

**Lead-in** (page 130)

Write *succeed* on the board. Elicit its opposite: *fail*. Then elicit the noun form of each word.

**Presentation** (page 130)

1. Ask students to look at the four cartoons on pages 130 and 131 and decide what *carry the day*, *hit a home run*, *have the last laugh*, and *make good* mean. They then check their answers against the definitions.
2. Now ask students to read through the idioms and definitions and find any that they have heard or read.
3. Play the idioms, pausing after each to allow students time to repeat the examples.

**Fun fact****hit pay dirt**

*Hit pay dirt* originated during the Gold Rush when people went digging for gold in the western United States and found it.

**Focus on meaning** (page 131)**A Matching**

Students work alone to complete the matching activity and then check their answers in pairs.

**B Odd one out**

In pairs or groups, students complete the activity and then check their answers with another pair or group.

**Focus on form** (page 132)**A Prepositions and adverbs**

Students work alone to complete the sentences and then check their answers in pairs.

**B Beginnings and endings**

In pairs, students complete the exercise and then check their answers with another pair.

**Focus on use** (page 133)**A What do you say?**

1. In pairs, students decide on an appropriate comment for each situation and then compare their answers with another pair.
2. Discuss answers as a whole class activity.

**B Over to you**

Give students a few minutes to think about idioms. Then they discuss their answers in small groups, or open the discussion to the whole class.

**Now write** (page 133)

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