

# Language worksheets

## unit 6 answers

### Language worksheet 6.1

#### Guidance

**Focus:** Literary devices in poetry and prose

**Aims:** To understand and use consonance, alliteration, sibilance, assonance and onomatopoeia

**Suggested use:** After the Getting started activity in Session 6.1

Learners may have some prior knowledge of some of these literary devices, especially alliteration and onomatopoeia. They should be aware of the difference between vowels and consonants. They may need to be reminded of some of the technical vocabulary about how a letter or string of letters produce different sounds (phonemes) and how some phonemes produce the same sounds using different letters. This activity introduces the terms *consonance*, *sibilance* and *assonance* to describe different ways of repeating sounds in lines of poetry or prose. Learners should be able to recognise the difference between them and experiment with using them for themselves.

#### Notes:

- Before you hand out the worksheet, write *alliteration* and *onomatopoeia* on the board. Ask learners to explain what the words mean and to give some examples. Ask where learners have encountered alliteration and onomatopoeia before. Explain that they were probably trying to use onomatopoeia to spell the sounds in the Getting started activity.
- Explain that alliteration and onomatopoeia are just two of the literary devices that writers use to enhance the sound, rhythm and meaning of their writing. Ask learners if they know the names of any other literary devices that do a similar job (consonance, sibilance and assonance). Write the three new terms on the board. Explain that understanding all these literary devices will help learners in this unit with both the prose and poems they will encounter.
- Hand out the worksheet. Emphasise why writers use such literary devices.
- Ask learners to look at the definition and example of consonance. Draw attention to the Tip, which provides a starting point for learners who may need support. You may need to explain the meaning of adjacent consonants. Learners should complete Activity 1, writing their own example.

- Tell learners to complete Activities 2 to 5 in the same way. Again, you may need to explain the meaning of some of the technical vocabulary in the Tips, such as vowel phonemes and split diagraphs.
- Ask learners to share examples of the responses to Activities 1 to 5. It may help for learners to write them on the board.
- Ask learners to complete Activity 6.

## Answers

- 1 Learners' answers will vary. Here is another example of consonance: *The tramp camped under a lamp in the swamp.*
- 2 Learners' answers will vary. Here is another example of alliteration: *The dragon dreamt of dramatic, draughty mountains.*
- 3 Learners' answers will vary. Here is another example of sibilance: *The ship sailed to strange shores to where X marked the spot.*
- 4 Learners' answers will vary. Here is another example of assonance: *He made his way to the lake again to meet his fate.*
- 5 Learners' answers will vary. Here is another example of onomatopoeia: *The cat purred as the dog growled at the groaning washing machine.*
- 6 Sing a Song of Sixpence →sibilance

The water gurgled and belched down the drain. →onomatopoeia

The hare and the bear agreed to share the pear. →assonance

Peter Piper picked a peck of pickled peppers. →alliteration

At breakfast, the exhausted archaeologist lost interest in her toast. →consonance