

Notes for Photocopiable activity 4.1

What does it really mean?

Game

Language: animal idioms

Materials: one copy, cut up, per group of 12–18 students

(Teacher's Book page 131)

- Divide students into pairs or groups of three.
- Demonstrate the activity, by writing an idiom on the board, together with an example sentence: *flog a dead horse. Trying to change the boss's mind is just like flogging a dead horse.*
- Say that you are going to give three possible meanings for this idiom and students have to guess which is correct.
- Read out the following, two or three times if necessary.
This idiom means...
 - 1 spend a lot of time and make a lot of effort to achieve something
 - 2 do something that might make another person angry
 - 3 waste your time on something that can't be changed
- Students vote on the true meaning. Tell them it's number 3. (A dead horse cannot move however much we might try – there is just no chance of success.)
- Hand out the cards to the pairs/ groups. Explain that there are two idioms on their cards. For each idiom there is the correct meaning and two empty spaces where they have to invent more false meanings for each idiom to try to trick their classmates.
- When they have finished, teams take it in turns to read out their idiom, example sentence and suggested meanings. (With a **weaker class** write the idiom and sentence on the board.) The other teams choose the meaning which they believe is correct. Ask for a show of hands for each. If a team gets the answer right, they win a point. Keep score on the board. If a team reads out their meanings and nobody guesses correctly, they win two points (for convincing meanings!).

Team A
A wild goose chase

'The drugs smugglers sent the police on a wild goose chase.'

- 1 _____
- 2 _____
- 3 a hopeless search for something or someone that isn't there

Let sleeping dogs lie

'I know you're angry about it but let sleeping dogs lie this time.'

- 1 _____
- 2 don't try to change a situation which could become a problem if you do
- 3 _____

Team B
Go the whole hog

'Let's go the whole hog and buy starters and dessert too.'

- 1 do something completely or thoroughly
- 2 _____
- 3 _____

Take the bull by the horns

'Don't just let him steal your idea – take the bull by the horns.'

- 1 _____
- 2 _____
- 3 face a difficult or dangerous situation directly and bravely

Team C
Put the cat among the pigeons

'So his ex-girlfriend came to the party too, and that really put the cat among the pigeons.'

- 1 _____
- 2 introduce someone or something that will probably cause trouble into a situation
- 3 _____

Make a pig's ear of something.

'We ordered a pizza because she made a pig's ear of dinner.'

- 1 _____
- 2 _____
- 3 to do something badly

Team D
A dark horse

'Well, you're a dark horse! I never knew you could play the trumpet.'

- 1 _____
- 2 a person who hides facts about himself, especially abilities
- 3 _____

Barking up the wrong tree

'If you think she's going to agree to that, you're barking up the wrong tree.'

- 1 be wrong about something you believe or about a course of action
- 2 _____
- 3 _____

Team E
Chicken out

'He was going to ask her to come to the party but he chickened out.'

- 1 decide not to do something because you are afraid
- 2 _____
- 3 _____

Put the cart before the horse

'Buying a car before you've got your driving test result? Isn't that putting the cart before the horse?'

- 1 _____
- 2 _____
- 3 do things in the wrong order

Team F
Go to the dogs

'This school has gone to the dogs since our head teacher left.'

- 1 fall into a very bad condition
- 2 _____
- 3 _____

For donkey's years

'How is Uncle John? I haven't seen him for donkey's years.'

- 1 _____
- 2 a very long time
- 3 _____

Personality bingo

Target language: idioms to describe people

Activity type: bingo

When to use: Use this activity after Unit 6 Vocabulary.

Time taken: 20 minutes

Preparation: Photocopy one bingo card for each pair of students in the class.

Procedure

Briefly demonstrate the game of bingo on the board. Put the class into pairs and give each pair a bingo card. Give students a few minutes to discuss what they think the words/expressions on their cards mean. Tell them that you are going to read them some sentences. Each sentence describes personality types or features that are expressed with an idiom on their cards. Read out the sentences below, at random, and allow a few moments between each sentence for students to look for an appropriate idiom on their card. Read each sentence out twice. If they find the appropriate idiom, they tick the box that it is in. The winners are the students who tick all their boxes and call *Bingo!*

As a follow-up, ask students to discuss people they know or have met that fit the descriptions on their bingo cards.

Sentences

- 1 David seems to enjoy deliberately causing problems or starting arguments. (*a troublemaker*)
- 2 Jennifer seems to spend all her time sitting in front of the television. (*a couch potato*)
- 3 My boss Mr Walton makes us all work very hard. (*a slave driver*)
- 4 The problem with Stan is that he behaves as if he knows everything. (*a real know-all*)
- 5 Martina doesn't really enjoy spending time with other people: she prefers to be on her own. (*a loner*)
- 6 Jane talks too much about really boring things. (*a windbag*)
- 7 Patricia is a nuisance and is always annoying people. (*a pain in the neck*)
- 8 Freddie is rather unfriendly and seems to have no strong emotions. (*a cold fish*)
- 9 Harriet is very kind and always tries to do good, even if she's not always successful. (*Her heart's in the right place*)
- 10 Nellie is rather tough. I wouldn't want to fall out with her. (*She's as hard as nails*)
- 11 Mrs Manser is a very difficult and unhelpful person, and nobody likes dealing with her. (*an awkward customer*)
- 12 Mike never changes his mind even when everybody tells him he is being unreasonable. (*as stubborn as a mule*)
- 13 Chaz often becomes offended or angry because he thinks he's been treated unfairly in the past. (*He has a chip on his shoulder*)
- 14 Brian is very old-fashioned and refuses to try anything new. (*a stick in the mud*)
- 15 Mr Ford shows too much interest in other people's private lives. (*a busybody*)
- 16 Peter really enjoys social occasions and is fun and exciting to be with. (*the life and soul of the party*)
- 17 Gregory is always extremely successful in anything he does at work. (*a high-flier*)
- 18 John always wakes up at half past five and is at work by seven o'clock. (*an early bird*)
- 19 Caroline hates to see people having fun and always tries to spoil other people's pleasures. (*a killjoy*)
- 20 Nigel is a good and honest man who will always help you if you have problems. (*the salt of the earth*)

Personality bingo

He/She's a cold fish.	He/She's the salt of the earth.	His/Her heart's in the right place.
He/She's as stubborn as a mule.	He/She's a killjoy.	He/She's a loner.
He/She's a slave driver.	He/She's a troublemaker.	He/She's a windbag.



He/She's an awkward customer.	He/She's a windbag.	He/She's a couch potato.
He/She's the salt of the earth.	He/She's got a chip on his/her shoulder.	He/She's a pain in the neck.
He/She's a slave driver.	He/ She's a real know-all.	He/She's an early bird.



He/She's a windbag.	He/She's a troublemaker.	He/She's a busybody.
He/She's a pain in the neck.	He/She's a killjoy.	He/She's as hard as nails.
He/ She's a real know-all.	He/She's a loner.	He/She's a cold fish.



He/She's a loner.	His/Her heart's in the right place.	He/She's a couch potato.
He/She's got a chip on his/her shoulder.	He/She's an early bird.	He/She's an awkward customer.
He/She's the salt of the earth.	He/She's as stubborn as a mule.	He/She's a slave driver.



He/She's a stick in the mud.	He/She's a windbag.	He/She's a pain in the neck.
He/She's a high-flier.	He/She's an awkward customer.	He/She's a troublemaker.
He/She's a slave driver.	He/She's as hard as nails.	He/She's a cold fish.



He/She's a killjoy.	He/She's a busybody.	He/She's as stubborn as a mule.
He/She's an early bird.	He/She's got a chip on his/her shoulder.	His/Her heart's in the right place.
He/She's as hard as nails.	He/She's the life and soul of the party.	He/She's a couch potato.

An activity to revise the animal idioms from **Vocabulary Builder 12 *Animals and conservation*** and to teach SS some new idioms. Copy one sheet per student.

- First tell SS that native speakers often use idioms to make their language more colourful, but they can be difficult for foreign speakers to use correctly. If you just make a small mistake, the idiom sounds completely wrong.
- 1 Give out the copies and give SS a few minutes in pairs to correct the animal idioms. Check answers.

1 black sheep 2 hen party 3 guinea pig
4 pig-headed 5 zebra crossing 6 snail mail

- 2 SS match the classroom idioms to their meanings. Check answers.

1 c 2 f 3 d 4 b 5 e 6 a

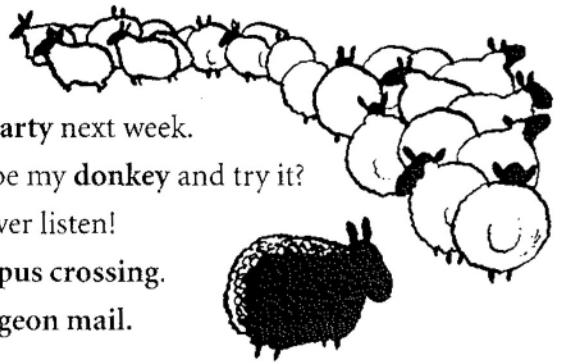
- 3 Focus on the pictures of the parts of the body and tell SS that these represent the missing words. Tell them to try to make a logical guess for each one, even if they've never heard the expression before. Check answers.

1 foot 2 fingers 3 leg 4 hand 5 eye 6 head

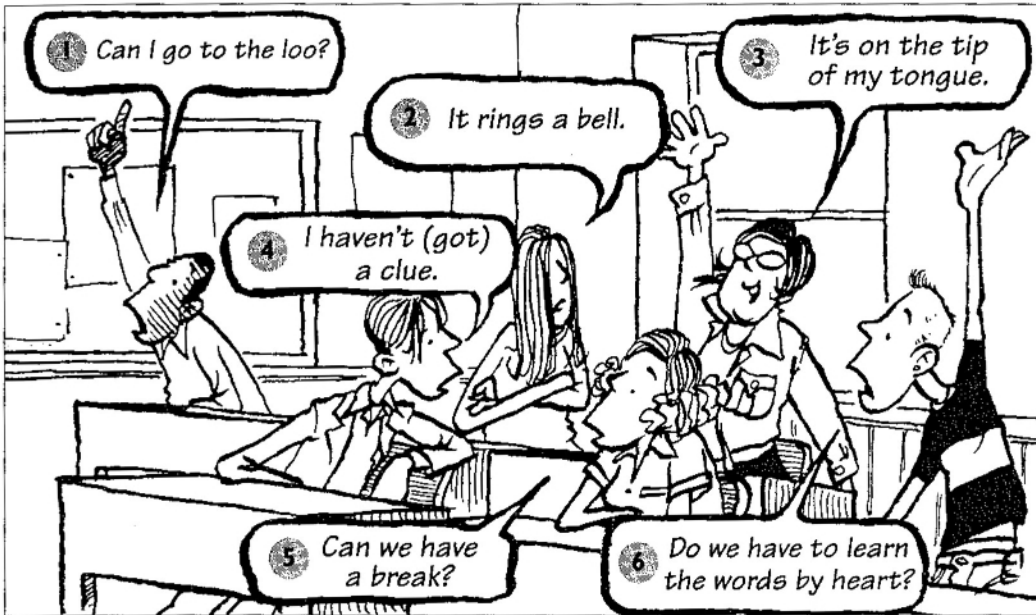
- 4 SS test each other in pairs. Encourage SS to use the classroom idioms in the future.

1 In pairs, correct the animal idioms.

- 1 My cousin Betty is the **black cow** of the family.
- 2 Bea's getting married next month. She's having her **duck party** next week.
- 3 This is the first time I've tried to make this dish. Will you be my **donkey** and try it?
- 4 We told you not to do it but you're so **frog-headed** you never listen!
- 5 The driver failed his test because he didn't stop at the **octopus crossing**.
- 6 I haven't got e-mail at home. I'll have to write to you by **pigeon mail**.



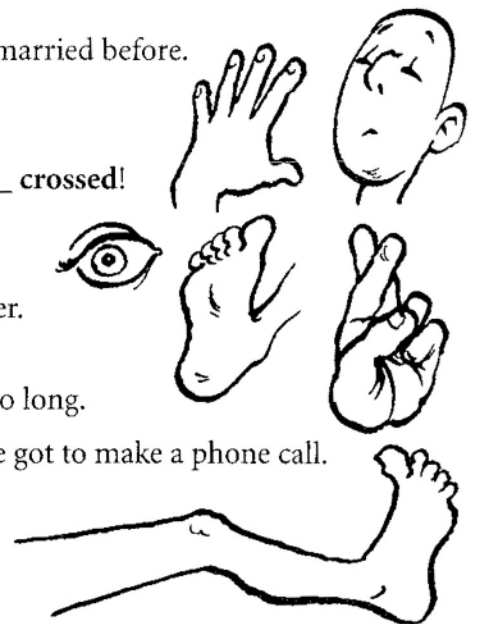
2 Match the classroom idioms to their meaning.



- a memorize
- b I don't know.
- c go to the toilet
- d I can nearly remember it.
- e stop and rest
- f It sounds familiar.

3 Complete the body idioms with one of the parts of the body you can see in the pictures. In pairs, say what they mean from the context, and decide if you've got an equivalent idiom in your language. Then look only at the pictures and remember the idiom.

- 1 A You really **put your** _____ **in it** when you said he'd been married before.
His wife's parents didn't know!
B Oh my God! I didn't realize ...
- 2 A I've got my driving test this afternoon so **keep your** _____ **crossed!**
B I will! Good luck!
- 3 A I don't believe it. You're **pulling my** _____ !
B No, it's true. I promise. There's a picture of you in the newspaper.
- 4 A I'm never going to finish translating this article!
B I'll **give you a** _____. If there are two of us it won't take so long.
- 5 A Could you **keep an** _____ **on** the baby for a moment? I've got to make a phone call.
B Yes, of course. I'll look after her.
- 6 A I like Jim but he's very **big-**_____ **ed.**
B Yes, he thinks he's God's gift to the company, doesn't he?



4 Test each other.

- A Choose any six idioms from this page.
Explain what each idiom means to B without using the exact words.
- B (Paper face down) Try to remember the idiom.

10.3

Body idioms happy families

Aim

To play a card game and collect cards with body idioms

Language

Body idioms

Skills

Speaking

Lesson link

Use after Unit 10, SB p93

Materials

One copy of the cards cut up and one rules sheet per group of three students

Pre-activity (5 minutes)











- Draw the following on the board – a head, a face, a heart, a hand, and a leg (with a foot on it).
- Ask students in pairs to think of as many expressions, phrases, and idioms as they can for each category, either from the unit or from their own knowledge. Give them a time limit of three minutes.
- Conduct class feedback and clarify the meaning of any phrases students might have given.

Procedure (15 minutes)

- Explain to students that they are going to play a game to collect sets of cards for five different parts of the body.
- Divide students into groups of three and give each group one set of cut up cards.
- Give out a copy of the rules to each group and check that students understand what they have to do. Demonstrate with a group if necessary and emphasize that students need to give the general meaning of the idiom, not repeat the definition word for word.
- Ask students to shuffle and deal out the cards and play. Monitor, helping as necessary.
- If one group finish very early, ask them to deal the cards again and play again.

Extension (15 minutes)

- Students in their groups of three write a short story including at least three of the idioms. Ensure that they have used each idiom in the correct context. Ask a student from each group to read the story to the class.

<p>to give someone a hand</p>  <p><i>to help someone</i></p>	<p>to shake hands</p>  <p><i>to hold someone's hand in greeting</i></p>	<p>to have your hands full</p>  <p><i>to be very busy</i></p>	<p>to have a heart of gold</p>  <p><i>to be very kind and generous</i></p>	<p>to have a heart to heart</p>  <p><i>to have a very honest or intimate conversation with someone</i></p>
<p>your heart is not in something</p>  <p><i>you do not really want to do this thing</i></p>	<p>to be heading for success</p>  <p><i>to be on the way to success</i></p>	<p>to be big-headed</p>  <p><i>to be too self-confident or arrogant</i></p>	<p>to have a good head for business</p>  <p><i>to have an ability or skill in business</i></p>	<p>to pull someone's leg</p>  <p><i>to say something in a joking, not serious way</i></p>
<p>to find your feet</p>  <p><i>to start to feel more comfortable or confident in a new situation</i></p>	<p>to be on your last legs</p>  <p><i>to be at the end of your strength and have no energy left</i></p>	<p>to face facts</p>  <p><i>to see the reality of a situation, usually a bad one</i></p>	<p>to put a brave face on something</p>  <p><i>to make the best of a bad situation, be positive</i></p>	<p>to have a sharp tongue</p>  <p><i>to be unnecessarily rude or critical</i></p>

RULES

- The aim of the game is to collect one card from each body 'family', e.g. one face, one head, one leg, one heart, and one hand.
- Each student has five cards which he/she does not show to the others.
- Student A asks the player on his/her right (Student B) for a card he/she wants, e.g. if Student A has 3 hearts, 1 leg, and 1 head, he/she might ask 'have you got a hand card?'
- Student B **must** answer *yes* if he/she has a card Student A asks for.
- Student B reads out the idiom on the card and Student A has to define it.
If the definition is wrong, play passes to Student B.
- If the definition is correct, Student B must give the card to Student A. Student A then gives Student B a card he/she does not want, e.g. a heart card. (Student B doesn't have to define the idiom.)
- Student B now asks the player on his/her right (Student C) for a card that he/she wants.
- The winner is the first player to have five different body parts in his/her hand.

12.2

Life and times maze

Aim

To complete a maze with correct and incorrect time idioms

Language

Life and time idioms and expressions

Skills

Reading and Speaking

Lesson link

Use after Unit 12, SB p108

Materials

One maze worksheet per pair of students

Answers

These are the sentences in the correct order.

- 1 He works really hard so he's got a cushy life.
- 14 I haven't seen him for any old time so it was really nice to meet again. (correct example: Come and see us any old time!)
- 6 Let's get a coffee in that café – it will help to kill the time before the plane leaves.
- 3 The taxi arrived in the nick of time so we were 30 minutes early for our meeting. (correct example: The taxi arrived in the nick of time – just before the meeting was due to start.)
- 10 You spent the whole day watching children's TV? Get a life!
- 15 You can bet your life that the president will win the next election.
- 2 I'm sorry you failed your driving test again. Third time lucky! (correct example: You are about to take your test for the third time? Well, you know what they say – third time lucky!)
- 8 I'm so happy! I've won the lottery! That's life! (correct example: Another losing lottery ticket – that's life!)

Pre-activity (10 minutes)

- Write on the board: *no time to lose*, *better luck next time*, and *for the time being*.
- Ask students in pairs to write two correct sentences for each idiom and one sentence where the idiom is used incorrectly, e.g.
The train is leaving now – there is no time to lose!
There's no time to lose – the bomb will go off any minute now!
I lost my watch so there is no time to lose.
- Match each pair with another pair and ask them to read their sentences out to each other. They must guess which sentence is incorrect.
- Conduct a quick class feedback to find out some correct and incorrect sentences.

Procedure (10 minutes)

- Explain to students that they are going to complete a maze. They must read each sentence and decide if the idiom or expression is used correctly in the sentence. If the sentence is correct, they follow the solid arrow. If the sentence is wrong, they follow the dotted line. If they complete the maze correctly, they will end at the 'finish' point. If they make a mistake, they won't!
- Give each pair a copy of the maze and check that they have understood the instructions.
- Pairs work their way through the maze. Monitor and help as necessary.
- When all students have finished, conduct class feedback to check that they found the correct route.

Extension (5 minutes)

- Students in pairs write corrected sentences for the sentences in the maze that were wrong.
- Conduct a quick class feedback to check answers.

- 13 Please take your time and hurry up with that report. (correct example: Take your time with that report. I don't really need it until next month.)
- 4 I bought my daughter some sweets to stop her crying. Anything for a quiet life!
- 7 We had a high time at the party last night. It was great.
- 12 It's a shame the poem has stood the test of time. No-one reads that stuff

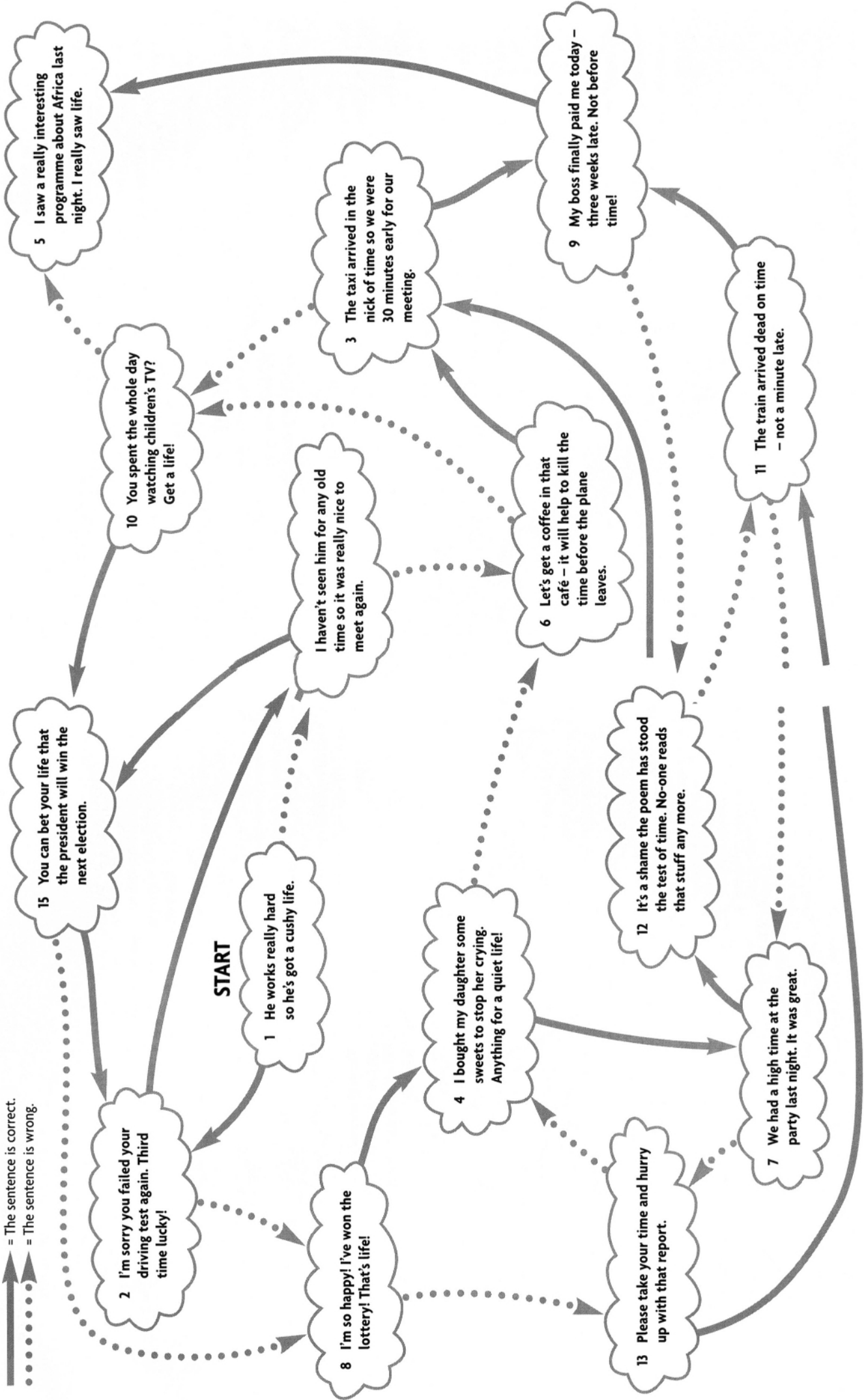
- any more. (correct example: It's a shame the poem hasn't stood the test of time. No-one reads that stuff any more.)
- 11 The train arrived dead on time – not a minute late.
- 9 My boss finally paid me today – three weeks late. Not before time!
- 5 I saw a really interesting programme about Africa last night. I really saw life.

LIFE AND TIMES MAZE

Follow the maze from **START** to **FINISH**.

- The sentence is correct.
- The sentence is wrong.

FINISH!



WHAT'S MY SAYING?

Materials: one worksheet per pair of students and two pictures from the worksheet per individual student

Students work in pairs. Distribute one worksheet per pair of students and ask them to look at the pictures and to try to remember the sayings. After you have checked the answers, give the Ss two pictures each, which they must not show to anyone, and ask them to prepare short stories or anecdotes based on the sayings in their pictures. Explain that they are going to a party where they will mingle and be able to tell their anecdotes. At the end of each story/anecdote, the student listening has to respond to the storyteller using the correct saying in a natural, conversational way, e.g.

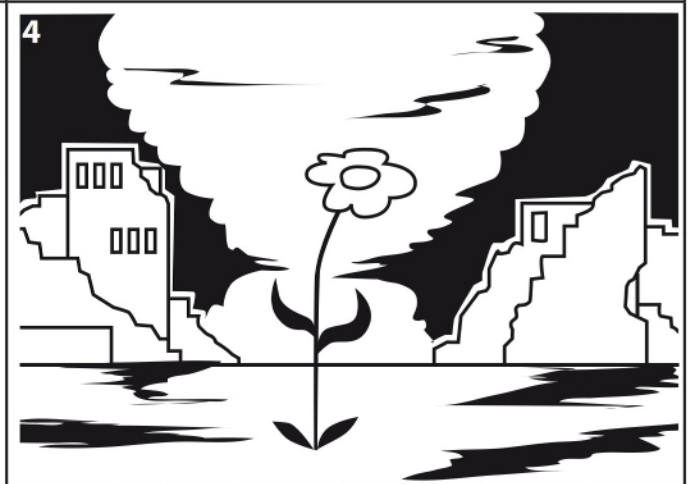
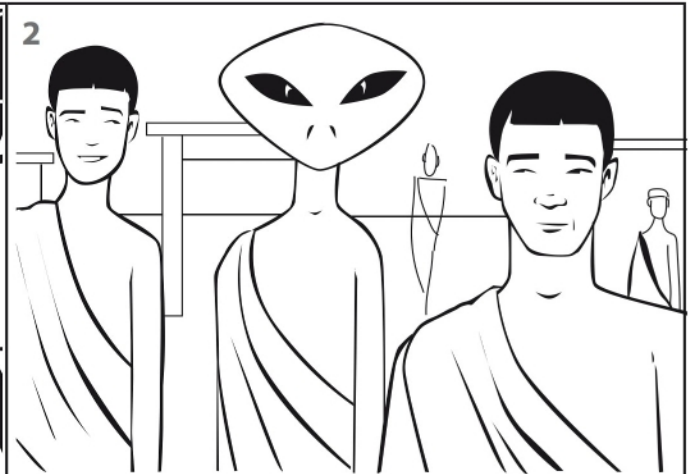
Student A: *I went to Spain to last year, it's very different from my country – lots of things like the food and the weather but especially the time people eat. They eat very late, about 11p.m. This was very difficult for me. I usually eat around 6.00p.m., but I changed and started eating much later.*

Student B: *Ah yes that's good. When in Rome do as the Romans do!*

Student A shouldn't tell B whether or not they have guessed correctly but should listen, in turn, to B's anecdote and try to respond naturally with the correct saying. Since all the students have two anecdotes to tell, they should then exchange second anecdotes with a different partner. At the end of the activity, students try to guess which saying they thought the other students were given.

Answers:

1 Every cloud has a silver lining. 2 When in Rome do as the Romans do. 3 What goes around comes around.
4 Where there's life there's hope. 5 Where there's smoke there's fire. 6 Nothing ventured nothing gained.
7 Once bitten twice shy. 8 Let's cross that bridge when we come to it.



TIME LINES

Materials: one set of role cards per pair of students

Ss work in pairs. Give them their role card. There are two short conversations relating to the two situations described on each card. However, the lines of the conversation are mixed up. Ss have to put the lines into the correct order by reading them to each other.

Ss have alternate lines. Student A starts for the first conversation and Student B for the second. There are seven lines in each conversation and students should number them as they go along. Students must not show their lines to their partner or look at their partner's lines. When students have finished, they can swap roles, turn over their handouts and have the conversations again, trying to use all the phrases and idioms but also adding extra details.

Answer key

Situation 1 – f, h, g, m, a, i, b

Situation 2 – j, e, n, c, k, d, l



Student A

Situation one

You are planning to go on holiday with your old school friends. You are anxious to start booking flights etc. but you suspect one of your friends hasn't told their partner yet because their partner doesn't like you or your friends. You speak to him/her to ask about the situation.

Situation two

You are driving with your colleague to an important meeting but have been stuck in traffic caused by road works for the last hour. You are both getting anxious about being late and are annoyed as you are commonly delayed by road works.

- a Well, time is money. The price of the flights is going up all the time.
You need to **make up your mind** soon.
- b Fantastic! It'll be a brilliant holiday!
- c Did you see those guys 'working' on the road! Just **killing time** until they can go home and not doing anything. Unbelievable!
- d Anyway, looks like the traffic is getting better now. We may get there just **in the nick of time**.
- e Yeah I know. We need to **make up for lost time**. I'm going drive as fast as I can.
- f So, have you told your partner yet about the holiday?
- g You're incredible! We only see each other as a group **once in a blue moon**.
Why the delay?

Student B

Situation one

You are planning to go on holiday with your old school friends who your partner doesn't know very well or like. Your partner will be upset when they find out and therefore you have delayed telling them. One of your friends is anxious to start booking flights etc. and is asking you about the situation.

Situation two

You and your colleague, who is driving, are going to an important meeting but you have been stuck in traffic caused by road works for the last hour. You are both getting anxious about being late and are annoyed as you are commonly delayed by road works.

- h Not exactly, I'm just **biding my time**, waiting for the right moment to say something.
- i OK, OK. I'll phone right now.
- j Those road works were terrible! We're going to be late for the meeting.
- k Tell me about it! **Time after time** I drive down this road and there are road works but nobody working.
- l I think we will. But don't get us killed on the way!
- m I know I've been **dragging my feet** but I have to wait until he's/she's in a good mood.
- n Good idea. We're going to be really **pressed for time**. The meeting starts in under an hour.

3A *Life is a journey*

Jon Hird

Type of activity

Reading and speaking. Pair and group work.

Aim

To revise and practise metaphors.

Task

To make metaphors by choosing the correct alternative.

Preparation

Make one copy of the worksheet for each student.

Timing

30 minutes

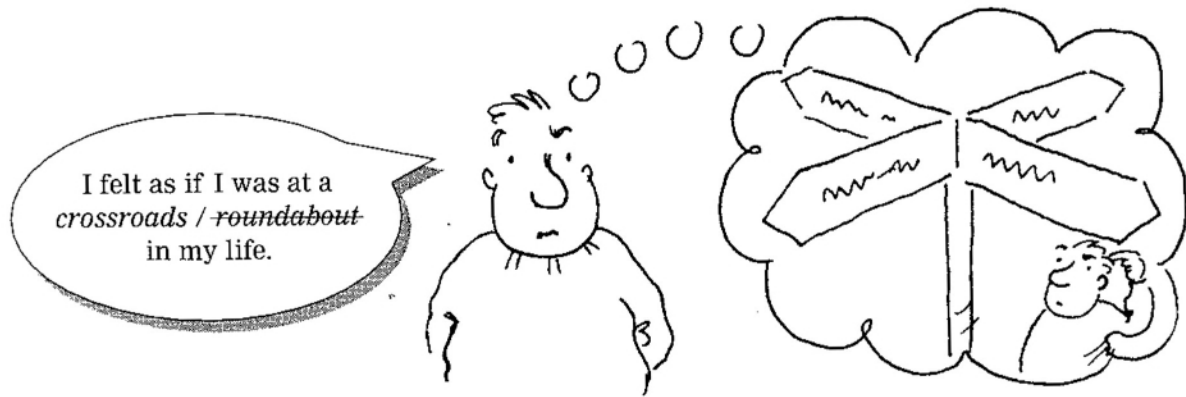
Procedure

- 1 Give one copy of the worksheet to each student. Elicit/Teach the literal meaning of any unfamiliar vocabulary.
- 2 Divide the class into pairs and ask the students to choose which they think is the correct alternative to make metaphors. Encourage them to think about similar metaphors in their own language.
- 3 Check the answers with the whole class, establishing meaning as you do this. Ask students to tell you metaphors which are similar in their own language.
- 4 Divide the class into small groups. Ask students to think about times when any of the sentences were true for them and discuss these situations. Circulate and monitor, helping with vocabulary as necessary.

Answers

- | | |
|--------------|------------------------|
| 1 peak | 9 food |
| 2 odds | 10 on top of the world |
| 3 drifting | 11 warm |
| 4 digest | 12 enemy |
| 5 half-baked | 13 race |
| 6 sank | 14 sea |
| 7 rocky road | 15 waste |
| 8 precious | |

Life is a journey



1 Choose the correct alternative to make metaphors.

1
I was at the *top / peak* of health.

2
I managed to do it even though the *odds / chances* were against me.

3
I spent years *drifting / floating* from one thing to another.

4
The news was difficult to *eat / digest* at first.

5
It was such a *half-fried / half-baked* idea I still can't believe it worked.

6
My heart *sank / slipped* when I heard the news.

7
It was a *rocky road / stony street*, but we're still friends.

8
It was one of the most *valuable / precious* moments in my life.

9
It gave me a lot of *drink / food* for thought.

10
I felt *on top of the world / over the earth*.

11
To my surprise they gave me a really *warm / hot* welcome.

12
I was my own worst *opponent / enemy*.

13
It turned into a *run / race* against time.

14
All I could see was a *sea / lake* of people.

15
It was a total *waste / loss* of time.

2 Think about times when these sentences have been true for you. Discuss in groups.

13C *It's like talking to a brick wall!*

Jon Hird

Type of activity

Reading and speaking. Pair work.

Aim

To revise and practise expressions/idioms related to the home and houses.

Tasks

To make expressions/idioms by choosing the correct alternative.

To use the expressions/idioms in discussion.

Preparation

Make one copy of the worksheet for each student.

Cut the worksheet into two sections as indicated.

Timing

30 minutes

Procedure

- 1 Divide the class into pairs and give each student a copy of the top section of the worksheet.
- 2 Ask the students, in pairs, to complete the expressions/idioms by choosing the correct alternative. Encourage the students to think of any similar expressions in their own language and ask them to make calculated guesses if necessary. You may wish to allow the students to use a dictionary. You could introduce a competitive element where the pair with the highest score is the winner.
- 3 Check the answers with the whole class.
- 4 Give each student a copy of the discussion section of the worksheet. Ask the students to take turns to tell their partner about the people and situations. Encourage them to ask questions to find out more information.
- 5 Ask the students to report to the class anything interesting from their discussions.

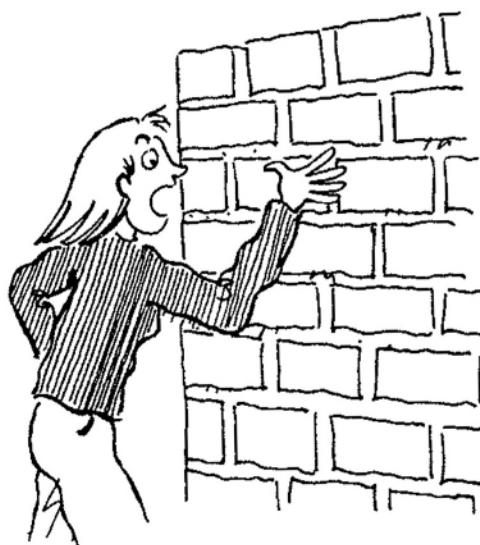
Answers

1 b 2 b 3 c 4 a 5 c 6 b 7 a
8 c 9 b 10 c

It's like talking to a brick wall!

1 Choose the correct alternative to complete the expressions.

- 1 He never listens to what I'm saying. It's like talking to a brick wall.
a thick hedge **b** brick wall c wooden fence
- 2 The hotel we're staying in is OK, but nothing to _____ about.
a send a letter home
b write home
c telephone home
- 3 He hit the _____ when I told him I'd scratched his car. He was so angry.
a wall b floor c roof
- 4 I don't know the people who live _____ very well. They only moved in a month or so ago.
a next door b the next door c at next door
- 5 I feel so relaxed here. It really is _____.
a a house from house b a house from home c a home from home
- 6 He smokes like a _____. He really should give up.
a fire b chimney c cooker
- 7 Aaarrrgh! If I hear that awful song one more time! It's driving me _____.
a up the wall b through the door c over the roof
- 8 We were hoping to go away for a few months, but I couldn't get time off work, so our plans went out of the _____.
a letterbox b door c window
- 9 We're really good friends. In fact, we got on like a _____ from the moment we first met.
a burning house b house on fire c fire in the house
- 10 I feel terrible this morning. We had a night on the _____ last night.
a bricks b slates c tiles



2 Tell your partner about ...

- 1 a time when you felt like you were talking to a brick wall.
- 2 a place you've been which unfortunately was nothing to write home about.
- 3 a time when you, or someone you know, hit the roof about something.
- 4 the people who live next door to you.
- 5 somewhere which is a home from home.
- 6 someone who smokes like a chimney.
- 7 something which drives you up the wall.
- 8 a time when your plans went out of the window.
- 9 someone you get on with like a house on fire.
- 10 when you last had a night on the tiles.

Permission to lie

ACTIVITY

Groupwork: writing, speaking

AIM

To play a game in teams, guessing correct definitions and writing false definitions for words.

GRAMMAR AND FUNCTIONS

Writing definitions for idiomatic expressions

VOCABULARY

Music idioms

PREPARATION

Make one copy of the worksheet for every two students in the class. Cut out Team A and Team B sections as indicated.

TIME

40 minutes

PROCEDURE

- 1 Divide the class into an even (two, four, six, etc.) number of teams of two to three students. Give half the teams a copy of the Team A section of the worksheet and half the teams a copy of the Team B section.
- 2 Explain that only one of the two definitions given for each expression on their worksheets is correct. Their task is to guess which definition is the correct one and to invent another false definition for each expression. Check with individual teams that they have found the correct definitions. Be on hand to answer questions and to offer help with writing definitions, as this is quite a challenging task.
- 3 When teams have finished writing false definitions, ask each Team A to sit facing a Team B for the next part of the activity.
- 4 Explain that the teams are going to take it in turns to read out one of their expressions and its three definitions in random order *without saying which is the correct definition*. The opposing team must discuss and guess the correct definition.
- 5 Teams score one point for each correct answer and the team with the highest score are the winners.

ANSWERS

Team A:

1c 2b 3a 4c 5a 6b

Team B:

1a 2c 3c 4b 5b 6a



1 If you are the sort of person who blows your own trumpet,
a) you are an assertive person, capable of standing up for yourself in difficult situations.

b) _____

c) you tell everyone proudly about your successes or achievements.

2 If you harp on about something,
a) you exaggerate the positive qualities of something which is in fact quite ordinary.
b) you keep on talking or complaining about something.

c) _____

3 If you have more than one string to your bow,
a) you have additional skills which can be used if necessary.
b) you have two very different sides to your character.

c) _____

4 Someone who is on the same wavelength as you,
a) _____
b) gets in your way and stops you making progress.
c) has the same interests and opinions as you.

5 If you take your cue from someone else,
a) you follow their example.
b) you take over their job.
c) _____

6 If you buy something for a song,
a) _____
b) you get a bargain.
c) you have to work to earn it.



1 Someone who has changed their tune,
a) had a strong opinion about something and then unexpectedly formed the opposite opinion.

b) _____
c) has lost their regional accent.

2 A person who plays second fiddle to someone else,
a) _____
b) is a supportive friend for someone else.
c) is less important than someone else.

3 If you are the person who calls the tune,
a) _____
b) you ask everybody else for advice.
c) you have control over what other people do.

4 If a musician performs their swansong,
a) _____
b) it's their last performance.
c) it's their best performance so far.

5 When it's time to face the music,
a) _____
b) you have to meet the consequences of something you've done wrong.
c) you should get ready for a good night out.

6 Someone who makes a song and dance about something,
a) is annoying because they make an unnecessary fuss about something.
b) is amusing because they make a joke out of a boring situation.
c) _____

