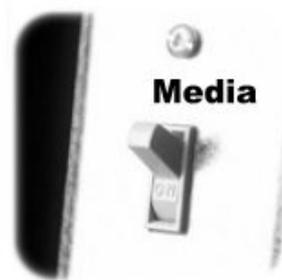


## 4 FANTASTIC INTERMEDIATE LEVEL COURSES!



**.pdf file users:**

Click this icon (left) to  
access the contents!

# Talk a Lot

## Spoken English Course

by Matt Purland

A Great Way to Learn How to Really Speak English!

## Intermediate Book 1

- *Four full-length spoken English courses*
- *Over 200 hours of quality learning materials!*
- *Brand new and unique learning method*
- *Learn to use 8 essential intermediate level verb forms*
- *Learn **real** English – idioms, phrasal verbs, and slang!*
- *Practise using sounds, stress, and connected speech*
- *100% photocopiable*

**Download this FREE book today from:**

**PurlandTraining.com**

**4 FANTASTIC INTERMEDIATE LEVEL COURSES!**



**Talk a Lot**  
Spoken English Course

A Great Way to Learn How to Really Speak English!

Intermediate Book 1

# Talk a Lot

## Intermediate Book 1

### Introduction

#### Hello!

...and a very warm welcome to the first Talk a Lot course book for intermediate level! Following the great response to the first three elementary level books (750,000+ downloads and counting!) this book has been specially designed to help English students to tackle the next stage of learning. In this book you will find four complete spoken English courses on the following topics:

**1. Hotel                      2. Problems                      3. Media                      4. Getting a Job**

As well as the teaching material for each course – around 45 hours in total – this book contains more than 100 pages of additional material which complements the course activities, for use in the classroom or for self-study at home.

This book is for students who are studying from intermediate level (B2/FCE) to advanced level (C1/CAE), although there will also be plenty of good material for students at pre-intermediate level. The main proposal of this book is that intermediate level can come as something of a shock for students who realise that, despite dutifully learning all the basic grammatical forms and vocabulary at elementary level, the English language remains just as unknowable as ever, thanks to the introduction – at intermediate level – of non-literal English – i.e. idioms, phrasal verbs, and slang. Despite knowing plenty of words with their literal meanings, the goal of fluent communication retreats further into the distance, as the student begins to find coded language wherever they look – English that doesn't make sense as they know it. For example, they may have learned the vocabulary words “cost”, “arm”, and “leg”, but do they know what it means “to cost an arm and a leg”? (To be very expensive!) Talk a Lot Intermediate provides plenty of practice with these bewildering forms.

The aim of these courses is the same as for any Talk a Lot course – to enable students to improve their English speaking skills. There is much that will be familiar from *Elementary Book 3*, because each course is based on the unit structure of that book. However, in Talk a Lot Intermediate, everything is *harder!* For example, there are still sentence blocks, but the verb forms have got tougher – e.g. present perfect continuous instead of present simple, and so on. The vocabulary used is more complex too throughout the book, and there are many new activities offering students rewarding practice at this level – for example the **Multi-Purpose Text: Guess the Function Words** activity, or any of the many new activities for practising non-literal English.

Of course, it's totally up to you how you build your course from the material in this book. Talk a Lot worksheets are used in so many different situations around the world, that it would be pointless to try to tell you how to structure your course – you can simply pick and choose what you need to use – that goes without saying!

If you are feeling particularly motivated and creative, you could design your *own* Talk a Lot Intermediate course on a similar model to these four courses. To do this you would need to:

- Choose a **topic** for your course (e.g. *Hotel*)
- Choose **4 related sub-topics** (e.g. *Facilities, Guests, Staff, and Food and Drink*)
- Choose **40 Discussion Words and Phrases** – and think up some questions
- Choose **20 common idioms, phrasal verbs, and slang words and phrases** –

# Talk a Lot

## Intermediate Book 1

### Introduction

- 5 of each for each sub-topic – and devise some questions and gap-fill sentences
- Write your own **8 Sentence Block starting sentences** using given verb forms, from which you can then make the **Sentence Stress** and **Connected Speech** activities
- Think of a good idea for an **Information Exchange** – of course, related to your topic
- Find or write a text for the **Multi-Purpose Text** activities, then make a glossary
- Get your students to think of their own ideas for **Role Plays** and **What Would You Do?** situations, on the given course topic
- Get your students to write **Discussion Questions** or **Agree or Disagree?** statements on the course topic, which they can then ask each other

...and so on! This material is designed to empower teachers, so I would really encourage you to have a go building your own Talk a Lot Intermediate course using the model provided here – with a topic that is motivating for you and your students.

With this in mind, although there are **Vocabulary Tests** and **Lesson Tests** in Talk a Lot Intermediate, the teacher will need to prepare their own end of course assessments to suit the situation in which they are working. I haven't tried to write long assessments for these courses, because the needs of teachers using this book will be sure to vary enormously. However, if I were to assemble a test for students based on this material, I might include some (or all) of the following tasks:

- Make sentence blocks from given starting sentences
- Talk for 3-4 minutes on a given topic related to an aspect of the course topic
- Engage in discussion with another student or myself using discussion questions
- Match idioms, phrasal verbs, and slang words with their literal English counterparts

...the list could go on! See *Talk a Lot Elementary Handbook* (2009) for more guidance on planning and assessing Talk a Lot courses, as well as general advice and ideas for many of the activities included at intermediate level.

Finally, a quick promo for the new *Talk a Lot Foundation Course* (2011). It would really benefit students of Talk a Lot Intermediate if they were able to look at the theory of English pronunciation before they started an intermediate level course, because they would gain a lot of valuable background information about the principles of pronunciation that inform many of the activities in these four courses, e.g. the **Connected Speech Template** and **Discussion Words** activities.

Thanks, as ever, to all of my students who have gamely tried out the material in this book – both in the classroom and online. Thank you for your feedback, which has been invaluable! If you have any feedback about Talk a Lot Intermediate, or indeed anything related to this work, please feel free to contact me at: [info@purlandtraining.com](mailto:info@purlandtraining.com)

Wishing you every success – whether you are teaching or learning English!

All the best,

*Matt Purland, Ostróda, Poland (28<sup>th</sup> July 2011)*

# Talk a Lot

## Contents

Introduction  
Contents  
Instructions for Teachers

Discussion Words – Sample Lesson Plan  
Idioms Practice Activities – Sample Answers  
Slang Practice Activities – Sample Answers  
Blank Certificate Templates  
The 48 Sounds of English with the IPA

Unit 1 Hotel

Unit 2 Problems

Unit 3 Media

Unit 4 Getting a Job

Supporting Material

### More Features of Non-Literal English:

- |   |   |
|---|---|
| 1 | Abbreviation / Short Form; Banter; Double Entendre  |
| 2 | Expressions; Funny Voices / Funny Accents; Innuendo |
| 3 | Joke / Gag; Parable                                 |
| 4 | Running Joke; Satire                                |

### Notes on Intermediate Verb Forms:

- |    |   |
|----|---|
| 6  | Intermediate Verb Forms – Matching Game |
| 7  | Present Perfect Continuous              |
| 8  | Past Perfect                            |
| 9  | Past Perfect Continuous                 |
| 10 | Future Perfect                          |
| 11 | Future Perfect Continuous               |
| 12 | Second Conditional                      |
| 13 | Third Conditional                       |
| 14 | Reported Speech                         |
| 16 | Passive Voice                           |
| 18 | Imperative Form                         |

### Idioms:

- |    |  |
|----|--|
| 21 | 200 Top Idioms in Spoken English Today – Main List                     |
| 22 | 200 Top Idioms in Spoken English Today – with Definitions and Examples |
| 26 | Love and Relationships – English Idioms and Slang                      |
| 32 | How Did You Feel When...? (English Idioms of Mood/Emotion)             |
| 33 | Football – 20 Common English Idioms                                    |
| 34 | Common English Idioms 1  |
| 35 | Common English Idioms 2  |

# Talk a Lot

## Contents

|    |  |
|----|--|
| 36 | Common English Idioms 3                          |
| 37 | Common English Idioms 4                          |
| 38 | Common English Idioms 5                          |
| 39 | Common English Idioms 6                          |
| 40 | Common English Idioms – Parts of the Body 1      |
| 41 | Common English Idioms – Parts of the Body 2      |
| 42 | Really Motivational Page of Encouraging Thoughts |

### Phrasal Verbs:

|    |  |
|----|--|
| 44 | 20 Basic English Phrasal Verbs   |
| 45 | 200 Top Phrasal Verbs in Spoken English Today – Main List                      |
| 46 | 200 Top Phrasal Verbs in Spoken English Today – Translation                    |
| 48 | Eat Up Your Phrasal Verbs! – Introduction                                      |
| 50 | Eat Up Your Phrasal Verbs! – Question Sheet                                    |
| 51 | Eat Up Your Phrasal Verbs! – 50+ Great Activities for Practising Phrasal Verbs |
| 54 | Eat Up Your Phrasal Verbs! – Activity Cards                                    |
| 60 | Eat Up Your Phrasal Verbs! – Sample Answers                                    |
| 69 | Phrasal Verbs Dice Game – Instructions   |
| 71 | Phrasal Verbs Dice Game – Most Common Verbs and Particles Dice                 |
| 72 | Phrasal Verbs Dice Game – Combinations   |
| 73 | Phrasal Verbs Dice Game – Object Dice  |
| 74 | Phrasal Verbs Dice Game – Two Blank Dice                                       |
| 75 | Politics – Phrasal Verbs – Sentence Bash! (Test Material)                      |

### Slang:

|    |   |
|----|---|
| 78 | An A-Z of English Slang Terms – Part 1      |
| 79 | An A-Z of English Slang Terms – Part 2      |
| 80 | Australian Slang Phrases 1                  |
| 81 | Australian Slang Phrases 2                  |
| 82 | Derbyshire Accent Project – Notes           |
| 84 | Derbyshire Accent Project – Slang Phrases 1 |
| 85 | Derbyshire Accent Project – Slang Phrases 2 |
| 86 | Derbyshire Accent Project – Slang Phrases 3 |

### Special Topics and Bonus Material:

|     |   |
|-----|---|
| 88  | Comprehensive List of State Verbs in English        |
| 89  | State Verbs in English – Matching Game 1            |
| 90  | State Verbs in English – Matching Game 2            |
| 91  | Why Use Politically Correct Language?               |
| 99  | Christmas – Discussion Words                        |
| 100 | How to Pronounce the Past -ed Form of Regular Verbs |
| 101 | 200 Common Regular Verbs in English                 |
| 102 | 200 Common Regular Verbs in English – Ordered List  |
| 103 | The Story of a Music Group (Lesson Plan)            |
| 107 | Surviving without the Media – an Experiment         |

|     |                                |
|-----|--------------------------------|
| 118 | Answers to Supporting Material |
|-----|--------------------------------|

# Instructions for Teachers

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

#### **Before you Begin:**

The unit outline on the first page of each of the four units in this book shows that the structure of *Talk a Lot Intermediate Book 1* is very similar to that of the units featured in *Talk a Lot Elementary Book 3*. There are, however, some brand new activities which are unique to this book and this level of Talk a Lot. In this brief set of instructions I will attempt to highlight what is new at this level, while for activities that are more familiar, e.g. Sentence Blocks, full instructions have already been published in the *Talk a Lot Elementary Handbook*, which is a free download available from: <https://purlandtraining.com>

#### **Outline:**

While *Talk a Lot Elementary Book 3* featured 10 x 30-hour units, this book contains four complete courses, each of which is sub-divided into four vocabulary sub-units. For example, the vocabulary in Unit 1: Hotel is subdivided into the following sub-units:

Facilities, Guests, Staff, and Food and Drink

Each unit could, if all the activities were done in depth, form an individual 45-hour course. Or you could dip in and out, choosing material that you want to use; or build a shorter – or longer – course. The material is designed to be flexible and adaptable. Each unit is divided into five parts:

- Sentence Focus Activities
- Word Focus Activities
- Focus on Non-Literal Speech
- Free Practice Activities
- Continuous Assessment Tests

As well as practising speaking and listening skills, grammar skills, and building vocabulary, each unit aims to introduce students to the concept of non-literal English – idioms, phrasal verbs, and slang – which can be so confusing for students at intermediate level. It's up to you how you build your course using these materials, but I would suggest using a variety of materials during a typical session, e.g.

- 45 minutes of sentence focus practice
- 45 minutes of word focus practice
- 45 minutes of non-literal speech practice

and so on.

#### **Sentence Focus Activities**

#### **Sentence Blocks:**

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

#### What's New?

- This book features sentence block building with verb forms that are usually introduced at intermediate level:
  1. Present Perfect Continuous
  2. Past Perfect
  3. Future Perfect
  4. Second Conditional
  5. Third Conditional
  6. Reported Speech
  7. Passive Voice
  8. Imperative Form
- Students practise sentence block building in the same way that they do in the elementary level books, except with intermediate verb forms and more advanced language structures. There is an information sheet for each verb form that you can give out to students, and/or use as the basis of a grammar lesson towards the beginning of the course (see *Supporting Material* – P.5 onwards). Also included in the supporting material is the Talk a Lot Intermediate Verb Forms – Matching Game (P.6).
- In the new Sentence Blocks (without Function Words) activity, students have to guess the function words in each sentence block starting sentence, before building the sentence block. The aim is to make the sentence blocks more challenging for students, while reinforcing work done on content and function words elsewhere in the unit.
- Another way to make the sentence blocks more challenging would be to jumble up the words in a starting sentence, meaning that students have to first put together the starting sentence, before building the sentence block.

#### Connected Sentence Cards:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- This is the same activity as in *Elementary Book 3*, except using the higher-level verb forms.

#### Connected Speech Template:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

#### What's New?

- This is the same activity as in *Elementary Book 3*, except using the higher-level verb forms.
- New to this level is the Cut-Up IPA Sentence activity, which is intended to help reinforce the work done on sounds, stress, and connected speech in the Connected Speech Template.

#### Word Focus Activities

##### Discussion Words:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- In this book the discussion words and phrases have been graded to be more appropriate and relevant at intermediate level, which means tougher vocabulary, i.e. longer, more complex words and phrases.
- In general, the original Discussion Words activities from the elementary books are still relevant at this level, although you may choose to adapt them to make them more challenging, for example, instead of asking students to put the words into alphabetical order, you could ask them to put them into *reverse* alphabetical order – from Z to A, instead of A to Z.
- Another difference is that the discussion word cards are now numbered, which will perhaps make it easier to refer to particular cards in class, for example, students can ask, “What does number ten mean?” instead of just pointing at the card, or saying, “That one.” Teachers can also use the numbers to facilitate new word games, for example, they can say, “OK, Team A put all of the odd-numbered cards into reverse alphabetical order, and Team B do the even-numbered cards...” Or, you could devise a game where students work in pairs and one chooses a number from 1-40 and the other has to describe it, etc.
- On P.xxiv you can find an outline of a lesson plan using the discussion word cards from Unit 2: Problems. Check the *Talk a Lot Elementary Handbook* too for advice about how to structure a discussion words lesson.

##### Discussion Words Question Sheet:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

#### What's New?

- This is essentially the same activity as in the elementary level Talk a Lot books, except with the language graded to intermediate level, meaning harder questions.
- Totally new questions for this level are:
  5. Put the words and phrases into... b) reverse alphabetical order.
  7. Find words that... a) begin with a vowel sound, b) end with a vowel sound, c) begin with a consonant sound, d) end with a consonant sound. Put them into sound groups.
  8. Find words which contain silent letters (letters which are not pronounced).

#### Information Exchange:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- This is essentially the same activity as in the elementary level Talk a Lot books, except with the language graded to intermediate level, meaning more complex tasks and tougher vocabulary.
- The teacher's notes include extra extension activities, including role plays.

#### Multi-Purpose Text:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- Guess the Function Words – this is a new activity that aims to test students' understanding of content and function words. The idea is that students work in pairs or small groups and have to write in the function words for part of the text. Then the whole group comes together and puts the story into order. Or, the activity could be done with the teacher (or a student) reading out the story and giving students time to write in the function words. Students could try reading the story without any function words and analysing what difference they make – whether it is possible to understand the gist of the story without the function words – it should be! In this way, this activity combines Sentence Focus and Word Focus work.
- What's the Question? This activity replaces the standard comprehension questions that feature in *Talk a Lot Elementary Book 3*. The aim is to encourage students to

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

write their own questions, which will help them to revise and better understand building question forms in English.

- Glossary of New Words – this section is much expanded compared to *Talk a Lot Elementary Book 3*, with detailed notes on vocabulary and usage. There is much emphasis on Features of Non-Literal English – i.e. idioms, phrasal verbs, and slang – which is studied in depth later in the unit. After the Glossary can be found ideas for extension activities that will enable students to practise the language that they have been learning through studying the text.
- As with all the activities in this intermediate level book, this one features higher-level vocabulary, and language structures which have been specially graded to intermediate level, in order to provide more of a challenge.

### **Focus on Non-Literal Speech**

#### **Role Play with Non-Literal English:**

This is a brand new activity for *Talk a Lot Intermediate*.

#### **What's New?**

- In this activity students get the chance to examine nine different forms of non-literal English – forms that native speakers use which make the meaning of what they say difficult for non-natives to understand. For example, in the Hotel unit the forms are: *nicknames, exaggeration, idioms, discourse markers, phrasal verbs, sayings / proverbs, similes, swearing, and understatement*. Each feature of non-literal English is explained in detail – with examples – in the pages that follow.
- See P.91 for related supporting material: *Why Use Politically Correct Language?* (lesson material and activities)

#### **20 Common English Idioms:**

This is a brand new set of activities for *Talk a Lot Intermediate*.

#### **What's New?**

- At heart this is a matching activity: cut out all of the cards and students have to match the idioms (the white cards) with their literal English translations (the grey cards – grey because this kind of language is “grey” and dull compared to idioms). It depends on the level and capability of your students how many idioms you choose to introduce in one lesson – ten may be enough, or even five, or they may be so comfortable with idioms that they can attempt all twenty in one lesson.
- The material that follows the page with 20 idioms aims to practise this new vocabulary:

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

English Idioms – Matching Game: students match the idiom cards to the sentence cards.

Activities Page: this page is modelled on the Discussion Words Question Sheet and contains loads of different activities for practising (and by practising *learning*) this group of idioms. This page is in three sections. The first two – Meaning and Context, and Practice Activities – can apply to any set of idioms, while the third section – Topic Questions – contains questions relating specifically to this set of idioms. Note: answers to all activities are located after the Slang section of each unit. (See P.xxv for Sample Answers to these activities.)

- There is a wealth of supporting material in this book relating to using idioms, some of which is new for this book (marked with an asterisk \*), and some which has been published before:

- P.21 200 Top Idioms in Spoken English Today – Main List\*
- P.22 200 Top Idioms in Spoken English Today – with Definitions and Examples\*
- P.26 Love and Relationships – English Idioms and Slang
- P.32 How Did You Feel When...? (English Idioms of Mood/Emotion)
- P.33 Football – 20 Common English Idioms\*
- P.34 Common English Idioms 1 - 6
- P.40 Common English Idioms – Parts of the Body 1 & 2
- P.42 Really Motivational Page of Encouraging Thoughts

Answers to the supporting material activities can be found at the back of the book.

### 20 Common English Phrasal Verbs:

This is a brand new set of activities for *Talk a Lot Intermediate*.

#### What's New?

- Again, the main activity is a matching game, with 20 phrasal verb cards matching twenty definition cards – directions as for idioms, above. The short lines underneath each phrasal verb are spaces for students to write either v (for vowel) or c (for consonant) – to mark the sound connection between the two (or three) words in the phrasal verb. This is relevant to the pronunciation of the phrasal verb, and is demonstrated in detail later in the answer section. Most two-word phrasal verbs will have a cv (consonant to vowel) sound connection between the two words, e.g. “book in” and “wait on” in the Hotel unit. The teaching point is that when there is a cv sound connection, the syllables connect by FCL (Final Consonant Linking), with the final consonant sound moving forward to begin the next syllable, leaving a vc sound connection, which is easier to pronounce. For example:

Phrasal Verb:

Changes to:

book **in** (cv sound connection)

boo **kin** (vc sound connection)

wait **on** (cv sound connection)

wai **ton** (vc sound connection)

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

- The material that follows the page with 20 phrasal verbs aims to practise this new vocabulary:

English Phrasal Verbs – Matching Game: students match the phrasal verb cards with the sentence cards.

Activities Page: this page differs from the idioms activity page. The first half of the page is a reference grid showing all of the phrasal verbs and their collocations. You could use this grid to create a quiz for students (see instructions on the page), or give it out to students for reference. The second half of the page contains Topic Questions which relate specifically to this set of phrasal verbs.

Note: answers to all activities are located after the Slang section of each unit.

- There is plenty of supporting material in this book relating to using phrasal verbs, **all of which is brand new for this book:**

- P.44 20 Basic English Phrasal Verbs
- P.45 200 Top Phrasal Verbs in Spoken English Today – Main List
- P.46 200 Top Phrasal Verbs in Spoken English Today – Translation
- P.48 Eat Up Your Phrasal Verbs – They’re Good For You!  
50+ Great Activities for Practising Phrasal Verbs
- P.69 Phrasal Verbs Dice Game
- P.75 Politics – Phrasal Verbs – Sentence Bash! (Test Material)

Answers to the supporting material activities can be found at the back of the book.

### 20 Common English Slang Words and Phrases:

This is a brand new set of activities for *Talk a Lot Intermediate*.

#### What’s New?

- This part of the book follows exactly the same pattern as the idioms part (see above), only instead of idioms there are twenty common English slang words and phrases. Again, the aim is to focus on non-literal English – language that students may hear being spoken by native speakers (whether around them or on TV, in films, or on the internet, etc.) but which is unfamiliar and may not be found in the average ESL course book. The aim of the following activities is to help students to learn the twenty slang expressions and to provoke discussion around the use of non-literal English and slang in particular.
- The first activity is matching the slang expressions with their literal definitions. The grey cards (literal English) use abbreviations such as (n.) which means “noun”, and (phr.) which means “phrase”. These abbreviations are defined in the Glossary section of the Multi-Purpose Text activity (see above).

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

- The English Slang Words and Phrases – Matching Game is the same kind of activity as in the Idioms and Phrasal Verbs sections: students match the slang cards with the sentence cards.
- As with the Idioms activities page, the Slang activities page offers a variety of different activities for practising (and by practising *learning*) this set of slang expressions. It may be that you don't cover every activity in depth, but there is something for everyone, so you and your students won't get bored! Note: answers to all activities are located after this section in each unit. (See P.xxix for *Sample Answers to these activities.*)
- There are a few supporting worksheets in this book featuring material relating to using slang, all of which has been published before:
  - P.78 An A-Z of English Slang Terms – Parts 1 & 2
  - P.80 Australian Slang Phrases 1 & 2
  - P.82 Derbyshire Accent Project – Notes
  - P.84 Derbyshire Accent Project – Slang Phrases 1-3

Answers to the supporting material activities can be found at the back of the book.

### Unit Vocabulary Reference:

This is a brand new set of activities for *Talk a Lot Intermediate*.

### What's New?

- Each unit of *Talk a Lot Intermediate* is subdivided into four smaller topic areas, for example, in the Hotel unit the topic areas are:

*Facilities, Guests, Staff, and Food and Drink*

Each of these sub-topics has an equal share of the vocabulary, so there are five idioms, five phrasal verbs, five slang words/phrases, and ten discussion words for each sub-topic in each unit. Each sub-topic also has four "What Would You Do?" situations (see below). The vocabulary for each sub-topic can be found in the Unit Vocabulary Reference section – there is one page for each sub-topic. These pages – along with the Unit Vocabulary Reference Chart (which appears in units 2, 3, and 4) – can help students (and teachers!) understand how all of the vocabulary in the unit fits together. The sub-topic pages would make handy revision sheets if you wanted to set a test on one (or more) of the sub-topics in a unit.

### Free Practice Activities

#### What Would You Do?

This is a brand new discussion/role play activity for *Talk a Lot Intermediate*.

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

#### What's New?

- This activity replaces the Role Plays activity from *Talk a Lot Elementary Book 3* – but it replaces four ideas for role plays with sixteen! At Intermediate level, students need less guidance on the content of the role plays, because they will be able to imagine more of the details themselves. This activity provides starting points for sixteen different role plays, with four role play ideas for each of the four sub-topics in the unit. Even if students aren't keen to physically act out a fictional situation, the cards provide a starting point for discussion (using the second conditional), which could prove very interesting for students as they discover their peers' attitudes and responses to hypothetical situations – what would you do *if...*? The aim in this activity – as with all of the Free Practice Activities – is to give students time and space to talk, discuss, imagine, think out loud, and debate – while practising using the vocabulary that they have been learning from the unit – the discussion words, idioms, phrasal verbs, and slang.

#### Discussion Questions:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- This is the same activity as in *Elementary Book 3*, except using more challenging, in-depth questions, and vocabulary graded to intermediate level.

#### Agree or Disagree?

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- This is the same activity as in *Elementary Book 3*, except using more challenging concepts, and vocabulary graded to intermediate level.

#### Vocabulary Test:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- This is the same activity as in *Elementary Book 3*, except using vocabulary graded to intermediate level.

# Talk a Lot

## Intermediate Book 1

### Instructions for Teachers

#### Lesson Test:

For full instructions and further resources for this activity, please refer to the *Talk a Lot Elementary Handbook*.

#### What's New?

- In general, this is the same activity as in *Elementary Book 3*, except using vocabulary graded to intermediate level. However, there are some new types of question which reflect the different vocabulary in these units, e.g. questions about idioms, phrasal verbs, and slang. Also the intermediate level verb forms are used, as featured in the sentence blocks activity.

#### Special Topics and Bonus Material:

This book contains additional material that is relevant to the intermediate level grammar elements of the course – i.e. the new verb forms – and also to the intermediate level vocabulary and the topic of non-literal English. It's up to you how – or if – you want to use this material, but it is included here because I wrote it at the same time I was writing the four units in this book. The material is:

- P.88 Comprehensive List of State Verbs in English  
P.89 State Verbs in English – Matching Game 1 & 2  
*(Useful information and practice activities for students at intermediate level)*
- P.91 Why Use Politically Correct Language?  
*(Relating to the topic of non-literal English)*
- P.99 Christmas – Discussion Words  
*(Useful vocabulary activity – at a particular time of year only!)*
- P.100 How to Pronounce the Past -ed Form of Regular Verbs  
*(Relating to the pronunciation of intermediate level verb forms which require a past participle, e.g. past perfect, etc.)*
- P.103 The Story of a Music Group (Lesson Plan)  
*(This is a fun lesson plan for students at intermediate level)*
- P.107 Surviving without the Media – an Experiment  
*(You could use this material to build a lesson plan relating to the Media unit. It will be bound to provoke lots of debate with intermediate level students)*

Answers to the additional material activities can be found at the back of the book.

# Talk a Lot

## Intermediate Book 1

### Discussion Words – Sample Lesson Plan

#### Unit 2: Problems

Time: Up to one hour

Aim: To learn, practise, and consolidate English vocabulary

Benefits: Easy to prepare and facilitate; effective for learners

1. choose a group of 10-20 discussion word cards
2. read all of the words
3. check new words
4. guess the topic
5. check meanings of words you already know
6. make connections – do the words have other forms, e.g. noun, verb, adjective, etc.?

Meaning

7. read the list out loud and check pronunciation
8. mark the stressed syllable on each word
9. identify the vowel sound on each stressed syllable
10. look at stress rules, e.g. suffixes and compound nouns help with finding the stressed syllable

Pronunciation

11. imagine a problem – what would you do?  
(alternate asking questions / giving answers)
12. ask a question that includes one of the words,  
using a given verb form  
(alternate asking questions / giving answers)

Practice in  
Context

# Talk a Lot

## Intermediate Book 1

### Idioms Practice Activities – Sample Answers

Practice Activities – sample answers with a random idiom (from Unit 1: Hotel)

**random idiom:** to paint the town red

**literal meaning:** to celebrate by going to pubs/nightclubs; to party

**1. think of a time or situation in your life when you... a) could have said this idiom (past), and b) might say this idiom (future).**

- a) "I could have said this last month, when I went for a night out with my cousin, who was celebrating passing her FCE exam."  
b) "I might paint the town red next month, when we go out for a few drinks for my brother's birthday."

**2. say the name of a person you know who would be the *most likely* to say this. In what kind of situation?**

"My mate Billy would be the most likely to say this idiom, because he loves a party and goes out a lot – much more often than me. He would use it describe a night out in town."

**3. others guess while you act it out without speaking, although you can make sounds!**

*[The student pretends to be walking through a town and having a very good time. They might pretend to have a few alcoholic drinks. They are clearly celebrating something. They could make sounds to show this! They are holding a paint pot in one hand, and a brush in the other. From time to time they dip the brush into the pot, wipe off some of the paint on the side of the pot, then paint some of the imaginary buildings. The action of painting alone should be enough for students to guess the idiom. You should try to enforce the 'no talking' rule to encourage students to be more creative, put down their pens, and use non-verbal skills for a change!]*

**4. others guess while you draw a picture to represent both forms – idiomatic and literal.**

*[The student draws something on the board, or on paper. It doesn't have to be great art, but rather any picture that enables the other students to guess the idiom! Encourage students not to write words or letters (e.g. abbreviations) but only to draw. Of course, if students enjoy drawing or painting idioms, you could run a competition and put up a display of the best artwork! For this idiom, it could be a picture of a town (shops, streets, etc.) being painted red by a partygoer holding a giant paintbrush.]*

**5. analyse the words. Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this idiom.**

# Talk a Lot

## Intermediate Book 1

### Idioms Practice Activities – Sample Answers

*[It's not really possible to get the meaning of "to celebrate by going to pubs/clubs" from the words used in the idiom, although we could guess that it's something to do with being in town. The students could use an idioms dictionary or the internet to research the origins of the idiom. In this case, the idiom "To paint the town red" is believed to date from 1837, when the 3rd Marquess of Waterford – along with some zany pals – really did paint part of the town of Melton Mowbray red, while on a night out!]*

6. **replace the idiom in a sentence with the literal (boring) meaning. Compare the sentences. Which sounds better? Why?**

*Sentence with idiom:*

"We went out last night for John's birthday, and **painted the town red!**"

*Sentence with literal (boring) meaning:*

"We went out last night for John's birthday, and **celebrated by going to pubs and clubs.**"

*[This activity should help students to see the big difference that the idiom makes to a sentence. They will be likely to conclude that the sentence with the idiom sounds better. We can use the literal meaning, and it will be absolutely correct in both grammar and vocabulary, but the idiom brings life to the sentence. It jumps out of the sentence and awakens the listener's attention and imagination. It's fun and colourful – literally in this case! "To paint the town red" makes the listener think of a great night out – it implies that you really enjoyed the time – that the group of people you went out with owned the town during this time, and everybody else who was out almost ceased to exist. "Celebrated by..." conveys factual information adequately – the literal meaning of what happened – but without saying how you and the people on the night out felt about it.]*

7. **think of another idiom or saying that has the same or a similar meaning.**

*[Students may know some other phrases, or may need to do some research – perhaps online – with a dictionary, or at the library. Here are some more idioms and slang phrases that have the same or a similar meaning to "to paint the town red" or "to celebrate":]*

- a. To go out on the town (idiom)
- b. To go out on the lash (idiom)
- c. To party hard (from dusk 'till dawn) (idiom)
- d. To go out on the piss (offensive slang for "go out for several drinks")
- e. To go for a piss up (offensive slang, as above)
- f. To get bladdered (idiom meaning "to get very drunk")

8. **tell a story or devise a dialogue/role play by linking one idiom to the next.**

# Talk a Lot

## Intermediate Book 1

### Idioms Practice Activities – Sample Answers

#### Example 1 – Story

*[Students widen their focus from one single idiom, and try to connect together different idioms from the unit. They could work in pairs, improvising the story – writing only notes, not the whole story. For example:]*

“When I worked as a receptionist I always tried **to give the VIP treatment** and **bend over backwards for** guests, but one day my colleague **phoned in sick** and I **was starving**, so I ran to the restaurant where I met an old friend who was **wining and dining his girlfriend**. He said, ‘**It’s a small world, isn’t it?**’ and I joined them for lunch. We all got **absolutely stuffed**...”

[etc.]

#### Example 2 – Group Story

*[Or, it could be a group activity: all the students sit in a circle; one begins the story (or you could begin it) and the next student continues with a different idiom (either chosen or given randomly). You could have a rule that no idiom is used more than once. Here is an example of the group activity:]*

Student A: “This is a story about when I went to the South of France for a holiday. We booked a hotel which **cost an arm and a leg**...”

Student B: “...but it was worth it, because we **were welcomed with open arms**...”

Student C: “...We unpacked our things quickly and went straight to the restaurant, because we **were absolutely starving**...”

Student D: “...but we had **to wait for an eternity** for our meal...”

[etc.]

*[A twist would be one student translating each idiom into literal (boring) English as the story is being told. Another twist would be one (or more) students acting out the story spontaneously as it is told.]*

#### Example 3 – Dialogue

*[Here is an example of a short dialogue using some of the idioms from this unit:]*

Alma: Hi, Tom. How was your trip to Italy?

Tom: Wonderful! At the hotel we received the VIP treatment.

Alma: Sounds great.

Tom: Yes, the staff took care of everything. Any small problem we had, they dealt with it. For example, on the second day I had food poisoning, and I was as sick as a dog, but the hotel manager got me an English-speaking doctor straight away. He really bent over backwards to help us... [etc.]

# Talk a Lot

## Intermediate Book 1

### Idioms Practice Activities – Sample Answers

*[Note: this activity also works equally well with the phrasal verbs and slang words and phrases from this unit – or you could mix up all sixty non-literal English cards.]*

#### Topic Questions

Choose the correct idiom, and make a sentence about... a) yourself, b) a friend:

1. that describes feeling the consequences of over-indulgence, e.g. after a night out.

Answer: To be as sick as a dog.

Example sentences:

- a) I had a curry and ten pints last night, and when I got home I **was as sick as a dog**.
- b) Peter **was as sick as a dog** after eating too much at his cousin's wedding.

[etc.]

# Talk a Lot

## Intermediate Book 1

### Slang Practice Activities – Sample Answers

Practice Activities – sample answers with a random slang word (from Unit 1: Hotel)

**random slang word:** a pig-sty

**literal (dictionary) meaning:** (n.) an untidy room

**1. think of a time or situation in your life when you... a) could have used this slang (past), and b) might use this slang (future).**

- a) "I could have said this yesterday when I went to my friend's house, and his living room was very messy, because his parents are away and he had a party the night before..."
- b) "I might use this slang later today to encourage my kid brother to tidy his bedroom."

**2. say the name of a person you know who would be the most likely to say this. In what kind of situation?**

"It's definitely the sort of thing my mum would say if she wanted me to clean up my flat."

**3. others guess while you act it out without speaking, although you can make sounds!**

*[The student makes the performance area untidy by throwing some bits of paper on the floor, and turning over chairs, etc. – all the time grunting like a pig!]*

**4. others guess while you draw a picture to represent both forms – slang and dictionary.**

*[The student could draw a pig covered in mud sitting in an untidy living room.]*

**5. analyse the word(s). Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this slang word/phrase.**

*[There is a definite link between an untidy room and the home of a pig. There are also different ways of comparing people and their behaviour to pigs and pig-like behaviour, e.g. "He's a greedy pig!" (= he is greedy) and "My brother is a fat pig!" (= he is fat and I don't like him) etc.]*

**6. replace the slang word or phrase in a sentence with the literal (boring) meaning. Compare the sentences. Which sounds better? Why?**

*Sentence with slang:*

"Please clean your room, Kevin – it's a **pig-sty!**"

# Talk a Lot

## Intermediate Book 1

### Slang Practice Activities – Sample Answers

*Sentence with literal (dictionary) meaning:*

“Please clean your room, Kevin – it’s **untidy**.”

*[If you say, “This room is untidy”, you factually describe the condition of the room. If you say, “This room is a pig-sty”, you do this too, but also make known your feelings of disapproval about the condition of the room, and imply that the person responsible is living like a pig. The slang phrase is therefore a more efficient form of communication, adding emphasis, feeling, and commentary to the bare bones of the message.]*

#### 7. think of another slang word or phrase that has the same or a similar meaning.

*[Here are a couple of examples that have the same or a similar meaning to “a pig-sty” or “an untidy room”:]*

- This room is a right state! (slang)
- This room looks like a bomb’s hit it! (idiom)

#### 8. tell a story or devise a dialogue/role play by linking one slang word/phrase to the next.

*Example 1 – Story*

“George has always been a bit of a **skiver**. The other day he was **chillaxing** at a local **watering hole**, when he should have been at work. Anyway, the **boss** caught him and gave him some **bloody aggro**! It was **awesome**! You should’ve been there...”

[etc.]

*Example 2 – Group Story*

Student A: “The hotel restaurant was a **dump**...”

Student B: “...so we went to a lovely café for a **full English**...”

Student C: “...When the meals were ready, the waiter announced, ‘**Grub’s Up!**’ and we all started cheering...”

Student D: “...except Kevin, who called us **salad dodgers**, because we’d ordered so much food...”

[etc.]

*Example 3 – Dialogue*

Clara: How are the **punters** in room 408 doing?

Manager: Well, she seems to be enjoying herself, but he’s actually a **jumped up little man**.

Clara: Why? What happened?

Manager: Well, we nearly had some **argy bargy** in reception last night.

# Talk a Lot

## Intermediate Book 1

### Slang Practice Activities – Sample Answers

Clara: Why?  
Manager: It was all because we cancelled the **kids eat free** special offer...  
[etc.]

### Topic Questions

*Choose the correct slang word/phrase, and make a sentence about... a) yourself, b) a friend:*

7. that is a person who you might want to avoid sitting next to on a long-haul flight.

Answer: a travel bore

Example sentences:

- a) When I got on the plane there weren't many seats left, so I ended up sitting next to **a complete travel bore** for eight and a half hours!
- b) Don't get Marvin talking about Japan. He won't stop. He's such **a travel bore!**

[etc.]

# Talk a Lot

Intermediate Level

## **Certificate in Spoken English**

This is to certify that:

---

has completed a \_\_\_\_\_ week Talk a Lot course in spoken English at this establishment and has achieved the following grade:

Grade: \_\_\_\_\_

Achievement: \_\_\_\_\_

Date: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Signed: \_\_\_\_\_ (Course Teacher) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Centre Manager) Date: \_\_\_\_\_

School Name and Address:

School Phone Number / Email Address / Website Address:

# Talk a Lot

Intermediate Level

## Certificate in Spoken English

This is to certify that:

---

has completed a \_\_\_\_\_ week Talk a Lot course in spoken English at this establishment and has achieved the following grade:

Grade: \_\_\_\_\_

Achievement: \_\_\_\_\_

Subjects Covered:

- ✓ Speaking and Listening
- ✓ Pronunciation
- ✓ Grammar
- ✓ Vocabulary
- ✓ Word and Sentence Stress
- ✓ Connected Speech

Date: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Signed: \_\_\_\_\_ (Course Teacher) Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Centre Manager) Date: \_\_\_\_\_

School Name and Address:

School Phone Number / Email Address / Website Address:

# Talk a Lot

## Learn the International Phonetic Alphabet (IPA)

The 48 Sounds of English with the International Phonetic Alphabet

### 23 Vowel Sounds (8 short) (5 long) (10 diphthongs)

|        |                 |            |          |            |        |
|--------|-----------------|------------|----------|------------|--------|
| 1. /ɪ/ | <b>dish</b>     | /dɪʃ/      | 8. /iː/  | three      | /θriː/ |
| 2. /æ/ | <b>bat</b>      | /bæt/      | 9. /ɑː/  | star       | /stɑː/ |
| 3. /ɒ/ | <b>sock</b>     | /sɒk/      | 10. /ɔː/ | ball       | /bɔːl/ |
| 4. /ʊ/ | <b>pull</b>     | /pʊl/      | 11. /uː/ | shoot      | /ʃuːt/ |
| 5. /ə/ | <b>shoulder</b> | /'ʃəʊl.də/ | 12. /ɜː/ | shirt      | /ʃɜːt/ |
| 6. /e/ | <b>leg</b>      | /leg/      | 13. /ʌ/  | <b>cup</b> | /kʌp/  |
| 7. /i/ | <b>happy</b>    | /'hæp.i/   |          |            |        |

### 10 Diphthongs

|           |       |         |           |       |        |
|-----------|-------|---------|-----------|-------|--------|
| 14. /eɪ/  | plane | /pleɪn/ | 19. /əʊ/  | home  | /həʊm/ |
| 15. /aɪ/  | time  | /taɪm/  | 20. /aʊ/  | cow   | /kaʊ/  |
| 16. /ɔɪ/  | toy   | /tɔɪ/   | 21. /ɪə/  | here  | /hɪə/  |
| 17. /eə/  | pear  | /peə/   | 22. /ʊə/  | pure  | /pjʊə/ |
| 18. /aɪə/ | hire  | /haɪə/  | 23. /aʊə/ | power | /paʊə/ |

### 25 Consonant Sounds (15 voiced) (10 unvoiced)

|          |                |             |          |                 |              |
|----------|----------------|-------------|----------|-----------------|--------------|
| 24. /b/  | <b>bag</b>     | /bæg/       | 37. /r/  | <b>road</b>     | /rəʊd/       |
| 25. /g/  | <b>glass</b>   | /glɑːs/     | 38. /w/  | <b>week</b>     | /wiːk/       |
| 26. /v/  | <b>van</b>     | /væn/       | 39. /j/  | <b>yoghurt</b>  | /'jɒg.ət/    |
| 27. /t/  | taxi           | /'tæks.i/   | 40. /m/  | <b>music</b>    | /'mjuzɪ.zɪk/ |
| 28. /d/  | <b>dice</b>    | /daɪs/      | 41. /n/  | <b>nurse</b>    | /nɜːs/       |
| 29. /θ/  | thousand       | /'θaʊ.zənd/ | 42. /ŋ/  | <b>ring</b>     | /rɪŋ/        |
| 30. /ð/  | <b>brother</b> | /'brʌð.ə/   | 43. /l/  | <b>lake</b>     | /leɪk/       |
| 31. /p/  | pig            | /pɪg/       | 44. /f/  | frog            | /frɒg/       |
| 32. /k/  | kit            | /kɪt/       | 45. /z/  | <b>zip</b>      | /zɪp/        |
| 33. /s/  | snow           | /snəʊ/      | 46. /ʒ/  | <b>revision</b> | /rɪ'vɪʒ.ən/  |
| 34. /ʃ/  | shop           | /ʃɒp/       | 47. /dʒ/ | <b>jam</b>      | /dʒæm/       |
| 35. /tʃ/ | cheese         | /tʃiːz/     | 48. /x/  | loch            | /lɒx/        |
| 36. /h/  | head           | /hed/       |          |                 |              |

Notes:

- This symbol represents a glottal stop: /ʔ/
- The syllable that follows this mark has strong stress: /' /
- This mark denotes a division between syllables: /./
- We write sounds and words using the IPA between forward slashes: / /. We don't use punctuation marks.

# Lesson Material

# Talk a Lot

**Spoken English Course**

**Intermediate Book 1**



# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 1: Hotel



by Matt Purland

#### **Practise...**

- *speaking and listening skills*
- *sentence building with 8 intermediate-level verb forms*
- *connected speech*
- *International Phonetic Alphabet (IPA)*
- *information exchange*
- *reading comprehension*
- *role playing*
- *discussion questions*

*...including tests and full answers!*

#### **Discover...**

- *20 common English idioms*
- *20 common English phrasal verbs*
- *20 common English slang words and phrases*
- *40 essential vocabulary words and phrases*

**100% Photocopiable**

# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 1: Hotel



*Note: all activities include full answers. For detailed instructions please see P.xiii.*

#### Contents

##### Sentence Focus Activities

- 2. Sentence Blocks + Sentence Blocks (without Function Words)
- 5. Sentence Block Extensions
- 6. Sentence Blocks – Sentence Stress and Vowel Sounds
- 8. Connected Sentence Cards
- 11. Connected Sentence Cards – with Consonant & Vowel Sounds
- 14. Connected Speech Template + Cut-Up IPA Sentence

##### Word Focus Activities

- 19. Discussion Words + IPA Version + Visualisations
- 22. Discussion Words Question Sheet
- 25. Information Exchange
- 28. Multi-Purpose Text:

- Original Text + Spot the Difference
- Guess the Function Words
- What's the Question? + True, False, or Unknown?
- Glossary of New Words

##### Focus on Non-Literal Speech

- 34. Role Play with Non-Literal English + Features of Non-Literal English – Part 1
- 39. 20 Common English Idioms + Matching Game + Activities
- 42. 20 Common English Phrasal Verbs + Matching Game + Activities
- 45. 20 Common English Slang Words and Phrases + Matching Game + Activities
- 50. Unit Vocabulary Reference: **Facilities**, **Guests**, **Staff**, and **Food and Drink**

##### Free Practice Activities

- 54. What Would *You* Do?
- 55. Discussion Questions
- 56. Agree or Disagree?

##### Continuous Assessment Tests

- 57. Vocabulary Test + Lesson Test

# Talk a Lot

## Hotel

### Sentence Blocks

1. (*Present Perfect Continuous*) Kay's been washing dirty sheets in the hotel laundry all morning.

*Where*

2. (*Past Perfect*) The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot.

*Why*

3. (*Future Perfect*) The pizza restaurant will've opened by the time you get back from the beach.

*Which*

4. (*Second Conditional*) If I had more free time, I'd help you set up the room for the conference tomorrow.

*What*

5. (*Third Conditional*) If you'd booked before the nineteenth of February, you could've taken advantage of one of our promotions.

*How*

6. (*Reported Speech*) My parents said they'd received the VIP treatment at Hotel Degas, the last time they stayed there.

*What kind*

7. (*Passive Voice*) Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.

*Who*

8. (*Imperative Form*) Bring that enormous plate of sandwiches here, now!

*When*

# Talk a Lot

## Hotel

### Sentence Blocks (without Function Words)

1. (*Present Perfect Continuous*) Kay' washing dirty sheets  
hotel laundry all morning.

*Where*

2. (*Past Perfect*) duty manager asked Philip wipe down  
other bar, filthy – completely forgot.

*Why*

3. (*Future Perfect*) pizza restaurant ' opened time  
get back beach.

*Which*

4. (*Second Conditional*) more free time, ' help set up  
room conference tomorrow.

*What*

5. (*Third Conditional*) ' booked nineteenth February,  
' taken advantage one promotions.

*How*

6. (*Reported Speech*) parents said ' received VIP treatment  
Hotel Degas, last time stayed .

*What kind*

7. (*Passive Voice*) midnight couple lager louts turfed  
out Big John, one bouncers, causing trouble.

*Who*

8. (*Imperative Form*) Bring enormous plate sandwiches , now!

*When*

# Talk a Lot

## Hotel

### Sentence Blocks

*Note: the last two lines of each sentence block will vary. Below there are examples given for each sentence block, but students should think of their own way to get the negative forms in the last line. See the **Talk a Lot Elementary Handbook** and **Intermediate Supplement** for full instructions (available free from: <https://purlandtraining.com/> ).*

#### Answers

1. (Present Perfect Continuous) Kay's been washing dirty sheets in the hotel laundry all morning. / Where has Kay been washing dirty sheets all morning? / In the hotel laundry. / Has Kay been washing dirty sheets in the hotel laundry all morning? / Yes, she has. / Has Kay been washing dirty sheets in the hotel restaurant all morning? / No, she hasn't. Kay hasn't been washing dirty sheets in the hotel restaurant all morning.
2. (Past Perfect) The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot. / Why had the duty manager asked Philip to wipe down the other bar? / Because it was filthy. / Had the duty manager asked Philip to wipe down the other bar, because it was filthy? / Yes, he had. / Had the duty manager asked Philip to wipe down the other bar, because Philip had nothing to do? / No, he hadn't. The duty manager hadn't asked Philip to wipe down the other bar, because he had nothing to do.
3. (Future Perfect) The pizza restaurant will've opened by the time you get back from the beach. / Which restaurant will've opened by the time I get back from the beach? / The pizza restaurant. / Will the pizza restaurant have opened by the time I get back from the beach? / Yes, it will (have). / Will the fish restaurant have opened by the time I get back from the beach? / No, it won't (have). The fish restaurant won't have opened by the time you get back from the beach.
4. (Second Conditional) If I had more free time, I'd help you set up the room for the conference tomorrow. / What would you help me set up for the conference tomorrow, if you had more free time? / The room. / Would you help me set up the room for the conference tomorrow, if you had more free time? / Yes, I would. / Would you help me set up the interactive whiteboard for the conference tomorrow, if you had more free time? / No, I wouldn't. I wouldn't help you set up the interactive whiteboard for the conference tomorrow, if I had more free time.
5. (Third Conditional) If you'd booked before the nineteenth of February, you could've taken advantage of one of our promotions. / How could I have taken advantage of one of your promotions? / By booking before the nineteenth of February. / Could I have taken advantage of one of your promotions, if I'd booked before the nineteenth of February? / Yes, you could (have). / Could I have taken advantage of one of your promotions, if I'd booked after the nineteenth of February? / No, you couldn't (have). You couldn't've taken advantage of one of our promotions, if you'd booked after the nineteenth of February.
6. (Reported Speech) My parents said they'd received the VIP treatment at Hotel Degas, the last time they stayed there. / What kind of treatment did your parents say they'd received at Hotel Degas, the last time they stayed there? / The VIP treatment. / Did your parents say they'd received the VIP treatment at Hotel Degas, the last time they stayed there? / Yes, they did. / Did your parents say they'd received atrocious treatment at Hotel Degas, the last time they stayed there? / No, they didn't. My parents didn't say they'd received atrocious treatment at Hotel Degas, the last time they stayed there.
7. (Passive Voice) Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble. / Who was turfed out by Big John, one of the bouncers, for causing trouble around midnight? / A couple of lager louts were. / Were a couple of lager louts turfed out by Big John, one of the bouncers, for causing trouble around midnight? / Yes, they were. / Were a couple of dancers turfed out by Big John, one of the bouncers, for causing trouble around midnight? / No, they weren't. A couple of dancers weren't turfed out by Big John, one of the bouncers, for causing trouble around midnight.
8. (Imperative Form) Bring that enormous plate of sandwiches here, now! / When should I bring that enormous plate of sandwiches here? / Now! / Should I bring that enormous plate of sandwiches here now? / Yes, you should. / Should I bring that enormous plate of sandwiches here in a minute? / No, you shouldn't. You shouldn't bring that enormous plate of sandwiches here in a minute.

#### Sentence Block Extensions

For all of the sentence block starting sentences there are at least two different wh- question words that can be used to make sentence blocks. In one case eight different sentence blocks can be made from the same starting sentence when using different wh- question words. There isn't room here to print in full all **39** of the sentence block extensions

# Talk a Lot

## Hotel

### Sentence Blocks

from this unit. Hopefully, the answers provided above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions for this unit with confidence.

For example, let's look at the seventh starting sentence from this unit:

Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.

On the handout the wh- question word given is "Who", but this starting sentence also works equally well with seven other wh- question words: "What" (x2), "What kind", "When", "Who" (2<sup>nd</sup>), "Why", and "How many":

**What** did Big John, one of the bouncers, do around midnight? / He turfed out a couple of lager louts for causing trouble. [Note: active form]

**What** happened around midnight? / A couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.

**What kind** of louts were turfed out by Big John, one of the bouncers, for causing trouble around midnight? / Lager louts.

**When** were a couple of lager louts turfed out by Big John, one of the bouncers, for causing trouble? / Around midnight.

**Who** turfed out a couple of lager louts for causing trouble around midnight? / Big John, one of the bouncers, did. [Note: active form]

**Why** were a couple of lager louts turfed out by Big John, one of the bouncers, around midnight? / For causing trouble.

**How many** lager louts were turfed out by Big John, one of the bouncers, for causing trouble around midnight? / A couple.

The idea is easy. Change the wh- question word each time and you can make several completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. As you can see below, sometimes the same wh- question word can be used more than once to make different sentence blocks.

You could cut out and give the section below to your students:



### Hotel

Make new sentence blocks from the starting sentences in this unit using different "wh-" question words:

|               | <b>WHAT</b>             | <b>WHERE</b> | <b>WHEN</b> | <b>WHO</b>             | <b>WHY</b> | <b>WHICH</b> | <b>HOW</b> | <b>Total:</b> |
|---------------|-------------------------|--------------|-------------|------------------------|------------|--------------|------------|---------------|
| 1.            | what (x2)<br>what kind  |              |             | who                    |            |              | how long   | 5             |
| 2.            | what (x2)               |              |             | who (x2)               |            | which        |            | 5             |
| 3.            | what (x2)               |              | when        |                        |            |              |            | 3             |
| 4.            | what (2 <sup>nd</sup> ) |              |             | who                    |            | which        |            | 3             |
| 5.            | what (x2)               |              |             | who                    |            | which        |            | 4             |
| 6.            | what (x2)               | where        | when        | who<br>whose           |            |              |            | 6             |
| 7.            | what (x2)<br>what kind  |              | when        | who (2 <sup>nd</sup> ) | why        |              | how many   | 7             |
| 8.            | what (x2)               | where        |             | who                    |            | which        | how soon   | 6             |
| <b>Total:</b> |                         |              |             |                        |            |              |            | <b>39</b>     |

Talk a Lot Intermediate Book 1



# Talk a Lot

## Hotel

### Sentence Blocks

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 1: Circle the content words in the following starting sentences. (For answer, see Task 2 below.)*

#### Hotel

1. Kay's been washing dirty sheets in the hotel laundry all morning.
2. The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot.
3. The pizza restaurant will've opened by the time you get back from the beach.
4. If I had more free time, I'd help you set up the room for the conference tomorrow.
5. If you'd booked before the nineteenth of February, you could've taken advantage of one of our promotions.
6. My parents said they'd received the VIP treatment at Hotel Degas, the last time they stayed there.
7. Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.
8. Bring that enormous plate of sandwiches here, now!

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 2: Underline the stressed syllable in each content word, shown in black. (For answer, see Task 3 below.)*

#### Hotel

1. Kay's been washing dirty sheets in the hotel laundry all morning.
2. The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot.
3. The pizza restaurant will've opened by the time you get back from the beach.
4. If I had more free time, I'd help you set up the room for the conference tomorrow.
5. If you'd booked before the nineteenth of February, you could've taken advantage of one of our promotions.
6. My parents said they'd received the VIP treatment at Hotel Degas, the last time they stayed there.
7. Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.
8. Bring that enormous plate of sandwiches here, now!

-----✂-----

# Talk a Lot

## Hotel

### Sentence Blocks

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Task 3: Write the correct vowel sound above each stressed syllable (underlined). (For answer, see below.)

#### Hotel

1. Kay's been washing dirty sheets in the hotel laundry all morning.
2. The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot.
3. The pizza restaurant will've opened by the time you get back from the beach.
4. If I had more free time, I'd help you set up the room for the conference tomorrow.
5. If you'd booked before the nineteenth of February, you could've taken advantage of one of our promotions.
6. My parents said they'd received the VIP treatment at Hotel Degas, the last time they stayed there.
7. Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.
8. Bring that enormous plate of sandwiches here, now!

----- ✂ -----  

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the “sound spine” of the sentence. To improve communication, try to get the sound spine right.

#### Hotel

1. Kay's been washing dirty sheets in the hotel laundry all morning.  
/eɪ/ /ɒ/ /ɜː/ /iː/ /əʊ/ /ɔː/ /ɔː/ /ɔː/
2. The duty manager had asked Philip to wipe down the other bar, because it was filthy – but he completely forgot.  
/uː/ /æ/ /ɑː/ /ɪ/ /aɪ/ /aʊ/ /ʌ/ /ɑː/ /ɪ/ /iː/ /ɒ/
3. The pizza restaurant will've opened by the time you get back from the beach.  
/iː/ /e/ /əʊ/ /aɪ/ /e/ /æ/ /iː/
4. If I had more free time, I'd help you set up the room for the conference tomorrow.  
/ɔː/ /iː/ /aɪ/ /e/ /e/ /ʌ/ /uː/ /ɒ/ /ɒ/
5. If you'd booked before the nineteenth of February, you could've taken advantage of one of our promotions.  
/ʊ/ /aɪ/ /e/ /eɪ/ /ɑː/ /ʌ/ /əʊ/
6. My parents said they'd received the VIP treatment at Hotel Degas, the last time they stayed there.  
/eə/ /e/ /iː/ /iː/ /iː/ /əʊ/ /æ/ /ɑː/ /aɪ/ /eɪ/
7. Around midnight a couple of lager louts were turfed out by Big John, one of the bouncers, for causing trouble.  
/ɪ/ /ʌ/ /ɑː/ /aʊ/ /ɜː/ /aʊ/ /ɪ/ /ɒ/ /ʌ/ /aʊ/ /ɔː/ /ʌ/
8. Bring that enormous plate of sandwiches here, now!  
/ɪ/ /ɔː/ /eɪ/ /æ/ /aʊ/

# Talk a Lot

## Hotel

Connected Sentence Cards (Page 1/3)

|   |  |  |   |
|---|--|--|---|
| <input type="text"/> Kay's <input type="text"/>   | <input type="text"/> been <input type="text"/>       | <input type="text"/> washing <input type="text"/>  | <input type="text"/> dirty <input type="text"/>   |
| <input type="text"/> sheets <input type="text"/>  | <input type="text"/> in <input type="text"/>         | <input type="text"/> the <input type="text"/>      | <input type="text"/> hotel <input type="text"/>   |
| <input type="text"/> laundry <input type="text"/> | <input type="text"/> all <input type="text"/>        | <input type="text"/> morning. <input type="text"/> | <input type="text"/> The <input type="text"/>     |
| <input type="text"/> duty <input type="text"/>    | <input type="text"/> manager <input type="text"/>    | <input type="text"/> had <input type="text"/>      | <input type="text"/> asked <input type="text"/>   |
| <input type="text"/> Philip <input type="text"/>  | <input type="text"/> to <input type="text"/>         | <input type="text"/> wipe <input type="text"/>     | <input type="text"/> down <input type="text"/>    |
| <input type="text"/> the <input type="text"/>     | <input type="text"/> other <input type="text"/>      | <input type="text"/> bar, <input type="text"/>     | <input type="text"/> because <input type="text"/> |
| <input type="text"/> it <input type="text"/>      | <input type="text"/> was <input type="text"/>        | <input type="text"/> filthy - <input type="text"/> | <input type="text"/> but <input type="text"/>     |
| <input type="text"/> he <input type="text"/>      | <input type="text"/> completely <input type="text"/> | <input type="text"/> forgot. <input type="text"/>  | <input type="text"/> The <input type="text"/>     |
| <input type="text"/> pizza <input type="text"/>   | <input type="text"/> restaurant <input type="text"/> | <input type="text"/> will've <input type="text"/>  | <input type="text"/> opened <input type="text"/>  |
| <input type="text"/> by <input type="text"/>      | <input type="text"/> the <input type="text"/>        | <input type="text"/> time <input type="text"/>     | <input type="text"/> you <input type="text"/>     |

next page >

# Talk a Lot

## Hotel

Connected Sentence Cards (Page 2/3)

|            |           |             |            |
|------------|-----------|-------------|------------|
| get        | back      | from        | the        |
| beach.     | If        | I           | had        |
| more       | free      | time,       | I'd        |
| help       | you       | set         | up         |
| the        | room      | for         | the        |
| conference | tomorrow. | If          | you'd      |
| booked     | before    | the         | nineteenth |
| of         | February, | you         | could've   |
| taken      | advantage | of          | one        |
| of         | our       | promotions. | My         |

next page >

# Talk a Lot

## Hotel

Connected Sentence Cards (Page 3/3)

|           |            |           |          |
|-----------|------------|-----------|----------|
| parents   | said       | they'd    | received |
| the       | VIP        | treatment | at       |
| Hotel     | Degas,     | the       | last     |
| time      | they       | stayed    | there.   |
| Around    | midnight   | a         | couple   |
| of        | lager      | louts     | were     |
| turfed    | out        | by        | Big      |
| John,     | one        | of        | the      |
| bouncers, | for        | causing   | trouble. |
| Bring     | that       | enormous  | plate    |
| of        | sandwiches | here,     | now!     |

# Talk a Lot

## Hotel

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 1/3)

|         |            |          |         |
|---------|------------|----------|---------|
| Kay's   | been       | washing  | dirty   |
| sheets  | in         | the      | hotel   |
| laundry | all        | morning. | The     |
| duty    | manager    | had      | asked   |
| Philip  | to         | wipe     | down    |
| the     | other      | bar,     | because |
| it      | was        | filthy - | but     |
| he      | completely | forgot.  | The     |
| pizza   | restaurant | will've  | opened  |
| by      | the        | time     | you     |

next page >

# Talk a Lot

## Hotel

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 2/3)

|            |           |             |            |
|------------|-----------|-------------|------------|
| get        | back      | from        | the        |
| beach.     | If        | I           | had        |
| more       | free      | time,       | I'd        |
| help       | you       | set         | up         |
| the        | room      | for         | the        |
| conference | tomorrow. | If          | you'd      |
| booked     | before    | the         | nineteenth |
| of         | February, | you         | could've   |
| taken      | advantage | of          | one        |
| of         | our       | promotions. | My         |

next page >

# Talk a Lot

## Hotel

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 3/3)

|           |            |           |          |
|-----------|------------|-----------|----------|
| parents   | said       | they'd    | received |
| the       | VIP        | treatment | at       |
| Hotel     | Degas,     | the       | last     |
| time      | they       | stayed    | there.   |
| Around    | midnight   | a         | couple   |
| of        | lager      | louts     | were     |
| turfed    | out        | by        | Big      |
| John,     | one        | of        | the      |
| bouncers, | for        | causing   | trouble. |
| Bring     | that       | enormous  | plate    |
| of        | sandwiches | here,     | now!     |

# Talk a Lot

## Hotel

3. The pizza restaurant will've opened by the time you get back from the beach.

|                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 5 vowel sound:       | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4 stressed syllable: | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1 content word:      | <b>pizza</b>         | <b>restaurant</b>    | <b>opened</b>        | <b>time</b>          |
| 2 no. of syllables:  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

|                      |                      |                      |                      |                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1 function word:     | <b>The</b>           |                      | <b>will've</b>       |                      | <b>by</b>            |                      | <b>the</b>           |                      |
| 7 connecting sounds: | <input type="text"/> |
| 6 weak forms:        | W                    |                      | W                    |                      | W                    |                      | W                    |                      |
| 8 features of C.S.:  | <input type="text"/> |
| 9 missing/new sound: | <input type="text"/> |

10 example(s) with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Hotel

3. The pizza restaurant will've opened by the time you get back from the beach.

|                      |                                   |                                  |                                      |                                   |                                      |                                 |                                 |                                 |
|----------------------|-----------------------------------|----------------------------------|--------------------------------------|-----------------------------------|--------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 5 vowel sound:       | <input type="text" value="/i:/"/> | <input type="text" value="/e/"/> | <input type="text" value="/əʊ/"/>    | <input type="text" value="/aɪ/"/> |                                      |                                 |                                 |                                 |
| 4 stressed syllable: | <input type="text" value="o"/>    | <input type="text" value="o"/>   | <input type="text" value="o"/>       | <input type="text" value="o"/>    |                                      |                                 |                                 |                                 |
| 1 content word:      | <b>pizza</b>                      | <b>restaurant</b>                | <b>opened</b>                        | <b>time</b>                       |                                      |                                 |                                 |                                 |
| 2 no. of syllables:  | <input type="text" value="o o"/>  | <input type="text" value="o o"/> | <input type="text" value="o o"/>     | <input type="text" value="o"/>    |                                      |                                 |                                 |                                 |
| 1 function word:     | <b>The</b>                        |                                  | <b>will've</b>                       |                                   | <b>by</b>                            |                                 | <b>the</b>                      |                                 |
| 7 connecting sounds: | <input type="text" value="vc"/>   | <input type="text" value="vc"/>  | <input type="text" value="cc"/>      | <input type="text" value="cv"/>   | <input type="text" value="cc"/>      | <input type="text" value="vc"/> | <input type="text" value="vc"/> | <input type="text" value="cc"/> |
| 6 weak forms:        | <b>W</b>                          |                                  |                                      | <b>W</b>                          |                                      | <b>W</b>                        | <b>W</b>                        |                                 |
| 8 features of C.S.:  | <input type="text" value="L"/>    | <input type="text" value="L"/>   | <input type="text" value="C, E"/>    | <input type="text" value="C, L"/> | <input type="text" value="A, E"/>    | <input type="text" value="L"/>  | <input type="text" value="L"/>  | <input type="text" value="L"/>  |
| 9 missing/new sound: | <input type="text"/>              | <input type="text"/>             | <input type="text" value="/ə/ /t/"/> | <input type="text" value="/hæ/"/> | <input type="text" value="/m/ /d/"/> | <input type="text"/>            | <input type="text"/>            | <input type="text"/>            |

10 example(s) with IPA: The pizza restaurant... /ðə'pi:zə'res.trən.wɪ.lə'vəʊ.pəm.baɪ.ðə'taɪ.mju:'ge?'bæ?.frəm.ðə'bi:tʃ/

3 suffixes: pizz-a, restaur-ant, open-ed

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

|                      |                                  |                    |  |
|----------------------|----------------------------------|--------------------|--|
| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Hotel

3. The pizza restaurant will've opened by the time you get back from the beach.

5 vowel sound:

4 stressed syllable:

1 content word: **get** **back** **beach.**

2 no. of syllables:

1 function word: **you** **from** **the**

7 connecting sounds:

6 weak forms: w    w   w

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Hotel

3. The pizza restaurant will've opened by the time you get back from the beach.

5 vowel sound:

4 stressed syllable:

1 content word:

2 no. of syllables:

1 function word:

7 connecting sounds:

6 weak forms:

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: The pizza restaurant... /ðə'pi:zə'res.trən.wɪ.lə'vəʊ.pəm.bɑ:ðə'taɪ.mju:'ge?'bæ?.frəm.ðə'bi:tʃ/

3 suffixes: none

3 compound nouns: none

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Hotel

### Cut-Up IPA Sentence

Each card shows the sounds of one syllable from this sentence. Order the cards, mark the stressed syllables, and notice the features of connected speech:

The pizza restaurant will've opened by the time you get back from the beach.

/ðə'pi:zə'res.trən.wɪ.lə'vəʊ.pəm.baɪ.ðə'taɪ.mju:'ge?'bæ?.frəm.ðə'bi:tʃ/

|   | A    | B     | C   | D    | E   |
|---|------|-------|-----|------|-----|
| 1 | taɪ  | vəʊ   | pi: | mju: | bæ? |
| 2 | lə   | bi:tʃ | wɪ  | ðə   | pəm |
| 3 | trən | frəm  | res | tzə  | ðə  |
| 4 | baɪ  | ðə    | ge? |      |     |

# Talk a Lot

## Hotel

### Discussion Words

|                      |                            |                          |                                |
|----------------------|----------------------------|--------------------------|--------------------------------|
| 1.<br>dinner         | 2.<br>arrival              | 3.<br>receptionist       | 4.<br>complaint                |
| 5.<br>cancellation   | 6.<br>communication skills | 7.<br>sauna              | 8.<br>wake up call             |
| 9.<br>hospitality    | 10.<br>room service        | 11.<br>food hygiene      | 12.<br>complimentary newspaper |
| 13.<br>vegetarian    | 14.<br>restaurant          | 15.<br>hotel             | 16.<br>continental breakfast   |
| 17.<br>lunch         | 18.<br>swipe card          | 19.<br>refund            | 20.<br>housekeeper             |
| 21.<br>sous chef     | 22.<br>business trip       | 23.<br>reservation       | 24.<br>morale                  |
| 25.<br>eye contact   | 26.<br>bouncer             | 27.<br>waiter            | 28.<br>catering assistant      |
| 29.<br>facilities    | 30.<br>en-suite bathroom   | 31.<br>vacancy           | 32.<br>welcome                 |
| 33.<br>fitness suite | 34.<br>maid                | 35.<br>bed and breakfast | 36.<br>holiday rep             |
| 37.<br>chef          | 38.<br>spa                 | 39.<br>duty manager      | 40.<br>departure               |

# Talk a Lot

## Hotel

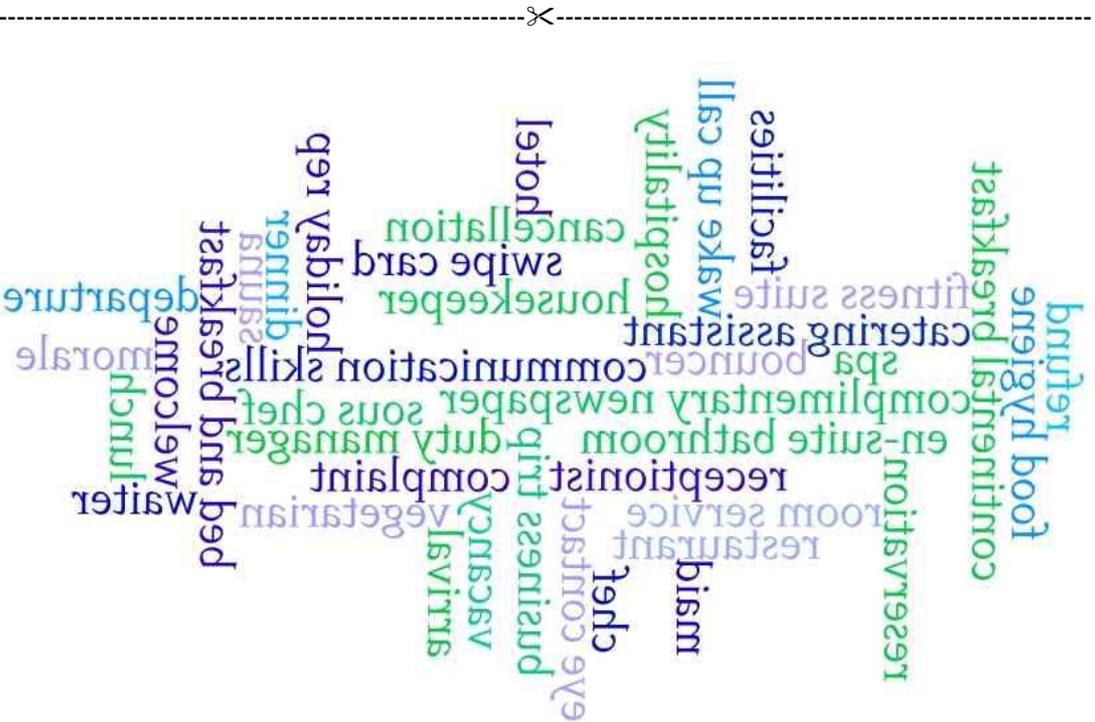
### Discussion Words (with the IPA)

|                   |                            |                     |                                  |
|-------------------|----------------------------|---------------------|----------------------------------|
| /ˈdɪn.ə/          | /əˈraɪ.vəl/                | /rɪˈsep.fə.nɪst/    | /kəmˈpleɪnt/                     |
| /kæn.səˈleɪ.fən/  | /kə.mjuː.nɪˈkeɪ.fən.skɪlz/ | /ˈsɔː.nə/           | /ˈweɪ.klɒp.kɔːl/                 |
| /hɒs.pɪˈtæ.lɪ.ti/ | /ˈruːm.sɜː.vɪs/            | /fuːdˈhaɪ.dʒiːn/    | /kɒm.plɪˈmen.tə.ri.njuːz.pɛɪ.pə/ |
| /ve.dʒəˈteə.rɪən/ | /ˈres.tə.rənt/             | /həʊˈtel/           | /kɒn.tɪ.nen.təlˈbre.kfəst/       |
| /lʌntʃ/           | /ˈswaɪp.kɑːd/              | /ˈriː.flʌnd/        | /ˈhaʊs.kiː.pə/                   |
| /ˈsuː.ʃef/        | /ˈbɪz.nɪs.trɪp/            | /re.zəˈveɪ.ʃn/      | /mˈrɑːl/                         |
| /ˈaɪ.kɒn.tækt/    | /ˈbaʊn.sə/                 | /ˈweɪ.tə/           | /ˈkeɪ.tə.rɪŋ.gə.sɪs.tənt/        |
| /fəˈsɪ.lə.tiːz/   | /ɒn.swɪːˈbɑːθruːm/         | /ˈveɪ.kən.si/       | /ˈwel.kəm/                       |
| /ˈfɪʔ.nə.swɪːt/   | /meɪd/                     | /bed.ənˈbre.kfəst/  | /ˈhɒ.lə.deɪ.rep/                 |
| /ʃef/             | /spɑː/                     | /djuː.tɪˈmæ.nɪ.dʒə/ | /dɪˈpɑː.tʃə/                     |

# Talk a Lot

## Hotel

Discussion Words – Visualisations



Images reproduced by kind permission of: <http://www.wordle.net/>

# Talk a Lot

## Hotel

### General Questions

1. Are there any words or phrases that you don't know? Find them in a dictionary.
2. Take some cards. Describe the word or phrase on a card without saying it.
3. How many words and phrases have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables, g) more than 6 syllables?
4. Put words and phrases with more than one syllable into groups according to where the strong stress falls.
5. Put the words and phrases into... a) alphabetical order, b) reverse alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Find words that... a) begin with a vowel sound, b) end with a vowel sound, c) begin with a consonant sound, d) end with a consonant sound. Put them into sound groups.
8. Find words which contain silent letters (letters which are not pronounced).
9. How many words and phrases can you remember when they are all turned over?
10. Put words and phrases that contain the same sounds into groups, using the IPA.

### Lesson Questions

1. Which word or phrase sounds like... a) fade, b) corner, c) deaf, d) later, e) munch, f) too Jeff, g) preservation, h) winner, i) car, j) corral, k) hit the street?
2. This is a good read that appears to be free, but will actually be included in your bill.
3. This phrase is both a noun and instructions for how to use it.
4. i) Find a word or phrase which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2<sup>nd</sup> syllable, c) 3<sup>rd</sup> syllable, etc. ii) Do any *not* have a schwa?
5. a) Find and describe each of the different jobs, e.g. "sous chef". b) Put them into order of (from most to least): i) pay, ii) hours, iii) job satisfaction, iv) perks, v) fun, etc.
6. "We can't afford a hotel." "So what do you think about booking a \_\_\_\_\_?"
7. This person won't eat meat or fish, but might eat dairy products and use leather.
8. This is a place where I can... a) enjoy various treatments, b) work out, c) soak for half an hour, d) have a meal, e) relax in the heat, f) stay for a while.
9. This is a light meal that might consist of cereal, toast, croissants, fruit, yoghurt, and tea or coffee.
10. Which word or phrase means... a) security guard, b) kitchen standards, c) meal at around 1pm, d) spirits, e) reception, f) gym, g) shift supervisor, h) kindness, i) key, j) food is delivered, k) meal at around 6pm, l) ability to converse, m) repayment?

# Talk a Lot

## Hotel

### Discussion Words Question Sheet

#### Answers

#### General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 4 words have 1 syllable: lunch, maid, chef, spa. b) 11 words and phrases have 2 syllables: welcome, complaint, sauna, hotel, swipe card, refund, sous chef, morale, bouncer, waiter, dinner. c) 11 words and phrases have 3 syllables: departure, wake up call, room service, food hygiene, restaurant, housekeeper, business trip, eye contact, vacancy, fitness suite, arrival. d) 8 words and phrases have 4 syllables: bed and breakfast, cancellation, reservation, facilities, en-suite bathroom, holiday rep, receptionist. e) 2 words and phrases have 5 syllables: hospitality, vegetarian, duty manager. f) 3 phrases have 6 syllables: catering assistant, continental breakfast, communication skills. g) 1 phrase has 8 syllables: complimentary newspaper.

4. 2 syllables: these words and phrases have the strong stress on the first syllable: **welcome**, **sauna**, **swipe** card, **refund**, **sous** chef, **bouncer**, **waiter**, **dinner**; these words have the strong stress on the second syllable: **complaint**, **hotel**, **morale**. 3 syllables: these words and phrases have the strong stress on the first syllable: **wake** up call, **room** service, **restaurant**, **housekeeper**, **business** trip, **fitness** suite, **vacancy**, **eye** contact; these words and phrases have the strong stress on the middle syllable: **depart**ure, food **hygiene**, **arrival**. 4 syllables: this word has the strong stress on the first syllable: **holiday** rep; these words have the strong stress on the second syllable: **facilities**, **receptionist**; these words and phrases have the strong stress on the third syllable: **vegetarian**, bed and **breakfast**, **cancellation**, **reservation**, en-suite **bathroom**. 5 syllables: these words and phrases have the strong stress on the third syllable: duty **manager**, **hospitality**. 6 syllables: this phrase has the strong stress on the first syllable: **catering** assistant; this phrase has the strong stress on the fourth syllable: **communication** skills; this phrase has the strong stress on the fifth syllable: continental **breakfast**. 8 syllables: this phrase has the strong stress on the sixth syllable: complimentary **newspaper**.

5. a) arrival, bed and breakfast, bouncer, business trip, cancellation, catering assistant, chef, communication skills, complaint, complimentary newspaper, continental breakfast, departure, dinner, duty manager, en-suite bathroom, eye contact, facilities, fitness suite, food hygiene, holiday rep, hospitality, hotel, housekeeper, lunch, maid, morale, receptionist, refund, reservation, restaurant, room service, sauna, sous chef, spa, swipe card, vacancy, vegetarian, waiter, wake up call, welcome. b) As a), but in reverse order.

6. a) The following words are compound nouns: housekeeper (house + keeper), bed and breakfast (break + fast), continental breakfast (break + fast), complimentary newspaper (news + paper), en-suite bathroom (bath + room). b) The following words and phrases contain suffixes: **bouncer**, **dinner**, **duty manager**, **waiter**, **housekeeper**; **cancellation**, **communication** skills, **reservation**; **arrival**, **continental breakfast**; **restaurant**, **catering** assistant; **complimentary newspaper**; **departure**; **facilities**; **fitness** suite; **hospitality**; **receptionist**; **sauna**; **room service**; **vegetarian**; **vacancy**.

7. a) These words and phrases all begin with a vowel sound (grouped by IPA sound): /aɪ/ **eye** contact; /ɒ/ **en-suite** bathroom; /ə/ **arrival**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /ə/ **bouncer**, **complimentary newspaper**, **duty manager**, **dinner**, **housekeeper**, **waiter**, **depart**ure, **sauna**; /i/ **hospitality**, **vacancy**; /ɑː/ **spa**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /k/ **cancellation**, **catering** assistant, **communication** skills, **complaint**, **complimentary newspaper**, **continental breakfast**; /r/ **receptionist**, **refund**, **reservation**, **restaurant**, **room service**; /h/ **holiday** rep, **hospitality**, **hotel**, **housekeeper**; /s/ **sauna**, **spa**, **sous** chef, **swipe** card; /b/ **bed** and breakfast, **bouncer**, **business** trip; /d/ **dinner**, **duty manager**, **depart**ure; /f/ **facilities**, **fitness** suite, **food hygiene**; /w/ **wake** up call, **waiter**, **welcome**; /v/ **vegetarian**, **vacancy**; /m/ **maid**, **morale**; /l/ **lunch**; /ʃ/ **chef**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ **bed** and breakfast, **catering** assistant, **complaint**, **continental breakfast**, **eye contact**, **fitness** suite, **receptionist**, **restaurant**; /n/ **cancellation**, **food hygiene**, **reservation**, **vegetarian**; /l/ **arrival**, **hotel**, **morale**, **wake** up call; /d/ **maid**, **refund**, **swipe** card; /p/ **business** trip, **holiday** rep; /f/ **chef**, **sous** chef; /z/ **communication** skills, **facilities**; /m/ **en-suite** bathroom, **welcome**; /s/ **room** service; /tʃ/ **lunch**.

# Talk a Lot

## Hotel

### Discussion Words Question Sheet

8. Many English words contain one or more **silent letters** – letters which are part of the spelling of a word, but which are not pronounced. The aim of this activity is to demonstrate how so often the spelling of a word in English is different from how it sounds when spoken. Below are some good examples of words in this group of discussion words that have silent letters. The silent letters are shown in brackets. No doubt your students will be able to identify some more.

*ar [r] ival, moral [e], bounce [r], continental bre [a] kfast, food hyg [i] ene, ma [i] d, swip [e] ca [r] d*

9. Answers will vary.

10. There are many possible answers to this question; for example, “chef”, “receptionist”, “hotel”, and “welcome”, (among others) all contain the vowel sound /e/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from: <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

#### Lesson Questions

1. a) maid. b) sauna. c) chef. d) waiter. e) lunch. f) sous chef. g) reservation. h) dinner. i) spa. j) morale. k) fitness suite.

2. complimentary newspaper.

3. swipe card.

4. i) a) Words and phrases which have a weak stress schwa sound /ə/ on the 1<sup>st</sup> syllable: facilities, **communication** skills, **complaint**, **morale**, **arrival**. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2<sup>nd</sup> syllable: **welcome**, **bouncer**, **business** trip, **holiday** rep, **cancellation**, **catering** assistant, **dinner**, **fitness** suite, **vegetarian**, **reservation**, **restaurant**, **vacancy**, **waiter**, **bed and breakfast**, **sauna**. c) Words which have a weak stress schwa sound /ə/ on the 3<sup>rd</sup> syllable: **arrival**, **departure**, **housekeeper**, **receptionist**. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4<sup>th</sup> syllable: **bed and breakfast**, **cancellation**, **catering** assistant, **complimentary** newspaper, **continental** breakfast, **reservation**. e) Phrases which have a weak stress schwa sound /ə/ on the 5<sup>th</sup> syllable: **communication** skills, **duty manager**. f) Phrases which have a weak stress schwa sound /ə/ on the 6<sup>th</sup> syllable: **catering** assistant, **continental** breakfast. g) Phrases which have a weak stress schwa sound /ə/ on the 8<sup>th</sup> syllable: **complimentary** newspaper. ii) 16 words and phrases don't have a weak stress schwa sound: chef, en-suite bathroom, eye contact, food hygiene, hotel, lunch, maid, refund, room service, spa, sous chef, swipe card, wake up call, business trip, hospitality.

5. a) The different jobs are: **receptionist** – welcomes guests; takes bookings; answers the phone. **housekeeper** – in charge of rooms and maids. **sous chef** – deputy to the head chef. **bouncer** – prevents unauthorised access to a nightclub; keeps order; throws out troublemakers. **waiter** – takes food and drinks orders; serves guests. **catering assistant** – works in the kitchen; prepares food; assists the chef(s). **maid** – prepares rooms for guests; makes beds; cleans bathrooms; brings fresh towels. **holiday rep** – meets guests at the airport/station; assists guests with enquiries; plans and leads activities for guests. **chef** – prepares food; leads team of sous chef(s) and catering assistants. **duty manager** – is responsible for the smooth running of the hotel during their shift; deals with enquiries and complaints from guests; leads the staff team; deals with staff issues; hires and fires staff. b) Answers will vary.

6. bed and breakfast.

7. vegetarian.

8. a) spa. b) fitness suite. c) en-suite bathroom. d) restaurant. e) sauna. f) hotel or bed and breakfast.

9. continental breakfast.

10. a) bouncer. b) food hygiene. c) lunch. d) morale. e) welcome. f) fitness suite. g) duty manager. h) hospitality. i) swipe card. j) room service. k) dinner. l) communication skills. m) refund.

# Talk a Lot

## Hotel – Which customers will walk out first?

Student A

Ask and answer questions to complete the gaps, and find out information about customers at four different tables in a restaurant at a four-star hotel in Brighton. It's 6.45pm and there is only one waiter working at the moment (due to food poisoning) so service is rather slow. Which party [group] do you think will walk out (i.e. leave before their food arrives) first? Why?

|                                | Table 4                              | Table 10                             |
|--------------------------------|--------------------------------------|--------------------------------------|
| No. in Party / Type of Party   |                                      | 14 / 2 mums + kids' birthday party   |
| Location in Restaurant         | behind a large pillar by the bins    |                                      |
| Length of Wait Since Ordering  | 40 minutes                           | 30 minutes                           |
| Problems with Order            |                                      | kids keep changing their minds       |
| Specific Time Pressure         | football practice starting at 7.30pm |                                      |
| # Times Asked for Manager      |                                      |                                      |
| Personal Problem in Party      |                                      | lack of bladder control (among kids) |
| Specific Threat Made to Waiter | to contact the Waiters' Guild        |                                      |

|                                | Table 16                           | Table 9  |
|--------------------------------|------------------------------------|--|
| No. in Party / Type of Party   | 16 / an entire rugby team + mascot |  |
| Location in Restaurant         |                                    | near the toilets   |
| Length of Wait Since Ordering  | 28 minutes & 19 seconds precisely  |  |
| Problems with Order            |                                    | the chive and leek soup isn't available                                |
| Specific Time Pressure         | pub quiz starting at 7.45pm        |  |
| # Times Asked for Manager      | 6                                  | 0  |
| Personal Problem in Party      |                                    | the discovery of tattoos revealing names of previous romantic partners |
| Specific Threat Made to Waiter |                                    |  |

-----✂-----  
Student B

Ask and answer questions to complete the gaps, and find out information about customers at four different tables in a restaurant at a four-star hotel in Brighton. It's 6.45pm and there is only one waiter working at the moment (due to food poisoning) so service is rather slow. Which party [group] do you think will walk out (i.e. leave before their food arrives) first? Why?

|                                | Table 4                          | Table 10                                |
|--------------------------------|----------------------------------|---|
| No. in Party / Type of Party   | 4 / parents with two teenagers   |   |
| Location in Restaurant         |                                  | beside the (very) loudspeakers          |
| Length of Wait Since Ordering  |                                  |   |
| Problems with Order            | not enough vegetarian options    |   |
| Specific Time Pressure         |                                  | get kids fed and home to bed ASAP!      |
| # Times Asked for Manager      | 2                                | 4                                       |
| Personal Problem in Party      | parents are planning to separate |   |
| Specific Threat Made to Waiter |                                  | to leave noisiest kid at the restaurant |

|                                | Table 16                             | Table 9                             |
|--------------------------------|--------------------------------------|-------------------------------------|
| No. in Party / Type of Party   |                                      | 2 / a couple on their first date    |
| Location in Restaurant         | opposite the kids' birthday party    |                                     |
| Length of Wait Since Ordering  |                                      | 25 minutes                          |
| Problems with Order            | not enough menus to go round         |                                     |
| Specific Time Pressure         |                                      | car parking will run out at 7.32pm  |
| # Times Asked for Manager      |                                      |                                     |
| Personal Problem in Party      | they lost their match this afternoon |                                     |
| Specific Threat Made to Waiter | to leave without paying              | to not leave a tip and never return |

# Talk a Lot

## Hotel

### Information Exchange

#### Answers

#### Hotel – Which customers will walk out first?

Task: "Ask and answer questions to complete the gaps, and find out information about customers at four different tables in a restaurant at a four-star hotel in Brighton. It's 6.45pm and there is only one waiter working at the moment (due to food poisoning) so service is rather slow. Which party [group] do you think will walk out (i.e. leave before their food arrives) first? Why?"

|                                | Table 4                              | Table 10                                |
|--------------------------------|--------------------------------------|---|
| No. in Party / Type of Party   | 4 / parents with two teenagers       | 14 / 2 mums + kids' birthday party      |
| Location in Restaurant         | behind a large pillar by the bins    | beside the (very) loudspeakers          |
| Length of Wait Since Ordering  | 40 minutes                           | 30 minutes                              |
| Problems with Order            | not enough vegetarian options        | kids keep changing their minds          |
| Specific Time Pressure         | football practice starting at 7.30pm | get kids fed and home to bed ASAP!      |
| # Times Asked for Manager      | 2                                    | 4                                       |
| Personal Problem in Party      | parents are planning to separate     | lack of bladder control (among kids)    |
| Specific Threat Made to Waiter | to contact the Waiters' Guild        | to leave noisiest kid at the restaurant |

|                                | Table 16                             | Table 9  |
|--------------------------------|--------------------------------------|--|
| No. in Party / Type of Party   | 16 / an entire rugby team + mascot   | 2 / a couple on their first date                                       |
| Location in Restaurant         | opposite the kids' birthday party    | near the toilets   |
| Length of Wait Since Ordering  | 28 minutes & 19 seconds precisely    | 25 minutes   |
| Problems with Order            | not enough menus to go round         | the chive and leek soup isn't available                                |
| Specific Time Pressure         | pub quiz starting at 7.45pm          | car parking will run out at 7.32pm                                     |
| # Times Asked for Manager      | 6                                    | 0  |
| Personal Problem in Party      | they lost their match this afternoon | the discovery of tattoos revealing names of previous romantic partners |
| Specific Threat Made to Waiter | to leave without paying              | to not leave a tip and never return                                    |

"Which party do you think will walk out first? Why?" Answers will vary. When they have completed filling the gaps, students should discuss which party they think would walk out first, and why. They should produce appropriate reasons for their choices – why they would choose one party rather than another. For example: "I think the couple would walk out first, because they would have a massive row about the tattoos..." Or... "I think the mums with the kids would walk out first, because the mums would get so stressed by the loud music and the kids wetting themselves that they would have to leave..." [etc.]

#### Sample Questions

How many people are in the party at table \_\_\_\_\_?  
 What type of party is there at table \_\_\_\_\_?  
 Where is table \_\_\_\_\_ located?  
 Where is / are \_\_\_\_\_ sitting?  
 How long has table \_\_\_\_\_ been waiting since ordering?  
 What problems has table \_\_\_\_\_ had with its order?  
 What specific time pressure is table \_\_\_\_\_ under?  
 Is table \_\_\_\_\_ under a specific time pressure?  
 How many times has table \_\_\_\_\_ asked for the manager?  
 What personal problem does the party at table \_\_\_\_\_ have?  
 What specific threat has the party at table \_\_\_\_\_ made to the waiter?  
 Has the party at table \_\_\_\_\_ made any specific threats to the waiter?

#### Sample Answers

\_\_\_\_\_  
 There is / there are \_\_\_\_\_.  
 Table \_\_\_\_\_ is located \_\_\_\_\_.  
 They're sitting \_\_\_\_\_.  
 They've been waiting for \_\_\_\_\_ minutes since ordering.  
 \_\_\_\_\_.  
 \_\_\_\_\_.  
 Yes, \_\_\_\_\_.  
 Table \_\_\_\_\_ has asked for the manager \_\_\_\_\_ times.  
 \_\_\_\_\_.  
 They've threatened \_\_\_\_\_.  
 Yes, they've threatened...

# Talk a Lot

## Hotel

### Information Exchange

#### Examples

What type of party is there at table four?  
Where is the rugby team sitting?

There are some parents with two teenagers.  
They're sitting opposite the kids' birthday party. *or*  
They're sitting at table sixteen, opposite the kids' birthday party.

What problems has table nine had with its order?

The chive and leek soup isn't available.

[etc.]

#### Extension 1:

You could try to encourage some comparative/superlative questions and sentences, for example:

Which table has the largest party?  
Which party has been waiting the longest?

Table sixteen has the largest party.  
The parents with two teenagers have been waiting the longest.

Who has made the most serious threat to the waiter?  
Why?

*[This is rather subjective, so answers may vary, e.g.]*  
The parents with two teenagers have made the most serious threat to the waiter, because their actions could possibly damage his career.

[etc.]

#### Extension 2:

You could encourage students to develop short role plays or dialogues using the situations. For example, each small group of students could choose one party to portray, with one student playing the waiter. Depending on the number of small groups you could try to enact all of the situations at once, with one (increasingly flustered / jumped-up / nonchalant, blasé, etc.) waiter moving between the tables.

[etc.]

#### Extension 3:

Students work in pairs. One student plays any of the diners above, while the other student plays a friend who wasn't present at the restaurant. The diner describes what happened to them at the restaurant, how they behaved, how they felt about it at the time, how they feel about it now, and whether they are planning to take any further action regarding what happened. Encourage students to use a variety of different past, present, and future verb forms.

# Talk a Lot

## Hotel

### Multi-Purpose Text

#### A Cultural Visit (Original Text)

Line

1 Kathleen phoned her friend Samantha: "Yeah, we've just got back from Scarborough.  
2 We took a little group of Italian students from the college on a cultural visit. [Pause]  
3 No, with Amanda – one of my colleagues. A smart lass, but... well, oh gosh, does she  
4 not stop talking about work! My goodness! We'd booked quite a nice hotel, but when  
5 we arrived it was absolutely grotty inside, so we decided to try somewhere else.  
6 [Pause] Fine, fine, but the first couple of days it was awful. Rained cats and dogs!  
7 Day in and day out. Incessant, it was. [Pause] Well, we had the police out on the first  
8 night. Emilio and Lucio went for a walk and didn't come back 'till after twelve. Said  
9 they'd been out practising their speaking skills in a casino. Well... And we had a little  
10 romance, you know. Evelina and Rosa'd been fighting over Paolo all week, and on  
11 Friday night at the disco Rosa finally won out! Poor lad. And on the second night I got  
12 a call from Dennis. He said he'd just been hit by a bus! By a bus! No, he was alright.  
13 It was a miracle, I think. But the bus was slightly damaged. And when I got home I  
14 found Rob mopping the floor – the floor and everything soaking wet. The freezer'd  
15 been quietly defrosting all day. Yeah, when he was out at work. Everything was  
16 ruined. So, an eventful week! [Pause] No, I won't. No, no, I won't go anywhere with  
17 Amanda again. No, we just didn't get on. The whole week she never stopped  
18 lecturing me about phrasal verbs. Nightmare, it was!"  
(274 words)



#### A Cultural Visit (Text with 20 Differences)

Kathleen phoned her **1. men (friend)** Samantha: "Yeah, we've just got back from  
Scarborough. We took a little group of Italian **2. prudence (students)** from the college on a  
cultural visit. [Pause] No, with Amanda – one of my colleagues. A smart lass, but... well, oh  
gosh, does she not stop **3. forking (talking)** about work! My goodness! We'd **4. looked  
(booked)** quite a nice hotel, but when we **5. alive (arrived)** it was absolutely grotty inside,  
so we decided to try somewhere else. [Pause] Fine, fine, but the first **6. shuttle (couple)** of  
days it was awful. Rained cats and **7. cogs (dogs)!** Day in and day out. Incessant, it was.  
[Pause] Well, we had the **8. Belize (police)** out on the first night. Emilio and Lucio went for  
a walk and didn't come **9. bank (back)** 'till after twelve. Said they'd been out practising their  
speaking **10. spills (skills)** in a casino. Well... And we had a little **11. showman  
(romance)**, you know. Evelina and Rosa'd been fighting over Paolo all week, and on Friday  
night at the disco Rosa **12. tidily (finally)** won out! Poor lad. And on the second **13. light  
(night)** I got a call from Dennis. He said he'd just been **14. hip (hit)** by a bus! By a bus!  
No, he was alright. It was a **15. medical (miracle)**, I think. But the bus was slightly  
damaged. And when I got home I found Rob mopping the floor – the floor and everything  
**16. poking (soaking)** wet. The freezer'd been **17. nightly (quietly)** defrosting all day.  
Yeah, when he was out at work. Everything was ruined. So, an eventful week! [Pause] No, I  
won't. No, no, I won't go **18. everywhere (anywhere)** with Amanda again. No, we just  
didn't get on. The whole **19. weep (week)** she never stopped lecturing me about phrasal  
**20. 'burbs (verbs)**. Nightmare, it was!"

# Talk a Lot

## Hotel

### Multi-Purpose Text

#### A Cultural Visit (Guess the Function Words)



Kathleen phoned her friend Samantha: "Yeah, we've just got back from Scarborough. We took a little group of Italian students for a college of cultural visit. [Pause] No, we Amanda – one of my colleagues. A smart lass, but ... well, oh gosh, don't stop talking about work! My goodness! We booked quite a nice hotel, but when we arrived it was absolutely grotty inside, so we decided to try somewhere else.



[Pause] Fine, fine, but the first couple of days it was awful. Rained cats and dogs! Day in a day out. Incessant, it was. [Pause] Well, we had the police out the first night. Emilio and Lucio went for a walk and didn't come back 'till about twelve. Said that he was practising his speaking skills in the casino. Well... Amanda had little romance, you know.



Evelina and Rosa were fighting over Paolo all week, and on Friday night at the disco Rosa finally won out! Poor lad. And on the second night got a call from Dennis. He said he'd just been hit by a bus! Big bus! No, he was alright. It was a miracle, think. But the bus was slightly damaged. Amanda when got home found Rob mopping the floor – the floor and everything soaking wet.



The freezer was quietly defrosting all day. Yeah, when he was on a work. Everything was ruined. So, a eventful week! [Pause] No, won't. No, no, won't go anywhere with Amanda again. No, we just didn't get on. The whole week she never stopped lecturing me about phrasal verbs. Nightmare, it was!"

# Talk a Lot

## Hotel

### Multi-Purpose Text

#### A Cultural Visit (What's the Question?)

1. To Scarborough.
2. No, everything was ruined.
3. Yes, it rained cats and dogs.
4. Rob.
5. Because the first one was absolutely grotty inside
6. Her friend Samantha.
7. Emilio and Lucio.
8. On Friday night.
9. Italian.
10. For a cultural visit.
11. Awful.
12. Because two students were missing.
13. One of Kathleen's colleagues from work.
14. Because she kept lecturing her about phrasal verbs.
15. Because Dennis wasn't harmed.
16. Slightly damaged.
17. When Rob was out at work.
18. Emilio.
19. After twelve.
20. Rosa.
21. Because the freezer had defrosted.
22. Evelina and Rosa.
23. Phrasal verbs.
24. Mopping the kitchen floor.
25. Dennis did.
26. To practise their speaking skills.
27. On the second night of the trip.
28. At the disco.
29. No, they didn't get on.
30. All day.

-----✂-----

#### A Cultural Visit (True, False, or Unknown?)

1. They had some bad weather during the trip.
2. Amanda hadn't wanted to go to Scarborough.
3. They lost a lot of expensive food when the freezer defrosted.
4. Evelina and Paolo didn't get together at the disco on Saturday night.
5. Dennis was cycling home, when he was hit by the bus.
6. Amanda works with Kathleen.
7. Emilio and Paolo went to a casino.
8. Dennis was at work while the freezer was defrosting.
9. Kathleen went to Scarborough with some students and a colleague.
10. Evelina and Rosa often fight over the same guy.
11. The freezer defrosted during the night and everything was spoiled.
12. Samantha and Amanda are good friends.
13. Paolo had two admirers.
14. Kathleen and Samantha have known each other for years.
15. One of Rob's favourite pastimes is mopping the floor.
16. Amanda got up late each day and ate breakfast alone.
17. Amanda isn't very clever.
18. When Kathleen got home, Rob was out.
19. A small group of Italian students went on the trip.
20. It had been Emilio's idea to go to the casino.
21. The hotel they had booked wasn't suitable.
22. Amanda had a lot to say about phrasal verbs.
23. The bus was badly damaged.
24. The police came on the first night because of some missing students.
25. Amanda went to Italy with some students and a colleague.
26. The police cautioned the two students for going to the casino.
27. Rosa and Paolo got together at the disco.
28. Dennis was involved in a road accident.
29. The whole trip was a complete disaster.
30. Kathleen hates phrasal verbs.

# Talk a Lot

## Hotel

### Multi-Purpose Text

#### Glossary of New Words

Here are some words and phrases from the text that may be unfamiliar to students. You could either pre-teach them, or encourage your students to find translations in a bilingual dictionary and write them in the spaces below. Stressed syllables are underlined.

| Line: | Unfamiliar English:   | Explanation:   | Translation: |
|-------|---|--|--------------|
| 1     | <u>yeah</u>   | (sl) yes   |              |
| 1     | <u>Scarborough</u>  | (prop n) A small seaside town on the north-east coast of England, which is a haven for tourists  |              |
| 3     | <u>lass</u>   | (sl) northern slang for "girl". Kathleen comes from north Derbyshire, a county towards the north of England  |              |
| 3     | <u>gosh</u>   | (excl) an expression of frustration or surprise; polite form of "God!"   |              |
| 3     | <u>does she not stop talking...</u>   | (irreg) not a question form, but a rhetorical question (a question that does not require an answer). Kathleen uses inversion to emphasise her point. It gets to the stressed word more quickly. See also: line 7: "Incessant, it was!" / line 18: "Nightmare, it was!" / and line 13: "It was a miracle, I think." |              |
| 4     | My <u>goodness!</u>   | (excl) As "gosh", above  |              |
| 5     | <u>grotty</u>   | (adj) dirty, unpleasant, e.g. esp. a place. Also, when you feel sick: "I feel grotty today."   |              |
| 6     | <u>Rained cats and dogs!</u>  | (id) It rained heavily   |              |
| 7     | <u>Day in and day out.</u>  | (phr) All day (for several days)   |              |
| 7     | <u>incessant</u>  | (adj) continuous, without a pause  |              |
| 7     | we <u>had</u> the <u>police</u> out...  | (irreg) the police were called and came to see us  |              |
| 8     | 'till   | (abbr) until   |              |
| 8     | <u>Said</u> they'd been <u>out</u> ...  | (irreg) "They said they'd been out." By not saying the pronoun, Kathleen speeds up her tale  |              |
| 9     | <u>Well...</u>  | (dm) Kathleen pauses, before embarking on a different train of thought; or she could be about to comment on something her friend has said, and then decides not to bother  |              |
| 9     | And we <u>had</u> ...   | (irreg) It is not considered good grammar to begin a sentence with "and", but Kathleen is in a hurry to tell her friend what happened during the trip  |              |
| 10    | you <u>know</u>   | (dm) Discourse marker. This phrase has no meaning, but allows Kathleen to pause before continuing the next anecdote  |              |
| 10    | <u>fighting</u> over <u>Paolo</u> ...   | (phr v) to fight over sby = to be rivals for sby's affection; to both want to date the same person   |              |
| 11    | <u>Rosa</u> <u>finally</u> <u>won</u> <u>out</u>                                      | (phr v) to win out = to be successful; to beat sby at sth; to win  |              |
| 11    | <u>Poor</u> <u>lad</u>  | (sl) "lad" is northern slang for "boy". Kathleen talks about Paolo as a boy, rather than a young adult, probably because she is more than twenty years older than him  |              |
| 12    | By a <u>bus!</u>  | (rep) Kathleen repeats this phrase to emphasise the unlikely event; or it could be that her friend misheard her, and she needs to repeat this phrase, which is so important to her tale  |              |
| 13    | It was a <u>miracle</u> ...   | (exagg) exaggeration – Kathleen means that Dennis had been very <i>lucky</i> , not that a literal miracle had happened   |              |
| 14    | <u>soaking</u> <u>wet</u>   | (id) very wet  |              |
| 14    | The <u>freezer</u> 'd been <u>quietly</u> <u>defrosting</u> <u>all</u> <u>day</u> ... | (id) The freezer had been defrosting all day without anybody noticing  |              |
| 16    | an <u>eventful</u> <u>week!</u>   | (und) understatement – it had been not only an eventful week, but a week full of rather unexpected events  |              |
| 17    | we <u>just</u> <u>didn't</u> <u>get</u> <u>on</u>                                     | (phr v) to get on with sby = to enjoy a good relationship with sby   |              |

# Talk a Lot

## Hotel

### Multi-Purpose Text

| Line: | Unfamiliar English:                      | Explanation:   | Translation: |
|-------|--|--|--------------|
| 17    | she <u>never stopped</u> ...             | (irreg) she didn't stop  |              |
| 17    | she <u>never stopped lecturing</u> me... | (exagg) Kathleen means that Amanda often spoke to her in a patronising way about phrasal verbs, rather than that she did it without a break for the whole trip. To lecture sby is to talk to them in a condescending way, without listening to their opinion, rather than engaging with them in a normal, equal conversation |              |
| 18    | <u>Nightmare</u> , it was!               | (exagg) it was a very difficult or unpleasant situation, rather than something as literally frightening as a nightmare   |              |

|         |                  |          |                   |       |                |
|---------|------------------|----------|-------------------|-------|----------------|
| (adj)   | adjective        | (id)     | idiom             | (sby) | somebody       |
| (abbr)  | abbreviation     | (irreg)  | irregular grammar | (sl)  | slang          |
| (dm)    | discourse marker | (phr)    | phrase            | (sth) | something      |
| (esp.)  | especially       | (phr v)  | phrasal verb      | (und) | understatement |
| (exagg) | exaggeration     | (prop n) | proper noun       |       |                |
| (excl)  | exclamation      | (rep)    | repetition        |       |                |

#### Extension 1:

Encourage students to look at some of the verb forms used in the text, for example the several uses of Past Perfect and Past Perfect Continuous:

*We'd booked...*  
*Said they'd been out...*

*Evelina and Rosa'd been fighting...*  
*The freezer'd been quietly defrosting...*

Notice the use of contracted forms, even with proper nouns ("Rosa") and objects ("freezer"), which is very common in spoken English.

#### Extension 2:

Think about the times when Kathleen pauses and answers questions from her friend. Imagine what those questions could have been:

[sample answers:]

Line 2: "Did you go with [e.g.] Theresa?"  
Line 6: "What was the weather like?"  
Line 7: "How did it go?" / "What happened?"  
Line 12: "Was he hurt / injured?"  
Line 15: "When Rob was at work?"  
Line 16: "Will you go anywhere with Amanda in the future?"

#### Extension 3:

Ask students to count the number of characters in the text (there are 10 named characters), then to create a role play or dialogue, using a few of the characters. Or, students could work on their own and create a monologue using one character from the text, where they talk about what happened from their point of view.

#### Answers

##### A Cultural Visit (Guess the Function Words)

See Original Text for answer.

# Talk a Lot

## Hotel

### Multi-Purpose Text

#### A Cultural Visit (What's the Question?)

Answers will vary. Suggested answers:

1. Where did Kathleen take her students?
2. Did Kathleen and Rob manage to save any food from their freezer?
3. Did it rain heavily during the trip?
4. Who did Kathleen meet when she got home?
5. Why did they go to a different hotel?
6. Who was Kathleen talking to?
7. Which students went to the casino?
8. When was the disco?
9. What nationality were the students that Kathleen took on the trip?
10. Why did Kathleen take a group of students to Scarborough?
11. How was the weather on the first couple of days?
12. Why did the Police come on the first night?
13. Who was Amanda?
14. Why didn't Kathleen get on with Amanda during the trip?
15. Why did Kathleen say there'd been a miracle?
16. How badly damaged was the bus after the accident?
17. When had the freezer been defrosting?
18. Who did Lucio go to the casino with?
19. What time did Emilio and Lucio get back from their night out?
20. Which of the girls did Paolo choose?
21. Why was Rob mopping the floor?
22. Which students were fighting over Paolo?
23. What did Amanda keep lecturing Kathleen about?
24. What was Rob doing when Kathleen got home?
25. Who got hit by a bus?
26. For what reason did Emilio and Lucio claim to have been to the casino?
27. When did Dennis get hit by a bus?
28. Where did Rosa finally win Paolo's heart?
29. Did Kathleen enjoy spending time with Amanda?
30. How long had the freezer been defrosting?

#### A Cultural Visit (True, False, or Unknown?)

(*T = True, F = False, U = Unknown*)

- |       |       |       |
|-------|-------|-------|
| 1. T  | 11. F | 21. T |
| 2. U  | 12. F | 22. T |
| 3. U  | 13. T | 23. F |
| 4. T  | 14. U | 24. T |
| 5. U  | 15. U | 25. F |
| 6. T  | 16. U | 26. U |
| 7. F  | 17. F | 27. T |
| 8. U  | 18. F | 28. T |
| 9. T  | 19. T | 29. F |
| 10. U | 20. U | 30. U |

# Talk a Lot

## Hotel

### Role Play with Non-Literal English

1. Practise the role play with a partner. Find and underline **nine** examples of non-literal English\* and match each one to a category below:

|                      |                  |                       |
|----------------------|------------------|-----------------------|
| 1. nicknames         | 2. exaggeration  | 3. idioms             |
| 4. discourse markers | 5. phrasal verbs | 6. sayings / proverbs |
| 7. similes           | 8. swearing      | 9. understatement     |

\* For more information about each category, please see pp.36-38.

----- ✂ -----  
Tina works in a hotel as a receptionist. Her friend Carrie phones her...

Carrie: Hi Tina, how's it going?  
Tina: I'm fine? You?  
Carrie: Fine. Are you still coming to the party tomorrow night?  
Tina: I can't. I've got to work. The duty manager's changed my shifts.  
Carrie: What? That's bloody stupid! It's JT's birthday!  
Tina: I know.  
Carrie: That's absolutely the worst thing that could've possibly happened!  
Tina: And I'm really sorry, but I can't go out on Friday night either.  
Carrie: That's great.  
Tina: I'm sorry.

Pause

Carrie: Can't you, y'know, try and sort something out with your manager?  
Tina: I'm too scared of him. Today he was walking around like a bear with a sore head.  
Carrie: Right, but maybe you can speak to him...?  
Tina: He told us today that if we don't get more customers the hotel could close next month.  
Carrie: Really? It never rains but it pours!

----- ✂ -----  
2. Replace each example of non-literal English with one of the literal words or phrases below. Practise the role play using only literal English, then using non-literal English. What differences do you notice? Which version sounds more natural? Why? Which do you prefer?

|                             |                         |   |
|-----------------------------|-------------------------|---|
| a) that is not very good    | b) really [intensifier] | c) arrange  |
| d) behaving in an angry way | e) how are you?         | f) that is disappointing                            |
| g) pause                    | h) John Timpson         | i) a lot of bad things seem to be happening at once |

# Talk a Lot

## Hotel

### Role Play with Non-Literal English

Answers:

| Feature of Non-Literal English: | Example in this Text:  | Literal Translation:                                |
|---------------------------------|--|---|
| 1. nicknames                    | JT   | h) John Timpson                                     |
| 2. exaggeration                 | That's absolutely the worst thing that could've possibly happened! | a) that is not very good                            |
| 3. idioms                       | how's it going?  | e) how are you?                                     |
| 4. discourse markers            | y'know   | g) pause  |
| 5. phrasal verbs                | sort something out [to sort out]                                   | c) arrange  |
| 6. sayings / proverbs           | It never rains but it pours!                                       | i) a lot of bad things seem to be happening at once |
| 7. similes                      | walking around like a bear with a sore head                        | d) behaving in an angry way                         |
| 8. swearing                     | bloody   | b) really [intensifier]                             |
| 9. understatement               | That's great.  | f) that is disappointing                            |

Note: in general, using non-literal English will help students' spoken English to sound more natural, because native speakers of English often favour non-literal forms – such as idioms, phrasal verbs, and slang – to the more literal, “dictionary definition” words and phrases that they replace.

# Talk a Lot

## Hotel

### Features of Non-Literal English – Part 1

#### 1. NICKNAMES

A nickname is a name for somebody (or something) that is different to the actual name, being usually either a shortened version, or a reference to appearance or character.

Example:

[Your friend Thomas phones you. You say:]

“Hi, Tommo!” [The nickname is based on the person’s given name]

[Your obese friend John phones you. You say:]

“Hi, Big John!” [The nickname is based on the physical characteristics of the person]

[Your friend who is into technology phones you. You say:]

“Hi Brains!” [The nickname is based on a personality trait, or the hobbies or interests of the person]

When:

When you want to emphasise that you are close enough to somebody to be able to adapt their name in an informal way. Also when you want to show that you belong to a particular group because everybody uses the same nicknames, while people outside the group don’t know the nicknames.

#### 2. EXAGGERATION

An exaggeration is a statement that something is better than, worse than, more than, etc. when compared to the truth, which is more mundane.

Example:

“My feet are killing me!” [This is an idiom that means you feel tired and want to sit down. Your feet hurt, perhaps because you have been standing up for a long period of time. Your feet are not *literally* killing you!]

When:

When you want your speech to be more imaginative and interesting than normal speech. Perhaps you want people to notice you or you want to make a point in a strong way, or you are doing it to get a laugh, by making your listener imagine a humorous image.

#### 3. IDIOMS

An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase.

Example:

“Does dad really think Paul is having an affair with Mandy?”

“No, of course not. He was only *pulling your leg*.” [He was only *joking*, rather than physically pulling somebody’s leg.]

When:

In everyday speech, and in most sentences – unfortunately for learners of English! English idioms get so ingrained in the consciousness and speech patterns of the average native speaker, from before birth, that to them it feels far more *natural* to use idioms than literal language. Plus, idiomatic phrases are far more expressive, colourful, inventive, creative, and *fun* than their literal counterparts.

# Talk a Lot

## Hotel

### 4. DISCOURSE MARKERS

A discourse marker is a short word, phrase, or sound that acts as a slight pause in speech, when the speaker needs time to think of what to say next, but doesn't want to give up their turn to speak.

Example:

"How do you feel about leaving college next week?"

"I think it's, *like*, gonna be, *you know, like, uh...* really good." [The words in italics have no meaning. They act as a form of punctuation in the sentence.]

When:

When you want to pause while talking to think of the next word, or where to go next with the conversation, but not let anybody else start talking. If you do this a lot, it may turn into a habit and you will use speech markers like punctuation in a written sentence, e.g. *like* = a comma [ , ]. Young people often use discourse markers. They are a sign of the speaker's lack of confidence in the value of what they are saying, because by pausing regularly they are able to closely monitor the reaction of their listener(s) and perhaps amend what they say in light of this feedback.

Also known as: *speech markers*.

### 5. PHRASAL VERBS

A phrasal verb is a verb phrase that consists of a verb plus preposition or adverb (or both), which has a meaning that may not be obvious from knowing the dictionary meaning of each individual word in the phrase.

Example:

"Things are *looking up!*" [My life is generally improving.]

When:

In spoken English phrasal verbs are more common because they are less formal than longer single verbs. Like idioms, we learn phrasal verbs from before birth; the simple one-syllable verbs that are used in phrasal verbs (with a preposition or adverb, or both) are familiar to young children and easy to remember. The prepositions and adverbs (in, out, up, down, on, off, back, etc.) bring a vibrant sense of action and movement to our speech, making it more interesting than if we used only standard verbs. With over 7,000 phrasal verbs in English, phrasal verbs create many shades of meaning, making English a rich and expressive language. It also allows us to quickly invent new verbs (e.g. the recent slang expression "Bog off!" which means "Go away!") without having to find verbs from Latin or other foreign languages, or inventing new verbs from scratch.

### 6. SAYINGS / PROVERBS

A saying or proverb is a well known phrase or sentence that includes wisdom from literature or folklore, and as such is generally accepted to be trustworthy, having been proved wise time after time by succeeding generations.

Example:

"Do you think it'll rain tomorrow?"

"Look out of the window. *Red sky at night, shepherd's delight.*" [Because there is a red sunset at the moment, according to the saying the weather will be fine tomorrow.]

When:

When you want to add weight to your opinions by citing received opinion that is generally considered, by the majority of people, to be wise and trustworthy.

# Talk a Lot

## Hotel

### 7. SIMILES

A simile is a statement with “like” or “as” that compares somebody or something to something else, especially when it cannot be literally true.

Example:

“Why do you want to get a divorce?”

“Because *you are like a weight around my neck*. I can’t stay with you!” [Literally means: “I feel trapped by you; you are putting too much pressure on me...”]

When:

When you want to emphasise something, and make the other person think about the meaning of what you’re saying in a different, non-obvious way. When you want to appear poetic or romantic, e.g. “Your teeth are like stars!” (You can make a classic English joke if you continue with “They come out at night!”)

### 8. SWEARING

Swearing is an activity that uses swear words – words or phrases that are considered by most people to be impolite or offensive – and which may be taboo (forbidden on grounds of taste or offense) in certain contexts.

Example:

“My revision was a bloody waste of time.” [The swear word “bloody” acts as an intensifier, to emphasise the noun phrase that follows: “waste of time”. The speaker’s aim is to express their displeasure at having wasted their time – more strongly than it would have been expressed without using “bloody”.

When:

When you want to emphasise a noun (e.g. “A bloody car reversed and hit my bike!”) or an adjective (e.g. “That film was bloody brilliant!”). Or, to insult somebody, e.g. “You are a total arse.” (“arse” is slang for “bottom”). Or, to refer to taboo parts of the body (e.g. “knob” = “penis”), and bodily functions (“shit” = “excrement”). Or, when you want to shock somebody. However, if you use swear words a lot, people around you might become immune to them, and their power to shock will be greatly reduced. If everybody used swear words all the time, they wouldn’t be swear words at all, but normal everyday words and nobody would be offended by them. Their infrequency is what keeps them forbidden.

### 9. UNDERSTATEMENT

Understatement is a technique in spoken English that the speaker uses to deliberately downplay something by saying that it is/was less great or less important than it actually is/was. Understatement is the opposite of exaggeration.

Example:

[At work your boss spends twenty minutes shouting at the whole team, and then storms out of the office, slamming the door behind them. You are all stunned. Somebody says:]

“Well that was nice!”

[Everybody laughs, because the nervous tension that was built up is released.]

When:

When you want to draw attention to the absurdity or over-seriousness of something or somebody, by reducing its or their significance.

# Talk a Lot

## Hotel

### 20 Common English Idioms

|                                     |  |  |                                   |
|-------------------------------------|--|--|-----------------------------------|
| 1.<br>to wine and dine sby          | to take sby for a romantic meal          | 2.<br>to cost an arm and a leg         | to be very expensive              |
| 3.<br>to welcome sby with open arms | to greet sby warmly                      | 4.<br>at [time] sharp                  | at this time precisely            |
| 5.<br>to paint the town red         | to celebrate by going to pubs/clubs      | 6.<br>to be absolutely stuffed         | to feel very full after eating    |
| 7.<br>"There's no place like home!" | "I like to travel, but home is best!"    | 8.<br>"The customer is always right."  | "Good customer service is vital." |
| 9.<br>to be taken for a ride        | to be exploited for money                | 10.<br>to wait for an eternity         | to wait for a long time           |
| 11.<br>to be open twenty-four seven | to be open 24 hours per day              | 12.<br>to take care of sth             | to fix a problem                  |
| 13.<br>to have a lot on your plate  | to be very busy                          | 14.<br>"It's a small world, isn't it?" | "I'm surprised to meet you here." |
| 15.<br>to phone in sick             | to call to say you're too unwell to work | 16.<br>to bend over backwards for sby  | to try very hard to help sby      |
| 17.<br>to be starving               | to be very hungry                        | 18.<br>to receive the VIP treatment    | to get very good service          |
| 19.<br>to be full of praise         | to give lots of compliments              | 20.<br>to be as sick as a dog          | to vomit many times               |

# Talk a Lot

## Hotel

### English Idioms – Matching Game

Match each sentence below with one of the idioms from this unit. Change forms where necessary:



|  |
|--|
| Hi! Graham! Barbara! What a surprise! _____                              |
| Make me a sandwich – I _____!  |
| The petrol station _____.  |
| I _____ last night. I shouldn't've had that eighth pint...!              |
| My boyfriend took me out last night and _____ me.                        |
| Oh, it was a lovely trip. We really _____. All the staff were brilliant. |
| I can't help you in the bar – I _____ today.                             |
| The owner charged twice the usual price and poor Bob _____.              |
| When we arrived at the hotel we were _____.                              |
| I'll meet you in reception _____ six o'clock _____. Don't be late!       |
| Alison and Mark _____ for the hotel staff.                               |
| These new trainers _____.  |
| Tell the receptionist about your lost key – she'll _____ for you.        |
| I like going on holiday, but _____, is there?                            |
| I _____ the Lewises, but they were still dissatisfied.                   |
| Kat _____ yesterday, so we were short-staffed in the restaurant.         |
| We went out for Carol's birthday and _____.                              |
| We _____ for our lunch to arrive.  |
| But you have to give me a refund! Don't forget, _____!                   |
| After that large pizza I _____.  |

# Talk a Lot

## Hotel – English Idioms Activities

### Meaning and Context

1. Check for new vocabulary. Are there any idioms that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the meaning cards with the idiom cards.
2. Do any of the idioms exist in your first language? Translate each idiom.
3. Divide the idioms into four categories: **facilities**, **guests**, **staff**, and **food and drink**.
4. Take some cards. Describe the idiom on a card without saying it.
5. How many idioms can you remember when they are all turned over?

### Practice Activities

*Choose a random idiom (or one that particularly interests you) and...*

1. think of a time or situation in your life when you... a) could have said this idiom (past), and b) might say this idiom (future).
2. say the name of a person you know who would be the most likely to say this. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – idiomatic and literal.
5. analyse the words. Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this idiom.
6. replace the idiom in a sentence with the literal (boring) meaning. Compare the sentences. Which sounds better? Why?
7. think of another idiom or saying that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one idiom to the next.

### Topic Questions

*Choose the correct idiom, and make a sentence about... a) yourself, b) a friend:*

1. that describes feeling the consequences of over-indulgence, e.g. after a night out.
2. that you could use when talking about staff who tried extra hard to please you.
3. that suggests a romantic meal, perhaps on Valentine's Day.
4. that you could use to complain about not getting what you want *when* you want it.
5. that an irritable guest might use when speaking to a manager.
6. that you could say when you've eaten enough.
7. that you might see on a sign at an all-night supermarket.
8. that could be used when you meet a friend unexpectedly.
9. that is used by people who prefer to be in a familiar environment.
10. that you could use to tell people to be punctual.
11. that you could use to describe a hen night, stag night, or pub crawl.
12. that shows that you have lost money because of somebody's dishonest actions.

# Talk a Lot

## Hotel

### 20 Common English Phrasal Verbs

|                          |  |                         |                                   |
|--------------------------|--|-------------------------|-----------------------------------|
| 1.<br>book in<br>---     | formally arrive                        | 2.<br>wait on<br>---    | serve food<br>and drink           |
| 3.<br>splash out<br>---  | spend a lot<br>of money                | 4.<br>eat out<br>---    | have a meal<br>in a restaurant    |
| 5.<br>lug around<br>---  | carry sth heavy<br>from place to place | 6.<br>tidy up<br>---    | make a place<br>more organised    |
| 7.<br>skive off<br>---   | avoid work<br>or duties                | 8.<br>sign up<br>---    | make a<br>commitment to<br>do sth |
| 9.<br>chill out<br>---   | relax                                  | 10.<br>throw up<br>---  | vomit                             |
| 11.<br>pencil in<br>---  | make a provisional<br>booking          | 12.<br>pig out<br>---   | eat a lot in<br>a short time      |
| 13.<br>turf out<br>---   | force sby to leave                     | 14.<br>gulp down<br>--- | eat or drink<br>sth quickly       |
| 15.<br>set up<br>---     | prepare, make<br>ready; organise       | 16.<br>fork out<br>---  | pay for sth<br>unwillingly        |
| 17.<br>rip off<br>---    | exploit for money                      | 18.<br>work out<br>---  | calculate;<br>do exercise         |
| 19.<br>look after<br>--- | be responsible for                     | 20.<br>check out<br>--- | formally leave<br>after a stay    |

# Talk a Lot

## Hotel

### English Phrasal Verbs – Matching Game

Match each sentence below with one of the phrasal verbs from this unit. Change forms where necessary:

|  |
|--|
| We've _____ you _____ for the last week in May. Let me know when you want to make a firm [definite] booking. |
| The lads were _____ of the nightclub for causing some aggro.   |
| After we'd _____, I realised that I'd left my watch in the hotel fitness suite!                              |
| After we _____, Harold took our cases up to our room.  |
| Polly was _____ all night due to a bad case of food poisoning.   |
| The bar assistant _____ the bill quickly and gave it to the punters.   |
| I came to this hotel just to _____ and unwind.   |
| I _____ my dinner quickly because I was already late for my shift.   |
| I don't like _____ customers who can't decide what to order.   |
| We'll have to _____ the laptop and digital projector in the conference room.                                 |
| On holiday we _____ almost every night.  |
| We've _____ for two excursions so far.   |
| I have _____ a lot of money on this stay – and I intend to get value for money!                              |
| We _____ on a week in a hotel in the south of France.  |
| We totally _____ last night on ice cream and cake!   |
| Don't _____ the room too much – the maid will do it.   |
| We were _____, because the boat trip should've only cost about eight pounds each, not twenty.                |
| Adam was _____ – having a fag [cigarette] round the corner, where the bar manager couldn't see him.          |
| We can _____ any valuables you may have, if you just take them to the reception.                             |
| I don't want to _____ these suitcases all day!   |

# Talk a Lot

## Hotel – English Phrasal Verbs Activities

This is a handy table that you could use to make a quick quiz for students after they have learned the meanings, e.g. “Which phrasal verb is related to suitcases?” Or, “Which action could a guest do at a restaurant?” Or, guess the preposition linking phrasal verb and place, or item, e.g. “We booked in [at] our hotel.” Or, encourage students to make sentences (positive, negative, and question forms) by linking content words together using function words, e.g. “The **hotel worker** was **gulping down** his **lunch** in the **staff canteen**.” They could also add a time phrase at the end, e.g. “...in the morning.” etc.

| #   | subject (person)   | p/verb*           | item e.g.             | place e.g.                    |
|-----|--|-------------------|-----------------------|-------------------------------|
| 1.  | I, you, he, she, it,<br>we, they, etc.   | <b>book in</b>    | with our order number | at our hotel / at the airport |
| 2.  |  | <b>wait on</b>    | a customer / a guest  | in a restaurant               |
| 3.  |  | <b>splash out</b> | a luxury holiday      | at the travel agent's         |
| 4.  |  | <b>eat out</b>    | a meal                | at a restaurant               |
| 5.  |  | <b>lug around</b> | a heavy suitcase      | from the car to the lobby     |
| 6.  |  | <b>tidy up</b>    | a messy room          | upstairs / on the third floor |
| 7.  |  | <b>skive off</b>  | work or school        | at home / in the park         |
| 8.  |  | <b>sign up</b>    | for a conference      | at reception / online         |
| 9.  |  | <b>chill out</b>  | with friends          | on the beach                  |
| 10. |  | <b>throw up</b>   | in the sink           | at my parents' house          |
| 11. | a person or<br>thing, e.g.<br><br>the hotel worker,<br>a guest,<br>Tom the bouncer,<br>a newlywed couple,<br>my brother,<br>our plans, etc | <b>pencil in</b>  | a date / a meeting    | in the diary                  |
| 12. |  | <b>pig out</b>    | on pizza and crisps   | in the living room / upstairs |
| 13. |  | <b>turf out</b>   | of a nightclub        | through the door              |
| 14. |  | <b>gulp down</b>  | their lunch / a drink | in the staff canteen          |
| 15. |  | <b>set up</b>     | the digital projector | in the conference room        |
| 16. |  | <b>fork out</b>   | for my train fare     | at the ticket office          |
| 17. |  | <b>rip off</b>    | for the meeting       | at the conference centre      |
| 18. |  | <b>work out</b>   | the night's takings   | at the bar                    |
| 19. |  | <b>look after</b> | our valuables         | in the safe                   |
| 20. |  | <b>check out</b>  | of their hotel        | at the reception desk         |

\* Choose any verb form, e.g. Present Perfect Continuous, Third Conditional, Future Perfect, etc.

### Topic Questions

Choose the correct phrasal verb, and make a sentence about... a) yourself, b) a friend:

- making an expensive purchase.
- telling somebody to make their room less messy.
- going to a restaurant or fast food place.
- taking the day off work without permission.
- eating a lot in a short space of time.
- taking some heavy suitcases, bags, or items from one place to another.
- charging customers double the normal price for items in the minibar.
- making a room ready for a conference.
- paying my son's bills when I would rather he got a job and paid them himself.
- getting thrown out of a nightclub.
- what happens when I first arrive at a hotel, bed and breakfast, or guest house.
- lying by the pool while the sun kisses my skin and I sip a strawberry smoothie.

# Talk a Lot

## Hotel

### 20 Common English Slang Words and Phrases

|                                  |  |                         |  |
|----------------------------------|--|-------------------------|--|
| 1.<br>a punter                   | (n.) a customer in a service industry                | 2.<br>a skiver          | (n.) a lazy person                                 |
| 3.<br>a dump                     | (n.) a shabby, unpleasant building                   | 4.<br>aggro             | (n. un.) trouble; verbal abuse; potential violence |
| 5.<br>"Time, gentlemen, please!" | (phr.) "The bar will close soon."                    | 6.<br>a no-show         | (n.) a booked client who doesn't arrive            |
| 7.<br>a full English             | (n.) cooked breakfast with bacon, eggs, etc.         | 8.<br>a pig-sty         | (n.) an untidy room                                |
| 9.<br>a travel bore              | (n.) sby who tells tedious stories about their trips | 10.<br>a watering hole  | (n.) a place where you can eat and drink           |
| 11.<br>"Grub's up!"              | (phr.) "Your food is ready!"                         | 12.<br>to chillax       | (v.) to spend time relaxing                        |
| 13.<br>the boss                  | (n.) the manager                                     | 14.<br>awesome          | (adj.) great, wonderful                            |
| 15.<br>a jumped-up little _____  | (n.) a proud, arrogant person                        | 16.<br>bangers and mash | (n. un.) a meal of sausages and mashed potatoes    |
| 17.<br>kids eat free             | (phr.) there is no charge for children's meals       | 18.<br>argy bargy       | (n. un.) fighting                                  |
| 19.<br>a salad dodger            | (n.) a fat person                                    | 20.<br>bloody           | (int.) very, really                                |

# Talk a Lot

## Hotel

### English Slang Words and Phrases – Matching Game

Match each sentence below with one of the slang words and phrases from this unit.  
Change forms where necessary:



|   |
|---|
| My brother's a total _____ . He only seems to eat burgers and kebabs!                                       |
| The hotel we stayed in was a real _____ . I would never go back there.                                      |
| What are the best _____ in your town?   |
| How many _____ have we got booked in for next week?   |
| This restaurant is, like, totally _____ , dude! [mate / friend]   |
| I can't wait for my _____ tomorrow morning!   |
| There was a load [a lot] of _____ outside the nightclub last night.   |
| There were some lads in the bar giving the barman a bit of _____ .  |
| When I tried to pay, that _____ waiter refused to accept my credit card!                                    |
| " _____ " "OK – great! I'm famished!" [very hungry]   |
| Geoff's a real _____ . He's never around when you need him!   |
| _____ – before 6pm. [On a notice in a restaurant / café]  |
| Yeah, you know, I've been _____ on the beach all morning.   |
| " _____ " "OK, it's last orders. What do you fancy? Another pint?"  |
| I want to see your _____ – straight away!   |
| Their room was an absolute _____ !  |
| The _____ taxi's late! We're going to miss our flight!  |
| I got stuck next to this _____ on the train. He never stopped yakking on (talking continuously) about Peru. |
| Mr and Mrs Byford were _____ , I'm afraid. Should I give them a call?                                       |
| I fancy _____ for tea tonight, mum. What about you?   |

# Talk a Lot

## Hotel – English Slang Words and Phrases Activities

### Meaning and Context

1. Are there any words/phrases that you know already? Explain each meaning and give an example sentence or situation in which you might hear it. Find the meaning of the rest by using a dictionary, then match the meaning cards with the slang cards.
2. Who would you be speaking to when you use these words and phrases? Are there any words or phrases that you wouldn't use with certain people? Explain why not.
3. Do any of the slang words and phrases exist in your first language? Translate them.
4. Divide the slang into four categories: **facilities**, **guests**, **staff**, and **food and drink**.
5. Take some cards. Describe the slang word or phrase on a card without saying it.
6. How many slang words/phrases can you remember when they are all turned over?

### Practice Activities

Choose a random slang word or phrase (or one that particularly interests you) and...

1. think of a time or situation in your life when you... a) could have used this slang (past), and b) might use this slang (future).
2. say the name of a person you know who would be the most likely to say this. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – slang and dictionary.
5. analyse the word(s). Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this slang word/phrase.
6. replace the slang word or phrase in a sentence with the literal (boring) meaning. Compare the sentences. Which sounds better? Why?
7. think of another slang word or phrase that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one slang word/phrase to the next.

### Topic Questions

Choose the correct slang word/phrase, and make a sentence about... a) yourself, b) a friend:

1. that you might use with a close colleague, but not with an important client.
2. that you could use to talk about a person who wasn't working as hard as you.
3. that you might hear in an English pub at around quarter to eleven at night.
4. that you might hear in a *greasy spoon*<sup>1</sup> café to indicate that your meal is ready.
5. that you could use as a classic example of Great British cuisine.
6. that somebody might call you if they thought you were *getting too big for your boots*, or *too full of yourself*<sup>2</sup>.
7. that is a person who you might want to avoid sitting next to on a long-haul flight.

---

<sup>1</sup> a cheap, low-quality café or restaurant

<sup>2</sup> both phrases are idioms that mean "overly self-important"

# Talk a Lot

## Hotel

### Focus on Non-Literal Speech

#### Answers

#### English Idioms – Matching Game

1. My boyfriend took me out last night and **wined and dined** me.
2. These new trainers **cost an arm and a leg**.
3. When we arrived at the hotel we were **welcomed with open arms**.
4. I'll meet you in reception **at six o'clock sharp**. Don't be late!
5. We went out for Carol's birthday and **painted the town red**.
6. After that large pizza I **was absolutely stuffed**.
7. I like going on holiday, but **there's no place like home**, is there?
8. But you have to give me a refund! Don't forget, **the customer is always right!**
9. The owner charged twice the usual price and poor Bob **was taken for a ride**.
10. We **waited for an eternity** for our lunch to arrive.
11. The petrol station **is open twenty-four seven**.
12. Tell the receptionist about your lost key – she'll **take care of it** for you.
13. I can't help you in the bar – I **have a lot on my plate** today.
14. Hi! Graham! Barbara! What a surprise! **It's a small world, isn't it?**
15. Kat **phoned in sick** yesterday, so we were short-staffed in the restaurant.
16. I **bent over backwards** for the Lewises, but they were still dissatisfied.
17. Make me a sandwich – I'm **starving!**
18. Oh, it was a lovely trip. We really **received the VIP treatment**. All the staff were brilliant.
19. Alison and Mark **were full of praise** for the hotel staff.
20. I **was as sick as a dog** last night. I shouldn't've had that eighth pint...!

#### English Idioms – Topic Questions

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. To be as sick as a dog.         | 7. To be open twenty-four seven.   |
| 2. To bend over backwards for sby. | 8. "It's a small world, isn't it?" |
| 3. To wine and dine sby.           | 9. "There's no place like home!"   |
| 4. To wait for an eternity.        | 10. At [time] sharp.               |
| 5. "The customer is always right." | 11. To paint the town red.         |
| 6. To be absolutely stuffed.       | 12. To be taken for a ride.        |

#### English Phrasal Verbs – Pronunciation and Linking

| Phrasal Verb: | What happens:           | IPA Spelling:  | Phrasal Verb:  | What happens:           | IPA Spelling: |
|---------------|-------------------------|----------------|----------------|-------------------------|---------------|
| 1. book in    | L: (cv) changes to (vc) | /'bʊ'kɪn/      | 11. pencil in  | L: (cv) changes to (vc) | /'pen.səl'ɪn/ |
| 2. wait on    | L: (cv) changes to (vc) | /'weɪ'tɒn/     | 12. pig out    | L: (cv) changes to (vc) | /'pi'gəʊt/    |
| 3. splash out | L: (cv) changes to (vc) | /'splæ'ʃaʊt/   | 13. turf out   | L: (cv) changes to (vc) | /'tɜ:'fəʊt/   |
| 4. eat out    | L: (cv) changes to (vc) | /'i:'taʊt/     | 14. gulp down  | A: (cc) remains (cc)*   | /'gʌwp'daʊn/  |
| 5. lug around | L: (cv) changes to (vc) | /'lʌ.gə'raʊnd/ | 15. set up     | L: (cv) changes to (vc) | /'se'tʌp/     |
| 6. tidy up    | I: (vv) changes to (vc) | /'taɪ.dɪ'jʌp/  | 16. fork out   | L: (cv) changes to (vc) | /'fɔ:'kaʊt/   |
| 7. skive off  | L: (cv) changes to (vc) | /'skaɪ'vɒf/    | 17. rip off    | L: (cv) changes to (vc) | /'rɪ'pɒf/     |
| 8. sign up    | L: (cv) changes to (vc) | /'saɪ'nʌp/     | 18. work out   | L: (cv) changes to (vc) | /'wɜ:'kaʊt/   |
| 9. chill out  | L: (cv) changes to (vc) | /'tʃɪ'laʊt/    | 19. look after | L: (cv) changes to (vc) | /'lʊ'ka:ftə/  |
| 10. throw up  | I: (vv) changes to (vc) | /'θrəʊ'wʌp/    | 20. check out  | L: (cv) changes to (vc) | /'tʃe'kaʊt/   |

Features of Connected Speech: L = Linking I = Intrusion A = Assimilation

Connecting sounds: (cc) = consonant sound to consonant sound (cv) = consonant sound to vowel sound  
(vc) = vowel sound to consonant sound (vv) = vowel sound to vowel sound.

\* The word connection remains (cc), but assimilation is used to change the /l/ sound in "gulp" to /w/ which is easier to say with /p/ than /l/ was, because the tongue is no longer involved.

#### English Phrasal Verbs – Matching Game

1. After we **booked in**, Harold took our cases up to our room.
2. I don't like **waiting on** customers who can't decide what to order.
3. We **splashed out** on a week in a hotel in the south of France.

# Talk a Lot

## Hotel

### Focus on Non-Literal Speech

- On holiday we **ate out** almost every night.
- I don't want to **lug around** these suitcases all day!
- Don't **tidy up** the room too much – the maid will do it.
- Adam was **skiving off** – having a fag [cigarette] round the corner, where the bar manager couldn't see him.
- We've **signed up** for two excursions so far.
- I came to this hotel just to **chill out** and unwind.
- Polly was **throwing up** all night due to a bad case of food poisoning.
- We've **pencilled you in** for the last week in May. Let me know when you want to make a firm [definite] booking.
- We totally **pigged out** last night on ice cream and cake!
- The lads were **turfed out** of the nightclub for causing some aggro.
- I **gulped down** my dinner quickly because I was already late for my shift.
- We'll have to **set up** the laptop and digital projector in the conference room.
- I have **forked out** a lot of money on this stay – and I intend to get value for money!
- We were **ripped off**, because the boat trip should've only cost about eight pounds each, not twenty.
- The bar assistant **worked out** the bill quickly and gave it to the punters.
- We can **look after** any valuables you may have, if you just take them to the reception.
- After we'd **checked out**, I realised that I'd left my watch in the hotel fitness suite!

#### English Phrasal Verbs – Topic Questions

- |               |               |
|---------------|---------------|
| 1. splash out | 7. rip off    |
| 2. tidy up    | 8. set up     |
| 3. eat out    | 9. fork out   |
| 4. skive off  | 10. turf out  |
| 5. pig out    | 11. book in   |
| 6. lug around | 12. chill out |

#### English Slang Words and Phrases – Matching Game

- How many **punters** have we got booked in for next week?
- Geoff's a real **skiver**. He's never around when you need him!
- The hotel we stayed in was a real **dump**. I would never go back there.
- There were some lads in the bar giving the barman a bit of **aggro**.
- "**Time, gentlemen, please!**" "OK, it's last orders. What do you fancy? Another pint?"
- Mr and Mrs Byford were **no-shows**, I'm afraid. Should I give them a call?
- I can't wait for my **full English** tomorrow morning!
- Their room was an absolute **pig-sty!**
- I got stuck next to this **travel bore** on the train. He never stopped yakking on (talking continuously) about Peru.
- What are the best **watering holes** in your town?
- "**Grub's up!**" "OK – great! I'm famished!" [very hungry]
- Yeah, you know, I've been **chillaxing** on the beach all morning.
- I want to see your **boss** – straight away!
- This restaurant is, like, totally **awesome**, dude! [mate / friend]
- When I tried to pay, that **jumped-up little waiter** refused to accept my credit card!
- I fancy **bangers and mash** for tea tonight, mum. What about you?
- Kids eat free** – before 6pm. [On a notice in a restaurant / café]
- There was a load [a lot] of **argy bargy** outside the nightclub last night.
- My brother's a total **salad dodger**. He only seems to eat burgers and kebabs!
- The **bloody** taxi's late! We're going to miss our flight!

#### English Slang Words and Phrases – Topic Questions

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. bloody                     | 5. bangers and mash or a full English |
| 2. a skiver                   | 6. a jumped-up little _____           |
| 3. "Time, gentlemen, please!" | 7. a travel bore                      |
| 4. "Grub's up!"               |                                       |

# Talk a Lot

## Hotel

### Unit Vocabulary Reference – Facilities

| #   | English Idioms:              | Literal Translation:        |
|-----|------------------------------|-----------------------------|
| 2.  | to cost an arm and a leg     | to be very expensive        |
| 4.  | at [time] sharp              | at this time precisely      |
| 9.  | to be taken for a ride       | to be exploited for money   |
| 11. | to be open twenty-four seven | to be open 24 hours per day |
| 19. | to be full of praise         | to give lots of compliments |

| #   | English Phrasal Verbs: | Literal Translation:        |
|-----|------------------------|-----------------------------|
| 6.  | tidy up                | make a place more organised |
| 8.  | sign up                | make a commitment to do sth |
| 9.  | chill out              | relax                       |
| 17. | rip off                | exploit for money           |
| 18. | work out               | calculate; do exercise      |

| #   | English Slang Words and Phrases: | Literal Translation:                     |
|-----|----------------------------------|--|
| 3.  | a dump                           | (n.) a shabby, unpleasant building       |
| 8.  | a pig-sty                        | (n.) an untidy room                      |
| 10. | a watering hole                  | (n.) a place where you can eat and drink |
| 12. | to chillax                       | (v.) to spend time relaxing              |
| 14. | awesome                          | (adj.) great, wonderful                  |

| #   | Discussion Words:       | IPA Translation:                 |
|-----|-------------------------|----------------------------------|
| 7.  | sauna                   | /'sɔ: .nə/                       |
| 9.  | hospitality             | /hɒs.pi'tæ.li.ti/                |
| 10. | room service            | /'ru:m.sɜ: .vɪs/                 |
| 12. | complimentary newspaper | /kɒm.plɪ'men.tə.ri.nju:z.peɪ.pə/ |
| 15. | hotel                   | /həʊ'tel/                        |
| 29. | facilities              | /fə'si.lə.ti:z/                  |
| 30. | en-suite bathroom       | /ɒn.swi:?'bɑ:θru:m/              |
| 31. | vacancy                 | /'veɪ.kən.si/                    |
| 33. | fitness suite           | /'fi:ʔ.nə.swi:t/                 |
| 38. | spa                     | /spɑ:/                           |

### What Would You Do? – Problems

3. I signed up for three days of sauna and spa treatments, but it looks like I'm going to be out all day tomorrow, so I'd like to get some of my money back...

6. Two out of three running machines in the fitness suite are out of order, and guests are starting to complain. But the person who can fix them is on holiday...

8. When I arrived my room looked like a bomb had hit it [very untidy]! Of course, I asked for a different one, but since then I've been sitting here in reception for the past half an hour...

15. It's not very clear how much I'll have to pay if I order food and drink from my room. Please could you explain what I have to do?

# Talk a Lot

## Hotel

### Unit Vocabulary Reference – Guests

| #   | English Idioms:                 | Literal Translation:                  |
|-----|---------------------------------|---------------------------------------|
| 5.  | to paint the town red           | to celebrate by going to pubs / clubs |
| 7.  | “There’s no place like home!”   | “I like to travel, but home is best.” |
| 8.  | “The customer is always right.” | “Good customer service is vital.”     |
| 14. | “It’s a small world, isn’t it?” | “I’m surprised to meet you here.”     |
| 18. | to receive the VIP treatment    | to get very good service              |

| #   | English Phrasal Verbs: | Literal Translation:                |
|-----|------------------------|-------------------------------------|
| 1.  | book in                | formally arrive                     |
| 3.  | splash out             | spend a lot of money                |
| 5.  | lug around             | carry sth heavy from place to place |
| 16. | fork out               | pay for sth unwillingly             |
| 20. | check out              | formally leave after a stay         |

| #   | English Slang Words and Phrases: | Literal Translation:                                 |
|-----|----------------------------------|--|
| 1.  | a punter                         | (n.) a customer in a service industry                |
| 4.  | aggro                            | (n. un.) trouble; verbal abuse; potential violence   |
| 6.  | a no-show                        | (n.) a booked client who doesn’t arrive              |
| 9.  | a travel bore                    | (n.) sby who tells tedious stories about their trips |
| 18. | argy bargy                       | (n. un.) fighting                                    |

| #   | Discussion Words: | IPA Translation:  |
|-----|-------------------|-------------------|
| 2.  | arrival           | /ə'raɪ.vəl/       |
| 4.  | complaint         | /kəm'pleɪnt/      |
| 5.  | cancellation      | /kæn.sə'leɪ.ʃən/  |
| 8.  | wake up call      | /'weɪ.kʌp.kɔ:l/   |
| 13. | vegetarian        | /ve.dʒə'teə.rɪən/ |
| 18. | swipe card        | /'swaɪp.kɑ:d/     |
| 19. | refund            | /'ri:fʌnd/        |
| 22. | business trip     | /'bɪz.nɪs.trɪp/   |
| 23. | reservation       | /re.zə'veɪ.ʃən/   |
| 40. | departure         | /dɪ'pɑ:t.ʃə/      |

### What Would You Do? – Problems

4. I’ve accidentally damaged a piece of expensive equipment in the hotel. I don’t think anybody knows, although two kids were walking past when I did it...

5. I booked for two weeks, but unfortunately I can only stay for one. I would like to rearrange the second week for later in the year, but the duty manager says no...

11. This hotel is appalling! I can’t think of anything that’s right about it! I’m going to complain to the owner if I don’t get a full refund immediately!

14. I’m thinking about having my daughter’s wedding at this hotel, but I don’t like the manager’s price for the reception...

# Talk a Lot

## Hotel

### Unit Vocabulary Reference – Staff

| #   | English Idioms:                | Literal Translation:                     |
|-----|--------------------------------|--|
| 3.  | to welcome sby with open arms  | to greet sby warmly                      |
| 12. | to take care of sth            | to fix a problem                         |
| 13. | to have a lot on your plate    | to be very busy                          |
| 15. | to phone in sick               | to call to say you're too unwell to work |
| 16. | to bend over backwards for sby | to try very hard to help sby             |

| #   | English Phrasal Verbs: | Literal Translation:          |
|-----|------------------------|-------------------------------|
| 7.  | skive off              | avoid work or duties          |
| 11. | pencil in              | make a provisional booking    |
| 13. | turf out               | force sby to leave            |
| 15. | set up                 | prepare, make ready; organise |
| 19. | look after             | be responsible for            |

| #   | English Slang Words and Phrases: | Literal Translation:              |
|-----|----------------------------------|-----------------------------------|
| 2.  | a skiver                         | (n.) a lazy person                |
| 5.  | "Time, gentlemen, please!"       | (phr.) "The bar will close soon." |
| 13. | the boss                         | (n.) the manager                  |
| 15. | a jumped up little _____         | (n.) a proud, arrogant person     |
| 20. | bloody                           | (int.) very, really               |

| #   | Discussion Words:    | IPA Translation:           |
|-----|----------------------|----------------------------|
| 3.  | receptionist         | /rɪ'sep.fə.nɪst/           |
| 6.  | communication skills | /kə.mjuː.nɪ'keɪ.fən.skɪlz/ |
| 20. | housekeeper          | /'haʊs.kiː.pə/             |
| 24. | morale               | /mə'raɪl/                  |
| 25. | eye contact          | /'aɪ.kɒn.tækt/             |
| 26. | bouncer              | /'baʊn.sə/                 |
| 32. | welcome              | /'wel.kəm/                 |
| 34. | maid                 | /meɪd/                     |
| 36. | holiday rep          | /'hɒ.lə.deɪ.rep/           |
| 39. | duty manager         | /dʒuː.tɪ'mæ.nɪ.dʒə/        |

### What Would You Do? – Problems

9. Somebody is stealing petty cash from the till in reception. I've got my suspicions that it's Jenny, but she's the owner's niece, so what can I say?

2. I really like my job, but I need to pass my exams if I want to find a better one in the future. But George won't give me time off to study...

7. Last week I found out that Tina is getting more money than me! We do the same job for the same hours – and I've been here two years longer than her!

12. Donald has got really bad breath and BO [body odour], and some of the guests have started to notice. I don't want to say anything because he's so quiet, and I owe him £25...

# Talk a Lot

## Hotel

### Unit Vocabulary Reference – Food and Drink

| #   | English Idioms:          | Literal Translation:            |
|-----|--------------------------|---------------------------------|
| 1.  | to wine and dine sby     | to take sby for a romantic meal |
| 6.  | to be absolutely stuffed | to feel very full after eating  |
| 10. | to wait for an eternity  | to wait for a long time         |
| 17. | to be starving           | to be very hungry               |
| 20. | to be as sick as a dog   | to vomit many times             |

| #   | English Phrasal Verbs: | Literal Translation:        |
|-----|------------------------|-----------------------------|
| 2.  | wait on                | serve food and drink        |
| 4.  | eat out                | have a meal in a restaurant |
| 10. | throw up               | vomit                       |
| 12. | pig out                | eat a lot in a short time   |
| 14. | gulp down              | eat or drink sth quickly    |

| #   | English Slang Words and Phrases: | Literal Translation:                             |
|-----|----------------------------------|--|
| 7.  | a full English                   | (n.) cooked breakfast with bacon, eggs, etc.     |
| 11. | “Grub’s up!”                     | (phr.) “Your food is ready!”                     |
| 16. | bangers and mash                 | (n. un. ) a meal of sausages and mashed potatoes |
| 17. | kids eat free                    | (phr.) there is no charge for children’s meals   |
| 19. | a salad dodger                   | (n.) a fat person                                |

| #   | Discussion Words:     | IPA Translation:           |
|-----|-----------------------|----------------------------|
| 1.  | dinner                | /ˈdɪn.ə/                   |
| 11. | food hygiene          | /fu:dˈhaɪ.dʒi:n/           |
| 14. | restaurant            | /'res.tə.rənt/             |
| 16. | continental breakfast | /kɒn.tɪ.nen.təlˈbre.kfəst/ |
| 17. | lunch                 | /lʌntʃ/                    |
| 21. | sous chef             | /'su:.ʃef/                 |
| 27. | waiter                | /'weɪ.tə/                  |
| 28. | catering assistant    | /'keɪ.tə.rɪŋ.gə.sɪs.tənt/  |
| 35. | bed and breakfast     | /bed.ənˈbre.kfəst/         |
| 37. | chef                  | /ʃef/                      |

### What Would You Do? – Problems

1. One of the guests won't pay for their drinks, because they reckon that I promised them a few free pints last night, but I didn't. Or if I did, I can't remember...

10. I ate too much last night, and I'm really paying for it this morning. I've got the worst hangover in the world ever! I was praying to the porcelain god [being sick] for hours!

13. We sat down ten minutes ago and we're still waiting to order. The waiter seems to be ignoring us on purpose...

16. Some guests have complained about the food in our restaurant. The chef is off sick with food poisoning at the moment, so I've had to oversee all of the cooking myself...

# Talk a Lot

## Hotel

### What Would You Do?

Read the problems below and decide which group each one belongs in: **facilities**, **guests**, **staff**, or **food and drink**. There are four problems in each group. Then offer some advice to each person. Try to use some of the **discussion words**, **idioms**, **phrasal verbs**, and **slang words and phrases** from this unit in each answer:

|  |   |  |  |
|--|---|--|--|
| 1. One of the guests won't pay for their drinks, because they reckon that I promised them a few free pints last night, but I didn't. Or if I did, I can't remember...  | 2. I really like my job, but I need to pass my exams if I want to find a better one in the future. But George won't give me time off to study...                                    | 3. I signed up for three days of sauna and spa treatments, but it looks like I'm going to be out all day tomorrow, so I'd like to get some of my money back... | 4. I've accidentally damaged a piece of expensive equipment in the hotel. I don't think anybody knows, although two kids were walking past when I did it...                                    |
| 5. I booked for two weeks, but unfortunately I can only stay for one. I would like to rearrange the second week for later in the year, but the duty manager says no... | 6. Two out of three running machines in the fitness suite are out of order, and guests are starting to complain. But the person who can fix them is on holiday...                   | 7. Last week I found out that Tina is getting more money than me! We do the same job for the same hours - and I've been here two years longer than her!        | 8. When I arrived my room looked like a bomb had hit it [very untidy]! Of course, I asked for a different one, but since then I've been sitting here in reception for the past half an hour... |
| 9. Somebody is stealing petty cash from the till in reception. I've got my suspicions that it's Jenny, but she's the owner's niece, so what can I say?                 | 10. I ate too much last night, and I'm really paying for it this morning. I've got the worst hangover in the world ever! I was praying to the porcelain god [being sick] for hours! | 11. This hotel is appalling! I can't think of anything that's right about it! I'm going to complain to the owner if I don't get a full refund immediately!     | 12. Donald has got really bad breath and BO [body odour], and some of the guests have started to notice. I don't want to say anything because he's so quiet, and I owe him £25...              |
| 13. We sat down ten minutes ago, and we're still waiting to order. The waiter seems to be ignoring us on purpose...  | 14. I'm thinking about having my daughter's wedding at this hotel, but I don't like the manager's price for the reception...  | 15. It's not very clear how much I'll have to pay if I order food and drink from my room. Please could you explain what I have to do?                          | 16. Some guests have complained about the food in our restaurant. The chef is off sick with food poisoning at the moment, so I've had to oversee all of the cooking myself...                  |

# Talk a Lot

## Hotel

### Discussion Questions

- 1 . Do you like staying in hotels? Why? / Why not? Think about different places that you've stayed in. Tell me about... a) the best, b) the worst, c) the most exotic, d) the dirtiest, e) the poshest, f) the strangest, g) the cheapest. Which would you recommend? Have you been back?
- 2 . What kind of guest are you when you stay in a hotel? How does your behaviour differ from when you are at home? Do you tidy your room before the maid comes to clean it? Do you leave generous tips for hotel staff? Do you steal the towels or little shampoos from the bathroom? Give examples.
- 3 . Would you like to work in a hotel? Why? / Why not? If yes, which job would you like to do? Which job(s) would you never try? Why not?
- 4 . Describe a typical day's work for each of these people: a) a maid, b) a waiter, c) a receptionist, d) a bouncer, e) a duty manager, f) a head chef. Which job do you think is... i) the easiest, ii) the hardest, iii) the most fun? etc.
- 5 . Define hospitality. Are you a hospitable person? Do you enjoy having friends and family to stay at your house? Do you often have dinner parties and/or barbecues? Why? / Why not? Have you ever had to give hospitality to somebody when you didn't want to? What happened? Tell me more.
- 6 . Compare the advantages and disadvantages of having a holiday... a) at a B&B, b) at a four-star hotel, c) at a campsite, d) at self-catering accommodation, e) at home, etc. List the places in order of preference.
- 7 . If you were the manager of a grotty two-star hotel that was in danger of closure, how would you try to boost the morale of your fretful staff team?
- 8 . Do you use the spa and leisure facilities when you stay at a hotel? Have you ever had a massage, or tried alternative therapies? What happened?

# Talk a Lot

## Hotel

### Agree or Disagree?

Do you agree or disagree with these statements? Say why. Find out what your partner thinks, and mark the boxes with ✓ for agree and ✗ for disagree:

|  | Me:                      | My Partner:              |
|--|--------------------------|--------------------------|
| 1. A hotel is a place where I feel I can completely relax and chill out.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I like to use the same hotel when I visit a place again.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I believe the saying is true: the customer <i>is</i> always right.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In general, hotel staff have to work really hard for very low wages.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <i>"Hospitality is making your guests feel at home, even though you wish they were."</i> – Anonymous  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I would rather go self-catering than pay for a hotel.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Hotel staff should all have excellent communication skills, and be multi-lingual.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I love having guests to stay at my home.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. <i>"A hotel isn't like a home, but it's better than being a house guest."</i> – William Feather   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Home-cooked food generally tastes much better than hotel food.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I tend to lose my swipe card or key within a few hours of booking in at reception.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. <i>"I've always thought a hotel ought to offer optional small animals. I mean, a cat to sleep on your bed at night, or a dog of some kind to act pleased when you come in. You ever notice how a hotel room feels so lifeless?"</i> – Anne Tyler | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. When I host a dinner party I'm always the life and soul of the party.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Hotel staff should always smile and be polite – even if they don't mean it.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. <i>"There's no place like home!"</i> – Dorothy in <i>The Wizard of Oz</i>  | <input type="checkbox"/> | <input type="checkbox"/> |

# Talk a Lot

\_\_\_\_\_ / **Hotel**

## Vocabulary Test

First Language

English

\_\_\_\_\_

fitness suite

\_\_\_\_\_

wake up call

\_\_\_\_\_

reservation

\_\_\_\_\_

spa

\_\_\_\_\_

bed and breakfast

\_\_\_\_\_

chef

\_\_\_\_\_

swipe card

\_\_\_\_\_

communication skills

\_\_\_\_\_

hotel

\_\_\_\_\_

eye contact

\_\_\_\_\_

cancellation

\_\_\_\_\_

facilities

\_\_\_\_\_

bouncer

\_\_\_\_\_

welcome

\_\_\_\_\_

maid

\_\_\_\_\_

complaint

\_\_\_\_\_

sauna

\_\_\_\_\_

morale

\_\_\_\_\_

vegetarian

\_\_\_\_\_

departure

# Talk a Lot

## Lesson Test – Hotel

A) Write the next line of the sentence block:

1. Kay's been washing dirty sheets in the hotel laundry all morning.  
What \_\_\_\_\_?
2. The pizza restaurant will've opened by the time you get back from the beach.  
When \_\_\_\_\_?

B) Match each idiomatic sentence with a literal (prosaic) sentence:

- |   |                                      |
|---|--------------------------------------|
| 1. I was absolutely stuffed!                        | a) They gave many compliments.       |
| 2. We had to wait for an eternity!                  | b) She said that she would help.     |
| 3. The Robinsons were full of praise for the staff. | c) We were there for nearly an hour. |
| 4. The duty manager promised to take care of it.    | d) I had a large meal.               |

C) Correct the IPA spelling of each discussion word below:

|               |                  |       |
|---------------|------------------|-------|
| departure     | /di:'pɑ:.tʃə/    | _____ |
| cancellation  | /kən.sə'leɪ.ʃən/ | _____ |
| business trip | /'bɪs.nɪz.trɪp/  | _____ |
| refund        | /'ri:f.ʌnd/      | _____ |

Complete the sentence blocks:

D) Verb Form: \_\_\_\_\_

- If I had more free time, I'd help you set up the room for the conference tomorrow.
- What would you help me 1. \_\_\_\_\_ for the conference tomorrow, if...
- 2. \_\_\_\_\_ the room for the conference.
- 3. \_\_\_\_\_ you help me set up the room for the conference tomorrow, if you had more free time?
- 4. \_\_\_\_\_, I would.
- Would you help me 5. \_\_\_\_\_ the food for the conference tomorrow, if you had more free time?
- No, I 6. \_\_\_\_\_. I wouldn't help you prepare the food for the conference tomorrow, if I had more free time.

E) Verb Form: \_\_\_\_\_

- Bring that enormous plate of sandwiches here, now!
- 7. \_\_\_\_\_ plate of sandwiches should I bring here, now?
- That enormous 8. \_\_\_\_\_ of sandwiches.
- Should I 9. \_\_\_\_\_ that enormous plate of sandwiches here, now?
- Yes, you 10. \_\_\_\_\_.
- 11. \_\_\_\_\_ I bring that *little* plate of sandwiches here, now?
- No, 12. \_\_\_\_\_ shouldn't. You shouldn't bring that little plate of sandwiches here, now.

# Talk a Lot

## Hotel

### Lesson Test

#### Answers

- A) 1. What has (or What's) Kay been washing (or doing) in the hotel laundry all morning?  
2. When will the pizza restaurant have opened (by)?
- B) 1. d) 2. c) 3. a) 4. b)
- C)
- |               |                  |
|---------------|------------------|
| departure     | /dɪ'pɑː.tʃə/     |
| cancellation  | /kæn.sə'leɪ.ʃən/ |
| business trip | /'bɪz.nɪs.trɪp/  |
| refund        | /'riː.fʌnd/      |
- D) Verb form: second conditional. 1. do. 2. Set up. 3. Would. 4. Yes. 5. prepare. 6. wouldn't.
- E) Verb form: imperative form. 7. Which. 8. plate. 9. bring. 10. should. 11. Should. 12. you.



# Talk a Lot

**Spoken English Course**

**Intermediate Book 1**



# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 2: Problems



by Matt Purland

#### **Practise...**

- *speaking and listening skills*
- *sentence building with 8 intermediate-level verb forms*
- *connected speech*
- *International Phonetic Alphabet (IPA)*
- *information exchange*
- *reading comprehension*
- *role playing*
- *discussion questions*

*...including tests and full answers!*

#### **Discover...**

- *20 common English idioms*
- *20 common English phrasal verbs*
- *20 common English slang words and phrases*
- *40 essential vocabulary words and phrases*

**100% Photocopiable**

# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 2: Problems



*Note: all activities include full answers. For detailed instructions please see P.xiii.*

#### Contents

##### Sentence Focus Activities

- 2. Sentence Blocks + Sentence Blocks (without Function Words)
- 5. Sentence Block Extensions
- 6. Sentence Blocks – Sentence Stress and Vowel Sounds
- 8. Connected Sentence Cards
- 11. Connected Sentence Cards – with Consonant & Vowel Sounds
- 14. Connected Speech Template + Cut-Up IPA Sentence

##### Word Focus Activities

- 19. Discussion Words + IPA Version + Visualisations
- 22. Discussion Words Question Sheet
- 26. Information Exchange
- 29. Multi-Purpose Text:

- Original Text + Spot the Difference
- Guess the Function Words
- What's the Question? + True, False, or Unknown?
- Glossary of New Words

##### Focus on Non-Literal Speech

- 35. Role Play with Non-Literal English + Features of Non-Literal English – Part 2
- 40. 20 Common English Idioms + Matching Game + Activities
- 43. 20 Common English Phrasal Verbs + Matching Game + Activities
- 46. 20 Common English Slang Words and Phrases + Matching Game + Activities
- 51. Unit Vocabulary Reference: **Children, Teenagers, Adults, and Elderly People**

##### Free Practice Activities

- 57. What Would *You* Do?
- 58. Discussion Questions
- 59. Agree or Disagree?

##### Continuous Assessment Tests

- 60. Vocabulary Test + Lesson Test

# Talk a Lot

## Problems

### Sentence Blocks

1. (*Present Perfect Continuous*) Polly's been considering getting a divorce from Toby for quite some time.

*How long*

2. (*Past Perfect*) Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen.

*Whose*

3. (*Future Perfect*) Your acne will've probably cleared up before the school prom.

*When*

4. (*Second Conditional*) If Becs found out about William's bit on the side, she'd give him the boot in no time.

*Who*

5. (*Third Conditional*) If you'd dropped out of high school, you might've ended up on the rock'n'roll.

*Where*

6. (*Reported Speech*) At dinner last Friday, Kyle told Delia that he'd given up gambling.

*What*

7. (*Passive Voice*) Both of the red bills were paid immediately, because they were already overdue.

*Why*

8. (*Imperative Form*) Lose weight fast with the latest *E-Z-Loss*<sup>TM</sup> formula!

*How*

# Talk a Lot

## Problems

### Sentence Blocks (without Function Words)

1. *(Present Perfect Continuous)* Polly' considering getting divorce Toby quite some time.  
*How long*

2. *(Past Perfect)* Kev's girlfriend expected get little gift cleaning Jackie's kitchen.  
*Whose*

3. *(Future Perfect)* acne ' probably cleared up school prom.  
*When*

4. *(Second Conditional)* Becs found out William's bit side, ' give boot no time.  
*Who*

5. *(Third Conditional)* ' dropped out high school, ' ended up rock' 'roll.  
*Where*

6. *(Reported Speech)* dinner last Friday, Kyle told Delia ' given up gambling.  
*What*

7. *(Passive Voice)* Both red bills paid immediately, already overdue.  
*Why*

8. *(Imperative Form)* Lose weight fast latest E-Z-Loss™ formula!  
*How*

# Talk a Lot

## Problems

### Sentence Blocks

*Note: the last two lines of each sentence block will vary. Below there are examples given for each sentence block, but students should think of their own way to get the negative forms in the last line. See the **Talk a Lot Elementary Handbook** and **Intermediate Supplement** for full instructions (available free from: <https://purlandtraining.com/> ).*

#### Answers

1. (Present Perfect Continuous) Polly's been considering getting a divorce from Toby for quite some time. / How long has Polly been considering getting a divorce from Toby? / For quite some time. / Has Polly been considering getting a divorce from Toby for quite some time? / Yes, she has. / Has Polly been considering getting a divorce from Toby for a few hours? / No, she hasn't. Polly hasn't been considering getting a divorce from Toby for a few hours.
2. (Past Perfect) Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen. / Whose girlfriend had expected to get a little gift for cleaning Jackie's kitchen? / Kev's girlfriend had. / Had Kev's girlfriend expected to get a little gift for cleaning Jackie's kitchen? / Yes, she had. / Had Robin's girlfriend expected to get a little gift for cleaning Jackie's kitchen? / No, she hadn't. Robin's girlfriend hadn't expected to get a little gift for cleaning Jackie's kitchen.
3. (Future Perfect) Your acne will've probably cleared up before the school prom. / When will my acne have probably cleared up (by)? / Before the school prom. / Will my acne have probably cleared up before the school prom? / Yes, it will (have). / Will my acne have probably cleared up by tomorrow morning? / No, it won't (have). Your acne probably won't have cleared up by tomorrow morning.
4. (Second Conditional) If Becs found out about William's bit on the side, she'd give him the boot in no time. / Who would give William the boot in no time, if she found out about his bit on the side? / Becs would. / Would Becs give William the boot in no time, if she found out about his bit on the side? / Yes, she would. / Would Sherri give William the boot in no time, if she found out about his bit on the side? / No, she wouldn't. Sherri wouldn't give William the boot in no time, if she found out about his bit on the side.
5. (Third Conditional) If you'd dropped out of high school, you might've ended up on the rock'n'roll. / Where might I have ended up, if I'd dropped out of high school? / On the rock'n'roll. / Might I have ended up on the rock'n'roll, if I'd dropped out of high school? / Yes, you might (have). / Might I have ended up in a really good job, if I'd dropped out of high school? / No, you might not (have). You might not have ended up in a really good job, if you'd dropped out of high school.
6. (Reported Speech) At dinner last Friday, Kyle told Delia that he'd given up gambling. / What did Kyle tell Delia that he'd given up, at dinner last Friday? / Gambling. / Did Kyle tell Delia that he'd given up gambling, at dinner last Friday? / Yes, he did. / Did Kyle tell Delia that he'd given up alcohol, at dinner last Friday? / No, he didn't. Kyle didn't tell Delia that he'd given up alcohol, at dinner last Friday.
7. (Passive Voice) Both of the red bills were paid immediately, because they were already overdue. / Why were both of the red bills paid immediately? / Because they were already overdue. / Were both of the red bills paid immediately, because they were already overdue? / Yes, they were. / Were both of the red bills paid immediately, because you enjoy paying red bills? / No, they weren't. Both of the red bills weren't paid immediately because I enjoy paying red bills.
8. (Imperative Form) Lose weight fast with the latest *E-Z-Loss*<sup>TM</sup> formula! / How could I lose weight fast? / With the latest *E-Z-Loss*<sup>TM</sup> formula! / Could I lose weight fast with the latest *E-Z-Loss*<sup>TM</sup> formula? / Yes, you could. / Could I lose weight fast with a rival weight-loss formula? / No, you couldn't. You couldn't lose weight fast with a rival weight-loss formula.

#### Sentence Block Extensions

For all of the sentence block starting sentences there are at least two different *wh-* question words that can be used to make sentence blocks. In one case seven different sentence blocks can be made from the same starting sentence when using different *wh-* question words. There isn't room here to print in full all 33 of the sentence block extensions from this unit. Hopefully, the answers provided above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions for this unit with confidence.

For example, let's look at the sixth starting sentence from this unit:

At dinner last Friday, Kyle told Delia that he'd given up gambling.

# Talk a Lot

## Problems

### Sentence Blocks

On the handout the wh- question word given is "What", but this starting sentence also works equally well with six other wh- question words: "What" (x2), "Where", "When", and "Who" (x2):

**What** did Kyle tell Delia at dinner last Friday? / That he'd given up gambling.

**What** did Kyle do at dinner last Friday? / Tell Delia that he'd given up gambling.

**Where** did Kyle tell Delia that he'd given up gambling last Friday? / At dinner.

**When** did Kyle tell Delia that he'd given up gambling? / At dinner last Friday.

**Who** told Delia that he'd given up gambling, at dinner last Friday? / Kyle did.

**Who** was told that Kyle had given up gambling, at dinner last Friday? / Delia was.

The idea is easy. Change the wh- question word each time and you can make several completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. As you can see below, sometimes the same wh- question word can be used more than once to make different sentence blocks.

You could cut out and give the section below to your students:

---

### Problems

Make new sentence blocks from the starting sentences in this unit using different "wh-" question words:

|               | <b>WHAT</b>            | <b>WHERE</b> | <b>WHEN</b> | <b>WHO</b>             | <b>WHY</b> | <b>WHICH</b> | <b>HOW</b> | <b>Total:</b> |
|---------------|------------------------|--------------|-------------|------------------------|------------|--------------|------------|---------------|
| 1.            | what (x2)              |              |             | who (x2)               |            |              |            | 4             |
| 2.            | what (x2)<br>what kind |              |             | who                    | why        |              |            | 5             |
| 3.            | what (x2)              |              |             | whose                  |            |              |            | 3             |
| 4.            | what (x3)              |              | when        | who (2 <sup>nd</sup> ) |            |              |            | 5             |
| 5.            | what                   |              |             | who                    |            |              | how        | 3             |
| 6.            | what (x2)              | where        | when        | who (x2)               |            |              |            | 6             |
| 7.            | what                   |              | when        |                        |            | which        | how many   | 4             |
| 8.            | what                   |              | when        |                        |            | which        |            | 3             |
| <b>Total:</b> |                        |              |             |                        |            |              |            | <b>33</b>     |

Talk a Lot Intermediate Book 1

---

# Talk a Lot

## Problems

### Sentence Blocks

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 1: Circle the content words in the following starting sentences. (For answer, see Task 2 below.)*

#### Problems

1. Polly's been considering getting a divorce from Toby for quite some time.
2. Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen.
3. Your acne will've probably cleared up before the school prom.
4. If Becs found out about William's bit on the side, she'd give him the boot in no time.
5. If you'd dropped out of high school, you might've ended up on the rock'n'roll.
6. At dinner last Friday, Kyle told Delia that he'd given up gambling.
7. Both of the red bills were paid immediately, because they were already overdue.
8. Lose weight fast with the latest *E-Z-Loss*<sup>TM</sup> formula!

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 2: Underline the stressed syllable in each content word, shown in black. (For answer, see Task 3 below.)*

#### Problems

1. Polly's been considering getting a divorce from Toby for quite some time.
2. Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen.
3. Your acne will've probably cleared up before the school prom.
4. If Becs found out about William's bit on the side, she'd give him the boot in no time.
5. If you'd dropped out of high school, you might've ended up on the rock'n'roll.
6. At dinner last Friday, Kyle told Delia that he'd given up gambling.
7. Both of the red bills were paid immediately, because they were already overdue.
8. Lose weight fast with the latest *E-Z-Loss*<sup>TM</sup> formula!

-----✂-----

# Talk a Lot

## Problems

### Sentence Blocks

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Task 3: Write the correct vowel sound above each stressed syllable (underlined). (For answer, see below.)

#### Problems

1. Polly's been considering getting a divorce from Toby for quite some time.
2. Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen.
3. Your acne will've probably cleared up before the school prom.
4. If Becs found out about William's bit on the side, she'd give him the boot in no time.
5. If you'd dropped out of high school, you might've ended up on the rock'n'roll.
6. At dinner last Friday, Kyle told Delia that he'd given up gambling.
7. Both of the red bills were paid immediately, because they were already overdue.
8. Lose weight fast with the latest E-Z-Loss™ formula!

----- ✂ -----  

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. To improve communication, try to get the sound spine right.

#### Problems

- /ɒ/          /ɪ/          /e/          /ɔ:/          /əʊ/          /aɪ/ /ʌ/ /aɪ/
1. Polly's been considering getting a divorce from Toby for quite some time.

/e/ /ɜ:/          /e/          /e/ /ɪ/ /ɪ/          /i:/          /æ/          /ɪ/

  2. Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen.

/æ/          /ɒ/          /ɪə/ /ʌ/          /u:/ /ɒ/

  3. Your acne will've probably cleared up before the school prom.

/e/ /aʊ/ /aʊ/          /ɪ/          /ɪ/          /aɪ/          /ɪ/          /u:/ /əʊ/ /aɪ/

  4. If Becs found out about William's bit on the side, she'd give him the boot in no time.

/ɒ/          /aʊ/ /aɪ/          /u:/          /e/          /ʌ/          /ɒ/ /əʊ/

  5. If you'd dropped out of high school, you might've ended up on the rock'n'roll.

/ɪ/          /ɑ:/ /aɪ/ /aɪə/ /əʊ/ /i:/          /ɪ/ /ʌ/ /æ/

  6. At dinner last Friday, Kyle told Delia that he'd given up gambling.

/əʊ/          /e/ /ɪ/          /eɪ/          /i:/          /e/          /u:/

  7. Both of the red bills were paid immediately, because they were already overdue.

/u:/ /eɪ/ /ɑ:/          /eɪ/ /i:/          /ɔ:/

  8. Lose weight fast with the latest E-Z-Loss™ formula!

# Talk a Lot

## Problems

Connected Sentence Cards (Page 1/3)

|              |                |                 |              |
|--------------|----------------|-----------------|--------------|
| □ Polly's □  | □ been □       | □ considering □ | □ getting □  |
| □ a □        | □ divorce □    | □ from □        | □ Toby □     |
| □ for □      | □ quite □      | □ some □        | □ time. □    |
| □ Kev's □    | □ girlfriend □ | □ had □         | □ expected □ |
| □ to □       | □ get □        | □ a □           | □ little □   |
| □ gift □     | □ for □        | □ cleaning □    | □ Jackie's □ |
| □ kitchen. □ | □ Your □       | □ acne □        | □ will've □  |
| □ probably □ | □ cleared □    | □ up □          | □ before □   |
| □ the □      | □ school □     | □ prom. □       | □ If □       |
| □ Becc □     | □ found □      | □ out □         | □ about □    |

next page >

# Talk a Lot

## Problems

Connected Sentence Cards (Page 2/3)

|           |          |        |         |
|-----------|----------|--------|---------|
| William's | bit      | on     | the     |
| side,     | she'd    | give   | him     |
| the       | boot     | in     | no      |
| time.     | If       | you'd  | dropped |
| out       | of       | high   | school, |
| you       | might've | ended  | up      |
| on        | the      | rock   | 'n'     |
| roll.     | At       | dinner | last    |
| Friday,   | Kyle     | told   | Delia   |
| that      | he'd     | given  | up      |

next page >

# Talk a Lot

## Problems

Connected Sentence Cards (Page 3/3)

|                               |          |      |        |
|-------------------------------|----------|------|--------|
| gambling.                     | Both     | of   | the    |
| red                           | bills    | were | paid   |
| immediately,                  | because  | they | were   |
| already                       | overdue. | Lose | weight |
| fast                          | with     | the  | latest |
| <i>E-Z-Loss</i> <sup>TM</sup> | formula! |      |        |

# Talk a Lot

## Problems

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 1/3)

|              |                |                 |              |
|--------------|----------------|-----------------|--------------|
| █ Polly's █  | █ been █       | █ considering █ | █ getting █  |
| ▭ a ▭        | █ divorce █    | █ from █        | █ Toby ▭     |
| █ for ▭      | █ quite █      | █ some █        | █ time. █    |
| █ Kev's █    | █ girlfriend █ | █ had █         | ▭ expected █ |
| █ to ▭       | █ get █        | ▭ a ▭           | █ little █   |
| █ gift █     | █ for ▭        | █ cleaning █    | █ Jackie's █ |
| █ kitchen. █ | █ Your ▭       | ▭ acne ▭        | █ will've █  |
| █ probably ▭ | █ cleared █    | ▭ up █          | █ before ▭   |
| █ the ▭      | █ school █     | █ prom. █       | ▭ If █       |
| █ Becc █     | █ found █      | ▭ out █         | ▭ about █    |

next page >

# Talk a Lot

## Problems

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 2/3)

|           |          |        |         |
|-----------|----------|--------|---------|
| William's | bit      | on     | the     |
| side,     | she'd    | give   | him     |
| the       | boot     | in     | no      |
| time.     | If       | you'd  | dropped |
| out       | of       | high   | school, |
| you       | might've | ended  | up      |
| on        | the      | rock   | 'n'     |
| roll.     | At       | dinner | last    |
| Friday,   | Kyle     | told   | Delia   |
| that      | he'd     | given  | up      |

next page >

# Talk a Lot

## Problems

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 3/3)

|                  |          |      |        |
|------------------|----------|------|--------|
| gambling.        | Both     | of   | the    |
| red              | bills    | were | paid   |
| immediately,     | because  | they | were   |
| already          | overdue. | Lose | weight |
| fast             | with     | the  | latest |
| <i>E-Z-Loss™</i> | formula! |      |        |

# Talk a Lot

## Problems

7. Both of the red bills were paid immediately, because they were already overdue.

|   |                    |                      |                      |                      |                      |                      |                      |
|---|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 5 | vowel sound:       | <input type="text"/> |
| 4 | stressed syllable: | <input type="text"/> |
| 1 | content word:      | <b>Both</b>          | <b>red</b>           | <b>bills</b>         | <b>paid</b>          | <b>immediately,</b>  |                      |
| 2 | no. of syllables:  | <input type="text"/> |

|   |                |           |            |             |  |  |  |
|---|----------------|-----------|------------|-------------|--|--|--|
| 1 | function word: | <b>of</b> | <b>the</b> | <b>were</b> |  |  |  |
|---|----------------|-----------|------------|-------------|--|--|--|

|   |                    |                      |                      |                      |                      |                      |                      |                      |                      |
|---|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 7 | connecting sounds: | <input type="text"/> |
| 6 | weak forms:        |                      | w                    | w                    |                      | w                    |                      |                      |                      |
| 8 | features of C.S.:  | <input type="text"/> |
| 9 | missing/new sound: | <input type="text"/> |

10 example(s) with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Problems

7. Both of the red bills were paid immediately, because they were already overdue.

5 vowel sound:

4 stressed syllable:

1 content word: **Both** **red** **bills** **paid** **immediately,**

2 no. of syllables:

1 function word: **of** **the** **were**

7 connecting sounds:

6 weak forms:

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Both of the... /'bəʊ.θəv.ðə'reɪ'brɪw.zwə'peɪ.drɪ'mi:.di.jʌʔ.li.bɪ.kə.zðeɪ.wə.rɔ:'re.di.jəʊ.və'dʒu:z/

3 suffixes: immediate-ly

3 compound nouns: none

7 connecting sounds: **8 features of connected speech:**

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Problems

7. Both of the red bills were paid immediately, because they were already overdue.

5 vowel sound:

4 stressed syllable:

1 content word:

already overdue.

2 no. of syllables:

1 function word:

because they were

7 connecting sounds:

6 weak forms:

w w w

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA:

---

3 suffixes:

---

3 compound nouns:

---

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Problems

7. Both of the red bills were paid immediately, because they were already overdue.

5 vowel sound: /e/ /u:/

4 stressed syllable: o o

1 content word: already overdue.

2 no. of syllables: o o o o o o

1 function word: because they were

7 connecting sounds: cc vc vv vv

6 weak forms: w L w L w I, R I

8 features of C.S.:   /r/ /j/

10 example(s) with IPA: Both of the... /'bəʊ.θəv.ðə'reɪ'brɪw.zwə'peɪ.drɪ'mi:.di.jʌʔ.li.bɪ.kə.zðeɪ.wə.rɔ:'re.di.jəʊ.və'dju:/

- 3 suffixes: alread-y
- 3 compound nouns: overdue (over + due)
- 7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

|                      |                                  |                    |  |
|----------------------|----------------------------------|--------------------|--|
| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Problems

### Cut-Up IPA Sentence

*Instructions: each card shows the sounds of one syllable from this sentence. Order the cards, mark the stressed syllables, and notice the features of connected speech:*

Both of the red bills were paid immediately, because they were already overdue.

/ˈbəʊ.θəv.ðə're?bɪw.zwə'peɪ.dɪ'miː.di.jʌ?.li.bɪ.kə.zðeɪ.wə.rɔ:'re.di.jəʊ.və'djuː/

|   | A    | B   | C   | D   | E   |
|---|------|-----|-----|-----|-----|
| 1 | wə   | di  | peɪ | jəʊ | ðə  |
| 2 | θəv  | re  | kə  | bəʊ | bɪw |
| 3 | və   | jʌ? | rɔː | bɪ  | li  |
| 4 | zðeɪ | zwə | di  | re? | miː |
| 5 | djuː | dɪ  |     |     |     |

# Talk a Lot

## Problems

### Discussion Words

|                         |                            |                       |                          |
|-------------------------|----------------------------|-----------------------|--------------------------|
| 1.<br>neglect           | 2.<br>divorce              | 3.<br>fuel bill       | 4.<br>sibling rivalry    |
| 5.<br>peer pressure     | 6.<br>disillusionment      | 7.<br>criminal record | 8.<br>obesity            |
| 9.<br>loneliness        | 10.<br>student loan        | 11.<br>boredom        | 12.<br>high expectations |
| 13.<br>ambition         | 14.<br>detention           | 15.<br>state pension  | 16.<br>appearance        |
| 17.<br>reconciliation   | 18.<br>Alzheimer's Disease | 19.<br>childcare      | 20.<br>single parent     |
| 21.<br>dating           | 22.<br>benefits trap       | 23.<br>debt           | 24.<br>suicide           |
| 25.<br>broken home      | 26.<br>ingratitude         | 27.<br>contraception  | 28.<br>addiction         |
| 29.<br>funeral expenses | 30.<br>STI                 | 31.<br>gambling       | 32.<br>truancy           |
| 33.<br>retirement home  | 34.<br>fertility treatment | 35.<br>euthanasia     | 36.<br>negative equity   |
| 37.<br>alcoholism       | 38.<br>child poverty       | 39.<br>acne           | 40.<br>bullying          |

# Talk a Lot

## Problems /'prɒ.bləmz/

Discussion Words (with the IPA)

|                                |                               |                      |                            |
|--------------------------------|-------------------------------|----------------------|----------------------------|
| /nɪ'gлект/                     | /dɪ'vɔ:s/                     | ✂<br>/'fjuəl.bi/     | /sɪb.lɪŋ'raɪ.vəl.ri/       |
| /'prɒ.pre.ʃə/                  | /dɪ.sɪ'lu:zən.mənt/           | /krɪ.mi.nəw're.kɔ:d/ | /əʊ'bi:sə.ti/              |
| /'ləʊn.li.nəs/                 | /stju:.dən'tləʊn/             | /'bɔ:.dəm/           | /haɪ.ek.spe<br>'kteɪ.fənz/ |
| /æm'bi:ʃən/                    | /dɪ'ten.ʃən/                  | /steɪ?'pen.ʃən/      | /ə'prɒ.rəns/               |
| /re.kən.sɪ.li'jeɪ.ʃən/         | /'æl.tsaɪ.məz.dɪ.zɪz/         | /'tʃaɪəl.keə/        | /sɪŋ.gəw'peə.rənt/         |
| /'deɪ.tɪŋ/                     | /'be.nə.fɪ?'stræp/            | /det/                | /'su:wi.said/              |
| /brəʊ.kən'həʊm/                | /ɪŋ'græ.tɪ.tʃu:d/             | /kɒn.trə'se.pʃən/    | /ə'dɪ.kʃən/                |
| /'fju:.nə.rəl.ek.<br>spen.səz/ | /es.tɪ:'jaɪ/                  | /'gæm.blɪŋ/          | /'tru:.wən.si/             |
| /rɪ'taɪə.mən?.həʊm/            | /fɜ:'tɪ.lə.tɪ.<br>tri:?.mənt/ | /ju:θə'neɪ.zɪə/      | /ne.gə.tɪ've.kwə.ti/       |
| /'æl.kə.hɒ.lɪzm/               | /tʃaɪl'pɒ.və.ti/              | /'æk.nɪ/             | /'bʊ.li.jɪŋ/               |

# Talk a Lot

## Problems

Discussion Words – Visualisations



Images reproduced by kind permission of: <http://www.wordle.net/>

# Talk a Lot

## Problems

### General Questions

1. Are there any words or phrases that you don't know? Find them in a dictionary.
2. Take some cards. Describe the word or phrase on a card without saying it.
3. How many words and phrases have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words and phrases with more than one syllable into groups according to where the strong stress falls.
5. Put the words and phrases into... a) alphabetical order, b) reverse alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Find words that... a) begin with a vowel sound, b) end with a vowel sound, c) begin with a consonant sound, d) end with a consonant sound. Put them into sound groups.
8. Find words which contain silent letters (letters which are not pronounced).
9. How many words and phrases can you remember when they are all turned over?
10. Put words and phrases that contain the same sounds into groups, using the IPA.

### Lesson Questions

1. Which word or phrase sounds like... a) prediction, b) attention, c) cool chill, d) elect, e) rambling, f) warden, g) wild bear, h) remorse, i) bet, j) fluency, k) rating?
2. This is a regular payment which the government makes to people when they retire.
3. i) Find a word or phrase which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2<sup>nd</sup> syllable, c) 3<sup>rd</sup> syllable, etc. ii) Do any *not* have a schwa?
4. This problem results in zits, which can be annoying and make people worry about their appearance.
5. "We finally got mum a place in a \_\_\_\_\_, but she's afraid to meet the residents."
6. Find all of the problems relating to... a) babies, b) cards, c) playground, d) prison, e) coffin, f) exam, g) nightclub, h) chocolate.
7. Define "disillusionment". How is it different from "disappointment"?
8. "Georgina's parents always had such \_\_\_\_\_ for her, so it's a real pity that she didn't do better in her exams."
9. Which word or phrase means... a) a skin condition, b) financial aid while at university, c) permanent separation, d) bunking off school, e) aspiration, f) dependence, g) a nursery or nanny, h) betting, i) your property is worth less than your mortgage?
10. Which word is a problem which causes people not to bother going job-hunting?

# Talk a Lot

## Problems

### Discussion Words Question Sheet

#### Answers

#### General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 1 word has 1 syllable: debt. b) 8 words and phrases have 2 syllables: neglect, gambling, divorce, fuel bill, boredom, childcare, dating, acne. c) 13 words and phrases have 3 syllables: peer pressure, state pension, loneliness, student loan, ambition, detention, appearance, suicide, broken home, addiction, STI, truancy, bullying. d) 9 words and phrases have 4 syllables: single parent, benefits trap, obesity, ingratitude, contraception, retirement home, euthanasia, alcoholism, child poverty. e) 5 words and phrases have 5 syllables: sibling rivalry, disillusionment, criminal record, high expectations, Alzheimer's Disease. f) 4 words and phrases have 6 syllables: funeral expenses, fertility treatment, negative equity, reconciliation.

4. 2 syllables: these words and phrases have the strong stress on the first syllable: **gambling**, **fuel bill**, **boredom**, **childcare**, **dating**, **acne**; these words have the strong stress on the second syllable: **neglect**, **divorce**. 3 syllables: these words and phrases have the strong stress on the first syllable: **peer** pressure, **loneliness**, **suicide**, **truancy**, **bullying**; these words and phrases have the strong stress on the middle syllable: **addiction**, **ambition**, **detention**, **appearance**, state **pension**; these words and phrases have the strong stress on the third syllable: student **loan**, broken **home**, **STI**. 4 syllables: these words and phrases have the strong stress on the first syllable: **alcoholism**, **benefits trap**; these words and phrases have the strong stress on the second syllable: **obesity**, **ingratitude**, **retirement** home, child **poverty**; these words and phrases have the strong stress on the third syllable: **contraception**, single **parent**, **euthanasia**. 5 syllables: this word has the strong stress on the first syllable: **Alzheimer's Disease**; these words and phrases have the strong stress on the third syllable: sibling **rivalry**, **disillusionment**; these phrases have the strong stress on the fourth syllable: criminal **record**, high **expectations**. 6 syllables: this phrase has the strong stress on the first syllable: **funeral expenses**; this phrase has the strong stress on the second syllable: **fertility treatment**; this phrase has the strong stress on the fourth syllable: **negative equity**; this word has the strong stress on the fifth syllable: **reconciliation**.

5. a) acne, addiction, alcoholism, Alzheimer's Disease, ambition, appearance, benefits trap, boredom, broken home, bullying, childcare, child poverty, contraception, criminal record, dating, debt, detention, disillusionment, divorce, euthanasia, fertility treatment, fuel bill, funeral expenses, gambling, high expectations, ingratitude, loneliness, negative equity, neglect, obesity, peer pressure, reconciliation, retirement home, sibling rivalry, single parent, state pension, STI, student loan, suicide, truancy. b) As a), but in reverse order.

6. a) This word is a compound noun: childcare (child + care). b) The following words and phrases contain suffixes: **addiction**, **ambition**, **contraception**, **detention**, **high expectations**, **reconciliation**; **bullying**, **dating**, **gambling**, **sibling rivalry**; **disillusionment**, **fertility treatment**, **retirement** home; **negative equity**, **obesity**, **child poverty**; **student loan**, **single parent**; **funeral expenses**, **criminal record**; **acne**; **alcoholism**; **Alzheimer's Disease**; **appearance**; **boredom**; **broken home**; **euthanasia**; **ingratitude**; **loneliness**; **neglect**; **peer pressure**; **state pension**; **suicide**; **truancy**.

7. a) These words and phrases all begin with a vowel sound (grouped by IPA sound): /æ/ **ambition**, **Alzheimer's Disease**, **alcoholism**, **acne**; /ə/ **appearance**, **addiction**; /ɪ/ **ingratitude**; /əʊ/ **obesity**.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /i/ **sibling rivalry**, **truancy**, **negative equity**, **child poverty**, **acne**; /ə/ **peer pressure**; /aɪ/ **STI**; /eə/ **childcare**; /ɪə/ **euthanasia**.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /s/ **sibling rivalry**, **single parent**, **state pension**, **STI**, **student loan**, **suicide**; /d/ **dating**, **debt**, **detention**, **disillusionment**, **divorce**; /b/ **benefits trap**, **boredom**, **broken home**, **bullying**; /f/ **fertility treatment**, **fuel bill**, **funeral expenses**; /r/ **reconciliation**, **retirement home**; /k/ **contraception**, **criminal record**; /tʃ/ **childcare**, **child poverty**; /n/ **negative equity**, **neglect**; /j/ **euthanasia**; /g/ **gambling**; /h/ **high expectations**; /l/ **loneliness**; /p/ **peer pressure**; /t/ **truancy**.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /n/ **addiction**, **ambition**, **contraception**, **detention**, **reconciliation**, **state pension**, **student loan**; /t/ **debt**, **disillusionment**, **fertility treatment**, **neglect**, **single parent**; /m/ **alcoholism**, **boredom**, **broken home**, **retirement home**; /z/ **Alzheimer's Disease**, **funeral expenses**, **high expectations**; /d/ **criminal record**, **ingratitude**, **suicide**; /s/ **divorce**, **loneliness**, **appearance**;

# Talk a Lot

## Problems

### Discussion Words Question Sheet

/ŋ/ bullying, dating, gambling; /p/ benefits trap; /l/ fuel bill.

8. Many English words contain one or more **silent letters** – letters which are part of the spelling of a word, but which are not pronounced. The aim of this activity is to demonstrate how so often the spelling of a word in English is different from how it sounds when spoken. Below are some good examples of words in this group of discussion words that have silent letters. The silent letters are shown in brackets. No doubt your students will be able to identify some more.

*divo [r] ce, de [b] t, hi [g] h expectations, lon [e] lines [s], disil [l] usionment, suicid [e], bo [re] dom*

9. Answers will vary.

10. There are many possible answers to this question; for example, “gambling”, “acne”, “Alzheimer’s Disease”, and “alcoholism”, (among others) all contain the vowel sound /æ/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from: <https://purlandtraining.com>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

#### Lesson Questions

1. a) addiction. b) detention. c) fuel bill. d) neglect. e) gambling. f) boredom. g) childcare. h) divorce. i) debt. j) truancy. k) dating.

2. state pension.

3. i) a) Words which have a weak stress schwa sound /ə/ on the 1<sup>st</sup> syllable: appearance, addiction. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2<sup>nd</sup> syllable: student loan, boredom, reconciliation, single parent, benefits trap, broken home, contraception, funeral expenses, truancy, euthanasia, negative equity, alcoholism. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3<sup>rd</sup> syllable: peer pressure, child poverty, criminal record, obesity, loneliness, ambition, detention, state pension, appearance, Alzheimer’s Disease, addiction, funeral expenses, retirement home, fertility treatment. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4<sup>th</sup> syllable: sibling rivalry, single parent, contraception, disillusionment. e) Words and phrases which have a weak stress schwa sound /ə/ on the 5<sup>th</sup> syllable: disillusionment, high expectations, negative equity. f) Words and phrases which have a weak stress schwa sound /ə/ on the 6<sup>th</sup> syllable: reconciliation, funeral expenses, fertility treatment. ii) 12 words and phrases don’t have a weak stress schwa sound: neglect, divorce, fuel bill, childcare, debt, dating, suicide, ingratitude, STI, gambling, acne, bullying.

4. acne.

5. retirement home.

6. Answers will vary. Suggested answers: a) childcare, single parent, broken home, contraception, STI, fertility treatment, child poverty. b) gambling, debt. c) bullying, acne, boredom, loneliness, truancy. d) peer pressure, alcoholism, criminal record, boredom, loneliness, detention, suicide, addiction, bullying, disillusionment. e) suicide, funeral expenses, retirement home, euthanasia, debt, single parent. f) sibling rivalry, boredom, ambition, bullying, truancy. g) sibling rivalry, obesity, peer pressure, loneliness, appearance, dating, STI, bullying, acne. h) obesity, loneliness, appearance, boredom, addiction, bullying, acne.

You could also do this quiz the other way around: read out the groups of words above and ask your students to match each group with one of these categories:

**babies   cards   playground   prison   coffin   exam   nightclub   chocolate**

Or, students could think of their own category names for each word list, or devise their own categories and word lists.

7. “disillusionment” is a feeling that something is no longer worthwhile, and therefore doesn’t matter, while “disappointment” is a more trivial feeling that something hasn’t gone how you wanted it to, e.g.

*“I experience **disillusionment** when I imagine the future and find nothing at all to look forward to.”  
“I felt **disappointment** when my football team lost an important match.”*

# Talk a Lot

## Problems

### Discussion Words Question Sheet

“disappointment” is more of a short-term feeling, and may be experienced fairly often – although hopefully not too often! – while “disillusionment” is more of a long-term problem, which may indicate the beginning of depression.

8. high expectations.

9. a) acne. b) student loan. c) divorce. d) truancy. e) ambition. f) addiction. g) childcare. h) gambling. i) negative equity.

10. benefits trap.

# Talk a Lot

## Problems – Which day will be the toughest?

Student A

Angelica Lemming is a professional counsellor, who assists clients with their life problems. Below there is an extract from her private diary, listing some of her appointments for next week. Ask and answer questions to complete the gaps, and find out information about each client and appointment. Which day do you think will be the most demanding for her? Why?

|         | Monday  | Tuesday   |
|---------|---|---|
| 9:35    | Carrie - eating disorder<br>(mention special offer - buy 4 hours get 1 free!) |   |
| 11:45   |   | Free (although Lewis will probably over-run again - leave slot available) |
| 14:25   |   | Alan and Charity - messy divorce + negative equity (ouch!)                |
| 15:40   | Brian - dead budgie (bereavement counselling?)                                |   |
| TO DO   | Call Roger about plumbing (stench)  |   |
| EVENING |   | Rehearsal - choir (remember to pick up Jeff & Jules!)                     |

|         | Wednesday   | Thursday  |
|---------|---|---|
| 10:55   |   | Jimmy - ex-con (can't get a job - criminal record = lack of confidence / self-esteem / relapse) |
| 11:50   | Alma - can't find a date; desperate for love<br>(don't mention speed dating again!) |   |
| 12:30   |   |   |
| 15:10   | Cliff - attempted suicide (teasing + bullying)                                      |   |
| TO DO   |   | Remember - call Frank re cruise; last chance (fjords)   |
| EVENING | Piano recital - Town Hall, 8 - Marvin (driving)                                     | Long bath (pedicure?) - 9pm Bach on Radio 3 :o)   |

-----✂-----  
Student B

Angelica Lemming is a professional counsellor, who assists clients with their life problems. Below there is an extract from her private diary, listing some of her appointments for next week. Ask and answer questions to complete the gaps, and find out information about each client and appointment. Which day do you think will be the most demanding for her? Why?

|         | Monday   | Tuesday  |
|---------|--|--|
| 9:35    |  | Lewis and parents - talk about general problems from childhood (esp. parental neglect) |
| 11:45   | Colin - depressed (unemployed - two years)         |  |
| 14:25   | Marion<br>(sibling rivalry - sister is high-flier) |  |
| 15:40   |  | Mandy and partner (Gavin? Kevin?) - benefits trap                                      |
| TO DO   |  | Johnny will return gerbils (maybe after 4pm)   |
| EVENING | Party at Brenda's (take pie - not blueberry)       |  |

|         | Wednesday   | Thursday  |
|---------|---|---|
| 10:55   | Rosemary - trouble finding childcare + info about benefits and allowances |   |
| 11:50   |   | Serena Robinson + mother - acne getting worse (could be some sobbing - ensure enough tissues to hand) |
| 12:30   | Paul - always bunking off school (lock door?)                             | Mr. Griffiths - pension / debt (remind re payment)  |
| 15:10   |   | Martin - gambling addiction (big debts)   |
| TO DO   | Mop the floor (borrow mop - Karl)   |   |
| EVENING |   |   |

# Talk a Lot

## Problems

### Information Exchange

#### Answers

#### Problems – Which day will be the toughest?

Task: "Angelica Lemming is a professional counsellor, who assists clients with their life problems. Below there is an extract from her private diary, listing some of her appointments for next week. Ask and answer questions to complete the gaps, and find out information about each client and appointment. Which day do you think will be the most demanding for her? Why?"

|         | Monday  | Tuesday  |
|---------|---|--|
| 9:35    | Carrie - eating disorder<br>(mention special offer - buy 4 hours get 1 free!) | Lewis and parents - talk about general problems from childhood (esp. parental neglect) |
| 11:45   | Colin - depressed (unemployed - two years)                                    | Free (although Lewis will probably over-run again - leave slot available)              |
| 14:25   | Marion<br>(sibling rivalry - sister is high-flier)                            | Alan and Charity - messy divorce + negative equity (ouch!)                             |
| 15:40   | Brian - dead budgie (bereavement counselling?)                                | Mandy and partner (Gavin? Kevin?) - benefits trap                                      |
| TO DO   | Call Roger about plumbing (stench)  | Johnny will return gerbils (maybe after 4pm)   |
| EVENING | Party at Brenda's (take pie - not blueberry)                                  | Rehearsal - choir (remember to pick up Jeff & Jules!)                                  |

|         | Wednesday  | Thursday  |
|---------|--|---|
| 10:55   | Rosemary - trouble finding childcare + info about benefits and allowances        | Jimmy - ex-con (can't get a job - criminal record = lack of confidence / self-esteem / relapse)       |
| 11:50   | Alma - can't find a date; desperate for love (don't mention speed dating again!) | Serena Robinson + mother - acne getting worse (could be some sobbing - ensure enough tissues to hand) |
| 12:30   | Paul - always bunking off school (lock door?)                                    | Mr. Griffiths - pension / debt (remind re payment)  |
| 15:10   | Cliff - attempted suicide (teasing + bullying)                                   | Martin - gambling addiction (big debts)   |
| TO DO   | Mop the floor (borrow mop - Karl)  | Remember - call Frank re cruise; last chance (f.jords)  |
| EVENING | Piano recital - Town Hall, 8 - Marvin (driving)                                  | Long bath (pedicure?) - 9pm Bach on Radio 3 :o)   |

"Which day do you think will be the most demanding for her? Why?" When they have completed filling the gaps, students should discuss which day they think will be the toughest, or most demanding, for Angelica, and why. Answers will be subjective and therefore vary from student to student. Students should produce appropriate reasons for their choices – why they would choose one day rather than another. For example: "I think Thursday will be the toughest day for Angelica next week, because she'll have appointments with clients about some serious issues, from lack of confidence to debt and gambling addiction..." Or... "I think Wednesday will be worse than Monday, because on Wednesday she's got the sessions about truancy and suicide, while the worst problem on Monday is Colin's..." [etc.]

#### Sample Questions

What's happening at \_\_\_\_\_ on \_\_\_\_\_?  
 Which client will Angelica meet on \_\_\_\_\_ at \_\_\_\_\_?  
 Tell me about Angelica's appointment at \_\_\_\_\_ on \_\_\_\_\_.  
 Who is coming in on \_\_\_\_\_ at \_\_\_\_\_, and what do they want to talk about?  
 What is planned for \_\_\_\_\_ at \_\_\_\_\_?  
 What's on Angelica's TO DO list for \_\_\_\_\_?  
 What does Angelica have to do on \_\_\_\_\_?  
 What's Angelica planning to do in the evening on \_\_\_\_\_?  
 What has Angelica got planned for \_\_\_\_\_ evening?

#### Sample Answers

\_\_\_\_\_ is coming in to talk about \_\_\_\_\_.  
 She's meeting \_\_\_\_\_ to talk about \_\_\_\_\_.  
 She's seeing \_\_\_\_\_, who's got a problem with \_\_\_\_\_.  
 \_\_\_\_\_ is coming in on \_\_\_\_\_ at \_\_\_\_\_ to talk about \_\_\_\_\_.  
 \_\_\_\_\_ is booked in to discuss \_\_\_\_\_.  
 She has to \_\_\_\_\_.  
 She's planning to \_\_\_\_\_ / She's going to \_\_\_\_\_ / She's hoping to \_\_\_\_\_ [etc.]  
 \_\_\_\_\_.

#### Examples

What's happening at two twenty-five on Monday?

Marion is coming in to talk about sibling rivalry with her sister, who is a high-flyer.

# Talk a Lot

## Problems

### Information Exchange

Who is coming in on Tuesday at twenty to four, and what do they want to talk about?

What does Angelica have to do on Wednesday?

What has Angelica got planned for Thursday evening?

[etc.]

Mandy is coming in on Tuesday at twenty to four, with her partner, either Gavin or Kevin, to talk about being caught in the benefits trap.

She has to mop the floor, but first she'll need to borrow a mop from Karl.

She's going to enjoy a long bath, and maybe have a pedicure, while listening to Bach on Radio 3 from 9pm.

#### Extension 1:

You could try to encourage some comparative/superlative questions and answers, for example:

Which client has the most serious problem? Why?  
Which evening will be the most... fun? / boring? Why?  
Which client will be the hardest to handle? Why?

Martin has the most serious problem, because...  
Monday evening will be the most fun, because...  
I think that \_\_\_\_\_ will be the hardest to handle, because...

[etc.]

#### Extension 2:

Talk about Angelica. Use the information in the diary entries to speculate about: a) her appearance, b) her family life, c) her relationships, d) her likes and dislikes, e) any other part of her life. For example: how old is she? Is she married? Is she attractive? Is she clever? Is she rich? Does she like scuba-diving? Why? / Why not? etc. Imagine how her diary might look for the rest of the week, including the weekend. Create a role play in which she discusses her schedule with a friend, colleague, or relative.

#### Extension 3:

You could encourage students to develop short role plays or dialogues using the clients and appointments. For example, each small group of students could choose one day's appointments to portray, with one student playing Angelica and the other students playing the clients. They could try playing the role plays in different genres to see what happens, e.g. comedy, serious drama, melodrama, etc.

#### Extension 4:

Students work in pairs. One student plays Angelica, and the other chooses a client. The client tells their problem, and Angelica has to guess which client it is, then give advice. You could then create a follow-up scene, which takes place one week (or month, or ten years) later where we find out what happened to the client. Did they take Angelica's advice? Was it successful? If the advice didn't work out, perhaps the client now has a score to settle with Angelica! Encourage students to use a variety of different past, present, and future verb forms.

# Talk a Lot

## Problems

### Multi-Purpose Text

#### England 1 – Broccoli 0 (Original Text)

Line

1 It's the last Saturday in September, and Maggie and Dennis are both getting ready  
2 for the evening ahead. Since his parents are away, Dennis has invited ten of his  
3 mates to watch the England match, while Maggie is also keen to have the house to  
4 herself, having invited a "friend" round for a "homework session". She's currently in  
5 the kitchen frantically preparing an elaborate (and not at all romantic) meal in his  
6 honour. They've been fighting all week over who would get the house. For Dennis it  
7 was remarkably simple: "It's England Paraguay, innit!" "But I never have the house to  
8 myself!" complained Maggie, sticking her bottom lip out and trying hard to make it  
9 tremble. Neither side has backed down, hence the uneasy stalemate that now exists.  
10 A delicious aroma of broccoli and oregano rises from the kitchen, as Dennis slumps  
11 before the telly, indolently awaiting his mates and the pre-match build-up. "Just go out  
12 to a pub an' watch it!" begs Maggie for the fifteenth time, "Byron is due any minute!"  
13 "Sorry, sis," says Dennis, restlessly channel surfing, "I'm the oldest – y'know?"  
14 Exasperated, Maggie returns to the kitchen to crack some more yolks. Seven o'clock  
15 arrives, but not Byron. Build-up becomes the match proper, and Dennis's mates  
16 tuck into Maggie's cooking manfully, appreciative that snacks have been laid on.  
17 Maggie weeps as she re-reads the text from Byron – "I'm immersed in coding my  
18 iPad app..." – and seals the leftovers in tupperware boxes. Post-match analysis  
19 wraps up and Dennis and pals decamp to the pub... All except for one sensitive soul:  
20 a trainee fireman called Gareth, who has offered to help Maggie tidy up.  
(279 words)



#### England 1 – Broccoli 0 (Text with 20 Differences)

It's the **1. past (last)** Saturday in September, and Maggie and Dennis are both getting ready for the **2. meeting (evening)** ahead. Since his parents are away, Dennis has invited ten of his mates to watch the England match, while Maggie is also **3. seen (keen)** to have the house to herself, having invited a "friend" **4. down (round)** for a "homework session". She's **5. sullenly (currently)** in the kitchen frantically preparing an elaborate (and not at all romantic) meal in his honour. They've been **6. biting (fighting)** all week over who would get the house. For Dennis it was remarkably **7. pimple (simple)**: "It's England Paraguay, innit!" "But I **8. ever (never)** have the house to myself!" complained Maggie, sticking her **9. button (bottom)** lip out and trying hard to make it tremble. **10. Either (Neither)** side has backed down, hence the uneasy **11. whale bait (stalemate)** that now exists. A delicious aroma of broccoli and oregano rises from the kitchen, as Dennis slumps **12. afore (before)** the telly, indolently awaiting his mates and the pre-match build-up. "Just go out to a pub an' watch it!" begs Maggie for the **13. fiftieth (fifteenth)** time, "Byron is due any minute!" "Sorry, sis," says **14. Kenneth (Dennis)**, restlessly channel surfing, "I'm the oldest – y'know?" Exasperated, Maggie returns to the kitchen to crack some more **15. jokes (yolks)**. Seven o'clock arrives, but not Byron. Build-up becomes the match proper, and Dennis's mates tuck into **16. Aggie's (Maggie's)** cooking manfully, appreciative that **17. stacks (snacks)** have been laid on. Maggie weeps as she re-reads the text from Byron – "I'm immersed in coding my iPad app..." – and seals the leftovers in tupperware **18. foxes (boxes)**. Post-match **19. paralysis (analysis)** wraps up and Dennis and pals decamp to the pub... All except for one sensitive soul: a trainee **20. barman (fireman)** called Gareth, who has offered to help Maggie tidy up.

# Talk a Lot

## Problems

### Multi-Purpose Text

#### England 1 – Broccoli 0 (Guess the Function Words)

I' t last Saturday i September, a Maggie a Dennis a both getting ready f t evening ahead. Since h parents a away, Dennis h invited ten o h mates t watch t England match, w Maggie i a keen t have t house t h , having invited a "friend" round f a "homework session". S ' currently i t kitchen frantically preparing a elaborate (a not a all romantic) meal i h honour. T 'v b fighting all week over who w get t house.

F Dennis i w remarkably simple: "I' England Paraguay, i !" "B I never have t house t m !" complained Maggie, sticking h bottom lip out a trying hard t make i tremble. Neither side h backed down, hence t uneasy stalemate t now exists. A delicious aroma o broccoli a oregano rises f t kitchen, a Dennis slumps b t telly, indolently awaiting h mates a t pre-match build-up.

"Just go out t a pub a ' watch i !" begs Maggie f t fifteenth time, "Byron i due any minute!" "Sorry, sis," says Dennis, restlessly channel surfing, "I' t oldest – y'know?" Exasperated, Maggie returns t t kitchen t crack s more yolks. Seven o'clock arrives, b not Byron. Build-up becomes t match proper, a Dennis's mates tuck into Maggie's cooking manfully, appreciative t snacks h b laid on.

Maggie weeps a s re-reads t text f Byron – "I' immersed i coding m iPad app..." – a seals t leftovers i tupperware boxes. Post-match analysis wraps up a Dennis a pals decamp t t pub... All except f one sensitive soul: a trainee fireman called Gareth, w h offered t help Maggie tidy up.

# Talk a Lot

## Problems

### Multi-Purpose Text

#### England 1 – Broccoli 0 (What's the Question?)

1. Dennis.
2. Saturday.
3. Go to the pub and watch the match.
4. Maggie.
5. Ten.
6. That they were going to do their homework together.
7. All week.
8. Gareth.
9. After the post-match analysis.
10. By pretending to cry.
11. Yes, after the match had ended.
12. Paraguay.
13. Trainee fireman.
14. Because he was busy coding his iPad app.
15. Maggie put it into tupperware boxes to keep for another day.
16. Byron.
17. We don't know, but from the ingredients it might have been an Italian or Mediterranean dish.
18. Because they both believed that they had the right to use the house.
19. Because she wanted to impress Byron.
20. He slumped in front of the TV.
21. Ten of his mates.
22. To the pub.
23. England versus Paraguay.
24. She said that she never got the house to herself.
25. The aroma of broccoli and oregano.
26. Because he was older than Maggie.
27. No, not really.
28. Dennis and his friends.
29. At seven o'clock in the evening.
30. She was planning a romantic meal for Byron and herself.

-----✂-----

#### England 1 – Broccoli 0 (True, False, or Unknown?)

1. The story took place in October.
2. Maggie was upset that Dennis hadn't backed down.
3. Maggie is the eldest sibling.
4. Maggie had agreed with her parents that she could use the house.
5. The pre-match build-up preceded the match proper.
6. Paraguay played England at football.
7. Maggie was looking forward to doing her homework with Byron.
8. Dennis and his mates went to the pub after the post-match analysis.
9. Paraguay were playing Wales in the match.
10. Gareth helped Maggie to tidy up while his mates went for a drink.
11. Byron popped round to see Maggie for a few minutes after finishing coding his app.
12. Byron preferred to stay at home because he didn't want to get involved with Maggie.
13. Gareth was a trainee farmer.
14. Gareth and Maggie spent ages tidying up, then went into the garden.
15. Maggie had invited her friend for a meal.
16. They watched a World Cup qualifier match.
17. Maggie was not planning a romantic meal for her friend Byron.
18. Byron didn't come because he was busy with his IT work.
19. Gareth joined his mates in the pub after helping Maggie clean up.
20. Dennis had invited twelve friends round to watch the match.
21. Dennis wanted to watch the football match with his friends.
22. Dennis's parents had gone on holiday.
23. Byron was due to arrive at seven thirty.
24. Dennis rested while Maggie worked in the kitchen.
25. Dennis was channel surfing because he was bored.
26. Maggie tried to make Dennis feel sorry for her, so that she would get her own way.
27. Maggie is a great cook.
28. Maggie watched the pre-match build-up.
29. England beat Paraguay 2-0 [two-nil].
30. Most of Dennis's mates were trainee firemen.

# Talk a Lot

## Problems

### Multi-Purpose Text

#### Glossary of New Words

Here are some words and phrases from the text that may be unfamiliar to students. You could either pre-teach them, or encourage your students to find translations in a bilingual dictionary and write them in the spaces below. Stressed syllables are underlined.

| Line: | Unfamiliar English:                                       | Explanation:  | Translation: |
|-------|---|---|--------------|
| 3     | <u>mates</u>  | (n) informal word for <i>friends</i>  |              |
| 4     | a " <u>friend</u> "                                       | (iron/euph) the speech marks indicate that the word "friend" is ironic and a euphemism for something else, in this case a person that Maggie sees as more than a friend, i.e. she fancies this person and would like to become his girlfriend |              |
| 4     | a " <u>homework session</u> "                             | (iron/euph) again, the speech marks indicate irony. In this context "homework session" is clearly a euphemism for "romantic meal"   |              |
| 5     | <u>frantically</u>  | (adv) in a hurried and stressed out manner  |              |
| 5     | <u>elaborate</u>  | (adj) complicated; complex  |              |
| 5     | (and <u>not</u> at all <u>romantic</u> )                  | (iron) The use of brackets indicates irony, i.e. the opposite of what is said is actually true – Maggie <i>is</i> preparing a romantic meal   |              |
| 5     | in his <u>honour</u>                                      | (phr) especially for him; to make him feel special. This phrase is rather an exaggeration, because it would normally be used to talk about preparations for an important dignitary or monarch   |              |
| 7     | <u>England Paraguay</u>                                   | (phr) England are playing a football match against Paraguay   |              |
| 7     | <u>innit</u>  | (contr/irreg) isn't it?   |              |
| 8     | ... <u>trying hard</u> to <u>make</u> it <u>tremble</u> . | (phr) Maggie wants to make it look as if she's really upset and about to cry, so that she gets her own way  |              |
| 9     | to <u>back down</u>                                       | (phr v) to surrender; to admit defeat; to give up   |              |
| 9     | hence   | (conj) "the result of which is..."; "which leads to..."   |              |
| 9     | uneasy  | (adj) awkward; difficult; uncomfortable   |              |
| 9     | <u>stalemate</u>  | (n) deadlock; impasse; a situation in which neither party in a dispute will compromise  |              |
| 10    | <u>aroma</u>  | (n) smell   |              |
| 10    | <u>oregano</u>  | (n unc) a herb used in cooking, esp. in Italian, Greek, and Latin American dishes   |              |
| 10    | to <u>slump</u>   | (v) to sit in an awkward and careless manner  |              |
| 11    | <u>telly</u>  | (n) informal word for <i>television</i>   |              |
| 11    | <u>indolently</u>   | (adv) lazily; idly; in a lazy manner; in a way that deliberately wastes time  |              |
| 11    | the <u>pre-match build-up</u>                             | (phr) the discussion and analysis that takes place on TV before a football match begins   |              |
| 12    | an'   | (contr) and   |              |
| 12    | any <u>minute</u>   | (adverbial) very soon, i.e. he could arrive now   |              |
| 13    | <u>sis</u>  | (abbr) short for <i>sister</i>  |              |
| 13    | to <u>channel surf</u>                                    | (v) to keep changing channels on TV using the remote control, without watching any programme for longer than a few seconds  |              |
| 13    | y' <u>know</u> ?  | (contr) you know? (do you know?) In this context <i>y'know</i> is used to show that the preceding comment is indisputable, and therefore to end any debate  |              |
| 14    | Ex <u>asperated</u>                                       | (adj) angry and frustrated  |              |
| 14    | to <u>crack</u> some <u>more yolks</u>                    | (phr) Maggie will, of course, crack eggs to get the yolks, but this phrase is used to emphasise that she will crack the eggs for the yolks  |              |
| 14    | <u>yolks</u>  | (n) the yellow part of an egg   |              |
| 15    | the <u>match proper</u>                                   | (id) the actual match. To say "the _____ proper" means that something occurs after a preliminary or preparatory phase, e.g. "After a little discussion about modal verbs, we began the lesson proper."  |              |

# Talk a Lot

## Problems

### Multi-Purpose Text

| Line: | Unfamiliar English:               | Explanation:  | Translation: |
|-------|-----------------------------------|---|--------------|
| 16    | to <u>tuck into</u>               | (phr v) to eat enthusiastically, with much enjoyment  |              |
| 16    | <u>manfully</u>                   | (sarc) courageously; bravely; selflessly without fear. This is a rather sarcastic way to describe the situation. Dennis's friends may be eating food that would have otherwise been wasted, but it didn't require any particular courage for them to do it!   |              |
| 16    | to <u>lay on</u>                  | (phr v) to provide food and/or drink for a special occasion, e.g. a party or a conference   |              |
| 17    | <u>immersed</u>                   | (adj) absorbed; busy with; wrapped up in  |              |
| 17    | <u>coding</u> my iPad <u>app</u>  | (phr) Byron is busy creating an application for the Apple iPad portable electronic device   |              |
| 18    | to <u>seal</u>                    | (v) to close something firmly, usually so that it is air-tight; to lock   |              |
| 18    | <u>tupperware</u> <u>boxes</u>    | (n) air-tight plastic containers that can be used to store food   |              |
| 18    | <u>post-match</u> <u>analysis</u> | (phr) the discussion about a football match that takes place on TV just after the game has finished. The opposite of "the pre-match build-up" (see line 11)   |              |
| 19    | to <u>wrap up</u>                 | (phr v) to conclude or be concluded by sby; to finish in a satisfactory way, e.g. "The mystery was finally wrapped up" (i.e. solved successfully)   |              |
| 19    | <u>pals</u>                       | (n) informal word for <i>friends</i>  |              |
| 19    | to <u>decamp</u>                  | (v/iron) to move to another place as one large group of people, e.g. "The soldiers decamped to Winchester." An ironic parallel is drawn between Dennis and his mates, and soldiers – ironic because soldiers would probably be on a serious mission, while the boys' aim is totally trivial – to have a drink |              |
| 19    | <u>one sensitive soul</u>         | (phr/iron) a thoughtful person; the phrase is used with some irony. We don't usually think of firemen – trainee or otherwise – as being particularly sensitive. Perhaps Gareth has more romantic ambitions in mind than simply helping Maggie to tidy up  |              |
| 20    | to <u>tidy up</u>                 | (phr v) to clean and organise the house after the party   |              |

(abbr) abbreviation  
 (adj) adjective  
 (adv) adverb  
 (conj) conjunction  
 (contr) contraction  
 esp. especially

(euph) euphemism  
 (id) idiom  
 (iron) irony  
 (irreg) irregular grammar  
 (n) noun  
 (n unc) noun (uncountable)

(phr) phrase  
 (phr v) phrasal verb  
 (sarc) sarcasm  
 (sby) somebody  
 (v) verb

#### Extension 1:

Encourage students to look at the verb forms used in the story. Ask them what time the story is set in (the past). If it's set in the past, why are present verb forms used to tell the story? For example:

*It's the last Saturday in September...*

*She's currently in the kitchen frantically preparing...*

*...a trainee fireman called Gareth, who has offered to help Maggie tidy up.*

Ask students to retell the story (in pairs or small groups) using past verb forms, e.g.

*It was the last Saturday in September...*

*She was in the kitchen frantically preparing...*

*...a trainee fireman called Gareth, who had offered to help Maggie tidy up.*

Discuss the effect of using present forms to tell a story that is set in the past, e.g. it can bring immediacy to the story; the story becomes more interesting and relevant because the listener needs to imagine it happening *now*, at this present moment, etc. How does the story change when past forms are used instead?

# Talk a Lot

## Problems

### Multi-Purpose Text

#### Extension 2:

Ask students to count the number of characters in the text (there are 4 named characters, as well as Maggie and Dennis's parents, and Dennis's group of ten friends, not to mention the team of pundits on TV), then to create a role play or dialogue, using a few of the characters. Or, students could work on their own and create a monologue using one character from the text, where they recall what happened from their point of view.

#### Extension 3:

Students continue the story – either as a role play or a monologue – and explore what happened next...

#### Answers:

#### England 1 – Broccoli 0 (Guess the Function Words)

See Original Text for answer.

#### England 1 – Broccoli 0 (What's the Question?)

Answers will vary. Suggested answers:

1. What is the name of Maggie's brother?
2. What day was it in the story?
3. What did Maggie beg Dennis to do?
4. What is the name of Dennis's sister?
5. How many friends did Dennis invite to watch the match?
6. What was Maggie's alleged reason for inviting Byron round?
7. How long had Maggie and Dennis been fighting about who would get the house?
8. Who stayed behind to help Maggie tidy up?
9. When did the lads go to the pub?
10. How did Maggie try to make Dennis feel sorry for her?
11. Did Maggie get the house to herself?
12. Which team was England playing?
13. What was Gareth's job?
14. Why didn't Byron come round to spend time with Maggie?
15. What happened to the excess food?
16. Who did Maggie invite round for a meal?
17. What was Maggie cooking?
18. Why didn't either side in the dispute back down?
19. Why was Maggie preparing an elaborate meal?
20. What did Dennis do while he was waiting for his friends?
21. Who did Dennis invite to watch the football?
22. Where did Dennis and his mates go after the post-match analysis had finished?
23. Who was playing in the football match?
24. Why did Maggie feel hard done by?
25. What smelled delicious?
26. Why did Dennis feel that he had the right to use the house?
27. Did Byron have a good excuse for letting Maggie down?
28. Who ate Maggie's cooking?
29. What time was Byron due to arrive?
30. Why did Maggie want to have the house to herself?

#### England 1 – Broccoli 0 (True, False, or Unknown?)

(T = True, F = False, U = Unknown)

- |       |       |       |
|-------|-------|-------|
| 1. F  | 11. U | 21. T |
| 2. T  | 12. U | 22. U |
| 3. F  | 13. F | 23. F |
| 4. U  | 14. U | 24. T |
| 5. T  | 15. T | 25. U |
| 6. T  | 16. U | 26. T |
| 7. F  | 17. F | 27. U |
| 8. T  | 18. U | 28. F |
| 9. F  | 19. U | 29. U |
| 10. T | 20. F | 30. U |

# Talk a Lot

## Problems

### Role Play with Non-Literal English

1. Practise the role play with a partner. Find and underline **nine** examples of non-literal English\* and match each one to a category below:

|                        |                  |                                      |
|------------------------|------------------|--------------------------------------|
| 1. puns                | 2. phrasal verbs | 3. non-standard grammar              |
| 4. cultural references | 5. idioms        | 6. politically correct (PC) language |
| 7. hints               | 8. slang         | 9. catchphrases                      |

\* For more information about each category, please see pp.37-39.

Three teenage girls are at school watching a boring netball match:

Tracey: Have you seen that new girl? What's her name?  
Mandy: Susan Jacobs.  
Tracey: Do you know who she reminds me of? What's her name? Marjorie Dawes from *Little Britain* – "Fat Fighters".  
Mandy: Oh, I love that show! (*Putting on a funny voice*) I'm a lady!  
Tracey: Look at her running. She's such a whale.  
Lena: Tracey!  
Tracey: What?  
Lena: You can't say that!  
Tracey: Why not?  
Lena: You shouldn't pick on her because of her size. She told me that she's been fighting a losing battle with her weight recently.  
Tracey: So what would you call her then?  
Mandy: Lena would probably say that she's horizontally-challenged.  
Tracey: (*Laughing*) Ha ha! That's a bit better than whale, ain't it?  
Mandy: Personally I think that Susan is fat-tastic!  
Lena: I wouldn't call her anything. Why don't you two just be nice to her?  
Tracey: OK, Lena. Forget it. OK? Listen, next week it's my birthday, and I'm not saying I really want earrings but... Well, I'm not going to say any more. (*She winks*)

2. Replace each example of non-literal English with one of the literal words or phrases below. Practise the role play using only literal English, then using non-literal English. What differences do you notice? Which version sounds more natural? Why? Which do you prefer?

|  |   |  |
|--|---|--|
| a) putting on weight, despite trying not to    | b) I want you to buy me some earrings                 | c) fat person  |
| d) isn't                                       | e) bully  | f) a fictional character from a popular TV comedy series |
| g) I know a famous line from that TV programme | h) a person that I can ridicule because of her weight | i) overweight  |

# Talk a Lot

## Problems

### Role Play with Non-Literal English

Answers:

| Feature of Non-Literal English:      | Example in this Text:                                      | Literal Translation:                                     |
|--------------------------------------|--|--|
| 1. puns                              | fat-tastic   | h) a person that I can ridicule because of her weight*   |
| 2. phrasal verbs                     | pick on  | e) bully   |
| 3. non-standard grammar              | ain't  | d) isn't   |
| 4. cultural references               | Marjorie Dawes from <i>Little Britain</i> – “Fat Fighters” | f) a fictional character from a popular TV comedy series |
| 5. idioms                            | fighting a losing battle with her weight                   | a) putting on weight, despite trying not to              |
| 6. politically correct (PC) language | horizontally-challenged                                    | i) overweight  |
| 7. hints                             | I'm not saying I really want earrings but...               | b) I want you to buy me some earrings                    |
| 8. slang                             | whale  | c) fat person  |
| 9. catchphrases                      | I'm a lady!  | g) I know a famous line from that TV programme           |

\* There is no literal translation for “fat-tastic”. It is simply a combination of two words: “fat” and “fantastic”. The pun works because “fat” sounds very similar to “fan”, sharing two out of three phonemes (individual sounds) – /f/ and /æ/. By making this joke, Mandy is showing her contempt for Susan: “a person that I can ridicule because of her weight”.

Note: in general, using non-literal English will help students’ spoken English to sound more natural, because native speakers of English often favour non-literal forms – such as idioms, phrasal verbs, and slang – over the more literal, “dictionary definition” words and phrases that they replace.

# Talk a Lot

## Problems

### Features of Non-Literal English – Part 2

#### 1. PUNS

A pun is a kind of joke that is based around a word or phrase which has two meanings: one which is natural in the sentence, and one which is relevant to what you are talking about.

Example:

[Somebody is making bread in the kitchen. You go up to them and ask:]

“Do you *need* any help?”

[You stress the word “need” because it is a pun on the word “knead”, which is an action in the bread-making process. “Knead” and “need” are homophones – words that sound exactly the same but which have different meanings and different spellings.]

When:

For fun! When you want to brighten up your spoken English; to make somebody smile or laugh – or groan, because your joke is so corny [old and too obvious].

#### 2. PHRASAL VERBS

See *Unit 1: Hotel – Features of Non-Literal English – Part 1*

#### 3. NON-STANDARD GRAMMAR

Non-standard grammar is a grammatical form that, although incorrect, is often used on purpose in place of the correct form by a person who knows what the correct form *should* be.

Example:

[You phone your friend and leave a voice message:]

“Y’alright mate? You comin’ down town later, or what, innit?”

[Translation: “Y’alright, mate?” = “Hello” or “Are you alright, my friend?”; “You comin’ down town later” = “Are you coming down to the town later?”; “or what, innit?” = speech markers (see *Unit 1: Hotel – Features of Non-Literal English – Part 1*). These phrases are simply a form of verbal punctuation and have no real meaning in the sentence, apart from perhaps reinforcing the question.]

When:

When you want to show that you belong to a particular group, or class of people, who all speak in the same way – as a means of fitting in. When you don’t want to appear too “posh”, or middle-class, or too highly educated.

# Talk a Lot

## Problems

### 4. CULTURAL REFERENCES

A cultural reference is a word, phrase, or saying that has entered popular culture, e.g. a song, reference to or dialogue from a film or TV programme, an advert, a catchphrase (e.g. by a comedian), or any other memorable phrase that has been featured in the media.

Example:

"Hayley! Are you responsible for breaking that window?"

"Yeah... but, no... but, yeah... but no..." [her evasive and rather cheeky reply copies a well-known catchphrase from the popular BBC comedy series *Little Britain*.]

When:

When you want to show that you are aware of and a part of the general national popular culture that extends beyond your home town.

### 5. IDIOMS

See Unit 1: *Hotel – Features of Non-Literal English – Part 1*

### 6. POLITICALLY CORRECT (PC) LANGUAGE

Politically correct language (known as PC language) consists of polite words and phrases that are used to replace potentially derogatory or insulting language, so that we can talk about something negative or controversial *without causing offence*. There are two kinds of politically correct language:

**1. Extreme Politically Correct Language:** phrases that we don't use very often in everyday life, because they seem too extreme or sound silly.

Example:

"My little Billy isn't fat, he's just *big-boned*." The aim is to try to see something positive in something negative. But taken to extremes, political correctness can become a bit of a joke, and can lead people to exclaim in frustration: "It's political correctness gone mad!"

**2. Everyday Politically Correct Language:** phrases that we *do* need to use in everyday life, to avoid offending or stigmatising other people, especially people who belong to minority groups.

Example:

"We're planning a special lunch for senior citizens next week." [Not for *old people*.] More respectful or neutral phrases replace blunter, more potentially insensitive, offensive, or alienating language. Politicians, for example, are keen to use inclusive PC language, which comes across as inclusive to as many people as possible. Another example of required politically correct language is the use of gender-neutral terms, e.g. "police officer" rather than "policeman", to reflect changes in our workforce and culture.

When:

When you don't want to cause offense to anybody who belongs to a minority group. Or when you want to draw attention to something in a humorous or ironic way, e.g. "Tom *hasn't* gone a big nose. No. He's just a bit nasally challenged!"

Note: a related non-literal form is *Euphemism*.

# Talk a Lot

## Problems

### 7. HINTS

A hint is an indirect reference to an object or situation. The speaker hopes that the person listening will understand what they mean, without them having to mention it directly. However, it is not guaranteed that the listener *will* understand and therefore “get the hint”.

Example:

[A young couple in love are passing a jeweller’s shop window. She says:]

“Oh, what a beautiful ring! Do you like it?”

[She means: “When are you going to ask me to marry you?”]

When:

When you want to say something or ask for something indirectly – in a subtle way. In the example, the woman hopes that her partner will “read her mind” regarding getting married, after which she can pretend that *he* thought of proposing without having to be asked or reminded. She can therefore tell herself that her beloved is more thoughtful and sensitive than he really is – and that she is really lucky to be with him!

### 8. SLANG

Slang is informal language consisting of words and phrases that replace standard dictionary words and phrases. It is used far more often in spoken English than in written English. Slang words are known and used by members of a particular group of people, which might be based on: class, race, gender, age, education, interests, job, etc.

Example:

“Do you like my new t-shirt?”

“Yeah, man!” [“Yes, my friend.”] “It’s totally sick!” [“It’s really nice!”]

When:

When you want to show that you belong to a particular group. By adopting their slang and customs you will feel closer to them, and they will be more likely to accept you as a legitimate member of their group.

### 9. CATCHPHRASES

A catchphrase is a phrase that is repeated often by somebody, particularly somebody famous, usually for comic effect so that it becomes associated with them through repetition. It may not be very funny if said only once, but by being repeated often it can become amusing, or annoying – or both.

Example:

“You wouldn’t let it lie!” [In the early ’90s, surreal British comedian Vic Reeves introduced this catchphrase via his late night cult TV show, which became very popular among students, and is now always associated with him. To let something lie = to stop talking about a particular thing.]

When:

When you want to build an audience of initiates who feel part of your imaginative world because they are “in on the joke” (your catchphrases), as opposed to other people who don’t know them. Catchphrases can also be in-jokes, that enable your followers to feel that they belong to your “gang”.

See also: *Cultural References*, above.

# Talk a Lot

## Problems

### 20 Common English Idioms

|  |   |   |  |
|--|---|---|--|
| 1.<br>to have nothing to do with sby / sth           | to avoid sby / sth completely                     | 2.<br>to play the property market                     | to invest in property  |
| 3.<br>to struggle to make [both] ends meet           | to have trouble earning enough to pay daily bills | 4.<br>share and share alike                           | divide sth equally; allow equal access                       |
| 5.<br>to pay through the nose                        | to pay too high a price                           | 6.<br>to pile on the pounds                           | to become fatter quickly                                     |
| 7.<br>neither a borrower nor a lender be             | don't take out or make loans                      | 8.<br>to give sby the boot                            | to end a romantic relationship with sby; to fire sby         |
| 9.<br>to get / be up the duff                        | to become or be pregnant                          | 10.<br>to be up to your eyes in debt                  | to owe a lot of money  |
| 11.<br>to spend money like it's going out of fashion | to spend a lot of money quickly                   | 12.<br>to follow the crowd                            | to do what everybody else is doing                           |
| 13.<br>to give sby a second chance                   | to forgive sby and be friends with them again     | 14.<br>to be worth your while [to do sth]             | to profit more by doing sth than by not doing it             |
| 15.<br>to bore sby to tears                          | to make sby very uninterested in sth              | 16.<br>to pin your hopes on sby / sth                 | to hope that sby or sth will be successful for your benefit  |
| 17.<br>to have too much time on your hands           | to have too much spare time                       | 18.<br>against all [the] odds                         | despite all obstacles and difficulties                       |
| 19.<br>on your own                                   | alone; without anybody's help                     | 20.<br>"It's your own time you're wasting, not mine!" | "I get paid to teach, so if you misbehave, only you suffer." |

# Talk a Lot

## Problems

### English Idioms – Matching Game

Match each sentence below with one of the idioms from this unit. Change forms where necessary:



|  |
|--|
| Our love has survived – _____!   |
| I'm afraid that when it comes to music and fashion I've always _____.    |
| Back in the '80s, when I was a poor student, I _____.                    |
| "Can you lend me a tenner?" "I'm sorry. Remember the saying: _____."     |
| I told the careers adviser that I'd only get a job if it _____ to do so. |
| Since Jon swore at me I _____.   |
| Please take me back, Lionel! Please! Can't you _____?                    |
| Since I lost my job things have been really dull. I've got _____.        |
| Brenda _____ recently, hasn't she? She used to be so slim.               |
| Lizzie is a total shopaholic! She _____.                                 |
| We _____ for about ten years now. Ever since we bought our first house.  |
| You <i>will</i> get the tickets, <i>won't</i> you, Jack? I _____!        |
| "Did you know that Joe ____ Kim ____?" "Wow! She doesn't look it!"       |
| The opera went on for over four hours! It nearly _____!                  |
| Tracey ____ Daniel ____, and she's got another guy already!              |
| You can mess about as much as you want, McCaskill. _____!                |
| Come along, Toby; let your little sister play with it too. _____.        |
| My parents _____. It looks like they might have to go bankrupt.          |
| We _____ for that sculpture; but it was worth it.                        |
| "Did anybody help you paint that fence?" "No, I did it _____."           |

# Talk a Lot

## Problems – English Idioms Activities

### Meaning and Context

1. Check for new vocabulary. Are there any idioms that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the definition cards with the idiom cards.
2. Do any of the idioms exist in your first language? Translate each idiom.
3. Divide the idioms into four categories: **Children**, **Teenagers**, **Adults**, and **Elderly People**.
4. Take some cards. Describe the idiom on a card without saying it.
5. How many idioms can you remember when they are all turned over?

### Practice Activities

*Choose a random idiom (or one that particularly interests you) and...*

1. think of a time or situation in your life when you... a) could have said this idiom (past), and b) might say this idiom (future).
2. say the name of a person you know who would be the *most likely* to say this. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – idiomatic and literal.
5. analyse the words. Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this idiom.
6. replace the idiom in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another idiom or saying that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one idiom to the next.

### Topic Questions

1. *Choose the correct idiom.* 2. *Make a sentence about... a) yourself, b) a friend.*

1. I might use this when talking to somebody about a car they've just bought, which was, in my opinion, far too expensive.
2. A parent or teacher could use this idiom to rebuke two kids who are fighting over a computer.
3. This rather crude idiom might be used to say that somebody has got his partner pregnant.
4. This is a moralistic saying that warns against the dangers of getting into debt.
5. This is perhaps a problem for people who are unemployed or retired, and lack motivation.
6. I would use this idiom to show that I can do something without anybody else's help.
7. This idiom describes what people do when they are "sheep" and don't think for themselves.
8. This phrase shows a rather cavalier or casual approach towards investing in property.
9. Somebody who has put on weight recently might use this idiom to moan about the fact.
10. You could use this idiom to advise somebody to leave their current partner...
11. Or, if they don't like that advice, use *this* idiom to advise them to *stay* with their partner.
12. This is an expressive way to describe feelings provoked by long, tedious lessons about idioms!

# Talk a Lot

## Problems

### 20 Common English Phrasal Verbs

|                                |   |                                      |  |
|--------------------------------|---|--------------------------------------|--|
| 1.<br><b>break up</b><br>---   | end a relationship  | 2.<br><b>bang up</b><br>---          | put in prison                                    |
| 3.<br><b>take out</b><br>---   | arrange sth,<br>e.g. a loan   | 4.<br><b>fit in</b><br>---           | be accepted as<br>part of a group                |
| 5.<br><b>end up</b><br>---     | reach a place which<br>you neither planned nor<br>wished to reach   | 6.<br><b>bunk off</b><br>---         | be absent without<br>permission                  |
| 7.<br><b>pick up</b><br>---    | acquire sth,<br>e.g. an illness                                     | 8.<br><b>pass away</b><br>---        | die  |
| 9.<br><b>get on</b><br>---     | have a good<br>relationship   | 10.<br><b>knock up</b><br>---        | make a woman<br>pregnant                         |
| 11.<br><b>make up</b><br>---   | become friends<br>again after an<br>argument                        | 12.<br><b>lash out</b><br>---        | attack suddenly<br>and violently                 |
| 13.<br><b>set aside</b><br>--- | save; keep sth<br>separate  | 14.<br><b>drop out</b><br>---        | leave a course or<br>programme before<br>the end |
| 15.<br><b>sign on</b><br>---   | declare that you're<br>unemployed; receive<br>unemployment benefits | 16.<br><b>stand up to</b><br>--- --- | defend<br>yourself                               |
| 17.<br><b>long for</b><br>---  | desire sth<br>very much   | 18.<br><b>give up</b><br>---         | finish a habit;<br>stop trying                   |
| 19.<br><b>rack up</b><br>---   | accumulate;<br>collect a lot of sth                                 | 20.<br><b>be on</b><br>---           | take;<br>be dependent on                         |

# Talk a Lot

## Problems

### English Phrasal Verbs – Matching Game

Match each sentence below with one of the phrasal verbs from this unit. Change forms where necessary:



|  |
|--|
| Hilda _____ peacefully last night – in her sleep.  |
| It's much better to _____ people, rather than let them walk all over you!                          |
| She got really upset and _____ at all her former colleagues.                                       |
| Tony _____ a lot of debts since taking up poker.   |
| I _____ with Mark yesterday. Things weren't working out.   |
| After I _____, I'm going to ask my adviser to help me with my CV.                                  |
| Do you fancy _____ school tomorrow? Go on! It'll be fun!   |
| Aren't you going to _____ with Kim? She said she was sorry.  |
| Cassie said she would _____ smoking, if you quit gambling.   |
| Bryan _____ in this dump for nearly twelve years – poor guy.                                       |
| We _____ this money for our trip to Greece next year.  |
| We drove around in circles for ages, before _____ on the edge of a cliff in the middle of nowhere! |
| Me and Molly really _____ well. She's one of my best friends.                                      |
| Up to 15% of students _____ before the end of the first year.                                      |
| We went to the bank and _____ a loan for fifteen thousand.   |
| How long had he _____ methadone?   |
| "Where did Zoe _____ the cold?" "At her friend's house, I think."                                  |
| Frank _____ Gemma – while she was still seeing his brother!  |
| "Why have you stopped choir practice?" "I felt like I didn't _____."                               |
| I've been _____ a baby my whole life.  |

# Talk a Lot

## Problems – English Phrasal Verbs Activities

This is a handy table showing **collocations** – words that go well with these phrasal verbs. You could use it to make a quick quiz for students after they have learned the meanings, e.g. “Which phrasal verb is to do with prison?” Or, “Find a phrasal verb that’s transitive separable.” Or guess the preposition linking phrasal verb and object, e.g. “To get on **with** somebody...” Or encourage students to make sentences (positive, negative, and question forms) by linking content words together using function words, e.g. “The **students** are going to **bunk off** school **tomorrow**.” etc.

| #   | subject (person)  | p/verb*            | tr? | sep? | object e.g.                  | place / time e.g.           |
|-----|---|--------------------|-----|------|------------------------------|-----------------------------|
| 1.  | a pronoun, e.g.<br><br>I, you, he, she, it,<br>we, they, etc.   | <b>break up</b>    | ✓   | ✗    | with somebody                | over dinner                 |
| 2.  |   | <b>bang up</b>     | ✓   | ✓    | a criminal / a prisoner      | in prison / in jail         |
| 3.  |   | <b>take out</b>    | ✓   | ✓    | a loan / a mortgage          | at the bank / online        |
| 4.  |   | <b>fit in</b>      | ✓   | ✗    | with a group / a class       | at school / at work         |
| 5.  |   | <b>end up</b>      | ✓   | ✗    | alone / getting fired        | if you’re not careful       |
| 6.  |   | <b>bunk off</b>    | ✓   | ✗    | school / a lesson            | tomorrow                    |
| 7.  |   | <b>pick up</b>     | ✓   | ✓    | an infection / a cold        | at nursery / at the pool    |
| 8.  |   | <b>pass away</b>   | ✗   | -    | -                            | in bed / peacefully at home |
| 9.  |   | <b>get on</b>      | ✓   | ✗    | with somebody / friends      | at school / at work         |
| 10. |   | <b>knock up</b>    | ✓   | ✓    | his girlfriend / his partner | at his parents’ house       |
| 11. | a person or<br>thing, e.g.<br><br>the students, my<br>sister, Max, the<br>children, Sarah’s<br>grandma, our good<br>friends, etc. | <b>make up</b>     | ✓   | ✗    | with somebody                | in the staff canteen        |
| 12. |   | <b>lash out</b>    | ✓   | ✗    | at sby / because...          | at the nightclub            |
| 13. |   | <b>set aside</b>   | ✓   | ✓    | some money / savings         | for a rainy day**           |
| 14. |   | <b>drop out</b>    | ✓   | ✗    | of school / of the concert   | last week / for good        |
| 15. |   | <b>sign on</b>     | ✓   | ✗    | the dole***                  | for two years               |
| 16. |   | <b>stand up to</b> | ✓   | ✗    | my boss / a bully            | in the office / at school   |
| 17. |   | <b>long for</b>    | ✓   | ✗    | a child / a holiday          | all the time / every day    |
| 18. |   | <b>give up</b>     | ✓   | ✗    | smoking / gambling           | yesterday / forever         |
| 19. |   | <b>rack up</b>     | ✓   | ✗    | some debts / a high score    | over a period of time       |
| 20. |   | <b>be on</b>       | ✓   | ✗    | drugs / medication           | for the past few months     |

Notes: **tr = transitive** – the phrasal verb can have an object. **sep = separable** – some transitive phrasal verbs are separable, which means that the object, e.g. an object pronoun like “him” or “it”, or somebody’s name, can go before the particle or after it. Some transitive phrasal verbs are **inseparable** – the object has to go after the particle. **Intransitive** phrasal verbs do not have an object, therefore cannot be separable or inseparable. Remember, some phrasal verbs, e.g. “pick up”, can have many different meanings. The information here relates to the definitions given on the “20 Common English Phrasal Verbs” handout.

\* Choose any verb form, e.g. Present Perfect Continuous, Third Conditional, Future Perfect, etc.

\*\* Idiom meaning “for a time when I won’t have enough money”. \*\*\* Slang for “unemployment register”

### Topic Questions

Choose the correct phrasal verb, and make a sentence about... a) yourself, b) a friend:

- worrying about starting a new school.
- losing your job and having to claim benefits.
- wishing that you could buy your own house with a garden.
- shouting at somebody, then hitting them after getting drunk.
- deciding to quit college and do something different.
- how a favourite uncle died at the weekend.
- putting somebody in prison.
- getting somebody pregnant.
- how you finally stopped somebody from bullying you.
- not wanting to take tablets prescribed by your doctor.
- leaving class early when nobody was looking.
- getting a bad cold after visiting some friends who were ill.
- trying hard to maintain a working relationship with a colleague.
- saving for a holiday in Portugal.

# Talk a Lot

## Problems

### 20 Common English Slang Words and Phrases

|                            |  |                                |   |
|----------------------------|--|--------------------------------|---|
| 1.<br>to be<br>brown bread | (rhyming slang) to be<br>in a lot of trouble;<br>to be dead                      | 2.<br>"Like it or<br>lump it!" | (phr.) it will be easier<br>for you, if you accept<br>this unpleasant thing |
| 3.<br>to get bladdered     | (v.) to become<br>very drunk   | 4.<br>a zit                    | (n.) a spot [acne]  |
| 5.<br>on the rock'n'roll   | (rhyming slang) on the<br>dole [claiming<br>unemployment benefit]                | 6.<br>to be in the red         | (v.) to be in debt  |
| 7.<br>Billy no-mates       | (n.) a person<br>who doesn't have<br>any friends                                 | 8.<br>a hoodie                 | (n.) a teenage<br>hooligan;<br>a hooded top                                 |
| 9.<br>a junkie             | (n.) a drug addict   | 10.<br>a bookie                | (n.) a betting shop;<br>a person who works<br>in a betting shop             |
| 11.<br>a pushover          | (n.) a person who<br>is very easily<br>persuaded / defeated                      | 12.<br>a minger                | (n.) an<br>unattractive person  |
| 13.<br>hand-me-downs       | (n. un.) second-<br>hand items,<br>usually clothes                               | 14.<br>a one-night stand       | (n.) a date when two<br>people have sex, but<br>don't meet again            |
| 15.<br>a coffin dodger     | (n.) an old person<br>who doesn't seem<br>to be able to die                      | 16.<br>to do time              | (v.) to serve a<br>prison sentence  |
| 17.<br>a bit on the side   | (n.) the person with<br>whom a married<br>person has an affair                   | 18.<br>the pill                | (n.) contraceptive<br>tablets for women                                     |
| 19.<br>a red bill          | (n.) a letter from a<br>utility company<br>demanding payment<br>which is overdue | 20.<br>mardy                   | (a.) grumpy because<br>you can't have what<br>you want                      |

# Talk a Lot

## Problems

### English Slang Words and Phrases – Matching Game

Match each sentence below with one of the slang words and phrases from this unit.  
Change forms where necessary:

|   |
|---|
| Kenny's cousin is currently _____ for armed robbery.  |
| How can you fancy her? She's an absolute _____!   |
| Oliver never reads _____. He just chucks them in a drawer.  |
| I don't want your old _____! I'm going to buy some new trousers!  |
| If I don't hand in this essay tomorrow, I'll be _____.  |
| Clara had been on _____ for a year, when she found out she was pregnant.  |
| A few of the lads went out on the town last night and _____.  |
| Paul the security guard was keeping his eye on some _____, who were hanging around outside the chippie [chip shop]. |
| Can you believe this _____ is still on TV? I thought he was dead!   |
| You're coming to see Grandma, and that's final! You can _____!  |
| "Do you know Kevin?" "Yes, we had _____, but nothing more."   |
| Sally went overdrawn last month and now she's still _____.  |
| We're going down the _____'s to put a bet on the horse in the 2.45.   |
| Don't be so _____! We can stay with your parents <i>next</i> Christmas!   |
| Please don't squeeze your _____ while I'm eating my tea!  |
| "Is that James's girlfriend?" "No, it's just his _____."  |
| Chantal never goes out any more. She's a right [complete] _____.  |
| Tom became a _____ after first trying drugs at his mate Jim's flat.   |
| Trevor's uncle's been _____ for a year. He says there aren't any jobs.  |
| You know, you should tell him that you can't work on Saturday!<br>Don't be such a _____.                            |

# Talk a Lot

## Problems – English Slang Words and Phrases Activities

### Meaning and Context

1. Are there any words/phrases that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the definition cards with the slang cards.
2. Who would you be speaking to when you used these words and phrases? Are there any words or phrases that you wouldn't use with certain people? If yes, why not?
3. Do any of the slang words and phrases exist in your first language? Translate them.
4. Divide the slang into four categories: **Children, Teenagers, Adults, and Elderly People.**
5. Take some cards. Describe the slang word or phrase on a card without saying it.
6. How many slang words/phrases can you remember when they are all turned over?

### Practice Activities

Choose a random slang word or phrase (or one that particularly interests you) and...

1. think of a time or situation in your life when you... a) could have used this slang (past), and b) might use this slang (future).
2. say the name of a person you know who would be... a) the *most likely* to say this, and b) the *least likely* to say it. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – slang and dictionary (literal).
5. analyse the word(s). Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this slang word or phrase.
6. replace the slang word or phrase in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another slang word or phrase that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one slang word/phrase to the next.

### Topic Questions

1. Choose the correct slang word or phrase. 2. Make a sentence about... a) yourself, b) a friend.

1. This is a slang word for a pimple or spot.
2. This is a person who is unpopular and who nobody really likes.
3. This is a person who has to score their next fix.
4. This is what happens to a criminal who is locked up.
5. This is a person who could either help you win or lose money.
6. This is a very informal way to talk about getting drunk – but it isn't swearing.
7. This phrase means that I owe money to somebody, for example, a bank.
8. This is a person who always gives in too easily and doesn't stand up to other people.
9. If I had had an older brother, I would probably have worn these while I was growing up.
10. We can use this rather unkind phrase to describe an old person who doesn't seem to be in any hurry to depart this mortal coil.

# Talk a Lot

## Problems

### Focus on Non-Literal Speech

#### Answers

##### English Idioms – Matching Game

1. Since Jon swore at me I've had nothing to do with him.
2. We've been playing the property market for about ten years now. Ever since we bought our first house.
3. Back in the '80s, when I was a poor student, I struggled to make [both] ends meet.
4. Come along, Toby; let your little sister play with it too. Share and share alike.
5. We paid through the nose for that sculpture; but it was worth it.
6. Brenda has piled on / has been piling on the pounds recently, hasn't she? She used to be so slim.
7. "Can you lend me a tenner?" "I'm sorry. Remember the saying: neither a borrower nor a lender be."
8. Tracey gave Daniel the boot, and she's got another guy already!
9. "Did you know that Joe's got Kim up the duff?" "Wow! She doesn't look it!"
10. My parents are up to their eyes in debt. It looks like they might have to go bankrupt.
11. Lizzie is a total shopaholic! She spends money like it's going out of fashion.
12. I'm afraid that when it comes to music and fashion I've always followed the crowd.
13. Please take me back, Lionel! Please! Can't you give me a second chance?
14. I told the careers adviser that I'd only get a job if it was / were worth my while to do so.
15. The opera went on for over four hours! It nearly bored me / us to tears!
16. You will get the tickets, won't you, Jack? I'm pinning my hopes on you!
17. Since I lost my job things have been really dull. I've got too much time on my hands.
18. Our love has survived – against all [the] odds!
19. "Did anybody help you paint that fence?" "No, I did it on my own."
20. You can mess about as much as you want, McCaskill. It's your own time you're wasting, not mine!

##### English Idioms – Topic Questions

- |   |                                  |
|---|----------------------------------|
| 1. To pay through the nose.   | 7. To follow the crowd.          |
| 2. Share and share alike.   | 8. To play the property market.  |
| 3. To get / be up the duff.   | 9. To pile on the pounds.        |
| 4. Neither a borrower nor a lender be.  | 10. To give sby the boot.        |
| 5. To have too much time on your hands. / To be worth your while [to do sth]. | 11. To give sby a second chance. |
| 6. On your own.   | 12. To bore sby to tears.        |

##### English Phrasal Verbs – Pronunciation and Linking

| Phrasal Verb: | What Happens?                        | IPA Spelling: | Phrasal Verb:   | What Happens?                        | IPA Spelling:    |
|---------------|--------------------------------------|---------------|-----------------|--------------------------------------|------------------|
| 1. break up   | L: (cv) changes to (vc)              | /'breɪ'kʌp/   | 11. make up     | L: (cv) changes to (vc)              | /'meɪ'kʌp/       |
| 2. bang up    | L: (cv) remains (cv) <sup>1</sup>    | /'bæŋ'ʌp/     | 12. lash out    | L: (cv) changes to (vc)              | /'læʃ'ʌʊt/       |
| 3. take out   | L: (cv) changes to (vc)              | /'teɪ'kaʊt/   | 13. set aside   | L: (cv) changes to (vc)              | /'se.tə'saɪd/    |
| 4. fit in     | L: (cv) changes to (vc)              | /'fɪ'tɪn/     | 14. drop out    | L: (cv) changes to (vc)              | /'drɒ'pʌʊt/      |
| 5. end up     | L: (cv) changes to (cc) <sup>2</sup> | /'en'dʌp/     | 15. sign on     | L: (cv) changes to (vc)              | /'saɪ'nɒn/       |
| 6. bunk off   | L: (cv) remains (cv) <sup>3</sup>    | /'bʌŋ'kɒf/    | 16. stand up to | L: (cv) changes to (cc) <sup>4</sup> | /'stænd'ʌ.ptu:z/ |
| 7. pick up    | L: (cv) changes to (vc)              | /'pɪ'kʌp/     | 17. long for    | L: (cc) remains (cc) <sup>5</sup>    | /'lɒŋ'fɔ:z/      |
| 8. pass away  | L: (cv) changes to (vc)              | /'pɑ: sə'weɪ/ | 18. give up     | L: (cv) changes to (vc)              | /'gɪ'vʌp/        |
| 9. get on     | L: (cv) changes to (vc)              | /'ge'tɒn/     | 19. rack up     | L: (cv) changes to (vc)              | /'ræk'ʌp/        |
| 10. knock up  | L: (cv) changes to (vc)              | /'nɒ'kʌp/     | 20. be on       | l: (vv) changes to (vc)              | /'bi:ʃɒn/        |

The following connected speech techniques are used to make the words easier to say together quickly:

L = Linking I = Intrusion

Connecting sounds: (cc) = consonant sound to consonant sound (cv) = consonant sound to vowel sound  
(vc) = vowel sound to consonant sound (vv) = vowel sound to vowel sound

<sup>1</sup> The sound connection /ŋ/ to /ʌ/ is already easy to say, so it doesn't need to be made easier

<sup>2</sup> It's easier to make the sound connection /n/ to /d/ than /d/ to /ʌ/

<sup>3</sup> It's easier to make the sound connection /ŋ/ to /k/ than /k/ to /ɒ/

<sup>4</sup> It's easier to make the sound connection /n/ to /d/ than /d/ to /ʌ/

<sup>5</sup> The sound connection /ŋ/ to /f/ is already easy to say, so it doesn't need to be made easier

# Talk a Lot

## Problems

### Focus on Non-Literal Speech

#### English Phrasal Verbs – Matching Game

1. I **broke up** with Mark yesterday. Things weren't working out.
2. Bryan **has been banged up / was banged up** in this dump for nearly twelve years – poor guy.
3. We went to the bank and **took out** a loan for fifteen thousand.
4. "Why have you stopped choir practice?" "I felt like I didn't **fit in**."
5. We drove around in circles for ages, before **we ended up / ending up** on the edge of a cliff in the middle of nowhere!
6. Do you fancy **bunking off** school tomorrow? Go on! It'll be fun!
7. "Where did Zoe **pick up** the cold?" "At her friend's house, I think."
8. Hilda **passed away** peacefully last night – in her sleep.
9. Me and Molly really **get on** well. She's one of my best friends.
10. Frank **knocked up** Gemma – while she was still seeing his brother!
11. Aren't you going to **make up** with Kim? She said she was sorry.
12. She got really upset and **lashed out** at all her former colleagues.
13. We **set aside / have set aside / are setting aside** this money for our trip to Greece next year.
14. Up to 15% of students **drop out / dropped out** before the end of the first year.
15. After I **sign on / 've signed on**, I'm going to ask my adviser to help me with my CV.
16. It's much better to **stand up to** people, rather than let them walk all over you!
17. I've been **longing for** a baby my whole life.
18. Cassie said she would **give up** smoking, if you quit gambling.
19. Tony **has racked up / had racked up** a lot of debts since taking up poker.
20. How long had he **been on** methadone?

#### English Phrasal Verbs – Topic Questions

- |             |              |                |               |
|-------------|--------------|----------------|---------------|
| 1. fit in   | 5. drop out  | 9. stand up to | 13. get on    |
| 2. sign on  | 6. pass away | 10. be on      | 14. set aside |
| 3. long for | 7. bang up   | 11. bunk off   |               |
| 4. lash out | 8. knock up  | 12. pick up    |               |

#### English Slang Words and Phrases – Matching Game

1. If I don't hand in this essay tomorrow, I'll be **brown bread**.
2. You're coming to see Grandma, and that's final! You can **like it or lump it!**
3. A few of the lads went out on the town last night and **got bladdered**.
4. Please don't squeeze your **zits** while I'm eating my tea!
5. Trevor's uncle's been **on the rock'n'roll** for a year. He says there aren't any jobs.
6. Sally went overdrawn last month and now she's still **in the red**.
7. Chantal never goes out any more. She's a right [complete] **Billy no-mates**.
8. Paul the security guard was keeping his eye on some **hoodies**, who were hanging around outside the chippie [chip shop].
9. Tom became a **junkie** after first trying drugs at his mate Jim's flat.
10. We're going down the **bookie's** to put a bet on the horse in the 2.45.
11. You know, you should tell him that you can't work on Saturday! Don't be such a **pushover**.
12. How can you fancy her? She's an absolute **minger!**
13. I don't want your old **hand-me-downs!** I'm going to buy some new trousers!
14. "Do you know Kevin?" "Yes, we had a **one-night stand**, but nothing more."
15. Can you believe this **coffin dodger** is still on TV? I thought he was dead!
16. Kenny's cousin is currently **doing time** for armed robbery.
17. "Is that James's girlfriend?" "No, it's just his **bit on the side**."
18. Clara had been on **the pill** for a year, when she found out she was pregnant.
19. Oliver never reads **red bills**. He just chucks them in a drawer.
20. Don't be so **mardy!** We can stay with your parents *next* Christmas!

#### English Slang Words and Phrases – Topic Questions

- |                   |                     |
|-------------------|---------------------|
| 1. a zit          | 6. to get bladdered |
| 2. Billy no-mates | 7. to be in the red |
| 3. a junkie       | 8. a pushover       |
| 4. to do time     | 9. hand-me-downs    |
| 5. a bookie       | 10. a coffin dodger |

# Talk a Lot

## Problems

Instructions: this table is a reference chart for all of the vocabulary in this unit. Students could look for **additional** idioms, phrasal verbs, and slang terms to fill in the gaps in the table, and write definitions, e.g.

*to dress up* = to wear smart clothes

### Unit Vocabulary Reference Chart – Page 1

| <u>Sub-Group</u> | <u>Discussion Words</u> | <u>English Idioms</u>                          | <u>English Phrasal Verbs</u> | <u>English Slang Words and Phrases</u> |
|------------------|-------------------------|--|------------------------------|--|
| <b>Children</b>  | benefits trap           | to be worth your while [to do sth]             | sign on                      | on the rock'n'roll                     |
|                  | broken home             |  |                              |  |
|                  | bullying                |  | stand up to                  | a pushover                             |
|                  | childcare               |  |                              |  |
|                  | child poverty           |  |                              | hand-me-downs                          |
|                  | detention               | "It's your own time you're wasting, not mine!" |                              |  |
|                  | obesity                 | to pile on the pounds                          |                              |  |
|                  | sibling rivalry         | share and share alike                          | get on                       | mardy                                  |
|                  | single parent           | to struggle to make [both] ends meet           | knock up                     |  |
|                  | truancy                 |  | bunk off                     | a hoodie                               |
| <b>Teenagers</b> | acne                    |  |                              | a zit                                  |
|                  | addiction               |  | be on                        | a junkie                               |
|                  | appearance              |  | <i>dress up</i>              | a minger                               |
|                  | boredom                 | to bore sby to tears                           |                              |  |
|                  | contraception           | to get / be up the duff                        |                              | the pill                               |
|                  | dating                  |  |                              | a one-night stand                      |
|                  | high expectations       | to pin your hopes on sby / sth                 | drop out                     |  |
|                  | peer pressure           | to follow the crowd                            | fit in                       |  |
|                  | STI                     |  | pick up                      |  |
|                  | student loan            | neither a borrower nor a lender be             | take out                     |  |

# Talk a Lot

## Problems

Instructions: this table is a reference chart for all of the vocabulary in this unit. Students could look for **additional** idioms, phrasal verbs, and slang terms to fill in the gaps in the table, and write definitions, e.g.

*to reach for the stars* = to try to be very successful

### Unit Vocabulary Reference Chart – Page 2

| <u>Sub-Group</u>      | <u>Discussion Words</u> | <u>English Idioms</u>                         | <u>English Phrasal Verbs</u> | <u>English Slang Words and Phrases</u> |
|-----------------------|-------------------------|---|------------------------------|--|
| <b>Adults</b>         | alcoholism              |   |                              | to get bladdered                       |
|                       | ambition                | to reach for the stars                        |                              |  |
|                       | criminal record         |   | bang up                      | to do time                             |
|                       | debt                    | to be up to your eyes in debt                 | rack up                      | to be in the red                       |
|                       | disillusionment         |   |                              |  |
|                       | divorce                 | to give sby the boot                          | break up                     | a bit on the side                      |
|                       | fertility treatment     | against all [the] odds                        | long for                     |  |
|                       | gambling                | to spend money like it's going out of fashion |                              | a bookie                               |
|                       | negative equity         | to play the property market                   |                              |  |
|                       | suicide                 |   | give up                      |  |
| <b>Elderly People</b> | Alzheimer's Disease     |   |                              |  |
|                       | euthanasia              |   |                              |  |
|                       | fuel bill               |   | set aside                    | a red bill                             |
|                       | funeral expenses        | to pay through the nose                       | pass away                    | to be brown bread                      |
|                       | ingratitude             | to have nothing to do with sby /sth           | lash out                     |  |
|                       | loneliness              | on your own                                   |                              | Billy no-mates                         |
|                       | neglect                 |   |                              |  |
|                       | reconciliation          | to give sby a second chance                   | make up                      |  |
|                       | retirement home         |   | end up                       | "Like it or lump it!"                  |
|                       | state pension           | to have too much time on your hands           |                              | a coffin dodger                        |

# Talk a Lot

## Problems

### Unit Vocabulary Reference – Children /'tʃɪl.drən/

| #   | English Idioms:                                | Literal Translation:   |
|-----|--|--|
| 3.  | to struggle to make [both] ends meet           | to have trouble earning enough to pay daily bills            |
| 4.  | share and share alike                          | divide sth equally; allow equal access                       |
| 6.  | to pile on the pounds                          | to become fatter quickly                                     |
| 14. | to be worth your while [to do sth]             | to profit more by doing sth than by not doing it             |
| 20. | "It's your own time you're wasting, not mine!" | "I get paid to teach, so if you misbehave, only you suffer." |

| #   | English Phrasal Verbs: | Literal Translation:  |
|-----|------------------------|---|
| 6.  | bunk off               | be absent without permission                                  |
| 9.  | get on                 | have a good relationship                                      |
| 10. | knock up               | make a woman pregnant   |
| 15. | sign on                | declare that you're unemployed; receive unemployment benefits |
| 16. | stand up to            | defend yourself   |

| #   | English Slang Words and Phrases: | Literal Translation:  |
|-----|----------------------------------|---|
| 5.  | on the rock'n'roll               | (rhyming slang) on the dole [claiming unemployment benefit] |
| 8.  | a hoodie                         | (n.) a teenage hooligan; a hooded top                       |
| 11. | a pushover                       | (n.) a person who is very easily persuaded / defeated       |
| 13. | hand-me-downs                    | (n. un.) second-hand items, usually clothes                 |
| 20. | mardy                            | (a.) grumpy because you can't have what you want            |

| #   | Discussion Words: | IPA Translation:     |
|-----|-------------------|----------------------|
| 4.  | sibling rivalry   | /sɪb.lɪŋ'raɪ.vəl.rɪ/ |
| 8.  | obesity           | /əʊ'biː.sə.ti/       |
| 14. | detention         | /dɪ'ten.ʃən/         |
| 19. | childcare         | /'tʃaɪl.keə/         |
| 20. | single parent     | /sɪŋ.gəw'peə.rənt/   |
| 22. | benefits trap     | /'be.nə.fɪt.stræp/   |
| 25. | broken home       | /brəʊ.kən'həʊm/      |
| 32. | truancy           | /'truː.wən.si/       |
| 38. | child poverty     | /tʃaɪl'pɒ.və.ti/     |
| 40. | bullying          | /'bʊ.li.jɪŋ/         |

### What Would You Do? – Problems

4. It'd cost a small fortune to put my daughter in a nursery full-time – almost as much as I earn. And my parents live 200 miles away. I could look after her myself, but I'd go mad spending every day at home with her...

5. It seems that Greg's been bunking off again. He says he can't stand his teachers and that the other pupils think he's a pushover. I don't want him to change schools, and I haven't got time to home-school him...

11. Somebody just phoned to tell me that my little Brian's been picking on other kids at school. The teacher was really angry! But he's such a nice boy at home. I really can't believe this news – my baby wouldn't hurt a fly...!

16. All of Pete's new friends are overweight, and he eats too much fast food when he's at their homes. He's really started piling on the pounds. How can I encourage him to exercise and eat more healthily?

# Talk a Lot

## Problems

### Unit Vocabulary Reference – Teenagers /'ti:neɪ.dʒəz/

| #   | English Idioms:                    | Literal Translation:  |
|-----|------------------------------------|---|
| 7.  | neither a borrower nor a lender be | don't take out or make loans                                |
| 9.  | to get / be up the duff            | to become or be pregnant                                    |
| 12. | to follow the crowd                | to do what everybody else is doing                          |
| 15. | to bore sby to tears               | to make sby very uninterested in sth                        |
| 16. | to pin your hopes on sby / sth     | to hope that sby or sth will be successful for your benefit |

| #   | English Phrasal Verbs: | Literal Translation:                       |
|-----|------------------------|--|
| 3.  | take out               | arrange sth, e.g. a loan                   |
| 4.  | fit in                 | be accepted as part of a group             |
| 7.  | pick up                | acquire sth, e.g. an illness               |
| 14. | drop out               | leave a course or programme before the end |
| 20. | be on                  | take; be dependent on                      |

| #   | English Slang Words and Phrases: | Literal Translation:                                       |
|-----|----------------------------------|--|
| 4.  | a zit                            | (n.) a spot [acne]   |
| 9.  | a junkie                         | (n.) a drug addict   |
| 12. | a minger                         | (n.) an unattractive person                                |
| 14. | a one-night stand                | (n.) a date when two people have sex, but don't meet again |
| 18. | the pill                         | (n.) contraceptive tablets for women                       |

| #   | Discussion Words: | IPA Translation:       |
|-----|-------------------|------------------------|
| 5.  | peer pressure     | /ˈpiə.pre.ʃə/          |
| 10. | student loan      | /stju:ˌdɛn'tleɪn/      |
| 11. | boredom           | /'bɔ:ˌdɒm/             |
| 12. | high expectations | /haɪ.ek.spe'kteɪ.ʃənz/ |
| 16. | appearance        | /ə'piə.rəns/           |
| 21. | dating            | /'deɪ.tɪŋ/             |
| 27. | contraception     | /kɒn.trə'se.pʃən/      |
| 28. | addiction         | /ə'dɪ.kʃən/            |
| 30. | STI               | /es.ti:'jaɪ/           |
| 39. | acne              | /'æk.ni/               |

### What Would You Do? – Problems

2. The school holidays are looming and all of my best buddies are going away on holiday. I can't afford to do anything, but I don't want to get a crummy [not good] job. I can't face lying in front of the TV all summer...

8. We were at the mall yesterday, when my mate took some clothes, put them in her bag, and walked out. Nobody saw and now she's dared *me* to do it. I know it's wrong, but I need a new bikini and I'm absolutely broke...

14. The girl I fancy won't look twice at me, and my mates have started calling me "pizza face"... My mum thinks I should get a special cream from the doctor's, but there could be some unwanted side effects...

15. I'd *love* to go to university, but I don't want to be saddled with a massive debt when I finish. I'm too scared to get a loan, but I won't get a decent job without a degree, will I?

# Talk a Lot

## Problems

### Unit Vocabulary Reference – Adults /'æ.dəltz/

| #   | English Idioms:                               | Literal Translation:                                 |
|-----|---|--|
| 2.  | to play the property market                   | to invest in property                                |
| 8.  | to give sby the boot                          | to end a romantic relationship with sby; to fire sby |
| 10. | to be up to your eyes in debt                 | to owe a lot of money                                |
| 11. | to spend money like it's going out of fashion | to spend a lot of money quickly                      |
| 18. | against all [the] odds                        | despite all obstacles and difficulties               |

| #   | English Phrasal Verbs: | Literal Translation:             |
|-----|------------------------|----------------------------------|
| 1.  | break up               | end a relationship               |
| 2.  | bang up                | put in prison                    |
| 17. | long for               | desire sth very much             |
| 18. | give up                | finish a habit; stop trying      |
| 19. | rack up                | accumulate; collect a lot of sth |

| #   | English Slang Words and Phrases: | Literal Translation:                                      |
|-----|----------------------------------|---|
| 3.  | to get bladdered                 | (v.) to become very drunk                                 |
| 6.  | to be in the red                 | (v.) to be in debt  |
| 10. | a bookie                         | (n.) a betting shop; a person who works in a betting shop |
| 16. | to do time                       | (v.) to serve a prison sentence                           |
| 17. | a bit on the side                | (n.) the person with whom a married person has an affair  |

| #   | Discussion Words:   | IPA Translation:          |
|-----|---------------------|---------------------------|
| 2.  | divorce             | /dɪ'vɔ:s/                 |
| 6.  | disillusionment     | /dɪ.sɪ'lu:zən.mənt/       |
| 7.  | criminal record     | /krɪ.mɪ.nəw're.kɔ:d/      |
| 13. | ambition            | /æm'bɪ.ʃən/               |
| 23. | debt                | /det/                     |
| 24. | suicide             | /'su:.wɪ.sɑɪd/            |
| 31. | gambling            | /'gæm.blɪŋ/               |
| 34. | fertility treatment | /fɜ:'tɪ.lə.ti.tri:ʔ.mənt/ |
| 36. | negative equity     | /ne.gə.tɪ've.kwə.ti/      |
| 37. | alcoholism          | /'æ.l.kə.hɒ.lɪzəm/        |

### What Would You Do? – Problems

6. My husband started drinking three years ago, when his mum died. He's always kept it under control, but lately it's got worse – especially since he lost his job. Now he drinks every day, but he won't admit he's got a problem...

7. I have a good job, a loving family, a nice car, and plenty of money, but recently life has seemed more and more meaningless. What's the point of working hard and doing well, if this is all there is...

9. My wife left me last autumn, and now she wants to make it official. I was seeing other birds [women], and out partying most nights, but I love the old girl to death, and I know I can be faithful if I put my mind to it...

13. I did time for two years for my part in a company fraud. It wasn't that serious, but now I can't get a job for love nor money because I've been banged up. It's enough to make me want to go off the rails again...

# Talk a Lot

## Problems

### Unit Vocabulary Reference – Elderly People /eɪ.l.də.li'pi:.pəl/

| #   | English Idioms:                      | Literal Translation:                          |
|-----|--------------------------------------|---|
| 1.  | to have nothing to do with sby / sth | to avoid sby / sth completely                 |
| 5.  | to pay through the nose              | to pay too high a price                       |
| 13. | to give sby a second chance          | to forgive sby and be friends with them again |
| 17. | to have too much time on your hands  | to have too much spare time                   |
| 19. | on your own                          | alone; without anybody's help                 |

| #   | English Phrasal Verbs: | Literal Translation:  |
|-----|------------------------|---|
| 5.  | end up                 | reach a place which you neither planned nor wished to reach |
| 8.  | pass away              | die   |
| 11. | make up                | become friends again after an argument                      |
| 12. | lash out               | attack suddenly and violently                               |
| 13. | set aside              | save; keep sth separate                                     |

| #   | English Slang Words and Phrases: | Literal Translation:  |
|-----|----------------------------------|---|
| 1.  | to be brown bread                | (rhyming slang) to be in a lot of trouble; to be dead                   |
| 2.  | “Like it or lump it!”            | (phr.) it will be easier for you, if you accept this unpleasant thing   |
| 7.  | Billy no-mates                   | (n.) a person who doesn't have any friends                              |
| 15. | a coffin dodger                  | (n.) an old person who doesn't seem to be able to die                   |
| 19. | a red bill                       | (n.) a letter from a utility company demanding payment which is overdue |

| #   | Discussion Words:   | IPA Translation:           |
|-----|---------------------|----------------------------|
| 1.  | neglect             | /nɪ'glekt/                 |
| 3.  | fuel bill           | /'fjuəl.bɪl/               |
| 9.  | loneliness          | /'lɒn.lɪ.nəs/              |
| 15. | state pension       | /steɪt'pen.ʃən/            |
| 17. | reconciliation      | /re.kən.sɪ.li'jeɪ.ʃən/     |
| 18. | Alzheimer's Disease | /'æɪ.tsaɪ.məz.dɪ.zi:z/     |
| 26. | ingratitude         | /ɪŋ'græ.tɪ.tʃu:d/          |
| 29. | funeral expenses    | /'fju:.nə.rəl.ek.spen.səz/ |
| 33. | retirement home     | /rɪ'taɪə.mən?.həʊm/        |
| 35. | euthanasia          | /ju:.θə'neɪ.ziə/           |

### What Would You Do? – Problems

1. We're thinking about putting your grandma in a home. She's eighty and she can't really look after herself any more. We can't have her here, because she'll clutter the place up. The problem is, she's dead-set against it...

3. There's an old man near us who lives on his own. I don't know if he's got any relatives, but we never see anybody going in or out. He looks in a bad way. I wonder what he lives on. I don't want to be nosey, but maybe I could help...

10. My husband is showing early signs of dementia, and I realise that things are only going to get worse. He won't go into a home, and we can't afford private care, but I know I won't manage on my own...

12. We decided we should both go together, so we sold everything and we're booked in for a slot next week. Paul's illness has been almost too much to bear, but now I'm wondering whether we *both* need to end it all...

# Talk a Lot

## Problems

### What Would You Do?

Read the problems below and decide which group each one belongs in: **Children, Teenagers, Adults, or Elderly People.** There are four problems in each group. Then offer some advice to each person. Try to use some of the **discussion words, idioms, phrasal verbs, and slang words and phrases** from this unit in each answer:

|  |   |   |  |
|--|---|---|--|
| 1. We're thinking about putting your grandma in a home. She's eighty and she can't really look after herself any more. We can't have her here, because she'll clutter the place up. The problem is, she's dead-set against it... | 2. The school holidays are looming and all of my best buddies are going away on holiday. I can't afford to do anything, but I don't want to get a crummy [not good] job. I can't face lying in front of the TV all summer...          | 3. There's an old man near us who lives on his own. I don't know if he's got any relatives, but we never see anybody going in or out. He looks in a bad way. I wonder what he lives on. I don't want to be nosey, but maybe I could help... | 4. It'd cost a small fortune to put my daughter in a nursery full-time - almost as much as I earn. And my parents live 200 miles away. I could look after her myself, but I'd go mad spending every day at home with her...      |
| 5. It seems that Greg's been bunking off again. He says he can't stand his teachers and that the other pupils think he's a pushover. I don't want him to change schools, and I haven't got time to home-school him...            | 6. My husband started drinking three years ago, when his mum died. He's always kept it under control, but lately it's got worse - especially since he lost his job. Now he drinks every day, but he won't admit he's got a problem... | 7. I have a good job, a loving family, a nice car, and plenty of money, but recently life has seemed more and more meaningless. What's the point of working hard and doing well, if this is all there is...                                 | 8. We were at the mall yesterday, when my mate took some clothes, put them in her bag, and walked out. Nobody saw and now she's dared <i>me</i> to do it. I know it's wrong, but I need a new bikini and I'm absolutely broke... |
| 9. My wife left me last autumn, and now she wants to make it official. I was seeing other birds [women], and out partying most nights, but I love the old girl to death, and I know I can be faithful if I put my mind to it...  | 10. My husband is showing early signs of dementia, and I realise that things are only going to get worse. He won't go into a home, and we can't afford private care, but I know I won't manage on my own...                           | 11. Somebody just phoned to tell me that my little Brian's been picking on other kids at school. The teacher was really angry! But he's such a nice boy at home. I really can't believe this news - my baby wouldn't hurt a fly...!         | 12. We decided we should both go together, so we sold everything and we're booked in for a slot next week. Paul's illness has been almost too much to bear, but now I'm wondering whether we <i>both</i> need to end it all...   |
| 13. I did time for two years for my part in a company fraud. It wasn't that serious, but now I can't get a job for love nor money, because I've been banged up. It's enough to make me want to go off the rails again...         | 14. The girl I fancy won't look twice at me, and my mates have started calling me "pizza face"... My mum thinks I should get a special cream from the doctor's, but there could be some unwanted side effects...                      | 15. I'd <i>love</i> to go to university, but I don't want to be saddled with a massive debt when I finish. I'm too scared to get a loan, but I won't get a decent job without a degree, will I?   | 16. All of Pete's new friends are overweight, and he eats too much fast food when he's at their homes. He's really started piling on the pounds. How can I encourage him to exercise and eat more healthily?                     |

# Talk a Lot

## Problems

### Discussion Questions

1. What is the biggest problem you have faced so far in your life? How did you deal with it? Who helped you? If you had the same problem again, would you tackle it in the same way? Has it helped you become stronger? How?

2. Who do you usually go to for advice when you don't know what to do? Have you ever had counselling or therapy? Is it easier to trust a stranger than somebody close to you? Would you ever write in to a magazine for advice?

3. Tell me about a problem that you've got at the moment. What caused it? How serious is it on a scale of 1 (not serious) to 10 (very serious)? How are you planning to handle it? Who will be the best person to lend a hand?

4. Given the choice, would you rather have ten niggling problems or one big problem? Why?

5. When did you last help somebody with their problems? What was the problem? What did you propose as a solution? What was the outcome? Would you recommend the same course of action if it happened again?

6. Talk about troubles that your family and friends are facing at the moment. What are they and how are they coping? Are *you* part of the answer?

7. Are you a caring person? Would you consider training to become a counsellor, and helping people for a living? Why? / Why not?

8. What social problems do you notice each day? What impact do they have upon your life? Is education the key to reducing problems in society? Why? / Why not? What programmes should be run to teach people how to make more informed choices about their lives? Do most people bring their problems upon themselves? What steps can be taken to prevent problems occurring in the first place? What other ways are there to tackle social ills?

# Talk a Lot

## Problems

### Agree or Disagree?

Do you agree or disagree with these statements? Say why. Find out what your partner thinks, and mark the boxes with ✓ for agree and ✗ for disagree:

|  | Me:                      | My Partner:              |
|--|--------------------------|--------------------------|
| 1. My life is trouble-free.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. My friends consider me a really helpful person.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Problems are all in the mind! Live life to the full and you won't feel any problems.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. "A problem shared is a problem halved." – English Proverb   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I like to give advice, but I don't always take my own advice.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Each person's individual problems are more pressing to them than the problems of all their friends and family combined.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I need to talk to somebody about my problems.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I would make a really good counsellor.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. "There is no human problem which could not be solved if people would simply do as I advise." – Gore Vidal                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I've been through a lot in my life.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. "If you can solve your problem, then what is the need of worrying? If you cannot solve it, then what is the use of worrying?" – Shantideva | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I always try to avoid thinking about difficult things.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Adults tend to have more problems than children, but teenagers have to handle the most problems.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. "No problem is so formidable that you can't walk away from it." – Charles M. Schulz  | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Weak-willed people will always have more problems than strong people.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Any problem in life can be solved by money.  | <input type="checkbox"/> | <input type="checkbox"/> |

# Talk a Lot

\_\_\_\_\_ / **Problems**

## Vocabulary Test

First Language

English

\_\_\_\_\_

neglect

\_\_\_\_\_

truancy

\_\_\_\_\_

sibling rivalry

\_\_\_\_\_

obesity

\_\_\_\_\_

loneliness

\_\_\_\_\_

criminal record

\_\_\_\_\_

detention

\_\_\_\_\_

peer pressure

\_\_\_\_\_

state pension

\_\_\_\_\_

alcoholism

\_\_\_\_\_

benefits trap

\_\_\_\_\_

ingratitude

\_\_\_\_\_

Alzheimer's Disease

\_\_\_\_\_

broken home

\_\_\_\_\_

acne

\_\_\_\_\_

bullying

\_\_\_\_\_

reconciliation

\_\_\_\_\_

disillusionment

\_\_\_\_\_

addiction

\_\_\_\_\_

gambling

# Talk a Lot

## Lesson Test – Problems

A) Write a short definition for each slang word or phrase:

1. on the rock'n'roll \_\_\_\_\_
2. a hoodie \_\_\_\_\_
3. mardy \_\_\_\_\_
4. a red bill \_\_\_\_\_

B) Put a stress mark above the stressed syllable in each word or phrase:

1. euthanasia    2. benefits trap    3. appearance    4. ingratitude    5. obesity    6. boredom
7. truancy    8. bullying    9. retirement home    10. neglect    11. reconciliation    12. fuel bill

C) Unjumble the words and write each sentence block starting sentence:

1. were overdue. of the paid already because, were bills immediately they Both red  
\_\_\_\_\_
2. will've Your probably school cleared prom. acne the before up  
\_\_\_\_\_

Complete the sentence blocks:

D) Verb Form: \_\_\_\_\_

- Polly's been considering getting a divorce from Toby for quite some time.
- How long 1. \_\_\_\_\_ Polly been considering getting a divorce from Toby?
- 2. \_\_\_\_\_.
- Has 3. \_\_\_\_\_ been considering getting a divorce from Toby for quite some time?
- 4. \_\_\_\_\_, she has.
- Has Polly 5. \_\_\_\_\_ considering getting a divorce from Toby for a few hours?
- No, she 6. \_\_\_\_\_. Polly hasn't been considering getting a divorce from Toby for a few hours.

E) Verb Form: \_\_\_\_\_

- Kev's girlfriend had expected to get a little gift for cleaning Jackie's kitchen.
- What had Kev's girlfriend 7. \_\_\_\_\_ to get for cleaning Jackie's kitchen?
- 8. \_\_\_\_\_.
- 9. \_\_\_\_\_ Kev's girlfriend expected to get a little gift for cleaning Jackie's kitchen?
- Yes, she 10. \_\_\_\_\_.
- Had Kev's girlfriend expected to get 11. \_\_\_\_\_ for cleaning Jackie's kitchen?
- 12. \_\_\_\_\_, she hadn't. Kev's girlfriend hadn't expected to get a cash reward for cleaning Jackie's kitchen.

# Talk a Lot

## Problems

### Lesson Test

#### Answers

A) Answers will vary. Suggested answers:

1. (rhyming slang) on the dole [claiming unemployment benefit]
2. (noun) a teenage hooligan; a hooded top
3. (adjective) grumpy because you can't have what you want
4. (noun) a letter from a utility company demanding payment which is overdue

o o o o o

B) 1. euthanasia 2. benefits trap 3. appearance 4. ingratitude 5. obesity

o o o o o

6. boredom 7. truancy 8. bullying 9. retirement home 10. neglect

o o

11. reconciliation 12. fuel bill

C) 1. Both of the red bills were paid immediately, because they were already overdue.  
2. Your acne will've probably cleared up before the school prom.

D) Verb form: present perfect continuous. 1. has. 2. For quite some time. 3. Polly. 4. Yes.  
5. been. 6. hasn't.

E) Verb form: past perfect. 7. expected. 8. A little gift. 9. Had. 10. had. 11. a cash reward.  
12. No.



# Talk a Lot

**Spoken English Course**

**Intermediate Book 1**



# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 3: Media



by Matt Purland

#### **Practise...**

- *speaking and listening skills*
- *sentence building with 8 intermediate-level verb forms*
- *connected speech*
- *International Phonetic Alphabet (IPA)*
- *information exchange*
- *reading comprehension*
- *role playing*
- *discussion questions*

*...including tests and full answers!*

#### **Discover...**

- *20 common English idioms*
- *20 common English phrasal verbs*
- *20 common English slang words and phrases*
- *40 essential vocabulary words and phrases*

**100% Photocopiable**

# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 3: Media



*Note: all activities include full answers. For detailed instructions please see P.xiii.*

#### Contents

##### Sentence Focus Activities

- 2. Sentence Blocks + Sentence Blocks (without Function Words)
- 5. Sentence Block Extensions
- 6. Sentence Blocks – Sentence Stress and Vowel Sounds
- 8. Connected Sentence Cards
- 11. Connected Sentence Cards – with Consonant & Vowel Sounds
- 14. Connected Speech Template + Cut-Up IPA Sentence

##### Word Focus Activities

- 19. Discussion Words + IPA Version + Visualisations
- 22. Discussion Words Question Sheet
- 25. Information Exchange
- 28. Multi-Purpose Text:

- Original Text + Spot the Difference
- Guess the Function Words
- What's the Question? + True, False, or Unknown?
- Glossary of New Words

##### Focus on Non-Literal Speech

- 34. Role Play with Non-Literal English + Features of Non-Literal English – Part 3
- 39. 20 Common English Idioms + Matching Game + Activities
- 42. 20 Common English Phrasal Verbs + Matching Game + Activities
- 45. 20 Common English Slang Words and Phrases + Matching Game + Activities
- 50. Unit Vocabulary Reference: **Radio, Television, Journalism, and New Media**

##### Free Practice Activities

- 56. What Would *You* Do?
- 57. Discussion Questions
- 59. Agree or Disagree?

##### Continuous Assessment Tests

- 60. Vocabulary Test + Lesson Test

# Talk a Lot

## Media

### Sentence Blocks

1. (*Present Perfect Continuous*) Katy's been listening to Radio 2 at home all morning.

*Where*

2. (*Past Perfect*) Cheryl had given away more freesheets than Dan, because she was more outgoing than him.

*Who*

3. (*Future Perfect*) The programme will've started by the time you get home.

*What*

4. (*Second Conditional*) If you upgraded your internet package, you'd get a much faster broadband speed.

*How*

5. (*Third Conditional*) If Reg'd called in, he would've been able to join in the discussion about gardening.

*Which*

6. (*Reported Speech*) Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

*Why*

7. (*Passive Voice*) The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant.

*Which*

8. (*Imperative Form*) Bring your mobile to my office now, so I can ring Jo.

*What*

# Talk a Lot

## Media

### Sentence Blocks (without Function Words)

1. *(Present Perfect Continuous)* Katy' listening Radio 2 home all morning.

*Where*

2. *(Past Perfect)* Cheryl given away more freesheets Dan, more outgoing .

*Who*

3. *(Future Perfect)* programme ' started time get home.

*What*

4. *(Second Conditional)* upgraded internet package, ' get much faster broadband speed.

*How*

5. *(Third Conditional)* Reg' called in, ' able join in discussion gardening.

*Which*

6. *(Reported Speech)* Pam said last night hadn't heard doorbell, ' something on background.

*Why*

7. *(Passive Voice)* paparazzi encouraged go after Z-list celebs haunted restaurant.

*Which*

8. *(Imperative Form)* Bring mobile office now, ring Jo.

*What*

# Talk a Lot

## Media

### Sentence Blocks

*Note: the last two lines of each sentence block will vary. Below there are examples given for each sentence block, but students should think of their own way to get the negative forms in the last line. See the **Talk a Lot Elementary Handbook and Intermediate Supplement** for full instructions (available free from: <https://purlandtraining.com/> ).*

#### Answers

1. (Present Perfect Continuous) Katy's been listening to Radio 2 at home all morning. / Where has Katy been listening to Radio 2 all morning? / At home. / Has Katy been listening to Radio 2 at home all morning? / Yes, she has. / Has Katy been listening to Radio 2 at work all morning? / No, she hasn't. Katy hasn't been listening to Radio 2 at work all morning.

2. (Past Perfect) Cheryl had given away more freesheets than Dan, because she was more outgoing than him. / Who had given away more freesheets than Dan, because she was more outgoing than him? / Cheryl had. / Had Cheryl given away more freesheets than Dan, because she was more outgoing than him? / Yes, she had. / Had Cheryl's friend given away more freesheets than Dan, because she was more outgoing than him? / No, she hadn't. Cheryl's friend hadn't given away more freesheets than Dan, because she was more outgoing than him.

3. (Future Perfect) The programme will've started by the time you get home. / What will've started by the time I get home? / The programme will (have). / Will the programme have started by the time I get home? / Yes, it will (have). / Will the film have started by the time I get home? / No, it won't (have). The film won't've started by the time you get home.

4. (Second Conditional) If you upgraded your internet package, you'd get a much faster broadband speed. / How would I get a much faster broadband speed? / By upgrading your internet package. / Would I get a much faster broadband speed, if I upgraded my internet package? / Yes, you would. / Would I get a much faster broadband speed, if I downgraded my internet package? / No, you wouldn't. You wouldn't get a much faster broadband speed, if you downgraded your internet package.

5. (Third Conditional) If Reg'd called in, he would've been able to join in the discussion about gardening. / Which discussion would Reg have been able to join in, if he'd called in? / The discussion about gardening. / Would Reg have been able to join in the discussion about gardening, if he'd called in? / Yes, he would (have). / Would Reg have been able to join in a discussion about music, if he'd called in? / No, he wouldn't (have). Reg wouldn't have been able to join in a discussion about music, if he'd called in.

6. (Reported Speech) Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background. / Why did Pam say last night that she hadn't heard the doorbell? / Because there'd been something on in the background. / Did Pam say last night that she hadn't heard the doorbell, because there'd been something on in the background? / Yes, she did. / Did Pam say last night that she hadn't heard the doorbell, because she'd been washing her hair? / No, she didn't. Pam didn't say last night that she hadn't heard the doorbell, because she'd been washing her hair.

7. (Passive Voice) The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant. / Which celebs were the paparazzi encouraged to go after? / The Z-list celebs which haunted that restaurant. / Were the paparazzi encouraged to go after the Z-list celebs which haunted that restaurant? / Yes, they were. / Were the paparazzi encouraged to go after the A-list celebs which frequented that restaurant? / No, they weren't. The paparazzi weren't encouraged to go after the A-list celebs which frequented that restaurant.

8. (Imperative Form) Bring your mobile to my office now, so I can ring Jo. / What must I (or do I have to) bring to your office now, so you can ring Jo? / Your mobile. / Must I bring my mobile to your office now, so you can ring Jo? / Yes, you must. / Must I bring my netbook to your office now, so you can ring Jo? / No, you don't have to. You don't have to bring your netbook to my office now, so I can ring Jo.

#### Sentence Block Extensions

For all of the sentence block starting sentences there are at least two different wh- question words that can be used to make sentence blocks. In one case seven different sentence blocks can be made from the same starting sentence when using different wh- question words. There isn't room here to print in full all **32** of the sentence block extensions from this unit. Hopefully, the answers provided above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions for this unit with confidence.

# Talk a Lot

## Media

### Sentence Blocks

For example, let's look at the last starting sentence from this unit:

Bring your mobile to my office now, so I can ring Jo.

On the handout the wh- question word given is "What", but this starting sentence also works equally well with six other wh- question words: "What" (2<sup>nd</sup>), "Where", "When", "Who", "Why", and "Which":

**What** must I do now, so you can ring Jo? / Bring your mobile to my office.

**Where** must I bring my mobile now, so you can ring Jo? / To my office.

**When** must I bring my mobile to your office, so you can ring Jo? / Now.

**Who** must bring their mobile to your office now, so you can ring Jo? / You must.

**Why** must I bring my mobile to your office now? / So I can ring Jo.

**Which** mobile must I bring to your office now, so you can ring Jo? / Your mobile (or Yours).

The idea is easy. Change the wh- question word each time and you can make several completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. As you can see below, sometimes the same wh- question word can be used more than once to make different sentence blocks.

You could cut out and give the section below to your students:

----- ✂ -----  
**Media**

Make new sentence blocks from the starting sentences in this unit using different "wh-" question words:

|    | <b>WHAT</b>             | <b>WHERE</b> | <b>WHEN</b> | <b>WHO</b> | <b>WHY</b> | <b>WHICH</b> | <b>HOW</b>    | <b>Total:</b> |
|----|-------------------------|--------------|-------------|------------|------------|--------------|---------------|---------------|
| 1. | what (x2)               |              |             | who        |            | which        | how long      | 5             |
| 2. | what (x2)               |              |             |            | why        |              | how           | 4             |
| 3. | what (2 <sup>nd</sup> ) |              | when        |            |            |              |               | 2             |
| 4. | what (x2)               |              | when        | who        |            |              |               | 4             |
| 5. | what (x2)               |              | when        | who        |            |              | how           | 5             |
| 6. | what (x2)               |              | when        | who        |            |              |               | 4             |
| 7. | what                    |              |             | who        |            |              |               | 2             |
| 8. | what (2 <sup>nd</sup> ) | where        | when        | who        | why        | which        |               | 6             |
|    |                         |              |             |            |            |              | <b>Total:</b> | <b>32</b>     |

Talk a Lot Intermediate Book 1

----- ✂ -----

# Talk a Lot

## Media

### Sentence Blocks

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 1: Circle the content words in the following starting sentences. (For answer, see Task 2 below.)*

#### Media

1. Katy's been listening to Radio 2 at home all morning.
2. Cheryl had given away more freesheets than Dan, because she was more outgoing than him.
3. The programme will've started by the time you get home.
4. If you upgraded your internet package, you'd get a much faster broadband speed.
5. If Reg'd called in, he would've been able to join in the discussion about gardening.
6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.
7. The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant.
8. Bring your mobile to my office now, so I can ring Jo.

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 2: Underline the stressed syllable in each content word, shown in black. (For answer, see Task 3 below.)*

#### Media

1. Katy's been listening to Radio 2 at home all morning.
2. Cheryl had given away more freesheets than Dan, because she was more outgoing than him.
3. The programme will've started by the time you get home.
4. If you upgraded your internet package, you'd get a much faster broadband speed.
5. If Reg'd called in, he would've been able to join in the discussion about gardening.
6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.
7. The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant.
8. Bring your mobile to my office now, so I can ring Jo.

-----✂-----

# Talk a Lot

## Media

### Sentence Blocks

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Task 3: Write the correct vowel sound above each stressed syllable (underlined). (For answer, see below.)

#### Media

1. Katy's been listening to Radio Two at home all morning.
2. Cheryl had given away more freesheets than Dan, because she was more outgoing than him.
3. The programme will've started by the time you get home.
4. If you upgraded your internet package, you'd get a much faster broadband speed.
5. If Reg'd called in, he would've been able to join in the discussion about gardening.
6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.
7. The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant.
8. Bring your mobile to my office now, so I can ring Jo.

----- ✂ -----  

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the "sound spine" of the sentence. To improve communication, try to get the sound spine right.

#### Media

1. Katy's been listening to Radio Two at home all morning.  
/eɪ/    /ɪ/    /eɪ/    /uː/    /əʊ/    /ɔː/    /ɔː/
2. Cheryl had given away more freesheets than Dan, because she was more outgoing than him.  
/e/    /ɪ/    /eɪ/    /ɔː/    /iː/    /æ/    /ɔː/    /əʊ/
3. The programme will've started by the time you get home.  
/əʊ/    /ɑː/    /aɪ/    /e/    /əʊ/
4. If you upgraded your internet package, you'd get a much faster broadband speed.  
/eɪ/    /ɪ/    /æ/    /e/    /ʌ/    /ɑː/    /ɔː/    /iː/
5. If Reg'd called in, he would've been able to join in the discussion about gardening.  
/e/    /ɔː/    /ɪ/    /eɪ/    /ɔː/    /ɪ/    /ʌ/    /ɑː/
6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.  
/æ/    /e/    /ɑː/    /aɪ/    /æ/    /ɜː/    /ɔː/    /ʌ/    /ɒ/    /æ/
7. The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant.  
/æ/    /ʌ/    /əʊ/    /ɑː/    /e/    /e/    /ɔː/    /e/
8. Bring your mobile to my office now, so I can ring Jo.  
/ɪ/    /əʊ/    /ɒ/    /aʊ/    /ɪ/    /əʊ/

# Talk a Lot

## Media

Connected Sentence Cards (Page 1/3)

|                      |         |                      |                      |          |                      |                      |           |                      |                      |            |                      |
|----------------------|---------|----------------------|----------------------|----------|----------------------|----------------------|-----------|----------------------|----------------------|------------|----------------------|
| <input type="text"/> | Katy's  | <input type="text"/> | <input type="text"/> | been     | <input type="text"/> | <input type="text"/> | listening | <input type="text"/> | <input type="text"/> | to         | <input type="text"/> |
| <input type="text"/> | Radio   | <input type="text"/> | <input type="text"/> | Two      | <input type="text"/> | <input type="text"/> | at        | <input type="text"/> | <input type="text"/> | home       | <input type="text"/> |
| <input type="text"/> | all     | <input type="text"/> | <input type="text"/> | morning. | <input type="text"/> | <input type="text"/> | Cheryl    | <input type="text"/> | <input type="text"/> | had        | <input type="text"/> |
| <input type="text"/> | given   | <input type="text"/> | <input type="text"/> | away     | <input type="text"/> | <input type="text"/> | more      | <input type="text"/> | <input type="text"/> | freesheets | <input type="text"/> |
| <input type="text"/> | than    | <input type="text"/> | <input type="text"/> | Dan,     | <input type="text"/> | <input type="text"/> | because   | <input type="text"/> | <input type="text"/> | she        | <input type="text"/> |
| <input type="text"/> | was     | <input type="text"/> | <input type="text"/> | more     | <input type="text"/> | <input type="text"/> | outgoing  | <input type="text"/> | <input type="text"/> | than       | <input type="text"/> |
| <input type="text"/> | him.    | <input type="text"/> | <input type="text"/> | The      | <input type="text"/> | <input type="text"/> | programme | <input type="text"/> | <input type="text"/> | will've    | <input type="text"/> |
| <input type="text"/> | started | <input type="text"/> | <input type="text"/> | by       | <input type="text"/> | <input type="text"/> | the       | <input type="text"/> | <input type="text"/> | time       | <input type="text"/> |
| <input type="text"/> | you     | <input type="text"/> | <input type="text"/> | get      | <input type="text"/> | <input type="text"/> | home.     | <input type="text"/> | <input type="text"/> | If         | <input type="text"/> |
| <input type="text"/> | you     | <input type="text"/> | <input type="text"/> | upgraded | <input type="text"/> | <input type="text"/> | your      | <input type="text"/> | <input type="text"/> | internet   | <input type="text"/> |

next page >

# Talk a Lot

## Media

### Connected Sentence Cards (Page 2/3)

|            |          |            |        |
|------------|----------|------------|--------|
| package,   | you'd    | get        | a      |
| much       | faster   | broadband  | speed. |
| If         | Reg'd    | called     | in,    |
| he         | would've | been       | able   |
| to         | join     | in         | the    |
| discussion | about    | gardening. | Pam    |
| said       | last     | night      | that   |
| she        | hadn't   | heard      | the    |
| doorbell,  | because  | there'd    | been   |
| something  | on       | in         | the    |

next page >

# Talk a Lot

## Media

Connected Sentence Cards (Page 3/3)

|             |        |             |       |
|-------------|--------|-------------|-------|
| background. | The    | paparazzi   | were  |
| encouraged  | to     | go          | after |
| the         | Z-list | celebs      | which |
| haunted     | that   | restaurant. | Bring |
| your        | mobile | to          | my    |
| office      | now,   | so          | I     |
| can         | ring   | Jo.         |       |

# Talk a Lot

## Media

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 1/3)

|         |          |           |            |
|---------|----------|-----------|------------|
| Katy's  | been     | listening | to         |
| Radio   | Two      | at        | home       |
| all     | morning. | Cheryl    | had        |
| given   | away     | more      | freesheets |
| than    | Dan,     | because   | she        |
| was     | more     | outgoing  | than       |
| him.    | The      | programme | will've    |
| started | by       | the       | time       |
| you     | get      | home.     | If         |
| you     | upgraded | your      | internet   |

next page >

# Talk a Lot

## Media

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 2/3)

|            |          |            |        |
|------------|----------|------------|--------|
| package,   | you'd    | get        | a      |
| much       | faster   | broadband  | speed. |
| If         | Reg'd    | called     | in,    |
| he         | would've | been       | able   |
| to         | join     | in         | the    |
| discussion | about    | gardening. | Pam    |
| said       | last     | night      | that   |
| she        | hadn't   | heard      | the    |
| doorbell,  | because  | there'd    | been   |
| something  | on       | in         | the    |

next page >

# Talk a Lot

## Media

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 3/3)

|             |        |             |       |
|-------------|--------|-------------|-------|
| background. | The    | paparazzi   | were  |
| encouraged  | to     | go          | after |
| the         | Z-list | celebs      | which |
| haunted     | that   | restaurant. | Bring |
| your        | mobile | to          | my    |
| office      | now,   | so          | I     |
| can         | ring   | Jo.         |       |

# Talk a Lot

## Media

6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

5 vowel sound:

4 stressed syllable:

1 content word: **Pam** **said** **last** **night** **hadn't** **heard**

2 no. of syllables:

1 function word:     **that**  **she**    **the**

7 connecting sounds:

6 weak forms:     w  w   w

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Media

6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

5 vowel sound:

4 stressed syllable:

1 content word: **Pam** **said** **last** **night** **hadn't** **heard**

2 no. of syllables:

1 function word: **that** **she** **the**

7 connecting sounds:

6 weak forms:

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Pam said... /'pæm'seɪ'dlaɪs'naɪʔ.ðəʔ.ʃɪ'hæ.dən'hɜ:ðə'dɔ:.bew.bɪ.kə.zðəʔ.bɪn'sʌm.θɪŋ'p.nɪn.ðə'bæʔ.kraʊnd/

3 suffixes: had-n't (not)

3 compound nouns: none

7 connecting sounds: **8 features of connected speech:**

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Media

6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

|                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| 5 vowel sound:       | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4 stressed syllable: | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1 content word:      | <b>doorbell</b>      | <b>something</b>     | <b>on</b>            | <b>background.</b>   |
| 2 no. of syllables:  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

|                      |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1 function word:     | <b>because</b>       | <b>there'd</b>       | <b>been</b>          | <b>in</b>            | <b>the</b>           |                      |                      |                      |                      |
| 7 connecting sounds: | <input type="text"/> |
| 6 weak forms:        |                      | w                    | w                    | w                    |                      |                      | w                    | w                    |                      |
| 8 features of C.S.:  | <input type="text"/> |
| 9 missing/new sound: | <input type="text"/> |

10 example(s) with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

8 features of connected speech:

|                      |                                  |                    |  |
|----------------------|----------------------------------|--------------------|--|
| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Media

6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

5 vowel sound:

4 stressed syllable:

1 content word: **doorbell** **something** **on** **background.**

2 no. of syllables:

1 function word: **because** **there'd** **been** **in** **the**

7 connecting sounds:

6 weak forms: W W W W W W W W

8 features of C.S.:

9 missing/new sound:

10 example(s) with IPA: Pam said... /'pæm'se'dlɑ:s'nɑɪ? .ðə?.fɪ'hæ.dən'hɜ:.ðə'dɔ:.bew.bɪ.kə.zðə?.bɪn'sʌm.θɪŋ'ɒ.nɪn.ðə'bæ?.kraʊnd/

3 suffixes: none

3 compound nouns: doorbell (door + bell), something (some + thing), background (back + ground)

7 connecting sounds: **8 features of connected speech:**

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Media

### Cut-Up IPA Sentence

*Instructions: each card shows the sounds of one syllable from this sentence. Order the cards, mark the stressed syllables, and notice the features of connected speech:*

6. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

/ˈpæm'seɪ'dlɑːs'naɪ? .ðə? .ʃɪ'hæ.dən'hɜː .ðə'dɔː.bew.bɪ.kə.zðə?.bɪn'sʌm.θɪŋ'd.nɪn.ðə'bæ?.kraʊnd/

|   | A     | B   | C      | D   | E    |
|---|-------|-----|--------|-----|------|
| 1 | dlɑːs | nɪn | kə     | bɪn | naɪ? |
| 2 | ðə    | hɜː | pæm    | ɒ   | sʌm  |
| 3 | hæ    | bæ? | ðə?    | bɪ  | ðə   |
| 4 | zðə?  | dɔː | kraʊnd | ʃɪ  | se   |
| 5 | bew   | θɪŋ | dən    |     |      |

# Talk a Lot

## Media

### Discussion Words

|                       |                      |                        |                            |
|-----------------------|----------------------|------------------------|----------------------------|
| 1.<br>ratings         | 2.<br>tabloid        | 3.<br>web page         | 4.<br>jingle               |
| 5.<br>file sharing    | 6.<br>advert         | 7.<br>freesheet        | 8.<br>channel              |
| 9.<br>headline        | 10.<br>box set       | 11.<br>paparazzi       | 12.<br>feature             |
| 13.<br>presenter      | 14.<br>censorship    | 15.<br>competition     | 16.<br>article             |
| 17.<br>podcast        | 18.<br>programme     | 19.<br>streaming video | 20.<br>mobile              |
| 21.<br>remote control | 22.<br>journalist    | 23.<br>editor          | 24.<br>HDTV                |
| 25.<br>listener       | 26.<br>data transfer | 27.<br>playlist        | 28.<br>interactive content |
| 29.<br>reality TV     | 30.<br>subtitles     | 31.<br>convergence     | 32.<br>show                |
| 33.<br>gossip         | 34.<br>bias          | 35.<br>viewer          | 36.<br>[Wi-Fi] device      |
| 37.<br>digital radio  | 38.<br>touchscreen   | 39.<br>TV licence      | 40.<br>sidekick            |

# Talk a Lot

## Media /'mi:diə/

### Discussion Words (with the IPA)

|                         |                    |                      |                              |
|-------------------------|--------------------|----------------------|------------------------------|
| /ˈreɪ.tɪŋz/             | /ˈtæ.blɒɪd/        | /ˈweʔ.peɪdʒ/         | /ˈdʒɪŋ.gəl/                  |
| /ˈfaɪl.ʃeə.rɪŋ/         | /ˈæd.vɜ:t/         | /ˈfri:ʃɪt/           | /ˈtʃæ.nəl/                   |
| /ˈhed.laɪn/             | /bɒˈkset/          | /pæ.pəˈræ.tsi/       | /ˈfi:tʃə/                    |
| /prəˈzen.tə/            | /ˈsen.sə.ʃɪp/      | /kɒm.pəˈti.ʃən/      | /ˈɑ:tɪ.kəl/                  |
| /ˈpɒd.kɑ:st/            | /ˈprəʊ.græm/       | /stri:mɪŋˈvi:di.jəʊ/ | /ˈməʊ.baɪl/                  |
| /rɪ.məʊʔ.kənˈtrəʊl/     | /ˈdʒɜ:.nə.lɪst/    | /ˈe.di.tə/           | /eɪtʃ.dɪ:tiˈvi:/             |
| /ˈli.sə.nə/             | /deɪ.təˈtræns.fɜ:/ | /ˈpleɪ.lɪst/         | /ɪn.tə.ræk.tɪv<br>ˈkɒn.tent/ |
| /riˈjæ.lə.ti.ti:vi:/    | /ˈsʌb.taɪ.təlz/    | /kɒnˈvɜ:dʒəns/       | /ʃəʊ/                        |
| /ˈgɒ.sɪp/               | /baɪəs/            | /ˈvju:.wə/           | /ˈwaɪ.fai.di.vaɪs/           |
| /dɪ.dʒɪ.təlˈreɪ.di.jəʊ/ | /ˈtʌtʃ.skri:n/     | /tiˈvi:lai.səns/     | /ˈsaɪʔ.kɪk/                  |

# Talk a Lot

## Media

Discussion Words – Visualisations



Images reproduced by kind permission of: <http://www.wordle.net/>

# Talk a Lot

## Media

### General Questions

1. Are there any words or phrases that you don't know? Find them in a dictionary.
2. Take some cards. Describe the word or phrase on a card without saying it.
3. How many words and phrases have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words and phrases with more than one syllable into groups according to where the strong stress falls.
5. Put the words and phrases into... a) alphabetical order, b) reverse alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Find words that... a) begin with a vowel sound, b) end with a vowel sound, c) begin with a consonant sound, d) end with a consonant sound. Put them into sound groups.
8. Find words which contain silent letters (letters which are not pronounced).
9. How many words and phrases can you remember when they are all turned over?
10. Put words and phrases that contain the same sounds into groups, using the IPA.

### Lesson Questions

1. Which word or phrase sounds like... a) sew, b) creature, c) pious, d) be sweet, e) clay fist, f) docile, g) tingle, h) newer, i) predator, j) panel, k) particle, l) much seen?
2. This is something that I have to buy if I own a television and live in the UK.
3. Which word or phrase means... a) phone, b) collection, c) running order, d) titbit, e) contest, f) peer to peer transfer, g) reporter, h) production, i) photographers?
4. This word means "coming together" and is used to describe when a company uses different parts of the media to run a marketing campaign.
5. "YouTube and Vimeo are well-known websites where you can watch \_\_\_\_\_."
6. Complete the collocations... a) a libellous \_\_\_\_\_, b) some scandalous \_\_\_\_\_, c) a faithful \_\_\_\_\_, d) an irritating \_\_\_\_\_, e) a discerning \_\_\_\_\_, f) a new \_\_\_\_\_.
7. "What am I? I contain news, information, and lots of advertisements. I'm given away in the street. I generally end up in a bin or on the floor of buses and trains..."
8. i) Find a word or phrase which has a weak stress schwa sound /ə/ on the... a) 1st syllable, b) 2<sup>nd</sup> syllable, c) 3<sup>rd</sup> syllable, etc. ii) Do any *not* have a schwa?
9. a) Define "file sharing". b) Discuss possible positive and negative consequences.
10. Words within words: which word contains each of these smaller words? a) pet, b) ran, c) lay, d) gram, e) act, f) eat, g) tent, h) verge, i) how, j) rat, k) ten, l) resent, m) ream?

# Talk a Lot

## Media

### Discussion Words Question Sheet

#### Answers

#### General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 2 words have 1 syllable: bias, show. b) 18 words and phrases have 2 syllables: ratings, touchscreen, programme, tabloid, web page, jingle, advert, freesheet, channel, headline, box set, feature, podcast, mobile, playlist, gossip, viewer, sidekick. c) 9 words and phrases have 3 syllables: file sharing, presenter, convergence, article, journalist, editor, listener, subtitles, censorship. d) 7 words and phrases have 4 syllables: TV licence, competition, remote control, data transfer, HDTV, [Wi-Fi] device, paparazzi. e) 1 phrase has 5 syllables: streaming video. f) 3 phrases have 6 syllables: interactive content, digital radio, reality TV.

4. 2 syllables: these words and phrases have the strong stress on the first syllable: ratings, touchscreen, programme, tabloid, web page, jingle, advert, freesheet, channel, headline, feature, podcast, mobile, playlist, gossip, viewer, sidekick; this phrase has the strong stress on the second syllable: box set. 3 syllables: these words and phrases have the strong stress on the first syllable: file sharing, article, journalist, editor, listener, subtitles, censorship; these words have the strong stress on the middle syllable: presenter, convergence. 4 syllables: this phrase has the strong stress on the first syllable: [Wi-Fi] device; this phrase has the strong stress on the second syllable: TV licence; these words and phrases have the strong stress on the third syllable: competition, data transfer, paparazzi; these words and phrases have the strong stress on the fourth syllable: remote control, HDTV. 5 syllables: this phrase has the strong stress on the third syllable: streaming video. 6 syllables: this phrase has the strong stress on the second syllable: reality TV; this phrase has the strong stress on the fourth syllable: digital radio; this phrase has the strong stress on the fifth syllable: interactive content.

5. a) advert, article, bias, box set, censorship, channel, competition, convergence, data transfer, digital radio, editor, feature, file sharing, freesheet, gossip, HDTV, headline, interactive content, jingle, journalist, listener, mobile, paparazzi, playlist, podcast, presenter, programme, ratings, reality TV, remote control, show, sidekick, streaming video, subtitles, tabloid, touchscreen, TV licence, viewer, web page, [Wi-Fi] device. b) As a), but in reverse order.

6. a) The following words are compound nouns: freesheet (free + sheet), headline (head + line), censorship (censor + ship), touchscreen (touch + screen), sidekick (side + kick), playlist (play + list), podcast (pod + cast). b) The following words and phrases contain suffixes: presenter, listener, data transfer, viewer, ratings, file sharing, streaming video; jingle, article; tabloid; advert; channel; feature; digital radio; mobile; editor; journalist; remote control; interactive content; convergence; reality TV; [Wi-Fi] device; TV licence; competition.

7. a) These words and phrases all begin with a vowel sound (grouped by IPA sound): /ɪ/ interactive content; /ɑː/ article; /e/ editor; /æ/ advert; /eɪ/ HDTV.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /ə/ feature, presenter, listener, viewer, editor; /əʊ/ streaming video, digital radio, show; /i:/ HDTV, reality TV; /i/ paparazzi; /z:/ data transfer.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /p/ paparazzi, playlist, podcast, presenter, programme; /s/ sidekick, streaming video, subtitles, censorship; /f/ feature, file sharing, freesheet; /t/ tabloid, touchscreen, TV licence; /r/ ratings, reality TV, remote control; /k/ competition, convergence; /d/ data transfer, digital radio; /dʒ/ jingle, journalist; /b/ bias, box set; /w/ web page, [Wi-Fi] device; /tʃ/ channel; /g/ gossip; /h/ headline; /l/ listener; /m/ mobile; /ʃ/ show; /v/ viewer.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /t/ advert, box set, freesheet, interactive content, journalist, playlist, podcast; /l/ article, channel, jingle, mobile, remote control; /s/ convergence, TV licence, [Wi-Fi] device, bias; /n/ competition, headline, touchscreen; /p/ censorship, gossip; /z/ ratings, subtitles; /ŋ/ file sharing; /m/ programme; /k/ sidekick; /dʒ/ web page; /d/ tabloid.

8. Many English words contain one or more **silent letters** – letters which are part of the spelling of a word, but which are not pronounced. The aim of this activity is to demonstrate how so often the spelling of a word in English is different from how it sounds when spoken. Below are some good examples of words in this group of discussion words that have silent letters. The silent letters are shown in brackets. No doubt your students will be able to identify some more.

# Talk a Lot

## Media

### Discussion Words Question Sheet

*adve [r] t, chan [n] el, fe [a] tur [e], he [a] dlin [e], jingl [e], sideki [c] k, t [o] uchscreen*

9. Answers will vary.

10. There are many possible answers to this question; for example, “box set”, “gossip”, “touchscreen”, and “convergence”, (among others) all contain the vowel sound /s/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from: <https://purlandtraining.com/> ) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

#### Lesson Questions

1. a) show. b) feature. c) bias. d) freesheet. e) playlist. f) mobile. g) jingle. h) viewer. i) editor. j) channel. k) article. l) touchscreen.

2. TV licence.

3. a) mobile. b) box set. c) playlist. d) gossip. e) competition. f) file sharing. g) journalist. h) show. i) paparazzi.

4. convergence.

5. streaming video

6. a) article. b) gossip. c) sidekick. d) jingle. e) listener/viewer. f) HDTV/mobile/box set, etc.

7. a freesheet.

8. i) a) Words which have a weak stress schwa sound /ə/ on the 1<sup>st</sup> syllable: **presenter**. b) Words and phrases which have a weak stress schwa sound /ə/ on the 2<sup>nd</sup> syllable: **jingle**, **channel**, **paparazzi**, **feature**, **copyright**, **competition**, **journalist**, **listener**, **data transfer**, **interactive content**, **viewer**. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3<sup>rd</sup> syllable: **listener**, **article**, **remote control**, **editor**, **subtitles**, **convergence**, **digital radio**, **reality TV**. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4<sup>th</sup> syllable: **TV licence**, **competition**. ii) 20 words and phrases don't have a weak stress schwa sound: **sidekick**, **touchscreen**, **[Wi-Fi] device**, **show**, **gossip**, **bias**, **playlist**, **programme**, **streaming video**, **mobile**, **ratings**, **tabloid**, **web page**, **file sharing**, **advert**, **freesheet**, **headline**, **box set**, **podcast**, **HDTV**.

9. a) and b) Answers will vary. Suggested answer: file sharing is an activity where members of the public upload files to the internet (usually music or video) to share with other people for free. Often this material is subject to copyright, and files are therefore shared illegally. This potentially deprives the copyright owner of income, because the person who downloads the free files might have bought the material, if it hadn't been available for free.

10. a) **competition**. b) **data transfer**. c) **playlist**. d) **programme**. e) **interactive content**. f) **feature**. g) **interactive content**. h) **convergence**. i) **show**. j) **ratings**. k) **listener**, **interactive content**. l) **presenter**. m) **streaming video**.

# Talk a Lot

## Media – Which radio station would they choose?

Student A

Ask and answer questions to complete the gaps, and find out information about each radio station. Think of a person that you know – a friend or family member – who would be likely to tune in regularly to each station. Why would they choose it?

|                               | Rich FM                          | B.A.M FM   |
|-------------------------------|----------------------------------|--|
| frequency / offers            |                                  | 97-99 FM / the latest pop hits – commercial radio  |
| slogan                        | "The very best in speech radio." |  |
| target audience               |                                  | C2DE, high disposable income, aged 14-22           |
| funded by                     |                                  | advertising (16 minutes per hour) & sponsorship    |
| top show (avg. # listeners)   | The Book Report (220,100)        |  |
| total weekly listeners (avg.) | 1.4 million                      |  |
| weekdays @ 8 am               |                                  | Crazy Jello Presents the B.A.M. Brekkie Hit Mix!   |
| Thursdays @ 11 pm             | Late Night Story                 |  |
| Saturdays @ 1 pm              |                                  | The Hit Mix! (with Barry's Tyre and Clutch Centre) |

|                               | LEEz BANGIN' CHOONS                      | Coastal FM                                      |
|-------------------------------|--|---|
| frequency / offers            | 663 MW / illegal pirate radio            | 104-106 FM / local radio for the Coastal region |
| slogan                        | "Chillin 'n' illin on you steero." [sic] |   |
| target audience               |  | C2DE, time-rich, medium income, aged 45-60      |
| funded by                     | unlawful sale of Lee's dad's bike        |   |
| top show (avg. # listeners)   |  |   |
| total weekly listeners (avg.) | approx. 800 (plus Lee's dog Mallett)     |   |
| weekdays @ 8 am               |  | Wake Up and Relax – with Sammy and Sally        |
| Thursdays @ 11 pm             | "More sik CHoonz chos by Lee"            |   |
| Saturdays @ 1 pm              |  | Clark Rogerson's Laughter Class                 |

Note: ABC1 & C2DE are categories used by marketing companies to describe the socio-economic background of their target audience. They are based on factors such as age, income, job, education, skills, and aspirations, etc.

-----✂-----  
Student B

Ask and answer questions to complete the gaps, and find out information about each radio station. Think of a person that you know – a friend or family member – who would be likely to tune in regularly to each station. Why would they choose it?

|                               | Rich FM                         | B.A.M FM                                     |
|-------------------------------|---------------------------------|--|
| frequency / offers            | 94-96 FM / quality speech radio |  |
| slogan                        |                                 | "All the hits – all the time!"               |
| target audience               | ABC1, good income, aged 40-60   |  |
| funded by                     | audience subscription           |  |
| top show (avg. # listeners)   |                                 | The New Max Cola Midweek Hit Chart (649,000) |
| total weekly listeners (avg.) |                                 | 2.3 to 2.4 million                           |
| weekdays @ 8 am               | Breakfast News                  |  |
| Thursdays @ 11 pm             |                                 | The Hitzzzz – Sponsored by Slumberworld Beds |
| Saturdays @ 1 pm              | The Saturday Play               |  |

|                               | LEEz BANGIN' CHOONS           | Coastal FM                                      |
|-------------------------------|-------------------------------|---|
| frequency / offers            |                               |   |
| slogan                        |                               | "Keeping you up to date in your neighbourhood." |
| target audience               | anyone who happens to tune in |   |
| funded by                     |                               | advertising (14 minutes per hour)               |
| top show (avg. # listeners)   | Leez Bangin' Choons (85+)     | Gardening Time with Marigold Pluck (370,350)    |
| total weekly listeners (avg.) |                               | 998,000 to 1.2 million                          |
| weekdays @ 8 am               | off the air ("at skool")      |   |
| Thursdays @ 11 pm             |                               | Mark Pemberley Up Late                          |
| Saturdays @ 1 pm              | off the air ("footy")         |   |

Note: ABC1 & C2DE are categories used by marketing companies to describe the socio-economic background of their target audience. They are based on factors such as age, income, job, education, skills, and aspirations, etc.

# Talk a Lot

## Media

### Information Exchange

#### Answers

#### Media – Which radio station would they choose?

Task: "Ask and answer questions to complete the gaps, and find out information about each radio station. Think of a person that you know – a friend or family member – who would be likely to tune in regularly to each station. Why would they choose it?"

|                               | Rich FM                          | B.A.M FM  |
|-------------------------------|----------------------------------|---|
| frequency / offers            | 94-96 FM / quality speech radio  | 97-99 FM / the latest pop hits – commercial radio             |
| slogan                        | "The very best in speech radio." | "All the hits – all the time!"                                |
| target audience               | ABC1, good income, aged 40-60    | C2DE, high disposable income, aged 14-22                      |
| funded by                     | audience subscription            | advertising (16 minutes per hour) & sponsorship               |
| top show (avg. # listeners)   | The Book Report (220,100)        | The New Max Cola Midweek Hit Chart (649,000)                  |
| total weekly listeners (avg.) | 1.4 million                      | 2.3 to 2.4 million  |
| weekdays @ 8 am               | Breakfast News                   | Crazy Jello Presents the B.A.M. Brekkie <sup>1</sup> Hit Mix! |
| Thursdays @ 11 pm             | Late Night Story                 | The Hitzzzz – Sponsored by Slumberworld Beds                  |
| Saturdays @ 1 pm              | The Saturday Play                | The Hit Mix! (with Barry's Tyre and Clutch Centre)            |

|                               | LEEz BANGIN' CHOONS                                     | Coastal FM                                      |
|-------------------------------|---|---|
| frequency / offers            | 663 MW / illegal pirate radio                           | 104-106 FM / local radio for the Coastal region |
| slogan                        | "Chillin 'n' illin on you steero." [sic] <sup>2</sup>   | "Keeping you up to date in your neighbourhood." |
| target audience               | anyone who happens to tune in                           | C2DE, time-rich, medium income, aged 45-60      |
| funded by                     | unlawful sale of Lee's dad's bike                       | advertising (14 minutes per hour)               |
| top show (avg. # listeners)   | Leez Bangin' Choons (85+)                               | Gardening Time with Marigold Pluck (370,350)    |
| total weekly listeners (avg.) | approx. 800 (plus Lee's dog Mallett)                    | 998,000 to 1.2 million                          |
| weekdays @ 8 am               | off the air ("at skool")                                | Wake Up and Relax – with Sammy and Sally        |
| Thursdays @ 11 pm             | "More sik <sup>3</sup> CHoonz chos by Lee" <sup>4</sup> | Mark Pemberley Up Late                          |
| Saturdays @ 1 pm              | off the air ("footy" <sup>5</sup> )                     | Clark Rogerson's Laughter Class                 |

Note: ABC1 & C2DE are categories used by marketing companies to describe the socio-economic background of their target audience. They are based on factors such as age, income, job, education, skills, and aspirations, etc.

"Think of a person that you know – a friend or family member – who would be likely to tune in regularly to each station. Why would they choose it?" When they have completed filling the gaps, students should discuss which radio station a particular friend or member of their family would tune into regularly, and why. Answers will be subjective and therefore vary from student to student. Students should produce appropriate reasons for their choices – why they would choose one station rather than another. For example: "I think my mum would tune into Coastal FM, because she always listens to local radio. I don't think she would like Lee's radio station, because I know that she prefers easy listening music." Or... "I think my friend Ryan would tune into Rich FM, because he's a news junkie [i.e. "addicted" to news] and loves to be up to date with what's going on in the world each morning. He wouldn't tune into B.A.M. FM, because he only listens to lute music from the early middle ages..." [etc.]

#### Sample Questions

What's \_\_\_\_\_'s frequency?  
 What does \_\_\_\_\_ offer?  
 What is \_\_\_\_\_'s slogan?  
 What is the target audience of \_\_\_\_\_?  
 How is \_\_\_\_\_ funded?  
 What is the top show on \_\_\_\_\_?  
 How many listeners does it receive, on average?

#### Sample Answers

\_\_\_\_\_ 's frequency is \_\_\_\_\_.  
 \_\_\_\_\_ offers \_\_\_\_\_.  
 \_\_\_\_\_ 's slogan is \_\_\_\_\_.  
 The target audience of \_\_\_\_\_ is \_\_\_\_\_.  
 \_\_\_\_\_ is funded by \_\_\_\_\_.  
 \_\_\_\_\_ is the top show on \_\_\_\_\_.  
 It receives \_\_\_\_\_ listeners, on average.

<sup>1</sup> brekkie is a slang word that means breakfast

<sup>2</sup> [sic] indicates that the spelling mistakes have been left in the text on purpose. Clearly Lee has problems with English

<sup>3</sup> sik is a slang word that means great

<sup>4</sup> this sentence means: "More great tunes chosen by Lee."

<sup>5</sup> footy is a slang word that means football

# Talk a Lot

## Media

### Information Exchange

How many people listen to \_\_\_\_\_ every week, \_\_\_\_\_ people listen to \_\_\_\_\_ every week, on average?  
What's on \_\_\_\_\_ on weekdays at 8 am? \_\_\_\_\_ is on \_\_\_\_\_ on weekdays at 8 am.  
What can I hear on \_\_\_\_\_ every Thursday at 11 pm? You can hear \_\_\_\_\_ on \_\_\_\_\_ every Thursday at 11 pm.  
What is broadcast on Saturdays at 1 pm on \_\_\_\_\_? \_\_\_\_\_ is broadcast on Saturdays at 1 pm on \_\_\_\_\_.

#### Examples

How is Rich FM funded? Rich FM is funded by audience subscription.  
What is the top show on B.A.M. FM? The New Max Cola Midweek Hit Chart is the top show on B.A.M. FM.  
What's on LEEz BANGIN' CHOONS on weekdays at 8 am? The station is off the air because Lee is at school.  
What is broadcast on Saturdays at 1 pm on Coastal FM? Clark Rogerson's Laughter Class is broadcast on Saturdays at 1 pm on Coastal FM.

[etc.]

#### Extension 1:

You could try to encourage some comparative/superlative questions and answers, for example:

Which radio station has the fewest listeners, on average? LEEz BANGIN' CHOONS has...  
Which radio station plays the most hit music? B.A.M. FM plays...  
Which radio station has the most advertising? B.A.M. FM has...  
Which radio station targets the wealthiest listeners? Rich FM targets...  
Does \_\_\_\_\_ have more advertising than \_\_\_\_\_? Yes, it does. / No, it doesn't.

[etc.]

#### Extension 2:

Working in pairs or small groups, students could use the template given to plan their own imaginary radio station, including name, frequency, type, slogan, etc. They could design a poster advertising the station, or create a jingle for one of their shows – or radio adverts for different products. Get them to compare their station with another group's, and then present their ideas to the whole class. If possible, each pair or group could record their jingle(s) and/or adverts, enabling you to make a class CD (or podcast) featuring their work.

#### Extension 3:

Encourage students to work in pairs to develop short role plays or dialogues, where one of them plays a DJ hosting a phone-in discussion show, and the other is a caller. Each student should play their character with a particular mood, e.g. angry, happy, annoying, arrogant, etc., which the other has to guess. Get them to think of a particular hot topic to discuss – e.g. "Should we bring back the death penalty?" – and give them a few minutes to devise the dialogue, before then sharing all of the role plays with the whole group – who also have to guess the moods.

#### Extension 4:

If your students are up for it, encourage them to put together their own radio show, using either their own imaginary radio station, or one of the stations in the activity. They could then record it, or perform extracts for the whole class, who could vote on which group has worked the hardest.

# Talk a Lot

## Media

### Multi-Purpose Text

#### Read All About It! (Original Text)

Line

1 One autumnal day at the crack of dawn, Dennis was walking into town, when an  
2 alarmed youth in an orange tabard abruptly forced some torn banknotes into his  
3 hand, and passed him a full bag of fresh newspapers. "If you take this bag," he said  
4 urgently, boggle-eyed, "I'll give you twenty-five pounds!" Dennis took the money and  
5 the bag, and the youth ran away screaming. Shortly afterwards, Dennis nonchalantly  
6 abandoned the bag behind a bench and went on his way. Suddenly he heard an  
7 unfamiliar accent: "Hey! No hide papers, man!" Dennis found himself being pursued  
8 by an angry-looking hippy wearing an orange tabard, and closely observed by a slim  
9 raven-haired femme fatale. He ducked into an alley and prostrated himself behind  
10 some bins that reeked of pickle. All was quiet. "Don't speak!" croaked a terrified  
11 teen, who was also clad in an orange tabard. Dennis grew mystified. "I'm Stevo,"  
12 confessed the boy. "I hide here each morning and wait 'till the shift's finished. I bin all  
13 my freesheets! I can't take it! The wind – the h-howling wind! The rejection when  
14 people say 'No thanks, mate!' The fear!" "So why don't you quit?" asked Dennis.  
15 "Dax!" intoned Stevo. "Dax is the gaffer. He'll kill me! Nobody can leave!" He  
16 rocked upon his heels and quivered. "What about his girl?" enquired Dennis casually.  
17 "Kristina's his *cousin*," vouchsafed Stevo. "Thank you, my friend," declared  
18 Dennis, getting up. "Your secret's safe with me!" The next morning Dennis began his  
19 first shift giving away freesheets. By the end of the week he'd had four dates with  
20 Kristina, and within two weeks they'd split up and he'd been given the sack – along  
21 with two black eyes – by the celebrated Dax. But he never did rat on Stevo, who,  
22 perhaps, even to this day, is still timidly hiding there behind the pickle merchant's.  
(311 words)



#### Read All About It! (Text with 16 Differences)

One autumnal day at the crack of **1. door (dawn)**, Dennis was walking into town, when an  
alarmed youth in an orange tabard abruptly forced some torn banknotes into his hand, and  
**2. cast (passed)** him a full bag of fresh newspapers. "If you take this bag," he said urgently,  
boggle-eyed, "I'll give you twenty-five pounds!" Dennis took the money and the **3. bat (bag)**,  
and the youth ran away screaming. Shortly afterwards, Dennis nonchalantly abandoned the  
bag behind a **4. bend (bench)** and went on his way. Suddenly he heard **5. a (an)**  
unfamiliar accent: "Hey! No hide papers, man!" Dennis found himself being pursued by an  
angry-looking hippy wearing an orange tabard, and closely observed by a **6. sim (slim)**  
raven-haired femme fatale. **7. We (He)** ducked into an alley and prostrated himself behind  
some bins that reeked of pickle. All was quiet. "Don't speak!" croaked a terrified teen, who  
was also clad in an orange tabard. Dennis **8. glue (grew)** mystified. "I'm Stevo," confessed  
the boy. "I **9. high (hide)** here each morning and wait 'till the shift's finished. I bin all my  
freesheets! I can't take it! The wind – the h-howling wind! The rejection **10. well (when)**  
people say 'No thanks, mate!' The fear!" "So why don't you quit?" asked Dennis. "Dax!"  
intoned Stevo. "Dax is the gaffer. He'll kill me! Nobody can **11. leaf (leave)!**" He rocked upon  
his heels and quivered. "**12. Hot (What)** about his girl?" enquired Dennis casually. "Kristina's  
his *cousin*," vouchsafed Stevo. "Thank you, my friend," declared Dennis, getting up. "Your  
secret's **13. save (safe)** with me!" The next morning Dennis began his first shift giving  
away freesheets. By the end of the week he'd had four **14. days (dates)** with Kristina, and  
within two weeks **15. they'll (they'd)** split up and he'd been given the sack – along with two  
black eyes – by the celebrated Dax. But he never did rat on Stevo, who, perhaps, even to this  
**16. Dane (day)**, is still timidly hiding there behind the pickle merchant's.

# Talk a Lot

## Media

### Multi-Purpose Text

#### Read All About It! (Guess the Function Words)



One autumnal day a t crack o dawn, Dennis w walking i town, w a alarmed youth i a orange tabard abruptly forced s torn banknotes i h hand, a passed h a full bag o fresh newspapers. "I y take t bag," h said urgently, boggle-eyed, "I' give y twenty-five pounds!" Dennis took t money a t bag, a t youth ran away screaming. Shortly afterwards, Dennis nonchalantly abandoned t bag b a bench a went o h way.



Suddenly h heard a unfamiliar accent: "Hey! No hide papers, man!" Dennis found h b pursued b a angry-looking hippy wearing a orange tabard, a closely observed b a slim raven-haired femme fatale. H ducked i a alley a prostrated h b s bins t reeked o pickle. All w quiet. "Don't speak!" croaked a terrified teen, w w a clad i a orange tabard. Dennis grew mystified. "I' Stevo," confessed t boy.



"I hide h each morning a wait 't t shift's finished. I bin all m freesheets! I can't take i! T wind – t h-howling wind! T rejection w people say 'No thanks, mate! T fear!" "S why don't y quit?" asked Dennis. "Dax!" intoned Stevo. "Dax i t gaffer. H ' kill me! Nobody c leave!" H rocked u h heels a quivered. "What a h girl?" enquired Dennis casually. "Kristina's h *cousin*," vouchsafed Stevo.



"Thank y , m friend," declared Dennis, getting up. "Y secret's safe w m !" T next morning Dennis began h first shift giving away freesheets. B t end o t week h ' had four dates w Kristina, a w two weeks t ' split up a h ' b given t sack – a w two black eyes – b t celebrated Dax. B h never did rat o Stevo, w , perhaps, even t t day, i still timidly hiding there b t pickle merchant's.

# Talk a Lot

## Media

### Multi-Purpose Text

#### Read All About It! (What's the Question?)

1. Autumn.
2. Kristina.
3. Answers will vary, e.g. because Dax didn't like Dennis going out with his cousin.
4. Dennis.
5. Kristina.
6. Because he didn't want to do his job giving away freesheets.
7. Manager of the freesheet team.
8. Twenty-five pounds in cash and his bag of freesheets.
9. Black – she was raven-haired.
10. Freesheets (free newspapers).
11. We don't know exactly. He was a working teenager, so presumably between sixteen and nineteen.
12. Answers will vary, e.g. the job made him feel stressed out.
13. He left it behind a bench.
14. For about two weeks.
15. No, he didn't.
16. Dax.
17. So that he would take his bag of freesheets, allowing him to leave.
18. Orange.
19. Because he fancied Kristina.
20. Behind some pickle-filled bins.
21. No, he spoke in broken English.
22. Two people.
23. A person who worked giving away freesheets.
24. He was walking into town.
25. Freesheet distributor.
26. AWOL freesheet distributor Stevo.
27. Because he was afraid of Dax.
28. It was early in the morning.
29. Four.
30. Dax did.

-----✂-----

#### Read All About It! (True, False, or Unknown?)

1. Dax was from The Netherlands.
2. Dax gave Dennis two black eyes.
3. Dennis kept Stevo's secret.
4. Stevo asked Dennis his name.
5. Dennis was given twenty pounds.
6. Kristina was attracted to Dennis because of his looks.
7. Dax was formerly a customer operations manager for a well-known global brand.
8. Dax beat up Dennis because Dennis dumped Kristina.
9. Kristina liked Dennis.
10. Dax had been the freesheet team's manager for two years.
11. Kristina was Dax's cousin.
12. The freesheet business has since closed down due to falling revenues.
13. The freesheet distributors were afraid of their boss.
14. Stevo is still in hiding.
15. Stevo wouldn't tell Dennis what he wanted to know.
16. Dennis was originally going to the bank.
17. Dennis made twenty-five pounds.
18. Dax was pleased that Dennis and Kristina got together.
19. The youth who gave Dennis twenty-five pounds was called Gareth.
20. Dennis and Kristina went out for a week.
21. The newspaper distributors had to wear orange tabards.
22. Kristina was Dax's second-cousin.
23. Two angry hippies chased Dennis.
24. Dennis and Stevo hid behind a pickle merchant's.
25. Dennis spent some of the twenty-five pounds on a large jar of pickle.
26. Dennis took the money, then left the bag behind a bench.
27. Stevo was twenty-five years old.
28. The story took place in winter.
29. Stevo was afraid of Dax.
30. Dax spoke English really well.

# Talk a Lot

## Media

### Multi-Purpose Text

#### Glossary of New Words

Here are some words and phrases from the text that may be unfamiliar. Find and write down definitions, explanations, and translations below, as required. Stressed syllables are underlined.

| Line: | Unfamiliar English:  | Definition / Explanation / Translation: |
|-------|--|---|
| 1     | aut <u>umn</u> al  |   |
| 1     | at the <u>crack</u> of <u>dawn</u>   |   |
| 2     | a <u>tabard</u>  |   |
| 4     | <u>urgently</u>  |   |
| 4     | <u>boggle-eyed</u>   |   |
| 5     | <u>nonchalantly</u>  |   |
| 6     | to <u>abandon</u>  |   |
| 7     | "Hey! <u>No</u> <u>hide</u> <u>papers</u> , <u>man</u> !"                  |   |
| 7     | to <u>pursue</u>   |   |
| 9     | <u>raven-haired</u>  |   |
| 9     | <u>femme-fatale</u>  |   |
| 9     | to <u>duck</u> into  |   |
| 9     | to <u>prostrate</u> yourself   |   |
| 10    | to <u>reek</u>   |   |
| 10    | to <u>croak</u>  |   |
| 11    | <u>teen</u>  |   |
| 11    | to be <u>clad</u> in sth   |   |
| 11    | <u>mystified</u>   |   |
| 11    | <u>Stevo</u>   |   |
| 12    | to <u>bin</u> sth  |   |
| 13    | <u>freesheets</u>  |   |
| 13    | h- <u>howling</u>  |   |
| 15    | <u>Dax</u>   |   |
| 15    | to <u>intone</u>   |   |
| 15    | the <u>gaffer</u>  |   |
| 15    | "He'll <u>kill</u> me! <u>Nobody</u> can <u>leave</u> !"                   |   |
| 16    | He <u>rocked</u> upon his <u>heels</u>                                     |   |
| 16    | to <u>quiver</u>   |   |
| 17    | to <u>vouchsafe</u>  |   |
| 19    | a <u>date</u>  |   |
| 20    | to <u>split</u> up   |   |
| 20    | to be <u>given</u> the <u>sack</u>   |   |
| 21    | <u>two black eyes</u>  |   |
| 21    | the <u>celebrated</u> <u>Dax</u>   |   |
| 21    | to <u>rat</u> on sby   |   |
| 22    | who, <u>perhaps</u> , <u>even</u> to this <u>day</u> , is <u>still</u> ... |   |
| 22    | <u>timidly</u>   |   |
| 22    | <u>pickle-merchant's</u>   |   |

(adj) adjective  
(adv) adverb  
(id) idiom  
(iron) irony

(n) noun  
(phr) phrase  
(phr v) phrasal verb  
(sby) somebody

(sl) slang  
(sth) something  
(v) verb  
(v phr) verb phrase

# Talk a Lot

## Media

### Multi-Purpose Text

#### Glossary of New Words

Here are some words and phrases from the text that may be unfamiliar. You could either pre-teach them, or encourage students to find translations in a bilingual dictionary. Stressed syllables are underlined.

| Line: | Unfamiliar English:                                      | Definition / Explanation:  |
|-------|--|--|
| 1     | autumnal   | (adj) connected with the season of autumn  |
| 1     | at the crack of dawn                                     | (id) very early in the morning   |
| 2     | a tabard   | (n) a brightly-coloured sleeveless tunic, usually worn by people who are working in the street as part of a team   |
| 4     | urgently   | (adv) forcefully, with much energy, in a powerful manner   |
| 4     | boggle-eyed  | (adj) staring with wide-open eyes, e.g. a very surprised or very stressed person might look at you in a boggle-eyed way  |
| 5     | nonchalantly   | (adv) casually, in a relaxed manner  |
| 6     | to abandon   | (v) to leave sth or sby somewhere, with the intention of never returning   |
| 7     | "Hey! No <u>hide</u> papers, <u>man</u> !"               | (phr) Clearly, English is not Dax's first language. He means to use the imperative form: "Hey! Don't hide the papers!" "man" is a word that hippies tend to use as a general form of address for people that they meet |
| 7     | to pursue  | (v) to follow, to chase  |
| 9     | raven-haired   | (adj) with shiny black hair. "raven-haired" implies that the woman is enigmatic and exotic: not simply "black-haired", but "raven-haired"  |
| 9     | femme-fatale   | (n) a term used to describe a beautiful, mysterious, dangerous, woman  |
| 9     | to duck into   | (phr v) when being pursued, to quickly change direction  |
| 9     | to prostrate yourself                                    | (v) to lie down flat on your front   |
| 10    | to reek  | (v) to smell of sth unpleasant, e.g. rotting food  |
| 10    | to croak   | (v) to speak in a low voice with a dry throat  |
| 11    | teen   | (n) teenager   |
| 11    | to be clad in sth  | (v phr) to be wearing sth  |
| 11    | mystified  | (adj) very confused, bewildered  |
| 11    | Stevo  | (person) first name – nickname for "Steven"  |
| 12    | to bin sth   | (v, sl) to put sth in the bin  |
| 13    | freesheets   | (n) free newspapers which are given away outside bus and train stations and in town centres by part-time workers (often students)  |
| 13    | h-howling  | (adj) the repetition of the first letter – "h" – indicates that Stevo is shivering with either cold or fear – or both  |
| 15    | Dax  | (person) we can assume from Dax's name – in particular from the letter "x" – that he is not from the UK; as well as from how he speaks in line 7   |
| 15    | to intone  | (v) to speak slowly and distinctly so that your listener hears you very clearly  |
| 15    | the gaffer   | (sl) the boss, the manager   |
| 15    | "He'll <u>kill</u> me! <u>Nobody</u> can <u>leave</u> !" | (phr) this is (hopefully!) an exaggeration brought about by fear and intimidation on the part of Dax   |
| 16    | He <u>rocked</u> upon his <u>heels</u>                   | (phr) we imagine Stevo sitting on the floor cross-legged, hugging his knees, rocking backwards and forwards, with his heels pressed to the floor   |
| 16    | to quiver  | (v) to tremble   |
| 17    | to vouchsafe   | (v) to tell sth in an exaggerated manner (old-fashioned terminology)   |
| 19    | a date   | (n) a romantic meeting   |
| 20    | to split up  | (phr v) to break up; to end a romantic relationship  |
| 20    | to be given the sack                                     | (v phr) passive form; to be told that your job no longer exists  |
| 21    | two black eyes   | (phr) you would get a black eye if somebody punched you in the face, making the area around your eye turn black and blue   |
| 21    | the celebrated Dax                                       | (adj) in this context "celebrated" is used in an ironic way to mean "notable", "famous" or "renowned". It's ironic, since he is more "feared" than "celebrated"  |
| 21    | to rat on sby  | (phr v) to tell on sby, to give somebody away, to tell sby's secret  |
| 22    | who, perhaps, even to this day, is still...              | (iron) this is tongue-in-cheek, because the reader knows that the story is fictional (don't they...?!)   |
| 22    | timidly  | (adv) nervously, in a frightened manner  |
| 22    | pickle-merchant's  | (n) again, this is rather tongue-in-cheek, and used for comic effect. Most readers will realise that there are no shops in the UK that sell only pickles!  |

(adj) adjective  
(adv) adverb  
(id) idiom  
(iron) irony

(n) noun  
(phr) phrase  
(phr v) phrasal verb  
(sby) somebody

(sl) slang  
(sth) something  
(v) verb  
(v phr) verb phrase

# Talk a Lot

## Media

### Multi-Purpose Text

#### Extension 1:

Ask students to count the number of characters in the text (there are four named characters), then to create a role play or dialogue, using a few of the characters. Or, students could work on their own and create a monologue using one character from the text (or a bystander), where they recall what happened from their point of view.

#### Extension 2:

Students continue the story – either as a role play or a monologue – and explore what happened next... Or, they could imagine a prequel – what were the characters doing... a) one week, b) one day, or c) one hour before the story begins?

#### Answers:

##### Read All About It! (Guess the Function Words)

See Original Text for answer.

##### Read All About It! (What's the Question?)

Answers will vary. Suggested answers:

1. What season was it?
2. Who watched Dennis being chased?
3. Why do you think Dennis got two black eyes?
4. Who was walking into town at the beginning of the story?
5. What was the name of Dax's cousin?
6. Why was Stevo hiding?
7. What was Dax's job?
8. What did the youth in an orange tabard give to Dennis?
9. What colour hair did Dax's cousin have?
10. What was Stevo supposed to hand out?
11. How old was Stevo?
12. Why do you think the youth at the beginning of the story was so upset?
13. What did Dennis do with the bag of newspapers?
14. How long did Kristina go out with Dennis for?
15. Did Dennis give away Stevo's secret?
16. Who chased Dennis?
17. Why did the youth give Dennis twenty-five pounds?
18. What colour tabards did the newspaper team have to wear?
19. Why did Dennis want to get a job giving away freesheets?
20. Where did Dennis hide?
21. Was Dax an English native speaker?
22. How many people hid behind the pickle merchant's?
23. Who was Stevo?
24. Where was Dennis going at the start of the story?
25. What new job did Dennis get?
26. Who did Dennis meet behind the bins?
27. Why wouldn't Stevo quit his job?
28. What time was it at the beginning of the story?
29. How many dates did Dennis have with Dax's cousin that week?
30. Who shouted at Dennis?

##### Read All About It! (True, False, or Unknown?)

(T = True, F = False, U = Unknown)

- |       |       |       |
|-------|-------|-------|
| 1. U  | 11. T | 21. T |
| 2. T  | 12. U | 22. F |
| 3. T  | 13. T | 23. F |
| 4. F  | 14. U | 24. T |
| 5. F  | 15. F | 25. U |
| 6. U  | 16. U | 26. T |
| 7. U  | 17. T | 27. F |
| 8. U  | 18. F | 28. F |
| 9. T  | 19. U | 29. T |
| 10. U | 20. F | 30. F |

# Talk a Lot

## Media

### Role Play with Non-Literal English

1. Practise the role play with a partner. Find and underline **nine** examples of non-literal English\* and match each one to a category below:

|                  |              |                   |
|------------------|--------------|-------------------|
| 1. play-fighting | 2. idioms    | 3. jargon         |
| 4. phrasal verbs | 5. irony     | 6. slang          |
| 7. cliché        | 8. hyperbole | 9. colloquialisms |

\* For more information about each category, please see pp.36-38.

-----✂-----  
Matt and Clare are journalists writing for the technology section of a national newspaper. They are also good friends. Matt was born in Derbyshire. Matt enters the office:

Matt: Eyup, miduck!  
Clare: Hi, Matt.  
Matt: What've you got there?  
Clare: It's the prototype from Panasonic for their latest TV projector. I'm going to review it.  
Matt: Open the box and let's play with it. [*Impatiently, as she struggles with the packaging*] Hey! Get a move on!  
Clare: OK. I've done it. Look, it says on the packaging, "...the whole world in your pocket!"  
Matt: Let me see that. [*Reading:*] "...boasts picture quality like nothing else on earth." Hmm. [*Reading:*] "...this pocket device includes a 3.3 inch WVGA AMOLED display for ease of use..." The design is amazing. Let's see whether it works. Where's the thingummybob?  
Clare: What?  
Matt: The on button. Ah, here it is. [*He switches it on. A weak image is projected onto the wall*] Oh, but that's absolutely pathetic. Is that the best it can do?  
Clare: You know, I thought it was going to be fantastic. It won a major prize at the electronics fair.  
Matt: Oh yes, I can see how fantastic it is! [*He waves the gadget in her face*]  
Clare: Hey pack it in!  
Matt: Make me! [*He starts to follow her around the desk*] Can I help you review any more gadgets today, Miss Eliot?  
Clare: I hate you, Matthew Peterson!

[*He chases her out, but she thrashes him with the empty box. Both laugh*]

-----✂-----  
2. Replace each example of non-literal English with one of the literal words or phrases below. Practise the role play using only literal English, then using non-literal English. What differences do you notice? Which version sounds more natural? Why? Which do you prefer?

|                                     |                                 |  |
|-------------------------------------|---------------------------------|--|
| a) I like you. You make me laugh    | b) an up-to-date kind of screen | c) hi  |
| d) it isn't very good               | e) hurry                        | f) something that I can't remember the name of now |
| g) "...it's useful and convenient." | h) stop                         | i) "...it projects the image very well."           |

# Talk a Lot

## Media

### Role Play with Non-Literal English

Answers:

| Feature of Non-Literal English: | Example in this Text:                                   | Literal Translation:                               |
|---------------------------------|---|--|
| 1. play-fighting                | I hate you, Matthew Peterson!                           | a) I like you. You make me laugh                   |
| 2. idioms                       | Get a move on!  | e) hurry   |
| 3. jargon                       | a 3.3 inch WVGA AMOLED display                          | b) an up-to-date kind of screen                    |
| 4. phrasal verbs                | pack it in!   | h) stop  |
| 5. irony                        | Oh yes, I can see how fantastic it is!                  | d) it isn't very good                              |
| 6. slang                        | thingummybob  | f) something that I can't remember the name of now |
| 7. cliché*                      | "...the whole world in your pocket!"                    | g) "...it's useful and convenient."                |
| 8. hyperbole                    | "...boasts picture quality like nothing else on earth." | i) "...it projects the image very well."           |
| 9. colloquialisms               | Eyup, miduck!   | c) hi  |

\* Cliché and hyperbole are closely related in that clichés are often used to make hyperbolic sentences, for example: "My new camera is simply the best, because the picture quality is out of this world!" The underlined phrases are clichés, while the entire sentence is an example of hyperbole – saying that something is much better than it really is.

Note: in general, using non-literal English will help students' spoken English to sound more natural, because native speakers of English often favour non-literal forms – such as idioms, phrasal verbs, and slang – over the more literal, "dictionary definition" words and phrases that they replace.

# Talk a Lot

## Media

### Features of Non-Literal English – Part 3

#### 1. PLAY-FIGHTING or VERBAL SPARRING

An informal part of a conversation when the participants pretend to have an argument and say unkind things to each other, but don't mean what they say. It is just for fun.

Example:

[Peter's girlfriend comes in and shuts the front door. They appear to be very much in love. Peter says:]

"Hi piggy [nickname]. Did you pick up my dry cleaning?"

"No, I forgot." (They kiss)

"You dozy muppet!" [dozy muppet = offensive slang for "silly idiot"]

(She laughs and hits him in the face with a cushion)

He says: "Come here, I'm going to have to sort you out." [euphemism for "I'm going to kiss and cuddle you". In a different context, e.g. a nightclub brawl, "sort you out" could also mean "beat you"]

"Oh, please don't!" (her face and body language indicate that she is enjoying the interchange) "You're such a naughty boy! I'm going to call the police...!"

"Po-lice do!" ["po-lice" is a pun on the word "please" – both have similar sounds]

[etc.]

When:

When you want to tease somebody that you are close to and interact with them in a way that is spontaneous, fun, and perhaps a little challenging, because there may be a grain of truth there beneath the pretend insults and joking. For example, although they are joking and clearly in love, the fact that he calls her "You dozy muppet!" may betray the fact that deep down he doesn't really respect her. The context of the play-fighting gives him licence to say what he *really* feels, either consciously or subconsciously.

#### 2. IDIOMS

See Unit 1: *Hotel – Features of Non-Literal English – Part 1*

#### 3. JARGON

Jargon (an uncountable noun) is technical language that is specific to a particular job or field of interest. It is characterised by long words and/or unfamiliar words and expressions (often including acronyms, e.g. FCE) that cannot be understood by a person outside of the related job or field of interest, i.e. a layman – one who has not been initiated in this area, and therefore lacks specialist knowledge. Fields that typically have a lot of jargon are: technology, computing, the military, and, of course, education – including EFL and ESL. (The acronyms prove the point!)

Example:

[Phil is in a computer shop with his mum, who wants to buy a new PC:]

Mum: "I just need to be able to use email, and perhaps buy something online."

Phil: "What about this new HP laptop? It's equipped with the AMD Athlon II Dual-Core Processor P320, which is brilliant, and features a widescreen 1366x768 resolution LED-backlit display, plus an ATI Mobility Radeon HD 4250 Graphics card – which means it's good."

Mum: "What was that, love? You lost me after 'laptop'..."

[Phil believes the laptop to be good, because he understands the jargon. His mum, on the other hand, will have to take his word for it, or take time to learn the meaning of the jargon.]

When:

When you want to communicate technical information quickly to people who are able to decode what you mean. Or when you want to deliberately exclude people who are not part of the group.

# Talk a Lot

## Media

### 4. PHRASAL VERBS

See Unit 1: Hotel – Features of Non-Literal English – Part 1

### 5. IRONY

Irony is a way of speaking where we say something that is obviously not true, and the listener realises that we mean something else, even the opposite of what we have just said. This is an effective way of drawing attention to what we really mean, which is the thing that we don't say.

Example:

[It's raining. You say to your friends:] "What a lovely day!" [Everybody smiles]

When:

When you want to draw attention to something that you think is important by highlighting how much it differs from the way in which it wants to present itself, e.g. if a male politician wanted to present an image of himself as a family man, it would be ironic to point out that he has had many affairs in the past. The use of irony often results in humour. It is similar to the comic technique of reversing the expectations of the listener – we say what the listener is not expecting to hear, which provokes a laugh. Because we have been surprised – or even shocked – by the reversal, we laugh as a form of relieving the tension, and hiding our surprise, so as not to lose face in the eyes of the speaker.

### 6. SLANG

See Unit 2: Problems – Features of Non-Literal English – Part 2

### 7. CLICHÉ

An unoriginal and corny phrase which has lost its power to be relevant in a situation, because it has been used too many times before.

Example:

Mandy: "I really miss my boyfriend. I wish we could have stayed together."

Mandy's grandma: "Don't worry, my dear. *Time heals all wounds.*" ["*In the future you will feel less pain*"]

When:

When you can't think of anything more original to say. People tend not to like clichés – such as over-used sayings and idioms, rhymes in greetings cards, or lyrics to cheesy pop songs – because using them shows a lack of originality of thought on the part of the speaker. It's as if they can't be bothered to even *paraphrase* the cliché. Using clichés can betray a certain amount of insincerity, and indicate that the speaker is not really listening to you – and definitely not empathising with you [putting themselves in your place]. Clichés can also be used in an ironic way. For example, when both speaker and listener know that the *opposite* of what is being said is – or will be – true.

### 8. HYPERBOLE

A statement that something is bigger, better, or more positive than it really is.

Example:

[Your new girlfriend invites you to her home and cooks dinner for you for the first time:]

"This is the best meal I've ever had!" [What he means: "I'm glad that you invited me here and I want to impress you with my good behaviour and attitude. The meal is actually quite average, as meals go."]

When:

When you want to please somebody (see above), or show off about something (e.g. "I've got the best trainers in my whole town!"). It can often be seen in advertising, e.g. "Our prices are out of this world!"

# Talk a Lot

## Media

### 9. COLLOQUIALISMS [DIALECT WORDS OR PHRASES]

A colloquialism is an informal word or phrase that originates from – and is mainly used in – a particular place. Instead of the standard dictionary word for something, local people use their own local word or phrase.

Example:

Mum: “Do you want a cheese and tomato cob for lunch?” [cob = bread roll in parts of the Midlands and northern England]

Tom: “Yes please, mum.”

When:

When you want to show that you come from a particular part of the country; to show allegiance to your home town and area; or because it’s the word for something that you’ve grown up using – that you’ve always used.

# Talk a Lot

## Media

### 20 Common English Idioms

|   |  |  |   |
|---|--|--|---|
| 1.<br>to get in touch<br>with sby                 | to contact sby   | 2.<br>to have sth on<br>in the background                    | to listen to sth, e.g.<br>the radio, while<br>doing sth else        |
| 3.<br>to be glued<br>to sth                       | to watch sth<br>attentively  | 4.<br>you can't win<br>'em all                               | you can't be<br>successful in every<br>activity                     |
| 5.<br>to wash your<br>dirty linen in public       | to use the media to<br>fight a dispute that<br>should be private     | 6.<br>to take advantage<br>of sby                            | to gain benefit from<br>sby without giving<br>anything in return    |
| 7.<br>to be economical<br>with the truth          | to say just enough to<br>be truthful, without<br>giving full details | 8.<br>to get<br>square eyes                                  | to strain your eyes<br>by looking at a<br>screen for too long       |
| 9.<br>to be all the rage                          | to be in fashion   | 10.<br>from the sublime<br>to the ridiculous                 | from sth very good to<br>sth very silly, e.g.<br>music on the radio |
| 11.<br>to put the cat<br>among the pigeons        | to cause trouble,<br>often deliberately                              | 12.<br>to be in sby's<br>pocket                              | to be paid by sby to<br>be biased towards<br>them                   |
| 13.<br>to break<br>new ground                     | to do sth<br>totally original  | 14.<br>to drive sby<br>up the wall                           | to annoy sby<br>very much   |
| 15.<br>the best thing<br>since sliced bread       | the best thing to<br>happen / appear<br>for a long time              | 16.<br>to get to the heart<br>of the matter                  | to examine / discuss<br>the most important<br>part of sth           |
| 17.<br>to take ages                               | to be a very<br>long process   | 18.<br>"I'd love to be a<br>fly on the wall..."              | "I'd love to be able to<br>overhear sth without<br>being seen"      |
| 19.<br>to scrape<br>[the bottom of]<br>the barrel | to use an idea that<br>is very unoriginal                            | 20.<br>to be [about] as<br>much use as a<br>chocolate teapot | to be useless   |

# Talk a Lot

## Media

### English Idioms – Matching Game

Match each sentence below with one of the idioms from this unit. Change forms where necessary:



|  |
|--|
| If you don't switch off that telly, you'll _____!  |
| I like reading this paper, because the articles often really _____.  |
| When Tim came last in the contest, the DJ told him: "Never mind. _____."   |
| The role of a presenter on a late-night radio phone-in show is to _____.   |
| "Janet's in there breaking up with Paul!" "Really? Wow! _____, right now!"   |
| Have you got Jack's number? I need to _____ with him about the party.  |
| Due to the dearth of new programme ideas, Channel 4 was accused by some parts of the media of _____.                       |
| The use of touchscreen technology in mobile phones has _____.  |
| To follow Bohemian Rhapsody with Barbie Girl by Aqua is like going _____.  |
| I like to _____ while I'm doing the accounts. It helps to pass the time.   |
| We bought a new HDTV because high definition is _____ at the moment.   |
| I don't think you can say that the politician lied, although he was _____.   |
| Paul was getting cross because it was _____ to download the film to his PC.  |
| My new smartphone loses its signal when I pick it up. It's _____!  |
| Mark told me he thinks his new tablet computer is _____.   |
| I hate it when these Z-list celebs _____. It's so degrading.   |
| The newspaper editor was suspected of _____ of the media mogul.  |
| Did you catch the final episode of 24 last night? I _____ to it!   |
| Can you turn over to another channel, please? These adverts are _____!   |
| Illegal file-sharers are _____ of publishers and content providers, by depriving them of remuneration for their hard work. |

# Talk a Lot

## Media – English Idioms Activities

### Meaning and Context

1. Check for new vocabulary. Are there any idioms that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the definition cards with the idiom cards.
2. Do any of the idioms exist in your first language? Translate each idiom.
3. Divide the idioms into four categories: **Radio**, **Television**, **Journalism**, and **New Media**.
4. Take some cards. Describe the idiom on a card without saying it.
5. How many idioms can you remember when they are all turned over?

### Practice Activities

Choose a random idiom (or one that particularly interests you) and...

1. think of a time or situation in your life when you... a) could have said this idiom (past), and b) might say this idiom (future).
2. say the name of a person you know who would be the *most likely* to say this. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – idiomatic and literal.
5. analyse the words. Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this idiom.
6. replace the idiom in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another idiom or saying that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one idiom to the next.

### Topic Questions

1. Choose the correct idiom. 2. Make a sentence about... a) yourself, b) a friend.

1. I might do this while I'm doing something else – because I don't like silence.
2. This is what you do when you make somebody very frustrated or angry.
3. You could say this when you are desperate to find out what other people are doing.
4. This is what people do when they don't want you to know *everything*, e.g. politicians.
5. If you are completely absorbed in the TV show that you're watching, you are this idiom.
6. A corrupt public figure who has *too close* a relationship with the media could be this.
7. This is what the producers of innovative new media content do...
8. ...and this is what other producers do when they have run out of ideas.
9. This idiom describes the experience of listening to a really bad song straight after a great one.
10. You could use this idiom to describe a new purchase that you're really pleased with...
11. ...and this idiom to describe something that doesn't work or is a complete waste of time.
12. You do this when you *use* somebody, e.g. taking without any intention of paying them back.

# Talk a Lot

## Media

### 20 Common English Phrasal Verbs

|                           |   |                             |   |
|---------------------------|---|-----------------------------|---|
| 1.<br>switch on<br>---    | start   | 2.<br>log in<br>---         | enter   |
| 3.<br>throw away<br>---   | dispose of  | 4.<br>tune into<br>---      | deliberately<br>watch or listen to              |
| 5.<br>zoom in<br>---      | enlarge   | 6.<br>give away<br>---      | offer freely                                    |
| 7.<br>shut down<br>---    | close   | 8.<br>go after<br>---       | pursue  |
| 9.<br>trade up<br>---     | upgrade   | 10.<br>call in<br>---       | phone a radio /<br>TV show                      |
| 11.<br>get into<br>---    | become a fan of                                   | 12.<br>cut down<br>---      | reduce intake                                   |
| 13.<br>join in<br>---     | participate                                       | 14.<br>find out<br>---      | discover  |
| 15.<br>turn down<br>---   | reduce the<br>volume                              | 16.<br>listen to<br>---     | hear in an<br>active way                        |
| 17.<br>sell out<br>---    | become<br>unavailable due to<br>high sales        | 18.<br>catch up on<br>----- | do sth that should<br>have been done<br>earlier |
| 19.<br>scroll down<br>--- | move a page<br>down, e.g. on a<br>computer screen | 20.<br>turn over<br>---     | change sides                                    |

# Talk a Lot

## Media

### English Phrasal Verbs – Matching Game

Match each sentence below with one of the phrasal verbs from this unit. Change forms where necessary:



|  |
|--|
| When this phone finally gives up the ghost [breaks irretrievably], I'll probably _____ to a better model.                        |
| The latest MP3 player from Sony had _____ within eight hours of going on sale.   |
| More than four million people regularly _____ the Jon Lee Breakfast Show.  |
| I don't know why certain photographers have to _____ these celebs.   |
| Sam's been _____ Radio 2 for donkey's years now [for a long time].   |
| Can you _____ it _____ a bit, please? I can't hear myself think!<br>[The noise is distracting me]                                |
| He _____ the computer and waited for it to start up.   |
| If you are the fifty-fifth lucky listener to _____, you will win an all-expenses-paid free trip to Florida!                      |
| Could you _____ a little, please? I want to see the rest of the picture.   |
| After the riots, the government _____ a few of the opposition newspapers.  |
| Follow us on Twitter to _____ more about the government's new education policies!  |
| Clare _____ on the photo to get a closer look at her mother's earrings.  |
| I've listened to this album a few times, but I just can't seem to _____ it.  |
| I often buy box sets so that I can _____ good TV shows that I've missed.   |
| Please _____ to access your email account.   |
| _____ the page to read our exclusive interview with Charlize Theron.   |
| The TV show was _____ tickets to an upcoming Justin Bieber concert.  |
| Lisa was trying to _____ on the amount of telly she watched, because so much of it was just a load of old rubbish [low quality]. |
| When I've finished reading my paper, I usually _____ it _____.   |
| The girls _____ with the telethon by donating money online.  |

# Talk a Lot

## Media – English Phrasal Verbs Activities

This is a handy table showing **collocations** – words that go well with these phrasal verbs. You could use it to make a quick quiz for students after they have learned the meanings, e.g. “Which phrasal verb is to do with photographs?” Or “Find a phrasal verb that’s transitive separable.” Or guess the preposition linking phrasal verb and object, e.g. “To join in **with** a competition...” Or encourage students to build sentences (positive, negative, and question forms) by linking content words together using function words, e.g. “My **sister called in** to the **radio station earlier**.” etc.

| #   | subject (person)  | p/verb*     | tr? | sep? | collocation e.g.            | place / time e.g.              |
|-----|---|-------------|-----|------|-----------------------------|--------------------------------|
| 1.  | a pronoun, e.g.<br>I, you, he, she, etc.  | switch on   | ✓   | ✓    | the telly / a computer      | in the living room / office    |
| 2.  |   | log in      | ✗   | -    | to an account, e.g. email   | at work / at home              |
| 3.  |   | throw away  | ✓   | ✓    | some rubbish                | outside / in the kitchen       |
| 4.  |   | tune into   | ✓   | ✓    | a radio station             | in the car / every morning     |
| 5.  |   | zoom in     | ✗   | -    | on a photo                  | on the screen                  |
| 6.  |   | give away   | ✓   | ✓    | a flyer / a free sample     | in the street / at the mall    |
| 7.  |   | shut down   | ✓   | ✓    | a newspaper                 | in 1986 / last month           |
| 8.  |   | go after    | ✓   | ✗    | a famous actor              | outside a nightclub            |
| 9.  |   | trade up    | ✗   | -    | to a better model           | every year / regularly         |
| 10. |   | call in     | ✗   | -    | to a talk show on the radio | during the programme           |
| 11. | a person or<br>thing, e.g.<br>the presenter, my<br>sister, Peter,<br>the television,<br>my Auntie Ruth,<br>the boys, etc. | get into    | ✓   | ✗    | a group / album / novel     | at the moment / recently       |
| 12. |   | cut down    | ✗   | -    | on TV / on chocolate        | at the moment / lately         |
| 13. |   | join in     | ✗   | -    | with sth / with the debate  | on the show / in the media     |
| 14. |   | find out    | ✗   | -    | some information / gossip   | online / at work               |
| 15. |   | turn down   | ✓   | ✓    | the volume / the heating    | on the radio / at home         |
| 16. |   | listen to   | ✓   | ✗    | music / a radio play        | often / sometimes / rarely     |
| 17. |   | sell out    | ✗   | -    | quickly / completely        | due to high demand             |
| 18. |   | catch up on | ✓   | ✗    | the latest episode / news   | for the past hour or two       |
| 19. |   | scroll down | ✗   | -    | the page                    | on the screen / monitor        |
| 20. |   | turn over   | ✗   | -    | the page / the paper        | while reading / in the library |

Notes: **tr = transitive** – the phrasal verb can have an object. **sep = separable** – some transitive phrasal verbs are separable, which means that the object, e.g. an object pronoun like “him” or “it”, or somebody’s name, can go before the particle or after it. Some transitive phrasal verbs are **inseparable** – the object has to go after the particle. **Intransitive** phrasal verbs do not have an object, therefore cannot be separable or inseparable. Remember, some phrasal verbs, e.g. “get into”, have a range of meanings. The information here relates to the definitions given on the “20 Common English Phrasal Verbs” handout.

\* Choose any verb form, e.g. Present Perfect Continuous, Third Conditional, Future Perfect, etc.

### Topic Questions

Choose the correct phrasal verb, and make a sentence about... a) yourself, b) a friend:

- having a chat with a relative after a long time apart from them.
- contacting a DJ who is live on the air, to state your opinion or ask for a request.
- handing out leaflets or free newspapers to passersby in the street.
- trying to like a new TV series or book that everybody else is raving about [loves].
- attempting to buy the latest gadget when it first goes on sale – but without success.
- spending less time listening to the radio, watching TV, or using the internet.
- chasing a famous person in the street in order to get their autograph.
- what you do with a computer... a) first thing in the morning, b) last thing at night.
- wanting to buy a newer and better mobile or gadget, to replace your current model.
- regularly listening to the same programme on the radio.
- getting rid of something that no longer works or doesn’t have any value.
- reading a long text message, or information online that doesn’t fit on the screen.
- doing something that other people are also doing.
- getting some information from an online dictionary or encyclopaedia.

# Talk a Lot

## Media

### 20 Common English Slang Words and Phrases

|                        |  |                              |  |
|------------------------|--|------------------------------|--|
| 1.<br>a Z-list celeb   | (n.) a celebrity who isn't very famous                               | 2.<br>to catch [a show]      | (v.) to watch, listen to, or attend a show                     |
| 3.<br>rolling news     | (n. un.) continuous 24-hour TV news                                  | 4.<br>lol                    | (acr.) acronym used in text messages: "laughing out loud"      |
| 5.<br>a glossy         | (n.) a quality magazine, usually for women                           | 6.<br>the Top 40             | (n.) the forty best-selling music tracks or albums             |
| 7.<br>the [goggle] box | (n.) the television  | 8.<br>a couch potato         | (n.) a lazy person who watches TV / plays video games a lot    |
| 9.<br>a freebie        | (n.) sth given away free with a product, e.g. a free DVD             | 10.<br>a geek                | (n.) a person thought to be obsessed with technology           |
| 11.<br>cloud computing | (n. un.) storing your files online rather than on a local hard drive | 12.<br>"Put a sock in it!"   | (phr.) "Be quiet!"   |
| 13.<br>a scoop         | (n.) an exclusive interview or report, e.g. in a newspaper           | 14.<br>a kiss-and-tell story | (n.) an article where sby discusses their private relationship |
| 15.<br>the telly       | (n.) the television  | 16.<br>a fanboy              | (n.) a fan of a tech company who promotes their work           |
| 17.<br>a non-starter   | (n.) a project that fails before it begins                           | 18.<br>an earworm            | (n.) a tune that you can't stop singing in your head           |
| 19.<br>the Long Tail   | (n.) a way for publishers to distribute more content for longer      | 20.<br>the gutter press      | (n.) low-quality tabloid newspapers                            |

# Talk a Lot

## Media

### English Slang Words and Phrases – Matching Game

Match each sentence below with one of the slang words and phrases from this unit.  
Change forms where necessary:



|  |
|--|
| “OK, now it’s my turn to speak.” “No! Shut up!” “But, can I...?” “_____!”  |
| The winner of last year’s <i>Big Brother</i> is now considered to be a _____.                                      |
| Kids today seem to spend their whole lives glued to _____.   |
| The idea about the underwater cookery programme was a bit of a _____.  |
| “I’ve had _____ all day! I can’t get rid of it!” “What is it?” “Kylie’s latest.”                                   |
| Tracey and Trisha never miss _____ on Sunday afternoons, because they can’t wait to find out who’ll be number one. |
| I rarely have time to watch _____, because I’m far too busy online.  |
| Ken’s sister calls him a _____, because he spends all day sitting on the sofa playing computer games.              |
| “It’s _____ that prints all of this rubbish. It’s disgusting!”   |
| “Did you _____ <i>Top Gear</i> last night?” “No, sadly not. I missed it.”  |
| Because of _____, all of Jeff’s books are now available to order again.  |
| The parti wuz wikid _____!! C U l8erz m8 xx oo xx ;))  |
| Graham was really pleased to get his _____ about the bank fraud all over the front page of <i>The Chronicle</i> .  |
| I would rather keep my data and files on my laptop, than trust _____.  |
| I used to work for a _____, but now I write more freelance articles.   |
| “Did you buy this DVD?” “No, it was _____. It came with a magazine.”   |
| Brian is an Apple _____. He’s fixated with their stuff. He buys it all.  |
| The problem for _____ channels is that there aren’t enough big stories.  |
| The _____ about Ryan’s affair was splashed across pages 2, 3, 4, and 6.  |
| Lauren is such _____. She’s up on [knows about] <i>all</i> the latest tech news.                                   |

# Talk a Lot

## Media – English Slang Words and Phrases Activities

### Meaning and Context

1. Check for new vocabulary. Are there any words/phrases that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the definition cards with the slang cards.
2. Who would you be speaking to when you used these words and phrases? Are there any words or phrases that you wouldn't use with certain people? If yes, why not?
3. Do any of the slang words and phrases exist in your first language? Translate them.
4. Divide the slang into four categories: **Radio**, **Television**, **Journalism**, and **New Media**.
5. Take some cards. Describe the slang word or phrase on a card without saying it.
6. How many slang words/phrases can you remember when they are all turned over?

### Practice Activities

Choose a random slang word or phrase (or one that particularly interests you) and...

1. think of a time or situation in your life when you... a) could have used this slang (past), and b) might use this slang (future).
2. say the name of a person you know who would be... a) the *most likely* to say this, and b) the *least likely* to say it. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – slang and dictionary (literal).
5. analyse the word(s). Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this slang word or phrase.
6. replace the slang word or phrase in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another slang word or phrase that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one slang word/phrase to the next.

### Topic Questions

1. Choose the correct slang word or phrase. 2. Make a sentence about... a) yourself, b) a friend.

1. This example of "text-speak" indicates that I found something funny.
2. I might say this to a close friend or family member if I wanted them to be quiet.
3. This is a catchy tune that I can't stop thinking about.
4. This is a derogatory term for lowbrow newspapers that print scandalous stories.
5. Find two different slang phrases that mean the same thing – and say what it is.
6. This is a project that doesn't get off the ground – an idea that is badly conceived.
7. An idle telly addict, or gamer, who seems to be attached to the sofa might be described as this.
8. People who make use of this service can use any computer that is connected to the internet, and still access all of their files.
9. If you listen to this, you will get a comprehensive view of which music is popular these days.
10. You can find them at every showbiz party in town. In fact they never turn down an invitation!

# Talk a Lot

## Media

### Focus on Non-Literal Speech

#### Answers

##### English Idioms – Matching Game

1. Have you got Jack's number? I need to **get in touch** with him about the party.
2. I like to **have something on in the background** while I'm doing the accounts. It helps to pass the time.
3. Did you catch the final episode of 24 last night? I **was glued** to it!
4. When Tim came last in the contest, the DJ told him: "Never mind. **You can't win 'em all.**"
5. I hate it when these Z-list celebs **wash their dirty linen in public**. It's so degrading.
6. Illegal file-sharers are **taking advantage** of publishers and content providers, by depriving them of remuneration for their hard work.
7. I don't think you can say that the politician lied, although he was **being economical with the truth**.
8. If you don't switch off that telly, you'll **get square eyes!**
9. We bought a new HDTV because high definition is **all the rage** at the moment.
10. To follow Bohemian Rhapsody with Barbie Girl by Aqua is like going **from the sublime to the ridiculous**.
11. The role of a presenter on a late-night radio phone-in show is to **put the cat among the pigeons**.
12. The newspaper editor was suspected of **being in the pocket** of the media mogul.
13. The use of touchscreen technology in mobile phones has **broken new ground**.
14. Can you turn over to another channel, please? These adverts are **driving me up the wall!**
15. Mark told me he thinks his new tablet computer is **the best thing since sliced bread**.
16. I like reading this paper, because the articles often really **get to the heart of the matter**.
17. Paul was getting cross because it was **taking ages** to download the film to his PC.
18. "Janet's in there breaking up with Paul!" "Really? Wow! **I'd love to be a fly on the wall**, right now!"
19. Due to the dearth of new programme ideas, Channel 4 was accused by some parts of the media of **scraping [the bottom of] the barrel**.
20. My new smartphone loses its signal when I pick it up. It's **[about] as much use as a chocolate teapot!**

##### English Idioms – Topic Questions

- |  |   |
|--|---|
| 1. To have sth on in the background      | 8. To scrape [the bottom of] the barrel             |
| 2. To drive sby up the wall              | 9. From the sublime to the ridiculous               |
| 3. "I'd love to be a fly on the wall..." | 10. The best thing since sliced bread               |
| 4. To be economical with the truth       | 11. To be [about] as much use as a chocolate teapot |
| 5. To be glued to sth                    | 12. To take advantage of sby                        |
| 6. To be in sby's pocket                 |   |
| 7. To break new ground                   |   |

##### English Phrasal Verbs – Pronunciation and Linking

| Phrasal Verb: | What Happens?             | IPA Spelling:  | Phrasal Verb:   | What Happens?                        | IPA Spelling:  |
|---------------|---------------------------|----------------|-----------------|--------------------------------------|----------------|
| 1. switch on  | L: (cv) changes to (vc)   | /'swɪtʃɒn/     | 11. get into    | L: (cv) changes to (vc)              | /'geɪtɪn.tu:/  |
| 2. log in     | L: (cv) changes to (vc)   | /'lɒɡɪn/       | 12. cut down    | E: (cc) changes to (vc)              | /'kʌt'daʊn/    |
| 3. throw away | I: (vv) changes to (vc)   | /'θrəʊ.wə'weɪ/ | 13. join in     | L: (cv) changes to (vc)              | /'dʒɔɪ'nɪn/    |
| 4. tune into  | L: (cv) changes to (vc)   | /'tjuːnɪn.tu:/ | 14. find out    | E: (cv) changes to (cc) <sup>1</sup> | /'faɪn'daʊt/   |
| 5. zoom in    | L: (cv) changes to (vc)   | /'zuːmɪn/      | 15. turn down   | L: (cc) remains (cc) <sup>2</sup>    | /'tɜːn'daʊn/   |
| 6. give away  | L: (cv) changes to (vc)   | /'gɪ.və'weɪ/   | 16. listen to   | L: (cc) remains (cc) <sup>3</sup>    | /'lɪ.sən'tuː/  |
| 7. shut down  | E&G: (cc) changes to (vc) | /'ʃʌt'daʊn/    | 17. sell out    | L: (cv) changes to (vc)              | /'sel'laʊt/    |
| 8. go after   | I: (vv) changes to (vc)   | /'gəʊ'wɑː.ftə/ | 18. catch up on | L: (cv) changes to (vc)              | /'kætʃ'ʌ.pɒn/  |
| 9. trade up   | L: (cv) changes to (vc)   | /'treɪ'dʌp/    | 19. scroll down | E: (cc) remains (cc) <sup>4</sup>    | /'skrəʊw'daʊn/ |
| 10. call in   | L: (cv) changes to (vc)   | /'kɔːlɪn/      | 20. turn over   | L: (cv) changes to (vc)              | /'tɜːnəʊ.və/   |

The following connected speech techniques are used to make the words easier to say together quickly:

**L** = Linking **I** = Intrusion **E** = Elision **G** = Glottal Stops /ʔ/

Connecting sounds: **(cc)** = consonant sound to consonant sound **(cv)** = consonant sound to vowel sound  
**(vc)** = vowel sound to consonant sound **(vv)** = vowel sound to vowel sound

<sup>1</sup> Despite being (cc), it's easier to make the sound connection /n/ to /d/ than /d/ to /aʊ/, because after /n/ the mouth and tongue are in the right position to pronounce the next sound

<sup>2</sup> Despite being (cc), the sound connection /n/ to /d/ is already easy to say because... (see footnote <sup>1</sup>, above)

<sup>3</sup> Despite being (cc), the sound connection /n/ to /t/ is already easy to say because... (see footnote <sup>1</sup>, above)

<sup>4</sup> Despite being (cc), it's easier to make the sound connection /w/ to /d/ than /l/ to /d/, because after /w/ the mouth and tongue are in the right position to pronounce /d/

# Talk a Lot

## Media

### Focus on Non-Literal Speech

#### English Phrasal Verbs – Matching Game

1. He **switched on** the computer and waited for it to start up.
2. Please **log in** to access your email account.
3. When I've finished reading my paper, I usually **throw it away**.
4. More than four million people regularly **tune into** the Jon Lee Breakfast Show.
5. Clare **zoomed in** on the photo to get a closer look at her mother's earrings.
6. The TV show was **giving away** tickets to an upcoming Justin Bieber concert.
7. After the riots, the government **shut down** a few of the opposition newspapers.
8. I don't know why certain photographers have to **go after** these celebs.
9. When this phone finally gives up the ghost [breaks irretrievably], I'll probably **trade up** to a better model.
10. If you are the fifty-fifth lucky listener to **call in**, you will win an all-expenses-paid free trip to Florida!
11. I've listened to this album a few times, but I just can't seem to **get into** it.
12. Lisa was trying to **cut down** on the amount of telly she watched, because so much of it was just a load of old rubbish [low quality].
13. The girls **joined in** with the telethon by donating money online.
14. Follow us on Twitter to **find out** more about the government's new education policies!
15. Can you **turn it down** a bit, please? I can't hear myself think! [The noise is distracting me]
16. Sam's been **listening to** Radio 2 for donkey's years now [for a long time].
17. The latest MP3 player from Sony had **sold out** within eight hours of going on sale.
18. I often buy box sets so that I can **catch up on** good TV shows that I've missed.
19. Could you **scroll down** a little, please? I want to see the rest of the picture.
20. **Turn over** the page to read our exclusive interview with Charlize Theron.

#### English Phrasal Verbs – Topic Questions

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. catch up on | 6. cut down     | 10. tune into   |
| 2. call in     | 7. go after     | 11. throw away  |
| 3. give away   | 8. a) switch on | 12. scroll down |
| 4. get into    | b) shut down    | 13. join in     |
| 5. sell out    | 9. trade up     | 14. find out    |

#### English Slang Words and Phrases – Matching Game

1. The winner of last year's *Big Brother* is now considered to be a **Z-list celeb**.
2. "Did you **catch Top Gear** last night?" "No, sadly not. I missed it."
3. The problem for **rolling news** channels is that there aren't enough big stories.
4. The parti wuz wikid **lol!!** C U l8erz m8 xx oo xx ;))
5. I used to work for a **glossy**, but now I write more freelance articles.
6. Tracey and Trisha never miss **the Top 40** on Sunday afternoons, because they can't wait to find out who'll be number one.
7. Kids today seem to spend their whole lives glued to **the [goggle] box or the telly**.
8. Ken's sister calls him a **couch potato**, because he spends all day sitting on the sofa playing computer games.
9. "Did you buy this DVD?" "No, it was a **freebie**. It came with a magazine."
10. Lauren is such a **geek**. She's up on [knows about] *all* the latest tech news.
11. I would rather keep my data and files on my laptop, than trust **cloud computing**.
12. "OK, now it's my turn to speak." "No! Shut up!" "But, can I...?" "**Put a sock in it!**"
13. Graham was really pleased to get his **scoop** about the bank fraud all over the front page of *The Chronicle*.
14. The **kiss-and-tell story** about Ryan's affair was splashed across pages 2, 3, 4, and 6.
15. I rarely have time to watch **telly / the telly or the [goggle] box**, because I'm far too busy online.
16. Brian is an Apple **fanboy**. He's fixated with their stuff. He buys it all.
17. The idea about the underwater cookery programme was a bit of a **non-starter**.
18. "I've had an **earworm** all day! I can't get rid of it!" "What is it?" "Kylie's latest."
19. Because of **the Long Tail**, all of Jeff's books are now available to order again.
20. "It's **the gutter press** that prints all of this rubbish. It's disgusting!"

#### English Slang Words and Phrases – Topic Questions

- |                        |   |                    |
|------------------------|---|--------------------|
| 1. lol                 | 5. the [goggle] box <i>and</i><br>the telly – both mean<br>"the television" | 7. a couch potato  |
| 2. "Put a sock in it!" |   | 8. cloud computing |
| 3. an earworm          |   | 9. the Top 40      |
| 4. the gutter press    | 6. a non-starter  | 10. a Z-list celeb |

# Talk a Lot

## Media

Instructions: this table is a reference chart for all of the vocabulary in this unit. Students could look for **additional** idioms, phrasal verbs, and slang terms to fill in the gaps in the table, and write definitions, e.g.

*to plug in* = to connect to the electricity supply

### Unit Vocabulary Reference Chart – Page 1

| <u>Sub-Group</u>  | <u>Discussion Words</u>                         | <u>English Idioms</u>                 | <u>English Phrasal Verbs</u> | <u>English Slang Words and Phrases</u> |
|-------------------|---|---------------------------------------|------------------------------|--|
| <b>Radio</b>      | competition                                     | you can't win 'em all                 | join in                      |  |
|                   | digital radio                                   |                                       | switch on                    | a non-starter                          |
|                   | feature   |                                       | listen to                    |  |
|                   | jingle  |                                       |                              | an earworm                             |
|                   | listener  | to have sth on in the background      | call in                      |  |
|                   | playlist  | from the sublime to the ridiculous    |                              | the Top 40                             |
|                   | presenter                                       | to put the cat among the pigeons      |                              | "Put a sock in it!"                    |
|                   | ratings   |                                       |                              |  |
|                   | show  |                                       | tune into                    | to catch [a show]                      |
| sidekick          | to be [about] as much use as a chocolate teapot |                                       |                              |  |
| <b>Television</b> | advert  | to drive sby up the wall              | turn over                    |  |
|                   | box set   |                                       | catch up on                  |  |
|                   | channel   |                                       |                              | rolling news                           |
|                   | HDTV  | the best thing since sliced bread     | plug in                      | the [goggle] box                       |
|                   | programme                                       | to be glued to sth                    | get into                     | the telly                              |
|                   | reality TV                                      | "I'd love to be a fly on the wall..." | cut down                     | a Z-list celeb                         |
|                   | remote control                                  |                                       | turn down                    |  |
|                   | subtitles                                       |                                       |                              |  |
|                   | TV licence                                      |                                       |                              |  |
|                   | viewer  | to get square eyes                    |                              | a couch potato                         |

# Talk a Lot

## Media

Instructions: this table is a reference chart for all of the vocabulary in this unit. Students could look for **additional** idioms, phrasal verbs, and slang terms to fill in the gaps in the table, and write definitions, e.g.

news that is *hot off the press* = the latest news

### Unit Vocabulary Reference Chart – Page 2

| <u>Sub-Group</u>    | <u>Discussion Words</u> | <u>English Idioms</u>                | <u>English Phrasal Verbs</u> | <u>English Slang Words and Phrases</u> |
|---------------------|-------------------------|--------------------------------------|------------------------------|--|
| <b>Journalism</b>   | article                 | to get to the heart of the matter    |                              | a glossy                               |
|                     | bias                    | to be in sby's pocket                |                              |  |
|                     | editor                  |                                      | shut down                    |  |
|                     | freesheet               | to scrape [the bottom of] the barrel | give away                    | a freebie                              |
|                     | gossip                  | to wash your dirty linen in public   |                              | a kiss-and-tell story                  |
|                     | headline                |                                      |                              | a scoop                                |
|                     | journalist              | to be economical with the truth      | find out                     |  |
|                     | paparazzi               |                                      | go after                     |  |
|                     | tabloid                 | <i>hot off the press</i>             | throw away                   | the gutter press                       |
|                     | <b>New Media</b>        | convergence                          | to break new ground          |  |
| data transfer       |                         | to take ages                         |                              | cloud computing                        |
| file sharing        |                         | to take advantage of sby             |                              |  |
| interactive content |                         |                                      |                              | the Long Tail                          |
| mobile              |                         | to get in touch with sby             | trade up                     | lol                                    |
| podcast             |                         |                                      |                              |  |
| streaming video     |                         |                                      | zoom in                      |  |
| touchscreen         |                         |                                      | scroll down                  |  |
| web page            |                         |                                      | log in                       | a geek                                 |
| [Wi-Fi] device      |                         | to be all the rage                   | sell out                     | a fanboy                               |

# Talk a Lot

## Media

### Unit Vocabulary Reference – Radio /'reɪ.di.jəʊ/

| #   | English Idioms:                                 | Literal Translation:  |
|-----|---|---|
| 2.  | to have sth on in the background                | to listen to sth, e.g. the radio, while doing sth else        |
| 4.  | you can't win 'em all                           | you can't be successful in every activity                     |
| 10. | from the sublime to the ridiculous              | from sth very good to sth very silly, e.g. music on the radio |
| 11. | to put the cat among the pigeons                | to cause trouble, often deliberately                          |
| 20. | to be [about] as much use as a chocolate teapot | to be useless   |

| #   | English Phrasal Verbs: | Literal Translation:            |
|-----|------------------------|---------------------------------|
| 1.  | switch on              | start                           |
| 4.  | tune into              | deliberately watch or listen to |
| 10. | call in                | phone a radio / TV show         |
| 13. | join in                | participate                     |
| 16. | listen to              | hear in an active way           |

| #   | English Slang Words and Phrases: | Literal Translation:                                 |
|-----|----------------------------------|--|
| 2.  | to catch [a show]                | (v.) to watch, listen to, or attend a show           |
| 6.  | the Top 40                       | (n.) the forty best-selling music tracks or albums   |
| 12. | “Put a sock in it!”              | (phr.) “Be quiet!”                                   |
| 17. | a non-starter                    | (n.) a project that fails before it begins           |
| 18. | an earworm                       | (n.) a tune that you can't stop singing in your head |

| #   | Discussion Words: | IPA Translation:        |
|-----|-------------------|-------------------------|
| 1.  | ratings           | /'reɪ.tɪŋz/             |
| 4.  | jingle            | /'dʒɪŋ.gəl/             |
| 12. | feature           | /'fi:tʃə/               |
| 13. | presenter         | /prə'zentə/             |
| 15. | competition       | /kəm.pə'tɪ.fəʃən/       |
| 25. | listener          | /'lɪ.sənə/              |
| 27. | playlist          | /'pleɪ.lɪst/            |
| 32. | show              | /ʃəʊ/                   |
| 37. | digital radio     | /dɪ.dʒɪ.təl'reɪ.di.jəʊ/ |
| 40. | sidekick          | /'saɪk.kɪk/             |

### What Would You Do? – Problems

2. I want my granny to buy a new digital radio, because I know that she'll love some of the new digital-only stations. She's listened to my digital radio, but declares that her old analogue set sounds much better...

8. I called in to a late-night phone-in show on the radio, to discuss a personal problem, but the DJ made fun of me and some of my friends heard it. Now they won't stop teasing me...

10. I work in a factory, where the tasks are repetitive and monotonous. We usually listen to the radio – all the latest chart hits. But recently a new gaffer [boss] has banned the radio and plays classical music CDs instead...

15. I'm a DJ on a national music radio station. I used to have really high ratings, but recently they've been getting lower and lower. I seem to have run out of ideas for new, original features and competitions...

# Talk a Lot

## Media

### Unit Vocabulary Reference – Television /te.lə'vɪ.ʒən/

| #   | English Idioms:                       | Literal Translation:                                     |
|-----|---------------------------------------|--|
| 3.  | to be glued to sth                    | to watch sth attentively                                 |
| 8.  | to get square eyes                    | to strain your eyes by looking at a screen for too long  |
| 14. | to drive sby up the wall              | to annoy sby very much                                   |
| 15. | the best thing since sliced bread     | the best thing to happen / appear for a long time        |
| 18. | “I’d love to be a fly on the wall...” | “I’d love to be able to overhear sth without being seen” |

| #   | English Phrasal Verbs: | Literal Translation:                      |
|-----|------------------------|---|
| 11. | get into               | become a fan of                           |
| 12. | cut down               | reduce intake                             |
| 15. | turn down              | reduce the volume                         |
| 18. | catch up on            | do sth that should have been done earlier |
| 20. | turn over              | change sides                              |

| #   | English Slang Words and Phrases: | Literal Translation:  |
|-----|----------------------------------|---|
| 1.  | a Z-list celeb                   | (n.) a celebrity who isn’t very famous                      |
| 3.  | rolling news                     | (n. un.) continuous 24-hour TV news                         |
| 7.  | the [goggle] box                 | (n.) the television   |
| 8.  | a couch potato                   | (n.) a lazy person who watches TV / plays video games a lot |
| 15. | the telly                        | (n.) the television   |

| #   | Discussion Words: | IPA Translation:      |
|-----|-------------------|-----------------------|
| 6.  | advert            | /'æd.vɜ:t/            |
| 8.  | channel           | /'tʃæ.nəl/            |
| 10. | box set           | /bɒ'kset/             |
| 18. | programme         | /'prəʊ.græm/          |
| 21. | remote control    | /rɪ.məʊ?.kən'trəʊl/   |
| 24. | HDTV              | /eɪtʃ.dɪ.ti:'vi:/     |
| 29. | reality TV        | /ri'jæ.lə.ti.ti:.vi:/ |
| 30. | subtitles         | /'sʌb.taɪ.təlz/       |
| 35. | viewer            | /'vju:.wə/            |
| 39. | TV licence        | /'ti:vi:.laɪ.səns/    |

### What Would You Do? – Problems

5. My kids are real couch potatoes, but they start screaming if I threaten to turn off the telly. I want them to watch less and go out and play with their mates. On the other hand, I don’t want to upset the little dears...

7. Very often I find that I’m in the middle of my favourite programme, and the channel suddenly changes, and we’re watching whatever my partner wants to watch. How can I get to have the remote control once in a while...?

12. I recorded the final of a talent contest last night, and I can’t wait to watch it when I get home. I haven’t heard the result yet, and I’m terrified that one of my friends will spoil it for me – or I’ll find out another way...

13. I’m just about to settle down and enjoy the season finale of my favourite TV show, but I can see that the TV Licensing inspectors are coming. I haven’t got a licence! What shall I do? I don’t want to miss it...

# Talk a Lot

## Media

### Unit Vocabulary Reference – Journalism /'dʒɜː.nə.lɪ.zəm/

| #   | English Idioms:                      | Literal Translation:   |
|-----|--------------------------------------|--|
| 5.  | to wash your dirty linen in public   | to use the media to fight a dispute that should be private     |
| 7.  | to be economical with the truth      | to say just enough to be truthful, without giving full details |
| 12. | to be in sby's pocket                | to be paid by sby to be biased towards them                    |
| 16. | to get to the heart of the matter    | to examine / discuss the most important part of sth            |
| 19. | to scrape [the bottom of] the barrel | to use an idea that is very unoriginal                         |

| #   | English Phrasal Verbs: | Literal Translation: |
|-----|------------------------|----------------------|
| 3.  | throw away             | dispose of           |
| 6.  | give away              | offer freely         |
| 7.  | shut down              | close                |
| 8.  | go after               | pursue               |
| 14. | find out               | discover             |

| #   | English Slang Words and Phrases: | Literal Translation:   |
|-----|----------------------------------|--|
| 5.  | a glossy                         | (n.) a quality magazine, usually for women                     |
| 9.  | a freebie                        | (n.) sth given away free with a product, e.g. a free DVD       |
| 13. | a scoop                          | (n.) an exclusive interview or report, e.g. in a newspaper     |
| 14. | a kiss-and-tell story            | (n.) an article where sby discusses their private relationship |
| 20. | the gutter press                 | (n.) low-quality tabloid newspapers                            |

| #   | Discussion Words: | IPA Translation: |
|-----|-------------------|------------------|
| 2.  | tabloid           | /'tæ.blɔɪd/      |
| 7.  | freesheet         | /'friː.ʃi:t/     |
| 9.  | headline          | /'hed.laɪn/      |
| 11. | paparazzi         | /pæ.pə'ræ.tsi/   |
| 14. | editorship        | /'sen.sə.ʃɪp/    |
| 16. | article           | /'ɑː.tɪ.kəl/     |
| 22. | journalist        | /'dʒɜː.nə.lɪst/  |
| 23. | editor            | /'e.dɪ.tə/       |
| 33. | gossip            | /'gɒ.sɪp/        |
| 34. | bias              | /baɪəs/          |

### What Would You Do? – Problems

4. I'm a fairly well-known daytime-TV personality; a respectable married man, with two teenage children. However, last week I had a fling with a pole dancer, and she's just told me that she's sold her story to a tabloid...

6. I made up a story about a politician and my paper ran it. It forced the guy to resign. Everybody said it was right to print the article – although I know it was untrue. Should I come clean and apologise? I'll probably lose my job...

11. I'm a journalist on a local rag [low-quality newspaper] and I haven't had a good scoop for ages. My boss has ordered me to bring back "something sensational" for tomorrow's edition. How can I uncover an amazing story...?

14. I get a magazine each week, but I often throw it away unread. When I do have time to read it, though, I love it. I'm thinking of cancelling my subscription, because of the cost. But what if I miss some juicy gossip...?

# Talk a Lot

## Media

### Unit Vocabulary Reference – New Media /nju:'mi:diə/

| #   | English Idioms:          | Literal Translation:                                       |
|-----|--------------------------|--|
| 1.  | to get in touch with sby | to contact sby   |
| 6.  | to take advantage of sby | to gain benefit from sby without giving anything in return |
| 9.  | to be all the rage       | to be in fashion   |
| 13. | to break new ground      | to do sth totally original                                 |
| 17. | to take ages             | to be a very long process                                  |

| #   | English Phrasal Verbs: | Literal Translation:                        |
|-----|------------------------|---|
| 2.  | log in                 | enter                                       |
| 5.  | zoom in                | enlarge                                     |
| 9.  | trade up               | upgrade                                     |
| 17. | sell out               | become unavailable due to high sales        |
| 19. | scroll down            | move a page down, e.g. on a computer screen |

| #   | English Slang Words and Phrases: | Literal Translation:   |
|-----|----------------------------------|--|
| 4.  | lol                              | (acr.) acronym used in text messages: "laughing out loud"            |
| 10. | a geek                           | (n.) a person thought to be obsessed with technology                 |
| 11. | cloud computing                  | (n. un.) storing your files online rather than on a local hard drive |
| 16. | a fanboy                         | (n.) a fan of a tech company who promotes their work                 |
| 19. | the Long Tail                    | (n.) a way for publishers to distribute more content for longer      |

| #   | Discussion Words:   | IPA Translation:         |
|-----|---------------------|--------------------------|
| 3.  | web page            | /'weɪ.pəɪdʒ/             |
| 5.  | file sharing        | /'faɪl.ʃeə.rɪŋ/          |
| 17. | podcast             | /'pɒd.kɑ:st/             |
| 19. | streaming video     | /stri:..mɪŋ'vɪ.di.jəʊ/   |
| 20. | mobile              | /'məʊ.baɪl/              |
| 26. | data transfer       | /deɪ.tə'træns.fɜ:z/      |
| 28. | interactive content | /ɪn.tə.ræk.tɪv'kɒn.tent/ |
| 31. | convergence         | /kɒn'vɜ:..dʒəns/         |
| 36. | [Wi-Fi] device      | /'waɪ.fai.di.vaɪs/       |
| 38. | touchscreen         | /'tʌtʃ.skri:n/           |

### What Would You Do? – Problems

1. Two months ago I bought a fantastic mobile, which I was so happy with. But I've just found out that they're about to bring out [launch] a new version with better features for the same price! Should I get one...?

3. They're launching a brand new MP3 player on Friday, and I want to be the first to get my hands on one! Problem is, to be first in the queue I'll have to camp outside the store overnight, and I've got college the next day...

9. I've started using a cloud computing service, and it's really convenient, because I can sit down and work on any computer with internet access. However, my kid brother seems intent on stealing my password...

16. Somebody I don't get on with has set up an embarrassing website dedicated to me, using pictures from my Facebook page. I think they're making fun of me, because I refused to help them cheat in an exam...

# Talk a Lot

## Media

### What Would You Do?

Read the problems below and decide which group each one belongs in: **Radio, Television, Journalism, or New Media**. There are four problems in each group. Then offer some advice to each person. Try to use some of the **discussion words, idioms, phrasal verbs, and slang words and phrases** from this unit in each answer:

|  |   |  |  |
|--|---|--|--|
| 1. Two months ago I bought a fantastic mobile, which I was so happy with. But I've just found out that they're about to bring out [launch] a new version with better features for the same price! Should I get one...?         | 2. I want my granny to buy a new digital radio, because I know that she'll love some of the new digital-only stations. She's listened to my digital radio, but declares that her old analogue set sounds much better...                     | 3. They're launching a brand new MP3 player on Friday, and I want to be the first to get my hands on one! Problem is, to be first in the queue I'll have to camp outside the store overnight, and I've got college the next day... | 4. I'm a fairly well-known daytime-TV personality; a respectable married man, with two teenage children. However, last week I had a fling with a pole dancer, and she's just told me that she's sold her story to a tabloid...         |
| 5. My kids are real couch potatoes, but they start screaming if I threaten to turn off the telly. I want them to watch less and go out and play with their mates. On the other hand, I don't want to upset the little dears... | 6. I made up a story about a politician and my paper ran it. It forced the guy to resign. Everybody said it was right to print the article - although I know it was untrue. Should I come clean and apologise? I'll probably lose my job... | 7. Very often I find that I'm in the middle of my favourite programme, and the channel suddenly changes, and we're watching whatever my partner wants to watch. How can I get to have the remote control once in a while...?       | 8. I called in to a late-night phone-in show on the radio, to discuss a personal problem, but the DJ made fun of me and some of my friends heard it. Now they won't stop teasing me...   |
| 9. I've started using a cloud computing service, and it's really convenient, because I can sit down and work on any computer with internet access. However, my kid brother seems intent on stealing my password...             | 10. I work in a factory, where the tasks are repetitive and monotonous. We usually listen to the radio - all the latest chart hits. But recently a new gaffer [boss] has banned the radio and plays classical music CDs instead...          | 11. I'm a journalist on a local rag [low-quality newspaper] and I haven't had a good scoop for ages. My boss has ordered me to bring back "something sensational" for tomorrow's edition. How can I uncover an amazing story...?   | 12. I recorded the final of a talent contest last night, and I can't wait to watch it when I get home. I haven't heard the result yet, and I'm terrified that one of my friends will spoil it for me - or I'll find out another way... |
| 13. I'm just about to settle down and enjoy the season finale of my favourite TV show, but I can see that the TV Licensing inspectors are coming. I haven't got a licence! What shall I do? I don't want to miss it...         | 14. I get a magazine each week, but I often throw it away unread. When I do have time to read it, though, I love it. I'm thinking of cancelling my subscription, because of the cost. But what if I miss some juicy gossip...?              | 15. I'm a DJ on a national music radio station. I used to have really high ratings, but recently they've been getting lower and lower. I seem to have run out of ideas for new, original features and competitions...              | 16. Somebody I don't get on with has set up an embarrassing website dedicated to me, using pictures from my Facebook page. I think they're making fun of me, because I refused to help them cheat in an exam...                        |

# Talk a Lot

## Media

### Discussion Questions – Group 1

1. What is your favourite... a) radio station, b) DJ, c) TV channel, d) TV programme, e) newspaper, f) magazine, g) website, h) podcast, i) gadget, j) technology brand? Why? Which do you dislike? Why?
2. Radio is over a hundred years old. Why hasn't it ever been replaced by a more modern form of media?
3. Do you approve of the actions of the paparazzi? How do they manage to make a living? Do certain celebrities invite prying eyes? If yes, who... how... and why?
4. Would you prefer to be able to receive over a thousand mediocre TV channels, or just four really brilliant ones?
5. Why is social networking so popular? Are you part of a social network? How did we use to keep in touch before the arrival of social networking?
6. Who is your favourite TV presenter? Would you like to become one? Why? / Why not? What qualifications and skills do you think you'd need to be successful?
7. What would happen if the media just stopped production? How would it affect your life?
8. How do freesheets (free newspapers) make money? Is it a good business model?
9. Which TV shows get you and your friends and family talking, producing "water-cooler" moments? How do they achieve such an effect?
10. Should the internet be censored so that it contains only material that everybody agrees with?
11. Do you subscribe to any magazines? If yes, why? What do you like about them?
12. Is it possible to access an unbiased source of news? Why? / Why not?
13. Why is it much cheaper to buy a radio than a television or MP3 player? Which form of media offers the best value for money?
14. Do you know anybody who is a complete Luddite or technophobe [fearing and rejecting new technology] – or are *you* one? What effect does this have on their (or *your*) life? Should we always gratefully embrace new technological advances, or should we be more cautious?
15. Describe what you think the *next* popular form of mass media will look like.

# Talk a Lot

## Media

### Discussion Questions – Group 2

1. If you could keep only one form of media, which would you choose? Why?
2. Do you listen to drama on the radio? How does it differ from drama on TV or in films?
3. Are newspapers becoming obsolete? If yes, why? Do you think they'll still be around in ten years' time? If not, what will replace them? Will it be a change for the better?
4. Why do technology companies continue to produce more and more new gadgets, and updates for existing gadgets? Haven't we got enough devices?
5. How can students use different parts of the media to improve their language skills?
6. Who controls the remote control in your home? Why? How did they gain this power? How do you feel about this situation?
7. Are these things too expensive: a) magazines, b) internet connection, c) satellite TV packages, d) newspapers, e) TV licence? What media is available to you for nothing?
8. Imagine that you could be a top radio DJ and present your own two hour show. What kind of music or speech content would you broadcast? Imagine the running order for the show.
9. Do you think of the planet when purchasing new consumer goods, such as mobiles, MP3 players and flat screen TVs? What kind of natural resources are required to produce these products? Where do these resources come from? What happens to the consumer goods that we throw away? How do you dispose of waste generated by using the media?
10. Why do newspapers contain so many articles? Nobody can possibly read them all!
11. How influenced are you by the media? How does it affect your decisions?
12. How is the media funded? How much do you pay towards it? How much *should* we have to pay? Do you pay to surf the internet? What do you think about adverts in the media, e.g. on TV or on the radio / internet? How far do they dictate your spending habits?
13. Do you like hearing and reading about celebrities in the media? Why? / Why not?
14. Should the government control the press? Why? / Why not?
15. If you could choose *anybody*, who would you most like to interview for a newspaper / magazine article? Choose one living person and one dead person. Why would you choose them? Think of three questions to ask each. Invite your partner to imagine their answers.

# Talk a Lot

## Media

### Agree or Disagree?

Do you agree or disagree with these statements? Say why. Find out what your partner thinks, and mark the boxes with ✓ for agree and x for disagree:

Me: My Partner:

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. I really need a new mobile.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <i>“Radio is a medium of entertainment which permits millions of people to listen to the same joke at the same time, and yet remain lonesome.”</i> – T. S. Eliot | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. We have so many TV channels, but there’s never anything to watch.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I set aside “me-time” especially to read my favourite magazine.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The media is too invasive. I feel like I’m being overwhelmed by the constantly updated flow of information.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I’ve never listened to a podcast in my life. I don’t see the point.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Online news and blogging is sounding the death knell for traditional newspapers.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I love reading the latest celebrity gossip.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I hate people who give away free newspapers in the street. They’re always getting in my way – and they won’t take no for an answer!                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The media continually distracts us from what is important in life.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. <i>“Where ignorance is bliss it’s foolish to borrow your neighbour’s newspaper.”</i> – Kin Hubbard  | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I wouldn’t recognise any of the artists in the Top 40, I’m afraid!  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I’m in charge of the remote control in my home.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. <i>“I find television very educating. Every time somebody turns on the set, I go into the other room and read a book.”</i> – Groucho Marx                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Most of what the news media produces is either speculation or downright lies, with very little information that is actually true.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Children and teenagers should not have the internet in their rooms.   | <input type="checkbox"/> | <input type="checkbox"/> |

# Talk a Lot

\_\_\_\_\_ / **Media**

## Vocabulary Test

First Language

English

\_\_\_\_\_

advert

\_\_\_\_\_

tabloid

\_\_\_\_\_

bias

\_\_\_\_\_

gossip

\_\_\_\_\_

show

\_\_\_\_\_

jingle

\_\_\_\_\_

subtitles

\_\_\_\_\_

freesheet

\_\_\_\_\_

interactive content

\_\_\_\_\_

programme

\_\_\_\_\_

channel

\_\_\_\_\_

reality TV

\_\_\_\_\_

ratings

\_\_\_\_\_

paparazzi

\_\_\_\_\_

headline

\_\_\_\_\_

convergence

\_\_\_\_\_

censorship

\_\_\_\_\_

mobile

\_\_\_\_\_

presenter

\_\_\_\_\_

editor

# Talk a Lot

## Lesson Test – Media

A) Underline the stressed syllables in each starting sentence:

1. Katy's been listening to Radio 2 at home all morning.
2. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.

B) Write a suitable word or phrase to follow each phrasal verb, e.g. "switch on... the TV":

- |                   |       |                 |       |
|-------------------|-------|-----------------|-------|
| 1. give away...   | _____ | 5. zoom in...   | _____ |
| 2. cut down...    | _____ | 6. join in...   | _____ |
| 3. catch up on... | _____ | 7. shut down... | _____ |
| 4. turn over...   | _____ | 8. get into...  | _____ |

C) Rearrange the syllables to find a Media word or phrase – and mark the strong stress:

- |                      |       |                     |       |
|----------------------|-------|---------------------|-------|
| 1. pə fən kɒm tɪ     | _____ | 5. ti: ɜ:tʃ vi: di: | _____ |
| 2. trəʊl rɪ məʊ? kən | _____ | 6. pə tsi ræ pæ     | _____ |
| 3. taɪ təlz sʌb      | _____ | 7. ʃeə faɪl rɪŋ     | _____ |
| 4. vɜ: dʒəns kɒn     | _____ | 8. vaɪs faɪ dɪ waɪ  | _____ |

Complete the sentence blocks:

D) Verb Form: \_\_\_\_\_

- The paparazzi were encouraged to go after the Z-list celebs which haunted that restaurant.
- Which celebs 1. \_\_\_\_\_ the paparazzi encouraged to go after?
- The 2. \_\_\_\_\_ which haunted that restaurant.
- Were the paparazzi encouraged to 3. \_\_\_\_\_ the Z-list celebs which haunted that restaurant?
- Yes, they 4. \_\_\_\_\_.
- Were 5. \_\_\_\_\_ encouraged to go after the A-list celebs which frequented that restaurant?
- 6. \_\_\_\_\_. The paparazzi weren't encouraged to go after the A-list celebs which frequented that restaurant.

E) Verb Form: \_\_\_\_\_

- If Reg'd called in, he would've been able to join in the discussion about gardening.
- What 7. \_\_\_\_\_ Reg have been able to join in, if he'd called in?
- 8. \_\_\_\_\_.
- Would Reg 9. \_\_\_\_\_ to join in the discussion about gardening, if he'd called in?
- Yes, 10. \_\_\_\_\_ would.
- 11. \_\_\_\_\_ Reg have been able to join in a quiz, if he'd called in?
- No, 12. \_\_\_\_\_. Reg wouldn't have been able to join in a quiz, if he'd called in.

# Talk a Lot

## Media

### Lesson Test

#### Answers

- A) 1. Katy's been listening to Radio Two at home all morning.  
2. Pam said last night that she hadn't heard the doorbell, because there'd been something on in the background.
- B) Answers will vary. Suggested answers:
- |                   |                   |                 |                    |
|-------------------|-------------------|-----------------|--------------------|
| 1. give away...   | a free newspaper  | 5. zoom in...   | on a photo         |
| 2. cut down...    | on watching TV    | 6. join in...   | with a competition |
| 3. catch up on... | the latest gossip | 7. shut down... | a newspaper        |
| 4. turn over...   | the page          | 8. get into...  | a TV series        |
- Note: collocations should match the meaning of each phrasal verb as it is defined in this unit.*
- C) 1. competition                      5. HDTV  
2. remote control                    6. paparazzi  
3. subtitles                            7. file sharing  
4. convergence                        8. Wi-Fi device
- D) Verb form: passive voice. 1. were. 2. Z-list celebs. 3. go after. 4. were.  
5. the paparazzi. 6. No, they weren't.
- E) Verb form: third conditional. 7. would. 8. The discussion about gardening.  
9. have been able. 10. he. 11. Would. 12. he wouldn't.



# Talk a Lot

**Spoken English Course**

**Intermediate Book 1**



# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 4: Getting a Job



by Matt Purland

#### **Practise...**

- *speaking and listening skills*
- *sentence building with 8 intermediate-level verb forms*
- *connected speech*
- *International Phonetic Alphabet (IPA)*
- *information exchange*
- *reading comprehension*
- *role playing*
- *discussion questions*

*...including tests and full answers!*

#### **Discover...**

- *20 common English idioms*
- *20 common English phrasal verbs*
- *20 common English slang words and phrases*
- *40 essential vocabulary words and phrases*

**100% Photocopiable**

# Talk a Lot

## Spoken English Course

### Intermediate Book 1

#### Unit 4: Getting a Job



*Note: all activities include full answers. For detailed instructions please see P.xiii.*

#### Contents

##### Sentence Focus Activities

- 2. Sentence Blocks + Sentence Blocks (without Function Words)
- 5. Sentence Block Extensions
- 6. Sentence Blocks – Sentence Stress and Vowel Sounds
- 8. Connected Sentence Cards
- 11. Connected Sentence Cards – with Consonant & Vowel Sounds
- 14. Connected Speech Template + Cut-Up IPA Sentence

##### Word Focus Activities

- 19. Discussion Words + IPA Version + Visualisations
- 22. Discussion Words Question Sheet
- 25. Information Exchange
- 28. Multi-Purpose Text:

- Original Text + Spot the Difference
- Guess the Function Words
- What's the Question? + True, False, or Unknown?
- Glossary of New Words

##### Focus on Non-Literal Speech

- 34. Role Play with Non-Literal English + Features of Non-Literal English – Part 4
- 39. 20 Common English Idioms + Matching Game + Activities
- 42. 20 Common English Phrasal Verbs + Matching Game + Activities
- 45. 20 Common English Slang Words and Phrases + Matching Game + Activities
- 51. Unit Vocab. Reference: **Looking for a Job, Applying for a Job, Job Interviews, and Motivation**

##### Free Practice Activities

- 57. What Would *You* Do?
- 58. Discussion Questions + Preparing for a Job Interview – 20 Typical Questions
- 60. Agree or Disagree?

##### Continuous Assessment Tests

- 61. Vocabulary Test + Lesson Test

# Talk a Lot

## Getting a Job

### Sentence Blocks

1. (*Present Perfect Continuous*) Ruth's been trawling through the classifieds in the paper all day to find a new job.

*How long*

2. (*Past Perfect*) The candidate had unhelpfully glossed over long gaps in his employment history.

*Who*

3. (*Future Perfect*) Henry will've put his foot in it today, because he's rubbish at job interviews.

*Why*

4. (*Second Conditional*) If you mapped out a strategy, your goal would become clearer.

*Whose*

5. (*Third Conditional*) If he'd employed more positive body language, Brett would've come across better.

*How*

6. (*Reported Speech*) I told Eileen that she had to believe in herself, because life's what you make it.

*What*

7. (*Passive Voice*) Mrs. Harris has been passed over for promotion again at the office.

*Where*

8. (*Imperative Form*) Please fill out this application form by tomorrow, and hand it in to our HR manager.

*When*

# Talk a Lot

## Getting a Job

### Sentence Blocks (without Function Words)

1. (*Present Perfect Continuous*) Ruth' trawling through classifieds paper all day find new job.  
*How long*

2. (*Past Perfect*) candidate unhelpfully glossed over long gaps employment history.  
*Who*

3. (*Future Perfect*) Henry ' put foot today, ' rubbish job interviews.  
*Why*

4. (*Second Conditional*) mapped out strategy, goal become clearer.  
*Whose*

5. (*Third Conditional*) ' employed more positive body language, Brett ' come across better.  
*How*

6. (*Reported Speech*) told Eileen believe in , life's make .  
*What*

7. (*Passive Voice*) Mrs. Harris passed over promotion again office.  
*Where*

8. (*Imperative Form*) Please fill out application form tomorrow, hand in HR manager.  
*When*

# Talk a Lot

## Getting a Job

### Sentence Blocks

*Note: the last two lines of each sentence block will vary. Below there are examples given for each sentence block, but students should think of their own way to get the negative forms in the last line. See the **Talk a Lot Elementary Handbook** and **Intermediate Supplement** for full instructions (available free from <https://purlandtraining.com/>).*

#### Answers

1. (Present Perfect Continuous) Ruth's been trawling through the classifieds in the paper all day to find a new job. / How long has Ruth been trawling through the classifieds in the paper to find a new job? / All day. / Has Ruth been trawling through the classifieds in the paper all day to find a new job? / Yes, she has. / Has Ruth been trawling through the classifieds in the paper for a few minutes to find a new job? / No, she hasn't. Ruth hasn't been trawling through the classifieds in the paper for a few minutes to find a new job.
2. (Past Perfect) The candidate had unhelpfully glossed over long gaps in his employment history. / Who had unhelpfully glossed over long gaps in their employment history? / The candidate had. / Had the candidate unhelpfully glossed over long gaps in his employment history? / Yes, he had. / Had the candidate's brother unhelpfully glossed over long gaps in his employment history? / No, he hadn't. The candidate's brother hadn't unhelpfully glossed over long gaps in his employment history.
3. (Future Perfect) Henry will've put his foot in it today, because he's rubbish at job interviews. / Why will Henry have put his foot in it today? / Because he's rubbish at job interviews. / Will Henry have put his foot in it today, because he's rubbish at job interviews? / Yes, he will (have). / Will Henry have put his foot in it today, because he got there late? / No, he won't (have). Henry won't have put his foot in it today, because he got there late.
4. (Second Conditional) If you mapped out a strategy, your goal would become clearer. / Whose goal would become clearer, if I mapped out a strategy? / Yours would. / Would my goal become clearer, if I mapped out a strategy? / Yes, it would. / Would your goal become clearer, if I mapped out a strategy? / No, it wouldn't. My goal wouldn't become clearer, if you mapped out a strategy.
5. (Third Conditional) If he'd employed more positive body language, Brett would've come across better. / How would Brett have come across, if he'd employed more positive body language? / Better. / Would Brett have come across better, if he'd employed more positive body language? / Yes, he would (have). / Would Brett have come across worse, if he'd employed more positive body language? / No, he wouldn't (have). Brett wouldn't have come across worse, if he'd employed more positive body language.
6. (Reported Speech) I told Eileen that she had to believe in herself, because life's what you make it. / What did you tell Eileen? / That she had to believe in herself, because life's what you make it. / Did you tell Eileen that she had to believe in herself, because life's what you make it? / Yes, I did. / Did you tell Eileen that she had to be patient, because Rome wasn't built in a day? / No, I didn't. I didn't tell Eileen that she had to be patient, because Rome wasn't built in a day.
7. (Passive Voice) Mrs. Harris has been passed over for promotion again at the office. / Where has Mrs. Harris been passed over for promotion again? / At the office. / Has Mrs. Harris been passed over for promotion again at the office? / Yes, she has. / Has Mrs. Harris been passed over for promotion again at the store? / No, she hasn't. Mrs. Harris hasn't been passed over for promotion again at the store.
8. (Imperative Form) Please fill out this application form by tomorrow, and hand it in to our HR manager. / When do I need to (or *when should I* or *when must I*) fill out this application form by, and hand it in to your HR manager? / By tomorrow. / Do I need to fill out this application form by tomorrow, and hand it in to your HR manager? / Yes, you do. / Do I need to fill out this application form by four o'clock today, and hand it in to your HR manager? / No, you don't. You don't need to fill out this application form by four o'clock today, and hand it in to our HR manager.

#### Sentence Block Extensions

For all of the sentence block starting sentences there are at least two different wh- question words that can be used to make sentence blocks. In one case eight different sentence blocks can be made from the same starting sentence when using different wh- question words. There isn't room here to print in full all 33 of the sentence block extensions from this unit. Hopefully, the answers provided above will give you the teacher (or you the student) enough guidance to be able to make the sentence block extensions for this unit with confidence.

For example, let's look at the first starting sentence from this unit:

# Talk a Lot

## Getting a Job

### Sentence Blocks

Ruth's been trawling through the classifieds in the paper all day to find a new job.

On the handout the wh- question phrase given is "How long", but this starting sentence also works equally well with seven other wh- question words: "What" (x2), "Where", "When", "Who", "Why", and "Which":

**What** has Ruth been trawling through all day to find a new job? / The classifieds in the paper.

**What** has Ruth been doing all day to find a new job? / Trawling through the classifieds in the paper.

**Where** has Ruth been trawling through all day to find a new job? / The classifieds in the paper.

**When** has Ruth been trawling through the classifieds in the paper to find a new job? / All day.

**Who** has been trawling through the classifieds in the paper all day to find a new job? / Ruth has.

**Why** has Ruth been trawling through the classifieds in the paper all day? / To find a new job.

**Which** classifieds has Ruth been trawling through all day to find a new job? / The classifieds in the paper.

The idea is easy. Change the wh- question word each time and you can make several completely different sentence blocks from the original starting sentence, simply by finding the relevant information for the answer in the starting sentence. As you can see below, sometimes the same wh- question word can be used more than once to make different sentence blocks.

You could cut out and give the section below to your students:

----- ✂ -----  
Getting a Job

Make new sentence blocks from the starting sentences in this unit using different "wh-" question words:

|    | <b>WHAT</b>             | <b>WHERE</b> | <b>WHEN</b> | <b>WHO</b> | <b>WHY</b> | <b>WHICH</b> | <b>HOW</b>             | <b>Total:</b> |
|----|-------------------------|--------------|-------------|------------|------------|--------------|------------------------|---------------|
| 1. | what (x2)               | where        | when        | who        | why        | which        |                        | 7             |
| 2. | what (x2)               |              |             |            |            | which        | how                    | 4             |
| 3. | what                    |              | when        | who        |            |              |                        | 3             |
| 4. | what (x2)               |              | when        |            |            | which        | how                    | 5             |
| 5. | what                    |              | when        | who        |            |              | how (2 <sup>nd</sup> ) | 4             |
| 6. | what (2 <sup>nd</sup> ) |              |             | who (x2)   | why        |              |                        | 4             |
| 7. | what                    |              |             | who        |            |              |                        | 2             |
| 8. | what (x2)               |              |             | who        |            | which        |                        | 4             |
|    |                         |              |             |            |            |              | <b>Total:</b>          | <b>33</b>     |

Talk a Lot Intermediate Book 1

----- ✂ -----

# Talk a Lot

## Getting a Job

### Sentence Blocks

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 1: Circle the content words in the following starting sentences. (For answer, see Task 2 below.)*

#### Getting a Job

1. Ruth's been trawling through the classifieds in the paper all day to find a new job.
2. The candidate had unhelpfully glossed over long gaps in his employment history.
3. Henry will've put his foot in it today, because he's rubbish at job interviews.
4. If you mapped out a strategy, your goal would become clearer.
5. If he'd employed more positive body language, Brett would've come across better.
6. I told Eileen that she had to believe in herself, because life's what you make it.
7. Mrs. Harris has been passed over for promotion again at the office.
8. Please fill out this application form by tomorrow, and hand it in to our HR manager.

-----✂-----

#### Sentence Blocks – Sentence Stress and Vowel Sounds

*Task 2: Underline the stressed syllable in each content word, shown in black. (For answer, see Task 3 below.)*

#### Getting a Job

1. Ruth's been trawling through the classifieds in the paper all day to find a new job.
2. The candidate had unhelpfully glossed over long gaps in his employment history.
3. Henry will've put his foot in it today, because he's rubbish at job interviews.
4. If you mapped out a strategy, your goal would become clearer.
5. If he'd employed more positive body language, Brett would've come across better.
6. I told Eileen that she had to believe in herself, because life's what you make it.
7. Mrs. Harris has been passed over for promotion again at the office.
8. Please fill out this application form by tomorrow, and hand it in to our HR manager.

-----✂-----

# Talk a Lot

## Getting a Job

### Sentence Blocks

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Task 3: Write the correct vowel sound above each stressed syllable (underlined). (For answer, see below.)

#### Getting a Job

1. Ruth's been trawling through the classifieds in the paper all day to find a new job.
2. The candidate had unhelpfully glossed over long gaps in his employment history.
3. Henry will've put his foot in it today, because he's rubbish at job interviews.
4. If you mapped out a strategy, your goal would become clearer.
5. If he'd employed more positive body language, Brett would've come across better.
6. I told Eileen that she had to believe in herself, because life's what you make it.
7. Missus Harris has been passed over for promotion again at the office.
8. Please fill out this application form by tomorrow, and hand it in to our HR manager.

----- ✂ -----  

#### Sentence Blocks – Sentence Stress and Vowel Sounds

Each content word (shown in black) contains one syllable with a strong stress, which is underlined. Each stressed syllable has one vowel sound. The vowel sounds on stressed syllables are the most important sounds in the sentence. They make the “sound spine” of the sentence. To improve communication, try to get the sound spine right.

#### Getting a Job

1. Ruth's been trawling through the classifieds in the paper all day to find a new job.  
/u:/ /ɔ:/ /u:/ /æ/ /eɪ/ /ɔ:/ /eɪ/ /aɪ/ /u:/ /ɒ/
2. The candidate had unhelpfully glossed over long gaps in his employment history.  
/æ/ /e/ /ɒ/ /əʊ/ /ɒ/ /æ/ /ɔ:/ /ɪ/
3. Henry will've put his foot in it today, because he's rubbish at job interviews.  
/e/ /ʊ/ /ʊ/ /eɪ/ /ʌ/ /ɒ/ /ɪ/
4. If you mapped out a strategy, your goal would become clearer.  
/æ/ /aʊ/ /æ/ /əʊ/ /ʌ/ /ɪə/
5. If he'd employed more positive body language, Brett would've come across better.  
/ɔ:/ /ɔ:/ /ɒ/ /ɒ/ /æ/ /e/ /ʌ/ /ɒ/ /e/
6. I told Eileen that she had to believe in herself, because life's what you make it.  
/əʊ/ /aɪ/ /i:/ /ɪ/ /aɪ/ /eɪ/
7. Missus Harris has been passed over for promotion again at the office.  
/ɪ/ /æ/ /ɑ:/ /əʊ/ /əʊ/ /e/ /ɒ/
8. Please fill out this application form by tomorrow, and hand it in to our HR manager.  
/i:/ /ɪ/ /aʊ/ /eɪ/ /ɔ:/ /ɒ/ /æ/ /ɪ/ /ɑ:/ /æ/

# Talk a Lot

## Getting a Job

Connected Sentence Cards (Page 1/3)

|   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> Ruth's <input type="checkbox"/>  | <input type="checkbox"/> been <input type="checkbox"/>        | <input type="checkbox"/> trawling <input type="checkbox"/>   | <input type="checkbox"/> through <input type="checkbox"/>     |
| <input type="checkbox"/> the <input type="checkbox"/>     | <input type="checkbox"/> classifieds <input type="checkbox"/> | <input type="checkbox"/> in <input type="checkbox"/>         | <input type="checkbox"/> the <input type="checkbox"/>         |
| <input type="checkbox"/> paper <input type="checkbox"/>   | <input type="checkbox"/> all <input type="checkbox"/>         | <input type="checkbox"/> day <input type="checkbox"/>        | <input type="checkbox"/> to <input type="checkbox"/>          |
| <input type="checkbox"/> find <input type="checkbox"/>    | <input type="checkbox"/> a <input type="checkbox"/>           | <input type="checkbox"/> new <input type="checkbox"/>        | <input type="checkbox"/> job. <input type="checkbox"/>        |
| <input type="checkbox"/> The <input type="checkbox"/>     | <input type="checkbox"/> candidate <input type="checkbox"/>   | <input type="checkbox"/> had <input type="checkbox"/>        | <input type="checkbox"/> unhelpfully <input type="checkbox"/> |
| <input type="checkbox"/> glossed <input type="checkbox"/> | <input type="checkbox"/> over <input type="checkbox"/>        | <input type="checkbox"/> long <input type="checkbox"/>       | <input type="checkbox"/> gaps <input type="checkbox"/>        |
| <input type="checkbox"/> in <input type="checkbox"/>      | <input type="checkbox"/> his <input type="checkbox"/>         | <input type="checkbox"/> employment <input type="checkbox"/> | <input type="checkbox"/> history. <input type="checkbox"/>    |
| <input type="checkbox"/> Henry <input type="checkbox"/>   | <input type="checkbox"/> will've <input type="checkbox"/>     | <input type="checkbox"/> put <input type="checkbox"/>        | <input type="checkbox"/> his <input type="checkbox"/>         |
| <input type="checkbox"/> foot <input type="checkbox"/>    | <input type="checkbox"/> in <input type="checkbox"/>          | <input type="checkbox"/> it <input type="checkbox"/>         | <input type="checkbox"/> today, <input type="checkbox"/>      |
| <input type="checkbox"/> because <input type="checkbox"/> | <input type="checkbox"/> he's <input type="checkbox"/>        | <input type="checkbox"/> rubbish <input type="checkbox"/>    | <input type="checkbox"/> at <input type="checkbox"/>          |

next page >

# Talk a Lot

## Getting a Job

Connected Sentence Cards (Page 2/3)

|          |             |          |           |
|----------|-------------|----------|-----------|
| job      | interviews. | If       | you       |
| mapped   | out         | a        | strategy, |
| your     | goal        | would    | become    |
| clearer. | If          | he'd     | employed  |
| more     | positive    | body     | language, |
| Brett    | would've    | come     | across    |
| better.  | I           | told     | Eileen    |
| that     | she         | had      | to        |
| believe  | in          | herself, | because   |
| life's   | what        | you      | make      |

next page >

# Talk a Lot

## Getting a Job

Connected Sentence Cards (Page 3/3)

|           |             |        |     |
|-----------|-------------|--------|-----|
| it.       | Mrs.        | Harris | has |
| been      | passed      | over   | for |
| promotion | again       | at     | the |
| office.   | Please      | fill   | out |
| this      | application | form   | by  |
| tomorrow, | and         | hand   | it  |
| in        | to          | our    | HR  |
| manager.  |             |        |     |

# Talk a Lot

## Getting a Job

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 1/3)

|         |             |            |             |
|---------|-------------|------------|-------------|
| Ruth's  | been        | trawling   | through     |
| the     | classifieds | in         | the         |
| paper   | all         | day        | to          |
| find    | a           | new        | job.        |
| The     | candidate   | had        | unhelpfully |
| glossed | over        | long       | gaps        |
| in      | his         | employment | history.    |
| Henry   | will've     | put        | his         |
| foot    | in          | it         | today,      |
| because | he's        | rubbish    | at          |

next page >

# Talk a Lot

## Getting a Job

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 2/3)

|          |             |          |           |
|----------|-------------|----------|-----------|
| job      | interviews. | If       | you       |
| mapped   | out         | a        | strategy, |
| your     | goal        | would    | become    |
| clearer. | If          | he'd     | employed  |
| more     | positive    | body     | language, |
| Brett    | would've    | come     | across    |
| better.  | I           | told     | Eileen    |
| that     | she         | had      | to        |
| believe  | in          | herself, | because   |
| life's   | what        | you      | make      |

next page >

# Talk a Lot

## Getting a Job

Connected Sentence Cards – with Consonant & Vowel Sounds (Page 3/3)

|   |   |  |   |
|---|---|--|---|
| <input type="checkbox"/> it. <input type="checkbox"/>       | <input type="checkbox"/> Mrs. <input type="checkbox"/>        | <input type="checkbox"/> Harris <input type="checkbox"/> | <input type="checkbox"/> has <input type="checkbox"/> |
| <input type="checkbox"/> been <input type="checkbox"/>      | <input type="checkbox"/> passed <input type="checkbox"/>      | <input type="checkbox"/> over <input type="checkbox"/>   | <input type="checkbox"/> for <input type="checkbox"/> |
| <input type="checkbox"/> promotion <input type="checkbox"/> | <input type="checkbox"/> again <input type="checkbox"/>       | <input type="checkbox"/> at <input type="checkbox"/>     | <input type="checkbox"/> the <input type="checkbox"/> |
| <input type="checkbox"/> office. <input type="checkbox"/>   | <input type="checkbox"/> Please <input type="checkbox"/>      | <input type="checkbox"/> fill <input type="checkbox"/>   | <input type="checkbox"/> out <input type="checkbox"/> |
| <input type="checkbox"/> this <input type="checkbox"/>      | <input type="checkbox"/> application <input type="checkbox"/> | <input type="checkbox"/> form <input type="checkbox"/>   | <input type="checkbox"/> by <input type="checkbox"/>  |
| <input type="checkbox"/> tomorrow, <input type="checkbox"/> | <input type="checkbox"/> and <input type="checkbox"/>         | <input type="checkbox"/> hand <input type="checkbox"/>   | <input type="checkbox"/> it <input type="checkbox"/>  |
| <input type="checkbox"/> in <input type="checkbox"/>        | <input type="checkbox"/> to <input type="checkbox"/>          | <input type="checkbox"/> our <input type="checkbox"/>    | <input type="checkbox"/> HR <input type="checkbox"/>  |
| <input type="checkbox"/> manager. <input type="checkbox"/>  |   |  |   |

# Talk a Lot

## Getting a Job

3. Henry will've put his foot in it today, because he's rubbish at job interviews.

5 vowel sound:

4 stressed syllable:

1 content word: **Henry** **put** **foot** **today,**

2 no. of syllables:

1 function word: **will've** **his** **in** **it** **because**

7 connecting sounds:

6 weak forms:  w  w  w  w  w  w

8 features of C.S.:

9 missing/new sound:

10 example with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

|                      |                                  |                    |  |
|----------------------|----------------------------------|--------------------|--|
| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Getting a Job

3. Henry will've put his foot in it today, because he's rubbish at job interviews.

5 vowel sound:

4 stressed syllable:

1 content word: **Henry** **put** **foot** **today,**

2 no. of syllables:

1 function word: **will've** **his** **in** **it** **because**

7 connecting sounds:

6 weak forms:

8 features of C.S.:

9 missing/new sound:

10 example with IPA: Henry will've... /'hen.ri.wɪ.lə'pʊ.tɪz'fʊ.tɪ.nɪʔ.tə'deɪ.bɪ.kə.zɪ'zrʌ.bɪʃ.əʔ'dʒɒ'bɪn.tə.vju:z/

3 suffixes: Hen-ry

3 compound nouns: none

7 connecting sounds: **8 features of connected speech:**

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Getting a Job

3. Henry will've put his foot in it today, because he's rubbish at job interviews.

5 vowel sound:

4 stressed syllable:

1 content word: **rubbish** **job** **interviews.**

2 no. of syllables:

1 function word: **he's** **at**

7 connecting sounds:

6 weak forms: W  W

8 features of C.S.:

9 missing/new sound:

10 example with IPA: \_\_\_\_\_

3 suffixes: \_\_\_\_\_

3 compound nouns: \_\_\_\_\_

7 connecting sounds:

8 features of connected speech:

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

|                      |                                  |                    |  |
|----------------------|----------------------------------|--------------------|--|
| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Getting a Job

3. Henry will've put his foot in it today, because he's rubbish at job interviews.

- 5 vowel sound:
- 4 stressed syllable:
- 1 content word: **rubbish** **job** **interviews.**
- 2 no. of syllables:
- 1 function word: **he's** **at**
- 7 connecting sounds:
- 6 weak forms: **W**   **W**
- 8 features of C.S.:
- 9 missing/new sound:
- 10 example with IPA: Henry will've... /'hen.ri.wɪ.lə'pʊ.tɪz'fʊ.tɪ.nɪ?.tə'deɪ.bɪ.kə.zi:'zrʌ.bɪʃ.ə?'dʒɒ'bɪn.tə.vju:z/
- 3 suffixes: rubb-ish
- 3 compound nouns: none
- 7 connecting sounds: **8 features of connected speech:**

|           |                                    |
|-----------|------------------------------------|
| <b>cc</b> | consonant sound to consonant sound |
| <b>cv</b> | consonant sound to vowel sound     |
| <b>vc</b> | vowel sound to consonant sound     |
| <b>vv</b> | vowel sound to vowel sound         |

| <b>GLACIER:</b>      |                                  | <b>Contraction</b> | a word is shortened                    |
|----------------------|----------------------------------|--------------------|--|
| <b>Glottal stops</b> | an empty space without sound /ʔ/ | <b>Intrusion</b>   | a new sound appears – /j/, /w/, or /r/ |
| <b>Linking</b>       | syllables connect together       | <b>Elision</b>     | a sound disappears                     |
| <b>Assimilation</b>  | a sound changes                  | <b>R-linking</b>   | syllables connect with /r/ sound       |

# Talk a Lot

## Getting a Job

### Cut-Up IPA Sentence

*Instructions: each card shows the sounds of one syllable from this sentence. Order the cards, mark the stressed syllables, and notice the features of connected speech:*

Henry will've put his foot in it today, because he's rubbish at job interviews.

/ˈhen.ri.wɪ.lə'pʊ.tɪz'fʊ.tɪ.nɪ?.tə'deɪ.bɪ.kə.zɪ:'rʌ.bɪʃ.ə?'dʒɒ'bɪn.tə.vju:z/

|   | A     | B   | C   | D   | E   |
|---|-------|-----|-----|-----|-----|
| 1 | vju:z | kə  | tə  | wɪ  | ə?  |
| 2 | nɪ?   | bɪn | hen | bɪ  | tɪ  |
| 3 | ri    | pʊ  | zɪ: | bɪʃ | dʒɒ |
| 4 | fʊ    | zrʌ | tɪz | lə  | deɪ |
| 5 | tə    |     |     |     |     |

# Talk a Lot

## Getting a Job

### Discussion Words

|                              |                              |                          |                                |
|------------------------------|------------------------------|--------------------------|--------------------------------|
| 1.<br>perseverance           | 2.<br>voluntary work         | 3.<br>preparation        | 4.<br>curriculum vitae<br>[CV] |
| 5.<br>self-improvement       | 6.<br>achievements           | 7.<br>presentation       | 8.<br>strategy                 |
| 9.<br>nerves                 | 10.<br>training course       | 11.<br>seasonal work     | 12.<br>body language           |
| 13.<br>key skills            | 14.<br>discipline            | 15.<br>success           | 16.<br>networking              |
| 17.<br>promotion             | 18.<br>application form      | 19.<br>self-esteem       | 20.<br>work experience         |
| 21.<br>recruitment<br>agency | 22.<br>independence          | 23.<br>candidate         | 24.<br>objective               |
| 25.<br>rejection letter      | 26.<br>employment<br>history | 27.<br>jobseeker         | 28.<br>redundancy              |
| 29.<br>Jobcentre Plus        | 30.<br>rival                 | 31.<br>qualifications    | 32.<br>discrimination          |
| 33.<br>salary                | 34.<br>mortgage              | 35.<br>classified advert | 36.<br>goal                    |
| 37.<br>referee               | 38.<br>job security          | 39.<br>covering letter   | 40.<br>interviewer             |

# Talk a Lot

## Getting a Job /'ge.tɪŋ.ə'dʒɒb/

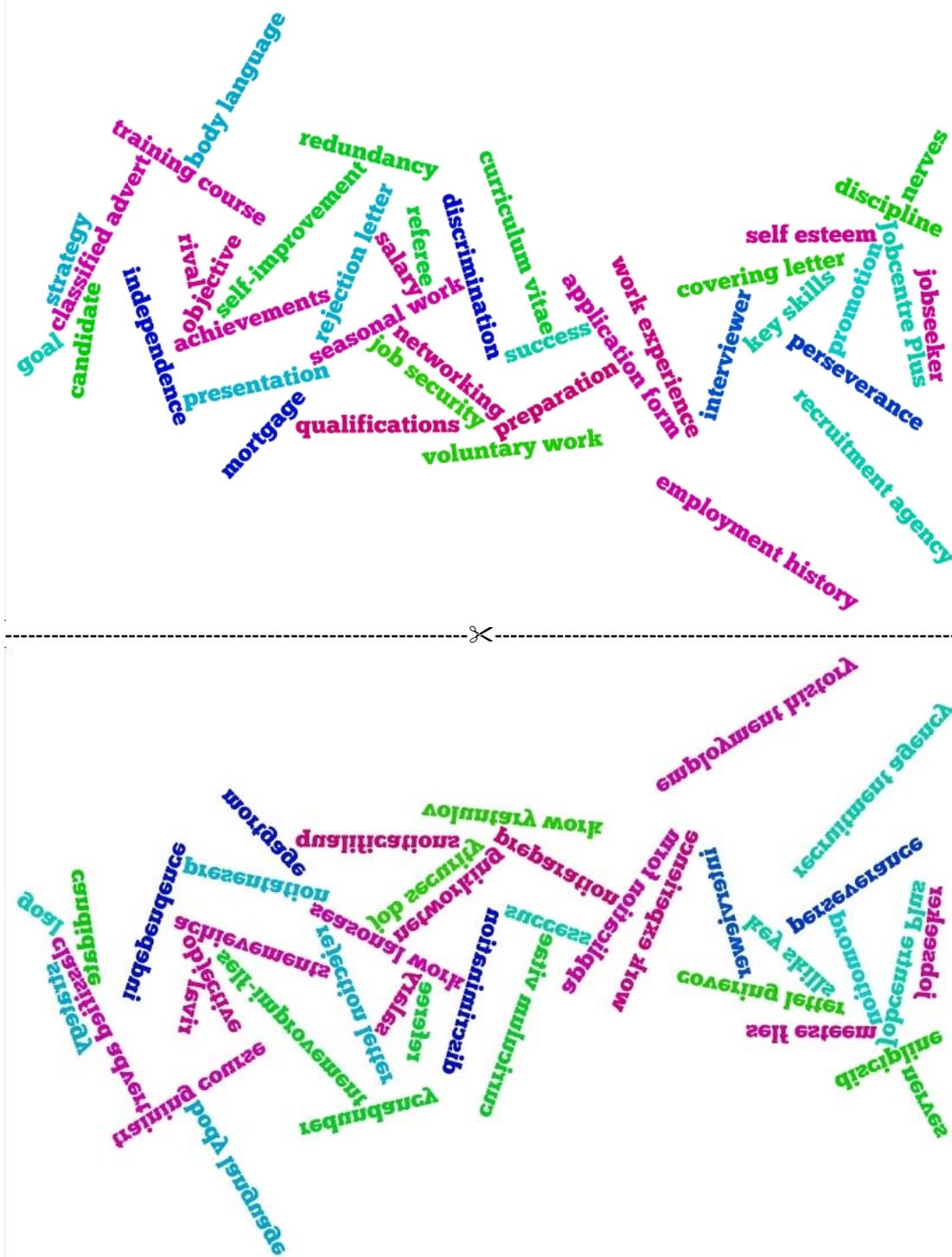
### Discussion Words (with the IPA)

|                                |                                    |                            |                                      |
|--------------------------------|------------------------------------|----------------------------|--------------------------------------|
| /pɜː.sə'viə.rəns/              | <del>✗</del><br>/'vɒ.lən.tri.wɜːk/ | /pre.pə'reɪ.ʃən/           | /kλ.rɪ.kjə.ləm'viː.tai/<br>/siː'viː/ |
| /sel.fɪm'pruː.vmənt/           | /ə'tʃiː.vmənts/                    | /pre.zən'teɪ.ʃən/          | /'stræ.tə.dʒi/                       |
| /nɜːvz/                        | /'treɪ.nɪŋ.kɔːs/                   | /'siː.zə.nəl.wɜːk/         | /'bɒ.di.læŋ.gwɪdʒ/                   |
| /kiː'skiːlz/                   | /'di.sə.plɪn/                      | /sək'ses/                  | /'neʔ.wɜː.kɪŋ/                       |
| /prə'məʊ.ʃən/                  | /æ.plɪ'keɪ.ʃən.fɔːm/               | /sel.fə'stiːm/             | /'wɜː.kek.spɪə.rɪəns/                |
| /rɪ'kruːʔ.mən.<br>teɪ.dʒən.si/ | /ɪn.də'pen.dəns/                   | /'kæn.dɪ.deɪt/             | /ɒb'dʒek.tɪv/                        |
| /rɪ'dʒe.kʃən.le.tə/            | /ɪm'plɔɪ.mənʔ.<br>hɪ.stə.ri/       | /'dʒɒʔ.psiː.kə/            | /rɪ'dʌn.dən.si/                      |
| /dʒɒʔ.psen.tə'plʌs/            | /'raɪ.vəl/                         | /kwɒ.lɪ.fɪ'keɪ.ʃənz/       | /dɪ.skri.mi'neɪ.ʃən/                 |
| /'sæ.lə.ri/                    | /'mɔː.gɪdʒ/                        | /klæ.sɪ.faiʔ<br>'dæd.vɜːt/ | /gəʊl/                               |
| /re.fə'riː/                    | /dʒɒʔ.psi'kjʊə.rə.ti/              | /'kλ.və.rɪŋ.le.tə/         | /'ɪn.tə.vjuː.wə/                     |

# Talk a Lot

## Getting a Job

Discussion Words – Visualisations



Images reproduced by kind permission of: <http://www.wordle.net/>

# Talk a Lot

## Getting a Job

### General Questions

1. Are there any words or phrases that you don't know? Find them in a dictionary.
2. Take some cards. Describe the word or phrase on a card without saying it.
3. How many words and phrases have... a) 1 syllable, b) 2 syllables, c) 3 syllables, d) 4 syllables, e) 5 syllables, f) 6 syllables?
4. Put words and phrases with more than one syllable into groups according to where the strong stress falls.
5. Put the words and phrases into... a) alphabetical order, b) reverse alphabetical order.
6. Find and put into groups... a) compound nouns, b) words with suffixes.
7. Find words that... a) begin with a vowel sound, b) end with a vowel sound, c) begin with a consonant sound, d) end with a consonant sound. Put them into sound groups.
8. Find words which contain silent letters (letters which are not pronounced).
9. How many words and phrases can you remember when they are all turned over?
10. Put words and phrases that contain the same sounds into groups, using the IPA.

### Lesson Questions

1. Which word or phrase sounds like... a) bowl, b) serves, c) celery, d) sea fills?
2. a) Define "redundancy". b) How does it differ from losing your job in other ways?
3. i) Find a word or phrase which has a weak stress schwa sound /ə/ on the... a) 1<sup>st</sup> syllable, b) 2<sup>nd</sup> syllable, c) 3<sup>rd</sup> syllable, etc. ii) Do any *not* have a schwa?
4. Which phrase is the brand name for government employment offices in the UK?
5. Which word or phrase means... a) competitor, b) credit to buy a property, c) plan, d) anxiety, e) judge, f) purpose, g) to get laid off, h) determination, i) unpaid work?
6. "Because I've been unemployed for six months, the government is sending me on a \_\_\_\_\_ to brush up on [improve; update] my computer skills."
7. This is a list of all the things I'm good at – what I have to offer a potential employer.
8. Complete the collocations... a) closed \_\_\_\_\_, b) some impressive \_\_\_\_\_, c) a badly thought-out \_\_\_\_\_, d) a well-deserved \_\_\_\_\_, e) a suitable \_\_\_\_\_.
9. "What am I? I'm small and square. I give information about a job vacancy..."
10. Words within words: which word or phrase contains each of these smaller words? a) ours, b) ration, c) did, d) prove, e) view, f) sent, g) depend, h) dad, i) rate, j) view, k) rain?

# Talk a Lot

## Getting a Job

### Discussion Words Question Sheet

#### Answers

#### General Questions

1. Answers will vary.

2. Answers will vary.

3. a) 2 words have 1 syllable: nerves, goal. b) 5 words and phrases have 2 syllables: CV, mortgage, success, rival, key skills. c) 12 words and phrases have 3 syllables: referee, strategy, training course, discipline, networking, promotion, self esteem, candidate, objective, jobseeker, salary, achievements. d) 11 words and phrases have 4 syllables: interviewer, voluntary work, preparation, self-improvement, presentation, seasonal work, body language, independence, redundancy, Jobcentre Plus, perseverance. e) 8 words and phrases have 5 syllables: covering letter, work experience, rejection letter, qualifications, discrimination, classified advert, job security, application form. f) 3 phrases have 6 syllables: employment history, recruitment agency, curriculum vitae.

4. 2 syllables: these words have the strong stress on the first syllable: mortgage, rival; these words and phrases have the strong stress on the second syllable: **CV**, **success**, key **skills**. 3 syllables: these words and phrases have the strong stress on the first syllable: **salary**, **training** course, **discipline**, **networking**, **candidate**, **jobseeker**, **strategy**; these words have the strong stress on the middle syllable: **promotion**, **objective**, **achievements**; these words and phrases have the strong stress on the third syllable: **referee**, self **esteem**. 4 syllables: these words and phrases have the strong stress on the first syllable: **body** language, **voluntary** work, **seasonal** work, **interviewer**; this word has the strong stress on the second syllable: **redundancy**; these words and phrases have the strong stress on the third syllable: **preparation**, self-im**provement**, **presentation**, **independ**ence, **persever**ance; this phrase has the strong stress on the fourth syllable: Jobcentre **Plus**. 5 syllables: these phrases have the strong stress on the first syllable: **work** experience, **covering** letter; this phrase has the strong stress on the second syllable: **rejection** letter; these phrases have the strong stress on the third syllable: **application** form, **job security**; these words and phrases have the strong stress on the fourth syllable: **qualifications**, **discrimination**, **classified advert**. 6 syllables: these phrases have the strong stress on the second syllable: **employment** history, **recruitment** agency; this phrase has the strong stress on the fifth syllable: curriculum **vitae**.

5. a) achievements, application form, body language, candidate, classified advert, covering letter, curriculum vitae [CV], discipline, discrimination, employment history, goal, independence, interviewer, Jobcentre Plus, job security, jobseeker, key skills, mortgage, nerves, networking, objective, perseverance, preparation, presentation, promotion, qualifications, recruitment agency, redundancy, referee, rejection letter, rival, salary, seasonal work, self esteem, self-improvement, strategy, success, training course, voluntary work, work experience. b) As a), but in reverse order.

6. a) The following words are compound nouns: networking (net + working), jobseeker (job + seeker), Jobcentre (Job + centre). b) The following words and phrases contain suffixes: **application** form, **discrimination**, **preparation**, **presentation**, **promotion**, **qualifications**, **rejection** letter; **achievements**, **employment** history, **recruitment** agency, **self-improvement**; **covering** letter, **networking**, **training** course; **rival**, **seasonal** work; **interviewer**, **jobseeker**; **independence**, **work experience**; **body** language; **candidate**; **classified advert**; **curriculum** vitae; **job security**; **objective**; **perseverance**; **redundancy**; **referee**; **salary**; **strategy**; **success**; **voluntary** work.

7. a) These words and phrases all begin with a vowel sound (grouped by IPA sound): /ɪ/ independence, interviewer; /ə/ achievements; /æ/ application form; /e/ employment history; /ɒ/ objective.

b) These words and phrases all end with a vowel sound (grouped by IPA sound): /i/ strategy, employment history, job security, recruitment agency, redundancy, salary; /ə/ interviewer, jobseeker, covering letter, rejection letter; /i:/ CV, referee; /aɪ/ curriculum vitae.

c) These words and phrases all begin with a consonant sound (grouped by IPA sound): /s/ CV, salary, seasonal work, self esteem, self-improvement, strategy, success; /k/ candidate, classified advert, covering letter, curriculum vitae, key skills, qualifications; /r/ recruitment agency, redundancy, referee, rejection letter, rival; /p/ perseverance, preparation, presentation, promotion; /dʒ/ Jobcentre Plus, job security, jobseeker; /d/ discipline, discrimination; /n/ nerves, networking; /b/ body language; /g/ goal; /t/ training course; /v/ voluntary work; /w/ work experience; /m/ mortgage.

d) These words and phrases all end with a consonant sound (grouped by IPA sound): /s/ achievements, Jobcentre Plus, perseverance, independence, success, training course, work experience; /n/ discipline, discrimination,

# Talk a Lot

## Getting a Job

### Discussion Words Question Sheet

preparation, presentation, promotion; /t/ candidate, classified advert, self-improvement; /z/ key skills, nerves, qualifications; /m/ application form, self esteem; /k/ seasonal work, voluntary work; /dʒ/ body language, mortgage; /l/ goal, rival; /v/ objective; /ŋ/ networking.

8. Many English words contain one or more **silent letters** – letters which are part of the spelling of a word, but which are not pronounced. The aim of this activity is to demonstrate how so often the spelling of a word in English is different from how it sounds when spoken. Below are some good examples of words in this group of discussion words that have silent letters. The silent letters are shown in brackets. No doubt your students will be able to identify some more.

*ach [i] evements, body lang [u] age, go [a] l, dis [c] ipline, q [u] alifications, rejection let [t] er, ne [r] ves*

9. Answers will vary.

10. There are many possible answers to this question; for example, “referee”, “independence”, “presentation”, and “preparation”, (among others) all contain the vowel sound /e/. Use the phonetic chart on p.18.6 of the **Talk a Lot Elementary Handbook** (available free from: <https://purlandtraining.com/>) and the phonetic spellings of the vocabulary words on the *Discussion Words (with the IPA)* handout to help your students put the words into sound groups.

#### Lesson Questions

1. a) goal. b) nerves. c) salary. d) key skills.

2. a) and b) Answers will vary. Suggested answer: redundancy is what happens when you have to leave your job because there isn't enough work for you to do, or because the company is closing down. “Being made redundant” means that you lose your job due to external forces or events, while “getting the sack” or “getting sacked” means that you have to leave your job as a result of your own incompetence, unsuitability, or misconduct.

3. i) a) Words which have a weak stress schwa sound /ə/ on the 1<sup>st</sup> syllable: **promotion**, **success**, **achievements**.  
b) Words and phrases which have a weak stress schwa sound /ə/ on the 2<sup>nd</sup> syllable: **perseverance**, **voluntary work**, **preparation**, **presentation**, **strategy**, **seasonal work**, **discipline**, **self esteem**, **independence**, **salary**, **referee**, **covering letter**, **interviewer**, **rival**. c) Words and phrases which have a weak stress schwa sound /ə/ on the 3<sup>rd</sup> syllable: **curriculum vitae**, **Jobcentre Plus**, **seasonal work**, **promotion**, **recruitment agency**, **rejection letter**, **employment history**, **jobseeker**, **redundancy**, **achievements**. d) Words and phrases which have a weak stress schwa sound /ə/ on the 4<sup>th</sup> syllable: **perseverance**, **preparation**, **curriculum vitae**, **self improvement**, **presentation**, **application form**, **independence**, **job security**, **interviewer**. e) Words and phrases which have a weak stress schwa sound /ə/ on the 5<sup>th</sup> syllable: **recruitment agency**, **rejection letter**, **employment history**, **qualifications**, **discrimination**, **covering letter**.  
ii) 11 words and phrases don't have a weak stress schwa sound: **nerves**, **training course**, **body language**, **networking**, **key skills**, **work experience**, **objective**, **candidate**, **mortgage**, **classified advert**, **goal**.

4. Jobcentre Plus.

5. a) rival. b) mortgage. c) strategy. d) nerves. e) referee. f) objective or goal. g) redundancy. h) perseverance. i) voluntary work.

6. training course.

7. key skills.

8. a) body language. b) achievements. c) presentation or strategy. d) promotion. e) candidate.

9. classified advert.

10. a) training **course**. b) **preparation**. c) **candidate**. d) **self-improvement**. e) **interviewer**. f) **presentation**. g) **independence**. h) **classified ad**. i) **strategy**. j) **interviewer**. k) **training course**.

# Talk a Lot

## Getting a Job – Which job would you apply for?

Student A

Ask and answer questions to complete the gaps in the four job advertisements, and find out information about each unusual job. Which job would you apply for? Why? Choose a person you know who would be suitable for each position. Why would they be a good candidate?

|                           | Balloon Tester                              | Lighthouse Keeper  |
|---------------------------|---|--|
| SALARY                    | minimum wage + bonus (balloons)             |  |
| COMPANY                   |   | District Council   |
| HOURS OF WORK             | F/T, Mon-Fri, 8.30am-5.30pm + overtime      |  |
| DUTIES & RESPONSIBILITIES |   | responsible for constant operation of lighthouse on remote N. Sea island |
| SKILLS & EXPERIENCE       | none  | knowledge of winds, weather, & waves                                     |
| BENEFITS                  |   | weekend off once every eight weeks                                       |
| HOW TO APPLY              | call for an application form: 01982 3480891 |  |
| OTHER INFORMATION         | this is physical work, requiring stamina    |  |
| CLOSING DATE              |   | 28 <sup>th</sup> November  |

|                           | Hilarious Clown   | Fish Wrangler                                  |
|---------------------------|---|--|
| SALARY                    |   |  |
| COMPANY                   |   | Golden Temple Studios, Hollywood, CA           |
| HOURS OF WORK             | Friday evenings 6-9, Saturdays 10-4   |  |
| DUTIES & RESPONSIBILITIES | walking around shopping centres cheering up passers-by with games, songs, and silly fun |  |
| SKILLS & EXPERIENCE       |   | background in Marine Biology; scuba diving     |
| BENEFITS                  | the satisfaction of helping other people  |  |
| HOW TO APPLY              |   | forward application form, CV, references to... |
| OTHER INFORMATION         | mournful people need not apply  |  |
| CLOSING DATE              |   | 2 <sup>nd</sup> December at 8am PST            |

----- ✂ -----  
Student B

Ask and answer questions to complete the gaps in the four job advertisements, and find out information about each unusual job. Which job would you apply for? Why? Choose a person you know who would be suitable for each position. Why would they be a good candidate?

|                           | Balloon Tester   | Lighthouse Keeper   |
|---------------------------|--|---|
| SALARY                    |  | £21,500 p.a. + dinghy (on loan)   |
| COMPANY                   | BBBC (Big Bang Balloon Company)  |   |
| HOURS OF WORK             |  | 8 hrs / day, but on-call 24 hours / day   |
| DUTIES & RESPONSIBILITIES | blowing up balloons until they burst; recording results; liaising with factory |   |
| SKILLS & EXPERIENCE       |  |   |
| BENEFITS                  | 4,000 free (burst) balloons per month  |   |
| HOW TO APPLY              |  | apply online @ <a href="http://www.bright-lhk.org.uk">www.bright-lhk.org.uk</a> |
| OTHER INFORMATION         |  | must like own company; bulbs provided   |
| CLOSING DATE              | 5pm, 21 <sup>st</sup> December   |   |

|                           | Hilarious Clown                           | Fish Wrangler   |
|---------------------------|---|---|
| SALARY                    | travel expenses only (voluntary work)     | \$42,900 per year + cash bonus  |
| COMPANY                   | Raise a Chuckle! (Regd Charity No 141286) |   |
| HOURS OF WORK             |   | P/T, Mon-Tues, 6am-3pm (no overtime)  |
| DUTIES & RESPONSIBILITIES |   | sourcing and managing every kind of marine life during production of blockbuster movies |
| SKILLS & EXPERIENCE       | the ability to engage the general public  |   |
| BENEFITS                  |   | big \$\$\$ bonus; great working conditions; sun!  |
| HOW TO APPLY              | come and see us and make us giggle!       |   |
| OTHER INFORMATION         |   | own wetsuit an advantage  |
| CLOSING DATE              | ongoing recruitment (no closing date)     |   |

# Talk a Lot

## Getting a Job

### Information Exchange

#### Answers

#### Getting a Job – Which job would you apply for?

Task: "Ask and answer questions to complete the gaps in the four job advertisements, and find out information about each unusual job. Which job would you apply for? Why? Choose a person you know who would be suitable for each position. Why would they be a good candidate?"

|                           | Balloon Tester   | Lighthouse Keeper   |
|---------------------------|--|---|
| SALARY                    | minimum wage + bonus (balloons)  | £21,500 p.a. + dinghy (on loan)   |
| COMPANY                   | BBBC (Big Bang Balloon Company)  | District Council  |
| HOURS OF WORK             | F/T, Mon-Fri, 8.30am-5.30pm + overtime   | 8 hrs / day, but on-call 24 hours / day   |
| DUTIES & RESPONSIBILITIES | blowing up balloons until they burst; recording results; liaising with factory | responsible for constant operation of lighthouse on remote N. Sea island        |
| SKILLS & EXPERIENCE       | none   | knowledge of winds, weather, & waves  |
| BENEFITS                  | 4,000 free (burst) balloons per month  | weekend off once every eight weeks  |
| HOW TO APPLY              | call for an application form: 01982 3480891                                    | apply online @ <a href="http://www.bright-lhk.org.uk">www.bright-lhk.org.uk</a> |
| OTHER INFORMATION         | this is physical work, requiring stamina                                       | must like own company; bulbs provided   |
| CLOSING DATE              | 5pm, 21 <sup>st</sup> December   | 28 <sup>th</sup> November   |

|                           | Hilarious Clown   | Fish Wrangler   |
|---------------------------|---|---|
| SALARY                    | travel expenses only (voluntary work)   | \$42,900 per year + cash bonus  |
| COMPANY                   | Raise a Chuckle! (Regd Charity No 141286)   | Golden Temple Studios, Hollywood, CA  |
| HOURS OF WORK             | Friday evenings 6-9, Saturdays 10-4   | P/T, Mon-Tues, 6am-3pm (no overtime)  |
| DUTIES & RESPONSIBILITIES | walking around shopping centres cheering up passers-by with games, songs, and silly fun | sourcing and managing every kind of marine life during production of blockbuster movies |
| SKILLS & EXPERIENCE       | the ability to engage the general public  | background in Marine Biology; scuba diving  |
| BENEFITS                  | the satisfaction of helping other people  | big \$\$\$ bonus; great working conditions; sun!  |
| HOW TO APPLY              | come and see us and make us giggle!   | forward application form, CV, references to...  |
| OTHER INFORMATION         | mournful people need not apply  | own wetsuit an advantage  |
| CLOSING DATE              | ongoing recruitment (no closing date)   | 2 <sup>nd</sup> December at 8am PST   |

"Which job would you apply for? Why? Choose a person you know who would be suitable for each position. Why would they be a good candidate?" When they have completed filling the gaps, students should discuss which job they would apply for, and why. They should also choose a person they know who would be suitable for each position, and state why they would be a good candidate. Answers will be subjective and therefore vary from student to student. Students should produce appropriate reasons for their choices – why they would choose one job rather than another. For example: "I would apply for the job of fish wrangler, because the salary is really good." Or... "I wouldn't apply to be a lighthouse keeper, because I wouldn't be able to cope with being on my own for such long periods of time..." Or... "My boss would be a good candidate for balloon tester, because he's full of hot air...!" [etc.]

#### Sample Questions

What's the salary for a \_\_\_\_\_?  
 How much can you get for being a \_\_\_\_\_?  
 Which company is looking for a \_\_\_\_\_?  
 What are the hours of work for the \_\_\_\_\_ job?  
 What are the duties and responsibilities for the \_\_\_\_\_ job?  
 What would I have to do for the \_\_\_\_\_ job?  
 What skills and experience do I need to be a \_\_\_\_\_?  
 What benefits are they offering for the \_\_\_\_\_ job?  
 How do I apply to be a \_\_\_\_\_?  
 What other information do I need to consider for the \_\_\_\_\_ job?  
 What's the closing date for the \_\_\_\_\_ job?

#### Sample Answers

The salary for a \_\_\_\_\_ is \_\_\_\_\_.  
 You can get \_\_\_\_\_ for being a \_\_\_\_\_.  
 \_\_\_\_\_ is looking for a \_\_\_\_\_.  
 \_\_\_\_\_.  
 \_\_\_\_\_.  
 You'd have to / You'd be responsible for \_\_\_\_\_  
 You need \_\_\_\_\_.  
 They're offering \_\_\_\_\_.  
 You should / You have to \_\_\_\_\_.  
 The advert says that \_\_\_\_\_.  
 The closing date for the \_\_\_\_\_ job is \_\_\_\_\_.

# Talk a Lot

## Getting a Job

### Information Exchange

#### Examples

What's the salary for a Balloon Tester?

The salary for a Balloon Tester is minimum wage, plus a bonus, which is 4,000 free burst balloons per month.

What are the duties and responsibilities for the Lighthouse Keeper job?

You will be responsible for the constant operation of a lighthouse on a remote North Sea island.

What skills and experience do I need to be a Hilarious Clown?

You need the ability to engage the general public.

How do I apply to be a Fish Wrangler?

You have to forward your application form, CV, and references to... [e.g. Golden Temple Studios, Hollywood, CA, USA]

[etc.]

#### Extension 1:

You could try to encourage some comparative/superlative questions and answers, for example:

Which job offers the best salary?

Fish Wrangler offers...

Does the \_\_\_\_\_ job require more skills and experience than the \_\_\_\_\_ job?

Yes, it does. / No, it doesn't.

Which job is the most sociable?

\_\_\_\_\_ [e.g. Hilarious Clown] is the most sociable job.

Which job will close the soonest?

The Lighthouse Keeper job will close...

[etc.]

#### Extension 2:

Working in pairs or small groups, students could interview each other for the jobs described in this activity. Following that, they could use the template provided to write their own job adverts, including job title, salary, company, hours of work, etc. They could then interview each other for the made-up jobs, perhaps using the interview questions on p.59 as a guide.

#### Extension 3:

Working in pairs, one student is a journalist making a television documentary about employment, and the other student is an unemployed person who gets one of the four jobs outlined in this activity (or one of the made-up jobs). The students create three different short interviews:

- a) just after the candidate finds out that they've got the job
- b) two months into the job – when parts of it are going well, and other parts are going badly
- c) one year into the job – when the candidate either really loves the job, or is desperate to leave...

# Talk a Lot

## Getting a Job

### Multi-Purpose Text

#### A Life of Leisure (Original Text)

Line

1 November staggered on, and Dennis, let go from yet another short-lived position,  
2 privately resolved to henceforth live a life of leisure. "I'm *through* with the working life!"  
3 he declared to himself one Monday, shovelling an enormous bowlful of Cheerios into  
4 his gob. "If you're at a loose end today, could you water the plants, please?" asked  
5 his mum, heading off to an early meeting. "Er, right?" replied Dennis. "And would you  
6 mind raking up the leaves in the back garden, lad?" enquired his dad, also gearing up  
7 for a busy day. "The sink upstairs is still blocked," reminded Maggie, disappearing off  
8 to college. "Alright!" growled Dennis, plugging in his Xbox, "I'll do it in a minute..."  
9 Hours passed, and though the moon rose and set twice, Dennis completely forgot  
10 about his duties. A crisis meeting was called, at which Dennis inadvertently revealed  
11 his master plan to never work again. "OK, but you'll have to help out around the  
12 house," said his mum, angrily. "We'll draw up a list of chores for you," said his dad.  
13 "I'll do 'em all tomorrow," promised Dennis, somewhat underestimating the regular  
14 nature of such work. The next day, Dennis got stuck into the Hoovering, dusting, and  
15 ironing (trousers excepted) – as well as all of the other jobs he'd neglected. He was  
16 exhausted, but felt a warm glow when he remembered that he wouldn't have to work  
17 again. An hour later, he returned to earth with a bump, when his mum explained  
18 firmly that household tasks – including ironing trousers – would become an *everyday*  
19 part of his life, if he didn't try to find a job. This unpleasant news was the wake-up call  
20 that he needed – and nobody was surprised when, the next day, Dennis hit the  
21 Jobcentre hard, and landed a temporary job packing tinsel.  
(299 words)



#### A Life of Leisure (Text with 20 Differences)

November staggered on, and Dennis, **1. led (let)** go from yet another short-lived position, privately resolved to henceforth live a life of leisure. "I'm **2. two (through)** with the working **3. lice (life)!**" he declared to himself one Monday, shovelling an enormous bowlful of Cheerios into his gob. "If you're at a **4. lose (loose)** end today, could you water the plants, please?" asked his mum, heading off to an early meeting. "Er, right?" replied Dennis. "And would you **5. my (mind)** raking up the leaves in the back **6. guarded (garden)**, lad?" enquired his dad, also gearing up for a busy **7. dale (day)**. "The sink upstairs is still blocked," reminded Maggie, disappearing off to college. "Alright!" growled Dennis, **8. lugging (plugging)** in his Xbox, "I'll do it in a minute..." **9. Our (Hours)** passed, and though the moon rose and set twice, Dennis completely forgot about his duties. A crisis meeting **10. were (was)** called, at which Dennis inadvertently revealed his master plan to never work again. "OK, but you'll have to help out around the **11. how (house)**," said his mum, angrily. "We'll draw up a list of **12. chalk (chores)** for you," said his dad. "I'll do 'em all tomorrow," promised Dennis, somewhat underestimating the regular nature of such **13. word (work)**. The next day, Dennis got **14. stud (stuck)** into the Hoovering, dusting, and ironing (trousers excepted) – as well as all of the other jobs he'd neglected. He was exhausted, but felt a warm **15. globe (glow)** when he remembered that he wouldn't have to work again. An hour later, he returned to earth with a bump, when his mum explained **16. early (firmly)** that household tasks – including ironing trousers – would become an *everyday* **17. par (part)** of his life, if he didn't try to find a job. This unpleasant **18. new (news)** was the wake-up call that he needed – and nobody was surprised when, the next day, Dennis **19. hid (hit)** the Jobcentre hard, and landed a temporary job **20. padding (packing)** tinsel.

# Talk a Lot

## Getting a Job

### Multi-Purpose Text

#### A Life of Leisure (Guess the Function Words)



November staggered on, and Dennis, let go of his another short-lived position, privately resolved to henceforth live a life of leisure. "I *through* with working life!" he declared to himself one Monday, shovelling an enormous bowlful of Cheerios in his gob. "I've got a loose end today, could you water the plants, please?" asked his mum, heading off to an early meeting. "Er, right?" replied Dennis. "Are you mind raking up the leaves in the back garden, lad?" enquired his dad, as gearing up for a busy day.



"The sink upstairs is still blocked," reminded Maggie, disappearing out of college. "Alright!" growled Dennis, plugging in his Xbox, "I'll do it in a minute..." Hours passed, as the moon rose and set twice, Dennis completely forgot about his duties. A crisis meeting was called, and Dennis inadvertently revealed his master plan to never work again.



"OK, but you've got to help out around the house," said his mum, angrily. "We'll draw up a list of chores for you," said his dad. "I'll do 'em all tomorrow," promised Dennis, somewhat underestimating the regular nature of such work. The next day, Dennis got stuck into the Hoovering, dusting, and ironing (trousers excepted) – and as a result all of the other jobs he'd neglected. He was exhausted, but felt a warm glow when he remembered that he wouldn't have to work again.



An hour later, he returned to earth with a bump, when his mum explained firmly that household tasks – including ironing trousers – would become an everyday part of his life, if he didn't try to find a job. The unpleasant news was his wake-up call that he needed – and nobody was surprised when, the next day, Dennis hit the Jobcentre hard, and landed a temporary job packing tinsel.

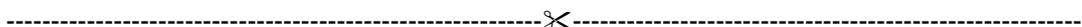
# Talk a Lot

## Getting a Job

### Multi-Purpose Text

#### A Life of Leisure (What's the Question?)

1. To an early meeting.
2. Because he had been fired from yet another short-term job.
3. His dad did.
4. On Wednesday.
5. His intention to never work again.
6. No, he revealed it inadvertently.
7. Yes, he felt exhausted.
8. That the sink upstairs was still blocked.
9. A busy day.
10. In November.
11. An enormous bowlful of Cheerios.
12. His mum.
13. Because he thought that when he'd finished he wouldn't have to do any more housework in the future.
14. No, he didn't.
15. Because they knew that he hated doing housework and would rather find a job.
16. He played on his Xbox.
17. Dennis's mum did.
18. Maggie was a student.
19. To college.
20. She was angry.
21. Trousers.
22. To live a life of leisure from that point on.
23. To the Jobcentre.
24. Because his mum told him that he'd have to do household chores every day if he didn't look for a job.
25. Because he had to find a job.
26. On Thursday.
27. That they would prepare a list of duties for Dennis.
28. A temporary job packing tinsel.
29. Answers will vary.
30. Answers will vary, but probably no more than four or five weeks, because tinsel is a seasonal product which is usually only sold at Christmas.



#### A Life of Leisure (True, False, or Unknown?)

1. Rob had to drive a long way on Monday.
2. The sink downstairs was blocked.
3. Dennis found a permanent job packing tinsel.
4. The crisis meeting on Wednesday lasted for two hours.
5. The story took place three weeks before Christmas.
6. Maggie had to go to college.
7. Maggie was annoyed about her idle brother.
8. Dennis ate a lot of Cheerios for breakfast.
9. Dennis's mum was pleased that he didn't want to find a job.
10. Dennis was fed up because he kept being sacked from short-term jobs.
11. At the family meeting Dennis accidentally let the cat out of the bag about his plans.
12. Dennis hated watering the plants, because there were so many of them at home.
13. Dennis felt energised after completing the housework.
14. Dennis's mum was at her wit's end with him.
15. Dennis preferred playing on his Xbox to doing the household chores.
16. Three people asked Dennis to help out.
17. Dennis often spent four or five hours playing the same computer game.
18. Maggie couldn't be bothered to go to college.
19. Dennis's dad promised to draw up a list of rules.
20. On Thursday Dennis did all of the ironing.
21. Dennis worked hard at home on Thursday.
22. Dennis went to the Jobcentre on Sunday.
23. Dennis managed to unblock the sink upstairs on Thursday.
24. Dennis completely forgot that he'd been asked to do some chores on Monday.
25. Dennis was first in the queue at the Jobcentre on Friday morning.
26. Cheerios was Dennis's favourite cereal.
27. Dennis tidied up the garden on Tuesday.
28. Dennis was sacked for misconduct from his latest job.
29. Dennis hoovered on Thursday morning, and did all of the other jobs in the afternoon.
30. The story ended happily because Dennis found a job.

# Talk a Lot

## Getting a Job

### Multi-Purpose Text

#### Glossary of New Words

Here are some words and phrases from the text that may be unfamiliar. You could either pre-teach them, or encourage students to find translations in a bilingual dictionary. Stressed syllables are underlined.

| Line: | Unfamiliar English:                                   | Definition / Explanation / Translation: |
|-------|---|---|
| title | a <u>life</u> of <u>leisure</u>                       |   |
| 1     | November <u>staggered</u> on                          |   |
| 2     | to <u>resolve</u>                                     |   |
| 2     | <u>henceforth</u>                                     |   |
| 2     | to be <u>through</u> with sth                         |   |
| 3     | to <u>shovel</u>                                      |   |
| 3     | <u>Cheerios</u>                                       |   |
| 4     | <u>gob</u>  |   |
| 4-7   | [ <u>three requests</u> ]                             |   |
| 4     | to be at a <u>loose end</u>                           |   |
| 4     | to <u>water</u> the <u>plants</u>                     |   |
| 6     | to <u>gear up</u> for sth                             |   |
| 8     | to <u>growl</u>                                       |   |
| 8     | <u>Xbox</u>   |   |
| 9     | the <u>moon rose</u> and <u>set twice</u>             |   |
| 10    | a <u>crisis meeting</u>                               |   |
| 10    | inadvertently   |   |
| 11    | his <u>master plan</u>                                |   |
| 12    | <u>chores</u>   |   |
| 13    | 'em   |   |
| 13    | to <u>underestimate</u>                               |   |
| 14    | to <u>get stuck into</u> sth                          |   |
| 14    | to <u>hoover</u>                                      |   |
| 16    | to <u>feel</u> a <u>warm glow</u>                     |   |
| 17    | he <u>returned</u> to <u>earth</u> with a <u>bump</u> |   |
| 19    | a <u>wake-up call</u>                                 |   |
| 20    | to <u>hit</u> [ <u>a place</u> ]                      |   |
| 21    | to <u>land</u> a <u>job</u>                           |   |
| 21    | <u>tinsel</u>   |   |

(adv) adverb  
 (contr) contraction  
 esp. especially  
 (euph) euphemism  
 (exagg) exaggeration

(id) idiom  
 (met) metaphor  
 (n) noun  
 (phr) phrase  
 (phr v) phrasal verb

(pol) polite form  
 (sl) slang  
 (sth) something  
 (v) verb

# Talk a Lot

## Getting a Job

### Multi-Purpose Text

#### Glossary of New Words

Here are some words and phrases from the text that may be unfamiliar. You could either pre-teach them, or encourage students to find translations in a bilingual dictionary. Stressed syllables are underlined.

| Line:<br>title | Unfamiliar English:                                   | Definition / Explanation:   |
|----------------|---|---|
|                | a <u>life</u> of <u>leisure</u>                       | (euph) this phrase is a euphemism for being unemployed. We sometimes talk about unemployed people "leading a life of leisure" – i.e. they can do what they want all day   |
| 1              | November <u>staggered</u> on                          | (met) if you took the metaphor of a year as a person, November would be an old man, because the year is "old", i.e. nearly finished. In the UK, November is often a difficult month to get through, partly because of the cold weather, so this sentence provides the sense that the year is ending disagreeably      |
| 2              | to <u>resolve</u>                                     | (v) to decide; to make a strong promise to yourself to do (or not to do) sth  |
| 2              | <u>henceforth</u>                                     | (adv) from this moment on   |
| 2              | to be <u>through</u> with sth                         | (id) to stop doing sth, often because it makes you feel angry   |
| 3              | to <u>shovel</u>                                      | (v) to put a lot of sth somewhere, i.e. he is eating large spoonfuls of cereal  |
| 3              | <u>Cheerios</u>                                       | (n) a popular brand of breakfast cereal in the UK   |
| 4              | <u>gob</u>  | (sl) mouth  |
| 4-7            | [ <u>three requests</u> ]                             | (pol) notice how Dennis's mum, dad, and sister all ask him politely at first to help with the housework. His mum uses: "could you... please?", his dad uses "would you mind...?" while Maggie uses an indirect question: "The sink upstairs is still blocked" and a "reminding" tone of voice                         |
| 4              | to be at a <u>loose end</u>                           | (id) to have nothing to do; to be wondering what to do with your time   |
| 4              | to <u>water</u> the <u>plants</u>                     | (phr) to put water on house plants (indoors or outdoors) on a regular basis   |
| 6              | to <u>gear up</u> for sth                             | (phr v) to prepare yourself for sth, esp. a challenging activity  |
| 8              | to <u>growl</u>                                       | (v) this verb is usually associated with angry animals, e.g. a dog or a bear. In this context it shows that Dennis is beginning to get angry because of the unusual number of requests  |
| 8              | <u>Xbox</u>   | (n) a popular games console, produced by Microsoft  |
| 9              | the <u>moon rose</u> and <u>set twice</u>             | (phr) i.e. two days passed  |
| 10             | a <u>crisis meeting</u>                               | (exagg) this phrase is usually used to describe a meeting at a time of emergency, e.g. at work, or in politics, so in this context it is an exaggeration, used ironically (there isn't a crisis!) to create a funny atmosphere in the story   |
| 10             | <u>inadvertently</u>                                  | (adv) accidentally; by mistake  |
| 11             | his <u>master plan</u>                                | (exagg) a <i>master plan</i> is something that we might associate with an evil villain in a sci-fi or adventure film, so in this context it is an exaggeration, as above  |
| 12             | <u>chores</u>   | (n) repetitive, boring household jobs; the same meaning as <i>duties</i> or <i>tasks</i>  |
| 13             | 'em   | (contr) Dennis uses the contraction 'em instead of <i>them</i> , because it is easier to say "do 'em" quickly than "do them"  |
| 13             | to <u>underestimate</u>                               | (v) to misjudge; to miscalculate  |
| 14             | to <u>get stuck into</u> sth                          | (phr v) to do sth with enthusiasm, esp. work  |
| 14             | to <u>hoover</u>                                      | (v) to clean the floor using a vacuum cleaner   |
| 16             | to <u>feel</u> a <u>warm glow</u>                     | (id) to feel satisfied and a sense of pride in your achievement(s)  |
| 17             | he <u>returned</u> to <u>earth</u> with a <u>bump</u> | (id) he saw the reality of the situation, rather than what he had wrongly imagined. Also: "to come back down to earth with a bump or bang"  |
| 19             | a <u>wake-up call</u>                                 | (id) the realisation that something has to change. This idiom comes from the idea of an alarm clock waking you up at a certain time. Dennis had to wake-up from his dream of lying around at home all day playing computer games, rather than doing chores or going to work to make money                             |
| 20             | to <u>hit</u> [a place]                               | (id) to go somewhere with a very strong resolve to do sth; i.e. "Dennis hit the Jobcentre hard..." means that he went there with the strong intention of finding a job. Other forms: hit the shops (intention to spend money), hit the town (intention to drink and party), and hit the beach (intention to have fun) |
| 21             | to <u>land</u> a <u>job</u>                           | (id) to get a job   |
| 21             | <u>tinsel</u>   | (n) long, colourful metallic decorations that people hang up in their homes at Christmas time – particularly around Christmas trees   |

(adv) adverb  
(contr) contraction  
esp. especially  
(euph) euphemism  
(exagg) exaggeration

(id) idiom  
(met) metaphor  
(n) noun  
(phr) phrase  
(phr v) phrasal verb

(pol) polite form  
(sl) slang  
(sth) something  
(v) verb

# Talk a Lot

## Getting a Job

### Multi-Purpose Text

#### Extension 1:

Ask students to count the number of characters in the text (there are four named characters), then to create a role play or dialogue, using a few of the characters. Or, students could work on their own and create a monologue using one character from the text (or a bystander), where they recall what happened from their point of view.

#### Extension 2:

Students continue the story – either as a role play or a monologue – and explore what happened next... Or, they could imagine a prequel – what were the characters doing... a) one week, b) one day, or c) one hour before the story begins?

#### Answers:

##### A Life of Leisure (Guess the Function Words)

See Original Text for answer.

##### A Life of Leisure (What's the Question?)

Answers will vary. Suggested answers:

- |  |  |
|--|--|
| 1. Where was Dennis's mum going at the start of the story?                             | 16. What did Dennis do instead of the chores?  |
| 2. Why was Dennis feeling down at the beginning of the story?                          | 17. Who had to go to an early meeting?   |
| 3. Who asked Dennis to rake up the leaves in the back garden?                          | 18. Who was a student in the story?  |
| 4. When was the crisis meeting held?   | 19. Where was Maggie going at the beginning of the story?                                  |
| 5. What did Dennis reveal at the crisis meeting?                                       | 20. How did Dennis's mum feel about his revelation?  |
| 6. Did Dennis mean to tell his family about his master plan?                           | 21. Which article of clothing did Dennis avoid ironing?                                    |
| 7. Did Dennis feel tired after doing the housework?                                    | 22. What did Dennis resolve at the beginning of the story?                                 |
| 8. What did Maggie remind Dennis?  | 23. Where did Dennis go on Friday?   |
| 9. What kind of day did Dennis's dad have in front of him?                             | 24. Why did Dennis come back to earth with a bump?   |
| 10. When does the story take place?  | 25. Why did Dennis go to the Jobcentre?  |
| 11. What did Dennis eat for breakfast?   | 26. On which day did Dennis do the housework?  |
| 12. Who asked Dennis to water the plants?  | 27. What did Dennis's dad suggest at the crisis meeting?                                   |
| 13. Why did Dennis feel a warm glow after doing the housework?                         | 28. What kind of job did Dennis get at the end of the story?                               |
| 14. Did Dennis enjoy helping out around the home?                                      | 29. Were Dennis's parents right to ask him to help out with the housework? Why? / Why not? |
| 15. Why was nobody in the family surprised that Dennis started looking for work again? | 30. How long do you think Dennis's new job will last?                                      |

##### A Life of Leisure (True, False, or Unknown?)

(T = True, F = False, U = Unknown)

- |       |       |        |
|-------|-------|--------|
| 1. U  | 11. T | 21. T  |
| 2. F  | 12. U | 22. F  |
| 3. F  | 13. F | 23. T  |
| 4. U  | 14. U | 24. T  |
| 5. F  | 15. T | 25. U  |
| 6. T  | 16. T | 26. U  |
| 7. U  | 17. U | 27. F  |
| 8. T  | 18. F | 28. U  |
| 9. F  | 19. F | 29. U  |
| 10. T | 20. F | 30. T* |

\* or F, or U – depending on your feelings about Dennis and the job that he got!

# Talk a Lot

## Getting a Job

### Role Play with Non-Literal English

1. Practise the role play with a partner. Find and underline **nine** examples of non-literal English\* and match each one to a category below:

|             |             |                     |
|-------------|-------------|---------------------|
| 1. allusion | 2. metaphor | 3. phrasal verbs    |
| 4. sarcasm  | 5. slang    | 6. flights of fancy |
| 7. in-jokes | 8. idioms   | 9. euphemism        |

\* For more information about each category, please see pp.36-38.

Colin Bradley is having a job interview at Moore's Toothpaste Factory. He is being interviewed by Richard and Henry – two senior employees. After twenty minutes, the interview is not going well:

Richard: [Bored] After driving a taxi for a year, you sold electric lighting. What happened there?  
 Colin: Well, I had to hand in my notice after eight months. [Pause] I was... I had to take a bit of time away from work for, er, for... personal reasons, y'know?  
 Richard: Are you a friend of Jack, Mr. Bradley?  
 Colin: I don't get what you mean?  
 Henry: Jack Daniels, Mr. Bradley. Richard means – were you drinking at work?  
 Colin: Oh no, no. Er, well maybe just a little bit. But, you see, I loved my job. Electric lighting was my whole life. [Sadly] I lived and breathed it.  
 Henry: What did you do after that?  
 Colin: I was unemployed for a while, until, er, I got a job delivering flowers, which went really well, until one day, when I got chased by an enormous sheepdog, which was, I swear, it was as big as a house! With enormous, great big teeth as sharp as broken glass – fangs is a better word to describe them – and two horrible big yellow eyes glowing like hot coals...  
 Richard: [To Henry:] This guy is clearly two squirts short of a tube. [Henry laughs]  
 Colin: I'm sorry? What was that? Look, I can't stay much longer. Have I got the job, or not?  
 Richard: [As if speaking to a child:] Yes, Mr. Bradley. You've got the job. You'll be a big asset to us!  
 Colin: [Overjoyed] Great! When can I start?  
 Henry: Mr. Bradley, er, let me explain. How can I put this? No, I'll just say it. You are by far the worst candidate we've seen. So, for that reason, I'm afraid we'll have to turn down your application.  
 Richard: To put it bluntly, Mr. Bradley, please do one!  
 Colin: [Angrily] Well! Don't worry – I'm leaving! Can I have my CV back? No? OK. Thanks. Bye.

2. Replace each example of non-literal English with one of the literal words or phrases below. Practise the role play using only literal English, then using non-literal English. What differences do you notice? Which version sounds more natural? Why? Which do you prefer?

|  |   |                                       |
|--|---|---------------------------------------|
| a) resign  | b) reject   | c) No, you haven't got the job        |
| d) Do you drink a lot of alcohol?                | e) leave immediately!                                     | f) I was pursued by a frightening dog |
| g) because I had problems with alcohol addiction | h) it gave me an enormous sense of purpose and self-worth | i) not very clever                    |

# Talk a Lot

## Getting a Job

### Role Play with Non-Literal English

Answers:

| Feature of Non-Literal English: | Example in this Text:   | Literal Translation:  |
|---------------------------------|---|---|
| 1. allusion*                    | for, er, for... personal reasons  | g) because I had problems with alcohol addiction              |
| 2. metaphor                     | Electric lighting was my whole life. I lived and breathed it              | h) my job gave me an enormous sense of purpose and self-worth |
| 3. phrasal verbs                | turn down   | b) reject   |
| 4. sarcasm                      | Yes, Mr. Bradley. You've got the job. You'll be a <i>big</i> asset to us! | c) No, you haven't got the job                                |
| 5. slang                        | do one!   | e) leave immediately!   |
| 6. flights of fancy             | I got chased by an enormous sheepdog... coals...                          | f) I was pursued by a frightening dog                         |
| 7. in-jokes                     | two squirts short of a tube   | i) not very clever  |
| 8. idioms                       | hand in my notice   | a) resign   |
| 9. euphemism                    | Are you a friend of Jack...?  | d) Do you drink a lot of alcohol?                             |

\* *Allusion and euphemism are closely related in that both are words or phrases that deliberately hide the literal meaning of what is being said, although the speaker and listener both understand the true meaning. Allusion is used as a general term for this, while euphemism is more specifically related to talking about taboo subjects, including sex, bodily functions, addiction, money, etc.*

Note: in general, using non-literal English will help students' spoken English to sound more natural, because native speakers of English often favour non-literal forms – such as idioms, phrasal verbs, and slang – over the more literal, “dictionary definition” words and phrases that they replace.

# Talk a Lot

## Getting a Job

### Features of Non-Literal English – Part 4

#### 1. ALLUSION

An allusion is an indirect reference to something used instead of the direct truth. Both listener and speaker usually know what is really meant by the allusion.

Example:

"I heard that Susan has taken the kids to her mother's again." [You both know that Susan's husband is having an affair, and that they are on the verge of breaking up. This sentence refers to their marriage problems: Susan has taken her kids to stay with her mother, because they can't live in the family home together at the moment.]

When:

When the topic may be embarrassing or delicate – something that you want to avoid talking about directly, e.g. a personal problem, or something connected with money or sex.

#### 2. METAPHOR

A metaphor is a statement that compares somebody or something to something else, by saying that they *are* that thing. A metaphor makes somebody or something into a symbol representing something else.

Example:

"Alison – you know, you're my rock. I can't live without you."  
[i.e. "Alison, you are not literally a rock, but you *are* a very supportive person. I feel safe and secure when I'm with you – as I would were I to be standing on a rock in the middle of a raging river. Therefore, you symbolise "security" to me. Thank you."]

When:

We can use metaphor when literal English is too prosaic or ordinary, and not capable of expressing the strength and depth of our feelings, or what we want to say.

#### 3. PHRASAL VERBS

See *Unit 1: Hotel – Features of Non-Literal English – Part 1*

#### 4. SARCASM

Sarcasm occurs when a speaker makes a statement that is obviously not true, in order to draw attention to the truth, and at the same time to insult somebody or cause offense.

Example:

[A woman you don't like comes to a party at your house, wearing a dress that is two sizes too small for her and makes her look terrible. While your friends are watching, you say to her:]

"Oh! *That's* a nice dress!"

[What you mean, and what everybody understands: "Oh! You look *awful!*"]

When:

Sarcasm is a deliberate and open form of insincerity. You could use it when you want to openly offend or be rude to somebody, by drawing attention to their faults or weaknesses, particularly when compared to your own – far more abundant – attributes and achievements.

Sarcasm is similar to irony (see *Unit 3: Media*), but more explicitly cruel. We could call it an unkind form of irony.

# Talk a Lot

## Getting a Job

### 5. SLANG

See Unit 2: Problems – Features of Non-Literal English – Part 2

### 6. FLIGHTS OF FANCY

A flight of fancy is a blatantly untrue “tall” story that you make up spontaneously, in which you imagine yourself involved in impossible or highly unlikely events. The purpose is to illustrate the truth of the point that you wish to make, while entertaining your listeners and perhaps making them laugh.

Example:

“Are you scared of wasps, Greg?”

“No, I’m not afraid of wasps, but, I’m telling you, if that wabby [slang for “wasp”] comes anywhere near me, I’m going to show it no mercy [cliché]. I’ll take it out [kill it] and post the remains of the deceased to its family along with a little note: don’t mess with the Greg-meister!” [nickname]

[What he means:] “Yes, I am scared of wasps, and if I kill this one, I’ll feel really proud of myself.” [i.e. he is not really going to treat the wasp as if it were human.]

When:

People use flights of fancy when they enjoy inventing humorous situations and describing them, or acting them out, for other people’s pleasure and amusement – or as a way of drawing attention to themselves. The idiom “to go off on one” describes this process, e.g. “We were chatting to Josh last night, and *he went off on one* about his boss’s mistress...” Literally: “We were chatting to Josh last night, and *he told us a far-fetched story* about his boss’s mistress...”

### 7. IN-JOKES

An in-joke is a private joke that only a select group of people can understand and therefore find funny.

Example:

In an office there is a desk that is known by the workers there as “the desk of doom”, because two years earlier the person who used to work there was fired for having an affair with the boss’s daughter, and soon afterwards was killed in a horrific road accident. Since then it has acquired the morbid nickname, and new members of staff are always deliberately given that desk, making the rest of the staff laugh. The new member of staff is not “in” on the joke, because they don’t know the story. Once they find out, they ask to change desks, and “the desk of doom” becomes vacant again... Until the next newbie [slang for *new person*] arrives!

When:

When you want to show that you are part of a group of people – part of a pack, a gang, a club, or any group of people with something in common. The sense of belonging that is created by in-jokes can act as a protective barrier against anything or anybody new or unfamiliar.

### 8. IDIOMS

See Unit 1: Hotel – Features of Non-Literal English – Part 1

# Talk a Lot

## Getting a Job

### 9. EUPHEMISM

A euphemism is a word or phrase that replaces part of a sentence which is considered offensive or taboo – i.e. that cannot be talked about in “polite” conversation.

Example:

[Your elderly Aunt Agatha visits your new home. She whispers:] “I just need to spend a penny, dear.”  
[“Spend a penny” is a euphemism for “Go to the toilet”. Therefore, you should show her where the toilet is.]

When:

When you can't mention something directly, but want other people to know that you know about it, e.g. you are aware of a secret. Or, when you want to talk about sex or another taboo subject without mentioning it directly.

Similar to Politically Correct (PC) Language (see *Unit 2: Problems*).

# Talk a Lot

## Getting a Job

### 20 Common English Idioms

|   |  |  |  |
|---|--|--|--|
| 1.<br>the early bird catches the worm   | if you do sth early – before other people – you'll have more chance of success | 2.<br>believe in yourself                    | be confident; have self-belief                             |
| 3.<br>don't judge a book by its cover   | don't judge sby or sth by appearance   | 4.<br>well done!                             | congratulations!   |
| 5.<br>to accentuate the positive        | to emphasise the good points of sth  | 6.<br>to keep your ear [close] to the ground | to listen attentively for news of sth; to be well-informed |
| 7.<br>to do your homework               | to prepare thoroughly for sth, e.g. a job interview                            | 8.<br>to sell yourself                       | to state your skills and strengths confidently             |
| 9.<br>Rome wasn't built in a day        | great objectives take time to achieve, so be patient                           | 10.<br>to do yourself justice                | to do the best that you can to demonstrate your abilities  |
| 11.<br>to keep a roof over your head    | to avoid becoming homeless   | 12.<br>nothing ventured, nothing gained      | if you never take a risk, you won't achieve anything       |
| 13.<br>to give sby a [helping] hand     | to help sby  | 14.<br>[to do sth] off your own back         | to be self-motivated                                       |
| 15.<br>not for love nor money!          | impossible; not under any circumstances  | 16.<br>to put your foot in it                | to say or do sth offensive or embarrassing by accident     |
| 17.<br>to keep a cool head              | to keep calm in a stressful situation  | 18.<br>to do your bit                        | to do what people expect you to do                         |
| 19.<br>to dot the i's and cross the t's | to ensure that sth, e.g. written work, is done correctly                       | 20.<br>to have sth to fall back on           | to have a back-up plan, in case the original plan fails    |

# Talk a Lot

## Getting a Job

### English Idioms – Matching Game

Match each sentence below with one of the idioms from this unit. Change forms where necessary:



|   |
|---|
| You have to really _____ on the application form, by stating your strong points.          |
| In this day and age it's vital _____, because you never know when you'll lose your job.   |
| If you want to find out about new job vacancies, it's best to _____.                      |
| I would <i>never</i> work on a production line in a factory – _____!                      |
| My wife's been nagging me to find a job, so after applying for nine, I feel I've _____.   |
| You'd better get to the Jobcentre as soon as it opens. _____.                             |
| After filling out an application form, I always check through it to make sure I've _____. |
| "Had you read a lot about the company before the interview?" "Yes, I'd _____."            |
| I feel like I _____. I said everything I wanted to say. It couldn't've gone any better.   |
| I _____ at the interview by telling them that I'd been expelled from school twice.        |
| You <i>will</i> find a job soon! Try to think positive and _____.                         |
| I found this job _____, because I wanted to prove that I can be independent.              |
| Don't put down that you got fired on your CV. Try to _____.                               |
| If you're feeling under pressure, it's important to breathe deeply and _____.             |
| I need to get a job, if only to _____!  |
| "The first candidate looked really scruffy." "I know, but _____."                         |
| "Hey, mum!" "What?" "Could you _____ with my CV?" "Of course."                            |
| Another rejection letter? Try to think more long-term. _____, was it?                     |
| Hi! I heard you got the job! That's fantastic! _____!                                     |
| "Do you think I should apply for this one?" "Why not? _____."                             |

# Talk a Lot

## Getting a Job – English Idioms Activities

### Meaning and Context

1. Check for new vocabulary. Are there any idioms that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the definition cards with the idiom cards.
2. Do any of the idioms exist in your first language? Translate each idiom.
3. Divide the idioms into four categories: **Looking for a Job**, **Applying for a Job**, **Job Interviews**, and **Motivation**.
4. Take some cards. Describe the idiom on a card without saying it.
5. How many idioms can you remember when they are all turned over?

### Practice Activities

Choose a random idiom (or one that particularly interests you) and...

1. think of a time or situation in your life when you... a) could have said this idiom (past), and b) might say this idiom (future).
2. say the name of a person you know who would be the *most likely* to say this. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – idiomatic and literal.
5. analyse the words. Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this idiom.
6. replace the idiom in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another idiom or saying that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one idiom to the next.

### Topic Questions

1. Choose the correct idiom. 2. Make a sentence about... a) yourself, b) a friend.

1. If you are a quiet, reserved person who has low self-esteem, this could be difficult for you.
2. People who are slapdash and careless with their writing don't bother doing this.
3. Many people need to work so that they don't become homeless.
4. If you do this you might be among the first to find out about the latest job vacancies.
5. This is what I would say to you if I found out that you'd got a new job.
6. If you apply for jobs when they're first advertised, you may have more success.
7. I always read up on the firms that I'm applying to, because it helps me know what to expect.
8. It's important to keep calm at job interviews. Listen to the panel and answer questions carefully.
9. What will you do if you don't get promoted this year? It's good to have a few options.
10. If you're getting nowhere fast, maybe reconsider your approach, and try to be more patient.
11. You should put more on your CV about your skills and experience. You're being too modest!
12. Although the last candidate was grossly obese, we should appraise him on merit, not belt size!

# Talk a Lot

## Getting a Job

### 20 Common English Phrasal Verbs

|   |   |                                   |  |
|---|---|-----------------------------------|--|
| 1.<br>apply for<br>---                  | make an application for                               | 2.<br>cheer up<br>---             | become happier;<br>improve your mood               |
| 3.<br>work towards<br>---               | make progress towards a goal,<br>e.g. a qualification | 4.<br>knuckle down<br>---         | work harder;<br>focus more seriously on sth        |
| 5.<br>stand out<br>---                  | look / be different from the rest                     | 6.<br>break away<br>---           | leave a negative situation;<br>make a fresh start  |
| 7.<br>smarten up<br>---                 | improve your appearance                               | 8.<br>bring up<br>---             | raise a topic in conversation;<br>mention          |
| 9.<br>fill out<br>---                   | complete by hand,<br>e.g. a form                      | 10.<br>map out<br>---             | plan   |
| 11.<br>try out<br>---                   | test how suitable sth / sby is                        | 12.<br>gloss over<br>---          | avoid saying sth                                   |
| 13.<br>put yourself about<br>---    --- | be outgoing and proactive                             | 14.<br>mess up<br>---             | make a mistake                                     |
| 15.<br>come across<br>---               | appear; seem  | 16.<br>get across<br>---          | convey; show; communicate                          |
| 17.<br>chivy along<br>---               | encourage sby to go faster; nag                       | 18.<br>look out for<br>---    --- | wait expectantly;<br>be alert                      |
| 19.<br>jot down<br>---                  | write a quick note                                    | 20.<br>trawl through<br>---       | search carefully through a lot of dull information |

# Talk a Lot

## Getting a Job

### English Phrasal Verbs – Matching Game

Match each sentence below with one of the phrasal verbs from this unit. Change forms where necessary:

|  |
|--|
| ✂  |
| If I see any good vacancies, I'll _____ the details for you, OK?                                   |
| Try to _____ before the interview. Perhaps buy a new suit, or get a haircut.                       |
| _____ the paper tomorrow. There should be around 800 new jobs advertised.                          |
| What should I say if they _____ my previous boss at the interview?                                 |
| You must be more self-motivated in looking for a job.<br>I can't _____ you _____ every day, can I? |
| Mandy is at university, _____ a degree in Sports Therapy.  |
| You ought to _____ any gaps in your CV, like when you've been out of work.                         |
| I hate _____ the job adverts on the internet every day. It's so boring!                            |
| Olive wore green tights to the interview, in a bid to _____ from the rest.                         |
| Don't worry if you _____ during the interview. Just pick yourself up and keep going!               |
| I've _____ over thirty jobs, but only had two interviews so far.                                   |
| Please _____ this form and return it to us ASAP.   |
| I tried to _____ the reasons why I was sacked, but they didn't want to listen.                     |
| If you want to get a good job, you'll have to _____ and put some effort into it!                   |
| We've been _____ some of the new recruits – with mixed results.                                    |
| The first candidate _____ very well, but her CV is light on experience.                            |
| I told her to _____, because things can only get better.   |
| Tina and I spent an hour _____ our future and what we want to achieve.                             |
| Getting a job will enable me to _____ from my parents' home and be independent.                    |
| On Monday I'm going to visit some employers and generally _____!                                   |

# Talk a Lot

## Getting a Job – English Phrasal Verbs Activities

This is a handy table showing **collocations** – words that go well with these phrasal verbs. You could use it to make a quick quiz for students after they have learned the meanings, e.g. “Which phrasal verb is to do with appearance?” Or “Find a phrasal verb that’s transitive separable.” Or guess the preposition that links phrasal verb and object, e.g. “To stand out **from** the rest...” Or encourage students to build sentences (positive, negative, and question forms) by linking content words together using function words, e.g. “Lee is **working towards** a **qualification at work**.” etc.

| #   | subject (person)   | p/verb*            | tr? | sep? | collocation e.g.                     | place / time e.g.                 |
|-----|--|--------------------|-----|------|--------------------------------------|-----------------------------------|
| 1.  | a pronoun, e.g.<br><br>I, you, he, she, etc.   | apply for          | ✓   | ✗    | a job / position / vacancy           | at the Job Centre / online        |
| 2.  |  | cheer up           | ✗   | -    | please                               | as soon as possible / quickly     |
| 3.  |  | work towards       | ✓   | ✗    | a promotion / qualification          | at work / university              |
| 4.  |  | knuckle down       | ✗   | -    | and finish your work!                | at school / university / work     |
| 5.  |  | stand out          | ✗   | -    | from the crowd                       | at an interview / in a task       |
| 6.  |  | break away         | ✗   | -    | from your old way of life            | this month / this year            |
| 7.  |  | smarten up         | ✗   | -    | and look more professional           | at work / an interview            |
| 8.  |  | bring up           | ✓   | ✓    | a topic / the subject of...          | during a meeting / appraisal      |
| 9.  |  | fill out           | ✓   | ✓    | a form / blank fields                | on paper / on a web form          |
| 10. |  | map out            | ✓   | ✓    | the future / a clear strategy        | on a big piece of paper           |
| 11. | a person or<br>thing, e.g.<br><br>the interviewer,<br>Paul’s brother,<br>the jobseeker,<br>the presentation,<br>this candidate, etc. | try out            | ✓   | ✓    | a new activity / employee            | in the office / all week          |
| 12. |  | gloss over         | ✓   | ✗    | a few details / facts                | on an application / CV            |
| 13. |  | put yourself about | ✓   | ✓    | by visiting / phoning firms          | regularly / twice a week          |
| 14. |  | mess up            | ✗   | -    | badly / completely                   | at work / during the interview    |
| 15. |  | come across        | ✓   | ✗    | well / badly / poorly                | on paper / at the interview       |
| 16. |  | get across         | ✓   | ✓    | information / my P.O.V. <sup>1</sup> | as clearly as possible            |
| 17. |  | chivvy along       | ✓   | ✓    | because they’re too slow             | at home / all the time            |
| 18. |  | look out for       | ✓   | ✗    | the latest vacancies                 | every day / on Fridays            |
| 19. |  | jot down           | ✓   | ✓    | a phone number / address             | on a scrap of paper               |
| 20. |  | trawl through      | ✓   | ✗    | job adverts / the classifieds        | online / in the paper / regularly |

Notes: **tr = transitive** – the phrasal verb can have an object. **sep = separable** – some transitive phrasal verbs are separable, which means that the object, e.g. an object pronoun like “him” or “it”, or somebody’s name, can go before the particle or after it. Some transitive phrasal verbs are **inseparable** – the object has to go after the particle. **Intransitive** phrasal verbs do not have an object, therefore cannot be separable or inseparable. Remember, some phrasal verbs, e.g. “bring up”, have a range of meanings. The information here relates to the definitions given on the “20 Common English Phrasal Verbs” handout.

\* Choose any verb form, e.g. Present Perfect Continuous, Third Conditional, Future Perfect, etc.

### Topic Questions

Choose the correct phrasal verb, and make a sentence about... a) yourself, b) a friend:

- encouraging a friend not to be down-hearted because they’ve been rejected.
- making a mistake on an application form and having to start again.
- attempting to be different from other candidates so that the employer notices you.
- stepping out of your comfort zone<sup>2</sup> and attempting a new challenge.
- nagging somebody who lacks motivation and is not very interested in getting a job.
- communicating your key skills and achievements at a job interview.
- sitting down with a trusted friend and planning your short- and long-term goals.
- looking for employment in a different town, because you need to make a fresh start.
- telling somebody to be more confident and pro-active in searching for vacancies.
- making progress towards a goal by completing various short-term objectives.
- seeing a job advertised in a shop window, and making a note of the phone number.

<sup>1</sup> point of view

<sup>2</sup> the place where you feel comfortable – either a real place or a metaphorical one

# Talk a Lot

## Getting a Job

### 20 Common English Slang Words and Phrases

|                         |   |                                   |  |
|-------------------------|---|-----------------------------------|--|
| 1.<br>to use your loaf  | (rhym.) to use your head [loaf of bread]; to act wisely | 2.<br>keep your chin up!          | (phr.) stay positive!                                |
| 3.<br>a charm offensive | (n.) when you emphasise your strengths                  | 4.<br>to be strapped for cash     | (v.) to be without money temporarily                 |
| 5.<br>a begging letter  | (n.) a letter asking for financial help / work, etc.    | 6.<br>to get grilled about sth    | (v.) to be asked a lot of difficult questions        |
| 7.<br>to come a cropper | (v.) to suffer misfortune                               | 8.<br>to have a shot at sth       | (v.) to try to do sth, esp. an unfamiliar activity   |
| 9.<br>to earn a packet  | (v.) to earn a big salary                               | 10.<br>to be right up your street | (v.) to be very suitable for you                     |
| 11.<br>to gen up on sth | (phr. v.) to prepare for sth via reading and research   | 12.<br>"Job's a good'un!"         | (phr.) "I have completed this task well."            |
| 13.<br>to faff around   | (phr. v.) to waste time; to be indecisive               | 14.<br>to get nowhere fast        | (v.) to make no progress                             |
| 15.<br>to brush up well | (phr. v.) to look good when smartly dressed             | 16.<br>on the off-chance          | (phr.) even though the probability is not very high  |
| 17.<br>"Get a life!"    | (phr.) "Stop dreaming and be more realistic!"           | 18.<br>to hang out                | (phr. v.) to spend time somewhere, esp. with friends |
| 19.<br>to jazz sth up   | (phr. v.) to embellish sth                              | 20.<br>to big yourself up         | (phr. v.) to make yourself look impressive           |

# Talk a Lot

## Getting a Job

### English Slang Words and Phrases – Matching Game

Match each sentence below with one of the slang words and phrases from this unit.  
Change forms where necessary:



|  |
|--|
| So, that's five applications all completed and ready to send off. _____!   |
| "This job looks _____." "What? Oh, yeah. I could do that, no problem."   |
| You shouldn't ____ your CV with fancy fonts and graphics. Boring will be fine.   |
| I'm so sorry you didn't get the job, love! _____ and don't give up!  |
| What my parents don't realise is that _____ at the mall <i>is</i> a full-time job!   |
| I _____ about my last few jobs and why I wanted to work there. It was tough.   |
| I wrote to them asking for work experience _____, but I doubt I'll hear back.  |
| To be successful at a job interview you need to _____ and imagine how the interviewers see you – how you're coming across.                 |
| I spent a couple of hours _____ on the company on the 'net. To try and look good.  |
| "Have you seen this _____ we got last week?" "Yes. Her qualifications and experience are good – but we don't have any openings right now." |
| If Glen got the job he could _____! Look at that salary!   |
| "How are you getting on with that covering letter?" "I'm _____, I'm afraid."   |
| When I get in front of that interview panel, I'm going to unleash _____!<br>Then they'll see that I'm the right person for the job!        |
| You're wasting your life away with your get-rich-quick schemes! _____!   |
| I was doing OK, but I _____ when they asked me about my medical history.   |
| "Right. I'm off to the interview. What do you think?" "Wow! You _____, don't you?"   |
| Could you lend me a fiver until Friday? I'm a bit _____ at the moment.   |
| The Key Skills part of a CV is a good chance to _____ – to sell yourself.  |
| I must get a job, because I can't stand _____ at home all day!   |
| "Should I apply for this one?" "Why not? You might as well _____ at it."   |

# Talk a Lot

## Getting a Job – English Slang Words and Phrases Activities

### Meaning and Context

1. Check for new vocabulary. Are there any words/phrases that you know already? Explain each meaning and give an example sentence or situation in which you could use it. Find the meaning of the rest by using a dictionary, then match the definition cards with the slang cards.
2. Who would you be speaking to when you used these words and phrases? Are there any words or phrases that you wouldn't use with certain people? If yes, why not?
3. Do any of the slang words and phrases exist in your first language? Translate them.
4. Divide the slang into four categories: **Looking for a Job**, **Applying for a Job**, **Job Interviews**, and **Motivation**.
5. Take some cards. Describe the slang word or phrase on a card without saying it.
6. How many slang words/phrases can you remember when they are all turned over?

### Practice Activities

Choose a random slang word or phrase (or one that particularly interests you) and...

1. think of a time or situation in your life when you... a) could have used this slang (past), and b) might use this slang (future).
2. say the name of a person you know who would be... a) the *most likely* to say this, and b) the *least likely* to say it. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – slang and dictionary (literal).
5. analyse the word(s). Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this slang word or phrase.
6. replace the slang word or phrase in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another slang word or phrase that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one slang word/phrase to the next.

### Topic Questions

1. Choose the correct slang word or phrase. 2. Make a sentence about... a) yourself, b) a friend.

1. If I got one of these, I would probably chuck it in the bin – especially if I had no vacancies.
2. I've found a job for you, which I think you would be able to do – and really enjoy.
3. I'm sending in my CV and asking for work, even though nothing has been advertised.
4. You could say this to a friend who you believe to be a dreamer and lacking in real purpose.
5. If I didn't have any money until my next pay cheque, I could describe myself in this way.
6. This phrase means to make yourself look better in somebody else's opinion.
7. Having trouble finding a job? This is the kind of thing you might hear from a sympathetic friend.
8. You do this when you earn a lot of money from your work.
9. You're shocked to see a mate who is usually scruffy looking well-dressed before an interview.
10. This is what you do when you spend a lot of your leisure time at a particular place.
11. At a job interview you can expect to be asked many questions, including some tricky ones.

# Talk a Lot

## Getting a Job

### Focus on Non-Literal Speech

#### Answers

#### English Idioms – Matching Game

1. You'd better get to the Jobcentre as soon as it opens. **The early bird catches the worm.**
2. You *will* find a job soon! Try to think positive and **believe in yourself.**
3. "The first candidate looked really scruffy." "I know, but **don't judge a book by its cover.**"
4. Hi! I heard you got the job! That's fantastic! **Well done!**
5. Don't put down that you got fired on your CV. Try to **accentuate the positive.**
6. If you want to find out about new job vacancies, it's best to **keep your ear [close] to the ground.**
7. "Had you read a lot about the company before the interview?" "Yes, I'd **done my homework.**"
8. You have to really **sell yourself** on the application form, by stating your strong points.
9. Another rejection letter? Try to think more long-term. **Rome wasn't built in a day,** was it?
10. I feel like I **did myself justice.** I said everything I wanted to say. It couldn't've gone any better.
11. I need to get a job, if only to **keep a roof over my head!**
12. "Do you think I should apply for this one?" "Why not? **Nothing ventured, nothing gained!**"
13. "Hey, mum!" "What?" "Could you **give me a [helping] hand** with my CV?" "Of course."
14. I found this job **off my own back,** because I wanted to prove that I can be independent.
15. I would *never* work on a production line in a factory – **not for love nor money!**
16. I **put my foot in it** at the interview by telling them that I'd been expelled from school twice.
17. If you're feeling under pressure, it's important to breathe deeply and **keep a cool head.**
18. My wife's been nagging me to find a job, so after applying for nine, I feel I've **done my bit.**
19. After filling out an application form, I always check through it to make sure I've **dotted the i's and crossed the t's.**
20. In this day and age it's vital **to have something to fall back on,** because you never know when you'll lose your job.

#### English Idioms – Topic Questions

- |  |  |
|--|--|
| 1. To sell yourself or Believe in yourself or To accentuate the positive | 7. To do your homework                         |
| 2. To dot the i's and cross the t's                                      | 8. To keep a cool head                         |
| 3. To keep a roof over your head   | 9. To have sth to fall back on                 |
| 4. To keep your ear [close] to the ground                                | 10. Rome wasn't built in a day                 |
| 5. Well done!  | 11. To do yourself justice or To sell yourself |
| 6. The early bird catches the worm                                       | 12. Don't judge a book by its cover            |

#### English Phrasal Verbs – Pronunciation and Linking

| Phrasal Verb:   | What Happens?                        | IPA Spelling:     | Phrasal Verb:          | What Happens?  | IPA Spelling:         |
|-----------------|--------------------------------------|-------------------|------------------------|--|-----------------------|
| 1. apply for    | L: (vc) remains (vc)                 | /ə'plai'fɔ:/      | 11. try out            | I: (vv) changes to (vc)  | /'traɪ'jau't/         |
| 2. cheer up     | I: (vv) changes to (vc)              | /'tʃiə'ʌp/        | 12. gloss over         | L: (cv) changes to (vc)  | /'glɒ'səʊ.və/         |
| 3. work towards | E, G: (cc) changes to (vc)           | /'wɜ:z?.tə'wɔ:dz/ | 13. put yourself about | 1 <sup>st</sup> : E, G: (cc) changes to (vc)<br>2 <sup>nd</sup> : L: (cv) changes to (cc) <sup>3</sup> | /'pʊ?.jə'sel.fə'baut/ |
| 4. knuckle down | E: (cc) remains (cc) <sup>1</sup>    | /'nʌ.kəl'daʊn/    | 14. mess up            | L: (cv) changes to (vc)  | /'me'sʌp/             |
| 5. stand out    | L: (cv) changes to (cc) <sup>2</sup> | /'stænd'aʊt/      | 15. come across        | L: (cv) changes to (vc)  | /'kʌ.mə'krɒs/         |
| 6. break away   | L: (cv) changes to (vc)              | /'breɪ.kə'weɪ/    | 16. get across         | L: (cv) changes to (vc)  | /'ge.tə'krɒs/         |
| 7. smarten up   | L: (cv) changes to (vc)              | /'smɑ:z.tə'nʌp/   | 17. chivvy along       | I: (vv) changes to (vc)  | /'tʃɪ.vi.jə'lɒŋ/      |
| 8. bring up     | L: (cv) remains (cv)                 | /'brɪŋ'ʌp/        | 18. look out for       | 1 <sup>st</sup> : L: (cv) changes to (vc)<br>2 <sup>nd</sup> : E, G: (cc) changes to (vc)              | /'lʊ'kaʊ?.fɔ:/        |
| 9. fill out     | L: (cv) changes to (vc)              | /'fɪ'lʌʊt/        | 19. jot down           | E, G: (cc) changes to (vc)   | /'jɒ?'daʊn/           |
| 10. map out     | L: (cv) changes to (vc)              | /'mæ'paʊt/        | 20. trawl through      | E, G: (cc) changes to (vc)   | /'trɔ:?'θru:/         |

The following connected speech techniques are used to make the words easier to say together quickly:

**L** = Linking **I** = Intrusion **E** = Elision **G** = Glottal Stops /ʔ/

Connecting sounds: **(cc)** = consonant sound to consonant sound **(cv)** = consonant sound to vowel sound  
**(vc)** = vowel sound to consonant sound **(vv)** = vowel sound to vowel sound

<sup>1</sup> Despite being (cc), it's already easy to say /l/ to /d/ because after /l/ the mouth and tongue are in the right position to pronounce /d/

<sup>2</sup> Despite being (cc), it's easier to make the sound connection /n/ to /d/ than /d/ to /aʊ/, because after /n/ the mouth and tongue are in the right position to pronounce the next sound

# Talk a Lot

## Getting a Job

### Focus on Non-Literal Speech

<sup>3</sup> Despite being (cc), it's easier to make the sound connection /l/ to /f/ than /f/ to /ə/, because after /l/ the mouth and tongue are in a better position to pronounce /f/

#### English Phrasal Verbs – Matching Game

1. I've **applied for** over thirty jobs, but only had two interviews so far.
2. I told her to **cheer up**, because things can only get better.
3. Mandy is at university, **working towards** a degree in Sports Therapy.
4. If you want to get a good job, you'll have to **knuckle down** and put some effort into it!
5. Olive wore green tights to the interview, in a bid to **stand out** from the rest.
6. Getting a job will enable me to **break away** from my parents' home and be independent.
7. Try to **smarten up** before the interview. Perhaps buy a new suit, or get a haircut.
8. What should I say if they **bring up** my previous boss at the interview?
9. Please **fill out** this form and return it to us ASAP\*. [\*Acronym for: "as soon as possible"]
10. Tina and I spent an hour **mapping out** our future and what we want to achieve.
11. We've been **trying out** some of the new recruits – with mixed results.
12. You ought to **gloss over** any gaps in your CV, like when you've been out of work.
13. On Monday I'm going to visit some employers and generally **put myself about!**
14. Don't worry if you **mess up** during the interview. Just pick yourself up and keep going!
15. The first candidate **came across** very well, but her CV is light on experience.
16. I tried to **get across** the reasons why I was sacked, but they didn't want to listen.
17. You must be more self-motivated in looking for a job. I can't **chivvy you along** every day, can I?
18. **Look out for** the paper tomorrow. There should be around 800 new jobs advertised.
19. If I see any good vacancies, I'll **jot down** the details for you, OK?
20. I hate **trawling through** the job adverts on the internet every day. It's so boring!

#### English Phrasal Verbs – Topic Questions

- |              |                 |                       |
|--------------|-----------------|-----------------------|
| 1. cheer up  | 5. chivvy along | 9. put yourself about |
| 2. mess up   | 6. get across   | 10. work towards      |
| 3. stand out | 7. map out      | 11. jot down          |
| 4. try out   | 8. break away   |                       |

#### English Slang Words and Phrases – Matching Game

1. To be successful at a job interview you need to **use your loaf** and imagine how the interviewers see you – how you're coming across.
2. I'm so sorry you didn't get the job, love! **Keep your chin up** and don't give up!
3. When I get in front of that interview panel, I'm going to unleash a **charm offensive!** Then they'll see that I'm the right person for the job!
4. Could you lend me a fiver [five pounds] until Friday? I'm a bit **strapped for cash** at the moment.
5. "Have you seen this **begging letter** we got last week?" "Yes. Her qualifications and experience are good – but we don't have any openings right now."
6. I **got grilled** about my last few jobs and why I wanted to work there. It was tough.
7. I was doing OK, but I **came a cropper** when they asked me about my medical history.
8. "Should I apply for this one?" "Why not? You might as well **have a shot** at it."
9. If Glen got the job he could **earn a packet!** Look at that salary!
10. "This job looks **right up your street.**" "What? Oh, yeah. I could do that, no problem."
11. I spent a couple of hours **genning up** on the company on the 'net. To try and look good.
12. So, that's five applications all completed and ready to send off. **Job's a good'un!**
13. I must get a job, because I can't stand **faffing around** at home all day!
14. "How are you getting on with that covering letter?" "I'm **getting nowhere fast**, I'm afraid."
15. "Right. I'm off to the interview. What do you think?" "Wow! You **brush up well**, don't you?"
16. I wrote to them asking for work experience **on the off-chance**, but I doubt I'll hear back.
17. You're wasting your life away with your get-rich-quick schemes! **Get a life!**
18. What my parents don't realise is that **hanging out** at the mall is a full-time job!
19. You shouldn't **jazz up** your CV with fancy fonts and graphics. Boring will be fine.
20. The Key Skills part of a CV is a good chance to **big yourself up** – to sell yourself.

#### English Slang Words and Phrases – Topic Questions

- |                               |                      |                            |
|-------------------------------|----------------------|----------------------------|
| 1. a begging letter           | 3. on the off-chance | 5. to be strapped for cash |
| 2. to be right up your street | 4. "Get a life!"     | 6. to big yourself up      |

# Talk a Lot

## Getting a Job

### Focus on Non-Literal Speech

- 7. keep your chin up!
- 8. to earn a packet
- 9. to brush up well
- 10. to hang out
- 11. to get grilled about sth

# Talk a Lot

## Getting a Job

Instructions: this table is a reference chart for all of the vocabulary in this unit. Students could look for **additional** idioms, phrasal verbs, and slang terms to fill in the gaps in the table, and write definitions, e.g.

*to be out of work = to be unemployed*

### Unit Vocabulary Reference Chart – Page 1

| <u>Sub-Group</u>          | <u>Discussion Words</u> | <u>English Idioms</u>                  | <u>English Phrasal Verbs</u> | <u>English Slang Words and Phrases</u> |
|---------------------------|-------------------------|--|------------------------------|--|
| <b>Looking for a Job</b>  | classified advert       |  | trawl through                | to be right up your street             |
|                           | discipline              | the early bird catches the worm        | knuckle down                 |  |
|                           | Jobcentre Plus          | <i>to be out of work</i>               |                              | to hang out                            |
|                           | jobseeker               | to keep your ear [close] to the ground | look out for                 | to get nowhere fast                    |
|                           | networking              |  | put yourself about           |  |
|                           | recruitment agency      | nothing ventured, nothing gained       |                              |  |
|                           | strategy                |  | map out                      | to use your loaf                       |
|                           | training course         | not for love nor money!                |                              | to faff around                         |
|                           | voluntary work          | to do your bit                         |                              |  |
| work experience           |                         |  |                              |  |
| <b>Applying for a Job</b> | achievements            | to sell yourself                       | stand out                    |  |
|                           | application form        | to dot the i's and cross the t's       | fill out                     |  |
|                           | covering letter         |  |                              | a begging letter                       |
|                           | curriculum vitae [CV]   | to accentuate the positive             |                              | to jazz sth up                         |
|                           | employment history      |  | jot down                     |  |
|                           | key skills              | to do yourself justice                 |                              | to big yourself up                     |
|                           | objective               |  |                              | to have a shot at sth                  |
|                           | qualifications          |  | gloss over                   |  |
|                           | referee                 | to give sby a [helping] hand           |                              |  |
| seasonal work             |                         | apply for                              | on the off-chance            |  |

# Talk a Lot

## Getting a Job

Instructions: this table is a reference chart for all of the vocabulary in this unit. Students could look for **additional** idioms, phrasal verbs, and slang terms to fill in the gaps in the table, and write definitions, e.g.

*a cushy little number* = an easy job with a good salary

### Unit Vocabulary Reference Chart – Page 2

| <u>Sub-Group</u>      | <u>Discussion Words</u> | <u>English Idioms</u>           | <u>English Phrasal Verbs</u> | <u>English Slang Words and Phrases</u> |
|-----------------------|-------------------------|---------------------------------|------------------------------|--|
| <b>Job Interviews</b> | body language           |                                 | come across                  |  |
|                       | candidate               | to keep a cool head             | smartening up                | to brush up well                       |
|                       | discrimination          | don't judge a book by its cover |                              |  |
|                       | interviewer             |                                 | bring up                     | to get grilled about sth               |
|                       | nerves                  |                                 | mess up                      |  |
|                       | preparation             | to do your homework             | get across                   | to get up on sth                       |
|                       | presentation            | to put your foot in it          |                              |  |
|                       | rejection letter        |                                 |                              | to come a cropper                      |
|                       | rival                   |                                 |                              | a charm offensive                      |
| success               | well done!              |                                 |                              |  |
| <b>Motivation</b>     | goal                    | [to do sth] off your own back   | chivy along                  |  |
|                       | independence            |                                 | break away                   |  |
|                       | job security            | to have sth to fall back on     |                              | <i>a cushy little number</i>           |
|                       | mortgage                | to keep a roof over your head   |                              |  |
|                       | perseverance            | Rome wasn't built in a day      |                              |  |
|                       | promotion               |                                 | work towards                 | "Job's a good'un!"                     |
|                       | redundancy              |                                 | cheer up                     | to be strapped for cash                |
|                       | salary                  |                                 |                              | to earn a packet                       |
|                       | self esteem             | believe in yourself             |                              | keep your chin up!                     |
|                       | self-improvement        |                                 | try out                      | "Get a life!"                          |

# Talk a Lot

## Getting a Job

### Unit Vocabulary Reference – Looking for a Job /'lʊ.kɪŋ.fə.rə'dʒɒb/

| #   | English Idioms:                        | Literal Translation:   |
|-----|--|--|
| 1.  | the early bird catches the worm        | if you do sth early – before other people – you'll have more chance of success |
| 6.  | to keep your ear [close] to the ground | to listen attentively for news of sth; to be well-informed                     |
| 12. | nothing ventured, nothing gained       | if you never take a risk, you won't achieve anything                           |
| 15. | not for love nor money!                | impossible; not under any circumstances  |
| 18. | to do your bit                         | to do what people expect you to do   |

| #   | English Phrasal Verbs: | Literal Translation:                               |
|-----|------------------------|--|
| 4.  | knuckle down           | work harder; focus more seriously on sth           |
| 10. | map out                | plan   |
| 13. | put yourself about     | be outgoing and proactive                          |
| 18. | look out for           | wait expectantly; be alert                         |
| 20. | trawl through          | search carefully through a lot of dull information |

| #   | English Slang Words and Phrases: | Literal Translation:                                    |
|-----|----------------------------------|---|
| 1.  | to use your loaf                 | (rhym.) to use your head [loaf of bread]; to act wisely |
| 10. | to be right up your street       | (v.) to be very suitable for you                        |
| 13. | to faff around                   | (phr. v.) to waste time; to be indecisive               |
| 14. | to get nowhere fast              | (v.) to make no progress                                |
| 18. | to hang out                      | (phr. v.) to spend time somewhere, esp. with friends    |

| #   | Discussion Words:  | IPA Translation:             |
|-----|--------------------|------------------------------|
| 2.  | voluntary work     | /'vɒ.lən.tri.wɜ:k/           |
| 8.  | strategy           | /'stræ.tə.dʒi/               |
| 10. | training course    | /'treɪ.nɪŋ.kɔ:s/             |
| 14. | discipline         | /'dɪ.sə.plɪn/                |
| 16. | networking         | /'neʔ.wɜ:kɪŋ/                |
| 20. | work experience    | /'wɜ:k.kek.spɪə.rɪəns/       |
| 21. | recruitment agency | /'rɪ'kru:ʔ.mən.teɪ.dʒəʃn.si/ |
| 27. | jobseeker          | /'dʒɒʔ.psi:kə/               |
| 29. | Jobcentre Plus     | /dʒɒʔ.psen.tə'plʌs/          |
| 35. | classified advert  | /klæ.sɪ.fai'ʔdæd.vɜ:t/       |

### What Would You Do? – Problems

6. I've joined a recruitment agency, but they keep giving me jobs which are really boring or far too easy for me. I've given them my CV with my qualifications on it, but all of the jobs they're sending me for are unskilled...

8. I've been doing voluntary work at a stables for abandoned and injured ponies, and it's really good – except I don't get paid! How can I get them to see that I ought to be working for them as a “proper” member of staff?

12. My son recommended that I sign up with a jobs website, where I can post my CV and request information about particular jobs. However, he's getting exasperated with me, because I'm not very computer literate...

15. I popped into the Jobcentre this morning and they told me that, because I've been unemployed for over a year, I'll have to go on a two-week “Finding Employment” course next month. But I really won't have time...

# Talk a Lot

## Getting a Job

### Unit Vocabulary Reference – Applying for a Job /ə'plai.jɪŋ.fə.rə'dʒɒb/

| #   | English Idioms:                  | Literal Translation:                                      |
|-----|----------------------------------|---|
| 5.  | to accentuate the positive       | to emphasise the good points of sth                       |
| 8.  | to sell yourself                 | to state your skills and strengths confidently            |
| 10. | to do yourself justice           | to do the best that you can to demonstrate your abilities |
| 13. | to give sby a [helping] hand     | to help sby   |
| 19. | to dot the i's and cross the t's | to ensure that sth, e.g. written work, is done correctly  |

| #   | English Phrasal Verbs: | Literal Translation:              |
|-----|------------------------|-----------------------------------|
| 1.  | apply for              | make an application for           |
| 5.  | stand out              | look / be different from the rest |
| 9.  | fill out               | complete by hand, e.g. a form     |
| 12. | gloss over             | avoid saying sth                  |
| 19. | jot down               | write a quick note                |

| #   | English Slang Words and Phrases: | Literal Translation:                                 |
|-----|----------------------------------|--|
| 5.  | a begging letter                 | (n.) a letter asking for financial help / work, etc. |
| 8.  | to have a shot at sth            | (v.) to try to do sth, esp. an unfamiliar activity   |
| 16. | on the off-chance                | (phr.) even though the probability is not very high  |
| 19. | to jazz sth up                   | (phr. v.) to embellish sth                           |
| 20. | to big yourself up               | (phr. v.) to make yourself look impressive           |

| #   | Discussion Words:     | IPA Translation:                 |
|-----|-----------------------|----------------------------------|
| 4.  | curriculum vitae [CV] | /kʌ.rɪ.kjə.ləm'vi:tai/ /si:'vi:/ |
| 6.  | achievements          | /ə'tʃi:vmənts/                   |
| 11. | seasonal work         | /'si:zə.nəl.wɜ:k/                |
| 13. | key skills            | /ki:'skɪlz/                      |
| 18. | application form      | /æ.plɪ'keɪ.fɔ:m/                 |
| 24. | objective             | /ɒb'dʒektɪv/                     |
| 26. | employment history    | /ɪm'plɔɪ.mən?hɪ.stə.ri/          |
| 31. | qualifications        | /kwɒ.lɪ.fɪ'keɪ.fənz/             |
| 37. | referee               | /re.fə'ri:/                      |
| 39. | covering letter       | /'kʌ.və.rɪŋ.le.tə/               |

### What Would You Do? – Problems

4. One of my former employees has applied for a job and put me down as a referee. She wasn't a good worker – which was why we let her go in the end. But she's a nice person. Should I write a reference? And if so, what?

5. My partner keeps nagging me to apply for a temporary job, because there's plenty of seasonal work around at the moment. It seems like a waste of time, though, doesn't it, because you know it's going to end...

9. Apparently I have to put together a CV and compile of list of, what my benefits adviser called, "Key Skills". I was working for ten years as a machine operator. My hobby is cars. I haven't a clue what my key skills are...!

16. I've got eight application forms from the Jobcentre to fill out. I just can't seem to get started. It's so boring! They all ask for the same information. I'm going to get writer's cramp! Surely there's an easier way...?

# Talk a Lot

## Getting a Job

### Unit Vocabulary Reference – Job Interviews /'dʒɒ'biːn.tə.vjuːz/

| #   | English Idioms:                 | Literal Translation:                                   |
|-----|---------------------------------|--|
| 3.  | don't judge a book by its cover | don't judge sb or sth by appearance                    |
| 4.  | well done!                      | congratulations!                                       |
| 7.  | to do your homework             | to prepare thoroughly for sth, e.g. a job interview    |
| 16. | to put your foot in it          | to say or do sth offensive or embarrassing by accident |
| 17. | to keep a cool head             | to keep calm in a stressful situation                  |

| #   | English Phrasal Verbs: | Literal Translation:                   |
|-----|------------------------|--|
| 7.  | smarten up             | improve your appearance                |
| 8.  | bring up               | raise a topic in conversation; mention |
| 14. | mess up                | make a mistake                         |
| 15. | come across            | appear; seem                           |
| 16. | get across             | convey; show; communicate              |

| #   | English Slang Words and Phrases: | Literal Translation:                                  |
|-----|----------------------------------|---|
| 3.  | a charm offensive                | (n.) when you emphasise your strengths                |
| 6.  | to get grilled about sth         | (v.) to be asked a lot of difficult questions         |
| 7.  | to come a cropper                | (v.) to suffer misfortune                             |
| 11. | to gen up on sth                 | (phr. v.) to prepare for sth via reading and research |
| 15. | to brush up well                 | (phr. v.) to look good when smartly dressed           |

| #   | Discussion Words: | IPA Translation:      |
|-----|-------------------|-----------------------|
| 3.  | preparation       | /pre.pə'reɪ.ʃən/      |
| 7.  | presentation      | /pre.zən'teɪ.ʃən/     |
| 9.  | nerves            | /nɜːvz/               |
| 12. | body language     | /'bɒ.di.læŋ.gwɪdʒ/    |
| 15. | success           | /sək'ses/             |
| 23. | candidate         | /'kæn.dɪ.deɪt/        |
| 25. | rejection letter  | /rɪ'dʒe.kʃən.le.tə/   |
| 30. | rival             | /'raɪ.vəl/            |
| 32. | discrimination    | /dɪ.skɪrɪ.mɪ'neɪ.ʃən/ |
| 40. | interviewer       | /'ɪn.tə.vjuː.wə/      |

### What Would You Do? – Problems

2. What is the best way to prepare for a job interview? I've got a really important one tomorrow, and I'm still trying to get my head round it [decide what to do]. Whenever I try to imagine what they might ask me, my mind goes blank...

3. What's your advice about body language at job interviews? I don't want to come across too formal – or too relaxed... I've heard that non-verbal communication accounts for more than 70% of all communication.

11. One of the biggest problems for interview panels is nervous candidates. People who look really good on paper can go to pieces [be too nervous to perform well] during the interview, thanks to nerves. How can we get the best out of terrified candidates...?

14. Thinking about my interview this morning, I know I didn't give it my best shot. I could've sold myself much better, and some of the answers I gave were completely made-up! Should I ask the panel for another chance?

# Talk a Lot

## Getting a Job

### Unit Vocabulary Reference – Motivation /məʊ.tɪ'veɪ.ʃən/

| #   | English Idioms:               | Literal Translation:                                    |
|-----|-------------------------------|---|
| 2.  | believe in yourself           | be confident; have self-belief                          |
| 9.  | Rome wasn't built in a day    | great objectives take time to achieve, so be patient    |
| 11. | to keep a roof over your head | to avoid becoming homeless                              |
| 14. | [to do sth] off your own back | to be self-motivated                                    |
| 20. | to have sth to fall back on   | to have a back-up plan, in case the original plan fails |

| #   | English Phrasal Verbs: | Literal Translation:                               |
|-----|------------------------|--|
| 2.  | cheer up               | become happier; improve your mood                  |
| 3.  | work towards           | make progress towards a goal, e.g. a qualification |
| 6.  | break away             | leave a negative situation; make a fresh start     |
| 11. | try out                | test how suitable sth / sby is                     |
| 17. | chivvy along           | encourage sby to go faster; nag                    |

| #   | English Slang Words and Phrases: | Literal Translation:                          |
|-----|----------------------------------|---|
| 2.  | keep your chin up!               | (phr.) stay positive!                         |
| 4.  | to be strapped for cash          | (v.) to be without money temporarily          |
| 9.  | to earn a packet                 | (v.) to earn a big salary                     |
| 12. | "Job's a good'un!"               | (phr.) "I have completed this task well."     |
| 17. | "Get a life!"                    | (phr.) "Stop dreaming and be more realistic!" |

| #   | Discussion Words: | IPA Translation:       |
|-----|-------------------|------------------------|
| 1   | perseverance      | /pɜː.sə'veɪ.rəns/      |
| 5.  | self-improvement  | /sel.fɪm'pruː.vmənt/   |
| 17. | promotion         | /prə'məʊ.ʃən/          |
| 19. | self-esteem       | /sel.fə'stiːm/         |
| 22. | independence      | /ɪn.də'pen.dəns/       |
| 28. | redundancy        | /rɪ'dʌn.dən.si/        |
| 33. | salary            | /'sæ.ləri/             |
| 34. | mortgage          | /'mɔː.gɪdʒ/            |
| 36. | goal              | /gəʊl/                 |
| 38. | job security      | /dʒɒp?.psɪ'kjʊə.rə.ti/ |

### What Would You Do? – Problems

1. I apply for jobs week after week, but keep getting knock backs! I know the job market is tough now, but I've only had one interview in the past two months. How can I stay positive when I just want to give up?

7. My friend has been unemployed for a while, following redundancy, and he isn't looking for a job. He says he's fine, but he never has any money on him, and he doesn't have a car or nice holidays. How can I motivate him...?

10. I've been working in the same role for four years, without any chance of promotion. I love the company, but I need to make progress in my career. Should I stop waiting and look elsewhere for a better job...?

13. My children are both graduates, but seem content to loaf around the house all day, or meet their mates. There's little evidence of them looking for work. I don't want to be too hard on them, but shouldn't they try?

# Talk a Lot

## Getting a Job

### What Would You Do?

Read the problems below and decide which group each one belongs in: **Looking for a Job, Applying for a Job, Job Interviews, or Motivation**. There are four problems in each group. Then offer some advice to each person. Try to use some of the **discussion words, idioms, phrasal verbs, and slang words and phrases** from this unit in each answer:

|  |   |   |   |
|--|---|---|---|
| 1. I apply for jobs week after week, but keep getting knock backs! I know the job market is tough now, but I've only had one interview in the past two months. How can I stay positive when I just want to give up?              | 2. What is the best way to prepare for a job interview? I've got a really important one tomorrow, and I'm still trying to get my head round it. Whenever I try to imagine what they might ask me, my mind goes blank...           | 3. What's your advice about body language at job interviews? I don't want to come across too formal - or too relaxed... I've heard that non-verbal communication accounts for more than 70% of all communication.                 | 4. One of my former employees has applied for a job and put me down as a referee. She wasn't a good worker - which was why we let her go in the end. But she's a nice person. Should I write a reference? And if so, what?      |
| 5. My partner keeps nagging me to apply for a temporary job, because there's plenty of seasonal work around at the moment. It seems like a waste of time, though, doesn't it, because you know it's going to end...              | 6. I've joined a recruitment agency, but they keep giving me jobs which are really boring or far too easy for me. I've given them my CV with my qualifications on it, but all of the jobs they're sending me for are unskilled... | 7. My friend has been unemployed for a while, following redundancy, and he isn't looking for a job. He says he's fine, but he never has any money on him, and he doesn't have a car or nice holidays. How can I motivate him...?  | 8. I've been doing voluntary work at a stables for abandoned and injured ponies, and it's really good - except I don't get paid! How can I get them to see that I ought to be working for them as a "proper" member of staff?   |
| 9. Apparently I have to put together a CV and compile a list of, what my benefits adviser called, "Key Skills". I was working for ten years as a machine operator. My hobby is cars. I haven't a clue what my key skills are...! | 10. I've been working in the same role for four years, without any chance of promotion. I love the company, but I need to make progress in my career. Should I stop waiting and look elsewhere for a better job...?               | 11. One of the biggest problems for interview panels is nervous candidates. People who look really good on paper can go to pieces during the interview, thanks to nerves. How can we get the best out of terrified candidates...? | 12. My son recommended that I sign up with a jobs website, where I can post my CV and request information about particular jobs. However, he's getting exasperated with me, because I'm not very computer literate...           |
| 13. My children are both graduates, but seem content to loaf around the house all day, or meet their mates. There's little evidence of them looking for work. I don't want to be too hard on them, but shouldn't they try?       | 14. Thinking about my interview this morning, I know I didn't give it my best shot. I could've sold myself much better, and some of the answers I gave were completely made-up! Should I ask the panel for another chance?        | 15. I popped into the Jobcentre this morning and they told me that, because I've been unemployed for over a year, I'll have to go on a two-week "Finding Employment" course next month. But I really won't have time...           | 16. I've got eight application forms from the Jobcentre to fill out. I just can't seem to get started. It's so boring! They all ask for the same information. I'm going to get writer's cramp! Surely there's an easier way...? |

# Talk a Lot

## Getting a Job

### Discussion Questions

1. Are you looking for a job at the moment? Where do you usually look for a new job? What is the best way to find a job, in your experience?

2. Which skills and personal qualities does a candidate need when...  
a) looking for a job, b) applying for a job, c) attending job interviews? How well do you usually do? What could you do to increase your chances of success?

3. If you were an HR manager reading different applications for the same job, what would make you... a) invite an applicant to interview, b) reject an applicant, c) screw up the application form and propel it towards the bin?

4. What are your key skills? What do you have to offer a potential employer? What kind of information do you need to play down in your application form and at job interviews? Have you got a CV? How did you put it together? How effective do you think it is?

5. Tell me about... a) your most successful interview, b) your worst interview. Have you ever completely messed up at a job interview? Why? What happened? Have you ever had to interview anybody? How did it feel? If you had to interview yourself for your *current job*, would you get the job?

6. How should a candidate prepare for an interview beforehand? How could they reduce nerves and ensure that they stand out on the big day? How important is body language and eye contact when attending a job interview? Why are interviews so stressful? Do they need to be?

7. Do you need to work? What would happen if you didn't work? What motivates people to look for work? Is it important to you to have goals to achieve? Why? Why not?

8. How can we avoid discouragement and keep positive while looking for a job, when disappointment is part and parcel of the process?

# Talk a Lot

## Getting a Job

### Preparing for a Job Interview – 20 Typical Questions

Below are 20 typical questions that you could be asked at a job interview – and also some questions that perhaps you shouldn't be asked, because your answers may lead the employer to discriminate against you unfairly\*.

- 1) Say whether each question is fair or unfair – and give **reasons**.
- 2) Discuss with a partner: what are interviewers trying to find out when they ask each question? What would be the **right way** and the **wrong way** to answer each question?
- 3) Find a job advert (or use your current job as an example) and use the questions in **role plays** with your partner. The interviewer could decide to be either fair or unfair in their choice of questions – or a bit of both! The candidate could answer the questions in... a) the right way, or b) the wrong way.



|   |
|---|
| 1. What kind of salary are you looking for?   |
| 2. If you knew your manager was wrong about something, what would you do?           |
| 3. Why do you think you would be suitable for this position?                        |
| 4. Do you have any health conditions that we should know about?                     |
| 5. Where do you see yourself in x years' time?                                      |
| 6. What religion are you?   |
| 7. What do you find irritating?   |
| 8. If successful, would you be willing to relocate?                                 |
| 9. Why do you want to work here?  |
| 10. What do you like to do outside of work?   |
| 11. Are you planning to start a family in the next x years?                         |
| 12. Where do your parents hail [come] from?   |
| 13. If I asked one of your friends to name your weaknesses, what would they say?    |
| 14. If you were an x, what kind of x would you be? [e.g. If you were an animal...]  |
| 15. If I gave you the job, would you...? [e.g. go out for a drink with me]          |
| 16. Are you willing to work... shifts / weekends / overtime / flexitime, etc.?      |
| 17. Tell me about... your skills / qualifications / experience / achievements, etc. |
| 18. Give an example of when you had to operate outside your comfort zone.           |
| 19. How do you deal with stress?  |
| 20. Do you have any questions that you want to ask us?                              |

\*Note: questions about race, religion, age, disability, sexual orientation, and family, e.g. marital status and pregnancy, should be avoided at job interviews, because the answers given could lead the employer to discriminate against the candidate. Therefore, questions 4, 6, 11, 12, and 15 may be considered unfair – or even unlawful – at a job interview.

# Talk a Lot

## Getting a Job

Agree or Disagree?

Do you agree or disagree with these statements? Say why. Find out what your partner thinks, and mark the boxes with ✓ for agree and ✗ for disagree:

|  | Me:                      | My Partner:              |
|--|--------------------------|--------------------------|
| 1. I never prepare before a job interview. I prefer to think on my feet!   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Looking for a job is too boring for words.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I haven't got a CV.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. "Eighty percent of success is showing up." – Woody Allen  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A job interview is a marvellous opportunity to showcase your talents.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I'm always scared stiff the night before an important interview.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I'm not very good at selling myself.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. "Work saves us from three great evils: boredom, vice, and need." – Voltaire   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. It's really hard to find job security these days.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I look good on paper, but I don't come across well at interviews.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Voluntary work is a great way to gain valuable work experience.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I can always rely on my referees to give me a good reference.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. "Choose a job you love, and you will never have to work a day in your life." – Confucius   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I usually add a few "extra" qualifications when filling out forms.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. In my opinion, the interviewer will decide whether you've got the job within fifteen seconds of first clapping eyes on you [seeing you]. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. When it comes to actually getting a job, it's not <i>what</i> you know, but <i>who</i> you know.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Without rejection and failure, it is hard to appreciate acceptance   | <input type="checkbox"/> | <input type="checkbox"/> |

# Talk a Lot

\_\_\_\_\_ / **Getting a Job**

## Vocabulary Test

First Language

English

\_\_\_\_\_

job security

\_\_\_\_\_

discipline

\_\_\_\_\_

self-esteem

\_\_\_\_\_

body language

\_\_\_\_\_

CV

\_\_\_\_\_

mortgage

\_\_\_\_\_

nerves

\_\_\_\_\_

salary

\_\_\_\_\_

rejection letter

\_\_\_\_\_

networking

\_\_\_\_\_

presentation

\_\_\_\_\_

recruitment agency

\_\_\_\_\_

interviewer

\_\_\_\_\_

perseverance

\_\_\_\_\_

qualifications

\_\_\_\_\_

strategy

\_\_\_\_\_

candidate

\_\_\_\_\_

achievements

\_\_\_\_\_

work experience

\_\_\_\_\_

seasonal work

# Talk a Lot

## Lesson Test – Getting a Job

A) *Underline the stressed syllable in each word or phrase and write how many syllables there are:*

1. rival ( ) 2. rejection letter ( ) 3. candidate ( ) 4. presentation ( ) 5. discrimination ( )  
6. key skills ( ) 7. referee ( ) 8. perseverance ( ) 9. objective ( ) 10. voluntary work ( )

B) *Write the correct particle to complete each phrasal verb from this unit:*

- |                |                                   |
|----------------|-----------------------------------|
| 1. mess _____  | make a mistake                    |
| 2. get _____   | convey; show; communicate         |
| 3. gloss _____ | avoid saying sth                  |
| 4. stand _____ | look / be different from the rest |

C) *Write either [V] or [C] to show whether the sound at the beginning and end of each word is a vowel [V] or a consonant [C], e.g. \_\_C\_\_ salary \_\_V\_\_*

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. _____ independence _____ | 5. _____ goal _____           |
| 2. _____ discipline _____   | 6. _____ achievements _____   |
| 3. _____ strategy _____     | 7. _____ jobseeker _____      |
| 4. _____ mortgage _____     | 8. _____ discrimination _____ |

*Complete the sentence blocks:*

D) Verb Form: \_\_\_\_\_

- I told Eileen that she had to believe in herself, because life's what you make it.  
- What 1. \_\_\_\_\_ you tell Eileen?  
- That she 2. \_\_\_\_\_ believe in herself, because life's what you make it.  
- 3. \_\_\_\_\_ you tell Eileen that she had to believe in herself, because life's what you make it?  
- Yes, I 4. \_\_\_\_\_.  
- Did you tell Eileen 5. \_\_\_\_\_ she had to be patient, because Rome wasn't built in a day?  
- No, I 6. \_\_\_\_\_. I didn't tell Eileen that she had to be patient, because Rome wasn't built in a day.

E) Verb Form: \_\_\_\_\_

- Henry will've put his foot in it today, because he's rubbish at job interviews.  
- 7. \_\_\_\_\_ will've put his foot in it today, because he's rubbish at job interviews?  
- Henry will 8. \_\_\_\_\_.  
- 9. \_\_\_\_\_ Henry have put his foot in it today, because he's rubbish at job interviews?  
- Yes, he 10. \_\_\_\_\_ have.  
- Will 11. \_\_\_\_\_ have put his foot in it today, because he's rubbish at job interviews?  
- No, he won't have. Thomas won't 12. \_\_\_\_\_ put his foot in it today, because he's rubbish at job interviews.

# Talk a Lot

## Getting a Job

### Lesson Test

#### Answers

A)

1. rival ( 2 )   2. rejection letter ( 5 )   3. candidate ( 3 )   4. presentation ( 4 )   5. discrimination ( 5 )  
6. key skills ( 2 )   7. referee ( 3 )   8. perseverance ( 4 )   9. objective ( 3 )   10. voluntary work ( 4 )

B)

- |                      |                                   |
|----------------------|-----------------------------------|
| 1. mess <b>up</b>    | make a mistake                    |
| 2. get <b>across</b> | convey; show; communicate         |
| 3. gloss <b>over</b> | avoid saying sth                  |
| 4. stand <b>out</b>  | look / be different from the rest |

C)

- |   |   |
|---|---|
| 1. <u>  V  </u> independence <u>  C  </u> | 5. <u>  C  </u> goal <u>  C  </u>           |
| 2. <u>  C  </u> discipline <u>  C  </u>   | 6. <u>  V  </u> achievements <u>  C  </u>   |
| 3. <u>  C  </u> strategy <u>  V  </u>     | 7. <u>  C  </u> jobseeker <u>  V  </u>      |
| 4. <u>  C  </u> mortgage <u>  C  </u>     | 8. <u>  C  </u> discrimination <u>  C  </u> |

D)     Verb form: reported speech. 1. did. 2. had to. 3. Did. 4. did. 5. that. 6. didn't.

E)     Verb form: future perfect. 7. Who. 8. have. 9. Will. 10. will. 11. Thomas. 12. have.



# Supporting Material

More Features of  
Non-Literal English

# Talk a Lot

## Intermediate Book 1

### More Features of Non-Literal English

#### 1. ABBREVIATION / SHORT FORM

A shorter version of a word or phrase.

Example:

"Are you going to uni today?" [university]

"Yes, later on. But I've got to pop to the doc's first." [doctor's]

When:

When you need to speed up communication. It's not necessary to say the full word, because both of you know what you mean by the shorter form.

#### 2. BANTER

An informal conversation (chat) where the participants use humorous language and techniques to entertain each other (e.g. friends chatting with bar staff at a pub), and perhaps an audience (e.g. on a radio show the hosts indulge in banter) in a spontaneous, unscripted way. Can contain many examples of idioms, phrasal verbs, and slang.

Example:

"I went out last night."

"You went out? I thought you were stony-broke!" [without money]

"I was."

"What, did you meet...? Have you got a bit on the side?"

"A bit on the side? What another Sheila?" [Australian slang for "girlfriend"]

"No, I meant another job, but tell me more about your Sheila!"

"You're impossible!" [etc.]

When:

When you enjoy spending time with friends or family and chatting in a relaxed way about things that are not really important. If you worked on a radio show, you could get paid for chatting about your daily life and topics of national interest in an entertaining way.

#### 3. DOUBLE ENTENDRE

A phrase which can have two meanings or interpretations: one literal (and innocent) and the other sexual. It literally means "double meaning", from the French: entendre = to mean/understand.

Example:

[Two men are walking in a park where there are some pear trees. A woman wearing a tight t-shirt is walking towards them. One man comments:]

"What a lovely pair!"

[His comment could be interpreted as either "a lovely *pear*" – as in the fruit, which is visible – or "a lovely *pair*" – as in the pair of breasts that the woman's t-shirt displays. The pun works because the words "pear" and "pair" are homophones, having the same sound when spoken, but different meanings.]

When:

When you want to make a risqué joke, but have the get-out clause that you meant the literal interpretation, not the sexual one. So if the woman took offence at his remark, he could protest, "I meant, pear – as in the fruit! What did you think I meant?"

# Talk a Lot

## Intermediate Book 1

### More Features of Non-Literal English

#### 4. EXPRESSIONS

A kind of idiom that may not be as well known or visual as general idioms, or one that you've made up yourself. The phrase has both a *literal* meaning and a *figurative* meaning, that often does not make sense literally.

Example:

"Would you like another cream cake, gran?"

"Ooh, thank you, dear. *I don't mind if I do!*" [I will have another cream cake]

When:

When you want to say something more interesting than standard dictionary words and phrases, perhaps to show yourself to be a little bit different or eccentric.

#### 5. FUNNY VOICES / FUNNY ACCENTS

You say something using a funny voice or a comic version of a foreign accent.

Example:

[You are pretending to be a toy robot, because you don't want to tidy your bedroom.]

Mum: "Will you tidy your room?"

You (in a metallic, monotone voice): "Your command does not compute! Processing error! Processing error! Must. Go. Out. Side. Play. Football!" [etc.]

Mum: "You're not going anywhere until you've tidied your room!"

When:

When you want to pretend, play, have fun, make somebody laugh, or generally behave in a silly way. Or when you want to make somebody else look stupid, e.g. by imitating their voice, or when you want to show a humorous, stereotypical view of a particular people, e.g. the French, the Germans, the Welsh, etc., which might be funny to some but offensive to others.

#### 6. INNUENDO

Similar to *double entendre*, this is a phrase which can have two meanings or interpretations: one literal and the other implied or hidden. However, the hidden meaning can be something other than sexual.

Example:

[Two clerks are working in an office. Jeff enters with a female colleague. They are both late for work.

Jeff is holding a pile of folders. One clerk says:]

"I see that Jeff's still taking his work home with him!"

[His comment could be interpreted literally, due to the folders, as in "Jeff is taking work to do at home", but is meant as an allusion to the context: both members of staff coming in together – late. So "taking his work home with him" = "having an affair with his colleague".]

When:

When you want to say something that is gossipy or offensive, but retain the option to claim that you meant the literal interpretation, if the listener challenges your remark – i.e. if they are not in agreement with the intended coded meaning.

# Talk a Lot

## Intermediate Book 1

### More Features of Non-Literal English

#### 7. JOKE / GAG

You tell a joke with the direct aim of making somebody laugh.

Example:

"A horse is sitting at a bar reading a newspaper. The barman comes up to him and says, 'Alright, mate? Why the long face?'"

[The concept of a horse sitting at a bar reading a newspaper could be funny on its own, but the joke comes from the double meaning (pun) barman's use of the idiomatic phrase "Why the long face?" which means "Why do you look sad?" A 'long face' is a sad face. But of course horses naturally have long 'faces', so the horse can't help appearing sombre.]

When:

When you want to make somebody laugh, e.g. a comedian in a comedy club or on TV, a radio DJ, two friends telling each other jokes on the bus, etc.

#### 8. PARABLE

A short, easy-to-understand story that has a deep meaning which is relevant to the situation that is being discussed. It is implied or obvious that the hearer – if they are able to decode the veiled meaning – should learn how to deal with their situation by listening to the parable and following the advice.

Example:

"I can't decide whether to leave my job, where I'm comfortable, and take a new job, that looks difficult, but more challenging..."

"Well, there was once a woman who had two daughters. One worked in the fields beside her home every day, had very few cares, and reaped a small harvest. The other went abroad to seek her fortune, went through many trials and tests, but returned home very rich. The moral is: fortune favours the brave." [the implied meaning is: you should take a chance and accept the new job, because it could be beneficial to challenge yourself]

When:

When you want to give advice or illustrate a moral or lesson in an indirect way, without appearing too prescriptive.

# Talk a Lot

## Intermediate Book 1

### More Features of Non-Literal English

#### 9. RUNNING JOKE

Something which is not fundamentally amusing becomes funny by being repeated often.

Example:

[In the popular British sitcom from the 1980s, *'Allo 'Allo*, there were many running jokes – jokes that were repeated in every episode – sometimes several times per episode! One example is when the English character, who was pretending to be a French policeman, appeared he would say:]

“Good *moaning*.”

[He mispronounced “morning” because he thought he was using a good French accent. This phrase is not funny on its own, but each time he did this – very often – there would be gales of laughter from the studio audience. It became funnier with repetition. See also *catchphrase*, *Unit 2: Problems*, P.39.]

When:

When you want to make people laugh but can't (or don't want to) think up any traditional jokes.

Repetition makes people feel that they are “in” on something that other people “don't get” (see also *in-jokes*, *Unit 4: Getting a Job*, P.37).

#### 10. SATIRE

You tell a joke with the direct aim of making fun of the government or somebody in authority.

Example:

[Imagine this context: the foreign secretary has been caught taking bribes worth a total of £1,680:]

“Why is the foreign secretary like a used Robin Reliant [old-fashioned and much-mocked car]? They can both be bought for well under £2,000!”

[The juxtaposition of the foreign secretary and the second-hand, unfashionable Robin Reliant (a car with a poor reputation) is humorous on its own, but the joke comes from the double meaning, or pun, of “to be bought”, which has both the literal meaning of “purchased” and also the idiomatic meaning of “bribed”.]

When:

When you want to draw attention to the failings of politicians or people in authority without directly stating your meaning, instead allowing your audience to perceive the implied message in what you are saying. Direct statements are the stuff of speeches or diatribes, rather than comedy. By making the audience do some of the work in identifying the meaning, the person speaking involves them and draws them into their worldview.

# Supporting Material

## Notes on Intermediate Verb Forms

# Talk a Lot

## Intermediate Book 1

### Intermediate Verb Forms – Matching Game

*Cut out all of the cards, mix them up, then match them together again:*



| <i>Verb Form:</i>                 | <i>Quick Way to Remember it:<br/>(Mnemonic)</i> | <i>Example Sentence:</i>   |
|-----------------------------------|---|--|
| <b>Present Perfect Continuous</b> | recent continuous action                        | I've been living here for six years.                               |
| <b>Past Perfect</b>               | two past actions                                | I'd just put the phone down when there was a knock at the door.    |
| <b>Future Perfect</b>             | two future actions                              | By the time you get to work, I'll have already left.               |
| <b>Second Conditional</b>         | different present or future                     | If you sold your car, you could buy a better one.                  |
| <b>Third Conditional</b>          | different past                                  | If I hadn't called my manager a fat pig, I could have kept my job. |
| <b>Reported Speech</b>            | changing verb forms                             | John said that he'd ordered the new furniture for the office.      |
| <b>Passive Voice</b>              | be + past participle                            | The parcel will be delivered on Wednesday.                         |
| <b>Imperative Form</b>            | orders or instructions                          | Bring those chairs over here, please.                              |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Present Perfect Continuous = recent continuous action

|                                 |   |
|---------------------------------|---|
| Time of action:                 | From the past up to the recent past, or up to now (present).  |
| When do we need to use it?      | <p>To describe a recent continuous action, e.g. to catch up with a friend:</p> <ul style="list-style-type: none"><li>- <i>What have you been doing all morning?</i></li><li>- <i>I've been putting up wallpaper.</i></li></ul> <p>[It's not clear from my words whether I've finished the whole job, e.g. I might have stopped for a break.]</p> <p>To describe an action that has been continuing for a period of time and is still going on:</p> <ul style="list-style-type: none"><li>- <i>How long have you been living in Bristol?</i></li><li>- <i>I've been living here for six years.</i></li></ul> |
| How is it formed?               | <b>have</b> (aux.) + <b>been</b> + <b>present participle (-ing verb)</b>  |
| Contractions in spoken English: | I have been ⇨ I've been /əv.bɪn/<br>she has been ⇨ she's been /ʃə.zbɪn/   |
| Examples:                       |   |
| Positive Form                   | Kay's <b>been washing</b> dirty sheets in the hotel laundry all morning.  |
| Negative Form                   | Kay <b>hasn't been washing</b> dirty sheets in the hotel laundry all morning.   |
| Question Form                   | <b>Has</b> Kay <b>been washing</b> dirty sheets in the hotel laundry all morning?   |
| Answers:                        | Yes, she <b>has</b> . / No, she <b>hasn't</b> .   |
| Passive form:                   | Rare, but possible, e.g. The car's <b>been being fixed</b> for hours!   |
| Used with state verbs?          | No, e.g. <del><i>I've been liking this film a lot!</i></del> = <i>I've liked this film a lot since...</i>   |
| Tips:                           | <ul style="list-style-type: none"><li>• This form highlights the time period or duration of the action.</li><li>• It is often used with a time clause to describe duration, e.g. "for x weeks / years" or "since" + day, date, or time, as well as with "...recently", "...lately", "...all day", "this morning/afternoon", etc.</li></ul>  |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Past Perfect = two past actions

|                                 |  |
|---------------------------------|--|
| Time of action:                 | Past.  |
| When do we need to use it?      | <p>When there are two different times in the past.</p> <p>To describe an action in the past that happened before another past action. To set the scene. To give background information.</p> <p>- <i>I'd just put the phone down when there was a knock at the door.</i><br/>[We use "just" when the times are close together.]</p> <p>- <i>Pete went to the same university that his father had studied at.</i><br/>[The times are far apart.]</p>   |
| How is it formed?               | 1 <sup>st</sup> clause: <b>had</b> (aux.) + <b>past participle</b> ; 2 <sup>nd</sup> clause: (often) <b>past simple</b>  |
| Contractions in spoken English: | I had ⇒ I'd /aɪd/<br>She had ⇒ She'd /ʃi:d/  |
| Examples:                       |  |
| Positive Form                   | The duty manager <b>had asked</b> Philip to wipe down the other bar, because it was filthy – but he completely <b>forgot</b> .   |
| Negative Form                   | The duty manager <b>hadn't asked</b> Philip to wipe down the other bar...  |
| Question Form                   | <b>Had</b> the duty manager <b>asked</b> Philip to wipe down the other bar...?   |
| Answers:                        | Yes, he <b>had</b> . / No, he <b>hadn't</b> .  |
| Passive form:                   | Philip <b>had been asked</b> to wipe down the other bar. [by...]   |
| Used with state verbs?          | Yes, e.g. <i>I'd liked spending time with them very much.</i>  |
| Tips:                           | <ul style="list-style-type: none"><li>• If it is obvious that the first action was before the second (a logical sequence), or you don't need to draw attention to this fact, past perfect is unnecessary and both actions could be past simple, e.g. "I got up and had a shower." In the sentence "The duty manager..." it is crucial to the meaning that the duty manager <i>had</i> asked Philip, before he forgot.</li><li>• This form is used in second conditional (see below).</li></ul> |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Past Perfect Continuous = two past actions – one is continuous

|                                 |  |
|---------------------------------|--|
| Time of action:                 | Past.  |
| When do we need to use it?      | To describe a continuous action in the past that happened before another past action.<br><br>To set the scene. To give background information.<br><br>- <i>I'd been hoping for an A in Maths, but I got a B.</i><br><br>- <i>She'd been expecting Trevor at seven, so she was annoyed when he arrived at quarter to eight.</i> |
| How is it formed?               | 1 <sup>st</sup> clause: <b>had</b> (aux.) + <b>been</b> + <b>present participle (-ing verb)</b> ;<br>2 <sup>nd</sup> clause: (often) <b>past simple</b>  |
| Contractions in spoken English: | I had been ⇨ I'd been /əd.biɪn/<br>She had been ⇨ She'd been /ʃəʔ.biɪn/  |
| Examples:                       |  |
| Positive Form                   | The children <b>had been swimming</b> all day, so when they <b>got</b> home they were absolutely exhausted.  |
| Negative Form                   | The children <b>hadn't been swimming</b> all day, so...  |
| Question Form                   | <b>Had</b> the children <b>been swimming</b> all day?  |
| Answers:                        | Yes, they <b>had</b> . / No, they <b>hadn't</b> .  |
| Passive form:                   | Rare, but possible, e.g. The documents had <b>been being prepared</b> since... [they had been "in the process of" being prepared since...]   |
| Used with state verbs?          | No, e.g. <del>I'd been liking playing the guitar</del> = I'd liked playing the guitar.   |
| Tips:                           | <ul style="list-style-type: none"> <li>This is a good form for showing <i>cause and effect</i>, e.g. "Something had been happening, <b>so</b> something else happened."</li> </ul>   |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Future Perfect = two future actions

|                                 |   |
|---------------------------------|---|
| Time of action:                 | Future.   |
| When do we need to use it?      | <p>When there are two different times in the future.</p> <p>To describe an action in the future that will happen before another future action. To speculate. To predict.</p> <p>- <i>By the time you get to work, I'll have already left.</i><br/>[i.e. I will leave work before you arrive.]</p> <p>- <i>Call Barry tomorrow morning, because by then I will have spoken to him about your problem.</i><br/>[i.e. I will speak to Barry about your problem at some point before tomorrow morning.]</p> |
| How is it formed?               | <p>1<sup>st</sup> clause: <b>will</b> (aux.) + <b>have</b> (aux.) + <b>past participle</b></p> <p>2<sup>nd</sup> clause: (often) <b>present simple</b> or <b>imperative form</b></p>  |
| Contractions in spoken English: | <p>I will have ⇨ I'll've /ə.leɪv/<br/>She will have ⇨ She'll've /ʃə.leɪv/</p>   |
| Examples:                       |   |
| Positive Form:                  | The pizza restaurant <b>will've opened</b> by the time you <b>get back</b> .  |
| Negative Form:                  | The pizza restaurant <b>won't've opened</b> by the time you <b>get back</b> ...   |
| Question Form:                  | <b>Will</b> the pizza restaurant <b>have opened</b> by the time I <b>get back</b> ...   |
| Answers:                        | Yes, it <b>will (have)</b> . / No, it <b>won't (have)</b> .   |
| Passive form:                   | All the children <b>will have been told</b> about the trip by next Tuesday.   |
| Used with state verbs?          | Yes, e.g. I'm sure I will have remembered to pack my passport.  |
| Tips:                           | <ul style="list-style-type: none"><li>• Sometimes known as "Future Past" or "Past in the Future".</li><li>• Often used with "by the time..." [second action]" or "When..." or "by [time] e.g. "By 10am..." / "By next week..." or "This time next..."</li><li>• We can use "going to" instead of "will", but using "will" gets us to the main verb (with the strong stress) more quickly.</li></ul>   |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Future Perfect Continuous = two future actions – one is continuous

|                                 |  |
|---------------------------------|--|
| Time of action:                 | Future.  |
| When do we need to use it?      | To describe a continuous action in the future that will or might happen before another future action. To speculate. To predict.<br><br>- <i>By the time we arrive, she will have been getting ready for two hours.</i><br>[“getting ready” is a continuous future action that happens before another future action, “arrive”.]<br><br>- If you get to the stadium at half past three, the match will have been going on for half an hour.<br>[“going on” is a continuous future action that happens before another future action, “get to”.] |
| How is it formed?               | 1 <sup>st</sup> clause: <b>will</b> (aux.) + <b>have</b> (aux.) + <b>been</b> + <b>present participle</b> (-ing verb); 2 <sup>nd</sup> clause: <b>present simple</b>   |
| Contractions in spoken English: | I will have been ⇒ I'll've been /ə.lə.vbɪn/<br>She will have been ⇒ She'll've been /ʃə.lə.vbɪn/  |
| Examples:                       |  |
| Positive Form:                  | By two pm we'll <b>have been flying</b> for two hours.   |
| Negative Form:                  | We <b>won't've been flying</b> for two hours...  |
| Question Form:                  | <b>Will you have been flying</b> for two hours?  |
| Answers:                        | Yes, we <b>will (have)</b> . / No, we <b>won't (have)</b> .  |
| Passive form:                   | Rare, but possible, e.g. <i>The meeting <b>will have been being held</b> for over an hour...</i> [the meeting will have been “in process” or “going on”...]  |
| Used with state verbs?          | No, e.g. <del>Terry will have been remembering to...</del><br>Use <b>Present Perfect</b> , e.g. <i>Terry will have remembered to...</i>  |
| Tips:                           | <ul style="list-style-type: none"> <li>• Sometimes known as “Future Past Continuous”.</li> <li>• We can use “going to” instead of “will”, but using “will” gets us to the main verb (and stressed syllable) more quickly. We would need a lot of contractions and it's six syllables before we get a stress! e.g.<br/><i>We're going to have been flying...</i> = /wɪ.gə.nə.rə.vbɪn'flaɪ.jɪŋ/<br/>or, this shorter slang version: /wɪ.gə.nə.bɪn'flaɪ.jɪŋ/</li> </ul>   |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Second Conditional = different present or future

|                                 |   |
|---------------------------------|---|
| Time of action:                 | Present or future.  |
| When do we need to use it?      | <p>To describe hypothetical actions or alternative choices – and their consequences – in the present or future. To give advice.</p> <p>- <i>If I switched on the light, the room would get brighter.</i><br/>         - <i>If you sold your car, you could buy a better one.</i></p> <p>To describe imaginary actions and situations in the present or future, where there is perhaps little or no chance of them happening:</p> <p>- <i>If I met the President of the World Bank, I would ask him for a loan.</i></p>  |
| How is it formed?               | <p>1<sup>st</sup> clause: <b>if + past simple</b><br/>         2<sup>nd</sup> clause: <b>would/could/should/might + infinitive</b></p>  |
| Contractions in spoken English: | <p>I would ⇨ I'd /aɪd/    She would ⇨ She'd /ʃi:d/<br/>         could / should / might = no contractions possible</p>   |
| Examples:                       |   |
| Positive Form:                  | <b>If I made</b> time, I <b>could help</b> you with your homework.  |
| Negative Form:                  | <b>Even if I made</b> time, I <b>couldn't help</b> you with your homework.  |
| Question Form:                  | <b>If you made</b> time, <b>could</b> you <b>help</b> me with my homework?  |
| Answers:                        | Yes, I <b>could</b> . / No, I <b>couldn't</b> .   |
| Passive form:                   | If time <b>were made</b> , you could <b>be helped</b> with your homework.   |
| Used with state verbs?          | Yes, e.g. <i>If you liked fish and chips, you could have some for dinner.</i>   |
| Tips:                           | <ul style="list-style-type: none"> <li>• Often called “unreal future” form.</li> <li>• We can use “might”, “could”, or “should” instead of “would”.</li> <li>• Great for giving advice: <b><i>If I were you, I would...</i></b> I imagine what I would do in your position – <i>If I were in your shoes...</i> (idiom)</li> <li>• Optimists use first conditional more: “If I get a pay rise, I’ll...” while pessimists use second conditional more: “If I got a pay rise, I’d...” The difference is in the outlook – how unlikely the situation appears to be to the speaker.</li> </ul> |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Third Conditional = different past

|                                 |   |
|---------------------------------|---|
| Time of action:                 | Past.   |
| When do we need to use it?      | <p>To describe hypothetical actions (that didn't happen) in the past:</p> <p>- <i>If I'd arrived a few minutes earlier, I would've caught the bus.</i></p> <p>To express regrets and sorrow for having done something:</p> <p>- <i>If I hadn't called my manager a fat pig, I could have kept my job.</i></p> <p>Or to accuse somebody over something:</p> <p>- <i>If you'd worked harder at school, you could've been a doctor by now!</i></p> |
| How is it formed?               | <p>1<sup>st</sup> clause: <b>if + past perfect</b></p> <p>2<sup>nd</sup> clause: <b>would/could/might + have + past participle</b></p>  |
| Contractions in spoken English: | <p>I would have ⇒ I'd've /aɪ.dəv/ or I woulda /ə.wʊ.də/</p> <p>She could have ⇒ She could've /ʃə.kʊ.dəv/ or She coulda /ʃə.kʊ.də/</p> <p>could / should / might = no contractions possible</p>  |
| Examples:                       |   |
| Positive Form:                  | <b>If you'd booked</b> before the twelfth, you <b>could've saved</b> fifteen percent.   |
| Negative Form:                  | <b>If you hadn't booked</b> before the twelfth, you <b>couldn't have saved...</b>   |
| Question Form:                  | <b>If I'd booked</b> before the twelfth, <b>could I have saved...?</b>  |
| Answers:                        | Yes, you <b>could (have)</b> . / No, you <b>couldn't (have)</b> .   |
| Passive form:                   | <b>If the room had been booked</b> before the twelfth, you <b>could've...</b>   |
| Used with state verbs?          | Yes, e.g. <i>If I'd remembered to post that letter, you would have got it...</i>  |
| Tips:                           | <ul style="list-style-type: none"> <li>• There is no chance of this action happening – it's impossible.</li> <li>• Sometimes the "if" clause is not spoken, but rather implied by the speaker: <i>I would've got you some tickets for the concert.</i> [i.e. "If you had asked me to, but you didn't."] </li> </ul>   |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Reported Speech = changing verb forms

|   |  |   |   |   |   |  |  |  |   |
|---|--|---|---|---|---|--|--|--|---|
| Time of action:   | Past.  |   |   |   |   |  |  |  |   |
| When do we need to use it?  | To report what somebody else said, in either written or spoken English:<br><i>1pm: John: "I have ordered the new furniture for the office." [Pr. Perf.]</i><br><i>6pm: Bob: "John said that he'd ordered..." [Past Perfect]</i>  |   |   |   |   |  |  |  |   |
| How is it formed?   | Verb forms and pronouns change:<br><br><table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>first person pronouns:</u><br/><br/> I<br/>you<br/>we </td> <td style="width: 50%; vertical-align: top;"> <u>change to third person pronouns:</u><br/><br/> he, she<br/>he, she, they<br/>they </td> </tr> <tr> <td style="vertical-align: top;"> <u>present forms:</u><br/><br/> <b>Present Simple</b><br/>John: "The cake is ready."<br/><br/> <b>Present Continuous</b><br/>John: "We're eating the cake."<br/><br/> <b>Present Perfect</b><br/>Kay: "You've finished the cake."<br/><br/> <b>Present Perfect Continuous</b><br/>Kay: "You've been eating the cake." </td> <td style="vertical-align: top;"> <u>change to past forms:</u><br/><br/> <b>Past Simple</b><br/>John said the cake was ready.<br/><br/> <b>Past Continuous</b><br/>John said they were eating the cake.<br/><br/> <b>Past Perfect</b><br/>Kay said they'd finished the cake.<br/><br/> <b>Past Perfect Continuous</b><br/>Kay said they'd been eating the cake. </td> </tr> <tr> <td style="vertical-align: top;"> <u>past forms:</u><br/><br/> <b>Past Simple</b><br/>John: "The cake was delicious."<br/><br/> <b>Past Continuous</b><br/>John: "Kay was baking for hours." </td> <td style="vertical-align: top;"> <u>change to past perfect forms:</u><br/><br/> <b>Past Perfect</b><br/>John said the cake had been delicious.<br/><br/> <b>Past Perfect Continuous</b><br/>John said that Kay had been baking for hours. </td> </tr> <tr> <td style="vertical-align: top;"> <u>modal forms:</u><br/><br/> <b>will</b><br/>Kay: "I'll make another one soon."<br/><br/> <b>shall</b><br/>Kay: "Shall I make a chocolate cake?"<br/><br/> <b>can</b><br/>John: "Can I have a piece?"<br/><br/> <b>may</b><br/>Kay: "You may be allowed." </td> <td style="vertical-align: top;"> <u>change to:</u><br/><br/> <b>would</b><br/>Kay said she'd make another one soon.<br/><br/> <b>should</b><br/>Kay asked whether she should make a chocolate cake.<br/><br/> <b>could</b><br/>John asked whether he could have a piece.<br/><br/> <b>might</b><br/>Kay said that he might be allowed. </td> </tr> </table> | <u>first person pronouns:</u><br><br>I<br>you<br>we | <u>change to third person pronouns:</u><br><br>he, she<br>he, she, they<br>they | <u>present forms:</u><br><br><b>Present Simple</b><br>John: "The cake is ready."<br><br><b>Present Continuous</b><br>John: "We're eating the cake."<br><br><b>Present Perfect</b><br>Kay: "You've finished the cake."<br><br><b>Present Perfect Continuous</b><br>Kay: "You've been eating the cake." | <u>change to past forms:</u><br><br><b>Past Simple</b><br>John said the cake was ready.<br><br><b>Past Continuous</b><br>John said they were eating the cake.<br><br><b>Past Perfect</b><br>Kay said they'd finished the cake.<br><br><b>Past Perfect Continuous</b><br>Kay said they'd been eating the cake. | <u>past forms:</u><br><br><b>Past Simple</b><br>John: "The cake was delicious."<br><br><b>Past Continuous</b><br>John: "Kay was baking for hours." | <u>change to past perfect forms:</u><br><br><b>Past Perfect</b><br>John said the cake had been delicious.<br><br><b>Past Perfect Continuous</b><br>John said that Kay had been baking for hours. | <u>modal forms:</u><br><br><b>will</b><br>Kay: "I'll make another one soon."<br><br><b>shall</b><br>Kay: "Shall I make a chocolate cake?"<br><br><b>can</b><br>John: "Can I have a piece?"<br><br><b>may</b><br>Kay: "You may be allowed." | <u>change to:</u><br><br><b>would</b><br>Kay said she'd make another one soon.<br><br><b>should</b><br>Kay asked whether she should make a chocolate cake.<br><br><b>could</b><br>John asked whether he could have a piece.<br><br><b>might</b><br>Kay said that he might be allowed. |
| <u>first person pronouns:</u><br><br>I<br>you<br>we   | <u>change to third person pronouns:</u><br><br>he, she<br>he, she, they<br>they  |   |   |   |   |  |  |  |   |
| <u>present forms:</u><br><br><b>Present Simple</b><br>John: "The cake is ready."<br><br><b>Present Continuous</b><br>John: "We're eating the cake."<br><br><b>Present Perfect</b><br>Kay: "You've finished the cake."<br><br><b>Present Perfect Continuous</b><br>Kay: "You've been eating the cake." | <u>change to past forms:</u><br><br><b>Past Simple</b><br>John said the cake was ready.<br><br><b>Past Continuous</b><br>John said they were eating the cake.<br><br><b>Past Perfect</b><br>Kay said they'd finished the cake.<br><br><b>Past Perfect Continuous</b><br>Kay said they'd been eating the cake.  |   |   |   |   |  |  |  |   |
| <u>past forms:</u><br><br><b>Past Simple</b><br>John: "The cake was delicious."<br><br><b>Past Continuous</b><br>John: "Kay was baking for hours."  | <u>change to past perfect forms:</u><br><br><b>Past Perfect</b><br>John said the cake had been delicious.<br><br><b>Past Perfect Continuous</b><br>John said that Kay had been baking for hours.   |   |   |   |   |  |  |  |   |
| <u>modal forms:</u><br><br><b>will</b><br>Kay: "I'll make another one soon."<br><br><b>shall</b><br>Kay: "Shall I make a chocolate cake?"<br><br><b>can</b><br>John: "Can I have a piece?"<br><br><b>may</b><br>Kay: "You may be allowed."  | <u>change to:</u><br><br><b>would</b><br>Kay said she'd make another one soon.<br><br><b>should</b><br>Kay asked whether she should make a chocolate cake.<br><br><b>could</b><br>John asked whether he could have a piece.<br><br><b>might</b><br>Kay said that he might be allowed.  |   |   |   |   |  |  |  |   |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

|   |   |
|---|---|
|   | <p><u>some modal forms stay the same:</u></p> <p><b>must</b><br/>Kay: "But you mustn't eat too much."</p> <p><b>ought to</b><br/>Kay: "You ought to cut down on cakes."</p> <p><b>used to</b><br/>Kay: "You used to be much slimmer."</p> <p><u>pronouns and adverbs:</u></p> <p><b>this</b><br/>John: "This is my cake."</p> <p><b>these</b><br/>Kay: "These are for our guests."</p> <p><b>here</b><br/>Kay: "Leave this cake here."</p> <p><b>now</b><br/>Kay: "Bring these cakes now."</p> <p><b>today</b><br/>John: "I'll eat this cake today."</p> <p><b>yesterday</b><br/>Kay: "You ate those cakes yesterday."</p> <p><b>tomorrow</b><br/>John: "I can finish these cakes tomorrow."</p> <p><b>must</b><br/>Kay said that he mustn't eat too much.</p> <p><b>ought to</b><br/>Kay said that he ought to cut down on cakes.</p> <p><b>used to</b><br/>Kay said that he used to be much slimmer.</p> <p><u>change to:</u></p> <p><b>that</b><br/>John said that was his cake.</p> <p><b>those</b><br/>Kay said those were for their guests.</p> <p><b>there</b><br/>Kay told him to leave that cake there.</p> <p><b>then / at that time</b><br/>Kay told him to bring those cakes then.</p> <p><b>that day / the same day</b><br/>John said he would eat that cake that day.</p> <p><b>the previous day / the day before</b><br/>Kay said that he'd eaten those cakes the previous day.</p> <p><b>the next day / the following day / the day after</b><br/>John said he could finish those cakes the next day.</p> |
| <p>Contractions /<br/>Questions / Negatives /<br/>Passive / State verbs</p> | <p>As usual for verb forms.</p>   |
| <p>Tips:</p>  | <ul style="list-style-type: none"> <li>• Also called <b>indirect speech</b></li> <li>• Questions become factual statements.</li> <li>• You could insert "that" after "said" in all of the changed forms. It may seem a bit fussy these days!</li> <li>• Studying reported speech provides a great workout for practising verb forms!</li> </ul>   |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Passive Voice = be + past participle

|                            |  |
|----------------------------|--|
| Time of action:            | Past, present, or future.  |
| When do we need to use it? | <p>When it isn't important who does the action (who is the subject):</p> <p><i>The parcel will be delivered here on Wednesday.</i></p> <p>Or when you don't know who does the action (who is the subject):</p> <p><i>Stonehenge was built around five thousand years ago.</i></p>  |
| How is it formed?          | <p><b>object + be + past participle</b></p> <p>Present Simple:<br/>Active: Paul delivers newspapers every day.<br/>Passive: Newspapers are delivered (by Paul) every day.</p> <p>Past Simple:<br/>Active: Paul delivered newspapers yesterday.<br/>Passive: Newspapers were delivered (by Paul) yesterday.</p> <p>Present Continuous:<br/>Active: Paul is delivering newspapers.<br/>Passive: Newspapers are being delivered (by Paul).</p> <p>Past Continuous:<br/>Active: Paul was delivering newspapers.<br/>Passive: Newspapers were being delivered (by Paul).</p> <p>Present Perfect:<br/>Active: Paul has delivered the newspapers.<br/>Passive: The newspapers have been delivered (by Paul).</p> <p>Present Perfect Continuous:<br/>Active: Paul has been delivering the newspapers.<br/>Passive: The newspapers have been being delivered (by Paul). [RARE]</p> <p>Past Perfect:<br/>Active: Paul had delivered the newspapers.<br/>Passive: The newspapers had been delivered (by Paul).</p> <p>Past Perfect Continuous:<br/>Active: Paul had been delivering the newspapers.<br/>Passive: The newspapers had been being delivered (by Paul). [RARE]</p> <p>Future with "will":<br/>Active: Paul will deliver the newspapers.<br/>Passive: The newspapers will be delivered (by Paul).</p> <p>Future with "going to":<br/>Active: Paul is going to deliver the newspapers.<br/>Passive: The newspapers are going to be delivered (by Paul).</p> |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

|   |   |
|---|---|
|   | <p>Future Perfect with “will”:<br/> <i>Active:</i><br/>         Paul will have delivered the newspapers.<br/> <i>Passive:</i><br/>         The newspapers will have been delivered (by Paul).</p> <p>Future Perfect with “going to”:<br/> <i>Active:</i><br/>         Paul is going to have delivered the newspapers.<br/> <i>Passive:</i><br/>         The newspapers are going to have been delivered (by Paul).</p> <p>Future Perfect Continuous with “will”:<br/> <i>Active:</i><br/>         Paul will have been delivering the newspapers.<br/> <i>Passive:</i><br/>         The newspapers will have been being delivered (by Paul). [RARE]</p> <p>Modal Forms:                      will / can, etc.                      + be                                      + past participle</p> <p>Modal Perfect:                      will / can, etc.                      + have + been                      + past participle</p> |
| <p>Contractions /<br/>         Questions / Negatives /<br/>         Passive / State verbs</p> | <p>As usual for verb forms.</p>   |
| <p>Tips:</p>  | <ul style="list-style-type: none"> <li>• All English sentences are either <b>active</b> (subject + verb) or <b>passive</b> (object + be + past participle).</li> <li>• We can add “by...” if we know who does the action and it’s relevant, or omit it.</li> <li>• Passive forms need transitive verbs, i.e. verbs that can take an object, such as “open” or “prepare”:<br/><br/> <i>The door was <b>opened</b> [by...]</i><br/> <i>The lunch was <b>prepared</b> [by...]</i> etc.</li> <li>• Intransitive verbs, such as <i>live</i>, <i>wait</i>, and <i>sit down</i>, cannot be used in passive sentences, e.g.<br/><br/> <i>Active: Bob sat down at the table. ✓</i><br/> <i>Passive: The table was sat down at by Bob. ✗</i><br/>             This kind of sentence is needlessly clumsy and unclear.</li> </ul>  |

# Talk a Lot

## Intermediate Book 1

### Notes on Intermediate Verb Forms

Imperative Form = orders or instructions

|                                 |   |
|---------------------------------|---|
| Time of action:                 | Past, present, or future.   |
| When do we need to use it?      | <p>To give orders – to tell somebody what to do:</p> <p>- <i>Come here!</i>    - <i>No! You come here!</i><br/>         - <i>Put those books on the table, please.</i></p> <p>To give instructions or directions:</p> <p>- <i>Cook on a low heat for...</i>        - <i>Turn left, then drive for four miles...</i></p>   |
| How is it formed?               | With bare infinitive at or near the beginning of the sentence.  |
| Contractions in spoken English: | As usual for verb forms.  |
| Examples:                       |   |
| Positive Form:                  | <b>Bring</b> that enormous plate of sandwiches here, now!   |
| Negative Form:                  | <b>Don't bring</b> that enormous plate of sandwiches here!  |
| Question Form:                  | <b>Should I / Do I have to bring</b> that enormous plate of sandwiches here, now?   |
| Answers:                        | Yes, you <b>should / do</b> . / No, you <b>shouldn't / don't have to</b> .  |
| Passive form:                   | Possible, but not common. Often with "let... ", e.g.<br>Active: "Open the door!" Passive: "Let the door be opened!"   |
| Used with state verbs?          | Yes, e.g. <i>Remember to pack your passport!</i>  |
| Tips:                           | <ul style="list-style-type: none"> <li>• Be careful who you use it with. The tone is very informal, and commands are often considered too direct or even rude by English native speakers. Use it with family, friends, and inferiors!</li> <li>• Make an imperative sentence negative by putting <i>don't</i> before the verb.</li> <li>• You could make it seem more polite by putting <i>please...</i> or <i>please would you...?</i> before the infinitive, or at the end, e.g. "Please don't smoke."</li> <li>• Can be used with question tags to make sure that the other person is listening, e.g. "Pass me that book, would you?"</li> </ul> |

# Supporting Material

Idioms

# Talk a Lot

## Intermediate Book 1

### Idioms



#### **Definition of Idioms – from *Unit 1: Hotel***

An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase.

Example:

“Does dad really think Paul is having an affair with Mandy?”

“No, of course not. He was only *pulling your leg*.” [He was only *joking*, rather than physically pulling somebody’s leg.]

When:

In everyday speech, and in most sentences – unfortunately for learners of English! English idioms get so ingrained in the consciousness and speech patterns of the average native speaker, from before birth, that to them it feels far more *natural* to use idioms than literal language. Plus, idiomatic phrases are far more expressive, colourful, inventive, creative, and *fun* than their literal counterparts.



# Talk a Lot

## Intermediate Book 1

### 200 Top Idioms in Spoken English Today – Main List

|   |                                      |  |
|---|--------------------------------------|--|
| according to... [e.g. John]                 | be worried sick                      | in some ways                             |
| across the board                            | bear sth in mind                     | in terms of                              |
| after all                                   | beat around the bush                 | in the heat of the moment                |
| again and again                             | before you know it                   | in the meantime                          |
| against the clock                           | bend over backwards                  | in the nick of time                      |
| agree to disagree                           | bite off more than you can chew      | in time                                  |
| as a matter of fact                         | bite the hand that feeds             | in total                                 |
| as long as                                  | blow your own trumpet                | it wouldn't hurt to do sth               |
| as soon as                                  | break new ground                     | joking apart                             |
| as we speak                                 | break the news                       | keep an eye on sby / sth                 |
| at the drop of a hat                        | breathe a sigh of relief             | keep your chin up                        |
| at this point                               | by all means                         | kind of                                  |
| bark up the wrong tree                      | by the way                           | know a place like the back of your hand  |
| be a big fish in a small pond               | by word of mouth                     | know sby / sth inside and out            |
| be a breath of fresh air                    | call a meeting                       | let the cat out of the bag               |
| be a bundle of nerves                       | call in sick                         | make a [big] difference                  |
| be a chip off the old block                 | call it a day / night                | make sense                               |
| be a dream come true                        | call sby names                       | make sure                                |
| be a drop in the ocean                      | call sby's bluff                     | money for old rope                       |
| be a given                                  | change your tune                     | more or less                             |
| be a labour of love                         | change your mind                     | not a chance                             |
| be a last-ditch attempt                     | clear the air                        | not at all                               |
| be a piece of cake                          | come clean about sth                 | not be able to help (doing) sth          |
| be a slip of the tongue                     | come in handy                        | not be able to make head nor tail of sth |
| be a weight off my mind                     | cost an arm and a leg                | of course                                |
| be about to do sth                          | do the trick                         | on the other hand                        |
| be all ears                                 | feel on top of the world             | on time                                  |
| be all fingers and thumbs                   | figure sth out                       | once again                               |
| be all the rage                             | find your feet                       | once in a while                          |
| be as good as gold                          | flog a dead horse                    | out of the blue                          |
| be as light as a feather                    | for good                             | over my dead body!                       |
| be at your wits' end                        | for goodness' sake                   | par for the course                       |
| be better off                               | for now                              | pigs might fly!                          |
| be between a rock and a hard place          | for sure                             | pull sby's leg                           |
| be broke                                    | get a taste of your own medicine     | put a sock in it!                        |
| be caught in the act                        | get away from it all                 | put on a brave face                      |
| be downhill all the way                     | get carried away                     | put your foot in it                      |
| be for the best                             | get over it!                         | receive a slap on the wrist              |
| be glad to hear it                          | get through sth                      | sit on the fence                         |
| be in favour of                             | get up on the wrong side of the bed  | sleep on it                              |
| be in over your head                        | get used to sth                      | so far                                   |
| be in the black / in the red                | give sby a hand                      | so to speak                              |
| be in the dark about sth                    | give your right arm for sth          | sort of                                  |
| be in the middle of nowhere                 | go back to the drawing board         | step out of line                         |
| be in the money                             | go easy on sby                       | straightaway                             |
| be in the same boat                         | have a chip on your shoulder         | take advantage of sth / sby              |
| be into sth                                 | have a lot on your plate             | take care of sth / sby                   |
| be like two peas in a pod                   | have a place of your own             | take exception to sth / sby              |
| be near the knuckle                         | have a seat / take a seat            | take it / things easy                    |
| be neck and neck                            | have everything but the kitchen sink | take place                               |
| be off limits                               | have no idea                         | take sth too far                         |
| be on sby's mind                            | have nothing to do with sby / sth    | the pros and cons of sth                 |
| be on the right track                       | have sth in common                   | turn a blind eye towards sth             |
| be on top form                              | head home                            | turn over a new leaf                     |
| be on your last legs                        | hit the roof                         | twenty-four seven                        |
| be open to sth                              | how's it going?                      | two can play at that game!               |
| be out of order                             | in a manner of speaking              | up to date                               |
| be scared to death                          | in a way                             | up to now                                |
| be sick and tired of sth / sby              | in ages                              | up to the minute                         |
| be six of one and half a dozen of the other | in case                              | welcome sby with open arms               |
| be the last straw                           | in (more) detail                     | with regard to                           |
| be the last word in sth                     | in effect                            | without a doubt                          |
| be the spitting image of sby                | in fact                              | at x o'clock sharp                       |
| be under the weather                        | in general                           |  |
| be up for grabs                             | in order to                          |  |
| be (well) up for sth                        | in other words                       |  |
| be up to sth                                | in so far as                         |  |

# Talk a Lot

## Intermediate Book 1

### 200 Top Idioms in Spoken English Today (Page 1 of 4)

#### Non-Literal English:

according to... [e.g. John]  
across the board  
after all  
again and again  
against the clock  
agree to disagree  
as a matter of fact  
as long as  
as soon as  
as we speak  
at the drop of a hat  
at this point  
bark up the wrong tree  
be a big fish in a small pond  
be a breath of fresh air  
be a bundle of nerves  
be a chip off the old block  
be a dream come true  
be a drop in the ocean  
be a given  
be a labour of love  
be a last-ditch attempt  
be a piece of cake  
be a slip of the tongue  
be a weight off my mind  
be about to do sth  
be all ears  
be all fingers and thumbs  
be all the rage  
be as good as gold  
be as light as a feather  
be at your wits' end  
be better off  
be between a rock and a hard place  
be broke  
be caught in the act  
be downhill all the way  
be for the best  
be glad to hear it  
be in favour of  
be in over your head  
be in the black / in the red  
be in the dark about sth  
be in the middle of nowhere  
be in the money  
be in the same boat  
be into sth  
be like two peas in a pod  
be near the knuckle  
be neck and neck  
be off limits  
be on sby's mind  
be on the right track  
be on top form  
be on your last legs  
be open to sth  
be out of order  
be scared to death

#### Literal English and Examples:

as John says / in John's words | The film was terrible, according to John.  
extensive; comprehensive | The company will make changes across the board.  
used when an unexpected change occurs | We didn't go to the party after all.  
repeatedly | I've asked Michael to cut the grass again and again, without success.  
within a short time limit | The firemen worked against the clock to put out the fire.  
accept that we have different opinions | I don't want to argue with you, so let's agree...  
actually | "Have you ever been to Madrid?" "As a matter of fact, I went last month."  
if / provided that | I'll take you to the cinema, as long as you do all your homework.  
when | I'll phone you as soon as the plane lands.  
now / at this time | My parents are on their way here as we speak.  
without any hesitation | As a child Alice used to sing for us at the drop of a hat.  
now / at this time | At this point the match could go either way. [both teams could win]  
look for or enquire about sth in the wrong place | We realised that we'd been barking...  
be powerful in a small environment | Jeff needed a fresh challenge. He felt like a big...  
be a refreshing change | The redesigned surgery was a breath... for staff and patients.  
be very nervous | Before her first exam Kyra was a bundle of nerves.  
be like your parent | "Look at Paul with his dad. So alike." "Yes, he's a real chip off..."  
be sth that you've wanted to happen for a long time | Winning the lotto was a dream...  
be insignificant | Recycling my rubbish is just a drop... compared to what is required.  
be too obvious to mention | "Did you ask Jo to tidy up?" "No. I thought it was a given."  
be sth that you've worked on faithfully for a long time | The book was a I... for Terry.  
be the last time you try to do sth | They met to talk in a last... to save their marriage.  
be very easy | This crossword puzzle was a piece of cake.  
be sth that you didn't mean to say | Sorry, I shouldn't have said that. It was a slip...  
be sth that I feel relieved about | It was a weight... when we finally paid off that loan.  
be at the point of doing sth | We were just about to go out when the phone rang.  
be listening to you in a focused way | What happened last night? Tell me – I'm all ears!  
be clumsy | Carrie is terrible at sewing. She's all fingers and thumbs.  
be in fashion | Red cowboy boots will be all the rage this autumn.  
be very well-behaved | "Did Becky misbehave?" "No, she was as good as gold."  
be very light | I thought her suitcase would be heavier but it was as light as a feather.  
feel very anxious | You should've told us you'd be late. Your mum's been at her wits'...  
be in a better position | If we both worked, instead of just me, we'd be much better off.  
place have only two choices, both of which are difficult | We didn't know what to do...  
have no money | I'd like to help you, but I'm broke at the moment.  
be caught doing sth that you shouldn't be doing | The police arrived and we were...  
be easy from this time forward | Once we've finished the accounts, it'll be downhill...  
be the best outcome | I know you're sad that Ian's left you, but I'm sure it's for the best.  
be happy at a piece of news | "I've given up smoking!" "I'm very glad to hear it."  
support | I don't know anybody who's in favour of longer working hours.  
lack experience in an unfamiliar situation | At the interview I felt really in over my head.  
be in credit / in debt with your bank account | Hurray! We're out of the red at last!  
not know how to do sth | Nobody told us what to do. We were completely in the dark.  
be in an unfamiliar and remote place | "Where are we?" "I don't know. Looks like the..."  
gain or win a lot of money (unexpectedly) | Betty's in the money after winning at bingo.  
be in the same position as sby else | I know how Roger feels, because I'm in the...  
be a fan of sth, e.g. music / like sth very much | My nephew is really into Kings of Leon.  
be the same as / very similar to sby else | Sam and Fi are so alike aren't they? Like...  
be almost offensive | That joke was a bit near the knuckle. The audience didn't like it.  
be at the same position, e.g. two horses in a race | The two runners were neck and...  
be forbidden | I'm sorry, but due to your behaviour the computer is off limits for now.  
sby is thinking about you | You're on my mind, because I know things are tough now.  
be progressing in a positive way | The students are doing well – they're on the...  
be doing very well | Manchester United are on top form at the moment.  
be very tired or exhausted | By the end of the week the teacher was on her last legs.  
have a positive attitude towards sth | I'm open to discussing a new contract.  
be not in use / be wrong | This toilet is out of order. / His behaviour was out of order.  
be very scared | When the car started spinning on the ice I was completely scared...

# Talk a Lot

## Intermediate Book 1

### 200 Top Idioms in Spoken English Today (Page 2 of 4)

#### Non-Literal English:

#### Literal English and Examples:

|   |  |
|---|--|
| be sick and tired of sth / sby              | be angry and frustrated with sth / sby   I'm sick and tired of this wet weather!               |
| be six of one and half a dozen of the other | both options are the same   "Where shall we eat?" "I don't mind. It's six..."                  |
| be the last straw                           | be the action that makes you get angry after a lot of provocation   His lie was the...         |
| be the last word in sth                     | be the ultimate form of sth   His trousers were the last word in 80s chic.                     |
| be the spitting image of sby                | look very similar or the same as sby else   George is the spitting image of Thom Yorke.        |
| be under the weather                        | be slightly ill   Sorry, James won't be at work today. He's feeling a bit under the...         |
| be up for grabs                             | be available to win   We've got ten pairs of concert tickets up for grabs, so call now!        |
| be (well) up for sth                        | be very keen to do sth   The boys were well up for the gig. [pop music concert]                |
| be up to sth                                | be doing sth   "What are you up to later?" "Not much. Do you want to go out?"                  |
| be worried sick                             | be very worried   Our granddad has gone into hospital. We're worried sick about him.           |
| bear sth in mind                            | consider sth   When choosing a university we bore in mind last year's exam results.            |
| beat around the bush                        | avoid saying sth   Please tell me the truth – don't beat around the bush!                      |
| before you know it                          | very soon   The bus'll be here before you know it.   |
| bend over backwards                         | make a lot of effort for sby or to do sth   Your mum and I have bent over... to help you.      |
| bite off more than you can chew             | attempt to do more than you possibly can   By taking on three jobs he's bitten off...          |
| bite the hand that feeds                    | be disloyal to sby who you should be grateful to   By selling company secrets he bit...        |
| blow your own trumpet                       | promote your abilities in an arrogant way   I don't want to... but I'm the best singer.        |
| break new ground                            | achieve sth new, esp. in the arts   As a movie director he broke new ground by...              |
| break the news                              | be the first to tell sby some important news   I hate to break bad news, but dad's left.       |
| breathe a sigh of relief                    | feel very relieved   When I saw that the car wasn't really damaged, I breathed a sigh...       |
| by all means                                | yes / certainly / of course / sure / unquestionably   "Can I sit here?" "By all means."        |
| by the way                                  | incidentally / additionally / one more thing   "By the way, I can't baby-sit next Tuesday."    |
| by word of mouth                            | by sby telling you   We found out about this event by word of mouth.                           |
| call a meeting                              | arrange a meeting / ask people to come to a meeting   I called a meeting for nine am.          |
| call in sick                                | contact your employer to say that you are unwell   Lee called in... because he felt ill.       |
| call it a day / night                       | stop doing sth because it's too late in the day   OK, thanks for working hard. Let's...        |
| call sby names                              | call sby unpleasant nicknames, esp. swearwords   Mum! Tina keeps calling me names!             |
| call sby's bluff                            | do sth which surprises sby else   By turning up at his party, Clare called her ex's bluff.     |
| change your tune                            | change an opinion that you previously stated   "I like Thai food." "You've changed..."         |
| change your mind                            | change an opinion or decision about sth   I've changed my mind. I will go with you.            |
| clear the air                               | discuss and resolve a difficult situation or conflict   It's time we cleared the air.          |
| come clean about sth                        | confess to doing sth   Jack came clean about the window, apologising for breaking it.          |
| come in handy                               | be useful and/or convenient   The shovel came in handy for clearing the snow.                  |
| cost an arm and a leg                       | be very expensive   Karen's new leather armchair cost an arm and a leg.                        |
| do the trick                                | be suitable for a particular purpose   This cloth will do the trick for cleaning my glasses.   |
| feel on top of the world                    | feel very positive, e.g. in great health   "You look well!" "Thanks. I feel on top of the...!" |
| figure sth out                              | take time to consider sth   It took me a while, but I finally figured out why I dislike jazz.  |
| find your feet                              | feel comfortable doing sth   It looks like the new recruits have found their feet at last.     |
| flog a dead horse                           | repeat sth successful too many times   With this third sequel they're just flogging...         |
| for good                                    | forever   I got on the boat and it sailed away, separating Lia and her friend for good.        |
| for goodness' sake                          | [exclamation showing frustration and/or anger]   Please hurry up, for goodness' sake!          |
| for now                                     | until a fixed period of time has passed   I won't tell him about your problem – for now.       |
| for sure                                    | certainly / absolutely / definitely   "Are you going clubbing later?" "For sure!"              |
| get a taste of your own medicine            | experience the same harm that you caused sby else   I hope she gives you a...                  |
| get away from it all                        | go away on holiday, esp. from a stressful job   Let's book a holiday and get away...           |
| get carried away                            | do sth too much or for too long   We left late because we got carried away chatting.           |
| get over it!                                | don't keep talking about sth   You're never going to be a dancer, so get over it!              |
| get through sth                             | function during a difficult situation   After the flood we just try to get through each day.   |
| get up on the wrong side of the bed         | be in a bad mood from when you wake up   Paula got up on the... today.                         |
| get used to sth                             | feel more and more comfortable with sth new   I'm getting used to my new mobile.               |
| give sby a hand                             | help sby   "Could you give me a hand on Thursday? I'm moving house." "Sure."                   |
| give your right arm for sth                 | be very keen to get sth   I would give my right arm for the chance to play for City.           |
| go back to the drawing board                | start sth again from the beginning   OK, this isn't working out. Let's go back to the...       |
| go easy on sby                              | be kind to sby when you should be firmer   Please go easy on Kara. Her mum's unwell.           |
| have a chip on your shoulder                | believe that you are better than others   Sue's had a chip... since her promotion.             |
| have a lot on your plate                    | have a lot of responsibilities   I'm sorry – I can't meet you tomorrow. I've got...            |
| have a place of your own                    | live in your own home   After we got engaged, we bought a place of our own.                    |
| have a seat / take a seat                   | sit down   Hello, Mr. Johnson. Please have a seat.   |
| have everything but the kitchen sink        | be very well-equipped   Their caravan had everything but the kitchen sink.                     |

# Talk a Lot

## Intermediate Book 1

### 200 Top Idioms in Spoken English Today (Page 3 of 4)

#### Non-Literal English:

have no idea  
have nothing to do with sby / sth  
have sth in common  
head home  
hit the roof  
how's it going?  
in a manner of speaking  
in a way  
in ages  
in case  
in (more) detail  
in effect  
in fact  
in general  
in order to  
in other words  
in so far as  
in some ways  
in terms of  
in the heat of the moment  
in the meantime  
in the nick of time  
in time  
in total  
it wouldn't hurt to do sth  
joking apart  
keep an eye on sby / sth  
keep your chin up  
kind of  
know a place like the back of your hand  
know sby / sth inside and out  
let the cat out of the bag  
make a [big] difference  
make sense  
make sure  
money for old rope  
more or less  
not a chance  
not at all  
not be able to help (doing) sth  
not be able to make head nor tail of sth  
of course  
on the other hand  
on time  
once again  
once in a while  
out of the blue  
over my dead body!  
par for the course  
pigs might fly!  
pull sby's leg  
put a sock in it!  
put on a brave face  
put your foot in it  
receive a slap on the wrist  
sit on the fence  
sleep on it  
so far  
so to speak

#### Literal English and Examples:

not know about sth / how to do sth | I have no idea what time I'll be home.  
not associate yourself with sby / sth | I'm having nothing to do with those geeks!  
share sth with sby, e.g. a favourite film | My partner and I have a lot in common.  
go home | Well, it's nearly midnight. I think I'd better head home.  
become very angry | When your dad sees the broken window he's going to hit the roof!  
how are you? | "Hi, Terry, how's it going?" "Fine, mate, fine. And you?"  
approximately / yes, but not exactly / more or less | "Do you like Beth?" "Yes, in a..."  
[see in a manner of speaking, above] | "Are you happy you left Tom?" "Yes, in a way."  
for a long time | Hey – I haven't heard from you in ages! What have you been doing?  
so that you are prepared for sth | You'd better pack an umbrella, in case it rains.  
in a detailed way | I'll consider your project, if you can describe it for me in more detail.  
[precedes a result] | The loss of a top boss led to, in effect, the decline of that firm.  
actually, really | I don't like ice cream. In fact, I really hate it!  
generally | In general, it is easier to speak a language than to write it.  
to be able to / so that | Charlie will contact you in order to arrange the accommodation.  
another way to say this is... | We have to let you go. In other words – you're fired!  
[expresses a benefit about sth negative] | I like this apartment, in so far as it's cosy.  
[expresses an advantage of sth] | In some ways, I really enjoy my job.  
[used before outlining an argument] | You are right in terms of your attitude towards...  
in anger | I'm sorry. I shouldn't have said what I did. It was in the heat of the moment.  
until sth expected happens | The kettle's on, so in the meantime, let's open the cake.  
just before a deadline runs out | I got to the exam hall in the nick of time!  
[see in the nick of time, above] | Peter arrived at the station in time to catch the train.  
when everything is added up | The bill came to thirty-six pounds and ten pence in total.  
there wouldn't be any harm in doing sth | It wouldn't hurt to lose a few kilos.  
let's finish joking and become more serious | Anyway, joking apart, let's focus on...  
regularly check sby / sth to see if they are OK | Please keep... on my car for me.  
stay positive | Hey, don't worry – keep your chin up! Everything's going to be fine.  
a bit / rather | The biscuits that she made tasted kind of salty.  
know a place very well | I've been to Crete countless times. I know it like...  
know sby / sth very well | My mum knows me inside out. I can't pretend with her.  
tell a secret when you shouldn't | Lea's pregnant, but it's a secret, so please don't let...  
help sby in a substantial way | Their donation to the charity has made a big difference.  
seem to be right or correct | Your answer for question four doesn't make sense.  
check until you are certain | I'll make sure that David knows when the concert starts.  
a very easy way to earn money | Selling ice cream on a hot day is money for old rope.  
about / approximately | "Will you be on time tonight?" "Yes, I think so. More or less."  
no / absolutely not | "Can we expect your support in the election?" "Not a chance!"  
[an expression of denial] | "I thought you said it would be raining." "Not at all. I didn't..."  
be unable to stop yourself doing sth | Rose couldn't help being late for class today.  
be completely unable to understand sth | I can't make... of this map.  
yes / definitely / certainly | "Are you coming to my retirement party?" "Yes, of course."  
[used to introduce an opposing point of view] | Trams are quicker than buses, but on...  
not early or late | I got to the meeting on time – about ten minutes before it started.  
again – with emphasis | Once again Tina brought the wrong costume to the rehearsal.  
sometimes / from time to time | I like to buy a newspaper once in a while.  
unexpectedly | I received a letter from my uncle in New Zealand out of the blue.  
no! / absolutely not! / no way! | "Dad – can I have a tattoo?" "No! Over my dead body!"  
normal / as expected | The new salon had closed down, which was par for the course.  
that is impossible! | "I'm going to revise for my test all day." "Yeah – and pigs might fly!"  
joke with sby / play a joke on sby | Don't take it seriously – I was only pulling your leg!  
be quiet! / stop talking! / shut up! | Hey – be quiet, you idiot! Put a sock in it!  
try to act like you are not bothered about sth | Tom tried to put on a... after his divorce.  
say sth that you shouldn't have said | She is really tactless and is always putting...  
be reprimanded lightly for an offence | The CEO only received a... for his remarks.  
not agree with any of the different arguments | Tell me what you think! Don't sit on...  
wait until you've slept before considering a decision | I'll tell you tomorrow. Let me...  
up to this point / before now | I've read four novels by E. M. Forster so far.  
[expresses uncertainty about your remarks] | Time waits for no man, so to speak.

# Talk a Lot

## Intermediate Book 1

### 200 Top Idioms in Spoken English Today (Page 4 of 4)

#### Non-Literal English:

sort of  
step out of line  
straightaway  
take advantage of sth / sby  
take care of sth / sby  
take exception to sth / sby  
take it / things easy  
take place  
take sth too far  
the pros and cons of sth  
turn a blind eye towards sth  
turn over a new leaf  
twenty-four seven  
two can play at that game!  
up to date  
up to now  
up to the minute  
welcome sby with open arms  
with regard to  
without a doubt  
at x o'clock sharp

#### Literal English and Examples:

quite / somewhat / not completely | "Are you happy with your new flat?" "Sort of."  
misbehave / be badly behaved | Roger is a model pupil. He never steps out of line.  
immediately / instantly / now | You need to see a doctor straightaway! Hurry!  
take without giving anything in return | To borrow money and not pay it back is taking...  
complete a task / look after sby | "I forgot to buy a present." "Don't worry, I'll take..."  
begin to be against sth / sby | Brenda took exception to her teacher's critical notes.  
relax | I love Sundays, because I can put my feet up and take things easy.  
happen | The robbery took place on the 4<sup>th</sup> June at about 6pm.  
do sth too much or for too long, until it irritates | Her naughty boy always takes things...  
the advantages and disadvantages of sth | There are a few pros and cons regarding...  
deliberately ignore sth | Alison cheated in the test, but her teacher turned a blind eye.  
completely change, e.g. your character | While he was in prison, Joe decided to turn...  
all the time / 24 hours a day, 7 days a week | I've been playing this game twenty-four...  
I can behave in exactly the same way as you! | She was so nasty, but OK, two can...!  
current / modern | The furniture in their house is so up to date.  
up to this point in time | Up to now I thought you liked me, but now I know the truth.  
latest / most recent | Stay tuned for up to the minute travel reports.  
welcome sby wholeheartedly | When we got to the hotel we were welcomed with...  
regarding / in connection with | Dear Madam, I am writing with regard to your letter...  
yes / undoubtedly / certainly / absolutely | Your son is, without a doubt, the brightest...  
at this time exactly | I'll meet you outside the bank at eight o'clock sharp.

# Talk a Lot

## Intermediate Book 1

Love and Relationships – English Idioms and Slang

The Story of a Relationship

Abbreviations:

|      |                  |        |               |      |                   |
|------|------------------|--------|---------------|------|-------------------|
| (v.) | <i>verb</i>      | (n.)   | <i>noun</i>   | sby  | <i>somebody</i>   |
| (a.) | <i>adjective</i> | (phr.) | <i>phrase</i> | esp. | <i>especially</i> |

### STARTING A RELATIONSHIP

#### Stage 1: You find a partner

|   |   |
|---|---|
| be attracted to sby (v.)  | <b>fancy sby</b><br><b>have a crush on sby</b>  |
| be <i>very</i> attracted to sby (v.)                              | <b>fancy the <i>parts</i> off sby</b>   |
| when you are attracted to sby<br>the first time you see them (n.) | <b>love at first sight</b>  |
| look at sby as a potential partner (v.)                           | <b>check sby out</b><br><b>scope sby out</b>  |
| nightclub (n.)  | <b>meat market</b>  |
| a date when you haven't seen the<br>other person before (n.)      | <b>blind date</b>   |
| physically attractive (a.)  | <b>fit / hot</b>  |
| ugly person (n.)  | <b>minger</b>   |
| a suitable partner (n.)   | <b>good boyfriend material</b><br><b>a match made in heaven</b><br><b>made for each other</b><br><b>“the one”</b> |
| talk to the potential partner (v.)                                | <b>crack on to sby</b><br><b>make a move on sby</b><br><b>chat sby up</b>   |

# Talk a Lot

## Intermediate Book 1

Love and Relationships – English Idioms and Slang

The Story of a Relationship

|  |   |
|--|---|
| enjoy each other's company (v.)                    | <b>get on well with sby</b><br><b>get on like a house on fire</b><br><b>hit it off with sby</b> |
| have strong feelings for sby (v.)                  | <b>fall for sby</b>   |
| induce strong feelings in sby (v.)                 | <b>steal someone's heart</b>  |
| say nice things to sby (v.)                        | <b>whisper sweet nothings in sby's ear</b>  |
| find a partner soon after a relationship ends (v.) | <b>be on the rebound</b>  |

### Stage 2: You become a couple

|  |   |
|--|---|
| become sby's partner (v.)                | <b>get with sby</b>   |
| be in a relationship with sby (v.)       | <b>go out with sby</b><br><b>see sby</b>  |
| develop a more serious relationship (v.) | <b>go steady with sby</b><br><b>get serious</b><br><b>fall in love with sby</b> |

### Stage 3: You decide to get married

|                     |   |
|---------------------|---|
| get engaged (v.)    | <b>go down on one knee</b><br><b>ask for sby's hand in marriage</b><br><b>pop the question</b><br><b>set the date</b> |
| or stay single (v.) | <b>be young, free, and single</b><br><b>play the field</b>  |

# Talk a Lot

## Intermediate Book 1

Love and Relationships – English Idioms and Slang

The Story of a Relationship

### DURING A RELATIONSHIP

#### Stage 4: You get married

|                               |   |
|-------------------------------|---|
| find a long-term partner (v.) | <b>find Mr. Right</b><br><b>settle down together</b>                                    |
| long-term partner (n.)        | <b>life partner</b><br><b>my other half / my better half</b>                            |
| get married (v.)              | <b>tie the knot</b><br><b>get hitched</b>   |
| husband (n.)                  | <b>hubby</b><br><b>old man</b>  |
| wife (n.)                     | <b>missus</b><br><b>'er indoors</b><br><b>the wife</b><br><b>the old ball and chain</b> |

#### Stage 5: You get to know each other better

|                                |  |
|--------------------------------|--|
| find out who is in charge (v.) | <b>discover who wears the trousers</b> |
|--------------------------------|--|

#### Stage 6: But your relationship becomes boring and stale

|                               |                            |
|-------------------------------|----------------------------|
| annoy sby (v.)                | <b>get on sby's nerves</b> |
| develop a boring routine (v.) | <b>get stuck in a rut</b>  |

#### Stage 7: One of you starts a relationship with sby else

|   |                          |
|---|--------------------------|
| your partner looks at other people (v.) | <b>have a roving eye</b> |
|---|--------------------------|

# Talk a Lot

## Intermediate Book 1

Love and Relationships – English Idioms and Slang

The Story of a Relationship

a former partner (n.)  
have an affair (v.)

**old flame**  
**have a bit on the side**  
**fool around**  
**play away from home**

### Stage 8: Meanwhile, there is a pregnancy

be pregnant (v.)

**be up the duff**  
**be in the family way**  
**be in the club**  
**have a bun in the oven**

### Stage 9: The prospect of separation becomes real

try to make the relationship work (v.)

**kiss and make up**  
**sort things out**  
**patch things up**  
**work through a few issues**  
**give sby (or the relationship)**  
**a second chance / another go**

## ENDING A RELATIONSHIP

### Stage 10: You argue non-stop

argue about a disputed issue (v.)

**have it out with sby**

be in a bad mood (v.)

**have a bag on**  
**have a face like a wet weekend**

your partner is angry with you (v.)

**receive an ear-bashing**  
**be in the dog house**

your relationship goes wrong (v.)

**go pear-shaped**

# Talk a Lot

## Intermediate Book 1

Love and Relationships – English Idioms and Slang

The Story of a Relationship

### Stage 11: You realise that it's not going to work out between you

your relationship is over (v.)

**be through**  
**be on the rocks**

### Stage 12: You separate

finish the relationship with sby (v.)

**break up with sby**  
**pack sby in**  
**dump sby**  
**chuck sby**  
**finish with sby**  
**call it a day**  
**break sby's heart**

separate (v.)

**go your separate ways**  
**split up**

leave (v.) (esp. if there are kids)

**walk out on sby**

parting phrases (phr.)

**It's over!**  
**We're through!**  
**Sling your hook!**

## EPILOGUE

### Or, you might live together with your partner for many happy years

stay married / together (v.)

**stick together through thick and thin**  
**put up with each other**  
**weather the storm**  
**make it through the rain**

phrases from wedding vows (phr.)

**in sickness and in health**  
**'till death us do part**

# Talk a Lot

## Intermediate Book 1

Love and Relationships – English Idioms and Slang

The Story of a Relationship

|                       |  |
|-----------------------|--|
| devoted couple (n.)   | <b>old timers</b><br><b>love birds</b> |
| perfect couple (phr.) | <b>made for each other</b>             |
| optimist's view (v.)  | <b>live happily ever after</b>         |
| pessimist's view (v.) | <b>endure a life sentence</b>          |

# Talk a Lot

## Intermediate Book 1

How Did You Feel When...? (English Idioms of Mood/Emotion)



Match the adjectives above with the sentences containing English idioms of mood/emotion (in bold):

1. When I received the concert tickets for Muse I was **on cloud nine!**
2. When my sister opened her birthday card and a cheque fell out she was **tickled pink.**
3. When my brother returned home from the pub late last night, I could see that he was **pie-eyed.**
4. When I was waiting to go on stage to perform in front of the whole school, I had **butterflies in my stomach.**
5. When I finished my twelve-hour shift at the supermarket I was completely **zonked out.**
6. When Alan Forrester looked me in the eye at break time this morning, I went **weak at the knees.**
7. When my brother kept playing the same Rihanna song over and over again at full volume, I told him, "**You're driving me up the wall!**"
8. When I went on The Big One rollercoaster at Blackpool Pleasure Beach **my heart was in my mouth.**
9. When my brother wouldn't stop going on about problems with his love life, I told him not to be such a **moaning Minnie.**
10. When my dad came home from work and just slumped in his armchair without saying a word, I asked him, "**Why the long face?**"

# Talk a Lot

## Football

### 20 Common English Idioms

|                                  |  |                                     |  |
|----------------------------------|--|-------------------------------------|--|
| 1.<br>the Beautiful Game         | football   | 2.<br>it's a funny old game         | unpredictable things can happen          |
| 3.<br>to be a game of two halves | more can happen later                                | 4.<br>a potential banana skin       | an opportunity for sth to go wrong       |
| 5.<br>to be honest               | in my opinion  | 6.<br>to play the ball, not the man | don't make contact with another player   |
| 7.<br>to be over the moon        | to feel very happy                                   | 8.<br>to be (as) sick as a parrot   | to feel very disappointed                |
| 9.<br>to be on a winning streak  | to win several times in a row                        | 10.<br>at the end of the day        | ultimately                               |
| 11.<br>to go down to the wire    | the outcome is decided at the last moment            | 12.<br>to be a big ask              | to be a difficult thing to ask sby to do |
| 13.<br>to be held to a draw      | to be forced to end a competition with equal points  | 14.<br>by the skin of your teeth    | narrowly; only just                      |
| 15.<br>to be a [two] horse race  | to be a competition between two teams or groups only | 16.<br>to play your heart out       | to compete with a lot of passion         |
| 17.<br>to give 110%              | to try as hard as you possibly can                   | 18.<br>to be strong on paper        | to be a good idea in theory              |
| 19.<br>to throw in the towel     | to quit  | 20.<br>back of the net!             | fantastic!                               |

# Talk a Lot

## Intermediate Book 1

### Common English Idioms 1

*An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase. Match the idioms with the meaning keywords below:*

1. You've bitten off more than you can chew!
2. I've been burning the midnight oil lately.
3. He's feeling down in the dumps.
4. My brother's a couch potato.
5. It cost me an arm and a leg.
6. Can we let sleeping dogs lie?
7. That's a bit far-fetched.
8. Please stay in touch.
9. Shall we call it a day?
10. Don't count your chickens before they're all hatched.

*Meaning Keywords:*

- a) Unbelievable.
- b) Expensive.
- c) Finish.
- d) Working late.
- e) Will be difficult.
- f) Lazy.
- g) Unhappy.
- h) Write to me or call.
- i) Forget the past.
- j) Wait and see.

# Talk a Lot

## Intermediate Book 1

### Common English Idioms 2

*An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase. Match the idioms with the meaning keywords below:*

1. Your account is in the red.
2. Fingers crossed!
3. It was a piece of cake!
4. Don't make a mountain out of a molehill.
5. Shut up!
6. The design was cutting edge.
7. Break a leg!
8. Take it easy, can't you?
9. It's been raining cats and dogs outside.
10. She's really tight-fisted.

*Meaning Keywords:*

- a) Stop talking.
- b) Easy.
- c) Don't get angry.
- d) Get some perspective.
- e) Good luck.
- f) Mean.
- g) Modern.
- h) Good luck for actors.
- i) Very wet weather.
- j) Overdrawn.

# Talk a Lot

## Intermediate Book 1

### Common English Idioms 3

*An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase. Match the idioms with the meaning keywords below:*

1. My hands are tied, I'm afraid.
2. Don't jump the gun.
3. You'll have to swallow your pride.
4. Have you been burning the candle at both ends?
5. There's something fishy going on.
6. He's a dark horse.
7. I killed two birds with one stone.
8. That's a real can of worms.
9. I'm sorry – I've let the cat out of the bag.
10. You look like a million dollars.

*Meaning Keywords:*

- a) Suspicious.
- b) Compliment.
- c) Working all hours.
- d) Efficient.
- e) No choice.
- f) Not secret anymore.
- g) Wait.
- h) Complex problem.
- i) Apologise.
- j) Secretive.

# Talk a Lot

## Intermediate Book 1

### Common English Idioms 4

*An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase. Match the idioms with the meaning keywords below:*

1. It's six of one and half a dozen of the other.
2. Don't throw your toys out of the pram!
3. That's just sour grapes.
4. He's rolling in it.
5. It's not a level playing field.
6. Keep your chin up.
7. It worked like a charm.
8. Put a sock in it, will you!
9. I'm on the dole.
10. He can eat like a horse.

*Meaning Keywords:*

- a) Rich.
- b) Persevere.
- c) Overreaction.
- d) Unemployed.
- e) Unfair.
- f) Bitterness.
- g) Big appetite.
- h) Be quiet.
- i) Successful.
- j) Makes no difference.

# Talk a Lot

## Intermediate Book 1

### Common English Idioms 5

*An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase. Match the idioms with the meaning keywords below:*

1. She's dead two-faced.
2. Can you keep it under your hat, please?
3. I was walking on air!
4. He was between a rock and a hard place.
5. My sister's goldfish has just kicked the bucket.
6. We're going to paint the town red!
7. Looks like your eyes are bigger than your belly.
8. I've got a few irons in the fire.
9. He's over the hill.
10. Tina was born with a silver spoon in her mouth.

*Meaning Keywords:*

- a) Celebrate.
- b) Really happy.
- c) Can't be trusted.
- d) Tough decision.
- e) Too old.
- f) Privileged.
- g) Dead.
- h) Greedy.
- i) Options.
- j) Secret.

# Talk a Lot

## Intermediate Book 1

### Common English Idioms 6

*An idiom is a phrase that has a fixed meaning which cannot usually be understood by studying the literal meaning of each word in the phrase. Match the idioms with the meaning keywords below:*

1. I've got butterflies in my stomach.
2. He was up a creek without a paddle.
3. Don't beat around the bush.
4. She was driving him up the wall!
5. We're not out of the woods yet.
6. I thought my mum was going to hit the roof!
7. She's a bit stuck up.
8. I gave him the cold shoulder.
9. It's all plain sailing from here.
10. The grass is always greener on the other side.

*Meaning Keywords:*

- a) Arrogant.
- b) Speak plainly.
- c) More troubles ahead.
- d) The worst is behind us now.
- e) Very annoying.
- f) Nervous.
- g) Done something wrong.
- h) In trouble.
- i) Jealous.
- j) Ignore somebody.

# Talk a Lot

## Intermediate Book 1

### Common English Idioms – Parts of the Body 1

Complete the gaps below with the following parts of the body:

lip bottom heels arm heart mind eye chest finger leg stomach  
back nose foot hip palm mouth head knees cheek eye hand neck

1. They're \_\_\_\_\_ over \_\_\_\_\_ in love.
2. Do you \_\_\_\_\_ if I don't come to the gym with you?
3. My friends don't always see \_\_\_\_\_ to \_\_\_\_\_.
4. She loves sticking her \_\_\_\_\_ into other people's business.
5. I can't believe you didn't pay! You've got a real \_\_\_\_\_.
6. We sailed as far as the \_\_\_\_\_ of the Amazon.
7. He was only paying \_\_\_\_\_ service to your idea.
8. I'm going to stick my \_\_\_\_\_ out and say that Arsenal will lose.
9. Rude people really put my \_\_\_\_\_ up.
10. She has put her \_\_\_\_\_ and soul into these paintings.
11. I bought a new \_\_\_\_\_ of drawers at IKEA yesterday.
12. The film was so revolting. I couldn't \_\_\_\_\_ it.
13. It cost him an \_\_\_\_\_ and a \_\_\_\_\_.
14. Can you give me a \_\_\_\_\_ with the Hoovering, please?
15. Jay had the audience in the \_\_\_\_\_ of his hand.
16. Don't point the \_\_\_\_\_ at me. I didn't eat your cream cake!
17. Not many people have heard of this band. They're still quite \_\_\_\_\_.
18. How bad is it? What's the \_\_\_\_\_ line?
19. Do you fancy a good \_\_\_\_\_-up on New Year's Eve?
20. If I have to book a hotel, will the company \_\_\_\_\_ the bill?

# Talk a Lot

## Intermediate Book 1

### Common English Idioms – Parts of the Body 2

Complete the gaps below with the following parts of the body:

tooth shoulder pupils throat skin thumb toes arms blood  
brow chin face appendix body leg hair belly lungs rib vein

1. That's a very impressive \_\_\_\_\_ of work, Mr. Picasso.
2. The rest of the book continues in a similar \_\_\_\_\_.
3. There's definitely bad \_\_\_\_\_ between those two. They can't stand each other!
4. The row I had with my brother upset me a lot. He's really got under my \_\_\_\_\_.
5. Riding the roller coaster was quite a \_\_\_\_\_-raising experience!
6. I didn't enjoy the concert. It was too high \_\_\_\_\_ for my taste.
7. Did you hear the one about the cross-eyed teacher? He couldn't control his \_\_\_\_\_.
8. Josie loves chocolate. She's always had a sweet \_\_\_\_\_.
9. You will have to \_\_\_\_\_ facts sooner or later: Milo's never coming back.
10. Stop complaining. Life isn't fair. You should take it on the \_\_\_\_\_.
11. I don't like it when people try to shove their opinions down my \_\_\_\_\_.
12. Don't worry about telling the boss. I'll help to \_\_\_\_\_ the blame.
13. Don was planning to \_\_\_\_\_ his mate, because he failed his driving test.
14. At the concert we were screaming at the top of our \_\_\_\_\_!
15. I had a bad feeling about this project. I knew it would go \_\_\_\_\_ up.
16. If you look at the back of the book, you'll find the index and the \_\_\_\_\_.
17. The whole village is up in \_\_\_\_\_ about the new wheelie bins!
18. My cousin is a control freak. She's got her husband completely under her \_\_\_\_\_.
19. Olly got pretty drunk at the works party last week. He ended up \_\_\_\_\_ less.
20. My son is such a rebel at school. He never \_\_\_\_\_ the line.

# Talk a Lot

## Intermediate Book 1

### Really Motivational Page of Encouraging Thoughts

*Match the first half (1-20) of each proverb or saying with the second half (a-t). Then talk to your partner about the meaning of each one. Which is your favourite? Why?*

- |  |  |
|--|--|
| 1. You can please all of the people some of the time, and some of the people all of the time, but you can't... | a) while the sun shines.                                 |
| 2. Many hands make...  | b) how you deal with it that counts.                     |
| 3. Rome wasn't built...  | c) can only make you stronger.                           |
| 4. Life is a marathon, ...   | d) a problem to be solved.                               |
| 5. It's not what happens to you in life, but...  | e) in a day.   |
| 6. All good things come to...  | f) you make it.  |
| 7. Into each life...   | g) a little rain must fall.                              |
| 8. You can't win...  | h) either know to be useful, or believe to be beautiful. |
| 9. Make hay...   | i) nobody's watching.                                    |
| 10. A change is...   | j) the spice of life.                                    |
| 11. Life is a mystery to be lived, not...  | k) breaking some eggs.                                   |
| 12. Dance like...  | l) soonest mended.                                       |
| 13. The best way to dispose of an enemy is to...   | m) please all of the people all of the time.             |
| 14. Least said, ...  | n) not a sprint.   |
| 15. Have nothing in your home that you do not...   | o) 'em all!  |
| 16. Whatever doesn't kill you...   | p) light work.   |
| 17. Variety is...  | q) nothing gained.                                       |
| 18. Nothing ventured, ...  | r) as good as a rest.                                    |
| 19. You can't make an omelette without...  | s) become their friend.                                  |
| 20. Life's what...   | t) those who wait.                                       |

# Supporting Material

## Phrasal Verbs

# Talk a Lot

## Intermediate Book 1

### 20 Basic English Phrasal Verbs

|                         |              |                           |              |
|-------------------------|--------------|---------------------------|--------------|
| 1.<br>get up<br>---     | rise / stand | 2.<br>lie down<br>---     | recline      |
| 3.<br>put on<br>---     | wear         | 4.<br>take off<br>---     | remove       |
| 5.<br>get in<br>---     | enter        | 6.<br>get out<br>---      | leave / exit |
| 7.<br>pick up<br>---    | lift         | 8.<br>put down<br>---     | place        |
| 9.<br>stand up<br>---   | rise / stand | 10.<br>sit down<br>---    | sit          |
| 11.<br>switch on<br>--- | start        | 12.<br>switch off<br>---  | stop         |
| 13.<br>get on<br>---    | board        | 14.<br>get off<br>---     | disembark    |
| 15.<br>come in<br>---   | enter        | 16.<br>go out<br>---      | leave / exit |
| 17.<br>take away<br>--- | remove       | 18.<br>bring back<br>---  | return       |
| 19.<br>go into<br>---   | enter        | 20.<br>come out of<br>--- | leave / exit |

# Talk a Lot

## Intermediate Book 1

### 200 Top Phrasal Verbs in Spoken English Today – Main List

|               |                 |              |                |
|---------------|-----------------|--------------|----------------|
| agree with    | get out of      | move out of  | split up       |
| ask out       | get up          | object to    | stand out      |
| back out      | give back       | open up      | stand up       |
| be up to      | give up         | pass around  | stare at       |
| bend down     | go ahead        | pass out     | start off      |
| bend over     | go back         | pay back     | start out      |
| block out     | go down         | pay for      | start up       |
| boss around   | go into         | pick out     | stay away      |
| break down    | go on           | pick up      | stick out      |
| break into    | go out          | play with    | stick together |
| break off     | go through      | plug in      | switch off     |
| bring back    | grow apart      | point out    | switch on      |
| bring in      | grow up         | pop in       | take after     |
| bump into     | hand in         | pull apart   | take away      |
| call back     | hand out        | pull down    | take back      |
| call off      | hang around     | pull through | take in        |
| carry on      | hang on         | pull up      | take off       |
| catch up with | hang out        | put across   | take on        |
| cheat on      | hang up         | put down     | take over      |
| check in      | head for        | put off      | take up        |
| check out     | hear from       | put on       | talk to        |
| check up on   | hold on         | put out      | tear apart     |
| chill out     | hold up         | put up       | tear up        |
| clear up      | hurry up        | put up with  | tell apart     |
| close down    | join in         | read out     | tell off       |
| come across   | keep on         | rely on      | think about    |
| come back     | keep up         | remind of    | think over     |
| come from     | lead to         | rule out     | think up       |
| come in       | leave out       | run away     | throw away     |
| come on       | let down        | run into     | throw out      |
| come out      | lie down        | run out      | tidy up        |
| come up with  | light up        | run through  | top up         |
| cool down     | live on         | save up      | turn down      |
| cut down      | lock up         | send back    | turn into      |
| deal with     | log off         | send for     | turn off       |
| depend on     | look after      | set off      | turn on        |
| do up         | look down on    | set out      | turn out       |
| drop out      | look for        | set up       | turn up        |
| eat out       | look forward to | settle down  | use up         |
| end up        | look through    | show around  | wake up        |
| face up to    | look up         | show off     | walk out       |
| fall apart    | lose out        | shut down    | warm up        |
| fill in       | make into       | shut up      | wear out       |
| find out      | make out        | sit down     | weigh up       |
| fit in        | make up         | slip up      | wind up        |
| get away      | make up for     | slow down    | work on        |
| get into      | mess around     | sort out     | work out       |
| get off       | mess up         | speak up     | wrap up        |
| get on        | miss out        | speed up     | write down     |
| get on with   | move in         | spell out    | zoom in        |

# Talk a Lot

## Intermediate Book 1

### 200 Top Phrasal Verbs in Spoken English Today – Translation (Page 1)

Translate each phrasal verb into your **first language**. Then (where possible) translate each phrasal verb into a single, more formal English verb, e.g. get up = rise, and give back = return, etc.

|               |       |                 |       |
|---------------|-------|-----------------|-------|
| agree with    | _____ | get out of      | _____ |
| ask out       | _____ | get up          | _____ |
| back out      | _____ | give back       | _____ |
| be up to      | _____ | give up         | _____ |
| bend down     | _____ | go ahead        | _____ |
| bend over     | _____ | go back         | _____ |
| block out     | _____ | go down         | _____ |
| boss around   | _____ | go into         | _____ |
| break down    | _____ | go on           | _____ |
| break into    | _____ | go out          | _____ |
| break off     | _____ | go through      | _____ |
| bring back    | _____ | grow apart      | _____ |
| bring in      | _____ | grow up         | _____ |
| bump into     | _____ | hand in         | _____ |
| call back     | _____ | hand out        | _____ |
| call off      | _____ | hang around     | _____ |
| carry on      | _____ | hang on         | _____ |
| catch up with | _____ | hang out        | _____ |
| cheat on      | _____ | hang up         | _____ |
| check in      | _____ | head for        | _____ |
| check out     | _____ | hear from       | _____ |
| check up on   | _____ | hold on         | _____ |
| chill out     | _____ | hold up         | _____ |
| clear up      | _____ | hurry up        | _____ |
| close down    | _____ | join in         | _____ |
| come across   | _____ | keep on         | _____ |
| come back     | _____ | keep up         | _____ |
| come from     | _____ | lead to         | _____ |
| come in       | _____ | leave out       | _____ |
| come on       | _____ | let down        | _____ |
| come out      | _____ | lie down        | _____ |
| come up with  | _____ | light up        | _____ |
| cool down     | _____ | live on         | _____ |
| cut down      | _____ | lock up         | _____ |
| deal with     | _____ | log off         | _____ |
| depend on     | _____ | look after      | _____ |
| do up         | _____ | look down on    | _____ |
| drop out      | _____ | look for        | _____ |
| eat out       | _____ | look forward to | _____ |
| end up        | _____ | look through    | _____ |
| face up to    | _____ | look up         | _____ |
| fall apart    | _____ | lose out        | _____ |
| fill in       | _____ | make into       | _____ |
| find out      | _____ | make out        | _____ |
| fit in        | _____ | make up         | _____ |
| get away      | _____ | make up for     | _____ |
| get into      | _____ | mess around     | _____ |
| get off       | _____ | mess up         | _____ |
| get on        | _____ | miss out        | _____ |
| get on with   | _____ | move in         | _____ |

# Talk a Lot

## Intermediate Book 1

### 200 Top Phrasal Verbs in Spoken English Today – Translation (Page 2)

Translate each phrasal verb into your **first language**. Then (where possible) translate each phrasal verb into a single, more formal English verb, e.g. get up = rise, and give back = return, etc.

|              |       |                |       |
|--------------|-------|----------------|-------|
| move out of  | _____ | split up       | _____ |
| object to    | _____ | stand out      | _____ |
| open up      | _____ | stand up       | _____ |
| pass around  | _____ | stare at       | _____ |
| pass out     | _____ | start off      | _____ |
| pay back     | _____ | start out      | _____ |
| pay for      | _____ | start up       | _____ |
| pick out     | _____ | stay away      | _____ |
| pick up      | _____ | stick out      | _____ |
| play with    | _____ | stick together | _____ |
| plug in      | _____ | switch off     | _____ |
| point out    | _____ | switch on      | _____ |
| pop in       | _____ | take after     | _____ |
| pull apart   | _____ | take away      | _____ |
| pull down    | _____ | take back      | _____ |
| pull through | _____ | take in        | _____ |
| pull up      | _____ | take off       | _____ |
| put across   | _____ | take on        | _____ |
| put down     | _____ | take over      | _____ |
| put off      | _____ | take up        | _____ |
| put on       | _____ | talk to        | _____ |
| put out      | _____ | tear apart     | _____ |
| put up       | _____ | tear up        | _____ |
| put up with  | _____ | tell apart     | _____ |
| read out     | _____ | tell off       | _____ |
| rely on      | _____ | think about    | _____ |
| remind of    | _____ | think over     | _____ |
| rule out     | _____ | think up       | _____ |
| run away     | _____ | throw away     | _____ |
| run into     | _____ | throw out      | _____ |
| run out      | _____ | tidy up        | _____ |
| run through  | _____ | top up         | _____ |
| save up      | _____ | turn down      | _____ |
| send back    | _____ | turn into      | _____ |
| send for     | _____ | turn off       | _____ |
| set off      | _____ | turn on        | _____ |
| set out      | _____ | turn out       | _____ |
| set up       | _____ | turn up        | _____ |
| settle down  | _____ | use up         | _____ |
| show around  | _____ | wake up        | _____ |
| show off     | _____ | walk out       | _____ |
| shut down    | _____ | warm up        | _____ |
| shut up      | _____ | wear out       | _____ |
| sit down     | _____ | weigh up       | _____ |
| slip up      | _____ | wind up        | _____ |
| slow down    | _____ | work on        | _____ |
| sort out     | _____ | work out       | _____ |
| speak up     | _____ | wrap up        | _____ |
| speed up     | _____ | write down     | _____ |
| spell out    | _____ | zoom in        | _____ |

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Introduction

The study of phrasal verbs is a big part of Talk a Lot Intermediate. Phrasal verbs become more and more common at intermediate level, and can become a massive problem for students who realise that they have to start learning verbs whose meaning is (often) unrelated to their form. This section provides materials that can help students practise working with phrasal verbs. It's named after an expression that will be familiar to generations of British children who have been refused permission to leave the table at dinner time until their plate has been cleared of a (seemingly) monstrous amount of unappetising vegetables:

*"Eat up your greens [vegetables] – they're good for you!"*

Learning phrasal verbs is a bit like having to munch through plate after plate of boring carrots and cabbage – especially for young people. It's something that they may not particularly want to do, but something that will be really beneficial in the long run nevertheless. Eat up your phrasal verbs – they're good for you!

In this section you will find:

1. A one-page condensed question sheet, which lists all of the main phrasal verb activities
2. The full list of 57 quick activities for practising phrasal verbs, which are divided into four categories:
  - Meaning and Context
  - Form
  - Practice (Usage)
  - Memory Games
3. Activity Cards – one for each activity. They can be used as follows:
  - Decide whether you want to work with a group of phrasal verbs (e.g. from one of the four units, or *any* group of phrasal verbs) – or to analyse an individual phrasal verb
  - Cut up the cards, and choose either the group cards or individual cards accordingly
  - Shuffle the cards and hand them out to students – or mix them up on the desk in front of the students
  - Students pick a card and have to perform the task given on that card
  - There are a few blank cards so that you can design your own questions
  - Make it more fun by getting teams of students to compete against each other for small prizes!
4. For guidance about each activity, please reference the Sample Answers after the Activity Cards (starting on P.60).

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Introduction

5. Phrasal Verbs Dice Game (see P.69 for full instructions).
6. Phrasal Verbs – Sentence Bash! (Test Material) (see P.75 for activity and P.121 for answers)



#### Definition of Phrasal Verbs – from *Unit 1: Hotel*

A phrasal verb is a verb phrase that consists of a verb plus preposition or adverb (or both), which has a meaning that may not be obvious from knowing the dictionary meaning of each individual word in the phrase.

Example:

"Things are *looking up!*" [My life is generally improving.]

When:

In spoken English phrasal verbs are more common because they are less formal than longer single verbs. Like idioms, we learn phrasal verbs from before birth; the simple one-syllable verbs that are used in phrasal verbs (with a preposition or adverb, or both) are familiar to young children and easy to remember. The prepositions and adverbs (in, out, up, down, on, off, back, etc.) bring a vibrant sense of action and movement to our speech, making it more interesting than if we used only standard verbs. With over 7,000 phrasal verbs in English, phrasal verbs create many shades of meaning, making English a rich and expressive language. It also allows us to quickly invent new verbs (e.g. the recent slang expression "Bog off!" which means "Go away!") without having to find verbs from Latin or other foreign languages, or inventing new verbs from scratch.



# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### General Questions

1. Are there any words or phrases that you don't know? Find them in a dictionary.
2. Take some cards. Describe the phrasal verb on a card without saying it.
3. Put the phrasal verbs into alphabetical order.
4. Put them into groups depending on: a) connecting sounds, b) transitive or intransitive, c) separable or inseparable.
5. Put together two or three phrasal verbs from the group into the same sentence.
6. Find phrasal verbs which contain silent letters (letters which are not pronounced).
7. Put phrasal verbs that contain the same sounds into groups, using the IPA.
8. How many phrasal verbs can you remember when they are all turned over?

### Phrasal Verb Analysis

Choose a phrasal verb that interests you (or at random) and ask any or all of these questions:

1. a) Say a literal (physical) meaning, or an idiomatic meaning.  
b) Translate it into your language.  
c) Is it used with an object (transitive) or without an object (intransitive), or both?  
d) Where can the object go? Is it separable (middle or end) or inseparable (just end)?  
e) Is the phrasal verb formal, informal, or neutral?  
f) Is there an opposite phrasal verb?  
g) Say an example sentence based on the topic (using a given verb form).  
h) Say an example sentence on any topic (using a given verb form).  
i) Make three collocations with nouns.  
j) Make one or more collocations with adverbs.
2. What is the usual meaning of the verb (without a particle)? Can it be related to any of the meanings of the phrasal verb?
3. Does it have... a) a noun form, b) an adjective form?
4. Can you replace the phrasal verb (in any of its meanings) with a single word?
5. Can another phrasal verb be made by adding another particle to the end?
6. What are the connecting sounds between the two (or three) words? (cv, vc, vv, or cc)
7. Think of another phrasal verb... a) that has a similar meaning, b) on the same topic, c) that uses the same verb, d) that uses the same particle.
8. Think of another phrasal verb that uses the same verb. Compare the different meanings.

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

50+ Great Activities for Practising Phrasal Verbs

*Pick a Group of Phrasal Verbs (e.g. 6-8 different phrasal verbs):*

### Meaning and Context

1. Are there any phrasal verbs that you know already? Explain each meaning and give an example sentence or situation where you might use it/hear it.
2. Use a dictionary to check the meaning(s) of each phrasal verb.
3. Match the definition cards (grey) with the phrasal verbs cards (white).
4. Take a handful of cards. Describe the phrasal verb on a card without saying it.
5. Make two piles of cards – phrasal verbs and definitions. Pick a phrasal verb card and say the definition, then try the activity vice versa.
6. Group the phrasal verbs by particle. Can you see any patterns in terms of form and meaning?

### Form

1. Group the phrasal verbs by connecting sounds: (cv), (vc), (vv), or (cc).
2. Put all of the transitive\* phrasal verbs into a group. (\*pv's that take an object)
3. Put all of the intransitive\* phrasal verbs into a group. (\*pv's that don't take an object)
4. Put all of the separable\* phrasal verbs into a group. (\*trans. pv's that take an object before or after the particle)
5. Put all of the inseparable\* phrasal verbs into a group. (\*trans. pv's that take an object after the particle only)
6. Using the IPA, group together phrasal verbs that contain the same vowel sounds.
7. Using the IPA, group together phrasal verbs that contain the same consonant sounds.
8. Put phrasal verbs with silent letters\* into a group. (\*letters which are not pronounced)

### Practice (Usage)

1. Put together two or more phrasal verbs into the same sentence.
2. Link phrasal verbs to make a story or dialogue/role play – one in each sentence.
3. Put the phrasal verbs into the four categories in the unit that you are studying.
4. Think of a subject and an object for each phrasal verb (where possible).
5. Think of an item that you could associate with each phrasal verb.
6. Put the phrasal verbs into groups of places where the actions could happen.
7. Put the phrasal verbs into groups to show what time of day the actions might occur, e.g. a) morning, b) afternoon, c) evening, d) night.

### Memory Games

1. Put the phrasal verbs into alphabetical order.

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### 50+ Great Activities for Practising Phrasal Verbs

2. Put the phrasal verbs into reverse alphabetical order.
3. Make a chain of phrasal verbs: one, *then* one plus two, *then* one plus two plus three... etc. (Shopping List Game).
4. Set up a group of cards face up. Memorise the arrangement. Turn them face down. Try to find each phrasal verb by turning up the correct card first time.
5. How many phrasal verbs can you remember when they are all face down on the table?

*Pick an Individual Phrasal Verb  
...and choose **one** of its meanings to explore*

#### Meaning and Context

1. Decide whether it has an idiomatic meaning, a literal meaning, or both.
2. Translate it into your language.
3. Say whether it can be replaced by a single verb. If it can, which verb?
4. Decide whether its tone is formal, informal, neutral, or slang.
5. Act it out without speaking – although you can make noises!
6. Draw a picture to represent its double meaning.
7. Analyse the words. Is it possible to try to guess the meaning from the words?
8. Say a sentence with the literal meaning, then the same sentence with the phrasal verb. Compare them. Which sounds better? Why?
9. Think of another phrasal verb that has the same or a similar meaning.
10. Think of another phrasal verb that is connected with the same topic.
11. Think of an opposite phrasal verb (if possible).
12. Think of another phrasal verb that uses the same verb. Compare the meanings.
13. Describe the usual meaning of the verb, without the particle. Does it relate in any way to the meaning of the phrasal verb?

#### Form

1. Decide whether it takes an object (transitive), no object (intransitive), or can be both.
2. If it is transitive, where can the object go? Is it separable (middle or end) or inseparable (end only)?
3. If it has a noun form, what is it?
4. If it has an adjective form, what is it?
5. Say whether another phrasal verb can be made by adding another particle.
6. What is the sound connection between the words – i.e. (cv), (vc), (vv), or (cc)?
7. Think of some more phrasal verbs that use the same verb.
8. Find one or more idioms that contain this phrasal verb.

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

50+ Great Activities for Practising Phrasal Verbs

### Practice (Usage)

1. Use this phrasal verb in a sentence to talk about a situation in your past.
2. Use this phrasal verb in a sentence to talk about a future situation.
3. Use the phrasal verb in a sentence on any topic (using a given verb form).
4. Use the phrasal verb in a sentence based on the topic (using a given verb form).
5. Think of two or more collocations with nouns.
6. Think of two or more collocations with adverbs.
7. Use it to ask a wh- question. The other student(s) answer... a) as themselves, b) as a role play character.
8. Use it to ask a yes/no question. The other student(s) answer... a) as themselves, b) as a role play character.
9. Use it to ask a question with "Have you ever...?" The other student(s) answer... a) as themselves, b) as a role play character.
10. Use it to ask a conditional question. The other student(s) answer... a) as themselves, b) as a role play character.

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs! – Activity Cards (Page 1 of 6)

|  |  |
|--|--|
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Meaning and Context – Question 1</p> <p>Are there any phrasal verbs that you know already? Explain each meaning and give an example sentence or situation where you might use/hear it.</p> <p>Talk a Lot</p> | <p><b>Pick a Group of Phrasal Verbs</b><br/>Meaning and Context – Question 2</p> <p>Use a dictionary to check the meaning(s) of each phrasal verb.</p> <p>Talk a Lot</p>   |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Meaning and Context – Question 3</p> <p>Match the definition cards with the phrasal verbs cards.</p> <p>Talk a Lot</p>   | <p><b>Pick a Group of Phrasal Verbs</b><br/>Meaning and Context – Question 4</p> <p>Take a handful of cards. Describe the phrasal verb on a card without saying it.</p> <p>Talk a Lot</p>                        |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Meaning and Context – Question 5</p> <p>Make two piles of cards – phrasal verbs and definitions. Pick a phrasal verb card and say the definition, then try the activity vice versa.</p> <p>Talk a Lot</p>    | <p><b>Pick a Group of Phrasal Verbs</b><br/>Meaning and Context – Question 6</p> <p>Group the phrasal verbs by particle. Can you see any patterns in terms of form and meaning?</p> <p>Talk a Lot</p>            |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 1</p> <p>Group the phrasal verbs by connecting sounds: (cv), (vc), (vv), or (cc).</p> <p>Talk a Lot</p>  | <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 2</p> <p>Put all of the transitive* phrasal verbs into a group. (*pv's that take an object)</p> <p>Talk a Lot</p>                                    |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 3</p> <p>Put all of the intransitive* phrasal verbs into a group. (*pv's that don't take an object)</p> <p>Talk a Lot</p>  | <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 4</p> <p>Put all of the separable* phrasal verbs into a group. (*trans. pv's that take an object before or after the particle)</p> <p>Talk a Lot</p> |

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs! – Activity Cards (Page 2 of 6)

|   |   |
|---|---|
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 5</p> <p>Put all of the inseparable* phrasal verbs into a group.<br/>(*trans. pv's that take an object after the particle only)</p> <p>Talk a Lot</p> | <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 6</p> <p>Using the IPA, group together phrasal verbs that contain the same vowel sounds.</p> <p>Talk a Lot</p>                |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 7</p> <p>Using the IPA, group together phrasal verbs that contain the same consonant sounds.</p> <p>Talk a Lot</p>                                    | <p><b>Pick a Group of Phrasal Verbs</b><br/>Form – Question 8</p> <p>Put phrasal verbs with silent letters* into a group.<br/>(*letters which are not pronounced)</p> <p>Talk a Lot</p>   |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 1</p> <p>Put together two or more phrasal verbs into the same sentence.</p> <p>Talk a Lot</p>   | <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 2</p> <p>Link phrasal verbs to make a story or dialogue / role play – one in each sentence.</p> <p>Talk a Lot</p> |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 3</p> <p>Put the phrasal verbs into the four categories in the unit that you are studying.</p> <p>Talk a Lot</p>                          | <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 4</p> <p>Think of a subject and an object for each phrasal verb (where possible).</p> <p>Talk a Lot</p>           |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 5</p> <p>Think of an item that you could associate with each phrasal verb.</p> <p>Talk a Lot</p>  | <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 6</p> <p>Put the phrasal verbs into groups of places where the actions could happen.</p> <p>Talk a Lot</p>        |

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs! – Activity Cards (Page 3 of 6)

|   |  |
|---|--|
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Practice (Usage) – Question 7</p> <p>Put the phrasal verbs into groups to show what time of day the actions might occur, e.g. a) morning, b) afternoon, c) evening, d) night.</p> <p>Talk a Lot</p>             | <p><b>Pick a Group of Phrasal Verbs</b><br/>Memory Games – Question 1</p> <p>Put the phrasal verbs into alphabetical order.</p> <p>Talk a Lot</p>  |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Memory Games – Question 2</p> <p>Put the phrasal verbs into reverse alphabetical order.</p> <p>Talk a Lot</p>   | <p><b>Pick a Group of Phrasal Verbs</b><br/>Memory Games – Question 3</p> <p>Make a chain of phrasal verbs: one, <i>then</i> one plus two, <i>then</i> one plus two plus three... etc. (Shopping List Game).</p> <p>Talk a Lot</p> |
| <p><b>Pick a Group of Phrasal Verbs</b><br/>Memory Games – Question 4</p> <p>Set up a group of cards face up. Memorise the arrangement. Turn them face down. Try to find each phrasal verb by turning up the correct card first time.</p> <p>Talk a Lot</p> | <p><b>Pick a Group of Phrasal Verbs</b><br/>Memory Games – Question 5</p> <p>How many phrasal verbs can you remember when they are all face down on the table?</p> <p>Talk a Lot</p>   |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 1</p> <p>Decide whether it has an idiomatic meaning, a literal meaning, or both.</p> <p>Talk a Lot</p>   | <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 2</p> <p>Translate it into your language.</p> <p>Talk a Lot</p>   |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 3</p> <p>Say whether it can be replaced by a single verb. If it can, which verb?</p> <p>Talk a Lot</p>   | <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 4</p> <p>Decide whether its tone is formal, informal, neutral, or slang.</p> <p>Talk a Lot</p>  |

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs! – Activity Cards (Page 4 of 6)

|  |  |
|--|--|
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 5</p> <p>Act it out without speaking –<br/>although you can make noises!</p> <p>Talk a Lot</p>  | <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 6</p> <p>Draw a picture to represent<br/>its double meaning.</p> <p>Talk a Lot</p>  |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 7</p> <p>Analyse the words. Is it possible to<br/>try to guess the meaning from the<br/>words?</p> <p>Talk a Lot</p>  | <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 8</p> <p>Say a sentence with the literal<br/>meaning, then the same sentence<br/>with the phrasal verb. Compare them.<br/>Which sounds better? Why?</p> <p>Talk a Lot</p> |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 9</p> <p>Think of another phrasal verb that<br/>has the same or a similar meaning.</p> <p>Talk a Lot</p>  | <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 10</p> <p>Think of another phrasal verb that is<br/>connected with the same topic.</p> <p>Talk a Lot</p>  |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 11</p> <p>Think of an opposite phrasal verb<br/>(if possible).</p> <p>Talk a Lot</p>  | <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 12</p> <p>Think of another phrasal verb that<br/>uses the same verb. Compare the<br/>meanings.</p> <p>Talk a Lot</p>  |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Meaning and Context – Question 13</p> <p>Describe the usual meaning of the<br/>verb, without the particle. Does it<br/>relate in any way to the meaning of<br/>the phrasal verb?</p> <p>Talk a Lot</p> | <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 1</p> <p>Decide whether it takes an object<br/>(transitive), no object (intransitive),<br/>or can be both.</p> <p>Talk a Lot</p>   |

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs! – Activity Cards (Page 5 of 6)

|   |  |
|---|--|
| <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 2</p> <p>If it is transitive, where can the object go? Is it separable (middle or end) or inseparable (end only)?</p> <p>Talk a Lot</p> | <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 3</p> <p>If it has a noun form, what is it?</p> <p>Talk a Lot</p>  |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 4</p> <p>If it has an adjective form, what is it?</p> <p>Talk a Lot</p>   | <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 5</p> <p>Say whether another phrasal verb can be made by adding another particle.</p> <p>Talk a Lot</p>                |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 6</p> <p>What is the sound connection between the words – i.e. (cv), (vc), (vv), or (cc)?</p> <p>Talk a Lot</p>                         | <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 7</p> <p>Think of some more phrasal verbs that use the same verb.</p> <p>Talk a Lot</p>                                |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Form – Question 8</p> <p>Find one or more idioms that contain this phrasal verb.</p> <p>Talk a Lot</p>  | <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 1</p> <p>Use this phrasal verb in a sentence to talk about a situation in your past.</p> <p>Talk a Lot</p> |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 2</p> <p>Use this phrasal verb in a sentence to talk about a future situation.</p> <p>Talk a Lot</p>                        | <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 3</p> <p>Use the phrasal verb in a sentence on any topic (using a given verb form).</p> <p>Talk a Lot</p>  |

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs! – Activity Cards (Page 6 of 6)

|   |  |
|---|--|
| <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 4</p> <p>Use the phrasal verb in a sentence based on the topic (using a given verb form).</p> <p>Talk a Lot</p>   | <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 5</p> <p>Think of two or more collocations with nouns.</p> <p>Talk a Lot</p>   |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 6</p> <p>Think of two or more collocations with adverbs.</p> <p>Talk a Lot</p>  | <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 7</p> <p>Use it to ask a wh- question. The other student(s) answer...<br/>a) as themselves,<br/>b) as a role play character.</p> <p>Talk a Lot</p>                 |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 8</p> <p>Use it to ask a yes/no question. The other student(s) answer...<br/>a) as themselves,<br/>b) as a role play character.</p> <p>Talk a Lot</p>       | <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 9</p> <p>Use it to ask a question with “Have you ever...?” The other student(s) answer... a) as themselves,<br/>b) as a role play character.</p> <p>Talk a Lot</p> |
| <p><b>Pick an Individual Phrasal Verb</b><br/>Practice (Usage) – Question 10</p> <p>Use it to ask a conditional question. The other student(s) answer...<br/>a) as themselves,<br/>b) as a role play character.</p> <p>Talk a Lot</p> | <p><b>Pick a Group of Phrasal Verbs</b><br/>_____ Question ____</p> <p><i>Write your own question below!</i></p> <p>Talk a Lot</p>   |
| <p><b>Pick an Individual Phrasal Verb</b><br/>_____ Question ____</p> <p><i>Write your own question below!</i></p> <p>Talk a Lot</p>  |  |

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Sample Answers

For the first part of this set of sample answers I have chosen a group of eight phrasal verbs at random from Unit 2: Problems. They are:

break up take out fit in make up sign on stand up to long for give up

It goes without saying that a good dictionary – and even a good dictionary of phrasal verbs, if possible – will be an invaluable companion for students during this activity.

*Pick a Group of Phrasal Verbs:*

#### Meaning and Context

These activities are done by the students, with the teacher checking their results. There are no sample answers to record.

#### Form

##### **1. Group the phrasal verbs by connecting sounds: (cv), (vc), (vv), or (cc).**

cv: break up, fit in, sign on, take out, make up, give up  
cc: long for  
cv and cc: stand up to

- 2. Put all of the transitive\* phrasal verbs into a group. (\*pv's that take an object)**
- 3. Put all of the intransitive\* phrasal verbs into a group. (\*pv's that don't take an object)**
- 4. Put all of the separable\* phrasal verbs into a group. (\*trans. pv's that take an object before or after the particle)**
- 5. Put all of the inseparable\* phrasal verbs into a group. (\*trans. pv's that take an object after the particle only)**

Students can check their answers to these questions against the table of phrasal verbs on P.45 of this unit.

##### **6. Using the IPA, group together phrasal verbs that contain the same vowel sounds.**

the verbs in: break up, take out, and make up all contain the vowel sound /eɪ/  
the verbs in: fit in, and give up both contain the vowel sound /ɪ/

##### **7. Using the IPA, group together phrasal verbs that contain the same consonant sounds.**

For example, break up, take out, and make up all contain the consonant sound /k/ at the end of the verb.

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### Sample Answers

#### 8. Put phrasal verbs with silent letters\* into a group. (\*letters which are not pronounced)

For example, “a” is not pronounced in “break”, “e” is not pronounced in “take”, “make”, and “give”, and “g” is not pronounced in “sign”.

#### Practice (Usage)

##### 1. Put together two or more phrasal verbs into the same sentence.

For example:

“My brother is always **breaking up** with his girlfriend, then five minutes later they've **made up** again.”

“As a child I used to **long for** my dad to **give up** smoking, but he was **signing on** and it was one of the few pleasures he had left in life.”

##### 2. Link phrasal verbs to make a story or dialogue/role play – one in each sentence.

John: Did you know Roger and Claire have **broken up**?

Janey: I thought they were going to **take out** a mortgage together?

John: Yes, but I think they've been so busy they couldn't **fit it in**.

Janey: Oh, that's terrible. I hope they can **make up** with each other.

etc.

##### 3. Put the phrasal verbs into the four categories in the unit that you are studying.

Children: sign on, stand up to

Teenagers: fit in, take out

Adults: break up, long for, give up

Elderly People: make up

##### 4. Think of a subject and an object for each phrasal verb (where possible).

Tina **broke up** with her boyfriend.

The Smiths **took out** a loan.

I tried to **fit in** with my class at school.

My sister **made up** with her former boss.

Jeremy is **signing on** the dole.

Arthur **stood up to** the bully at his school.

My parents were **longing for** a grandchild.

My teacher has **given up** smoking.

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### Sample Answers

#### 5. Think of an item that you could associate with each phrasal verb.

break up: an engagement ring returned to the shop  
take out: a loan agreement ready to sign  
make up: some paper tissues to mop up the tears  
sign on: a worn social security book

etc.

#### 6. Put the phrasal verbs into groups of places where the actions could happen.

fit in / stand up to: a school playground  
take out: a bank  
break up / make up: a nightclub or restaurant

etc.

#### 7. Put the phrasal verbs into groups to show what time of day the actions might occur, e.g. a) morning, b) afternoon, c) evening, d) night.

a) morning: take out  
b) afternoon: sign on, stand up to  
c) evening: long for  
d) night: break up, make up

etc.

### Memory Games

#### 1. Put the phrasal verbs into alphabetical order.

break up, fit in, give up, long for, make up, sign on, stand up to, take out.

#### 2. Put the phrasal verbs into reverse alphabetical order.

take out, stand up to, sign on, make up, long for, give up, fit in, break up.

#### 3. Make a chain of phrasal verbs: one, *then* one plus two, *then* one plus two plus three... etc. (Shopping List Game).

Here students sit in a circle and recite the phrasal verbs from memory. The first student says one, then the next student says that one plus one of their own, then the third student says those two plus one of their own, and so on. You could make it harder by asking the students to tell you whether the phrasal verbs are transitive separable or inseparable, or intransitive. Or, by asking them to think of a phrase or short sentence for each new phrasal verb, etc.

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### Sample Answers

**4. Set up a group of cards face up. Memorise the arrangement. Turn them face down. Try to find each phrasal verb by turning up the correct card first time.**

**5. How many phrasal verbs can you remember when they are all face down on the table?**

These activities are both self-explanatory – the aim being to become familiar with all of the phrasal verbs in the unit as quickly as possible.

*Pick an Individual Phrasal Verb  
...and choose **one** of its meanings to explore*

For the second part of this set of sample answers I have chosen the phrasal verb “give up” with the literal meaning “to finish a habit” (from *Unit 2: Problems*).

#### Meaning and Context

**1. Decide whether it has an idiomatic meaning, a literal meaning, or both.**

The meaning of “give up” is idiomatic. To “give up” is not a literal, physical action, and “give up” is not related to the verb “to give”. On the other hand, “sign on” has a literal meaning in that in order to receive benefits from the British Government you do have to sign a document.

**2. Translate it into your language.**

Answers will vary.

**3. Say whether it can be replaced by a single verb. If it can, which verb?**

“give up” could be replaced in a sentence by either of these synonyms: “stop” or “quit”, e.g.

Sally has **given up** smoking.

Sally has **stopped** smoking.

Sally has **quit** smoking.

**4. Decide whether its tone is formal, informal, neutral, or slang.**

“give up” is fairly standard, everyday English. It is not slang – “quit” is the slang term. It is not formal – a more formal verb with the same meaning would be “cease”.

**5. Act it out without speaking – although you can make noises!**

A student might mime somebody smoking, coughing, then discarding the cigarette, or screwing up the packet and throwing it away.

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Sample Answers

#### 6. Draw a picture to represent its double meaning.

This question is relevant to a phrasal verb if it has more than one meaning. For example, “give up” can mean two different things: “finish a habit” and “stop trying”. A student might draw a picture of a smoker who has tried to give up smoking, but can't manage it, and because of this has stopped trying.

#### 7. Analyse the words. Is it possible to try to guess the meaning from the words?

This question is related to Question 1, above. Since we have decided that “give up” does not have a literal meaning, it follows that it will not be possible to guess the meaning from the words, although we might argue that if somebody “gives up” something – literally offering it up as a gift – then they won't have it for themselves, and therefore won't benefit from it. Tenuous links are still valid, as long as they get students talking and thinking about phrasal verbs!

#### 8. Say a sentence with the literal meaning, then the same sentence with the phrasal verb. Compare them. Which sounds better? Why?

Compare these two sentences:

Literal/boring meaning: “I'm going to stop smoking.”  
With the phrasal verb: “I'm going to give up smoking.”

In the first sentence it is quite clear what you are going to do, although you might need to add further information, such as the adverb “permanently”, to make the meaning crystal clear. The second sentence is only clear if you understand the meaning of the phrasal verb “give up”. If you do, then the second sentence – with the phrasal verb stating the permanence of the action – is more concise and therefore more satisfactory.

#### 9. Think of another phrasal verb that has the same or a similar meaning.

The phrasal verbs “pack up” and “pack in” are synonyms for “give up”, although they are slang expressions rather than standard English:

“I'm going to **give up** smoking.” )  
“I'm going to **pack up** smoking.” } same meaning  
“I'm going to **pack in** smoking.” )

#### 10. Think of another phrasal verb that is connected with the same topic.

If you “give up” smoking, you might then “throw away” your cigarettes, lighter, and ashtrays, and forever afterwards “look down on” anybody who refuses to do the same!

#### 11. Think of an opposite phrasal verb (if possible).

The opposite of “give up” (stop) is “take up” (start). For example:

A: My husband has given up smoking.  
B: Oh really? Mine has just taken it up!

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Sample Answers

**12. Think of another phrasal verb that uses the same verb. Compare the meanings.**

“give up” shares the same verb (give) with “give in”, which is related to “give up” in that when you “give in” you submit to something, or are dominated by something, e.g. tobacco. When you “give up” that thing you gain freedom and you win, rather than “giving in”.

**13. Describe the usual meaning of the verb, without the particle. Does it relate in any way to the meaning of the phrasal verb?**

This question is related to Questions 1 and 7. “give” means to offer something to somebody or something. When we “give up” something we could argue that we are offering something which – after giving it up – we won't have any more.

#### Form

**1. Decide whether it takes an object (transitive), no object (intransitive), or can be both.**

In the meaning of “finish a habit”, “give up” is transitive: it needs an object following it. We can't say, for example: “My friend gave up last month.” What did they give up? It is intransitive in its second meaning “stop trying”, so we can say “My friend has given up”, with the meaning that they have stopped trying.

**2. If it is transitive, where can the object go? Is it separable (middle or end) or inseparable (end only)?**

In the meaning of “finish a habit”, “give up” is transitive inseparable: we can't put the object between the verb “give” and the particle “up”. We can't say, for example: “My friend gave smoking up last month.” The correct sentence would be: “My friend gave up smoking last month.”

**3. If it has a noun form, what is it?**

“give up” does not have a noun form, although plenty of phrasal verbs do. For example, from our original group of eight we can find: a break up; some take out (food); some make up (cosmetics); and a longing for sth/sby.

**4. If it has an adjective form, what is it?**

“give up” does not really have an adjective form, although we might see the phrase “a given-up habit”, or something similar. Plenty of phrasal verbs do have adjective forms, however. For example, from our original group of eight we can find the following compound adjectives: take-out food; a making-up party; a signing-on book; and a longed-for child.

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They’re Good for You!

#### Sample Answers

##### 5. Say whether another phrasal verb can be made by adding another particle.

We can make the following phrasal verbs by adding another particle to “give up”:

| <u>Phrasal Verb:</u> | <u>Literal Meaning:</u> | <u>Example:</u>                          |
|----------------------|-------------------------|--|
| give up for          | applaud                 | Let’s give it up for The Monkees!        |
| give up on           | abandon                 | Jack gave up on his wayward son.         |
| give up to           | denounce                | Jack gave up his son to the authorities. |

##### 6. What is the sound connection between the words – i.e. (cv), (vc), (vv), or (cc)?

The sound connection between the words “give” and “up” is cv – consonant sound /v/ to vowel sound /ʌ/

##### 7. Think of some more phrasal verbs that use the same verb.

This question is related to Meaning & Context Question 12, above. There are a lot more phrasal verbs starting with the verb “give” that you could explore, for example:

*give away, give back, give in, give in to, give off, give out, give over, give up on, give up to*  
etc.

##### 8. Find one or more idioms that contain this phrasal verb.

There are several well-known idioms that are based on the phrasal verb “give up”:

| <u>Idiom:</u>                             | <u>Literal Meaning:</u>  |
|---|--|
| 1. To <b>give sby up</b> for dead.        | To believe that sby is dead and therefore stop looking for them.   |
| Example:                                  | “The police were no longer searching for Mr. Clifton. They had <b>given him up</b> for dead.”  |
| 2. To <b>give up</b> the ghost.           | To die (people) or to break down irreparably (machines)  |
| Example:                                  | “My computer has finally <b>given up</b> the ghost.”   |
| 3. To not <b>give up</b> without a fight. | To keep trying, even though the situation is very difficult.   |
| Example:                                  | I’m going to get my solicitor to examine my father’s will again. I <i>will</i> get some money from it! I won’t <b>give up</b> without a fight! |

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### Sample Answers

#### Practice (Usage)

**1. Use this phrasal verb in a sentence to talk about a situation in your past.**

For example: "My dad gave up smoking in 1989."

**2. Use this phrasal verb in a sentence to talk about a future situation.**

For example, "My Auntie Mary is going to give up chocolate for Lent."

**3. Use the phrasal verb in a sentence on any topic (using a given verb form).**

For this question you could give the students a particular verb form, or they could suggest one themselves, for example:

Verb form: future with "going to"  
Topic: any  
Sentence: "I'm going to give up playing the piano, because I haven't got time to practice."

**4. Use the phrasal verb in a sentence based on the topic (using a given verb form).**

Verb form: past simple  
Topic: Problems  
Sentence: "Tim gave up drinking after he was arrested for being drunk and disorderly."

**5. Think of two or more collocations with nouns.**

Students should try to think of as many different collocations as possible, for example:

|                   |                     |
|-------------------|---------------------|
| give up smoking   | give up drugs       |
| give up chocolate | give up soap operas |
| give up alcohol   | give up gambling    |

etc.

i.e. "give up" any habit, particularly one which has negative results.

**6. Think of two or more collocations with adverbs.**

|                                    |                                 |
|------------------------------------|---------------------------------|
| give up smoking reluctantly        | give up drugs willingly         |
| give up chocolate enthusiastically | give up soap operas resentfully |
| give up alcohol half-heartedly     | give up gambling completely     |

etc.

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### Sample Answers

**7. Use it to ask a wh- question. The other student(s) answer... a) as themselves, b) as a role play character.**

Question: "When did your granddad give up whisky?"

Answers will vary, e.g. "Last week."/"A few years ago."/"Last New Year."/"He hasn't yet!" etc.

**8. Use it to ask a yes/no question. The other student(s) answer... a) as themselves, b) as a role play character.**

Question: "Has your mum given up chocolate because she's on a diet?"

Answers will vary, e.g. "Yes, she's trying to lose two stone before her holiday in Portugal."

**9. Use it to ask a question with "Have you ever...?" The other student(s) answer... a) as themselves, b) as a role play character.**

Question: "Have you ever given up anything for Lent?" [The period in the Christian calendar before Easter]

Answers will vary, e.g. "No, I haven't, because I haven't got any will-power!"

**10. Use it to ask a conditional question. The other student(s) answer... a) as themselves, b) as a role play character.**

Question: "If you had to give up either chocolate or fizzy drinks, which would you rather give up – and why?"

Answers will vary, e.g. "I would probably give up fizzy drinks, because I can't live without chocolate!"

# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Phrasal Verbs Dice Game – Instructions

The Phrasal Verbs Dice Game consists of the following worksheets:

##### P.71 Most Common Verbs and Particles Dice

Print the worksheet onto thin card. Use colour ink if possible. Cut out the dice and score along each connecting line. Then fold the dice together and glue or tape the tabs underneath.

When you have both dice ready, students take it in turns to roll them both together and then use the resulting phrasal verb with some of the 57 quick activities from the *Eat Up Your Phrasal Verbs* activity list (from P.51). The aim of the dice game is to create random phrasal verbs which can then be analysed. This particular pair of dice will make 34 different phrasal verbs, e.g. "go out" – see P.72 for the full list – and even more if you have two particle dice and make three-word phrasal verbs, e.g. "put back down". The six verbs have been specially chosen because each is used in many different phrasal verbs. Similarly, the six particles have been chosen as among the most commonly occurring phrasal verb particles in English. To make the game more fun, you could award points for successfully completing a task.

A simpler, more informal activity would be to get students to roll the dice and then discuss the resulting phrasal verb – its meaning(s), translation, and the situation and context in which it could be used.

It can be interesting to choose an individual verb and then roll only the particle dice, making up to six different phrasal verbs. Similarly, you could choose one particle and roll only the verb dice – and look for possible connections between phrasal verbs that use the same particle.

Note: there may be a few occasions when no phrasal verbs are made when you roll both dice, e.g. "give down" is not a valid phrasal verb.

##### P.73 Object Dice

These dice can be used with the main game (above). Students roll the verb, particle, and object dice and discuss whether they can use the object with the resulting phrasal verb – and where that object can go – or whether there is no object (the blank face of the dice). For example:

"give up" + "sth" = give something up (e.g. stop smoking)

"give up" + "him" = give him up (e.g. stop thinking about an ex-lover)

"come back" + "it" = impossible. "come back" is intransitive and does not need an object.

"come back" + "no object" (blank face of the dice) = possible: "come back" (return)

# Talk a Lot

## Intermediate Book 1

Eat Up Your Phrasal Verbs – They're Good for You!

### Phrasal Verbs Dice Game – Instructions

This activity is intended to get students talking about whether phrasal verbs take an object (transitive) or not (intransitive) – and if they do take an object, where that object can go: either between the verb and particle or after the particle (separable), or only after the particle (inseparable).

There is also a blank dice on this page with which you can create your own verbs, particles, or objects dice.

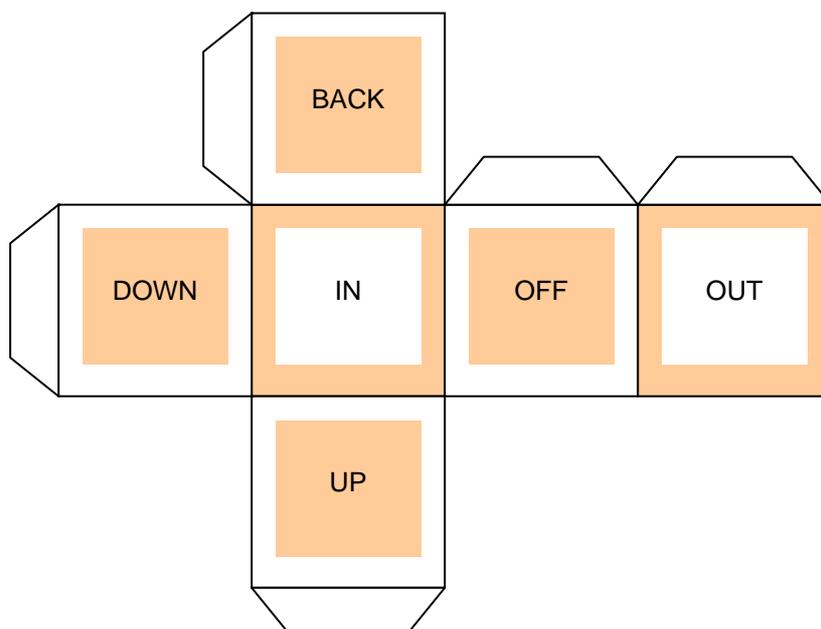
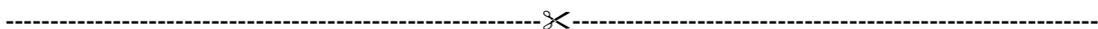
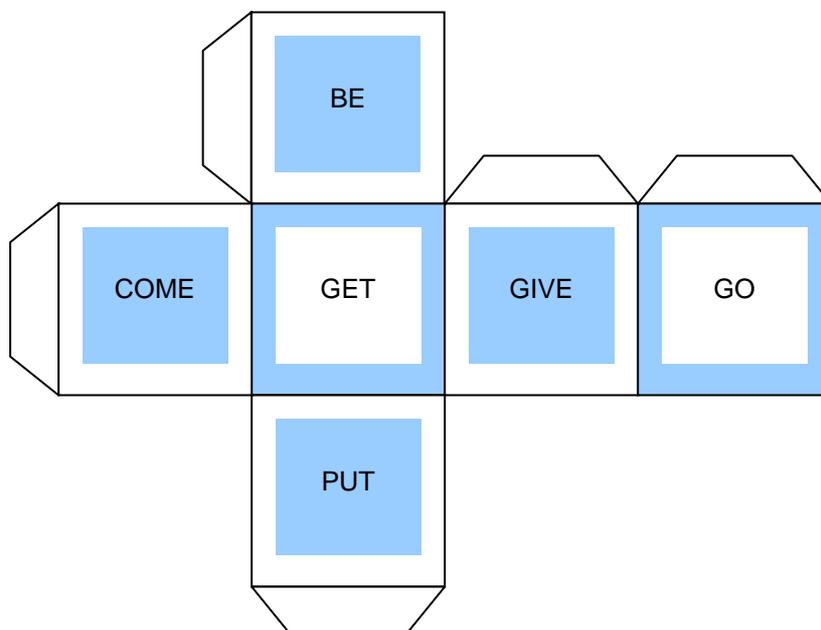
#### P.74 Two Blank Dice

This worksheet gives students or teachers the opportunity to design and print their own verb, particle, or object dice. You can tailor the activity to focus on the phrasal verbs in a particular unit, or indeed *any* group of phrasal verbs that you need to practise.

# Talk a Lot

## Intermediate Book 1

Phrasal Verbs Dice Game – Most Common Verbs and Particles Dice



# Talk a Lot

## Intermediate Book 1

### Eat Up Your Phrasal Verbs – They're Good for You!

#### Phrasal Verbs Dice Game – Combinations

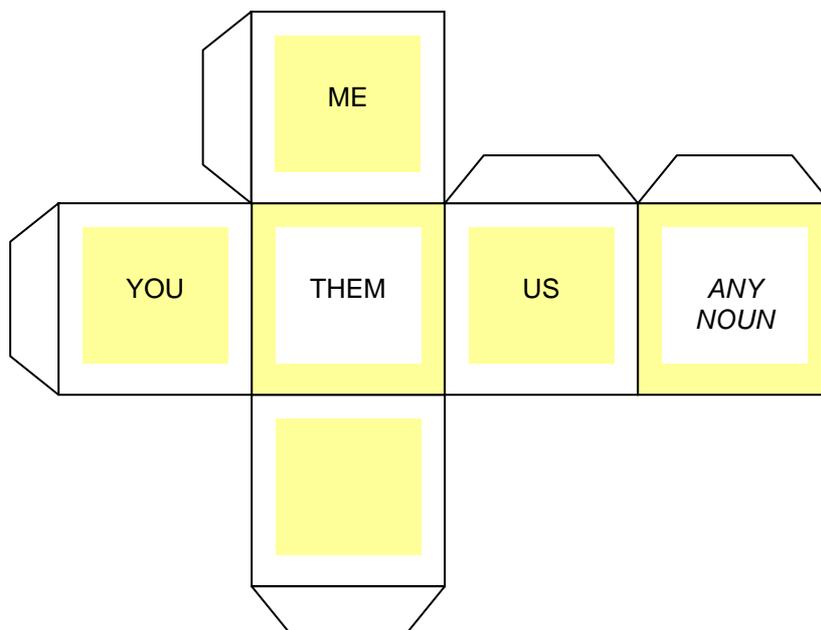
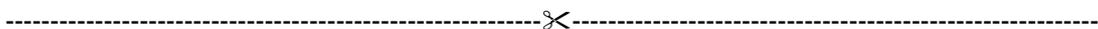
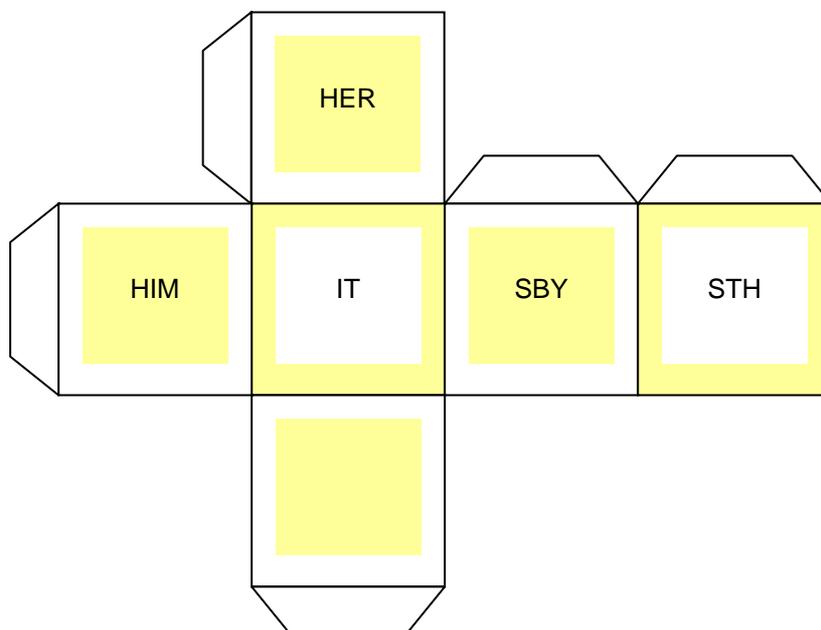
When you roll the **Most Common Verbs and Particles Dice** there are 36 possible combinations, which produce 34 different phrasal verbs. They are listed below, along with their literal meanings and example sentences. For this exercise only one literal meaning is listed for each phrasal verb – there may be more, so if you have time you could explore further with a phrasal verbs dictionary – or online!

| <u>Verb Dice:</u> | <u>Particle Dice:</u> | <u>Literal Meaning:</u>                        | <u>Example Sentence:</u>                                    |
|-------------------|-----------------------|--|---|
| <b>BE</b>         | <b>BACK</b>           | <i>none</i>                                    | –   |
|                   | <b>DOWN</b>           | be not functioning                             | Oh no! The internet's <b>down</b> again!                    |
|                   | <b>IN</b>             | be fashionable                                 | Plain blue shirts <b>are in</b> this season.                |
|                   | <b>OFF</b>            | be no longer fresh                             | The milk's <b>off</b> . Can you buy some?                   |
|                   | <b>OUT</b>            | be an unsuitable day                           | I'm away next week, so Friday's <b>out</b> .                |
| <b>COME</b>       | <b>UP</b>             | be awake                                       | I've <b>been up</b> for about two hours.                    |
|                   | <b>BACK</b>           | return   | I just <b>came back</b> to get my jacket.                   |
|                   | <b>DOWN</b>           | decrease                                       | I hope the price of fuel <b>comes down</b> .                |
|                   | <b>IN</b>             | enter  | Hi! Great to see you! Please <b>come in</b> .               |
|                   | <b>OFF</b>            | be removed                                     | The stain on the carpet <b>won't come off</b> .             |
| <b>GET</b>        | <b>OUT</b>            | be released                                    | When's that new CD <b>coming out</b> ?                      |
|                   | <b>UP</b>             | occur unexpectedly                             | I can't meet later; something's <b>come up</b> .            |
|                   | <b>BACK</b>           | return   | What time did you <b>get back</b> last night?               |
|                   | <b>DOWN</b>           | dance  | They <b>were getting down</b> at the club!                  |
|                   | <b>IN</b>             | enter  | Hurry up and <b>get in</b> the car, please!                 |
| <b>GIVE</b>       | <b>OFF</b>            | leave  | I <b>got off</b> the train and ran to meet her.             |
|                   | <b>OUT</b>            | become known publicly                          | The news about her pregnancy <b>got out</b> .               |
|                   | <b>UP</b>             | rise   | I usually <b>get up</b> at seven in the morning.            |
|                   | <b>BACK</b>           | return sth                                     | I forgot to <b>give back</b> Tammy's DVD.                   |
|                   | <b>DOWN</b>           | <i>none</i>                                    | –   |
| <b>GO</b>         | <b>IN</b>             | surrender                                      | In a fight he never <b>gives in</b> .                       |
|                   | <b>OFF</b>            | produce sth                                    | The car engine <b>gave off</b> a funny smell.               |
|                   | <b>OUT</b>            | distribute                                     | Can you help <b>give out</b> these leaflets?                |
|                   | <b>UP</b>             | finish a habit                                 | My brother <b>has given up</b> smoking.                     |
|                   | <b>BACK</b>           | revisit  | I <b>went back</b> to my old school last week.              |
| <b>PUT</b>        | <b>DOWN</b>           | decrease                                       | At night the temperature <b>goes down</b> .                 |
|                   | <b>IN</b>             | be understood                                  | If I revise at night the facts <b>go in</b> better.         |
|                   | <b>OFF</b>            | happen   | The event <b>went off</b> really well.                      |
|                   | <b>OUT</b>            | socialise                                      | Me and my mates <b>go out</b> every Friday.                 |
|                   | <b>UP</b>             | increase                                       | The price of milk <b>has gone up</b> again.                 |
| <b>PUT</b>        | <b>BACK</b>           | replace  | Please <b>put</b> my books <b>back</b> on the shelf.        |
|                   | <b>DOWN</b>           | criticise                                      | My brother <b>is</b> always <b>putting</b> me <b>down</b> . |
|                   | <b>IN</b>             | interject                                      | "What about me?" <b>put in</b> Bob angrily.                 |
|                   | <b>OFF</b>            | postpone                                       | The concert <b>was put off</b> until next year.             |
|                   | <b>OUT</b>            | extinguish                                     | It took fifteen minutes to <b>put out</b> the fire.         |
| <b>UP</b>         | allow sby to stay     | When I went to Rio, my mate <b>put me up</b> . |   |

# Talk a Lot

## Intermediate Book 1

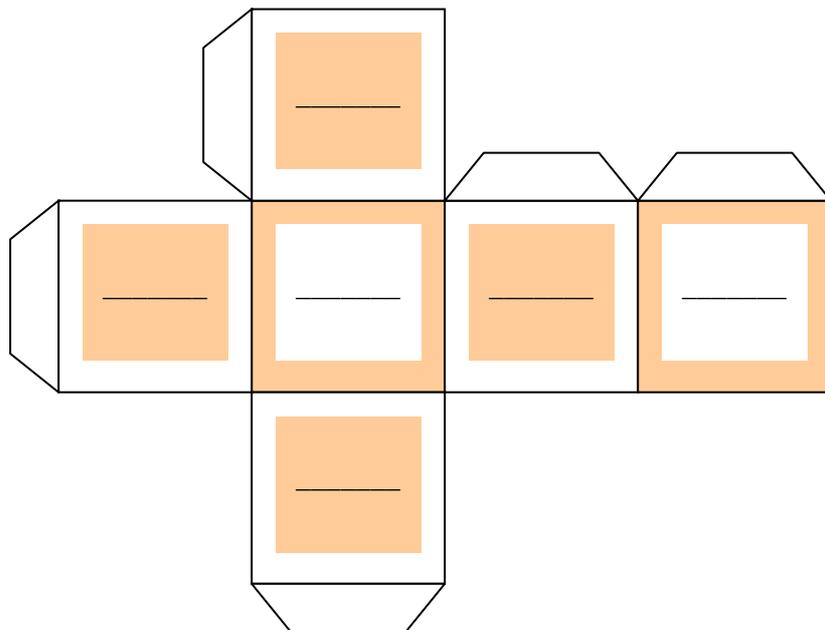
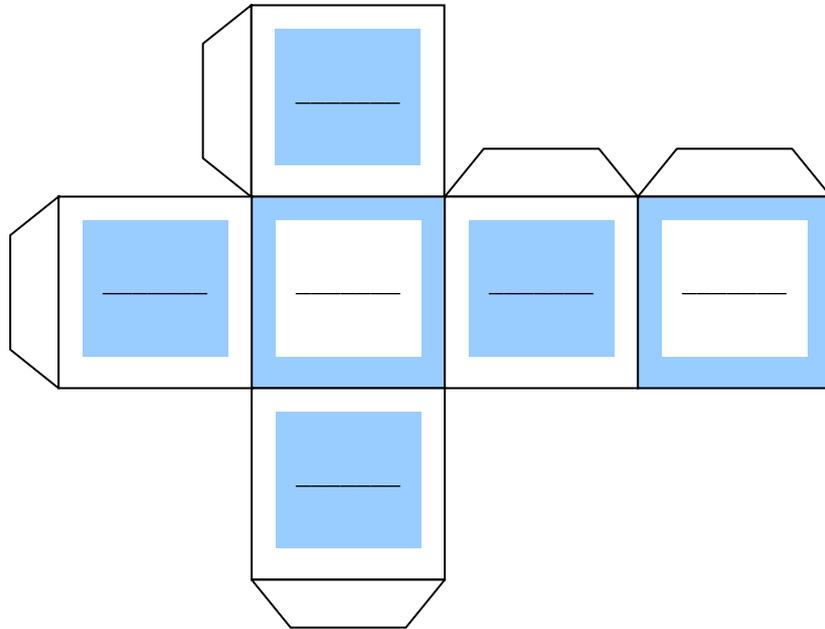
### Phrasal Verbs Dice Game – Object Dice



# Talk a Lot

## Intermediate Book 1

Phrasal Verbs Dice Game – Two Blank Dice



# Talk a Lot

## Politics

### Phrasal Verbs – Sentence Bash!

1. Cut out the cards, mix them up, then match them together. 2. Read a sentence out loud with your partner – one word at a time each. Find the gap in the sentence, and add a suitable phrasal verb, changing the verb form if necessary. Read the final sentence aloud, then think of two more sentences using the same phrasal verb.

|                |            |          |           |
|----------------|------------|----------|-----------|
| PUT FORWARD    | FACE UP TO | struggle | make      |
| RUN OUT        | BELIEVE IN | propose  | disappear |
| LOOK TO        | GET BEHIND | better   | admire    |
| HAMMER OUT     | CUT OUT    | stop     | expect    |
| MUDDLE THROUGH | IMPROVE ON | support  | accept    |

---

#### Student A:

1. Lara to consequences her to
2. the and to real of debate.
3. I that can the Minister's initiative.
4. leaders all main attempted an
5. It's for to committee's of
6. the manager increase salaries his
7. A his for new scheme the centre.
8. In speech President how he great
9. Hopes reaching agreement beginning
10. our tends simply than with

---

#### Student B:

1. has the of decision resign.
2. Let's waffle get the point this
3. hope we all Prime new
4. The of the parties to agreement.
5. impossible us the offer assistance.
6. John deputy to the of team.
7. councillor proposals a housing near city
8. his the said much our nation.
9. of an were to
10. Unfortunately, government to rather lead confidence.

# Supporting Material

Slang

# Talk a Lot

## Intermediate Book 1

### Slang



#### **Definition of Slang – from *Unit 2: Problems***

Slang is informal language consisting of words and phrases that replace standard dictionary words and phrases. It is used far more often in spoken English than in written English. Slang words are known and used by members of a particular group of people, which might be based on: class, race, gender, age, education, interests, job, etc.

Example:

“Do you like my new t-shirt?”

“Yeah, man!” [“Yes, my friend.”] “It’s totally sick!” [“It’s really nice!”]

When:

When you want to show that you belong to a particular group. By adopting their slang and customs you will feel closer to them, and they will be more likely to accept you as a legitimate member of their group.



# Talk a Lot

## Intermediate Book 1

### An A-Z of English Slang Terms – Part 1

*Write a definition for each of the following slang terms.*

*Note: (n.) means the word is a noun, (a.) means it is an adjective and (v.) means it is a verb:*

- |          |                           |       |
|----------|---------------------------|-------|
| <b>A</b> | argy bargy (n.)           | _____ |
| <b>B</b> | belly button (n.)         | _____ |
| <b>C</b> | clanger (n.)              | _____ |
| <b>D</b> | dog's breakfast (n.)      | _____ |
| <b>E</b> | easy peasy (a.)           | _____ |
| <b>F</b> | five finger discount (n.) | _____ |
| <b>G</b> | gee gee (n.)              | _____ |
| <b>H</b> | humungous (a.)            | _____ |
| <b>I</b> | icky (a.)                 | _____ |
| <b>J</b> | joanna (n.)               | _____ |
| <b>K</b> | knuckle sandwich (n.)     | _____ |
| <b>L</b> | lounge lizard (n.)        | _____ |
| <b>M</b> | monkey suit (n.)          | _____ |

*Extra time: write three sentences using each slang term.*

# Talk a Lot

## Intermediate Book 1

### An A-Z of English Slang Terms – Part 2

*Write a definition for each of the following slang terms.*

*Note: (n.) means the word is a noun, (a.) means it is an adjective and (v.) means it is a verb:*

- |          |                           |       |
|----------|---------------------------|-------|
| <b>N</b> | nifty (a.)                | _____ |
| <b>O</b> | oomph (n.)                | _____ |
| <b>P</b> | pug ugly (a.)             | _____ |
| <b>Q</b> | quack (n.)                | _____ |
| <b>R</b> | rust-bucket (n.)          | _____ |
| <b>S</b> | spare tyre (n.)           | _____ |
| <b>T</b> | toodle-oo! (interjection) | _____ |
| <b>U</b> | upchuck (v.)              | _____ |
| <b>V</b> | vamoose (v.)              | _____ |
| <b>W</b> | whatchamacallit (n.)      | _____ |
| <b>X</b> | Xmas (n.)                 | _____ |
| <b>Y</b> | yuppie (n.)               | _____ |
| <b>Z</b> | zillionaire (n.)          | _____ |

*Extra time: write three sentences using each slang term.*

# Talk a Lot

## Intermediate Book 1

### Australian Slang Phrases 1

*Match the Australian slang term on the left with the correct meaning on the right:*

- |                         |   |
|-------------------------|---|
| <b>1. footy</b>         | a) a barbecue                                 |
| <b>2. a barbie</b>      | b) an idiot                                   |
| <b>3. fair dinkum</b>   | c) to rest and relax, especially watching TV  |
| <b>4. an earbashing</b> | d) a lot                                      |
| <b>5. Aussie</b>        | e) a friend                                   |
| <b>6. a cobber</b>      | f) money                                      |
| <b>7. heaps</b>         | g) Australian                                 |
| <b>8. moolah</b>        | h) an English person                          |
| <b>9. a dipstick</b>    | i) Australian Rules Football                  |
| <b>10. a dunny</b>      | j) true; genuine                              |
| <b>11. the Outback</b>  | k) a sustained period of nagging              |
| <b>12. a Pom</b>        | l) a horrible person                          |
| <b>13. a mongrel</b>    | m) an outside toilet                          |
| <b>14. to veg out</b>   | n) Australia and New Zealand                  |
| <b>15. Down Under</b>   | o) the interior of the continent of Australia |

# Talk a Lot

## Intermediate Book 1

### Australian Slang Phrases 2

*Match the Australian slang term on the left with the correct meaning on the right:*

- |                       |   |
|-----------------------|---|
| 1. a chook            | a) a pub                                |
| 2. a rellie           | b) Australia                            |
| 3. "G'day"            | c) a fight                              |
| 4. grog               | d) a person with bad manners            |
| 5. a roo              | e) an informal greeting                 |
| 6. a joey             | f) to become angry                      |
| 7. a blue             | g) beer or alcoholic drink              |
| 8. "No worries"       | h) a strong term of agreement           |
| 9. Oz                 | i) a postman                            |
| 10. a boozer          | j) a chicken                            |
| 11. to spit the dummy | k) the name for a baby kangaroo         |
| 12. a yobbo           | l) a member of your family              |
| 13. a postie          | m) a university                         |
| 14. "Too right!"      | n) a kangaroo                           |
| 15. a uni             | o) a friendly term meaning "No problem" |

# Talk a Lot

## Intermediate Book 1

### Derbyshire Accent Project – Notes

The language is English, but the accent is unique to Derbyshire. It doesn't sound the same as "standard English" (also known as RP – Received Pronunciation).

**Accent** = how we speak the language – vowel sounds and consonant sounds  
**Slang** = words & phrases that are used by a certain group of people instead of the normal terms  
**Dialect** = words & phrases that are learned and used only in a particular geographical area

What does a person from Derbyshire do when they speak?

1. They lose the beginning of a word:

- e.g. **because** becomes → '**cos**
- In particular the initial **h**, e.g. **head** → '**ed**

2. They lose the end of a word:

- e.g. **were** → **w'**. They also change /ŋ/ of gerunds to /n/ e.g. **doing** → **doin'**

3. They use short vowel sounds instead of long vowel sounds:

- e.g. **be** /bi:/ → **bi** /bɪ/

4. They run words together and miss out words which are not important to the meaning of the sentence:

- They miss out verbs, especially auxiliary verbs, e.g. **I have been** → '**Av bin**
- They miss out **to** before an infinitive, e.g. **want to go** → **wanna go**
- They miss out the short space between words, e.g. **got a** → **gotta**

5. They use the wrong word:

- e.g. **there** → **the**
- Use verb **to be** incorrectly, e.g. **I was** → **I were**
- Use the wrong pronoun, e.g. **The girl who...** → **The girl what...**

6. They pause, stumble and interrupt themselves

7. They don't speak in complete sentences:

- They continue speaking without pausing between sentences
- They stop suddenly in the middle of a sentence and start a new one

8. They use slang words and phrases, including words not appropriate in a formal situation, e.g. swear words, words appropriated from TV and popular culture (in particular words from American English), and/or words and phrases that are only known locally (dialect terms)

*Note: they may do any combination or all of these things. No wonder it can sometimes be difficult for a non-native speaker of English to understand what English people are saying!*

# Talk a Lot

## Intermediate Book 1

### Derbyshire Accent Project – Notes

#### Why do people from Derbyshire speak like this?

- So that they can speak faster. To minimise the time from speaker's brain to listener's brain
- To fit in. To feel that they belong to a particular social, geographical, economic and/or cultural group
- Because they are proud of their class and their heritage
- To keep continuity with their family: "My dad spoke like this, and his dad before him..." and so on. For some people it may be that they are comfortable with how they speak and everyone else is incorrect – either odd or comical (e.g. a Cockney or Brummie (Birmingham) accent), or posh (e.g. RP – Received Pronunciation)
- Mixing in dialect words makes the language richer and more varied – and as such more interesting and alive – than standard literal dictionary English

#### Important Phonetic Differences:

/ʊ/ for /ʌ/      e.g. bus → /bʊs/                      one → /wʊn/

/i/ for /eɪ/      e.g. Monday → /'mʊn.di/

/ɑː/ for /aʊ/      e.g. about → /ə'baʊt/                      out → /aʊt/

/æ/ for /ɑː/      e.g. bath → /bæθ/

/ʌ/ for /ɒ/      e.g. was → /wʌz/

/e/ for /i/      e.g. ready → /'re.de/

/uː/ for /juː/      e.g. stupid → /'stʊː.pɪd/

/z/ for /s/      e.g. because → /'bi.kʌz/

/ə/ for /eə/      e.g. wasn't there? → /wɒnt ðə/

/e/ for /eɪ/      e.g. make → /mek/

/ɪ/ for /aɪ/      e.g. my → /mɪ/

/ɪ/ for /iː/      e.g. she → /ʃɪ/

# Talk a Lot

## Intermediate Book 1

### Derbyshire Accent Project – Slang Phrases 1

*Match the Derbyshire Slang Phrases below (1-15) with their translations (a-o):*

1. “E’s gotta right cob on.”
2. “Av sin more fat on a chip.”
3. “Tha’s lovely clobber.”
4. “A’ yavin a laff?”
5. “Don’t be mardy.”
6. “She’s rate gobby, that one.”
7. “Ger’off wi’ yer!”
8. “The’s a wobbie on mi’ sholda’.”
9. “Y’dipstick.”
10. “Mek us a packup, will yer love?”
11. “It w’ mizzlin’.”
12. “Supwiyo’?”
13. “Think on, youth.”
14. “Ey up mi duck!”
15. “It’ll all come art in’t wash, mi duck.”

- |                                |                                 |
|--------------------------------|---------------------------------|
| a) leave me alone              | i) what’s the matter?           |
| b) very fine rain              | j) everything will be alright   |
| c) sulking                     | k) consider what I’ve just said |
| d) an unpleasant insect nearby | l) hi                           |
| e) idiot                       | m) prepare some sandwiches      |
| f) a very thin person          | n) nice clothes                 |
| g) upset                       | o) talks too much               |
| h) you cannot be serious       |                                 |

# Talk a Lot

## Intermediate Book 1

### Derbyshire Accent Project – Slang Phrases 2

*Match the Derbyshire Slang Phrases below (1-15) with their translations (a-o):*

1. “Gerr’ert!”
2. “I dunno.”
3. “Gi’ it sum welly!”
4. “Gizzit ’ere.”
5. “Get lost!”
6. “Ey, she’s gorra right monk on.”
7. “Al jus’ mash sum tea.”
8. “Aya nesh?”
9. “Orate?”
10. “Soz.”
11. “D’y wan summer t’ait?”
12. “Y’wo?”
13. “Am gunna tret mesen.”
14. “Look a’ the tabs on tha’!”
15. “Am jus nippin tut lav.”

- |                            |                                    |
|----------------------------|------------------------------------|
| a) pardon                  | i) making a hot drink              |
| b) try hard                | j) going to the toilet             |
| c) how are you             | k) I don’t believe it              |
| d) negative reply          | l) I will buy a present for myself |
| e) go away                 | m) somebody with big ears          |
| f) I apologise             | n) invitation to dine              |
| g) don’t like cold weather | o) upset                           |
| h) can I have it           |                                    |

# Talk a Lot

## Intermediate Book 1

### Derbyshire Accent Project – Slang Phrases 3

*Match the Derbyshire Slang Phrases below (1-15) with their translations (a-o):*

1. “Is gorra gammy leg.”
2. “Dunna wittle.”
3. “That werra chuffin’ belter!”
4. “Y’daft bogger!”
5. “A couldna care less.”
6. “Shideradtara’ad...”
7. “I w’ boz-eyed.”
8. “Look a’ the gob on tha’!”
9. “Wi vos ’ere fost.”
10. “Wi’ ravin’ a fuddle.”
11. “I’ we’ reet maudlin’.”
12. “Shis comin’ dan th’ jitty.”
13. “Shis a rate bobby dazzler.”
14. “Don’ ’arp on abart it.”
15. “Al jus’ wash pots.”

- |  |                                   |
|--|-----------------------------------|
| a) a very special woman                | i) we arrived earlier than you    |
| b) don’t worry                         | j) a small informal party         |
| c) walking through a narrow passageway | k) I’m not interested             |
| d) injury                              | l) something was very sentimental |
| e) looking upset                       | m) do the washing up              |
| f) you are silly                       | n) a short-sighted man            |
| g) something was really good           | o) stop complaining               |
| h) she would have had to have had...   |                                   |

# Special Topics and Bonus Material

# Talk a Lot

## Intermediate Book 1

### Comprehensive List of State Verbs in English

State verbs form a small group of verbs in English **which don't usually have continuous forms**, but use only simple verb forms. They are sometimes called "stative verbs" or "non-progressive verbs". For example:

|         |  |     |   |
|---------|--|-----|---|
| We say: | "Annie <b>likes</b> frozen peas."          | not | "Annie <b>is liking</b> frozen peas."             |
| We say: | "I <b>saw</b> a bird sitting on a branch." | not | "I <b>was seeing</b> a bird sitting on a branch." |
| We say: | "Sue <b>is</b> nearly forty years old."    | not | "Sue <b>is being</b> nearly forty years old."     |

State verbs are different from **active verbs** (also called "dynamic verbs"), which describe deliberate physical actions, e.g. **run, eat, put**, etc. They fall into three main groups:

#### 1. Things that I do in my head – with my mind:

*These thoughts are already continuous – or permanent – without using a continuous tense*

##### a) general thought processes:

believe  
know  
notice  
realise  
recognise  
remember  
understand  
want  
forget \*  
judge \*  
think \*  
wish \*

##### b) negotiations with other people:

accept  
agree  
disagree  
doubt  
impress  
mean  
need  
promise  
refuse  
suspect  
mind (care about) \*  
suppose \*  
trust \*

#### c) likes and dislikes:

dislike  
fancy  
hate  
like  
loathe  
love  
prefer

#### 2. Things that I do involuntarily – that I can't help doing:

*We use our senses all the time when we're awake – whether we want to or not! So these actions are already continuous, without using a continuous tense*

##### a) senses:

hear  
smell  
feel \*  
see \*  
sense \*  
taste \*

*\* These verbs can be both state and active, depending on the context in which they're being used, e.g.*

**State meaning:** "I have two garages." (*general state of ownership*) not: "I'm having two garages."

**Active meaning:** "We're having dinner at Emily's house." (*deliberate action*)

#### 3. States which are either continuous or permanent:

*These states are already continuous – or permanent – without using a continuous tense*

##### a) general states of being:

deserve  
last (duration)  
matter  
seem  
sound  
be \*  
keep (continue) \*  
fit (clothes) \*  
involve \*  
lie (position) \*

##### b) possession:

belong  
own  
possess  
have \*  
owe \*

##### c) contents:

consist of  
contain  
include \*

##### d) measurement:

measure \*  
weigh \*

# Talk a Lot

## Intermediate Book 1

### State Verbs in English – Matching Game 1

State verbs form a small group of verbs in English **which don't usually have continuous forms**, but use only simple verb forms. They are different from **active verbs** – e.g. run, eat, put, etc. – which describe deliberate physical actions. Some verbs are only state verbs, but other verbs can be both state and active, depending on the context in which they're being used.

Look at the **continuous form** sentences below. All of them use state verbs. Ten of them use state verbs correctly, and ten incorrectly. Separate the sentences into **correct** and **incorrect**, and correct the mistakes.

|   |   |
|---|---|
| 1. Jack is being silly in the garden.                                       | 11. Have you been smelling the pizzas in the oven? Delicious!               |
| 2. I was feeling awkward because it was my first day in class.              | 12. I'm wishing it would snow for Christmas!                                |
| 3. Are you trusting me?   | 13. We're seeing the new film by Clint Eastwood tomorrow night.             |
| 4. I'm keeping the door closed because I don't want my dog to get out.      | 14. Are you realising what will happen if you leave?                        |
| 5. I'm believing in Father Christmas.                                       | 15. We're trusting you to look after the house while we're away.            |
| 6. We're having dinner at Emily's house.                                    | 16. After watching it for eleven years, I'm still loving Coronation Street. |
| 7. "You're forgetting something, John."<br>"What?" "I love you!"            | 17. Which book are you meaning?   |
| 8. We're involving you in the discussion because you work for this company. | 18. We're thinking about moving to Ireland.                                 |
| 9. Megan is really wanting to get married.                                  | 19. I was weighing the parcel on the scales, when my dog barked.            |
| 10. She is owing me five pounds.  | 20. It is seeming that you aren't very happy in this job.                   |

# Talk a Lot

## Intermediate Book 1

### State Verbs in English – Matching Game 2

State verbs form a small group of verbs in English **which don't usually have continuous forms**, but use only simple verb forms. They are different from **active verbs** – e.g. run, eat, put, etc. – which describe deliberate physical actions. Some verbs are only state verbs, but other verbs can be both state and active, depending on the context in which they're being used.

Look at the **continuous form** sentences below. All of them use state verbs. Ten of them use state verbs correctly, and ten incorrectly. Separate the sentences into **correct** and **incorrect**, and correct the mistakes.

|   |   |
|---|---|
| 1. The film is lasting for an hour and a half.          | 11. We were tasting different wines all afternoon, and well into the evening too! |
| 2. The tap was keeping dripping, so I called a plumber. | 12. Paul could be hearing the TV as he walked past the living room door.          |
| 3. I'm sensing some discomfort among the audience.      | 13. We are including Kayleigh, because she always feels left out.                 |
| 4. Annette is lying about her relationship with Alex.   | 14. I'm judging a talent show at the local theatre in March.                      |
| 5. I am doubting that the bus will be on time.          | 15. My mate is fancying you!  |
| 6. I was minding my own business the other day when...  | 16. Are you minding if I sit here?  |
| 7. Gordon's fitting the legs onto the new coffee table. | 17. I was measuring the driveway, because we wanted to sell our house.            |
| 8. Are you knowing what time it is?                     | 18. Are you preferring Mozart or Vivaldi?   |
| 9. This fruit cake is tasting delicious!                | 19. Owing to the large number of letters, we can't reply to you all.              |
| 10. Wishing you a very happy birthday!                  | 20. I'm not able to be remembering my cousin's girlfriend's name.                 |

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

#### Introduction

**Political Correctness** (PC) is an unofficial movement that rose to prominence in the 1980s and early '90s. Its aim is to promote equality in society and reduce discrimination towards people belonging to different groups. Among its various activities that aim to influence society and government, one of its strategies is to make taboo forms of language that potentially cause offence among – generally speaking – minority groups, on the grounds of:

**ability**  
**age**  
**appearance**

**gender**  
**race**  
**religion**

**sexuality**  
**status**  
**other reasons**

In short, politically correct language means words and phrases that we use, instead of potentially derogatory or insulting language, to talk about something negative without causing offence. It is connected with **euphemism**, which can be defined as:

*“A euphemism is a word or phrase that replaces part of a sentence which is considered offensive or taboo – i.e. that cannot be talked about in “polite” conversation.”*

Example: John is Ellen’s boyfriend, but she introduces him to her parents as “A close friend”, because she doesn’t want them to know how serious their relationship is.

There are two kinds of politically correct language:

1. **Extreme Politically Correct Language:** phrases that we don’t use very often in everyday life, because they seem too extreme or sound silly
  - e.g. “My little Billy isn’t fat, he’s just *big-boned*.”

Aim: to try to see something positive in something negative. But taken to extremes political correctness can become a bit of a joke in itself.
2. **Everyday Politically Correct Language:** phrases that we *do* need to use in everyday life, to avoid offending or stigmatising other people, especially people who belong to minority groups.
  - e.g. “We’re planning a special lunch for *senior citizens* next week.” [not *old people*]  
More respectful or neutral phrases replace blunter, more potentially insensitive or offensive language. For example, politicians are keen to use inclusive PC language in order to appeal to the greatest number of voters. Another example of required politically correct language is the use of gender-neutral terms, e.g. “police officer” instead of “policeman”, to reflect changes in our workforce and culture.

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

#### 1. Extreme Politically Correct Language

Let's imagine two different situations:

##### Situation 1

You start a new job in a large office. The person showing you round describes some of the members of staff using the following politically correct language. Match each PC phrase with one of the franker meanings:

a) deaf      b) ugly      c) drunk      d) old      e) fat      f) ignorant

1. Paul isn't \_\_\_\_\_, he's just rather **factually unencumbered**.
2. Jean over there isn't \_\_\_\_\_, she's just **horizontally enabled**.
3. As you can see, Brioney is \_\_\_\_\_, but we prefer to say **aurally inconvenienced**.
4. Tina is almost sixty-six, but we don't call her \_\_\_\_\_; rather **chronologically gifted**.
5. Tommy works hard but has the tendency to get \_\_\_\_\_ – or as we like to put it, **over-served** – every now and again.
6. One might devise some cruel nicknames for Maggie, but I prefer to think of her as **visually challenging**, and not \_\_\_\_\_.

##### Situation 2

Your job doesn't work out and after about six months you begin a new job at a furniture store. The person showing you round describes a few of the people who work there using the following quite direct and insensitive language. You are so used to PC language by now that you try to correct your new colleague, using one of the following PC phrases in each case:

a) terminally inconvenienced  
b) an individual with temporarily unmet objectives  
c) residentially flexible

d) motivationally deficient  
e) potentially good  
f) involuntarily leisured

1. When you say that Jonathan is **lazy**, do you mean \_\_\_\_\_?
2. I prefer to think of your former colleague, Mr. Hoskins, as \_\_\_\_\_, rather than **dead**.
3. Instead of labelling your boss a **failure**, you should say that he's \_\_\_\_\_.
4. I'm sorry, but calling that person who asked you for change a **bum** isn't very kind. Could you perhaps refer to him as \_\_\_\_\_ instead?
5. I believe that instead of considering Larry **pure evil**, we should think of him as \_\_\_\_\_.
6. No, I wasn't **unemployed** for two months. I was simply \_\_\_\_\_.

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

Here is a selection of politically correct phrases that we don't use very often, apart from to make jokes and perhaps poke fun at the politically correct movement – and to provide examples of “political correctness gone mad!” – i.e. when the politically correct movement goes against general common sense:

#### ABILITY

| <u>Blunt / Frank / Direct Language:</u> | <u>PC Phrases that are Too Extreme:</u> |
|---|---|
| blind                                   | visually challenged                     |
| deaf                                    | visually orientated                     |
| deaf                                    | aurally inconvenienced                  |
| ignorant                                | factually unencumbered                  |
| stupid                                  | differently wise                        |
| incompetent                             | differently qualified                   |
| insane person                           | mental explorer                         |
| crazy/nuts                              | emotionally different                   |
| drunk                                   | over-served                             |

#### AGE

| <u>Blunt / Frank / Direct Language:</u> | <u>PC Phrases that are Too Extreme:</u> |
|---|---|
| old                                     | chronologically gifted                  |
| old                                     | chronologically challenged              |
| old                                     | experientially enhanced                 |
| false teeth                             | alternative dentation                   |

#### APPEARANCE

| <u>Blunt / Frank / Direct Language:</u> | <u>PC Phrases that are Too Extreme:</u> |
|---|---|
| fat                                     | differently sized                       |
| fat                                     | horizontally enabled                    |
| fat person/fatty                        | person of substance                     |
| fat person/fatty                        | person with an alternative body image   |
| ugly                                    | cosmetically different                  |
| ugly                                    | facially challenged                     |
| ugly                                    | visually challenging                    |
| bald                                    | hair disadvantaged                      |
| bald                                    | follically challenged                   |
| short                                   | vertically challenged                   |
| large nosed                             | nasally gifted                          |

#### CRIME

| <u>Blunt / Frank / Direct Language:</u> | <u>PC Phrases that are Too Extreme:</u> |
|---|---|
| criminal                                | morally challenged                      |
| criminal                                | behaviourally challenged                |
| prisoner                                | resident at Her Majesty's pleasure      |

#### DEATH

| <u>Blunt / Frank / Direct Language:</u> | <u>PC Phrases that are Too Extreme:</u> |
|---|---|
| dead                                    | metabolically challenged                |
| dead                                    | biologically challenged                 |

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

dead

terminally inconvenienced

#### **FAILURE**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

to fail

to achieve a deficiency

failure

deferred success

a failure (thing)

an incomplete success

a failure (person)

an individual with temporarily unmet objectives

wrong

differently logical

mistake

inoperative statement/event

#### **GENDER**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

housewife

domestic engineer/artist

Manchester

Personchester

#### **HOMELESSNESS**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

homeless (adj)

involuntarily undomiciled

homelessness

mortgage-free living

homeless person/bum

involuntarily domiciled

homeless person/bum

outdoor urban dweller

homeless person/bum

residentially flexible

#### **PERSONALITY**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

liar

differently honest

clumsy

uniquely coordinated

lazy

motivationally deficient

boring

differently interesting

evil

morally different

evil

potentially good

#### **RACE**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

baa baa black sheep...

baa baa green sheep...

(children's nursery rhyme)

#### **STATUS**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

geek/nerd

socially challenged

ghetto

ethnically homogenous area

#### **UNEMPLOYMENT**

Blunt / Frank / Direct Language:

PC Phrases that are Too Extreme:

redundancy

career change opportunity

unemployed

indefinitely idled

unemployed

involuntarily leisured

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

unemployed

engaged in an orderly transition between career changes

### 2. Everyday Politically Correct Language

Here is a selection of common politically correct phrases that we have accepted into our everyday vocabulary, and that we use to replace language that might cause offence or even incite hatred towards other people, especially members of minority groups:

#### ABILITY

Don't say:

handicapped people/the disabled  
disability  
educationally subnormal/simple/  
stupid/dumb

Say instead:

disabled people/differently abled people  
ability  
person with learning difficulties *or* special needs

the mentally handicapped/  
retarded person/crazy guy/  
madman

mentally ill people/individual with a mental illness

deaf

hearing impaired

blind

sight impaired

half blind

partially sighted

midgets/dwarves

little people

gifted child

advanced learner

#### AGE

Don't say:

old person  
child/kid

Say instead:

senior citizen  
young person

#### APPEARANCE

Don't say:

fat/obese

Say instead:

overweight/big/has puppy fat

#### GENDER

Don't say:

girls (about women)  
Miss/Mrs  
the little woman/the wife/'er indoors/  
the old ball and chain  
housewife  
policeman  
postman  
steward/-ess  
manageress/actress  
barmaid/-man  
fireman  
chairman  
mankind

Say instead:

women  
Ms  
my wife/life partner  
  
homemaker  
police officer  
postal worker  
flight attendant  
manager/actor  
bar attendant  
fire-fighter  
chair  
humankind

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

manhole  
manpower  
right-hand man

hole in the ground  
labour/human resources  
chief assistant

#### **RACE**

Don't say:

American Indians  
Canadian Indians  
blacks/coloureds

Aborigines  
white  
half-caste  
blacklisted  
black sheep of the family

Say instead:

Native Americans  
First Nation People  
African Americans/black people/person of colour/  
ethnic minorities  
Aboriginal Australians/Australian Aboriginal person  
Caucasian  
mixed race  
banned  
outsider, pariah

#### **SEXUALITY**

Don't say:

gays  
sex change  
promiscuous

Say instead:

gay people  
gender reassignment  
sexually active

#### **STATUS**

Don't say:

drug addict  
  
tramp/bum  
trailer park  
broken home

Say instead:

person with a chemical dependency/person in  
recovery  
homeless person  
mobile home community  
dysfunctional family

#### **OTHER NEGATIVE THINGS**

Don't say:

used/second-hand  
worst  
mistake  
to lie  
politically correct

Say instead:

recycled  
least best  
learning experience  
to be creative with the truth/with the facts  
culturally sensitive

#### Further Study:

- Consider politically correct language and behaviour in *your* culture. How politically correct are *you* / is *your* school or workplace?

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

- Examine the language in “extreme” politically correct phrases, and try to build your own:

A typical “extreme” PC phrase consists of:

- an **adverb** of viewpoint (often an “-al” adjective + “-ly” suffix, e.g. *emotional + ly = emotionally*) related to the thing that you want to describe, such as:

|                 |                   |                                    |
|-----------------|-------------------|------------------------------------|
| academically    |                   | education                          |
| alphabetically  |                   | alphabet/language                  |
| aurally         |                   | hearing                            |
| behaviourally   |                   | behaviour/actions                  |
| biologically    |                   | biology/body/metabolism            |
| chronologically |                   | time                               |
| cosmetically    |                   | face/appearance                    |
| differently     |                   | being different                    |
| ecologically    |                   | the environment                    |
| economically    |                   | money                              |
| emotionally     |                   | emotions/feelings                  |
| environmentally |                   | the environment                    |
| ethnically      |                   | ethnicity/race                     |
| experientially  |                   | experience/age                     |
| facially        |                   | face                               |
| factually       |                   | facts/information/knowledge        |
| follically      |                   | hair                               |
| geographically  |                   | geography/places                   |
| historically    |                   | history                            |
| ideologically   | connected with... | ideologies                         |
| indefinitely    |                   | lasting for a long time or forever |
| involuntarily   |                   | something not being your choice    |
| mathematically  |                   | mathematics/numbers                |
| metabolically   |                   | body/metabolism                    |
| morally         |                   | morality/behaviour/actions         |
| motivationally  |                   | motivation level/behaviour         |
| musically       |                   | music/rhythm                       |
| nasally         |                   | nose                               |
| nautically      |                   | boats/the sea/the ocean            |
| politically     |                   | politics/power                     |
| psychologically |                   | the mind/the brain/psychology      |
| racially        |                   | race                               |
| residentially   |                   | housing                            |
| socially        |                   | society/other people               |
| statistically   |                   | statistics/facts                   |
| technically     |                   | technical things                   |
| technologically |                   | technology/computers/gadgets       |
| terminally      |                   | death/the end                      |
| vertically      |                   | height                             |
| visually        |                   | sight                              |
| <i>etc.</i>     |                   |                                    |

- ...with an **adjective**, such as:

# Talk a Lot

## Intermediate Book 1

### Why Use Politically Correct Language?

challenged  
challenging  
deficient  
different  
disadvantaged  
discouraged  
embarrassed  
impaired  
inconvenienced  
unencumbered  
unfocused  
untalented

= **negative meaning** e.g. you don't have enough of something or you are not able to do something

enabled  
enhanced  
flexible  
gifted  
improved  
interesting  
orientated  
qualified

= **positive meaning** e.g. you have a lot of something or are able to do something

etc.

Examples of new politically correct phrases, using some of the words listed above:

- Somebody who is afraid of travelling by boat could be called **nautically challenged**.
- Somebody who is lost could be said to be **geographically unfocused**.

etc.

Answers:

|              |       |       |       |       |       |       |
|--------------|-------|-------|-------|-------|-------|-------|
| Situation 1: | 1. f) | 2. e) | 3. a) | 4. d) | 5. c) | 6. b) |
| Situation 2: | 1. d) | 2. a) | 3. b) | 4. c) | 5. e) | 6. f) |

# Talk a Lot

## Christmas

### Discussion Words

|                            |  |                               |                        |
|----------------------------|--|-------------------------------|------------------------|
| 1.<br>pudding              | 2. <br>card | 3.<br>present                 | 4.<br>cracker          |
| 5.<br>mince pie            | 6.<br>New Year's Eve   | 7.<br>Jesus Christ            | 8.<br>nativity         |
| 9.<br>carol                | 10.<br>advent<br>calendar  | 11.<br>late-night<br>shopping | 12.<br>turkey          |
| 13.<br>Father<br>Christmas | 14.<br>work do   | 15.<br>goodwill               | 16.<br>in-laws         |
| 17.<br>get-together        | 18.<br>snowman   | 19.<br>decoration             | 20.<br>tree            |
| 21.<br>tinsel              | 22.<br>materialism   | 23.<br>manger                 | 24.<br>depression      |
| 25.<br>mulled wine         | 26.<br>Bethlehem   | 27.<br>over-indulgence        | 28.<br>angel           |
| 29.<br>bauble              | 30.<br>anticipation  | 31.<br>tradition              | 32.<br>stocking        |
| 33.<br>pantomime           | 34.<br>sprout  | 35.<br>Lapland                | 36.<br>Boxing Day      |
| 37.<br>reindeer            | 38.<br>mistletoe   | 39.<br>holly                  | 40.<br>Mary and Joseph |

# Talk a Lot

## Intermediate Book 1

### How to Pronounce the Past -ed Form of Regular Verbs

The past forms (2<sup>nd</sup> and 3<sup>rd</sup> forms) of all regular verbs in English end in “-ed”. Sometimes “-ed” is pronounced /əd/, sometimes /d/, and sometimes /t/. It depends on the **sound** (not the spelling) at the end of the infinitive form of the verb:

1. If the verb ends with a /t/ sound, “-ed” is pronounced as an extra syllable /əd/  
e.g. “accepted” is pronounced /ə'kseptəd/ All of these verbs (and more) follow this pattern:

accept, admit, alienate, attempt, attract, chat, cheat, communicate, complete, correct, create, debate, distract, doubt, exist, experiment, fascinate, fit, hate, hunt, invent, invite, last, paint, point, post, print, protect, start, suggest, tempt, test, text, trust, visit, wait, want, waste

2. If the verb ends with a /d/ sound, “-ed” is pronounced as an extra syllable /əd/  
e.g. “added” is pronounced /'æ.dəd/ All of these verbs (and more) follow this pattern:

add, applaud, ascend, attend, avoid, decide, descend, end, explode, extend, fade, fold, forward, guard, include, intend, load, mend, need, recommend, record, succeed, suspend, trade

3. If the verb ends with a vowel sound – any vowel sound – “-ed” is pronounced as /d/  
e.g. “admired” is pronounced /ə'dmaɪəd/ All of these verbs (and more) follow this pattern:

admire, agree, allow, annoy, appear, bother, care, continue, deliver, employ, empty, enjoy, enter, fry, glue, lie, matter, offer, order, owe, play, prefer, reply, share, spare, try, weigh, worry

4. If the verb ends with a *voiced* consonant sound “-ed” is pronounced as /d/. Voiced consonant sounds are: /b/ /g/ /v/ /ð/ /r/ /w/ /j/ /m/ /n/ /ŋ/ /l/ /z/ /ʒ/ /dʒ/  
e.g. “cleaned” is pronounced /kli:nd/ All of these verbs (and more) follow this pattern:

clean, complain, earn, explain, happen, imagine, join, learn, listen, loan, open, own, phone, rain, return, stain, train, apologise, close, erase, praise, realise, suppose, surprise, use, charm, climb, dream, form, perform, seem, achieve, arrive, behave, improve, live, love, move, preserve, boil, call, fill, handle, pull, travel, arrange, challenge, change, manage, bathe, beg, belong, rob

5. If the verb ends with an *unvoiced* consonant sound “-ed” is pronounced as /t/. Unvoiced consonant sounds are: /θ/ /p/ /k/ /s/ /ʃ/ /tʃ/ /h/ /f/ /x/  
e.g. “baked” is pronounced /beɪkt/ All of these verbs (and more) follow this pattern:

bake, book, check, kick, knock, like, look, talk, thank, walk, work, fax, fix, guess, kiss, pass, promise, pronounce, match, reach, touch, watch, finish, push, rush, wash, hope, stop, laugh

**Final advice:** the main thing is to avoid saying /əd/ when it is not necessary. The /d/ and /t/ sounds actually sound very similar, so don't worry if you get them mixed up sometimes. To sum up – learn the five rules on this page, and focus on avoiding an unwanted /əd/

# Talk a Lot

## Intermediate Book 1

### 200 Common Regular Verbs in English

The past forms (2<sup>nd</sup> and 3<sup>rd</sup> forms) of all regular verbs in English end in “-ed”. The rules are:

- If the verb ends with a /t/ or /d/ sound, “-ed” is pronounced /əd/
- If the verb ends with a vowel sound, “-ed” is pronounced /ɪd/
- If the verb ends with a voiced consonant sound, “-ed” is pronounced /ɪd/
- If the verb ends with an unvoiced consonant sound, “-ed” is pronounced /t/

Practise saying the past form of each regular verb, ending in /əd/ , /ɪd/ , or /t/

|             |            |           |           |
|-------------|------------|-----------|-----------|
| accept      | decide     | jump      | realise   |
| achieve     | deliver    | kick      | receive   |
| add         | descend    | kiss      | recommend |
| admire      | determine  | knock     | record    |
| admit       | distract   | last      | replace   |
| advise      | doubt      | laugh     | reply     |
| agree       | dream      | learn     | return    |
| alienate    | earn       | lie       | rob       |
| allow       | employ     | like      | rush      |
| announce    | empty      | listen    | seem      |
| annoy       | end        | live      | share     |
| apologise   | enjoy      | load      | socialise |
| appear      | enter      | loan      | spare     |
| applaud     | erase      | lock      | stain     |
| arrange     | exercise   | look      | start     |
| arrive      | exist      | love      | stop      |
| attempt     | experiment | manage    | succeed   |
| attend      | explain    | match     | suggest   |
| attract     | explode    | matter    | suppose   |
| avoid       | extend     | mend      | surprise  |
| bake        | fade       | miss      | survey    |
| bathe       | fascinate  | move      | suspend   |
| beg         | fax        | need      | switch    |
| behave      | fill       | notice    | talk      |
| belong      | finalise   | occupy    | target    |
| boil        | finish     | offer     | tempt     |
| book        | fit        | open      | test      |
| bother      | fix        | order     | text      |
| brake       | fold       | owe       | thank     |
| call        | form       | own       | tire      |
| care        | forward    | paint     | touch     |
| challenge   | fry        | pass      | tour      |
| change      | glue       | perform   | trade     |
| charm       | guard      | phone     | train     |
| chat        | guess      | pick      | transform |
| cheat       | halve      | place     | travel    |
| check       | handle     | play      | trust     |
| clean       | happen     | point     | try       |
| climb       | hate       | post      | use       |
| close       | help       | praise    | visit     |
| communicate | hope       | prefer    | wait      |
| complain    | hunt       | preserve  | walk      |
| complete    | ignore     | print     | want      |
| consider    | imagine    | promise   | wash      |
| contain     | improve    | pronounce | waste     |
| continue    | include    | protect   | watch     |
| correct     | intend     | pull      | weigh     |
| create      | invent     | push      | work      |
| debate      | invite     | rain      | worry     |
| deceive     | join       | reach     | zoom      |

# Talk a Lot

## Intermediate Book 1

### 200 Common Regular Verbs in English – Ordered List

**Rule 1.**

ends in /t/ = /əd/

accept  
admit  
alienate  
attempt  
attract  
chat  
cheat  
communicate  
complete  
correct  
create  
debate  
distract  
doubt  
exist  
experiment  
fascinate  
fit  
hate  
hunt  
invent  
invite  
last  
paint  
point  
post  
print  
protect  
start  
suggest  
target  
tempt  
test  
text  
trust  
visit  
wait  
want  
waste

**Rule 2.**

ends in /d/ = /əd/

add  
applaud  
attend  
avoid  
decide  
descend  
end  
explode  
extend  
fade  
fold  
forward  
guard  
include  
intend  
load  
mend  
need  
recommend

record  
succeed  
suspend  
trade

**Rule 3.**ends in a vowel  
sound = /d/

admire  
agree  
allow  
annoy  
appear  
bother  
care  
consider  
continue  
deliver  
employ  
empty  
enjoy  
enter  
fry  
glue  
ignore  
lie  
matter  
occupy  
offer  
order  
owe  
play  
prefer  
reply  
share  
spare  
survey  
tire  
tour  
try  
weigh  
worry

**Rule 4.**ends in a voiced  
consonant = /d/

/n/  
clean  
complain  
contain  
determine  
earn  
explain  
happen  
imagine  
join  
learn  
listen  
loan  
open  
own  
phone  
rain

return  
stain  
train

/z/

advise  
apologise  
close  
erase  
exercise  
finalise  
praise  
realise  
socialise  
suppose  
surprise  
use

/m/

charm  
climb  
dream  
form  
perform  
seem  
transform  
zoom

/v/

achieve  
arrive  
behave  
deceive  
halve  
improve  
live  
love  
move  
preserve  
receive

/l/

boil  
call  
fill  
handle  
pull  
travel

/dʒ/

arrange  
challenge  
change  
manage

/ð/

bathe

/g/

beg

/ŋ/

belong

/b/

rob

**Rule 5.**ends in an unvoiced  
consonant = /t/

/k/

bake  
book  
brake  
check  
kick  
knock  
like  
lock  
look  
pick  
talk  
thank  
walk  
work

/s/

announce  
fax  
fix  
guess  
kiss  
miss  
notice  
pass  
place  
promise  
pronounce  
replace

/tʃ/

match  
reach  
switch  
touch  
watch

/ʃ/

finish  
push  
rush  
wash

/p/

help  
hope  
jump  
stop

/f/

laugh

# Talk a Lot

## Intermediate Book 1

### The Story of a Music Group (Lesson Plan)

|                   |   |
|-------------------|---|
| <u>Level:</u>     | Pre-Intermediate to Intermediate  |
| <u>Skills:</u>    | Speaking, Listening, Reading, Writing, and Imagination  |
| <u>Groups:</u>    | Students work in groups of three or four  |
| <u>Aim:</u>       | Speaking and listening practise; making a presentation  |
| <u>Time:</u>      | 50 mins (activities) + 10 mins (error correction/feedback)  |
| <u>Materials:</u> | Board and pens; handouts (optional); paper and pens for students  |
| <u>Notes:</u>     | Depending on time and the level/interest of your class, you could choose to do only Part 1 or only Part 2, below; you could start off with a few minutes of warmers connected with music, e.g. What's your favourite...? or How many genres can you name...? etc. |

#### Procedure:

#### Part 1: A Real Music Group

1. SS form small groups of 3-4 students, or work in pairs.
2. Think of a music group from any genre. Answer the following questions:
  1. name
  2. genre
  3. members and instruments
  4. title and year of their biggest hit
  5. years active
3. All small groups feed back to main group.
4. Think about the history of your group in terms of three distinct stages:

Stage 1: STARTING OUT (initial period)

Stage 2: SUCCESS? (middle period)

Stage 3: SPLIT UP? (end period, or period to date – did they split up, or keep going?)

*See the cards below for some ideas about what to consider for each stage.*
5. T demonstrates a timeline, using their own example group (see Example Timeline, below). SS draw a timeline to show the three stages (as above) in terms of the level of success (commercial, artistic, etc.) of their group. It could be general or very detailed, with dates and events, e.g. tours, single and album releases, dates when people joined/left, etc.
6. Each group gives a presentation to the whole group. They talk about the three stages of their group's history and draw their timelines on the board. Each student should talk about one of the stages. (*Don't let one student do all the talking!*)

*Note: steps 4-6 could be missed out if SS don't know enough about their group's history. Or, SS could spend time researching their group on the internet – or decide to change their chosen group to one that they know more about.*

7. Error correction feedback. T discusses errors on the board with SS, who write notes.

# Talk a Lot

## Intermediate Book 1

### The Story of a Music Group (Lesson Plan)

#### Part 2: A Made-Up Group

SS repeat the process as above, but this time imagining their own group (from any genre).

1. SS work in small groups of 3-4 students, or work in pairs.
  2. Imagine a music group from any genre. Answer the following questions:
    1. name
    2. genre
    3. members and instruments
    4. title and year of their biggest hit
    5. years active
  3. All small groups feed back to main group.
  4. Think about the history of your group in terms of three distinct stages:
    - Stage 1: STARTING OUT (initial period)
    - Stage 2: SUCCESS? (middle period)
    - Stage 3: SPLIT UP? (end period, or period to date – did they split up, or keep going?)
- See the cards below for some ideas about what to consider for each stage.*
5. SS draw a timeline to show the three stages (as above) in terms of the level of success (commercial, artistic, etc.) of their group.
  6. Each group gives a presentation to the whole group. They talk about the three stages of their group's history and draw their timelines on the board. Each student should talk about one of the stages. (*Don't let one student do all the talking!*)
  7. Error correction feedback. T discusses errors on the board with SS, who write notes.

#### Extension Activities:

1. Write lyrics to a hit song by your group
2. Write a list of album track titles, or album names
3. Rehearse and perform a track
4. Write a fan letter or email/message from a fan of your group – and/or the reply
5. Devise a music video and (if possible) record it!
6. One person interviews members of the group
7. Improvise role play scenes, e.g. getting together, signing a record deal, splitting up, etc.
8. Discuss question forms using the prompt cards, e.g. "How did the group get together?"

# Talk a Lot

## Intermediate Book 1

The Story of a Music Group (Lesson Plan)



### **Stage 1: STARTING OUT (initial period)**

who? where? when? how? why? what?

broke wannabes instruments rehearsals busking

first gig late night recording sessions manager

record label first contract hit the big time!



### **Stage 2: SUCCESS? (middle period)**

singles albums hits fans travel tour

royalties concerts press magazines big news

hotel rooms fame money recognition praise

collaborations famous friends in fashion in demand



### **Stage 3: SPLIT UP? (end period, or period to date)**

jealousy drugs broken friendships paranoia

over-exposed excess solo projects royalty disputes

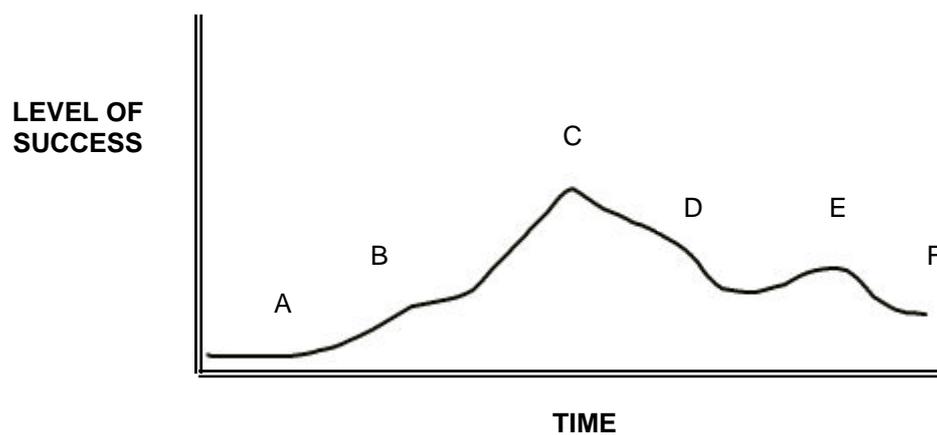
end of the road groupies out of fashion holiday camps

# Talk a Lot

## Intermediate Book 1

### The Story of a Music Group (Lesson Plan)

#### Example Timeline:



- A Starting out
- B First hit record
- C Biggest hit(s)
- D Problems in the group/bad press, etc.
- E Second album is less successful
- F Split up? Or carry on regardless?

My proposition: **“Can I survive for 7 days without the media?”**

What is “the media”?

My definition:

*“The media” consists of various constantly updated streams (or channels) which contain news, information, and entertainment – in particular that which is considered, usually for reasons of profit, to be the most important at the present time.*

*The primary purpose of the media is to make money by advertising products and services. By-products of the media (or secondary functions that result from this) are: information (e.g. news, weather, research info), entertainment (e.g. TV shows, music, films), and communication channels (e.g. email, phone calls, chat).*

Surviving for 7 Days without **the Media**

Advertising mixes in with news, entertainment, and useful services, until it is inseparable from that which we actually want to get from the media...

What is “the media”?

Media Streams:

radio  
television  
cinema

newspapers  
magazines

internet  
mobile devices  
games consoles

shop windows  
street advertising  
junk mail  
public events

Surviving for 7 Days without **the Media**

## What is **NOT** the Media?

| Category  | Not Media   |
|---|---|
| communication /<br>spending time with other people  | email / texts / chat messages / phone calls<br>normal conversation / discussion / argument<br>telling stories / singing songs /<br>playing games  |
| what I choose to do without being influenced by the media (my<br>free choice)                           | music that I choose to listen to (not broadcast)<br>books that I choose to read<br>DVDs that I choose to watch (not broadcast)<br>games that I choose to play (not via internet)<br>hobbies that I choose to pursue, e.g. gardening, musical<br>instruments, drama club, etc. |
| reference material  | reference sites online, e.g. dictionary, encyclopaedia, bus<br>timetable, etc.<br>libraries of books / archives   |
| products per se which are necessary, and which I choose to buy<br>without being influenced by the media | my shopping<br>electronic devices   |

Surviving for 7 Days without **the Media**



Some points for discussion:

- How many of these streams are switched on in your life? To what extent? Low, medium, or high? Have you got too many switched on? What effect do they have?
- What is swimming in each media stream...? (advertising and marketing for the latest products, e.g. music, films, books, games, technology, toys, fashion, food, etc.; news and factual information; entertainment; sport; communication, etc.)
- Isn't the aim and net effect of these media streams **to make you feel dissatisfied with life and with yourself so that you buy more?**
- Thanks to the internet, we can now buy a single device that can open up all of these media streams. Who benefits the most from this – you or big business?

Surviving for 7 Days without **the Media**

## Pros and Cons of the Media:

Pros of the media:

Cons of the media:

Surviving for 7 Days without **the Media**

## Pros and Cons of the Media:

### Pros of the media:

- We feel **connected** to a wider community and wider world
- We can get **relevant** information that is helpful to us
- We get the **positive benefits** of the secondary functions of the media streams, e.g. faster communication via email or mobile, and **enjoyment** from the entertainment and sport
- We **learn** things that we didn't know before. Our knowledge, outlook, and experience **widens**
- The media **challenges** our views and beliefs in a positive way

### Cons of the media:

- The media brings **the market** into our homes and personal space like never before. In the past the market was outside the home. Thanks to the media, we can now carry the market with us in our pockets. How did it get so close? How exposed are we to the market? Is it healthy to be over-exposed?
- We spend money that we do not have buying products that we do not need**
- A lot of the information that we learn is totally **irrelevant** – or gossip – and as such is a distraction from what is important to us
- The media encourages us to **waste our time and money**
- We learn much that is not helpful – information that perhaps we shouldn't know – which can cause negative feelings of **low self-esteem and fear** (e.g. crime reconstructions, plastic surgery shows, etc.)
- The media **dictates** our views and beliefs. It tells us how to think, what to wear, how to behave, etc.
- We can **hide behind superficial online relationships**, not seeking out opportunities to interact with people in real space and time

Surviving for 7 Days without **the Media**



## The Media Junkie vs. The Media Realist

| <b>Media Junkies...</b>  | <b>Media Realists...</b>   |
|--|--|
| have an insatiable appetite for “the new” and “the latest...”  | enjoy what they already have   |
| are constantly distracted by the media cloud around them   | are calm and clear-headed  |
| are constantly being told what to think and how to feel  | learn how to think for themselves and let feelings come naturally  |
| tend to be passive consumers   | tend to be active “do-ers”   |
| buy things that they don’t need with money that they don’t have  | don’t waste money, but spend it carefully  |
| are willingly in a servile relationship with big business  | think and act independently of marketing pressure, making informed choices about what to buy   |
| damage the environment by consuming too much too often   | have a lower negative impact on the environment by consuming less  |
| have superficial relationships with many “friends” online, but often feel lonely – even while sharing the latest piece of gossip or joke                                 | have a smaller number of real friends that they socialise with in real space and time. They too sometimes feel lonely, as is natural |
| seem to other people to be artificial and fake   | seem to other people to be natural and genuine   |
| don’t know what is coming next – what the media will provide   | plan what they want to happen next   |
| enjoy being spoon-fed entertainment, news, and information   | actively choose their own entertainment and source(s) of news/information  |
| are considered by others to be “in the loop” and “switched on”   | are considered by others to be “out of it”   |
| are obsessed with trivial information  | think more about what is important in life   |
| spend more time alone doing solitary activities – fully engaged by advertising-soaked media streams, e.g. surfing the ‘net alone while watching TV and messaging friends | spend more time actively doing things in community with other people in real space and time  |
| are constantly fed other people’s values, morality, and beliefs, even though they may be incompatible with their own beliefs/upbringing                                  | consider values, morality, and faith for themselves, and try to live their lives in accordance with them                             |
| have unhealthy passions and an inner urgency for “more” – all of which are encouraged and given form by the media  | have unhealthy passions and an inner urgency for “more” – which are more controlled and in the process of being mastered             |

**Surviving for 7 Days without the Media**

## A few conclusions:

- **Understand the function of the media in society**
- Understand your relationship with the market. How susceptible are you to the market?
- Consider that although the media brings advantages, it also has disadvantages
- Too much exposure to the media can be harmful
- **Be selective.** Learn to take and use only that which is valuable to you
- Consider how we use the media for escapism, and how it feeds our dreams of a better life – preventing us from living in the moment
- Consider whether you use the media as a form of white noise to block out silence and quiet. Why?
- Take regular breaks from the media, e.g. 7 days off. Put your head outside the cloud from time to time! e.g. go for a walk in the country – where there are no shops and no marketers
- Don't share too much personal information online. Control what you share
- Don't put the media before genuine personal relationships, e.g. with your family and friends
- Consider whether you are communicating on public channels or private channels
- Know that the media doesn't always want what is best for you. Make your own choices
- **Use the media, but don't let it use you!**

Surviving for 7 Days without **the Media**

# Answers to Supporting Material

# Talk a Lot

## Answers to Supporting Material

### 32 How Did You Feel When...? (English Idioms of Mood / Emotion)

- |              |              |                |
|--------------|--------------|----------------|
| 1. overjoyed | 5. exhausted | 9. complaining |
| 2. pleased   | 6. in love   | 10. sad        |
| 3. drunk     | 7. annoying  |                |
| 4. nervous   | 8. terrified |                |

### 34 Common English Idioms 1

- |       |       |        |
|-------|-------|--------|
| 1. e) | 5. b) | 9. c)  |
| 2. d) | 6. i) | 10. j) |
| 3. g) | 7. a) |        |
| 4. f) | 8. h) |        |

### 35 Common English Idioms 2

- |       |       |        |
|-------|-------|--------|
| 1. j) | 5. a) | 9. i)  |
| 2. e) | 6. g) | 10. f) |
| 3. b) | 7. h) |        |
| 4. d) | 8. c) |        |

### 36 Common English Idioms 3

- |       |       |        |
|-------|-------|--------|
| 1. e) | 5. a) | 9. f)  |
| 2. g) | 6. j) | 10. b) |
| 3. i) | 7. d) |        |
| 4. c) | 8. h) |        |

### 37 Common English Idioms 4

- |       |       |        |
|-------|-------|--------|
| 1. j) | 5. e) | 9. d)  |
| 2. c) | 6. b) | 10. g) |
| 3. f) | 7. i) |        |
| 4. a) | 8. h) |        |

### 38 Common English Idioms 5

- |       |       |        |
|-------|-------|--------|
| 1. c) | 5. g) | 9. e)  |
| 2. j) | 6. a) | 10. f) |
| 3. b) | 7. h) |        |
| 4. d) | 8. i) |        |

### 39 Common English Idioms 6

- |       |       |        |
|-------|-------|--------|
| 1. f) | 5. c) | 9. d)  |
| 2. h) | 6. g) | 10. i) |
| 3. b) | 7. a) |        |
| 4. e) | 8. j) |        |

# Talk a Lot

## Answers to Supporting Material

### 40 Common English Idioms – Parts of the Body 1

- |                |              |            |
|----------------|--------------|------------|
| 1. head, heels | 8. neck      | 15. palm   |
| 2. mind        | 9. back      | 16. finger |
| 3. eye, eye    | 10. heart    | 17. hip    |
| 4. nose        | 11. chest    | 18. bottom |
| 5. cheek       | 12. stomach  | 19. knees  |
| 6. mouth       | 13. arm, leg | 20. foot   |
| 7. lip         | 14. hand     |            |

### 41 Common English Idioms – Parts of the Body 2

- |           |              |              |
|-----------|--------------|--------------|
| 1. body   | 8. tooth     | 15. belly    |
| 2. vein   | 9. face      | 16. appendix |
| 3. blood  | 10. chin     | 17. arms     |
| 4. skin   | 11. throat   | 18. thumb    |
| 5. hair   | 12. shoulder | 19. leg      |
| 6. brow   | 13. rib      | 20. toes     |
| 7. pupils | 14. lungs    |              |

### 42 Really Motivational Page of Encouraging Thoughts

1. m) You can please all of the people some of the time, and some of the people all of the time, but you can't please all of the people all of the time.
2. p) Many hands make light work.
3. e) Rome wasn't built in a day.
4. n) Life is a marathon, not a sprint.
5. b) It's not what happens to you in life, but how you deal with it that counts.
6. t) All good things come to those who wait.
7. g) Into each life a little rain must fall.
8. o) You can't win 'em all!
9. a) Make hay while the sun shines.
10. r) A change is as good as a rest.
11. d) Life is a mystery to be lived, not a problem to be solved.
12. i) Dance like nobody's watching.
13. s) The best way to dispose of an enemy is to become their friend.
14. l) Least said, soonest mended.
15. h) Have nothing in your home that you do not either know to be useful, or believe to be beautiful.

# Talk a Lot

## Answers to Supporting Material

16. c) Whatever doesn't kill you can only make you stronger.
17. j) Variety is the spice of life.
18. q) Nothing ventured, nothing gained.
19. k) You can't make an omelette without breaking some eggs.
20. f) Life's what you make it.

### 75 Politics – Phrasal Verbs – Sentence Bash! (Test Material)

1. Lara has to ... the consequences of her decision to resign. FACE UP TO = accept
2. Let's ... the waffle and get to the real point of this debate. CUT OUT = stop
3. I hope that we can all ... the Prime Minister's new initiative. GET BEHIND = support
4. The leaders of all the main parties attempted to ... an agreement. HAMMER OUT = make
5. It's impossible for us to ... the committee's offer of assistance. IMPROVE ON = better
6. John ... the deputy manager to increase the salaries of his team. LOOKED TO = expected
7. A councillor ... his proposals for a new housing scheme near the city centre. PUT FORWARD = proposed
8. In his speech the President said how much he ... our great nation. BELIEVES IN = admires
9. Hopes of reaching an agreement were beginning to ... RUN OUT = disappear
10. Unfortunately, our government tends to simply ... rather than lead with confidence. MUDDLE THROUGH = struggle

### 78 An A-Z of English Slang Terms – Part 1

Answers will vary. Here are some suggestions:

- A An aggressive argument  
B Another name for your navel  
C A silly mistake  
D A complete mess; plans gone wrong  
E Very easy; a child could do it  
F What you get when you steal  
G A racehorse  
H Very big  
I Too sentimental; makes you cringe  
J Cockney rhyming slang for 'piano'  
K A punch in the mouth from somebody's fist  
L A man who is often seen at trendy wine bars  
M Formal evening dress for men

### 79 An A-Z of English Slang Terms – Part 2

Answers will vary. Here are some suggestions:

- N Good; works well; desirable  
O Enthusiasm; effort  
P Very ugly  
Q A doctor with a poor reputation  
R A vehicle that needs a lot of repair work

# Talk a Lot

## Answers to Supporting Material

|   |   |
|---|---|
| S | The roll of fat around a fat person's waist   |
| T | 'Bye; see ya (informal goodbye)   |
| U | To throw up; vomit  |
| V | To leave quickly  |
| W | The name for something when you can't recall its name                                   |
| X | Christmas   |
| Y | A young, wealthy professional person living in an urban area (Young Urban Professional) |
| Z | Someone whose wealth seems to be unlimited  |

### 80 Australian Slang Phrases 1

|       |        |        |
|-------|--------|--------|
| 1. i) | 6. e)  | 11. o) |
| 2. a) | 7. d)  | 12. h) |
| 3. j) | 8. f)  | 13. l) |
| 4. k) | 9. b)  | 14. c) |
| 5. g) | 10. m) | 15. n) |

### 81 Australian Slang Phrases 2

|       |        |        |
|-------|--------|--------|
| 1. j) | 6. k)  | 11. f) |
| 2. l) | 7. c)  | 12. d) |
| 3. e) | 8. o)  | 13. i) |
| 4. g) | 9. b)  | 14. h) |
| 5. n) | 10. a) | 15. m) |

### 84 Derbyshire Accent Project – Slang Phrases 1

|       |        |        |
|-------|--------|--------|
| 1. g) | 6. o)  | 11. b) |
| 2. f) | 7. a)  | 12. i) |
| 3. n) | 8. d)  | 13. k) |
| 4. h) | 9. e)  | 14. l) |
| 5. c) | 10. m) | 15. j) |

### 85 Derbyshire Accent Project – Slang Phrases 2

|       |        |        |
|-------|--------|--------|
| 1. k) | 6. o)  | 11. n) |
| 2. d) | 7. i)  | 12. a) |
| 3. b) | 8. g)  | 13. l) |
| 4. h) | 9. c)  | 14. m) |
| 5. e) | 10. f) | 15. j) |

### 86 Derbyshire Accent Project – Slang Phrases 3

|       |        |        |
|-------|--------|--------|
| 1. d) | 6. h)  | 11. l) |
| 2. b) | 7. n)  | 12. c) |
| 3. g) | 8. e)  | 13. a) |
| 4. f) | 9. i)  | 14. o) |
| 5. k) | 10. j) | 15. m) |

# Talk a Lot

## Answers to Supporting Material

### 89 State Verbs in English – Matching Game 1

The incorrect sentences were: 3, 5, 9, 10, 11, 12, 14, 16, 17, and 20. Here's how they should read:

- 3. Do you trust me? (present simple, not present continuous)
- 5. I believe in Father Christmas. (present simple, not present continuous)
- 9. Megan really wants to get married. (present simple, not present continuous)
- 10. She owes me five pounds. (present simple, not present continuous)
- 11. Have you smelled (or smelt) the pizzas in the oven? Delicious!  
(present perfect simple, not present perfect continuous)
- 12. I wish it would snow for Christmas! (present simple, not present continuous)
- 14. Do you realise what will happen if you leave? (present simple, not present continuous)
- 16. After watching it for eleven years, I still love Coronation Street.  
(present simple, not present continuous)
- 17. Which book do you mean? (present simple, not present continuous)
- 20. It seems that you aren't very happy in this job. (present simple, not present continuous)

### 90 State Verbs in English – Matching Game 2

The incorrect sentences were: 1, 2, 5, 8, 9, 12, 15, 16, 18, and 20. Here's how they should read:

- 1. The film lasts for an hour and a half. (present simple, not present continuous)
- 2. The tap kept dripping, so I called a plumber. (past simple, not past continuous)
- 5. I doubt that the bus will be on time. (present simple, not present continuous)
- 8. Do you know what time it is? (present simple, not present continuous)
- 9. This fruit cake tastes delicious! (present simple, not present continuous)
- 12. Paul could hear the TV as he walked past the living room door.  
(modal simple, not modal continuous)
- 15. My mate fancies you! (present simple, not present continuous)
- 16. Do you mind if I sit here? (present simple, not present continuous)
- 18. Do you prefer Mozart or Vivaldi? (present simple, not present continuous)
- 20. I'm not able to remember my cousin's girlfriend's name.  
(modal simple, not modal continuous)





Do you ever feel a bit \*annoyed\* when you consider that...

- a) You've worked hard to learn lots of English vocabulary – all the main sets
- b) You've studied (a bit) about how people use sentence stress and connected speech when they speak to connect words in a sentence
- c) You've been studying English for a long time

...but you still find it difficult to understand what people are saying, because a lot of it doesn't seem to make sense literally? These four full-length spoken English courses can help you!

Talk a Lot Intermediate is suitable for students at the following levels:

| <i>Student's Level:</i> | <i>Common European Framework (CEFR):</i> | <i>Cambridge Assessment:</i> |
|-------------------------|--|------------------------------|
| Intermediate            | to B2                                    | FCE                          |
| Advanced                | to C1                                    | CAE                          |

About the Author:

Matt Purland is a lecturer in English Language. He has a BA Honours degree in Drama from the University of Wales and a Postgraduate Certificate in Further Education from the University of Derby. He has written more than 2,000 photocopiable worksheets for learning English. This is his eleventh book.



*In the past three years, Talk a Lot books have been downloaded **more than 750,000 times** - and counting! Here are some recent comments from teachers and students:*

*"It helps us improve much about English. Long live Talk a Lot!" Laishram - Student*

*"Thanks for this wonderful course. Please come up with Talk a Lot Intermediate!" Grace, Teacher*

Talk a Lot Intermediate Book 1