

Lead-in (page 98)

1. Ask students to look at the three cartoons and decide what *coming apart at the seams*, *go belly up*, and *psych someone out* mean.
2. Ask students whether there are any idioms that are similar in their own languages.

Presentation (page 98)

1. Ask students to read through the idioms and definitions and find any that they have heard or read.
2. Play the idioms, pausing the audio after each to allow students time to repeat the examples.

Fun fact**throw in the towel**

Throw in the towel comes from boxing. When a boxer is too hurt or injured to continue, his coach or manager throws a towel into the ring to signal that the fight is over.

Focus on meaning (page 99)**Sentence transformation**

Students work in pairs or groups to rewrite the sentences. Check answers as a whole class activity.

Focus on form (page 100)**A Beginnings and endings**

1. Students work alone to complete the idioms. Check answers as a whole class activity.
2. Have the students practice the pronunciation of the idioms in a choral drill.

B Correct or incorrect?

Students work alone to complete the activity and then check their answers with a partner.

Focus on use (page 101)**A What do you say?**

In pairs or groups, students complete the task. Each group then reports its answers to the whole class.

B Over to you

Give students a few minutes to think about the question. Then ask one student to lead a whole class discussion. With large classes, you may want to have two or three separate group discussions, and then have the groups report to the whole class.

Now write (page 101)

If there is time, give students a few minutes to make notes. Circulate and monitor. Assign the writing as homework.