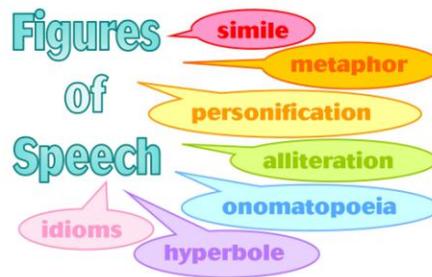


A ROUGH NOTE ON TEACHING FIGURES OF SPEECH



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In observing many English student teachers teaching figures of speech, I have noticed two problems:

- No distinction is made between the two main categories of figures of speech:
 - Those based on SOUND
 - Those based on MEANING

They are simply lumped together without learners realising that there are two very different sets of terms.

- No distinction is made between the different sub-categories of figures of speech based on meaning: They are simply handled in an ad hoc, arbitrary manner

In the accompanying PowerPoint Presentation, you will see that I have tried to avoid these pitfalls.

Please note that the presentation does not start with an outline of the different categories and sub-categories. My teaching method is to work up to the summary rather than to start with it – so every learner builds up the picture step-by-step. But teachers will need to look at the last slide first to know what they are aiming at overall.

I also prefer to get the learners to deduce things. So, instead of going through the presentation as is, I would, before dealing with each figure of speech, give them an example and then ask them to work out (possibly in pairs) what the basis of the figure of speech is before I give it a label.

For example:

- Consider the following:
The barbarians broke through the barricade.
- What sound is repeated here? Where does the repeated sound occur? Is this sound a consonant or a vowel?
- Now consider the following:
First photo of France from Mars
- What sound is repeated here? Where does the repeated sound occur? Is this sound a consonant or a vowel? What do you notice about the letters which convey the sound here? [*f vs ph – same sound*]
- Does anyone know what this figure of speech is called? (If so, how do we spell it?) (If not – this is 'alliteration'. (Note the spelling – two *l*s but one *t*.)
- Can you draw up a definition of alliteration from these examples?
- Go to Power Point: Alliteration is the repetition of consonant sounds (not letters) ...

I have included just one example of each – when teaching one needs to give more examples for learners to work with.

TAKE  NOTE

See separate link for PowerPoint presentation.