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# Meanings and Metaphors

Activities to practise figurative language



Gillian Lazar

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## Map of the book

LI: Lower-intermediate; MI: Mid-intermediate; UI: Upper-intermediate; A: Advanced

Unit	Topic	Example language	Level	Extension/revision activity
1	<b>What is figurative language?</b>	Metaphors and similes	Figurative meanings for <i>diet, path, oasis</i> , metaphors from poetry	LI+ Project work
2	<b>The heart of the matter</b>	Parts of the body	<i>the head of a school, to have a good eye for, heart-broken</i>	LI Matching collocations
3	<b>Playing the game</b>	Games and sports	<i>gamble, key player, to play by the rules</i>	LI Writing rules
4	<b>Time to spare</b>	Time and money	<i>to save time/money, to have time/money to spare</i>	LI-MI Brainstorming
5	<b>A warm welcome</b>	Weather	<i>hazy memory, stormy relationship, to not have the foggiest idea</i>	MI Brainstorming Writing poems
6	<b>Taking steps</b>	Life is a journey	<i>positive step, to be at a crossroads, to take a path</i>	MI Brainstorming
7	<b>A recipe for success</b>	Cooking and tastes	<i>to be a recipe for, to go sour, Don't put all your eggs in one basket</i>	MI Brainstorming Writing 'recipes'
8	<b>Fabulous fables</b>	Stories with metaphorical meanings	<i>bat, hare, fox, to hiss, holy</i>	MI Writing fables 1 and 2
9	<b>Ups and downs</b>	Describing feelings	<i>to cheer up, to melt somebody's heart, a slap in the face</i>	MI Poster presentations



Unit	Topic	Example language	Level	Extension/revision activity
<b>10 Running like clockwork</b>	Machines	<i>chain of events, to hammer somebody, to run like clockwork</i>	MI	Designing a machine Creating cartoons
<b>11 Branching out</b>	Plants	<i>the roots of a problem, to bear fruit, to blossom</i>	MI	Poster presentations
<b>12 Getting the green light</b>	Colours	<i>black look, white lie, to see red</i>	MI	Poster presentations
<b>13 Opening doors</b>	Parts of buildings	<i>wall of silence, to open doors for somebody, in ruins</i>	MI	Poster presentations Crossword
<b>14 As free as a bird</b>	Common similes	<i>to shake like a leaf, as quick as a flash</i>	MI	Making similes
<b>15 Marketing your metaphors</b>	Advertising	<i>mouse, to have a memory like a sieve, balanced</i>	MI+	Project work Inventing advertisements
<b>16 A bird in the hand</b>	Proverbs	<i>Birds of a feather flock together, Every cloud has a silver lining</i>	MI+	Putting proverbs back together Inventing catchy names
<b>17 Mix me a metaphor</b>	Poems	'The fog comes on little cat feet', 'The sun is a glowing spider'	MI+	Project work Poem dictation
<b>18 Selling with similes</b>	Inventing similes	'Think of it as an illuminated savings bank'	MI+	Project work

Unit	Topic	Example language	Level	Extension/revision activity
<b>19 Shedding light on the matter</b>	Light and dark	<i>to shed light on something, dark thoughts, light relief</i>	UI	Dictating gapped sentences
<b>20 Plain sailing</b>	Games and sports	<i>stalemate, to angle for something, against all odds</i>	UI	Brainstorming
<b>21 Rising to the top</b>	'Up' and 'down'	<i>to be down in the dumps, to perk up, rising star</i>	UI	Picture discussion Writing a news story
<b>22 Infectious laughter</b>	Health and illness	<i>headache, to be wounded by, healthy relationship</i>	A	Brainstorming
<b>23 Facing up to it</b>	Parts of the body	<i>backbone of an organisation, not to be able to stomach something, spineless</i>	A	Matching • collocations
<b>24 Horsing around</b>	Animals	<i>to ape somebody, sheepish, You can't teach an old dog new tricks</i>	A	Discussion about animal words Creating a cartoon strip
<b>25 Food for thought</b>	Cooking and food	<i>to let somebody stew, half-baked, in the soup</i>	A	Brainstorming
<b>26 In a nutshell</b>	Origins of idioms	<i>a white elephant, to bury your head in the sand, in a nutshell</i>	A	Dictating gapped sentences
<b>27 Keeping your cool</b>	Temperature	<i>to get hot under the collar, heated argument, cool as a cucumber</i>	A	Dictating gapped sentences
<b>28 Rough diamonds</b>	Describing people	<i>as hard as nails, a bright spark, a Jekyll and Hyde</i>	A	Writing poems

Unit	Topic	Example language	Level	Extension/revision activity
<b>29 Persuasion</b>	Advertising	<i>cell, to aspire, a fresh start</i>	A	Project work Inventing advertisements
<b>30 Breezing through</b>	Weather	<i>hail of abuse, to be snowed under, to breeze through a situation</i>	A	Poster presentations
<b>31 Pictures in the mind</b>	Descriptive writing	'the birds still drooped, like dead fruit'	A	Project work
<b>32 Ripples and sparks</b>	Water and fire	<i>flicker of interest, burning ambition, to flare up</i>	A	Brainstorming
<b>33 Learning is juggling</b>	Analogies	<i>juggling, to cope, global</i>	A	Completing metaphors
<b>34 The long night of captivity</b>	Metaphors in rhetoric	'the long night of captivity', 'the chains of discrimination', 'the bank of justice'	A	Project work Discussion about speeches

# Introduction

*Meanings and Metaphors* is a collection of photocopiable materials through which you can explore and practise figurative language with your students. It is intended to be used as supplementary material with both teenage and adult learners of English, ranging from those at lower-intermediate to those at advanced level.

## What is figurative language?

Figurative or metaphorical language takes many forms. There are, for example, expressions such as *to be at a crossroads* and *to shake like a leaf*. There are also many words which can have both literal and metaphorical meanings: verbs such as *to blossom*, *to trickle* and *to wound*; adjectives such as *healthy*, *half-baked* and *burning*; nouns such as *headache*, *recipe* and *roots*. There are proverbs which by their very nature can only be understood metaphorically, e.g. *Birds of a feather flock together*. While these are now sometimes considered rather clichéd, they still form part of the natural repertoire of most native speakers of English. In this book, most of the figurative language we focus on is of this fixed kind which is recorded in dictionaries. However, we also explore some more creative examples of figurative language which are not in any dictionary. These can be found in the fresh and original metaphors of a poem or the striking similes in an advertisement. They are also found in analogies which are used to clarify an argument or provide an explanation, and in fables, in which a whole story has a metaphorical meaning.

All these forms of figurative or metaphorical language have one thing in common. In classical rhetoric, the term *metaphor* comes from the Greek *meta* expressing 'change', and *pherein* meaning 'to carry'. Metaphors thus involve a 'carrying across' of meaning from one object to another. An identification is made between two apparently dissimilar things, so that some of the characteristics of the one are 'carried over' to the other. For example, if in the dictionary a 'trickle of water' means a very small quantity of water that flows slowly, then a 'trickle of visitors' means a small number of people who arrive gradually or in small groups. If in a poem by Carl Sandburg (see Unit 17 *Mix me a metaphor*) fog is described as coming on 'little cat feet' and as sitting on 'silent haunches', then some of the qualities of a cat (grace? silent movements? mysteriousness?) are transferred to the fog to create a vivid picture in the mind. If a television sitcom in English is called *Birds of a Feather*, viewers implicitly understand that this alludes to the proverb, and know that the

programme features people who are in some way similar to each other, rather than different species of birds.

## Why teach figurative language?

It is useful for learners of English to increase their knowledge of figurative language for many reasons. Firstly, introducing figurative language in the classroom can be an effective way of expanding student vocabulary. Once students learn the literal meaning of particular words, their vocabulary can be greatly extended if they are then able to use these words figuratively (e.g. words such as *to bloom* or *to blossom* which have both literal and metaphorical meanings). This strategy for increasing vocabulary can be particularly motivating for students who seem to have reached a plateau in their learning, or who are on exam-oriented courses, such as First Certificate in English and Certificate of Proficiency in English where high levels of lexical knowledge are required.

Secondly, figurative language provides a handy and memorable way of organising new vocabulary to be learned. Most teachers and students are familiar with the notion of a lexical set, where vocabulary is grouped according to topic area. But particular lexical areas can also be extended to create 'metaphorical sets'. Examples of these might include weather vocabulary to describe behaviour and relationships (see Unit 5 *A warm welcome* and Unit 30 *Breezing through*), or taste vocabulary to describe people's character and behaviour (see Unit 7 *A recipe for success*). By presenting vocabulary as part of these 'metaphorical sets' teachers can help students to organise and remember new words.

Focusing on figurative language in the classroom provides a way of exposing students to useful idioms (e.g. *to lend a hand*) and common collocations (e.g. *a hail of bullets*). By presenting idioms and collocations coherently as examples of figurative language which fit into the metaphorical sets covered in the book, teachers can make learning them both more meaningful and more memorable for students.

Finally, activities incorporating figurative language can provide a useful springboard for integrated skills work. A number of units in this book aim to stimulate reading, speaking and writing skills. They include activities which are designed to improve the students' overall language awareness and to encourage them to use English more confidently and imaginatively.

## Aren't there cultural problems with figurative language?

Figurative meanings are often culturally determined, and this can be a problem for the classroom teacher. The figurative language we use stems from the underlying values and assumptions of our culture or society, so that a common metaphor in one culture may not be understood by people from other cultures. For example, figurative meanings and associations for colours can differ widely cross-culturally. There is a wide range of connotations held by different nationalities for the word *red*. In order to understand the expression *to see red*, students of English need to be aware of the cultural associations activated for a native speaker in this context, i.e. red is often connected with anger in English, and so *to see red* means *to become very angry*. As teachers we need to sensitise our students to the cultural meanings inherent in many examples of figurative language in English, while encouraging them to compare these associations with those in their mother tongue.

An additional problem is that by exposing students to conventional uses of metaphorical language we may be encouraging them to accept certain cultural stereotypes. There are many words in English connected with animals that are used to describe to people. However, some of these words (e.g. *kittenish, catty*) are used almost exclusively to describe women, while others (e.g. *beast, wolf*) are generally used to describe men. By presenting these uncritically to students, there is the danger that we will be reinforcing the stereotypical beliefs about men and women that go along with these words. To address these problems, this book includes activities to encourage students to make cross-cultural comparisons and discuss cultural stereotypes.

## How is the book organised and how do I use it?

*Meanings and Metaphors* consists of 34 units, each focusing on a different topic connected with figurative language. Some units focus largely on skills work (e.g. Unit 15 Marketing your metaphors), others look at more general concepts relating to figurative language (e.g. Unit 1 What is figurative language?), and others deal with very specific target language (e.g. Unit 10 Running like clockwork), often connected with a particular topic. In a number of cases, the same topic is covered at different levels, e.g. sports and games vocabulary in Unit 3 Playing the game (lower-intermediate) and Unit 20 Plain sailing (upper-intermediate). The aim here is to give students the opportunity to 'revisit' a particular topic, and further extend their vocabulary in that area.

It is recommended that you do Unit 1 with your students first, as it will help them to understand

the concepts of metaphors and similes, the difference between them and the reasons why they are used.

*Meanings and Metaphors* is intended to be used as supplementary material, so you may choose to use a unit with your students because the vocabulary in it links with a topic or vocabulary covered in a previous lesson, or because it focuses on certain idioms or collocations useful for your students. You might choose a unit because it links thematically with other materials you are using in the classroom. Or you might choose a unit because it focuses on reading, writing or speaking skills that are beneficial for your students.

The suggested level for each unit is only a guide as individual classes obviously differ quite widely in their ability. Similarly, although the suggested time for each unit is 50 to 60 minutes, this is a suggestion rather than a prescription, and you may need to adapt the materials to fit in with the timing of your lessons, or the needs for your class.

The Student Pages for each unit are designed to be photocopied and handed out to students. In some units (e.g. Unit 3 Playing the game), the different activities may be part of a jigsaw reading or game, and need to be cut out and used separately. In these units, you may wish to mount copies on card and protect them by laminating them or covering them with clear adhesive plastic so that they can be reused at a later stage with another class. In certain units, you may also prefer to photocopy the Student Pages onto an OHT, thus cutting down on photocopying costs.

## What are the Extension and revision activities?

Some of these activities (see pages 127–31) can be used to further develop or explore some of the themes or vocabulary in the unit; others can be used to revise the vocabulary in the unit later.

## What is the Student record sheet and how can it be used?

The Student record sheet (see page 132) can be used to record the new vocabulary learnt in a particular unit, providing students with an aid to memory and a sense of progress. It can be completed in class, at the end of a unit, as a summary of the lesson. Alternatively, students can complete it for homework, using dictionaries. It acts as a check of their understanding of what they have learnt in the lesson. Finally, it can be used as a revision activity where students in a group are asked to brainstorm the different headings in order to remember the vocabulary they have learned in a particular unit.

Here is an example of one word recorded on the Student record sheet:

Word/Phrase	Literal meaning	Metaphorical meaning	Example sentence	Common collocations	Notes
<i>burning</i>	<i>on fire (NB used before a noun)</i>	<i>very strong</i>	<i>Her burning ambition was to run her own business.</i>	<i>burning ambition/ desire</i>	<i>very important and urgent, and causing strong feelings, e.g. a burning question/issue</i>

## Glossary

**analogy** A comparison between two situations, processes, concepts, etc. which are similar in a few ways. While similes are generally used for artistic effect or emphasis, analogies often have the practical purpose of explaining or clarifying something and may be more extended.

**association** A feeling or memory connected with a particular word, idea or place.

**collocation** A technical term in linguistics used to describe the way two words are often used together, e.g. the phrase *a warm welcome* is a collocation as the words *warm* and *welcome* are often used together in this way.

**to collocate** When words collocate they often occur together and sound natural.

**fable** A traditional short story that is intended to convey a moral lesson. Fables often feature animals who speak and act like humans.

**figurative** If language is figurative, it does not refer to the most basic or concrete meaning of a word or phrase. Instead it includes some kind of metaphor or simile which has a more abstract or imaginative meaning, or creates a picture in your mind.

**idiom** A group of words with a meaning that cannot be derived from the meanings of each separate word put together.

**literal** If you use a word or expression in its literal sense, you use it with its most basic, concrete or factual meaning.

**metaphor** A comparison which identifies one thing with another, dissimilar thing. Some of the qualities of the second are transferred to the first. For example, in Shakespeare's *Romeo and Juliet*, when Romeo famously says 'Juliet is the sun' some of the qualities of the sun (warmth, radiance, etc.) are transferred to Juliet. Unlike a simile or analogy, a metaphor states that one thing *is* another thing, not just that one thing is *like* another thing.

**metaphorical** If you use a word or expression in its metaphorical sense its meaning is different from its most basic meaning as it includes a metaphor or simile of some kind.

**proverb** A short, well-known saying that needs to be understood metaphorically and contains a truth or a widely-held belief about life.

**rhetoric** The art of speaking or writing in a way that influences or persuades people.

**simile** A direct comparison between two things which resemble each other in at least one way, although they are unlike each other in many others. In a simile the words *as* and *like* are used to explicitly make the comparison, e.g. *as quick as a flash*; *I was so tired that my brain felt like cotton wool*.

## Suggested further reading

Cameron, L. and Low, G. (1999) 'Metaphor' in *Language Teaching*, Vol. 32 No. 2 April 1999, Cambridge University Press.

A comprehensive survey of applied linguistics research into the learning and teaching of metaphor.

Deignan, A. (1995) *Collins Cobuild English Guides 7: Metaphor*, London: Harper Collins. A useful reference work that groups words together with metaphorical meanings in topic areas and explains their meanings.

De Proverbio (electronic publisher of proverb studies and collections), <http://www.deproverbio.com> A collection of proverbs from around the world.

Donaldson, G. and Ross, M. (1990) *The Complete Why Do We Say That?* Newton Abbot: David and Charles. This book contains explanations for the origins of many idioms.

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Lakoff, G. and Johnson M. (1981) *Metaphors We Live By*, Chicago and London: University of Chicago Press. This book explores how the metaphors we use shape the way we think.

Nesi, H. (1995) 'A modern bestiary: a contrastive study of the figurative meanings of animal terms', *ELT Journal*, Vol. 49/3, pp. 272-8, Oxford: Oxford University Press. The results of a study into the different metaphorical meanings assigned to animals by different nationalities.

### Suggested level

Lower-intermediate upwards

### Aims

- to introduce and explore the concepts of metaphors and similes
- to raise students' awareness of functions of metaphorical language
- to stimulate vocabulary acquisition, reading and speaking

### Word list

approach, argument, context, diet, dinghy, drain, flavour, helping, ingredients, iron, magnet, oasis, (career) path, thumb-print, to outline, bleak, refreshing, warm (welcome), like a fish out of water

### Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries if necessary.
- Bring in newspapers and magazines for 6.

### In class

#### 1a

- Ask students to read the definitions and then discuss the example sentences.

#### 1b

- Ask students to fill in the chart and then check their answers.

#### 1c

- In a monolingual class, you may wish to discuss the concepts of simile and metaphor in the students' mother tongue. When discussing the metaphors and similes, encourage students to talk about the similarities between what is being described and the object with which it is identified. (e.g. a house may be described as a gem, because a gem is beautiful, rare and valuable and the speaker feels the house has these qualities.)
- In a multilingual class, ask students to explain their metaphors or similes in English to the whole class.

#### 2

- Ask students in groups to read all the texts, helping each other with any vocabulary that they do not know. Encourage students to use dictionaries if necessary.
- Explain to students that as Text D comes from a traditional carol the phrase *made moan* is old-fashioned. It means *to make a low unhappy sound because you are miserable or in pain*.
- Do feedback with the whole class.

i D ii A iii G iv B  
v H vi F vii C viii E

#### 3

- Explain to students that some of the words in Texts A–H have both literal and metaphorical meanings.
- Do an example to show students how to do the activity.
- Instruct students to complete the activity in groups before you do feedback.

path: a track, etc.; a set of actions, etc.  
diet: the kind of food, etc.; too much, etc.  
flavour: the particular taste, etc.; the particular quality, etc.  
oasis: a place in a desert, etc.; a pleasant, peaceful place, etc.  
magnet: a piece of iron, etc.; a person or place, etc.

#### 4

- Tell the students to do this activity in pairs.
- While doing feedback, point out to students that metaphors and similes can range from the traditional/conventional which are found in dictionaries to the fresh and newly invented, such as those created by poets, advertisers, songwriters and ordinary people enjoying playing with language.

- a In a dictionary: *helping, ingredients B, map G, magnet E*  
Not in a dictionary: *all the metaphors (the sun is a dinghy, etc.) to which the sun is compared in H*
- b In a dictionary: *like a fish out of water (I), as it is an idiom*  
Not in a dictionary: *hard as iron, water like a stone D.*
- c *Because they have been invented by the writer.*

#### 5

- Ask students why they think metaphors and similes are used so much. Brainstorm some ideas on the board, and then ask students to look at 5, and to add their own ideas to the list.
- Ask students in groups to tick the texts in 2, if they fulfil any of the purposes in 5, e.g. texts B and G help us to understand an idea more clearly.

#### Suggested answers:

Help us to understand an idea more clearly, B, G  
Persuade us to do, think or buy something, A, C, E, G  
Play with language, to create pleasure and a sense of beauty, D, H  
Create an emotional response to something, E, F  
Make a message more memorable, A, B, G  
Communicate the values of a culture, A, G

- For *to communicate the values of culture*, explain to students that metaphors and similes often express particular cultural values even if these are not very obvious, e.g. in Text A *career path* suggests that British English speakers think of work as going in a particular direction which leads somewhere. This view of work may not be held in all societies. What cultural values do students feel are expressed in G? (Suggestion: The concept that in written assignments we use the introduction to set out what the rest of the text will be about. Is this way of organising texts the same for students in their own language?)
- Ask students in pairs to write down any metaphors or similes they know in English.
- Ask students to discuss their metaphors or similes in groups first before having a discussion with the whole class.
- If appropriate with a monolingual group, this discussion could take place in the mother tongue.

**Extension activity**  
Project work page 128

# What is figurative language?

## Metaphors and similes

1a Read these definitions and discuss the example sentences. What do you think they mean?

**metaphor** *n* (C,U) an imaginative way of describing a person, object or idea by referring to something else that you think has similar qualities to the person, object or idea you are trying to describe:  
*My little nephew is a real monkey!*

**simile** *n* (C) an expression that describes something as being similar to something else, using the words 'as' or 'like':  
*The books sold like hot cakes.*

1b Complete the chart below with these sentences:

- My little nephew is a real monkey!
- The old woman in the story had hair as white as snow.
- He told her jokingly that she was the sunshine of his life!
- The books sold like hot cakes.
- This beautiful old house is a historic gem.

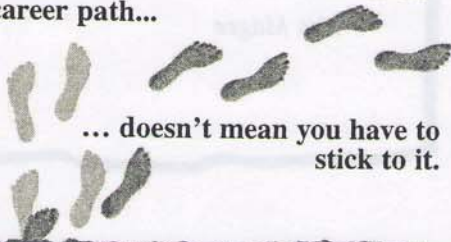
Metaphors	Similes
My little nephew is a real monkey!	The books sold like hot cakes.

1c Think of a metaphor and simile in your own language. What is described in each? How is it described?

2 Read these texts, which all contain metaphors and similes. Where are the texts taken from? Match them with the list of sources, i)–viii).

A

Just because there's an established career path...



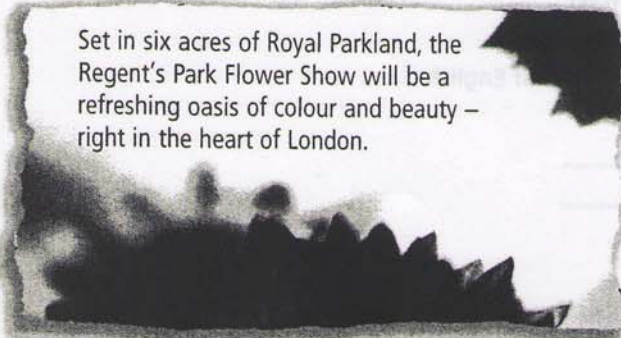
... doesn't mean you have to stick to it.

B

Traditionally, the diet of language offered to our students has been **grammar** with a separate helping of **vocabulary** mixed in to give the required flavour. The two were seen as quite separate ingredients: structures on the one hand and a huge list of individual words on the other ...

C

Set in six acres of Royal Parkland, the Regent's Park Flower Show will be a refreshing oasis of colour and beauty – right in the heart of London.



D



*In the bleak midwinter  
Frosty wind made moan  
Earth stood hard as iron  
Water like a stone.*



# What is figurative language?

## Metaphors and similes

E

### Madeira

Madeira is a magnet to lovers of a warm climate, spectacular scenery and traditional hospitality. Explore this beautiful island on the Highlights tour.



F

I mean, I just felt like a fish out of water at his party. You should have seen what everybody else was wearing!

G

### Structure

- All written work should include an introduction, where you set the context and outline the 'map' of what is to follow. This map should include what you are going to cover, why you have decided on this particular approach, and how your argument will develop.

H

### What is the Sun?

the Sun is an orange dinghy sailing across a calm sea  
 it is a gold coin dropped down a drain in Heaven  
 the Sun is a yellow beach ball kicked high into the summer sky  
 it is a red thumb-print on a sheet of pale blue paper  
 the Sun is a milk bottle's gold top floating in a puddle

Wes Magee

- a Christmas card on which there are the words of a traditional English song for Christmas .....
- a newspaper advertisement for a lawyer .....
- a book on writing essays .....
- a description of a mini-course for teachers of English .....
- a book of poems .....
- a young person talking to a friend .....
- a leaflet advertising a flower show .....
- a travel brochure .....

# What is figurative language?

## Metaphors and similes

- 3 In the chart below are some words from the texts in 2. Match each word with both its literal and its metaphorical meaning.

Words	Literal meanings	Metaphorical meanings
path (Text A)	a place in a desert where there is water and plants grow	a person or place that attracts many other people or things because it is so interesting
diet (Text B)	the particular taste of a food or drink	the particular quality of something that makes it what it is
flavour (Text B)	a track that people walk along, sometimes covered with concrete, etc.	too much of something which you think is boring or unpleasant
oasis (Text C)	a piece of iron or steel which attracts other metal objects towards it	a set of actions, which lead to a particular goal
magnet (Text E)	the kind of food and drink that somebody eats regularly	a pleasant, peaceful place surrounded by something unpleasant or noisy

- 4 Discuss these questions in pairs.

- What other metaphors can you find in the texts in 2? Which ones can you find in your dictionary?
- What other similes can you find in the texts in 2? Which ones can you find in your dictionary?
- Why are some similes and metaphors not in your dictionary?

- 5 The chart below gives some reasons for using metaphors and similes. Read the texts in 2 again and tick the reasons metaphors and similes are used in each text. Discuss your answers.

Uses of metaphors and similes	Texts							
	A	B	C	D	E	F	G	H
Help us to understand an idea more clearly								
Persuade us to do, think or buy something								
Play with language to create pleasure and a sense of beauty								
Create an emotional response to something								
Make a message more memorable								
Communicate the values of a culture								

- 6 In pairs, write down any metaphors or similes that you know in English. They may be:

- in a poem or song
- from a conversation you have had or heard
- in a newspaper headline
- in a dictionary
- from a television or radio advertisement

Discuss these metaphors and similes with other students. Which ones do you particularly like? Why?

## Parts of the body

## Suggested level

Lower-intermediate

## Aims

- to explore figurative associations for parts of the body
- to introduce and practise words and phrases connected with these associations

## Word list

the foot/head/heart/mouth/nose of something, to break somebody's heart, to have a (good) ear for, to have a (good/keen) eye for, to have a (good/keen) nose for, to lend/give a hand, heart-broken

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Make word cards for 3d (one of each word in the box). Put some reusable adhesive on the back of each.

## In class

1

- Ask students to discuss the picture and labels and decide if they agree with the associations. They can add their own associations.
- Discuss the responses of the whole class to the picture. Encourage discussion of differences between the associations in English and their own language.

2a

- Ask students to discuss the questions in pairs.
- Monitor unobtrusively, encouraging students to draw on any associations in 1 as they answer e.g. *the foot of the mountain and the foot of the stairs* are both found at the base of something, just as the feet are positioned at the base of the body.
- Encourage discussion of cross-cultural differences when doing feedback with the whole class.

- key a They both are in charge of or responsible for other people  
 b They are both at the base of something.  
 c In the middle of the city.  
 d The entrance to the cave.  
*Where the river meets the sea.*  
 e The front part of a plane.

2b

- Ask students to discuss the riddles in pairs or groups, before you do feedback with the whole class.

- key a A river or cave. b A bed. c A chair.

2c

- Students work in pairs to create a riddle.
- Ask each pair to read their riddle out, while other students guess the meaning.

3a

- Ask students some general questions relating to job advertisements, e.g. What makes a job advertisement effective?
- If appropriate, pre-teach some of the vocabulary in the advertisements.
- Students work in pairs, inserting the words in the gaps, using the ideas and associations from 1 in trying to establish the metaphorical meaning of the phrases, e.g. that 'ear' is associated with listening or hearing, so that the expression *to have an ear for ...* means 'to be very sensitive to the sound of something'.

- key a hand b nose c ear d eye e Heart, heart

3b

- Students discuss the questions in pairs.
- Get each student in the pair to report back to the class on what their partner said.

3c

- Organise students in teams to do this, with the quickest team winning.

- When doing feedback, encourage students to think explicitly about the metaphorical elements in the phrases, e.g. *to have a nose for* is usually connected with things we do instinctively, like animals with a strong sense of smell.

- key a v b ii c iii d i e iv

3d

- Divide the board into three columns and write one of the phrases a)–c) in each column.
- Divide the class into nine small groups and give each group a word card (see Preparation).
- The groups decide which column their word card should go in and one student from each group goes to the board and sticks it in the appropriate column.
- The class look at the collocations and move the cards if they think any are in the wrong place. Then they complete the expressions on the sheet.

- key a colour/detail b a bargain/a story  
 c accents/dialogue/languages/music

4

- If you think it is useful, write up the phrases from the Word list on the board before beginning the discussion.
- With a monolingual group, you may want to conduct some of the discussion in the mother tongue.

5a and 5b

- Students read the quiz, and answer the questions individually.
- In pairs, students ask each other the questions.

5c

- Suggest to students that they try to find an underlying pattern to the responses, before they write the character analysis. e.g. for A's they might say something like 'You are a determined personality who likes to be in control of others'.
- Group each pair with another pair, and get them reading each other's character analyses. How true do they think they are?

## Notes

- Metaphorical associations connected with parts of the body relate either to the function of that part of the body (e.g. *to lend a hand*), the position of that part of the body (e.g. *at the foot of something*) or the emotions conventionally ascribed to that part of the body (e.g. *to break somebody's heart*). It is useful to students if some of these associations are made explicit, as students may have different associations in their own languages.
- See Unit 23 Facing up to it (page 82) for more figurative language connected with parts of the body.

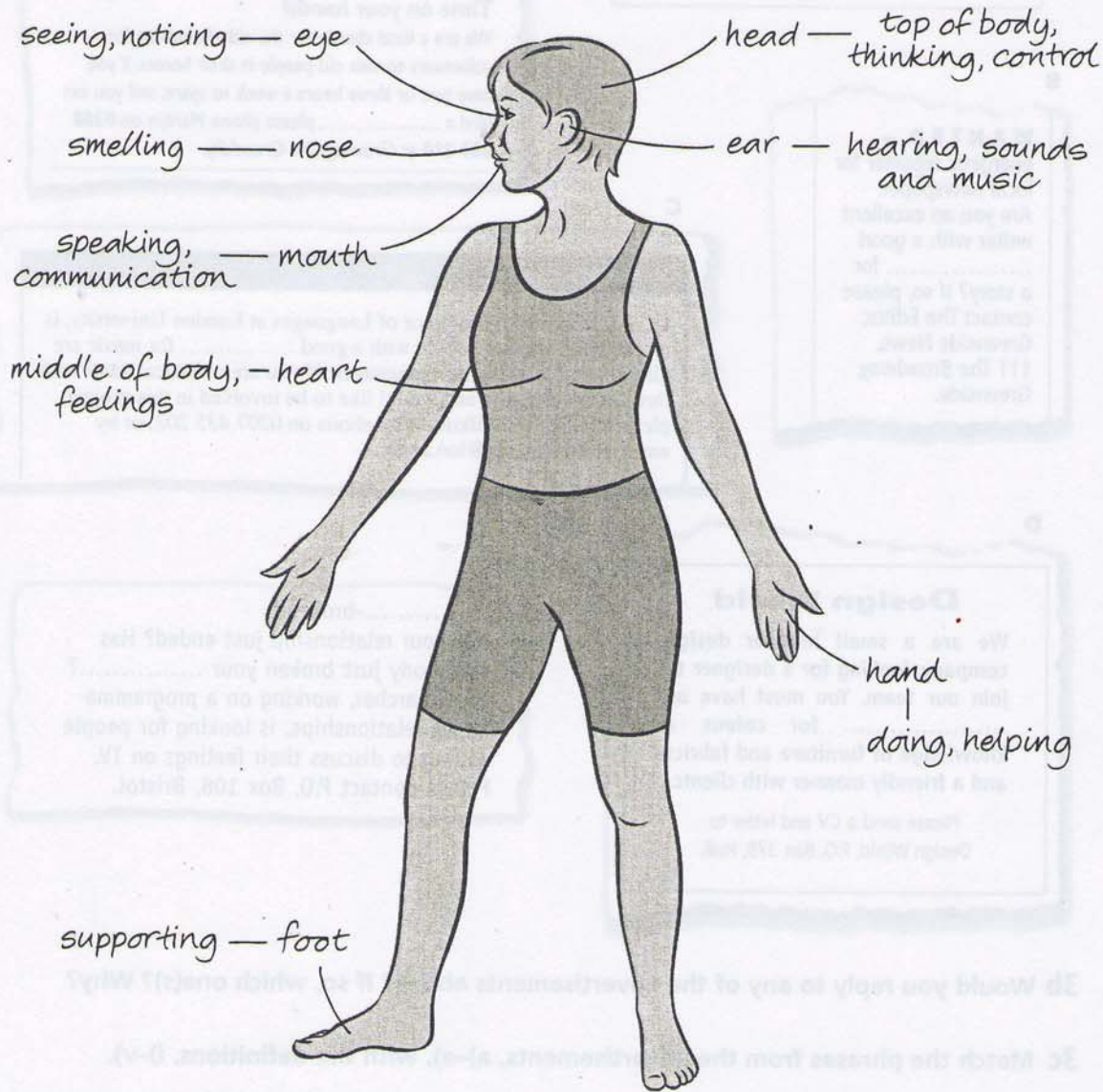
## Revision activity

Matching collocations page 127

# The heart of the matter

## Parts of the body

1 Look at the picture and read the ideas about the parts of the body. Do you agree with them? Add any ideas of your own.



2a Discuss these questions with a partner, and write short notes for the answers.

- a How is the head of a company the same as the head of a school? .....
- b How is the foot of the mountain the same as the foot of the stairs? .....
- c Where exactly is a hotel which is in the heart of the city? .....
- d What is the mouth of a cave? What is the mouth of a river? .....
- e What is the nose of a plane? .....

2b Guess the answers to these riddles.

- a What has a mouth but cannot speak? .....
- b What has four legs, one head and a foot? .....
- c What has four legs and one back but can't walk? .....

2c Invent a riddle using some of the vocabulary in 2a.

.....

# The heart of the matter

## Parts of the body

3a Complete these advertisements with the words in the box.

eye nose heart ear hand

B

**WANTED** – energetic reporter for local newspaper. Are you an excellent writer with a good ..... for a story? If so, please contact The Editor, Greenside News, 111 The Broadway, Greenside.

A

### Time on your hands?

We are a local charity for the elderly, looking for volunteers to visit old people in their homes. If you have two or three hours a week to spare, and you can lend a ....., please phone Marilyn on **0208 883 210** at Growing Old Gracefully.

C

### Research Project

Dr D.J. Wilkinson, Professor of Languages at London University, is researching whether people with a good ..... for music are also good at learning new languages. If you are a musical adult with three hours to spare, and would like to be involved in this project, please contact Dr Wilkinson by phone on 0207 435 202, or by email at j.wilkinson@lon.ac.uk.

D

### Design World

We are a small interior design company, looking for a designer to join our team. You must have an ..... for colour, a knowledge of furniture and fabrics and a friendly manner with clients.

Please send a CV and letter to Design World, P.O. Box 379, Hull.

E

.....-broken?

Has your relationship just ended? Has somebody just broken your .....? TV researcher, working on a programme about relationships, is looking for people willing to discuss their feelings on TV. Please contact P.O. Box 108, Bristol.

3b Would you reply to any of the advertisements above? If so, which one(s)? Why?

3c Match the phrases from the advertisements, a)–e), with the definitions, i)–v).

- |   |   |
|---|---|
| a to have a (good) ear for music or languages   | i to be good at noticing what is attractive or of good quality                                    |
| b to break somebody's heart                     | ii to make somebody feel very sad and unhappy   |
| c to lend a hand                                | iii to help somebody to do something  |
| d to have a (good/keen/sharp) eye for something | iv to be good at finding something, by using your natural instincts rather than your intelligence |
| e to have a (good/keen) nose for something      | v to be very good at recognising and copying sounds easily  |

a ..... b ..... c ..... d ..... e .....

3d Complete these expressions with the words in the box.

accents a bargain colour detail dialogue languages music a story talent

- a to have a good/keen/sharp eye for .....
- b to have a good/keen nose for .....
- c to have a good ear for .....

# The heart of the matter

## Parts of the body

2

4 Do you have any expressions or phrases relating to parts of the body in your own language? Is their meaning the same as, or different from, the expressions we use in English. In what way?

5a Think about the questions in this quiz and tick your answers.

### WHAT KIND OF PERSON ARE YOU?

- Would you rather ...
- a be a journalist with a nose for a story or   
b be a volunteer for a charity who wants to lend a hand?
  - a live in the heart of a city or   
b live at the foot of a mountain?
  - a be the head of a large company or   
b be the head of a school?
  - a be the manager of a pop group with an eye for talent or   
b be a musician with an ear for music?
  - a break somebody else's heart or   
b let them break your heart?

5b Ask and answer the questions in the quiz with a partner. Give reasons for your answers.

5c With your partner, complete the character analysis from the quiz. You can use the words in the box if you want to.

ambitious determined easy-going generous kind sociable

#### MOSTLY A'S

You are .....

.....

.....

#### MOSTLY B'S

You are .....

.....

.....

### Suggested level

Lower-intermediate

### Aims

- to explore the metaphor 'the game of life'
- to introduce and practise common nouns and idioms relating to this metaphor
- to promote fluency in speaking

### Word list

gamble, goal, marathon (journey), pawn, (key) player, toy, team player, to play by the rules, to play games with somebody, to play the game, fair play

### Preparation

- Photocopy one set of Instructions, the Score card, the Situation cards, the Definition cards, and the Discussion activity for each group or pair.
- Cut up the Situation and Definition cards, and put a set of each in separate envelopes.

## In class

### Before handing out the instructions

- Dictate the following words: *gamble, goal, marathon, toy, player, game, rules*.
- Ask students in pairs to check the meaning of the words with each other.
- In a whole-class discussion, quickly check that all the students understand the literal meanings of the words on the board. Some students may happen to mention the figurative meanings of a few words as well, but for the moment focus only on the literal meanings of the words.

### Instructions

- Organise the students into groups.
- Hand out one sheet of Instructions to each group.
- Ask the students to read the sheet and discuss what they have to do in their group.
- Monitor the groups and check that all the students know what to do.

### Situation and Definition cards

- Give each group one set of Situation cards and one set of Definition cards. Instruct each group to take a Situation card from the envelope and to follow the sheet of Instructions. This means that first they discuss any unfamiliar words on the Situation card or look them up in a dictionary.
- Students then match the word or expression in **bold** on the Situation card with one of the Definition cards in the other envelope. Monitor unobtrusively to check that students are doing this.
- When students have matched the cards, ask them to discuss the situation on the Situation card with the others in their group.
- Monitor to check that individual students are writing down the number of the card, and their responses (a, b or c) in each situation.
- Once the group has finished discussing the situation on the Situation Card they take another Situation card from the envelope and repeat the steps above. Continue to monitor the activity, noting down any errors for correction later.

Situation card 1 = Definition card F, Sit 2 = Def D,  
 Sit 3 = Def A, Sit 4 = Def G, Sit 5 = Def C,  
 Sit 6 = Def B, Sit 7 = Def E, Sit 8 = Def H

### Score card

- Hand out the Score card, and get students to add up their score.
- Ask students to guess the meaning of *pawn, fair play* and *team player*. Provide explanations if necessary.
- Ask students if they agree with the comments made on the sheet. If not, why not?
- Ask students which kind of person, out of the three mentioned on the Score card, they believe will be most successful in life. Why?

### Discussion

- Hand out the Discussion activity. If necessary, put the following questions on the board to encourage student discussion: What is a 'good hand' or a 'poor hand'? What do you think the quotation means? Do you agree or disagree with the quotation?
- Ask students to think about any words in their own language relating to sports and games that can be used metaphorically. What are these words, and are they similar to or different from words or phrases used in this way in English?

### Note

See Unit 20 Plain sailing (page 72) for more figurative language connected with games and sports.

# Playing the game

## Games and sports

3



### Instructions

## The game of life

In games and sports, you have to follow the rules and be fair.

Sometimes you win, sometimes you don't!

Sometimes you're lucky, sometimes you aren't!

Sometimes you have the skill, sometimes you don't!

In many other activities in life, there are rules and you need to be fair. Sometimes you need luck and sometimes you need skill.

What kind of player are you in **the game of life**? To find out, follow these instructions:

- 1 Take a Situation card from the envelope. With the other students in your group, discuss any words you don't know, or look them up in a dictionary.
- 2 Match the word or expression in **bold** with one of the Definition cards in the other envelope.
- 3 Discuss the situation on the Situation card with other students in your group. What would you do in that situation? Explain your reasons to others.
- 4 Write down a, b, or c depending on what *you* would do in the situation described on the situation card.
- 5 Take another Situation card from the pile and follow steps 1 to 4 again. Do this until you have discussed all the Situation cards.



### Score card

How did you score in **the game of life**?

Give yourself the following scores:

Situation card 1:	a = 2	b = 1	c = 3
Situation card 2:	a = 3	b = 1	c = 2
Situation card 3:	a = 1	b = 3	c = 2
Situation card 4:	a = 3	b = 1	c = 2
Situation card 5:	a = 1	b = 3	c = 2
Situation card 6:	a = 3	b = 1	c = 2
Situation card 7:	a = 2	b = 3	c = 1
Situation card 8:	a = 2	b = 1	c = 3

**18-24:** You are a loyal and trusting person, but be careful you don't become just a **pawn** in other people's games. Do you need to become more independent and more of a **key player** in your own life?

**12-17:** You are a very honest, fair person who **plays by the rules**. You are never a **pawn**, and you always believe in **fair play**. But will you always get what you really want out of life? Does this matter?

**8-11:** You are very independent, with strong opinions. You are certainly not a **team player**. But do you sometimes need to **play by the rules** a bit more? Otherwise, people may find you rather secretive and dishonest!



### Discussion activity

'The game of life is not so much in holding a good hand as playing a poor hand well.'

H.T. Leslie (quoted in *Quotations For Our time*, compiled by Dr Laurence Peter, Souvenir Press, 1978)





### Situation card 1

Your boss wants you to work abroad for six months. You don't want to go. Do you

- a ask her if you can only go for three months?
- b tell her that you will leave if you have to go abroad? (This is a real **gamble** because you don't know if she really wants you to stay.)
- c agree, but hope that she changes her mind?

### Situation card 2

You have a very clear **goal** in life. Do you

- a make sure that you never upset anybody else even if it means you can't achieve your goal?
- b do whatever is right for you – and not care if other people don't like it, as that's their problem?
- c try to achieve your goal, but also try not to upset anybody else?

### Situation card 3

You've just made a **marathon** journey to visit an old friend. When you arrive, your friend is very rude to you. Do you

- a shout angrily at your friend?
- b behave in your usual friendly way and hope your friend stops being rude?
- c politely ask the friend what the problem is?

### Situation card 4

Somebody in your family has a new **toy** – a mobile phone that also sends emails. They are kind enough to lend it to you for a few days. Unfortunately, after a day it stops working. Do you

- a try to find somebody who can mend it for you secretly?
- b give it back without saying it isn't working?
- c say you are sorry and offer to pay for any repairs?

### Situation card 5

Your brother has been unemployed for a long time. Finally, he has found a job with a company that wants to be a **key player** in the computer industry. However, a friend has told you that most of this company's ideas for their software products are stolen from another company. Do you

- a tell your brother and all his friends about it?
- b forget about it, because you don't want to upset your brother, and how many companies are really honest anyway?
- c tell your brother because you think he shouldn't join the company?

### Situation card 6

Your cousin has just got a new boyfriend, who she likes very much. You think he is **playing games with** her because he wants to make his old girlfriend jealous. Do you

- a do nothing, because your cousin will only get angry?
- b speak to her boyfriend privately, and tell him to stop being so dishonest?
- c warn your cousin, and hope she ends the relationship?

### Situation card 7

At the place where you work you are not allowed to use the computer to send personal emails to friends outside the company. You know very well that not everybody **plays by the rules**. In fact, some people spend so much time sending personal emails that they don't do any work. Do you

- a speak to them about it, and tell them you think they should stop?
- b ignore this – you don't want them to get upset with you for telling the boss?
- c complain secretly to your boss about it?

### Situation card 8

Your family want you to pass an exam in order to get an important qualification. The subject is very boring and has nothing to do with what you want to do as a career. Do you

- a talk to your family about other ways you can achieve your career goals?
- b refuse to do the exam?
- c **play the game** and just do what you have to do?

# Playing the game

## Games and sports

3

### Definition card A

an activity which is long and tiring, and for which you need to be very energetic and determined

### Definition card B

to dishonestly hide your real feelings in a relationship in order to make somebody else behave in a particular way

### Definition card C

a very important person, or organisation, involved in an event or business

### Definition card D

an aim you want to achieve in the future

### Definition card E

to follow the correct way of doing something, even if there are easier or quicker ways of doing it

### Definition card F

an action or plan which you hope will be successful, but which is risky because it might fail

### Definition card G

an object that an adult uses for fun, even if it has a serious purpose

### Definition card H

to know how to behave in a way that is expected by other people, even if you do not agree with it

## Suggested level

Lower to  
mid-intermediate

## Aims

- to explore the metaphorical links between time and money
- to explore the ways we talk about time using language connected with money

## Word list

to be short of/to invest/  
to lose/to make/to run  
out of/to save/to spend  
(time/money), to have  
(time/money) to spare

## Preparation

- Photocopy one set of the Student Pages for each student in the class.

## In class

## 1a

- Do a) with the students in order to demonstrate the activity.
- Ask students to do the activity in pairs.
- Do feedback with the whole class, explaining any difficult vocabulary.

Key a vi b v c ii d vii e ix f i g iii h iv i viii

## 1b

- Ask students to do this activity in pairs.
- Encourage students to look back at 1a when drawing up their list.
- During feedback, write a list of the verbs and expressions on the board.

Key See the Word list.

## 1c

- Elicit some suggestions from the students about 'how to make money'.
- Ask students to work in pairs to share their ideas and write them down.
- After a few minutes, group two pairs together to compare their ideas.
- When the groups have had enough time for discussion, ask one student from each group to report back to the whole class.

## Key Suggested answers:

How to make money: Start your own business.  
How to save money: Only buy clothes in sales. Buy food in markets.  
How to spend money sensibly: Don't buy things unless you really need them. Keep to a weekly budget.  
How to waste money enjoyably: Go away to an expensive hotel for the weekend. Buy fresh flowers every week.

## 1d

- Discuss the question with the group as a whole, as it is a springboard to the rest of the lesson.

Key You should not waste time when you could be working hard and earning money.

## 2a

- Ask students to fill in the gaps in pairs or groups.
- Monitor unobtrusively, helping with any difficult vocabulary.
- After doing feedback with the whole class, ask students which advertisement they might reply to and why.

Key A short B spend C run out D Save  
E spare F waste G invest H Make I lose

## 2b

- Ask students to complete a)–g) of the activity in pairs. They should refer to 2a if necessary.
- For h) and i) ask students to write their own definitions without looking up the words in the dictionary.
- Ask some of the pairs to read out their definitions, and write them up on the board.
- With the whole class, discuss which definitions are the clearest and most accurate.

Key a more b more c enough d a lot e none left  
f more, not enough g very little  
(suggested definitions) h If you save time, you use less time doing one thing so that you have more time for something else.  
i If you spend time doing something, you pass the time in a particular activity.

## 2c

- Ask students to discuss the questions in pairs.
- Discuss the last question with the whole class, as it is intended to encourage awareness of cross-cultural differences in ways of conceptualising and talking about time.

## Notes

- In English, time is conceptualised as a valuable commodity, like money. Thus, many of the verbs and phrases applied to discussing money are also used to discuss time.
- The phrase *to invest time* often occurs as *to invest time and effort* or *to invest time and energy*.
- To wastelendsave time doing* (i.e. the gerund) *something* but *to make time to do* (i.e. the infinitive) *something*.
- Many other words connected with money are also used with time, e.g. *to earn some time off*; *to cost somebody two years*; *to use your time profitably*.

# Time to spare

## Time and money

4

1a Match the comments, a)–i), with the responses, i)–10).

- |  |  |
|--|--|
| <p>a Do you ever manage to save any money?</p> <p>b This is rather embarrassing, but I'm a bit short of money today.</p> <p>c I haven't got any money to spare, I'm afraid.</p> <p>d I can't stand the way he wastes money.</p> <p>e I'm sorry, but I don't really want to spend money on restaurants at the moment.</p> <p>f I wish I had a good idea for making money quickly.</p> <p>g I refuse to invest money in companies that test drugs on animals.</p> <p>h She lost a lot of money in her new business.</p> <p>i I ran out of money halfway through my trip.</p> | <p>i Hard work seems to be the only way – and that takes years!</p> <p>ii Never mind! You can always make a donation next week if you want.</p> <p>iii Yes, but then how will they find cures for so many diseases?</p> <p>iv Well, she was rather inexperienced.</p> <p>v Well, I can lend you some – I've just been to the bank.</p> <p>vi You must be joking! Never!</p> <p>vii Oh, I know ... and he spends it on such rubbish.</p> <p>viii So what did you do then?</p> <p>ix That's OK. Why don't we bring a picnic instead?</p> |
|--|--|

a ..... b ..... c ..... d ..... e ..... f ..... g ..... h ..... i .....

1b Write down as many verbs and phrases used with the word *money* as you can.

1c Complete the chart with your ideas. Discuss your ideas with other students.

<p><b>How to make money</b></p> <p>1 .....</p> <p>2 .....</p>	<p><b>How to save money</b></p> <p>1 .....</p> <p>2 .....</p>
<p><b>How to spend money sensibly</b></p> <p>1 .....</p> <p>2 .....</p>	<p><b>How to waste money enjoyably</b></p> <p>1 .....</p> <p>2 .....</p>

1d In English, we say 'Time is money'. What does this expression mean?

*'I'd like ten hours, fifty-two minutes and twelve seconds, please.'*



# Time to spare

## Time and money

2a Complete these advertisements with one of the words or phrases in the box.

invest lose make run out save short spare spend waste

A

### Are you ..... of time?

Let us do all those extra jobs for you –

shopping, walking the dog, and cleaning the house.

We promise excellent service at reasonable rates.



### HARRY'S HELPERS

Tel: 0207 978 654 email: hhelpers@which.net

B



Aged between 18 and 24?

### How do you ..... time at the weekends?



TV researcher wants to interview you for a documentary on leisure.

Please phone 01223 87690 and ask for Wendy.



C

Don't ..... of time and miss a bargain!

*Last week of sale!*

### Sportswear Trainers Tracksuits

OPUS SPORTS, 16 Cresswell Broadway, London E19



E

Got any time to ..... ?

Our local drama group is looking for volunteers to help sew costumes, paint scenery, etc.

If you are interested, please contact Jon on 0209 5661.



D

..... time in traffic!

Our drivers know your time is precious. If you need to carry on doing business, even in heavy traffic, be sure to take one of our office-cabs.

Fully equipped with faxes, phones, computers, email facility.

### Office-cabs

the ultimate time saver!



F

Happy to ..... time?

Fed up with the pace of modern life? Tired of counting the cost of every hour? Do you just want to relax and hang out with other people? Come along to **Timewasters** – the club for people who believe there's more to life than always racing against the clock.

**Timewasters** meet every second Saturday evening in the Central Hall, Ickley Village.

# Time to spare

## Time and money

4

G

### Jobsearch

Looking for a new job is a job in itself.

Let us ..... the time and effort in finding the right job for you. We specialise in finding jobs for those in banking and financial services.

#### Jobsearch

122 Bond Street, London, W1

Tel: 0207 208 774

jobsearch@aol.com

H

*Busy, busy, busy?*

*..... time for yourself!*

**Make yourself  
a cup of tea!**



**Sunshine Organic Teas –**

*treat yourself to a calm moment.*

I

**There's no time to ..... !**

*Book your holiday now, or you may find yourself staying at home this summer.*

**Odysseus Travel**

*We make it right for you!*

### 2b Complete these definitions by underlining the most suitable word.

- a If you have **time to spare**, you have *more/less* time than you need.
- b If you **waste time**, you use *more/less* than you should, in a way that is not helpful.
- c If you **make time**, you find *enough/a lot of* time to do something, even though you are very busy.
- d If you **invest time in something**, you use *a lot/a small amount* of time in order to make it successful
- e If you **run out of time**, you have *none left/a few minutes left*.
- f If you are **short of time**, you need *more/less* time and there is *not enough/too much* time.
- g If we say '**there's no time to lose**' we mean that you must do something quickly because there is *very little/a lot of* time.

### Now complete these definitions:

- h If you **save time**, you .....
- i If you **spend time doing something**, then you .....

### 2c Discuss these questions with another student.

- What do you like doing in your spare time?
- Do you ever feel short of time? When? How do you react when this happens?
- How much time do you like to spend with family and friends? Why?
- How much time do you waste in a week? When do you waste this time? Do you think it matters? Why?
- Is there anything in your life you want to make more time to do? If so, what is it? Why would you like to spend more time on it?
- Have you ever run out of time in a test or exam? If so, how did you feel about it?
- In the future, is there anything in which you would like to invest time and energy? What is it? Why?
- In your own language, can you use the expression 'Time is money'? Or are there other ways of talking about time? What are they?

### Suggested level

Mid-intermediate

### Aims

- to introduce and practise words connected with weather, and their figurative meanings in English

### Word list

breezy, cold, dull, frosty (look/reception), hazy (memory), icy (look/voice), stormy (meeting/relationship), sunny, warm (person/welcome), wet, to not have the foggiest idea

### Preparation

- Photocopy one set of the Student Pages for each student in the class.

### In class

#### 1a

- Ask students to read the text, and then explain any abbreviations.
- Instruct students to answer the questions in pairs before you do feedback with the whole class.

- Key**
- a *In the morning, after the fog and frost have cleared.*
  - b *In the afternoon.*
  - c *After the fog has cleared and the icy patches have melted. In the afternoon.*
  - d *An umbrella/A raincoat.*

#### 1b

- Give students time to discuss the questions in pairs before you go through the answers with the class.

- Key**
- a *Ice is normally solid, hard and clear, whereas frost is white and powdery.*
  - b *A breeze is a gentle wind which feels pleasant and fresh.*
  - c *A storm includes heavy rain, strong wind and often lightning, whereas a shower is a short period of rain.*
  - d *Fog is a thick cloud close to the ground making it difficult to see and haze is a thin mist which also makes it difficult to see. Generally fog is connected with cold weather, whereas haze occurs in hot weather.*

#### 2a

- Give students some time to 'find the odd man out' (*foggiest* as it is a superlative).
- To help students speculate about the metaphorical meanings of the words, give them an example of one of the adjectives, e.g. *stormy*. Ask them to think about the literal meaning, and then to guess what it could mean figuratively. Some of the meanings will be easier for students to guess than others, e.g. those words involving ideas of 'hot' and 'cold' (e.g. *frosty, sunny, icy, cold, warm*) might be easier to guess than e.g. *breezy* and *wet*. Encourage students to use dictionaries to check the words they find especially difficult.

#### 2b

- Encourage students to do this in pairs/groups before you go over it with the whole class. When doing feedback, encourage students to make connections between the literal and figurative meanings of the words. Also, encourage students to note down important collocations for the words, e.g. *an icy voice/icy contempt*, or any idiomatic expressions, e.g. *to not have the foggiest (idea) about something*.

- Key**
- a breezy b sunny c cold d frosty e warm
  - f hazy g foggiest h dull i icy j wet k icy
  - l stormy

#### 2c

- Before the students write the rest of the conversation, brainstorm some ideas with them, e.g. Do Anne and Peter finally agree on a holiday? Do they go on separate holidays?
- Ask students to complete the conversation, while you monitor unobtrusively, helping with any grammar, vocabulary, etc.

#### 2d

- This can be done in stages:
  - students practise reading aloud the conversation (with their ending) in pairs.
  - students read the conversation aloud a second time with more expression and intonation, closely following stage directions like *in an icy voice*.
  - students use gestures, etc. to act out the conversation, but still reading their scripts.
  - students act out the conversation, with improvisations allowed, without the scripts.

#### 3

- Explain to students that this activity focuses on some more collocations with weather vocabulary.
- Give the students time to do the activity individually before you do feedback.

- Key**
- a T b T c F

#### 4

- Explain to students that in this activity they should convey the meaning of the phrase, *without* mentioning the phrase itself. For example, to illustrate *a frosty reception* they can act out somebody giving somebody else a frosty reception through body language, facial expressions and polite but cold language, without mentioning the phrase itself.
- Give students time to prepare their conversations or ways of acting out the phrases before asking them to perform.

#### 5

- Students brainstorm in groups before reporting their cross-cultural comparisons to the whole class.

### Notes

- When the weather is *breezy*, the wind is fairly strong, but pleasant and refreshing. Thus, in English the metaphorical meaning of *breezy* suggests a person who is confident, relaxed and optimistic. *Wet*, on the other hand, has come to mean a weak and spineless person, who lacks enthusiasm and energy.
- See Unit 30 Brezing through (page 109) for more figurative language connected with weather.

### Revision and extension activities

Brainstorming page 127

Writing poems page 128

# A warm welcome

## Weather

1a Read this weather report from a newspaper and then answer the questions.

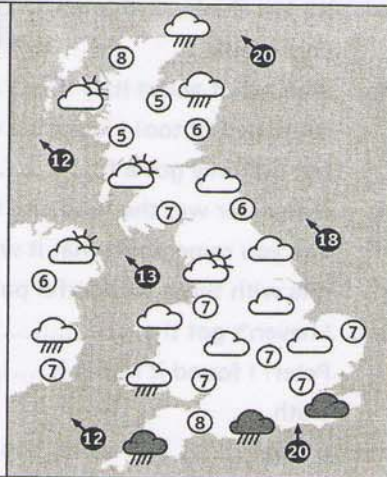
### Today's weather

#### London, Central, Southern and Eastern England

Dry in the morning with sunny intervals, after fog and frost have cleared. Dull in the afternoon with rain breaking out. A fresh wind. Max. temp. 6–9 °C (43–48 °F). Tonight: windy. Min. temp. 4–7 °C (39–45 °F).

#### Northern Ireland

A cold start with early fog slowly clearing and icy patches on the roads. Afternoon dry with some sunny intervals and a fresh easterly breeze. Max. temp. 4–7 °C (39–45 °F). Tonight: stormy. Min. temp. 2–4 °C (36–39 °F).



- a In London, when will be the best time to go for a walk? .....
- b In Northern Ireland, when will be the best time to go for a walk? .....
- c In Northern Ireland, when will be the best time to start on a long car journey? .....
- d In Central England, what should you take with you if you go out in the afternoon? .....

1b What's the difference between:

- a ice and frost? .....
- b a wind and a breeze? .....
- c a storm and a shower? .....
- d a haze and a fog? .....

2a Circle the 'odd one out' in this list of weather adjectives.

breezy cold dull foggiest frosty hazy icy stormy sunny warm wet

In English, these adjectives all have metaphorical, as well as literal meanings. Suggest some metaphorical meanings for them. Check them in a dictionary.

2b Use the adjectives in 2a to complete this conversation. (One of the adjectives should be used more than once.)

### Happy holidays

Characters:

Anne: a woman of about 40. Pleasant, enthusiastic, cheerful and friendly with a ..... manner and a b ..... smile.

Peter: Anne's husband. In contrast to her, he does not show his feelings easily, and can sometimes seem rather c .....

ANNE: So, have you had any more thoughts about where we should go on holiday this year?

PETER: (with a d ..... look) I've told you, Anne, I've been far too busy to think about it.

ANNE: I know you have, darling, but I do think we need to start planning.



a ..... smile



# A warm welcome

## Weather

- PETER: Oh all right. Well, what about Greece? They always give us such a e ..... welcome on the island – they really are friendly people.
- ANNE: It's just the heat, though, in the summer. I really find it unbearable.
- PETER: Well, what about Italy then? Although I suppose that could be hot too! I know we went about 20 years ago, but I've only got a f ..... memory of it. All I can remember was the food and that museum in Florence. Can you remember what it was called? You know, the one with those wonderful paintings?
- ANNE: I haven't got the g ..... idea what it was called, Peter! I found it rather h ....., to tell you the truth.
- PETER: (*in an i ..... voice*) You should show more interest in art, dear. Life isn't just about animals and the countryside.
- ANNE: But that's what I'm most interested in! In fact, what about a camping holiday this year?
- PETER: Ugh! It's so uncomfortable.
- ANNE: Oh Peter, don't be so j .....! Can't you be a bit more enthusiastic? If we went camping, we'd be so close to nature.
- PETER: (*with k ..... contempt*) Too close, as far as I'm concerned.
- ANNE: Oh dear! Why does our relationship always become so l ..... when we have to decide about holidays?



a ..... welcome



a ..... memory



a ..... relationship

**2c** Write the rest of Anne and Peter's conversation.

**2d** Rehearse Anne and Peter's conversation by reading it aloud a few times. Then act it out!

**3** Read the sentences. Are they true or false? Write T or F.

- The opposite of 'a warm welcome' is 'a frosty reception'. .....
- 'A stormy meeting' is one in which people cannot agree with each other, and become angry and emotional with each other. ....
- A person who is 'wet' is strong and decisive. ....

**4** Choose *one* of the following and either act it out for other students or write a short conversation to illustrate it. The other students guess which one you have chosen.

- a sunny smile
- a warm welcome
- a frosty look
- a frosty reception
- an icy look
- a breezy manner
- a stormy relationship

**5** Think of weather words in your own language. Are any of them used to talk about things which are not weather? Compare these uses with English.

## Suggested level

Mid-intermediate

## Aims

- to explore the metaphor 'life is a journey'
- to practise vocabulary and phrases relating to this metaphor
- to promote fluency in speaking

## Word list

(positive/big) step, to be at a crossroads, to be on the road to (success), to come to the end of the road, to go down a (particular) road, to take/follow a path, to take (the first) steps towards doing something, step by step

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in sheets of blank paper, if required, for 2.

## In class

## 1a

- Put students in pairs or groups and ask them to discuss the drawings on the life map. They should cover up 1b.
- Encourage speculation and discussion.

## 1b

- Students read the text.
- In a whole-class discussion, ask students to say how their ideas in 1a differed from the text.
- Ask students for suggestions about what Tony Wood should do next.

## 1c

- Ask students to do this in pairs before you do feedback with the whole class.

- b** to take a path
- c** to come to the end of the road
- d** to take the first step towards
- e** step by step
- f** to go down that road
- g** to take steps towards
- h** a positive step
- i** to be at a crossroads

## 2

- Instruct students to work individually on their life maps, as described.
- If necessary, hand out blank sheets of paper on which students can sketch the maps.
- Explain that students will be discussing their life maps with each other later, so if there are personal details which they would prefer not to disclose they should leave these off the map.
- When students are ready, ask them to discuss their life maps in pairs. They should explain their own map to their partner, who can then ask questions about it.
- Students then reverse roles.
- When the discussion is completed, ask the class whether anyone used any of the words and phrases in 1c in the explanation of their life map. Ask students to give examples of when they used them, and why.
- Correct or clarify the use of any of the words or phrases used.

## 3

- Point out to students the common collocations with *step*.
- Tell students in pairs to discuss the different 'steps', by relating the questions to their own experience.
- Encourage students to ask each other questions about this personalised activity.
- Ask students for other common collocations to complete e), e.g. *unusual step*, *further step*, *next step*.

## 4

- Explain the meaning of the word *symbol* if necessary.

- Explain any unknown vocabulary and organise students into groups to read and discuss the quotations in groups.
- At the end of the discussion, you could take a vote on which quotation is the most popular and why.

## 5

- Ask students to discuss the question in groups before having a whole-class discussion.
- Encourage students to bring in any quotations in their own language (e.g. from songs, proverbs or poems) which also use the metaphor of 'life is a journey'.

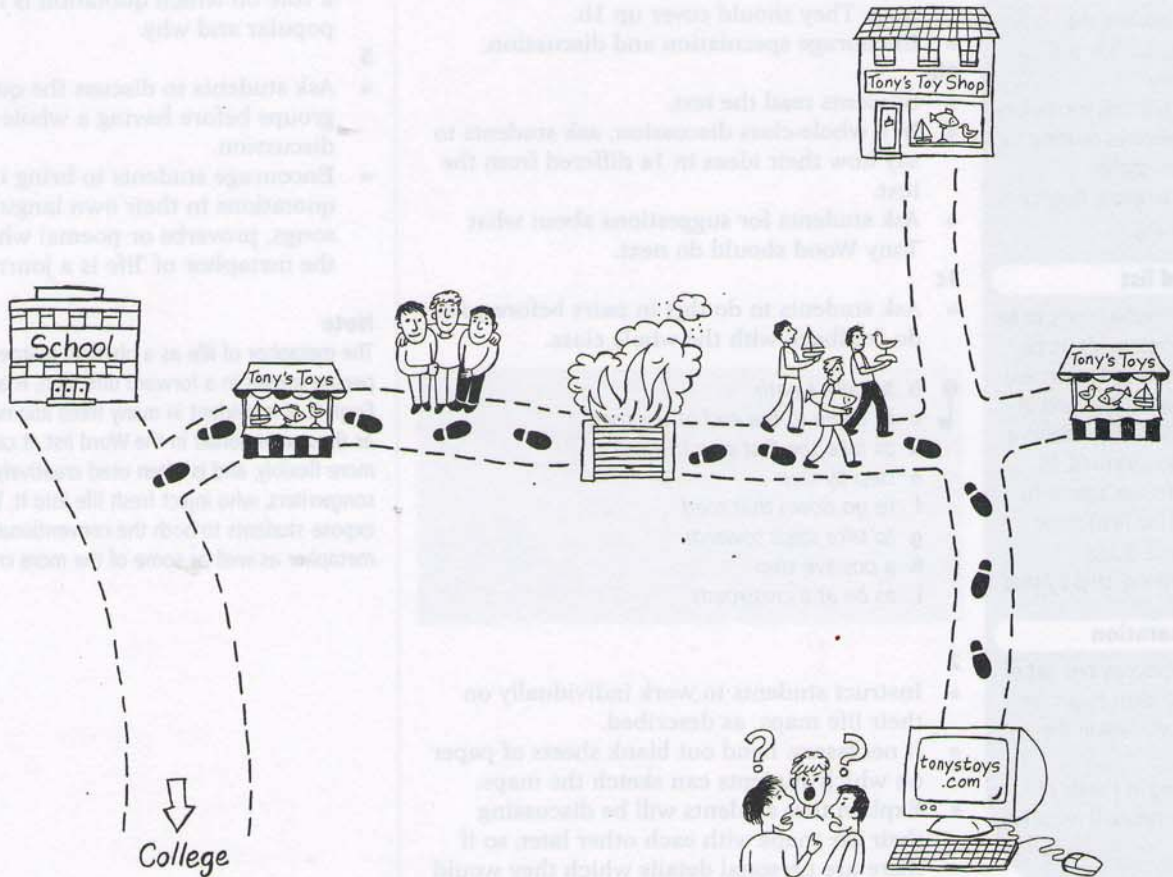
## Note

The metaphor of life as a physical journey, in which a person travels in a forward direction, is a common one in English. It is evident in many fixed idiomatic phrases, such as those mentioned in the Word list. It can also be used more flexibly, and is often used creatively by writers and songwriters, who inject fresh life into it. This unit aims to expose students to both the conventional uses of this metaphor as well as some of the more creative ones.

# Taking steps

## Life is a journey

1a Look at Tony Wood's life map. Starting at the school on the left, follow the footsteps along the map. What do the drawings on the map mean? Discuss them with another student.



1b Read Tony Wood's explanation of his life map. Were your ideas about the map correct or not?

After I left school, I didn't take the usual path to college. I had always enjoyed woodcarving, so I took the first step towards trying to earn some money from this hobby. I decided to open a stall at our local market, selling some wooden toys I had carved. The toys sold very well, and I couldn't make enough of them, so two of my friends joined me and I showed them how to do it. Our little business was on the road to success, when unfortunately there was a fire in the garage where we stored our toys. We lost all our stock. Step by step, we had to build up the business again.

After a few years of doing this, we felt we were at a crossroads. We could have continued to sell our toys in the market. But we decided not to go down that road any more. Instead, we decided to sell our toys over the Internet.

In the last few years, the company has become very successful, but all of us are arguing about everything, and I feel very bored. I think I am coming to the end of the road with this company. It's time to take steps towards doing something different. One positive step might be to get some advice from friends and family. What do you think I should do?"

Do you have any suggestions for Tony Wood?

# Taking steps

## Life is a journey

6

### 1c Find the expressions in 1b that have these meanings.

- a to be doing the right things in order to achieve a particular goal  
*to be on the road to* .....
- b to make a decision to live your life in a particular way  
.....
- c to feel that you have done all you can  
.....
- d to do the first of a series of actions that you need to do in order to succeed  
.....
- e slowly and carefully, so that you think about each stage before you move on to the next  
.....
- f to follow a series of actions because you want to achieve a particular result  
.....
- g to do something now that will make something happen later  
.....
- h a good and useful action  
.....
- i to be at an important point in your life where you have to make a decision about your future  
.....

### 2 We have seen that words like *road*, *path* and *step*, which are used to describe a physical journey, can also be used in English to describe a person's life. Draw a map of your own life similar to the map in 1a. When you are drawing your map, think about:

- the choices you made, and why you made them
- the choices you did not make, and why

Talk to another student about your life map.

Is it useful to use words like *road*, *path* and *step* in your description?

### 3 Certain adjectives are commonly used with *step*. Discuss these steps with another student and suggest words for e).

- a an important step in your life
- b a big step for you in the future
- c the first step towards achieving your dreams or ambitions
- d a positive step towards solving a problem that is worrying you
- e a(n) ..... step



### 4 Through the ages, many writers have used the symbol of a road or a path to talk about life. Read these quotations, and discuss in groups what you think they mean. Choose the one you like best, and explain to other students why you like it.

A Two roads diverged in a wood, and I –  
I took the one less traveled by,  
And that has made all the difference.

*'The Road Not Taken' by Robert Frost, American poet*

C *A journey of a thousand miles must begin with a single step.*

*Lao Tzu, Chinese philosopher, sixth century BC*

B *Every path has its puddle.*  
*Old English proverb*

D *Do you want to walk the walk of life with me?*

*Billie Piper, British pop star*

### 5 Are the words *road*, *path* or *step* used in your language in the same way they are used in English?

# A recipe for success

## Cooking and tastes

### Suggested level

Mid-intermediate

### Aims

- to introduce and practise the figurative meanings of some words relating to cooking and tastes of different foods
- to introduce and practise some common sayings relating to food

### Word list

(key/main)ingredient, to turn/go sour, bitter (argument/memory), sour (expression/look), sweet (smile/baby), recipe for something, Don't put all your eggs in one basket, It's no use crying over spilt milk

### Preparation

- Photocopy one set of the Student Pages for each student in the class.

### In class

#### 1a, b and c

- Ask students to discuss 1a–c in pairs, before you do feedback with the whole class.

- key**
- a *tin of sweetened condensed milk, biscuits and (caster) sugar*
  - b *coffee powder, dark chocolate*
  - c *rind and juice of lemons*

#### 1d

- Students write definitions in pairs, preferably without dictionaries.
- Check that students have written correct definitions for the literal meaning of these words.

- key**
- ingredient: a kind of food used when cooking a particular dish*  
*recipe: a list of ingredients, and a set of instructions telling you how to cook them in order to make a particular dish*

#### 2

- Explain to students that here *ingredient* and *recipe*, as in *a recipe for*, are used metaphorically.
- Students individually complete the sentences.
- Put students in pairs. Students exchange sentences and compare ideas.
- Do whole-class feedback. Point out that some common collocations for *ingredient* are *main*, *key* and *important*.

#### 3a

- Explain to students that in English different tastes are likely to have different metaphorical associations. Give an example to make this clearer (e.g. *sweet* can mean *kind*).
- Ask students to read the chart and then discuss any differences and similarities with their own language as a whole class. Point out any cross-cultural differences between their language and English.

#### 3b

- Explain to students that the associations in 3a can help them to complete most of this activity. For example, if we think of a baby as attractive then we can describe her/him as *sweet*.
- Give students time to answer the questions in pairs before you do feedback with the whole class.
- Encourage students to note down the correct collocations in this activity.

- key**
- a *an argument*    b *friendship*
  - c *a baby*    d *a contract*

#### 3c

- Students write the questions, either singly or in pairs.
- Ask students to read out their questions, and write them on the board after discussing any grammar corrections with the class.
- Put students with a new partner, and ask them to answer the questions that have been written on the board. If students really do not want to discuss a particular question, they can be encouraged to say something like 'I'd rather not talk about that, if you don't mind'.

#### 4a

- Pre-teach *spill* and its past participle *spilt*.
- Put students in groups of three or four to do this activity.
- Ask the groups to read out their definitions, and write them on the board.
- Finally, the class votes on the best definition, and you confirm if it is correct.

- key**
- a *It's no use crying over spilt milk: There is no point feeling upset about a loss or mistake that cannot be changed.*
  - b *Don't put all your eggs in one basket: Do not depend completely on one thing for success.*

### Note

See Unit 25 Food for thought (page 89) for more figurative language connected with food.

### Revision and extension activities

Brainstorming page 127

Writing 'recipes' page 128

# A recipe for success

## Cooking and tastes

7

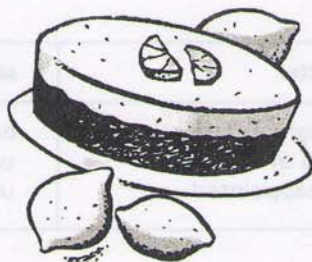
1a Look at the lists of ingredients in these three different recipes. Which dessert would you most like to eat? Why?



### Coffee ice cream

- 3 eggs separated
- 1 tin sweetened condensed milk (400 g)
- 2 cups whipped cream (500 ml)
- 2 heaped teaspoons instant coffee powder

Separate the eggs and beat the whites until stiff



### Lemon cheesecake

- 100 g digestive biscuits
- 50 g butter
- rind and juice of 2 lemons
- 450 g cottage cheese
- 100 g caster sugar
- 2 eggs separated
- 150 ml double cream

Crush the digestive biscuits and add the melted butter



### French chocolate cake

- 100 g butter
- 150 g dark chocolate
- 50 g flour
- 100 g caster sugar
- 1 level teaspoon baking powder
- 2 eggs

Melt the butter in a pan. Then break the chocolate into pieces and add to the butter

1b In the list of ingredients above, find:

- a three ingredients that are sweet .....
- b two ingredients that are bitter .....
- c one ingredient that is sour .....

1c Discuss these questions.

- What sweet foods do you like?
- What bitter foods do you like?
- What sour foods do you like?
- Do you like any dishes that combine these flavours? For example, recipes for dishes that are sweet-and-sour? Or bitter-sweet?

1d Write definitions for the words *ingredient* and *recipe* as they are used in 1a, b and c.

.....  
 .....

2 Imagine you are the writer of an advice column for a magazine. Complete these sentences with your advice. Then compare your ideas with another student.

- a The recipe for success in a new job is .....
- b The main ingredient in good relationships with other people is .....
- c ..... is a recipe for disaster if you are trying to keep fit. Instead, .....
- d A key ingredient of a good holiday is .....
- e One of the most important ingredients in living without too much stress is .....

# A recipe for success

## Cooking and tastes

**3a** In English, particular tastes are associated with certain feelings and qualities. Read the chart below and discuss the associations. Are these the same or different in your own language?

sweet	bitter	sour
attractive kind gentle	angry full of hatred disappointed	bad-tempered unpleasant unfriendly

**3b** Using the ideas from 3a, answer the questions. Circle the correct answers.

- a** Which one of these cannot be described as **sweet**?  
a smile   an old lady   an argument   a kitten   a little boy   a baby  
somebody who has just given you a present
- b** Which one of these cannot be described as **bitter**?  
an argument   a memory   a friendship  
an experience   an enemy   a disappointment
- c** Which one of these cannot be described as **sour**?  
an expression on somebody's face   a baby
- d** Which of these cannot be described as **going sour** or **turning sour**?  
a friendship   a contract   a relationship   a marriage

**3c** Write three questions to ask other students using some of the words or phrases in 3b. Share one of your questions with the class. The teacher will write it on the board. Then discuss the questions on the board with a partner. For example:

*Who is the sweetest person that you know?*

*Has any friendship you've ever had turned sour? Why?*

**4** Look at these pictures and guess the missing words in the proverbs. They are both the names of foods! Write a definition for each proverb.

- a** It's no use crying over spilt .....
- b** Don't put all your ..... in one basket.



## Suggested level

Mid-intermediate

## Aims

- to introduce students to the way a whole story can have a metaphorical meaning
- to encourage students to make predictions and interpretations when reading
- to provide reading, listening and speaking practice
- to encourage students to suggest morals for the tales that are relevant to their own lives

## Word list

Useful words for the activities:

bat, cage, den, fable, flattery, fox, gentleness, hare, moral, non-violence, snake, to bite, to drown, to hiss, to overpower, to stink, to tear to bits, to tease, bruised, holy, sly, wicked

## Preparation

- Students should work in groups of three or four in this unit, so you will need one photocopy of the unit per group.
- Cut along the lines on each photocopy so that each fable and each ending are on a separate piece of paper.
- Write these headings on three large poster-size sheets of white paper: *Fable B*, *Fable C* and *Fable D*.
- Attach the posters to the classroom wall.

## In class

### Before handing out the material

- Write the word *fable* on the board, and ask students to explain what a fable is. Ask students to briefly tell any fables from their own country.

### Fable A and Ending for Fable A

- Divide students into groups of three or four, and give each group a copy of Fable A to read.
- Encourage students to explain unknown words to each other, or look them up in a dictionary.
- Tell students in groups (or individually if preferred) to complete the story by writing the words of the bat.
- Ask students to read out their endings, and write these on the board.
- Hand out the Ending for Fable A, and ask students how it compares with their endings, and which ending they like best.
- Discuss a possible moral for the story with the whole class. Teach the word *moral* if necessary.

### Suggested morals:

Think of the appropriate behaviour for each situation. Think before you do something. Be clear about the real reason for why something happened.

### Fables B, C and D and their endings

- Give each group in the class a different fable. (With larger classes more than one group will have a particular fable.)
- Tell the groups to read their fables and to look up any new words in the dictionary, or to guess the meanings of the words from the context or the pictures.
- Explain to students that they will have to retell their fable to other students who will not have read it, so they need to be sure that they really understand it.
- Ask each group to think of an ending for their fable.
- Give each group the ending for their fable, so that they compare it with their own ending.
- Reorganise students into new groups so that each group has at least one student in it who can retell Fable B with the traditional ending, one who can retell Fable C and one who can retell Fable D.
- Tell students to retell Fables B, C and D to their new groups.
- Ask the groups to suggest a moral for each fable and to write it on the appropriate poster, or on the board. (You can divide the board into sections, one for each fable.)
- When all the groups have written up their morals discuss them with the whole class. Which ones do they feel are the most relevant to themselves?

## Discussion

Ask students whether these fables are similar to any in their own languages. If so, how?

## Note

Fables are short tales which often have animals as their main characters. They usually have a moral which tells you how to behave. Understanding the moral involves a figurative interpretation of the tale.

## Extension activities

Writing fables 1 and 2 page 129

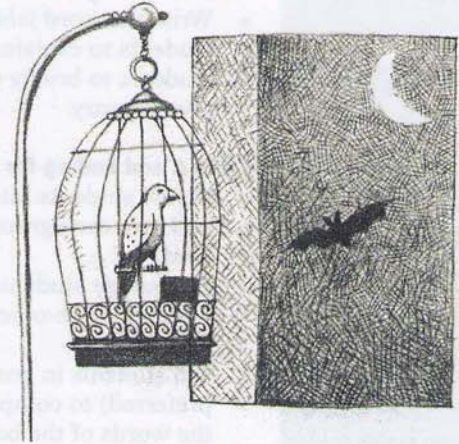


## Fable A (from Aesop)

A bird in a cage at a window used to sing at night. A bat which heard her came up and asked why she never sang by day, but only at night. She explained that there was a good reason: it was while she was singing once in the daytime that she was caught and put in a cage, and this had taught her a lesson. The bat said, .....

.....

.....



## Fable B (from India)

A very wicked snake lived next to a road, and often bit people who were walking along the road. One day a holy man passed that way, and the snake rushed at him to bite him. The holy man calmly looked at it and said, 'You want to bite me, don't you? Go ahead.'

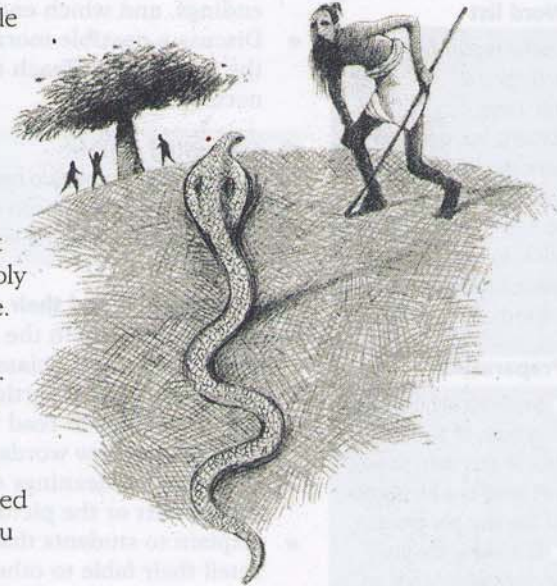
The snake was surprised by this unusual response, and was overpowered by the gentleness of the holy man. The holy man said, 'Listen, dear friend, how about promising me that you won't bite anyone from now on?' The snake bowed and agreed. The holy man went away and the snake began its new life of non-violence.

Very soon, all the people in that area realised that the snake would not hurt them and the boys began to tease it very badly. They threw stones at it and dragged it by its tail. Still it kept its promise to the holy man and did not bite anyone.

One day, the holy man came back to see the snake and was upset by the bruised and hurt body of the snake. When he asked it what had happened, the snake said weakly, 'O holy man, you said I should not bite anyone. But people are so cruel!'

The holy man said, .....

.....



## Fable C (from Aesop)

Once upon a time, the hares had a meeting, and complained how insecure and frightening their lives were. They were hunted by men, dogs, eagles and many other animals. It was better, they said, to die at that moment, rather than live all their lives feeling frightened. So they decided to run together to a pool, to jump in and to drown themselves.

A group of frogs was sitting on the edge of the water, and the moment they heard the sound of the hares' running feet, they quickly jumped into the water in fright. When he saw this, one of the hares, who was calmer and more intelligent than the others said, .....

.....

.....



# Fabulous Fables

Stories with metaphorical meanings

8

## Fable D (from Turkey)

Once a lion called together all the animals that he ruled over. He asked them this question: 'How does my den smell?'

After a long silence, a dog spoke up. 'Your Majesty,' said the dog, who was honest but not wise, 'it smells rather unpleasant. In fact – I am sorry to say, it stinks!'

'How dare you say that!' roared the lion, and he jumped on the dog, and tore him to bits.

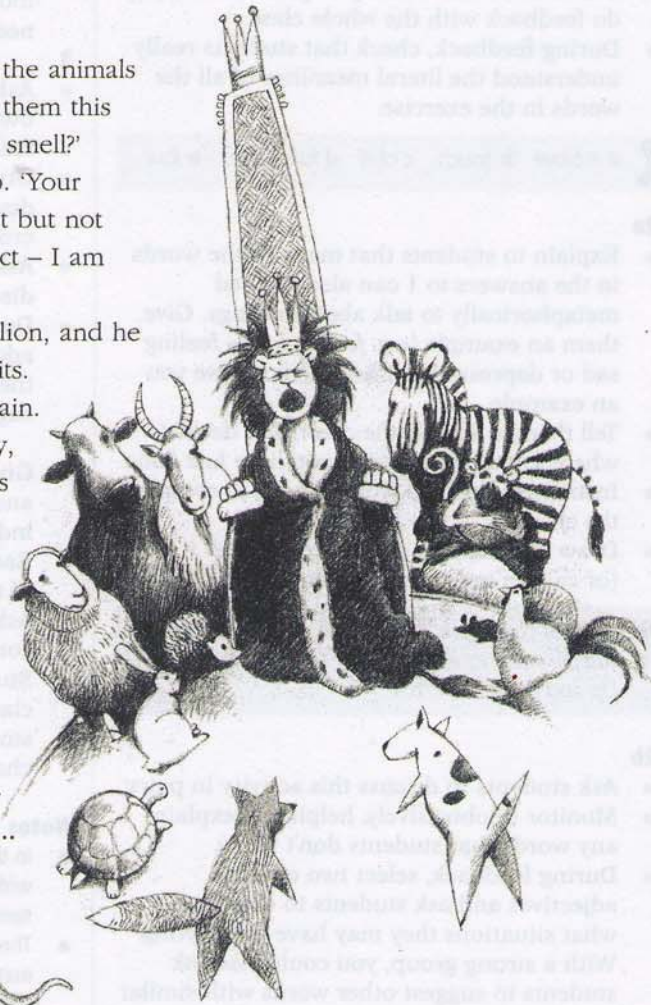
Then the lion asked the question again. This time a monkey said: 'Your Majesty, your den smells like the beautiful roses in the palace gardens!'

'Oh?' said the lion. 'Well, for your lies and flattery, you deserve the same as the dog!' And he tore the monkey to bits as well.

Then the lion asked the sly fox the same question. The fox replied, '.....'

.....

Of course, the fox's life was saved.



### Ending for Fable A

'It's no good being careful now. You should have been careful before you were caught.'

### Ending for Fable B

'I asked you not to bite anyone. But I didn't ask you not to hiss!'

### Ending for Fable C

'Stop, all of you. Don't do anything stupid! You can see now that there are creatures even more frightened than we are.'

### Ending for Fable D

'Your Majesty, for some time now, I've had a bad cold, and I really can't tell ...'

# Ups and downs

## Describing feelings

### Suggested level

Mid-intermediate

### Aims

- to raise students' awareness of some metaphorical concepts in English that are used to describe feelings
- to introduce and practise vocabulary and idioms relating to these metaphors

### Word list

(bitter/terrible) blow, to be on a high, to cheer (somebody) up, to feel/be down/low, to hit somebody, to make somebody's blood boil, to melt somebody's heart, to send a chill down somebody's spine, to touch/be touched by somebody, lukewarm (response/reaction), hot-tempered, a slap in the face, on a high

### Preparation

- Photocopy one set of Student Pages for each student in the class.

### In class

1

- Students do this activity in pairs, before you do feedback with the whole class.
- During feedback, check that students really understand the literal meanings of all the words in the exercise.

**Key** a a blow b touch c chill d lukewarm e low

2a

- Explain to students that many of the words in the answers to 1 can also be used metaphorically to talk about feelings. Give them an example (e.g. *feeling low* = feeling sad or depressed), or ask them to give you an example.
- Tell them to look at the chart, and decide where to put the example you have just done.
- Instruct students to work in pairs to complete the chart.
- Draw the chart on the board, and fill it in (or call up individual students to fill it in).

**Key** Physical contact: a, d, k, m  
Temperature: c, e, g, i, j  
Up and down: b, f, h, l

2b

- Ask students to discuss this activity in pairs.
- Monitor unobtrusively, helping to explain any words that students don't know.
- During feedback, select two or three adjectives and ask students to explain in what situations they may have that feeling. With a strong group, you could also ask students to suggest other words with similar meanings (e.g. *very upset* = *devastated*; *very happy* = *elated*; *very angry* = *furiously*; *very frightened* = *terrified*).

2c

- Instruct students to complete this activity in pairs.
- If you have discussed words with similar meanings to those in the list in 2b, then include these where appropriate when doing the feedback for 2c.

**Key** a shocked b happy c disappointed d upset  
e furious/angry f excited g angry  
h sympathetic i frightened j depressed  
k excited l depressed, depressed m depressed

2d

- Give the students a few minutes to read the questions individually, and to decide which ones they would like to discuss. (Some of the questions may involve too much self-disclosure for certain students, and they may prefer to avoid them.)

- Ask the students to discuss the questions they have chosen in pairs.
  - Give students plenty of time for discussion, monitoring unobtrusively and helping if needed.
- 3
- Ask students to write two sentences in their own language with metaphors describing feelings.
  - Organise students into small groups to discuss the question, which encourages cross-cultural comparison.
  - Ask each group to report back on their discussion to the whole class.
  - During the discussion, you may also want to add any additional expressions in English to the chart in 2a (see the Notes for some suggestions).
- 4
- Give students time to think about their answers and to write notes, either individually or in pairs if appropriate.
  - Each individual or pair then tells the outline of their story to another student/pair.
  - Ask students to write the stories, and complete them for homework.
  - Students can then read out their story to the class, and can vote on 'The most exciting story', 'The story with the most interesting character', 'The scariest story', etc.

### Notes

- In this unit three metaphorical concepts connected with feelings are explored: physical contact, temperature and 'up' and 'down'.
- There are many other words relating to these metaphorical concepts: *to be stunned/struck by something* (physical contact), *a warm/an icy reception*, *to be hot under the collar*, *to keep your cool*, *to take the heat out of a situation* (temperature), *to feel on top of the world*, *to be down in the dumps* ('up' and 'down').
- See Unit 21 *Rising to the top* (page 75) and Unit 27 *Keeping your cool* (page 97) for more figurative language connected with these concepts.

### Revision activity

Poster presentations page 127

# Ups and downs

## Describing feelings



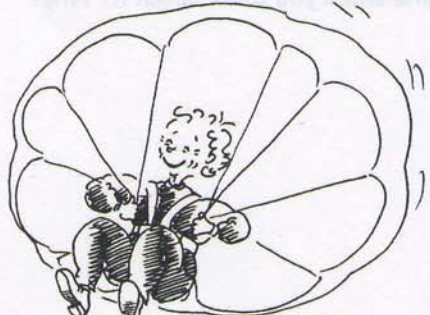
### 1 Underline the most suitable word in the sentences.

- a She was knocked unconscious and rushed to hospital after receiving a *blow/a slap/a touch* on the head.
- b If you *touch/slap/hit* the puppy gently, it will slowly start to get used to you.
- c *Chill/Freeze/Melt* the soup in the fridge for one hour before serving.
- d The bathwater was *boiling/lukewarm/warm*, and I soon started to feel cold.
- e The book is on a very *high/low/lupper* shelf, so the child can get it easily.

### 2a Put sentences a)–m) into the correct categories in the chart below.

- a I was very **touched** that my cousin sent me some flowers when I was in hospital.
- b Her daughters suggested that she go to the party because they felt it might **cheer her up**.
- c When I suggested going out for lunch, I only got a **lukewarm** response from her.
- d The way he behaved is a big **slap in the face** after everything I've done for him.
- e It **makes my blood boil** to think of my mother slaving away in that filthy factory all day.
- f She laughed loudly, still **on a high** from the morning's good news.
- g Unfortunately, Bill is a very **hot-tempered** man who often gets into arguments.
- h I **felt really down** when I got back from my holiday.
- i He gave me a smile which just **melted my heart**.
- j The horrible story **sent a chill down his spine**, and he couldn't sleep that night.
- k 'What he said really **hit me** – I felt awful!' my aunt said.
- l I am always exhausted, and **feel very low**, so my mother says I should go to the doctor.
- m Claire really thought she was going to get the job as manager, so it was a **terrible blow** when she didn't.

Feelings are ...

Physical contact		<p>a .....</p>
Temperature		<p>.....</p>
'Up' and 'down'		<p>.....</p>

# Ups and downs

## Describing feelings

2b Look at these adjectives which describe feelings.

angry depressed disappointed excited frightened  
furious happy shocked sympathetic upset

Have you experienced any of these feelings in the last few months? If so, tell another student about when and why you experienced this feeling.

2c Complete these sentences with the adjectives in 2b. Some of the adjectives can be used more than once.

- a If something **hits you hard**, it affects you very badly, and makes you feel very upset or .....
- b If something **touches** you, or you are **touched** by it, then you feel ..... and grateful because somebody has been kind to you.
- c If something is a **bitter/serious/devastating/massive blow** to you, it is an event that makes you very ....., upset or shocked.
- d If something is a **slap in the face**, it makes you ..... or shocked because it shows that somebody does not respect you even after you have really tried to help them.
- e If something **makes your blood boil**, it makes you .....
- f If somebody is **lukewarm** towards you, or has a **lukewarm reaction/response** to you, then they are not very interested in or not very ..... about something.
- g If somebody is **hot-tempered**, they become ..... very easily.
- h If **your heart melts** or somebody **melts your heart**, you suddenly feel more ..... and friendlier towards them than you did before.
- i If something **sends a chill down your spine** it makes you feel very .....
- j If you are **down**, you feel .....
- k If you are **on a high**, you feel very happy and .....
- l If you **cheer up** or **cheer somebody up**, you become less ..... or you make somebody else less .....
- m If you feel **low**, you are ..... and without hope.

2d Choose three or four of these questions, and discuss them with another student.

- Would you describe yourself as a hot-tempered person? If so, what kind of situations make your blood boil and why?
- What makes you feel on a high? Why?
- What makes you feel low? Why?
- If you are down, what helps to cheer you up?
- Has anything ever been a serious blow to you? If so, what?
- Has anyone's kindness recently really touched you? If so, who was kind to you and why?
- Has anything in the last few years really hit you hard? If so, what and why?
- Has anything recently really melted your heart? If so, what and why?
- What sends a chill down your spine when you think about it? Why?

# Ups and downs

## Describing feelings

3 Think of two ways of describing feelings in your own language and write two sentences showing them. Are they the same as, or different from, the ways feelings are described in English?

.....  
.....

4 Invent your own answers for this story. Write notes.

Imagine a character. (How old is he/she? What does he/she look like? Where does he/she live? What kind of personality does he/she have?) .....

.....  
.....  
.....

Two years ago, something was a real blow in his/her life. It hit him/her badly, and made him/her feel very low. But, as he/she is also a very hot-tempered person, it also made his/her blood boil. What happened? .....

.....  
.....

Your character has been feeling very down lately. Why? .....

.....

Now a second character enters the story. (How old is he/she? What does he/she look like? Where does he/she live? What kind of personality does he/she have?) .....

.....  
.....

This character is on a high because .....

.....

He/She decides to cheer up the first character by .....

.....

but only gets a lukewarm reaction because .....

So then, .....

.....  
.....  
.....  
.....

Now write the story!

.....  
.....  
.....  
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### Suggested level

Mid-intermediate

### Aims

- to introduce and practise vocabulary related to machines

### Word list

chain (store/of events), cog (in a machine), grinder, tool (of somebody), to be ground down by something, to hammer somebody, to pump money into something, to put a brake on something, to run/go like clockwork

### Preparation

- Photocopy one set of the Student Pages for each student in the class.

## In class

### 1a and 1b

- Put students in pairs or groups to do these two activities.
- The students will probably know some of the words already (e.g. *hammer*), but may be less familiar with *grinder*, *cog* and *pump*. To make the exercise more challenging you could introduce an element of competition by giving the students only two minutes to complete the exercise. The pair(s) or group(s) to get all the answers correct in that time are the winners.

- 1a a chain b grinder c hammer d cog  
e pump f brake g clockwork h tools
- 1b b hammer c clockwork d pump  
e brake f cog g tools h grinder

### 1c

- Students discuss this in pairs, before you do feedback. During feedback, you may wish to point out to students that the verb *grind*, unlike all the others, is irregular.

Words which can also be used as verbs: chain, hammer, pump, brake. The verb connected with 'grinder' is 'to grind'.

### 1d

- Students work individually, selecting a few words from the list, and translating them into their own language. At this stage, they will be working with the literal meaning of the word, as established in 1a and 1b.
- In a whole-class discussion, ask students whether any of the words also have another meaning when translated. The aim here is to explore whether any of the words also have a figurative meaning in the students' own language. This will obviously be a very loose and open-ended discussion, and many of the words may have quite different figurative uses in the students' own language to English.

### 2a

- Ask students to predict the story behind the headline and cartoons in pairs or groups.
- Explain *corrupt* and *blow the whistle on* to the class if necessary.

### 2b

- Students do this individually, and then check their answers with each other.
- Go through the answers with the whole class, and encourage students to think about the connection between the literal and metaphorical meanings of the words, e.g. *chain of events* come from the idea that a chain is a series of links.

- a chain b clockwork c pump d hammered  
e ground f brake g cog h tool

- With the whole class, discuss whether their predictions about the headline were accurate or not.

Cartoon 1 illustrates 'a cog in a machine/wheel' and Cartoon 2 illustrates 'to hammer somebody'.

### 2c

- As a lead-in to this question, ask the students what they think of Vijay's actions. Would they ever do anything similar, and if not, why not?
- Students can discuss the questions in 2c in pairs before joining with another pair for further discussion.

### 3a

- Students can do this activity in groups, pairs or individually.
- Encourage students to use the contextual clues in the texts to predict what the missing paragraphs might say, but stress they should also use their imagination to complete the texts.
- Set a time limit, and when it is up, ask students to read out their version of the article to the rest of the class.
- You can tell them what the original articles were about. (See key.)

The article about deadly lorry fumes argued that the number of lorries on the roads should be reduced as the fumes cause many deaths from lung cancer. The second article was about how some large companies encourage whistleblowing by setting up telephone hotlines. If somebody's boss is doing something illegal, they can secretly phone the hotline to report him or her.

### 3b

- This activity can be done individually or in groups, in class or for homework.
- Discuss one of the cartoons with the class, encouraging them to use their imaginations to come up with a suitable story for it.
- Ask students to write their own stories, and get all the stories about the same cartoon to be read out one after the other, so that the stories can be compared.

### 4

- Encourage students to use the text in 2b to make definitions of the words they have chosen (e.g. *a chain of events* = a set of events, where one action leads to another). They can then confirm their definitions by using a dictionary.
- Go round the class and help students individually, before you do feedback with the whole class, focusing particularly on any cross-cultural differences.

### Revision activities

Designing a machine page 129  
Creating cartoons page 129

# Running like clockwork

## Machines

1a Label the pictures with the words in the box.

brake chain clockwork cog grinder hammer pump tools



a .....



b .....



c .....



d .....



e .....



f .....



g .....



h .....

1b What are they used for? Match the words in 1a with these sentences.

- a It is used to fasten, connect or pull something. *chain*.....
- b It is used for hitting nails into wood. ....
- c It makes something work (e.g. a child's toy) when you wind it up with a key. ....
- d It forces liquid or gas to flow in a particular direction in a strong, steady way. ....
- e It makes a bike, car or other vehicle go slower or stop. ....
- f It is used in a machine to turn another wheel or part in the machine. ....
- g You hold these in your hand, and use them to do a particular job, such as cutting something or making small holes in something. ....
- h It is used to break something into small pieces or powder. ....

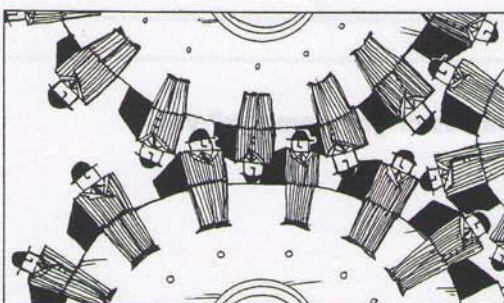
1c Which of the words in 1a can also be used as verbs?

.....

1d Translate some of the words in 1a into your own language. When you translate them, do they also have another meaning? If so, what is it?

2a Look at the newspaper headline and cartoons and suggest some ideas for the newspaper story behind the headline. Discuss them with another student.

### Worker blows whistle on corrupt head of chain store





# Running like clockwork

## Machines

**2b** Read this interview with the 'worker' in the headline in 2a. Complete the interview with the words in the box. You may need to change them to make sense, e.g. by putting a verb into the past tense.

brake chain clockwork cog grind hammer pump tool

REPORTER: So are you saying that one event led to another, that one event caused another, and that finally you realised that Mr Jones was dishonest?

VIJAY PATEL: Yes, there was a **a** ..... of events that made me suspicious. I couldn't understand why some money kept disappearing.

REPORTER: Can you tell us more about this?

VIJAY PATEL: Well, the office I worked in had always run like **b** ..... Everything always happened in a regular way, just as it was planned. But over a few months, there were suddenly a few new projects that needed money, even though nobody else in the company knew about them. And then suddenly, one day and without any warning, we were told that we had to **c** ..... money into a project in France that none of us had ever heard about.

REPORTER: So Mr Jones asked you to put a lot of money into something which you didn't know about?

VIJAY PATEL: Yes, and he didn't seem to check on the project at all. And I told him that I was worried about all the money, but he really **d** ..... me.

REPORTER: What? He attacked and criticised you?

VIJAY PATEL: Yes, very badly. And he treated me so badly for a long time, that I began to feel very miserable and weak – and kind of without hope.

REPORTER: So you felt really **e** ..... down?

VIJAY PATEL: Yes, for a while. And then I started to feel that I had to do something! I had to put a **f** ..... on all that spending. So although I was really frightened I went secretly to one of the company directors, and told him I was worried. And we discovered that the 'project' in France was paying for Mr Jones's very expensive cars, house and holidays!

REPORTER: Well, you've been praised for blowing the whistle on Mr Jones. Do you have any advice for other people who may find themselves in the same situation that you were in?

VIJAY PATEL: Yes. I think it's really important not to just feel like a small **g** ..... in a large machine, like somebody who is so unimportant that you can't change anything. Otherwise, you just become a **h** ..... of one of those people who have power, and who just use you to get what *they* want, which is often very unfair to you.

**Were your ideas about the headline in 2a correct or not? Which words or phrases are illustrated by the cartoons?**

.....  
 .....

**2c** How important are whistleblowers in companies or governments? Why?

# Running like clockwork

## Machines

10

3a Read these two newspaper articles, and then use your imagination to complete one of them.

### Time to put the brake on deadly lorry fumes

Truckers up and down the country have been moaning since the government raised fuel taxes in the last budget. But big lorries are a major cause of death – and we should welcome anything that keeps them off our roads. They are also dangerous in other ways.

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(from *The People*)

### Sneaks that bosses dare not ignore

Beth Lawson, a former employee in a leading supermarket chain discovered that her boss was changing the sell-by dates on old produce.

.....

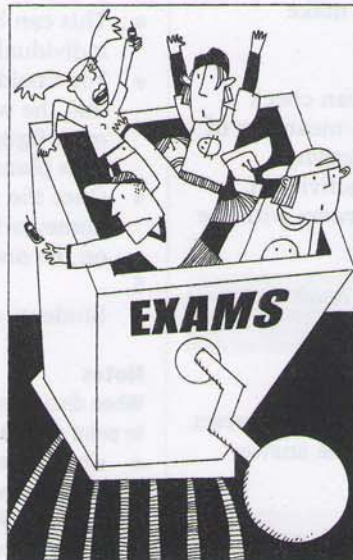
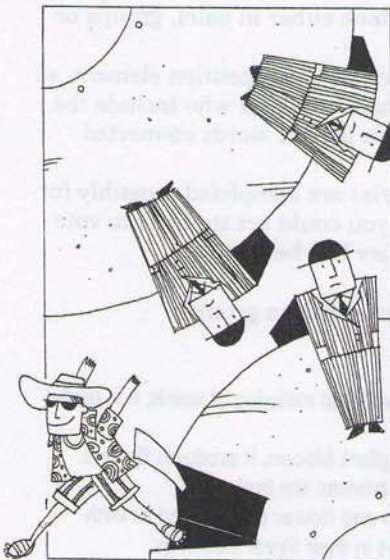
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(from *The Mail on Sunday*)

3b Choose one of these cartoons, and write the headline and newspaper article that it could be used to illustrate.



4 Choose at least three words or phrases from this unit connected with machines. Make sure you are really clear about their literal and metaphorical meanings. (Use a dictionary to check if necessary.) Translate these words or phrases into your own language. Can the same words/phrases be used with both a literal and metaphorical meaning in your own language?

## Suggested level

Mid-intermediate

## Aims

- to introduce and practise some common nouns, verbs and expressions relating to plants and their figurative meanings

## Word list

the branch/fruit(s)/root(s)/seed(s) of something, somebody's roots, to bear fruit, to bloom, to blossom, to flower, to put down roots

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in enough dictionaries for each pair, or ask students to bring in dictionaries for 1a and 2c.

## In class

## 1a

- Explain to students the meaning of the word *horticultural*, or ask them to look it up in the dictionary.
- Tell students to discuss their predictions in pairs, using both the title and the picture to help them. Then ask them to write down their predictions individually.

## 1b

- Ask students to read the story silently, trying to understand the gist.
- Discuss which predictions were correct with the whole class.

## 1c

- Instruct students to read the story again and to make a list of vocabulary connected with plants.
- Ask students to call out the vocabulary. Write it on the board.

**key** park, gardeners, have roots, branch, put down roots, the root of, the seeds of, grow, greenhouse, was flowering, the fruit of, blossomed, bore fruit, is blooming

- Check that students know the literal meanings of all the vocabulary on the board (see Notes).
- Explain to students that some of the words are used figuratively or metaphorically in the story, and ask them to discuss their meanings in pairs or groups. (At this stage, it is not necessary to give the correct meanings, but rather to encourage students to use contextual clues, etc. to make intelligent guesses.)

## 2a

- Explain to students that they can check their guesses for the figurative meanings of the vocabulary by doing this activity.
- Tell students to complete the activity in pairs before you check the answers with the whole group.

**key** a connection b cause c part d result  
e develops f high g attractive

## 2b

- Students work in pairs, choosing the correct definition, before you discuss the answer with the whole class.

**key** B

## 2c

- Divide the students into pairs, and ask one student to write the definitions for one of the phrases, and the other student to write the definitions for the other.
- Encourage students to use dictionaries to do this, and to use the *seed(s) of something* definitions as a model.

- Ask each student to read out their definitions. The other student then chooses the correct definition, before reading their definitions out.

## Suggested definitions:

**key** put down roots: to start to feel that a particular place is your home because you make a lot of friends there or become involved in activities there  
bear fruit: to produce good results

- Check that students know the past tense of *bear* is *bore* and the past participle is *borne*.

## 2d

- This can be done as a whole-class discussion. With a monolingual group, you may wish to use translation to clarify the differences between the way the words are used in English and in the mother tongue.

## 3

- Explain to students that this activity focuses on some of the most common collocates of the words in the unit.
- Do the first example with students.
- Students complete the activity in pairs.
- When doing feedback with the whole class, ask students if there are any other words they could add to each list (e.g. *a bank* can have *branches* so could go in a).

**key** a all b all except 'angry feelings'  
c all except 'happiness' d all except 'hard work'  
e all except 'jealousy'

## 4

- This can be done either in pairs, groups or individually.
- You could include a competition element, so that the winners are those who include the most figurative uses of words connected with plants.
- Once the stories are completed (possibly for homework), you could get students to vote on the one they like best.

## 5

- Students discuss this in groups.

## Notes

When discussing the literal meaning of words, it is useful to point out that:

- when a tree or plant *blooms*, it produces flowers. When a flower *blooms*, the bud opens.
- blossom*, *bloom* and *flower* can be used as both nouns and verbs in their literal meanings.
- 'The love of money is the root of all evil' is a quotation from the Bible (1 Timothy 6:10).

## Revision activity

Poster presentations page 127

# Branching out

## Plants

1a You are going to read a story that has the title 'A horticultural love story'. What do you think the story is about? Make two predictions.

.....

.....

1b Read the story. Were either of your predictions correct?

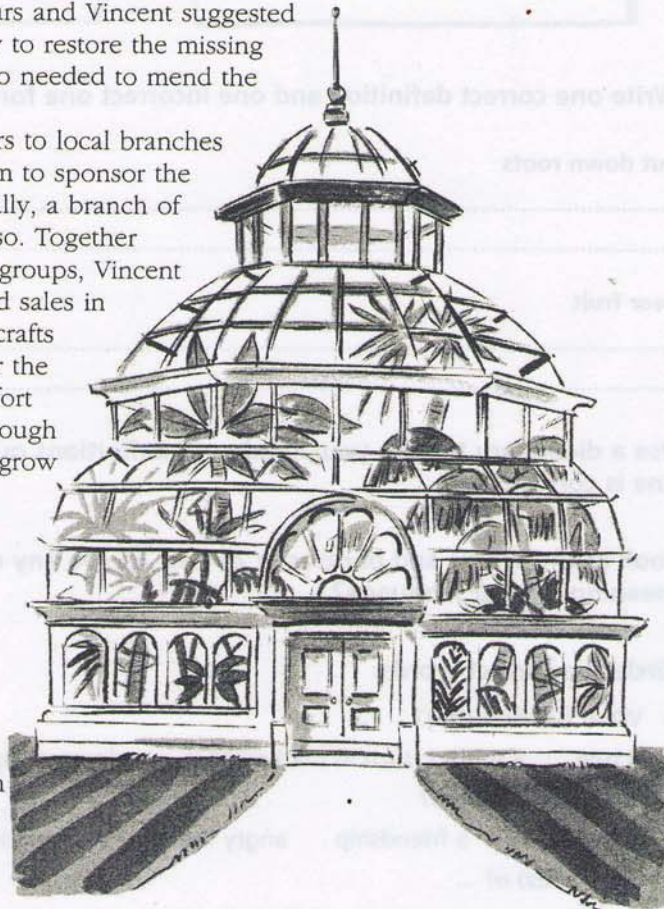
### *A horticultural love story*

Greenside Park is a large park in the middle of a town in the north of England. Three years ago, two junior gardeners started to work there. One was Vincent, the other, Maya. Vincent had roots in the Caribbean. One branch of his family still lives there. Maya grew up in Kenya, but had put down roots in England. Both of them still desperately missed the brightly-coloured tropical plants of their childhoods. This was something they talked about a lot when they first met. On winter days, Maya often felt depressed and she was sure that the root of the problem was the cold, grey weather. Vincent understood how she felt, and slowly the seeds of an idea started to grow in him.

In the park was an old Victorian greenhouse. It was a lovely old building, designed and built at the time when the architecture of greenhouses was flowering in England. It had not been used for many years and Vincent suggested to Maya that they try to get money to restore the missing panes of glass in its roof. They also needed to mend the heating, and to clean it up inside.

Together, they wrote many letters to local branches of the big chain stores, asking them to sponsor the restoration of the greenhouse. Finally, a branch of a large supermarket agreed to do so. Together with local schools and some local groups, Vincent and Maya organised three weekend sales in the park. People made cakes and crafts which they sold to raise money for the greenhouse. The fruit of all this effort was that Vincent and Maya had enough money for some tropical plants to grow in the greenhouse. Also, their friendship blossomed, and they realised how much they enjoyed each other's company.

At last, after two years, all their hard work bore fruit when the greenhouse was officially opened by the town's mayor. It is now filled with beautiful, brightly-coloured plants from the Caribbean and Kenya. And Maya is blooming – happy to know that she and Vincent will be married in the greenhouse in a few weeks.



1c Read the story again and underline any words or phrases connected with trees or plants. What do you think these words or phrases mean?

# Branching out

## Plants

2a Complete the definitions with the words in the box.

attractive cause connection develops high part result

- a **somebody's roots:** your deep ..... with a place or culture because you or one of your family were born there
- b **the root(s) of something:** the ..... of something, which has an important effect on how it develops
- c **branch (noun):** a ..... of something
- d **the fruit(s) of something:** the positive ..... of your work or actions
- e **blossom (verb):** if a relationship blossoms, it ..... in a positive way
- f **flower (verb, literary):** if an idea, political movement or artistic style flowers, it develops and reaches a very ..... level
- g **bloom (verb):** if a person blooms, or is blooming, he or she becomes very healthy, ....., happy or successful

2b Circle the correct definition.

- A **the seed(s) of something** the result of an idea, feeling or situation
- B **the seed(s) of something** the beginning of an idea, feeling or process

2c Write one correct definition and one incorrect one for one of these phrases.

put down roots  
 .....  
 .....

bear fruit  
 .....  
 .....

Use a dictionary to help you. Read your definitions out. Ask your partner to guess which one is correct.

2d Look at the words and phrases in 2b and 2c. Are any of them used with a similar meaning in your language?

3 Circle the correct words.

- a What has **branches**?  
 a tree    a subject, such as mathematics    a large company    a family
- b What can **blossom**?  
 a fruit tree    a friendship    angry feelings    a relationship
- c **The root(s) of ...**  
 a problem    success    a high crime rate    happiness
- d **The seed(s) of ...**  
 a plant    jealousy    distrust    hard work
- e **The fruit(s) of ...**  
 a pear tree    hard work    your labour    jealousy



## Suggested level

Mid-intermediate

## Aims

- to explore figurative associations for different colours and how these differ cross-culturally
- to present and practise expressions and collocations connected with colour words and their figurative meanings

## Word list

to be green, to get/give the green light, to give somebody the red carpet treatment, to roll out the red carpet, to see red, to turn red, black humour, black market, black (look/mood), green (issues), green fingers, grey area, white lie, whiter than white

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in English-English dictionaries if possible for 2a and 4.

## In class

## 1a

- Look at the example with students. Ask them if *grey* means the same things for them.
- Encourage students to work individually and fairly rapidly on this activity, so that they give their immediate associations.

## 1b

- Explain to students what is meant by the word *association*, i.e. an idea, feeling or memory that is connected with a particular word, place, event, etc.
- In a multinational class, try to pair students so both have different mother tongues or cultural backgrounds.
- Tell students that they should explain to their partner why they have particular associations for a colour.
- Ask the whole class for their associations. How many of these are shared? How individual or culturally-specific do different associations seem to be?

## 2a

- Ask students to check the meanings of the words in their dictionaries, if necessary.
- Ask students to look at the chart individually before discussing the answers with another student.
- When doing feedback with the class, emphasise that the chart gives some likely associations for the colour words in British English. Of course individuals may have personal associations for words that are different, and some associations for colours may differ in different parts of the English-speaking world.
- When you have done feedback, ask students if the associations in the chart would be the same in their own language or not.

## 2b

- Explain to students that they can use the associations in 2a to complete this activity, and do the first example with them (*green* in a) is connected with the idea of lack of experience, youth, etc.).
- Ask students to work on the activity in pairs, before you do feedback with the whole group.

a green b red c black d red e black  
f grey g green h black i white

## 2c

- This can be done in groups as a competition.
- Divide students into groups to write the three sentences, and set a time limit for this.
- Each group then gets a chance to read out their examples, and the first group to call out the correct answer gets a point. The group with the most points is the winner.

## 3a

- Explain to students that some expressions in English are made up of a colour word and a noun. Some of these draw on figurative associations for colours, e.g. *green fingers* and the association of *green* with nature and growth.
- Then ask students to do the activity in pairs. Give them the correct answers for this before they go on to 3b.

a black humour b black market c green fingers  
d green light e grey area f red carpet  
g white lie

## 3b

- Ask students to match the expressions from 3a with the definitions.
- Class feedback can include some discussion about whether the meaning of the expression is linked to the general associations for the colour. (e.g. *white lie*, which suggests a lie that is 'pure' or 'innocent'.)

a white lie b red carpet c black humour  
d green fingers e black market f green light  
g grey area

## 3c

- This could be done as a pyramid discussion. Students are first placed in groups of three, and have to arrive at a consensus about each statement (by voting, if necessary). Two groups of three are then combined to make a group of six, and this group also has to reach a consensus.

## 4

- Ask students to complete this activity using English-English dictionaries.
- Put students in groups to explain the expressions they have chosen to each other.
- Write up two or three additional expressions on the board, and encourage students to note them down, e.g. *red alert*, *white elephant*, *black spot*, *to be green with envy*.

## Note

Associations for different colours vary greatly from one culture to another. Awareness of this can help students to avoid cultural stereotyping around colour, e.g. by uncritically associating *black* with the negative concepts implied in a *black mood*, *black market*, *black humour*, etc.

## Revision activity

Poster presentations page 127

# Getting the green light

## Colours

12

1a What do these colours make you think of? Write your ideas.

- grey *boredom, clouds*  
 red .....  
 white .....  
 green .....  
 black .....

1b Discuss your associations with another student, and explain why you have them. Are they personal or shared by other people from your culture? Are your associations the same as or different from each other's?

2a In English, certain colours are sometimes associated with particular qualities, feelings or things. Use a dictionary to check the meaning of the words and phrases in the box.

anger boredom dullness embarrassment the environment grief hatred  
 hopelessness innocence lack of experience nature passion purity shame youth

Look at the chart showing how the words above are associated in English with colours.

grey	red	white	green	black
boredom dullness	anger embarrassment passion shame	innocence purity	the environment lack of experience nature youth	grief hatred hopelessness

How many of the associations for these colours are the same in your language as they are in English? Discuss your ideas with another student.

2b Complete the sentences with the colour words in the box.

red white green black grey

- a He's so *green*..... that he'll believe anything you tell him!  
 b Oh dear! You're turning ..... Have I embarrassed you?  
 c She gave me a ..... look, rushed angrily out of the room and slammed the door.  
 d I'm usually a very calm person, but when he borrowed my CD player without asking me, I saw ..... and started shouting.  
 e It's very difficult to cheer him up when he's in one of his ..... moods.  
 f I'm amazed that such a ..... and boring person has got such an important job.  
 g She's always been very interested in ..... issues, such as how we can recycle our rubbish.  
 h It was a ..... day for the town when the factory closed down and so many people lost their jobs.  
 i The behaviour of players in the national football team should be whiter than ..... as the team has to set a good example to young people.



# Getting the green light

## Colours

2c In groups, choose three of the expressions in 2b, and write a sentence with each one. Then read out the sentences to your class, leaving out the colour words. Can the other groups guess the missing words?

.....  
 .....  
 .....  
 .....

3a Combine the colour words with the nouns in the box to make English expressions.

area carpet fingers humour lie light market

- a black ..... b black ..... c green ..... d green .....  
 e grey ..... f red ..... g white .....

3b Match the expressions in 3a with these definitions.

- a A very unimportant lie, that is sometimes told in order not to hurt someone's feelings.  
.....
- b If we say that you *roll the ... out for somebody* or you *give somebody the ... treatment* it means having a special formal welcome for an important visitor, which often includes laying out this object for the visitor to walk on. ....
- c Laughing at frightening or unpleasant things, like death or war. ....
- d If we say that somebody has these, we mean that he or she is good at making things grow.  
.....
- e The system by which foreign money and goods are bought and sold illegally.  
.....
- f If we say that you *get the ... to do something* or *give the ... to somebody* it means that you allow or get permission for a plan or project to start. ....
- g A situation, for example in law, which is not clear or where the rules are not known.  
.....

3c Do you agree or disagree with these statements?

- There is something wrong with people who enjoy black humour.
- It is OK to tell white lies.
- People selling tickets for pop concerts and football matches on the black market should be sent to prison.
- Governments should give the green light to more nuclear power stations.
- Giving foreign pop stars the red carpet treatment ruins local music traditions.

4 Use a dictionary to find one other expression connected with a colour word in English. Explain this expression to other students, and provide an example of how to use it.

**Suggested level**

Mid-intermediate

**Aims**

- to explore metaphorical associations for different parts of buildings
- to introduce and practise common expressions, verbs and nouns and their collocates connected with buildings

**Word list**

wall of silence, to build (a career/life), to close the door on something, to demolish (an argument/idea), to feel at home, to go through the roof, to open doors for somebody, foundation for something, in ruins, without foundation

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.

**In class****1a**

- Give students time to think about the questions individually, before moving on to either group or whole-class discussion.

**1b**

- Ask students to read the text individually and to note down any unfamiliar words or phrases.
- Encourage pairs or groups of students to help each other with unfamiliar vocabulary before you check it as a whole class.
- Discuss the questions with the class, encouraging any cross-cultural comparisons, i.e. different cultures may make different interpretations of these symbols in dreams.

**1c**

- Ask students to read the dreams, underlining any vocabulary connected with buildings.
- Check that students are familiar with the literal meanings of these words.

- a** foundations   **b** door   **c** house, bricks  
**d** house, demolish   **e** house, walls   **f** shop, in ruins

**1d**

- Read the first dream with the whole class. Encourage students to use their imagination to interpret it.
- Explain that this activity has no right answers and is a matter of interpretation.
- Ask students to do b)–f) in pairs or groups.

**Suggested answers:**

- a** You feel very insecure and threatened by a situation involving other people.  
**b** You are afraid of being rejected a family member.  
**c** A project you are working on is making you very anxious, as you just can't seem to get started on it.  
**d** You feel that part of your relationship with your old friend is threatened in some way, and that you and your friend need to work together to save it.  
**e** You fear that your friend is excluding you from something important, and won't communicate with you.  
**f** You are worried about losing something that is very familiar to you.

**1e**

- Encourage students to use their imaginations to complete this activity. Once again, there are no right answers.

**2a**

- Do one or two examples with students, encouraging them to guess the meaning of any unfamiliar words or expressions.
- When doing feedback, encourage students to explain why they joined the sentences in the way they did, as this will lead into 2b.

- b** vii   **c** vi   **d** ii   **e** x  
**f** viii   **g** i   **h** ix   **i** iii   **j** v

**2b**

- Encourage students to refer back to 2a when guessing the word meanings here.
- They may also want to draw on some of the figurative associations discussed in 1d.

- b** You meet a wall of silence when people will not tell you what you want to know.  
**g** Prices which go through the roof increase very quickly.

**2c**

- In a multilingual class, put any students of the same language in a group to brainstorm ideas. Then form new groups of students, this time with speakers of different languages, to discuss the question.
- In a monolingual class, give students time to think and then discuss the question with the whole class.

**3a and 3b**

- Ask students to cover all the questions except the first one with a sheet of paper. Read this question aloud, and ask the students to jot down their ideas for this question in note form. (They can work individually or in pairs.)
- Repeat the procedure until all the questions have been answered.
- Ask students to tell each other their stories in small groups, using their notes as a stimulus.
- Students can write their stories for homework.

**Revision activities**

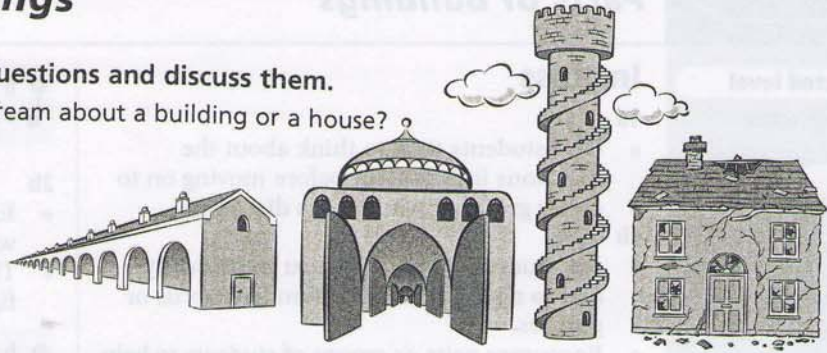
Poster presentations page 127  
Crossword page 129

# Opening doors

## Parts of buildings

### 1a Think about these questions and discuss them.

Have you ever had a dream about a building or a house?  
 What happened in it?  
 How did you feel?



### 1b Read this text.

Many people believe that our dreams contain personal and sometimes hidden messages. You can learn to interpret your dreams in order to discover more about yourself and your psychological motivation. This can be done by understanding common symbols that appear in dreams, such as:

**Buildings** These may represent the personality of the dreamer. In many cases, dreams about exploring a building are encouraging us to explore our own personalities. You may dream that you are exploring a building you know well, in which there are many unfamiliar rooms. This dream could mean that you are ready to develop in some way.

**Home** Dreaming of home is connected with a sense of emotional and financial security. A common dream is of returning to a house that you knew well in the past. Your feelings about the house in the dream may suggest something about how you feel about your past experiences.

**A door** This may represent how well you communicate your feelings or your thoughts. If a door in your dream is shut, it may mean you are not communicating with somebody.

**Walls** These support a building. If they are unsafe or falling down, maybe it is because you are not feeling very secure.

(adapted from *The Complete Book of Dreams* by Julia and Derek Parker, Dorling Kindersley)

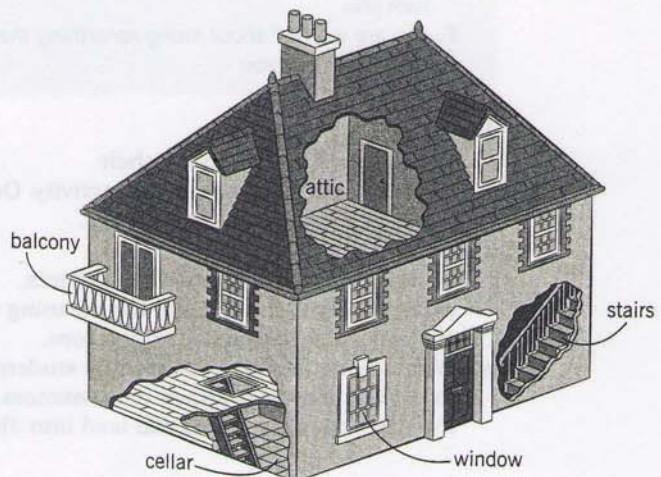
Do you think the ideas about the meanings of dreams in the text are true? If so, why? If not, why not?

### 1c Read these dreams. Underline any words connected with buildings.

- You are at a party. Suddenly the foundations of the building you are in start to crack.
- You knock on the door of a house belonging to a member of your family. He or she opens the door, and then slams it in your face.
- You are trying to build a toy house out of bricks. The bricks keep disappearing and you can't find them.
- You decide to visit the house of an old friend. But when you arrive, you find a group of workers getting ready to demolish it. You and your friend shout at them, and they go away.
- You travel to a friend's house to ask them an important question. But when you arrive, you discover that the house is surrounded by very tall, brick walls.
- You have visited a particular shop very often. In your dream, you visit the shop again, but this time the building is in ruins.

### 1d What do the dreams mean? Discuss your ideas.

### 1e Think of another part of a house or a building. If it was in a dream, what could it be a symbol of?



# Opening doors

## Parts of buildings

2a Make logical sentences by matching the beginnings a)–j) with the endings i)–x).

- |  |   |
|--|---|
| a Your promotion will really open doors for you              | i so she felt quite at home having to travel for her new job. |
| b You cannot believe what those scientists say               | ii and people cannot afford to buy new clothes.               |
| c When the detective talked to the family about the accident | iii by showing that the facts were all wrong.                 |
| d Prices have suddenly gone through the roof                 | iv and give you lots of new opportunities.                    |
| e All new students have to do the Basic Skills Course        | v and is trying hard to build a new career for herself.       |
| f It was very sad that Bill's accident                       | vi he was met by a wall of silence.                           |
| g She has always enjoyed living in other countries           | vii as their theories are without foundation.                 |
| h After the war the economy was in ruins                     | viii closed the door on his career in athletics.              |
| i He completely demolished my argument                       | ix and the government needed to rebuild it.                   |
| j She is very hardworking and ambitious                      | x which provides the foundation for all their studies.        |

a iv..... b ..... c ..... d ..... e ..... f ..... g ..... h ..... i ..... j .....

2b Check you have understood the meaning of the sentences in 2a by studying the following statements. Two of them are *not* true. Correct them.

- a If something that somebody says or writes is **without foundation**, then it cannot be proved to be true.
- b You meet a **wall of silence** when people will tell you what you want to know.
- c You can **demolish** an idea or a theory with facts.
- d The **foundation** for an idea, plan or project is the basis for it.
- e We can describe a career, an economy or a person's life as being **in ruins** when it has failed completely.
- f If you **build** a relationship or a career, you start it and try to make it develop.
- g Prices which **go through the roof** increase slowly.
- h If you feel **at home** in a particular situation or with a particular person, you are comfortable and relaxed.
- i If something **opens doors for somebody**, it gives them an opportunity to do something they have never done before.
- j If something **closes the door on something**, then it makes it impossible.

.....  
 .....

2c Think about your own language. Are there any words or phrases similar to those in 2b? If so, which one(s)? What do they mean?

# Opening doors

## Parts of buildings

3a Here are some questions which will help you to invent a story. Write down a few ideas for each question.

- Your story is going to have a hero or heroine. Who is he or she? How old is he or she? What does he or she look like? Where does he or she live?  
.....
- In what situation does your hero or heroine feel most at home? Why?  
.....
- Your main character is trying hard to build something. What? A career? A relationship?  
.....
- Somebody important promises to open doors for your hero or heroine. Who? What do they promise?  
.....
- Your hero or heroine decides to take the opportunity offered by the important person. Along the way, your hero or heroine meets a wall of silence. From whom? About what? Why?  
.....
- Despite the wall of silence, your hero or heroine still manages to reach their goal. But somebody says something about them which is without foundation. What is it? How does your hero or heroine feel about this?  
.....
- At the end of the story, somebody's life is in ruins. Who? Your hero or heroine? The important person? Somebody else? Why?  
.....

3b Write the complete story.

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### Suggested level

Mid-intermediate

### Aims

- to introduce some common similes, which are often used as intensifiers
- to encourage students' creativity through the invention of new similes
- to provide reading and speaking practice

### Word list

to be like looking for a needle in a haystack, to feel/be like a fish out of water, to fight like cat and dog, to get on like a house on fire, to look like a drowned rat, to sell like hot cakes, to shake like a leaf, as free as a bird, as light as a feather, as old as the hills, as quick as a flash, as white as a sheet

### Preparation

- Make enough photocopies of Texts A–C for each student to have a copy of all three.
- Divide the number of students in the class by three, as students will be working in groups of three. Each group will need only one set of Similes for texts. Make the required number of photocopies of Similes for texts. (If, for example, there are going to be six groups of students, you will need to make two photocopies which will provide six sets of similes.)
- Cut up the similes into separate strips. Put each set into envelopes clearly labelled A, B or C.

## In class

### Before handing out the Texts

- On the board, write these two expressions: *as thin as a stick/rake* and *like a bull in a china shop*.
- Ask students to suggest what they mean, and to suggest situations in which they could be used. Underline the words *as ... as* and *like*, and explain that expressions making comparisons using these words are called similes. (If you prefer, this part of the lesson can be done in the students' mother tongue using examples of similes in their own language.) Ask students if they can think of any other similes in English.
- Explain that there are many similes in English that have a fixed meaning, and can be found in dictionaries. There are other similes that cannot be found in a dictionary because they are invented by songwriters, poets, advertisers, etc. Explain that this unit will give them the chance both to invent some similes in English, and also to learn some fixed ones.
- Divide the students into groups. (Three is an ideal number per group.)
- Hand out the texts, so each student has a copy of each. Assign each group a text, either A, B or C.

### After handing out the Texts

- Explain to students that there are four similes in each text. The meaning of the simile is provided in brackets.
- Give each group the envelope containing the similes for their text, and instruct them to take two slips of paper from it at random. Collect the envelopes.
- Ask the students to find their two similes in their text and to copy down the similes into the correct gap. They should not discuss their choices with other groups.
- Monitor unobtrusively, ensuring that all the groups have completed their similes correctly.
- Explain to students that they need to invent two similes to fill the two remaining gaps. Set a time limit for doing this, and explain that at the end of this time, they will read their texts out to the rest of the class.
- When the time limit has been reached, ask Group A (or all the Group As) to read out their texts.
- The other groups follow the text, and on a separate piece of paper write down the four similes.
- After Group A (or all the Group As) have read out their similes, ask the other groups which similes they think are ones from the envelopes and which ones were invented. There is often some debate here, as students may sometimes translate similes from their own language into English.
- After the discussion, give students the

answers in the key, stressing that these are common similes, used particularly in spoken English. Explain any unfamiliar words.

- to shake like a leaf, as white as a sheet, looking like a drowned rat, As quick as a flash*

- Repeat the same procedure for Texts B and C.

- B to fight like cat and dog, is like looking for a needle in a haystack, as old as the hills, get on like a house on fire*

*C felt like a fish out of water, as free as a bird, as light as a feather, selling like hot cakes*

- Discuss with students how the similes in the key compare with the original ones they invented. Which are the most effective, and why?
- Instruct students to choose five of the non-invented idioms, and to write sentences using them. This can be completed for homework if necessary.

### Note

Many idioms in English take the form of a simile and can be found in dictionaries. These similes (which include the words *like* or *as ... as*) are used to strengthen or intensify the meaning of a sentence, e.g. the expression *as quick as a flash* has the meaning of 'extremely quickly'. Sometimes the use of these similes can seem rather clichéd, but they are part of the everyday language of native speakers of English.

# As free as a bird

## Common similes



### Text A

It was a dark and stormy night. A man was walking home from the station, after catching a train home from work. Suddenly, he heard a strange kind of scream. He looked everywhere, but he could not see anybody. He carried on walking, but again he heard the same kind of scream. This time, a voice said, 'Hello, darling.' He started **to shake like a** ..... (to shake a lot, because of feeling very frightened), and he turned **as white as a** ..... (extremely pale, because you are ill or frightened). The man looked around again, but he could not see anybody. He ran all the way home through the rain, arriving at his house **looking like a** ..... (very wet and uncomfortable).  
 'What's the matter?' asked his wife.  
 Still shaking, he told her what had happened. **As quick as a** ..... (very quickly), she said, 'It must have been Mrs Lane's parrot. It escaped yesterday, and all it can say is "Hello, darling".'



### Text B

Once there were two brothers, called John and Edward Smith, living in London. When they were children, they used **to fight like** ..... (to quarrel often and very strongly).  
 When they grew up, Edward went to live in Australia. Sadly, after a few years, they stopped writing to each other.  
 Fifty years later, Edward returned to London and decided to contact his brother. He didn't have an address for him, but he felt sure that he still lived in a big city, even if it wasn't London. But trying to find a J. Smith in England **is like looking for a** ..... (looking for something that is nearly impossible to find). There are so many. Finally, after a whole week of phoning up all the J. Smiths in telephone directories for cities in the UK, Edward found his brother - now living in Manchester!  
 They met again last week. 'Now that we're both **as old as** ..... (very old),' they said, 'we **get on like** a ..... (to enjoy each other's company very much).'



### Text C

Becky Mason knew she didn't fit in well at her new job. She was a dreamy, artistic woman. Since she started working at the lawyer's office, she had **felt like** ..... (uncomfortable because of being different from everyone else). Everybody was so efficient and fast. At home, Becky could sit for hours picturing a scene she wanted to paint. Then she spent many happy hours painting it. But at work she had to sit typing all day long. She wanted to be free - **as free as a** ..... (completely free).  
 Then one day she had an idea. She had seen some small boxes in an art shop. Each one was completely plain, and **as light as a** ..... (extremely light). She bought a few, and painted some landscapes on them. A friend saw them, and immediately bought one. Then somebody at work wanted one, and soon they were **selling like** ..... (very quickly and in large amounts). After a few months Becky resigned from her job, and started a mail-order business called 'Little Boxes'.



# As free as a bird

## Common similes

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### Similes for Text A

to shake like a leaf

as white as a sheet

to look like a drowned rat

as quick as a flash

### Similes for Text B

to fight like cat and dog

to be like looking for a needle in a haystack

as old as the hills

to get on like a house on fire

### Similes for Text C

to feel/be like a fish out of water

as free as a bird

as light as a feather

to sell like hot cakes



**Suggested level**

Mid-intermediate  
upwards

**Aims**

- to discuss and critically analyse some linguistic and visual metaphors used in some advertisements
- to practise reading, speaking and writing

**Word list**

Useful words for the activities:

advertisement, booklet, dinosaur, IQ, metaphor, muse, range, savings, selling point, tortoise, to have a memory like a sieve, balanced, effective

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries and some large sheets of paper on which students can make their own advertisements if necessary (see Extension activity on page 128).

**In class****Before handing out the table**

- Ask the class to imagine that they have to design an advertisement for a particular product, e.g. a new breakfast cereal or chocolate bar.
- On the board, brainstorm what qualities of this product students would like to make selling points, e.g. it is very nutritious, gives you lots of energy, keeps you healthy, etc.

**'Analysing advertisements' chart**

- Hand out the chart and show students where the five different products or services (a washing machine, supermarket, etc.) are listed.
- Explain to students that they should brainstorm selling points for each of these products or services and complete the column *Suggested selling points*.
- Organise students in pairs or groups, and set a time limit, perhaps ten minutes.
- When the time limit is up, ask students to explain their selling points to the class.

**A few suggested selling points:**

- A will help with academic success
- B convenient
- C healthy, large choice, good quality
- D reliable, economical, energy-efficient
- E good rates of interest

**Advertisements**

- Hand out the photocopies of the authentic advertisements.
- Explain to students that they should analyse the advertisements and decide what selling points are either actually mentioned or indirectly implied in them. Students write these selling points in the *Actual selling points* column of the chart.
- Students work in groups, while you monitor unobtrusively, helping with vocabulary, etc.
- Discuss the selling points with the whole class. Are students surprised by any of them? How do they compare with the students' suggestions?

**Actual selling points:**

- A useful for people with very high IQs, gives you poise, self-confidence and greater popularity, free, will help you never forget anything and be more successful in exams
- B 24-hour, done by computer, very convenient
- C foods that taste very good, have less than 4% fat and contribute to a balanced diet
- D technical innovation, 40% faster than other machines, high standards so machine is good quality
- E can start with only £30 a month, savings will grow

- Explain to students that many of the selling points are communicated through a metaphor or simile (see the Glossary on page 3). These can be expressed either in the picture or the language. Do an example with students and instruct them to work in groups, filling in the fourth and fifth columns of the chart.
- Go through the adverts with students, discussing the visual and linguistic metaphors in them. Point out to students that the expression *to have a memory like a sieve* and the figurative meaning of *dinosaur* are both commonly used in informal English.

**Metaphor/Simile in the picture:**

- A the sieve through which faces, names, facts and figures go
- B none
- C the foods are balanced on top of each other to give the idea of a 'well-balanced' diet
- D the tortoise on wheels, to show that when you use the washing machine something that is usually slow is speeded up
- E the little shoot which grows into a tree, just as your savings will grow

**Metaphor/Simile in language:**

- A 'Memory like a sieve' i.e. a very bad memory
- B If you can't bank with a mouse (i.e. a computer mouse) you're banking with a dinosaur (i.e. a firm that is so large and old-fashioned that it cannot work properly any more).
- C Perfectly balanced
- D none
- E How have your savings grown?

- Ask students in pairs or groups to judge the effectiveness of the advertisements (in terms of how well they might sell their products) on a scale of 0 to 5. During discussion with the whole class, encourage them to justify their opinions.
- Ask students whether or not the advertisements would work in their country. If so, why? If not, why not?

**Note**

Metaphors and similes (both linguistic and visual) are a very common feature in advertisements. An unusual metaphor or simile attracts our attention and actively engages us in working out its meaning. It often amuses us and frequently persuades us.

**Extension activities**

Project work page 128  
Inventing advertisements page 128

# Marketing your metaphors

## Advertising

### Analysing advertisements

Think of some selling points for the products and services, A–E, and complete the column *Suggested selling points* in the chart.

Product/Service	Suggested selling points	Actual selling points	Metaphor/ Simile in the picture	Metaphor/ Simile in language	Level of effectiveness 0 = not effective 5 = extremely effective
A A booklet about improving your memory					
B Electronic banking					
C A supermarket					
D A washing machine					
E A savings plan					

# Marketing your metaphors

## Advertising

### Advertisements

Study these advertisements and complete the chart.



ADVERTISEMENT

## I.Q. of 150 and Memory Like a Sieve?

A FAMOUS international publisher reports that there is a simple technique for acquiring a powerful memory which can pay you real dividends in both business and social advancement. It works like magic to give you added poise, self-confidence and greater popularity.

The details of this method are described in his fascinating booklet, "Adventures in Memory", sent free on request.

A

Intelligence Quotient (IQ) – a way of measuring human intelligence, with 100 representing the average intelligence.

**first direct** if you can't bank with a mouse...  
...you're banking with a dinosaur

for 24 hour banking call free  
**0800 24 24 24**  
 BU312 [www.firstdirect.co.uk](http://www.firstdirect.co.uk)

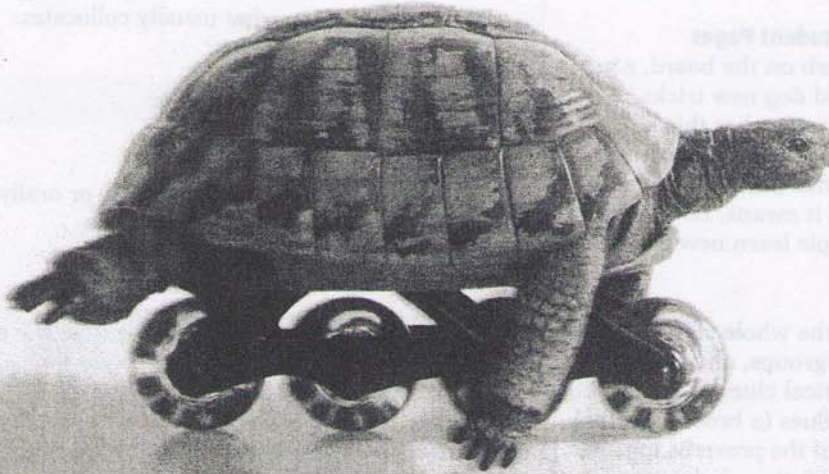
B

C

# Marketing your metaphors

Advertising

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The sensor electronics and technical innovations in the Bosch Maxx iT deliver faster washing times across all programmes with no loss of performance.

The new  
Bosch Maxx iT  
washes up to  
40% faster.



**BOSCH**

Excellence comes as standard

[www.boschmaxxit.co.uk](http://www.boschmaxxit.co.uk)  
Brochure line 0870 727 0446

D

## How have your savings grown?



With  
Scottish Friendly  
you could have  
enjoyed **11.1%\*** p.a.  
growth

PROSPERITY  
SAVINGS PLAN

Scottish  
Friendly  
ASSURANCE

E

## Proverbs

## Suggested level

Mid-intermediate

## Aims

- to introduce and practise some proverbs in English that have figurative meanings
- to encourage students to speculate about the cultural values/beliefs implicit in proverbs from around the world

## Word list

broom, bush, feather, hay, lining, moss, stitch, worm, to flock, to gather, to hatch, to stick together, to sweep, rolling

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 1a.

## In class

## Before handing out the Student Pages

- Write a simple proverb on the board, e.g. 'You can't teach an old dog new tricks.'
- Ask students if they know what this kind of expression is called in English and also if they can guess what this particular one means. Explain what it means, i.e. you cannot make old people learn new ways of doing things.

## 1a

- Do an example with the whole class.
- Put students in pairs/groups, and encourage them to use grammatical clues (e.g. birds flock) and semantic clues (a broom sweeps) to join the two parts of the proverbs together.
- Check the answers with the whole class.



a v b iv c vii d viii e ii f i g iii h vi

## 1b

- Students do this in pairs/groups before you check the answers with the whole class.



- a A new broom sweeps clean.
- b Every cloud has a silver lining.
- c Birds of a feather flock together.
- d A rolling stone gathers no moss.
- e The early bird catches the worm.
- f A stitch in time saves nine.
- g A bird in the hand is worth two in the bush.
- h There's no smoke without fire.

## 2a

- Students read the advertisement and answer the questions.
- Encourage students to guess the meanings of the words they do not know in it before explaining them to the whole class.



- a It is for a website that lists new properties for sale and also matches people's needs with properties.
- b It is quick and effective.
- c It uses the phrase 'early bird', rather than the full proverb 'The early bird catches the worm'.

## 2b

- If necessary, brainstorm some ideas with the class, e.g. an advertisement for an employment agency might start: 'Tired of being a rolling stone? Let us find you a satisfying permanent job' or 'We need new brooms! Are you ready for an exciting challenge?'
- Ask students to write their advertisements, and then show them to each other, or read them out to the class.

## 3a

- Encourage students to speculate about the missing words in pairs or groups. There might be some humorous results here, which students usually enjoy!

- Encourage students to use contextual clues to help them, e.g. what usually collocates with *bridge* and *to shine*?



a grass b cross c drink d sun

## 3b

- This can be done either in writing or orally.
- After students have suggested some explanations, confirm them if they are correct, or give them the correct ones.



- a *The grass is always greener on the other side of the fence: you think that other people are always in a better situation than yourself.*
- b *Let's cross that bridge when we come to it: let's deal with the problem only when it happens and not worry about it before then.*
- c *You can take a horse to water, but you can't make it drink: you can give someone the chance to do something, but you can't force them to do it.*
- d *Make hay while the sun shines: make good use of opportunities while they last.*

## 4

- Give students a few minutes to review the proverbs, before the discussion.

## 5

- Put students in groups to discuss the proverbs. Appoint one student in each group to take notes and report back.
- Ask each group to report back to the whole class.
- During the discussion, write on the board any proverbs mentioned from other languages with similar/interesting meanings.
- If you are short of time, ask students to think about the proverbs for homework. Then have the discussion in the next lesson.

## Note

Proverbs are a kind of saying which have to be understood metaphorically, and which often rhyme. They are generally felt to communicate certain values and beliefs, and are particularly important in societies where the oral tradition may be more common than written language. Their folk wisdom is often used to make a moral point to children and to guide them in their behaviour. In English-speaking societies, proverbs are often used in a shortened form, as the use of the full form is understood and can sound clichéd to native speakers. For this reason, using proverbs too extensively should probably be avoided by students of English. However, it is important for students to recognise them as they are in frequent use, even if only in shortened form.

## Extension activities

Putting proverbs back together page 129  
Inventing catchy names page 129

# A bird in the hand

## Proverbs

1a There are many proverbs in English. Match the beginnings of the proverbs, a)–h), with the endings, i)–viii). Use a dictionary to help you, if necessary.



- |                      |                             |
|----------------------|-----------------------------|
| a A bird in the hand | i gathers no moss.          |
| b A new broom        | ii saves nine.              |
| c Every cloud        | iii without fire.           |
| d The early bird     | iv sweeps clean.            |
| e A stitch in time   | v is worth two in the bush. |
| f A rolling stone    | vi flock together.          |
| g There's no smoke   | vii has a silver lining.    |
| h Birds of a feather | viii catches the worm.      |

a ..... b ..... c ..... d ..... e ..... f ..... g ..... h .....



1b Match the proverbs in 1a with these explanations.

- a A person who has just been given a position of responsibility always starts with great energy to make changes in the organisation.  
.....
- b There is something good even in an unpleasant or difficult situation.  
.....
- c People who have the same interests or character are attracted to each other, and do things together.  
.....
- d A person who often changes job or address may not have a family, close friends, or many things, but is free from responsibilities.  
.....
- e You have to do something before others in order to be successful.  
.....
- f It is better to deal with a problem immediately, because leaving it until later will cause even more problems.  
.....
- g You should be happy with something you have or are sure to get, rather than risk losing it by trying to get something else.  
.....
- h If unpleasant things are said about somebody, there is probably some truth in them.  
.....

# A bird in the hand

## Proverbs

2a Read the advertisement and answer the questions.

it's the early bird that gets the newly renovated 3 bedroom semi with south west facing garden

New properties for sale are listed on [assertahome.com](http://assertahome.com) every 24 hours. And what's more, as soon as a property matching your needs comes on the market, you can even be e-mailed or have a text message sent to your mobile phone. Do your homework first.

[www.assertahome.com](http://www.assertahome.com)



- a What is the advertisement for? .....
- b What is good about the company? .....
- c What do you notice about the headline for the advertisement? .....

**2b** Sometimes we only use part of a proverb because everyone will know the rest of it. These phrases are often used on their own:

birds of a feather      a rolling stone      a stitch in time      a new broom

Write a short advertisement like the one in 2a and use one of the phrases above in the headline. Your advertisement could be for:

- a social club
- a school or college looking for new staff
- a company that does house repairs
- a company that finds people somewhere to live

Show your advertisement to the class.

# A bird in the hand

## Proverbs

3a Complete the short conversations with a word which is part of a saying.

a My new job is OK, but I think my cousin's is better.

Why do you always think that the ..... is greener on the other side of the fence?

c I've done everything I can to help him with his homework, but he refuses to do it.

Well, you can take a horse to water, but you can't make it .....

b I'm a bit worried about whether I'll pass the exam.

Well, don't think about it now. Let's ..... that bridge when we come to it.

d I've got very little work to do at the moment, so I'm having a lovely time seeing friends and going shopping.

Great! Make hay while the ..... shines.

3b Write explanations for the proverbs in 3a. Compare your ideas with those of other students.

- a .....
- b .....
- c .....
- d .....

4 Review all the proverbs in this unit. Do any of the proverbs in your own language have similar meanings? If so, which ones?

5 Many people believe that proverbs teach children how to behave in society. Read these different proverbs from around the world that have been translated into English. Discuss what values or beliefs you think they teach. Do you agree with them? Are there any proverbs with similar meanings in your own language?

- When spider webs unite, they can tie up a lion.* (African)
- The man who removes a mountain begins by carrying away small stones.* (Chinese)
- You can't wake a person who is pretending to be asleep.* (Navajo)
- The frog does not drink up the pond in which he lives.* (Sioux)
- An old broom knows the dirty corners best.* (Irish)
- What you don't see with your eyes, don't invent with your mouth.* (Yiddish)



**Suggested level**

Mid-intermediate  
upwards

**Aims**

- to raise students' awareness of how metaphors and similes are used in poetry
- to give students some creative writing practice
- to stimulate students' imaginations

**Word list**

Useful words for the activities:

alphabet, blade (of grass), crow, daisy, flock, fog, harbor, haunch, landscape, spider, splinter, stroke, to crawl, to settle, to spread its wings, to weave, even, glowing, innocent

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.
- Cut up the photocopies along the dotted lines, so that sections 1, 2 and 3 can be handed out separately.
- Bring in dictionaries for 2.

**In class****Before handing out the Student Pages**

- Write this line from Alfred Noye's poem 'The Highwayman' on the board: 'The road was a ribbon of moonlight over the purple moor.' If necessary, explain to students the meaning of *ribbon* and *moor*.
- Discuss the meaning of the line with students, and ask them what is being compared in the poem, i.e. the road to a ribbon, and explain that this is a metaphor. Ask them whether they think this is an effective metaphor or not. (The concept of metaphor can be discussed further in the students' own language if appropriate. You can also point out how the metaphor would become a simile, i.e. if the word *like* was used in the comparison.)

**1 Inventing metaphors**

- Hand out the copies of 1. (Alternatively write the circles and words on the board, and get students to copy them.)
- Explain to students that you want them to invent at least two metaphors, by asking them to link a word in A with a word in B.
- Explain any words that the students do not know.
- Do an example with the whole class. e.g. *a city is a spider*. Encourage students to find similarities between words which can help to create a metaphor, e.g. 'the sun is a cat' because it gets up very slowly, and then walks gracefully across the sky.
- Ask students to read out their metaphors, and write any interesting ones on the board.

**2 Poems**

- Tell students they are going to read six poems which include all the words in 1.
- Hand out all the poems in 2, and tell students to read them individually and silently, or read them out to the whole class if you like.
- Put students in pairs or groups, and tell them either to use dictionaries or help each other with any vocabulary in the poems that they do not know.
- Tell the students to read the poems again individually, and then to discuss in small groups the following question which you may want to write on the board: Which two words from A and B are in each poem?
- Discuss this question with the whole class.

- a *the city = a bird* ('Spreads its wings')
- b *the fog = a cat*
- c *the alphabet = a flock of crows on telephone lines*
- d *fish = splinters of life*
- e *daisy = a star*
- f *the sun = a spider*

- Ask students to discuss the following questions in pairs or groups, before having a discussion with the whole class: Which metaphor or simile do you like the best? Why? Which metaphor or simile do you like the least? Why?

**3 Writing poems**

- Explain to students that they are now going to write their own short poems, and give them 3. Explain to students that they need to link two of the words on the list together in order to make a metaphor or simile for their poem.
- Encourage students to work individually on their poems or if it seems more appropriate for your class, you can get students writing group poems.
- Give the students plenty of time to write their poems. They can be completed for homework if necessary.
- At the end of this lesson or the beginning of another, either get students to read out their poems or to make a wall display of all the poems. (One interesting way to do this is to put poems alongside each other that use one of the same words from the list. It is fascinating seeing how very different poems develop from the same stimulus.)

**Note**

The metaphors and similes invented by poets and writers can surprise us with their unexpected comparisons. All the poems in this unit use similes or metaphors which show that two apparently different things are similar in some way. Describing one thing in terms of the other creates a vivid new way of seeing it. By exposing students to these examples of authentic language we can develop their overall language awareness, and by asking them to write their own poems we can give them a sense of pleasure in using English imaginatively.

**Extension activities**

Project work page 128  
Poem dictation page 130

# Mix me a metaphor

## Poems

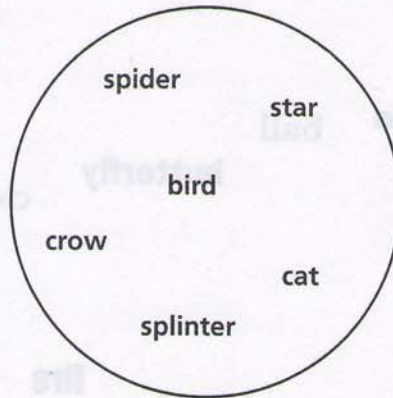
17

### 1 Inventing metaphors

A



B



### 2 Poems

A

#### City

In the morning the city  
Spreads its wings  
Making a song  
In stone that sings.

In the evening the city  
Goes to bed  
Hanging lights  
About its head.

*Langston Hughes*

B

#### Fog

The fog comes  
on little cat feet.  
It sits looking  
over harbor and city  
on silent haunches  
and then moves on.

*Carl Sandburg*

C

#### New Notebook

Lines  
in a new notebook  
run, even and fine,  
like telephone lines  
across a shadowy landscape.

With wet, black strokes  
the alphabet settles between  
them,  
comfortable as a flock of crows.

*Judith Thurman*

D

#### Little Fish

The tiny fish enjoy themselves  
in the sea.  
Quick little splinters of life,  
their little lives are fun to them  
in the sea.

*D. H. Lawrence*

E

#### Daisies

Where innocent bright-eyed daisies are,  
With blades of grass between,  
Each daisy stands up like a star  
Out of a sky of green.

*Christina Rossetti*

F

#### The Sun

The sun is a glowing spider  
that crawls out  
from under the earth  
to make her way across the sky  
warming and weaving  
with her bright old fingers  
of light

*Grace Nichols*

# Mix me a metaphor

## Poems

### 3 Writing poems

Word list

ant

**apple**

ball

**butterfly**

clouds

**coin**

**dog**

father

**fence**

**fire**

*flower*

**friend**

*grandmother*

grass

**ice**

**ice cream**

*jewel*

knife

*leaf*

matches

**mirror**

*moon*

**mother**

**mountain**

music

**picture**

puddle

*rainbow*

**ring**

river

rope

*sheet*

**ship**

silk

*sister*

**soldiers**

stone

*suitcase*

**sun**

teacher

**traffic light**

*tree*

**van**

**Suggested level**

Mid-intermediate  
upwards

**Aims**

- to sensitise students to the persuasive power of figurative language (e.g. in advertisements where similes are used to establish the selling points of a product)
- to encourage students to use English creatively to interpret and invent similes

**Word list**

Useful words for the activities:

definitive guide, light bulb, planet, savings bank, simile, average, environmentally friendly, illuminated

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.
- Bring in some large sheets of paper and coloured pens if you want students to make (not just brainstorm) the advertisements in 2b.

**In class****Note**

The two activities in this unit can be used separately. The first could take up to an hour, the second between 20 and 30 minutes. Part 2 does not have to be done on the same day as Part 1. Instead it could be used as an extended warmer in a speaking lesson.

**Part 1****1a**

- Ask students to read the advertisement, and then to answer the questions in pairs.
- When doing feedback, encourage students to explain the meanings of any unfamiliar words in the text.

**a** energy-saving light bulbs **b** lit up **c** a bank where you keep money you have saved **d** a guide that cannot be improved **e** The light bulbs are like 'An Illuminated Savings Bank' because they produce light and also save money.

**1b**

- Ask students to read the extract, and note down three advantages.
- During feedback, explain the meanings of any unfamiliar vocabulary or language.

*They use less electricity, they last longer, they are environmentally friendly*

**1c**

- Give students some time to think about their ideas in pairs, and then discuss the questions with the whole class.

*The effect of this simile is fresh and unusual as it brings together two things which are not usually connected (a light bulb and a savings bank) and so fixes in our minds the essential selling point of the light bulbs, i.e. the savings they offer.*

- Ask students if they can think of any other examples of similes used in this way, either in English or their own language.

**2a**

- Organise students into pairs or groups, and instruct them to brainstorm three good qualities for each object. Set a time limit.
- Mix up the groups and ask them to compare their ideas.
- Ask a few students to report their ideas to the whole class.

**2b**

- Go through the questions with the whole class, clarifying what is required. Provide an example, e.g. if a group of students wants to emphasise that their mobile phone is always very reliable they need to think of something that is always very reliable, e.g. a trusted friend. Their slogan in c) could thus be 'Think of it as a trusted friend'.

- Organise students into pairs or groups, and instruct them to work through the questions, brainstorming their ideas for the advertisement and designing it.
- Monitor unobtrusively, giving help where necessary.

**2c**

- Split the class into two. One half stands next to their advertisements, while the others circulate, looking at them. The sellers have to persuade the buyers of the merits of their product. The groups can then be changed over, with buyers becoming sellers.
- Circulate unobtrusively, noting down any mistakes to focus on later.
- Ask students which products they would buy and why.

**Part 2****3a**

- Ask students to discuss the questions in pairs.
- Ask students for their answers to a), encouraging them to explain any similarities between reading the book and the descriptions.

*lying in a bubble bath and eating chocolates: nice, relaxing, a luxury (the English cultural associations of bubble bath are luxury, relaxation and indulgence)*

*seeing your own face in the mirror: recognising yourself in the characters of the book or being able to relate to the events in it*

*having a good chat with an old friend: something easy and enjoyable*

**3b**

- Instruct students to work individually. Set a time limit, and encourage students to invent as many different similes as possible, both negative and positive.

**Possible answers:**

*Seeing my friend is like putting on a warm winter coat in icy weather/going on a very exciting rollercoaster/travelling to another country.  
Eating at that restaurant was like going to my grandmother's house/paying a fortune to visit a prison/feeling part of a Hollywood movie.  
Learning English is like climbing a very high mountain/putting together a jigsaw puzzle/looking through a window onto a new world.*

**3c**

- Monitor the pairwork unobtrusively.

**3d**

- Write the similes on the board as students read them aloud.
- Ask students to choose their favourite ones, and explain in pairs why they like them.

**Extension activity**  
Project work page 128

# Selling with similes

## Inventing similes

### Part 1

1a Read this extract from an advertisement and answer the questions.

- a What product is being advertised? .....
- b What does *illuminated* mean? .....
- c What is a *savings bank*? .....
- d What is a *definitive guide*? .....
- e Why do you think that this product is like 'An Illuminated Savings Bank'? .....

1b Read this second extract from the advertisement.  
 Note down three advantages of using this product.

**OSRAM DULUX® EL Energy Savers** use up to 80% less electricity than conventional light bulbs which means that they will more than pay for themselves throughout their life. It doesn't end there, because OSRAM Energy Savers are also built to last much longer than ordinary light bulbs, with an average life of 15,000 hours. That's over 10 years at an average use of 4 hours daily. And all OSRAM Energy Savers are environmentally friendly because OSRAM are committed to an environmental policy to look after our planet and safeguard it well into the future.

- .....
- .....
- .....

1c What is the effect of describing this product as 'An Illuminated Savings Bank'?

.....  
 .....

# Selling with similes

## Inventing similes

2a Look at these objects. For each one, note down three good qualities that you would mention if you were selling it.

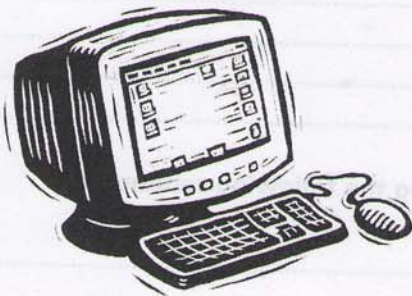


a a pair of slippers

b a mobile phone

.....  
 .....  
 .....

.....  
 .....  
 .....



c a home computer

d a carton of orange juice

.....  
 .....  
 .....

.....  
 .....  
 .....

2b Imagine that you have to write an advertisement for one of the objects in 2a. Think about these questions.

a What quality of the product do you want to emphasise most?

.....

b To emphasise this quality, think of something to which you can compare this product. For example, OSRAM compares its light bulbs to 'An Illuminated Savings Bank' to emphasise that you can save money by using them.

.....

c Complete this sentence about your product:

Think of it/them as .....

d Design an advertisement for your product.

- Use the phrase *Think of it/them as ...* as your headline.
- In the text, list all the advantages of using this product and make it clear why we should *Think of it/them as ...*
- Decide what photographs or drawings you would include.
- Write your advertisement on a large piece of paper.

2c Now sell your product to the class!

# Selling with similes

## Inventing similes

### Part 2

**3a** Read these three descriptions of reading a particular book and then answer the questions.

Reading this book is like:

- lying in a bubble bath and eating chocolates
- seeing your own face in the mirror
- having a good chat with an old friend

**a** All these comparisons include the word *like* so they are similes. What does each simile tell us about the book?

.....

.....

.....

.....

**b** Which simile would you like the best if you were the author of the book?

.....

.....

.....

.....

**3b** Invent as many similes as possible, by completing the following sentences.

**a** Seeing my friend is like:

- .....
- .....
- .....

**b** Eating at that restaurant was like:

- .....
- .....
- .....

**c** Learning English is like:

- .....
- .....
- .....

**3c** Work in pairs. Student A: read your similes to Student B. Student B: ask 'Why?' if you don't understand the simile that Student A reads. For example:

Student A: Learning English is like climbing a very high mountain.

Student B: Why?

Student A: Because it is really hard, but you feel very proud of yourself when you have done it!

**3d** Choose your favourite simile about learning English from 3b, and read it out to the class. Which similes from the other students describe learning English most accurately for you?

**Suggested level**

Upper-intermediate

**Aims**

- to explore some metaphorical meanings for light and dark
- to introduce words and phrases connected with these meanings
- to stimulate students' ability to deduce word meaning from context

**Word list**

to be (left/kept) in the dark about something, to come/bring to light, to darken, to light up, to shed light on something, to look on the bright side, dark (thoughts/days), dark side, light relief

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.

**In class**

1

- Before starting this activity, find out the associations that students themselves have for light and dark by writing the words on the board as the headings for two columns, and getting students to come and write their own associations. Towards the end of the lesson, you can then encourage students to think back to their own associations and compare them with the metaphorical meanings for light and dark in the unit.
- Explain to students what a language corpus is (see the Notes). Explain that they will be examining some authentic corpus examples connected with light and dark.
- Hand out the photocopies of 1, and explain to students why some examples are not full sentences, i.e. because in the corpus the computer only shows a certain number of words on either side of the target word or phrase.
- Divide students into groups, and assign each group a few sets of sentences to study. (Each group should be given different sentences to analyse.) Explain to students that they should try to deduce the meaning of the word or phrase in bold so that they will be able to explain it to other students later. Set a time limit.
- Monitor the groups, encouraging students to deduce the meanings of the words or phrases in bold, and if appropriate, to write definitions of them.
- Redivide the groups so that each new group includes students who have studied sets A-I. Students then have to explain to each other the meanings of the words or phrases they analysed. Many of these will be checked in 2a.

2a

- Explain to students that this activity checks the meaning of the words or phrases in 1.
- Ask students to work in pairs, before you do feedback with the whole class.

- a *Light relief*
- b *comes to light, brought to light*
- c *look on the bright side*
- d *shed light on*
- e *in the dark, in the dark*

- Point out to students that a synonym for *to shed light on* is *to throw light on*.

2b

- Explain that this activity focuses on the nouns which collocate, or go together, with *light up*, *darken* and *dark*.
- Instruct students to work in pairs before you do feedback with the whole class.

- a *somebody's mood lightens, not lightens up*
- b *somebody's health* c *all these*

2c

- Work through this activity with the whole class.

- Light = understanding: in the dark, come/be brought to light*
- Light = happiness: on the bright side, light relief, darken, dark, light up*

- Point out to students that two other expressions with the meaning of light = happiness, are *to make light of something*, and to describe a mood as *light* and a future as *bright*.
- Remind students of the list of associations they wrote on the board at the beginning of the lesson. Were any the same as those in the chart?
- If appropriate, discuss with students if the metaphors in the chart apply in their own languages or not. If so, can they be translated directly? If not, what other metaphorical meanings for light and dark are there in the students' own language?

3

- Ask students to do the matching activity individually before you do feedback with the class.

- a iii b i c iv d ii

- Ask students to discuss each conversation in groups, thinking about the questions. Encourage them to use their imagination! Give an example to help them. For example d) and ii) could be two detectives who work together, discussing the behaviour of a witness in a murder trial.
- To complete the conversations, students can write an ending and then read it aloud to the class. Alternatively, students in pairs can improvise an ending, rehearse it and then act it out for the class.

**Notes**

- Metaphors of light and darkness occur frequently in English. There is quite a range of meanings that cluster around the opposites of light and dark although in this unit the focus is on that of light = understanding/dark = ignorance, and light = happiness/dark = unhappiness.
- A language corpus is a large collection of spoken and written English which is fed into a computer. Users select any word or phrase they wish to study, and the computer will provide a list of all the sentences that contain that word or phrase. It is thus possible to study the language as it really occurs and is used.

**Revision activity**

Dictating gapped sentences page 128



# Shedding light on the matter

## Light and dark

- 1 Study the following sentences from the *Cambridge International Corpus of English*. Work out the meaning of the word or phrase in **bold**.

### A

were three new witnesses who could **shed light on** what really happened that fateful day  
an academic, said the evidence could **shed light on** why so many children suffered

Perhaps he could **shed further light on** the mystery?  
in the biography a clue which may **shed light on** the actress's behaviour  
He also hopes the discovery will **shed light on** the causes of other forms of deafness.

### B

But Moran is still **in the dark** about whether he will eventually get the job.  
Workers were angry to be left **in the dark** about an accident affecting all of them at the

She was kept **in the dark** about matters for which she was responsible.  
said he had kept his daughter **in the dark** about his finances so she wouldn't be upset  
We're completely **in the dark** – why did he want to do it?

### C

The scandal **came to light** when the teenager suffered a nervous breakdown.

Of course, the deception was bound to **come to light** sooner or later.  
the errors at the hospital finally **came to light** when a relative complained about treatment  
It has since been **brought to light** that she stayed later than she had claimed originally.  
true extent of the problems were only **brought to light** when Mr Lowes was sacked.

### D

but it was difficult to **look on the bright side** when so many were unemployed.  
**On the bright side**, it does mean no more drought.

She should **look on the bright side**, she kept trying to tell herself.  
It was his nature to **look on the bright side**, and always be positive and optimistic.  
**Look on the bright side**, you're younger and braver than I was!

### E

There was no **dark side** – what you saw was what you got.  
A struggle went on between the **dark side** of his nature, and his kindness and loyalty.  
They were shocked to discover the **dark side** of a family that appeared so happy and loving.  
The new biography reveals a **dark and disturbing side** to this nautical hero.  
Films which dwell on the **dark side** of life are too depressing to attract big audiences.

### F

Just a little bit of **light relief** to liven up a dull journey.  
The women laughed, glad of a little **light relief** after their miserable morning.  
Her only **light relief** was Tony, who took her out every evening.  
**GARDENING – LIGHT RELIEF WHEN YOU NEED A BREAK!**  
The comic characters provide **light relief** in the play.

### G

His face **darkened**, as he strode grimly towards her.  
He jumped to his feet, his face **darkening** with rage.  
Pat glared at him, her features **darkening** in annoyance.  
through her like a knife, her eyes **darkening** with angry frustration.  
She watched his expression **darken**.

### H

She refused to let **dark thoughts** spoil her day.  
He felt frightened by these **dark thoughts**, full of dread.  
It was painful to remember the **dark days** of the war.  
She started to cry when remembering the **dark days** after their divorce.  
Truly, we live in **dark times** when nobody can be trusted.

### I

Selwyn's eyes **lit up** with pleasure and with interest.  
and we all enjoyed watching her eyes **light up** when she got the presents.  
'Why?' she asked, and saw his face **light up** with laughter.  
Elaine giggled and her face **lit up** with a glorious smile.  
She felt relief to see Jack's face **light up** in welcome.

# Shedding light on the matter

## Light and dark

2a Complete the sentences with some of the phrases in 1. You may need to change the tense of the verb.

- a ..... is a funny or happy time after something else very depressing or serious.
- b If something ..... or is ....., it becomes known or obvious to a lot of people.
- c If you ..... of something you try to be cheerful by finding good points in a situation that is bad in many ways.
- d To ..... something means to provide new information that makes a problem easier to understand.
- e If somebody is ..... about something, then they do not know about it. If they are kept ..... about something, then it is deliberately kept a secret from them.

2b Use 1 to help you circle the correct answer(s) in these questions.

- a What **cannot light up**?  
somebody's eyes   somebody's face   somebody's mood
- b What **cannot darken**?  
somebody's face   somebody's expression   somebody's health
- c What **can** be described as **dark**?  
a particular period in history   somebody's mood   somebody's thoughts

2c Put the words or phrases in bold in this unit in the correct box in the chart.

light = understanding dark = ignorance	<i>shed light on</i>
light = happiness dark = unhappiness	<i>dark side</i>

Can you add any other words or phrases to the boxes?

3 Match the sentences a)–d), with the responses, i)–iv).

- a Oh come on, Penny, you absolutely have to look on the bright side.
  - b I feel ... concerned, shall we say, that I was kept in the dark about it for ages.
  - c He's always had this dark side to him, you know. He has these dark moods and dark feelings.
  - d Well, I don't know what is going to shed any light on the matter.
- i Yes, but as we said, the matter only came to light a few days ago. So we really couldn't have mentioned it to you sooner.
  - ii Neither do I, but have you noticed how her face lights up when her so-called enemy walks into the room!
  - iii That's all very well, but how would you like to work with somebody whose face darkens with anger the minute you walk into the room?
  - iv Well, I don't care about that. He has to realise there are other people in the world too!
- a ..... b ..... c ..... d .....

Discuss these questions about each conversation:

- Who is talking?
- What is their relationship?
- What situation are they discussing?
- What happens in the rest of the conversation?

Choose one conversation and complete it.

## Suggested level

Upper-intermediate

## Aims

- to introduce and practise some figurative expressions connected with games and sports
- to stimulate writing and speaking practice

## Word list

the favourite, stalemate, to angle for something, to fish for compliments, to keep/play your cards close to your chest, to play for high stakes, to play your cards right, to sail through something, to skate over something, against all odds

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Cut up small strips of paper to be used as voting slips in 3b.

## In class

- 1
- Instruct students to discuss their answers in pairs.
  - With the whole class, brainstorm any words or phrases connected with the activities in the list, e.g. *pawn*, *stalemate* (*chess*); *angling* (as a synonym for *fishing*), *favourite* (*horseracing*) and check students know their literal meanings.
- 2a
- Ask students to read the article once, and then ask them what it is about.
  - Ask them to complete the chart in pairs by noting down only important points.
  - Go through the chart with the whole class, discussing whether the qualities, etc. mentioned in the chart are relevant to whether the candidate should get the job.

## Suggested answers:

Candidate	Reasons to get the job	Reasons not to get the job
Mike Glynn	attractive, ex-footballer, charming	reputation for being arrogant and disorganised
Paula Georgiades	top athlete, hardworking, ambitious, knowledgeable, experience of TV reporting, struggled against difficulty, brave	vain
Bill Hayes	experienced journalist, knowledgeable, excellent TV manner	rumours of involvement with match-fixing

## 2b

- Ask students to do this in pairs before you check the answers with the whole class.

- a to play your cards right b to skate over something c a stalemate d against all odds e to be plain sailing f to play for high stakes g to fish for compliments h to angle for something i to sail through something j to keep your cards close to your chest k the favourite

## 2c

- Ask students to discuss this in pairs or groups, giving reasons for their choice.
- Each group or pair should then report on their ideas to the whole class.

## 2d

- Divide students into groups of three to complete the form.
- Explain that the aim of the activity is to invent part of a life history for their candidate by filling in the form. This will then provide the basis for a roleplay activity, so students should make the information as full as possible, and write it all down.

## 3a

- Ask students to choose someone from their group to play the role of the character they invented in 2d at an 'interview'. Send all these students out of the classroom and ask them to reread their profile form. They should also try to anticipate what kind of questions they will be asked in the interview.
- Encourage the students left in the classroom to brainstorm questions to ask the candidates. The interview panel can either consist of all the students, or you can select three or four different students to be on the panel for each candidate. If the panel is all

the students, ask them to think of questions individually. If the panel is only a few students, the brainstorming can be done with the whole class.

## 3b

- Call the 'candidates' back into the room one at a time, and let them be interviewed by the 'panel'. Encourage all the students to take notes about each candidate.
- When the interviewing is complete, hand out the voting slips and ask the students to vote on the best candidate for the job. Count the votes and announce the result.
- As a follow-up, you could also collect in the completed profiles from 2d, read them out and ask the students to guess which 'candidates' are described in them. (Groups should be instructed not to participate if their profile is the one being read.)

## Notes

- The verb *to sail through* typically collocates with *exam* and *interview*, as in *She sailed through her exams/interview*.
- The Derby is an important horse race that takes place in the United Kingdom every year; Manchester United is a famous British football team; the FA Cup Final is the most prestigious football match in England; Wimbledon is where Lawn Tennis Championships are held every year.
- Match-fixing is when players in a match are bribed to play in a particular way, etc. They are paid money, usually by bookmakers who want to make money on the result of a match, to try to influence the results of the match.
- See Unit 3 Playing the game (page 12) for more figurative language connected with games and sports.

Revision activity  
Brainstorming page 127

# Plain sailing

## Games and sports

1 Do you like doing any of the activities and sports in the box? Do you like watching any of them?

sailing fishing horseracing playing cards playing chess skating

2a Read this magazine article.

### Race to report sport

Sports TV, the British television sports channel, is this month choosing its chief sports reporter. Job description? To report on all the major sporting events of the year – Wimbledon, the FA Cup Final, the Derby and so on. And of course, every four years there is a bonus – the Olympic Games! The interview panel, consisting of six people from the worlds of sport and TV, will be meeting next week to interview the three candidates for the job So, who are the candidates?

**Mike Glynn** Tall, dark and handsome, Mike is an ex-footballer who has been angling for this job for years. He is playing for high stakes as he's already turned down a lucrative position at a sportswear company because he wants this job so badly. With his charm and good looks, he will probably sail through the interview, but will the interview panel choose somebody who has a reputation for being arrogant and disorganised?

**Paula Georgiades** For Paula, life has never been plain sailing. Brought up in poverty, she became a top athlete against all odds. Hardworking, ambitious and knowledgeable, she has been working at Sports TV for two years as a junior reporter. Her colleagues report that her only flaw is that she can be vain and is constantly fishing for compliments. It was a surprise to hear that she wanted the job, as she always keeps her cards close to her chest, and nobody knew her plans for the future.

**Bill Hayes** Previously a journalist who reported on politics, Bill has never played any sport in his life. But he is extremely knowledgeable about sport, and is a fanatical supporter of Manchester United. If he plays his cards right, he could impress the interview panel with his knowledge and excellent TV manner. But will the panel question him about rumours that he was involved

with match-fixing a few years ago? How will he skate over this subject without appearing dishonest?

This race is really an exciting one! And who is the favourite to win? Staff at Sports TV say this could be a problem, as each candidate may have two strong supporters on the interview panel. And this could mean that there is a stalemate, and then what?



Mike Glynn



Paula Georgiades

Bill Hayes

Imagine you are one of the interview panel and complete the chart with your notes.

Candidate	Reasons to get the job	Reasons not to get the job
Mike Glynn		
Paula Georgiades		
Bill Hayes		

# Plain sailing

## Games and sports

**2b** Match these definitions with words or phrases from the article in 2a. You may need to change them slightly.

- a to behave in the right way so that you get what you want .....
- b to avoid talking much about something because it may be embarrassing .....
- c a situation in which it seems impossible for people to agree on something .....
- d despite great difficulties .....
- e to be easy .....
- f to be in a situation where you could win or lose a lot .....
- g to try to get somebody to say nice things about you, e.g. by making negative comments about yourself with which you hope the other person will disagree .....
- h to try to get something indirectly rather than by asking for it openly .....
- i to cope very easily with a difficult event or situation .....
- j to keep your feelings, intentions or plans secret .....
- k the competitor, such as a runner or a horse, that is expected to win .....

**2c** Which candidate do you think is best for the job? Why?

**2d** Unfortunately, the interview panel could not reach an agreement on who should get the job and they invited further candidates to apply. In groups, create a profile of another candidate.

Name: ..... Age: .....

Present employment: .....

Previous employment: .....

The stakes are high for this person. Why? .....

.....

Recently life has not been plain sailing for him or her. Why not? .....

.....

He/she has succeeded against the odds. What problems did he/she have to overcome in childhood? .....

This person has tremendous strengths or abilities that have allowed him/her to sail through certain difficult situations in life. What are these strengths or abilities? .....

.....

Why would this person be a good candidate for the job of chief sports reporter? .....

.....

.....

**3a** Your class is going to interview the candidates profiled in 2d. Think of some questions to ask them. For example:

- Why do you want this job?
- How will you cope with the stress of the job?

.....

.....

**3b** Interview the different candidates, and then vote for the most suitable one.

## Suggested level

Upper-intermediate

## Aims

- to explore metaphorical concepts connected with 'up' and 'down', i.e. up = happy/down = sad, up = more status/down = less status
- to introduce and practise idioms and expressions connected with these concepts

## Word list

to be down in the dumps, to be in high spirits, to be on the way up, to cheer up, to fall from power, to feel down/low, to feel/be on top of the world, to get somebody down, to give somebody a lift/boost, to move up the ladder, to perk up, to raise/lift the spirits, to rise to the top, to upgrade, bottom of the pile, career ladder, rise to power, rising star, up and coming

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 3 and 4.

## In class

1

- Students work in pairs before you do feedback with the whole class.
- Point out that *on top of* and *career ladder* are all phrases found in the dictionary, but that *move to a higher altitude* has been invented by the advertiser.



a 2 b 3 c 1

2a

- Ask students to work in pairs before you discuss the predictions with the whole class.

2b

- Students work in pairs before you check answers with the whole class. Encourage students to give reasons for their answers.



a iv b vii c iii d viii e ii f i g v h vi

2c

- Give students a few minutes to guess the meanings of the expressions before asking them to do the matching activity.
- Check the answers with the whole group.





a up and coming  
 b rising star  
 c to move up the ladder  
 d rise to power  
 e bottom of the pile  
 f to feel down/low  
 g to raise/lift the spirits  
 h to feel/be on top of the world

2d

- Point out to students that *Want to feel ...* means 'Do you want to feel ...?' This abbreviated style is common in informal language.
- Ask students to brainstorm their ideas for the headline in groups. (Possible suggestions: vitamin supplements, a holiday in a mountain resort.)
- Encourage the whole class to make suggestions for possible other headlines, e.g. 'Want to move up the ladder?' (advertisement for a book on how to be successful), 'Tired of being bottom of the pile?' (advertisement to join a union fighting for workers' rights, etc.).
- Ask students to write a short advertisement in groups. Each group can then read their advertisement aloud to the class, and describe what pictures it might include.

3

- Ask students to suggest meanings for the expressions before asking them to complete the gap-fill activity.

-  a gets you down b on the way up  
 c in high spirits d down in the dumps  
 e upgrade f falls from power  
 g cheer up, perk up h rises to the top  
 i give somebody a lift/boost

4

- Set a time limit for students to revise all the expressions.
- The activity of adding words or expressions to the two columns can be done as a team game. Divide the students into teams and set a time limit (three minutes). Each team has to write down as many expressions in each column as possible (without looking at the unit!) and the team with the most correct expressions is the winner.
- Students can use dictionaries to find other phrases to add, e.g. *somebody's spirits soared/sank/were low*; *up and down* (contrasted with *up and coming*); *rise to fame*.
- Encourage discussion of whether *up* and *down* have similar meanings in each student's own language.



<i>Up = happy, etc.</i>	<i>Up = more status, etc.</i>
<i>to be in high spirits</i>	<i>to rise to the top</i>
<i>to feel/be on top of the world</i>	<i>rise to power</i>
<i>to raise/lift the spirits</i>	<i>to be on the way up</i>
<i>to cheer up/to perk up</i>	<i>to move up the ladder</i>
<i>to give somebody a lift/boost</i>	<i>to upgrade</i>
<i>to get somebody down</i>	<i>up and coming</i>
<i>to feel down/low</i>	<i>rising star</i>
<i>to be down in the dumps</i>	<i>to fall from power</i>
	<i>bottom of the pile</i>

5

- Students work in pairs and then report to the class on anything their partner said which particularly impressed/surprised them.

## Notes

- Certain expressions which describe being sad or depressed have their basis in a drooping physical posture. Expressions describing happiness often imply something that is up (e.g. *to cheer up*, but also *to give somebody a lift*).
- The National Lottery is a national competition in the UK that raises money through the sale of numbered tickets. The winning numbers are chosen at random on television and the winners receive cash prizes.
- See Unit 9 Ups and downs (page 32) for more figurative language connected with the metaphorical concepts 'up' and 'down'.

## Revision activities

Picture discussion page 130

Writing a news story page 130

# Rising to the top

'Up' and 'down'

1 Look at the advertisement and circle the correct answer in each question:

- a You're on top of the career ladder means
- 1 you own your own company.
  - 2 you have a senior job.
  - 3 you will retire soon.
- b The advertisement is for
- 1 a mountaineering course for senior managers.
  - 2 a business newspaper.
  - 3 a website that has job advertisements and career advice.
- c 'Height' in the advertisement is a metaphor for
- 1 importance and power.
  - 2 beauty and fame.
  - 3 money and possessions.

2a Look at these newspaper headlines for different newspaper articles. Predict what each article is about.

- |   |  |
|---|--|
| i <b>Feeling down? Take a fiction prescription</b>                  | v <b>Up and coming actor wows Hollywood</b>      |
| ii <b>Rising star of multinational dismissed for computer error</b> | vi <b>Women under 30 moving up the ladder</b>    |
| iii <b>Care staff protest against being 'bottom of the pile'</b>    | vii <b>Walking the dog raises the spirits</b>    |
| iv <b>Minister's rise to power through bribery</b>                  | viii <b>Lottery winner 'on top of the world'</b> |

2b Find out whether your predictions were correct by matching the headlines with the first paragraphs of these articles.

a... b... c... d... e... f... g... h...

a In a shock verdict, a jury ruled that Sheila Wilson, the powerful Minister of Trade and Industry, had bribed her way to the top.

b New research indicates that dog owners who regularly walk their pets are more likely to be happier than their dogless friends and family.

c Care workers at seven old people's homes in Oxfordshire went on strike yesterday. They are protesting about low pay, long working hours and because they feel they occupy the 'lowest position in society' despite the valuable work they do.

d Pete Sandler, aged 43, yesterday said he was 'extremely happy' after his second lottery win in ten years.

You're on top of the career ladder. Keep climbing.

Expert guidance

Psychometric tests, MBA rankings and essential career advice.

Executive positions

Planning your next career move? Find all the top jobs online.

International moves

Before you pack your bags, check out the cost of living and relocation.

FT.COM  
FINANCIAL TIMES

Move to a higher altitude with FTCareerPoint.com

# Rising to the top

'Up' and 'down'

**e** A young software engineer with a promising career was fired on Monday after accidentally deleting essential company records.

**f** In a pilot scheme, doctors will have the option of sending sufferers of stress and depression to the library instead of relying on medication to treat them.

**g** Actor Dan Levy, 26, has landed a starring role in a major new comedy. The young actor has been described as 'one of the freshest young talents around'.

**h** A new report has just revealed that women in management under the age of 30 are gradually becoming more successful and getting better jobs.

**2c** Use the articles in 2b to guess the meanings of the expressions from 2a in the box. Match them with the definitions below.

bottom of the pile   rise to power   rising star   up and coming   to feel down/low  
to feel/be on top of the world   to move up the ladder   to raise/lift the spirits

- a likely to become more successful and popular, e.g. a band, an actor, or an area of a city
- b a person, especially a young person, who is quickly becoming important or famous
- c to get better jobs
- d the process by which somebody gradually becomes more and more important, powerful or successful, particularly in politics
- e the lowest position in society or in an organisation
- f an informal phrase meaning 'unhappy and without much hope'
- g to make somebody feel happier and more hopeful about the future
- h to feel very cheerful, happy and healthy

**2d** Imagine an advertisement with the headline 'Want to feel on top of the world?' What could the advertisement be for? Write down your ideas.

.....  
 .....  
 .....  
 .....



Write a short advertisement with a headline which includes a phrase from the box in 2c. Decide what photograph, cartoon, etc. you would use in your advertisement.

.....  
 .....  
 .....



# Rising to the top

## 'Up' and 'down'

3 Here are some more verbs and expressions linked to the ideas of 'up' and 'down'.

to be down in the dumps to be in high spirits to be on the way up to cheer up  
 to fall from power to get somebody down to give somebody a lift/boost  
 to perk up to rise to the top to upgrade

Complete the following definitions with the correct forms of the verbs in the box. Use a dictionary to help you.

- a If something ..... you ....., it slowly makes you feel unhappy and tired over a period of time.
- b If somebody is ....., for example, a politician or entertainer, they are becoming more and more successful and well known.
- c If somebody is ....., they are excited, lively and want to have fun.
- d If you are ....., you are unhappy and without much interest in anything, although not in a permanent or very serious way. (This is an informal expression.)
- e If you ..... a person's job, you change it so that they become more important and earn more money.
- f If somebody ....., they lose their power or position.
- g If you ..... or ....., you start to feel happy after you have felt depressed.
- h If somebody ..... in an organisation, they eventually have one of the most important jobs in it.
- i If you ..... somebody a ....., you make them happier and more cheerful.

4 Put the expressions in 2c and 3 in the correct column in the chart.

Up = happy, down = sad	Up = more status, down = less status

Are there any other phrases you can add to the columns? What do they mean?

5 Choose some of the following questions and discuss them with a partner.

- a Would you ever like to be called a **rising star** or an **up and coming X**? If yes, why? If not, why not?
- b Are you interested in **moving up the ladder** at work or in a career? If not, why not? If yes, what do you need to do to achieve this goal?
- c Are you interested in **rising to the top**? If so, in what field? If not, why not?
- d What makes you **feel on top of the world**? Why?
- e Think of somebody you know well who is often in **high spirits**. What makes them so positive and able to enjoy life?
- f Does anything in particular **get you down**? If so, what and why?
- g If you're **feeling down**, what helps to **cheer you up**?
- h If your friend or somebody in your family is **down in the dumps**, do you do anything to **lift their spirits**? If so, what? If not, why not?
- i What can governments do to improve the lives of people who are at the **bottom of the pile** in society?

## Suggested level

Advanced

## Aims

- to explore metaphorical meanings for vocabulary connected with health and illness
- to expose students to common collocations in this area (e.g. *an infectious smile*)

## Word list

bruise, cure, disease, dose, headache, head cold, fever, flu, influenza, scar, symptom, wound, to be wounded/bruised/scarred by, to catch a disease, to contract a mild form of, contagious, fatal (mistake), healthy (relationship/economy), infectious (grin/smile), painful (mistake/experience), sick (joke/society), not to be sneezed at

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 2b.

## In class

1

- Ask students to do this in pairs.
- To introduce an element of competition, set a time limit, provide dictionaries for the class and get them to complete the activity. The team with the most correct answers at the end is the winner.

- a *A wound, since this is a cut that bleeds.*
- b *A wound can cause a scar.*
- c *Very. You die.*
- d *A high temperature, sweating and shivering.*
- e *A high temperature, a headache.*
- f *Usually one or two tablets/pills.*
- g *Some cancers; AIDS.*

2a

- Instruct students to work in pairs, and then ask them to report their predictions to the class. Pre-teach *affluent* so the point of the article is clear. The word *influenza* is not found in dictionaries, but as a neologism, which plays on the words *influenza* and *affluence*, most people would probably be able to guess what it means.

2b

- Ask students to read the article quickly.
- Check with the whole class how many of their predictions in 2a were correct.
- Ask students to read the article again, this time in more detail. Encourage students to use dictionaries or help them with any difficult vocabulary.
- Tell students to answer the questions in pairs, before you do feedback with the whole class.

- a *A 'disease' caught from having too much money.*
- b *People who suddenly inherit a lot of money, sell a business or win the lottery.*
- c *Shame, guilt, anger, materialism, addictive/compulsive behaviour, an inability to identify real needs and longings, do meaningful work and form trusting friendships.*
- d *Giving money away, investing money in worthwhile projects.*
- e *Open answers*
- f *Open answers*

2c

- Ask students to do this individually. Encourage students to connect the literal meanings of *disease* and *symptoms* (as covered in 1) with their metaphorical meanings in the article.

- disease, to catch a disease, to contract (a disease/illness) in a mild form, a head cold, to catch affluenza, something is not to be sneezed at, (nasty) symptoms, contagious, painful*

3

- Students should brainstorm their ideas in pairs or groups.
- In your feedback with the whole class, get as many different examples as possible, so that students develop a sense of the different contexts in which it may be appropriate to use that particular language. The key makes just one suggestion for a suitable context, but obviously there are many more.

## Possible answers:

- b *you have fought in a war and had some terrible experiences.*
- c *you trusted somebody, such as a business partner, and they betrayed you in some way.*
- d *a very popular singer, film star or politician to arrive.*
- e *knowing exactly where their teenage children are/finding a good babysitter.*
- f *poverty/the easy availability of drugs.*
- g *to train young people to do different jobs/to attract more foreign investment.*

4a

- Ask students to brainstorm a list of adjectives connected with health and illness. Write these up on the board. The list should include: *healthy, sick, fatal, painful, infectious, contagious.*
- Explain that many of these adjectives collocate, or go together, with particular nouns to make metaphorical meanings. 4a introduces some of the most common ones.
- Ask students to discuss the sentences in pairs.
- During feedback with the whole class, you can introduce some more collocations, e.g. *healthy society/attitude/economy.*

- a *F. A healthy bank account has large sums of money in it, and healthy profits are large profits.*
- b *F. A healthy economy is one that is successful financially.* c *T.* d *T.* e *F. A sick society is one in which there is a lot of violence and lack of respect for other people.* f *T.* g *T.*
- h *F. An infectious grin, laugh or smile is one that spreads quickly from one person to another.*

4b

- Students write questions individually, before asking another student the questions.

## Note

The word *contagious* can be used metaphorically in the same way as *infectious*. However, *infectious* is used usually for something happy, but *contagious* is used for both negative and positive feelings, e.g. *His fear was contagious, and I also started to tremble.*

## Revision activity

Brainstorming page 127

# Infectious laughter

## Health and illness

1 Answer these questions about words connected with health and illness.

- a What is worse, a *wound* or a *bruise*? .....
- b Does a *wound* cause a *scar*, or a *scar* cause a *wound*? .....
- c How bad is a *fatal* illness or accident? .....
- d What *symptoms* do you have if you have a fever? .....
- e What are two possible *symptoms* of *influenza*, or *flu*? .....
- f What *dose* of a painkilling tablet would you take to relieve a *headache*? .....
- g Name a *disease* that does not yet have a *cure*. .....

2a Look at this headline from a newspaper. What do you think the article is going to be about?

'In sickness and in health' is part of the wording used in the traditional marriage service. The headline plays on this familiar phrase.

**Affluenza: in sickness and in wealth**  
 Clare Gascoigne finds that coming into money can often be just the start of your troubles – so much so the problem has even been given a name

2b Read the article and then answer the questions.

**The National Lottery:** a national competition in the UK that raises money through the sale of numbered tickets. The winning numbers are chosen at random on television and the winners receive cash prizes.

**Share option schemes:** schemes in which employees can buy shares in their own company at a preferential rate.

The number of seriously rich people rose by 18% worldwide last year to 7 million. Business success, inheritance and the National Lottery are creating multimillionaires at an astonishing rate. But should we feel envious or sorry for the newly rich? Psychologists talk about a new disease that is sweeping modern Britain: affluenza.

It is a disease that many of us would like to catch, and many of us do contract it in a mild form. Those whose parents owned property in the south-east may well have inherited the financial equivalent of a head cold. Employees who a few years ago signed up for successful share option schemes could now be reaching for a handkerchief.

But this is not true affluenza. Those who catch it suddenly, whether through inheritance, selling a business or winning the lottery, face problems that are not to be sneezed at. Jessie O'Neill, an American psychologist, lists a catalogue of nasty symptoms: 'shame, guilt, anger, rampant materialism and all manner of addictive/compulsive behaviour.'

Worse still, affluenza seems to be contagious within families. Says O'Neill: 'The psychological dysfunctions of affluenza are passed from parent to child.'

Ronit Lami is a psychologist working with Allenbridge, a firm of independent financial advisers, to develop psychological services to help wealthy clients overcome the difficulties of having a great deal of money.

She points to a 'painful inability to identify real needs and longings, not to mention doing meaningful work or occupation' as problems.

'Others find it difficult to establish authentic and trusting friendships, whereas some simply cannot handle their inheritance.'

(from *The Financial Times*)

- a What is 'affluenza'? .....
- b Who is most likely to 'catch' affluenza? .....
- c What do people with affluenza suffer from? .....
- d Can you suggest any cures for affluenza? .....
- e Is affluenza a problem in your country? If so, who does it affect? .....
- f Would you like to catch affluenza? Why? .....

2c Read the article again, and make a list of all the words and phrases connected with health and illness which are used metaphorically.

.....  
 .....

# Infectious laughter

## Health and illness

3 Here are some more words and phrases connected with health and illness which can be used metaphorically. Complete each explanation of the word or phrase by giving a suitable example.

- a If you are **wounded** by what somebody says or does, then you feel upset by their words or actions. e.g. *If somebody says very unkind things about you* .....
- b If you are **scarred** by an unpleasant experience, then you feel permanently affected by it. e.g. ....
- c If you are **bruised** by an experience, then you feel upset or emotionally harmed and you may find it difficult to trust people. e.g. if .....
- d If somebody is in a **fever** of excitement, impatience, etc., then they feel very strongly about something. e.g. if a crowd is waiting for .....
- e A **headache** is an annoying problem that causes you worry over a period of time, and that you cannot solve easily. e.g. parents say that the biggest headache for them is .....
- f A **symptom** is a problem caused by an even more serious or general problem. e.g. a high crime rate may be a symptom of .....
- g A **cure** is something that improves a bad situation or solves a problem. e.g. a cure for unemployment might be .....

4a Are these sentences true or false? Write T or F.

- a A **healthy bank account** has huge amounts of money in it and **healthy profits** are small profits. ....
- b A **healthy economy** is one in which all medical treatment is free. ....
- c A **sick joke** is a joke that talks about death or suffering in an unpleasant way. ....
- d A **sick economy** has lots of serious financial problems. ....
- e A **sick society** is one in which adults have lots of diseases. ....
- f A **fatal mistake** or **error** has a very bad or serious effect, as does a **fatal decision**. ....
- g A **painful mistake, decision, memory** or **experience** is very upsetting, and can cause a lot of unhappiness. ....
- h If somebody has an **infectious grin, laugh** or **smile** they pass on germs to other people when they grin, laugh or smile. ....

4b Write some questions using the collocations in 4a.

- Who has the most infectious smile you know?
- Which country has a really healthy economy at the moment?
- .....
- .....
- .....

Discuss these questions with another student.

## Suggested level

Advanced

## Aims

to increase students' awareness of words for parts of the body and how they are used figuratively in English

## Word list

backbone (of an organisation), body, head (of a college/department), mother tongue, skeleton (staff/service), sharp/silver tongue, to face the music, to head (an organisation), not to be able to stomach something, to shoulder something, cold-hearted, half-hearted, light-hearted, spineless, warm-hearted, with teeth

## Preparation

Photocopy one set of the Student Pages for each student in the class.  
Bring in dictionaries for 2.

## In class

1a

- Ask students in pairs to speculate about the context for the cartoon.
- Each pair reports their idea to the whole class.

1b

- Ask students to read the text quickly for gist.
- Discuss with the whole class whether any of the ideas in 1a were correct or not.

1c

- Ask students to do this activity individually.
- When doing feedback, note down all the 'body' words on the board.

**Key** head, facing, backbone, skeleton, shouldering, tongue, cold-hearted, body, spineless, stomach, teeth

- Check that students know the literal meanings of all the words on the board where they exist, and explain any if necessary.

1d

- Ask students to do this in pairs or groups.
- During whole-class feedback, encourage the students to make the connection between the literal and metaphorical meanings of the words. For example, the metaphorical meaning of *spineless* comes from the idea that a person's spine supports the body.
- Point out any important collocations for the vocabulary (see the Notes).

**Key** a spineless b shouldering c head d tongue  
e backbone f cold-hearted g body h skeleton  
i with teeth j not to be able to stomach something

2

- Divide students into pairs or groups, and ask them to try to find the answers to the questions as quickly as possible. They can use dictionaries. The first team to find all the answers should shout out 'bingo'.
- Once one team has shouted 'bingo', go over the answers with the whole class, with each team getting two points for each 'body' phrase correctly explained. The team with the most points is the winner.

- Key**
- a 'A silver tongue' is a rather old-fashioned/literary way of describing somebody who speaks eloquently and beautifully; 'a sharp tongue' describes somebody who speaks unkindly and aggressively; 'a mother tongue' is a rather literary word for your first language.
  - b They are both the most reduced, basic version of something.
  - c light-hearted: cheerful and not worried, cold-hearted: unsympathetic, warm-hearted: generous and kind, half-hearted: without much effort or enthusiasm.

3

- Check that students are clear about the meaning of *metaphorically*.
- Give students a few minutes to think about their own language. You could write the following headings on the board to help them: Part of the body in English, Part of the body in your own language, Metaphorical uses.
- During discussion with the whole class, encourage any cross-cultural comparisons.

4

- Students can work either individually or in small groups on this activity. If you are short of time, it can be done as homework.
- Once it has been completed, organise students into bigger groups and ask them to read each other's completed versions, before deciding on which versions were the most original and the most plausible.

## Suggested answer

**Key** Desperate shortage of nurses: A new advisory body has been set up to investigate the shortage of nurses. It is headed by Laurie Bennett, a former nurse. He said recently, 'Let's face it – the whole system of health care is close to collapse. A skeleton staff has had to shoulder an extremely heavy workload. This is totally unacceptable, as hospitals are the backbone of the health service, and should be properly supported. If the government cannot stomach paying nurses properly, they should stop pretending to be in favour of a decent health service. We shouldn't be half-hearted about it! We want better pay for nurses, subsidised housing and flexible working hours.'

5

- Ask students to discuss the riddles in groups before supplying the correct answers.

## Suggested answers:

**Key** a a match b a river c a saw d a clock e a shoe

## Notes

- Common collocates are: governing body, student body, independent body, to shoulder the burden of the responsibility of.
- The verb *form* is frequently used with *backbone*, e.g. 'The clothing industry forms the backbone of the economy.'
- See Unit 2 The heart of the matter (page 8) for more figurative language connected with parts of the body.

Revision activity  
Matching collocations page 127

# Facing up to it

## Parts of the body

1a Look at this cartoon from the Longthorpe College student newspaper. What is it referring to? Discuss your ideas.



1b Read this article from the same newspaper which appeared two weeks later. Discuss whether any of your ideas in 1a were correct.

### FACING THE MUSIC

Patricia Norton, head of the Longthorpe College of Physical Training, was last night facing a possible two-year jail sentence for embezzlement. The college, which trains fitness instructors, sports coaches and PE teachers, yesterday fired Ms Norton, aged 42.

Over the last two years Ms Norton had claimed that government spending cuts had made it necessary to lay off 20% of the staff. The governing body, on Ms Norton's recommendation, fired 30 lecturers, who for years had formed the backbone of the college. A skeleton staff attempted to continue teaching, but they found that the strain of shouldering the responsibilities was intolerable.

They claimed that they were constantly in fear of Ms Norton's 'sharp tongue' and her 'cold-hearted contempt for students'. Last month they all resigned, and it seemed that the college might have to close. Then yesterday came the shocking news that Ms Norton was to be prosecuted for embezzling thousands of pounds, and the governing body announced that she had been fired.

Warren Gates, who heads the student union, said last night: 'There is huge relief that Ms Norton has finally gone. But she worked with other members of the governing body, who have shown themselves to be utterly spineless. They just agreed with whatever she wanted. We cannot stomach the fact that they still control the college, and we call on all of them to resign. We want a new governing body - this time, one with teeth!'

1c Read the article again, and underline all the words and phrases connected with the body.

1d Answer the questions about the words or phrases used in the article.

Which word ...

- a is an *adjective* that means 'lacking courage and determination'? .....
- b comes from the part of the body on which people can carry heavy weights, and so is often used to describe 'carrying' a burden or responsibility? .....
- c is a *noun* used to refer to the person in charge of a particular organisation? .....
- d is a *noun* used with an adjective to describe a person's way of expressing their opinions and feelings about other people? .....
- e is the *noun* used for the part of the body that is in the back and is used metaphorically to describe something that is the strongest part of an organisation? .....
- f is an *adjective* that means 'lacking in sympathy'? .....
- g is a *noun* used to describe a group of people who have joined together? .....
- h is a *noun* used for the part of the body which supports everything else and is used metaphorically to mean something reduced to the bare essentials? .....

Which phrase ...

- i includes the part of the body with which you bite, and so refers metaphorically to an organisation that works properly because it is powerful and effective? .....
- j includes the part of the body that can make you feel sick and which is used in the negative to show that you find it hard to accept something? .....

# Facing up to it

## Parts of the body

2 Answer these questions.

a What's the difference between a silver tongue, a sharp tongue and a mother tongue?

.....  
.....  
.....

b What do a skeleton staff and a skeleton service have in common?

.....

c What are you if you are: light-hearted, cold-hearted, warm-hearted or half-hearted?

.....  
.....

3 Think about the words for parts of the body in your own language. Are any of them used metaphorically, either on their own or in phrases? If so, are they used in the same way as in English?

4 Complete this newspaper article. Use your imagination.

..... (Write a headline here!)

A new advisory body has been set up to .....

..... It is headed by .....

..... He said recently, 'Let's face it – the whole system .....

.....' A skeleton staff has had to shoulder .....

..... This is totally unacceptable, as .....

is/are the backbone of the ..... and should .....

If the government cannot stomach ..... they should .....

We shouldn't be half-hearted about it! We want .....

.....

.....

.....

5 What are the answers to these riddles?

a What has a head but cannot think? .....

b What has a bed but never sleeps,  
And has a mouth yet never eats? .....

c What has teeth but cannot eat? .....

d What has a face, but no mouth? .....

e What has a tongue that never talks,  
Has no legs but always walks? .....

Do you know any similar riddles to tell the other students in the class?

## Suggested level

Advanced

## Aims

- to explore associations for animals which may differ cross-culturally
- to introduce and practise verbs and adjectives connected with animals that are used to describe people and behaviour

## Word list

to ape somebody, to ferret something out, to hare off, to hog something, to horse around/about, to hound somebody, to rat on somebody, to squirrel something away, to wolf something down, catty, cocky, mousy, mulish, owlsh, sheepish

## Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 2b.

## In class

## 1a

- Explain to students that this may be quite an easy activity, but it is intended to lay the groundwork for the rest of the unit.
- Ask students to work in pairs on the activity before you do feedback with the whole class.

a hog b rat c ape d squirrel e wolf  
f hound g hare h horse i ferret

A hog is a type of male pig, whereas a pig can be male or female.

A hound is a type of dog used for hunting.

## 1b

- Ask students for their associations for a particular animal, and give some examples of your own associations.
- Ask students to work in pairs, and encourage students to suggest both typical habits/behaviour of that animal (e.g. hounds hunt) as well as qualities that the animal is considered to have (e.g. in Britain, rats are disliked because they are thought to be dirty).
- During feedback, encourage students to compare their associations with those of other students. To what extent are the associations personal, and to what extent are they cultural? In a monolingual class, compare the way a particular animal is perceived in English and by the students. In a multilingual group, encourage discussion about the way different animals are perceived in different countries.

## 2a

- Ask students to complete this activity in pairs or small groups.
- Encourage students to use not only the pictures to help them guess, but also possible associations from 1b. e.g. a hare runs very fast, and therefore *to hare off* suggests rapid movement away from something; in English a pig/hog is thought to be greedy and selfish, hence *to hog something* means using something greedily and without sharing.
- Do feedback with the whole class, asking students to explain why they chose the answers they did.

a horsing b ape c ratted d squirrel e hogs  
f hounded ('dogged' is also possible) g haring  
h wolfed i ferret

## 2b

- Ask students to work in groups, matching the verbs and definitions.
- Check the answers in whole-class feedback.
- Point out to students that some of the verbs used in the activity are informal, e.g. *to wolf something down*, *to hare off*, *to hog something*, *to rat on somebody*.

a to squirrel (something) away  
b to hare off  
c to wolf (something) down  
d to horse around/about  
e to ape somebody  
f to rat on somebody  
g to hog something  
h to ferret (something) out  
i to hound somebody

## 2c

- Encourage group discussion of differences between the students' own languages and English.

## 2d

- Students can write this in pairs, before reading their paragraph out to the class.

## 3a

- Encourage students to draw on any associations for the animals here to guess the meanings of the adjectives.

## 3b

- Ask students to work in pairs and then do whole-class feedback.

a mulish b owlsh c cocky d catty e sheepish  
f mousy

- Point out to students that *mousy* means quiet and rather dull when used to describe a person, but *mousy hair* is medium-brown in colour, dull and boring.

## 3c

- Ask students to work in pairs, and then report back to the whole group.

## 4

- Ask students if they know what a fable is (it's a short story that teaches a moral), and tell them one, preferably one involving animals, e.g. an Aesop's fable.
- Ask them to choose one of the proverbs, and to write a short fable which illustrates it. Stress that they should *not* include the actual proverb in the fable, but that they can include a moral at the end of the fable. The moral should give the meaning of the proverb, but in different words.
- Set a time limit, and when it is up, ask students to read their fables out to the class. Other students have to guess which proverb the fable illustrates.

## Note

The proverbs in 4 are known by native speakers of English, but are not used very frequently, as they are likely to be considered rather clichéd.

## Extension activities

Discussion about animal words page 130  
Creating a cartoon strip page 130

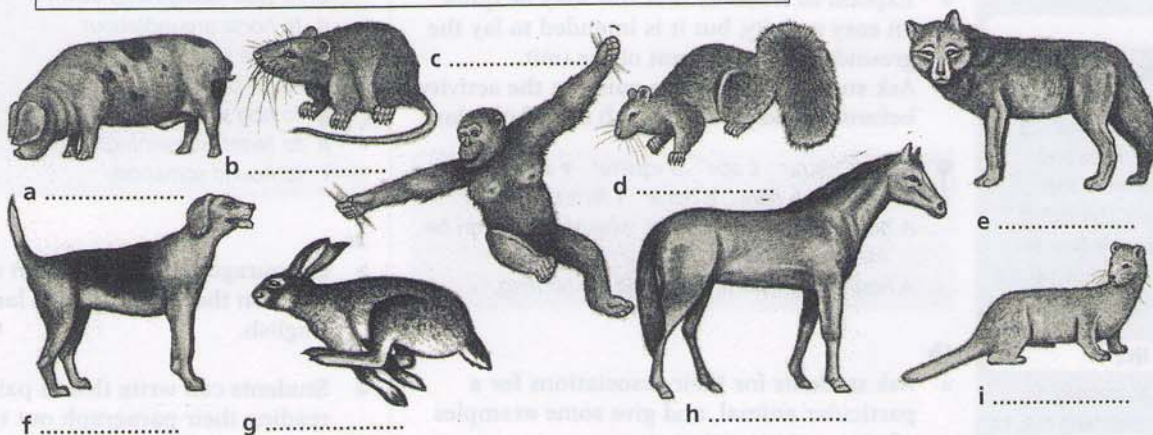


# Horsing around

## Animals

1a Label the animals below with the words in the box. Then answer the questions.

ape ferret hare hog horse hound rat squirrel wolf



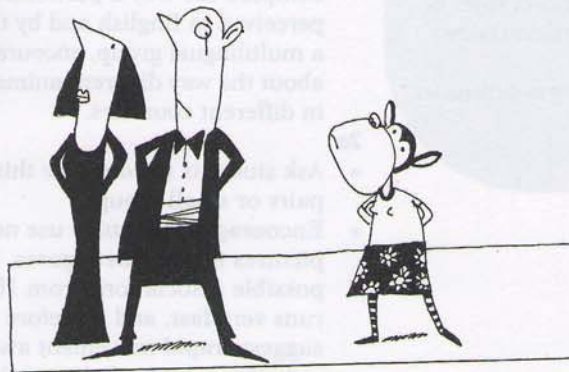
Is a hog a type of pig? Or is a pig a type of hog? .....  
 Is a dog a type of hound? Or is a hound a type of dog? .....

1b What habits and qualities do you associate with the animals in 1a? Discuss your ideas with other students. Do you all agree?

2a The animal words in 1a and 1b can be used as verbs or as part of phrasal verbs that describe different kinds of human behaviour. Look at these cartoons and complete each caption with an animal word.



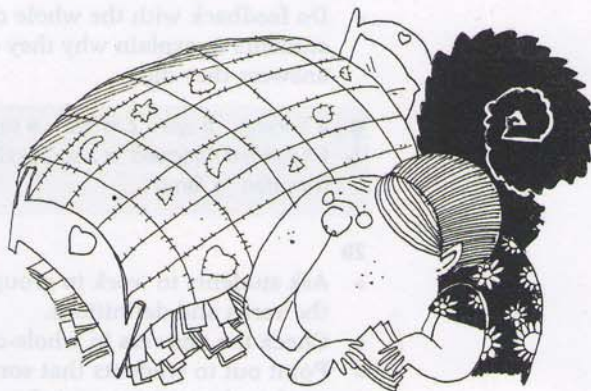
a 'Stop ..... around or you'll break something!'



b 'She was always trying to ..... those she felt to be her social superiors.'



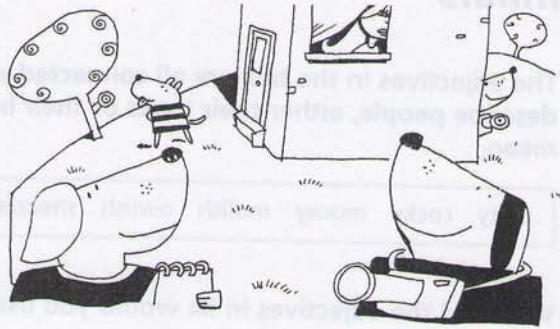
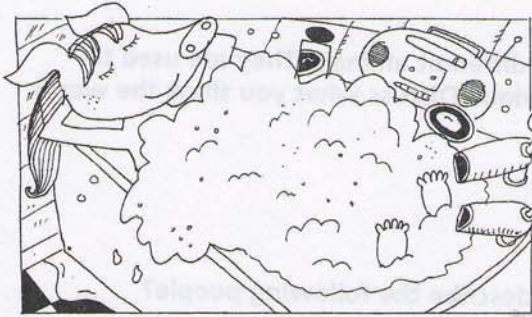
c The police arrested the man for smuggling after one of the gang ..... on him.



d She didn't believe in banks, and preferred to ..... away all her money under her mattress.

# Horsing around

## Animals



e What irritates me most about my teenage daughter is the way she ..... the bathroom for hours on end, so that nobody else can use it.

f She has been relentlessly ..... by the press since her marriage broke up.



g He went ..... off to the shops before I could even tell him what we needed.

h They were so hungry they that they ..... down their lunch in a few minutes.

i Years later, he managed to ..... out the details of his father's real name and date of birth!

### 2b Match the verbs in the box with the definitions below.

to ape somebody    to ferret (something) out    to hare off    to hog something  
 to horse around/about    to hound somebody    to rat on somebody  
 to squirrel (something) away    to wolf (something) down

- a to keep something in a safe place so you can use it later .....
- b to run away very fast .....
- c to eat something quickly and in big pieces .....
- d to act or play roughly and noisily .....
- e to copy somebody's behaviour in a silly way .....
- f to betray somebody, especially by telling somebody in authority about something wrong that person has done .....
- g to keep or use something selfishly .....
- h to discover a piece of information that is usually difficult to get .....
- i to keep following somebody and disturbing them .....

2c How many of the verbs in the list can you translate into your own language? Do they have the same meaning in your language that they have in English?

2d Complete the following paragraph in pairs by using at least three of the animal verbs from the list in 2b.

*I'm glad that Bill Lane has finally left the company. I really disliked the way he was always hogging the one phone that we share in the office. He*

.....

.....

.....



### Suggested level

Advanced

### Aims

- to introduce and practise some cooking terms (e.g. *to dilute*) that can be used metaphorically
- to expose students to some idioms connected with food (e.g. *to have your cake and eat it*)

### Word list

to boil over, to cook someone's goose, to dilute (a principle/quality), to end up in the soup, to give somebody a roasting, to grill somebody, to have a bone to pick with somebody, to have your cake and eat it, to let somebody stew, not to give a sausage for anyone, to simmer down, to simmer with anger/hatred, to turn sour, to use your loaf, fishy, half-baked (ideas/plans), a good/bad egg, as easy as pie, food for thought, ham actor, on a plate, the cream of society

### Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 4b and 4c.

### In class

1

- Explain to students that this activity revises literal meanings of vocabulary connected with food and cooking.
- Do the first two examples with students to check they understand the activity.
- Encourage students to work in pairs before you do feedback with the whole class.

**Key** The examples that are not logical and do not make sense are:

- a *As grilling is putting food close to very strong, direct heat it would be impossible to grill chops for an hour without them getting badly burned.*
- c *Cakes are baked, not roasted, although both methods of cooking involve cooking by dry heat in the oven.*
- f *To simmer something means to cook something slowly in liquid that is just below boiling point, so if you cooked vegetables like this for one hour they would not remain raw.*
- g *A stew is made by slowly cooking meat and vegetables together in a liquid, so simply frying the meat would not make a stew.*

2

- Explain to students that in English many words connected with preparing or cooking food can be used metaphorically. For example, many of the words that describe using heat to cook food can also be used to describe strong feelings.
- Instruct students to work on the activity in pairs.
- Encourage discussion as to how far the literal meaning of the word helps in understanding its figurative meaning, e.g. the metaphorical meaning of *to dilute* may be fairly clear from its literal meaning, whereas the metaphorical meaning of *to grill* may be a lot less obvious.

**Key** a 2 b 1 and 3 (NB 2 may happen in some situations, but not in all)  
c 2 and 3 d 3 e 3 f 2 and 3 g 1 and 3 h 1

3

- Organise students in pairs for this activity.
- During the activity, monitor unobtrusively, noting down any points for later discussion.
- During feedback, note clear or interesting examples used by students as well as pointing out any inappropriate uses of the vocabulary.

4a

- Explain the term *ham acting* (an informal term meaning 'bad acting which is done with too much false emotion').
- Ask the students to predict what the text is about. The title suggests that the text will be both humorous and full of informal language.

4b

- Ask students to work individually.
- When doing feedback, point out to students that most of the idioms are informal, and some are even slang, e.g. *to use your loaf*.

**Key** *the cream of society, A good egg, have his cake and eat it, on a plate, as easy as pie, used his loaf, turned sour, didn't give a sausage for, ended up in the soup, his goose was cooked, had a bone to pick with him, acting fishy, grilled, half-baked, gave him a real roasting, food for thought*

4c

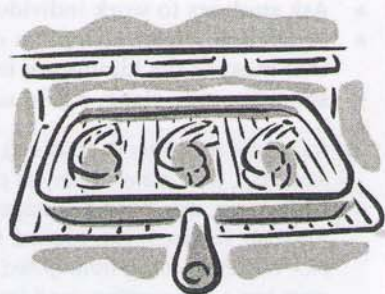
- Students do a) in pairs.
- Explain to students that in the text, the writer is having a bit of fun with food vocabulary and that not all the idioms are in common use today. Discuss b) with the students before they write the sentences.
- When doing c) students should be encouraged to be ham actors and to perform the extract with as much melodramatic, false emotion as possible.

4d

- Ask students to brainstorm 'crimes of cooks' individually before reporting their ideas to the whole class (e.g. using salt instead of sugar, stealing food, poisoning the soup).
- Students write up their texts individually, and once you have checked them they can be circulated and read by other students.

### Notes

- These idioms are now considered rather dated: a *good/bad egg, not to give a sausage for anyone, to end up in the soup*.
- The slang expression *to use your loaf* originates from Cockney rhyming slang where *use your loaf (of bread)* means *use your head*.
- See Unit 7 A recipe for success (page 26) for more figurative language connected with food.



1 Read these instructions. Which ones do not make sense? Give your reasons why.

- Grill the lamb chops for at least an hour on each side. ....
- This orange squash can be diluted by adding 5 parts of water to every 1 part of squash. ....
- Roast the cake in a 180 °C oven (350 °F) for 30 minutes or until golden brown.....
- Heat the milk gently until it boils. ....
- Add the sifted dry ingredients to the mixture, and then bake in a greased and floured 9-inch square tin for 40 minutes. ....
- Cover the casserole with a lid and simmer gently for 1 hour so that the vegetables remain raw. ....
- To make this meat stew, fry the steak in a heavy-bottomed pan until brown, and then serve immediately with a green salad. ....

2 Many words for preparing or cooking food can be used metaphorically. In these questions, guess the metaphorical meanings of the words and expressions and circle the correct answer(s).

- |   |  |
|---|--|
| <p><b>a</b> To <b>dilute</b> a belief, principle or quality means</p> <ol style="list-style-type: none"> <li>to increase it.</li> <li>to make it weaker.</li> <li>to strengthen it or make it more effective.</li> </ol>  | <p><b>e</b> If somebody <b>grills</b> you, they</p> <ol style="list-style-type: none"> <li>give you lots of complicated instructions.</li> <li>ask you lots of questions in a kind, friendly way.</li> <li>ask you lots of detailed questions in a pressurising way.</li> </ol>  |
| <p><b>b</b> If a situation <b>boils over</b>,</p> <ol style="list-style-type: none"> <li>people become extremely angry and excited.</li> <li>large crowds start to gather.</li> <li>it starts to get out of control.</li> </ol>   | <p><b>f</b> If somebody <b>gives you a roasting</b>, they</p> <ol style="list-style-type: none"> <li>praise you warmly.</li> <li>criticise you strongly.</li> <li>are annoyed or angry with you.</li> </ol>  |
| <p><b>c</b> If you <b>let somebody stew</b>, you</p> <ol style="list-style-type: none"> <li>do something that reduces their anxiety.</li> <li>deliberately leave them to worry about something for a while.</li> <li>deliberately don't show any sympathy or offer to help them.</li> </ol> | <p><b>g</b> If somebody's ideas, plans or opinions are <b>half-baked</b>, they are</p> <ol style="list-style-type: none"> <li>not properly planned.</li> <li>fresh and original.</li> <li>usually impractical and stupid.</li> </ol>   |
| <p><b>d</b> If somebody <b>simmers down</b>, he or she</p> <ol style="list-style-type: none"> <li>becomes very exhausted.</li> <li>has used up all their energy.</li> <li>stops being so angry about something.</li> </ol>  | <p><b>h</b> If you are <b>simmering with anger, hatred or resentment</b>, it means that</p> <ol style="list-style-type: none"> <li>you feel anger, hatred or resentment very strongly and you just manage not to express them openly.</li> <li>you no longer feel anger, hatred or resentment</li> <li>you express these feelings openly and clearly.</li> </ol> |

**3 Discuss these questions with another student.**

- a Suggest two ways in which the police could dilute people's fears about crime.
- b Suggest one way in which teachers could prevent an argument between two students from boiling over into a fight.
- c Have you ever let somebody stew? When, and why?
- d Suggest two situations in which one person might grill another.
- e Name two situations in which somebody might give you a roasting. Has this ever happened to you?
- f Describe a half-baked idea or plan that somebody you know has had. What was it? Why was it half-baked?
- g Suggest a way to stop your colleague simmering with resentment about how much work they have.

**4a You are going to read a text called *The Cook's Tragedy: A Short Play for Ham Actors*. What do you think it's going to be about?**

**4b Read the text and underline all the words or phrases connected with food.**

### The Cook's Tragedy

A Short Play for Ham Actors

by Brian Patten

- A: I once knew a cook who moved among the cream of society.
- B: A good egg?
- A: Unfortunately he thought he could have his cake and eat it.
- B: You mean he wanted everything on a plate?
- A: Exactly. He thought life was going to be as easy as pie.
- B: Obviously he never used his loaf.
- A: One day, when the chips were down, he turned sour.
- B: I suppose he became a fast liver?
- A: He didn't give a sausage for anyone.
- B: No doubt he ended up in the soup?
- A: Of course. He realised his goose was cooked when he heard the police had a bone to pick with him.
- B: You mean he was acting fishy and they grilled him?
- A: He told them a half-baked story and they gave him a real roasting.
- B: Such lives are food for thought.

# Food for thought

## Cooking and food

4c Read *The Cook's Tragedy* again, and do the following:

- a Guess the meaning of any words or phrases connected with food, and discuss them with another student. Or look up the meaning of any words or phrases you don't know in a dictionary, and then explain some of them to another student.
- b Discuss with your teacher which phrases are a bit outdated and which ones are not. Choose three phrases that you think are most useful to you and write sentences using them.

.....  
 .....  
 .....

- c Read the text aloud with another student. Remember it is a tragedy for ham actors! Use lots of expression in your voice and gestures!

4d What do you think was the cook's crime in *The Cook's Tragedy*? We don't know, but write your own ideas.

.....  
 .....  
 .....

Use your ideas to complete this newspaper article.

### Famous cook .....

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
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### Suggested level

Advanced

### Aims

- to introduce some common idioms in English
- to explore the origins of these idioms
- to provide reading and speaking practice

### Word list

a feather in your cap, a red herring, a white elephant, to be sold down the river, to be worth his/her salt, to bury your head in the sand, to get the sack, to lose your/the thread, to pass the buck, (to put it) in a nutshell, as different as chalk and cheese, full of beans, the last straw/the straw that breaks the camel's back

### Preparation

- The reading text in this unit is a jigsaw reading. Therefore, photocopy each of the texts for Student A, Student B and Student C for one-third of the students in the class.
- Photocopy one set of Questions for each student in the class.
- Write these three expressions on slips of paper to distribute to students: *a feather in your cap*, *to get the sack*, *to be sold down the river*. There should be enough slips for one per group.
- Bring in dictionaries if necessary.

## In class

### Before doing the jigsaw reading

- Explain to students the meaning of the phrase *a red herring* (something that is not important which is mentioned to take people's attention away from the main idea being talked about), and ask them to guess where it came from (see the Notes).
- Point out that many idiomatic expressions in English had their origins in a literal meaning. Explain that in this unit students will get the chance to hear some suggestions about the origins of some of these expressions, and to discuss them.
- Divide the students into three groups: A, B and C. If you have a large class, divide them into six or nine groups.

### Jigsaw reading

- Give each student in Group A a copy of the text marked Student A, Group B the texts marked B, etc. Give each student in the class a copy of the Questions.
- Explain to students that they should read their texts and answer as many of the questions as they can. As this is a jigsaw reading, they will only be able to answer some of the questions, but they will need to help other students with these questions later, so they need to be sure they can answer 'their' questions properly.
- Monitor the groups unobtrusively, helping students with any difficulties in comprehension.
- When the groups have answered as many questions as possible (each group should manage three questions), redivide the students into new groups. Each group should consist of at least one student from the original Groups A, B and C.
- Instruct students to work through *all* the questions on the sheet, taking turns to explain the correct answers to each other.

### For meanings, see Student Pages.

- a *To be worth his/her salt. Roman soldiers used to be paid partly in salt, which they thought was good for their health.*
- b *To bury your head in the sand.*
- c *Full of beans.*
- d *The king of Siam in order to punish his courtiers; a white elephant.*
- e *Theseus, to find his way out of the Minotaur's maze. To lose your/the thread.*
- f *(To put it) in a nutshell.*
- g *Chalk is hard and cannot be eaten; cheese is soft and edible. The expression 'as different as chalk and cheese' came from this.*
- h *The last straw/the straw that breaks the camel's back.*
- i *Nineteenth-century American card players. To pass the buck.*

- Discuss with the whole class how convincing they find the explanations for the origins of the expressions.

### After the jigsaw reading

- Divide the students into the same three groups, A, B, C, again.
- Give each group a slip of paper with one of the expressions mentioned in the Notes.
- Instruct the students to look up the meaning of their phrase in a dictionary if necessary. They should then write a short paragraph inventing the origin of the phrase. Set a time limit for doing this.
- When the time limit is up, ask each group to read out their paragraph. Then give students the explanations in the Notes, and ask them to compare the invented version with it. Alternatively, you could read the paragraphs invented by the students, and the explanations in the Notes without disclosing which is which. The other students in the class then have to vote on which explanation for the origins of the phrase is the most likely.

### Notes

- Many common idioms in English with figurative meanings come from a situation, story or historical event in which their original meaning was literal. Over the years, the literal meaning has been forgotten (and the origin is often disputed by linguists and dictionary writers). While it is not important to be aware of the origins of an idiomatic phrase, it can be an interesting and memorable way of learning that phrase.
- A red herring* As part of the training of hunting dogs, a red herring (a smoked fish with a very strong smell) was sometimes put in the path of the dogs to confuse them. This way the dogs were gradually trained to follow certain scents only.
- A feather in your cap* In the Battle of Crécy in 1346, the English Black Prince was awarded a crest, showing three ostrich feathers, for his bravery. Later, any knight who fought well was allowed to wear a feather in his helmet.
- To get the sack* Years ago workmen used to own the tools of their trade, and carry them round in a sack. When they got a job, their employer would look after their tools for them, but when the worker was no longer needed he would be given back his sack.
- To be sold down the river* In the American South, slaves were taken from their homes and families and sent down the Mississippi River to the slave markets in New Orleans. Conditions there were very harsh.

### Revision activity

Dictating gapped sentences page 128



## Student A

## to be worth his/her salt

**Definition:** to deserve respect and the money you earn for doing a good job

**Example:** Any police officer worth his salt would have chased after the thieves, but he was too lazy. In Roman times, salt was thought to be vital for good health, but was often very difficult to obtain. As a result, soldiers were paid their wages partly in money and partly in salt. Later on, soldiers were given an allowance so that they were able to buy the salt themselves.



## (to put it) in a nutshell

**Definition:** an expression used when you are summarising or condensing the most important facts about something in the fewest possible words

**Example:** '... And that, in a nutshell, is the plot of one of the most complicated plays in the English language,' she concluded hurriedly.

We owe this expression to a famous Roman writer, Pliny the Elder, who lived 2,000 years ago. Pliny wrote many works, but the only one which survives

is the *Historia Naturalis*. In it, he mentions a copy of Homer's *Iliad*, a very long poem, which was small enough to fit in the shell of a nut. Later, British writers, such as Jonathan Swift and Thomas Carlyle, were fascinated by this reference, and used it in their work. Gradually, people began to use this idea of the nutshell to mean 'very brief' and the expression became part of the English language.

## as different as chalk and cheese

**Definition:** very different; not alike in any way

**Example:** Although they are brothers, they are as different as chalk and cheese.

In 14th-century England, cheese was soft and white; chalk was hard and also white. The words

*chalk* and *cheese* are similar, as they begin with the same sound. Although chalk and cheese had such similarities, they were very different from each other in taste and texture, and this is the point made by this expression.

# In a nutshell

## Origins of idioms

### Student B

#### to bury your head in the sand

**Definition:** to ignore a problem or unpleasant situation because you hope it will go away or get better by itself

**Example:** 'It's no use burying your head in the sand. Someone is stealing money from the company, and we need to do something about it!'

Most people think that this expression comes from the belief that ostriches foolishly bury their heads in the sand in times of danger, as if doing so will

make them safe. In fact, this is not true as they would suffocate if they did this! All ostriches do is lie on the ground with their necks stretched out, so they are harder to see. To a person at a distance it probably looks as if they are burying their heads in the sand. This may have led to an incorrect belief about ostriches, which in turn led to the expression *to bury your head in the sand*.

#### the last straw/the straw that breaks the camel's back

**Definition:** the final problem (often not very important in itself) in a series of problems that finally makes you lose patience, get very angry or give up

**Example:** *The cooker and fridge weren't working, the heating broke down and the last straw was that the roof started leaking! I just burst into tears.*

This expression seems to have originated in the work of the famous English novelist Charles Dickens. In his novel *Dombey and Son*, published in 1848, he says: 'As the last straw breaks the laden camel's back, this piece of underground information crushed the sinking spirits of Mr Dumbly.' Earlier references to this expression have not been discovered, although it has been used by many writers and is now part of the English language.



#### to lose your/the thread

**Definition:** to become confused so that you stop making the connections between events or ideas which are part of a sequence

**Example:** *He was so distracted by the noise of the builders that he completely lost the thread of the story that Rattigan was telling him.*

It is believed that the origin of this expression lies in Greek myths, where a thread is often the means of finding the way through a maze or labyrinth. The most famous story is that of the Greek hero

Theseus, who bravely decided to try to kill the Minotaur. The Minotaur was a monster, half-man and half-bull, which lived in the middle of a maze on the island of Crete. To find his way through the maze, Theseus unwound a ball of thread given to him by Ariadne, daughter of the king of Crete. After killing the Minotaur, he found his way out again by rewinding the thread. So, *to lose the thread* of an argument or story means that you are 'lost in a maze'.

# In a nutshell

## Origins of idioms

### Student C

#### to pass the buck

**Definition:** to pass responsibility on to someone else

**Example:** *The mayor said to reporters today, 'I am not passing the buck to anyone. The decision was mine.'*

The 'buck' in this expression means a knife with a handle made from the horn of a buck (a male deer). In the nineteenth century American card players would pass such a knife around the card table to show who had special responsibility for dealing the cards. From this custom the phrase *pass the buck* came to mean 'to pass responsibility on to somebody else', especially when somebody is afraid



to make a decision for which they can be blamed. The American president, President Truman, therefore had a famous sign on his desk saying 'The buck stops here', meaning that he took ultimate responsibility for making decisions. He seems to have invented the phrase himself, and it has now become part of the language.

#### full of beans

**Definition:** very lively and full of enthusiasm

**Example:** *After her holiday, she seemed full of beans.*

This expression was originally applied to horses that had been fed with beans. They were full of

energy and good health, and ready for exercise. In the mid-19th century the expression started to be used to describe people in good health, with lots of energy and enthusiasm.

#### a white elephant

**Definition:** something which costs a lot of money, but which is completely useless and impractical

**Example:** *The government was accused of spending money on a project which was a white elephant.*

This expression comes from a story about the kings of Siam (present-day Thailand), who kept many elephants to carry loads. A white, albino elephant was very rare and was used only by the king. It was not allowed to be used as a working animal. If

the king wanted to punish one of his courtiers without appearing to do so, he would present him with a white elephant. The courtier would then have to look after the animal at great expense without getting anything in return, as it would have insulted the king to use the elephant to do any work. This story became known in England in the middle of the 19th century when the phrase *a white elephant* began to be used metaphorically.

### Questions

- Which expression originates from the payment given to Roman soldiers? Why? What does it mean? .....
- Which expression is based on a mistaken belief about a bird? What does it mean? .....
- Which expression was originally applied to horses, but not people? What does it mean? .....
- Who gave away white elephants, and why? What expression came from this story and what does it mean? .....
- Who needed a long thread and why? What expression came from the story about him? What does it mean? .....
- Which expression has its origins in a work by a famous Roman writer? What is its present-day meaning? .....
- How are chalk and cheese different? What expression came from this and what does it mean? .....
- Which expression has its origins in the writings of Charles Dickens? What does it mean? .....
- Who used a knife in games of cards? What expression came from this and what does it mean? .....

**Suggested level**

Advanced

**Aims**

- to explore some metaphorical associations for words connected with temperature
- to introduce and practise common expressions and collocations connected with these associations

**Word list**

to be cool towards somebody, to freeze (with fear), to freeze somebody out, to get hot under the collar, to have a hot temper, to keep/lose your cool, to look coldly at somebody, to melt somebody's heart, to take the heat out of (a situation), to warm to somebody, blazing (anger/row), heated (argument/discussion), icy (stare/contempt), lukewarm/tepid (reaction/response), a cold fish, cool as a cucumber; cool, calm and collected; warm (welcome/reception)

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 1b and 4.

**In class****1a**

- Instruct students to work in pairs.
- Explain to students that they should study the two lists of expressions in order to decide which heading applies to which thermometer, e.g. what is a *blazing row*, and what heading best describes its meaning?
- Encourage students to guess the meanings of the expressions, but explain that the precise meaning of each will be analysed in 1b.
- Do feedback with the class as a whole. Explain that the diagrams illustrate that temperature words in English can be used to show two different concepts, that of levels of calm/anger and of friendliness/unfriendliness.

- a** anger or excitement/calm
- b** friendliness or interest/unfriendliness or lack of interest

**1b**

- Explain to students that this activity aims to help them check the meanings of the expressions in 1a.
- Instruct students to work in pairs. Either encourage them to guess the meanings of the expressions or to use dictionaries to check them.
- Do feedback with the whole class. Encourage students to link their answers to the concepts discussed in 1a, e.g. if *you keep your cool*, you stay calm because this expression is in the diagram in 1a illustrating degrees of anger or excitement/calm.

- a** 1 **b** 2 **c** 2 **d** 2 **e** 2 **f** 1 **g** 1 **h** 2 **i** 1 **j** 2 **k** 2

- Point out to students that the expression *to keep/lose your cool* is informal. The word *icy* can include the concepts of both unfriendliness and anger, i.e. an *icy look*, *stare*, etc. is unfriendly and also often annoyed.

**1c**

- Ask students to discuss these questions in pairs.
- Monitor unobtrusively, noting down any errors connected with the temperature expressions.
- When students have had enough time for discussion, write any errors on the board and ask the group to correct them.

**2**

- Write the following expressions on the board: *to freeze*, *to melt somebody's heart*, *cool as a cucumber*, *a cold fish*. (They appear in the quiz.)

- Ask students to first guess their meanings, and then teach the meanings to the class yourself. Point out that somebody normally *freezes* (i.e. stays completely still and quiet) if they are very frightened or shocked.
- Instruct students to work on the quiz individually and set a time limit.
- Ask students to discuss in pairs whether they agree with their emotional temperature or not.

**3**

- In a multilingual class, students speaking the same language could be grouped together for this activity. They should brainstorm their ideas before reporting to the whole class.
- In a monolingual class, this activity could be done first in groups, and then with the whole class.
- Point out that temperature words can also have other meanings in English, e.g. *coldness* is often associated with fear, e.g. *to freeze with fear*, *chilling crime statistics*, *to feel a chill running down your spine*.

**4**

- Explain that in English the brain is often associated with rationality and logic, whereas *blood* is associated with emotions and passion. Also, explain that *o'er* is the archaic word for *over*.
- Ask students to use dictionaries to try to decode the rest of the quotation, before discussing with them if they agree with it or not.

- The rational part of ourselves may make rules to control our feelings, but anger ignores rules.**

**Note**

See Unit 9 Ups and downs (page 32) for more figurative language connected with temperature.

**Revision activity**

Dictating gapped sentences page 128

# Keeping your cool

## Temperature

1a Thermometers usually measure temperature, but the thermometers below measure other things. Which thermometer measures *anger or excitement/calm* and which thermometer measures *friendliness or interest/unfriendliness or lack of interest*? Complete the headings for each thermometer.

	Word/expression		Word/expression	
	<b>blazing</b>	a blazing row blazing anger	<b>warm</b>	a warm welcome/ reception to warm towards somebody
	<b>hot</b>	to get hot under the collar to have a hot temper	<b>lukewarm</b>	a lukewarm/tepid reaction/response
	<b>heated</b>	a heated debate/ argument/discussion/ conversation to take the heat out of the situation	<b>cool</b>	to be cool towards somebody
	<b>cool</b>	cool, calm and collected to keep/lose your cool	<b>cold</b>	to look coldly at somebody
			<b>freezing</b>	to freeze somebody out

- a This thermometer measures .....
- b This thermometer measures .....

1b Using the diagrams in 1a, circle the correct meanings of the expressions in bold.

- |   |   |
|---|---|
| <p>a If you <b>keep your cool</b>, you</p> <p>1 stay calm in a difficult or frightening situation.</p> <p>2 are very unfriendly to the people around you.</p>                     | <p>e If you stay <b>cool, calm and collected</b> in a very difficult situation, you</p> <p>1 are very uninvolved and uninterested.</p> <p>2 are not upset or embarrassed.</p> |
| <p>b If you <b>get hot under the collar</b>, you</p> <p>1 become very warm and friendly.</p> <p>2 become angry and ready to quarrel about something.</p>                          | <p>f If somebody <b>freezes you out</b>, they</p> <p>1 ignore you or deliberately prevent you from taking part in something.</p> <p>2 are rather unfriendly towards you.</p>  |
| <p>c If somebody has a <b>lukewarm reaction</b> to something you suggest, they</p> <p>1 are very pleased about it.</p> <p>2 do not show much interest or excitement about it.</p> | <p>g If you have a <b>heated discussion</b> with a friend, you</p> <p>1 are both angry and excited.</p> <p>2 dislike each other very much.</p>                                |
| <p>d If you <b>have a hot temper</b>, you</p> <p>1 make friends easily.</p> <p>2 get angry very easily.</p>   | <p>h If you <b>warm towards somebody</b>, you</p> <p>1 immediately feel very angry towards them.</p> <p>2 start to like someone and feel friendly towards them.</p>           |

# Keeping your cool

## Temperature

27

- i** If somebody is **cool towards you**, he or she  
1 is unfriendly towards you.  
2 shows no emotions at all.

- j** If you have a **blazing row** with somebody, you are  
1 very noisy and loud.  
2 full of strong feelings, especially anger.

- k** If somebody gives you an **icy stare**, they  
1 look at you in a very sympathetic way.  
2 look at you in an unfriendly and annoyed way.

### 1c Discuss these questions with another student.

- Do you ever lose your cool? If so, in what situations?
- Do you ever get hot under the collar? If so, what makes you feel this way?
- Have you ever needed to take the heat out of a particular situation? If so, when and why?
- Have you been cool to anybody recently? If so, why?
- Has anybody ever frozen you out? If so, who and why?
- Have you met anybody recently that you didn't like much in the beginning? But after a while, you began to warm to him or her? If yes, why didn't you like them in the beginning, and what changed your mind?
- Would you describe yourself as having a hot temper? Do you think other people would describe you as having a hot temper?
- Do you ever have heated discussions, arguments or conversations? If so, what subject makes you so angry, excited or emotional?
- Have you ever had a blazing row with anybody? If so, who was the other person? What was the reason for the row? How did you feel afterwards?
- Has anybody recently had a lukewarm response to a suggestion you made? If so, why? How did you feel about this?
- Have you ever looked coldly at somebody, or given them an icy stare? If so, when and why?

### 2 Answer the questions in this quiz.

#### TAKE YOUR EMOTIONAL TEMPERATURE!

Do you keep your cool in a crisis?

Or do you always get hot under the collar?

Do our heat-sensitive quiz, and find out more about your emotional temperature!

- .....
- |  |   |   |
|--|---|---|
| <p><b>1</b> Your friends are having a heated discussion about a film they've just seen. Do you</p> <p>a just listen to all sides of the argument, and refuse to get involved?</p> <p>b try to take the heat out of the argument by calmly giving your point of view?</p> <p>c join in loudly and aggressively?</p> | <p><b>3</b> A friend of yours is very excited about a prize they've won, but you think that you should have won it! Do you</p> <p>a react in a lukewarm fashion when they tell you the news, and congratulate them half-heartedly?</p> <p>b warmly congratulate your friend?</p> <p>c act very coolly towards them?</p> | <p><b>5</b> A child has just accidentally broken one of your ornaments. She bursts into tears and says how sorry she is. Does this</p> <p>a melt your heart so that you can't be cross with her for very long?</p> <p>b only inflame your already very hot temper?</p> <p>c make you treat her with icy contempt?</p> |
|--|---|---|
- 2** You have an interview for a new job, and are very nervous. You take a taxi to the interview, but on the way there is a lot of traffic. Do you
- a stay cool, calm and collected?
- b have a blazing row with the taxi-driver about the route he has taken?
- c freeze with fear because you might be late?
- 4** Your neighbours often have extremely noisy parties. Do you
- a freeze them out by not inviting them to an important meeting for local residents?
- b lose your cool and start shouting at them every time you see them?
- c warm to them once they finally invite you to one of their parties?
- .....



Give yourself the following points for your answers:

- 1 a 0 b 1 c 2  
 2 a 0 b 2 c 1  
 3 a 1 b 2 c 0  
 4 a 0 b 2 c 1  
 5 a 1 b 2 c 0

Add up your points to find your emotional temperature.

**7–10 points:**

You've certainly got a hot temper. You believe in expressing your fury and often show burning anger. But be careful that you don't overreact in situations where it may be inappropriate to get quite so cross and excited!

**3–6 points:**

On the whole, you know when to stay as cool as a cucumber, and when to get cross ... although you never stay angry for very long. As you're so sensible, you're often asked to take the heat out of others' arguments.

**0–3 points:**

You're a cold fish! You don't even manage a tepid reaction to most situations. Do you need to let your true feelings out a bit more?

Do you agree with the description of your 'emotional temperature'? If not, why not?

- 3 Think about your own language. Does it also have metaphorical meanings for words and expressions connected with hot and cold? Are any of them the same as in English?
- 4 Read this quotation from a play by William Shakespeare. What does it mean? Can you explain it in modern English? Do you agree with it?

*The brain may devise laws for the blood,  
 but a hot temper leaps o'er a cold decree.*

(*The Merchant of Venice*, Act 1, Scene 2, line 43)



## Suggested level

Advanced

## Aims

- to explore ways in which figurative language can be used to describe people
- to introduce and practise similes and idioms used to describe people
- to raise awareness of historical and fictional characters whose names are used metaphorically

## Word list

**Similes:** as bold as brass, as bright as a button, as different as chalk and cheese, as dull as ditchwater, as free as a bird, as fresh as a daisy, as hard as nails, as mad as a hatter, as poor as a church mouse, as tough as old boots, as ugly as sin

**Idioms:** a bright spark, a chip off the old block, a fairy godmother, a knight in shining armour, a live wire, a rough diamond, a shoulder to cry on, a square peg in a round hole, a thorn in somebody's side/flesh, an ugly duckling

**Names of fictional/historical characters used metaphorically:** a Casanova, a Good Samaritan, a Jekyll and Hyde, a Florence Nightingale, a Scrooge, an Uncle Tom

## Preparation

- Photocopy one set of the Student Pages for each student in the class.

## In class

## 1a

- Present the simile *as free as a bird* to students. Explain why it is a simile (see the Glossary on page 3). Explain that there are lots of these similes in English used to describe people.
- The matching activity can be done in teams. Set a time limit. The team with the most correct answers is the winner.
- When doing feedback, tell students about the origins of some of the expressions where the figurative meaning is not immediately clear (see Notes).

a vi b vii c i d ix e ii f x g iv h v  
i iii j viii

## 1b

- Ask students to talk about the questions in pairs or groups before discussing the questions with the whole class.

## 2a, 2b

- Encourage the whole class to guess what the expressions mean, and explain the literal meaning of any that may be unfamiliar to students. e.g. *a live wire* is a wire with electricity running through it.
- Ask students to complete a)–j) in pairs. During feedback, encourage students to explain the meaning of the expression they used.

a a knight in shining armour b a square peg in a round hole  
c a bright spark d an ugly duckling  
e a chip off the old block f a rough diamond  
g a thorn in the side/flesh h a shoulder to cry on  
i a live wire j a fairy godmother

## 2c

- Give students a few minutes to think silently about this question. Students then discuss it in pairs.
- Ask the pairs to report back on their discussion to the whole class.

## 3a

- Discuss with the whole class whether they know the answers to a)–f). Explain that the expressions are all based on historical or fictional characters.
- After students have read the text, discuss the questions again. Encourage students to provide explanations for the figurative meanings of the expressions.

- a A man who has had (or claims to have had) a lot of female lovers.  
b Somebody who helps people in trouble.  
c A person who has two different sides to their personality (good and bad) and changes from one to the other.  
d A person who looks after the sick, usually selflessly.  
e An extremely mean person who keeps all their money for themselves.

- f A black person who is too respectful of the opinions of white people and cooperates with them in a way that is seen as betraying the black community.

Note: a, c, e and f all have derogatory meanings.

## 3b

- Ask students to work in pairs. Each pair can then report their ideas to the whole class.
- Ask them for expressions based on fictional or historical characters used in their own language.

## 4

- Point out that all the idioms and similes covered so far in this unit are used frequently by native speakers of English. However, writers often try to describe people in new ways.
- Instruct students to read the article and answer the questions before you discuss them with the whole group.

- a *relishes the taste of blood, demolishing a steak, enjoys the taste of red meat, savours his steak, methodically tearing it, linger over his beef*  
b *The phrases suggest that he is like a carnivore – very aggressive and merciless.*  
c **Possible answer:** *They're effective because they play on the association in English between carnivores being hungry and merciless. The phrases are common in English, but they are used in a fresh way.*

## 5

- Ask students to do this for homework and to read out their texts in the next lesson.

## Notes

- We say *as poor as a church mouse* because mice living in churches usually go hungry as no food is usually eaten or thrown away in a church.
- We say *as mad as a hatter* because there is an old belief that people who made hats (hatters) often went mad. It is now thought that they may have developed a disease caused by working with mercury, which they used in hat making.
- The expression *a fairy godmother* comes from the story of Cinderella, in which a fairy godmother magically produces a beautiful dress and carriage to take an unhappy young woman to a ball.
- In old stories, *a knight in shining armour* was a nobleman wearing a suit of armour who came to the rescue of a young noblewoman.
- The expression *a thorn in somebody's side/flesh* comes from the Bible: 2 Corinthians 12:7.
- The expression *an ugly duckling* comes from Hans Christian Andersen's story of 'The Ugly Duckling' in which an ill-treated, unhappy duckling turns into a beautiful swan.

**Extension activity**  
Writing poems page 128



# Rough diamonds

## Describing people

1a The simile *as free as a bird* is used in English to describe a person. Do you think it is effective? Why?

Complete these similes by matching the beginnings, a)–j), with the endings, i)–x).

- |                   |                    |
|-------------------|--------------------|
| a as bold as      | i a daisy          |
| b as bright as    | ii nails           |
| c as fresh as     | iii sin            |
| d as dull as      | iv a church mouse  |
| e as hard as      | v chalk and cheese |
| f as mad as       | vi brass           |
| g as poor as      | vii a button       |
| h as different as | viii old boots     |
| i as ugly as      | ix ditchwater      |
| j as tough as     | x a hatter         |

a ..... b ..... c ..... d ..... e ..... f ..... g ..... h ..... i ..... j .....

1b Which of the similes in 1a:

- could you use to describe a member of your family?
- could you use to describe one of your friends?
- do you like the most? Why?
- can be translated directly into your own language?

2a The expressions in the box can be used to describe people. Guess what they mean.

a bright spark a chip off the old block a fairy godmother a knight in shining armour  
 a live wire a rough diamond a shoulder to cry on a square peg in a round hole  
 a thorn in somebody's side/flesh an ugly duckling

2b Complete these descriptions of people with the expressions in 2a.

- a When Jenny lost her job, Paul helped her to find a new one, lent her money and gave her a lot of encouragement. He really is .....
- b She's a very methodical person but she doesn't have any imagination. And now in this job she's expected to be very creative. Definitely, a case of .....
- c You're .....! You left the car windows open so the rain got in!
- d My cousin was ..... She was such a shy, gawky little girl, but she's grown up to be a really poised and beautiful young woman.
- e He's exactly like his dad, with the same blue eyes and sense of humour. Very much .....
- f It's taken me a while to realise that under that gruff manner and rough appearance he's actually a very kind person. He's what you'd call .....
- g She campaigned relentlessly against smoking and became ..... of the tobacco companies. They hate her for the trouble she's caused them.
- h Whenever I've felt miserable, she's listened sympathetically to all my problems and I know I'm not the only person for whom she's .....
- i The kid is so lively and active that we had a lot of trouble keeping him quiet at the play. His dad is right to describe him as .....
- j I always think of her as ..... since the time I arrived penniless in London, and she found me both a job and somewhere to stay.

# Rough diamonds

## Describing people

28

2c Would you use any of the expressions in 2a to describe yourself? If so, which one(s) and why?

3a What does it mean in English when we describe somebody as these people?

- a a real Casanova
- b a Good Samaritan
- c a Jekyll and Hyde character
- d a Florence Nightingale
- e a Scrooge
- f an Uncle Tom

Read this information, and use it to guess the meaning of the expressions above.



Dr Jekyll and Mr Hyde



Florence Nightingale



Scrooge

**Casanova (1725–98)** A Venetian adventurer and writer. He travelled widely and supported himself by gambling and spying. A man of wide interests, his reputation rests on his memoirs which mainly describe his sexual exploits.

**The Good Samaritan** A character in the Bible story (Luke 10, verses 30–37) as told by Jesus. The Good Samaritan gives help and money to a man who has been robbed and beaten, after two other people have passed by without helping.

**Dr Jekyll and Mr Hyde** The title of a novel by Robert Louis Stevenson, published in 1886. It tells the story of a man with two opposing natures, one good (Dr Jekyll) and one evil (Mr Hyde).

**Nightingale, Florence (1820–1910)** An English nurse, the founder of modern nursing. Her life was dedicated to the care of the sick and those wounded in war. She organised a unit of 38 female nurses for the Crimean War, and by the end of the war she had become a legend. In 1860 she established a nursing school at St Thomas's Hospital in London.

**Scrooge** An unpleasant old man in Charles Dickens's story *A Christmas Carol* (1843). He is extremely ungenerous, and refuses to participate in Christmas activities that other people find enjoyable.

**Uncle Tom** The name of the main character, a black slave, in Harriet Beecher Stowe's novel *Uncle Tom's Cabin* (1852). He is very kind and respectful, but is badly treated by his owner.

3b Do you know anybody who fits one of the expressions in 3a? Describe their behaviour and explain why they fit the expression.



### Suggested level

Advanced

### Aims

- to explore and critically analyse some examples of metaphorical language in advertisements
- to raise awareness of visual metaphors in advertisements
- to practise reading, speaking and writing

### Word list

Useful words for the activities:

alloy, cell, central locking, complexion, diplomat, egg box, expertise, feature, newcomer, to aspire, to cast off, to inspire, lined, a fresh start, under somebody's wing

### Preparation

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries.

### In class

- Divide the class into pairs or groups of four.
- Explain to students that they will be analysing some recent advertisements in English, in particular to see the use of metaphors. All the advertisements appeared in quality British newspapers and magazines. Hand out the chart on page 108 for the students to fill in, and explain what the headings and questions at the top of each column mean. Explain to students that some of the advertisements have quite technical vocabulary. They should aim to write down only those words or phrases they really need to understand in the second column of the chart. They can use dictionaries.
- Hand out the photocopies of the advertisements, and ask students to study them and fill in the chart. Set a time limit.
- Monitor the groups unobtrusively, and help with vocabulary where necessary. You may also need to supply some cultural information (see the Notes).
- When students have completed the task, get the whole class to discuss their ideas.
- Encourage students to compare the two car advertisements. What different kinds of customers are they aiming to attract?

### Possible answers:

- A** What is the advertisement for? *Volkswagen cars in general, but the VW Passat specifically.*  
Metaphor: *VW cars, especially the seven-seater Passat, are like an egg box for carrying seven eggs.*  
Qualities: *VW cars are safe, and protect passengers like an egg box protects its eggs. They are also very good value, as you get seven eggs in the box rather than the usual six.*  
Market: *Families. People wanting a strong car that is good value. Well-off people who can afford a new car.*
- B** What is the advertisement for? *Teaching as a profession.*  
Metaphor: *A teacher is a manager, an actor and a diplomat.*  
Qualities: *To be a teacher you need the qualities of a manager (organisational ability and leadership), an actor (the ability to perform) and a diplomat (excellent social skills).*  
Market: *People who want to change jobs, have a lot of different skills and enjoy a challenge.*
- C** What is the advertisement for? *The Peugeot 306.*  
Metaphor: *The Peugeot 306 is a 'toy' for grown-ups.*  
Qualities: *The car is fun to drive.*  
Market: *Well-off people who enjoy life.*

- D** What is the advertisement for? *A skin cream.*  
Metaphor: *Your skin will be as new and fresh as a newly hatched chick.*  
Qualities: *The cream will make your skin look younger.*  
Market: *Older women who want to look younger.*

### Notes

- Figurative language is a common feature in advertisements. Metaphors and similes in advertisements create unexpected comparisons between a product and something apparently unconnected to it. The product thus 'acquires' the particular positive qualities of the object to which it is being compared. The figurative meanings in advertisements can be linguistic or visual.
- The TTA (Teacher Training Agency) is a government agency that recruits teachers.
- In the UK eggs are packed in boxes of 6 or 12.
- In the Peugeot advertisement the photo shows a children's 'activity centre', popular with toddlers. Some of the language in the advertisement is usually applied to the description of a child's toy (e.g. 'battery included', 'For ages 17 and over', etc.), so here it has a humorous, playful effect.

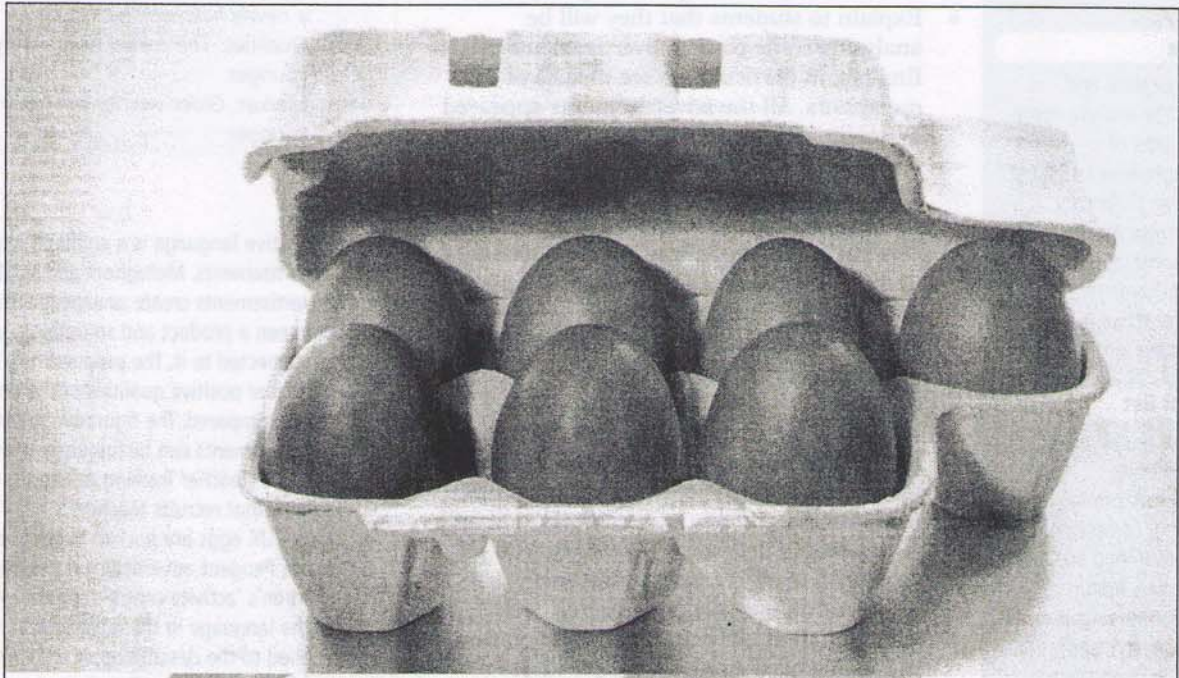
### Extension activities

Project work page 128

Inventing advertisements page 128

Read these advertisements and then complete the chart.

A



At Volkswagen we appreciate the importance of good value. That's why from now on most Volkswagens will come with many extra features at no extra cost. On the Passat for example, climatronic air-conditioning and remote central locking with an alarm will be fitted as standard on all models. While SE models and above will also come with alloy wheels and a CD player. For more details of all the additional features across the Volkswagen range phone 0800 333 666.

**More Volkswagen for your money.**

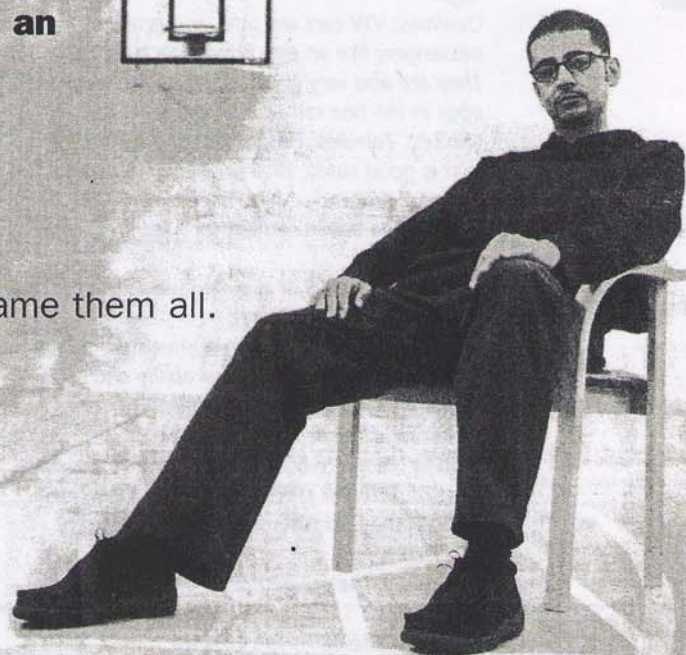


B

**I couldn't decide between becoming a manager, an actor or a diplomat.**



So I became them all.

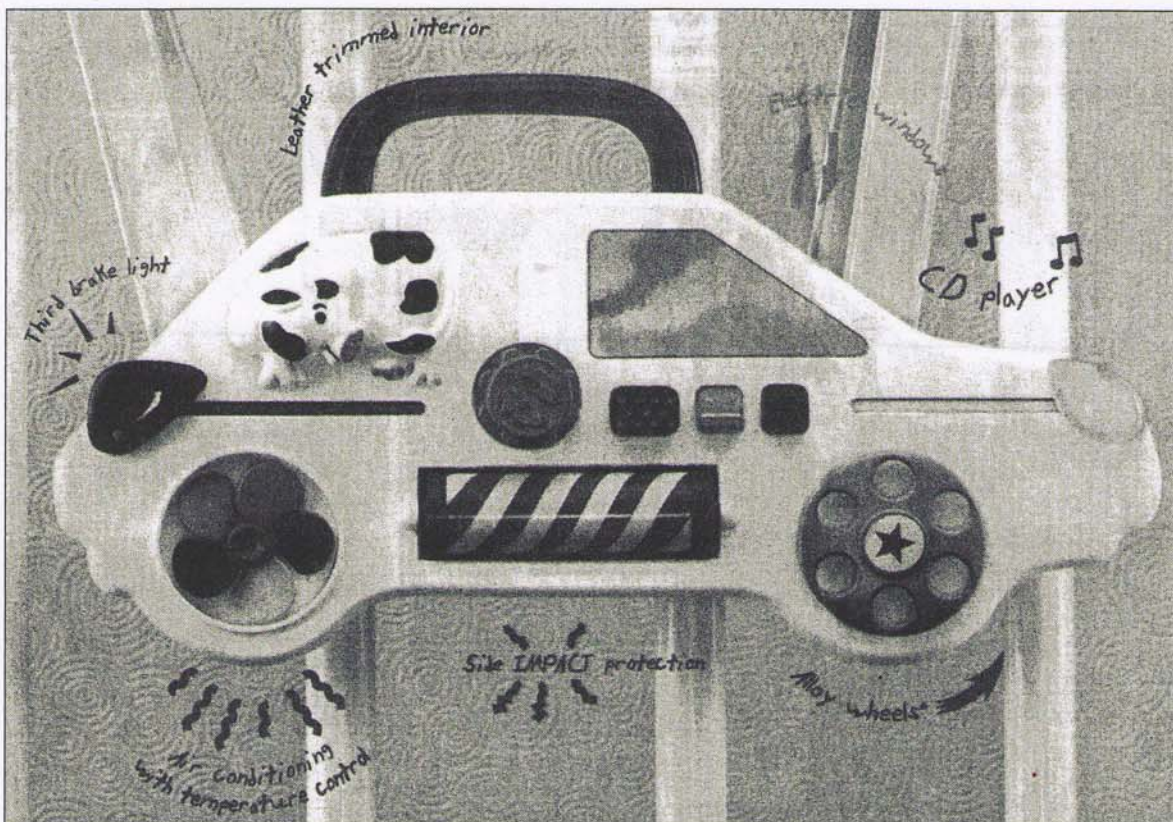


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PEUGEOT 306

**Activity Centre.** Now from only £10,995\* MRRP.

Keep grown-ups entertained for hours with this magical 306 Meridian! It's full of fun surprises including ABS, driver and passenger front and side airbags, central locking, 1 year's 0% finance†, 3 years bf warranty‡ and 2 year service intervals‡. Available in 2.0 HDi turbo diesel, plus 1.4, 1.6 or 1.8 16 valve petrol engines. Battery included. For ages 17 years and over. Call us on 0345 56 55 56 or visit [www.peugeot.co.uk](http://www.peugeot.co.uk)



PEUGEOT



A bright new beginning.

Consider it a fresh start.

Introducing Total Turnaround Visible Skin Renewer, a big break for complexions everywhere.

This next-generation de-aging expert instantly reveals clearer, brighter, livelier skin.

Then keeps skin at its best: softer, smoother, more even-toned. Does it by casting off cells past their prime. Nurturing stronger, newer, healthier-looking skin to the surface.

The result?

Under its wing, skin looks fresh and visibly less lined. Is better able to resist environmental assault.

This talented newcomer was simply born to succeed.

See why.

Clinique.

Allergy Tested. 100% Fragrance Free.

[www.clinique.com](http://www.clinique.com)

	What is the advertisement for? <i>What is being sold?</i>	New words/phrases <i>What do they mean?</i>	Metaphor <i>What metaphor is used to describe the product being advertised?</i>	Qualities <i>What qualities are suggested by this metaphor?</i>	Market <i>Who is the advertisement designed to appeal to?</i>	Effectiveness <i>Would the advertisement work in your country? If not, why not?</i>
A						
B						
C						
D						

## Suggested level

Advanced

## Aims

- to introduce and practise nouns, verbs and idiomatic expressions that use weather vocabulary metaphorically

## Word list

hail (of abuse/bullets), storm (of controversy/criticism), whirlwind (romance/tour), to be snowed under, to breeze into (a room), to breeze through (a difficult situation), to cast a cloud over (something), to cloud (somebody's judgement/vision), to kick up a storm, to shower somebody with (praise/gifts), to storm out (of the room), to take something by storm, a cloud on the horizon, a storm is gathering/breaks, come rain or shine

## Preparation

- Photocopy one set of the Student Pages for each student in the class.

## In class

1

- Explain to students that this unit focuses on different meanings of vocabulary connected to weather. 1 is intended as a quick review of the topic before moving on to more challenging vocabulary.
- Ask students to complete the activity in pairs before you do feedback with the whole class.
- During feedback, ensure that the literal meaning of each word is so clear that students will be able to make links with its metaphorical extension, e.g. *hail* falls very rapidly, makes a loud noise and can cause a lot of damage (as in *a hail of bullets/stones/abuse*).

**Key** a v b iv c iii d iii, iv e i f iii, iv g ii  
 h An extremely strong wind that moves very quickly in a circular column.  
 i A wind that is pleasant and refreshing.

## 2a and 2b

- Ask students to do these activities individually before discussing their answers with the whole class.
- Discuss any cultural references that are unfamiliar to your students, such as the *Today* programme. If students are interested, you could also discuss what they may have learned about the UK from this article, e.g. are the British obsessed with weather? Is this true? Or is it a stereotype?

2c

- Ask students to do this in pairs or groups before discussing which is the best summary and why.

**Key** 3

2d

- Ask students to work in pairs, underlining the words and phrases connected with weather, and guessing their meaning.
- Ask students to call out their answers and write them up on the board.
- Tell students to discuss in pairs which of the words and phrases on the board are used metaphorically. Encourage students to guess the metaphorical meanings by drawing on their understanding of the features of different weather conditions (e.g. a storm is quite violent so *kicking up a storm* probably means behaving in a strong, intense and aggressive way).
- While doing feedback, point out to students that in English many words and expressions connected with the weather can be used metaphorically to describe behaviour and emotions.

**Key** Words and phrases connected with weather:  
*kicking up a storm, turbulence, come rain or shine, blizzards, gale-force winds, heatwaves, hurricane*

**Key** Words and phrases used metaphorically:  
*to kick up a storm: to show very strongly that you are angry about something*  
*turbulence: a state of confusion and disorganisation*  
*come rain or shine: whatever happens*  
 (Note: 'turbulence' also has the literal meaning of violent and uneven movements of air or water that are caused by wind.)

3

- Explain that the rest of the activities in the unit focus on how weather vocabulary can be used to describe different feelings, behaviour or situations.
- Ask students to complete the activity in pairs, using their literal knowledge of the vocabulary to help them understand the metaphorical meanings of the words. Do an example with them to illustrate this.

**Key** a snowed under b to cast a cloud over c taken ... by storm d the only cloud on the horizon e the storm was gathering ... broke i time ii positive/happy iii successful iv problems v trouble, trouble

4

- Explain to students that this activity practises common collocations (words which go together) for weather vocabulary. Encourage them to learn these collocations as set phrases.
- Ask students to check the meanings of the words in a dictionary if necessary, and/or by discussing the words in pairs.
- Allow time for pair or group work for completing the sentences, before discussing the activity with the whole class.

**Key** a compliments, gifts, praise  
 b judgement, mind, thoughts c house, room  
 d exam, difficult situation e house, room, exam  
 f bullets, stones, abuse g romance, tour  
 h controversy, criticism, protest

5

- Give students some time to think of their 'act'. Make it clear that they should not actually mention any of the phrases in 5, but should demonstrate their meaning.
- Alternatively, ask students to write a short conversation which illustrates a phrase.
- Students either act out their phrase or read their conversation aloud.

6

- Ask students to discuss the questions in pairs.
- Monitor unobtrusively, noting down any errors for future correction.

## Note

See Unit 5 A warm welcome (page 20) for more figurative language connected with weather.

**Revision activity**  
 Poster presentations page 127



# Breezing through

## Weather

- 1 Weather forecasters often use symbols on weather maps. Look at the common weather symbols and their explanations and then answer the questions.



i snow



ii clouds



iii storm



iv hail



v shower

Which of the symbols describes .....

- a a brief period when it rains? .....
- b a fall of hard, frozen raindrops? .....
- c a period when there are strong winds, lots of rain, and possibly thunder and lightning? .....
- d something that can cause a lot of damage? .....
- e something that falls quietly? .....
- f something that makes a very loud noise? .....
- g something that frequently brings rain? .....

What is ...

- h a whirlwind? .....
- i a breeze? .....

Design symbols for both h) and i). Compare your symbols with those of other students. Which do you think are the clearest?

- 2a Look at the photograph and headlines from a newspaper article.

## Kicking up a storm

The BBC's chief forecaster says the corporation doesn't understand the importance of the weather.

Oliver Burkeman on a moment of rare turbulence in the normally placid world of meteorology

**BBC (British Broadcasting Corporation):** the British organisation that makes television and radio programmes. It is financed by viewers' licence fees.



What is the article about? Make a prediction.

.....

# Breezing through

## Weather

30

2b Read the article and see if your prediction was correct or not.

**Michael Fish:** a weather forecaster for the BBC, who in October 1987 famously told viewers that there definitely was not going to be a hurricane. A hurricane which caused serious damage soon followed.

Weather forecasters aren't supposed to get angry: it's not allowed. Come rain or shine – or, for that matter, torrential blizzards, gale-force winds and sanity-defying heatwaves – a seriously air-conditioned response would seem to be a crucial part of the job description.

Let's face it: even Michael Fish never made it beyond mild embarrassment after spectacularly failing to predict the hurricane that devastated southern England in October 1987. If weather is our national obsession, forecasters are our therapists: calm, measured, sober.

All of which makes it rather unsettling when one of them blows their top. And not just any old

weather forecaster, mind, but the BBC's chief meteorologist, Bill Giles, who came as close as members of his profession do to spitting fury this weekend when he accused the BBC of starving the institution over which he presides of airtime and miring the corporation's meteorology services in petty internal politics.

'On the *Today* programme, if the political interview before us overruns, we have to cut back and sometimes end up with a forecast of 40 seconds,' he fumed, speaking yesterday from his Devon home. 'And then it's no use people writing in and complaining to me that we didn't do the weather forecast properly.'

**The *Today* programme:** a serious daily news programme on BBC Radio 4.

**Devon:** a county in south-west England.

(from *The Guardian*)

2c Tick the best summary of the article.

- 1 Bill Giles, a BBC weather forecaster, has publicly stated that it is not his fault when people complain to the BBC about poor weather forecasts.
- 2 Weather forecasters are supposed to keep calm, but Bill Giles, chief forecaster at the BBC, has not been able to do so in the face of complaints from the public.
- 3 Bill Giles, chief meteorologist at the BBC, has complained that weather forecasters in the organisation are not getting enough time to make their forecasts properly.

2d Read the headlines and article again, and underline any words or phrases connected with the weather. What do they mean? Which words are used metaphorically? What do they mean?

3 Underline the words or expressions connected with the weather in these sentences.

- a Since we sent out the advertising brochure we have been really snowed under with work.
- b We were all enjoying the party very much until my dear brother arrived to cast a cloud over it.
- c The musical has taken the city by storm, and it's impossible to get tickets for it.
- d Now that they have finally moved into their new home, the only cloud on the horizon is her cousin's illness.
- e The storm was gathering for months, and it eventually broke when the two candidates in the election admitted taking bribes.

Complete these definitions of the phrases in a)–e) with one word.

- i to be snowed under: to have too much to do and not enough ..... to do it
- ii to cast a cloud over something: to make people feel less optimistic or ..... about a situation
- iii to take something by storm: to be very popular or ..... in a very short time
- iv a cloud on the horizon: something that threatens to cause ..... in the future
- v a storm is gathering/breaks: there is a threat of ..... / ..... happens

4 Complete the sentences with the words in the box. (Some words can be used more than once.)

abuse bullets compliments controversy criticism difficult situation exam gifts  
house judgement mind praise protest romance room stones thoughts tour

- a If you shower presents, ..... or ..... on somebody, you give somebody a lot, in a rather extravagant way.
- b If something clouds your vision, your ....., your ..... or your ..... it makes it/them unclear, possibly because you have very strong feelings about something.
- c If you breeze into a ..... or a ..... you walk in quickly and confidently.
- d If you breeze through an ..... or some other ....., you cope with it successfully without looking as if you are worried or anxious about it.
- e If you storm out of the ..... or the ..... or even an ....., you leave it in a fast, noisy way that shows how angry you are.
- f A hail of ..... or ..... can hurt or injure you physically, while a hail of ..... can hurt you psychologically.
- g A whirlwind ..... or a whirlwind ..... is one that happens quicker than usual, possibly too quickly!
- h A strong intense reaction, usually resulting from a particular situation\*or event, and which causes a lot of trouble, is often described as a storm of bad publicity, ....., ..... or .....

5 Choose one of the following and act it out for the class. They should guess which one you are acting out.

- to shower somebody with praise
- to storm out of the room
- to be snowed under with work
- to go on a whirlwind tour
- to cast a cloud over the occasion
- to shower somebody with gifts
- to breeze into the room
- to scream a hail of abuse at somebody

6 Think about recent events and choose two or three of these ideas. Tell another student about:

- a storm that gathered and broke (in public life)
- something that took the country by storm (e.g. a new craze/a new film)
- a whirlwind tour (e.g. by a pop star)
- a storm of controversy (e.g. over a new law/over a book)
- a storm of protest (e.g. over a new highway/over a television programme)
- a hail of abuse (e.g. at footballers who lost a match/at a bank manager who defrauded his customers)

## Descriptive writing

## Suggested level

Advanced

## Aims

- to explore some metaphors and similes used in a piece of descriptive writing
- to stimulate students' vocabulary acquisition and descriptive writing

## Word list

Useful words for the activities:

confinement, pod, tray, veranda, yell, to droop, to glare, to wail, crackling, limp

## Preparation

- Photocopy one set of Student Pages for each student in the class.
- Bring in dictionaries for 1 and 4.

## In class

1

- Hand out only page 114 and ask students to cover up 3 and 4.
- Organise students in pairs, and ask them to discuss the meaning of the words. They can use dictionaries if necessary.
- Explain to students that an *image* is a strong picture in the mind of something, and that an *association* is any idea or thought connected with the word. Give students an example, e.g. the *stifled* sobs of an unhappy teenager; the *curtained* elegance of a hotel room.
- Ask students to write down individually any images or associations for the words in the box.
- Ask students to compare their images or associations in pairs, before inviting them to read them out. Write them on the board if they include unfamiliar vocabulary.

2

- Ask students to write down their predictions in pairs, and then to read them out to the whole class.

3

- Instruct the students to read the text individually, and then to answer the questions in pairs.
- During feedback, help students with the meanings of any other unknown words in the text.

**Key** The story takes place in India. Students may be able to guess this from the description of the intense heat, and the fact that the mother is wearing a sari (a long piece of cloth that is draped round the body).

4

- Explain to students that the next paragraph of the text contains many metaphors and similes. There are gaps in the text where these are, and the students should use their imagination to fill them in.
- Organise students in pairs, and set a time limit for the activity. Encourage students to use dictionaries to enrich their writing.
- Ask students to read out their versions of the text, writing on the board any particularly interesting or effective metaphors or similes.

5

- Hand out page 115 of the Student Pages.
- Give students time to read the original text, and discuss any unfamiliar vocabulary.
- Ask students to compare their versions of the text and the original. Ask them to evaluate how appropriate the similes in their version and the original are. Which similes in the original do they like or find the most effective?

6

- Read out the opening sentences, and explain that the students are going to write a description following on from one of them. Ask them to choose one of the sentences.
- Ask the students to imagine that they are in the setting they have chosen, and to note next to the circles any sights, sounds, feelings, etc. they would experience in that setting. Give students some time to do this, monitoring unobtrusively and helping if necessary.
- Explain to students that they should add any images, associations, metaphors or similes connected with their notes. e.g. they may have imagined themselves in a forest, surrounded by large trees. What can the trees be compared to? What images or associations spring to mind when the students think of the trees?
- When students have had sufficient time to explore their ideas, ask them to write their description. Explain that the descriptions should be as vivid as possible.
- Once all the descriptions have been completed, ask students to read them out. Encourage the students who are listening to note down any particularly striking or effective metaphors or similes. These can then be written up on the board and discussed at the end of the lesson.

## Note

Many writers invent their own metaphors and similes which can be very striking. This unit focuses on the figurative language used in a piece of descriptive writing, and aims to encourage students to write more creatively and imaginatively themselves.

Extension activity  
Project work page 128

# Pictures in the mind

## Descriptive writing

- 1 Discuss the meanings of the words in the box with other students. Use a dictionary if necessary.

bloated    curtained    shuttered    stuffed    to burst    to stifle    to strain

- 2 All the words in 1 appear in the opening paragraphs of a short story. What do you think these paragraphs describe? Write down your ideas.

.....  
 .....

- 3 Read the text and then answer the questions.

It was still too hot to play outdoors. They had had their tea, they had been washed and had their hair brushed, and after the long day of confinement in the house that was not cool, but at least a protection from the sun, the children strained to get out. Their faces were red and bloated with the effort, but their mother would not open the door, everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke.

'Please, ma, please,' they begged. 'We'll play in the veranda and porch – we won't go a step out of the porch.'

'You will, I know you will, and then—'

'No – we won't, we won't,' they wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, over-ripe pod into the veranda, with such wild, maniacal yells that she retreated to her bath and the shower of talcum powder and the fresh sari that were to help her face the summer evening.

- Were any of your ideas in 2 correct?
- Where does the story take place? What are your reasons for thinking this?

.....

- 4 In pairs or groups, write your own version of the next part of the story by filling in the gaps.

They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden outside was like a .....

.....  
 No life stirred at this arid time of day – the birds still drooped, like ....., in the ..... of the trees; some squirrels lay limp on the wet earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws and ears and tail all reaching out like .....

.....

**Bougainvillea:** a plant in hot countries with red or purple flowers that often grows up walls.

# Pictures in the mind

## Descriptive writing

5 Now read the original text, and compare your version with it.

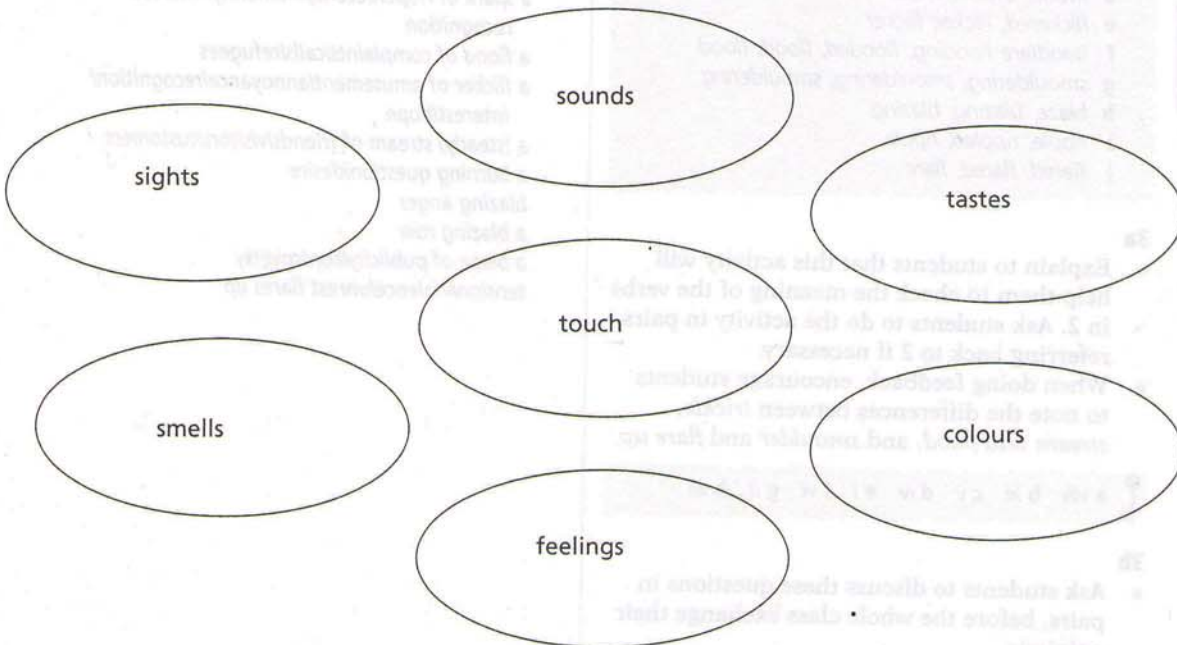
They faced the afternoon. It was too hot. Too bright. The white walls of the veranda glared stridently in the sun. The bougainvillea hung about it, purple and magenta, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal – aluminium, tin, copper and brass. No life stirred at this arid time of day – the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the wet earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws and ears and tail all reaching out like dying travellers in search of water.

(from 'Games at Twilight' in *Games at Twilight and Other Stories* by Anita Desai, Heinemann, London 1978)

6 Here are some opening sentences for a description of a scene.

- It was a crisp autumn afternoon.
- After months of drought, the rains finally came.
- It was an enormous shopping mall.
- They stared at the sea.
- She loved to be in the forest.
- The traffic snaked slowly through the city.

Choose one of the sentences, and give yourself time to reflect on the setting for the description. Think about the words in the circles and add your ideas to them. Then add images, metaphors, similes or associations to the circles.



Write a description of the scene.

.....

.....

.....

.....

.....

## Water and fire

## Suggested level

Advanced

## Aims

to focus on the literal meanings of words connected with water and fire

to explore the figurative meanings of these words and their common collocates

## Word list

blaze of (publicity), flicker of (interest/recognition), flood of (complaints/refugees), trickle of (traffic/visitors), ripple of (laughter/applause), spark of (hope/decency), stream of (complaints/visitors), to blaze, to burn, to flare (up), to flicker, to flood, to ripple, to smoulder, to spark (off), to stream, to trickle, burning (ambition/desire)

## Preparation

Photocopy one set of the Student Pages for each student in the class.  
Bring in dictionaries for 1.

## In class

1

- Ask students to do this in pairs, using dictionaries if necessary.
- During feedback with the whole class, clarify the reasons for the correct answers.

a ripple b flickered c streamed d flare  
e smouldering f blaze g burning h trickled

2

- Explain to students that the words in 1 can all be used metaphorically. On the board write 'Orders for the new product have flooded in'. Ask students to explain the meaning of the word *flooded* in the context, i.e. to come in large numbers, and to suggest how this metaphorical meaning arises from the literal meaning of the word.
- Read the instructions for the first part of the activity and ask students in pairs to suggest metaphorical meanings for the words in the list. After a few minutes, instruct students to move on to the gap-fill activity. Set a time limit (e.g. 15 minutes).
- When doing feedback, ensure that students have provided the correct form of each word.

a stream, stream, streamed  
b burning, burning, burning  
c sparked, sparked, spark  
d trickle, trickle, trickle  
e flickered, flicker, flicker  
f flood/are flooding, flooded, flood, flood  
g smouldering, smouldering, smouldering  
h blaze, blazing, blazing  
i ripple, rippled, ripple  
j flared, flared, flare

3a

- Explain to students that this activity will help them to check the meaning of the verbs in 2. Ask students to do the activity in pairs, referring back to 2 if necessary.
- When doing feedback, encourage students to note the differences between *trickle*, *stream* and *flood*, and *smoulder* and *flare up*.

a viii b iii c v d iv e i f vi g ii h vii

3b

- Ask students to discuss these questions in pairs, before the whole class exchange their opinions.

4a

- Explain to students that many of the words in 2 collocate, or go together, with other nouns, e.g. *a ripple of laughter*.
- Ask students to work in pairs to add the nouns in the box to the circles.
- During feedback, encourage students to create sentences which use the collocates.

a ripple of laughter/applause  
a spark of decency/ hope  
a flood of calls/complaints/refugees  
a flicker of recognition/interest/hope  
a blaze of publicity

4b

- Read the opening paragraph about Carter, and ask students to look at the questions which follow. Would they add any others?
- Ask them to work in pairs, to read the other three paragraphs and to write down questions for each one.
- During feedback, encourage students to read out their questions. This is a brainstorming activity which assists with the creative writing that follows.
- Ask students to complete the story they have chosen for homework.

## Notes

- Figurative meanings for words connected with water and fire are very common in English. Those connected with water are often used to talk about varying amounts of something, particularly of people, while those connected with fire are often used to talk about strong feelings, such as anger.
- Some common collocations are:  
*a trickle of visitors/traffic*  
*a stream of abuse*  
*a ripple of interest/laughter/applause*  
*a spark of hope/decency/humanity/interest/recognition*  
*a flood of complaints/calls/refugees*  
*a flicker of amusement/annoyance/recognition/interest/hope*  
*a (steady) stream of friends/visitors/customers*  
*a burning question/desire*  
*blazing anger*  
*a blazing row*  
*a blaze of publicity/controversy*  
*tension/violence/unrest flares up*

Revision activity  
Brainstorming page 127

# Ripples and sparks

## Water and fire

32

1 Underline the correct word in the following sentences and check any meanings you are unsure of in your dictionary.

- a There was a *ripple/trickle/flicker* on the surface of the water, and a furry head appeared.
- b The candle *flickered/smouldered/trickled* for a few minutes, and then finally went out.
- c Tears of joy *rippled/streamed/flared* down her face.
- d In the brief *ripple/flare/flood* of the match, she saw the outline of his face.
- e Yesterday the president visited the *flickering/streaming/smouldering* ruins of the hospital.
- f The house was severely damaged by the *spark/blaze/ripple*.
- g They doused the *flaring/sparking/burning* building with water.
- h A solitary tear *flooded/trickled/rippled* down her cheek.

2 Look at the words in the box, and discuss what the metaphorical meaning of each word might be.

blaze burn flare flicker flood ripple smoulder spark stream trickle

Complete the sentences in each group with one of the words from the box. Use the correct tense or form of the word.

A

There was an endless ..... of traffic through the city.

A steady ..... of visitors has been arriving ever since the exhibition opened.

Yesterday, at the end of their shift, the workers ..... out of the factory.

B

He was ..... with anger and struggled to control himself.

Her relaxed smile hides a ..... desire to win the match.

Sophie had a ..... ambition to succeed on the stage.

C

The politician's resignation has ..... a bitter political row.

Our exclusive story last week ..... a major controversy among teachers.

A ..... of hope has been rekindled in this community, and we now feel more optimistic about the future.

D

At first I only had a slow ..... of clients, but eventually business improved.

Members of staff began to ..... in a few minutes before the meeting began.

Our cash flow was reduced to a ..... by her stealing.

E

A look of horror ..... momentarily across his face and he gave a slight gasp.

He thought he saw a ..... of recognition in her eyes, but then she looked blankly ahead.

She hardly showed the slightest ..... of interest in her grandchildren.

F

The company is going to make a lot of money, as orders for the new product ..... in.

Refugees have ..... over the border since the war began.

After a ..... of complaints about her noisy parties, she decided to move house.

Since the bad news about the drugs, hospitals have received a ..... of calls from worried patients.



# Ripples and sparks

## Water and fire

### G

The court heard that he 'was ..... with jealousy and hatred' after his wife left him.

The controversy, which has been ..... for some time, at last burst into flames.

He noticed her dark eyes were filled with a ..... anger and resentment.

### H

The factory was opened in a ..... of publicity.

She grabbed the document from him, eyes .....

The celebrity couple had a ..... row in front of their astonished fans.

### I

There was a ..... of laughter that grew to a delighted roar.

A shiver of fear ..... down her spine.

His scheme has been greeted by a ..... of interest from financiers.

### J

Trouble ..... up when thousands of passengers were delayed by the bad weather.

Her anger ..... up again, and she started shouting loudly at him.

The police knew that violence could ..... up during the demonstration.

### 3a Complete the beginnings of the definitions, a)–h), with the endings, i)–viii).

- a If you or your feelings **smoulder**,  
 b If trouble or violence **flares (up)**,  
 c If an emotion or feeling **flickers** across somebody's face,  
 d If something **sparks** or **sparks off** something else,  
 e If people or things **flood** into a place,  
 f If people or vehicles **trickle** into a place,  
 g If people, animals or cars **stream** into or out of a place,  
 h If strong feelings **flare (up)**,
- i they arrive there in very large numbers.  
 ii they move together in the same direction, in a long line or large numbers.  
 iii it happens suddenly or becomes worse.  
 iv it causes it to happen, although not deliberately.  
 v you can see it there faintly for only a very short time.  
 vi they move there slowly in small groups.  
 vii they suddenly become more intense.  
 viii you have feelings such as anger or hatred that you don't express openly.

a ..... b ..... c ..... d ..... e ..... f ..... g ..... h .....

### 3b Imagine yourself in these situations. What would you do? Discuss your ideas.

- You are the prime minister of your country. Refugees from a neighbouring country, where there is a war, began trickling over the border into your country a few months ago. Now they are flooding in.
- You own a shop that sells mobile phones. For months a controversy has been smouldering about whether these phones are dangerous. You are worried that this controversy will flare up after a television programme on the subject is shown next weekend and that you will have problems selling your phones.
- You are having a birthday party and are deciding who to invite. You want to invite two of your friends who have had a quarrel and are not talking to each other. You are worried that seeing each other may spark off a huge row.

# Ripples and sparks

## Water and fire

4a Look at the phrases in the circles. Which nouns do they often go with? Choose words from the box and write them in the circles.

applause calls complaints decency hope interest laughter  
publicity recognition refugees

A ripple of

A flood of

A spark of

A flicker of

A blaze of

4b Read the opening paragraphs and write some questions under each one.

a Carter's words were greeted by a ripple of laughter. He had no idea that everybody would find his speech so amusing. In fact, ...

Who is Carter? Who is he speaking to? Why are his words amusing?  
What happens next?

b I hadn't seen Nina for nearly 20 years. So I was intrigued to notice a flicker of recognition in her eyes when she saw me across the crowded room.

c She arrived in a blaze of publicity. It was hard to imagine that only two days before nobody had ever heard of her.

d After the programme was broadcast, the radio station received a flood of calls. This was expected. What was not expected was the reaction of the Jones family.

Choose one of the paragraphs and complete the story.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Suggested level**

Advanced

**Aims**

- to explain how analogies (extended metaphors) can be used to explain or clarify information and concepts
- to help students understand two particular analogies
- to encourage students to explore meanings of alternative analogies so they can question any other analogies they encounter

**Word list**

Useful words for the activities:

access, flora, globalisation, juggling, metaphor, opportunity, principle, soil, to challenge, to cope, to promote, corporate, fertile, global

**Preparation**

- For Options 1 or 2, photocopy one set of the Student Pages for each student in the class. Cut along the dotted lines, so that Texts A and B can be handed out separately from Alternative analogies for A and Alternative analogies for B.
- For Option 3, photocopy half the number of the Student Pages for the number of students in the class. Cut along the dotted lines, so that Texts A and B can be handed out separately from Alternative analogies for A and Alternative analogies for B.

**In class****Note**

The material in this unit can be used in the following ways:

- Option 1:* Text A and Alternative analogies for A, followed by student writing
- Option 2:* Text B and Alternative analogies for B, followed by student writing
- Option 3:* jigsaw reading of Texts A and B and Alternative Analogies for A and B, with students doing writing for homework.

**Option 1: Text A**

- Before you hand out the text, pre-teach any difficult vocabulary in it.
- Ask the students to read the text, and then to complete the notes in pairs or groups. Set a time limit.
- Do feedback with the whole class, encouraging students to guess from the clues in the text.

What is the extract about? *The art of learning (and life).*

Comparison between juggling and learning. Similarities between juggling and learning. Both involve keeping things up in the air and gracefully coping with mistakes, promote a sense of inner quiet and harmony, allow play. Is it an effective analogy? *Open answers*

- Explain to students that in the text a number of similarities are suggested between learning and juggling. This creates an analogy which has the practical aim of explaining something or making it clearer. Hand out Alternative analogies for A and explain that these are some alternative analogies for learning.
- Organise students into groups, and ask them to brainstorm as many similarities between learning and the thing/process to which it is being compared. e.g. learning is doing a jigsaw because it can be slow and requires patience, you 'put the pieces together' before you understand the whole picture, etc.
- Do feedback with the whole class. Which analogy do they think is the most effective description of learning? Why? What alternative analogies did they suggest? (There may be some interesting cross-cultural differences to discuss.)
- Ask students to choose their favourite analogy for learning, and to write a short text using it. They need to point out similarities between learning and the thing to which it is being compared.
- Ask students to read and correct each other's texts. Choose two or three to read out as dictations to the whole class.

**Option 2: Text B**

- Follow the procedure for Option 1.

What is the extract about? *Managing global organisations by paying attention to local environments.*

Comparison between gardening and *managing a global organisation.*

Similarities between gardening and *managing a global organisation. A gardener needs to consider what will grow in local conditions and managers need to think what will work best in a particular country; gardeners try to grow plants, managers 'grow' companies.*

Is it an effective analogy? *Open answers*

**Option 3: Texts A and B**

- Divide the class into two, and give half the class Text A and the other half Text B.
- Instruct students to read their text, and to note down any words or phrases they find difficult.
- If necessary, divide each half of the class into smaller groups, and ask them to help each other with any difficult vocabulary and complete the notes. Explain that they are going to discuss these notes with a student who has a different text.
- Put the students into pairs, so that each student is with someone who has read a different text. Ask students to tell each other about the text they read, using their notes as a guide.
- Students who are listening make brief notes, and then ask questions to check they have understood correctly.
- Hand out Alternative Analogies for A and B, and ask students to discuss them in pairs.
- In feedback, write the alternative analogies on the board for students to compare.
- Ask students to write a short text based on one of the analogies for homework.

**Note**

An analogy compares two things, which are alike in some ways, in order to explain a difficult idea or object. An analogy often shows how something quite abstract is similar in some ways to something more concrete, and it is often used in an extended way by finding more than one similarity between two things. It is sometimes difficult to understand an analogy in a piece of writing. This unit attempts to help students to do this, but it also aims to encourage students to consider alternative analogies, so that they can question the validity of any other analogies they encounter.

**Extension activity**

Completing metaphors page 131

# Learning is juggling

## Analogies

### Text A

Read this extract and make notes about it using the prompts below.

Any learning experience provides a valuable opportunity to revisit fundamental principles of growth and change. Over the past twenty-five years, we have complemented our academic research into the brain and learning with practical tests. We've challenged ourselves continually to learn new things – particularly things for which we'd been told, as children, we had little or no talent. We've learned many new skills such as singing, swimming, ballroom dancing, tennis, languages, martial arts, drawing and juggling.

Any one of these subjects could provide a fertile metaphor for exploring the art of learning and life. But juggling offers something special. We chose juggling as the focus of our book because learning anything involves keeping a number of things 'up in the air' at the same time, because 'dropping the balls' provides an ideal metaphor for gracefully coping with mistakes, which we consider to be one of life's most important abilities. Juggling also promotes a sense of inner quiet in the midst of activity, a special experience of mind and body in harmony. And juggling's essential light-heartedness encourages easy access to the fundamental human learning modality of play.



(from *Lessons from the Art of Juggling* by Michael J. Gelb and Tony Buzan, Aurum Press 1994)

What is the extract about? .....

Comparison between juggling and .....

Similarities between juggling and .....

Is it an effective analogy or not? Why? .....

### Alternative analogies for Text A

Think about these analogies and discuss the questions below.

Learning is doing a jigsaw

Learning is a journey

Learning is seeing the light

Learning is climbing a ladder

- What similarity is there between learning and the other part of the analogy?
- How effective is each analogy? Why?
- Write a short text using one of these analogies.

Learning is .....

# Learning is juggling

## Analogies

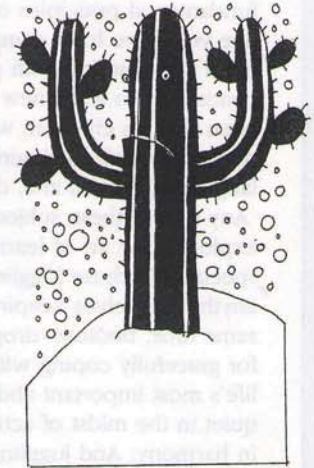
### Text B

Read this extract and make notes about it using the prompts below.

In the garden outside my home in Japan, I grow my favorite mix of plants and flowers – that is, given the kind of soil I have, the exposure, the light, the extremes of temperature. I do what the environment allows and encourages. I get lots of advice, of course, but no green-thumbed expert has yet tried to convince me to lay out a bed for flora indigenous to desert, arctic tundra, or tropical rain forest. They would not grow in Tokyo, and no one would expect them to.

This is plain common sense. Why, then, when managers prepare the ground for the global organizations they hope to grow, do they often pay little attention to the quality of soil, light, temperature, and exposure? Why do they talk and plan – and commit time and resources – as if one special plant could grow equally well in all possible climates and situations?

The question of the fit between an organization and its environment is not new; nor has it become important in the context of recent corporate efforts to operate in a genuinely global fashion. But the movement towards globalization has given it a new urgency and raised the penalty for getting the answer wrong.



(from *The Borderless World: Power and Strategy in the Interlinked Economy* by Kenichi Ohmae, Collins 1990)

What is the extract about? .....

Comparison between gardening and .....

Similarities between gardening and .....

Is it an effective analogy or not? Why? .....

### Alternative analogies for Text B

Think about these analogies and discuss the questions below.

Managing a global organisation is raising a family

Managing a global organisation is leading an army

Managing a global organisation is building a pyramid

Managing a global organisation is playing a game of football

- What similarity is there between global organisations and the other part of the analogy?
- How effective is each analogy? Why?
- Write a short text using one of these analogies.

Managing a global organisation is .....

**Suggested level**

Advanced

**Aims**

- to explore how metaphorical language can be used for rhetorical purposes (i.e. to persuade and inspire)
- to analyse metaphors used in a piece of oratory
- to stimulate reading and discussion skills

**Word list**

Useful words for the activities:

beacon, brotherhood, captivity, discrimination, fund, gradualism, injustice, manacle, ocean, poverty, promissory note, prosperity, quicksand, segregation, vault, to cripple, to default, to fall heir to, to sear, to tranquilize, to wither, bankrupt, desolate, joyous, sunlit, symbolic, vast

**Preparation**

- Photocopy one set of the Student Pages for each student in the class.
- Bring in dictionaries for 3d.

**In class**

1

- Ask students to read the text and discuss their ideas in pairs.

- a** *The art of writing and speaking persuasively. It originated in Ancient Greece.*
- b** *Politicians, religious leaders, political campaigners.*

2a

- Discuss the questions with the whole class, encouraging students to use the pictures.

2b

- Ask students to read the text, and then, in pairs, to help each other with any unfamiliar vocabulary.
- Ask students to refer back to 2a to check they are happy with their answers.

3a

- Explain to students that they will be reading the beginning of King's speech. If appropriate, warn them that there is a lot of difficult vocabulary in it, but that they will be helped with it. There are notes next to the text, which explain some words and phrases.

3b

- Ask students to do this in pairs before you check the answers with the whole class.

- a** bankrupt   **b** quicksand   **c** captivity   **d** beacon
- e** vault   **f** promissory note   **g** manacle

3c

- Ask the students to work in pairs on this activity, discussing whether or not they agree with the handwritten suggestions. They may wish to suggest alternatives.

3d

- Read the beginning of this activity aloud, explaining any unclear vocabulary.
- Organise students into groups to note down metaphors. Do an example first with the whole class.
- Monitor the groups, helping students with any difficult vocabulary. Where possible, encourage students to guess the meaning of the words by using contextual clues. They can also use dictionaries.
- During feedback, write a list of the metaphors on the board.

**Light and darkness:** *symbolic shadow, great beacon light, joyous daybreak, long night of captivity, dark and desolate valley of segregation, sunlit path of racial justice*

**Banking:** *to cash a check, to sign a promissory note, to default on a promissory note, to give a bad check, insufficient funds, great vaults of opportunity, bank of justice, bankrupt*

**Geography:** *lonely island of poverty, a vast ocean of material prosperity, quicksands of racial injustice, solid rock of brotherhood*

3e

- Ask the students to read the list on the board, and to note down which three metaphors they think are the most effective, and to think of the reasons why.
- Encourage students to discuss these metaphors in pairs, before reporting their ideas to the whole class.
- Discuss with the whole class what King's main argument is, and whether the metaphors make this argument stronger or not.

3f

- Discuss this with the whole class, writing the metaphors on the board if necessary.

**seared in the flames of withering injustice, crippled by the manacles of segregation and the chains of discrimination, the architects of our republic, the tranquilizing drug of gradualism**

4

- Give students time to complete this. If appropriate, all student comments can be read out.

5

- Ask students to reread the speech, and to answer the questions.

**'One hundred years later' and 'Now is the time'**

- You can also ask the students to note down any other stylistic features that contribute to the emotional effect of the speech. If appropriate, ask them to suggest other speeches made in their own language that may also have had a powerful effect on their audience.

**Notes**

- Metaphor has long been classified as one of the primary devices of classical rhetoric. In Ancient Greece, rules of rhetoric were developed by the Sophists to improve persuasive argument in public debate.
- The extract used in this unit comes at the very beginning of Martin Luther King's speech. In the rest of the speech, he goes on to describe his vision of a just society, where there is no segregation or discrimination. He repeats the words 'I have a dream' as he describes his vision. This speech is often referred to as the 'I have a dream speech'.
- In his speech, King uses the term *Negro* to refer to Americans of African origin who are now referred to as *African-Americans*.

**Extension activities**

**Project work page 128**

**Discussion about speeches page 131**

# The long night of captivity

## Metaphors in rhetoric

### 1 Read this text and answer the questions.

**Rhetoric** is the art of writing and speaking effectively and persuasively. It originated in the study of how to communicate eloquently, undertaken by the Ancient Greeks, as they participated in public debate as part of their democratic responsibility. Rhetoric is designed to influence the judgement or feelings of people. It uses many techniques, including metaphor, to do so.

a What is rhetoric and where did it originate?

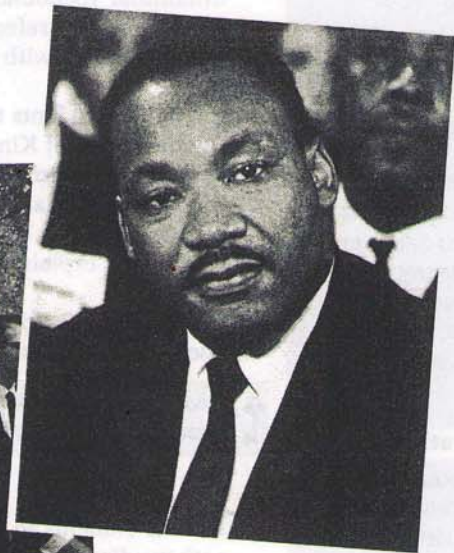
.....

b Who uses rhetoric now?

.....

### 2a Discuss these questions.

- a Who was Martin Luther King?  
 b What connection is there between his life and the idea of rhetoric?



### 2b Read this text about Martin Luther King.

**I**n the United States of America on 28 August 1963, a Baptist minister from Alabama led 210,000 people in a march to the Lincoln Memorial in Washington DC and delivered one of the most memorable speeches of the 20th century. The minister's name was Martin Luther King. In the speech he called for justice for African-Americans. He used language and rhetoric to further his cause.

King's mission in life was to achieve freedom and equality for African-Americans through peaceful means. Under his leadership, the civil rights movement won many victories against segregation laws which prevented African-Americans from voting, and separated them from whites in schools, buses and other places. King encouraged people to engage in non-violent protests, such as demonstrations, 'sit-ins' and peaceful disobedience of segregation laws. King himself went to jail several times because of his beliefs, and his life was constantly threatened with violence and death, but he continued his struggle for civil rights. He was assassinated in 1968.

Have you now answered the questions in 2a?

# The long night of captivity

## Metaphors in rhetoric

34

3a Read the beginning of Martin Luther King's famous speech at the Lincoln Memorial.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.



**The Emancipation Proclamation:** a proclamation signed by President Abraham Lincoln on 1 January 1863, abolishing slavery in certain parts of the US.

But one hundred years later, the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize a shameful condition.

**The Constitution:** a written document which sets out the principles on which the American nation is governed.

In a sense we have come to our nation's Capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.

**The Declaration of Independence:** a document, written mainly by Thomas Jefferson, which was adopted on 4th July, 1776 by delegates from 13 American colonies, announcing their separation from Great Britain, and the creation of the United States.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honouring this sacred obligation, America has given the Negro people a bad check; a check which has come back marked 'insufficient funds'. But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check – a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

**The unalienable rights of life, liberty, and the pursuit of happiness:** this famous phrase is taken from the Declaration of Independence.

Now is the time to make real the promises of Democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice.

**Hallowed spot:** a holy place. Here it means the site of the Lincoln Memorial.

Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

Now is the time to make justice a reality for all of God's children.

3b Match the words in the box from King's speech with their literal meanings.

beacon (line 7) captivity (line 10) manacle (line 12) promissory note (line 20)  
bankrupt (line 28) vault (line 29) quicksand (line 37)

- a unable to pay any money .....
- b deep wet sand that you can sink into and get stuck in .....
- c the state of being imprisoned .....
- d a bright light that is used as a signal, often to warn people or ships of danger .....
- e a room, usually underground, where money or other valuables are kept safe .....
- f a document promising to pay money before a particular date to a particular person .....
- g an iron ring put around someone's hands or feet .....



# The long night of captivity

## Metaphors in rhetoric

3c Look at these parts of King's speech which include the words in 3b. Some suggestions about the metaphorical meanings of these words have been written next to them. Discuss the ideas with another student. Do you agree with them?

- line 6: This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.
  - an idea that inspires you?*
  - slavery?*
- line 11: One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination.
  - severe restrictions?*
- line 18: When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.
  - making a promise?*
- line 27: But we refuse to believe that the bank of justice is bankrupt.
  - there is no justice?*
- line 28: We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation.
  - there aren't enough opportunities for everyone?*
- line 37: Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.
  - terrible dangers?*

3d Read the extract from Martin Luther King's speech in 3a again and complete the chart below with other metaphors that he used.

Light and darkness	Banking	Geography

3e Which three metaphors in 3d do you think are the most effective? Why?

.....

.....

3f Are there any other kinds of metaphors in the speech? How effective are they? Why? Have they influenced your judgement or feelings?

4 How does King's speech make you feel? Why? Write down your ideas, and then compare them with those of another student.

.....

.....

5 Another rhetorical technique Martin Luther King used is repetition. Can you find some examples? How effective do you think they are?

.....

# Extension and revision activities

The following activities can be used either as extension activities to do further work on the content of each unit, or to revise the vocabulary in each unit.

## Generic activities

The following types of activities can be used for extension or revision with a number of different units.

### Poster presentations (Revision)

For use with the following units:

- 9** Ups and downs **11** Branching out  
**12** Getting the green light  
**13** Opening doors **30** Breezing through

- Put students into groups, and give each group a large piece of paper on which to design their poster. Provide colour pens if necessary.
- Instruct groups to draw/design the first stage of their posters:
  - 9** Different groups should be given one of the three headings for their poster: *Feelings are physical contact*, *Feelings are temperature*, *Feelings are 'up' and 'down'*.
  - 11** Students draw a sequence showing a tree growing from seed, blossoming, and bearing fruit. They label the different parts of the tree, e.g. *seed*, *blossom*, *roots* and *branches*.
  - 12** Give different colours (red, green, black, white and grey) to different groups, and ask students to brainstorm associations for their colour and add them to the poster.
  - 13** Students make a sketch of a large house, and label its parts, e.g. *roof*, *wall* and *foundation*.
  - 30** Students draw a weather map, with symbols for snow, cloud, storm, hail and shower. Ask them to design and include symbols for sunshine, fog and ice.
- Students brainstorm all the figurative words and expressions connected with the vocabulary on their poster, and write it up on the poster. For example, next to the word *blossom* in the tree diagram for Unit 11, they write 'their relationship blossomed = developed in a positive way'. They can also be given dictionaries to look up additional idioms or figurative language to add to the poster.
- Students either use their posters for an oral presentation to the class or put them up on the walls of the classroom to make a colourful display.

### Brainstorming (Revision)

For use with the following units:

- 4** Time to spare **5** A warm welcome  
**6** Taking steps **7** A recipe for success  
**20** Plain sailing **22** Infectious laughter  
**25** Food for thought **32** Ripples and sparks

- Put students into teams.
- Write the following words or phrases on the board depending on the unit:
  - 4** *time, money*
  - 5** *sunny, warm, cold, breezy, stormy, hazy, icy, the foggiest*
  - 6** *road, path, step, crossroads*
  - 7** *sweet, bitter, sour, recipe, ingredients*
  - 20** *cards, chess, skating, sailing, fishing*
  - 22** *healthy, sick, painful, infectious, fatal*
  - 25** *to heat, to boil, to dilute, to stew, to simmer, to grill, to roast, to bake*
  - 32** *trickle, ripple, flicker, spark, stream, flood, burning, blaze, flare (up)*
- Set a time limit, and explain to the students that they have to write down as many collocations or idioms connected with the metaphorical meaning of the words on the board as they can. They can use collocations with verbs and nouns (e.g. *to waste time*, *a flood of complaints*) and idioms (e.g. *to play for high stakes*).
- When the time limit is up, ask students to read out their collocations and idioms. Each group gets one point for a correct collocation/idiom.
- If there is time, groups can explain the collocations or idioms, and each group gets two points for a correct explanation.
- The group with the most points at the end is the winner.

### Matching collocations (Revision)

For use with the following units:

- 2** The heart of the matter **23** Facing up to it

- Write a list of words on the board in one colour, and a second list in another colour:
  - 2** List 1: *the head of, the foot of, the heart of, the mouth of, the nose of*  
List 2: *a company, a cave, a plane, a city, a school, a mountain, a river, the stairs*
  - 23** List 1: *body, to face, the backbone of, skeleton, tongue, spineless*  
List 2: *the economy, governing, sharp, staff, totally, the music, society, service, completely, mother*
- Divide students into teams, and give them one minute to come up with combinations of words/phrases from the two lists.
- When you have checked the combinations, ask the class to write sentences using the phrases which are then read out to the class.

### Project work (Extension)

For use with the following units:

**1** What is figurative language? **15** Marketing your metaphors **17** Mix me a metaphor  
**18** Selling with similes **29** Persuasion  
**31** Pictures in the mind **34** The long night of captivity

- As an ongoing class project (lasting over one or two weeks) ask students to bring to the lessons any metaphors or similes they find. These can be from any type of discourse, or you can specify where they should come from (e.g. for Units 17 and 31 you could ask for examples from poems or other literary texts). In a non-English speaking country, suggest ways that students can obtain magazines, books or Internet material that may contain metaphorical language in English.
- Examples can be written up to make a wall presentation, and students could be asked to discuss the effectiveness of the figurative language.

### Dictating gapped sentences (Revision)

For use with the following units:

**19** Shedding light on the matter  
**26** In a nutshell **27** Keeping your cool

- Write the idioms or collocations from the Word list in the selected unit on the board.
- Ask students in groups to write sentences using them.
- Collect the sentences and dictate them to the class, leaving out the idioms or collocations.
- Students then have to guess the missing idiom or collocation before you do feedback with the whole class.

### Writing poems (Extension)

For use with the following units:

**5** A warm welcome **28** Rough diamonds

- Tell students to write a short poem with one of the following titles:  
**5** 'A sunny smile', 'An icy look', 'A stormy relationship'  
**28** 'A chip off the old block', 'A rough diamond', 'A shoulder to cry on', 'An ugly duckling', 'A fairy godmother'
- Poems can then be read out to the class or put up on a wall display.

### Inventing advertisements (Extension)

For use with the following units:

**15** Marketing your metaphors **29** Persuasion

- Explain to students that they are going to pretend they are working for an advertising agency and create an advertisement in groups or pairs.
- Depending on the class, you can either get students to decide for themselves what

product they will advertise or you can write out these products on slips of paper: chocolate bar, furniture bought on the Internet, bicycle with built-in personal stereo, computer printer, rice cooker, cotton shirt, bath toys for children. Each group chooses a slip of paper at random, and designs an advertisement for it.

- Tell students that their advertisement needs to include some kind of metaphor, preferably a visual one. To create this metaphor, students have to ask themselves 'What qualities of this product do we want to promote, and what metaphor will help us to do that?'
- Set a time limit (10–15 minutes) for students to discuss ideas for the content of their adverts.
- Students present their ideas to the class, and other students comment or make suggestions about them.
- Students write the advertisements for homework. If they have used visual metaphors, they should provide a sketch or make a collage of magazine pictures.

### Activities for specific units

#### 3 Playing the game (Revision)

##### Writing rules

- Ask students (either in groups or individually for homework) to write five 'rules' for 'playing the game of life', i.e. for being successful and happy in life. They should try to use the vocabulary in the unit, to make rules like: 'Try to set yourself realistic goals.' 'You have to take a gamble sometimes and try new things.'
- Students then read out their rules while you write them on the board.
- Organise the students into pairs, and ask them to discuss whether they agree with each rule or not.

#### 7 A recipe for success (Extension)

##### Writing 'recipes'

- Ask students to write 'recipes' for being successful in life, e.g. a recipe for making new friends/passing all their exams/being promoted.
- Explain that they need a list of 'ingredients', e.g. 'a club you can join where people have similar interests to you, a friendly attitude, etc.' and a list of instructions, e.g. '1. Find out about clubs which offer something that you are interested in.'
- When students have finished their recipes, ask them to read them out to the class.

*(Acknowledgement: This activity is based on one I saw in a poetry workshop run by Jane Spiro.)*

### 8 Fabulous fables (Extension)

#### Writing fables 1

- In a multilingual class, tell students to write a fable that is well known to them in their own language.
- They read their fables to the class, without explicitly stating the moral. Other students have to then suggest a moral. (There is often a lot of scope for cross-cultural comparisons here as different fables from different cultures do sometimes have similar morals.)

#### Writing fables 2

- Ask students to invent and write their own fable about animals.
- Students then read each other's fables.

### 10 Running like clockwork (Revision)

#### Designing a machine

- To revise the literal meaning of the words in the unit, ask students to design some kind of machine that includes as many of the things illustrated in this unit as possible.
- They then explain the function of this machine, and how it works, to other students.

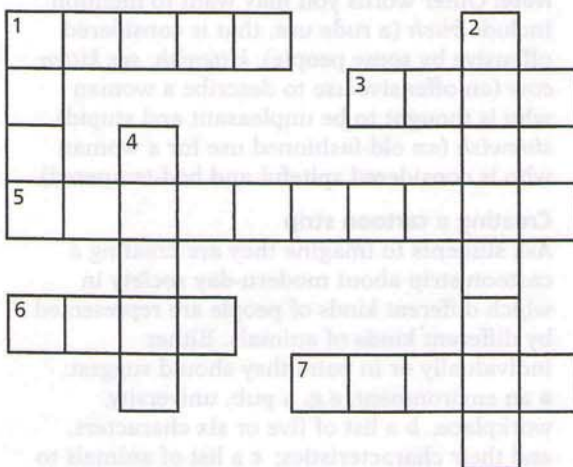
#### Creating cartoons

- Ask students to create cartoons like the ones in 2a, to illustrate the metaphorical meanings of the words in 1a. This can be done in groups, with all the students suggesting ideas.
- Then a student who is good at drawing can then draw the cartoons, which can be put up on the walls as a display.

### 13 Opening doors (Revision)

#### Crossword

- Ask students to complete the following crossword.



#### Across

- 1 After the marriage broke up, she felt that her life was in ...
- 3 His studies in the United States will really ... doors for him.

- 5 In the first year, the school provides the ... for reading and writing.
- 6 The journalist tried to get more information, but everywhere she went she was met by a ... of silence.
- 7 I told my son that the decision to leave school would ... the door on his dreams of being a doctor.

#### Down

- 1 The cost of living in this popular city has gone through the ...
- 2 You can ... his argument by proving that his facts are wrong.
- 4 By moving to another town, she hoped to ... a new life for herself.

Across 1 ruins 3 open 5 foundation 6 wall  
7 close  
Down 1 roof 2 demolish 4 build

### 14 As free as a bird (Revision)

#### Making similes

- Write these words and phrases on pieces of paper: *leaf, sheet, rat, flash, cat and dog, needle, hills, house, fish, bird, feather, hot cakes.*
- Divide students into small groups and give them the pieces of paper to shuffle, and then put face down.
- Ask students to take turns to pick up a piece of paper and to suggest a simile with the word or phrase in it. If the simile is one from the unit, i.e. non-invented, they get three points. If they have invented it themselves, the other students vote on how much to give it, from one to three points, depending on how appropriate it is. The student with the most points at the end is the winner.

### 16 A bird in the hand (Extension)

#### Putting proverbs back together

- Take three or four proverbs from the unit, and write the words of each one on individual pieces of paper, e.g. one piece of paper might say *a*, the next *stitch*, etc.
- Distribute the pieces of paper at random among the students, and tell them to circulate until they find the other students who have the words to complete their proverb.
- Once the students have found each other, ask them to read their proverb out to the class. Check the meaning of the proverb and the context in which it could be used.

#### Inventing catchy names

- Remind students about the famous rock group 'The Rolling Stones'. Ask them in groups to come up with catchy possible names for pop groups, shops, television programmes, etc., using parts of proverbs. e.g. 'Early birds' for a breakfast television programme.

### 17 Mix me a metaphor (Extension)

#### Poem dictation

- Read out the following poem as a dictation for students. (First, read it at natural speed, then slowly line by line and finally at natural speed again.)

#### First Love

Sarah's my girlfriend,  
Without her I feel  
Like a ball with no bounce,  
A shoe with no heel,  
An up with no down,  
A snow with no flake,  
A fish trying to swim  
In a waterless lake.  
Sarah's my girlfriend,  
Without her I fear  
I feel that I'm nowhere,  
Especially not here.

Brian Patten

- Write the correct version on the board, and instruct the students to correct their versions.
- Instruct students in groups to invent more metaphors to complete the sentence beginning 'Without her' (e.g. 'Without her, I'm a dog with no bone/computer with no hard drive/flower with no petals.')
- Ask students to write their own poems by ordering the lines they have invented in an appropriate sequence.

### 21 Rising to the top (Revision)

#### Picture discussion

- Collect about ten pictures of people that students will be able to discuss using the phrases connected with up = greater importance, down = lesser importance. e.g. somebody begging, a fallen dictator, a trendy young actress.
- Stick the pictures on the board, and ask students to discuss which phrases for up and down they might use to describe the people in the pictures.

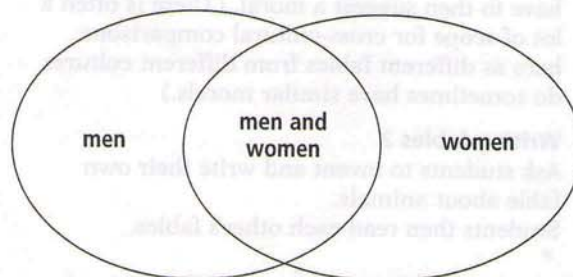
#### Writing a news story

- Give students a newspaper headline 'The rise and fall of Mr/Mrs/Ms/Dr ...'. Ask them to use their imagination to complete the headline and to write a news story to go with it. They should aim to include at least five phrases or expressions from this unit to complete the story.
- Students read their completed stories out to the class.

### 24 Horsing around (Extension)

#### Discussion about animal words

- Draw the following diagram on the board and ask students to complete it with adjectives from 3a and 3b. They can also add any other 'animal adjectives' in English used to describe people.



Men *bullish* Women *mousy, catty*  
Men and women *cocky, mulish, sheepish, batty, crabby, ratty, owlish, piggy*

- Encourage discussion among students about the kind of adjectives used to describe women.
- Write this statement and question on the board: 'The "animal adjectives" that are used to describe women but not men reveal society's negative attitudes towards women. True or false?'
- Ask students to discuss the statement in groups before they talk about it as a whole class. They can then vote on whether they agree with the statement or not.
- If there is time, ask students to think about and discuss common animal adjectives and nouns used to describe men (e.g. *bullish, wolf, stag, swine, beast*). What do these terms tell us about society's view of men?  
**Note:** Other words you may want to mention include *bitch* (a rude use, that is considered offensive by some people), *kittenish, sex kitten, cow* (an offensive use to describe a woman who is thought to be unpleasant and stupid), *shrewish* (an old-fashioned use for a woman who is considered spiteful and bad-tempered).
- Creating a cartoon strip**
- Ask students to imagine they are creating a cartoon strip about modern-day society in which different kinds of people are represented by different kinds of animals. Either individually or in pairs they should suggest: **a** an environment, e.g. a pub, university, workplace; **b** a list of five or six characters, and their characteristics; **c** a list of animals to represent each character, and reasons why.
- Students then present their ideas to the class. If you have any talented cartoonists in the class, they can then draw a wall poster of some of the characters for a classroom display.

### 33 Learning is juggling (Extension)

#### Completing metaphors

- Ask students individually to complete some of the following metaphors, depending what is relevant to their age, interests, etc.:

Work is .....

Friendship is .....

Travel is .....

Family is .....

- Instruct students in groups to explain their metaphors to each other.
- Write all the metaphors on the board, and ask students to vote on the metaphors they think are the most interesting/striking/true.

### 34 The long night of captivity (Extension)

#### Discussion about speeches

- If possible, show students video clips of other politicians making speeches, either in English or in the students' own language.
- Ask students to identify any metaphors used in the speech and to comment on their effectiveness.

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How many metaphors can you find illustrated on the cover? Suggested answers:

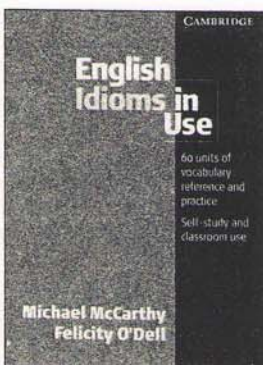
**Front cover (in clockwise order)**

a sunny smile  
to have a memory like a sieve  
to mask your emotions/feelings  
to move up the ladder  
to be a pawn  
like peas in a pod  
to bury your head in the sand  
to be like a fish out of water  
plain sailing  
there's no smoke without fire  
like water off a duck's back  
to see things through rose-tinted spectacles  
a bird in the hand is worth two in the bush  
to be level-headed  
to blossom  
money doesn't grow on trees  
time flies  
birds of a feather flock together

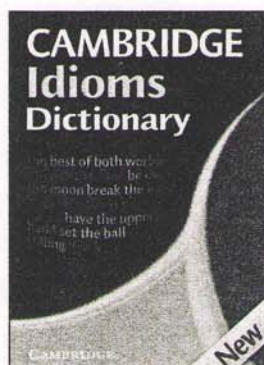
**Back cover (in clockwise order)**

a high flyer  
to be in the soup  
to be at a crossroads (in life)  
the foot of the stairs  
to move the goalposts  
to be cocky  
to wear your heart on your sleeve  
a white elephant  
to be mulish  
to keep your cards close to your chest  
to sit on the fence  
to go through the roof  
to be as high as a kite

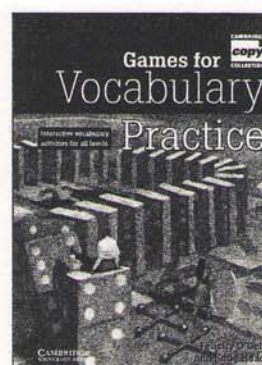
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# Meanings and Metaphors

## Activities to practise figurative language

Gillian Lazar

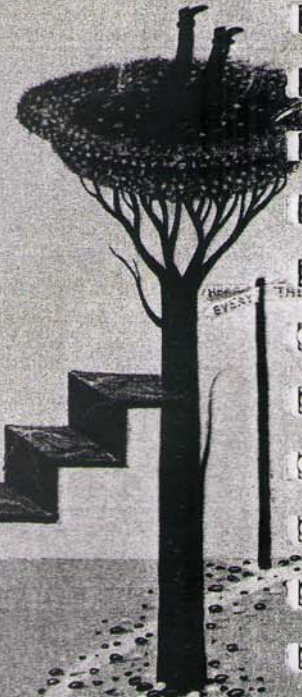
*Meanings and Metaphors* contains a lively collection of vocabulary activities which will open up the world of figurative language to students of intermediate level and above.

Each of the 34 photocopiable units has

- a clear step-by-step lesson plan for the busy teacher
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- extension and revision tasks for further practice

All the words and expressions practised have been checked against the Cambridge International Corpus to ensure that they are up-to-date and useful to students. The material includes advertisements, newspaper articles, sayings, poems, fables, analogies and rhetoric.

The cover illustration shows examples of the kind of metaphorical language found in this book. Look carefully at the illustrations on the front and back cover. How many metaphors can you find?  
*(see the inside of the front cover for the answers)*



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