to. Another good idea, is to brainstorm about the feelings they might have about this friend, what they like doing together, and what things they have in common.
2. Have your students write the first stanza of the poem, baring in mind they must write about a friend. It could be written in 1st or 3rd person singular. The stanza must be 2 or 4 lines long, rhyming in the end.
3. Before moving forward, ask students to reflect upon the rhyme scheme of the stanza they wrote. Write the rhyming pattern and explain how important it is to respect this in the next stanzas. For example, if the rhyming pattern is AABB, this pattern should be repeated in all stanzas.
4. Once they checked the rhyming pattern of the first stanza, they are ready to write the rest of the poem.
5. Once they finish, they should provide the poem with a suitable title.

Ode to a Nightingale by 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 drains
One minute past, and Lethe-wards had sunk:
'Tis not through envy of thy happy lot,
But being too happy in thine happiness,—
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.

O, for a draught of vintage! that hath been
Cool'd a long age in the deep-delved earth,
Tasting of Flora and the country green,
Dance, and Provençal song, and sunburnt mirth!
O for a beaker full of the warm South,
Full of the true, the blushful Hippocrene,
With beaded bubbles winking at the brim,
And purple-stained mouth;
That I might drink, and leave the world unseen,
And with thee fade away into the forest dim:

Horatian Ode

	1	3	5
Structure	There is no title. The poem does not respect the pattern of rhyme and amount of lines set in the first paragraph.	The title doesn't represent the poem. The poem occasionally respects the pattern of rhyme and amount of lines set in the first paragraph.	The title makes allusion to the poem. The poem is written respecting the pattern of rhyme and amount of lines set in the first paragraph.
Topic	The poem is off-topic.	Some of the content in the poem is connected to the idea of friendship.	The content in the poem is highly connected to the idea of friendship.
Creativity & originality	The poem demonstrates little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates original personal expression.
Grammar & Vocabulary	Uses simple syntactic structures and vocabulary expected for the level. Frequent errors, which do not impede communication may appear.	Uses a wide range of simple syntactic structures and vocabulary with occasional inappropriate use of less common lexis. Few errors, which do not impede communication.	Wide range of simple and complex syntactic structures and vocabulary. Occasional errors may be present, which do not impede communication.

Be More Descriptive

Instead of <u>said</u>, use: called shouted cried whispered responded remarked demanded questioned asked replied stated exclaimed	Instead of <u>laughed</u>, use: snickered guffawed giggled cackled roared howled chuckled tittered chortled hee-hawed crowed bellowed	Instead of <u>ran</u>, use: hurried bolted raced darted scurried sped dashed jogged galloped sprinted trotted rushed
Instead of <u>walked</u>, use: staggered shuffled traveled sauntered trudged lumbered strutted paraded marched ambled hiked strolled	Instead of <u>saw</u>, use: glimpsed glanced at noticed eyed observed gazed at sighted spied spotted examined stared at watched	Instead of <u>like</u>, use: love prefer admire cherish appreciate care for fancy favor adore enjoy idolize treasure
Instead of <u>sad</u>, use: downcast unhappy depressed dejected woeful forlorn gloomy melancholy miserable crestfallen sorrowful mournful	Instead of <u>pretty</u>, use: beautiful exquisite lovely gorgeous glamorous stunning attractive handsome elegant striking cute fair	Instead of <u>good</u>, use: great splendid pleasant superb marvelous grand delightful terrific superior amazing wonderful excellent
Instead of <u>little</u>, use: teeny small diminutive tiny compact minuscule microscopic miniature petite slight wee minute	Instead of <u>nice</u>, use: kind congenial benevolent agreeable thoughtful courteous gracious warm considerate cordial decent humane	Instead of <u>funny</u>, use: farcical hysterical jocular sidesplitting amusing hilarious humorous laughable witty silly comical nonsensical
Instead of <u>big</u>, use: towering enormous huge tremendous large massive great giant gigantic colossal mammoth immense	Instead of <u>happy</u>, use: glad merry jovial contented jubilant pleased joyful delighted thrilled jolly cheerful elated	Instead of <u>smart</u>, use: witty ingenious bright sharp quick-witted brainy knowledgeable brilliant intelligent gifted clever wise

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