Resource List

- 1. poster of English Idioms
- 2. two small white envelopes containing strips of paper
- 3. Appendix A, the sentences using the idiomatic expressions found in the poster

Appendix A

Note: The following sentences have been cut into two parts. Each part is written on the sentence strip contained in envelopes A and B.

- 1. Don't blow your own horn; instead, let others take notice of the good things you have done.
- 2. Before you face an audience, do your hair or you will look very haggard and unkempt.
- 3. If you dress someone down, make it a point not to do it in front of others.
- 4. Road accidents happen because some vehicle drivers drop off while driving.
- 5. Make it a point to have someone over in your house only when there are special occasions.
- 6. I have been keeping my real identity in the dark for quite a long time.
- 7. I remember when I was small how my mother and father had to work in the factory double time just to keep the pot boiling.
- 8. The best way to make your parents proud of you is to make a name for yourself.
- 9. Families always make merry when members reap success in their endeavors.
- 10. Bernardo has to be on the wagon, otherwise his ulcer will worsen.

An Activity Kit for a Lesson on Idiomatic Expressions for Third and Fourth Year Students

Fun with Idioms





6. The group that finishes first with correct sentences is declared the winner.

Teaching Hints

The wall chart entitled English Idioms is aimed at providing English teachers a material which can be used to reinforce their lessons on English idioms and their use. With this wall chart, it is hoped that English teachers will be able to concretely and effectively present to their respective English classes the nature of idioms, their contextual meaning versus their literal meaning and their proper use both in written and spoken texts.

The wall chart is divided into three parts. The first column presents some examples of English idioms. While the wall chart does not present all known English idioms, the first column hopes to show to the users that idioms are expressions with meanings different from the literal meanings of the individual words in the idiom.

The second column of the chart shows the contextual meaning of each idiom. English teachers using this wall chart are encouraged to emphasize that their contextual meaning are not equivalent to the literal meanings of the individual words found in the idiom.

The third column shows how idioms can be used in sentences. It must be emphasized that the use of these idioms are used in written modes as well as in conversation.

Evaluation

The learning of the students from using this material can be measured by:

- students' active participation and involvement in the different activities employed in this material
- student's ability to use correct/appropriate idiomatic expressions in sentences.



3

Procedure

Day 1

- 1. Present the three-column poster to the class.
- 2. Go through and discuss the idioms one by one. Pay extra attention to the meaning of the idioms and how they are used in sentences.
- 3. Divide the whole class into ten groups.
- 4. Assign one idiom to a group and let each group come up with two sentences using the idiom.
- 5. Have a group representative present the output to the whole class.

(Note: The group representative should tell the class the idiom assigned and its meaning before presenting to the class the group output.)

Day 2

- 1. Divide the whole class into groups of twenty members per group. Divide the group further into two (2) sub-groups, Sub-groups A and B. (Each sub-group will have ten members each.)
- 2. Give to sub-group A the envelope marked A and to subgroup B the envelope marked B. (Envelope A contains strips of paper where half of the ten sentences are written; envelope B contains the other half of the ten sentences. Refer to Appendix A for the list of the ten complete sentences.)
- 3. Let each member get a strip of paper. Have students mill around within their groups and show the strips of paper to each other to look for their partner in order to complete a (Note: Students should be told not to say sentence. a word while looking for their partner.)
- 4. As soon as the group members have found their partners, let the pair write 3 new sentences using the idiom.
- 5. Go over the answers to determine the correctness of the sentences generated.

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Description

This Teacher Support Material (TSM) is designed to make the teaching and learning to use idiomatic expressions interesting and worthwhile. It comes with a three-column poster on idiomatic expressions which is to be used in the student-centered activities. Furthermore, the activities are designed with a provision for group work for a realistic communicative setting.

Target Audience

Second Year, Third Year and Fourth Year students

Subject Matter

Using idiomatic expressions in sentences

Learning Competencies

Language Skills

- Acquire a wide variety of words, idiomatic expressions from materials read (PSSLC No. 1.1 for Second Year, No. 1.3 for Third Year) Speaking
- Use idioms in expressing one's feelings and attitudes (PSSLC No. 2.2 for Fourth Year)

Duration

equivalent to two (2) English class periods

Objective

After using this material, students are expected to:

- increase their stock of idiomatic expressions for them to use in their future utterances
- use idiomatic expressions in sentences.



1

Don't blow your own horn;

instead, let others take notice of the good things you have done.

Before you face an audience, do your hair

or you will look very haggard and unkempt.

If you dress someone down,

make it a point not to do it in front of others.

Road accidents happen

because some vehicle drivers *drop off* while driving.

Make it a point to *have* someone overin your house

only when there are special occasions.

I have been *keeping my real* identity in the dark

for quite a long time.

I remember when I was small how my mother and father had to work in the factory double time

just to keep the pot boiling.

The best way to make your parents proud of you

is to make a name for yourself.

Families always make merry

when members reap success in their endeavors.

Bernardo *has to be on the water*,

otherwise his ulcer will worsen.

IDIOMS	MEANING	USAGE
Blow one's horn	To praise one's success	Let others talk about your fame; don't blow your own horn.
Do one's hair	To comb one's hair	Everytime you get out of the house, be sure that you <u>do</u> your hair.
Dress someone down	To reprimand or scold someone	The boss was angry with the janitor for not doing his job; he dressed the janitor down.
Drop off	To fall asleep	I was just starting to drop off when the fire alarm rang.
Have someone over	To invite to one's house	May I have my friends <u>over</u> during the weekend? It's my birthday, remember?
Keep someone in the dark	To keep something a secret from someone	It's not good to <u>keep your</u> <u>parents in the dark</u> about your feelings.
Keep the pot boiling	Earn enough money to buy food	Father has to <u>keep the pot</u> <u>boiling</u> ; otherwise we will all starve.
Make a name for oneself	To become famous	The famous guitarist has made a name for himself in the music industry.
Make merry	To celebrate with drinks and food	My friend <u>makes merry</u> everytime he accomplishes his goal.
To be on the wagon	To have stopped drinking alcoholic drinks	Leonardo has been <u>on the</u> <u>wagon</u> . His doctor advised him to stop drinking alcoholic drinks.