

STUDENT'S WORKSHEET

1. Vocabulary

With your partner, read the following sentences and discuss the meaning of the words in **bold**:

1. "Are you okay?" "Not really, I'm feeling a little **under the weather**. Do you mind if I lie down for a while?"
2. "Did you finish your project?" "No, not at all! I'm still completely **snowed under**!"
3. "Are you okay?" "I'm just a little **under the weather**. After a good night's sleep, I'll be as **right as rain**".
4. "Do you want to come to the cinema tonight?" "I'll **take a rain check** until Friday if that's okay. I'm a bit **snowed under** at the moment".
5. "Did you hear about the government scandal?" "Yes, I have but is it really so important? It sounds more like a **storm in a teacup**".
6. "How was your exam?" "Brilliant! I passed! I'm **on cloud nine**!"
7. "You are soaking wet! What happened?" "Have you not seen the weather? **It's raining cats and dogs**".
8. "Did you see the football last night?" "That new player the club signed last month is as **quick as lightning**".

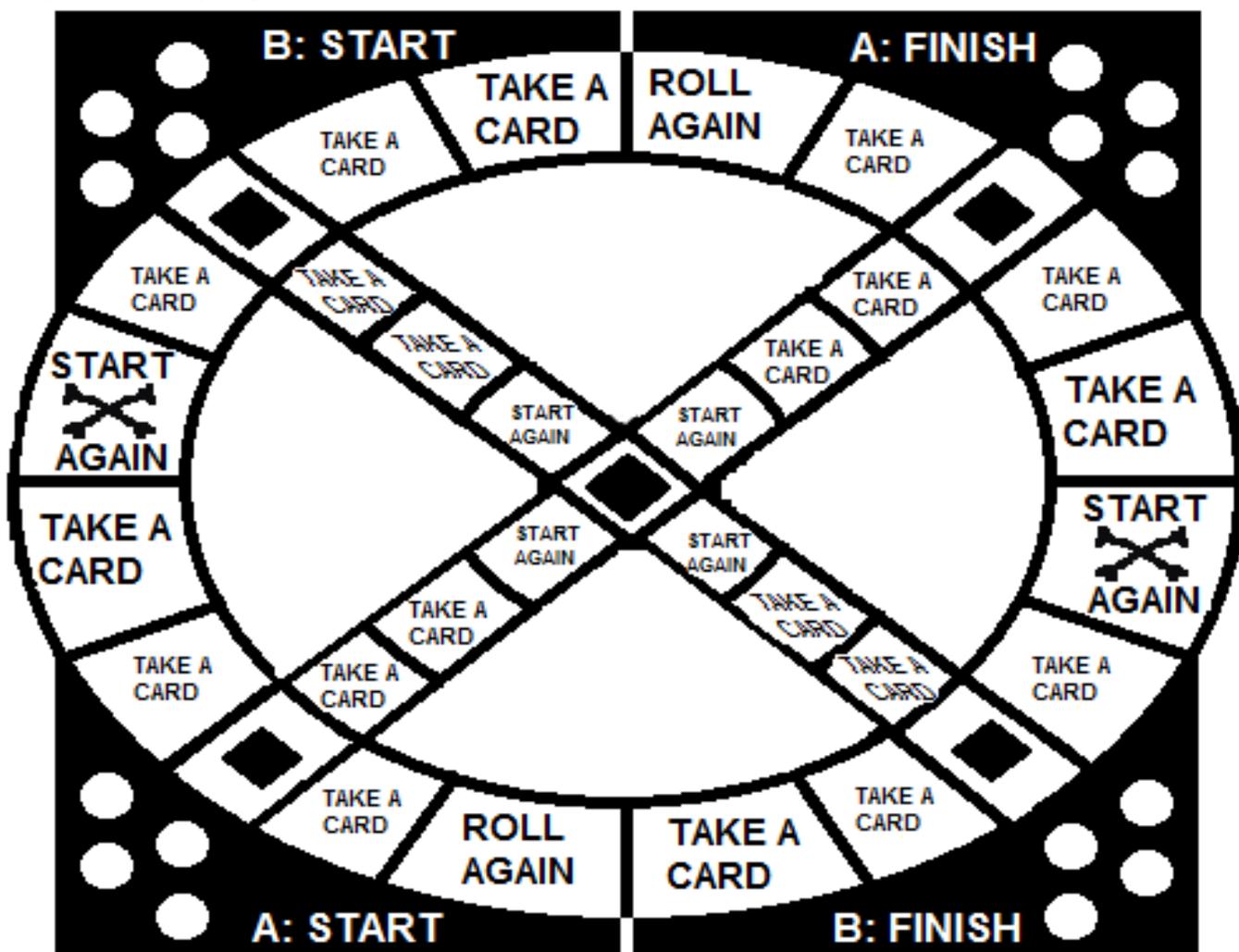
Now match the idioms in the left column to their definitions on the right:

IDIOM	DEFINITION
1. To be under the weather	1. To decline/refuse something now but offer to do it later
2. To be snowed under	2. To have a lot of work
3. To be as right as rain	3. To be very quick
4. To take a rain check	4. To be fit and healthy
5. A storm in a teacup	5. To feel ill
6. To be on cloud nine	6. To rain very heavily
7. To be raining cats and dogs	7. To be very happy
8. To be as quick as lightning	8. To make a problem bigger than what it is

-----fold here-----

2. Game

With your partner, play the game:



QUESTION CARDS (cut up a set for every pair of students)

The phrase that means: <i>To feel ill</i>	The phrase that means: <i>To have a lot of work</i>	The phrase that means: <i>To be fit and healthy</i>	The phrase that means: <i>To decline/refuse something now but offer to do it later</i>
The phrase that means: <i>To make a problem bigger than what it is</i>	The phrase that means: <i>To be very happy</i>	The phrase that means: <i>To rain very heavily</i>	The phrase that means: <i>To be very quick</i>
Go back 1 space	Start again	Miss a turn	Roll Again
When was the last time you were under the weather ?	When was the last time you were snowed under ?	How do you feel right now? Are you as right as rain ?	When was the last time you took a rain check ?
Give an example of a problem that was a storm in a teacup .	When was the last time you were on cloud nine ?	What's the difference between raining cats and dogs and a light rain?	Are you as quick as lightning at something?

TEACHER'S NOTES

1. Vocabulary

- Ask students to read the sentences in pairs and guess the meaning of the target language from context.
- Ask students to match the idioms to the definitions in the grid.
- Check the answers at the end of the activity.
- Give your learners time to memorise the new language.

IDIOM	DEFINITION
1. To be under the weather	1. To feel ill
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3. To be as right as rain	3. To be fit and healthy
4. To take a rain check	4. To decline/refuse something now but offer to do it later
5. A storm in a teacup	5. To make a problem bigger than what it is
6. To be on cloud nine	6. To be very happy
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8. To be as quick as lightning	8. To be very quick

2. Game

- Ask students to fold their worksheet on the dotted line and keep the top half hidden.
- Put students into pairs and assign them the letters A or B.
- Explain that only one worksheet will be needed for the game. For ease, tell student B they should work from student A's worksheet.
- Each student needs four counters (four coins or substitute) and a dice (or coin: heads moves 1 space; tails moves 3 spaces).
- Ask student A to place their counters on the 4 four circles in 'A: *START*'
- Ask student B to place their counters on the 4 four circles in 'B: *START*'

The rules of the game:

1. This is a turn taking game with player A going first. The dice is rolled and the player moves accordingly.
2. The aim of the game is for each player to exit their '*START*' position and make their way in any direction to the four circles in the '*FINISH*' position. Player A, starting in the four circles in 'A: *START*' should aim for the four circles in 'A: *FINISH*'. Player B, starting in the four circles in 'B: *START*' should aim for the four circles in 'B: *FINISH*'. The player who manages to get all four counters in the '*FINISH*' end first wins the game.
3. Players are not restricted to how many counters they can introduce onto the board at any time. They can bring in one counter or all four.
4. If a player lands on a square with a written command, they must do as instructed.
5. If asked to *TAKE A CARD*, players pick up one of the pre-prepared question cards placed face down next to the board game. The player answers the question/completes the action and then places the question card at the bottom of the pile.
6. Player's counters cannot cross. After rolling, a player moving past an opponent's (or their own) counter knocks the counter off the board returning it to the *START* position.
7. If there are three players, player C should place their counters on 'A: *FINISH*' aiming to get to 'A: *START*'. If all of the circles in 'A: *FINISH*' or 'A: *START*' are occupied with another player's counters, player C should place their counters next to their opponent's.
8. Try to ensure that the counters are different enough to avoid any confusion.

3. Writing and Speaking

- Ask students to write 5 sentences using the target language. Monitor and give help where necessary.
- In pairs or as a mingling, ask students to read their sentences out but omit the idiom they have used. The person they are speaking to has to guess what the missing words are based on the context.