

NAME: _____

DATE: _____

“UP IN THE AIR”

- Write a short paragraph about a plan you have (or that you know about) that is still up in the air. Use the idiom in your writing!

A colorful hot air balloon with a basket is floating in a blue sky with white clouds. A person is shown falling out of the basket. Below this, a white speech bubble on a blue background contains the text: "The date of the final exam is still up in the air." Below the speech bubble, the word "IDIOM" is written in bold. Underneath, a quote explains the idiom: "“Up in the air” means that something has not been decided yet."

The date of the final exam is still up in the air.

IDIOM

“Up in the air” means that something has not been decided yet.

Try to answer these questions in your writing!

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

Aim Practice using an idiom in writing (may / might)
Level Pre-Intermediate 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.