Robert J. Dixson's

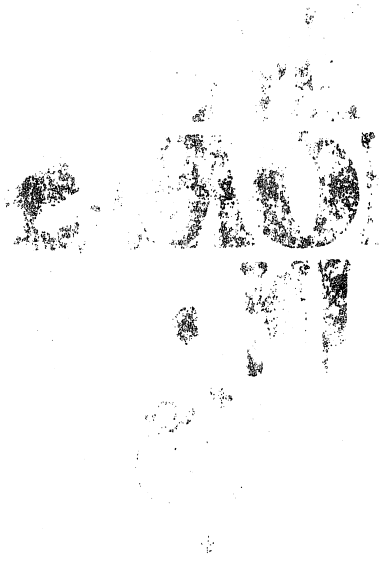
ESSENTIAL IDIOMS IN ENGLISH

Requires 48K
Apple II+
Apple IIe
Apple IIc
and disk drive DOS 3.3

REGENTS EDUCATIONAL SOFTWARE

QUICK GUIDE
To Using Essential Idioms

1. Make sure the computer is OFF.
2. Put the **Essential Idioms** diskette in the disk drive and CLOSE the disk drive.
3. Turn the computer ON and wait for a few moments. Follow the instructions and type the information asked for on the screen.
4. Choose from the Menu the number of the item you would like to do and follow the instructions.



Robert J. Dixson's

ESSENTIAL IDIOMS • IN • ENGLISH

CAI Adaptation

By

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ISBN: 0-13-286147-X

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Printed in the United States of America. International Standard Book No. 0-88345-612-5

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Introduction

OVERVIEW

Essential Idioms is based on the book Essential Idioms in English, A New Revised Edition, by Robert J. Dixson, Regents Publishing Company, Inc., 1983. The diskettes are designed to be used in conjunction with the book but may also be used independently (see Part 4, below). You will find the material easy and enjoyable to use. No previous knowledge of computers is necessary. The material is so easy to use that you could probably manage quite well by turning directly to the "Quick Guide," on page (i), and starting up the computer! We do, however, recommend further study of this handbook first.

The Essential Idioms CAI package consists of three diskettes, covering 39 lessons. Each diskette contains 13 lessons, and each lesson has four modules, which are explained in Chapter 2, The Four Modules. Thus, Disk 1 contains Lessons 1-13; Disk 2, Lessons 14-26; and Disk 3, Lessons 27-39.

HARDWARE REQUIREMENTS

This package requires a computer system with a minimum of a video display (television or monitor) and a single Apple-II-compatible disk drive, DOS 3.3, connected to one of the following computers:

Apple IIe (any size memory)
Apple II+ (48K RAM memory or larger)
Apple II (64K RAM memory or larger)

(The word Apple is a registered trademark of Apple Computer, Inc.)

INCLUDED IN THIS PACKAGE

With this handbook, you should also have received three Essential Idioms diskettes and a Software Customer Support Plan and Warranty Card.

Please check that you have received everything, and then fill out the Warranty Card and return it to us immediately.

Until we receive your Warranty Card and register your name, it will not be possible for us to provide customer support services.

MULTIPLE COPIES OF DISKETTES

All Regents diskettes are copyrighted, and multiple copies may not be made under any circumstances. Additional diskettes may be purchased from Regents. The diskettes are protected by a sophisticated anti-duplication system; any unlawful attempts to duplicate them may damage the diskettes, voiding the warranty and licensing agreement.

BACK-UP DISKETTE POLICY

Regents will supply back-up copies of all courseware at the stated, reduced price when they are ordered at the same time as the original courseware. Specify "back-up" and stock number when ordering.

The Four Modules

Prior to beginning work, the student should:

1. Insert the diskette (label up) in the disk drive.

2. Turn the computer ON.

LEARN THE IDIOM

LEARN THE IDIOM is the initial presentation of the idioms covered in a given chapter. The idiom is presented in boldface print, followed by a definition of that idiom, and a sentence or two to present the idiom in context.

Example: Learn the Idiom

to get on

to enter (a bus, train, or plane)

You can get on the bus at that bus stop across the street.

If the idiom is a separable verb phrase, a blinking /S/ appears to alert the student to that fact. A separable verb phrase is one in which an object may be inserted in the idiom. Most of these are two-word verbs, consisting of a simple verb plus an adverbial particle. See the full explanation in Appendix I, page 167, of the book Essential Idioms in English.

Example (separable verb):

Put on

Put on your coat. (not separated) OR

Put your coat on. (separated with noun object)

Put it on. (always separated with pronoun object)

Some separable verb phrases are longer:

take for granted

Don't take our help for granted. (separated with noun object)

Don't take it for granted. (separated with pronoun object)

These longer separable verb phrases are always separated with a noun object (unless it contains several words) as well as with a pronoun object.

The student has the following options:

1. to advance through the list by pressing the right arrow key
2. to go backwards through the list by pressing the left arrow key
3. to see the directions by pressing the "ESC" (ESCAPE) key

Though no directions to this effect appear elsewhere, it is possible to advance to a specific idiom by pressing a key along the upper tier of your keyboard: "1," "2," "3," "4," "5," "6," "7," "8," "9," "0," ":," and "-."

Depending upon the configuration which the teacher has selected, the student may also have the option to:

4. turn the sound off
5. skip an item by pressing the right arrow key
6. quit by pressing CTRL-Q (press the CONTROL key and the "Q" key simultaneously)

CHOOSE THE IDIOM

CHOOSE THE IDIOM presents the idiom in a multiple choice format. The student is presented with a sentence (or two) which needs an idiom to make it complete, and three possible choices.

Example: Choose the Idiom

They don't have enough salespeople.
I couldn't find anyone to _____ me.

A. take part in
B. wait on
C. wait for

(B)

The students are afforded the opportunity to try each of the possible responses "in context" as many times as they choose. Once satisfied that the answer appearing in the sentence is indeed their choice, they must press the "RETURN" key to "enter" their answer. If they have chosen an incor-

rect answer, they will see it crash, and the correct answer will appear in the sentence.

The sequence in which the items appear, and the order of the possible answers, are randomly determined.

The student has the following options:

1. to try different answers by typing "A," "B," or "C"
2. to "enter" an answer by pressing the RETURN key
3. to pass an item by pressing the right arrow key

Depending upon the configuration which the teacher has selected, the student may have the option to:

4. turn the sound off
5. skip an item by pressing the right arrow key
6. quit by pressing CTRL-Q

If the student skips an item, and the teacher has not configured the program to allow the "skip option," the skipped item will be presented again at the end of the lesson.

WRITE THE IDIOM

WRITE THE IDIOM uses a fill-in-the-blank format to test the student's familiarity with the idioms of a given lesson.

The student is shown a sentence or two with blanks where one of the idioms should be. He or she will see only two blanks for all idioms. The student's task is to type in the correct form of the idiom, and then press the RETURN key to indicate that the answer is finished.

Example: Write the Idiom

Mr. James will be back in a minute.
Would you like to _____ and wait?
(take a seat)

If the response is incorrect, the incorrect letters are removed from the answer, and the student is allowed to try again. If the second attempt is incorrect as well, the student is then shown the correct response.

The sequence in which the items appear is randomly determined.

The student has the following options:

1. to type a response
2. to press RETURN to enter a response
3. to see a list of that lesson's idioms (after the initial try)

Depending upon the configuration which the teacher has selected, the student may have the option to:

4. turn the sound off
5. skip an item by pressing the right arrow key
6. quit by pressing CTRL-Q

IDIO-MATIC

IDIO-MATIC presents the idioms in a game format. The player sees a sentence with a blank in it. When the SPACE BAR is pressed, an idiom appears in the sentence. The player must press the RETURN key if the answer is correct, or press the SPACE BAR again to see another idiom appear. Points are awarded based upon how long the student takes to answer, and whether or not that answer is correct.

Example: Idio-Matic

If you can't find that idiom, _____ in the index. (look it up)

The sequence in which the items appear, and the order of the possible answers, are randomly determined.

The student has the following options:

1. to change possible answers by pressing the SPACE BAR
2. to enter an answer by pressing the RETURN key
3. to skip an item by pressing the right arrow key

Depending upon the configuration which the teacher has selected, the student may have the option to:

4. turn the sound off
5. skip an item by pressing the right arrow key
6. quit by pressing CTRL-Q

The Teacher's Module

1. *Insert the diskette (label up) in the disk drive.*
2. *Turn the computer ON.*

GETTING STARTED

After a few moments of "whirring," the red light on the disk drive will go off, and the Essential Idioms title page will appear. At the bottom of the page, you will see "Press space bar to continue..." Ignore that instruction. It is there only for your students.

Press CTRL-T; that is, hold down the CONTROL key on your keyboard and simultaneously press "T." Shortly, the message "One moment, please..." will appear, and soon after it, the "TEACHER'S MENU."

There are six options offered.

A. See current configuration
B. Change configuration
C. Review student scores
D. Print idiom lists
E. Print student scores
F. Quit

Just as though you were taking a multiple choice test, type the letter which corresponds to your wish. We suggest you start with "A."

THE OPTIONS

If you did type "A," you are now looking at "CURRENT CONFIGURATION." It tells you that:

a. the sound is on
b. the printer is in slot #1
c. the scoring is off
d. the quit option is off
e. the skip option is off

What this means is that:

a. the student has the option of working the module with the sound on
b. it is assumed that a printer is connected to the computer in slot #1
c. the student's scores will be stored on the disk only until the student indicates he or she is finished
d. the student will not be allowed to quit until the entire lesson is completed
e. the student must work each item (in strict sequence)

Now, press the SPACE BAR and...you're back to the TEACHER'S MENU. If you wish, you may try "B. CHANGE CONFIGURATION."

By typing the indicated letter, you will be offered the opportunity to change the settings. Turn that which is off, on; make

the forbidden permissible; do whatever you like. And you can change any of the settings back again. Once set, these settings remain in effect for all of the lessons your students run, until you change them again.

**** *IMPORTANT* ****

If you turn the "scoring on," the students' scores will be saved on the disk. However, there is space for only ten students' scores, and once the score file is full, the program will refuse to administer the modules until you:

a. clear the score file

OR

b. turn the scoring off

If you elect to "clear the score file," remember that the cleared file is lost forever. If you wish to preserve the scores, use the "PRINT SCORES" option from the TEACHER'S MENU to print out the students' scores BEFORE you clear the score file.

GETTING BACK

To return to the TEACHER'S MENU, simply choose the "quit" option from the "CHANGE CONFIGURATION" menu. In this instance, as in all others, the "quit" option takes you to the PRECEDING menu. ONLY the quit option from the TEACHER'S MENU takes you out of the Teacher's Module.

The "REVIEW STUDENT SCORES" option allows you to do just that. If Essential Idioms has been running in the "scoring on" mode, it will store the scores for up to ten students (over all 52 lessons). "REVIEW STUDENT SCORES" allows you to print those scores to either the screen or a printer.

**** *IMPORTANT* ****

Each time a student "logs in," that is, types in his or her name and begins work, a file is allotted for that student. After ten students (or one student logging in ten times), the score file will be full. At that time, you must either clear the score file or turn the scoring off. The program treats each student that logs in as a "new" student. It is up to YOU to keep track of the students if you use the scoring option.

••••••••••

The "PRINT IDIOM LIST" option allows you to print out lists of the idioms used in each lesson. The lists may prove useful for isolating a particular student's problem.

Though the idioms are presented to the student (after LEARN THE IDIOM) in a randomly determined sequence, they are scored in strict sequence. For example, a student's score on Item 1, Lesson 3 reflects how he or she did with idiom #1 of Lesson 3.

**** *IMPORTANT* ****

Whenever you plan to use either the "PRINT IDIOM LISTS" or "PRINT STUDENT SCORES" options, please make sure that the program has the correct slot number for the printer. This may be done by choosing the "SEE CURRENT CONFIGURATION" option from the TEACHER'S MENU.

If the slot number is incorrect, use the "CHANGE CONFIGURATION" option to change the printer slot number.

Failure to make sure that the actual slot number and the program's record of the slot number are the same may cause the cursor to go away. If this happens, turn the computer off briefly, and start again.

••••••••••

Finally, we come to the last option on the TEACHER'S MENU, "QUIT." If you select the QUIT option, the program will go back to the title page, and is then ready for a student to work a lesson. If you have no further immediate use for the pro-

gram, now is the time to remove your diskette and turn your computer off.

****** *IMPORTANT* ******

We've done our best to make this program as simple to use and as fail-safe as possible. Please do your best, too, and:

DON'T open the disk drive door while the red light is on.

DON'T TURN off the computer to exit while a program is running.

Using this Package

WITH THE BOOK

The best way to use this CAI package is in conjunction with Robert J. Dixson's book Essential Idioms in English. The teacher may go over a lesson in class from the book, introducing the idioms, definitions, and examples, and explaining whatever is not immediately clear to the students. Then the students will do the same lesson on the diskette, reading the often slightly different definitions and the new examples, and then doing the exercise modules Choose the Idiom and Write the Idiom and the game Idio-Matic. After that, the students will have little difficulty in preparing the exercises in the book to be done in class the next day. (The materials have been designed with a progressive level of difficulty to follow the numerical sequence of lessons and the above-mentioned sequence of exercises within each lesson. Depending on a teacher's situation and pedagogical preference, this sequence can easily be changed.)

Alternatively, work with the diskette could be assigned for review after one or more lessons have been done in the book. Or the diskette may be used first, to make all the classwork with the book go more quickly. In situations where students have ready access to computers, diskette work can be assigned as "homework."

If a student is using these diskettes for self-study without the regular help of a teacher, then it is all the more advisable to use the book for additional help.

Because the space on the diskettes permits each lesson to contain just twelve idioms with one basic meaning for each idiom, a few idioms and a few alternative meanings that are in the book will not be found on the diskettes, mainly on Diskettes 2 and 3.

WITHOUT THE BOOK

Although we recommend using these diskettes in conjunction with the book Essential Idioms in English, they have been designed also to be used alone. Thus, all the idioms are introduced with definition and example as if the student had never seen them before. The student then has to participate in constructing three more examples of each idiom in the three following modules in the lesson. This task is narrowed by the three-choice format of Choose the Idiom and Idio-Matic. In Write the Idiom, the student must supply the idiom but can ask to see the list of twelve idioms again before deciding on the appropriate idiom and the proper form of it to be used.

Fitting CAI into your Curriculum

One of the outstanding benefits of computer-assisted instruction is its flexibility—the same course materials can be used with different students in different situations in a wide variety of ways. The suggestions below are therefore neither exhaustive nor prescriptive. They are simply intended to provide some basic guidelines for teachers and curriculum coordinators who are new to CAI.

1. CAI as a Required Component of an ESL Curriculum

As a required component for all students in a class, practice with CAI materials can be scheduled in two basic ways: during part of regular class time, so that some classes will be held in the computer learning center; or as out-of-class assignments—"homework"—which will in fact need to be done in the learning center at a time of the student's choice.

The choice of approach is partly dependent on the number of computers available in the learning center for a class scheduled there. The ideal is a computer system for every student. Or students can work in pairs at the computers, cutting the number of computers required to half the class size. However, with imaginative teacher preparation, part of the class can be working directly with the teacher while the others take their turn at the computer. In this way, it is possible to schedule classes in learning centers with relatively few computers which will nevertheless provide both the advantages of CAI and the benefits of the teacher working with much smaller student groups.

2. CAI as Individual Assignments

Another basic approach is to use computer-assisted materials only with those students who have special requirements. For example, students who are weak in particular areas and require remedial work can be assigned to complete individual exercises or diskettes and be required to demonstrate an acceptable level of mastery. Alternatively, particularly able students who require more challenging work than the current class material could be assigned CAI materials at an appropriate higher level.

3. CAI as a Student Resource

CAI materials are commonly made available to students at all levels. You will probably be surprised at the enthusiasm and success with which lower-level students voluntarily tackle more demanding materials, partly because CAI offers them the opportunity to work at whatever speed is comfortable to them. Higher-level students, too, will tend to come back and work with materials in areas in which they feel uncertain.

4. Time Periods for CAI Sessions

In our experience with regularly scheduled classes in the learning center, 40-60 minutes is the optimum time per session. In independent study, however, some students wish to spend much longer periods on CAI.

Introducing Students to Computer-Assisted ESL

GENERAL PRINCIPLES

It is very important to use the right tone in introducing students to their first CAI experience. Certainly you want them to be careful with the computer system and particularly with the diskettes, which are the most vulnerable to damage. However, as you will recall, the computer is virtually impossible to damage in normal use, and even the diskettes are surprisingly resistant to misuse by students. Therefore, it is important not to overstress the potential problems and degree of care necessary. You need to make students feel confident that if they follow a few simple rules they will not have any difficulties.

A second very important point to remember and stress to students from the beginning is how easy the system is to use. Probably the only thing to which students will ever need to refer is the "Quick Guide." In general, from the student's point of view, the system is largely self-explanatory and very easy to use.

Unless you have used CAI systems and materials with students before, you will probably be pleasantly surprised by how quickly and easily they learn to use the system and how enthusiastic they become about practicing with it. In fact, students generally become familiar and comfortable with the system more rapidly than their teachers—partly because there is less they need to understand, and partly because they are less inhibited about making mistakes.

If you are a newcomer to CAI, you will probably also be surprised to find that many problems you may have anticipated simply do not arise. For example, our CAI materials never require lengthy student input, so the learning-to-type problem never arises. Even for inputs as long as two or three words, students quickly learn to "hunt and peck" with surprising rapidity, and the keyboard is not a barrier. As a second example, students soon overcome the anticipated problem of following screen instructions accurately, because their mistakes are ignored by the computer, which waits patiently for the correct action. Even beginning-level students soon learn to understand and follow the instructions on the screen.

SPECIFIC PROCEDURES

From our long experience with introducing new students to CAI, we strongly recommend the following procedures:

1. Allow at least 45 minutes for the first-time introduction of students to CAI. This will provide time for you to "talk them through" the start-up, one exercise, and the finishing procedures, and also allow time for them to try the system on their own.

2. Use the computer—give students hands-on experience at every possible stage. Ideally, as you go through the introduction, there should be one computer for each student or pair of students.

3. Explain your standard rules and regulations for using the computer learning center.

4. Tell students how you want them to use Essential Idioms. There are a number of different ways to use this CAI material. Whatever your decision, after the introductory and follow-up sessions you need to tell the students clearly and simply what the role of CAI will be in your curriculum and what they are expected to do.

Alphabetical Listing of Idioms

Numbers refer to lessons in *Essential Idioms.*

A

above all 17
according to 6
all at once 11
all day 3
all in all 19
all of a sudden 6
all right 2
as a matter of fact 14
ask for (trouble) 38
as soon as 9
as usual 2
as yet 8
at all 4
at first 1
at last 2
at least 4
at once 1
at times 6

B

back and forth 9
back out 29
back up 29
be about to 8
be a steal 32
beat around the bush 30
be better off 21
be bound to 18
be carried away 11
(what) become of 13
be had 39
be in 39
be in charge of 9
be into 23
believe in 24
be looking up 33
be named after 21
be nothing the matter 20
be out 39
be out of the question 11
be over 7
be rained out 32
be (all) set (to do something) 29
be something the matter 20
(the time) be up 7
be up for grabs 37
be up to (someone) 11
be up to something 30
be used to 9
be well-off 21
be with (someone) 34
Big deal! 37
bow out 34
break away 24
break down 13
break in 17
break into 17
break loose 31
break off 19
break off 28
break out 12
break out 24
break through 24
break up 18
bring about 26
bring back 28
bring out 28
bring up (a child) 20
bring up (a subject) 20
brush off 23
brush out 23
burn down 12
burn out 12
burn up 12
burst into tears 25
burst out laughing 25
bug (someone) 38
buy it 36
buy out 29
buy that 36
buy up 29
by heart 10
bite off 19
blow away 24
blow down 24
blow off 24
blow out 17
blow up 12
by oneself 3
by the way 7

C

call for 13
call it a day 35
call off 5
call on 2
call or call up 1
can't help (but) 35
carry on (an activity) 37
carry on (with) 37
carry out 24
catch cold 5
catch fire 11
catch up (on/with) 37
change one's mind 5
check in 36
check out 36
check up on 25
cheer up 24
chew off 19
chew up 18
chop up 18
clean off 23
clean out 23
clean up 18
clear up 29
clue (someone) in (on) 37
come about 26
come across 22
come from 10
come to 13
come to an end 30
come true 14
come up to 21
cop out 34
count on 6
cover a lot of ground 37
cover for 34
cover up 33
cross out 13
cut in 31
cut off 15
cut off 19
cut out 16
cut short 31
cut up 18

D

day after day 19
die down 26
die out 26
dish out 38
do a snow job (on) 35
do without 18
do over 12
draw up 24
dream up 36
drive up to 21
drop a line 22
drop in (on) 24
drop off 3
drop (someone) off 33
drop out (of) 24
dry out 30
dry run 39
dry up 30

E

each other 38
ease (someone) out 34
eat out 14
eat up 18
enough to go around 19
every so often 16

Alphabetical Listing of Idioms

F

face to face 34
fade away 26
fall behind 27
fall in love (with) 8
fall off 27
fall through 27
feel like 14
feel sorry for 12
fifty-fifty 17
figure out 7
fill in 15
fill (someone) in (on) 34
fill out 15
find fault with 11
find out 2
fix (someone) up (with) 39
fool around 30
for good 5
for sure 18
for the time being 5
fringe benefit 39

G

get (better, worse, etc.) 7
get (well, tired, wet, etc.) 7
get a rise out of (someone) 35
get along 3
get along with 16
get away 25
get away with 25
get back 5
get carried away 11
get even with 30
get in touch with 9
get into the swing of things 33
get lost 20
Get lost! 33
get off 1
get on 1
get on (someone's) nerves 23
get one's way 14
get out from under 38
get out of line 39
get over 5
get rid of 10
get stuck with 26
get the better of 31
get through 11
get through to (someone) 38
get to (get there, get home) 6
get up 1
get used to 9
give (someone) a big hand 38
give (someone) a break 34
give a call 22
give birth to 23
give in 27
give off 27
give out 27
give up 13
go in for 23
go off 16
go off the deep end 32
go on 8
go out 8
go through 31
go through channels 33
go to town 35
go up to 21
go with 10
go with 10
go without 18
go wrong 25
goof off 39
grow out of 16

H

had better ('d better) 7
hand in 21
hang up 6
hard of hearing 16
have a good time 9
have a voice in 35
have (something) going for one 32
have got (present tense only) 17
have got to (present tense only) 17
have heard of 14
have nothing to do with 8
have (time) off 6
have on 13
have one's heart set on 29
have one's way 14
have something to do with 8
have two strikes against one 32
have what it takes 38
hear from 14
hold off 27
hold on 21
hold out 27
hold over 27
hold still 20
hold up 20
hold up 20

I

in a hurry 5
in case 21
in the long run 15
in the way (of) 19
in time 7
in vain 19
inside out 15
It figures! 34
it goes without saying 31
it stands to reason 12

K

keep an eye on 16
keep away from 11
keep good time 22
keep in mind 16
keep in touch (with) 21
keep off 11
keep on 6
keep one's head 31
keep out 11
keep track of 11
keep up 25
keep up with 17
kick (a habit) 33
kick (something) around 33
Knock it off! 34
knock out 24
know by sight 20

L

land on one's feet 38
lay (someone) off 28
leave (something) open 36
let alone 28
let alone 28
let go of 16
let on 25
let (something) slide 35
let up 28
lie down 3
line up 36
little by little 2
live in 38
live it up 35
live up to 26

Alphabetical Listing of Idioms

look after 14
look at 2
look down on 22
look for 2
look forward to 14
look into 11
look out 5
look out on 30
look over 6
look up 4
look up to 22
lose one's cool 36
lose one's head 31
lose one's touch 32

M

make a face 22
make any difference 3
make clear 13
make do 23
make friends 6
make fun of 14
make good 12
make good time 10
make no difference 3
make out 10
make out 26
make out 26
make room for 31
make sense 24
make sure 10
make the best of 16
make up 25
make up one's mind 5
make waves 37
meet (someone) halfway 25
mind the store 37
miss the boat 36
mixed up 10
more or less 32

N

never mind 2
no matter how 15
no matter what 15
no matter when 15
no matter where 15
Not on your life! 37
now and then 10

O

of course 38
off and on 11
on hand 32
on purpose 3
on the ball 33
on the double! 32
on the whole 28
on time 7
once and for all 14
once in a while 9
out of date 12
out of one's mind 15
out of order 6
out of sight 15
out of work 15
over and over 8

P

pass out 19
pass out 19
pay attention (to) 9
pick out 3
pick up 1
pick up the tab 35
pin (something) on (someone) 35
play a trick on 14
play by ear 39
play up to 32
point out 7
pull off 22
pull oneself together 33
put an end to 30
put away 4
put down 23
put off 7
put on 1
put (someone) on 31
put out 6
put together 21
put up 19
put up with 19

Q

quite a few 9

R

right away 1
right here 2
right now 2
right there 2
rule out 20
run away 20
run into 24
run out of 15
run over 16
run over (something) 28
run up to 21

S

save one's breath 31
screw up 32
Search me! 35
see about 10
see off 20
sell out 29
serve (someone) right 25
serve someone's purpose 36
set fire to 20
set on fire 20
set out 24
shake hands 5
show off 19
show up 23
shut off 17
shut up 17
sit down 3
sit in (on) 29
slow down 30
so far 4
stand a chance 22
stand for 22
stand out 25
stand up 3
stand up 31
stand (someone) up 31
stand up for 26
stay in 23
stay out 23
stay up 23
step down 32
step out of line 39
stick around 35
stick out 25
stick to 26
stir up 30
sweep off 23
sweep out 23

T

take a look at 13
take a seat 4
take a walk 4
take advantage of 15
take apart 21
take (someone) at his/her word 36
take back 28
take by surprise 21
take care of 9
take (information) down 27
take (someone) for 18
take for granted 12
take hold of 11
take (clothes) in 30

Alphabetical Listing of Idioms

take into account 13
take off 1
take off 22
take (someone) on 27
take one's time 3
take out 3
take over 23
take pains 22
take part in 4
take pity on 13
take place 4
take the bull by the horns 38
take turns 8
take up 15
talk back (to) 39
talk over 3
taste of 23
tear down 18
tear off 19
tear up 18
tell apart 19
tell time 17
think of 5
think over 4
think up 21
throw (someone) a curve 37
throw away 8
throw (someone) out 29
throw the book at 37
throw up 29
tie up 18
tired out 2
to date 39
to say nothing of 33
top (something) 39
trade in 34
try on 4
try out 18
turn around 8
turn down 17
turn off 1
turn (someone) off 36
turn on 1
turn (someone) on 36
turn out to be 13
turn over (to) 27

U

up to date 12
upside down 15
used to 9

W

wait for 2
wait on 4
wait up for 28
wake up 9
walk up to 21
want in the worst way 36
want out 36
wash off 23
wash out 23
waste one's breath 31
watch out for 18
wear away 28
wear down 28
wear off 28
wear out 8
wear through 28
What makes (someone) tick? 34
what with 39
who's who 10
work (something) out 29
would rather ('d rather) 7