Idiomactive English

Véra Teophil

REVISED EDITION

 fantastic! I'm learning common expressions and having fun at the same time.

at last a book that makes idioms clear.

terrific! Now I can express myself idiometrically.
Idiomactive English

Véra Teophil

REvised Edition

FANTASTIC! I'M LEARNING COMMON EXPRESSIONS AND HAVING FUN AT THE SAME TIME.

AT LAST A BOOK THAT MAKES IDIOMS CLEAR.

TERRIFIC! NOW I CAN EXPRESS MYSELF IDIOMATICALLY.

CEC Centre Educatif et Culturel Inc.

8301 Boul. Metropolitain, Montréal (Québec) H2L 2J9 TEL 514-351-5010
To

Students of English as a Second Language

Illustrations by Pierre Decelles

Acknowledgements

Thank you to:

My parents, my brothers Alexander and Dokse, my sister-in-law Sławka and my niece Catherine Anne for their constant encouragement, enthusiasm and support; my friend and colleague Cecile Allen for her constructive comments; Nickolas Koves for his first sketches; Lois Scoulten, who generously accepted to read the final manuscript; and my friends Bella Arzak and the Gehas for their warm hospitality during all my stays in Montreal.

Véra Teophil

© 1983, Centre Éducatif et Culturel inc.
Montréal, Québec. Tous droits réservés.
Première édition publiée en 1981

Diplôme 2e trimestre 1983.
Bibliothèque nationale du Québec.

Imprimé au Canada
INTRODUCTION

The objective of this book is to teach students of English as a second language to use idiomatic expressions in everyday situations. The frequency of idioms in everyday conversations can make non-native speakers feel at a loss. Their knowledge of English grammar and vocabulary may not help in understanding the meaning of an idiom, and definitions and translations may lead to inaccuracies and more confusion. This book is designed to bring students into direct contact with idioms through illustrations. The drawings are of major importance since they provide visual clues or explanations of idioms and also serve as a context and reference point for learning and practicing others.

In the first part of each lesson, idioms are illustrated in a caption, dialogue or reading selection and illustrated in a comic strip format. After this presentation is IDIOMATICITY, this section includes several parts: More idioms and common expressions and Note the structure.

Part A. More idioms, draws attention to other idiomatic expressions which are related to the picture and accompanying text. For example, in Lesson 6 an illustration shows a father telling his son, “Your room is a mess”, and under More idioms we find Jimmy’s room is in a mess and Everything is upside down. This part may also include common expressions (not idioms as such) that are often used by native and fluent speakers of English but not by ESL learners, for example, have in They’re having lunch rather than eat or take.

Part B. Note the structure, highlights certain grammatical structures found in the lesson. Although the aim of the book is not to teach grammar, these notes are provided to help the student communicate effectively and to serve as a guide for the exercises that follow. Any separable idioms introduced in the lesson are also listed in part B.

IDIOMATICITY is followed by IDIOMATICITY, which begins with comprehension exercises to test the student’s understanding of the story and of the new idioms and expressions. Also included in this section are discussion questions, personal questions, sentence completions and ideas for projects and assignments for further practice and study. These sections vary throughout the book: the length, number and type of exercises in IDIOMATICITY largely depend on the content of IDIOMATICITY.

Scattered throughout the book are single pictures that illustrate one or more idioms. They are usually humorous and often relate thematically to the previous lesson. The last lesson, 47, summarizes the most common meanings of the verbs make, do, get, have and take. Idiomatic expressions using these verbs are reviewed and some new ones are introduced with pictures.

General guidelines to the teacher and student

This book may be used in a classroom or by students studying on their own. Because the material in each lesson is related by theme, the idiomatic expressions should be handled as units. The lessons are designed so that the learner can discover the meaning of new idioms through context by i) examining the illustrations, ii) reading the dialogue in the comic strip and iii) studying the accompanying text and IDIOMATICITY section. In a classroom these can be supplemented by group discussion and dramatization by the teacher. It should be stressed that the book is the learning resource and that the teacher’s role is that of guide.

Suggestions for classroom procedure

The teacher directs the students’ attention to the illustrations and reads aloud the dialogue or story once or twice, emphasizing natural stress, rhythm and intonation and using any appropriate dramatic techniques to help get across meaning. This step may be followed by the teacher modeling the sentences and the class repeating. The students should be given time to read the text silently.

The teacher divides the class into teams. The team members read the text to one another and then discuss it in English, asking each other questions and exchanging ideas. Studying the IDIOMATICITY section together will help clarify meaning and focus the students’ attention on related idioms and expressions. The teacher, meanwhile, observes the groups, offering help only when necessary and noting any difficulties for the class discussion which follows.

Class discussion is based on the comprehension exercises in IDIOMATICITY, which should be done orally and in writing. Some of the questions in this section encourage individuals to relate personal incidents or opinions based on the story and idioms; whenever possible the teacher should take the students beyond their textbook by asking them what their opinion is, whether any similar experience ever happened to them, etc.

It is not enough that students understand an idiom and can say it correctly. They must also know when to use it. During discussion periods the teacher can make the class aware of the variations in language by establishing i) the age of the speakers, 2) their relationship (parent/child, good friends, strangers), 3) the situation or place (a party, a phone conversation), or 4) the emotional tone (happiness, anger, frustration). Someone using this book without a teacher should keep these factors in mind also since they help explain the appropriate usage of idioms.

Note on separable and nonseparable idioms

Two-word verbs are very common in English and are either separable or nonseparable. An example of a nonseparable idiom is pick up, where the two words always stay together, e.g., Everyone is picking up her. Separable idioms are two-word verbs that can be separated by a direct object or complement, e.g., George took off his sweater or George took his sweater off. When the object is a pronoun it must be placed between the two words of the verb, e.g., George took it off, it is wrong to say George took off it.
I CAN'T MAKE HEADS OR TAILS OF IT.

THEY MAKE NO SENSE TO ME.

WAIT AND SEE!
1 Social formulas

CONGRATULATIONS, PETER! BEST WISHES, MARY!

CONGRATULATIONS.

THANK YOU.

YOU'RE WELCOME.*

SEE YOU LATER.

SEE YOU.

DO YOU HAVE THE TIME?

*Do you know what time it is? What time is it, please?

EXCUSE ME.

OF COURSE.

*Excuse me, please.

WELL SAID! HEAR, HEAR!

HAVE A NICE WEEKEND.

THANK YOU.

YOU TOO.

HAVE A GOOD TIME AT THE PARTY!

THANK YOU.

OH, I'M SORRY!

IT'S QUITE ALL RIGHT.

PARDON ME?

WILL YOU EXCUSE ME, PLEASE?

*I wish you both happiness.

*My pleasure.

*I'm sorry I can't hear you. Could you speak a little louder? Would you please speak a little louder?
IDIOMCONTACT

More expressions

1. Requests
   Close the door, please.
   Will you please
   Would you please close the door.
   Could you please
   Close the door, will you?
   Do
   Would you mind closing the door?
   (Note that here the verb mind is followed by an -ing form.)

   Responses
   Sure.
   Of course.
   Certainly.
   Not at all.
   I don't mind at all.
   Sorry, I...

2. Permission
   May I smoke here?
   Can/May we go to the park, Dad?
   You may/can sit in the waiting room.
   You may not/can't park here.

   Responses
   Yes, I'd like one.
   Yes, I'd like some./
   Yes, please.
   No, thank you.
   No, I can't...
   Yes, I'd like to very much.
   Yes, I'd love to.

3. Offering something with “would like”
   Would you like an apple?
   Would you like some juice?
   Would you like to join us in a card game?
   (Note that would like = want.)

IDIOMACTIVITIES

A. What would you say in the following situations?
   1. To the teacher at the end of the day before you go home.
   2. To a friend who just graduated from university.
   3. To someone who's going on a trip.
   4. To a person who says “thank you”.
   5. To a friend after he/she tells you some bad news.
   6. To a person who isn't feeling well.
   7. To your dinner hosts at the end of the evening.
   8. To a newly married couple.
   9. You want to know if somebody would like to see your coin collection.
   10. You want to offer somebody some orange juice.

B. How would you say it?
   1. Think of at least three ways of making a request:
      a) for 10 dollars.
      b) for a ride to the bus stop.
      c) for someone to stop that noise.
   2. Think of at least two ways of asking permission:
      a) to use the telephone.
      b) to try out the new typewriter.
      c) to leave half an hour early.
   3. Use “would like”:
      a) to offer a cold drink.
      b) to invite someone to a party.

C. Choose a partner among your classmates. One of you will make a request, ask permission or offer something; the other will respond accordingly.
2 Sally is away on business

IDIOMCONTACT

A. More idioms and common expressions
Sally is going away on business. She's away. She's away on business. She's not in town. She's out of town.

Picture 5: She's freezing.
Picture 6: She's hungry. She's starved. She's starved after her long trip.

Picture 7: She's exhausted. She's dead tired. She's tired out.

Also: to feel hot/cold/lonely/happy
to feel tired/tired out/exhausted

What's the weather like?
In picture 3 it's sunny and hot.
In picture 5 it's cold; it's freezing.
In picture 9 it's windy.

B. Read these sentences.

1. When I'm hungry, I make myself something to eat. I have something to eat.
2. When I'm thirsty, I make myself some iced tea. I have some lemonade.
3. When I feel lonely, I have John to talk to. I have someone to talk to.
4. When you're away from home for some time, how do you feel?
5. When you're hungry, what do you do?
6. When you're thirsty, what do you do?
7. When's the weather like today?
8. What was the weather like three months ago?

B. Answer these questions using an idiom or expression from the lesson.

1. How did Sally feel on her trip?
2. How do you usually feel after a full day's work?
3. How do you feel now?
4. When you're away from home for some time, how do you feel?
5. When you're hungry, what do you do?
6. When you're thirsty, what do you do?
7. When's the weather like today?
8. What was the weather like three months ago?

C. Fill in the blanks. Use a different structure each time.

1. When I ________, I ________ eat.
   When I ________, I ________ eat.
2. When you ________, you ________ drink.
   When you ________, you ________ drink.
3. We usually feel lonely when ________
   We don't feel lonely when ________

D. Use your dictionary and your imagination.

1. Give a list of adjectives and expressions to describe the weather.
2. Imagine you spent three days in a desert. Write how you felt and why, using idioms and expressions from the lesson.
3 Where are they headed for?

WHERE ARE YOU OFF TO?

WE'RE ON OUR WAY TO SOUTH AMERICA. OUR FIRST STOP IS ECUADOR.

ALL SET? I'M TAKING OFF.

I'M LOOKING FORWARD TO VISITING MY RELATIVES ON THE GALAPAGOS ISLANDS.

HOLD IT! ONE OF OUR SUITCASES HAS FALLEN OFF.

A. More idioms

They're bound for Ecuador. They're travelling abroad. They're ready to take off. They're ready for takeoff.

B. Note the structure.

I'm not looking forward to the exam. We're looking forward to going abroad.

subject + look forward to + noun phrase + ing verb

C. Idiomactivities

1. With idioms from this lesson express the following sentence in at least three different ways: They're going to Ecuador.
2. For each expression find a word with a similar meaning: All set? Hold it!
3. Explain in your own words what is meant by: I'm looking forward to visiting my relatives.
4. Tell two things that you're looking forward to doing/two things that you're not looking forward to.
5. Tell two things that you looked forward to when you were a young child.

4 We had rope problems

SORRY, WOMAN. I PROMISED TO GO HUNTING AND FISHING WITH BOY. WOULD YOU LIKE TO COME ALONG? WE'RE LEAVING AT ONCE.

MAN! LET'S GO SWIMMING TODAY.

I CAN'T LEAVE RIGHT NOW. BESIDES, I DON'T ENJOY HUNTING. I WILL GO FISHING, THOUGH.

GREAT! BOY AND I CAN GO HUNTING FIRST. WE'LL PICK YOU UP AFTERWARDS ON OUR WAY TO THE POND.

Much much later...

I WAS SO WORRIED! WHY ARE YOU SO LATE? WHAT KEPT YOU SO LONG?

I'M SORRY WE'RE LATE, WOMAN. WE HAD ROPE PROBLEMS.
IDIOMCONTACT
A. More idioms and expressions
Man and Boy were late; they were delayed.
Woman doesn't care for hunting.

Apologies:
I'm sorry I'm late.
I apologize for being late.
Excuse me for being late.

B. Note the structure and meaning.
1. "Would like" is a synonym for "want".
   I'd like to see the manager means I want to see the
   manager, but the first request is more polite. The
   shortened form 'Id like is often used: I'd like a cup
   of coffee.
2. "Would like" is also a polite form of invitation:
   Would you like a cup of coffee?
   Would you like to come to the theatre?

IDIOMACTIVITIES
A. Explain and illustrate the meanings.
1. Explain in your own words what is meant by:
   come along on the way to (to)
   right now be worried
   at once
2. Make sentences with the five expressions above.

B. How would you say it? Use "would like":
   1. to ask to see the store manager.
   2. to ask to speak to Mr. Lai.
   3. to offer someone your seat on the bus.
   4. to invite someone to go to the theatre with you.

C. Answer the following questions.
   1. Why was Woman worried?
   2. What kept Man so long?
   3. What does Man mean by "We had rope problems"?
   4. Do you ever go hunting, fishing, skating, skiing or
      swimming? When?
   5. What sport do you enjoy?
   6. What sport do you enjoy doing in summer? in
      winter?
   7. What don't you enjoy doing at all?

D. Fill in the blanks with a suitable idiom.
   1. We ___________. We had a flat tire.
   2. We'll __________ at 3 o'clock sharp. Wait for us
      at the door.
   3. __________ the office, let's stop for some stamps.
   4. The coffee is ready. __________ some!
   5. __________ coming without an appointment,
      but your phone was out of order.

E. Complete the following sentences.
   1. It's a beautiful day. Let's __________.
   2. I don't want to go to the swimming pool. I __________.
   3. We're going to the park. Will you __________?
   4. They won't wait any longer. They'll leave __________.
   5. There are some good movies playing downtown.
      Which one __________?
   6. Man had rope problems. Sam had problems with
      his car. He had __________.
   7. We're going to be late if we don't leave __________.

F. Use your imagination.
   1. It's early in the morning. Man, Woman and Boy
      are planning their day. Tell us what they're going
to do.
   2. It's late in the afternoon. Tell us how Man, Woman
      and Boy spent their day.

5 He showed both soles at once

MOM, MY SHOES ARE WORN OUT; I NEED A NEW PAIR. SEE!

LET ME SEE THE OTHER ONE TOO.

1. Other idioms and expressions
   That was dumb! He did a dumb thing. He didn't
   use his head.
2. Explain the two meanings of "at once" as in:
   He showed both soles at once.
   We're leaving at once.
3. Make sentences that illustrate the two meanings of
   "at once".
4. Make a sentence with "worn out".
5. Tell and write a short paragraph based on the
   above picture and idioms.
6 All I ever do is work!

IDIOMCONTACT

A. More idioms and common expressions

Jimmy's room is in a mess. It's a mess. It's messy. His toys are lying all over the place. Everything is upside down. Everyone is after him to do something. Jimmy is going to clean up his room. Jimmy thinks that he does nothing but work.

B. Note the structure and meaning.

1. Mother asked Jimmy to tidy up his room.
   subject + want + noun/pronoun + to verb

2. Notice the different meanings of "pick up".
   a) Ken is a bright student. He picks up things fast.
   b) Be ready. I'll pick you up at 3 o'clock.
   c) Rosie, pick up the pencil from the floor.

3. Separable idioms: tidy up, hang up, put away, clean up

IDIOMACTIVITIES

A. Did you understand the story?

1. What does Mother want Jimmy to do?
2. What does Father want him to do?
3. What does his sister ask him to do?
4. What do we mean by "Everyone is after Jimmy to do something"?
5. Why do you think everyone is after Jimmy to do something?
6. What does Jimmy mean by "All I ever do around the house is work"?

B. Practise what you learned.

1. Make sentences that illustrate the different meanings of "pick up".
2. Write a sentence for each idiom.
3. Ask Jimmy to tidy up his room, put away his toys, etc. Use "Would you please".
4. When your desk is messy, what do you do?
5. When you find a pencil on the floor, what do you do?
6. After you wash the dishes, what do you do?
7. After you take off your coat, what do you do?

C. Fill in the blanks with an idiom.

1. I bought a new pair of drapes. I'll ________ right after dinner.
2. In spring I wash all my winter clothes and then ________
3. Peter, let's ________ the living room. Uncle Tom and Auntie Doris are coming over for dinner.
4. The kitchen is ________. Let's ________ the dishes and pots before our friends arrive.
5. My desk is ________. I can't find anything.
6. She doesn't enjoy life in the city, and now ________ complain.

D. Complete the following sentences.

1. All I ever did on my holidays was ________.
2. All my children ever want to do is ________.
3. All I ever did last year was ________.
4. All we ever want from life is ________.

E. Using the idioms and expressions in this lesson, tell, then write the illustrated story.
7 Why are you picking on me?

IDIOMACTIVITIES

A. Explain the meanings.
1. Pay attention in class.
2. Sit up.
3. Hand in the exercises.
4. Read the exercises over.
5. Do the exercises over.
6. Day in, day out...
7. Why are you picking on me?

B. Practise what you learned.
1. Make a sentence with each:
   - pay attention to make mistakes
   - listen to do over
   - read over
2. Tell Linda to close the book, pay attention, etc.
   Use: Will you please...
   - Would you please...
   - Could you please...

C. Answer these questions.
1. What's Linda's attitude in class today?
2. What does a good student generally do in the classroom?
3. Why does Linda think that everybody is picking on her?

D. Complete the sentences with an idiom.
1. When we don't listen in the classroom, the teacher asks us ________.
2. After the teacher explains the lesson, we have to ________.
3. After we finish the exercise, we ________.
4. After we read it over, we ________.
5. If we make many mistakes, the teacher asks ________.

E. Use your imagination.
1. Imagine that you're the teacher. You're telling your friend about Linda's attitude in class today.
2. Imagine that you're Linda. You're telling your friend what happened in class today.
8 Can Woofy take care of himself?

LEAVE ME ALONE, WOOFY! I'M BUSY!

DON'T BOTHER ME NOW, WOOFY! I'M STUDYING! I DON'T HAVE TIME TO PLAY WITH YOU.

WHAT DO YOU WANT, WOOFY? JUST LIE DOWN AND KEEP QUIET!

SHH... DON'T WAKE UP THE BABY! GO AWAY!

NOBODY CARES ABOUT ME ANYMORE! IT'S ALL RIGHT, I DON'T NEED ANYBODY. I CAN LOOK AFTER MYSELF. GEE! I'M STARVED! WHY DON'T THEY FEED ME?

IDIOMCONTACT

A. More idioms and common expressions

Picture 2: Don't disturb me now, Woofy! I want to be left alone. I don't want to be disturbed.

Picture 3: Father wants peace and quiet.

B. Note the structure.

1. We have two hours to finish the work.
   subject + have + time + to verb

2. Woofy was told to lie down.
   Woofy was told not to make noise.
   subject + be told to not to verb

3. Separable idiom: wake up

IDIOMACTIVITIES

A. Explain and illustrate the meanings.

1. Express the same idea in a different way:
   Leave me alone. I don't need anybody.
   Don't bother me. Father wants peace.
   We care about her. and quiet.

2. Make a sentence with each of the following:
   bother somebody make noise lie down keep quiet

3. Explain in your own words what is meant by the expression: “I can look after myself.”

B. Answer the following questions. Use "want to".

1. Why does Jerry want to be left alone?
2. Why doesn't Mary want to play with Woofy?
3. Why does Father want peace and quiet?

C. Answer these questions with an idiom.

1. What was Woofy told to do in picture 2?
2. What was he told to do in picture 3?
3. What was he told not to do in picture 2?
4. What was he told not to do in picture 4?
5. Why is Woofy upset in picture 5?

D. Fill in the blanks.

1. You look tired. Why don't you _______ for a few minutes?
2. These young people don't need our help. They can _______.
3. She's busy in the library. I don't want _______ now.
4. At church today the children _______. They didn't say a word.
5. The living room is messy! But _______! I'll tidy it up tomorrow.
6. Peter is studying for his final exam. He wants _______ in the house.
7. The child has overslept! I'm going to _______.
8. The squirrel came up to the door, picked up the nut and _______.
9. They treat that child as their own! They _______ a lot _______.
10. I was so busy at work that I didn't _______ eat lunch.

E. Use your imagination.

1. Tell and write the above story using as many idioms as possible. Mention:
   a) What Woofy can't do. (lack of permission)
   b) What he has to do. (obligation)
   c) What Jerry and Mary can't do now and why.

2. Rewrite the conversation from the point of view of Woofy. Imagine that he's telling a friend about what happened to him.
9 Keep off the rug, keep out of the living room!

IDiomContact

A. More idioms and words with special meanings
Peter is in everybody's way.
Picture 2: Please stay away from the kitchen.

B. Note the structure and meaning.
1. They asked him to play somewhere else.
   They asked him not to play in the living room.
   subject + {ask | tell} + {noun | pronoun} + {to} + verb

2. Be supposed to means be expected to. It is used in the present and past tenses only. We're supposed to wait for her at the corner implies that we promised or that we're expected to wait for her there. Peter isn't supposed to play with matches implies that his parents don't want him to play with matches and he's expected to obey them.

3. Separable idioms: put out, tidy up

IDiomActivities

A. Explain the meanings.
1. Express differently without changing the meaning.
   Stay out of the kitchen. Keep off the rug. Keep out of the living room.
   Tidy up the room.

2. Explain in your own words what the following idioms mean. Then write a sentence using each one.
   to bother someone to stay out of to keep away to stay away

3. Explain the two meanings of "stay out of" as in:
   Stay out of the kitchen.
   Stay out of my affairs.

4. Explain the two meanings of "keep out" as in:
   Don't enter the lab! Keep out of it!
   Don't get involved! Keep out of it!

5. Explain the difference between "keep out" and "keep away".

6. Express in a complete sentence the opposite of:
   We kept the dog out all night.
   She stayed in all day.
   He was in our way.
   Come into the laboratory.
   She's lighting a cigarette.

B. Answer the following questions.
1. What's Mother ordering Peter to do in picture 1?
   Why?

2. What's Tom telling Peter to do in picture 2?
   Why?

3. What's Lisa asking him to do in picture 3?
   Why?

4. What does Father want him to do in picture 4?

5. What's Peter supposed to do?

6. What are you supposed to do: at home, at school, or at work?

7. What do firefighters do?

8. Where do you usually see a "keep out" sign and what does it mean?

9. Where do you usually see a "keep off" sign and what does it mean?

C. Complete the following sentences.
1. The floor has just been waxed. Please ________.

2. Could you please move this chair? It's ________.

3. It took the firefighters three hours ________.

4. The building was dangerous so the police told us ________.

5. We find it very difficult to ________ cats and dogs ________ our property.

D. Retell the passage using the idioms in the lesson and the following structure:
   S + ask/tell + noun/ pronoun + to/not to + V
   Retell the same passage, this time using this structure:
   noun/ pronoun + be told/be asked + to/not to + V
10 Get out of the way

MOVE OVER, WILL YOU? YOU'RE IN OUR WAY.

IDIOMCONTACT

More idioms and common expressions

*First ant*: Make way for us, will you? The ants are in line. They're standing in line. They got in line. They lined up. They're on their way to get some food. The caterpillar is in their way, he's obstructing the way. The ants want him to move over, to get out of their way, to make room for them to pass.

IDIOMACTIVITIES

1. Explain the title, "Get out of the way".
2. Explain the difference between:
   - *in the way* and *on the way*
   - *move over* and *make way*
3. Make a sentence with each expression in 2.
4. Read these sentences and explain the expressions in italics.
   - I can buy you some milk *on my way* home from work.
   - I can't pick up your shoes. The shoe store is *out of my way*.
5. Make a sentence with each expression in 4.
6. Explain in your own words "The ants are standing in line".
7. Tell when, where and why people usually get in line or line up.
8. Tell and write a paragraph based on the above pictures and idioms.

11 It turned out to be a nice day

Son: Can Mimi and I go swimming?

Caveman: You can't go out at all, Son. It's very dark outside and it looks like rain. Now, we'd better clean up the mess and set the table for lunch.

Cavewoman: In the meantime, I'll set my hair for tonight's party.

LATER...

Cavewoman: Look, it's clearing up! The wind is blowing the clouds away and the sun is coming out! It looks as though it's going to be a nice day after all!

Boy: Yippee! Dad, Mom, can Mimi and I go swimming now?

Caveman: All right. Are you ready? Hold on tight. I'll drop you off at the pond.
IDIOMCONTACT

A. More idioms and words with special meanings

I'm going for a swim. I need a lift to the swimming pool. I need a ride to the pool.

Picture 1:
They're having lunch in a few minutes.
Meanwhile, I'll set my hair.

Picture 2:
Son needs a lift. Dad is giving him a lift.
It was a nice day after all.

B. Separable idioms: blow away, drop off

C. Note the structure and meaning.

1. a) to go shopping/skiing/fishing/hunting
b) to go home/downtown/upstairs/downstairs/there
c) to go to school/to work/to Madrid/to Mark and Spencer's/to church (for service)
d) to go to the restaurant/to the store/to the U.S./to the Middle East/to the church (the building, the place itself)

2. Had better implies "It is advisable to..." "Had better" is usually used in contracted form with pronouns: I'd better, you'd better, he'd better, she'd better, we'd better, they'd better. Notice that "had better" refers to the present and future in spite of the form had:
You'd better be on time tomorrow.
George had better stop working and take it easy.
The negative of "had better" is "had better not":
You'd better not leave yet.
She'd better not take another aspirin.

IDIOMACTIVITIES

A. Explain and illustrate the meanings.

1. For each of the following write two sentences to describe something that:
   You'd better do.
   You'd better not do.
   A member of your family (or a friend) had better do.
   A member of your family (or a friend) had better not do.

2. Explain in your own words what is meant by:
   We'd better clean up the mess and set the table for lunch.
   It looks like rain.
   It's clearing up.

B. Answer these questions.

1. Where do you go on weekdays?
2. What do you do on the weekend?
3. When you want someone to give you a ride to the bus stop, what do you say?
4. When you want someone to let you out of the car in front of the supermarket, what do you say?
5. In "they're having lunch in a few minutes", what's the meaning of have?

C. Fill in the blanks with a suitable idiom.

1. _______ get ready if you want me to _______ to the subway station.
2. _______?
   Yes, thank you. I'm going to the Marine Museum, but if it's out of your way, you can take the nearest subway station.
3. _______ take my umbrella. It _______ it's going to rain.
4. The sky was very dark this morning, but now it's _______ and the sun _______.

D. Complete the following sentences.

1. If I want to go fishing, I'd better _______.
2. I can't drive you all the way home, but I can _______.
3. Her car is at the garage. She called me to ask me if I _______.
4. I think it's going to turn out to be a nice day after all because _______.
5. We're going to have lunch now. Please _______.

E. Make three to four sentences to describe the weather in the illustrated story.

Michael is always late for work. Today he's late as usual. Look at him! He's running to the bus stop. Will he catch the bus?

Woman:
He made it, but I didn't. I ran for nothing. Now I'm out of breath.
IDIOMCONTACT
A. More idioms and words with special meanings

Picture 1:
TTC stands for Toronto Transit Commission.
The bus driver is waiting for Michael.

Picture 2:
The woman doesn’t look too happy. The bus pulled up just as she arrived at the bus stop. She’ll be late for work. But what can she do? She can’t afford a taxi. She’s leaning against the bus stop to catch her breath.

In both pictures the buildings stand out clearly against the sky.

B. Note the structure and meaning.
1. When we use “how” to ask about a method of transportation or communication, the response is “by” followed by a singular noun.
   How did they come? By bus.
2. “take + method of transportation + place”
   He takes the bus home/downtown.
   She takes the bus to work/school/Montreal.
   They took a taxi to the office/supermarket/airport.

C. Complete the sentences.
2. We ______ a taxi to work every day. It’s too expensive.
3. The bus driver in the picture ______ Michael but not the woman.
4. I missed my train. It ______ of the station just as I got there.
5. I just climbed up five flights of stairs. Give me two minutes ______.
6. In the story the woman ran to the bus stop but ______.
7. They always visit his sister on the weekend and this weekend they’ll visit her ______.
8. Because of his height and looks he ______.
9. I ______ — go skiing every winter, but last winter there was hardly any snow.
10. They decided to swim across the river. It was hard work, but they ______.

D. Write a short paragraph using some of the following idioms.
   sleep in be early or late for work
   as usual wait for
   miss the bus make it
   catch the bus be out of breath

B. Answer these questions.
1. How do you go to work/come to school?
2. Do you ever take a taxi? Where to? When?
3. What will you do on Sunday (as usual)?
4. When did you last do something for nothing? Explain.
5. When are you out of breath?
6. What does U.S.A. stand for?
7. What does the Statue of Liberty stand for?
8. Can you think of someone you know who stands out in a crowd of people? Why?
9. Why do you think the woman in picture 2 looks so unhappy? Give three reasons.

IDIOMACTIVITIES
A. Explain and illustrate the meanings.
1. Explain in your own words:
   He’s late as usual.
   Michael made it.
   He can’t afford a taxi.
   The buildings stand out against the sky.
   She ran for nothing.
   The bus pulled out of the station.

2. Explain the following sentences.
   These clothes are out of style.
   That map is out of date.
   The piano is out of tune.
   The radio is out of order.
   We’re out of tea.
   He’s out of work.
   Out of sight, out of mind.
   A trip to Disney World is out of the question now.
   My boss is out of town for a month.
   We’re out of luck.

Son: I just came across some very interesting statistics.

Mother: Oh yes? What are they?

Son: Three kids out of every own a T.V. set.
   Four don’t do any chores.
   Four stay up late.
   Four get —

Mother: Where did you come across those figures?
   Did you make them up as usual?
13 Chores are a bore

IDIOMCONTACT

A. More idioms and words with special meanings

Gregory does the cooking, the ironing, the cleaning and the laundry. He takes care of the family. He takes a coffee break in the afternoon.

B. Note the structure.

subject + spend time be busy + -ing verb keep busy

He spends two hours preparing dinner. She's busy watering the plants. They kept busy looking after the children.

C. Note the different meanings of "miss".

1. fail to hit a target, goal, place
   The helicopter just missed the CN Tower.
2. fail to catch, use, find, keep, see, hear, etc.
   Did you go to your pronunciation class? No, I missed it.
   Did you watch the hockey game? No, I missed it.
3. fail to understand
   I missed the point he was trying to make.
4. escape
   He missed being hit by the train.
5. long for
   I haven't seen my niece for a long time. I sure miss her.
6. notice the loss of something
   She suddenly missed her purse.
7. missing = lost or omitted accidentally
   There is a fork missing. At the last count, two books were missing.

IDIOMACTIVITIES

A. Explain and Illustrate the meanings.

1. Find the meanings of "a chore" and "a bore" and then make sentences to illustrate the meanings.
2. Explain the title, "Chores are a bore".
3. Make sentences that illustrate the different meanings of "miss".
4. Make sentences with these idioms. Look after, take a break, take care of, all day long

B. Answer the following questions.

1. How does Gregory spend his day?
2. How does he keep busy?
3. How do you spend your weekdays? your weekends?
4. Who does what in your home?
5. Do you take a morning break? an afternoon break? What do you do on your breaks?
6. What are you busy doing now?
7. What were you busy doing this morning?
8. What will you be busy doing tomorrow afternoon?
9. What's a bore for you?
10. What are your chores around the house?

C. Fill in the blanks.

1. Laura ________ the whole morning ________ the laundry.
2. Their neighbours ________ their plants and their dog while they were away on holidays.
3. Mary ________ her nephew while her sister is in hospital.
4. At work we ________ one in the morning and one in the afternoon.
5. In the Baxters' home, Lucy ________ the cooking and Bill ________.

D. Complete the following sentences.

1. Don't disturb her. She's busy ________
2. He's tired. He spent ________
3. He's got a terrible sunburn. He sat on the beach ________
4. We'll finish the work. Then we ________ and have a cup of tea.

E. Use your imagination.

1. Write how you think Gregory spent his day yesterday.
2. Write how you think a househusband or housewife spends his/her day.

Gregory is a househusband. He stays home and looks after his three children. He spends the whole day cooking, washing, ironing and cleaning. He can keep very busy all day long but never misses his favourite daily TV programme, "How to keep fit". He then makes himself a cup of coffee, sits in his armchair, puts his feet up on a stool and enjoys his break.
More idioms and expressions

He can't talk on the phone now.
He's swamped in work.
He can't keep up with the work; it keeps coming in faster than he can handle it.

14 A day in the Carters' life

1. Bill and Nancy Carter set the alarm clock for 6 o'clock. Nancy gets out of bed first.

2. It doesn't take her long to get dressed. She wears very little make-up, just a little mascara and some lipstick. She always looks neat and pretty.

3. It takes Bill an hour to shower and shave. He, also, is nice-looking and well groomed.

4. Their children, Linda and Neil, get up at 6:15.
5 Neill, like his mother, gets dressed in a few minutes. Linda is like her father. She takes her time. She spends an hour doing her hair and getting ready for school.

6 At 7:30 they all go to the kitchen for breakfast. Bill prepares bacon and eggs for everybody. Neil pours orange juice. Linda sets the table and Nancy makes the coffee.

8 After school Linda and Neil go to the library. They wait for their parents there.

9 At 5 o'clock Bill leaves his office. He picks up his wife, then the children.

7 Bill drives his children to school, then his wife to the subway station. Before she gets out of the car, she kisses him goodbye and wishes him a good day.

10 Then they all go home.
IDIOMCONTACT

A. More idioms and words with special meanings

Picture 2: Nancy is putting on some make-up.
Picture 3: Bill is taking a shower. He's also shaving.
Picture 4: The children wake up at 6:15 a.m.
Picture 5: They make breakfast. They have breakfast in the kitchen.
Picture 6: Bill drops off his children at school. He gives them a ride to school. The children get a ride to school.

B. Separable idioms: put on, pick up, drop off

IDIOMACTIVITIES

A. Explain the meaning.
1. Explain the different meanings of "get" and "set" in the story.
2. Explain the other meanings of "get" and "set" as learned in previous lessons.
3. Explain the meaning of "have" in "They have breakfast in the kitchen".

B. Answer the questions.
1. What time do Bill and Nancy wake up?
2. What time do you get up?
3. Do you use an alarm clock? What time do you set it for?
4. How long does it take Nancy, Bill, Neil and Linda to get dressed?
5. How long does it take you to get dressed in the morning?
6. What does the family do after they get dressed?
7. Who makes breakfast?
8. Do you have breakfast in the morning? Who makes breakfast in your home?
9. What do you have for breakfast?
10. How do Neil and Linda go to school?
11. How does Nancy go to work?
12. How does Bill go to work?
13. How do you go to school/to work/home?
14. When do you usually say "Have a good day" to someone?
15. When do you usually say "See you later" to someone?
16. Where do Linda and Neil go after school? Why?
17. What does Bill do at 5 o'clock?

C. Fill in the blanks.

Auntie Liz _________ at 7:00 a.m. She _________ a shower, _________ her hair, then _________ . It usually _________ to get ready. Then she goes to the kitchen where she _________ breakfast. After breakfast she _________ a phone call from her friend Laura. Right after the phone call Auntie Liz _________ her hat and coat and leaves the house. Laura _________ at the corner and drives her to work. Sometimes, Laura can't drive Auntie Liz to work so she _________ at the subway station. Before Auntie Liz _________ the car, she always says, "Thank you, Laura _________!"

Use the above passage to write how Auntie Liz went to work yesterday morning.

D. Use your imagination.
1. Tell and write "A day in the Carters' life" in your own words. Use idioms from the lesson.
2. Tell and write about a day in your life using idioms from the lesson.
3. On Saturday night you're going out with your date. Write what you're going to do in the afternoon. Use some of the following expressions.
   - take a bath/shower
   - take my time
   - put on
   - get dressed
   - look at
   - lock good/elegant/pretty/handsome
   - wait for
   - pick up
   - have a good time

15 Peter wasn't on time but he made it in time

Liz:
I can't understand. Peter is always on time. And today, of all days, he's late — 15 minutes late. If he doesn't get here by 6:30, I'll change my mind about marrying him.

Driver:
Wait! Don't get out here! I'll stop right in front of the church. Hey, you forgot to pay the fare!

Peter:
I made it!

Liz:
Yes, you made it just in time!
IDIOMCONTACT

A. More idioms and common expressions

Picture 1:
The guests started to talk. Terrible thoughts crossed her father's mind — will they have to call off the wedding? For heaven's sake, what's keeping him?

Picture 2:
The groom didn't wait for the taxi to come to a full stop; he jumped out of it. The photographer is taking pictures. His bride is welcoming him with open arms.

Picture 3:
The bride's parents feel relieved. Peter is here at last. What took him so long? Peter is out of breath. He's down on his knees. He's 20 minutes late. As the saying goes, "All's well that ends well."

B. Note the structure.

1. He changed his mind about it. [go away]
2. It took a long time to learn a language. [take + time + to]
3. It took 20 minutes to get to work. [take + time + to]
4. It took 15 minutes for the police to get there. [take + time + for]
5. We waited for the bell to ring. [wait for]
6. Separable idioms: call off

IDIOMACTIVITIES

A. Explain the meaning.
1. What's the difference between the following?
   on time and in time
   get out of and jump out of
2. Make a sentence with each idiom in 1.
3. What's the meaning of "right" in the expression "right in front of the church"?
4. Explain what Liz means by "Today, of all days, he's late."
5. Explain the meaning of "talk" in "The guests started to talk" and of "get" in "If he doesn't get here in the next 5 minutes..."
6. Find a suitable substitute for "at last."

B. Answer the questions.
1. What does the title mean?
2. How do Liz and her parents feel in picture 1?
3. What do you think could have happened to Peter?
4. Why is Peter out of breath?
5. Why do Liz's parents feel so relieved in picture 3?
6. Did you have to change your mind about something lately? Explain.

C. Fill in the blanks.
1. I was caught in a traffic jam so it took longer to get to work.
2. Mary, you're late for dinner but just for dessert.
3. Pat doesn't want to study Spanish anymore. She . She'll take French instead.
4. They had to the meeting because not enough people could attend it.
5. What's Bob? He's been getting dressed for the past forty minutes!
6. When he realized how late he was for work, he bed and got dressed in a minute.

D. Complete the sentences.
1. Betty is never late for class; she .
2. When they heard she'd arrived safely, they .
3. Once he decides something, he never .
4. When the car stopped in front of the arena, he .
5. Don't open the door yet. Wait for the car .

E. Tell and write the story as told by:
1. the bride's mother.
2. the groom.

16 Agnes was going with Philip

...and then I dawned on me that what he was after was my money and not me. I broke up with him at once.

More idioms and expressions

Agnes and Philip went steady for a year before Agnes found out that he was more interested in her money than in her.

Idiomactivities

1. Explain in your own words what is meant by:
   It dawned on me.
   Make a sentence with this expression.

2. Find a suitable substitute for each of the following:
   He was after my money.
   I broke up with him.

3. Make a sentence with each of these idioms:
   to go with somebody
   to go steady

4. What are the two meanings of "be after" as in:
   Philip was after his friend's money.
   Louis was involved in a car theft and now the police are after him.

5. Write what you think Agnes might have said before "...and then it dawned on me..." You might mention:
   How they met,
   How they were introduced,
   Who called the other for a date,
   Who was or fell in love with the other,
   How long they were or went together before they broke up.
**IDIOM CONTACT**

A. More idioms and common expressions

Pictures 1, 2:
Woofy is all confused. One minute Jerry tells him to pick up the stick, the next he tells him to put it down. According to Woofy, Jerry changes his mind all the time.

Picture 5:
Woofy thinks he works hard for his living.

Picture 6:
Woofy is all upset. He's fed up with these games. He can't put them up with them any longer. He's had it. He's had it up to his ears! These games don't amuse him! They upset him. He doesn't like these games. He doesn't care for them. He can't stand them.

B. Note the structure and meaning.

1. They can't stand the noise.
   - subject + can't stand + noun/pronoun + -ing verb

2. The adverb back (picture 6) means to a former position:
   - go from A to B: A ——— B
   - come back to A: A ——— B

   "Back" can be used with verbs of motion, e.g. walk back, run back, fly back, drive back. They went to Vancouver by train, but they flew back. She went to the store by bus, but she walked back.

C. Fill in the blanks.

1. These people ______ all the time. One minute they're going to France, ______ to Egypt.
   - Their travel agent wants them ______ before all the seats are sold out.
   - Of course he supports himself. He ______ by washing store windows.
   - The teacher is reading us a story. Let's stop writing. Let's ______ our pens.
   - The children are very proud of the fact that they ______ with the Prime Minister.
   - She paid for the medicine but left it on the counter. Now she ______ drugstore to get it.
   - They don't want any dessert. They ______ for sweets at all.
   - She left her office work for truck driving because she ______ working indoors.
   - She'll order the birthday cake for Saturday. Her husband ______ at 5:00 p.m.
   - That noise any longer! I'm looking for another apartment.
   - They came to the city two years ago. They're not happy here; they want ______.
   - He's a very mean boss. We ______ with him and his stinginess. We're looking for another job.

**IDIOM ACTIVITIES**

A. What did you learn?

1. Make affirmative and negative sentences with the following:
   - make up one's mind change one's mind
   - Explain in your own words what these sentences mean.
   - I'm sick and tired of these silly games! I can't take them any longer!
   - Rewrite each sentence using an idiom of similar meaning.
   - I'm sick and tired of these games. I don't like these games. I can't take these games any longer.
   - What a way to make a living!
   - I'm sick and tired of these silly games. I can't take them any longer.

2. Write at least four sentences to express Woofy's feelings.

3. Do you know somebody who always changes his or her mind? If so, explain.

4. When do you usually shake hands with somebody?

5. Separate idioms: pick up, put down

take the bus to ... walk back walk to ... take the bus back take the train to ... fly back
The dinosaur fell apart

SUZIE! LET'S SEE HOW THE BONES OF THE DINOSAUR ARE JOINED TOGETHER!

LOOK! IT'S JAW IS COMING APART!

I HAVEN'T GOT A CLUE!

I HAVEN'T GOT THE SLIGHTEST IDEA!

IT BEATS ME BIP... BIP...

WHAT ARE THEY?

WHAT ARE THEY?

I HAVE NO IDEA... BIP...

THE DINOSAUR FELL APART! WHAT ARE WE GOING TO DO NOW? LET'S TRY TO PUT IT BACK TOGETHER.

OH OH! TOO LATE! HERE COMES THE GUARD! WE'RE IN REAL TROUBLE.

DON'T YOU DARE LAY HANDS ON MY FRIENDS!

I CAN'T BELIEVE MY EYES!

DON'T BLAME ME! I SWEAR I HAD NOTHING TO DO WITH IT.

THANK HEAVENS I'M NOT IN THEIR SHOES!!
IDIOMCONTACT

A. More idioms and words with special meanings

Picture 1:
The sign says “Do not touch”, but Ron and Suzie ignored it.

Picture 2:
They didn’t mean to take the skeleton apart. It just fell apart when the children tried to move its jaw.

Picture 3:
The children look scared stiff. Their hearts are in their mouths. There’s no way they’ll get away with it. They won’t go unpunished.

Picture 4:
The security guard caught them right in the act. He caught them red-handed. They were caught red-handed. The dinosaur is all in pieces.

Picture 5:
It looks as if Ron wants Suzie to take the blame. They won’t get away without paying for the damage. The museum will hold the parents responsible for the children’s actions. Their parents will have to pay for the damage.

B. Note the different meanings of the verb “mean”.

1. to have in mind, to intend: They didn’t mean to take it apart.
2. to indicate, to intend to express: What do you mean?

The past tense is meant: They meant to go to the concert, but the tickets were all sold out.

C. Separable idioms: take apart, put (back) together

IDIOMACTIVITIES

A. Explain and illustrate the meanings.

1. Make two sentences to show the difference between “come apart” and “fall apart”.

2. Describe a situation where you would say: “What am I going to do now?”

3. Explain each of the following in a complete sentence.

   The guard caught them in the act.
   There’s no way the children will get away with it.
   Don’t you dare lay hands on my friends!
   Thank heavens I’m not in their shoes.
   They won’t get away without paying.
   Suzie says she had nothing to do with it.

4. Make sentences with:
   - catch someone in the act
   - get away with
   - get away without
   - be caught red-handed

5. Make different sentences with the verb “mean”.

B. Answer these questions.

1. Why did Ron touch the dinosaur?
2. What happened when he touched it?
3. What are the idioms that describe Ron’s attitude when the guard appeared?
4. How does the dog feel in picture 4?
5. How do you think Suzie feels in picture 5?
6. Do you recall a situation where you could have used the expression “I’m glad I’m not in his/her or their shoes” Explain.
7. Have you ever taken something apart, then couldn’t put it back together? Explain.

C. Fill in the blanks.

1. It was easy to ______ the radio ______
   but difficult to ______.
2. She broke a vase in the store, and she can’t expect to ______ paying for it.
3. The lady will have to ______ for the window that her little girl broke.
4. My next-door neighbour ______ for the damage my dog did to their flower beds.
5. The store owner ______ the three children ______ of stealing pens and writing pads.

D. Complete these sentences.

1. The store didn’t pack the china vase well, so it ____ arrived ______.
2. Norm is punished if he doesn’t do his homework, but Mark ______.
3. It was Ben who broke the clock, but he wanted Tony ______.
4. The children can’t deny touching the dinosaur because ______.
5. They were so scared that they felt ______.

E. Use your imagination.

1. The guard relates the incident to a friend. Relate, then write the story as you imagine he told it.
2. Relate, then write the story as you imagine Suzie told it to a friend.

---

19 She can’t figure out her mother

— I can’t figure out my mother.
— What do you mean?
— I mean that I can’t understand her.
   Let me put it to you this way. She’s the kind of person who tells you in the same breath that you’re too young and that you’re too old. Do you get me now?
   — No.
   — No? Do you mean you can’t figure out what I mean?

Find suitable substitutes for the expressions in italics.

1. I can’t figure out my mother.
2. Let me put it to you this way.
3. She tells you in the same breath that you’re too young and that you’re too old.
4. Do you get me now?
5. I can’t figure out what they’re saying.
20 Chris, Martha and Arthur are off sick

Chris catches a cold easily. Today he's in bed again with a cold. He has a terrible headache and his whole body aches. He just got a card from his roommate who's on a trip around the world. These cards do not make Chris feel any better! We hope Chris gets well soon!

Martha is off sick. She feels miserable. You can tell by looking at her. She also has a head cold and a runny nose. She has the chills and a stuffy-up feeling. All her muscles ache. She's running a temperature of 39° Celsius. I hope she gets over her cold quickly.

My friend Arthur also took ill. No wonder! He's on the go from morning till night, seven days a week. His resistance is low. He feels weak — so weak that three days ago, he lost consciousness. When he came to, he found himself in bed. The doctor prescribed some vitamins and nourishing food to build him up. But Arthur will not take a complete rest. Oh no, not Arthur. He'll carry on his business from his home or from his bed. He'll keep working hard. He won't slow down.

IDIOMCONTACT

A. More idioms and common expressions

Picture 1:
Chris has a cold. He came down with a cold. He feels sore all over. He feels miserable. He's taking pills. He's drinking a lot of fluid. He's staying in bed. He's taking good care of himself.

His friend is on holidays; he's taking a trip around the world.

Picture 2:
Martha is taking a few days off work. She has a fever. She isn't doing anything. She's taking it easy.

Picture 3:
Arthur fainted. He had a physical breakdown. He's totally rundown. He's running his business from his home now. He isn't taking it easy. He never takes time off work. He can't follow his doctor's advice/orders.

B. Note the meaning.
1. What's your temperature?
   My temperature is 37° C.
   I have a temperature of 37° C.
   My temperature is normal.
   I'm well. I'm not sick.
2. Sylvia is sick.
   Her temperature is 39° C.
   She has a temperature of 39° C.
3. What's the matter with Fred?
   He has a temperature.
   He has a cough.
   He has a cold/the flu.
4. What's the matter with George?
   He has a sore toe/finger/arm/throat.
   He has sore eyes.
   He has a headache/a backache/a toothache/an earache.
5. What's the matter with Helen?
   She has a pain in her back/shoulder/stomach.

C. Separate verbs: take (time) off, build up

IDIOMACTIVITIES

A. Explain the meanings.
1. Explain in your own words what is meant by:
   Martha has the chills and a stuffy-up feeling. Arthur took ill.
   He's on the go from morning till night. He's rundown.
   His resistance is low. He won't slow down.
   They are off sick.
2. Express differently without changing the meaning.
   His roommate is on a trip around the world.
   Chris feels sore all over. He's taking good care of himself.
   Martha has the chills.
   Arthur came to ten minutes later.
   He'll carry on his business from his home.

B. Answer the following questions.
1. What's the matter with Chris? How does he feel?
2. What's the matter with Martha? How does she feel?
3. What's the matter with Arthur? How does he feel?
4. Is Arthur taking it easy? What's he doing instead?
5. How can you tell Chris, Martha and Arthur are sick?
6. What are the symptoms of a cold?
7. What does one say to a sick person? Begin with: I hope...

C. Fill in the blanks.
1. As soon as he has the money, he _______ all over South America.
2. After the dentist pulled out her teeth, she fainted. She _______ five minutes later.
3. I don't feel well. I _______ cold.
4. Please get me the thermometer. I think Alex _______.
5. They worked very hard for ten years, then they quit. Now they _______.

D. Replace each underlined word or expression with an appropriate two-word verb from the lesson.
1. She'll be back at work as soon as she _______ from the flu.
2. Some people lift weights to _______ their muscles stronger.
3. You're speeding. Please don't go so fast.
4. — You're working too hard — I know, but I can't miss a day of work.
5. Don't stop what you're doing. Continue.

E. Describe how you felt the last time you were sick/had a cold.
21 They look alike

Who said that sometimes a pet looks like its owner or vice versa? Who said also that after a few years together a couple end up looking more like one another? In picture 2, Mr. and Mrs. Perkins look so much alike that one could easily take them for brother and sister.

22 Mr. Martin wants to look his best

Mr. Martin started losing his hair. He soon became bald. He looked much older than his age — at least five years older. One day, as he was looking at himself in the mirror, he decided to buy himself a wig. So he put on his coat and without saying a word to anyone, dashed out of the house and drove to the nearest shopping centre.

IDiomContact
A. More idioms
Mr. and Mrs. Perkins could pass for brother and sister.

B. Note the structure.
They ended up buying new furniture. subject + end up + -ing verb

IDiomActivities
A. Find the meanings.
1. Explain in your own words each of the following expressions:
   look like
   end up
   take someone for
   look alike
   pass for

2. Make a sentence with each of the expressions in 1.

3. Make sentences that show the difference between "look like" and "look alike".

B. Fill in the blanks.
1. He looked so much like the Prime Minister that he ________

2. They can't get used to their new country. I'm sure they'll ________ going back to their old country.

3. The two cousins ________ that they ________ for sisters.

4. Mary ________ her mother but has her father's eyes.

C. Write about the members of your family. Use idioms from the lesson.

He tried on a second one. "I look like a shaggy dog," he mumbled.
He tried on a third one. But when he looked at himself in the mirror, he took the wig off right away. It reminded him of an old uncle that he disliked very much.

Finally, the salesperson brought him a wig from a different shelf. When Mr. Martin tried it on and looked at himself again in the mirror, this time he liked what he saw. "This is the wig I've been looking for," he said with a satisfied smile. The wig fitted him right, felt right, and looked right. The clerk was happy to have finally made a sale. Mr. Martin said to himself, "Nobody can tell I'm wearing a wig."

IDIOMCONTACT
A. More idioms and common expressions

Picture 1:
Mr. Martin went prematurely bald. He was very self-conscious of it. It bothered him. He looks down / depressed. He's dashing off. He's in a rush / in a hurry.

Picture 2:
Nobody will find out he's wearing a wig. Nobody can tell he's wearing one. He's a different man. The wig is becoming. Mr. Martin looks pleased / satisfied.

B. Note the structure and meaning.
1. a) She reminded her husband to buy some milk.
   S + remind + noun + to V. phrase
   b) He reminded us of our school teacher.
   The wig reminded him of his uncle.
   S + remind + noun + of N. phrase
2. a) show / bring / give something to someone
   b) show / bring / give someone something
3. Separable idioms: put on, try on, take off

IDIOMACTIVITIES
A. Explain and illustrate the meanings.
1. Make sentences to show the difference in use between dash off and dash out of.
2. Make sentences to show the two meanings of take off (Lessons 3 and 22).
3. Make sentences to show the difference between remember someone and remind someone of someone;
   remind someone to do and remind someone of
4. Find a suitable substitute for went in "Mr. Martin went prematurely bald."
5. Explain what the title means.
6. Find for each of the following a word, expression or idiom of similar meaning:
   a) quite a few
   b) look like
   c) in a hurry
   d) make a sale
   e) right away
   f) find out

B. Answer these questions.
1. How did Mr. Martin feel about going bald?
2. Why did he buy himself a wig?
3. Do you know anyone who wears a wig? Why do you think he / she wears one?
4. What's the idiom (picture 1) that shows that Mr. Martin was in a hurry?
5. What's a scarecrow?
6. What kind of wig do you think Mr. Martin wanted?
7. Why didn't he like the first three wigs?

C. Fill in the blanks.
1. Joseph _______ but he never thought of _______ a wig.
2. Before I buy myself a sweater, I _______ first.
   If it _______ me and _______ on me, I take it; otherwise, I ask to see another one.
3. At his mother's insistence, he _______ his coat
   but as soon as he got out of the house he _______.
4. Rita wanted a dress for her birthday so her brother got her one. When she _______ and _______ in the mirror, she _______ crying. "I look _______ 5 kg heavier," she said.
5. Before he left the house, his wife _______ buy some milk.

D. Complete the following sentences.
1. I saw him as he was leaving the building, but I _______ talk to him because _______.
2. When he realized how ridiculous he looked, he _______.
3. Before she left, her boyfriend gave her a photo to _______.
4. Auntie Sarah is looking for a dress that _______.
5. He didn't have time to sit with us. He just grabbed an apple and _______.

E. Tell and write the story in your own words using as many idioms as possible.
23. Mimi looks like her mother but takes after her father

A. More idioms
Mimi goes in for sports like her father.
Sam takes after his mother. He takes a keen interest in politics. He shows a keen interest in politics.
Sam is the spitting image of his father.

B. Answer the following questions.
1. What does the title mean?
2. Who does Sam look like?
3. Who does Mimi look like?
4. Who does Sam take after? In what way?
5. Who does Mimi take after? In what way?

C. Write a paragraph comparing the members of your family. Explain in what ways one looks like and takes after one parent or the other.
24 She used to be a fish

WE'RE HALF WAY THROUGH. HOW DO YOU LIKE THE BOOK SO FAR?

AND WHAT MAKES YOU THINK YOU USED TO BE A FISH?

We use "used to" to express an habitual or repeated action in the past. We use it also to show that this information is no longer the same. Notice that "used to" is followed by a simple form verb.

- She used to be a nurse. (*She isn't anymore.*)
- He used to work downtown. (*He works somewhere else now.*)
- I never used to eat raw vegetables. (*Now I do.*)

1. Explain what is meant by:
   - She used to be a fish.
   - She used to live in the sea.
   - The doctor used to work in a hospital.

2. Make sentences with "used to".

3. Tell and write a few things you used to do.
25 Owls are used to living in the dark

I DON'T MIND BEING IN THE DARK! AS A MATTER OF FACT, I'M USED TO IT.

26 She couldn't get used to living in daylight

HOW DID YOUR TRIP AROUND THE COUNTRY GO?

EVERYTHING WENT WELL EXCEPT FOR THE DAYLIGHT. I COULDN'T GET USED TO IT.

IDIOMCONTACT

A. More idioms

The owl is used to living in the dark. As a matter of fact, it can't stand daylight. It can't bear daylight. It feels comfortable in the dark. It feels at home in the dark. It doesn't mind being in the dark at all.

B. Note the meanings.

1. “Be used to” means be accustomed to. It is a very common idiom.
   Nick is used to Canadian winters, but Sophia isn’t used to them yet.
   Both are used to Canadian food now.
   “Be used to” is always followed by a noun, a pronoun or an -ing form. Read these other examples:
   Are you used to that noise? I’m not used to it.

2. Note the two meanings of “mind”.
   a) When Mary gets out to lunch her sister minds the store.
      (Her sister looks after the store.)
   b) My teacher doesn’t mind explaining the sentences a second time if we still don’t understand them.
      (My teacher doesn’t object to it. She doesn’t find it inconvenient to explain them again.)

   The interrogative form “Do you mind? Would you mind” is used to make a request. (See lesson 1, page 7.)

IDIOMACTIVITIES

A. Answer the following questions.

1. What do we mean when we say that someone is a “night person” or a “night owl”?
2. What’s meant by “The owl feels at home in the dark”?
3. What’s the opposite of “to feel at home”?
4. What’s a suitable substitute for “to feel at home”?
5. When do we usually feel out of place?

B. Fill in the blanks.

1. Peter couldn’t _______ the noise any longer so he left the room.
2. You can have my seat. I _______ standing.
3. It’s very noisy outside. _______ the window?
4. She was educated in French schools so she _______ in any French-speaking country.
5. She _______ because she was the only one wearing jeans.
6. They were such perfect hosts that everyone _______ it.
7. They _______ getting up early. Actually, they _______.

C. Use your imagination.

1. Make up a dialogue between an owl and a rooster as they’re discussing their habits.
2. Tell and write about yourself. Describe things that you are or aren’t used to doing and things that you can’t stand.

“Get used to” means get accustomed to. It is the same idiom as “be used to” except that it indicates that a change takes place. For example, Ali is just getting used to eating Canadian food. Notice that “get used to” is followed by a noun, a pronoun or an -ing form.

Read these examples.

Did they get used to living in a cold country?
They didn’t get used to living in a cold country.
We never got used to the city so we moved back to the country.

1. Express this question differently: How did your trip go?
2. Why did the travelling witch have problems with daylight?
3. Tell and write two sentences to express each of the following:
   Something that you’re used to.
   Something that you aren’t used to.
   Something that you are getting used to.
   Something that you already got used to.
   Something you don’t think you’ll ever get used to.
27 He used her feathers to make a headdress

THAT'S WHAT MY FEATHERS ARE USED FOR!
I'LL GET YOU FOR THAT!!

IDIOMCONTACT

A. More idioms and words with special meanings
I'll teach you to steal my feathers. You're going to get it.
The man is running for his life.

B. Note the structure and meaning.
1. Active voice of "use":
   We used a drill to make/hole.
   subject + use + object
to

2. Passive voice of "use":
   Feathers can be used/to make hats.
   subject + be used

C. Note the pronunciation.
1. Read these sentences aloud and notice how "used to" is pronounced.
I used to smoke.
They're getting used to winters.
He's not used to getting up early.
The final d is dropped so that you hear "used to" pronounced as if it were one word. The s is pronounced like z.

2. Notice that with the verb "use" the s is always pronounced like z.
   We used a pump to repair the tire.
   A new drug was used to cure the patient.

IDIOMACTIVITIES

A. Explain and illustrate the meanings.
1. Explain in your own words "I'll get you for that".
2. What are the two different meanings of "I'll teach you to use my feathers"?
3. Make sentences with each of the following:
   be used for
   to use (something) for

B. Complete the sentences using one of the structures in part B.
1. In the picture, the feathers
2. Knives
3. We
4. A box
5. Pencils
6. I

C. Read the example. Then complete the following sentences.
   Russian stamps are used in Russia.
   Chopsticks.
   Snow tires
   Swiss francs

28 The foxes are treating themselves to dinner

Mr. Fox Senior and Mr. Fox Junior are up to no good! Can't you tell? Junior's mouth is watering and Dad has a funny look on his face. Look! Dad is trying to break into a chicken coop.

Dad:
Don't just stand there, Junior. Do something. Give me a hand! Give me a push!

Dad:
Ooops! I can't get through this hole!

Junior:
Get out and let me try.

Junior:
Wait for me right here, Dad! I'll be right back with our supper! By the way, which chicken would you like?

Dad:
It doesn't make any difference which one you catch! Just hurry before you get caught!

Junior:
O.K. Watch out for the farmer, will you?
IDIOMCONTACT

A. More idioms and words with special meanings

Picture 1:
They both made sure the way was clear before they decided to break into the coop. What are they doing out there? What are they up to? Dad wants Junior to help him to lend him a hand.

Picture 2:
The noise they made almost frightened the chickens to death. The noise startled them.

Picture 3:
Hurry up! Make it fast! Dad doesn't care which chicken Junior brings him as long as he brings him one. Dad doesn't have any preference. Any chicken will do. Too late! The farmer caught them red-handed.

B. Note the structure.
1. a) Mr. Fox Senior can't get through the hole. The hole is too small for him to get through.
   
   noun + adjective + for noun + to verb

   b) The hole is large enough for Junior to get through.

   adjective + enough for noun + to verb

   2. It makes no difference how they go to work. It makes a lot of difference what time they leave home.

   It makes ... difference + question word + clause

IDIOMACTIVITIES

A. Explain the meanings.

1. Explain in your own words these expressions:
   right in front of the store
game back
game now
game away

2. Explain the two meanings of "as long as":
   No river is as long as the Nile.
   Dad doesn't care which chicken Junior brings him as long as he brings him one.

3. Explain the two meanings of "get through":
   Dad can't get through the hole.
   They get through work at 5:00 p.m.

4. Suggest a suitable adverb for "by the way".

5. Explain in your own words what is meant by:
   Can't you tell?
   They made sure the way was clear.
   They're up to no good.
   Any chicken will do.
   Watch out for the farmer.
   The farmer caught them red-handed.

6. Give two expressions that mean to help someone.

7. What's the meaning of "funny" in "Dad has a funny look on his face"?

8. If "break into" means enter forcibly, what does "break out" mean?

9. What's the difference between "Would you like" and "Do you like"?

10. What does "treat someone to dinner" mean? Explain the title of the story.

B. Answer these questions about the story.

1. What can you tell by looking at the foxes in picture 1?

2. Why is Dad's mouth watering?

3. What words or expressions describe the foxes in picture 1? in picture 3?

4. Can you tell how the chickens feel?

5. Which expression means "Do you want"?

C. Fill in the blanks.

1. It _______ to Peter how he goes to work _______ he gets there on time.

2. You don't need any money. I _______ to lunch and the theatre afterwards.

3. One prisoner was climbing over the fence while the other _______ the guard.

4. Thieves _______ the apartment and stole the T.V. set and the stereo equipment.

5. Wait for me _______. I'll be _______.

6. Please _______ all the lights are off before you leave the house.

7. _______ to drink, tea or coffee?

D. Complete the following sentences.

1. I could tell by the look on his face _______.

2. The noise outside the window _______.

3. It makes no difference to me _______.

4. The policeman caught them as _______.

5. What flavour ice-cream shall I buy?
   It doesn't matter. Any _______.

6. In the last picture, the foxes were too busy with the chicken to _______.

E. Look at the pictures and write a paragraph about the story using idioms and structures from the lesson.
IDIOMCONTACT

A. More idioms, common expressions and words with special meanings

1. I'm feeling thirsty, I'm dying for a cup of coffee, and I feel like killing them express intensity of desire, strong feelings. They are ways of speaking.

2. Picture 1:
He's craving an ice-cold lemonade. He has a craving for an ice-cold lemonade. He'd do anything for an ice-cold drink.

3. Picture 2:
The kids are giving Mr. Allen a rough time. Mr. Allen is fond of his kids, but now he's angry at them.

4. Picture 6:
He isn't in the mood for anything. He isn't in the mood for work. He's lazy by nature. He never feels up to anything.

5. Picture 7:
He yearns for letters from home. He longs for news from home.

B. Fill in the blanks.

1. He left his country when he was 25 years old. Now at 60, he _______ to his hometown.

2. The soldiers were without news from their families. They _______ letters from home. They also _______ go home.

3. When little Karen lost her dog, she said, "I'd have him back."

4. They've been working very hard for the past five years. Now, they _______ a holiday on a sunny island.

5. I'd rather go by train. I _______ driving at all.

6. The new tenants _______ Mrs. Robinson _______ with the rest. For this, she wants them out as soon as possible.

7. After his heart attack, his doctor ordered him to stop working and _______.

8. Mrs. Smith isn't well yet. She _______ taking a long trip.

9. Mother: If I got you a puppy, would you look after it?

Little Neil: Oh, Mother, I _______ to have one.

10. The children gave Laura such _______ that she decided never to babysit them again.

IDIOMACTIVITIES

A. Explain and illustrate the meanings.

1. Express in your own words what is meant by:
feeling up to something
take it easy
yearn for
have a craving for
give someone a hard time
be in the mood for something

2. Make sentences with the following:
would like
would give anything for
wouldn't mind something

3. With expressions from the lesson, write a sentence to express each of the following:
a) A desire for an apartment overlooking the park.
b) A craving for something.
c) A longing for the sight of the house you were born in.

4. Write sentences to express something that you:
a) feel like doing.
b) don't feel up to doing.
c) aren't in the mood for.
d) are dying to have.
e) long to do.
f) have been wanting.
g) have had an eye on for some time.

B. Fill in the blanks.

1. He left his country when he was 25 years old. Now at 60, he _______ to his hometown.

2. The soldiers were without news from their families. They _______ letters from home. They also _______ go home.

3. When little Karen lost her dog, she said, "I'd have him back."

4. They've been working very hard for the past five years. Now, they _______ a holiday on a sunny island.

5. I'd rather go by train. I _______ driving at all.

6. The new tenants _______ Mrs. Robinson _______ with the rest. For this, she wants them out as soon as possible.

7. After his heart attack, his doctor ordered him to stop working and _______.

8. Mrs. Smith isn't well yet. She _______ taking a long trip.

9. Mother: If I got you a puppy, would you look after it?

Little Neil: Oh, Mother, I _______ to have one.

10. The children gave Laura such _______ that she decided never to babysit them again.
30 This number is no longer in service

Hello?
Hello. May I speak to Ralph, please?
He's not here right now. Would you like to leave a message?
I'd rather call back if it's all right with you.
I expect him shortly. Call again in 20 minutes.
Thank you.

Hello?
Hello. Is Ralph home, please?
There's no one here by that name. What number are you calling?
334-4685.
I'm afraid you've got the wrong number.
I'm sorry to bother you.
It's quite all right.

Hello?
Hello. I'd like to speak to Ralph, please.
He's in the dark room developing some films. Can you call back in about half an hour?
Yes, thank you.

Hello?
Hello. Can I speak to Ralph, please?
He's just gone out. May I ask who's calling?
It's Allan Spencer.
Allan, would you like to leave your number? I'll have Ralph call you as soon as he gets home.
My phone is out of order and I'm calling from a pay phone. What time do you suggest that I call again?
Well, I don't expect him home before 9 o'clock.
Do you mind if I call back at about 10?
Not at all.

Hello?
Hello. This is Allan. I'm sorry to bother you again but is Ralph home yet? Hello? Hello?
Hello? Hello? I can't hear you. Could you speak a little louder? We have a very bad connection. Allan? Allan?

Seconds later
Hello. It's Allan again. We were cut off. Can you hear me better now?
Yes, Allan. I'm sorry but Ralph isn't home yet. Can you give me a number where he can return your call tomorrow?
It's very important that I talk to him tonight. Would you mind terribly if I called back around 11 o'clock?
If it's very important, certainly not.
Thank you very much.
Don't hang up! Hold on for a second! There's Ralph at the door. Ralph! It's for you!

Hello, Ralph?
Speaking.
Ralph, this is Allan.
Allan who?
Allan Spencer from Calgary.
I'm afraid I don't know any Allan Spencer from Calgary. As a matter of fact, I don't know anybody from Calgary. Are you sure you've got the right number?
You are Ralph Murphy, aren't you?
Yes, but you have the wrong Ralph Murphy. There are two of us by the same name in the directory. Just a moment. I happen to have the directory handy. Let me look up the number for you. Here it is: 567-0098.
You're most kind. Thank you very much and sorry for all the trouble.
It's all right.

Allan dials 567-0098. A recorded voice answers: "I'm sorry. The number you have dialed is not in service...."
What time do you suggest I call back?
Can you give me a number where he can reach you?

Making polite requests:
Please have him call me as soon as possible.
Can you call back after lunch?
Can/Could I leave a message?
Would you mind if I called back?
Do you mind if I call back?

Answering requests:
I don't mind. I don't mind at all. Not at all.
Negative: That's very kind of you, but...
I'm sorry, but...

Expressing thanks:
Thank you. Thank you very much. Thanks for your help.
It is/was very kind of you.
I appreciate your help.
You're most kind/obliging.

Interrupting someone:
I'm sorry to disturb/bother you... but you're wanted on the phone.
Please forgive me for interrupting...

Offering an apology:
I'm terribly sorry.
I'm sorry to have bothered you.
Sorry for all the trouble.

B. Separable idioms: call back, cut off (active voice), look up

IDIOMACTIVITIES

A. Explain the meanings.
1. Explain what the title means.
2. Make a sentence with each of the following:
call back hold on
hang up look up
be cut off cut off
3. Express differently:
It's hard to say.
Hold on, please.
What time do you suggest I call again?
I'll have Ralph call you.
4. Explain in your own words each of the following:
You've got the wrong number.
You've got the wrong Ralph Murphy.
There's no one here by that name.
We have a bad connection.
I expect him back shortly.

B. Read the different telephone conversations and fill in the blanks with the missing parts.

1. X: Hello?
   Y: Hello. __________ Susan, please.
   X: Susan is busy right now. __________ in half an hour?
   Y: Sure. Thank you.

2. X: Hello?
   Y: Hello. __________ , please?
   X: Ralph has just gone out. __________?
   Y: It's Joan Mills.
   X: Joan, __________ number? I'll have Ralph call you as soon as he gets home.
   Y: It's 272-3543. Thank you.

3. X: Hello?
   Y: Hello. May I speak to Jill, please?
   X: I'm sorry.__________ .
   Y: Is this 567-3453?
   X: No, it isn't.
   Y: __________
   X: That's all right.

4. X: Hello?
   Y: Hello. Is Jenny there, please?
   X: __________ , May I __________ ?
   Y: It's Anna Martinez. Could you __________ ?
   X: My number is 372-4423.
   Y: Sure. I'll do that.
   X: Thank you.

5. X: Hello?
   Y: Hello. __________ John, please.
   X: John __________ now but __________ shortly.
   __________ message?
   Y: This is Murray. Please tell John the volleyball game is at 300 this afternoon.
   X: __________
   Y: Thank you.

6. X: Hello?
   Y: Hello. __________ Ywan, please?
   X: I'm afraid __________ .
   Y: I'm Peter Wong. It's very important __________ ?
   X: That's difficult to say. He may be at the office or he may be at the club. Can I...
   Y: Could you please speak a little louder? We __________?
   X: Sure. I was saying he __________ club.
   Y: __________
   Y: __________ ?
   Y: It's 537-2222.
   X: __________
   Y: Thank you.

C. Choose a partner for these activities.
1. Practise the telephone conversations in this lesson.
2. Make up different telephone conversations using idioms and expressions from the lesson.
IDIOMCONTACT

A. More idioms and common expressions

Picture 1:
Mother is in tears. Son is going away forever. He’s going away for good. He’s off to the big city. He’ll try his luck in the big city. He hopes he’ll make it there. He hopes he’ll make good. Mother is seeing him off. She’s waving goodbye. She’s wishing him “bon voyage” and good luck.

Picture 2:
The mouse is running for his life.

Picture 3:
The mouse made it to the elevator just in time. It was a narrow escape.

B. Separable idiom: see off

IDIOMACTIVITIES

A. Find the meanings.
1. For the underlined phrases, substitute a word or expression of similar meaning.
   Mother is in tears.
   He’s going away for good.
   He hopes he’ll make good in the city.
2. Explain in your own words the meaning of the title.
3. Explain in your own words:
   Mother is seeing her son off.
   He’ll try his luck in the big city.

B. Answer these questions.
1. Why is Mother in tears?
2. What’s happening in picture 1?
3. What’s Mother wishing Son?
4. What do you say to someone who’s going on a trip?
5. What do you say to someone who’s leaving a place for good?
6. Have you seen someone off lately? Explain.
7. Why is the mouse going to the city?
8. Why did the mouse thank his mother?

C. Fill in the blanks.
1. I bought my brother a birthday present and my girl friend who’s going on a trip a ______ card.
2. When his parents finally found him, the little boy was all ______.
3. I’m sorry you’re leaving. I ______ in your new job.
4. He knows he won’t get the job but he’ll ______ and apply anyway.
5. No need to say goodbye now! We ______ at the airport.
6. She always wanted to be a chemist. Finally, ______.
7. No, they don’t want to go back to their little town. They want to stay here ______.

D. Use your imagination.
1. Write a paragraph based on the pictures and expressions.
2. The mouse made it to the elevator just in time. It was a narrow escape. Explain what could have happened.

32 A most boring speech

It was the first time Samuel Perkins made a speech. Although he tried hard to make it interesting, it fell flat. It was so boring that many people in the audience couldn’t help yawning or talking to one another. Some even fell asleep. In spite of the yawning and talking, Samuel thought it was a great speech. He even wondered why he didn’t get a standing ovation!
IDIOMCONTACT

A. More idioms and common expressions
What was wrong with Samuel’s speech? What went wrong? His speech lacked content. He was out of touch with his audience. Although Samuel ended his speech with a joke, the meeting ended in silence. It ended without loud applause.

B. Note the structure.
1. They couldn’t help yawning.
   subject + can’t help + -ing verb
   ... so + adjective + that + clause
2. It was so boring that we fell asleep.

IDIOMATIC ACTIVITIES

A. Find the meanings.
1. Explain each of the following in a complete sentence:
   The speech fell flat.
   It lacked content.
   They couldn’t help yawning.
2. What’s the meaning of “most” in the title “A most boring speech”?
3. What’s a standing ovation?
4. Find the sentence that shows that Samuel was “out of touch” with his audience.
5. Write sentences that illustrate the meaning of each of the following:
   to end in, to end with, to end without

B. Answer these questions.
1. How does a good show or performance usually end?
2. Describe a situation where you couldn’t help laughing or yawning.

C. Complete the sentences.
1. He spoke so eloquently in the House of Commons that he ________.
2. The audience didn’t care for his jokes, but he kept telling them. He was definitely ________.
3. Her essay was well written but it didn’t give us any information. It ________.
4. I was so tired ________ in front of my T.V. set.
5. The joke that he ________ his lecture ________ was about an absent-minded professor.

D. What have you learned?
1. Prepare a list of words and expressions that describe a good speaker and speech. Make another list for a poor speaker and speech. Use a dictionary to help you.
2. Using the lists you have made, write about a lecture that you attended, one that was extremely good or very bad.
IDIOMCONTACT

A. More idioms and common expressions

The people at the party are having a great time. They're enjoying themselves. They're having a ball! Each one seems to be having the time of his life!

All that music is keeping their neighbours on the first floor awake. They can't go to sleep! They can't put up with that noise any longer.

B. Separable idioms: keep down, cut out

IDIOMACTIVITIES

1. Find a suitable substitute for:
   keep down
cut out
put up with

2. When do you usually have a good time?

3. Make three sentences that express: I had a very good time.

4. Make sentences with:
   keep down
cut out
keep someone awake
put up with

5. Compare the people at the party to the people at the meeting in lesson 32.

6. Write a paragraph about a party you have had. Use some of the following expressions:
do the cooking
do the cleaning
look after the music
introduce guests
put on music
turn down the music
have a drink
have something to eat
ask someone to dance
have a great time
have a ball
put up with
thank someone for
thank the guests for

KEEP YOUR VOICE DOWN!
WALLS HAVE EARS!
The weather forecast was for blue skies, mild winds and temperatures in the low twenties. Everyone decided to spend the Labour Day weekend in the picturesque little inn in the country. Unfortunately, the front desk manager didn't expect so many people to show up for the celebrations. He tried his best to put them up for the night. Every single room had to be used. But soon the kitchen ran out of food, and the innkeeper was running around like a chicken without a head trying to please everybody. Some parents nearly went out of their minds chasing their children around. And some just ran out of patience!

**IDIOMCONTACT**

A. More idioms
The innkeeper didn't have everything under control. He didn't have/wasn't in control of the situation. He lost control. Things got out of hand. The innkeeper was running in all directions. He lost his head! He didn't keep his cool!

B. Separable idiom: put up

**IDIOMACTIVITIES**

A. Find the meanings.
1. Find synonyms for the underlined words.
   - He showed up at the party in a funny costume.
   - When my cousin comes for a visit, we'll put her up in the extra bedroom.

2. Explain in your own words what is meant by:
   - The kitchen ran out of food.
   - Some parents went out of their minds.
   - Some ran out of patience.
   - The innkeeper was running around like a chicken without a head.
   - Things got out of hand.

B. Answer the following questions.
1. What was the weather forecast for that day?
2. What problems did the front desk manager have?
3. What are the responsibilities of a front desk manager? What qualities should this person have?
4. What were the problems facing the innkeeper? What qualities should an innkeeper have?
5. Why was the innkeeper running around?
6. What were the children doing?

C. Fill in the blanks.
1. As soon as one arrives at a hotel, one checks in; at the end of the stay, one ________.
2. They'll spend the weekend with us. We ________ in the guest room.
3. We waited for her but she never ________.
4. I'm sorry, I can't offer you coffee. I just ________.
5. Two chickens ran out of the coop and we spent half an hour ________.
6. The shoemaker can't have your shoes ready for this afternoon. He'll ________ his ________ to have them for tomorrow.
7. The government promised to keep prices down by keeping inflation ________.
8. By selling out his shares, he ________ of the company.
9. There was so much confusion and disorganization that the whole situation ________ hand.
10. When their little boy failed to come home from school, both parents nearly ________.

D. Projects
1. Tell and rewrite the story in your own words using as many idioms as possible.
2. With the help of your dictionary, explain the following terms often heard on radio and TV forecasts: occasional rain, isolated flurries, wet snow, seasonal temperatures, partly cloudy, wintry and a little milder, low, near freezing, occasional showers or flurries, cloudiness with a chance of showers.
3. Pracitce listening to the weather forecast on the radio and television.
35 We're *crammed* in here

**There is no more room!**

**Sure there is. We can make room for one more.**

**Move over, will you?**

**Thank you!**

---

1. What does "packed like sardines" mean?
2. Tell, then write a paragraph based on the picture and idioms.

36 The hairdresser was hard of hearing

**Sheila:**
Just shape it, please

**Hairdresser:** *(thinking)*
Shave it? It must be the latest fad! I haven't heard of it though! Well, if this is what she wants...

**Dog:**
Good gracious! Someone should have told her he was hard of hearing!
IDIOCONTACT

A. More idioms

Picture 1: Sheila was so engrossed/absorbed/involved in her book that she didn't pay attention to what was happening. The hairdresser was surprised, but he thought that Sheila was following the latest trend, that she was keeping up with the latest fashion/style.

Picture 2: When she saw herself in the mirror, she nearly jumped out of her skin. Sheila is so upset now that she'll sue the hairdresser. She'll bring suit against him. She'll take him to court. She'll get in touch with her lawyer at once! The hairdresser will hear from Sheila's lawyer in a day or so.

B. Note the structure and meaning.
1. Must can be used to express obligation about a present situation or action. For example:
   His family name is Greek and he speaks English with a Greek accent. He must be Greek. He goes to evening classes. He must be taking an English course.
2. Should expresses a past obligation or necessity that was not discharged. For example:
   I'm sorry I didn't take French in high school. I should have taken French.

   Notice that should have requires a past participle.

IDIOMACTIVITIES

A. Find the meanings.
1. For each of the following, find a word or expression of similar meaning: then make a sentence.
   - Be engrossed in
   - Get in touch with
   - Keep up with

2. Make sentences to show the difference between "hear of" and "hear from".

   3. Explain "in a day or so": then make two sentences, one with "in a year or so" and one with "in two hours or so".

   4. Find one word that means "bring suit against".

B. Answer the following questions.
1. What's a sad?
2. What's the latest sad in your city/town?
3. What's the idiom that best describes Sheila's surprise?
4. What will she do as soon as she leaves the hairdresser's?
5. When the hairdresser thought he'd heard "shave it", how did he feel? What did he think of Sheila?
6. What should Sheila have done instead of reading her book?

C. Fill in the blanks.
1. They're very worried. They ________ their parents in a long time.
2. He was so ________ his reading ________ anyone come in.
3. Don't work so fast! We ________ you.
4. After the accident, my boss ________ for $100,000.
5. Sheila is in a telephone booth now. She must ________ her lawyer.

D. Complete the following sentences.
1. There's a new detergent on the market. ________ it?
2. Could you speak a little louder? Auntie Rose is ________.
3. When the children saw that strange thing appear at the window, they ________.
4. They're the best-dressed people I know. They sure ________.
5. He's buying a hearing aid. He must ________.
6. In the story, the hairdresser should have ________.

E. Use your imagination.
1. The hairdresser will present his case in court. Write the story as you imagine he will tell it to the judge.
2. Sheila will present her case in court. Write the story as you imagine she will tell it to the judge.

37 Slow down. You're too fast for me!

DON'T GO SO FAST.
I CAN'T KEEP UP WITH YOU.

1. Express "I can't keep up with you" in at least two other ways.
2. Compare "I can't keep up with you" with "Sheila keeps up with the latest fashion" (see the previous lesson).
3. Express "slow down" differently.
4. Make sentences with the following: slow down, keep up with somebody.
5. Write a short paragraph based on the picture.
Berta: Help me pick out a dress for our garden party, please.

George: I like this one for you, dear. Longer skirts become you. What do you think?

Berta: I'm not sure. The print is nice, but the style is not for me.

George: What about that green one?

Berta: Green is in this season, but it's not my colour. I look terrible in green!

George: Well, do you have a particular style and colour in mind?... Oh, Berta! Look at the pretty dress Carol has on!

Berta: George! It's nice on her, but it won't do a thing for me.

A. More idioms and words with special meanings
Berta says that the style is not for her. It won't suit her. Green doesn't suit her either. She doesn't look nice in green. Maybe green doesn't go with her complexion or the colour of her hair.

Carol's dress is very becoming.

B. Separable idioms: pick out, have on

A. Find the meanings.
1. Find a two-word verb to replace each underlined word or expression.
   Help me choose a dress.
   Look at the silk shirt Bill is wearing.
   Do you think this tie looks good with this shirt?
2. Explain in your own words each of the following:
   Green is not my colour.
   This style is for me.
   This dress is not for me.
   Orange doesn't go with her red hair.
   Do you have a particular style and colour in mind?
3. Make a sentence with each of the following:
   pick out
   have something in mind
   be very becoming
   have on
4. Express each statement in at least three different ways.
   Yellow isn't a good colour for me.
   This style isn't for you.
5. Find the opposite of:
   Small collars are out of style.
   Bright colours are in this year.

B. Answer these questions.
1. What does Berta want George to do?
2. What kind of dress do you think George picked out for her?
3. What does Berta think of green as a colour for her?
4. What colour and style become you?
5. Can you think of a colour that's not for you? Why?
6. Can you think of a style that doesn't suit you? Explain.

C. Fill in the blanks.
1. I liked all the sweaters the saleslady showed me. I finally ________ this navy one.
2. That shade of blue ________ her. It ________ with the colour of her eyes.
3. The colour is rich and the style is in, but I'm afraid this coat ________.
4. She ________ slim in that black A-line dress she ________ at the party last night.

D. Express yourself.
1. Tell, then write about a member of your family, using some of the vocabulary and idioms in this lesson. Describe the colour and style you think suit him/her and why.
2. Tell and write about:
   a) what's in this season.
   b) what was in a few years ago.
39 How do I look?

It fits you like a glove.

Speak up, Michael! What's on your mind?

A. Note the following expressions.
1. to wear size x
2. to need a smaller/larger size
3. The shirt is too tight/long/short on him.
4. The jacket is too big/small for you.

B. Answer these questions.
1. What size shoes do you wear?
2. What size clothes do you wear?
3. What's your shirt size?
4. What do you think of the salesperson in the picture?
IDIOMCONTACT

A. More idioms and common expressions

Picture 1:
Bob is overweight. He gains weight easily. He needs to go on a reducing diet. He'll follow a strict diet. Did the doctor put him on a diet?

Picture 2:
What's wrong with the toaster? The toaster feels depressed/down. The toaster is down in the dumps.

Picture 4:
The toaster needs a good scrubbing.

Picture 5:
The toaster doesn't feel left out anymore! The toaster feels just great. The toaster is on top of the world now.

B. Separable idioms: give away, put on

IDIOMACTIVITIES

A. Find the meanings.
1. Explain each of the following:
   to be on a reducing diet
   to be on a sugar-free diet
   to be on a low-fat diet

2. Explain the meaning of well in each of the following:
   It works well.
   The toaster doesn't feel well.
   Bob lives well.
   I know Bob well.
   The lady treated the toaster well.
   The story ended well.

3. Express in a complete sentence the opposite of:
   I'm determined to lose a few kilos.
   They look well.
   He's been ignoring me.
   I'll get rid of it.
   It's in good condition.
   Someone can make good use of this toaster.
   The toaster feels needed.
   The toaster is on top of the world now.

4. Explain the meaning of:
   to be down in the dumps
   to feel left out
   to feel like a million dollars
   to give something a good scrubbing

5. Replace the underlined words with idioms and expressions from the lesson.
   Jane doesn't need her old ski, but she doesn't want to throw them away because they're still in good shape. Her younger sister can use them.

B. Answer the following questions.
1. Do you know anyone who's on a diet? What kind?
2. What made Bob go on a diet? What kind of a diet is he on?
3. How did the toaster feel when Bob went on a diet? Why?
4. How did the toaster feel at the end of the story? Why?
5. What sentence expresses his contentment?
6. When do you usually feel down?
7. When do you feel great?
8. Do you remember the last time you felt like a million dollars? Relate.

C. Fill in the blanks.
1. The coat was too small for her daughter so ______ to her niece.
2. Penelope doesn't speak English. As ______ she doesn't speak any other language besides Greek.
3. They ______ during their vacation. They couldn't help it! The food was just superb.
4. ______ with Ron? He hasn't said a word in the past hour.
5. Lily ______. She should lie down.

D. Complete the following sentences.
1. There were so many rats in the building that it was impossible ______
2. We bought an old tarnished copper pot but after we ______ it looked ______.
3. Nick has a liver problem so the doctor ______.
4. She was tired and overworked but after a few days in the country she ______.
5. I'm sorry I don't have the jar anymore. I ______

E. Tell and write what you think might have been the conversation between Bob and the woman as he was giving her the toaster.

The donkey is full of self-importance.
He's vain as a peacock.
Accidents happen

Lou decided to go on an energy-saving plan and cut down on the hydro bills. He kept lowering the thermostat, turning off the T.V., etc.

His wife, who likes to read in bed, couldn’t do so anymore. Every time she turned on the light, he turned it off.

One day, little Don and Louisa came up with an idea! “Let’s insulate the roof. Let’s surprise Dad!” They climbed up to the roof but instead of walking on the rafters, they walked right on the plastered ceiling and CRASH!!! Their legs fell through. “We only wanted to surprise you, Dad,” they said apologetically.

Dad couldn’t help laughing at the sight of two pairs of legs dangling from the ceiling. “You surprised me all right,” he said in another outburst of laughter. But then he added, “It’s all right. I know you meant well.”

IDIOMCONTACT

A. More idioms
He turned down the thermostat.
Don and Louisa thought of helping their father.
Dad burst out laughing.

B. Note the structure.
Dad kept (on) lowering the thermostat.
He couldn’t help laughing
He burst out laughing.

subject + keep (on) + can’t help + -ing verb
burst out +

C. Separable idioms: turn on, turn off, turn down

IDIOMACTIVITIES

A. Find the meanings.
1. Explain in your own words what is meant by:
   Lou went on an energy-saving plan.
   He turned down the thermostat.
   He burst out laughing.

2. Explain the meaning of “kept” in “He kept lowering the thermostat”.

3. Replace the underlined words with idioms and expressions from the lesson.
The kids thought of a great idea.
To save money on energy bills, lower the heat at night.

4. Make sentences that illustrate the meanings of “turn off” and “turn down”.

B. Answer the following questions.
1. How did Lou cut down on his hydro bills?
2. Why was his wife upset?
3. How did the children want to surprise him? What happened?
4. Why couldn’t Lou help laughing?
5. Why didn’t the children get into trouble with Dad?
6. Do you remember a situation where you couldn’t help laughing or crying? Relate.
7. Do you remember a situation where you meant to save money but ended up spending more instead? Relate.

C. Fill in the blanks with idioms from the lesson.
1. He always has an excuse for being late. Let’s see what excuse he today.
2. Before you go to bed, make sure you lock the doors and the lights.
3. It’s rather dark in here. Could you please?
4. When we saw her wearing two different shoes, we
5. He’s a little overweight so he decided _______ sweets.

D. Use your imagination.
1. Write what you think might have been the conversation between Don and Louisa before they climbed up to the roof.
2. Mom related the incident to a friend. Tell the story as you imagine she told it.
A. More idioms and expressions

The chemist was doing an experiment when the test tubes blew up in his face. He was conducting an experiment when the lab blew up. Now the lab is in ruins. Nothing is left of the lab. What went wrong? We're not sure. Did he follow the formula to the letter?

B. Note the meaning and structure.

1. Must have expresses deduction about the past. It is followed by a past participle. For example:
   The streets were wet this morning. It must have rained last night.

2. May have or might have express conjecture about the past. For example:
   It may have rained in Hamilton also.

C. Tell and write a short paragraph based on the picture. Use some of the expressions and also "must have" and "may have".
43 Charles was in an accident

YOU DON'T HAVE A LEG TO STAND ON. YOU WERE FOUND GUILTY.

A. More idioms and common expressions
Charles had a car accident. He ran into a tree. He crashed into a tree. He was drunk. He was under the influence of alcohol. He had too much to drink.

B. Idiomactivities
1. Tell, then write what happened to Charles and why he is in court.
2. Explain the play on words in the expression “Charles didn’t have a leg to stand on”.

44 He’s up to his old tricks again

This story took place in the Paris Zoo. Foxon was reading “The Fox and the Stork” by La Fontaine. He was reading the part where the fox invited the stork for dinner and served the meal in a shallow dish.

At this moment, Foxon saw his neighbour Storkette passing by. Foxon wanted to have some fun so he decided to play the same trick on Storkette. Storkette, who was very sharp and well read, saw through him. She knew what he was up to and decided to teach him a lesson.

Storkette pretended that she was on a very special diet and couldn’t eat certain foods, so she asked her neighbour if he cared to share her meal instead. Foxon, who, so far, had no reason to doubt her sincerity, fell for the story and jumped at the opportunity to have a free dinner. So you can imagine his surprise when Storkette served him some broth in a long-necked bottle... All the other foxes and storks laughed and laughed when they saw Foxon’s nose stuck in the bottle. They all shouted, “Foxon, it serves you right!”
IDIOMCONTACT

A. More idioms

Storkette read Foxon's mind.
She knew what he was up to, but she didn't let on.
Foxon's plan fell through.
Storkette got out of having dinner at Foxon's.
She carried out her own plan with success.
She beat Foxon at his own game.

B. Complete the following sentences. Follow the example.

1. Henry read many good books. She is well read.
2. Many people know “The Fox and the Stork” by
   La Fontaine. This story is
3. Foxon behaved well after that episode. He was

C. Answer these questions.

1. Why did Foxon invite Storkette for dinner?
2. How did Storkette know what he was up to?
3. How did she get out of the dinner invitation?
4. What kind of lesson did she teach him?
5. Why did Foxon accept the invitation without any hesitation?
6. How do you think Foxon felt when he was served broth in a long-necked bottle?

D. Describe your experiences.

1. Have you ever played a trick on somebody?
2. Has anybody ever played a trick on you?
3. Have any of the plans you made fallen through?
4. Has anyone made you fall for something?
5. Can you think of anything unpleasant that happened to you that served you right?
6. Can you think of someone you beat at his own game?

E. Fill in the blanks.

2. The children _______ at the puppet show.
3. The boys _______ Sam. They told him the
   police wanted to see him in the principal's office.
4. He looked a little surprised but _______.
5. When his company offered free language classes, he
   decided to learn French.
6. He was expelled from the course. _______.
7. They wanted to go away for a month, but their plans
   changed _______.
8. They are having fun _______.

F. Practise what you learned.

1. Retell the story in your own words.
2. Rewrite the passage from the point of view of
   Foxon.
3. Rewrite the passage from the point of view of
   Storkette.

45 Let's be friends

SEE!: GRETA AND TOTO ARE THE BEST OF FRIENDS. WHY CAN'T THE TWO OF US ALSO GET ALONG WITH EACH OTHER? LET'S MAKE PEACE, NOT WAR. WHAT DO YOU THINK?

IDIOMCONTACT

A. Find the meanings.

1. Explain in your own words what these sentences mean.
   Storkette saw through Foxon.
   She got out of her dinner invitation at Foxon's.
   Foxon jumped at the opportunity to have a free dinner.
   Foxon, it serves you right.
2. Explain what the title of the story means.
3. Read the passage and replace each of the following
   by a word or expression of similar meaning.
   some fun _______.
   some care _______.
   some doubt _______.
4. Explain the different meanings of “teach” in:
   The teacher taught us a new lesson.
   Storkette taught Foxon a lesson.
5. What are the two meanings of “see through” in these sentences?
   We knew he was lying. We saw through him.
   We saw him through his illness.

B. Answer the following questions.

1. What does Max want? Mention at least three things.
2. What doesn't he want anymore? Mention two things.
3. How does Big Cat feel about Max?

C. Fill in the blanks.

1. The two brothers are not on speaking terms. They
   _______ on many things. Their mother wants
   them to _______ _______ and _______. They
   won't be _______ but at least they _______.
2. When she came to this country, she didn't know
   anyone but it didn't take her long to make
3. They decided to split up because they
   _______.
4. Children always fight with one another, but it
   doesn't take them long _______.
5. There _______. I'm going to miss my art class
   again. I've already missed two classes.

D. Use your imagination.

1. In a dictionary look up the different meanings of
   the verb “see” and make sentences that illustrate
   at least eight different meanings.
2. Look at the picture and write a paragraph about
   Max and Big Cat.
46 Tom had the last laugh

IDIOMCONTACT

A. More idioms

Albert gets on Tom's nerves. Tom has a bone to pick with Albert. He's going to play a trick on him. It's not because Tom can't take a joke — he's a good sport and has a sense of humour — but he's had enough of Albert's practical jokes. He can't put up with them any longer.

Tom is good natured, but somehow Albert manages to bring out the worst in him. So, Tom wants to get even. He wants to get back at Albert. Tom is going to pay him back. Tom will get his revenge once and for all.

B. Separable idioms: pay back, put down

IDIOMACTIVITIES

A. Explain the meanings.

1. Explain what the title means.

2. Explain in your own words what is meant by:

   a. He never misses a chance to put me down.
   b. This time you won't get away with it.
   c. As soon as I have a chance, I'll get even with you.

3. Express differently: It's an eye for an eye.

B. Answer the following questions.

1. How does Tom feel about Albert in picture 1?

2. Why do you think Tom feels that way about Albert?

3. What idea did Tom come up with?

4. How is Tom going to get back at Albert?

5. Do you believe in the idea of "an eye for an eye"? Explain.

6. Do you know anyone who manages to bring out the worst in you? Explain.

C. Complete the sentences.

1. She talked so much and so loudly that ________.

2. This child is terribly spoiled by her family. She ________ with anything she does or says.

3. She played a dirty trick on him and now all he wants is ________.

4. They'll play that funny trick on the new employee only if they're sure he ________.

5. We have no choice but ________ noise for another two or three days until they're through with the drilling.

6. This foreman isn't well liked. He ________ by reminding them that he's the boss.

7. Don't try to cheat on the exam. The rules are very strict. You ________.

8. Mary ________ with Paul. Paul didn't call or visit while she was in hospital for two months.

9. People are very careful as to what they say to him because he ________.

D. Use your imagination.

1. Tell and write a short story that can end with: He had the last laugh.

2. Using as many idioms as possible, write a paragraph on each of the following (see Lesson 17 for other useful expressions):

   a) Colin quit his job because he felt fed up.

   b) Martin will leave a cold climate for a warm one.

   c) Joe wants to leave his hometown for the big city.
Let's go over MAKE, DO, GET, HAVE, and TAKE

MAKE

A. The different uses of the verb MAKE

1. To create
   - They made a cabinet.

2. To prepare
   - They made dinner.

3. To form as a total
   - One thousand metres make a kilometre.

4. To have the essential qualities for something
   - He'll make a good supervisor.

5. To establish, to set up
   - They made special rules for non-members.

6. To get or acquire
   - They're making a lot of money.

7. To cause the success of
   - His last movie made him happy.

8. To cause someone to be or become or do something
   - They made her president.
   - The news made him happy.
   - The nurse made him take the pills.

B. Review of idioms with MAKE

The following expressions with MAKE were introduced in previous lessons. The number of the lesson or page is indicated in parentheses. Choose a partner among your classmates. Together, go over and explain each idiom. Write a sentence using each one.

- make yourself comfortable (1)
- make yourself something to eat, drink (2)
- make mistakes (7)
- make sure (7, 28)
- make noise (8, 28, 33)
- make room (10, 35)
- make it (12, 15, 28, 31)
- make up (p. 27, 45 — different meanings)
- make a cup of coffee (13)
- make a living (17)
- make up your mind (17)
- make out (19)
- make a sale (22)
- make a difference (28)
- make good (31)
- make a speech (32)
- make use of (40)
- make friends (45)
- make peace/war (45)

C. New idioms with MAKE

Together with your partner, study the following illustrations and sentences. Explain in your own words what each expression with MAKE means. Then make your own sentences with each idiom.

3. He made it clear he didn't want to be disturbed.

4. He made good time driving to New York in his new sports car.

1. This child is making faces at himself in the mirror.

5. The guard is making a fist at the children.

6. The skater is making an effort to get up.

7. John is making a date with Mary.

8. Bill is making an appointment with the dentist.
9 They'll make a meal of cookies and milk. That's all they have.

10 I'll make the best of it. I'll take up reading.

11 This chair is made of wood. It was made in Italy.

12 I'll have to make do with this coat. I simply can't afford a new one.

DO

A. The different uses of the verb DO
1. To perform, fulfill, carry out
   She did her duty.
   Do a good deed. Do your best.

2. To cause, bring about
   It will do you no harm.
   Who did this to you?

3. To deal with as required
   They did the laundry, the cleaning and the cooking

4. To work at, have as one's occupation
   — What do you do? — I'm a plumber.

5. To get along well
   Mother and child are doing well.

6. To be suitable
   A glass of milk will do.

7. Auxiliary uses of do
   a) To give emphasis:
      Please do stay.
      She did explain it to us.
   b) To ask a question, to express negation:
      Do you understand?
      I don't eat fish.
   c) To express a negative command:
      Don't tell anyone.
   d) To serve as a substitute for a verb:
      She worked much faster than I did.

B. Review of idioms with DO
The following expressions with DO were introduced in the previous lessons indicated in parentheses. Choose a partner among your classmates. Together, go over and explain each idiom. Write a sentence using each one.

   How do you do. (1)
   do a dumb thing (5)
   do over (7)
   do exercises (7, 29)
   do the cooking (13)
   ... will do (28)
   do anything for (29)
   not do a thing for (38)
   do an experiment (42)

C. New idioms with DO
Together with your partner, study the following illustrations and sentences. Explain in your own words what each expression with DO means. Then make your own sentences with each idiom.

1 I must get myself an umbrella. I can't do without one.

2 They did a lousy job on the car. The paint is coming off.

3 The cat did nothing but meow all day.
4 I did something wrong! Hot water is coming out of the cold water tap.

5 The city decided to do away with street cars.

19. She understands your point, but you seem to be any effort to understand her.
20. What are you going if you don't get your visa in time?
21. She all her Christmas baking yesterday. She tell us she was bringing us some cookies, she?
22. Our children us happy by their best at school.
23. Sorry, I can't go out. I have to my hair and then lunch.
24. I all my cooking for the week!
- What did you for tonight?
- A lamb roast and baked potatoes. For dessert I a pudding.
25. They him an offer, but he turned it down.
- I think he the right thing.
26. To keep warm, they a fire.

27. My friend all her clothes. She an excellent job with collars and the most perfect buttonholes.
28. Rita spilled some milk and Mother clean it up.
29. The dog is getting on my nerves me a favour and him a house so that we can leave him outside.
30. This year we're going all our Christmas presents.
31. I didn't get the photographs. You them.
32. The driver a right-hand turn.

E. Class discussion
If it were the 17th century, what are the things that you would 1) have to do, 2) do without, 3) make yourself, 4) make do with?

GET

A. The different uses of the verb GET
1. To reach, arrive at, come, go
- We got home early.
- We get to work at nine.

2. To become
- They got very tired after the long trip.
- We got hungry and thirsty.

3. To bring
- Get your dictionary!
- Please get me a cup of coffee.

4. To overpower, catch
- The police will surely get him.

5. To understand
- I didn't get what he said!

6. To win, obtain, receive, buy
- She got a medal for her bravery.
- I got myself a new sweater.
- We got a dinner invitation from the Martins.

7. Have got = have, possess
- She's got red hair.
- She's got a beautiful apartment.

8. Causative get
- a) Persuade someone to do something: We'll get them to do the baking
- b) Cause something to be accomplished: He got his pants shortened.

9. To set up communication with
Did you get Cairo on the phone?

10. Get is also used as an informal auxiliary instead of be in passive constructions:
- We got beaten yesterday.
- They got caught.

B. Review of idioms with GET
The following expressions with GET were introduced in the previous lessons indicated in parentheses.
Choose a partner and go over and explain each idiom. Write a sentence using each one.

get in line (10) get out of the way (10) get out of (14, 44) get a ride (14) get dressed (14) get ready (14) get up (14) get out (15, 28) get away with (18, 46) get over (20) get used to (26) get it (27) get someone for something (27) get out of hand (34) get in touch with (36) get rid of (40) get along with (45) get back at (46) get even (46)
C. New idioms with GET
Together with your partner, study the following illustrations and sentences. Explain in your own words what each expression with GET means. Then make your own sentences with each idiom.

1. He's getting on the bus. (train/plane)
2. He's getting off the train (bus/plane)
3. She's getting in/into a taxi. (car)
4. She's getting out of a taxi. (car)
5. The thief got away!
6. Mary just got back from work.
7. Henry just got through reading the magazine.
8. They all left in a hurry so he got stuck with all the work.

A. The different uses of the verb HAVE
1. To own or possess, also possess as a quality
   He has money. She has charm.
2. To contain
   A week has seven days.
   The house has seven bedrooms.
3. To eat, drink or swallow
   I had a sandwich and he had a glass of milk.
   She had an aspirin.
4. To bear
   She had a baby.
5. To permit, tolerate (in the negative)
   I won't have her in my class.
6. Have is used as an auxiliary with past participles to form the present and past perfect tenses.
   I have already seen that movie.
7. Have to is used with infinitives to express obligation or necessity.
   We have to see the doctor at once.
8. To cause to do or be done
   We'll have Peter do it.
   We'll have this done at once.

B. Review of idioms with HAVE
The following expressions with HAVE were introduced in previous lessons. The number of the lesson or page is indicated in parentheses. Choose a partner and go over and explain each idiom. Write a sentence using each one.

- have someone over (for) (1, 9)
- have a good time/a nice weekend/a good trip (1, 33)
- have someone to talk to/be with/go out with (2)
- have something to eat or drink (2)
- have time to (8)
- had better (11)
- have lunch, breakfast (11, 14)
- have a (coffee) break (13, 29)
- have had it (up to one's ears) (17)
- haven't got a clue (the slightest idea) (p. 40)
- have nothing to do with (18)
- have a cold/fever/headache/temperature/the chills/the flu (20)
- have a (head) look on one's face (28)
- have a preference (28)
- have one's eye on (29)
- have the wrong (telephone) number (30)
- have a ball (33)
- have the time of one's life (33)
- have control of the situation/have everything under control (34)
- have on (38)
- have something in mind (38)

- have no use for (40)
- have had too much to drink (43)
- not to have a leg to stand on (43)
- have fun (44)
- have no reason to (44)
- have nothing in common (45)
- have a bone to pick with (46)
- have a chance (46)
- have a sense of humour (46)
- have had enough of (46)

C. New idioms with HAVE
Together with your partner, study the following illustrations and sentences. Explain in your own words what each expression means. Then make your own sentences with each idiom.

1. I have my heart set on a rocking chair. No other chair will do.
2. Here the students have a voice in the administration of their college.
A. The different uses of the verb TAKE
1. To get into one’s hand and hold, to grasp
   Take the matches from the child.
   I took her hand when we crossed the street.
2. To seize, capture
   The enemy took the town by nightfall.
3. To drink, eat, inhale, swallow
   She’s taking vitamin pills.
   I take a cup of coffee in the morning.
4. To accept
   He took the job.
5. To borrow or steal
   Sharon took money from her father’s desk.
   Who took his book?
6. To travel by as means of transportation
   We take the bus to work.
7. To buy
   I took the first sweater I tried on.
8. To move, transport or carry
   Take the dishes to the sink.
9. Take in referring to various activities:
   Take a bath, take a shower, take a walk, take a nap, take a swim, take a drive.

B. Review of idioms with TAKE
The following expressions with TAKE were introduced in the previous lessons indicated in parentheses. Choose a partner and go over and explain each idiom.
Write a sentence using each one.
Take care. (1)
  take off (3, 22)
  take care of (8, 13, 20)
  take a break (13)
  take one’s time (14)
  take someone long (to) (14)
  it takes someone (time) (to) (15)
  What takes/took you so long? (15)
  can’t take it any longer (17)
  take apart (18)
  take a rest (20)
  take time off (20)
  take it easy (20, 29)
  take someone for (21)
  take after (23)
  take an interest in (23)
  take someone to court (36)
  take place (44)
  (can) take a joke (46)

C. New idioms with TAKE
Together with your partner, study the following illustrations and sentences. Explain in your own words what each expression means. Then make your own sentences with each idiom.
2 They *take turns* doing the dishes. One day he does them. The next day she does.

3 The priest *took part in* the students' meeting yesterday.

4 *Take a seat,* please. The manager will be with you in a minute.

5 She'll *take up* medicine when she goes to university.

6 The cashier was off sick so Gabriel *took charge of* the cash register.

7 Paul is *taking down* all the pictures.

8 The secretary is *taking down* everything they're saying.

9 They're *taking a look at* the house they want to buy.

10 His announcement *took everyone by surprise!*

11 If you *take into consideration* his age, he did very well at the race.
12 She looked so gorgeous in her evening dress that she took everybody's breath away.

ON SECOND THOUGHT, IDIOMS AREN'T SO DIFFICULT AFTER ALL.
FINALLY I'M BECOMING FLUENT.

NOW I CAN'T GET A WORD IN EDGEWISE.
Index

Here is a list of the idioms and expressions introduced in the book. They are listed lesson by lesson in alphabetical order.

Lesson 1
Best of luck.
Best wishes.
Better luck next time.
can (permission)
Congratulations.
Do you have the time?
Do you mind...
Excuse me.
Good luck.
Have a good time.
a good trip.
a nice weekend.
have someone over
Help yourself.
Hope you feel better.
I'm sorry.
It's all right.
Make yourself comfortable.
may (permission)
Not at all.
Of course.
Pardon me?
Pleased to meet you.
See you (later).
Thank you.
Thank you.
Well said.
Will you please...
would like
You too.
You're welcome.

town
in town
out of town
What's the weather like?

Lesson 2
all set to
away (on business)
be, feel + adj.:
cold, hot, hungry, thirsty, lonely, etc.
go away
have
someone to talk to
something to eat/drink
make oneself something
to eat
to drink
on one's way
tired
dead tired
tired out

Lesson 4
apologize for
at once
besides
care for
come along
(be) delayed
excuse someone for
go + -ing verb
keep someone to long
on the way to
pick up
right now
(be) worried
would like

Lesson 5
at once
do a dumb thing
use one's head
worn out

Lesson 6
(be) after someone
tall over the place
clean up
hang up
mess
a mess
in a mess
messy
pick up
put away
tidy up
upside down

Lesson 7
(be) careful
day in, day out
do exercises
hand in
make mistakes
make sure
over
do over
read over
pay attention
pick on
sit up

Lesson 8
bother someone
care
cares about someone
take care of
go away
have time to
keep quiet
leave alone
look after
make noise
peace and quiet
wake up someone

Lesson 9
at once
in everybody's way
keep
keep away
keep off
keep out of
put out (a match)
stay
stay away from
stay out of

Lesson 10
line
get in line
line up
stand in line
make room
move over
way
get out of the way
Lesson 11
after all
call back
clear up
come out
drop off
go out
had better
hold on
in the meantime
it looks like (rain)
(a) lift
set the table
set one's hair
turn out

Lesson 12
as usual
catch one's breath
catch the bus
come true
for nothing
(beat) late for
make the bus
miss the bus
out of (different meanings)
pull out
pull in
stand for
stand out
take the bus

Lesson 13
all day long
do the cooking, etc.
keep busy
keep (a)
look after
miss (different meanings)
speed time
take a break
take care of

Lesson 15
All's well that ends well.
as the saying goes
at last
call off
change one's mind
come to a full stop (thought)
crossed (her) mind
don't on one's knees
for heaven's sake
get up
jump out
make it
out of breath
right in front
time
in time
make it in time
to time
(someone) time
today of all days
What took (him) so long?
What's keeping him?

Lesson 16
(be) after someone/something
break up with
(it) dawned on
fall in love with
find out
go steady
go together

Lesson 17
all upset
at first
come back
fed up with
for heaven's sake
have it
make a living
mind
one's... one's
one minute... the next
pick up
put down
put up with
shake hands
sick and tired of
can't stand it
can't take it
to one's ears
what a way to...
work hard for a living

Lesson 18
can't believe one's eyes
come apart
Don't you dare...
fall apart
get away with
go unpunished
have nothing to do with
in heart in one's mouth
hold someone responsible
in pieces
in someone else's shoes
in the act
in (real) trouble
lay hands on
look as if
mean (verb)
no way
pay for
put (back) together
red-handed
several stiffs
separate
take blame
thank heavens

Lesson 19
figure out
get (to understand)
in the same breath
make out
put it this way

Lesson 20
build up
carry on
catch a cold
come down with
come to
follow advice
from morning till night
got over (a cold)
get well soon
no wonder
off sick
on holidays
on the go
run a business
run a temperature
slow down
sore all over
take a rest
take ill
take it easy
take time off
what's the matter with

Lesson 21
end up
look like
look like
pass for
take someone for someone else

Lesson 22
burst out laughing/crying
can sell
dash off
dash out of
down (at)
fit/feel/look right
go bald
in a hurry
in a rush
look like
look older than one's age
look one's best
orth off
try on

Lesson 23
go in for
run in the family

Lesson 24
used to + verb

Lesson 25
as a matter of fact
feel at home
feel out of phase
mind (verb)
next person/one
used to + noun

Lesson 26
get used to
go well
taken to

Lesson 27
got
I'll get you!
You're going to get it!
I'll teach you...
run for one's life
use (verb)

Lesson 28
as long as
break into/out of
by the way
Can't you tell
catch red-handed/in the act
frightened to death
get out
give... stand someone a hand
have (a) look on one's face
have a preference
hurry up
It makes difference
make it fast
(be) right back
right here
rescue oneself to something
(by) up to
up to no good
watch out for
(he) way is clear
will do

Lesson 29
cut out
grow up
grow to smoke
have

Lesson 30
call back
cut off
hang up
in service
look up
out of order
(Refer to the lesson for other expressions used on the telephone.)

Lesson 31
bon voyage
come true
good
(beat) in tears
just in time
make good
make it
off to
run for one's life
see off
try one's luck
wave goodbye
with good luck

Lesson 32
end in/with/without
fall asleep
fall flat
get a sinking sensation
(cannot) help
lack content
make a speech
out of touch with
so... that
wrong
be wrong (with)
go wrong (with)

Lesson 33
cut out
go to sleep
have
- a ball
- a great time
- the time of one's life
becoming (adj.)
(not) do a thing for
with
That colour doesn't go with your
hair.

Lesson 39
fit like a glove
one's mind
speak up
wear size x

Lesson 40
diet
be on a diet
follow a diet
go on a diet
put someone on a diet
down (adj.)
down in the dumps
feel
left out
like a million dollars
needed
from now on
get rid of
give a good scrub
give away
have no use for
in good condition
look like new
look well
make use of
on top of the world
weight
be overweight
gain weight
lose weight
put on weight
what's wrong with

Lesson 41
be up to
be up to (his) old tricks

Lesson 45
friends
be friends
make friends
the best of friends
forget (our) differences

Lesson 46
bring out the worst in
an eye for an eye
from now on
get away with
get back at
get even (with)
good natured
(he) a good sport
have a bone to pick with
have a chance
have a sense of humour
have had enough (of)
never miss a chance
once and for all
pay back
play a trick on
put someone down
put up with
(can) take a joke

Lesson 47
A review of idioms with make, do, get, have and take and the introduction of the following:
do a (lousy) job
do away with
do nothing but
do something wrong
do without
gain
get back
get in into
get off
get on
get out of
get stuck with
get through
have a voice in
have a way with
have it made
have (time) off
have one's heart set on
have one's own way