

## Unit 11 Talk or tell?

<b>TELL</b>				
me about it	like ... to a brick wall	it like it is	me something I don't know	someone a thing or two
it like it is	me something I don't know	someone's ear off	to the hand	like ... to a brick wall
shop	someone a thing or two	<b>FINISH</b>	someone a thing or two	shop
to the hand	as far as anyone can	someone where to get off	me about it	the talk
someone's ear off	small / idle	the talk	as far as anyone can	small / idle
<b>TALK</b>				

# Unit 11 Talk or tell?

## Activity

In pairs: speaking and reading

### Aim

To give students the opportunity to revise idioms with *talk* and *tell*

### Idioms

*talk* and *tell*

### Preparation

Make one copy of the worksheet for each pair.

### Time

15 minutes

## Teaching notes

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### Procedure

- › Tell your students that they are going to do a maze race in pairs that features idioms with *talk* and *tell*.
- › Tell your students that one of them will focus on idioms with *tell* and start at the 'tell' entrance; the other will focus on idioms with *talk* and start at the 'talk' entrance. Explain that between the starting square and the empty centre square, there are six idioms formed with their word; the other six idioms in their half are formed with their opponent's word. They need to find all six of their idioms in order, with the last one being below or above the empty centre square.
- › Put your students in pairs and give each pair a maze. As your students begin to navigate the maze, monitor closely to ensure that they are doing the activity correctly. When a student believes they have successfully reached the centre square, they should let you know so you can confirm it.
- › At this point, you can either wait for the other student to reach the centre square, or you can let the student who reached the centre square first move on to the next stage. This will depend largely on the size of your group, as having too many students in different stages would be difficult to monitor.
- › Now tell your students that their next objective is to get out of the maze, which they can only do by using their idioms, one by one, in a sentence correctly. During this stage, monitor closely to assess the correctness of your students' sentences. If there is disagreement, encourage your students to defend their choices. Remember that the process is important, not who 'wins'.
- › The first student in each pair who is able to leave the maze is the winner. However, the other students should carry on trying to leave the maze in order to fully revise their idioms.