LLSL24. Introduction to Idioms: FOOD

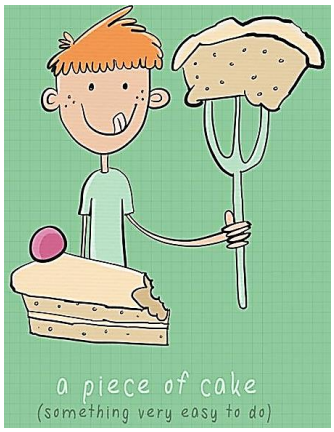
Student Name: _____ Student ID Number: _____

Instructor: _____ Level: _____ Date: _____

For video or audio links, visit the LLC ESL Tutoring website for Lower Level SDLAs (https://tinyurl.com/SDLA-Lowerlevels). Find your SDLA number. Look to the right. Find the right video or audio.

Section 1: Introduction

English speakers often say things like, "**That test was a piece of cake**" or "**My son is a couch potato**." Now think about it. How can a test be **a piece of cake**? Can you eat a test? Does it taste like cake? And what about potatoes on a couch?



The truth is, expressions like "**a piece of cake**" and "**a couch potato**" are **idioms**. Idioms make language more fun. But they can be tricky because they often **don't mean what the speaker is saying**.

For example, calling something a piece of cake means it is easy. To say that a person is a couch potato means that they lay or sit too much and watch a lot of TV. Be careful about using the word "lazy." Many people get upset when they are called lazy.

Look at the images below. These images are pictures of idioms. **Match the idioms to the related picture.**

a) bun in the oven

b) spill the beans

c) cool as a cucumber

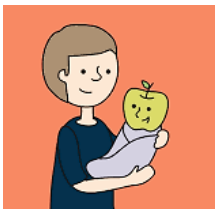
d) bring home the bacon

e) apple of my eye

1. ☐

2. ☐

3. ☐

4. ☐ 

5. ☐

Section 2: Idiom Selection

Learn more food idioms. Look through the list of idioms. **Find the meaning of the 5 idioms from section 1.**

1.) Write the meaning of the idiom.

2.) Write an original example sentence (do not use what is provided on the website)

The first one is done for you as an example.

New Idioms

Idiom	Meaning	Example Sentence
a) ***bun in the oven***	be pregnant	Jan will not drink wine because she has a **bun in the oven**.
b) spill the beans		
c) cool as a cucumber		
d) bring home the bacon		
e) apple of my eye		

Section 3: Example Conversation

Write the correct idiom in the blank. Use the ones from Section 2.

Conversation 1.

Jane: Guess who I saw the other day?

Elizabeth: *Do tell!*

Jane: I saw George.

Elizabeth: *And?*

Jane: Well...

Elizabeth: *Oh, come on Jane* _____ *. I can keep a secret.*

Conversation 2.

Henry: Wow! Larry is a good teacher!

John: *Why do you say that?*

Henry: His students are crazy! They're standing on their chairs, throwing things across the room, and not listening. But he isn't mad and is as _____.

Conversation 3.

Friend 1: How's your daughter doing?

Friend 2: *Wonderful! She is a top student. She plays three sports. She is involved in volunteer work. She is turning into a very beautiful young woman.*

Friend 1: Sounds like she is the _____.

Friend 2: *Yes, I love her very much.*

Conversation 4.

Grace: Ready for another day at the office, Honey?

Ned: *I suppose so.*

Grace: You don't sound very excited.

Ned: *Well, I've been working at the same company for almost thirty years.*

Maybe it is time to think about retiring. How about you work and _____ *every day?*

Conversation 5.

Melissa: Juan, congratulations! I just heard the news!

Juan: *Huh? What are you talking about?*

Melissa: Don't be silly. Your girlfriend, Maria, told me about her _____.

Juan: *Que?! What?!?!*

Melissa: Do you want a boy or a girl?

Juan: *I need to call Maria!*

Section 4: Create a Conversation

Use the space below to create your own conversation. You can use the idioms from Section 2. Or any **new** food idioms from the website. Your conversation can be about any topic. You must use **2 to 4** idioms in your conversation. Use another sheet if you need more space.

Section 5: What Did I Learn?

Complete this table BEFORE meeting with a tutor.

Communication Skill	I can't do this YET.	I can do this WITH help.	I can do this WITHOUT help.	I can TEACH this to a classmate.
I can use the internet to find information about idioms.				
I can use idioms correctly in a conversation.				
I can create a conversation with idioms.				

Here are some words/phrases I need to practice.

Good job!

Now go to the LLC Tutoring Website and make an appointment with a tutor.

Section 6: Practice with a tutor!

Meet with a tutor. Give this paper to the tutor. The tutor will review your work and talk with you. The tutor will ask you questions. You will practice the conversation you wrote in Section 4.

Grading Rubric

Possible Points	Need Practice (0-1 Point)	Good Job (2-3 Points)	Excellent Work (4-5 Points)
Content	More than 4 errors ☐	3-4 errors ☐	0-2 errors ☐
Skill: Speaking Correctly	More than 4 errors ☐	3-4 errors ☐	0-2 errors ☐
Oral Fluency: Speaking long and smooth	Missing more than 4 words ☐	Misses 1-3 words ☐	0 words missing. ☐

***Students must receive at least 10 points to move on** **Possible Points: ☐ / 15**

Tutor Comments:

☐ **Congratulations! Keep going.**
You are successful! Choose another SDLA.

☐ **Work on this more.**
Not finished or needs more practice. Try this again.

Tutor Signature: ☐ Date: ☐