Alliteration

3 Use words with the same beginnings to describe the sounds made by the words in bold.

a the rusty spigot: It splutters and ___________ and ___________ and ___________ and ___________ and ___________ and ___________ and ___________.

b rain on a tin roof: It ___________ and ___________ and ___________ and ___________ and ___________ and ___________.

Assonance

Read this extract from The Cataract of Lodore by Robert Southey and do the activities that follow.

The Cataract of Lodore is ...
... sounding and bounding and rounding,
And bubbling and troubling and doubling,
And grumbling and rumbling and tumbling,
And clattering and battering and shattering,
Retreating and beating and meeting and sheeting,
Delaying and straying and playing and spraying,
Advancing and prancing and glancing and dancing, Recoiling, turmoil, and toiling and boiling,
And gleaming and streaming and steaming and beaming, And rushing and flushing and brushing and gushing ...

4 a Colour in the internal rhymes for the “oil” sounds.
   b Circle the “um” sounds.
   c Underline the “ay” sounds.
   d Draw arrows above the “eat” sounds.

5 Below is another part of the poem, but some of the internal rhyming words have been left out. Fill the spaces with your own words.

Collecting and projecting. Receding and speeding
And shocking and ___________ and parting and darting
And threading and ___________, and shaking and ____________
And ___________ and crossing and ___________ and raving
And flowing and going and foaming and ___________
And quivering and ___________ and ___________ and scurrying
And thumping and ___________ and bumping and ___________
And this is the way the water comes down at Lodore.

Your turn to write

Write your own poem about water (lake, ocean, waterfall creek). It need not rhyme at the end of lines, but try to include some figurative language such as onomatopoeia, assonance or alliteration.
Figurative language—onomatopoeia, assonance, alliteration

Onomatopoeia

The rusty spigot sputters,
utters a splutter,
spatters a smattering of drops,
gashes wider,
splash,
splatters,
scatters,
spurts,
finally stops sputtering
and plash!
gushes rushes splashes
clear water dashes.
Eve Merriam

1 For the definitions below, choose words that sound like what they are describing.
   a The sounds made by:
      i a bee ____________________________ ii a bird ____________________________
      iii a man sleeping deeply ___________ iv a siren ____________________________
   b The sounds we make when we eat:
      i ____________________ ii ______________ iii ______________ iv ______________
   c The sounds animals make:
      i ____________________ ii ______________ iii ______________ iv ______________

2 Write a line of words to describe the sounds of:
   a a thunderstorm: ____________________________________________________________
   b the ocean: ________________________________________________________________
   c a traffic jam: ______________________________________________________________

To the Teacher

The word 'onomatopoeia' comes from the Greek words onoma (name) and poios (making)—thus the formation of a word from a sound associated with what is named, e.g. cuckoo, sizzle.
The Old Men Admiring Themselves in the Water

I heard the old, old men say,
"Everything alters,
And one by one we drop away."

They had hands like claws, and their knees
Were twisted like the old thorn-trees
By the waters.

I heard the old, old men say,
"All that's beautiful drifts away
Like the waters."

by WB Yeates

Similes

In a simile, one thing is likened to another. Similes are introduced by the word like or as.

1. Read the poem to help you complete the similes below.
   a. They had hands like _____________________________.
   b. Their knees were twisted like _____________________________.

2. Write similes of your own by completing these like sentences.
   a. The old man had eyes like _____________________________.
   b. His wispy hair was like _____________________________.
   c. Leaves drifted on the water like _____________________________.
   d. The old thorn-trees stood like _____________________________.
   e. Time passes by like _____________________________.

To the Teacher

Talk to the students about the poem. Discuss with them the power of the simile to add to the effectiveness of the description.
3 The similes above are dull and run of the mill. Think of better words to use for each one and write them below.

a As fierce as ___________________________ — as mild as ___________________________

b As stiff as ____________________________ — as limp as __________________________

c As blind as ____________________________ — as deaf as __________________________

d As cool as ____________________________ — as warm as __________________________

4 When Annette read the poem, she wrote …
Old people remind me of a river flowing like tears by the old weeping willows. They are full of advice and deep as the ancient ocean. They are friendly. They will share with you and protect you if there is any harm or danger. They are good to talk to because they are as wise as dreams. They are like big memories that walk and talk and speak.

Underline the similes that Annette used. Which simile did you like best? Write it here:

5 Read this poem, and then next to it write the metaphors that tell us what life is like without dreams.

Dreams
Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.
Langston Hughes

a If dreams die life is ___________________________

b When dreams go life is ___________________________

Your turn to write
Write your own poem. Model it on either of the poems in this unit, but choose your own topic. If you choose the first poem, begin like this:

“I heard ___________________ say …” (You choose.)

If you choose the second poem, begin like this:

“Hold fast to ____________” (You choose.)