

Week 12

VIPERS and ENGLISH

**Use what you have learned
to create...**

- *sound effects* - repetition, alliteration, onomatopoeia, rhythm and rhyme, soft and hard

- *repetition* - to create emphasis

word combinations - that are new and surprise the imagination and illuminate the truth of experience

- *word choice* - powerful and precise nouns,

- *visual effects* - creating imagery, simile (like/as), personification, metaphor, using the shape of the poem to reflect or add meaning



This is our last week of poetry. I hope you have enjoyed learning poetic devices and reading and writing poetry.

This week we are going to look at some well known poems.

Read them aloud, perform them, enjoy them and then, use them for inspiration.

To finish the week I would like you to think back to that opening chapter of *The Iron Man*. Although this was a story, the author used some powerful poetic devices to create a strong image of the Iron Man.

Think of a real or an imaginary creature, give it some special qualities and a brief story.

As the week goes on, keep developing the images and ideas you have around your creature. Keep a poetry notebook so that as ideas come to you, you can jot them down.

You can use techniques like abecedarius, MOREAPS, or simply just playing with taking words out, changing their order ...all these things will help you to create a masterpiece!

Monday: VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



Overall aims of this teaching sequence.

- To explore and understand the importance of poetry as a genre.
- To know how to listen and respond to a wide range of poems from a single poet collection.
- To understand that poems are written for different reasons.
- To interpret poems for performance.
- To gain and maintain the interest of the listener through effective performance of poems.
- To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.
- To recognise figurative language in poetry and interpret its effect on the reader.
- To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader.

[Read this poem aloud and then listen to it here](#)

The Sea

The sea is a hungry dog.
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones!'
The giant sea-dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

But on quiet days in May and June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,

So quiet, so quiet, he scarcely snores.

James Reeves

The Sea

By James Reeves



Draw a sketch of what you see when you read the poem.

1. The whole poem is a metaphor. What two things are being compared?
2. Pick out three adjectives that describe the dog. Why are they good descriptions of the sea?
- 3 Find three actions that the sea-dog does in the first verse.

Monday : English

VIPERS continued...

4. When the poet writes, 'he rolls on the beach all day' who is 'he'?
5. What do you think the sea is doing when the 'sea-dog' is described as, 'licking his greasy paws'?
6. What is the weather like in the second verse?
7. What about the sea is the poet describing when he says, 'And howls and hollos long and loud,'?
8. 'Shaking his wet sides over the cliffs,' what does this dog-picture suggest the sea is doing?
9. Which line in the third verse suggests the wind has calmed down?
10. 'With his head between his paws,' what does this dog-picture tell us about the sea?
11. The sound of the sea is very clear in the poem. Pick out six onomatopoeic words.
12. In each verse, we see the sea in different ways. Can you explain the differences between the sea in the three verses?
13. What picture of the sea do the repeated 's' sounds in the last two lines create?

Match the line(s) of the poem with the correct techniques.

Line	Technique
'The sea is a hungry dog'	Personification
'And howls and hollos long and loud'	Repetition
'He bounds to his feet and snuffs and sniffs'	Personification
'With his clashing teeth and gnashing jaws/Hour upon hour he gnaws...'	metaphor
'So quiet, so quiet, he scarcely snores'	Alliteration
'Licking his greasy paws.'	Onomatopoeia

Think of a river or a stream or a waterfall.

What animal could you compare it to?

Write some images like the ones above to put into a poem.

Tuesday: VIPERS

Vocabulary
Infer 
Predict
Explain 
Retrieve
Summarise

Read the poem River aloud.

River

A giant's bath

A raging monster

Survival for Africa

A daredevil entertainer

A blue vein, carrying life along

An excavator eroding its banks

A foaming Jacuzzi, bubbling with rapids

A ribbon, wavy and blue, on green velvet

Age, young and energetic to old and slow

An untameable bear, wild and dangerous

A disease bringer, snaking through the World

Try reading each line then pausing before the next.

Now try reading through until you need to take a breath- maybe 3 or 4 lines at a time

Which performance do you prefer?

Ask an adult to read this aloud or perform it- how do they read it?

There are several very special things about the way this poem has taken shape.

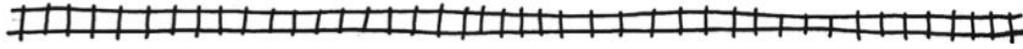
What do you notice about the length of each line?

Count the syllables in each line. What do you notice?

This is another techniques you could add to your poetry toolkit.

1. Where is the river in the poem?
2. Name 5 things the river is compared to.
3. Find and copy your favourite metaphor and say why you have chosen it.
4. What does it mean when it says, 'Age, young and energetic to old and slow'? What parts of the river do you think this line refers to?
5. What diseases are carried by water in rivers?

Tuesday : English

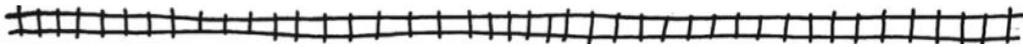


Synonyms and antonyms

Synonyms- words similar in meaning, used to give shades of meaning

Antonyms- words with the opposite meaning

As every word in a poem counts, poems depend on a precise choice of vocabulary



Use a dictionary and a thesaurus if you have them. Look up the meaning of the word first then check for synonyms in a thesaurus. Try to find at least 5 different words for each and record them in order e.g.

Blue

(a primary colour
From darkest to
lightest)

[This link will take you to Collins online dictionary and thesaurus](#)

- midnight
- navy
- cobalt
- sapphire
- prussian
- azure
- aquamarine
- wedgewood

Your words to try:

- Dark
- Yellow
- Attractive
- Worry
- Crack
- Peaceful
- walk

Antonyms- fill in the missing words from the antonym pairs: (Don't forget you can use prefixes...)

• absent	• present.
• abundant	•
•	decline, refuse.
• backward	•
• bad	•
•	ugly
•	windy, troubled.
•	cannot, can't.
•	incapable.
• dangerous	•
• dark	•
•	late.
•	west.
• fade	•

Another way to create effects with your words is to change their word class . Fill in the table below, the first example is done for you:

noun	verb	adverb	adjective
adventure	Adventure(d) ventured	adventurously	adventurous
power			
	magic		
fury			impressive
			courageous
	activate		

Thursday: VIPERS



Description Classroom Ideas

The author Kit Wright performs his poem 'The Magic Box' to a group of children. The box is filled with magical moments, experiences and fantastic events.

[The Magic Box by Kit Wright](#)

This poem should be read aloud and all the sounds savoured as you say them.

THE MAGIC BOX, by Kit Wright

I will put in the box

the swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.

I will put in the box

a snowman with a rumbling belly
a sip of the bluest water from Lake Lucerene,
a leaping spark from an electric fish.

I will put into the box

three violet wishes spoken in Gujarati,
the last joke of an ancient uncle,
and the first smile of a baby.

I will put into the box

a fifth season and a black sun,
a cowboy on a broomstick
and a witch on a white horse.

My box is fashioned from ice and gold and steel,
with stars on the lid and secrets in the corners.
Its hinges are the toe joints of dinosaurs.

I shall surf in my box
on the great high-rolling breakers of the wild Atlantic,
then wash ashore on a yellow beach
the colour of the sun.

1. The poem is called the Magic Box. Is the poem really about magic? Explain your answer.
2. What kind of box is it? Can you draw it and label its features?
3. The poem mentions many things from different parts of the world. What different countries do the things in the box come from?
4. What is your favourite line in the poem? Why?
5. What do you think is the strangest thing put into the box? Why?
6. Which of the things put into the box are real and which are unreal?
7. What does the person want to do in the box?
8. What would you like to put in the box?

Thursday: A Quick bit of revision

The Iron Man came to the top of the cliff.

**How far had he walked? Nobody knows.
Where had 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 infra-red, 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.**

Remember this? Find it in your copy and read the next page too to get more of an idea.

Although this is a narrative (a piece of a story) the author uses many techniques that poets also use to create a really powerful image in the reader's mind of the character.

In this extract and the next page of the books, find and copy examples of :

Alliteration

Repetition

Personification

Carefully chosen words

Re-ordering words in a sentence for effect

Metaphor

Simile

Thursday and Friday:



Write your own narrative poem

I hope you have enjoyed learning poetic devices and reading and writing poetry.

Now use everything you have read and learned for inspiration.

Think of a real or an imaginary creature, give it some special qualities and a brief story.

Develop the images and ideas you have around your creature. Keep a poetry notebook so that as ideas come to you, you can jot them down

You can use techniques like abecedarius, MOREAPS, or simply just playing with taking words out, changing their order ...all these things will help you to create a masterpiece!

Your poem can be short or it could be really long. It can be about whatever you want it to be- real or imaginary.

Your poem is uniquely yours.

Enjoy playing with those words.



Make notes

Collect ideas

Find well- chosen words

Draw a picture in your mind's eye

DRAFT

WRITE

EDIT

PUBLISH



PERFORM