

Introduction This classic poem paints a graphic picture of life at sea. Its strong pattern of rhythm and rhyme makes it an ideal poem for learning by heart. Use the pointer in the activity book to introduce the text to the children before they start reading. As an extension activity, invite the more able children to write a review of the text; space is provided in the box below the questions. Discuss the reviews in class later.

Answers 1. 'I must go down to the sea again', 'and all I ask'; *the repetition reinforces the increasingly impelling longing and urgency* 2. (one of:) 'lonely sea', 'wheel's kick', 'wind's song', 'sea's face' 3. it has tall masts and sails 4. 'a star to steer her by' 5. flying clouds, flung spray, blown spume 6. sharpened 7. lines 11 ('merry yarn ... fellow rover') and 12 ('when the long trick's over', which refers to taking turns at the helm) 8. (two of:) 'wind's song', 'call of the running tide', 'sea-gulls crying', 'laughing'.

- Further activities**
- Draw attention to the lists of things that follow the repeated 'And all I ask ...' in each verse. Discuss how easily these desires may be fulfilled. Are they modest or fantastic? Ask what they indicate of the speaker's experience of sailing. Suggest that the writer's description also endorses the joys of life at sea aboard a sailing ship.
 - Ask the children to plan a poem of their own that will encourage readers to share an experience they have enjoyed. Their descriptive language must persuade the readers to share the feelings, sounds and smells that they long to revisit. Allow the children to choose their own subject or suggest a holiday place they have visited: the home of a friend or relative; a castle or picnic spot; a pet or toy shop. Challenge the more able children to create a parody of the original, for example, 'I must kick a ball on the green again, where our goals are folded coats ...'
 - Invite the children to research the life of John Masefield. They might focus on: his idyllic early childhood in Herefordshire; his being orphaned and sent to live with an aunt and uncle; his love of reading; his time at sea; his life in the USA during the Depression; his return to London; his friendship with the poet Yeats and his circle; his experiences as a Red Cross worker in World War 1; his appointment as Poet Laureate in 1930.
 - Display an enlarged copy of the poem and underline words or phrases that imply discomfort and misery, such as 'lonely', 'kick', 'shaking', 'grey', 'like a whetted [sharpened] knife'. Invite the children to offer suggestions why, despite these images, the poem is cheerful and optimistic, making sailing seem romantic and fun. For example, facing a challenge and overcoming the forces of nature can be exhilarating and rewarding, making someone feel more 'alive' or 'at one with nature'. Invite comments on how and why the last line brings the poem to a calm, relaxing close.

The hippogriff's tusk (Level 4 text)

Contained in: Book 3 (page 22)
Source: Jennings' *Diary*

Genre: Comic fiction
Author: Anthony Buckeridge

Introduction This extract comes from the fifth of 25 novels featuring Jennings, the first being published in 1950, and the last – after a gap in the 1980s – in 1991. Use the pointer in the activity book to introduce the text to the children before they start reading. As an extension activity, invite the more able children to write a review of the text; space is provided in the box below the questions. Discuss the reviews in class later.

Answers 1. 14 days 2. vegetables 3. his visit to the Natural History Museum 4. mythical: 'that

species had never existed, except in legend' 5. *fake, phoney* 6. Darbshire's handkerchief 7. to fossilise: to preserve in rock something that was once a living creature or plant; to ossify: to convert to bone; to petrify: to turn to stone 8. its owner had sharpened its teeth on Bronze Age rocks.

Further activities

- Check that the children understand any unfamiliar vocabulary, for example: 'enterprise', 'unbounded', 'relic'.
- Ask the children to research Anthony Buckeridge and write a short biography of his life and work. Encourage them to find and read this and other stories by the same author.
- Invite the children to find out about the Natural History Museum in London and plan a short leaflet, flyer or poster advertising its purpose, location, opening times and facilities.
- Challenge the children to keep their own diary for a fortnight, describing day-to-day happenings both at home and at school. Discuss how they might make everyday events sound interesting or exciting with a little help from their imagination – embellishing and exaggerating facts and using interesting and unusual imagery.
- The hippogriff in literature is an imaginary animal, shaped like a winged horse with the head of a griffin; it was first described by the Italian poet Ariosto in the sixteenth century. Ask the children to make up their own description of the hippogriff, what it looked like (including its tusk), what it ate and when it became extinct. Invite the children in turns to present their description to the class – using clear diction so that everyone can hear. They might use the style of a television presenter, and could include their own drawings as visual aids.

Keepsake Mill (Level 4 text)

Contained in: Book 3 (page 24)
Author: Robert Louis Stevenson

Genre: Classic poem

Introduction

The rhythm of this poem offers a perfect example of extended onomatopoeia as the rhythm throughout echoes the sound of the mill wheel's continuous 'turning and churning' – the 'moil'. Read the poem aloud to the children and encourage them to learn all or part of it by heart. Encourage them to enjoy the strong rhythm as they recite it. Use the pointer in the activity book to introduce the text to the children before they start reading. Provide dictionaries for the children to refer to: a full adult dictionary would be useful for question 5.

Other texts by Robert Louis Stevenson appear in **Key Stage 2 Comprehension Book 2** (page 26, 'The arrival of a rugged seaman', which is an extract from *Treasure Island*), **Book 3** (page 30, 'Respected relative', which is a letter that the author wrote as a teenager) and **Book 4** (page 24, 'Our toilsome journey', which is an extract from *Kidnapped*).

Answers

1a. A rhymes: e.g. 'pardon'/'garden'; B rhymes: e.g. 'below'/'we go' **1b.** e.g. 'here'/'weir'; 'turning'/'churning'; 'stiller'/'miller' **2.** a child: 'for us children, to-day'; 'we shall find' (when older); 'old ... we shall meet' (future tense); 'your marble of Saturday last' (recent) **3.** 'breach' **4.** going 'over the borders' (*trampling on the flowerbeds and/or leaving the confines of the garden*) **5.** *rushing water (in a channel bringing water to the mill)* **6.** *he is deaf and his eyesight is failing* **7a.** *a keepsake is a memento, such as the bean and marble* **7b.** *they were very close friends and expect to remember each other for ever* **8a.** e.g. (one of:) breaking/branches; weir/wonder; moil/mill **8b.** e.g. (one of:) humming/thunder; home/ocean/heroes **9.** *they accentuate the lyrical flow of the words, so that the whole poem becomes onomatopoeic, sounding like the mill wheel's constant, rhythmical turning.*