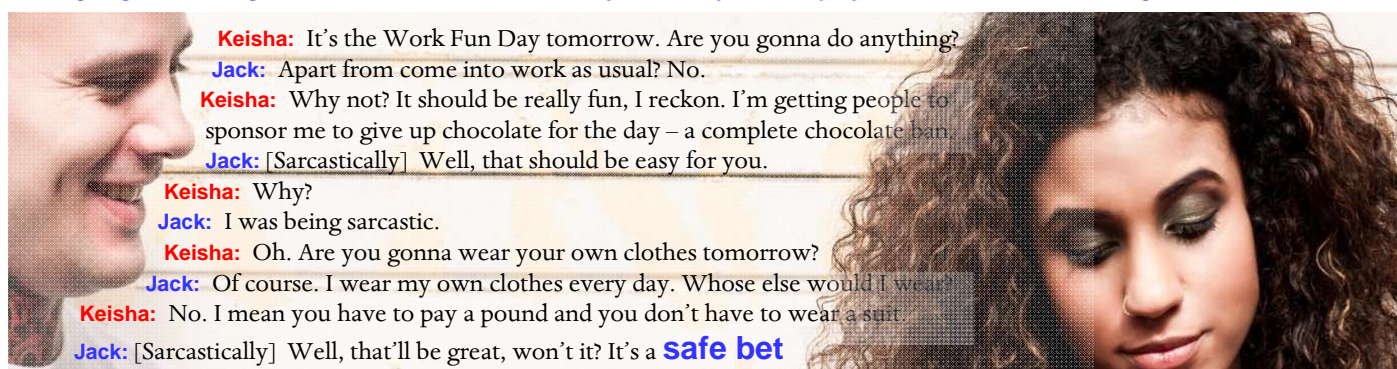


1 Dialogue – Part 1

The Work Fun Day

Read the dialogue aloud with your partner. Check any new words or expressions in your dictionary:

The annual Work Fun Day is approaching at Teknekat, a multinational based in Bristol. Employees from the company's five main sites are going to come together at Head Office to raise money for charity. Two employees discuss the forthcoming event:



Keisha: It's the Work Fun Day tomorrow. Are you gonna do anything?
Jack: Apart from come into work as usual? No.
Keisha: Why not? It should be really fun, I reckon. I'm getting people to sponsor me to give up chocolate for the day – a complete chocolate ban.
Jack: [Sarcastically] Well, that should be easy for you.
Keisha: Why?
Jack: I was being sarcastic.
Keisha: Oh. Are you gonna wear your own clothes tomorrow?
Jack: Of course. I wear my own clothes every day. Whose else would I wear?
Keisha: No. I mean you have to pay a pound and you don't have to wear a suit.
Jack: [Sarcastically] Well, that'll be great, won't it? It's a **safe bet** I'll be in my normal office clothes.

Keisha: Oh, don't be a party pooper! What? You're not going to join in the fun?

Jack: I don't know. It's a definite maybe. Let's just leave it at that.

Keisha: Oh, go on, Jack! It'll be a laugh!

Jack: Well it's a bit of an oxymoron, isn't it? Work Fun Day. I don't come here to have fun. I come to work to get paid – and that's all.

SarCasM!

We use sarcasm when we say something that clearly isn't true, with the intention of emphasising the truth and criticising or mocking somebody or something. In this text Jack is being sarcastic because he doesn't like the idea of a work fun day. He says the opposite of what he means, but Keisha knows his true meaning, e.g. he says "Well, that'll be great, won't it?" but both know that he means it won't be.

2 Discussion Words & Pronunciation Focus

Look at the list of typical company departments (in **red type** below).

- a) Check any new words or phrases and mark the stressed syllables
 b) Underline the **suffixes**, e.g. Management. Remember that in English pronunciation, suffixes are not usually stressed. This helps us when we're looking for the stressed syllable in a word, because we can usually discount the suffix

3 Information Exchange

Work with a partner. Decide who is A and B. If you are A, use the grid below, if B use the other grid. Ask questions and complete the missing info in columns 1 and 2. Don't read the other page – find out the information by listening!

Department	1 Main Responsibilities	2 Funds Raised (8am - 1pm)	3 Funds Raised (1 - 4pm)	4 Funds Raised (Dept. Total)
Management	planning the way forward; troubleshooting			£597.38
Human Resources (HR)		£228.10		
Finance	payroll; doing the accounts			£170.75
Legal	dealing with legal issues; giving legal advice		£156.79	
Sales		£580.23		
Marketing	making sure customers know about the products	£779.12		
Production		£668.43		£1,090.87
Distribution			£234.68	
Information Technology (IT)	providing and maintaining computer equipment and software		£108.61	
Research and Development (R&D)			£216.88	
Customer Service	ensuring the customer is happy and will order again	£640.53		£880.55
Maintenance		£833.86		
Total Raised:				

- a) Which department has raised the most before lunch? Give possible reasons.
 b) Have you ever taken part in a work fun day? What was it like? How much money did you raise?

– and other

Oxymorons

4 Dialogue – Part 2

Friday, 9.45am – the staff car park has been transformed into a maze of different fundraising activities:

Keisha: Hi, Jack! So you *did* wear your own clothes after all.

Jack: You know, it's the same difference to me. I mean, it's an open secret that I'm the best-dressed guy in HR, so I thought I'd better make an effort and dress up for the big day.

Keisha: [Sarcastically] Ha ha! Seriously funny, Jack. Hey – did you see the guys from Maintenance doing that bungee jump? Amazing! I thought it was all gonna end in tears. Could've been **pretty ugly**.

Jack: How's your sponsored chocolate ban going?

Keisha: Actually, it's been a bit of a minor disaster, really. I've had three Kit Kats already since I got here. And the Sales Department are selling some really delicious-smelling cookies...

Jack: [Sarcastically] Huh! My faith in your willpower has been completely destroyed! I guess I won't need to donate to you then.

Keisha: Well, you can make a contribution – as long as it's cocoa-based!

Jack: Come on, let's go. This is boring.

Keisha: No, Jack, we can't go. We're not allowed. We'll get into trouble.

Jack: [Sarcastically] Oh, I'm really scared.

Keisha: And anyway, my mate's gonna get chucked in a bath of baked beans in a minute.

Jack: [Sarcastically] I can hardly wait!



People in the UK are generally keen to get involved in raising money for charity by doing, sometimes, really strange things! Match each fundraising activity to a picture above:

1. welly wanging
2. sitting in a bath of baked beans
3. bungee jumping
4. climbing wall

5 Non-Literal English – Oxymorons

An oxymoron is a phrase in which the words contradict each other, e.g. **Work Fun Day** is an oxymoron because “work” and “fun” are usually opposite concepts. There are lots of other oxymorons in the dialogues, including, **safe bet** and **pretty ugly**. See if you can find 8 more, then discuss them with your partner, and try to think of a few more. Do you have oxymorons in your language? If so, give examples.

6 Listening – Track 1.3a

*The Fun Day has nearly finished, and it's time for **Bernard Good**, CEO of Teknekat, to announce the total amount raised by each department during the afternoon session. Listen and complete the missing information in columns 3 and 4 of your information exchange grid.*

- a) Which department has raised the most?
- b) How much has the company raised in total?

7 Dialogue – Part 3

Friday, 5.10pm – going home:

Keisha: So – did you enjoy the fun day?

Jack: [Sarcastically] Yes, it's been one of the most incredible days of my life. [Laughing] The best bit was when the scoreboard broke down at the end.

Keisha: Oh, trust you to think that was the best part! You must have enjoyed *something* today. What about the welly wanging competition?

Jack: The truth is that at this kind of event I feel like a social outcast.

Keisha: Why?

Jack: Because I just don't see how you can have fun at work.

Keisha: I'm not even going to answer that. I'll just leave an eloquent silence.

Jack: It's always nice to talk to you. You almost always seem to understand me.

Keisha: Now – are you being sarcastic or not? It's so hard to tell with you.

Jack: Let's discuss it further over a drink. I'll buy you a hot chocolate.

Keisha: Oh, no thanks. I mean, yes, I'll have a drink with you – but no more chocolate. I've eaten enough today to last me till next year's fun day!



3 Information Exchange

Student B's Grid:

Department	1 Main Responsibilities	2 Funds Raised (8am - 1pm)	3 Funds Raised (1 - 4pm)	4 Funds Raised (Dept. Total)
Management		£467.13		£597.38
Human Resources (HR)	finding new staff; caring for employees' needs; training			
Finance		£104.35		£170.75
Legal		£249.79	£156.79	
Sales	selling the products			
Marketing				
Production	manufacturing the products			£1,090.87
Distribution	getting the products in front of customers	£454.56	£234.68	
Information Technology (IT)		£547.90	£108.61	
Research and Development (R&D)	coming up with new products	£487.19	£216.88	
Customer Service				£880.55
Maintenance	taking care of equipment, property, and vehicles			
Total Raised:				

6 Listening – Track 1.3a

Transcript:

Note: fundraising activities are underlined. Unfamiliar idiomatic expressions are shown in **blue type**, with literal translations below:

*The Fun Day has nearly finished, and it's time for **Bernard Good**, CEO of Teknekat, to announce the total amount raised by each department during the afternoon session. Listen and complete the missing information in columns 3 and 4 of your information exchange grid.*

Bernard Good:

Well, let me just say **a big thank you**¹ to everybody who took part in today's work fun day! We all think – I mean, the company directors and I – want to congratulate you. You've all done an absolutely incredible job here today raising funds for Colon Research, our chosen charity for this year's Fun Day. Er, so, **without any further ado**², let me just, er... on to the final scores! As we know, the Maintenance department were leading at lunch, with a total of £833.86 raised – thanks largely, no doubt, to the whole team of mechanics who bravely agreed to do a group bungee jump from **the very top**³ of the building.

But I digress... Er, which brings me on to the total funds raised by each department after lunch, between one o'clock and four o'clock. Well, in reverse order, the Finance department, I'm sad to say, raised the least, with just £66.40. But on the other hand I'm pleased to see they were able to discourage employees from spending money, which is one of their functions, so... good. **Keep up the good work!**⁴ Er, next were the HR girls – and, er, guys – who raised £102.47, giving their department a grand total of, er, well you can see the department totals there on the old, er, electronic scoreboard. OK, well, the **boffins**⁵ from IT managed to raise £108.61 after lunch, while the Management Team, led by, ahem, **yours truly**⁶, could have done better, I suppose, with £130.25. The Legal team raised, well you can see how they got on there on the scoreboard – and the Distribution **bods**⁷ have also done **a really splendid job**⁸ raising £234.68, although was it absolutely necessary for *fifteen* different members of that team to try and jump in the bath of baked beans? No, I didn't think so.

The Customer Services team have **done themselves proud**⁹ this afternoon, raising £240.02. And a word about R&D too. They did a grand job, considering they are such a small team – and one of them had **to pop off**¹⁰ to the library after lunch to return some books. So, well done that R&D team! Now, the Sales team raised £196.18, but an hour ago an anonymous donor (it was Tony from HR, in actual fact), handed me an envelope containing **a crisp fifty pound note**¹¹. He wants it to go towards supporting the efforts of the Sales team – who, in my opinion, have done a really great job with the welly wanging competition. And a special mention to Brian, who endured a beard of bees for twelve minutes. Well done, Brian – and get well soon.

So, on to **the big-hitters**¹². The departments who've raised the most. Now, the Production department have worked really hard on the abseiling activity and the climbing wall, and don't forget that they also organised the Wear Your Own Clothes to Work scheme, the proceeds of which were included in their total for this morning. They raised an additional £422.44 this afternoon. So... fantastic! **A big round of applause, please!**¹³ Er, thank you for your hard work. So, two departments to go. At lunch, Maintenance were on top, but Marketing were **nipping at their heels**¹⁴. Well, I'm pleased to be able to announce that... er, wait a moment. Er, something's gone wrong with the old, er, scoreboard. Is anyone from Maintenance around to have a look at it? Well, anyway – your department raised an extra £427.90, and Marketing have an afternoon total of £482.97. So, which department raised the most? Can anybody work it out? And what is **the grand total**¹⁵ for the whole company?

¹ thank you very much; many thanks

² without any further hesitation

³ the top of the building – “very” emphasises “top”, indicating that it was a tall building

⁴ continue to work hard

⁵ clever people; people who are good at working with technology

⁶ me

⁷ people; folks; team

⁸ a very good job

⁹ done very well; they can feel proud of their achievement

¹⁰ to go quickly; to run

¹¹ a new bank note; “crisp” indicates that it is flat and has never been folded

¹² the teams who have done the best; the top contenders

¹³ please clap enthusiastically

¹⁴ just behind them in the competition; catching them up

¹⁵ the final score; the total when all of the department totals have been added together

Test Your Vocabulary Skills

100 Great English Oxymorons – Phrases that Contradict Themselves!

absolutely unsure	lower inflation
accurate estimate	minor disaster
active retirement	minor miracle
act naturally	modern history
advanced beginner	never again
all alone	new tradition
almost always	non-alcoholic beer
awfully nice	non-working mother
bad health	nothing much
bad luck	numbing sensation
boxing ring	open secret
calculated risk	one hundred and ten percent
civil disobedience	one size fits all
civil war	only choice
classic rock & roll	organized chaos
clean toilet	original copy
clear as mud	partially completed
cold sweat	passive aggressive
common courtesy	peacekeeping force
completely destroyed	perfectly normal
conservative liberal	permanent substitute
consistently inconsistent	personal computer
controlled chaos	practice test
criminal justice	pretty ugly
crisis management	pure 100% orange juice from concentrate
critical acclaim	real polyester
deafening silence	recent history
definite maybe	relative stranger
eloquent silence	required donation
essential luxury	resident alien
fatally injured	retired worker
foreign national	safe bet
free credit	safety hazard
friendly fire	same difference
genuine imitation	school holiday
graduate student	science fiction
great depression	second best
group of individuals	seriously funny
half full	short distance
home office	single copy
homework	social outcast
humanitarian invasion	student teacher
ill health	think out loud
incomplete cure	toll free
incredibly dull	tough love
initial conclusion	unbiased opinion
intense apathy	unfunny joke
last initial	virtual reality
limited freedom	working party
liquid gas	young adult

Title

“The Work Fun Day – and Other Oxymorons”. In the UK it is traditional for company employees to get involved with fundraising activities on certain days of the year, to support causes such as the BBC’s Children in Need telethon (held once a year in November), and Comic Relief’s Red Nose Day (held every two years in March). Some companies hold their own “fun days” to raise money for particular causes, as described in this lesson. On such fun days, employees are given licence to behave in a more relaxed way and to do silly things, such as the fundraising activities shown in the Picture Quiz on Page 2. Some employees don’t want to get involved, perhaps because they object to this kind of institutionalised “fun” – being told by their bosses *when* they can have a good time. Or maybe because they prefer to keep their work life and social life separate. It may be that they don’t want their colleagues or superiors (who may not be their friends) to see them in a more informal mood – or even in non-work clothes. In the dialogues Jack declines to get involved, and his sarcasm is used as an angry weapon against the company which he feels is forcing him to conform and have fun at work.

Pictures

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

1 Dialogue – Parts 1-3

SS should be encouraged to work in pairs and practise their pronunciation by reading each dialogue out loud. It would be better to work through the lesson in sequence, rather than reading the dialogues together. There may be some unfamiliar vocabulary and expressions, including examples of colloquial speech, e.g. “I reckon...”, “Are you gonna...?” and “party pooper” in Dialogue 1. SS could use their dictionaries or the teacher could pre-teach such vocabulary. SS could look online for further audible examples of sarcasm, e.g. in films, TV shows, as well as in everyday life, then play them back to the rest of the class. SS could have their own sarcastic conversations with each other – if they are not doing so already!

Extensions: See Talk a Lot Elementary Handbook for more ideas and guidance on developing dialogues and role plays. One tip is to add more detail to the scene. SS could invent more information about each character, e.g. what is the relationship between Keisha and Jack? We know they work in HR, but what are their roles? What did they have for breakfast this morning? Even trivial details can make the characters come alive, for example, perhaps Jack woke up late and didn’t have time for breakfast, which put him in a bad mood. SS work together to add layers of detail which make the role plays much richer. SS could imagine what happened before Dialogue 1 and after Dialogue 3 – did they go out for a drink? – as well as what happens in between the dialogues. Of course, there are no right or wrong answers here: the idea is for SS to use their imaginations and to create something that can be assessed by the teacher in terms of spoken English, pronunciation, use of English, vocabulary, and so on.

2 Discussion Words & Pronunciation Focus

- a) Stressed syllables are shown in **blue type**.
- b) The suffixes are underlined:

Management, Human Resources (HR), Finance, Legal, Sales, Marketing, Production, Distribution, Information Technology (IT), Research and Development (R&D), Customer Service, Maintenance.

Extensions: Use the Discussion Word Questions from Talk a Lot Elementary Books 1-3 or Talk a Lot Intermediate Book 1, or use the Big Word Game or Talk a Lot Bingo from Talk a Lot Elementary Handbook. There is also related practice on the topic of suffixes in the Handbook. You could ask SS to think of more examples of departments in a company, or research different companies online and find out what departments they have – and what they do. SS could think about which departments are necessary in different-sized companies, e.g. small, medium, large, and multinational. SS could discuss working for a company department, if they have this kind of experience.

3 Information Exchange

Here is the completed grid, including answers to the Listening task (Exercise 7):

Department	1 Main Responsibilities	2 Funds Raised (8am - 1pm)	3 Funds Raised (1 - 4pm)	4 Funds Raised (Dept. Total)
Management	planning the way forward; troubleshooting	£467.13	£130.25	£597.38
Human Resources (HR)	finding new staff; caring for employees' needs; training	£228.10	£102.47	£330.57
Finance	payroll; doing the accounts	£104.35	£66.40	£170.75
Legal	dealing with legal issues; giving legal advice	£249.79	£156.79	£406.58
Sales	selling the products	£580.23	£246.18	£826.41
Marketing	making sure customers know about the products	£779.12	£482.97	£1,262.09
Production	manufacturing the products	£668.43	£422.44	£1,090.87
Distribution	getting the products in front of customers	£454.56	£234.68	£689.24
Information Technology (IT)	providing and maintaining computer equipment and software	£547.90	£108.61	£656.51
Research and Development (R&D)	coming up with new products	£487.19	£216.88	£704.07
Customer Service	ensuring the customer is happy and will order again	£640.53	£240.02	£880.55
Maintenance	taking care of equipment, property, and vehicles	£833.86	£427.90	£1,261.76
Total Raised:				£8,876.78

- a) The Maintenance Department has raised the most before lunch. Reasons will vary, for example, perhaps it is a big department, or perhaps they did some daring stunts, or provided the most interesting fundraising activities.
b) Answers will vary.

Extensions: You could ask SS to think about the results of the morning's fundraising. Why did the Finance Department raise the least? Perhaps because there are usually fewer employees in this department than in other departments; or because they are used to encouraging people to be frugal with money, so the role of fundraising doesn't come naturally to them...? Why did the Marketing Department raise much more? Perhaps because there are more employees, or the employees in this department are more creative and gifted at persuading people to take action - and so on.

SS could do the activity again with a different partner, taking the other role, e.g. A if they were B, and vice versa. Or repeat the activity using different figures, e.g. higher or lower amounts raised, or different department names. Or you could encourage SS to write their own definitions of what the company departments do, before beginning the information exchange activity.

SS could focus on question forms and write down the questions they used to get the missing information, e.g. for completing column 1 SS need to ask: "What are the main responsibilities of the _____ Department?" or "What does the _____ Department do?" etc. To complete column 2, SS need to ask: "How much did the _____ Department raise between 8am and 1pm?" or "...in the morning?" or something similar. You could encourage SS to think of some comparative/superlative questions and answers too, e.g.

"The _____ Department raised more than the _____ Department, but the _____ Department raised the most."

or, if the SS enjoy maths problems: "The _____ Department raised £ _____ more/less than the _____ Department, etc."

Picture Quiz – Fundraising Activities

1. d) 2. a) 3. c) 4. b)

Extensions: SS research online and find out about each kind of activity - adding more that they know of. They could watch videos and swap accounts of their own fundraising initiatives. SS might be so inspired by this lesson that they decide to organise their own Fun Day in aid of a good cause - and actually take part in some of the activities discussed!

5 Non-Literal English – Oxymorons

The eight other oxymorons are below. Each phrase is a contradiction in terms, because the first word disagrees with the second word. While the phrases don't make sense literally, they work as idioms because each has a fixed meaning.

Dialogue 1:

Oxymoron:	Literal Meaning:	Where's the Contradiction?
It's a definite maybe	I'll think about it; I might come; it's a possibility	if something is definite , then there is no doubt about it – there is no maybe !

Dialogue 2:

Oxymoron:	Literal Meaning:	Where's the Contradiction?
it's the same difference to me	it doesn't matter to me either way; I'm not bothered; I don't mind	the same and difference are two opposite concepts
it's an open secret	it's officially a secret, but everybody knows about it	if something is open then by definition it cannot be secret
a bit of a minor disaster	a failure; a problem; something that didn't work out	something minor is fairly small, while a disaster is a very big problem
completely destroyed	ruined; totally destroyed	something complete is whole, while something destroyed is broken apart

Dialogue 3:

Oxymoron:	Literal Meaning:	Where's the Contradiction?
a social outcast	a person that other people don't want to know	social means "with others" while an outcast doesn't spend time with other people
an eloquent silence	when I don't speak it indicates more than if I replied	when somebody is eloquent they speak very well, while there is silence when nobody speaks
almost always	usually; most of the time; nine times out of ten	almost indicates a non-definite time period, while always indicates a definite time period

Extensions: SS could use each oxymoron in a new sentence, or make up a new dialogue that includes many or all of them. Or look for more oxymorons and think about how to apply them in an everyday conversation. SS might even have fun making up their own oxymorons, taking two opposite concepts and putting them together in a phrase. (For more examples of oxymorons, please see the worksheet "100 Great English Oxymorons" on page 5 of this pack.)

6 Listening – Track 1.3a

You can download the recordings for the lesson here:

Track 1.3a (full audio) <http://www.purlandtraining.com/tali2-track1.3a.mp3>

Track 1.3b (voice only – without sound effects) <http://www.purlandtraining.com/tali2-track1.3b.mp3>

See completed grid (above) for all the amounts raised.

- The Marketing Department has raised the most funds for charity.
- The company has raised £8,876.78 in total.

Extensions: SS read the transcript and study the new vocabulary and expressions – which could be tested in the next lesson. SS could write and read out their own final speech giving the same results as in the audio, or the teacher could read out the address, but change the amounts raised – to provide further practice of listening for numbers. Or SS write and read out an address given by Bernard Good at *lunchtime*, which announces the morning fundraising results and encourages the employees to raise even more money. Or SS could imagine Jack and Keisha's sarcastic commentary as they listen to Bernard Good's address – the teacher plays the audio file, while SS improvise their comments over the top.

About **Talk a Lot Intermediate Book 2**

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

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

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

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

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

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