

Title: Do you get my meaning?

- | | | | |
|---|------------------------|---------------------------|-----------------|
| a) to go bananas | b) to flake out | c) a glossy magazine | d) a ski resort |
| e) to zero in on somebody/
something | f) a couch potato | g) a property tycoon | h) bizarre |
| i) a storm in a teacup | j) ozone-friendly | k) (not) to bother | l) a trek |
| m) a cushy number | n) a horde (of people) | o) the tip of the iceberg | p) a hot potato |

Complete these sentences using the words and phrases in the box above. The first one has been done as an example for you.

- When I get home, I usually flake out because I'm so tired.
- Dad will _____ when he finds out you've crashed the car.
- I'm going to buy some walking boots so I can go on _____ in the Himalayas.
- The way she dresses is so _____ that people stop and stare at her in the street.
- He's got such _____ ! He doesn't have to be at work till 10.30.
- We're going to _____ in the French Alps for Christmas.
- My brother's such _____ that he buys a TV guide every week to plan what he's going to watch.
- She was looking at the photographs of famous people in _____.
- When he started selling houses he was just a small businessman but now he's a real _____ and owns apartments all over the world.
- This latest argument's just _____. I think they're going to split up very soon – they haven't been happy for a long time.
- People are using products which are _____ these days in order to protect the environment.
- I told him _____ making me lunch – I'd already eaten.
- _____ of people outside Parliament are protesting against the new laws.
- The police are going to _____ two suspects for the next stage in their investigation.
- The current reorganization is _____ at the moment – everyone knows that people are going to be made redundant.
- Don't worry about it. It's _____ and by tomorrow Tom will have forgotten about it.

Teacher's Notes

2 Do You Get My Meaning?

Time : 60 minutes

Aims :

- To give practice in deducing meanings of new words/phrases
- 1. Before class, write the words/phrases in the box on strips of paper, one for each student. Give them out.
- 2. Students check the meaning of the word/phrase they've been given in the Longman Dictionary of Contemporary English and/or on the CD-ROM and memorize it.
- 3. Each student explains the meaning of the word/phrase they've been given to another student, who then explains the meaning of their own word/phrase to the first student. They swap papers and remember the meaning they've just learned. Each now finds a different student and teaches the meaning they've learned, again swapping papers. Repeat until they've learned all 16 words/phrases.
- 4. Give out the worksheets and ask students to complete the gap-fill task.
- 5. As a follow-up, they discuss which words/phrases from their own language would be useful in English.

Answers:

1. b; 2. a; 3. l; 4. h; 5. m; 6. d; 7. f; 8. c; 9. g; 10. o; 11. j; 12. k
13. n; 14. e; 15. p; 16. i