

Getting Away from it All!

*Have you ever had
an expensive holiday?
Where did you go?
What did you do?*



1 Discussion Words

Check any new words and mark the strong stress in each word or phrase:

Chief Executive Mauritius stepdaughter
Stuart getaway to jet off supplier PA
manufacturing firm sandcastles karaoke wi-fi
sunbathing resort reports tropical island
sales forecasts quarter Melanie factory

2 Dialogue

Read the following dialogue aloud with your partner:

- 1 *Stuart Willis is the Chief Executive of a small manufacturing firm based in Halifax, West Yorkshire. He recently jetted off to Mauritius for a romantic getaway at a luxury resort, with his second wife Denise and their stepdaughter Chloe. However, despite the sun, sand, and karaoke competitions, he just can't seem to relax. He phones his PA in England for a chat:*
- 5 **Melanie:** So how's your holiday going? Are you having a lovely time? What are you doing right now?
Stuart: Well, Denise is sunbathing and Chloe is making sandcastles on the beach, but I'm going through some sales forecasts for next quarter...
Melanie: Oh, I thought you were going on holiday to get away from it all. You should be sunning yourself. **Treat yourself!** It's the **holiday of a lifetime**.
- 10 **Stuart:** What's Tom doing today? Is he driving to Leeds to meet that supplier?
Melanie: Yes, he's meeting them at one o'clock for lunch.
Stuart: And are the lads in the factory **getting on alright**?
Melanie: Yes, I think so. They're hoping to finish two orders by five o'clock. Are you **checking up on us**?
Stuart: You know what they say, Melanie – **while the cat's away, the mice will play**.
- 15 **Melanie:** Well, **everybody's working flat out** to meet the targets you set us before you left. Don't worry – your deputy is taking care of everything.
Stuart: Good, good! Well, I can't chat any longer. I have to hurry. **Time is money**, you know!
Melanie: **What on earth** are you hurrying for? You're on a tropical island in the middle of the Indian Ocean!
Stuart: You know I'm a bit of a **control freak**. That's why I'm finishing off these two reports and then later we're going back to the resort.
- 20 **Melanie:** Oh, right. So you're not a total **workaholic**. You will have a chance to unwind with your family?
Stuart: Well, we're going so I can email some new reports to you. I can't get wi-fi on the beach!

3 New English Alphabet and Connected Speech

Can you find this sentence in the text? Practise saying it aloud:

uh y Ha ving uh Lu vlii Taim?
a b c d e f g h

1. There are ____ syllables in this sentence.
2. The stressed syllables are _____.
3. The stressed vowel sounds are _____.
4. There are ____ Schwa sounds on _____.
5. There's an embedded Schwa sound on ____.
6. uh represents two different words: ____ and ____.
7. There are ____ friendly consonant sounds on...
8. There are ____ weak-stressed syllables.

4 Sentence Blocks – Present Continuous

Underline examples of **present continuous** form in the text, then practise the sentence blocks.

What time does present continuous indicate in each sentence?

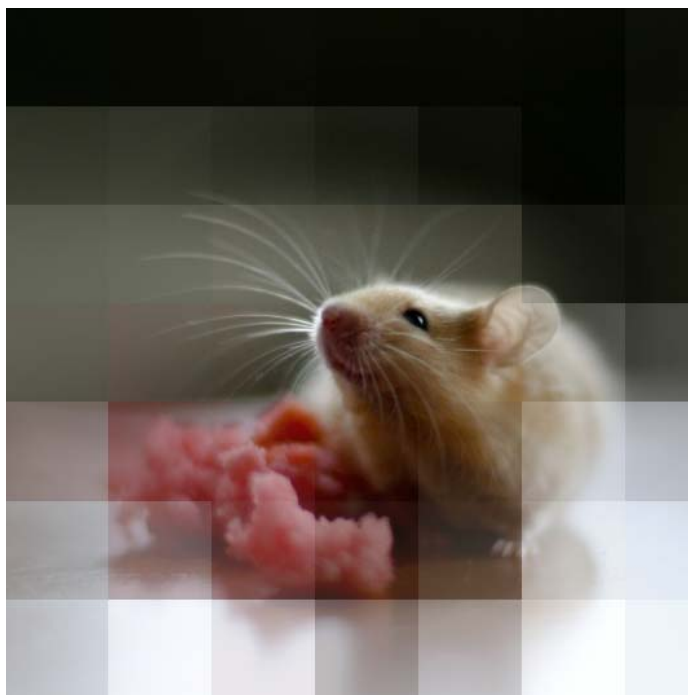
1. Chloe is making sandcastles on the beach. *who / what / where*
2. He's meeting them at one o'clock for lunch. *when / what / why / who*
3. They're hoping to finish two orders by five o'clock. *what (x2) / when / who*

While the cat's away, the mice will play!

5 Non-Literal English – Idioms, Phrasal Verbs, and Slang

Look at the idioms which are highlighted in the text (left). Match each one to a phrase below:

- a) working without problems
- b) spying on somebody
- c) working very hard
- d) if you waste time you waste cash
- e) do something that you enjoy
- f) people won't work hard if the boss is absent
- g) a person who lives to work
- h) a trip you can only afford once
- i) why??
- j) somebody who must be in charge



Title

"To get away from it all" is an idiom meaning to have a relaxing break – a time when you can forget about work and problems.

Lead-in – Discussion Questions

Extensions: Prepare further discussion questions on this lesson topic – the tension between work and holidays. Or get SS to write their own and ask each other, perhaps changing partners a few times during the activity.

Pictures

Extensions: SS describe the pictures and how they are related to the lesson. SS look for other relevant pictures on the internet.

1 Discussion Words

The stressed syllable(s) are underlined:

Chief Executive Mauritius stepdaughter Stuart getaway to jet off supplier P A manufacturing firm
sandcastles karaoke wi-fi sunbathing resort reports tropical island sales forecasts quarter
Melanie factory

Extensions: Use the Discussion Word Questions from Talk a Lot Elementary Books 1-3 or Talk a Lot Intermediate Book 1, or use the Big Word Game or Talk a Lot Bingo from Talk a Lot Elementary Handbook.

2 Dialogue

Extensions: 1. SS improvise role plays based on the situation, e.g. what happened before or after? What happened back at the hotel? Imagine the other characters: Denise, Chloe, the lads at the factory, etc. 2. SS choose one character from the text and devise and perform a monologue as that character. They could practise different verb forms by setting the monologue before the time of the action (using future verb forms), during the action (using present verb forms), or after the action (using past verb forms).

3 New English Alphabet and Connected Speech

The sentence is from line 5: "Are you having a lovely time?"

1. There are **8** syllables in this sentence.
2. The stressed syllables are **Ha** , **Lu** , and **Taim** [c, f, and h].
3. The stressed vowel sounds are **a** , **u** , and **ai**.
4. There are **3** Schwa sounds on **a**, **b**, and **e**.
5. There's an embedded Schwa sound on **b**.
6. uh represents two different words: **Are** and **a**.
7. There are **2** friendly consonant sounds on **d [ng]** and **h [m]**.
8. There are **5** weak-stressed syllables. [a, b, d, e, and g.]

Extensions: Translate other sentences from the text into the NEA and answer the same questions about them. Look at sentence stress and connected speech features. How do the syllables connect together? See Talk a Lot Foundation Course for more ideas.

4 Sentence Blocks – Present Continuous

There are many examples of present continuous form in the text, for example:

- 5 So how's your holiday **going**? **Are** you **having** a lovely time? What **are** you **doing** right now?

6 Well, Denise **is sunbathing** and Chloe **is making** sandcastles on the beach.

etc.

Note: parts of the text *in italics* will vary. SS should use their own ideas:

1. Chloe is making sandcastles on the beach.

In this sentence present continuous indicates: **now / at the moment**.

Who is making sandcastles on the beach? / Chloe is. / Is Chloe making sandcastles on the beach? / Yes, she is. / Is Bob making sandcastles on the beach? / No, *he* isn't. Bob isn't making sandcastles on the beach. / So...

What is Chloe doing on the beach? / Making sandcastles. / Is Chloe making sandcastles on the beach? / Yes, she is. / Is Chloe *reading a book* on the beach? / No, she isn't. Chloe isn't *reading a book* on the beach. / So...

Where is Chloe making sandcastles? / On the beach. / Is Chloe making sandcastles on the beach? / Yes, she is. / Is Chloe making sandcastles *in the park*? / No, she isn't. Chloe isn't making sandcastles *in the park*. / So...

2. He's meeting them at one o'clock for lunch.

In this sentence present continuous indicates: **future**.

When is he meeting them for lunch? / At one o'clock. / Is he meeting them at one o'clock for lunch? / Yes, he is. / Is he meeting them at *two o'clock* for lunch? / No, he isn't. He isn't meeting them at *two o'clock* for lunch. / So...

What is he doing at one o'clock? / Meeting them for lunch. / Is he meeting them at one o'clock for lunch? / Yes, he is. / Is he *playing golf* with them at one o'clock? / No, he isn't. He isn't *playing golf* with them at one o'clock. / So...

Why is he meeting them at one o'clock? / For lunch. / Is he meeting them at one o'clock for lunch? / Yes, he is. / Is he meeting them at one o'clock *for dinner*? / No, he isn't. He isn't meeting them at one o'clock *for dinner*. / So...

Who is he meeting at one o'clock for lunch? / Them (that supplier). / Is he meeting them at o'clock for lunch? / Yes, he is. / Is he meeting *his dentist* at one o'clock for lunch? / No, he isn't. He isn't meeting *his dentist* at one o'clock for lunch. / So...

3. They're hoping to finish two orders by five o'clock.

In this sentence present continuous indicates: **now / at the moment**.

What are they hoping to finish by five o'clock? / Two orders. / Are they hoping to finish two orders by five o'clock? / Yes, they are. / Are they hoping to finish *four orders* by five o'clock? / No, they aren't. They aren't hoping to finish *four orders* by five o'clock. / So...

What are they hoping to do by five o'clock? / Finish two orders. / Are they hoping to finish two orders by five o'clock? / Yes, they are. / Are they hoping to finish *four orders* by five o'clock? / No, they aren't. They aren't hoping to finish *four orders* by five o'clock. / So...

When are they hoping to finish two orders by? / (By) five o'clock. / Are they hoping to finish two orders by five o'clock? / Yes, they are. / Are they hoping to finish two orders by *three o'clock*? / No, they aren't. They aren't hoping to finish two orders by *three o'clock*. / So...

Who are hoping to finish two orders by five o'clock? / They (the lads) are. / Are they hoping to finish two orders by five o'clock? / Yes, they are. / Are *your parents* hoping to finish two orders by five o'clock? / No, they aren't. *My parents* aren't hoping to finish two orders by five o'clock. / So...

Extensions: Use other sentences from the text (or sentences written by SS on the same topic) and practise building sentence blocks using a variety of question words. SS work individually, in pairs, in small groups, or as a whole class. Or SS could focus on the verb form in question - present continuous - to create more starting sentences and sentence blocks. See Talk a Lot Elementary Handbook for further ideas.

5 Non-Literal English – Idioms, Phrasal Verbs, and Slang

Treat yourself!	e) do something that you enjoy
holiday of a lifetime	h) a trip you can only afford once
getting on alright	a) working without problems
checking up on us	b) spying on somebody
while the cat's away, the mice will play	f) people won't work hard if the boss is absent
everybody's working flat out	c) working very hard
Time is money	d) if you waste time you waste cash
What on earth	i) why??
control freak	j) somebody who must be in charge
workaholic	g) a person who lives to work

Extensions: 1. SS could translate the non-literal phrases into literal ones, and practise the dialogue again so that it is entirely literal – wholly grey language – instead of having the colour that the idioms, phrasal verbs, and slang bring. 2. Find other idioms, phrasal verbs, and/or slang on the same topic of work and holidays.

About Talk a Lot Intermediate Book 2

The aim of any Talk a Lot course is for students to practise and improve their speaking, listening, and pronunciation skills. Along the way the student will learn plenty of new vocabulary – including non-literal English expressions, such as idioms, phrasal verbs, and slang – and also practise reading, writing, and grammar skills, e.g. verb forms, word order, parts of a sentence, and so on.

This two-page spread provides an organised sequence of learning activities for students at intermediate level (CEF B2). We believe that there is easily enough material here for a 90-minute lesson. Of course, how long the material lasts will depend on a variety of factors, such as the level of your students, and how familiar they are with Talk a Lot techniques. If you used some or all of the extension activities, you could make the material last much longer.

Although many of the activities in this book can be used without having previously studied with Talk a Lot material, e.g. the reading comprehension tests, this is the second Talk a Lot Intermediate course book and the author has assumed that students will have some prior knowledge of Talk a Lot methodology, e.g. knowing how to make sentence blocks, and how to find the stressed syllables and sounds in a word or phrase; or how to read the New English Alphabet. If you or your students feel a bit lost with some of this material, you may practise the techniques with any of the previous Talk a Lot course books:

Talk a Lot Elementary Books 1-3
 Talk a Lot Elementary Handbook
 Talk a Lot Foundation Course
 Talk a Lot Intermediate Book 1

All of these books – and much more – may be downloaded for free from <http://purlandtraining.com>

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