**SL26. Animal Idioms**

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

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

**IMPORTANT NOTE: Sections 1-4 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 context to infer the meaning of animal idioms
* Apply animal idioms to appropriate situations
* Create new sentences using animal idioms
* Find the origin of idioms using the Internet

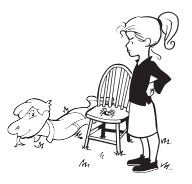
**Sections 1-4 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Introduction**

In SL24: Introduction to Idioms, you learned that idioms are words, phrases or expressions which are commonly used in everyday conversations by native speakers of English. In this SDLA, you will learn about common idioms based on animals. Here are some images of common animal idioms. Do you know any of these idioms?

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\_\_\_*F*\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

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\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

The sentences below contain words in *italics* that have the same meaning as the images on page 1.

**Step 1**: Match each idiom below to the correct image on the previous page. The first one has been done

as an example.

**Step 2**: Beside each sentence below, write the letter of the *idiom* that has the same meaning as the underlined phrase. Read each sentence aloud substituting the *idiom* in place of the words in italics.

A. *Top dog*

B. *Cry wolf*

C. *Take the bull by the horns*

D. *Snake in the grass*

E. *Let the cat out of the bag*

F. *Straight from the horse’s mouth*

**\_\_\_\_\_ 1.** The robber who broke into our house and stole our TV is a *bad person who cannot be trusted*.

**\_\_\_\_\_ 2.** I heard it *from someone who was involved and knows* that there will be a new restaurant opening soon.

**\_\_\_\_\_ 3.** The CEO is the *most important person* at the company.

**\_\_\_\_\_ 4.** It’s a very bad idea to *give a false alarm* when swimming in shark waters.

**\_\_\_\_\_ 5.** I was trying to keep Tina’s party a surprise, but Jerry *gave it away* and told her we’re

celebrating her birthday next week.

**\_\_\_\_\_ 6.** Even though we are losing,we need to *act boldly and positively* and win this baseball game.

**Section 2: Situations**

Read the list of situations below. Decide whether each idiom applies to the situation or not. If the idiom does **not** apply to the situation, write a new sentence in which it does.

|  |  |  |
| --- | --- | --- |
| **Sentence** | **YES** | **NO** |
| 1. No one listened to Marky when he yelled, “Fire!” because he always cries wolf. However, it turned out that there actually was a fire in the building, and everyone needed to evacuate. | http://sethtaylor.com/b2/wp-content/uploads/2013/10/checkmark-graphic-free.png |  |
| 1. Our brand new puppy is a top dog because it likes to run to the top of the hill and run back down.   **Sentence:** |  |  |
| 1. Watch your step! There’s a snake in the grass.   **Sentence:** |  |  |
| **Sentence** | **YES** | **NO** |
| 1. I can’t believe you told Janet that Sam will propose to her tomorrow. You really let the cat out of the bag this time.   **Sentence:** |  |  |
| 1. Oh no! The horse is not supposed to eat that. You had better take it out straight from the horse’s mouth.   **Sentence:** |  |  |
| 1. I really think I deserve a raise at work. I need to take the bull by the horns and talk to my boss about it.   **Sentence:** |  |  |

**Section 3: Idiom Origins**

Many people use idioms daily but do not know how these phrases originated. It’s very interesting to learn about how idioms started. You will use the Internet to search for the origin of the 2 idioms in the chart below*.* To search for *cry wolf,* for example, type the following: *cry wolf origin*. You might need to look at a few websites until you find one that has the information you are looking for and is easy for you to understand. In a couple sentences, use your own words to describe how each idiom came to be.

|  |  |
| --- | --- |
| **Idiom** | **Origin** |
| *Cry wolf* |  |
| *Let the cat out of the bag* |  |

**Section 4: 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 3, check the things you can do:**

* I can use context to infer the meaning of idioms.
* I can apply animal idioms to appropriate situations.
* I can create new sentences using animal idioms.
* I can find the origin of idioms using the Internet.

**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 5: Practice with a Tutor!**

After completing the self- assessment, meet with a tutor and give this completed SDLA to the tutor. You will learn some new idioms and also ask and answer questions based on animal idioms. 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**