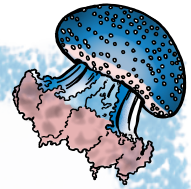


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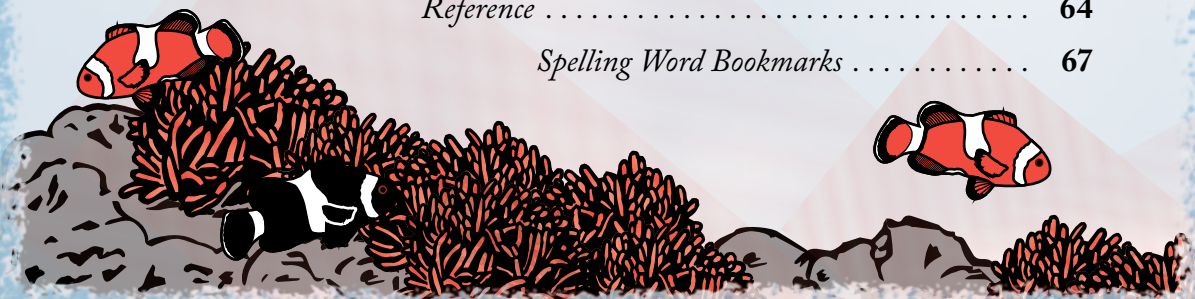
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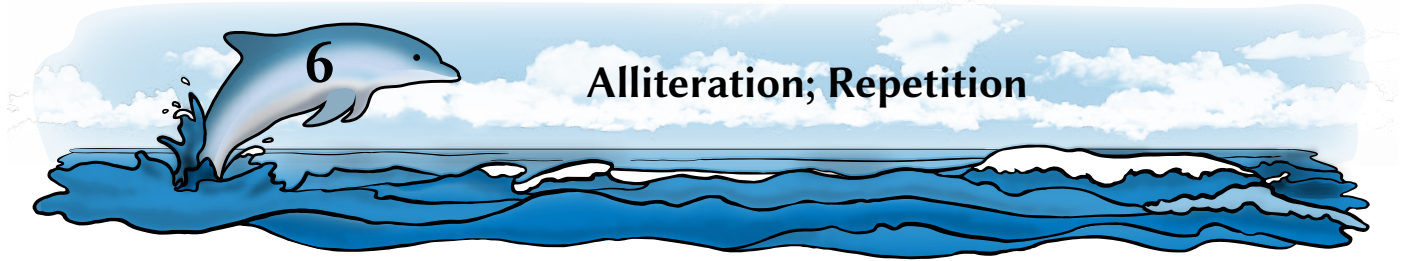
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Alliteration; Repetition

Alliteration

alliteration (ə li'tə rā'shən): repeated beginning consonant sounds of accented syllables



Word choice is an important tool that a poet uses. One technique is to use words with **alliteration**. Words that have alliteration are near each other and have the same beginning consonant sound on some accented syllables. Alliteration smooths out poetry and brings out the music of words. This verse has alliteration using the beginning consonant sound *s*.

Soft is the strain when zephyr gently blows,
 And the smooth stream in smoother numbers flows;
 But when loud surges lash the sounding shore,
 The hoarse, rough verse should like the torrent roar.

—from “*Essay on Criticism*” by Alexander Pope

A Read the poem. Underline four sets of words that show alliteration.

1. **Jack Frost**

Rustily creak the crickets: Jack Frost came down last night,
 He slid to earth on a starbeam, keen and sparkling bright;
 He sought in the grass for the crickets with delicate icy spear,
 So sharp and fine and fatal, and he stabbed them far and near.
 Only a few stout fellows, thawed by the morning sun,
 Chirrup a mournful echo of by-gone frolic and fun.
 But yesterday such a rippling chorus ran all over the land,
 Over the hills and the valleys, down to the gray sea-sand,
 Millions of merry harlequins, skipping and dancing in glee,
 Cricket and locust and grasshopper, happy as happy could be:
 Scooping rich caves in ripe apples, and feeding on honey and spice,
 Drunk with the mellow sunshine, nor dreaming of spears of ice!

—*Celia Thaxter*



Repetition

repetition: the technique of repeating words or phrases for emphasis



Repetition is a technique that poets use to catch a reader's attention and to make a point. Repetition is when words, phrases, or sentences are repeated for emphasis. Repetition can be found in lines or in several stanzas of poetry. Sometimes several thoughts will be repeated.

As you read the following poem, notice how the repetition strengthens the theme of the poem. The repetition emphasizes that it is possible to do the thing you think is impossible, if you are willing to work cheerfully and diligently.

Somebody said **that it couldn't be done**
But he with a chuckle replied
That "**maybe it couldn't,**" but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it!

There are thousands to tell you **it cannot be done,**
There are thousands to **prophecy failure,**
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done," and you'll do it.

—from "It Couldn't Be Done" by Edgar A. Guest

B Read the verse. Complete the following exercises.

'Tis a lesson you should heed,
Try, try again
If at first you don't succeed,
Try, try again;
Then your courage shall appear,
For if you will persevere,
You will conquer, never fear,
Try, try again.

—Author Unknown



2. Underline the lines that show repetition.
- 3. What theme is the poet portraying by using repetition? _____
- _____



Looking Back



C Read these verses. Complete the following exercises.

4. A wind came up out of the sea,
And said, "O mists, make room for me."

It hailed the ships, and cried, "Sail on,
Ye mariners, the night is gone."

And hurried landward far away,
Crying, "Awake! it is the day."

—from "Daybreak" by Henry Wadsworth Longfellow

5. Scan the third and fifth lines of this poem.
6. How many feet does each of the scanned lines have? _____
7. What is the rhythm pattern of this poem? _____
8. Write the rhyme scheme of these verses. _____

D Put a plus sign (+) above each conjunction. Put a check mark (✓) in front of each sentence that uses good parallelism.

9. ____ Genevieve is cheerful, kind, and outgoing.
10. ____ The service tonight will have singing and to preach.
11. ____ Both the teachers and the students enjoyed the afternoon treat.

E Write *conj*, *adj*, or *pron* to label each underlined word.

12. _____ Neither boy had ever toured a post office before.
13. _____ "Neither snow nor rain nor heat nor gloom of night stays these couriers from the swift completion of their appointed rounds," is the unofficial motto of the United States Postal Service.



Lesson 6

F Cross out each incorrect word. Write the correct word above it.

14. Them calves act like they're hungry.
15. Joan would rather work in the garden then wash the car.
16. The wheelbarrow can haul fewer weight than the garden trailer can carry.

G Underline the verb that agrees with the subject.

17. Each of the puppies **has, have** been sold.
18. All of my brothers **live, lives** in different states now.
19. Measles **spread, spreads** through the air.
20. Everybody in the picture **look, looks** amused at something.

H Circle each participle. Draw an arrow to the word it modifies.

21. A bent stick pointed toward the winding trail.
22. The gas station on the corner is closed for now.

I Write the correct form of the word in parentheses. Circle the form of comparison used.

23. (dry) The Atacama Desert in Chile is the _____ place on earth.

positive

comparative

superlative

24. (intelligent) Dolphins are _____ than dogs.

positive

comparative

superlative

J Underline each appositive or appositive phrase. Write *ap* above each appositive.

25. James Watt invented the word *horsepower*.
26. Edmund Cartwright, a British inventor, built the first power loom.



Penmanship



K Using your best handwriting, copy this line of the poem.

He never slid down banisters or made the slightest noise,



Spelling - Patterns



Spelling Words

accent	cyclone	exceed	mileage	succeed
allergy	cypress	gelatin	practice	surgery
beverage	decent	license	province	tangerine
crevice	diligent	longitude	silage	voyage

These words have a soft *c* or a soft *g*. Soft *c*'s sound like *s*'s, and soft *g*'s sound like *j*'s.

L Write the spelling word that fits each description. Circle each soft *c* or *g* and the letter following it.

27. _____ having good manners and morals
28. _____ a journey at sea
29. _____ the stress placed on a syllable
30. _____ a storm that rotates around a center of low-pressure air
31. _____ a main division of a country
32. _____ working steadily and enthusiastically
33. _____ to habitually do or perform something
34. _____ a small citrus fruit much like an orange
35. _____ permission from the government to engage in an activity
36. _____ a bodily reaction to a substance that is usually harmless
37. _____ shredded, fermented plant matter fed to livestock
38. _____ distance east or west from a north/south line
39. _____ a substance used to make jelly
40. _____ to be larger than or superior to something else
41. _____ a record of distance listed in miles
42. _____ to achieve certain goals
43. _____ a medical treatment which requires cutting into the body
44. _____ an evergreen tree with small scalelike leaves
45. _____ a drink

M Write the Section 2 spelling words in your notebook.