**SL24. Introduction to Idioms**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT NOTE: Sections 1-5 in the SDLA must be completed before meeting with a tutor and receiving a stamp. Write/type all your answers on this handout.**

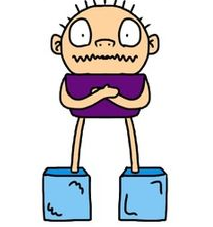
**After completing this SDLA, you will be able to:**

* Use visuals to deduce idiomatic expressions
* Find information about idioms using the Internet
* Identify idioms in a conversation
* Create a conversation with idioms

**Sections 1-5 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Introduction**

If you listen closely to native English speakers, you’ll often hear them say things like, “That test was a piece of cake” or “I passed that test with flying colors.” Now think about it. How can a test be a piece of cake? Can you eat it? Does it taste like cake? And what about colors? Can colors fly? The truth is, expressions like “a piece of cake” and “to pass with flying colors” are idioms. Idioms are words, phrases or expressions which are commonly used in everyday conversation by native speakers of English. They often make the language more colorful, and they often don’t mean what the speaker is actually saying. For example, calling something a piece of cake means it is easy. To say that you passed something with flying colors means that you succeeded at something easily. Look at the images below. These images are visuals of idioms. Try to guess the idiom just by looking at the picture.



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

<http://www.learn-english-today.com/idioms/idioms_proverbs.html>, <http://kaplaninternational.com/blog/idioms-tough-cookie/>

<https://www.rachelsenglish.com/blog/weather-idioms>

**Section 2: Idiom Selection**

To help you learn more about the most commonly used idioms, go to [**http://tinyurl.com/n726rpk**](http://tinyurl.com/n726rpk)**.** This website has the 50 most popular English idioms that native English speakers use. As you read and look through the idioms, complete the table below by:

1. Writing the entire idiom
2. Writing the meaning of the idiom
3. Writing an example sentence (some are provided on the website)

The first one has been done for you as an example. Please choose **5** idioms to complete the table.

|  |  |  |
| --- | --- | --- |
| 1. **Idiom** | 1. **Meaning** | 1. **Example Sentence** |
| ***Go the extra mile*** | to make a special effort/try very hard to achieve your goal | If you want to become proficient in English, you’ll***have to go the extra mile****.* |
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**Section 3: Example Conversation**

Read the example conversation below. In the conversation, many idioms are used. Find the idioms and underline them. The first one has been done for you. You will discuss the meaning of these idioms with a tutor.

**Going the Extra Mile**

**James:** Hey Susan! How are you?

**Susan:** Hi James. I’m a little down in the dumps today. How are you?

**James:** I’m on cloud nine, but I’m sorry to hear that you’re sad. What happened?

**Susan:** Well, I studied all night for my English test, and I really dropped the ball. I thought I would pass with flying colors, but I didn’t.

**James:** I’m sorry to hear that. I was in your shoes a month ago. I really needed to hit the books, and get some help to improve my English. I decided to go the extra mile. I joined the Give Me 20 Reading program and started going to ESL tutoring at the LLC. I’ve really noticed a lot of improvement in my English skills. It wasn’t a bed of roses, but all the hard work has paid off.

**Susan:** Wow! All of your hard work and dedication really blows me away. Thanks for the advice. I’ll try to go the extra mile too so that I can improve my English, too.

**Section 4: Create a conversation**

Use the space below to create your own conversation. You can use the idioms you found in section 2 or any other idioms you like. Your conversation can be about any topic. You must use at least **5** idioms in your conversation.

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| --- |
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**Section 5: Student Self-Assessment**

C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif*Complete this self-assessment before meeting with a tutor.* **Now that you’ve completed sections 1 to 4, check the things you can do:**

* I can use visuals to deduce idioms.
* I can find information about idioms using the Internet.
* I can identify idioms in a conversation.
* I can create a conversation with idioms.

**DON’T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.**

**Section 6: Practice with a Tutor!**

After completing the self- assessment, meet with a tutor and give this completed SDLA to the tutor. You will review the idioms in sections 2 and 3. Also, you will go over the conversation you created in section 4. The tutor will provide you with feedback in the following areas:

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | **3 Points** | **5 Points** |
| **Content** | Student does not provide enough information in responses and does not use appropriate vocabulary. | Student provides sufficient information in responses and uses appropriate vocabulary some of the time. | Student provides all necessary information in responses and uses appropriate vocabulary most of the time. |
| **Skill: Speaking** | Student’s speech is unclear and requires frequent listener effort. | Student’s speech is generally clear but requires occasional listener effort. | Student’s speech is clear and smooth and requires minimal listener effort. |
| **Oral Fluency** | Speaks in incomplete sentences that do not flow. | Speaks in complete sentences some of the time with frequent pauses. | Speaks in complete sentences with occasional pauses most of the time. |
|  |  |  | **Total points: /15** |

**\*Students must receive at least 10 points to move on.**

**Tutor Recommendations:**

|  |  |
| --- | --- |
| * **Congratulations! Move on**   *Student has successfully completed this SDLA and is ready to continue to the next.* | * **Repeat**   *Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.* |

**Tutor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**