

MUNICIPAL COMPREHENSIVE GOVERNMENT-FINANCED INSTITUTION  
BAIMAK LYCEUM №4 OF THE BAIMAK REGION  
OF THE REPUBLIC OF BASHKORTOSTAN

**Research Work on the Subject “Creating Cinquains...”**  
**Nomination “Linguistics. The English Language”**

Work complied  
by the pupil of the 5<sup>th</sup>  
grade  
of Baimak lyceum №4:  
Liliya Yanalina

Adviser:  
English teacher  
I.R. Baltina

Baimak-2017

## CONTENTS

INTRODUCTION.....	3
1. THE THEORETICAL PART.....	5
2. THE PRACTICAL PART.....	8
CONCLUSION.....	9
BIBLIOGRAPHY.....	10
APPENDIX.....	11

## INTRODUCTION

Ball

Beautiful. colourful

Jumping, rolling, flying

It is my best toy

Round

Is it a limerick? No, it isn't. Is it a haiku or a tanka? No, it isn't.

What is it? What poetic form is it? What's its origin? These are the questions we answer in this research work by means of the method of questioning, method of survey of the pupils of the 5<sup>th</sup> classes in our school, monitoring, analysis and summary.

The subject of our work is research of the origin of a cinquain, its variations and its structure.

Therefore the objects are the selections of cinquains by Adelaide Crapsey, William Soutar and Ray Stebbing.

The purpose of this research is scientific study of different variations of cinquains and proving the hypothesis that the word "cinquain" has Latin roots.

The novelty of this work consists in new view of this issue – few people know about this unpopular poetic form, its structure, its origin and how to write it.

The actuality of the research is writing poems in English is not only interesting, but very useful. Writing a poem in English helps to understand it better.

Research of different poetic forms in various foreign languages is one of the most popular directions of the modern investigations, developing linguistics – the branch of knowledge that deals with the structure, historical development and relationships of a language or languages. Thereby this work takes on theoretical value.

The practical value of this work is getting of practical results; and it can be used at the lessons, as a manual in writing cinquains.

The structure of this research is the following:

- 1) the introduction which describes the subject, the objects, the actuality, the purpose, the tasks; shows the theoretical and practical values, the used methods;
- 2) the theoretical part which presents the definition of a cinquain, its origin and structure, dwells upon their variations;
- 3) the practical part which shows the structure of a didactic cinquain; explains the causes of the frequent creating this poetic form;
- 4) the conclusion which summarize the research results given in the practical part of the presented course paper.

## THE THEORETICAL PART

At first we carried out a survey (Appendix 1) of the pupils of the 5<sup>th</sup> classes in our school. As can be seen only 20% of the pupils are familiar with this poetic form. And all the pupils would like to learn to write cinquains (Appendix 2). So there is a solid foundation for doing our research on this theme.

According to the Internet-resources we can define that a cinquain is a short poem consisting of five, usually unrhymed lines, it has 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line [5].

The cinquain was invented by the American poet Adelaide Crapsey about 100 years ago. It is like the Japanese haiku and tanka. The word “cinquain” comes from the Latin root for “five”.

By another the Internet-resource Adelaide Crapsey did not invent the five-line poem. The Sicilian quintain, the English quintain, the Spanish quintella, the Japanese tanka, and the French cinquain all predate hers. What she invented, however, is a distinct American version of the five-line poem. Inspired by Japanese haiku and tanka and based on her advanced knowledge of metrics, she believed her form "to be the shortest and simplest possible in English verse" [2].

Cinquains were also written by Scottish poet William Soutar, English poet Ray Stebbing, by notable American poets Carl Sandburg and Louis Utermeyer and by many young poets.

There are a lot of variations of cinquains:

~ reverse cinquain (this form consists of one 5-line stanza in a syllabic pattern of two, eight, six, four, two);

For example,

You are  
My one in a million, you ...  
There is no one like you!  
You complete me,  
My 'One'.

~ mirror cinquain (this form has two 5-line stanzas consisting of a cinquain followed by a reverse cinquain);

For example,

My love,  
You are my all,  
My heart, it beats your name,  
All I can think about is you,  
Darling.

You are  
My one in a million, you ...  
There is no one like you!  
You complete me,  
My 'One'.

~ butterfly cinquain (this is a nine-line syllabic form with the pattern two, four, six, eight, two, eight, six, four, two);

For example,

My love,  
You are my all,  
My heart, it beats your name,  
All I can think about is you,  
You are

My one in a million, you ...  
There is no one like you!  
You complete me,  
My 'One'.

~ crown cinquain (this is a sequence of five cinquain stanzas functioning to construct one larger poem);

My love,  
You are my all,  
My heart, it beats your name,  
All I can think about is you,  
Darling.

I am  
All that I am  
Because of you my dear,  
I shine when I am around you,  
My love.

You are  
The sun, the moon,  
And all that's in-between,  
The person who lights up my life,  
My all.

Heaven  
Lost an angel  
On the day you were born,  
I'm the luckiest girl alive,  
In love.

Dear love,  
You complete me,  
There is no one like you!

My one in a million, you're  
The 'One'.

~ garland cinquain (this is a series of six cinquains in which the last one is formed of lines from the preceding five; typically line one from stanza one, line two from stanza two, and so on);

For example,

My love,  
You are my all,  
My heart, it beats your name,  
All I can think about is you,  
Darling.

Heaven  
Lost an angel  
On the day you were born,  
That makes me the luckiest girl  
In love.

I am  
All that I am  
Because of you my dear,  
I shine when I am around you,  
My love.

Dear love,  
You complete me,  
There is no one like you!  
My one in a million makes  
Me smile.

You are  
The sun, the moon,  
And all that's in-between,  
The person who lights up my life,  
My all.

My love,  
All that I am  
And all that's in-between,  
That makes me the luckiest girl,  
Me smile

~ didactic cinquain.

Variations were evolved by modern poets and differ in the quantity of syllables.

## THE PRACTICAL PART

Let's stop at the didactic cinquain. It is widely taught at schools of the UK and the USA. The didactic cinquain is closely related to the Crapsey cinquain and it is an informal kind of a cinquain.

Let's look at its structure:

Line 1 – one word (a subject or a noun);

Line 2 – two words (adjectives that describe line 1);

Line 3 – three words (action verbs that describe line 1);

Line 4 – four words (feelings or a sentence that describes line 1);

Line 5 – one word (synonym of line 1).

For example,

Planet

Graceful, ringed

Spinning, whirling, twirling

Dances with neighbor Jupiter

Saturn.

The didactic cinquain is embraced by children, young adults and older poets for its easiness. During two weeks the pupils of the 5<sup>th</sup> classes in our lyceum carried out the project on creating cinquains in English. Finally they composed about 100 cinquains. The themes were about everything: what they like and don't like, about food, clothes, the nature, people and animals. After this project they write cinquains easily and enlarge their vocabulary. We printed a book of our cinquain-poems and sited them in the Internet. Our hypothesis that every pupil can create a cinquain was proved.



## CONCLUSION

In conclusion we can say:

- a cinquain is a five-line unrhymed poem,
- the first cinquain was created by American poet Adelaide Crapsey,
- it is like the Japanese haiku and tanka,
- it has some variations, evolved by modern poets,
- it can be about everything and
- it has fixed quantity of syllables,
- it is easy and interesting!

Thus creating cinquains you learn English and you have fun!

## BIBLIOGRAPHY

1. У.М. Ашим. Синквейн как средство развития творческих способностей учащихся. – Вестник РУДН, серия Вопросы образования; языки и специальность. – 2015. – №5. С. 237-241
2. Mary Osborn. Adelaide Crapsey. Boston: Bruce Humphries. – 1933. – P.94
3. [http://archive.li/o/AgguC/ourworld.compuserve.com/homepages/Ray\\_Stebbing/](http://archive.li/o/AgguC/ourworld.compuserve.com/homepages/Ray_Stebbing/)
4. [http://en.wikipedia.org/wiki/Adelaide\\_Crapsey/](http://en.wikipedia.org/wiki/Adelaide_Crapsey/)
5. <http://en.wikipedia.org/wiki/cinquain/>
6. <http://newtechnologiessch.wixsite.com/projecttastesdiffer/single-post/2016/05/02/sinkveyn-cinquain-Our-delicious-project>
7. <http://study.com/academy/lesson/cinquain-poems-lesson-for-kids.html>
8. <http://writeshop.com/writing-a-cinquain-poem/>
9. <http://writingprojects.authorshaunt.com/cinquain/participate.php>
10. <http://www.cinquain.org/theory.html>
11. <https://www.forwardpoetry.co.uk/>
12. <http://www.poetry4kids.com/lessons/how-to-write-a-cinquain-poem/>
13. <https://www.youngwriters.co.uk/types-cinquain/>

THE QUESTIONS OF THE SURVAY

**SURVAY**

Name\_\_\_\_\_

Class\_\_\_\_\_

1. What is it?

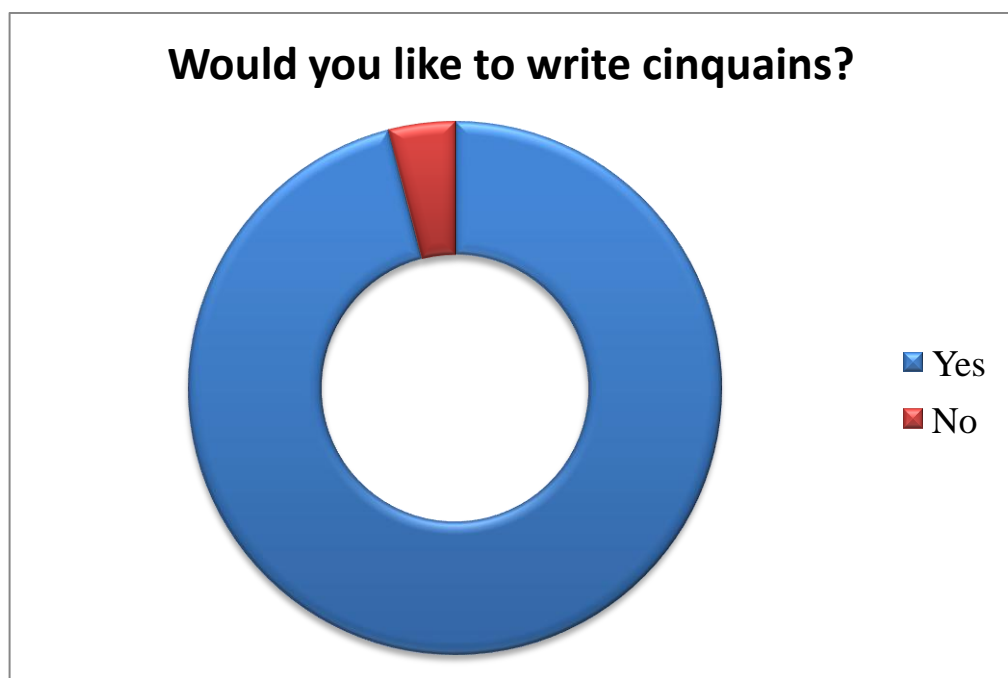
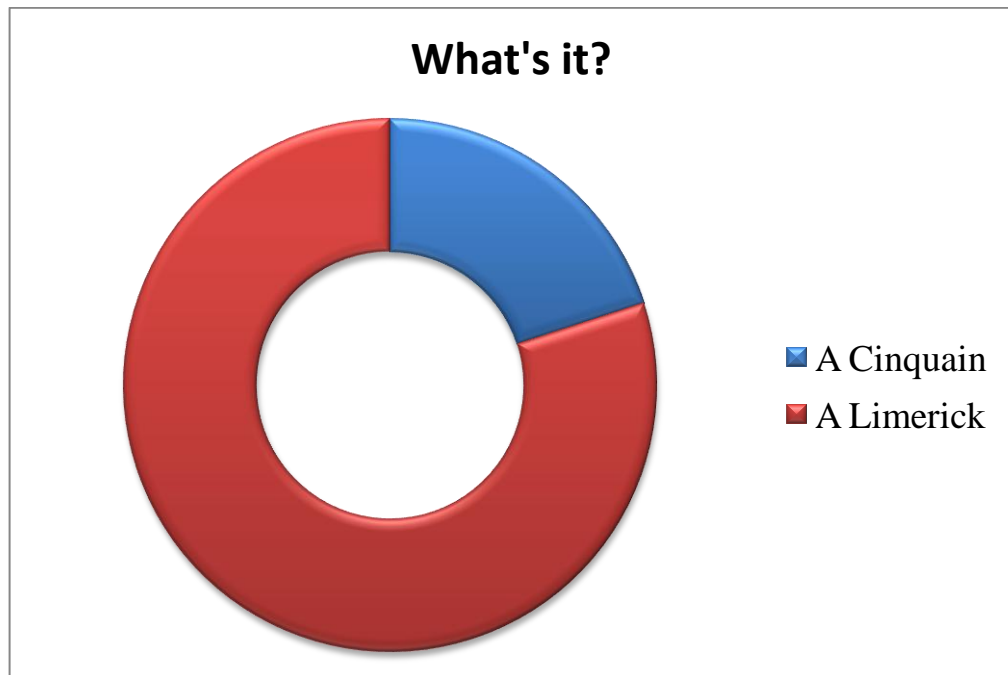
**Snow**  
**Silent, white**  
**Dancing, falling, drifting**  
**Covering everything it touches**  
**Blanket**

A. a cinquain  
B. a limerick

2. Would you like to learn to write a cinquain?

A. Yes  
B. No

RESULTS OF THE SURVEY



Cinquains Created by Me – Liliya Yanalina

A man  
Good, friendly  
Walks, talks, works  
She has many duties  
Me.

The sun  
Hot and bright  
Warms, shines, sparks  
One can lie on the beach  
Sunny.

Dog  
True, brave, strong  
Playing, running, protecting  
He misses without me  
Friend

Baimak  
Wonderful, young  
Grows, learns, helps  
It is my native town  
My home