

Understanding Similes Through a Song

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Focus: To define and use similes to make writing more descriptive

Level: Intermediate

Time: 60 minutes

Class Strength: 20 to 25 learners

Objectives:

- (a) To identify similes from a song and define it
- (b) To use similes to make writing more descriptive

Materials: Audio-visual system (projector and speakers), white/black board and marker/chalk, handout with the lyrics of the song, worksheet, pictures of characters/settings.

Procedure:

Pre-listening Activity: (10 minutes)

The teacher asks the class the following question:

Imagine I have never seen candy floss/a roller coaster/a drone/a spider web before. How would you describe it to me? (Any one of the items or all of them can be used depending on time)

Expected Response: Learners will attempt to describe them using comparison.

Example:

- Candy floss is sweet and is as fluffy as a cloud.
- A roller coaster runs like a train on a track in air that goes up and down.

- A drone looks like a small helicopter with four fans, and has a camera.
- A spider web looks like a circular net.

The teacher acknowledges learners' responses and elicits that we use comparison to describe things when adjectives are not enough.

While-Listening Activity and Language Introduction (15 minutes):

Then the teacher plays the audio and instructs learners to listen carefully and enjoy the song.

Video: <https://www.youtube.com/watch?v=3RoSjcAaTCk>

Once the audio is played the first time, the teacher can ask the following questions:

1. Are there any repeating patterns in the song? (The use of 'as')
2. Is the song similar to what we did at the beginning of the lesson? (There is a lot of comparison)

The teacher puts up two similes on the board:

A roller coaster runs like a train. A spider web looks like a circular net.

Candy floss is as fluffy as a cloud. The water is as blue as the sky.

Question:

1. What are the words used to compare things in these examples? (like, as)

The teacher elicits and presents the definition of a simile.

The teacher then distributes the handout with the lyrics and asks learners to listen to the song again and count the number of similes used.

Post-Listening Activity

Practice: (10-15 minutes)

The teacher distributes a worksheet where learners are expected to replace underlined adjectives in the text with appropriate similes from the song.

The teacher demonstrates the task once and asks learners to pair-up to discuss and complete the task.

Example:

Statement: Rita entered the room; it was pitch black.

Answer: Rita entered the room; it was as dark as the night.

Production: (17-20 minutes)

The teacher divides learners into small groups of 3 members each, and asks them to use similes to describe a character or setting image given to them. They may use their imagination for the character's personality traits or the sensory details for the setting.

Success Criteria for the Task: Write about 65-85 words including at least 3 similes.

Sample for the Production Task:



Picture source: <https://www.artstation.com/marketplace/p/8Nnkd/enchanted-forest-v2>

The enchanted forest was full of flowers as colourful as a rainbow. Right in the middle of it, was a magical waterfall. It shone like crystals and glowed in the dark. The water was as cool as ice but felt pleasant because it was magical. It was very fragrant all around because of the sweet-smelling flowers. Right next to the fountain, stood a tall tree. According to legend, it was as old as time. Its branches twisted around one another like an elegant braid.

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