



## Theme: Appreciating Poetry

| Focus: | Grammar  | Vocabulary   | Comprehension                              | Writing   |
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|        | <ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Exclamations</li> <li>• Imperatives</li> </ul> | <ul style="list-style-type: none"> <li>• Homonyms</li> <li>• Homographs</li> </ul> | Answering questions based on a visual text | Writing a story based on pictures using guiding questions |

### Lesson Objectives

Students are able to

1. understand the differences between homonyms and homographs,
2. explain the meanings of given homonyms and homographs,
3. write a story based on pictures using guiding questions.

### Resources

*(Preparation to be done before the lesson)*

1. Learning English Workbook 5
2. A simple poem with homonyms in it
3. Powerpoint slides showing homographs (One homograph should show two pictures on a slide.)
4. A bag
5. Slips of papers with homonyms and homographs
6. Small portable whiteboards for each group
7. Markers

### Introduction / Warm-up Activity (10 min)

1. Show the poem on the visualizer projector. Let the students read it. Discuss with the students what the poem is about and elicit from them the words that are homonyms. Underline them in the poem. Get the students to explain to you how the two words are different.

### Lesson (20 min)

1. Write the word 'Homonyms' on the whiteboard. Explain to the students that homonyms have the same sound and can be spelled the same way but have opposite meanings. Write the homonyms from the poem below 'Homonyms' on the whiteboard. Get the students to provide you with other examples of homonyms. Write the students' answers on the whiteboard.

**Example:**

- lie, bear, just, board, crane

Get the students to construct sentences using each homonym that is written on the whiteboard. Then, let them explain the different meanings of the homonyms used.

2. Show the students the powerpoint slides. Go through the first slide and get the students to guess what the pictures are telling them. For instance, on the first slide, have one picture showing some actors bowing on the stage while another picture next to it shows a man wearing a tuxedo with a bow around his neck. Once the students can guess what the word is, get them to construct a sentence for each of the pictures on the slide. Write their sentences on the powerpoint slide itself.

*Example:*

- The actors bow after their final performance.
- He wore a bow around his neck.

Do the same for the following homographs on the other slides.

4. Tell the students that the word used in each slide is called a homograph. Explain to the students that homographs are words that are spelt the same way but have different meanings and pronunciations. Get the students to think of other homographs that have not been shown on the powerpoint slides.

*Example:*

- does, entrance, minute, wind

### **Additional Activities / Closure (15 min)**

1. Put the class into groups. Tell them that they are going to play charades. Explain to them that you have a bag with slips of paper. There are homonyms and homographs on each slip of paper. A student from each group will take turns to pick a slip of paper, read it quietly to himself and act it out for the class. The other students in the groups have to figure out the word and write it down on their whiteboard. After that, get each group to reveal their answers. Award points to the correct answers. At the end of the charades, total the points to see which group has the most number of points.
2. Tell the students to turn to **pages 7 – 9 of Learning English Workbook 5**. Go through the instructions with the students. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

### **Homework**

1. Ask the students to complete **page 13** as homework. Go through the pictures and the guiding questions. Elicit ideas from the students on how to go about writing their story. Remind the students that they do not have to use all the pictures.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Get the students to form pairs and write a poem on homonyms and homographs about any topic of their choice. To help those who might be unsure of what to do, you may want to give them a set of homonyms and homographs to choose from. Then, encourage them to be creative and write their poems. They can share their poems with the class during the next lesson. The students' work can also be pinned on the English notice board.