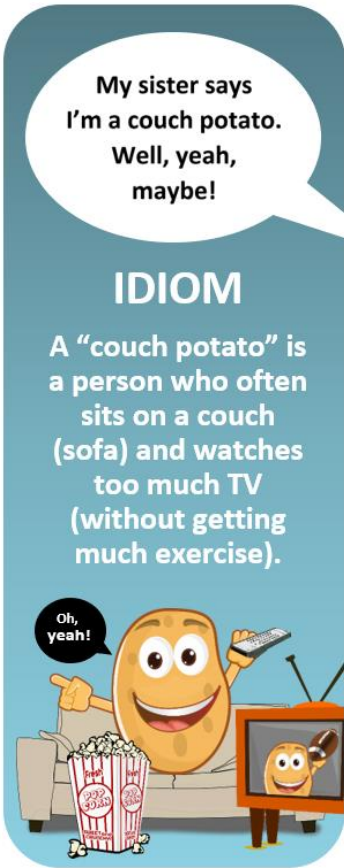


NAME: _____

DATE: _____

“COUCH POTATO”

- Write a short paragraph about why you are (or are not) a couch potato. Use the idiom in your writing!



My sister says I'm a couch potato. Well, yeah, maybe!

IDIOM

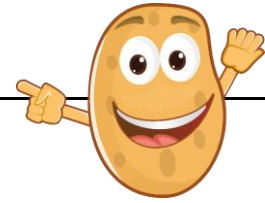
A “couch potato” is a person who often sits on a couch (sofa) and watches too much TV (without getting much exercise).

Oh, yeah!

Try to answer these questions in your writing!

- Who?
- What?
- Where?
- When?
- Why?
- How?

Aim Practice using an idiom in writing
Level Elementary to Advanced
Time Approximately 15 – 20 minutes



A FEW QUICK NOTES

Some things to consider before asking your learners to write:

1. Give your learners a word limit; for example, ask for between 75 to 100 words, or perhaps 100 to 150 words.
2. Consider giving your learners the choice to write about themselves or another person.
3. Consider allowing your learners to write about a true event or a fictional one.
4. If written in class, set a time limit (which will depend on your learners' level).
5. Consider having your learners begin by taking a minute to think before relating the story to a classmate in words.
6. Consider having your learners brainstorm ideas and write a short outline before putting pen to paper.
7. Consider asking your learners to include dialog in their paragraph.
8. Tell your learners that if the space is not enough, they can continue to write on the back of their paper.
9. Consider asking your learners to double-space their writing as this will facilitate your marking – so that you can write suggestions, comments, and corrections between their lines of writing).

Some possible activity ideas to follow up with:

1. Before collecting (and correcting) the papers, get your learners together in pairs or groups of three to read aloud and discuss their paragraphs.
2. Ask your learners not to write their names on the paper. Collect the papers and then tape them around the classroom on the walls. Then, ask your learners to stand up and read the papers and try to guess who wrote what. After 5 or 10 minutes, take down the papers (and correct them after class).
3. Consider using correction symbols while marking, and then return the papers during the next class for your learners to write a second draft.