



**SECONDARY ENGAGEMENT PROGRAMME  
GRADE NINE WORKSHEET**

**Department of Education Region #4**

**Grade 9**

**English Literature**

**Week 1**

**NAME:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Read the following poem and then answer the questions that follows**

**An African Thunderstorm**

**David Rubadiri**

From the west  
Clouds come hurrying with the wind  
Turning sharply  
Here and there  
Like a plague of locusts  
Whirling,  
Tossing up things on its tail  
Like a madman chasing nothing.

5

Pregnant clouds  
Ride stately on its back,  
Gathering to perch on hills  
Like sinister dark wings;  
The wind whistles by  
And trees bend to let it pass.

10

In the village  
Screams of delighted children,  
Toss and turn  
In the din of the whirling wind,  
Women,  
Babies clinging on their backs  
Dart about  
In and out  
Madly;  
The wind whistles by  
Whilst trees bend to let it pass.

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25

Clothes wave like tattered flags  
Flying off  
To expose dangling breasts  
As jagged blinding flashes  
Rumble, tremble and crack

30

Amidst the smell of fired smoke  
And the pelting march of the storm.

## Questions

1. Describe the structure of the poem.
2. How does the structure of the poem reflect the meaning of the poem? You must point to specific examples of structure and show how they reflect the meaning.
3. Discuss the effect of the following phonic (sound) devices:
  - 3.1 “whirling / tossing”
  - 3.2 “wind whistles”
  - 3.3 “toss and turn”
  - 3.4 “wind whistles by /whilst trees bend to let it pass”
  - 3.5 “rumble, tremble and crack”
  - 3.6 “Dart about/ in and out”
4. Identify all the figures of speech (not the sound devices – assonance, alliteration, onomatopoeia) and their effects and fill them into a table with the following headings.

Quote figure of speech	Explain figure of speech	Comment on its effect.

5. Discuss the diction (word usage) of the poet. (Talk about simplicity of words / present participles/ descriptive words)