



Student Worksheet

From the Docks to the Stage

Name: _____ Date: _____

Part A: Figurative Language

Read this line from the book:

“The cranes groaned like tired giants above the water.”

1. What type of figurative language is this?

- Metaphor
- Simile
- Personification

2. Explain what the writer is comparing.

3. Why is this effective? (What does it help you imagine?)

Part B: Spot the Technique

Read the extract:

“Coal dust and salt filled the air.”

4. What does this help describe?

- Sound
- Smell
- Sight

5. Why do writers include sensory details?



Part C: Tricolon (Rule of Three)

A tricolon is when three words or phrases are used together for effect.

Example from the text:

“Coal, crates, music and hope.”

6. Why do you think the writer grouped these ideas together?

7. Create your own tricolon to describe a place:

Part D: Scene Description

Read this description:

“Smoke drifted from chimneys and hung low in the air...”

8. List 3 things the writer describes in this scene:

1. _____
2. _____
3. _____

9. What mood does this create?

- Happy
- Calm
- Cold / Harsh
- Exciting



10. Explain your answer:

Part E: Your Turn (Creative Writing)

Write 4–5 sentences describing a place using:

- **At least one simile**
- **At least one sensory detail**
- **A tricolon**

Your description:



ANSWER SHEET

Part A

1. Simile
 2. The cranes are compared to tired giants
 3. It helps us imagine the cranes as large, slow, heavy, and almost human-like
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Part B

4. Smell
 5. Sensory details help the reader imagine the scene and feel like they are there
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Part C

6. It shows a mix of physical work (coal, crates) and emotional meaning (music, hope), highlighting contrast
 7. Example answers may vary, e.g.:
 - “Rain, wind, and darkness filled the street”
 - “Laughter, music, and light surrounded the room”
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Part D

8. Possible answers:
 - Smoke
 - Chimneys
 - Air / environment
 9. Cold / Harsh
 10. Because of words like “smoke,” “low,” and the industrial setting, it feels heavy and bleak
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Part E (Writing Task)

Check for:

- Simile included
 - Sensory detail used
 - Tricolon present
 - Clear description
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TEACHER RESOURCE (HOW TO USE)

Lesson Objective

Students will:

- Identify figurative language (simile, imagery)
 - Understand tricolon (rule of three)
 - Analyse descriptive writing
 - Apply techniques in their own writing
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Lesson Structure (45–60 mins)

Starter (5–10 mins)

- Ask: “*What makes writing interesting to read?*”
 - Show: “*The cranes groaned like tired giants*”
 - Discuss: What image does this create?
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Main Activity (25–30 mins)

- Students complete worksheet independently or in pairs
 - Pause after each section to discuss answers
 - Model one strong explanation on the board
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Creative Task (10–15 mins)

- Students write their own scene
 - Encourage:
 - vivid vocabulary
 - imagination
 - linking ideas to feelings
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Plenary (5 mins)

- Ask 2–3 students to read their descriptions
- Class identifies:



- simile
 - sensory detail
 - tricolon
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Differentiation

Support:

- Provide sentence starters:
 - “The air smelled like...”
 - “It was as ___ as ___”

Challenge:

- Ask students to:
 - combine multiple techniques in one sentence
 - explain *why* the writer chose specific words
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Assessment Opportunities

- Understanding of literary devices
- Quality of written description
- Ability to explain effects on the reader