Similes

Aim

To familiarize students with common English similes.

Language

as adjective as (a) noun.

Preparation

This is a simple matching exercise with a follow-up activity to reinforce students' understanding of the actual meanings of common English similes. Prior to class, copy Worksheet 3, one per student.

Procedure

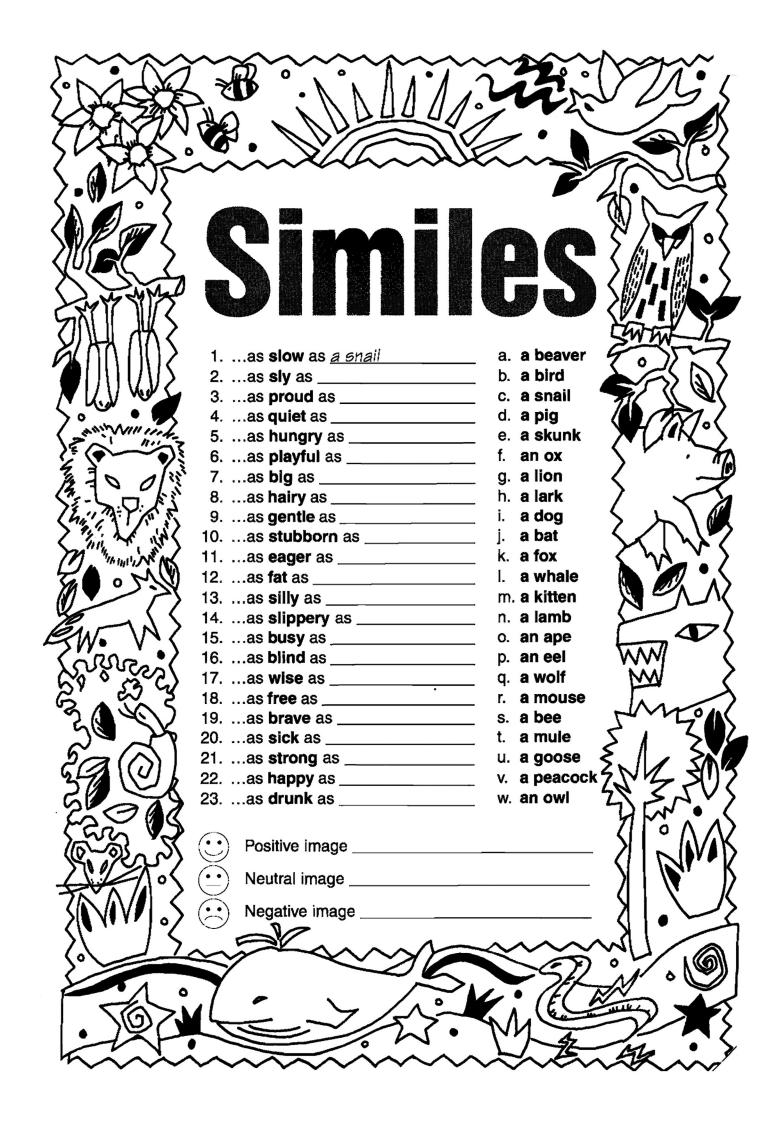
- 1. First, review all of the adjectives and nouns on the Worksheet.
- 2. Explain that all of these similes use the construction "Something is as [adjective] as something."
- 3. When all of the vocabulary has been reviewed, have the class work in pairs or as a small group. Have students fold their papers vertically down the middle. One student reads "As slow as ..." The other student (reading from the answer list) responds with "a snail." Match each item from the left column to the appropriate answer in the right column.
- 4. When finished, have the students place each simile into the positive group (happy face), the neutral group (plain face), or the negative group (sad face). Some of the similes may be placed in more than one group depending on their nuances.

Answers

1c, 2k, 3v, 4r, 5q, 6m, 7l, 8o, 9n, 10t, 11a, 12d, 13u, 14p, 15s, 16j, 17w, 18b, 19g, 20i, 21f, 22h, 23e.

Variations

- 1. Do this as a competitive activity between teams of 3, 4, or 5. All students only look at the left side of the Worksheet. The teacher reads off the phrases from the right side and teams compete to be the first with the correct answers.
- 2. When finished, have students turn their papers face down and quiz them.
- 3. Have groups of students put four or five of the similes into sentences; this is a good way to check for understanding.



TEACHER'S NOTES

TWO-PART PHRASE GAME

Materials: one copy of the board and a dice per group

Ss work in groups of three. Give each group a board, enlarged to A3 size if possible, a dice and a counter each. The Ss all place their counters on the 'Start' square. The first student rolls the dice and moves the number of places shown. They have to respond to the prompt in the square they land on using one of the two-part phrases listed on the board, e.g. Why did you move to the countryside? could be met with the response Because I wanted peace and quiet or Because I was sick and tired of living in a noisy city. If the student gives an appropriate response, they can stay in that square. If not, they have to go back to where they were before. The other Ss decide whether the response is possible or not, referring to the teacher if there are disputes. If two students land on the same square, they can't give exactly the same response - the second student has to find something different to say with a two-part phrase. The first student to reach the 'Finish' square is the winner.

