



The Iron Woman

By Ted Hughes

Lesson 2

RECALL:

Who is the main character in the story?

Where is the story set?

What has happened so far?

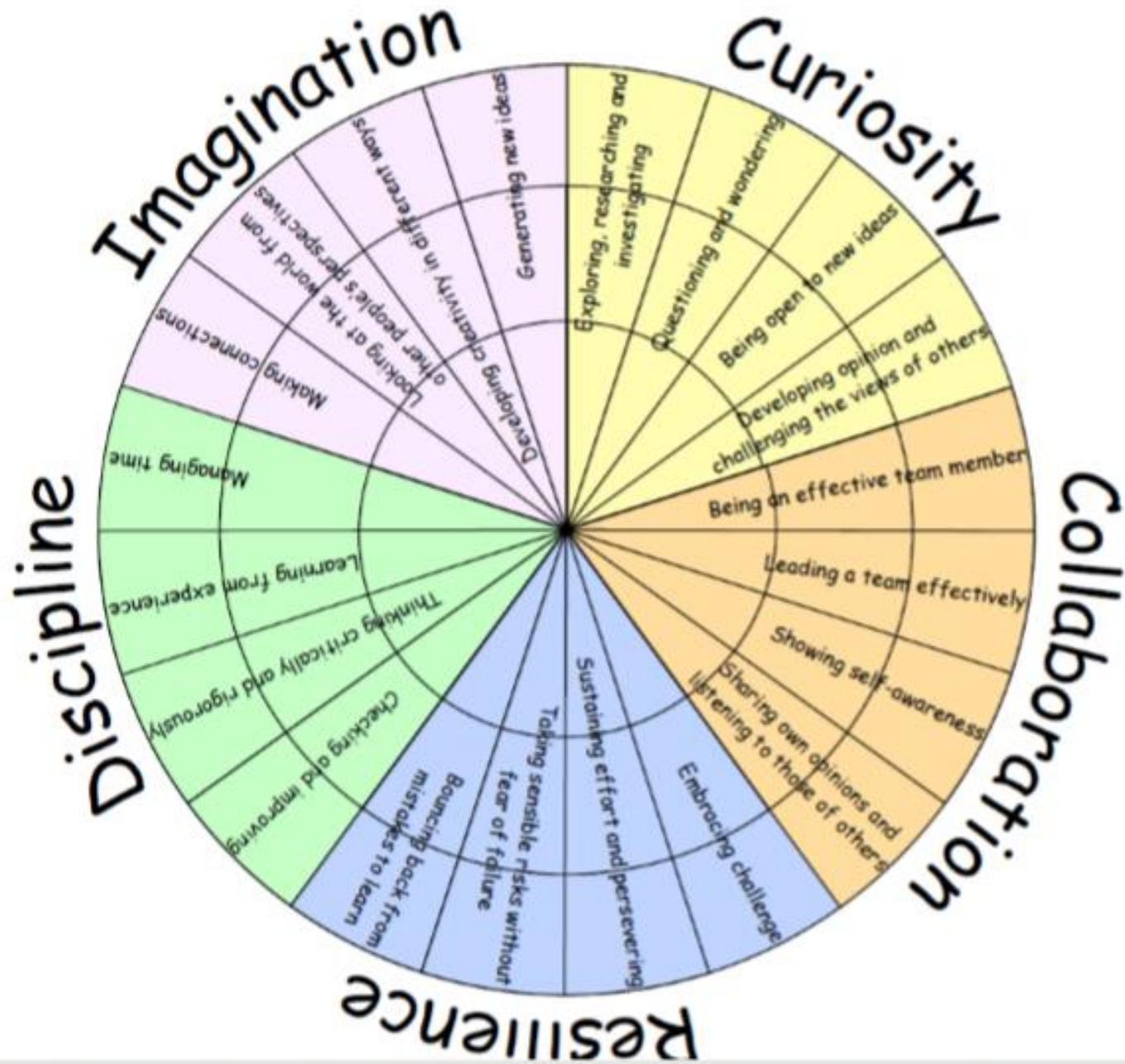
LEARNING LADDER AND SKILLS:

RESPONDER:

I can participate in discussions about books that are read to me or that I read

SKILLS:

- Reading
- Thinking
- Collaborating
- Questioning



LEARNING HABITS:

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

READING: - This is the section of the text that we are going to focus on. Read through carefully, remembering to follow the punctuation.

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.

QUERY 1

The author uses a mix of very short sentences and longer sentences.

Choose one colour and highlight or underline any sentences that are short sentences (six words or less).

Choose another colour and highlight or underline the long sentences. Look for sentences with commas to separate clauses.

Why do you think the author uses a mix of short and long sentences?

Example answers are on the next page.

QUERY 1 example

answers

 = short sentences

 = long sentences

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.

The author uses a mix of short and long sentences to:

- Make the writing varied
- Create tension and suspense
- Change the speed of the story
- Create a machine-like / robotic feel

QUERY 2

How does the author use description to make the Iron Woman's voice seem mysterious?

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."

QUERY 2

Example answers

How does the author use description to make the Iron Woman's voice seem mysterious?

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 adjectives **soft** and **rumbling** are quite different to each other, so there is a strange effect when they are combined.
- 'Like far-off thunder' makes the voice sound distant but powerful.
- Short sentences ('Like far-off thunder', 'A strange voice') reflect Lucy's thoughts about the voice.
- The author describes how the voice makes Lucy feel.
- 'She **seemed** to hear' - this makes the reader question whether Lucy really heard it or imagined it - especially as we know that Lucy has strange dreams.

QUERY 3 Why has the author put the speech sentence on a line all of its own?

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."

QUERY 3 Why has the author put the speech sentence on a line all of its own?

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."

Example answers:

- It makes it clear that it is not Lucy speaking.
- It makes the reader pause before reading the speech.
- It makes the speech seem important and powerful.

QUERY 4: What impression of the Iron Woman is the author trying to give the reader?

- Write a list of adjectives that describe what the Iron Woman seems like.
- Alternatively, you could make a mind map with 'The Iron Woman' at the centre.

QUERY 4: What impression of the Iron Woman is the author trying to give the reader?

