



ULE Understanding and Using Idioms

- Course Hours:** 76.5 hours for Morning Intensive
72 hours for Afternoon/Evening Intensive and Semi-Intensive Programs
36 hours for Saturday Program
- CEFR:** Mastery of Conversation at the upper level of the Common European Framework of Reference
- C1** - Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- C2** - Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
- Course Goal:** Students will be able to recognize and use common idiomatic expressions through the understanding of form and function and by listening to, reading about, discussing, and writing about certain themes using these idiomatic expressions.
- Textbook:** In the Know, Cindy Leaney (Cambridge University Press)
- Other Material:** Great American Stories Reader 3 (Longman/Pearson)
Idioms for Everyday Use, Milanda Broukal, 1994.
- Assessment:** Grades are recorded as percentage grades that correlate to letter grades in Axxess. Successful completion: Criteria that determine successful completion of a course are:
- Satisfactory attendance – students may not miss more than three days per session



- Up to 10% satisfactory class participation documented in the Class Participation Rubric
- Up to 10% satisfactory completion of homework assignments documented in the Homework Rubric
- Up to 40% score on mid-term assessments calculated in AXESS;
- Up to 40% score on final assessments calculated in AXESS, and
- At least an overall grade of 70% to pass.

Grade Components	
Homework	10%
Class Participation	10%
Mid-session Assessment	40%
End-of-session assessment	40%
Total	100%

Midterm: Each student will write a composition using 12 idioms studied in the first 7 units covered during the course **AND/OR** create and present a poster of idioms found in newspaper and magazine ads, articles, captions and comics (minimum 10) explaining meaning and how used.

Final: In groups students will create and present a role-play using 15 idioms covered during second half of the course.

Curriculum Pacing: Throughout course, converse using learned common Idiomatic Expressions through understanding their meaning, grammar, how they look and sound and when and where to use them. The following units were chosen from to be covered because of the usefulness of the idioms and because the unit was introduced with a conversation, story, or letter using idioms. The units follow an integrated skills approach, using Listening, Reading Speaking and Writing. Each student book includes a CD used as a listening comprehension/skills tool.

Week 1

Unit 2 – Communicating (p.6-9)

Unit 5 – Expressing Emotion (p. 18-21)

Unit 7 – Health (p.26-29)



Unit 8 – Home and Family (p.30-33)

Week 2

Unit 12 – Personality and Character (p.46-49)

Unit 14 – Relationships (p.54-57)

Unit 15 – Time (p.58-61)

Unit 16 – Travel (p.62-65)

Week 3

Unit 17 – Understanding (p.66-70)

Unit 23 – Search and Discover (p. 90-93)

Unit 23 – Easy/Difficult (p.94-97)

Unit 28 – Knowledge (p.110-113)

Week 4

Unit 3 - Eating And Drinking (p.10-13)

Unit 29 – Memory (p.114-117)

Unit 31 – Risks and Opportunities (p.122-125)

Unit 34 - Value (p.134-137)

Scope & Sequence:

Week 1

Listening and Reading



- Students will listen to and read two dialogues, a story and a letter relating to the topics of Communicating (**Unit 2**, p.6), Expressing Emotions (**Unit 5**, p.18), Health (**Unit 7**, p.26), and Home and Family (**Unit 8**, p.30). Please see warm up activities, cloze exercises, and discussion questions for Units 2, 5, 7, 8.

Writing

- Students will recognize and gain an understanding of both meaning and form while completing corresponding writing exercises for each Unit: Communicating (p.7,8,9), Expressing Emotions (p.19,20,21), Health (p.27,28,29), and Home and Family (p. 31,32,33).
- Students will write:
 1. A paragraph about how they like to stay in touch with friends using idioms from Unit 2.
 2. A (real or imagined) short story about someone expressing strong emotions using idioms from Unit 5.
 3. Words of advice for various people with minor health issues using idioms from Unit 7.
 4. A short description of someone in their family, past or present using idioms from Unit 8.
 5. In pairs or small groups a dialogue, a short story or a letter/email based on the warm up activity at the beginning of a unit. If time, student can act out any form.
 6. Journal entries of idioms heard in real world situations. (Homework)

Speaking

- Students will discuss idioms from Unit 2 used to describe whether someone is willing to communicate or not.
- Students will discuss whether they have been in a situation where they needed to *keep a straight face* and what happened AND what the rules are in their countries about when , where, and how people can *let off steam* using idioms from Unit 5.
- Students will discuss whether they think alternative medicines are effective using the idioms from Unit 7.
- Students will discuss what makes them feel at home and if there are any family characteristics that run in their families using the idioms from Unit 8.
- Supplementary Material - Students will discuss *A Day's Wait* (Unit 2, p. 15), using *Before You Read the Story* and *After You Read the Story* sections of the book.

Week 2

Listening and Reading

- Students will listen to and read four dialogues relating to the topics of Personality and Character (Unit 12, p.46), Relationships (Unit 14, p.54), Time (Unit 15, p.58) and Travel (Unit



16, p. 62). Please see warm up activities, cloze exercises, and discussion questions for Units 12, 14, 15, 16.

Writing

- Students will recognize and gain an understanding of both the meaning and form of selected idioms and complete corresponding writing exercises for each Unit: Personality and Character (Unit 12, p.47,48,49), Relationships (Unit 14, p.55,56,57), Time (Unit 15, p.59,60,61) and Travel (Unit 16, p.63,63,65).
- Students will write:
 1. A description of the personality of someone they admire and why using idioms from Unit 12.
 2. A short paragraph about a romance or a friendship using at least 3 idioms from Unit 14.
 3. A paragraph about a period when they tried to *make up for lost time* using idioms from Unit 15.
 4. A paragraph describing the ideal place *to get away from it all* using idioms from Unit 16.
 5. In pairs or small groups, a dialogue, a short story or a letter/email based on the warm up activity at the beginning of a unit. If time, students can act out any form.
 6. Journal entries of idioms heard or learned in real world situations. (Homework)

Speaking

- Students will discuss idioms or phrases in their own language that have the same meaning as some idioms from Unit 12.
- Students will discuss whether they believe in *love at first sight*, and why or why not, using idioms from Unit 14.
- Students will discuss whether they have ever wished they could *turn back the clock* for any reason using idioms from Unit 15.
- Students will discuss when to use *has itchy feet*, *tear yourself away from*, and *you can never go back* from Unit 16.
- Supplementary Material - Students will discuss *Rip Van Winkle* (Unit 4, p.47), using *Before You Read the Story* and *After You Read the Story* sections of the book.

Week 3



Listening and Reading

- Students will listen to and read three dialogues and a letter relating to the topics of Understanding (Unit 17, p.66), Search and Discover (Unit 23, p.90), Easy/Difficult (Unit 24, p.94) and Knowledge (Unit 28, p.110). Please see warm up activities, cloze exercises, and discussion questions for Units 17, 23, 24, 28.

Writing

- Students will recognize and gain an understanding of both the meaning and form of selected idioms while completing the corresponding writing exercises for each Unit: Understanding (**Unit 17**, p.67,68,69), Search and Discover (**Unit 23**, p.91,92,93), Easy/Difficult (**Unit 24**, p.95,96,97) and Knowledge (**Unit 28**, p. 111, 112, 113).
- Students will write:
 1. A paragraph about a problem, situation or puzzle that was difficult to understand at first using idioms from Unit 17.
 2. A paragraph agreeing or disagreeing with one of three given statements using idioms from Unit 23.
 3. A description of something that was difficult to begin with, but became easier at some point using idioms from Unit 24.
 4. About a time when they felt that they were *out of their depth* in a situation using idioms from Unit 28.
 5. In pairs or small groups a dialogue, a short story or a letter/email based on the warm up activity at the beginning of a unit. If time, student can act out any form.
 6. Journal entries of idioms heard in real world situations. (Homework)

Speaking

- Students will discuss techniques or strategies for understanding new and unfamiliar words or phrases in English using the idioms from Unit 17.
- Students will discuss whether there are idioms in their language that mean the same as a *needle in a haystack* and *reinvent the wheel* from Unit 23.
- Students will discuss where idioms come from in English or their own language. (Unit 24)
- Students will discuss if there is a common phrase in their own language that means *not know beans about something* or *to feel it in your bones*. (Unit 28)
- Supplementary Material - Students will discuss *A Visit of Charity* (Unit 8, p.125), using *Before You Read the Story* and *After You Read the Story* sections of the book.



Week 4

Listening and Reading

- Students will listen to and read a dialogue, two stories and an email relating to the topics of Eating and Drinking (**Unit 3**, p.10), Memory (**Unit 29**, p.114), Risks and Opportunities (**Unit 31**, p.122) and Value (**Unit 34**, p. 134). Please see warm up activities, cloze exercises, and discussion questions for Units 3, 29, 31, 34.

Writing

- Students will recognize and gain an understanding of both meaning and form while completing corresponding writing exercises for each Unit: Eating and Drinking (Unit 3, p.11,12,13), Memory (Unit 29, p.115, 116, 117), Risks and Opportunities (Unit 31, p.123, 124, 125) and Value (Unit 34, p. 135,136,137).
- Students will write:
 1. A short dialogue between two friends who are talking about a party they both enjoyed using idioms from Unit 3.
 2. A short story about a forgetful person using five idioms from Unit 29.
 3. A paragraph about a time in their life when they either *played it safe* and later wished they had been more daring OR decided to *go for broke* and later wished they had been more careful, using idioms from Unit 31.
 4. About one of two topics using idioms *well worth it* or *take for granted* from Unit 34.
 5. In pairs or small groups a dialogue, short story or letter/email based on the warm up activity at the beginning of a unit. If time, students can act out any form.
 6. Journal entries of idioms heard in real world situations. (Homework)

Speaking

- Students will discuss if there is a common phrase in their own language that means *to break bread with someone* or *that someone eats like a horse*. (Unit 3)
- Student will discuss if they have a good or a bad memory and tell the story of having been embarrassed because of something that they forgot using idioms from Unit 29.
- Students will discuss if there was a time when they felt they had missed an opportunity or they had accepted an opportunity that was significant in their lives using idioms from Unit 31.
- Students will discuss the meaning of four proverbs and if there are similar sayings in their own language.
- Supplementary Material - Students will discuss Breakfast (Unit 1, p.1), using Before You Read the Story and After You Read the Story sections of the book.



Teaching Tips:

- Students can review the Introduction to In the Know to help them to understand what an idiom is, how to recognize an idiom, how to find context clues and how the book is organized.
- Warm Up discussion questions, as well as a cloze and listening comprehension questions are attached to the syllabus for each unit of In the Know. Please follow best practices listening techniques (1st Listen for the Gist, 2nd Listen for the Details, and 3rd Listen with Text) for best results.
- Have students listen for idioms in real-world contexts (at the supermarket, at a restaurant, waiting in line at the movie theatre, post office, etc.) and keep a journal of how the idiom was used and when and where. *(15% of grade - See Grading and Assessment)
- The teacher is encouraged to add supplementary materials when needed for further practice. Supplementary material from Great American Stories has been added to the syllabus for variety and the stories have been chosen keeping in mind the themes from the units used from In The Know. Teachers are encouraged to use the sections *Before You Read the Story* and *After You Read the Story* for discussion purposes. In addition, there is plenty of material for vocabulary practice, etc. In class copies are available for students to use during class time. If the teacher has a large class, etc. he/she can eliminate units.
- At the end of each unit, use questions from the warm-up activities found at the beginning of the unit, to have students work in pairs or small groups to create dialogue, a short story, letter or email to facilitate using the idioms. Students may act out these forms time permitting.