



# EDUKALA



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# English

# 5th Grade



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# IDIOMS AND PHRASES

Idioms are word combinations that have a different figurative meaning than the literal meanings of each word or phrase. They can be confusing for kids or people learning a language as they don't mean what they say.

He's as cool as a cucumber is an everyday idiom, but if you've never heard it before you might wonder what cold fruit (or vegetable?) has to do with the situation! Isn't it a fun way to say "he's very calm," though.



# IDIOMS EXAMPLES

A grey area – Something unclear

A rip-off – Too expensive

Add fuel to the fire – To add more to an existing problem

Call it a day – Time to quit

Crack a book – Open up a book and study

Down to the wire – At the last minute

Get a kick out of it – Really enjoy/like something

Get your act together – Behave properly

Give it a shot – To try to do something

Have mixed feelings – Be unsure of how you feel



# OBJECTIVES

- Students will be able to explain and illustrate the literal and figurative meaning of idioms





# PRE-ASSESSMENT



- Have you heard anyone in your family (like your parents or grandparents) use idioms when speaking?
- Which idioms do you use?
- Why do you think authors use idioms in their writing



# PRE-REQUISITES

- Print-out of short passage (attached)
- Blank drawing sheets



## **ACTIVITY:**

Teacher puts up a list of Idioms on the board. Explain the figurative meaning to students.

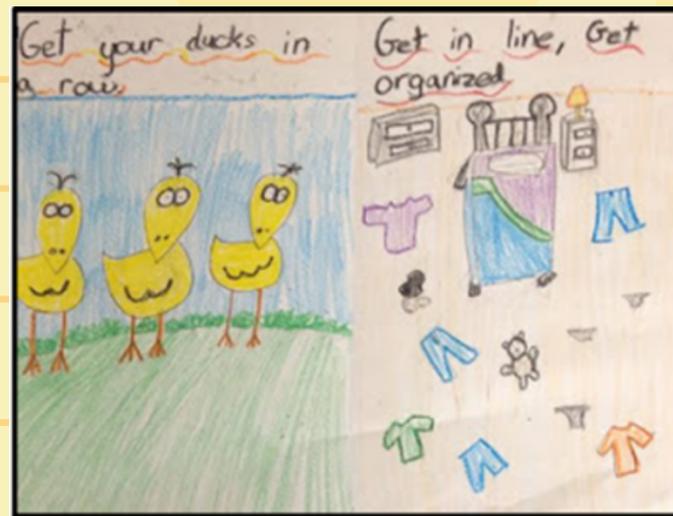
### List of Idioms

- Shake a leg (Hurry up)
- Get your head out of the clouds (stop daydreaming)
- Give me a hand (help me)
- Zip your lip (keep quiet)
- Keep an eye out (Look and see)



## ACTIVITY:

- Students discuss these in pairs or small groups.
- Students take a drawing sheet and choose an idiom that they wish to draw about.
- They draw the literal meaning on one side (what it sounds like it means) and the figurative meaning on the other side (what it really means).
- Example:



# LEVEL-2

## ACTIVITY:

- Students are divided into 3 groups
- Each group is given a small passage.
- Each passage has four to five sentences and two idioms.
- Students read the passage in their groups and identify the two idioms in each passage and discuss them with their group members. They also predict the meaning of the idioms based on its usage in context.
- Each group is asked to draw pictures to explain the literal meaning and figurative meaning of the two idioms in their passage.

Eg: for the idiom "have deep pockets", students will draw a picture based on the word-to-word translation and then the intended meaning that person is having good money.



## ACTIVITY:

Students share their painting with the whole class

Passage A: Peter and Tom are good friends. They **hit it off** when they first met and became good friends soon. They **fought like cats and dogs** yesterday after class because both of them wanted to hold the cute dog they met.

(hit it off- friendly, fought like cats and dogs- to fight or argue a lot)



## ACTIVITY:

Passage B: Peter has a well-paid job. He has deep pockets, so he can buy things that cost an arm and a leg. However, Peter saves his money to help people in need.

(deep pockets- substantial money, cost an arm and a leg- very expensive)

Passage C: It rained cats and dogs yesterday. It was the first time for my puppy to walk in the rain. He loves rainy days. He felt on top of the world chasing raindrops for a whole afternoon.

(rained cats and dogs- heavy rain, felt on top of the world- extremely happy)



# POST ASSESSMENT

- The teacher writes on board or reads aloud some sentences.
  - If the students feel the sentence is right, they raise their right hand. If they feel the sentence is wrong, they show a cross using both their hands.
1. Does the phrase 'cost an arm and a leg' mean using an arm and a leg to buy something? (wrong)
  2. Uncle Wang is running a big company and he has deep pockets. Does it mean he wears long pants? (wrong)



# POST ASSESSMENT

3. 'I'm feeling on top of the world.' means 'I'm very happy.' (right)
4. We can know the meaning of idioms by translating word by word. (wrong)
5. The phrase 'cost an arm and a leg' means 'expensive'. (right)
6. The sentence 'Peter has deep pockets.' means that 'Peter is rich.' (right)
7. Does the phrase 'get on top of me' mean that there is something on my head? (wrong)
8. The sentence 'After playing basketball, I am full of beans.' is correct? (right)



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