

S2 RUAE Imagery: Weeks 3&4

S2 Home Learning Materials

Week beginning 1st February 2020

Please complete the tasks in the booklet over the course of the next 2 weeks.

You can answer on paper/computer/tablet.

You can upload your work to the assignments section on teams or E-mail a picture or word document to your teacher when you are finished for marking:

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Learning Intentions:

- I understand the use Imagery.

Success Criteria:

- I have identified examples of imagery from a text.
- I have analysed the effect of imagery on the writer's meaning.

What is imagery?

Imagery is used by the writer to create a vivid picture of what they are describing in the reader's mind. Examples of imagery are: simile, metaphor, personification etc.

Why is it important to identify imagery?

This shows that you can analyse language in detail and can explain the effect.

What should I look out for?

Similes: Comparing one thing to another using 'like' or 'as.'

Example: Her hair shone as bright as the sun.

Metaphors: Making a direct comparison between two things.

Example: She was the sun of my life.

Personification: Giving an inanimate object human like qualities.

Example: The sun smiled down on us as it shone brightly in the sky.



SIMILES

SIMILES

When we are writing we can sometimes make our writing more interesting by using **SIMILES**.



SIMILES are a way to compare two things using **like** or **as**.

For example, if you want to say that somebody **swims well**, you can compare them to a **fish**:

My sister loves the water. She *swims like a fish* .

swims like a fish is a **SIMILE**.

When you write about a simile you need to:

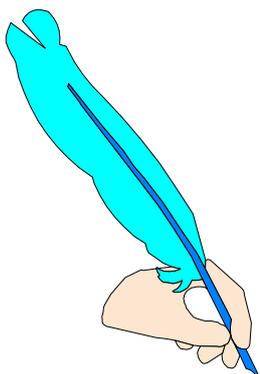
- 1 Show that you understand what two things are being compared
- 2 Say why the comparison is a good one to make.

ACTIVITY 1

Here is a list of **SIMILES**. Match each one with an arrow.



One has been done for you:



the sprinter ran like

Grandad snored like

the racing-car shot away like

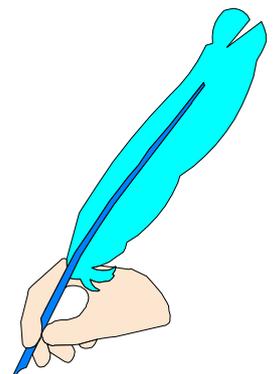
she hissed like

a duck

headlights

a pig

the wind



the toddler waddled like

a bullet

her eyes glared like

a snake

Make up similes to show that somebody:

- runs fast
- is pretty
- jumps well
- is strong

He ran

(You can use similes with *like* or *as* in them)

Make up similes to show that something:

- is hard
- feels soft
- is sweet
- feels rough
- is heavy
- sounds noisy
- is light

Activity 2: Analysing Similes

For each of the below examples of simile, write down what you think they mean.
What do they help you to understand or imagine?

A) The two brothers were like night and day.

B) Life without love is like a tree without blossoms or fruit.

C) Arguing with her was like dueling with hand grenades.

D) When the branch broke, the girl fell from the tree like a Robin's egg.

E) The ice sculptor's hands fluttered like hummingbird wings.

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METAPHORS

METAPHORS

When we are writing we can also make our writing more interesting by using **METAPHORS**.



A **METAPHOR** is a way to compare two things by saying one thing

IS something else. For example, if you want to say that somebody **runs fast**, you can compare them to a **cheetah**:

My brother can run very fast. He is a cheetah on the running track.

is a cheetah is a **METAPHOR**.

When you write about a metaphor you need to:

- 1 Show that you understand what two things are being compared
- 2 Say why the comparison is a good one to make.

ACTIVITY 3

Choose from the words in the box to complete these metaphors.

1. The moon was agolf ball in the sky.
2. The puppy was a of fur.
3. The furious teacher was an volcano.
4. She had a of long, silky hair.



ball	giant
waterfall	
	erupting

Activity 4:

A) Read the poem below and highlight/note down the metaphors.



Dreams

Hold fast to dreams

For if dreams die

Life is broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is barren field

Frozen with snow.

- Langston Hughes

B) Choose 2 metaphors from the poem on the above and for each one, explain what the comparison tells us about the subject.

Metaphor 1

Metaphor 2

Activity 5: Analysing Metaphors

First underline the metaphors in the following sentences.

Then explain what the metaphor means.

She cried a river of tears.

This means she

When Jack peeped through the curtains on Christmas Eve, he saw a blanket of snow on the ground.

This means the snow was

The storm was a beast roaring round the cottage.

This means the storm was

He wolfed down his food.

This means he



Personification

This is when we give human qualities to something that is not human.

For example:

"The couch moaned when the man sat down on it".

Here, "moaned" is personification and helps us to imagine that the couch is old and worn.



Activity 6: Analysing Personification

For each of these examples of personification, write down what it helps us to understand or imagine.

- A) The alarm clock yelled at me to wake up.
- B) The trees arms reached down around me.
- C) The boots hugged my feet in the snow.
- D) The lightening danced across the sky.
- E) The car complained as the key was turned in the ignition.
- F) The ivy wove its fingers around the fence.

Activity 7: Identifying and analysing Imagery

- A) Read through this excerpt taken from Harry Potter. It describes the characters first arrival at Harry Potter. Pick out each example of the writer's imagery you can find.
- B) For each example, explain what you think the imagery means. What does it help you to understand/imagine.

"Yeh'll get yer firs' sight o' Hogwarts in a sec," Hagrid called over his shoulder, "Jus' round this bend here."

There was a loud "Ooooooh!"

The narrow path had opened suddenly onto the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers.

"No more 'n four to a boat!" Hagrid called, pointing to a fleet of little boats sitting in the water by the shore. Harry and Ron were followed into their boat by Neville and

Hermione.

"Everyone in?" shouted Hagrid, who had a boat to himself, "Right then— FORWARD!"

And the fleet of little boats moved off all at once, gliding across the lake, which was as smooth as glass. Everyone was silent, staring up at the great castle overhead. It towered over them as they sailed nearer and nearer to the cliff on which it stood.

"Heads down!" yelled Hagrid as the first boat reached the cliff; they all bent their heads and the little boats carried them through a curtain of ivy which hid a wide opening in the cliff face. They were carried along a dark tunnel, which seemed to be taking them right underneath the castle, until they reached a kind of underground harbour, where they clambered out on to the rocks and pebbles.

"Oy, you there! Is this your toad?" said Hagrid, who was checking his boats as people climbed out of them.

"Trevor!" cried Neville blissfully, holding out his hands. Then they clambered up a passageway in the rock after Hagrid's lamp, coming out at last on to smooth, damp grass right in the shadow of the castle.

They walked up a flight of stone steps and crowded around the huge, oak front door.

"Everyone here? You there, still got yer toad?"

Hagrid raised a gigantic fist and knocked three times on the castle door.

Activity 8: RUAE Passage

Read the following story and answer the RUAE questions which follow.

The Tay Bridge Disaster

On Sunday 28th December, 1879, a violent storm was raging, sweeping down the River Tay. The Dundee train set off across the river, but it never reached Dundee because the Tay Bridge collapsed. In this story Alastair Reid is waiting for his father who is on the train.

Alastair was restless, alone in the waiting room. All the lights were blown out. The station was a dark, cold place. The door opened. Mr Smith the Station Master came in. "The signal's at clear," he said. "Your father's train is on the bridge. He'll be here in a few minutes."

"Can I come out and see the train crossing the bridge?" asked Alastair.

"In this wind? No, you can't. You stay put," said Mr Smith.

But it was too late. Alastair was outside, struggling to stand up against the blast and fighting his way past some waiting people, through broken glass to the very end of the platform. Here, he could just see the rails curving away towards the bridge. This wasn't good enough.

Behind him, people were talking:

"Where's that train?"

"It's usually across the bridge by now."

"I'm getting worried."

"You don't think . . .?"

Alastair couldn't stand this any more.

Nobody noticed him. He slipped away, off the platform and on to the tracks, scrunching his way through heavy stone ballast.

The wind tore at Alastair's face. He had to screw his eyes up so he could only half see. Above the wind's scream he heard scrunching footsteps. Mr Smith had arrived. He was crossing the bridge. What a terrible thing to try to do! As Alastair watched, he decided he would have to go as well.

The bridge shook and swayed under him as he crawled along the slippery wooden decking. He clutched at the flimsy handrail. Far below, he could hear the thunderous crash of huge waves smashing against the bridge's piers.

From *The Tay Bridge Tragedy* by Dennis Hamley

The Tay Bridge Disaster

Questions

1. Write down two things about the station from lines 1-2 which make the station seem spooky 2
2. Write down **two separate verbs (doing words)** from lines 8-9 that show Alistair's difficulty. 2
3. Look at lines 12-15. Who is talking? 2
4. Why is the word "scrunching" used in line 18? (clue, think about the connotations of the word scrunching and what pops into your head when you hear this word) 1
5. In line 21, the wind is described as 'screaming'. What technique is this? (clue, the wind is not a human, but it can do something that people can do. Look back in your jotters and find your creative writing notes)
6. "What a terrible thing to try to do!" (line 22). Why is it "terrible" for Mr Smith to try to cross the bridge? 2

8. Look at line 25. Find and write down a word that means 'easily damaged'

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9. Describe Alistair's personality. How well does the writer show this? Give evidence (quotes) from the passage.

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