

Figurative Language

Identifying Figurative Language

For each example below, circle what type of figurative language is being used.

a. *Your eyes sparkle like diamonds.*

Metaphor Simile Alliteration

b. *The wild woolly walrus waits, wondering when we will pass by.*

Personification Alliteration Assonance

c. *His brain is the size of a pea.*

Personification Hyperbole Idiom

d. *Her hair was a flowing golden river.*

Metaphor Assonance Onomatopoeia

e. *Crack! The ringleader's whip broke the silence.*

Onomatopoeia Assonance Pun

f. *The monster spoke in a low mellow tone.*

Assonance Pun Idiom

g. *Hold your horses, I'm coming!*

Idiom Pun Repetition

h. *What do you call a knight who is afraid to fight? Sir Render*

Hyperbole Assonance Pun

i. *We few, we happy few, we band of brothers.*

Pun Personification Repetition

j. *The flowers begged for water.*

Pun Hyperbole Personification



Matching Figurative Language to an Example

Draw a line to match the example to the type of figurative language being used.

Figurative language

Metaphor

Simile

Personification

Alliteration

Idiom

Hyperbole

Pun

Repetition

Assonance

Onomatopoeia

Examples

I bee-leaf in you!

She is as strong as an ox!

I ate five thousand pancakes for breakfast!

Steve saved seven seagulls.

It's time to hit the hay.

I'll take a tray for Taylor the sailor.

The beach is calling to me.

BOOM! The fireworks exploded above me.

He's a walking encyclopedia.

I do not like it anywhere, I do not want it over there, I do not want it, I do not care!

Fill in the Blanks

Fill in the blanks to complete these examples of figurative language:

a. **Simile**

His words cut like a _____.

b. **Metaphor**

My heartbeat is a _____.

c. **Personification**

The clouds _____ across the sky.

d. **Alliteration**

Look! Lucy is leaping into the _____!

e. **Idiom**

That's it! This is the last _____!

f. **Pun**

The captain's motto was to seas the _____.

g. **Hyperbole**

She must be a _____ years old!

h. **Onomatopoeia**

_____, I jumped into the pool and water went everywhere.

i. **Repetition**

They locked him up, never, _____, never to be released.



Figurative Language – Answers

Identifying Figurative Language

For each example below, circle what type of figurative language is being used.

a. Your eyes sparkle like diamonds.

Metaphor **Simile** Alliteration

b. The wild woolly walrus waits, wondering when we will pass by.

Personification **Alliteration** Assonance

c. His brain is the size of a pea.

Personification **Hyperbole** Idiom

d. Her hair was a flowing golden river.

Metaphor Assonance Onomatopoeia

e. Crack! The ringleader's whip broke the silence.

Onomatopoeia Assonance Pun

f. The monster spoke in a low mellow tone.

Assonance Pun Idiom

g. Hold your horses, I'm coming!

Idiom Pun Repetition

h. What do you call a knight who is afraid to fight? Sir Render

Hyperbole Assonance **Pun**

i. We few, we happy few, we band of brothers.

Pun Personification **Repetition**

j. The flowers begged for water.

Pun Hyperbole **Personification**



Matching Figurative Language to an Example

Draw a line to match the example to the type of figurative language being used.

Figurative language	Examples
Metaphor	I bee-leaf in you!
Simile	She is as strong as an ox!
Personification	I ate five thousand pancakes for breakfast!
Alliteration	Steve saved seven seagulls.
Idiom	It's time to hit the hay.
Hyperbole	I'll take a tray for Taylor the sailor.
Pun	The beach is calling to me.
Repetition	BOOM! The fireworks exploded above me.
Assonance	He's a walking encyclopedia.
Onomatopoeia	I do not like it anywhere, I do not want it over there, I do not want it, I do not care!

Fill in the Blanks

Fill in the blanks to complete these examples of figurative language:

a. *Simile*

His words cut like a **knife**.

b. *Metaphor*

My heartbeat is a **drum**.

c. *Personification*

The clouds **skipped** across the sky.

d. *Alliteration*

Look! Lucy is leaping into the **lake**!

e. *Idiom*

That's it! This is the last **straw**!

f. *Pun*

The captain's motto was to seas the **day**.

g. *Hyperbole*

She must be a **million** years old!

h. *Onomatopoeia*

Splash. I jumped into the pool and water went everywhere.

i. *Repetition*

They locked him up, never, **never**, never to be released.



Alliteration

Identifying Alliteration

Alliteration repeats the first letter or sound of a word. Circle the examples of alliteration below:

- a. Abigail absentmindedly altered the albatross artwork.
- b. His heart was beating like a big brass band.
- c. Children who treat their things badly will lose their toys.
- d. When Wednesday comes, will you walk with me?
- e. I absolutely cannot stand that.
- f. Mushrooms grow membranes in mostly moist and dark places.
- g. The goat was chewing on the leaves.
- h. Jack jumped over a jaguar and Jill joined in.

Go back over the examples above and identify the letter or sound that was repeated in each sentence. If the sentence did not have any alliteration, leave it blank.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Fill in the Blanks

Add a word to these sentences that works with the alliteration.

- a. My mum makes me munch _____ on a Monday morning.
- b. The reigning royal was _____ about the rain.
- c. Fancy foxes fly over _____.

d. _____ cooked in the crockpot are crazy good.

e. Elephants eat enormous _____ every day.

It's Your Call

Use your judgement to decide which word is the best choice to complete these examples of alliteration. Think about which one creates the strongest image for a reader. Circle or highlight the word you chose.

a. Alice actually ate an absolutel/actual tonne of apples.

b. Billy brought blue/beautiful bananas to the birthday party.

c. Catching cats to give them a cuddle/cocoa can be catastrophic.

d. Dylan dialed double digits to get a delivery dropped/ditched at his door.

e. Exact/exciting examples exist of elephants eating elderberries.

Have a Go

Have a go writing your own alliteration below. Remember alliteration repeats the first letter or sound within a sentence.

Personification Answers

Identifying Personification

- a. Abigail absentmindedly altered the albatross artwork.
- b. His heart was beating like a big brass band.
- c. Children who treat their things badly will lose their toys.
- d. When Wednesday comes, will you walk with me?
- e. I absolutely cannot stand that.
- f. Mushrooms grow membranes in mostly moist and dark places.
- g. The goat was chewing on the leaves.
- h. Jack jumped over a jaguar and Jill joined in.

Go back over the examples above and identify the letter or sound that was repeated in each sentence. If the sentence did not have any alliteration, leave it blank.

- | | |
|----------|----------|
| a. A | e. _____ |
| b. B | f. M |
| c. _____ | g. _____ |
| d. W | h. J |

Fill in the Blanks

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. My mum makes me munch **mangos** on a Monday morning.
- b. The reigning royal was **right** about the rain.
- c. Fancy foxes fly over **Fielding**.
- d. **Cakes** cooked in the crockpot are crazy good.
- e. Elephants eat enormous **eggs** every day.

It's Your Call

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. Alice actually ate an **absolute** tonne of apples.*
- b. Billy brought **beautiful** bananas to the birthday party.*
- c. Catching cats to give them a **cuddle** can be catastrophic.*
- d. Dylan dialed double digits to get a delivery **dropped** at his door.*
- e. **Exact** examples exist of elephants eating elderberries.*

Have a Go

Teachers: use your judgement when marking students' work.

Assonance

Identifying Assonance

Assonance is when a sound is repeated within words in a sentence. Highlight or circle the sentences that contain assonance below. Not every example has assonance, it is your job to identify which ones do.

- a. I opened the window to show her my yellow scarf.
- b. We were ready to have breakfast with our friends.
- c. Richard wrestled with rhinos.
- d. Hey! Stay here today, we've still got lots to say!
- e. The boy band belted out the banging song.
- f. Try as I might, the kite would not fly.
- g. They decided to plant a tree.
- h. The rain in Spain stays mainly on the plain.

Go back over the examples above and write down what the assonant sound was, and the words it was in. If an example didn't have any assonance, leave it blank.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Fill in the Blanks

In the examples below, add a word in the blank space that adds to the assonance of the sentence.

- a. Go slow when you cross the _____.
- b. Steve the cleaner has _____ of making friends with geese when he sleeps.

- c. The cat sat on the _____ and batted her eyes at us.
- d. The jug is upstairs, under the cup shelf – _____ up and put it on, please.
- e. Insects that live in houses get squished and end up in the _____.

It's Your Call

Choose which word you think is best in the following examples. Think about the meaning of the sentence and the image it creates.

- a. He had to clean up his act or it would be bad/average news.
- b. The crowd screams as she sweeps/leaps onto the stage.
- c. When we have fish and chips I lick my lips/hips.
- d. The sun is so strong it makes my dog and I feel hot/odd.
- e. The student unit wore uniforms and played music with their nephews/unicorns.

Have a Go

Have a go at writing your own sentences with assonance. Focus on the sound of the vowels, not the spelling – not all vowel sounds are spelt the same way (weigh!).

Assonance Answers

Identifying Assonance

- a. I opened the window to show her my yellow scarf.
- b. We were ready to have breakfast with our friends.
- c. Richard wrestled with rhinos.
- d. Hey! Stay here today, we've still got lots to say!
- e. The boy band belted out the banging song.
- f. Try as I might, the kite would not fly.
- g. They decided to plant a tree.
- h. The rain in Spain stays mainly on the plain.

Go back over the examples above and write down what the assonant sound was, and the words it was in. If an example didn't have any assonance, leave it blank.

- a. Long O sound – opened, window, show, yellow
- b. Short E sound – ready, breakfast, friends
- c. _____
- d. Long A sound – hey, stay, today, say
- e. _____
- f. Long I sound – try, I, might, kite, fly
- g. _____
- h. Long A sound – rain, Spain, stays, mainly, plain

Fill in the Blanks

Teachers: Use your judgement when marking students' work.

- a. Go slow when you cross the **road**.
- b. Steve the cleaner has **dreams** of making friends with geese when he sleeps.
- c. The cat sat on the **mat** and batted her eyes at us.
- d. The jug is upstairs, under the cup shelf – **run** up and put it on, please.
- e. Insects that live in houses get squished and end up in the **bin**.

It's Your Call

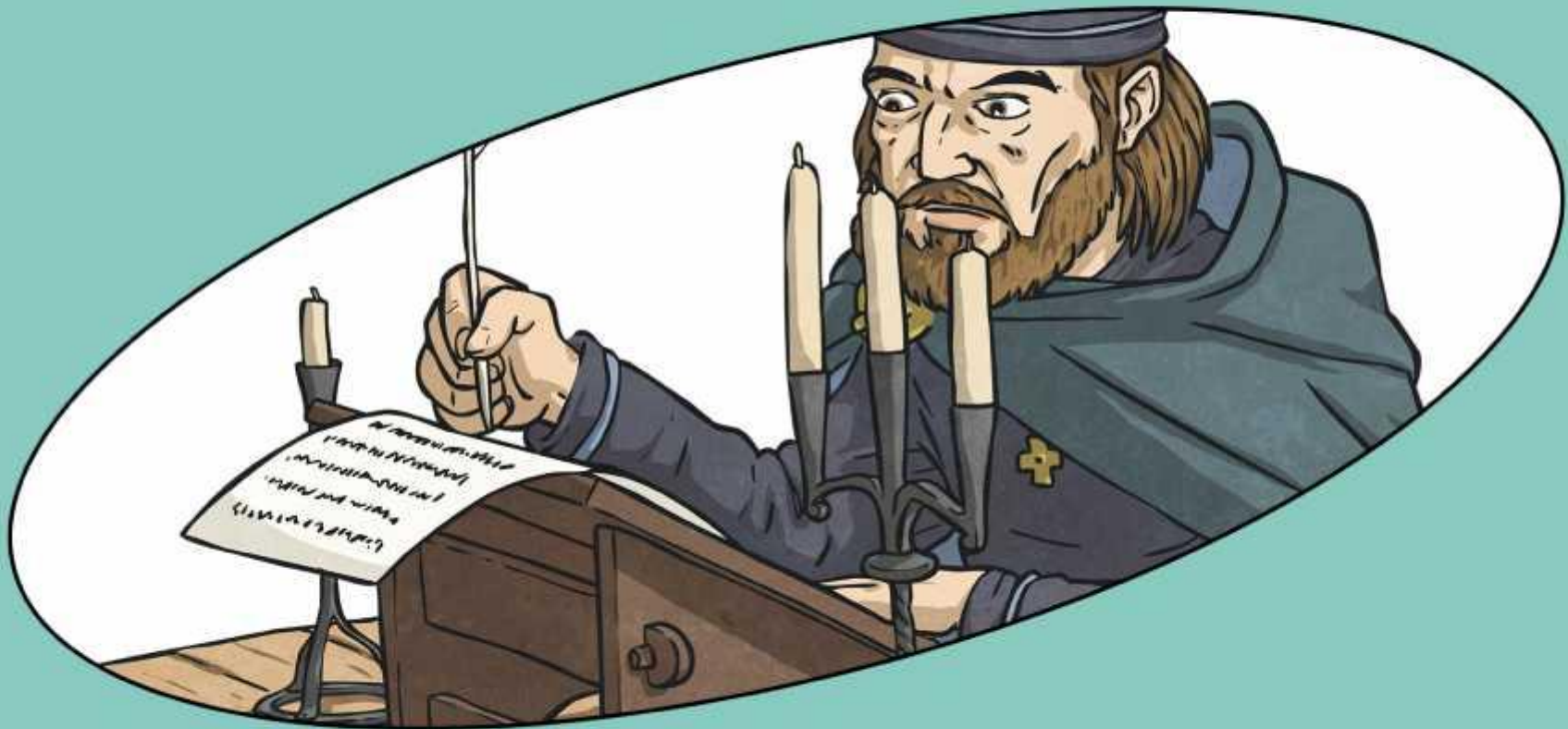
Teachers: Use your judgement when marking students' work.

- a. He had to clean up his act or it would be **bad** news.
- b. The crowd screams as she **leaps** onto the stage.
- c. When we have fish and chips I lick my **lips**.
- d. The sun is so strong it makes my dog and I feel **hot**.
- e. The student unit wore uniforms and played music with their **unicorns**.

Have a Go

Teachers: Use your judgement when marking students' work.

Poetic and Figurative Language



What is Figurative Language?

Figurative language is language that creates an image in the mind of your reader. It does this by using words or phrases that create meaning that is different from the literal meaning. Figurative language includes figures of speech, and is often used in descriptions or to create a mood or a feeling.



Can you think of any kinds of figurative language you already know?

What is the Purpose of Figurative Language?

Figurative language is used to make writing more interesting for your reader. It creates a deeper meaning and richer descriptions, and can help your reader really understand what you are trying to say.

Figurative language in poetry helps to create the mood of your poem and convey feelings for your reader to relate to.



Simile

Similes are useful for describing people or things. It is a figure of speech that compares two different things, to make a description more vivid. Similes use the word *like* or *as* to describe things.

E.g. *As brave as a lion.*

As cool as a cucumber.

Colourful like a rainbow.



Metaphor

A metaphor is like a simile because it compares two different things, but it doesn't use the words *like* or *as* to do it. A metaphor says something IS something, but we as readers know it doesn't mean it literally.

E.g. *Lucy had the heart of a lion.*

She was my guardian angel that day.

Life is a rollercoaster.



Personification

Personification is when the writer gives human characteristics to inanimate objects or non-human things. It is used to bring a sense of liveliness to your writing, and to make your writing more relatable to your reader.

E.g.
The stars winked at me.

The brutal wind bullied the autumn tree into giving up all its leaves.



Alliteration

Alliteration is when the sound or letter at the beginning of most words in a sentence is the same. It is used for a few reasons, but it is mostly used to repeat a sound, to create a mood or to make a stronger description of something.

Eg. *She sells seashells by the seashore.*

The repeated S sounds like waves coming up on the beach.



Idiom

An idiom is a group of words that have meaning in their commonly used group, but that meaning won't make sense if you take it at face value (see that was an idiom there, words don't have faces!). They are phrases that don't make sense literally, and have to be considered figuratively to make sense.

E.g. That test was a piece of cake!

I'm feeling down in the dumps.

Jimmy is a barrel of laughs.

Let's hit the road.



Hyperbole

Hyperbole is an extreme exaggeration that a writer uses for impact. It can heighten the impact of a sentence, which highlights the importance or stress of a situation.

E.g. I'm starving to death.

This suitcase weighs a tonne.

My legs feel like they're going to fall off.



Pun

A pun is a humorous play on words. Often puns use words that sound alike but have different meanings. Puns are quite often used in jokes - can you think of any jokes that use a pun?

*E.g. Reading while sunbathing
can make you well red.*

*How does Jack Frost get to work?
By icicle.*



Repetition

Repetition is a literary device writers use when they want to emphasise a point. It is done by repeating words or phrases over and over again to make an idea clearer.

E.g. *Spring is flowers, spring is rain, spring is lambs.*



Assonance

Assonance is the repetition of vowel sounds (either identical or similar) in a sentence. It is a bit like alliteration, except that the vowel sounds can be anywhere in the words.

E.g. *Clap your hands and stamp
your feet.*

The repeated sound is the short /a/ vowel sound.

*The rain in Spain stays mainly
on the plain.*

The repeated sound is the long /a/ vowel sound.



Onomatopoeia

Onomatopoeia is when a word sounds like the sound it makes. It can bring your writing to life by making it sound like your reader is actually there!

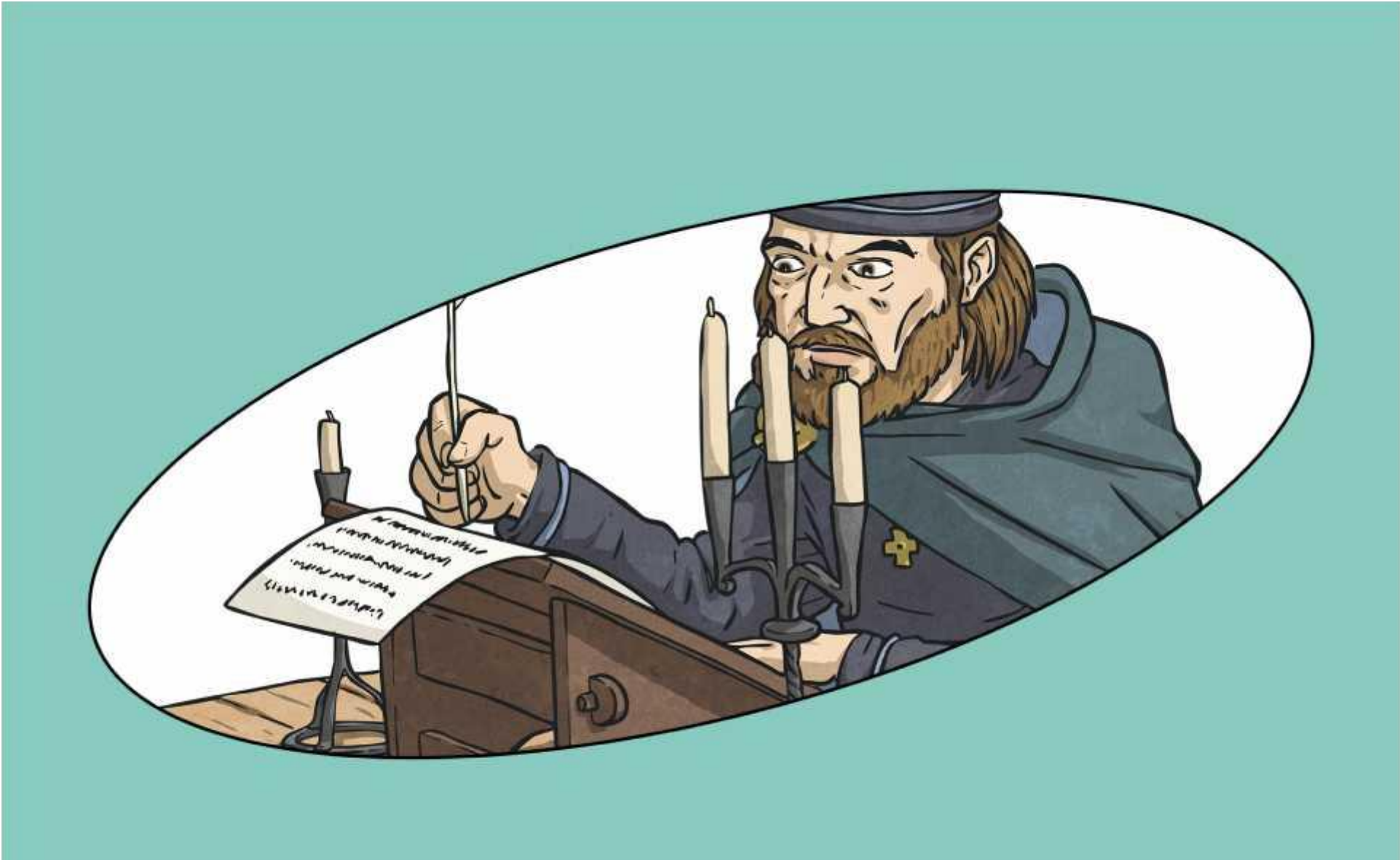
E.g. Crash, bang, slam, wallop, splash, zap, tick tock, boom



Discussion

Now that you know more about figurative language, how do you think you will use it in your writing to make it more exciting for your reader?





Hyperbole

Hyperbole or Not?

Hyperboles are extreme exaggerations to make a point. Highlight or circle the hyperboles below. Not every example has a hyperbole, it is your job to identify them.

- a. My backpack weighs a tonne!
- b. The orchestra played so beautifully.
- c. He was walking slower than a turtle.
- d. Grandad must have had 1000 candles on his cake, he's so old!
- e. It was the most delicious popcorn I'd ever tasted.
- f. The cookie was as big as the moon!
- g. That was the easiest test in the world!
- h. She was really kind to the new kid.

Go back over the examples above and identify which ones were hyperboles and what they mean. If an example didn't have a hyperbole, leave it blank.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Fill in the Blanks

Add a word to these sentences to complete the hyperboles.

- a. I'm so thirsty. If we don't stop for a drink soon, I'll _____.
- b. I've been cleaning this floor for a million _____, it's so big.

- c. This worksheet is taking _____ to finish!
- d. She's so fast, she finished that race in _____!
- e. I love superhero movies, I've seen them a _____ times!

It's Your Call

For each of these examples, circle the word(s) that make the sentence a hyperbole.

- a. Every minute feels like years/ages.
- b. The book is the best in the world/pretty good!
- c. The apple was as big as my head/huge!
- d. I'm the worst swimmer in the world/I'm pretty bad at swimming.
- e. This song has been stuck in my head forever/for a while.

Have a Go

Have a go at writing a sentence or two that includes a hyperbole.

Hyperbole Answers

Hyperbole or Not?

- a. My backpack weighs a tonne!
- b. The orchestra played so beautifully.
- c. He was walking slower than a turtle.
- d. Grandad must have had 1000 candles on his cake, he's so old!
- e. It was the most delicious popcorn I'd ever tasted.
- f. The cookie was as big as the moon!
- g. That was the easiest test in the world!
- h. She was really kind to the new kid.

Go back over the examples above and identify which ones were hyperboles and what they mean. If an example didn't have a hyperbole, leave it blank.

- a. The backpack was really heavy.
- b. _____
- c. He was walking very slowly.
- d. There were lots of candles on Grandad's cake.
- e. _____
- f. The cookie was really big.
- g. The test was super easy.
- h. _____

Fill in the Blanks

Teachers: Use your judgement when marking students' work.

- a. I'm so thirsty. If we don't stop for a drink soon, I'll die.
- b. I've been cleaning this floor for a million years, it's so big.
- c. This worksheet is taking forever to finish!
- d. She's so fast, she finished that race in seconds!
- e. I love superhero movies, I've seen them a thousand times!

It's Your Call

Teachers: Use your judgement when marking students' work.

- a. Every minute feels like *years*.
- b. The book is *the best in the world!*
- c. The apple was *as big as my head!*
- d. I'm *the worst swimmer in the world.*
- e. This song has been stuck in my head *forever.*

Have a Go

Teachers: use your judgement when marking students' work.

Idioms

Idiom or Not?

Idioms are phrases that mean something different to their literal meaning. Highlight or circle the idioms below. Not every example is an idiom, it is your job to identify them.

- a. It was a piece of cake.
- b. Anything can happen if you let it.
- c. They're a dime a dozen.
- d. We'd better call it a day.
- e. We're going to get on with it.
- f. It's time to hit the hay.
- g. There is no fire without smoke.
- h. Maybe you should go back to the drawing board.

Go back over the examples above and write what you think the idioms mean. If an example wasn't an idiom, leave it blank.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Fill in the Blanks

Add a word to these sentences to complete the idioms.

- a. If you do something properly, you don't cut _____.
- b. When my sister did a show, we told her to break a _____.

- c. This is too crazy, it's getting out of _____.
- d. My teacher really let me off the _____ there, I thought I'd be in trouble!
- e. Why don't you get it? It's not rocket _____.
- f. I'm feeling a bit under the _____, so I should go to the doctor.

It's Your Call

For each of these examples can you think of an idiom that means the same thing? Write an idiom for each example.

- a. Time goes fast when you're doing something you enjoy.

- b. Try to understand something complicated.

- c. This is the very last thing I can handle.

- d. Calm down when you're feeling upset.

- e. Trying to avoid saying what you mean.

Have a Go

Have a go at writing a sentence or two that include idioms.

Idioms Answers

Idiom or Not?

- a. It was a piece of cake.
- b. Anything can happen if you let it.
- c. They're a dime a dozen.
- d. We'd better call it a day.
- e. We're going to get on with it.
- f. It's time to hit the hay.
- g. There is no fire without smoke.
- h. Maybe you should go back to the drawing board.

Go back over the examples above and write what you think the idioms mean. If an example wasn't an idiom, leave it blank.

- a. *It was easy.*
- b. _____
- c. *These are something that are really common.*
- d. *We'd better stop this for today.*
- e. _____
- f. *It's time to go to bed.*
- g. _____
- h. *To start over.*

Fill in the Blanks

- a. If you do something properly, you don't cut **corners**.
- b. When my sister did a show, we told her to break a **leg**.
- c. This is too crazy, it's getting out of **hand**.
- d. My teacher really let me off the **hook** there, I thought I'd be in trouble!
- e. Why don't you get it? It's not rocket **science**.
- f. I'm feeling a bit under the **weather**, so I should go to the doctor.

It's Your Call

- a. Time goes fast when you're doing something you enjoy.
Time flies.
- b. Try to understand something complicated.
Wrap your head around it.
- c. This is the very last thing I can handle.
The last straw.
- d. Calm down when you're feeling upset.
Pull yourself together.
- e. Trying to avoid saying what you mean.
Beat around the bush.

Have a Go

Teachers: Use your judgement when marking students' work.

Metaphors

Identifying Metaphors

Similes and metaphors are very similar and can be easily mixed up. Below, are a mixture of similes and metaphors. Circle or highlight the metaphors only.

- a. Your eyes are sparkling diamonds.
- b. Life is like a box of chocolates.
- c. He is a shining star.
- d. Her voice was like an angel.
- e. You are like sunshine.
- f. The snow was a blanket on the world.
- g. He was as strong as Hercules.
- h. Their house was a castle.
- i. Dad was as tall as a giraffe.

Fill in the Blanks

Add a word to these sentences to create a metaphor.

- a. He's a _____ for picking on those kids.
- b. She was clothed in strength, grace, and _____.
- c. I was swimming in a sea of _____.
- d. My memory is a little _____.
- e. It's raining cats and _____.
- f. I was boiling with _____.

It's Your Call

Use your judgment to decide which word is the best choice to complete these metaphors. Think about which one creates the strongest image for a reader. Circle or highlight the word you chose.

- a. The mind is a machine/computer.
- b. We built a bridge/barrier to work together.
- c. They had to conquer a mountain/hill of work to achieve their goals.

- d. Jason is a real pig/cat when he eats.
- e. Mum is a rock/safety-net, I can always rely on her.

Have a Go

Have a go writing your own metaphors below. Remember a metaphor compares two things that are not alike, without using the words "like" or "as".

Metaphors Answers

Identifying Metaphors

- a. Your eyes are sparkling diamonds.
- b. Life is like a box of chocolates.
- c. He is a shining star.
- d. Her voice was like an angel.
- e. You are like sunshine.
- f. The snow was a blanket on the world.
- g. He was as strong as Hercules.
- h. Their house was a castle.
- i. Dad was as tall as a giraffe.

Fill in the Blanks

- a. He's a **monster** for picking on those kids.
- b. She was clothed in strength, grace, and **courage**.
- c. I was swimming in a sea of **sadness**.
- d. My memory is a little **foggy**.
- e. It's raining cats and **dogs**.
- f. I was boiling with **anger**.

It's Your Call

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. The mind is a **machine**.
- b. We built a **bridge** to work together.
- c. They had to conquer a **mountain** of work to achieve their goals.
- d. Jason is a real **pig** when he eats.
- e. Mum is a **rock**, I can always rely on her.

Have a Go

Teachers: use your judgement when marking students' work.

Onomatopoeia

Identifying Onomatopoeia

Onomatopoeia is a word that describes a sound, and also sounds like that sound. Highlight or circle the sentences that contain onomatopoeia below. Not every example has onomatopoeia, it is your job to identify which ones do.

- "Achoo!!" Mum's hay fever is really bad today, she keeps sneezing!
- On my autumn walk, the leaves crunched under my feet.
- The noise of the radio crackled when we went through the tunnel.
- The tree swayed in the breeze.
- The thunder rumbled as the rain splashed down.
- Zoom! The race car went past so fast I almost didn't see it!
- I jumped off the diving board and... SPLASH!
- You can hear the bells from the church on Sunday morning.

Go back over the examples above and write down what the onomatopoeic word was in the sentences. If an example didn't have any onomatopoeia, leave it blank.

- | | |
|----------|----------|
| a. _____ | e. _____ |
| b. _____ | f. _____ |
| c. _____ | g. _____ |
| d. _____ | h. _____ |

Fill in the Blanks

In the examples below, add a word/s in the blank space that creates onomatopoeia in the sentence.

- The sausages on the barbeque were _____.
- _____ - _____ went the clock on the wall.

- c. The air was full of the _____ from the bees and the gentle swish of the trees.
- d. Someone was at the door. _____! The doorbell chimed in the house.
- e. The tap was leaking again, and the constant _____, _____ was annoying everyone!

It's Your Call

Choose a word that you think best describes the sound for the next examples. The first one is done for you.

- a. A hedgehog in a bush: **rustle**
- b. A sword fight: _____
- c. A fire burning: _____
- d. A soda bottle opening: _____
- e. Something heavy being dropped: _____
- f. A plate being broken: _____

Have a Go

Have a go at writing your own sentences with onomatopoeia in them.

Onomatopoeia Answers

Identifying Onomatopoeia

- a. "Achoo!!" Mum's hay fever is really bad today, she keeps sneezing!
- b. On my autumn walk, the leaves crunched under my feet.
- c. The noise of the radio crackled when we went through the tunnel.
- d. The tree swayed in the breeze.
- e. The thunder rumbled as the rain splashed down.
- f. Zoom! The race car went past so fast I almost didn't see it!
- g. I jumped off the diving board and... SPLASH!
- h. You can hear the bells from the church on Sunday morning.

Go back over the examples above and write down what the onomatopoeic word was in the sentences. If an example didn't have any onomatopoeia, leave it blank.

- | | |
|-------------|----------------------|
| a. Achoo | e. Rumbled, splashed |
| b. Crunched | f. Zoom |
| c. Crackled | g. Splash |
| d. _____ | h. _____ |

Fill in the Blanks

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. The sausages on the barbeque were **sizzling**.
- b. **Tick-tock** went the clock on the wall.
- c. The air was full of the **buzz** from the bees and the gentle swish of the trees.
- d. Someone was at the door. **Ding dong!** The doorbell chimed in the house.
- e. The tap was leaking again, and the constant **drip, drip** was annoying everyone!

It's Your Call

Teachers: Use your judgement when marking students' work.

- a. A hedgehog in a bush: **rustle**
- b. A sword fight: **swoosh**
- c. A fire burning: **crackle/pop**
- d. A soda bottle opening: **fizz**
- e. Something heavy being dropped: **thud/thump**
- f. A plate being broken: **smash/crash**

Have a Go

Teachers: use your judgement when marking students' work.

Personification

Identifying Personification

Here are some sentences. Some of them have personification in them, but not all of them. Circle or highlight the sentences that contain personification.

- a. The train raced past the station.
- b. The horse trotted in the paddock.
- c. The tree danced in the breeze.
- d. The ocean wrestled with the ship.
- e. The clouds skipped across the sky.
- f. The plant grew.
- g. The wind whispered to me.

Go back over the sentences above. For the sentences that have personification, write down what the object is and what the word that personified it is. If a sentence didn't have personification, leave it blank. The first one has been done for you.

- a. train raced
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

Fill in the Blanks

Add a word to these sentences to create personification.

- a. The light _____.
- b. The tree _____.
- c. The flame _____.
- d. The car _____.
- e. The stars _____.
- f. The moon _____.

It's Your Call

Use your judgement to decide which word is the best choice to complete the personification in these sentences. Think about which one creates the strongest image for the reader. Circle or highlight the word you chose.

- a. The pen danced/leapt across the page.
- b. The fridge hummed/sang all night long and kept us awake.
- c. The wind howled/sighed outside the tent.
- d. The curtain played/jumped in the breeze.
- e. The lights winked/blinked in the tree.

Have a Go

Have a go writing your own personification below. Remember personification gives human qualities to non-human objects or things.

Personification Answers

Identifying Personification

- a. *The train raced past the station.*
- b. *The horse trotted in the paddock.*
- c. *The tree danced in the breeze.*
- d. *The ocean wrestled with the ship.*
- e. *The clouds skipped across the sky.*
- f. *The plant grew.*
- g. *The wind whispered to me.*

Go back over the sentences above. For the sentences that have personification, write down what the object is and what the word that personified it is. If a sentence didn't have personification, leave it blank. The first one has been done for you.

- a. *train raced*
- b. _____
- c. *tree danced*
- d. *ocean wrestled*
- e. *clouds skipped*
- f. _____
- g. *wind whispered*

Fill in the Blanks

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. *The light played.*
- b. *The tree danced.*
- c. *The flame died.*
- d. *The car wheezed.*
- e. *The stars blinked.*
- f. *The moon watched.*

It's Your Call

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. The pen **danced** across the page.
- b. The fridge **hummed** all night long and kept us awake.
- c. The wind **howled** outside the tent.
- d. The curtain **played** in the breeze.
- e. The lights **winked** in the tree.

Have a Go

Teachers: use your judgement when marking students' work.

Puns

Pun—ny or Not?

Puns are a play on words, often used for humour or in jokes. Highlight or circle the puns below. Not every example is a pun, it is your job to identify them.

- a. What music do windmills like? They're big metal fans.
- b. It would be terrible if you didn't finish your work.
- c. Don't eat someone else's cheesy chips. They're nachos.
- d. Who designed King Arthur's round table? Sir Cumference.
- e. How long do we have to stay here? All day.
- f. Have an egg-cellent day!
- g. Mum said we could make a banana cake later.
- h. I cannot bee-lieve you don't like honey.

Go back over the examples above and write down what makes it a pun. If an example wasn't a pun, leave it blank.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

Puns with Homophones

Circle the word that is a homophone in the puns below, and then write the corresponding homophone that gives it a double meaning. The first one is done for you.

- a. This bread recipe is a family secret. I only share it on a **knead** to know basis.

Homophone: **need**

b. When a clock is hungry, it goes back four seconds.

Homophone: _____

c. My bicycle can't stand on its own, it's two tired.

Homophone: _____

d. Where do polar bears vote? The North Poll.

Homophone: _____

e. My pony has a cough today. He's a little hoarse.

Homophone: _____

f. I donut understand food puns.

Homophone: _____

Food Puns

For each of these examples, circle the word(s) that make the sentence a pun.

a. Don't worry, we will taco 'bout it.

talk

b. It is thyme to go now. Hurry up!

c. The problem is nacho concern.

d. It's a little chilli in here!

e. How about we ketchup on Saturday?

f. Let's meat for lunch at 12pm.

Have a Go

Have a go at writing your own food puns. You could use the words beet (beat) or pizza (piece of), or make one up yourself.

Puns Answers

Pun-ny or Not?

- a. What music do windmills like? They're big metal fans.
- b. It would be terrible if you didn't finish your work.
- c. Don't eat someone else's cheesy chips. They're nachos.
- d. Who designed King Arthur's round table? Sir Cumference.
- e. How long do we have to stay here? All day.
- f. Have an egg-cellent day!
- g. Mum said we could make a banana cake later.
- h. I cannot bee-lieve you don't like honey.

Go back over the examples above and write down what makes it a pun. If an example wasn't a pun, leave it blank.

- a. Windmills are fans that are made out of metal and metal is a type of music.
- b. _____
- c. Nachos are cheesy chips and it sounds like 'not yours'.
- d. King Arthur's table was round and the circumference was around a table.
- e. _____
- f. Egg-cellent sounds like excellent.
- g. _____
- h. Bees make honey and it sounds like believe.

Puns with Homophones

- a. This bread recipe is a family secret. I only share it on a **knead** to know basis.
Homophone: **need**
- b. When a clock is hungry, it goes back four seconds.
Homophone: **for**

c. My bicycle can't stand on its own, it's two tired.

Homophone: **too**

d. Where do polar bears vote? The North Poll.

Homophone: **pole**

e. My pony has a cough today. He's a little hoarse.

Homophone: **horse**

f. I donut understand food puns.

Homophone: **do not**

Food Puns

a. Don't worry, we will taco 'bout it.

talk

b. It is thyme to go now. Hurry up!

time

c. The problem is nacho concern.

not your

d. It's a little chilli in here!

chilly

e. How about we ketchup on Saturday?

catch up

f. Let's meat for lunch at 12pm.

meet

Have a Go

Teachers: Use your judgement when marking students' work.

Repetition

Identifying Repetition

Repetition is when a word or phrase is repeated within a sentence or text. Highlight or circle the sentences that contain repetition below. Not every example has repetition, it is your job to identify which ones do.

- a. What about breakfast? What about lunch? What about dinner? What about pudding?
- b. A horse is a horse, of course, he's a horse.
- c. Arthur absolutely adored apples.
- d. O Captain, my Captain!
- e. I saw the sun one sweet summer day.
- f. Hark how the bells, sweet silver bells, all seem to say throw cares away.
- g. Once upon a time, a king lived in a castle.
- h. Never give in — never, never, never.

Go back over the examples above and write down what the repetition was. If an example didn't have repetition, leave it blank.

a. _____

e. _____

b. _____

f. _____

c. _____

g. _____

d. _____

h. _____

Word Repetition

Circle the word that is repeated in the examples below.

- a. It's chocolate I love, chocolate I like, and chocolate I want!
- b. Oh woeful, oh woeful, woeful, woeful day!

- c. I saw nobody. No neighbours, no cars, no delivery drivers.
- d. This was where I felt at home – where the sun warmed my face, where the sand crunched under my toes, where the sea lapped the shore.
- e. Keeping time, time, time, in a sort of rhyme.

Phrase Repetition

Circle or underline the phrase that is repeated in these examples.

- a. Let it snow, let it snow, let it snow.
- b. To be or not to be?
- c. If you can dream – and not make dreams your master, if you can think – and not make thoughts your aim...
- d. Yes, I will swim across the ocean. Yes, I will walk across the desert. Yes, I will see you again.
- e. I will try again when I fall down, I will try again when things are hard, I will try again when I fail.

Have a Go

Have a go at writing your own repetitions. Try some that repeat words, and some that repeat phrases.

Repetition Answers

Identifying Repetition

- a. What about breakfast? What about lunch? What about dinner? What about pudding?
- b. A horse is a horse, of course, he's a horse.
- c. Arthur absolutely adored apples.
- d. O Captain, my Captain!
- e. I saw the sun one sweet summer day.
- f. Hark how the bells, sweet silver bells, all seem to say throw cares away.
- g. Once upon a time, a king lived in a castle.
- h. Never give in – never, never, never.

Go back over the examples above and write down what the repetition was. If an example didn't have repetition, leave it blank.

- a. what
- b. horse
- c. _____
- d. Captain
- e. _____
- f. bells
- g. _____
- h. never

Word Repetition

- a. It's chocolate I love, chocolate I like, and chocolate I want!
- b. Oh woeful, oh woeful, woeful, woeful day!
- c. I saw nobody. No neighbours, no cars, no delivery drivers.
- d. This was where I felt at home – where the sun warmed my face, where the sand crunched under my toes, where the sea lapped the shore.
- e. Keeping time, time, time, in a sort of rhyme.

Phrase Repetition

- a. *Let it snow, let it snow, let it snow.*
- b. *To be or not to be?*
- c. *If you can dream – and not make dreams your master, if you can think – and not make thoughts your aim...*
- d. *Yes, I will swim across the ocean. Yes, I will walk across the desert. Yes, I will see you again.*
- e. *I will try again when I fall down, I will try again when things are hard, I will try again when I fail.*

Have a Go

Teachers: Use your judgement when marking students' work.

Similes

Identifying Similes

Similes and metaphors are very similar and can be easily mixed up. There are similes and metaphors below. You need to circle the similes only.

- a. Your eyes are sparkling diamonds.
- b. Life is like a box of chocolates.
- c. He is a shining star.
- d. Her voice was like an angel.
- e. You are like sunshine.
- f. The snow was a blanket on the world.
- g. He was as strong as Hercules.
- h. Their house was a castle.
- i. Dad was as tall as a giraffe.

Fill in the Blanks

Add a word/s to these sentences to create a simile.

- a. My mum is as _____ as a _____.
- b. The stars sparkled like _____.
- c. The dinner was delicious like _____.
- d. The cake was as _____ as _____.
- e. Our gran is as _____ as _____.
- f. The fireworks were as beautiful as _____.
- g. It was as exciting as _____.

It's Your Call

Use your judgement to decide which word/s would be the best choice to complete these similes. Think about which word/s create the strongest image for a reader. Circle or highlight the word you chose.

- a. The horse was as big as a mountain/the world.
- b. This book was as exciting as a rollercoaster/a birthday party.

- c. The peacock was beautiful like a painting/a flower.
- d. My sister is as brave as a herol/firefighter.
- e. I've grown like a beanstalk/tree.

Have a Go

Have a go writing your own similes below. Remember a simile compares two things that are not alike, by using the words 'like' or 'as'.

Similes Answers

Identifying Similes

- a. Your eyes are sparkling diamonds.
- b. Life is like a box of chocolates.
- c. He is a shining star.
- d. Her voice was like an angel.
- e. You are like sunshine.
- f. The snow was a blanket on the world.
- g. He was as strong as Hercules.
- h. Their house was a castle.
- i. Dad was as tall as a giraffe.

Fill in the Blanks

Teachers: These are just recommendations – use your judgement when marking students' work.

- a. My mum is as **smart** as a **scientist**.
- b. The stars sparkled like **diamonds**.
- c. The dinner was delicious like **apple pie**.
- d. The cake was as **hard** as **rocks**.
- e. Our gran is as **wise** as a **wizard**.
- f. The fireworks were as beautiful as **tinsel**.
- g. It was as exciting as **Christmas**.

It's Your Call

Teachers: these are just recommendations – use your judgement when marking students' work.

- a. The horse was as big as a **mountain**.
- b. This book was as exciting as a **rollercoaster**.
- c. The peacock was beautiful like a **painting**.
- d. My sister is as brave as a **hero**.
- e. I've grown like a **beanstalk**.

Have a Go

Teachers: use your judgement when marking students' work.