

# ALL CLEAR!

## Idioms in Context

Helen Kalkstein Fragiadakis

**BOOK 2**  
**SECOND**  
**EDITION**

# ***All Clear!***

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## ***Idioms in Context***

SECOND EDITION

***Helen Kalkstein Fragiadakis***

CONTRA COSTA COLLEGE



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Thank you to everyone involved with the actual production of this book: Dave Lee, Kristin Thalheimer, Rachel Youngman, Talbot Hamlin, and Brian Orr. And to my ESL colleagues—Kathi Jordan, Amy Prentiss, and Cynthia Weber, I would like to express my great appreciation for your willingness to field test the new material and provide me with such valuable feedback.

To my friends, thank you for your first names for the dialogues.

To my daughter, thank you for giving me your “gut” native speaker responses to my questions—you helped me make sure that I was keeping the language natural.

To ESL/EFL students, thank you for your enthusiasm for learning idioms and your questions about their meanings and use. In this text, I have made a great effort to anticipate and answer your questions.

And to everyone who uses “Son of All Clear,” as Dave Lee once called it, I hope you have a great time and laugh a lot.

Helen Fragiadakis

# *To the Student*

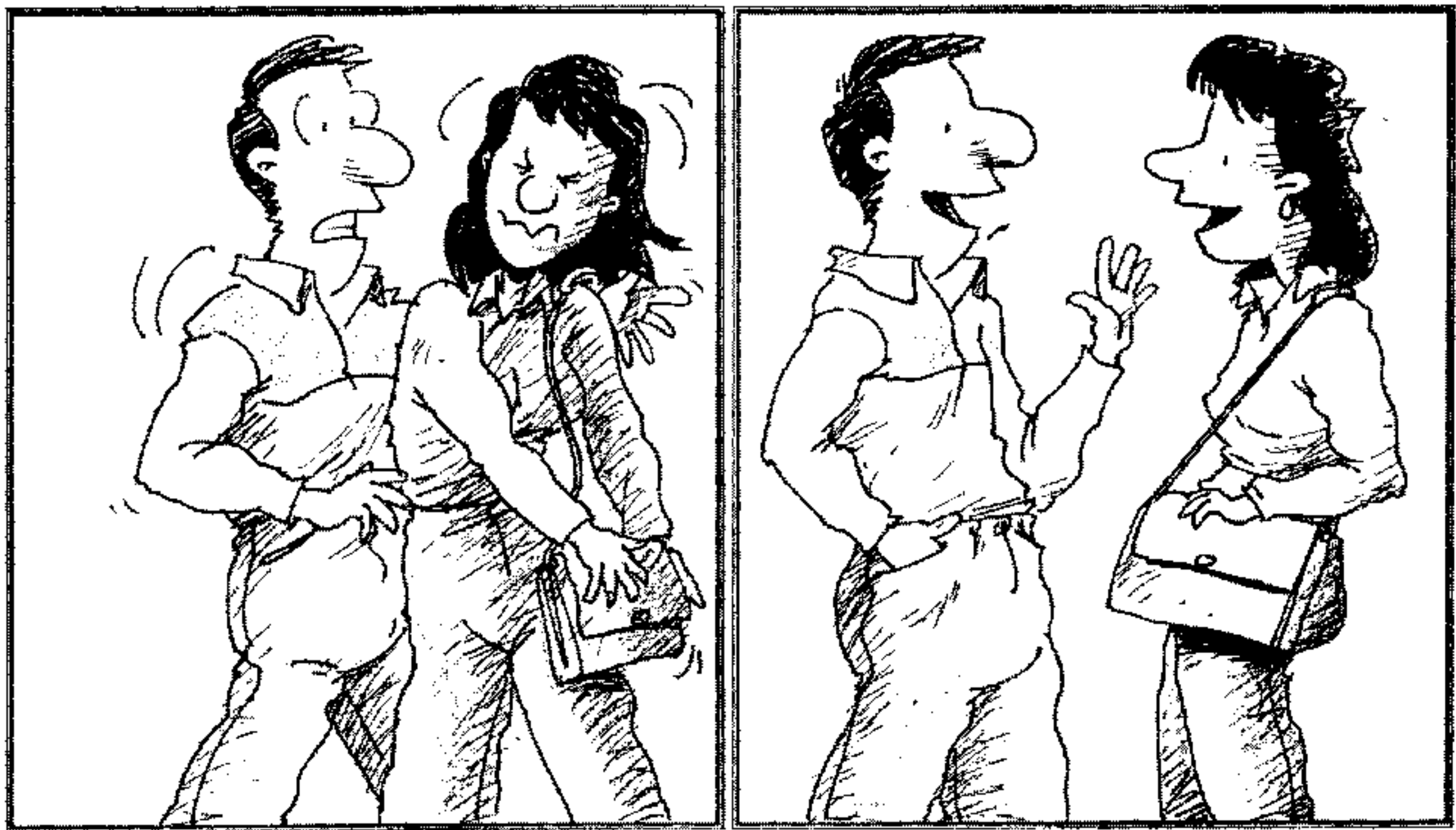
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To understand what an *idiom* is, take a look at the pictures below:

**Steve *ran into* Melissa yesterday.**

Literal meaning =  
They crashed into each other

Idiomatic meaning =  
They met without planning



For both pictures, we can say that "Steve *ran into* Melissa yesterday." In the first picture, that sentence means that Steve was running and then crashed into Melissa, and maybe even hurt her. In the second picture, that sentence means that Steve and Melissa met each other without planning to meet. When they saw each other, they were surprised.

"*Ran into*" in the second picture is an *idiom*. An idiom is a group of words with a special meaning. This idiom means "to meet someone without planning to meet." It does not mean that anyone was running.

Write down two idioms from your native language:

1. \_\_\_\_\_

2. \_\_\_\_\_

Translate these into English for your classmates, and then tell the class the meaning of each of your idioms.

You will study many idioms in this book, but you will also study *formulas*. Formulas are "set" expressions that do not change. These expressions are used in specific situations. Formulas are NOT idioms because their words do not have a special meaning when they are put together. Here are some examples of formulas:

It's nice to meet you.

Excuse me.

See you later.

As you learn the new vocabulary in this book, you will have many opportunities to improve your listening and speaking skills. Good luck, and have a great time!



# ***Introduction to the Teacher***

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ALL CLEAR! is an intermediate/advanced level ESL or EFL text that:

- teaches students to recognize and produce high-frequency American idioms and formulas,
- provides numerous contexts from which students can infer meanings,
- furnishes examples of natural conversation (in print and on the audio program) that cover a wide range of speech acts and emotions,
- exposes students to conversational situations reflecting social customs that can serve as a basis for cross-cultural discussions and
- provides many structured and communicative activities for listening and speaking practice.

For those who are familiar with the first edition, the main changes that have been made in the second edition include:

- Six new lessons (the odd-numbered lessons) with updated contexts.
- More definitions of idioms.
- New, more sophisticated, and contemporary cartoons.
- New dictations.
- More communicative activities.

## ***Organization of Each Lesson***

- Opening dialogue—A lively, *natural* conversation enhanced by an amusing illustration.
- Comprehension and culturally based discussion questions related to the opening dialogue.
- “Understanding the New Expressions” section, in which new vocabulary is presented in mini-dialogues so as to provide additional contexts for students. In addition, similar, related, and contrasting expressions are introduced, along with grammatical and other pertinent information.

—Eight exercises, at first structured, and then more communicative. (These are explained in detail in "Suggested Teaching Methods" on page xv.)

### ***Review Games***

A crossword puzzle, a tic tac toe game, and a "Guess the Idiom" exercise appear at the end of each set of four lessons, providing reinforcement and review in an enjoyable context. Specific instructions for presenting the games appear in the "Suggested Teaching Methods" section.

### ***Answer Key***

Appendix B contains the answers to Exercises 1 and 2 for all lessons. Appendix C contains the answers to the crossword puzzles and "Guess the Idiom" exercises in the Review Games.



### ***Audio Program***

The supplementary audio program (available in both cassette tape and compact disc) contains the opening dialogue, the Exercise 2 "Choosing the Idiom" dialogue, and the dictation from each lesson.

Each dialogue is first performed as it appears in the text. Then it is presented again with pauses so that students can repeat, phrase by phrase, what the speakers say.

The dictations are presented just as they would be by the teacher in class. First, the entire dictation is read as the students listen. Second, students write as they are given the dictation. Third, students check what they have written as they again listen to the dictation.

### ***Suggested Teaching Methods***

Following are many detailed suggestions for presenting the components of ALL CLEAR! in class.

# ***Suggested Teaching Methods***

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## ***Opening Dialogue***

Call students' attention to the headphone symbol at the left of the dialogue. Point out that this symbol means that this material is on the audio program.

Depending on the time available and the level of your students, you might choose to do only some of the following steps.

A. *Dialogue covered*: students look only at the illustration (which can be shown on a transparency).

1. Ask students to look at the illustration and describe what they think the situation is and what they think the characters are saying to each other. Have them comment on facial expressions, gestures, and the physical distances between the speakers. (If you have the time, students can do this in small groups.)
2. Play the audio program while students look at the illustration. If the audio program is not available, you can dramatize the dialogue yourself.

B. *Dialogue uncovered or on an overhead transparency*.

1. Have students read the dialogue as you play the audio program again.
2. Have students repeat the lines of the dialogue.
3. Ask the questions that follow the dialogue. Discuss the social customs, speech acts, and emotions portrayed, and compare them to how they are handled in the students' native cultures.
4. Ask students to summarize what transpired in the dialogue.
5. Have students practice reading the dialogue aloud in pairs.

## ***Understanding the New Expressions***

1. Model each new expression for students and have them note which words are stressed. Have students repeat the expressions after you.
2. Discuss each new vocabulary item with the class. In this section, mini-dialogues dramatize the uses of each expression in appropriate contexts.
3. Go over the additional expressions presented along with the idioms and formulas being studied. These similar, contrasting, and otherwise related expressions enrich students' vocabulary.

## Exercises

Exercises can be done individually, in pairs, or in groups. It would be best to have the students do the Lesson 1 exercises in class so that you can help them become accustomed to the format. From then on, they should be able to do at least Exercises 1 and 2 for homework. An answer key for Exercises 1 and 2 is provided in Appendix B.

Exercises 4 and 8 are adaptations of the "One-Minute Paper" and "Applications Cards" techniques explained in K. Patricia Cross's and Thomas A. Angelo's handbook for faculty called *Classroom Assessment Techniques*. This handbook was published by the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTL), University of Michigan, Ann Arbor, Michigan.

The following is a description of each exercise:

**1. Mini-Dialogues**—A matching exercise giving students practice in using idioms in very brief conversational exchanges. The best way to check this exercise in class is to have one student read an item from column A aloud and then have another student read the appropriate response from column B so that everyone can hear the mini-dialogues that are created through matching.

**2. Choosing the Idiom**—A fill-in-the-blank dialogue accompanied by a word list and an illustration. This exercise gives students a chance to see some of the idioms used in another context. Also, when providing answers, students learn to give attention to grammatical factors such as subject-verb agreement and verb tense.

**3. Dictation**—Dictation of a short paragraph, often containing reported speech, that summarizes the opening dialogue. It would be best to use the audio program to give the dictation, but if that is not possible, the dictations can be read from Appendix A.

Be sure that students know the words for punctuation marks: period, comma, question mark, exclamation point, dash hyphen, colon, semi-colon. They should also know what "indent" means.

### Dictation Directions

- a. While students just listen, read the entire dictation aloud at normal speed, using natural stress and intonation.
- b. Give the dictation, pausing at natural points between phrases and sentences while students write. Include the necessary punctuation as you dictate.
- c. Read the entire dictation once more so that students can check their work.
- d. To check students' work:
  - Collect the dictations or
  - Have students exchange papers and circle errors as they look at the corrected dictation on the board, on an overhead transparency, or in Appendix A.

**4. Any Questions?**—A classroom assessment technique that gives you an opportunity midway through the exercises to get anonymous feedback from students about the highlights and confusing aspects of each lesson. Actually, this activity can be done at any time during a lesson. You should collect the papers, and at the next class meeting



distribute a handout with a list of the questions that came up, or write the list on the board or on a transparency. The questions can be answered by (a) you, (b) students you call on, or (c) students in small groups. The real purpose of this activity is to reach the quieter students who may hesitate to ask questions.

**5. Personal Questions**—Questions (containing new vocabulary) related to students' personal lives. This exercise is best done orally, but it can be written. Students can work in pairs or small groups to answer these questions.

This can also be done as a "Hot Seat" activity. Choose one student to be on the Hot Seat—this student has to answer all the questions in front of the whole class. Classmates take turns asking the "Personal Questions."

**6. Skit Writing**—Student- or class-written dialogues based on specific situations, accompanied by illustrations. This activity should culminate in groups of students practicing and then performing their skits in front of the class.

You may wish to follow the steps listed below before having students do this exercise on their own:

1. For the first lesson: Write the dialogue as a class. Have students look at the illustration and offer suggested lines for the dialogue while you write the lines on the board. Point out the problem if one utterance does not logically follow another, so that students see immediately that coherence is an important factor in writing dialogues. Discuss grammatical changes that need to be made in the expressions (tense, person, pronoun, etc.)
2. For the second lesson: Have students write the dialogues in pairs while you circulate, offering help as needed.
3. For the subsequent lessons: Intersperse the methods suggested above with opportunities for students to write the dialogues individually. Type up (corrected) student-written dialogues for the entire class. These will portray the new expressions in many different contexts.

**7. Improvisation**—Role-plays based on situations that elicit the use of specific idiomatic expressions. This exercise is completely oral, *not* written.

The following steps are suggested:

1. You or a student writes the expressions on the board. It is convenient to refer to the Contents when doing this.
2. Add any other expressions that you would like to review. Be sure that they somehow fit into the contexts of the suggested role-plays.
3. Put students into small groups and give them time to briefly (and orally) prepare what they will say. Suggested first lines are provided. Be sure that they understand the context of the role-play. If you have a chance to bring in props beforehand, give them out now.
4. Have one group of students come to the front of the class. Remind the group to glance periodically at the board in order to include at least some of the new expressions.
5. As they perform, you can:
  - note which idioms were used and plan to comment on how they were pro-

- nounced and whether or not they were used correctly in terms of grammar and context,
- videotape the students. The tape can then be replayed for the entire class or privately for only those who performed.

**8. Real Life**—Another classroom assessment technique that encourages the transfer of expressions from the classroom to the outside world. Students list at least five new expressions and then write down where and with whom they might use these expressions in their own lives. They can share these lists in small groups, or you can collect and type up the lists. You might even have the students write mini-dialogues that represent conversations with their relatives and friends.

It is always useful to ask students if they ever use or hear the expressions previously studied, and if they say yes, to ask where they were used or heard, and who was speaking.

## **Review Games**

### **I Crossword Puzzles**

Crossword puzzles require students to supply parts of expressions with the correct spelling. Students unfamiliar with this activity will need “across” and “down” explained. Puzzle solutions appear in *Appendix C*.

### **II Tic Tac Toe**

Tic Tac Toe requires students to produce grammatically and semantically correct sentences containing the new expressions.

#### **Steps to Tic Tac Toe**

1. First play a traditional Tic Tac Toe game so that students become familiar with the strategy involved. Explain that any straight line wins, whether it is horizontal, vertical, or diagonal.
2. Put the Tic Tac Toe grid on the board, and fill in the spaces with expressions to be reviewed.
3. Divide the class into two teams X and O. Flip a coin (and teach “heads or tails”) to see which team will start.
4. To get an X or an O in a space, a team has to create a grammatically and semantically correct sentence using the expression which appears there. Allow team members to confer, but give a 30-second time limit. Be sure students take turns giving the answers.
5. The first team to get three X’s or O’s in a straight line wins.
6. If there are any expressions left uncovered by X’s or O’s, keep them for another game. Add other expressions to the spaces already used, and play again.

### **III Guess the Idiom**

For fun, students guess which idioms are portrayed in pictures representing the literal interpretations of the expressions.

## ***Pronunciation Practice***

In each lesson, the opening dialogue and the dialogue in Exercise 2, "Choosing the Idiom," can provide contexts for pronunciation practice. On the audio program, each dialogue is read twice. The first time, the dialogue is performed at natural speed. The second time, it is read with pauses so that students can repeat what they have heard.

If you would like to use these dialogues as contexts for special pronunciation work, you may want to consider the following:

### ***A. Reduced forms***

Look for reduced forms in each dialogue (e.g., "Why don't you?"—"Why doncha?") Students do not need to actually pronounce the reduced forms, but it is very important that they learn to recognize them when they are used by native speakers.

### ***B. Linking***

Have students practice linking words within phrases. For example, in "I wish I could," the words "wish" and "I" sound like one word, "wishay."

### ***C. Stress***

1. Have students pronounce each new expression with the correct stress.
2. If students have learned the basic rules for sentence stress, have them mark all the words in the dialogue that should be stressed. Have them perform the dialogue. Correct stress errors only.

### ***D. Intonation***

If students have learned the basic rules for rising and falling intonation, have them mark the intonation lines on their dialogues. This can vary in detail; you may want them to mark only question intonation.

### ***E. -ed and -s word endings***

1. If students have studied the rules for the pronunciation of these suffixes, have them circle the words in the dialogue which demonstrate the use of these rules.
2. For -ed pronunciation, have the students list all of the regular verbs that appear in the dialogue. Have them put those verbs into the past tense, and then pronounce the verbs.
3. For -s pronunciation, have students list all of the countable nouns that appear in the dialogue. Have them make them plural (if they aren't plural already), and then pronounce those words.
4. For further -s pronunciation, have students list all of the verbs that appear in the dialogue, put them into third person singular, and then pronounce the verbs.

### ***F. Vowel and consonant pronunciation and/or contrasts***

If in pronunciation you are focusing, for example, on the vowel /au/ as in "cow," or the two "th" sounds, have the students circle these sounds in the dialogue. When they perform the dialogue, correct only the mispronunciation of these sounds.

### ***Applying A through F in class***

The following is a specific example of how to connect some of the above aspects of pronunciation with part of an actual dialogue from Lesson 8 of this text. The dialogue is marked to demonstrate what students would write in response to the directions below.

#### ***Partial dialogue from Lesson 8***

Rosemary: Hello?

Frank: Hi Rosemary. This is Frank. How're you doing?

Rosemary: OK, but busy.

Frank: Can you make time to go to a movie this afternoon?

Rosemary: I wish I could, but I have a lot of homework. I'll have to take a rain check.

Frank: Come on, take some time off. You're always studying! You're going to turn into a robot before you know it.

Rosemary: Well, I have a lot to do. Don't you have work to do?

Frank: I did, but I got it over with, so I can leave early.

#### ***Directions that you can give students:***

1. Circle all of the words with the "th" sound.
2. The following are reduced forms: How're you . . . ? (How—er—ya . . . ?)  
to go to a . . . ? (ta—go—da—a . . . )  
going to (gonna or going ta . . . )  
Don't you . . . ? (Doncha . . . ?)

Underline these in the dialogue.

3. The words in the following phrases should be linked. That means that you should say them as if they were one word.

This is . . .	Come on . . .
wish I . . .	time off . . .
but I . . .	have a . . .
take a . . .	got it over . . .

Draw a  that shows these words are linked in the dialogue.

4. There are four questions in the dialogue. Which use rising intonation, and which use rising-falling intonation? Why? Mark the intonation for these questions.

(Rising intonation—"Hello?" and the Yes-No questions, "Can you make time to go to . . . ?"  
"Don't you have work to do?"

Rising-falling intonation—WH question, "How're you doing?"

5. Mark the stressed words in the sentences, "I wish I could, but I have a lot of homework. I'll have to take a rain check."



Covering all of these pronunciation points in one lesson would, of course, be confusing and counterproductive; choose as many as you think your students can handle at one time. The key point here is that the dialogues in this text provide useful contexts for practicing whatever you want to cover in pronunciation. By making students sensitive to correct pronunciation, you will help them gain the experience of monitoring themselves as they perform the dialogues and participate in real-life conversations.

# ***A Note About the Terminology Used in This Text***

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In this book, *two-word verbs* are labeled *separable* or *inseparable* and *transitive* or *intransitive*. The following explains the meanings of these terms.

**Two-word verb** = verb + another word, such as: to *get over* a cold,  
to *drop in*

## ***Separable vs. Inseparable:***

**Separable** two-word verbs can be separated by direct objects:

He figured out his problem.      He figured his problem out.

When the direct object is a pronoun, it must be inserted *between* the two parts of the verb:

He figured out his problem.      He figured it out.

He figured out it. (incorrect)

**Inseparable** two-word verbs cannot be separated by direct objects:

She got over her cold.

She got her cold over. (incorrect)

## ***Transitive vs. Intransitive:***

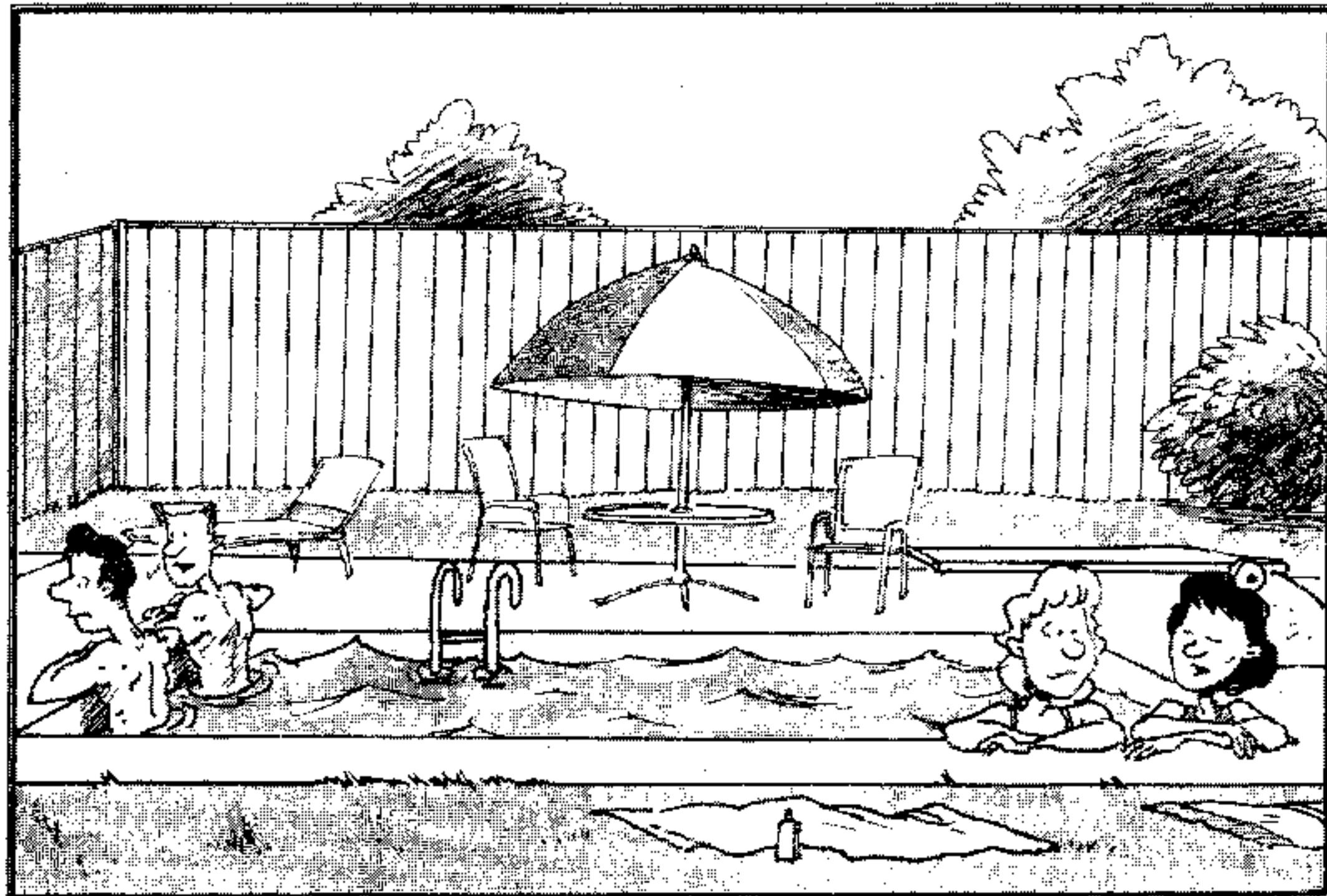
Transitive two-word verbs must have direct objects; intransitive two-word verbs do not have direct objects. Since direct objects are required to form the passive voice, only transitive verbs can be put into the passive:

**Transitive:** They figured out the problem. (the problem = direct object)  
The problem was figured out (by them). (passive voice)

**Intransitive:** The movie gets out at 11:00. (no direct object)  
(passive voice not possible).

## Lesson

# Cold Feet



ELLEN: Can you believe it? Your wedding is in two weeks!

JANA: And I think I'm **getting cold feet**.

ELLEN: Why? What are you afraid of? Rick's a great guy.

JANA: I know, but maybe we should wait. We **can't** even **afford to** buy furniture!

ELLEN: So, it's money that's making you **have second thoughts**. **Deep down** you really want to **get married**. I **can tell** by your face—you really love him.

JANA: Ellen, sometimes I think you can **read my mind**.



RICK: Tim, can I ask you a question?

TIM: **Shoot!**

RICK: Do you think I'm ready to get married?

TIM: That's a strange question. Are you **getting cold feet**?

RICK: I guess you could say that. I was thinking, you know, marriage is **for good**, and I don't want to make a mistake. There are so many divorces these days and . . . my parents are divorced, you know. **History repeats itself** a lot and . . .

Tim: **Are you through?** Do you have any more reasons why you shouldn't marry Jana?

Rick: But I'm **dying to** marry her.

Tim: Do you want my advice? You and Jana **have a lot in common**. You're perfect for each other. So **cut out** all this nonsense and don't **be** so **chicken**. If you **wind up without** Jana, you'll be sorry.

- QUESTIONS**
1. How do Jana and Rick feel about getting married?
  2. What do you think "to get cold feet" means?
  3. If you are married, did you get cold feet before your wedding? Explain.  
If you are not married, do you think you will get cold feet before your wedding?

## ■ Understanding the New Expressions

*Note: S1 and S2 refer to Speaker 1 and Speaker 2.*

1. **get (or have) cold feet** = become so nervous about starting something new (such as a marriage or a new job) that you think you shouldn't do it

S1: Your new job starts soon, doesn't it?

S2: Uh-huh, but the problem is, I'm **getting cold feet** and thinking that I should call them and tell them to look for someone else.

S1: You really wanted that job. Why would you do that?

S2: Well, they want someone who knows a lot about computers, and I know some, but not a lot.

S1: Didn't they get married?

S2: No. At the last minute, she **got cold feet** and canceled the wedding.

2. **can/can't afford to do something** or **can/can't afford something** = have or not have enough money to buy something

S1: I didn't know you had a job.

S2: Well, I **can't afford to** go to school full-time. So I work and go to school part-time.

S1: I thought you were going to buy a new car.

S2: I wanted to, but I **couldn't afford** one. I had to get a used car, but it's OK.

S1: That video camera is so expensive!

S2: Don't worry. I **can afford** it.

3. **have second thoughts** = think that your decision may not be a good one  
**have second thoughts about doing something**  
**have second thoughts about something or someone**



S1: I'll buy it.

S2: Are you sure? No **second thoughts**?

S1: No **second thoughts**. Here's my check.

S1: I need to talk to you. I'm **having second thoughts about buying** that car.

S2: What's the problem?

S1: Well, first of all, it's really expensive. And second of all, it's an automatic, and I'd rather have a manual transmission.

S1: They're **having second thoughts about** that house.

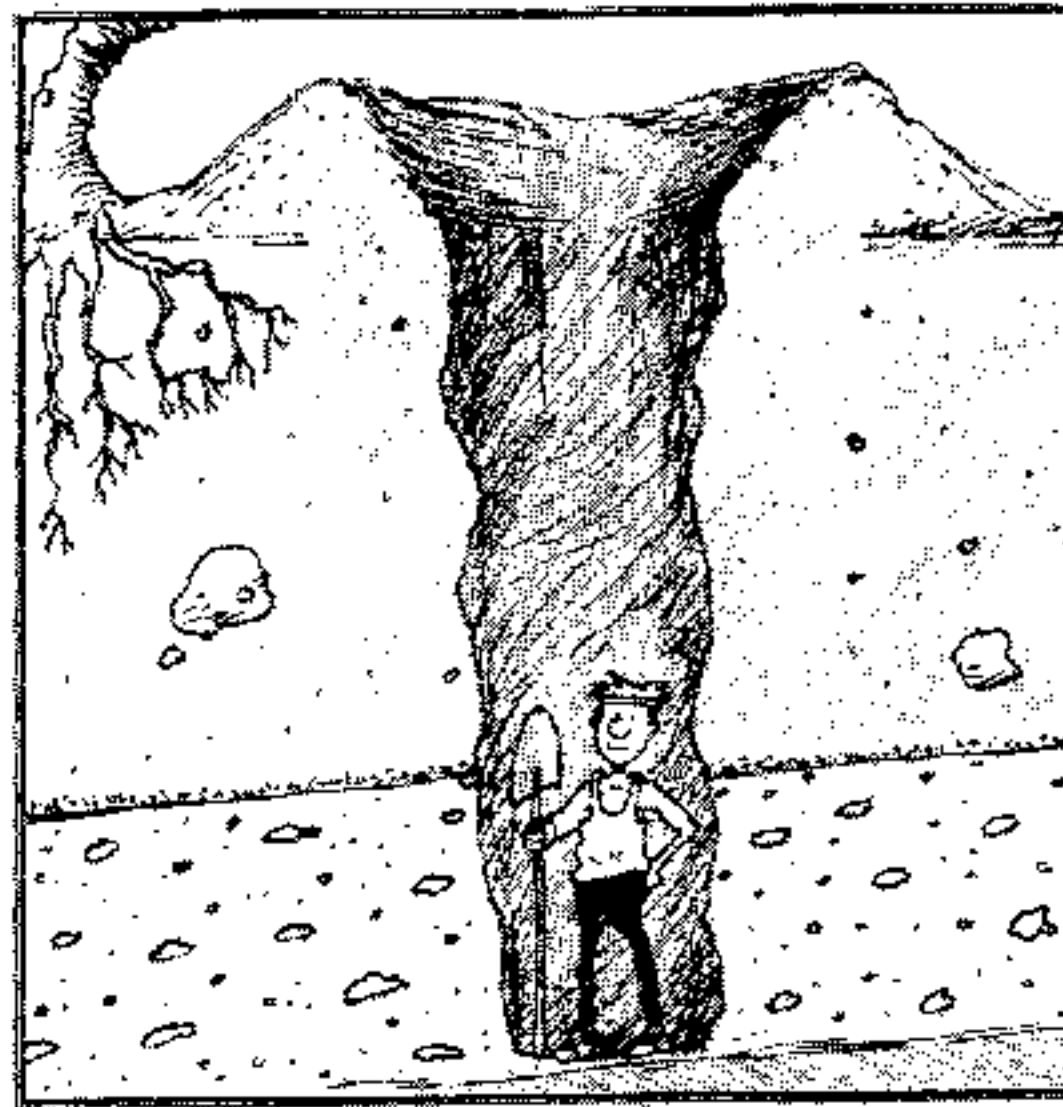
S2: What do you mean?

S1: Well, it's an old house and they're afraid that they'll have a lot of problems if they live there.

S1: What do you think of the new guy?

S2: I'm afraid I'm **having second thoughts about** him. At first, I was sure he was right for the job, but now I'm not so sure. His work isn't as good as I expected.

4. **déep dówn** = deep in your heart—your true feelings



S1: I told them that I wanted to fly, but **deep down** I'd really like to drive.

S2: Why?

S1: I've never told anyone this before, but I'm afraid of flying.

S1: Look at how they are all smiling at each other. But **deep down** they really don't like each other.

S2: How do you know?

S1: Trust me. I know.

5. **gét marríed (to)** = become married; marry;  
go through the process of becoming married

S1: When are you **getting married**?

S2: In a month or two.

S1: They're married?

S2: Yup (yes). They **got married** last year.

**Similar (but very informal) expressions:** *tíe the knót/gét híched*

—When are you two going to **tie the knot**?

—When are you two going to **get hitched**?

—They **tied the knot** last year.

—They **got hitched** last year.

**Contrast:** **be married (to)** = after people **get married**, then they **are married**

**S1:** Did you know that Rick **is married** to Jana?

**S2:** That's great.

**S1:** Listen, everyone. We have a surprise for you. We're **married**!

**S2:** Really? Congratulations!

**Note:** People **get married** at their wedding. Then they **are married**.  
They are married "to" each other, not "with" each other.

**Related expressions with verbs:**

**be engaged (to someone)**

**split up** = **séparate** (before getting a divorce)

**bréak up (with someone)** = **end a relationship**

**be séparated (from someone)**

**divórcé someone/gét a divórcé (from someone)**

**be divórced (from someone)**

**remárry** = **marry again; get married again**

**be remárried**

**gét báck togéther (with someone)**

**Related nouns:**

**a wédding** = the ceremony in which people get married

**a recéption** = the party after the ceremony

**a márriage** = a relationship between a man and woman in which the  
man is the husband and the woman is the wife.

We can say: a good/bad marriage

a happy/an unhappy marriage

a perfect marriage

a "marriage made in heaven"

**fiancé** = a man to whom a woman is engaged

**fiancée** = a woman to whom a man is engaged

**márrital status** = this is often asked on official forms. It means: Are you  
married or single? If you are married, your marital status is "married." If  
you are single, your marital status is "single." In the past, "divorced"  
was also considered marital status, but today a divorced person can  
be considered "single."

6. **(someone) can/cán't téll (by)** = be able or not be able to see or hear what something really is

S1: **Can** you **tell** that I was crying? Are my eyes red?

S2: No, I **can't tell**. No one will notice, so don't worry.

S1: There's a new driver in front of us.

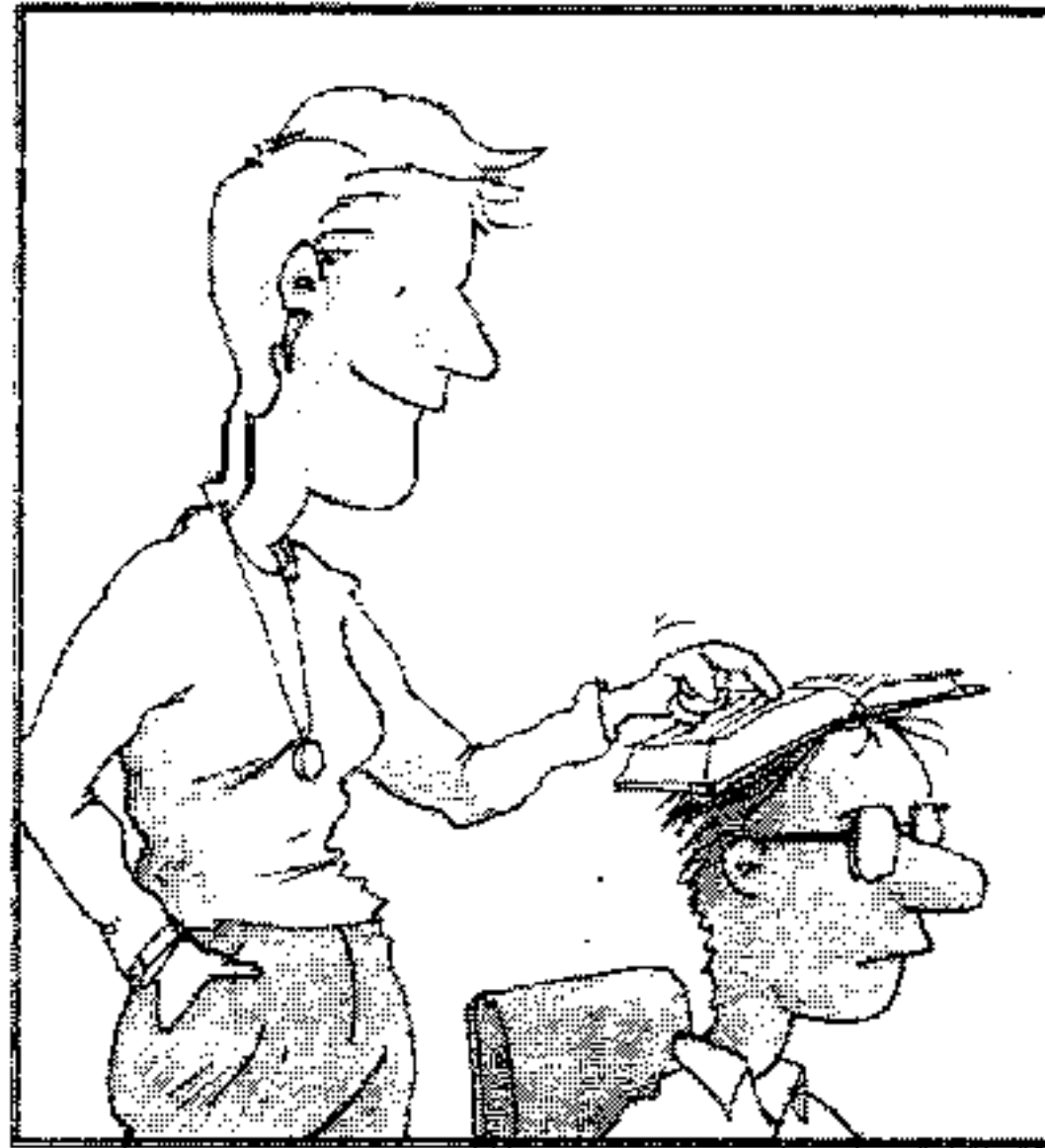
S2: How do you know?

S1: I **can tell by** the way he's sitting, and how slowly he's driving.

S1: Can you read this? The handwriting is so bad that I **can't tell** what it says.

S2: Neither can I.

7. **réad someone's mínd** – know what someone is really thinking  
**be a mínd reader** = be someone who knows what others are thinking



S1: This party isn't very exciting. You want to go home, don't you?

S2: Are you **reading my mind**?

S1: You knew I didn't want to fly. Why didn't we drive?

S2: How could I know that you didn't want to fly?

Do you think I can **read your mind**?

or

Do you think I can **read minds**?

or

Do you think I'm **a mind reader**?

8. **Shóot!** = a friendly, very informal way to let others know that they are free to ask you a question

S1: There's something that I've been wanting to ask you.

S2: **Shoot!**

S1: How old are you?

S1: Can I ask you a question?

S2: Sure. **Shoot!**

9. **for good** – forever, permanently

S1: Our marriage is over **for good**. I don't want to talk about it.

S2: But you have to talk. This is important.

S1: I just got a letter from my son—finally.

S2: Any news?

S1: Yeah-big news. He's coming home **for good**. You know-he's been traveling for over two years?

S2: That long? Well then he probably really wants to come home by now.

\* 10. **history repeats itself** = this is an expression or "saying" that means that something that happened in the past happens or may happen again because we don't "learn from our mistakes"

S1: I hope there won't be another war.

S2: So do I. We never seem to learn from the mistakes of the past so **history** always **repeats itself**. It's crazy.

\ 11. **be through (with something)** = be finished (with something)

S1: Can you help me?

S2: Sure. I'll **be through** in a second.

S1: When **we're through with** our homework, do you want to take a walk?

S2: That sounds like a great idea. I need to get out for a little while.

**Note:** If you use a verb after "through with," make sure that you use the verb + ing (gerund). When you use "through + gerund, the word "with" is optional.

—When I'm **through (with) doing** the dishes, I'll take a shower.

**Note:** When you are **through** with something, you are finished with an activity that you were actively doing. When something is **over** (such as a movie), it is finished, but you have no control over it.

**Note:** Be careful with words that have similar spelling:  
thorough = complete; thought = past tense of think; taught = past tense of teach

12. **be dying to do something** = want to do something very, very much

S1: That new movie is finally here. I'm **dying to see** it. Want to come?

S2: What's it about?

S1: Why are you going home so early?

S2: I'm **dying to** get the mail. I'm expecting something kind of special.

**Similar expressions:**

**be dying of thirst** = be very, very thirsty

**be dying of hunger** = be very, very hungry

—It's so hot and I'm **dying of thirst**. Let's stop and get a drink.

—I haven't eaten since this morning and I'm **dying of hunger**.

- 13. have a lot/a little/very little/nothing in common** (with someone) = share or not share the same interests

**S1:** Let's introduce Marie to Tom. I think they'd like each other.

**S2:** Great idea. They **have a lot in common**, don't you think?

**S1:** Let's introduce Fran to Andrew. I think they'd like each other.

**S2:** I don't think so. They **have nothing in common** (with each other). I'm surprised that you thought they'd like each other. I think we should introduce Andrew to Valerie.

- 14. cut out something** or **cut something out** (separable/transitive) = stop some behavior

**S1:** Hey—**cut out** all that noise in there!

**S2:** Too bad! Close the door.

**S1:** You'd better **cut out** smoking because it is really bad for you.

**S2:** You're right. Anyway, there aren't many places left where it's legal to smoke.

**Note:** This is an **informal** expression. The first dialogue above would probably be spoken by close family members. The second dialogue might take place between two friends or between a doctor and a patient.

People who know each other very well might say, when they are angry about something someone is doing:

—Cút that out! or

—Cút it out!

**Contrast:** **cut something out (of something)** = with scissors or a knife, cut something out of a larger piece

**S1:** My mother would be interested in this newspaper article.

**S2:** Why don't you **cut it out of** the paper and send it to her?

**S1:** How did you make that beautiful paper doll?

**S2 (child):** I drew a picture on a big piece of paper and then I **cut it out**.

- 15. be chicken** = be afraid

**S1:** Jump! Come on—you can do it.

**S2:** No, I'm too **chicken**. It's too far and I know I'll fall.



**Similar expression:** **be a chícken** = be a person who is afraid

**S1:** Go tell him!

**S2:** Ssh! No. I'm **a chicken**. You tell him.

**Similar expression:** **to chícken out** (inseparable/intransitive) = not to do something that you planned to do because you became afraid

**S1:** Did you tell him?

**S2:** No, I **chickened out**.

**Note:** These idioms with the word "chicken" are often used by children when they try to make (force) each other do something. Adults however, sometimes use these expressions in informal situations.

**16. wínd up with or without something** (inseparable/transitive) – end up = finish by becoming something else

**S1:** If you don't take better care of yourself, you'll **wind up with** a cold.

**S2:** All right. I'll take my jacket.

**S1:** They gambled all their money and **wound up without** a cent.

**S2:** All their money?

**Similar expression:** **wínd up** +  $\frac{\text{verb}}{\text{verb}}$  **ing**

**S1:** If we don't make a decision soon, we'll **wind up going** nowhere.

**S2:** Why don't we just go to the beach?

**Contrast:** **wínd up (an object)** (separable/transitive) = turn in a circular motion so that something (an object) will be able to work

—In the past, if we didn't **wind up** our watches every day, they would stop working. But now, most watches have batteries, so we don't have to **wind them up**.

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. Can I ask you a question?
- \_\_\_\_\_ 2. Let's watch TV.
- \_\_\_\_\_ 3. He has two cars and a boat and he works in a fast food restaurant.
- \_\_\_\_\_ 4. I'm dying of thirst.
- \_\_\_\_\_ 5. I'm telling them what you told me.
- \_\_\_\_\_ 6. I thought you were going to make a speech in front of all the teachers.
- \_\_\_\_\_ 7. Listen—I've got some interesting news for you.
- \_\_\_\_\_ 8. Are they laughing or crying?
- \_\_\_\_\_ 9. Let me try to read your mind. You are thinking about breaking up.
- \_\_\_\_\_ 10. What are you doing here? I thought you'd be away by now.
- \_\_\_\_\_ 11. All right, I'll do it.
- \_\_\_\_\_ 12. What is your marital status?
- \_\_\_\_\_ 13. I'm not staying here for good. I want to see the world.
- \_\_\_\_\_ 14. The same thing happened a hundred years ago.
- \_\_\_\_\_ 15. I like music, dancing, sports and reading.
- \_\_\_\_\_ 16. I'm sorry I'm so chicken, but I'm afraid of dogs.
- \_\_\_\_\_ 17. She wasn't a good student, but she wound up becoming a successful businesswoman.

#### B

- a. I almost did, but I got cold feet.
- b. No, you're wrong! I'm thinking about getting married.
- c. I can't now, but I'll be able to when I'm through.
- d. I can't tell.
- e. No, don't. I know that deep down you don't really want to. I'll find someone else to do it.
- f. I always thought she was smart.
- g. I know, but I had second thoughts when I realized how expensive the trip would be.
- h. Why don't you stop complaining and get yourself a glass of water?
- i. It looks like we have a lot in common.
- j. How can he afford those things?
- k. Cut it out! I told you not to tell anyone. Can't you keep a secret?
- l. Single.
- m. You know how it is. History always repeats itself because people don't learn from their mistakes.
- n. Do your parents know what you want to do?
- o. Sure. Shoot!
- p. Hurry up and tell me. I'm dying to hear.
- q. No problem. I'll put him outside.

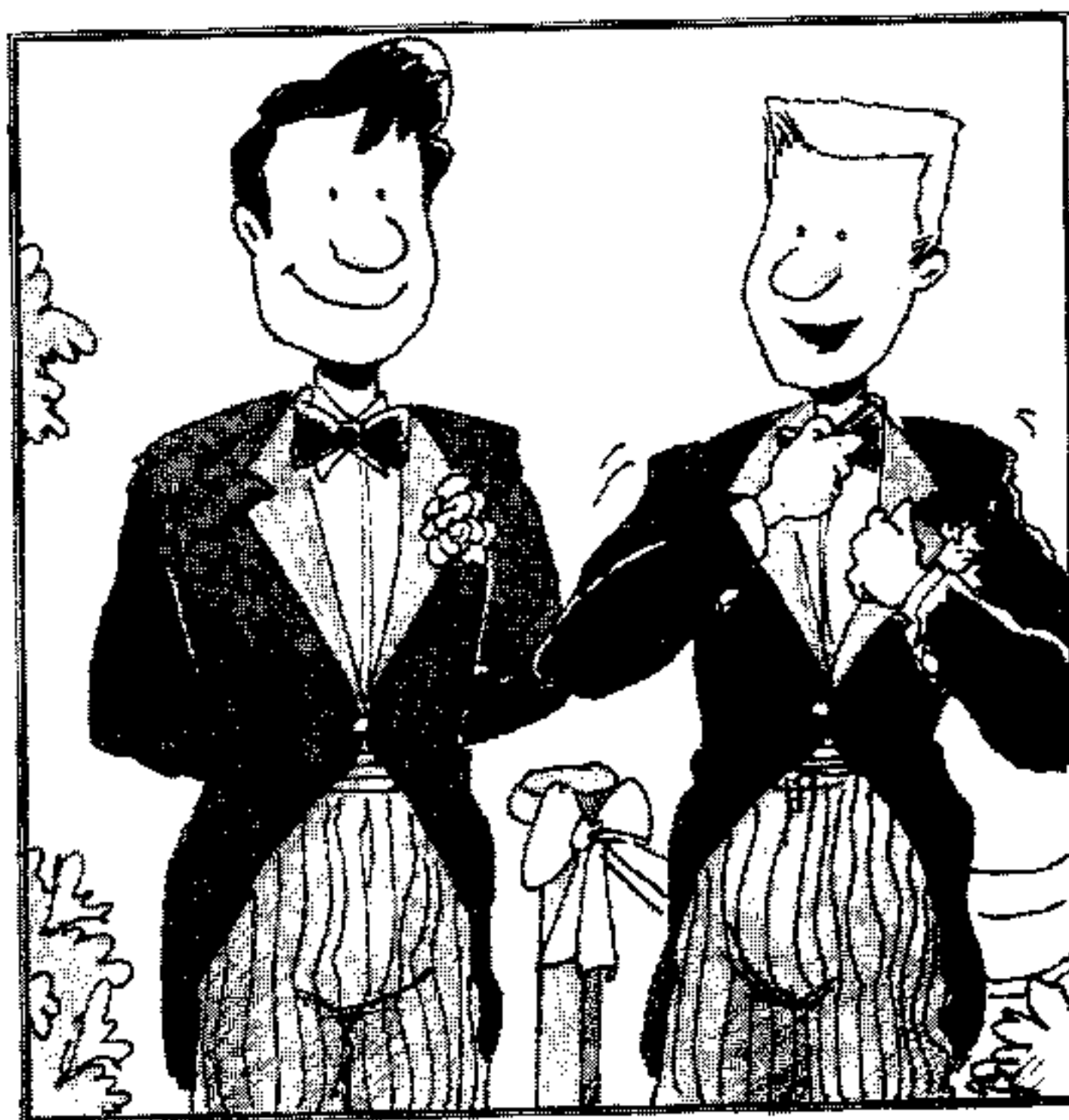
## 2. Choosing the Idiom

The following dialogue takes place between the two people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

have a lot in common  
be dying to  
read my mind  
for good

can tell  
through  
shoot  
chicken

cold feet  
(not) have second thoughts  
deep down  
get married



TIM: Still have \_\_\_\_\_ ?  
(1)

RICK: No. And I \_\_\_\_\_ either. I feel great.  
(2)

TIM: I \_\_\_\_\_. You look really happy. So does Jana.  
(3)

RICK: Where is she? Did you see her?

TIM: Oh, yeah. But you can't until the ceremony.

RICK: That's a crazy superstition. Show me where she is.

I \_\_\_\_\_ see her.  
(4)

TIM: Oh, no. Her mother would be really mad. She told me that on the day



people \_\_\_\_\_, they shouldn't see each other  
(5)

'til the ceremony.

RICK: I don't think that Jana's mother and I \_\_\_\_\_  
(6)

But \_\_\_\_\_, I really like her. I hope she likes  
(7)  
me.

TIM: I'm sure she does. She was just saying that when  
she's \_\_\_\_\_ helping Jana, she'll come down  
(8)  
and look for you to see how you're doing. How are you doing?

RICK: That's a good question. What time is it?



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

### 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. Talk about a time when you had plans, but then got cold feet. (Perhaps you were going to get married, start a new school or job, take a big trip, try a dangerous sport, or say something serious to someone.)
2. As you can see from the dialogue in Exercise 2, some American people have superstitions about getting married. Discuss superstitions related to wedding customs in your native country.
3. Deep down, do you *really* want to learn English, or are you studying it because: (a) your school requires it, (b) your parents want you to learn it, or (c) it is necessary for your work? Explain your answer.

4. What is something that you are dying to do within the next five years?
5. When we say that "history repeats itself," we mean that we don't learn from the mistakes of the past, so we keep making the same mistakes. Is there an expression in your native language that has the same or a similar meaning?
6. In English, a chicken is someone who is afraid to do something, and a pig is someone who doesn't eat with good manners. In your native language, are people ever called by animal names? If yes, when? What do you say?

## 6. Skit Writing

In this illustration, Rick's and Jana's friends, Tim and Ellen, are at the reception after the wedding ceremony. They are talking about how happy their friends are now that they are married. They also tell each other about the conversation they each had in the swimming pool when Jana told Ellen and Rick told Tim about *having cold feet*. Tim starts the conversation by asking Ellen "Did you know that Rick had cold feet?"

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

Your life is about to change. You are going to get married, move to a new city (or country), and start a new job. But there's a problem—you are having second thoughts. You really like where you live now, and you already have a good job. What should you do?

Discuss this problem with a close friend. This close friend will ask you many questions and then give you advice. The question is: Will you follow your friend's advice or not? You decide.



Possible starting lines:

FRIEND (concerned advisor): What's wrong? You look upset.

YOU (worried): I am. I . . .

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *can't afford to*

1.

2.

3.

4.

5.

### *Real-Life Situations*

*I would say this a lot—when shopping, looking at ads in newspapers and magazines, when talking to friends about things I need, want or dream about doing.*



## Guess Who?



PETER: Guess who?

LAURA: José? No, not José. Peter! I can't believe it! I haven't seen you **in ages**. How are you?

PETER: Pretty good.

LAURA: Can you join me?

PETER: I wish I could, but I'm **on my way** out. I have to be in the city in an hour.

LAURA: **Come on**. Just for a minute.

PETER: There's a lot of traffic and I really have to **get going**. Listen, you know where I live—why don't you **drop in** one evening?

LAURA: I'll do that. And **feel free to drop in on** me, too. Let's **keep in touch**.

PETER: I'd really like to. Talk to you soon. I'm glad I **ran into** you. Take care.

### QUESTIONS

1. Is it customary in your native country for someone to cover a friend's eyes and say, "Guess who?"

2. During their conversation, the two friends hug each other. Would this happen in your native country? Would two men hug? Do parents hug and kiss their children? Why or why not?
3. Is it acceptable in your native country to visit somebody without calling first?

## ■ Understanding the New Expressions

### 1. in áges/for áges = in a long time



S1: How's Tony these days?

S2: I don't know. I haven't seen him **in/for ages**.

**Note:** When "in ages" and "for ages" mean "in a long time," they are used in negative sentences.

**Contrast:** **for áges** = for a long time

S1: We've been in this traffic **for ages**.

S2: We sure have. I want to go home.

**Note:** "In ages" and "for ages" are usually used with verbs in the present perfect tense.

### 2. be ón one's wáy/be ón the wáy (to) = be in the process of going somewhere

S1: Where are you?

S2: I'm **on my way** home.  
                   **on the way**

S1: Hi, is Mollie there?

S2: Is this Heather? No, she just left. She's **on her way to** your house.  
   **on the way to**

**Contrast:** be out of one's way, be in one's way, be in the way

S1: I can stop at the store before I pick you up.

S2: No, don't. The store is **out of your way** and we don't have time.

S1: I can't see the movie. That tall guy's head is { **in my way.**  
**in the way.**

S2: Tell him to move his head { **out of your way.**  
**out of the way.**

### 3. Come on.

**Encouraging:**

S1: I really can't stay.

S2: **Come on.** Stay for five minutes

S1: I'll never learn English.

S2: **Come on.** That's no way to talk.

**Hurrying:**

—**Come on.** We're late.

**Expressing disbelief:**

—**Come on.** I don't believe you.

### 4. gét góing = leave

S1: The movie starts in twenty minutes. We'd better **get going**.

S2: I'll be right there.

### 5. dróp ín = dróp bý = stóp bý (all inseparable/intransitive) = visit

S1: There's Peter's house. Let's **drop by** and surprise him.

S2: I don't think it's a good idea to **drop in** without calling first.

S1: I think it's OK to **stop by**.

**Similar expressions:**

dróp ín at (a place) (inseparable/transitive)

dróp ín on (a person) (inseparable/transitive)

S1: Let's **drop in at** Peter's house.

S2: That's a good idea. It would be fun to **drop in on** him.

**Contrast:** dróp óff ≠ pík up (separable/transitive)

S1: I have to **drop** my sweater **off** at the cleaners today so I can **pick it up** tomorrow.

S2: I'll **drop** you **off** at the corner.

**Contrast:**

**dróp out of (a place or activity)** (inseparable/transitive)

**dróp out** (inseparable/intransitive)

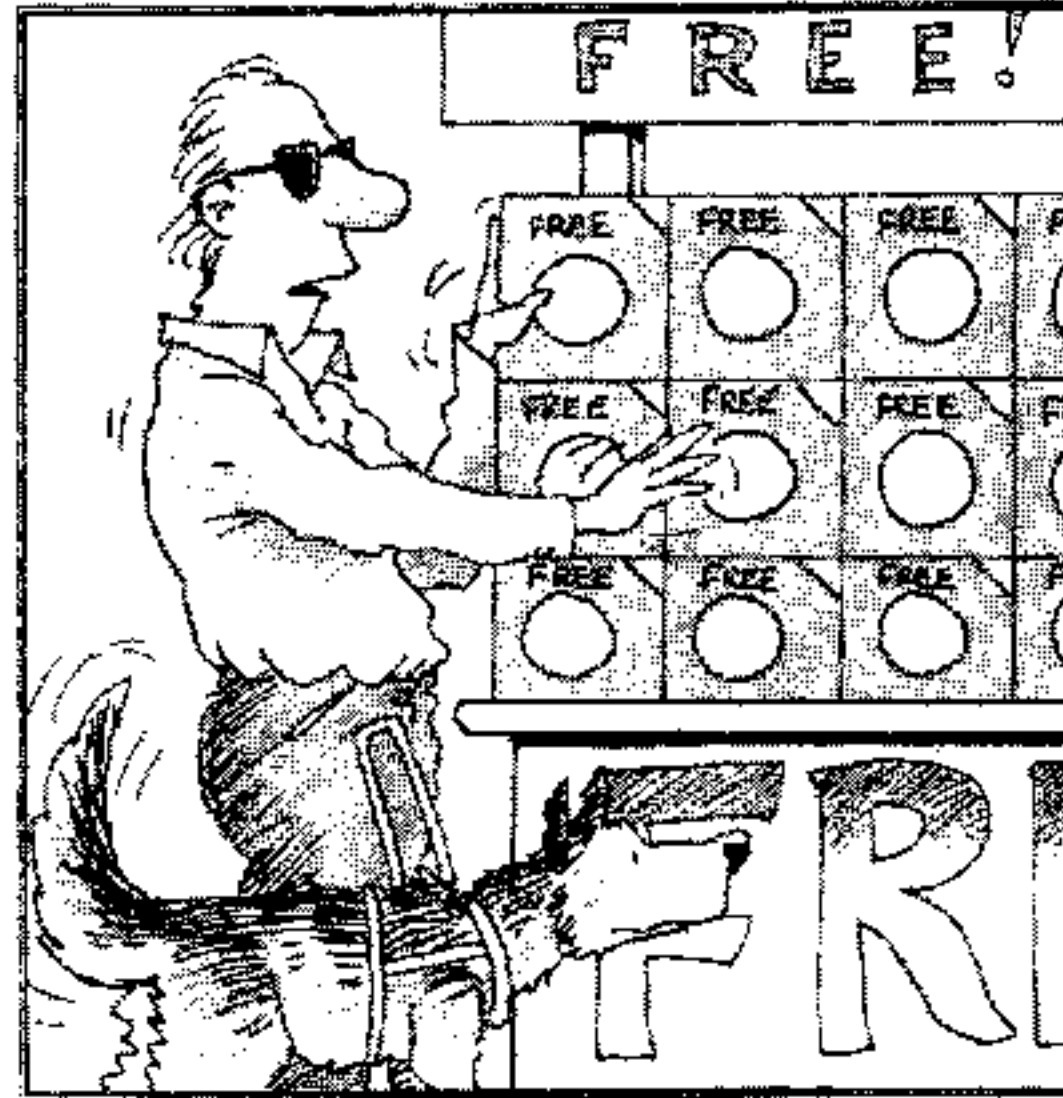
(be a) **drópout**

**S1:** He **dropped out of** school last year and he still can't find a job.

**S2:** He **dropped out** last year?

**S1:** Yes, it's too bad. I never thought that he'd become a **dropout**.

**6. féel frée to** = don't hesitate to



**S1:** It was so nice to see you. I hope we'll be able to get together again soon.

**S2:** **Feel free to** call me any time.

**7. kéep in tóuch/stáy in tóuch (with)** = stay in contact with ≠ **lóse tóuch**

**S1:** It was good talking to you.

**S2:** (Let's) **keep/stay in touch** (with each other).

**S1:** I agree. Let's not **lose touch**.

**Similar expressions:**

**be in tóuch (with)** ≠ **be out of tóuch (with)**

**S1:** Are you **in touch with** Steve?

**S2:** No, we've been **out of touch** for two years.

**gét báck in tóuch (with)** = **gét in tóuch** again

**S1:** I thought you two **lost touch**.

**S2:** We did, but we **got back in touch** when we saw each other at Dorothy's party.



## 8. **run into** (*inseparable/transitive*) = meet unexpectedly = **bump into**

**S1:** I **ran into** our old English teacher in the supermarket. I couldn't believe it.

**S2:** I'll bet you never expected to **run into** her!

### **Contrast:**

**S1:** Look! That crazy driver **ran into** (= crashed into) a tree.

**S2:** Stop at that phone so we can call an ambulance.

## ■ **Exercises**

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### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A, and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. Why don't you stay for a while?
- \_\_\_\_\_ 2. I hate to say good-bye, but it's time to board the plane.
- \_\_\_\_\_ 3. Thanks for dropping in.
- \_\_\_\_\_ 4. I can't make a speech in front of the whole class!
- \_\_\_\_\_ 5. Did you see what happened?
- \_\_\_\_\_ 6. Why are you in a hurry?
- \_\_\_\_\_ 7. I have to set the table for dinner, but the table is full of books.
- \_\_\_\_\_ 8. I saw my old girlfriend at the cafe.
- \_\_\_\_\_ 9. This movie is terrible. It's so long and boring.
- \_\_\_\_\_ 10. Have you seen Margaret lately?
- \_\_\_\_\_ 11. Can you give me a ride home?
- \_\_\_\_\_ 12. I have to stop at the bank.

#### B

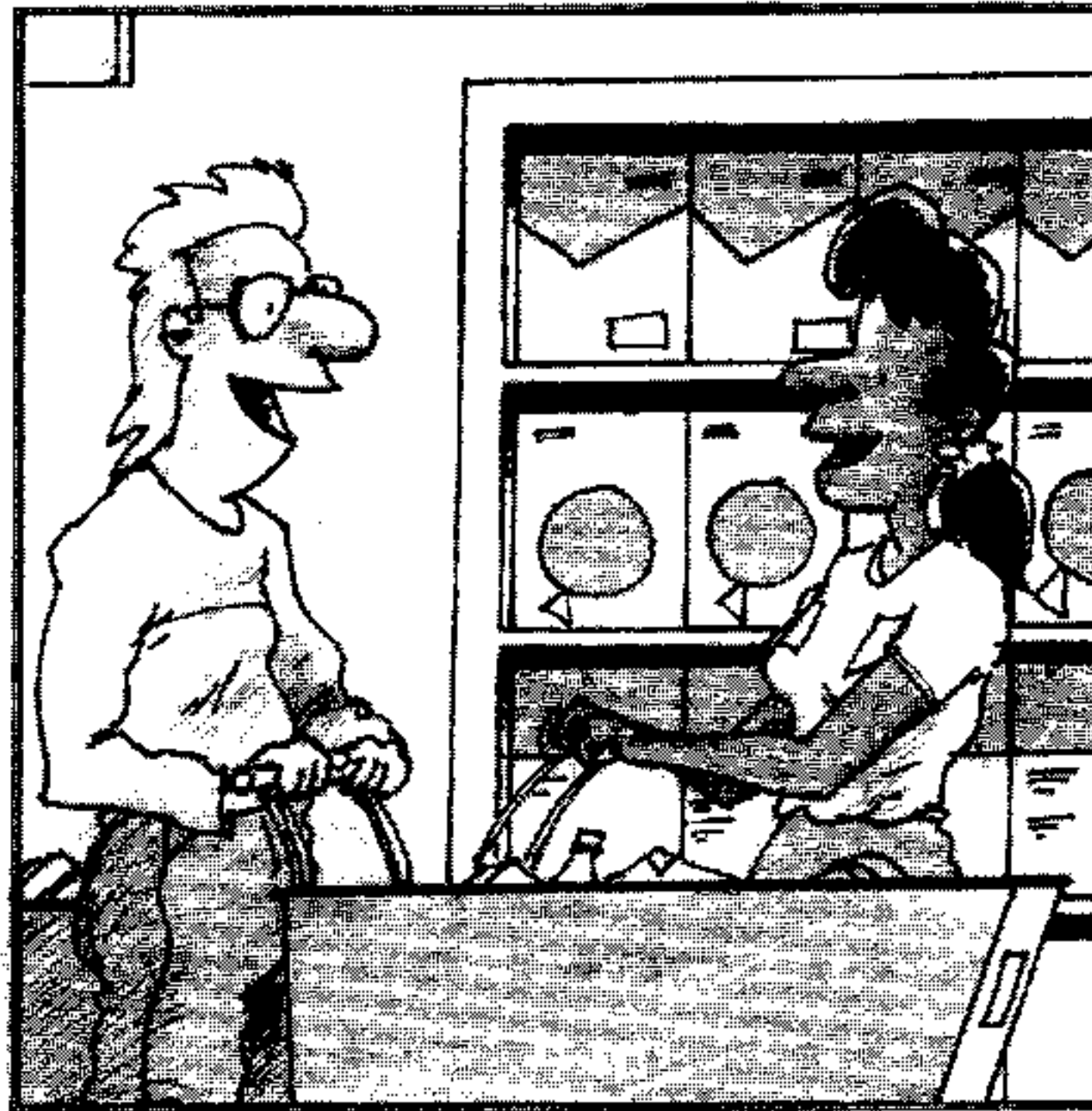
- a. Let me help you move them out of the way.
- b. Because I'm late for work.
- c. No problem. You're on my way.
- d. Let's go. It feels like we've been here for ages.
- e. No, I haven't seen her in ages.
- f. No, because people were in my way.
- g. Do we have to? It's out of our way and we'll be late.
- h. Remember to keep in touch.
- i. Did you run into her, or did you plan to meet?
- j. I wish I could, but I have an appointment so I have to get going.
- k. It was great talking to you.
- l. Come on. You can do it!

## 2. Choosing the Idiom

The following dialogue takes place between the man and woman in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

come on  
drop in  
drop in at  
in ages  
for ages  
run into

out of touch  
out of the way  
in the way  
get going  
feel free to



LIZ: Dick!

DICK: Liz! I never thought I'd \_\_\_\_\_ you here!  
(1)

I haven't seen you \_\_\_\_\_. How are you?  
(2)

LIZ: Not bad. How about you?

DICK: Fine. What's new?

LIZ: Nothing special.

DICK: I knew I would see you again sometime, somewhere. Let's pay for our groceries and go get some coffee.

LIZ: Sorry, I can't.

DICK: \_\_\_\_\_. You can find five minutes for me.  
(3)

LIZ: Listen, I have to \_\_\_\_\_. Please move your  
(4)  
shopping cart \_\_\_\_\_ so I can do my shopping.  
(5)

DICK: Can I \_\_\_\_\_ some time so that we can talk? I  
(6)  
don't like being \_\_\_\_\_ with you.  
(7)

LIZ: I'm really busy.

DICK: Well then, \_\_\_\_\_ call me any time. You know  
(8)  
the number. It was great seeing you.



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

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Answer the questions below in a conversation with a partner or small group.

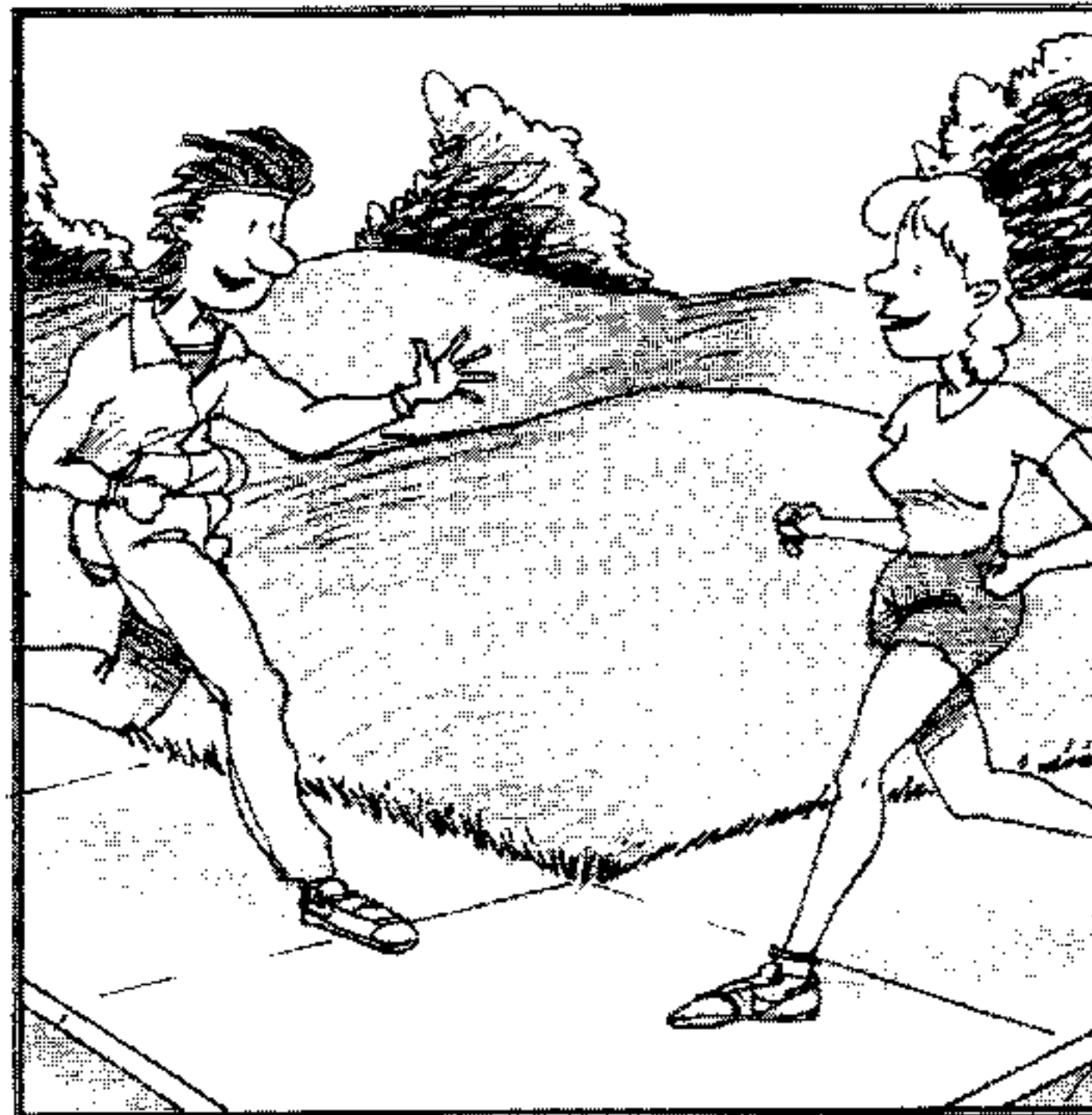
1. What is something that you haven't done in ages that you would like to do again?
2. What is something that you have been doing for ages that you would like to stop doing?
3. Describe a situation in which someone was in your way. Where were you? About how old was the other person? What did you do or say and how did the other person react?

4. Explain what happened the last time you dropped in on someone or someone dropped in on you.
5. Have you ever lost touch with someone that you really liked? If yes, what happened?
6. How often and where do you run into people that you know in your community?

## 6. Skit Writing

In this illustration, Judy and Brian run into each other while jogging. They haven't seen each other since they graduated from high school six years ago. In high school they always liked each other, but they never were boyfriend and girlfriend.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson, and at least one expression from Lesson One. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You and your boyfriend or girlfriend (or husband or wife) are at a party for graduates of a school that you once attended. You see people that you knew many years ago. With your partner, find out who has gotten married, who has gotten divorced, who has had children, who went to college, and where your old classmates now work. Remember to introduce your partner to your old friends.

Possible starting lines:

Jon! Remember me? I'm . . .

or

Ruth? Is that you? I . . .

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *in my way*

1.

2.

3.

4.

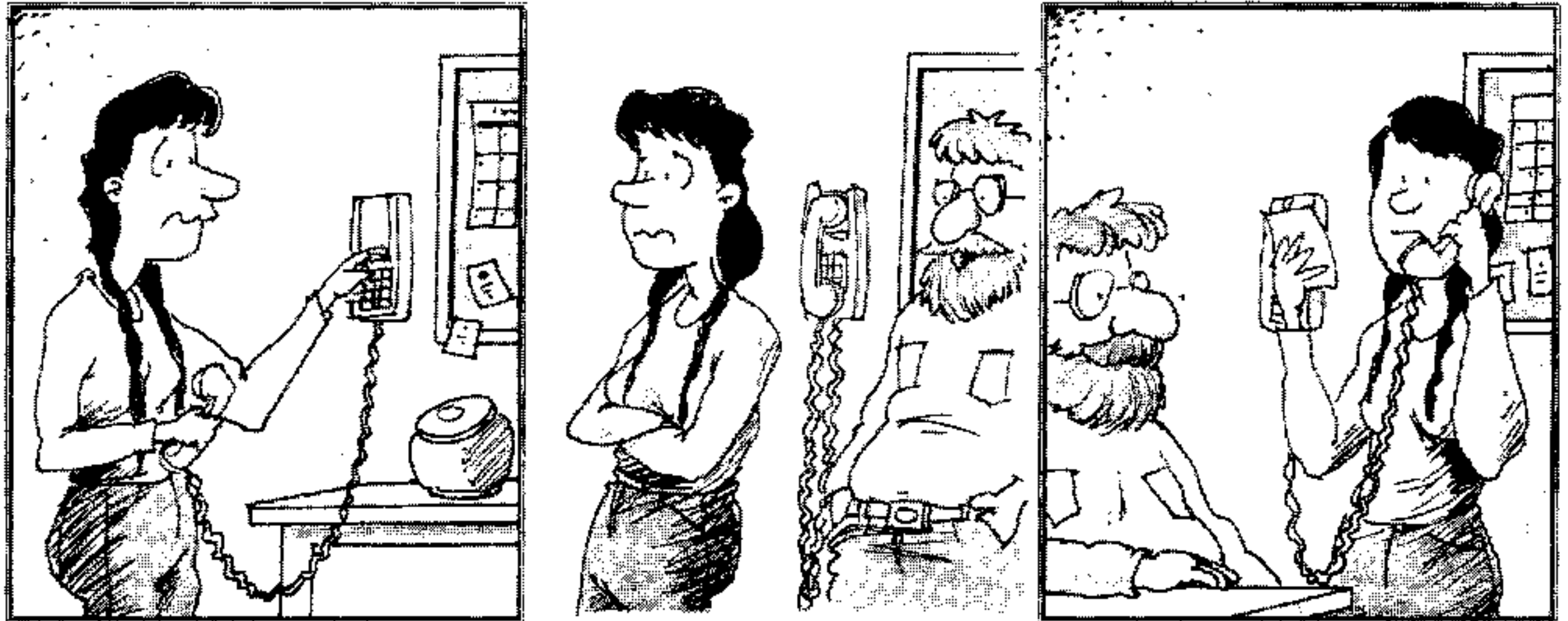
5.

### *Real-Life Situations*

*in a movie theater, telling my friend that I can't see because someone's head is in my way*



# Please Leave a Message After You Hear the Beep



TELEPHONE RECORDING: This is 510-2878. **Please leave a message after you hear the beep.**

MELISSA (thinking): Oh, no. I can't do it . . . Everyone has an answering machine these days. It's really **a pain**. I'm going to **go out of my mind**. I'm going to **hang up** . . . but I have to **leave a message**. I know, I'll **write it down** so I can **call back** and read it . . . Where's a pencil? . . . OK . . . I'll say, "Hi, **this is** Melissa. I'm calling about the apartment for rent. Please call me back at 415-2550. I'm usually here in the evening. Thank you." OK . . . Where's that number?

STEVE: Melissa—What's **going on**? You look so nervous. Can you **stand still** for a minute?

MELISSA: No, I can't. I'm trying to **get up the nerve** to leave a message on someone's answering machine.

STEVE: You're afraid of answering machines?

MELISSA: Uh-huh. I **freeze** and **get tongue-tied**, and I don't really know why. I just don't like talking into a machine.

STEVE: Want me to do it for you?

MELISSA: Thanks, but I think I should do this **on my own**. I wrote down what I want to say and I **was just about ready to** call and leave a message when you walked in.

STEVE: **Good for you**. Do you want me to leave while you **make your call**?

MELISSA: **Don't be silly**. Just **have a seat** and **wish me luck**! OK now . . . I'd better **take a deep breath** first . . . all right . . . **here goes!**

## QUESTIONS

1. Why is Melissa so nervous?
2. How do you feel when you speak into an answering machine?
3. Are answering machines commonly used in your native country?

## ■ Understanding the New Expressions

### 1. *Pléase léave a méssage áfter (you héar) the béep.*

S1: You have reached 209-1764. No one can come to the phone right now.  
**Please leave a message after the beep** and we'll call you back. *(beep)*

S2: Hi Russ. Want to have lunch at 12? Leave a message on my machine to let me know. I'll be **checking my messages**.

**Similar expression:** *Pléase léave a méssage áfter the tóne.*

**Related expression:** **chéck one's méssages**—*It is possible with many answering machines to find out if you have any messages even if you are not near your machine. To "check your messages," you call your own phone number and then press special numbers on a touch-tone phone.*

### 2. **a páin** = something or someone that is annoying or troublesome

S1: Writing letters is **a pain** for me. I'd rather call someone.

S2: I'm exactly the opposite. I'd much rather write than call.

**Similar expression:** **a páin in the néck**



- Leaving messages on answering machines is **a pain in the neck** for me.
- Writing letters is **a pain in the neck** for me.
- They are really **a pain in the neck**. They always want something from us.

### 3. **gó out of one's mind** = go crazy

**S1:** I have so much to do that I'm **going out of my mind**.

**S2:** Maybe you need to take a break.

**Similar expression:** **be out of one's mind** = be crazy

- You're **out of your mind**! Why are you driving so fast in this traffic?
- They **are out of their minds**. How can they ride their bikes at night without lights?

**Note:** First people "go" out of their minds, and then they "are" out of their minds.

**Note:** A typical gesture that indicates that someone thinks a person is crazy involves pointing the index finger at the side of the head and turning the finger in a circular motion.

**Similar, but very informal expressions:**

be/gó **núts**  
be/gó **banáнас**  
be/gó **óff one's rócker**

### 4. **háng up** (separable, transitive) = put a telephone receiver down to turn off a phone

**S1:** I'm sorry. I need to **hang up** right now because someone's at my door.

**S2:** OK. I'll talk to you at school.

**Related expression:** **háng up on (someone)** = be so angry when talking on the phone that you end the conversation without saying good-bye—you just hang up

**S1:** I don't believe you at all!

**S2:** That's O.K. with me! (Speaker 2 **hangs up on** Speaker 1 without saying good-bye.)

**Other telephone expressions:**

- When the phone rings and someone is there, that person **answers** the phone. If no one is there, the caller can say, "**There's no answer.**"
- When you **make a call** (or **call** someone), you identify yourself by saying, "**This is \_\_\_\_\_**." (not "I am \_\_\_\_\_.")
- When you answer the phone and the caller asks to speak with someone else, such as your sister, you tell your sister, "**It's Adam.**"
- When you are talking, you are **on the phone**.

If you are talking on the phone, but need to stop the conversation for a minute, you can ask the other person to **hold on**, or to **hold**. Businesses often ask callers if they can **put you on hold**, or if you can **hold**.

If you are home but you don't want to answer the phone, and you have an answering machine, you can let the answering machine answer the phone. In this situation, you **screen your calls**.

If the person you are calling is not there, you can say, "Can I **leave a message**?" Or, the person you are talking to can ask you, "Would you like to **leave a message**?" or "Can I **take a message**?"

If the person you are calling is not there, and an answering machine answers your call, you can **leave a message on the machine**.

If you leave a message, you might say that you will **call back** (call again) later. Or, you might ask if the person you want to talk to can **call you back** later.

If the person you are calling is already on the phone, you will hear a **busy signal**. This means that **the line is busy**.

Some people have **call waiting**. If you have call waiting, when you are talking on the phone and someone else is trying to call you, you will hear a sound. You can say to the person you are talking to, "**Sorry. I have another call. Can you hold (on) for a minute?**" Then you can press a button, talk to the other person, press the button again, and be back to the first person you were talking to. Many people don't like this system because it interrupts the first conversation.

## 5. **w<sup>rite</sup> someth<sup>ing</sup> d<sup>own</sup>** (separable/transitive) = write on a piece of paper

**S1:** My phone number is 642-5933. Can you remember that?  
**S2:** Probably not. I'd better **w<sup>rite</sup> it d<sup>own</sup>**. Do you have a pen?

**Note:** *To "write" something is not exactly the same. You write a letter, but you don't write down a letter. You write down specific information such as phone numbers, addresses, notes, etc., in order to remember it.*

## 6. **b<sup>e</sup> g<sup>o</sup>ing <sup>o</sup>n** = be happening

**S1:** What's **g<sup>o</sup>ing <sup>o</sup>n** in here? Who are all these people?  
**S2:** Oh, hi, Dad. We're having a party. I hope it's OK . . .

**S1:** What's new?  
**S2:** Oh, there's so much **g<sup>o</sup>ing <sup>o</sup>n**. My sister just had a baby, our dog ran away, we're going to move . . .

**Note:** *This expression is usually used in the present continuous tense.*

**7. stánd stíll** = not move

**S1:** Uh-oh—you'd better **stand still**. There's a bee on your shirt.

**S2:** Oh no! Get it off!

**S1:** Listen, I'll fix your hair if you'll just **stand still**.

**S2:** I am **standing still**.

**S1:** No, you aren't. You keep moving and I can't do this.

**8. gét up the nérvé (to dó something)** = get the courage to do something

**S1:** I want to ask her to marry me, but I can't **get up the nerve** to ask.

**S2:** Are you afraid that she'll say no?

**S1:** I've been working there for two years without a raise, and I need to **get up the nerve to** talk to my boss.

**S2:** You really should. Do you want to practice on me?

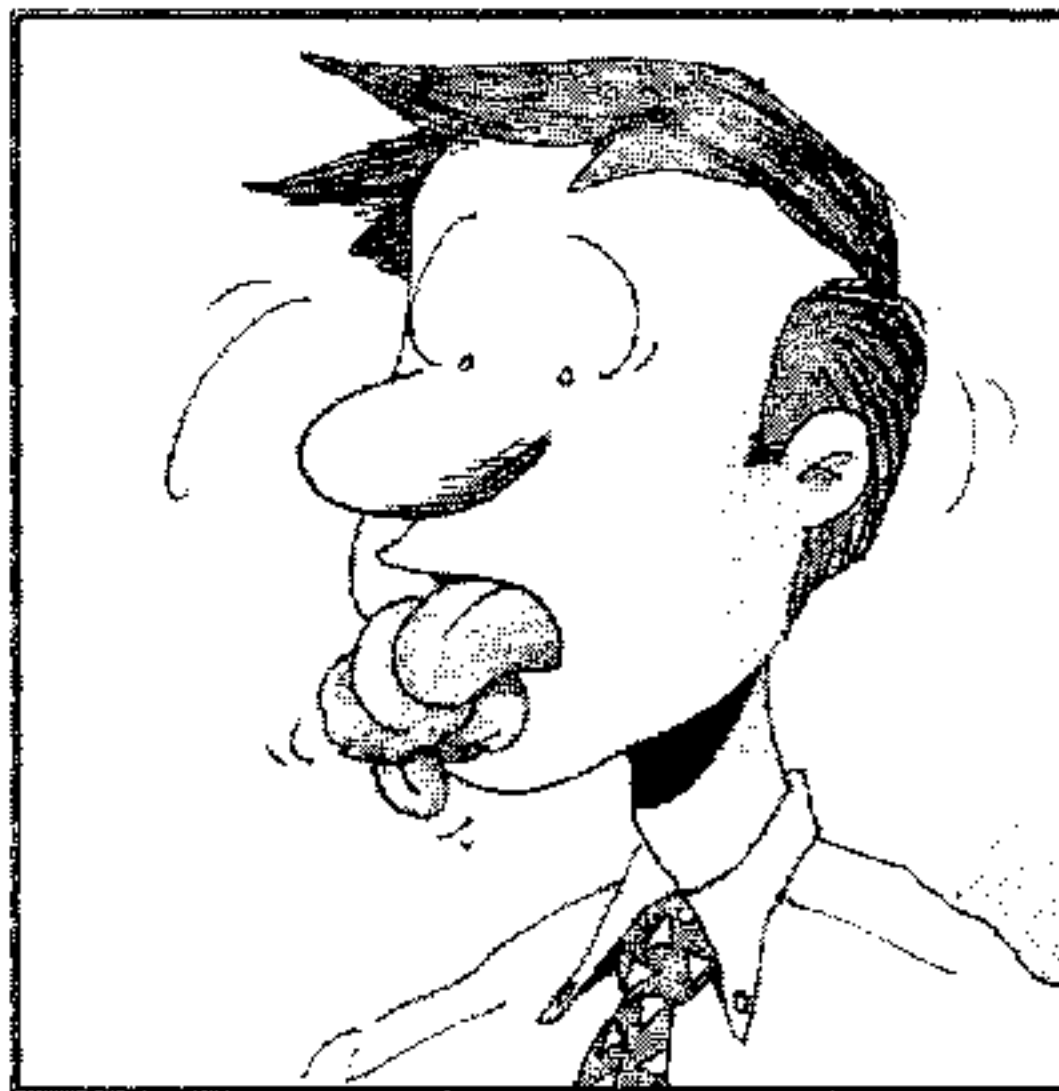
**9. fréeze** = get so scared that you can't move

**S1:** When I got to the front of the class to make my speech, I **froze** and forgot everything I was going to say.

**S2:** Then what hapened?

**S1:** My teacher reminded me to use my notes.

**10. gét tóngue-tied** = become so nervous that you are unable to talk



**S1:** I always **get tongue-tied** when I talk to people who have power.

**S2:** What do you mean?

**S1:** Oh, you know, people like teachers and bosses. They make me so nervous that I can't talk.

**Similar expression:** **be tóngue-tied** = be unable to talk because of being very nervous

**S1:** Come on. Tell me what happened.

**S2:** Uh . . . I . . .

**S1:** What happened? Are you **tongue-tied** all of a sudden?



**11. *dó something on one's own* = do something alone, without help**

**S1:** Mom, I need help with my math homework. I don't understand this.

**S2:** You're already 22 years old! You should be able to do your homework **on your own** by now.

**S1:** Let me help you.

**S2:** No, thanks. I'd rather do it **on my own**.

**Similar expression:** *dó something (by) oneself* = do something on one's own

**S1:** Let me help you.

**S2:** No, thanks. I'd rather **do it (by) myself**.

**S1:** Why don't you help him?

**S2:** I offered to help, but he said he wanted to **do it by himself**.

**12. *be (júst) about (réady) to dó something* = be almost ready to do something**

**S1:** Hello?

**S2:** Irene? Hi! This is Nicole. You sound like you're in a hurry.

**S1:** I'm sorry, I am. I **was just about (ready) to leave**. Can I call you back tonight?

**S2:** Sure. I'll be home around seven.

**13. *Góod for yóu!* = That's great—you plan to do something good or you have already succeeded in doing something**

**S1:** I'm going to get a job working with disabled children.

**S2:** **Good for you!**

**S1:** I got an A on my test! I got the job! I finished my homework.

**S2:** **Good for you!**

**14. *Dón't be sílly!* = Don't be ridiculous!**

Don't do or say something that doesn't make sense.

**S1:** Come on. I'll be glad to drive you home.

**S2:** But it's so far.

**S1:** **Don't be sílly!** It's not that far. Let's go.

**15. *Háve a séat.* = This is a friendly and polite way to ask someone to sit down.**

**S1:** Come on in and **have a seat**. I'll be right with you.

**S2:** Thanks.

**16. *Wísh me lúck!* = You can say this to someone as you are about to start something new.**

**S1:** You'd better get going now. Your interview is in an hour, isn't it?

**S2:** Yeah, you're right. **Wish me luck!**

**S1:** Good luck. Don't worry. You'll get the job. Just be yourself.

**17. táke a déep bréath** = breathe deeply, either to relax or so your doctor can hear your lungs

**S1:** You're next. **Take a deep breath**, and then go to the front of the class.

**S2:** I'm really nervous.

—(Doctor:) **Take a deep breath** and then breathe out slowly.

**Note:** Remember that "breath" is a noun and that "breathe" is a verb. We "breathe" air all the time; we should "take a deep breath" when we're nervous.

**Other expressions with "breath":**

**be óut of bréath** = breathe fast after running or going up a lot of stairs

**have bád bréath** = have breath that doesn't smell good because you either didn't brush your teeth or you ate some food that left an odor

**18. Hére góes!** = This is something someone might say about one second before starting something that's a little scary.

**S1:** Do you really expect me to jump out of this airplane?

**S2:** Sure. You've got your parachute on and we've talked all about it. Well?

**S1:** You're right. OK. **Here goes!** (Ahhhhhhhhhhhhhhhhhh!)

**S1:** This water is so cold!

**S2:** No, it isn't. Just jump in and you'll be OK.

**S1:** All right. You'd better be right. **Here goes!** . . . God! It's freezing!

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. Have a seat. I'll be right with you.
- \_\_\_\_\_ 2. I'm going to write an article for the school newspaper about the educational system in my native country.
- \_\_\_\_\_ 3. What's going on in here? Why are the lights out?
- \_\_\_\_\_ 4. Oh, I have another call. Can you hold on for a minute?
- \_\_\_\_\_ 5. The homework for tomorrow is on pages 36, 42, 45, 46, 49, and 50.
- \_\_\_\_\_ 6. Please leave a message after you hear the beep.
- \_\_\_\_\_ 7. Didn't you call Larry?
- \_\_\_\_\_ 8. This traffic is a real pain in the neck. I'm going to get a job closer to home.
- \_\_\_\_\_ 9. If you don't stand still, I won't be able to take your picture.
- \_\_\_\_\_ 10. I was just about to go to bed when the phone rang and I got the news.
- \_\_\_\_\_ 11. Your whole family can stay in my house.
- \_\_\_\_\_ 12. Let me help you.
- \_\_\_\_\_ 13. How did you get up the nerve to say that?
- \_\_\_\_\_ 14. When the teacher asked her why she copied her friend's homework, she was tongue-tied.

#### B

- a. I'd better write that down.
- b. Do you think you can find one?
- c. Hi, Joni? This is Jean. Can you call me back? Thanks.
- d. Thanks, but I should try to do it on my own.
- e. Thanks.
- f. I did, but his line was busy.
- g. She must have been really embarrassed.
- h. Then you should use your video camera instead.
- i. Good for you!
- j. I bet you had trouble falling asleep.
- k. Surprise! Happy Birthday!
- l. Don't be silly! You don't have enough room.
- m. Well, first I took a deep breath, and then I looked him in the eye and told him.
- n. Only for a minute. I'm in a hurry.

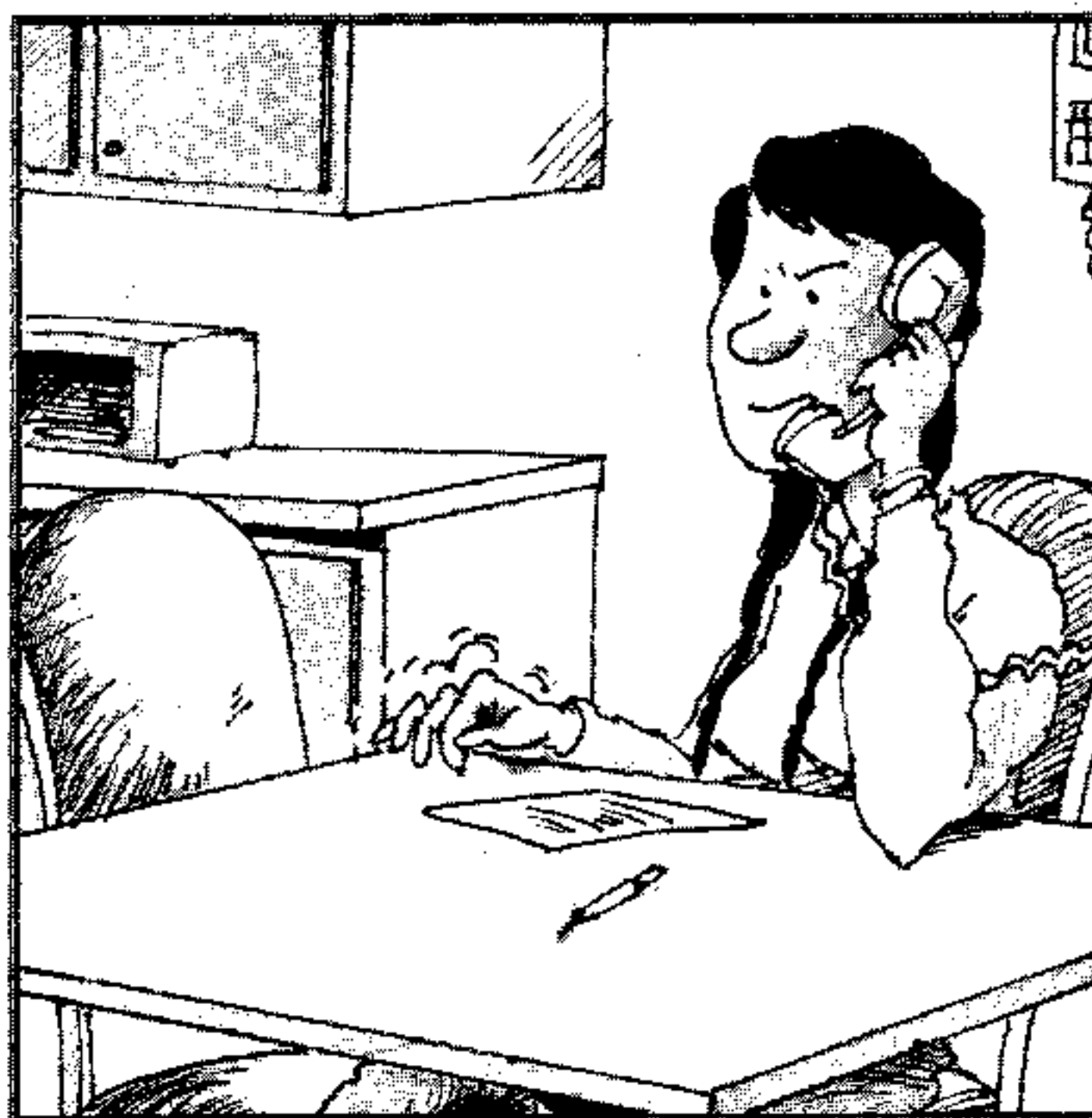
## 2. Choosing the Idiom

The following dialogue takes place between the person in the illustration and a telephone operator. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

a busy signal  
leave a message  
going on

call back  
be just about ready  
hang up

go out of one's mind  
a pain in the neck  
Sorry, I have another call. Can  
you hold on?



TELEPHONE RECORDING: Thank you for calling. If you have a touch-tone phone and would like information about your phone bill, press 1 now. If you would like to change your service or arrange new telephone service, press 2 now. If you would like information about our telephone store, press 3 now. If you have a rotary phone, please stay on the line and an operator will help you shortly.

MELISSA: I \_\_\_\_\_! Every time I pick up a phone, I  
(1)

hear a machine. I guess I should press 2 . . . Boy, they really play terrible  
music while they make you wait.

(5 minutes later)

MELISSA: What's \_\_\_\_\_ here? I've been waiting at  
(2)

least five minutes. I'll have to \_\_\_\_\_ later  
(3)

. . . Hello? Oh, I \_\_\_\_\_ to \_\_\_\_\_  
(4) (5)

OPERATOR: Sorry to keep you waiting. How may I help you?

MELISSA: Hi. I'd like to cancel my "call waiting" service.

OPERATOR: May I have your number please?

MELISSA: 415-2550.

OPERATOR: OK. We can put that change into effect starting tomorrow morning. May  
I ask your reason for canceling this service?

MELISSA: Sure. My friends don't like the interruption. They say they would rather

hear \_\_\_\_\_ than hear me say,  
(6)

" \_\_\_\_\_  
(7)

\_\_\_\_\_?" To be honest with you, I don't  
(8)

like the interruption either.



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.



## 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

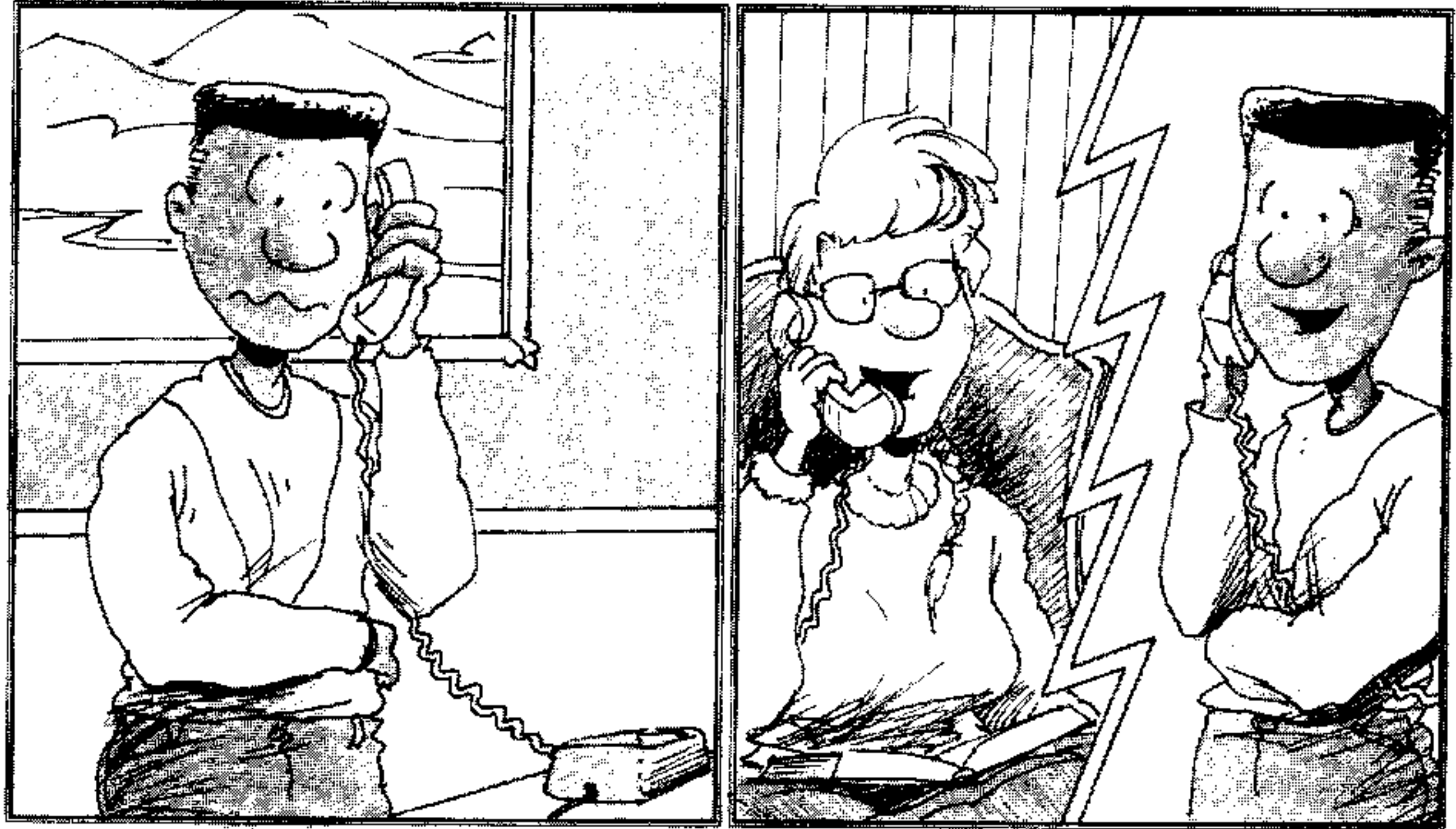
1. Do you have an answering machine? If yes, do you like having it? Do you ever "screen" calls? Tell the others what your greeting says.  
If you don't have an answering machine, would you like to get one some day? Why or why not? If you had a machine, what would your greeting be?
2. What do you do when you call a person or place that has an answering machine and you have to speak English? Do you ever hang up and write down what you want to say?
3. Do you ever prefer to talk to a machine to save time? In other words, have you ever called someone when you knew they wouldn't be home because it would be faster to leave a quick message than have a conversation?
4. Have you ever heard of "telephone tag"? It's an expression that means that, for example, you leave a message on a friend's machine. When your friend returns your call, he or she leaves a message on your machine. Basically, you communicate through your machines rather than personally. What do you think of this?
5. Do you have "call waiting"? If yes, do you like it? Why or why not?
6. Have you ever been talking to someone who has "call waiting" and been interrupted by another call? If yes, how did you feel?
7. The telephone recording in Exercise 2 is an example of what voice mail can say. Some people get very upset with this because you keep pressing numbers and may have trouble finding a real person to talk to. Have you ever called a place that uses voice mail? If yes, what did you do? Did you get the information that you wanted?
8. Have you ever seen people talking on cellular phones while driving? If yes, what do you think of this?
9. How common are answering machines, call waiting, voice mail, and cellular phones in your native country?
10. Find out what a *beeper* and a *fax machine* are, if you don't already know. How common are these in your native country?
11. Consider all of the modern innovations that you have just discussed. In general, do you think the world is better or worse because of them? Explain.

## 6. Skit Writing

In the first illustration, Norm is leaving a message on Alice's answering machine. He's sorry she isn't home because he needs to talk to her about how nervous he is about making a speech in class tomorrow.

In the second illustration, Alice returns Norm's call. Norm explains that when he is in front of a group of people, he freezes. But he wants to try. Alice gives him encouragement.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You are asleep, having a nightmare. You are dreaming that you are calling all of your classmates to find out what the homework is, and everyone you are calling has an answering machine. And each person has a different greeting. You feel like you are going out of your mind, but you keep making phone calls. Between the calls you talk to yourself.

(One greeting can be an imitation of voice mail—for example—"Press 1 if you want to know how I am; Press 2 if you want to know what the homework is," etc.)

Possible starting lines:

Oh, no! Not another answering machine!

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *a pain in the neck*

1.

2.

3.

4.

5.

### *Real-Life Situations*

*I say this when I talk about my little sister when she wants my attention and I'm busy*

# In Bad Shape



CARMEN: Hello?

NICK: Carmen? Is that you? Are you OK?

CARMEN: Uh-uh, I **caught a terrible cold**.

NICK: You too? Well, I **have news for you**. We're in the same boat! Ahchoo!

CARMEN: Bless you.

NICK: Thanks.

CARMEN: Why don't you come over and **keep me company**? I haven't talked to anyone **all day long**.

NICK: I'd like to, but I **can't stop** sneezing. Ahchoo! Ahchoo! And I have a sore throat. I just want to go to bed.

CARMEN: I **know what you mean**. Do you have a fever?

NICK: I don't know for sure, but I think so. I was going to **take my temperature**, but I dropped the thermometer and it broke.



CARMEN: **It sounds like** you should just . . . ahchoo! Excuse me. You should just take two aspirin and go to bed. **Chances are** you'll feel better in the morning.

NICK: I hope so. And I hope you'll **get over** your cold soon. Are you going to school tomorrow?

CARMEN: I don't think so. I'm **in really bad shape**. I may have to be absent for a few more days.

NICK: Listen to us! We **feel sorry for** ourselves today, don't we?

## QUESTIONS

1. What do you say when someone sneezes or coughs?
2. When you have a cold, what do you do? Do you take medicine? If yes, what kind? What food do you eat, and what do you drink?
3. To convert Fahrenheit to centigrade, use the formula  $C = F - 32 \times (5 \div 9)$ . To convert centigrade to Fahrenheit, use the formula  $F = C \times (9 \div 5) + 32$ . The normal body temperature on the centigrade scale is  $37^{\circ}$ . What is the normal body temperature on the Fahrenheit scale?

## ■ Understanding the New Expressions

1. **cáitch a cóld/háve a cóld** (PAST = caught)  
**cáitch the flú/háve the flú**



**S1:** You'd better not come near me. I have a terrible sore throat, and I can't stop sneezing.

**S2:** You **caught** another **cold**? I hope you don't **have the flu**.



2. I have **néws** for you. (Or: I've got **néws** for you.) = I have something to tell you.

S1: He just told me that I won't be able to work here any more.

S2: I **have news for you**. He just told the same thing to twenty other people.

3. be in the **sáme bóat** = be in the same unpleasant situation

S1: I'll have to stay up all night to study for that exam.

S2: I'm in the **same boat**! I'll have to stay up, too.

S1: Why don't we study together?

S1: I can't believe that we got a flat tire.

S2: Look across the street. Those people **are in the same boat**!

4. **kéep someone cómpany** = stay with someone who doesn't want to be alone

S1: I have to go now.

S2: Please don't go yet. **Keep me company** for just a little while.

S1: Are you going alone? Do you want someone to **keep you company**?

S2: Sure! That would be great!

5. **áil dáy (lóng)/áil níght (lóng)**

S1: My eyes hurt.

S2: I'm not surprised. You've been reading that book **all day long**.

6. **cán't stóp** (+ *gerund*) = be unable to stop a habit or an activity

S1: What am I going to do? I **can't stop smoking**.

S2: If you really wanted to, you would.

**Contrast:** **cán't stóp to** (+ *base form of verb*) = be unable to stop an activity so you can do something else

S1: Can you stop writing for a while? I want to discuss something with you.

S2: I **can't stop to talk** now. I have to finish this report.

7. I **knów** what you **méan**.

S1: He's always telling people what to do.

S2: I **know what you mean**. My uncle is like that.

**Similar expressions:**

What do you **méan**?

S1: He's very bossy.

S2: **What do you mean?**

S1: Well, he's always telling people what to do.

What does *that* mean?

S1: He's very bossy.

S2: What does *that* mean?

S1: Bossy? It means that he acts like a boss. He's always telling people what to do.

8. **take someone's *température*** = use a thermometer to find out if someone has a fever



S1: Her forehead seems warm.

S2: Let's get the thermometer and **take** her **temperature**.

**Related expression:** have a fever, have fever

S1: Her temperature is 101°F (38.3°C).

S2: Well, normal is only 98.6°F (37°C). She **has a fever**. (or: She **has fever**.)

S1: Let's call the doctor.

9. **sóund(s) like (+ *noun phrase*)**  
**sound(s) + *adjective***

S1: I have three exams next week.

S2: It **sounds like** school is keeping you busy.

S1: Have you seen any reviews of that new movie?

S2: Yes, I've seen a few. It **sounds** great.

**Contrast:** **sóund(s)** (*literal*)

S1: Have you heard Mike play his violin?

S2: Yes, I have. He **sounds** awful.

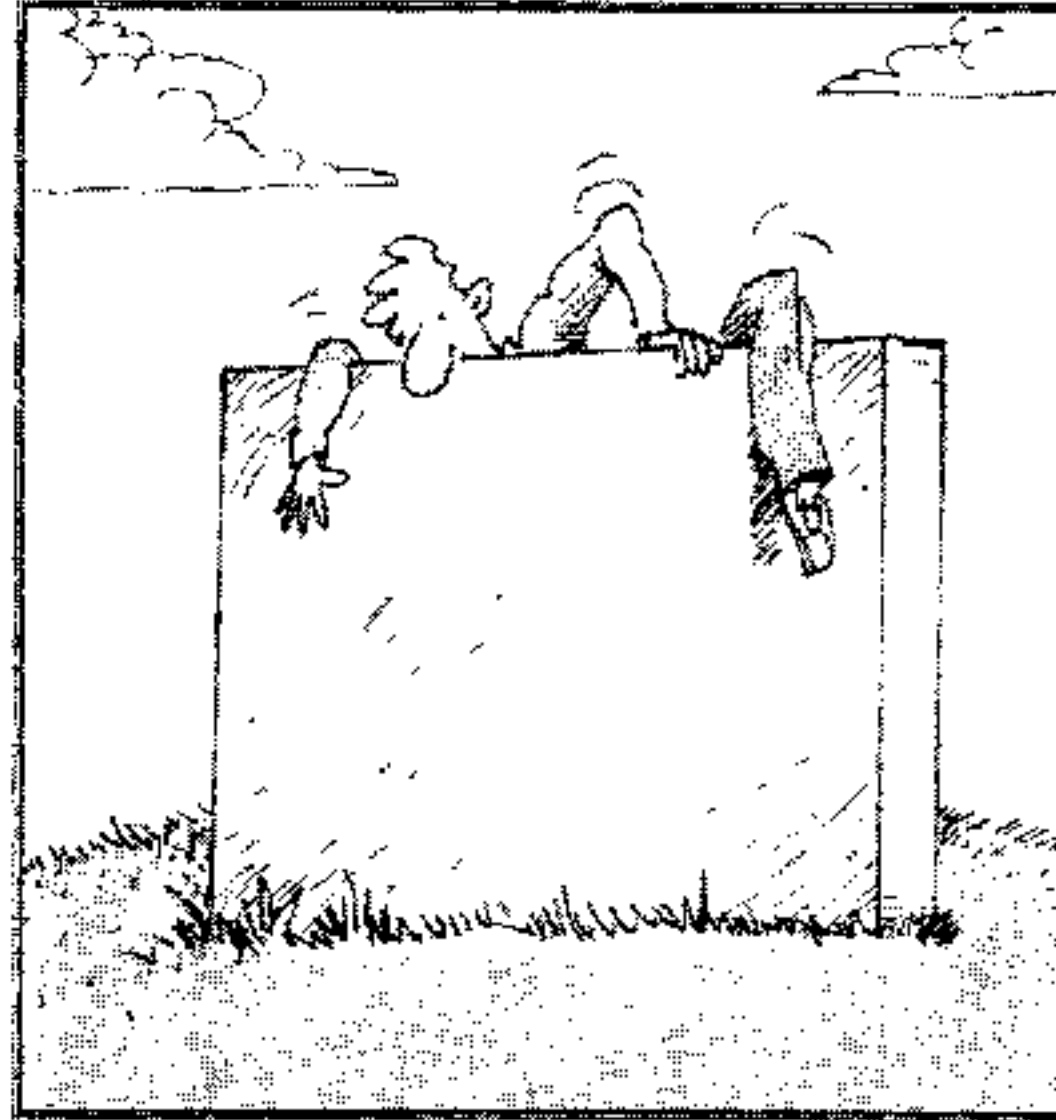
S1: Well, he's had only one lesson.

10. **chánces are** = probably

S1: Where's Gary?

S2: He was sneezing a lot last night. **Chances are** he's staying home today.

**11. gét óver (something or someone)** (inseparable/transitive) = recover from



**S1:** I have an important appointment next week. I'd better **get over** this cold by then.

**S2:** Well, don't go back to work until you're feeling better.

**S1:** Carol's boyfriend left her two months ago, and she still hasn't **gotten over** him.

**S2:** Let's introduce her to Jerry. She might like him.

**12. be in góod shápe ≠ be in bád shápe** = be in good or bad physical condition

**S1:** How are you doing?

**S2:** I'm **in bad shape**. I have a sore throat and a high fever.

**S1:** You look like you're **in really good shape**!

**S2:** Thanks. I've been exercising.

**Contrast:** These expressions can also have a psychological meaning:

**S1:** How are you doing?

**S2:** I'm **in pretty good shape**. No big problems. And you?

**S1:** How are you doing?

**S2:** I'm **in bad shape**. I have two books to read for school and I haven't even started them.

**13. féel sórry for (someone)**

**S1:** Why did you give that guy a dollar?

**S2:** I **feel sorry for** him.

**S1:** Look at him. His girlfriend left him and now he **feels sorry for** himself.

**S2:** He'll get over her soon.

**Note:** *It is not polite to directly tell another person, 'I feel sorry for you.'*

## 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

### A

- \_\_\_\_\_ 1. Bless you!
- \_\_\_\_\_ 2. Amy! I haven't seen you in a long time! Have you been sick?
- \_\_\_\_\_ 3. I'd better hurry so I can catch the 11 o'clock bus.
- \_\_\_\_\_ 4. I missed my flight and can't get another one 'til 2 a.m.
- \_\_\_\_\_ 5. You were in a car accident, weren't you?
- \_\_\_\_\_ 6. Ron is staying with you? That's nice.
- \_\_\_\_\_ 7. Did you have a good time?
- \_\_\_\_\_ 8. Do you like the dinner?
- \_\_\_\_\_ 9. Let's take a break and have lunch. You've been working all morning.
- \_\_\_\_\_ 10. It's hard to say the English "th" sound because you have to put your tongue between your teeth.
- \_\_\_\_\_ 11. He has a high fever.
- \_\_\_\_\_ 12. Do you know when she'll be home?
- \_\_\_\_\_ 13. They had dinner out, and then they went to a movie.
- \_\_\_\_\_ 14. What a movie! People were killing each other for two hours.
- \_\_\_\_\_ 15. Do you want to go to the zoo?
- \_\_\_\_\_ 16. Forget about Jeff. There are lots of other men in the world.

### B

- a. I know, but I can't stop to eat until I finish what I'm doing.
- b. I know, but I'll never get over him.
- c. Mmm. It's delicious. I can't stop eating.
- d. It sounds like they had a good time.
- e. I know what you mean. I have the same problem.
- f. Thanks. I guess I caught a cold.
- g. Yes, he's keeping me company while my roommate is away.
- h. Uh-huh. I had the flu, but I'm OK now.
- i. Uh-huh. But don't worry. I'm in good shape now.
- j. It was great. We laughed all night long.
- k. No I don't. I got over it.
- l. I have news for you. It's already 11:30.
- m. Maybe he should go to the doctor.
- n. You know, I'm in the same boat. Why don't we go into the city for a few hours?
- o. She said around 9, so chances are she'll be here soon.
- p. It sounds terrible.
- q. Not really. I always feel so sorry for those poor animals in cages.

## 2. Choosing the Idiom

The following dialogue takes place between the two people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

catch/have a cold  
catch/have the flu  
I have news for you  
be in the same boat  
keep (someone) company  
all day long  
all night long  
can't stop  
feel sorry for  
be in good/bad shape

What do you mean  
What does that mean  
Do you know what I mean  
I know what you mean  
take (someone's) temperature  
sound like  
chances are  
get over



VET: So, what seems to be the problem?

MAN: Tuck was awake \_\_\_\_\_. And this morning he  
(1)  
wouldn't eat anything. And look, he \_\_\_\_\_  
(2)  
pulling on his right ear.

VET: It \_\_\_\_\_ something is wrong. Will you help me  
(3)



hold him so I can \_\_\_\_\_ ? Thanks. . . . Yes, he  
(4)

does have a fever.

MAN: I \_\_\_\_\_ him. Look at his sad eyes.  
(5)

VET: \_\_\_\_\_ he'll be better by tomorrow. These pills  
(6)

will help him \_\_\_\_\_ his infection quickly.  
(7)

MAN: What infection?

VET: He has an ear infection.

MAN: Really? We \_\_\_\_\_ . I have an ear infection too!  
(8)

VET: That is a coincidence. But you look like you  
\_\_\_\_\_  
(9)

MAN: I'm better now because I've been taking medicine.

VET: And that's exactly what Tuck will do. You can pick him up tomorrow.

MAN: \_\_\_\_\_ ?  
(10)

VET: I mean that I'd like to keep him here overnight.

MAN: But I live alone! I need him to \_\_\_\_\_ .  
(11)

VET: It's only for one night.

MAN: \_\_\_\_\_ . One night is a long time. Tuck is coming  
(12)

home with me!



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

## 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. How do you act when you have a cold or the flu? Do you complain a lot? Are you happy to stay home from school or work? Do you expect your family or someone else to take care of you?
2. When you have a cold or a stomach virus, what medical treatment(s) do you use? What do you eat or drink? Are these treatments used in your native country?
3. "Hypochondriacs" are people who think they are sick, but they are not. They say things like:

My head hurts.

I feel rotten (terrible).

Oh, my stomach is killing me.

Please wash the dishes because I don't feel well.

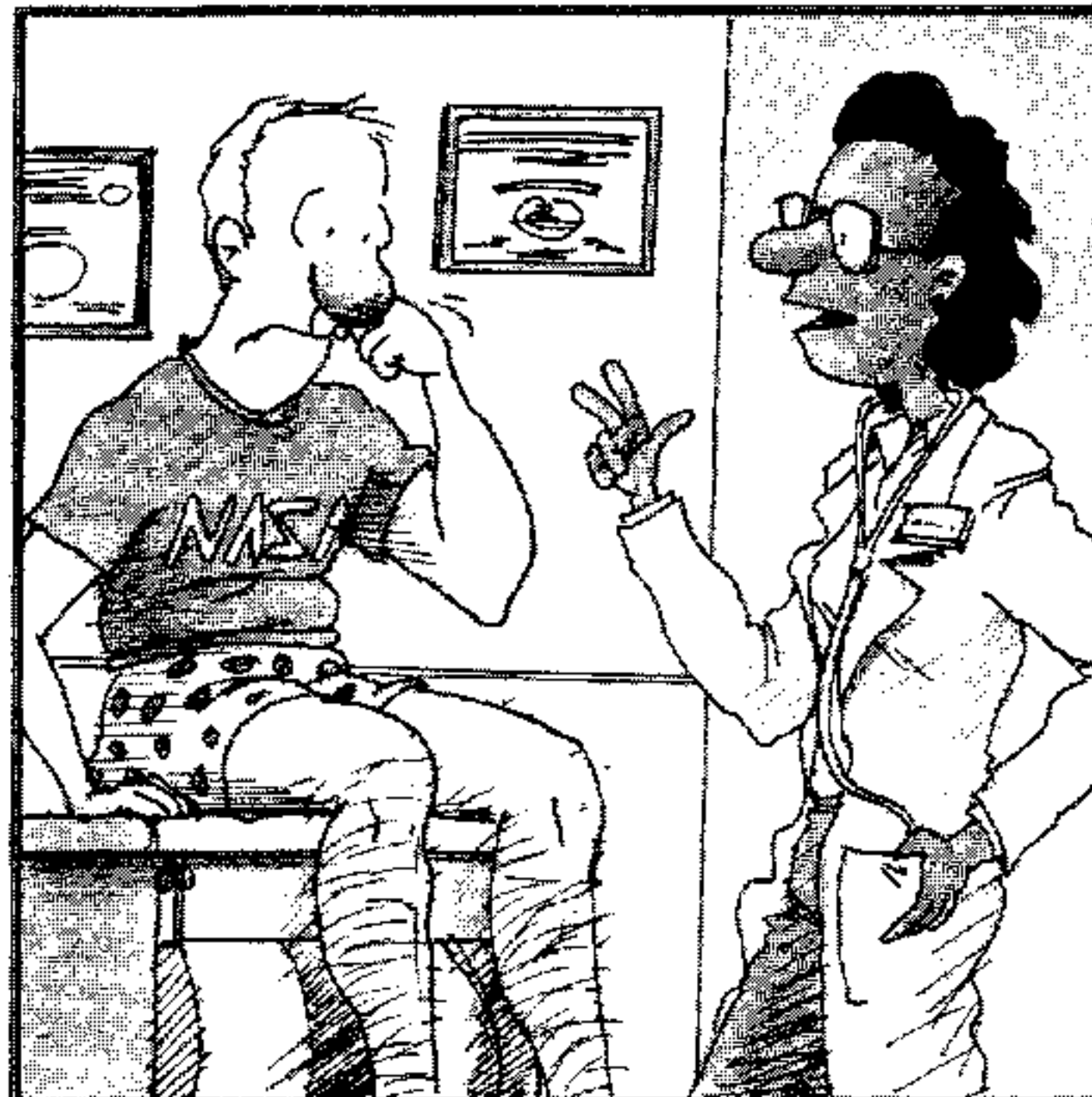
Do you know any hypochondriacs? If yes, who are they and what do they say?

4. Ask your partner or group members about language problems they are having, and decide in which areas you are "in the same boat."
5. Do you feel sorry for anyone you know? If yes, who and why?
6. In what situations do you like to have someone keep you company?

## 6. Skit Writing

In this illustration, the astronaut is being examined by his doctor. The astronaut is scheduled to go on a flight into outer space tomorrow, but the doctor informs him that he has a cold and will not be able to go. The astronaut is very disappointed.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You are scheduled to represent your country in the Summer Olympics. You are planning to be in the swimming race the next day, but you are sneezing and coughing and have a headache. You talk to two other swimmers from other countries and find out that they have the same problem.

Possible starting line:

Ahchoo . . . Ahchoo . . . Excuse me . . . Do you have a tissue?

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *be in good shape*

### *Real-Life Situations*

*I would look at the people doing exercises at a health spa and think about which ones are in good shape.*

1.

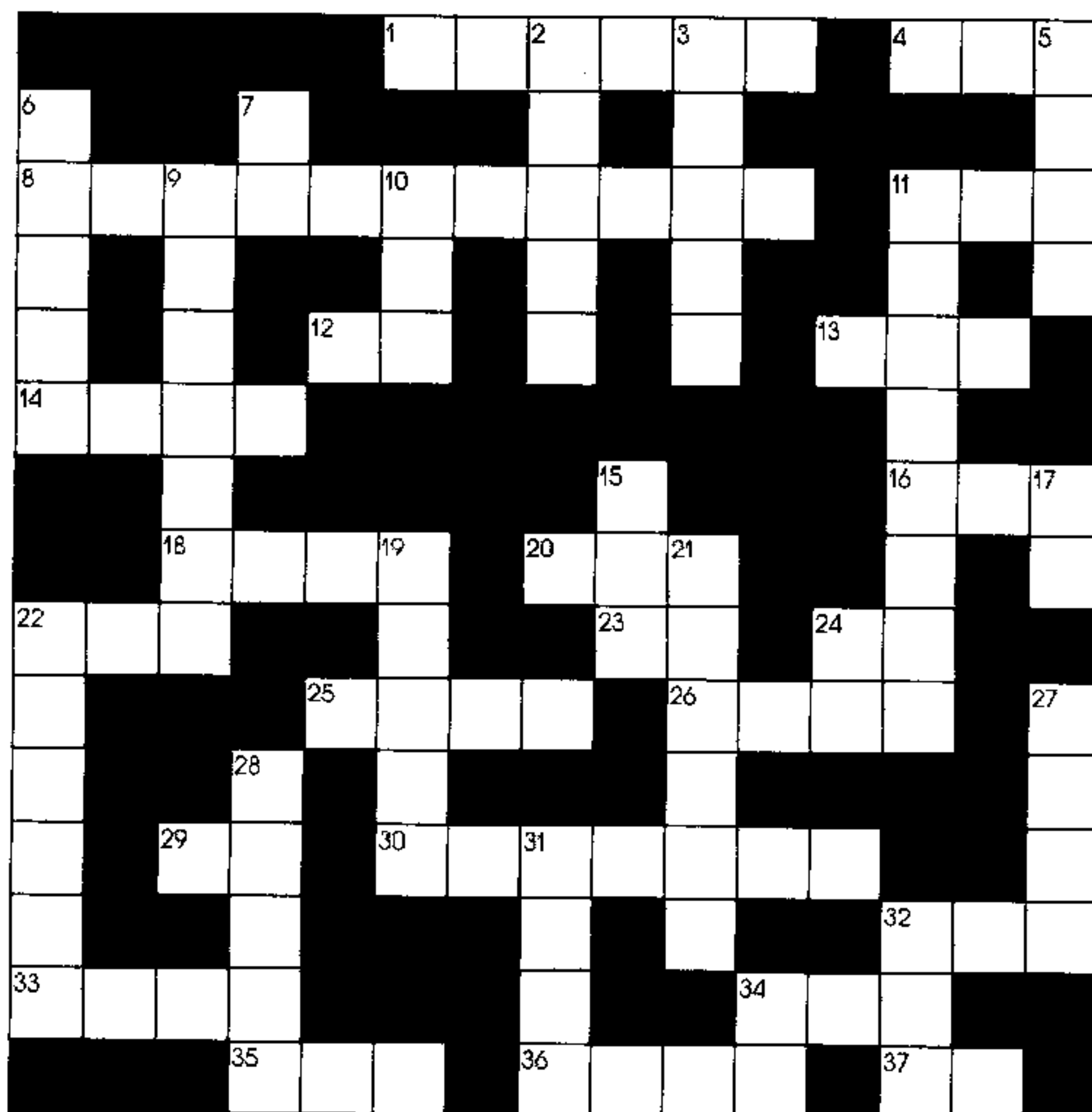
2.

3.

4.

5.

## Crossword Puzzle



### Across

1. I'm having \_\_\_\_\_ thoughts about buying that new car.
4. Can you drop me \_\_\_\_\_ at the corner?
8. I need to take my \_\_\_\_\_. Where is the thermometer?
11. I love you. Let's \_\_\_\_\_ the knot.
12. Write. Let's keep \_\_\_\_\_ touch.
13. They feel sorry \_\_\_\_\_ homeless animals.
14. Let's never \_\_\_\_\_ touch.
16. He \_\_\_\_\_ up the nerve to ask her to lend him some money.
18. She \_\_\_\_\_ bananas every time she hears that song.
20. He is \_\_\_\_\_ of his mind.
22. They aren't single—they \_\_\_\_\_ married.
23. I was just about ready \_\_\_\_\_ leave when you called.
24. Why don't you drop in \_\_\_\_\_ my house later?
25. I have a lot of work, too. We're in the same \_\_\_\_\_.
26. They're going \_\_\_\_\_ with all their homework.
29. I need to check \_\_\_\_\_ messages. I'll be right back.
30. I'll call you when we're \_\_\_\_\_ with dinner.
32. We've been waiting \_\_\_\_\_ ages. Maybe we should call.

33. I'd better write that \_\_\_\_\_ before I forget.
34. They've been laughing \_\_\_\_\_ night long.
35. Let's \_\_\_\_\_ married as soon as possible.
36. \_\_\_\_\_ be silly! You can do it.
37. I'm sorry. I have to hang \_\_\_\_\_ now because someone else needs the phone.

### Down

2. I don't want to \_\_\_\_\_ a cold.
3. He's trying to get up the \_\_\_\_\_ to ask her for a date.
5. We have cold \_\_\_\_\_ about going there.
6. Stand \_\_\_\_\_. You keep moving.
7. You'll probably wind \_\_\_\_\_ rich.
9. Please leave a \_\_\_\_\_ after the tone.
10. Every time I go to the store, I \_\_\_\_\_ into someone I know.
11. They are having second \_\_\_\_\_ about buying a house.
15. \_\_\_\_\_ that out! You're bothering me!
17. I'm dying \_\_\_\_\_ see that movie.
19. Can I ask you something? Sure! \_\_\_\_\_!
21. He couldn't talk—he was \_\_\_\_\_-fied.
22. Everything is so expensive here. I can't even \_\_\_\_\_ coffee.
24. same as 24 across
27. I hope I get \_\_\_\_\_ this cold before my job interview.
28. He's \_\_\_\_\_ of thirst. Is there any water here?
31. My mother knows what I'm thinking. She can \_\_\_\_\_ my mind.
32. She's absent because she has the \_\_\_\_\_.
34. same as 24 down

### Tic Tac Toe

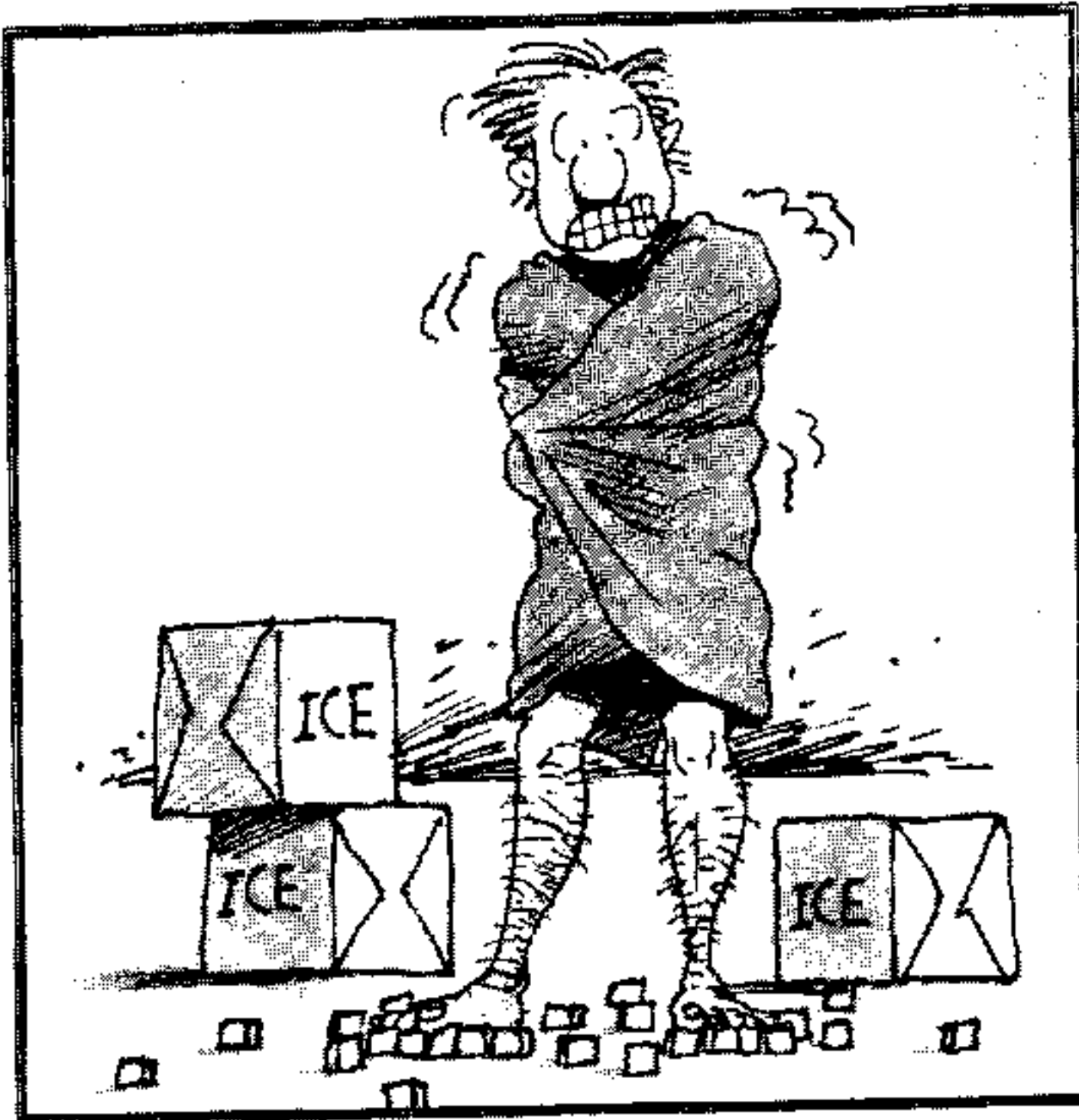
In this variation of tic tac toe, to get an X or an O you must create a grammatically correct sentence that is logical in meaning. Here is a game to start you off. Create as many games as you like, using expressions from Lessons 1–4.

get up the nerve to	feel sorry for	be in good shape
be in the same boat	read someone's mind	I have news for you...
Stand still	run into	wind up

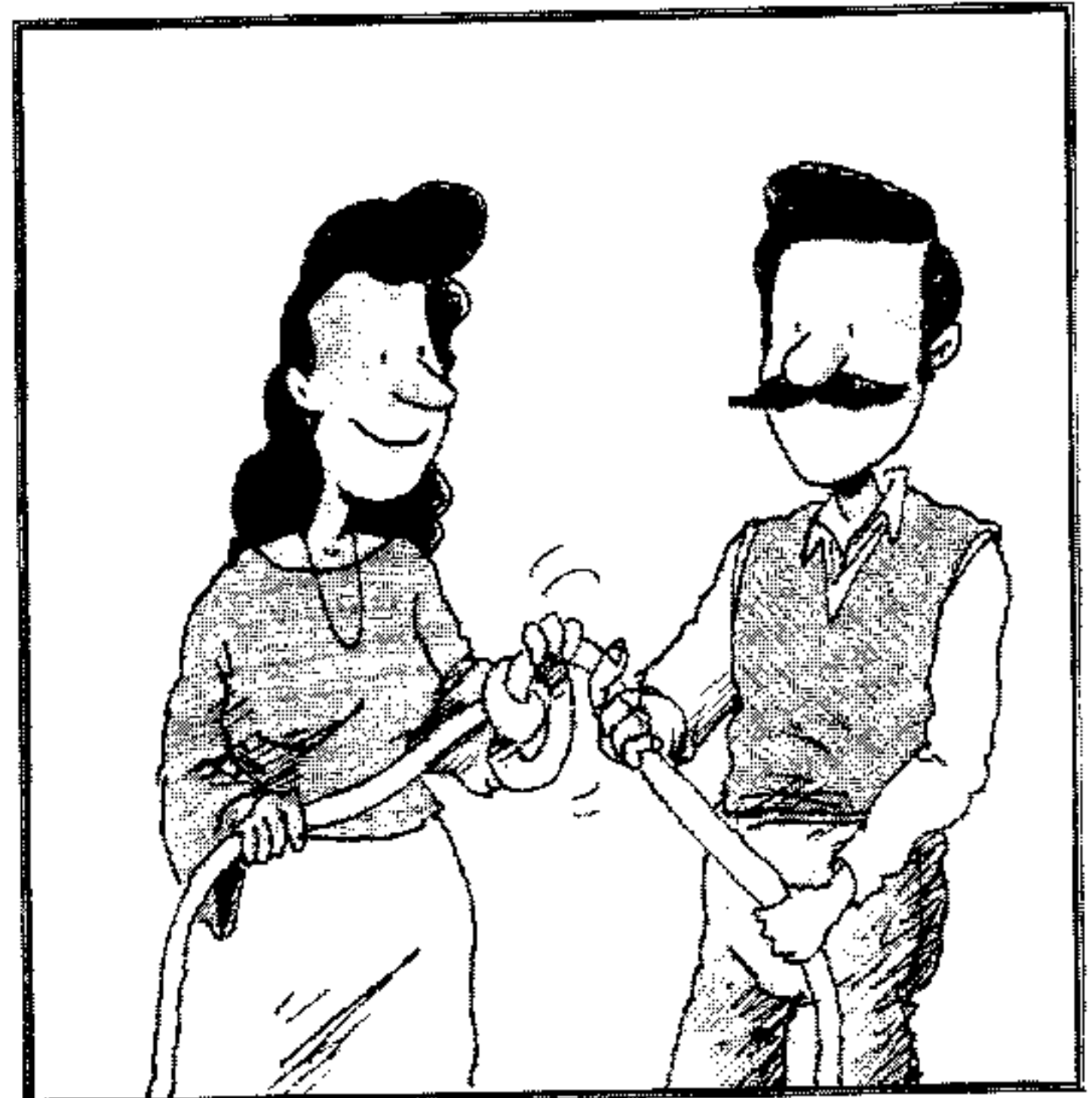


## Guess the Idiom

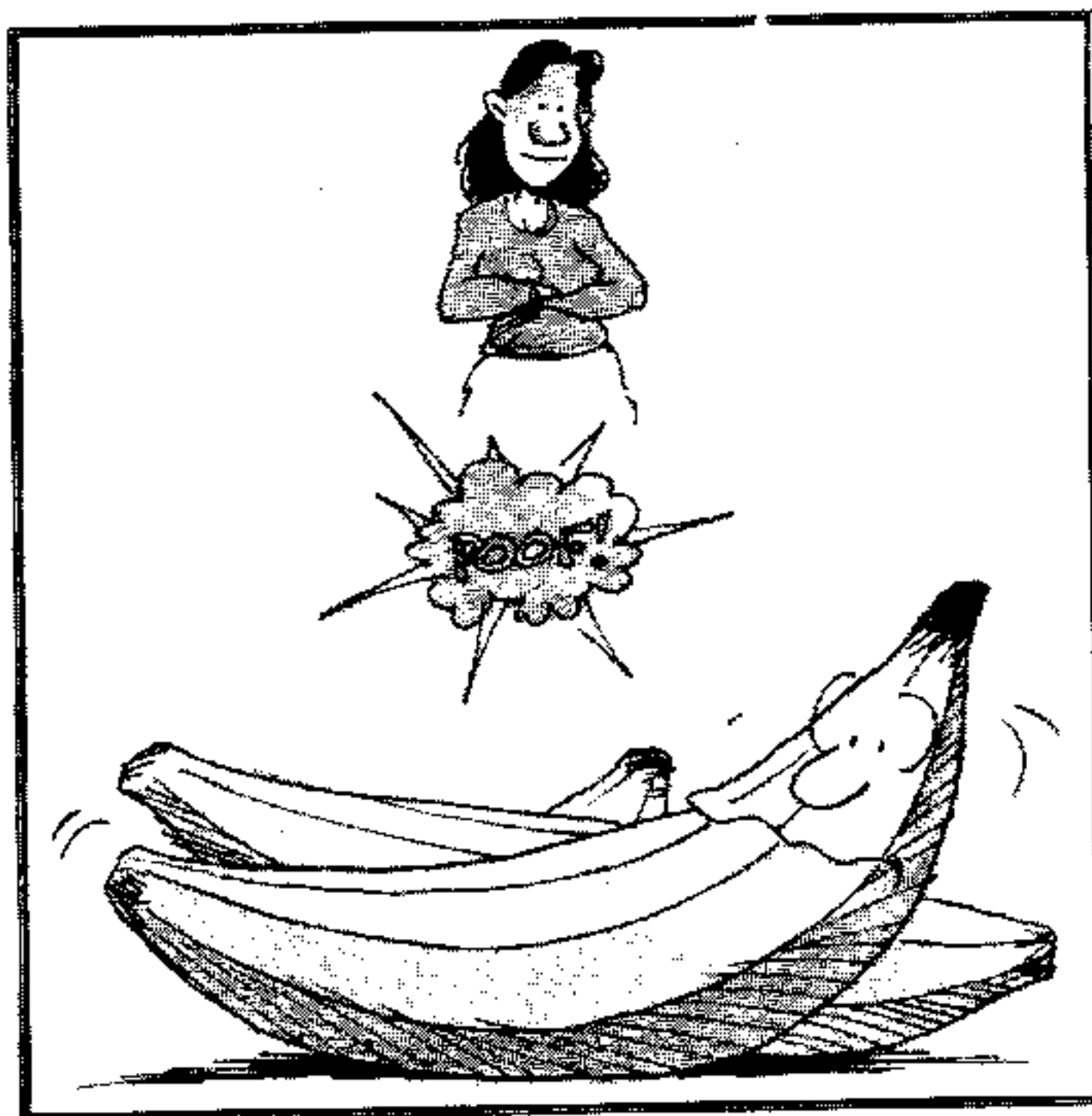
Look at these cartoons and try to guess which expressions from Lessons 1–4 they represent.



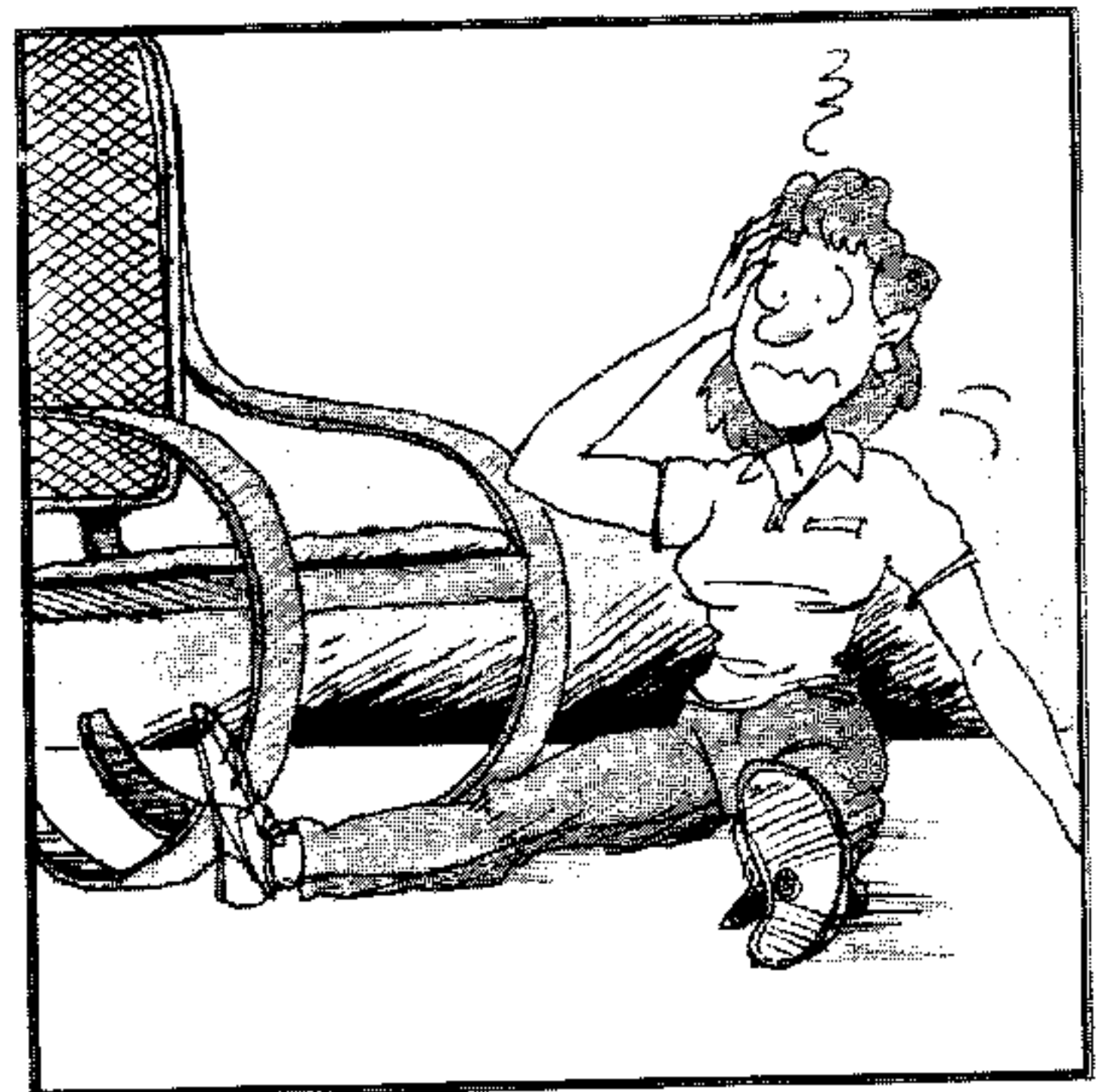
1.



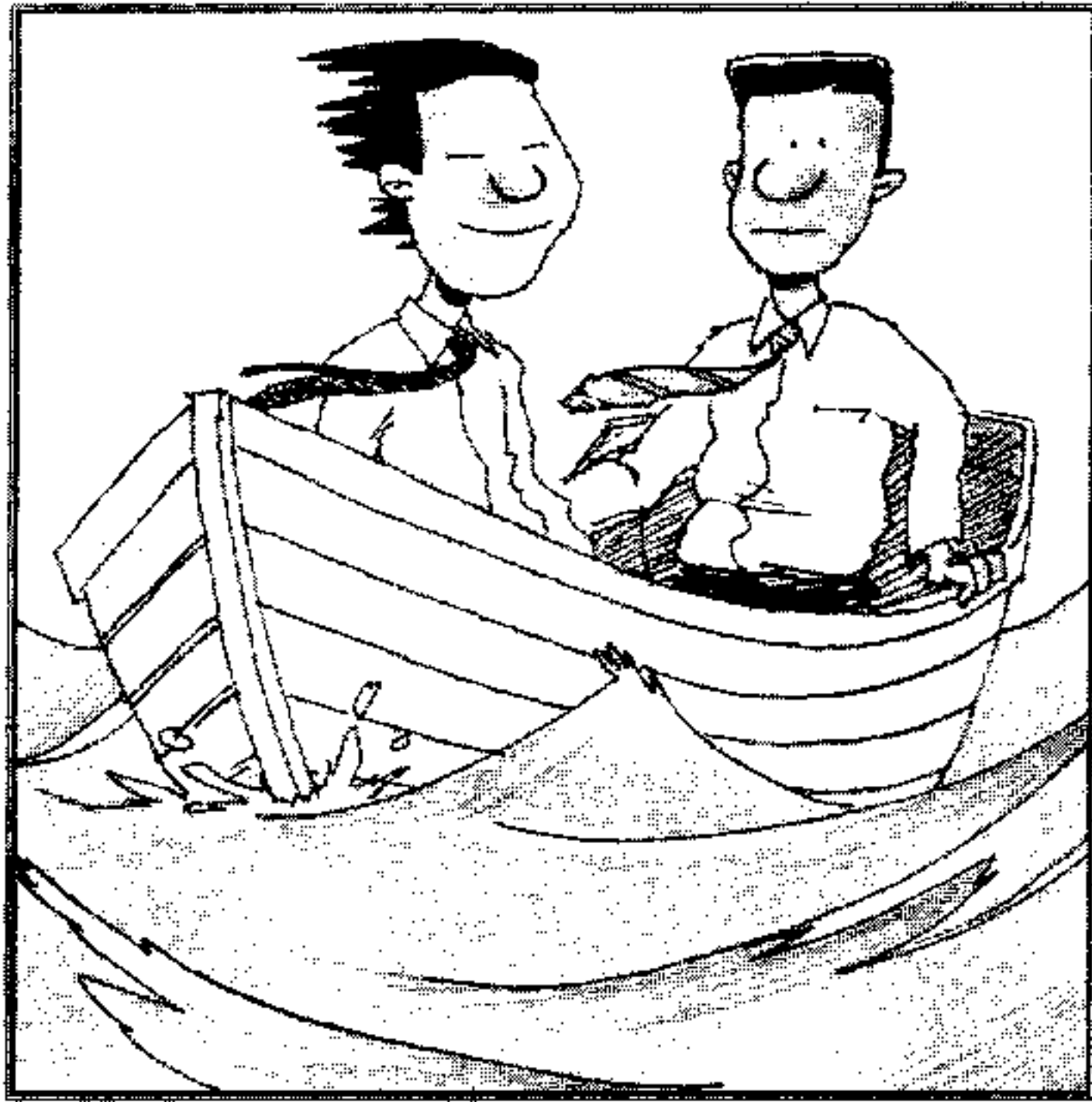
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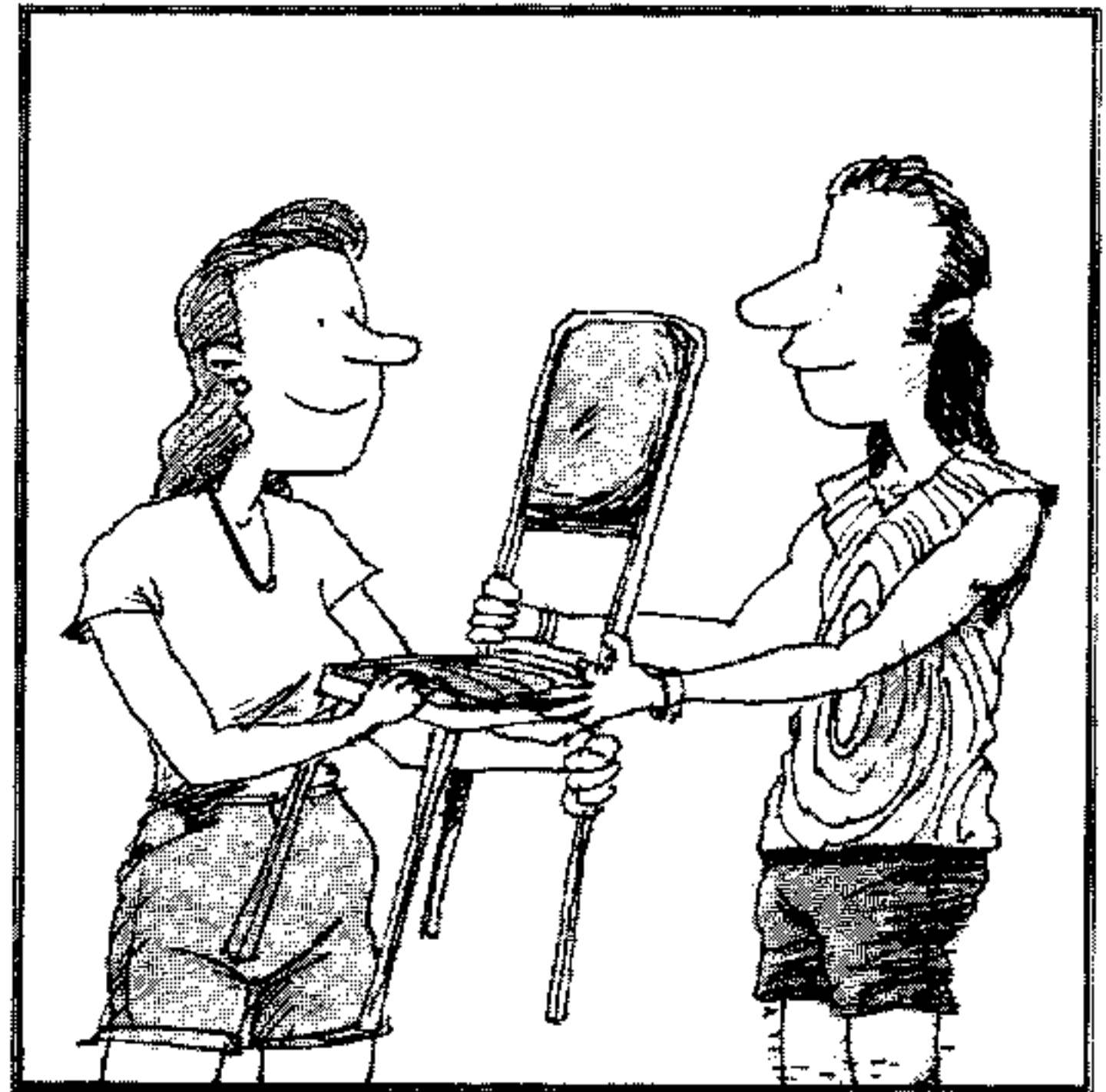
3.



4.

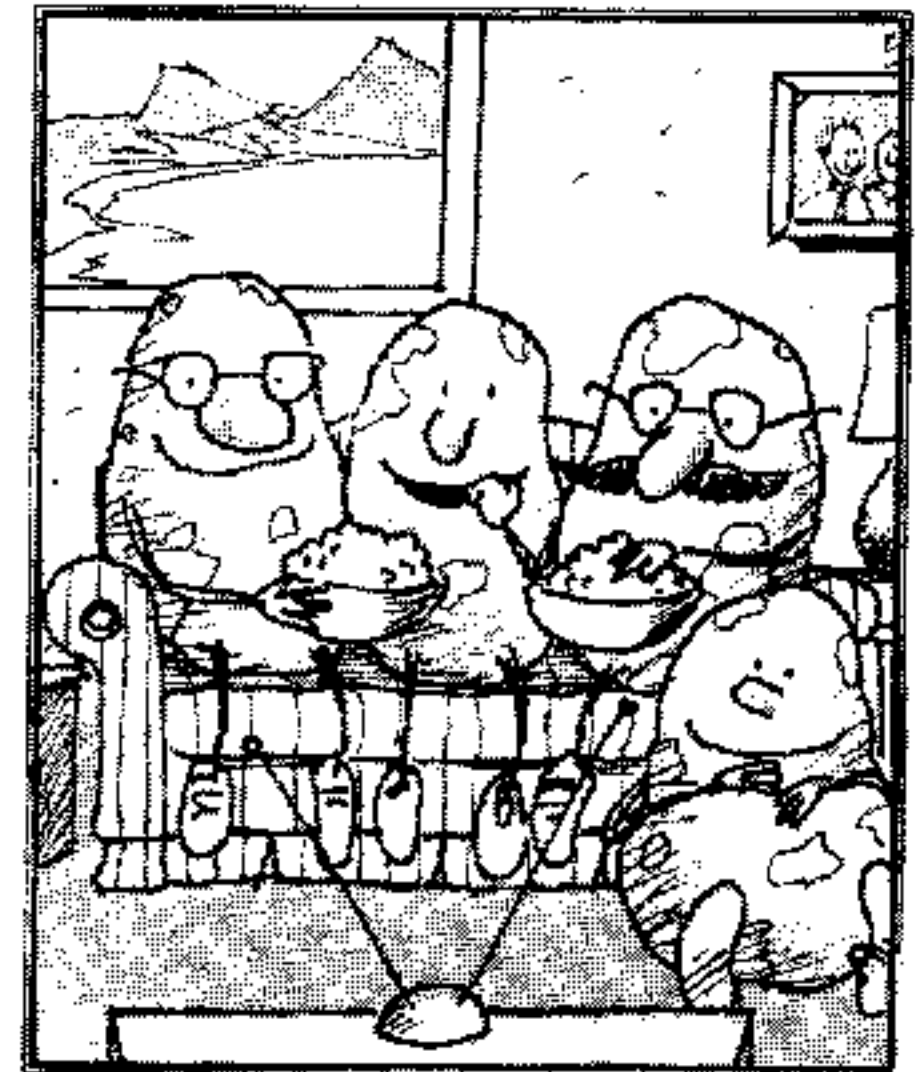


5.



6.

## Are We Couch Potatoes?



ANDY: Hi guys. Come on in. You didn't have to bring anything.

SUSAN: We know that, but we wanted to. I'm so glad we could finally **get together**.

RUTH: Let me take your coats. Come in and **make yourselves comfortable**. How are you doing tonight?

MICHAEL: Pretty good. We rented two old movies. What **are you in the mood to** see first—the **tearjerker** or the horror movie?

RUTH: **How about** the horror movie first? I don't **feel like crying** right now. I'd rather **be scared out of my wits**, if I have a choice.

MICHAEL: **That makes two of us**.

(DURING THE MOVIE)

ANDY: Maybe we should turn a light on. This movie is getting a little scary.

RUTH: Andy!

ANDY: **I was just kidding**. Could you **move over** a little? It's getting kind of crowded here.

SUSAN: I'll sit on the floor.

- ANDY: No . . .
- SUSAN: Really . . . I want to. Could you pass the popcorn please?
- MICHAEL: **Here you go.** Who has the remote control? Can you **hit pause?** Thanks . . . I have a question . . . Do you think we're **couch potatoes?**
- ANDY: **Why do you ask?**
- MICHAEL: Well, we do **spend a lot of time** sitting on the couch, **glued to the tube** and eating snacks. Sometimes I think I've become **a couch potato.**
- SUSAN: **That's funny,** Michael. I thought you **were a bookworm** because you read so much. It's hard to get you to **put a book down.**
- MICHAEL: I think I'm watching TV more and reading less . . .
- ANDY: Can we talk about this later? I'm really **involved in** this movie. Ruth, will you **hit play,** and Susan, can you pass the popcorn over here please?

## QUESTIONS

1. When you visit friends, do you usually take them something? If yes, what?
2. What do you think a "couch potato" is?
3. What is Michael worried about?
4. What do you think a "tearjerker" can make people do?

## ■ Understanding the New Expressions

1. **gét togéther** = join a person or people to socialize

**S1:** Do you want to **get together** this weekend?

**S2:** I'd really like to, but let me check my calendar first. I'll call you back.

**Note:** Notice the use of *get together* "with" someone, *get together* "and" + verb, *get together* "for" + noun:

—Let's **get together with** them sometime soon.

—Let's **get together and** have lunch.

—Let's **get together for** lunch.

2. **máke oneself cómfortable** = an expression that hosts use to welcome their guests

**S1:** Sit down and **make yourself comfortable.** Can I get you a drink?

**S2:** Thanks. I'd love one.

**Similar expression:** to **máke oneself at hóme**

**S1:** Come on in and **make yourselves at home.** You can put your coats in there on the bed.

**S2:** OK. Thanks.



**Note:** Remember the reflexive pronouns—I/myself; you/yourself (singular); he/himself; she/herself; we/ourselves; you/yourselves (plural); they/themselves (not "themselves").

3. **be in the *mood* to + verb** = want to (do something)  
**be in the mood for + noun** = want (something)

S1: What do you want to do now?

S2: I'm **in the mood to** eat a hamburger.

or

I'm **in the mood for** a hamburger.

**Contrast:** **be in a *good mood*** ≠ **be in a *bad mood***

S1: Do you want Chinese or Japanese food tonight?

S2: Whatever you want.

S1: You're **in a good mood** today. Did something special happen?

S1: Don't go near the boss today.

S2: Why not?

S1: He's **in a very bad mood**.

4. **a *tearjerker*** = a movie that makes people cry



S1: Do you have a tissue?

S2: I think so. Yeah—here's a clean one. This movie sure is **a tearjerker**.

5. **Hów about . . . ?** = the beginning of a suggestion (in question form)

S1: I don't know what to order.

S2: **How about** the fish? The salads look good, too.

S1: Who should we invite over for dinner?

S2: **How about** Joan and Daniel?



**6. *féel líke doing something* = be in the mood to do something**

**S1:** What do you **feel like** doing?

**S2:** I **feel like** going to a movie.

*or*

**S1:** Why didn't you cook tonight?

**S2:** I **felt like** ordering a pizza instead.

***Contrast:***

**S1:** How do you feel?

**S2:** Fine/Happy/Tired.

**7. *be scáred out of one's wíts* = *be scáred to déath* = be extremely frightened by something**

**to scáre someone out of his/her wíts** = to make someone very scared

**S1:** How was the movie?

**S2:** Don't see it. I **was scared out of my wits**. I had my eyes closed for almost the whole time.

**S1:** Lots of blood?

**S1:** Aaah! Who's that?

**S2:** It's only me.

**S1:** God! You **scared me out of my wits!** My heart almost stopped.

**8. *Thát mákes twó of ús.* = I feel the same way.**

**S1:** Let's eat. I'm hungry.

**S2:** **That makes two of us.**

***Similar expressions:***

*With an affirmative statement:*

**S1:** I like old movies.

**S2:** **That makes two of us.**

*or*

So do I.

*or*

Me, too.

*With a negative statement:*

**S1:** I can't believe it.

**S2:** **That makes two of us.**

*or*

Neither can I.

*or*

I can't either.

18. **be a bóokworm** = be someone who reads all the time



S1: Let's go for a walk.

S2: Not now. I'm in the middle of this great book.

S1: You're such **a bookworm**. Every time I look at you, you've got a book in your hands.

19. **pút (a bóok) dówn** (separable/transitive) = stop reading

S1: Dinner's ready.

S2: Start without me. I can't **put this book down**.

S1: Why do you look so tired?

S2: I didn't sleep last night. I was reading a book that I couldn't **put down** until I finished it.

20. **be (or gét) invólved in** = be (or become) completely interested in what you are reading, watching, or doing

S1: Why don't you turn the TV off?

S2: Because I'm **involved in** this show. I'll turn it off when the show's over.

S1: I thought you were reading that book.

S2: I was, but I put it down. I couldn't **get involved in** it.

**Contrast:** **be invólved with someone** = be in a romantic relationship

S1: **Are you involved with** anyone now?

S2: Why do you ask?

**13. a cóuch potato/cóuch potatoes** = people who watch a tremendous amount (lots and lots) of TV

**S1:** Turn off the TV. You've been watching for six whole hours!

**S2:** I know. I guess I'm **a cóuch potato**.

**14. Why do you ásk?** = Why are you asking me that personal question?

**S1:** How much money do you have with you?

**S2:** **Why do you ask?**

**S1:** I was just curious.

***Note:** When someone asks you a question that you don't want to answer, you can respond with this question.*

**15. spénd (a líttle/a lótt of) tíme (doíng) something** = use time (on)

**S1:** He **spends a lot of time** working. The kids never see him.

**S2:** Then it's time for a change, isn't it?

**S1:** You need to **spend more time on** your homework, don't you think?

**S2:** I guess so.

**16. be glúed to the TV/be glúed to the túbe** = watch TV with such great interest that you can't break away from it, as if you were attached by glue. The **tube** = TV (very informal)

**S1:** Bobby. Dinner's ready!

**S2:** He doesn't seem to hear you.

**S1:** I know. He's always **glued to the tube**. Listen—he won't hear this: Bobby . . . the house is on fire! See—he still didn't hear me.

**17. Thát's fúnny.** = That's strange, unusual.

**S1:** **That's funny.** I thought I left my keys on the table, but they're nowhere to be seen.

**S2:** Here they are. They fell.

**S1:** 20 . . . 25 . . . 26 . . . 27 . . . I only have \$27 in my wallet. **That's funny.** Yesterday I had \$100 and I don't remember spending that much.

**S2:** Didn't you go out to dinner last night?

**S1:** Yeah, but I didn't spend \$70!

***Contrast:** Thát \_\_\_\_\_ is fúnny.* = Something is humorous—it makes me laugh.

**S1:** **That** movie **is** really **funny**. You should see it.

**S2:** I think I will. I need a good laugh.

9. **be (júst) kídďing** = be joking

S1: I'm going to Hollywood to make horror movies.

S2: Do you have a job?

S1: I **was just kidding**. Did you really believe me?

S1: She won a car.

S2: You're **kidding!** (or: You **must be kidding!**)

S1: No, I'm not. She really won a car!

**Similar expression:** You're **púlling** my **lég**.

S1: There's going to be an earthquake tomorrow.

S2: You're **pulling my leg**. No one knows when an earthquake will happen.

S1: But I read it in the newspaper.

S2: Don't believe everything you read.

10. **móve óver** (*inseparable/intransitive*) = move to create space for someone or something

S1: Gail, could you please **move over** a little so someone else can sit down?

S2: Oh, sorry. I didn't realize I was taking up so much space. . . . Here—now you can sit down.

**Contrast:** **móve something óver (to a place)** (must be separated)

S1: If you **move** the couch **over** to the corner, I think the room will look better.

S2: I'd rather **move** it **over** to the window. OK?

11. **Hére you gó.** – a friendly thing to say when you give someone something

S1: **Here you go**. Can I get you anything else?

S2: Yes. I'd like another cup of coffee.

S1: Sure. I'll be right back.

S1: Mom, can I have some more?

S2: OK, but just a little. **Here you go**.

12. **hít páuse/hít pláy** = the instruction or request someone might give another person who is either holding a VCR remote control or is near the VCR buttons

S1: Can you **hit pause?** I need to make a quick phone call.

S2: Now? Can't you wait 'til the end of the show?

S1: OK I'm back. You can **hit play**.

S2: I will in a minute, but first I'd like you to tell me why your "quick" call lasted 20 minutes.

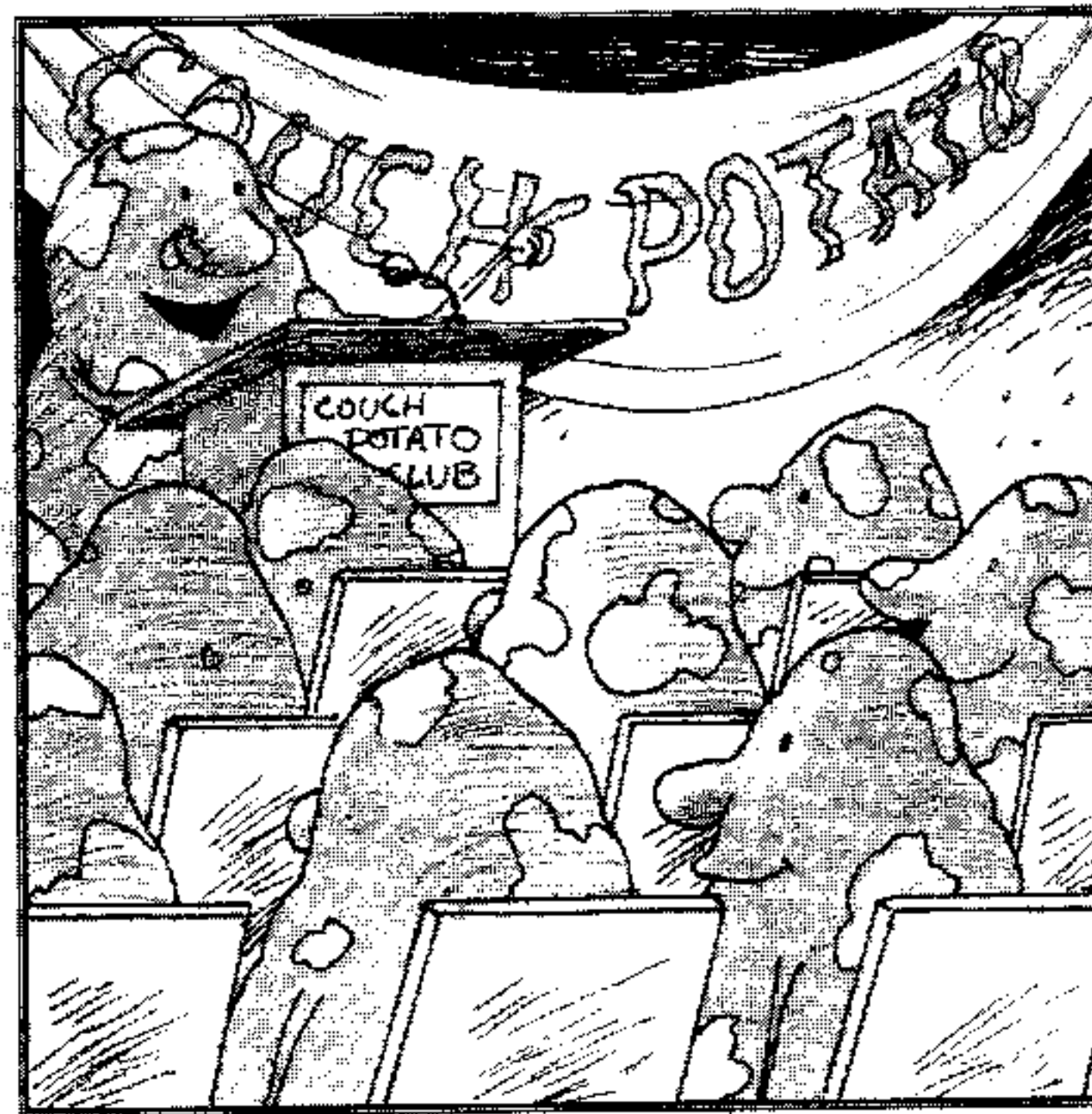
## 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. Do you know any couch potatoes? If yes, who? Are you one? How much TV do you watch every day? Why kind of show is your favorite?
2. Do many people have VCRs and video cameras in your native country? Do people buy and rent video cassettes very often? Do you think people watch more TV now that video is available?
3. Do you think parents should limit how much TV their children watch? Explain.
4. Do you think it is possible for parents to prevent their children from watching TV shows that contain sex and violence? Explain.
5. When you watch a movie that was made in a foreign language, do you prefer subtitles (words in your native language written at the bottom of the screen) or dubbing (words in your native language actually spoken)? Explain.
6. Do you know any bookworms? If yes, who? Are you one? How often do you read a book? What kind of book is your favorite?

## 6. Skit Writing

In this illustration, the people are attending a meeting of the "Couch Potato Club." The president of the club is making a speech to the group about how wonderful it is to watch at least seven hours of TV a day while eating a lot of "junk food" (potato chips, candy, etc.).



Work individually, in pairs, or as a class to write the president's speech. Try to use at least five new expressions from this lesson and two expressions from previous lessons. Suggested starting line: *"Today, I'm going to talk about why people should be couch potatoes."*

After you have finished writing the speech, choose someone to give it. The rest of the class can be the couch potato audience. After the speech, they should have a question and answer session with the president.



JILL: \_\_\_\_\_ getting some more exercise?  
(4)

JACK: I'm never \_\_\_\_\_ to exercise.  
(5)

JILL: \_\_\_\_\_, but we should force ourselves to take  
(6)  
an exercise class.

JACK: \_\_\_\_\_!  
(7)

JILL: No, I'm not. I'm serious. People our age get heart attacks and it  
\_\_\_\_\_. We need to get more exercise.  
(8)

JACK: \_\_\_\_\_. I never thought I'd hear you say that.  
(9)

JILL: Well, I saw some shows on TV about the importance of exercise, and . . .

JACK: Oh, so you were watching daytime TV???

JILL: But . . .



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

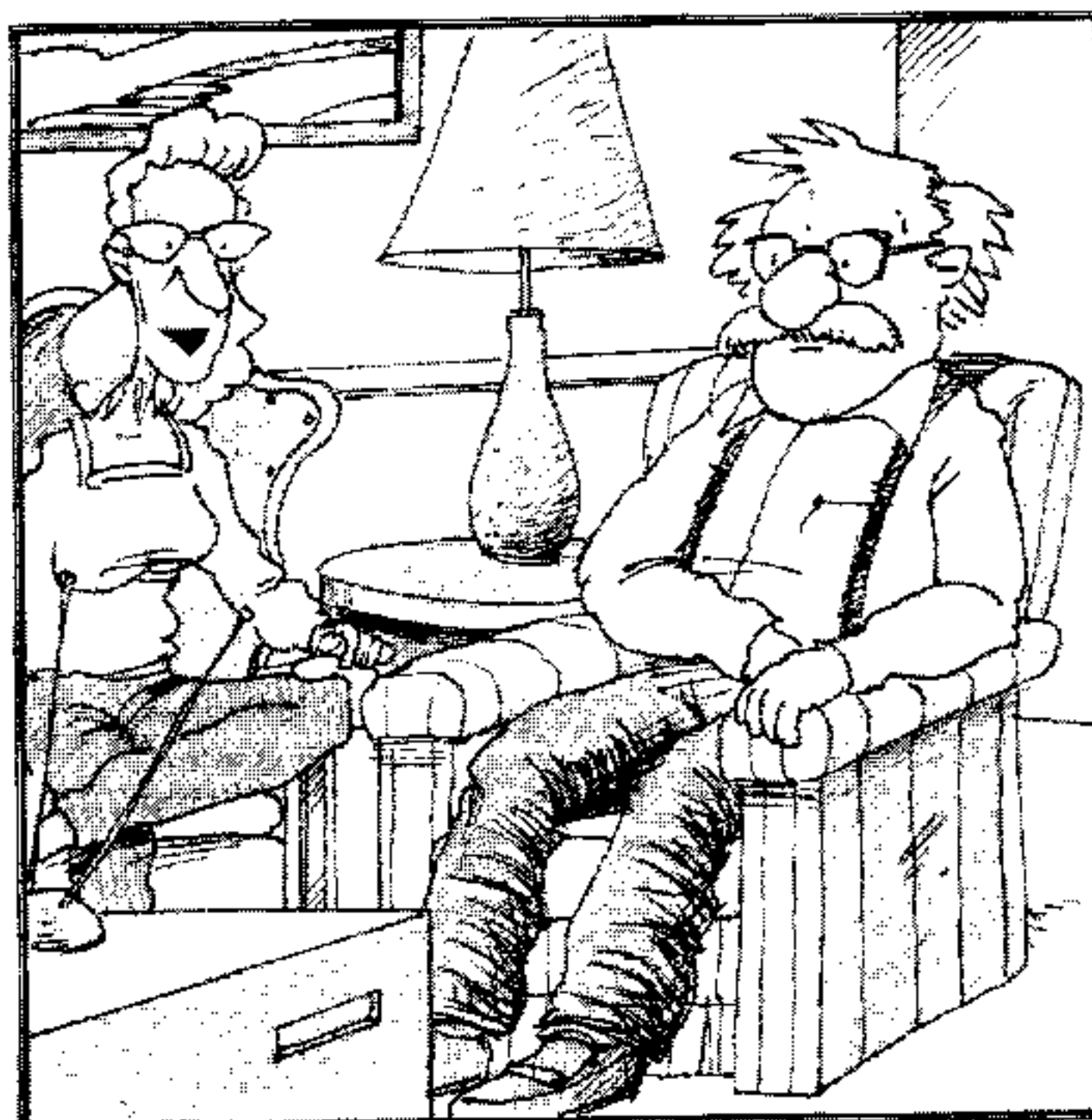
## 2. Choosing the Idiom

The following dialogue takes place between the two people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

you're kidding  
get together  
feel like  
that makes two of us

spend all my time  
move over  
that's funny  
scares me out of my wits

in the mood  
here you go  
a couch potato  
how about



JACK: I'm bored.

JILL: So am I. What do you \_\_\_\_\_ doing?  
(1)

JACK: We could watch TV.

JILL: No. Remember, we promised each other that we'd watch only an hour a day.  
You don't want to become \_\_\_\_\_, do you?  
(2)

JACK: I don't want to \_\_\_\_\_ reading, either.  
(3)

JILL: So, watch a little TV and read a little, too.

JACK: And what will I do with the rest of my time?

## ■ Exercises

---

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. Come in and make yourselves comfortable.
- \_\_\_\_\_ 2. I'd like two tickets, please.
- \_\_\_\_\_ 3. We got married last week.
- \_\_\_\_\_ 4. Let's get together for coffee.
- \_\_\_\_\_ 5. I feel like getting some exercise.
- \_\_\_\_\_ 6. Can you hit pause for a second?
- \_\_\_\_\_ 7. Were you ever involved with each other?
- \_\_\_\_\_ 8. She's an hour late.
- \_\_\_\_\_ 9. You're shaking.
- \_\_\_\_\_ 10. Your eyes are red.
  
- \_\_\_\_\_ 11. Want to dance?
- \_\_\_\_\_ 12. I need a vacation.
- \_\_\_\_\_ 13. It's kind of crowded here.
  
- \_\_\_\_\_ 14. Put down that book and listen to me!

#### B

- a. Where's the remote?
- b. Why do you ask?
- c. That car scared me out of my wits.
- d. You're kidding!
- e. Get your bike and I'll meet you at the park.
- f. Sorry. I'm not in the mood right now.
- g. Sorry. I was involved.
- h. Where should we put our coats?
- i. Great idea. How's tomorrow?
- j. That's funny. She's always on time. Let's give her a call.
- k. Here you go.
- l. That makes two of us.
- m. I just saw a tearjerker. There wasn't a dry eye in the house.
- n. I'll move over.

## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

Imagine that the Couch Potato Club wants to have meetings at your school and wants to get students to join. Do you think that would be a good idea?

Set up a debate. On one side, have students who *want* this club. On the other side, have students who *don't want* this club. Choose one person to be the moderator. This person will *not* express an opinion, but will call on people to speak and make sure that only one person speaks at a time.

Possible starting line for the moderator:

What is one reason why our school should have this club?

(You may want to have one debate in front of the class or many small debates going on at the same time in your classroom. Groups of five are good—two students on each side, with one moderator.)

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *hit pause/hit play*

1.

2.

3.

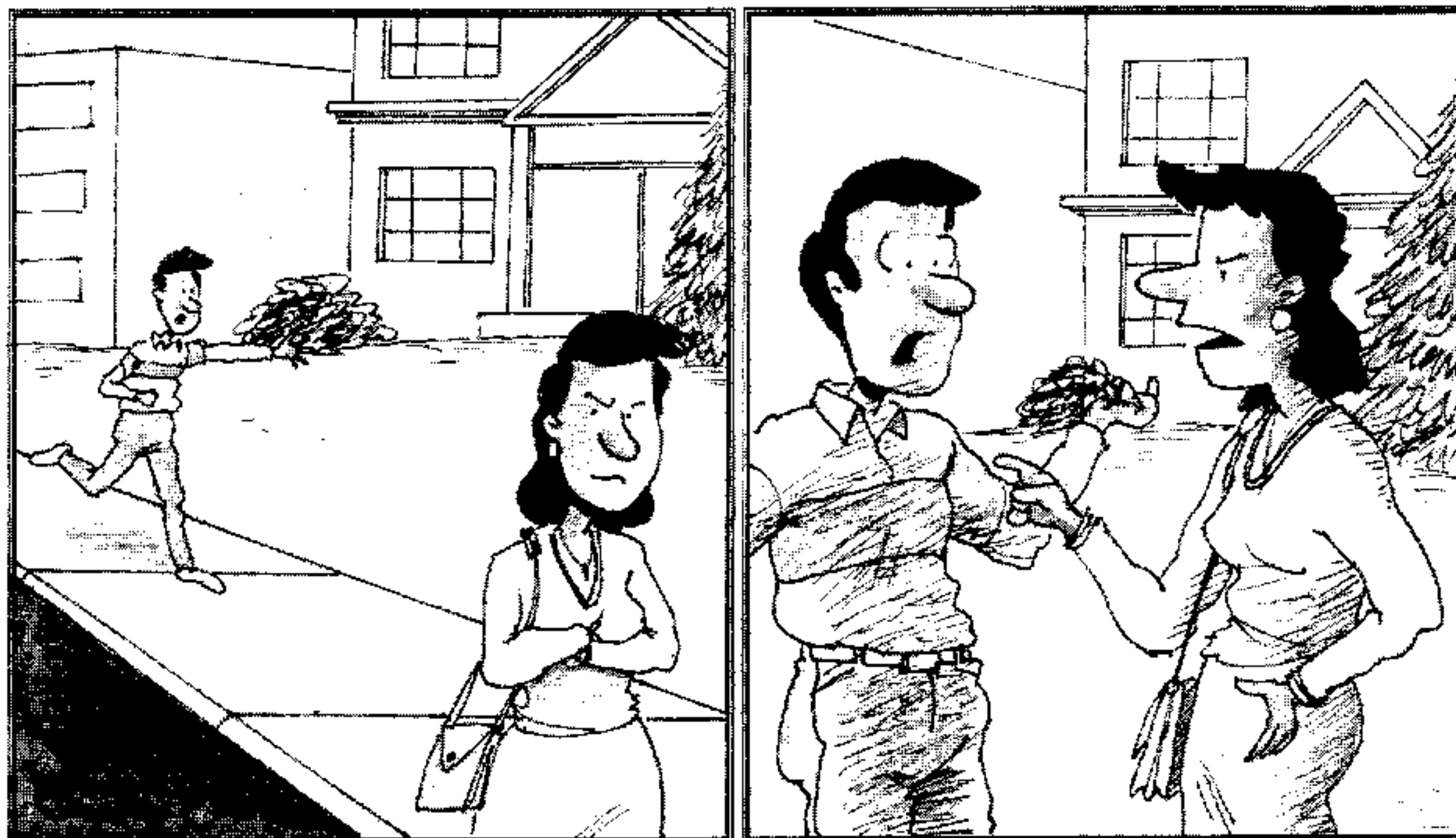
4.

5.

### *Real-Life Situations*

*I would say, "Can you please hit play or pause" when watching a videotape and someone else has the remote control.*

# Forgetting a Date



BOB: Nancy! Uh-oh! Nancy . . . wait!

NANCY: Why should I?

BOB: Listen, I'm really embarrassed about last night. **To be honest with you**, I completely forgot about our date.

NANCY: I know.

BOB: I didn't mean to **hurt your feelings**.

NANCY: But you did. Obviously I wasn't **on your mind**. You **stood me up**, Bob!

BOB: Listen, we can **work this out**. Let me **make up for it**. I'll **treat you to dinner** tonight.

NANCY: Aren't you going to explain what happened?

BOB: I did explain. I forgot to **show up**.

NANCY: Would YOU **stand for** an explanation like that?

BOB: Well, I guess **you've got a point there**. OK. Sit down, and I'll tell you the truth about what happened.



## QUESTIONS

1. Why does Bob say "Uh-oh?" Does he "smell trouble"?
2. How does Nancy feel? Why?
3. Was Bob really honest with her (at first)?
4. Was Nancy satisfied with his explanation? Why?
5. Would YOU be satisfied with Bob's explanation? Why?
6. If you were Bob, what would you have said to Nancy?

## ■ Understanding the New Expressions

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### 1. to be honest with you = to tell you the truth

S1: What time should we leave?

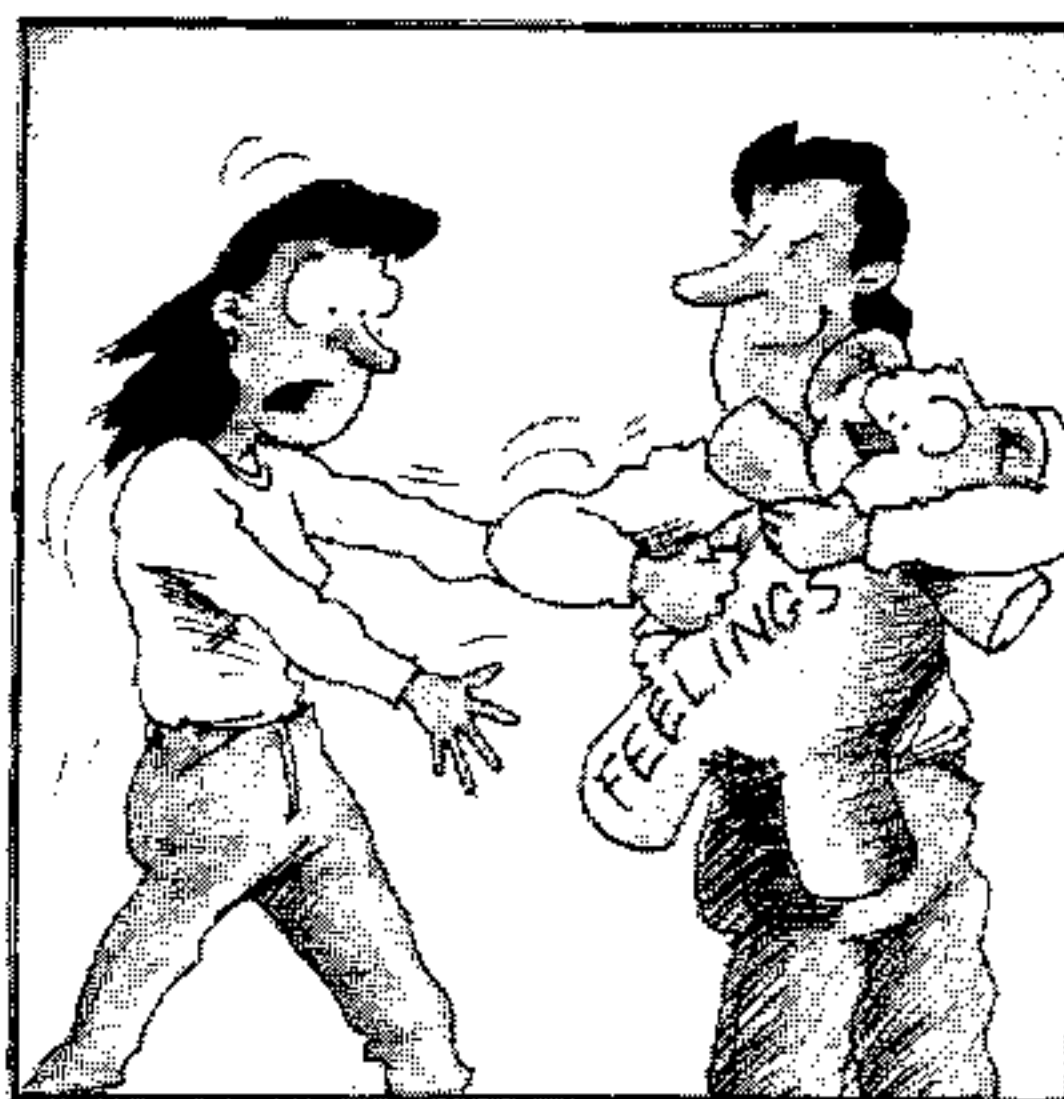
S2: **To be honest with you**, I don't want to go.

S1: What's the matter?

S2: **To tell you the truth**, I don't love you any more.

*Note:* These expressions often introduce information that is not good news.

### 2. hurt someone's feelings = cause someone to feel bad



S1: I can't believe you didn't call me.

S2: I'm sorry that **I hurt your feelings.**  
if }

### 3. be on someone's mind = be in someone's thoughts

S1: I'm in love!

S2: How can you be sure?

S1: I can't stop thinking about her. She's **on my mind** twenty-four hours a day!

**Contrast:** have (*sóomething*) on (*one's*) *mínd* = have something serious to think about

S1: Why do you look so serious?

S2: I **have** a lot **on my mind**.

4. **stánd someone úp** (*separable/transitive*) = not arrive for a date. Someone who stands up a date does *not* call to cancel.

S1: She said she would meet me at 7:00, and it's already 9:00. I'm so angry!

S2: Maybe something happened to make her late.

S1: No, she didn't even call! She **stood me up**!

**Passive form: be stóod úp**

S1: Why is he so upset?

S2: He **was stood up**.

5. **wórk something óut** (*separable/transitive*) = solve a problem

S1: Won't you please talk to me? As the Beatles said, "We can **work it out**."

S2: Maybe the Beatles can **work out** their problems, but can we?

6. **make úp for** = do something nice as an apology

S1: You're not doing your share of the work. I've cooked dinner every night this week.

S2: I'm really sorry. Tell me how I can **make up for** it.

S1: You can **make up for** it by cooking dinner every night next week!

**Contrast:** **make úp** (*inseparable/intransitive*) = become friends again

S1: Are Jack and Jill together again?

S2: Yes, they **made up** last week.

**make úp** (*separable/transitive*) – create

S1: Did she get in trouble for being late?

S2: Nope (No). She **made up** an interesting story } about why she was late.  
excuse }

**mákeup** (*noun*) = cosmetics

S1: Go wash your face! You're wearing too much **makeup** for a girl your age.

S2: But, Dad—everyone wears makeup!

7. **treat someone (to something)** = pay for someone's meal in a restaurant or for a ticket to an event.

S1: I'll pay for dinner tonight.

S2: Come on. Let me **treat you** to dinner.

S1: I wanted to **treat YOU!**

S2: You can **treat me** next time.

**Note:** When you want to treat someone, you can also say: *It's on me* or *I'll get it*. If you want to divide the check equally, you can say: *Let's split it* (see Lesson 7).

8. **show up** (inseparable/intransitive) = arrive, appear

S1: Why is Diane in trouble with Sam?

S2: His party started at 9:00 and she **showed up** at 11:30!

S1: Why are you home so early?

S2: My teacher didn't **show up**, and we didn't have a substitute.

9. (not) **stand for something** = (not) tolerate some behavior

S1: I'm afraid I'm going to fail this test.

S2: I know you're worried, but don't try to cheat. The teacher **won't stand for** cheating.

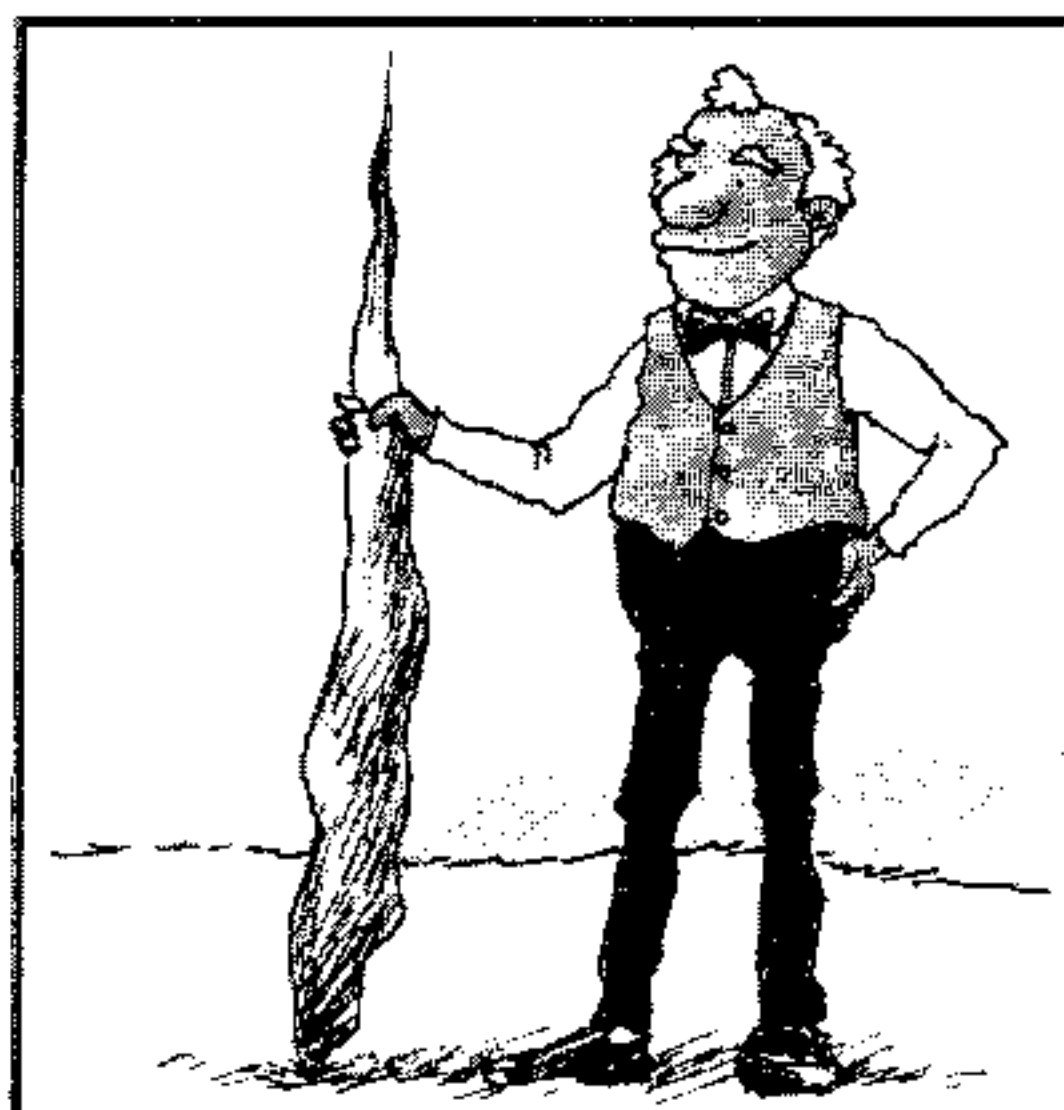
**Similar expression:** **can't stand** = hate

S1: I hope it snows. I love the winter.

S2: Not me. I **can't stand** { cold weather.  
to be cold.  
being cold.

**Note:** "Stand for" is always followed by a noun or gerund. "Can't stand" is followed by either a noun, an infinitive, or a gerund.

10. **You've got a point (there).** = You said something that I have to agree with.



- S1:** I think we should take the train to the mountains.  
**S2:** I'd rather drive.  
**S1:** But there's going to be a lot of snow.  
**S2:** I like snow.  
**S1:** Do you like sitting in the car for hours, stuck in the snow?  
**S2:** **You've got a point there.** Let's take the train.  
**Note:** In this dialogue, S1 and S2 at first disagreed. Then S1 convinced S2 to change his mind. S2 gave in, or conceded, when he said, 'You've got a point there.'

## ■ Exercises

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A, and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. Why are you so upset?
- \_\_\_\_\_ 2. What do you have on your face?
- \_\_\_\_\_ 3. Look! They're laughing together. I thought they had a fight.
- \_\_\_\_\_ 4. How can I make up for what I did?
- \_\_\_\_\_ 5. I was absent for no reason.  
What should I tell the teacher?
- \_\_\_\_\_ 6. Why did you treat him?
- \_\_\_\_\_ 7. What time should I show up?
- \_\_\_\_\_ 8. Why didn't you come to my party?
- \_\_\_\_\_ 9. Talk to me. We can work this out.
- \_\_\_\_\_ 10. I'll pick you up at 8:00.
- \_\_\_\_\_ 11. Why do you look so worried?
- \_\_\_\_\_ 12. Why isn't she paying attention?
- \_\_\_\_\_ 13. He's late all the time.

#### B

- a. Make up an excuse.
- b. They made up.
- c. By 6:00.
- d. It was his birthday.
- e. You hurt my feelings.
- f. All right. What should we do?
- g. To be honest with you, I was too tired.
- h. Makeup.
- i. I have a lot on my mind.
- j. Just tell me you're sorry.
- k. Don't stand me up!
- l. I wouldn't stand for that kind of behavior.
- m. She has Bob on her mind.

## 2. Choosing the Idiom

The following dialogue takes place between the lawyer and the woman in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

can't stand  
stand for  
stand (someone) up  
make up *(use two times)*  
make up for  
show up

hurt (someone's) feelings  
treat (someone)  
work it out  
to be honest with you  
you've got a point there



LAWYER: You must tell the truth here. If you don't, you'll go to prison.

NANCY: I'm not lying to you. I'm not \_\_\_\_\_ stories. I  
(1)

did not kill Bob. \_\_\_\_\_, I don't know why I'm  
(2)

here.

LAWYER: Because you were seen talking to him right before the murder. What were you talking about?



NANCY: He was embarrassed about forgetting our date and he was trying to  
\_\_\_\_\_. But I was still angry.  
(3)

LAWYER: Why?

NANCY: He wasn't telling me the real reason why  
he \_\_\_\_\_. I told him that I  
(4)  
wouldn't \_\_\_\_\_ his simple explanation.  
(5)  
I \_\_\_\_\_ being lied to.  
(6)

LAWYER: So you killed him.

NANCY: I did not! Finally, he did explain why he  
didn't \_\_\_\_\_ the night before.  
(7)

LAWYER: Well?

NANCY: You're really embarrassing me. OK. He said that he had met his old  
girlfriend unexpectedly and \_\_\_\_\_ to dinner.  
(8)

LAWYER: Aha! So you were jealous and wanted to kill him!

NANCY: Only for a minute. We sat down and talked. He knew he  
had \_\_\_\_\_ and he apologized. We both  
(9)  
wanted to \_\_\_\_\_ because we loved each  
(10)  
other. Why don't you talk to his ex-girlfriend? She was probably more  
jealous than I was!

LAWYER: \_\_\_\_\_.  
(11)



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

#### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

#### 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. Have you ever stood anyone up? If yes, what happened?
2. Has anyone ever stood you up? if yes, what happened?
3. When you have a lot on your mind, are you hard to live with? Why or why not?
4. Describe what happened when someone hurt your feelings.
5. What are two things that you can't stand?
6. What do you think a teacher should do if a student shows up late in class? In your native country, what happens if a student  
shows up late?  
eats in class?  
reads the newspaper in class?  
talks to another student?  
cheats on a test?

#### 6. Skit Writing

In this illustration, Nancy (from the two dialogues in this lesson) tells her best friends, Don and Janet, about her argument with Bob and her subsequent arrest for his murder. Nancy describes the trial and how happy she was when the jury announced that she was innocent. Don explains that he and Janet were told nothing about Nancy's problems when they were away on a trip, and asks Nancy for all of the details of her experience.



Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the “skit” you created for your class.

## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You and a friend are standing in front of a theater, waiting for two other friends. These friends have the tickets to the concert that you plan to attend. You wait and wait, and start to get upset.

Possible starting lines:

They should be here by now. Where are they?

or

I hope we find them in this crowd.

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *to be honest with you*

1.

2.

3.

4.

5.

### *Real-Life Situations*

*when I have to tell close friends something that they don't want to hear—that they hurt my feelings, or that they are wearing something that I don't like*

## For Here or to Go?



MOLLIE: The line sure is long.

RONNIE: Well, we're not in a hurry. What are you going to . . . Did you see that? That guy **cut in line**.

MOLLIE: I can't believe people like that. It's a good thing we're not in a hurry. Anyway, lunch **is on me** today.

RONNIE: Uh-uh. **It's my turn**.

MOLLIE: No, it isn't! You treat me every time we **eat out**.

RONNIE: Why don't we compromise and **split it** then?

MOLLIE: Because I'm treating you, and **that's that**.



MOLLIE: One hamburger, one chicken sandwich, two small fries, and two cokes.

COUNTERPERSON: Is that **for here or to go?**

MOLLIE: For here.



MOLLIE: Do you know what Casey **is up to** these days?

RONNIE: **You got me.**

MOLLIE: He's **taking a** quit-smoking **class**.

RONNIE: **It's about time.** He's the only one I know who still smokes.

MOLLIE: Ronnie, **don't be so hard on** him. You know he's tried almost everything—gum, hypnosis. He's even **gone cold turkey**.

RONNIE: I hope he . . . **Look who's here** . . . Hey, Casey! Over here!

MOLLIE: **Speak of the devil!**

CASEY: Were you talking about me?

MOLLIE: Yeah, I was telling Ronnie about the class you're taking.

CASEY: Well, that's no secret. I **figure** if I tell everyone I know that I'm taking that class, they won't let me smoke.

RONNIE: Not a bad idea. **How's it going?**

CASEY: Pretty well **so far**. I've **got a long way to go**. But I've **made a promise to** myself—I'm not going to **give up** this time—I'm not going to **end up being** the only smoker in this town.

## QUESTIONS

1. Do you ever eat fast food? Why or why not?
2. What do you do or say if someone **cuts in line** in front of you?
3. What do you think **for here or to go** means?
4. Do you think Mollie, Ronnie, and Casey are good friends? Why or why not?

## ■ Understanding the New Expressions

1. **cút in líne** = join a line of people somewhere in the middle, not at the end

**S1:** Let's **cut in line** to make sure that we get into the theater.

**S2:** No way. How can you even think of doing that? I'm going to the back of the line.

**Contrast:** **gét in líne** = join the end of a line of people

**S1:** Why don't you **get in line** while I park the car?

**S2:** Good idea.

**Note:** In some areas of the U.S., it is common to say get "on" line.



2. (It's) on **mé** = I will pay

**S1:** Dinner **is on me** tonight.

**S2:** No, you shouldn't . . .

**S1:** No argument. It's my pleasure.

**S2:** Thank you.

**Note:** When someone offers to pay for you, it's common first to resist (disagree), but then to accept and thank him or her.

3. **Lét's split it.** = You pay half, and I'll pay half. ("it" = the check)

**S1:** Let me treat you. (Or: It's on me.)

**S2:** No, **let's split it.** This restaurant is so expensive.

**S1:** All right, but let me pay the tip.

**Note:** You can also say: **Lét's split the chéck.**

or

**Lét's split the táb.** ("tab" is very informal)

or

**Lét's gó Dútch.** (This expression is not very common today.)

**Contrast:** **Lét's split.** = Let's leave. This has **nothing** to do with paying; it's a very informal expression that young people often use to say, "Let's leave."

4. It's **mý turn (to)** = This time I will do something because you did it last time.

**S1:** It's **my turn to** drive, so I'll pick you up.

**S2:** I'll be waiting for you on the corner.

**Similar expression:** to **táke túns** \_\_\_\_\_ing

**S1:** It's a long trip, so we should **take turns** driving, don't you think?

**S2:** Absolutely.

5. **éat óut** (inseparable/intransitive) = eat in a restaurant

**S1:** Let's **eat out tonight.** I don't feel like cooking.

**S2:** Great idea. How about Chinese food?

**Similar Expression:** go **óut to éat**

—Let's **go out to eat** tonight. I don't feel like cooking.

6. **Thát's thát.** = **Thát's fínal.** = That is the end of the discussion. The decision has been made.

**S1 (child):** I want to go to the movies.

**S2 (child):** I want to go to the beach.

**S3 (child):** I want to go to the park.

**S4 (parent):** We're going to go home, and **thát's thát.**

***Note:** To be polite with another adult, say this only if you are insisting on doing something nice, such as treating in a restaurant.*

7. **For hère or to gó?** = Do you want to eat in the restaurant, or do you want to take your food out in a bag so you can eat it somewhere else?

**S1: For hère or to go?**

**S2: To go, please.**

***Similar Expression:** Is this to go?*

8. **be úp to** = be busy with, be doing

**S1: What are you up to?**

**S2: Nothing much. Just the regular routine.**

**S1: What are you up to?**

**S2: Spring cleaning. It's a big job.**

***Contrast:** **nót be up to** \_\_\_\_\_ing = not have the energy to do something*

**S1: Let's go.**

**S2: I'm going to stay home. I'm not up to going out. I'm too tired.**

***Contrast:** **Whát's úp?** = What's happening? What's new?*

*or*

*What's the matter?*

**S1: Hi, Casey! What's up?**

**S2: Nothing much. I'm still taking that class.**

**S1: Mollie, you look really upset. What's up? (What's the matter?)**

**S2: I'm worried about my test—it was really hard.**

9. **You gót mé.** (Or: You've got me.) = I have no idea. I don't know.

**S1: Where's the dog?**

**S2: You got me.**

***Note:** This is an **informal** way to answer a question asked by someone you know very well.*

## 10. **táke a cláss/táke clásses**

**S1:** What are you **taking** this semester?

**S2:** English, math, history, and biology.

**S1:** I'm **taking** two P.E. (physical education) **clásses** this semester, and they're a lot of fun.

**S2:** What are you **taking**?

**S1:** Tennis and swimming.

**Similar Expression:** **táke a tést/táke tésts** (See Lesson 9.)

—Whenever I **take a test**, I get really nervous.

—When you **take tests**, be sure to keep your eyes on your own paper.

**11. It's abóut tíme (that)** = Something has just happened or someone has just done something that should have happened or been done before.

**S1:** The bus is finally here, and **it's about time**. Twenty minutes late!

**S2:** Next time, let's drive instead.

**S1:** **It's about time that** she stopped smoking. She should have stopped a long time ago.

**S2:** She tried, but she couldn't.

**Note:** *This expression is said with some anger because someone or something is late.*

**12. Dón't be só hárd on someone** = Don't be so mean or strict

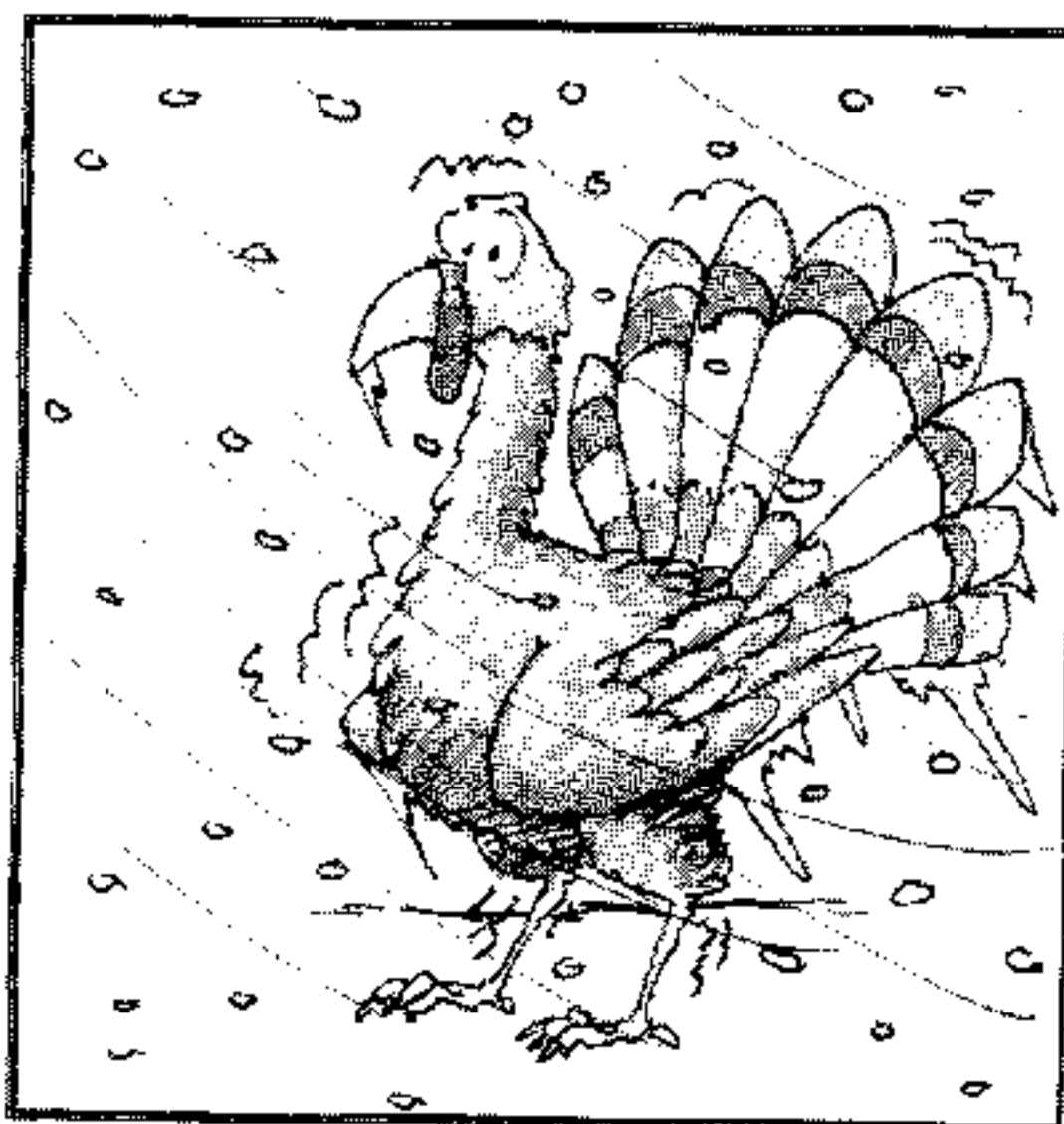
**S1:(father)** You're late again. It's 2:00 a.m. and you were supposed to be home by midnight.

**S2:(son or daughter)** Sorry, Dad. I didn't have my watch.

**S1:(father)** That's no excuse. You're not going out again at night for a month.

**S3:(mother)** **Don't be so hard on him/her!** A month is a long time.

**13. qúlt or gó cóld túrkey** = suddenly and completely stop doing something addictive such as taking drugs, drinking alcohol, or smoking



**S1:** Maybe you should try to smoke a little less every day.

**S2:** That won't work. I have to **quit cold turkey**. I'm going to throw this pack of cigarettes into the garbage right now and never smoke another cigarette again in my life.

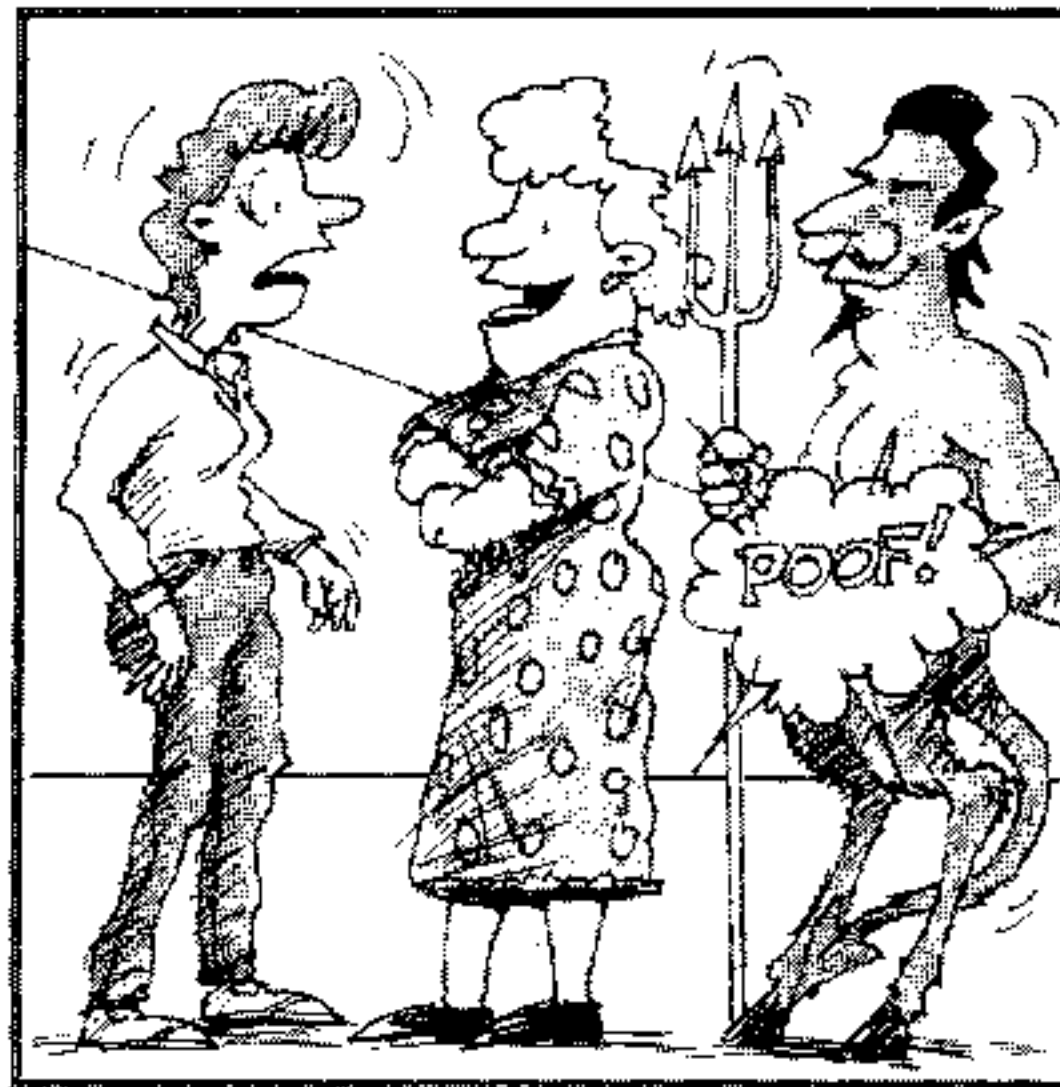
**S1:** Are you going to go to a quit smoking class?

**S2:** No, I'm going to **go cold turkey** without any help.

**14. Lóok who's hére!** = Look at who just arrived.

—**Look who's here!** I can't believe it! It's great to see you.

**15. Spéak of the dévil!** = This expression is used when the person you are talking about arrives or you see the person while you are in the middle of talking about him or her.



**S1:** Jennifer is going to be famous some day. She really is a great actress.

**S2:** I know. And she can sing, too. Have you ever heard her?

**S1:** Oh, yes. About a year ago . . . **Speak of the devil!** There she is. Should we invite her to join us?

**16. to fígure** = to think (informal)

**S1:** I **figure**, if I save \$50 a month, I still won't have enough to travel.

**S2:** Try to save \$100. You can do it.

**17. Hów's It góing?** = How is something that you already started progressing? (informal)

**S1:** I just started swimming every day.

**S2:** **How's it going?**

**S1:** Pretty well.

**S1:** I'm finally taking a computer class.

**S2:** **How's it going?**

**Contrast:** This expression can also be used to informally ask, "How are you?"

**S1:** Hi! **How's it going?**

**S2:** Not bad. How are you?

**18. só fár** = until now, up to a point

**S1:** How do you like the book?

**S2:** I've only read a few pages. **So far** I think I like it, but I'm not really sure.

**Similar expression:** **só fár, só góod** = until now, something is good or going well

**S1:** How's the book?

**S2:** **So far, so good.**

**19. have (got) a lóng wáy to gó** = be far away from your goal

**S1:** You've made a lot of progress so far.

**S2:** Thanks a lot, but I **have a long way to go.**

**20. máke a prómise/máke prómises (to someone)** = promise

**S1:** She always **makes promises** that she doesn't keep.

**S2:** I know what you mean. It's hard to trust what she says.

**Similar expressions:** **to kéeep a prómise** ≠ **to bréak a prómise**

**S1:** I promise that I will do my homework every night, and that I will do it well.

**S2:** I hope that you will **keep your promise.**

**S1:** I never **break a promise.** Believe me.

**21. gíve úp** (inseparable/intransitive) = stop trying to do something

**S1:** I **give up!** I can't do it. I've been practicing pronunciation every day and people still don't understand me.

**S2:** Don't **give up** so fast. You need to be more patient.

**Contrast:** **gíve úp (something)** (separable/transitive) = quit, break a bad habit

**S1:** They are going to **give up smoking** so their children won't imitate them.

**S2:** That's good to hear.

**22. énd úp** (+ \_\_\_\_\_ **ing**) = finally become, have, or do something

—She's really interested in biology. I bet she'll **end up becoming** a doctor.

—At the party we started out being nervous, but we **ended up having** fun.

—We were going to go to the movies, but we **ended up going** out to eat.



**Note:** "End up" usually shows that a change occurs. Notice the following about the three sentences above:

be interested in biology → end up becoming a doctor  
be nervous → end up having fun  
plan to go to the movies → end up going out to eat

### Some more examples:

- They started out happy but **ended up** getting a divorce.
- At first he loved his job, but he **ended up** hating it.
- At first she hated her job, but she **ended up** loving it.

## ■ Exercises

---

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. It's on me.
- \_\_\_\_\_ 2. For here or to go?
- \_\_\_\_\_ 3. Let's cut in line.
- \_\_\_\_\_ 4. You never do anything right.
- \_\_\_\_\_ 5. Look who's here!
  
- \_\_\_\_\_ 6. Remember Andrea and Gregory?
- \_\_\_\_\_ 7. How's it going?
- \_\_\_\_\_ 8. Doctor, will he be OK?
- \_\_\_\_\_ 9. Have you seen Bill? He cut his hair.
  
- \_\_\_\_\_ 10. Let me ride the bike a little longer.
- \_\_\_\_\_ 11. Here comes the waitress.
- \_\_\_\_\_ 12. What's Aaron doing today?
- \_\_\_\_\_ 13. Come on. Just one more time.
- \_\_\_\_\_ 14. Let's split. I'm tired.
- \_\_\_\_\_ 15. I think we eat out too much.
- \_\_\_\_\_ 16. The baby's too quiet.
- \_\_\_\_\_ 17. I can't do it.
- \_\_\_\_\_ 18. How does this thing work?

#### B

- a. Don't be so hard on me.
- b. Yeah. I heard they ended up getting married.
- c. So far, so good.
- d. Speak of the devil! There he is right now!
- e. It's about time. We've been sitting here for 20 minutes.
- f. I know. We'd better see what she's up to.
- g. Amy and Kirk—It's great to see you!
- h. You got me!
- i. Yes. He's made a lot of progress. But he's still got a long way to go.
- j. No—let's split it.
- k. No way. I hate when people do that to me.
- l. Yeah, it's getting expensive.
- m. He's taking a computer class.
- n. I said no, and that's that!
- o. No! It's my turn.
- p. Don't give up. Try again.
- q. Me, too.
- r. To go, please.

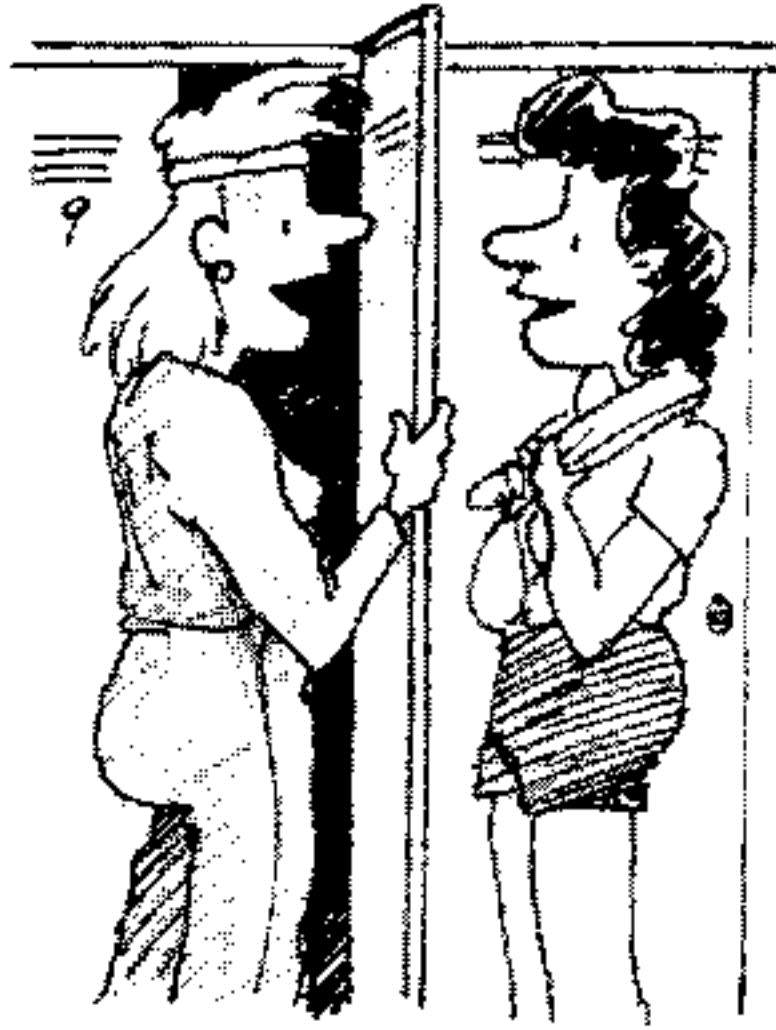
## 2. Choosing the Idiom

The following conversation takes place between the people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

figure  
end up  
eat out  
it's my turn

so far, so good  
it's on me  
you got me  
let's split it

take this class  
look who's here  
make a promise  
how's it going



CHERYL: I'm so glad I'm \_\_\_\_\_ (1)

I \_\_\_\_\_ (2) to myself to come here at least five times a week.

KATE: That often? You'll \_\_\_\_\_ (3) with big muscles!

CHERYL: I just want to be healthy. I \_\_\_\_\_ (4) if I come

here a lot, the exercises will become easier for me.

Hey— \_\_\_\_\_ (5) —Virginia—are you taking a

class here?

VIRGINIA: Hi, \_\_\_\_\_ (6) ?

CHERYL: Fine. Are you taking a class here?



VIRGINIA: I'm not really sure. I was just taking a look. How is the class?

CHERYL: \_\_\_\_\_ (7)  
my muscles really hurt.

KATE: Mine do, too, but it feels good. Listen, why don't we go out for lunch. Are you free?

CHERYL: I'm free, but I can't \_\_\_\_\_ (8) because I'm trying  
to save money.

KATE: No problem. \_\_\_\_\_ (9)

CHERYL: Thanks, Kate, but I really have a lot to do anyway this afternoon. Maybe some other time.

KATE: How about you, Virginia?

VIRGINIA: I'll be free around one. Do you want to meet at the deli?



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

### 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. Are you the kind of person who will cut in line? If yes, describe a situation in which you did this.
2. If someone cuts in line in front of you, do you say anything? If yes, what?
3. If you go out to eat or to have a drink with your friends in your native country, does one person usually treat the others or do you usually split the check? Do women ever treat men? What is the "system"?

4. In the U.S., it is common to do the following:

- (a) go to a fast-food restaurant and order food "to go."
- (b) call a Chinese restaurant on the phone and order a meal. Then, about fifteen minutes later, you pick up your meal and eat it at home.
- (c) call a pizza place and order a pizza to be delivered. About a half hour later, someone brings a pizza to your house.
- (d) eat at a restaurant and then ask for a "doggie bag" or a container for the food you haven't finished. You take this extra food home and eat it at another time. This is done so that the food is not wasted. (In the past, people took meat bones home to their dogs in "doggie bags," but people now do not hide the fact that they want to take home "leftover" food for themselves.)

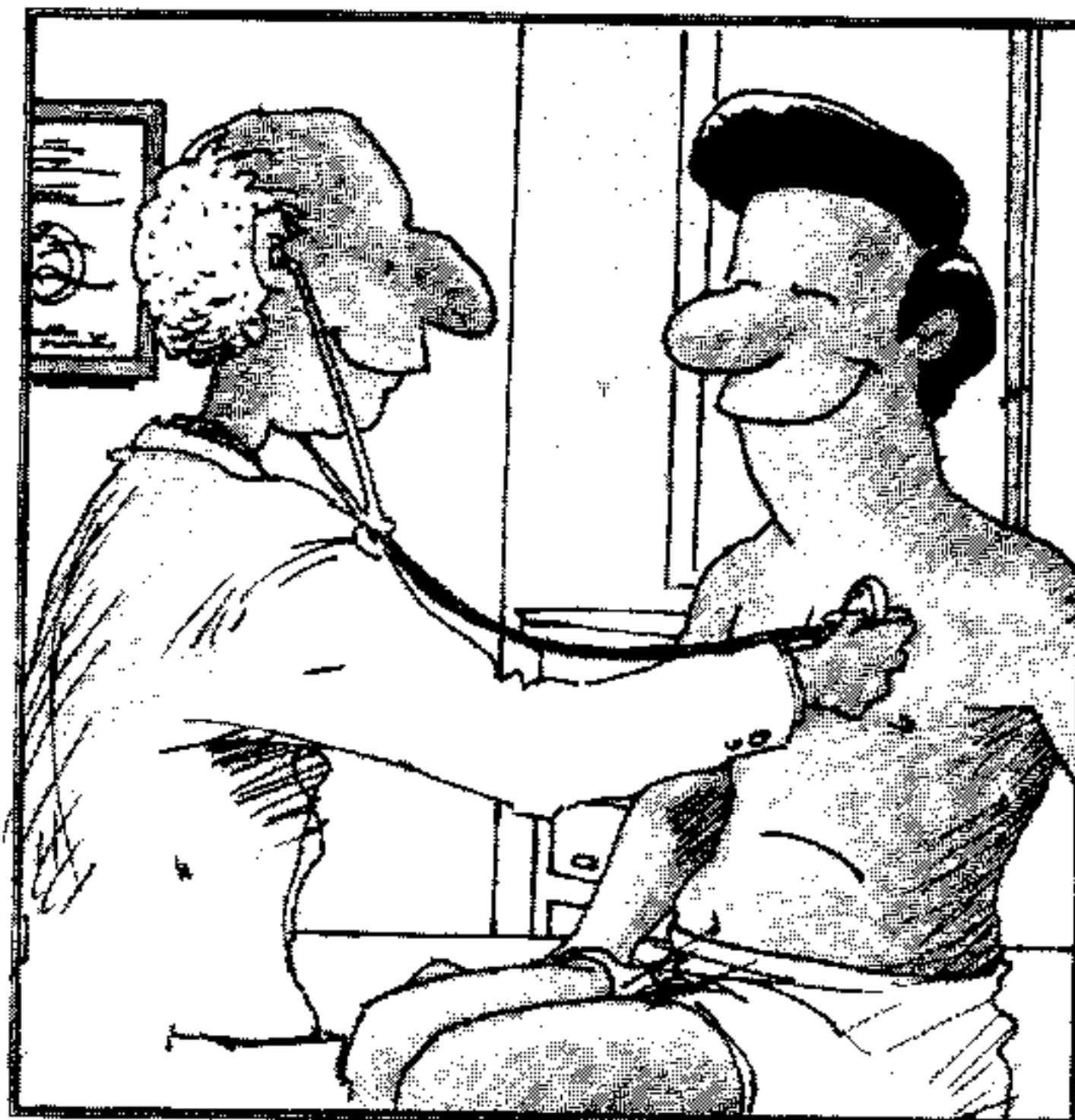
Are any of the above customs surprising to you? If yes, which ones and why? Do you have any of the same customs in your native country? If yes, which ones?

- 5. In English, people often say, "Speak of the devil" when the person that they are talking about suddenly appears. In your native language, is there an expression similar to this one? If yes, what does the expression mean in English?
- 6. Do people in your native country take "self-improvement" classes such as classes that help people quit smoking? Are exercise classes common? Why or why not?
- 7. Tell your group about a promise that you once made and kept.  
Tell your group about a promise that you once made but broke.

## 6. Skit Writing

In this illustration, Casey's doctor is listening to his lungs. The doctor is very pleased because Casey has quit smoking and is also getting a lot of exercise. The doctor asks Casey questions about his daily life.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You and a few friends are eating at a restaurant. You are talking about a friend who is not there—you decide what you are saying about this person.

Suddenly, this person walks in. He or she joins you.

After you finish eating, the waiter brings the check and two or three of you want to pay. You argue at first, but then decide if one person will pay or if you will split the check.

Possible starting line:

Have you heard about \_\_\_\_\_? S/he is . . .

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *For here or to go?*

1.

2.

3.

4.

5.

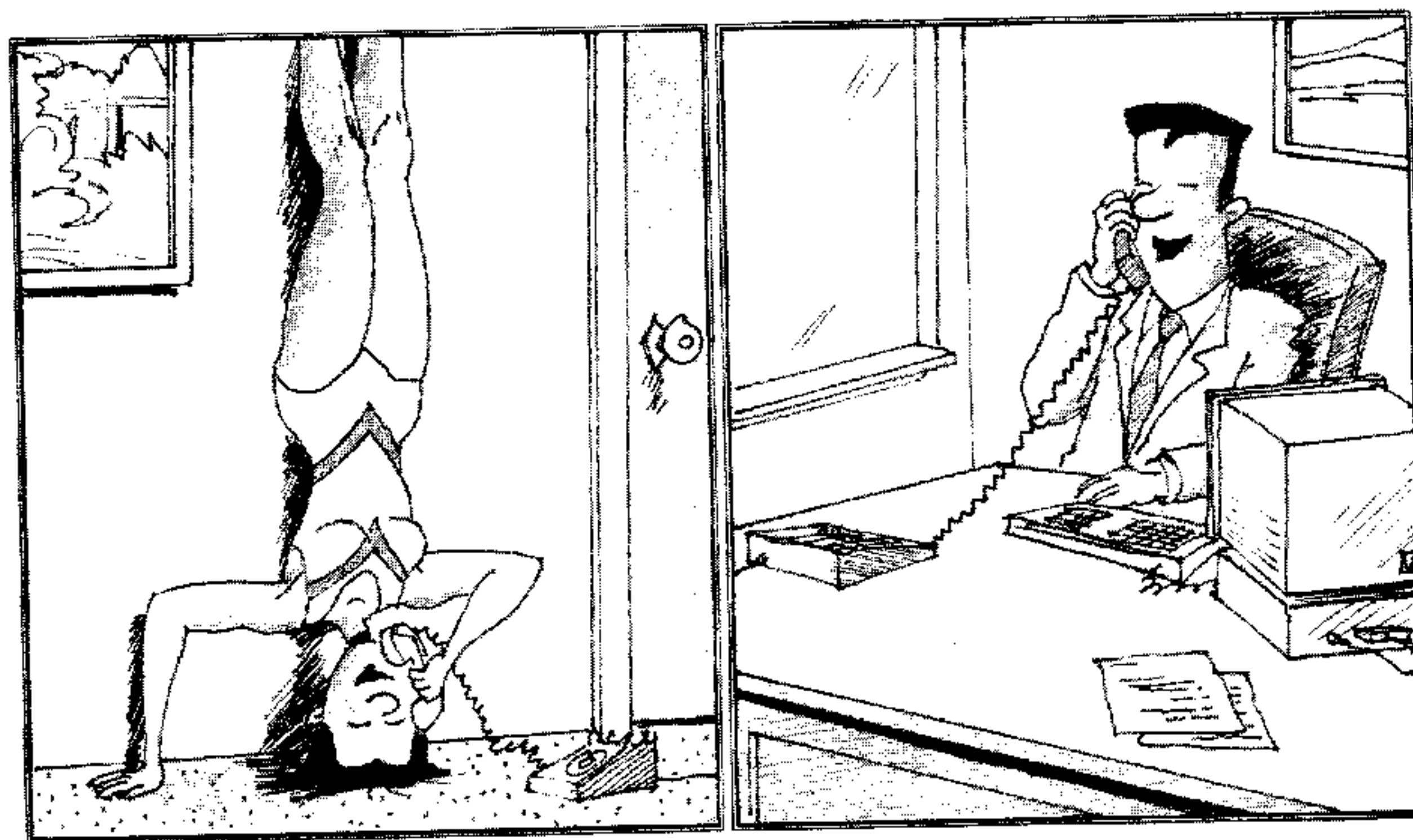
### *Real-Life Situations*

*I would be asked this in fast-food restaurants and also in cafés where tea and coffee are sold.*





# How About Going to a Movie?



ROSEMARY: Hello?

FRANK: Hi, Rosemary. This is Frank. How're you doing?

ROSEMARY: OK, but busy.

FRANK: Can you **make time to** go to a movie this afternoon?

ROSEMARY: I wish I could, but I have a lot of homework. I'll have to **take a rain check**.

FRANK: Come on, **take some time off**. You're always studying! You're going to **turn into a robot before you know it**.

ROSEMARY: Well, I have a lot to do. Don't you have work to do?

FRANK: I did, but I **got it over with**, so I can leave early. . . . Listen, it's my birthday.

ROSEMARY: Really? I didn't know! Happy birthday!

FRANK: Thanks. I wanted to celebrate it with you.

ROSEMARY: Well, **when you put it that way**, how can I refuse? You **talked me into** it.

FRANK: Great. You don't know how glad I am that you **changed your mind**.

## QUESTIONS

1. Why is Frank able to leave work early?
2. Do you think that Rosemary is really busy?
3. What kind of relationship do you think Rosemary and Frank really have? How long do you think they have known each other?
4. Why did Rosemary change her mind?

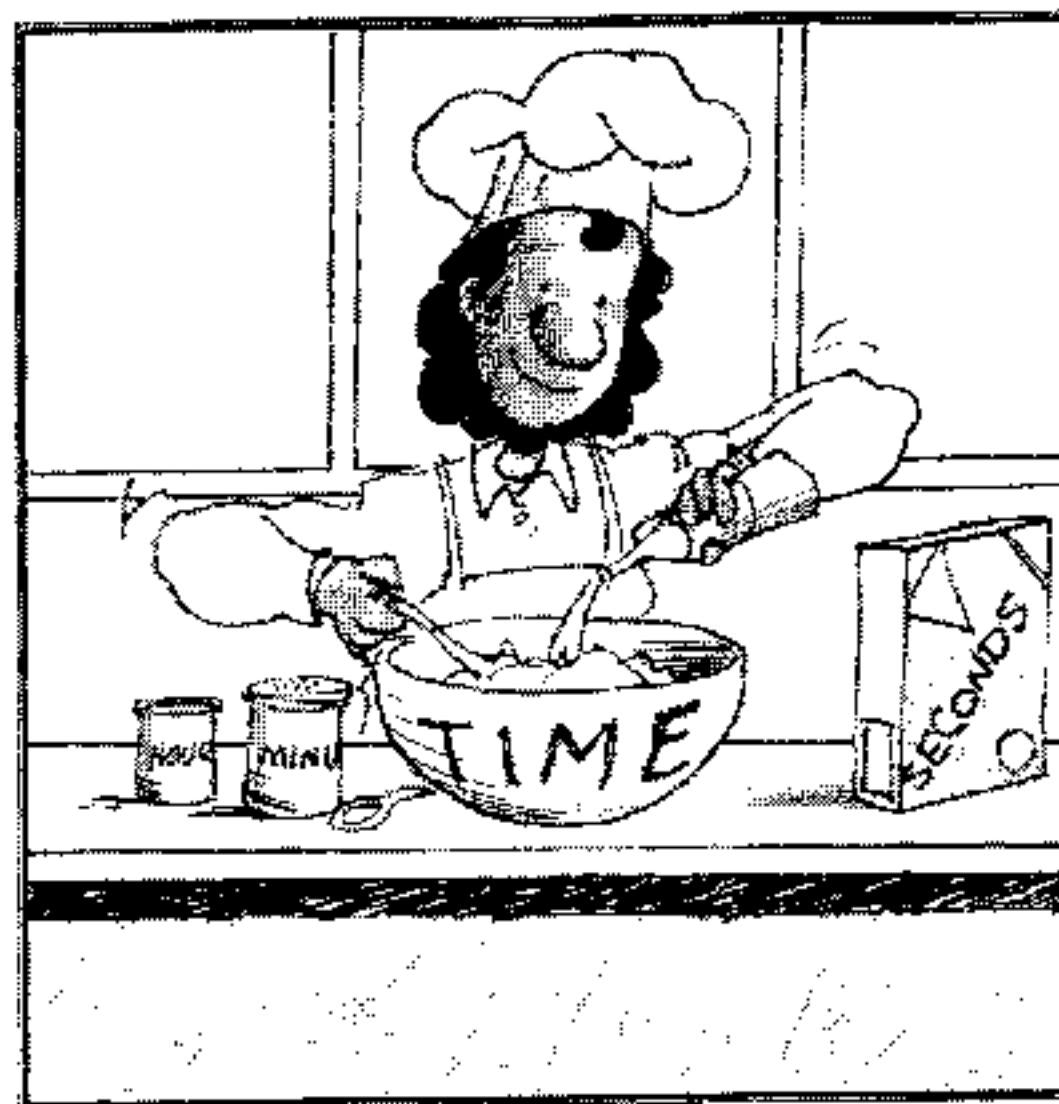
## ■ Understanding the New Expressions

1. **make (some) time to do something** = provide time in a schedule to do something specific

S1: I have to clean my house, do my laundry, make dinner, do my homework . . .

S2: How are you going to **make time to** sleep?

**make (some) time for someone or something**



S1: I'm sorry. The dentist is very busy today. Can you come in tomorrow?

S2: Can't he **make some time for** me? I have a terrible toothache.

2. **take a rain check** = ask if you can accept an invitation at a future time

S1: Can you come over for dinner tonight?

S2: I'm sorry, I can't. Can I **take a rain check**?



**S1:** Didn't they invite him to go swimming?

**S2:** Uh-huh. But he has a cold, so he had to **take a rain check**.

**give (somebody) a rain check**

**S1:** Can you come over for dinner tonight?

**S2:** I'm sorry, I can't. Can you **give me a rain check** for next week?

**Note:** *This expression has a literal origin. When you plan to attend an outdoor sports event and it rains, you are given a "rain check" so that you can attend a future event without paying again.*

**3. táke (tíme) off** (usually separated/transitive) = stop work for a day or more for rest or any other personal reason

**S1:** I need a vacation.

**S2:** Why don't you **take** some time **off**?

**S1:** I'll think about it.

**Similar expressions:** **táke a bréak/cóffee break**

**S1:** I've been sitting at this desk for two hours. I need to **take a break**.

**S2:** Me, too. Come on. It's time for our **coffee break**.

**Note:** *"To take a break" is to stop work for a short time, usually from a few minutes to an hour; "to take time off" is to stop work for a longer period of time, usually a day or more.*

**4. túrn ínto something** (inseparable/transitive) = become something different

**S1:** What happened?

**S2:** The milk in my refrigerator **turned into** ice.

**túrn something ínto something** (separable/transitive)

**S1:** The cold weather **turned** the lake **into** an ice skating rink.

**S2:** I hope warm weather will **turn** it **into** water again soon.

**Note:** "Turn into" usually means that there is a complete physical change.

**5. *before (you) know it*** = very soon—before a person realizes something

**S1:** Time is really flying.

**S2:** It sure is. School will be over (finished) **before we know it**.

**S1:** Why are they so wet?

**S2:** It started to rain, and **before they knew it**, they were walking in a foot of water.

**Note:** When this expression is at the beginning or middle of a sentence, it is always followed by a comma: *Before you know it, school will be over.*

**6. *get something over with*** (must be separated) = Do something you don't enjoy so you won't have to do it later

**S1:** Some people say, "Don't do tomorrow what you can do today." I say, "Don't do today what you can do tomorrow."

**S2:** I'm different. When I have something to do, like cleaning or work, I like to **get it over with**. Then I can relax.

**Note:** Here are some examples of things you might want to "get over with": shopping, cooking, homework, a difficult conversation, a visit or phone call that you don't want to make.

**7. *when you put it that way*** = This is said when you are given an explanation that convinces you.

**S1:** Your grades should be higher, Joe. I'm very disappointed in you.

**S2:** Sorry, Dad. But I have three hours of soccer practice every day, and no time to study.

**S1:** Make time to study. If your grades don't improve, you'll have to stop playing soccer.

**S2:** **When you put it that way**, I guess I have no choice.

**8. *talk someone into doing something* ≠ *talk someone out of doing something*** = convince someone to do or not do something

**S1:** What are you doing here? I thought you were going to stay home.

**S2:** Lisa **talked me into** coming.

**S1:** I thought you were going away this weekend.

**S2:** I was going to go mountain climbing, but my brother **talked me out of** it because the weather is so bad.

**Note:** These expressions are followed by gerunds (verb + ing) or the pronoun "it."

**9. *change one's mind(s)*** – decide to do something else

**S1:** What happened? We waited for you at the café.

**S2:** I'm sorry. I was planning to join you, but I **changed** my **mind**. I went to the library instead.

**S1:** Aren't you expecting friends?

**S2:** They were supposed to arrive today, but they **changed** their **minds**. They're going to come tomorrow.

## ■ Exercises

---

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- c 1. I have to work late tonight.
- i 2. How'd you like to go to a concert tonight?
- e 3. You can have the bike for half price.
- g 4. What're you doing here? I thought you couldn't come.
- h 5. You look great! Where have you been?
- b 6. A month is a long time for a vacation.
- d 7. Have you seen Bobby lately?
- f 8. They're planning to go swimming where there are sharks.
- a 9. Why do you look so happy?

#### B

- a. I got my exams over with and I think I did pretty well.
- b. Maybe. But before you know it, it will be over.
- c. Again? But you promised to make time to be with the kids.
- d. Yes. He's really turned into a nice young man, hasn't he?
- e. You talked me into it. I'll take it.
- f. They're crazy. We'd better talk them out of it.
- g. I changed my mind when she told me it was free.
- h. A lot of places. I took a month off to relax.
- i. I'd really like to, but can you give me a rain check? I don't feel very well.

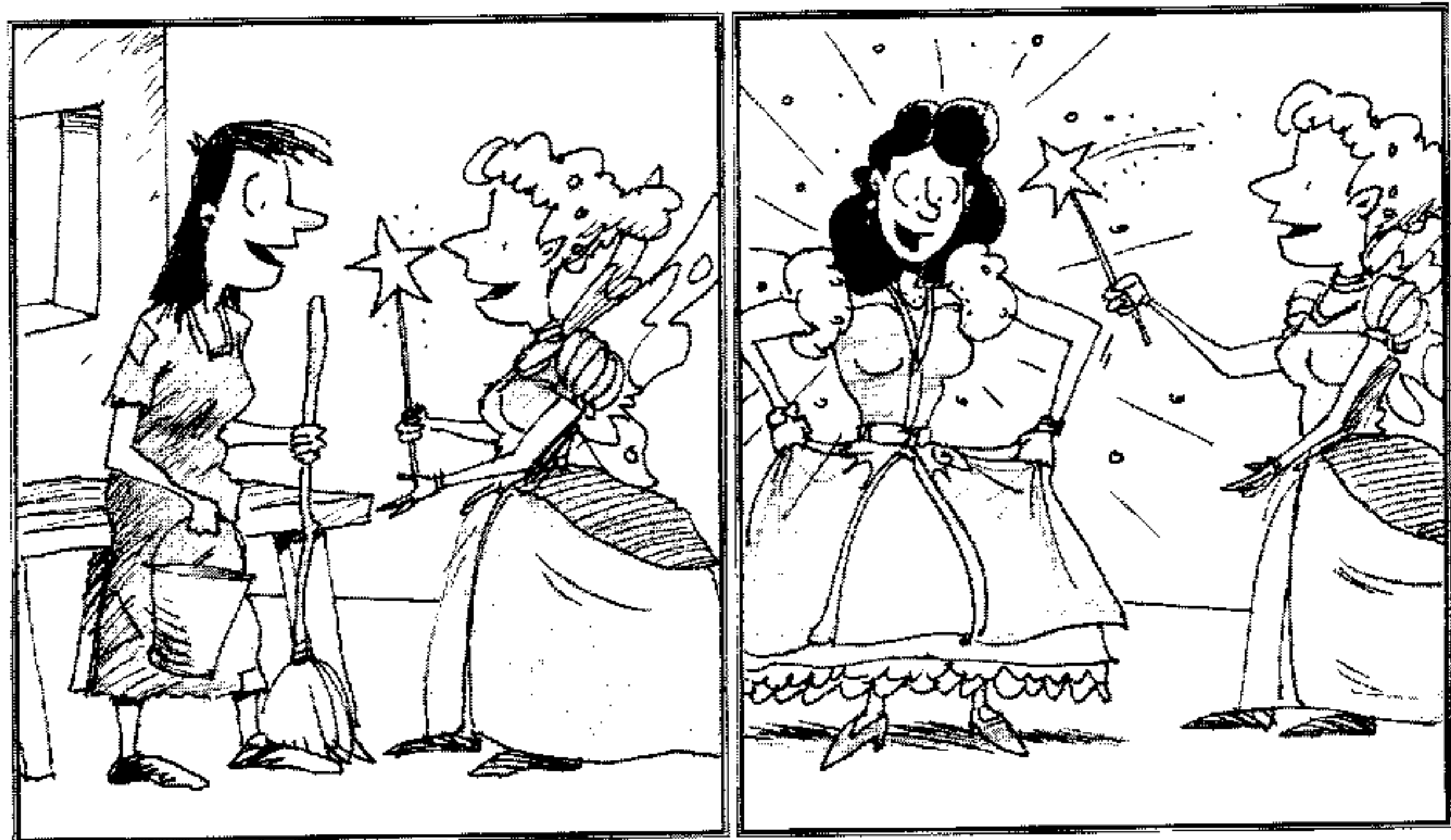


## 2. Choosing the Idiom

The following dialogue takes place between Cinderella and her fairy godmother in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

make some time for  
take some time off  
talk (someone) into  
turn (someone) into  
change (someone's) mind

take a rain check  
give (someone) a rain check  
get (something) over with  
before you know it  
when you put it that way



GODMOTHER: Cinderella, come here. I want  
to turn you into (1) a beautiful princess so that you  
can go to the prince's ball.

CINDERELLA: Thanks, Fairy Godmother, but can  
I take a rain check (2) ? I have to  
get (3a) this cleaning



over with. before my  
(3b)

stepmother and stepsisters come home.

GODMOTHER: No, Cinderella! I won't give you a rain check.  
(4)

Make some time for fun! Before you know it  
(5) (6)

you'll be an old woman. Enjoy life while you're young. You're  
always working. Take some time off!  
(7)

CINDERELLA: When you put it that way, how can I refuse? OK, change  
(8)

me.

GODMOTHER: It took you a long time to change your mind. OK.  
(9)

Stand straight and I'll wave my magic wand. ABRACADABRA!

CINDERELLA: Oh, Fairy Godmother! I'm so glad  
you talk me into going to the ball! Let's get  
(10)

going!

### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

## 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. Are you the kind of person who gets things such as laundry and homework over with, or do you say you'll do those things tomorrow? Which way is it better to be and why?
2. Imagine that you really want to go away for the weekend with your friend. But your friend doesn't want to go. Are you the kind of person who would try to talk your friend into going, or would you just forget the idea the first time your friend says no? If you would try to talk your friend into going, what would you say?
3. Have you ever tried to talk someone out of getting married, getting divorced, quitting a job, taking a job, quitting school, gambling, going somewhere, etc.? What happened?
4. Think about the friends that you had when you were a child. What are two of them like today? In other words, what have they turned into?
5. Do you think that, in general, parents make enough time for their children? Why or why not?

## 6. Skit Writing

In this illustration, Ms. Hardworker, the president of a large international corporation, is working at her desk. She has been working for ten hours without stopping. She never takes time off to rest, and she looks very tired. Her secretary, Bill, tries to talk her into going home.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The expressions should be written on the board.

You and your roommate are studying. Two of your friends come into your room and tell you about a great, scary movie that you shouldn't miss. They try to convince you to go to the movie, mainly because you are the only one of the four who has a car. But you need to finish a report which is due Monday, and your roommate has an exam tomorrow.

Possible starting lines after someone knocks on the door:

Who is it?

or

Come on in, whoever you are.

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *take some time off*

1.

2.

3.

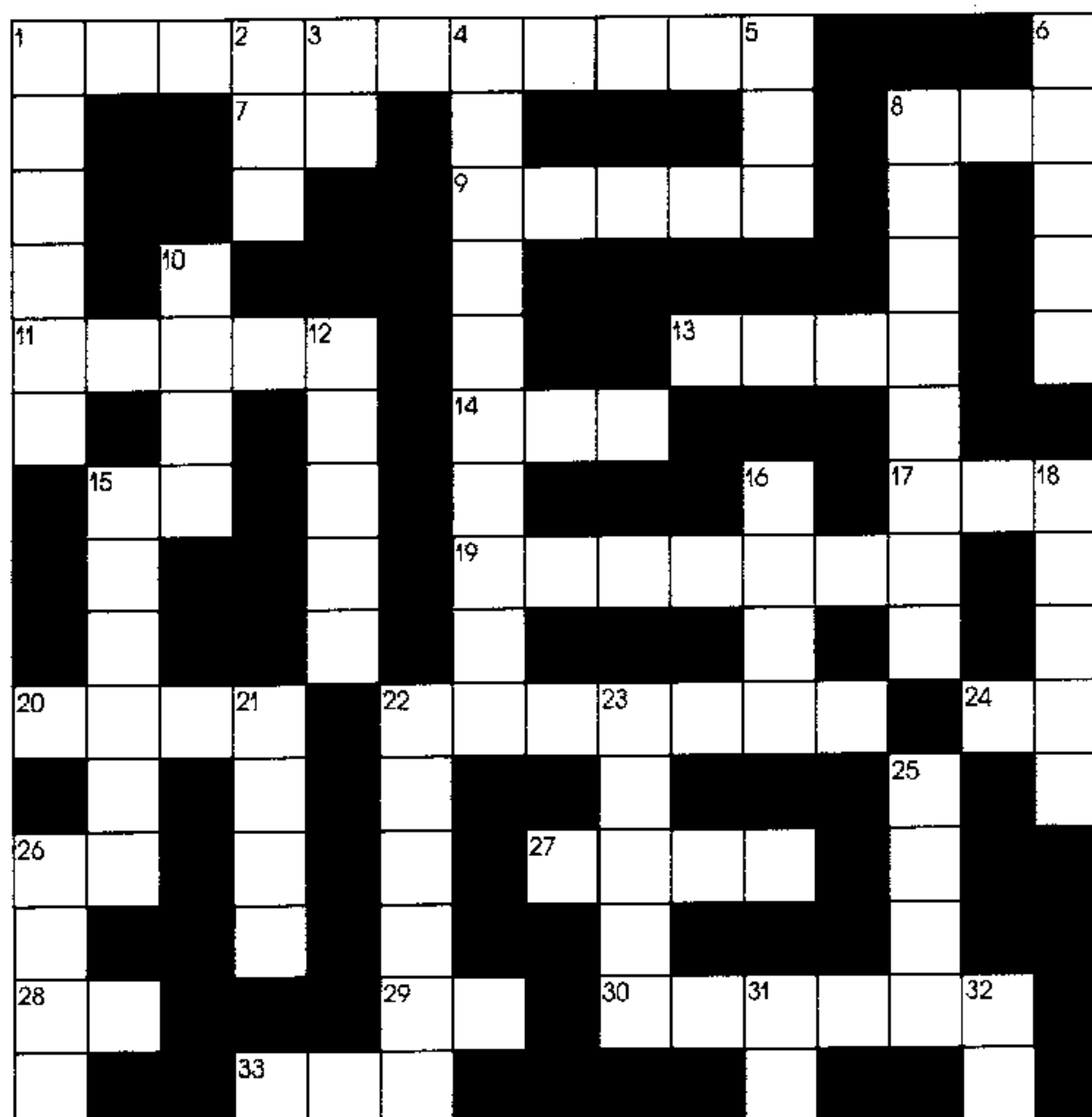
4.

5.

### *Real-Life Situations*

*when I see a friend or relative who looks very tired from working too hard.*

## Crossword Puzzle



### Across

1. Come on in. Make yourselves \_\_\_\_\_.
7. It's \_\_\_\_\_ me.
8. So \_\_\_\_\_, the weather has been pretty good.
9. How \_\_\_\_\_ going to the zoo?
11. She's been \_\_\_\_\_ to the TV for three hours.
13. I \_\_\_\_\_ like going out for a while, don't you?
14. Your explanation is so clear—maybe you'll \_\_\_\_\_ up being a teacher.
15. To \_\_\_\_\_ honest with you, I didn't really like the movie.
17. I will \_\_\_\_\_ change my mind.
19. She's \_\_\_\_\_—she said she was able to run 50 miles in twenty minutes.
20. He isn't in a \_\_\_\_\_ mood, so don't talk to him now.
22. They made a \_\_\_\_\_ to the children that they would take them to the beach.
24. I have a lot \_\_\_\_\_ my mind.
26. Put your wallet away. It's on \_\_\_\_\_.
27. Let's get this work \_\_\_\_\_ with so we can go out and have a good time.
28. Speak \_\_\_\_\_ the devil! We were just talking about you.
29. I'm sorry, but I'm not up \_\_\_\_\_ going. I'm too tired.



30. That noise \_\_\_\_\_ me out of my wits.  
 33. That makes \_\_\_\_\_ of us. I was scared, too.

### Down

1. I hope you won't \_\_\_\_\_ your mind again.  
 2. Will that be \_\_\_\_\_ here or to go?  
 3. same as 7 across  
 4. What a \_\_\_\_\_. I couldn't stop crying!  
 5. Let's \_\_\_\_\_ out every Friday night.  
 6. Come on. Let me \_\_\_\_\_ you to a cup of coffee.  
 8. If I hurt your \_\_\_\_\_, I'm sorry.  
 10. Turn off the \_\_\_\_\_ and read a book.  
 12. Speak of the \_\_\_\_\_—it's you!  
 15. Enjoy yourself now. \_\_\_\_\_ you know it, you'll be a lot older.  
 16. The earthquake scared everyone out of their \_\_\_\_\_.  
 18. Let's take \_\_\_\_\_ driving because it's a long trip.  
 21. \_\_\_\_\_ be so hard on yourself. Take a break.  
 22. Look—the couch \_\_\_\_\_ is asleep in front of the TV.  
 23. When he \_\_\_\_\_ over in bed, his wife falls on the floor.  
 25. Would you like that to be for \_\_\_\_\_ or to go?  
 26. What are you in the \_\_\_\_\_ for?  
 31. Make yourself \_\_\_\_\_ home.  
 32. Why \_\_\_\_\_ you ask? Are you married?

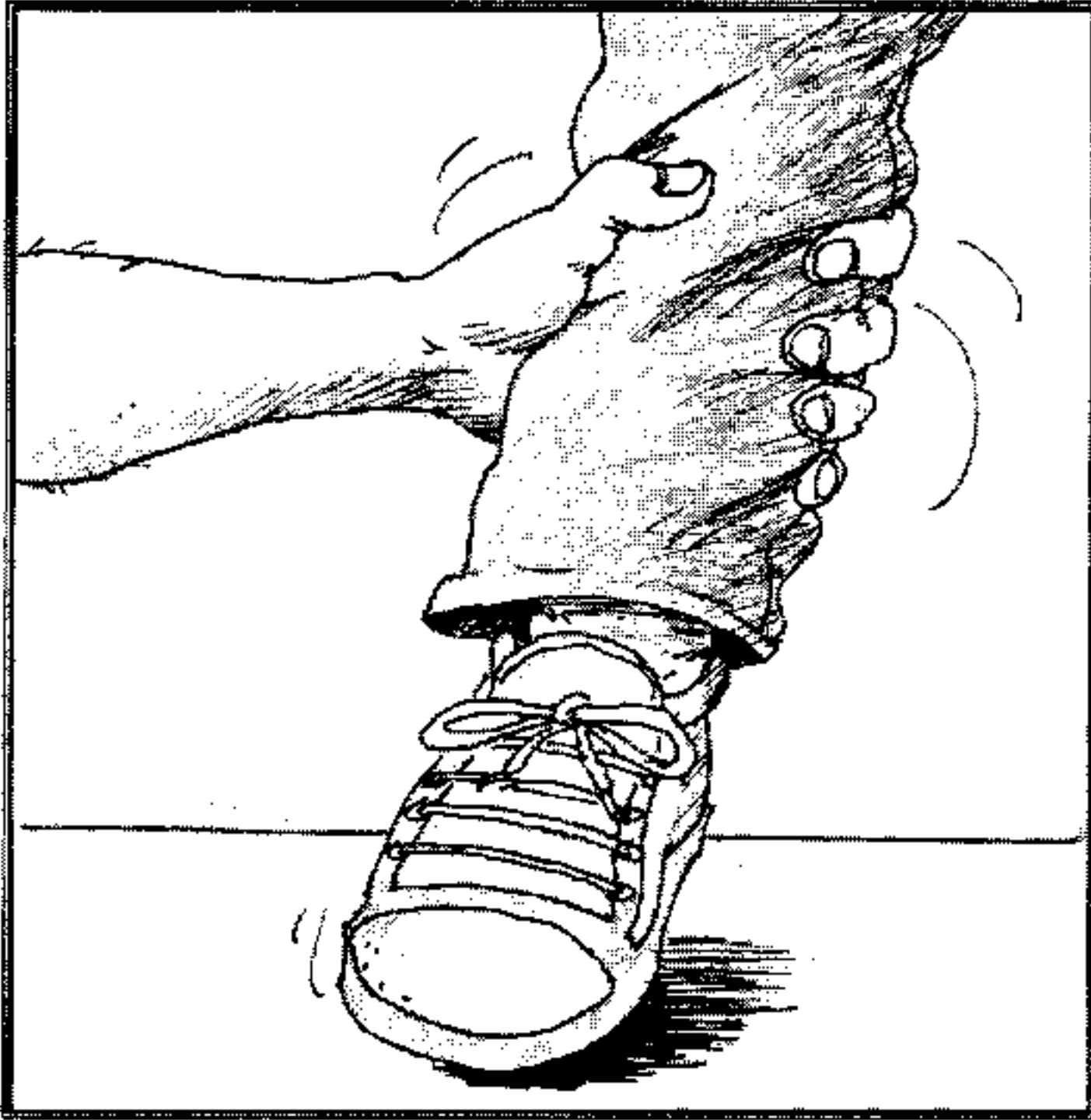
## Tic Tac Toe

In this variation of tic tac toe, to get an X or an O you must create a grammatically correct sentence that is logical in meaning. Here is a game to start you off. Create as many games as you like, using expressions from Lessons 5–8.

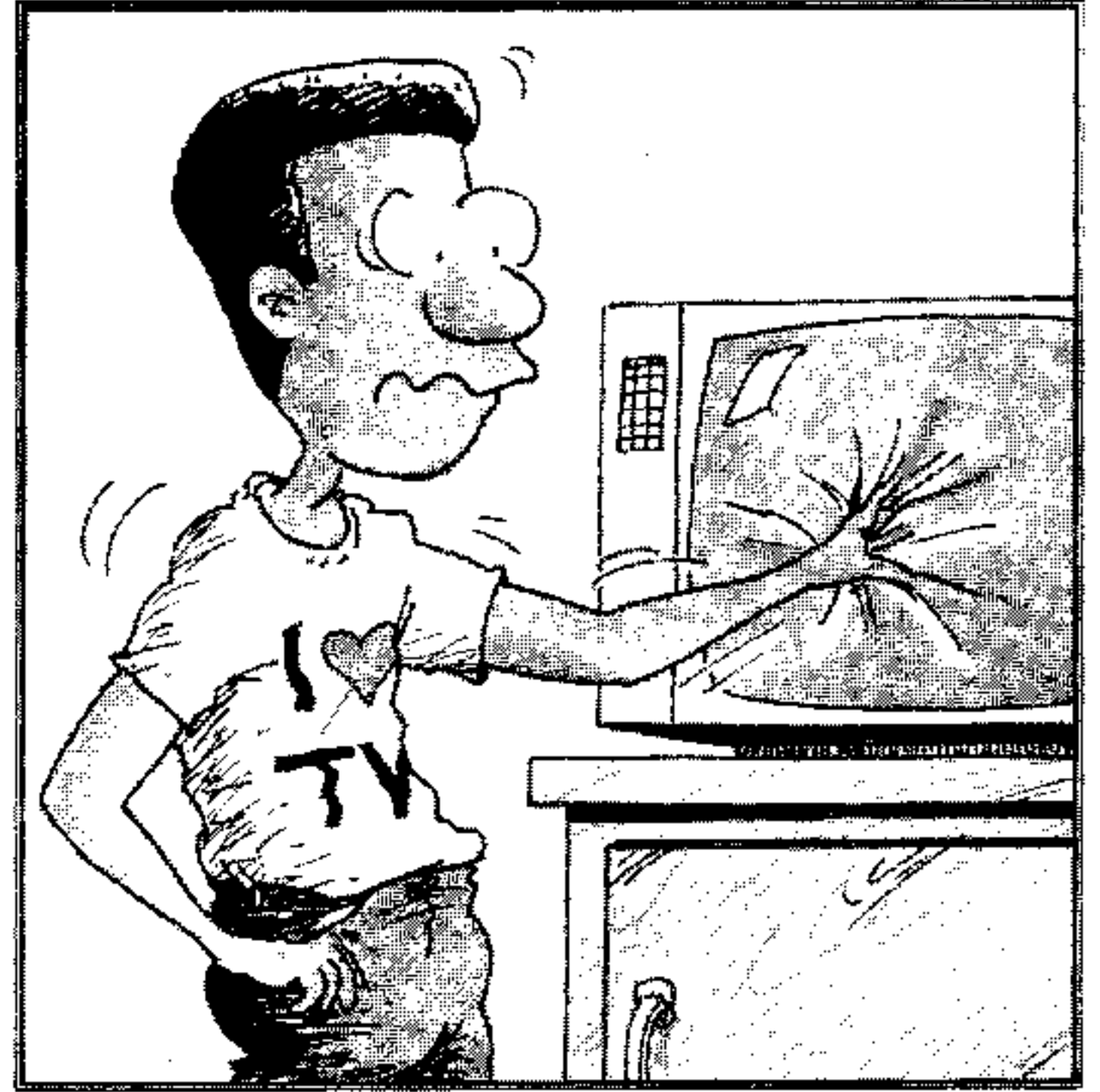
cut in line	talk somebody out of	get something over with
That's funny	eat out	have a long way to go
show up	give a rain check	put _____ book down

## Guess the Idiom

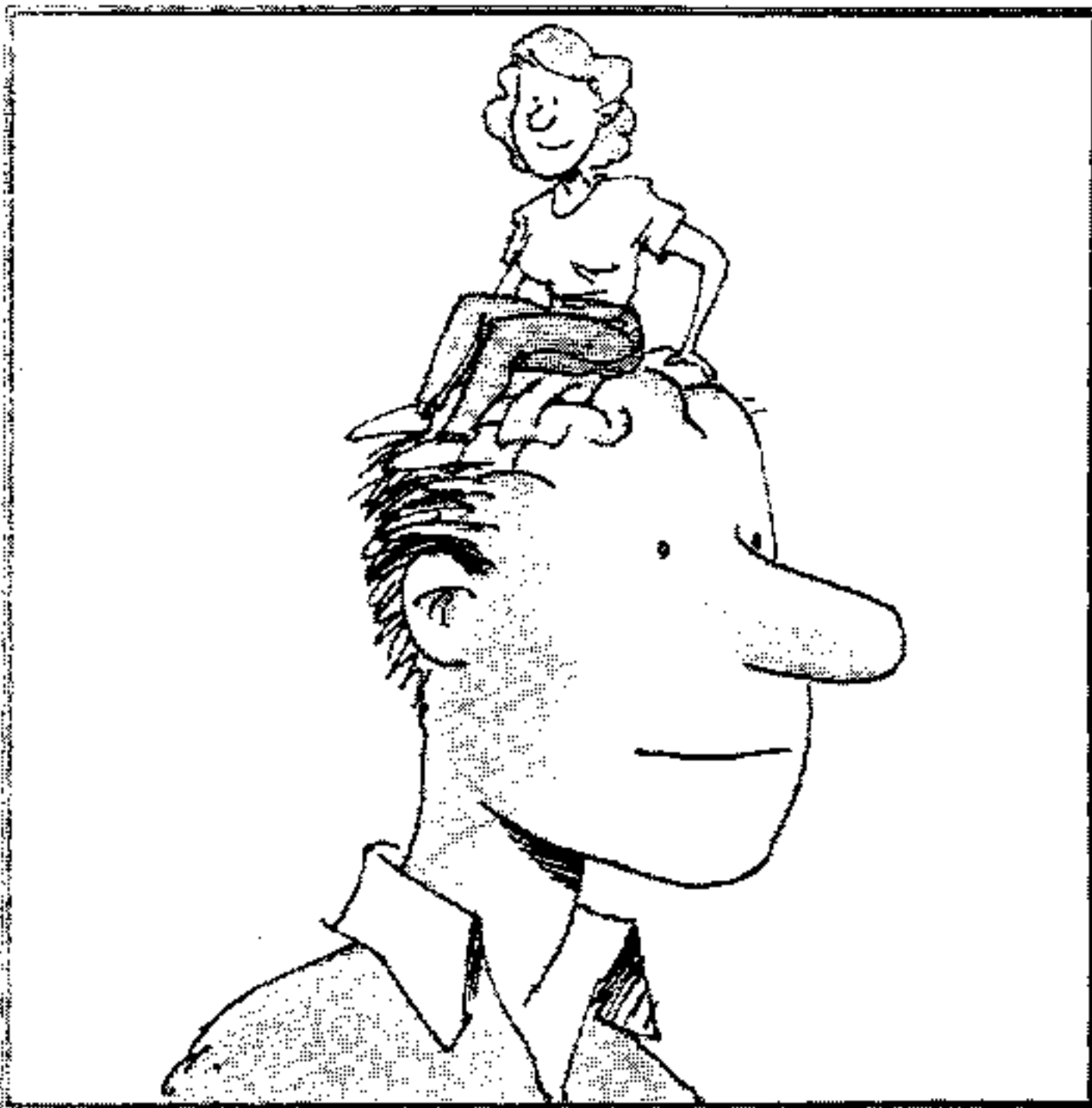
Look at these cartoons and try to guess which expressions from Lessons 5–8 they represent.



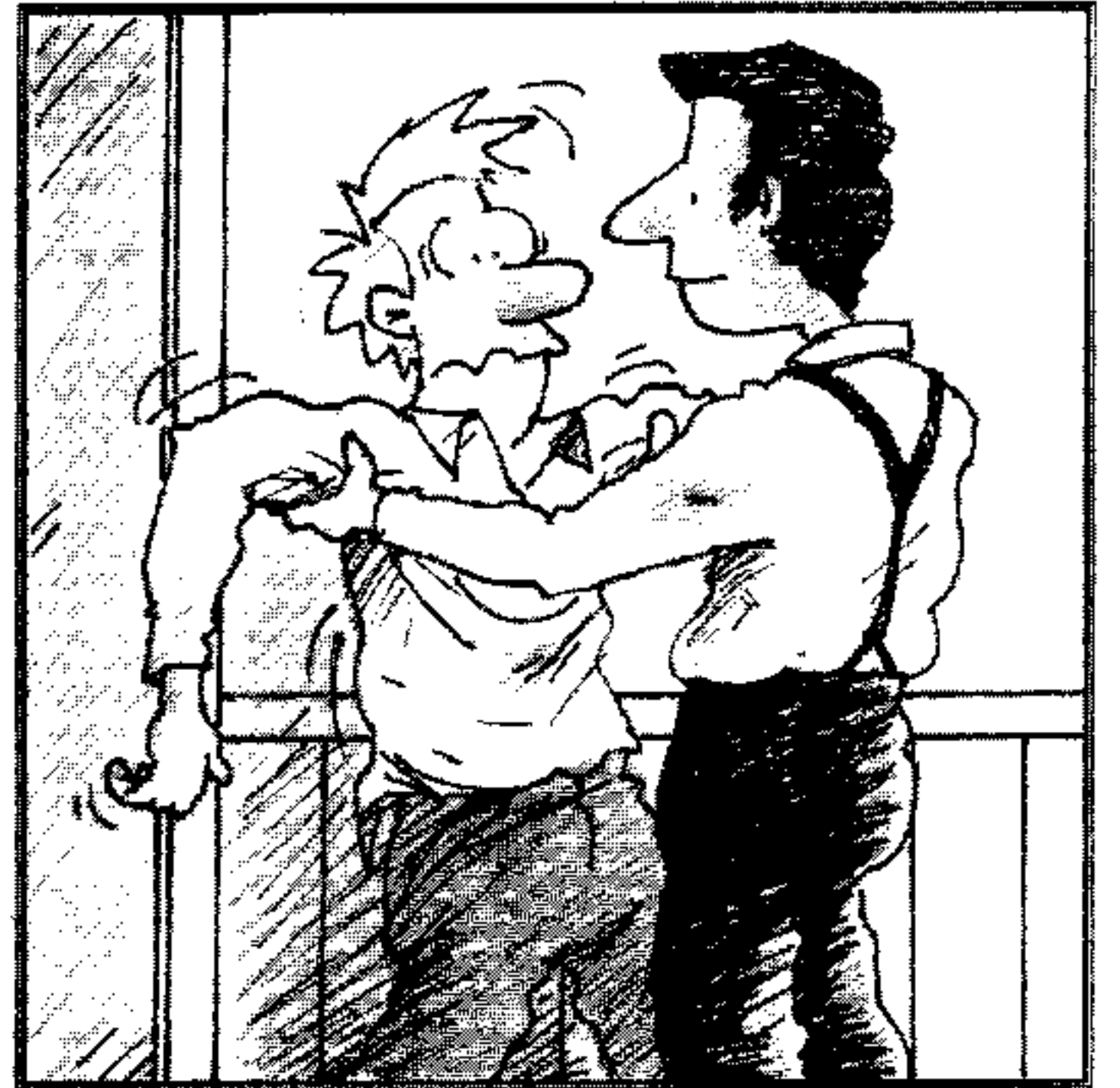
1.



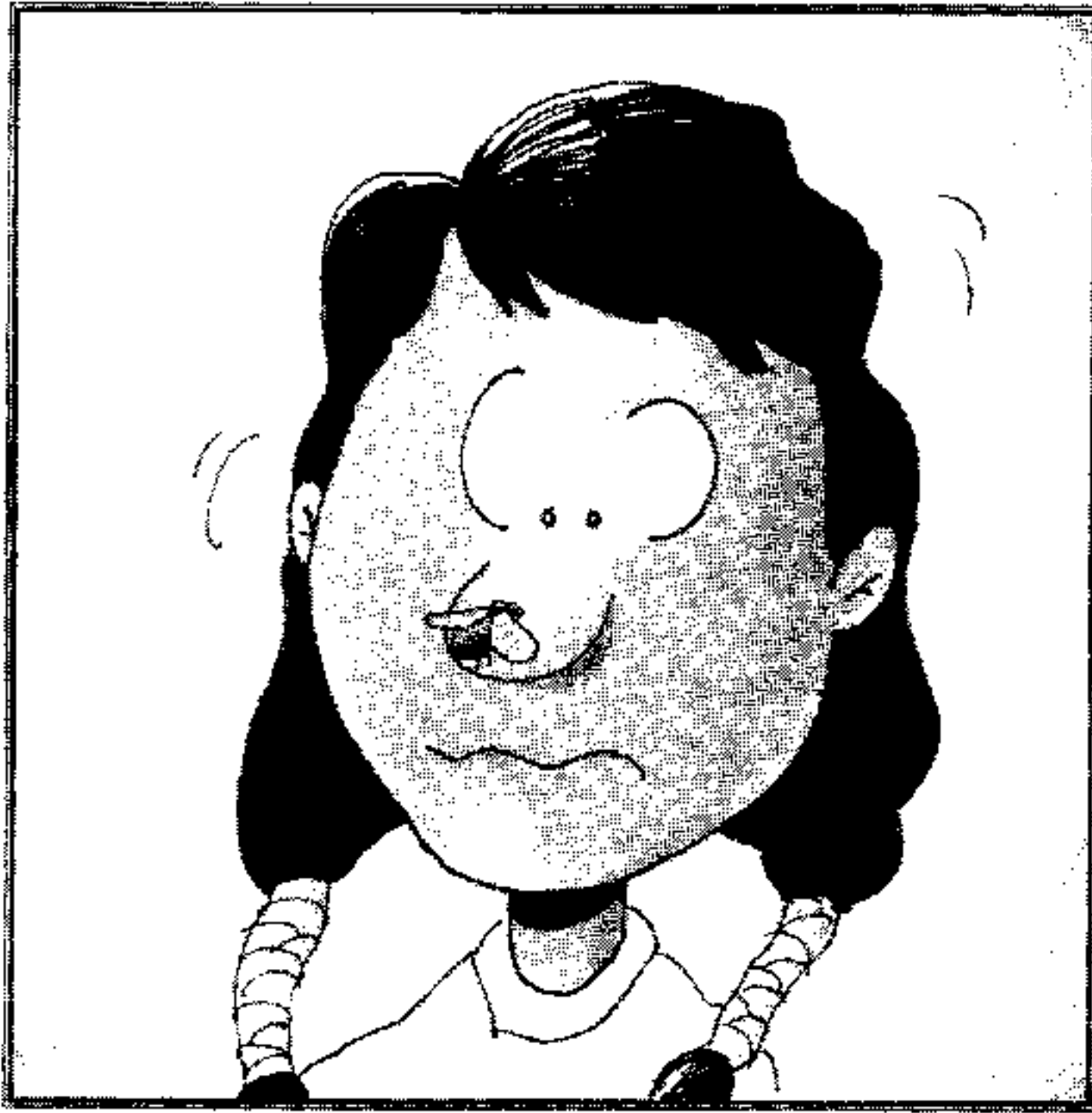
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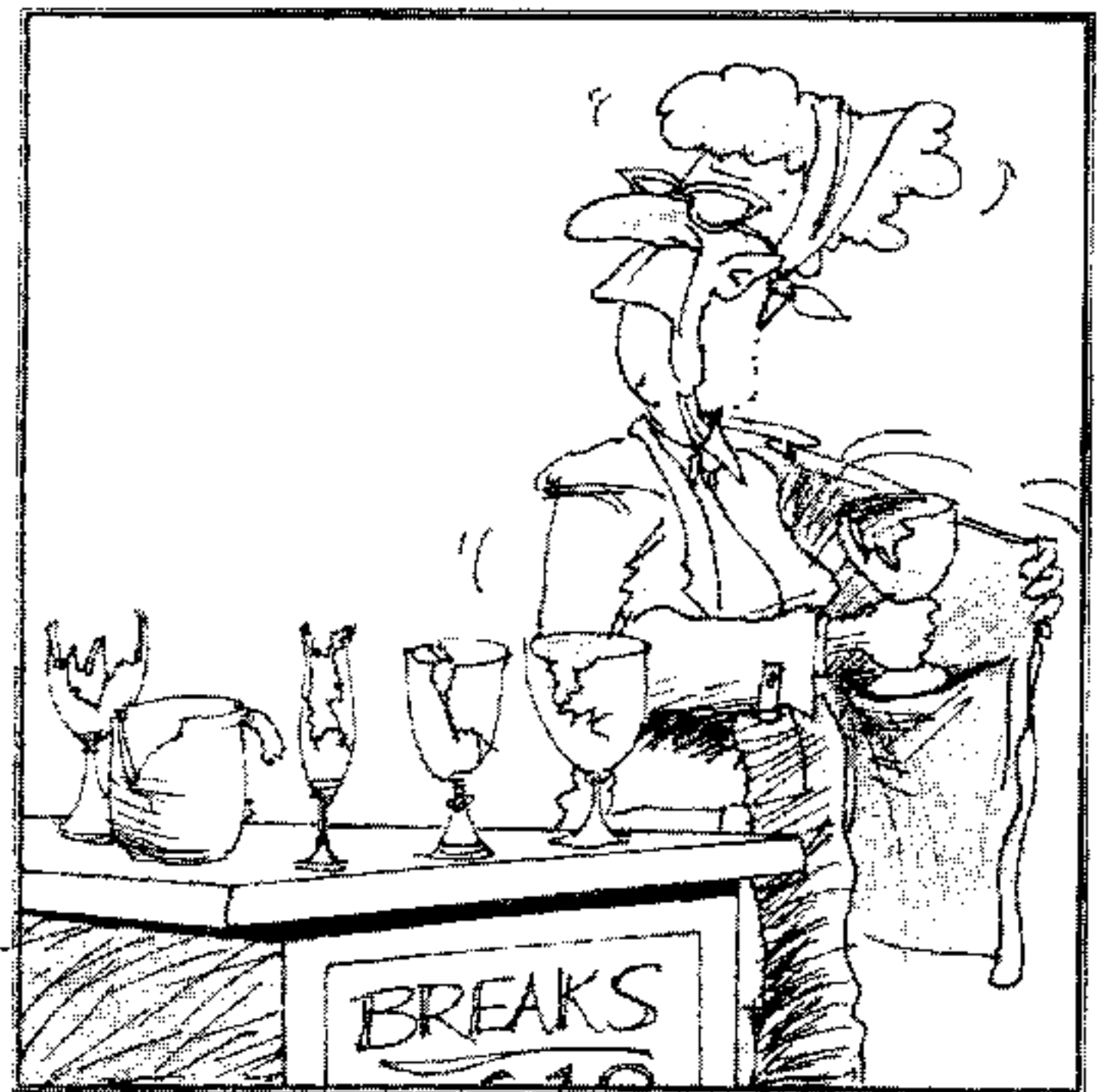
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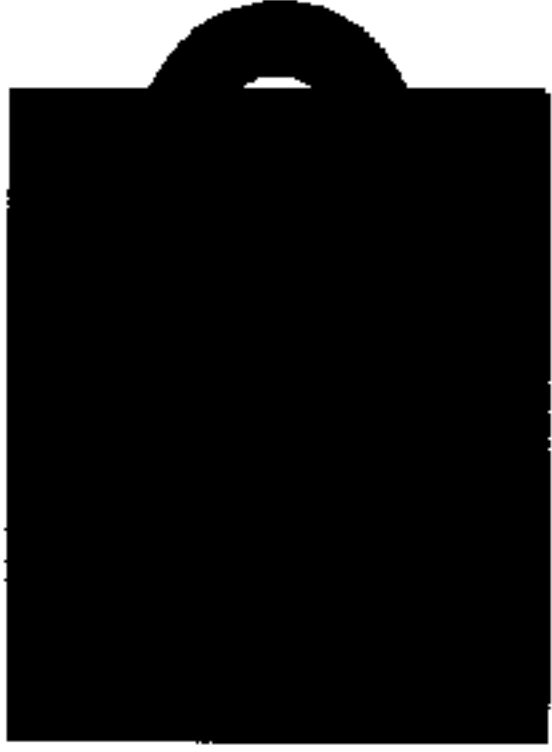
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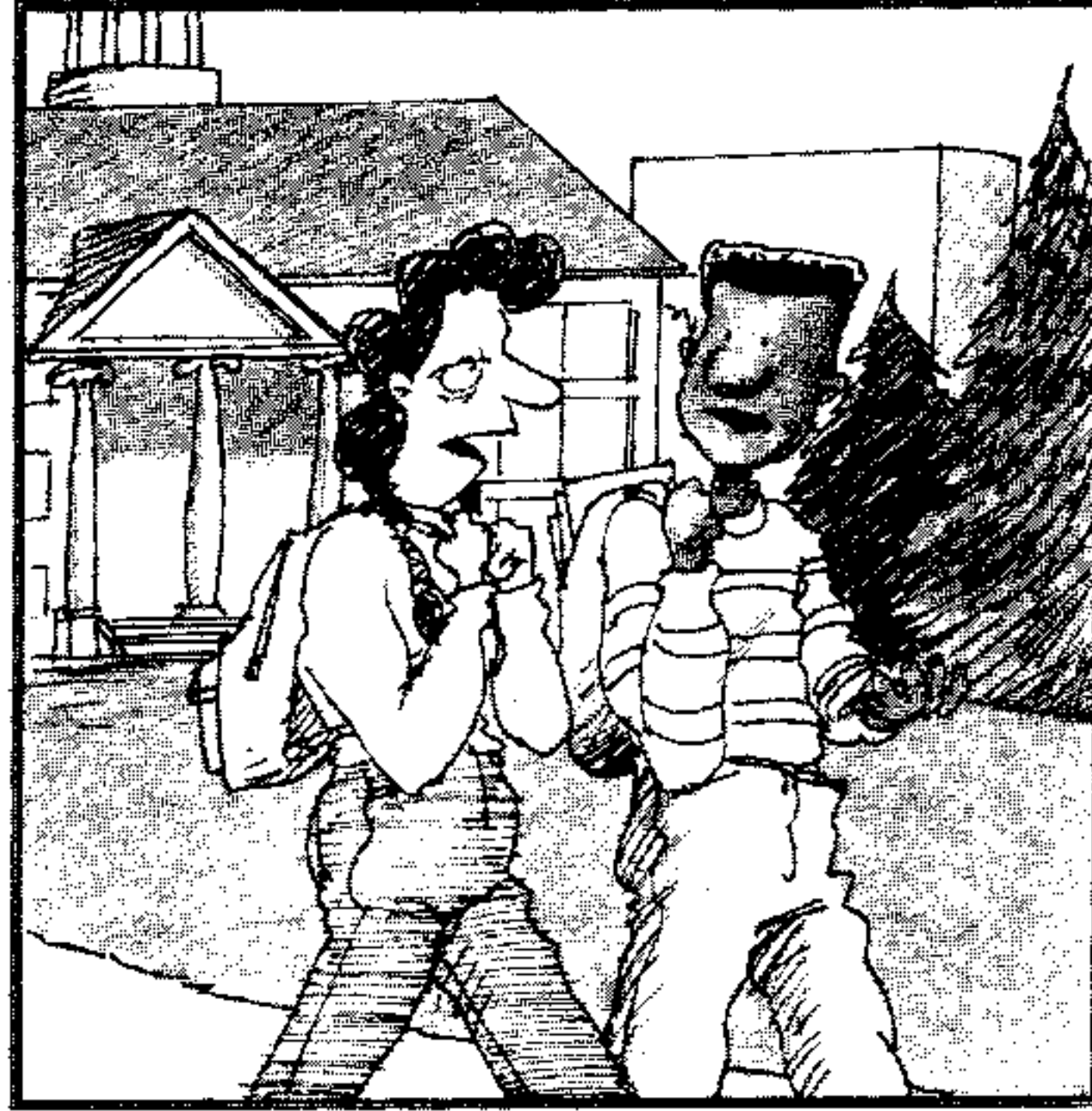


6.



## Pulling an All-Nighter

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ALAN: Why do you look so tired?

ANNETTE: I **pulled an all-nighter** writing my report.

ALAN: Did you finish it?

ANNETTE: Yeah, just **in the nick of time**. I finished typing it a half hour ago, and I have to **turn it in** in five minutes. I'd better hurry.

ALAN: OK. See you later.

*(A FEW HOURS LATER)*

ANNETTE: Alan—I'm really **in hot water**. My teacher gave us a **pop quiz** and I couldn't remember anything. **My mind went** totally **blank**.

ALAN: Because you didn't **get any sleep**.

ANNETTE: That's right. And he read my report while I was **taking the quiz**. When the quiz **was over**, he asked to see me. He told me to **type** my report **over again** because it's such a mess. He wants me to **hand it in** tomorrow.

- ALAN: I think you'd better **take a nap** before you do any more work today.
- ANNETTE: That's good advice, but I have another class at 2:00, and we're going to have a test.
- ALAN: Another test? You sure **are under** a lot of **pressure**.
- ANNETTE: **You can say that again.** I think I'd better go **hit the books** at the library because I don't want to **take the test cold**.
- ALAN: You mean you didn't study for the test?
- ANNETTE: How could I? I was writing my report!

## QUESTIONS

1. Did Annette get any sleep last night? How do you know?
2. In your native country, do students ever stay up all night studying? If yes, when does this happen and how do they stay awake?
3. What is Alan surprised about?

## ■ Understanding the New Expressions

1. **to púll an all-níghter** = to stay awake all night to study

**S1:** I can't believe that the test is in only two weeks.

**S2:** Neither can I. I'm going to study a little bit every night so I won't have to **pull an all-nighter** the night before the test.

**S1:** So am I. I never do well if I don't sleep the night before.

**Contrast:** **stáy úp** = not go to bed (for any reason) (See Lesson 10.)

**Similar expression:** **to búrn the mídníght óil** = stay up very late working or studying

**Note:** *This is an old-fashioned expression that is not very common, but you may hear it. It comes from the time when people used oil lamps for light. It does not mean that someone will stay awake all night; it means that someone will go to bed very late after working or studying.*

**Similar verb:** **to crám** (for a test) = to push a lot of information into your mind at one time; to study "at the last minute"

**S1:** I'm sorry, I can't talk to you right now. I have to go **cram** for the history midterm. Have you started studying for it yet?

**S2:** Uh-huh. I forced myself to start over the weekend.

**S1:** I wish I had done that. I have to read 150 pages and memorize all those dates. I'd better get started.



2. **In the níck of tíme** = just in time; at the last possible moment

—We got here **in the nick of time**. The movie just started.

—You got here **in the nick of time**. We almost left without you.

—They got out of the house **in the nick of time**. The fire reached their house as soon as they were on the street.

*Note:* When people do something in the nick of time, they feel relieved.

3. **túrñ ín something/hánd ín something** (separable/transitive) = submit; give work to a teacher

S1: I'm so busy, I don't know what to do first.

S2: What do you have to do?

S1: I have to **turn in** two papers by next Tuesday.

S2: I know how you feel. I just **handed** two **in** last week.

*Contrast:*

**hánd out** (separable/transitive) – give out; a teacher or helper hands out papers to a class

S1: Please clear your desks. I'm ready to **hand** the quizzes **out**.

S2: How much time will we have for the quiz?

**hándout** (noun, used in school situations) = lesson material on a sheet of paper that a teacher gives to each student

S1: What book are you using in your English class?

S2: No book. The teacher gives us lots of **handouts** instead.

**hánd bák** (separable, transitive) – return, give back student papers that had been turned in

S1: When will you **hand back** our tests?

S2: I'll **hand** them **back** in a few days.

4. **be In hót wáter** (with *someone*) = be in trouble

S1: What's wrong with her today? She looks so unhappy.

S2: She's **in hot water with** her teacher because she cheated on her test.

5. **a póp quíz** = a surprise, unexpected quiz

S1: Do you give **pop quizzes** in this class?

S2: Yes, once in a while. I do that so you will study regularly, not just before tests.

*Note:* A quiz is a small test. A test is also called an **exam**, or more formally, an **examination**.

**6. my *mínd* *wént* (tótally) *blánk*** = I couldn't remember anything

—At first, when I looked at the test, **my mind went blank**. So, to calm down, I closed my eyes for a minute or two. Then everything (the information that I had studied) **came back to me**.

**Note:** a "blank" is an empty space. If your mind "goes blank," your mind suddenly (and temporarily) feels empty.

**7. *gét* \_\_\_\_\_ *sléep*** – sleep

**S1:** Go to bed! If you don't **get any sleep**, you won't be able to get up in the morning.

**S2:** I can't go to bed now. I have to read at least three more chapters.

**Note:** This expression is usually used the following ways:

get some sleep  
get enough sleep  
get a little/lot of sleep  
not get any sleep  
not get enough sleep

**8. *táke* a *quíZ*/test**

—Please don't make any noise. The students are **taking a test**.

**Note the sequence:**

A teacher **makes up** (creates) a test.  
The teacher then **gives** the test to the class.  
Students **take** the test.  
The teacher **corrects** the test and then **hands** it **back**.  
The teacher **goes over** (reviews) the test with the students after they receive their graded tests back.

**Note:** It is incorrect to say: The students { <sup>do</sup> make } a test.

**9. *be óver*** = be finished

**S1:** I'll do my homework when this show **is over**.

**S2:** No, you'll do your homework now! Turn off the TV.

**Note:** A movie, a semester, a game, a party, etc. can be over, but a person cannot be over. You cannot say "I'm over." Instead, say "I'm finished."

**10. *týpe/dó something óver* (again)** = redo; do something a second time

—I lost my homework, so I have to **do it over**.

**Note:** For emphasis, you can do something **all** over again.

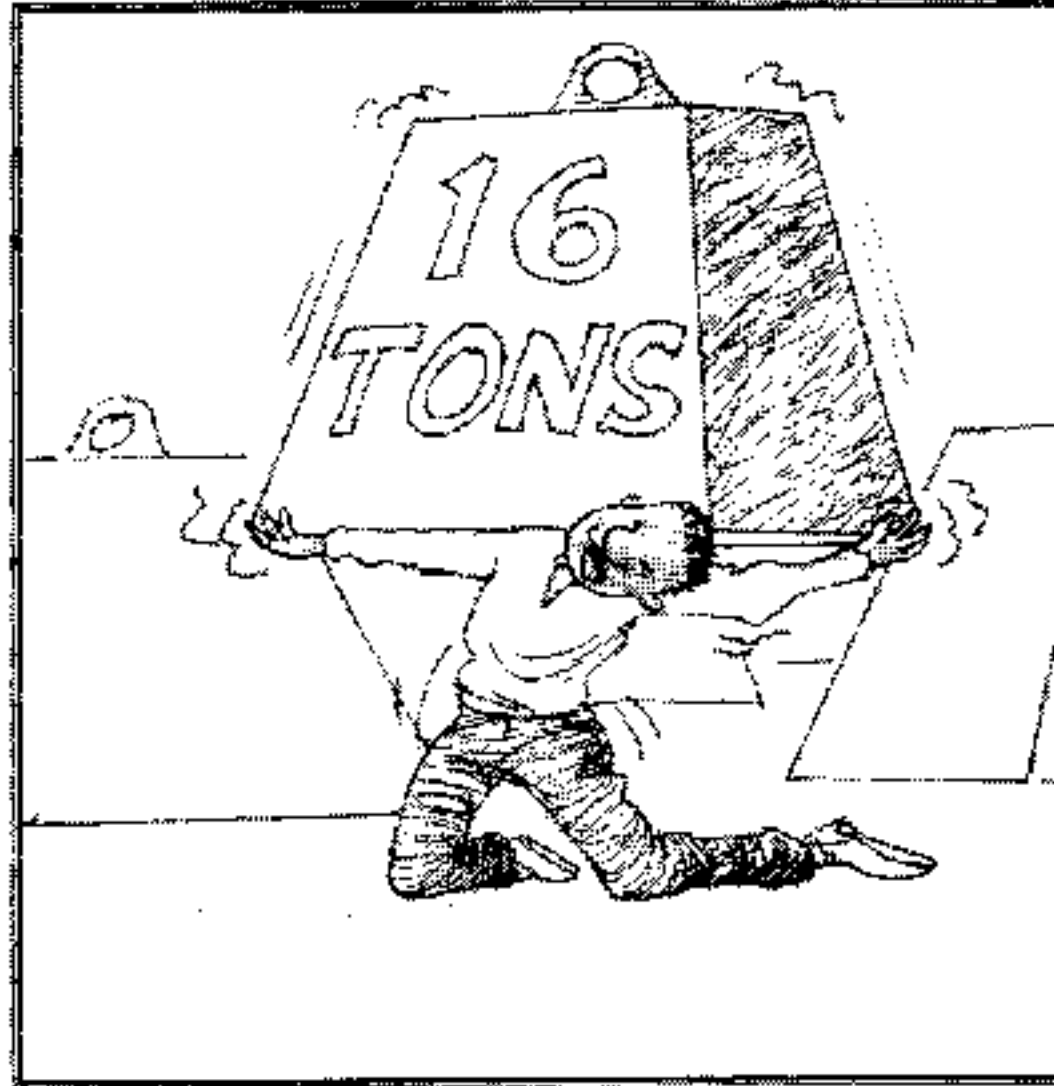
**11. táke a náp** = sleep for a short time

**S1:** What time is it?

**S2:** About 2:00, I think. Why?

**S1:** I think I'll **take a nap** for a half hour or so. I can't keep my eyes open.

**12. be únder préssure** = have stress, tension, many responsibilities



**S1:** Modern women **are under** a lot of **pressure**. Many of them have to work, go to school, and take care of their families.

**S2:** I like the old days when women just stayed home.

**S1:** You're kidding. Really?

**13. You can say thát again!** = I agree with you completely.

**S1:** That test was really long.

**S2:** **You can say that again!** I needed another hour.

**14. hít the bóoks** – study (Informal)

—Sorry I can't talk now. I have to **hit the books**.

**15. táke a tést cóld** = take a test without studying for it



S1: I can't believe I got an A!  
 S2: Why?  
 S1: I took the test cold.

## PROCASTINATOR

### Exercises

#### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- f 1. Uh-oh! I forgot to pick her up from the airport.
- h 2. I can't keep my eyes open.
- m 3. Want to get some coffee when class is over?
- j 4. If you don't hit the books a little more, you'll be sorry.
- e 5. Can you do this over? I can't read it.
- a 6. She's on vacation.
- b 7. Ssh! The baby's taking a nap.
- h 8. I've never taken a test cold.
- d 9. Let's pull an all-nighter together.
- h 10. English is a crazy language.
- e 11. I was so nervous that my mind went blank.
- p 12. You know, in some countries, people "do" a test.
- m 13. I ran all the way. Am I late?
14. After I cram for a test, I forget everything I studied.
- e 15. Take out a piece of paper for a pop quiz.
- g 16. I'd like you to take out the handout I gave you yesterday.

#### B

- ~~a~~ a. That's good, because she's been under a lot of pressure.
- ~~b~~ b. Sorry. I didn't know.
- ~~c~~ c. There's always a first time.
- ~~d~~ d. Sorry. I need to sleep.
- ~~e~~ e. Oh no! Not again.
- ~~f~~ f. Boy, you're going to be in hot water when she sees you.
- ~~g~~ g. I can't find it. Can I have another one?
- ~~h~~ h. You can say that again!
- ~~i~~ i. Why don't you take a nap?
- ~~j~~ j. You're right. I'll try to work harder.
- ~~k~~ k. So do I. That's the problem with cramming.
- ~~l~~ l. For how long? The whole test?
- ~~m~~ m. No. You're lucky. You got here in the nick of time.
- ~~n~~ n. Sounds like a good idea.
- ~~o~~ o. Sure. I'll bring it in tomorrow.
- ~~p~~ p. I know. But in English it's "take."

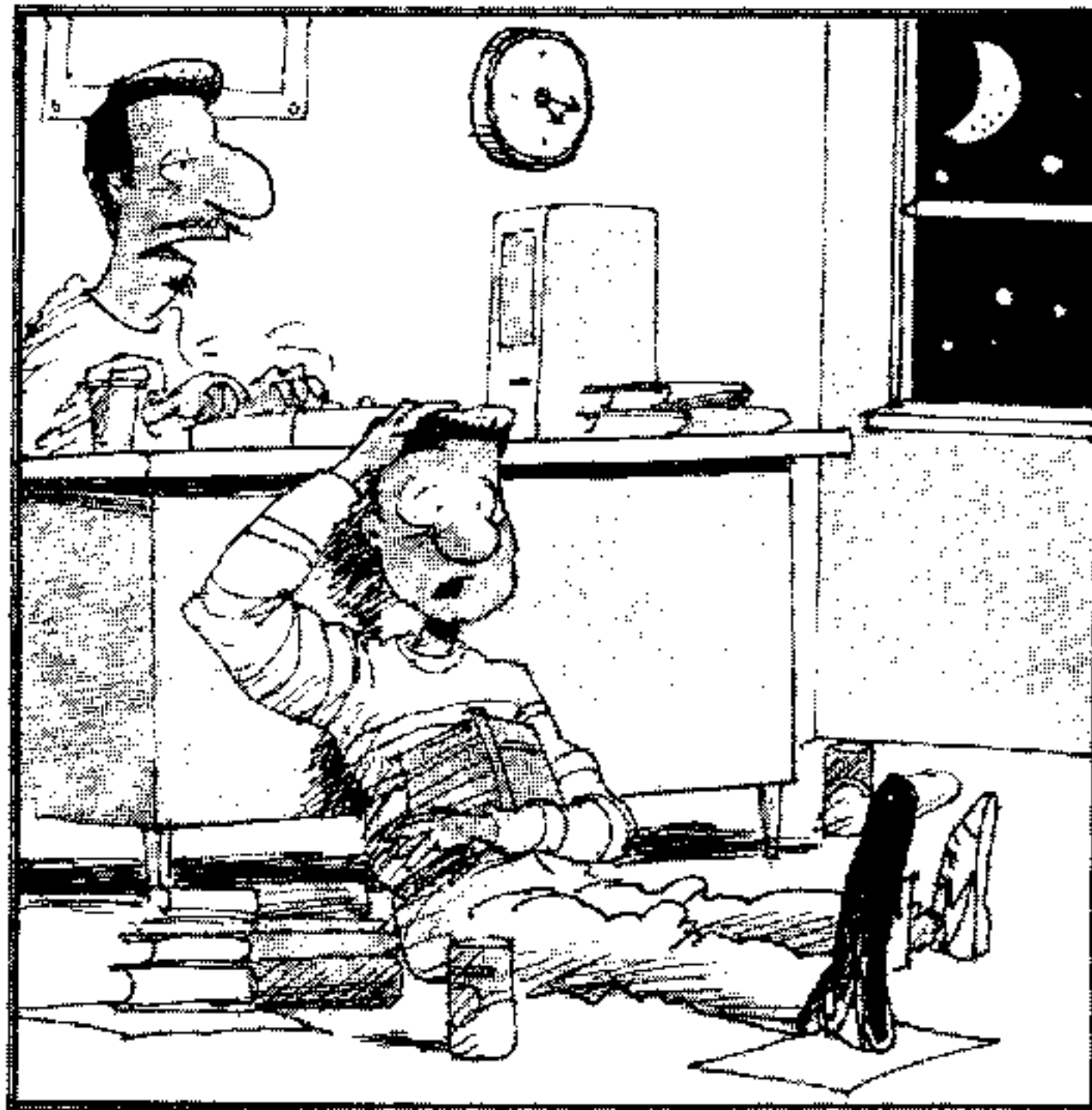
## 2. Choosing the Idiom

The following dialogue takes place between the two people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

be under a lot of pressure  
be over  
pull an all-nighter  
in the nick of time

hit the books  
hand back  
hand\_\_\_\_\_in  
cram

get\_\_\_\_\_sleep  
do over  
take a nap  
be in hot water



ALAN: What time is it?

CHARLIE: You don't want to know . . . It's 4:20.

ALAN: I need to get some sleep.  
(1)

CHARLIE: No you don't. Just get another cup of coffee.

ALAN: I wish I had hit the books, every night. Then I  
(2)

wouldn't have to pull an all-nighter now. I still have a  
(3)

hundred pages to read.



CHARLIE: A hundred? We'd better stop talking. And I have to keep writing if I want to hand it in by 10:00.  
(4)

ALAN: Let's take a five-minute break. I need to talk so I won't fall asleep . . . Don't you think that students today are under a lot of pressure? We're each taking five classes and working in the bookstore and . . .  
(5)

CHARLIE: So, what are you going to do? If you take fewer classes, it will take longer to graduate. Listen, I'd really like to talk, but I'm going to be in hot water if I don't get this paper finished.  
(6)

ALAN: OK. I'm going to take a nap. I'm setting my alarm for 5:30. Wake me if I don't get up. OK? I'm not like you. I can't cram like you can.  
(7)  
(8)



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

### 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

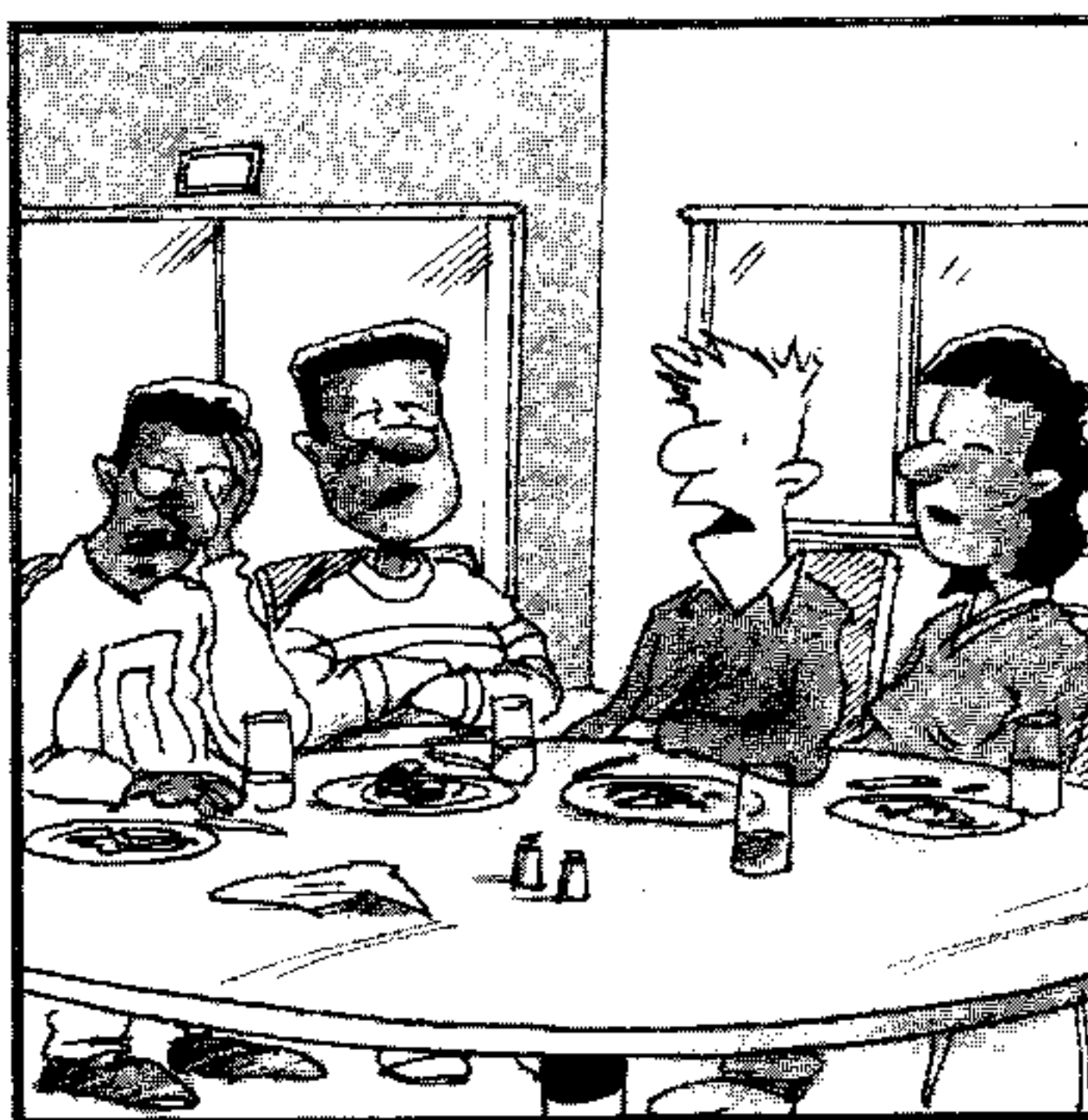
1. Have you ever pulled an all-nighter? If yes, where? When? What class was it for? What did you do to stay awake? If no, why not?
2. What kind of study habits do you (or did you) have as a student? That is, do you hit the books every night or do you cram at the last minute?

3. About tests: (a) Have you ever taken a test cold? If yes, explain the situation.  
(b) Has your mind ever gone blank during a test? If yes, explain what happened.  
(c) In your native country, do teachers give pop quizzes? What is your opinion of pop quizzes?
4. In your native country, can students turn in their work late? If they turn their work in late, what is the penalty? That is, do they get a lower grade?
5. Most people are under some kind of pressure. What kind of pressure are you under now?
6. Describe a situation in which you were in hot water. What happened?

## 6. Skit Writing

In this illustration, Alan and Charlie are in the cafeteria of their dormitory. It is the day after they pulled an all-nighter, and they are exhausted. They are telling their friends about the all-nighter, their tests and papers, and all the pressure they are under. Their friends tell them about their problems, too.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You and your friends are studying for a big idiom test. It is 11 pm. Your teacher is going to test you on *every single idiom* in this book, so you can't go to sleep yet. You are all very tired and try to keep each other awake. One of you is testing the others.

Possible starting line:

Uh-oh! Your eyes are starting to close. Here—have some more coffee.

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *in the nick of time*

1.

2.

3.

4.

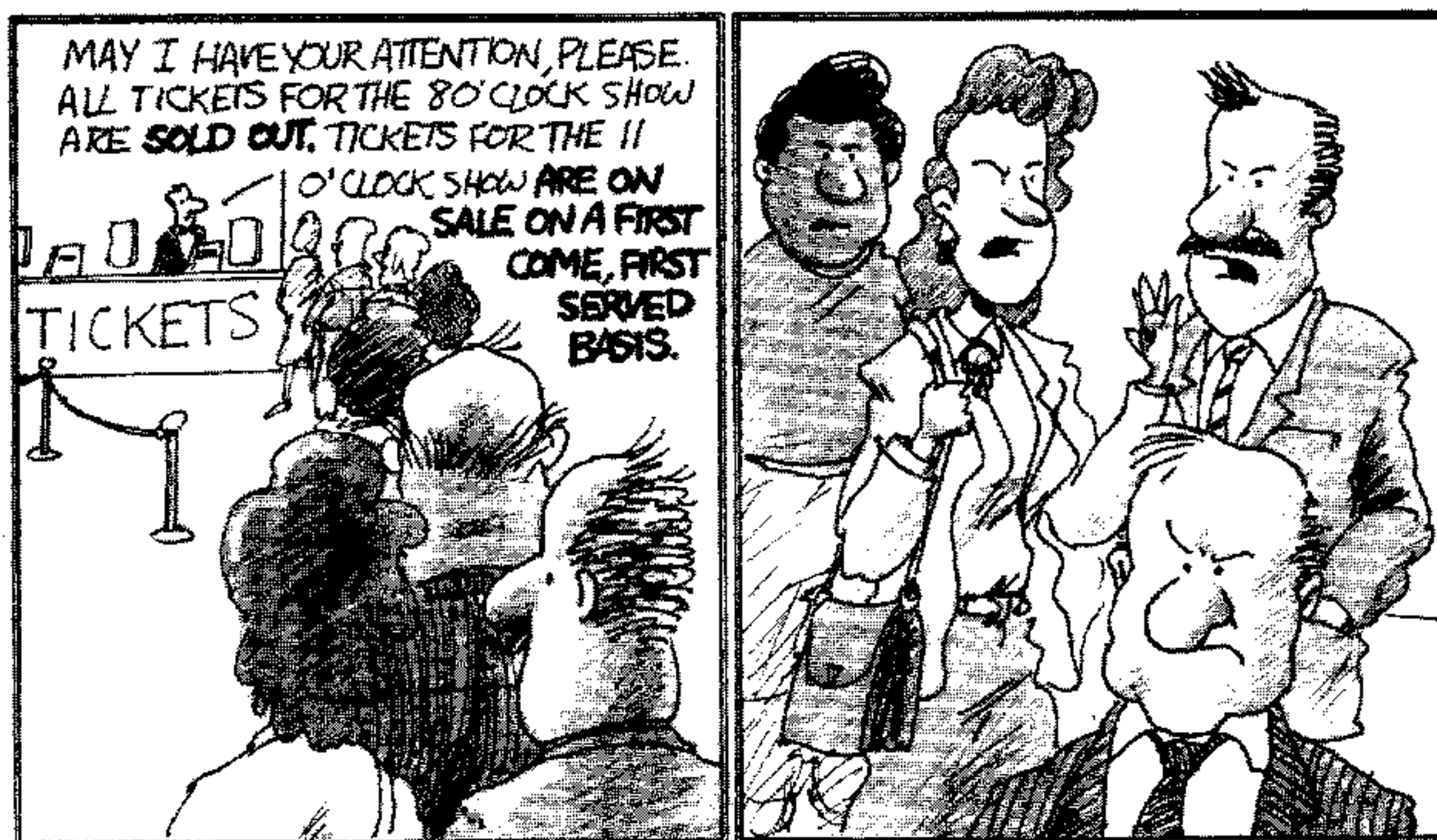
5.

### *Real-Life Situations*

*I would say this if I arrived at a bus stop or train station just when the bus or train arrived.*



## Sold Out



- CLAIRE: **That's not fair!** Why didn't they **let us know** earlier? We've been **standing in line** for nothing! **What a waste of time!**
- PAUL: No, it isn't. We can still **get into** the 11 o'clock show.
- CLAIRE: I don't know if I'll be able to **stay up** so late. The 11 o'clock show doesn't **get out** until about 2 A.M.
- PAUL: Well, if I know you, you can stay up for **THIS** show. Come on. Let's stay in line and get our tickets, and then **figure out** how to **kill** the **three hours**.

### QUESTIONS

1. How would you react to such an announcement?
2. When you have to wait for something, what are some ways that you kill time?
3. In the United States, A.M. refers to the morning hours, and P.M. refers to the afternoon and evenings hours. Is the system the same or different in your native country? If it is different, what is the system?

## Understanding the New Expressions

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### 1. **be sold out** = no tickets or merchandise left

**S1:** Did you get tickets to the basketball game?

**S2:** No, there were no tickets left. In fact, the tickets have **been sold out**  
for two weeks!  
since last Sunday!

**S1:** So, did you try to get some for the soccer game instead?

**S2:** No, but that's a good idea. I hope that isn't **sold out**, too.

### 2. **be on sale/be for sale** = be available for people to buy **will go on sale** = will (in the future) be available for people to buy

**S1:** The newspaper says tickets for next week's football game **are on sale** now.

**S2:** What are you waiting for? Let's go to the stadium right now. We can try to get tickets for next month's game, too.

**S1:** No, those won't **go on sale** until Saturday.

**S1:** Look! Bill's house **is for sale**!

**S2:** I didn't know that he wanted to move.

**Contrast:** **be on sale** = be for sale at a reduced price

**S1:** I think I'll buy that VCR that I saw last week.

**S2:** Isn't it too expensive?

**S1:** It was, but it's **on sale** now. I can get it at half price.

### 3. **on a first-come, first-served basis** = the first people who arrive will be the first people served

**S1:** Are the seats reserved?

**S1:** No. Sorry. Seating is on a **first-come, first-served basis**.

**Similar expression:** **first-come, first-served** (less formal)

**S1:** OK, everyone. Dinner is ready. **First-come, first-served!**

**S2:** Great! I'm starving.

### 4. **That's not fair!**

**S1:** I'd like you to wash the dishes tonight.

**S2:** But I've washed the dishes every night this week. **That's not fair!**

**S1:** The test had a lot of words on it that we never studied.

**S2:** I know. **That really wasn't fair!**



5. **let someone know** = inform someone

S1: What time can you pick me up?

S2: I'm not sure. I'll **let you know** later.

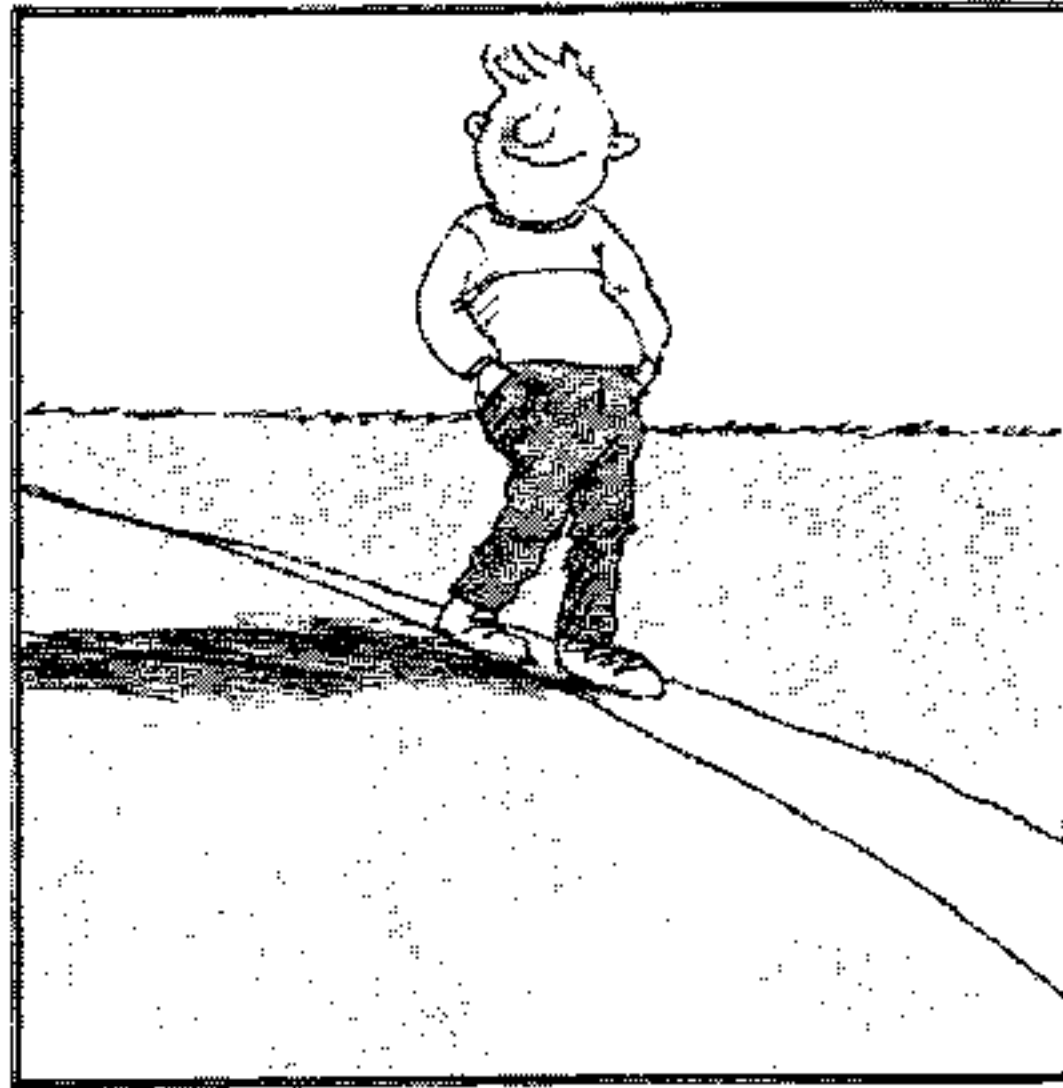
S1: Good-bye. I'll miss you all.

S2: Write to us and **let us know** where you're staying.

S1: Thanks for helping me move into my new apartment.

S2: You're very welcome. **Let me know** if you need any more help.

6. **stand in line** = stay in a line of people until it is your turn to be served

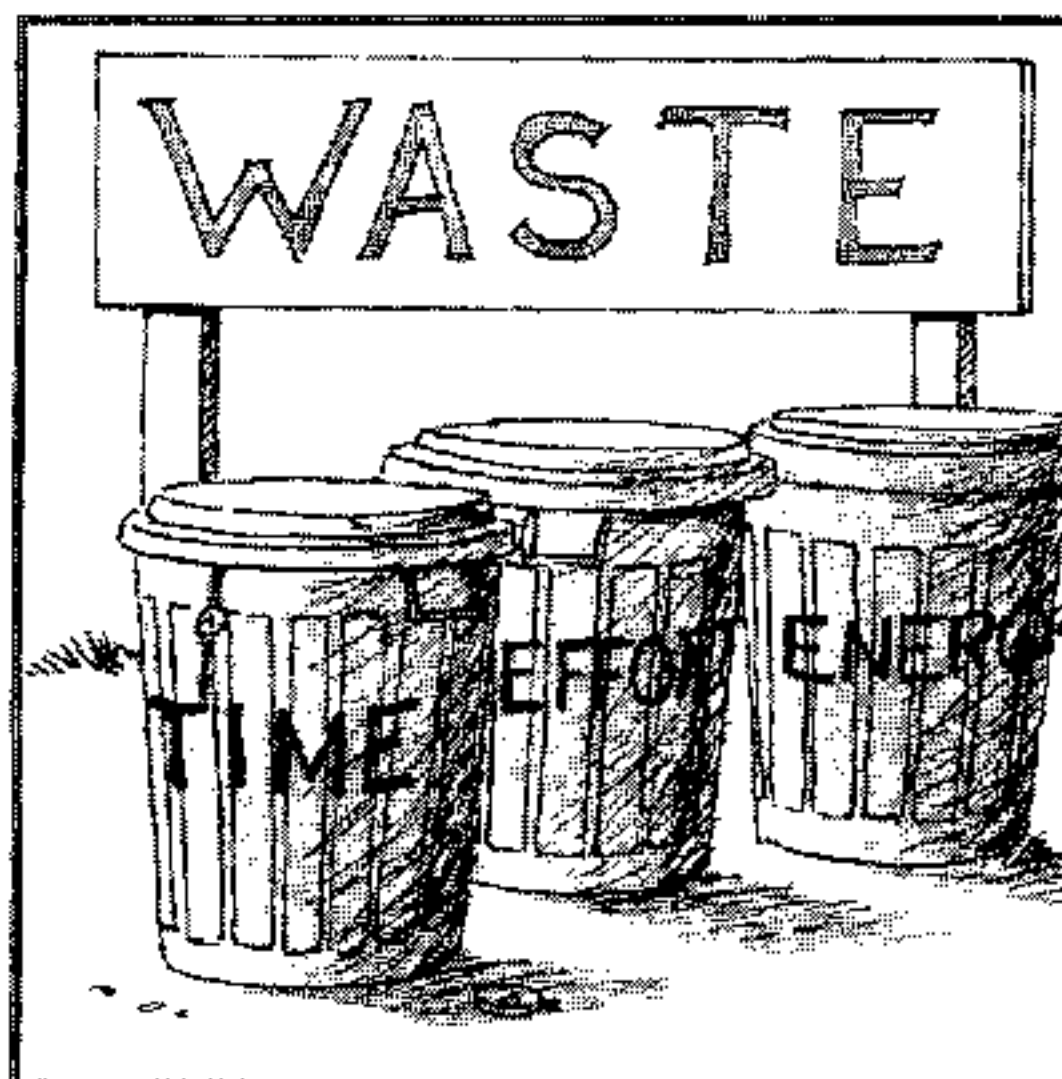


S1: I got to the bank early so I wouldn't have to **stand in line**. But look at all these people!

S2: There are always lines here. I **stood in line** for half an hour last week.

*Note: In some parts of the United States, people say "stand **on** line."*

7. **be a waste of something** = not a good use of, for example, time or money



**Similar expressions:**

**(to) wáste (something) on (something or someone)**

**S1:** Is that a good movie?

~~**S2:** No, it's awful. Don't waste your money on it.~~

**(to) wáste tíme (doing something)**

**S1:** I drove to work today and it took me two hours.

**S2:** Why **waste time** driving in heavy traffic? You should take the train.

**(to) wáste (something)**

**S1:** I don't believe you're going to finish that huge sandwich!

**S2:** I can't stand to **waste** food.

**8. gét into (a place) gét ín = be allowed to enter**

**S1:** I mailed my application. I hope I can **get into** the university.

**S2:** I know you'll be disappointed if you don't **get in**.

**Similar expressions:** **get someone ín/into** = use connections to help someone enter a place

**S1:** We're going to have to stand in line for the opening of the art exhibit.

**S2:** I know the director of the museum. Maybe he can { **get us in** early.  
**get us into** the museum early.

**9. stáy úp (inseparable/intransitive) (+ gerund or infinitive) = stay awake; not go to bed**

**S1:** You just woke up? It's noon!

**S2:** I **stayed up** late last night { watching TV.  
to watch TV.

**10. gét óút (inseparable/intransitive) = leave when an activity such as a class or movie is finished**

**S1:** Classes start at 9:00 and end at 3:00.

**S2:** You mean we won't **get out** until 3:00?

**Similar expressions:**

**gét óút of (a place)**

**S1:** Let's **get out of** the house for a while.

**S2:** Good idea. I need some fresh air.

**get (someone or something) out (of)** (a place)

**S1:** Please get that dog **out of** here!

**S2:** I'm **getting** him **out** right now.

**11. figure out** (*separable/transitive*)

**S1:** We're having a lot of trouble with this project.

**S2:** Let me help you **figure out** what to do. (= decide/determine)

**S1:** This is a really difficult problem. I can't **figure** it **out**. (= understand)

**S2:** Neither can I. Let's ask the teacher to explain it to us.

**S1:** What? Joe sold his car last night?

**S2:** Uh-huh. I can't **figure out** why he did it. (= understand)

**S1:** How do you like your new boss?

**S2:** She's very moody. I can't **figure** her **out**. (= understand)

**12. kill (time) (by)** = do an activity to help the time pass

**S1:** We're early. What should we do now?

**S2:** We can **kill time by** playing cards.

**S1:** Oh, no! The flight has been delayed.

**S2:** Let's think of something to do to **kill the two hours**.

**Similar expression:** **have (time) to kill**

**S1:** We **have two hours to kill**. What do you want to do?

**S2:** Well, we can tell each other stories.

## 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

### A

- h 1. Uh-oh! They are sold out!
- k 2. The tickets went on sale last week.
- g 3. I bought this T-shirt for \$40 on sale.
- n 4. We'd better get to the theater early.
- c 5. Those people are already being served.
- w 6. Can you come over on Saturday night?
- a 7. When will he find out if he got the job?
- f 8. I hate standing in line.
- g 9. My car was cheap, but it has no power.
- d 10. Why aren't you studying? You're wasting time watching TV.
- l 11. We're lost. We've been driving around in circles.
- b 12. They couldn't get into the concert so they went out to dinner.
- v 13. How late did you stay up on New Year's Eve?
- l 14. Why won't she get out of bed?
- o 15. How did he get out of jail?
- e 16. I can't figure out how to use this computer.
- j 17. He says one thing and does another. I can't figure him out.
- p 18. We're early again. What should we do?

### B

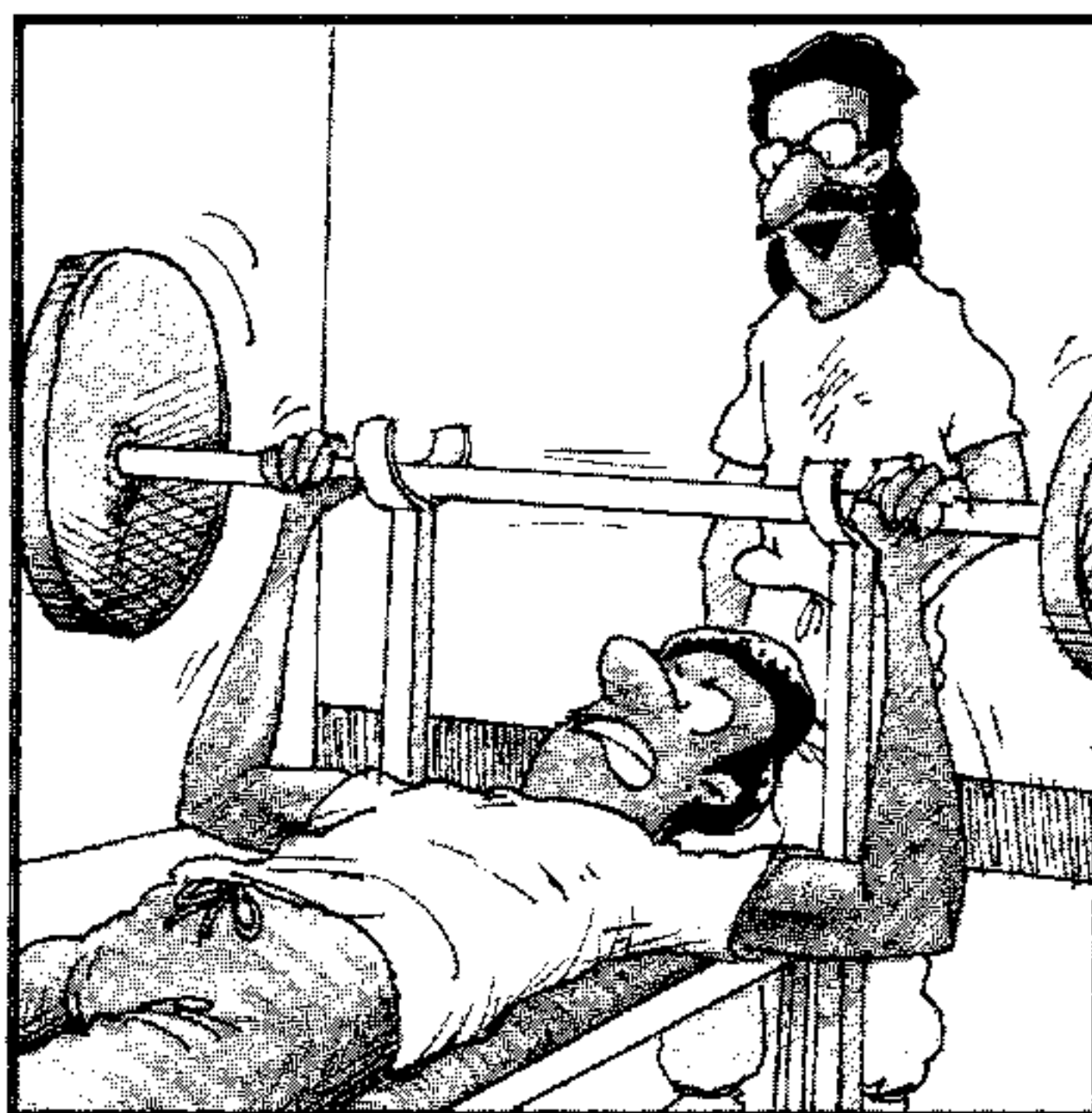
- a They'll let him know next week.
- b That's too bad. They missed a good show.
- c That's not fair! We were here first.
- d But I needed to take a break.
- e Check the manual.
- f I know what you mean. It's a waste of time.
- g Do you think it was a waste of money?
- h That's OK. We can get tickets for the next show.
- i And we're wasting gas, too.
- j He's not easy to understand.
- k And they're already sold out?
- l She says she has the flu.
- m I'm not sure yet. I'll let you know.
- n Good idea. Seating's first-come, first-served, isn't it?
- o His uncle got him out.
- p I guess we can kill time by playing a game of cards.
- q What a bargain!
- r All night long.

## 2. Choosing the Idiom

The following dialogue takes place between the two people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

be sold out  
be on sale  
go on sale  
first-come, first-served  
that's not fair  
let (someone) know  
a waste of (time) (money)  
waste

stand in line  
get in  
get into  
stay up  
get out (of)  
figure (someone) out  
kill time  
have time to kill



DAN: How was the concert?

JEFF: We didn't get in (1)

DAN: You're kidding! I thought you stood in line (2) for ten hours.

JEFF: We did, but the tickets were sold out (3) before we got to

the front of the line. It was awful. We wasted (4) ten

hours standing in line.



DAN: Standing?

JEFF: Well, we did sit down for awhile. We kill time by  
(5)  
listening to music and sleeping.

DAN: Sleeping?

JEFF: Well, you know it was the middle of the night when we got there. I  
couldn't lay up.  
(6)

DAN: Did you have a sleeping bag?

JEFF: Yes. Luckily, I had just bought a really good one  
that was on sale for only \$35.  
(7)

DAN: That was lucky! Are you going to try to get into the  
(8)  
next concert?

JEFF: Of course! Tickets will go on sale on Saturday at 10:00  
(9)  
A.M., and I'm planning to be there starting Friday morning.

DAN: I can't figure you out. You're crazy!  
(10)

JEFF: Maybe I am. But I love that music. And it's vacation now, so  
I have time to kill.  
(11)

DAN: Are you sure you'll get tickets?

JEFF: I'd better! Tickets are sold first come, first served, and I plan to  
(12)  
be the first one in line! Do you want to come to that concert with me?

DAN: Sure, if you stand in line for me.

JEFF: that's not fair! You have to stand in line with me. Come  
(13)  
on! It's fun!

DAN: I'm not sure right now. I'll let you know.  
(14)



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

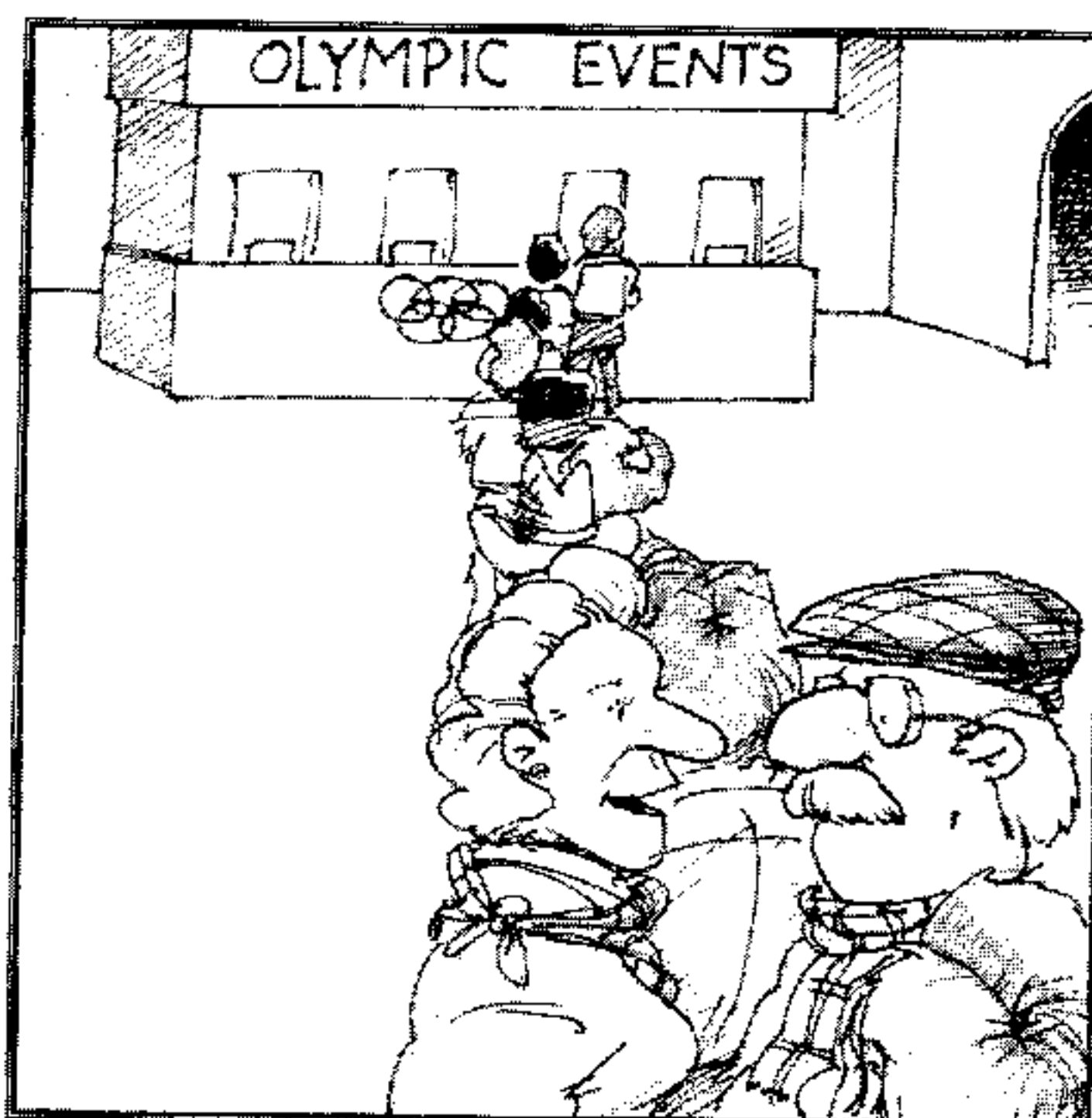
### 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. Can you think of an event—a concert, a game, a movie—that you couldn't go to because it was sold out? If yes, what event was it, how did you feel, and what did you do?
2. In what places do people typically stand in line in your native country? Are people generally polite, or do they push? Is it common for strangers in line to talk to each other?
3. What are some things that you do to kill time?
4. What are some things that you think people shouldn't waste? Why?
5. How late do you usually stay up? When you stay up late at night, do you need to sleep late the next morning?

### 6. Skit Writing

In this illustration, people are standing in line, waiting to buy tickets for Olympic events. Tickets will go on sale in five hours, and two people are talking about the events that they hope will not be sold out. They are bored.



Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the skit you created for your class.

## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

You and a few of your friends have "general admission" tickets for a special concert. General admission means that your tickets don't have seat numbers, so you are in line early in order to get the best possible seats. You are talking to your friends about how you can kill time in line, when suddenly a man who works at the theater walks over to the two people in front of you. The man takes the two people directly to the front of the line so that they will be able to enter the theater first. You and your friends are shocked.

Possible starting lines:

Does anyone have a deck of cards?

or

I'm tired of standing. Let's sit down and . . .

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *That's not fair!*

1.

2.

3.

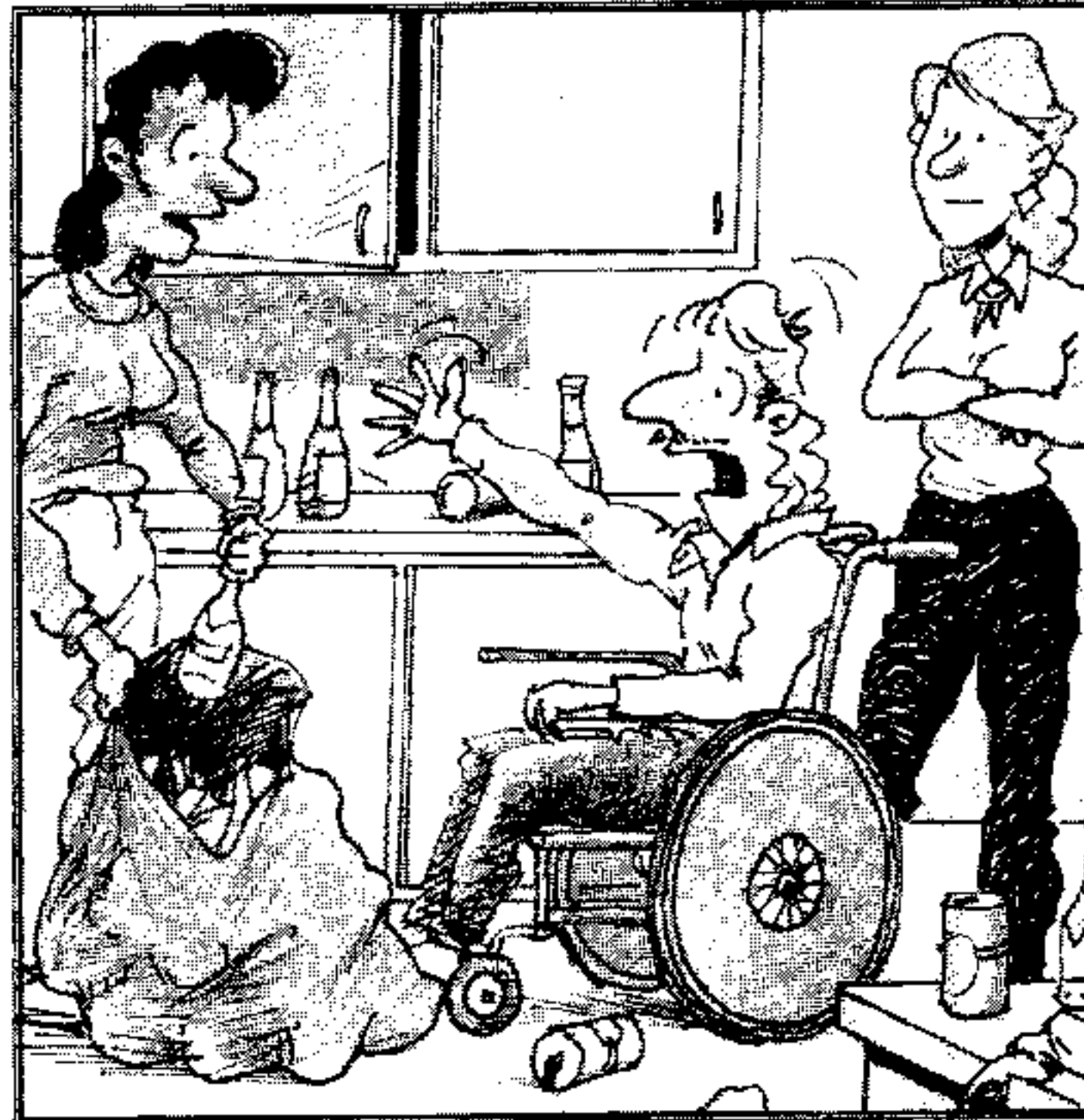
4.

5.

### *Real-Life Situations*

*Children say this when they get a smaller piece of cake than other people*

# Don't Throw it Away—Recycle!



DAVE: **Hold it, Kathy! What in the world** are you doing? I **can't believe my eyes!**

KATHY: What are you talking about?

DAVE: Don't you recycle? How can you **throw glass away?**

KATHY: Don't **get so upset**, Dave. I was only trying to . . .

LEE: She's right, Dave. **Take it easy.**

DAVE: OK, but I **can't get over** you. I thought you **cared about** the environment and . . .

KATHY: I **do** care, but there's no place to recycle bottles here, and I wanted to help **clean up**. You make me **feel so guilty**.

DAVE: I'm sorry. I did go a little crazy, but I **couldn't help it**. It's just that I've been **doing** some **research on** pollution, and I've **found out** that we're **running out of** places to put our garbage.

LEE: Listen, why don't we all **go through** these bags and **take** the bottles **out**. I'll take them home and recycle them.

DAVE: Are you sure it's no trouble? Because I can . . .

LEE: . . . no problem at all. They **pick up** newspaper, bottles, and cans **once a week** in my neighborhood. We've got a good recycling program.

KATHY: Well, let's **roll up our sleeves and get to work**.

DAVE: Ugh! What's in this bag???

## QUESTIONS

1. Why is Dave upset with Kathy? Would you be upset with her? Why?
2. Do you think that Kathy should feel guilty?
3. Do you think that Lee agrees with Dave? Why or why not?
4. Do you recycle? If yes, what? (glass, paper, metal, plastic?)

## ■ Understanding the New Expressions

### 1. **Hóld it!** = Wait! Stop!

**S1:** This refrigerator sure is heavy. Walk very slowly.

**S2:** OK. Let's go.

**S1:** **Hóld it** for a second. I have to move my hand.

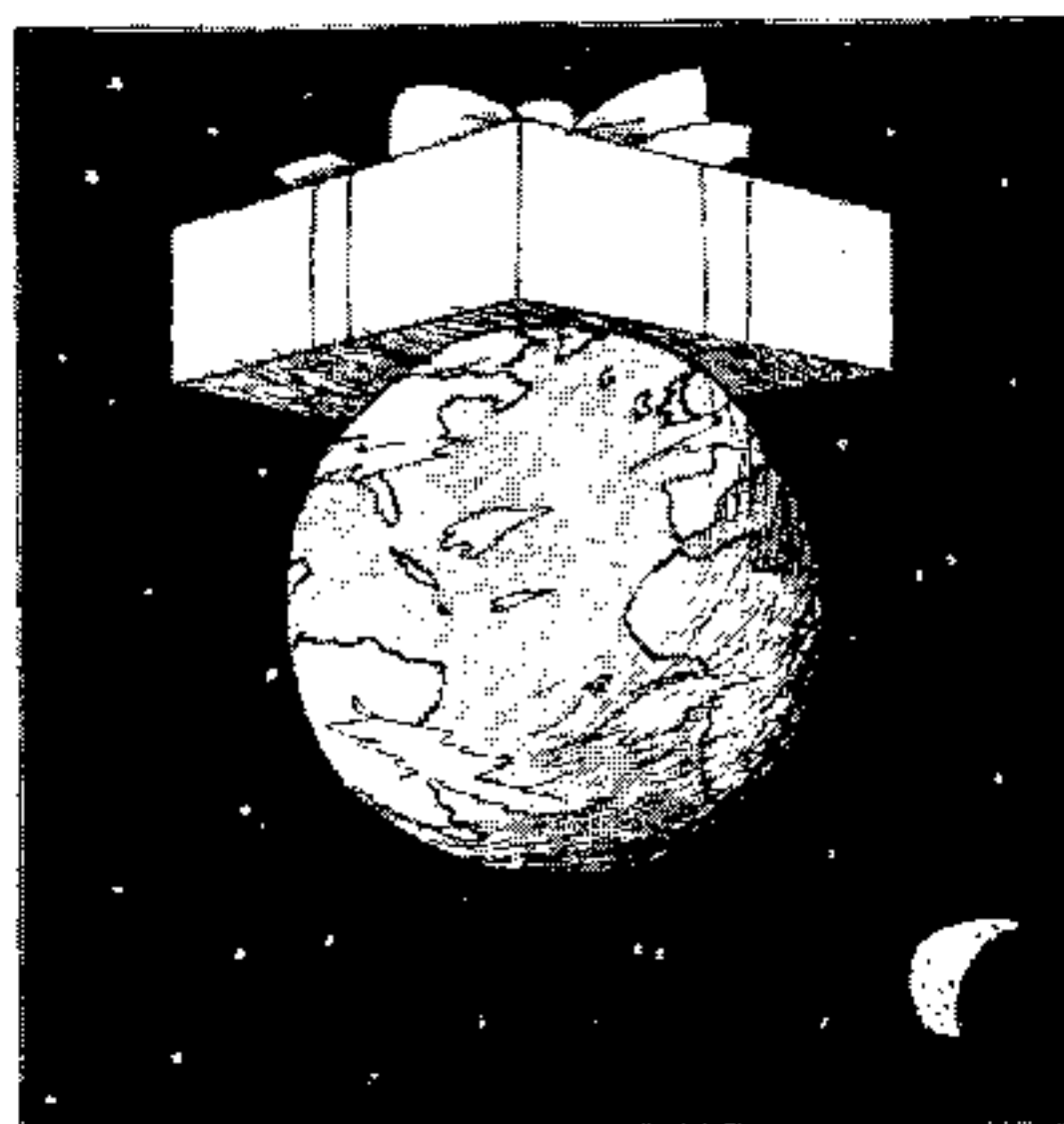
**S2:** Are you OK now?

**S1:** Yeah, ready!

**Note:** *This expression does not mean that someone is holding something. It is often used in an urgent situation to ask someone to stop or wait. It can also be used in a situation that is not urgent, as you can see in the following:*

—Hey, you guys. **Hóld it**. We're coming, too.

### 2. **Whát in the wórld?** = **Whát on éarth?** = What? (with real surprise/shock)





**S1: What in the world** are you doing here?

**S2:** I came to surprise you on your birthday.

**Note:** *The question words (who, when, where, why, and how) can all be used in a similar way to show different strong feelings:*

**S1: Where in the world** have you been? *(feelings: relief, anger)*

**S2:** I'm sorry I'm so late and that I made you worry. I got stuck in traffic.

—**What on earth** are you wearing? Those pants look fifty years old! *(surprise)*

—**Who on earth** could be calling us at 4:00 A.M.? *(surprise, anger, disbelief, fear)*

—**When on earth** will they get here? *(impatience, concern, anger)*

—**Why on earth** did they try to drive in this weather? *(concern, criticism)*

—**How on earth** can we get there by 8:00? It's already 7:30! *(concern, impatience)*

**3. I can't believe my eyes!** = I can't believe what I'm looking at because I am very surprised.

**S1: I can't believe my eyes!** Why did you dye your hair blond?

**S2:** Relax. It's just a wig.

**Similar expression:** **I can't believe my ears!** = I can't believe what I hear because I am very surprised.

**S1: I can't believe my ears!** Six months ago, you couldn't speak a word of English. You've certainly learned a lot!

**S2:** Thanks. I study a lot, and my roommate helps me.

**4. thrów something awáy = thrów something óut** (separable/transitive) = put in the garbage (trash); dispose of

**S1:** Ugh! Smell this cheese.

**S2:** It must be two months old. **Throw** it **away**.

**S1:** Where are my old jeans?

**S2:** I **threw** them **out**.

**Contrast:** **gét rid of (something)** = put something in the garbage or give something to a person or place that needs what you don't want

**S1:** I know that you want to **get rid of** those old clothes, but don't **throw** them **away**. Take them to a homeless shelter.

**S2:** That's a great idea.

**5. gét upsét** = have your feelings go from being fine to disturbed because something bad happens



**S1:** Don't **get upset**. I told you that I'll come to the party. But I'll have to be a little late. I'll meet you there.

**S2:** I don't want to meet you there. I want to go together.

**S1:** You **get upset** so easily. This isn't such a big deal.

**Similar Expression:** **be upset** (with *someone* or about *something*): after you *get* upset, you *are* upset

**S1:** I'm so **upset**.

**S2:** What's wrong?

**S1:** Everything was fine until I got my test back. I got a "C" and I thought I'd get an "A."

**S1:** I have to tell you that I'm **upset with** you.

**S2:** Oh, no. What did I do now?

**S1:** You promised you'd clean up before I got home, and people are coming over in five minutes. This place looks terrible.

**S1:** What **are** you **upset about**?

**S2:** Do you really want to know?

**S1:** I asked, didn't I?

**S2:** Well, I'm **upset about** a few things at work. One thing is that they keep giving me too much work and I'm always behind. Another thing is . . .

## 6. **Take it easy.** = Don't be upset; relax.

**S1:** I have so much work to do. I don't know how I can ever do it. I have to get this all done by Thursday, and . . .

**S2:** **Take it easy.** I'll help you. Tell me where to start.

**S1:** What are you going to do on Sunday?

**S2:** I'm just going to **take it easy**. I'll do some work in the garden and probably read for a while.

## 7. **can't get over someone or something** = can't believe something that happened because you are surprised

**S1:** I just got back yesterday, and I'm leaving again tomorrow.

**S2:** I **can't get over** you. You've become quite a traveler.

**Note:** This expression is often used in the following ways to show surprise:

- You cut your hair. I **can't get over** how different you look!
- I **can't get over** who's here—everyone from high school!
- I **can't get over** what she said to him. She let him know her feelings.
- I **can't get over** where they took us for dinner! It was so expensive.
- I **can't get over** when this work is due. We'll need at least another week to finish it.
- I **can't get over** why they got married. They don't love each other. They just want to live away from their families.
- I **can't get over** how much that costs. That's crazy. I won't buy it.

**8. *cáre* about someone or something** = have positive feelings for; be concerned about what happens to someone or something

**S1:** He **cares about** his family, but he wants to leave home and get his own apartment.

**S2:** Is there a problem?

**S1:** Yeah. His family doesn't understand.

**S1:** Why didn't you give him some money? Don't you **care about** the homeless?

**S2:** Sure I do. But I don't like giving money on the street.

**S1:** Do you **care about** politics? the environment? money?

**S2:** No. I don't **care about** all that. I just **care about** music.

**Note:** A way very strongly (and not politely) to say, "I don't care" is to say either: **I couldn't care less**, or **I could care less**.

**Similar expression:** ***cáre* for someone** = have positive feelings for a person (not a thing)

—He **cares for** his family, but he wants to leave home and get his own apartment.

**S1:** They **care for** each other, but they aren't ready to get married.

**S2:** They're smart to wait.

**Note:** **Care for** is also used in formal eating situations such as in restaurants and at dinners where the hosts are formal. It means "want":

**S1:** Would you **care for** some more? (= Would you like . . . ?/  
Do you want . . . ?)

**S2:** Thanks. Just a little.

**Contrast:** **táke *cáre* (of)** = do what is necessary for someone or something

**S1:** Can you **take care of** the baby for a few hours so we can go to a movie?

**S2:** I'd be glad to. I hope he'll be awake so I can feed him and play with him.

**S1:** My car won't start and I don't know what to do.

**S2:** Take it easy. I'll **take care of** it.

S1: Bye. I'll see you in a few weeks. **Take care** (of yourself).

S2: I will. Bye.

9. **cléan úp (something)** (separable/transitive or intransitive) = clean completely after an event

S1: We can have a party in my house if everyone promises to help **clean up**.

S2: Everyone? Men, too?

S1: Uh-huh. Men, too.

S1: Did you have any damage from the earthquake?

S2: All the dishes fell out of the cabinets. It took us two weeks to **clean up** the kitchen. (Or: clean the kitchen up.)

**Contrast:** **to cléan** = make clean, usually on a regular basis

S1: We **clean** (vacuum, dust, wash the kitchen and bathroom floor) every Saturday morning.

S2: Every week? We **clean** only once a month.

10. **féel gúilty (about something)** = feel that something bad that happened was your responsibility

S1: My parents don't think that I write to them or call them enough. I didn't know that they felt that way and I **feel** kind of **guilty**.

S2: Well, write to them more often and then you won't have to **feel guilty**.

S1: I promised that I'd help her study on Sunday. I can't go to the beach.

S2: Just tell her that you don't feel well.

S1: I can't. I'd **feel** really **guilty about** lying.

**Contrast:** **be gúilty (of something)** = be the one who did something wrong, often in a legal sense

—She's **guilty of** murder, but you can see from her face that she doesn't **feel guilty**.

—These two guys **are** not **guilty**, so stop asking them questions.

11. **cán't/cóuldn't hélp it**  
**cán't/cóuldn't hélp onesélf**  
**cán't/cóuldn't hélp\_\_\_\_\_ing something** = do something because you can't control yourself

S1: You're eating too fast.

S2: I **can't help it**. I haven't eaten all day.

S1: You're eating too fast.

S2: I **can't help myself**. I haven't eaten all day.

S1: I **can't help** going shopping whenever there's a sale.

S2: Neither can I.

S1: I **couldn't help** telling him what I really thought.

S2: Is that why he's so upset?

**12. do *résearch* on (a subject) = to *résearch*** = carefully study something (often in a school) to gain information—("Research" can also be pronounced with the stress on the second syllable: *reséarch*)

**S1:** Let's go get some coffee.

**S2:** I can't. I have to go to the library.

**S1:** Didn't you go yesterday?

**S2:** Yes, but I'm **doing research on** the assassination of John Kennedy and some of the books that I need can't be taken out of the library. So I have to work there.

**S1:** Excuse me. I'm **researching** what people do to improve their pronunciation. Can I ask you a few questions?

**S2:** Sure.

**13. *find out*** (usually inseparable) = get information

**S1:** Have you seen my brother?

**S2:** No. Why?

**S1:** I have to **find out** what time (when) he's going to pick me up.

**S1:** Where's the post office? I thought it was on this block.

**S2:** So did I. Let's **find out** where it is.

**Note:** *Find out* can also be followed by **who, why, how, how much, that, and about**. Notice the word order. These are statements, not questions, so you should not say, "Let's find out where is the post office."

—I need to **find out** *who* is doing research on John Kennedy.

—I'm trying to **find out** *why* he's been absent so long.

—Let's **find out** *how* to do this.

—We can't buy that until we **find out** *how much* it costs.

—When we **found out** *that* he was in the hospital, we called right away.

—We need to **find out** *about* it.

—We need to **find out** *where* the information desk is.

**Note:** When **find out** is separated, it is usually separated by the word, "that."

**S1:** Lisa's car was stolen last night.

**S2:** How did you **find that out**?

**Note:** *Find out* is used only when talking about getting **information**. You can't say, "I can't find out where my car keys are" when you mean that you can't find your keys. Keys are not **information**. You should say, "I can't **find** my car keys."

**14. *run out* (of something)** = have little or nothing of something left

**S1:** If we don't find a gas station soon, we're going to **run out of** gas.

**S2:** Why didn't you get gas before we left?



**S1:** We're **running out of** milk. Can you go to the store?

**S2:** In a minute. Let me finish this first.

**S1:** Where's Betty?

**S2:** We **ran out of** milk so she went to the store.

- 15. gó thróugh something** = search/look for something that is mixed with other things; look at a collection of things so that you can take out what you don't want anymore.

**S1:** I can't find my paycheck.

**S2:** Did you look in your wallet?

**S1:** Three times. I **went through** everything, but my check wasn't there.

**S1:** Look at this! When I was cleaning, I was **going through** some old photos and found this baby picture.

**S2:** That's you? I can't believe it. You were really cute.

**Note:** *Some things that police might go through when they are searching for something are houses, cars, files, etc. Some things that you might go through when you are cleaning are old clothes, old school notes, books, and letters.*

**Contrast: gó thróugh** = have a difficult experience

Many families are **going through** hard times because of unemployment.

They **went through** a difficult divorce.

- 16. táke something óut (of something)** = remove something from an enclosed area

**S1:** Where are my keys? They were in my pocket a minute ago.

**S2:** Maybe you **took** them **out of** your pocket when you were looking for change for the phone call.

**S1:** Hurry up! **Take** the letter **out of** the envelope! I can't wait.

**S2:** Calm down. I'll **take** it **out**.

**Note:** *You take something **out** of an enclosed area such as a bag, a drawer, a suitcase, a pocket, or an envelope. You take something **off** a space that is not enclosed such as a shelf or a table.*

**Contrast: táke someone óut (to)** = take someone to dinner, a movie, or other type of social outing and pay for that person

**S1:** I'd really like to **take you out to** dinner for your birthday. Are you free Saturday night?

**S2:** Oh, that's really nice. Thanks. I'm pretty sure I'm free.

17. **píck úp something or someone** = go to a certain place to get something or someone

S1: I have to **pick up** my books at Sandra's house, and then I'll come home.

S2: After you **pick them up**, could you stop at the store for some bread?

S1: Can you **pick me up** tomorrow if it rains?

S2: Sure. No problem.

18. **ónce a wéek** = one time a week

S1: How often do you go to your art class?

S2: Just **once a week**.

**Note:** *Once a week* and *twice a week* (= two times a week) are common, but we say *three times a week*, *four times a week*, etc.

**Note:** You can also say *once a month*, *once a year*, *once a day*, *once in a while* (= occasionally).

19. **róll up one's sléeves and gét to wórk** = get ready to do some (usually physical) work

S1: You'd better stop reading the newspaper and **roll up your sleeves and get to work**. It's already one o'clock.

S2: Just let me finish this article.

## 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

### A

- \_\_\_\_\_ 1. Hold it!
- \_\_\_\_\_ 2. I don't know what I'm going to do. I'm so worried.
- \_\_\_\_\_ 3. We've got a lot to do today.
- \_\_\_\_\_ 4. How often do you brush your teeth?
- \_\_\_\_\_ 5. What in the world is that?
- \_\_\_\_\_ 6. Where's the bag that was on the table?
- \_\_\_\_\_ 7. I can't get over how polluted the air is here. It smells terrible.
- \_\_\_\_\_ 8. I feel guilty about driving. It adds to the air pollution.
- \_\_\_\_\_ 9. I'm going to learn how to fly.
- \_\_\_\_\_ 10. I lost my ring. I'm going to go through everything in my room 'til I find it.
- \_\_\_\_\_ 11. Hey! Stop laughing!
- \_\_\_\_\_ 12. What happened when you told them that you lost it?
- \_\_\_\_\_ 13. I care about learning English, but sometimes I get a little lazy.
- \_\_\_\_\_ 14. OK, everybody. It's time to clean up. Put everything away.
- \_\_\_\_\_ 15. When should I take the cake out of the oven?
- \_\_\_\_\_ 16. My pen ran out of ink.
- \_\_\_\_\_ 17. I can't get over how beautiful your house is.
- \_\_\_\_\_ 18. Would you care for some coffee, sir?

### B

- a. My pet snake.
- b. I can't believe my ears!
- c. Uh-oh—I threw it away. Was it important?
- d. Take it easy. We'll find out what you should do.
- e. Everything? Good luck!
- f. They got really upset.
- g. So let's roll up our sleeves and get to work. I'm ready.
- h. Here's a pencil.
- i. Twice a day. How about you?
- j. Yes, de-caf (decaffeinated), please.
- k. I know. On really bad days, older people and sick people are told to stay in their houses.
- l. I know what you mean. It's hard work.
- m. Where should I put the paint?
- n. I'm sorry—I can't help it—you look so funny.
- o. Why don't you ride your bike?
- p. Thanks. We just painted it.
- q. In about a half hour.
- r. Do you want to come with us?

## 2. Choosing the Idiom

The following dialogue takes place between the two people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the dialogue with a partner.

clean up  
take it easy  
what in the world  
find out about

feel guilty  
care for  
get so upset  
care about

can't believe my eyes  
can't get over  
run out of  
can't help it



ANITA: \_\_\_\_\_ (1) is happening to the earth?

I \_\_\_\_\_ (2)

PHILIP: What happened?

ANITA: There was another oil spill. There is oil covering miles of the ocean near the coast. I just \_\_\_\_\_ (3) how often this has happened.

Isn't there anything they can do to prevent this kind of thing?

PHILIP: I have no idea. But you shouldn't \_\_\_\_\_ (4)

\_\_\_\_\_ (5)

ANITA: I \_\_\_\_\_. (6) What kind of world will our children live

in? The forests are being cut down, we have air and water pollution,

we're \_\_\_\_\_ places for our garbage. We need (7)

to \_\_\_\_\_ the earth to make it a healthier place. (8)

PHILIP: You're absolutely right. But if you \_\_\_\_\_ the earth (9)

so much, why don't you do something about it?

ANITA: Are you trying to make me \_\_\_\_\_ ? (10)

PHILIP: No. I just think you should \_\_\_\_\_ what you can (11)

do to help. Why don't you call one of the environmental groups?



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

### 5. Personal Questions

Answer the questions below in a conversation with a small group.

1. Before your discussion, make a list of all the environmental problems that you can think of. Then number the items on the list, with number one being the most serious problem and the highest number being the least serious problem.

Compare your list and your rankings with the lists and rankings of some of your classmates. Discuss how your lists are similar and different (and try to include some of the new idioms in your discussion). Then try to make one list that all members of your group agree on. You should all also agree on the rankings of the individual items.



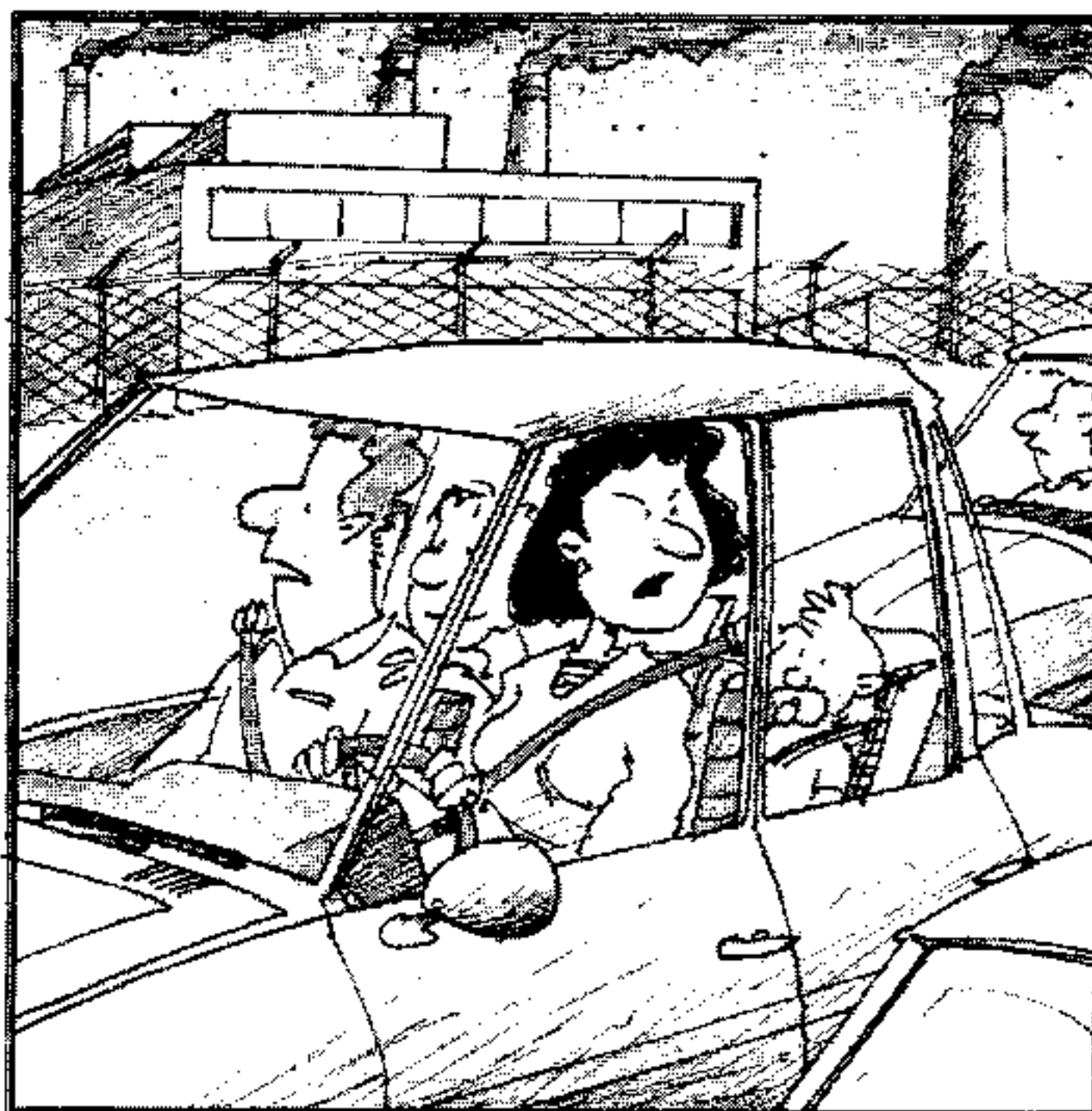
Once this is done, it should be interesting for all the groups in your class to share and compare their lists.

2. What do you do to help take care of the earth? Do you: recycle, have a smog control device on your car (if you have a car), avoid throwing garbage out of car windows, avoid littering? What other things can you and other people do?
3. Are there recycling programs in your native country? If yes, what is recycled? Explain the recycling system.
4. Is there a recycling program in the place where you are studying English? If yes, try to find out more about it if you can. If no, would you want to start a program?
5. What kinds of things do your friends and relatives do that make you upset?
6. If you are invited to dinner at a friend's house, do you help clean up? Why or why not?
7. What is one thing about the English language that you can't get over?
8. What is one thing that you care a lot about? What is one thing that you don't care about at all?
9. Discuss some of the things students in your English program have to find out about before they first start classes.

## 6. Skit Writing

In this illustration, Barbara, Bill, and their two children are in their car in bumper-to-bumper traffic in an industrial area. On both sides of the highway they see oil refineries and smoke coming out of factories. Barbara and Bill feel upset about what they see and smell, and complain to each other.

Work individually, in pairs, or as a class to write their conversation. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.



## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

There has been a train derailment (a train went off its tracks), and a dangerous chemical is leaking into the air near your neighborhood. You and your neighbors have been evacuated to a high school gym (gymnasium), where the air is safe. You will all stay there for at least one night while government officials and scientists try to find out how dangerous the situation is and what needs to be done.

A group of you in the gym talk about how dangerous the world has become. Naturally, you are all very upset and want to express your feelings. Luckily, there are some people in the group who try to get the others to calm down and take it easy.

Possible starting line:

I can't believe that this happened to us!

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *pick up*

1.

2.

3.

4.

5.

### *Real-Life Situations*

*I would say that I have to pick up my kids from school in the afternoon.*



## Let's Make a Toast

---



HIROSHI: **Quiet down**, everyone. I'd like to **make a toast** to our class. **May you** all be healthy, happy, and successful in your lives. And successful with your English.

MARIA: **I'll drink to that!** And I'd like to make another toast. This one is to our teacher. Thank you for **bending over backwards** to explain this crazy language to us. You patiently **put up with** our questions, and we always knew that we could **count on** you to **give us a hand** when we needed help.

TEACHER: Thanks, everyone. And now I'd like to make a toast to you. I'll miss you, your questions, and your wonderful **sense of humor**. **I wish you the best**, and I hope that you'll all keep in touch with each other, and with me.

HIROSHI: We will, **no matter what**.

- QUESTIONS**
1. What do you say in your native language when you make a toast? What does it mean in English?
  2. On what occasions do you make toasts in your native country?

## ■ Understanding the New Expressions

---

1. **quíet dówn** = *be quiet* (but "quiet down" is more polite)

**S1:** Can you help me get the attention of the audience?

**S2:** Sure. **Quiet down**, please! We'd like to make an announcement.

**Note:** *The word "please" along with a friendly tone of voice makes "quiet down" more polite.*

**quíet (someone) dówn** = get someone to make less noise

**S1:** The children are much too noisy. We can't begin.

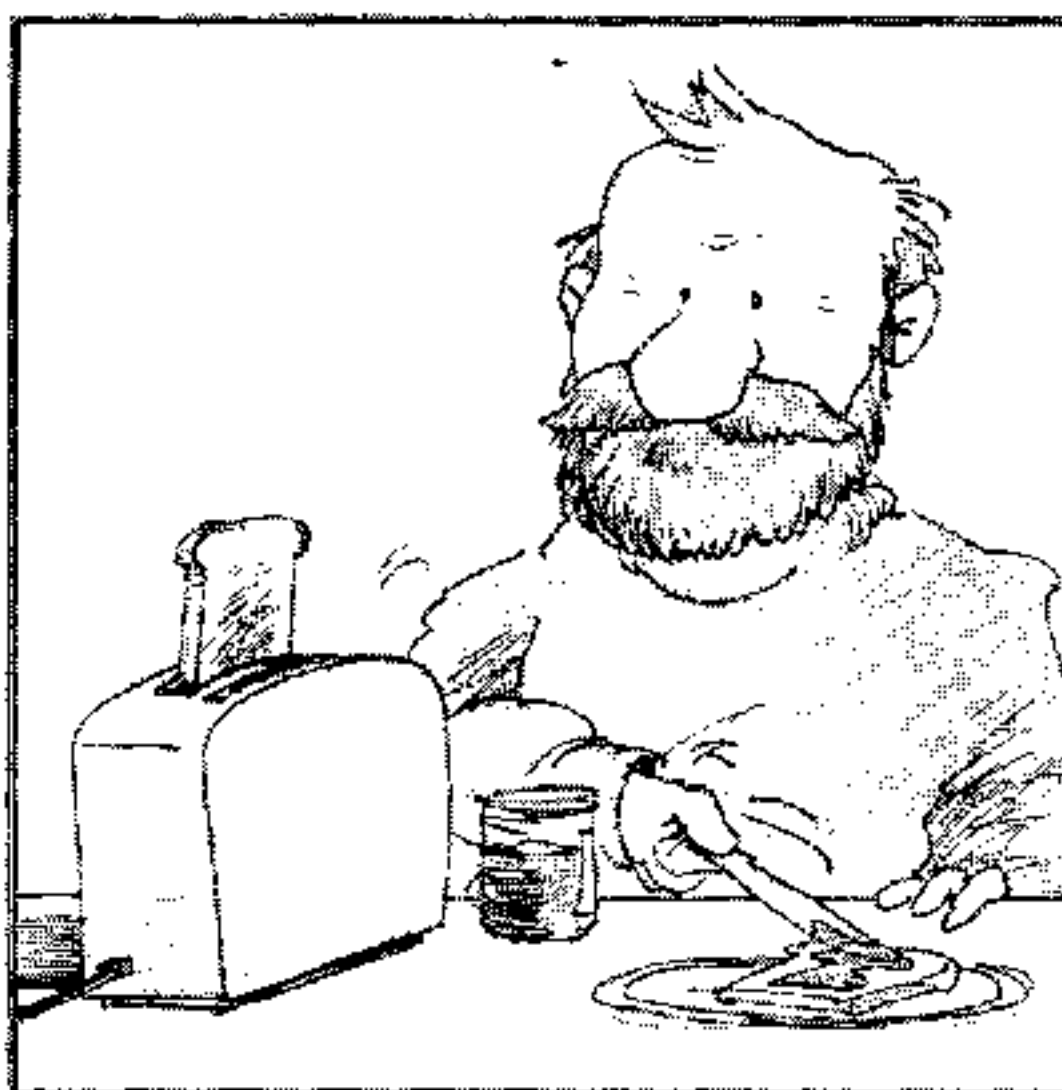
**S2:** I'm going to **quiet** them **down** so that we can start the show.

2. **máke a tóast (to)** = express good wishes while holding up a drink

**S1:** I'd like to **make a toast**. We all wish you many years of happiness.

**S2:** Thank you. And we'd like to **make a toast to** all our wonderful friends. Thank you for celebrating with us today.

**Note:** *Don't forget "a". If you say, "I want to make toast," you mean that you want to cook bread!*



**Similar expressions:**

**Hére's to someone or something**

**S1:** **Here's to** Mom and Dad. Happy anniversary!

**S2:** This is such a wonderful surprise! Thank you.

S1: **Here's to** success at your new job!

S2: Thanks.

**Chéers!**

S1: I'm so glad we could get together for a drink.

S2: So am I. **Cheers!**

3. **may you/may we/may they** = an opening phrase of a toast

S1: **May you** always be healthy and happy.

S2: And **may we** always be friends.

4. **I'll drink to that!** = a response to a toast that you agree with

S1: Here's to a great vacation!

S2: **I'll drink to that!**

5. **beñd over báckwards (to)** = try very hard (PAST = bent)

S1: Did you finish painting the house last weekend?

S2: Yes, thanks to my brother. He **bent over backwards to** help us.

6. **pút úp with someone or something** (*cannot be separated*) = tolerate

S1: How do you **put up with** your noisy roommates?

S2: It's hard, but I like them a lot.

S1: I'm anxious to get back home. I can't **put up with** this cold weather.

S2: Lucky you. I wish I were going with you.

7. **cóunt on someone or something (to)** (*inseparable/transitive*) = depend on

S1: Thanks for giving me the chance to do this job. I hope I can do it well.

S2: I know you can do it. And if you have any problems, you can **count on** me **to** help you.

S1: What else do we need to pack for our trip?

S2: We can't **count on** good weather, so we'd better take raincoats.

8. **gíve someone a hánd (with)** = help someone

S1: Let me **give** you **a hand with** those suitcases.

S2: Thanks. They're really heavy.

S1: How did you carry all that?

S2: My friend **gave** me **a hand**.

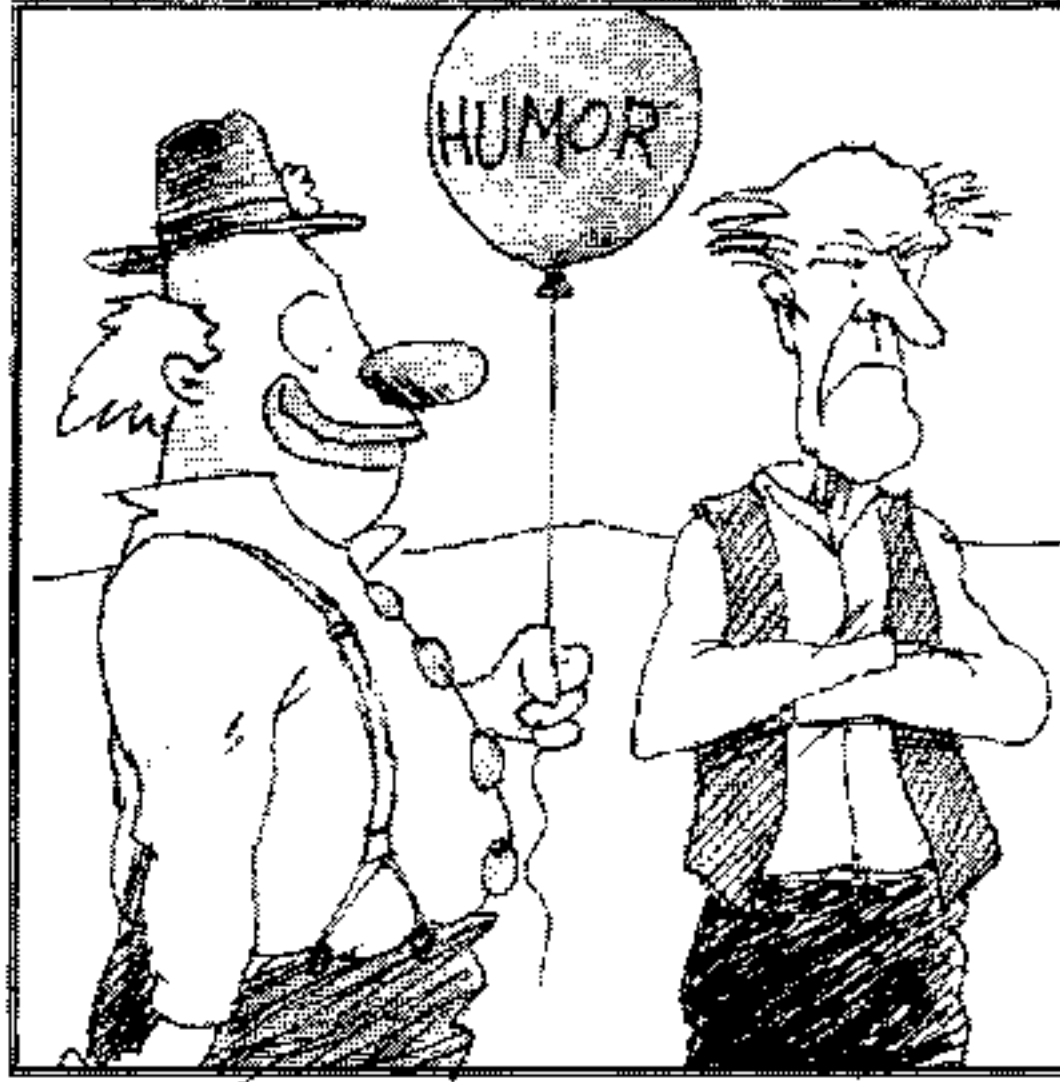
**Contrast:** **gíve someone a hánd** = applaud, clap hands

S1: How was the jazz group at the Student Union?

S2: Terrific! The audience **gave** them **a big hand**.



9. **have a *sé*nse of *hú*mor** = have the ability to laugh and also to make jokes



S1: Did you have a good time with your old friend the other night?

S2: Yes, I couldn't stop laughing. She **has** such a great **sense of humor**.

10. **I wish you the *bé*st** = a formal way to express good wishes to someone

S1: I wish you all the best.

S2: And I wish the same for you.

11. ***nó* *má*tter *whá*t** = nothing will stop the plans

S1: We're going to have a picnic Saturday, **no matter what**. I promise.

S2: What if it rains?

S1: Then we'll have the picnic on the porch.

S1: My plane doesn't get in until late. I'll wake you up when I get home.

S2: **No matter what** time you get here, I'll be awake. I can't wait to see you!

**Contrast:**

**Whá't's the *má*tter** (with *someone or something*)? = What's wrong?

S1: **What's the matter** (with you)? Don't you feel well?

S2: I'm so tired, and I still haven't finished my homework.

**It *dó*esn't *má*tter** = It's not important

S1: I'm sorry I'm late.

S2: **It doesn't matter** because we still have time to get there.

### 1. Mini-Dialogues

Below are two columns, A and B. Column A contains the first lines of dialogues and column B contains possible responses. For each opening line in column A, choose the *best* response from column B.

When checking this exercise in class, perform each mini-dialogue. One student should read an item from column A and another student should respond with the answer from column B.

#### A

- \_\_\_\_\_ 1. I'd like to make a toast to the new graduate. May she never have trouble finding a job!
- \_\_\_\_\_ 2. Please quiet down.
- \_\_\_\_\_ 3. I can't hear the TV because the kids are making so much noise.
- \_\_\_\_\_ 4. Great speech! Let's give her a big hand!
- \_\_\_\_\_ 5. Why are you so upset?
- \_\_\_\_\_ 6. It's so hot here all the time. Do you like it?
- \_\_\_\_\_ 7. Why did she leave so early?
- \_\_\_\_\_ 8. You'll help me with my homework tonight, won't you?
- \_\_\_\_\_ 9. Where are you going?
- \_\_\_\_\_ 10. Can I give you a hand?
- \_\_\_\_\_ 11. The jokes in that movie weren't so funny. Why were you laughing so much?
- \_\_\_\_\_ 12. Bye, Chris. Have a good trip. I wish you the best. And remember to write.

#### B

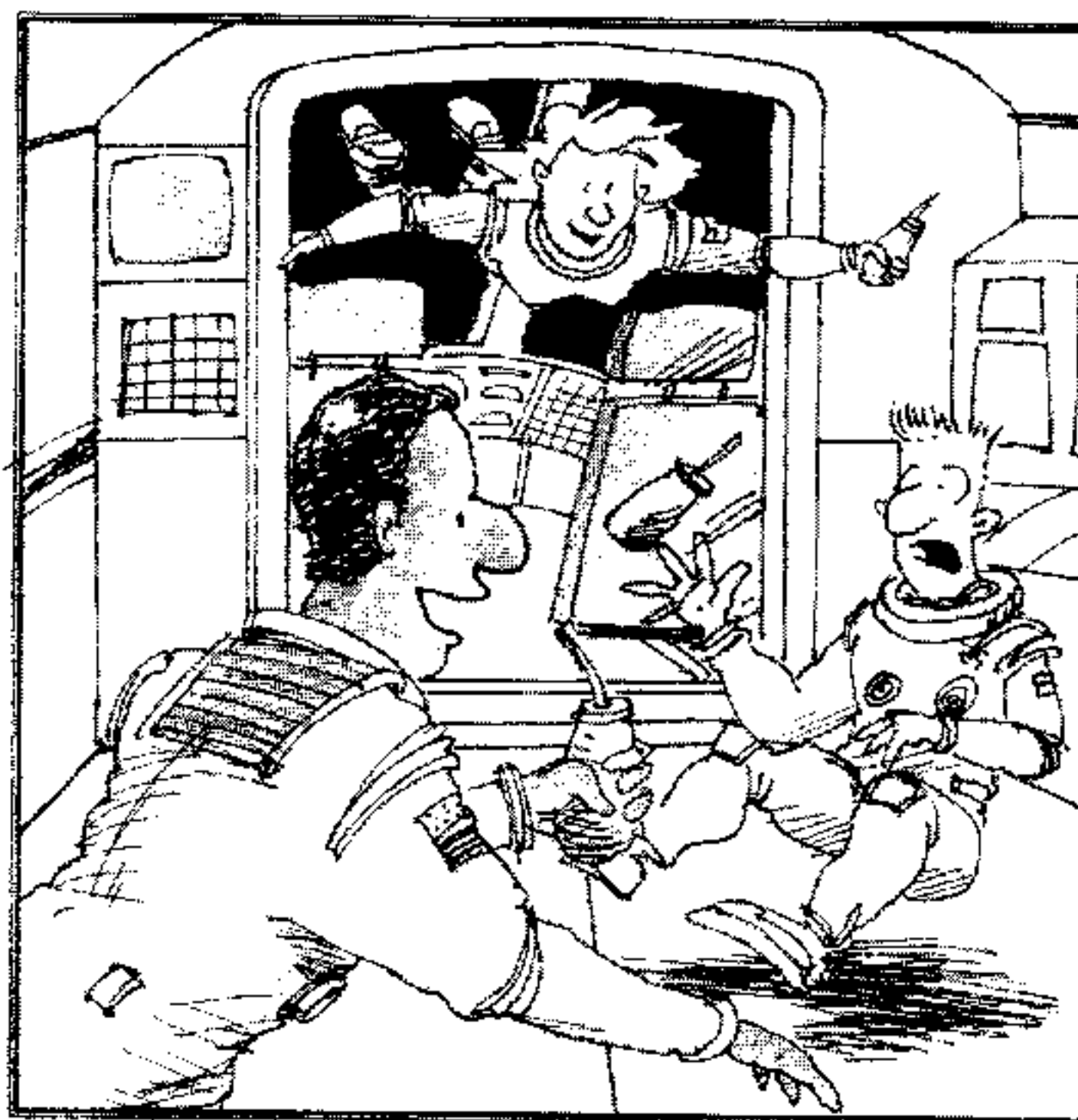
- a. Thanks, I really appreciate it.
- b. She couldn't put up with the noise.
- c. I will, no matter what.
- d. I'll drink to that.
- e. Not really, but I put up with it.
- f. Sorry. I didn't realize we were being so noisy.
- g. Bravo, Cindy! You did a great job!
- h. I guess I have a strange sense of humor.
- i. I'll try to quiet them down.
- j. I bent over backwards to help them, but they didn't even thank me.
- k. You can count on me.
- l. To give them a hand with their homework.

## 2. Choosing the Idiom

The following conversation takes place among the three people in the illustration. Fill in the blanks with some of the expressions on the list. Pay special attention to how the expressions are used grammatically. (You will need to consider verb tenses, subject-verb agreement, plurals, etc.) After you have checked your answers, perform the conversation in groups of three.

bend over backwards  
sense of humor  
may you  
may we  
I'll drink to that  
quiet down  
make a toast  
here's to

put up with  
count on  
I wish you the best  
give (someone) a hand  
no matter what  
it doesn't matter  
what's the matter



ASTRONAUT 1: \_\_\_\_\_, everyone. It's time  
(1)

to \_\_\_\_\_ to ourselves. We've now been  
(2)

up here in space for 100 days. \_\_\_\_\_  
(3)

be up here for another 100!

ASTRONAUT 2: \_\_\_\_\_!  
(4)

- ASTRONAUT 3: I won't! I can't \_\_\_\_\_ this life any more.  
(5)
- I want to go home.
- ASTRONAUT 2: Why? \_\_\_\_\_ ? Are you homesick? We  
(6)
- have all \_\_\_\_\_ to make you happy  
(7)
- here. You have the best bed, good books to read, . . .
- ASTRONAUT 3: I know it, and I thank you. But I'm going to go back home  
soon, \_\_\_\_\_ .  
(8)
- ASTRONAUT 1: How are you going to get there?
- ASTRONAUT 3: With the supply ship. The guy on the supply ship told me that I could  
go with him next time if I \_\_\_\_\_  
(9)
- with his work.
- ASTRONAUT 1: When did he say he would be here again?
- ASTRONAUT 3: In two weeks.
- ASTRONAUT 1: Ha! Two weeks? He probably won't be back for two months!
- ASTRONAUT 3: That's not very funny!
- ASTRONAUT 1: You have no \_\_\_\_\_ .  
(20)
- ASTRONAUT 3: I know he'll be here in two weeks. That's what he told me, and I  
am \_\_\_\_\_ him to come.  
(11)
- ASTRONAUT 2: And if he doesn't, what will you do?



### 3. Dictation

Your teacher or one of your classmates will read the dictation for this unit from Appendix A, or you will listen to the dictation on the audio program. You will hear the dictation three times. First, just listen. Second, as you listen, write the dictation on a separate sheet of paper. Third, as you listen, check what you have written.

#### 4. Any Questions?

Take out a piece of paper. Do NOT write your name on it. On one side of the paper, write down what you think is the most interesting information that you have learned in this lesson up to now. On the other side of the paper, write down any questions that you have about any of the idioms. Your teacher will collect this paper and then answer your questions the next time you meet.

#### 5. Personal Questions

Answer the questions below in a conversation with a partner or in a small group.

1. What would you like to say to your classmates and teacher when your class ends? Make up toasts for your teacher and at least three students who are not in your group.

Start with: "To \_\_\_\_\_, May you \_\_\_\_\_."

You can add: "I'll (or we'll) always remember you for \_\_\_\_\_."

For example: "To Kim, May you become completely fluent in English as soon as possible. We'll always remember your great acting in our role-plays."

2. Do you think you have a good sense of humor? Is it hard for someone to make you laugh? Why or why not? Do you like to tell jokes?
3. What is something that you bent over backwards to do and succeeded in doing?
4. Describe a friend or relative of yours whom you can always count on.

#### 6. Skit Writing

In this illustration, Suzanne and Larry have just gotten married, and they are at their wedding reception. Their friend, Alex, is making a toast to them. After the toast, Alex asks Larry if Suzanne can count on him to share the housework because Suzanne won't put up with doing it all. She believes in sharing the work "50-50."





Work individually, in pairs, or as a class to write their conversation: first, the toast, and then the jokes about housework. Try to use at least five new expressions from this lesson and two expressions from previous lessons. After you have finished, perform the "skit" you created for your class.

## 7. Improvisation

Using the new expressions from this lesson, act out the following role-play. The new expressions should be written on the board.

Members of your group have just:

- (a) won the lottery
- (b) gotten engaged or married
- (c) graduated
- (d) had a baby
- (e) gotten a new job
- (f) gotten out of jail
- (g) bought a new house
- (h) been elected to a high position
- (i) \_\_\_\_\_ (situation of your choice)

You and your classmates celebrate this great occasion with toasts. Possible starting lines:  
I can't believe it!

or

I'd like to make a toast to \_\_\_\_.

## 8. Real Life

Think of situations in your own life in which you might use some of the expressions from this lesson. Write down at least five. Outside of class, remember your list and try to use some of your new vocabulary. Also, when you watch TV and listen to people speak, listen carefully—you may hear these expressions.

### *Expressions*

Example: *count on*

1.

2.

3.

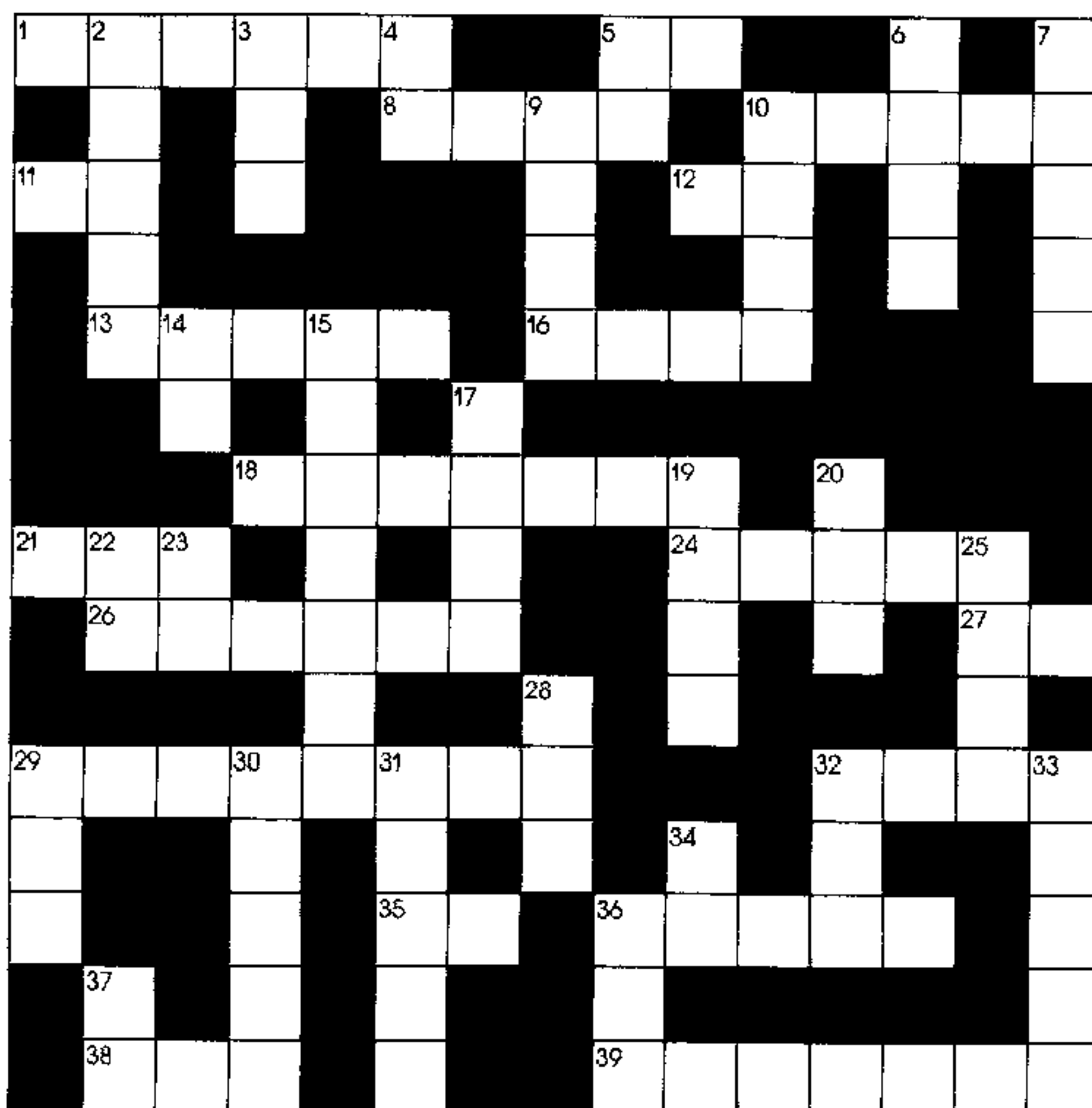
4.

5.

### *Real-Life Situations*

*I would tell my best friends and my relatives that they could always count on me to be there to help them*

## Crossword Puzzle



### Across

1. I \_\_\_\_\_ an all-nighter again. I need to get some sleep.
5. I'm going to \_\_\_\_\_ in hot water if I don't take care of some business.
8. \_\_\_\_\_ a year we take a big trip.
10. You can \_\_\_\_\_ on me. I'll be glad to help you.
11. She \_\_\_\_\_ guilty. I know it.
12. We'll \_\_\_\_\_ over the test tomorrow.
13. I'll like to make a \_\_\_\_\_. May we all stay in touch.
16. My \_\_\_\_\_ went blank during the test.
18. I can't \_\_\_\_\_ my ears—did you say that you were going to have a baby?
21. You can count on \_\_\_\_\_ to help you when you need help.
24. You can say that \_\_\_\_\_.
26. Hurry up! First-come, first-\_\_\_\_\_.
27. I don't want to stand \_\_\_\_\_ line.
29. Today, students are under a lot of \_\_\_\_\_.
32. I didn't study at all, so I guess I'll have to \_\_\_\_\_ the test cold.
35. I lost my homework, so I have to \_\_\_\_\_ it over.
36. \_\_\_\_\_ to everyone in our class! May you all do whatever you want in your lives.
38. Ssh! The baby's taking a \_\_\_\_\_.
39. We need to go \_\_\_\_\_ all of our notes to study for the final.

## Down

2. What are you \_\_\_\_\_ about?
3. I'll \_\_\_\_\_ you know tomorrow.
4. I need to \_\_\_\_\_ some research in the library.
5. Everything in that store will \_\_\_\_\_ on sale tomorrow.
6. \_\_\_\_\_ in your homework at the end of class.
7. Yesterday we \_\_\_\_\_ in line for almost an hour.
9. Whenever I \_\_\_\_\_ for a test, I forget everything when the test is over.
10. I'm never going to take a test \_\_\_\_\_ again.
14. Let's get rid \_\_\_\_\_ all this junk.
15. We need to roll up our \_\_\_\_\_ and get to work right away.
17. same as 16 across
19. I can't believe my \_\_\_\_\_. What did you say?
20. \_\_\_\_\_ we all learn English as fast as we can.
22. She \_\_\_\_\_ in hot water with her mother.
23. Do you want \_\_\_\_\_ to help you clean up?
25. You got here in the \_\_\_\_\_ of time.
28. I need to \_\_\_\_\_ some sleep.
29. OK, everyone. Get ready for a \_\_\_\_\_ quiz.
30. He was trying to get some \_\_\_\_\_ in the park, but it was too noisy.
31. When you're not \_\_\_\_\_ pressure, you're so relaxed.
32. I started to hit \_\_\_\_\_ books at 11 last night.
33. Where on \_\_\_\_\_ have you been?
34. They can't \_\_\_\_\_ sold out! I can't believe it.
36. I'd better go. I have to \_\_\_\_\_ the books because I have a test tomorrow.
37. You can count \_\_\_\_\_ me.

## Tic Tac Toe

In this variation of tic tac toe, to get an X or an O you must create a grammatically correct sentence that is logical in meaning. Here is a game to start you off. Create as many games as you like, using expressions from Lessons 9–12.

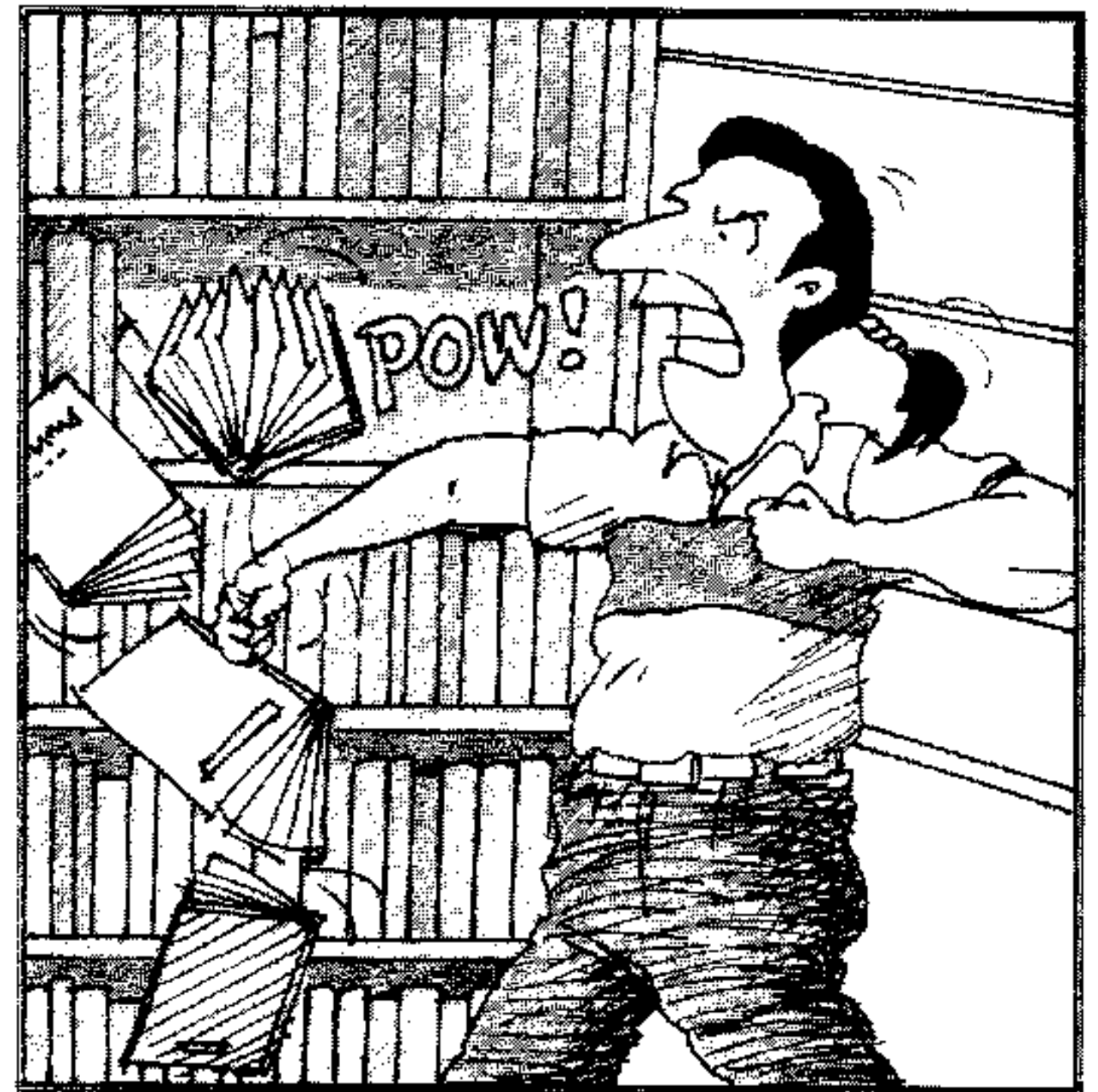
<i>in the nick of time</i>	<i>do research</i>	<i>can't get over</i>
<i>give someone a hand</i>	<i>Cram</i>	<i>put up with</i>
<i>why on earth</i>	<i>figure out</i>	<i>let someone know</i>

## Guess the Idiom

Look at these cartoons and try to guess which expressions from lessons 9–12 they represent.



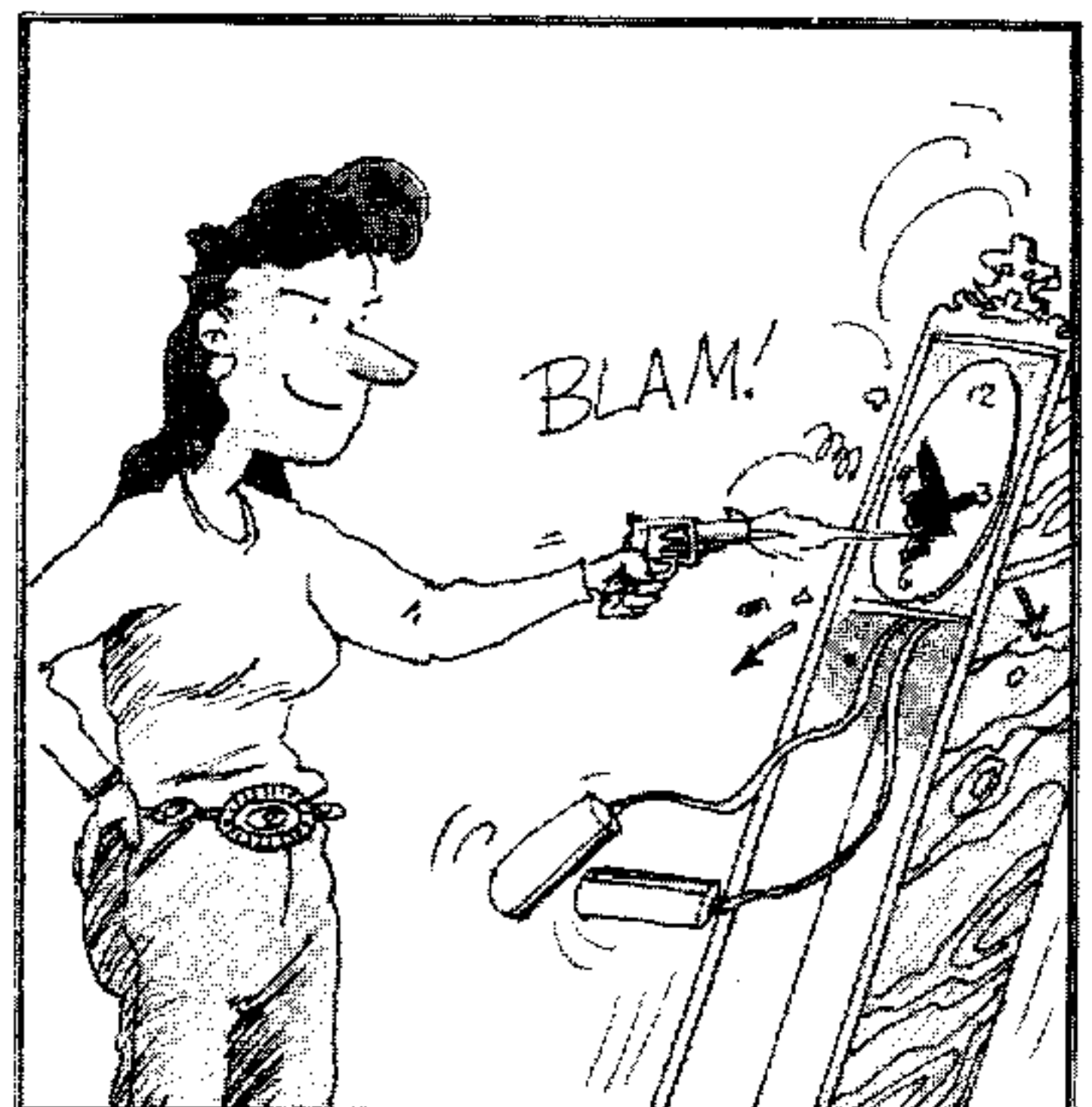
1.



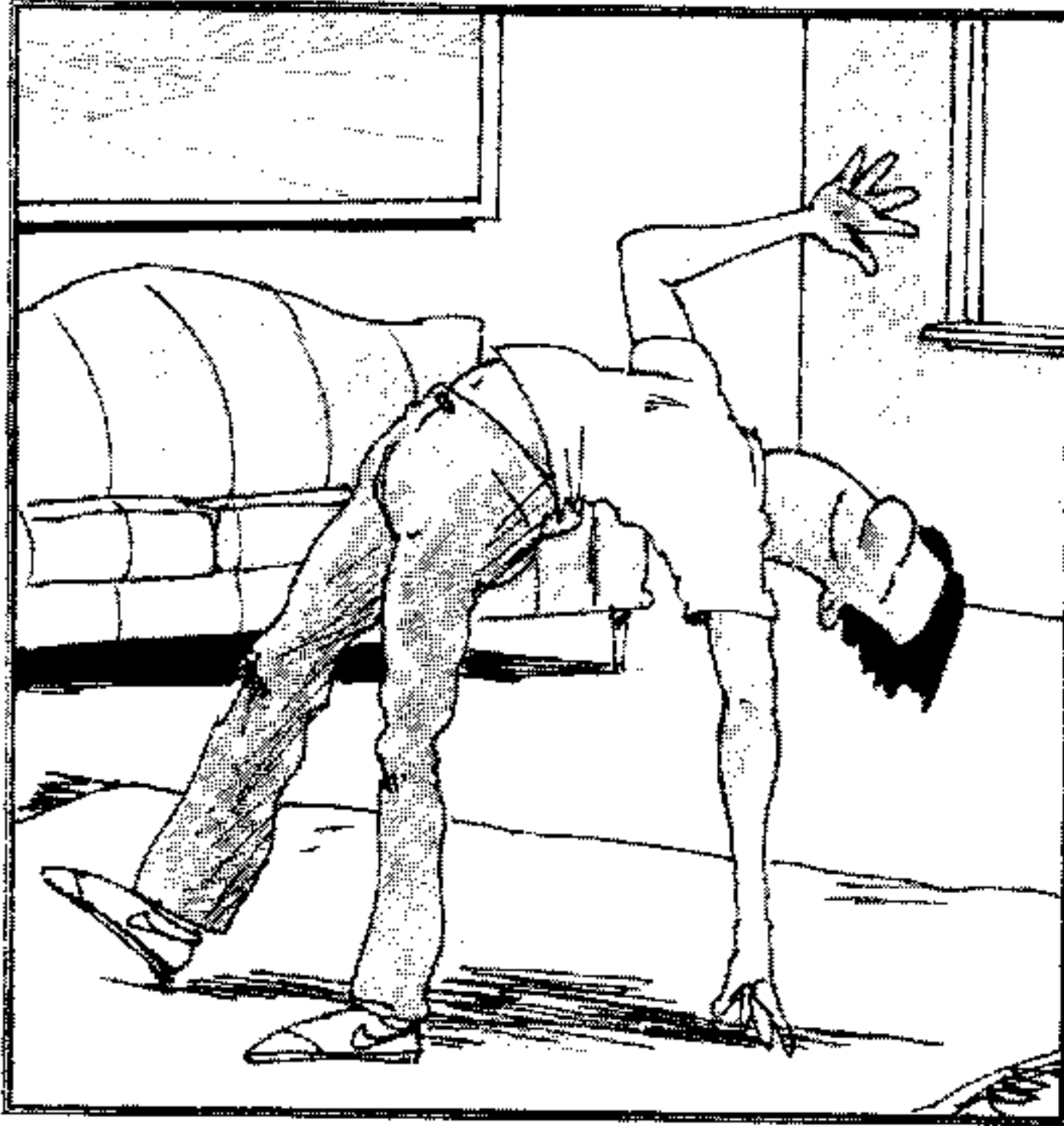
2.



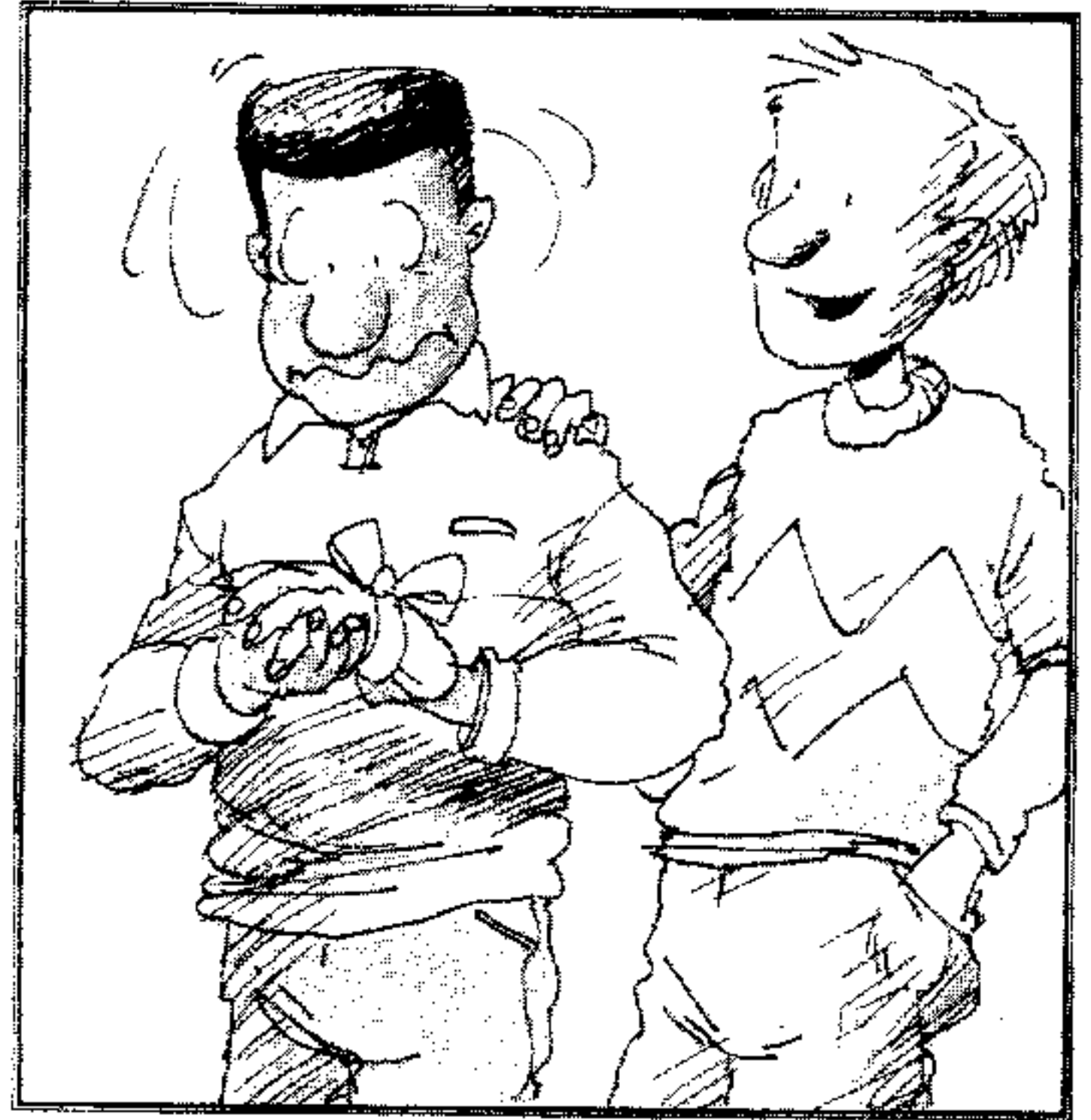
3.



4.



5.



6.



# ***Appendix A — Dictations***

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## **■ Lesson 1 — Cold Feet**

---

Two weeks before they got married, Jana and Rick were in a swimming pool talking to their best friends. At one end of the pool, Jana was telling her friend, Ellen, that she was getting cold feet because they couldn't even afford to buy furniture. Ellen didn't use these exact words, but she basically told Jana that she could tell that deep down she loved Rick and that she shouldn't have second thoughts about getting married.

At the other end of the pool, Rick was telling his friend, Tim, that he was afraid of making a mistake, that marriage was for good, and that his parents were divorced and he didn't want history to repeat itself. Tim told Rick not to be so chicken and predicted that if Rick wound up without Jana, he would be very sorry.

## **■ Lesson 2 — Guess Who?**

---

Two old friends, Laura and Pete, ran into each other at a restaurant. They hadn't seen each other in ages. Laura invited Pete to join her, but he was on his way to the city and had to get going right away because of the traffic. They agreed to drop in on each other sometime. The question is, will they really try to see each other again?

## **■ Lesson 3 — Please Leave a Message After You Hear the Beep**

---

Melissa doesn't worry a lot, but she freezes when she has to talk on an answering machine. She gets tongue-tied and doesn't know what to say.

One day, when she made a call about renting an apartment, she heard the greeting, "Please leave a message after you hear the beep." When she heard this, she hung up and wrote down what she wanted to say. When she was just about ready to call back, Steve

walked in. She told him about how afraid she was, and he offered to make the call for her. Melissa thanked him, but told him that she had to make the call on her own. She told him to have a seat and wish her luck, and then she took a deep breath and made the call.

## ■ Lesson 4 — In Bad Shape

---

Carmen and Nick are good friends, and Nick was worried when he noticed that Carmen was absent from school. He called her up and found out that she had caught a terrible cold. She said that she was in really bad shape. He had a cold, too, and told her that they were in the same boat. When she asked him to come over to keep her company, he told her that he couldn't stop sneezing and that he just wanted to go to bed.

## ■ Lesson 5 — Are We Couch Potatoes?

---

Andy and Susan got together with Ruth and Michael to watch some videotapes. They rented a tearjerker and a horror movie, and decided to watch the horror movie first because Ruth said she didn't feel like crying.

Michael is the kind of guy who doesn't think it's good to watch a lot of TV. He said that they spent too much time sitting on the couch, glued to the tube. He was worried about becoming a couch potato. His friends were surprised to hear this because Michael reads a lot. In fact, Susan called him a "bookworm."

## ■ Lesson 6 — Forgetting a Date

---

Bob stood Nancy up, and that was the beginning of a lot of trouble. When she got angry at him, he said that he was sorry for hurting her feelings, and he offered to treat her to dinner to make up for hurting her. But that wasn't enough. Nancy wanted to know what had really happened, and Bob finally told her that he had taken his old girlfriend to dinner. Naturally, Nancy was upset, but they made up. They made plans to go to the movies that night at 7.

Nancy waited and waited for Bob to show up that evening. He didn't come. She thought that he was standing her up again, but he wasn't. Something terrible had happened.

## ■ Lesson 7 — For Here or to Go?

---

Mollie and Ronnie were standing in line at a fast-food restaurant when someone cut in line in front of them. They decided not to say anything because they didn't want any trouble.

When Mollie told Ronnie that lunch was on her, he first told her that he wanted to treat her.

When she said no, he suggested that they split the check. She still said no, so she won—she treated him to lunch.

While they were eating, they were talking about their friend, Casey, who was taking a class to help him stop smoking. They were surprised when Casey walked in. He sat down and told them that he was doing pretty well so far and that he had promised himself that he wouldn't end up being the only smoker in town.

## ■ Lesson 8 — How About Going to a Movie?

---

One morning, Rosemary was practicing standing on her head when the telephone rang. It was Frank, a guy who really liked her. She liked him, too, but just as a friend. He asked her if she could go to the movies, but she said she had to take a rain check because she had a lot of homework. He told her to take some time off because she studied so much that she would turn into a robot. Finally, he talked her into going out when he told her that it was his birthday.

## ■ Lesson 9 — Pulling an All-Nighter

---

Annette is under a lot of pressure at school. Last night she pulled an all-nighter writing a report, and she finished it in the nick of time. Then, in the morning, when she had a pop quiz, her mind went blank. Her friend, Alan, told her to take a nap in the afternoon, but Annette explained that she couldn't because she had to study for another test. It seems that Annette needs to organize her time better so that she won't have to do everything at the last minute.

## ■ Lesson 10 — Sold Out

---

Paul and Claire were standing in line to buy tickets to a show they really wanted to see. They were surprised when it was announced that the 8 o'clock show was sold out. Paul wanted to get tickets for the 11 o'clock show, but Claire was afraid that she wouldn't be able to stay up that late. He disagreed, and told her that she would be able to stay up because she really wanted to see the show. Paul suggested that while they were standing in line, they should try to figure out how they could kill the next three hours.

## ■ Lesson 11 — Don't Throw It Away—Recycle

---

A school club had a meeting and then a party one evening. After the party, only Dave, Kathy, and Lee were left because they were the "Clean-up Committee." They were all cleaning when Dave suddenly noticed that Kathy was throwing a glass bottle away. He got really upset because she wasn't recycling. He told her that he couldn't get over her and she told him that he made her feel guilty.

Lee interrupted and suggested that they all go through the garbage bags and take out the bottles. She said that she would take the bottles home and recycle them.

While they were doing this, they decided to start a recycling program for bottles, cans, and paper in their school.

## ■ Lesson 12 — Let's Make a Toast

---

At their last English class, some people made toasts. Hiroshi made a toast to the class, wishing the students healthy, happy, and successful lives. Maria said that she would drink to that and then made a toast to their teacher. She thanked him for bending over backwards to explain English and for putting up with their many questions. She told him that everyone knew that they could count on him for his help. The teacher thanked her and then made a toast to the whole class. He told them that he would miss them, their questions, and their wonderful sense of humor. He wished them the best and said that he hoped they would all keep in touch.

# Appendix B — Answer Key

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## ■ Lesson 1 — Cold Feet

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### Exercise 1

- |      |       |
|------|-------|
| 1. o | 10. g |
| 2. c | 11. e |
| 3. j | 12. l |
| 4. h | 13. n |
| 5. k | 14. m |
| 6. a | 15. i |
| 7. p | 16. q |
| 8. d | 17. f |
| 9. b |       |

### Exercise 2

- |   |                         |
|---|-------------------------|
| 1. cold feet or second thoughts                       | 5. get married          |
| 2. don't have second thoughts or don't have cold feet | 6. have a lot in common |
| 3. can tell   | 7. deep down            |
| 4. am dying to  | 8. through (with)       |



## ■ Lesson 2 — Guess Who?

---

### Exercise 1

- |             |       |
|-------------|-------|
| 1. j (or b) | 7. a  |
| 2. h        | 8. i  |
| 3. k        | 9. d  |
| 4. l        | 10. e |
| 5. f        | 11. c |
| 6. b        | 12. g |

### Exercise 2

- |              |   |
|--------------|---|
| 1. run into  | 5. out of the way <i>or</i> out of my way |
| 2. in ages   | 6. drop in                                |
| 3. Come on   | 7. out of touch                           |
| 4. get going | 8. feel free to                           |

## ■ Lesson 3 — Please Leave a Message After You Hear the Beep

---

### Exercise 1

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

### Exercise 2

- |                            |  |
|----------------------------|--|
| 1. am going out of my mind | 5. hang up                                     |
| 2. going on                | 6. a busy signal                               |
| 3. call back               | 7. Sorry, I have another call. Can you hold on |
| 4. was just about ready    |  |

## ■ Lesson 4 — In Bad Shape

---

### Exercise 1

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

### Exercise 2

- |                         |  |
|-------------------------|--|
| 1. all night long       | 7. get over                            |
| 2. can't stop           | 8. are in the same boat                |
| 3. sounds like          | 9. are in good shape or<br>got over it |
| 4. take his temperature | 10. What do you mean                   |
| 5. feel sorry for       | 11. keep me company                    |
| 6. Chances are          | 12. I have news for you                |

## ■ Lesson 5 — Are We Couch Potatoes?

---

### Exercise 1

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

### Exercise 2

- |                      |                                |
|----------------------|--------------------------------|
| 1. feel like         | 6. That makes two of us        |
| 2. a couch potato    | 7. You're kidding              |
| 3. spend all my time | 8. scares me out of my<br>wits |
| 4. How about         | 9. That's funny                |
| 5. in the mood       |                                |

## ■ Lesson 6 — Forgetting a Date

---

### Exercise 1

- |      |       |
|------|-------|
| 1. e | 8. g  |
| 2. h | 9. f  |
| 3. b | 10. k |
| 4. j | 11. i |
| 5. a | 12. m |
| 6. d | 13. l |
| 7. c |       |

### Exercise 2

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. making up             | 7. show up                        |
| 2. To be honest with you | 8. treated her                    |
| 3. make up               | 9. hurt my feelings               |
| 4. stood me up           | 10. work it out <i>or</i> make up |
| 5. stand for             | 11. You've got a point there      |
| 6. can't stand           |                                   |

## ■ Lesson 7 — For Here or to Go?

---

### Exercise 1

- |      |              |
|------|--------------|
| 1. j | 10. o (or n) |
| 2. r | 11. e        |
| 3. k | 12. m        |
| 4. a | 13. n        |
| 5. g | 14. q        |
| 6. b | 15. l        |
| 7. c | 16. f        |
| 8. i | 17. p        |
| 9. d | 18. h        |

### Exercise 2

- |                      |                    |
|----------------------|--------------------|
| 1. taking this class | 6. how's it going? |
| 2. made a promise    | 7. So far, so good |
| 3. end up            | 8. eat out         |
| 4. figure            | 9. It's on me      |
| 5. look who's here   |                    |

## ■ Lesson 8 — How About Going to a Movie?

---

### Exercise 1

- |      |      |
|------|------|
| 1. c | 6. b |
| 2. i | 7. d |
| 3. e | 8. f |
| 4. g | 9. a |
| 5. h |      |

### Exercise 2

- |                          |                             |
|--------------------------|-----------------------------|
| 1. turn you into         | 6. Before you know it       |
| 2. take a rain check     | 7. Take some time off       |
| 3. get . . . over with   | 8. When you put it that way |
| 4. give you a rain check | 9. change your mind         |
| 5. Make some time for    | 10. talked me into          |

## ■ Lesson 9 — Pulling an All-Nighter

---

### Exercise 1

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

### Exercise 2

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. get some sleep              | 5. are under a lot of pressure |
| 2. hit the books               | 6. be in hot water             |
| 3. pull an all-nighter or cram | 7. take a nap                  |
| 4. hand this in                | 8. pull an all-nighter         |

## ■ Lesson 10 — Sold Out

---

### Exercise 1

- |      |       |
|------|-------|
| 1. h | 10. d |
| 2. k | 11. l |
| 3. q | 12. b |
| 4. n | 13. r |
| 5. c | 14. i |
| 6. m | 15. o |
| 7. a | 16. e |
| 8. f | 17. j |
| 9. g | 18. p |

### Exercise 2

- |                  |   |
|------------------|---|
| 1. get in        | 8. get into                               |
| 2. stood in line | 9. go on sale                             |
| 3. were sold out | 10. figure you out                        |
| 4. wasted        | 11. have time to kill or<br>can kill time |
| 5. killed time   | 12. first-come, first-served              |
| 6. stay up       | 13. That's not fair                       |
| 7. was on sale   | 14. let you know                          |

## ■ Lesson 11 — Don't Throw it Away—Recycle

---

### Exercise 1

- |      |       |
|------|-------|
| 1. r | 10. e |
| 2. d | 11. n |
| 3. g | 12. f |
| 4. i | 13. l |
| 5. a | 14. m |
| 6. c | 15. q |
| 7. k | 16. h |
| 8. o | 17. p |
| 9. b | 18. j |



## Exercise 2

- |                          |                    |
|--------------------------|--------------------|
| 1. What in the world     | 7. running out of  |
| 2. can't believe my eyes | 8. clean up        |
| 3. can't get over        | 9. care about      |
| 4. get so upset          | 10. feel guilty    |
| 5. Take it easy          | 11. find out about |
| 6. can't help it         |                    |

## ■ Lesson 12 — Let's Make a Toast

---

### Exercise 1

- |      |            |
|------|------------|
| 1. d | 7. b       |
| 2. f | 8. k or c  |
| 3. i | 9. l       |
| 4. g | 10. a      |
| 5. j | 11. h      |
| 6. e | 12. c or k |

### Exercise 2

- |                                 |                        |
|---------------------------------|------------------------|
| 1. Quiet down                   | 7. bent over backwards |
| 2. make a toast                 | 8. no matter what      |
| 3. May we                       | 9. gave him a hand     |
| 4. I'll drink to that           | 10. sense of humor     |
| 5. put up with                  | 11. counting on        |
| 6. What's the matter (with you) |                        |

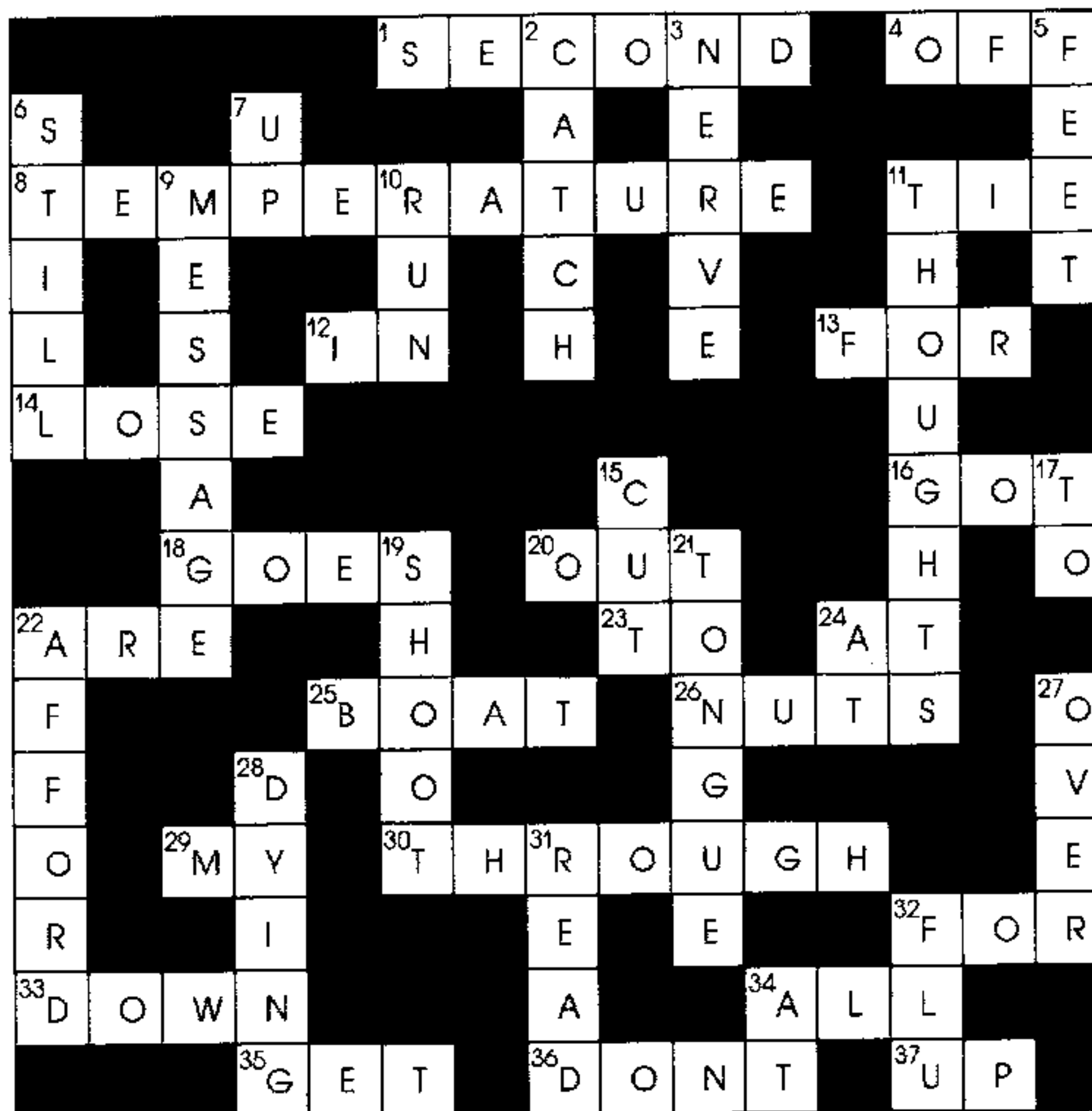
# Appendix C — Answer Key For Review Games

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## ■ Review Games for Lessons 1–4

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### Crossword Puzzle

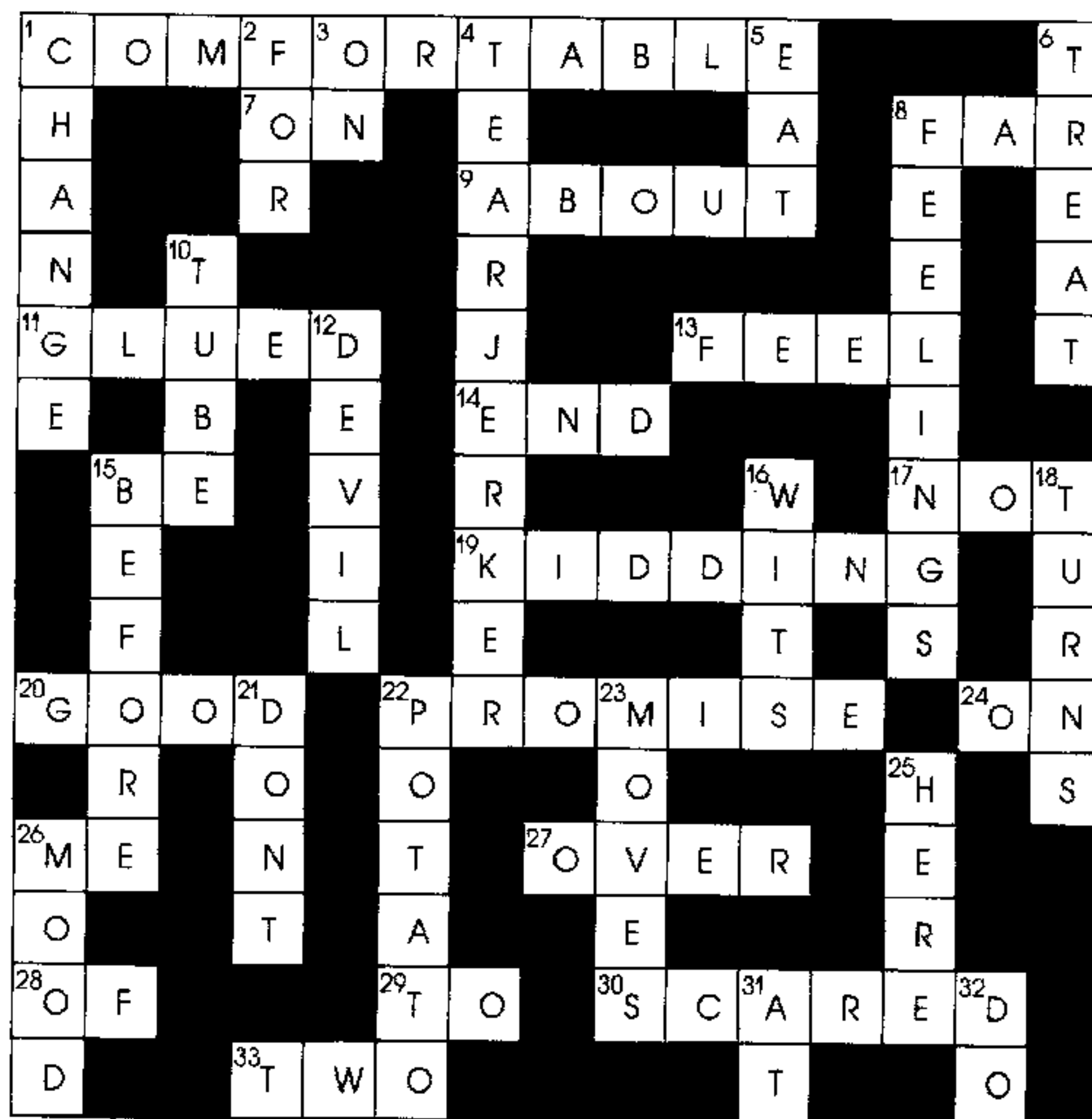


## Guess the Idiom

1. have cold feet
2. tie the knot
3. go bananas
4. be off her rocker
5. be in the same boat
6. have a seat

## ■ Review Games for Lessons 5–8

### Crossword Puzzle

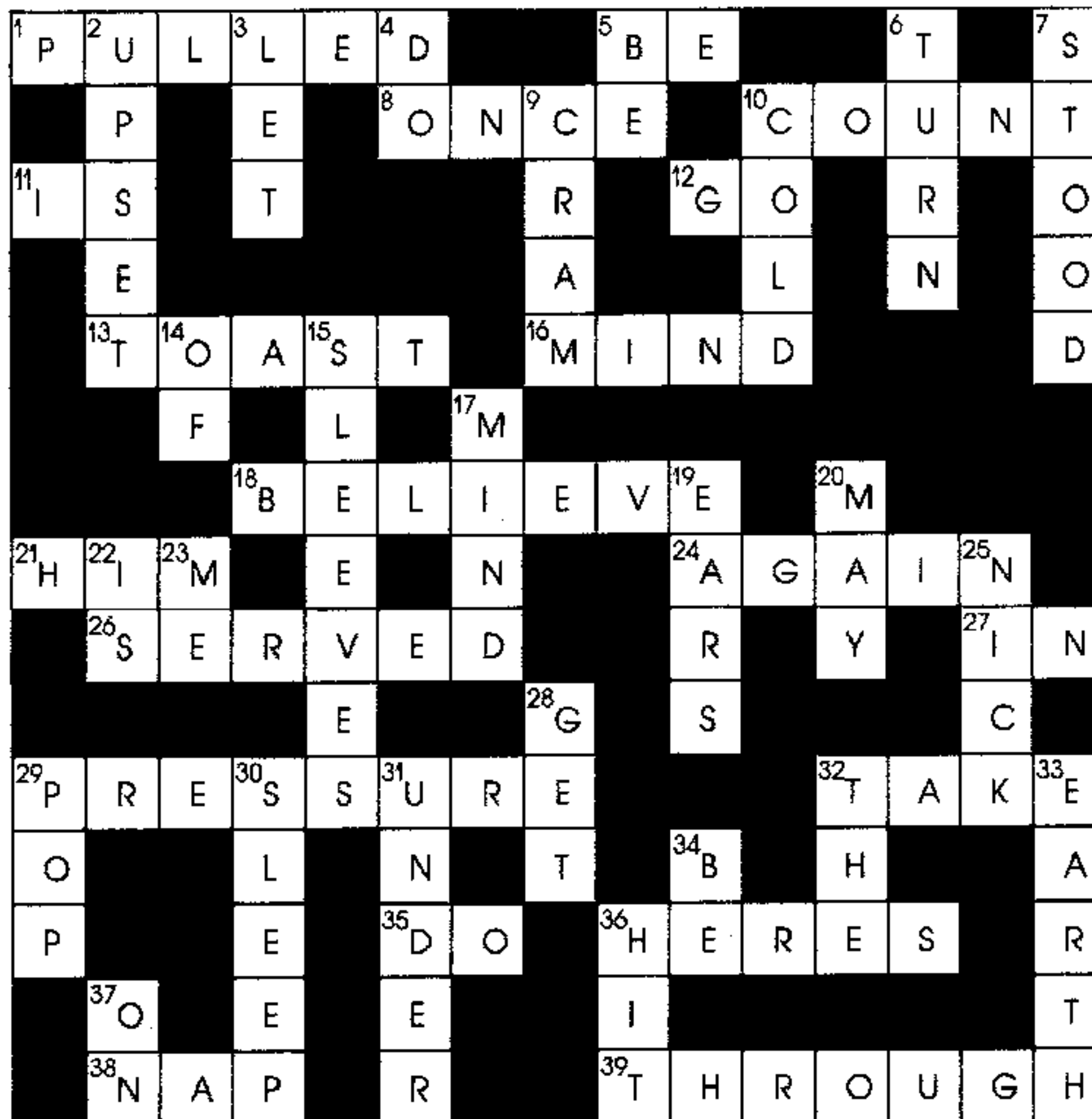


## Guess the Idiom

1. you're pulling my leg
2. be glued to the tube
3. be on his mind
4. stand someone up
5. it's on me
6. take a break

## ■ Review Games for Lessons 9–12

### Crossword Puzzle



### Guess the Idiom

1. be in hot water
2. hit the books
3. stay up
4. kill time
5. bend over backwards
6. give someone a hand

# Alphabetical List of Idioms and Expressions

---

*(The numbers refer to the lesson numbers in this book.)*

## A

(can/can't) afford 1  
(in/for) ages 2  
all day long 4  
all night long 4

## B

be a bookworm 5  
a mind reader 1  
a waste 10  
about ready 3  
bananas 3  
chicken 1  
divorced 1  
dying to 1  
engaged 1  
for sale 10  
glued to the tube 5  
going on 3  
guilty 11  
in a good/bad mood 5  
in good/bad shape 4  
in hot water 9  
in the mood 5  
in the same boat 4  
in the way 2  
in touch 2  
involved 5  
just about ready 3  
kidding 5  
married 1  
nuts 3  
off one's rocker 3  
on one's own 3  
on one's way 2

on sale 10  
on someone's mind 6  
on the way 2  
out of breath 3  
out of one's mind 3  
out of the way 2  
out of touch 2  
over 9  
remarried 1  
scared out of one's wits 5  
scared to death 5  
separated 1  
sold out 10  
tongue-tied 3  
through 1  
under pressure 9  
upset 11  
up to 7

before you know it 8  
bend over backwards 12  
bookworm 5  
break a promise 7  
break up 1  
bump into 2  
burn the midnight oil 9  
by oneself 3

## C

can/can't afford 1  
can/can't tell 1  
can't get over 11  
can't help 11  
can't stand 6  
can't stop 4  
care about 11



care for 11  
 catch a cold 4  
 catch the flu 4  
 chances are 4  
 change one's mind 8  
 check one's messages 3  
 cheers 12  
 (be) chicken 1  
 chicken out 1  
 clean up 11  
 cold feet 1  
 cold turkey 7  
 come on 2  
 couch potato 5  
 count on 12  
 cram 9  
 cut in line 7  
 cut out 1

## D

deep down 1  
 divorce 1  
 do by oneself 3  
 do *something* on own's own 3  
 do over 9  
 do research 11  
 don't be silly 3  
 don't be so hard on 7  
 drop in/by/off/out 2  
 (be) dying to 1

## E

eat out 7  
 end up 7

## F

feel free 2  
 feel guilty 11  
 feel like 5  
 feel sorry for 4  
 fiancé 1  
 fiancée 1  
 figure 7  
 figure out 10  
 find out 11  
 first-come, first-served 10  
 for ages 2  
 for good 1  
 for here or to go 7

for sale 10  
 freeze 3

## G

get a divorce 1  
   back in touch 2  
   back together 1  
   cold feet 1  
   going 2  
   hitched 1  
   in line 7  
   in/into 10  
   involved 5  
   married 1  
   out 10  
   over 4  
   rid of 11  
   sleep 9  
   *something* over with 8  
   to work 11  
   together 5  
   tongue-tied 3  
   upset 11  
   up the nerve 3  
 give a hand 12  
 give a rain check 8  
 give up 7  
 (be) glued to the tube 5  
 go bananas 3  
   blank 9  
   cold turkey 7  
   nuts 3  
   off one's rocker 3  
   on sale 10  
   out of one's mind 3  
   over a test 9  
   through 11  
 going on 3  
 good for you 3  
 (be/feel) guilty 11

## H

hand back 9  
 hand in 9  
 hand out 9  
 handout 9  
 hang up 3  
 have a cold 4  
 have a long way to go 7  
 have a seat 3

have a sense of humor 12  
 have bad breath 3  
 have cold feet 1  
 have second thoughts 1  
 have *something* in common 1  
 have *something* on one's mind 6  
 have the flu 4  
 have time to kill 10  
 here goes 3  
 here or to go 7  
 here's to 12  
 here you go 5  
 history repeats itself 1  
 hit pause 5  
 hit play 5  
 hit the books 9  
 hold it 11  
 (be in) hot water 9  
 how about 5  
 how's it going 7  
 hurt *someone's* feelings 6

# I

I can't believe my eyes/ears 11  
 I have news for you 4  
 I know what you mean 4  
 I wish you the best 12  
 I'll drink to that 12  
 I'll get it 6  
 in ages 2  
 in common 1  
 in the nick of time 9  
 in touch 2  
 involved 5  
 it doesn't matter 12  
 it's about time 7  
 it's my turn 7  
 it's on me 6, 7

# K

keep a promise 7  
 keep in touch 2  
 keep *someone* company 4  
 (be) kidding 5  
 kill time 10

# L

leave a message 3  
 let *someone* know 10

let's split it 6, 7  
 look who's here 7  
 lose touch 2

# M

make a promise 7  
 make a toast 12  
 make oneself at home 5  
 make oneself comfortable 5  
 make time 8  
 make up 6, 9  
 marital status 1  
 marriage 1  
 (be/get) married 1  
 may you/we 12  
 move over 5  
 my mind went blank 9

# N

(in the) nick of time 9  
 no matter what 12

# O

off one's rocker 3  
 on a first-come, first-served basis 10  
 on one's own 3  
 on sale 10  
 on *someone's* mind 6  
 on the way 2  
 once a week 11  
 out of one's mind 3  
 (be) over 9

# P

(a) pain 3  
 (a) pain in the neck 3  
 pick up 2, 11  
 please leave a message 3  
 pop quiz 9  
 pull an all-nighter 9  
 put (a book) down 5  
 put up with 12

# Q

quiet down 12  
 quit cold turkey 7

# R

(take/give a) rain check 8  
 read *someone's* mind 1

(be about) ready 3  
reception 1  
remarry 1  
(do) research 11  
roll up one's sleeves 11  
run into 2  
run out of 11

## S

scared out of one's wits 5  
scared to death 5  
(have) second thoughts 1  
sense of humor 12  
shoot 1  
show up 6  
(don't be) silly 3  
so far 7  
so far, so good 7  
sold out 10  
sound like 4  
speak of the devil 7  
spend time 5  
split up 1  
stand for 6  
stand in line 10  
stand *someone* up 6  
stand still 3  
stay in touch 2  
stay up 10  
stop by 2

## T

take a break 8  
take a class 7  
take a deep breath 3  
take a nap 9  
take a rain check 8  
take a test 7, 9  
take a test cold 9  
take care of 11  
take it easy 11  
take out 11  
take *someone's* temperature 4  
take time off 8  
take turns 7  
talk *someone* into 8

talk *someone* out of 8  
tearjerker 5  
(can/can't) tell 1  
that makes two of us 5  
that's final 7  
that's funny 5  
that's not fair 10  
that's that 7  
(be) through 1  
(go) through 11  
throw away 11  
throw out 11  
tie the knot 1  
to be honest with you 6  
to go 7  
to tell you the truth 6  
tongue-tied 3  
treat 6  
(the) tube 5  
turn in 9  
turn into 8

## U

(be) under pressure 9  
(be) upset 11  
(be) up to 7

## W

waste 10  
wedding 1  
what in the world 11  
what on earth 11  
what's the matter 12  
what's up 7  
when you put it that way 8  
why do you ask 5  
wind up 1  
wish me luck 3  
work out 6  
write down 3

## Y

you can say that again 9  
you got me 7  
you're pulling my leg 5  
you've got a point (there) 6