

Meaning first, then compare

Give learners page 1; keep this page for teaching

Outcome: explain an expression, check a listener's interpretation and judge its use in a new situation. Cross-language equivalents are optional. The English options make the task usable without remembered idioms or a shared first language.

A short route

3 min: read the Len model and check both meanings.

3: each learner chooses an expression and plans keywords.

4: both explain, ask and check. Follow an interesting detail.

3: each invents a fitting and non-fitting case. Accept a different interpretation if the added context supports it.

3-5: give feedback, then use the new cases. Hear each learner again.

Meaning, form and tone

Turn over a new leaf: Len's improved turn-taking fits; a new job or book page alone does not. Model turned over a new leaf / wants to turn over a new leaf. It can imply previous behaviour needed improvement; avoid targeting classmates.

Break the ice: the game helps new people relax. Model a game broke the ice / helped to break the ice. Frozen water is literal. This sheet selects the meeting-people use; broader uses exist.

Similar images do not prove equivalent meaning, tone or grammar. Verify unfamiliar English proposals; keep the plain message if uncertain. Do not invent word origins or cultural generalisations.

Fresh situations: reveal after feedback

A. Ari opens a new notebook but keeps missing the same deadlines.

B. After repeatedly ignoring messages, Jo now replies reliably.

C. New teammates are quiet. A brief chat helps them relax.

Ask: Would either expression fit? Explain in ordinary English first, then use an expression if it fits. Partners ask a follow-up.

Key: A does not establish turning over a new leaf. B fits improved behaviour. C fits breaking the ice. Ordinary-English answers are valid. For a learner-chosen expression, invent a genuinely new case together; leave uncertain usage as a question to check.

Observe each learner: clear message, relevant example, listener check, support needed. Keep meanings/starters for support; compare tone for stretch. One-to-one/online, alternate roles. No recording or private cards needed.

B1-B2 describes the supported task, not every chosen idiom. Later, try a new context before showing old notes. Timing and classroom effectiveness untested.

Sources: Cambridge Dictionary, turn over a new leaf and break the ice. Original examples and tasks by Gav & Em.