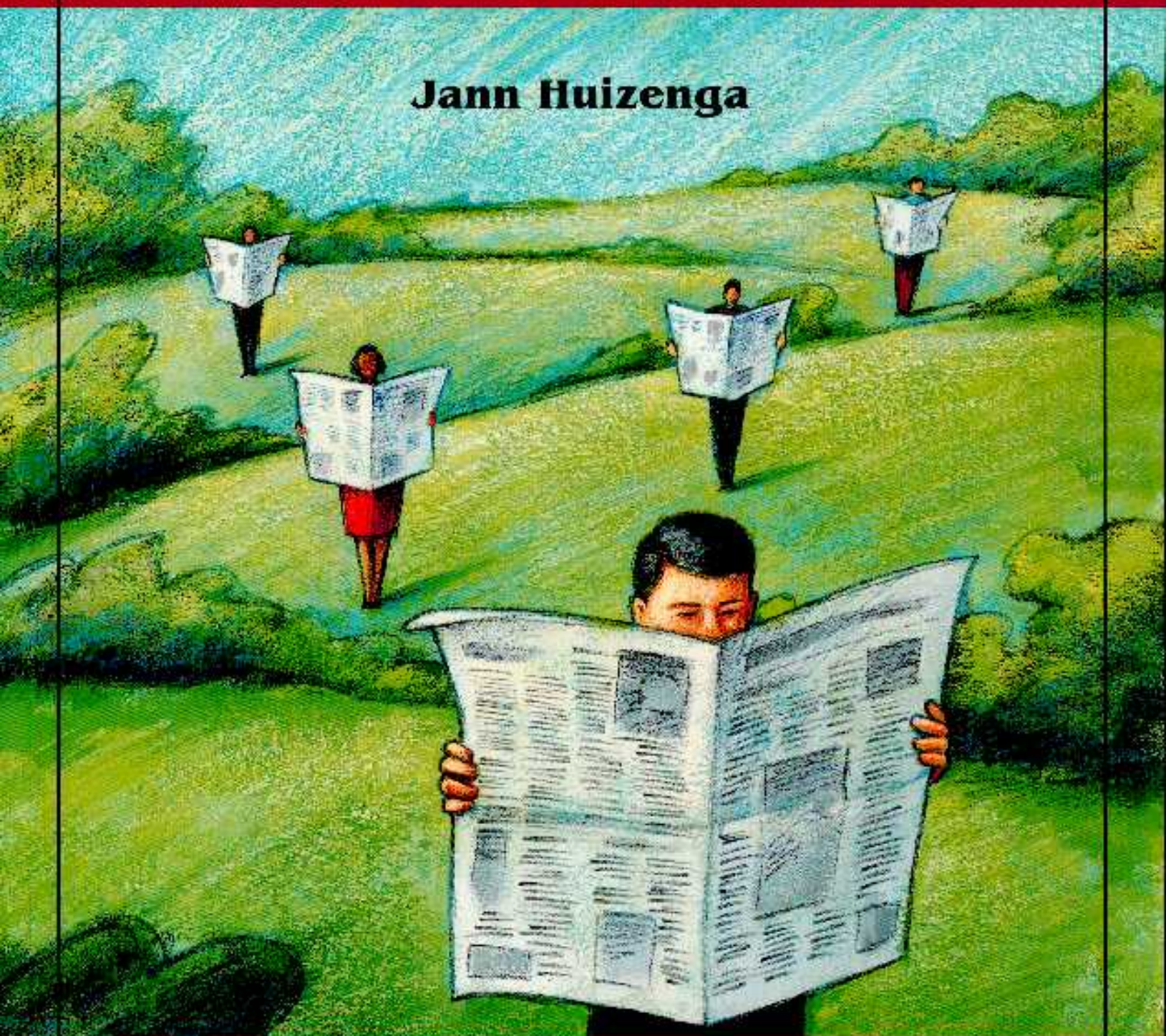


Can You Believe It?

Stories and Idioms from Real Life

Book 1

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To the Teacher

A General Introduction

The goal of *Can You Believe It? Book 1* is to teach high-frequency idioms, two-word verbs, and fixed expressions in the context of true, memorable stories to ESL/EFL students at a beginning level. It is founded on two basic premises: 1) that everyone loves a good story, and 2) that vocabulary acquisition occurs more readily when new items are embedded in engaging, whole contexts and used in tasks that have meaning and purpose. The book is written for classroom use, but it will also work well for self-study when used with the audio program.

Thanks in part to Michael Lewis's influential work on lexical issues, TESOL professionals are increasingly aware that idioms and fixed expressions form a significant part of the lexicon of English and are central to natural language use. These prefabricated multi-word expressions must be acquired as wholes in the same way as individual words. *Can You Believe It? Book 1* teaches the following kinds of high-frequency fixed lexical expressions:

- traditional, graphic idioms, such as: *easy as pie*, *see eye to eye*, and *be dirt poor*;
- non-traditional idioms, such as: *spend time with*, *fall asleep*, and *can't stand*;
- two- or three-word adverbial chunks, such as: *on the way*, *after a while*, and *at once*;
- two- or three-word phrasal verbs, such as: *slow down*, *be frightened by*, and *get over*;
- common expressions consisting of de-lexicalized verbs, such as *make* or *get* + a noun or adjective (*make a living*, *get better*), word partnerships that are likely to produce translation mistakes and need to be learned as chunks.

Can You Believe It? Book 1 is compatible with comprehension approaches such as The Natural Approach. The picture sequences that correspond to the stories provide the basis for great "comprehensible input." So the book can be used for listening comprehension and general language acquisition at a beginning level as well as for the specific mastery of idioms and expressions. (Note that the first ten stories use only present tense, while the last five use past tense.)

The approach thoroughly integrates the four skills of listening, reading, speaking, and writing. Activities are sequenced so that input precedes output. The initial approach relies heavily on listening, with picture sequences used as visual supports for comprehension. It is through this richly contextualized (and repeated) listening that students begin to make hypotheses about the new expressions and develop a feel for their use. Students then go on to read the story—an essential step that will provide welcome written reinforcement for visually-oriented learners and will help all students with their literacy skills. After students' pumps have been primed, so to speak, with the listening and reading input, they are ready to begin producing the idioms in speaking and writing. The output activities become progressively more demanding: these include story retelling, thought-provoking personal questions, personalized sentence completions, and dictation.

Researchers contend that we acquire new lexical items by meeting them a number of times (seven times, some say). Thus, in *Can You Believe It? Book 1*, students will revisit the idioms and expressions many times within each unit as well as in review units and, to some extent, from unit to unit. (The idioms that are recycled between units have been indicated as such in the Table of Contents, as well as in the New Idioms and Expression Box which follows each reading.)

Extra Features

Listening Cassette

The cassette features dramatic readings of all the stories in the text, and **Dictations** for each unit (from **Appendix B**). The stories are read by different actors with varying voices and styles so students are exposed to language variety.

Answer Key (Appendix A)

Students who use the book independently will especially appreciate this feature, though classroom teachers will also find it handy.

Idiom Groups (Appendix C)

This appendix is a rich resource for those students who would like a better sense of how the idioms in *Can You Believe It? Book 1* can be grouped together semantically.

Phrasal Verbs (Appendix D)

Simple but detailed grammar explanations of phrasal verbs are included here for students who feel ready for this information.

Lexicon

The Lexicon gives extra information about each idiom and fixed expression in the book. Additional examples, grammar information, more collocations, and idiomatic synonyms and antonyms are included.

Specific Teaching Suggestions

The exercises and activities in each unit can be used in a variety of ways, and you are encouraged to experiment and adapt them as you see fit. The suggested sequence below can be changed, depending on your goals and your specific class needs.

1. Quick Reading

Before students read the story quickly to get the gist, have them do one of the following prediction activities:

- a. Cover the story and look at the picture sequence on the opposite page. Discuss (in pairs or small groups) what the story seems to be about.
- b. Cover the story. Look at the title and the picture on the story page. Make predictions about the story.

Then ask students to read the story quickly just to get the main idea or the basic story line. You might give them a time limit of two or three minutes for this. (The details of the story will become clear during Exercise 2 as they listen to it repeatedly while looking at the picture sequence.) Previewing the story in this manner will allow students, especially those who are stronger visual than oral/aural learners, to relax and better comprehend the story and the new idioms in context during the listening "input" stage. It is best to have students read silently at this stage since they will want to process the text in their own way.

2. Listen

Ask students to cover the story. Play the cassette or, if you prefer, read the story to the students. If you are not using the cassette, be sure to say the numbers as you move from picture to picture so students can follow (at least during the first listening). Tell the story at a natural speed, pausing somewhat longer than usual at the end of breath groups and sentences. This will give students important processing time. The goal of this activity is to provide students with truly "comprehensible input," i.e., an acquisition stage in which a high degree of contextualization will allow them to formulate hypotheses and discover meaning in language that they are hearing for the first time. Making inferences and hypotheses about new language in context is a skill that all language learners need to feel comfortable with; this exercise thus develops good learning strategies while helping students acquire new language. During the third telling of the story, you may want to write the new idioms on the board, as reinforcement for your visually-oriented students. (The easiest thing would be to write them on the board prior to the retelling and point to them as they occur.)

As an assessment technique (to see how well students have understood and internalized the new expressions in the story), tell students you are going to talk about the pictures out of order. They should point to the picture you are describing. Or, as an alternative, retell the story

making some major “mistakes.” Have students signal somehow (by raising their hands, making a face, or making a buzzing sound) when they hear a mistake.

3. Read the Story

Your more visual learners will be especially eager to take a closer look at the story at this point, double-checking their hypotheses with the New Idioms and Expressions box. After students have had some silent time for re-reading, you might want to have them read aloud for pronunciation practice. Volunteers could take turns reading to the whole class, or pairs could read to each other, helping each other with pronunciation. You may want to do part or all of Exercise 6 at this point (see suggestions below).

For a bit of extra practice with the idioms, and as a good lead-in to Exercise 4, you could conduct the following matching activity: Write the unit idioms on slips of paper or index cards. Cut the idioms in half. Give half to each student. Tell students to stand up, walk around the room, and find the other halves of their idioms. As a check, have the pairs say their idioms aloud to the whole class.

4. Complete the Idiom/Match

This activity functions as an assessment of sorts, making sure students can put the parts of the idiom together and understand its meaning before using the idioms in the story retelling in Exercise 5.

5. Tell the Story

At this point, the exercises move away from recognition into production. Elicit the story orally from the whole class first. Encourage students to call out the ideas of the story in chronological order. They can, of course, look at the picture sequence during this activity, but the story should be covered. The retelling will be a paraphrase of the original story, but students will probably reuse most of the new idioms. (You could have the idioms listed on the board to give students a bit of extra help.) You may want to run this activity as a variation on *Language Experience*, writing down sentences and phrases on the board as students suggest them. Underlining the idioms and fixed expressions that students generate will help to highlight them.

Next, ask students to work in pairs or small groups to retell the story to each other. Once again, make sure they cover the story. One way for them to work is with *Talking Chips*, a communication regulator used in *Cooperative Learning*. Working in pairs or groups of three, each student takes four or five *Talking Chips* (e.g., tokens, such as buttons, poker chips, or paint chips). Together, they reconstruct the story. As each student contributes a sentence, he or she puts in a token. (The chips ensure that each student speaks and that all have an equal opportunity to participate.)

6. Answer the Questions

The questions in the section either use an idiom from the unit or elicit an idiom in the answer. As an alternative to the traditional Whole-Class-Question-Answer here, you might want to try using *Numbered Heads Together*, a *Cooperative Learning* structure. The steps to *Numbered Heads Together* are as follows:

- a. Students get into teams of four and number off from 1 to 4.
- b. The teacher asks a question.
- c. Students on each team literally put their heads together and reach a consensus on the answer and the phrasing of the answer.
- d. The teacher calls a number at random. Students with that number raise their hands (or stand up) and report on their team's answer. You will probably want to get each team's answer, as there will be variations to discuss and comment on.

The advantages of this questioning technique over the traditional Whole-Class-Question-Answer are the following: All students are involved since no one knows who will be called on;

stronger students help weaker ones; students have “think time” and “rehearsal time” in small groups before they have to respond in front of the whole class; and a wrong response is not so embarrassing because it comes from a team rather than an individual.

The “About you” questions can be answered orally, either in a whole-class setting or in small groups. These questions are also good springboards for mini-paragraph writing. Allow students to choose their favorite one to respond to, and to share their writing with partners.

7. Write About Yourself

These sentence completions may be somewhat personal, so students may prefer to share them in small groups rather than with the whole class. You might ask volunteers, though, to put their sentences on the board after groups have shared. Be sure that the volunteers understand that correction may be involved!

8. Take a Dictation

Play the cassette or use **Appendix B** to read students the dictation. A recommended procedure for the dictation is as follows:

- a. Read the dictation once at normal speed. Students should not write at this stage.
- b. Read the dictation again, this time pausing long enough after each breath group for students to write. (Be sure, in advance, that students know the words *comma* and *period*.)
- c. Read the dictation a third time, at near-normal speed, allowing students to check their writing.

Students can correct their own work or the work of a partner using **Appendix B**. Students might also like to try peer dictations, where one student dictates to another.

9. Complete the Dialogue/Story

After students work individually, in pairs, or groups to fill in the blanks with the appropriate expressions from the box, they can check their answers in **Appendix A**.

Seven of the fifteen units have a dialogue exercise. In this case students can practice the dialogue in pairs, perhaps preparing for an expressive reading for the whole class.

The other eight units have a story exercise. After filling in the blanks, students can either practice reading the story to each other in pairs or paraphrase it to each other, being sure to use the idioms in the box in the retelling.

Appendix A: Answer Key

1: Please Get Rid of that Smell!

page 3: 4) a. at b. on c. stand d. matter e. worse f. it

page 4: 8) See Appendix B, page 77

page 5: 9) 1. turn on 2. can't stand 3. Take a look at 4. are getting worse and worse 5. get rid of

2: Red in the Face

page 7: 4) a. 3 b. 2 c. 1 d. 5 e. 4

page 8: 8) See Appendix B, page 77

page 9: 9) 1. sits down 2. takes out 3. picks up 4. is red in the face 5. go back to

3: Leopard Makes Himself at Home

page 11: 4) a. away b. asleep c. over d. nap e. home

page 12: 8) See Appendix B, page 77

page 13: 9) 1. turns over 2. is horrified by 3. has fallen asleep 4. runs away 5. taking a nap

4: Heart Patient Walks Home Fast Asleep

page 15: 4) a. better b. asleep c. off d. on e. back

page 16: 8) See Appendix B, page 77

page 17: 9) 1. get out of 2. get over 3. get better 4. get on 5. turn off

5: Businessman Freaks Out

page 19: 4) a. for b. for c. down d. out e. way f. shopping

page 20: 8) See Appendix B, page 77

page 21: 9) 1. goes shopping 2. freaks out 3. heads for 4. On the way 5. pay for 6. calms down

Review: Lessons 1-5

page 22: A. 1. c 2. e 3. d 4. b 5. a

B. 1. rid of 2. for 3. lose it 4. at home 5. the matter

page 23: C. 1. on 2. at 3. on 4. up 5. at 6. on 7. on 8. at

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

E. 1. opposite 2. similar 3. opposite 4. similar 5. opposite 6. similar 7. similar

page 24: F. Answers will vary.

G. EMOTIONAL: He's freaking out.; He's running away!; He's red in the face.; He's losing it.; He's horrified by it.

CALM: He's falling asleep.; He's calming down.; He's taking a nap.; He's fast asleep.; He's making himself at home.

H. 1. get over 2. get worse and worse 3. get on 4. get rid of 5. get out of 6. get better

page 25: 1. Answers will vary.

6: Toy Saves Man's Life

page 27: 4) a. drop by (5) b. after a while (1) c. listen to (6) d. right away (2) e. just in time (4)
f. lots of (3)

page 28: 8) See Appendix B, page 77

page 29: 9) 1. drop by 2. lots of 3. listen to 4. right away 5. frightened by 6. after a while

7: Hat Lady Wants to Cheer You Up

page 31: 4) a. on b. about c. as d. like e. into

page 32: 8) See Appendix B, page 77

page 33: 9) 1. is into 2. are crazy about 3. as well as 4. cheer...up 5. aren't laughing at

8: Bear Goes on Vacation

page 35: 4) a. 4 b. 1 c. 5 d. 2 e. 3

page 36: 8) See Appendix B, page 78

page 37: 9) 1. On vacation 2. taking a vacation 3. Get in 4. take pictures 5. won't believe your eyes

9: Man Hangs on for Dear Life

page 39: 4) a. 4 b. 5 c. 1 d. 2 e. 3

page 40: 8) See Appendix B, page 78

page 41: 9) 1. speed up 2. be in big trouble 3. slow down 4. as for 5. am hanging on for dear life

10: Neighbors Fed Up with Loud Music

page 43: 4) a. steaming b. after c. along d. again e. fed

page 44: 8) See Appendix B, page 78

page 45: 9) 1. get along with 2. again and again 3. is fed up with 4. is steaming 5. going after

Review: Lessons 6–10

page 46: A. 1. at 2. to 3. up 4. off 5. on 6. on 7. away 8. down

B. Answers will vary but the following are possibilities: 1. a hat, pants, a coat, shoes 2. a house, a car 3. a funny person, a funny movie, a cartoon, a comedy, a comedian 4. a car, the shower, a sailboat, a canoe

page 47: C. GOOD: I'm really into this!; I'm crazy about this.; I'm getting along with everyone.;

BAD: I'm fed up with all of this.; Please cheer me up!; I'm in big trouble now!; I'm steaming.; I'm frightened by it.

D. 1. Take...away 2. take a vacation 3. take a picture of 4. take off

E. 1. am fed up with 2. am steaming 3. are in big trouble 4. is crazy about 5. is into 6. am frightened by

page 48: F. Across: 1. take 2. down 4. speed 5. along 6. get 7. well 10. time

Down: 1. to 3. for 4. steaming 8. eyes 9. on 11. again 12. best

G. Answers will vary.

Page 49: H. Answers will vary.

11: Prison Escape is Easy as Pie

page 51: 4) a. later on (4) b. make a mistake (5) c. as easy as pie (1) d. be over (3) e. let out (2)

page 52: 8) See Appendix B, page 78.

page 53: 9) 1. spend time 2. easy as pie 3. Later on 4. let out 5. was over 6. made a mistake

12: Smart Pig Saves the Day

page 55: 4) a. door b. up c. to d. day e. down

page 56: 8) See Appendix B, page 78.

Page 57: 9) 1. lay down 2. got up 3. saved the day 4. showed up 5. belonged to

13: Lazy Mailman Hides Letters

page 59: 4) a. on b. into c. across d. once e. least

page 60: 8) See Appendix B, page 78.

page 61: 9) 1. What's going on 2. At once 3. smell at rat 4. at least 5. looking into

14: Girl Wants More Body Art

page 63: 4) a. 5 b. 1 c. 4 d. 3 e. 2

page 64: 8) See Appendix B, page 79.

page 65: 9) 1. I'm thinking about 2. is in 3. At times 4. get mad at 5. see eye to eye

15: One in a Million

page 67: 4) a. be dirt poor (4) b. in addition (6) c. give away (1) d. make a living (2) e. drop out (3)
f. one in a million (5)

page 68: 8) See Appendix B, page 79.

page 69: 9) 1. one in a million 2. dirt poor 3. makes a living 4. well-off 5. In addition 6. gives away

Review: Lessons 11–15

page 70: A. 1. g. time 2. f. rat 3. a. dirt 4. b. pie 5. h. day 6. d. eye to eye 7. c. door 8. e. million
B. 1. f 2. e 3. b 4. c 5. a 6. d

page 71: C. 1. at 2. in 3. at 4. in 5. in 6. at 7. at 8. in 9. at 10. at

D. GOOD: She says I'm one in a million.; It's easy as pie for me.; I'm making a good living.;
I saved the day.

BAD: I made a big mistake.; I feel like I'm at death's door.; I'm getting mad at you now.; I need
to lie down.; I'm dirt poor now.; I'm having a lot of trouble with this.

E. 1. c 2. a 3. d 4. b

at once, so far, at times, later on

page 72: F. 1. belong to 2. think about 3. give away 4. drop out of 5. stare at 6. look into 7. let out
8. come across

G. 1. get up 2. drop in 3. lie down 4. show up

Appendix B: Dictations

1. Please Get Rid of that Smell! (page 4)

When Barbara **turns on** her heater, there's a terrible smell. It is **getting worse and worse**. She **can't stand it!** She goes to the repair shop. "**What's the matter** with my car?" she asks. "Please **get rid of that smell!**" When the mechanic **takes a look at** the heating system, he pulls out a big, dead python. Barbara **loses it!**

2. Red in the Face (page 8)

A woman is **taking a ferry**. She **sits down** on the deck. Next to her in a chair are her newspaper and candy bar. A man in the next chair **picks up** the candy bar and eats it. Then he takes the paper and **walks off**. Later, the woman goes to the cafeteria and sees the man eating a sandwich. She grabs it and takes a bite. Then she **goes back** to her car. On the seat are her newspaper and candy bar. She never **took them out** of the car! She is **red in the face**.

3. Leopard Makes Himself at Home (page 12)

A boy is **at home** watching TV. He goes to the kitchen and tells his mother, "There's a tiger in the bedroom." She laughs. Later, she looks into his bedroom. She is **horrified by** what she sees. There's a leopard watching TV on the bed! She **runs away** with her son. The leopard **turns over** and **falls asleep**. When forest department officials arrive, the leopard is still **taking a nap**. They take him to a zoo.

4. Heart Patient Walks Home Fast Asleep (page 16)

Michael Turner is in the hospital **getting over** a heart attack. One night while he is **fast asleep**, he unhooks the machines next to his bed. He **turns off** the alarms. Then he **gets out of bed** and **gets on** the elevator. He walks five miles to his house. Turner doesn't remember anything about his walk. He is **back** in the hospital and **getting better**.

5. Businessman Freaks Out (page 20)

A Ukrainian businessman **goes shopping** for gifts for his 50 employees. He decides to get 50 pagers. He **pays for** them, puts them in his car, and **heads for** the office. **On the way**, there's a very loud noise. All 50 pagers start ringing at the same time! The businessman **freaks out** and crashes his car. When he **calms down**, he sees the message on the pagers. It says, "**Congratulations on a successful purchase!**"

6. Toy Saves Man's Life (page 28)

One evening Kerry Kelliby **drops by** a local bar. He wins a game of darts and gets a toy stethoscope as a joke prize. **After a while**, Kerry uses the toy to **listen to** his heart. He is **frightened by** what he hears—**lots of** beats and then silence. He goes to the doctor **right away**. The doctor finds that Kerry has a hole in his heart. Surgeons operate **just in time!**

7. **Hat Lady Wants to Cheer You Up** (page 32)

Norma Vise **is into** hats. She **puts on** a different unusual hat each day. One hat **looks like** a carrot. Another **looks like** a pig. Vise wears crazy hats because "it's fun. I want to **cheer people up**." Adults **as well as** children **laugh at** her hats. What is her most popular one? "People **are crazy about** my hamburger hat," says Vise.

8. **Bear Goes on Vacation** (page 36)

An elderly couple **is taking a vacation** in Yellowstone Park. They stop their car to **take a picture of** some bears. A young bear **gets in**. He's **looking for** food. The man and woman **do their best** to get rid of the bear, but he refuses to move. So they drive 17 miles to a ranger station with the bear in the back seat. When the man gets out to report the problem, the bear **gets in** the front seat. The rangers can **not believe their eyes**. They find a woman in the passenger seat and a bear behind the wheel.

9. **Man Hangs on for Dear Life** (page 40)

One day Charles Gardner, 35, sees two boys **breaking into** his car. They **take off**, and Gardner jumps on the car. The driver **speeds up**. He hits a light pole. Then he drives through two fences. Gardner **hangs on for dear life**. The car gets on the highway. By this time, more than two dozen police cars are following it. After 20 minutes, the driver **slows down** and police surround the car. The teens **are in big trouble**. As for Gardner, he is okay.

10. **Neighbors Fed Up with Loud Music** (page 44)

James Meadows doesn't **get along with** his neighbors. His neighbors **are fed up with** his loud music. They report the problem to the police **again and again**. The police tell Meadows to **turn down** the volume, but Meadows ignores the warnings. Finally, the police **take away** his stereo. They smash it with a hammer on a public street. Meadows **is steaming**. "The police should **go after** criminals, not music lovers," he says.

11. **Prison Escape is Easy as Pie** (page 52)

It was Sunday at the Merdeka prison. Families were **spending time with** the prisoners. When visiting hours **were over**, security guards opened the front gate and **let out** the visitors. **Later on** that day, more than 100 prisoners escaped. How? It was **as easy as pie**. They walked out the front gate! The guards had **made a mistake** and forgotten to lock it. Prison officials are red in the face. Police are looking for the escaped prisoners, but they've caught only three **so far**.

12. **Smart Pig Saves the Day** (page 56)

One day Jo Ann Altsman, 57, had a heart attack. She **had trouble** breathing and was **at death's door**. But her pet pig Lulu **saved the day**. Lulu went into the middle of the road and **lay down**. Finally, a motorist stopped. Lulu **got up** and led the man into the house, where he called an ambulance. When it **showed up**, Lulu tried to get in too. "She's very, very smart," the lucky owner said later.

13. **Lazy Mailman Hides Letters** (page 60)

Some residents in Oslo, Norway, were not getting any mail. "**What is going on?**" they asked each other. The Norwegian Postal Service **smelled a rat** and **looked into** the problem. They **dropped in** at the home of the mailman for that neighborhood. They couldn't believe their eyes. They **came across** piles of mail in the man's house — **at least** 900 pounds! They fired him **at once**.

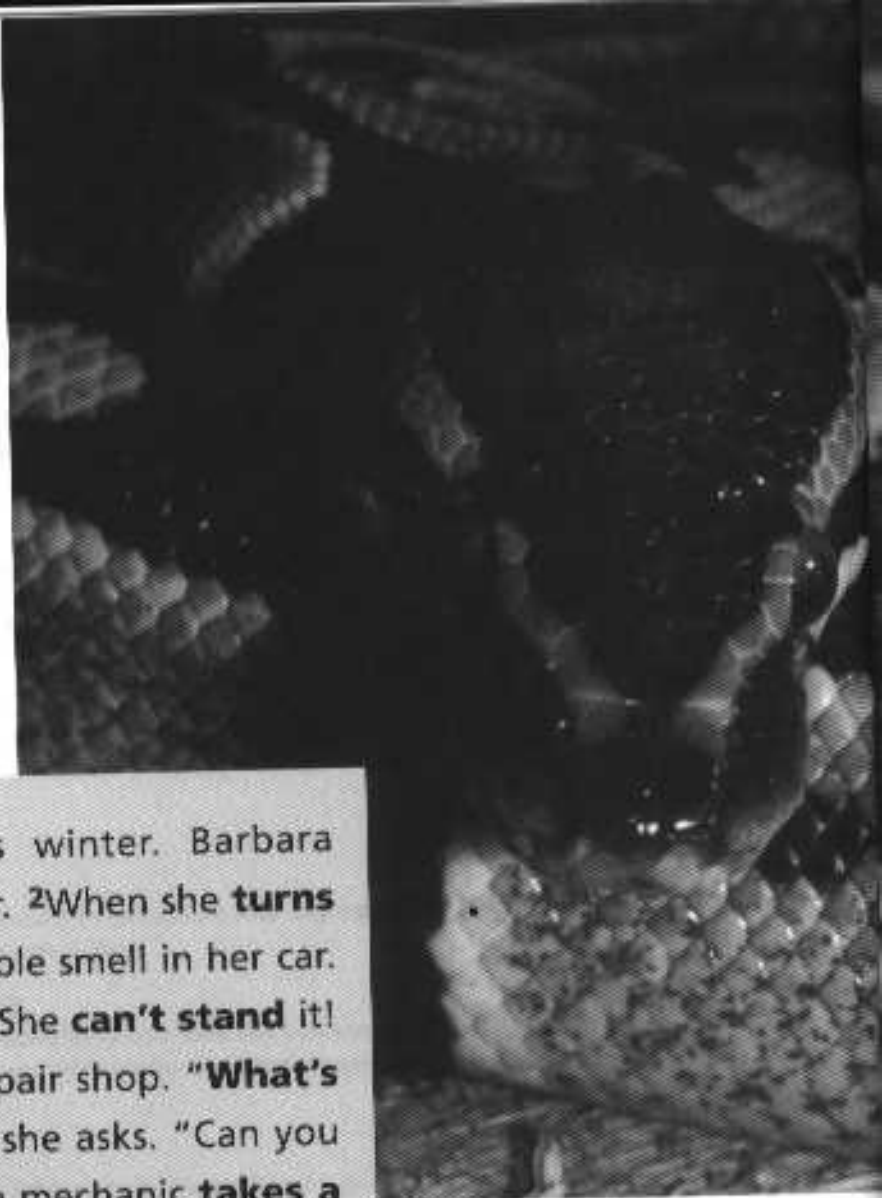
14. **Girl Wants More Body Art** (page 64)

"Body art **is in**," says Isabella Ortega. She has nine piercings on her face. First she got a nose ring. Then she got her tongue pierced. Next she got her cheeks, ears, chin, and the bridge of her nose pierced. Isabella's mother doesn't **see eye to eye** with her about body art. She **gets mad at** Isabella when she gets another piercing. **At times**, Isabella **has second thoughts about** her body art. She hates when people **stare** at her. But she's **thinking about** getting rings in her lips.

15. **One in a Million** (page 68)

As a child, Albert Lexie **was dirt poor** and **dropped out of** school. Today, Lexie, 56, **makes a living** by shining shoes at a hospital for children. He shines doctors' shoes, and he makes about \$9,000 per year. **In addition**, he gets tips. Lexie **gives away** all his tips to the hospital. Since 1985, he has given more than \$40,000 to help sick kids. Lexie is **not well-off**, but he's a true humanitarian. He's **one in a million**.

Please Get Rid of that Smell!



1. Quick Reading

Look at the pictures on page 3.
What is the story about?

Now read quickly to get the main idea.

BALTIMORE, MD, USA ¹It's winter. Barbara Pridgen, 43, is driving her car. ²When she **turns on** the heater, there's a terrible smell in her car. ³It **gets worse and worse**. She **can't stand** it! ⁴She takes the car to the repair shop. "**What's the matter with** my car?" she asks. "Can you **get rid of** this smell?" ⁵The mechanic **takes a look at** the engine. He examines the heating system. ⁶Then Barbara screams. She **loses it**. The mechanic pulls out a big, fat, dead python!

New idioms and expressions

get rid of something*	remove something
turn something on*	start a machine or the flow of electricity, water, etc.
get worse and worse	become very bad
can't stand something	dislike something very much
What's the matter (with something or someone)?	What's wrong (with something or someone)?
take a look (at something)	look quickly (at something)
lose it	become too excited; lose one's self-control

Words in parentheses () can occur with the idiom, but don't have to.

*phrasal verb (see Lexicon, pp. 91–113 and Appendix D, pp. 87–90)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.

Note: As the tape or teacher says a number, look at the corresponding picture.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 2. Look at each definition below and then complete the idiom.

- | | |
|------------------------|--------------------------|
| a. look at quickly | = take a look <u>a t</u> |
| b. start a machine | = turn ____ |
| c. dislike very much | = can't _____ |
| d. What's wrong? | = What's the _____? |
| e. become very bad | = get worse and _____ |
| f. become very excited | = lose ____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- Why does Barbara turn on her heater?
- What happens when she turns it on?
- Does Barbara like the smell?
- What does she want the mechanic to do?
- What does the mechanic take a look at?
- Why does Barbara lose it?
- Why do you think the snake was in the heater?

About you

- What makes you lose it?
- What things do you turn on in your house every day?
- What are some smells or foods that you can't stand?
- Think about the problems in your community, native country, or in the world. Which ones are getting worse and worse? What can you do about them?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- I want to get rid of my _____.
- I can't stand _____.
- I often turn on _____ because _____.

8. Take a Dictation

When Barbara _____ her heater, there's a terrible smell. It _____. She _____ it! She goes to the repair shop. " _____ with my car?" she asks. "Please _____ that smell!" When the mechanic _____ the heating system, he pulls out a big, dead python. Barbara _____!

9. Complete the Dialogue

- a. A mother and her teenage daughter are talking about TV. Fill in the blanks with idioms from the box.

- take a look at
- get rid of
- can't stand
- turn on
- are getting worse and worse



Carmen, why did you
(1) _____
that TV again? You've watched
enough for today.

But mom! This is a good show!



No, it's not.
I (2) _____ it.

Just **sit down*** a minute.
(3) _____
this, mom. It's funny!



These programs
(4) _____
Turn it off** now. It's time to
do your homework.

Just ten more minutes!



We should just (5) _____
this stupid TV set!

* sit down: sit; have a seat

** turn (something) off: stop a machine or the flow of electricity, water, etc.

- b. Work with a partner. Role-play the dialogue together.

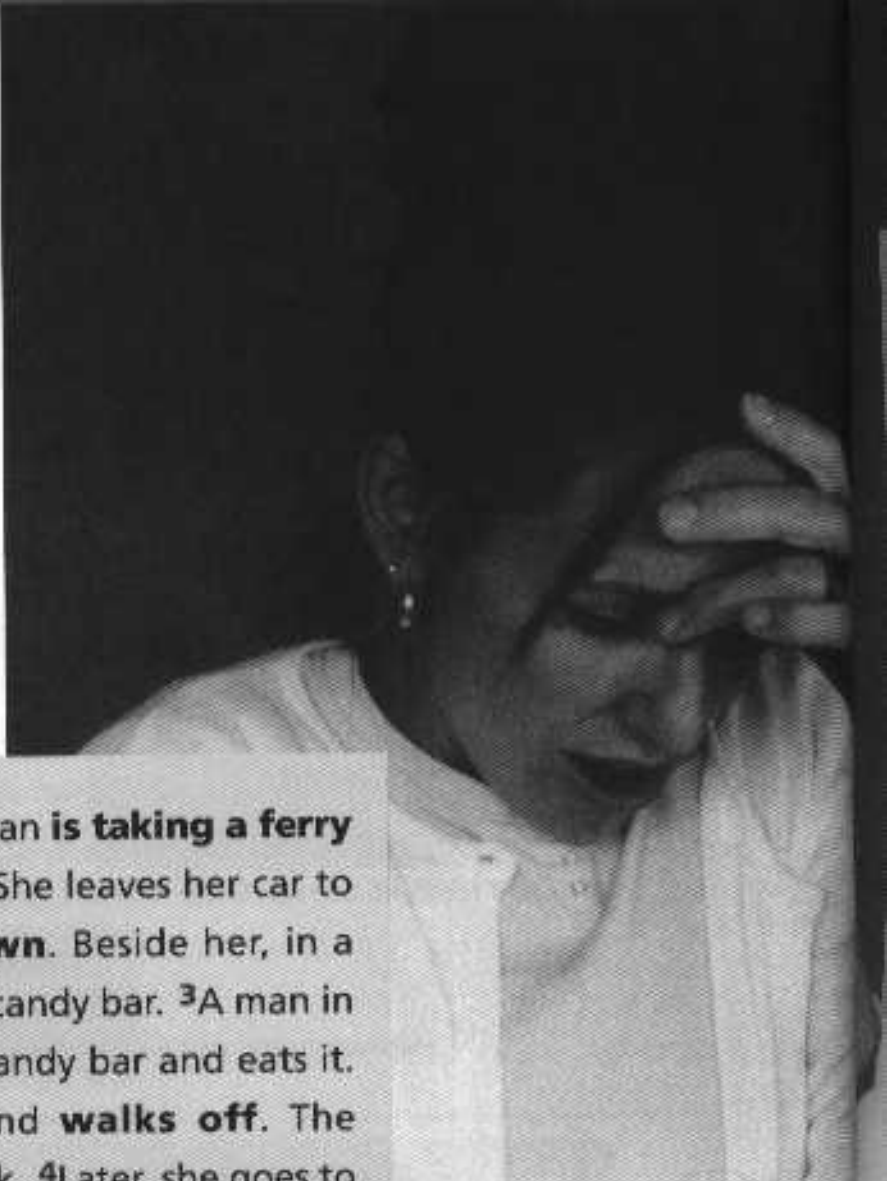
Red in the Face 2

1. Quick Reading

Look at the pictures on page 7.

What is the story about?

Now read quickly to get the main idea.



VANCOUVER, CANADA ¹A woman is taking a ferry from Vancouver to Victoria. ²She leaves her car to go to the deck. She **sits down**. Beside her, in a chair, are her newspaper and candy bar. ³A man in the next chair **picks up** the candy bar and eats it. Then he takes the paper and **walks off**. The woman is too shocked to speak. ⁴Later, she goes to the cafeteria. She sees the man at a table, eating a sandwich. ⁵Still angry, she grabs his sandwich and takes a bite, without saying a word. ⁶She **goes back to** her car. On the seat are her newspaper and candy bar. She never **took them out of** the car! She is really **red in the face**.

New idioms and expressions

- be red in the face** be embarrassed
take a ferry (a bus, a train, a plane) ... go by ferry (bus, train, plane)
sit down* sit; be seated
pick something up* take or lift something off the floor (or a chair, etc.)
walk off* walk away; walk in the other direction
go back (to a place)* return (to a place)
take something out (of a place)* remove something (from a place)

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Match

Cover page 6. Match the definition in column A to the idiom in column B.

A

- 3 a. walk in the other direction
- ___ b. be embarrassed
- ___ c. return someplace
- ___ d. remove
- ___ e. take from the floor

B

- 1. go back
- 2. be red in the face
- 3. walk off
- 4. pick up
- 5. take out

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- a. First, work with the whole class to retell the story.
- b. Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- How is the woman getting to Victoria?
- Where does she sit down?
- What is beside her?
- What does the man in the next chair do with the candy bar?
- What does he do then?
- Why does the woman take a bite of the man's sandwich?
- What happens when she goes back to her car?
- Why is she red in the face?

About you

- Do you often take a bus, a train, a taxi, or a ferry?
- Tell about a time when you were red in the face.
- Do you sit down or stand up most of the day?
- What time do you usually go back to your house or apartment?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- I sometimes take a bus/train/plane/ferry to _____.
- My favorite place to sit down is _____.
- I want to go back to _____ because _____.

8. Take a Dictation

A woman _____ . She _____
on the deck. Next to her in a chair are her newspaper and candy bar. A man in the
next chair _____ the candy bar and eats it. Then he
takes the paper and _____. Later, the woman goes to
the cafeteria and sees the man eating a sandwich. She grabs it and takes a bite.
Then she _____ her car. On the seat are her newspaper and
candy bar. She never _____ them _____
the car! She _____.

9. Complete the Story

- a. Read the true story. Fill in the blanks with idioms from the box.

- is red in the face
- takes out
- sits down
- go back to
- picks up

Hair Stylist is Red in the Face



Hong Kong, CHINA A Hong Kong hair salon is having a special promotion. Come in for a free haircut, the sign says. So a Hong Kong man, Ng Koon-man, enters the salon and (1) _____. The stylist (2) _____ his comb from his pocket. Then he (3) _____ his scissors and begins to cut the man's hair.

The stylist is in a hurry* and cuts very quickly. Suddenly, Koon-man feels a terrible pain. The stylist has cut off** part of his right ear! Koon-man has to go to the hospital.

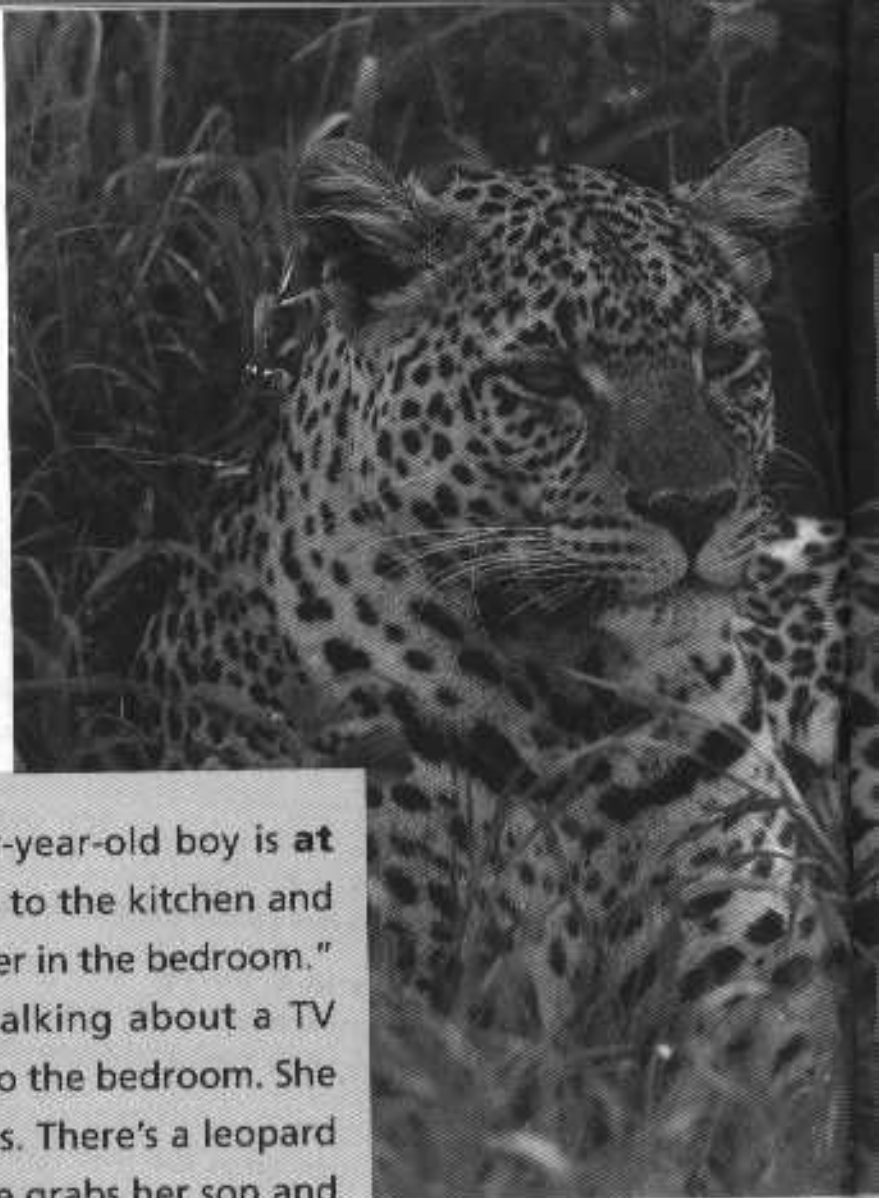
Later, Koon-man takes the hair stylist to court. He accuses him of working at a dangerous speed. The stylist, of course, (4) _____. And Koon-man is still angry. "I'll never (5) _____ that salon!" he says.

* be in a hurry: want to move quickly

** cut something off: separate something with scissors or a knife

- b. Read or tell the story to a partner.

Leopard Makes Himself at Home



1. Quick Reading

Look at the pictures on page 11.

What is the story about?

Now read quickly to get the main idea.

CHANDIGARH, INDIA ¹A four-year-old boy is **at home** watching TV. ²He goes to the kitchen and tells his mother, "There's a tiger in the bedroom." She laughs, thinking he is talking about a TV program. ³Later, she looks into the bedroom. She **is horrified by** what she sees. There's a leopard watching TV on the bed! ⁴She grabs her son and **runs away**. ⁵The leopard soon **turns over** and **falls asleep**. ⁶When forest department officials arrive, the leopard **is still taking a nap**. They take him to a zoo.

New idioms and expressions

make oneself at home	make yourself comfortable in someone else's home
at home	in your house or apartment
be horrified by something	feel shock and horror at something
run away*	leave quickly; escape
turn over*	turn to the other side
fall asleep	begin to sleep
take a nap	sleep for a short time during the day

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 10. Look at each definition below and then complete the idiom.

- | | |
|--|----------------|
| a. leave quickly; escape | = run _____ |
| b. begin to sleep | = fall _____ |
| c. turn to the other side | = turn _____ |
| d. sleep for a short time during the day | = take a _____ |
| e. in your house | = at _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- Where is the little boy watching TV?
- What does he tell his mother? Does she believe him?
- Later, what is she horrified by?
- What does she do?
- What does the leopard do after watching TV?
- What is he doing when officials arrive?
- In your opinion, how did the leopard get in the house?

About you

- Who make themselves at home at your house?
- What do you like to do at home?
- Do you like to take a nap?
- When do you usually fall asleep at night?
- Do you ever have trouble falling asleep?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- Sometimes I dream about running away to _____.
- I'm horrified by _____.
- At home I always _____.

8. Take a Dictation

A boy is _____ watching TV. He goes to the kitchen and tells his mother, "There's a tiger in the bedroom." She laughs. Later, she looks into his bedroom. She _____ what she sees. There's a leopard watching TV on the bed! She _____ with her son. The leopard _____ and _____. When forest department officials arrive, the leopard is still _____. They take him to a zoo.

9. Complete the Story

- a. Read the true story. Fill in the blanks with idioms from the box.

- is horrified by
- runs away
- taking a nap
- turns over
- has fallen asleep

Thief Makes Himself at Home



PITTSBURGH, PA,

USA A woman
leaves her house
one Saturday

evening for a few hours. When she goes back home, she finds her front door open. Then she sees a broken window. In the house, her jewelry boxes are on the floor. She (1) _____ the boxes and sees they are empty.

She (2) _____ what she sees next. There's a man on the floor. The thief (3) _____. The woman quietly goes to another room and calls the police. "Please hurry," she says, "before he **wakes up**" and (4) _____."

The police arrive **right away**.** The thief is still (5) _____. The police arrest the man, Walter Morgano, age 35.

* wake up: stop sleeping (the opposite of fall asleep)
** right away: immediately

- b. Read or tell the story to a partner.

4 Heart Patient Walks Home Fast Asleep

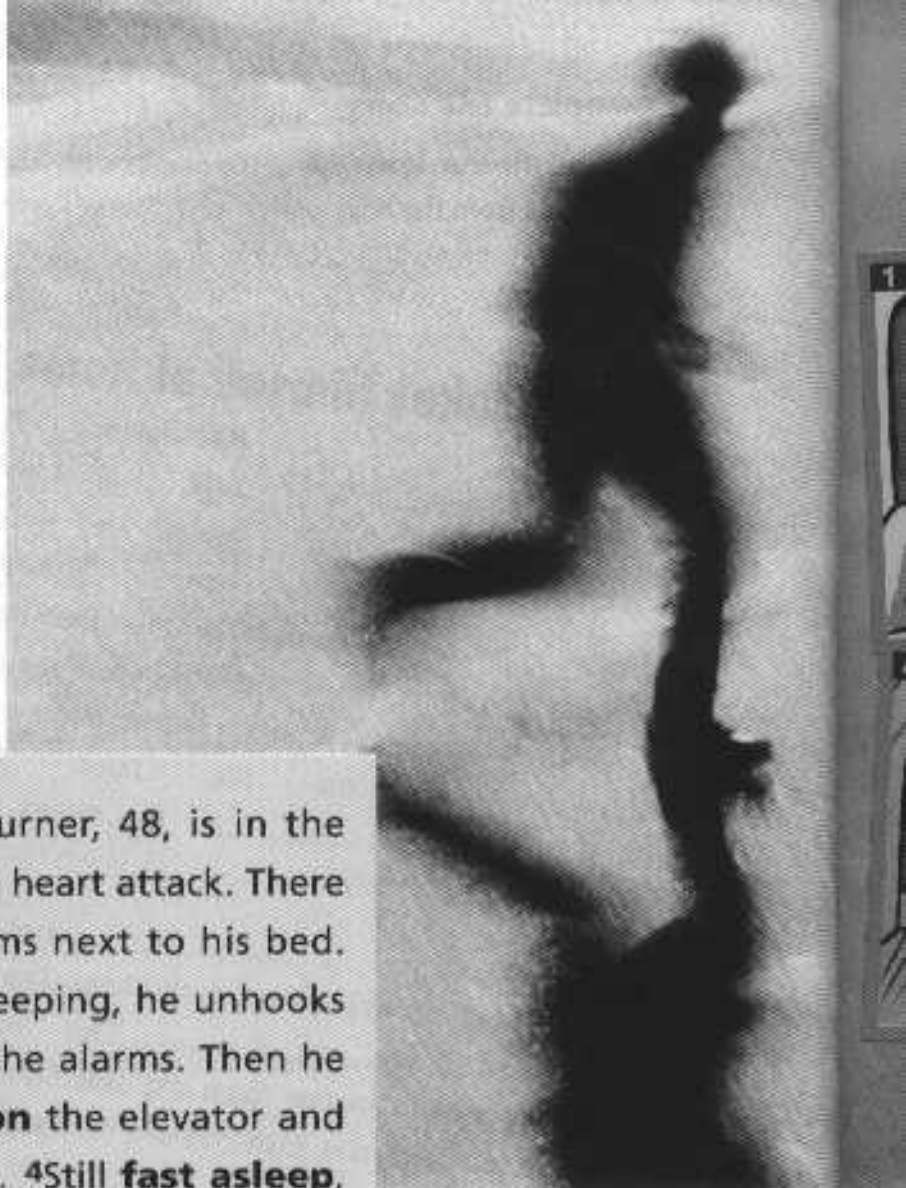
1. Quick Reading

Look at the pictures on page 15.

What is the story about?

Now read quickly to get the main idea.

LEEDS, ENGLAND ¹Michael Turner, 48, is in the hospital. He is **getting over** a heart attack. There are heart monitors and alarms next to his bed. ²One night while Turner is sleeping, he unhooks the machines. He **turns off** the alarms. Then he **gets out of** bed. ³He **gets on** the elevator and goes to the street. It's raining. ⁴Still **fast asleep**, he walks five miles to his house. ⁵His wife opens the door. "Hello, love. I was jogging," he tells her. ⁶Turner says he doesn't remember anything about his walk. "I don't know how I got home." Turner is now **back** in the hospital and **getting better**.



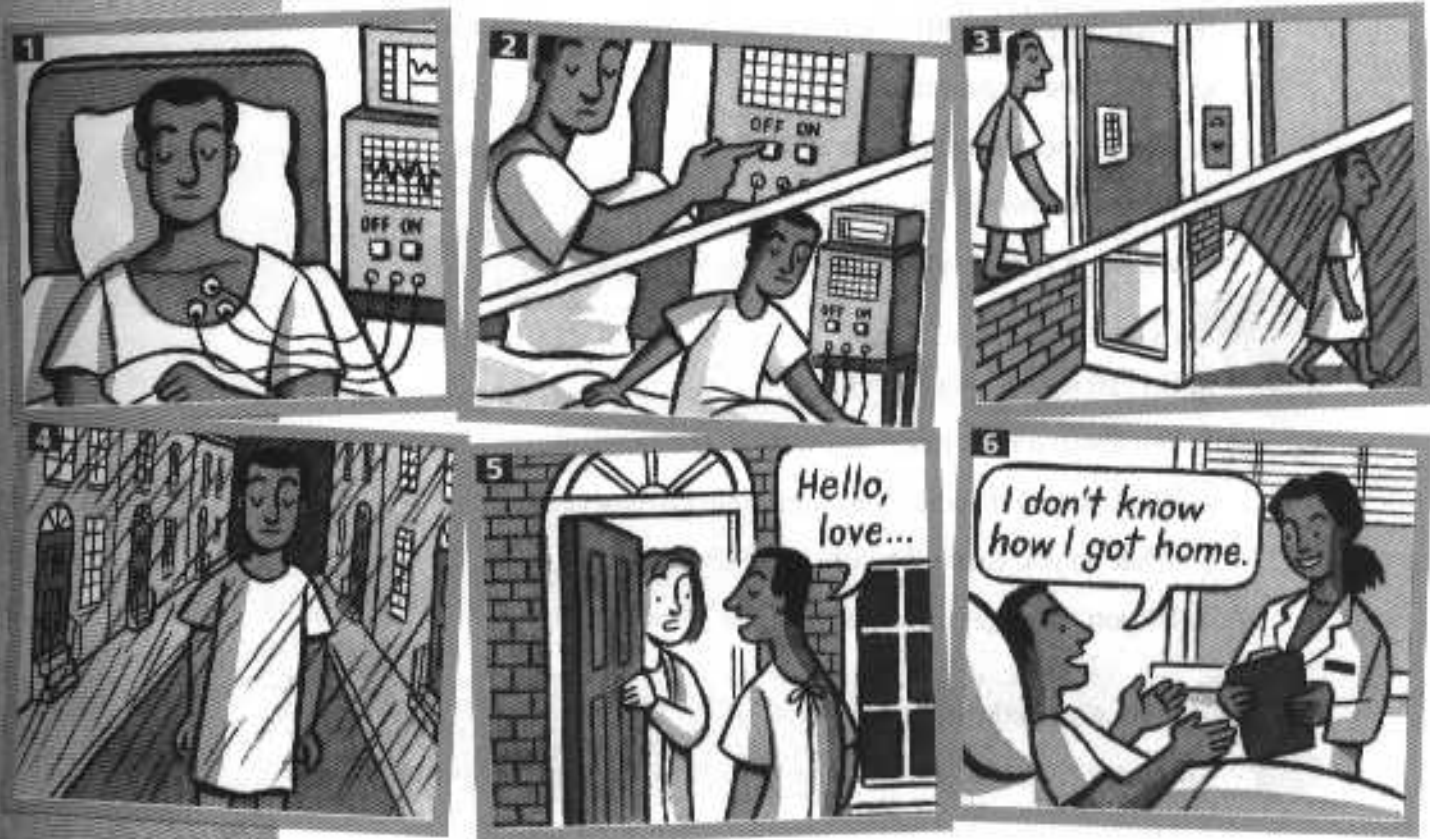
New idioms and expressions

be fast asleep	be sleeping deeply
get over something*	recover from an illness
turn something off*	stop a machine or the flow of water, electricity, etc.
get out (of something)*	leave (a bed, a car, a bath, work, class, school)
get on (something)*	enter (an elevator, a plane, a train, a bus, or a ship)
be back	be again in a place you were before
get better	improve; become healthier

*phrasal verb (see Lexicon and Appendix D)

2. Listen

Cover the story and look only at these pictures. Listen to the story two or three times.



3. Read the Story

Now read the story carefully. Pay special attention to the idioms so that you're ready for Exercise 4.

4. Complete the Idiom

Cover page 14. Look at each definition below and then complete the idiom.

- | | |
|--|-----------------|
| a. become healthier | = get _____ |
| b. be sleeping deeply | = be fast _____ |
| c. stop a machine | = turn _____ |
| d. enter an elevator, bus, etc. | = get _____ |
| e. be again in a place you were before | = be _____ |

5. Tell the Story

Cover the story and look at the pictures above. Tell the story using as many idioms as you can.

- First, work with the whole class to retell the story.
- Then tell the story to a partner or small group.

6. Answer the Questions

About the story

- Why is Turner in the hospital?
- What does he do after he turns off the alarms next to his bed?
- What does he get on?
- Where does he walk? Is he awake?
- What does he tell his wife?
- Where is Turner now? How does he feel?

About you

- Do you walk in your sleep?
- Tell about a time when you were in the hospital.
- What do you do when you want to get over a cold?
- What do you turn off before you leave home?
- Do you often get on a bus, train, or plane?

7. Write About Yourself

Complete the sentences, writing something true about yourself.

- I usually get out of bed at _____.
- I get out of class at _____.
- I often forget to turn off _____.
- When I get a cold, I take/eat _____ to get over it.
- I'm usually fast asleep by _____ o'clock.

8. Take a Dictation

Michael Turner is in the hospital _____ a heart attack. One night while he is _____, he unhooks the machines next to his bed. He _____ the alarms. Then he _____ bed and _____ the elevator. He walks five miles to his house. Turner doesn't remember anything about his walk. He _____ in the hospital and _____.

9. Complete the Dialogue

- a. Cindy is talking with her boss, Ms. Ramirez, about leaving work early. Fill in the blanks with idioms from the box.

- get better
- get out of
- turn off
- get on
- get over



Ms. Ramirez, can I
(1) _____ work early
today? I'd like to go home and go to bed.

Yes sure, Cindy. What's the matter?



I can't (2) _____
this cold. I **have a headache.***

Oh, I'm sorry. This horrible weather isn't
going to help you (3) _____.
It's snowing. Do you have a hat?



Yes, luckily.

Good. I hope you don't have to wait long
to (4) _____ the bus.
Will you (5) _____
the computers before you leave?



Sure. **So long.****

* have a headache: feel pain in one's head

** so long: goodbye

recycled idiom: What's the matter?

- b. Work with a partner. Role-play the dialogue together.