**For Teachers**

Worksheet 1 – Burns and Scots

Worksheet 1 can be used to introduce the class to Burns’ language before going on to study “To a Louse.”

The poem (including a glossary of words not in Worksheet 1) can then either be handed out or the poem could be read out without revealing the title, leading to a class discussion about what animal the poem might be addressing.

Worksheet 2 – Burns and Metaphor

Worksheet 2 uses Burns to teach metaphor and simile. The aim of the worksheet is not necessarily to guess the *correct* missing word, but for the class to use creativity and an understanding of metaphor to come up with their own versions of Burns’ lines (provided below). Answers can then be compared with Burns’ similes and may lead to a discussion on why Burns’ (and the class) might have chosen the images they did.

a)

O my Luve's like a red, red rose (*A Red, Red Rose*)

b)

O my Luve's like the melodie

That's sweetly played in tune. (*A Red, Red Rose*)

c)

But pleasures are like poppies spread,

You seize the flower, its bloom is shed;

Or like the snow falls in the river,

A moment white—then melts for ever;

Or like the borealis race,

That flit ere you can point their place;

Or like the rainbow’s lovely form

Evanishing amid the storm.— (*Tam o’Shanter*)

d)

Your hurdies like a distant hill (*Address to a Haggis*)

e)

Tearing my nerves wi' bitter pang,

Like racking engines! (*Address to the Toothache*)

f)

Ye set your nose out,

As plump an’ gray as onie grozet (*To a Louse*) (grozet – gooseberry)

g)

Each bristled hair stood like a stake (*Address to the Deil*)

h)

Leezie was, as cantie as a kittlen (*Halloween*) (kittlen –kitten)