



ASOCIACIÓN ARGENTINA DE CULTURA INGLESA



Poetry Contest
2025

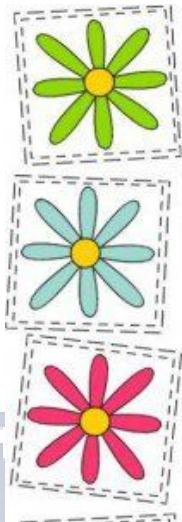
Resource Pack

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A1 Name Poem

In a name poem, the first letter of each line spells a word. This word is the subject of the poem.



Julia

J is for Joy, you're magnificent
U is for Understanding, a noble character
L is for Lovable, a caring heart
I is for Imaginative, full of delightful surprises
A is for Angelic, beauty beyond compare

ASOCIACIÓN ARGENTINA DE CULTURA INGLESA

How to write a Name Poem

1. **Brainstorm:** Who is your hero? Choose a person to write about and brainstorm different qualities about that person.
2. **Exposure:** Share examples with your students so they know what they are expected to do.
3. **Draft:** Ask your students to write sentences using the words previously brainstormed. Are those words enough? Do they need different words? This is the time to experiment.
4. **Title:** Write a title for the poem.

A1 Name Poem



Has a heart that's made of gold
Ancient mysteries she will unfold
Neat & organized, she'll clean your home
Nice and sweet she's like a honeycomb
Always wants something shiny and new
Happy often, seldom blue

♥♥♥ ALL ABOUT YOU ♥♥♥

Mindy

M	<i>Marvelous mind, with wisdom to spare.</i>
I	<i>Inventive mind, with ideas to declare.</i>
N	<i>Noble character, burdens they'll dare.</i>
D	<i>Determined spirit, reaching for the air.</i>
Y	<i>Youthful spirit, with dreams ever so dear.</i>

Eats almost anything,
 Likes to climb a tree,
 In overalls and T-shirt
 Zany as can be.
 Adopting any animal,
 Big toe has a blister,
 Elizabeth, Elizabeth...
 That's my sister!
 Hurra!



CULTURA INGLESA

Joseph

J is for joyful, so full of fun.
O is for obliging, a giving one.
S is for selfless, generous and kind.
E is for excelling, such a brilliant mind.
P is for princely, heart that's sincere.
H is for helpful, thoughtful and dear.

(title)



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Author:



A1 Name Poem

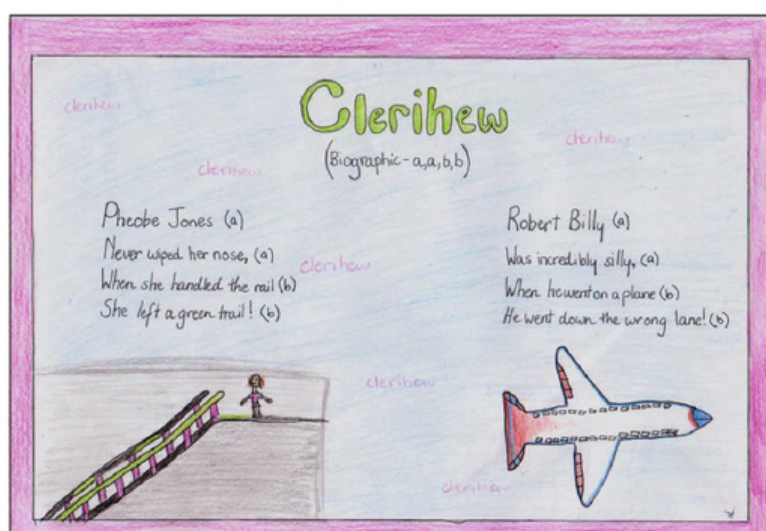
Name poems are acrostics where the first letter of each line spells out a name when read vertically.

	1	3	5
Structure	There is no title. The letters at the beginning of each line do not spell out the name of the hero.	The title doesn't represent the poem. Some of the letters at the beginning of each line spell out the name of the hero.	The title makes allusion to the poem. The letters at the beginning of each line spell out the name of the hero.
Topic	The poem is off-topic.	Some of the content in the poem is connected to a heroic person.	The content in the poem is highly connected to a heroic person.
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.

A2 Clerihew

A clerihew is a four line poem, with a funny approach. The first line of the poem must include the name of the heroic person chosen.

The poem has a specific rhyming scheme: **aabb**. This means the first line rhymes with the second one, while the third and fourth line also share a rhyme.



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How to write a Clerihew

1. **Brainstorm:** Who is your hero? Choose a person to write about and brainstorm different qualities about that person. Think of some funny anecdotes or traits this person has. What makes them different from the rest in a good way?
2. **Exposure:** Share examples with your students so they know what they are expected to do. This is a good moment to make them notice the rhyme at the end of each line.
3. **Draft:** Ask your students to write short sentences about the person they chose. How can they make those sentences rhyme? Do they need to change the order of the sentences? This is the moment to experiment and try different combinations.
4. **Title:** Write a title for the poem.

A2 Clerihew

The enemy of Harry Potter
Was a scheming plotter.
I can't tell you what he's called; I'd be ashamed
To name "he who must not be named."

**My friend Chloe,
She is very showy
When she goes to the show,
She likes to wear her bow**

Taylor Swift
Has a voice that is a gift.
I bet, though, she would sing off-key
If she had to drink my mom's sickness remedy.

- Michael Jordan wasn't boring
- He was the one doing all the scoring
- When he was dunking all you would see is the floor
- People in the stand wanted to see more

Jane Clark
Loves the park.
She runs all around
Until she drops to the ground.

(title)



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Author:



A2 Clerihew


Clerihews are four line poems, in which the second line rhymes with the first, and the fourth line rhymes with the third. (aabb rhyming scheme). The first line includes the person's name.

	1	3	5
Structure	There is no title. The poem doesn't respect the rhyming scheme. The first line doesn't include the name of the heroic person.	The title doesn't represent the poem. The poem partly respects the rhyming scheme. The heroic person might be mentioned in the first line.	The title makes allusion to the poem. The poem respects the rhyming scheme. The heroic person is mentioned in the first line.
Topic	The poem is off-topic.	Some of the content in the poem is connected to a heroic person.	The content in the poem is highly connected to a heroic person.
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.


B1 Lyric Poem

A lyric poem is a short emotional poem that describes the feelings of a person towards somebody else. This type of poetry does not rely on events or situations but on the way the author thinks or feels about someone. There is no rhyming scheme or length required, although it is advised to keep the poem short and with certain musicality.

A Friend Poem



A friend is an open hand
A friend is like glowing heart
A friend is a happy land
A friend is sweet as a pop-tart



ASOCIACIÓN ARGENTINA DE CULTURA INGLESA

How to write a Lyric Poem

1. **Brainstorm:** Who is your hero? Choose a person to write about and brainstorm different qualities about that person. Think of how this person makes you feel. What do you admire from this person? What is their most valuable virtue?
2. **Exposure:** Share examples with your students so they know what they are expected to do. While reading the examples, help them notice these poems might vary in length although they are all short.
3. **Draft:** Ask your students to list the most valuable traits the person they chose has. They should choose one or two, and reflect on the way these attributes make them feel. This is the moment to look for new vocabulary and explore a list of emotions and ways of thinking, as well as introducing new idioms. Find attached some examples.
4. **Title:** Write a title for the poem.

B1 Lyric Poem

My mum is nice,
I like her eyes.
My mum is good,
I love her food.
My mum is funny,
I am her bunny.
My mum is fine,
As sun can shine.
I love mum and mum loves me,
We are happy family!

ASOCIACIÓN ARGENTINA

★ My teacher

I have a great teacher
She helps me to grow,
inspires the class and
is lovely to know
she really is clever
and ever so kind
I'm glad she's my teacher
the BEST one you'll find! ★

(title)



ASOCIACIÓN ARGENTINA DE CULTURA INGLESA

Author:

Feelings List

ANGRY

angry	stressed	jealous
enraged	critical	frustrated
frustrated	annoyed	skeptical
irate	selfish	livid
irritated	hurt	wild
hostile	irritated	bitter
cross	raving	envious
vexed	displeased	exasperated
furious	spiteful	



STRONG

powerful	proud	focused
empowered	confident	important
faithful	successful	aware
appreciated	creative	worthwhile
courageous	respected	valuable
strong	loyal	discerning
persuasive	controlling	influential
dynamic	able	dominant
forceful	forcible	capable



SAD

sad	guilty	ashamed
remorseful	fragile	sleepy
vulnerable	isolated	apathetic
lonely	miserable	inferior
depressed	bored	stupid
indifferent	wronged	desolate
sorrowful	despairing	grieving
down	mournful	
gloomy	tired	



HAPPY

happy	interested	energetic
optimistic	hopeful	sensuous
excited	aroused	cheerful
playful	joyful	amused
content	valued	creative
accepted	curious	stimulated
satisfied	glad	blessed
delighted	jubilant	blissful
elated	lively	thrilled



SCARED

scared	rejected	excluded
weak	worthless	bewildered
insecure	inferior	discouraged
confused	perplexed	insignificant
threatened	nervous	inadequate
anxious	bothered	ignored
panicked	distracted	distraught
shaken	tormented	jittery
worried		troubled



CALM

peaceful	intimate	safe
connected	belonging	content
trusting	sensitive	nurturing
thankful	loving	pensive
secure	serene	responsive
thoughtful	relaxed	attentive
tranquil	quiet	prudent
composed	placid	cautious
calm	restful	careful





B1 Lyric Poem

Lyric poems are short poems that reflect emotions, feelings and thoughts of the writer about a certain topic. Even though there is no rhyming pattern, some rhythm and musicality is expected.

	1	3	5
Structure	There is no title. The poem doesn't reflect feelings, emotions or thoughts about the heroic person. There is no attempt of rhythm or musicality.	The title doesn't represent the poem. The poem partly reflects thoughts, feelings or emotions about the heroic person. There is some rhythm or musicality.	The title makes allusion to the poem. The poem reflects thoughts, feelings and/or emotions about the heroic person. There is rhythm and/or musicality.
Topic	The poem is off-topic.	Some of the content in the poem is connected to a heroic person.	The content in the poem is highly connected to a heroic person.
Creativity & originality	The poem demonstrates little personal expression.	The poem demonstrates some personal expression.	The poem demonstrates authentic personal expression.
Grammar & Vocabulary	Uses basic syntactic structures and vocabulary expected for the level with some degree of control. Errors may impede communication at times.	Uses simple syntactic structures and vocabulary expected for the level. Frequent errors, which do not impede communication.	Uses a wide range of syntactic structures and vocabulary with occasional inappropriate use of less common lexis. There might be few errors, which do not impede communication.

B2 Rondeau

A rondeau is a 15 line poem, distributed in 3 stanzas. This type of poem has a specific rhyming scheme as well as a refrain. The rhyme consists of two repeated sounds as follows:

Stanza 1: **5 lines** (AABBA)

Stanza 2: **4 lines** (AABR)

Stanza 3: **6 lines** (AABBAR)

refrain

The refrain is the repetition of the same line at the end of the stanza.

How to write a Rondeau

1. **Brainstorm:** Who is your hero? Choose a person to write about and brainstorm different qualities about that person. Think of how this person makes you feel. What do you admire from this person? What is their most valuable virtue? Write down the ideas.
2. **Exposure:** Share examples with your students so they know what they are expected to do. While reading the examples, help them notice the rhyming pattern as well as the repetition of the last line. Explain them how the refrain is supposed to emphasize an idea by being repeated all along.
3. **Draft:** Ask your students to list jot down ideas about the person they chose. At this point they shouldn't be worried about rhyming, just organizing ideas in stanzas. Once they organized what they want to say, it's time to make those lines rhyme according to the pattern. This is the moment to look for new vocabulary , why not introducing new idioms? Find attached some examples.
4. **Title:** Write a title for the poem.

B2 Rondeau

You bid me try, Blue Eyes, to write
A Rondeau. What! Forthwith!--Tonight?
Reflect. Some skill I have, 'tis true;
But thirteen lines!--and rhymed on two!--
'Refrain,' as well. Ah, hapless plight!

Still, there are five lines--ranged aright.
These Gallic bonds, I feared, would fright
My easy Muse. They did, till you--
You bid me try!

That makes them eight.--The port's in sight:
'Tis all because your eyes are bright!
Now just a pair to end in 'oo,'--
When maids command, what can't we do!
Behold!--the Rondeau, tasteful, light,
You bid me try!

(title)



AACI

ASOCIACIÓN ARGENTINA DE CULTURA INGLESA

Author:

GOOD PHRASES THAT DESCRIBE EMOTIONS

Fear

...frozen with terror...
 ...a shiver ran down her spine...
 ...was horrified by...
 ...felt a sense of dread...
 ...all hairs on her body stood on their ends...
 ...could feel the impending danger...
 ...trembling with fear...

Angry

...furious over/with...
 ...fuming mad...
 ...he saw red...
 ...mind was engulfed by rage...
 ...boiling mad...
 ...livid with rage

Shock

...was surprised to...
 ...amazed to find...
 ...unexpected...
 ...was astonished...

Tired

...worn out with fatigue...
 ...could not muster up a single ounce of strength any more...
 ...dog tired...
 ...limbs felt as if they were chained to iron shackles...
 ...dragging himself on limply...
 ...his body felt as if it was made of lead...

Happy

...he was ecstatic over...
 ...was over the moon...
 ...jumping with joy...
 ...head was dizzy with delight...
 ...elated to...
 ...in high spirits....

Sad

...felt wretched with grief...
 ...felt gloomy...
 ...filled with misery...
 ...broke down into tears...
 ...was heart-rending to see her...
 ...gloomy and depressed...

Pride

...sense of pleasure...
 ...surge of pride well up...
 ...chest stuck out proudly...
 ...conceited...
 ...as proud as a peacock..

Pain

...writhing in agony...
 ...knife was pierced through the heart...
 ...stabbed forcefully with a blunt knife...
 ...keel over in gut wrenching pain...
 ...filled with agony...
 ...sharp pain sear through...

SHOWING EMOTION & FEELINGS

AFRAID	NERVOUS	EMBARRASSED
Hands Shaking	Tapping hands or feet	Blushing/turn red
Knees like Rubber	Biting bottom lip	Hanging head low
Covering mouth with hand	Butterflies in stomach	Holding back tears
Heavy fast breathing	Stuttering	Rolling eyes
Heart pounding	Lump in your throat	Stomach flips
Whimpering	Playing with hair	Hiding face
ANGRY	HOT	HAPPY
Red in the face	bright red face	smiling face
Hands on hips	Sweat on face/back	Eyes wide open
Jaws/hands clenched	Fanning self with hand	Corners of mouth rising
Veins popping	Moving slowly	Jumping up & down
Dark squinted eyes	Panting for breath	Laughing, giggling
Punching hand into fist	Drenched hairline	On cloud nine
SHOCKED	TIRED	COLD
Mouth wide open	Droopy red eyes	Shivering
Eyes popping open	Yawning	Rubbing hands together
Hands covering mouth	Trying to keep eyes open	Hugging self
Jumping/stepping back	Slouching in chair	Blowing on hands
Gasping for air	Leaning head on hands	Seeing breath in the air
Heart. Eating fast	Rubbing eyes	Eyes watering/tears freezing
SHY	SAD	EXCITED
Blushing	Tears in eyes	Mouth wide open
Looking down	Trembling lips	Heart pounding
Speaking softly	Hanging head low	Jumping up and down
Arms crossed	Dragging feet	Clapping or clasping hands
Standing away from others	Corners of lips fall towards floor	Eyes wide open
Hiding behind things	Shaky, quiet voice	Huge smile across face

retrieved from the internet



B2 Rondeau

A rondeau is a 15 line poem, written in 3 stanzas and a specific rhyme pattern (AABBA, AABR, AABBR rhyming scheme). The first line of the first stanza will be the last line of both 2nd and 3rd stanzas. (Refrain)

	1	3	5
Structure	There is no title. The poem does not respect the amount of lines requested. It doesn't respect the rhyming scheme. There is no refrain.	The title doesn't represent the poem. The poem occasionally respects the rhyming scheme. It might be longer/ shorter than 15 lines.	The title makes allusion to the poem. The poem is written in 15 lines, respecting the rhyming scheme.
Topic	The poem is off-topic.	Some of the content in the poem is connected to a heroic person.	The content in the poem is highly connected to a heroic person.
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.

Sites to visit to learn more

<http://poetry4kids.com/>

<https://poets.org/>

<https://www.poetryfoundation.org/>

<https://poets.org/>



ASOCIACIÓN ARGENTINA DE CULTURA INGLESA

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