

**Analysis and Methodological Proposal for an English Class with Asperger  
Syndrome Students**

de

**María Paula de los Santos Rojas**

**TRABAJO PARA EL TÍTULO DE MÁSTER**

**Entregado en el Área de Atención Integral**

**al Estudiante (ARATIES)**

**de la Universidad de Almería**

**como requisito parcial conducente**

**a la obtención del título de**

**MÁSTER EN ESTUDIOS INGLESES: APLICACIONES PROFESIONALES  
Y COMUNICACIÓN INTERCULTURAL**

**2015**

**ITINERARIO: Docencia e Investigación**

**María Paula de los Santos Rojas  
15425612H**

***Nombre estudiante y D.N.I.***

**Carmen María Bretones Callejas  
45588588N**

***Nombre director TFM y D.N.I.***

***Firma estudiante***

***Firma director TFM***

**9 Julio 2015**

***Fecha***

I, the undersigned ...María Paula de los Santos Rojas....., as a student of the Faculty of Humanities and Psychology at the University of Almeria, hereby declare under the penalty of perjury, and also certify with my signature below, that my Master's Thesis, titled:

Analysis and Methodological Proposal for an English Class with Asperger Syndrome Students

is my own work, except where indicated by the reference to the printed and electronic sources used according to the internationally accepted rules and regulations on intellectual property rights.

*To all those Crazy Diamonds, still Shine on*



*It is a pleasure to thank those who made this thesis possible; first, my tutor Dra. Carmen M<sup>a</sup> Bretones Callejas, without your careful support and deep help it would not be possible to do it.*

*And of course my parents, you will be always there, I know*



## TABLE OF CONTENTS

Introduction	10
Chapter 1.Theoretical Framework	12
1.1. What is AS?	12
1.2. Background of AS	12
1.3. Main Characteristics and Features of AS	13
Chapter 2.The Methodological Proposal	17
2.1. Justification and hypothesis	17
2.2. Methodology	19
2.3Analysis of the Methodological Proposal	21
2.3.1. The Six-Step Plan	21
2.3.2. Idioms in the inclusive classroom	25
Chapter 3. The Lesson-Plan	28
3.1. Types of Lesson-Plans	28
3.2. The Overview Lesson-Plan	29
3.3. The Lesson-Plan: Idioms	30

Conclusions	36
References	38
Appendix 1	43
Appendix 2	47
Appendix 3	48





## Introduction

The ‘Bubble boy’, ‘she is always inside her world’, ‘s/he does not like to touch him/her’, ‘he is a lonely boy and does not talk to anyone’...perhaps all these sentences may sound familiar to us. Some of them are intimately related to people with Autism or Asperger Syndrome (AS), both disorders characterized by the lack or absence of the ability to communicate or express their inner self.

This master thesis will cover two main points; the first one will deal with the Asperger issue by giving a definition and describing several characteristics and features. The second one will present the creation of an inclusive lesson-plan based on the teaching and learning of some typical idiomatic expression that belong to the English culture and language.

According to the Spanish law LOE 2015 dealing with the Secondary Education System, nowadays the term ‘inclusive classroom’ is becoming more and more popular, and a reality in some cases. The main purpose of this kind of classrooms is to reach an equality level of social roles within the class. It means that every single student is equal and it does not matter if he or she suffers from any particular disorder or disability; teachers along with educators and parents should try to create that sense of equality inside the classrooms in order to reach a common ground where everybody learns.

The second chapter will describe the main reasons for the creation of the lesson-plan, regarding some social and education issues. The third chapter will describe the methodological proposal based on two different references: a manual created by an American association dealing with the Autism (2005); and secondly, a book written by Aileen Stalker (2009) which is about the idioms and the teaching of them to people with communication problems.

We will also comment a series of steps that teachers should follow if they face the presence of a pupil with AS in their classes. These steps will suggest the teachers how they can manage their classroom in order to make the pupil with AS feel comfortable with themselves and with the rest of the classmates. In the same chapter we will define the concept of idiom and idiomatic expressions and how people tend to acquire its real meaning. We will also see how the learning of the idioms is in somehow very difficult for the people that are learning a foreign language and it does not make any difference if you are Asperger or not.

Finally the last chapter is divided into two sections; the first one will contain the definition of what a lesson-plan is and the different types of lesson-plan teachers can make in order to plan their lessons in a correct order. The second section contains the lesson-plan we have proposed focusing on the teaching and learning of idiomatic expressions in the English language. The final aim of this lesson-plan is to get people with AS integrated in the classrooms. In the final conclusion we will see some challenges and obstacles of this lesson-plan, along with advantages and disadvantages that can arise.

The final objective of this thesis is to prove that teachers can create lessons in which both people with any disorder and people without them can participate and be involved. We will see that education and background information is quite important in order to understand the problems that several children have to face every day and how one little obstacle can influence in their lives.

## Chapter 1. Theoretical Framework

### 1.1. What is AS?

According to recent researches, nowadays 1 of 68 children is diagnosed with Autism Syndrome Disorder (ASD) (Hyatt, 2015). This syndrome is characterized by the lack or absence of the development of the social skills, along with a severe delay on the language and cognitive development (Baron-Cohen, 2008; Wing, 1981). In other words, they do not know how to communicate or how to express themselves to other people. What we know unconsciously about the body language or emotions (for example we know when someone is angry or happy, or if he or she is showing a particular emotion...) they are not able to 'read' that. On their brains they have not established the social rules we normally know and learn by just being around ourselves. The same thing occurs with people diagnosed with Asperger Syndrome (AS). But one of the main differences between Autism and Asperger is that people diagnosed with AS do develop the ability to communicate orally. In fact in several cases people diagnosed with this syndrome have developed their oral skills on the early stage and age.

### 1.2. Background of the AS

In the middle of the forties, the Austrian pediatrician and psychiatrist Hans Asperger published several articles on his researches about four young people which were supposed to be diagnosed with the ASD or other disorders such as attention deficit and hyperactivity disorder (ADHD). Nevertheless since the very first moment, he suspected that those people were not autistic due to their ability of communicate orally. They had

in common the lack of social skills but they could speak (as on the contrary happens with the majority of people with ASD).

He also focused on the way they spoke; their speech was not normal and sometimes it could sound a bit strange. Their tone of the voice was sometimes neutral, droning or even exaggerated (there was not a fixed intonation). He also observed monotony on their topic of speech; they always talked about the same thing constantly, and a sense of routine, like they were doing and repeating the same movements again and again. Due his articles and publications were written in German language, not many publications on the English language existed till the eighties.

Some years later, in 1981 the English physician Lorna Wing released also several articles about her studies on people with the same characteristics as Asperger studied before. Thanks to her publications the syndrome became more popular and people could be more awareness of it. Finally in 1994, the syndrome was included on the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders, which is the American Psychiatric Association's diagnostic reference book.

Nowadays both syndromes are considered one of the main mental disorders which must be diagnosed at time and should have an appropriate treatment to prevent the social and communication problems (the earlier you start the best for the child diagnosed with the syndrome). Just in our community, Andalusia, 3500 children are diagnosed with Asperger Syndrome (Aparicio, 2005). Now we will see the different characteristics which define this syndrome.

### 1.3. Main characteristics and features of the AS

We have seen above some common characteristics between ASD and AS; now we will focus only on the main characteristics of the Asperger Syndrome and how it is showed on people diagnosed with it.

Firstly, this syndrome is characterized by having difficulties in 'three different areas: communication, socialization and inflexibility of thought' (Ansell, 2011). These three features are known as the 'Triad of Impairment'. Each area has its own features and characteristics:

In the area of communication, we will find difficulty in the processing and the retaining of the verbal information. People with AS tend to talk about the same repeating theme or topic they are obsessed with. Some topics of interests are: dinosaurs, history facts, telephone numbers, cars models...etc. There is a wide variety and each person is unique (not everyone is obsessed with the same topic) it is within the personality of each one.

They also have difficulty in extracting a concrete piece of information of any kind of text; basically, they do not know how to sum up or to separate the relevant and irrelevant information. They also find difficulties understanding the jokes, metaphors, idioms, sarcasms...etc. Their concept of language is quite literal; they do not understand the abstract terms. That is why they will not understand the concept of idioms of a language or the jokes; they do not develop that brain area which deals with the imagination and abstract concepts.

People with this syndrome find difficulties in reading and interpreting body language, emotions or facial expressions. For example, if someone is yelling at them in a mad way, they will not notice that this person is angry; they will react just naturally at him or her and will not care about the social issue of questioning why that person is angry.

In the area of socialization we will also find several challenges for people with AS. Firstly, as occurs with the Autism, people diagnosed with the AS have several problems to strike up a conversation to someone or even to meet a person. They usually avoid the eye contact while they are talking to the rest, and this could be interpreted as a sign of impoliteness (the social rules say that someone avoiding eye contact could be shy or even could be lying to the person is talking to).

Secondly, people with the AS tend to have an 'extreme' concept of friendship. Sometimes they use to be apart and away from a group of friends but also sometimes they do the contrary; they begin to stay next to that person in an obsessive way and they do not know where the limit of privacy is.

As they do not know how to read facial expressions or emotions, or even understand some gestures, people with AS tend to do not express their inner feelings and emotions- just because they do not know how to do it. If they are happy, angry,

sad...they will not tell you how they feel; they will express their self sometimes in bizarre ways, such as tantrums, yells... or even in a violent way.

And finally, what is another challenge for them in this area is that they find very difficult to fit on a conversation due to their constant obsession with one main topic. In some occasions they will fit properly while talking about one concrete theme, but the problem rises up when the people they are talking to begin to be tired of them due to the listening of the same topic again and again.

Finally the last area is the one related to the inflexibility of thought. This area includes the sense of routine for people with AS. The concept of routine is very important for them; they will always follow a fixed routine and will support themselves on it. Any little change on their daily routine will upset and even down them, or will provoke an episode of anxiety, for example. They do not develop that sense of anticipation and that is why they need to follow fixed rules and movements.

They will also tend to generalize the knowledge they had acquired. Everything will be fixed for them; if they have learnt that the only way to start a conversation is 'Hi, my name is X' they will always use that sentence, no matter if they have met the person before. Their lack of empathy affects them negatively while they are meeting new people; but as we have said before, they do not understand the social rules and they act just by their own.

We can also find other characteristics such as the use of echolalia, which consists on the repetition of words or sentences constantly; people with AS use to be a bit clumsy on their movements and also have problems in their fine-motor skills, for example, while walking, riding a bike or handwriting. On the next table, some characteristics we have explained above are collected:

<b>Common Characteristics of Persons with Asperger Syndrome</b>			
<b>Social Challenges</b>	<b>Communication Challenges</b>	<b>Cognition Challenges</b>	<b>Sensory and Motor Challenges</b>
<ul style="list-style-type: none"> <li>-Lack of understanding of social cues and subtleties</li> <li>-Literal interpretation of others' words</li> <li>-Focus on single topic of interest that may not be of interest to others</li> </ul>	<ul style="list-style-type: none"> <li>-Echolalia</li> <li>-Poor judge of personal space- may stand too close to other students</li> <li>-Inappropriate facial expressions or gestures</li> </ul>	<ul style="list-style-type: none"> <li>-Poor problem-solving and organizational skills</li> <li>-Concrete and literal thinking</li> <li>-Difficulty differentiating relevant and irrelevant information</li> </ul>	<ul style="list-style-type: none"> <li>-Over/ Unver sensitivity to different sensory stimuli, including pain</li> <li>-Difficulty with fine-motor skills</li> </ul>

Figure 1: Adapted from 'Life Journey through Autism: An Educator's Guide to Asperger Syndrome' (Danya International & Organization for Autism Research, 2010: 6)

We have seen several characteristics and features of this syndrome, but it does not mean that every single person diagnosed with AS should have these characteristics; in fact, some of them are not showed in some cases. Every single person is different and will present their unique challenges.



## Chapter 2. The Methodological Proposal

### 2.1. Justification and hypothesis

During the last years the average of people affected with the AS has widely increased in our country. As we have said above, just in Andalusia around 3500 children are diagnosed with this syndrome (Aparicio, 2005) and need special attention in the classrooms.

Nowadays the numbers of non-profit organizations that support people with several disabilities or disorders have extended all along the country and fortunately, they are becoming more important. Thus, people are also becoming more conscious on these issues and are trying to help these organizations.

It is quite important to make aware the importance of the inclusive classrooms for a better development on the education of both people who have any kind of disability or not. On a recent article written by the journalist Junquera in 2015 on the Spanish newspaper 'El País' establishes that:

Authorities at all levels must provide “the necessary means for them to attain their maximum personal, intellectual, social and emotional development” under the principles of “normalization and inclusion.” Under these laws, children with disabilities will only be enrolled in special education schools “when their needs cannot be attended to” at regular schools.

What is important here is the fact that teachers along parents and the education authorities should provide centers where the pupils can feel comfortable with themselves and their partners, no matter if they have any particular disorder or

disability. That is the main objective of the inclusive classroom; to make everyone equal and try to adapt them to the same level in the classrooms.

Although this would be the correct thought to get a better way of integrating people with any disorder into the regular schools, reality is quite different; as the cartoonist Miguel Gallardo (whose daughter is Autistic) said “the idea of integration is perfect, and many people will tell you that special education centers are like ghettos. But reality is what it is, and society is not prepared” (Junquera, 2015).

There is a need to combine both types of classrooms (regular and inclusive). It is true that children that require special attention will need more extra hours to reach the same level as their classmates. But if in some way we get this ‘mixture’ of classes, we will have that equal level of integration in the classrooms.

As we have said on the common characteristics of the AS, people diagnosed with it have a very literal sense of the language; they perceive the language as a unit of fixed rules. Their lack of perception of the abstract terms does not allow them to understand the metaphorical meanings of certain parts of a language.

For example, they do not understand the idioms or phrases typical from the culture of a particular language. It does not matter if the idiom belongs to their mother tongue or not, they will only get the literally meaning of it.

The learning of Idioms is an essential part to understand the culture of a particular language and ‘provides a particular motivation for why specific phrases [...] are used to refer to particular events’ (Gibbs, 1998: 98). There are several examples of them, and in each language we find different meanings. It is interesting how when someone is learning a foreign language, the first time he or she listens to an idiom, most of the time the first image that comes to their minds will be wrong, and they will have to learn by heart their literal meaning. (Stalker, 2009: 5).

This is in some sense how people with AS think; as they do not have the sense of the abstract concepts, they will imagine the idiom as they listen to it with its literal meaning.

We have compared the syllabus that appears in three different books used nowadays in the English Language classrooms in our country. These books are edited by three different publishers: MacMillan, Oxford and Richmond. These books belong to the first year of the Secondary Level. Surprisingly there is not any evidence of the

teaching of idioms in none syllabus; they mainly focus on the teaching of the English grammar, focusing on the verb tenses and some common vocabulary of the daily life.

## 2.2. Methodology

In the next methodological proposal we want to create a lesson-plan for the first year of Secondary Level (what we know as 1° ESO) for the Spanish students in high-school, in order to fulfill that ‘language gap’ mentioned in the previous section relating the teaching of idioms. This lesson would be an English Language class and its main objective would be to create a comfortable and inclusive classroom for students with AS. The aim is to provide a way to teach to the whole class what idioms are and different instances of idiomatic expressions.

Nowadays one of the main objectives of the education system is to reach the same academic goals and standards (Voltz et al, 2010: 12) for every single student, without considering if the student has any disability, if s/he belongs to a minority group or to a lower socioeconomic class. The methodology used in the inclusive classrooms is based on the strategies used by the teachers in order to arrange a single and common class despite the diversity presented inside the classroom:

Whatever standards or educational goals are set should be uniformly applied to the vast majority of students and particular attention should be given to historically underperforming groups (Voltz et al, 2010: 12)

Although teachers want to get the standardization and get the same level of knowledge for all the students, teachers should also focus on the integration of the students with disabilities or special needs (Voltz et al, 2010: 13).

The book ‘Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classroom’ (Volz et al, 2010), contains the description of the three main opportunities and advantages that an inclusive classroom can offer to the teacher. The first one is ‘enhancing access to general education curriculum for students with disabilities’, which implies the creation of an equality environment integrating the student with any disability or disorder with her peers; in other words, it is the creation of

a normalized situation within the class. The second one is ‘providing greater opportunities for students with disabilities’ and discusses the idea that the involvement of students with disabilities along with their classmates will help them to increase and improve in their behaviour. Finally, the last one is ‘preparing students with and without disabilities for the real world, it intends to give special needs students the same chances as regular students in order to prepare them for their future. This type of diversity classroom will also help the students to increase their knowledge of other cultures and will give them the opportunity to share their own experiences with the rest of the class.

When facing a disorder, disability or even a minority, people tend to create prejudices and obstacles which can affect negatively to the pupil, and s/he can feel demotivated:

Students with disabilities and students with culturally and linguistically diverse backgrounds have historically been among the most vulnerable to diminished educational outcomes as a result of low expectations (Voltz et al, 2010: 15).

Teachers should avoid their students to have feelings of inferiority and they should change their own behaviours and adjust their own attitudes and expectations in class (Volz et al, 2010: 16).

The lesson-plan we are going to describe on the next chapter is based on the sheltered instruction (Echevarría et al, 2004). This approach joins ‘a variety of strategies, techniques and materials for making grade-level core curriculum [...] more accessible for English language learners while at the same time promoting their English language development’ (Echevarría et al, 2004). As it is said, it will focus on the English learners and it contains eight different elements (Voltz et al, 2010: 18-19): the first one is ‘preparation’ and in this section teachers first identify lesson objectives aligned with state and local standards. The second one is ‘building background’ and here the teacher will introduce a new topic and content to the students. The third is ‘comprehensible input’, where teachers will use a controlled vocabulary, sentence structure and visual and gestures to facilitate students’ comprehension. The next one is ‘strategies’, which is the teaching of certain steps or tips in order to help the student to retain and obtain relevant information. The fifth element is ‘interaction’ and it will show the teacher how they can encourage their students to communicate between them. The sixth is

‘practice and application’, which will develop the practice of new language skills acquired by the students. The next one is ‘lesson delivery’ will show the teachers how they can ‘pace the lesson and provide for active engagement’. Finally the last one is ‘review and assessment’, which will check if the students have acquired the content of the lesson.

Along with this approach, for the creation of the lesson-plan we will also use some ideas collected from these two different sources: one of them is called ‘The Six-Step Plan’ created by the Danya International and Organization for Autism Research, and secondly, the book called ‘The One and Only Sam: A Story Explaining Idioms for Children with AS and Other Communication Difficulties’ by the author Aileen Stalker.

### 2.3. Analysis of the Methodological Proposal

Next we will explain in great detail how the Six-Step Plan works for the integration of a student with AS, and we will define what an idiom is and how to teach idiomatic expressions in an inclusive classroom.

#### *2.3.1. The Six-Step Plan*

On the manual called ‘Life through Autism: An Educator’s Guide to Asperger Syndrome’ created and published by the Danya International and the Organization for Autism Research, we can find a plan divided into six different steps or stages where some tips, suggestions and recommendations are explained to the educators in order to prepare their classroom and lessons for a student diagnosed with AS.

The first step is ‘**Educate Yourself**’, which indicates that teachers should learn what this syndrome is about, its main characteristics and how he or she should manage students if there is any problem. The teacher should be aware of this syndrome and its peculiarities. S/he should do some research in order to know how this syndrome works

and how s/he should react in any occasion. One of the most important things to be aware of is that lack of anticipation characterized by the syndrome. Teachers should be ready and prevent any change that could rise during the lesson. Perhaps teachers should create some backup or optional plans to share with the pupils (just in case they would need it). Even the most insignificant change of plans can cause stress or anxiety on the pupil with AS, deriving on a meltdown.

A correct planning of the content of the subject would be essential to avoid and to prevent these cases.

Teachers can use different pictograms to show the pupil what they are going to do and what s/he expects from them. As happens with people diagnosed with Autism, people with AS learn a lot through the teaching of pictograms. This anticipates the different actions or situations they will deal with.

Another thing that teachers should be aware of is the sense of routine; we must remember that people with AS always follow a fixed routine due to the fact that they are not biologically prepared for changes in their environment (The National Autistic Society, 2015). To avoid that situation, teachers can create an agenda where the different activities which are going to take place along the academic year will appear. It is a way to anticipate any contingency.

There are two different types of time activities which teachers should use in class; they are the free-time and down-time activities. The first one would include activities which are typical from the school period such as the break or the lunch time. In these cases teachers should prevent the pupil with AS to be prepared for noises (for examples those that can happen in the playground), or for social skill problems (when meeting a new classmate). The second one, the down-time activities, will provide students with a more relaxed environment and time to calm down. These activities can be for example listening to music, drawing or painting. It is just a moment for relaxing and de-stressing.

When teachers are explaining any activity during the classroom, they must use a clear and simple language; it is quite important to keep in mind that pupils with AS will not 'read between the lines', and that their use of language is quite literal. Teachers should be aware of this and if necessary, ask them if they have understood everything that is required. They should also provide information about what the students are going to do next and the recommendations or directions to complete the activity successfully.

They must do it frequently, just to make sure that every single student in the classroom has understood what they have to do.

Finally, to complete this first step it is recommended to always praise and be generous with the pupil with AS. In general a teacher should be generous and congratulate her students if they complete correctly what the teacher expected. In the case of students with AS, the teacher should make sure that the pupil knows why s/he is being praised. This will increase their motivation

The second step is '**Reach Out to the Parents**' which basically explains that both teacher and the parents of the pupil with AS must have a constant communication between them to see how the pupil is progressing along the academic year.

One of the first points to take into account is which are the different characteristics and areas of challenge of the pupil with AS. Parents should provide this type of information to the teacher in order to know better the pupil and how the teacher can manage him or her if there is any hard situation to cover up.

Both teacher and parents should have several appointments along the academic year, where they can discuss and talk about how the pupil's progress is going and exchange feedback. Communication in these cases is something essential for the right progression of the pupil with AS and for the rest of the classroom as well.

To make these meetings easier, the creation of a diary could be a key to keep communication and feedback between the teacher and the parents. They can also use worksheets like the one included on Appendix 1, where some questions are suggested to the parents in order to make the teacher know more about their children. This diary can be considered as a support and an extra help for both teacher and parents.

The third step is called '**Prepare the Classroom**'. Basically at this stage the teacher, in order to make the rest of the students aware of what this syndrome is about, should provide them with some information about this issue and should let them know how they can react if a complicated situation would rise up. The main objective of this step is to prevent future mistakes or misunderstandings when the student with AS goes into the classroom.

The teacher can inform the other students via different methods: power point presentations to introduce the syndrome or recommend some books which talk about it, documentaries or films. Later on they can discuss what they think about it. There is a Swedish film called 'Simple Simon' which talks about a boy who has AS and lives with his brother and Frida, his brother's girlfriend. When they split out, Simon badly starts looking for a new girlfriend for his brother in order to get that sense of normal routine again. It is a great comedy where students can learn more about this syndrome in a funny way. It is important to make sure that they know that this is not an abnormality and that they should be empathetic and comprehensive with their classmates with AS.

The fourth step is '**Educate Peers and Promote Social Goals**' which deals with the idea of the myth that surrounds people with AS. It says that children with AS do not want to communicate with anyone or to establish any kind of relationship. As we know this is untrue; the real thing is that they are not able to do it. It does not mean that they do not want to have friends or communicate with the peers, but they cannot.

The aim in this step is to reach equality between the student with AS and the rest of the students in the same classroom. Normally children with AS do not know where the limits are while they are being playful or are teasing someone. In this case teachers and parents should try to let them know the difference and how they can respond and react in a proper way.

In order to make the students with AS more comfortable and make them fit in the group the teacher can entitle one of the students as the 'buddy' of the AS student; this person will be aware of the main characteristics of the syndrome and specially will focus on the behaviour of his or her classmate. This can be an important role and also a model for the pupil with AS in order to feel more integrated with the rest of the students.

The fifth step is '**Collaborate on the Educational Program Development**', which encourages the teacher to participate actively on the educational program by developing and creating it, in order to adapt it for the pupil with AS.

Nowadays in most of the countries any student with a disorder or disability should have an IEP (Individualized Education Program); it will provide to the student a description of his/her current level of functioning, his or her goals for the year, and how these goals will be supported through special services (Danya International &



Organization for Autism Research, 2005: 19). But to get a real inclusive environment in the classrooms, not only the teacher and the parents should be present; the 'ideal' team should be formed by teachers, educators, psychologists and social workers. From time to time this team should meet the teacher of the pupil with AS to inform about the progression of him/her in classroom and how is developing as a person. Then later on the teacher should contact the parents to keep that feedback we were talking about before.

Finally the last step is '**Manage Behavioral Challenges**' in which the most important goal is to try to make a de-stressful and comfortable environment for the pupil with AS. During the lessons, the pupil can sometimes feel under pressure and can feel stress and even anxious. Such occasion can be for example while talking with their peers or classmates; when they do not understand teacher's instructions; or when the lights are too bright or there is a lot of noise around them. For all those occasions the teacher must be prepared and act instantly, preventing a meltdown or tantrum.

As we have seen in this section, these six different steps can contribute to the correct development of a classroom with a child who is diagnosed with AS. Although it might be too much information and recommendations to get into account, it is true that if we as teachers really want to get that inclusive environment for our students, we should bear them in mind.

### *2.3.2. Idioms in the inclusive classroom*

On this section we are going to define what an idiom is and we will focus on how the teaching of idioms is taking place in our schools nowadays. To do so, we will compare three different syllabus obtained from three course books that are used in our schools. These books are the main handbooks used nowadays at first year of Secondary Education, where students are from 12 to 13 years old. The selection of these three handbooks was not random. They are the three best known editors used in the English classroom in the Spanish schools.

Idiomatic phrases are sentences which describe or explain a particular situation in certain contexts. Idioms are intimately related with mental images where the meanings of idioms are arbitrarily determined (Gibbs, 2005: 182). Normally in most of the idioms, the content does not coincide with the meaning of the sentence. Generally when people try to represent the meaning of idioms mentally, they tend to visualize the wrong image because they first think on the literal meaning:

People are limited in the kinds of images they create for idioms and proverbs because of very specific embodied knowledge that helps structure their metaphorical understanding of various concepts (Gibbs & O'Brien, 1990: 52)

For example, the phrase 'a piece of cake' would be an idiomatic expression which means 'easily' or 'in an easy way'. But if a person does not know the meaning of this expression by heart, his or her mental image will be the picture of a piece of cake.

The learning of the abstract concepts such as idioms, requests and metaphors are supposed to belong to the area of the Right Hemisphere of the brain, where the development of the different processes of non-literal language takes place. Several psycholinguistic studies had researched about the topic of the learning of idioms and proverbs and its cognitive acquisition and mental representation. These studies assessed whether (a) people conceptualize certain topics via metaphor and (b) whether conceptual metaphors assist people in making sense of why verbal expressions, particularly idioms and metaphors, mean what they do (Gibbs, 1998: 97). Also recent studies have shown that not always there is an instant connection between the idiom and the mental representation of it:

[...] the fact that people can [...] make judgments about the similarity of meanings between idioms and their putative underlying conceptual metaphors (Nayak& Gibbs, 1990) does not imply that people always instantiate conceptual metaphors when processing idioms (Gibbs, 1998: 97)

The writer Aileen Stalker suggests that the use of idioms adds richness and uniqueness to verbal communication [...] but can also create problems in understanding since their real meaning is different to their literal meaning (Stalker, 2009:5). This statement can become a reality for both people with AS and people who are learning, in this case English as a foreign language. Thus, the learning of idioms must be an essential part of the units in our schools, at least on the teaching of the English subject in Secondary Education.

As we have said before, to prove that there is no evidence of the teaching of idioms in this level of education, we will compare three different syllabuses –which will appear on the Appendix 2- corresponding to three course books which are actually used in the Spanish schools and centers nowadays. These three syllabuses belong to the best sold publishers nowadays: Richmond, Oxford and MacMillan Interface. The analysis of the different units which appear in the syllabuses show that there is no trace or evidence of the teaching of any idiomatic expression as such.

This analysis has motivated the creation of the lesson-plan displayed in the following chapter. For the creation of this plan, we will also keep in mind the main ideas we have seen on the ‘Six-Step Plan’ explained above, focusing on the presence of pupils with AS in an inclusive classroom.

## Chapter 3. The Lesson-Plan

This chapter contains the main characteristics and components for the creation of a Lesson-Plan for any subject in our nowadays schools. As a main object, a lesson plan should be a guide for teachers in order to follow some steps for the development of the teaching and comprehension of a particular unit in the different subjects they are dealing with. It would be like a support or guide for their classes. It is also a way to organize their school schedule and a way to maintain their classes in a correct order.

### 3.1. Types of Lesson-Plan

According to Barbazette on his book ‘How to Write Terrific Training Materials: Methods, Tools and Techniques’, there are three types of Lesson-Plan: they are scripted, outline and overview.

The first one ‘provides a written narrative for the instructor to use, complete lectures and answers to activities’ (Barbazette, 2013: 222-23). It is a transcript where the teacher will follow several steps in which his/her lesson is going to be based on.

The second one, the outline, is a bit more complete than the previous one and provides ‘learning objectives, a description of activities and special notes for content explanation outside awareness of the instructor’ (Barbazette, 2013: 222-23).

And finally the last one, the overview lesson will collect detailed information about the plan such as description of the activities, time frames and the material that the teacher will use.

This last type of lesson-plan is the one that we are going to use to finally create our Lesson-Plan based on the teaching and learning of some English idiomatic

expressions. Now we are going to explain this overview lesson-plan (its components) in detail.

### 3.2. The Overview Lesson-Plan

This Lesson-Plan should show several components such as the aims of the lesson (what teachers want to teach to their students and which features they will develop), the age of students, the level of the language (in this case we will follow the ones created by the CEFR, Common European Framework of References for Language), the time provided for every activity (how long it will take to the students to complete the activities), the material we will use (power point presentations, books, worksheets, videos...etc) and finally the procedure, which will contain the descriptions and directions of each activity. In the procedure, the different activities will be organized in three different sections:

The first one will be the 'Pre-Activity' which its main objective is to activate the students' previous knowledge about the topic they are going to learn. It is also a way to create expectations and to take the attention of the students. To prepare the classroom, teachers can start their lesson by doing some 'warm-up' activities; these types of activities will introduce the topic to the student in a joyful way, and also will create a comfortable environment.

Secondly we have got the 'While-Activity' which, as its name suggests, is the central activity of the lesson; so, it is the most important one. Students should focus their attention particularly in this section, because it will be the key for the development of the topic chose by the teacher. The 'while-activity' can be done from two different perspectives: scanning -which focuses on the specific content- or skimming -which is a more general point of view.

And finally the 'Post Activity', which will use the information of the topic for other specific purposes, for example, to reinforce the content the students have just learnt or just to check if they have understood the main points of the topic.

In the procedure should also appear the time given to complete each activity, and the order of them too. Teachers should bear in mind the importance of the motivation

and the creation of dynamic lessons in order to get the best of their students. Teachers should also try to make an interactive lesson, where a constant feedback between the teacher and the student can develop the oral strategy –which unfortunately, it is one of the less used in our country.

Another point to take into consideration is to try to make the students know that the content they are learning it will be useful in the future; so, teachers should make the information they are given relevant, valid and useful. According to Sullo in his book ‘Motivated Students: Unlocking the Enthusiasm for Learning’, he suggests that:

To increase the likelihood of students attending fully to the input you are providing, make the information need-satisfying and help them see its relevance. When students perceive something as important and relevant to them, they are considerably more apt to give it their full attention, creating the necessary conditions for maximum achievement’ (Sullo, 2009: 86)

As much as the content of the lesson can be useful and relevant for their daily life, students will get the acquisition of the topic better and faster.

Keeping in mind the features and characteristics of the overview Lesson-Plan we have described above, and also the Six-Step Plan we explained on Chapter 3, now we are going to describe the Lesson-Plan based on the topic of English idioms. This plan will be created from a deductive point of view; it means that the acquisition of the contents will be from general to a particular point of view, so, from the rules to the use.

### 3.3. The Lesson-Plan: Idioms

In this section we are going to describe in detail the Lesson-Plan we have created for the teaching of some English idioms. This lesson has two main objectives: the first one is to integrate students with AS inside a regular classroom; and the second, is to teach Spanish students some idiomatic expression from the English language. The plan contains seven parts: Topic, aims, age, level, time, material and procedures. The schematic plan is also based on the book ‘TEFL In Secondary Education’ (MacLaren et al, 2005) and also the lesson-plans published on the web page of the British Council (see the link: <https://www.teachingenglish.org.uk/lesson-plans>).

- The Topic: Idioms. Teaching and learning of several examples of typical idiomatic expressions in the English Language.
- Aims: The main objectives for this lesson are:
  - (1) To develop on the students their knowledge about idiomatic expressions in the English Language, and if so, to reinforce them.
  - (2) To improve students' picture, grammatical, vocabulary and self intelligence.
  - (3) To focus on and increase their visual, memory and perspective-taking skills, but also some cultural knowledge of the English Language.
- Age: As we are teaching students from the first year of Secondary Level Education, we will deal with teenagers from 12 to 13 years old.
- Level: According to the CEFR, we will deal with an A2 level of the English Language, which is the elementary level.
- Time: The whole lesson will take approximately 50 minutes. In general, classes tend to last at least an hour, but while the students enter in the classrooms, stay calm and prepare themselves for the lesson; it will take like 10 minutes of the entire hour.
- Material: For this lesson teachers can prepare a power point presentation in which several pictures showing the 'real' meaning of some idioms will appear on the board. Teachers will also use the blackboard to answer any question or doubt. Finally a worksheet which the students will have to complete in order to check if they have acquired the knowledge.
- Procedure:
  - (1) Pre-Activity: As a warm-up activity, the teacher will ask their pupils if they know examples of idiomatic expressions of the Spanish Language. This activity will increase the feedback between teacher and students but also will 'wake-up' students' attention on the topic. While students tell the idioms they know to the teacher, s/he will write them on

the blackboard in order to keep the visual attention from the students. This activity should last around 7 and 10 minutes.

(2) While-Activity: This is the central part of the lesson and the teacher will explain to his/her pupils several examples of idiomatic expression belonged to the English Language. To do so, s/he will show them several pictures and illustrations where the real meaning of the idioms is described and defined. The use of these pictures will help the students to acquire the meaning of the idioms easily. While the teaching is explaining to them the topic, students should write down the idioms and its meaning in their notebooks. During this activity the teacher can ask the students if they know the real meaning of a particular idiom and also to check if they can describe it. This is a way to keep on the feedback but also to practice and increase the oral strategy.

Teachers can also check if they know the meaning of the idioms by asking the students to draw or to imagine mentally a context or situation where the idiom should fit on. Before the lesson finishes, teachers should ask their pupils if they have any doubt on the topic –just another way to check if they have acquired the content of the lesson. This section would be the most important one and it should last around 20-25 minutes.

(3) Post-Activity: Once the teacher has showed them the definition and several examples of idioms, it will be time to check if they have understood the topic. To do so, the teacher will provide to the students a worksheet where some activities related to idioms will appear. In this worksheet students should complete the different activities, such as fill in the gap the correct idiomatic expression, a particular idiom is or write down the definition of the idiom. As a way to work along with their peers, the students can form groups or couples in order to look more examples of idioms and their meaning. It will increase their relationship with their classmates, but also an increase of the work-team. Once they have finished and if there is enough time, the teacher can ask them to check if their activities are right and to share with the rest of the class



their researches and answers. This section should last around 10-15 minutes. An example of a worksheet will be included on the Appendix 3.

The schematic picture of the Lesson-Plan should be like this:

#### Lesson-Plan: *Idioms*

- Topic: Idioms
- Aims: (the same we have seen above)
- Age: Teenagers from 12 to 13 years old
- Level: A2
- Time: Aprox. 50 minutes
- Material: Power Point presentation and a worksheet with activities
- Procedures:

Pre-Activity (7-10m): A warm-up activity of Spanish idioms

While-Activity (20-25m): Power Point presentation with several examples of English idioms. Feedback with questions and answers

Post-Activity (10-15m): A worksheet with four activities where the students have to complete and check if they have understood the topic. They can share their answers with their classmates and comment them.

As we have seen in this chapter, the creation of a Lesson-Plan for any subject in the schools is quite important in order to follow some steps that will help both the teacher and the students to get the best from each one and to take advantage of the lesson and the time provided for it.

Dealing with teenagers is quite complicated due to the constant changes they are suffering along the Secondary Level –relationships between their classmates or their parents can affect them. Motivation and dynamical lessons are key terms in these cases to make them get the total acquisition of the topic we are teaching them.

If the treatment with teenagers is difficult, we should bear in mind how difficult is while dealing with students diagnosed with AS. It supposes another challenge for the teacher, and not everybody agrees to beat it.

## Conclusions

On the first chapter of this master project, we have seen the definition of the AS and how its main characteristics are reflected on the people that are diagnosed. Every single disability or disorder that can affect a person in some way is a huge challenge for that person, but also for the people surrounding him or her.

One of the abilities that mainly differentiate human beings from animals is the ability to communicate with each other. We are not referring only to oral communication; in fact nowadays there are several ways of communicating, such as texting, signing, and also several tools that can help us, such as the use of Internet, some applications....and so on.

As we said before, to have a disability is already a challenge, imagine that this disability prevents you from communicating or expressing yourself. This can be a big obstacle for people that really want to talk, to have a regular conversation or even to express basic things such as having a headache. To communicate means a world for them. That is mainly what happens with the people that are diagnosed with Autism or AS. Although they want to communicate with the rest, they are not able to do that. Sometimes they can do it but not in the “correct way”. By this term we mean that as society has tried to impose certain social rules in order to have a polite conversation or just to be a well-mannered person, people who normally do not follow these rules are treated as rude or impolite. Unfortunately this is the vision that most people have when they are dealing with a person diagnosed with AS. And if the adult period is quite complicated for the people with the syndrome, we should think how their period as children was. In most of the cases, children with AS are treated as the ‘awkward’, the

‘freak’ or the ‘know-it-all’ of the classroom. We all know that the Bullying issue is a real fact in our schools and teachers, educators and parents must try to avoid it.

Going back to the AS, one of their main characteristics is their literal way of thinking. As seen on chapter one, people with this syndrome are not able to understand jokes, metaphors or any abstract concept in any language. In certain ways, when we learn a foreign language, several times dealing with the cultural part of that language is not easy and we can feel very literal and a bit lost as well. This was one of the main reasons to create this project; the first idea was to look for the lack of knowledge corresponding to a particular area in the learning of any language (in other words, what people with AS are not able to acquire by their own) and make them accessible. The second reason for this investigation was that the learning of English idioms in our schools is not very popular and they do not even appear on the syllabuses of different course books. We have compared three different syllabuses on chapter three and there is no evidence of a unit or even a part dedicated to idioms. So we intended to create a Lesson-Plan in which basically students that are learning a foreign language and students with the AS, both could have an unique lesson where they could improve and increase their knowledge both of language and culture. We have chosen the English language because it is considered the Lingua Franca –the one you could use wherever you go and the second language taught in the Spanish Education System.

For the creation of the Lesson-Plan, we have based our methodological proposal on two different references: the manual ‘Life through Autism: An Educator’s Guide to Asperger Syndrome’ and the book ‘The One and Only Sam...’ With both references we finally designed our lesson-plan for the teaching and learning of some idiomatic expressions typical in the English language. On chapter three we have described the three different types of lesson-plans we can design. Finally we chose the ‘overview’ one because it combines both the description of each activity, the time and material we are going to use, but also the order and the sequence of each activity.

The lesson-plan has its advantages and disadvantages. As advantages, we will increase and create an inclusive classroom environment, where everybody is supposed to be equal. Another good thing of this type of lessons is that the pupil with AS will improve the relationship with the rest of his peers and little by little, s/he will be able to express and to communicate with the rest of the world. A plus will be that s/he will learn a foreign language –which is essential nowadays. On the contrary, it is true that

perhaps some students can feel a bit upset or jealous of the pupil with AS when they notice some extra attention given by their teachers. Facilitation such as extra time for the exams or special treatment for AS students can disrupt them. There are several resources which teachers and educators can use in order to educate and make their students aware of the reality and to make them understand that there are people who are not the same or do not have the same opportunities as they can have. Resources such as films, documentaries or pamphlets can be useful tools to spread the information among the students and make them understand AS. Of course teachers cannot make it alone; they should count with the support and help of authorities and their students' parents. It is crucial that teachers, parents and educators try to avoid those feelings of inferiority AS students face, trying to convince them that diversity exists and equality environments are possible for everyone. We should remember that every single person is unique, with its unique challenges, and that the AS is just a different way of seeing things. It is 'the ability to find the needle before seeing the haystack'.

## References

Ansell, G. (2011). *“Working with Asperger Syndrome in the Classroom: an Insider’s Guide”*. London. Edit. Jessica Kingsley Publishers.

Aparicio Pérez, T.(2007). “Síndrome de Asperger o dificultad de adaptación social”. *Puleva Salud*. Accessed on 20 March 2015.  
[http://www.pulevasalud.com/ps/subcategoria.jsp?ID\\_CATEGORIA=103317](http://www.pulevasalud.com/ps/subcategoria.jsp?ID_CATEGORIA=103317) 19  
October 2007

Autism Speaks (2015). “What is Asperger Syndrome?”. *Autism Speaks*. Accessed on 8  
May 2015. <https://www.autismspeaks.org/what-autism/asperger-syndrome9>  
[February 2015](#)

Autismo Diario (2015). “Estreno del Documental Planeta Asperger en Burgos”.  
*Autismo Diario*. Accessed on 24 April 2015. <http://wp.me/p1lUm3-7SM> 19  
February 2015

Barbazette, J. (2013). *“How to Write Terrific Training Materials: Methods, Tools and Techniques”*. Somerset, NJ, USA. John Wiley & Sons.

Baron-Cohen, S. (2008). *“Autism and Asperger. Facts”*. Oxford University Press.

Betts, S. W. (2007). *“Asperger Syndrome in the Inclusive Classroom: Advice and Strategies for Teachers”*. London, GBR, Jessica Kingsley Publishers

Danya International & Organization for Autism Research (2005). “Life through Autism: An Educator’s Guide to Asperger Syndrome”. *Organization for Autism Research*. Accessed on 8 May 2015.

<http://www.researchautism.org/resources/reading/index.asp#Asperger>

Echevarría, J., Vogt, M.E. and Short, D. (2004). *“Making content comprehensible for English language learners: The SIOP model”*. Boston Allyn and Bacon.

EFE (2015). “Síndrome de Asperger, una forma diferente de entender el mundo”. *20 Minutos*. Accessed on 20 March 2015.

<http://www.20minutos.es/noticia/2381710/0/sindrome-asperger/trastorno-tipo-autismo/inteligentes-diferentes/> 19 February 2015

Gibbs, R (1998). *“Figurative Language and Thought”*. NY, Oxford University Press.

\_\_\_\_\_ (2005). *“Embodiment and Cognitive Science”*. Cambridge University Press

Gibbs, R & O’Brien J (1990). “Idioms and mental imagery: The Metaphorical Motivation for Idiomatic Meaning”. *Cognition*, 36, 35-68.

Hyatt, Kim (2015). “Owatonna School district autism initiatives”. *Owatonna People’s Press*. Accessed on 12 May 2015.

[http://www.southernminn.com/owatonna\\_peoples\\_press/article\\_8402170a-a2b4-5149-86e1-b5a9596ec0d4.html](http://www.southernminn.com/owatonna_peoples_press/article_8402170a-a2b4-5149-86e1-b5a9596ec0d4.html) 24 April 2015

Junquera, N. (2015). "Why Iván has to travel 57 kilometres just to get to school". *El País*. Accessed on 25 June 2015.

[http://elpais.com/elpais/2015/06/24/inenglish/1435156146\\_836359.html](http://elpais.com/elpais/2015/06/24/inenglish/1435156146_836359.html) 25  
June 2015.

LOE (2015). "Artículo 9. Alumnado con necesidad específica de apoyo educativo". *BOE A 2015*. 37, 175-176

McLaren, N., Madrid, D., Bueno, A. (2005). "*TEFL In Secondary Education*".  
Universidad de Granada.

Öhman, A. (2010). "I rymden finns inga känslor (Simple Simon)". *IMDb*. Accessed on  
25 June 2015. <http://www.imdb.com/title/tt1686313/3> September 2015.

Pilkington, A. (2000). "*Poetic Effects*". Royal Holloway University of London. John  
Benjamins Publishing Company

Sims, A. (2015). "This is what having Asperger's is like: Woman posts candid video of  
loyal dog saving her from 'meltdown'". *The Independent*. Accessed on 18 June  
2015. [http://www.independent.co.uk/life-style/health-and-families/health-  
news/this-is-what-having-aspergers-is-like-woman-posts-candid-video-of-loyal-  
dog-saving-her-from-meltdown-10322928.html](http://www.independent.co.uk/life-style/health-and-families/health-news/this-is-what-having-aspergers-is-like-woman-posts-candid-video-of-loyal-dog-saving-her-from-meltdown-10322928.html) 15 May 2015

Sónsoles, P.(2015). "Más de 200 niños y adolescentes sufren el Síndrome de  
Asperger". *Diario de Navarra*. Accessed on 18 May 2015.

[http://www.diariodenavarra.es/noticias/navarra/mas\\_navarra/mas\\_200\\_ninos\\_  
adolescentes\\_sufren\\_sindrome\\_asperger.html](http://www.diariodenavarra.es/noticias/navarra/mas_navarra/mas_200_ninos_adolescentes_sufren_sindrome_asperger.html) 15 May 2015.



Stalker, A. (2009). *"The One and Only Sam. A Story Explaining Idioms for Children with Asperger Syndrome and other Communication Difficulties"*. London, GBR. Jessica Kingsley Publishers

Sullo, B. (2009). "Create Relevant Lesson Plans". *Motivated Student: Unlocking the Enthusiasm for Learning*. Alexandria, VA, USA

The National Autistic Society (2015). "Guidelines for Teaching Students with Asperger Syndrome in further Education Colleges". *The National Autistic Society*. Accessed on 12 May 2015 <http://www.autism.org.uk/working-with/education/professionals-in-fe-and-he/guidelines-for-students-with-aspergers-in-fe.aspx> 9 February 2015

\_\_\_\_\_ (2015). "Asperger Syndrome: The Triad of Impairments". *The National Autistic Society* Accessed on 12 May 2015. <http://www.autism.org.uk/working-with/education/educational-professionals-in-schools/breaking-down-barriers-to-learning/asperger-syndrome-the-triad-of-impairments.aspx> 9 February 2015.

Voltz, D.L., Sims, M.J., & Nelson, B. (2010). *"Connecting Teachers, Students and Standards: Strategies for Success in Diverse and Inclusive Classroom"*. Alexandria VA USA.

Westwater, A. & Wolfe, P. (2000). "The Brain-compatible Curriculum". *Educational Leadership*, 58(3), 49-52.

Wilkinson, L. A. (2010). "Best Practice in Special Needs Education". *Best Practice Guide to Assessment and Interaction for Autism and Asperger Syndrome in Schools*. London, GBR, Jessica Kingsley Publishers

Wing, L. (1981). "Asperger Syndrome: A Clinical Account". *Psychological Medicine* 11, 115-130.

## Appendix 1

This worksheet may be used as a template to communicate with families of students with Asperger Syndrome. It should not be viewed as an endpoint in itself. It is meant to begin the discussion of classroom issues and challenges between educators and families.

1. What are your child's areas of strength? \_\_\_\_\_

---

---

2. What types of things work best for your child in terms of rewards and motivation?

---

---

---

3. Does your child have any balance, coordination, or physical challenges that impede his or her ability to participate in gym class? If so, please describe:

---

---

---

4. How does your child best communicate with others?

Spoken language

Written language

Sign language

Communication device

Combination of the above (please describe):

---

5. Does your child use echolalia (repeating words without regard for meaning)?

Never          Sometimes          Frequently

6. Do changes in routine or transitions to new activities affect your child's behavior?

Never    Sometimes    Frequently

If yes, what types of classroom accommodations can I make to help your child adapt to change and transitions?

---

---

7. Does your child have any sensory needs that I should be aware of?

Yes

No

If yes, what type of sensitivity does the student have?

Visual

Auditory

Smells

Touch

Taste

Other (please describe): \_\_\_\_\_

What kinds of adaptations have helped with these sensitivities in the past?

---

---

---

8. What behaviors related to Asperger Syndrome am I most likely to see at school?

---

---

---

Are there triggers for these behaviors?

Sensory sensitivity

Change in schedule or routine

Social attention

Escape a boring task

Other (please describe):

---

In your experience, what are the best ways to cope with these challenges and get your child back on task?

---

9. Is there anything else you think I should know about your child?

---

10. What is the best approach for us to use in communication with one another about your child's progress and challenges?

Telephone calls – Phone numbers: \_\_\_\_\_

E-mails – Addresses: \_\_\_\_\_

## Appendix 2

The syllabuses corresponding from the three publishers will appear on the following links:

MacMillan: 'Interface Student's Book': <http://www.macmillan.e-school.es/Interface1/>

Oxford University Press: 'English Plus Student's Book':  
[http://www.oupe.es/es/ELT/Secondary/englishplus/Recursos%20Destacados/Syllabus\\_English%20Plus%20SB%201.pdf](http://www.oupe.es/es/ELT/Secondary/englishplus/Recursos%20Destacados/Syllabus_English%20Plus%20SB%201.pdf)

Richmond: 'English in Motion Student's Book':  
[http://www.richmondelt.es/file/SB1\\_8\\_1.pdf](http://www.richmondelt.es/file/SB1_8_1.pdf)

## Appendix 3

In the following appendix appears the worksheet related to the Post-Activity of the Lesson-Plan we have proposed above:

### **Worksheet: Idioms**

1. Write down the definition of *idiom*. Do you know any example of an English idiom?

2. Complete the following gaps with the correct idiom:

Gets the blue / a fish out of water / jumped out of their skin / more fun  
than a barrel of monkeys / the cat has your tongue / a pain in the neck

a) This fair is amazing! I have \_\_\_\_\_

b) What's wrong with her? I think she didn't pass the exam...Ohh,  
she \_\_\_\_\_

c) Why you don't talk to me? Is that \_\_\_\_\_?



d) He doesn't play with anyone. I think he feels like \_\_\_\_\_

e) When they saw the snake, they \_\_\_\_\_

f) You are like \_\_\_\_\_

3. Work along with your partner and search on the Internet three more examples of English idioms. Remember to write down the definitions.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

4. Identify the different idioms in the following song (there are four in total):

I'm not the brightest crayon in the box,  
Everyone says I'm dumber than a bag of rocks,  
I barely even know how to put on my own pants,  
But I'm a genius in France, genius in France...

[...]

I may not be the sharpest hunk of cheese,  
I got a negative number on my SATs  
I'm not good looking and I don't know how to dance

[...]

I'm not the brightest bulb on the Christmas tree,

But the folks in France, they don't seem to agree,  
They say: 'Bonjour, Monsieur, would you take ze picture with me?

('Genius in France' by Weird Al Yankovic)

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

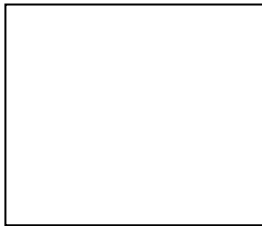
2. \_\_\_\_\_

3. \_\_\_\_\_

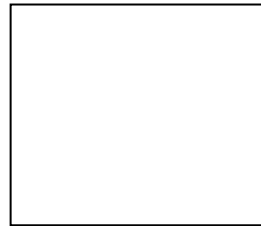
4. \_\_\_\_\_

6. Draw pictures of the following idioms:

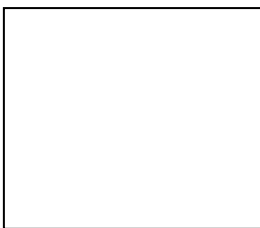
(a) It cost me an arm and a leg



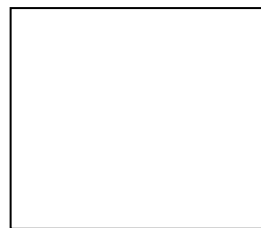
(b) She forgot, so I jogged her memory



(c) My dogs are barking



(d) He was cool as a cucumber



(e) My brother is a couch potato



7. Match the idiom with its real meaning



**'When pigs fly'**

When time passes quickly



**'Let the cat out of the bag'**

Everyone can tell how you're feeling by looking at your face



**'Written all over your face'**

Something that will never happen



**'Cold feet'**

Reveal a secret



**'Time flies'**

Feel very nervous about something