



The Iron Woman

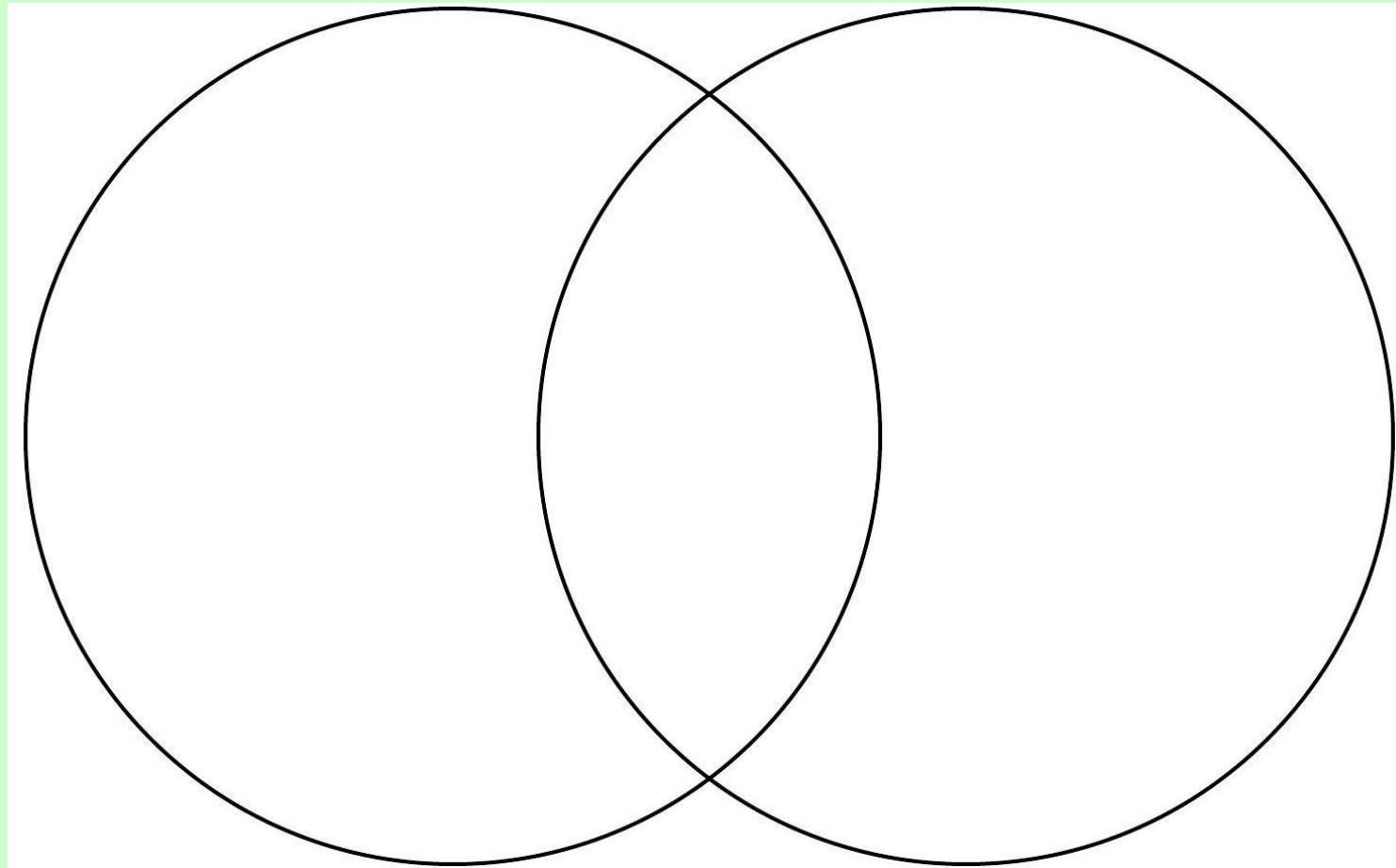
By Ted Hughes

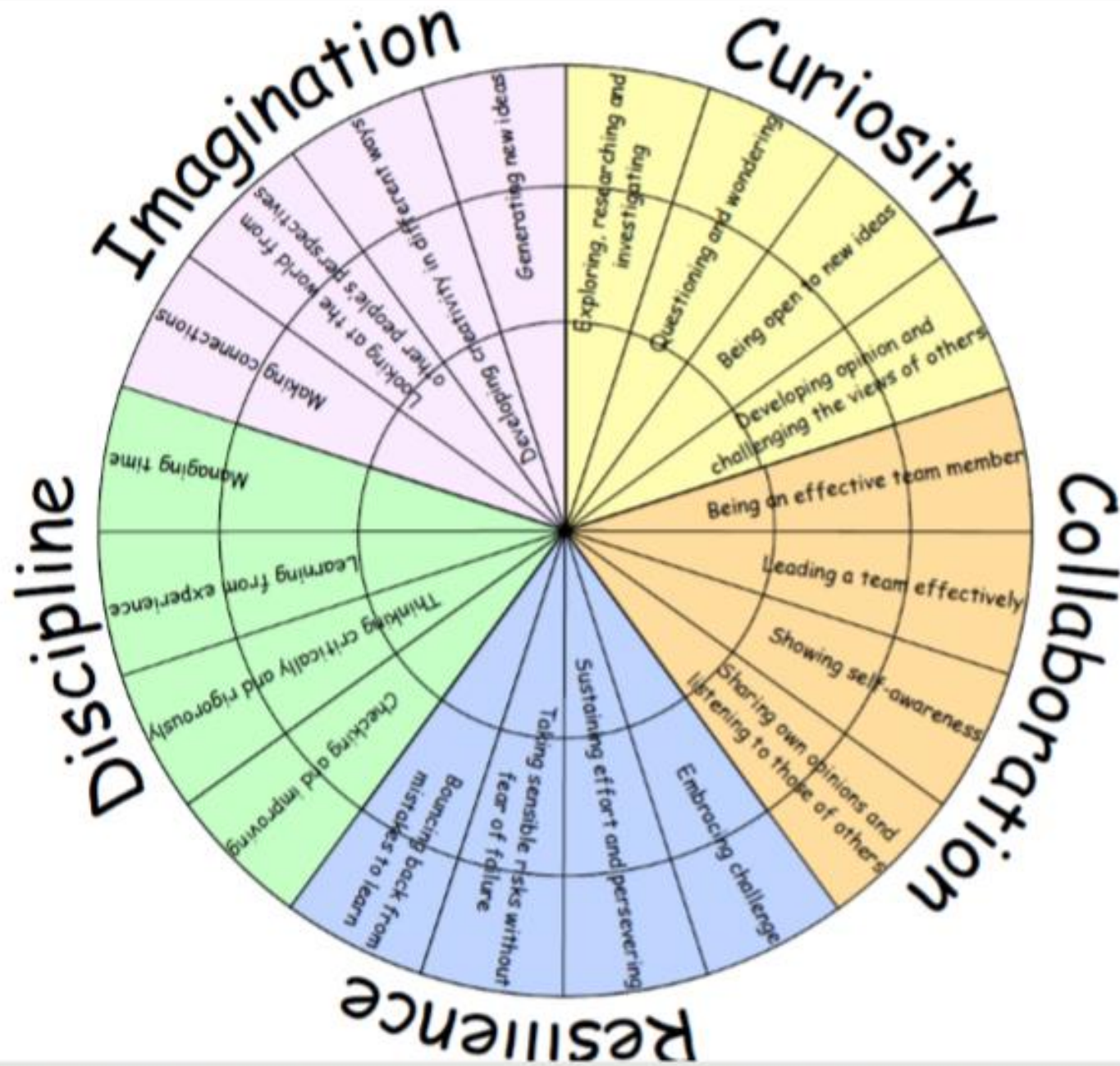
Wednesday 3rd March

RECALL: How are short and long sentences used in the text extract we've been examining?

Short sentences

Long sentences





Today we are going to look at **how the author splits description between sentences.**

LEARNING HABITS:

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

IDENTIFY: Lucy's thoughts

Lucy knew exactly what to do. She unrolled her father's hosepipe, which was already fitted to an outside tap, turned the tap full on, and pressed her finger half over the nozzle to make a stiff jet. It was then she thought she heard another voice, a soft, rumbling voice. Like far-off thunder. She could not be sure where it came from. A strange voice. At least, it had a strange effect on Lucy. It made her feel safe and bold. And she seemed to hear:

"Waste no time."

The moment the jet hit the nearest leg she saw the bright gloss beneath. It looked like metal - polished black metal. The mud sluiced off easily. But it was a big job. And Lucy was thinking: What are people going to think when it gets light and they see this? She washed the nearest leg, the giant foot, the peculiar toes. She hosed between the toes. This first leg took about as much hosing as an entire car.

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IDENTIFY: Description of the Iron Woman

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DID YOU NOTICE...

that the author mixes the order of the sentences up a bit?
He will describe one thing, then something a little different,
then back to the first thing.

Why do you think he has done this? What effect does it
create?

(An example answer is on the next page)

Example answer

By mixing up the subjects of sentences, Ted Hughes has created a slightly confusing effect. This makes the reader imagine how Lucy would be feeling slightly confused by what was happening.

PRACTISE: Let's write a different version of the part where Lucy hears the voice.

It was then she thought she heard another voice, a _____, _____ voice.

Like _____.

She _____.

A _____ voice. At least, it had a strange effect on Lucy. It made her feel _____ and _____.

Level 2: a different scenario



It was then she thought she heard _____, a
_____, _____.

Like _____.

She _____.

A _____ . At least, it had a strange
effect on Lucy. It made her feel _____.

The sound

Lucy's reaction

Level 3: use the technique independently

