

# AURAL IMAGERY

## ➤ Learning outcomes:

- To know the different types of imagery created through sound
- To be able to write a tongue twister and newspaper headlines using alliteration
- To be able to point the effect of different techniques
- To be aware that different effects can be created through sound

## ➤ Assessment criteria:

- Can identify different techniques used to create effect through sound
- Can write a tongue twister and newspaper headlines using alliteration

- **Task 1:** Now that you have studied imagery through words, can you give a definition of aural imagery? Can you name some techniques?

## TONGUE TWISTER



Most tongue twisters use *alliteration* to make them harder to say. Write a tongue twister here:

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- **Task 2: What do you notice about the different words in your tongue twister?**
  
- **Task 3: What do you think alliteration might be?**
  
- **Task 4: Try saying this tongue twister. Underline the letter which is repeated.**

*Peter Piper picked a peck of pickled peppers ;  
A peck of pickled peppers Peter Piper picked;  
If Peter Piper picked a peck of pickled peppers ,  
Where's the peck of pickled peppers Peter  
Piper picked?*



- **Task 5: Complete this alliteration poem about animals.**



**One      Wet      Walrus      Wagged      his      Whiskers**

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**Two                      Tigers**

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**Three                    Thrushes**

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**Four                    Ferrets**

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**Five**

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**Alliteration** is easy to spot, but why is it used? It can:

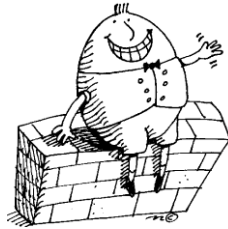
- Create a sense of rhythm
- Help to create tone
- Draw attention to particular words

**Assonance** is when a vowel sound is repeated for effect. For example: - I fly my kite high. - Joe drove home so slowly. - He eats sea weed each week.

➤ **Task 6: NEWSPAPER HEADLINES**

You can make a newspaper headline **exciting and eye-catching by using alliteration**. Your challenge is to write headlines for a number of well-known nursery rhymes or children's stories **but** you must use alliteration.

For example: *Humpty Dumpty*



**"EGG BOY BANGS HEAD  
AND BREAKS UP!"**

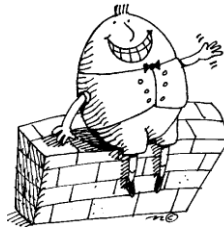
- a) Hickory Dickory Dock
- b) Incey Wincey Spider
- c) Jack and Jill
- d) Three blind mice
- e) The grand old Duke of York

## Rhyme

- Creates a musical quality or joining effect
- Emphasises certain words
- Draws lines together
- Links ideas and images

- **Task 7: Read again the nursery rhyme Humpty Dumpty**
- **Task 8: Ring the words which are wrong**

*Humpty Dumpty sat on a well.  
Humpty Dumpty  
had a great fire.  
All the king's hats  
And at the king's men,  
Couldn't pat Humpty  
together again.*



- **Task 9: Write the rhyme correctly.**

All horses fall put wall

These words will help!

## Rhyme

- Creates a musical quality or joining effect
- Emphasises certain words
- Draws lines together
- Links ideas and images

## Rhythm

- Creates a particular sense of movement, such as liveliness or sluggishness.
- Can contribute to the creation of mood and atmosphere

- **Task 10:** Take one of the *Revolting Rhymes* by Roald Dahl. Clap the rhythm of a tale to establish that there are eight beats in most lines (All tales have the same pattern).
- **Task 11:** Can you explain why Dahl does this?
- **Task 12:** There are rhyming couplets in every tale. Can you spot exceptions to this pattern?
- **Task 13:** With a partner read part of the poem of the Three Little Pigs and see if you can complete some of the missing couplets. There are some handy rhymes for you to use if you like!

*There were three pigs they were all brothers (mother other cover)*

.....

*One day their mother turned and said (bed dead read head)*

.....

*The three pigs left their mother dear (fear clear beer)*

.....

*They went strolling though the wood (Should good)*

.....

*They came across a strange old man (plan van)*

.....

*The first pig said, "Could I have that straw?" (door floor)*

.....

*"Of course" the man said, "Right away" (play pay away)*


.....

*And so a house of straw was built (guilt stilt tilt)*

.....

**O**

**This is when a word sounds like the thing it describes:**



**BANG**

➤ **Task 14: Match the following sentences to the onomatopoeia that describes them**

A plate being dropped on the floor	TINKLE
A balloon being burst	BANG
A gun being shot	SMASH
Someone eating crisps	GROWL
A light being switched on	POP
A fierce dog	CRUNCH
A small bell being rung	CLICK



➤ **Task 15: If you think the word is an example of onomatopoeia put a capital O next to it, if not put a capital X next to it.**

Bang	Hoover	Write	Plop	scream
splash	scrape	clang	slap	spell
shout	smack	mix	drip	weep

➤ **Task 16: Underline word in this poem which are examples of onomatopoeia**

***When Carly Eats Spaghetti***

*When Carly eats spaghetti,  
She chomps and gobbles and slurps,  
The spaghetti disappears with a whoosh  
Sauce slapping and smacking  
Round her chops.  
She scrapes the toast round the plate  
Crunching, grinding every mouthful.  
She burps, gurgles and leaves the table!*

**Homework**

