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: ______________________________

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.
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

The Cataract of Lodore is ...

... sounding and bounding and rounding,
And bubbling and troubling and doubling,
And grumbling and tumbling 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, tumbling, 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.
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 _________________________________.

Talk to the students about the poem. Discuss with them the power of the simile to add to the effectiveness of the description.
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 ____________________

**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:**

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**Metaphors**

A metaphor is like a simile, but instead of saying that something is like another, the metaphor says that the object is another.

**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 __________

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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.)