

# The Iron Man

By Ted Hughes

Queries

# RECALL:



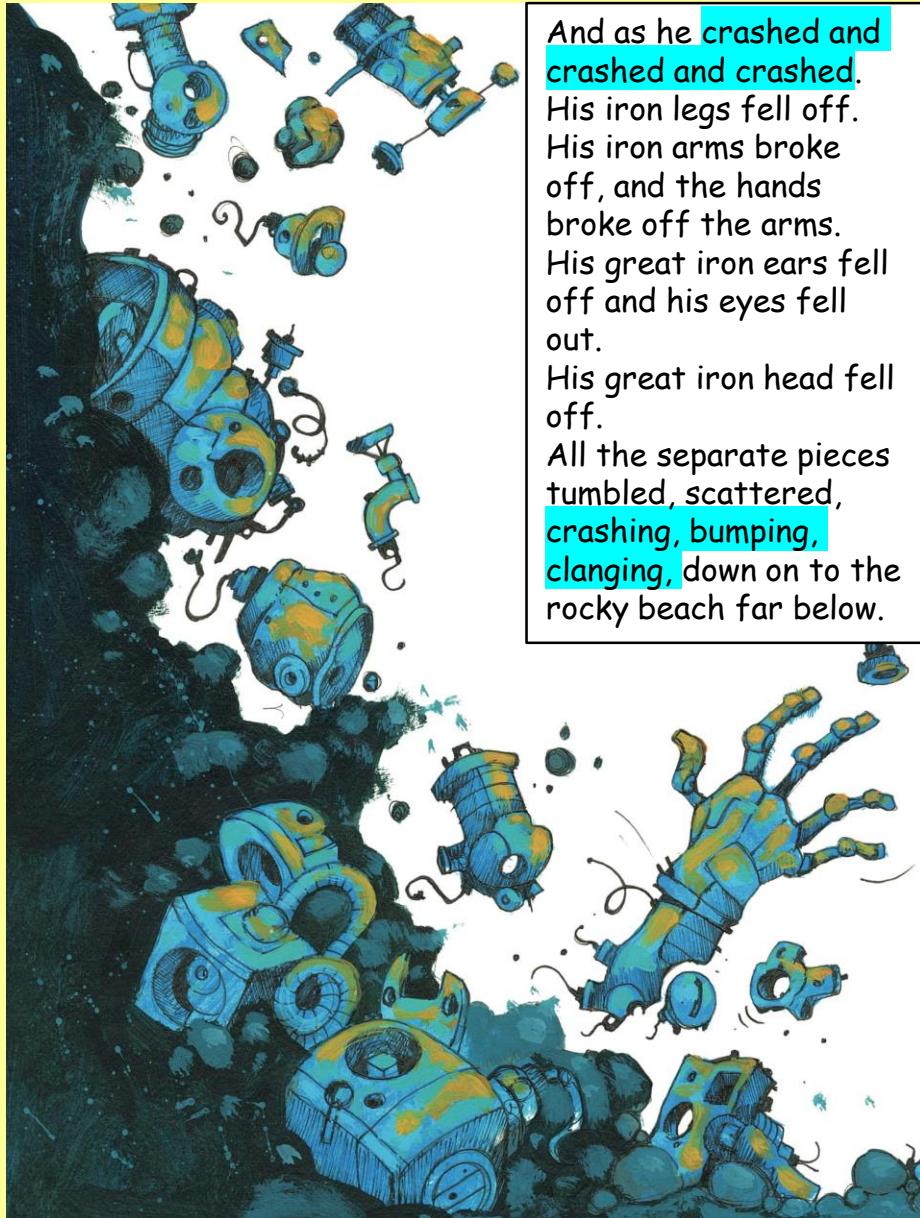
And as he crashed and crashed and crashed. His iron legs fell off. His iron arms broke off, and the hands broke off the arms. His great iron ears fell off and his eyes fell out. His great iron head fell off. All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.

First, you need to ask your parent's for permission before doing this activity.

I would like you to think about what it might have sounded like when the Iron Man fell down the cliff.

Can you create our own version of sounds using metal objects around your house? Here are a few ideas.

*Jingling keys, dropping cutlery, banging pots and pans, tapping tins.*





# LEARNING LADDER AND SKILLS:

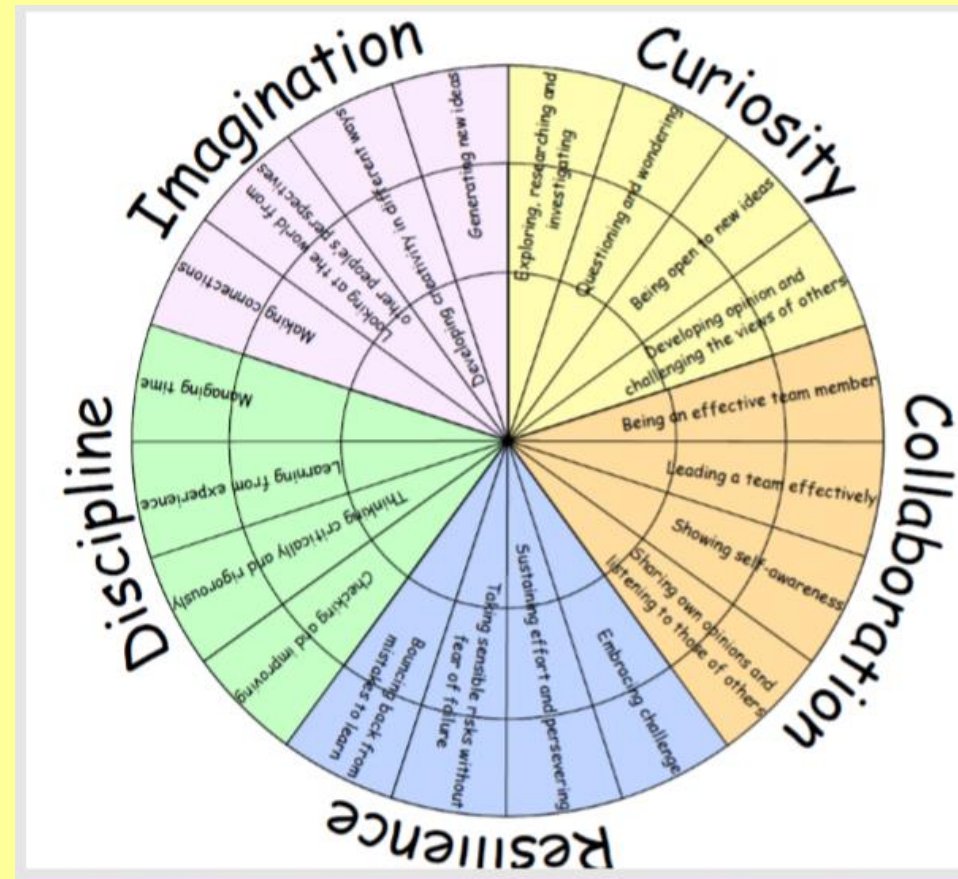
Responder - I can participate in discussions about books... that are read to me and those that I can read for myself.

## SKILLS:

- Increase words read per minute
- Identify some of the features used by the author
- Think about the reasons why the author used the features

# LEARNING HABITS:

Which learning habits do you think we will need to use today?



Read through it by yourself a few times. When you feel confident, see how many words you can read in 1 minute. Highlight the word you get to. Hopefully you will get faster as you read it more.

Chapter 1  
The coming of the Iron Man



The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears **turned**, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, **lifted** - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, **tumbling** slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him. Then silence.

Only the sound of the **sea**, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed.





## CHUNK AND QUERY 1

**Why does the author build curiosity with multiple questions?**

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## CHUNK AND QUERY 2

### Why does the author use similes?

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## CHUNK AND QUERY 3

### Why does the author use sounds?

The wind sang through his fingers.

He was hearing the sea.

CRRRAAAASSSSH!

CRASH!  
CRASH!  
CRASH!

All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below. A few rocks tumbled with him. Then silence.



## CHUNK AND QUERY 3

### Why does the author use sounds?

The **wind sang** through his fingers.

He was **hearing the sea**.

**CRRRAAAASSSSH!**

**CRASH!**  
**CRASH!**  
**CRASH!**

All the separate pieces tumbled, scattered, **crashing, bumping, clanging**, down on to the rocky beach far below. A few rocks tumbled with him. Then **silence**.



## CHUNK AND QUERY 4

# What effects does the author create by using repetition?

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left.

His iron ears turned, this way, that way.

His great iron head....  
his right foot, his enormous iron right foot...  
his iron legs... his iron arms... his great iron ears... his great iron head...

...on the very brink, ...  
...on the brink of the high cliff...



## CHUNK AND QUERY 4

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...on the very brink, ...  
...on the brink of the high cliff...



## CHUNK AND QUERY 5

**Why does the author use the same sentence starters as the Iron Man breaks up?**

His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left.

And his right foot, his enormous iron right foot...

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.





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## CHUNK AND QUERY 6

### How does the author build suspense?

His eyes, like headlamps, glowed white, then red, then infrared, searching the sea.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

Then silence.

Nobody knew the Iron Man had fallen.

Night passed.



## CHUNK AND QUERY 6

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His eyes, like headlamps, glowed white, then red, then infrared, searching the sea.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

Then silence.

Nobody knew the Iron Man had fallen.

Night passed.

# QUERIES



Now that I have explained why the author uses these features, I would like you to write down your answers using full sentences. I have given you some sentence starters to help you.

**Query 1** - Why does the author build curiosity with multiple questions?

*I think the author uses multiple questions so that / because / to create*

.....

.....

**Query 2** - Why does the author use similes?

*I think the author uses similes so that / because / to help the reader*

.....

.....

**Query 3** - Why does the author use sounds?

*I think the author uses sounds so that the reader / to / because they*

.....

.....

# QUERIES

Query 4 - What effects does the author create by using repetition?

*I think the author uses repetition to*

.....  
.....

Query 5 - Why does the author use the same sentence starters as the Iron Man breaks up?

*I think the author uses the same sentence starters so*

.....  
.....

Query 6 - How does the author build suspense?

*I think the author builds suspense by*

.....  
.....