

**Theme: Well-loved Tales**

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Direct and indirect speech	<ul style="list-style-type: none"> • Metaphors • Suffixes 'able' and 'ible' 	Answering questions based on a passage	Writing a story based on pictures using guiding questions and helping words

Lesson Objectives

Students are able to

1. identify and describe metaphors.
2. use suffixes '-able' and '-ible',
3. write a story based on pictures using guiding questions and helping word.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 4
2. Powerpoint slides with metaphors
3. A storybook titled 'A Sock Is a Pocket for Your Toes: A Pocket Book' by Elizabeth Garton Scanlon
4. Word cards (refer to the words in the box on [page 69](#))
5. Picture cards from which students are able to think of metaphors based on the pictures
6. Word cards with suffixes '-able' and '-ible' (Have some of the words with wrong suffixes attached to them.)
7. Video of 'Moby Dick'

Introduction / Warm-up Activity (10 min)

1. Write the following sentence on the whiteboard. Tell the students who wrote it and the book 'As You Like It'.
 "All the world's a stage,
 And all the men and women merely players
 They have their exits and their entrances"
 Tell the students that William Shakespear wrote it in the book 'As You Like It'. Elicit from the students what the sentence means. Discuss with them what it actually means.

Lesson (20 min)

1. Explain to the students that Shakespeare sees life as a play in which they go through acting in stages of it. Point out to the students that this is a figure of speech called a metaphor. Emphasize to the students that a metaphor is used to show that one thing is another thing because of their similarities.
2. Show the students the powerpoint slides. Get them to compare and see the similarities between the two things in a metaphor.

Example:

- Her home is a prison.

- She is a goddess.

Discuss with the students the characteristics of one thing to another thing in each of the examples in the powerpoint slides. Point out to the students the words that are metaphors by underlining them.

3. Read the storybook 'A Sock Is a Pocket for Your Toes: A Pocket Book'. Get the students to identify the metaphors and how they are used in the story. Encourage them to make use of metaphors by continuing the story. Write the students' metaphors on the whiteboard.
4. Next, show the students the word cards. Get them to read the words, one at a time, after you. Then, stick the word cards on the whiteboard. Point out to the students the suffixes '-able' and '-ible' in all the words shown on the word cards. You might want to highlight to the students that sometimes, they can remove '-able' from a word and still be left with a complete word.

Example:

- comfortable – comfort
- dependable – depend

However, the same cannot hold true for the suffix '-ible'. Sometimes, when the suffix '-ible' is removed, what is left of the word is incomplete.

Example:

- incredible
- edible

5. Elicit from the students the meanings of each of the words and get them to construct sentences with each of them. Write their sentences on the whiteboard.

Additional Activities / Closure (15 min)

1. Show the students some word cards with the suffixes '-ible' and '-able'. Ask them whether their suffixes are correct.
2. After that, put the students in groups of 3 or 4. Show the students some picture cards and get them to construct sentences using metaphors based on the pictures.

Example:

- The students were monkeys, running around and chattering non-stop.
3. Tell the students to turn to **page 68**. 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 72** as homework. Prior to doing this writing, you might want to introduce to the students the story of 'Moby Dick' by allowing them to watch the cartoon version of it in class. You may want to give them some background to the story and then, select an interesting part such as when the harpooner goes out to kill Moby Dick to get the students interested. Discuss with the students the situation given on **page 72**. Get the students to underline or highlight the important information that they need to use in their composition. Go through the guiding questions. Explain any words or phrases that the students may not be familiar with. You may want to help the students with the introduction of the story and let them continue the rest. Allow the students to write their own titles for their stories.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get students to select one of their favourite tales to share with the class. Encourage them to draw a scene from the picture and then, write about it in not more than 100 words. Instruct them to use at least two metaphors in their writing. When their writing is ready, get them to share with the class. The rest of the class have to find the metaphors in the students' writing.