

**ADULTS**



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## Activity 1

### 'Life is a journey'

#### VOCABULARY

This activity is to pre-teach the vocabulary the students will need to understand to do the picture dictation. You may decide it is not necessary to spend a lot of time on this, but it is worthwhile to cover it quickly even with higher intermediate classes.

#### PICTURE DICTATION

Tell the students they are going to draw the map of a journey that you will dictate to them. They must continue drawing the path and add any other features of the landscape that you say. Read the dictation out slowly.

Set out from point A and take the path north. Go through the forest, and follow the path as it changes direction east. On your right you see a church, move on past it. You come to a crossroads. Head south. You come to a bridge. Cross it. You will go through a small village. After the village you pass a small lake on your left. On your way past the lake, the path goes uphill. Follow the path until you are over the hill. You come to another crossroads. Go west a little. Make a point "B" where you have arrived.

Tell students to compare with a partner. Are there many differences in their maps? Ask them to tell you the route they drew.

#### LIFE IS A JOURNEY

The introduction to this part of the activity highlights the metaphorical roots of many expressions about life. Go over this with the students. Then look at the speech bubbles. First ask students to go through them all quickly. Do they recognise any expressions from the picture dictation (e.g. over the hill, cross the bridge, at a crossroads)? Tell students to underline all the expressions that have a connection to the idea of travelling. The first one has been done for them. Working with another partner, ask them to speculate on what each could mean. Check back with the class. If you have a monolingual class, you could ask them to translate some of these expressions into their own language and compare translations (use the ones in boldface from the answer key below for this as these are particularly idiomatic)

**ANSWERS:** where I'm heading; has no direction; go through life; set out to be a doctor; cross that bridge when we come to it; I was at a crossroads; you have to move on; took an unexpected direction; passed away/ went in his sleep; over the hill.

## WHAT DO YOU THINK?

Students can work on these questions in pairs or groups of three. An alternative procedure is to cut them up and give each group a set. Each student takes it turn to take a paper at random and asks the question to someone else in the group.

**Do you know the meaning of all these words? Check with a partner. If there are some that you don't know, check in a dictionary. You will need to understand these words for the next activity.**

PATH	FOREST	CHURCH	CROSSROADS	LAKE	BRIDGE
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## A picture dictation

Listen to the teacher and draw the route.



In English, there are many words and phrases connected to life that use the metaphor of a journey. Life is like a journey, and your experiences are like different parts of a journey. Look at these spoken expressions. All of them use the key idea of journey while talking about life. First, underline the words which convey the key idea of travelling (an example has been done for you). Which expressions did you hear in the picture dictation?

The baby arrived  
at 6 o'clock this  
morning!

I don't know where I'm heading.  
My life has no direction at the  
moment.

You can't just go  
through life with  
your eyes closed!

I set out to be a doctor, but I  
liked English so much that I  
became an English teacher!

You want to know where we are  
going to be this Christmas?  
We'll cross that bridge when we  
come to it; it's only July now!

After university I was  
at a crossroads, and I  
didn't know which way  
to go.

You have to move on and  
forget about what has  
happened.

His life took an  
unexpected direction  
after he met her.

My father passed away  
last night. He went in  
his sleep.

Her parents don't  
understand her at all.  
They're over the hill!

**Work with a partner or a small group of people. Choose a question and explain your answer to the others.**

WHAT AGE IS "OVER THE HILL" FOR YOU?
DO YOU KNOW ANYONE WHO GOES THROUGH LIFE WITH THEIR EYES CLOSED?
HAS YOUR LIFE EVER TAKEN AN UNEXPECTED DIRECTION?
IS IT BETTER TO PLAN AHEAD IN LIFE OR TO CROSS BRIDGES WHEN YOU COME TO THEM?
HAVE YOU EVER FELT YOU WERE AT A CROSSROADS IN LIFE?
HAVE YOU EVER SET OUT TO DO SOMETHING IN LIFE, BUT THEN DONE SOMETHING COMPLETELY DIFFERENT?
HAVE YOU EVER FELT THAT YOUR LIFE WAS GOING NOWHERE?
DO ANY OF THESE METAPHORS FOR LIFE EXIST IN YOUR LANGUAGE?

## Activity 2

### It's all in your mind

#### Stage One

Ask students how they remember new words from English class. Do any of them have any special methods or tricks to help them remember? Make a list on the board. Tell students that in today's class they are going to talk about remembering things and their minds.

#### Stage Two

Distribute the questionnaire and ask students to do it orally in pairs. Clarify any expressions that they don't know. Feedback some of the interesting answers with the whole class. Now tell students to fold the paper so they can no longer see the questionnaire and ask them to do the gapfill which practises prepositions.

**Answers:** 1. in 2. at 3. – 4. out 5. – 6. in 7. in

#### Stage Three

If this is the first Metaphor Lesson you are doing with a class, explain that in English there are many phrases and expressions that have metaphorical meanings. Tell them to look at the pictures and imagine that each of them could represent a metaphorical meaning for the mind. Look back at the examples they have seen. Which picture best represents the metaphor of the mind?

**Answers:** The filing cabinet. In English, the mind is like a container or an area, with thoughts being stored there or going in and out.

It is worthwhile, especially if you have a monolingual class, to ask students if this metaphor for the mind exists in their own language. How would they translate the expressions from the first and second exercise?

#### Stage Four

Explain to the students that there are many expressions that include the word mind. Write on the board "Put your mind to the next exercise." What do students think it means? (answer: concentrate on the next exercise). You can tell them to do this alone or "put their minds together" and do it together.

**Answers:** 1.d 2.g 3.a 4.b 5.f 6.c 7.h 8.e

## **Stage Five – Follow up**

Go over the notes about Learning Styles. If you did the Intelligence is a Light lesson, this is a logical follow up. What Learning Style do your students prefer? If you have access to computers and the Internet at your school or in the classroom, they can do an online test to find out what their Learning Style is. If not, this could be set for homework (if students have access to the Internet at home or work). You could do some feedback on this once they have their results, e.g. What do you think? Is it you?

### **The Mind Questionnaire.**

#### **Interview a partner. Find out how good their mind is!**

- Are you good at remembering names and faces of people?
- How do you remember things? Do you have any special tricks that help you keep things in mind?
- Do you often have a piece of music or lots of useless information stuck in your head?
- If you are very stressed, do you have any methods to empty your mind and relax?
- Do you often have to search your memory for something?
- Do you feel you have an open mind or a closed mind to new ideas?

### **Mind the prepositions!**

**Complete the following sentences with the correct preposition. Some do not need a preposition. Do this WITHOUT looking at the questionnaire.**

1. The memory is still fresh \_\_\_\_\_ my mind.
2. There were some doubts \_\_\_\_\_ the back of her mind.
3. My holiday was great. I really emptied \_\_\_\_\_ my mind of all my troubles at home.
4. You worry too much about things. Push it \_\_\_\_\_ of your mind.
5. I am searching \_\_\_\_\_ my memory but I can't remember your name.
6. Listen carefully, because you have to keep \_\_\_\_\_ mind that this is on the next test.
7. His name was forever fixed \_\_\_\_\_ her mind.

## The Metaphor for the Mind

Look at the above examples. Which of these pictures is the best metaphor for the mind in English?



## 8 Expressions you should keep in mind

Look at the following expressions in English that use the word “mind”. Match them to their definition.

1. Are you out of your mind? You can't go swimming in this terrible weather!
  2. I can't believe she said that. I'm going to give her a piece of my mind!
  3. He's changed his mind and doesn't want to help us now.
  4. Yes, I'd love a coffee. You read my mind.
  5. I felt comfortable with them because I could always speak my mind.
  6. I wanted to invite him, but I was so busy that it slipped my mind.
  7. Come to the cinema with us, it will take your mind off your exams.
  8. Are you coming or not? Make up your mind!
- 
- a. To change your opinion about something
  - b. To know what someone is thinking
  - c. To forget
  - d. Crazy
  - e. To make a decision
  - f. To say exactly what you think or feel
  - g. To say what you think especially if you are angry
  - h. To make you think of something else

## How do you keep things in mind? – Online Task

Learning styles are different ways of learning and remembering things. There are three main types of Learning Style:

Visual learners – These people learn through seeing.



Auditory learners – These people learn through listening.

Kinaesthetic learners – These people learn through moving, doing and touching.

What kind of learner are you? If you have access to the internet, take a test to find out! There is a free test available online at...

<http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

### **Activity 3**

#### **Happy and sad**

##### **Stage One**

Tell students to write down on a piece of paper three things that make them happy and two things that make them sad. Then tell them to stand up and find someone whose answer most closely matches their own. Tell them to sit with that person or people for the rest of the class. What things made people happy and sad? Was there anything that lots of people had written down? Ask the students.

##### **Stage Two**

Distribute the worksheet and read out the metaphor note. Go through the first one or two examples, explaining what they mean. Students must then classify the other sentences as Happy or Sad. Check back answers as a class and clarify expressions that they don't understand.

##### **ANSWERS:**

HAPPY: The news really lifted my spirits. Things are looking up today. Since the phone call, I've been walking on air. Cheer up! My spirits rose when I opened the mailbox.

SAD: I'm feeling quite down actually. My heart sank when the phone rang. He was in the depths of despair. Don't look so down in the mouth! I've been really low recently.

##### **Stage Three**

Tell students to look at the vocabulary box on the next page. In this exercise the language has already been categorised and highlighted, but the students must discover the common metaphor. Ask them to work in pairs and go through the expressions, checking the words in bold in a dictionary if they don't understand. Then tell them to complete the metaphor box on page one. Are these metaphors the same in the students' language? With a monolingual class you could ask your students to translate a few. Do they "work" in the students' language? Are there any other metaphors for happiness that exist in the students' language?

**ANSWER:** In English, happiness is like bright light or bright colours and sadness is like darkness or dark colours.

#### **Stage Four**

This is a mini role play to get the students to use some of the language they have learned. Give each student a card. Set a time limit on the activity and go over mistakes you hear. Get students to switch roles and partners and repeat the activity.

- 1. Read the metaphor note. Can you put the following expressions in the right column, happy or sad?**

#### METAPHOR NOTE

In English, feeling happy is like being high up or moving upward. Feeling sad is like being low down or like falling.

- *I'm feeling quite down actually.*
- *The news really lifted my spirits.*
- *My heart sank when the phone rang.*
- *Things are looking up today.*
- *He was in the depths of despair.*
- *Don't look so down in the mouth!*
- *Since the phone call, I've been walking on air.*
- *I've been really low recently.*
- *Cheer up!*
- *My spirits rose when I opened the mailbox.*

Happy	Sad

2. Being high up or low down are not the only metaphors for happy and sad. Look at the examples on the next page. Pay attention to the words in bold. Can you complete the metaphor box below?

METAPHOR NOTE	
In English, happiness is like _____ and sadness is like _____.	

Happy	Sad
<p><i>The future looks <b>bright</b>.</i></p> <p><i>Her eyes <b>shone</b> with delight.</i></p> <p><i>The baby looks <b>radiant</b> in this picture!</i></p> <p><i>Every time I see her, my face <b>lights up</b>.</i></p> <p><i>The announcement <b>brightened up</b> the whole day for me.</i></p>	<p><i>I've been in a <b>black mood</b> all morning.</i></p> <p><i>I was feeling <b>blue</b> last night.</i></p> <p><i>I was in the <b>depths</b> of despair.</i></p> <p><i>I'm afraid the situation looks very <b>bleak</b>.</i></p> <p><i>It's a very <b>gloomy</b> city.</i></p>

### 3. Bright vs. Bleak

Work with a partner. One person is Bright, the other is Bleak. Read the notes and have a conversation.

## ***You are Mr. or Mrs. Bright***

You are happy about a lot of things.

You love your job. You work with really nice people.

Your son just got married. His future looks **rosy**.

Your wife/husband doesn't have a job, but things are **looking up**.

Your favourite football team won the World Cup and you are **walking on air**.

You found some money on the street today.

You meet your friend, Mr. or Mrs. Bleak, in the street. Find out how he/she is. Ask about his/her work, family and other things in his/her life. When you talk about your life, try to use the expressions in **bold**.

You start the conversation: **Hi! How great to see you again! How's work?**

## ***You are Mr. or Mrs. Bleak***

You are unhappy about a lot of things.

You hate your job. You think you will probably soon be fired.

Your daughter just got married. You don't think it will last long, and you think your son-in-law is a **gloomy person**.

Your wife/husband doesn't have a job, she/he is **in very low spirits** about this.

You supported a team that didn't do very well in the World Cup. You have been **blue** about this for some weeks now.

You lost your wallet in the street today.

When you talk about your life, try to use the expressions in **bold**.

You meet your friend, Mr. or Mrs. Bright, in the street. Find out how he/she is. Ask about his/her work, family and other things in his/her life.

Mr/Mrs. Bright will start the conversation.

## Activity 4

### Winning is killing or hitting

#### Stage One

Write the word football on the board. Ask learners to call out words and names that they associate with football. When you have around ten words on the board, write American football and ask students to do the same. Do students know what football is called in America? (answer: soccer) Explain that in this lesson learners will be looking at language that is used to describe sports competitions, like football and American football.

#### Stage Two

Explain the first activity and hand out the worksheet. Learners can use dictionaries to find out the meanings of the word. If you do not have any dictionaries, ask the students to compare in pairs what words they know, then go through them. Explain that all these words are related to hitting or killing. Then draw attention to the metaphor box.

#### Stage Three

Check that learners are familiar with the Champions League (it is a European football league, the top teams from each country play against each other). They then read the scores and circle the correct answer.

This activity also gives some practice of the passive tense. You could do a quick review of the past passive at this point if you wish.

#### Answers:

Manchester United *thrashed* Real Madrid three nil.

*Bayern Munich* were annihilated in last night's match.

Paris Saint Germain *were knocked out by*, Glasgow Celtic losing five - two.

Juventus *were beaten by* Sporting Lisbon in an exciting match which ended in overtime.

#### Stage Four

Have learners check their answers in pairs. Tell them that they are sports commentators for the BBC (British Broadcasting Company) and must read out their answers in their best British accent. Circulate and check. You could ask the learner with the best accent to read out the answers to the class.

#### Stage Five

Now direct learners' attention to the second chart, the results for the National Football Association (NFA) of the United States. Using the language from the earlier exercise, ask them to work in pairs and write four similar sentences about the results. Then repeat stage four (above) but this time tell the learners that they are American sports commentators and must give the results in their best American accent.

#### Stage Six

To finish off the lesson, ask learners to sit in groups of three or four and discuss the questions in exercise

8. Do some feedback on this at the end of the activity.

**1. Look at these words and check that you understand the meanings.**

to knock out                      to clobber  
to beat                              to annihilate  
to thrash                          to slaughter  
to hammer

**METAPHOR BOX**

In English, winning a competition is like **hitting** or **killing** your opponent. Losing is like **being injured**.

**2. Look at the results for the Champions League Football tournament.**

**CHAMPIONS LEAGUE FOOTBALL RESULTS**

Manchester United 3	Real Madrid 0
Bayern Munich 0	Locomotiv Moscow 2
Paris Saint Germain 2	Glasgow Celtic 5
Juventus 2	Sporting Lisbon 3

**3. Circle the correct words to make the sentences true.**

- Manchester United thrashed/were thrashed by Real Madrid three nil.
- Bayern Munich/Locomotiv Moscow were annihilated in last night's match.
- Paris Saint Germain knocked out/were knocked out by Glasgow Celtic, losing five - two.
- Juventus beat/were beaten by Sporting Lisbon in an exciting match which ended in extra time.

**4. Work with a partner. You are a sports commentator for the BBC. Read out the sentences above in your best English accent. Does your partner have the same sentences?**

5. Look at the American National Football League (NFL) results.

<b>San Francisco 49ers 35</b>	<b>Washington Redskins 7</b>
<b>Green Bay Packers 35</b>	<b>Chicago Bears 13</b>
<b>New York Jets 14</b>	<b>Oakland Raiders 0</b>
<b>Miami Dolphins 23</b>	<b>New York Giants 10</b>

6. Write four sentences to describe these results. Use the language from exercise 2 to help you.

7. You are a sports commentator for ESPN sports network. Read out your sentences in your best American accent.

8. Discuss the following questions:

- Are competitive sports like football very popular in your country? Do people “belong” to a certain team?
- Do you think sports in your country are too competitive?
- Do you think too much money is spent on sports like football?
- Do you have any of these metaphors for winning and losing in your language?

## Activity 5

### Time is money

#### Stage One

Ask students to complete this puzzle:

$$X = 24Y = 1440Z = 86400ZZ$$

What is X, Y, Z and ZZ? Answer: day, hour, minutes, seconds. Tell the class that today's lesson is on Time.

#### Stage Two

Ask students to match the two halves of the proverbs and quotes about money in pairs. Check back answers with the whole class. What do they mean? Can the students rephrase them? Do an example for the first one: *When you are at a party and you are enjoying yourself, it feels like time goes faster.*

Answers: Time flies ... when you're having fun. The early bird... gets the worm. Never put off to tomorrow... what you can do today. A stitch in time... saves nine. \_ \_ \_ \_ \_

#### Stage Three

Ask students to work with a different partner and to ask and answer the questions in the Time Survey.

Check the meaning of any unknown words. Do feedback on this exercise at the end. Did the students find anything that surprised them? If you have time, get the students to ask you the questions too.

#### Stage Four

Explain the metaphor Time is Money in English using the expressions. Are there any others in the proverbs or survey that use the same metaphor? For extra practise ask the students to look at the four examples of Time is Money in #3. They should write a four-line dialogue that includes one of the expressions (therefore giving them some context).

#### Stage Five

Ask the students what they think of the idea that Time is Money. Is it true? Do they have any similar expressions in their own language? Do they think that society is obsessed with time? Read out the two quotes on page 2 of the handout. What do the students think? Explain the expressions "in a rush/hurry" and "take your time". Then put students into groups of three to discuss the second set of questions.



## 1. Time proverbs

### Match the two halves of the proverbs

Time flies ...	saves nine.
The early bird ...	what you can do today.
Never put off tomorrow ...	gets the worm.
A stitch in time ...	when you're having fun.

## 2. Time survey

### Work with a partner. Ask and answer the questions.

- How many hours do you sleep every night?
- How much time do you have for holidays every year?
- How much time do you spend with your family every day?
- Do you ever feel like you are wasting your time at home?
- Do you make the most profitable use out of your free time?
- How many hours do you work a week?
- If you run out of time to finish something at work (school), do you take it home?
- What time do you begin/end work (school) every day?
- Is there a time clock where you work? Are your hours accounted for?
- How much time do you use for lunch?

## 3. Time is Money

### In English, time is like money, or like something that you buy and use. Look at the following expressions:

- We need to **buy** some more time for our assignment.
- I **can't afford** to **spend** any more time on this!
- It was **worth** waiting for!
- This is **wasting** my **precious** time!

Can you find any expressions in exercises 1 and 2 above that use the same metaphor?

## 4. Challenging the metaphor

### Look at this two quotes and discuss the questions with a partner:

*When the principle of Time as Money comes to dominate the working time of a society it dominates the non-working time as well. It is a standard by which all human activities can be evaluated as useful or useless.*

C Douglas Lummis New International Magazine #343 March 2002

*We should at least recognize that neither technology nor efficiency can acquire more time for you, because time is not a thing you ever had. It is what you live in.*

James Gleick Faster, the acceleration of Almost Everything 1999

- Does the metaphor Time is Money exist in your language?
- Look back at the survey that you did. The first part represents non-working time, the second represents working time. Do you feel that you spend more time working than not working?
- Do you do things quickly or slowly? Are you often in a rush or do you take your time?
- Are people where you live or work obsessed with time?
- The North American working week is getting longer and longer. People have a little time for lunch, there is lots of overtime and people take work home. Is this model of a working week true where you come from? Is it changing?
- Some countries are introducing a mandatory shorter working week (32 hours). What are the advantages and disadvantages of this?

## Activity 6

### Responsibilities are like weight

#### Stage One

Tell students you are going to mime a sentence and that they must try to guess the exact words to the sentence. Mime the following: YOU ARE CARRYING A HEAVY LOAD. As students call out words, put the correct words on the board. It is quite likely that they will not be able to guess the last word, in which case write it on the board and explain it. Tell the class that in today's lesson they are going to be looking at expressions and idioms that relate to the idea of carrying.

#### Stage Two

Distribute the first handout and tell students to do activity one in pairs. When they are finished, they can do activity two. Go through the answers as a class.

#### Answers:

- A) a forklift / offloading a heavy box
- B) carrying a heavy load / a heavy burden
- C) a saddle (on the back of the horse)
- D) a shoulder
- E) carrying a heavy load / a heavy burden
- F) bearing a cross

Ask students what word from the box means the same as to carry (answer: to bear). Explain that the word shoulder can also be used as a verb (to shoulder) and that it means the same as to carry.

#### Stage Three

Direct students' attention to the Metaphor box, or read it to them yourself. Ask them to try to make some sample sentences using the words in the box to talk about responsibilities.

#### Stage Four

Put students into groups of three. Write the different jobs on the board from exercise 4. Give the students the task and set a time limit of three minutes. Tell them that they must do this task in English, and to try to incorporate some of the expressions in 2. Circulate and monitor.

#### Stage Five

Distribute the second worksheet and direct students' attention to activity 5. Tell them to underline the words or expressions that use the metaphor. Once students have finished, repeat the expressions and drill the pronunciation. Point out that the expression to get saddled with something uses the word saddle as a verb (in a passive construction).

#### Answers:

"The teacher carries lots of responsibility, because she gives our children their education."

"The banker doesn't shoulder that much responsibility, he or she just moves money around."

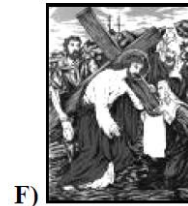
"A politician? No way! Politicians offload their responsibilities to other people."

“I think it would be a burden to work as a nurse. Too much responsibility for big and little things. Plus you get saddled with work like cleaning beds.”

### Stage Six

Ask students to do activity 6 on their own. Check back the answers altogether as a class. Put the students in pairs to ask and answer the three questions of their choosing. Ask the same pairs to discuss the idioms in exercise 8. Conduct a whole class feedback session at the end.

**Answers:** a) carry b) burden c) weigh d) off e) offload



1. **Work with a partner. Describe one of the pictures, but don't say which picture it is. Your partner has to guess.**
2. **Match the words in the box to the pictures. Some of the words can go with more than one picture:**

a shoulder	a forklift
carrying a heavy load	bearing a cross
a saddle	offloading a box
a heavy burden	

What words mean the same as “to carry”?

3. **Read the information in the metaphor box.**

#### Metaphor

Having responsibilities is like carrying something. Responsibilities that cause you problems and make you worried are like heavy loads.

4. Look at these jobs. Work with a partner. Put the jobs in order of most responsibility to least responsibility.

teacher	nurse	pilot
banker	doctor	police officer
firefighter	politician	school bus driver

5. Read what some native speakers said about these jobs. Underline the expressions that use the metaphor.

"The teacher carries lots of responsibility, because she gives our children their education."

"The banker doesn't shoulder that much responsibility, he or she just moves money around."

"A politician? No way! Politicians offload their responsibilities to other people."

"I think it would be a burden to work as a nurse. Too much responsibility for big and little things. Plus you get saddled with work like cleaning beds."

6. Choose the correct word to complete the questions.

- a) Do you feel you (carry/burden) a lot of responsibilities at home?
- b) Are there any jobs you have to do which are a real (load/burden) to you?
- c) What problems (weigh/weight) on young people's minds these days?
- d) What would take a load (off/on) your mind?
- e) Do you find it difficult to (offload/offloading) work to other people?

7. Work with a partner. Choose three of the questions in 6 and ask them to your partner.  
8. Read the idiom box and answer the questions.

**Idiom**

Can you explain the underlined idioms in your own words?

"The house was like a millstone around her neck."

"We all have crosses to bear."

Are there any similar expressions in your language?

Does this metaphor for responsibilities exist in your language?

## Activity 7

### Making Mistakes is like falling over

#### Stage One

Write the word MISTAKES on the board. Elicit other words and situations that students think of when they think of mistakes. Write these up on the board. Allow some discussion about individual words or situations at this point.

#### Stage Two

Tell the class that they are going to role play several different situations in which people make mistakes.

Divide the class into pairs. Assign each pair a role card. Give them a couple of minutes to think about what they are going to say. Don't let this go on too long because the speaking activity should be as natural and unscripted as possible. Tell them they must incorporate the phrase on their card into the roleplay.

Circulate and help different pairs with their expressions.

#### Stage Three

Give the handout to the students. Tell them that as they listen to the roleplays, they should listen out especially for the phrases on the worksheet. They have to circle the correct word to make the phrase. Tell them to do this first with their own expression on the role card. Then have the pairs perform the roleplays for the class. Check back the answers.

#### Answers:

a) I think I tripped up on the first question. b) The actor stumbled over her lines! c) But you didn't take a single wrong step! d) You could fall flat on your face! e) When I asked him/her, he/she fumbled for what to say! f) Is this a clumsy attempt at saying sorry? g) It was a slip of my tongue. I'm sorry!

#### Stage Four

Draw students' attention to the metaphor box. Ask them if any of the expressions exist in their own language. Does the same metaphor for mistakes exist as well?

#### Stage Five

Think of 3. This is a quick speaking activity to get students using and personalising the new expressions.

Divide the class into groups of 5 maximum. Copy and cut up each of the sentences and give each group a set of sentences. Each person in the group must take a sentence at random and answer the question. They must do this in a minute. You could also do this directly from the worksheet, with students taking turns challenging each other to answer one of the questions.

## 1. Role Play

The teacher will give you a card with a situation to perform in front of the others. Prepare your roleplay briefly with a partner. Then act out your situation. Use the expression on the card in your roleplay.

## 2. What's the Right Word?

Listen to the roleplays, then choose the right word to complete the expressions below about making mistakes.

- a. I think I tripped (up / down) on the first question.
- b. The actor stumbled (up / over) her lines!
- c. But you didn't (take / do) a single wrong step!
- d. You could fall (fat / flat) on your face!
- e. When I asked him/her, he/she fumbled (for/in) what to say!
- f. Is this a clumsy attempt (to / at) saying sorry?
- g. It was a slip of (the / my) tongue. I'm sorry!

Can you think of a different context for each of these expressions? Make a list with a partner. Then compare your alternative contexts to another pair's.

## 2. Metaphor Box.

In English, making a mistake is like falling over, or like being clumsy and dropping things.

*Are there any similar expressions in your language about making mistakes? Does this metaphor exist in your language?*

## 3. THINK of 3– Challenge!

Answer the following questions. You only have one minute for each one.

- Think of three times when you might fumble for something to say.
- Think of three times when you thought you might flat on your face.
- Think of three times when you put your foot in your mouth!
- Think of three slip-ups that frequently happen where you work or study.

<p><b>Role card</b></p> <p>You are both students talking about your final exam, which you have just finished.</p> <p><b>I think I tripped up on the first question</b></p>	<p><b>Role card</b></p> <p>You are both talking about a play you saw, which was terrible in your opinion. You are very disappointed.</p> <p><b>The actor stumbled over her/his lines! I think he/she was drunk!</b></p>
<p><b>Role card</b></p> <p>A. You just finished a presentation, but you feel awful about it. B. You are encouraging A, you think their presentation was great.</p> <p><b>But you didn't take a single wrong step!</b></p>	<p><b>Role card</b></p> <p>A: You want to ask someone (not B) out on a date, but you are nervous. B: You are A's friend, you think it is a bad idea.</p> <p><b>You could fall flat on your face!</b></p>
<p><b>Role card</b></p> <p>A. You think your boyfriend/ girlfriend is cheating on you with someone else. You want advice. B. You are A's friend. Give advice.</p> <p><b>When I asked him/her, he/she fumbled for what to say!</b></p>	<p><b>Role card</b></p> <p>A. You are B's boss. You are angry with A because they lost an important client. B. You forgot to call an important client and now you feel terrible.</p> <p><b>Is this a clumsy attempt at saying sorry?</b></p>

<p><b>Role card</b></p> <p>A. You are B's mother. By accident you called B's girlfriend by another name. B. Your girlfriend is furious at you because your mother called her a different name.</p> <p><b>It was a slip of the tongue. I'm sorry!</b></p>
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## Activity 8

### Intelligence is light

#### Stage One

Get students to sit in groups of three or four. Ask the students “Who is the most intelligent person you know? Why?” Tell them to think about it for a minute, then tell the other people in their group who they were thinking about. Feedback answers as a class. Write on the board “Intelligence is...” and tell students working in groups to finish the definition.

#### Stage Two

Hand out the reading and tell the students to read it through quickly (set a time limit). Ask them what the article is about. Now tell them to read the first paragraph more slowly. Can they figure out the IQ puzzle? The answer is N (each letter represents the first letter of a number, thus One, Two, Three... the next in the sequence is Nine). If they can't does this mean that they are not intelligent? Tell them to read on about multiple intelligences.

#### Stage Three

Hand out the reading activities. They must match the job with the corresponding intelligence. Sometimes a particular job might correspond to more than one intelligence. The answers below are intended as a guide:

#### Answers:

- A navigator – visual spatial
- A football player – bodily kinaesthetic
- An architect – visual spatial
- A philosopher - intrapersonal
- A composer - musical
- A disc jockey – musical
- A language teacher - linguistic
- A computer programmer – logical mathematical
- A scientist – logical mathematical
- A fire-fighter - bodily kinaesthetic
- A politician – interpersonal/linguistic
- A salesperson - interpersonal
- A poet - linguistic
- An artisan - bodily kinaesthetic

#### Stage Four

If you have access to computers and the Internet at your school or in the classroom, students can do an online test to discover what their strong intelligences are. If not, this could be set for homework (if students have access to the Internet at home or work). You could do some feedback on this once they have their results, e.g. What do you think? Is it you?

### Stage Five

Explain the metaphor note. Students then look through the text for words or expressions that have to do with light.

**Answers:** the brighter you are (par.1), who shines at languages (par.2), who is brilliant at music (par.2), are these people dull (par.2), are dazzling speakers (par.3), get flashes of inspiration (par.7), interpersonally bright people (par.8)

Students can now do the next exercise, which involves filling in the gaps with the same word for each pair of sentences.

**Answers:** 1&2- bright, 3&4- shines, 5&6- flash, 7&8- brilliant, 9&10- dull

Feedback answers as a class and check meanings of words. Ask the students if this metaphor exists for intelligence in their language.

### Stage Six

These are some conversation questions that you can discuss as a class or in groups. It gives them the chance to personalise the new vocabulary. If students do this activity in groups, conduct a whole-class feedback at the end of the discussion.

## Reading Activities

Read the article about Multiple Intelligence. Look at the jobs below. What kind of intelligence matches each job? (Sometimes there is more than one possible answer)

- A navigator
- A football player
- An architect
- A philosopher
- A composer
- A disc jockey
- A language teacher
- A computer programmer
- A scientist
- A fire-fighter
- A politician
- A salesperson
- A poet
- An artisan

Different kinds of intelligence

What does “intelligence” mean to you? Intelligence is sometimes measured by a person’s IQ (intelligence quotient) which can be obtained through a series of tests. The higher your IQ, the brighter you are. Tests that measure a person’s IQ often consist of a series of logical problems, like this one:

What is the next letter in the sequence? O,T,T,F,F,S,S,E...

But some people argue that this isn't the whole story. What about a person who can't answer the above question, but who shines at languages? Or someone who is terrible at maths but who is brilliant at music? Are these people dull because they aren't logical? Surely we must consider these people intelligent as well. In the 1980s, Howard Gardner wrote *Frames of Mind* in which he put forward his theory of multiple intelligences. According to Gardner, there are seven different ways to measure intellectual ability.

### **Linguistic Intelligence**

People who have linguistic intelligence think in words rather than pictures. They have good listening skills and often outshine others in learning a language. They can be dazzling speakers.

### **Visual/Spatial Intelligence**

People who have visual/spatial intelligence think in pictures and have a developed ability to visualise things. They are often good at directions, maps and manipulating images. They can be good designers.

### **Logical/ Mathematical Intelligence**

People with this intelligence are good at logic and maths and use reason. They are often curious about the world around them and like to make connections between things. They like to do experiments.

### **Bodily/Kinaesthetic Intelligence**

This refers to the ability to control body movements and handle objects with skill. People with this intelligence often have a good sense of balance and eye-hand coordination.

### **Musical Intelligence**

People who have musical intelligence think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. They might get flashes of inspiration listening to different kinds of music.

### **Interpersonal Intelligence**

This refers to the ability to relate to others. Interpersonally bright people sometimes have the ability to detect other people's feelings and motivations. They are great organizers, but can sometimes manipulate people. They often try to keep the peace and encourage cooperation in groups.

### **Intrapersonal Intelligence**

People who have this intelligence understand themselves and the reason that they do things. They know their strengths and weaknesses and can act on these.

What kind of intelligence do you have? If you have access to the Internet, take a test to find out! There are free tests available online at...

**Look at the following pairs of sentences. Complete the sentences using only one word. The word is the same for both sentences. Some of the words were in the article on Multiple Intelligences. When you are finished, check with a partner. Do you understand what the word means in each situation?**

1. The light was very \_\_\_\_\_, it hurt my eyes.
2. She is a very \_\_\_\_\_ student, she always gets good marks.
3. If the sun \_\_\_\_\_, I'll dry the laundry outside in the garden.
4. Although I am very bad in history and computers, my teacher says I \_\_\_\_\_ in music class.
5. There was a \_\_\_\_\_ of light and a huge explosion.
6. The answer came to him in a \_\_\_\_\_ of inspiration.
7. He is a \_\_\_\_\_ scholar in the area of chemistry.
8. The \_\_\_\_\_ afternoon light reflects on the lake.
9. It was a \_\_\_\_\_, grey day and nobody wanted to go outside.
10. He was always \_\_\_\_\_ as a boy; he never listened in class and his work was often very bad.

### **Conversation Questions**

**Discuss the following questions with other students in the class.**

1. Is there someone in your family who everyone says is brilliant? Who and why?
2. Do you know anyone who shines at languages? How do they do it?
3. Some people say they get flashes of inspiration in strange places (in the shower for example).
4. Has this ever happened to you? Do you ever get flashes of inspiration? Where?
5. Can you remember someone from your schooldays who was very dull? What did they do to make you think that?
6. What do you think of Multiple Intelligence Theory? Do you think it is a good way of measuring intelligence? Do you think intelligence can be measured?

### **Activity 9**

#### **Anger is heat**

#### **Stage One**

Choose one of the situations in the Anger Meter (one that makes you, the teacher, angry) and tell the class about how you feel when that happens. Give a specific example of when it happened to you. Then ask the class how they would feel in that situation. Tell them that in the next activity they are going to decide how angry they would get in different situations.

### Stage Two

Distribute the worksheet and tell students to do the first exercise. When they are finished, they should compare with a partner. Do some feedback on this with the whole class. Is there a hothead (someone who gets angry easily) in the class?

### Stage Three

Students now do the matching exercise, reading what some native speakers said about those situations.

ANSWERS (in order): 5,1,6,2,11,3

### Stage Four

Read out the explanation of Metaphors for Anger. Students go back to the quotes and find examples.

### Stage Five

(This of course works best if you have seen the TV show. If you haven't, the premise is pretty simple and the format is that of a tv talk show.) You can find some information about the show at the BBC website [www.bbc.co.uk](http://www.bbc.co.uk) (search for Room 101) or at this specific URL

<http://www.bbc.co.uk/dna/h2g2/alabaster/A519482>

Students discuss in pairs what they would put into room 101. They should try to use some of the language in the past activities. Find out if anybody has something in common.

### Stage Six

This is a writing activity, and could be set for homework. Ask students to remember a time when they were angry (based on the situations in the first activity, but it could be based on something else) and to write a short anecdote about it.

#### A. How angry would you get in these situations? Write a number next to each situation.

0 — 1 — 2 — 3 — 4 — 5

not at all angry

extremely angry

1. Someone moves in front of you in a queue. \_\_\_\_\_
2. You are stuck in traffic for an hour. \_\_\_\_\_
3. You are given the wrong change in a shop and you don't notice. \_\_\_\_\_
4. You lose some money or your wallet. \_\_\_\_\_
5. Someone makes up stories about you. \_\_\_\_\_
6. Someone makes a comment or expresses a view that you completely disagree with. \_\_\_\_\_
7. Someone insults you in the street or calls you names. \_\_\_\_\_
8. You make a silly mistake. \_\_\_\_\_
9. You see something you think is unfair but you can't do anything about it. \_\_\_\_\_
10. You think someone is taking advantage of you. \_\_\_\_\_
11. You are talking to someone and they aren't listening to you. \_\_\_\_\_

**Compare your answers with a partner. Who gets angry more easily?**

**B. This is what some native speakers said in answer to the above questions. What happened? Match the answers to the situations in A.**

*"I hate it when that happens, especially if it's someone I know who is spreading lies. It makes my blood boil."*

*"The other day that happened to me. What's worse, this woman just took my place without saying anything and denied it. I just blew up at her."*

*"I'm quite confrontational, and I am likely to start a heated argument with someone especially over political issues."*

*"If it is a hot day and I'm going to work then yes, it's very possible that I will lose my cool."*

*"Oh yes, the other day my boyfriend did that to me and a huge argument erupted. He never pays attention when I'm talking to him!"*

*"I'm not very hot-tempered, so I don't think I would get that angry. It's life I suppose and I would just pay more attention the next time."*

### **C. METAPHORS FOR ANGER**

In English, getting angry is like getting hot. For example, you can *burn with indignation* or have a *fiery temper*.

Losing your temper is like an explosion. You can *nearly explode*, *blow your top*, or even *go ballistic*. Look at the examples above in 2. Can you find other examples where anger = heat and losing your temper = an explosion?

### **C. ROOM 101**

Room 101 is a television show in England. Famous people are invited to the show and asked what things they hate the most. The host asks them to imagine that they can put the things they dislike the most in a special room, room 101.

Look back at the examples of things that make you angry. What other things or people would you put in Room 101? Make a list and compare with a partner.

### **D. Writing**

Choose one of the situations from A. Write a short story about it (120 words); include some of the new expressions you have learnt (maximum 2)

## Activity 10

### Money is a liquid

#### Warmer

Ask the class where they are likely to hear people talking about money, business and financial matters. Write the places up on the board. Some possibilities are: in a bank, at the stock market, on the street in the financial district of a city, in a business lounge at the airport, in the business class section of an airplane etc.

#### What are they talking about?

Explain that the students are having a drink in the executive lounge of JFK airport in New York before an international flight. They overhear some remarks about money. Hand out the worksheet and ask students in pairs to speculate what the sentences mean, and what could be the background to them. When they have finished, check back answers as a class.

#### Money is a liquid 1

Tell the students to highlight all the expressions in the examples that have something to do with LIQUID. Then do exercise 2, which involves matching the expressions to the meaning.

ANSWERS: a) pouring money down the drain b) stay afloat/ keep your head above water c) dried up d) liquidate e) go under / sink f) freeze g) solvent

#### Money is a liquid 2

Instruct students to do this in pairs, with a dictionary if necessary. There are some expressions from (1) above, but there are also some new ones.

**ANSWERS:** 1. sank 2. afloat 3. frozen 4. dried up 5. flow 6. drowning

Check back with class at the end, especially for the meaning of cash flow (the movement of money coming in as income and going out as wages, materials etc. It can be positive or negative.)

#### Think of 3

This is a quick speaking activity to get students using the new expressions. Divide the class into groups of 5 maximum. Copy and cut up each of the sentences and give each group a set of sentences. Each person in the group must take a sentence at random and answer the question. They must do this in a minute.

## What are they talking about?

You are in the executive lounge at JFK airport in New York. You are waiting for your flight when you overhear these comments made by different people around you. What are they talking about? Work with a partner and speculate on the meaning and the background to this comments.

1. "Do you mind? I only have Euros, my dollars are all dried up."
2. "I wouldn't if I were you. Investing in their stock at this moment is like pouring your money down the drain."
3. "Terrible really. They have only just started liquidating assets. I wonder how long they can stay afloat..."
4. "Obviously, in a situation like that, anybody would find it difficult to keep their head above water, financially I mean..."
5. "...can't believe that NICTEL went under!" "Yup, sank like a rock after the Argentine crisis."
6. "...getting restless. You know, this wage freeze hasn't been very popular."
7. "...until my paycheque arrives before I'm solvent again."

## Money is a Liquid 1

**Underline all the words or phrases above which are connected with LIQUID. Then match them to their meanings below.**

- a) To waste money
- b) To have enough money to survive (2 examples)
- c) To be out of money
- d) To sell for cash, usually to pay off a debt
- e) To fail financially (2 examples)
- f) To fix at a particular level
- g) To have enough money to pay debts

## Money is a Liquid 2

All of the above expressions concerning money use the metaphor that money is a liquid. Look at the following pairs of sentences. Complete the sentences using only one word. The word is the same for both sentences and is related in some way to liquid. When you are finished, check with a partner. Do you understand what the word means in each situation?

1. The ship \_\_\_\_\_ after hitting the iceberg.  
Many internet businesses \_\_\_\_\_ after only three years.
2. With the high waves and rough water, I found it difficult to stay \_\_\_\_\_.  
Even with both parents working, many families only just manage to stay \_\_\_\_\_.
3. When they woke up that morning they found that the lake had \_\_\_\_\_ overnight.  
The government has \_\_\_\_\_ the price of water for the next two years.



4. In the summer of 1973, the river \_\_\_\_\_ and many crops were lost.  
It looks like we'll have to end our holiday early. Our funds have \_\_\_\_\_.

5. The rescue workers' next challenge was to restore the \_\_\_\_\_ of clean, fresh water.  
All of the companies in the group are obliged to disclose cash \_\_\_\_\_ information.

6. After the police pulled the body from the river, they realised that the victim had died by \_\_\_\_\_.  
The situation was desperate, Harold was \_\_\_\_\_ in debts and couldn't keep going much longer.

**THINK of 3 –Challenge!**

**Answer the following questions. You only have one minute for each one.**

- Think of three reasons that a company might liquidate assets.
- Think of three big businesses that have gone under or sunk in the last ten years.
- Think of three times when you found it difficult to keep your head above water financially.
- Think of three investments which would be pouring your money down the drain.
- Think of three things which might be subject to a price freeze.

